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A STUDY ON THE IMPACT OF LATE NIGHT PROGRAMMING ON STUDENT
INVOLVEMENT AT ROWAN UNIVERSITY

by
Brian Milsted

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts in Higher Education Administration
of
The Graduate School
at
Rowan University
August 12, 2010

Thesis Chair: Burton R. Sisco, Ed.D.

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ABSTRACT

Brian Milsted

A STUDY ON THE IMPACT OF LATE NIGHT PROGRAMMING ON STUDENT INVOLVEMENT AT ROWAN UNIVERSITY

2009/10

Burton R. Sisco, Ed.D.

Master of Arts in Higher Education Administration

The purpose of this study was to investigate student attitudes toward Rowan After Hours (RAH) and to determine the program's impact on student involvement. There were 365 respondents during the Spring 2010 semester. All respondents had attended at least one night of Rowan After Hours. A survey was used to gather attitudes toward various aspects of the campus late night program: Operations, Food Service, Activities, Professional Staff, and the Sense of Community. Students were given an opportunity to list what they like most and least about the program. Established research indicates a strong connection between students who socialize and higher academic achievement and retention. Research also indicates that students merely want a "cool" place on campus to socialize. The results of the study indicate that students felt RAH is held at a convenient time and agreed with statements supporting the late night activities being provided. The students also have a high level of agreement that Rowan University encourages student involvement. It can therefore be concluded that Rowan After Hours is fulfilling its mission statement and that students hold a positive attitude towards the program.

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To Becky's family who did an excellent job playing the role of my surrogate family up here in New Jersey. There was a lot of tutoring, feeding, and encouragement. Definitely a lot of feeding.

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CHAPTER I

Introduction

Far from the initial intent of higher education, modern colleges and universities have evolved to provide a more holistic educational experience for its students. As colleges abandon their previous “hands off” approach to student learning and development, schools are beginning to see the benefits of a more nurturing environment. At the forefront of this transformation has been an increased usage of student involvement and engagement theories. An engaged student population is more likely to graduate on time and exhibit greater scholastic achievement. A socially involved student population leaves college with higher satisfaction levels and greater maturity. After initial success with engagement and involvement theories, schools are expanding the application of the theories to better serve students, especially leading to graduation.

One method colleges and universities are utilizing to raise student involvement and foster engagement is by increasing the number of activities available to students, both socially and academically. Great strides have been taken to extend the classroom and provide a more holistic educational experience for students. Learning is no longer confined to the classroom, reflecting an emerging trend on campuses of higher education. Prospective students and parents are taking notice and factoring in involvement opportunities into the decision-making process. Schools that can effectively market the advantages of being an involved student are growing at an exponential rate.

Statement of the Problem

Late night programming on college and university campuses originally took hold in response to the troubling drinking habits of students. Alcohol-free programming (AFP) on college and university campuses became more common as an alternative to alcohol-related activities, and were engrained in higher education culture. With greater regularity, these AFP events became night time activities to correspond with the most popular time for students to engage in excessive drinking (The Alcohol Prevention Coalition, 2009; Prange, 2005).

Beyond providing an opportunity for students to engage in an alcohol-free environment, late night programming serves as a means of involving students on campus. Late night programming has also gained popularity as a response to frequent student complaints about the absence of activities on campus. This complaint has been used by many students as a justification to leave campus on the weekends or as a rationalization to engage in underage drinking and unhealthy choices. Consistent and fun campus programming provides a viable alternative to the common student refrain that there is nothing to do on campus and involvement opportunities are limited.

Recently, Rowan University created Rowan After Hours (RAH) for the purpose of offering its students a healthy alternative through sponsored activities running Thursday through Saturday night in the Chamberlain Student Center.

Research has been conducted on late night programs, but most touch on a specific program's impact on campus drinking habits. It is unknown how successful late night programs that are geared towards student involvement are in achieving their mission, the mission of their larger department, or the overall mission of the institution. More

importantly, questions remain about the impact of RAH on Rowan students as a way of keeping them involved on campus. The directors of late night programs can point to attendance figures, but it is unknown if a program like RAH is achieving its mission. Knowing the attitudes of students at Rowan University towards RAH would help determine the success of the program.

Purpose of the Study

The primary purpose of this study was to investigate the attitudes of selected students at Rowan University towards the Rowan After Hours late night programming offered during the 2009/2010 academic year. A secondary purpose was to gauge the impact of RAH on student involvement. Research indicates the importance of student involvement on retention rates in higher education (Astin, 1984). By surveying attendees of RAH, this study sought to determine if the program met the goals set forth in its mission statement. Additionally, a better understanding of the attitudes of the students who attended Rowan's late night program allows for a more customized programming plan.

Assumptions and Limitations

The scope of the survey was limited to current students at Rowan University that have attended at least one night of Rowan After Hours. It was assumed that all students who took part in the survey would understand the value of their opinion and be honest in their responses to the survey. However, this was not always true and became a limitation as many students who were unfamiliar with the check-in process at RAH, and likely first-time attendees, did not agree to fill out a survey. Another limitation is the potential for response bias due to the fact that students were completing a survey about RAH in front

of RAH staff. An additional limitation for the study was the steady decline in student attendance at RAH. Average nightly attendance was nowhere near the average attendance during the first month of the school year. This made obtaining the proper representative number of completed surveys difficult. Multiple nights of sample distribution and repeat attendance by certain students created a sample selection limitation that resulted in many students being asked to take a survey that they had already taken. There is also the potential for researcher bias because of the researcher's perspective and relationship with the RAH administration and staff over the course of this study.

Operational Definitions of Important Terms

1. Attitudes: Refers to the "feeling or emotion" towards a fact at any given moment in time (Merriam-Webster's online dictionary, 2010).
2. Ecological Perspective: Refers to the relationship between the student and the college environment as being both reciprocal and dynamic.
3. Late Night Program: For the purposes of this study, refers to a cohesively planned program of events for students over multiple nights that serves as a means to further engage the student population with a safe and fun entertainment experience that promotes healthy lifestyle choices. Rowan University's late night program is Rowan After Hours (RAH), which takes place on weekend nights in the Chamberlain Student Center.
4. Mission of RAH: "Rowan After Hours (RAH), a Student Activities initiative, supports the mission of the Division of Student Affairs in providing opportunities for students to become active in campus life and encourage students to engage in safe and healthy decision making. RAH offers a welcoming environment aiming to provide quality

programming which accounts for the diverse needs and interests of students at Rowan University” (Rowan After Hours, 2009).

5. Mission of Division of Student Affairs: “The Division of Student Affairs provides and supports a collaborative learning environment that promotes the education of the whole person within a global society. Student Affairs is dedicated to actively engaging students by encouraging healthy life choices, multicultural competency, personal and professional growth, campus and community involvement, civic responsibility and leadership development. As an integral partner in the educational process, Student Affairs is committed to student learning and continual improvement through ongoing assessment and review of its programs and services” (Student Affairs, 2010).

6. Programming: Planned events or activities on campus put on for the entertainment or educational benefit of the student. Additionally, programming often seeks to achieve a higher goal of involvement and engagement

7. Students: Refers to students enrolled at Rowan University during the Spring semester of 2010.

Research Questions

The following research questions guided the study:

1. What are the attitudes of selected students at Rowan University towards the operational efficiency, customer service, food selection, activities, professional staff, and sense of community at Rowan After Hours?
2. What are the attitudes of selected students at Rowan University by each individual night of operation?

3. What do Rowan University students indicate as being their favorite and least favorite facet of Rowan After Hours?
4. To what extent does Rowan After Hours encourage student involvement?

Organization of the Study

Chapter II provides a review of relevant literature regarding late night programs and involvement as it relates to the study.

Chapter III describes the methodology used to gather data. Topics include: the context of the study, the population and sample, the data collection instrument, the procedure of gathering data, and an analysis of the data.

Chapter IV presents the findings of the study and gives a statistical breakdown of the data collected. The research questions are answered utilizing SPSS computer software for statistical analysis.

Chapter V summarizes and discusses the major findings of the study, and offers conclusions and recommendations for practice and further research.

CHAPTER II

Review of the Literature

Social Hubs in Higher Education

Dickinson College President William Durden (2001) quipped that, “The ‘24/7’ nature of a residential liberal-arts institution forces the inevitability of learning through social interaction” (para. 4). College students spend, on average, 15 hours a week in classes, whereas non-classroom time on campus consumes upwards of 150 hours a week (Bonfiglio, 2004). The concept of a liberal arts college encourages the promotion of continued development of students through the promotion of healthy lifestyles and constructive use of free time (Bonfiglio, 2004). The encouragement of socializing plays a role in personal development.

Centuries ago, parlors in the homes of faculty members played the role of the original student centers on college and university campuses (Bonfiglio, 2004). Students would meet after classes to discuss matters of importance related to their studies and current events. Discussions often went late into the night. These sessions served as opportunities for intellectual development and to facilitate development of the student’s social skills (Bonfiglio, 2004).

Over time, the locations where students would meet began to change. When professors moved off campus, dining clubs became the location for students to engage in intellectual and social development through socializing (Bonfiglio, 2004). Further

cultural evolution placed Greek organizations at the center of the campus social scene, which was then followed by the rise in popularity of college union buildings (Bonfiglio, 2004). The culture surrounding a liberal arts education and the natural inclination of students to come together to socialize means that a social center of campus is a desirable feature for students.

As the current social center on most college and university campuses, student centers play many roles. The current trend in higher education is for schools to pay special attention to their student centers, either updating older facilities or building entire new buildings (Schroer & Johnson, 2003). The hope with these new buildings is that they help transform the atmosphere of the campus into one that is engaging and that serves as a gathering center for the campus (Pearson, 2001). These transformative qualities do not belong to the buildings as much as the services provided by student centers.

New student centers are being designed to serve multiple roles. They serve as a destination point for one-stop shopping (Coffey & Wood-Steed, 2001). The convenience and entertainment offered by the student centers serves both a functional purpose as well as a promotional purpose. Student centers that provide options for students in terms of food, entertainment, and a vibrant social scene are being used as a marketing tool to prospective parents and students (Coffey & Wood-Steed, 2001). A vibrant social scene is created by designing a place that students not only want to visit, but to spend time hanging out. Otherwise, without student “input and ownership” (p. 2), student centers and social programs will not be fully embraced (Prange, 2005).

Student Involvement and Departure

Astin (1984) defines student involvement as “the amount of physical and psychological energy that the student devotes to the academic experience” (p. 297), and a highly involved student as “one who, for example, devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students” (p. 297). That is, student involvement is the very action the student takes. Astin’s theory of student involvement has been referenced for over 35 years by higher education professionals as the method to understand the needs of college students.

According to Astin (1993), student involvement on campus benefits students and their development. The more involved student is happier and, in turn, more academically successful. The amount of interaction students have with their peers directly correlates with the student’s learning and development and peer interaction was found to have the biggest effect on leadership development (Astin, 1993). Peer-to-peer interaction touched on all forms of development: cognitive and affective, psychological, and behavioral (Astin, 1993).

Astin’s theory (1984) on student involvement has five postulates:

1. Involvement refers to the investment of physical and psychological energy in various objects. The objects may be highly generalized (the student experience) or highly specific (preparing for a chemistry examination).
2. Regardless of the object, involvement occurs along a continuum; that is, different students manifest different degrees of involvement in a given

object, and the same student manifests different degrees of involvement in different objects at different times.

3. Involvement has both quantitative and qualitative features. The extent of a student's involvement in academic work, for instance, can be measured quantitatively (how many hours the student spends studying) and qualitatively (whether the student reviews and comprehends reading assignments or simply stares at the textbook and daydreams).
4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.
5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement.

(p. 298)

These postulates, if followed, allow a college or university to create an environment where students receive the reward of involvement by putting in the effort. The second postulate, referencing the timeline of involvement, indicates that there is no nadir of student involvement to be reached; students could continue to benefit from their experiences with continued engagement. The benefits to students would be realized in terms of greater social enjoyment, as well as, greater academic achievement.

Despite all modern technological advances that have been made, simple discussions similar to those that took place centuries prior in the homes of faculty members was perhaps the most beneficial experience a student could have.

Conversely, Tinto's Theory of Student Departure states that a student is more likely to withdraw from a college or university if he/she are unable to make a genuine personal connection with peers and instructors (Tinto, 1993). Additionally, peer groups played a role in determining the values and attitudes of a student. If the student spends time with others engaged in healthy decision-making, he/she is more likely to engage in health decision-making (Astin, 1993).

It became important to address this issue when a Tinto showed that close to 57% of students leave their initial college with only 43% of students ever completing their college degrees (Tinto, 1987). Percentages like these pushed Tinto's work on retention in higher education to the forefront and led to follow-up studies which reaffirmed the importance of schools educating students beyond the classroom (Pritchard & Wilson, 2003).

Lee, Olson, Locke, Michelson, and Odes (2009) found that freshmen and transfer students demonstrate the most difficulty adjusting to the higher education culture. The stress of the new social and academic environment weighs on the students. Szulecka, Springett, and de Pauw (1987) also found that the biggest factor in the decision for a first year student to stay in school was socially based. When those students receive hands-on attention from the university they are more likely to stay enrolled in at the college or university (Lee et al., 2009).

Students who are socially engaged in the campus community have a better chance to stay enrolled, and subsequently, succeed at their school (Pritchard & Wilson, 2003). Beyond being engaged on campus, if students are involved in campus

organizations, Cooper, Healy, and Simpson (1994) found these students to have increased satisfaction in their higher education experience.

A yearly student involvement survey is given by the Ohio State University by the school's student union, the Ohio Union. The survey outlines student involvement in student organizations on campus (Ohio State University, 2009). The survey received 5,924 respondents out of 15,000 students and found that about half of the students surveyed were involved in a student organization. However, of the students who were not involved with a student organization, half of those students were involved in activities such as community service, sports clubs, or campus jobs (Ohio State University, 2009). Despite the fact that the majority of student involvement came in the form of academic organizations, the primary reason for joining organizations was for the socializing aspect. Finding out about organizational offerings through word of mouth from fellow students is the manner most often reported by students in which they hear about involvement opportunities on campus (Ohio State University, 2009).

Late Night Programming Options

Concern over the unhealthy drinking habits of students on campus led to the implementation of substance-free events for students to participate. Studies on alcohol and drug related problems began in the 1950s, but have only recently begun to focus on issues in higher education (Clapp, 2009). A 2008 survey of 1,400 institutions of higher education found that 90% of them were providing some form of substance free programming (The Alcohol Prevention Coalition, 2009). These

substance free events encourage socializing without the presence of alcohol (Prange, 2005).

Tragedies on campus often result from substance abuse or from students walking home from a late night party. The college then receives negative press and demands to know why its students are engaging in such unhealthy behavior that is putting them at risk. The onus is put on the school and never the individual. Unfortunately, most campuses began late night programming as a reactive solution after a campus tragedy (Prange, 2005).

A survey by AlcoholEdu for College (2008), found that students just wanted a “cool” place to hang out with other students (AlcoholEdu, 2008). This is especially true as single occupancy dorm rooms become more common on college campuses, providing more privacy but also more social isolation (Bonfiglio, 2004). This does not mean that the programs have to be overtly anti-drugs and alcohol, in fact, research indicates it is best not to mention that an event is alcohol free, so as to not attach an “uncool” stigma to the event (Prange, 2005).

Late night programming has been utilized for a decade or two with little empirical evidence that it reduces drinking rates or changes the drinking environment (The Alcohol Prevention Coalition, 2009). Campuses have been successful in reducing alcohol and drug related incidents through proactive actions such as late night programming and social norms campaigns, but these are often components of a larger campus-wide initiative. There are limited empirical data that take into account the impact of a late night program on the attitudes and behavior of college students.

In terms of programming, it is important that schools know what the students want (Prange, 2005). In the student-as-consumer marketplace that colleges and universities have become, student satisfaction is paramount. Students are not going to attend events that fail to meet their wants or hold their interests. Not all of these events need to emphasize an anti-alcohol and drugs message to students. The Alcohol Prevention Coalition (2009) found that just “hosting such events sends a message to students that campuses support healthy student behaviors. Additionally, by attending these events, students see their peers engaged in healthy behaviors, contributing to perceptions of healthy norms on campus” (p. 5).

UMix, a late night program at the University of Michigan, found through a self-administered survey that many of the student attendees generally did not have any intention to drink on a Friday night. Therefore, a non-drinking message would appeal less to these students as they were already unlikely to drink or engage in unhealthy behaviors (The Alcohol Prevention Coalition, 2009). UMix also found that 25% of attendees of their late night programs specifically attended the event because it was alcohol-free. These are students who would likely have nothing to do on campus if it was not for the free late night programming (The Alcohol Prevention Coalition, 2009). UMix has begun to tailor programming to these involved students.

A NASPA/ASJA task force found that student activities help to foster a feeling of community on campus, and late night programs in particular help entertain students in addition to fostering a sense of community for a diverse group of students (Late Night Marquette Steering Committee, 2006). The late night programming created should be consistent with the institutional values of the campus in terms of the

goals of the greater Division of Student Affairs (Late Night Marquette Steering Committee, 2006).

Research indicates that most of the late night and alcohol-free programs do not occur with frequency at colleges and campuses, nor are there calls for a regular scheduled programming. Research indicates that many schools only put on a couple of substance free programs per semester; however, budget constraints appear to be the biggest cause for programming moderation (Late Night Marquette Steering Committee, 2006; Prange, 2005).

A presentation by the administrator of the late night program at SUNY-Geneseo, Geneseo Late Night, indicated that collaboration between various student groups works well for them. While limited by a small stipend, the primary focus of Geneseo Late Night is to create a more inclusive community (Sharp, 2009). The Geneseo Late Night collaborations bring together various student groups on campus to organize and pool resources (Sharp, 2009). The University of Iowa has a similar collaborative approach to their late night AFP, which also has utilizes student-driven programming. The school made a \$50,000 fund available to students who had a unique idea for a late night AFP program on campus (Morelli, 2009). After approval of the event's plan, students worked together to put on the event. Allowing students to take on an active leadership role in the planning of the late night event lends itself to a more positive faculty-student dynamic with greater student involvement, which in turn results in greater student development (Astin, 1993).

The Aztec Nights late night program at San Diego State University (SDSU) runs on weekends through the first five weeks at the beginning of the school year. An

internal review found that within the first year there was a discernable drop in the number of incidents related to drugs and alcohol (First forty days, 2009). There was an immediate social alternative on campus beyond the previous drinking culture that had recently resulted in the deaths of two SDSU students. Beyond the healthier decisions being made by students, Aztec Nights saw a resulting social benefit for the campus. Students responded to the effort to create a new culture of nightlife and opportunities to socialize (First forty days, 2009). Participants were more likely to view the campus as more welcoming and supportive due to the new opportunities for involvement (First forty days, 2009). Attendance dwindled as the semester wore on, resulting in questions as to whether the program should be modified or shortened.

At the forefront on the late night programming trend, the late night program Marquette University began in 2003 is distinct for its efforts at downplaying the alcohol-free focus. Instead, Marquette concentrates on providing a beneficial social aspect to the interested students on campus (Late Night Marquette Steering Committee, 2006). Goals include: establishing the late night program as part of the campus culture, generating excitement in order to build a stronger Marquette community, connect the university to the surrounding Milwaukee community, and encourage student involvement (Late Night Marquette Steering Committee, 2006).

Results of an internal satisfaction survey showed that students were attending the late night program because they wanted to be there (Late Night Marquette Steering Committee, 2006). The program has filled a social void that was previously empty or had been filled by an alcohol or drug infused environment. The survey data showed that 77% of students attended the late night program because it was free or a

low cost (Late Night Marquette Steering Committee, 2006). Marquette made a significant cultural change on campus by giving students a low cost place to socialize.

Self-reporting of alcohol consumed did not drop, but the survey did hint to a changing of the culture on campus that will likely result in lowered alcohol consumption, and healthier decision-making, over time. Students were aware of the late night program even if they did not attend and were more likely to say that alcohol use was not part of the campus culture (Late Night Marquette Steering Committee, 2006). In short order, Late Night Marquette had inserted itself into the weekend campus culture, becoming a healthy place for student to congregate and socialize.

The Steering Committee references the satisfaction survey that was distributed to gauge student attitudes towards Late Night Marquette. Student feedback was helpful in ensuring that the campus was providing a service that students wanted and providing data showing how the goals of the program's mission were being met (Late Night Marquette Steering Committee, 2006).

The Financial Consequences of Retention

Keeping students enrolled in school is becoming a point of emphasis for colleges and universities as state and federal funding for higher education dwindle. Research by the Higher Education Research Institute shows that close to half of all incoming freshman will not obtain a bachelors degree within six years (Astin & Oseguera, 2002). Students leaving campus early, either to drop out or transfer, has a financial impact to the campus. The impact comes from the high cost of recruiting a new student to take the seat of the recently departed student. The reputation of an institution is also impact as a departed student lowers the institutions graduation rates

(Lau, 2003). If students leave a college or university frequently enough for it to become a pattern, the school takes a significant financial hit to its budget. If a school can increase its freshmen retention rates, it is more likely to increase graduation rates (Lau, 2003). A more satisfying atmosphere for students results in greater retention rates. There are many reasons why students may leave college, but most of them can be addressed by a proactive campus focused on creating a supportive and responsive environment (Lau, 2003). Getting the students involved on campus is key. In addition to the social benefits of student involvement, programs on campus that focus on fostering involvement also benefit students academically (Lau, 2003). Social interactions make the transition to higher education more bearable to students (Lau, 2003).

The Establishment of Rowan After Hours

During the Fall of 2008, the new Vice President of Engagement at Rowan University, Dr. Carol Gruber, requested that a late night program be instituted on campus. This new program would fit into Rowan University's renewed emphasis on student involvement and promoting healthy decision-making. This new late night program would need to appeal to all campus students (C. Gruber, personal communication, August 11, 2009). The proposed late night program would fit into the larger departmental emphasis on student safety and healthy decision-making promoted by Rowan University's STEP-UP Program. Student involvement at RAH events would be highlighted under the 'participate' category of the STEP-UP acronym.

A late night task force was formulated and the late night program at SUNY – Binghamton was chosen as the model for the Rowan University late night program

(C. Alexakos, personal communication, August 20, 2009). The SUNY-Binghamton program consists of nightly activities for students Thursday through Saturday. Each night at SUNY-Binghamton has its own theme and is staffed by students (C. Alexakos, personal communication, August 20, 2009).

Utilizing \$50,000 allocated for a pilot program, Rowan After Hours held 12 programs every Thursday nights over the course of the Fall 2008 semester. The programming ideas RAH utilized came from what had previously worked at SUNY-Binghamton's late night program. This weekly event attracted enough student participants to make a full program viable (C. Alexakos, personal communication, August 20, 2009).

Beginning in the Spring of 2009, RAH was being held every Thursday through Saturday night. A mission statement outlining the expectations of RAH was formulated to guide the program. From the outset, RAH was tasked with providing entertainment in an environment that was welcoming for all students. However, the entertainment was to also assist in encouraging students to engage in safe and healthy decision making. Above all, RAH should provide opportunities for involvement so that students would become active in campus life.

Different events were held on each specific night. Thursday nights hosted vendors where students could receive free mementos such as items with their picture on them or personalized license plates. Friday nights at RAH consisted of a game show where students could win prizes. Saturday nights were for live acts such as comedians, magicians, or musical acts. Depending on the particular event that was being held on a given night, RAH would draw a specific demographic. The Midnight

Buffett (opening up at 11:30 P.M.), where free food was offered to attending students, was the biggest draw of the program (C. Alexakos, personal communication, August 20, 2009).

Rowan After Hours was initially staffed by Constantine Alexakos, who also served as the director of Student Activities. Student Activities had previously been responsible for all randomly scheduled student programs throughout the week (C.Alexakos, personal communication, August 20, 2009). Mr. Alexakos was assisted by a graduate assistant and a rotating staff of 15 student workers who were paid for their work staffing RAH. On average, five students worked a night of RAH. The student workers' primary duties were checking attendees into RAH after confirming they are Rowan students and supervising the various rooms in use on the given night that they were working. Mr. Alexakos made a concerted effort to separate RAH from the Office of Student Activities, with RAH having a more focused mission in providing an environment where students were encouraged to make safe and healthy decisions (C. Alexakos, personal communication, August 20, 2009). In another contrast to Student Activities, RAH would consist of regularly scheduled programming.

The Expansion of Rowan After Hours

For the Fall 2009 semester, Rowan After Hours added an additional staff member, Tommy Balicky, who worked exclusively with RAH. Mr. Balicky would continue the format that was set the previous year with each night of RAH having its own theme. Thursday nights were set aside for free novelty items. Friday nights hosted a game show with prizes. Saturday night was a live performance which usually

consisted of a musical act or comedian. Each night was designated as its own theme so that students would know what to expect from RAH (T. Balicky, personal interview, August 20, 2009). Familiarity was the intention.

From its inception, it was important that Rowan After Hours not be considered an alternative to drinking. This policy stance was taken to appeal to as many students as possible with the understanding that many of the student on campus that were being targeted would not be interested in drinking at all. The RAH late night program would be geared toward the students who would attend RAH as their primary source of entertainment. There was a strong desire to not have RAH affiliated with drinking in any manner (C. Alexakos, personal communication, August 20, 2009). RAH would merely be an opportunity for students to become more involved on campus and to encourage safe and healthy choices.

The Student Activities budget at Rowan University is about one million dollars. Of that total budget, \$300,000 is allocated by the Student Government Association (SGA) to the Student University Planner (SUP) board (C. Alexakos, personal communication, August 20, 2009). The SUP board handles a variety of entertainment events for students throughout the school year, including off-campus trip, weekly movies, and large concerts and performances. To provide for RAH's budget, every undergraduate student at Rowan University automatically pays \$30.25 a semester in mandatory fees (C. Alexakos, personal communication, August 20, 2009). That currently works out to a budget for RAH of about \$600,000 for the school year. Additionally, as the director of SUP and RAH, Mr. Alexakos was given

\$75,000 in discretionary funds to spend on student programming as he sought fit for the 2009/2010 school year (C. Alexakos, personal communication, August 20, 2009).

Building on top of the initial success of RAH, administrators hoped to grow attendance by 10% during the first full year in operation. Beyond the attendance growth, it was by trial and error that RAH attempted to move towards providing a better involvement experience for students (T. Balicky, personal interview, August 20, 2009). There is unease as to how fast to evolve RAH beyond the initial program offerings that the students have begun to expect from RAH into more unconventional programming that the students may be less likely to enjoy (T. Balicky, personal interview, August 20, 2009). Students have come to expect that Thursday nights will have vendors giving out items for the students to take with them, Friday will have a game show, and Saturday will feature a live performance. The directors of RAH are trying to decide if that expectation is to their benefit or detriment as RAH becomes blasé to some.

The only research done on RAH has been a marketing study which was completed in the Spring of 2009. It was a class project focused on RAH by graduate students in the public relations program. As the report was completed during RAH's early stages, recommendations from the study indicate a general misunderstanding of the intentions of the program. The report's survey population was all enrolled students and focused on how RAH could better market itself to all students on campus (DiPonziano et al., 2009). The report states that students wanted activities that were fiscally impossible and did not occur at times that coincided with the most popular drinking nights (DiPonziano et al., 2009).

Summary of the Literature Review

As student retention is becoming more important due to fiscal constraints, a new look should be taken at the dynamic between students and their college or university. Further transitioning to a more holistic education, beyond the classroom, is occurring in order for schools to meet their mission of advanced learning. The relationship between student and school is not static; the school can be responsive to the needs of the student. If willing, a campus culture can be implemented that brings students into the center of campus life as active participants. The students have demonstrated a willingness to expand learning beyond the classroom, and the colleges and universities have taken the lead accordingly.

Increased involvement by the student promotes a greater sense of community and a greater chance of success for the student at school and later in life. Higher education institutions must consciously work on a culture of responsiveness in order to succeed at this new support environment for students. Late night programming is gaining in popularity as a “cool” place for students to hang out. Schools are finding that the programs do not have to be overtly anti-alcohol and drugs to pull in students. The benefits of late night programming even go beyond the students who attend late night programming to influence the remaining students into altering their beliefs towards the culture on campus as it pertains to alcohol and drugs.

Rowan After Hours was created to help students become involved on campus. To an extent, the success of RAH can be quantified and judged using attendance numbers, but at some point there needs to be a discussion on the effectiveness of the program. Without statistical data addressing the attitudes of the students towards

Rowan After Hours, it is unknown whether the goals and mission of RAH are being met. This study addressed the extent to which Rowan University is sufficiently responding to the call for greater student involvement on campus.

CHAPTER III

Methodology

Context of the Study

The study took place on the campus of Rowan University during the spring semester of 2010. Rowan University is a Predominantly White Institution (PWI) located in the southern portion of New Jersey. The university has over 9,600 undergraduate students in addition to almost 1,300 graduate students. The university offers 58 majors and 29 minors. There are over 900 faculty members, of which 400 instruct full-time (Rowan Fast Facts, 2010).

Residents of the State of New Jersey pay \$11,234 a semester in tuition and fees; while out of state students have expenses of \$18,308 per semester. About 70% of students receive some financial aid, and in 2008 Rowan University dispersed over \$70 million in total financial aid to undergraduates. There are over 130 clubs and organizations on campus for students. During the Fall 2009 semester there was a 15:1 student to faculty ratio and 95.8% of students are gainfully employed within one year of graduation (Rowan Fast Facts, 2010).

Rowan After Hours begins at 9 P.M. on each night of operation. All RAH activities occur within the Chamberlain Student Center. Erected in 1974, the Student Center is a four stories tall building. The lowest level houses mail boxes, laundry amenities, a convenience store, and two separate eating facilities (The Food Court and Prof's Place). Above the first floor is the entrance to "The Pit," a walled

circular space at the center of the building with a three-story high ceiling. The third floor of the student center rises above and around “The Pit” which holds the school’s cafeteria, the Owl’s Nest eatery, auxiliary classrooms, offices for the Student Government Association, the Student University Planners Executive Board office, and Mr. Balicky’s office. The fourth floor also rises above and around “The Pit” and houses yet more classrooms, a multi-use ballroom, and the Student Activity offices along the perimeter of the building. From the perimeter of the fourth floor, one could look down three stories to see the happenings in “The Pit.” Throughout the day, “The Pit” has a coffee stand and many couches and tables, often utilized by lounging students with extra time to spare or by students cramming in some last minute studying before their next class.

For all three nights of RAH, free games of pool are offered to students in Prof’s Place in the lower level of the Student Center, but the majority of events are held in “The Pit.” “The Pit” and the circular walkways of the third floor are filled with vendors on Thursday nights. Thursday night is considered the “Make-It-Take-It” night, with a variety of tchotskies for the students. On these nights, spray painted t-shirts, spin-art Frisbees, and objects such as mouse pads and snow globes personalized with photos of the students taken on-site are all popular. Additionally, “The Pit” usually hosts a large inflatable activity such as a moon bounce with basketball hoops, a gladiator jousting dome, or a mechanical surf board. Thursday nights are the most popular of the three nights of RAH and there are often lines to patronize the various vendors. Theme nights, specifically “Girls Night Out” and “Guys Night Out,” are particularly popular.

Friday nights at RAH are designated for game shows in “The Pit.” RAH either holds Bingo or contracts with an outside company to provide a game show to the students. These game shows always provide the opportunity to win cash and prizes, with the total amount of prizes given out often reaching close to \$1,000. RAH begins at 9 P.M. on Friday nights, but the game show generally does not start until 10 P.M.

Saturday nights are for live performances at RAH. This live performance is usually some type of a musical act or a comedian. As is the case with Friday nights, the doors open at 9 P.M. but the show does not start until 10 P.M. The students have access to the game room up until 10 P.M. when it is then closed out of respect to the performer.

In addition to regularly scheduled events, every night RAH is providing students additional opportunities for entertainment. Various rooms along the perimeter of the Student Center on the third and fourth floor are set up for different activities. The previously mentioned Game Room is always open to students when there isn't a live performance going on. The Game Room has four televisions with four individual gaming systems for students to play the most recent and popular video games, of which there is a wide selection. There is also a pair of skeeball ramps, an air hockey table, a foosball table, a classic arcade game, and a Pop-A-Shot basketball arcade game. Extra rooms are opened for students to play a variety of board games or additional video games on large projection screens. Finally, another room on the third floor, designated as Club 144, is set aside for either dancing or karaoke through the use of a portable high tech sound system unit.

Each individual night of RAH has its own individual atmosphere. Thursday nights usually have a line of students waiting to enter before the official start time of RAH. Due to a limited supply of some of the free items, such as t-shirts, many students who are regulars at RAH know to get in line early to assure their chance of receiving a t-shirt. Aside from the students who come early to RAH, there are waves of students visiting the various vendors throughout the night. The attending students rotate throughout the various stations, choosing to engage in the activities that interest them. When they are done they go back to the dorms or out for the night. There are enough activities present for students to spend as much or as little time at RAH as they would like and still get a satisfying and entertaining experience.

The game show that is held on Friday night starts at 10 P.M., but doors to RAH open at 9 P.M. As the second semester of the school year starts at RAH, most of the students who attend game night are aware of the actual start time and do not show up until that time or a little after. The game show generally lasts for about 90 minutes. Before and after the scheduled game show the Game Room is open for students. Depending on the type of game show, the Game Room is sometimes left open for the full night if there is enough demand.

The live performance that takes place on Saturday takes the same schedule as the game show put on the night before. Doors open at 9 P.M. but the show does not start until at least 10 P.M. It is often the case that students do not arrive to the show until after it has already started at 10 P.M. Out of respect to the performers, the Game Room is closed for the duration of the performance. On Friday and Saturday there are fewer students coming and going as is often the case on a Thursday night. Once

students arrive on a Friday or Saturday night they generally stay at RAH until the end of the program.

All three nights of RAH culminate with a Midnight Buffet that actually starts around 11:30 P.M. The buffet draws its own group of students who show up just for the free food. Some of the most popular food nights are: chicken wings, brownie sundaes, macaroni and cheese, cereal, nachos, and pizza. Food is portioned at the beginning to make sure every student gets a serving, but there is usually enough food to give extra helpings for the students who stick around until the close of RAH at 1 A.M.

Another staple of RAH that occurs all three nights is a raffle that is held. The raffle often consists of hundreds of dollars in bookstore items, electronics, and gift certificates to local eating establishments. Rowan student that attend RAH receive a ticket that enters them into the nightly raffle but they must be present when the drawing is done at the conclusion of the night; just before 1 A.M. However, students who only show up for the Midnight Buffet or for the raffle are not given a raffle ticket as the administrators of RAH feel that only students who have participated that night at RAH and stuck around until the end should have a chance to win the raffle prizes.

Population and Sample

Students who attended Rowan University for the Spring 2010 semester that attended Rowan After Hours were the target population. A representative sample was taken that reflected the characteristics of the attendees of Rowan After Hours. Attendees of Rowan After Hours are a racially diverse group with a fairly even distribution of gender, representative of the overall diversity of the campus. The

sample was be weighted proportionally to the average number of attendees for each individual night.

The sample size was based on the average nightly RAH attendance: Thursday-462; Friday – 208; and Saturday – 200. The targeted response rate was 50% of the attendees for each night. The expected total returns for each night were 231, 104, and 100, respectively.

Instrumentation

A review of the relevant literature revealed no applicable survey to investigate the research problem. It was determined that a survey on university facilities and student unions would provide the necessary statements to gauge student satisfaction. The majority of the instrument used in preparing the survey (Appendix B) was developed by Matthew Malagiere (2008) for use in determining student satisfaction towards the Chamberlain Student Center at Rowan University. Mr. Malagiere's survey was patterned after a self-designed Student Center satisfaction survey at Bowling Green University and was modified to make it relevant to Rowan University's Student Center. Mr. Malagiere's survey was slightly modified to make it pertinent to activities sponsored by RAH in the Chamberlain Student Center.

Survey items used a Likert scale to determine student attitudes. The survey consisted of 28 statements regarding the attitudes of students towards the advertising and operational efficiency of RAH, satisfaction with the food services, the activities offered, and an appraisal of the professional staff at RAH. Each topic has its own section of specific questions. Choices to answer were: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1).

Seven additional questions to accumulate demographic data were asked to determine the gender, age, grade level, race, active student status, college enrollment, and living arrangement of the responding students.

The items on involvement were taken from an annual student involvement survey given to students at the Ohio State University (Ohio State University, 2009). Consistent with the Ohio State University survey, these student involvement items were grouped into the Sense of Community section of the survey. Utilizing a Likert scale, students were directed to give their current attitudes on each of the individual statements concerning student involvement.

The final section of the survey allowed for direct feedback from students through short answers. General inquiries into the student's favorite and least favorite parts of RAH were asked, as well as an attempt to determine how much time they spent on campus engaged in non-class related activities. The student responses were analyzed looking for common themes according to Sisco (1981) to organize and present the data collected.

Both of the surveys used to form the RAH survey were based off of surveys by major universities. Mr. Malagiere received direct assistance from Bowling Green University to create his survey based on their previously conducted survey and by their suggestions of relevant topics to address. The Sense of Community section of the RAH survey was directly based off of a survey administered to thousands of students at Ohio State University for a yearly study on student involvement. The direct support from schools with established surveys lent itself to a strong sense of validity of the instrument. To determine the reliability of the survey, a Cronbach

Alpha was conducted on each section. Coefficients were as follows: Operations (.878), Food Services (.826), Activities (.798), Professional Staff (.835), and Sense of Community (.852). Coefficients of .700 and above are considered reliable. Therefore, the survey is deemed internally consistent and reliable.

Procedure of Gathering Data

Following approval of the instrument by the Institutional Review Board (Appendix A), data were collected from the students that attended RAH over the course of the data collection period, which consisted of nine nights of RAH over a three week period. Students had to check in at the front desk in order to participate with the RAH activities and it was at this time that they were asked if they would like to participate in a survey regarding their attitudes towards Rowan After Hours. They were assured that the survey would be anonymous. Upon completion, the surveys were immediately collected and placed in a secured container.

Data Analysis

The independent variables were the demographic data that were collected. The dependent variable is the responses to queries regarding the student's sense of involvement and satisfaction concerning the Rowan University Late Night programming. Utilizing the Statistical Package for the Social Sciences (SPSS) computer software percentages, means, and standard deviations were formulated (Appendix). For the demographic questions, frequencies were run to determine the makeup of students that attended RAH as an overall group and for each night of RAH. A content analysis was completed on the open ended questions to determine themes from the student responses.

CHAPTER IV

Findings

Profile of the Sample

The subjects for this study consisted of 365 students enrolled at Rowan University for the Spring 2010 semester. Of the 388 surveys returned, 365 were correctly filled out by current Rowan students for a response rate of 94%. The projected rate of return was 50% of the average nightly attendance. Each night received enough surveys to fall within 70% of the projected response rate so as to be considered legitimate.

Table 4.1

What is Your Gender? (N=365)

Item	<i>f</i>	%
Gender		
Female	216	59.2
Male	149	40.8
Total	365	
Thursday Night Attendance by Gender		
Female	129	64
Male	74	36
Total	203	
Friday Night Attendance by Gender		
Female	44	51
Male	42	49
Total	86	
Saturday Night Attendance by Gender		
Female	43	57
Male	33	43
Total	76	

Table 4.1 contains demographic data of the subjects' gender. The majority of respondents were female students (59.2%) and each individual night of RAH that was surveyed had females in the majority. The night with the greatest gender disparity was Thursday night with female students making up 64% of those surveyed and male students making up (36%).

Table 4.2 contains data of the age of the survey respondents. The majority of students (63.3%) were either 18 or 19 years of age.

Table 4.2

What is Your Age? (N=364)

Item	<i>f</i>	%
19	118	32.3
18	78	21.4
20	59	16.2
21	57	15.6
22	28	7.7
23	9	2.5
25+	8	2.2
24	7	1.9

Table 4.3 contains grade level data that runs congruent to the age data in Table 4.2 numbers by showing that the majority of respondents were Freshmen (42.2%). Freshmen took the satisfaction survey at a rate two times greater than Juniors, the second largest respondent group (21.1%).

Table 4.3

What is Your Grade Level? (N=365)

Item	<i>f</i>	%
Grade Level		
Freshman	154	42.2
Junior	77	21.1
Sophomore	68	18.6
Senior	59	16.2
Graduate	7	1.9
Total	365	
Thursday Night Attendance by Grade Level		
Freshman	89	44
Junior	39	19
Sophomore	38	19
Senior	33	16
Graduate	4	2
Total	203	
Friday Night Attendance by Grade Level		
Freshman	36	42
Sophomore	21	24
Junior	16	19
Senior	12	14
Graduate	1	1
Total	86	
Saturday Night Attendance by Grade Level		
Freshman	29	38
Junior	22	29
Senior	14	18
Sophomore	9	12
Graduate	2	3
Total	76	

Table 4.4 contains demographic data concerning the race of the respondents. White, non-Hispanic students made of the majority of respondents with 68.2%. African American students are the largest minority group at 14.5% of those who took the survey. Minority respondents made up 31.8% of all respondents to the survey, a

far great proportion than their percentage on campus for the 2009-2010 school year (20.2%).

Table 4.4

Attendance by Race (N=365)

Item	<i>f</i>	%
White, Non-Hispanic	249	68.2
African American	53	14.5
Hispanic – Other	19	5.2
Asian or Pacific Islander	13	3.6
Puerto Rican	11	3.0
Choose not to indicate	10	2.7
Am. Indian or Alaskan Native	4	1.1
Central or South American	3	0.8
Mexican	3	0.8
Total	365	

Table 4.5 breaks down the racial makeup of respondent by night of RAH. The data show that for each night minority students responded at rates higher than their proportionality on campus. Saturday night had the most diverse response with minority students making up 36.8% of those who completed a survey.

Table 4.5

Racial Breakdown by Night of Attendance (N=365)

Item	<i>f</i>	%
Thursday Night Attendance by Race		
White, Non-Hispanic	137	67.5
African American	34	16.7
Hispanic- Other	11	5.4
Asian or Pacific Islander	9	4.4
Puerto Rican	6	3.0
Mexican	3	1.5
Choose not to indicate	1	0.5
Am. Indian or Alaskan Native	1	0.5
Central or South American	1	0.5
Total	203	
Friday Night Attendance by Race		
White, Non-Hispanic	64	74.4
African American	9	10.5
Choose not to indicate	6	7.0
Hispanic- Other	2	2.3
Asian or Pacific Islander	2	2.3
Puerto Rican	2	2.3
Am. Indian or Alaskan Native	1	1.2
Central or South American	0	0.0
Mexican	0	0.0
Total	86	
Saturday Night Attendance by Race		
White, Non-Hispanic	48	63.2
African American	10	13.2
Hispanic- Other	6	7.9
Puerto Rican	3	3.9
Choose not to indicate	3	3.9
Am. Indian or Alaskan Native	2	2.6
Asian or Pacific Islander	2	2.6
Central or South American	2	2.6
Mexican	0	0.0
Total	76	

Table 4.6 contains data showing the college that the responding students were enrolled in, both in full and broken down for each night of RAH. The College of Liberal Arts was the most frequent college with the College of Education a close second. Students who had yet to declare a major made up the lowest percentage of respondents (4.4%).

Table 4.6

What College Are You Enrolled In? (N=365)

Item	<i>f</i>	%
College Enrolled		
Liberal Arts	107	29.3
Education	80	21.9
Communication	58	15.9
Engineering	38	10.4
Business	36	9.9
Fine & Performing Arts	30	8.2
Undeclared	16	4.4
Total	365	
Thursday Night Attendance by College Enrollment		
Liberal Arts	60	29.6
Education	45	22.2
Communication	32	15.8
Fine & Performing Arts	20	9.9
Business	17	8.4
Engineering	16	7.9
Undeclared	13	6.4
Total	203	
Friday Night Attendance by College Enrollment		
Liberal Arts	27	31.4
Education	21	24.4
Communication	14	16.3
Engineering	12	14.0
Business	8	9.3
Fine & Performing Arts	3	3.5
Undeclared	1	1.2
Total	86	
Saturday Night Attendance by College Enrollment		
Liberal Arts	20	26.3
Education	14	18.4
Communication	12	15.8
Business	11	14.5
Engineering	10	13.2
Fine & Performing Arts	7	9.2
Undeclared	2	2.6
Total	76	

Table 4.7 contains data showing the living arrangement of the responding students in total and broken down by each night of RAH. As most respondents were freshman, and freshman are required to live on campus, the great majority of students surveyed, 86.6%, live on campus.

Table 4.7

What is Your Living Arrangement? (N=365)

Item	<i>f</i>	%
Living Arrangement		
On-Campus	316	86.6
Off-Campus Student Housing	30	8.2
Off-Campus In Town	19	5.2
Total	365	
Thursday Night Attendance by Living Arrangement		
On-Campus	179	88.2
Off-Campus Student Housing	12	5.9
Off-Campus In Town	12	5.9
Total	203	
Friday Night Attendance by Living Arrangement		
On-Campus	78	90.7
Off-Campus In Town	5	5.8
Off-Campus Student Housing	3	3.5
Total	86	
Saturday Night Attendance by Living Arrangement		
On-Campus	59	77.6
Off-Campus Student Housing	13	17.1
Off-Campus In Town	4	5.3
Total	76	

Table 4.8 contains data on the number of first-time attendees of RAH that successfully completed the survey. By the time this survey was given in the Spring of 2010, most students (over 90%) who were at RAH and successfully completed the survey had attended RAH in the past.

Table 4.8

Have You Previously Attended RAH? (N=365)

Item	<i>f</i>	%
Previous Attendance		
Yes	339	92.9
No	26	7.1
Total	365	
Thursday Night Previous Attendance		
Yes	187	92.1
No	16	7.9
Total	203	
Friday Night Previous Attendance		
Yes	82	95.3
No	4	4.7
Total	86	
Saturday Night Previous Attendance		
Yes	70	92.1
No	6	7.9
Total	76	

Analysis of the Data

Research Question 1: What are the attitudes of selected students at Rowan University towards the operational efficiency, food selection, and professional staff at all Rowan After Hours programs?

Table 4.9 looks at the overall attitudes of the responding students towards the operations at RAH. These items used a Likert scale and are presented from highest to lowest level of agreement.

Operational Efficiency

As demonstrated in Table 4.9, respondents from all three nights of RAH indicated their level of agreement statements regarding the staff members of RAH. The statement with the highest level of agreement gauged the comfort level of students in approaching a student staff member, with 84.4% of students agreeing that they could approach the staff member. Student agreement was lowest regarding items about RAH being answered in a timely fashion.

Table 4.9

Operations (N=365)

Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
I feel comfortable approaching a student staff member with any question I have. <i>n= 364, M= 4.34, SD= .806</i>	189	51.8	119	32.6	50	13.7	3	0.8	3	0.8
Signage in the Student Center for RAH is clear and understandable. <i>n= 364, M= 4.19, SD= .866</i>	153	42.0	147	40.4	51	14.0	7	1.9	6	1.6
I feel the students working at RAH are trained to handle almost any question. <i>N= 365, M= 4.12, SD=.856</i>	136	37.7	155	42.5	60	16.4	10	2.7	4	1.1
Questions about RAH were answered in a timely fashion. <i>n= 361 M= 3.96, SD= .879</i>	136	37.3	155	42.5	60	16.4	10	2.7	4	1.1
The RAH website provides information needed for the campus. <i>n= 362, M= 4.17, SD= .898</i>	156	43.1	132	36.5	60	16.6	8	2.2	6	1.7
The student staff at RAH show genuine interest in answering my questions. <i>n= 364, M= 4.09, SD= .869</i>	136	37.3	140	38.5	77	21.2	7	1.9	4	1.1

Research Question 2: What are the attitudes of selected students at Rowan University by each individual night of operation?

Tables 4.10, 4.11, and 4.12 contain the attitudes of students towards the operations for each night of RAH (Thursday, Friday, and Saturday). These items used a Likert scale and are presented from highest to lowest level of agreement. The mean and standard deviation are given for each statement. Survey responses for each individual night does not vary greatly from the total mean response.

Table 4.10

Operations – Thursday Night Responses (n=203)

Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I feel comfortable approaching a student staff member with any questions I have. <i>n= 202, M= 4.36, SD= .780</i>	105	50.0	68	33.6	26	12.9	2	1.0	1	0.5
The RAH website provides information needed for the campus. <i>n= 201, M= 4.25, SD= .872</i>	96	47.8	69	34.3	30	14.9	3	1.5	3	1.5
Signage in the Student Center for RAH is clear and understandable. <i>n= 203, M= 4.22, SD= .847</i>	87	42.9	84	41.4	25	12.3	4	2.0	3	1.5
The student staff at RAH show genuine interest in answering my questions. <i>n= 202, M= 4.09, SD=.893</i>	77	38.1	76	37.6	42	20.8	4	2.0	3	1.5
I feel the students working at RAH are trained to handle almost any questions asked. <i>n= 203, M= 4.08, SD= .878</i>	73	36.0	86	42.4	34	16.7	8	3.9	2	1.0
Questions about RAH were answered in a timely fashion. <i>n= 203, M= 3.99, SD= .904</i>	69	34.0	71	35.0	57	28.1	3	1.5	3	1.5

Table 4.11

*Operations – Friday Night Responses (n=86)**Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1*

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I feel comfortable approaching a student staff member with any questions that I have. <i>n= 86, M= 4.29, SD=.893</i>	46	53.5	22	25.6	16	18.6	1	1.2	1	1.2
Signage in the Student Center for RAH is clear and understandable. <i>n= 86, M= 4.23, SD=.850</i>	38	44.2	34	39.5	11	12.8	2	2.3	1	1.2
I feel the students working at RAH are trained to handle almost any questions asked. <i>n= 86, M= 4.21, SD=.856</i>	37	43.0	34	39.5	12	14.0	2	2.3	1	1.2
The student staff at RAH show genuine interest in answering my questions. <i>n= 86, M= 4.14, SD=.828</i>	34	39.5	32	37.2	18	20.9	2	2.3	0	0.0
The RAH website provides information needed for the campus. <i>n= 86, M= 4.10, SD=.854</i>	31	36.0	37	43.0	15	17.4	2	2.3	1	1.2
Questions about RAH were answered in a timely fashion. <i>n= 85, M= 3.94, SD=.878</i>	27	31.8	28	32.9	29	34.1	0	0.0	1	1.2

Table 4.12

*Operations – Saturday Night Responses (n=76)**Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1*

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I feel comfortable approaching a student staff member with any questions I have. <i>n= 76, M= 4.36, SD= .778</i>	38	50.0	29	38.2	8	10.5	0	0.0	1	1.3
I feel the students working at RAH are trained to handle almost any questions asked. <i>n= 76, M= 4.12, SD= .799</i>	26	34.2	35	46.1	14	18.4	0	0.0	1	1.3
Signage in the Student Center for RAH is clear and understandable. <i>n= 75, M= 4.07, SD= .935</i>	28	37.3	29	38.7	15	20.0	1	1.3	2	2.7
The student staff at RAH show genuine interest in answering my questions. <i>n= 76, M= 4.04, SD= .855</i>	25	32.9	32	42.1	17	22.4	1	1.3	1	1.3
The RAH website provides information needed for the campus. <i>n= 75, M= 4.03, SD= 1.000</i>	29	38.7	26	34.7	15	20.0	3	4.0	2	2.7
Questions about RAH were answered in a timely fashion. <i>n= 73, M= 3.90, SD= .819</i>	18	24.7	32	43.8	22	30.1	0	0.0	1	1.4

Table 4.13 looks at the overall attitudes of the responding students towards the food service at RAH. These items used a Likert scale and are presented from highest to lowest level of agreement. The mean and standard deviation are given for each statement.

Table 4.13

Food Service (N=365)

Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
The Midnight Buffet is a comfortable and welcoming place to dine. <i>n= 364, M= 4.07, SD= .935</i>	126	34.7	143	39.4	78	21.5	9	2.5	7	1.9
RAH provides enough food to accommodate all students who wish to eat. <i>n= 363, M= 4.02, SD= .915</i>	144	39.6	124	34.0	78	21.4	13	3.6	5	1.4
The food selection at the Midnight Buffet meets my expectations. <i>n= 364, M= 3.72, SD= 1.012</i>	88	24.2	135	37.1	104	28.6	25	6.9	12	3.3

Food Selection

Table 4.13 illustrates the relevant information regarding student attitudes towards the food selection at RAH. Student attitudes towards the food selection at Rowan After Hours showed relatively low levels of agreement with the pertinent statements. There were levels of agreement of 74.1%, 73.6%, and 61.3% for the

section. Attitudes on the Midnight Buffet were more “neutral” than “strongly agree.” The lowest level of agreement was regarding the Midnight Buffet meetings student’s expectations (61.3%).

Tables 4.14, 4.15, and 4.16 contain the attitudes of students towards the food service for each night of RAH (Thursday, Friday, and Saturday). These items used a Likert scale and are presented from highest to lowest level of agreement. The mean and standard deviation are given for each statement. Survey responses for each individual night does not vary greatly from the total mean response.

Table 4.14

Food Service – Thursday Night Responses (n=203)

Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The Midnight Buffet is a comfortable and welcoming place to dine. <i>n= 203, M= 4.08, SD= .900</i>	64	31.7	89	44.1	40	19.8	4	2.0	5	2.5
RAH provides enough food to accommodate all students who wish to eat. <i>n= 202, M= 4.00, SD= .906</i>	80	39.4	69	34.0	47	23.2	5	2.5	2	1.0
The food selection at the Midnight Buffet meets my expectations. <i>n= 203, M= 3.69, SD= .999</i>	44	21.7	79	38.9	61	30.0	11	5.4	8	3.9

Table 4.15

Food Service – Friday Night Responses (n=86)

Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The Midnight Buffet is a comfortable and welcoming place to dine. <i>n= 85, M= 4.18, SD= .848</i>	35	41.2	30	35.3	16	18.8	3	3.5	1	1.2
RAH provides enough food to accommodate all students who wish to eat. <i>n= 85, M= 4.12, SD= .918</i>	36	42.4	31	36.5	15	17.6	3	3.5	0	0.0
The food selection at the Midnight Buffet meets my expectations. <i>n= 85, M= 3.88, SD= .944</i>	23	27.1	37	43.5	19	22.4	4	4.7	2	2.4

Table 4.16

Food Service – Saturday Night Responses (n=76)

Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The Midnight Buffet is a comfortable and welcoming place to dine. <i>n= 76, M= 3.97, SD= 1.098</i>	27	35.5	24	31.6	22	28.9	2	2.6	1	1.3
RAH provides enough food to accommodate all students who wish to eat. <i>n= 76, M= 3.91, SD= .938</i>	28	36	24	31.6	16	21.1	5	6.6	3	3.9
The food selection at the Midnight Buffet meets my expectations. <i>n= 76, M= 3.62, SD= 1.107</i>	21	27.6	19	25.0	24	31.6	10	13.2	2	2.6

Table 4.17 looks at the overall attitudes of the responding students towards the professional staff at RAH. These items used a Likert scale and are presented from highest to lowest level of agreement. The mean and standard deviation are given for each statement.

Professional Staff

Table 4.17 pertains to the attitudes of students towards the professional staff of RAH. Students generally hold the professional staff of RAH in high regard. There are high levels of agreement with the pertaining statement. There is 80.8% student agreement with the statement that the professional staff is visible and helpful to students in need. Students also agree (75.1%) that the professional staff creates an open and safe learning community, however, the lowest score in the section is reserved for low agreement with the statement that the professional staff clearly communicates the reasoning behind any rules changes and policies impacting students (66.8%).

Tables 4.18, 4.19, and 4.20 contain the attitudes of students towards the professional staff for each night of RAH (Thursday, Friday, and Saturday). These items used a Likert scale and are presented from highest to lowest level of agreement. The mean and standard deviation are given for each statement. Survey responses for each individual night does not vary greatly from the total mean response.

Table 4.17

*Professional Staff (N=365)**Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1*

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The professional staff are visible and helpful to students when needed. <i>N= 365, M= 4.16, SD= .965</i>	141	38.6	154	42.2	61	16.7	7	1.9	2	0.5
The professional staff of RAH create an atmosphere of openness, safety, learning, and community. <i>N= 365, M= 4.04, SD= .828</i>	119	32.6	155	42.5	81	22.2	8	2.2	2	0.5
I am aware of who the professional staff are at RAH. <i>N= 365, M= 4.00, SD= .965</i>	131	35.9	138	37.8	67	18.4	24	6.6	5	1.4
Communication between the professional staff or RAH and students is open, honest, and available. <i>N= 365, M= 3.99, SD= .822</i>	111	30.4	151	41.4	94	25.8	8	2.2	1	0.3
The professional staff of RAH meet with a wide range of students to better understand the needs of the student population. <i>N= 365, M= 3.94, SD= .841</i>	99	27.3	156	43.1	95	26.2	9	2.5	3	0.8
The professional staff of RAH clearly communicates the reasoning behind any rule changes and policies impacting students. <i>N= 365, M= 3.89, SD= .853</i>	98	26.8	146	40.0	106	29.0	14	3.8	1	0.3

Table 4.18

Professional Staff – Thursday Night Responses (n=203)

Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The professional staff are visible and helpful to students when needed. <i>n= 203, M= 4.18, SD= .782</i>	79	38.9	85	41.9	35	17.2	4	2.0	0	0.0
The professional staff of RAH create an atmosphere of openness, safety, learning, and community. <i>n= 203, M= 4.09, SD= .816</i>	74	36.5	76	37.4	50	24.6	3	1.5	0	0.0
I am aware of who the professional staff are at RAH. <i>n= 203, M= 4.02, SD= .933</i>	72	35.5	79	38.9	38	18.7	12	5.9	2	1.0
Communication between the professional staff of RAH and students is open, honest, and available. <i>n= 203, M= 4.01, SD= .864</i>	68	33.5	78	38.4	50	24.6	6	3.0	1	0.5
The professional staff of RAH meet with a wide range of students to better understand the needs of the student population. <i>n= 203, M= 3.94, SD= .885</i>	59	29.2	84	41.6	49	24.3	8	4.0	2	1.0
The professional staff of RAH clearly communicates the reasoning behind any rule changes and policies impacting students. <i>n= 202, M= 3.93, SD= .838</i>	44	15.1	86	23.6	55	15.1	6	1.6	1	0.3

Table 4.19

Professional Staff – Friday Night Responses (n=86)

Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The professional staff are visible and helpful to students when needed. <i>n= 86, M= 4.17, SD= .910</i>	37	43.0	32	37.2	14	16.3	1	1.2	2	2.3
Communication between the professional staff of RAH and students is open, honest, and available. <i>n= 86, M= 4.00, SD= .812</i>	26	30.2	36	41.9	22	25.6	2	2.3	0	0.0
The professional staff of RAH create an atmosphere of openness, safety, learning, and community. <i>n= 86, M= 3.99, SD= .833</i>	23	26.7	44	51.2	15	17.4	3	3.5	1	1.2
I am aware of who the professional staff are at RAH. <i>n= 86, M= 3.99, SD= 1.057</i>	34	39.5	28	32.6	15	17.4	7	8.1	2	2.3
The professional staff of RAH meet with a wide range of students to better understand the needs of the student population. <i>n= 85, M= 3.93, SD= .828</i>	22	25.9	38	44.7	23	27.1	1	1.2	1	1.2
The professional staff of RAH clearly communicates the reasoning behind any rule changes and policies impacting students. <i>n= 86, M= 3.88, SD= .846</i>	23	26.7	33	38.4	27	31.4	3	3.5	0	0.0

Table 4.20

Professional Staff – Saturday Night Responses (n=76)
Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The professional staff are visible and helpful to students when needed. <i>n= 76, M= 4.12, SD= .765</i>	25	32.9	37	48.7	12	15.8	2	2.6	0	0.0
The professional staff of RAH create an atmosphere of openness, safety, learning, and community. <i>n= 76, M= 3.99, SD= .856</i>	22	28.6	35	46.1	16	21.1	2	2.6	1	1.3
I am aware of who the professional staff are at RAH. <i>n= 76, M= 3.97, SD= .952</i>	25	32.9	31	40.8	14	18.4	5	6.6	1	1.3
The professional staff of RAH meet with a wide range of students to better understand the needs of the student population. <i>n= 75, M= 3.93, SD= .741</i>	18	24.0	34	45.3	23	30.7	0	0.0	0	0.0
Communication between the Professional staff of RAH and students is open, honest, and available. <i>n= 76, M= 3.93, SD= .718</i>	17	22.4	37	48.7	22	28.9	0	0.0	0	0.0
The Professional staff of RAH clearly communicates the reasoning behind any rule changes and policies impacting students. <i>n= 76, M= 3.82, SD= .905</i>	20	26.3	27	35.5	24	31.6	5	6.6	0	0.0

Table 4.21 looks at the overall attitudes of the responding students towards the activities offered at RAH. These statements used a Likert scale and are presented from highest to lowest level of agreement. The mean and standard deviation are given for each items.

Table 4.21 provides level of agreement pertaining to questions involving student attitudes toward the activities offered by RAH. The response with the highest level of agreement was regarding the time that RAH takes place. Students strongly agreed that RAH takes place at a convenient time (85.2%). Students also agreed (82.8%) that RAH is promoted adequately enough for students to know what is going on. The lowest level of agreement (34.4%) was regarding student knowledge of the RAH budget. This statement resulted in the lowest level of agreement for the entire survey. The secondary lowest level of agreement (74.4%) for the section pertaining to the activities of RAH, was given to the item of whether programmers use input and suggestions from other students when planning an event.

Table 4.21

*Activities (N=365)**Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1*

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
RAH takes places at times convenient for many students to attend. <i>n= 364, M= 4.28, SD=.804</i>	168	46.0	143	39.2	45	12.3	6	1.6	3	0.8
RAH activities are promoted adequately for students to know what is going on. <i>N= 365, M= 4.19, SD=.798</i>	144	39.5	158	43.3	52	14.2	10	2.7	1	0.3
There is a wide variety of activities for student participation at RAH. <i>N= 365, M= 4.16, SD=.827</i>	141	38.6	156	42.7	55	15.1	11	3.0	2	0.5
I feel that most activities that take place at RAH have a positive impact on campus and student morale. <i>n= 362, M= 4.12, SD=.805</i>	129	35.6	156	43.1	71	19.6	3	0.8	3	0.8
Activity programmers use input and suggestion from other students when planning an event. <i>n= 362, M= 3.70, SD=.839</i>	132	36.2	149	40.8	132	36.2	16	4.4	3	0.8
I feel that RAH promotes a community “feel” when they take place. <i>n= 360, M= 3.96, SD=.853</i>	98	27.2	170	47.2	73	20.3	16	4.4	3	0.8
I am aware of the activity budget of RAH. <i>N= 365, M= 2.91, SD=1.343</i>	60	16.5	65	17.9	90	24.7	81	22.3	68	18.7

Tables 4.22, 4.23, and 4.24 contain the attitudes of students towards the operations for each night of RAH (Thursday, Friday, and Saturday). These items used a Likert scale and are presented from highest to lowest level of agreement. The mean and standard deviation are given for each item. Survey responses for each individual night does not vary greatly from the total mean response.

Table 4.22

Activities – Thursday Night Responses (n=203)

Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
RAH takes place at times convenient for many students to attend. <i>n= 203, M= 4.37, SD= .723</i>	101	49.8	80	39.4	20	9.9	1	0.5	1	0.5
RAH activities are promoted adequately for students to know what is going on. <i>n= 203, M= 4.30, SD= .759</i>	92	45.3	84	41.4	22	10.8	5	2.5	0	0.0
There is a wide variety of activities for student participation at RAH. <i>n= 203, M= 4.28, SD= .774</i>	89	43.8	89	43.8	19	9.4	5	2.5	1	0.5
I feel that most activities that take place at RAH have a positive impact on campus and student morale. <i>n= 201, M= 4.15, SD= .843</i>	81	40.3	76	37.8	40	19.9	2	1.0	2	1.0
I feel that RAH promotes a community “feel” when they take place. <i>n= 199, M= 3.99, SD= .847</i>	57	28.6	95	47.7	36	18.1	10	5.0	1	0.5
Activity programmers use input and suggestions from other students when planning an event. <i>n= 203, M= 3.74, SD= .823</i>	38	18.7	85	41.9	71	35.0	8	3.9	1	0.5
I am aware of the activity budget of RAH. <i>n= 202, M= 2.97, SD= 1.369</i>	38	18.8	34	16.8	50	24.8	43	21.3	37	18.3

Table 4.23

Activities – Friday Night Responses (n=86)
Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
RAH takes place at times convenient for many students to attend. <i>n= 86, M= 4.14, SD=.831</i>	36	41.9	31	36.0	15	17.4	3	3.5	1	1.2
I feel that most activities that take place at RAH have a positive impact on campus and student morale. <i>n= 85, M= 4.07, SD=.847</i>	24	28.2	46	54.1	13	15.3	1	1.2	1	1.2
RAH activities are promoted adequately for students to know what is going on. <i>n= 86, M= 4.06, SD=.910</i>	29	33.7	36	41.9	18	20.9	3	3.5	0	0.0
There is a wide variety of activities for student participation at RAH. <i>n= 86, M= 3.99, SD=.895</i>	26	30.2	37	43.0	19	22.1	4	4.7	0	0.0
I feel that RAH promotes a community “feel” when they take place. <i>n= 86, M= 3.94, SD=1.219</i>	21	24.4	42	48.8	20	23.3	3	3.5	0	0.0
Activity programmers use input and suggestions from other students when planning an event. <i>n= 86, M= 3.63, SD=.787</i>	12	14.0	40	46.5	26	30.2	6	7.0	2	2.3
I am aware of the activity budget of RAH. <i>n= 86, M= 2.83, SD=.768</i>	9	10.5	16	18.6	26	30.2	21	24.4	14	16.3

Table 4.24

Activities – Saturday Night Responses (n=76)

Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
RAH takes place at times convenient for many students to attend. <i>n= 76, M= 4.18, SD= .860</i>	31	40.8	32	42.1	10	13.2	2	2.6	1	1.3
I feel that most activities that take place at RAH have a positive impact on campus and student morale. <i>n= 76, M= 4.08, SD= .744</i>	24	31.6	34	44.7	18	23.7	0	0.0	0	0.0
RAH activities are promoted adequately for students to know what is going on. <i>n= 76, M= 4.05, SD= .831</i>	23	30.3	38	50.0	12	15.8	2	2.6	1	1.3
There is a wide variety of activities for student participation at RAH. <i>n= 76, M= 4.03, SD= .894</i>	26	34.2	30	39.5	17	22.4	2	2.6	1	1.3
I feel that RAH promotes a community “feel” when they take place. <i>n= 75, M= 3.88, SD= .944</i>	20	26.7	33	44.0	17	22.7	3	4.0	2	2.7
Activity programmers use input and suggestions from other students when planning an event. <i>n= 76, M= 3.68, SD= .820</i>	15	19.7	24	31.6	35	46.1	2	2.6	0	0.0
I am aware of the activity budget of RAH. <i>n= 76, M= 2.87, SD= 1.417</i>	13	17.1	15	19.7	14	18.4	17	22.4	17	22.4

Table 4.25 looks at the attitudes of the responding students towards the sense of community at RAH. These items used a Likert scale and are presented from highest to lowest level of agreement. The mean and standard deviation are given for each statement.

Table 4.25 provides data pertaining to the students' level of agreement regarding the sense of community at RAH. Students attending RAH agreed with statement that the Rowan University community supports and encourages their success (83.0%). Attendees of RAH agreed at a rate of 75.6% that they feel connected to the Rowan community.

Table 4.25

*Sense of Community (N=365)**Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1*

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I feel RAH supports and promotes involvement on campus. <i>n= 364, M= 4.17, SD= .814</i>	138	37.9	164	45.1	50	13.7	9	2.5	3	0.8
I feel that the Rowan University community supports and encourages my success. <i>N= 365, M= 4.06, SD= .854</i>	117	32.1	176	48.2	56	15.3	10	2.7	6	1.6
I feel connected to the Rowan University community. <i>N= 365, M= 4.03, SD= .947</i>	130	35.6	146	40.0	56	15.3	10	2.7	6	1.6
I feel that I have built relations with faculty members and/or staff. <i>N= 365, M= 3.98, SD= .926</i>	122	33.4	143	39.2	75	20.5	22	6.0	3	0.8
It is easy to find something to do on campus. <i>n= 365, M= 3.93, SD= 1.015</i>	123	33.7	136	37.3	70	19.2	28	7.7	8	2.2
I feel that I am learning as much outside of the classroom as I am learning inside the classroom. <i>n= 364, M= 3.89, SD= 1.044</i>	125	34.3	117	32.1	91	25.0	19	5.2	12	3.3

Tables 4.26, 4.27, and 4.28 contain the attitudes of students towards the sense of community at RAH (Thursday, Friday, and Saturday). These items used a Likert scale and are presented from highest to lowest level of agreement. The mean and standard deviation are given for each question. Survey responses for each individual night does not vary greatly from the total mean response.

Table 4.26

*Sense of Community – Thursday Night Responses (n=203)**Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1*

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I feel RAH supports and promotes involvement on campus. <i>n= 203, M= 4.16, SD=.819</i>	77	21.1	90	24.7	30	14.8	4	2.0	2	1.0
I feel that the Rowan University community supports and encourages my success. <i>n= 203, M= 4.08, SD=.801</i>	64	31.5	102	49.3	33	16.3	4	2.0	2	1.0
I feel connected to the Rowan University community. <i>n= 203, M= 4.07, SD=.836</i>	66	32.5	95	46.8	34	16.7	6	3.0	2	1.0
I feel that I have built relations with faculty members and/or staff. <i>n= 203, M= 4.00, SD=.867</i>	66	32.5	81	39.3	46	22.7	10	4.9	0	0.0
I feel that I am learning as much outside of the classroom as I am learning inside the classroom. <i>n= 202, M= 3.92, SD=1.006</i>	72	35.6	59	29.2	57	28.2	10	5.0	4	2.0
It is easy to find something to do on campus. <i>n= 203, M= 3.89, SD=1.016</i>	65	32.0	75	36.9	42	20.7	17	8.4	4	2.0

Table 4.27

Sense of Community – Friday Night Responses (n=86)

Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I feel RAH supports and promotes involvement on campus. <i>n= 85, M= 4.13, SD=.799</i>	29	34.1	42	49.4	10	11.8	4	4.7	0	0.0
I feel that the Rowan University community supports and encourages my success. <i>n= 86, M= 4.03, SD=.860</i>	24	27.9	48	55.8	9	10.5	3	3.5	2	2.3
I feel connected to the Rowan University community. <i>n= 86, M= 3.98, SD= 1.051</i>	31	36.0	33	38.4	15	17.4	3	3.5	4	4.7
I feel that I have built relations with faculty members and/or staff. <i>n= 86, M= 3.95, SD= 1.028</i>	30	34.9	33	38.4	15	17.4	3	3.5	4	4.7
It is easy to find something to do on campus. <i>n= 86, M= 3.91, SD= 1.047</i>	28	32.6	34	39.5	15	17.4	6	7.0	3	3.5
I feel that I am learning as much outside of the classroom as I am learning inside the classroom. <i>n= 86, M= 3.84, SD= 1.083</i>	27	31.4	31	36.0	19	22.1	5	5.8	4	4.7

Table 4.28

Sense of Community – Saturday Night Responses (n=76)

Strongly Agree – 5, Agree – 4, Neutral – 3, Disagree – 2, Strongly Disagree – 1

Item	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I feel RAH supports and promotes involvement on campus. <i>n= 76, M= 4.22, SD=.826</i>	32	42.1	32	42.1	10	13.2	1	1.3	1	1.3
It is easy to find something to do on campus. <i>n= 76, M= 4.05, SD=.978</i>	30	39.5	27	35.5	13	17.1	5	6.6	1	1.3
I feel that the Rowan University community supports and encourages my success. <i>n= 76, M= 4.04, SD=.980</i>	29	38.2	28	36.8	14	18.4	3	3.9	2	2.6
I feel connected to the Rowan University community. <i>n= 76, M= 3.99, SD=1.101</i>	33	43.4	18	23.7	19	25.0	3	3.9	3	3.9
I feel that I have built relations with faculty members and/or staff. <i>n= 76, M= 3.97, SD=.966</i>	26	34.2	29	38.2	15	19.7	5	6.6	1	1.3
I feel that I am learning as much outside of the classroom as I am learning inside the classroom. <i>n= 76, M= 3.88, SD=1.107</i>	26	34.2	27	35.5	15	19.7	4	5.3	4	5.3

Research Question 3: What do Rowan University students indicate as being their favorite and least favorite facet of Rowan After Hours?

Tables 4.29 and 4.30 contain the attitudes of students towards their favorite and least favorite aspects of RAH. The responses were to open-ended questions that allowed the student to give the answer they felt best conveyed their attitude at the time the survey was taken. The student responses would be analyzed utilizing an instrument by Sisco (1981) to organize and present the data collected by order or most frequent response.

Table 4.29

What Do You Like Most About the Program ? (n=311)

Category	Subcategory	<i>f</i>	<i>Rank</i>
Activities			1
	Free	85	
	Activities	25	
	Variety of activities	20	
	Casino Night	16	
	Arts n' Crafts	15	
	Raffle prizes	10	
	Girls Night	8	
	Novelties	8	
	Live music	7	
	Game Room	5	
	Pictures	2	
	Rock Band	2	
	Club 144	2	
	Bingo Night	2	
	Philly trip	1	
	Nostalgic Activities	1	
	Games	1	
	Karaoke	1	
	T-shirts	1	
	Game shows	1	
	Comedians	1	
Socializing			2
	Something to do	17	
	Meeting people/socializing	8	
	Staff	5	
	Something to do besides drink	4	
	Diverse people	1	
Atmosphere			3
	Fun	19	
	Cool	4	
	Welcoming	1	
Midnight Buffet			4
	Food	10	
	Wings	1	
	Nacho bar	1	
	Taco bar	1	
Night			5
	Thursday night	7	
	Saturday night	2	
Convenience			6
	Time	4	
	Location	2	

Table 4.30

What Do You Like Least About the Program ? (n=311)

Category	Subcategory	<i>f</i>	<i>Rank</i>
Management			1
	Lines	65	
	Crowded	12	
	Guest policy	6	
	Signing in/card scanners	5	
	Organization	3	
	Raffle at the end	2	
	Food at the end	2	
Activities			2
	Limited items/activities	13	
	Too much repetition	10	
	Music/performers	6	
	Not enough Rock Band	4	
	Arts n' Crafts	2	
	Game Room	1	
	No food in Game Room	1	
	Casino Night	1	
	Bingo Night	1	
	Inflatibles	1	
	No country music	1	
Food			3
	Food choices/repetition	16	
	No vegan/vegetarian/healthy choices	5	
	Not enough food	1	
	Cereal Bar	1	
	Macaroni Bar	1	
	Pasta Bar	1	
Convenience			4
	Starts too late	5	
	Bad time	3	
	Ends too early	3	
	Bad days of the week	2	
Atmosphere			5
	Uninteresting/boring	7	
	Lame	2	
	No alcohol	2	
	Childish	1	
	Too loud	1	
Night			6
	Saturday	5	
	Friday	4	
Prizes			7
	Never win	2	
	Bad prizes	1	

Research Question 4: To what extent does Rowan After Hours encourage student involvement?

The relevant data for Research Question 4 can be found in Table 4.25. Questions involving involvement showed general agreement that RAH, and Rowan University, encourage student involvement. Queried as to whether RAH supports and promotes involvement on campus, a majority of students (83.0%) agreed with that statement. Fewer students (66.4%) agreed that they are learning as much outside of the classroom as they are inside of the classroom. For these relevant statements, responses for each individual night does not vary greatly from the total mean response.

Tables 4.26, 4.27, and 4.28 contain the nightly attitudes of students towards the level of agreement regarding the encouragement of student involvement at RAH. These items used a Likert scale and are presented from highest to lowest level of agreement. The mean and standard deviation are given for each statement. Survey responses for each individual night does not vary greatly from the total mean response.

CHAPTER V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

The study investigated student attitudes towards Rowan After Hours, a late night program at Rowan University. Surveys were distributed in the Spring 2010 semester and was designed to determine student attitudes towards Rowan After Hours and to gauge whether Rowan After Hours was fulfilling its mission statement.

The majority of currently enrolled students checking in to Rowan After Hours were given the opportunity to fill out the survey. The surveys were distributed over three weeks and because many students attended regularly, a number of the students indicated that they had already completed the survey. They were not asked to complete an additional survey. Of the surveys returned, 365 were successfully completed and deemed valid.

Data were collected, coded, and analyzed using the Statistical Package for the Social Sciences (SPSS) computer software. SPSS was used to generate descriptive statistics including frequencies, percentages, means, and standard deviations. These results were used to determine levels of satisfaction with Rowan After Hours. Results were presented in table form for ease of assessment.

For the entire survey, all but one statement had a positive level of agreement amongst responding students. Statements regarding the “Operations” of RAH scored

the highest level of agreement while the aforementioned “Activities” scored the lowest level of agreement from respondents. Students responded positively to the way that Rowan After Hours was run but did not strongly agree with statements regarding the level of entertainment provided by the program’s activities. However, even the statements with the lowest level of agreement were still viewed positively by the students- just not to the extent of a section such as “Operations.”

When asked to list their favorite and least favorite parts of RAH, students came up with 100 more examples of what they like about RAH than what they did not like. The administration of RAH is on the right programming track by satisfying the students’ desire for a fun place to socialize outside of the classroom.

Discussion of the Findings

The results of this study indicate an overall satisfaction with the Rowan After Hours late night program at Rowan University. There is strong agreement with the statement that RAH takes place at a convenient time for students to participate. This is in contrast with the previous marketing report done on RAH (DiPonziano et al., 2009). That marketing report surveyed all Rowan University students and there was a general consensus that RAH should be held at a more convenient time.

Comparatively, the subjects of this study did not hold that same attitude. Respondents held the attitude that the RAH program was offered at a convenient time.

Data suggest that students are aware that RAH is a late night program and they are satisfied with the program’s hours of operation. The students who are attending campus programming are more likely to be open to opportunities of

involvement on campus. Over 80% of respondents felt that RAH took place at a good time, was sufficiently promoted, and had a variety of engagement activities.

Coffey and Wood-Steed (2001) discuss the growing importance of student centers to serve as social centers for the campus, and the UMix survey at the University of Michigan (The Alcohol Prevention Coalition, 2009) illustrates the importance of social centers for students who chose not to go to parties on the weekend but still want to participate in “cool” activities. The data from the study support the findings from both of these studies. Students want additional opportunities for involvement and a successful late night program can be a marketable opportunity for prospective students.

Data from the survey indicate that while there is room for growth and greater satisfaction amongst students, the subjects who attended RAH are generally satisfied with the late night program that is being offered. Additionally, the unique social culture and activities offered at RAH encourage further involvement and gives students the belief that the Rowan community is concerned with their future success and that they feel connected to the community. As indicated by the data, students surveyed are aware of RAH (82.8%), have likely attended RAH in the past (92.9%), and are satisfied with the activities provided (81.3%). The high level of satisfaction with the activities provided is in line with the work of Cooper et al.(1994), which stated that students have increased satisfaction when they are involved with a campus organization.

Late night programming can play a major role in determining the social atmosphere of a campus, especially for small campuses like Rowan's. Research on

late night programs such as the survey taken at Marquette University indicate that just by promoting activities on campus that did not focus on alcohol, schools can quickly change student attitudes towards the social norms of the campus (Late Night Marquette Steering Committee, 2006). With so many students previously attending RAH (92.9%) at the time they filled out the survey towards the end of the school year, it can be seen that students are returning to Rowan After Hours beyond the initial curiosity.

Students who attend RAH hold the attitudes that there are opportunities for involvement on campus that do not revolve around alcohol or drug use. This promotion of healthy decision making fulfills much of RAH's mission to provide involvement opportunities for students and to encourage healthy decision making (Rowan After Hours, 2009). Further evidence that the mission statement of RAH is being fulfilled comes from the data indicating minority overrepresentation at RAH along with the even distribution of college enrollment amongst respondents. RAH is addressing a diverse population as directed by its mission statement.

Attitudes of positive agreement pertaining to the helpfulness of the professional staff (80.8%) and the comfort subjects feel in approaching staff members (84.4%) at RAH, indicate that students are able to personally connect with their peers and administrators at RAH. The students are attending RAH, which is itself a healthy lifestyle choice, socializing in a safe and fun environment.

Consistent with Tinto's Theory of Student Departure (1993) and the emphasis on peer groups, it appears that the responding students are more likely to remain enrolled on campus as a result of the positive interactions due to their exposure to

greater opportunities for socializing. This engagement with the campus community is more rewarding than the alternative of limited social interactions in their dorm rooms. The more focus paid to these personal connections amongst students, the greater the opportunity for student involvement. Personal connection is evident in the short responses given by students who indicated that the staff was their favorite part of the late night program.

Relative to the entire Student Activities budget, the operating costs for Rowan After Hours is a significant portion. However, the demonstrated cost of losing a student is higher. Lau (2003) showed that an increase in freshmen retention rates translates into a corresponding increase in graduation rates. Although not specifically marketed to freshmen, the high percentage of freshman responding to the survey (42.2% of all respondents) indicates that RAH resonates with the freshman at Rowan University.

The findings of the study of RAH are bolstered by the findings of Lee et al. (2009) regarding the importance of addressing freshman and their adjustment to college life. As indicated by the findings of the study, Rowan After Hours attracts a majority of freshmen to the various programs. The freshmen at Rowan University are heavily involved with RAH and they are showing up and socializing on every night of the late night program.

Student satisfaction with the socialization offered by Rowan After Hours corresponds with positive attitudes towards the Rowan community. The happiness towards the Rowan University community could create a better learning environment for the student. As demonstrated in Astin's research, a student that effectively

integrates socially is more likely to achieve greater success with academic segment of the higher education experience.

Moreover, socializing is a major factor in student involvement and retention. Szulecka et al. (1987) research found that students placed the biggest emphasis on their decision to stay in school on social aspects. The 2009 report by the Ohio Union at Ohio State University also lists socialization as the primary reason that students joined student organizations and became involved on campus. With socialization such a big factor for students, a school's emphasis on a late night program would be beneficial to creating the social environment needed to engage the student body.

RAH is unique in that it does not deliberately attempt to provide alcohol-free activities for students. RAH strives to advance student involvement through activities designed to appeal to a diverse group of people. Students are aware of RAH and the activities that are provided; and there are certain students who find it appealing. The students who are attending and socializing with their peers at late night programs are giving themselves every opportunity to succeed in higher education in accordance with the research initiated on engagement and retention by scholars like Tinto and Astin.

Conclusions

This study indicates that Rowan After Hours has accomplished the directives set forth by its mission statement. The program successfully promotes healthy choices by allowing students to engage in its healthy programming. This accomplishes the larger goal of the Rowan's Student Affairs division and its emphasis on student engagement. When enough students attend programs such as RAH, and attend them

regularly, those healthy choices become the predominant culture on campus. A predominant culture of healthy choices and positive socializing is one that any institution would be proud to have.

It can be concluded that the students attending RAH enjoy the opportunity given to them to socialize with their peers in a fun and free environment. The wide variety of student responses to what they like most about the program indicates that RAH has something for a wide array of student interests. Rowan University can feel confident that the students are being given a healthy opportunity to socialize, become involved and engaged, and become a part of the greater Rowan University community. This gives the university a competitive advantage in retaining the quality students it has recruited.

Having a regularly reoccurring program like RAH lets students know that there will always be something on campus for them to participate in when the weekend comes around. The students can have wholesome fun on campus not too far from their dorm rooms. In addition to promoting health decision-making, RAH also encourages greater involvement from students who might otherwise leave campus for the weekend in search of entertainment. The attitude that more fun can be had on campus than back home is another positive change to the campus culture that could occur with increased popularity of a program such as Rowan After Hours.

RAH provides an opportunity for students to socialize outside of the classroom, and the students appear to be enjoying their time at the events. Many students responded how much they enjoyed the opportunity that RAH provides for them to associate with other students, to make friends, and as a “cool” place to go.

Continuation of RAH would ensure that students will have a place on campus to socialize.

As demonstrated by Astin's five postulates to his theory on student involvement, the continuation of the late night program by Rowan University encourages continual involvement by students. This is more effective than other schools that have late night events that are sporadic. The school's focus on engagement and the involvement of students will benefit the students in an equal and proportional manner and gives the students the opportunity to put in just as much effort to become involved on campus and make the most out of their college experience.

Overall, student responses indicate a positive view of RAH as they continue to attend the late night event throughout the year. Rowan After Hours is servicing a diverse segment of the student population. Programs like RAH are unique in that they avoid trying to force a specific message on students. RAH strives to provide a fun activity on a regular basis for students to get involved on campus with the understanding that involvement has greater campus-wide benefits in the long term. As long as RAH remains active it can encourage greater student participation and continue to provide students with the opportunities for socialization that encourage learning through social interaction.

Rowan After Hours can play a vital role as administrators attempt to mold a culture of healthy decision-making on campus. It also sends a message to students that their enjoyment and involvement on campus is important. These are positive

attributes which not only encourage greater scholastic achievement, but make a school more marketable to prospective students.

Recommendations for Practice

1. Communication with the average student should be specifically addressed so that students understand the genesis of certain rules and the institutional and financial limitations the program faces. The staff of RAH are aware of these student concerns, but, per the data, have yet to effectively communicate this reasoning to the students.
2. Create a more deliberate mission statement to increase the effectiveness of RAH by setting program goals beyond what is already in place. RAH is overachieving beyond what was originally intended. Why not raise the bar on what can be expected from a well-run program beyond mere entertainment value? Focus should be placed on recognizing the intent of Astin's Theory on Student Involvement.
3. Further incorporate the aspects of the program that were identified by students as being the most liked portions of the program.
4. Focus on the aspects of RAH that were identified by students as being the least liked portion of the program whether by directly addressing the perceived deficiency or by more effectively communicating the decision making process that led to the perceived deficiency.
5. Concentrate on creating a fun atmosphere that is constantly bringing new activities and concepts to the forefront for students to enjoy. Be mindful of not creating a repetitious environment where students will quickly lose interest.
6. Utilize interaction with Rowan After Hours student staff to further incorporate student development theory to encourage their success.

Recommendations for Further Research

1. A study into the attitudes of students who do not regularly attend RAH and their sense of community, their attitudes toward the perceived concern Rowan has for their success, whether they feel there are activities for them to participate on campus, and their graduation rates.
2. Compare studies done on the drinking habits of Rowan students before and after the implementation of RAH.
3. Develop a profile of the shared characteristics of an involved student who regularly attends RAH to be able to apply to prospective students. It is beneficial to Rowan University to be able to enroll more students who attend events such as RAH than students who leave campus or party on weekends.
4. Further studies into attitudes of students towards the culture of drinking on campus and RAH's potential impact.

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APPENDIX A

Institutional Review Board Approval Letter



February 24, 2010

Brian Milsted
410 Society Hill Blvd.
Cherry Hill, NJ 08003

Dear Brian Milsted:

In accordance with the University's IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has approved your project:

IRB application number: 2010-180

Project Title: The Impact of Rowan After Hours on Selected Students and Their Involvement on Campus

In accordance with federal law, this approval is effective for **one calendar year** from the date of this letter. If your research project extends beyond that date or if you need to make significant modifications to your study, you must notify the IRB immediately. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

Please retain copies of consent forms for this research for three years after completion of the research.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to Dr. Harriet Hartman (hartman@rowan.edu or call 856-256-4500, ext. 3787) or contact Dr. Gautam Pillay, Associate Provost for Research (pillay@rowan.edu or call 856-256-5150).

If you have any administrative questions, please contact Karen Heiser (heiser@rowan.edu or 856-256-5150).

Sincerely,

A handwritten signature in cursive script that reads "Harriet Hartman".

Harriet Hartman, Ph.D.
Chair, Rowan University IRB

c: Burton Sisco, Educational Leadership, Education Hall

Office of Research
Bole Hall Annex
201 Mullica Hill Road

856-256-5150

APPENDIX B

Survey Instrument

ROWAN UNIVERSITY STUDENT SURVEY

This survey is being administered as part of a graduate course research project at Rowan University. While your participation is voluntary and you are not required to answer any of the questions herein, your cooperation and participation are important to the success of the project and are greatly appreciated. If you choose to participate, please understand that all responses are strictly confidential and no personally identifiable information is being requested. Moreover, whether you agree to participate or not, your decision will have no effect on your grades, your standing in class, or any other status. If you have any questions please contact Brian Milsted at milste97@students.rowan.edu or Dr. Burton Sisco @ sisco@rowan.edu.

Demographic Information

What is your gender? () Male () Female Your age? _____ Grade Level? _____

What is your race? () African American () Am Indian or Alaskan Native () Asian or Pacific Islander () Central of South American () Cuban () Hispanic- Other () Mexican () Puerto Rican () White, Non-Hispanic () Choose not to indicate

Are you a current student at Rowan University? () Yes () No

Which college are you enrolled in? () Business () Communication () Education () Engineering () Fine & Performing Arts () Liberal Arts () Undeclared

Living Arrangement? () On-campus () Off-campus student housing () Off-campus in Town

Directions

For each item identified below, circle the number to the right that best fits your judgment of the level of agreement for each question

Survey Items	Scale				
Sense of Community	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Questions about RAH were answered in a timely fashion.	1	2	3	4	5
2. I feel the students working at RAH are trained to handle almost any question asked.	1	2	3	4	5
3. Signage in the Student Center for RAH is clear and understandable.	1	2	3	4	5
4. The RAH website provides information needed for the campus.	1	2	3	4	5
5. The student staff at RAH show genuine interest in answering my questions.	1	2	3	4	5
6. I feel comfortable approaching a student staff member with any question I have.	1	2	3	4	5
Food Service	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The food selection at the Midnight Buffet meets my expectations.	1	2	3	4	5
2. RAH provides enough food to accommodate all students who wish to eat.	1	2	3	4	5
3. The Midnight Buffet is a comfortable and welcoming place to dine.	1	2	3	4	5
Activities	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. RAH activities are promoted adequately for students to know what is going on.	1	2	3	4	5
2. There is a wide variety of activities for student participation at RAH.	1	2	3	4	5
3. RAH takes place at times convenient for many students to attend.	1	2	3	4	5

ROWAN UNIVERSITY STUDENT SURVEY

Activities contd.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4. Activity programmers use input and suggestions from other students when planning event.	1	2	3	4	5
5. I am aware of the activity budget of RAH.	1	2	3	4	5
6. I feel that RAH promotes a community "feel" when they take place.	1	2	3	4	5
7. I feel that most activities that take place at RAH have a positive impact on campus and student morale.	1	2	3	4	5
Professional Staff	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am aware of who the professional staff are at RAH.	1	2	3	4	5
2. The professional staff are visible and helpful to students when needed.	1	2	3	4	5
3. The professional staff of RAH meet with a wide range of students to better understand the needs of the student population.	1	2	3	4	5
4. Communication between the professional staff of RAH and students is open, honest, and available.	1	2	3	4	5
5. The professional staff of RAH clearly communicates the reasoning behind any rule changes and policies impacting students.	1	2	3	4	5
6. The professional staff of RAH create an atmosphere of openness, safety, learning, and community.	1	2	3	4	5
Sense of Community	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I feel connected to the Rowan University community.	1	2	3	4	5
2. I feel that the Rowan University community supports and encourages my success.	1	2	3	4	5
3. I feel that I have built relations with faculty members and/or staff.	1	2	3	4	5
4. I feel RAH supports and promotes involvement on campus.	1	2	3	4	5
5. It is easy to find something to do on campus.	1	2	3	4	5
6. I feel that I am learning as much outside of the classroom as I am learning inside the classroom.	1	2	3	4	5

DIRECT FEEDBACK

1. Is this your first time attending RAH? ()Yes ()No
2. How many times a month do you attend RAH? _____
3. What do you like most about the program? _____
4. What do you dislike most about the program? _____
5. How many hours do you spend a week on campus engaged in non-class related activities? _____

