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**SATISFACTION AND IMPORTANCE LEVELS OF UNDERGRADUATE
WOMEN AT ROWAN UNIVERSITY**

by
Kristin M. Weinstein

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education
In partial fulfillment of the requirements
For the degree of
Master of Arts in Higher Education
At
Rowan University
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Thesis Chair: Burton R. Sisco, Ed.D.

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Dedication

I would like to dedicate this thesis to my loving, patient fiancé, David.

Acknowledgments

I would like to recognize first, and foremost, my little sister for being my inspiration for going back and completing my thesis. Your determination and drive is what kept me going, when every brick wall presented itself. I'm so blessed to have you in my life.

I would like to thank my parents, who stuck by my side this entire time. Thank you for being nothing but supportive, loving, and motivating when I wanted to give up.

To my fiancé, and soon to be husband, thank you for long hours of help, and endless reassuring throughout this process. I could not have done this without you cheering me on, every step of the way. I love you, and am grateful for you.

Lastly, I would like to thank Dr. Burton Sisco, who gave me the motivation to push through and get this done - even when it seemed impossible.

Abstract

Kristin M. Weinstein
SATISFACTION AND IMPORTANCE LEVELS OF UNDERGRADUATE WOMEN
AT ROWAN UNIVERSITY
2017-2018
Burton R. Sisco, Ed.D.
Master of Arts in Higher Education

The primary purpose of this study was to discover whether undergraduate women at Rowan University were satisfied with their experiences on campus. The areas under investigation were campus environment, student support services, safety, academic and personal goals. Data were collected in the spring semester of 2014, using a survey. A total number of 363 students participated in the survey, and 333 fully completed the survey. The survey was distributed via Qualtrics, a software program provided by Rowan University.

The outcome of the survey determined that the selected undergraduate women at Rowan University were mostly satisfied with the aspects of campus that are important to them, with the highest correlations in gender equity, social justice, and inclusivity. While student satisfaction levels were high in most areas, Student Support Services and Student Safety satisfaction levels were of the lowest numbers. Overall, the study showed that the selected Rowan University undergraduate women are mostly satisfied with the areas of campus that are most important to them.

Recommendations include increasing campus safety during the hours of 12pm-6am to help the community feel more at ease, improving Financial Aid resources, and increasing departments related to gender equity, social justice, and inclusion.

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Chapter I

Introduction

Since the 1980s the number of women receiving bachelor degrees has expanded, considerably outpacing men. Many college campuses have been changing throughout the last 50 years to better accommodate women so they can succeed in higher education. Some institutions, however, are not making a large enough effort to cater to the needs of women students. With the continuously rising number of women students attending higher education institutions, it is important that efforts are made to enhance retention levels and college completion rates.

Statement of the Problem

Since women's institutions began merging with all male institutions to become coeducational institutions, the sole focus on women has taken a toll. Research shows that women have not always felt accepted on college campuses (1984).

Further research has recommended that institutions work harder to implement better communication methods, offer support services on college campuses, and provide employment options for women (1997). In a classic report from the 1980s, Hall and Sandler (1984) observed that even with all of the changes being introduced in higher education towards women, they have not been able to "enjoy equality of educational opportunities on college campuses" (p. 2).

The percentage of undergraduate women students has been steadily increasing as compared to the male population for over 30 years, which shows that outreach to and

focus on undergraduate women students is an important enrollment trend for higher education institutions.

Purpose of the Study

The purpose of this study was to investigate how selected undergraduate women students felt about their experiences at Rowan University. Of particular concern were factors dealing with campus environment, student support services, safety, and academic and personal goals offered at the institution. The study investigated the importance and satisfaction levels of these factors as reported by selected undergraduate women.

Assumptions and Limitations

This study was done assuming that students answered the survey instrument in the most honest and truthful manner. Limitations included sample size, as only a limited number of undergraduate women completed the survey. Other limitations included students focusing on their own particular experience at Rowan and comparing it with friend's and family member's experiences. Lastly, the fact that the survey instrument labeled, in order, the level of importance as "Unimportant, Somewhat Unimportant, Important, Somewhat Important, Extremely Important" could have caused some confusion. "Important" should have been placed after "Somewhat Important" and before "Extremely Important" to show proper measurement. This study may also have some unintentional bias in the findings due to the fact that I am an advocate of promoting better assistance for women on college campuses in general and at Rowan University.

Operational Definitions

1. Campus Climate: How Rowan University is perceived through the eyes of the undergraduate woman students as measured by the undergraduate women student satisfaction survey.
2. Female Students: Refers to any undergraduate female student attending Rowan university during the 2013-2014 academic year.
3. Importance: A measure of how a student determines significance or value as measured by the undergraduate women student satisfaction survey.
4. Satisfaction: A measure of whether a student has received the services and experiences expected as measured by the undergraduate women student satisfaction survey.
5. Support Services: Different services offered to undergraduate students at Rowan University that aid in their success throughout their time at the university.

Research Questions

The following research questions guided the study:

1. What do the selected full-time female undergraduate students report about their levels of satisfaction in the areas of Campus Environment, Student Support Services, Student Safety, Personal Goals and Academics, and Gender Equity and Access?
2. What do the selected full-time female undergraduate students report about their levels of importance in the areas of Campus Environment, Student Support

Services, Student Safety, Personal Goals and Academics, and Gender Equity and Access?

3. Is there a significant relationship between importance levels and satisfaction levels of Campus Environment, Student Support Services, Student Safety, Personal Goals and Academics, and Gender Equity and Access?

Overview of the Study

Chapter II provides a review of the literature in order to conduct the study for this thesis. It contains a history of higher education, the rise of women in higher education, the changes women have gone through in higher education, looks at theories involving satisfaction as well as other research that has been done pertaining to women in higher education.

Chapter III provides a description of how the study was completed. Described is the context of the study, the population and sample size as well as the sample method. Also, it discusses the instrument used to collect data, how it was administered, and how the data were analyzed.

Chapter IV provides the data and results of the survey. Tables are listed to show the results of the data collected, and descriptions of the findings are in narrative form.

Chapter V presents the results from the data, discusses the findings, offers conclusions, and provides recommendations for practice and further research.

Chapter II

Literature Review

History of Higher Education in America

Higher education in America has changed significantly since it was originally brought to America in the 1600s. The foundation, curriculum, and the topics taught were very different in the beginning than they currently are in the 21st century. The idea of the higher education institution was not original to the American people, but in fact started outside of the United States – which at the time was the “New World” (Lucas, 2006).

Harvard College was officially founded in 1636 to prepare young men for the ministry. The origins of higher education in America were founded based on the thoughts that men, and solely men, should be educated and focused on secular education. Most of the rules and regulations were designated by the church and represented religious tradition (Lucas, 2006). The belief, in regards to educating women, was specifically that “they learned all they needed to know from their mothers initially, then from their husbands” (Cohen, 1998, p. 25).

Harvard was also assigned the task of developing men in order to prepare them for “positions of leadership and responsibility in society” (Lucas, 2006, p. 105). Those in power wanted to make sure that the students that were coming from Harvard left a good name for themselves, the school, and the people that were teaching them (Lucas, 2006).

Despite enrollment numbers being low, it did not take long for other institutions to begin to form and grow. Eight other colleges were founded prior to the start of the American Revolution in 1776.

The College of William and Mary was founded in 1693, the collegiate School at New Haven (now Yale) was chartered in 1701, The College of Philadelphia (now the University of Pennsylvania) was founded in 1740, the College of New Jersey (now Princeton University) was founded in 1746, King's College (now Columbia) was founded in 1754, the College of Rhode Island (now Brown) was founded in 1764, Queen's College (now Rutgers University) was founded in 1766 and Dartmouth College was founded in 1769. (Lucas, 2006, p. 105)

The men who attended these colleges typically ended up being the most well-known leaders in both the religious and political arenas, which was the original aim.

According to Cohen (1998), enrollment numbers at each of the colleges remained low for quite some time. "By the end of the Colonial Era scarcely one in one thousand colonists had been to college" (p. 22). It was over 100 years after Harvard was founded before any of the aforementioned schools graduated over 100 men in one year (Cohen, 1998).

Each of the early universities had extremely strict admission requirements. Some had age requirements, some had language requirements, and others mandated that the students in attendance must be fluent in both Latin and Greek. Later on, arithmetic and areas of science became requirements as well. Students were not required to take tests in order to get into the schools, as they are today, instead they were scrutinized by college officials who determined whether they were good enough to be admitted to the specific institution (Cohen, 1998).

Curriculum in Early Higher Education

In 1850, Frances Wyland, President of Brown University, established an elective curriculum, which increased enrollment at the institution. This was a new concept that other universities were avoiding, which made it a very popular concept for those attending Brown. The establishment of an elective curriculum meant that the students could focus on the areas of study that they were interested in as opposed to what the school mandated (Altbach, 2005).

Despite the fact that Frances Wyland was the first to introduce an elective curriculum, Harvard president, Charles Eliot, is given credit for the formulation and implementation of the elective curriculum. In 1879, Harvard University specified that the only curriculum to be set for students was their freshman year. Beyond the freshman year, students at Harvard were able to choose their courses. Despite the initiatives and success in the increase in enrollment at both Brown and Harvard, other prestigious universities had a tough time deciding whether courses should be mandated for students, or if there should be the option to choose their courses (Altbach, 2005).

As time went on and the elective option was available, there was a realization that students were taking more entry-level courses and fewer courses that aided in their growth. A sense of decline was noted in the standards of the universities utilizing the elective option and fears that they were only educating a generation of students interested in the arts and philosophy as opposed to history, religion, and mathematics (Altbach, 2005).

In response to vocal criticism from leaders and politicians, changes were made, and “students were forced to choose courses from particular categories, but there was still no common curriculum for all undergraduates” (Altbach, 2005, p. 466). The general population was still unhappy, and demanded more change.

Introduction of General Education

Due to the need for change, Robert M. Hutchins, President of the University of Chicago proposed the idea of general education. Hutchins had high standards and believed that students should have a well-rounded education base. Throughout the early to mid-1900s, the idea of general education became a popular way of bringing the standards of student’s education to a higher level. General education was a combination of elective courses and prescribed courses. Students attending universities across the United States were expected to take certain courses in mathematics, history, religion and languages, but were also able to take some elective courses (Altbach, 2005).

For many years the idea of general education was questioned and resisted. Some critics believed that higher education forced students to learn content they were uninterested in which did not motivate them to think beyond the classroom. Certain concerns were brought to the forefront, such as students were not being educated properly, the topics were being taught poorly, and students could not formulate the difference between fact and opinion. These arguments led to an influx of books being published about the reformation of general education (Altbach, 2005). Many scholars compare the debate of general education in the 1980s and 1990s to the debate of the elective system in the 1880s and 1890s (Altbach, 2005).

General education requirements and the way they are taught, vary from university-to-university and continue to change as the higher education system evolves (Nelson & Alters, 2002). Certain schools require attendees to have a set knowledge base in topics such as math, English, history and certain languages in order to be accepted. Depending on the chosen major of the incoming students, requirements may differ.

Evolution of Gender Equality in Higher Education

As previously mentioned, women were not a part of higher education when it first began (Cohen, 1998). Most colleges and universities were exclusive, which ruled out the ability for women to attend.

It was not until the mid-1800s that the idea of women's colleges came about, and even then they were not as prominent as men's colleges. Many women's colleges were built from female seminaries, which expanded to give women a more in-depth education (NWHM, 2007).

The idea behind building women's colleges came from the need for more school teachers and new employment opportunities, which expanded after the end of the Civil War in the United States. Women needed to advance in their education levels in order to compete for the jobs that were available to them, so schools built programs that presented women with the ability to expand their growth in specific areas such as nursing and school teaching (Harwarth, Maline, & Education, 1997).

The most well-known women's colleges were deemed the "Seven Sisters" colleges, which were all located in the Northeast section of the United States.

The Seven Sisters, were East Coast liberal arts colleges for women, that originally included Mount Holyoke, Vassar, Smith, Wellesley, Bryn Mawr, Barnard, and Radcliffe colleges. The Seven Sisters originated in 1915 and “the name “Seven Sisters” has its origins in Greek mythology. It refers to the Pleiades, the seven daughters of Atlas who, according to one myth, were changed into stars by Zeus. (The Seven Sisters, 2014, p. 1)

There were other women’s colleges available at the time, in the South, but they were much smaller than those of the Northeast and had a religious base. During the 1800s, women’s colleges that were located in the South were limited to white women only, and it was not until after the Civil War that women’s colleges for black women became available (Harwarth et al., 1997).

Soon after the end of the Civil War, due to larger numbers of Catholic families immigrating to America, the need for Catholic women’s colleges grew. Due to the growth in numbers of Catholic families, the need for nuns to educate the Catholic families grew as well. In addition, a need for public universities also began to grow, due to the non-Catholic women who wanted access to higher education (Harwarth et al., 1997).

Post World War II Collegiate Coeducation Changes

After World War II, the number of public higher education institutions rose because of the high demand for men and women desiring further education. Changes were made to both all-male and all-female institutions in order to accommodate the rise in numbers. During the 1960s and 1970s, most male-only institutions opened up their

doors to females and female-only institutions merged with male-only institutions. Some female-only institutions closed due to increased competition. “As a result, the number of women’s colleges shrank from over 200 in 1960 to 83 in 1993” (Harwarth et al., 1997, p. 2).

Serviceman’s Readjustment Act of 1944. The Serviceman’s Readjustment Act of 1944, better known as the G.I. Bill of Rights or Public Law 346, was a federal initiative. “The Bill forever altered both the public and private provision of higher education in the United States after World War II. Under the Bill, federal subsidies enabled war veterans to attend the college of their choice” (Adams, 2000, p. 5).

Despite the passing of the G.I. Bill and the shrinking number of women’s colleges, the number of women attending college continued to grow. “Women, who composed 30 percent of the student population in 1949-1950, were the majority by 1979-1980 and rose to 54 percent in 1989-1990” (Lazerson, 1998, p. 66).

The Feminist Wave

In the 1960s, women began to express their opinions and concerns more openly. They spoke about their abilities and the way they believed they should be treated in educational and professional situations. Many activist women spoke about not wanting to be treated differently than men in most situations. The feminist movement of the 1960s and 1970s started to show that women had a voice and wanted to make it heard (Timeline OSU, 2014).

Books and articles were published on the topic of women’s rights and feminism and the public began to listen. The well-known book, by Betty Friedan, *The Feminine*

Mystique was published in 1963 and encouraged women to leave their homes and seek work (Friedan, 1963). Many women questioned whether being a stay at-home mom and wife were the only options available. More published works followed as did more options seemingly became available to women (Timeline OSU, 2014).

The 1960s and 1970s were a time of many organized protests and published works by women. Professional women spoke up about their right for higher education, equal pay, and employment opportunities. Younger women became a part of the women's liberation movement, which preached about equality and focusing less on paternalism. The National Organization for Women (NOW) was organized in 1966, which helped establish the *Equal Employment Opportunity Act* (Timeline OSU, 2014). The 1960s, specifically the 1969-1970 academic year, brought about the first ever women's studies areas of focus. Major federal legislation called Title IX was passed in 1972. This movement requires, "gender equity for boys and girls in every educational program that receives federal funding" (Title IX, 2014, p. 1).

The Rise in Numbers

The 1980s became the decade that women outnumbered the number of men receiving bachelor's degrees. Some researchers suggest this increase was attributed to the number of women faculty growing in institutions of higher education. The number of women faculty from the 1920s to the 1970s significantly decreased, giving women less mentors they were able to look up to and relate (Jacobs, 1996). In 1984, a landmark paper was published by Roberta Hall and Bernice Sandler entitled "Out of the Classroom: A Chilly Campus Climate for Women," which focused on the need for institutions to take

a look at what they were offering women students on their campus not only inside, but outside the classroom. It offered recommendations about communication methods, support offered on college campuses, and employment offerings for women. The paper suggested that, even with all of the changes being introduced in higher education, women were not able to “enjoy equality of educational opportunities on college campuses” (Hall & Sandler, 1984, p. 2). Many researchers believe that the studies done on campus climate encouraged women to speak up and fight for what they believed was needed at their institutions. By the 1989-1990 academic year, women earned 53% of the bachelor’s degrees awarded at higher education institutions (Snyder, 2003).

The 1990s and 2000s became decades with lower attendance rates of traditional aged students fresh out of high school, for institutions of higher education. The tuition was rising and many families were unable to afford the costs. “From 1992 through 2001, tuition at four-year public colleges and universities rose faster than family income in 41 states. In 36 of these states, state appropriations to higher education also increased faster than enrollment and faster than inflation” (Baum, 2002, p. 5). Moreover, the amount of grants and financial aid being given out decreased significantly, making it even more difficult for students to attend college (Baum, 2002). Despite the increase in tuition and lack of funding being given to students, women still outnumbered the number of men receiving bachelor’s degrees throughout the 1990s and into the early 2000s.

Higher Education in the 21st Century

In a report on numbers of people attending higher education institutions by *USA Today* in 2005, researchers stated:

There are more men than women ages 18-24 in the USA — 15 million vs. 14.2 million, according to a Census Bureau estimate last year. But nationally, the male/female ratio on campus today is 43/57, a reversal from the late 1960s and well beyond the nearly even splits of the mid-1970s. (Marklein, 2005, p. 1)

In a report on enrollment given by the National Center for Educational Statistics, data show that women continue to show growth in numbers, despite the total drop in enrollment levels in higher education institutions.

Since 1988, the number of females in post baccalaureate programs has exceeded the number of males. Between 2001 and 2011, the number of full-time male post baccalaureate students increased by 36 percent, compared with a 56 percent increase in the number of full-time female post baccalaureate students. Among part-time post baccalaureate students, the number of males increased by 14 percent and the number of females increased by 20 percent. (NCES Enrollment, p. 1)

Changes in student population are being recognized and embraced by professional educational organizations. In 2007, the Association of American Colleges and Universities defined a set of what is referred to as “essential learning outcomes” for students to learn from while obtaining a 21st century liberal education. The reason for doing this was to develop, “An approach to college learning that empowers individuals and prepares them to deal with complexity, diversity, and change” (AACU 21st Century, 2007, p. 11). One suggested recommendation was to develop a more ethical practice at institutions to increase diversity and global learning. “These studies—which may address

U.S. diversity, world cultures, or both—often explore ‘difficult differences’ such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power” (AACU College Learning, 2007, p. 54). As student populations began to change, and the number of women in higher education began to grow, there began to be more of a focus on student development theories surrounding women.

Student Identity Development Theory

There are many theories applying to women in higher education, specifically in the realm of gender identity development and moral development. Research shows that the way female students are taught helps them navigate the path of their identity development and acceptance as well as their moral development.

Jossleson’s Theory. In 1971, Ruthellen Josselson developed a theory of identity development in women, which consists of four pathways. The first is Foreclosures: purveyors of the heritage. These women are referred to as the guardians. This pathway suggests that these women have not encountered any identity crisis and that they can move into adulthood with no issues. The second is Identity Achievements: pavers of the way, also known as the path makers. The women represented in this pathway leave behind their original identity and create a unique and distinct identity for themselves. The third pathway is Moratoriums: daughters of the crisis, also known as the searchers. This pathway suggests that these women are constantly exploring who they are and whether the values they were raised on are right. The last pathway is Identity Diffusions: lost and sometimes found, also referred to as the drifters. The women found in this

pathway are represented in four different patterns; severe psychopathology, previous development deficits, moratorium deficits, foreclosed diffusion. The four patterns represent a range of emotion from unresolved emotion and stress to women who are neither struggling nor committed to an identity.

Josselson suggests that higher education professionals can aid students in navigating these pathways and patterns by applying lessons in college activities such as identity achievement activities, student affairs programming, developing structure, class and organization facilitation, as well as being provided with ample guidance (Josselson, 1987).

Gilligan's Theory of Moral Development. Carol Gilligan is a social psychologist that developed a theory of moral development for women based on her criticisms of Lawrence Kohlberg's male-centric moral development theory. She believed that psychologists spent too much time looking at male-centered studies and believed that women's moral development needed equal attention (Evans, Forney, & DiBrito, 1998).

Gilligan's theory consists of three levels and two transition periods. Level one is preconventional. The first level shows that women's main goal is individual survival. The first level leads to the first transition of selfishness to responsibility of others. In this transition women realize that they are not solely to focus on themselves and that it is important to take care of others as well. Level two is conventional, which is where women typically start to believe that self-sacrifice is a good thing and that it is important for them to tend to others over themselves. The level leads to the second transition of goodness to truth, where a woman comes to the realization that she is a person and she

must take care of herself as well. The last level is post conventional, which shows a better understanding of her own needs and a realization to not hurt herself or others (Evans et al., 1998).

The suggestion has been made that Gilligan's theory of moral development can be used to train female student leaders on campus. With the realization that they need to take care of themselves as well as tend to others, a great leader can be made (Evans et al., 1998).

Women's Ways of Knowing. This theory was formulated in 1986 by Mary Belenky, Blythe Clinchy, Nancy Goldberger, and Jill Tarule and was based off of interviews done with over 100 women to determine their thoughts on specific categories. They were interviewed about their self-image, moral dilemmas, and relationships of importance, education and learning, visions for the future and perceived catalysts for change (Belenky et al., 1986).

The theory consists of the five stages of knowing; silence, received knowledge, subjective knowledge, procedural knowledge, and constructed knowledge. The first stage, silence, was based off of responses from women that touched on certain situations such as being afraid for using certain words and the lack of a voice of their own. The second stage, received knowledge, showed that women often depended on others for their information. The third stage, subjective knowledge, shows that women believe that truth is based off of personal experience and not necessarily what is learned from others. The fourth stage, procedural knowledge, shows a belief that everyone looks at the world in a different way, based on what they have experienced, and that knowledge obtained from

personal experiences as what is learned from others can be right. The last stage, constructed knowledge, shows that women begin to believe that they can use what they have learned from others and apply their own voice, and be successful doing so. This theory has been applied in higher education institutions to help improve curriculum for women and help women find their voice (Belenky et al., 1986).

Previous Studies on Undergraduate Satisfaction

Rowan University studies. Although there have been no previous specific studies on undergraduate women satisfaction at Rowan, in 2007, there was a study conducted by Stuart at Rowan University, which focused on the satisfaction of sophomore students. His study provided feedback on satisfaction levels of those issues from second year students (Stuart, 2007). The findings showed that overall, the students who participated in the survey were satisfied with the offerings at Rowan University. The areas of satisfaction with academic advisement and class availability were significantly lower than those of satisfaction when it came to personal and professional development (Stuart, 2007). These findings, although not specific to undergraduate women of the Rowan University, represented the beliefs of undergraduate students as a whole at the time of the study.

Groatman (2008), conducted a study at Rowan University that focused on, “discovering what the attitudes are of current generation female undergraduate students towards women’s roles” (p. 1). This study found that most students had a more “profeminist, egalitarian attitude rather than a traditional, conservative attitude” (p. 34). Findings also showed that, “most students strongly agreed that the modern girl is entitled

to the same freedom as the modern boy and many students disagreed strongly that a woman should not expect to go exactly the same places or have the same freedom of action as a man” (Groatman, 2008, p. 35).

Gender Studies and Programming at Rowan University

Rowan University currently offers a Women’s and Gender Studies program which is an interdisciplinary education movement. The website for the program states the following:

Founded in 1974, the Women’s and Gender Studies program at Rowan is one of the oldest in the nation, consisting of dozens of courses and offering an 18 credit interdisciplinary concentration. The program examines the status, perspectives, and contributions of women and the interaction between gender and other social identities. Both classroom-based and public educational activities are designed to broaden understanding of gender and diversity issues in education, in institutional culture, and in society at large. (Rowan University, 2014, p. 1)

The Office of Women’s and Gender Studies sponsors monthly events, for the student population touching on topics such as The Feminine Mystique, Women’s History Month presentations, poetry jams, art galleries and invited speakers who address the Rowan campus on timely topics that deal with diversity and gender issues.

Summary of the Literature Review

Since higher education was brought to America in the 1600s, many changes have occurred such as the number of institutions, the curriculum, and the attendees. Historical events, such as domestic and international wars, changed the vision of higher education.

After World War II, the number of public higher education institutions rose because of the high demand for men and women needing further education. The numbers of attendees at higher education institutions increased throughout the years, as did the number of women attending. Due to the rise in numbers of women, male-only institutions became co-educational and women's institutions began to decrease in number.

The number of women attending higher education institutions has continued to grow, which has inspired researchers to study the ways that women learn, interact in certain environments, and how their thoughts on life and living have changed over time. Studies have shown that female's development is significantly different than that of males, and that certain criteria must be implemented to help women grow personally and professionally. Further research has been conducted and results recommend that institutions work harder on determining better communication methods, support offered on college campuses, and employment offerings for women (Hall & Sandler, 1984).

While research has investigated satisfaction of sophomore students, as well as attitudes of female undergraduate students at Rowan University, little research has been done specifically on the importance and satisfaction levels of undergraduate women at Rowan University, thus the need for this study.

Chapter III

Methodology

Context of the Study

This study was performed on the campus of Rowan University in Glassboro, New Jersey. Rowan is located in Gloucester County, New Jersey and currently offers 74 different programs of study to earn Bachelor's degrees (Rowan Fast Facts, 2015). At the time of this study, the size of the student body was 16,155 students, 13,169 of those students were undergraduate students. There were 6,084 women undergraduate students enrolled at Rowan University, 5,305 full-time and 779 part-time (Rowan IERP, 2015-2016). Rowan was originally known as the New Jersey State Teacher's College and now offers 12 different colleges and schools; Rohr College of Business, School of Biomedical Science and Health Professions, Graduate School of Biomedical Sciences, College of Communication and Creative Arts, Cooper Medical School of Rowan University, College of Education, Henry M. Rowan College of Engineering, Global Learning and Partnerships, College of Humanities and Social Sciences, College of Performing Arts, Rowan University School of Osteopathic Medicine, and the College of Science and Mathematics (Rowan Fast Facts, 2015).

Population and Sample

The target population for this study was all full-time undergraduate female students at Rowan University during the 2013-2014 academic year at the Glassboro Campus. The available population was a random selection of females in freshman, sophomore, junior, and senior classes during the spring 2014 semester. In order to determine the sample size, I utilized a sample size calculator. I used a confidence

interval of 3 and a confidence level of 95% to calculate the total number of subjects that met the criteria for the sample; a total of 542 were needed, selected at random.

Instrumentation

The instrument used to assess the satisfaction of Rowan undergraduate female students was based on the research of Stuart (2007). Stuart developed his survey instrument based on the *Student Satisfactory Inventory* (SSI) of Noel-Levitz (Stuart, 2007). Similar to the SSI, the survey asked students to indicate both their level of satisfaction and level of importance in the areas of campus environment, student support services, student academics and goals, as well as gender equity and access. I edited the survey instrument to better fit the needs of my targeted population. Stuart targeted his study on the sophomore experience from the perspective of junior level students. To determine Stuart's construct validity, two experts familiar with student development theory reviewed the instrument. A pilot test was run with a small sample of sophomores to check for validity, length, format and overall readability of the instrument. To determine reliability, statistics were run resulting in a Guttman Split-Half Coefficient with an r value of 0.670 and a Cronbach's Alpha of 0.936 and 0.892 for the second and third sections dealing with college services and relevant student development theory. These data suggest that the survey is internally consistent and therefore, reliable, as coefficient scores of .70 or higher indicate a stable instrument.

The survey instrument (Appendix B) used in my study contains four sections; a) demographics, b) campus environment, student support services, and campus safety c) student academics and goals, and d) gender equity and access. The demographic section

gathered background information such as major, residence, age, marital status, whether the subject had children, what type of student they were (full or part-time), employment status, and hours worked weekly. The second section probed whether Rowan's campus environment challenged the subject's view on topics such as racial and ethnic diversity, sexual orientations, gender growth and development, mental and physical disabilities, feminist issues, political views, and religious views. Also, the second section inquired about the subject's experience with specific campus student services ranging from the registrar's office to the Education Opportunity Fund / Maximizing Academic Potential (EOF / MAP). Moreover, the second section asked whether the subject felt safe on the Rowan University campus in different situations and times throughout the day and night. The third section of the survey focused on student academics and goals. Subjects were asked to evaluate whether they were able to find a suitable major and if the major was available to them. Subjects were also asked to evaluate specific information about the faculty, referencing items such as availability, personal and professional development, and whether the faculty made the individuals feel valued. Subjects were also asked to evaluate items regarding their progress in meeting academic and personal goals. Lastly, subjects were questioned about items such as supporting gender equity, voicing ideas without being silenced, and access.

Scaling used in the survey was divided into two levels of agreement; one regarding satisfaction and one regarding importance. The satisfaction scale ranged from 1 through 5, with 1 being highly unsatisfied, 5 being highly satisfied. The importance

scale also ranged from 1 through 5, with 1 being unimportant, 5 being extremely important.

To determine the instrument's construct validity, Dr. Burton Sisco, my thesis chair and an expert in student development theory, reviewed the instrument. In addition, the instrument reflected the knowledge-base of student development theory and practice.

Data Collection Procedures

Prior to distributing the survey, an application was submitted to the Institutional Review Board (IRB) at Rowan University for approval. The IRB at Rowan University approved the instrument (Appendix B), and I was then informed to reach out to a Research Analyst for the Office of Institutional Effectiveness, Research, and Planning at Rowan University. The staff member ran a report that included the email addresses of a random selection of full-time undergraduate females from the 2013-2014 academic year. I was provided access to a Rowan University Qualtrics account, and from the account, I was able to send emails to the targeted sample of full-time undergraduate female students, asking them to participate in the study.

Data Analysis

After data collection was closed, the data were analyzed using the Statistical Package for the Social Studies (SPSS) computer software. Data were analyzed using descriptive statistics to answer the research questions posed in Chapter I. More specifically, the data were analyzed using measures of central tendency to calculate frequencies, percentages, means, and standard deviations. In addition, to test for

possible relationships between satisfaction and importance items, a Kendall τ_b correlation was run.

Chapter IV

Findings

Profile of the Sample

The subjects in this study were chosen at random by a report run by a Research Analyst in the Office of Institutional Effectiveness, Research, and Planning at Rowan University. I provided the staff member with the information needed for the survey sample of 542, which included full-time, undergraduate women, over the age of 18, taking classes on the Glassboro campus during the spring 2014 semester. There was a miscommunication that resulted in the sample size being much larger than requested; I became aware of the mistake after the survey had been sent out with two additional reminders. A total of 366 surveys were returned and deemed usable, even though some items were missing. Had the sample been limited to 542, the response rate would have been 61%. However, because the surveys were distributed to 1100 subjects, the overall response rate was 33%.

Table 4.1 illustrates the demographic information of the sample that includes marital status, residential status, college major, and employment status. Of those surveyed 347 were single (94.8%) and 19 were married (5.19%). A total of 142 lived on campus (38.80%), 89 lived off-campus (24.32%), and 135 lived at home or commuted to campus (36.89%). With respect to college major, 25 students were Business majors, 51 students were Communications & Creative Arts majors, 82 were Education majors, 8 were Engineering majors, 72 were Humanities and Social Science majors, 12 were performing arts majors, and 83 were Science & Mathematics majors. The sample was compared to degree stratification in 2013-2014. Similar percentages were noted overall

by college and major, with the exception of business with fewer subjects answering the survey than the prorated number of majors in 2013-2014. Finally, 251 of the subjects reported to being employed (68.6%) and 115 reported being unemployed (31.4%).

Table 4.1

<i>Demographic Sample (N=366)</i>			
Variable	Category	<i>f</i>	%
Marital Status	Single	347	94.81
	Married	19	5.19
Residential Status	On Campus	142	38.80
	Off Campus	89	24.32
	At Home / Commuter	135	36.89
Major	Business	29	7.92
	Education	91	24.86
	Humanities & Social Services	80	21.86
	Science & Mathematics	91	24.86
	Communications & Creative Arts	52	14.21
	Engineering	9	2.46
	Performing Arts	14	3.83
Employment Status	Employed	251	68.6
	Unemployed	115	31.4

Analysis of the Data

Research question 1. What do the selected full-time female undergraduate students report about their levels of satisfaction in the areas of Campus Environment,

Student Support Services, Student Safety, Personal Goals and Academics, and Gender Equity and Access?

Descriptive statistics were used to determine the satisfaction levels of full-time, undergraduate women at Rowan University in five factor groups. During the survey, subjects were asked to rate each item in the section on a scale ranging from unsatisfied to highly satisfied. Results from the survey are presented in the tables below.

Table 4.2 shows the level of satisfaction in the area of Campus Environment. Items are arranged by mean scores from most to least satisfied. The data show that more than half of the undergraduate women have either high satisfaction levels, or have no real feeling towards the items listed in campus environment. The highest levels of dissatisfaction in campus environment are shown in feminist issues, with about 14% of participants being unsatisfied or highly unsatisfied.

Table 4.2

Campus Environment Rank of Satisfaction (N=366)

(Highly Unsatisfied=1, Unsatisfied=2, No Real Feeling=3, Satisfied=4, Highly Satisfied=5)

Category	Highly Satisfied		Satisfied		No Real Feeling		Unsatisfied		Highly Unsatisfied	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Diverse Sexual Orientations <i>n</i> =355 <i>M</i> =3.59 <i>SD</i> =0.8 Missing=11	41	11.55	155	43.66	133	37.46	25	7.04	1	0.28

Table 4.2 (continued)

Category	Highly Satisfied		Satisfied		No Real Feeling		Unsatisfied		Highly Unsatisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Gender Growth and Development <i>n</i> =353 <i>M</i> =3.56 <i>SD</i> =0.86 Missing=13	45	12.75	144	40.79	134	37.96	24	6.80	6	1.70
Persons With Mental and Physical Disabilities <i>n</i> =345 <i>M</i> =3.52 <i>SD</i> =0.91 Missing=21	45	13.04	138	40.00	118	34.20	39	11.30	5	1.45
Racial and Ethnic Diversity <i>n</i> =360 <i>M</i> =3.5 <i>SD</i> =0.96 Missing=6	46	12.78	152	42.22	116	32.22	40	11.11	6	1.67
Diverse Political Views <i>n</i> =352 <i>M</i> =3.47 <i>SD</i> =0.83 Missing=14	34	9.66	137	38.92	147	41.76	29	8.24	5	1.42

Table 4.2 (continued)

Category	Highly Satisfied		Satisfied		No Real Feeling		Unsatisfied		Highly Unsatisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Diverse Religious Views <i>n</i> =351 <i>M</i> =3.46 <i>SD</i> =0.88 Missing=15	39	11.11	132	37.61	140	39.89	33	9.40	7	1.99
Feminist Issues <i>n</i> =352 <i>M</i> =3.35 <i>SD</i> =0.91 Missing=14	33	9.38	119	33.81	148	42.05	42	11.93	10	2.84

Results in Table 4.3, determined the levels of satisfaction for Student Support Services at Rowan University. Items are arranged by mean scores from most to least satisfied. Over 65% of the participants rated departments such as the Registrar, Bursar, Recreation Center, and Student Center with high levels of satisfaction. Subjects rated many of the categories in this section with no real feelings. Financial Aid had the highest percentage of students, about 23%, with rankings either unsatisfied, or highly unsatisfied.

Table 4.3

*Student Support Services Rank of Satisfaction (N=366)**(Highly Unsatisfied=1, Unsatisfied=2, No Real Feeling=3, Satisfied=4, Highly Satisfied=5)*

Category	Highly Satisfied		Satisfied		No Real Feeling		Unsatisfied		Highly Unsatisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Student Center <i>n</i> =338 <i>M</i> =4.02 <i>SD</i> =0.88 Missing=28	98	28.99	178	52.66	36	10.65	22	6.51	4	1.18
Recreation Center <i>n</i> =309 <i>M</i> =3.98 <i>SD</i> =0.9 Missing=57	90	29.13	149	48.22	49	15.86	16	5.18	5	1.62
Student Activities <i>n</i> =316 <i>M</i> =3.92 <i>SD</i> =0.88 Missing=50	81	25.63	157	49.68	54	17.09	21	6.65	3	0.95
Academic Success <i>n</i> =314 <i>M</i> =3.88 <i>SD</i> =0.92 Missing=52	77	24.52	155	49.36	56	17.83	19	6.05	7	2.23

Table 4.3 (continued)

Category	Highly Satisfied		Satisfied		No Real Feeling		Unsatisfied		Highly Unsatisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Healthy Campus Initiatives <i>n</i> =292 <i>M</i> =3.71 <i>SD</i> =0.84 Missing=74	46	15.75	139	47.60	88	30.14	15	5.14	4	1.37
Student Health Center <i>n</i> =305 <i>M</i> =3.67 <i>SD</i> =1.03 Missing=61	58	19.02	146	47.87	57	18.69	31	10.16	13	4.26
Bursar's Office <i>n</i> =363 <i>M</i> =3.65 <i>SD</i> =1.05 Missing=3	55	15.15	209	57.58	34	9.37	46	12.67	19	5.23
Registrar's Office <i>n</i> =363 <i>M</i> =3.62 <i>SD</i> =0.97 Missing=3	41	11.29	216	59.50	48	13.22	44	12.12	14	3.86

Table 4.3 (continued)

Category	Highly Satisfied		Satisfied		No Real Feeling		Unsatisfied		Highly Unsatisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Residential Learning (RA's and RD's) <i>n</i> =274 <i>M</i> =3.57 <i>SD</i> =0.94 Missing=92	39	14.23	117	42.70	88	32.12	21	7.66	9	3.28
Counseling and Psychological Services <i>n</i> =250 <i>M</i> =3.49 <i>SD</i> =1.05 Missing=116	48	19.20	71	28.40	99	39.60	19	7.60	13	5.20
Student Mentoring Program <i>n</i> =222 <i>M</i> =3.45 <i>SD</i> =0.82 Missing=144	31	13.96	52	23.42	128	57.66	9	4.05	2	0.90
E.O.F / M.A.P <i>n</i> =211 <i>M</i> =3.42 <i>SD</i> =0.83 Missing=155	28	13.27	48	22.75	123	58.29	9	4.27	3	1.42

Table 4.3 (continued)

Category	Highly Satisfied		Satisfied		No Real Feeling		Unsatisfied		Highly Unsatisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Residential Learning Office <i>n</i> =257 <i>M</i> =3.39 <i>SD</i> =0.9 Missing=109	26	10.12	86	33.46	115	44.75	21	8.17	9	3.50
Women & Gender Studies Office <i>n</i> =234 <i>M</i> =3.38 <i>SD</i> =0.8 Missing=132	20	8.55	70	29.91	127	54.27	12	5.13	5	2.14
International Center <i>n</i> =217 <i>M</i> =3.38 <i>SD</i> =0.76 Missing=149	20	9.22	56	25.81	129	59.45	10	4.61	2	0.92
Office of Multicultural Affairs <i>n</i> =226 <i>M</i> =3.38 <i>SD</i> =0.74 Missing=140	17	7.52	67	29.65	128	56.64	12	5.31	2	0.88

Table 4.3 (continued)

Category	Highly Satisfied		Satisfied		No Real Feeling		Unsatisfied		Highly Unsatisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Financial Aid <i>n</i> =341 <i>M</i> =3.34 <i>SD</i> =1.2 Missing=25	51	14.96	135	39.59	69	20.23	51	14.96	35	10.26
Africana Studies Office <i>n</i> =207 <i>M</i> =3.28 <i>SD</i> =0.68 Missing=159	13	6.28	44	21.26	138	66.67	11	5.31	1	0.48
Greek Affairs <i>n</i> =226 <i>M</i> =3.27 <i>SD</i> =0.97 Missing=140	23	10.18	60	26.55	115	50.88	12	5.31	16	7.08

Table 4.4 shows the levels of satisfaction with Student Safety. Items are arranged by mean scores from most to least satisfied. The results show that students reported being comfortable in their academic buildings, as well as their residential halls. Over 98% of students felt safe walking around campus during the day (6 a.m.-6 p.m.), while around 34% of subjects claimed they were either unsatisfied or highly unsatisfied with how safe they felt walking around campus between the hours of 6 p.m. and 12 a.m.

Table 4.4

Student Safety Rank of Satisfaction (N=366)

(Highly Unsatisfied=1, Unsatisfied=2, No Real Feeling=3, Satisfied=4, Highly Satisfied=5)

Category	Highly Satisfied		Satisfied		No Real Feeling		Unsatisfied		Highly Unsatisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Walking around the campus during the day (6am-6pm) <i>n</i> =365 <i>M</i> =4.45 <i>SD</i> =0.62 Missing=1	183	50.14	169	46.30	7	1.92	6	1.64	0	0.00
Academic Buildings <i>N</i> =366 <i>M</i> =4.36 <i>SD</i> =0.66	160	43.72	186	50.82	11	3.01	9	2.46	0	0.00
Campus Events <i>n</i> =334 <i>M</i> =4.28 <i>SD</i> =0.72 Missing=32	130	38.92	177	52.99	19	5.69	5	1.50	3	0.90
Residence Hall <i>n</i> =233 <i>M</i> =4.16 <i>SD</i> =0.81 Missing=133	87	37.34	105	45.06	33	14.16	7	3.00	1	0.43

Table 4.4 (continued)

Category	Highly Satisfied		Satisfied		No Real Feeling		Unsatisfied		Highly Unsatisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Walking around the campus at night (6pm-12am) <i>n</i> =356 <i>M</i> =3.58 <i>SD</i> =1.17 Missing=10	76	21.35	164	46.07	20	5.62	82	23.03	14	3.93
Walking around the campus during late night (12am-6am) <i>n</i> =307 <i>M</i> =3.1 <i>SD</i> =1.3 Missing=59	45	14.66	103	33.55	33	10.75	89	28.99	37	12.05

Table 4.5 shows how subjects felt about their satisfaction levels with personal Academics and Goals. Items are arranged by mean scores from most to least satisfied. Over half of the subjects felt satisfied or highly satisfied with each category in this area. Subjects seemed to believe that they had a good connection with faculty and staff, and that they could speak with the faculty and staff outside of the classroom. They reported being able to get into the major they wanted, and had goals set that they were on their way to accomplishing.

Table 4.5

Student Academics & Personal Goals Rank of Satisfaction (N=366)
(Highly Unsatisfied=1, Unsatisfied=2, No Real Feeling=3, Satisfied=4, Highly Satisfied=5)

Category	Highly Satisfied		Satisfied		No Real Feeling		Unsatisfied		Highly Unsatisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Get into the major wanted <i>n</i> =334 <i>M</i> =4.36 <i>SD</i> =0.88 Missing=32	181	54.19	116	34.73	18	5.39	14	4.19	5	1.50
Find the major looking for <i>n</i> =335 <i>M</i> =4.32 <i>SD</i> =0.87 Missing=31	169	50.45	127	37.91	18	5.37	18	5.37	3	0.90
Academic goals <i>n</i> =337 <i>M</i> =4.27 <i>SD</i> =0.85 Missing=29	150	44.51	153	45.40	14	4.15	15	4.45	5	1.48
Personal goals <i>n</i> =336 <i>M</i> =4.2 <i>SD</i> =0.85 Missing=30	132	39.29	166	49.40	17	5.06	16	4.76	5	1.49

Table 4.5 (continued)

Category	Highly Satisfied		Satisfied		No Real Feeling		Unsatisfied		Highly Unsatisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Career goals <i>n</i> =337 <i>M</i> =4.14 <i>SD</i> =0.98 Missing=29	141	41.84	142	42.14	17	5.04	33	9.79	4	1.19
Meet with faculty members outside of the classroom <i>n</i> =333 <i>M</i> =4.11 <i>SD</i> =0.82 Missing=33	106	31.83	180	54.05	26	7.81	19	5.71	2	0.60
Faculty members care about my development academically <i>n</i> =335 <i>M</i> =4.08 <i>SD</i> =0.9 Missing=31	117	34.93	158	47.16	34	10.15	22	6.57	4	1.19

Table 4.5 (continued)

Category	Highly Satisfied		Satisfied		No Real Feeling		Unsatisfied		Highly Unsatisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Faculty members at Rowan make me feel valued as a student <i>n</i> =335 <i>M</i> =3.9 <i>SD</i> =1.01 Missing=31	100	29.85	149	44.48	49	14.63	27	8.06	10	2.99
Faculty members care about my development as a whole person <i>n</i> =334 <i>M</i> =3.89 <i>SD</i> =1 Missing=32	97	29.04	151	45.21	47	14.07	31	9.28	8	2.40
Discuss non-academic issues with faculty members <i>n</i> =304 <i>M</i> =3.78 <i>SD</i> =0.98 Missing=62	75	24.67	126	41.45	70	23.03	27	8.88	6	1.97

Lastly, Table 4.6 focuses on the subject's satisfaction levels regarding Gender Equity and Access. Although about 12% of the subjects felt unsatisfied in some way

about Rowan University being a safe place for them, predominantly the satisfaction levels for all survey items in regards to gender equity and access were very high.

Table 4.6

Gender Equity & Access Rank of Satisfaction (N=366)

(Highly Unsatisfied=1, Unsatisfied=2, No Real Feeling=3, Satisfied=4, Highly Satisfied=5)

Category	Highly Satisfied		Satisfied		No Real Feeling		Unsatisfied		Highly Unsatisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
In my classes, I am able to voice my ideas without being silenced.	117	35.24	165	49.70	31	9.34	15	4.52	4	1.20
<i>n</i> =332										
<i>M</i> =4.13										
<i>SD</i> =0.85										
Missing=34										

Table 4.6 (continued)

Category	Highly Satisfied		Satisfied		No Real Feeling		Unsatisfied		Highly Unsatisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Atmosphere dedicated to leadership, inclusion and social justice <i>n</i> =325 <i>M</i> =3.88 <i>SD</i> =0.84 Missing=41	71	21.85	168	51.69	62	19.08	23	7.08	1	0.31
Gender Equity <i>n</i> =321 <i>M</i> =3.8 <i>SD</i> =0.91 Missing=45	68	21.18	154	47.98	71	22.12	22	6.85	6	1.87
Rowan provides ample programming focused on issues of access, equity and success. <i>n</i> =318 <i>M</i> =3.72 <i>SD</i> =0.92 Missing=48	62	19.50	141	44.34	83	26.10	28	8.81	4	1.26
Safe Place <i>n</i> =294 <i>M</i> =3.64 <i>SD</i> =1.02 Missing=72	57	19.39	122	41.50	77	26.19	27	9.18	11	3.74

Research question 2. What do the selected full-time female undergraduate students report about their levels of importance in the areas of Campus Environment, Student Support Services, Student Safety, Personal Goals and Academics, and Gender Equity and Access?

Descriptive statistics were used to determine the importance levels of full-time, undergraduate women at Rowan University in five factor groups. During the survey, subjects were asked to rate each item in the section on a scale ranging from unimportant to extremely important. Results from the survey are presented in the tables below.

Table 4.7 shows the level of importance in the area of Campus Environment. Items are arranged by mean scores, from most to least important. The data show that over 75% of subjects ranked racial and ethnic diversity, diverse sexual orientations, gender growth and development, and persons with mental and physical disabilities, as the most important categories to them.

Table 4.7

Campus Environment Rank of Importance (N=366)

(Unimportant=1, Somewhat Unimportant=2, Important=3, Somewhat Important=4, Extremely Important=5)

Category	Extremely Important		Somewhat Important		Important		Somewhat Unimportant		Unimportant	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Persons With Mental and Physical Disabilities <i>n</i> =352 <i>M</i> =3.35 <i>SD</i> =1.12 Missing=14	77	21.88	45	12.78	182	51.70	21	5.97	27	7.67
Racial and Ethnic Diversity <i>n</i> =360 <i>M</i> =3.25 <i>SD</i> =1.12 Missing=6	67	18.61	51	14.17	176	48.89	37	10.28	29	8.06
Gender Growth and Development <i>n</i> =349 <i>M</i> =3.23 <i>SD</i> =1.13 Missing=17	62	17.77	52	14.90	172	49.28	29	8.31	34	9.74
Feminist Issues <i>n</i> =353 <i>M</i> =3.23 <i>SD</i> =1.16 Missing=13	65	18.41	58	16.43	154	43.63	44	12.46	32	9.07

Table 4.7 (continued)

Category	Extremely Important		Somewhat Important		Important		Somewhat Unimportant		Unimportant	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Diverse Sexual Orientations <i>n</i> =355 <i>M</i> =3.14 <i>SD</i> =1.16 Missing=11	55	15.49	56	15.77	169	47.61	32	9.01	43	12.11
Diverse Religious Views <i>n</i> =359 <i>M</i> =3.06 <i>SD</i> =1.11 Missing=7	43	11.98	63	17.55	169	47.08	42	11.70	42	11.70
Diverse Political Views <i>n</i> =350 <i>M</i> =2.96 <i>SD</i> =1.1 Missing=16	36	10.29	52	14.86	167	47.71	52	14.86	43	12.29

Table 4.8 determined the level of importance for Student Support Services at Rowan University. Items are arranged by mean scores from most to least important. More than 80% of the subjects repeated that the Registrar's Office, Bursar's Office, the Office of Financial Aid, the Student Health Center, the Academic Success Center, the

Recreation Center, the Student Center, and the Office of Campus Activities were of most importance to them.

Table 4.8

Student Support Services Rank of Importance (N=366)
(Unimportant=1, Somewhat Unimportant=2, Important=3, Somewhat Important=4, Extremely Important=5)

Category	Extremely Important		Somewhat Important		Important		Somewhat Unimportant		Unimportant	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Financial Aid <i>n</i> =351 <i>M</i> =3.74 <i>SD</i> =1.05 Missing=15	127	36.18	27	7.69	182	51.85	7	1.99	8	2.28
Bursar's Office <i>n</i> =360 <i>M</i> =3.73 <i>SD</i> =0.99 Missing=6	121	33.61	35	9.72	195	54.17	4	1.11	5	1.39
Registrar's Office <i>n</i> =361 <i>M</i> =3.68 <i>SD</i> =0.99 Missing=5	114	31.58	35	9.70	200	55.40	6	1.66	6	1.66

Table 4.8 (continued)

Category	Extremely Important		Somewhat Important		Important		Somewhat Unimportant		Unimportant	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Student Center <i>n</i> =351 <i>M</i> =3.64 <i>SD</i> =1 Missing=15	101	28.77	47	13.39	184	52.42	12	3.42	7	1.99
Student Health Center <i>n</i> =331 <i>M</i> =3.6 <i>SD</i> =1.07 Missing=35	100	30.21	34	10.27	174	52.57	10	3.02	13	3.93
Academic Success <i>n</i> =336 <i>M</i> =3.59 <i>SD</i> =1.01 Missing=30	95	28.27	34	10.12	187	55.65	13	3.87	7	2.08
Counseling and Psychological Services <i>n</i> =314 <i>M</i> =3.54 <i>SD</i> =1.08 Missing=52	88	28.03	34	10.83	167	53.18	10	3.18	15	4.78

Table 4.8 (continued)

Category	Extremely Important		Somewhat Important		Important		Somewhat Unimportant		Unimportant	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Recreation Center <i>n</i> =336 <i>M</i> =3.52 <i>SD</i> =1.03 Missing=30	83	24.70	52	15.48	171	50.89	18	5.36	12	3.57
Student Activities <i>n</i> =336 <i>M</i> =3.51 <i>SD</i> =1 Missing=30	79	23.51	50	14.88	182	54.17	14	4.17	11	3.27
Healthy Campus Initiatives <i>n</i> =325 <i>M</i> =3.38 <i>SD</i> =1.04 Missing=41	69	21.23	38	11.69	185	56.92	15	4.62	18	5.54
Residential Learning (RA's and RD's) <i>n</i> =318 <i>M</i> =3.29 <i>SD</i> =1.12 Missing=48	62	19.50	45	14.15	162	50.94	21	6.60	28	8.81

Table 4.8 (continued)

Category	Extremely Important		Somewhat Important		Important		Somewhat Unimportant		Unimportant	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Residential Learning Office <i>n</i> =310 <i>M</i> =3.23 <i>SD</i> =1.1 Missing=56	53	17.10	42	13.55	167	53.87	18	5.81	30	9.68
Women & Gender Studies Office <i>n</i> =299 <i>M</i> =3.16 <i>SD</i> =1.07 Missing=67	44	14.72	42	14.05	158	52.84	29	9.70	26	8.70
International Center <i>n</i> =290 <i>M</i> =3.12 <i>SD</i> =1.09 Missing=76	44	15.17	30	10.34	161	55.52	27	9.31	28	9.66
Harley E. Flack Student Mentoring Program <i>n</i> =282 <i>M</i> =3.11 <i>SD</i> =1.06 Missing=84	39	13.83	31	10.99	159	56.38	27	9.57	26	9.22

Table 4.8 (continued)

Category	Extremely Important		Somewhat Important		Important		Somewhat Unimportant		Unimportant	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Office of Multicultural Affairs <i>n</i> =291 <i>M</i> =3.1 <i>SD</i> =1.07 Missing=75	41	14.09	31	10.65	164	56.36	27	9.28	28	9.62
E.O.F / M.A.P <i>n</i> =273 <i>M</i> =3.09 <i>SD</i> =1.09 Missing=93	38	13.92	31	11.36	152	55.68	22	8.06	30	10.99
Africana Studies Office <i>n</i> =284 <i>M</i> =3 <i>SD</i> =1.09 Missing=82	35	12.32	30	10.56	154	54.23	31	10.92	34	11.97
Greek Affairs <i>n</i> =298 <i>M</i> = 2.89 <i>SD</i> =1.14 Missing= 68	33	11.07	31	10.40	151	50.67	36	12.08	47	15.77

Table 4.9 shows the levels of importance dealing with Student Safety. Items are arranged by mean scores from most to least importance. The results show that campus safety is of high importance to the students. All of the items in this factor grouping showed that over 90% of the subjects ranked safety from important to extremely important with a majority at the highest importance level.

Table 4.9

Student Safety Rank of Importance (N=366)
(Unimportant=1, Somewhat Unimportant=2, Important=3, Somewhat Important=4, Extremely Important=5)

Category	Extremely Important		Somewhat Important		Important		Somewhat Unimportant		Unimportant	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Walking around the campus at night (6pm-12am) <i>n</i> =362 <i>M</i> =4.15 <i>SD</i> =0.99 Missing=4	198	54.70	28	7.73	131	36.19	3	0.83	2	0.55
Walking around the campus during late night (12am-6am) <i>n</i> =343 <i>M</i> =4.12 <i>SD</i> =1 Missing=23	182	53.06	31	9.04	121	35.28	7	2.04	2	0.58

Table 4.9 (continued)

Category	Extremely Important		Somewhat Important		Important		Somewhat Unimportant		Unimportant	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Academic Buildings <i>N</i> =366 <i>M</i> =4.12 <i>SD</i> =0.99 Missing=0	194	53.01	26	7.10	141	38.52	4	1.09	1	0.27
Walking around the campus during the day (6am-6pm) <i>N</i> =366 <i>M</i> =4.11 <i>SD</i> =1.01 Missing=0	193	52.73	31	8.47	134	36.61	5	1.37	3	0.82
Campus Events <i>n</i> =353 <i>M</i> =4.08 <i>SD</i> =1.01 Missing=13	181	51.27	28	7.93	137	38.81	4	1.13	3	0.85
Residence Hall <i>n</i> =316 <i>M</i> =3.99 <i>SD</i> =1.08 Missing=50	157	49.68	19	6.01	129	40.82	3	0.95	8	2.53

Table 4.10 describes the levels of importance for the factor grouping of Academics and Goals. From the results in this area of the survey, data show that all areas of academics and goals are highly important to the undergraduate women who participated in the survey. Over 80% of the subjects ranked each category as having some level of personal importance, with the least level of importance focused on discussing non-academic issues with faculty members (82%).

Table 4.10

Student Academics & Personal Goals Rank of Importance (N=366)
(Unimportant=1, Somewhat Unimportant=2, Important=3, Somewhat Important=4, Extremely Important=5)

Category	Extremely Important		Somewhat Important		Important		Somewhat Unimportant		Unimportant	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I am able to find the major I am looking for <i>n</i> =335 <i>M</i> =4.27 <i>SD</i> =0.94 Missing=31	204	60.90	21	6.27	108	32.24	2	0.60	0	0.00

Table 4.10 (continued)

Category	Extremely Important		Somewhat Important		Important		Somewhat Unimportant		Unimportant	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I am able to get into the major I wanted <i>n</i> =333 <i>M</i> =4.26 <i>SD</i> =0.96 Missing=33	202	60.66	22	6.61	104	31.23	4	1.20	1	0.30
Career goals <i>n</i> =336 <i>M</i> =4.21 <i>SD</i> =0.95 Missing=30	193	57.44	21	6.25	121	36.01	1	0.30	0	0.00
Academic goals <i>n</i> =335 <i>M</i> =4.16 <i>SD</i> =0.95 Missing=31	183	54.63	25	7.46	126	37.61	1	0.30	0	0.00
Personal goals <i>n</i> =336 <i>M</i> =4.12 <i>SD</i> =0.99 Missing=30	177	52.68	28	8.33	127	37.80	2	0.60	2	0.60

Table 4.10 (continued)

Category	Extremely Important		Somewhat Important		Important		Somewhat Unimportant		Unimportant	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Meet with faculty members outside of the classroom <i>n</i> =335 <i>M</i> =3.97 <i>SD</i> =0.98 Missing=31	149	44.48	33	9.85	146	43.58	7	2.09	0	0.00
Faculty members care about my development academically <i>n</i> =336 <i>M</i> =3.96 <i>SD</i> =1.01 Missing=30	150	44.64	33	9.82	144	42.86	6	1.79	3	0.89
Faculty members at Rowan make me feel valued as a student <i>n</i> =336 <i>M</i> =3.9 <i>SD</i> =1.02 Missing=30	141	41.96	38	11.31	145	43.15	8	2.38	4	1.19

Table 4.10 (continued)

Category	Extremely Important		Somewhat Important		Important		Somewhat Unimportant		Unimportant	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Faculty members care about my development as a whole person <i>n</i> =335 <i>M</i> =3.82 <i>SD</i> =1.06 Missing=31	130	38.81	41	12.24	144	42.99	14	4.18	6	1.79
Discuss non-academic issues with faculty members <i>n</i> =325 <i>M</i> =3.56 <i>SD</i> =1.13 Missing=41	95	29.23	50	15.38	135	41.54	31	9.54	14	4.31

Lastly, Table 4.11, provides data focused on the importance of Gender Equity and Identity, showing that all items on the survey were marked important, somewhat important, or extremely important to over 80% of the subjects. The most important area, reported by 96% of the undergraduate women in the study, is in the area of gender equity and identity, reinforcing the importance of having a campus atmosphere dedicated to leadership, inclusion, and social justice.

Table 4.11

Gender Equity & Access Rank of Importance (N=366)

(Unimportant=1, Somewhat Unimportant=2, Important=3, Somewhat Important=4, Extremely Important=5)

Category	Extremely Important		Somewhat Important		Important		Somewhat Unimportant		Unimportant	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Safe Place <i>n</i> =318 <i>M</i> =3.81 <i>SD</i> =1.11 Missing=48	131	41.19	25	7.86	140	44.03	13	4.09	9	2.83
In my classes, I am able to voice my ideas without being silenced. <i>n</i> =332 <i>M</i> =3.77 <i>SD</i> =0.99 Missing=34	118	35.54	33	9.94	169	50.90	10	3.01	2	0.60
Gender Equity <i>n</i> =325 <i>M</i> =3.71 <i>SD</i> =1.08 Missing=41	115	35.38	33	10.15	153	47.08	15	4.62	9	2.77

Table 4.11 (continued)

Category	Extremely Important		Somewhat Important		Important		Somewhat Unimportant		Unimportant	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Atmosphere dedicated to leadership, inclusion and social justice <i>n</i> =328 <i>M</i> =3.69 <i>SD</i> =1.02 Missing=38 4	103	31.40	45	13.72	162	49.39	11	3.35	7	2.13
Programming focused on issues of access, equity and success. <i>n</i> =321 <i>M</i> =3.69 <i>SD</i> =1.04 Missing=45	104	32.40	40	12.46	159	49.53	10	3.12	8	2.49

Research question 3. Is there a significant relationship between importance levels and satisfaction levels of Campus Environment, Student Support Services, Student Safety, Student Academics and Personal Goals, and Gender Equity and Access?

Tables 4.12 through 4.16 provide information regarding significant relationships between importance levels and satisfaction levels arranged by factor grouping using a Kendall *tau_b* test. Correlation coefficient values between .01 and .24 are considered

weak, and values between .25 and .49 are considered moderate. Values may also be positive or negative indicating either a direct or inverse relationship. Generally speaking, positive weak correlations were found in the factor groupings of Campus Environment, Student Support Services, Student Safety, and Student Academics and Personal Goals. Stronger, more moderate positive correlations were found in the factor grouping of Gender Equity & Access.

Table 4.12

<i>Significant Correlations of Importance and Satisfaction Levels of Campus Environment</i>			
Campus Environment	<i>r</i> coefficient	<i>p</i> -value	
Gender Growth & Development <i>n</i> =342	.105*	.024	
Diverse Religious Views <i>n</i> =347	.107*	.020	

**p* < .05

Table 4.13

Significant Correlations of Importance and Satisfaction Levels of Student Support Services

Student Support Services	<i>r</i> coefficient	<i>p</i> -value
Residential Learning (RA's & RD's) <i>n</i> =267	.160**	0.002
Counseling & Psychological Services <i>n</i> =244	.137*	0.013
International Center <i>n</i> =204	.228**	0
Africana Studies Office <i>n</i> =191	.178**	0.005
Student Health Center <i>n</i> =299	.175**	0.001
Healthy Campus Initiatives <i>n</i> =285	.183**	0
Academic Success <i>n</i> =302	.167**	0.001
Office of Multicultural Affairs <i>n</i> =213	.243**	0
Greek Affairs <i>n</i> =214	.245**	0
Women & Gender Studies Office <i>n</i> =225	.162**	0.006
Recreation Center <i>n</i> =303	.216**	0
Student Center <i>n</i> =334	.218**	0

p* < .05, *p* < .0

Table 4.13 (continued)

Student Support Services	<i>r</i> coefficient	<i>p</i> -value
Student Activities <i>n</i> =312	.259**	0
Harley E. Flack Student Mentoring Program <i>n</i> =207	.277**	0
EOF/MAP <i>n</i> =194	.184**	0.003

p* < .05, *p* < .0

Table 4.14

Significant Correlations of Importance and Satisfaction Levels of Gender Equity & Access

Gender Equity & Access	<i>r</i> coefficient	<i>p</i> -value
I feel Rowan supports gender equity on campus <i>n</i> =320	.182**	0
I feel Rowan provides an atmosphere dedicated to leadership, inclusion and social justice <i>n</i> =324	.128**	0.009
In my classes, I am able to voice my ideas without being silenced <i>n</i> =322	.207**	0

p* = <.05, *p* = <.01

Table 4.15

Significant Correlations of Importance and Satisfaction Levels of Personal Goals & Academics

Personal Goals & Academics	<i>r</i> coefficient	<i>p</i> -value
I am making progress towards my personal goals <i>n</i> =355	.257**	0
I am making progress towards my career goals <i>n</i> =336	.257**	0
I am making progress towards my academic goals <i>n</i> =335	.281**	0
I am able to find the major I am looking for <i>n</i> =334	.335**	0
I am able to get into the major I wanted <i>n</i> =333	.359**	0

p* = <.05, *p* = <.01

Table 4.16

Significant Correlations of Importance and Satisfaction Levels of Campus Safety

Campus Safety	<i>r</i> coefficient	<i>p</i> -value
I feel safe in my residence hall <i>n</i> =233	.387**	0
I feel safe in the academic buildings <i>n</i> =366	.286**	0
I feel safe at campus events <i>n</i> =333	.295**	0
I feel safe walking around the campus during the day (6am-6pm) <i>n</i> =365	.322**	0

p* < .05, *p* < .01

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

The goal of this study was to assess the satisfaction of full-time, undergraduate, female students about their experiences at Rowan University. In addition, the goal was to track the satisfaction versus the importance levels in different areas of the collegiate experience at Rowan University. There were five specific areas or factor groupings that were analyzed for satisfaction and importance; campus environment, student support services, student safety, student academic and personal goals, as well as gender equity and access. The results of the study can aid Rowan University in recognizing what their female student population considers to be important, and how satisfied they are with the services provided that can lead to program improvement.

Data collection was completed during the spring 2014 semester, and assessed students' attitudes on each area listed above. The survey was completely anonymous, so that students could answer honestly and truthfully. There were a few challenges during this study. The first challenge was that the study was sent out to students via email, and while many students started the survey, many did not finish it, causing a lower response rate. An additional limitation included students focusing on their own particular experience at the University and comparing it with friend's, and family member's, experiences. Lastly, the fact that the survey instrument labeled, in order, the level of importance as "Unimportant, Somewhat Important, Important, Somewhat Unimportant, Extremely Important" could have caused some confusion. "Important" should have been

placed after “Somewhat Important” and before “Extremely Important” to show proper measurement. This study may also have some unintentional bias in the findings due to the fact that I am an advocate of promoting better assistance for women on college campuses in general and at Rowan University.

The instrument used to assess the satisfaction of Rowan undergraduate female students was based on the thesis research of Stuart (2007). Stuart developed his survey instrument based on the *Student Satisfactory Inventory* (SSI) of Noel-Levitz (Stuart, 2007). The survey was edited to fit my target population and was pilot tested to ensure face validity. After data collection was closed, the data were analyzed using the Statistical Package for the Social Studies (SPSS) computer software. Data were analyzed using descriptive statistics to answer the research questions. More specifically, the data were analyzed using measures of central tendency to calculate frequencies, percentages, means, and standard deviations. In addition, to test for possible relationships between satisfaction and importance items, a Kendall tau_b correlation was run.

Discussion of the Findings

The results of this study showed that there are certain areas of importance and satisfaction levels that align, for Rowan University undergraduate women students.

Research question 1. What do the selected full-time female undergraduate students report about their levels of satisfaction in the areas of Campus Environment, Student Support Services, Student Safety, Academics and Personal Goals, and Gender Equity and Access?

Descriptive statistics were used to determine the satisfaction levels of full-time, undergraduate women at Rowan University in five factor groups. During the survey, subjects were asked to rate each item in the section on a scale ranging from unsatisfied to highly satisfied. The data showed that more than half of the undergraduate women have either high satisfaction levels, or have no real feeling towards the items listed in campus environment. The highest levels of dissatisfaction in campus environment were in feminist issues, with about 14% of subjects being unsatisfied or highly unsatisfied. In addition, over 65% of the participants rated departments such as the Registrar, Bursar, Recreation Center, and Student Center with high levels of satisfaction. Students rated many of the categories in this section with no strong feelings. Financial Aid had the highest percentage of students, about 23%, with rankings either unsatisfied, or highly unsatisfied. When asked about safety, the results show that students felt very comfortable in their academic buildings, as well as their residential halls. Over 98% of students felt safe walking around campus during the day (6 a.m.-6 p.m.), while around 34% of subjects claimed they were either unsatisfied or highly unsatisfied with how safe they felt walking around campus between the hours of 6 p.m. and 12 a.m. Over half of the subjects felt satisfied or highly satisfied with each category in this area.

In 2007, a study was conducted on the satisfaction levels of male and female sophomore students at Rowan University. The areas of satisfaction with academic advisement and class availability were significantly lower than those of satisfaction when it came to personal and professional development (Stuart, 2007). The findings from my study suggest that the female students believed they had a good connection with faculty

and staff, and that they could speak with faculty and staff outside of the classroom. The students reported being able to get into the major they wanted, and had goals set that they were on their way to accomplishing. This suggests that, although a different subject pool from the years of 2007-2013, Rowan University students have seen a difference in the availability of classes and advisors.

Lastly in this area, which focused on the subject's satisfaction levels regarding Gender Equity and Access, although about 12% of the subjects felt unsatisfied in some way about Rowan University being a safe place, predominantly the satisfaction levels for all survey items in regards to gender equity and access were very high.

Research question 2. What do the selected full-time female undergraduate students report about their levels of importance in the areas of Campus Environment, Student Support Services, Student Safety, Academics and Personal Goals, and Gender Equity and Access?

Descriptive statistics were used to determine the importance levels of full-time, undergraduate women at Rowan University in five factor groups. During the survey, subjects were asked to rate each item in the section on a scale ranging from least important to most important. The data showed that over 75% of subjects ranked racial and ethnic diversity, diverse sexual orientations, gender growth and development, and persons with mental and physical disabilities, as the most important categories to them. In addition, more than 80% of the subjects claimed that the Registrar's Office, Bursar's Office, the Office of Financial Aid, the Student Health Center, the Academic Success Center, the Recreation Center, the Student Center, and the Office of Campus Activities

were of most importance to them. Another factor analyzed, campus safety, showed that it is of high importance to the students. Over 90% of the subjects ranked safety from important to extremely important with a majority at the highest importance level.

Belenky, Clinchy, Goldberger, and Tarule (1986) determined that women have five stages of knowing; silence, received knowledge, subjective knowledge, procedural knowledge, and constructed knowledge. The results from this study show that the selected undergraduate women at Rowan University are looking for growth, but still depend on other people for technical and procedural information. While the information they need changes, based on the person and situation, the importance level of Counseling and Psychological services, Healthy Campus Initiatives, and Residential Learning remain high. This shows a need for knowledge outside of their personal space, and a desire to promote their development as women and students (Belenky et al., 1986).

Data also show that all areas of academics and personal goals are highly important to the undergraduate women who participated in the survey. Over 80% of the subjects ranked each category as having some level of personal importance, with the least level of importance focused on discussing non-academic issues with faculty members (82%). Lastly, it was found that over 80% of the subjects marked Gender Equity and Identity as important, somewhat important, or extremely important. The most important area, reported by 96% of the undergraduate women in the study, was in the area of gender equity and identity, reinforcing the importance of having a campus atmosphere dedicated to leadership, inclusion, and social justice.

Research question 3. Is there a significant relationship between importance levels and satisfaction levels of Campus Environment, Student Support Services, Student Safety, Student Academics and Personal Goals, and Gender Equity and Access?

The data were analyzed looking for any significance in relationships between importance levels and satisfaction levels of Campus Environment, Student Support Services, Student Safety, Student Academics and Personal Goals, and Gender Equity and Access. Generally speaking, positive weak correlations were found in the factor groupings of Campus Environment, Student Support Services, Student Safety, and Student Academics and Personal Goals. Stronger, more moderate positive correlations were found in the factor grouping of Gender Equity & Access.

The findings are supported by Josselson (1987), who suggested in her theory of identity development in women, that higher education professionals can aid students in navigating pathways and patterns by applying lessons in college activities such as identity achievement activities, student affairs programming, developing structure, class and organization facilitation, as well as being provided with ample guidance. Subjects in this study claimed that programming, structure and guidance were of major importance to them, thus aiding in the pathway to success, as Josselson suggests. Areas such as Academic Success, Student Health and Student Activities had some of the highest satisfaction ratings, showing a correlation in importance and satisfaction levels.

Conclusions

Based on the results of this study, which identified patterns between items of satisfaction and importance, it can be concluded that in general, selected full-time

undergraduate women at Rowan University are mostly satisfied with the items they find to be of high importance.

In the areas of Student Support Services, significant correlations were found in many of the categories, including; Residential Learning (RAs & RDs), Counseling and Psychological Services, International Center, Africana Studies Office, Student Health Center, Healthy Campus Initiatives, Academic Success, Office of Multicultural Affairs, Greek Affairs, Women and Gender Studies Office, Recreation Center, Student Center, Student Activities, Harley E. Flack Student Mentoring Program and EOF/MAP.

The highest grouping of correlations were found in the Gender Equity and Access area of the study, showing that surveyed students felt as though Rowan supports gender equity on campus, provides an atmosphere dedicated to leadership, inclusion, and social justice, and that they are able to voice their ideas without being silenced. The study and data showed that some significant correlations were found between the satisfaction and importance levels of Gender and Growth Development, as well as Diverse Religious Views. It can be concluded that if Rowan University continues to support their students in these areas, as well as continues to grow the departments in relation to these services, that students will continue to be satisfied with the outcome.

Data also showed that a significant correlation was found between the satisfaction and importance items dealing the progress students were making towards meeting their personal goals, the progress they were making towards their career goals, the progress they were making towards their academic goals, and being able to get into the major they wanted. If advisement, professors, and academic departments remain consistent with their

engagement activities with students, all undergraduate students including female will continue to feel supported, motivated, and successful.

Lastly, another significant correlation was found in students feeling safe in their residence halls, feeling safe in the academic buildings, feeling safe at campus events, as well as walking around campus during the day (6am-6pm). During daylight, students feel safe and supported but as it gets later in the day, students feel less at ease, causing a drop in satisfaction levels, concluding that more can be done in regards to aiding student safety on campus especially in the night and overnight time periods.

Recommendations for Practice

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

1. Rowan University should develop a program to help students feel safer navigating the campus in the evening (12pm-6pm) and late at night (12am-6am).
2. Rowan University should increase campus safety presence during the hours of 12pm-6am to help the campus community feel more at ease.
3. Rowan University should improve access to Financial Aid resources, thus helping satisfy more students on campus. With 25% of the population unsatisfied, an increase in satisfaction levels could benefit the campus population.

4. Rowan University should continue to build and increase departments related to Gender Equity, Social Justice, and Inclusion, as those were noted as important to students.

Recommendations for Further Research

Based upon the findings and conclusions of the study, the following recommendations are presented:

1. Further studies that include a larger, more accurate, sample size and population, to confirm the findings in the study.
2. Including race, ethnicity and age on the survey instrument, to better determine the needs of the participants.
3. Another similar study done, but potentially with a mix-methodology, allowing students to be interviewed so they can share their full experiences on campus.

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Appendix A

Institutional Review Board Approval



July 24, 2014

Burton Sisco
Higher Education
James Hall

Dear Burton Sisco:

In accordance with the University's IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has approved your project, category 7, through its expedited review process.

IRB application number: 2015-003

Project Title: Satisfaction of Undergraduate Women at Rowan University

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

Please retain research data and documentation for a period of five years after completion of the research. In accordance with federal regulations, 2 CFR 215, federally sponsored research must be retained at a minimum of three years after the final report is submitted to the federal agency.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to Dr. Harriet Hartman (hartman@rowan.edu or call 856-256-4500, ext. 3787) or contact Dr. Sreekant Murthy, Chief Research Compliance Officer (murthy@rowan.edu or call 856-256-5853).

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

Sincerely,

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

c: Kristin Weinstein

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

856-256-5150
856-256-4425 fax

Appendix B

Survey Instrument

Default Question Block

Participation in this study is completely voluntary and you are not required to answer any of the questions. The purpose of this study is to determine satisfaction and importance levels of undergraduate women on topics such as campus environment, student support services, campus safety, student academics and goals, and gender equity and access. All participants in this study must be 18 years or older and all response will remain anonymous with no identifying information being requested. There are no physical or psychological risks involved in this study, and you are free to withdraw your participation at any time without penalty.

If I have any other questions or problems concerning my participation in this study, I may contact Kristin Weinstein Weinstein@rowan.edu or her faculty adviser, Dr. Burton Sisco at (856) 256-3717 or sisco@rowan.edu.

Please Provide Your Background Information:

My major is in the following college:

- ☐ Business
- ☐ Education
- ☐ Humanities & Social Sciences
- ☐ Science & Mathematics
- ☐ Communications and Creative Arts
- ☐ Engineering
- ☐ Performing Arts

During the 2013-2014 year I resided:

- ☐ On Campus
- ☐ Off Campus
- ☐ At home / Commuter

Marital Status

- ☐ Single
- ☐ Married

Do you have children?

- ☐ Yes
- ☐ No

Type of student:

- ☐ Full-Time
- ☐ Part-Time

Were you employed?

- ☐ Yes
- ☐ No

If yes, how many hours did you work weekly:

- ☐ 0-15
- ☐ 15-30
- ☐ 30-40
- ☐

40+

Do you plan on returning next to Rowan next semester?

- ☐ Yes
☐ No
☐ I graduated

Section II - Campus Environment, Student Support Services & Campus Safety

Rowan's Campus Environment Challenges My Views On The Following

	Satisfaction						Importance					
	Highly Unsatisfied	Unsatisfied	No Real Feeling	Satisfied	Highly Satisfied	Not Applicable	Unimportant	Somewhat Unimportant	Important	Somewhat Important	Extremely Important	Not Applicable
Racial and Ethnic Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse Sexual Orientations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Growth and Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persons With Mental and Physical Disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feminist Issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse Political Views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse Religious Views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please evaluate your experience with the following student services

	Satisfaction						Importance					
	Highly Unsatisfied	Unsatisfied	No Real Feeling	Satisfied	Highly Satisfied	Not Applicable	Unimportant	Somewhat Unimportant	Important	Somewhat Important	Extremely Important	Not Applicable
Registrar's Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bursar's Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Satisfaction						Importance					
	Highly Unsatisfied	Unsatisfied	No Real Feeling	Satisfied	Highly Satisfied	Not Applicable	Unimportant	Somewhat Unimportant	Important	Somewhat Important	Extremely Important	Not Applicable
Financial Aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residential Learning (RA's and RD's)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residential Learning Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling and Psychological Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Africana Studies Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthy Campus Initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Multicultural Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greek Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women & Gender Studies Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreation Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Harley E. Flack Student Mentoring Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E.O.F / M.A.P	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please evaluate the following items regarding your safety at Rowan

	Satisfaction						Importance					
	Highly Unsatisfied	Unsatisfied	No Real Feeling	Satisfied	Highly Satisfied	Not Applicable	Unimportant	Somewhat Unimportant	Important	Somewhat Important	Extremely Important	Not Applicable
I feel safe in my residence hall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in the academic buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Satisfaction						Importance					
	Highly Unsatisfied	Unsatisfied	No Real Feeling	Satisfied	Highly Satisfied	Not Applicable	Unimportant	Somewhat Unimportant	Important	Somewhat Important	Extremely Important	Not Applicable
I feel safe at campus events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe walking around the campus during the day (6am-6pm)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe walking around the campus at night (6pm-12am)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe walking around the campus during late night (12am-6am)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section III - Student Academics & Goals

Please evaluate the following items in regard to academic majors

	Satisfaction						Importance					
	Highly Unsatisfied	Unsatisfied	No Real Feeling	Satisfied	Highly Satisfied	Not Applicable	Unimportant	Somewhat Unimportant	Important	Somewhat Important	Extremely Important	Not Applicable
I am able to find the major I am looking for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to get into the major I wanted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide the following information about the faculty

	Satisfaction						Importance					
	Highly Unsatisfied	Unsatisfied	No Real Feeling	Satisfied	Highly Satisfied	Not Applicable	Unimportant	Somewhat Unimportant	Important	Somewhat Important	Extremely Important	Not Applicable
I am able to meet with faculty members outside of the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to discuss non-academic issues with faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Satisfaction						Importance					
	Highly Unsatisfied	Unsatisfied	No Real Feeling	Satisfied	Highly Satisfied	Not Applicable	Unimportant	Somewhat Unimportant	Important	Somewhat Important	Extremely Important	Not Applicable
I feel that faculty members care about my development academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that faculty members care about my development as a whole person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members at Rowan make me feel valued as a student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please evaluate the following items regarding progress in meeting goals

	Satisfaction						Importance					
	Highly Unsatisfied	Unsatisfied	No Real Feeling	Satisfied	Highly Satisfied	Not Applicable	Unimportant	Somewhat Unimportant	Important	Somewhat Important	Extremely Important	Not Applicable
I am making progress towards my personal goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am making progress towards my career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am making progress towards my academic goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section IV - Gender Equity and Access

Please evaluate the following items regarding progress in meeting goals

	Satisfaction						Importance					
	Highly Unsatisfied	Unsatisfied	No Real Feeling	Satisfied	Highly Satisfied	Not Applicable	Unimportant	Somewhat Unimportant	Important	Somewhat Important	Extremely Important	Not Applicable
I feel Rowan supports gender equity on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel Rowan provides an atmosphere dedicated to leadership, inclusion and social justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my classes, I am able to voice my ideas without being silenced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rowan provides ample programming focused on issues of access, equity and success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have a safe place to go if threatened based on gender, religion or sexual orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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