



Considering a Fraternity or Sorority at UC Merced?

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Summary

Overall, the fraternity and sorority life (FSL) culture at UC Merced has a generally positive impact on members' University experience, both academic and social. If a student is considering participation in FLS rush or recruitment, the student will find very little in this report about which to be concerned. Probably the most interesting results were the differences between students who joined in their freshman year and those who joined later. Early joiners were more likely to be on-campus residents, and white. Early joiners were less likely to be 1st generation, Pell recipients, or African-American. Later joiners were often nearly the opposite and the composition of all FLSs did not exhibit those initial demographic differences. For example, 38% of freshman FLSs were 1st generation, 65% of later joiners were 1st generation, and together they looked like Independents (non-FLSs).

Campus FLS¹ cultures vary greatly, whether the fraternity or sorority has a grand residential house on or near campus and a history of over 140 years like Alpha Delta Phi at Cornell, or like Sigma Chi, is a national organization that raised nearly \$1.5 million for cancer research, or like the Phi Chapter of Sigma Alpha Mu, was suspended by its campus and disbanded by its national office for "not having done enough to clean up hazing and drug use"; there is much variation. And whatever differences UC Merced fraternities and sororities may have with the rest of campus and with each other, they do share at least two characteristics with everything else at UC Merced, they are new and expanding quickly. In its first decade, UC Merced has seen very rapid growth and now recognizes five fraternities and six sororities. It is a good time to examine basic components of the FLS student experience.

This brief report compares two groups of students. The first is all students who were eligible to join a fraternity or sorority based on their first freshman semester academic performance. The second is a subgroup who matriculated in the fall of 2011. The Fall 2011 cohort was selected to provide time for graduation in four-years. Comparisons will include social and demographic variables, retention and degree completion, area of major, gender, admissions scores, and satisfaction with the University experience.

¹ FSL will be used as an alternative to saying membership in fraternities and sororities (social groups typically identified by Greek letters). Other students will be considered to be Independents.

Literature Review

There is an extensive body of research about the effects of sorority and fraternity membership on attitudes and values, social and leadership skill development, and moral and ethical behavior. Among the better studies and reviews are Astin, 1993; Wilder & McKeegan, 1999; Hayek, Carini, O'Day & Kuh, 2002; and Pascarella, Edison, Nora, Hagedorn, and Terenzini, 1996. Consistent findings include that FLS affiliation does contribute positively to psychological sense of community, belonging (Lounsbury & DeNeui, 1995) and that FLSs spend more time partying and consume more alcohol than Independents.

Oddly, little is known about academic outcomes, retention and degree completion in particular. Rare published exceptions include University of Montana (Ward, 2012), where FLSs were retained and graduated at higher rates than independent students and especially; Routon and Walker's 2014 *Journal of Behavioral and Experimental Economics*; and Bureau et al.'s 2011 *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors* papers. Ward (2012) found that FLSs were retained and graduated at higher rates than Independent students. Routon and Walker (2014) examined HERI (Higher Education Research Institute) surveys for 400 institutions and over 100,000 students, linking responses from *The Freshman Survey* and *College Senior Survey*. Demographically, they found FLSs to be less likely minority and to be from homes with higher mean income and parental education levels. Examining academic outcomes, FLSs did not differ in high school GPA or SAT scores for males, but female FLS admissions scores were higher. Their findings included higher degree aspirations for FLSs, higher proportion of business majors, that FLSs had lower GPAs within gender, and lower *GRE* and *GMAT* scores but equivalent *LSAT* and *MCAT* scores. FLSs were also more likely to graduate in four years. Routon and Walker note that there were no large either positive or negative academic effects. Bureau et al. (2011) used nearly 200,000 *NSSE* (National Survey of Student Engagement) results and after controlling for gender, race, and first-generation status, found that FLSs scored higher on the five *NSSE* benchmarks and three Deep Learning Scales. The differences were consistently small effect sizes. FLSs were also more satisfied overall and reported larger gains in practical competence, personal and social development, and general education. On the other hand, they reported lower GPAs.

Methodology

The records of UC Merced undergraduates who matriculated as freshmen and at the end of their first semester were academically eligible ($GPA \geq 2.5$ and Student Credit Hours ≥ 12) to be recruited and join a fraternity or sorority were merged with retention and degree completion outcomes and responses to the *University of California Undergraduate Experience Survey (UCUES)*. In all cases, group results that differed by a Cohen's d for proportions or Cohen's d for mean differences of 0.3 or more were highlighted. This is a relatively conservative standard when compared to statistical significance.

Results

The first table focused on differences by gender and FLS participation. Overall, there were relatively few demographic differences between FLSs and Independents. There were no differences by housing in the first term, Pell received or not, 1st generation², 1st language spoken, or underrepresented minority status (URM). FLSs were more likely to be Hispanic and less likely to be Asian or Pacific Islander. Female FLSs were less likely to be Asian or Pacific Islander and males were more likely to be Hispanic and less likely to be Asian or Pacific Islander. Academic outcomes included higher retention in the third semester overall and for males and females but no difference in the fourth or fifth semesters. There were no differences in academic standing. FLSs were more likely to have a terminal SSHA major as were sorority members. Fraternity members were less likely than Independents to be Engineering majors.

When analysis focused on the Fall 2011 cohort (Table 2), the results showed clear differences between those who joined in the second semester of the freshman year and those who were eligible to do so but joined later. Nonacademic characteristics were examined first. Students joining in the freshman year were more likely than Independents to live in on-campus housing, less likely to receive a Pell grant and less likely to be first generation. First-year joiners were more likely to be white and less likely to be African American. In contrast, students who became FLSs after the first year did not exhibit those demographic differences. They were however, less likely to be Asian or Pacific Islander. When FLSs who joined early were combined with those who joined later, there were no differences by on-campus housing, Pell Grant receipt, 1st generation status or 1st language spoken. The combined FLSs were less likely to be Asian or Pacific Islander and more likely to be white.

At the bottom of Table 2 are responses to the UCUES³ survey by these student groupings. The survey was administered in the spring of 2014 and is a biennial survey. Early joiners were more satisfied with their social and academic experiences overall and with the value of their education for the price paid. They were also more likely to say that they would reenroll if they had the opportunity to do so.

Four-year graduation rates were higher for FLSs overall, and for those who joined after the freshman year, but FLSs were also more likely to have terminal majors in SSHA, and SSHA students are more likely to graduate in four years⁴. FLSs were less likely overall to be in Engineering. FLSs were also more likely to be retained to the fifth semester. That might be expected because making the commitment to join a fraternity or sorority should logically be associated with intention to continue enrollment.

Table 3 reports time and participation rates in various activities as reported on the Spring 2014 UCUES survey by all FLSs and Independents who were academically eligible at the end of their

² First generation at the University of California means that neither parent completed a four-year degree.

³ UCUES is the University of California Undergraduate Experience Survey, a comprehensive census survey conducted biennially.

⁴ Chatman, S. P. (2014). Student Behaviors Associated with Degree Completion in Four Years or Less, IRDS, UC Merced.

freshman year to join a fraternity or sorority. Both FLSs and Independents were therefore cross sections of undergraduates who began as freshman and had good first semesters (GPA \geq 2.5 and SCHs \geq 12). Overall, relative to Independents, FLSs were more likely to do community service and did more community service on average. FLSs were more likely to spend time on club activities, spent time with friends at similar frequencies and amounts, were more likely to “Party,” and spent about an hour more on average partying. But neither FLSs nor Independents spent much time partying at UC Merced (3.2 versus 1.9 hours a week).

Observations

This paper began with the observation that there is much variation in sororities and fraternities and cautioned against stereotypic images of wealthy, white, legacy partiers. At least at UC Merced, that image did not fit well. Overall, there are more Hispanic FLSs than Independents, especially fraternity members, and fewer Asian or Pacific Islanders. The higher participation rate of Hispanics likely reflects the success of fraternities and sororities at UC Merced with traditional Hispanic emphases. At UC Merced, there were no FLS and Independent differences overall by Pell Grant recipients, 1st generation college, or 1st language spoken. When focused on the Fall 2011 cohort, those who joined in the first year were slightly more like the stereotype, but that was not true of students who joined after the first year. Why might there be a difference between early and later joiners? The 1st generation college variable was especially telling. Those who joined in the freshman year were less likely to be 1st generation than Independents, but those who joined later were more likely to be 1st generation than Independents, and the combined result overall was no difference of consequence between FLS and Independent students. A likely explanation is that students from households where at least one parent has a college degree had parents who viewed fraternities and sororities more favorably and shared that view with their children. First-generation students were perhaps more cautious and learned about the advantages over time as they met and were recruited by UC Merced FLS members. That is speculative but seems reasonable. In sum, the results support the benefits of FLS participation at UC Merced.

One recommendation suggested by the collective observations is that the University might encourage a fraternity with an engineering traditional emphasis, Theta Xi for example, that has chapters at UC Davis and UCLA. That could affect the engineering major deficit and marginally lower SAT mathematics scores for FLSs.

References

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Table 1: Comparing Independents and FSLs (Fraternity and Sorority Life) by Gender for Students Eligible* to Join a Fraternity or Sorority at the End of the First Semester

	Sum**		Female		Male		Sum**		Female		Male	
	FSL	Independent	FSL	Independent	FSL	Independent	FSL	Independent	FSL	Independent	FSL	Independent
Housing 1st Term												
Yes	85%	78%	85%	78%	85%	77%	700	4,408	416	2,188	282	2,208
No	15%	22%	15%	22%	15%	23%	123	1,271	72	614	50	645
Pell Received 1st Term												
Yes	53%	51%	56%	57%	50%	45%	440	2,904	273	1,598	166	1,292
No	47%	49%	44%	43%	50%	55%	383	2,779	215	1,205	166	1,564
1st Generation												
Yes	59%	55%	60%	62%	56%	48%	482	3,141	293	1,749	187	1,383
No	41%	45%	40%	38%	44%	52%	341	2,542	195	1,054	145	1,473
1st Language												
Another	26%	26%	27%	29%	24%	22%	210	1,447	130	822	79	621
English	42%	41%	40%	37%	45%	45%	347	2,343	195	1,043	150	1,288
Both	32%	33%	33%	33%	31%	33%	265	1,877	162	926	103	941
AB540												
Yes	3%	2%	3%	2%	2%	2%	22	126	15	68	7	58
No	97%	98%	97%	98%	98%	98%	801	5,557	473	2,735	325	2,798
Race / Ethnicity												
African American	3%	6%	3%	8%	3%	4%	26	342	17	221	9	121
Asian & Pacific Islander	16%	32%	16%	29%	17%	35%	135	1,810	78	805	57	1,004
Hispanic	49%	36%	51%	41%	46%	31%	405	2,028	251	1,139	154	886
American Indian	0%	0%	0%	0%	0%	0%	3	24	2	14	1	10
White	21%	18%	20%	15%	23%	21%	173	1,042	97	428	76	610
Multi-racial	5%	3%	5%	2%	5%	3%	43	167	26	69	17	98
International	3%	2%	3%	3%	3%	2%	26	134	15	73	11	60
Unknown	1%	2%	0%	2%	2%	2%	12	136	2	54	7	67
Gender												
Female	60%	50%					488	2,803				
Male	40%	50%					332	2,856				
URM												
Yes	58%	45%	61%	51%	55%	39%	477	2,561	296	1,443	181	1,115
No	42%	55%	39%	49%	45%	61%	346	3,122	192	1,360	151	1,741
Enrolled 3rd Sem												
Yes	100%	93%	99%	92%	100%	93%	819	5,277	485	2,591	331	2,666
No	0%	7%	1%	8%	0%	7%	4	406	3	212	1	190
Enrolled 4th Sem												
Yes	83%	78%	84%	78%	82%	78%	686	4,443	411	2,196	273	2,230
No	17%	22%	16%	22%	18%	22%	137	1,240	77	607	59	626
Enrolled 5th Sem												
Yes	81%	71%	82%	71%	80%	71%	669	4,025	401	1,989	266	2,020
No	19%	29%	18%	29%	20%	29%	154	1,658	87	814	66	836

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	Sum**		Female		Male		Sum**		Female		Male	
	FSL	Independent	FSL	Independent	FSL	Independent	FSL	Independent	FSL	Independent	FSL	Independent
Good Academic Standing 3rd Sem (If Enrolled)												
Yes	91%	87%	91%	88%	91%	85%	623	3,920	372	1,978	249	1,928
No	9%	13%	9%	12%	9%	15%	63	608	38	260	25	344
Good Academic Standing 4th Sem (If Enrolled)												
Yes	88%	87%	88%	89%	88%	85%	604	3,839	362	1,938	240	1,888
No	12%	13%	12%	11%	12%	15%	82	584	49	248	33	333
Good Academic Standing 5th Sem (If Enrolled)												
Yes	90%	86%	94%	89%	84%	83%	437	2,876	268	1,465	168	1,402
No	10%	14%	6%	11%	16%	17%	49	483	16	190	33	289
School of Major in Last Term												
Undeclared	5%	7%	3%	7%	6%	6%	38	388	17	209	21	178
College I	0%	0%	0%	0%	0%	0%	0	12	0	6	0	6
Engineering	12%	21%	5%	7%	21%	35%	98	1,209	26	207	71	997
Natural Science	32%	32%	30%	36%	35%	29%	260	1,840	145	1,003	115	831
SSHA	52%	39%	61%	49%	38%	30%	427	2,234	300	1,378	125	844
SAT Scores												
SAT Math	527	545	506	515	559	574	527	545	506	515	559	574
SAT Reading	508	515	499	499	521	530	508	515	499	499	521	530
SAT Writing	510	513	509	507	511	520	510	513	509	507	511	520
HS GPA (Weighted)	3.39	3.34	3.40	3.40	3.38	3.29	3.39	3.34	3.40	3.40	3.38	3.29
UC Undergraduate Experience Survey (UCUES) from Spring of 2014 (Six Point Scale with Negative Ratings Low)												
Satisfaction with GPA	3.4	3.6	3.3	3.6	3.5	3.7	UC grade point average (Rate your satisfaction)					
Social Satisfaction	4.6	4.3	4.6	4.3	4.6	4.3	Overall social experience (Rate your satisfaction)					
Academic Satisfaction	4.5	4.4	4.5	4.4	4.5	4.4	Overall academic experience (Rate your satisfaction)					
Satisfaction with Value	4.4	4.1	4.4	4.2	4.3	4.1	Value of your education for the price you're paying (Rate your satisfaction)					
Sense of Belonging	4.9	4.6	5.0	4.6	4.8	4.5	I feel that I belong at this campus (Rate your agreement)					
Would Reenroll	4.9	4.6	5.0	4.6	4.8	4.5	Knowing what I know now, I would still choose to enroll at this campus (Rate your agreement)					

Differences with Cohen's h or d, as appropriate, greater than 0.3 were highlighted. These differences are statistically recognizable or important, not just statistically significant.

* Restricted to Freshman Matriculates with 1st Semester GPA > 2.5 and Credit Hours > 12

** Sum (Includes Gender Unknown)

Source: IRDS Student Success Data File as of Fall 2015.

Table 2: Comparing the Fall Freshman Cohort of 2011-2012 FSLs and Independents Eligible* to Join a Fraternity or Sorority at the End of the First Semester

	FSL and Joined in 1st Spring	Never Joined or Joined Later	Term But Joined After the 1st Spring	Never Joined	Eligible in 1st Term And Joined at Any Time	Never Joined	FSL and Joined in 1st Spring	Never Joined or Joined Later	Term But Joined After the 1st Spring	Never Joined	Eligible in 1st Term And Joined at Any Time	Never Joined
Four-Year Graduation												
Yes	47%	42%	52%	41%	50%	41%	25	308	32	301	57	276
No	53%	58%	48%	59%	50%	59%	28	429	30	427	58	399
Housing 1st Semester												
Yes	92%	76%	79%	77%	85%	75%	49	557	49	557	98	508
No	8%	24%	21%	23%	15%	25%	4	180	13	171	17	167
Pell Received 1st Semester												
Yes	36%	55%	61%	55%	50%	55%	19	407	38	398	57	369
No	64%	45%	39%	45%	50%	45%	34	330	24	330	58	306
1st Generation												
Yes	38%	56%	65%	54%	52%	56%	20	415	40	395	60	375
No	62%	44%	35%	46%	48%	44%	33	322	22	333	55	300
1st Language												
Another	32%	36%	35%	36%	34%	36%	17	266	22	261	39	244
English	53%	41%	44%	42%	48%	41%	28	303	27	304	55	276
Both	15%	23%	21%	22%	18%	23%	8	168	13	163	21	155
Race / Ethnicity Composition												
African American	0%	8%	3%	8%	3%	8%	0	56	2	55	3	54
Asian & Pacific Islander	23%	31%	10%	32%	16%	33%	12	228	6	234	18	222
Hispanic	37%	38%	55%	36%	46%	36%	19	279	34	264	53	245
American Indian	0%	0%	0%	0%	0%	0%	0	0	0	0	0	0
White	33%	16%	27%	16%	30%	15%	17	119	17	119	34	102
Multi-racial	8%	6%	5%	6%	6%	6%	4	45	3	46	7	42
International	0%	1%	0%	1%	0%	1%	0	6		6		6
Unknown	0%	1%	0%	1%	0%	1%	0	4		4		4
							52	737	62	728	115	675
Race / Ethnicity % of Race/Ethnicity												
African American	0%	100%	4%	96%	5%	95%						
Asian & Pacific Islander	5%	95%	3%	98%	8%	93%						
Hispanic	6%	94%	11%	89%	18%	82%						
American Indian												
White	13%	88%	13%	88%	25%	75%						
Multi-racial	8%	92%	6%	94%	14%	86%						
International*	0%	100%	0%	100%	0%	100%						
Unknown*	0%	100%	0%	100%	0%	100%						
Sum	7%	93%	8%	92%	15%	85%						
Gender												
Female	60%	53%	63%	53%	62%	53%	32	392	39	385	71	353
Male	40%	47%	37%	47%	38%	47%	21	342	23	340	44	319
							53	734	62	725	115	672
Gender as % of Gender												
Female	8%	92%	9%	91%	17%	83%	32	392	39	385	71	353
Male	6%	94%	6%	94%	12%	88%	21	342	23	340	44	319
	7%	93%	8%	92%	15%	85%	53	734	62	725	115	672

Table 2: Comparing the Fall Freshman Cohort of 2011-2012 FSLs and Independents Eligible* to Join a Fraternity or Sorority at the End of the First Semester

		FSL and Joined in 1st Spring	Never Joined or Joined Later	Term But Joined After the 1st Spring	Never Joined	Eligible in 1st Term And Joined at Any Time	Never Joined	FSL and Joined in 1st Spring	Never Joined or Joined Later	Term But Joined After the 1st Spring	Never Joined	Eligible in 1st Term And Joined at Any Time	Never Joined
Four-Year Graduation													
URM													
	Yes	45%	52%	63%	50%	55%	51%	24	380	39	365	63	341
	No	55%	48%	37%	50%	45%	49%	29	357	23	363	52	334
Enrolled 3rd Sem													
	Yes	96%	95%	100%	94%	98%	94%	51	698	62	687	113	636
	No	4%	5%	0%	6%	2%	6%	2	39	0	41	2	39
Enrolled 4th Sem													
	Yes	96%	93%	100%	92%	98%	92%	51	682	62	671	113	620
	No	4%	7%	0%	8%	2%	8%	2	55	0	57	2	55
Enrolled 5th Sem													
	Yes	87%	85%	100%	84%	94%	84%	46	629	62	613	108	567
	No	13%	15%	0%	16%	6%	16%	7	108	0	115	7	108

Table 2: Comparing the Fall Freshman Cohort of 2011-2012 FSLs and Independents Eligible* to Join a Fraternity or Sorority at the End of the First Semester

	FSL and Joined in 1st Spring	Never Joined or Joined Later	Term But Joined After the 1st Spring	Never Joined	Eligible in 1st Term And Joined at Any Time	Never Joined	FSL and Joined in 1st Spring	Never Joined or Joined Later	Term But Joined After the 1st Spring	Never Joined	Eligible in 1st Term And Joined at Any Time	Never Joined
Four-Year Graduation												
Good Academic Standing 3rd Sem (If Enrolled)												
Yes	84%	86%	97%	85%	91%	85%	43	602	60	585	103	542
No	16%	14%	3%	15%	9%	15%	8	95	2	101	10	93
Good Academic Standing 4th Sem (If Enrolled)												
Yes	92%	86%	84%	87%	88%	86%	47	587	52	582	99	535
No	8%	14%	16%	13%	12%	14%	4	94	10	88	14	84
Good Academic Standing 5th Sem (If Enrolled)												
Yes	87%	86%	85%	86%	86%	86%	40	541	53	528	93	488
No	13%	14%	15%	14%	14%	14%	6	86	9	83	15	77
School of Major in Last Term												
Undeclared	2%	3%	0%	4%	1%	4%	1	25	0	26	1	25
Engineering	13%	18%	11%	19%	12%	19%	7	135	7	135	14	128
Natural Science	34%	34%	31%	34%	32%	34%	18	251	19	250	37	232
SSHA	51%	44%	58%	44%	55%	43%	27	326	36	317	63	290
SAT Scores												
SAT Math	535	541	511	543	522	544	535	541	511	543	522	544
SAT Reading	515	510	503	511	508	511	515	510	503	511	508	511
SAT Writing	529	510	502	512	515	511	529	510	502	512	515	511
HS GPA (Weighted)	3.14	3.30	3.32	3.29	3.24	3.30	3.14	3.30	3.32	3.29	3.24	3.30
UC Undergraduate Experience Survey (UCUES) from Spring of 2014 (Six Point Scale with Negative Ratings Low)												
Satisfaction with GPA	3.4	3.4	2.9	3.4	3.1	3.4	UC grade point average (Rate your satisfaction)					
Social Satisfaction	5.1	4.2	4.5	4.2	4.8	4.2	Overall social experience (Rate your satisfaction)					
Academic Satisfaction	4.9	4.2	4.4	4.2	4.7	4.2	Overall academic experience (Rate your satisfaction)					
Satisfaction with Value	4.7	4.0	4.3	3.9	4.5	3.9	Value of your education for the price you're paying (Rate your satisfaction)					
Sense of Belonging	5.1	4.6	4.6	4.5	4.9	4.5	I feel that I belong at this campus (Rate your agreement)					
Would Reenroll	5.3	4.5	4.6	4.5	5.0	4.5	Knowing what I know now, I would still choose to enroll at this campus (Rate your agreement)					

Table 2: Comparing the Fall Freshman Cohort of 2011-2012 FSLs and Independents Eligible* to Join a Fraternity or Sorority at the End of the First Semester

FSL and Never Joined		Term But Joined		Eligible in 1st		FSL and Never		Term But Joined		Eligible in 1st	
Joined in	or Joined	After the 1st	Never	Term And Joined	Never	Joined in 1st	Joined or	After the 1st	Never	Term And Joined	Never
1st Spring	Later	Spring	Joined	at Any Time	Joined	Spring	Joined Later	Spring	Joined	at Any Time	Joined

Four-Year Graduation

* Restricted to Freshman Matriculates with 1st Semester GPA > 2.5 and Credit Hours > 12

Differences with Cohen's h or d, as appropriate, greater than 0.3 were highlighted. These differences are statistically recognizable or important, not just statistically significant.

Source: IRDS Student Success Data File as of Fall 2015.

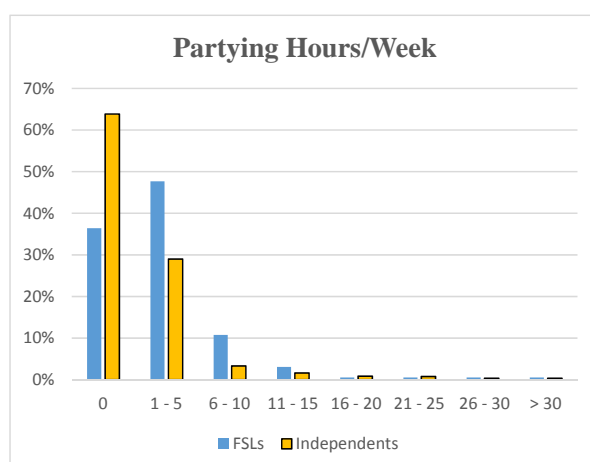
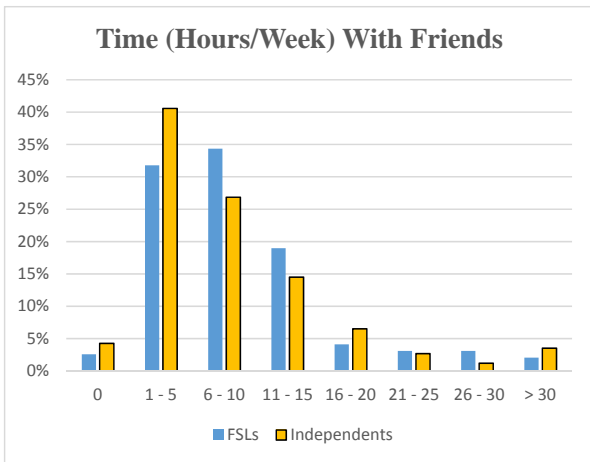
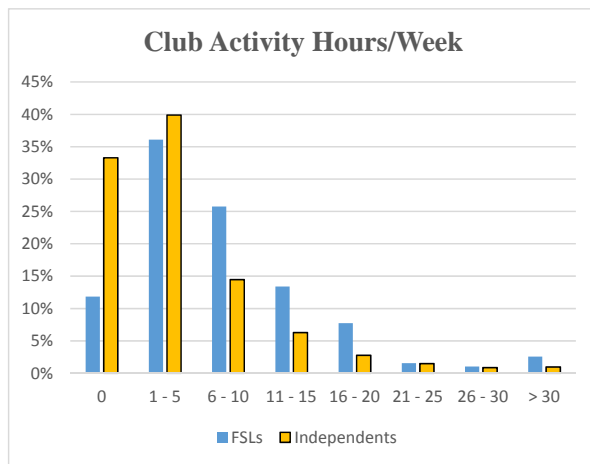
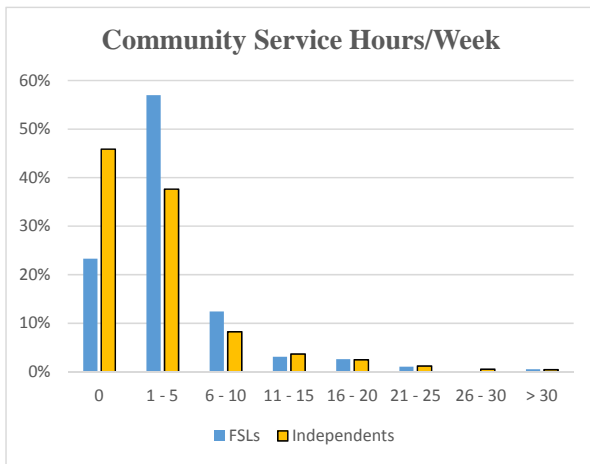
When eligible FSLs joined (Fall freshman cohort of 2011-2012)

201210	53
201230	11
201310	31
201410	13
201430	1
201510	6
	<hr/>
	115

Table 3: Comparing UCUES* Survey Responses of Those Eligible to Join a Fraternity or Sorority at the End of the First Semester**

Hours	Community Service		Club Activities		Time With Friends		Time Partying	
	FSL	Independent	FSL	Independent	FSL	Independent	FSL	Independent
0	23%	46%	12%	33%	3%	4%	36%	64%
1 - 5	57%	38%	36%	40%	32%	41%	48%	29%
6 - 10	12%	8%	26%	14%	34%	27%	11%	3%
11 - 15	3%	4%	13%	6%	19%	14%	3%	2%
16 - 20	3%	2%	8%	3%	4%	6%	1%	1%
21 - 25	1%	1%	2%	1%	3%	3%	1%	1%
26 - 30	0%	1%	1%	1%	3%	1%	1%	0%
> 30	1%	0%	3%	1%	2%	4%	1%	0%
Mean	4.0	3.3	7.8	4.6	9.2	8.5	3.2	1.9

	FSL Independent		FSL Independent		FSL Independent		FSL Independent	
0	45	428	23	313	5	40	71	599
1 - 5	110	351	70	375	62	381	93	272
6 - 10	24	77	50	136	67	252	21	31
11 - 15	6	34	26	59	37	136	6	15
16 - 20	5	23	15	26	8	61	1	8
21 - 25	2	11	3	14	6	25	1	7
26 - 30	0	5	2	8	6	11	1	3
> 30	1	4	5	9	4	33	1	3



* UCUES is the University of California Undergraduate Experience Survey, a comprehensive census survey conducted biennial
 ** Eligibility requires a 2.5 GPA or better with 12 or more hours in the first freshman term.
 Differences with Cohen's greater than 0.3 were highlighted. These differences are statistically recognizable or important, not just statistically significant.