

2023-12-01

The Fraternity And Sorority Experiences Of Students At A Hispanic-Serving Institution

Victoria Suttmiller
University of Texas at El Paso

Follow this and additional works at: https://scholarworks.utep.edu/open_etd



Part of the [Higher Education Administration Commons](#), and the [Higher Education and Teaching Commons](#)

Recommended Citation

Suttmiller, Victoria, "The Fraternity And Sorority Experiences Of Students At A Hispanic-Serving Institution" (2023). *Open Access Theses & Dissertations*. 4024.
https://scholarworks.utep.edu/open_etd/4024

This is brought to you for free and open access by ScholarWorks@UTEP. It has been accepted for inclusion in Open Access Theses & Dissertations by an authorized administrator of ScholarWorks@UTEP. For more information, please contact lweber@utep.edu.

THE FRATERNITY AND SORORITY EXPERIENCES OF STUDENTS
AT A HISPANIC-SERVING INSTITUTION

VICTORIA SUE SUTTMILLEER, M.ED.

Doctoral Program in Educational Leadership and Administration

APPROVED:

Jesus Cisneros, Ph.D., Chair

Arturo Olivarez, Ph.D.

Penelope Espinoza, Ph.D.

Matthew Johnson, Ph.D.

Stephen L. Crites, Jr., Ph.D.
Dean of the Graduate School

Copyright ©

by

Victoria Suttmiller

2023

Dedication

This work is dedicated to all those that enter college probationally and believe they will never achieve. Yes you can.

THE FRATERNITY & SORORITY EXPERIENCE OF LATINX STUDENTS
AT A HISPANIC-SERVING INSTITUTION

by

VICTORIA SUE SUTTMILLER, M.Ed.

DISSERTATION

Presented to the Faculty of the Graduate School of

The University of Texas at El Paso

in Partial Fulfillment

of the Requirements

for the Degree of

DOCTOR OF EDUCATION

Department of Educational Leadership and Foundations

THE UNIVERSITY OF TEXAS AT EL PASO

December 2023

Acknowledgements

The path to achieving this degree's achievement easier by the several people who have taken the trip with me. My husband, Ed, sat beside me during the entire process, encouraging and listening to my droning on about research, classmates, and papers I was writing. For this I am forever grateful. It was fun to work on this degree as he worked on his own degree. The goal was to graduate the same semester and we achieved it. The legacy we leave to our family is grand.

And to my parents Larry and Sue Arndt. Words cannot do justice for how appreciative I am of you both for all you have provided me in life. This degree would not be possible without your wisdom, love, and support in my life as well as the mass amount of patience during the last three and a half years. This is your achievement as much as mine.

When I decided to apply to the program, I knew I could not complete the degree or go through the process alone. I convinced Matt Crouse to apply as well. Matt has been there through the rough nights of online class, the papers where I needed to motivate him, or he needed to motivate me. We pushed and challenged each other for three plus years. Many hours at local coffee places were more tolerable because you walked the path with me. For this I am forever grateful.

My many thanks to Dr. Diane De Hoyos as well. She was there to provide cheering, to calm me when I was anxious, and to make me laugh when I was being absurd. Your guidance made a difference in the completion of this work.

Dr. Jesus Cisneros, my chair, was all I needed during the doctoral program and the dissertation process. The words thank you are not enough to show my appreciation for him but I hope he knows the impact he has made on me, my role as a researcher, and my ideals of what a classroom could be. Keep on impacting higher education and the people within.

I've known for a long time that if I were to get a doctorate my dissertation topic would involve sorority women and women's leadership. The specifics have shifted a bit but the fraternal life piece never has. I give thanks to all those in my undergraduate years and professional life who taught me about fraternity and sorority life. It is an area of higher education that I have immense love for and am happy to contribute research within.

Abstract

In 2021 the National Association of Student Personnel Administrators (NASPA) and the Association of Fraternity/Sorority Advisors (AFA) jointly published recommendations for higher educational professionals on the future of fraternity and sorority life. Among these recommendations was a focus on the communication between campus leaders and students and the need to better understand the beliefs, motivations, and chapter culture. In addition, AFA pillars include advancing the research of the fraternity and sorority community to engage in and provide scholarly work to higher education professionals.

In the fall of 2021, the University of Texas at El Paso hosted the Piazza Center for Fraternity and Sorority Research and Reform's Fraternity and Sorority Experience Survey of their fraternity and sorority community. The quantitative research in this paper includes exploring the reasons students joined their fraternity or sorority, the positive impact of their chapter experience, and the value of their fraternity and sorority life experience on their overall college experience. This data was compared by gender and Latinx students to their non-Latinx counterparts.

The results show women and men differed in their top reasons for joining an organization, but no difference when comparing the Latinx and non-Latinx students. There was also no significant difference in the positive impact of their chapter or the value of the fraternity and sorority life experience on their overall collegiate experience in either grouping. With little research available on the fraternal experience at a Hispanic Serving Institution (HSI) or the comparing of the fraternity and sorority life experience of Latinx to non-Latinx students at an HSI, these data provides valuable insight for future research.

Table of Contents

Acknowledgements.....	v
Abstract.....	vii
Table of Contents.....	viii
List of Tables.....	xi
List of Figures.....	xii
The Fraternity and Sorority Experiences of Students at a Hispanic Serving Institution.....	1
Chapter 1: Introduction.....	1
Problem Background.....	1
Purpose of the Study.....	3
Significance of the Study.....	3
Definition of Key Terms.....	5
Chapter 2: Literature Review.....	8
History of Fraternities.....	8
Women and Fraternities.....	9
Cultural Interest Fraternities.....	11
National Governing Councils.....	13
Anti-Fraternal Movements.....	13
Affiliation.....	16
Benefits of Affiliation.....	16
Concerns of Affiliation.....	23
UTEP History of Fraternities and Sororities.....	26
UTEP as a Hispanic Serving Institution.....	27
Chapter Summary.....	29
Chapter Three: Methodology.....	30
Setting.....	30
Population.....	31
Instrument, Data Collection, and Data Analysis Strategy.....	31
Description of the study variables.....	34

Demographics	34
Joining the organization.....	35
Leadership role within the chapter.....	35
Chapter time.....	35
Chapter perceptions	36
New member education	36
Chapter programs.....	36
Mentoring.....	37
Observed concerns	37
Hazing and sexual assault.....	37
Alcohol.....	37
Research Questions.....	39
Research Design and Methodology	39
Delimitations of the Study	40
Researcher’s Bias.....	41
Assumptions.....	41
Limitations	42
Ethical Considerations	43
Chapter Summary	43
Chapter 4: Findings.....	45
Research Questions.....	45
Data	46
Data Screening.....	47
Table 1	47
Demographic Data	47
Table 2	47
Table 3	48
Table 4	48
Table 5	49
Table 6	50
Research Question One.....	50
Table 7	51

Research Question Two	52
Table 8	52
Remaining Research Questions	53
Table 9	54
Table 10	56
Table 11	56
Conclusion	58
Chapter 5: Discussion and Conclusions.....	60
Interpretation of the Findings.....	61
Limitations of Results	66
Recommendations for Future Research	67
Implications for Practice	69
Conclusion	71
References.....	73
List of Tables	xi
List of Figures	xii
Vita	94

List of Tables

Table 1: Completion of Survey by Participants.....	85
Table 2: Race/Ethnicity of Participants	85
Table 3: Gender Identity of Participants.....	85
Table 4: Chapter Affiliations of Participants	86
Table 5: Council Affiliations by Participants.	86
Table 6: Membership Status of Participants	87
Table 7: Reasons why Latinx and non-Latinx Participants are a Member of a Fraternity/Sorority	87
Table 8: Reasons Why UTEP Women and Men Participants are a Member of a Fraternity/Sorority	87
Table 9: Independent Variables with the Means and Standard Deviation for the Dependent Variable Positive Impact of Their Chapter Variable.	88
Table 10: Independent Variables with the Means and Standard Deviation for the Dependent Variable of Value of the Fraternal Experience on the Overall College Experience.....	90
Table 11: Dependent Variable Mean and Standard Deviation Disaggregated by the Independent Variables.	90

List of Figures

Figure 1: Scatterplot of Gender and Positive Impact of Chapter & Overall Experience.....92

Figure 2: Scatterplot of Latinx/Non-Latinx and Positive Impact of Chatper & Overdall
Experience..... 93

The Fraternity and Sorority Experiences of Students at a Hispanic Serving Institution

Chapter 1: Introduction

Fraternity and sorority life has been on U.S. college campuses for about as long as the country has existed (Baily, 1949). Students who had shared values and sought social connections (Sasso, 2018; Torbenson & Parks, 2009) established fraternal organizations. These students created secret rituals and mottos to name their organizations based on Greek letters (Torbenson & Parks, 2009). Even though participation begins in college, membership is a life-long association and network. As of 2019, there were over 750,000 collegiate members and 9 million living alumni in these social fraternities and sororities (National Panhellenic Conference, 2015, & North-American Interfraternity Conference, 2015, as cited in Routon, & Walker, 2019, p. 428).

Problem Background

Studies have shown that students who are members of a fraternity or sorority are more likely to have a strong self-image, be more engaged in their career after college, have more emotional support systems, and have experienced learning in a deeper way than non-affiliated counterparts (Arelleno, 2020; Asel et al., 2009; Gallup, 2014; Pike, 2000). In September 2021, the National Association of Student Personnel Administrators (NASPA) and the Association of Fraternity/Sorority Advisors (AFA) provided an executive summary to their constituents regarding the future of fraternity and sorority life. Professionals within five working groups created recommendations for the profession in the following areas: communication standards between the fraternal organizations and their host institutions; disciplinary processes for chapters; staffing fraternity and sorority life offices; the health, safety, and well-being of students; and new member/recruitment processes (National Association of Student Personnel

Administrators, 2021). Within the communication standards recommendation is valuing the relationship between campus leaders and the fraternity and sorority community. Within the new member/recruitment process area was a need for accessible data on an institution's fraternal community to better understand motivations and beliefs that influence behaviors and chapter culture. Just as important as these recommendations are the areas identified as the issues of concern for student affairs leaders, fraternity and sorority professionals, and organizational national offices. Although at the meetings to set up these workgroups there were several other topics, these were at the top of the list for professionals and campus leaders to examine, make recommendations to improve, and provide to the community (National Association of Student Personnel Administrators, 2021).

AFA is the leader in advancing the higher education professionals who work with fraternities and sororities. Their pillars in accomplishing this include developing professional competency, advancing the research, being advocates for the campus professionals, and creating a community of professionals (Association of Fraternity/Sorority Advisors, n.d.). The organization has also created strategic priorities they have been working towards since 2019. These include strategically positioning themselves in the field of higher education as the authorities in fraternities and sororities, engaging in and providing scholarly works to higher education on fraternity and sorority life, providing educational resources and programming to the association affiliates, and engaging their members through communication and technology (Association of Fraternity/Sorority Advisors, n.d.). As the leaders in advancing the research and public perspectives, AFA has identified the key current problems and needs in fraternity and sorority life throughout the country.

Knowing that these two leading student affairs professional organizations, NASPA and AFA, identify the need to provide resources about research to higher education professionals, and engage in communication between students and their institutions, and the health and well-being of students, institutions need to assess their student populations to determine what they are experiencing in their collegiate years and within their fraternity or sorority. These data would advance each of the recommendations provided by the professional organizations, inform the institution about the student experience in a fraternal organization, and provide an avenue for the student voice.

Purpose of the Study

The purpose of this study is to investigate the experiences of Latinx fraternity men and sorority women at the University of Texas at El Paso (UTEP), a Hispanic Serving Institution, as reflected by their responses to the fraternity and sorority experience survey. The study provides descriptive information on the student fraternal experiences and explores research questions regarding the experiences of fraternity men compared to sorority women as well as comparing Latinx members to non-Latinx members. This institutional-specific data will be an opportunity for UTEP's student affairs professionals to have a resource in understanding their students, advance the scholarly foundation of the fraternal Latinx student demographic, and further support the students in their well-being needs, all of which are listed as priorities by AFA and NASPA.

Significance of the Study

The findings of this study will aid the professionals and student leaders at UTEP in their work and development with the fraternity and sorority community. The data will provide insight into understanding these students and their experiences as members. As UTEP plans to expand

its fraternal community, this data provides context into who its students are and how their experience can shape the campus community's future.

This study also provides rich initial data to the fraternity and sorority research community on a student population that is often underrepresented in the current data. Much data exists on the Latinx experience in culturally based fraternities and sororities, but not on Latinx students at a Hispanic Serving Institution (HSI) with a mix of cultural and non-culturally based fraternities and sororities (Moreno & Sanchez, 2013). Ortiz and Thompson (2017) identified this lack of research as a limitation while others have recommended the furthering of their research to include Latinx students (Edwards, 2009; Fouts, 2010; Garcia et al., 2022; Parker & Pascarella, 2018) or include HSIs (Aren et al., 2014; Bello Escobar et al., 2023). Finally, other researchers have made recommendations to further their research to include culturally based organizations but not Latinx students in non-culturally based fraternities and sororities (Bordes-Edgar et al., 2011; McCreary et al., 2016).

Today's Latinx students bring important and valuable elements to college campuses. Traditionally aged, 18-24, Latinx college students are attaining educational degrees more than in years past. The number of Latinx people enrolled in college rose from 1.2 million in 2005 to 2.4 million in 2021 (Hernandez & McElrath, 2023). However, this is still only 32% of the larger potential Latinx college-aged population (Mora, 2022). 62% of U.S. adults over 25 years old lack at least a bachelor's degree. This number is 79% when only Latinx adults are examined (Mora, 2022). This enrollment gap can be attributed to first-generation college students, parents with mixed citizenship statuses, low-income families growing up, college affordability, and an educational system where discrimination exists (unidosUS.org, 2020). When asked, the majority of Latinx adults pointed to affordability, debt aversion, unreliable transportation, or supporting

their family as reasons for not attending (Elengold et al., 2021; Mora, 2022). The good news is that by 2026 over 4 million Latinx are projected to be enrolled in higher education institutions (Hispanic Association of Colleges and Universities, 2023).

Degree attainment has also increased for Latinx college students. The Postsecondary National Policy Institute (2022) reports that Latinx students are obtaining more degrees than in years past. In 2021, 23% of enrolled students achieved a bachelor's degree or higher, compared to 13% in 2010. HSIs are places where support programs offered to students make a difference (unidosUS.org, 2020). The institutions provide increased access to Latinx students who may not find success at other institutions (unidosUS.org, 2020). HSIs can break down the many barriers that may exist for Latinx students. The research in this study focuses on the Latinx fraternity and sorority student experience at an HSI.

Definition of Key Terms

The following are key terms used in this research or provide context to concepts described in this research.

Affiliation - having a membership to an organization.

Brotherhood/Sisterhood - the bond that exists between members of a fraternity or sorority.

Chapter - the local branch of a larger organization.

Fraternity - an all-men or all-female local or national organization, typically for a social purpose, with secret rituals, badges, and initiations. Their name is consisting of Greek letters.

Fraternity and Sorority Life - the office on a college campus that advises and supports fraternity and sorority students. This is also an overarching term used for all the Greek-letter community.

Fraternity and sorority life - an encompassing phrase to include the campus programmatic experiences of fraternity and sorority members.

Governing bodies – national or international organizations where national offices are members. These bodies are advocates for the fraternal community.

Greek-lettered organization - a fraternity or sorority.

Historically White Greek-lettered Organization - a fraternity or sorority affiliated with the national governing bodies of The National Panhellenic Conference (NPC), the organization that governs the national traditionally women's sororities, or the North-American Interfraternity Conference (NIC), the national organization that governs the traditionally male fraternities (Barone, 2014; Biddix et al., 2019).

Latinx/Hispanic – these terms and similar are contested and each holds particular meanings (Salinas, 2020). In this study, to use Latinx/a/o represents the diversity of gender identities in this population.

A member - an individual who has joined the fraternity or sorority by accepting a bid during a new member process.

Multicultural Greek Council (MGC) - a student body on a college campus that brings Greek-lettered cultural organizations together for centralized support and programming purposes.

National Headquarters Office - the overarching body that oversees campus chapters of a fraternity or sorority. These national offices are most likely members of the governing bodies for fraternities and sororities and employee professional staff members.

New member process – the period between accepting a provisional membership into an organization where the person learns about the organization and its members.

Philanthropy - a service project or fundraiser supported by a fraternity or sorority. The local chapter philanthropy can be the same as their national office or benefit a community need that is not related.

New member process - the early period of affiliation, before becoming a fraternity or sorority full member, use to be referred to as pledging (Sasso, 2018).

Potential New Member - a colligate student who is interested in joining a fraternity or sorority.

Sorority - an all-female local or national organization, typically for a social purpose, with secret rituals, badges, and initiations. Their name is consisting of Greek letters.

Chapter 2: Literature Review

The following is a literature summation of research related to fraternities and sororities in the United States. To understand the affiliation experiences of today's college students, researchers must first look back at where the organizations came from and what obstacles these organizations have faced. We then look at the larger topics of research related to who are fraternity and sorority members, the benefits of being a member, and the challenges students today face in being a member. Finally, the context of location is set for the research on fraternity and sorority members at the University of Texas at El Paso (UTEP).

History of Fraternities

The first higher education institutions in the United States included Harvard (1636), William and Mary (1693), Yale (1701), Princeton (1746), Pennsylvania (1749), and Columbia (1754). These institutions only admitted White, elite, men (Baily, 1949; Roby, 1972). Women were excluded from higher education at this point in history. Fraternal organizations were created by a group of individuals who had shared values and ideals with a desire to hold this social association while attending college (Sasso, 2018; Torbenson & Parks, 2009; Turk, 2009). Three similar principles that can be found in all early fraternities were friendship, morality, and learning (Turk, 2004). As classes were limited and faculty taught for memorization and recitation purposes only, students were interested in outside-the-classroom activities where they could focus on more than what was taught in the classroom (Torbenson & Parks, 2009).

At this early point in fraternal history, campus literary organizations were popular for the intellectual advancement of students and competed in membership recruitment efforts. Fraternities took notes from these successful organizations, even establishing a distinction between each with the creation of mottos, badges, initiations, and rituals (Gillon et al., 2019;

Torbenson & Parks, 2009). The use of Greek letters in these new fraternal organizational names represented each organization's established motto (Torbenson & Parks, 2009).

The first fraternity for men was established in 1776 at the College of William and Mary (Baily, 1949). Phi Beta Kappa was the first Greek-lettered organization (GLO) and the first example of a student organization created as a literary society moving to a fraternity (Gillon et al., 2019). The work of these men in establishing rituals, organizational officers, and mottos is the foundation of today's social fraternities and sororities (Gillon et al., 2019; Sasso, 2018).

The largest push for fraternal organization establishment happened in the 1820s and 1830s (Torbenson & Parks, 2009). As chapters of Phi Beta Kappa were being established at multiple campuses, so were local fraternities with no other affiliated organizations (Torbenson & Parks, 2009). This expansion created competition for membership in both organizations (Torbenson & Parks, 2009). Faculty at Union College, where the competition was noticeable, took control and led students to establish three new fraternities for the men: Kappa Alpha (1825), Sigma Phi (1827), and Delta Phi (1827) (Baily, 1949; Torbenson & Parks, 2009). These fraternal organizations had high standards of academic achievement for each member but were mainly social organizations for students (Torbenson & Parks, 2009; Turk, 2009). They typically had secret aspects only known to initiated members like handshakes and passwords (Torbenson & Parks, 2009).

Women and Fraternities

The debate about women receiving an education in the United States dates to the country's beginnings (Conway, 1974). Benjamin Franklin convinced his constituents that educating women would aid in their satisfaction of being married and taking care of a home

(Conway, 1974). Franklin's idea of educating women was based on husbands teaching what he felt was important while limiting critical, reflective thinking (Conway, 1974).

Women first entered higher education by way of seminaries (Roby, 1972; Torbenson & Parks, 2009). These institutions existed primarily to teach women domestic responsibilities in support of what their mothers had taught (Roby, 1972). Only secondarily did the schools train women to be teachers, a new opportunity outside the home (Roby, 1972). In the 1830s, women attended institutions as supportive roles to religious ministers who were expanding Christian values to the Western United States (Conway, 1974; Graham, 1978). In 1837 the first women, including African American women, were enrolled in Oberlin College (Conway, 1974; Graham, 1978; Perkins, 2015). Their role was to support the domestic needs, cooking, cleaning, and laundry of the male students who attended this manual labor school and worked the college-owned land and crops (Conway, 1974). The chores conducted by the women, thus creating the first coeducational institution, allowed the men more time to focus on their scholarly pursuits (Conway, 1974). Other institutions that followed in allowing women entry included Hillsdale College (MI) in 1844 and Antioch College (OH) in 1853. The need and desire for higher education institutions to have operating dollars through tuition during the low enrollment period of the Civil War provided some of the first opportunities for women to enter (Graham, 1978, Turk, 2004). Some institutions established sister colleges for the women admits that were adjacent to the men's colleges (Harvard had Radcliffe, Columbia had Barnard, and Princeton had Evelyn) (Graham, 1978).

Women wanted to join fraternities in their desire to feel connections to their classmates just as the men did. There were no written rules that they could not join fraternities, and some campuses did allow women to join (Torbenson & Parks, 2009). Sigma Alpha Epsilon at the

Kentucky Military Institute welcomed women into its community in 1860 (Torbenson & Parks, 2009). But their membership status was not as full members. As women eventually demanded full membership, they were denied and decided to create their organizations (Torbenson & Parks, 2009). Female fraternities were established to support women who were attending university but faced disapproval from their male classmates, faculty, and members of the surrounding community that did not support coeducation (Turk, 2004).

Pi Beta Phi, the first national women's fraternity, was established at Monmouth College (IL) in 1867 as I.C. Sororsis (Torbenson & Parks, 2009). The founding women modeled the organization after their male counterparts. Kappa Alpha Theta, established in 1870 at DePauw University (IN), was the first women's fraternal organization to use Greek letters in their name (Torbenson & Parks, 2009; Turk, 2009). Gamma Phi Beta, established at Syracuse University (NY) in 1874, was the first GLO to call itself a sorority (Torbenson & Parks, 2009). This term has become the standard to establish the difference between female and male fraternities. Potential members of these early women's fraternal organizations were obtained by way of recommendations from the campus faculty and deans (Turk, 2009). These women were then covertly observed in class and on campus by current members before being approached for membership (Turk, 2009).

Cultural Interest Fraternities

White men and women were not the only students earning advanced degrees. As African American men and women enrolled in higher education during the Civil War era and after, Historically Black Colleges and Universities (HBCUs) became the popular choice for freed slaves (Moten, 2023). According to the U.S. Department of Education, HBCUs are defined as historically black colleges or universities established before 1964 with a mission of educating

African American students (U.S. Department of Education, n.d.b). These institutions each have their own rich history; most of these institutions were established as teaching institutions (Clement & Lidsky, 2011). As the 19th century closed and the 20th century saw the Great Depression, economic hardships, world wars, and civil rights fights, HBCUs were found, merged, closed, relocated, and consolidated (Clement & Lidsky, 2011). Their purpose has never changed, to serve and provide access to higher education for African Americans (Clement & Lidsky, 2011).

As higher education institutions admitted African American men, these men desired to join fraternities. Receiving resistance from already established GLOs, the men wanted to create their organizations as a place to obtain the racial uplift, support, and motivation they were denied other places on campus in a safe space (Gillon et al., 2019; Kimbrough, 2003). University policies and state laws restricted these men from forming their organizations until the U.S. Supreme Court ruled in *Plessy v. Ferguson* (1896) “Separate but equal” allowed racially segregated organizations to exist (Gillon et al., 2019).

The first African-American GLOs, Alpha Phi Alpha Fraternity at Cornell University in 1906 and Kappa Alpha Psi Fraternity at Indiana University in 1911, provided African-American men the opportunity to connect with a founding principle of service to the community (Gillon et al., 2019; Kimbrough, 2003). Howard University in Washington D.C. became home to five fraternity and sorority founding’s: Alpha Kappa Alpha Sorority (1908), Omega Psi Phi Fraternity (1911), Delta Sigma Theta Sorority (1913), Phi Beta Sigma Fraternity (1914), and Zeta Phi Beta Sorority (1920) (Torbenson & Parks, 2009). With the establishment of Sigma Gamma Rho sorority in 1922 by the women of Butler University (IN) and Iota Phi Theta Fraternity (1963) at

Morgan State University (MD), the divine nine were defined (Ross, 2001; Torbenson & Parks, 2009).

The first Latinx fraternity has origins in 1898 at Rensselaer Polytechnic Institute in New York, Phi Iota Alpha, before being established in 1931 (Munoz & Guardia, 2009; Phi Iota Alpha Fraternity, Inc., n.d.). Other Latinx fraternities began in these years as well, where the members were wealthy and attended prominent higher education institutions in the United States (Rodriguez, 1995, as cited in Guardia & Evans, 2008). Their purpose for creation was the same as other culturally based fraternal organizations, to have a place where education and social conversations take place in a safe environment free from discrimination they may face in other places on campus and where the students can address the needs of their community (Monroe & Sanchez, 2013; Munoz & Guardia, 2009; National Association of Latino Fraternal Organizations, 2020). The association with a Latinx GLO is a lifelong commitment where the networking continues in purposeful ways, like those of African-American students (Monroe & Sanchez, 2013). Today, there are over 35 Latinx GLOs and 17 of these are members of the National Association of Latino Fraternal Organizations coalition, their overarching national organization (Munoz & Guardia, 2009; National Association of Latino Fraternal Organizations, 2020).

National Governing Councils

Each fraternity and sorority can be affiliated with an international/national governing body organization. These umbrella organizations operate like businesses where fraternities and sororities pay membership dues to be affiliated. The affiliation provides an opportunity for leaders of international/national fraternities and sorority organizations to connect in one voice for advocacy in the public eye, as well as politically, and be resources to each other (National

Panhellenic Conference, n.d.b; National Pan-Hellenic Council, 2023; North American Interfraternity Conference; 2023).

Historically Black fraternities and sororities formed the National Pan-Hellenic Council (NPHC) in 1930 (Gillon et al., 2019; National Pan-Hellenic Council, 2023). They were followed by the National Association of Latino Fraternal Organizations (NALFO) and the National Multicultural Greek Council (NMGC) in 1998 and the National Asian Pacific Islander American Panhellenic Association (NAPA) in 2004 (Barber et al., 2015, as cited in Gillon et al., 2019). National Panhellenic Conference (NPC) is the advocacy organization for 26 national and international women's only social sororities and was established in 1902 (*The history of the national panhellenic conference*, 2021; National Panhellenic Conference, n.d.a). The male counterpart to the NPC is the North American Interfraternity Conference (NIC), which defines itself as representing 56 national and international fraternities (North American Interfraternity Conference, 2023). The NIC, established in 1910, provides a space for men to bond with other fraternal men through enriching discussion and represents faith-based, multicultural, historically Black, emerging fraternities and those of business and leadership interest (North American Interfraternity Conference, 2023).

Anti-Fraternal Movements

Fraternal organizations were not supported at all higher education institutions. At Union College (NY), an early adopter of fraternities, president Dr. Eliphalet Nott attempted to diminish the value of social fraternal membership by expelling those found to be affiliated (Sasso, 2018). Nott believed that fraternities impeded the transition of the curriculum during the 1930s (Sasso, 2018). Dartmouth College (NH) also struggled with its fraternal organizations. In 1846 the Board of Trustees at Dartmouth College recommended a ban on any student affiliation to national

secret societies (Sasso, 2018). The president at the time, Nathan Lord, was not in favor of fraternities and believed freshmen and sophomores to be resistant to affiliations (Sasso, 2018). These two anti-fraternal movements did produce the first institutional oversight of fraternal matters. A 1936 Dartmouth report in their annual alumni magazine recommended many changes for the future of the fraternal community, including the creation of a full-time position of director of fraternities, condemn hazing, and hold students accountable to paying dues and housing fees (Committee for the Survey of Social Life in Dartmouth College, 1936).

This trend of elimination did not end with Dartmouth College. In 1962, campus leaders at Williams College (MA) recommended the removal of fraternal organizations from the campus. A committee report cited a lack of responsibility taken on by the fraternities in terms of housing, food, and social opportunities (Margalotti, n.d.). By 1968, most of the fraternity houses were sold or leased to the college and students were living in campus housing facilities (Margalotti, n.d.).

In 1984, Amherst College (MA) eliminated fraternities and sororities from being recognized (Murgia, 2014). In 2013, a campus committee asked campus leaders to clarify the institution's support or lack of support for fraternal organizations. In 2014, campus leaders reaffirmed their decision to eliminate (Murgia, 2014).

In 1997, Bowdoin College (ME) changed its fraternity and sorority system to a housing system, eliminating the fraternity or sorority affiliations (Burke, 1997). The board of trustees pointed to elitism, even though women, ethnic/racial minorities, and those who identified as gay were members (Krantz, 2017), and admission offers being turned down due to the fraternity and sorority system as reasons why the change needed to occur. Adding fraternity houses to the campus housing system allowed for more oversight of facility upkeep and added programming space where the campus-owned housing had none (Burke, 1997).

In 2017, Harvard University used the Bowdoin decision as a model when a faculty committee recommended the elimination of fraternities and sororities as organizational options for their students, even though the institution already did not recognize the organizations (Bauer-Wolf, 2017; Krantz, 2017). The committee stated that if a student were to become affiliated, they could not hold positions of leadership in any other organization and could not receive their college Dean's prestigious recommendation for scholarships (Bauer-Wolf, 2017). The recommendation became policy within the year. This movement of elimination stemmed from a campus effort to reduce discrimination in student organizations, and the fraternities and sororities identified as concerns were single-sex organizations. After several fraternity and sorority national offices sued Harvard for their decision in 2018 (Associated Press, 2018) based on sex, violating Title IX of the Higher Education Act, Harvard dropped the policy in 2020 (Burke, 2020).

Affiliation

Sasso (2018) points out that today the elimination of fraternity and sorority communities from college campuses is still a topic of discussion. With the raised institutional risks and liabilities that drinking, hazing, and sexual assaults are associated with the fraternity and sorority community, universities are examining if their own values align with fraternal organizations on campus (Domonell, 2012; Sasso, 2018). This next section explores the benefits and potential concerns of fraternal membership.

Benefits of Affiliation

Research on the fraternity and sorority Life experience typically provides the negative and problematic side of membership as defined in this section of this literature review (Harris & Harper, 2014). However, there is research that says students gain much from their time in a

fraternity or sorority, during their college years and beyond. There is a value placed on a fraternity and sorority membership that is hard to replace.

Research shows that fraternity and sorority members are more involved on campus than their non-affiliated colleagues (Gallup, 2014; Hayek et al., 2002; Pike, 2000). Members also feel more emotionally supported (Gallup, 2014), more likely to persist to graduation (Yates, 2020), self-identify as having improved leadership abilities (Astin, 1993; Johnson et al., 2015), and have strong personal growth (Pike, 2000) due to their affiliation. Harris and Harper (2014) researched one fraternal organization. After narrowing the 8000 potential participants with the highest mean scores of concern and responses, 50 fraternity members were invited to focus group interviews. The overall research was to understand masculinity in the single fraternity's members. The researchers found that being good men and expecting help from their brothers is important to the participants (Harris & Harper, 2014). This points to the strong bonds of brotherhood and sisterhood that could exist among members, seen in many organizational values statements (Harris & Harper, 2014). A Gallup (2014) report also infers that fraternity or sorority affiliation in college has long-term positive effects after graduation. Anderson (2008) conducted a study of one national fraternity's 68 members over two years through observations and interviews. The Anderson and Harris and Harper studies showed that an inclusive organization that respects plutonic relationships with men and women is of high value even though fraternity members have less exposure to those that are different from themselves racially and ethnically (Pike, 2000).

Astin's (1984; 1993) research in student involvement tells us that a student will learn and feel connected in greater amounts if they are attending classes as well as involved outside the classroom (Creamer et al., 2003). Astin's theory is a foundation in showing that a fraternal

affiliation has a positive impact on college involvement (Arellano, 2020; Biddix et al., 2014). Fraternities and sororities provide a connection between and accountability to the social, academic, and service elements of a college student's experience (Grace et al., 2022).

Leadership.

Komives et al. (1998) defined leadership as a group of individuals in a relationship attempting to enact change for the common good. Harms et al. (2006) found that leadership in the context of a fraternity or sorority means being in a position within the organization, exercising power, and providing actions as a positive role model for fellow members.

Fraternities and sororities provide students with the encouragement and opportunity to take on leadership roles within their organization and the campus community (Moreno & Sanchez, 2013). NPC's organizational shield includes a lamp, symbolizing leadership, scholarship, and enlightenment (NPC, 1999 as cited in Taylor, 2010) and tout strong leadership enrichment programs and institutes for members (Taylor, 2010). Taylor (2010) cites a 2002 study by the Center for Advanced Social Research where 82% of surveyed sorority members indicated they entered a sorority for the leadership opportunities it provides.

Taylor (2010) surveyed NPC member sororities' headquarters professionals' perceptions of leadership education within their organizational offerings to their members. The survey asked about 10 elements of the leadership offerings, which were most emphasized, more important, and most effective (Taylor, 2010). They found that headquarters professionals found cultivating organizational values to be the highest mean score in each question. Developing and maintaining relationships was the second highest in emphasized leadership and most important leadership elements (Taylor, 2010). These results indicate that organizational values and leadership have a

strong overlap in the work that sorority headquarters professionals provide to their members. The question does remain if collegiate members of the responding sororities agree with these results.

When we turn to fraternity men, the results show relationships are important to them as well. Kelley's (2008) quantitative survey research (Creswell, 2012) of 134 chapter fraternity presidents in three international fraternities who held their positions between 1991 and 1993, found the participants self-perceived leadership skills enhanced their interpersonal and leadership skills (Fouts, 2010). The student presidents felt that meeting management, conflict management, teamwork, and interpersonal skills were the most effective leadership skills they used. They expressed the most competence in decision-making, problem-solving, interpersonal skills, and organizational skills (Kelley, 2008).

Students self-report an increase in their leadership skills because of their involvement in their fraternity or sorority (Sasso, 2018). Dugan (2008) discovered in his findings that navigating change was a skill many members struggle to achieve. Asel et al. (2009) showed that affiliated senior students when compared to unaffiliated seniors, had stronger levels of personal/interpersonal development. These relationships are important as students progress in college and enter their careers.

Kezar and Moriarty's (2000, as cited in Dugan 2008) research found that membership in a sorority was a predictor of leadership ability in White women, but not in African American women, African American men, or White men. Garcia et al. (2017) conducted a secondary data analysis quantitative study on Latinx men from data in longitudinal research from the Cooperative Institutional Research Program and the Higher Education Research Institute. They found that Latinx men developed leadership skills through their involvement in fraternities,

student organizations, and internships. This raises the question of a leadership skills comparison between fraternity men and sorority women according to racial/ethnic identity.

After knowing all these results, it is still difficult to place one definition on ‘leadership’ or what constitutes good leadership skills. There is no strong research that has consistent definitions, with each researcher using the term leadership as a blanket word for many abilities and traits. But it is known that leadership skills and membership in a fraternal organization have a connection with college students.

Sense of Belonging and Brotherhood/Sisterhood.

A college student’s sense of belonging is influenced by numerous factors including their transition to college and academic success. Sense of belonging can also be guided by the individual’s race, gender, and sexual orientation, among other identities (Strayhorn, 2018). Finding connections with fellow students through a student organization creates a sense of belonging. Giacalone (2022) and Fouts (2010) found in two separate studies that students were more willing to join a fraternity or sorority if they had a prior relationship with one or more of the members or searched for an organization in tandem with a friend. Fouts (2010) also found that this expansion of the number of friends influences the student’s sense of belonging on the campus. This sense of belonging is even more important for commuter students (Giacalone, 2022; Holloway-Friesen, 2018) and can extend beyond a student’s fraternity or sorority to the campus fraternity and sorority community as well (Giacalone, 2022).

Jorgenson et al. (2018) conducted a mixed-method study exploring students’ connectedness to an institution and socially to their peers. They used focus groups with 30 first-year undergraduate students and surveys with 115 first-year undergraduate students at a midsized, four-year, public institution. The results of their study suggest that an institutional

definition of connected may differ from those of its students and to whom they connect greater. They found the younger a student was, the more connected they were to classmates compared to the older a student was, the more they felt connected to faculty. Both experienced connectedness, just in different ways.

Garcia (2019) conducted research interviews with 14 Latinx fraternity and sorority members of MGCs at two large PWIs. They found a positive connection between the fraternity or sorority affiliation and the student's sense of belonging in college. Garcia (2019) also discovered through the interviews that these students lacked a connection to their larger campus fraternity and sorority community members, those not in MGCs or NPHCs. One student in the study explained a concern for being treated differently personally, as an organization, and a lack of understanding of a Latinx student's needs if they were in a predominantly white fraternal organization (Garcia, 2019). However, this lack of support may not just come from fellow fraternity and sorority members. Duran et al. (2022) discovered in their qualitative interview research of 15 professional staff from a sampling of institutional types that culturally based fraternity and sorority members receive less focus for their needs from campus professionals and chapter advisors.

Arellano (2020) conducted a phenomenological study of 10 Latinx fraternity and sorority members in Latinx Greek-letter organizations at a Research I university in the southwest U.S. They found that although the connection a member has with their brothers or sisters is just as important as Garcia (2019) found, these Latinx students experience their sense of fraternal belonging very differently (Arellano, 2020). The recruitment process, new member process, and programming were all cited as ways of this difference (Arellano, 2020). These exclusions and

experiences potentially make the case that a stronger sense of belonging for members in MGC organizations may exist.

The mental health of college students has been on the rise as an area of research (Grace et al., 2022; Prince, 2015). Also explained as well-being, a student's mental health affects their learning and academic success and could influence their social connections (Prince, 2015). Campuses have begun risk management committees and educational outreach, some of the outreach coming from student organizations interested in the health of their peers (Prince, 2015). A study by Grace et al. (2022) using the Healthy Minds Study instrument found that in their evaluation of fraternity and sorority members' mental health, these students reported a stronger positive overall mental health and lower mean scores of depression and anxiety when compared to non-members. They also found that fraternity and sorority members are more extroverted and emotionally stable than their non-members, pointing to their desire to join the organization, an organization of social involvement (Ansel et al., 2009) as a potential reason (Armstrong & Grieve, 2015). These students show us that a student's social outlet, including being a member of a student organization, supports their sense of belonging to the institution as well as stronger well-being.

Social capital is obtained through membership in organizations and social groups like fraternities and sororities. Putnam (2000, as cited in Jensen & Jetten, 2015) states shared experiences and a shared purpose create this capital. Jensen and Jetten (2015) defined a difference between bonding, within group, and bridging, beyond the group, capital when identity development is examined. A sense of belonging for a fraternity or sorority member has this bonding and bridging capital. Bonding capital can occur within the organization through

education sessions, meetings, and social opportunities. Bridging capital can occur within the fraternity and sorority life community as well as the campus community.

Concerns of Affiliation

Fraternity and sorority life is not without controversy. Media reports over the past 20 years have been riddled with negative publications (Hayek et al., 2002; Taylor et al., 2018) on topics such as alcohol use (Flanagan, 2014; Wechsler et al., 2002; Wechsler et al., 2000), hazing (Nuwer, 2023; Svrluga, 2018), and sexual assault (North, 2015) in the fraternity and sorority experience. This image disparity provides the non-affiliated public with fuel to downplay the positives and ramp up the negatives of affiliation that sour potential new members.

Alcohol.

Binge drinking, the consumption of alcohol to a high risk and dangerous point, typically four drinks or more in one sitting, has been examined in all college students but the results show that binge drinking for fraternity and sorority members is higher (Chauvin, 2012). Dr. Wechsler was the director of and principal researcher of the College Alcohol Studies Program at the Harvard University School of Public Health for over 20 years and a pioneer in college alcohol use research (Szperka, 2022). In 1996, Kuh et al. (1996) provided survey results on fraternities, sororities, and alcohol use. In the Harvard University School of Public Health College Alcohol Study survey, over 50,000 students from 120 four-year colleges were asked about their drinking habits (Kiewra, 2009). The study identified 86% as binge drinkers who also resided in a fraternity house compared to 45% of their unaffiliated counterparts (Kuh et al., 1996; Wechsler et al., 1996). 80% of the sorority women living in sorority houses reported binge drinking (Kuh et al., 1996; Wechsler et al., 1996). In examining a student's binge drinking in college, the results showed higher numbers of binge drinking for fraternity members who resided in their fraternity

house than members who did not or non-fraternity members (Biddix et al., 2014; Wechsler et al., 1996; Wechsler et al., 2000).

The College Alcohol Study was conducted in 1993, 1997, 1999, and for the last time in 2001, and the results maintain a 44% binge-drinking rate for all college students surveyed while the frequency of use has increased (Chauvin, 2012, Wechsler et al., 2002). Chauvin (2012) examined a subset of the data that found fraternity and sorority members have a greater risk of binge drinking than non-members. They pointed to social norms and motives as causes for this difference (Chauvin, 2012).

Sasso (2015) conducted a qualitative study of 16 fraternity men at one institution and their alcohol consumption. The results counter the research that alcohol consumption by fraternity men is about binge drinking but it is more about masculine gender expression while a fraternity member. They found five themes as reasons for drinking: liquid bonding, competition, acculturation, sex, and hegemonic masculinity. The researcher also suggests that the participants' alcohol use may negatively impact their academic performance due to being unprepared for the coursework.

Hazing.

Hazing, on the other hand, has comparatively less empirical research in the 21st century (Biddix et al., 2014) even though there have been hazing deaths (Nuwer, 2023). The most common behaviors of hazing reported and found in other research included alcohol consumption, sex acts, and humiliation (Allan & Madden, 2008; Biddix et al., 2014; Kirby & Wintrup, 2002). Allan and Madden (2008) define hazing as “any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person’s willingness to participate” (p. 2). They found concerning results about hazing where

students they met did not identify their experience/s as hazing (Allan & Madden, 2008; Allan & Madden, 2012) and it was therefore never reported (Kirby & Wintrup, 2002).

In their 2018 study on college students and hazing, Allan et al. found 26% of over 11,000 respondents at 53 colleges and universities experienced hazing with the purpose of joining or maintain group membership. The most identified behaviors of this hazing were alcohol consumption, limiting interactions with certain people, and being yelled at or screamed at by fellow members (Allan et al., 2019). Results also showed males were more likely to experience hazing and to have alumni involved in the hazing (Allan et al., 2019).

Hazing is often associated with fraternal organizations and the research says this as well (Allan et al., 2019; Allan & Madden, 2008; Biddix et al., 2014; Owens et al., 2008). An Allan and Madden (2008) national study on hazing from over 11,000 students at 53 colleges has produced much discussion (Biddix, 2014). The researchers defined hazing as “any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person’s willingness to participate” (Allan & Madden, 2008, p. 2). Although the results were of all college students where over 50% experienced some sort of hazing, 73% of these respondents were fraternity or sorority members (Allan & Madden, 2008; Biddix, 2014). Allan et al. (2019) also found that male students were more likely to admit to being hazed and hazing others when compared to female students.

Sexual Misconduct.

Alcohol and sexual misconduct have often been associated in the research (Larimer et al., 1999; Nuris et al., 1996; Schwartz & Nogrady, 1996, as cited in Biddix et al., 2014). Foubert et al. (2006) conducted a qualitative study via focus groups of 37 fraternity men from 14 organizations at one southeastern university in the U.S. They found that the definition of consent

was different from brother to brother, most never asked for consent from their partner and that the involvement of alcohol negated the need for consent because no one would be at fault for initiating the sexual encounter. Bohner et al. (1998) defined rape myths through their research as prejudicial beliefs that permit excuses to a rapist and the victim responsible for what happened. They found that flirtatious women are uninhibited towards sex, women want men to be aggressive in their sexual acts or requests, and that women want to be dominated, as examples of these beliefs (Bohner et al., 1998).

National organizations are concerned about the retention of members with these types of bad press but also know that the financial burdens and lack of understanding of the personal benefits of membership are prevalent on some campuses (Fouts, 2010). If changes in these drinking, hazing, and sexual assault experiences are to change it must come in the form of campus-specific strategies where alumni, national fraternity and sorority leaders, students, board of trustees, and campus leaders are involved in the education (Kuh et al., 1996). And the research must expand beyond the predominately white fraternities at predominately white, residential institutions (Harris & Harper, 2014).

UTEP History of Fraternities and Sororities

Now that there has been an examination of the history of fraternal organizations as well as the affiliated experience of students, researchers turn to fraternity and sorority life at UTEP for site specific information. The University of Texas at El Paso first recognized fraternal organizations in 1932 (University of Texas at El Paso, 2014). Even though the organizations were acknowledged by the student yearbook and newspaper, at a 1921 faculty meeting the members voted to not accept the organizations on campus, most likely because of the negative connotations being seen at other campuses (University of Texas at El Paso, 2014). However, The

College of Mines (UTEP's previous name) finally recognized social fraternities and sororities by 1932 (University of Texas at El Paso, 2014).

The first fraternal organizations at UTEP were Alpha Phi Omega, created by two juniors, and Pi Sigma Nu, created by a group of seniors, both in 1920 (University of Texas at El Paso, 2014). These chapters were local chapters with no affiliation to a national fraternity (University of Texas at El Paso, 2014). In 1925, UTEP saw its first sorority, Omega Phi Delta, again as a local, non-national-affiliated social organization (University of Texas at El Paso, 2014). 1927 saw an influx of fraternities and sororities as El Paso Junior College closed its doors and students transferred to UTEP (University of Texas at El Paso, 2014). As the 1920s progressed 11 further fraternities and sororities were welcomed to campus (University of Texas at El Paso, n.d.a). Today at UTEP there are four active fraternities, three in the NIC and one in the NMGC. There are six active sororities, four sororities in the multicultural Greek Council and two sororities in the Panhellenic Council. Two sororities also have affiliations with NPHC and divine nine (Torbenson & Parks, 2009). In addition, UTEP is undergoing an expansion of fraternities on campus, welcoming five organizations by spring 2024 (University of Texas at El Paso, n.d.b).

UTEP as a Hispanic Serving Institution

It is important to view UTEP through the lens of its student makeup identity as a Hispanic Serving Institution (HSI). UTEP is one of over 450 HSIs in the U.S. where over two million Latinx students are enrolled (U.S. Department of Education, n.d.a). In the mid-1980s higher education institutions in Texas and New Mexico were enrolling large numbers of Latinx students and shared this with the national legislatures (Excelencia in Education!, 2014). The phrase "Hispanic serving institutions" first became law in the Higher Education Act in 1992 and

the schools with this designation were first provided appropriation dollars in 1995 (Excelencia in Education!, 2014).

HSIs are federally defined and designated. These institutes of higher education are accredited two- or four-year institutions that have an enrollment of at least 25% full-time Latinx-identifying students and where at least 50% of these students receive needs-based fiscal assistance (U.S. Department of Education, n.d.a). The designation of HSI is important for institutions because it allows them to apply for funding and grants specifically designated for HSIs.

By 2060, Latinx will represent more than 30% of the U.S. population compared to 18.5% in 2020 (Colby & Ortman, 2015; Hispanic Association of Colleges and Universities, 2023). Latinx students in higher education will represent about 4.1 million students out of all college students in the U.S. by 2026, growing from 3.4 million students in 2020 (Hispanic Association of Colleges and Universities, 2023). However, some researchers argue that a higher education institution can be an HSI while still operating like a predominately-White institution (Ballysingh et al., 2017). Enrollment numbers and graduation rates do not provide context for this organizational identity that ensures the success of our commitment to Latinx students in non-academic results (Ballysingh et al., 2017). Critiques of HSIs also express concern that some institutions do not identify or focus on this identity in public-facing documents like mission statements (Contreras et al., 2008). Many Latinx students encounter discrimination, low expectations academically, and few faculty and staff that look like them when they begin college (Castellanos & Gloria, 2007, as cited in Moreno & Sanchez, 2013). Higher education institutions must adjust to the changing needs of their student populations. HSIs have been one way the U.S. has begun to fulfill this need.

Ponjuán and Hernández (2021) in their study of Latinx male students at PWIs, HSIs, and HBCUs in Texas, found these students were more likely to choose a higher education institution to attend based on its closeness to home and their family. They also found that having Latinx faculty members was of value. Hagedorn et al. (2007) found that a high percentage of Latinx students in attendance increased the academic interest of Latinx students. Guardia and Evans (2008), in their research with HSIs, point to the Hispanic/Latinx faculty and staff as a major contributor to ethnic development opportunities for students as well as the campus focus on the Latinx community (unidoUS.org, 2020). Hagadorn et al. (2007) also found that campuses with high Latinx faculty numbers produce Latinx students who are academically successful while Garcia's (2012, as cited in Capers, 2019) research did not find this in their work on Latinx faculty and Latinx student graduation rates.

Chapter Summary

The history of fraternities and sororities in higher education is lengthy and filled with successes and pitfalls. Affiliation into these organizations influences leadership skills, leadership opportunities, the strength of relationships with other members, alcohol use, and the potential for hazing and sexual misconduct incidents. UTEP has its history of fraternity and sorority life as an HSI that may have experienced similar to what the research has stated here. This dissertation study allows this examination to occur.

Chapter Three: Methodology

A quantitative methodology to explore the experiences of Latinx fraternity men and sorority women at UTEP as reflected by their responses to the Fraternity and Sorority Experience Survey is the focus of this dissertation. The context for fraternity men and women's history, affiliation benefits, affiliation challenges, and what this fraternal community looks like at UTEP was shared. The rationale for the research includes a desire by national professional organizations to re-examine and value the communication standards between the fraternal organizations and their host institutions; disciplinary processes for chapters; staffing fraternity and sorority life offices; the health, safety, and well-being of students; and new member/recruitment processes (National Association of Student Personnel Administrators, 2021). With a focus on the relationships between campus leaders and their students, specifically in hazing, alcohol, and mental health, this research provides contextual, and the need for scholarly work on the fraternity and sorority community that includes motivations, beliefs, and behaviors, data at one Hispanic Serving Institution (HSI). HSIs are under-served in fraternity and sorority life research.

Setting

The study takes place at a 4-year university in east Texas along the U.S.-Mexico border, previously identified at the University of Texas at El Paso (UTEP). UTEP is an HSI enrolling almost 24,000 students where 84% identify as Hispanic (University of Texas at El Paso, n.d.d). The institution is a top-tier doctoral research university where much of the student population is Hispanic and boasts recognition as a high achiever in student social mobility (University of Texas at El Paso, n.d.d). UTEP has many recognized student organizations, over 200, that surround academic, social, service, and fraternal groups (University of Texas at El Paso, n.d.e).

The study takes place during the fall 2021 semester. UTEP closed its physical doors to student in-person classes in March 2020 due to the COVID-19 global pandemic. For the rest of spring 2020 and summer 2020 semesters, the doors remained closed and classes were held online. Fall 2020 the campus began to open again with departmental guidelines and safety plans. The classes during fall 2020 had maximized options for faculty, meaning they could do online, hybrid, or in-person where safety measures were in place. The campus began to open slowly where classes were set up for six-foot distancing, extra cleaning measures in all public spaces, residents were housed in individual bedrooms instead of shared, and limitations on student organization gatherings. All of these adjustments impacted the student experience inside and outside the classroom. By fall 2021 the campus was more open to in-person classes and student gatherings with less restrictions because of the city's vaccination levels.

Population

The population for this study focuses on the Greek-lettered organizations, fraternity men and sorority women, at UTEP. These students joined their organization to share in the networking, brotherhood/sisterhood, and community service aspects of an established national/international organization. UTEP had three governing councils for their Greek-lettered organizations: the College Panhellenic Council (CPC), Interfraternity Council (IFC) (nationally known as NIC), and Multicultural Greek Council (MGC) (University of Texas at El Paso, 2022). Within all these councils are six sororities and four fraternities active on the campus (University of Texas at El Paso, n.d.b).

Instrument, Data Collection, and Data Analysis Strategy

This study uses secondary data from previous survey research. The survey in this study was conducted by the Timothy J. Piazza Center for Fraternity and Sorority Research and Reform.

The Piazza Center has continued the work of the Center for Fraternity and Sorority Research, first beginning in 1979 at Indiana University-Bloomington (Penn State Student Affairs, 2022).

The Piazza Center has a purpose to first study “the efficacy of how practitioners advise chapters differently, change campus policies, and implement educational programs to create change” (Penn State Student Affairs, 2022). They use this information and data to benchmark and provide best practices to practitioners and national offices to create change on campuses and in the international fraternal community (Penn State Student Affairs, 2022).

Data in this study are from the Fraternity and Sorority Experience Survey (FSES). This survey, conducted by the Piazza Center, measures “academic experiences, values, alcohol and drug use, social issues, bystander intervention, chapter operations, and community” centering around the fraternal community of UTEP (Penn State Student Affairs, 2022). Different from other surveys, the FSES collects data on behaviors and perceptions that are vital to student success. The information gathered by the Piazza Center from this survey is conducted across the country, and creates benchmarks for professionals in the fraternal community, on campuses, and at organizational headquarters, to create safe, healthy, and improved chapters and students (Penn State Student Affairs, 2022).

The survey is open to any higher education institution interested in benchmarking institutional policies as well as campus chapters for further development (Penn State Student Affairs, 2002a). The survey provides a series of questions for institutions along with 10 optional questions to be institutionally specific. UTEP has three optional questions surrounding sexual assault and hazing. The questions of participants include demographic information, perceptions of their chapter, the new member process, alumni connections, chapter programming, the impact

joining a fraternity or sorority made on them personally and academically, and concerns with their chapter, to name a few.

The data collection instrument in this study is a product of the Piazza Center. The survey consists of 37 questions, 27 Likert rating scale experience and opinion questions, 7 demographic questions, and 3 qualitative questions. These common questions across all surveys distributed by the Piazza Center provided reliability to the study. The data collection for this study is from the UTEP fraternity and sorority population during the fall 2021 semester. The campus employs Timothy J. Piazza Center to aid in the distribution of survey invitations and analyze the data. After the survey, the Piazza Center provides a five-page summary of the resulting information. All data reported by the Piazza Center to UTEP is in narrative form, in addition to graphic format to help in the visualizing of information, when applicable. For the analysis of this dissertation the raw data provided by the Piazza Center is used only.

The response rate to the survey was 48% or 102 responses out of 213 invitations. The Piazza Center provides results in categories. The first questions provide demographic information. The next questions categorize ten themes established by the Piazza Center: values, academics, programming, engagement, mentorship, leadership, alcohol and drug use, social problems, bystander intervention, and belonging.

The findings examine the factors influencing the experiences of UTEP students affiliated with their fraternity or sorority. This study's descriptive analysis determines the central tendency of the collected data (i.e., mean, median, and mode) and the variability (i.e., standard deviation and variance) as provided by the Piazza Center.

Description of the study variables

The study utilizes secondary data collected from the Piazza Center during the fall 2021 semester. The data is survey results from UTEP. This study examines several questions within the survey, including demographic information and Likert Scale ratings of experiences.

Demographics

Membership status.

This variable represents the length of time the participant had been with the organization. The participant is either a new member, active member, or inactive member.

Classification.

This variable lists the participant's academic classification. Options included freshman, sophomore, junior, senior, and graduate student.

Gender.

Participants provide their gender identity. Options included man, woman, other, and a preference not to respond.

Sexual orientation.

Participants identify their sexual orientation. Options include bisexual, lesbian/gay/queer/homosexual, straight/heterosexual, don't know, and I prefer not to say.

Parent level of education.

Participants identify the highest level of education achieved by either parent or the person who raised them. Answer options include did not finish high school, high school/GED, attended but did not graduate college, associate's degree, bachelor's degree, master's degree, doctoral/professional degree.

Race and ethnicity.

Participants provide their racial or ethnic identification. The options include American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Middle Eastern or North African, Native Hawaiian or Other Pacific Islander, White or Caucasian, and an other ethnicity option.

Other identifiers.

One general question asks several identify labels of the participant: international student, transfer student, veteran, Pell Grant recipient, and if an immediate family member is fraternity and sorority affiliated.

Joining the organization

This variable asks the participant the top three reasons why they are a member of a fraternity or sorority. Options for response included academic support, philanthropy and community service, leadership development, career networking, cultural support, a home away from home, friendships, social opportunities, and legacy and/or tradition.

Leadership role within the chapter

Participants identified if they have ever held a leadership position in the chapter in this variable. Options for selection include committee member, committee chair, executive board officer, and an option for having never held a leadership role. Participants could select all options that applied to them.

Chapter time

This variable surrounds the perception of the respondent regarding the amount of time the chapter spends on specific topics. These topics include chapter policy and procedures, time management, financial management skills, learning course material, career development, campus

involvement opportunities, philanthropic and community service, sexual health awareness, body image, eating disorders, and brotherhood/sisterhood. The participant answered on a scale of too much, right amount, not enough, and no support provided.

Chapter perceptions

This variable asks respondents to define how often their chapter focuses on specific topics. These topics include making chapter decisions, setting chapter goals, following chapter membership/intake policies, developing leadership, participating in philanthropies, being involved in the local community, the chapter's involvement on campus, teaching the chapter's founding values of the organization, and holding members accountable. Participants respond on a scale of always, usually, sometimes, rarely, never, unsure, or not applicable.

This area also asks about perceptions of chapter advising, whom the advising came from, the relationships of the chapter with their campus, community, and headquarters supporters, and a question that asks general questions about the respondent's perceptions of the chapter.

New member education

This variable inquires into the experiences of respondents in their early weeks of learning about the organization. Question answers are on a scale of excellent to poor and agree to disagree.

Chapter programs

Each chapter offers educational opportunities to its members. These offerings are based on legal obligations by the state or required national headquarters. Other offerings came from the institution, suggestions of members, and the organizational executive board's goals for the members. Topics in this question include founding values, leadership development, personal accountability, multicultural awareness, sexual misconduct, hazing, mental health awareness, alcohol and drug awareness, and bystander intervention.

Mentoring

The survey asks participants where they receive mentoring opportunities and the topics discussed in the mentoring relationships. The question options for whom the participant receives the mentoring from include: older chapter members, fraternity or sorority members of the greater campus fraternity and sorority community, chapter alumni/alumnae, professors, chapter advisors, family members, and an option to state no mentoring was received. Topics of mentoring discussed choices included: academics, leadership inside and outside the fraternity or sorority, campus involvement, career guidance, and internships.

Observed concerns

The survey asks participants if they know other members of the chapter who use alcohol, use recreational drugs, or use non-prescription drugs. The follow-up question asks participants if they know of other issues in the chapter: alcohol abuse, recreational drug abuse, non-prescription drug abuse, body image, eating disorders, discrimination against others, hazing of other members, harassment of other members, sexual harassment, dating violence, sexual assault, physical assault, and mental health disorders. Participants could answer yes, no, or unsure.

Hazing and sexual assault

Participants identify their level of agreement on statements regarding hazing and their opinions on someone reporting a sexual assault to a campus authority. The response options are agree to disagree and very likely to very unlikely, respectively.

Alcohol

Participants identify their alcohol use as well as the effect on them of their fellow members' use of alcohol. The answer options for their drinking habits are none, one, twice, 3-5, 6, or more, and I don't drink alcohol. The peer's drinking affects answer options were my studying, my personal

safety, my class attendance, my sleep, and my personal well-being. For the peer's drinking effect, participants could select all that apply.

Although these variables exist in the complete survey, this study will only focus on three specific variables asked in the study. The first question examined was: select the top three reasons you are a member of a fraternity/sorority. This was interpreted as why they joined their organization. The choices were academic support, philanthropy and community service, leadership development, career networking, cultural support, home away from home, friendships, social opportunities, and legacy and/or tradition. The second question asked respondents to select on a five-point agree to disagree scale regarding on what their chapter experience has positively impacted. The areas listed in this question were sense of personal values, sense of integrity, sense of confidence, sense of my own cultural heritage, sense of campus community, academic success (GPA), ability to cope with problems on my own, ability to become involved in things that interest me, ability to develop positive relationships with others, comfort with people of a difference culture/race than my own, comfort with people with other religious and spiritual traditions, comfort with people of a different sexual orientation, commitment to serve the community and commitment to social justice. The last question from the survey used in this study asked the respondent to score the overall value of their fraternity/sorority experience on their overall collegiate experience. The five-point scale went from not valuable to very valuable. The other questions in the survey contain valuable information but to narrow the scoop of this study these overarching questions that focus on the student's experiences within their fraternity or sorority were selected.

Research Questions

The research in the dissertation examines the experiences of Latinx fraternity and sorority members at UTEP as reflected by their responses to the Fraternity and Sorority Experience Survey. The research questions to examine are:

R1: What are the reasons why Latinx and non-Latinx UTEP students are members of a fraternity or sorority, as reflected by their responses to the FSES?

R2: What are the reasons why UTEP women and men are members of a fraternity or sorority, as reflected by their responses to the FSES?

R3: Do Latinx differ from non-Latinx students when examining the positive impact of their chapter experience, as reflected by their responses to the FSES?

R4: Do Latinx differ from non-Latinx students when examining the value of their fraternity or sorority life experience on their overall college experience, as reflected by their responses to the FSES?

R5: Do women differ from men when examining the positive impact of their chapter experience, as reflected by their responses to the FSES?

R6: Do women differ from men when examining the value of their fraternity or sorority life experience on their overall college experience, as reflected by their responses to the FSES?

Research Design and Methodology

This research study uses a quantitative approach to examine the general experiences of fraternity and sorority members, how men and women differed in their experiences, and how Latinx and non-Latinx members differ in their experiences as reflected by their responses to the FSES. Quantitative descriptive data of range, mean, and standard deviation will be defined for

each research question. The data found within this dissertation was from preexisting quantitative data provided to UTEP. Since this was the first FSES distributed to UTEP fraternity and sorority members, the data within provides a context of foundational information on this population, Latinx and non-Latinx students at a Hispanic serving institution.

Using a quantitative methodology and data sources allows confidentiality within the results. To achieve the purpose of this study, the research questions use a non-experimental, quantitative descriptive methodology over a qualitative approach due to the practical method of collected data and the descriptive analysis processes (Creswell, 2012). This quantitative approach aligns with the research questions and permits the researcher to identify the factors that influence the participants' experiences in a generalized result from a survey's numerical data already collected.

This quantitative study is a research analysis project (Creswell, 2012) utilizing pre-existing data from a survey that employs a Likert rating scale format survey with questions in nominal and ordinal variables in the data collection instrument, with additional research questions that ask comparative questions. The researcher analyzes the variables using descriptive statistics, including measures of central tendency (mean, standard deviation median, mode) and variability (standard deviation and variance). Data results are entered into SPSS version 25 in Windows. The data will be cleaned, eliminating duplicates and outliers. Cleaning the data provided reliability and validity in the data's accuracy.

Delimitations of the Study

Delimitations are factors that a researcher can alter and regulate (Mills & Gay, 2018). Since this was a secondary data analysis, meaning the data already exists, the researcher will not have the opportunity to create these boundaries. The survey asked more questions than the

research questions within this dissertation. The researcher narrows the analysis of data to answer the specific research questions, creating a baseline of research that can be built from further research.

Researcher's Bias

The researcher had limited bias for the students examined in this study. The researcher is not a member of any fraternity or sorority but is an advisor to one sorority at UTEP. However, at the time of the survey, in the fall of 2021, the researcher was not the advisor. The researcher has worked with the fraternity and sorority population at multiple campuses for 18 years, including the UTEP office staff.

The researcher worked at UTEP as an assistant dean of students at the time of the survey. This fact could provide a bias to the analysis because the researcher was aware of the successes and failures of the overall fraternity community at UTEP during the time. The need to maintain strong, positive relationships with the students and the fraternity and sorority life campus office that supports them was essential to the researcher's role on campus. In addition, the researcher must report student concerns, student conduct violations, and potential Title IX incidents of this population to additional campus authorities. This could influence relationships within the fraternal community at UTEP.

Assumptions

The researcher assumes that the data collection and use in this study are valid, reliable, and accurate in the representation of the fraternity and sorority women of UTEP. When the data is obtained from the Piazza Center, the researcher assumes the data as complete, without error, and attained from the student population without bias or pretenses. The researcher assumes the methods of data collection by UTEP were ethical, expansive enough to include the entire

fraternal community, and conducted via multiple avenues (email invitations, mention of the survey in community updates, and announcements at meetings) to collect the most information possible.

Limitations

This study is an examination of the experiences of Latinx fraternity men and sorority women at UTEP as reflected by their responses to the FSES. The location of UTEP is along the U.S./Mexico border and identifies as a Hispanic Serving Institution (HSI). The FSES was not created by UTEP or the employees within but by an outside company. The questions asked are the same for all institutions no matter location, institutional size, or student population. Since this is a secondary data analysis study, the largest limitation was an inability to add or edit questions or response options within the survey.

Another limitation was the number of responses to the survey. The fraternal community is small at UTEP and therefore there is a lower number of survey responses, but the validity of the results is strong. Each student's response came from a unique student, with their perspective on the fraternity or sorority experience. These students were in different organizations with different involvement levels. Some students held leadership positions on their organization's executive board while others did not. The survey respondents also had their own opinions regarding the people in the other fraternities and sororities. Since the survey asked about the fraternal community, these opinions will differ and are a limit to the study. The time of year and length of time given to respondents to answer the survey is a limitation.

A final limitation is the data in this study is very specific to one institution, with a high Hispanic student enrollment rate, located in a bi-national region of the U.S. This limits the

demographics of the students. The results may not be mirrored at other institutions, including HSI institutions or institutions located near the U.S./Mexico border.

Ethical Considerations

Several considerations will be implemented to ensure ethical research practices. The Belmont Report provides researchers with three guiding principles when using human subjects in research: respect for persons, beneficence, and justice (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979). To ensure these principles are met, the researcher submitted an Institutional Review Board request from the UTEP board, the campus body that protects the rights and welfare of human subjects.

The researcher contacted the Piazza Center to acquire permission to use the data in this dissertation. No identifiers of respondents are provided to the researcher in the data. The survey was optional for those students who were solicited to respond. The students were informed the results would be provided to UTEP with no individual identifying information. This satisfies the respect for persons principle. In the emails provided to potential respondents, they were provided information on what the information would be used for, to inform campus leaders of the student experience. The request for survey completion, again, was voluntary. This satisfies the beneficence principle. All students who were registered with UTEP as a member of a recognized fraternity or sorority were solicited to respond to the survey. There was no prejudice where a person or group was not offered the opportunity to respond. There was equal opportunity for any person to respond to the survey. This satisfies the justice principle.

Chapter Summary

The purpose of this study is to examine the experiences of Latinx fraternity and sorority members at UTEP as reflected in their responses to the Fraternity and Sorority Experience

Survey. This secondary data analysis is performed by examining the descriptive data to create a foundation for understanding the experiences of Latinx students compared to non-Latinx students and comparing men's and women's responses. This chapter has described the assumptions, limitations, delimitations, researcher bias, and the FSES instrument.

Chapter 4: Findings

This chapter comprises the data analysis performed to examine the questions that directed it. As this was a quantitative study, SPSS was employed to provide the population comparisons and basic data. The researcher begins by expressing the study's purpose and reviewing the researcher's questions. This chapter will also provide the data analyst's results from the research questions and interpret these results.

The purpose of the study was to investigate the experiences of Latinx fraternity men and sorority women at the University of Texas at El Paso (UTEP) as reflected by their responses to the Fraternity and Sorority Experience Survey (FSES). The FSES is a nationally distributed survey available to institutions of higher education through the Piazza Center of Fraternity and Sorority Research and Reform. The survey provides data to institutions so they may have a resource of their students' specific experiences in the institution's fraternal community. With this data on UTEP students and the fact that UTEP has a majority Latinx student population, the student affairs professionals of UTEP and beyond will have a scholarly foundation to fulfill the desire of two professional associations to advance the knowledge base on this population.

Research Questions

The chapter answers the following research questions:

R1: What are the reasons why Latinx and non-Latinx UTEP students are members of a fraternity or sorority, as reflected by their responses to the FSES?

R2: What are the reasons why UTEP women and men are members of a fraternity or sorority, as reflected by their responses to the FSES?

R3: Do Latinx differ from non-Latinx students when examining the positive impact of their chapter experience, as reflected by their responses to the FSES?

R4: Do Latinx differ from non-Latinx students when examining the value of their fraternity or sorority life experience on their overall college experience, as reflected by their responses to the FSES?

R5: Do women differ from men when examining the positive impact of their chapter experience, as reflected by their responses to the FSES?

R6: Do women differ from men when examining the value of their fraternity or sorority life experience on their overall college experience, as reflected by their responses to the FSES?

The process of analyzing the data from the FSES, including tables, is described in this chapter.

Data

The data for this survey was provided by the Piazza Center. During the fall 2021 semester, UTEP employed the Piazza Center to distribute the survey and collect the data on UTEP's fraternal community. This survey had never been conducted at UTEP in the past, therefore it is foundational data of a snapshot in time. Permission was obtained from UTEP's student affairs division staff to request the data from the Piazza Center to use in this study's analysis.

The data was cleaned of single student identifying information by the Piazza Center before being provided to the researcher. This student information is therefore safeguarded and unavailable during the data analysis.

The response rate to the survey was 48% or 102 responses out of 213 invitations. The Piazza Center provides results in ten: values, academics, programming, engagement, mentorship, leadership, alcohol and drug use, social problems, bystander intervention, and belonging.

Data Screening

The purpose of data screening was to identify any data points that could influence the quality and relevance of the analysis. The screening was performed by checking for missing data, duplicate data, and outliers. Participants completed the 37-item survey within an in-house system hosted by the Piazza Center. In assessing missing data, 24 participants were found to complete only a portion of the survey questions. The removal of the 24 incomplete surveys is 24% of the total surveys provided to the researcher and could impact final analyses when the information these surveys did provide is of value. These participant's results were not removed from the data for this reason.

Table 1

Completion of Survey by Participants

Completion	N	%
Did not complete	24	23.5%
Completed	78	76.5%
Total	102	100%

Demographic Data

The following tables display the demographic information of the participants who completed the survey.

Table 2

Race/Ethnicity of Participants

Race/Ethnicity	N	%
American Indian or Alaska Native	2	2%
Asian	1	1%

Black or African-American	8	10%
Hispanic or Latino	69	88%
Middle Eastern or North African	0	0
Native Hawaiian or Other Pacific Islander	0	0
White or Caucasian	17	21%
Other ethnicity	1	1%
Total	98	

Table 2 shows the race/ethnicity of the participants in the survey. Most participants, 88%, responded as Hispanic or Latino/x with White or Caucasian being the second highest response at 21%. There were 20 participants who responded with more than one race/ethnicity and 24 participants did not respond at all.

Table 3

Gender Identity of Participants

Gender Identity	N	%
Man	31	40%
Woman	46	59%
I prefer not to respond	1	1%
Total	78	100%

Table 3 shows the gender identity of the participants in the survey. The majority of participants identified as women (59%) or men (40%). 24 participants chose not to provide this information. The one participant who responded with ‘I prefer not to respond’ was removed from the research question data.

Table 4

Chapter Affiliations of Participants

Chapter	N	%
Alpha Kappa Alpha Sorority Inc.	1	1%
Alpha Sigma Alpha	24	23%
Alpha Sigma Phi	11	11%
Kappa Delta Chi Sorority Inc.	3	3%
Phi Delta Theta	10	10%
Sigma Gamma Rho Sorority Inc.	5	5%
Sigma Lambda Gamma Sorority Inc.	3	3%
Theta Chi	20	20%
Zeta Tau Alpha	25	24%
Total	102	100%

Table 4 displays the chapter affiliations of participants. There is no chapter that has over 24% of the participants and all chapters of the campus at the time of the survey are represented in the results.

Table 5

Council Affiliations of Participants

Councils	N	%
Interfraternity Council	41	40%
Multicultural Greek Council	12	12%
Panhellenic Council	49	48%
Total	78	100%

Table 5 displays the three campus governing councils of UTEP. The multicultural Greek council has the lowest percentage of the three organizations at 12%.

Table 6

Membership Status of Participants

Membership	N	%
Active member	42	41%
New member/New initiate	60	59%
Total	102	100%

Table 6 displays the current membership status of the participants. The results show a majority of the participants are new members to their organization. Knowing the survey was conducted fall 2021 semester, the new members were most likely inducted in the spring or summer semesters of 2021.

Research Question One

The first research question this study explores is the reasons why Latinx and non-Latinx are members of a fraternity or sorority, as reflected by their responses to the Fraternity and Sorority Experience Survey.

In analyzing the overall responses to the survey from Latinx and non-Latinx students, the data shows 25 participants responded to the non-Latinx race/ethnicity questions but there are 29 responses. When examining the raw data, four participants identified as more than one non-Latinx race/ethnicity. For this study, the non-Latinx total will be 33 to include the participants who identified as non-Latinx, more than one non-Latinx, and the non-respondents. The Latinx participants total number of 69 and all answered the question. 25 non-Latinx participants responded to the question.

These Latinx and non-Latinx participant numbers are also shown in Table 2 above.

To explore this question, Table 7 identifies the top reasons why the participant is a member of a fraternity or sorority. The survey provided nine options and participants were asked to choose their top three options.

Table 7

Reasons why Latinx and non-Latinx Participants are a Member of a Fraternity/Sorority

Reason	Latinx	%	Non-Latinx	%
Friendship	42	61%	13	52%
Leadership Development	37	54%	13	52%
Philanthropy and Community Service	27	39%	12	48%
Career Networking	27	39%	10	40%
Social Opportunities	26	38%	8	32%
Legacy and/or tradition	22	32%	5	20%
Academic Support	7	10%	3	12%
Cultural Support	6	9%	3	12%
Home Away from Home	2	3%	2	8%
<hr/>				
Total Latinx-69 participants				
Total non-Latinx-33 participants				

In examining Table 7, friendship, leadership development, philanthropy and community service, and career networking there the top four reasons Latinx joined their fraternal organization. The results of the survey show these top four reasons are the same for the non-Latinx participants as well. There is no difference in the results, allowing the conclusion that

Latinx and non-Latinx join a fraternity or sorority at UTEP for the same reasons and in the same order of reasoning. Both Latinx and non-Latinx participants ranked cultural support as the second to last reason they joined their fraternal organization.

Research Question Two

The second research question is similar to R1 but compares gender: what are the reasons why UTEP women and men are members of a fraternity or sorority, as reflected by their responses to the Fraternity and Sorority Experience Survey?

Table 8 proves this information.

Table 8

Reasons Why UTEP Women and Men Participants are a Member of a Fraternity/Sorority

Reason	Women	%	Men	%
Friendship	23	50%	21	68%
Leadership Development	29	63%	14	45%
Philanthropy and Community Service	24	52%	7	23%
Social Opportunities	15	33%	13	42%
Career Networking	14	30%	16	52%
Legacy and/or Tradition	14	30%	8	26%
Home Away from Home	5	11%	0	0%
Academic Support	4	9%	7	23%
Cultural Support	4	9%	7	6%
<hr/>				
Total Women-46 participants				
Total Men-31 participants				

In examining the reasons why women and men join their fraternal organization, there are differences. Women join for the following reasons, in rank order: leadership development, philanthropy and community service, and friendships. Men join for the following, ranked reasons: friendship, career networking, and leadership development. Men listed career networking as second where women ranked it fifth and men ranked friendship as the first reason they joined their organization and women ranked friendship as third. Lastly, women ranked philanthropy and community service as the second top reason they joined their fraternal organization whereas men listed this last along with academic support and cultural support.

Remaining Research Questions

The last four research questions are:

R3: Do Latinx differ from non-Latinx students when examining the positive impact of their chapter experience, as reflected by their responses to the Fraternity and Sorority Experience Survey?

R4: Do Latinx differ from non-Latinx students when examining the value of their fraternity or sorority life experience on their overall college experience, as reflected by their responses to the Fraternity and Sorority Experience Survey?

R5: Do women differ from men when examining the positive impact of their chapter experience, as reflected by their responses to the Fraternity and Sorority Experience Survey?

R6: Do women differ from men when examining the value of their fraternity or sorority life experience on their overall college experience, as reflected by their responses to the Fraternity and Sorority Experience Survey?

Table 9 shows the means and standard deviations for independent variables on the specific question of the positive impact of the chapter experience. The responses in this question

were on a five-point agreement scale where 1 was agree and 5 was disagree. Table 10 shows the means and standard deviations of the independent variables in the overall fraternal experience on the collegiate experience. The responses in this question were on a five-point agreement scale where 1 was not valuable and 5 was very valuable.

A one-way multivariate analysis of variance (MANOVA) was conducted to examine if there was a statistically significant difference between men and women and Latinx and non-Latinx in the positive impact of the chapter hand on them as well as the overall value of the fraternity or sorority experience on the participants' overall college experience. Table 11 shows the means and standard deviations for the dependent variables disaggregated by the independent variables.

Table 9

Independent Variables with the Means and Standard Deviation for the Dependent Variable Positive Impact of Their Chapter Variable

	Women		Men		Latinx		Non-Latinx	
	N=46		N=31		N=69		N=33	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Sense of Personal Values	1.17	.529	1.13	.428	1.16	.504	.52	.566
Sense of Integrity	1.13	.400	1.10	.301	1.12	.365	.52	.566
Sense of Confidence	1.20	.582	1.16	.374	1.16	.407	.58	.792
Sense of My Own Cultural Heritage	1.63	1.06	1.48	.769	1.57	.899	.70	1.045

Sense of Campus	1.30	.628	1.23	.617	1.28	.639	.58	.663
Community								
Academic Success (GPA)	1.28	.621	1.32	.653	1.30	.649	.64	.783
Ability to Cope With	1.39	.745	1.26	.575	1.35	.703	.61	.747
Problems on My Own								
Ability to Become	1.22	.513	1.19	.543	1.20	.502	.58	.708
Involved in Things That								
Interest Me								
Ability to Develop Positive	1.20	.428	1.20	.687	1.16	.585	.55	.617
Relationships With Others								
Comfort With People of a	1.24	.565	1.13	.428	1.22	.539	.52	.566
Different Culture/Race								
Than My Own								
Comfort with People With	1.33	.701	1.19	.543	1.30	.671	.52	.566
Other Religious and								
Spiritual Traditions								
Comfort with People of a	1.20	.542	1.16	.454	1.20	.531	.55	.617
Different Sexual								
Orientation								
Commitment to Serve the	1.07	.250	1.06	.250	1.07	.261	.52	.566
Community								
Commitment to Social	1.39	.856	1.32	.791	1.36	.840	.61	.747
Justice								

Table 10

Independent Variables with the Means and Standard Deviation for the Dependent Variable of Value of The Fraternal Experience on the Overall College Experience

Women		Men		Latinx		Non-Latinx	
N=46		N=31		N=69		N=33	
<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
4.20	1.222	4.84	.374	4.41	1.062	1.82	2.325

Table 11

Dependent Variable Mean and Standard Deviation Disaggregated by the Independent Variables (gender N=77; race/ethnicity N=101)

	Women		Men		Latinx		Non-Latinx	
	(n = 46)		(n = 31)		(n = 69)		(n = 33)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Positively impacted by chapter	17.74	6.27	16.84	3.99	17.45	5.46	7.94	9.03

Value of	4.20	1.22	4.84	0.37	4.41	1.06	1.82	2.33
F/S								
experience								
to overall								
collegiate								
experience								

For this MANOVA, assumption tests were conducted. There were no outliers as assessed by Mahalanobis (Tabacknick & Fidell, 2019). In testing for multivariate normality, Shapiro-Wilks shows a significance on both dependent variables, violating the assumption of normal distribution ($p < .001$) (Tabacknick & Fidell, 2019). However, the MANOVA can be considered robust to these modest violations when the independent variables are larger than 20 (Tabacknick & Fidell, 2019). Since the outliers did not affect normality, the analysis can continue. Testing Mahalanobis, where the maximum value was 11.723, not exceeding the critical value of 13.82. The assumptions of linearity is not satisfactory in the scatterplots (see Figure 1). The association between the dependent variables is significant, $r(101) = .61$, $p < .001$. The multicollinearity test was met and not a concern with a correlation coefficient less than .9 (Tabacknick & Fidell 2019). Singularity was also not a concern. The assumption of the homogeneity of variance-covariance was not met based on the results of the Box's test $M = 47.82$, $F(3,318615.464) = 15.41$, $p < .001$. Levene's test of equality of error variance shows significance for the two dependent variables of the chapter's positive impact, $F(3,73) = 1.29$, $p < .001$, and the overall fraternity/sorority experience, $F(3,73) = 7.25$, $p < .001$, resulting in a concern (Tabacknick & Fidell, 2019).

The results of the MANOVA show no statistically significant difference between gender and race/ethnicity on the dependent variables of the chapter's positive impact, and the overall value of the fraternity/sorority experience. Any null hypothesis needs to therefore be accepted based on these results, chapter's positive impact and gender $F(1,73) = .026$, $p = .876$, partial $\eta^2 = .000$, observed power = .053; the overall value of the fraternity/sorority experience and gender, $F(1,73) = 1.172$, $p = .282$, partial $\eta^2 = .016$, observed power = .188; chapter's positive impact and race/ethnicity, $F(1,73) = .051$, $p = .823$, partial $\eta^2 = .001$, observed power = .056; and the overall value of the fraternity/sorority experience and race/ethnicity, $F(1,73) = 1.203$, $p = .276$, partial $\eta^2 = .016$, observed power = .191. The combined dependent variable Wilks' $\Lambda = .993$. The effect size was small in all relationships. The strength of the relationship between gender and the chapter's positive impact was low at 0% of the variance of the dependent variable. The strength of the relationship between gender and the overall value of the fraternity/sorority experience was low at 1.6% of the variance of the dependent variable. The strength of the relationship between race/ethnicity and the chapter's positive impact was low at .1% of the variance of the dependent variable. The strength of the relationship between race/ethnicity and the overall value of the fraternity/sorority experience was low at 1.6%. The observed powers were all low, again showing a small chance of significance in the results.

Conclusion

The information provided in this chapter was collected from the results of a survey at the University of Texas at El Paso on the fraternity and sorority experience by the members. Descriptive statistics and a quantitative critical analysis were used to investigate the research questions.

Using SPSS version 27, the descriptive statistics were provided for the member's status, gender, race/ethnicity, chapter affiliation, and council affiliation. The mean, standard deviation, and total participants provided in Table 9 were used in a MANOVA quantitative analysis to examine statistical significance, F score, and relationships between the dependent variables. This chapter also compared the reasons men and women and Latinx and non-Latinx joined their fraternity or sorority. Chapter 5 will include a summary of the critical analysis of these results and a discussion on potential next steps.

Chapter 5: Discussion and Conclusions

The purpose of this quantitative study was to explore the experiences of Latinx fraternity men and sorority women at the University of Texas at El Paso (UTEP) as reflected by their responses to the Fraternity and Sorority Experience Survey. This chapter summarizes the major findings of two of these experiences and the reasons why members joined. The chapter includes implications for professionals at UTEP and the fraternity and sorority life community in general and concludes with a discussion of the study's limitations and potential areas for further research.

The following six questions, prompted by the purpose explained above, were addressed:

R1: What are the reasons why Latinx and non-Latinx UTEP students are members of a fraternity or sorority, as reflected by their responses to the FSES?

R2: What are the reasons why UTEP women and men are members of a fraternity or sorority, as reflected by their responses to the FSES?

R3: Do Latinx differ from non-Latinx students when examining the positive impact of their chapter experience, as reflected by their responses to the FSES?

R4: Do Latinx differ from non-Latinx students when examining the value of their fraternity or sorority life experience on their overall college experience, as reflected by their responses to the FSES?

R5: Do women differ from men when examining the positive impact of their chapter experience, as reflected by their responses to the FSES?

R6: Do women differ from men when examining the value of their fraternity or sorority life experience on their overall college experience, as reflected by their responses to the FSES?

Interpretation of the Findings

Part of the study's goal examine why UTEP participants joined their fraternity or sorority. Table 7 in chapter four compared the reasons why Latinx and non-Latinx joined their organization. The survey identified 69 participants as Latinx and 33 participants as non-Latinx. Out of the nine options provided by the survey, there was no difference in the ranking of these options when comparing Latinx and non-Latinx participants. Friendship, leadership development, philanthropy and community service, and career networking were the top four reasons. In addition, the option ranked last by both groups was identifying the organization or people within as a home away from home.

These results were in line with the research in chapter two. The sense of emotional support that friends provide was identified as a high-value benefit of affiliation examined in chapter two (Gallup, 2014), aligning with these results. Improved leadership abilities and strong personal growth are effects of fraternity or sorority affiliation (Astin, 1993; Johnson et al., 2015; Pike, 2000). Strong personal growth can occur because of philanthropic and community service. The fraternity and sorority members of UTEP, in this way, had similar experiences in their organizations as others across their organizations.

When Table 8 is assessed, the comparisons of women and men participants are listed. The survey provided 46 women and 31 men participants. Women identified leadership development as their top reason and men shared that friendship was their number one reason, although women ranked friendship as their third reason. These results are in line with why men and women joined fraternities and sororities from the establishment of the organizations (Torbenson & Parks, 2009). Out of the nine options to choose from, no men identified the legacy and/or tradition of their organization as a reason for joining whereas women identified this as

their fifth reason. This is lower on the list of reasons, even though it was essential to the creation of the organizations (Gillon et al., 2019; Torbenson & Parks, 2009).

These results are not surprising. College students are consistently seeking friendships during these years, leading to a sense of belonging. Fraternities and sororities provided this friendship and sense of belonging, especially on a commuter campus like UTEP (Giacalone, 2022). In reflecting, the fact that legacy and/or tradition was lower on the list is not surprising either. Most of the survey participants were in non-culturally focused organizations, where they could not connect with the founders. These men and women in historically White Greek-lettered organizations may not have had the same connection and therefore care less about the organization's founders, traditions, and legacies.

The researcher held conversations with women during their new member process. When asked why they chose a specific organization the women mentioned a connection to the organization's philanthropy project. This leads to a suggestion for the student leaders in these organizations or the Fraternity and Sorority Life staff to heighten the promotion of these projects and volunteer work within the campus community. It could increase the campus's positive view of the fraternity and sorority life community and potentially recruit future members and advisors.

Cultural support was eighth of the nine options for Latinx, non-Latinx, and men participants, while it was last on the list for women. UTEP does not have the issues of other HSIs with smaller Latinx student, faculty, and staff populations. The campus does not have the need to protest for Latinx support programs or staffing like Latinx students of the 1960s did (Munoz & Guardia, 2009). The question this result poses is, why are there not more Latinx or other culturally based fraternities and sororities on campus? The survey shows a 12% response rate from the multicultural organizations. Of the nine fraternities and sororities responding to the

survey, there are only two female Latinx organizations. With the low number of survey participants but Latinx organizations available, the question is posed: do UTEP Latinx students not need their fraternal organization to be a place to find cultural support or to escape the discrimination they may face on campus, like the Latinx students of the 1960s when they needed and created Latinx Greek-lettered organizations (Munoz & Guardia, 2009)? Or are these students finding that support in other places? The bonding capital that is created in these organizations may define that the cultural support does exist but is so natural in its creation that members may not define it as cultural support. The results of this survey pointed to a need for UTEP fraternity and sorority life professionals to examine further where members receive cultural support.

By examining the reasons why the UTEP fraternity and sorority members join their organization, the results showed little difference in race/ethnicity but some difference between women and men. Over 50% of the Latinx and non-Latinx participants ranked friendship and leadership development as their top reasons. But turning to the women and men comparison, the only reason over 50% of the men identified as a reason for joining was friendship. One can infer that the relationships a participant formed in these organizations with other members were crucial to the reasons they joined. Secondly, social opportunities were ranked fourth by both women and men and fifth by Latinx and non-Latinx. This difference in friendship and social opportunities tells that the definition of these phrases is not the same by the participants, that they potentially received more from their friendships than social opportunities to hold it in high regard.

Hypothesizing, social opportunities could mean with the entire fraternity and sorority community or with the campus community. Friendship could mean the connections the participants make in their chapters. Since the participants see others in their chapter on a more

regular basis, they have their affiliation in common and are participating in similar activities like meetings and philanthropy projects, and the bonds of friendship exist. The element of time spent could be the determining factor in separating friendship and social opportunities. In addition, the first fraternal organizations were formed mainly for social and high academic standards reasons (Sasso, 2018; Torbenson & Parks, 2009; Turk, 2009). Since friendships were high ranking and reasons by all participants, one can conclude that the social reason why fraternities and sororities were created holds today and the academic reasons have become less.

Another top reason was career networking opportunities. As described in chapter two, Latinx fraternities were established as a place for cultural discussion, and needs could be discussed and support provided (Monroe & Sanchez, 2013; National Association of Latino Fraternal Organizations, 2020). These cultural organizations also purposefully provided networking opportunities (Monroe & Sanchez, 2013). Again, even though a small percentage of UTEP participants were in cultural organizations (12%), it appears that this reasoning behind these cultural fraternities and sororities is shown in the organizations at UTEP.

Research questions three, four, five, and six dug into an examination of the positive impact the chapter experience had on the participants as well as the value of the participants' fraternal experience on their overall collegiate experience (the dependent variables). When participants were asked about their chapter's positive impact, they answered this in terms of their sense of personal values, integrity, confidence, their own cultural heritage, campus community, academic success/GPA, ability to cope with problems on their own, ability to become involved in things of interest, ability to develop positive, relationships with others, a comfort with people of different culture/race than their own, comfort with people with other religious and spiritual traditions, a comfort with people of different sexual orientation, a commitment to serve the

community, and a commitment to social justice. Participants were asked to rate their fraternal experience in their overall collegiate experience on a not valuable to very valuable scale of 1-5. The questions specifically compared men and women as well as Latinx and non-Latinx (independent variables).

The results showed no statistical significance in the comparison of results of men and women nor Latinx and non-Latinx participants. There were small to no observed powers and small effect sizes of these independent variables on the dependent variables. There was very low strength in the relationships of the dependent variables on the independent variables. Because of these non-statistically significant findings, the conclusion is there is no difference in race/ethnicity nor gender when examining the positive impact of the chapter on the participant and no difference in race/ethnicity no gender on the value of the fraternal experience on the participants' overall collegiate experience.

The connection students make in their fraternity or sorority can be essential to their academic and social success while attending higher education. Garcia (2019) found that Latinx fraternity and sorority members found a sense of belonging at their institution based on their affiliation. Arellano's (2020) results in their phenomenological study on Latinx members in Latinx Greek-letter organizations showed that Latinx students make strong connections in their organizations. The results of this study do not show a difference in the value placed on the fraternal experience by men and women nor Latinx and non-Latinx. However, these results do not mean the sense of belonging is not important to the student's success. Knowing a sense of belonging is needed for student success, membership in these organizations must make a difference in the collegiate experience even if there is no difference when comparing the groups.

This may be why there is no difference in the comparisons because all students have found value in their affiliation.

Institutional context may matter. The connection Latinx students make in these organizations could be dependent on whether the institution is a predominately White institution or a Hispanic-serving institution. Knowing that the focus of a Hispanic-serving institution differs than other institutional types, it can be assumed that Latinx students have multiple ways of finding those campus connections beyond their fraternity or sorority (Excelencia in Education!, 2014). Ponjuán and Hernández (2021) found that Latinx students tend to attend institutions close to home, potentially lessening the need for these connections.

Limitations of Results

Although this survey and these results are important and can impact the future practices of the campus professionals, there are some limitations. The Fraternity and Sorority Experience Survey was distributed and collected at the University of Texas at El Paso during the fall 2021 semester, one of the semesters just after the COVID-19 global pandemic shut down the campus. Although the campus services were still operational, like the office that supports fraternities and sororities, the impact of this closure is unknown. The impact of recruitment via online only, the new member process restrictions of group gathering, the difference in support from national offices or campus advisors, the number of students interested in joining a fraternal organization in fall 2020 and spring 2021, the involvement of current or alumni members during the pandemic and their influence during the fall 2021 semester are all unknown. It is possible that these influences could impact the answers within the survey as well as the number of respondents or participants in the survey. The COVID-19 pandemic may provide poor generalizability to the results of the survey.

Fall 2021 was the only semester this survey was distributed and collected by UTEP. This is a limitation of the survey because it is a snapshot in time. The need for more data is constant in research. More data expands the breadth of knowledge and provides more voices to be heard. UTEP needs to conduct this survey every fall or every fall semester for the next three years. Either of these options will increase the data at hand and provide a better picture of the student experiences in their fraternity or sorority chapter and campus fraternity and sorority life community.

The survey consisted of 37 questions. Although little is known in the research field about the suitable length of a survey to ensure a robust response rate (Sharma, 2022), the number of questions may have influenced 24 out of 102 participants not to complete the survey. This may have also influenced the percentage of possible participants who did not respond, 102 responded out of the 213 invitations. Whatever the reason, if the survey had more participants complete 100% of the survey the results may have changed.

Recommendations for Future Research

The survey provided many opportunities to review additional questions for further research. The survey asked questions about the participants new member process and program experiences, the educational programs provided by the chapter, the topics the chapter spent its time on, mentorship, chapter housing (not available at UTEP), alumni involvement in the chapter, issues (alcohol, drugs, dating violence, mental health disorders, etc.) members of the chapter have experienced, and general open-ended questions that could be examined.

The survey asked specific questions on the issues of alcohol use and mental health concerns in others of the chapter. Witnessing or expressing concern for others in these struggles does affect a student's mental health which in turn affects successes inside and outside the

classroom (Prince, 2015). Alcohol in fraternities and sororities is viewed negatively in the media (Hayek et al., 2002; Taylor et al., 2018). By assessing this information from the survey, light is shed on how UTEP fraternity and sorority members are directly impacted by these issues. This light can therefore provide a basis for educational programming needs, how advisors can best support the organizations, and allow the Fraternity and Sorority Life staff to create a culture of care in the student experience, a strategy in the UTEP strategic plan strategy (University of Texas at El Paso, n.d.f).

These survey results were from one Hispanic Serving Institution (HSI). The survey from the Piazza Center could be used to explore the experiences of fraternity and sorority members at many HSIs to see what Latinx and non-Latinx students experience. Reviewing the results from multiple HSIs could produce results even more telling than the UTEP-only results showed. As stated in chapter one, for an institution to be considered an HSI a minimum of 25% Latinx-identifying students are enrolled. This UTEP statistic is 80%. Although it would be most beneficial for this UTEP data to be compared to HSIs that have this high percentage, it may be difficult. Not many HSIs have this high percentage and they may not have conducted the survey on their campus.

The multicultural organization members identified as participants in the UTEP survey were 12%. There is much research regarding multicultural organizations or Latinx-cultural organizations at HSIs. Comparing institutions of HSI that have more cultural organizations than UTEP is also a topic to explore and then compare those results to the UTEP results. This may produce results that show a difference due to the diverse student population.

Lastly, these results produce research on Latinx students at an HSI in historically White Greek-lettered organizations. This is an area of research that is lacking greatly. Much of the

literature review for this dissertation surrounds Latinx students in multicultural Greek-lettered organizations but hardly any research on Latinx students in non-multicultural Greek-lettered organizations. This research serves as a foundation for further survey results to be compared to and analyzed at other institutions.

Implications for Practice

The survey showed that leadership development ranked high in the reasons the participants joined the organization. Another survey question asked participants to identify any leadership roles they have had in the chapter, if any. The UTEP Fraternity and Sorority Life staff should capitalize on this information in a few ways.

Improved leadership abilities and strong personal growth are effects of fraternity or sorority affiliation, according to the research in chapter two (Astin, 1993; Johnson et al., 2015; Pike, 2000). The research also showed that leadership skills continued to be impactful years after a leadership position was held in a fraternity or sorority (Fouts, 2010; Kelley, 2008) and that the fraternity or sorority experience increased leadership skills for many students (Sasso, 2018). If these skills develop innately through the fraternity and sorority life experience, the UTEP Fraternity and Sorority Life staff should capitalize on this joining of information from the data.

Opportunities for fraternity and sorority members to explore their personal leadership style early in the college experience is needed. This then promotes the ability to demonstrate leadership while a member of a fraternity or sorority and possibly strengthen individual skills. The fraternity and sorority life community could also benefit in increased membership numbers. This improvement in leadership skills and a place to practice the skills will positively impact the chapter experience. Strong leadership skills improve the recruitment efforts of the chapter and therefore recruit stronger members. The Fraternity and Sorority Life staff work with the

fraternities and sororities presidents regularly. The Fraternity and Sorority Life staff should conduct consistent leadership skills training sessions for these leaders. Part of this training series could include how to mold another current member of their fraternity or sorority to take a leadership position in the coming year. This type of shoulder-tapping or support from a peer can go a long way in a person's confidence to run for a leadership position.

A second top-ranked reason why members joined their fraternity or sorority was friendship. Having this sense of connection to others keeps college students in college and involved in the organization. The Fraternity and Sorority Life staff should make the most of this information in their recruitment efforts. Not only testimonials or pictures of members from the same organization but from multiple organizations. And have those volunteers describe or photograph their experiences with friends from other fraternities and sororities. This demonstrates that the fraternity and sorority community at UTEP is not just connected internally to one organization but that all organizations are connected. This visualization shows the friendship value as well as the positive impact their chapter experience has had as well as on their overall collegiate experience, three of the research questions from this paper.

Assessing the UTEP data with other HSIs provides research to the HSI, higher education community, and Fraternity and Sorority Life professionals that is lacking. As stated in the problem background and significance of the study sections in chapter one, obtaining and sharing this information is encouraged by professional organizations and is needed to better serve the Latinx fraternity and sorority community. Finding opportunities for UTEP to connect with other HSI Fraternity and Sorority Life staff is valued.

Repeating this survey for multiple years will provide further results. The number of fraternities and sororities as well as the specific organizations changes over the span of years. As

mentioned in chapter two, UTEP is looking to expand its organizations in the coming years. Offering the survey more than once will include different organizations and a voice in the fraternity and sorority experience at UTEP. The Fraternity and Sorority Life office can create a marketing plan to increase the number of participants and completed surveys, contributing even further to the data. It needs to be valued that the students are asked and encouraged to tell their fraternity/sorority life story for future students to know.

Lastly, it is recommended that the Fraternity and Sorority Life staff at UTEP share the overall results of this survey, and hopefully future year's results, with the fraternity and sorority life community. The students deserve to hear what they are collectively experiencing in their chapters. This sharing may provide a message to some members that their experiences are shared by others, and that they are not alone in their worries or successes. By sharing survey results students see the value UTEP places on their experiences and may even subliminally encourage students to complete the survey when it is distributed again. These results should also be shared with the multiple advisors of each organization to support the advisors in serving their students better.

Conclusion

This study examined the experiences of fraternity and sorority members at the University of Texas at El Paso based on their results of the Fraternity and Sorority Experience Survey, created, distributed, and collected by the Timothy J. Piazza Center for Fraternity and Sorority Research and Reform during the fall 2021 semester. The experiences examined included why the respondents joined their organization, the positive impact of their chapter, and the positive impact their chapter experience had on their overall collegiate experience. Results were broken down and compared by gender and Latinx and non-Latinx. Gender comparisons showed

differences in why fraternal organizations were joined but no difference in the positive impact of the chapter experience or the value of the chapter experience on the overall collegiate experience. Latinx and non-Latinx comparisons showed no differences in any of the research questions.

This dissertation expands the available research on the fraternity and sorority communities at Hispanic-serving institutions, especially those campuses that have limited fraternities and sororities with a cultural focus. This research aims to support further efforts of the Fraternity and Sorority Life staff working with the fraternity and sorority life community at UTEP in supporting student needs. Finally, the research here is only the beginning of what can be examined in HSIs' fraternity and sorority life community comparing Latinx and non-Latinx experiences.

References

- Allan, E. & Madden, M. (2008). *Hazing in view: College students at risk. Initial findings from the national study of student hazing*. Retrieved on May 23, 2023, from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://www.stophazing.org/wp-content/uploads/2014/06/hazing_in_view_web1.pdf
- Allan, E.J., & Madden, M.(2012).The nature and extent of college student hazing. *International Journal of Adolescent Medicine and Health*, 24(1),83–90.
- Anderson, E. (2008). Inclusive masculinity in a fraternity setting. *Men and masculinities*, 10, 604–620. <https://doi.org/10.1177/1097184X06291907>
- Armstrong, M. B. & Grieve, F. G. (2015). Big five personality traits of collegiate social fraternities and sororities. *Journal of Sorority and Fraternity Life Research and Practice*, 10(2), 68-81. <https://doi.org/10.25774/y19z-4481>
- Arellano, L. (2020). Why Latin@s become Greek: Exploring why Latin@s join Latino Greek-letter organizations. *Journal of Hispanic Higher Education*, 19(3), 280–302. <https://doi.org/10.1177/1538192718778659>
- Aren, C., Bureau, D., Ryan, H. G., & Torres, V. (2014). First to go to college and first to ‘go Greek:’ Engagement in academically oriented activities by senior year first generation students who are fraternity/sorority members. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 9(1), 1-19. <https://doi.org/10.25774/krp9-j886>
- Asel, A. M., Seifert, T. A., & Pascarella, E. T. (2009). The effects of fraternity/sorority membership on college experiences and outcomes: A portrait of complexity. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 4(2), 1-15. <https://doi.org/10.25774/2p5f-gt14>
- Astin, A. W. (1984). Student involvement: A developmental theory. *Journal of College Student Personnel*, 25(4), 297-308.
- Astin, A. W. (1993). *What matters in college: Four critical years revisited*. San Francisco: Jossey-Bass.
- Associated Press. (2018, December 4). *Fraternities, sororities sue Harvard over rule against single-sex clubs*. New York Post. Retrieved on May 23, 2023 from <https://nypost.com/2018/12/04/fraternities-sororities-sue-harvard-over-rule-against-single-sex-clubs/>
- Association of Fraternity/Sorority Advisors. (n.d.) *Get to know AFA*. Retrieved on December 30, 2022, from <https://www.afa1976.org/page/AboutAFA>

- Baily, H. J. (1949). *Baird's manual of American college fraternities*. The Collegiate Press. Retrieved on December 30, 2022, from <https://babel.hathitrust.org/cgi/pt?id=hvd.hn4g6y&view=1up&seq=222>.
- Ballysingh, T. A., Zerquera, D. D., Turner, C. S., & Sáenz, V. B. (2017). Answering the call: Hispanic-serving institutions as leaders in the quest for access, excellence, and equity in American higher education. *AMAE Journal*, 11(3), 6–28.
- Barone, R. P. (2014). White clauses in two historically white fraternities: Documenting the past & exploring future implications. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 9(1), 54-73. <https://doi.org/10.25774/q5q7-bw84>
- Bello Escobar, C., Workman, J. L., Martinez, J., & Suriel, R. L. (2023). The persistence and ethnic identity of Latino fraternity members at predominantly white institutions in Georgia. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 17(3), 1-21. <https://doi.org/10.25774/80xq-n917>
- Biddix, J., Matney, M., Norman, E., & Martin, G. (2014). The influence of fraternity and sorority involvement: A critical analysis of research (1996–2013). *ASHE Higher Education Report*, 39(6). <https://doi.org/10.1002/aehe.20012>
- Biddix, J., Singer, K., Bureau, D., Nicholson, N., & T. Ishitani, T. (2019). The influence of national panhellenic conference (NPC) sorority membership on graduation and time-to-degree: A multi-institution study. *Journal of Women and Gender in Higher Education*, 12(2), 261-278. <https://doi.org/10.1080/19407882.2019.1583581>
- Bordes-Edgar, V., Arredondo, P., Kurpius, S. R., & Rund, J. (2011). A longitudinal analysis of Latina/o students' academic persistence. *Journal of Hispanic Higher Education*, 10(4), 358–368. <https://doi-org.utep.idm.oclc.org/10.1177/1538192711423318>
- Burke, S. (1997, March 7). Bowdoin college to eliminate fraternities. *The Daily Pennsylvanian*. Retrieved on May 23, 2023 from https://www.thedp.com/article/1997/03/bowdoin_college_to_eliminate_fraternities
- Burke, T. (2020, July). Following defeats in court, Harvard abandons its anti-fraternity and sorority policy. *Fraternal Law Newsletter*. Retrieved on May 23, 2023, from <https://fraternallaw.com/newsletter2/following-defeats-in-court-harvard-abandons-its-anti-fraternity-and-sorority-policy>
- Capers, K. J. (2019). Representation's effect on Latinx college graduation rates. *Social Science Quarterly*, 100(4), 1112–1128. <https://doi.org/10.1111/ssqu.12639>
- Chauvin, C. D. (2012). Social norms and motivations associated with college binge drinking. *Sociological Inquiry*, 82(2), 257–281. <https://doi.org/10.1111/j.1475-682X.2011.00400.x>

- Clement, A. J., & Lidsky, A. J. (2011). The danger of history slipping away: The heritage campus and HBCUs. *Planning for Higher Education*, 39(3), 149-158.
- Colby, S. L., & Ortman, J. M. (2015). *Projections of the size and composition of the U.S. population: 2014 to 2060*. U. S. Department of Commerce. Retrieved December 10, 2022, from <https://www.census.gov/content/dam/Census/library/publications/2015/demo/p25-1143.pdf>
- Committee for the survey of social life in Dartmouth college. (1936). Fraternity report submitted. *Dartmouth Alumni Magazine*, 5(1). Retrieved on January 2, 2022, from <https://archive.dartmouthalumnimagazine.com/article/1936/5/1/fraternity-report-submitted>
- Contreras, F. E., Malcom, L. E., & Bensimon, E. M. (2008). Hispanic-serving institutions: Closeted identity and the production of equitable outcomes for Latino/a students. In M. Gasman, B. Baez, & C. S. V. Turner (Eds.), *Understanding minority-serving institutions* (pp. 71–90). Albany: SUNY Press.
- Conway, J.K. (1974). Perspectives on the history of women's education in the United States. *Reinterpreting Women's Education*, 14(1), 1-12. <https://doi.org/10.2307/367602>
- Creamer, E. G., Creamer, D. G., & Brown, K. S. (2003). Applying quality educational principles to academic advising. In G. L. Kramer & Associates (Eds.), *Student Academic Services* (205-222). San Francisco, CA: Jossey-Bass.
- Creswell, J. W. (2012). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Pearson.
- Domonell, K. (2012). Penalties for pledging: Ivies cracking the whip on unhealthy Greek behavior. *University Business*, 15(6), 14.
- Dugan, J. P. (2008). Exploring relationships between fraternity and sorority membership and socially responsible leadership. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 3(2), 16-25. <https://doi.org/10.25774/tz8v-5027>
- Duran, A., Garcia, C. E., & Reyes, H. L. (2022) Sorority and fraternity life professionals' perspectives on challenges faced by culturally based sororities and fraternities. *Journal of Sorority and Fraternity Life Research and Practice*, 17(2), 35-50.
- Edwards, J. T. (2009). Sorority members' perspectives of chapter racial integration. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 4(1), 42-54. <https://doi.org/10.25774/2pym-df02>

- Elengold, K. S., Dorrance, J., Martinez, A., Foxen, P., & Mihas, P. (2021, September 9). Dreams interrupted: A mixed-methods study assessing Latino college completion. *UnidosUS.org*. Retrieved on July 18, 2023 from <https://unidosus.org/publications/dreams-interrupted-a-mixed-methods-study-assessing-latino-college-completion/>
- Estrada, F., Mejia, A., & Hufana, A. M. (2017). Brotherhood and college Latinos: A phenomenological study. *Journal of Hispanic Higher Education, 16*(4), 314–337. <https://doi.org/10.1177/1538192716656451>
- Excelencia in Education! (2014). *HSI origin timeline*. Retrieved on January 2, 2022, from <https://www.edexcelencia.org/research/infographics/hsi-origin-timeline>.
- Field, A. (2018). *Discovering Statistics using SPSS* (5th ed). SAGE Publications.
- Flanagan, C. (2014, March) The dark power of fraternities. *The Atlantic*. Retrieved on May 23, 2023 from <https://www.theatlantic.com/magazine/archive/2014/03/the-dark-power-of-fraternities/357580/>
- Foubert, J., Garner, D., & Thaxter, P. (2006). An exploration of fraternity culture: Implications for programs to address alcohol-related sexual assault. *College Student Journal, 40*(2), 361-373.
- Fouts, K. S. (2010). Why undergraduates aren't "going Greek": Attraction, affiliation, and retention in fraternities and sororities. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors, 5*(1). <https://doi.org/10.25774/67mj-sz44>
- Gallup. (2014). *Fraternities and sororities: Understanding life outcomes*. <https://www.gallup.com/file/services/176279/Fraternities%20and%20Sororities%20Report%205-27-2014.pdf>
- Garcia, C. E. (2019). They don't even know that we exist: Exploring sense of belonging within sorority and fraternity communities for Latina/o members. *Journal of College Student Development, 60*(3), 319–336. <https://doi.org/10.1353/csd.2019.0029>
- Garcia, C. E. (2020). Belonging in a predominantly White institution: The role of membership in Latina/o sororities and fraternities. *Journal of Diversity in Higher Education, 13*(2), 181–193. <https://doi.org/10.1037/dhe0000126>
- Garcia, G. A., Huerta, A. H., Ramirez, J. J., & Patrón, O. E. (2017). Contexts that matter to the leadership development of Latino male college students: A mixed methods perspective. *Journal College Student Development, 58*(1), 1-18. <https://doi.org/10.1353/csd.2017.0000>
- Garcia, C. E., Walker, W. R., Dorsey, C. A., Werninck, Z. W., & Johns, J. H. (2022). NPHC and MGC sororities and fraternities as spaces of activism within predominantly White

- institutions. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 16(2), 37-53. <https://scholarworks.wm.edu/oracle/vol16/iss02/6/>
- Giacalone, M. D. (2022). "I'm thankful every day I did it": An exploration of belonging for commuter students in historically White sororities and fraternities at primarily commuter public institutions. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 16(2), 1-16. <https://doi.org/10.25774/0tsk-tr87>
- Gillon, K. E., Beatty, C. C., & Salinas Jr, C. (2019). Race and racism in fraternity and sorority life: A historical overview. *New Directions for Student Services*, 2019(165), 9-16. <https://doi.org/10.1002/ss.20289>
- Glesne, C. (2016). *Becoming qualitative researchers* (5th ed.). Boston, MA: Pearson.
- Grace, M. M., Assalone, A. E., Johnson, H. M., Svoboda, B. L. & Biddix, J. P. (2022). The role of fraternity/sorority affiliation in supporting college student mental health and wellness. *Journal of Sorority and Fraternity Life Research and Practice*, 17(2), 19-33. DOI: <https://doi.org/10.25774/0jr1-t352>
- Guardia, J. R., & Evans, N. J. (2008). Factors influencing the ethnic identity development of Latino fraternity members at a Hispanic serving institution. *Journal of College Student Development*, 49(3), 163–181. <https://doi.org/10.1353/csd.0.0011>
- Hagedorn L. S., Chi W., Cepeda R. M., & McLain M. (2007). An investigation of critical mass: The role of Latino representation in the success of urban community college students. *Research in Higher Education*, 48, 73-91. <https://doi.org/10.1007/s11162-006-9024-5>
- Harms, P. D., Woods, D., Roberts, B., Bureau, D., & Green, A. M. (2006). Perceptions of leadership in undergraduate fraternal organizations. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 2(2), 81-94. <https://doi.org/10.25774/mdw5-2106>
- Harris, F., & Harper, S. R. (2014). Beyond bad behaving brothers: Productive performances of masculinities among college fraternity men. *International Journal of Qualitative Studies in Education*, 27(6), 703-723. <https://doi.org/10.1080/09518398.2014.901577>
- Hayek, J. C., Carini, R. M., O'Day, P. T., & Kuh, G. D. (2002). Triumph or tragedy: Comparing student engagement levels of members of Greek-letter organizations and other students. *Journal of College Student Development*, 43, 643–663
- Hernandez, E. L. & McElrath, K. (2023, May 10). Gains in educational attainment, enrollment in all Hispanic groups, largest among South American population. *U.S. Census Bureau*. Retrieved on July 18, 2023 from <https://www.census.gov/library/stories/2023/05/significant-educational-strides-young->

hispanic-population.html#:~:text=(Figure%202).-
,The%20number%20of%20Hispanic%20people%20ages%2018%20to%2024%20enrolle
d,had%20swelled%20to%20nearly%2020%25.

Hispanic Association of Colleges and Universities. (2023). *2023 Hispanic higher education and HSIs facts*. Retrieved March 5, 2023, from https://www.hacu.net/hacu/HSI_Fact_Sheet.asp

Jensen, D. H. & Jetten, J. (2015). Bridging and bonding interactions in higher education: Social capital and students' academic and professional identity formation. *Frontiers in Psychology* (6)126. <https://doi.org/10.3389/fpsyg.2015.00126>

Johnson, M. R., Johnson, E., & Dugan, J. P. (2015) Developing socially responsible leadership and social perspective-taking in fraternities and sororities: Findings from a national study. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors* (10)2, 1-13. <https://doi.org/10.25774/5fqx-3x04>

Jorgenson, D. A., Farrell, L. C., Fudge, J. L., & Pritchard, A. (2018). College connectedness: The student perspective. *Journal of the Scholarship of Teaching and Learning*, 18(1), 75-95. <https://doi.org/10.14434/josotl.v18i1.22371>

Kase, C., Rivera, N., & Hunt, M. G. (2016). The effects of sorority recruitment on psychological wellbeing and social support. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 11(1), 1-16. <https://doi.org/10.25774/card-y762>

Kelley, D. R. (2008) Leadership development through the fraternity experience and the relationship to career success after graduation. *Journal of Sorority and Fraternity Life Research and Practice*, 3(1), 1-12. <https://doi.org/10.25774/v0vk-9t26>

Kiewra, K. (2009). Binge drinking. *Harvard Public Health*, winter. <https://www.hsph.harvard.edu/news/magazine/winter09binge/>

Kimbrough, W. (2003). *Black Greek 101: The culture, customs, and challenges of black fraternities and sororities*. Associated University Presses.

Kirby, S., & Wintrup, G. (2002). Running the gauntlet: An examination of initiation/hazing and sexual abuse in sport. *Journal of Sexual Aggression*, 8(2), 49–68. doi:10.1080/13552600208413339

Komives, S. R., Lucas, N., & McMahan, T.R. (1998). *Exploring leadership: For college students who want to make a difference*. Jossey-Bass.

Krantz, L. (2017, July 30). Harvard looks to Bowdoin as model in eradicating frats, but its decision had mixed results. *Boston Globe Today*. Retrieved on May 23, 2023 from <https://www.bostonglobe.com/metro/2017/07/30/harvard-looks-bowdoin-model->

eradicating-frats-but-its-decision-had-mixed-
results/1YSwSjkmUg6dPs2gxr860M/story.html

- Kuh, G. D., Pascarella, E. T., & Wechsler, H. (1996, April 19). The questionable value of fraternities. *The Chronicle of Higher Education*. Retrieved on May 23, 2023 from <http://chronicle.com/article/The-Questionable-Value-of/97441/>
- Margalotti, J. (n.d.). Fraternities, abolition of. *Williams College Special Collections*. Retrieved on May 23, 2023 from <https://specialcollections.williams.edu/williams-history/groups/abolition-of-fraternities/>
- Matthews, H., Featherstone, L., Blunder, L., Gerling, A. J., Lodge, S., & Messenger, R. B. (2009). Living in your letters: Assessing congruence between espoused and enacted values of one fraternity/sorority community. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 4(1), 29-41. <https://doi.org/10.25774/0kaj-w609>
- McCreary, G., Bray, N., & Thoma, S. (2016). Bad apples or bad barrels? Moral disengagement, social influence, and the perpetuation of hazing in the college fraternity. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 11(2), 1-15. <https://doi.org/10.25774/pvbg-9c47>
- Mills, G. E., & Gay, L. R. (2018). *Educational research: Competencies for analysis and application* (12th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Miranda, M. (1999). Greek Life ... With a little saz-n : Fraternities and sororities get a Latino twist. *The World & I*, 14(9), 190.
- Mora, L. (2022, October 7). Hispanic enrollment reaches new high at four-year colleges in the U.S., but affordability remains an obstacle. *Pew Research Center*. Retrieved on July 18, 2023 from <https://www.pewresearch.org/short-reads/2022/10/07/hispanic-enrollment-reaches-new-high-at-four-year-colleges-in-the-u-s-but-affordability-remains-an-obstacle/>
- Moreno, D. R., & Banuelos, S. M. S. (2013). The influence of Latina/o Greek sorority and fraternity involvement on Latina/o college student transition and success. *The Journal of Latino-Latin American Studies*, 5(2), 113–125. <https://doi.org/10.18085/llas.5.2.y1113g2572x13061>
- Moten, D. (2023). The History of collective bargaining in higher education: The case of HBCUs. *Journal of Collective Bargaining in the Academy*, 14(1). <https://doi.org/10.58188/1941-8043.1904>
- Munoz, S. & Guardia, J. (2009). Nuestra historia y future (Our history and future): Latina/os fraternities and sororities. In C. Torbenson & G. Parks (Eds.), *Brothers and sisters: Diversity in college fraternities and sororities* (pp. 104-132). Fairleigh Dickinson University Press.

- National Association of Latino Fraternal Organizations. (2020). *NAFLO: Latino Greeks united*. Retrieved on July 14, 2023 from <https://nalfo.org/>
- National Association of Student Personnel Administrators. (2021). *Recommendations for excellence in fraternity and sorority life*. Retrieved December 30, 2022, from https://www.naspa.org/files/dmfile/Excellence_FSL_Report_2021.pdf
- National Center for Education Statistics. (2022). *Undergraduate Enrollment. Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved August, 10, 2022, from <https://nces.ed.gov/programs/coe/indicator/cha>
- National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont Report: Ethical principles and guidelines for the protection of human subjects of research*. Retrieved on June 2, 2023 from <http://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html>
- National Panhellenic Conference. (n.d.a). *National panhellenic conference member organizations*. Retrieved December 10, 2022, from <https://npcwomen.org/about/our-member-organizations/>
- National Panhellenic Conference. (n.d.b) *Mission, vision and purpose*. Retrieved July 14, 2023 from <https://npcwomen.org/about/mission-vision-and-purpose/>
- National Pan-Hellenic Council. (2023). *About the NPHC*. Retrieved July 14, 2023 from <https://www.nphchq.com/about>
- North, A. (2015, January 29). Is college sexual assault a fraternity problem? *The New York Times*. Retrieved on May 23, 2023 from <https://op-talk.blogs.nytimes.com/2015/01/29/is-college-sexual-assault-a-fraternity-problem/>
- North American Interfraternity Conference. (2023). *Member fraternities*. Retrieved December 10, 2022, from <https://nicfraternity.org/member-fraternities/>
- Nuwer, H. (2023). U.S. hazing deaths: Database part 1: 1838-1999. *Hank Nuwer Unofficial Hazing Clearinghouse*. Retrieved on May 26, 2023 from <https://www.hanknuwer.com/hazing-deaths/>
- Owen, S., Burke, T., & Vichesky, D. (2008). Hazing in student organizations: Prevalence, attitudes, and solutions. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 3(1), 40–58.
- Ortiz, R. R., & Thompson, B. (2017). Risky recruitment: How rape myth acceptance among potential new sorority members is related to their self-efficacy to prevent sexual assault and perceptions of university sexual assault reporting. *Oracle: The Research Journal of*

- the Association of Fraternity/Sorority Advisors*, 12(2), 59-67.
<https://doi.org/10.25774/p6mg-kh33>
- Penn State Student Affairs. (2022). *About the Piazza center*. Retrieved February 11, 2023 from <https://studentaffairs.psu.edu/piazzacenter/about>
- Penn State Student Affairs. (2022a). *Fraternity and sorority experience survey for campus*. Retrieved February 11, 2023, from <https://studentaffairs.psu.edu/piazza-center/fraternity-sorority-experience-survey/campuses>
- Perkins, L. M. (2015). Bound to them by a common sorrow: African American women, higher education, and collective advancement. *The Journal of African American History*, 100(4), 721–747. <https://doi.org/10.5323/jafriamerhist.100.4.04721>
- Phi Iota Alpha Fraternity, Inc. (n.d.). *About phi iota alpha*. Retrieved July 14, 2023 from <https://www.phiota.org/phi-iota-alpha-fact-sheet>
- Pike, G. R. (2000). The influence of fraternity or sorority membership on students' college experiences and cognitive development. *Research in Higher Education*, 41(1), 117–139. <http://www.jstor.org/stable/40196391>
- Ponjuán, L., & Hernández, S. (2021). Different yet similar: The educational experiences of Latinx male students at Texas PWI, HSI, and HBCU institutions. *Journal of Hispanic Higher Education*, 20(4), 453–465. <https://doi-org.utep.idm.oclc.org/10.1177/1538192719896330>
- Postsecondary National Policy Institute (2022). *Latino students in higher education*. Retrieved on July 18, 2023 from <https://pnpi.org/factsheets/latino-students/#>
- Prince, J. P. (2015). University student counseling and mental health in the United States: Trends and challenges. *Mental Health & Prevention*, 3(1-2), 5–10. <https://doi.org/10.1016/j.mhp.2015.03.001>
- Reuter, T., & Backer, S. (2015). Operationalizing organizational change theory: Implications for practice in the fraternity/sorority movement. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 10(2), 51. <https://doi.org/10.25774/a07k-ve62>
- Ross, L. C. (2001). *The divine nine : the history of African American fraternities and sororities*. Dafina Books.
- Routon, P. W., & Walker, J. K. (2019). Post-baccalaureate health, family, and educational outcomes of fraternity and sorority members. *Review of Higher Education*, 43, 427-455.

- Salinas, C. (2020). The complexity of the “x” in Latinx: How Latinx/a/o students relate to, identify with, and understand the term Latinx. *Journal of Hispanic Higher Education*, 19(2), 149–168. <https://doi.org/10.1177/1538192719900382>
- Sasso, P. A. (2018). Fraternities and sororities in the contemporary era revisited: A pendulum of tolerance. *Counterpoints*, 517, 453–475. <http://www.jstor.org/stable/45178192>
- Sasso, P. A. (2015). White boy wasted: Compensatory masculinities in fraternity alcohol use. *Journal of Sorority and Fraternity Life Research and Practice* (10)2, 14-30. <https://doi.org/10.25774/jx3s-2j12>
- Schutts, J., & Shelley, K. (2014). Modeling a values-based-congruence framework to predict organization constructs in fraternities and sororities. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 9(1), 33-53. <https://doi.org/10.25774/vw7p-re44>
- Sharma H. (2022). How short or long should be a questionnaire for any research? Researchers dilemma in deciding the appropriate questionnaire length. *Saudi journal of anaesthesia*, 16(1), 65–68. https://doi.org/10.4103/sja.sja_163_21
- Solomon, B. M. (1985). *In the company of educated women: A history of women and higher education in America*. Yale University Press.
- Strayhorn, T. L. (2018). *College students’ sense of belonging: A key to educational success for all students*. Routledge.
- Svrluga, S. (2018, January 9). After a hazing death, a judge bans a fraternity from Pennsylvania. *The Washington Post*. Retrieved on May 23, 2023 from <https://www.washingtonpost.com/news/grade-point/wp/2018/01/08/after-a-hazingdeath-a-judge-bans-a-fraternity-from-pennsylvania/>
- Szperka, M. A. (2022, April 18). Remembering Henry Wechsler. *Harvard T. H. Chan School of Public Health*. Retrieved on May 26, 2023 from <https://www.hsph.harvard.edu/social-and-behavioral-sciences/2022/04/18/remembering-henry-wechsler/>
- Taylor, G. E. (2010). An analysis of leadership programming sponsored by member organizations of the national panhellenic. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*, 5(2), 22-33. <https://doi.org/10.25774/jsft-bg03>
- Taylor, Z., Zamora, J., McArdle, A., & Villa, M. (2018). A positive spin on a negative narrative: How the media portrays fraternities and what fraternities can do about it. *Journal of Sorority and Fraternity Life Research and Practice*, 13(1), 51-68. DOI: <https://doi.org/10.25774/vdztg-nq30>
- The history of the national panhellenic conference*. (2021). My Chapter Room. Retrieved December 10, 2022, from <https://mychapterroom.com/blog/history-national-panhellenic->

- University of Texas at El Paso. (n.d.f). *America's leading Hispanic-serving university-2030 strategic plan*. Retrieved October 26, 2023, from <https://www.utep.edu/strategic-plan/>
- University of Texas at El Paso. (2022, December). *UTEP student organization handbook 2022-2023*. Retrieved December 30, 2022, from https://www.utep.edu/student-affairs/selc/_Files/docs/UTEP%20RSO%20Handbook%202022-2023.pdf
- Valdosta State University. (2022). *History of IFC*. Retrieved January 2, 2023, from <https://www.valdosta.edu/student/student-life/greek-life/interfraternity-council/ifc-history.php#:~:text=History%20of%20the%20NIC&text=On%20November%2027%2C%201909%2C%2026,Conference%20to%20National%20Interfraternity%20Conference>
- Wechsler, H., Kuh, G., & Davenport, A. E. (1996). Fraternities, sororities and binge drinking: Results from a national study of American colleges. *NASPA Journal*, 33(4), 260–279
- Wechsler, H., Kuo, M., Lee, H., & Dowdall, G. W. (2000). Environmental correlates of underage alcohol use and related problems of college students. *American Journal of Preventive Medicine*, 19(1), 24–29. [https://doi.org/10.1016/S0749-3797\(00\)00163-X](https://doi.org/10.1016/S0749-3797(00)00163-X)
- Wechsler, H., Lee, J. E., Kuo, M., Seibring, M., Nelson, T. F., & Lee, H. (2002). Trends in college binge drinking during a period of increased prevention efforts: Findings from 4 Harvard school of public health college alcohol study surveys: 1993-2001. *Journal of American College Health*, 50(5), 203–217. <https://doi.org/10.1080/07448480209595713>
- Xerri, M. J., Radford, K., & Shacklock, K. (2018). Student engagement in academic activities: A social support perspective. *Higher Education*, 75(4), 589–605. <http://www.jstor.org/stable/26449270>
- Yates, R. (2020) Student involvement & graduation rates: A quantitative study on the impact of adding a fraternity & sorority community at colleges & universities in the United States. *Journal of Sorority and Fraternity Life Research and Practice* (15)1, 1-13.

Tables

Table 1

Completion of Survey by Participants

Completion	N	%
Did not complete	24	23.5%
Completed	78	76.5%
Total	102	100%

Table 2

Race/Ethnicity of Participants

Race/Ethnicity	N	%
American Indian or Alaska Native	2	2%
Asian	1	1%
Black or African-American	8	10%
Hispanic or Latino	69	88%
Middle Eastern or North African	0	0
Native Hawaiian or Other Pacific Islander	0	0
White or Caucasian	17	21%
Other ethnicity	1	1%
Total	98	

Table 3

Gender Identity of Participants

Gender Identity	N	%
Man	31	40%

Woman	46	59%
I prefer not to respond	1	1%
Total	78	100%

Table 4

Chapter Affiliations of Participants

Chapter	N	%
Alpha Kappa Alpha Sorority Inc.	1	1%
Alpha Sigma Alpha	24	23%
Alpha Sigma Phi	11	11%
Kappa Delta Chi Sorority Inc.	3	3%
Phi Delta Theta	10	10%
Sigma Gamma Rho Sorority Inc.	5	5%
Sigma Lambda Gamma Sorority Inc.	3	3%
Theta Chi	20	20%
Zeta Tau Alpha	25	24%
Total	102	100%

Table 5

Council Affiliations of Participants

Councils	N	%
Interfraternity Council	41	40%
Multicultural Greek Council	12	12%
Panhellenic Council	49	48%
Total	78	100%

Table 6*Membership Status of Participants*

Membership	N	%
Active member	42	41%
New member/New initiate	60	59%
Total	102	100%

Table 7*Reasons why Latinx and non-Latinx Participants are a Member of a Fraternity/Sorority*

Reason	Latinx	%	Non-Latinx	%
Friendship	42	61%	13	52%
Leadership Development	37	54%	13	52%
Philanthropy and Community Service	27	39%	12	48%
Career Networking	27	39%	10	40%
Social Opportunities	26	38%	8	32%
Legacy and/or tradition	22	32%	5	20%
Academic Support	7	10%	3	12%
Cultural Support	6	9%	3	12%
Home Away from Home	2	3%	2	8%
Total Latinx-69 participants				
Total non-Latinx-33 participants				

Table 8*Reasons Why UTEP Women and Men Participants are a Member of a Fraternity/Sorority*

Reason	Women	%	Men	%
Friendship	23	50%	21	68%
Leadership Development	29	63%	14	45%
Philanthropy and Community Service	24	52%	7	23%
Social Opportunities	15	33%	13	42%
Career Networking	14	30%	16	52%
Legacy and/or Tradition	14	30%	8	26%
Home Away from Home	5	11%	0	0%
Academic Support	4	9%	7	23%
Cultural Support	4	9%	7	6%
Total Women-46 participants				
Total Men-31 participants				

Table 9

*Independent Variables with the Means and Standard Deviation for the Dependent Variable
Positive Impact of Their Chapter Variable*

	Women		Men		Latinx		Non-Latinx	
	N=46		N=31		N=69		N=33	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Sense of Personal Values	1.17	.529	1.13	.428	1.16	.504	.52	.566
Sense of Integrity	1.13	.400	1.10	.301	1.12	.365	.52	.566
Sense of Confidence	1.20	.582	1.16	.374	1.16	.407	.58	.792

Sense of My Own Cultural Heritage	1.63	1.06	1.48	.769	1.57	.899	.70	1.045
Sense of Campus Community	1.30	.628	1.23	.617	1.28	.639	.58	.663
Academic Success (GPA)	1.28	.621	1.32	.653	1.30	.649	.64	.783
Ability to Cope With Problems on My Own	1.39	.745	1.26	.575	1.35	.703	.61	.747
Ability to Become Involved in Things That Interest Me	1.22	.513	1.19	.543	1.20	.502	.58	.708
Ability to Develop Positive Relationships With Others	1.20	.428	1.20	.687	1.16	.585	.55	.617
Comfort With People of a Different Culture/Race Than My Own	1.24	.565	1.13	.428	1.22	.539	.52	.566
Comfort with People With Other Religious and Spiritual Traditions	1.33	.701	1.19	.543	1.30	.671	.52	.566
Comfort with People of a Different Sexual Orientation	1.20	.542	1.16	.454	1.20	.531	.55	.617
Commitment to Serve the Community	1.07	.250	1.06	.250	1.07	.261	.52	.566

Commitment to Social Justice 1.39 .856 1.32 .791 1.36 .840 .61 .747

Table 10

Independent Variables with the Means and Standard Deviation for the Dependent Variable of Value of The Fraternal Experience on the Overall College Experience

Women		Men		Latinx		Non-Latinx	
N=46		N=31		N=69		N=33	
<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
4.20	1.222	4.84	.374	4.41	1.062	1.82	2.325

Table 11

Dependent Variable Mean and Standard Deviation Disaggregated by the Independent Variables (gender N=77; race/ethnicity N=101)

	Women (n = 46)		Men (n = 31)		Latinx (n = 69)		Non-Latinx (n = 33)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Positively impacted by chapter Value of F/S	17.74	6.27	16.84	3.99	17.45	5.46	7.94	9.03
	4.20	1.22	4.84	0.37	4.41	1.06	1.82	2.33

experience

to overall

collegiate

experience

Figure 1

Scatterplot of Gender and Positive Impact of Chapter and the Overall Experience

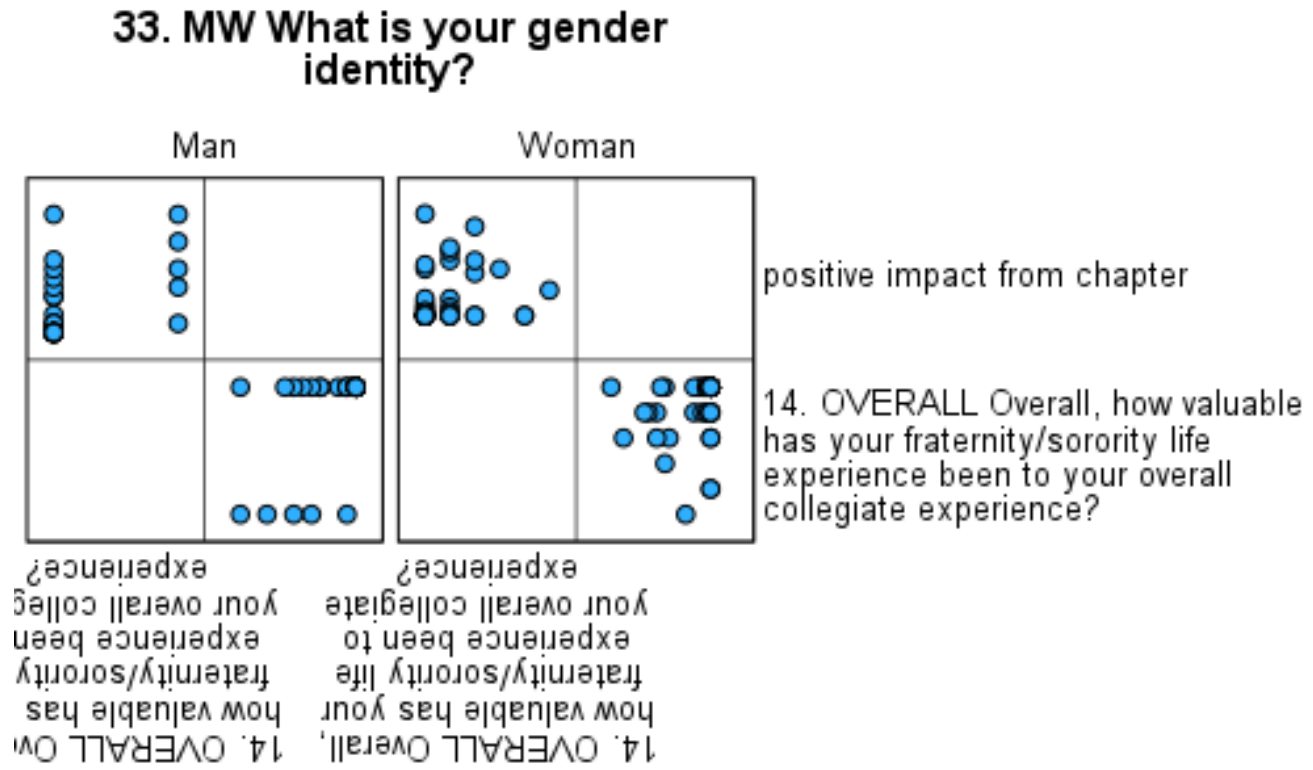
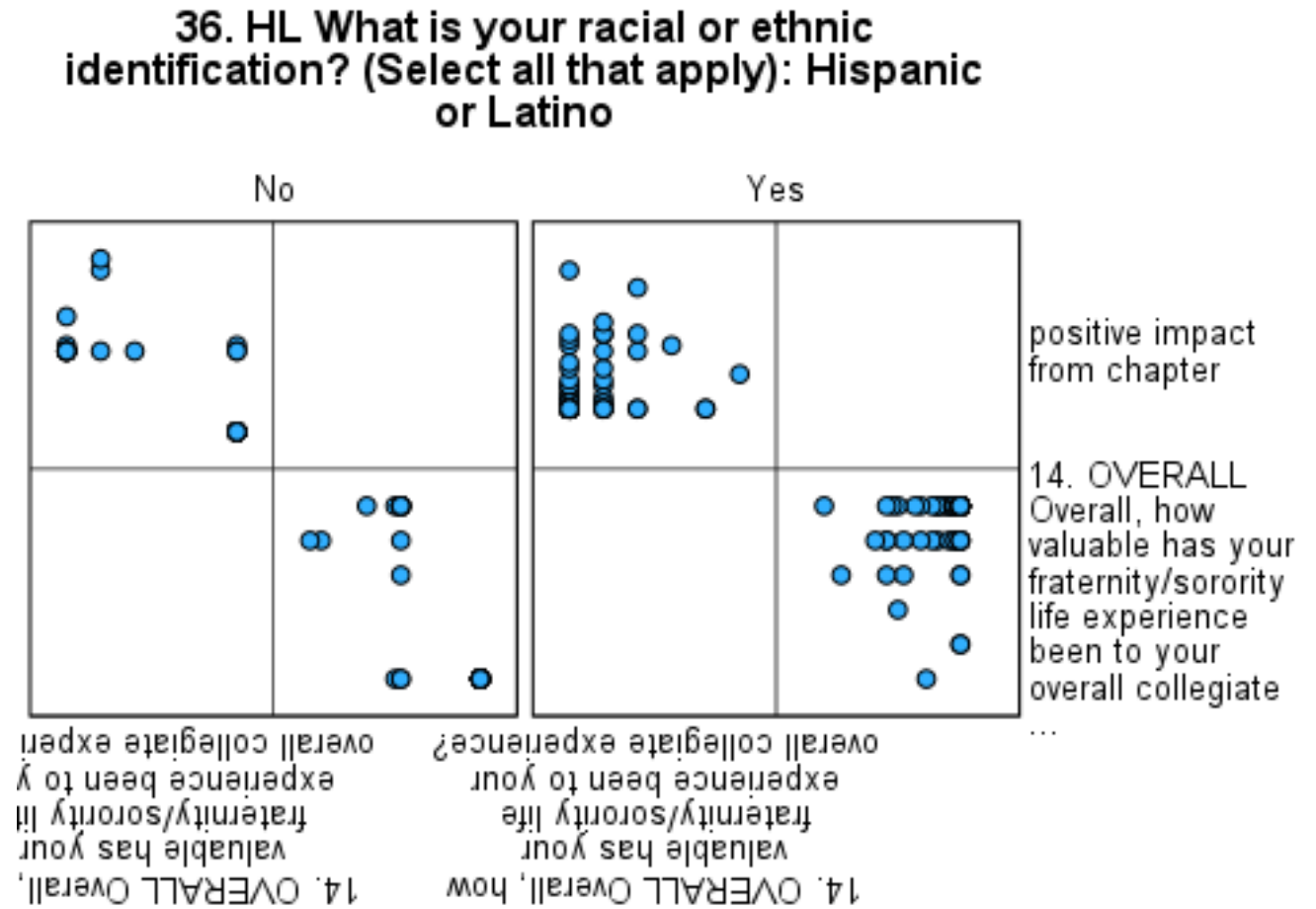


Figure 2

Scatterplot of Latinx/Non-Latinx and Positive Impact of Chapter and the Overall Experience



Vita

Victoria Suttmiller received her bachelor's degree in communications-broadcasting from Western Illinois University and education master's degree in college student affairs leadership from Grand Valley State University (MI).

Victoria has professional experience in higher education in the areas of housing, student activities, academic advising, recreational sports, auxiliaries, and strategic planning. She has taught courses in housing student leadership and first year student seminars. Victoria currently works as the assistant vice president of student affairs for auxiliary operations and strategic initiatives at the University of Texas at El Paso.

Victoria can be reached at vssuttiller@utep.edu.