

# Learning Outcomes of Fraternity Membership

## Spring 2024 Report for Penn State University Pi Kappa Phi

Prepared by the Timothy J. Piazza Center for Fraternity and Sorority Research

### Survey Background

The University Learning Outcomes Assessment (UniLOA) asks respondents to indicate the frequency with which they engage in various behaviors; each item is scored from 1 (Never) to 10 (Always). Participants in the Spring 2024 survey administration were asked about five of the UniLOA's seven domains:

- Communication,
- Critical Thinking,
- Diversity,
- Citizenship, and
- Leadership.

The domains were checked to ensure that questions consistently measured the stated concept, and reliability analysis demonstrated good to excellent reliability for each domain.

### Demographics

Seven Penn State Pi Kappa Phi members completed the UniLOA survey in spring 2024.

#### Race/Ethnicity

What is your racial or ethnic identification? Select all that apply	PSU PKP	Aggregate
American Indian or Alaska Native	0.0%	0.7%
Asian	12.5%	9.8%
Black or African American	0.0%	2.9%
Hispanic or Latino	12.5%	7.2%
Middle Eastern or North African	0.0%	0.7%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%
White or Caucasian	75.0%	76.4%
Other ethnicity	0.0%	2.2%

#### Grade Point Averages

Compared to the aggregate data, fewer Penn State Pi Kappa Phi members reported GPAs above 3.0.

GPA (If this is your first semester on campus, then your Hhigh school GPA)	PSU PKP	Aggregate
2.0 or below	0.0%	0.4%
2.01-2.5	0.0%	4.9%
2.51-3.0	42.9%	17.4%
3.01-3.5	28.6%	37.7%
3.51 or higher	28.6%	39.7%

## College Classification

What is your current classification in college?	PSU PKP	Aggregate
1st year	0.0%	15.0%
2nd year	28.6%	22.3%
3rd year	14.3%	29.1%
4th year	42.9%	28.7%
5th year or more	14.3%	2.4%
Other	0.0%	2.4%

## Pell Grant Status

The percentage of Penn State Pi Kappa Phi members receiving Pell Grants (14.7%) was comparable to the aggregate (15.8%).

## Leadership Roles

While fewer Penn State Pi Kappa Phi respondents have served as an executive board officer for their fraternity/sorority in the last year, more members have been committee members and committee chairs (compared to the aggregate data).

In the last year, what leadership roles have you held in your fraternity/sorority? (Select all that apply)	PSU PKP	Aggregate
Committee member	54.5%	29.6%
Committee chair (Non-executive board)	36.4%	29.6%
Executive board officer	9.1%	24.2%
Have not held a leadership role	0.0%	16.6%

## Campus Involvement and Volunteerism

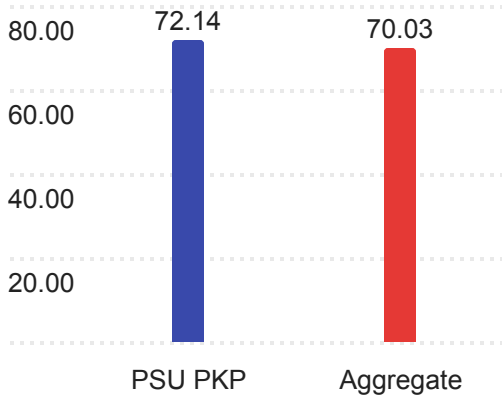
- Compared to the aggregate data, fewer Penn State Pi Kappa Phi respondents have been involved in four or more campus organizations over the past year; more Penn State Pi Kappa Phi members are involved in only one student or campus organization.
- The volunteer patterns of Penn State Pi Kappa Phi respondents were comparable to the aggregate data, though no Penn State Pi Kappa Phi members reported volunteering more than 10 hours in a typical week.

## Domain Results

Compared to the aggregate data, Penn State Pi Kappa Phi members measured slightly higher in the areas of Citizenship and Diversity, similar to the aggregate in Critical Thinking, and slightly lower than the aggregate in Communication and Leadership.

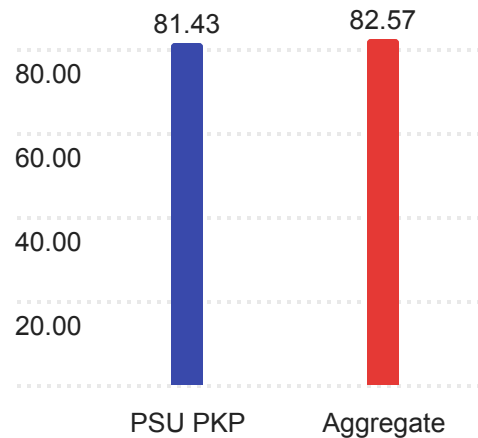
### Citizenship

This domain focuses on being informed of current issues and events, researching candidates and voting, and being active in organizations related to one's interests.



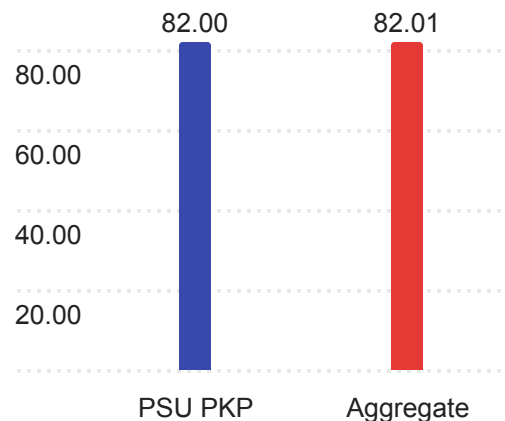
### Communication

This domain focuses on effectively organizing oral or written presentations, using appropriate language for various situations, using correct grammar, and practicing active listening.



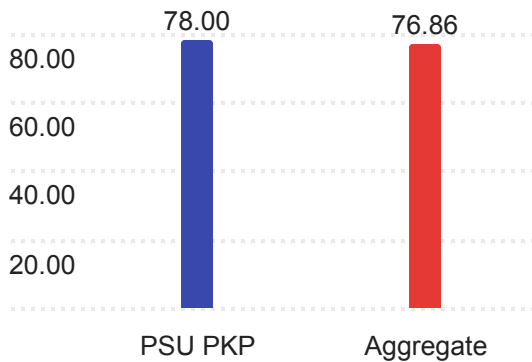
### Critical Thinking

This domain focuses on applying reasoning and checking assumptions when making decisions, forming opinions, or solving problems.



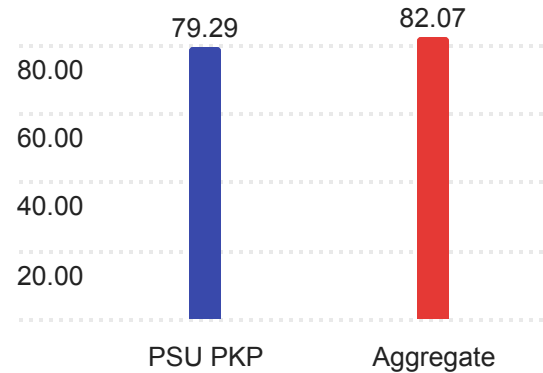
## Diversity

This domain focuses on valuing differences between people, developing relationships with people from different backgrounds, and striving to see things from a different perspective.



## Leadership

This domain focuses on balancing individual needs with group needs, identifying opportunities to apply talents and skills, and being a role model for others.



## Conclusion

The data from the LOFM indicates that student learning in fraternities shows promising results. One notable finding is the potential for greater educational gains among first-generation students, as well as comparable outcomes for students from low socioeconomic backgrounds who are members of fraternities. If this trend is confirmed in a larger dataset and in future data collection rounds, it will emphasize that fraternities not only contribute to positive learning outcomes across all five domains but also facilitate this learning, particularly among first-generation and low SES students.

## Acknowledgment

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Timothy J. **PIAZZA CENTER**  
for Fraternity and Sorority Research