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**A STUDENT SATISFACTION STUDY OF THE  
CHAMBERLAIN STUDENT CENTER**

by  
Kaitlyn M. Howarth

A Thesis

Submitted to the  
Department of Educational Services, Administration, and Higher Education  
College of Education  
In partial fulfillment of the requirement  
For the degree of  
Master of Arts in Higher Education Administration  
at  
Rowan University  
April 26, 2012

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

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## **ABSTRACT**

Kaitlyn M. Howarth  
A STUDENT SATISFACTION STUDY OF THE  
CHAMBERLAIN STUDENT CENTER  
2011/12  
Burton R. Sisco, Ed. D.  
Master of Arts in Higher Education Administration

The primary purpose of this study was to explore whether students at Rowan University were satisfied with the services offered by the Chamberlain Student Center in February 2012. Satisfaction data were collected by means of a 42-item survey using Likert-scale items. The survey was distributed to 500 students identified as SGA club/organization leaders and senators and general users of the facility. Data analysis suggest that a majority of the study body at Rowan University are satisfied with the level of customer service, meeting rooms and spaces, student activities, and other services provided at the Chamberlain Student Center. The findings also suggest there is dissatisfaction with the food services located in the Chamberlain Student Center. Finally, data suggest that the changes made as a result of a previous study conducted by Malagieri in 2008 are creating positive changes in regards to customer service and levels of satisfaction at the Chamberlain Student Center.

## **ACKNOWLEDGMENTS**

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## **Chapter I**

### **Introduction**

Student Centers or Unions are the heart of many college campuses. Providing students with dining services, lounges, study and game rooms, and various other commodities, student unions offer students a home away from home while they are at college. Student centers act as a gathering space for students to learn outside of the classroom and create an atmosphere that allows students to feel comfortable interacting with others on campus. More importantly, student centers are a way for students to build a sense of community and feel connected to the university through activities and gathering that take place in the student union.

### **Statement of the Problem**

Rowan University in Glassboro, New Jersey established a Student Center in 1971 after a survey revealed that students were looking for a community focal point on campus. Since being built, the building has undergone a series of renovations to meet the needs of the students and campus community. Renovations have been made to the main dining area and major lounge areas to continue to provide students with a home away from home. As with many institutions across the United States, Rowan University looks to provide students with all the commodities to meet their needs while they are living on campus. As the function of the student center, the many changes and renovations that have taken place look to provide students with what they need to make their college experience memorable and full of life lessons. Prior to this study, only one other study

has been completed measuring student satisfaction of the student center (Malagieri, 2008). Although the student center administration has been asked to measure the goals and objectives of the student center, expect for the previous study, little assessment has been done to gather information on satisfaction. The most recent being when the Chamberlain Student Center underwent a program review in January 2010. At this time a student satisfaction survey was administered to student users, finding that many concerns were centered on availability and quality of spaces for student use. Because Rowan University offers students few places to gather socially, the Chamberlain Student Center is the main meeting place for many students to come together and to meet socially as members of the campus community.

As per the previous study, a follow up study is needed to see whether Rowan University's Chamberlain Student Center is meeting the needs of students and providing an environment for students to interact and develop outside of the classroom. With numerous renovations and remodeling taking place, a study is needed to see if the changes being made to the building are supporting the ever changing wants and needs of the students. In addition, student involvement that takes place within the study center needs to be addressed so that the Chamberlain Student Center can provide the university with the highest quality environment.

### **Purpose of the Study**

The purpose of this study was to assess whether undergraduate students of Rowan University were satisfied with the quality of services and the environment provided by the Chamberlain Student Center. The study also looked at how the Chamberlain Student Center provides student involvement opportunities outside of the classroom.

## **Significance of the Study**

This study sought to investigate the satisfaction of Rowan University students regarding the Chamberlain Student Center. The main focus of this study was to look at how students felt the student center met the needs of the campus community and the quality of services it provided. The study will help the student center administration make improvements to its services and live up to its mission of providing a safe and welcoming environment with unlimited opportunities for personal development and enhanced learning opportunities. In addition, this study will help Rowan University develop a sense of what the Rowan community is looking for in a student center so that continued improvements can be made and the campus expands and offers on campus residency for more students.

## **Assumptions and Limitations**

Although this study is important in determining the usefulness and quality of the Chamberlain Student Center's services, it had certain limitations. The scope of this study was limited to the sample size which included only a small percentage of the student population. Thus, survey responses may not have reflected the total student population at Rowan University and were limited to those students who returned the survey. It was assumed that participants were honest with their survey answers and were forthcoming in providing feedback about the Chamberlain Student Center.

Another impact on the study is the fact that the researcher is currently employed at the Chamberlain Student Center. This association with the center could be considered a bias and may influence how the data were collected and analyzed.

A final limitation is related to survey completion. Surveys were completed by undergraduate volunteers who may or may not use the student center on a daily basis. Students could have taken the survey because of a positive experience they may have had in the center or because of an association they have with an employee of the student center. Students could also have taken the survey as a way to degrade the student center as a result of a negative personal experience. Therefore, data collection may have been impacted by personal attitudes towards the student center facility and its employees.

### **Operational Definitions**

1. Club or Organization: A group of undergraduate students who share a common interest in the same topic or cause.
2. Meeting: The act of coming together in one place, such as the student center.
3. Sodexo Dining Services: The food service company that is contracted with Rowan University to provide food options for students.
4. Student: Any undergraduate enrolled in classes at Rowan University during the spring 2012 semester.
5. Student Activities: A group of professional staff and undergraduate students that provide co-curricular programs for all students that are designed to stimulate personal development, create opportunities for student engagement, and contribute to building campus community.
6. Student Center: Also known as a Student Union or at Rowan University, the Chamberlain Student Center. The focus of community life which provides students with recreational activities, dining outlets, and learning spaces.

## **Research Questions**

This study addresses the following questions:

1. How satisfied are selected students with the customer service provided by the Chamberlain Student Center?
2. How satisfied are selected students with the food services provided by Sodexo Dining Services located in the Chamberlain Student Center?
3. How satisfied are selected students with meeting rooms and spaces provided in the Chamberlain Student Center?
4. How satisfied are selected students with opportunities for student involvement provided by Student Activities taking place in the Chamberlain Student Center?
5. How satisfied are selected students with the services provided by the Chamberlain Student Center?
6. Is there a significant relationship between the demographic variables of the student body and services provided, customer service, food service, meeting rooms and spaces provided, and opportunities for student involvement?

## **Overview of the Study**

Chapter II provides a review of scholarly literature that is pertinent to this study. It provides an overview of the history of student unions along with research that has been conducted pertaining to the purpose of student unions, the design and construction of student unions, programming in student unions, and funding of student unions.

Chapter III provides a description of the methodology and procedures of the study. The context of the study, description of the population and sample, data collection

instruments, procedures for data collection, and a description of how the data were analyzed are provided.

Chapter IV presents the findings or results of this study. The chapter focuses on the research question established in the introduction and provides a narrative analysis of the data collected.

Chapter V summarizes and discusses the findings of the study and includes conclusions and recommendations for practice and future research.

## **Chapter II**

### **Review of the Literature**

#### **Introduction**

Student Centers or Unions are the heart of student life on campus and have a wide history across the world. Originating at Cambridge University in Cambridge, England, in 1815 the first college union was comprised of three debating societies (ACUI). It was not until 1857 at Oxford University that a union building was established, including a debate hall, reference library, dining room, meeting rooms, lounges, billiards, and offices (ACUI). The United States saw its first union building, Houston Hall, built in 1896 at the University of Pennsylvania in Philadelphia. Given to the university as a gift from the Houston family, their hope was that the union could be used as a common meeting ground for members of the various debating societies (ACUI). Although the United States saw a surge in college union efforts in the 1930s, the most growth took place after World War II as collegiate enrollment grew and universities strived to meet the needs of faculty and staff (ACUI).

Today, the college union is known by a variety of names including "Student Union," "Student Center," "Memorial Union," "Campus Center," "University Center," "University Commons," "Student Guild," and "Student Association" (ACUI). The college union is the focus of community life and continues to provide students with recreational activities, dining outlets, and learning spaces (Connection Point, 2010; Ezarik, 2010). As a main attraction on many university campus visits, the student union

also serves as a recruiting tool by attracting students, retaining them, and appealing to parents as a main destination point on campus for students to participate in a variety of activities (Coffey & Wood-Steed, 2001). Along with providing students an opportunity to participate in numerous school activities, college unions also create a means in which education and learning takes place outside of the classroom through social and cultural programming (ACUI).

Although student centers are considered the "hub" of countless campuses, many questions are left unanswered in regards to the specific roles they play for each university. A closer look is needed, focusing on how student centers are created, what they are looking to accomplish, and the expectations students have for the building (Malagiere, 2008). In order to understand how student unions evolve over time, construction and renovation trends, building usage, and building funding are issues to be reviewed before a study on the Chamberlain Student Center can be conducted (Malagiere, 2008).

### **A History of the Chamberlain Student Center**

In 1964 the Student Government Association (SGA) of Glassboro State College organized a committee and introduced the concept of a student center to the campus community. With the use of a questionnaire, information was gathered pertaining to the study body's wants and needs. The survey which was conducted in 1968 revealed that students were looking for a community focal point on campus and were in full support of a student-centered building. In 1970 drawings for the new Student Center were finalized



and a formal ground breaking was held in the fall of 1971 for the 110,000 square foot building.

In the spring of 1974 the Glassboro State College Student Center was opened, forming the "hearthstone" of the campus. The Student Center served a variety of purposes including programming and leisure space for students who were not in class. At the time, the Student Center contained a bookstore, game room, cafeteria, campus bar, rathskeller, information desk, mailroom, lounges and meeting spaces for students and faculty, and offices for student clubs and student life departments. However, in 1984, the bookstore was relocated to the building next door to the Student Center.

The 21st century saw changes and improvements for the 110,000 square foot facility through phased renovations. The main lounge/multipurpose area and center of the building, commonly known as the "Pit," received a \$1 million renovation in 2001 including new seating and décor. The next phase of renovations began in 2002 as the Ballroom was transformed from an all purpose ballroom to a space that could host both a formal reception for the university president and the student programming boards movie night. In 2003 the bathrooms on all three levels were refurbished and Jazzman's Coffee Bar was opened in the Pit. In March of 2005 a \$6 million renovation was completed on the Marketplace Cafeteria which offered a dining venue unique to our campus.

In 2006, the Student Center took on the name "Chamberlain" Student Center in honor of Mark M. Chamberlain, university president when the student center opened its doors in 1974. Completed in November of 2007, the old "Rathskeller" which has undergone numerous venue changes since its opening from campus bookstore (1974-84),

to campus bar (1984-95) to multi-use space was transformed into a multipurpose space including a lounge, grill, and programming space to meet current students need. During the summer of 2009, three of the main meeting spaces received a face-lift, donning new paint jobs, furniture, and technological capabilities. The most recent renovation was completed in August 2010 to the Food Court, which originally held a bowling alley, but for some time has been only a food venue. Again, hearing the needs of the students, the Food Court was transformed into a dining venue, lounge, and game room complete with video game systems and classic arcade games for students to use while they socialize outside of the classroom.

The Chamberlain Student Center strives to be "more than just a building" by offering quality services, programs, and facilities. Since its opening, the building has served as a safe and welcoming environment that provides students with the opportunity to learn and develop personally outside of the classroom. The Student Center's core values are student development, community building, integrity, service excellence, and continuous improvement. To foster student development, the student center creates an environment that enhances student learning and exploration while building community through collaboration and participation. The Student Center is accountable and takes pride in its actions and focuses on making student satisfaction a top priority. Finally, the Student Center is continuously improving its facilities while respecting and valuing the tradition of the university.

## **Construction, Renovation, and Remodeling**

A Student Center's main function is to provide students with their wants and needs as they journey through their collegiate experience. In order to stay current with the most recent trends, student centers are constantly undergoing construction, renovations, and remodeling. Individuals are demanding more services and products from student centers and as competition between different institutions grows, universities strive to have the most attractive and updated facilities (Hall & Farley, 2001; Schroer & Johnson, 2003). Along with creating a competitive edge among institutions, buildings also have to be updated to stay in compliance with state and federal building codes (Schroer & Johnson, 2003). Student Centers are listening to the needs of students and parents and are changing to meet these wants and needs (Coffey & Wood-Steed, 2001).

When designing a student union or renovating a current student union, architects and designers must keep in mind that the primary purpose of a student union is to serve the students. In many cases, the facility will remain open and active throughout the day and night and is the main source of student interaction outside of the classroom (Evans, Clark, Hummel, & Mullins, 2001). Therefore, a student union should be an engaging, navigable, and service-oriented facility with an energy that makes the building feel like it is alive (Evans et al., 2001).

A student center should draw students' and visitors' attention and develop its own character that creates visual interest and functionality (Steele, 2001). As the center of the school, student unions should symbolize the school and be a center of pride for the campus (Evans et al., 2001). Faculty, staff, and students come together and spend time

together in student union facilities, therefore, the building should serve as an inviting place for individuals to visit (Ostroth, 2001). The structure of the building should be visually dynamic while providing students the services they need within an arm's reach from any point of the building (Steele, 2001). An open structure that provides visibility for service areas, has few corridors, and allows patrons to "see and be seen" creates a positive sense of flow that accommodates large crowds during busy hours, but does not overpower smaller crowds during slower hours (Steele, 2001).

On many campuses, the student center serves as the main food venue, supplying daily meals and late night snacks for students throughout the week. Dining areas need to be "inviting, vibrant, active, and comfortable" to help reinforce the social aspect of the campus community (Evans et al., 2001). Dining facilities can be designed in numerous ways, promoting lively conversation in one section and a quieter, more formal dining experience in another section (Steele, 2001). Because students are encouraged to hang out in student centers, the seating in dining areas should be greater than what is normally required for that specific area (Ostroth, 2001). This allows students to visit the space whether or not they are purchasing food, providing them with a place to eat, study, or relax.

As stated before, student unions host numerous events throughout the school year that help build a sense of community on campus. In order to provide adequate facilities for these events, when designing or remodeling a facility there are important items to consider when designing programming space. A major factor when considering a student center facility that serves a variety of audiences is a multipurpose room (Ratcliff, 2001).

A multipurpose facility can range from a formal ballroom to a theater, dining room or lounge (Ratcliff, 2001). With a multipurpose space a variety of events can be held during the day or at night. Multipurpose and meeting spaces should also be flexible to accommodate for different size groups. Dividers and portable staging allows users to arrange their meeting or program space to fit their specific needs (Ratcliff, 2001). A current trend in program space design is the mall concept which is built with a large atrium that creates a central gathering space for students to interact while exposing events to passerby's (Ratcliff, 2001). One of the most utilized spaces for large programs on Rowan University's campus, is the Student Center Pit, which follows the mall concept, providing a large atrium like meeting place for students to gather while allowing the remainder of the building to be exposed.

### **Ergonomics and Proxemics**

Student Centers enhance students learning outside of the classroom through the services they provide and the facilities they operate. In order to enhance the student experience at these facilities, it is important to consider ergonomics and proxemics. Ergonomics looks at the interactions among humans and how the design of a building, meeting room, or furniture can optimize human well being (Vink, 2005). Proxemics focuses on how people use the space that is provided to them (Hiemstra & Sisco, 1990).

Ergonomics is the engineering of the space in a room, a component of student unions that are emphasized. As previously stated, there are many designs that student centers take on to provide an open and friendly atmosphere. When focusing on ergonomics, it is important to remember that a space such as a meeting room should not

be too small making people feel uncomfortable, but should also not be too big so that people feel lost in it (Martucci, 2010). Students and other users of the building should feel comfortable while they are inside, using the facility.

In regards to proxemics, it is important to allow students to use the space as they see fit. By providing a variety of set-up options for meeting rooms, such as conference style seating, theater style seating, conference style table seating, or custom set ups students are encouraged to make themselves comfortable in the spaces provided for them (Ostroth, 2001). Furniture used throughout the building also plays a role in how students use the spaces found in a student union. Furniture should be soft and should be arranged in small groups to promote interaction, but should also be arranged based on the traditional use of the lounge space provided (Ostroth, 2001). Stackable chairs allow students to move the furniture to the arrangement that will best suite them, thus allowing them to use the space provided for maximum comfort. Through the different spaces and interiors, including furniture and set-up options, student unions focus on the proxemics of their facility allowing students to use the facility provided, sometimes without even realizing the intersection of form and function.

### **Programming and Function of a Student Center**

Student Centers are a foundation of college campuses across the nation. They provide meeting places, areas for individuals to reflect and groups to collaborate, and places for special events to be held (Blackburn & Kearns, 2001). Most importantly, they are the town center of the campus and help establish an institution's identity as well as

serve as a reflection of the student body (Blackburn & Kearns, 2001). In general, student centers are making campus life more student-friendly and convenient for students.

Providing a variety of services for students, Student Centers serve as a location for meeting up with friends, attending programs, and grabbing a bite to eat. They are the "core" of activities on campus and are an icon for social activism (Jarmusch, 2007; Rodgers, 2008). Meeting and conference rooms provide students with the technologies they need to host a formal or informal student organization meeting while creating a sense of community and collaboration through group dynamics. Lounges and food courts provide students with an area to meet with peers and professors outside of the classroom and a place to relax in between classes (Coffey & Wood-Steed, 2001).

Providing venues for a variety of events, student unions are home to many campuses' student programming and student activities boards. As part of many unions' mission statements, unions hope to enrich campus life and build a sense of community by providing a facility for campus events to take place (Ratcliff, 2001). Unions host a diversified group of events ranging from seminars and workshops to guest speakers, conferences, concerts, and movie nights (ACUI). Thus, one of the primary functions of student centers is "the presentation of programs and activities" (ACUI, para. 11).

Lastly, student centers act as a retention tool for institutions (Coffey & Wood-Steed, 2001). By keeping facilities and programming spaces up to date with the most recent wants and needs, students will be able to create a connection with the university and will remain loyal and in school, keeping them on campus (Coffey & Wood-Steed, 2001). For example, the University of Southern California (USC) recently opened the

Ronald Tutor Campus Center as a result of students addressing the need for a new campus center to the provost (Bailey, Jow, & Murrin, 2012). The design team took into account the wants and needs of the students and created a campus center that is infused with art and USC Trojan tradition and provides space for the alumni association, student affairs, dining services, and admissions (Bailey, Jow, & Murrin, 2012).

### **Funding of Student Centers**

At many institutions, student centers are run as an auxiliary function of the institution. Creating their operating budgets from various resources, student centers receive monies from user fees, student fees, and revenue from the services they house (Schroer & Johnson, 2003). Many student unions are home to college bookstores, banking services, and vending machines. The proceeds from these venues are designed to go back into the union to fund its operations and activities, serving as auxiliary revenues (Schroer & Johnson, 2003). However, because of financial constraints, some monetary reserves that would usually be used by the union for furniture repairs, updating technology, and new equipment are being used as part of the general budget by the institution (Schroer & Johnson, 2003). Thus, operational budgets for unions and programming are decreasing, forcing unions to look for funding elsewhere such as corporate sponsors or donations (Schroer & Johnson, 2003).

Private donations, many times from alumni of the institution, have become a popular source of funding for student centers. Institutions have been known to name their student center or areas within their student center after a donor that assisted in the construction or renovation of the unit. Rowan University has been fortunate enough to



receive monetary donations to upgrade its facilities such as the Enyon Ballroom, which was renovated to meet the wishes of the university president at the time. Through private donations, colleges and universities are able to upgrade their facilities and meet the needs of the current students with the help and support of alumni and private donations.

### **Studies of the Chamberlain Student Center**

Since its doors opened in 1974, only one comprehensive study has been conducted on student satisfaction of the Chamberlain Student Center. Conducted during the spring 2008 semester, Matthew Malagieri sampled undergraduate students that were involved with at least club and/or organization on campus. Presidents and members of the executive boards of these clubs/organizations were asked to participate, bringing the sample size to 321 participants. Using an instrument that was adapted from a survey distributed by the Student Union of Bowling Green University, Malagieri's survey focused on: (a) background information, (b) customer service, (c) food service, (d) meeting room/space in the Chamberlain Student Center, (e) student activities, (f) communication from the professional staff, and (g) services provided.

A total of 321 undergraduate students were asked to complete the survey, with 205 students responding. Descriptive statistics including frequencies, percentages, means, and standard deviations were calculated to determine responses to statements from the survey. The findings of the 2008 Malagieri study revealed that many students were unhappy with the services and facilities provided by the Chamberlain Student Center. Nearly three-quarters of the subjects stated that the building hours of operation were not meeting their needs (Malagieri, 2008). A similar percentage stated that the

Information Desk did not meet their needs with customer service also being viewed negatively (Malagieri, 2008). A large majority of respondents did not agree with the statement that the Chamberlain Student Center had all the facilities that were needed and almost 70% of respondents stated that the eateries did not provide a comfortable and welcoming place to dine (Malagieri, 2008). Subjects were also dissatisfied with the meeting spaces provided and did not feel that there was sufficient space to accommodate students wishing to dine (Malagieri, 2008). In regards to student activities, almost two-thirds of respondents felt there were a wide range of activities for students that promoted community, however over two-thirds felt there was insufficient promotion of these activities (Malagieri, 2008). The results of the study indicated that there was a lack of student satisfaction in all areas of the Chamberlain Student Center.

As a result of the study, recommendations for further practice were suggested. These recommendations included educating the student staff on customer service and knowledge of events taking place throughout Rowan University's campus (Malagieri, 2008). The study also suggested that evaluations be completed semi-annually, focusing on customer service, food service, services provided, meeting rooms and spaces, and other areas that are used by students (Malagieri, 2008).

### **Summary of the Literature Review**

Student unions have been a dominant part of college campuses for many years. Originating in England, the idea of a building designed to provide students with recreational activities, dinning outlets, and learning spaces flourished in North America, and today many colleges use these buildings to their advantage. Used as a recruiting and

retention tool, student centers are designed and continuously updated to meet the ever changing needs of the campus community. With the students wants and needs in mind, the Chamberlain Student Center was built on the former Glassboro State College campus to act as the focal point and the first student-centered building. As with many institutions student unions, construction, remodeling, and renovations are constantly taking place to update facilities and provide students with a home away from home. Funded as an auxiliary unit on many campuses, student's centers are beginning to rely on private donations to help maintain the upkeep of the building.

Due to the fact that the previous study conducted on the Chamberlain Student Center found that a large majority of the students were dissatisfied with the facilities and services provided, more research is needed to compare students that are attending the university today with those that attended in 2008 when the previous study was conducted. With the many renovations, furniture purchases, and meeting space remodeling, more research is needed to see if the changes made to the facility are meeting the needs and satisfaction of today's students.

## **Chapter III**

### **Methodology**

#### **Context of the Study**

This study was conducted at Rowan University, in Glassboro, New Jersey.

Rowan University is a public, four year institution that offers students 80 undergraduate majors, 55 master's degree programs and a doctoral program in educational leadership to approximately 12,000 students (Rowan University, 2011). Rowan University was ranked by *U.S. News & World Report* (2010) as the number three school in the North Region for top public regional universities and its chemical engineering program is ranked number two in the nation (U.S. News & World Report, 2010). Rowan University offers over 100 clubs and organizations for its students to participate in and 29 Greek letter organizations.

The various clubs and organizations on Rowan University's campus are sponsored by the Student Government Association (SGA) and address a wide range of interests. Many clubs and organizations focus on academic disciplines such as majors and minors including education, accounting, business, public relations, and engineering. Cultural clubs are also offered along with honor societies, political organizations, religious clubs, and special interests clubs. There are also clubs and organizations that are undergoing the petitioning and chartering process to become an official member of the SGA. The Student Government Association offers its clubs and organizations an allocation of funds each year after all groups are evaluated and found meeting the SGA standards (Rowan University Student Government Association, 2008).

Although all clubs and organizations are structured differently, many function with the use of an executive board that includes a president and vice president. Members serve on these boards and act as representatives for their organization at SGA events such as biweekly senate meetings and officer hearing. Clubs and organizations that are chartered by the Student Government Association must have a minimum of four members, the amount of members needed to staff an executive board, to remain active in the club.

### **Population and Sample Selection**

The target population for this study was undergraduate students enrolled at Rowan University during the spring 2012 semester. These undergraduate students are members of at least one club/organization and/or are patrons of the Chamberlain Student Center. With the assistance of the Student Center Administration and Student Government Association, a list of contact information for club executive boards was given to help assist and contact sample students. Using email, I contacted the presidents and vice president of each organization and they were asked to participate. SGA club/organization senate representatives were also asked to participate in the study at a bi-weekly senate meeting held in the ballroom of the Student Center. With approximately 125 chartered clubs and organizations, the sample would be a total of 250 participants from clubs and organizations. The remaining 250 participants would come from general users or patrons of the various services offered by the Chamberlain Student Center including the Marketplace Cafeteria, Profs Place, club/organization meetings, and Student University Programmers Movie Nights.

Using the information provided by the Student Center Administration and Student Government Association and general user information, this study used a convenience

study. Because a large population of students, including users and non users, was ideal for this study, it was important to contact all clubs and organizations regardless of their use of the student center. It was also important to gather information from general population students along with student leaders because they were able to share different experiences when completing the survey instrument. Thus, the target population and focus of the study was 500 student leaders who use the building, those leaders who do not use the building, and general patrons of the building.

### **Instrumentation**

A self-designed survey (Appendix B) was modified from a previous survey of the Chamberlain Student Center created by Matthew Malagiere (2008). The previous self-designed survey was created with the assistance of the Student Union at Bowling Green University. Staff at Bowling Green University conducted a satisfaction survey of their own facility and provided topics of investigation. Items from the Bowling Green University survey were modified to fit Rowan University's facility and questions from the previous Rowan University survey were modified to encompass the changes that have taken place since the time it was administered. The survey consists of six sections: (a) background information, (b) customer service, (c) services provided, (d) meeting room/space in the Chamberlain Student Center, (e) food services, and (f) student activities.

The first section of the survey focuses on background information of the subject. Information asked included gender, grade level, age, ethnic group, living arrangement, major, and number of hours a week spent in the student center. The following five

sections are based on a Likert five-point scale with responses ranging from five for “strongly agree” to one for “strongly disagree.”

The second section looked at customer service in the Chamberlain Student Center. Subjects were asked to respond to nine statements regarding student staff at the Information Desk, Profs Place, and the Food Court. Other statements dealt with attitudes of the customer service provided in the areas staffed by the Chamberlain Student Center and areas staffed by Sodexo, the dining services company. The third section dealt with the services provided by the Chamberlain Student Center. Statements included hours of operation, ticket sales, laundry facilities, and lounge areas. The final items focused on the overall quality of the facility and services provided.

The fourth section focuses on meeting rooms and spaces provided by the Chamberlain Student Center. Statements address adequate meeting spaces, meeting room sizes, and resources such as projectors and white boards that are available. Statements also included the topic of the online reservation procedure, the lounges located in the facility, and the feeling of welcome felt when entering the facility. Section five included seven statements regarding food services at the Chamberlain Student Center. Statements range from food selection during the week and weekends to how clean the food areas are and if the eateries provide a comfortable and welcoming place to dine. The final section deals with student activities. Statements look at programming throughout the building, late night programming initiatives, and the convenience of activity times. Five undergraduate students that work at the Chamberlain Student Center Information Desk at Rowan University were given the survey to test its readability and content related validity, making sure the content and format of the survey was appropriate. Likert-scale

data were found to be internally consistent and reliable with a Chronbach's Alpha statistic of .935.

### **Data Collection**

Upon approval from the Institutional Review Board at Rowan University (Appendix A), the survey was administered to selected undergraduate student leaders from SGA chartered clubs and organizations and patrons of the Student Center that were conveniently selected from the Marketplace Cafeteria, Profs Place, club/organization meetings, and Student University Programmers Movie Nights. A paper and pencil survey was distributed to SGA club/organization presidents and vice presidents via SGA mailboxes, senate representatives at a bi-weekly SGA senate meeting, and patrons of the student center as they utilized the student center facilities. A total of 500 undergraduate students at Rowan University were asked to complete the survey, with 260 students responding.

A statement of informed consent was provided with the survey instrument. It was assumed that consent was granted by the subject upon completion of the survey. Results from participants that were under the age of 18 were excluded from the study. As they were returned, surveys were placed in a folder and sealed until all survey instruments were gathered.

### **Data Analysis**

The information collected in the first section of the survey, including gender, grade level, age, living arrangement, and number of hours spent in the student center, are the independent variables for the study. The dependent variables included subjects' attitudes towards the services provided, customer service, food service, meeting rooms



and spaces, and student activities. Using Predictive Analytic Software (PASW) computer software, data were analyzed using descriptive statistics. Descriptive statistics including frequency, percentages, means, and standard deviation were calculated to determine the demographics of subjects and their responses to statements from the six sections of the survey. These statistics were used to understand student responses for the different features of the Chamberlain Student Center. Lastly, correlations (Pearson product moment calculations) were used to examine the data in respect to the research questions and whether there were any statistical relationships between certain demographics and responses to the survey statements.

## **Chapter IV**

### **Findings**

#### **Profile of the Sample**

The subjects for this study were selected undergraduate student leaders from SGA chartered clubs and organizations and patrons of the Chamberlain Student Center at Rowan University. The study focused on members of these clubs/organizations that held a leadership position or were senate representatives and students that utilized the common areas of the Student Center. Of the 500 surveys distributed, 260 were returned, yielding a return rate of 52%.

All subjects were undergraduate students during the spring 2012 academic semester and patrons of the Chamberlain Student Center. Demographic data were collected from the subjects including sex, grade level, enrollment status, racial/ethnic background, the subject's reason for choosing Rowan University, living arrangements, college of major, preferred time of class, preferred type of class, and the number of hours a week spent in the Student Center.

Table 4.1 contains the demographic data of subjects in which all subjects answered the questions. The majority of subjects were female (56.2%) and freshman (30.8%). Over 95% of subjects were full time students (98.5%) and close to three-quarters of the subjects identified as White (74.6%) with the smallest percentage identifying as Native American Indian/Native Alaskan (0.4%). The two following statements indicated that students chose Rowan University for its quality of academic

program (40.4%) and preferred their classes to take place in the afternoon (44.2%). The final demographic question asked subjects how many hours a week they spent in the Chamberlain Student Center. A majority of the subjects (21.9%) responded they spend an average of two-to-four hours per week in the Chamberlain Student Center with the smallest percentage (9.6%) stating they spend between eight-to-ten hours a week in the building.

Table 4.1

*Sample Demographics (N=260)*

Value	(N=260) <i>f</i>	%
Sex		
Male	114	43.8
Female	146	56.2
Grade Level		
Freshman	80	30.8
Sophomore	58	22.3
Junior	59	22.7
Senior	63	24.2
Enrollment Status		
Full Time	256	98.5
Part Time	4	1.5
Racial/Ethnic Group		
White	194	74.6
Black/African American	31	11.9
Asian/Pacific Islander	5	1.9
Native American Indian/Native Alaskan	1	.4
Other	18	6.9
Multiple Responses	11	4.2

Table 4.1 (continued)

Value	(N=260) <i>f</i>	%
Reason for Choosing Rowan		
Quality of Academic Programs	105	40.4
Scholarship	18	6.9
Athletics	7	2.7
Surrounding Area	19	7.3
Other	65	25
Multiple Response	46	17.1
Preferred Time of Class		
Morning	93	35.8
Afternoon	115	44.2
Evening	8	3.1
Multiple Responses	44	16.9
Hours a Week Spent in the Student Center		
0-2	40	15.4
2-4	57	21.9
4-6	55	21.2
6-8	36	13.8
8-10	25	9.6
10 or more	47	18.1

Table 4.2 presents demographic data in which all subjects did not respond to the questions they were asked. A majority of the respondents stated that they were 19 (23.2%) or 21 (23.6%) years old, with the smallest percentage (14.3%) stating they were 22 years old or older. Also majority of the subjects resided on campus (82.6%), were members of the College of Liberal Arts and Sciences (35.5%), and preferred small-group (42.5%) classes in comparison to independent study (0.4%) classes.

Table 4.2

<i>Sample Demographics</i>		
Value	Frequency	%
Age ( <i>n</i> =259)		
18 or under	52	20.1
19	60	23.2
20	49	18.9
21	61	23.6
22 or older	37	14.3
Living Arrangements ( <i>n</i> =259)		
On-Campus	214	82.6
Off-Campus in Town	23	8.9
Off-Campus Out of Town	22	8.5
College of Major ( <i>n</i> =259)		
Education	40	15.4
Business	25	9.7
Communication	33	12.7
Engineering	32	12.4
Liberal Arts & Sciences	92	35.5
Fine & Performing Arts	20	7.7
Multiple Responses	17	6.6
Preferred Type of Class ( <i>n</i> =259)		
Traditional Lecture	79	30.5
Small-Group	110	42.5
Independent Study	1	.4
Laboratory	12	4.6
No Preference	23	8.9
Multiple Responses	34	13.1

### **Analysis of the Data**

Research Question 1: How satisfied are selected students with the customer service provided by the Chamberlain Student Center?

Subjects were asked to rate their satisfaction of customer service provided by the various entities located in the Chamberlain Student Center. The first set of statements dealt with customer service in regards to the building which is provided by student staff

members and customer service at the common and food areas in the facility. Table 4.3 shows the associated statements in the survey dealing with customer service and the frequency of responses by the students.

Table 4.3

*Student Satisfaction of Customer Service in the Chamberlain Student Center*

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The Chamberlain Student Center Information Desk provides information needed for the campus. <i>n</i> =255, <i>M</i> =4.26, <i>SD</i> =.746	106	41.6	116	45.5	28	11.0	4	1.6	1	0.4
I feel comfortable approaching a student staff member of the Chamberlain Student Center with any questions I have. <i>n</i> =257, <i>M</i> =4.14, <i>SD</i> =.906	104	40.5	101	39.3	39	15.2	9	3.5	4	1.6
Signage in the Chamberlain Student Center is clear and understandable. <i>n</i> =256, <i>M</i> =4.01, <i>SD</i> =.826	76	29.7	116	45.3	56	21.9	6	2.3	2	0.8
I feel the students working at the Chamberlain Student Center are trained to handle almost any question asked. <i>n</i> =258, <i>M</i> =3.97, <i>SD</i> =.834	73	28.3	114	44.2	61	23.6	9	3.5	2	0.4

Table 4.3 (continued)

	Strongly Agree		Agree		Neutral		Strongly Disagree		Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The student staff in the Chamberlain Student Center shows a genuine interest in answering my questions. <i>n</i> =254, <i>M</i> =3.94, <i>SD</i> =.900	80	31.5	92	36.2	69	27.2	12	4.7	1	0.4
The Information Desk, Profs Place, and the Game Room provide quality customer service. <i>n</i> =257, <i>M</i> =3.91, <i>SD</i> =.902	69	26.8	118	45.9	53	20.6	13	5.1	4	1.6
Questions about the Chamberlain Student Center were answered in a timely fashion. <i>n</i> =254, <i>M</i> =3.78, <i>SD</i> =.830	55	21.7	94	37.0	101	39.8	1	0.4	3	1.2
The customer service in the food areas of the Chamberlain Student Center meets my expectations <i>n</i> =259, <i>M</i> =3.51, <i>SD</i> =1.108	44	17.0	106	40.9	67	25.9	22	8.5	20	7.7

All statements regarding customer service in the Chamberlain Student Center received positive responses, with more than 50% respondents stating that they strongly agreed or agreed with each statement. The statement, "The customer service in the food areas of the Chamberlain Student Center meets my expectations," received the lowest

positive response with 57.9% of the subjects either strongly agreeing or agreeing with the statement. In addition, 25.9% indicated neutral and 16.2% disagreed with the statement.

The statement, "The Chamberlain Student Center provides information needed for the campus," received the greatest positive response with 87.1% of the respondents either agreeing or strongly agreeing with the statement. Additionally, 11% responded neutral and 2% disagreed or strongly disagreed with the statement. The statement that received the second highest positive response was "I feel comfortable approaching a student staff member of the Chamberlain Student Center with any questions I have," in which 79.8% agreed or strongly agreed, 15.2% remained neutral, and 5.1% disagreed or strongly disagreed.

In two additional statements dealing with customer service provided by student staff, more than two-thirds of the participants agreed with each statement. The statement "I feel the students working at the Chamberlain Student Center are trained to handle almost any question asked," received 72.5% responses that strongly agreed or agreed with the statement, 23.6% responded neutral, and 3.9% disagreed or strongly disagreed. Another statement, "The student staff in the Chamberlain Student Center shows a genuine interest in answering my questions," the percentage of those who either agreed or strongly agreed was 67.7%, while 5.1% disagreed with the statement, and 27.2% remained neutral.

With the statement, "The Information Desk, Profs Place, and the Game Room provide quality customer service," nearly three-fourths of the subjects (72.7%) agreed or strongly agreed with the statement, while only 6.7% disagreed or strongly disagreed. A total of 20.6% were neutral with the statement. In the statement dealing with questions



being answered in a timely fashion, more than one-half of the participants agreed or strongly agreed with the statement (58.7%) with 1.6% disagreeing or strongly disagreeing, and 39.8% remaining neutral.

In the final statement, "Signage in the Chamberlain Student Center is clear and understandable," three-fourths of the subjects (75%) were in agreement with the statement. A total of 3.1% disagreed or strongly disagreed with the statement, and 21.9% remained neutral.

Research Question 2: How satisfied are selected students with the food services provided by Sodexo Dining Services located in the Chamberlain Student Center?

Subjects were presented with eight statements dealing with student satisfaction of the food services provided by Sodexo Dining Services at the Chamberlain Student Center. Questions dealt with the food selection provided during the weekdays and on the weekends and menu options in the three main eating venues. Table 4.4 shows the statements as well as the frequency of responses for each.

Table 4.4

<i>Student Satisfaction of Food Service in the Chamberlain Student Center</i>											
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
The eateries provide a comfortable and welcoming place to dine. <i>n</i> =258, <i>M</i> =3.41, <i>SD</i> =1.067	30	11.6	112	43.4	60	26.7	28	10.9	19	7.4	
The eateries are clean and sanitary. <i>n</i> =258, <i>M</i> =3.22, <i>SD</i> =1.082	28	10.9	82	31.8	88	34.1	40	15.5	20	7.8	

Table 4.4 (continued)

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The Chamberlain Student Center provides enough facilities to accommodate all students who wish to eat. <i>n</i> =258, <i>M</i> =3.20, <i>SD</i> =1.195	36	14.0	80	31.0	67	26.0	49	19.0	26	10.1
The food selection in the Chamberlain Student Center meets my expectations on weekdays. <i>n</i> =258, <i>M</i> =3.07, <i>SD</i> =1.119	19	7.4	83	32.2	82	31.8	44	17.1	30	11.6
The overall food quality is “on-par” with other college dining facilities. <i>n</i> =255, <i>M</i> =2.94, <i>SD</i> =1.177	23	9.0	63	24.7	82	32.2	59	19.6	37	14.5
The menus in Profs Place and the Food Court meet my expectations. <i>n</i> =258, <i>M</i> =2.90, <i>SD</i> =1.159	18	7.0	71	27.5	72	27.9	61	23.6	36	14.0
The menu in the Marketplace Cafeteria changes and varies enough to meet my expectations. <i>n</i> =256, <i>M</i> =2.77, <i>SD</i> =1.178	17	6.6	60	23.4	68	26.6	68	26.6	43	16.8

Table 4.4 (continued)

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The food selection in the Chamberlain Student Center meets my expectations on the weekend. <i>n</i> =257, <i>M</i> =2.36, <i>SD</i> =1.161	14	5.4	27	10.5	71	27.6	71	27.6	74	28.8

Statements regarding the food service in the Chamberlain Student Center received more negative responses than positive responses. The statement, “The food selection in the Chamberlain Student Center meets my expectations on the weekend” received the most negative responses with 56.4% stating they disagreed or strongly disagreed with the statement. A total of 27.6% remained neutral and 15.9% of respondents stated they agreed or strongly agreed. The statement questioning the food selection in the Chamberlain Student Center meeting expectations on the weekdays had 39.6% of subjects responding they agree or strongly agreed. Additionally, 28.7% disagreed with the statement and 31.8% remained neutral.

Two statements concerning menu selection from the eating venues both received more negative feedback than positive. The statement, “The menu in the Marketplace Cafeteria changes and varies enough to meet my expectations” had 43.4% of respondents stating they disagreed or strongly disagreed with the statement, 26.6% remaining neutral, and 30% agreeing. Additionally, when responding to the statement “The menus in Profs Place and the Food Court meet my expectations” 37.6% of subjects disagreed or strongly disagreed. A total of 34.5% of subjects agreed with the statement and 27.9% remained neutral.

Another statement, “The eateries are clean and sanitary” had 42.7% agreeing or strongly disagreeing with the statement. A total of 23.3% disagreed with the statement and 34.1% responded as neutral. The statement questioning whether the overall food quality is “on-par” with other colleges and dining facilities received a negative response with 34.1% disagreeing or strongly disagreeing, 32.3% remaining neutral, and 33.7% agreeing with the statement.

The final statements concerned the eating facilities in the Chamberlain Student Center. The statement, “The eateries provide a comfortable and welcoming place to dine” received the highest positive response with 55% of subjects agreeing or strongly disagreeing with the statement. Additionally, 26.7% remained neutral and 18.3% disagreed with the statement. Finally, when answering the statement, “The Chamberlain Student Center provides enough facilities to accommodate all students who wish to eat,” close to half of the subjects (45%) agreed or strongly agreed, while 29.1% disagreed, and 26% remained neutral.

Research Question 3: How satisfied are selected students with meeting rooms and spaces provided in the Chamberlain Student Center?

Subjects were presented with eight statements regarding meeting space and student space within the Chamberlain Student Center. The statements pertained to the availability of meeting spaces and resources provided by the Chamberlain Student Center as well as the level of comfort provided by the facility. Table 4.5 shows the statements as well as the frequency of response for each.

The first statement, "The Chamberlain Student Center has adequate space for student groups to meet" had nearly two-thirds (69.7%) of subjects respond that they

either agreed or strongly agreed with the statement. In contrast, 8.9% responded that they agreed and 21.4% responded neutral.

Table 4.5

*Student Satisfaction of Meeting Rooms/Space in the Chamberlain Student Center*

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Students feel welcome and comfortable when entering a space dedicated for student use in the Chamberlain Student Center. <i>n</i> =254, <i>M</i> =4.02, <i>SD</i> =.862	78	30.7	117	46.1	47	18.5	9	3.5	3	1.2
The meeting rooms located in the Chamberlain Student Center are of adequate size to hold successful meetings. <i>n</i> =253, <i>M</i> =4.0, <i>SD</i> =.845	80	31.6	102	40.3	63	24.9	7	2.8	1	0.4
The Chamberlain Student Center has adequate space for student groups to meet. <i>n</i> =257, <i>M</i> =3.87, <i>SD</i> =.994	75	29.2	104	40.5	55	21.4	16	6.2	7	2.7
In addition to meeting rooms, there is adequate space for students to relax in the Chamberlain Student Center. <i>n</i> =253, <i>M</i> =3.85, <i>SD</i> =.949	64	25.3	115	45.5	49	19.4	21	8.3	4	1.6

Table 4.5 (continued)

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The lounge areas (Profs Place, Food Court) provide continuous activities for students. <i>n</i> =257, <i>M</i> =3.77, <i>SD</i> =.908	56	21.8	111	43.2	69	26.8	18	7.0	3	1.2
Support materials (projectors, white boards, ect.) are available and accessible in the Chamberlain Student Center. <i>n</i> =253, <i>M</i> =3.72, <i>SD</i> =.876	54	21.3	88	34.8	98	38.7	11	4.3	2	0.8
The reservation process for obtaining a meeting room in the Chamberlain Student Center is easy to navigate and complete. <i>n</i> =251, <i>M</i> =3.40, <i>SD</i> =.912	29	11.6	78	31.1	117	46.6	18	7.2	9	3.6
The online reservation process (25Live) for obtaining a meeting room in the Chamberlain Student Center is easy to find on the internet. <i>n</i> =251, <i>M</i> =3.29, <i>SD</i> =1.008	32	12.7	65	25.9	113	45.0	27	10.8	14	5.6

The next two statements focused on meeting room size and the support materials available in the Chamberlain Student Center. The first statement, "The meeting rooms

located in the Chamberlain Student Center are of adequate size to hold successful meetings" 71.9% agreed or strongly agreed while 3.2% disagreed and 24.9% remained neutral. The second statement, "Support materials (projectors, white boards, ect.) are available and accessible in the Chamberlain Student Center" again over one half of respondents (56.1%) agreeing or strongly agreeing with the statement. Another 38.7% chose to remain neutral and 5.1% disagreed with the statement.

The following two statements dealt with the reservation process for scheduling a room in the Chamberlain Student Center. The first statement, "The online reservation process (25Live) for obtaining a meeting room in the Chamberlain Student Center is easy to find on the internet" received more neutral (45%) responses than positive (38.9%) with 16.4% disagreeing or strongly disagreeing. The second of the two statements, "The reservation process for obtaining a meeting room in the Chamberlain Student Center is easy to navigate and complete" 42.7% agreed or strongly agreed. Additionally, 10.8% disagreed and 46.6 chose neutral.

The final three statements focused on space available in the Chamberlain Student Center, with all statements receiving positive responses. The first statement dealt with adequate space for students to relax in the Chamberlain Student Center. Nearly three-fourths (70.8%) responded they agreed or strongly agreed with the statement. In total only 9.9% responded they disagreed with the statement and 19.4% remained neutral. Another statement, "The lounge areas (Profs Place, Food Court) provide continuous activities for students" received close to two-thirds (65%) positive responses, with 8.2% disagreeing, and 26.8% responding neutral. The final statement, "Students feel welcome and comfortable when entering a space dedicated for student use in the Chamberlain

Student Center" had more than three-fourth (76.8%) of subjects responding agreed or strongly agreed, 4.7% disagreed and 18.5% remaining neutral.

Research Question 4: How satisfied are selected students with opportunities for student involvement provided by Student Activities taking place in the Chamberlain Student Center?

Subjects were asked to rate their satisfaction with student activities that are sponsored by departments located in the Student Center and the Chamberlain Student Center itself. Table 4.6 shows the frequency data that were collected from the responses of the participants.

Table 4.6

*Student Satisfaction of Student Activities in the Chamberlain Student Center*

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
The Chamberlain Student Center space is used adequately for student events (ex. Rowan After Hours, SUP Movie Nights, ect.). <i>n</i> =259, <i>M</i> =4.07, <i>SD</i> =.832	85	31.8	119	45.9	45	17.4	8	3.1	2	0.8
Student activities take place at times convenient for many students to attend. <i>n</i> =258, <i>M</i> =3.97, <i>SD</i> =.872	52	20.2	120	46.5	68	26.4	15	5.8	3	1.2



Table 4.6 (continued)

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
There is a wide variety of activities for students to participate in at the Chamberlain Student Center. <i>n</i> =258, <i>M</i> =3.95, <i>SD</i> =.807	65	25.2	124	48.1	61	23.6	6	2.3	2	0.8
Activity programmers are knowledgeable of upcoming activities offered by the center. <i>n</i> =256, <i>M</i> =3.93, <i>SD</i> =.804	64	25.0	119	46.5	65	25.4	7	2.7	1	0.4
I feel that most activities that take place in the Chamberlain Student Center have a positive impact on campus and student morale. <i>n</i> =256, <i>M</i> =3.89, <i>SD</i> =.918	65	25.4	122	47.7	51	19.9	12	4.7	6	2.3
Student activities are promoted and displayed adequately for students to know what is going on. <i>n</i> =257, <i>M</i> =3.79, <i>SD</i> =.907	56	21.8	115	44.7	66	25.7	16	6.2	4	1.6
I feel that student activities located in the Chamberlain Student Center promotes a community "feel" when they take place. <i>n</i> =259, <i>M</i> =3.69, <i>SD</i> =.929	48	18.5	114	44.0	73	28.2	18	6.9	6	2.3

Table 4.6 (continued)

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Activity programmers use input and suggestions from other students when planning events. <i>n</i> =256, <i>M</i> =3.64, <i>SD</i> =.837	41	16.0	99	38.7	103	40.2	10	3.9	3	1.2
I am aware of the activity budget of the Chamberlain Student Center. <i>N</i> =260, <i>M</i> =2.80, <i>SD</i> =1.391	37	14.2	53	20.4	58	22.3	46	17.7	66	25.4

The first statement dealt with the promotion of student activities so that students know what is going on. To this statement, 66.5% agreed or strongly agreed while 7.8% disagreed and 25.7% remained neutral. Additionally, the statement, "There is a wide variety of activities for students to participate in at the Chamberlain Student Center" also received a positive response with 73.3% responding that they agreed or strongly agreed. A total of 3.1% disagreed or strongly disagreed and 23.6% chose neutral.

The third statement, "Student activities take place at times convenient for many students to attend" had two-thirds (66.7%) of subjects responding that they agreed or strongly agreed, while 7% disagreed or strongly disagreed and 23.6% remained neutral. Another statement, "Activity programmers are knowledgeable of upcoming activities offered by the center" also received positive responses with 71.5% agreeing or strongly disagreeing, 25.4% remaining neutral, and 3.1% disagreeing or strongly disagreeing.

Receiving the lowest positive response, the statement, "Activity programmers use input and suggestions from other students when planning events" received 54.7% of responses stating they agreed or strongly agreed. Additionally, 40.2% chose neutral, and 5.1% disagreed. Over three-fourths (77.7%) of subjects responded that they strongly agreed or agreed to the statement, "The Chamberlain Student Center space is used adequately for student events (ex. Rowan After Hours, SUP Movie Nights, ect)." In total, 3.9% disagreed and 17.4% chose to remain neutral.

The next statement dealt with the awareness of the activity budget of the Chamberlain Student Center. Subjects stated that only 34.6% agreed or disagreed with the statement, presenting the only negative response to statements regarding student activities. Additionally, 43.1% disagreed or strongly agreed, while 22.3% responded neutral.

The final two statements focused on how students felt the activities provided affected the campus. In the first of the two statements, "I feel that student activities located in the Chamberlain Student Center promotes a community "feel" when they take place" had 62.5% of subjects responding that they agreed or strongly agreed, 28.2% remained neutral, and 9.2% disagreed or strongly disagreed. In the second of the two statements, "I feel that most activities that take place in the Chamberlain Student Center have a positive impact on campus and student morale" nearly three-fourths (73.1%) responded that they agreed while 7% disagreed, and 19.9% chose neutral.

Research Question 5: How satisfied are selected students with the services provided by the Chamberlain Student Center?

Subjects were asked to respond to statements dealing with their satisfaction towards the services provided by the Chamberlain Student Center. Table 4.7 presents the statements that were provided by me, showing how subjects responded.

Table 4.7

*Student Satisfaction of the Services Provided in the Chamberlain Student Center*

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I feel confident that the Chamberlain Student Center provides quality services to the Rowan student body. <i>n</i> =257, <i>M</i> =3.81, <i>SD</i> =.901	55	21.4	124	48.2	55	21.4	20	7.8	3	1.2
The Information Desk's hours of operation in the Chamberlain Student Center assist in meeting the needs of students. <i>n</i> =258, <i>M</i> =3.78, <i>SD</i> =.902	58	22.5	107	41.5	71	27.5	21	8.1	1	0.4
Profs Place services (billiards, board game rental) in the Chamberlain Student Center meet the needs of students. <i>n</i> =255, <i>M</i> =3.77, <i>SD</i> =.880	52	20.4	112	43.9	77	30.2	9	3.5	5	2.0
Ticket sales for events and programs are handled without a problem. <i>n</i> =255, <i>M</i> =3.75, <i>SD</i> =1.000	64	25.1	95	37.3	71	27.8	18	7.1	7	2.7

Table 4.7 (continued)

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I currently feel that the Chamberlain Student Center has all facilities needed to assist students <i>n</i> =259, <i>M</i> =3.74, <i>SD</i> =.903	45	17.4	130	50.2	61	23.6	17	6.6	6	2.3
The hours of operation for the Chamberlain Student Center are adequate to meet the needs of students. <i>n</i> =259, <i>M</i> =3.73, <i>SD</i> =1.213	81	31.3	93	35.9	34	13.1	35	13.5	16	6.2
Food Court Game Room services (video game rental, arcade games) in the Chamberlain Student Center meet the needs of students. <i>n</i> =255, <i>M</i> =3.67, <i>SD</i> =.976	67	22.4	86	33.7	92	36.1	12	4.7	8	3.1
The laundry facility in the Chamberlain Student Center meets the needs of students. <i>n</i> =249, <i>M</i> =3.27, <i>SD</i> =.952	28	11.2	58	23.3	129	51.8	21	8.4	12	5.2
Services (ATM, change, mailroom) in the Chamberlain Student Center are available with little or no interruption of service. <i>n</i> =257, <i>M</i> =3.26, <i>SD</i> =1.135	35	13.6	82	31.9	75	28.2	45	17.5	20	7.8

The statement that had the largest negative response dealt with the specific services provided such as the ATM machine and mailroom. One-quarter (25.3%) of subjects stated that they disagreed or strongly disagreed with the statement, "Services (ATM, change, mailroom) in the Chamberlain Student Center are available with little or no interruption of service." Additionally, 45.5% agreed or strongly agreed with the statement and 28.2% chose to remain neutral.

The statement receiving the highest positive response focused on the hours of operation of the Chamberlain Student Center meeting the needs of the students. Of the responses received, 67.2% agreed or strongly agreed, 19.7% disagreed, and 13.1% responded neutral to the statement. Also focusing on hours of operation, the statement, "The Information Desk's hours of operation in the Chamberlain Student Center assist in meeting the needs of students" had 64% agreeing or strongly agreeing. In the same statement, 8.5% disagreed and 27.5% remained neutral.

With the statement, "Ticket sales for events and programs are handled without a problem," 62.4% agreed or strongly agreed with the statement. A total of 9.8% disagreed while 27.8% responded with neutral. The next statement, "The laundry facility in the Chamberlain Student Center meets the needs of students" received the lowest positive responses with 36.5% agreeing or strongly agreeing. Additionally, 51.8% remained neutral and 13.6% disagreed with the statement.

The next set of questions dealt with the services provided in the lounge areas of the Chamberlain Student Center. The first of the two statements, "Profs Place services (billiards, board game rental) in the Chamberlain Student Center meet the needs of student" yielded a total of 64.9% of the subjects who either agreed or strongly agreed

with the statement, while 5.5% disagreed, and 30.2% chose neutral. The second of the two statements was "Food Court Game Room services (video game rental, arcade games) in the Chamberlain Student Center meet the needs of students." A total of 56.1% agreed or strongly agreed, while 36.1% remained neutral, and 7.8% disagreed with the statement.

The final two questions focused on the overall satisfaction participants had regarding the Chamberlain Student Center. In response to the statement, "I currently feel that the Chamberlain Student Center has all the facilities needed to assist students, more than two-thirds (67.6%) of the subjects agreed or disagreed. Additionally, 23.6% of students remained neutral, while 8.9% disagreed with the statement. The final statement, "I feel confident that the Chamberlain Student Center provides quality services to the Rowan student body" also had more than two-thirds (69.6%) of the subjects agreeing or disagree with the statement. A total of 9% disagreed with the statement and 21.4% chose neutral.

Research Question 6: Is there a significant relationship between the demographic variables of the student body and services provided, customer service, food service, meeting rooms and spaces provided, and opportunities for student involvement?

The demographics included in this study include gender, grade level, enrollment status, age, race/ethnicity, reason for choosing Rowan University, living arrangements, college of major, preferred time and type of class, and number of hours a week spent in the Chamberlain Student Center. Table 4.8 corresponds with research question six, presenting a Pearson product moment correlation between selected demographics and

satisfaction with the facility, meeting rooms and spaces, customer service, student activities, food services, and other services provided by the Chamberlain Student Center.

Table 4.8

<i>Selected Demographics and Attitudes Toward the Chamberlain Student Center</i>			
Item	Demographic	<i>r</i> coefficient	<i>p</i> -level
I feel confident that the Chamberlain Student Center provides quality services to the Rowan student body. <i>n</i> =257, <i>M</i> =3.81, <i>SD</i> =.901	Grade Level	-.136**	.030
Student activities are promoted and displayed adequately for students to know what is going on. <i>n</i> =257, <i>M</i> =3.79, <i>SD</i> =.907	Time of class	-.153*	.014
The online reservation process (25Live) for obtaining a meeting room in the Chamberlain Student Center is easy to find on the internet. <i>n</i> =251, <i>M</i> =3.29, <i>SD</i> =1.008	Race/Ethnicity	-.129*	.042

\* Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the .01 level (2-tailed).

There is a weak negative correlation between the item, "I feel confident that the Chamberlain Student Center provides quality services to the Rowan student body" and grade level ( $r = -.136$ ,  $p = .030$ ) at a  $p < .05$  level. There is also a weak negative correlation with preferred time of class and the statement, "Student activities are promoted and displayed adequately for students to know what is going on" ( $r = -.153$ ,  $p = .014$ ) at a  $p < .05$  level. Lastly, the final relationship was also a weak negative correlation dealing with the item, "The online reservation process (25Live) for obtaining a meeting room in the Chamberlain Student Center is easy to find on the internet" ( $r = -.129$ ,  $p = .042$ ) at a  $p < .05$  level.



## **Chapter V**

### **Summary, Discussion, Conclusions, and Recommendations**

#### **Summary of the Study**

This study investigated whether members of the undergraduate student population during the spring 2012 semester at Rowan University were satisfied with the customer service, services provides, meeting rooms and spaces, food service, and student activities located in the Chamberlain Student Center at Rowan University, Glassboro, New Jersey in February, 2012. The study was conducted as a follow up to one other comprehensive student satisfaction survey completed in 2008. The results of that study found that many students were dissatisfied with what the Chamberlain Student Center had to offer, including services provided, student activities, and food services. As the “living room” of the campus and a place for students to socialize and learn outside of the classroom, this study focused on measuring whether the Chamberlain Student Center meets the needs of the student population after implementing the recommendations for practice discussed in the study conducted by Malagieri in 2008.

The subjects in this study were selected undergraduate students enrolled at Rowan University during the spring 2012 semester. These undergraduate students were members of at least one club/organization and/or are patrons of the Chamberlain Student Center. A survey was distributed via SGA club/organization mailboxes located in the SGA Suite of the Chamberlain Student Center, at a bi-weekly SGA senate meeting, and

throughout the building including the Marketplace Cafeteria, Profs Place, club/organization meetings, and Student University Programmers Movie Nights.

Responses from the 42-item Likert-scale survey were collected and analyzed using the Predictive Analytic Software (PASW) computer software. A total of 500 surveys were distributed with 260 completed yielding a return rate of 52%. Data collected were analyzed to address the research questions posed to determine the level of satisfaction of the services provided by the Chamberlain Student Center.

### **Discussion of the Findings**

This study focused on the Chamberlain Student Center and whether it provided satisfactory services for the students. Student centers are the focus of community life and provide students with opportunities to participate in a variety of activities outside of the classroom including, recreational activities, dining services, and leisure spaces (Connection Point, 2010; Ezarik, 2010). They provide students with an opportunity to learn outside of the classroom through social engagement and cultural programming and act as the main recruiting tool, being the main destination point on campus for students (ACUI; Coffey & Wood-Steed, 2001).

Aware of the importance of the building on student life, responses to statements dealing with the overall satisfaction of the Chamberlain Student Center provide building staff and senior administrators with a positive outlook on the services provided. More than two-thirds of the student subjects (67.6%) reported that they are satisfied that the Chamberlain Student Center has all the facilities needed to assist students. More than two-thirds of subjects (69.9%) also reported that they are confident that the Chamberlain

Student Center provided quality services to the Rowan student body. When compared to the Malagieri (2008) study, student satisfaction regarding the facilities of the Chamberlain Student Center improved greatly compared to the 63.9% of respondents that did not agree with the statement from the previous study.

In terms of the customer service provided by the Chamberlain Student Center, responses to all statements received positive feedback. Receiving the highest positive feedback, with 87.1%, was the statement that the Chamberlain Student Center is providing needed information for the campus. As the "hub" of campus, the student center should draw students and visitors attention by symbolizing the school, acting as the center of pride for the campus, and offering students and visitors with the information they need (Evans et al., 2001; Steele, 2001). Additionally, customer service at the three main student run areas in the Chamberlain Student Center, the Information Desk, Profs Place, and the Game Room received nearly three-fourths (72.7%) positive responses. These positive responses send a clear message to the student staff and administration that students and customers are receiving excellent customer service. Furthermore, these findings support Coffey and Wood-Steed's (2001) belief that student centers need to be customer service oriented.

When compared to the findings of Malagieri's (2008) study, it appears that the Chamberlain Student Center has made great strides in improving customer service. His study found that 69.3% of subjects had a negative view on the quality of customer service provided while respondents from the current study had a 72.7% positive response. The administration and staff should be aware that the staff training they provide is creating

positive customer service experiences and is creating an engaging, navigable, and service-oriented facility for those who utilize it (Evans et al., 2001).

Similar to many other student centers, food service is one of the main areas in which attention is focused. The Chamberlain Student Center has recently completed a renovation of its food court style eatery located on the ground floor of the building and completed renovations of its other two eateries over the past 10 years. These new facilities provide a vibrant, active, and comfortable feel, that according to Evans et al. (2001) helps reinforce the social aspect of the community. Respondents agreed (55%) that the eateries provide a comfortable and welcoming place to eat. Additionally, dining areas should provide seating that is greater than what is normally required for that specific area, and subjects agreed (45%) that there are enough facilities to accommodate students that wish to eat (Ostroth, 2001). The new seating choices, lounge areas, and gaming areas appear to be in step with what today's students are looking for in dining facilities and are in opposition to the responses of Malagieri's (2008) study in which 54.2% of students stated that there was not sufficient space for students wishing to dine.

Although students will eat where food is available, survey findings suggest that the food services are falling short in meeting the needs of students at Rowan University. Food selection options during the week and on the weekends both received negative responses from students, with a 56.4% negative response for food selection on the weekend and only a 39.6% positive response for food selection during the week. These findings are important for the administration to recognize because they are in line with responses of Malagieri's (2008) study in which 56.1% of subjects found the variety of

foods offered to be negative. Even though the student center is equipped with three different eating locations, these vendors are not enough to meet the expectations of today's students and support Taft's (2005) idea that one dining service with no outside vendors is insufficient to satisfy students.

Originally created as a place for students to meet and debate, student centers today continue to be the "living room" of campus, providing students with leisure and programming space for clubs and organizations. Student centers create an environment that enhances student learning and exploration while building community through collaboration and participation. With this idea in mind, survey statements were presented that focused on meeting space and rooms provided in the Chamberlain Student Center.

The findings suggest that students are satisfied with the space provided for them. Nearly two-thirds (69.7%) stated that there was adequate space for students to meet and 71.9% agreed that the meeting rooms were of adequate size to hold successful meetings. These meeting places provide areas for individuals and groups to collaborate and reflect (Blackburn & Kearns, 2001). After the renovations of the meeting rooms in 2009, the Chamberlain Student Center is successfully providing a positive ergonomic space for students that are not too small to make people feel uncomfortable but are also not too big so that people feel lost (Martucci, 2010). More importantly, more than three-fourths (76.8%) of subjects stated that they felt welcomed and comfortable when entering a space dedicated for student use in the Chamberlain Student Center. Students and other users should feel comfortable while inside the building and using the facility to help promote student development. Although Malagieri's study found that the facility was not

successfully doing this, the current study has found that the Chamberlain Student Center is providing adequate space for students to relax and take part in activities provided for students.

Along with enhancing student learning through club and organization meetings, student centers offer a home for many of the student activities that take place on campuses. It is the hope of many unions to enrich campus life and build a sense of community by providing a facility for campus events to take place (Ratcliff, 2001). This concept is supported by the findings in this study where 73.3% of respondents stated that there was a wide variety of activities for student participation at the Chamberlain Student Center. Additionally, student centers host a diversified group of events that create a sense of belonging and community among students (ACUI). While only 59% of respondents felt that activities promoted a sense of community in Malagieri's study, the current study found that 62.5% felt a sense of community through the activities provided.

Providing leisure activities for students outside of programming allows students to socialize, making it easier for them to become a member of the community and additionally helps with university retention rates. The Chamberlain Student Center offers a variety of lounge areas and leisure activities throughout the day for students to take part. Both Profs Place and Food Court concepts were built with the intention of providing a relaxing space, so it is important for the administration to know if they are meeting the needs of students. The billiards and game room services provided in Profs Place found that a total of 64.9% were satisfied with these services. Also, the video game rentals and arcade games located in the food court was satisfying the needs of 56.1% of

students, providing the administration with positive evidence that they are offering adequate leisure activities for students.

Due to the fact that student activities and involvement play an integral role in shaping a student's collegiate experience, it is important to also focus on student input in regards to student activities. Slightly more than half (54.7%) of respondents stated that they felt that activity programmers used input and suggestions for students when planning events and two-thirds (66.7%) agreed that activities took place at times that are convenient for students to attend. Although both statements received positive responses, it is important for student activities programmers to consider what other institutions have implemented and be more attentive of the wants and needs of the student body.

Student centers should strive to help students create a connection with the university community whether it is through the programs they attend or the services provided (Coffey & Wood-Steed, 2001). They act as a marketing tool for prospective students and a retention tool for current students so it is important for them to be equipped with the most recent wants and needs of the students (Coffey & Wood-Steed, 2001). Coffey and Wood-Steed (2001) ascertain that student unions need to have convenient hours for students to engage in the activities provided. Responses to the survey indicated that students were highly satisfied (67.2%) with the hours of operation offered by the Chamberlain Student Center. Although the hours of operation have not changed since the Malageiri study was conducted in which 72.6% disagreed with the hours, current students feel that these hours are appropriate and allow them to utilize the student center throughout the week.

As the "living room" of the campus, student centers are one-stop shops for all student needs including auxiliary services such as ATMS, mailrooms, and laundry facilities. The Chamberlain Student Center falls short in this area, with less than half (45.5%) of respondents stating the services such as the ATM, change machines, and mailroom are meeting their needs. Although these services may seem minimal compared to the others services offered such as dining and programming space, the administration should continue to look for ways to improve these services as they may be the sole purpose of a student entering the building for that day. Additionally, only 36.5% of respondents felt that the laundry facilities were meeting their needs. As these facilities are available to all students and the most accessible to the campus community, it would be in the best interest of the administration to also look for ways to improve the laundry room for student use.

As an environment that is student centered, students should feel comfortable approaching workers and asking for assistance. Often, students' and families' perceptions of student unions help sway their college choice decision. Staff in these buildings should therefore be courteous, professional, and student centered (Malagieri, 2008). Since the previous study, the Chamberlain Student Center has made great strides in focusing on the customer service delivered to students and community members. More than three-fourth of respondents (79.8%) felt comfortable approaching a student staff member with questions, whereas the previous study found that 73.9% did not feel comfortable approaching staff (Malagieri, 2008). Also, 67.7% of students felt that the student staff showed a genuine interest in answering questions and 72.5% felt the students were trained to handle any questions asked of them. These data show that the



training measures taken to prepare students for their job and teach them proper customer service is positively influencing the community and satisfying the needs of students.

## **Conclusions**

The focus of this study was to determine the level of student satisfaction towards the Chamberlain Student Center using a 42 item survey instrument. The survey was divided into six sections that focused on the different services provided that plays a role in a student's daily interaction while in the facility. The data indicate that there was an abundant amount of satisfaction in all areas aside from food services, which received the only negative responses.

Customer service is an important concept in any environment where services are provided. The data show that students had positive experiences when recalling their interactions with customer service in the Chamberlain Student Center. Since the previous study was conducted, student staff training has focused on customer service and customer interaction. Student staff members implement the FISH Philosophy of customer service: play, be there, make their day, and choose your attitude. It is clear that staff members are implementing their training into their work experience and are providing quality customer service for all who enter the building. This customer service will help positively market the Rowan University community to students and visitors alike.

On a daily basis, the Chamberlain Student Center sees hundreds of students walk through its doors for the sole purpose of using one of the dining facilities. Holding the main eateries on campus, the Chamberlain Student Center is an important facility for those students living in on-campus residence halls. Unfortunately, the data show an

overwhelmingly negative response when students were asked about their experiences with food services. The professional staff of the Chamberlain Student Center and administrators of Sodexo dining services need to focus on what today's students are looking for, not simply choosing what they believe is best for students. It is important that the administrative staff of the Chamberlain Student Center addresses the unsatisfactory concerns with dining services so that solutions to the problems can be created. If the student center is to be the only place offering meals throughout the week and on the weekend, it is important that these food selections meet the needs of students.

As the central "hub" of campus it is important that students feel welcomed and comfortable in the Chamberlain Student Center. Although there are numerous buildings that allow students to hold club and organization meetings, the student center offers a unique venue in the heart of campus. Data show that students are responding well to the programming space available and the measures needed to be taken in order to reserve this space. The student center administration should continue their current practices in regards to meeting space and room reservation, allowing any club/organization affiliated with the university an opportunity to program in the facility.

The area of student activities and programs were also rated positively. Survey results state that the student activities being planned are meeting the expectations of the study body. However, programmers can do more to advertise for these events. It would be beneficial for the different programming organizations to research best practices being used by universities in the surrounding areas to help promote events. Additionally, programmers should work with students individually or in focus groups to gain a better

understanding of the types of programs students are looking for from their college campus.

Finally, in regards to other services provided, the Chamberlain Student Center can do more to help create services to meet the needs of students. Although responses were not negative, the positive responses were low when discussing the ATM, change machines, mailroom, and laundry facility. Although the ATM, change machines, and laundry facilities are not run by the student center, it would benefit students if the matter of unsatisfactory services pertaining to these items was discussed with those who operate them so that students are provided with fully functioning equipment. Mailroom supervisors, which is supervised by the Division of Administration and Finance, should be informed of the unsatisfactory report they were given so that can make adjustments to their operating hours and focus on customer service. Although not officially run by the student center, because they are located in the student center it is important that all services are emphasizing customer service so that students do not get a bad feel for the facility in which they are held.

Overall, this study showed that the Chamberlain Student Center has made great strides in improving its facility since the Malagieri study was completed in 2008. Survey data suggest that what the student center is providing is meeting the needs and expectations of students. This survey is also an excellent evaluation for reinforcing that the measures taken to improve the facility are working and should be continued.

## **Recommendations for Practice**

Based upon the findings and conclusions of the researcher, the following suggestions are presented:

1. The Chamberlain Student Center should continue to train and develop its student staff on the basis of customer service, services provided, and knowledge of events taking place throughout the campus.
2. The Chamberlain Student Center administrative staff should work directly with Sodexo Dining Services to create focus groups consisting of current undergraduate students. These focus groups should discuss the current dietary wants and needs of the students, paying special attention to the menu selections available in the eating venues.
3. Professionals and students who are responsible for the main programming initiatives that take place in the Chamberlain Student Center should continue to offer quality programs. However, they should also gather data from students, collecting student input on the variety and types of programming opportunities they would like to see on campus.

## **Recommendations for Further Research**

Based upon the findings and conclusions of the researcher, the following suggestions for further research are presented:

1. Re-evaluation of the Chamberlain Student Center should be completed on an annual basis focusing on customer service, food service, meeting rooms and spaces, student activities and others services provided that are utilized by students.
2. A study should be conducted; focusing on what students believe is the most important aspect of the Chamberlain Student Center and what other services they would like to see offered.
3. A study of area institutions and their student unions should be conducted to evaluate how their offerings, design, and satisfaction evaluation methods differ from those of the Chamberlain Student Center.
4. A follow up study should be completed every year to determine whether changes have been made and whether the student body is satisfied or unsatisfied with the Chamberlain Student Center.

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## **APPENDIX A**

### **Institutional Review Board Approval Letter**



December 14, 2011

Kaitlyn M. Howarth  
5 Kearney Drive  
Milltown, NJ 08850

Dear Kaitlyn M. Howarth:

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 exempted your project:

IRB application number: 2012-130

Project Title: A Student Satisfaction Study of the Chamberlain Student Center

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.

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](mailto:hartman@rowan.edu) or call 856-256-4500, ext. 3787) or contact Dr. Shreekanth Mandayam, Associate Provost for Research ([shreek@rowan.edu](mailto:shreek@rowan.edu) or call 856-256-5150).

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

Sincerely,

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

c: Burton Sisco, Educational Services, Administration and Higher Education, Education Hall

Office of Research  
Bole Hall  
201 Mullica Hill Road  
Glassboro, NJ 08028-1701

856-256-5150  
856-256-4425 fax

## **APPENDIX B**

### Student Survey Instrument

**ROWAN UNIVERSITY UNDERGRADUATE STUDENT SURVEY**  
**BACKGROUND INFORMATION**

*While your participation in this survey 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 anonymous and no personally identifiable information is being requested. Your completion of this survey constitutes informed consent and your willingness to participate. If you are younger than 18 years of age, please disregard this survey. Any questions please contact Kaitlyn Howarth at 856-256-4605 or howarthk@rowan.edu or my advisor, Dr. Burton Sisco at 856-256-3717 or sisco@rowan.edu.*

- |  |  |
|--|--|
| 1. SEX<br><input type="checkbox"/> Male <input type="checkbox"/> Female  | 7. LIVING ARRANGEMENTS<br><input type="checkbox"/> On-Campus<br><input type="checkbox"/> Off-Campus in Town<br><input type="checkbox"/> Off Campus Out of Town   |
| 2. GRADE LEVEL<br><input type="checkbox"/> Freshman<br><input type="checkbox"/> Sophomore<br><input type="checkbox"/> Junior<br><input type="checkbox"/> Senior  | 8. COLLEGE OF MAJOR<br><input type="checkbox"/> Education<br><input type="checkbox"/> Business<br><input type="checkbox"/> Communications<br><input type="checkbox"/> Engineering<br><input type="checkbox"/> Liberal Arts & Sciences<br><input type="checkbox"/> Fine & Performing Arts |
| 3. ENROLLMENT STATUS<br><input type="checkbox"/> Full Time <input type="checkbox"/> Part Time  | 9. PREFERRED TIME OF CLASS<br><input type="checkbox"/> Morning<br><input type="checkbox"/> Afternoon<br><input type="checkbox"/> Evening<br><input type="checkbox"/> Weekend   |
| 4. AGE<br><input type="checkbox"/> 18 or Under<br><input type="checkbox"/> 19<br><input type="checkbox"/> 20<br><input type="checkbox"/> 21<br><input type="checkbox"/> 22 or Older  | 10. PREFERRED TYPE OF CLASS<br><input type="checkbox"/> Traditional Lecture<br><input type="checkbox"/> Small-Group<br><input type="checkbox"/> Independent Study<br><input type="checkbox"/> Laboratory<br><input type="checkbox"/> Online<br><input type="checkbox"/> No Preference    |
| 5. RACIAL/ETHNIC GROUP<br><input type="checkbox"/> White<br><input type="checkbox"/> Black/African American<br><input type="checkbox"/> Asian/Pacific Islander<br><input type="checkbox"/> Native American Indian/Native Alaskan<br><input type="checkbox"/> Other | 11. NUMBER OF HOURS A WEEK SPENT IN THE STUDENT CENTER<br><input type="checkbox"/> 0-2<br><input type="checkbox"/> 2-4<br><input type="checkbox"/> 4-6<br><input type="checkbox"/> 6-8<br><input type="checkbox"/> 8-10<br><input type="checkbox"/> 10 or more                           |
| 6. REASON FOR CHOOSING ROWAN<br><input type="checkbox"/> Quality of Academic Program<br><input type="checkbox"/> Scholarship<br><input type="checkbox"/> Athletics<br><input type="checkbox"/> Surrounding Area<br><input type="checkbox"/> Other                  |  |



**ROWAN UNIVERSITY UNDERGRADUATE STUDENT SURVEY**

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

Description/Identification of Survey Item	Strongly Agree	Agree	Neutral	Disagree	Disagree Strongly
<b>Customer Service</b>					
1. Questions about the Chamberlain Student Center were answered in a timely fashion.	5	4	3	2	1
2. I feel the students working at the Chamberlain Student Center are trained to handle almost any question asked.	5	4	3	2	1
3. Signage in the Chamberlain Student Center is clear and understandable.	5	4	3	2	1
4. The Chamberlain Student Center Information Desk provides information needed for the campus.	5	4	3	2	1
5. The student staff in the Chamberlain Student Center shows a genuine interest in answering my questions.	5	4	3	2	1
6. I feel comfortable approaching a student staff member of the Chamberlain Student Center with any questions I have.	5	4	3	2	1
7. The Information Desk, Profs Place, and the Game Room provide quality customer service.	5	4	3	2	1
8. The customer service in the food areas of the Chamberlain Student Center meets my expectations	5	4	3	2	1
<b>Services Provided</b>					
9. The hours of operation for the Chamberlain Student Center are adequate to meet the needs of students.	5	4	3	2	1
10. The Information Desk's hours of operation in the Chamberlain Student Center assist in meeting the needs of students.	5	4	3	2	1
11. Ticket sales for events and programs are handled without a problem.	5	4	3	2	1
12. The laundry facility in the Chamberlain Student Center meets the needs of students.	5	4	3	2	1
13. Services (ATM, change, mailroom) in the Chamberlain Student Center are available with little or no interruption of service.	5	4	3	2	1
14. Profs Place services (billiards, board game rental) in the Chamberlain Student Center meet the needs of students.	5	4	3	2	1
15. Food Court Game Room services (video game rental, arcade games) in the Chamberlain Student Center meet the needs of students.	5	4	3	2	1
<b>Meeting Rooms/Space in the Chamberlain Student Center</b>					
16. The Chamberlain Student Center has adequate space for student groups to meet.	5	4	3	2	1



17. The meeting rooms located in the Chamberlain Student Center are of adequate size to hold successful meetings.	5	4	3	2	1
18. Support materials (projectors, white boards, ect.) are available and accessible in the Chamberlain Student Center.	5	4	3	2	1
19. The online reservation process (25Live) for obtaining a meeting room in the Chamberlain Student Center is easy to find on the internet.	5	4	3	2	1
20. The reservation process for obtaining a meeting room in the Chamberlain Student Center is easy to navigate and complete.	5	4	3	2	1
21. In addition to meeting rooms, there is adequate space for students to relax in the Chamberlain Student Center.	5	4	3	2	1
22. The lounge areas (Profs Place, Food Court) provide continuous activities for students.	5	4	3	2	1
23. Students feel welcome and comfortable when entering a space dedicated for student use in the Chamberlain Student Center.	5	4	3	2	1
<b>Food Service</b>					
24. The food selection in the Chamberlain Student Center meets my expectations on weekdays.	5	4	3	2	1
25. The food selection in the Chamberlain Student Center meets my expectations on the weekend.	5	4	3	2	1
26. The Chamberlain Student Center provides enough facilities to accommodate all students who wish to eat.	5	4	3	2	1
27. The menu in the Marketplace Cafeteria changes and varies enough to meet my expectations.	5	4	3	2	1
28. The menus in Profs Place and the Food Court meet my expectations.	5	4	3	2	1
29. The eateries are clean and sanitary.	5	4	3	2	1
30. The overall food quality is "on-par" with other college dining facilities.	5	4	3	2	1
31. The eateries provide a comfortable and welcoming place to dine.	5	4	3	2	1
<b>Student Activities</b>					
32. Student activities are promoted and displayed adequately for students to know what is going on.	5	4	3	2	1
33. There is a wide variety of activities for students to participate in at the Chamberlain Student Center.	5	4	3	2	1
34. Student activities take place at times convenient for many students to attend.	5	4	3	2	1
35. Activity programmers are knowledgeable of upcoming activities offered by the center.	5	4	3	2	1



36. Activity programmers use input and suggestions from other students when planning events.	5	4	3	2	1
37. The Chamberlain Student Center space is used adequately for student events (ex. Rowan After Hours, SUP Movie Nights, ect.).	5	4	3	2	1
38. I am aware of the activity budget of the Chamberlain Student Center.	5	4	3	2	1
39. I feel that student activities located in the Chamberlain Student Center promotes a community "feel" when they take place.	5	4	3	2	1
40. I feel that most activities that take place in the Chamberlain Student Center have a positive impact on campus and student morale.	5	4	3	2	1
<b>Overall Satisfaction</b>					
41. I currently feel that the Chamberlain Student Center has all facilities needed to assist students	5	4	3	2	1
42. I feel confident that the Chamberlain Student Center provides quality services to the Rowan student body.	5	4	3	2	1

Thank you for your participation in this survey. Please return completed surveys to Room 117A in the Chamberlain Student Center or the Student Center Information Desk. Thank you.