

Fraternity & Sorority Programs (FSP) Recruitment Assessment Report | Fall 2021

Overview

As the number of a variety of co-curricular experiences grow, it is critical to better understand why students chose to join or not join certain clubs and organizations (Zuckerman & Kretovics, 2003). How to attract students to the fraternity/sorority experience each year to encourage affiliation and retention has concerned campus-based professionals and chapter advisors (Fouts, 2010). The fraternity/sorority recruitment refers a period of formalized membership recruitment that is organized and implemented by the local Greek leadership during which a series of events are held. Thus, evaluations aimed to improve recruitment experience and help prospective members prepare for Greek life on campus are important for both program staff and students.

To better support Fraternity & Sorority Programs (FSP) recruitment goals and student success at University of Arizona, in Fall 2021, the recruitment has changed to take place during the first two weeks, while in previous years, the recruitment started and ended prior to school began. In order to examine the impact of the recruitment process, two online surveys were sent to prospective and existing FSP members to measure their perceptions, opinions, and experience during the recruitment. The assessment provided the baseline data for FSP recruitment to compare with future evaluation. Specifically, we aimed to measure any learning outcomes associated with the recruitment process. We also intended to assess participants' level of satisfaction regarding UA Fraternity & Sorority Programs in general.

Method

A pretest-posttest design was employed in this assessment. It is the preferred method to compare participant groups and measure the degree of change occurring as a result of treatments or interventions (Shuttleworth, 2009). In this method, same measures were given to students who had completed FSP Fall 2021 registration both before and after they went through the FSP recruitment to determine if there were any changes that could be attributed to the recruitment process. Registered students were invited to participate in the pretest survey before the recruitment process started and was measured again when the recruitment ended.

An invite email was distributed to students who completed FSP Fall 2021 registration through Qualtrics for both pretest and posttest. Pre-test survey was live on August 22, 2021, to all students who had completed FSP registration. A reminder email was sent on August 24 (Day 3). The survey was open for five days and closed on Aug 26. A total of 2,424 invite of the survey

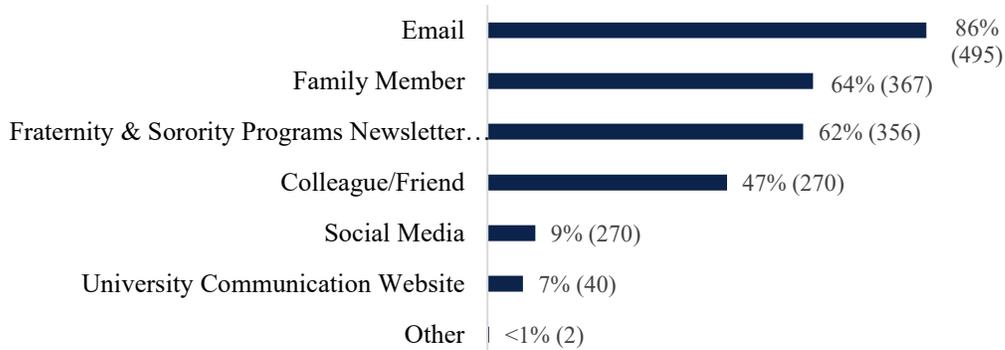
were sent to students over email, 733 students started the survey, but 578 completed, yielding a 24% response rate.

Post-test survey was sent to all students who have completed FSP registration and live between September 7 and September 11, 2021 (opened for 6 days). Specifically, a targeted reminder email was sent to students who participated the pre-survey but did not respond to the post-survey. A total of 542 students completed the post-test survey, yielding a 22% response rate. Participants' demographics were pulled out from Analytics based on their email addresses.

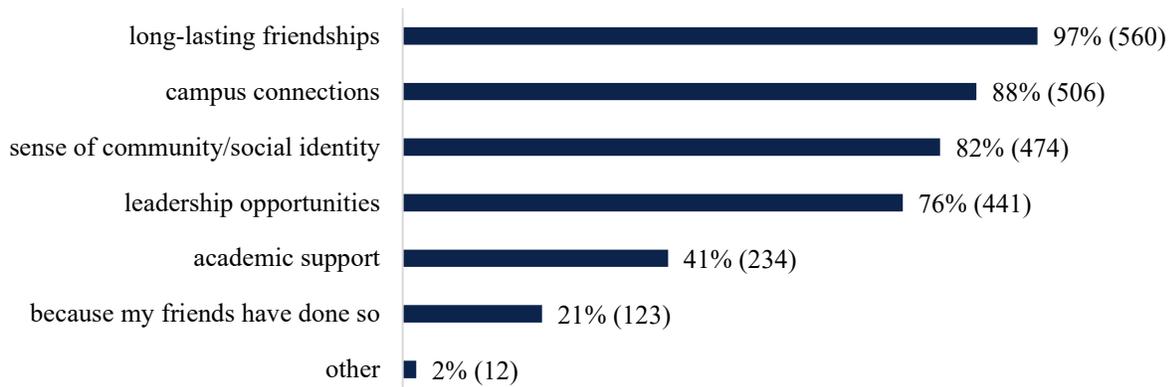
Results

Communication and Perceived Benefits

When asked how they heard about the UA FSP recruitment, email (86%) accounted for the most effective communication method, followed by family member (64%), FSP newsletter (62%), colleague/friend (47%), social media (9%), and university communication website (7%) (See the chart below). Students were allowed to multi select on this question.



Regarding the reasons to participate in the FSP, long-lasting friendships (97%) was the most selected reason, followed by campus connections (88%), sense of community/social identity (82%), leadership opportunities (76%), academic support (41%) and just because their friends have done so (21%). Students were allowed to multi select on this question.



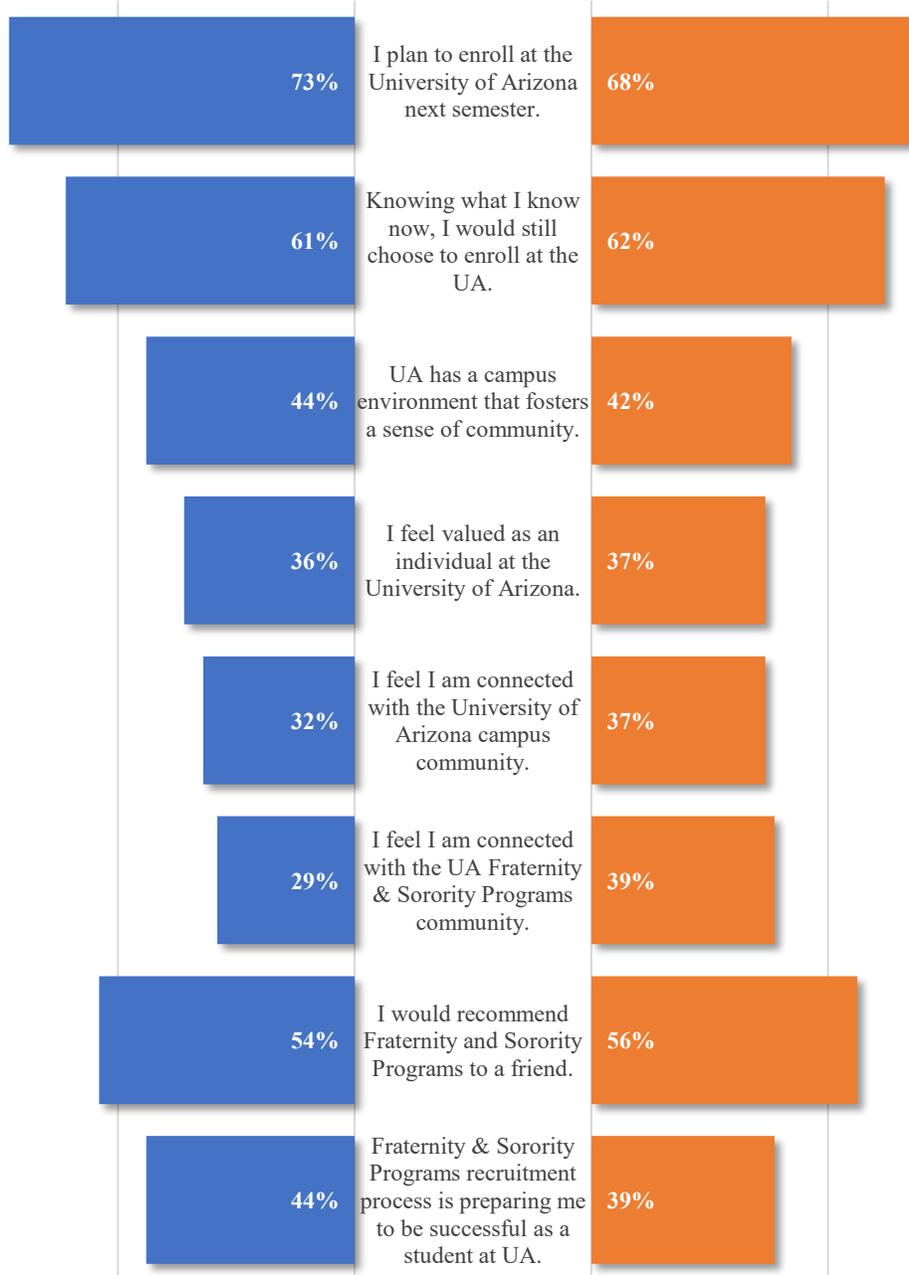
Students' Perceptions, Opinions, and Experiences

A list of statements regarding various aspects of the FSP were rated by participants using a five-point Likert scale that ranges from strongly disagree to strongly agree. The following two charts show the results of students' evaluation of each statement. The first chart shows the percentages of students who responded "strongly agree" only and the second chart shows the percentages of students who responded "strongly agree" and "agree".

Most respondents (n=90%) strongly agreed or agreed the recruitment prepared them to be successfully as a student at UArizona, and 92% of respondents would recommend FSP to a friend. On the context of retention purpose, 96% of respondents planned to enroll at the UA next semester. In terms of sense of belonging, 91% strongly agreed or agreed that UArizona has a campus environment that fosters a sense of community, and 84% felt valued as an individual at the UArizona. However, only 32% strongly felt being connected with the campus, and 29% strongly felt being connected with FSP community.

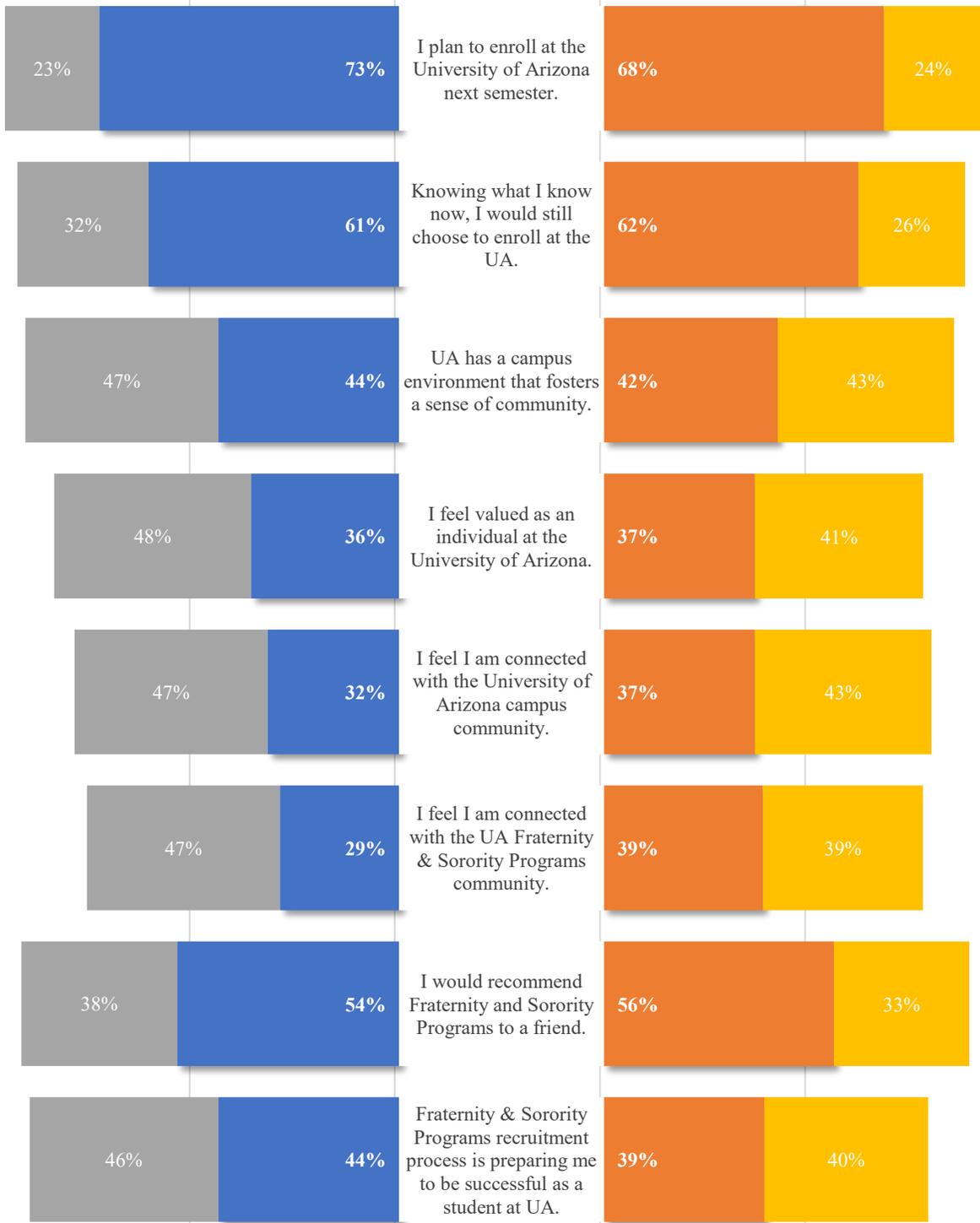


Pre-survey vs. Post-survey (Strongly Agree only)





Pre-survey vs. Post-survey (Strongly Agree + Agree)



■ (Pre) Agree

■ (Pre) Strongly Agree

■ (Post) Strongly Agree

■ (Post) Agree

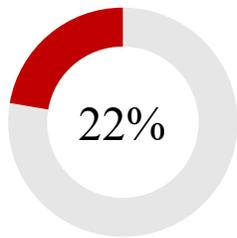
Participants' Profile



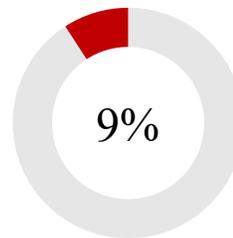
A total of 578 unique students participated in the FSP recruitment pre-survey in Fall 2021, including 388 sorority and 190 fraternity students. About 84% of the students are Freshmen, followed by Sophomore (11%), Junior (4%), and Senior (1%).



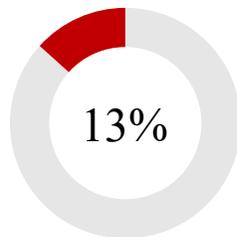
About 22% of the students are STEM students ($n = 129$). Pell recipients make up about 9% ($n = 53$). The students comprise 13% first-generation students ($n = 77$) and 1% international students ($n = 6$). 32% of the students are Arizona residents ($n = 187$), and 67% are female students ($n = 388$), and 76% are full-time students ($n = 436$).



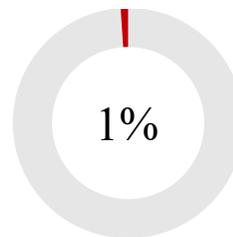
STEM Students



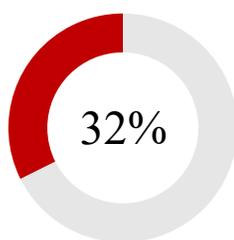
Pell Recipient



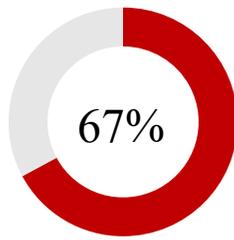
First Generation Students



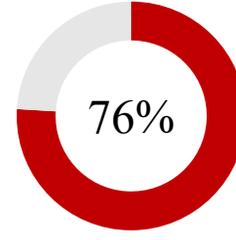
International Students



AZ Residents

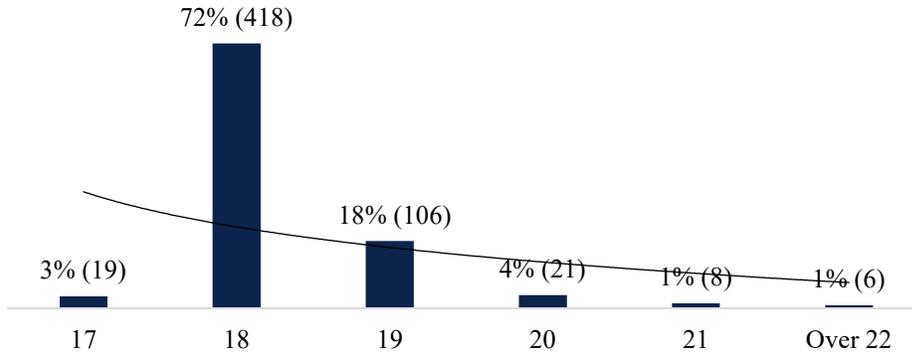


Female Students

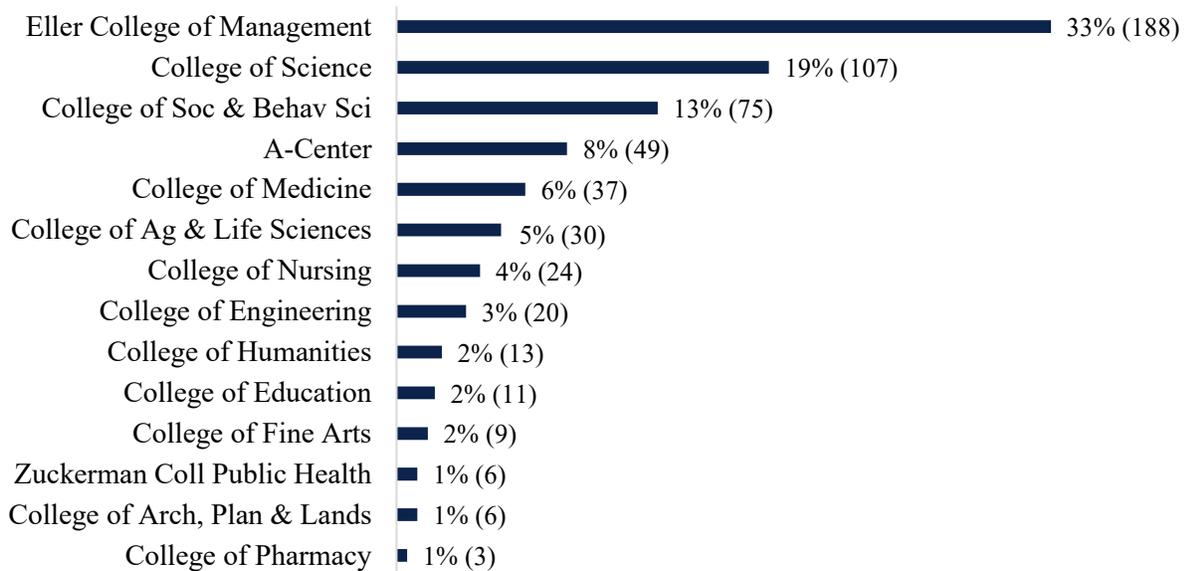


Full-Time Students

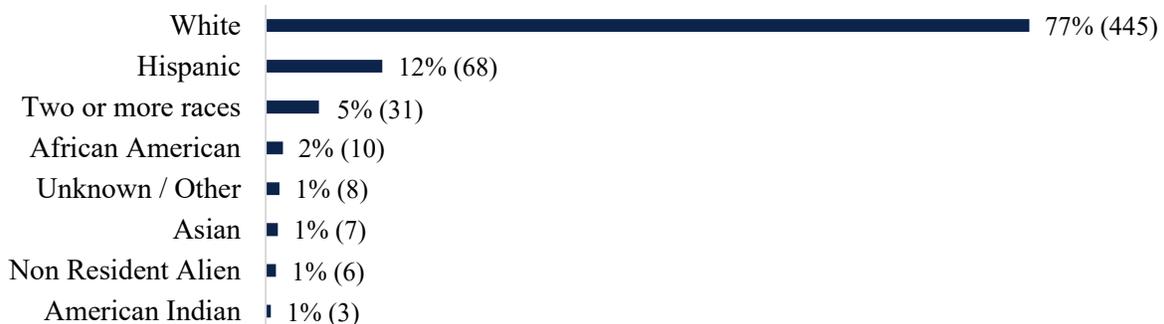
A break down by age is shown below. About 3% of the students are under the age of 18. About 72% of the students are 18-year-old, followed by 19-year-old students (18%), 20-year-old students (4%), 21-year-old students (1%) and students who are over 22 (1%).



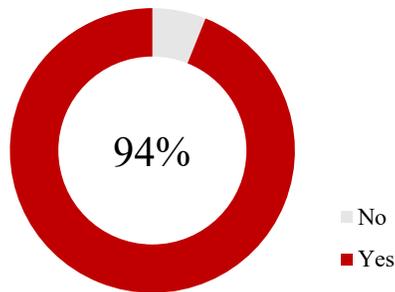
Most students' are enrolled Eller College of Management (33%), followed by College of Science (19%), College of Social & Behavioral Science (13%), A-Center (8%), College of Medicine (6%), and Colleges of Letters Arts & Science (5%).



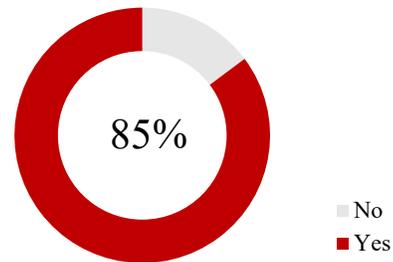
A break down by ethnicity is shown below. About 77% of the students identify as White, followed by Hispanic (12%), two or more races (5%) and African American (2%).



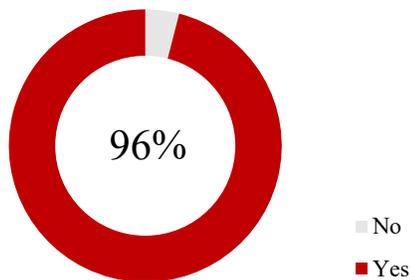
The following charts include questions that were asked only in the posttest survey. Most students (n=94%) made at least 1 friend during the recruitment process, 85% received an invitation to join a FSP organization, and 96% were proud to be a FSP student at the University of Arizona. For students who did not receive an invitation to join the FSP, 71% would go through Spring recruitment (See pie charts below).



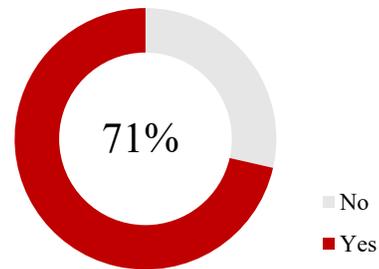
Did you make at least 1 friend during the recruitment process?



Did you receive an invitation to join a Fraternity and Sorority Program organization?



Are you proud to be a Fraternity and Sorority Program student at the University of Arizona?



Are you planning to go through Spring recruitment?

Discussion

Successful recruitment practices are the corner stone of the continuation of UArizona FSP. The recruitment data were analyzed to understand students who voluntarily went through the process and inform practices and policies to better serve our Greek students. The results provided a baseline for future comparison and evaluation for UArizona FSP and explored some direction for fraternity/sorority professionals and volunteers where enhanced programming and advising might benefit from targeted attention. Additionally, the findings of this assessment can be beneficial to anyone who has a vested interest in the continuation of Greek life on UArizona

campus and assist to FSP staff as they work to continue beneficial FSP recruitment practices in the future.

Based on the findings, the recruitment process was helpful and provided students the support and resources needed to be successfully at UArizona. Specifically, a majority of respondents strongly agreed or agreed the recruitment prepared them to be successfully as a student at UArizona, considered campus fostering a sense of community, felt valued as an individual at UArizona, and they would recommend FSP to a friend. Almost all participants planned to enroll at the UA next semester. However, the results also revealed that only about a third of participants strongly felt being connected with the campus, or strongly felt being connected with FSP community. Considering the majority respondents were freshmen who just started study here, therefore, may not have a stronger connection with both the campus and FSP community. Programs designed to increase freshmen's connection with campus and FSP community should be implemented as a priority.

Established from the reasons for participating in the FSP by our respondents, future communication and promotion should emphasize areas on long-lasting friendships, campus connections sense of community/social identity as well as leadership development. Better advertising of events and clearly conveyed benefits would attract potential new members for fraternity/sorority (Fouts, 2010). However, challenge to identify potential members and explain to them the tangible and intangible benefits of Greek life is daunting for many. Mattson (2012) encouraged fraternity/sorority professionals to use a values-based selection criterion and choose recruitment activities reflecting the core values of each chapter, which focused on quality communication with the potential new members.

T-test and one-way ANOVA were performed on a variety of subgroups to determine if there was a significant difference between the means of two or more groups. However, no significant difference of sense of belonging was found on gender, ethnicity, academic classing, or other demographic characteristics. Possible reason is due to the smaller size for some categories which skewed the data significantly. For example, the majority of respondents were freshmen, female, white, and full-time students. A more balanced respondents would be recommended in future assessment.

One lesson learned from this assessment was that no need for pre- and post-test design to measure students' perceptions and experience regarding FSP recruitment process. One-time post only assessment would be sufficient. However, similar assessment should be planned in the future recruitment process to collect longitudinal data and track on any changes or improvement as a result of previous assessment.

In summary, the results showed the positive impacts and efforts that FSP staffs have been working towards a successful recruitment process at UArizona. The data and results found in this assessment can be used in one-on-one conversations with individual chapters, and to inform and revise recruitment rules, guidelines, and plans in the coming years.

Recommendation for Future Assessment

- Including overall placement rate and membership retention. The factors that may influence retention rate of existing members.
- Including theoretical framework or best practice as guideline for measurement and instruments
- Including students who did not choose to apply or participate in the FSP recruitment process because they may hold different views compared to students who did and to help understand the reasons why they decided not to participate.
- Examining students who did participate in recruitment but withdrew from the process prior to its end.
- Examining individual chapter policies and practices that may affect potential new member persistence
- Inclusion of qualitative data to perform a mix methods study

Fouts, K. S. (2010) Why Undergraduates Aren't "Going Greek": Attraction, Affiliation, and Retention in Fraternities and Sororities, *The Research Journal of the Association of Fraternity/Sorority Advisors*, 5(1), 24-33.
<https://scholarworks.wm.edu/oracle/vol5/iss1/5>

Mattson, M. (Jan 3, 2012). What is "Values-Based Recruitment"? Retrieved Mar 2, 2022, from Phired Up Blog. <https://blog.phiredup.com/what-is-values-based-recruitment/>

Shuttleworth, M. (Nov 3, 2009). Pretest-Posttest Designs. Retrieved Aug 13, 2021, from Explorable.com: <https://explorable.com/pretest-posttest-designs>

Zuckerman, R. A, & Kretovics, M. A. (2003). Member Acquisition and Retention Model. *NASPA Journal*, 41(1), 149-166.