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The value of student services and activities at a large, rural, two-year college in the Midwest

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This research is a product of the graduate program in Counseling and Student Development at Eastern Illinois University. Find out more about the program.

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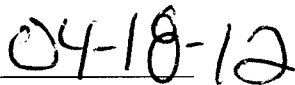
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The Value of Student Services and Activities at a

Large, Rural, Two-Year College in the Midwest

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BY

Andrea E. Bright

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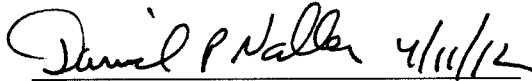
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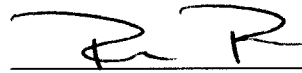
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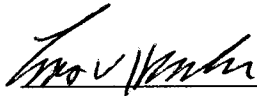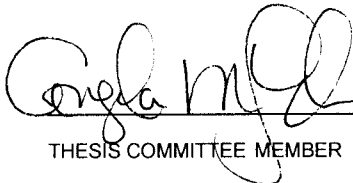
The Value of Student Services and Activities at a Large, Rural, Two-Year College in the

Midwest

Andrea Bright

Eastern Illinois University

DEDICATION

To Josh Bright, my husband and my pillar, for always believing in and supporting me. I cannot express the gratitude I feel. Throughout everything, you always remain a positive force in my pursuit of knowledge and happiness, the 'Absent Wife' is home. I will even have time to learn to play golf with you this summer!

In memoriam, of Bob Goldsmith, my dad, thank you for being the 'light' that guides me in all pursuits for happiness and harmony.

To all higher education students of the past, present, and future, I am only as successful as the student that succeeds, may it be you!

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To Jon Van Dyke, without whose support of my academic goals this degree would have been impossible to obtain. Jon, I am extremely grateful for your mentorship, thank you!

To the Lake Land College Family, thank you all for assisting me in creating and conveying this thesis. I could not have been successful without you.

ABSTRACT

In order to assist in the development and growth of students to reach their maximum potential research into what services and activities students perceive as valuable was conducted. The purpose was to explore student's relations between the perceived value of student services/ activities and the knowledge, use, and value of student services and activities. The literature expresses that many factors affect a student's experience at college. Student involvement occurs through many facets, academics, socialization, and environment. Student satisfaction with these factors impact student success or failure. The research demonstrates that students need interactions with the college community in order to facilitate positive outcomes and retain students through graduation. A quantitative study was conducted to explore what activities and services students participate, what activities students want to participate, the student services they utilized and the value of those services and activities, as well as, how the students perceived those activities as having positively contributed to their self-perceived success. The survey was administered to 263 students during the Spring 2012 semester at a large, rural, public, two- year college in the Midwest. The results demonstrated that the majority of students did think or feel that participation in college activities did positively affect their success.

Table of Contents

List of Tables

CHAPTER I

Introduction

In order to ensure that a student receives the education, skills, and socialization needed to be a successful student as well as a successful and productive citizen research needs to be conducted. A few questions are offered as a basis for this research. What are students looking for in the activities in which they participate? Are there activities that a higher education institution should offer that appeal to the student body? Which types of activities are the most appealing to the student body that is also beneficial to their success as a student and as a member of society? What services and activities do students feel contribute to their self-perceived success? To what advantage are student activities if it has no academic bearing? What is the value of student services? These considerations must be studied in order to assist in the development and growth of our students to their maximum potential. The importance of the personal and professional development of students is a key factor of a higher education institution. Does the value of student services and activities hold a key to increasing the likelihood of the success of our students? Do student services, activities, the environment, and socialization add to the value of the education unleashing the potential within? Exploration of student's relations between the perceived value of student services/activities and the knowledge, use, and value of student services and activities needs further review.

Purpose of Study

According to Kazis (2006), more students are wanting to and are attending college than in prior years. Students are overcoming amazing barriers to attain a college education. A student's success in higher education depends upon many factors. One of which is involvement in the institution. When students are involved they are satisfied

with their learning environment and therefore are more likely to be retained through graduation. The reasons underlying why one student experiences success while another fails to thrive in the higher education setting is of interest to those in the student affairs profession. The more we understand these factors the better we can assist each student to reach their greatest potential.

One of these factors is the socialization of the students on our campuses. Wentzel's research defines that "the social worlds of students influence academic outcomes most proximally by way of interpersonal, psychological processes" (p. 76, 1999) those of which have a basis formed from socialization experiences. Wentzel (1999) notes that limited studies have been conducted in relation to academic outcomes, making research into services and activities offered to students of upmost importance for further research.

The types of student activities, the value of student services, and the quality of the environment all play a part in the success and well-being of students. For example, what is the reason we host a multitude of campus activities and events? What is the motivation behind adding amenities to a campus? Are campus services and activities directly related to academic and lifetime success of the students? The discussion and study of this research is to delve into student's relations between the perceived value of student services/activities and the knowledge, use, and value of student services and activities on a two-year college campus.

Significance of Study

According to Bogler and Somech, (2002) further research should be conducted in order to tailor the student's college experience to enhance the socialization experience in

order to develop the personal and professional skills necessary to thrive, therefore increasing the academic and lifetime success of the students. In gaining a broader understanding of how socialization correlates to the student's success, we can further tailor their college experiences to help them achieve the perfect balance between socialization and academics, thus enabling them to experience fulfillment and success in their lives while they are students and throughout their lives after graduation.

Astin's (1984) Theory of Student Involvement exemplifies many of the key elements of this research. Astin's Theory of Student Involvement quite simply "refers to the amount of physical and psychological energy that the student devotes to the academic experience" (p. 518, 1999[a]). This theory concentrates on what the student does rather than how the student thinks or feels adding the element of measurement to be more easily empirically secured. Astin (1993) also found that student support services play an important role in the satisfaction with the college environment.

Research Questions

The following research questions were developed as a result of the literature review and the survey instrument. The survey participants were students that were enrolled at a large, rural, Midwest, two-year college. The data was obtained in the form of self-reported surveys from current students enrolled in on-campus multi-disciplinary courses during the spring 2012 semester. In order to gain a comprehensive understanding into what activities students participated, wanted to participate, and the perceived value of the services and activities the students were provided at college. The following research questions aided the direction of the researcher through the project goals:

Research Question (RQ) One

1: Which services are most frequently used by students?

    1a: What is the relationship between student use of services and gender?

    1b: What is the relationship between student use of services and reported achievement attainment as measured by grade point averages?

    1c: What is the relationship between student use of services and ethnicity?

    1d: What is the relationship between student use of services and age?

Research Question (RQ) Two

2: Which services are reported to be very valuable to students?

    2a: What is the relationship between student value levels and gender?

    2b: What is the relationship between student value levels and reported achievement attainment as measured by grade point averages?

    2c: What is the relationship between student value levels and ethnicity?

    2d: What is the relationship between student value levels and age?

Research Question (RQ) Three

3: What is the dominating reason students decide to attend events?

    3a: Which time is the most convenient for students to attend events?

    3b: Which method of notification is most effective?

    3c: Which media outlets are most utilized?

Research Question (RQ) Four

4: Do students think or feel that participation positively affects success?

    4a: What is the relationship between gender and the idea that participation affects success?

    4b: What is the relationship between reported achievement attainment as measured by grade point average and the idea that participation affects success?

    4c: What is the relationship between ethnicity and the idea that participation affects success?

    4d: What is the relationship between age and the idea that participation affects success?

Limitations

This study does have its limitations; the socialization of individuals is unique to each individual. One activity a week may be the right amount of socialization for one student to thrive while another may find that three or more activities a week is the amount of socialization that allows them to feel rejuvenated, content, and motivated. Another limitation of this study is that the study is somewhat subjective. The findings were based upon self-reported surveys distributed through SurveyMonkey accessible via a web link. Students considered the types of services and activities that they participated during their time at a two-year institution of higher learning in rural Illinois and the value and enrichment quality of the services and activities. The researcher analyzed the self-reported information using SPSS software. The gender, grade point average (GPA), ethnicity, and age were analyzed in order to identify significance and possible relationships.

The services and activities that a college offers needs to foster the growth and development of the individual student in ways that appeal to the student body in large. Thus, there is a need to learn from the student perspective what types of services and activities the college can offer that students find most valuable and enriching. Therefore, research into the services and activities in which our students enjoy participating and view as furthering their success academically and socially is of utmost importance for further research to be conducted.

Definition of Terms:

For the purposes of this study the following terms are defined below.

Activity. Activity refers to what a student does in their time outside the classroom.

Large, rural college. Large rural college refers to the Carnegie Classification System which defines the institution as a Public Rural –

serving Large as set forth in The Higher Education Directory, 2012. (Rodenhouse, M., 2012).

Socialization. Socialization is "the process by which persons acquire the knowledge, skills, and dispositions that make them more or less effective members of their society" (Brim, 1996, p. 3).

Success. Success refers to achieving a goal and/or accomplishing a task.

Value. Value refers to perceived worth and importance of the students activities and events.

CHAPTER II

Literature Review

Student Success

Research has shown that "more than 90% of young people say they want to go to college" (Kazis, 2006, p. 13). Funding policies throughout a student's education directly affects performance according to Longanecker of the Western Interstate Commission on Higher Education. Some believe that an alliance at a local level between high schools and post-secondary institutions is a way to increase academic success for students. States need to establish policies to assist students to continue to improve academic success from the high school through college (Kazis, 2006). The transition from high school to college has an impact on student success. Studies have largely been conducted using pre-college grade point averages as indicators of success.

Midkiff and Burke (1991) investigated possible connections between social learning and attribution theories applied to self-esteem using path analysis. They distributed questionnaires to 300 undergraduate students. The results suggest that the "integration of social learning and attribution theories within a single conceptual model" (Midkiff & Burke, 1991, p. 177) would provide a better idea of behaviors and self-esteem in relation to achievement.

Astin's discussion "Rethinking Academic Excellence" delves into what he has labeled the 'civic view' or the 'talent development' view of excellence. Institutions of Higher Learning should be trying to reach students and engaging them in the learning process. Astin states that institutions should be trying to "develop our students' talents to

their fullest potential [that this] becomes our yardstick for judging excellence." (Astin, 1999, p. 8).

The article "How "good" is your institution's retention rate?" by Alexander Astin (1997) examines the variance in institutional retention rates along with the types of students that initially enroll at the institutions. The author's purpose is to give baccalaureate-granting institutions a way to evaluate their own retention rates. Astin (1997) utilized "multiple regression analyses in which one of the retention measures ... served as a dichotomous dependent variable" (p. 649) along with basic demographic type information as a predictor of retention. Of value was that student retention and degree completion increased on campuses with mandatory on campus residence requirements during the freshman year. The assumption is that students who live on campus are more likely to be engaged in their educational activities than commuter students. Thereby, providing the reasonable correlation that student involvement positively influences student success.

Astin's 1984 Theory of Student Involvement laid out the concept of measuring the correlation between success and institution in terms of behaviors rather than thoughts or feelings this enabled researchers to analyze the research in empirical methods. The theory concentrates on active involvement of the student, what the student does. The most precious institutional resource according to Astin may be 'student time'. That is how much time the student has to devote to activities designed to foster success. It is important to note that Astin addresses the issues that community colleges face. He discusses that involvement is minimal for the students and the faculty at a community college since many students and faculty are part-time (Astin, 1984).

Schreiner's (2010) work explores the way in which colleges connect students to the opportunities offered which in turn affects the success/ failure rates. Schreiner (2010) begins her research with Astin's theory of student involvement. In a national study Schreiner (2010) conducted regarding "college-student thriving" (p. 3) it became apparent through the interviews with students that students perceived themselves only to be successful if they were engaged in positive relationships with others. The outcome of the study was developed into five factors: positive perspective, engaged learning, academic determination, social connectedness, and diverse citizenship. These elements are the staples that influence why one student thrives and another fails. In conclusion, the institution assists the student in making the connections that help the student have a positive experience that will influence their sense of well-being and success that continues throughout their lives.

Olani (2009) conducted a study on Ethiopian students to determine probable cognitive and non-cognitive factors on first-year students in relation to academic success. It is of interest because according to Tinto's 1993 research 75% of all students leave college within the first two years without attaining a degree. This can result in hardships, such as loss of money and time, disruption of life plans, and potentially a lower income had they completed a degree (Olani, 2009). Achievement motivation among other variables was the basis for the study. The method was a questionnaire distributed to random students in regular classes at an Ethiopian University. Her goal was to determine the most important predictor of success. She developed models based upon previous research in the field and analyzed the results. In conclusion, Olani (2009) notes that the

study had limitations but an important factor was that students with prior low academic skills need specialized services.

Twenge (2006) discusses the need for success of the current college age generation, those born in the 1980s and 1990s. College admissions are more discerning than in the past (p. 116). A perfect SAT and a list of co-curricular activities does not necessarily gain access to the school of your dreams, due in part to grade inflation. These students need more than ever to excel and be recognized for the accomplishment. In order to achieve success, her studies have shown that cheating is on the rise when compared to past generations (p. 27). The student's need to be successful stems from the climate in which they are raised. In a 2003 survey from the National Center for Public Policy and Higher Education ninety-seven percent of parents responded that they thought that going to college was "absolutely necessary [or] helpful" (p. 227). Twenge suggests some strategies for assisting these students such as honestly describing the challenges their chosen field poses and offering more career and job guidance courses in order to facilitate achieving success.

Henceforth, transfer students are becoming more prevalent on college campuses due in part to trends in Higher Education and the economy. Student Affairs Professionals need to adapt to these students needs in creative ways rather than depending upon traditional ideals. According to Nadler and Miller (2004) transfer students often have unique "baggage" (p. 196) when they arrive on the campus. Student affairs professionals can develop skills to help necessitate the needs of these students as their population continues to grow. Professionals can utilize institutional research to determine what it is that motivates these students and key in on these trends to vary the programming to better

serve the transfer student increasing retention and success. Students seem to be utilizing college as a place with an intended output rather than just a time to develop and grow. Students have career goals and expect college to prepare them for the career market they will enter upon graduation. The challenges institutions need to combat is how to catalog the transfer student in order to more readily accurately identify trends and project and develop ways to help facilitate student success.

Boyer (1984) discusses how students fill their time outside of the classroom. He speculates that student's leisure time outweighs the time they devote to their studies inside and outside of the classroom combined (p. 180). Therefore, the way in which students fulfill those hours are of interest to student affairs professionals. In order to ensure students are finding enriching activities in which to involve themselves during their time outside of the classroom is of upmost importance to their development and growth. Boyer "concludes that the effectiveness of the undergraduate experience relates to the quality of campus life. It is directly linked to the time students spend on campus and to the quality of their involvement in activities" (p. 191)

College aspirations also play a role in the success of students. McGaha and Fitzpatrick (2010) conducted a study looking at students who entered the work world prior to attending college. The longitudinal study asked the participants to rank different elements and then using one-measure scale college aspirations were determined. The elements were employment, applied academics, and extracurricular activities. Due to the daunting diversity of co-curricular activities, McGaha and Fitzpatrick chose 13 activities with each its own variable. The results indicated college aspirations were greater for those that had previous college engagement, training on the job, and dissatisfaction with

their work, did not utilize math skills at work, and frequent extracurricular activities that

included reading books, physical fitness, library interactions, and youth center

volunteerism (McGaha & Fitzpatrick, 2010, p. 26). In summation, McGaha and

Fitzpatrick concluded that the study indicated that individual's extracurricular activities

may "have more value than presumed" (McGaha & Fitzpatrick, 2010, p. 27).

Socialization

According to Pascarella and Terenzini (2005) educational institutions socialize

students through a series of experiences. The college offers a milieu to "instill

knowledge, attitudes, values, and skills" (p.51). Through contact with faculty, staff, other

students, and networking student change and growth occurs and through this environment,

the schools shape and direct students personal and professional goals.

Voloskov (2010) discusses the extent to which young Russians going to college

are bringing with them values that are developed in random ways. The traditional values

are being intermingled with more individualism and priorities are shifting to more

materialistic needs. Voloskov conducted a two stage survey to test the theory, using three

age groups of a random sample. The results provided evidence that there is "a rise in the

role played by moral values in the spiritual world of the individual and the ability to

engage in moral self-regulation" (Voloskov, 2010, p. 57).

The value of co-op programs brings to light the sociocultural views of learning

onto the campus. Eames and Bell (2005) delve into the co-op programs at universities to

test the value of the pedagogy of such programs on students studying science. They used

previous research by Vygotsky, Piaget, Lave, Wenger, and Rogoff (Salomon & Perkins,

1998 as cited in Eames & Bell, 2005) to develop their own research into the socially

mediated environment as well as the social practices that some researchers view as cognitive based. The research was grounded in investigating how the learning processes and outcomes of the work placements through the co-op integrated with the learning done in the campus classrooms. The researchers used a qualitative design for the study through one-on-one interviews. The results were that the sociocultural views of learning are a useful means of pedagogy.

The socialization factors that create variables to success are of interest and are related to the overall well-being that influences that success. Wentzel states that "social and academic goals can be related in a complex fashion" (Wentzel, 1999, p.76). In a 1989 study, Wentzel showed correlations between academic success and sets of social and task-related goals (Wentzel, 1999). In this study, Wentzel uses models to describe how constructs might be related. For example, the independent relationship between social and task related goals are complementary. She states that there is empirical support that young children's first ideas of achievement at academic goals has substantial relations to the child's view of themselves as moral and social beings. She explores several views of achievement motivation and others' research regarding these theories. Wentzel asserts that academic accomplishments are intertwined with social and academic variables. She notes that limited studies have been completed in relation to academic outcomes.

Bogler and Somech (2002) developed surveys to be distributed to undergraduate and graduate students in regular courses at an Israeli University in order to examine the effects of students' motives to study and the socialization tactics on academic achievement and satisfaction. They classified their findings into three types of motives:

instrumental, scholastic, and collegiate while identifying the student's socialization in relation to their motives to study. Socialization was defined by Brim as "the process by which persons acquire the knowledge, skills, and dispositions that make them more or less members of their society" (1966, as cited by Weidman, 1989 and by Bogler and Somech, 2002). Bogler & Somech (2002) argued that the "congruence between ones motive to study and one's socialization tactics may play a key role in explaining one's academic achievement and satisfaction" (p. 235). The result of the study showed correlation patterns consistent with intercorrelations throughout the three motives and the socialization tactics.

In the book, Academically Adrift (2011) the authors discuss the hours spent on socialization rather than studies. They found that approximately fifty-one percent of a student's time is spent on socializing, recreations, and other activities (p. 97). Students calculated that they spent more hours than existed during the course of a week, students are multi-tasking to achieve this (p. 97). Evidently, cramming more social time in through technology related methods such as social networks, texting, and the like. The authors express that the college experience is a social experience. Social learning was more important than academic learning for seventy percent of students (p. 60). Colleges can facilitate the integration of the academic and social thus encouraging students to stay engaged in the college experience.

According to Barefoot (2004) the public two-year associate degree granting institutions have the most significant drop out rates. These institutions enroll more than 50 percent of all American undergraduate students. The open admission and wide variety of course offerings coupled with a public policy push students to choose these less costly

then four-year institutions have encouraged students to begin their education at these colleges. At these colleges, the growth in enrollment has become an issue of providing space for the increase of students. Retention has taken a lesser concern in their plight to find space for the increased number of students. Students who drop out have a variety of reasons "maturity, college readiness, or feelings of belonging" (P. 10). The seriousness of retention was brought to the forefront by state legislatures that have threatened to relate funding to graduation rates, this is a major concern for those institutions that enroll at-risk students and have a high rate of transfer. Barefoot notes that many of the issues related to student retention has not received adequate attention. The experience of the college student includes course sequencing, attendance policies, academic advising, grading practices, and recognition of instructors who teach 'first-year' courses. Barefoot adds that the "the failure to connect to the campus social systems, financial problems, general dissatisfaction or the desire to transfer elsewhere" (P. 12) are other issues that colleges have to consider. Student services professionals are often charged with creating out of classroom retention activities and these activities may enrich the academic experience for traditional residential students. The non-traditional, older, transfer or commuter student who lives and or works off campus in general have no ability to take advantage of these programs with set time frames and miss this bonding opportunity and continued to fill unengaged in the typical college experience. The many programs targeted at the 'first-year' student have shown potential at increasing retention; more research needs to be conducted in order to learn more about how teaching strategies affect our student and ways to keep them interested in the learning experience. Furthermore, as more at-risk students enroll, educators will need to develop strategies to

utilize new structures to keep students engaged through-out their years of undergraduate study.

Environment

Once students are ready for college they begin looking for all sorts of amenities on campus according to Angelo and Rivard (2003). One trend is towards redoing the living/learning communities such as the program that took place in the 1920s at the University of Wisconsin. Today these communities are springing up all over campuses. The idea is to move residence life from that of the party to that which fosters pursuits that are more academic as well as enhances the undergraduate learning experience. These facilities are designed to improve student learning while increasing the amenity factor that students tend to expect. The new residences feature technologically equipped classrooms to meet the demands of today's students. The students are grouped together according to common factors, such as majors, interests pertaining to the arts, wellness, or the environment. As a benefit, the colleges are hoping that recruitment and retention will increase. One example of this is that in the fall of 1996 participants from Temple University in Pennsylvania were retained at a five percent increase than those in a control group of non-participants (Angelo & Rivard, 2010). At the University of Missouri-Columbia in 1995 in a compatible living/learning environment student retention rates increased by 12% increase (Angelo & Rivard, 2010).

Another institution has embraced the idea of a living and learning environment. Baylor University in Waco, Texas joined together the campus community to create a residential community. The college has had success with this model founded in the belief that learning occurs at anytime. Shushok, Henry, Blalock, and Sriram (2009) describes

that at the beginning there were some struggles with cohesiveness across the campus employees. A unique feature with this residential community is that a faculty member resides in the hall for a minimum of five years along with the students and staff. A few of the positive results have been from faculty members that have participated in the community learning residential experience. They expressed that the experience gave them a sense of renewed vigor, a fresh look on their work, and on the students. The model utilized at Baylor University adheres to the belief that "education should always engage the whole person" (Shushok, Henry, Blalock, & Sriram, 2009, p. 14) and that those educational professionals should support learning "wherever it happens" (Shushok, Henry, Blalock, & Sriram, 2009, p. 10).

George Washington University decided to cater to the elite. The second tier school aimed to achieve high prestige by copying the characteristics of the traditionally elite schools. It used its famous alumni, added amenities, and increased tuition as bait for the affluent students to attend when they were not accepted to an Ivy League school. President Stephen Trachtenberg took over in 1988. He saw the price gap as an opportunity to raise tuition and rebrand the school. He wanted lavish buildings because elite schools have them not because an extravagant building increases the educational value. He aimed to increase the prestige of the school not the academics (Luzer, 2010). Other schools are building out of necessity to accommodate growing residence life and campus community initiatives. New buildings at Curry College in Milton Massachusetts have brought a range of student activities that were once spread out all over campus to a new central location, the new student center. The building houses residence life, dining options, student center operations and staff, student government, club offices, meeting

areas, and student activities. They spared no expense with a sports café and flat screen televisions. It also holds athletic facilities, gymnasium, locker rooms, offices, campus bookstore, mailroom, student lounges, a chapel, and the list continues the building is lavish and full of the amenities that today's college students are looking for upon arrival. Curry is among many other schools that are taking heed to the demand. Nashua Community College in New Hampshire as well as Notre Dame Academy on Staten Island, New York, Centre College in Danville, Kentucky, and Stephen F. Austin University in Nacogdoches, Texas, have all joined the ranks (Student Centers, 2010).

Campus recreation centers have evolved to meet demand on campuses and in the community. In 1928, the first recreational facility opened at the University of Michigan. Since then campuses throughout the country have followed suit. Originally built for students, faculty, and staff they now cater to alumni, families, donors, and the nonaffiliated. Society's ideals about health have played a large part in the ever-increasing demand for better facilities. College's sports facilities are becoming more clearly defined as separated from academics and student mandatory fees are often covering the cost deriving 70-85% (Taylor, Canning, Brailsford, & Rokosz, 2003) of the revenue to operate these lavish features on campuses that often boast a club appeal. Students who are involved in the process early often support the additional fees for the outcome of a nice facility. The idea is that recreation centers support educational outcomes, enrollment management, and varied other values and goals of the institutions (Taylor, Canning, Brailsford, P, & Rokosz, 2003).

In September 2010, Inside Higher Ed reported on President Obama's interest to keep an eye on colleges "soaring prices" (Lederman & Epstein, 2010). The President

expressed that he feels if federal programs keep increasing the amount of money they lend that the schools will keep inflating their tuition and fees. He also commented on the amenities at schools, noting that they have immensely increased since the years when he was in school. He continued to express that the designs need to be examined to ensure that the primary goal is education. He expressed that if a "... public university starts jacking up the cost of tuition significantly" [due to added amenities] "then it is a problem" (Lederman & Epstein, 2010).

According to Lanasa, Olsen, and Alleman the past 20 years has shown an increase in "enhanced services, upgraded facilities and customized living arrangements to both attract and retain students" on college campuses (2007, p. 942). They conducted a "natural experiment" to discover if an increase in on-campus residents plays a role on student engagement. They used the National Survey of Student Engagement results for first-time freshman at a public research-intensive university in the Midwest. The goal was to find out if updated campus facilities are "educationally purposeful" as is often the justification for the updates to buildings. They asked three questions "Does the addition of a new residence hall significantly increase student engagement for on-campus and off-campus students? How do on-campus and off-campus students vary with respect to dimensions of student engagement? And are dimensions of student engagement differentially related to student success for on-campus and off-campus students?" (Lanasa, Olsen, & Alleman, 2007). They found that the addition of a new residence hall for on-campus students did enrich the educational experience significantly but that it decreased significantly for supportive campus environment. No significant differences were noticeable for off-campus students. The most prominent discovery of their study was the

response to the decline in quality of relationships with administration that had a markable decrease compared to previous years (Lanasa, Olsen & Alleman, 2007).

Satisfaction/Activities

Student satisfaction with the environment in which they live and learn is of upmost importance. Students whom are satisfied with the environment are more likely to complete a degree and learn skills that increase a favorable outcome of professional and personal goals. Marozzi (2009) used composite indicators to measure complex variables in order to determine the quality of satisfaction university students experienced with the campus environment. The results were completed using a simplified procedure. He found that most aspects were related to the lecture rooms and the study rooms. This in and of itself is not surprising since one could speculate that university students should be spending a considerable amount of their time on campus studying. He assesses that the wide variety in which students rank satisfaction is varying, it is best to use a composite indicator. This compiles the partial aspects directly related to the quality of the rating geared towards seen observations such as study rooms, library services, computers, classrooms and the like in order to determine what is essential to improving the environment for the students (Marozzi, 2009).

Astin (1993) found that students who lived on campus had higher levels of satisfaction with the college environment (p. 310-311). Other factors that had a positive association with satisfaction were frequent interaction with faculty and other students, undergraduate grade point average, retention, and individual student support services (p. 311). Ultimately, Astin (1993) found that investing in student services had positive effects on the students overall satisfaction with the institution (p. 329-330). Astin also

found that the effects of involvement provided strong support that heavy involvement in academically related activities was positively associated with student growth and development (p. 382).

Ethington utilized Weidman's (1989a) socialization model and Pace's (1979b) theoretical conception of quality and effort to develop a study that examines the effects of peer groups in the community college setting. She used a nationwide sample from responses to the Community College Student Experiences Questionnaire. The methodology was the hierarchical Linear Modeling of Bryk and Raudenbush from 1992 and the analysis of multilevel data used a program creating the empirical Bayes techniques. The goal was to gain an understanding on the contexts of the student support on development. The results showed that there was 5% variability in student's perceptions between institutions and 95% was due to individual students (Ethington, 2000).

According to Javinar (2000), student affairs professionals are those that deal with the out-of-classroom issues on campus such as programs, functions, activities, and services that add to the development and education of the students. Higher Education in the U.S. takes a unique interest in the personal growth and development as well as the intellectual aspect. The student affairs has two directives that of service and development. Programs have changed throughout the course of higher education. One consistent goal is to improve the interpersonal skills and the student's ability to successfully work in-group and organizational settings. An important function is to ensure that students needs are met through design, delivery and evaluation of programs offered. The shift has been towards educational services in the form of leadership workshops (Javinar, 2000).

Walsh (2009) discusses ideas to engage students academically outside of the classroom. The issue is that while there are many events that students can attend students often only attend academically enriching events when there is an incentive involved and therefore are not fully invested in the activity. Walsh poses encouraging students to attend out of the classroom events by integrating the events into the classroom curriculum. The article poses key ways in which to assist students in gaining the most from these events. For example, plan early in the semester, students often have busy schedules and will resent being coerced to attend an out of classroom event with short notice. Work with the student affairs community forging alliances thereby assisting faculty with planning early in the semester events that coincide with the classroom studies. Assist the students in gaining the most from the experience by giving them tips on how to listen and learn at these events. Give students reasons for attending the events, a paper, critical thinking, widening worldviews, expanding their resumes and being published. Walsh continues "that many out of classroom events are invaluable, thought-provoking, and enriching" (p. 217) thereby reinforcing student engagement, which is crucial for student success (Walsh, 2009).

Inquiry-oriented activities have benefits for engaging students. Hu, Kuh, and Li (2008) utilized data from the *College Student Experiences Questionnaire* to determine the effects of inquiry-oriented activities on student's growth and development with a focus on academic performance. They wanted to learn if such engagement differed dependant of student types. A sample of fifteen percent of students was used for the study. They found that students that were already academically high achieving were more likely to attend inquiry-oriented events and to benefit from the attendance. The results were

consistent with previous research in that students self-reported gains overall from the participation, whereas lower-achieving students did not report the same achievement measures. In summation, "student engagement in inquiry-oriented activities in college has an overall positive effect on what students gain from attending college" (p. 77).

Murray (2010) with over twenty-five years in the field thought, "learning must be broadly conceived... [encompassing]... cognitive, social, and emotional outcomes...and demands human interaction and active participation by the learner" (p. 9). In this culture of involvement where students feel the need to be as actively involved as possible there is an emerging field that is concentrating on students personal growth through spiritual and moral development. In regards to how student involvement affects personal growth Murray discusses ways in which we can support students as mentors. He stresses Astin's Involvement theory as key but also reflects upon how to assist students in choosing co-curricular activities to best develop their sense of personal self in alliance with their professional and academic goals. The idea is emerging that students need to allow time for solitude in order to develop a sense of self (Murray, 2010).

Summary

The literature expresses the idea that many factors affect a student's experience at college. Student involvement can occur through many facets, academics, socialization, and environment. Student's satisfaction with these factors all play a role in the eventual outcome of a student's success or failure. The research all eludes that students need interactions with the college community in order to facilitate positive outcomes.

CHAPTER III

Methodology

The present study was conducted in order to gain insight from the student perspective into the value of student services and activities at a large, rural, two-year College in the Midwest.

Design of the Study

The purpose of conducting this research was to explore student's relations between the perceived value of student services/activities and the knowledge, use, and value of student services and activities. The mode utilized to gather the relevant information for this study was student self-reported surveys. The survey instrument was utilized to determine if the students were finding the services and activities offered at the college of value and enrichment. According to multiple researchers in the field of student affairs/services students that are involved and/or engaged through activities are more likely to achieve academic, personal, and professional success (Angelo & Rivard, 2010; Astin, 1984, 1993, 1996, 1997; Bogler & Somech, 2002; McGaha & Fitzpatrick, 2010; Midkiff & Burke, 1991; Pascarella & Terenzini, 2005; Schreiner, 2010; Wentzel, 1999).

The information the Principle Investigator (PI) wanted to learn enabled the determination that exploratory research with a survey cross-sectional design was necessary. Therefore, the mode utilized by the PI to gather data was quantitative. According to Gay, Mills, and Airasian (2006) quantitative research "is the collection and analysis of numerical data in order to explain, predict, and/or control phenomena of interest" (p. 6).

The survey was administered utilizing the web based service SurveyMonkey. This allowed the students to complete the survey at a convenient time and setting when the instructor did not allow class session time to complete the survey. The PI utilized the college's email system to recruit instructors in order to encourage the students in the specified populations to complete the survey. The instructors that agreed to participate were provided the link through email correspondence.

Participants

The participants involved in this study were enrolled in a large, rural, two-year college in the Midwest as defined by the Carnegie Classification System (Rodenhouse, M., 2012). The study was administered to 263 current students enrolled in multi-disciplinary courses during the spring 2012 semester and only one completion per participant was allowed. The target populations were students enrolled in on-campus courses during the spring 2012 semester. The majority of services and activities offered by the college take place on the college's main campus. In order to ensure that the survey was distributed to the target population preliminary data was obtained by the PI. The preliminary data that was reviewed were course section enrollments and rosters. Preliminary data was obtained by the PI to determine if the student population approached to complete the survey would match the college's demographics for the target population. The participants were chosen based upon their enrollment in on-campus courses during the spring 2012 semester. All participants were informed of the nature of the study purpose in compliance with Institutional Review Board Policy and site policies prior to survey instrument distribution. The percentage of students surveyed was tantamount to obtaining accurate data with meaningful results.

Site

The research site was a large, rural, two-year college in the Midwest. The college maintains an open enrollment policy. Degree types offered by the college are transfer degrees and career degrees which include certificates. Students can also enroll in courses as a non-degree seeking student. This includes the student classifications of a course enrollee (a student taking one or more courses and not pursuing a certificate or degree), dual-credit (high school students that take a course at their high school and earn college credit concurrently for that course), and technical skills training. The college does offer a variety of other learning opportunities not applicable to the present study or included in the data presented.

The PI obtained raw data from the site institutional researcher, M. L. Breer for the 2008, 2009, 2010, and 2011 spring semesters. The average of total students that were enrolled in at least one course on the college's main campus during the spring semesters for 2008-2011 was 3,590.5 students. The average of total females reported enrolled was 1,857 and the average of total males reported enrolled was 1,732.5. The race/ethnicity averages reported was as follows: 52.5 students reported that they were Hispanics of any race, 9.25 reported that they were American Indian/Alaska Native, 33.5 reported Asian/Pacific Islander, 92 reported Black or African American, and 3,402 reported white. 25 years of age was the average age reported. The mean grade point average was 2.56. Raw data obtained from spring 2012 on the tenth day of the semester reported that there were approximately 3,365 students enrolled in on-campus courses.

Instrument

The survey instrument was originally created by Lucas, Pankanin, and Nejman at Harper College in Palatine, Illinois (Evaluation of Student Activities Through Surveys of Harper Students and Employees, Office of Planning & Research, February 1993). The original survey created by Harper College was developed as part of their program review process. The survey was created jointly by the Office of Planning and Research and the Office of Student Activities. Three random samples of students were included, 100 caucasion, 100 minority, and 100 disabled. Two mailings were used to capture results with a total of forty-one percent response rate. This was determined to be an acceptable response rate for a two-mailing approach and "such a complex survey instrument" (Lucas, Pankanin, & Nejman, p. 1). Permission was obtained from one of the authors, Michael Nejman that is the current Director for Student Activities at Harper College by the P.I. The Student Activities Survey was adapted to ensure it was current and relevant to the time and students it was distributed. The survey as it was administered is located in Appendix D.

Data Collection

Prior to the onset of the spring 2012 semester instructors were sent an invitation to have their class participate in the study. The survey instrument was accessible via a web link that had been provided to the instructors. The students were either allowed class session time to complete the survey or encouraged by the instructor to complete it on their own outside of class. The PI did not include any incentives for participation. The first opportunity to participate in the study was sent via institutional email to the

instructors who had notified the PI of inclusion of their class in the study on January 10, 2012. A second follow-up was sent on January 19, 2012.

Treatment of Data

The researcher utilized SurveyMonkey and Statistical Package for Social Sciences (SPSS) software. The SurveyMonkey software was utilized to administer the surveys, compile the data from the surveys, and to import the data from the surveys through SurveyMonkey into Microsoft Excel spreadsheets, which was then imported in to the SPSS software for statistical analysis. The following statistical procedures were used to analyze the participant's results and identify relationships. The SPSS software was used to analyze the data to determine relationships between value of services and enrichment level of activities by gender, age, ethnicity, and GPA. The SPSS software was used to analyze the data for significance of results. This study used t-test, chi-square, analysis of variance, and frequencies to test for significance. Statistical significance was defined as alpha .05. The data is presented in the findings sections along with visual tables.

Summary

The present study was conducted in order to gain insight from the student perspective into the value of student services and activities at a large, rural, two-year College in the Midwest. According to multiple researchers in the field of student affairs/services students that are involved and/or engaged through activities are more likely to achieve academic, personal, and professional success (Angelo & Rivard, 2010; Astin, 1984, 1993, 1996, 1997; Bogler & Somech, 2002; McGaha & Fitzpatrick, 2010; Midkiff & Burke, 1991; Pascarella & Terenzini, 2005; Schreiner, 2010; Wentzel, 1999). The electronic survey was distributed through a web link to instructors teaching a variety

of multi-disciplinary courses during the spring 2012 semester. Instructors could allow class time for the students to complete the survey or instruct and encourage the students to complete it outside of class on their own time. No incentive was offered and it took approximately ten to twenty minutes to complete. The survey as it was administered is located in Appendix E. SPSS software was used to analyze the results for statistical significance and possible relationships in the data.

CHAPTER IV

Results/Findings

The goal of the present study was to discover what activities in which students participate, what activities students want to participate, the student services they utilized and the value of those services and activities. In addition, how the student perceived those activities as having contributed positively to their self-perceived success was also examined.

Instructors were emailed an invitation to inform and encourage students enrolled in specific courses on campus to participate in the 2012 Student Activity Survey on January 10, 2012. Twenty-six courses were selected for inclusion. Courses from a variety of disciplines were invited to participate in the survey. Instructors that responded taught courses in agriculture, biology, business, computer information services, criminal justice, developmental math and reading; human services, interpersonal communication, sociology, speech, strategies for success, physical education, political science, technical electrical, and psychology. The class size varied from ten to twenty-five students. Twenty instructors notified the P.I. that their class was made aware of the survey and encouraged the students to complete the survey outside of class on the students own time. The P.I. was invited to four courses to announce the survey, inform, and encourage students to participate in the survey outside of class time. The P.I. was invited to two class sessions to facilitate the survey completion in the Learning Resource Center computer lab. The total approximate students that were made aware of the survey was 390 (number is estimated due to class absences, class drops and adds, and students enrolled in more than one course that was included in the survey). A total of 245

completed the survey in entirety, representing a 62.8% completion rate. The number of participants answering questions decreased throughout the survey, this was reflected in the results. Only the completed items of the survey were utilized in tabulating the result findings for each research question. Results presented used t-test, chi-square, analysis of variance, and frequencies to test for significance. Statistical significance was defined at the alpha .05 level.

Definition of Services:

Online Resources: Any sources that a student could find through the internet/ world wide web.

Computer Labs/ LRC: a room with computers and printers for student use/ Learning Resource Center, also known as the library.

Laker Point: The cafeteria area that has food/ drink venders and lounge area's for students to congregate.

Fitness Center: A workout room for students that has treadmills, elliptical, weight machines, a variety of equipment and other services to aid in healthy lifestyle development.

Handbook: The resource for students to learn the policies and rules of the college, as well as, helpful information regarding the campus.

Student Loans: A sum of money that a student can borrow and pay back with interest for tuition, fees, and school related expenses.

Student Lounges: Common areas located in all buildings with chairs, couches, and tables.

Special Interest Clubs: Clubs that have a specific focus other than academics.

Counseling Services: A department that offers assistance with educational and career development, crisis intervention, and referral. Services are free and confidential.

Navigator: The school newspaper, distributed once a month that is operated by students.

Student discounts: Any type of discount that a student could receive for being a student.

Career Services: A department that works with students to identify and develop skills that are related to career opportunities.

Student Organization: A group that is specifically focused on academics or has a specific college related focus.

SAB (Wednesday 11a-1p): Student Activity Board offers events that occur every Wednesday from 11a-1p.

Full Circle: Fall and Spring publication highlighting happenings at the college.

Intramurals: athletic activities offered for the students at the college

Health Services: Department that has a one full-time registered nurse and offers first aid, over the counter medications, emergency assistance, student health insurance, and informational health programs

Travel Opportunities: Group trips, study abroad, and class outings

Research Question 1 (RQ1) :

Which services are most frequently used by students?

Frequency was used to measure the services most frequently used by students. Table RQ1 presents by percentage the services that students use most frequently in descending order of use.

Table RQ1

Services Most Frequently Used by Students n=263		
Service	n	Percentage
Online Resources	169	64.3%
Computer Labs/LRC	103	40.3%
Laker Point	53	20.2%
Fitness Center	51	19.4%
Handbook	42	16.0%
Student Loans	41	15.6%
Student Lounges	40	15.2%
Special Interest Clubs	33	12.5%
Counseling Services	27	10.3%
Navigator	20	7.6%
Student Discounts	19	7.2%
Career Services	18	6.8%
Student Organizations	13	4.9%
SAB (Wednesday 11a-1p)	12	4.6%
Full Circle	11	4.2%
Intramurals	9	3.4%
Health Services	5	1.9%
Travel Opportunities	5	1.9%

As indicated in Table RQ1, the most regularly used service was online resources at 64.3%. Second was campus computer labs/library (LRC) at 40.3%. Third was laker point at 20.2%. Fourth was the fitness center at 19.4% and fifth was the student handbook at 16%.

Research Question 1a (RQ1a):

What is the relationship between student use of services and gender?

An independent sample t-test for equality of means with a two-tailed significance and equal variances assumed was used to measure the relationship between student use of services and gender. Significance is defined as alpha .05

Table RQ1a

Relationship between student use of services and gender n=261					
Service	Gender	n	Mean	S.D.	t
Health Services	Female	137	2.77	.489	.106
	Male	124	2.77	.439	
Fitness Center	Female	137	2.38	.739	.396
	Male	124	2.17	.783	
The Navigator	Female	137	2.51	.631	.255
	Male	124	2.41	.638	
Full Circle	Female	137	2.69	.552	.110
	Male	124	2.71	.538	
Student Lounges	Female	137	2.21	.691	.163
	Male	124	2.22	.693	
Intramural Sports	Female	137	2.88	.365	.255
	Male	124	2.71	.554	
Laker Point	Female	137	2.21	.697	.171
	Male	124	2.22	.739	
SAB Wednesday Activities	Female	137	2.62	.583	.065
	Male	124	2.69	.544	
Campus Computer Labs/Library	Female	137	1.70	.700	.053
	Male	124	1.82	.733	
Student Discounts	Female	137	2.60	.635	.105
	Male	124	2.65	.601	
Student Loans*	Female	137	2.45	.813	.031
	Male	124	2.60	.673	
Special Interest Clubs	Female	137	2.63	.686	.232
	Male	124	2.56	.701	
Student Organizations	Female	137	2.74	.569	.066
	Male	124	2.81	.472	
Travel Opportunities	Female	137	2.88	.392	.117
	Male	124	2.85	.397	
Student Handbook	Female	137	2.20	.729	.073
	Male	124	2.31	.700	
Counseling Services	Female	137	2.34	.656	.150
	Male	124	2.35	.663	
Career Services*	Female	137	2.50	.643	.043
	Male	124	2.60	.596	
Online Resources	Female	137	1.45	.727	.033
	Male	124	1.60	.785	

t-test for equality of means used equal variances assumed and a 95% confidence interval of the difference. *p < .05
Note. Some students did not complete the survey in entirety the total number of students that completed was n=261.

As indicated in Table RQ1a, males indicated using the top two services, online resources and computer labs, more regularly than females. Females and males indicated equal regular use of laker point. Females indicated using the fitness center more than males. Lastly was the student handbook and males indicated using the handbook more than females. Significant findings between use of services and gender were present on student loans and career services for females.

Research Question 1b (RQ1b): What is the relationship between student use of services and reported achievement as measured by grade point averages?

A Pearson Chi Square was used to measure the relationship between student use of services and gender. Table RQ1b reports the relationship between student use of services and reported achievement as measured by grade point average.

Table RQ1b

Student use of services and grade point average n=263			
Service	Value	df	Asymp. Sig. (2-sided)
Health Services	9.986[a]	10	.442
Fitness Center	6.176[a]	10	.800
The Navigator	6.623[a]	10	.760
Full Circle	11.200[a]	10	.342
Student Lounges	16.042[a]	10	.098
Intramural Sports	15.162[a]	10	.126
Laker Point	1.313[a]	10	.999
SAB Wednesday Activities	8.000[a]	10	.629
Campus Computer Labs/Library	1.688[a]	10	.382
Student Discounts	4.422[a]	10	.926
Student Loans	13.616[a]	10	.191
Special Interest Clubs	6.013[a]	10	.814
Student Organizations	12.056[a]	10	.281
Travel Opportunities	7.118[a]	10	.714
Student Handbook	12.291[a]	10	.266
Counseling Services*	25.806[a]	10	.004
Career Services	4.610[a]	10	.916
Online Resources	10.374[a]	10	.408

"[a]" represents that the cell count had a count less than 5. Expected count was higher than 5. *p < .05

Note. Some students did not complete the survey in entirety the total number of valid student responses was n=263.

As presented in Table RQ1b, no significance was measured for the top five most frequently used services. Counseling Services and grade point average did demonstrate significance at the .004 level.

Research Question 1c (RQ1c):

What is the relationship between student use of services and ethnicity?

A one-way analysis of variance was utilized to discover significance between student use of services and ethnicity. Table RQ1c presents the findings.

Table RQ1c

Student use of services and ethnicity n=262					
Service	Sum of Squares	df	Mean Square	F	Sig.
Health Services	2.176	6	.363	1.715	.118
Fitness Center*	8.335	6	1.389	2.437	.026
The Navigator*	6.848	6	1.140	2.959	.008
Full Circle*	3.745	6	.624	2.174	.046
Student Lounges	3.648	6	.608	1.281	.267
Intramural Sports*	3.602	6	.600	2.866	.010
Laker Point	6.014	6	1.002	2.003	.066
SAB	1.306	6	.218	.680	.666
Computer Labs/LRC	1.863	6	.218	.595	.734
Student Discounts	.758	6	.126	.327	.923
Student Loans	3.544	6	.591	1.050	.393
Special Interest Clubs	2.390	6	.398	.800	.570
Student Organizations	2.393	6	.399	1.472	.188
Travel Opportunities	1.691	6	.282	1.867	.087
Student Handbook	3.219	6	.536	1.047	.395
Counseling Services	2.168	6	.361	.831	.547
Career Services	3.198	6	.533	1.394	.217
Online Resources	1.759	6	.293	.501	.808

Note. Cell count was too small on some items to determine the reason for the difference.
*p < .05

As indicated in Table RQ1c, significance was discovered on four of the items. Significance is shown that a relationship does exist between ethnicity and frequently used services in descending order of significance for the navigator at .008, intramural sports at .010, fitness center at .026, and for full circle at .046. Significance was defined at the alpha .05 level throughout the study.

Research Question 1d (RQ1d): What is the relationship between student use of services and age?

A Pearson Chi Square was used to determine significance between student use of services and age.

Table RQ1d

Service	Value	df	Asymp. Sig. (2-sided)
Health Services	38.851[a]	18	.009
Fitness Center	30.889[a]	18	.030
The Navigator	37.599[a]	18	.004
Full Circle	40.363[a]	18	.002
Student Lounges	29.332[a]	18	.044
Intramural Sports	15.231[a]	18	.646
Laker Point	21.008[a]	18	.279
SAB Wednesday Activities	24.304[a]	18	.145
Campus Computer Labs/Library	35.713[a]	18	.008
Student Discounts	15.044[a]	18	.659
Student Loans	40.257[a]	18	.002
Special Interest Clubs	14.676[a]	18	.684
Student Organizations	27.933[a]	18	.063
Travel Opportunities	19.793[a]	18	.345
Student Handbook	36.196[a]	18	.007
Counseling Services	43.696[a]	18	.001
Career Services	31.693[a]	18	.024
Online Resources	18.525[a]	18	.422

Relationship between student use of services and age. n=263

"[a]" represents that the cell count had a count less than 5. Expected count was higher than 5. Cell count was too small on some items to determine the reason for the difference. Note. Some students did not complete the survey in entirety the total number of valid student responses was n=263.

As presented in Table RQ1d, no significance was discovered between services and age for the most frequently used service, online resources, nor did laker point which was the third most frequently used service. Significance was shown for the second most frequently used service, campus computer labs/LRC; the fourth, fitness center; and the fifth, student handbook. Significance was also found for health services, the navigator, full circle, student lounges, student loans, counseling services, and career services.

Research Question 2 (RQ2):

Which services are reported to be very valuable to students?

Frequency was used to measure the services reported to be very valuable to students. Table RQ2 presents by percentage the services that students reported are very valuable in descending order of value.

Table RQ2

Services reported as very valuable to students n=262		
Service	n	Percentage
Computer Labs/LRC	189	72.1
Online Resources	182	69.5
Student Loans	174	66.4
Career Services	157	59.9
Counseling Services	157	59.9
Fitness Center	135	51.5
Laker Point	126	48.1
Student Discounts	122	46.6
Handbook	111	42.4
Health Services	106	40.5
Special Interest Clubs	106	40.5
Student Lounges	99	37.8
Student Organizations	90	34
Travel Opportunities	74	28.2
Intramurals	66	25.2
SAB (Wednesday 11a-1p)	59	22.5
Navigator	42	16
Full Circle	38	14.5

As indicated in Table RQ2, the services that are considered to be the most valuable, in descending order were computer labs/LRC, online resources, student loans, career services, and counseling services.

Research Question 2a (RQ2a):

What is the relationship between student value levels and gender?

A Pearson Chi Square was used to measure the relationship between student value levels and gender. Table RQ2a reports the relationship between student value levels and gender.

Table RQ2a

Relationship between student value levels and gender n=260					
Service	Gender	n	Mean	S.D.	t
Health Services	Female	136	1.76	.743	.100
	Male	124	1.86	.877	
Fitness Center	Female	136	1.60	.671	.149
	Male	124	1.62	.761	
The Navigator*	Female	136	2.24	.753	.025
	Male	124	2.41	.893	
Full Circle	Female	136	2.38	.780	.070
	Male	124	2.52	.950	
Student Lounges*	Female	136	1.76	.704	.015
	Male	124	1.94	.872	
Intramural Sports	Female	136	2.20	.796	.303
	Male	124	2.11	.981	
Laker Point*	Female	136	1.57	.641	-.016
	Male	124	1.77	.856	
SAB Wednesday Activities	Female	136	2.08	.731	.084
	Male	124	2.20	.937	
Campus Computer Labs/Library	Female	136	1.30	.562	.062
	Male	124	1.40	.708	
Student Discounts*	Female	136	1.67	.710	.036
	Male	124	1.83	.899	
Student Loans*	Female	136	1.36	.605	.004
	Male	124	1.53	.831	
Special Interest Clubs*	Female	136	1.79	.742	.036
	Male	124	1.97	.971	
Student Organizations	Female	136	1.88	.799	.069
	Male	124	2.02	.924	
Travel Opportunities*	Female	136	1.97	.760	-.030
	Male	124	2.22	1.009	
Student Handbook*	Female	136	1.68	.747	-.104
	Male	124	1.99	.924	
Counseling Services*	Female	136	1.45	.665	-.008
	Male	124	1.65	.876	
Career Services	Female	136	1.48	.644	.079
	Male	124	1.58	.837	
Online Resources*	Female	136	1.32	.569	.022
	Male	124	1.47	.780	

t-test for equality of means used equal variances assumed and a 95% confidence interval of the difference. Cell count was too small on some items to determine the reason for the difference. *$p < .05$

Note. Some students did not complete the survey in entirety the total number of students that completed was n=260.

As indicated in Table RQ2a, males indicated that the top three services, online resources, computer labs, and laker point had more value than did females. Males responded with more value on the fitness center than females by .02 mean. Lastly was the student handbook and males indicated that the handbook had more value than their female counterpoints. Significance were found for the navigator, student lounges, laker point, student discounts, student loans, special interest clubs, travel opportunities, student handbook, counseling services and online resources.

Research Question 2b

What is the relationship between student value levels and reported achievement as measured by grade point averages?

A Pearson Chi Square was used to measure the relationship between student value levels and reported achievement as measured by grade point averages. Table RQ2b reports findings for the relationship between student value levels and reported achievement as measured by grade point average.

Table RQ2b

Relationship between student value levels and grade point average n=262			
Service	Value	df	Asymp. Sig. (2-sided)
Health Services	15.699[a]	15	.402
Fitness Center	19.563[a]	15	.189
The Navigator	19.899[a]	15	.176
Full Circle	11.995[a]	15	.679
Student Lounges	15.095[a]	15	.445
Intramural Sports	11.218[a]	15	.737
Laker Point	11.892[a]	15	.687
SAB Wednesday Activities	8.867[a]	15	.884
Campus Computer Labs/Library	10.494[a]	15	.788
Student Discounts	19.707[a]	15	.183
Student Loans	10.028[a]	15	.818
Special Interest Clubs	11.606[a]	15	.709
Student Organizations	10.574[a]	15	.775
Travel Opportunities	11.604[a]	15	.709
Student Handbook	9.362[a]	15	.858
Counseling Services	16.257[a]	15	.365
Career Services	15.201[a]	15	.437
Online Resources	8.038[a]	15	.922

"[a]" represents that the cell count had a count less than 5. Expected count was higher than 5. Cell count was too small on some items to determine the reason for the difference
*note: some students did not complete the survey in entirety the total number of students that completed was n=262.

As indicated in Table RQ2b, no significance was found between student value levels and grade point average. This could be due to a Type II error in which some cells in the data had a count that was less than expected. The expected count was 5.

Research Question 2c (RQ2c):

What is the relationship between student value levels and ethnicity?

A one-way analysis of variance was utilized to discover significance between student value levels and ethnicity. Table RQ2c presents the findings.

Table RQ2c

Student value levels and ethnicity n=261					
Service	Sum of Squares	df	Mean Square	F	Sig.
Health Services	5.474	6	.912	1.365	.229
Fitness Center	3.020	6	.503	.951	.459
The Navigator	7.658	6	1.276	1.866	.087
Full Circle	8.012	6	1.335	1.782	.103
Student Lounges	2.430	6	.405	.635	.702
Intramural Sports	5.133	6	.855	1.072	.380
Laker Point	1.971	6	.328	.546	.773
SAB	6.048	6	1.008	1.435	.202
Computer Labs/LRC	1.136	6	.189	.434	.856
Student Discounts	3.908	6	.651	.966	.449
Student Loans	2.087	6	.348	.620	.714
Special Interest Clubs	3.788	6	.631	.852	.531
Student Organizations	4.213	6	.702	.931	.473
Travel Opportunities	6.467	6	1.078	1.341	.239
Student Handbook	4.563	6	.761	1.014	.417
Counseling Services	2.495	6	.416	.654	.687
Career Services	2.682	6	.447	.768	.595
Online Resources	1.167	6	.195	.394	.883

Cell count was too small on some items to determine the reason for the difference.
Note. Some students did not complete the survey in entirety the total number of students that completed was n=261.

As presented in Table RQ2c, no significance was found between student value levels and ethnicity. This could be due to a Type II error in which some cells in the data had a count that was less than expected. The expected count was 5.

Research Question 2d (RQ2d):

What is the relationship between student value levels and age?

A Pearson Chi Square was used to determine significance between student value levels and age. The findings are displayed in Table RQ2d.

Table RQ2d

Relationship between student value levels and age n=262			
Service	Value	df	Asymp. Sig. (2-sided)
Health Services	22.409^a	27	.716
Fitness Center	30.194^a	27	.306
The Navigator	34.195^a	27	.160
Full Circle	34.472^a	27	.153
Student Lounges	26.126^a	27	.512
Intramural Sports	27.211^a	27	.452
Laker Point	19.913^a	27	.834
SAB Wednesday Activities	24.044^a	27	.628
Campus Computer Labs/Library	23.921^a	27	.635
Student Discounts	19.642^a	27	.845
Student Loans	37.830^a	27	.081
Special Interest Clubs	27.775^a	27	.423
Student Organizations	22.251^a	27	.725
Travel Opportunities	26.400^a	27	.496
Student Handbook	16.873^a	27	.934
Counseling Services	24.231^a	27	.617
Career Services	20.048^a	27	.829
Online Resources	18.820^a	27	.876

"[a]" represents that the cell count had a count less than 5. Expected count was higher than 5. Cell count was too small on some items to determine the reason for the difference.
*note: some students did not complete the survey in entirety the total number of students that completed was n=262

As displayed in Table RQ2d, there was nothing of significance found between student value levels and age. This could be due to a Type II error in which some cells in the data had a count that was less than expected. The expected count was 5.

Research Question 3 (RQ3):

What is the dominating reason students decide to attend events?

Frequency was used to discover the dominating reason students decide to attend events. Table RQ3 presents by percentage the dominating reason students decide to attend events in descending order.

Table RQ3

Dominating reason students decide to attend events n=252		
Reason Attend	n	Percent
If I am free at a particular time and I am looking for something to do, I look around to see what Lake Land is offering	77	30.6
Someone else invites me to attend with them	74	29.4
If I see somewhere an event at Lake Land that I am interested in, I make it a point to attend that event	67	26.6
Each semester I look at the events calendar and mark down the event on my personal calendar	22	8.7
Other	12	4.8

Note. Some students did not complete the survey in entirety the total number of students that completed was n=252.

Research Question 3a (RQ3a):

Which time is the most convenient for students to attend events?

Frequency was used to find out the most convenient times for students to attend events. Table RQ3a presents by percentage the dominating reason students decide to attend events in descending order.

Table RQ3a

Most convenient times for students to attend events n=274		
Convenient Time	n	Percent
11am-2pm Wednesday	101	36.9
Noon Hour Monday-Friday	96	35
No Preference	86	31.4
Evenings Monday-Friday	78	28.5
Saturday	49	17.9
Saturday Evenings	49	17.9
Friday Evening	47	17.2
Sunday	42	15.3

Note. Students chose the top two most convenient times, 548 responses were collected from 274 students for research question 3a.

As displayed in Table RQ3a, students responded that the most convenient time to attend events were 11am-2pm on Wednesdays. Second was the noon hour, Monday-Friday. Students chose no preference as the third most convenient time. Next was evenings Monday-Friday. Then there is a drop of 29 % for Saturdays and Saturday evenings, followed closely by Friday evenings. The least convenient times for students to attend events were on a Sunday.

Research Question 3b (RQ3b):

Which method of notification is most effective?

Frequency was used to discover which method of notification was most effective.

RQ3b presents by percentage the method students indicated was the most effective in

descending order.

Table RQ3b

Most effective method of notification n=252		
Method of Notification	n	Percent
Text messages	71	28.2
Homepage of the college website	55	21.8
Posters around campus	54	21.4
Emails	38	15.1
Flyers on campus and at off-campus locations	16	6.3
Local newspapers	6	2.4
TV monitors on campus	5	2.0
Other	3	1.2
Marquees at the entrance	2	.8
The Navigator News	2	.8

Note. Some students did not complete the survey in entirety the total number of students that completed was n=252.

As displayed in Table RQ3b, students chose text messages as the number one

method of communication of events. Next was the homepage of the college website,

followed by posters around campus and fourth was emails. There was a large drop for

flyers displayed around campus, followed by an approximate 4 % drop for the TV

monitors on campus. The three least effective methods were Marquees at the entrance,

the navigator news and with three students responding 'other' as a method of notification.

Research Question 3c (RQ3c):

Which media outlets are most utilized?

Frequency was used to discover which media outlets students were most utilizing.

Table RQ3c displays the findings by percentage in descending order.

Table RQ3c

Most utilized media outlets n=252		
Media (Newspaper/Radio)	n	Percent
WEIU	115	42
WMCI	113	41.2
None	103	40.9
Other (radio)	84	30.7
The Journal Gazette	74	29.4
WLKL	79	28.8
WBGL	58	21.2
WILL	57	20.8
The Navigator News	39	15.5
The Times Courier	17	6.7
Other (newspaper)	14	5.6
The Daily Eastern News	5	2.0

Note. Students chose two media outlets 252 students responded to research question 3c.

As indicated in Table RQ3c, the most utilized media outlet was WEIU, followed closely by WMCI. Third ranked was 'none' and fourth was 'other (radio). Then was the journal gazette. Next was WLKL, WBGL, and WILL. The last four were all newspaper media; the navigator news, the times courier, 'other (newspaper)', and the daily eastern news.

Research Question Four (RQ4):

Do students think or feel that participation positively affects success?

A frequency was conducted to discover the amount of students that think or feel

that participation positively affects success. Table RQ4 presents the findings.

Students that think or feel that participation positively affects success n=245		
Response	n	Percentage
Yes	185	75.5
No	60	24.5

As indicated in Table RQ4, The majority of students did think or feel that

participation positively affects success. The total responses were 245 with 185 students

responding 'yes' and with 60 answering 'no'.

Research Question 4a (RQ4a):

What is the relationship between gender and the idea that participation affects

success?

A t-test was conducted to measure the relationship between gender and the idea

that participation affects success. The results are displayed in Table RQ4a.

Table RQ4a

Relationship between gender and the idea that participation affects success n=244					
Gender	n	Mean	S.D.	t	Sig. (2 Tail)
Female	122	1.29	.454	.191	.138
Male	122	1.20	.454		

Note. Cell count was too small on some items to determine the reason for the difference.

As indicated in table RQ4a, females demonstrated a stronger relationship than

males in regards to participating affecting success. Nothing of significance was found.

Research Question 4b (RQ4b):

What is the relationship between reported attainment as measured by grade point

average and the idea that participation affects success?

A Chi-Square test was utilized to determine if there is any significance between

GPA and the idea that participation affects success.

Table RQ4b

Relationship between grade point average and the idea that participation affects success n=245		
Value	df	Asymp. Sig. (2-sided)
3.920[a]	5	.561

Note. "[a]" represents that the cell count had a count less than expected, 3 cells (25%) had less than 5. The minimum expected count was 1.47. Cell count was too small on some items to determine the reason for the difference

As presented in Table RQ4b, there was nothing significant found between

reported attainment as measured by grade point average and the idea that participation

affects success.

Reasearch Question 4c (RQ4c):

What is the relationship between ethnicity and the idea that participation affects

success?

A one way analysis of variance was ran to determine if any significance existed

between participating in activities and ethnicity. Table RQ4c displays the results.

Table RQ4c

Relationship between ethnicity and the idea that participation affects success n=244					
	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	1.066	6	.178	.956	.456
Within Groups	44.240	238	.186		
Total	45.306	244			

Note. A post hoc tukey was attempted and could not be performed due to at least one group having fewer than two cases. Cell count was too small on some items to determine the reason for the difference.

Research Question 4d (RQ4d):
What is the relationship between age and the idea that participation affects success?

A Chi-Square test was utilized to determine if there was any significance between

age and the idea that participation affects success.

Table RQ4d

Relationship between age and the idea that participation affects success n= 245		
Value	df	Asymp. Sig. (2-sided)
11.739[a]	9	.228

Note. "[a]" represents that the cell count had a count less than 5. Expected count was higher than 5. Cell count was too small on some items to determine the reason for the difference.

As displayed in Table RQ4d, there was no significant findings between age and the

idea that participation affects success.

Summary of Results

The goal set forth for the present study was to discover what activities in which students participate, what activities students want to participate, the student services they utilized, and the value of those services and activities. As well as, how the students perceived those activities as having contributed positively to their self-perceived success.

Throughout the results is the reoccurring high ratings of electronic technology related to the frequency, value, use, and preferred means of notifications. The differences between any existing relationships between the genders failed to display prominent significances, although minor significance were present.

Of interest were the differences between services frequently used and services rated as most valuable. For both items computer labs/LRC and online resources placed as the top two services. Student loans placed third as most valuable, but were rated sixth as most frequently used. Career and counseling services were tied for fourth as a most valuable service but the latter was rated ninth and the former twelfth as a most frequently used service. Laker point and the fitness center both rated well on the most valuable and came in third and fourth respectively as a service that was most frequently used.

Counseling services demonstrated significance with regard to student use of services and grade point average as well as age (p. 36, 40).

Students expressed that 60 % of them do not plan ahead of time to attend events while 35.3 do plan to attend in advance. A total of 32.95 % preferred events to occur Monday through Thursday, in contrast only 17.075 % indicated the weekend.

The majority of students did respond that they thought or felt that participation in activities did positively affect their success.

CHAPTER V

Discussion, Conclusion and Recommendations

Summary

In order to gain an understanding of the types of activities that students find enjoyable, enriching, and a value to their success a survey was administered to students that were enrolled in at least one on-campus course during the Spring 2012 school year at a large, rural, two-year college in the mid-west. Courses were chosen based upon the variety of multi-disciplinary subjects and distributed through the instructors via a web link. The goal of the present study was to explore student's relations between the perceived value of student services/activities and the knowledge, use, and value of student services.

Discussion

According to Astin's theory of student involvement (1984) a student who is involved in activities is more likely to find success. The research conducted in this study revealed that the majority of students also agreed with Astin. The majority of students (75.5%) responded that they thought or felt that participating in college activities positively affects their success.

The research has shown that students achieved success when they learned skills through social activities that mimicked and enhanced the real life experience of our students both academically and after graduation (Pascarella & Terenzini, 2005; Eames & Bell, 2005; Wentzel, 1999). The study showed that 51.5 percent indicated that the fitness center and 48.1 percent indicated laker point were very valuable services. The fitness center and laker point offer outside of the classroom socialization opportunities for the

students. Although 19.4 percent frequently used the fitness center and 20.2 percent frequently used laker point.

The most frequently used and the most valuable services were online resources and campus computer labs/LRC. Marozzi (2009) emphasized that student satisfaction is correlated to the campus environment. Students indicated that having access to these two services were of the upmost importance therefore what Marozzi had found was that study rooms and lecture halls were key in the satisfaction of the student population (2009) holds true. As well, both of these services can be utilized to promote engagement with the students.

The survey revealed that students prefer methods of notification regarding events to be through technological means such as text messages and the college website homepage. The students also indicated that they typically do not plan ahead to attend events. As well as, the best time to attend events is during the week.

Recommendations

Schreiner (2010) explored the way in which colleges connect students to opportunities. The national study conducted by Schreiner revealed that students perceived themselves as successful when they were engaged in positive relationships with others. Schreiner asserts that the college assists the student in making these connections. This study demonstrated that the majority of students do not plan ahead to attend events and that they prefer technologically driven methods of notification such as text messages and the home page of the college website. Therefore, in order to assist the students in making the connections with others utilizing the methods of notifications that

they desire in 'real time' will best assist the student in making connections that allow them the potential to be engaged and further their success in college.

Tinto's (1993) and Olani's (2009) research delve into factors of retention during the first year of college. In order to reach students the institution must be able to market services that are able to assist students who are struggling. Prominent methods of promoting services to first year students will assist in retaining the student through graduation. The student respondents expressed that the most frequently used services are online resources, computer labs/LRC, laker point, and the fitness center. Helping students learn about these services and connecting them to the service will assist the student in making meaningful relationships thereby making connections to help them be involved and form valuable connections to the institutions student body.

Likewise, Boyer (1984) and Astin (1987) discuss that students time outside of class is a limited commodity. The ability of an institution to attract students to attend events through notification methods that they use, such as text messaging and the college website homepage, and helping them connect with others by utilizing campus facilities, such as the fitness center and laker point is a phenomenal way to assist students in staying engaged. Maintaining and improving the services that students already find as valuable and are using frequently such as online resources and computer labs/LRC will increase the college's potential to promote events that the students already view as attributing to their success.

Future Researchers

There is still much research that needs to be conducted in order to continue learning about what activities and services students find of value. When active engagement occurs between the student and the college learning is facilitated, be it in the classroom, online, or at social events. It is important to continually conduct research into the services and activities that a college offers. With every generation comes new desires, skills, and motivations it is invaluable to an institution to continue researching what the students think and feel actively adds to their success in order to tailor the colleges services to meet the student needs.

Conclusion

In order to tailor the college experience of student services and activities we must first know which types of services and activities heed the most benefit. Then we can develop and market those types of services and activities that the students thought positively correlated to their success while they were at college and beyond. Our goal as student affairs professionals should always be to adhere to what is best for the student as a whole. Learning from the students what they think and feel is valuable to contributing to their success and is a priority that cannot be ignored.

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Appendix A

Approval of Thesis Proposal
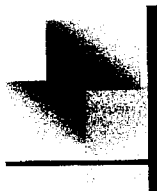
Approval of Thesis Proposal

Name ___Andrea E. Bright___

SS#/Banner ID ___E12068710___

Title of Thesis

___The value of Student Services and Activities at a Large, Rural, Two-Year___

___College in the Midwest.___

_____

The thesis project is to be conducted in the manner described in the proposal with the following exception and/or conditions:

___None___

_____

_____

_____

_____

_____

___11/28/11___
Date of Approval

_____
Chairperson, Thesis Committee

_____
Member, Thesis Committee

_____
Member, Thesis Committee
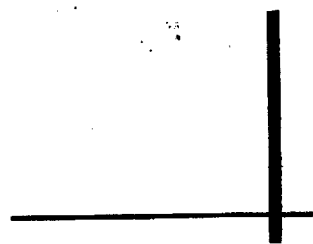
Appendix B

Institutional Review Board Certificate of Exemption

PantherMail   **aegoldsmith@eiu.edu**

IRB Certification of Exemption - Bright, #11-161

From : EIU IRB <eiuirb@eiu.edu>   Thu, Jan 05, 2012 08:57 AM

Subject : IRB Certification of Exemption - Bright, #11-161

To : 'Andrea Bright' <aegoldsmith@eiu.edu>

Cc : nadler@eiu.edu, casiddens@eiu.edu

January 5, 2012

Andrea Bright
Counseling and Student Development

Thank you for submitting the research protocol titled, "The Value of Student Services and Activities at a Large, Rural, Two-Year College in the Midwest" for review by the Eastern Illinois University Institutional Review Board (IRB). The IRB has reviewed this research protocol and effective 1/5/2012, has certified this protocol as Exempt from Further Review. The protocol has been given the IRB number 11-161. You are approved to proceed with your study.

The classification of this protocol as Exempt from Further Review is valid only for the research activities and subjects described in the above named protocol. IRB policy requires that any proposed changes to this protocol must be reported to, and approved by, the IRB before being implemented. You are also required to inform the IRB immediately of any problems encountered that could adversely affect the health or welfare of the subjects in this study. Please contact me, or the Compliance Coordinator at 581-8576, in the event of an emergency. All correspondence should be sent to:

Institutional Review Board
c/o Office of Research and Sponsored Programs
Telephone: 217-581-8576
Fax: 217-581-7181
Email: eiuirb@www.eiu.edu

Thank you for your cooperation, and the best of success with your research.

Robert Chesnut, Interim Chairperson
Institutional Review Board
Telephone: 217-581-2125
Email: rwchesnut@eiu.edu

Appendix C

Faculty Invitation

Dear (Insert Faculty Name),

I am pursuing a Master of Science – College Student Affairs Degree at Eastern Illinois University. As such, I am conducting research to explore student's relations between the perceived value of student services/activities and the knowledge, use, and value of student services and activities

I would greatly appreciate it if you would agree to inform and encourage your students to participate in the study. I make this request because your course and students adhere to the target population for the research based upon preliminary data that I have analyzed.

The survey will be available on January 10, 2012 through a web link. I expect the total time allotted to complete the survey to be approximately 20 minutes total. If feasible, please allow the students to complete the survey during class time in order for me to obtain a valid response rate. If this is not possible, please distribute an email to your classes encouraging the student to complete the survey. I will be happy to assist in any way possible.

Please reply to this email or contact me that your class will participate in the study. I will then send the web link and any relevant information allowing you to communicate with your students in a timely and convenient manner.

Your generosity will help me accomplish my degree by completing the thesis requirement.

The research has been approved by Dr. James Hull, the Vice President for Academic Services as required by The Lake Land College Board Policy 06.45 and by Eastern Illinois University's Institutional Review Board.

Thank you in advance for any help you can provide and please do not hesitate to contact me with any questions or concerns.

Sincerely,

Andrea Bright, BA
Student Services Specialist III
Admissions & Records
Lake Land College
217-234-5028
agoldsmith@lakeland.cc.il.us
Graduate Student
M.S.-College Student Affairs

Eastern Illinois University
aegoldsmith@eiu.edu

"No student ever attains very eminent success by simply doing what is required of him:
it is the amount and excellence of what is over and above the required, that
determines the greatness of ultimate distinction."
- Charles Kendall Adams

Appendix C

Student Invitation Letter

Dear Student:

I am a graduate student in the Master of Science- College Student Affairs Program at Eastern Illinois University.

I am conducting research on the activities in which students participate during college. The information you provide is valuable in that it contributes to a greater understanding of what types of activities, events, and services Lake Land College student's desire and the perceived value from a student perspective.

Your involvement in this study is voluntary and you may decline or exit the survey at any time. In reported data, participants will not be identified by names. Any information obtained in connection to this study and that could be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Please be aware that all reasonable steps have been taken to protect your identity. The principle investigator will maintain confidentiality. The recorded data will be stored electronically with a Secure Sockets Layer, if data were ever printed by the principle investigator it will be stored in a locked cabinet to which no one will have access except the principle investigator.

Your participation in this study is greatly appreciated. If you have any questions or concerns, please contact the principle investigator, Andrea Bright at aegoldsmith@eiu.edu or 217-234-5028.

Thank you! Your time is greatly appreciated.

Sincerely,

Andrea Bright, BA
MS-CSA Graduate Student
Eastern Illinois University
aegoldsmith@eiu.edu

"No student ever attains very eminent success by simply doing what is required of him:
it is the amount and excellence of what is over and above the required, that
determines the greatness of ultimate distinction."
- Charles Kendall Adams

Appendix D

Survey Instrument

Survey web link: https://www.surveymonkey.com/s/2012StudentActivitySurvey

1. Dear Student:

I am a graduate student in the Master of Science- College Student Affairs Program at Eastern Illinois University.

I am conducting research on the activities in which students participate during college. The information you provide is valuable in that it contributes to a greater understanding of what types of activities, events, and services Lake Land College student's desire and the perceived value from a student perspective. Your participation could be a benefit to you by providing the college with the knowledge to shape activities and services to better assist you. The survey should take approximately 20 minutes or less of your time.

Your involvement in this study is voluntary and you may decline or exit the survey at any time. There are no foreseeable risks to you by participating in this survey. In reported data, participants will not be identified by names. Any information obtained in connection to this study and that could be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Please be aware that all reasonable steps have been taken to protect your identity. The principle investigator will maintain confidentiality. The recorded data will be stored electronically with a Secure Sockets Layer, if data were ever printed by the principle investigator it will be stored in a locked cabinet to which no one will have access except the principle investigator.

Your participation in this study is greatly appreciated. If you have any questions or concerns, please contact the principle investigator, Andrea Bright at aegoldsmith@eiu.edu or 217-234-5028.

Thank you! Your time is greatly appreciated.

By choosing "Yes" you agree to participate.

◯ Yes

◯ No

2.

2. Is this the first time you have you completed the 2012 Student Activities Survey?

◯ Yes

◯ No

3.

3. Which category below includes your age? (choose only one answer)

○ 17 or younger

○ 18-21

○ 22-25

○ 26-29

○ 30-33

○ 34-37

○ 38-41

○ 42-45

○ 46-49

○ 50-53

○ 54-57

○ 58-61

○ 62 or older

4.

4. Indicate your Gender (choose only one answer)

◯ Female

◯ Male

◯ Other (please specify)

[   ]

5. What is your Grade Point Average (GPA)? (choose only one answer)

◯ 3.6 - 4.0

◯ 3.1 - 3.5

◯ 2.6 - 3.0

◯ 2.1 - 2.5

◯ 2.0 or below

◯ First semester- No established GPA yet

6. What is your Ethnicity? (choose all that apply)

☐ Hispanic of any race

☐ American Indian/ Alaskan Native

☐ Asian/ Pacific Islander

☐ Black or African American

☐ White

☐ Other (please specify)

[   ]

5.

7. Indicate if you knew or did not know the service existed. (choose only one response for each item)

	Knew of It	Did Not Know It Existed
Health Services	◯	◯
Fitness Center	◯	◯
"The Navigator" (i.e. school newspaper)	◯	◯
"Full Circle" (i.e. Spring and Fall/Summer Magazine Publications)	◯	◯
Student Lounges	◯	◯
Intramural Sports	◯	◯
"Laker Point" (cafeteria)	◯	◯
Student Activity Board (SAB) Wednesday 11am-1pm Activities	◯	◯
Campus Computer Labs/Library (LRC)	◯	◯
Student Discounts at Stores, Restaurants, etc.	◯	◯
Student Loans	◯	◯
Special Interest Clubs (i.e. Criminal Justice, Honors, Horticulture, B-GLAD, Nursing, Cosmetology, Welding, etc.)	◯	◯
Student Organizations (i.e. Student Activity Board, Student Government Association, Phi Theta Kappa, Ambassadors, Future Educators of America, International Student Association, etc.)	◯	◯
Travel Opportunities (i.e. Study Abroad, group trips, etc.)	◯	◯
Student Handbook	◯	◯
Counseling Services	◯	◯
Career Services	◯	◯
Online Resources (i.e. Hub/IRIS/Website)	◯	◯

8. Indicate frequency of use or reading (choose only one rating for each item listed)

	Regularly	Occasionally	Never
Health Services	○	○	○
Fitness Center	○	○	○
"The Navigator" (i.e. school newspaper)	○	○	○
"Full Circle" (i.e. Spring & Fall/Summer Magazine Publications)	○	○	○
Student Lounges	○	○	○
Intramural Sports	○	○	○
"Laker Point" (cafeteria)	○	○	○
Student Activity Board (SAB) Wednesday 11am-1pm Activities	○	○	○
Campus Computer Labs/Library (LRC)	○	○	○
Student Discounts at Stores, Restaurants, etc.	○	○	○
Student Loans	○	○	○
Special Interest Clubs (i.e. Criminal Justice, Honors, Horticulture, B_GLAD, Nursing, Cosmetology, Welding, etc.)	○	○	○
Student Organizations (Student Activity Board, Student Government Association, Phi Theta Kappa, Ambassadors, Future Educators of America, International Student Association, etc.)	○	○	○
Travel Opportunities (i.e. Study Abroad, group trips, etc.)	○	○	○
Student Handbook	○	○	○
Counseling Services	○	○	○
Career Services	○	○	○
Online Resources (i.e. Hub/IRIS/Website)	○	○	○

6.

9. Indicate how valuable student services are to the college. (choose only one rating for each service listed)

	Very Valuable	Valuable	Of Some Value	Of No Value
Health Services	○	○	○	○
Fitness Center	○	○	○	○
"The Navigator" (i.e. school newspaper)	○	○	○	○
"Full Circle" (i.e. Spring and Fall/Summer Magazine Publication)	○	○	○	○
Student Lounges	○	○	○	○
Intramural Sports	○	○	○	○
"Laker Point" (cafeteria)	○	○	○	○
Student Activity Board (SAB) Wednesday 11am-1pm Activities	○	○	○	○
Campus Computer Labs/Library (LRC)	○	○	○	○
Student Discounts at Stores, Restaurants, etc.	○	○	○	○
Student Loans	○	○	○	○
Special Interest Clubs (i.e. Criminal Justice, Honors, Horticulture, B-GLAD, Nursing, Cosmetology, Welding, etc.)	○	○	○	○
Student Organizations (i.e. Student Activity Board, Student Government Association, Phi Theta Kappa. Ambassadors, Future Educators of America, International Student Association, etc.)	○	○	○	○
Travel Opportunities (i.e. Study Abroad, group trips, etc.)	○	○	○	○
Student Handbook	○	○	○	○
Counseling Services	○	○	○	○
Career Services	○	○	○	○
Online Resources (i.e. Hub/IRIS/Website)	○	○	○	○

10. Indicate how frequently you attend cultural arts and student activity events. (choose only one response per event)

	At Least Once in the Last 2 Years	Never
Concerts (any type)	○	○
Panels (veterans, etc...)	○	○
Current Issues Speakers	○	○
Celebrity Speakers	○	○
Comedic Shows	○	○
Magician, Hypnotist, etc.	○	○
Theatrical Productions	○	○
Films (any type)	○	○
Athletic Events	○	○
On Campus Art Shows	○	○
Bingo (any type)	○	○
Sex &/or Alcohol Related	○	○
Novelty (i.e. turkey bowling, make a puzzle, scarf, etc.)	○	○
Food Related Diversity Events	○	○
Arts & Humanities Series Events	○	○

8.

11. Indicate how valuable the cultural arts and student activity events are to the college and to enjoying college life. (choose only one rating for each event listed)

	Very Enriching	Enriching	Of Some Enrichment	Of No Enrichment
Concerts (any type)	○	○	○	○
Panels (veterans, etc...)	○	○	○	○
Current Issues Speakers	○	○	○	○
Celebrity Speakers	○	○	○	○
Comedic Shows	○	○	○	○
Magician, Hypnotist, etc.	○	○	○	○
Theatrical Productions	○	○	○	○
Films (any type)	○	○	○	○
Athletic Events	○	○	○	○
On Campus Art Shows	○	○	○	○
Bingo (any type)	○	○	○	○
Sex &/or Alcohol Related	○	○	○	○
Novelty (i.e. turkey bowling, make a pizza, scarf, etc.)	○	○	○	○
Food Related Diversity Events	○	○	○	○
Arts & Humanities Series Events	○	○	○	○

12. Indicate the two most convenient times for you to attend cultural or student activity events? (choose only two responses)

☐ 11am-2pm Wednesday

☐ Noon hour, Monday-Friday

☐ Evenings, Monday-Thursday

☐ Friday evenings

☐ Saturday

☐ Saturday evening

☐ Sunday

☐ No Preference

13. What is the best way to be notified about cultural arts or student activity events at Lake Land College? (choose only one response)

○ Posters around campus

○ Local newspapers

○ The Navigator News

○ Marquees at the entrance

○ TV monitors on campus

○ Homepage of the college website

○ Flyers on campus & at off-site locations

○ Emails

○ Text messages

○ Other (specify)

14. Indicate which newspaper you read most often. (choose only one response)

○ The Navigator News

○ The Daily Eastern News

○ The Journal Gazette

○ The Times Courier

○ None

○ Other (please specify)

[   ]

15. What radio stations do you listen to most often? (choose only two)

☐ WLKL

☐ WEIU

☐ WMCI

☐ WBGL

☐ WILL

☐ Other (please specify)

[   ]

16. What best describes how you decide to attend a cultural arts or student activities event at Lake Land College? (choose only one response)

○ Each semester I look at the events calendar and mark down the event on my personal calendar

○ If I see somewhere an event at Lake Land that I am really interested in, I make it a point to attend that event

○ If I am free at at particular time and I am looking for something to do, I look around to see what Land Land is offering

○ Someone else invites me to attend with them

○ Other (please specify)

[   ]

17. The college website covers many topic areas. Indicate how valuable each topic area is to you. (choose one one rating per item)

	Valuable	Some value	No Value
Student clubs and organizations	○	○	○
Services for students (counseling, health services, tutoring, financial aid, career services, etc.)	○	○	○
Campus rules/Student conduct code	○	○	○
Procedures for filing complaints	○	○	○
Academic regulations	○	○	○
Privacy for student records policy	○	○	○

18. Every semester Lake Land College makes a supply of student planners available. Under what circumstances do you pick one up? (choose only one response)

○ I pick one up every year

○ If I need particular information in it, I pick one up, otherwise I don't

○ I have no need for a student planner

○ I don't know anything about the student planner and have never looked to pick one up

19. What programs not currently offered, cultural arts or student activities events, would you like to see offered in the future at Lake Land College?

20. If you have a physical disability, what services do you need to enable you to attend a cultural arts or students activities event at Lake Land College? (choose all that apply)

	Need this while attending events	Not currently available while attending events
Wheelchair access	☐	☐
Assistance getting to my seat	☐	☐
Large print programs	☐	☐
Hearing aid device at my seat	☐	☐
Interpreter for event	☐	☐
Does not apply to me	☐	☐

Other (please specify)

11.

21. Do you think or feel that participating in college activities positively affects your success? (choose only one)

◯ Yes

◯ No