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An Evaluation of the Student Service Expectations
of Freshmen at a Small, Midwestern
Liberal Arts University

by

Jerry Michael Bladdick

A Dissertation submitted to the Education Faculty of Lindenwood University
in partial fulfillment of the requirements for the
degree of

Doctor of Education

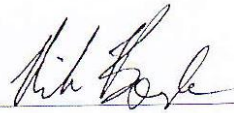
School of Education

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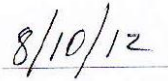
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Dr. Rick Boyle, PhD, Dissertation Chair



Date



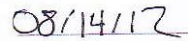
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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

Full Legal Name: Jerry Michael Bladdick

Signature:  Date: 8/10/12

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Abstract

Increasing freshmen student retention and ultimately increasing their graduation rates continues to be a critical matter for institutions of higher education. Therefore, colleges and universities are attempting to understand the student service expectations of freshmen students as a primary mechanism to enhance matriculation rates. University administrators must identify what students expect from their college experience if they are to positively affect institutional policy.

Previous investigations have observed the relationship between student expectations and experiences, but limited data exist on the student service expectations of college freshmen. The purpose of this mixed method study is to determine the student service expectations of freshmen. The 113 voluntary participants were first-time freshmen from a small, Midwestern liberal arts college and were enrolled in a freshman orientation course.

Data analysis from a *t* test revealed that no statistical differences exist among males and females and the student service expectations of campus facilities or clubs and organizations. Data analysis did reveal a statistical difference among males and females and their expressed expectations of library and information technology services. A chi-square test indicated that no statistically significant relationship exists between the gender of the student and his or her expectations of student services. Data from the *t* test revealed that no statistical differences exist among residential or commuter students and their student services expectations of library and information technology, campus facilities, and clubs or organizations. A chi-square test indicated no statistically significant relationship between the student's residential status and his or her

expectations of student services. Data analysis using a *t* test revealed that student athletic status does not have an effect on expressed expectations of library and information technology services or of clubs and organizations. Data analysis did reveal that athletic status does have an effect on the student expectations of campus facilities, and a chi-square test indicated that a statistically significant relationship exists between the athletic status of the student and his or her expectations of student services.

The results of this study provide a baseline for future studies. Results indicate the need for additional research that focuses on specific aspects or types of student services with a deeper participation pool. The findings expand field-specific knowledge in this subject area and can be used to improve the college student services that universities offer.

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Chapter I: Problem Statement

Each year millions of college freshmen enroll in the college or university of their choice. For these students, college is an experience that often represents a sense of independence and freedom. Still, during these exciting times of exploring independence and self-expression, students often look to university personnel for assistance. The university aid they receive comes in many forms, including, but not limited to, “academic advising, student housing, social and professional activities, Greek life, tutoring, financial aid, workshops and seminars, [and] campus security” (Texas, 2006, p. 12). However, the specific services and assistance that attract students or meet their expectations remain unclear.

In her recent dissertation entitled, *College Success: First Year Seminar’s Effectiveness on Freshmen Academics and Social Integration, Impact on Academic Achievement and Retention at a Southern Institution*, Malik (2011) wrote, “At the end of the [freshman] first year, one out of two students drop[s] out of a two-year [college] program and three out of ten drop out from a four-year [college] program” (p. 1). These dropout rates have been the subject of many studies and are tracked by the U.S. Department of Education, which reported that 50% of all students who initially enroll in a college or university fail to earn a diploma (Malik, 2011, p. 1). Malik (2011) stated that not earning a degree has personal and societal significance. The personal costs for those without a college degree include lower wages, limited career opportunities, and lack of job security (Malik, 2011, p. 1). The societal effects include government-backed, subsidized student loans that are left unpaid and a threat to global viability on the economic, scientific, and educational fronts (Malik, 2011, p. 2).

Many institutions make student services available to increase “persistence rates, degree attainment, and to help at-risk students” (Brock, 2010, p. 1). Examples of some of these student services include “remedial education, support services [such as student housing], counseling, advising, financial aid, and [athletics]” (Brock, 2010, p. 1). Students rely on the student services that are offered to them. There appears to be a disconnect, however, between institutions and the students. College administrators examine these high dropout rates and wonder if they are not meeting the student service expectations because freshmen have expectations that universities and colleges simply cannot meet (Malik, 2011, p. 2).

Malik (2011) commented that the climate on college campuses has been changing for years partly due to the shift in campus cultures (p. 2). Early campus climate changes can be traced back to the Land Grant Act of 1862 that made a college education affordable (Thelin, 2004, p. 75) and fueled college enrollments (Barr & Desler, 2000, p.5). Following the Land Grant Act of 1862, the dawn of co-educational institutions of higher learning further changed the environment on college and university campuses (Thelin, 2004, p. 55). Addressing the emotional, physical, and financial needs for war veterans through government-supported educational assistance programs like the Montgomery GI Bill also accelerated and influenced change on college campuses (Barr & Desler, 2000, p. 19). The explosion of student enrollments at community colleges and the many vocational learning opportunities provided between 1960 and 1970 would again create climate and cultural changes in the higher education arena previously unseen (Thelin, 2004, p. 300).

More recently, changes in campus culture are occurring in part because higher educational learning institutions are flooded with college freshmen known as Millennials (Malik, 2011, p. 2). The term Millennials refers to a generation of students who are sometimes underprepared for college, are from diverse ethnic and economic backgrounds, and are often heavily guarded by parents who may have higher expectations of the institution than their sons and daughters (Malik, 2011, p. 2).

Gleason (2007) at California State University-Long Beach identified several unique characteristics of Millennials (para. 14). These characteristics include influencing the expectations college freshmen have of their experience and how universities and colleges meet those expectations (Gleason, 2007 para. 14). One characteristic that Gleason (2007) found to be unique to Millennials includes “feeling connected to their parents and protected by them” (para.14). Millennials also “value volunteerism, service learning, are team oriented, high achieving, often feel pressured to succeed, and are respectful of adults and accepting of different ethnic groups and lifestyles” (Gleason, 2007, para. 14).

Millennials started arriving on college campuses in 2000 in what has been described as a “tidal wave” (Gleason, 2007, para. 12). Junco and Mastrodicasa stated (as cited by Gleason, 2007) that Millennials represent “more than 80 million and make up more than 41 percent of today’s population, [and are] the largest generation since the Baby Boomers” (Gleason, 2007, para. 1). Gleason (2007) stated that this diverse cohort is made up of individuals who have almost always grown up during times of war, economic hardship, or a period of corporate corruption. Many of them were raised in a single parent household by a working mother or in blended families (para. 13). They are

technologically savvy and often use that technology to communicate with the world in which they live (Gleason, 2007 para. 14). With all these distinctive physiognomies, this generation is reshaping the culture on college campuses (Gleason, 2007, para. 14).

While Millennials receive part of the credit for creating cultural changes on college campuses, only “16% of all college students are traditional aged 18-22 year old residential students” (Hollis, 2009, p. 31). Hollis (2009) further stated that “12 million college students are over the age of 25 and are often classified as adult learners or nontraditional students” (p. 31). Other demographic data reveal further evidence of cultural changes on college campuses. “Between 1965 and 2005, college enrollment grew from 5.9 million to a staggering 17.5 million, a 300 percent increase” (Brock, 2010, p. 111). Brock (2010) stated that a large portion of this increase came from “minority groups, which more than doubled from 1976 to 2005” (p. 111), while increases in college enrollment were also seen in women and students over the age of 25 (p. 111). These cultural changes present a quandary for institutions that are often structured as they were decades ago. This quandary fosters the need to further investigate this subject.

Chapter I of this study provides an introduction to the research questions and a basis from which they will be addressed. This chapter also includes definitions of terms as they apply to the research questions and this study. Additionally, the theoretical framework outlines the variables that affect freshmen student expectations of college student services and makes a case for colleges to meet those expectations.

Definition of Terms

The following terminology is used to define terms as they are used in this study.

Adult Learner: A college student over 25 years of age (Hollis, 2009).

Carnegie Classification: A type of college ranking and structure based upon the category of degrees an institution of higher learning offers. Basic classifications include; associate colleges, doctorate-granting universities, master's colleges and universities, baccalaureate colleges, special focus institutions, and tribal colleges (Foundation, 2010).

Commuter Student: A student attending college, but who does not live in university-sponsored housing or dormitories.

CPR: Center for Postsecondary Research at Indiana University in Bloomington, Indiana

CSEQ: College Student Experiences Questionnaire

CSXQ: College Student Expectations Questionnaire

Day College: An undergraduate venue in which one earns a degree by attending class from the hours of 8:00 a.m. to 5:00 p.m. and where the population is typically between the ages of 18 and 22.

Freshmen: First-time college students attending full-time with no previous higher education experiences (Commission, 2003).

Freshmen Orientation: A for-credit college course taken by first-time freshmen students to “provide the direction and support that will enhance their potential for success in their undergraduate program” (University L. , 2011-2012, p. 122).

Millennial(s): A person born after 1981. This group of individuals is “the most racially and ethnically diverse generation in U.S. history” (Gleason, 2007 para. 13). “One in four grew up in a single parent household; many grew up with working mothers and in blended families” (para. 14). Millennials are technologically savvy, often define important people as movies stars and sports personalities, and have experienced the events of September 11 and lifelong uncertainty in the Middle East (Gleason, 2007,

para.14). This generation “currently comprises the traditional college student aged 18-22 years old” (Malik, 2011, p. 4)

NAIA: National Association of Intercollegiate Athletics

NASPA: National Association of Student Personnel Administrators

NCAA: National College Athletic Association

Non-traditional Student: A college student who is over the age of 25 (Hollis, 2009).

Student Personnel Administrators: University personnel who work to develop the quality of campus life; enhance student learning; attract and retain qualified students; provide students with satisfactory housing, health services, and recreational facilities; develop and coordinate student activities; help make career decisions; and meet the needs of students (Administrators, n.d.).

Student Services: Academic or non-academic programs offered by a college or university with the main purpose of adding to a student’s physical or emotional well-being (Commission, T. H., 2003).

Traditional Students: Students between the ages of 18 and 22, who are recent high school graduates seeking a college education at a university while living on campus, attending full-time, seeking co-and extra-curricular activities, and desiring a campus with social activities (Falk, 2010, p. 16).

Rationale

Extensive studies related to college freshmen experiences have been recorded, but only a limited amount of research exists that examines freshmen student expectations. Even less research reviews and addresses college freshmen’s expectations of student services in particular (Crisp et al., 2009, p. 13). This lack of research provides further

incentive to investigate this subject. Deeper exploration will assist institutions in gathering data related to the student service expectations of college freshmen and will thereby allow student service personnel to better prepare and respond to student expectations.

According to an article published in the *Journal of University Teaching and Learning Practice*, a great deal of research has been conducted on the first-year experiences of college freshmen (Crisp et al., 2009, p. 13). In fact, C. Robert Pace studied college freshmen experiences for more than 50 years. As the developer and designer of several higher education assessment tools, he is most noted for his development of the College Student Experiences Questionnaire (CSEQ). Revised by Pace three times since its introduction in the 1970s, the CSEQ is utilized to study the college experiences of all grade levels, especially freshmen and college seniors. Issued to 300,000 college students at more than 400 separate universities and colleges, the CSEQ is the third leading U.S. database related to college student experiences (Gonyea, R. K., 2003, p. 3).

Three notable studies that used the CSEQ to examine college freshmen experiences have been published over the years. Featured in the *Journal of College Student Development*, the article titled “Quality of Student Experiences of Freshman Intercollegiate Athletes” indicated that “athletes reported less involvement on campus than did non-athletes” (Stone & Strange, Quality of Student Experiences of Freshman Intercollegiate Athletes, 1989, p. 148). In 1995 the *NASPA Journal* published a study titled “Freshman to Senior Year Gains Reported on the College Student Experiences Questionnaire.” This study “examine[d] differences in quality of effort and self-reported

gains students make in academic and personal development” (Bauer, 1995, p. 130). The third study was published in 2002 by the Office of Institutional Assessment, Research, and Testing at Western Washington University and is entitled “Expectations vs. Experience: Western Washington University’s CSXQ/CSEQ Findings.” The purpose of this study was to “survey first-year students to determine and compare their expectations and experiences of their first college year” (McKinney, Carlson, Albrecht, & Trimble, 2003, p. 1). While the CSEQ only explored student experiences, Pace and Kuh developed the College Student Expectation Questionnaire (CSXQ) in 1997, which is the expectation version of the CSEQ (College, W., n.d., para. 1). Pace and Kuh created the CSXQ as a pretest to the CSEQ and to examine freshmen student expectations (College, W., n.d., para. 2). The researcher in this study used the CSXQ to examine the student service expectations of college freshmen.

Crisp et al. (2009) stated that Kuh and Pace observed striking differences when comparing expectations with the experiences that colleges are willing and able to offer students (p. 13). Kuh and Pace developed the CSXQ and the CSEQ surveys to measure both student expectations and experiences (Crisp et al., 2009, p. 13). The reason for the differences may be due to the impractical expectations of the student or the institution’s unawareness of particular student expectations (Crisp et al., 2009, p. 13). Understanding student expectations or changing those expectations to better match the institution’s mission or vision may provide both the student and institution with more clarity as to what to expect and what to provide in the form of student services (Crisp et al., 2009, p. 14). Further understanding of these student expectations could be helpful to high school

students, who can better prepare themselves for college as they transition from one learning environment to another.

In light of the limited research in this area, a strong need remains to explore and examine the student service expectations of today's college freshmen. Other factors to consider include the environmental and cultural changes altering today's college campuses, the identity crisis and ever-evolving nature of college student services, and the many unknown facets of freshmen expectations. This study will further supplement the limited literature available and associated with this topic by expanding the knowledge on student services and the expectations that college freshmen currently have regarding those services.

Purpose of the Study

The bifurcated purpose of this study is to determine the student service expectations of college freshmen at a small, Midwestern liberal arts university. The researcher is conducting the assessment to examine and determine what college freshmen at this small, Midwestern liberal arts university consider to be important student services during their freshman year. This study includes the student usage of university services, as well as student membership and participation in athletic programs and pre-professional and social clubs, specifically for first-time undergraduate students.

Student services have been defined by the National Center for Education Statistics as "...activities whose primary purpose is to contribute to students emotional and physical well-being and to their intellectual, cultural, and social development" (Statistics, 2012, p. 4). Examples of student services offered by many colleges and universities include the following: student newspaper, tutoring, career planning and placement,

student housing, student activities, student health services, information technology, and intercollegiate athletics (Statistics, 2012, p. 4; Commission, T. H., 2003).

This study may allow administrators, faculty, students, and other stakeholders to better grasp how student services and student expectations of those services contribute to campus culture and the institution's mission and vision. This understanding may further facilitate conversations between students and university personnel, allowing for effective changes to the student services offered. In turn, this may increase student retention and graduation rates while also improving overall student satisfaction.

Research Questions and Hypotheses

Student services are an important aspect of the college freshmen experience.

Moreover, colleges use student services to attract and recruit undergraduates while influencing future alumni to support their alma mater (Groves, S. G., 1978, p. 195).

Subsequently, this research project will attempt to validate and expand the body of knowledge currently available on this topic. This study tests the following hypotheses:

Null Hypothesis 1: No difference exists in the student service expectations of freshmen males and freshmen females at a small, Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ.

Null Hypothesis 2: No difference exists in the student service expectations of freshmen students living in university housing and freshmen commuter students at a small, Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ.

Null Hypothesis 3: No difference exists in the student service expectations of freshmen student athletes and freshmen non-athletes at a small, Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ.

Research Question 1: What are the student service expectations of college freshmen at a small, Midwestern liberal arts university?

Research Question 2: Do freshmen student services expectations at a small, Midwestern liberal arts university differ from male to female, from athlete to non-athlete, from residential to commuter student, and if so, how?

Research Question 3: Are the expectations of student services by freshmen at a small, Midwestern liberal arts university consistent with the usage of those services?

Limitations

The limitations of this study include secondary data that were collected and maintained by several sources. This includes institutional data from library services, tutoring services, and student services. The researcher must assume that this data was recorded accurately. Furthermore, the research was restricted to a small, Midwestern, private, co-educational, not-for-profit, liberal arts university and was made up of full-time college freshmen. The questionnaire only assessed the “student service” expectations of these freshmen.

The participating institution began offering undergraduate day college degree programs in 2009 and has consistently added student services each year since then; however, not all typical student services were available at the time of this study. This variable may have impacted the students’ understanding of what student services are available and, of those available, which services are important to the student.

The CSXQ is typically given to first-time freshmen during an orientation period before the school year begins or shortly after the semester starts (College, W., n.d., para. 2). Since “the CSXQ asks students how often they *expect* to engage in [a particular

behavior]" (CSEQ/CSXQ, 2011), and this survey was issued 10 weeks into the semester, students' past experiences up to the point of taking the survey may have influenced their responses. Additionally, the freshmen orientation course, where students often become most familiar with the institution's available student services, was taught by six different instructors; therefore, the delivery and explanation of student services may not have been consistent.

The size of the sample is also a limitation to this study. The small, Midwestern institution that participated in this study had an undergraduate day college class size of approximately 520 students at the time the survey was issued. The first-time freshman class at the institution was made up of 139 students, of which 113 of the participants self-selected in this study. Additionally, the researcher is also an administrator at the institution that participated in the study, and his oversight of the study may or may not have influenced the level of participation or the responses from the participants. However, the researcher did not interact with students to collect the data; a third party distributed and collected the surveys.

Summary

Meeting student expectations can be challenging for institutions of higher learning. Meeting the expectations of college freshmen can be even more so when institutions attempt to understand and meet the expectations of this group. Universities design and offer student services to engage students in successful learning inside and outside the classroom and to have both academic and social benefits. They also design student services to attract, recruit, retain, and graduate students. Most colleges that enroll traditional-age students offer student services that include, but are not limited to; tutoring,

career and personal counseling, advising, student housing, activities, technology, and intercollegiate athletics. The researcher has designed this study to evaluate whether a small, Mid-western liberal arts university understands the student services expectations of college freshmen and to determine if the institution is meeting the student service expectations of these freshmen.

Chapter II: Literature Review

Crady and Sumner (2007) made the statement that colleges and universities are becoming a supermarket of student services (p. 17). These student services are designed to attract, recruit, and retain students (Groves & Groves, 1978, p. 195). In some cases, however, colleges and universities have forgotten that education can and often does occur outside the classroom (Groves & Groves, 1978, p. 192). In short, student services have become an expectation of today's young people, and with "more than three thousand colleges and universities in the United States" (Crady & Sumner, 2007, p. 17), many different models and types of student services are offered (p.17). According to Falk (2010), author of "Strategically Planning Campuses for the 'Newer Student' in Higher Education," the vast majority of students who access college student services are "traditional 18-22 year olds" (p. 15). Falk (2010) postulated the reason that students place such high demands on student services may have something to do with how the student is described (p. 16). Published in the *Academy of Educational Leadership Journal*, Falk's (2010) article stated,

Traditional students have characteristics of being between the ages of 18 and 22, a recent graduate of high school, are looking for a bricks and mortar classroom experience while living on campus, are generally white, non-Hispanic, attend college full time, seek co-and extra-curricular activities such as watching or participating in intercollegiate athletics, band, music and drama outlets and want significant campus-based social and entertainment options, like fraternities and sororities, clubs, and academic societies. (p.16)

Schilling and Schilling (1999) argued that to better understand the types of student services accessed by college freshmen, one needs to understand where these expectations originate (p. 5). Examining the background and definition of student services while trying to understand the responsibilities of the student service professionals who are attempting to meet those expectations is also important to remember (Kuh G. , 1991, p. 76). In this chapter, the researcher identifies where student expectations originate, how they are formed, and the history of student services. The researcher also examines the many different types of student services.

Where Do Student Expectations Come From

Understanding the expectations that colleges and universities have of their students and those that students have of the schools they attend is essential according to an article written by Schilling and Schilling (1999, p. 4). They wrote that understanding outcomes and experiences has value, but very little written research exists about expectations (Schilling & Schilling, 1999). In spite of this, they believe that student expectations come from several sources, namely parents, high school teachers, and college professors (p. 4). Schilling and Schilling (1999) found that “student affairs staff greet students and articulate [expectations and] opportunities for involvement in extracurricular life and standards of acceptable conduct on campus” (p. 4).

While student expectations may be influenced by parents and faculty members, Schilling and Schilling (1999) also believed that student “expectations about schooling have been shaped by their experiences in high school” (p. 5). Still, most institutions of higher education do little to change or affect freshmen expectations (Schilling & Schilling, 1999, p. 5). In fact, Schilling and Schilling (1999) believed that university

administrators do little to inform the college communities about the expectations that faculty have of their students and the disconnect that occurs with those students (p. 5). This unique paradigm first piqued their interest in studying student expectations (Schilling & Schilling, 1999, p. 5).

Schilling and Schilling (1999) reviewed and studied academic student expectations in depth and examined the expectations related to student services (p. 6). They talked with student service staff members who shared with them their surprise at the students' infrequent usage of library services, attendance at theater or art openings, and participation in campus-sponsored activities (Schilling & Schilling, 1999, p. 6). Schilling and Schilling (1999) stated, "Faculty and staff seem to expect one set of behaviors from students, while students expect something very different from themselves" (p. 6). To understand this expectation gap between faculty, university administrators, and students, Schilling and Schilling (1999) embarked upon a study to gain a sense of how these differences evolved (p. 6). Consequently, this exploration was the founding of the CSXQ instrument (Schilling & Schilling, 1999, p. 6).

Seven institutions of higher learning formed a consortium of diverse universities considered small to medium in size, private and public serving, and diverse in student makeup (Schilling & Schilling, 1999, p. 6). Schilling and Schilling (1999) also enlisted the help of Kuh of Indiana University and consortium administrators (p. 6). They worked together to develop what is now known as the CSXQ, the expectations edition of the CSEQ, which surveyed student experiences (Schilling & Schilling, 1999, p. 6).

Kuh (1991) discussed the role that the college admission and recruitment process has on setting student expectations and meeting those expectations in an article

titled “The Role of Admissions and Orientation in Creating Appropriate Expectations of College Life” (Kuh, G. , 1991, p. 76). Here, Kuh (1991) examined the way colleges and university admissions departments and orientation programs “help undergraduate students form appropriate expectations for college” (p. 75). Kuh (1991) made similar recommendations as those made by Schilling and Schilling, including encouraging college administrators to examine and audit admissions publications and materials to see what type of expectations, if any, the university is relaying to new students (p. 81).

Kuh’s recommendations are also echoed by Roland Gaines, vice chancellor for student affairs at North Carolina Central University, and J. Michael Thompson, vice provost at the University of Southern California (Education, T. C., 2004). Gains stated, “To recruit [college] students, we stress involving all segments of our university” (Education, T. C., 2004, para. 34). Similarly, Thompson blended many student services into the admission and recruitment process, such as financial aid, campus activities, and alumni events (Education, T. C., 2004, para. 45).

Schilling and Schilling’s (1999) findings and recommendations concluded that “coordinated efforts by academic and student affairs are necessary if the issue of setting expectations for student performance is to be effectively addressed” (p. 8). They also stated that college admission materials and campus tours dedicate a great deal of time to elaborating on extra-curricular activities, misleading students to believe that these activities are more important than their actual studies (p. 8). As a result, Schilling and Schilling (1999) suggested that colleges review admission materials to determine what message is being conveyed to new students regarding the types of expectations they should have about campus life (p. 8).

The study also revealed that staff and faculty participate in determining or forming the types of expectations students generate, calling the problems with college student expectations “a job, without a job description” (Schilling & Schilling, 1999, p. 9). In addition “collective action by faculty and staff is essential” (p. 9) if they are to hold students accountable and create a rewarding, yet challenging environment (Schilling & Schilling, 1999, p. 9). Initially focused on student expectations related to student academics, the Schilling and Schilling (1999) study also found important information related to student life, student services, and the expectations students have in these areas (p. 9).

The importance of meeting the student service expectations of undergraduates is underscored in an article by Abrahamowicz (1988), which drew attention to the way in which “every positive factor [in college life] was likely to increase student involvement and every negative factor was likely to reduce [student] involvement” (p. 233). These student service involvement factors are often college life experiences, such as joining or participating in “student organizations and out-of-class student activities” (p. 233).

Understanding College Student Services and Affairs

The National Association of Student Personnel Administrators (NASPA, 2012) defines student services as academic or non-academic programs with the main purpose of adding to a student’s physical and emotional well-being while “help[ing] students learn and grow outside of the classroom” (para. 1). NASPA is a professional organization made up of college and university employees that include “vice presidents and deans of student life, as well as professionals working within housing and residence life, student unions, student activities, counseling, and career development” (NASPA, 2012, para. 2).

NASPA members also work in study abroad programs, alumni programs, judicial affairs, women centers, financial aid, and intercollegiate athletic programs (NASPA, 2012, para. 18). In addition, NASPA members have a wide variety of professional experiences and hold varying academic credentials (NASPA, 2012, para. 13). They hold bachelor's degrees in many disciplines for entry level positions, master's degrees in education for middle management positions, and doctorates in student personnel and higher education administration for administrative positions (NASPA, 2012, para. 11).

In light of NASPA's broad definition of student services, colleges have also housed their student services in a variety of academic units with names such as Student Affairs (Kuh, Schuh, & Whitt, 1991), Student Development (Chattanooga, 2011), Student Personnel Services (College, M. , 2011), and Academic Student Services (University, F. D., 2012). Within each of these university divisions, specific student services and departments may be housed (Miller, Bender, Schuh, & Associates, 2005, p. 80). Miller, et al. (2005) listed some of those departments as university housing, admissions, financial aid, health services, multicultural affairs, and student activities, to name a few (p. 79). Still others student service divisions included "academic support, career guidance, and job searches" (Kuh, et al., 1991, p. 160), "student activities, Greek life, fitness centers, student unions, alumni programs, student government advising, study abroad, support services for students with disabilities, Veterans programs, [and] new student orientation" (NASPA, 2012, para. 4).

NASPA stated that student affairs professionals work to improve the quality of campus life by making the campuses secure and safe, enhancing student learning by offering tutoring services, attracting and retaining qualified students through student

orientation programs, and providing students with satisfactory housing, health services, and recreational facilities (Administrators, n.d.). In addition, student affairs professionals also organize student events (Administrators, n.d.). These activities include social activities, fraternities, and sororities, along with other traditional campus interests, such as intramural athletics, dances, speaker series, and intercollegiate athletics (Administrators, n.d.). Still, other student affairs professionals oversee financial aid programs, which include institutional scholarships; student loans; local, state, and federal grants; and college work study or work and learn programs, in which students work on campus to earn monies that apply towards their tuition (Administrators, n.d.).

Student affairs staff members have been known to assist students entering college, aid them while they are in college, and guide them in their transition out of college by assisting students with career services (Administrators, n.d.). Career services often include career counseling, assistance with resume writing, and mock interviews with students (Administrators, n.d.). While many services are designed for the student living in university housing, student affairs personnel meet the needs of commuter and nontraditional students with many of the same services offered to the student living in the dormitories (Administrators, n.d.).

The History of College Student Services

Barr and Desler (2000) believed that student affairs date back to “Athenian education;” others say to the Middle Ages (p.5). However, Thelin (2004) believed student affairs, or student services, are the byproduct of the American higher education system with early roots in the 19th century. Regardless of the time frame when student services first originated, they became a regular 20th century occurrence out of necessity

(Barr & Desler, 2000, p. 5). Thelin (2004) stated that student affairs personnel oversaw and underscored college regulations because of the expanding enrollments during this time period (p. 221). Ongoing student discipline issues brought on by these changing times and institutions' inability to control student behavior further justified the need for student service personnel (Thelin, 2004, p. 221).

Barr and Desler (2000) believed that the field of college student services began simply because the university president, who, in early American higher education, was responsible for student discipline, needed help modifying student conduct (p. 6). Still, the development of land-grant institutions added to expanding enrollments (Barr & Desler, 2000, p. 5). Land-grant institutions later made way for public colleges, which, in turn, made higher education more accessible, further expanding enrollments (Barr & Desler, 2000, p. 5). The Land Grant Act of 1862 gave new states the ability to make higher education affordable because land was less expensive and more plentiful than cash (Thelin, 2004, p. 75).

The accessibility of a college education and the need for student services was further fueled by the birth of co-educational learning environments and the increased number of women entering college (Barr & Desler, 2000, p. 5). Co-educational colleges enrolled both men and women, and female colleges enrolled only women (Thelin, 2004, p. 182). Thelin (2004) stated that the explosion of females attending college is evident when one considers historical records (p. 55). These records show no women earning a college degree during colonial times; however, "between 1800 and 1860, at least fourteen" (p. 55) schools allowed women to matriculate, and multiple women's colleges opened during that same time period (Thelin, 2004).

Barr and Desler (2000) argued that new occurrences such as these shifted the cultures and social climates within institutions that were once reserved for white males (p. 5). In addition, “social, political, and intellectual ferment in the United States, and the introduction of the elective system in higher education and the emphasis on vocation as a competitor to the traditional liberal arts” (p. 5) created the need for universities to provide student services (Barr & Desler, 2000). These changes brought with them additional responsibilities that could no longer be addressed solely by the campus president in his traditional role (Barr & Desler, 2000, p. 6).

Early private higher education in America focused on strong values and was morally centered. The institution’s president emphasized the spiritual needs of the student body (Barr & Desler, 2000, p. 6). More often than not, these institutions of higher learning were church-affiliated as public institutions did not exist until secular colleges gained a permanent foothold (Barr & Desler, 2000, p. 6). Many of these public schools were developed as vocational institutions where academic emphasis was placed on farming, technology, and home economics (Barr & Desler, 2000, p. 6). At this time, the president’s role as the moral leader changed, and his efforts were diverted to addressing issues that dealt with “finance, capital construction, faculty recruitment, the establishment of new programs, and the politics of institutional growth” (Barr & Desler, 2000, p. 6). The challenges of these presidents were heightened when the growing numbers of students entering college were under-prepared (Barr & Desler, 2000, p. 6).

Barr and Desler (2000) explained that as a result of these new presidential challenges, positions such as the dean of men and the dean of women were created (p. 8). In these capacities, focus was placed upon student development and student affairs

although there was not an operational definition for these terms or, for that matter, a clear description of what the individuals in these positions were to accomplish (Barr & Desler, 2000, p. 8). Adding to this uncertainty, the lack of support and recognition by the institution's faculty also created numerous challenges (Barr & Desler, 2000, p. 8). Barr and Desler (2000) maintained that faculty viewed student affairs and student services as a reminder of their failure or unwillingness to cope with the student needs and demands (p. 8). At the same time, the dean of men and dean of women lacked professional history or a clear understanding of what they were to accomplish because no outline of duties was provided to them when they were appointed to these positions (Barr & Desler, 2000, p. 8).

In the late 1920s and early 1930s, definitions began to emerge with student discipline being the primary objective behind student affairs (Barr & Desler, 2000, p. 9). More specifically useful to the dean of men, one definition described the position as

that officer in the administration who undertakes to assist the men students [to] achieve the utmost of which they are individually capable, through personal effort on their behalf, and through mobilizing in their behalf all the forces within the University which can be made to serve this end. (Barr & Desler, 2000, p. 9)

Expanding on this definition, President Cloyd Heck Marvin of George Washington University wrote, "The Dean of Men is most free to interpret his position in terms of modern university life because he is handling problems dealing with the adaptation of student life to the constantly changing social surroundings" (Barr & Desler, 2000, p. 9). Similar concerns affected the dean of women as obvious common

characteristics existed between this individual and her male counterpart, but each possessed his or her own unique features (Barr & Desler, 2000, p. 9).

Barr and Desler (2000) contended that post-World War II social and political changes added to the developing landscape of college student services (p. 19). Physical and emotional needs of war veterans, a growing female population, and changing cultural and ethnic enrollments were just a few reasons cited as impacting colleges and universities (Barr & Desler, 2000, p. 19). Along with the Cold War between the U.S. and the Soviet Union, the first-generation college student, the impact that two-year colleges were having on higher education in general, and rising racial tensions, college student services had to be poised to address more than student discipline (Barr & Desler, 2000, p. 19).

Not until the 1960s did student services expand its focus to more than merely student discipline (Barr & Desler, 2000, p. 9). Along with the social changes of that era, the term “student development” emerged under the umbrella of “student personnel” (Barr & Desler, 2000, p. 9). Student personnel encompassed “all activities undertaken or sponsored by an educational institution, aside from curricular instruction, in which the student’s personal development was the primary concern” (Barr & Desler, 2000, p. 9). Even before the 1960s, Walter Dill Scott, a psychologist at Northwestern University who later became president wrote,

It is my belief that emphasis would be on the individuality of the student and his present needs and interest. The student should be looked upon as more than a candidate for a degree, he is an individual that must be developed and must be trained for a life of service...Inadequate attention has been given to the

fundamental problems of personnel. The great problem in our nation today is the problem of people. (Barr & Desler, 2000, p. 11)

Scott's statement marked the beginning of colleges and universities' added emphasis on career counseling and guidance to the academic lives of their students (Barr & Desler, 2000, p. 11). Scott wrote that the institution has a responsibility to guide students intelligently into their professional fields and that vocational guidance was to be managed by the university's administrators (Barr & Desler, 2000, p. 11).

Counseling as a Student Service

In addition to career development becoming a key aspect of student services, mental health also materialized in 1969 as a student service responsibility (Barr & Desler, 2000, p. 12). "Mental health came to be considered as one aspect of the 'whole' student, and institutional focus would be placed on 'adjustment' to college life and preparation for life in general" (Barr & Desler, 2000, p. 12). This was the beginning of many different types of counseling services that today's colleges offer to their students (Administrators, 1989). These types of counseling services include, but are not limited to career, personal, addiction, and academic (Administrators, 1989). This approach, along with other aspects of student services, helped to develop a philosophy imposed on educational institutions that stated their duty to consider the student as a whole (Administrators, 1989). It mandated that colleges and universities evaluate and assist with the students' academic abilities and achievement, emotional make-up, physical condition, social relationships, career paths, moral and spiritual values, and financial resources (Administrators, 1989). This approach created additional challenges for institutions of higher learning to treat students not just as learners, but as developing people (Administrators, 1989).

The need for student service departments to offer counseling on college campuses is further evident in a fall 2010 survey conducted by the Higher Education Research Institute at UCLA (Pryor, 2010, para. 1). The survey, entitled *The American Freshman, National Norms Fall 2010*, revealed responses from over 200,000 first-time freshmen from 279 baccalaureate institutions (Pryor, 2010, para. 1). The survey results revealed that the self-reported “emotional health” of first-year college students was at its lowest point since 1985 (Pryor, 2010, para. 1). More specifically, it demonstrated that today’s freshmen often feel “overwhelmed by all I had to do” (Pryor, 2010, para. 3). Seventeen percent of freshmen males stated they were overwhelmed while 38% of females felt this way. Students reported that feelings of being overwhelmed stemmed from a range of concerns from financial matters to hidden disabilities (Pryor, 2010, para. 3).

The need for counseling services for minority college students was evident in a 1999 study published in the *Journal of Multicultural Counseling and Development* and written by Mayo. Mayo (1999) reported that a study asked male and female students, most of whom were freshmen, about their classroom performance expectations (p. 6). Mayo (1999) stated that researchers specifically looked at members of diverse ethnic groups and found that these students had lower classroom expectations than members of non-minority groups (Mayo, 1999, p. 6). Women of all ethnic groups tended to have more doubt about their performance expectations than men; however, both black males and females stated that they would perform “very badly at the task” (Mayo, 1999, p. 6) with black females believing other black females would also perform poorly (p. 6). Mayo (1999) commented that these “negative expectations can have real consequences” (p. 9). He further stated that such negative expectations can produce students who do not

put forth as much effort and give up easily on their academic endeavors (Mayo, 1999, p. 9). Mayo (1999) added that colleges and universities need to find a balance in offering “essential academic and co-curricular [student] support services without stigmatizing supported populations” (p. 9).

While Mayo’s (1999) study and some of the findings revealed in the 2010 survey, *American Freshmen, National Norms*, present a clear need for student support services focused specifically on academic and counseling services for both white and black women, evidence has shown that the black male enrolled in college is also in need of special services and attention (Cuyjet, 1997, p. 7). In the 1997 article, Cuyjet wrote that a considerable number of black males attending college are academically “underprepared” (p. 6). Cuyjet (1997) explained that the average black male arrives to college underprepared because he attended a grade school and high school that were not equal to his white counterparts, has lower academic expectations of himself and peers, and succumbs to peer pressure that minimizes the importance of education, and a lack of role models (p. 7). Cuyjet (1997) further stated that these factors are sure to affect the student’s expectations, not only of himself, but also of the student services offered by the institution (p. 8).

Cuyjet (1997) believed that student service and academic administrators together have an obligation to change the black male’s expectations by providing a nonthreatening atmosphere where higher expectations can be cultivated and strengthened (p. 7). Expectations that colleges may need to alter include how these students perceive and use campus facilities, seek out learning and development opportunities, and form relationships with other students and faculty (Cuyjet, 1997, p. 8). College student service

departments that do not address students' feelings of being overwhelmed or low self-esteem may find that tomorrow's freshmen will seek assistance from institutions that are better prepared to meet their needs (Pryor, 2010, p. 9).

Table 1

Incoming First-Year Students Reporting a Disability/Medical Condition, by Sex (percentage)

Disability/Medical Condition	Men	Women	All Students
Attention-deficit/hyperactivity disorder (ADHD)	6.4	3.8	5.0
Psychological disorder (depression, etc.)	2.6	4.9	3.8
Learning disability (dyslexia, etc.)	3.1	2.7	2.9
Physical disability (speech, sight, mobility, hearing, etc.)	2.7	2.7	2.7
Chronic illness (cancer, diabetes, autoimmune disorders, etc.)	1.3	2.1	1.8
Other	2.8	3.6	3.3
One reported disability/medical condition	11.9	11.9	11.9
Two or more reported disabilities/medical conditions	2.5	2.9	2.7

From Pryor, 2010, p. 2.

While Pryor (2010) found it evident that college freshmen have emotional needs that may alter their expectations of college student services or their academic experience overall, college students are generally optimistic (p. 4). Even with all the “various hopes, fears [feelings] and determinations” (Pryor, 2010, p. 4) exhibited by young students entering college in 2010, one thing remains certain. These students are extremely optimistic regarding their education and future “with 57% believing there is a very good chance that they will be satisfied with college” (Pryor, 2010, p. 4). This reflects the most optimistic feelings of new college students since 1982 (Pryor, 2010, p. 4).

Perhaps these feelings of optimism stem from what Ping, President Emeritus and trustee professor of philosophy and education at Ohio University, described in his article titled, “An Expanded International Role for Student Affairs.” Ping (1999) explained student affairs as an ambitious American higher education undertaking. More specifically, Ping (1999) stated,

American universities and colleges assume a greater responsibility [today] for student life than is true of institutions in much of the rest of the world. Whereas housing and dining facilities, student governments or unions, and student clubs are virtually universal elements of collegiate experience throughout the world, what is characteristically American is a conscious effort to bring them together on a campus and to define the educational mission, not simply in terms of formal academic programs, but in the much broader sense of a collegiate experience. (p. 18)

Defining Student Services and Student Activities

The National Center for Education Statistics defined a student service as a program included within student fees whose primary purpose is to contribute to a student’s physical or emotional well-being (Statistics, 2012, p. 4). Student services help shape intellectual, cultural, and social development outside of normal curriculum (Engagement, 2009).

A major component of student services is providing student activities through “college student organizations” (Montelongo, 2002, p. 51). These organizations tend to fall into the following categories: “governing bodies, Greek letter social organizations, student government groups, academic clubs and professional societies, honor societies,

publications and media groups, service groups, intramural sports clubs, religious organizations, and special interest [or] cultural groups” (Montelongo, 2002, p. 51).

In an attempt to determine the “predisposition” of college student participation in student activities, Montelongo (2002) reviewed several studies on student involvement in campus-based organizations (p. 51). Montelongo (2002) found that taking part in extracurricular activities supplements traditional lecture hall learning and enhances the overall student experience (p. 51). This enhancement of student life is consistent with the goals of many student service administrators to “develop the whole student” (Montelongo, 2002, p. 51).

When considering Greek life and activities and non-Greek, non-governing organizations, Montelongo (2002) described what he discovered from Craig and Warner’s research (p. 18). That study revealed that service groups, intercollegiate athletics programs, academic organizations, and religious sets were all essential to campus life at large universities and colleges because they far exceeded the number of Greek organizations (Montelongo, 2002, p. 52). Montelongo (2002) stated that, according to Craig and Warner, these organizations served students who had a need to form a bond with the campus (p. 52). Montelongo (2002) expounded upon Craig and Warner’s discovery that the students who participated and joined these clubs, service groups, and academic associations were “the serious, academically oriented student, the at-risk student, the multicultural, first generation student” (p. 53). All of these student organizations and groups have the potential to be large in size and place special demands on student services personnel (Montelongo, 2002, p. 53).

The oversight of college student services today largely falls at the feet of the dean of students, an individual who continues to attempt to define not only his or her role on college campuses, but to define and, in some cases, redefine student services (Ping, 1999, p. 13). Maintaining their role of institutional disciplinarian, deans of students now have responsibilities that include “campus housing, activities, recreation, health services, counseling, and career placement” (Ping, 1999, p. 13). Combining these responsibilities, with the cross-pollination of “curriculum and student life” (Ping, 1999, p. 13), student service deans are likely to continue to classify their roles as challenging while describing their position as rewarding (p. 13).

Ping (1999) suggested that these overseers are accountable for the “development of the whole person” (p. 16). The overseers are responsible for integrating the campus experience and program of study in a manner that allows the students to explore and balance both (Ping, 1999, p. 17). Student affairs personnel face one of their biggest challenges in combining the many elements of curriculum and campus life, in which the experiences in the “lecture halls, classrooms, laboratories, studios, living arrangements, activities, organizations and governance structures” (Ping, 1999, p. 17) all come together.

Academic Advising as a Student Service

Ping (1999) comments that in the area of academics, student services range from enrollment, academic advising, the maintenance of student records, and commencement (p. 19). While academic advising is often the direct responsibility of the individual academic departments, colleges, or schools, monitoring student progress in the completion of degree requirements is typically an extension of student affairs (Ping, 1999, p. 19). Many institutions house freshmen academic advising or the advising of

undecided majors in student affairs (King, 1993, p. 1). Since freshmen students and undecided majors generally lack career direction, a natural location to house career counseling would be in student services. In the book titled *Academic Advising: Organizing and Delivering Services for Student Success*, King (1993) stated, “Academic advising is the only structured service on college campuses that guarantees students’ interaction with concerned representatives of the institutions” (p. 1). King (1993) compared advising to a nucleus to which all of the other college assistance programs are connected (p. 1). King (1993) further believed that during the advising process, life goals and career development directions are set and influenced by the academic advisor (p. 1).

Academic student services may be among the most important functions on a college campus as they are “intended to enhance students’ academic and social integration into the institution” (Hale, 2009, p. 3). Historically, academic services personnel oversee many aspects of the new student academic advising process (Hale, 2009, p. 3). During the academic advising process, students often learn of career paths available to them and specific curriculum related to that career path (Hale, 2009, p. 4). The student may also learn of educationally-related social, academic, and internship opportunities that may foster a more rewarding and exciting campus life experience, all while expanding his or her academic and professional experience (Hale, 2009, p. 3). A 2009 article published in the *College Student Journal* cited a 2006 Noel-Levitz nationwide study that surveyed more than 200,000 undergraduate students from 425 U.S. institutions of higher learning (Hale, 2009, p. 3). Hale (2009) commented that good academic advising had been described as, “consistently the next-most-important area of the college experience to students” (p. 2). Academic advising was ranked more

important to the students surveyed than “registration, campus safety, and support services to name a few” (Hale, 2009, p. 3).

Hollis (2009) stated that “the academic advisor for any student presumably holds the key to progress by coaching new and continuing students through general education choices, major selection, [and] minors” (p.33) while introducing them to campus life and encouraging their involvement. Furthermore, in the article entitled “Academic Advising for Student Success,” Frost (2003) stated, “Research suggests that activities like [academic] advising could increase students’ involvement in their college experience” (p. 1). Frost (2003) also added that student engagement positively affects learning and institutional persistence (p. 1). Hale (2009) also supported this notion and states, “Good advising may be the single most underestimated characteristic of a successful college experience” (p. 2). In short, academic advising exists as a student service with advisors serving the student as career counselors, mentors, institutional and student ombudsmen, retention coordinators, and recruiters for student activities (Hale, 2009, p. 3).

University Housing as a Student Service

While growing college enrollments have placed special demands on the academic advising component of student services, these same growing enrollments have also increased the attention administrators must give to university housing. Bekurs (2007), author of *Outsourcing Student Housing in American Community Colleges: Problems and Prospects*, stated that university officials believe college housing opportunities influence enrollments while also challenging them to meet student demands (p. 622). Bekurs (2007) commented that with college enrollments growing from just under 15 million in 1998 to more than 17 million in 2010, college administrators are battling with the

competing financial demands between academic programs and student service programs, such as housing (p. 622). Bekurs (2007) stated, “Along with skyrocketing enrollment and decreased funding, today’s institutions are experiencing increased student demands and expectations related to housing accommodations” (p. 623). Student demands, especially those from new students, include more residential-like amenities and updates (Bekurs, 2007, p. 623).

If a university can meet the housing expectations of its students, then retaining them in institutional-sponsored housing becomes the next set of challenges (Li et al., 2005, p. 29). In a 2004 study published in the *Journal of College and University Student Housing*, researchers reported that when blending other student services with student housing, student housing retention and satisfaction increased (Li et al., 2005, p. 30). The research took place at a Midwestern university, and 50% of the residential students were freshmen, of which 10% were considered a minority (Li et al., 2005, p. 29).

In the literature review leading up to this study, research showed that students living on campus had a more satisfying experience than students living off campus (Li et al., 2005 p. 28). Student services contributing to this feeling of satisfaction included convenience, security, dining, college activities, and interaction and involvement with other students and teachers (Li et al., 2005 p. 28). Li et al. (2005) discovered that participation in a dining plan, leadership possibilities, and academic support services, as well as high speed Internet access, were all student services that predicted a student’s intention to return to university housing the following year (p. 30).

Intercollegiate Athletics as a Student Service

Along with student housing, career, personal, and academic counseling are some of the most recognized college student services (Wellman et al., 2009, p. 20).

Intercollegiate athletics, however, are not often thought of as such. According to an article published in the *College Student Journal*, non-academic support services or non-instructional student services can have a tremendous impact on the lives of traditional college students (Groves & Groves, 1978, p. 192). Student athletes, for example, have experiences that are potentially educational in nature and a “vehicle for the preparation of students, especially in the social skills area” (Groves & Groves, 1978, p. 192). In their article entitled, “College Student Services,” Groves and Groves (1978) discussed the out-of-the-classroom encounters that students have and view those experiences as a complement to classroom events (p. 192).

More institutions of higher learning are cross pollinating academic experiences with out-of-the-classroom campus experiences and adding a social and or leadership component to both, all of which appear to fit naturally within college athletics (NAIA, 2012, para. 1). This has become evident at the National Association of Intercollegiate Athletics (NAIA). Part of the mission and vision of this organization is to teach young men and women “character values” (NAIA, 2012). “The NAIA Champions of Character program has established five core values that go well beyond the playing field to the daily decisions of youth” (NAIA, 2012). The NAIA (2012) stated that these core values add to the student collegiate and intercollegiate athletic experience by building character during their youthful development, which in turns helps students “make good choices in all aspects of their life and reflect[s] the true spirit of competition” (para 2).

The five core values of the NAIA Champions of Character program include; “*integrity*, where positive internal traits guide behavior, *respect*, where one treats others the way they want to be treated, *responsibility*, the social force that binds the individual to the good of the team, *sportsmanship*, following the rules, spirit and etiquette of athletic competition and *servant leadership*, serving the greater good” (NAIA, 2012, para. 6). The NAIA and other intercollegiate athletic organizations, such as the National Collegiate Athletic Association (NCAA), developed programs like the Champions of Character in part because of questionable behaviors by both student athletes and university personnel (Stone & Strange, 1989, p. 148).

Stone and Strange (1989) stated that college athletic programs have felt a great deal of pressure and disapproval from the general public, peers, and college faculty (p. 148). This pressure and condemnation is in part due to student athletes who have lower graduation rates than non-athletes, are enrolled in bogus courses, received inflated grades, or take unlawful compensation (Stone & Strange, 1989, p. 148). In addition to these negative activities, freshmen student athletes are less involved in campus activities than non-athletes, which poses another concern (Stone & Strange, 1989, p. 149).

This concern dates back to 1989 when Stone and Strange posed two questions in their article entitled, “Quality of Student Experiences of Freshman Intercollegiate Athletes.” In the article, they asked, “Do freshmen student athletes report less involvement in the educational processes of college, as measured by the CSEQ, than do non-athletes; and is the degree of involvement among these athletes related to gender?” (Stone & Strange, 1989, pp. 148-149).

Given that the educational involvement of students takes into account multiple levels of student services and student activities, Stone and Strange (1989) believed these to be important questions to explore (p. 148). Stone and Strange (1989) stated, “The freshman year is a critical time in a college student’s career, and the quality of experience encountered has importance [and implications] for the achievement of subsequent academic and developmental goals” (p. 149). In addition, “the freshmen year is unique, and unlike their non-athletic peers, these students face additional pressures of adjusting to a new coach’s expectations, travel schedules, and the change from ‘star’ status to being just one of many outstanding performers” (Stone & Strange, 1989, p. 148). Add obligations to practices, special athletic housing, spectator influences, and the impact of one’s regimen, and one can make the case that student athletes have varying degrees of need over non-athletes (Stone & Strange, 1989, p. 149).

More specifically, female athletes have been found to have additional special needs. With demanding workouts creating the possibility of bodily damage and a greater risk of eating disorders, female athletes are more likely to be introverted and have issues with self-sufficiency (Stone & Strange, 1989, p. 149).

Stone and Strange’s (1989) findings reveal “that student-athletes reported less involvement than non-athletes [in areas like] art, music, and theater” (p. 152). Stone and Strange (1989) commented that this difference may not simply stem from their status as athletes, but it may exist because student athletes have different career aspirations (p. 152). Still, other findings reveal that student athlete participation in “clubs, organizations, dormitory and fraternity and sorority” activities (Stone & Strange, 1989, p. 152) is also less than non-athletes. Stone and Strange (1989) stated, “These student

athletes may simply lack the time to invest in these out-of-class experiences,” and they discovered “that varsity competition does adversely affect participation in the traditional sources of campus involvement (i.e., clubs and organizations, residence halls, and fraternity/sorority life)” (p. 152). Furthermore, Stone and Strange (1989) used their findings to introduce questions about student athletes, and whether, due to their athletic responsibilities, student athletes “are being selectively excluded from the benefits of such participation” (p. 152). Stone and Strange (1989) encouraged university personnel to take a more active role in the lives of these students by urging the student athlete to become more involved in a wide range of campus activities that may not only aid them on the field, but also in “other areas of their life” (p. 153).

Other Types of Student Services

While intercollegiate athletics, student housing, career development, personal counseling, and academic advising are just a few of the most recognized types of student services, colleges and universities offer many others as well (Wellman et al., 2009, p. 20). For example, financial aid and Business Office services also contribute to the number of student services a college provides (Wellman et al., 2009, p. 20). The awarding of scholarships, student loan processing, and veterans’ assistance all make up the list of student services, which the institution’s Financial Aid Office provides (Wellman et al., 2009, p. 20). The notion that student services, such as financial aid, impact college enrollment receives support from the findings in a Braunstein, McGrath, and Pescatrice (1999) study published in *Research in Higher Education* and titled, “Measuring the Impact of Income and Financial Aid Offers on College Enrollment Decisions.” The researchers found that “all forms of financial aid positively impact enrollment, and

financial aid has more of an impact on student enrollment decisions than tuition”

(Braunstein et al., 1999, p. 248).

Other more traditional student services include orientation programs, study and stress management seminars, campus security, Greek life, clubs, yearbook, newspaper, campus housing, and tutoring (Administrators, n.d.). Technology plays a role in student services as well since students can now access many student services online, anytime and anywhere (Salas & Alexander, 2008, p. 104). Universities and colleges often provide technology to their students in the form of computer labs and wireless access in dorms, dining halls, and coffee shops (Lohnes & Kinzer, 2007). Some institutions even issue their students laptops (Lohnes & Kinzer, 2007). Rethinking how students learn and, more specifically, how they use technology to learn, has prompted colleges to investigate what these digital-age students expect inside and outside the classroom (Lohnes & Kinzer, 2007). While many individuals might think that the Information Technology Department has little, if anything, to do with student services, “using technology to achieve institutional goals allows student services professionals to streamline the administrative process while providing student centered services” (Salas & Alexander, 2008, p. 103).

The Impact Student Services Have on College Enrollments

Hossler (1984) stated that “the institutional characteristics represent those variables that are more influential in determining what type of institution the student will attend, even the specific one” (p. 41). These institutional characteristics include campus location, campus life, degrees offered, total enrollments, public versus private, and tuition cost (Hossler, 1984).

Hossler (1984) named eight “personological variables in the [college student] enrollment decision” (p. 31). They include student “ability; socioeconomic status; influential people, [such as friends, parents, and teachers]; aspirations and values, [including educational and vocational goals]; [and institutional] “demographics” (Hossler, 1984, p. 31). In addition, residence, urban versus rural college preference, distance of college from home, high school characteristics, and the student’s “expectations of college” play a role in the enrollment decision (Hossler, 1984, p. 31). Aside from these variables, student “achievement also influences what kind of college or university a student aspires to attend and whether or not the applicant will be admitted” (Hossler, 1984, p. 35).

In light of the many factors influencing prospective students to enroll at a particular institution, one could then pose the research question, “What are the student service expectations of college freshmen?” To address this question and consider multiple perspectives, the researcher considered a study from the *National Survey of Student Engagement 2009* annual report, as well as data from the *Norfolk State University Enrollment Impact Strategic Plan 2005*. The researcher gathered additional information from *The Chronicle of Higher Education*, *The Community College Journal of Research and Practice*, and The Center for Facilities Research, now The Association of Higher Education Facilities Officers.

The researcher selected the data from these specific sources to review for four reasons. First, the wide depth of sources provides several views related to the potential relationship that may exist between enrollment, enrollment growth, and student services offered by colleges and universities. Second, data provided within these documents

addressed institutional concerns and interest, as well as student concerns and interest related to this topic. Third, the data reviewed also provided a wide range of demographics over a recent period of time from many sources, indicating that this topic is of interest on many levels. Finally, the data reviewed examined social, athletic, academic, and post-higher education student services, as well as the specific impact each might have on college enrollment.

A key aspect of this project is to identify what a “student service” actually is. According to the *2006 Student Services Survey* issued by the University of North Texas (UNT), student services can be career services, international studies, study abroad programs, testing and tutoring services, financial aid and scholarship services, campus security and public safety, technology and IT support, Greek life, housing, academic advising, and health care services, to name a few (Texas, 2006, p. 2). Student services are often grouped by departments, such as Academic Services, Social Services, and Athletics (Texas, 2006, p. 2).

The UNT survey was made up of 41 inquiries and questioned college seniors and graduate students. It covered a wide range of demographics that included age, sex, grade point averages, ethnicity, transfer status, college majors, and housing status. The survey reviewed the respondents’ level of satisfaction with specific services offered at UNT (Texas, 2006, p. 12). It reviewed and queried whether students participated in university-sponsored activities or organizations during their college careers and, if so, which ones, how long, and what, if any, personal or academic impact it had on them (Texas, 2006, p. 12). Identifying and defining specific student services is of value to the researcher as it

helps define industry norms and terminology related to this study with which the average lay person may or may not be familiar.

Another reviewed resource included the *Enrollment Impact 2010 Retaining, Reaching and Recognizing –Strategic Plan*, published by Norfolk State University. In this particular case, the data and information provided a valuable lens through which one could see firsthand the concerns and questions other institutions were asking related to the research question (University, N. S., 2005-2010, p. 3). In addition, this data provided specific information from another angle related to student services and retention, not merely recruitment or enrollment (University, N. S., 2005-2010, p. 4). The Norfolk State University strategic plan did not focus solely on recruitment and admissions; it also focused on services such as financial aid, technology, facilities, housing, and recreation (p. 4). The strategic plan concluded that “there was no silver bullet to address retention and that instead there was a set of issues, that when addressed together, would aid in retention efforts at Norfolk State University” (University, N. S., 2005-2010, p. 4).

The National Survey of Student Engagement (Engagement, 2009) provided additional data based upon its review of students’ usage of specific student services offered by colleges and universities in its 2009 report entitled, “*Assessment for Improvement: Tracking Student Engagement Over Time.*” In this particular report, data came from 617 colleges and universities and more than 360,000 randomly sampled students attending those colleges (Engagement, 2009, p. 11). The survey tracked student engagement and feelings related to specific student services (Engagement, 2009, p. 11). Data from this survey indicated that different types of students had different feeling about student services (Engagement, 2009, p. 11). For example, transfer students were less

likely to use many services provided, specifically services related to their academic development (Engagement, 2009, p. 11). Transfer students were also less likely to participate in university activities or interact with faculty on the research level (Engagement, 2009, p. 11). In general, one out of three seniors who participated in the survey rated his or her academic advising experience as fair or poor (Engagement, 2009, p. 11). Men were less likely to take part in tutoring services, study abroad programs, service learning, or internships (Engagement, 2009, p. 11). The researcher finds this data valuable because it addresses retention, a key factor in new student recruitment. This type of data potentially reflects national trends and feelings about student services and their relationship to college enrollment patterns (Engagement, 2009).

In the article entitled, *The Impact of Facilities on Recruitment and Retention of Students*, Reynolds (2007) outlined specific data on how facilities affect student recruitment and retention. Reynolds' (2007) data hailed from "16,153 college students from the U.S. and Canada and represented 13,782 U.S. students from 27 states" (p. 64). Reynolds (2007) stated that "the influence facilities have on recruitment and retention largely is determined by the student's personal experiences and backgrounds" (p. 63).

Respondents in Reynolds' (2007) survey stated that academic facilities were of the same importance as housing facilities (p. 68). Reynolds (2007) concluded that "29 percent of the respondents stated that they had rejected an institution because it lacked a facility they felt was important" (p. 68). In addition, "26 percent stated that they rejected an institution because they believed some or all facilities were inadequate, while 16 percent rejected an institution because an important facility was poorly maintained"

(Reynolds, 2007, p. 68). Data from Reynolds' (2007) findings indicate that a relationship exists between facilities and college enrollment (p. 68).

In his article published in the *Academy of Educational Leadership Journal*, Falk (2010) states, "Altering products and service mix strategies are common tactics used by campus leaders in attempts to attract more traditional students" (p. 18). Falk (2010) explains that mixing up, changing, and adding student services can make the campus more competitive and appealing to students and therefore influence their selection process (p. 18).

The Use of Student Services

Determining if college students use the institutional services available to them can be as complicated as defining them (Wellman et al., 2009, p. 22). According to the 2009 report published by the Delta Project on Postsecondary Education Costs, Productivity, and Accountability, colleges and universities are spending more money on student services, an increase that has continued for the past 10 years (Wellman et al., 2009, p. 23). Researchers did not determine if students increased their usage of student services or relied upon them more or if that increase in usage was the result of an increase in university spending.

Colleges have struggled for years to determine the extent to which students utilize their services (Barrow, Cox, Sepich, & Spivak, 1989). A 1989 survey published in the *Journal of College Student Development* and called "Student Needs Assessment Surveys: Do They Predict Student Use of Services?" demonstrates this difficulty. In this article, researchers discuss the most pressing needs of students which include career planning, study habits, the management of time, and social interaction (Barrow et al., 1989).

Findings concluded that students' usage of services was largely determined by many factors, such as ethnicity, grade level, and sex (Barrow et al., 1989). Specifically, African American students sought more assistance with developing study habits while females sought guidance with private and sensitive matters (Barrow et al., 1989). In addition, researchers felt that students were not always aware of their needs and therefore may not have sought out services (Barrow et al., 1989).

Summary

Evidence has demonstrated that the future of college student services, regardless of what they are called or where they are housed, is likely to continue evolving in years to come (Brock, 2010, p. 123). Researchers will continue ongoing academic discussions about the identification of student services and the extent to which they could potentially impact enrollment and retention (Brock, 2010, p. 123). Still, changing demographics could also affect the future of student services (Brock, 2010, p. 122). Some argue that these changing demographics will mandate colleges and universities to modify certain areas of student services, specifically in “remedial education, student support services, and financial aid” (Brock, 2010, p. 109).

Studies indicate that the decrease in white, non-Hispanics enrolling in college and the sharp increase in Hispanics and Asians enrolling has attributed to these changing enrollment trends (Brock, 2010, p. 111). In addition, the average age of today's college student is also changing as older, non-traditional students head back to the classroom (Brock, 2010, p. 111). Brock (2010) stated that certain ethnic and age groups place special demands on student support services because some of these students are not academically prepared, further diversifying the definition of student services (p. 115).

Dr. Wilmer (2008), dean of humanities at Virginia Western Community College, upholds Brock's beliefs and states that specific economic or ethnic characteristics makes certain ethnic and age groups more at risk and, therefore, in need of more student services in order to succeed in college (p. 8). In the article published in the *Journal of the Virginia Community Colleges* and entitled "Student Support Services for the Underprepared Student," Wilmer (2008) described these students as "more female than male, half being over the age of 24, often being financially disadvantaged and Hispanic and African-American" (p. 8).

The developers of the CSXQ and CSEQ have influenced research on the topic of student services (College, W., n.d.). The different models of student services and student expectations will continue to create challenges for colleges and universities (Kuh et al., 1995). Students expect colleges and universities to deliver amenities that they need and want, advertise the services offered, and have capable staff administer those services (Kuh et al., 1995, p. 10). Colleges and universities expect the student body to avail themselves to the services provided and to do so dutifully while informing administrators of what services are lacking (Kuh et al., 1995, p. 11)

The future of higher education and the services that universities provide are changing (Kuh et al., 1995, p. 1). Colleges are more prone to "external influences, uncontrollable economic forces, and escalating costs" (Kuh et al., 1995, p. 1). Students entering college are older, attend part time, are sometimes under prepared, and often have their studies suspended (Kuh et al., 1995, p. 11). Creating reasonable student expectations does not guarantee students' success, nor does changing the expectations that institutions have of their students (Kuh et al., 1995). Hence, momentous challenges

lie ahead for both students and universities when considering the expectations that college students have of their institution (Kuh et al., 1995, p. 11)

The consideration of various studies throughout the literature review, along with the different findings within these studies, provides the rationale to embark on the study at this institution and explore college freshmen's student service expectations. The next chapter describes in detail the methodology used to approach this topic, the research questions and hypothesis, the participants, the instrumentation, the limitations, and the data collection and analyses.

Chapter III: Methodology

Introduction

This chapter explains the methodology used in this study to address the research questions as stated in Chapter I. This chapter includes the history of the participating institution, purpose of the study, rationale, research question(s), study design, sample design and sample, instrumentation, data collection, analysis used to investigate the research question, and limitations to both the research design and data collection utilized in the study.

Purpose

The purpose of this study is to determine the student service expectations of college freshmen at a small, Midwestern liberal arts university. The assessment conducted will examine and determine what college freshmen at a small, Midwestern liberal arts university consider to be important student services during their freshman year and will identify those services. This study includes the student usage of university services, as well as student membership and participation in athletic programs and pre-professional and social clubs, specifically for first-time, full-time, undergraduate students.

The Higher Learning Commission defines student services as academic or non-academic programs offered by a college or university with the main purpose of adding to a student's physical or emotional well-being (Commission, T. H., 2003). Examples of student services offered by colleges and universities include, but are not limited to tutoring, career planning and placement, student housing, student activities, and intercollegiate athletics.

Understanding the college freshman's student service expectations will give stakeholders a better perception of student needs and retention, thereby enhancing recruitment and enrollment strategies. This study also contributes to the local, regional, and national interest that colleges have in the retention of first-time freshmen.

Rationale

While researchers have conducted extensive studies and data collection in the area of college freshmen and their experiences, limited data exist in the area of freshmen expectations while attending college. Even less data exist in relation to college freshmen's expectations of student services and how university officials manage those expectations (Crisp et.al, 2009, p. 13).

The fact that few studies review and address the subject of college freshmen expectations related to student services provides an incentive to investigate this subject. A better understanding of this topic and the gathering of additional data will assist institutions of higher learning with a broader appreciation of what college freshmen expect in terms of student services and will allow them to respond to those expectations. In addition, the changing demographic makeup of today's freshmen may further influence the type of expectations undergraduates have related to student services. This study will further supplement the limited literature associated with this topic by expanding the knowledge on student services and the expectations that college freshmen currently have regarding those services.

The researcher in this study implemented a survey instrument in a sequential mixed-method design to examine the factors that lead to student involvement in university activities and the impact, or lack thereof, that they have on freshmen students.

Research supports utilizing this methodology for a variety of reasons. First, Fraenkel and Wallen (2009) stated, “Mixed method research can help to clarify and explain relationships found to exist between variables” (p. 558). Secondly, the mixed-method approach is best for this study because it allows the researcher “to explore relationships between variables in depth” (Fraenkel & Wallen, 2009, p. 558). Finally, according to Fraenkel and Wallen (2009), a mixed-method study is also beneficial because it “can help to confirm or cross-validate relationships” (p. 558).

In their article titled, “*The ‘movement’ of mixed methods research and the role of educators,*” Creswell and Garrett (2008) stated, “The educational researcher needs a large toolkit of methods and design to address complex, interdisciplinary research problems” (p. 321). Blending quantitative and qualitative studies together, the mixed-method study fortifies the approach by merging the two and creates a more enhanced perception of the research problem than if either one used alone (Creswell & Garrett, 2008, p. 322). Still, Greene and Caracelli (1997) asserted that “mixed method studies attempt to bring together methods from different paradigms” (p. 7). When used jointly, they offer a new lens of educational opportunities for researchers (Greene & Caracelli, 1997, p. 6).

Students attending as first-time freshmen and enrolled in a freshmen orientation course will be the subjects of this study. Freshmen orientation courses are just one of the retention improvement strategies that many colleges and universities implement (Malik, 2011, p. 10). Participants in this study were enrolled in a two-credit hour freshmen orientation course taught by a variety of full-time and part-time faculty and staff members. In the fall of 2011, a graduate assistant asked first-time freshmen enrolled in

the course to answer a set of questions. The research site was one of two campuses where traditional-age college students enroll in degree programs. The institution that participated in this study is a multi-campus institution consisting of 14 locations; however, only two campuses enroll traditional-age undergraduate students, and only the smallest and newest campus participated in this study.

Research Questions

Given the interest that this small, Midwestern liberal arts university has in the retention of its first-time freshmen, this research will determine what these freshmen expect of student services. First-time freshmen enrolled in an orientation course at a small, Midwestern liberal arts university composed the participants of this study. The survey examined the student service expectations that students had as of October 2011.

The following research questions and null hypotheses were tested in this study:

Research Question 1: What are the student service expectations of college freshmen at a small, Midwestern liberal arts university?

Research Question 2: Do freshmen student service expectations at a small, Midwestern liberal arts university differ from male to female, from athlete to non-athlete, from residential to commuter student, and if so, how?

Research Question 3: Are the freshmen expectations of student services at a small, Midwestern university consistent with the usage of those services?

Null Hypothesis 1: No difference exists in the student service expectations of freshmen males and freshmen females at a small Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ.

Null Hypothesis 2: No difference exists in the student service expectations of freshmen students living in university housing and freshmen commuter students at a small Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ.

Null Hypothesis 3: No difference exists in the student service expectations of freshmen student athletes and freshmen non-athletes at a small Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ.

Sample

The sampling design was purposeful and consisted of full-time, first-time freshmen students enrolled in a two-credit hour freshmen orientation course. Participants declared a major in one of the seven degrees offered by the university, were undecided in their major field of study, or were enrolled in a pre-professional program, such as nursing. The researcher purposefully selected the type of participants (n=139) that were enrolled in the fall semester of 2011.

A total of six different sections of students that were enrolled in the freshmen orientation class participated. Group sizes ranged from 15 to 30. The average class size was 24. A graduate assistant invited the freshmen students to complete a confidential paper survey in the orientation class. Of the students, 113 completed the survey with 67% (n= 76) being male and 33% (n= 37) female. The number of male respondents was not higher than the institutional average of the undergraduate day college population. Of the participants, 76% (n= 84) were non-Hispanic, white; 6% (n= 7) were African American; 9% (n= 10) identified themselves as Hispanic. The remaining 9% (n= 9) were either international students, other, or unknown. The percentage of respondents 19 years of age or younger was 87% (n= 98); 8% (n= 9) were between the ages of 20 and 23; 3%

(n= 3) were between the ages of 24 and 29; and 3% (n= 3) were over the age of 30. Thus, the average age of the participants was consistent with that of the 19-year-old traditional college freshman.

In terms of first-generation students, 42% (n= 47) of participants reported that neither parent graduated from college; 21% (n= 23) reported that both parents had graduated from college; and 35% (n= 38) reported that either their mother or father had graduated from college. Consequently, 3% (n= 3) did not know if either parent graduated from college.

The Freshman Orientation Course

Freshmen orientation is a 16-week course offered every fall and spring semester. Participants in this study were enrolled in the fall 2011 semester. The course was a two-credit hour class and had two weekly meetings for 50 minutes each. Administrators designed the course to provide college freshmen with an orientation to the many facets of college life and available institutional resources. One of the end goals of the course is to provide direction and support to the students, enhancing and supporting their impending success during the undergraduate years. The seminar-like structure of the course focuses on campus information, student learning styles, study techniques, group interaction, and projects. Assisting students in realizing their educational and professional ambitions, while developing characteristics in line with being a global and responsible citizen, are also expected goals of the course.

While taught in a seminar format, the course is a prerequisite by the institution in order to meet graduation requirements. Regular homework assignments, as well as class participation, are part of the overall course makeup and grading process. Class exercises

include having the students identify available campus academic and human resources while demonstrating a comprehensive understanding of university policies and procedures. Students and the instructor discuss campus and community activities, and students learn the importance of physical, nutritional, and emotional awareness.

Over the course of the 16-week semester, a number of instructors may have invited guest speakers to their class. Some of the guest speakers were employees of the institution while others were not. Employees of the institution who spoke as guest lecturers of the instructor may have done so as specific representatives of a university department or as a “topic expert.” For example, the dean of students provided information about student clubs and activities, career counseling and guidance, campus security, and safety. The director of housing also came in to discuss housing options, meal plans, and dormitory visitation hours for guests. The instructors of all course sections provided a course syllabus and stated outcomes to each student enrolled. Guest speakers from outside the institution included, but were not limited to, local police officers that spoke about campus and community safety and a representative from the local Young Men’s Christian Association (YMCA) that spoke about health and nutrition matters.

The instructors who taught the orientation class included six full-time and part-time faculty members, staff members, or graduate assistants. A total of six sections were offered in the fall of 2011. Staff members taught two sections, graduate assistants taught three sections, and a campus administrator taught one section. Part-time adjunct faculty or full-time faculty did not teach any of the sections, and the campus dean of academics selected qualified instructors. In order to be qualified to teach the course, one needed to

have earned a bachelor's degree and be enrolled in a graduate degree program or have already earned a master's or terminal degree. Three instructors were graduate assistants, two had master's degrees, and one had a doctorate. Two of the instructors had previously taught the course while four never had. A graduate assistant approached the instructors to receive permission to inform students about the survey available to volunteer students. The graduate assistant asked the instructors not to encourage or discourage student participation and not to engage in classroom discussions related to the survey before, during, or after the survey was distributed or completed.

Overview of Participating University

Established in the 1800s as a liberal arts women's college, the participating institution remained as such until the mid-1960s when the college became co-ed. In the 1970s, the college introduced an accelerated degree program designed for the adult learner, bringing with it a new era of students and much-needed revenue. By the 1980s, the institution still struggled financially. To ensure its survival, administrators again reinvented the college by adding additional degree programs in many professional fields of study and expanding its intercollegiate athletic programs in the 1990s. Expansion of academic and athletic offerings brought with it an expanding residential population that continues to this day. The residential population is composed of local, regional, national, and international students. During this same time period, the institution added additional satellite locations and now operates 14 education locations.

In the early 2000s, university administrators partnered with local government and business leaders from a small Midwestern city in an adjoining state and purchased the site of a former high school to open yet another extension location. This became the

university's first location that offered traditional undergraduate day programs and services, as well as evening undergraduate and graduate degrees for the adult learner. Until this time, each of the university's other locations only offered undergraduate and graduate degrees in an accelerated format and adult student services. The traditional freshmen students at the location that offers both undergraduate day classes and evening graduate and undergraduate classes are the subjects of this study.

The U.S. Department of Education defines a college location and college campus differently (Commission, H. L., 2008, p. 1). A college "campus" is a full-service higher educational entity that offers many academic and student services; however, a "location" offers limited or no college or student services and has the primary purpose of hosting evening courses in a structure that typically houses classrooms only (Commission, H. L., 2008, p. 2). The participating site of this study became a full-service campus in the academic year this study was conducted.

The campus where this study took place is located just outside a major metropolitan area and has been described by the participating institution as a blend of urban, suburban, and rural communities. Considered a commuter campus by many, it does offer a limited amount of university housing options and can accommodate up to 500 students. Total student enrollment at the campus at the time of this study was just under 2,300. This includes all day, evening, and graduate students. The day college population totaled approximately 530 at the time of this study, and graduate and adult student learners make up the remaining population.

The campus first began by offering graduate degrees in the education field. Shortly thereafter the institution received State Board of Higher Education approval to

offer five undergraduate and five graduate degrees in an accelerated adult learning format (Smith-Jones, 2008). The campus first marketed the undergraduate degrees to adult learners as a degree completion program, in which the adult population most likely to enroll would be transfer students from the local community colleges. Within a short amount of time, the institution began enrolling adult freshmen in its evening degree programs.

After several years of enrolling graduate and adult learners, the university administrators and its Board of Directors decided to broaden the scope of operation, mission, and purpose of this location by launching a full-time undergraduate day college. The campus began offering more student services that catered to and attracted traditional students. These services included an intercollegiate athletic program, student housing, a student yearbook and newspaper, a student government association, and other clubs and activities. To provide oversight for these operations, the administration hired a dean of academics and a dean of student services. The dean of academics and the campus faculty established and formalized other campus departments. Some of those key operational and administrative positions included the hiring of a director of admissions, assistant director of admissions, director of housing, student activities coordinator, and registrar.

In the first fall semester of offering a day college, campus enrollment totaled over 150 traditional-aged students (Jones, 2012). Most were transfer students; however, a limited number were first-time freshmen (Jones, 2012). By the following fall semester, day college enrollment grew to more than 300 students, and by the third fall semester, enrollment totaled more than 500 undergraduate day students, of which 139 were reported as first-time freshmen (Jones, 2012). During this semester, administrators

brought more structure to campus operations by formally establishing academic services, student services, and financial aid services (Jones, 2012). Administrators also created the positions of academic division chairs to head programs in business administration, humanities, education, social sciences, and mathematics (Jones, 2012).

Further additions to the structure on campus included the founding of a faculty council in the fall semester of 2011 (Jones, 2012). The campus faculty council has the duties of self-governance, drafting new campus academic policies or recommending their repeal, approving new courses and degree programs, and hiring, training, and mentoring new faculty (Jones, 2012). In a two-year span, full-time faculty representation grew from just three to more than 15 today (Jones, 2012).

During this same time period, the menu of undergraduate day degrees offered expanded from five to 12 with nine new degrees pending State Board approval. The campus also offers three degree completion programs in the health care, athletic, and exercise science fields. The number of intercollegiate athletic programs also increased from three when the campus first began to offer day classes to more than 20 at the time of this writing.

Academic and athletic programs were not the only elements to undergo change on the campus after day college classes began. The physical campus underwent several changes and renovations to meet student needs and demands. The campus auditorium received renovations to accommodate acting classes and student assemblies while the construction of a welcome center added space to host campus events. In the restoration of classroom space, the campus converted 22 classrooms into high-tech teaching spaces. Administrators commissioned the paving of parking lots and the construction of a student

center to house food service, a dining hall, a library, and a computer lab. The campus athletic program received attention when the arena underwent extensive renovation to create a gymnasium, a fitness center, an athletic training department, offices, and locker rooms. Tennis courts and a football stadium renovation also took place, and a spirit shop opened. The institution also added a full-service student and career counseling center and purchased or leased apartments, hotels, and free-standing houses to expand its dormitory options.

In addition to these changes, the campus focused on the creation of student organizations and services by encouraging the student body to take ownership of current student associations and develop new ones. From that grassroots effort, the following organizations began: Black Student Leadership Union, Campus Crusade for Christ, Criminal Justice Club, Student Government, International Hospitality Club, Housing Association, Spirit Squads, Acting Club, and Women's Club.

In terms of governance, the campus operates under the control of the president guided by the Board of Directors. Faculty members at the research site have a voice and vote in the faculty and institutional governance at the campus in which they work. While the dean of academics, the dean of student services, and an assistant vice president manage daily campus operations, the campus is still held to the same academic and personnel policies as the main campus. To act on behalf of the university's president, an executive administrator was assigned to the campus of the participating institution. The researcher conducting this study is also the executive administrator assigned to this campus.

The role that the campus administrator serves is dual in nature. He serves at the pleasure of the president and Board of Directors and provides input into institutional operations and policies that may affect one or both campuses. His main administrative role is to ensure that the participating campus carries out the institutional mission and adheres to federal, state, regional, and institutional policies.

The university systems administration is structured similarly to other institutions of higher learning with a vice president for academic affairs, a vice president of alumni and giving, and vice presidents of operations, human resources, and student life, all working with and for the president. Under the current systems structure, each vice president oversees, directly or indirectly, specific aspects of the sister campus where the researcher conducted this study. This occurs for two main reasons. First, the institution is part of a larger “system,” which has institutional policies, as well as individual campus policies. Secondly, the campus in this study is small in comparison to the main campus; therefore, it relies on the main campus until such a time that it can provide all aspects of student, faculty, and alumni services.

Generally, all policies, procedures, processes, and services that apply at the main campus apply at the sister campus of this study. Examples in which the two campuses share identical policies, processes, or services include the following: graduation requirements, tuition cost, the awarding of institutional scholarships or grants, hiring requirements, observed holidays, and institutional mission, vision, and purpose. Areas of difference between the two campuses include the following: intercollegiate athletic associations, the number and types of student services offered, the number and types of

degrees offered, the amount of student housing available, and the number and types of committees and councils in operation.

During the writing of this report, the participating campus added several campus operations and student services, which members of the campus staff manage. These include a Title IX coordinator, student accessibility and ADA compliance officer, early college start and homeschool coordinator, assessment coordinator, and a faculty athletic representative.

The researcher in this study is particularly interested in the student services that the small campus does not have direct control over and which the main campus manages instead. Students enrolled at the participating campus must rely on university personnel to provide some services to them from a distance. Examples include graduation ceremonies, financial aid, and computer information services. The researcher discusses the potential effects that this structure may or may not have had on this study in the limitations section. While student services and overall governance may vary to some degree between the two locations, the participating campus operates as a full-service, stand-alone campus. This means that the regional accrediting body views this location, as does the university community, as a separate, self-supporting campus.

Aside from providing many student support services and having a campus governance system, another way the campus demonstrates its self-supporting nature is through financial means. Revenue generated by the campus pays for student support services that the campus offers and which are the subjects of this study. The fiscal year operating budget for the campus is over 17 million dollars while the operating expenses equal the operating budget (Smith, 2012b). Approximately one-third of the current

operating budget covers student service expenses (Smith, 2012b). Those expenses cover, but are not limited to, student support services in the form of personnel, intercollegiate athletics, intramural sports, counseling services, housing, food service, facilities, financial aid, scholarships, institutional grants, tutoring services, and student clubs and activities.

While identifying student service expenses deserves special consideration, so does determining where the money comes from to pay for those expenses. Tuition generates 98% of the campus operating budget (Smith, 2012b), and gifts, donations, endowments, grants, rental income, and fees generate the other 2% of income.

The future of this campus holds promising for the addition of academic degree programs and intercollegiate athletics, as well as an increase in full-time, terminally-degreed faculty in disciplines yet to be determined. Staffing will also increase as student demands increase. The university has already approved the following staff positions for the 2013 and 2014 fiscal years: athletic eligibility coordinator, assistant director of housing, work and learn coordinator, and campus security coordinator. Additionally, the campus administrator will implement a campus master plan that calls for newly constructed dorms (Smith, 2011), the addition of faculty and staff offices, an admission center, a new fitness center, and a state-of-the-art communication center that will house television and radio stations (Smith, 2012b).

Future campus improvements include those that will occur with the physical plant and the addition of faculty, staff, and student support services. These physical plant changes and newly added personnel will create a need for additional fiscal resources. Driven from the expanding enrollments, tuition costs will generate these additional fiscal resources for the large part (Smith, 2012a). Tuition revenue is expected to triple in the

next five years while student support service expenses are expected to level off (Smith, 2012a).

The current university systems administration and the institution's Board of Directors believe that the future of this campus is promising but will likely face some challenges. One of the main challenges for the campus will be developing its own identity while honoring and supporting the mission of the university system, which is wrapped in almost 200 years of history. Competing for a shrinking traditional student population is yet another challenge this small campus faces while learning to become more administratively and fiscally self-sufficient. The campus also faces the usual challenges that small liberal arts institutions must tackle, such as the need to grow endowments and expand resources offered to students while increasing the number of full-time faculty. In short, budget-conscious campus administrators will have to balance claims for competing resources in order to head off some of these challenges.

Demographics

The researcher used data, self-reported from the CSXQ survey, to develop a demographic summary of the participants. CSXQ administrators applied student reactions to demographic and background questions to extract data and facts on age, sex, housing status, academic major, ethnic identification, and enrollment status.

Table 2

Demographics of Students Surveyed in CSXQ

<i>Ethnicity</i>	<i>%</i>	<i>Count</i>
American Indian/Native American	1	1
Asian or Pacific Islander	1	1
Black or African American	6	7
Caucasian (other than Hispanic)	76	84
Mexican American	3	3
Puerto Rican	0	0
Hispanic	6	7
Multi-racial	5	5
Other	2	2
Total	100	110

<i>Gender</i>		
Male	67	76
Female	33	37
Total	100	113

<i>Housing</i>		
Dormitory (Resident)	43	47
Residence Within Walking Distance (Resident)	17	19
Residence Within Driving Distance (Non-resident)	40	44
Total	100	110

<i>Athlete Status</i>		
Athlete	89	98
Non-Athlete	11	14
Total	100	112

<i>Enrollment Status by Enrolled Credit Hour</i>		
6 or less	0	0
7 – 11	0	0
12 – 14	52	57
15-16	40	44
17 or more	7	8
Total	99	109

The researcher tabulated and examined the data collected to determine if meaningful differences existed between freshmen males and females, freshmen living in university housing and commuter students, and freshmen student athletes and non-athletes using chi-square tests of homogeneity. Other demographic statistical

variables include age, sex, housing status, academic major, ethnicity, and enrollment status.

The data divulge that the number of males (N = 76) exceeds the number of females (N = 37); this data is not consistent with the general population of the institution’s undergraduate day college enrollment. That enrollment is made up of (N=689) freshmen males and (N=746) freshmen females. The data also reveal that 87% (N=98) of participants were 19 years of age or younger. This figure is consistent with national norms of college freshmen.

Figure 1: Age Distribution of Survey Participants

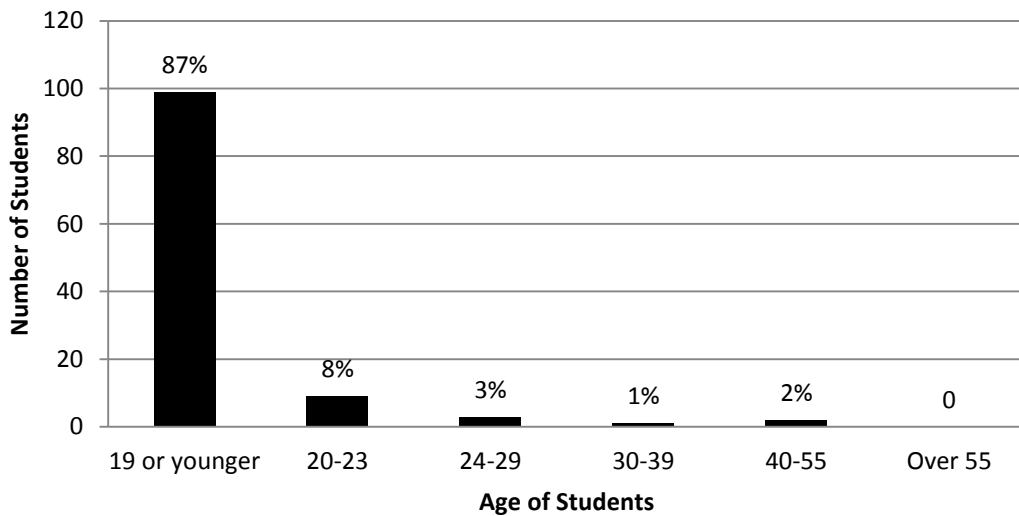


Figure 1- This age distribution of survey participants represents the percentage of the 113 students surveyed who selected their age from a multiple choice question on the CSXQ.

Figure 2: Types of Survey Participants

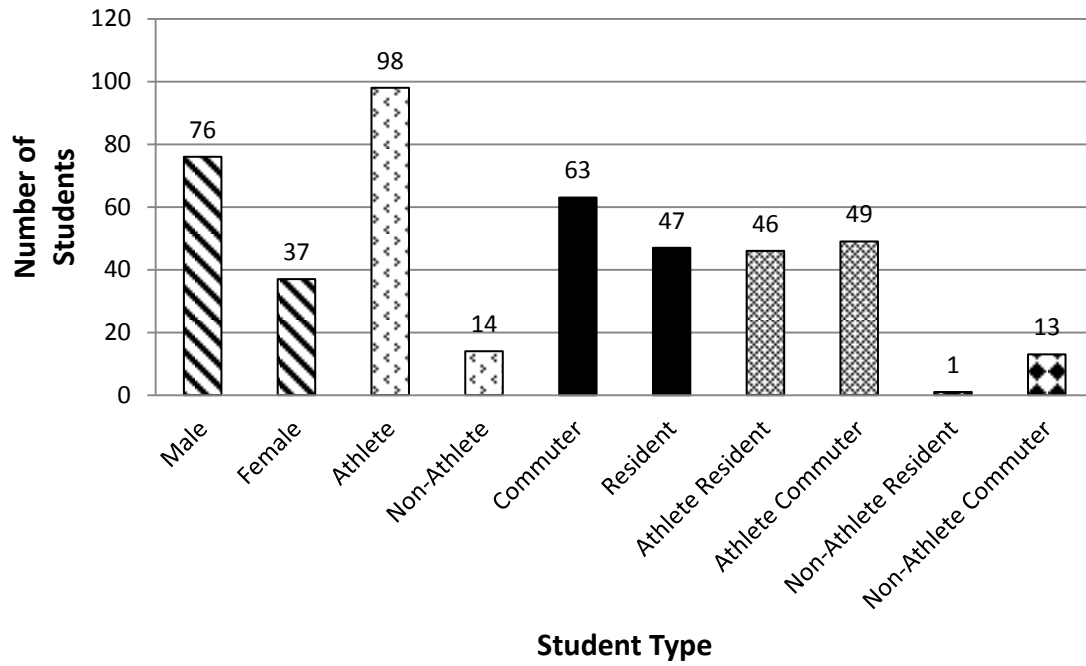


Figure 2- The 113 students surveyed indicated their status as male/female, athlete/non-athlete, and resident/commuter.

Figure 3: Athlete Status by Housing Type and Gender

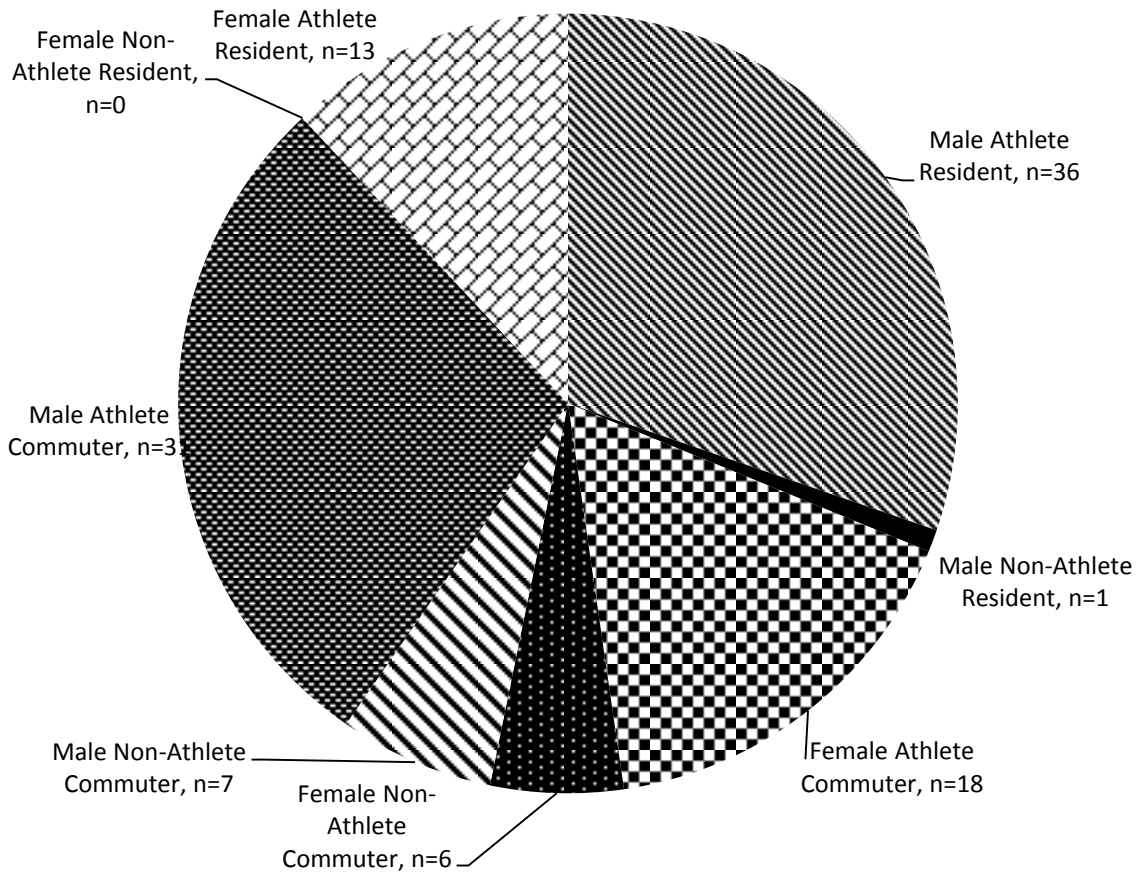


Figure 3- This figure represents the number of student athletes and non-athletes surveyed in the CSXQ who indicated their gender and housing status.

The majority of respondents, 91% (N = 103), reported starting their college experience at the participating institution, had a declared academic major, and were enrolled in 12 to 16 credit hours during the semester the CSXQ was issued. Causal surveillance and interpretation of the demographic statistics shows consistency with the population that participated in the survey while some differences do exist. However, a chi-square analysis shows no gross variances between any groups of respondents in any of the student characteristics.

Instrumentation

The College Student Expectations Questionnaire (CSXQ) was the instrument used to collect data for this study. Dr. Pace and Dr. Kuh developed the CSXQ at the Center for Postsecondary Research of Indiana University, Bloomington, Indiana, and they adapted it from the College Student Experiences Questionnaire or CSEQ (College W., n.d., para. 1). “The CSXQ has been administered to over 50,000 [college] students at more than 40 different colleges and universities since 1997” (Gonyea, R. M., 2001, para. 6), but the usage of the CSXQ for this study was the first time a researcher had used it at the participating institution. Colleges and universities have relied on the CSXQ to assess the expectations that college freshmen have before they are exposed to the college environment (CSEQ/CSXQ, 2011).

The instrument used was a paper utensil that is scanned for data collection. The CSXQ is a two-page, double-sided booklet, making the questionnaire a total of four printed pages (Appendix A). CSXQ administrators provide the option for researchers to add additional questions specific to the institution; however, the researcher in this study did not add additional questions to this survey. Equally noteworthy, the instrument did not capture participant names, identification numbers, addresses, phone numbers, or e-mail addresses.

The CSXQ questionnaire assesses college freshmen expectations and has an overall Cronbach’s alpha reliability of 0.80. “Cronbach’s alpha is a measure of internal consistency, that is, how closely related a set of items are as a group” (University of California-Los Angeles, [UCLA], 2012, para. 1). According to the Statistical Consulting

Group at UCLA (2012), “Cronbach’s alpha is not a statistical test; it is a coefficient of reliability or consistency” (para. 1).

The CSXQ has 13 specific categories in which participants answer questions about their expectations in their freshman year. Three of these categories are of particular interest to this research project as they directly relate to student service expectations. These areas, library and information technology; campus facilities; and clubs, organizations, and service projects, have a specific Cronbach’s alpha of reliability. The reliabilities are based upon data from more than 50,000 respondents (Qi, 2012).

Table 3
CSXQ Reliability

Variable Name	N	Mean	SD	CA*
Sum: Library and Info Tech.	52,855	25.57	4.0	0.71
Campus Facilities	52,752	23.81	4.7	0.76
Clubs, Organizations, Service Projects	54,098	10.79	3.4	0.85

CA* = Cronbach’s alpha. From Qi, 2012.

The CSXQ uses a four-point, five-point, or a seven-point Likert Scale to measure student responses in three different categories. Using a Likert Scale for this research is beneficial in that it does not provide a “yes or no answer from the respondent, but rather allows for degrees of opinion, or even no opinion at all. Therefore quantitative data is obtained, which means that the data can be analyzed with relative ease” (McLeod, 2008, para. 8). The nature of the Likert Scale also makes it optimal in that serves as “an ordered, one-dimensional scale from which respondents choose one option that best aligns with their views [and] questions used are usually easy to understand and so leads to consistent answers” (Minds, 2002-2012, para. 1).

The CSXQ is the best tool for this research project because it focuses on the expectations of college freshmen and addresses, in part, all of the stated hypotheses and two of the three research questions. In addition to the CSXQ, the researcher in this study gathered secondary data from the participating institution's retention coordinator, the campus librarian, and the dean of students. Specifically, they each gathered data related to the student usage of the student services they oversee.

Data Collection

A graduate assistant from the participating institution distributed the CSXQ questionnaire, providing a paper version of the CSXQ to all attending freshmen enrolled in a freshmen orientation course during class time. The graduate assistant informed participants that they may only take the survey if they were over the age of 18. All participants received verbal and written instruction that participation was voluntary. CSXQ administrators provided a template and further instructions as to how the students should answer the questionnaire and how the proctor was to distribute it. These further instructions included an announcement and an informed consent message.

The CSXQ has three main modules: "College Activities, The College Environment, and Background Information" (College, W., n.d.). The College Activities section consists of nine library and information technology questions; seven experiences with faculty member questions; nine course learning activities questions; five writing experiences questions; nine campus facilities questions; five clubs, organizations, and service project questions; seven student acquaintances questions; five scientific and quantitative experiences questions; 10 topics of conversation questions; and six information in conversation questions. Each question in the section asks students, "How

often do you expect to...?” It allows for one of four possible selections from the respondent; very often, often, occasionally, or never. Each of these responses within the categories is combined to obtain an overall expectation score for that area. The CSXQ assigns a value to each of the areas with 1 (never), 2 (occasionally), 3 (often), and 4 (very often). CSXQ administrators then add the values assigned to each item to achieve an overall score. A higher score indicates higher expectations (College, W., n.d.).

The College Environment section of this instrument encompasses seven questions on a seven-point scale with 1 indicating a weak emphasis and 7 indicating a strong emphasis that the “institution places on various aspects of a college environment” (College, W., n.d.). Participants assess if the college or university will be “scholarly and intellectual, will work toward understanding diversity, or will emphasize vocational studies among other qualities” (College, W., n.d., para. 24). In addition, the participants answered queries on whether they believe university officials, faculty, and other students will be supportive.

The Background Information section of the instrument collects demographic data that include age, sex, ethnicity, and parents’ highest level of education. Participants also provide information regarding their intended major, expected grades, and grade level, as well as estimate the amount of time they will spend at a job and studying (College, W., n.d.).

Used by a host of colleges and universities in the U.S. and abroad, the CSXQ and CSEQ have proven useful in reviewing and measuring the expectations and experiences of college freshmen. In 2002 Western Washington University (WWU) conducted a study using both the CSXQ to examine freshmen expectations and the CSEQ to look at

freshmen experiences. Issued in a pre and post format, the CSXQ and CSEQ evaluated the expectations and experiences of college freshmen attending WWU. Contemplating modifying its general education requirements and measuring student interest in the freshman orientation program, the university needed data from its freshmen student body to consider program changes (McKinney et al., 2003, p. 1).

In 2009 an Australian university used the CSXQ to gain insight into student expectations. Discoveries from the survey revealed that student expectations were not in alignment with institutional traditions. Gathering the data allowed the college to learn firsthand of student expectations, hold conversations with students about those expectations, and realign campus practices to meet student needs (Crisp et al., 2009, p. 2).

California State University of Fresno (CSUF) also issued the CSXQ in the fall of 2004 after distributing the National Survey of Student Engagement (NSSE) in 2001 and 2002 (Stock, 2005, p. 2). The NSSE survey suggested that the improvement and evolution of CSUF students matched other institutions nationwide, but it did not address the students' expectations (Stock, 2005, p. 2). As a result, university administrators turned to the CSXQ to gather data related to institutional and student expectations (Stock, 2005).

Data Analysis

The study utilized a quantitative analysis to measure and compare participants' responses to survey questions and to assess the differences between male and female students, residential and commuter students, and athlete and non-athlete students. A quantitative analysis performed at Indiana University's Center for Postsecondary Research (CPR) measured the difference between these groups. Analysis included

respondent characteristics, frequency distributions, and means and descriptive statistics of the survey results separated by gender.

For this project, the researcher selected the *t* test for difference in means because it determines the means of two groups and whether they are statistically distinct from each other. The analysis is also appropriate when comparing the means of two groups (Trochim, 2006). The CPR formed *t* tests with 95% confidence intervals on the sample means to test the stated hypotheses. CPR calculated the means and standard deviations of participant responses to the CSXQ survey, and the researcher made comparisons between groups of participants and formed conclusions based upon test results. A Chi-square test for Homogeneity further validated these findings. The chi-square allows the researcher to determine if the value is greater than, equal to, or less than the critical value. If the chi-square value is greater or equal, it indicates the presence of a significant difference between the groups being studied, and the sample supports the hypothesis. If the value is less than the critical value, and no significant difference exists, then one concludes that the data do not support the hypothesis (University, R., n.d.).

Indiana University CPR conducted a total of five analyses to determine if specific patterns of student service expectations exist among freshmen males and females, resident and commuter students, and athletes and non-athletes. The first report reviewed the frequency and cross tabulation of these groupings. The second analysis reported data by housing status and reported the frequencies, means, and description of students' responses to each item by the housing status of resident or commuter. The third analysis reported data by athlete type and followed the same formats used to report data by gender and housing status, the only difference being that it reports data by the status of non-

athlete or athlete. The researcher in this study identified a non-athlete as someone who answered “never” or “occasionally” to the question, “How often do you play a team sport?” The fourth analysis was a *t* test for difference in means. It contained data results for seven group comparisons, each analyzed by this researcher. Each group contained two tables: group statistics that include the number of participants (N), mean, standard deviation, and standard error of the mean, as well as independent samples test results. The seven groupings were male vs. female, resident vs. commuter, non-athlete vs. athlete, male resident vs. male commuter, female resident vs. female commuter, resident athlete vs. commuter athlete, and male resident athlete vs. female resident athlete.

The following analyses were not conducted due to insufficient amounts of cases in the non-athlete group: male athlete vs. male non-athlete, female athlete vs. female non-athlete, residential non-athletes vs. commuter non-athletes, male residential non-athletes vs. female residential non-athletes, male residential athletes vs. male residential non-athletes, and female residential athletes vs. female residential non-athletes.

The fifth and final analysis was a Chi-square test for Homogeneity in male vs. female, resident vs. commuter, and non-athlete vs. athlete.

Limitations

Third parties collected the secondary data provided in this study. The institution’s librarian, graduate assistants, campus writing coordinators, and faculty members maintain student usage and participation data and communicate it to the dean of students. A university administrator not housed at the research site recorded and reported data related to freshmen retention statistics. Therefore, the researcher must assume that these individuals collected and reported the data correctly and in accordance with the Family

Educational Rights and Privacy Act (FERPA) regulations. FERPA is a federal law that requires educational institutions to “protect the privacy of student education records” (Education, U. D., 2011, para. 4).

Self-selected student respondents from the CSXQ survey questionnaire provided data for the qualitative section of this research project. The researcher has assumed that participants responded honestly and accurately.

It remains undetermined how the researcher’s position as administrator may have impacted the research, if at all. In addition, the students surveyed all attended the same university; therefore, the research does not indicate whether respondents from other institutions would have produced a different outcome.

Delimitations

Many different meanings exist within the term “student services”; therefore, university students and personnel do not use one simple definition. Although different types of student services apply to academic and non-academic student services, including student affairs, student life, and student personnel, these services were not part of this study. At the research site, the majority of student services studied included housing, athletics, academic support services, tutoring, and social and academic clubs and activities. Although this fact is not purposeful to this study, the research site is a church-affiliated institution. Due to the unique nature of its status, not all findings from this analysis may apply to all types of church-affiliated colleges and universities; neither may it apply to all private for-profits and public not-for-profit institutions of higher learning. Therefore, because the study concentrated on a selected population, the findings may not

transfer and apply to other universities. However, transferability is likely due to the richness and description of the data.

The CSXQ survey is typically given to first-time freshmen during the institution's orientation period "or shortly after arrival" (College, W., n.d., para 3). Students at the participating institution received this survey approximately 12 weeks into the fall semester, making it unclear whether their experiences up to that point influenced their expectations or what impact, if any, the timing had on the participants and their responses. In addition, since the sampling size was purposeful, the research does not account for the possibility that a larger sample size may have netted different results, especially regarding female respondents, in which the overwhelming majority reported being student athletes.

Students completed the survey in the freshman orientation course taught by six different instructors. The orientation course is where college students gain knowledge about available student services. Research does not indicate whether instructors explained all available student services and gave them equal time, nor does it take into account the manner in which they explained the services and the effect, if any, this may have had on the participants' responses.

One would need to conduct further research to understand the student expectations of specific subsets, the academic preparedness and the usage of student services by freshmen, and whether a direct relationship is present between freshmen student expectations and senior student experiences. A longitudinal study would be helpful in determining these relationships.

Validation

Overtly distinguishing the researchers' preconceived notions about their topic and individual fascination of the topic is a duty of the researcher (Hawkins, 2010, p. 74). In one dissertation, Hawkins (2010) disclosed personal interest and connection to the research topic discussed (p. 72). Hawkins, along with Creswell (2003), emphasized that the researcher must divulge his or her relationship in the research project in part because "qualitative research is interpretive in nature and, by being so, is vulnerable to the researcher's interpretation of the data" (Hawkins, 2010, p. 73). To that end, the researcher feels compelled to disclose the following information about himself and his interest in this subject. With 23 years of higher education experience and proficient knowledge in the subject matter of student services, the researcher is both a doctoral student and current employee at the institution in this study. He serves as a high-level administrator at the research site and has a vested interest in the outcomes of this research project. The researcher believes that high quality student services are a viable and important component for college students and that equal access to student services should be made available to all students at all college campuses. He also feels that administrators of colleges and universities have a duty to educate college freshmen of the services they offer.

Chapter IV: Results

The purpose of this study is to determine the student service expectations of college freshmen at a small Midwestern liberal arts university. The assessment will examine and determine what college freshmen consider to be important student services during their freshmen year and will identify those student services.

This chapter presents an overview of the participating institution and a synopsis of several groups' participants based upon their expectations of college student services. The groups include college freshmen males and females, freshmen living in university housing and freshmen commuters, and freshmen student athletes and freshmen non-athletes. The researcher describes and highlights demographic factors, namely age, sex, residential status, and ethnic identification, as well as similarities and differences between the groups. The researcher then provides a summary of the descriptive data and applies a statistical analysis to each of the hypotheses. Finally, the researcher gives a qualitative summation of data to address each of the research questions.

Description of the Sample

A graduate assistant presented the scanned version of the CSXQ (see Appendix A), along with a consent form (see Appendix B), and announcement letter (see Appendix C), to freshmen students enrolled in the freshmen orientation course. Total freshmen enrollment at the participating institution was 139. Out of this number, six different course sections range in size from 15 to 30 freshmen students. Of the 139 first-time freshmen, (N = 113) students participated in the survey and are the subject of this study.

Findings for Male-Female Comparisons

An independent-samples t test for difference in means compared student services expectations, particularly library and information technology services, of males and females. The null hypothesis tested was: No difference exists in the library and information technology services expectations of freshmen males and freshmen females at a small, Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ. A significant difference existed in the scores for males ($M=21.44$, $SD=3.98$) and females ($M=22.89$, $SD=3.95$); $t(106)=-1.78$, $p=.077$ [t -critical= ± 1.984 ; $\alpha=0.05$], suggesting that gender may have contributed to expressed expectations of library and information technology services. Because the p value of 0.077 exceeded the alpha value of 0.05, the researcher did not reject the null hypothesis.

The same method of t test for difference in means compared males and female student service expectations of campus facilities. The null hypothesis tested was: No difference exists in the campus facilities service expectations of freshmen males and freshmen females at a small, Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ. No significant difference existed in the scores for males ($M=22.35$, $SD=.463$) and females ($M=23.25$, $SD=1.01$); $t(105)=-.930$, $p=.354$ [t -critical= ± 1.984 ; $\alpha=0.05$]. These results suggest that gender does not contribute to the student services expectations of campus facilities. Because the p value of 0.354 exceeded the alpha value of 0.05, the researcher did not reject the null hypothesis.

An independent-samples t test for difference in means was conducted to compare male and female expectations of student services as they relate to clubs and organizations. The null hypothesis tested was: No difference exists in the clubs and

organizations services expectations of freshmen males and freshmen females at a small, Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ. No significant difference existed in the scores for males ($M=8.17$, $SD=2.97$) and females ($M=9.00$, $SD=.617$); $t(111)=-.930$, $p=.354$ [$t\text{-critical}=\pm 1.984$; $\alpha=0.05$]. These results suggest that gender does not significantly contribute to the student services expectations of clubs, organizations, and service projects. Because the p value of 0.354 exceeded the alpha value of 0.05, the researcher did not reject the null hypothesis.

Additionally, a Chi-square test for Homogeneity was performed to determine if a relationship exists between the two overall, categorical variables of gender and students' expectations of student services. The null hypothesis tested was: No difference exists in the perceptions of student services expectations of freshmen males and freshmen females at a small, Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ. The test results indicated that the gender of the student made no statistically significant contribution to the student's expectations of student services, chi-square (1, $N=113$)= $.405$, $p=.525$ [$X\text{-critical}=3.841$; $\alpha=0.05$]. Because the p value of 0.525 exceeded the alpha value of 0.05, the researcher did not reject the null hypothesis.

Findings for Resident-Commuter Comparisons

An independent-samples t test for difference in means compared residential and commuter students' student services expectations of library and information technology services. The null hypothesis tested was: No difference exists in the library and information technology services expectations of residential and commuter students at a small, Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ. No significant difference is present in the scores for residential students

($M=23.21$, $SD=3.79$) and commuter students ($M=21.77$, $SD=4.03$); $t(67)=-.78$, $p=.439$ [t -critical= ± 1.984 ; $\alpha=0.05$]. These results suggest that student residential status does not contribute to expressed expectations of library and information technology services. Because the p value of 0.439 exceeded the alpha value of 0.05, the researcher did not reject the null hypothesis.

The same method of t test compared residential and commuter students' student service expectations of campus facilities. The null hypothesis tested was: No difference exists in the campus facilities services expectations of residential and commuter students at a small, Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ. No significant difference exists in the scores for residential students ($M=17.07$, $SD=.4.18$) and commuter students ($M=23.49$, $SD=4.21$); $t(66)=-.374$., $p=.710$ [t -critical= ± 1.984 ; $\alpha=0.05$]. These results suggest that student residential status does not contribute to the student services expectations of campus facilities. Because the p value of 0.710 exceeded the alpha value of 0.05, the researcher did not reject the null hypothesis.

An independent-samples t test compared residential and commuter students' student services expectations of clubs and organizations. The null hypothesis tested was: No difference exists in the clubs and organizations services expectations of residential and commuter students at a small, Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ. No significant difference exists in the scores for residential students ($M=9.71$, $SD=3.10$) and commuter students ($M=8.21$, $SD=3.38$); $t(71)=-.991$, $p=.325$ [t -critical= ± 1.984 ; $\alpha=0.05$]. These results suggest that student residential status does not contribute to the student services expectations of clubs,

organizations, and service projects. Because the p value of 0.325 exceeded the alpha value of 0.05, the researcher did not reject the null hypothesis.

Additionally, a Chi-square test for Homogeneity was performed to determine whether a relationship exists between the two overall, categorical variables of student residential status and expectations of student services. The null hypothesis tested was: No difference exists in the perceptions of student services expectations of residential and commuter students at a small, Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ. The test results indicate that no statistically significant relationship exists between the student's residential status and his or her expectations of student services, chi-square (1, $N=110$) = .341, $p=.559$ [X -critical= 3.841; $\alpha= 0.05$]. Because the p value of 0.559 exceeded the alpha value of 0.05, the researcher did not reject the null hypothesis.

Findings for Athlete-Non-Athlete Comparisons

An independent-samples t test for difference in means compared student athletes and non-athletes' student services expectations of library and information technology services. The null hypothesis tested was: No difference exists in the library and information technology services expectations of athletes and non-athletes at a small, Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ. No significant difference exists in the scores for student athletes ($M=23.21$, $SD=3.79$) and student non-athletes ($M=21.77$, $SD=4.01$); $t(105)1.26$, $p=.21$ [t -critical= ± 1.984 ; $\alpha= 0.05$]. These results suggest that student athletic status does not contribute to expressed expectations of library and information technology services. Because the p value of 0.21 exceeded the alpha value of 0.05, the researcher did not reject the null hypothesis.

The same method of *t* test for difference in means compared student athletes and non-athletes' expectations of campus facilities. The null hypothesis tested was: No difference exists in the campus facilities services expectations of athletes and non-athletes at a small, Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ. A significant difference exists in the scores for student athletes ($M=17.07$, $SD=4.18$) and student non-athletes ($M=23.49$, $SD=4.21$); $t(105)=-5.33$, $p=.000$ [t -critical= ± 1.984 ; $\alpha=0.05$]. These results suggest that student athletic status does contribute to the student services expectations of campus facilities. Because the *p* value of 0.000 did not exceed the alpha value of 0.05, the researcher rejected the null hypothesis.

An independent-samples *t* test for difference in means compared student athletes and non-athletes' student services expectations of clubs and organizations. The null hypothesis tested was: No difference exists in the campus facilities service expectations of athletes and non-athletes at a small, Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ. No significant difference exists in the scores for student athletes ($M=9.71$, $SD=3.10$) and non-athletes ($M=9.71$, $SD=3.10$); $t(110)=1.57$, $p=.120$ [t -critical= ± 1.984 ; $\alpha=0.05$]. These results suggest that student athletic status does not contribute to the student services expectations of clubs, organizations, and service projects. Because the *p* value of 0.120 exceeded the alpha value of 0.05, the researcher did not reject the null hypothesis.

Additionally, a Chi-square test for Homogeneity was performed to determine if a relationship exists between the two overall, categorical variables of student athlete status and expectations of student services. The null hypothesis tested was: No difference exists in the perceptions of student service expectations of athletes and non-athletes at a small,

Midwestern liberal arts university, as measured by perceptions recorded on the CSXQ.

The test results indicate that a statistically significant relationship exists between the athletic status of the student and his or her expectations of student services, chi-square (1, N=112)=3.94, $p=.047$ [X-critical= 3.841; alpha= 0.05]. Because the p value of 0.047 did not exceed the alpha value of 0.05, the researcher rejected the null hypothesis.

Table 4: *Students' Expected Usage of Library and Information Technology in the CSXQ*

<i>Item</i>	<i>Description</i>	<i>Response Option</i>	<i>Female</i>		<i>Male</i>		<i>Total</i>	
			<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
LIBIT1_	Use the library as a quiet place to read or study.	Very often	4	11%	3	4%	7	6%
		Often	3	8%	17	22%	20	18%
		Occasionally	17	46%	31	41%	48	43%
		Never	13	35%	25	33%	38	34%
		Total	37	100%	76	100%	113	100%
LIBIT2_	Use an index or database (computer, card catalog, etc.) to find material on some topic.	Very often	10	27%	16	21%	26	23%
		Often	8	22%	24	32%	32	28%
		Occasionally	10	27%	17	22%	27	24%
		Never	9	24%	19	25%	28	25%
		Total	37	100%	76	100%	113	100%
LIBIT3_	Read assigned materials other than textbooks in the library (reserve readings, etc.).	Very often	2	5%	5	7%	7	6%
		Often	2	5%	9	12%	11	10%
		Occasionally	18	49%	32	43%	50	45%
		Never	15	41%	28	38%	43	39%
		Total	37	100%	74	100%	111	100%
LIBIT4_	Develop a bibliography or set of references for a term paper or other report.	Very often	4	11%	3	4%	7	6%
		Often	13	36%	12	16%	25	23%
		Occasionally	10	28%	32	43%	42	38%
		Never	9	25%	28	37%	37	33%
		Total	36	100%	75	100%	111	100%
LIBIT5_	Use a computer or word processor to prepare reports or papers.	Very often	32	87%	45	59%	77	68%
		Often	4	11%	21	28%	25	22%
		Occasionally	1	3%	9	12%	10	9%
		Never	0	0%	1	1%	1	1%
		Total	37	100%	76	100%	113	100%
LIBIT6_	Use e-mail to communicate with an instructor or classmates.	Very often	28	76%	32	43%	60	54%
		Often	5	14%	24	32%	29	26%
		Occasionally	3	8%	18	24%	21	19%
		Never	1	3%	0	0%	1	1%
		Total	37	100%	74	100%	111	100%
LIBIT7_	Participate in class discussions using an electronic medium (e-mail, list-serve, chat group, etc.)	Very often	3	8%	2	3%	5	4%
		Often	3	8%	9	12%	12	11%
		Occasionally	16	43%	22	29%	38	34%
		Never	15	41%	43	57%	58	51%
		Total	37	100%	76	100%	113	100%
LIBIT8_	Search the World Wide Web or Internet for information related to a course.	Very often	23	62%	38	50%	61	54%
		Often	7	19%	21	28%	28	25%
		Occasionally	5	14%	12	16%	17	15%
		Never	2	5%	5	7%	7	6%
		Total	37	100%	76	100%	113	100%
LIBIT9_	Use a computer to retrieve materials from a library not at this institution.	Very often	1	3%	8	11%	9	8%
		Often	3	8%	6	8%	9	8%
		Occasionally	16	43%	22	29%	38	34%
		Never	17	46%	40	53%	57	50%
		Total	37	100%	76	100%	113	100%

Total 37 100% 76 100% 113 100%

Table 5: *Students' Expected Usage of Campus Facilities in the CSXQ*

<i>Item</i>	<i>Description</i>	<i>Response Option</i>	<i>Female</i>		<i>Male</i>		<i>Total</i>	
			<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
CAMRE1_	Go to an art exhibit/gallery or a play, dance, or other theater performance, on or off campus.	Very often	5	14%	2	3%	7	6%
		Often	2	5%	7	9%	9	8%
		Occasionally	12	32%	22	29%	34	30%
		Never	18	49%	44	59%	62	55%
		Total	37	100%	75	100%	112	100%
CAMRE2_	Attend a concert or other music event.	Very often	6	16%	2	3%	8	7%
		Often	4	11%	14	18%	18	16%
		Occasionally	18	49%	25	33%	43	38%
		Never	9	24%	35	46%	44	39%
		Total	37	100%	76	100%	113	100%
CAMRE3_	Use a campus lounge to relax or study by yourself.	Very often	13	35%	8	11%	21	19%
		Often	6	16%	24	32%	30	27%
		Occasionally	13	35%	26	34%	39	35%
		Never	5	14%	18	24%	23	20%
		Total	37	100%	76	100%	113	100%
CAMRE4_	Meet other students at some campus location (campus center, etc.) for a discussion.	Very often	12	32%	15	20%	27	24%
		Often	7	19%	27	36%	34	30%
		Occasionally	10	27%	20	26%	30	27%
		Never	8	22%	14	18%	22	20%
		Total	37	100%	76	100%	113	100%
CAMRE5_	Attend a lecture or panel discussion.	Very often	4	11%	1	1%	5	5%
		Often	2	5%	6	8%	8	7%
		Occasionally	14	38%	28	38%	42	38%
		Never	17	46%	38	52%	55	50%
		Total	37	100%	73	100%	110	100%
CAMRE6_	Use a learning lab or center to improve study or academic skills (reading, writing, etc.).	Very often	6	16%	8	11%	14	13%
		Often	6	16%	13	17%	19	17%
		Occasionally	15	41%	37	49%	52	46%
		Never	10	27%	17	23%	27	24%
		Total	37	100%	75	100%	112	100%
CAMRE7_	Use recreational facilities (pool, fitness equipment, courts, etc.).	Very often	17	46%	42	55%	59	52%
		Often	4	11%	17	22%	21	19%
		Occasionally	11	30%	13	17%	24	21%
		Never	5	14%	4	5%	9	8%
		Total	37	100%	76	100%	113	100%
CAMRE8_	Play a team sport (intramural, club, intercollegiate).	Very often	30	81%	57	76%	87	78%
		Often	1	3%	10	13%	11	10%
		Occasionally	1	3%	6	8%	7	6%
		Never	5	14%	2	3%	7	6%
		Total	37	100%	75	100%	112	100%
CAMRE9_	Follow a regular schedule of exercise or practice for some recreational or	Very often	26	72%	50	66%	76	68%
		Often	4	11%	15	20%	19	17%
		Occasionally	3	8%	10	13%	13	12%
		Never	3	8%	1	1%	4	4%
		Total	36	100%	76	100%	112	100%

Table 6: *Students' Expected Usage of Clubs, Organizations, Service Projects in the CSXQ*

<i>Item</i>	<i>Description</i>	<i>Response Option</i>	<i>Female</i>		<i>Male</i>		<i>Total</i>	
			<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
CLUBS1_	Attend a meeting of a campus club, organization, or student government group.	Very often	5	14%	5	7%	10	9%
		Often	6	16%	12	16%	18	16%
		Occasionally	12	32%	28	37%	40	35%
		Never	14	38%	31	41%	45	40%
		Total	37	100%	76	100%	113	100%
CLUBS2_	Work on a campus committee, student organization, or service project (publications, student government, special event, etc.).	Very often	7	19%	4	5%	11	10%
		Often	1	3%	9	12%	10	9%
		Occasionally	7	19%	19	25%	26	23%
		Never	22	60%	44	58%	66	58%
		Total	37	100%	76	100%	113	100%
CLUBS3_	Work on an off-campus committee, organization, or service project (civic group, church group, community event, etc.).	Very often	3	8%	4	5%	7	6%
		Often	5	14%	6	8%	11	10%
		Occasionally	7	19%	22	29%	29	26%
		Never	22	60%	44	58%	66	58%
		Total	37	100%	76	100%	113	100%
CLUBS4_	Meet with a faculty member or staff advisor to discuss the activities of a group or organization.	Very often	3	8%	3	4%	6	5%
		Often	3	8%	4	5%	7	6%
		Occasionally	13	35%	19	25%	32	28%
		Never	18	49%	50	66%	68	60%
		Total	37	100%	76	100%	113	100%
CLUBS5_	Manage or provide leadership for an organization or service project, on or off the campus.	Very often	3	8%	3	4%	6	5%
		Often	5	14%	7	9%	12	11%
		Occasionally	6	16%	20	26%	26	23%
		Never	23	62%	46	61%	69	61%
		Total	37	100%	76	100%	113	100%

T-Test Tables**Table 7.1****Group Statistics****Expected Use of Library and Info Technology Services for Male/Female**

Expected use of library and info technology services	N	Mean	Std. deviation	Std. error of Mean
Male	72	21.44	3.98	.468
Female	36	22.89	3.95	.658

Table 7.2**Independent Samples Test for Male/Female Usage of Library and Info Technology**

Expected use of library and info technology services	t	df	Sig. (2tailed)	Mean difference	SED	95%Confid. Interval	
						Lower	Upper
Equal variances assumed	-1.78	106	.077	-1.44	.810	-3.049	.161
Equal variances not assumed	-1.79	70.57	.078	-1.44	.808	-3.055	.166

Table 8.1**Group Statistics****Expectations of Campus Facility Services for Male/Female**

Expectations of campus facility services	N	Mean	Std. deviation	Std. error of Mean
Male	71	22.35	3.90	.463
Female	36	23.25	6.03	1.01

Table 8.2**Independent Samples Test for Male/Female Usage of Campus Facilities**

Expectations of campus facility services	t	df	Sig. (2tailed)	Mean difference	SED	95%Confid. Interval	
						Lower	Upper
Equal variances assumed	-.930	105	.354	-.898	.965	-2.81	1.02
Equal variances not assumed	-.811	50.28	.421	-.898	1.11	-3.12	1.32

Table 9.1

Group Statistics

Expectations of Clubs, Organizations, and Service Project Services for Male/Female

Expectations of clubs, organizations, and service project services	N	Mean	Std. deviation	Std. error of Mean
Male	76	8.17	2.97	.340
Female	37	9.00	4.10	.675

Table 9.2

Independent Samples Test for Male/Female Usage of Clubs, Organizations, Service Projects

Expectations of clubs, organizations, and service project services	t	df	Sig. (2tailed)	Mean difference	SED	95%Confid. Interval	
						Lower	Upper
Equal variances assumed	-1.22	111	.224	-.829	.677	-2.17	.513
Equal variances not assumed	-1.10	54.97	.277	-.829	.756	-2.34	.685

Table 10.1

Group Statistics

Expected Use of Library and Info Technology Services for Resident/Commuter

Expected use of Library and Info Technology services	N	Mean	Std. deviation	Std. error of Mean
Resident	42	21.93	4.05	.624
Commuter	63	21.97	4.05	.510

Table 10.2

Independent Samples Test for Resident/Commuter Usage of Library and Info Technology Services

Expected use of Library and Info Technology services	t	df	Sig. (2tailed)	Mean difference	SED	95%Confid. Interval	
						Lower	Upper
Equal variances assumed	-.049	103	.961	-.040	.807	-1.639	.1560
Equal variances not assumed	-.049	88.13	.961	-.040	.806	-1.642	.1563

Table 11.1

Group Statistics

Expectations of Campus Facility Services for Resident/Commuter

Expectations of Campus Facility services	N	Mean	Std. deviation	Std. error of Mean
Resident	45	23.62	4.71	.702
Commuter	59	22.10	4.66	.606

Table 11.2

Independent Samples Test for Resident/Commuter Usage of Campus Facility Services

Expectations of Campus Facility services	r	df	Sig. (2tailed)	Mean difference	SED	95%Confid. Interval	
						Lower	Upper
Equal variances assumed	1.632	102	.104	1.521	.926	-.316	3.357
Equal variances not assumed	1.640	94.33	.104	1.521	.927	-.320	3.361

Table 12.1

Group Statistics

Expectations of Clubs, Organizations, Service Project Services for Resident/Commuter

Expectations of Clubs, Organizations, Service project services	N	Mean	Std. deviation	Std. error of Mean
Resident	47	8.98	4.046	.590
Commuter	63	8.05	2.802	.353

Table 12.2

Independent Samples Test for Resident/Commuter Usage of Clubs, Organizations, Service Project Services

Expectations of Clubs, Organizations, Service project services	t	df	Sig. (2tailed)	Mean difference	SED	95%Confid. Interval Lower	Interval Upper
Equal variances assumed	1.426	108	.157	.931	.653	-.363	2.226
Equal variances not assumed	1.354	77.46	.180	.931	.688	-.438	2.300

Table 13.1

Group Statistics

Expected Use of Library and Info Technology Services for Athletes/Non-Athletes

Expected use of Library and Info Technology services	N	Mean	Std. deviation	Std. error of Mean
Non-Athlete	14	23.21	3.786	1.012
Athlete	93	21.77	4.025	.417

Table 13.2

Independent Samples Test for Athlete/Non-Athlete Usage of Library and Info Technology Services

Expected use of Library and Info Technology services	t	df	Sig. (2tailed)	Mean difference	SED	95%Confid. Interval	
						Lower	Upper
Equal variances assumed	1.257	105	.211	1.440	1.15	-831	3.711
Equal variances not assumed	1.316	17.77	.205	1.440	1.10	-862	3.742

Table 14.1

Group Statistics

Expectations of Campus Facility Services for Non-Athlete/Athlete

Expectations of Campus Facility services	N	Mean	Std. deviation	Std. error of Mean
Non-Athlete	14	17.07	4.178	1.117
Athlete	93	23.49	4.206	.436

Table 14.2

Independent Samples Test for Athlete/Non-Athlete Usage of Campus Facilities Services

Expectations of Campus Facility services	t	df	Sig. (2tailed)	Mean difference	SED	95%Confid. Interval	
						Lower	Upper
Equal variances assumed	-5.33	105	.000	-6.42	1.21	-8.812	-4.035
Equal variances not assumed	-5.36	17.21	.000	-6.42	1.20	-8.95	-3.896

Table 15.1

Group Statistics

Expectations of Clubs, Organizations, Service Project Services for Non-Athlete/Athlete

Expectations of Clubs, Organizations, Service project services	N	Mean	Std. deviation	Std. error of Mean
Non-Athlete	14	9.71	3.099	.828
Athlete	98	8.21	3.384	.342

Table 15.2

Independent Samples Test for Athlete/Non-Athlete Usage of Clubs, Organizations, Service Project Services

Expectations of Clubs, Organizations, Service project services	t	df	Sig. (2tailed)	Mean difference	SED	95%Confid. Interval	
						Lower	Upper
Equal variances assumed	1.567	110	.120	1.50	.957	-.398	3.398
Equal variances not assumed	1.67	17.74	.112	1.50	.896	-.384	3.384

Student Service Usage

Table 16

Usage of Library and Information Technology

Description	Expected Usage		Weekly Actual Usage		Semester Actual Usage
Use library to read or study	N=75	67%	N=27	18%	432 visits by freshmen
Use an index or database	N=85	75%	N=27	18%	432 visits by freshmen
Use a computer	N=102	90%	N=104	19%	1664 visits by freshmen
Use a computer to retrieve material from another institution	N=60	53%	N=104	19%	1664 visits by freshmen

Table 17

Usage of Campus Facilities

Description	Expected Usage		Weekly Actual Usage		Semester Actual Usage
Ask a staff member to help advise/help improve your writing	N=46	41%	N=5	4.5%	N=72 65%
Where will you live during the school year? Dormitory or other university housing	N=66	60%	NA		N=92 82%
Play a team sport	N=98	88%	NA		N=105 93%
Use of facilities, pool, fitness center, courts	N=80	71%	80		N=1280

Table 18
Usage of Clubs, Organizations, Service Projects

Description	Expected Usage	Weekly Actual Usage	Semester Actual Usage
Attend a meeting of campus club, organization, or group	N=28 25%	NA	N=101 89%

Summary

This chapter presents the findings of the quantitative and qualitative data gathered in this research project, as well as an analysis that addresses the research questions and hypotheses that assess the student service expectations of college freshmen at a small, Midwestern liberal arts college. Analysis of the data using a *t* test revealed that gender did have an effect on expressed expectations of library and information technology services, but it did not have an effect on campus facilities or the student service expectations of clubs, organizations, and service projects. A Chi-square test indicated that no statistically significant relationship exists between the gender of the student and his or her expectations of student services.

Analysis of the data using a *t* test to determine the expectations of resident and commuter students revealed that residential status did not have an effect on the expressed expectations of library and information technology services, campus facilities, or clubs, organizations, and service projects. Furthermore, a Chi-square test indicated that no statistically significant relationship exists between student residential status and his or her expectations of student services.

Data evaluation using a *t* test concluded that student athlete status did not have an effect on expressed expectations of library and information technology services or on the

student service expectations of clubs, organizations, and service projects. However, student athlete status does have an effect on the student service expectations of campus facilities. A Chi-square test indicated that a statistically significant relationship does exist between student athletic status and his or her expectations of student services.

With the CSXQ survey, students listed their expected usage of specific student services. The dean of student's office also gathered and analyzed data, which provided mixed results as student expectations of services were consistent with the usage of non-academic services, but not with academic services. Students stated that they expected to use campus facilities, such as university housing, the fitness center, and computer labs. These student expectations were consistent with the actual usage of those services. However, high expectations of usage did not prove consistent with the actual usage in the area of academic student services. Low usage of academic student services actually occurred in the area of the writing lab, computer databases, and library services.

The following chapter provides the study results, inferences based on the findings, and recommendations for future studies.

Chapter V: Summary, Recommendations, and Conclusions

This chapter summarizes the findings of this study and attempts to integrate the results with the existing literature related to freshmen expectations of student services. The researcher presents an overview of the study's findings, followed by the results of the hypotheses and research questions. The researcher then reinforces the results of the study's quantitative and qualitative elements with a discussion of the findings and inferences. Lastly, the researcher presents recommendations based on the findings of the study, prospects for further research, and conclusion.

Colleges and universities are reinventing themselves with the start of every new academic year. These changes have been occurring for the past few decades and in part stem from the consistently changing federal, state, and local government regulations; competition among private, public, and for-profit institutions; ever-changing demographics; advances in technology; and uncertain economics. Along with these changes, meeting the expectations of both students and parents has intensified (Krakowsky, 2008, p. 119). Student expectations go beyond the classroom and include campus safety, fitness programs, technology, tutoring services, and campus housing. Exceptional student services are a must if college freshmen are to be successful.

A successful freshman year for most college students is essential if they are to persist and earn a college degree. During this time, they develop a variety of life's dexterities (Malik, 2011, p. 90). College freshmen use these skills to learn how to adjust to new situations, as well as establish and maintain relationships with friends and colleagues. At the same time, they are exploring times of independence and learning to adhere to new rules and regulations imposed by university officials (Malik, 2011, p. 90).

During these times of newfound independence, freshmen often look to university personnel to guide and aid them (Texas, 2006). They often find assistance in the form of college student services, ranging from academic advising and social activities to tutoring and financial aid services (Texas, 2006, pp. 1-12).

Colleges and universities often emphasize student services to recruit and retain students. In many cases, these services have become an expectation of college freshmen, but universities often design them with little understanding as to whether those services are meeting the expectations of the students for whom they are intended (Schilling & Schilling, 1999, p. 5).

Purpose of the Study

The purpose of this study was to determine the student service expectations of college freshmen at a small, Midwestern liberal arts university. The researcher conducted the assessment to examine and determine what college freshmen at a small, Midwestern liberal arts university consider to be important student services during their freshman year and to identify those student services.

Using a mixed-method approach, the study focused on a sample of 113 first-time freshmen (N = 113) enrolled in a freshman experience course and who responded to the CSXQ survey. The researcher categorized the students as male or female, resident or commuter, and athlete or non-athlete.

Principal Findings

The first year of college is significant in terms of the student's experience (Malik, 2011, p. 90). Often these experiences stem from what the student expects to experience. Many times a considerable difference exists between students' expectations and the

actual experience that the college of their choice provides them. This may be in part because the institution is unable or unwilling to meet student expectations or because the student's expectation is impractical (Crisp, et al., 2009, p. 13). Regardless, the freshman year is the time for life changing experiences, new surroundings, new friends, and new skills and study habits (Malik, 2011, p. 3). All of these experiences are diminished, however, by the fact that many college freshmen drop out before the end of their first semester (Malik, 2011, p. 90).

To prevent dropout and increase the persistence rates of college freshmen, universities and colleges offer a variety of student services. These services can take shape in the form of academic or non-academic services, but nonetheless their purpose is to ease the stress college freshmen often feel during this transition period. The following points establish academic merit by combining this study's findings with previous research that addresses the purpose of this study. The study of student service expectations of college freshmen at this small, Midwestern liberal arts university revealed the following results. The researcher discovered statistically significant differences among males and females and their expectations and usage of student services, particularly when it came to library and information technology services. Additionally, student athletes and student non-athletes demonstrated statistically significant differences in their expectations regarding campus facilities.

The collected data suggest that a significant difference does exist among males and females and their expressed expectations related to library and information technology services. Specifically, 95% (N=36) of female respondents stated that they "very often or often" expected to use a computer to prepare reports or papers compared to

87% (N=66) of male respondents. In addition, 90% (N=33) of females reported that they expected to “very often or often” use e-mail to communicate with instructors or classmates, whereas 75% (N=56) of males expected to do so. Furthermore, 62% of female respondents (N=23) expected to search the World Wide Web or Internet “very often” for information related to a course, compared to 50% (N=38) of male respondents. Similarly, 59% of females respondents (N=22) stated that they “very often, often, or occasionally” expected to participate in classroom discussions using an electronic medium such as e-mail, list-serve, or chat groups. Comparatively, 44% (N=33) of male respondents reported they expected to do so.

Males and females also showed significant differences related to their expectations and usage of the library. While 26% (N=20) of male respondents reported that they expected to use the library “very often or often” as a quiet place to read or study, only 19% (N=7) of female respondents answered the same. Also, 19% (N=11) of males reported a higher expectation of “very often or often” in using a computer to retrieve materials from a library not at the institution, compared to 11% (N=4) of female respondents.

Additional data suggest that gender had no effect on student service expectations in terms of facilities, clubs, organizations, or service projects. The small campus size and limited student enrollment at the participating campus could have contributed to this lack of significance.

When comparing student athlete and student non-athletes’ expectations of campus facilities, the researcher found a significant difference in scores among the two groups. Specifically, 81% (N=60) of student athletes reported that they expected to “very often,

often, or occasionally” use a campus lounge to relax or study by themselves, compared to 71% (N=10) of the student non-athletes. Eighty-two percent of student athletes (N=80) also reported having a higher expectation of meeting other students at some campus location, such as a dining hall or student center, for a discussion, compared to 71% (N=10) of student non-athletes. In addition, 57% (N=8) of student non-athletes reported that they “very often, often, or occasionally” expected to attend a lecture or panel discussion compared to 49% (N=47) of student athletes.

Perhaps the most noticeable differences among these two groups of students exist in the areas of participation in athletic programs, such as intramurals, club sports, and the usage of fitness facilities. For example, 75% (N=74) of student athletes reported that they expected to “very often or often” use campus recreational facilities, compared to 36% (N=5) student non-athletes. Further supporting this finding, 92% (N=90) of student athletes indicated that they expected to follow a regular schedule of exercise or practice for some recreational or sporting activity. This compared to 35% (N=5) of the student non-athletes.

Ironically, the research site has a student athletic population of over 300 with the total undergraduate population hovering slightly above 500. Of the 113 survey participants, 98 self-identified as student athletes, compared to 15 self-identified as non-athletes. The disproportionate number of student athletes and the small number of non-athletes may have influenced these results. It remains unclear if a larger population of non-athletes would have netted different results.

While findings showed significant differences between athletes and non-athletes related to facilities, this study also revealed statistical differences among the two groups

when comparing student services expectations of clubs, organizations, and service projects. A Chi-square test determined if there was a relationship between student athletes and their expectations of student services. The test results indicated that a statistically significant relationship does exist between students' athlete status and their expectations of student services.

An area that showed no significant differences in expectations was among resident and commuter students. In all three areas studied; library and information technology; campus facilities; and clubs, organizations, and service projects; responses from both resident and commuter students mirrored each student type and indicated no significant differences. For example, in the library and information technology category, 67% (N=42) of commuters and 69% (N=32) of residents reported that they “very often, often, or occasionally” expected to use the library as a quiet place to read or study. Likewise, 54% (N=34) of commuters and 56% (N=25) of residents reported that they “very often” expected to use e-mail to communicate with an instructor or classmate. When asked how often they expected to read assigned materials other than textbooks in the library, 40% (N=25) of commuter respondents and 40% (N=18) of residents said “never.”

Secondary Findings

Again, when asked about their expectations and usage of campus facilities, resident and commuter students showed no significant differences. For instance, 48% (N=30) of commuters and 46% (N=21) of residents stated that they “very often, often, or occasionally” expected to go to an art exhibit/gallery or play, dance, or other theater performance on or off campus. Eighty-three percent (N=52) of commuters and 80%

(N=39) of residents stated that they “very often, often, or occasionally” expected to meet other students at some campus location, such as the dining hall or student center.

The category of clubs, organizations, and service projects also showed no significant difference among residents and commuters. Sixteen percent of commuter students (N=10) and 17% (N=8) of residents stated that they expected to manage or provide leadership for an organization or service project on or off the campus.

Data regarding freshmen students’ expectations of student services and usage of those services netted mixed results. Expectations in the area of library and information technology were high with 67% (N=75) of students reporting that they expected to use the library as a place to read or study. Data reported from the dean of student’s office revealed that just 18% (N=27) actually did so. The researcher encountered similar results regarding students’ expectations of using library databases or index. Seventy-five percent (N=85) of students surveyed reported that they expected to use library databases while the actual usage revealed only 18% (N=27) did so.

When asked, 25% of first-time freshmen (N=28) reported that they expected to attend a club or organization meeting. Data disclosed that 89% (N=101) actually participated. Concerning the student expectations of facilities, the researcher found high expectations of usage regarding campus housing with 60% (N=66) of freshmen students expecting to living in university-sponsored housing. This compared to the 85% (N=92) that actually did reside in campus housing. Comparable results occurred when students answered whether or not they expected to participate in institutional intramurals or intercollegiate athletics. Eighty-eight percent (N=98) of students reported that they expected to take part while 93% (N= 105) actually did.

The high usage of and participation in university housing, intercollegiate athletic programs, and clubs and organizations at the participating institution matched Pryor's (2010) findings in his 2010 study. In his study, Pryor (2010) reported students expressing "record high expectations in many areas of college involvement" (p. 3).

Conclusion

Understanding the student service expectations of college freshmen continues to be a crucial matter for the participating research institution and for higher education in general. According to Karman (1974), however, "if higher education is to respond creatively to both student and society, understanding clearly what each expects from college is essential" (p. 52). Understanding the student service expectations of freshmen is even more essential if colleges and universities are going to successfully attract, recruit, and retain these students. For the participating research site that is tuition-reliant, understanding student service expectations presents both opportunities and challenges. Opportunities lie in the area of meeting student needs and thereby potentially increasing retention rates, graduation rates, and overall student satisfaction. Challenges for the research site include understanding exactly what services students expect and unearthing the means to fund those services while being able to evaluate the specific value these services would bring to the student body and institution.

To comprehend these challenges, the study explored the student service expectations of college freshmen by reviewing freshmen opinions and expected habits during their first year of college. The researcher was interested in three groups in particular; males and females, non-athletes and athletes, and residential and commuter students. Also, the researcher paid close attention to the extent that students utilized the

student services offered by the institution and whether the usage of these services matched student expectations.

The research presented in this study represents the results of one very specific approach in understanding the student service expectations of college freshmen. It also attempts to determine if the research site is meeting the student service expectations of its freshmen. While some of the findings in this study do not meet the rigidity of statistical analysis, data-rich information from the qualitative and quantitative investigations conducted fills existing literature gaps. Through this investigation, the newly formed “campus” can assess student service needs not only for its freshmen, but for all of its students. In addition, findings in this study lay a solid foundation to conduct additional research that measures not only what students expect from their college experience, but also tells whether the campus is meeting those expectations.

The study results and the researcher’s recommendations will lend campus administrators a hand in assessing the student usage of many of its student services. The study also allows faculty to assess the student services information shared in the campus’s freshmen orientation class. The benefits and value of this shared learning allow faculty to explain student services to freshmen in a more meaningful and helpful manner while sensitizing them to services that may not yet be offered at the emerging campus.

Recommendations

The results of this study deliver important findings and reaffirm that the research site’s institutional leaders are positioning it to be recognized as a quality small liberal arts university in the Midwest. The study also imports institutional data that is the first of its kind and initiates a pathway for the research site to develop unique student services that

aid in both student recruitment and retention efforts. However, since the study is reduced to a single campus that is part of a multi-campus and location system, the results are limited, and the researcher should discuss these limitations with other campus administrators before putting system-wide implementations into place. To that end, a system-wide analysis and comparison of freshmen student service expectations may provide the institution with data that could benefit the two campuses that enroll traditional college freshmen.

This study focuses on specific outcomes associated with college freshmen and their expectations related to student services at an immature campus. The researcher did not examine the student services offered at a mature campus with a seasoned staff providing an established history of student services. Reputable services and staff experience also did not contribute to the findings of this study, and these factors may have manipulated the outcome. Staff members made up the majority of faculty that taught the freshman orientation course where students learn about campus student services. Personnel scheduling conflicts, a small number of full-time faculty members teaching at the research site, the small number of student service personnel, limited student service publications, and a relatively small number of first-time freshmen enrolled at the research site were constraints to the study. Furthermore, in 2011, no student service personnel were involved in teaching the freshmen orientation class, and this may have provided a different outcome.

Student service personnel at the participating campus had limited higher education experience, and a limited number of traditional student services were available to first-time freshmen during the application of the survey. Additional student services

offered by an advanced staff with a broader knowledge of student needs and services may have provided different conclusions. In terms of opportunities, the survey used in this study may create a conduit for students to approach staff and faculty and share specific student service needs, wants, and desires. In addition to creating more student-specific services, the opportunity exists to create more direct lines of communication in which student needs could be shared and fulfilled.

1. The results of the study provide some insight to the student service expectations of college freshmen. One of the researcher's recommendations is that the campus should begin mirroring the student services offered at the main campus. The researcher suggests that the institutional administration give due consideration to the recommendation of widening the menu of student service offerings, which would add to the overall support of the student population. Examples of additional student services that the campus should offer include; a pep band or marching band, a dance squad, expanded internship opportunities, a graduate or senior student mentoring program for freshmen, and expanded intercollegiate athlete offerings, such swimming, diving, water polo, track and field, archery, and shooting and offering graduation and campus health services.
2. Results showed a significant difference in the scores of males and females when the researcher assessed library and information technology services. The researcher suggests that the institution conduct focus group sessions with future college freshmen to determine if these differences are related to social and economic factors, technology knowledge and usage, or academic major.

The institution should also conduct a review on how library and technology services are communicated to new students. Furthermore, the researcher recommends that the campus emulate the information technology staff that is provided at the main campus. Currently, the campus IT staff consists of one temporary staff member that does not have strong institutional knowledge of the campus phone system, institutional software, or vendor contracts. In addition, the temporary staff member oversees IT needs for all residential student housing, classrooms, and administrative offices and academic needs. To increase student services related to information technology, the researcher recommends the hiring of at least two permanent, full-time staff members.

3. To increase awareness and usage, administrators at the campus need to develop a faculty and staff referral program to refer students to the writing lab. This would potentially increase usage and aid in student retention by increasing grade point averages.
4. The researcher recommends that the faculty and those involved in teaching the freshmen orientation class review and expand the library literacy and technology section. By doing so, they will increase student awareness of these services, which in turn may increase usage.
5. The researcher proposes that technology services related to Internet access expand to include wireless access throughout the campus and outdoor courtyard areas.
6. In relation to library services, the researcher recommends that the campus move quickly to increase library holdings in all academic areas offered at the

campus. By doing so, the campus would add a level of convenience for not only freshmen students, but also the entire student body. The researcher also proposes that the campus add professional periodicals and newspapers to its library holdings.

7. While no significant difference related to campus facilities exists between genders, resident and commuter students, or athletes and non-athletes, the researcher recommends that the campus establish standard freshmen housing that reflects traditional support services and environments. The current campus housing structure is made up of nontraditional housing options that include apartment and familiar residential styles. Traditional dormitory options are likely to create a collegiate atmosphere while creating more academic structure and social opportunities more appropriate for college freshmen. The apartment and residential housing options are more suited for upper classmen, who are more mature in study habits and who are generally more independent.
8. In terms of campus facilities, the researcher recommends that the campus expand its current exercise and fitness center to accommodate growing enrollments and its rising number of student athletes. Currently, the fitness center can accommodate 35 students while more than 380 student athletes make up the student body.
9. The researcher also recommends that the institution expand the options and location of its student clubs, newspaper, yearbook, and student government office. Currently, all of these organizations share one common area and are

housed in one former classroom. Expanding these options would alleviate congestion when more than one organization is working in the confined space and would allow for the formation of separate group identities.

10. The researcher's highest recommendation is to conduct a follow-up survey using the CSEQ, which measures college student experiences and compares those findings to the student expectations stated in the CSXQ. Determining if student expectations match the experiences would provide valuable and useful data to the campus. "In short, the pre- and post-test formats allow researchers to compare expectations with experiences and look for relationships between goals and student characteristics, expectations, or demographics" (College, W., n.d.). Student feedback on both expectations and experiences may further explain instances in which significant differences exist among males' and females' expressed expectations of library and information technology services. This feedback may further explain the expressed differences among student athletes and non-athletes as it relates to their student service expectations of campus facilities.
11. The researcher also strongly recommends identifying campus academic student services and non-academic student services and breaking them into two distinct categories. Academic student services include such services as the library, tutoring, computer labs, writing and math labs, and academic advising. These are often associated with classroom experiences. Some examples of non-academic student services include social clubs, intramural sports, intercollegiate athletics, student housing, financial aid, business office,

and fraternities and sororities. Contrary to academic student services, these are often associated with out-of-classroom engagements. The rationale behind segregating these student services is to align campus personnel with specific job responsibilities and specific knowledge related to each. By doing so, faculty and staff can give detailed attention to individual student needs, which thereby provides better service. In the higher education community, student services are typically generalized, creating confusion for both campus staff and the student body in terms of departmental responsibilities. Categorizing and housing specific student services within particular departments would make finding these services easier and would provide clearer boundaries of responsibilities.

12. The final recommendation from the researcher comes in the form of a review. A review of all admissions material should be conducted to determine what message is being sent to prospective students and his or her parents regarding the student services the campus provides. The review of this literature should also include looking at what, if any expectations are set for students regarding the usage of these services and how much emphasis is placed upon academic student services and non-academic student support services.

By carrying out these recommendations as a whole or in part and appreciating their potential influence on social and academic integration, higher education administrators can create an educational environment where students can cross pollinate their awareness of scholastic and social learning.

Opportunities for Future Research

This study relates data from a small, Midwestern liberal arts university and focuses on a limited number of participants. The study and its limitations indicate the need for additional research that focuses on specific aspects or types of student services. The findings also suggest that one should widen the depth of participants, as the researcher could not realize some research opportunities due to the small sample size. To widen the scope of research possibilities, one future research prospect might involve expanding the study to include the sister campus of the participating research institution. In addition to adding to the scope and depth of findings, a comparison of freshmen classes between the two campuses may prove to be valuable as a wider range of research broadens the lens of perception. Given that both campuses have similar academic offerings, governance, mission, vision, and purpose, the comparison may add valuable data that would help form new ideas regarding the student service expectations of college freshmen.

An assessment comparing both the student expectations and the actual student experiences as they relate to student services may also add valuable data to the limited literature that exists in the field. Through a longitudinal study, researchers could gather new data by issuing the CSEQ to the same group of participants that answered the CSXQ. Because the CSEQ looks at students' experiences, researchers could distribute it to participants at any time during their college stay after their freshmen year. By reviewing the student service expectations with the actual experiences, researchers could gather data that may explain how students form their expectations and if these expectations are reasonable.

This expansion of research may explain how expectations change, if in fact they do change. Consequently, this approach may be of interest to the academic community if researchers study it through the different stages of maturation through which college students progress. These results would in turn provide concrete data to answer the question “Do the student service expectations of college students change as they advance in grade level?”

While the main campus in this study has expanded over time, the sister campus participating in this study mimicked the student services of the main campus and those offered by most colleges and universities. Evidence from this study suggests that not all typical student services were available at the time the researcher conducted this study. Therefore, replicating the study in the future may provide additional data that supplement the student service expectation data found in this study as the campus matures and expands its student services.

Exploring the student service needs of freshmen students with varying ACT and SAT scores is another opportunity for future research. Future studies should explore the relationship between the student service expectations of those freshmen who may be less academically prepared to those who are more academically prepared. This would demonstrate whether students with lower ACT or SAT scores require more academic student services, if students with higher ACT or SAT scores require fewer services, or if these freshmen student service expectations are the same.

The scope of this investigation was limited to traditional-age freshmen; therefore, investigating the freshmen student service expectations of the adult learner may reveal another set of data that could prove to be of academic interest. The exploration of this

study focused on traditional student services and traditional college freshmen while including topics such as student housing, Greek life, and athletics. These services and activities are not usually part of the adult learner's experience during college. Exploring what, if any, different student service expectations adults have may assist colleges and universities in meeting the specific needs of this population.

This study attempted to investigate the multiple student services offered to college freshmen males and females, athletes and non-athletes, and residents and commuters. It looked at student expectations and participation in campus life activities, the use of the library, writing labs, financial aid, and many others. Future research should consider limiting that focus to just one of these services to gather in-depth data related to a specific student service. Future researchers should also consider a comparison study that reviews freshmen student service expectations at private, public, and for-profit institutions of higher learning to determine if student expectations are different based upon institution mission, reputation, or tuition cost. One could expand this inquiry to examine freshmen student service expectations by Carnegie classification, student major, or geographic location. A longitudinal study investigating the freshmen usage of student services and its influence on graduation rates, dropout rates, persistence rates, and transfer rates may prove to be of interest to future researchers as well. Such a follow-up study and inquiry would aid in expanding the understanding of this subject and study.

Given that college minority cohorts, such as black males and Hispanics, have statistically higher dropout rates compared to whites, often come to college underprepared, and lack social and academic role models, the researcher also recommends that future researchers explore the student service expectations of these

students. This type of research may result in the increase of graduation rates while colleges also develop specific student services unique to certain ethnic groups. Future research should also explore the student service expectations of transfer students and whether, because past institutional experiences may have changed or influenced their expectations, these students have new expectations at the new institution they are attending. Researchers should also explore the student service expectations of transfer students compared to first-time freshmen. This comparison study may provide data related to upper classmen student service expectations and freshmen expectations.

Future research of the emotional and physical benefits of student services could also shed new light on the topic. Measuring these benefits may provide rich data regarding the actual usage of specific services and thereby allow colleges and universities to add to or modify existing services. Researchers should seek to determine if student services attract new students to campus, and if so, to what degree? Research regarding the student service expectations of first-generation college students compared to second-generation college students could benefit the research site and its students by determining whether a difference exists in these expectations and how they differ.

Lastly, future research should concentrate on the non-student population connected with student services. Opinions and observations of faculty and staff concerned with student services and the administration of those services would be valuable. The deans of students, directors of housing, coordinators of activities, and other administrators would benefit by better understanding their roles in delivering student services, what services they suspect students would benefit from, and why students use such services.

Summary

If college freshmen are to be successful in their first year and persist and earn a degree, institutions must continue to assess and understand the expectations of the students, especially in the area of student services. Understanding student expectations can be in part accomplished by using tools such as the CSXQ. As with most assessment tools, the CSXQ questionnaire itself does not provide all the answers to the challenges colleges and universities face in terms of understanding and meeting the expectations of college freshmen. However, using the CSXQ is a first step in understanding student expectations and is essential if higher learning administrators are to take these challenges seriously. When colleges and universities understand student service expectations and act upon them, they are likely to realize an increase in retention and graduation rates.

The findings from this very specific study netted results that showed some differences in student expectations among freshmen males and females in the area of technology and its usage and library services. In addition, findings for this study showed high expectations and usage of non-academic student services, such as participation in athletics, student clubs, and university housing. However, students expressed high expectations of academic student services, such as the library and information technology, but did not match the actual usage of these services. The researcher found low usage among males and females in specific areas that included reading in the library, using a computer to do homework, and retrieving material from the library databases.

Recommendations to better understand student expectations and the usage of student services include assessing how students learn of services and what role the admissions process plays in forming freshmen expectations. In addition, the institution

should match and mirror the student services found at the main campus and conduct focus groups among specific cohorts of students to better understand specific expectations between males and females and student athletes and non-athletes.

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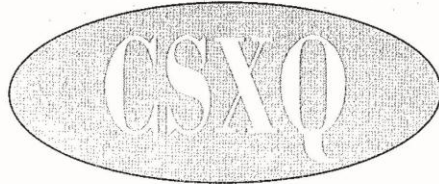
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Appendices

Appendix A: College Student Expectations Questionnaire



College Student Expectations Questionnaire

Welcome!

You have not yet experienced life as a student here. But you have some ideas about how you will spend your time, what you will be doing and so forth. We are interested in these ideas. More specifically, what do you expect to do this year as a student? Please complete the items on the following few pages in a way that answers this question. It takes less than 15 minutes to complete this survey.

Your responses are confidential. Keep in mind that the questionnaire will be read by an electronic scanning device, so be careful in marking your responses. Please use a #2 black lead pencil. Marks made by ink pens cannot be scanned. Do not write or make any marks on the questionnaire outside the spaces for your answers. Erase cleanly any responses you want to change.

The benefits from this or any other survey depend on the thoughtful responses of those who are asked to help. Your willingness to participate is very important and very much appreciated. Thank you!

COLLEGE ACTIVITIES

DIRECTIONS: During the coming year in college, how often do you expect to do the following? Indicate your response by filling in one of the circles to the right of each statement.

	Very Often	Often	Occasionally	Never
Library and Information Technology				
Use the library as a quiet place to read or study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use an index or database (computer, card catalog, etc.) to find material on some topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read assigned materials other than textbooks in the library (reserve readings, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a bibliography or set of references for a term paper or other report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a computer or word processor to prepare reports or papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use e-mail to communicate with an instructor or classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in class discussions using an electronic medium (e-mail, list-serve, chat group, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Search the World Wide Web or Internet for information related to a course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a computer to retrieve materials from a library not at this institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiences with Faculty				
Ask your instructor for information related to a course you are taking (grades, make-up work, assignments, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss your academic program or course selection with a faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiences with Faculty (cont'd.)				
Discuss ideas for a term paper or other class project with a faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss your career plans and ambitions with a faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialize with a faculty member outside the classroom (have a snack or soft drink, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask your instructor for comments and criticisms about your academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a faculty member on a research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Learning				
Complete the assigned readings before class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take detailed notes during class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribute to class discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try to see how different facts and ideas fit together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply material learned in a class to other areas (a job or internship, other courses, relationships with friends, family, co-workers, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarize major points and information from your readings or class notes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use information or experience from other areas of your life (job, internship, interactions with others) in class discussions or assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain material from a course to someone else (another student, friend, co-worker, family member).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare a paper or project where you had to integrate ideas from various sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECTIONS: During the coming year in college, how often do you expect to do the following? Indicate your response by filling in one of the circles to the right of each statement.

	Very Often	Often	Occasionally	Never
Writing				
Ask other people to read something you wrote to see if it is clear to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refer to a book or manual about writing style, grammar, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise a paper or composition two or more times before you are satisfied with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask an instructor or staff member for advice and help to improve your writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write a major report for a class (20 pages or more).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Facilities				
Go to an art exhibit/gallery or a play, dance, or other theater performance, on or off campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend a concert or other music event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a campus lounge to relax or study by yourself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet other students at some campus location (campus center, etc.) for a discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend a lecture or panel discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a learning lab or center to improve study or academic skills (reading, writing, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use recreational facilities (pool, fitness equipment, courts, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play a team sport (intramural, club, intercollegiate).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow a regular schedule of exercise or practice for some recreational or sporting activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clubs, Organizations, Service Projects				
Attend a meeting of a campus club, organization, or student government group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a campus committee, student organization, or service project (publications, student government, special event, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on an off-campus committee, organization, or service project (civic group, church group, community event, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet with a faculty member or staff advisor to discuss the activities of a group or organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage or provide leadership for an organization or service project, on or off the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Acquaintances				
Make friends with students whose interests are different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make friends with students whose family background (economic, social) is different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make friends with students whose race or ethnic background is different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have serious discussions with students whose philosophy of life or personal values are very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have serious discussions with students whose religious beliefs are very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Often	Often	Occasionally	Never
Student Acquaintances (cont'd)				
Have serious discussions with students whose political opinions are very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have serious discussions with students whose race or ethnic identification is very different from yours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific and Quantitative Experiences				
Memorize formulas, definitions, technical terms and concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Express a set of relationships using mathematical terms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain your understanding of some scientific or mathematical theory, principle, or concept to someone else (classmate, co-worker, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read articles about scientific or mathematical theories or concepts in addition to those assigned for a class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete an experiment or project using scientific methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONVERSATIONS

DIRECTIONS: In conversations with others at college during the coming school year, how often do you expect to talk about each of the following?

	Very Often	Often	Occasionally	Never
Current events in the news.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social issues such as peace, justice, human rights, equality, race relations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different lifestyles, customs, and religions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ideas and views of writers, philosophers, historians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts (painting, poetry, theatrical productions, dance, symphony, movies, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science (theories, experiments, methods, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computers and other technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, military use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The economy (employment, wealth, poverty, debt, trade, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International relations (human rights, free trade, military activities, political differences, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIRECTIONS: In these conversations, how often do you expect to do each of the following?

Refer to knowledge you acquired in your reading or classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore different ways of thinking about a topic or issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refer to something one of your instructors said about a topic or issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONVERSATIONS, cont.

DIRECTIONS: In these conversations, how often do you expect to do each of the following?

	Never	Occasionally	Often	Very Often
Subsequently read something related to the topic or issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change your opinion as a result of the knowledge or arguments presented by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persuade others to change their minds as a result of the knowledge or arguments you cited.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

READING/Writing

During the coming school year, about how much reading and writing do you expect to do? Fill in one response for each item listed below.

	More than 20	Between 11 and 20	Between 5 and 10	Fewer than 5	None
Non-assigned books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks or assigned books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Term papers or other written reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essay exams for your courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OPINION ABOUT COLLEGE

How well do you think you will like college?

- I will be enthusiastic about it.
- I will like it.
- I will be more or less neutral about it.
- I won't like it.

THE COLLEGE ENVIRONMENT

During the coming year, to what extent do you feel that each of the following will be emphasized at this institution? Fill in the circle that best represents your impression on each of the following rating scales.

Emphasis on developing academic, scholarly, and intellectual qualities
Strong emphasis 7 6 5 4 3 2 1 **Weak emphasis**

Emphasis on developing aesthetic, expressive, and creative qualities
Strong emphasis 7 6 5 4 3 2 1 **Weak emphasis**

Emphasis on developing critical, evaluative, and analytical qualities
Strong emphasis 7 6 5 4 3 2 1 **Weak emphasis**

Emphasis on developing an understanding and appreciation of human diversity
Strong emphasis 7 6 5 4 3 2 1 **Weak emphasis**

Emphasis on developing information literacy skills (using computers, other information resources)
Strong emphasis 7 6 5 4 3 2 1 **Weak emphasis**

Emphasis on developing vocational and occupational competence
Strong emphasis 7 6 5 4 3 2 1 **Weak emphasis**

Emphasis on the personal relevance and practical value of your courses
Strong emphasis 7 6 5 4 3 2 1 **Weak emphasis**

The next three ratings refer to relationships among people at this college. To what extent do you feel that each of the following will be emphasized?

Friendly, Supportive, Sense of belonging	Relationships with other students or student groups	Competitive, Uninvolved, Sense of alienation
	7 6 5 4 3 2 1	
Approachable, Helpful, Understanding, Encouraging	Relationships with faculty members	Remote, Discouraging, Unsympathetic
	7 6 5 4 3 2 1	
Helpful, Considerate, Flexible	Relationships with administrative personnel and offices	Rigid, Impersonal, Bound by regulations
	7 6 5 4 3 2 1	

BACKGROUND INFORMATION

DIRECTIONS: Indicate your response by filling in the appropriate circle next to the correct answer.

Age

19 or younger 24-29 40-55
 20-23 30-39 Over 55

Sex

Male Female

Are you beginning college here or did you transfer here from another institution?

- starting here
- transferred from another institution

Continued on back page

- Where will you live during this school year?**
- dormitory or other campus housing (not fraternity/sorority house)
 - fraternity or sorority house
 - residence (house, apartment, etc.) within walking distance of the institution
 - residence (house, apartment, etc.) within driving distance
- What do you expect your college grade point average to be at the end of your first year?**
- A
 - A-, B+
 - B
 - B-, C+
 - C, C-, or lower
- Did either of your parents graduate from college?**
- no
 - yes, both parents
 - yes, father only
 - yes, mother only
 - don't know
- Do you expect to enroll for an advanced degree when, or if, you complete your undergraduate degree?**
- yes
 - no
- How many credit hours will you take this first term?**
- 6 or fewer
 - 7 - 11
 - 12 - 14
 - 15 - 16
 - 17 or more
- Which of the following comes closest to describing the field you expect to major in?**
- Agriculture
 - Biological/life sciences (biology, biochemistry, botany, zoology, etc.)
 - Business (accounting, business administration, marketing, management, etc.)
 - Communication (speech, journalism, television/radio, etc.)
 - Computer and information sciences
 - Education
 - Engineering
 - Ethnic, cultural studies, and area studies
 - Foreign languages and literature (French, Spanish, etc.)
 - Health-related fields (nursing, physical therapy, health technology, etc.)
 - History
 - Humanities (English, literature, philosophy, religion, etc.)
 - Liberal/general studies
 - Mathematics
 - Multi/interdisciplinary studies (international relations, ecology, environmental studies, etc.)
 - Parks, recreation, leisure studies, sports management
 - Physical sciences (physics, chemistry, astronomy, earth science, etc.)
 - Pre-professional (pre-dental, pre-medical, pre-veterinary)
 - Public administration (city management, law enforcement, etc.)
 - Social sciences (anthropology, economics, political science, psychology, sociology, etc.)
 - Visual and performing arts (art, music, theater, etc.)
 - Undecided
 - Other: What?
- During the time school is in session this coming year, about how many hours a week do you expect to spend outside of class on activities related to your academic program, such as studying, writing, reading, lab work, rehearsing, etc.?**
- 5 or fewer hours a week
 - 6 - 10 hours a week
 - 11 - 15 hours a week
 - 16 - 20 hours a week
 - 21 - 25 hours a week
 - 26 - 30 hours a week
 - more than 30 hours a week

During the time school is in session this coming year, about how many hours a week do you plan to work on a job? Fill in one oval in each column.

	ON-CAMPUS	OFF-CAMPUS
none; I won't have a job	<input type="radio"/>	<input type="radio"/>
1 - 10 hours a week	<input type="radio"/>	<input type="radio"/>
11 - 20 hours	<input type="radio"/>	<input type="radio"/>
21 - 30 hours	<input type="radio"/>	<input type="radio"/>
31 - 40 hours	<input type="radio"/>	<input type="radio"/>
more than 40 hours	<input type="radio"/>	<input type="radio"/>

About how much of your college expenses this year will be provided by your parents or family (including your own contribution)?

- all or nearly all
- more than half
- less than half
- none or very little

What is your racial or ethnic identification? (Fill in all that apply)

- American Indian or other Native American
- Asian or Pacific Islander
- Black or African American
- Caucasian (other than Hispanic)
- Mexican-American
- Puerto Rican
- Other Hispanic
- Other: What?

ADDITIONAL QUESTIONS

- | | |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |

Please fill in your student ID number below.

Student ID Number

0	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

This questionnaire is available from the Indiana University Center for Postsecondary Research
 1900 East Tenth Street
 Eigenmann Hall, Suite 419
 Bloomington, IN 47406-7512
 E-mail: cseq@indiana.edu

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 Authors: George D. Kuh and C. Robert Pace

THANK YOU

Mark Reflex® MM223156-4.3 ED08

PLEASE DO NOT WRITE IN THIS AREA



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Appendix B: Student Consent Statement

LINDENWOOD

LINDENWOOD UNIVERSITY BELLEVILLE, ILLINOIS

Information Statement and Informed Consent Statement

October 25, 2011

Dear Lindenwood University Student:

As the vice president of Lindenwood University- Belleville and a graduate student attending Lindenwood, it's important to me that you get the most out of your time while attending this great University. I know what Lindenwood University has to offer you, but I really want to know what you expect from your college experience. Completing the enclosed **College Student Expectations Questionnaire (CSXQ)** will provide me with information directly from students to help me enhance policies and programs for first-year students. For instance, I would like to know about your expectations concerning:

- The nature and frequency of interactions you will have with faculty members;
- The degree to which you expect to use various campus learning resources and opportunities.

Your information will also assist me in completing my degree requirements in the Lindenwood Ed. D. program and will be used in my dissertation.


Please be assured that your answers are confidential. Your answers will never be identified in any report. In addition, your participation is voluntary, though I very much hope you will respond. This survey is conducted on our behalf by the Indiana University Center for Postsecondary Research; they will send us your identified responses for use in institutional assessment and in my dissertation. By taking this survey, you are agreeing to participate in it.

If you feel you have not been treated according to the descriptions in this letter, or your rights as a participant in this research have not been respected, you may contact the Human Subjects Committee, Indiana University, Carmichael Center L03, 530 E. Kirkwood Ave., Bloomington, IN 47408, 812-855-3067, by e-mail at iub_hsc@indiana.edu. If you have any questions about the project on this campus or our interest in using the results, contact Ms. Stephanie Dulaney by calling (618) 239-6027 or e-mail her at sdulaney@lindenwood.edu.

If you want to request that no further messages be sent to you about the survey, please e-mail jbladdick@lindenwood.edu or call (618) 239-6007 for assistance. More information about CSXQ is at www.cseq.iub.edu. You can e-mail them at cseq@indiana.edu or call 812-856-5825.

I want to thank you personally for considering this request to take 15 minutes to help Lindenwood University-Belleville and me. Thanks for your participation!

Sincerely,


Jerry M. Bladdick
Vice President and CAO

IRB study #06- 11543 IRB Approval Date: June 10, 2010 Expires: June 8, 2011

2600 West Main Street • Belleville, Illinois 62226 • Phone: (618) 222-1050 • Fax: (618) 222-9021
belleville.lindenwood.edu

Appendix C: Announcement of the CSXQ to Students Asked to Participate



Information and Cover Letter


Dear Lindenwood-Belleville student:

The survey you are about to receive asks you to tell us about your expectations for your college experience. Information from the College Student Expectations Questionnaire (CSXQ) is used by Lindenwood University faculty and administrators and by other higher education leaders to improve the collegiate experiences of undergraduates.

The Informed Consent Statement that I pass out with the survey describes the voluntary nature of the survey and who you can contact for additional information about this. Please keep this statement in case you have any questions after the survey. If you do not wish to participate in the survey, you may turn in the blank survey without penalty.

By taking this survey, you are agreeing to participate in it.

Sincerely,



Jerry M. Bladdick
Vice President and CAO

Vitae

With more than 20 years of experience in the admissions, recruitment, and student support areas of higher education, Jerry M. Bladdick has an extensive background working with college students. After graduating from Southeast Missouri State University with a bachelor's degree, Bladdick immediately plunged into college again on a professional level. He quickly occupied the role of director of admissions for undergraduate and graduate programs at Lindenwood University, which he held for seven years. In this position, he oversaw the development of a full-scale marketing campaign that led to record enrollments.

Bladdick has also served as contract manager for Fontbonne University, the Mid-Atlantic Regional Vice President for Apollo Group, Inc., and associate vice president for graduate, adult, and continuing education at Fontbonne University. He currently serves as the vice president and chief administrative officer for Lindenwood University's Belleville campus, in which he manages all operations for the campus.

Earning a Master of Science in gerontology from Lindenwood University in 1993, Bladdick has also taught several undergraduate and graduate courses at Fontbonne and Lindenwood Universities as an assistant professor of social science. Bladdick was inducted into the International Who's Who Among Business Leaders in 1998 and the national honor society of Phi Kappa Phi in 2007. He is also a member of the National Association of College Admissions Counselors, American Marketing Association, and the National Association of Graduate Admissions Professionals. Bladdick anticipates earning his doctor of education degree in August 2012 from Lindenwood University.