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## Greek Affiliation as a Contributing Factor to College Academic Success: A Case Study

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Greek Affiliation as a Contributing Factor to College Academic Success: A Case Study

**Greek Affiliation as a Contributing Factor to College Academic Success: A Case Study**

By

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### Abstract

This study explores how an individual's college academic success can be impacted by affiliation with a Greek organization. This research analyzes how Greek-affiliated students compare academically to non-Greek students, how the bonds between an individual and their Greek organization impact the academic success of the average individual, and the methods of academic support that Greek organizations provide to its members. Henri Tajfel's Social Identity Theory is utilized as a framework of analysis. According to this theory, individuals who identify as being a member of a group adopt the behaviors and values of the group. Because Greek organizations implement some form of academic support for its members, this theory would explain how individuals can adopt the academically-inclined behaviors and values of their organization. Greek organizations were analyzed, and data was collected by administering a survey to Greek and non-Greek students at California State University Monterey Bay (CSUMB). Data shows that Greek-affiliated students do not perform as well academically as their non-Greek counterparts. However, an individual's bond with their Greek organization has been shown to impact the academic performance of the individual.

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## Introduction

Greek letter organizations have been prevalent on college campuses for hundreds of years. Sororities and fraternities were established on the basis of academics and to promote the discussion of knowledge. Through time, the focus of Greek organizations has shifted to include social goals and responsibilities. Since this shift of focus of Greek organizations, they have become increasingly scrutinized by sociologists, the public, and university officials. Extensive research has associated Greek affiliation with higher involvement in illicit behaviors such as drug use, alcohol use, smoking, and sexual aggression (Adams-Curtis & Forbes, 2004; Humphrey & Kahn, 2000; & Scott-Sheldon, 2008). There have been intense disputes deliberating the abolishment of Greek organizations from college campuses due to the negative behaviors they can elicit in the organizations' members. However, less sociological research has been conducted on the positive effects of Greek affiliation, such as higher academic success. This has presented conflicting data.

Students who affiliate with a Greek organization, or any other social group, are more likely to exhibit similar behaviors to the group's other members, as shown by Henri Tajfel's Social Identity Theory (SIT) (Guan, 2016). Because Greek organization members have a tendency to drink and do drugs more often than non-Greeks, individual Greek organization members who strongly identify with their organization are likely to engage in these same illicit behaviors (Scott-Sheldon, 2008). Greek organizations also have a set of values at the basis of their organization. These values can include, but are not limited to: academics, social justice, honesty, community service, leadership, and integrity. Because Greek organizations often have substantial focus on academic success, an individual member of a Greek organization ought to identify with the same academic values of the organization, and thus would exhibit the same

ideals and behaviors that would lead the individual to become academically successful.

However, research on the academic success of Greek-affiliated students has yielded conflicting results relating to the relationship of Greek affiliation and academic success.

At California State University Monterey Bay (CSUMB), Greek life consists of 4% of the student population (California State University Monterey Bay, 2018). Greek life is conducted under the Multicultural Greek Council, which promotes academics, leadership, service, social justice, and support. At CSUMB, every Greek organization has some form of academic support. This can exist in the form of the organization employing an elected member to provide scholarly support and resources to those that need them, administering monthly grade checks, hosting study workshops, and requiring a specific GPA baseline for members to remain active.

Because Greek organizations at CSUMB are heavily focused on academics, CSUMB Greek-affiliated students may adopt these academically-focused behaviors and in turn have more academic success than their non-Greek counterparts. For the current study, surveys will be distributed to Greek and non-Greek students in order to determine how Greek affiliation helps CSUMB students academically. It is expected that a CSUMB student's Greek affiliation positively impacts the academic success of the individual. If this idea is demonstrated to be true at CSUMB, it can help sociologists, the general public, and university officials understand that although Greek organizations have the capacity to elicit negative behaviors within its members, a well-structured Greek organization can also disperse its positive behaviors and ideals to its members. Research questions for the current study include:

1. How do Greek-affiliated CSUMB students perform academically in comparison to non-Greek CSUMB students?

2. How does the strength of the bond between a Greek-affiliated student and their organization impact the academic success of the individual?
3. How does the academic support provided by the Greek organizations influence the academic success of the individual members?

## Literature Review

### *Introduction*

Past research has studied behavioral effects of sororities and fraternities on college campuses. Students that are Greek-affiliated tend to have a substantially higher amount of social involvement than non-Greeks, and in turn have closer social circles (Pike, 2003). Social groups significantly influence the attitudes and behaviors of its members. Group members who have strong identities with their social group tend to be more susceptible to influences by that group than individuals who have weaker identities with their social group. Because they have more exposure to certain norms within their social group, individuals are more likely to adopt these behaviors and attitudes (Scott-Sheldon, 2008). Media has portrayed Greek affiliation in an undesirable manner, and these stereotypes have been supported by research which has a primary focus on negative aspects of the organizations. Past research of Greek organizations has also provided inconsistent data, further shifting public knowledge of the potential benefits of Greek organizations.

### *Stereotyping and Perceived Negative Effects of Greek Affiliation*

Because of existing stigma on Greek organizations, much of past research focuses on the negative effects that Greek affiliations have on individuals. Throughout mass media, members of

Greek organizations are typically portrayed as excessive partiers, drinkers, and drug users. They are also depicted as superficial clique members with severe social hierarchies. Members of Greek organizations are rarely depicted as being academically achieving, environmentally or politically aware, community-serving, or campus-involved. The negative focus on Greek life through media transfers to research application. When conducting a quick search of research articles on the effects of Greek affiliation on college students, most studies focus on substance abuse. Scott-Sheldon et al. (2008) conducted a study on college students' health and behavior, examining their use of drugs and alcohol, sexual behavior, smoking, eating habits, physical activity, and sleeping patterns, comparing Greek and non-Greek college students. This study focused on negative and illicit behaviors of Greek-affiliated students as well as neutral and routine behaviors. This study did not, however, focus on any aspect of positive behaviors within Greek organization on college campuses. Other researchers have studied how membership within social groups such as Greek organizations can lead to sexual aggression that is supported by peer norms (Adams-Curtis & Forbes, 2004; Humphrey & Kahn, 2000). The intention of these studies is to rightfully prove the existing stigma of Greek organizations, but they neglect any focus on the potential positive aspects of Greek affiliation within American college campuses.

### *Conflicting Data of Past Research*

Researchers who have studied the effects of Greek affiliation on college students have presented exceptionally conflicting data. Many researchers postulate that college students who affiliate with a Greek organization will have lower academic success (De Donato, 2017).

Thompson et al. (2011) used a different approach and theorized that Greek-affiliated students would perform better academically due to higher levels of self-efficacy, which allows them the



capacity to exert more effort in their schoolwork. Some past research has shown positive effects of Greek affiliation on academics, indicating that Greeks outperform non-Greeks academically (Gardner, 1991; Pike, 2003, & Strange, 1986).

Other research has demonstrated opposite results, showing that non-Greeks do better academically than Greeks (DeBard et al., 2006 & Pascarella et al., 2009). Research from Marji (1994) has shown no differences in academic performance between Greek and non-Greek students. Thompson et al. (2011) presented findings demonstrating that although Greeks exhibit higher self-efficacy than non-Greeks, this did not result in a significant difference of GPAs and test performances between the two groups. However, another study was consistent with theories of involvement among students and showed higher levels of academic involvement among Greek students (Student Life Studies, 1997).

Additional research on the effects of Greek affiliation on academic success has shown that negative effects are dependent on the semester, whether new member education is occurring, how long the individual has been a Greek organization member, and whether the Greek organization member has the additional burden of educating new potential members (De Donato, 2017). Research conducted by Pascarella et al. (1996) showed lower levels of reading comprehension, mathematics performance, and critical thinking skills in members of fraternities. It has also been suggested that seniors are more likely than first-year students to experience positive effects of being Greek-affiliated. Also greater for seniors is the strength of the relationship between Greek affiliation, academic gains, and student engagement (Pike, 2003).

*Limitations of Past Research*

Researchers who have conducted studies on student outcomes have encountered limitations which may have impacted the studies' interpretations or contributed to skewed or inaccurate results. It is imperative to be attentive to the limitations of past studies in order to construct future studies with increased reliability and accuracy. Researchers who have conducted studies with similar goals and research questions have often had considerably dissimilar methodologies and measures in their studies. These inconsistencies often produce conflicting data, such as the conflicting data of academic success within the studies of Greek organizations. It is also important to note that measures and methodologies which work for one study may be deemed inappropriate for use in a different study.

Individual schools and Greek organizations often have differing prerequisites concerning Greek membership. In a study measuring the outcomes of information literacy outreach programs at California State University Northridge (CSUN), many fraternities and sororities on this campus had academic requirements for membership into the organization, such as attaining a certain GPA (Lampert et al., 2007). A study conducted at the University of Delaware found that there were no requirements for Greek membership at this school other than being a student at the university (Grubb, 2006). Imposing academic qualifications on Greek memberships may skew study results. Students who are interested in joining Greek lettered organizations and who may benefit academically from doing so would need to maintain a minimum GPA requirement in order to apply for membership at a Greek organization. Students who want to join a Greek organization may be prohibited from doing so due to not meeting the GPA requirements. Thus, Greek organizations would only be allowing students who are already academically successful to acquire membership. This would produce an overrepresentation of academically successful

individuals within Greek organizations. Furthermore, Greek organizations would not be able to demonstrate their capacity to improve the academic success of its members.

In a study designed to determine whether academic achievement and motivation explain children's social conformity to positive academically-inclined behaviors, Masland and Lease (2013) discussed how the social conformity of a child is largely affected if they suffer from anxiety or depression. In their study, children with higher levels of anxiety and depression were more likely to conform to aggressive and deviant behaviors. Knowing that anxiety and depression have the potential to influence the social conformity of the individual, researchers studying the effects of Greek affiliation on academic success can assume that Greek-affiliated students who experience anxiety or depression differ in conformity than those who do not experience anxiety and depression. Therefore, positive influences from the individual's Greek organization may not alter the ideals and behaviors of the individual, although the individual may be susceptible to adhering to the negative influences of the Greek organization, such as partying and drug use. Furthermore, individuals who experience anxiety and depression may be more likely to join a Greek organization in order to gain the support system that coincides with membership, thus leading to the possible concentration of illicit behaviors within Greek organizations. Past research on Greek organizations has implemented cross-sectional studies, which can only generate data for a pinpoint in time. Given the ever-changing mental state of college students, any individual can have periods of anxiety or depression, followed by periods of positive mental health (Guan, 2016). Because the mental health of the individuals studied is a factor that cannot be controlled by researchers, a longitudinal study would better take into consideration the individuals' mental states, as well as changes in the conformity of the individuals. Implementing a longitudinal study to analyze the effects of Greek life on academic

success would provide detailed descriptions of the individuals' academic development throughout their entire college career, allowing for more accurate results (Pike, 2003).

### Theory

British social psychologist Henri Tajfel is a main developer of Social Identity Theory (SIT). The aim of Social Identity Theory is to explain how individuals define themselves within their society. There are three psychological processes that aid in an individual's identification: social categorization, social comparison, and social identification. Social categorization is the ability of an individual to perceive themselves and others as existing within the scope of a particular category. Social comparison is the manner in which individuals attribute value to a group and its members. Social identification refers to the perception of the individual as being not that of a detached observer. Individuals' identifications of themselves are instead based on how they perceive others around them (Carter, 2013).

An individual's social categorization relates to how the individual identifies themselves. Identification of the individual tends to be influenced by the groups or social categories they consider themselves as belonging to. Because of this, social groups largely influence their individual members to exhibit behaviors and characteristics that are coherent with the entirety of the group. Thus, the identity of the individual is created through interactions with others (Guan, 2016).

Social comparison discusses how the identity that the individual has within the group is directly related to the values the individual attains from the group. That being, the degree of influence that a group has on the individual is dependent on how important the group is to the individual. The perceived norms of the group influence the values, habits and behaviors that the

individual ascribes to (Rinker & Neighbors, 2014). Individuals are motivated to behave within the expectations of how others perceive them (Carter, 2013). The perception which others have of the individual is based on the societal expectations of the individual's group.

When individuals behave in ways they believe they are expected to behave in, they go through the process of social identification. In this process, individuals may experience a phenomenon called identity verification. Identity verification elicits positive emotions within the individual, who then use this as motivation to continue to behave in ways that match with the perceived expected behavior of their group (Carter, 2013). This process explains how individuals continually remain motivated to behave within the perceived expected behavior of their group.

Social Identity Theory has been used in recent research to analyze the impact that groups have on the individual's identity and behaviors. Rinker and Neighbors (2014) conducted a study with the purpose of determining whether perceived descriptive norms (perceptions of how others engage in behaviors) and the drinking behaviors of college students are stronger among those that have deeper identification with their groups. It has been previously shown that there is a strong association between norms and drinking, and relationships were made stronger within social groups that were more specific. This shows that the degree of association an individual has with their group has differential effects between perceived norms and behaviors relating to alcohol consumption. In Rinker and Neighbors' (2014) study, four types of identification within groups were measured: Importance, Commitment, Superiority, and Deference. They found an association between descriptive norms and drinking, meaning that individuals who thought that those around them were engaged in drinking were more likely to drink themselves. The research also shows that the way in which an individual identified with their group within the four types of identification categories affects the influence that groups have over the individuals (Rinker &

Neighbors, 2014). Utilizing Social Identity Theory as a framework of analysis for this study allows us to understand how individuals are influenced by the behaviors and values of their group. For this study specifically, it provides connections between the bond of an individual and their Greek organization and how this bond influences the academic success of the individual.

### Methodology

In this study, mixed methods were used for data collection and data analysis. Secondary sources were used to conduct a literature review to collect contextual information on the topic. This information was compiled from past research that has been conducted on academics of Greek-affiliated college students and Social Identity Theory. CSUMB's OneSearch was utilized to collect sources and examine articles pertaining to the research at hand. Databases used include Sage Journals, EBSCO, Gale, and JSTOR.

Further data was collected by administering surveys to both Greek and non-Greek CSUMB students. The surveys intended to collect concrete data, such as the current GPA of the individual and the age of the individual. Currently, there are 13 active Greek organizations on CSUMB campus. Six of these organizations are fraternities and seven are sororities. The survey was sent via email to the president of each Greek organization to distribute to their chapter. Greek-affiliated students who took part in the survey were asked additional questions related to their Greek organization. In addition, qualitative questions were also given to the Greek-affiliated students. These questions aimed to collect data related to the forms of academic support their Greek organizations provide.

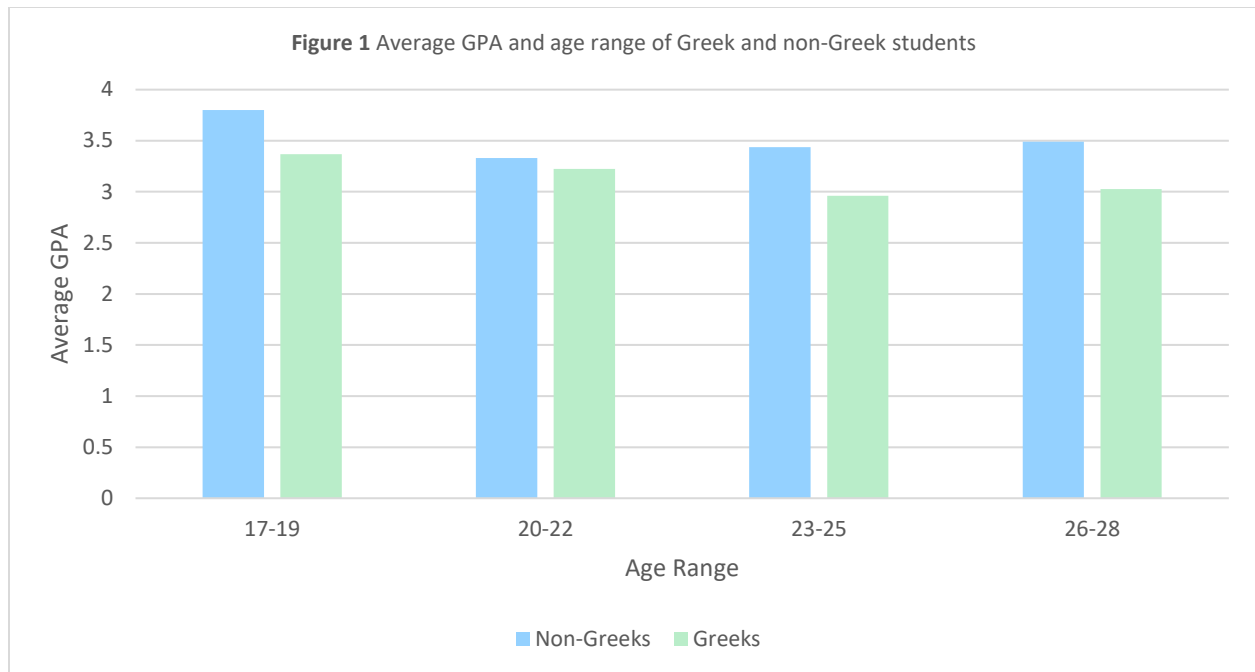
A grade report provided by CSUMB was used to acquire accurate data of the average GPAs of the students. This grade report listed the average GPAs for each individual Greek

organization, as well as the average GPA for all undergraduates, all female undergraduates, all male undergraduates, all sororities, and all fraternities. This data from this grade report was used for the analysis of this study because it offered more accurate data of all undergraduate students, as opposed to the self-reported data of the survey participants.

Trends within the surveys were analyzed through use of pivot tables. The data was used to compare the average GPAs of Greek and non-Greek students, how a Greek student's bond with their organization influences their academic success, and the methods of academic support the organization provides for its members. Overall, this data shows the relationship between Greek affiliation and academic success among college students. The information obtained from the data analysis can also help sociologists and university officials understand how having a close social support system with high academic values can help to strengthen the academic values of the individual. This data demonstrates how having exposure to a group with positive values, norms, and behaviors can instigate positive values, norms, and behaviors within the individual.

## Results

55 CSUMB students responded to the survey. Of these students, 21.8% were age 17-19, 52.7% were age 20-22, 20% were age 23-25, 3.6% were age 26-28, and only one respondent, 1.8% of students, was age 29+. Most students surveyed were female, accounting for 65.5% of all survey responses while males accounted for 34.5% of survey responses. This statistic closely represents the ratio of the gender demographics at CSUMB. Information regarding the GPAs of the students was gathered using a grade report provided by the university. This grade report provided more precise figures than the self-reported GPAs of the students surveyed. According

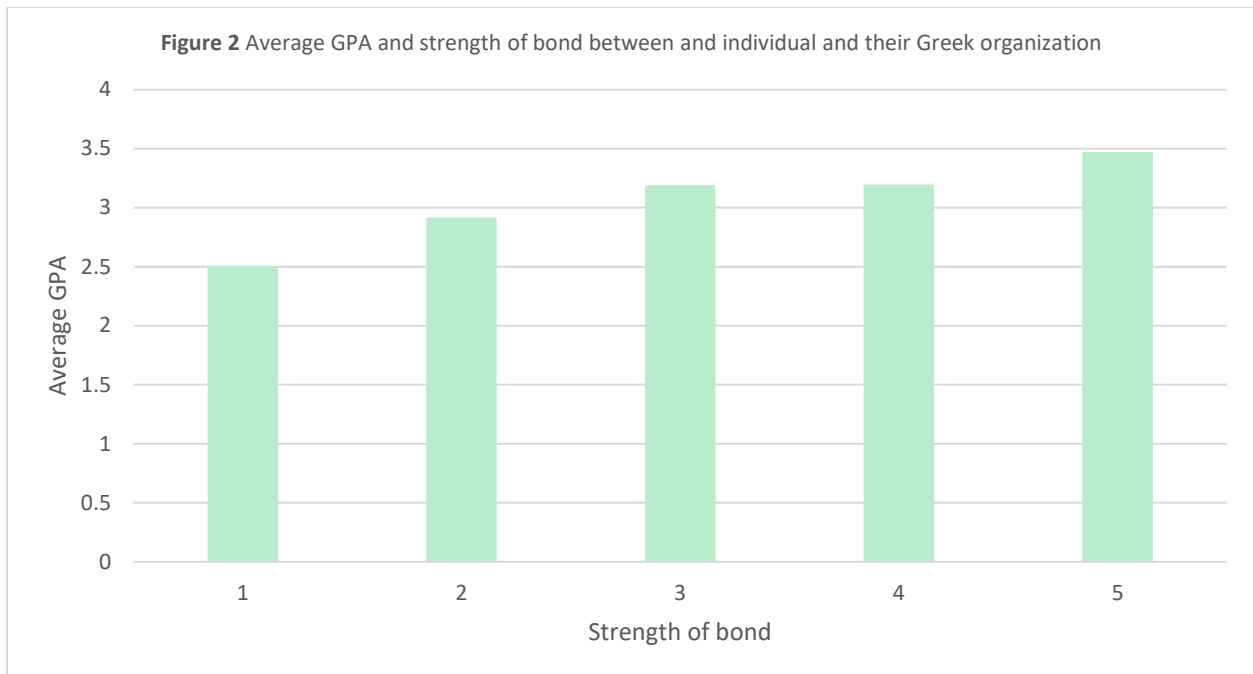


to the CSUMB grade report, the average GPA for all undergraduate students in Fall 2018 was 3.09. The average GPA for undergraduate women and undergraduate men was 3.15 and 2.98, respectively. The average GPA for all Greek-affiliated students was 2.93. The average GPA of Greek-affiliated women, or sorority members, was 2.94, while the average GPA of Greek-affiliated men, or fraternity members, was 2.92.

Two represented sororities had an average semester GPA higher than that of all undergraduate women. Two represented fraternities had an average GPA higher than that of all undergraduate men. The rest of the sororities and fraternities represented in the survey had average GPAs lower than undergraduate women and undergraduate men, respectively.

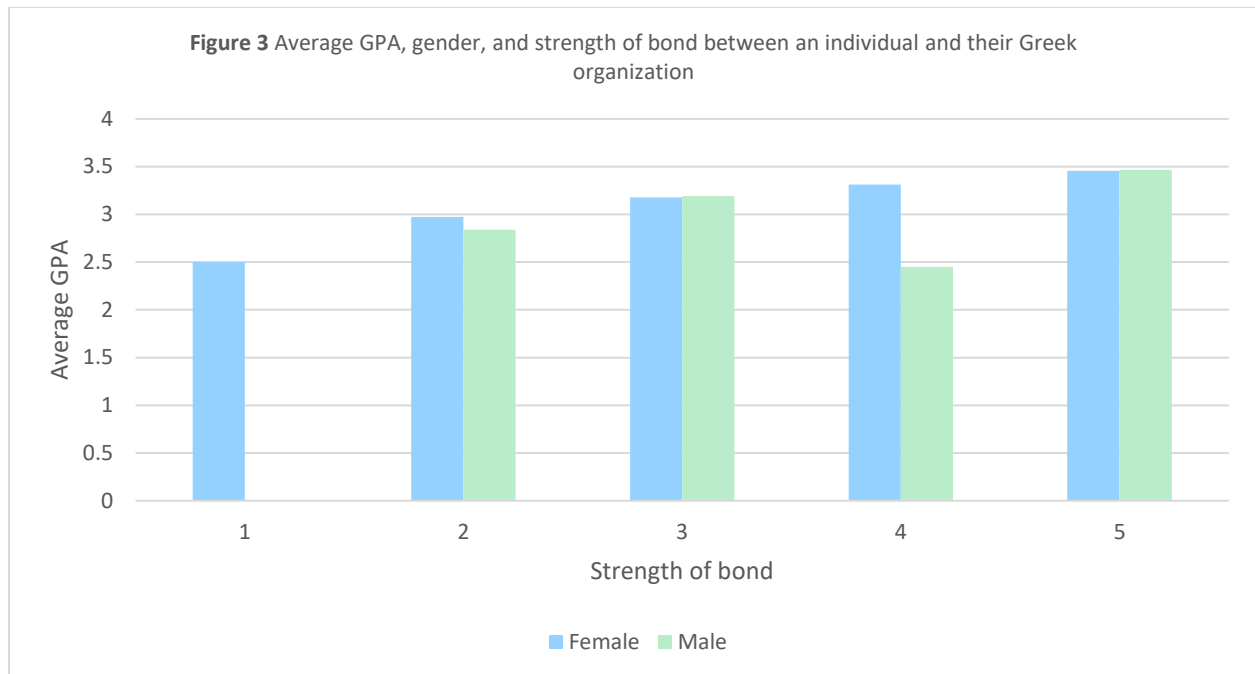
Controlling for the one student aged 29+, data from survey responses indicated that non-Greek students aged 17-19 had the highest GPA of all participants at an average of 3.8 (Figure 1). The age range with the lowest average GPA for non-Greek students was age 20-22, with an average GPA of 3.33. The age range of Greek students with the highest average GPA was 17-19, with the average GPA of 3.34. Greek students with the lowest average GPA of 2.96 were age 23-25.





When asked to identify how close they are with the other members of their Greek organization on a scale of 1 to 5, with 5 being the closest, Greek students who answered ‘1’ had the lowest GPA at an average of 2.5. Greek students who answered ‘5’ had the highest GPA at an average of 3.46. Figure 2 shows how the average GPAs of the Greek students became progressively higher as individuals identified as having a closer bond with their organization.

When examining gender differences in regard to average GPA and the closeness of an individual to their Greek organization, female students followed the same trend (Figure 3). When asked how close they are with the members of their Greek organization, females who answered ‘1’ had the lowest average GPA of 2.5, while females who answered ‘5’ had the highest average GPA among this gender, at an average of 3.46. Male Greek students did not follow the same upward trend. The lowest average GPA for males occurred when participants selected ‘4’ on the scale indicating their closeness with their organization. The highest average GPA for males occurred



for participants who selected '5' on the scale. Participants who perceived their Greek organization as being academically supportive to its members had higher GPAs when they had closer bonds to their Greek organizations. Two participants did not perceive their Greek organization as being academically supportive to its members, and two participants were unsure. Participants who selected 'no' or 'unsure' identified as not being very close with other members of their organization and had GPAs ranging from 3.4 to 3.7.

Greek survey respondents only represented 8 out of the 13 Greek organizations on CSUMB's campus. Greek participants were asked what forms of academic support their Greek organization utilized to encourage academic success in its members. Some of the forms of academic support which the Greek organizations provide included reserving study rooms in the library for their members to utilize, providing tutoring to members, requiring members to disclose their grades to an elected individual through use of grade checks, and mandating study hours. 3 out of the 8 represented Greek organizations provide incentives, such as apparel and accessories, to motivate the members to attain good grades. All CSUMB Greek organizations

have a minimum GPA which individual members are required to reach in order to remain as active members of the organization. For the 8 Greek organizations represented in the survey, the GPA requirement ranged from 2.3 to 2.75. All 8 represented Greek organizations enforce some forms of consequences for the members who fail to meet the minimum GPA requirement of their organization. Some consequences include requiring the member to meet with an academic counselor, to become inactive, to go on a probationary period, and/or to lose certain privileges.

### Conclusion

The purpose of this study was to explore how Greek affiliation affects the academic performance of students at CSUMB. Past sociological research has presented conflicting data regarding whether or not Greek students have a higher rate of academic success than non-Greek students. Because Greek organizations have changed over time to include social goals, members of Greek organizations tend to have close bonds to one another (Pike, 2003). Greek organizations at CSUMB also continue to implement academic support to its members, as they have been doing historically. Henri Tajfel's Social Identity Theory states that individuals who identify as being a member of a group tend to adopt the behaviors and values of the group. The strength of an individual's bond with their group is positively correlated to the capacity of influence the group has on the individual (Rinker & Neighbors, 2014). Individuals are then motivated to behave in ways that are expected of them by their group (Carter, 2013). Thus, because members of Greek organizations typically have strong bonds with one another, and Greek organizations at CSUMB provide academic support to its members, it was expected that members of Greek organizations at CSUMB would adopt the same academic values of their organization and

perform better academically than their non-Greek peers who do not have the same bond with an organization that provides academic support.

In the current study, the GPAs of Greek-affiliated students and non-Greek students were analyzed. It was expected that Greek-affiliated students experience a positive impact on their academic success when compared to non-Greek students due to the academic support they receive from their organizations. However, data from the CSUMB grade report shows that most Greek organizations represented in the study have average GPAs that rank lower when compared to average GPA of all CSUMB undergraduates as well as the average GPAs for both CSUMB undergraduate women and men. For both Greek and non-Greek students, the age range with the highest average GPA was age 17-19, although Greek-affiliated students who are in this age range have a lower GPA than those of the same age who are non-Greek. Implications of this data show that students of this age range, who are typically in their first year of college, have the capacity to begin college with a high GPA. Their abilities may be hindered by the demands that come with joining a Greek organization. This data concludes that Greek-affiliated students do not necessarily perform better than non-Greek students, despite the academic support they have access to within their organization.

To support findings from Pike (2003), most Greek-affiliated students reported having a close bond with other members of their organization. When analyzing the closeness of this bond in relation to average GPA, this study found that the strength of the bond between the individual and their Greek organization is positively correlated to their GPA. Individuals who reported having the strongest bond with their Greek organization had an average GPA of 3.5, which is higher than the average GPA for all CSUMB undergraduate students. Data shows that sororities closely follow this positive correlation, but fraternities do not follow this trend. A reason for this

difference could be that men and women do not bond the same way. Perhaps men, although still closely bonded with their Greek organization, tend to not be as emotionally connected to their Greek organization as women are, and therefore are less inclined to follow the academic behaviors and values of their organization.

Although 75% of Greek-affiliated survey respondents believed their Greek organization helped them succeed academically, a qualitative data analysis did not support the idea that the amount of academic support provided by a Greek organization stimulates academic success of the individual members. Additionally, the methods of academic support provided by the Greek organization also did not appear to impact the average GPA of its members. Data shows that sororities and fraternities that provide incentives to its members for attaining good grades have higher average GPAs than undergraduate women and undergraduate men do, respectively. Although incentivizing members to succeed academically does help individuals maintain a higher GPA, not all Greek organizations with high average GPAs partake in incentivizing their members, implying that incentives, although helpful, only minimally contribute to academic success. Although all Greek organizations enforce consequences for their members who do not meet the minimum GPA requirement, there was not a sufficient amount of data collected to determine whether or not consequences contribute to an individual's academic success.

There are several limitations of the study which should be noted. First, only 8 out of the 13 Greek organizations at CSUMB are represented in the survey. Some organizations that were represented in the survey had fewer members participate in the survey than the number of members of other organizations. Although the study supports the idea that members of Greek organizations have close bonds with one another, many non-Greek students may be members of clubs or other social groups that also positively value academics. One can assume that members

of clubs and other social groups have strong bonds with their group and, like Greek members, can adopt the positive academic values and behaviors of their group. Moreover, data collected regarding the closeness of an individual to their organization did not compare data of active members with inactive members. Inactive members may have ranked themselves lower on the scale, as they would not be as involved within the organization as an active members would be.

Additionally, some Greek organizations may have a bigger reputation for partying than others. Thus, organizations who excessively party may influence their members to partake in the same behaviors, which can overpower the academic values of the organization, causing individual members to allocate more time to partying and Greek events, and less time to academics. Furthermore, in order to analyze how the academic success of members is impacted by the consequences which Greek organizations enforce for those members who do not meet the minimum GPA requirement, further data is needed. In the current study, every Greek organization requires a probationary period for members who cannot meet the minimum GPA requirement. However, this study did not record data for those organizations which do not allow members to go inactive if they cannot meet the minimum GPA requirement after the probationary period is over.

Although this study only allows for insight of Greek academics at CSUMB, where Greek-affiliated students only account for 4% of the university population, it opens up the possibility that being a member of a Greek organization does not necessarily have to be detrimental to an individual's academic performance, as some past research has shown. Future research should continue to examine how different methods of academic support by Greek organizations contribute to the academic success of its members, as well as how these methods correlate to the bond the individuals have with their Greek organization. Future research can help

Greek members succeed academically by discovering which methods of academic support are the most beneficial to the Greek organizations and their members, as well as how those methods can be implemented in order to receive the best results. Furthermore, instituting a longitudinal study would allow for a more accurate depiction of how academic success in higher education can be affected by Greek organization involvement.

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## Appendix

## CSUMB Grade Report

California State University Monterey Bay Greek Grade Report – Fall 2018	
Chapter	Semester GPA
Delta Omega Rho	3.21
Kappa Delta Chi	3.19
All Undergraduate Women	3.15
All Undergraduates	3.09
Omega Delta Phi	3.08
Kappa Sigma	3.01
All Undergraduate Men	2.98
Alpha Kappa Alpha	2.93
All Greek Organizations	2.93
Gamma Zeta Alpha	2.81
Theta Alpha Sigma	2.72
Epsilon Sigma Rho	1.74

## Minimum GPA Requirement for Active Status by Organization

Minimum GPA Required to Maintain Active Status	
Alpha Kappa Alpha	2.5
Delta Omega Rho	2.5
Omega Delta Phi	2.6
Gamma Zeta Alpha	2.5
Epsilon Sigma Rho	2.3
Kappa Delta Chi	2.75
Theta Alpha Sigma	2.5
Kappa Sigma	2.6

Affiliated Organization of the Survey Participants

