

INTRODUCTION

Context

National Trends

Fraternities and sororities are often seen as both detrimental and beneficial to college campuses. Some acknowledge the benefits of Greek organizations for both the individuals who participate in them and for the institution. A fraternity or sorority can provide a caring and supportive subcommunity where students develop interpersonal and leadership skills (Astin 1993), make friends, learn how an organization works, develop a common cause, participate in community service, and have fun (Kuh & Lyons, 1990;). Kimbrough (1995) found that Black fraternities and sororities provided a significant source of leadership development opportunities for Black students on predominantly white campuses. In addition, membership in fraternities and sororities has been found to create a connection to the college or university, to increase retention rates, and to increase alumni giving to the institution.

At the same time, fraternities and sororities are under fire for behavior that is seen as antithetical to both the goals of higher education and to the ideals upon which the national organizations were founded. Many question the compatibility of Greek organizations with the academy's educational purposes, values, and attitudes (Kuh & Lyons, 1990; Melaney, 1990; Neuberger & Hanson, 1997). In particular, Greek organizations are questioned for organizational practices that promote status distinction, reinforce conformity and social apathy, and denigrate individual worth and dignity. Incidents of alcohol abuse, hazing, sexual assault, and poor academic performance are often the focus of media attention. Furthermore, in his study of college students, Astin (1993) found that involvement in a fraternity or sorority was negatively associated with GPA, altruism, and social activism while being positively associated with alcohol consumption, hedonism, and materialism. In a 2002 study, Hayek, et al. found just the opposite to be true: That students who belong to Greek-letter organizations did not have lower educational outcomes than non-Greeks and reported gains in educational and personal growth.

Over the years, colleges and universities have tackled the issues with Greek life on their campuses in a variety of ways. Some schools, like Bowdoin, Colby, and Franklin and Marshall Colleges, have withdrawn recognition from their Greek organizations. Others have created initiatives to reform and to improve their Greek communities, such as University of Maryland, Lafayette College, Miami University of Ohio, Emory University (Neuberger & Hanson, 1997; Reisberg, 2000c), as well as Penn State University. National fraternity and sorority umbrella organizations (National Panhellenic Conference and the North American Interfraternity Institute) have recently created standards to define expectations for their member organizations.

In addition to institutional issues and actions, evidence suggests that student interest in Greek organizations may also be in decline. In 1990, 400,000 undergraduates were members of fraternities. Since then, by some estimates, membership has dropped as much as 30 percent, and some chapters have shut down because they have not had the numbers to financially support themselves. The average chapter size of the National Interfraternity Conference (NIC) groups is believed to have fallen from 54 men in 1990 to 38 in 1998 – only slightly higher than the low of 34 set during the Vietnam War era. While women's groups have experienced some

decline, data suggest that they are healthy. The average chapter size of the National Panhellenic Conference (NPC) groups has risen from 46 in 1980 to 54 in 2000 (Reisberg, 2000b). No new data was available in 2004.

With many traditional fraternities and sororities attracting mostly white students, other organizations attract students of color. In addition to the nine National Pan-Hellenic Council (NPHC) organizations, which are the historically Black/African American fraternities and sororities, other organizations (Latino/Latina, Asian American, Greek Orthodox, and gay/bisexual/progressive men's groups) have also emerged as alternatives to the traditional Greek community. Minority students who participate in such organization say they are looking to bond with others who share similar cultural interests. They are interested in the social organization but may be turned off by the homogeneity of mainstream fraternities or sororities or may be offended by racist undertones within these organizations (Reisberg, 2000a).

Ohio State's Greek Community

Like other institutions, The Ohio State University (OSU) has faced similar issues within its Greek community. Prior to 2001, a number of fraternities lost their charters and their University recognition as a result of hazing incidents and other violations of Interfraternity Council and University regulations. In addition, a few sororities had been placed on probation by their national organizations and the University because of alcohol infractions and hazing violations. Tragically, in the spring of 2000, a fraternity member died as a result of a combination of alcohol and drug use. Since 2001, seven men's fraternities have reorganized and reestablished membership on campus (Sigma Phi Epsilon, Sigma Alpha Epsilon, Alpha Tau Omega, Kappa Sigma, Zeta Beta Tau, Phi Gamma Delta, and Alpha Phi Alpha). In Fall of 2004, two additional fraternities (Delta Chi and Delta Tau Delta) reorganized after losing University recognition for violations of University regulations between 2001 and 2004.

Choosing to initiate reform within the Greek community, Ohio State and the Office of Student Affairs created the Greek Life Task Force (GLTF) and charged the group with formulating recommendations to change the culture of the Greek community. Endorsing the continued existence of a strong Greek community at OSU, this task force worked for two years assessing the current status of the community, establishing goals and Standards of Excellence for the Greek community, revising the final report to reflect feedback from members of the Greek community, and creating a comprehensive plan to revitalize the Greek community. In October of 2000, the Greek Life Task Force Report (GLTFR) was approved. Implementation of this plan began in March of 2001 and continues to date.

The standards established in the GLTFR include increasing academic standards, creating intentional recruitment plans, increasing the role of advisors, establishing financial responsibility, developing involvement in community service, educating members on risk management issues, and promoting diversity education among members. The plan outlines responsibilities for both the individual chapters and for the University. In addition, the GLTF recommendations included a further examination of Greek facilities, particularly with regard to issues of deferred maintenance, of the quality of life in existing houses, and of groups who currently do not have housing. Furthermore, the recommendations called for an intentional effort to assess and to evaluate the initiatives established in the GLTFR.

Purpose of the Report

The 2004 Greek Life Survey was conducted in order to assess progress within the Greek community after the implementation of the recommendations presented in the Greek Life Task Force Report. A similar survey was conducted in 2001 to provide baseline data prior to the implementation of the initiatives and standards presented in the report. Topics in the survey included overall impressions of OSU and the Greek community, campus involvement, community service and philanthropic involvement, recruitment and new member education, academics, diversity, fiscal issues, risk management, alcohol and partying, and University support of the Greek community. In both 2001 and 2004, two surveys were conducted: one of Greek members and the other of non-Greek students. The two surveys were parallel in structure and whenever possible asked the same questions of Greek and non-Greek students.

Hence, the focus of this report is the 2004 survey findings for both the Greek and non-Greek students. In addition, comparisons are made to the 2001 data. In addition, when available and appropriate other data sources have been used to augment the information collected in the survey. (See below.)

Other Data Sources

In addition to the Greek Life survey, a number of other data sources provide information on the status of the Greek community at OSU. The CIRP (Cooperative Institutional Research Survey) survey of incoming students and other institutional measures are used to assess and to evaluate the GLTFR more fully including overall grade point averages and membership numbers.

CIRP Findings

On a regular basis, Ohio State collects data from incoming students regarding their general attitudes, beliefs, and goals through the use of the Cooperative Institutional Research Program (CIRP). In this survey, incoming students are asked to provide their best guess regarding whether or not they will join a social fraternity or sorority while in college. These data provide the ability to track student changes over time.

- In 1990, only 13.4% of incoming students reported that there was “no chance” that they would join a fraternity or sorority. Gradually over a 12-year period, this percentage increased. In 2002, 22.6% reported that there was “no chance” that they would join a fraternity or sorority. Similarly, in 1990, 21.2% of incoming students reported that there was a “very good chance” they would join a Greek organization; in 2002, only 10.1% responded this way.
- Furthermore, in 2002, women were almost twice as likely to report there was a “very good chance” they would join a sorority than men were to join a fraternity (13.6% compared to 6.7% respectively).

Thus, the data suggest that there has been a gradual decline of incoming students’ interest in Greek life over the last 12 years.

GPA and Membership Numbers

Presented in Tables A1, A2, and A3 are the data regarding the Greek grade point averages compared to the respective University populations and the Greek membership numbers and average chapter sizes during the spring of 2001 and 2004.

- Overall, the grade point averages of all OSU students increased between 2001 and 2004 including the averages within each component of the Greek community. In 2001, only the PHA average exceeded the all-undergraduate average. In 2004, the all-Greek average also exceeded the all-undergraduate average.
- Furthermore, as of Spring 2001, there were 29 chapters with grade point averages less than the all-undergraduate average and 4 chapters with averages less than a 2.25. In 2004, there were 28 chapters with grade point averages less than the all-undergraduate average and only one chapter with an average less than a 2.25. (Data not shown.)
- Although the number of students involved in Greek organizations increased from 2001 to 2004, the growth is attributed to the growth in the Multicultural Greek Council chapters and addition of several fraternities.
- In both years, all four types of organizations had chapters with relatively few members.

Table A1: Spring 2001 and 2004 Cumulative Grade Point Averages

	Spring 2001	Spring 2004
All-Greek	2.93	3.05
All-Undergraduate	2.93	3.00
All-IFC	2.81	2.99
All-Men	2.85	2.92
All-PHA	3.05	3.14
All-Women	3.02	3.08
All-PHC	2.53	2.70

Table A2: Spring 2001 and 2004 Greek membership numbers

	Spring 2001	Spring 2004
PHA	1193 17 chapters	1170 15 chapters
PHC	75 7 chapters	55 6 chapters
IFC	926 25 chapters	997 27 chapters
Unaffiliated/MCGC* *In 2001, MCGC chapters were labeled as "unaffiliated" chapters for the purpose of this survey.	40 3 chapters	104 6 chapters
Greek Totals	2,234	2,436

Table A3: Spring 2001-2004 Average chapter size and range

	Spring 2001		Spring 2004	
	Avg. Chapter Size	Range	Avg. Chapter Size	Range
PHA	70	27-100	78	18-100

PHC	11	3-24	9	3-20
IFC	37	11-73	37	10-95
Unaffiliated/MCGC	13	7-25	17	7-33

Study Methodology

The Greek Life Survey was sponsored by the Office of Student Affairs Assessment and The Ohio Union and Student Activities at The Ohio State University. The questions were originally developed in 2001 by consulting Greek surveys from other universities and organizations, current Greek life literature, the GLTFR, and the GLTF assessment implementation committee. The expertise and services of the College of Social and Behavioral Sciences' Center for Survey Research were used in refining and piloting the surveys and for data collection. This report is based on Student Affairs Assessment's analysis of the data.

The Greek Community Survey

The survey of the OSU Greek community is based on telephone interviews conducted from April 5 to April 29, 2004, with 605 randomly sampled students who were active or new members of OSU fraternities or sororities during Spring Quarter 2004. Students were randomly selected for participation in this survey from a database of the members of Greek fraternities or sororities. Local telephone numbers were taken from a database of all undergraduate students provided by the Office of the Registrar. All interviewing was completed from the OSU Center for Survey Research.

A total of 1,518 students were randomly selected to participate in the Greek community survey. In many cases, numbers were called upwards of 10 times to try to reach a respondent at a time that was convenient for her or him to be interviewed. In 53 cases the student was ineligible to participate. The remaining 1,465 cases were *presumed* to be eligible cases with valid contact information. A total of 605 interviews were completed, for a response rate of 41.3% using the most conservative calculation suggested by the American Association for Public Opinion Research.

Because of the complexity of the Greek community, four independent "samples" were drawn. First were samples of members of the Interfraternity Council (IFC) organizations and of the Panhellenic Association (PHA) organizations. Second, attempts were made to reach all members of the Pan-Hellenic Council (PHC) organizations and of the Multicultural Greek Council (MCGC) (see definitions below).

In theory, in 19 cases of 20, the results for this unweighted sample of undergraduate Greek students will differ due to sampling error by no more than 3.3 percentage points in either direction from what would have been obtained by interviewing all undergraduate Greek students enrolled at Ohio State during Spring Quarter 2004.

The Non-Greek Student Survey

The survey of the non-Greek OSU undergraduate students is based on telephone interviews conducted from April 26 to May 11, 2004, with 405 randomly sampled students who were not

active, new, or former members of OSU fraternities or sororities during Spring Quarter 2004. Students were randomly selected for participation in this survey from a database provided by the Office of the Registrar. All interviewing was completed from the OSU Center for Survey Research.

A total of 809 students were randomly selected to participate in the non-Greek survey. In many cases, telephone numbers were called upwards of 10 times to try to reach a respondent at a time that was convenient for her or him to be interviewed. In 24 cases the student was ineligible to participate. The remaining 785 cases were *presumed* to be eligible cases with valid contact information. A total of 405 interviews were completed, for a response rate of 51.6% using the most conservative calculation suggested by the American Association for Public Opinion Research.

In theory, in 19 cases of 20, the results for this unweighted sample of undergraduate non-Greek students will differ due to sampling error by no more than 4.9 percentage points in either direction from what would have been obtained by interviewing all undergraduate non-Greek students enrolled at Ohio State during Spring Quarter 2004.

Limitations

A limitation in this project is the difference in the percentages of respondents from each of the governing councils between the 2001 respondents and the 2004 respondents. In 2001, we experienced a higher refusal rate from students in PHA chapters. The primary reason for the refusal originated from their national organizations instructing them not to participate in the survey. Hence, in 2001, this situation may have resulted in a higher sampling error than normally expected. In 2004, we did not experience the same resistance from the national organizations and had a higher participation rate among the PHA members. Although this increases the reliability of the 2004 data, comparisons between the 2001 and 2004 data may be a result of the differences in the characteristics of the respondents and not changes in the OSU fraternity and sorority community.

Similarly, because of new organizations, the 2004 survey had a greater number of students from PHC and MCGC chapters responding to the survey. Because of the low numbers in 2001, comparisons between years are not possible. In addition, students of color are over-represented in the 2004 Greek sample than what is found in the Greek population.

In addition, all surveys are subject to other potential sources of imprecision and bias, which may be associated with the question wording and/or ordering, the response rate, and the quality of the interviewers, all of which could lead to somewhat different results from the present findings.

Definition of Terms

- **Interfraternity Council (IFC)** – The IFC is the local governing body of the organizations that are members of the National Interfraternity Conference (NIC). The NIC is a conference body composed of sixty-two men's social fraternities, 24 of which had chapters at Ohio State at the time of the 2004 survey. Delegates from each of the

twenty-four chapters comprised OSU's IFC (plus representatives from Evans Scholars and two agricultural fraternities).

- **Multicultural Greek Council (MCGC)** - This governing body for culturally-based Greek organizations was formed in the spring of 2004 and represents six chapters. In 2001, there were three chapters that were not members of the other councils.
- **Non-Greeks** – Non-Greeks are students who have not affiliated with any of the Greek organizations on campus.
- **Panhellenic Association (PHA)** – The PHA is the local governing body of the sororities that are members of the National Panhellenic Conference (NPC). The NPC is a conference body composed of twenty-six member women's social sororities, 15 of which have chapters at Ohio State. Delegates from each of the 15 chapters comprised OSU's PHA (plus a representative from Phi Sigma Rho).
- **Pan-Hellenic Council (PHC)** – The PHC is the local governing body of the fraternities and sororities that are members of the National Pan-Hellenic Council (NPHC). The NPHC is a conference body composed of nine historically African-American Greek-letter organizations, seven of which had chapters at Ohio State at the time of the 2004 survey. Delegates from each of the chapters comprised OSU's PHC.

FINDINGS

The findings from the survey are organized in the following sections: demographics and profiles, overall impressions, campus involvement and employment, community service and philanthropic involvement, membership recruitment, membership education, academics, diversity, fiscal issues, risk management, alcohol and partying, and University support of the Greek community. This report includes findings from the 2004 Greek and non-Greek surveys and comparisons to the 2001 surveys.

Greek and Non-Greek Students

Demographics and Profiles

In this section, the demographics of the samples are provided along with profiles of the Greek and non-Greek populations. Most of the data were taken from the OSU student database. For the Greek data, the OSU student database was cross-referenced with the Greek database from the Ohio Union and Student Activities. In some cases, the OSU database did not include students who were listed on the Greek database. Hence, some data are missing; most likely, some of these students had left the university.

According to the Greek database, there were 2,297 Greek students at the time of the survey; we were able to extract demographics on 1,945 of them through the OSU database. The undergraduate population was 35,157. These data are presented to provide a profile of Greek students at OSU and to speak to the representativeness of the samples.

The samples consisted of 605 Greek members and 405 non-Greek members. In Tables 1.0 to 1.4, comparisons are made between the population parameters and sample statistics for the Greeks and non-Greeks (or undergraduate population).

Table 1.0: Sex: Greeks and Non-Greeks

Sex	Greek Population N =1945	Greek Sample n = 605	Undergraduate Population N = 35,157	Non-Greek Sample n = 405
Female	56.2	54.9	48.0	49.9
Male	43.8	45.1	52.0	50.1

Table 1.1: Age Comparisons: Greeks and Non-Greeks

Age	Greek Population N =1945	Greek Sample n = 605	Undergraduate Population N = 35,157	Non-Greek Sample n = 405
Mean	20.4	20.2	21.8	21.4
Median	20.0	20.0	21.0	20.0

Table 1.2: Race and Ethnicity: Greeks and Non-Greeks

Race/Ethnicity	Greek Population N =1945	Greek Sample n = 605	Undergraduate Population N = 35,157	Non-Greek Sample n = 405
American Indian/ Alaskan Native	0.5	0.3	0.4	0.0
Asian/ Pacific Islander	5.0	7.9	5.6	7.4
Black/African American	3.3	4.7	8.2	9.4
Hispanic/ Latino(a)	2.1	3.4	2.2	3.0
White/ Caucasian	87.8	82.1	77.6	73.4
Other/Unknown	1.4	1.7	1.9	6.7

Table 1.3: GPA Comparison: Greeks and Non-Greeks

Cumulative GPA	Greek Population N =1945	Greek Sample n = 605	Undergraduate Population N = 35,157	Non-Greek Sample n = 405
Mean	3.06	3.07	3.0	2.99
Median	3.09	3.08	unavailable	3.09

Table 1.4: Class Rank: Greeks and Non-Greeks

Rank	Greek Population N =1945	Greek Sample n = 605	Undergraduate Population N = 35,157	Non-Greek Sample n = 405
First Year	11.8	16.9	14.2	19.5
Sophomore	24.4	26.0	19.9	20.5
Junior	26.7	24.0	21.8	20.0
Senior	37.0	33.1	40.4	36.0
Other	0.1	0.0	3.8	3.9

Table 1.5: Residence of the Greek and Non-Greek Samples (Population data not available.)

Current Residence	Greek Sample n= 605	Non-Greek Sample n = 405
Off-campus house/ apartment	30.3	47.2
With parents / relatives	1.8	5.9
In a campus residence hall	34.7	39.5
In your own home	2.3	6.7
In a fraternity / sorority house	30.3	0.0
Other	0.5	0.7

In addition to the demographics provided above, among the Greek respondents in 2004:

- 95.9% were active members of their organization, and 4.1% were in the process of becoming active members;

- 40.2% were members of IFC organizations; 38.5% were members of PHA organizations; 11.6% were PHC members; 5.5% were members of the MCGC, and 4.3% didn't know which governing council their organization was a member (in 2001, 55.3% were members of IFC organizations);
- 30.6% accepted invitations to join their respective organization in 2004; 32.4% in 2003; 19.8% in 2002; 11.2% in 2001; 4.6% in 2000; and 1.3% in 1999 or earlier;
- 18.8% accepted invitations to join in fall/autumn quarter; 63.9% in winter; and 17.2% in spring (in 2001, 34.4% accepted invitations in the fall quarter); and
- 65.2% accepted invitations to join during their first/freshman year of college; 26.9% during their sophomore year; 7.1% during their junior year; and 0.8% during their senior year.

Overall Impressions

Overall Impressions of OSU

Both Greek students and non-Greek students were asked four questions about their general impressions of Ohio State. They were asked about their overall satisfaction with their college experience, how well OSU was doing in meeting their expectations, how connected they felt to the OSU community, and how important it was to them to feel a sense of community.

Overall, evidence suggests being involved in a Greek organization promotes satisfaction and connectedness with the University. These findings were consistent in both 2001 and 2004. Moreover, evidence suggests improvements have been made for both Greek and non-Greek students since 2001. These improvements are more notable for non-Greek students.

- Greek students reported being significantly more satisfied with their experience at OSU than did non-Greek students. In 2004, 72.6% of Greeks reported being "very satisfied" compared to 55.6% of non-Greeks. (See Table 2.0)
- While non-Greek students appeared to be more satisfied with their overall experiences at OSU in 2004 than in 2001, Greek students reported similar levels of overall satisfaction. (See Table 2.0)
- In 2004, 64.3% of Greek students responded that OSU had exceeded their expectations compared to only 47.6% of non-Greeks. (See Table 2.1)
- When comparing years, we find a significant improvement for both Greek and non-Greek students based on OSU meeting or exceeding their expectations. (See Table 2.1)
- Furthermore, Greek students were much more likely to report being connected to the OSU community than were non-Greek students. In 2004, 92.2% of Greeks reported being either "very" or "somewhat connected" compared to 74.5% of non-Greeks. (See Table 2.2)
- Greeks' sense of connection to the OSU community remained consistent between 2001 and 2004. However, non-Greeks reported a greater sense of connection. (See Table 2.2)
- At the same time, in both 2001 and 2004, it was significantly more important for Greek students to feel a sense of community on campus than it was for non-Greek students. (See Table 2.3)
- And, in 2004, Greek students were significantly more likely to report that it was important for them to feel connected than in 2001. (See Table 2.3)

Table 2.0: Overall, how satisfied are you with your experience at Ohio State? (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=617)	Non-Greeks (n=402)	Greeks (n=605)	Non-Greeks (n=403)
Very satisfied (1)	67.9	45.5	72.6	55.6
Somewhat satisfied (2)	29.2	45.8	25.5	40.7
Somewhat unsatisfied (3)	2.6	7.5	1.7	3.0
Very unsatisfied (4)	0.3	1.2	0.3	0.7
Average Scores	1.35	*1.64	1.30	♦1.49

* In 2001, responses by Greeks and Non-Greeks were significantly different at the 99% confidence level.

♦ In 2004, responses by Greek and Non-Greeks were significantly different at the 99% confidence level.

Table 2.1: How well has OSU met your expectations so far? (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=617)	Non-Greeks (n=402)	Greeks (n=605)	Non-Greeks (n=405)
Much better than you expected (1)	15.6	6.2	13.6	6.9
Better than you expected (2)	37.7	32.8	50.7	40.7
About what you expected (3)	40.6	53.2	31.7	48.1
Worse than you expected (4)	5.4	7.2	3.8	3.7
Much worse than you expected (5)	0.8	0.5	0.2	0.5
Average Scores	2.38	*2.63	*2.26	♦2.50

* In 2001, responses by Greeks and Non-Greeks were significantly different at the 99% confidence level.

* In comparing 2001 and 2004 Greek data, responses were significantly different at the 99% confidence level.

♦ In 2004, responses by Greek and Non-Greeks were significantly different at the 99% confidence level.

Table 2.2: Overall, how connected do you feel to the OSU community? (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=617)	Non-Greeks (n=402)	Greeks (n=605)	Non-Greeks (n=405)
Very connected (1)	42.1	18.5	39.3	21.2
Somewhat connected (2)	48.9	49.4	52.9	53.3
Only a little connected (3)	7.3	25.8	7.3	20.2
Not connected at all (4)	1.6	6.3	0.5	5.2
Average Scores	1.68	*2.20	1.69	♦2.09

* In 2001, responses by Greeks and Non-Greeks were significantly different at the 99% confidence level.

♦ In 2004, responses by Greek and Non-Greeks were significantly different at the 99% confidence level.

Table 2.3: How important is it to you to feel a sense of community? (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=617)	Non-Greeks (n=402)	Greeks (n=605)	Non-Greeks (n=404)
Very important (1)	55.9	27.1	59.5	30.2
Somewhat important (2)	37.8	52.5	37.0	55.4
Somewhat unimportant (3)	4.4	16.9	3.0	8.9
Not at all important (4)	1.9	3.5	0.5	5.4
Average Scores	1.52	*1.97	*1.44	♦1.90

* In 2001, responses by Greeks and Non-Greeks were significantly different at the 99% confidence level.

* In comparing 2001 and 2004 Greek data, responses were significantly different at the 95% confidence level.

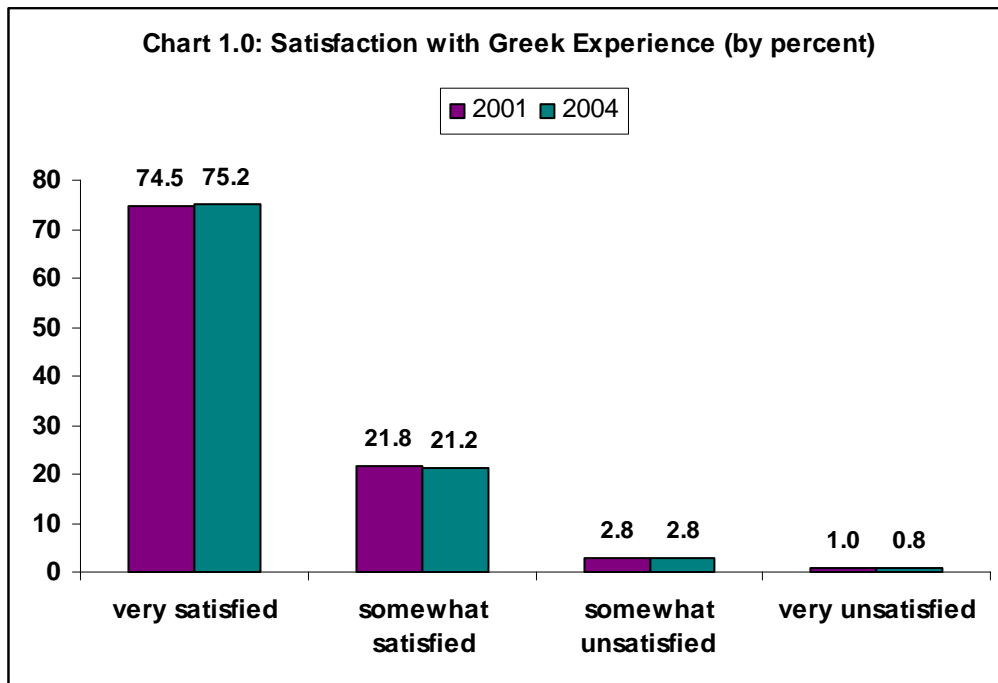
♦ In 2004, responses by Greek and Non-Greeks were significantly different at the 99% confidence level.

Overall Impressions of Greek Life

In addition to the general questions about OSU, Greek students were asked about their overall impressions of being Greek and their involvement in their chapter.

In both years, the majority of Greek members had found their Greek experience to be satisfying and to be better than they expected. No notable changes occurred between years.

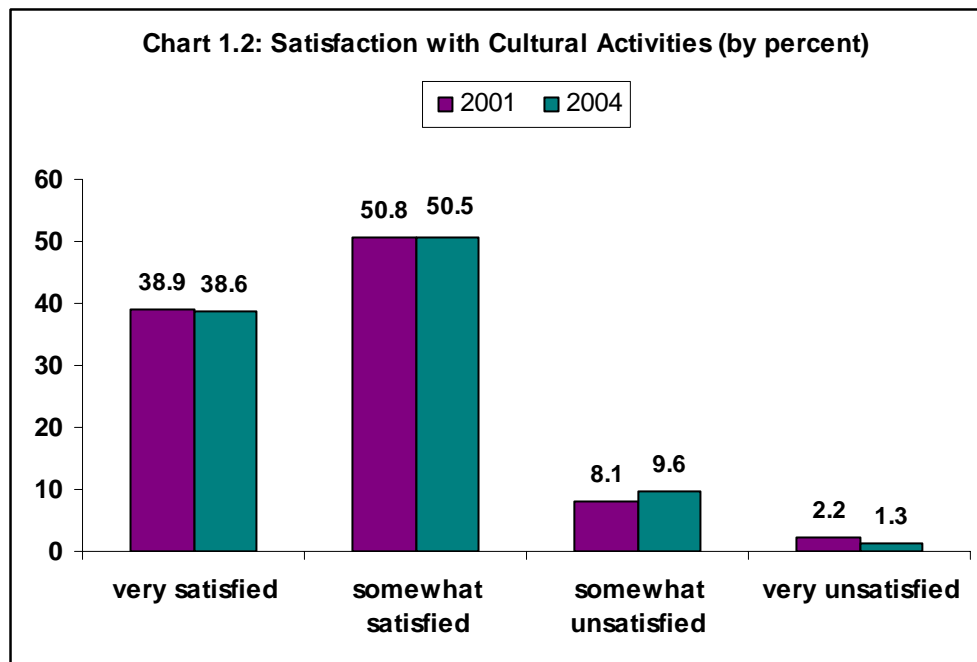
- In 2004, 96.4% of Greeks reported being satisfied with their Greek experience. (See Chart 1.0)
- The rate of students’ satisfaction with their Greek experience and the level to which their experience met their expectations were consistent in 2001 and 2004. (See Charts 1.0 and 1.1)
- In 2004, 72.3% responded that their Greek experience had exceeded their expectations, and another 24.0% reported that it had been about what they expected. (See Chart 1.1)

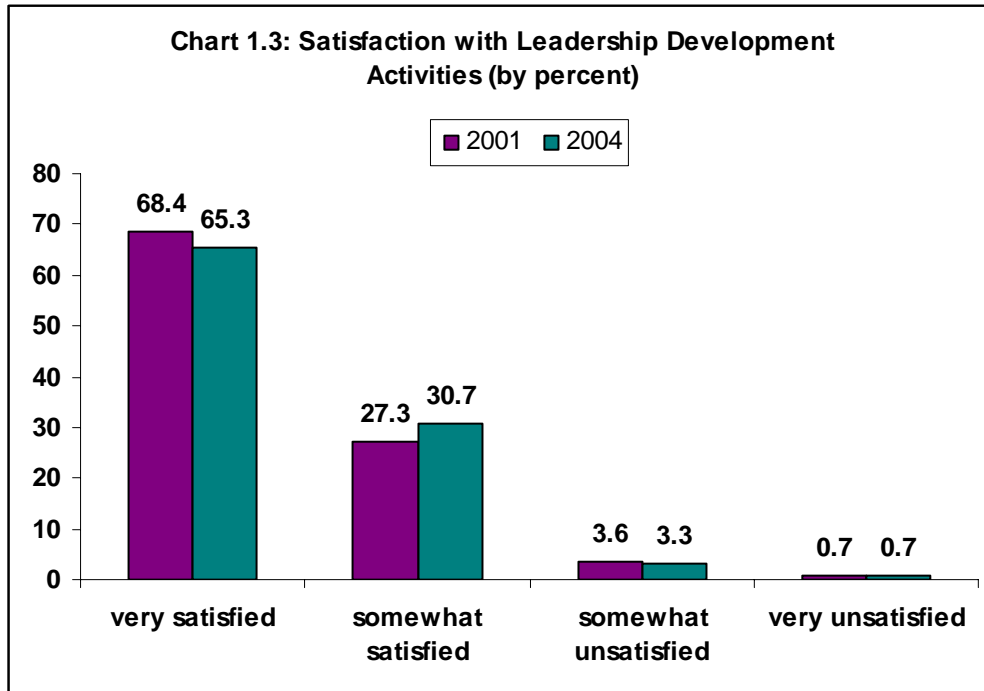




Related to students’ general satisfaction with their Greek experience is their level of satisfaction with the cultural activities and leadership development offered through their chapters. Again, findings between 2001 and 2004 were similar.

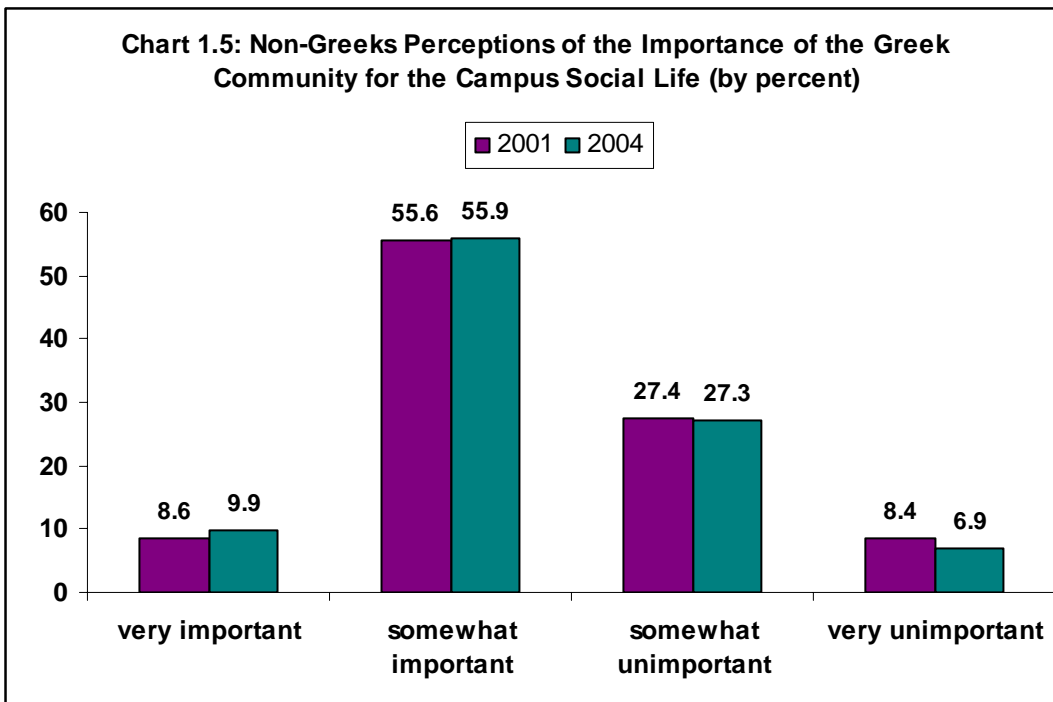
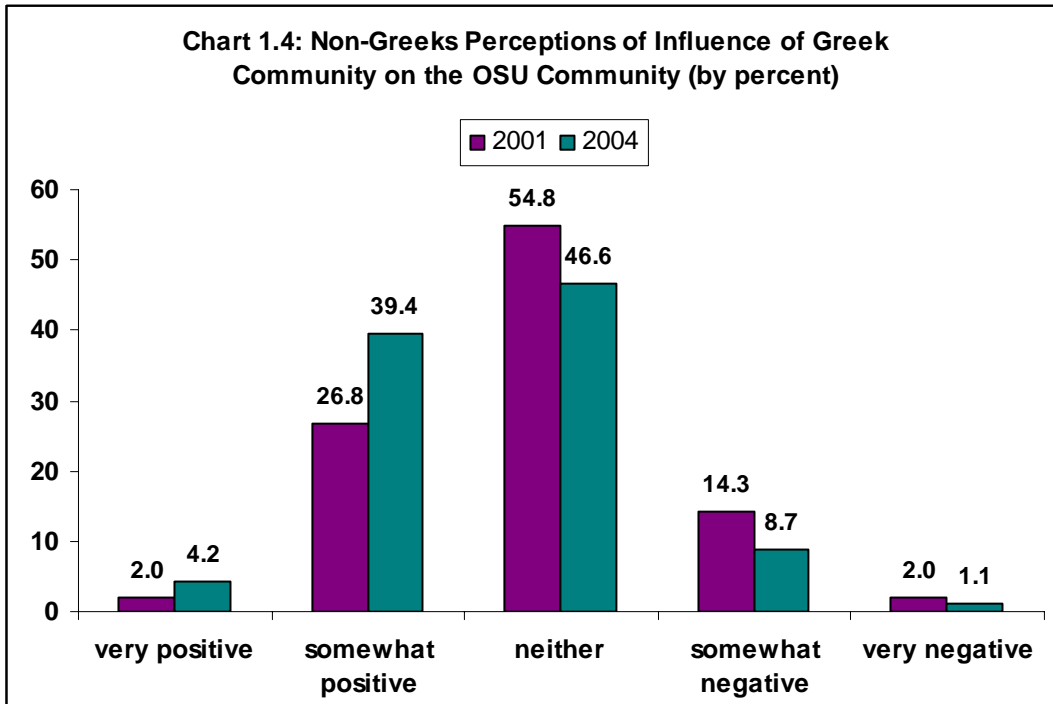
- In 2004, 89.1% of Greek students responded that they were “somewhat satisfied” or “very satisfied” with the cultural activities offered through their chapter. (See Chart 1.2)
- In both years, over 95% of Greek students were satisfied with the leadership development activities offered through their chapter. (See Chart 1.3)





Regarding non-Greek students' overall impressions of the Greek community, two questions were asked: "How would you describe the influence the Greek community as a whole has on the OSU community?" and "How important do you think the Greek community is for the social life of campus?"

- In 2004, 43.6% of non-Greek students viewed the influence of the Greek community on the OSU community as "somewhat positive" or "very positive" compared to 28.8% in 2001. This marks a significant improvement in the perceptions of non-Greeks. (See Chart 1.4)
- In both years, the majority of non-Greek students (66%) felt that the Greek community was "somewhat important" or "very important" for the social life on campus. (See Chart 1.5)

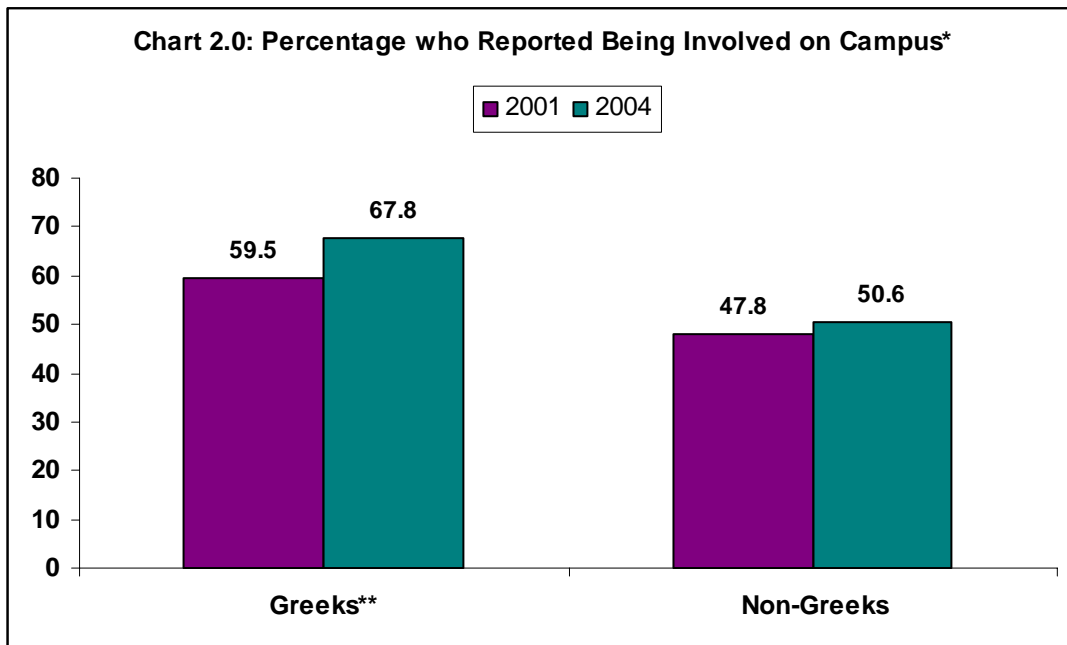


Campus Involvement and Employment

Both Greek and non-Greek students were asked about their involvement on campus and whether or not they were employed. In addition, non-Greek students were asked about their attendance/participation in Greek-sponsored events and activities.

The percentages of students who indicated that they were involved in activities or organizations on campus are presented in Chart 2.0. For Greek students, this percentage represents involvement in addition to their Greek membership.

- In 2004, 67.8% of Greek students reported being involved in activities and organizations on campus other than their Greek participation. This is a significant increase from the 59.5% who responded this way in 2001.
- The percentage of non-Greek students who reported being involved on campus remained relatively consistent between 2001 and 2004.
- Moreover, Greek students were significantly more likely (at the .001 level) to be involved than were non-Greek students.



* For Greek students, this is involvement in activities other than the Greek system.

** Responses by Greeks in 2001 and 2004 were significantly different at the 99% confidence level.

Students were also asked about their current employment status. (See Table 2.4)

- In 2004, 47.6% of Greek students reported that they were not employed, a significant increase since 2001 when 37.3% reported that they weren't working.
- While Greek and non-Greek students were equally likely to work in 2001, Greek students were significantly less likely to be employed in 2004 than were non-Greeks.
- Of those students who were employed in 2004, non-Greek students, who averaged 21.3 hours a week, worked significantly more hours than Greek students, who averaged 17.0 hours a week.

Table 2.4: Current Employment: Greeks and Non-Greeks

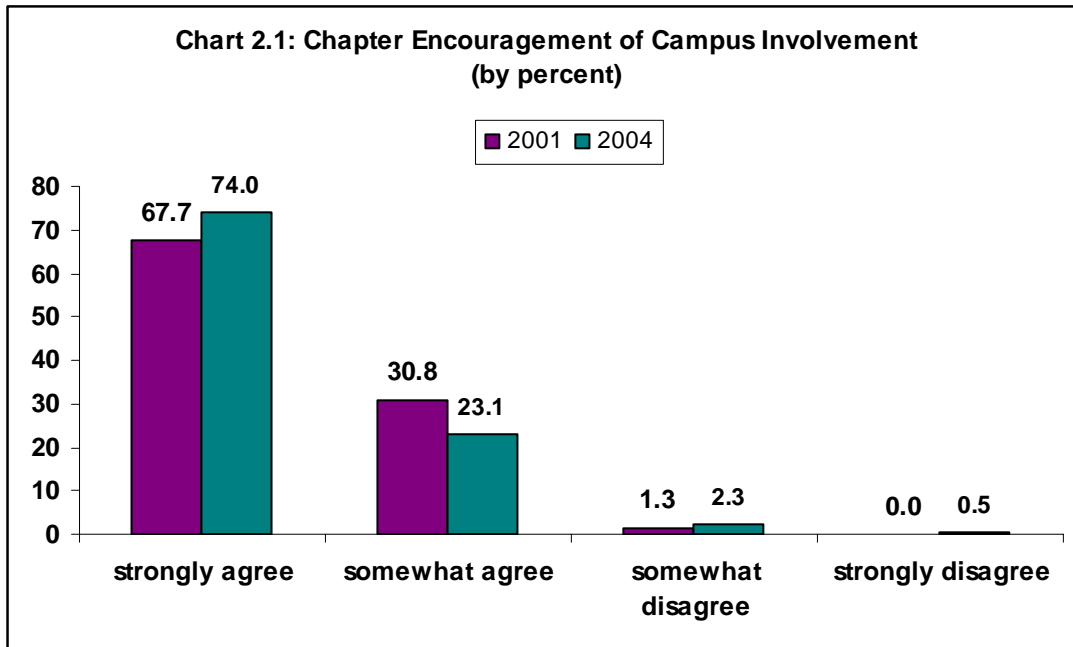
Response by %	2001		2004	
	Greeks (n=617)	Non-Greeks (n=402)	Greeks (n=603)	Non-Greeks (n=405)
Employed on campus	19.3	18.7	18.2	23.7
Employed off campus	39.4	38.8	29.7	34.3
Employed both on & off campus	4.1	5.0	4.5	2.5
Not employed	37.3	37.5	47.6	39.5
Average hours worked	16.6	*20.8	17.0	♦21.3

* In 2001, responses by Greeks and Non-Greeks were significantly different at the 99% confidence level.

♦ In 2004, responses by Greek and Non-Greeks were significantly different at the 99% confidence level.

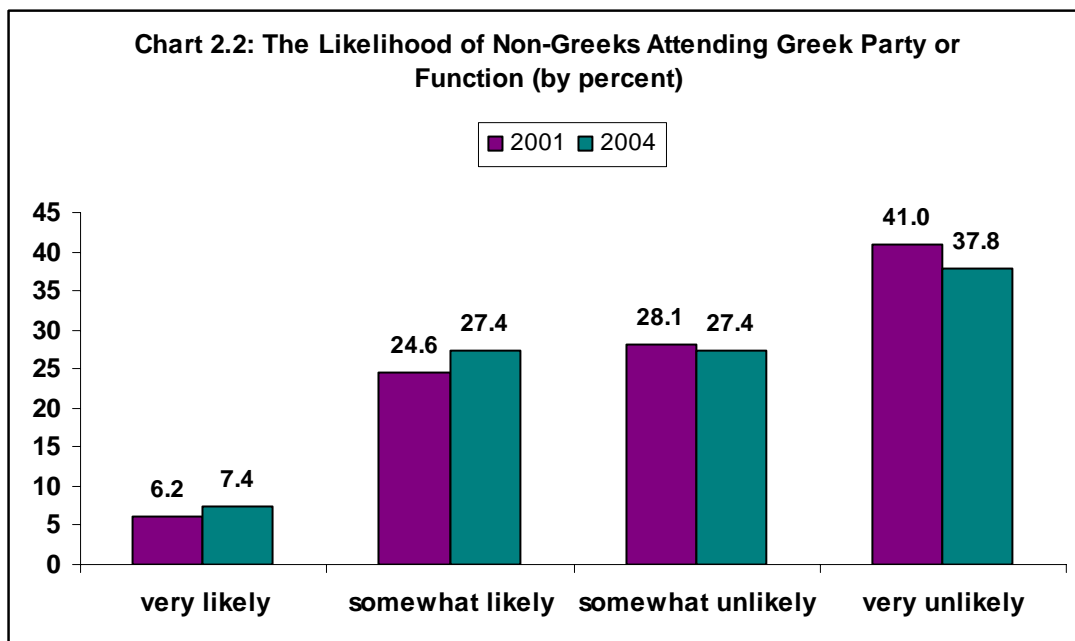
Related to involvement in other campus organizations and activities, Greek students were asked whether or not they thought their chapter encouraged campus involvement. (See Chart 2.1)

- In both years, almost all Greek students (98.5% in 2001 and 97.1% in 2004) agreed that their chapter encouraged campus involvement.
- With 67.8% of Greek students reporting cocurricular involvement beyond their chapter and with most students feeling supported by their chapter to be involved elsewhere on campus, it appears that Greek participation does not limit students from being involved in other ways on campus and may actually facilitate it.



Non-Greek students were asked a series of questions regarding their participation in Greek events and parties and in fraternity or sorority membership recruitment/intake. Overall, their responses indicate that, for non-Greek students, Greek life at OSU has little influence on their college experience. Furthermore, the data remained consistent between 2001 and 2004.

- When asked how many of their friends were members of social fraternities or sororities, (in 2004) 78.7% responded that only “a few of them” or “none of them” were members, and only 4.7% responded that either “most of them” or “nearly all of them” were Greek (compared to 73.8% and 3.2% respectively in 2001). The remaining 15.6% had some friends who were Greek members (compared to 22.9% in 2001). (Data not shown)
- When asked how frequently they attended events at fraternities or sororities at OSU, 42.7% replied “never” in 2004, compared to 47.5% in 2001. In 2004, 33.8% attended events at least once a quarter compared to 31.3% in 2001. (Data not shown)
- In 2004, 65.2% of non-Greek students said that they were unlikely to attend a Greek party or function compared to 69.1% in 2001. (See Chart 2.2)
- In 2004, 8.6% of non-Greek students had participated in new member recruitment, rush, or membership intake for any fraternity or sorority, and 7.7% indicated that they were considering joining a fraternity or sorority in the future (compared to 11.2% and 8.7% respectively in 2001). (Data not shown)



Community Service and Philanthropic Involvement

Another area supported by the ideals of the Greek community is community service and philanthropic involvement. Community service includes activities that require hands-on experiences such as tutoring and cleaning up a neighborhood area. Philanthropic events are those activities geared toward raising money for a charitable organization or cause. Both Greek and non-Greek students were asked about their personal involvement in community service activities and their perceptions of Greek organizations’ service to the community.

Directly related to these questions is the requirement in the GLTFR for chapters to sponsor at least one community service event per year that involves 75% of their membership and for

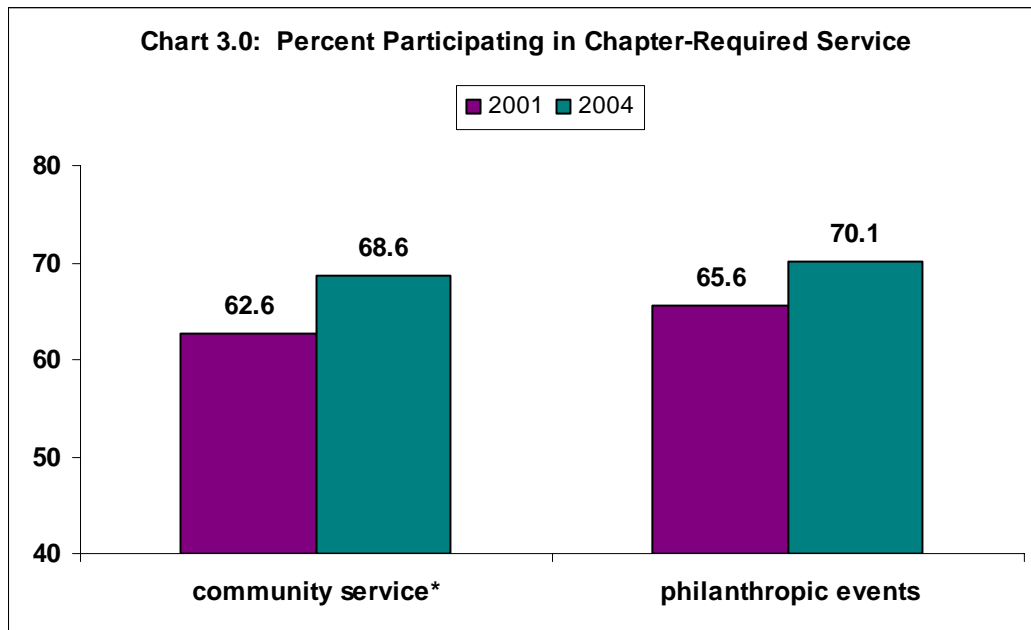
Greek members to take part in at least one hour of hands-on community service each year in a project of their own choosing that is not sponsored by their chapter.

When examining students' level of service independent of their involvement in chapter activities, there were differences between Greek and non-Greek students. (Data not shown)

- In 2004, 67.3% of Greek students responded that they had participated in community service activities that were not required by their chapter, whereas 44.7% of non-Greek students indicated that they had participated in community service.
- For non-Greeks there was a significant increase in the percentage who participated in community service between 2001 (32.6%) and 2004 (44.7%).
- However, on average among students who volunteered, non-Greeks spent 8.89 hours per month volunteering compared to 6.62 hours for Greek students (for non-required activities). This represents a significant difference. At the same time, a majority of Greek students were also involved in philanthropic and community service activities that were required by their chapter.

Turning to Greek students' involvement in service activities required by their chapter and the level of chapter involvement, the data showed the following:

- In 2004, 68.6 % of Greek students indicated that they had personally participated in chapter-required community service activities during the year. This was a significant increase from the 62.6% in 2001. (See Chart 3.0)
- In 2004, 70.1% indicated that they participated in philanthropic events that were required by their chapter during the 2003-04 academic year. Although this was a noticeable increase from the 65.6% in 2001, the differences were not significant. (See Chart 3.0)
- However, on average, students participated in 2.92 philanthropic events in 2004 compared to only 0.12 in 2001, a significant increase at the .001 level. (Data not shown)



* Responses by Greeks in 2001 and 2004 were significantly different at the 99% confidence level.

- In 2004, most Greek students (84.2%) felt that their chapter’s level of involvement in philanthropic activities was “just right,” and 13.5% felt it was “not enough.” There was a significant difference in the responses in 2001 and 2004. (See Table 3.0)
- In 2004, 23.5% of Greek students felt that their chapter’s level of involvement in community service was “not enough,” and 75.0% said it was “just right.” Although not statistically significant, these percentages are compared to 29.3% and 69.1% respectively in 2001. (See Table 3.0)

Table 3.0: Greek students’ perceptions of the level of chapter service involvement

Response by %	Would you say that your chapter’s level of involvement in philanthropic activities is...*		Would you say that your chapter’s level of involvement in community service is...	
	2001 (n=614)	2004 (n=604)	2001 (n=614)	2004 (n=605)
Too much	1.6	2.3	1.6	1.5
Just right	78.7	84.2	69.1	75.0
Not enough	19.7	13.5	29.3	23.5

* Responses by Greeks in 2001 and 2004 were significantly different at the 99% confidence level.

Lastly, both Greek and non-Greek students were asked about their perceptions of the Greek community related to its philanthropic contributions and community service participation. (See Tables 3.1 & 3.2)

- In 2004 (as well as in 2001), Greek students were significantly more likely to agree Greek organizations raise money for non-profit organizations than were non-Greeks. Seventy percent (70.1%) of Greek students “strongly agreed” compared to 16.8% of non-Greeks. However, 71.8% of non-Greek students “somewhat agreed” with the statement.
- Furthermore, Greek students were significantly more likely to agree Greek organizations performed important community service than non-Greeks. In 2004, 56.5% of Greek students responded that they “strongly agreed” compared to 12.6% of non-Greeks.
- When comparing data from 2001 and 2004, non-Greek students were significantly more likely to agree OSU Greek organizations perform community service by both raising money and through hands-on service in 2004.
- Among Greek students, there was a significantly higher agreement in 2004 regarding Greek organizations contributing through hands-on service than there was in 2001.

Table 3.1: Greek organizations at OSU perform community service by raising money for non-profit or community service organizations. (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=615)	Non-Greeks (n=345)	Greeks (n=602)	Non-Greeks (n=351)
Strongly agree (1)	69.3	11.0	70.1	16.8
Somewhat agree (2)	27.8	71.9	26.7	71.8
Somewhat disagree (3)	2.1	15.9	2.8	10.5
Strongly disagree (4)	0.8	1.2	0.3	0.9
Average Scores	1.34	*√2.07	1.33	♦1.95

* In 2001, responses by Greeks and Non-Greeks were significantly different at the 99% confidence level.

✓ In comparing 2001 and 2004 Non-Greek data, responses were significantly different at the 95% confidence level.

♦ In 2004, responses by Greek and Non-Greeks were significantly different at the 99% confidence level.

Table 3.2: Greek organizations at OSU perform important community service through hands-on involvement in the community. (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=613)	Non-Greeks (n=331)	Greeks (n=603)	Non-Greeks (n=350)
Strongly agree (1)	48.1	9.1	56.5	12.6
Somewhat agree (2)	43.9	63.4	37.7	68.3
Somewhat disagree (3)	6.4	24.5	5.1	18.0
Strongly disagree (4)	1.6	3.0	0.7	1.1
Average Scores	1.62	*✓2.21	*1.50	◆2.08

* In 2001, responses by Greeks and Non-Greeks were significantly different at the 99% confidence level.

✦ In comparing 2001 and 2004 Greek data, responses were significantly different at the 95% confidence level.

✓ In comparing 2001 and 2004 Non-Greek data, responses were significantly different at the 95% confidence level.

◆ In 2004, responses by Greek and Non-Greeks were significantly different at the 99% confidence level.

Membership Recruitment

Vital to any organization is the recruitment of new members. Through this survey, we sought to understand why students joined fraternities and sororities and how they learned about Greek life. In addition, for students who are not members of Greek organizations, we wanted to understand why they chose not to join a fraternity or sorority, if they went through recruitment or membership intake, and/or if they were considering joining a fraternity or sorority.

In the GLTFR, chapters are required to create a yearly recruitment plan, and the Ohio Union and Student Activities office is to assist in the publicity and marketing of the opportunities in Greek life to OSU students. The data below can assist in these processes.

Greek students were asked why they joined a fraternity or sorority at OSU. These responses were open-ended, allowing students to provide reasons in their own words. (See Table 4.0 for summary of responses.) The following focuses on students' comments in 2004.

- The most common responses (35.4%) for why students joined a Greek organization were related to making friends or meeting people. Typical responses included the following:
 - Good way to meet people.
 - I transferred from another school and wanted to meet people.
 - For the friendship, to meet new people.
 - Thought it would give me connections on campus and create lifetime friends.
- Closely related to meeting people were students' responses that focused on making a large campus feel smaller or creating a sense of community for themselves at OSU (16.1%). These comments included:
 - To make Ohio State seem a bit smaller...to find a family at Ohio State...
 - I felt lost on campus and it was a good way of making the campus smaller, a good sense of community.
 - To make a big school a smaller place.
 - It made Ohio State seem smaller. The Greek community made it seem smaller, and you get to know the system and meet a lot of people.
 - I wanted to feel more connected to the campus.

- As in 2001, meeting people and making the campus feel smaller seemed to be particularly important for students from small towns/high schools, students who had transferred, and students from out of state. (Data not shown)
- Another frequent response (18.5%) was that joining a fraternity or sorority was a good way to get involved at OSU.
- In 2004, there were slight increases in the percentage of students who commented on the leadership and service opportunities than in 2001.
- In addition, 14.8% of Greek students spoke to specifics about the chapter they chose to join. These comments focused on liking the people in the chapter, identifying with the ideals espoused, and feeling like they fit in with that particular group. Specifically, students said the following:
 - Originally I went through formal recruitment with the mindset of going and seeing what all of them were about. I happened to find one that really fit with my personality and what I believed in.
 - I had common interests and similar goals.
 - I wanted to be involved with the girls I met.
 - We founded it because we all knew each other beforehand.
 - The fraternity I picked seemed like a good fit for me. I got to know some of the guys before I joined and liked the atmosphere.
- With the growing numbers of students involved with the MCGC, a number of students in 2004 commented on the cultural appeal of their organization.
 - I wanted to be around other Latinos.
 - To promote Asian awareness.
 - To better understand my cultural background and help my culture through community service.
 - Because my chapter is cultural; it was a special case. I wasn't interested in the other social organizations.

Table 4.0: Why students chose to join a fraternity or sorority (Greeks)

(multiple responses provided; total exceeds 100%)

By percent	2001	2004
Making friends/meeting people	30.5	35.4
Getting involved/something to do	16.2	18.5
Liked people/the ideals/fit in	16.2	14.8
Making campus smaller/creating community	14.4	16.1
Brotherhood/sisterhood/sense of family	7.3	8.5
Leadership opportunities	7.3	9.2
Resume building/networking/career	6.2	6.5
Fun/social reasons	6.2	5.9
Friends joined or are members	4.2	5.5
Community service opportunities	4.1	7.8
Family influence	3.9	4.1
Scholarship/financial incentives*	2.9	2.7
Academic interests/benefits	2.8	3.5
Housing/living opportunities	1.9	2.6
Ethnic/cultural community	1.0	3.8
General/miscellaneous	14.6	13.2

* These responses come from members of the Evans Scholars, which is a member of IFC at OSU.

In addition to exploring the reasons why students joined a fraternity or sorority, it is important to understand how students learned about the Greek community in order to effectively recruit new members. (See Table 4.1) (This question was formatted as pre-coded response options.)

- In both years, Greek students most frequently reported learning about fraternities and sororities from friends – roommates, classmates, friends from other organizations.
- In 2004, 20.5% reported they learned about Greek life from family members or Greek alumni.
- Interestingly, a smaller percentage of students reported learning about Greek life through all means in 2004 than in 2001 with the exception of friends and direct contact through formal recruitment (rush).

Table 4.1: How did you find out about fraternities and sororities? (Greeks)
(multiple responses provided; total exceeds 100%)

By percent	2001	2004
Friends	49.4	53.6
Greek alumni/Family members who are Greek	27.9	20.5
Involvement Fair (including WI fair) /Welcome Week	16.9	15.6
Current members	12.2	7.2
Pamphlets/mailers	9.4	6.1
Orientation	6.6	4.1
Web	6.3	5.3
Direct contact/formal rush	3.4	4.1
Scholarship program/high school*	2.3	1.6
Always knew about Greek life	1.5	1.3
Don't know	4.4	5.6
Miscellaneous	3.4	4.3

* These responses come from members of the Evans Scholars, which is a member of IFC at OSU.

Non-Greek students were asked if they had participated in rush or membership intake for any fraternity or sorority and if they were considering joining or planning to join a chapter. (Data not shown)

- In 2004, 8.6% indicated that they had participated in new member recruitment, rush, or membership intake compared to 11.0% in 2001.
- Furthermore, 7.7% in 2004 and 8.7% in 2001 responded that they were considering joining or planning to join a fraternity or sorority. In both years, 1.5% said they didn't know.

In addition, non-Greek students were asked about their reasons for choosing not to be a member of a fraternity or sorority. (See Table 4.2)

- In 2001, the most common reason given by non-Greek students for deciding not to join a fraternity or sorority was that they were too busy with other activities (56.0%). In 2004, most frequently non-Greeks mentioned they were not interested or had no reason to join.
- In 2001, 18.2% of non-Greek students cited financial reasons as why they chose not to be a member of a Greek organization. In 2004, 20.3% gave this response.
- The data suggest a decrease in the percentage of students who cited issues with the elitist nature of the organizations as the reason students decided not to join from 9.4% in 2001 to 2.4% in 2004.

Table 4.2: Reasons students gave for not joining an OSU fraternity or sorority (Non-Greeks)
(multiple responses provided; total exceeds 100%)

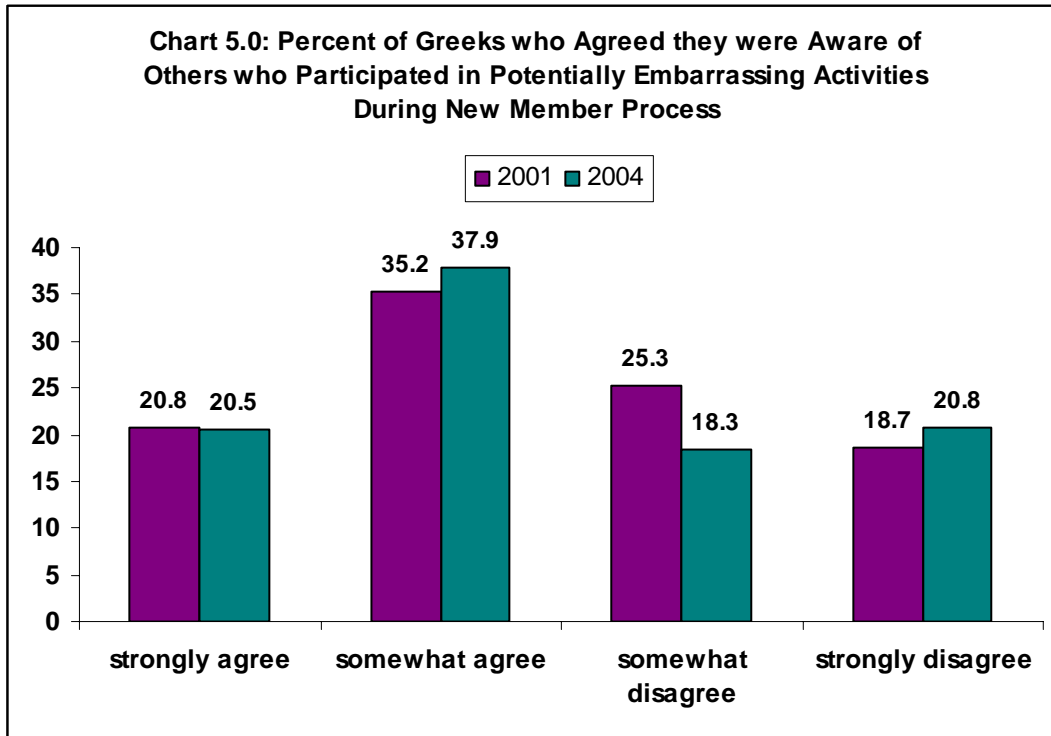
By percent	2001	2004
Too busy with other activities/no time	56.0	29.1
Not interested/no reason to join	37.8	42.2
Expensive/not enough money	18.2	20.3
Perceived as elitist/exclusive organizations	9.4	2.4
Too old/lifestyle conflict	5.0	2.4
Interfere with academics	4.7	4.3
Perception that it was buying friends	4.2	3.0
Party atmosphere/focus on alcohol	4.2	2.6
Friends aren't members	3.0	1.2
Reputation	3.0	2.7
Friends discouraged joining	2.7	1.3
Tried it – wasn't a good fit	2.7	0.9
Other responses*	0.4	4.1

* Including parents/relative discouraging them from joining, that Greek life promoted racist/sexist attitudes, and didn't want to be part of or subject themselves to hazing

Membership Education

The membership education period (including “pledging” and the intake process) has been under great scrutiny especially because of hazing practices. In this section issues such as hazing or uncomfortable/embarrassing activities associated with the new member process, the effect of the new member process on their academic progress, and the effectiveness of the process are examined. (See Chart 5.0 and Tables 5.0 & 5.1)

- When asked if they experienced any activities during the new member process that made them uncomfortable, in 2004, 4.6% of Greek students responded they had compared to 5.2% in 2001. (Data not shown.) Students who had responded positively to this question were asked to provide additional comments about their experiences. The following comments were made in 2004:
 - Blind folds were used to develop trust.
 - Intimate questions; no physical discomfort.
 - A lot of mental stress and pressure was put on us.
 - A lot of ridiculing.
 - We had to walk around to different rooms and we had to do embarrassing, stupid stuff.
 - We had to walk through a cemetery at night and find letters on headstones that spelled out our sorority.
 - Too much drinking.
- However, when asked about being aware of others who had participated in activities that would be embarrassing to the University or to the national organization, over half (56.0% in 2001 and 58.4% in 2004) of Greek students either “strongly agreed” or “somewhat agreed.” (See Chart 5.0)



* Note: The question reads “I am aware of others in the Greek community who participated in events or activities during the new member process that would be embarrassing to the University or to the national organization if they became public.”

Evidence suggests an improvement in non-Greeks perceptions of hazing in the Greek community. (See Table 5.0)

- In 2004, 56.9% of non-Greeks agreed that Greek students participate in activities during the new member or pledging period that are embarrassing and degrading. This is a significant decrease from the 74.4% who agreed in 2001.
- In 2004, 38.5% of non-Greeks agreed hazing is a problem in the Greek community at OSU. This is also a significant decrease from the 61.6% who agreed in 2001.

Table 5.0: Non-Greek responses to questions related to hazing

Response by %	Greek students participate in events or activities during the new member or pledging period that are embarrassing and degrading.		Hazing is a problem in the Greek community at OSU.	
	2001 (n=356)	2004 (n=325)	2001 (n=323)	2004 (n=296)
Strongly agree (1)	21.6	17.5	18.3	10.8
Somewhat agree (2)	52.8	39.4	43.3	27.7
Somewhat disagree (3)	20.5	35.1	31.0	45.3
Strongly disagree (4)	5.1	8.0	7.4	16.2
Average Scores	2.09	*2.34	2.28	*2.67

* Responses by Non-Greeks in 2001 and 2004 were significantly different at the 99% confidence level.

In addition to questions about hazing or embarrassing activities, Greek students were also asked whether or not the new member process made it difficult for them to keep up academically and whether or not it provided them with the knowledge they needed about Greek life at OSU. (See Table 5.1)

- In 2004, 23.1% of Greeks agreed they had trouble keeping up academically during pledging, a significant increase from the 17.3% who agreed in 2001. (This increase may be reflective of the changes in new members created with deferred recruitment and a higher minimum GPA for membership rather than changes in the membership process.)
- Approximately 92.0% of Greek students agreed the membership education they received provided the necessary knowledge about Greek life at OSU in both 2001 and 2004.

Table 5.1: Greek responses to questions about the membership education process

Response by %	During the new member process, I found it difficult to keep up academically.		The membership education I received during the new member process provided me with the knowledge I needed about Greek life at OSU.	
	2001 (n=614)	2004 (n=604)	2001 (n=610)	2004 (n=601)
Strongly agree (1)	3.6	4.1	57.9	54.9
Somewhat agree (2)	13.7	19.0	34.1	36.6
Somewhat disagree (3)	25.7	27.5	5.9	7.5
Strongly disagree (4)	57.0	49.3	2.1	1.0
Average Scores	3.36	*3.22	1.52	1.55

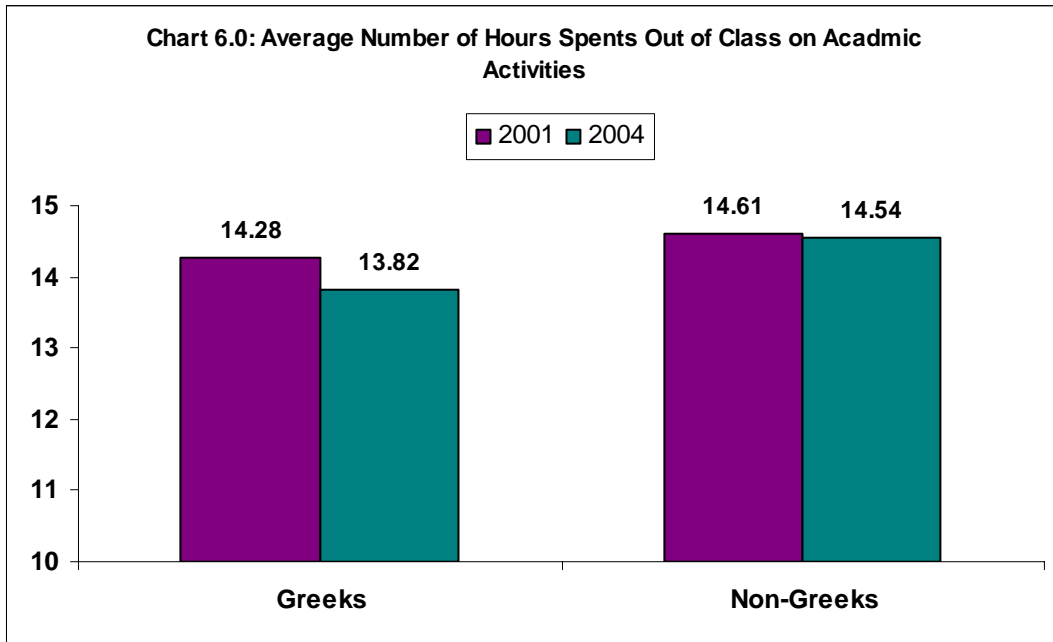
* Responses by Greeks in 2001 and 2004 were significantly different at the 99% confidence level.

Academics

Another area of concern within the Greek community is the level of support of and emphasis on the academic pursuits of its membership. Minimum GPAs are required by both the University and by the national organizations for membership. Furthermore, in the standards established in the GLTFR, chapters are required to meet or to exceed the all-undergraduate average, to achieve a minimum 2.25, or to improve their quarterly average until they are able to reach the standards set.

In addition to grade point averages, other areas related to academics are important in understanding the status of the Greek community at Ohio State. These include the amount of time spent on academic activities, Greek members' satisfaction with their chapter's academic support, the emphasis their chapter places on academic and intellectual development, and how Greek students perceive the effect of membership on their grades.

Overall, Greek and non-Greek students reported spending approximately the same amount of time on academic activities outside of class, and both groups reported spending slightly less time studying in 2004 than they did in 2001. (These differences were not statistically significant.) In both years the non-Greek student average was slightly higher than the Greek average, but the differences were not significant. (See Chart 6.0)



Non-Greek students were also asked about their perceptions regarding both fraternity and sorority members’ academic performance in comparison to other OSU students. (See Table 6.0)

- In both years, the majority of non-Greek students (at least 60%) felt that fraternity and sorority members performed about “the same” as other male students and female students, respectively, at OSU.
- Although there seemed to be a slight improvement in the perceptions of non-Greeks in 2004, the differences were not significant.

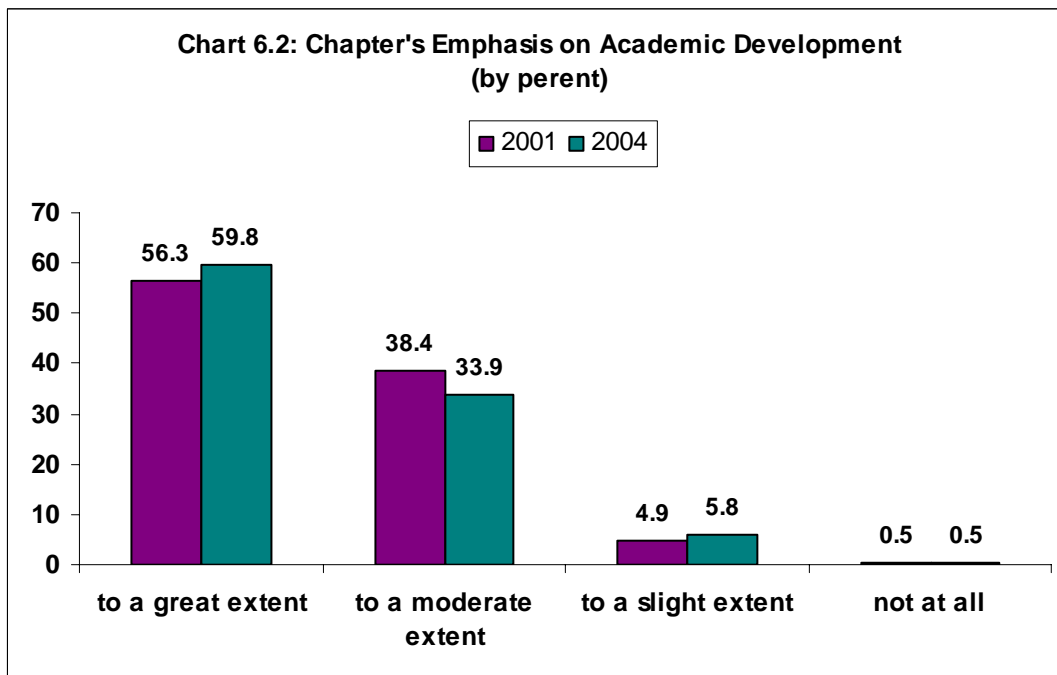
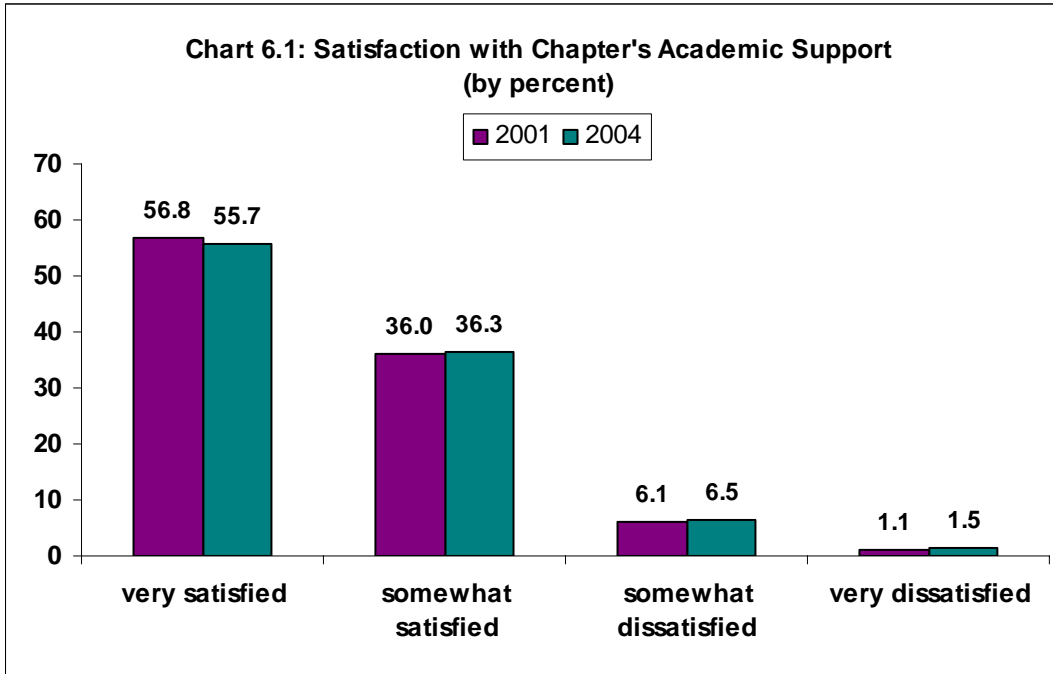
Table 6.0: Non-Greek responses: Would you say the academic performance of fraternity/sorority members is better than, the same as, or worse that that of other male/female undergraduate students at OSU?

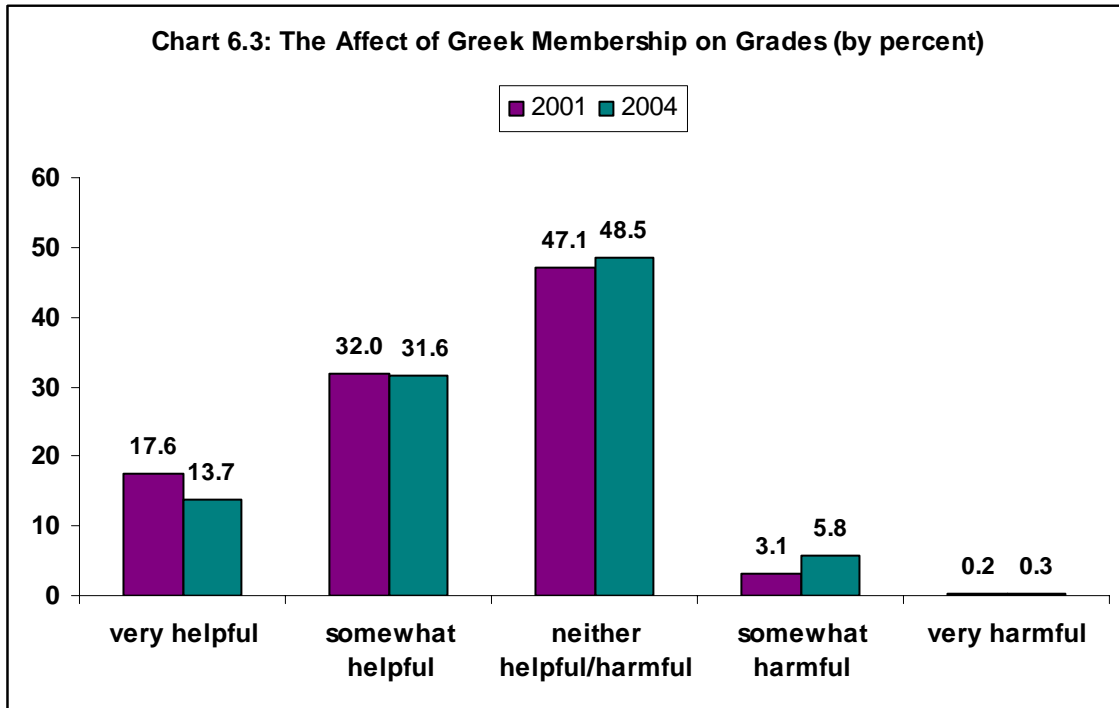
Response by %	Fraternities		Sororities	
	2001 (n=356)	2004 (n=405)	2001 (n=323)	2004 (n=405)
Better	8.2	11.4	10.9	13.3
The same	59.2	60.0	64.7	64.4
Worse	17.2	11.6	8.2	6.7
Don’t know	7.7	17.0	16.2	15.6

In Charts 6.1 to 6.3, data are presented showing Greek students have found support for their academic pursuits through their chapter and generally they did not feel that their Greek involvement was harmful to their grades. There was little change in students’ responses between 2001 and 2004. However, because of the increase in the required GPA for membership, changes may be masked by differences in the membership of Greek-letter organizations.

- When asked about their satisfaction with their chapter’s academic support, 92.0% in 2004 and 92.8% in 2001 responded positively. (See Chart 6.1)
- The majority of Greek students (59.8% in 2004 and 56.3% in 2001) reported that their chapter emphasized academic and intellectual development “to a great extent,” and 33.9% in 2004 and 38.4% in 2001 said, “to a moderate extent.” (See Chart 6.2)

- Almost half of the Greek respondents (48.5% in 2004 and 47.1% in 2001) replied their Greek experience was “neither helpful nor harmful” to their grades. Moreover, 45.3% in 2004 and 49.6% in 2001 felt that their Greek membership was either “very helpful” or “somewhat helpful” to their grades. (See Chart 6.3)





Diversity

Another area of standards included in the GLTFR focuses on diversity. Specifically, chapters are required to educate their members on issues related to diverse populations and to participate in at least one diversity-oriented program or event (with 75% of its membership participating) each year. In addition, criticisms of the Greek community include its exclusiveness. Hence, Greek and non-Greek students were asked a series of questions about diversity within the Greek community and the perceived attitudes of Greek members toward others.

Greek students perceived their chapters to be more diverse when compared to perceptions of non-Greeks students. (See Table 7.0)

- In 2004, 39.3% of Greek students thought their chapter was diverse in terms of race, ethnicity, religion, and sexual orientation (similar to the 37.6% who responded this way in 2001).
- Furthermore, in both 2001 and 2004, approximately 20% of Greek students felt their chapter was not diverse by race/ethnicity, by religion, or by sexual orientation.
- However, among non-Greek students there was a significant increase in the percentage who perceived the Greek community to be inclusive in all of these ways. In 2004, 38.0% responded this way compared to 25.6% in 2001.

Table 7.0: Do you consider your chapter/ the Greek community to be diverse in terms of race, ethnicity, religion, and sexual orientation? (Greeks and non-Greeks)

Response by %	2001*		2004♦	
	Greeks (n=617)	Non-Greeks✓ (n=402)	Greeks (n=605)	Non-Greeks (n=405)
Yes to all	37.6	25.6	39.3	38.0
Yes to some, no to some	41.5	32.6	40.2	33.8
No to all	20.6	29.9	20.2	15.6
Don't know	0.3	11.9	0.3	12.6

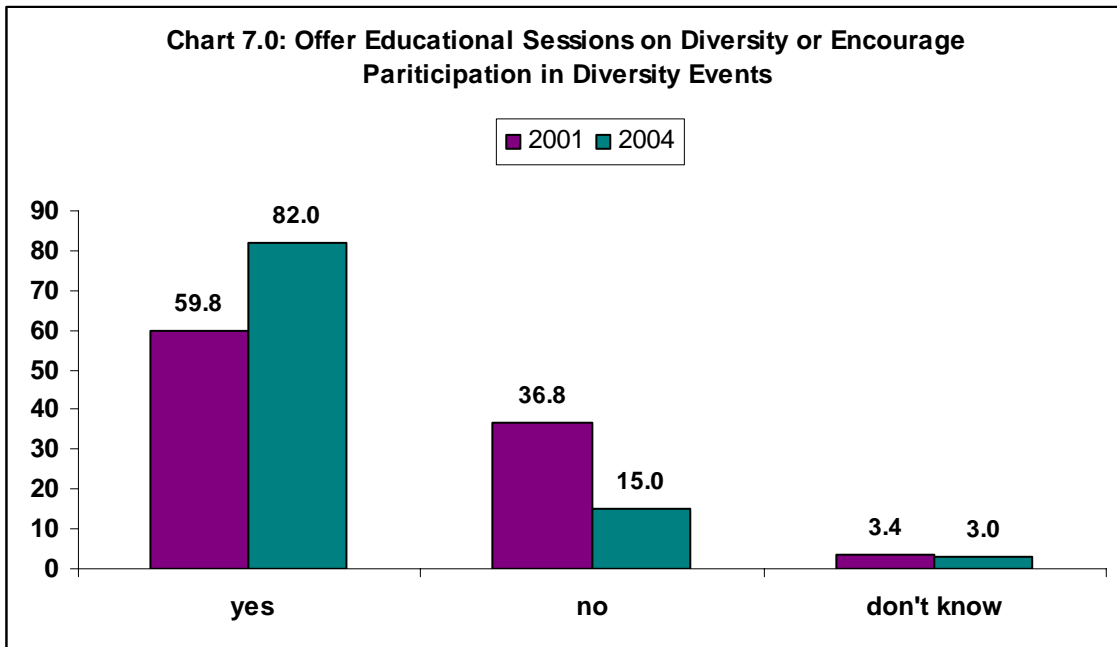
* In 2001, responses by Greeks and Non-Greeks were significantly different at the 99% confidence level.

✓ In comparing 2001 and 2004 Non-Greek data, responses were significantly different at the 95% confidence level.

♦ In 2004, responses by Greek and Non-Greeks were significantly different at the 99% confidence level.

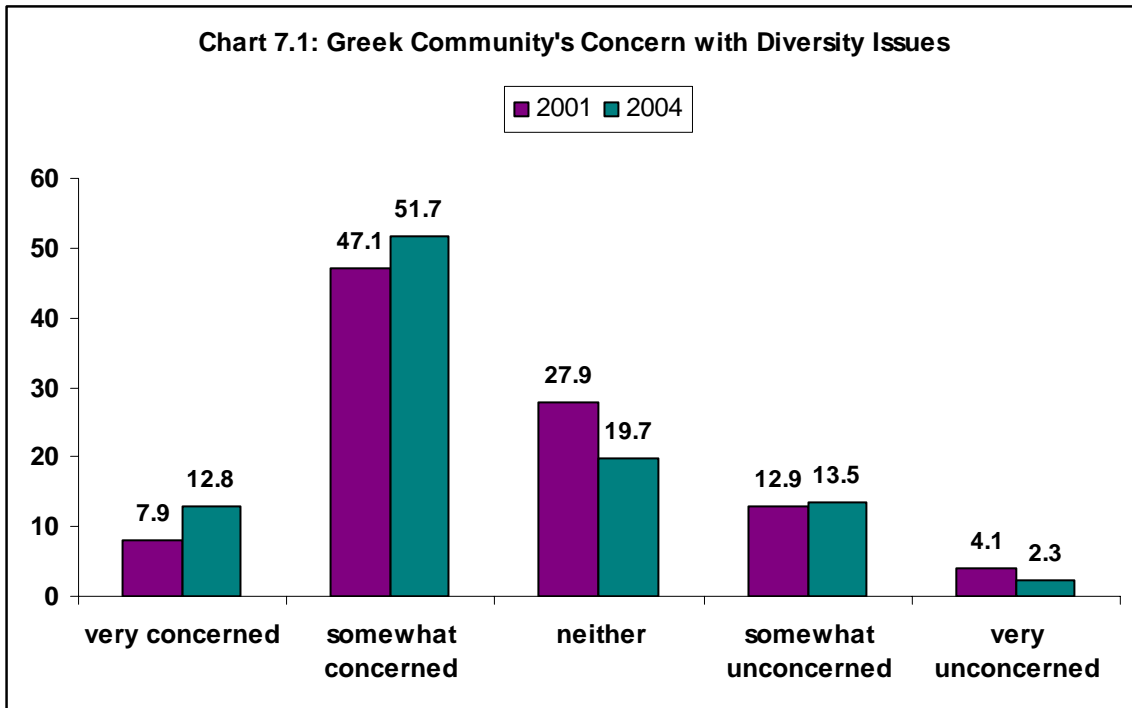
Greek students were asked about their chapter’s sponsorship of educational sessions on diversity and their encouragement of participation in other such campus events. The data suggest chapters met the GLTFR regarding diversity programming.

- In 2004, 82.0% responded that their chapter offered or encouraged attendance at programs on diversity, a significant increase from the 59.8% who responded positively in 2001.(See Chart 7.0)



The data regarding Greek students' perceptions of how concerned they thought the Greek community was with issues related to diversity are presented in Chart 7.1.

- In 2004, Greek students were significantly more likely to believe the Greek community was concerned with issues related to diversity. In 2004, 64.5% responded the community was either “very concerned” or “somewhat concerned” compared to 55.0% in 2001.
- In 2004, 35.5% responded that the Greek community was either neutral or unconcerned with issues related to diversity (compared to 44.9% in 2001).



* Responses by Greeks in 2001 and 2004 were significantly different at the 99% confidence level.

In addition, Greek organizations are often perceived to be racist, sexist, homophobic, and elitist. Both Greek and non-Greek students were asked how they perceived members of their chapter or of the Greek community (respectively) with regard to such attitudes. Overall, while non-Greeks perceived the Greek community to be less accepting than did Greeks, there were significant improvements in the perceptions of non-Greeks since 2001. (See Tables 7.1-7.4)

- In both years, non-Greeks were significantly less likely to perceive Greek students to be interested in knowing people from different racial and ethnic backgrounds than were Greek members. Non-Greeks also perceived Greeks to be less accepting of gays, lesbians, and bisexuals and to be more likely to be from wealthy families and to be prejudice or racist than were Greeks.
- However when comparing 2001 and 2004 non-Greek responses, in 2004 non-Greeks rated the Greek community more positively with regard to being interested in knowing people from different racial and ethnic backgrounds and being more accepting of gays, lesbians, and bisexuals. In addition, they perceived Greeks to be less likely to be prejudice or racist in 2004 than in 2001.

- In 2004, Greeks perceived their community to be less likely to be prejudice or racist and more accepting of gays, lesbians, and bisexuals than in 2001. They also responded members of the Greek community were more likely to be from wealthy families in 2004 than they were in 2001.

Table 7.1: Do you think members of your chapter/the Greek community are more likely, less likely, or about as likely as other OSU students to be interested in knowing people from different racial/ethnic backgrounds? (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=617)	Non-Greeks (n=402)	Greeks (n=603)	Non-Greeks (n=350)
More likely (1)	34.2	13.0	36.8	10.9
About as likely (2)	59.1	52.7	57.0	70.5
Less likely (3)	6.7	34.3	6.1	18.7
Average Scores	1.73	*✓2.21	1.69	♦2.08

Table 7.2: Do you think members of your chapter/the Greek community are more likely, less likely, or about as likely as other OSU students to be prejudiced or racist? (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=617)	Non-Greeks (n=402)	Greeks (n=603)	Non-Greeks (n=350)
More likely (1)	2.8	20.8	3.0	11.8
About as likely (2)	43.5	67.7	34.1	77.5
Less likely (3)	53.7	11.5	62.9	10.7
Average Scores	2.51	*✓1.91	*2.60	♦1.99

Table 7.3: Do you think members of your chapter/the Greek community are more likely, less likely, or about as likely as other OSU students to be accepting of gays, lesbians, and bisexuals? (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=617)	Non-Greeks (n=402)	Greeks (n=603)	Non-Greeks (n=350)
More likely (1)	15.4	4.3	26.3	5.1
About as likely (2)	59.7	41.9	56.2	61.8
Less likely (3)	24.9	53.9	17.5	33.2
Average Scores	2.10	*✓2.50	*1.91	♦2.28

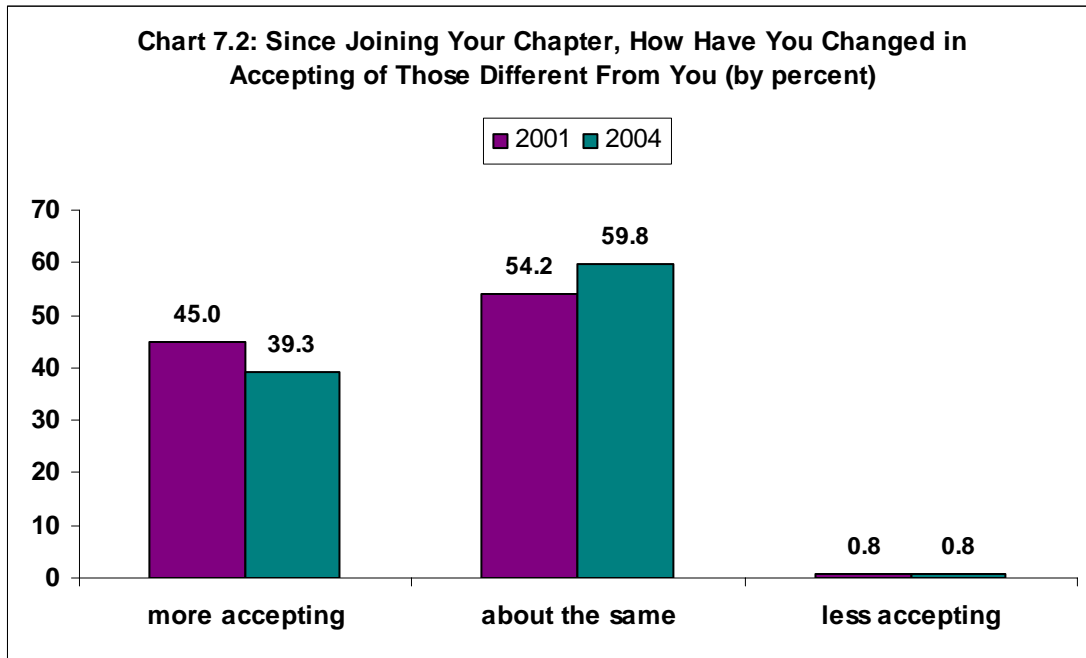
Table 7.4: Do you think members of your chapter/the Greek community are more likely, less likely, or about as likely as other OSU students to be from wealthy families? (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=617)	Non-Greeks (n=402)	Greeks (n=603)	Non-Greeks (n=350)
More likely (1)	33.9	72.0	39.5	67.6
About as likely (2)	48.6	24.4	47.8	29.3
Less likely (3)	17.5	3.6	12.7	3.1
Average Scores	1.84	*1.32	*1.73	♦1.35

- * In 2001, responses by Greeks and Non-Greeks were significantly different at the 99% confidence level.
- * In comparing 2001 and 2004 Greek data, responses were significantly different at the 99% confidence level.
- ✓ In comparing 2001 and 2004 Non-Greek data, responses were significantly different at the 99% confidence level.
- ♦ In 2004, responses by Greek and Non-Greeks were significantly different at the 99% confidence level.

Greek students were also asked how they had changed with regard to accepting those who are different from them since they joined the Greek community. (See Chart 7.2)

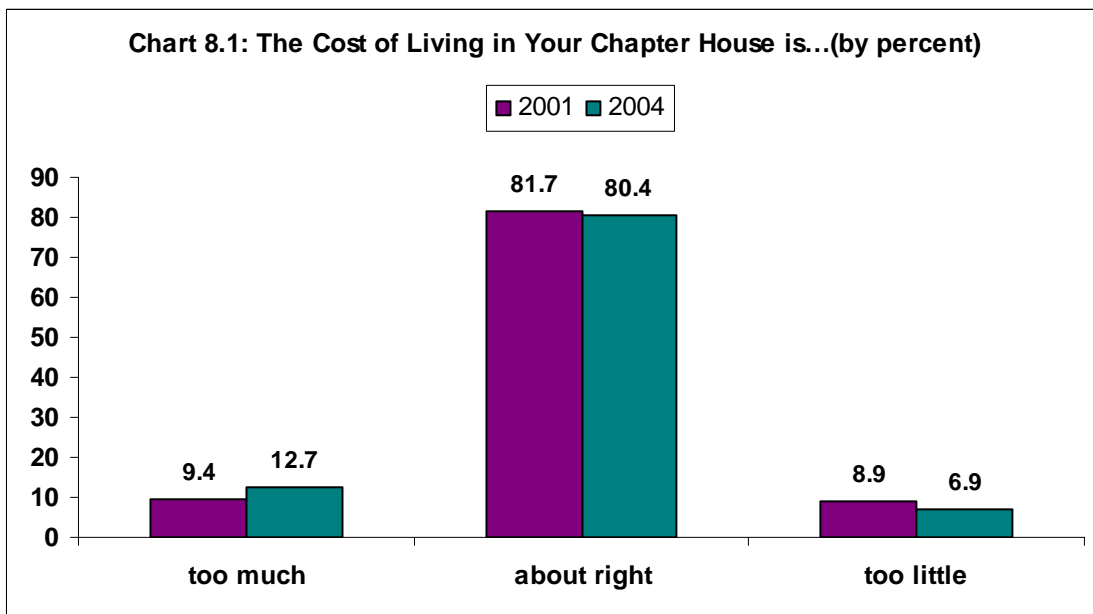
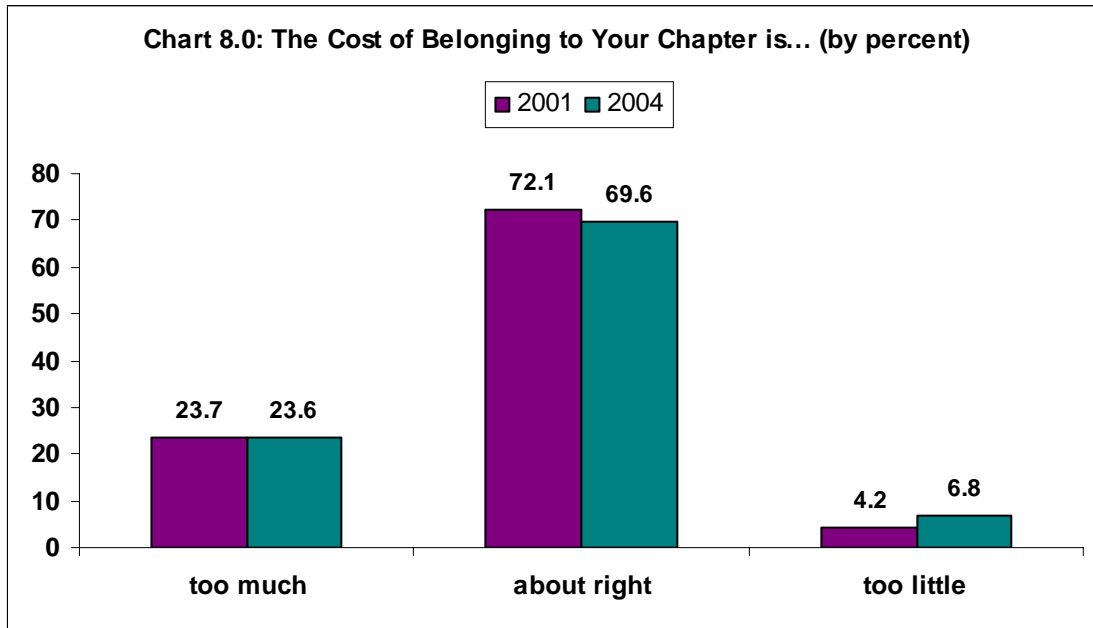
- In 2004, 39.3% reported being more accepting, a slight (but not significant) decrease from 45.0% who responded similarly in 2001. (This difference may be reflective of either a change in students entering college as found in other research and/or the change in the composition of the samples. In other words, these students may enter college with a higher degree of acceptance of difference.)



Fiscal Issues

Fiscal issues include the cost of being a member of the Greek community and, for those chapters that have housing, the cost of living in the chapter house. There are issues regarding whether or not the cost of joining becomes a barrier in the recruitment process, whether or not there is membership attrition because of difficulty paying dues, and whether or not chapters have difficulty getting members to pay their chapter bills.

In both 2001 and 2004, approximately 24% of Greeks thought the cost of belonging to their chapter was “too much.” (See Chart 8.0) In 2004, 12.7% said the cost of living in their chapter house was “too much,” marking a significant increase from 9.4% who responded this way in 2001. (See Chart 8.1)



* PHC and MCGC chapters do not have houses.

Greek students were also asked about the impact of fraternity and sorority costs on membership recruitment and membership attrition along with the ability of the chapter to collect membership expenses from their members. (See Table 8.0)

- In both years, the majority of Greek students (67.6% in 2001 and 70.1% in 2004) agreed the cost of belonging to a fraternity or sorority is a barrier to attracting new members.
- The majority (61.8% in 2001 and 60.5% in 2004) also agreed they have had members who became inactive because they were unable to pay their dues.
- In 2004, students were significantly less likely to agree their chapter has difficulty getting members to pay their bills than in 2001.

Table 8.0: Greek students' responses to other fiscal issues

Response by %	The cost of belonging to a fraternity or sorority is a barrier to attracting new members.		My chapter has members become inactive because they can't pay their dues.	
	2001 (n=608)	2004 (n=603)	2001 (n=592)	2004 (n=563)
Strongly agree (1)	17.6	18.7	24.5	24.3
Somewhat agree (2)	50.0	51.4	37.3	36.2
Somewhat disagree (3)	19.7	19.9	17.1	16.0
Strongly disagree (4)	12.7	10.0	21.1	23.4
Average Scores	2.27	2.21	2.35	2.39

Response by %	My chapter has difficulty getting members to pay their bills.	
	2001 (n=599)	2004 (n=591)
Strongly agree (1)	14.4	9.3
Somewhat agree (2)	32.1	27.1
Somewhat disagree (3)	28.5	29.8
Strongly disagree (4)	25.0	33.8
Average Scores	2.64	*2.88

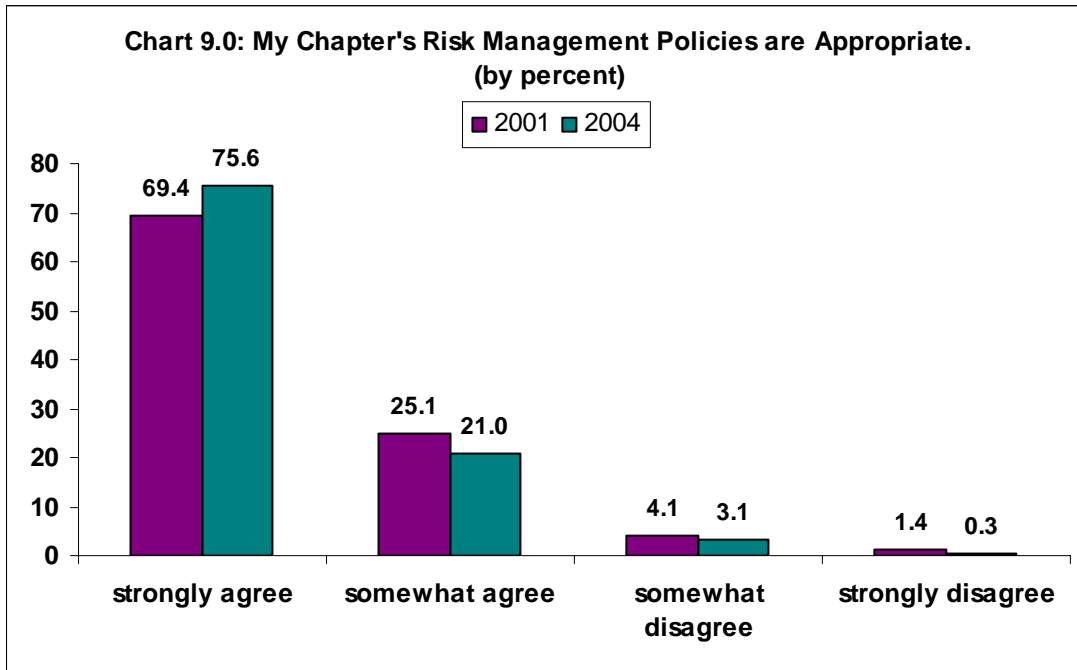
* Responses by Greeks in 2001 and 2004 were significantly different at the 99% confidence level.

Risk Management

In this section, data are presented regarding risk management issues for Greek organizations including the education of members about issues such as hazing policies, fire safety (housing issues), hosting responsible social functions, preventing sexual abuse, and reducing high-risk drinking. As stated in the GLTFR, chapters are required to educate new members about hazing and other pertinent issues and to participate in and/or coordinate an educational session on risk management for a majority of their group once per quarter. Furthermore, chapters are encouraged to examine the larger issue of risk management.

Greek students were asked about their general knowledge of risk management policies and about the appropriateness of these policies.

- Over 92% (94.2% in 2001 and 92.4% in 2004) said they are knowledgeable about their *council's* (IFC, PHA, or PHC) risk management policies. (Data not shown)
- In both years, approximately 96% responded they are knowledgeable about their *chapter's* risk management policies. (Data not shown)
- When asked if their chapter's risk management policies were appropriate, 75.6% "strongly agreed" in 2004 compared to 69.4% in 2001, a significant increase. (See Chart 9.0)



* Responses by Greeks in 2001 and 2004 were significantly different at the 99% confidence level.

More specifically, Greek students were asked whether or not they had learned anything about specific risk management issues through their chapter. (See Table 9.0)

- Of those students who belonged to chapters with houses, 83.8% said they had learned about fire codes and other safety issues in the house in 2004, compared to 78.7% in 2001. Those who said they have not learned about these topics may reflect students who do not live in the houses and may be less likely to be exposed to such training.
- In both years, almost all students (over 96%) reported that they had learned about hazing policies and hosting responsible social functions.
- In 2004, 80.2% said they had learned about preventing sexual abuse through their chapter, a significant decrease from the 88.3% who responded positively in 2001.
- In 2004, 87.6% reported having received some education on reducing high-risk drinking, compared to 91.2% in 2001 (also a significant decrease).

Table 9.0: Greek students' education on specific risk management topics: Have you learned anything about the following issues through your chapter...?

Response by %	Physical safety in the house, such as fire codes+		Hazing policies		Hosting responsible social functions	
	2001	2004	2001	2004	2001	2004
2001: n=617 2004: n=605						
Yes	78.7	83.8	98.7	97.0	98.1	96.5
No	19.0	13.7	1.1	2.3	1.5	3.3
Don't know/not applicable	2.3	2.5	0.2	0.7	0.5	0.2

+Represents members of chapters with houses (IFC and PHA groups)

Table 9.0 (continued)

Response by %	Understanding & preventing sexual abuse **		Reducing high risk drinking*	
	2001	2004	2001	2004
2001: n=617 2004: n=605				
Yes	88.3	80.2	91.2	87.6
No	11.0	19.7	8.3	12.2
Don't know/not applicable	0.6	0.2	0.5	0.2

** Responses by Greeks in 2001 and 2004 were significantly different at the 99% confidence level.

* Responses by Greeks in 2001 and 2004 were significantly different at the 95% confidence level.

As presented in Table 9.1, most Greek students agreed (92.6% in 2001 and 89.7% in 2004) their chapter enforces the Council's alcohol and drug policies. In 2004, students were significantly less likely to feel that policies and guidelines have limited chapter social functions. (This difference is most likely reflective of the Dry 2000 policy. The policy was authored in 2000-01 by the NPC to reduce the risky behavior associated with social functions with alcohol hosted in fraternity facilities.)

Table 9.1: Policies and guidelines regarding alcohol and social events. (Greeks)

Response by %	My chapter enforces the Council's alcohol & drug policies.		Stronger policies & guidelines regarding social events have limited the social interaction of chapters.*	
	2001 (n=609)	2004 (n=602)	2001 (n=593)	2004 (n=600)
Strongly agree (1)	57.3	56.6	55.8	26.7
Somewhat agree (2)	35.3	33.1	23.8	38.7
Somewhat disagree (3)	6.6	7.6	13.7	22.8
Strongly disagree (4)	0.8	2.7	6.7	11.8
Average Scores	1.51	1.56	1.71	*2.20

* Responses by Greeks in 2001 and 2004 were significantly different at the 99% confidence level.

Alcohol and Partying

In addition to issues of risk management, both Greeks and non-Greeks were asked about perceptions of alcohol and drug use on campus and within the Greek community as well as their personal consumption of alcohol. (A number of these questions were taken from the Core Alcohol and Drug Survey.)

The data from Greek and non-Greeks students' perceptions of the role of alcohol in the social life at OSU and within the Greek community are displayed in Tables 10.0 and 10.1. The data of students' perceptions regarding substance abuse at OSU and in the Greek community are presented in Tables 10.2 and 10.3.

- In both 2001 and 2004, approximately 70% Greek students agreed alcohol is a central part of the social life at OSU, and approximately 63% agreed it is a central part of the social life for the Greek community.
- In 2004, non-Greek students were significantly less likely to agree alcohol is a central part of the social life at OSU and the Greek community than they were in 2001.

- In both years, non-Greeks were significantly more likely to agree alcohol was a central part of the social life for both OSU and for the Greek community than were Greek students.
- In both years, Greeks and non-Greeks responded similarly regarding their perceptions of the problem of substance abuse among students at OSU. And, for both Greek and non-Greek students, they were significantly less likely to agree there was a substance abuse problem among OSU students in 2004 when compared to 2001.
- Although there was a significant improvement in the impression of non-Greeks with regard to the substance abuse problems of Greeks in 2004, non-Greeks were significantly more likely to perceive there to be a problem than were Greeks.

Table 10.0: Alcohol is a central part of the social life at OSU (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=611)	Non-Greeks (n=401)	Greeks (n=604)	Non-Greeks (n=401)
Strongly agree (1)	30.4	47.4	28.1	35.4
Somewhat agree (2)	39.8	40.4	41.4	47.6
Somewhat disagree (3)	17.2	10.2	20.4	14.7
Strongly disagree (4)	12.6	2.0	10.1	2.2
Average Scores	2.12	*✓1.67	2.12	♦1.84

* In 2001, responses by Greeks and Non-Greeks were significantly different at the 99% confidence level.

✓ In comparing 2001 and 2004 Non-Greek data, responses were significantly different at the 99% confidence level.

♦ In 2004, responses by Greek and Non-Greeks were significantly different at the 99% confidence level.

Table 10.1: Alcohol is a central part of the social life of the Greek community (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=611)	Non-Greeks (n=390)	Greeks (n=604)	Non-Greeks (n=377)
Strongly agree (1)	17.0	56.9	20.0	46.7
Somewhat agree (2)	45.5	34.9	44.9	42.7
Somewhat disagree (3)	21.9	6.4	22.7	8.5
Strongly disagree (4)	15.5	1.8	12.4	2.1
Average Scores	2.36	*✓1.53	2.27	♦1.66

* In 2001, responses by Greeks and Non-Greeks were significantly different at the 99% confidence level.

✓ In comparing 2001 and 2004 Non-Greek data, responses were significantly different at the 95% confidence level.

♦ In 2004, responses by Greek and Non-Greeks were significantly different at the 99% confidence level.

Table 10.2: There is a substance abuse problem among students at OSU. (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=597)	Non-Greeks (n=384)	Greeks (n=589)	Non-Greeks (n=371)
Strongly agree (1)	19.3	17.2	11.9	8.9
Somewhat agree (2)	50.8	51.3	41.8	45.6
Somewhat disagree (3)	23.8	26.8	35.7	36.7
Strongly disagree (4)	6.2	4.7	10.7	8.9
Average Scores	2.17	✓2.19	*2.45	2.46

* In comparing 2001 and 2004 Greek data, responses were significantly different at the 99% confidence level.

✓ In comparing 2001 and 2004 Non-Greek data, responses were significantly different at the 99% confidence level.

Table 10.3: There is a substance abuse problem among students in the Greek community. (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=588)	Non-Greeks (n=336)	Greeks (n=576)	Non-Greeks (n=350)
Strongly agree (1)	11.2	19.9	7.5	10.0
Somewhat agree (2)	46.1	52.4	35.9	42.1
Somewhat disagree (3)	29.3	24.7	37.2	37.3
Strongly disagree (4)	13.4	3.0	19.4	10.6
Average Scores	2.45	*✓2.11	*2.69	♦2.49

* In 2001, responses by Greeks and Non-Greeks were significantly different at the 99% confidence level.

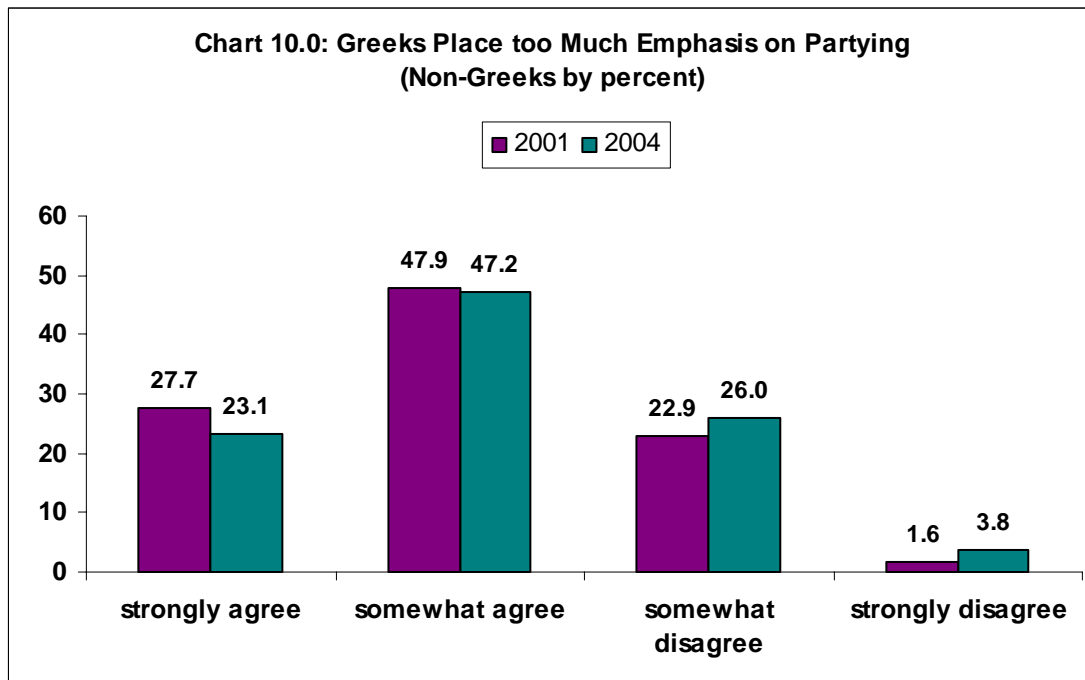
* In comparing 2001 and 2004 Greek data, responses were significantly different at the 99% confidence level.

✓ In comparing 2001 and 2004 Non-Greek data, responses were significantly different at the 99% confidence level.

♦ In 2004, responses by Greek and Non-Greeks were significantly different at the 99% confidence level.

Non-Greek students were also asked about their level of agreement with the statement, “The Greek community at OSU places too much emphasis on partying.” (See Chart 10.0)

- In 2004, 70.3% of non-Greek students agreed the Greek community places too much emphasis on partying compared to 75.6% in 2001, marking a significant decrease.



* Responses in 2001 and 2004 were significantly different at the 95% confidence level.

In addition to questions about the general OSU student body and the Greek community, Greek students were also asked about the centrality of alcohol in the social life of their chapter and the prevalence of substance abuse among members of their chapter. (See Table 10.4)

- In both years, the majority of Greek students (60.3% in 2001 and 63.0% in 2004) disagreed that alcohol is a central part of the social life of their chapter.
- In 2004, Greek members were significantly less likely to agree there is a substance abuse problem among members of their chapter.

Table 10.4: Perceptions of the role of alcohol and of substance abuse in their chapter. (Greeks)

Response by %	Alcohol is a central part of the social life of my chapter.		There is a substance abuse problem among members of my chapter.	
	2001 (n=609)	2004 (n=603)	2001 (n=593)	2004 (n=603)
Strongly agree (1)	7.5	7.6	2.0	1.5
Somewhat agree (2)	31.6	29.4	14.3	10.4
Somewhat disagree (3)	29.7	33.0	25.4	22.4
Strongly disagree (4)	30.6	30.0	58.3	65.7
Average Scores	2.84	2.85	3.40	*3.52

* Responses by Greeks in 2001 and 2004 were significantly different at the 99% confidence level.

In order to examine actual alcohol use, three questions were asked of all respondents. First in order to determine high-risk drinking behavior, students were asked, “In the past two weeks, how many times have you had five or more drinks at a sitting?” This question measures the binge drinking rate as defined by Core Institute at the Center for Alcohol and Other Drug Studies. A second question asked students how many drinks they consumed a week. Lastly, students were asked if they drank more, less, or about the same as they did before coming to OSU.

- In both years, Greek students reported a higher binge drinking rate than non-Greeks: a difference of 17.0% in 2001 and 21.3% in 2004. Greek respondents also reported a greater likelihood of bingeing frequently (three or more times in the two week period) with 32.4% reporting such behavior compared to 22.7% of non-Greeks in 2002 and 22.7% compared to 16.8% in 2004. (See Table 10.5)
- Although the difference is not significant, the data suggest a slight decrease in the high-risk drinking behavior of non-Greek students.(See Table 10.5)
- Greek students also averaged more drinks per week than non-Greek students with Greeks averaging 8.14 drinks per week compared to 5.52 for non-Greeks in 2004. (See Table 10.6)
- However, the average number of drinks per week for Greek students did decrease from 2001 to 2004 even though the high-risk drinking behavior remained relatively consistent.(See Table 10.6)
- In 2004, 57.5% of Greeks said they drank more now than they did before coming to college compared to 43.0% of non-Greeks. (See Table 10.7)

Table 10.5: In the past two weeks, how many times have you had five or more drinks at a sitting (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=615)	Non-Greeks (n=401)	Greeks (n=604)	Non-Greeks (n=404)
0	33.8	50.8	34.9	56.2
1	17.2	14.0	22.1	15.3
2	16.6	12.5	16.5	11.6
3-5	23.7	16.0	19.8	12.1
6-9	7.0	6.0	5.1	3.7
10 or more	1.6	0.7	1.5	1.0
Binge drinking rate	66.2	*49.2	65.1	♦43.8
Frequent binge drinking	32.4	22.7	26.4	16.8

* In 2001, responses by Greeks and Non-Greeks were significantly different at the 99% confidence level.

♦ In 2004, responses by Greek and Non-Greeks were significantly different at the 99% confidence level.

Table 10.6: On average, how many drinks do you consume in a week (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=595)	Non-Greeks (n=388)	Greeks (n=591)	Non-Greeks (n=384)
0	7.6	19.4	11.3	31.3
1-6	41.1	47.7	43.0	40.1
7-13	26.5	15.9	28.4	16.7
14-30	20.1	15.7	13.9	10.7
31 and higher	4.8	1.3	3.4	1.3
Average Number	9.60	*7.08	× 8.14	♦5.52

- * In 2001, responses by Greeks and Non-Greeks were significantly different at the 99% confidence level.
- ♦ In 2004, responses by Greek and Non-Greeks were significantly different at the 99% confidence level.
- × In comparing 2001 and 2004 Greek data, responses were significantly different at the 99% confidence level.

Table 10.7: Do you drink more, less, or about the same than you did before you came to OSU? (Greeks and Non-Greeks)

Response by %	2001		2004	
	Greeks (n=605)	Non-Greeks* (n=393)	Greeks (n=590)	Non-Greeks♦ (n=384)
More	53.9	45.5	57.5	43.0
About the same	32.6	33.8	30.2	32.0
Less	12.2	16.0	10.3	16.9
Don't drink	1.3	4.6	2.0	8.1

- * In 2001, responses by Greeks and Non-Greeks were significantly different at the 99% confidence level.
- ♦ In 2004, responses by Greek and Non-Greeks were significantly different at the 99% confidence level.

University Support of the Greek Community

While the GLTF recommendations increase the standards for the Greek community, they also call for the University to provide additional support and guidance for fraternities and sororities in order to assist them in reaching these new standards. As such, a number of questions on the survey asked students about their perceptions of the level of institutional support for the Greek community.

Both Greek and non-Greek students were asked their level of agreement with the statement, “The University provides a welcoming environment for its Greek organizations.” (See Table 11.0)

- In 2004, Greek students were significantly more likely to agree the University provides a welcoming environment for its Greek organizations than they did in 2001. In 2004, 66.2% agreed compared to 37.3% in 2001.
- Despite this improvement, Greek students continued to be less likely to see the University as supportive when compared to non-Greeks.

Table 11.0: The University provides a welcoming environment for its Greek organizations. (Greeks and non-Greeks)

Response by %	2001		2004	
	Greeks (n=611)	Non-Greeks (n=372)	Greeks (n=602)	Non-Greeks (n=364)
Strongly agree (1)	9.3	23.7	22.3	42.0
Somewhat agree (2)	28.0	63.7	43.9	52.7
Somewhat disagree (3)	33.1	10.8	23.9	4.9
Strongly disagree (4)	29.6	1.9	10.0	0.3
Average Scores	2.83	*1.91	× 2.22	♦1.63

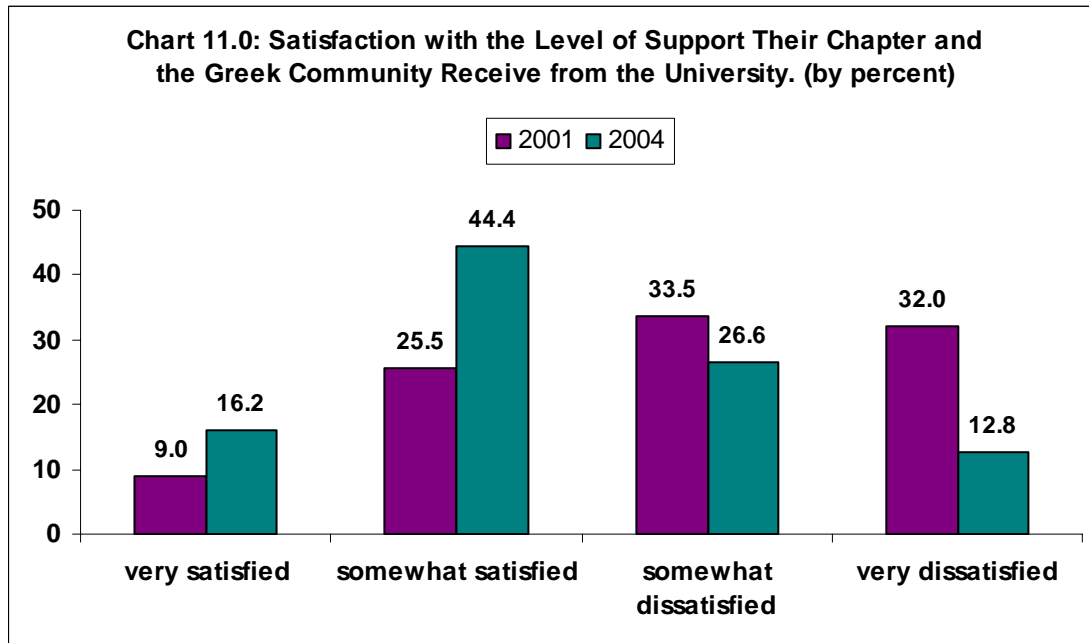
* In 2001, responses by Greeks and Non-Greeks were significantly different at the 99% confidence level.

× In comparing 2001 and 2004 Greek data, responses were significantly different at the 99% confidence level.

♦ In 2004, responses by Greek and Non-Greeks were significantly different at the 99% confidence level.

In addition, Greek students were asked about their level of satisfaction with the University’s support of the Greek community as well as whether or not they agreed that the Ohio Union and Student Activities¹ office helps their chapter establish relationships with the rest of the University and provides publicity for the Greek community. The data reveal a more positive relationship between the fraternities and sororities and the University. (See Chart 11.0 and Table 11.1)

- In 2001, only 34.5% of Greek students expressed satisfaction with the level of support they receive from the University. In 2004, there was a significant improvement with 60.6% expressing satisfaction with the support they receive from the University.
- In 2001, 53.5% of the Greek respondents agreed the Ohio Union and Student Activities office helped their chapter form relationships with the rest of the University. In 2004, this percentage increased to 71.5%.
- In 2001, 51.5% agreed the Ohio Union and Student Activities office provided positive publicity for the Greek community as a whole. In 2004, 82.2% agreed.



* Responses in 2001 and 2004 were significantly different at the 99% confidence level.

¹ Formerly referred to as “The Student Activities and Campus Programs Office.”

Table 11.1: Support from the Student Activities & Campus Programs Office. (Greeks)

Response by %	The Ohio Union and Student Activities helps my chapter form relationships with the rest of the University.		The Ohio Union and Student Activities provides positive publicity for the Greek community as a whole.	
	2001 (n=592)	2004 (n=589)	2001 (n=588)	2004 (n=601)
Strongly agree (1)	11.3	23.3	11.4	29.8
Somewhat agree (2)	42.2	48.2	40.1	52.4
Somewhat disagree (3)	29.6	23.6	30.3	13.0
Strongly disagree (4)	16.9	4.9	18.2	4.8
Average Scores	2.52	*2.10	2.55	*1.93

* Responses by Greeks in 2001 and 2004 were significantly different at the 99% confidence level.

Lastly, Greek students were asked about their familiarity with the GLTF and their attitude about the report. (See Tables 11.2 and 11.3) When the survey was conducted in 2001, there was an institutional effort to publicize and educate the students about the GLTFR. In 2004, the recommendations had been in place for several years, and the name of the GLTFR was referred to as the Standards of Excellence. In 2004, when asked if they were familiar with the GLTFR, students may not have been aware that this was the same document as the Standards of Excellence. Word choice for the document had changed between 2001 and 2004, however the survey question did not reflect this change in language.

- A similar percentage of Greek students reported that while they had heard of the GLTF they had not personally read the report in both 2001 and 2004 (47.8% and 46.9%, respectively). However, in 2004 21.4% of Greek students responded they had not heard of the GLTFR compared to only 7.8% in 2001.
- Despite the increased percentage of students who had not heard of the report, evidence suggests students' were more likely to be supportive of the GLTFR. For example, in 2004, 39.6% indicated they fully support the report and think it will improve the Greek system compared to only 19.8% in 2001.

Table 11.2: How familiar are you with the Greek Life Task Force Report? (Greeks)

Response by % (n=617)	2001 (n=615)	2004* (n=603)
You are very familiar with the report and could explain it to others.	13.8	9.1
You have read the report and are generally familiar with it.	30.6	22.6
You have heard of the report but have not personally read it.	47.8	46.9
You have not heard of the GLTF report.	7.8	21.4

* Responses by Greeks in 2001 and 2004 were significantly different at the 99% confidence level.

Table 11.3: Which of the following statements best describes your attitude toward the Greek Life Task Force Report? (Greeks)

Response by %	2001 (n=531)	2004* (n=603)
I fully support the GLTFR and think it will improve the Greek system at Ohio State.	19.8	39.6
I generally support the GLTFR but am concerned about my chapter's ability to meet all the requirements.	27.3	32.6
I understand the reasons for the GLTFR but do not think it is feasible.	42.0	23.5
I am totally against the GLTFR.	9.6	1.8
I have not heard of the GLTFR.	1.3	2.5

* Responses by Greeks in 2001 and 2004 were significantly different at the 99% confidence level.

Students' Comments

Lastly, Greek students were given the opportunity to make any comments about their experiences with the Greek system at OSU. The intent was to allow students to comment on topics not covered in the survey and/or to expand on those things that were most important to them. Some students did not comment, and others commented on a number of different aspects of their Greek experience. These comments have been broadly coded into seven themes. (See Table 12.0 for summary)

Most frequently, students spoke to the positive personal experiences they have had in their fraternity or sorority – how it has helped them adjust to college, to develop skills and academic goals, to have fun, and others.

- I really enjoy being in my sorority and I am looking forward to being in the house next year.
- I've been enjoying it, and it has added a lot to my college life.
- It is absolutely fantastic and I would do it again in a heartbeat.
- The people are very friendly and they welcomed me right away.
- It helped by making the campus smaller. Lots of leadership opportunities and lots of experiences to grow for the future.
- It has been a very positive experience for me. I was older when I joined but am glad I did. I love the support I receive.
- It has been very beneficial to me for grades and has increased my level of involvement in the community. It has also taught me great leadership skills.

Several students commented on negative experiences they had within the Greek community. They include the following:

- My sorority does not fit me. The rushing process is horrible. The way they picked people was not fair. A lot of people I know were really hurt and uncomfortable because they were not chosen. It's not a positive atmosphere for a young woman.
- I don't think that fraternities and sororities practice what they preach about unity and brotherhood and sisterhood. I'm generally pessimistic and not very active in my fraternity because of bureaucracy and petty things that go on that you don't see at rush events.
- I wasn't that pleased with it. I actually decided to transfer from Ohio State because I wasn't happy with it. When I joined a fraternity, it wasn't what I expected it to be but it turned my attention towards drinking instead of academics.
- It's not really what I was expecting it to be. I was expecting more of a nourishing environment...the inner workings are just not what I expected.
- I think there is no focus on leadership and the focus is on the social life, and there is no concept of sisterhood.

Unlike in 2001, students' comments relating to the university support were both positive and negative. While some commented on the efforts the university is making to support the community, the majority spoke of a lack of support. Comments included the following:

- I think the university supports the Greeks.
- I think the university is attempting to create a positive attitude toward the Greek community.

- The Greek office is doing a good job.
- The University is strangling fraternities. They need to realize that we are adults and can run things better than they can.
- I feel like OSU is against us and only around when there is trouble.
- The relationship is not at its strongest right now. The resentment is high about suspensions and there is not enough communication. Communication needs to be improved.

Very few students made comments about the GTLF directly. As noted above, several talked about the increased rules. The following comments may be attributed to the GLTFR:

- I think that the standards of excellence are not realistic.
- Deferred rush discourages people.
- I feel OSU sets forth a lot of good rules but are lacking in enforcement.

Several students talked about the impact of Dry 2000, although only one mentioned it by name and most seemed confused by whose rule it was.

- I feel like PHA rules (10 girls at a fraternity party) are ridiculous.
- The Greek staff needs to be more realistic about drinking; the 10 girls rule does not work.
- I am dissatisfied with the amount of rules and regulations from the university, especially since Dry 2000 went into effect.

Another area that students talked about was the negative publicity the Greek community receives and the negative reputation that results from it.

- I am really dissatisfied with the general stereotypical view about fraternities.
- A lot of people don't see the leadership and community service and support group that are in sororities.
- The Greek community is promoted the wrong way. All they promote is partying but they miss telling people about the support with jobs, service....

While some of the students who commented on the Greek community being in trouble at OSU focused their comments on the relationship with the University, others talked about troubles within the Greek community itself.

- Organizations should be more culturally mixed. I am African American and joined a sorority that most consider white. I love it and really feel I belong.
- There is a lot of competition among houses and a lot of houses in poor condition. Houses need to keep up to code.
- I think the government wastes a lot. I don't think the Greeks are responsible in general for cleaning up the mess.
- The boards are very corrupt, and no one will do anything about it.

The last category of student comments included a wide range of comments. Some of those comments offered suggestions or wanted to increased accountability:

- Rush is stressful and should be more informal.
- My chapter needs to do more things to get itself out there.
- Enforce hazing standards and don't let chapters reinstate early if hazing standards have been abused. I am very familiar with offenses that have occurred and that house was reinstated and the same things went on again.
- More supervision at parties in Greek houses. I think we would be better off having those parties hosted in bars instead of chapter houses because of fires, walking home alone, and sexual activities that get out of hand.

Table 12.0: Do you have any comments that you would like to make about your experiences with the Greek system at OSU? (Greeks)

Response by %	2001 (n=617)	2004 (n=605)
Positive personal experience	21.7	25.2
University support	9.9	12.4
Other	6.0	5.2
GLTF	3.1	0.2
Trouble within the Greek community	3.0	3.8
Negative publicity/reputation of the Greek community	3.4	4.5
Dry 2000/alcohol policies	2.0	0.9
Negative personal experience	1.0	0.2

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APPENDIX A

Housing

Issues regarding the conditions of the chapter houses were addressed in a separate survey of members of fraternities and sororities with houses during Autumn Quarter 2001. However, during this survey, non-Greek students were asked about their level of satisfaction with the appearance of both the fraternity and sorority houses at OSU. Overall, non-Greeks responded similarly in 2001 and 2004. (See Table 13.0)

Table 13.0: How satisfied or dissatisfied are you with the overall physical appearance of the fraternity/sorority houses at OSU? (Non-Greeks)

Response by %	Physical appearance of fraternity houses at OSU		Physical appearance of sorority houses at OSU	
	2001 (n=380)	2004 (n=371)	2001 (n=371)	2004 (n=359)
Very satisfied (1)	27.9	30.5	36.7	38.2
Somewhat satisfied (2)	57.4	55.5	54.7	54.0
Somewhat dissatisfied (3)	12.6	12.7	7.3	7.5
Very dissatisfied (4)	2.1	1.3	1.3	0.3
Average Scores	1.89	1.85	1.73	1.70