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**EXAMINING STUDENT LEADER INVOLVEMENT PATTERNS RELATED TO
ACADEMIC SUCCESS**

by
Stephanie M. Reiley

A Thesis

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

Acknowledgments

Writing this thesis has been a long journey. Throughout the writing process there have been many challenges, triumphs, and frustrations. I have come to think of this thesis as my own personal white whale, but unlike Ishmael I have finally harpooned this thesis into completion. I am so grateful to the many people who have helped me, guided me, and supported me throughout this odyssey.

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Abstract

Stephanie M. Reiley
EXAMINING STUDENT LEADER INVOLVEMENT PATTERNS RELATED TO
ACADEMIC SUCCESS
2015-2016
Burton R. Sisco, Ed.D.
Master of Arts in Higher Education

This thesis explores the desirable limits of Astin's Involvement Theory. Astin (1993) reports that involvement on campus is positively related to student success, however, in other portions of his work, he reports that there are certain limitations on the theory of involvement. The purpose of this study was to investigate the involvement patterns and academic impact of highly involved students at Rowan University, in Glassboro, New Jersey in the spring 2015 semester. The target population for this survey was current Resident Assistants, Orientation Staff, and members of the Student Government Association. The instrument to assess students' patterns and levels of involvement at Rowan University was adapted from a survey of involvement used by Ohio University. An overall look at the responses concerning student involvement patterns and suggested a range of activities. In addition, more than 86% of subjects reported high GPAs indicating little statistical connection between GPA and involvement on campus. Moreover, students were very involved in both academic and social activities. They reported a high level of satisfaction and importance with their social involvement academic involvement, campus atmosphere, and personal goal achievement.

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Chapter I

Introduction

Astin's theory of involvement is widely used in research studies regarding enrollment problems of college students. It is well known that the more involvement and time spent in academic pursuit the more likely a student is to be connected to the university and make the most out of his/her college career. The theory of effort purposes a similar idea that academic activity is critical for success and the overall retention of students (Webber, Krylow, & Zhang, 2013). Over the past two decades many researchers and scholars have examined the benefits of student engagement for learning and overall academic success (2013). Astin (1993) found that time spent studying was positively related to the increase of retention, graduating with honors, and even enrolling in graduate school upon graduation. However, in other portions of his work, he reports that there are certain limitations on the theory of involvement for example he describes that there are desirable limits. In general, the idea behind involvement theory is that the more involved a student is the better, but there are most likely limits in which increasing involvement can become counterproductive (1993). While the existing literature provides the information that students will benefit from participation in many activities there is insufficient evidence of direct links between student involvement and academic achievement as measured by grade point average and overall satisfaction with the college experience (Elliot, 2009.)

Statement of the Problem

While Astin's (1993) theory states that the more involvement students have the more likely they are to remain at the university, have a higher grade point average, and have an overall better satisfaction of their time spent at the university, it is important to note that there are most likely limits in which increasing involvement can become counterproductive. Some recent reports show that students are not spending enough time studying and doing academic tasks (Hayak & Kuh, 2004; Higher Education Research Institute, 2008; Pike, Kuh, & Massa-McKinley, 2008). These reports suggest that students may spend a relatively higher number of hours engaged in other activities, like extracurricular organization in the form of clubs or sports. While the existing literature suggests the information that students will benefit from participation in many activities there is insufficient evidence of direct links between student involvement and academic success (Webber, Krylow, & Zhang, 2013). At Rowan University (Rowan Fast Facts 2014), there are over 130 student government chartered clubs and numerous job positions on campus. Many students serve in various roles, and it is important to assess the academic impact of spending time on such activities.

Purpose of the Study

The purpose of this study was to examine selected student leaders at Rowan University and observe how the time spent on involvement activities may impact their academic success. Astin's (1993) work discusses the benefits of spending more time studying on increased retention, graduating with honors, and even enrolling in graduate school upon graduation. While involvement theory has shown that the more involved

students demonstrate positive outcomes, there are most likely limits in which increased involvement can become counterproductive. This study examined the desirable limits of the specific student population at Rowan University and the academic success being defined as grade point average (GPA). The study also examined the impact of involvement on the students' satisfaction and importance levels with the Rowan University campus, academic programs, and personal goals.

Significance of the Study

College administrators put a lot of time and effort in encouraging students to become more actively involved and engaged on college campuses. This study attempts to further Astin's research as well as provide more information about the involvement patterns of Rowan University's students. The resulting information will aid administrators in planning and implementing new programs to help students gain the most out of their college experiences.

Assumptions and Limitations

The students surveyed in the study were undergraduate student leaders attending Rowan University in the spring 2015 semester who were Resident Assistants, The Peer Referral and Orientation Staff (PROS), and members of the Student Government Association. It was assumed that participants were honest and truthful when answering questions. Therefore, it is not a complete assessment of all students who are involved at Rowan University.

It was not possible to analyze if student success and development could be linked to the actual curricula or activities of the program, or were a result of frequent and

ongoing interaction with like-minded peers. Since the types of involvement defer the dissimilarities in responses could be attributed to this factor. I was also an employee of the Residential Learning and University Housing office as well as an intern at the Orientation and Student Leadership office which may be a potential bias in the selected topics on involvement.

The population sample size was 281 with a yield of 147 students that participated in the study. I distributed the surveys by attending organization meetings and asked for volunteer participants to take the survey in person. It is assumed that all those participated were honest and truthful in their answers.

Operational Definitions

1. Academic success: A student who successfully completes their program and graduates on-time from Rowan University.
2. Co-curricular: co-curricular programs, (also known as extracurricular activities), were defined in this study as formal programs sponsored by the institution that have specific requirements for membership (Elliot, 2009).
3. Full-time student: An undergraduate student at Rowan University that carried a minimum of 12 credits or a graduate student enrolled in a minimum of nine credits and resided in on-campus housing during the spring 2015 semester.
4. Highly involved student: Students who devote a considerable amount of energy to studying, spend a lot of time on campus, participate in student organizations, and have regular interaction with faculty and their peers (Astin, 1999).

5. Involved student: Defined as a student who participated in at least one co-curricular program (Elliot, 2009).
6. Peer referral and orientation staff (PROS): Undergraduate students who are employed by the office of Orientation and Student Leadership Programs. Students are trained during the school year on Wednesday evenings and work for an hourly rate during the summer orientation sessions. As referred to as Orientation Staff throughout this thesis.
7. Resident Assistant: Undergraduate students who are employed by the Residential Learning and University Housing office at Rowan University. Students receive a stipend of \$800 per academic year as well as room and board.
8. Retention: The continued enrollment of a student in higher education institution until degree completion.
9. Satisfaction: A student who is almost completely pleased or content with the education and the environment at Rowan University (Staple, 2011)
10. Students: Individuals who were enrolled as undergraduate students in Rowan University during the 2014-2015 academic year, regardless of age at the start of enrollment.
11. Student involvement: The amount of physical and psychological energy a student dedicates to social, academic, and extracurricular activities during their experience at Rowan University.

12. Student Government Association (SGA): Members of the Student Government Association consist of over 130 undergraduate students who represent university chartered clubs.
13. Student success: An involved student on campus, making a difference and feeling comfortable in the community at Rowan University during the spring 2015 school year.
14. Uninvolved student: An un-involved student who did not participated in any co-curricular programs (Elliot 2009).

Research Questions

The study investigated the following questions:

1. What are the involvement patterns of selected students who are Resident Assistants, Orientation Staff, and members of the Student Government Association at Rowan University?
2. What is the academic success level of selected students who are involved as Resident Assistants, Orientation Staff, and Student Government Association members on Rowan University's Campus?
3. Is there a significant relationship between involvement and academic success of students who are Resident Assistants, Orientation Staff, or members of the Student Government Association at Rowan University?
4. What is the impact of involvement on selected student leaders' satisfaction levels in the areas of Social Involvement, Academic Involvement, Campus Atmosphere, and Personal Goals at Rowan University?

5. What is the impact of involvement on selected student leaders' importance levels in the areas of Social involvement, Academic Involvement, Campus Atmosphere, and Personal Goals at Rowan University?

Overview of the Study

Chapter II provides a review of the current topics and literature on the topic of involvement theory, academic success, and highly involved students.

Chapter III presents the study methodology and procedures including the method of data analysis, specifically, the context of the study, population and sample size, instrumentation, data collection procedures, and how the data were analyzed.

Chapter IV analyzes the findings and results of the study. This section also addresses the research question posed in the introduction of this study.

Chapter V summarizes and discusses the major findings of the study. It also provides conclusions and recommendations for practice and further study.

Chapter II

Review of Literature

Introduction

The benefits of involvement for college students has been noted in many research publications. Involvement has been documented by many different sources, most notably by Alexander Astin in his description of involvement theory. The theory of effort purposes a similar idea that academic activity is critical for success and the overall retention of students (Webber, Krylow, & Zhang, 2013). College officials invest resources in activities to encourage student involvement but according to some sources it has been found that many students study few hours per week and commit little time to academic related activities (Webber et al., 2013). Over the past two decades many researchers and scholars have examined the benefits of student engagement for learning and overall academic success.

Astin (1993) found that time spent studying was positively related to an increase in retention, graduating with honors, and even enrolling in graduate school upon graduation. In general, the idea behind involvement theory is that the more involved students are in college life the better, but there are most likely limits in which increasing involvement can become counterproductive. Some recent reports show that students are not spending enough time studying doing other academic tasks (Hayak & Kuh, 2004; Higher Education Research Institute, 2008; Pike, Kuh, & Massa-McKinley., 2008). These reports suggest that students may spend a relatively higher number of hours engaged in other activities, like extracurricular clubs or sports (Webber, Krylow, & Zhang, 2013).

While the existing literature provides the information that students will benefit from participation in many activities there is insufficient evidence of direct links between student involvement and academic success. The question remains: what makes for a balanced college experience for student in terms of involvement? If students spend more time involved in extracurricular pursuits than academic activities will their chances of retaining a higher GPA be compromised?

This review covers retention factors concerning involvement, an overview of Astin's involvement theory, factors of the highly involved student, and relevant research. The topics explored are the ideal upper limits for various forms of involvement and the impact spending more time in co-curricular activities have on their academic success level.

Examination of Retention and Involvement

It has been widely noted that involvement in the campus community can result in more students completing their college degrees. While many students are admitted into college, there is no guarantee that they will earn a degree (Kouzoukas, 2011). Scholars repeatedly report that when students are actively participating in extracurricular activities, they will make friends, become oriented to campus quickly, get to know faculty members, and make important gains in critical thinking which is necessary for academic achievement (Astin, 1993; Pike, Kuh, & Massa-McKinley, 2008; Webber, Krylow, & Zhang 2013). However, there is yet to be complete evidence of a direct relationship between frequency and depth of student involvement such as satisfaction and academic grades (Webber, Krylow, & Zhange 2013). Pace's (1979) theory on quality of effort

discusses that students get more out of college if they put in more time. The rationale is that if students become involved in various activities they will be more engaged in the campus community and have more of a reason to be connected to the university and ultimately leading to graduation from college.

The rate of involvement and retention also may depend on whether the student is a first year student or an upperclassmen. First year students may put more effort into becoming oriented to a new campus environment and get involved in a variety of social activities (Webber, Kryslow, & Zhang, 2013). Upper level students have most likely made the adjustment to their campus community and according to Webber, Kryslow, and Zhang (2013), may spend more time on academic tasks. Overall, the general consensus among many scholars is that the more involved a student becomes the more likely he/she will invest more time and effort in those activities. After a student becomes involved he/she is more likely to earn a degree (Webber, Kryslow, & Zhang, 2013). Involvement has shown to be an important factor of retention.

Also, the longitudinal studies conducted by Astin and his associates (1999) consistently show that students who join social fraternities or sororities, or participate in extracurricular activities of any type are more likely to persist (Astin, 1999). Specifically, students who participate in sports, enroll in honors programs, serve in ROTC, and participate in a professor's research project all have a positive effect on student satisfaction and retention. Even having a part-time job contributes to retention as long as having a job does not take time and energy away from academic study. A student who attends a community college is more likely to commute to campus, have off campus jobs, and attend school part time. At most four year institutions the students may have more

resources available to contribute to their involvement. The most important conclusion to emerge from this research is that nearly all forms of student involvement contribute positively to the student experience in higher education (Astin, 1999).

Student Involvement Theory

The theory of involvement was developed by Alexander Astin and at times resembles Freud's concept of cathexis (Astin, 1999). Freud's cathexis concept is defined as such: people invest psychological energy in objects and people outside of themselves. Learning theorists refer to this as vigilance or time-on-task making effort has much in common with the concept of involvement (Astin, 1999). The theory of involvement has its roots in the study of college dropouts in the 1970s and has been used to improve retention in collegiate settings. From the initial research, Astin (1999) found that many factors contributed to retention were all involvement focused. The initial concept revolves around the following characteristics: full-time attendance, participation in extracurricular activities, studying hard, living on campus, and interacting frequently with students and faculty. Conversely, students who had dropped out from an institution were associated with factors surrounding noninvolvement, such as part-time attendance, living at home, infrequent studying, and off-campus employment (Astin, 1999).

According to Astin (1999), student involvement refers, "to the amount of physical and psychological energy that the student devotes to the academic experience" (p. 518). Student involvement research has shown associations with a range of desired outcomes of attending college (Kuh, 2009). Astin speaks of the importance of students who are active on campus by devoting considerable amount of energy to studying, spending time on

campus, participating actively in student organizations, and interacting frequently with others and their professors (Astin, 1999). Kuh, Kinzie, Schuh, and Whitt (2005) also found that students who are engaged in pursuits outside of the classroom shared greater investment in their educational experience leading to graduation. Astin (1999) also describes the five basic postulates to demonstrate involvement.

1. Involvement refers to the investment of physical and psychological energy in various objects. The objects may be highly generalized (the student experience) or highly specific (preparing for a chemistry examination).
2. Regardless of its object, involvement occurs along a continuum; that is, different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times.
3. Involvement has both quantitative and qualitative features. The extent of a student's involvement in academic work, for instance, can be measured quantitatively (how many hours the student spends studying) and qualitatively (whether the student reviews and comprehends reading assignments or simply stares at the textbook and daydreams).
4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.
5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement (Astin, 1999, p. 519)

These last two postulates are, of course, the key educational postulates, because they provide clues for designing more effective educational programs for students. Strictly speaking, they do not really qualify as postulates, because they are subject to empirical proof. Indeed, much of the recommended research on involvement (discussed below) would be designed to test these two propositions.

In addition to the five postulates, Astin also identifies several forms of involvement. The first is the place of residence (Astin, 1999). Students who live on campus are more likely to become involved on campus, as well as interact with faculty, be involved in student government, and participate in Greek life. Another benefit is the increased likelihood that students will pursue advanced degrees. Honors Programs that are offered at many institutions can substantially influence a student's involvement. These students benefit from quality of programs, increasing intellectual pursuits, and a heightened interaction with other students and professors.

The third form of involvement as defined by Astin is "Academic Involvement," which is a complex of self-reported traits and behaviors (Astin, 1999). These traits and behaviors cover the extent to which student's work on their studies. This is not limited to the number of hours they spend studying or working with others on their academic degrees. While being academically involved is generally positive for students, Astin warns that the intense academic involvement can regress personality and behavior that normally result from college attendance. A possible personality change that Astin mentions is that academic involvement increases the need for status and is strongly related to satisfaction with college life except friendships with other students.

Student-faculty interaction is another form of student involvement identified by Astin. Faculty interaction is more strongly related to satisfaction in college than any other type of involvement. Students who frequently interact with faculty are more likely to speak positively of their college experiences (Astin, 1999). Astin suggests that it is worthwhile for faculty and administrators to encourage greater student involvement with faculty.

Athletics is another form of student involvement that students can become highly involved in. Athletic activities have shown that student satisfaction increases the institution's academic reputation, the intellectual environment, student friendships, and institutional administration. However, the results of Astin's research shows that this type of involvement tends to isolate students from the peer group and for studious people this isolation results from the increased time spent studying.

Astin also discusses involvement in student government (Astin, 1999). This increases students' interest in political liberalism, hedonism, artistic interests, and status. According to Astin, student-to-student friendships increase as well, which suggests that the pattern of relationship and peer interaction is an important component to student interaction. The last form of involvement that Astin references is involvement with counselor and student personal workers.

Astin (1999) suggests that an important next step in research is to develop and test the involvement theory. Not only should student involvement be assessed through which type of involvement a student participates in but also the amount of time spent in the particular activity. Students improve their talents in various activities and schoolwork by

devoting time to improving themselves (Astin, 1985). Highly involved students may run the risk of spending too much time on a certain aspect of the institution.

One of the limitations and concepts for further research that Astin purposes is the concept of “Quality Versus Quantity” (Astin, 1999). If a student has high-quality involvement but lacks quantity of involvement it is unclear how the student can be encouraged to get more involved. It is important to find out new ways to encourage students to use their time more wisely as well as encourage them to participate in more worthwhile activities. In fact, it has been suggested through Astin’s research that different forms of involvement lead to different developmental outcomes. Deciding what is the connection of particular forms of involvement is an important question that should be addressed in future research.

Factors of Highly Involved Students

Those who are highly involved were described by Astin as students who devote a considerable amount of energy to studying, spend a lot of time on campus, participate in student organizations, and have regular interaction with faculty and their peers (Astin, 1999). Uninvolved students may neglect studies, spend less time on campus, not participating in extracurricular activities, and have little or no contact with faculty and classmates (1999). Astin (1985) also warns against excessive involvement; these “workaholic” students may be spending more time on certain activities while not investing as much time in others. He also poses the question about what problems may develop as a result of students becoming excessively involved in a single object rather than a variety of activities like academic work or extracurricular activities (1999).

A student's degree of involvement can be influenced by whether they believe that their behavior is controlled by internal or external factors. This concept was introduced by two different research sources Rotter (1990) and Weiner (1979) and is termed locus of control attribution. Weiner (1979) argued that students who tend to view their locus of control as internal, involvement may be contingent on whether the internal factors are controllable or uncontrollable. In theory a student's involvement is internal and can be viewed as something that they have the ability to control. Highly involved students have made the conscious decision to become involved on campus. Astin (1999) explains that high-achieving students are a resource and that large numbers of students enhance the quality of the learning environment for all students perhaps even encouraging retention at a particular institution.

Webber, Kryslow, and Zhang (2013) defined students with a higher level of involvement as participating in a greater number of activities or spending more hours on one or more tasks. In their 2013 study, they sought to further explore the frequency of involvement and determine if the level of involvement predicts student success. They found that among first year students, those who interacted with faculty members had a higher GPA. Similarly, senior students with high levels of engagement in community service, and who also resided on campus also received higher cumulative GPA, while engagement with diverse peers was negatively related to cumulative GPA (Webber et al., 2013). In general, the results indicated that higher levels of involvement not only lead to higher cumulative GPA but also in a satisfying college community. They also proposed that students may learn to prioritize academic tasks as they continue their college career.

Astin (1999) comments that there are still topics that need to be explored regarding highly involved students. For example, what is the characteristic of highly involved students who drop out? Also are their particular developmental outcomes for which a high degree of involvement is counterproductive? Overall, highly involved students are most often associated with higher cumulative GPA.

Relevant Involvement Research

As defined by Astin (1999), involvement can be categorized as any activity that takes psychological energy and time to complete. Many studies have examined varying categories of involvement to observe overall student satisfaction or the likelihood a particular student will continue to pursue a degree at a specific institution. One such study conducted by Dugan (2006), found that comparatively students involved in community service had higher levels of self-consciousness, commitment, collaboration, common purpose, and citizenship. Similarly, students in leadership roles also scored higher in those categories. Finally, students involved in campus organizations scored higher on common purpose and citizenship compared to those who were uninvolved. Overall, this type of involvement helps students establish community that is conducive to learning.

At Rowan University, leadership involvement was assessed by Ackerman (2005). Student leaders confirmed that the perceived benefits of involvement included the opportunity to meet more students and develop skills that may help in a future career path. Highly involved students are most likely the population of students who take on more leadership roles. Types of benefits they may receive from leadership positions include networking with faculty and administration, as well as networking with other

students (Kouzoukas, 2011). Another study conducted by Diorio (2007) at Rowan University evaluated the specific highly involved students who participated in student government. The participants in the study indicated that their participation in student government had social benefits such as establishing friendships and interaction with faculty. However, the educational benefits of student government involvement is perceived to be less valuable to participants (2007).

A third study at Rowan University conducted by Kouzoukas (2011) surveyed high achieving first generation students and found that the majority of participants were actively involved in the campus community. Although the participants were actively involved there was not an equal distribution among all organizations. Most reported being a part of cultural organizations. It was determined that there was less self-reported involvement in study abroad, athletics, honors programs, and official leadership positions in student government (2011) Astin's (1985) idea that student involvement incorporates the following components: considerable time spent studying, time spent on campus, participating in organizations, and frequently interacting with faculty and fellow classmates were all confirmed through Kouzouka's study.

Another study conducted at Rowan University surveyed the involvement patterns of students who were involved in the Student Community Policing Program. Staple (2011) found that these student employees were generally involved on the Rowan University campus and with the program. A significant correlation was found regarding these students being involved in both academic and social activities on campus. They also reported a high level of satisfaction with their social involvement, academic atmosphere, campus atmosphere and personal goal achievement (2011).

Astin (1999) often writes that there may be desirable limits to the involvement in which a student is actively participating. If too much time is spent in any one activity the student's success and satisfaction at a particular institution may be compromised. A study based on student employment balance, conducted by Kulm and Cramer (2006), found that students working part-time, or fewer than 20 hours per week, reported little or no effect on cumulative GPA. However, those who worked full-time reported that their time spent in work had a negative impact on academic progress. Thus, the idea that more time spent in one activity can affect the amount of time a student spends on academic pursuits.

Summary of the Literature Review

As suggested by Astin (1999), student involvement can be an important factor for retention in higher education. Involvement is defined as any activity requiring psychological energy to complete. According to Webber, Kryslow, and Zhang (2013), students are spending fewer hours studying and committing little time to academic pursuits. Over the past two decades many researchers and scholars have examined the benefits of student engagement for learning and overall academic success. Time spent studying is a valuable component to Astin theory of involvement and ultimately the likelihood that a student will earn a degree. While the existing literature provides the information that students will benefit from participation in many activities there is insufficient evidence of direct links between student involvement and academic success. Overall, Astin's theory of involvement along with several other studies reports that involvement is positively linked to the student satisfaction, but more research is needed to explore the complications of excessive involvement in extracurricular activities rather than academic pursuits.

Chapter III

Methodology

Context of the Study

The study was conducted at Rowan University, in Glassboro, New Jersey. The university is a public university with approximately 10,750 undergraduate students and approximately 3,663 students residing on campus. The university was founded in 1923 as New Jersey State Teachers College and the name changed in the 1950s to Glassboro State College. In the 1970s the university started to offer more programs such as business, communications, and engineering (Rowan 2014). In 1992, Henry and Betty Rowan gave the school \$100 million and the school was renamed Rowan College of New Jersey (2014).

Since that time, the institution gained university status and opened two medical schools: Cooper Medical School of Rowan University in 2012 and School of Osteopathic Medicine in 2013 (2014.) The university is divided into 13 schools: Rohrer College of Business, College of Communication & Creative Arts, College of Education, Henry M. Rowan College of Engineering, College of Humanities & Social Sciences, College of Performing Arts, College of Science & Mathematics, College of Health Sciences, Global Learning & Partnerships, Graduate School of Biomedical Sciences, School of Biomedical Science & Health Professions, and Cooper Medical School of Rowan University

At Rowan University there are over 130 student government chartered clubs (Rowan Fast Facts, 2014) and numerous job positions on campus. The members of student government association (SGA) meet biweekly and the attendees include a

representative of each club along with a student government executive board of 12 people. While there are numerous job positions on campus those surveyed in this study were the Peer Referral and Orientation Staff (PROS) and Resident Assistants on campus. The orientation staff consisted of 33 undergraduate students while Resident Assistants consisted of 106 undergraduate students.

Population and Sample Selection

The target population was all undergraduate students attending Rowan University in the 2014-2015 school year. The available population consisted of students who were involved as Resident Assistants (106 students), Peer Referral and Orientation Staff (33 students), and members of the Student Government Association (142 students). The total population was 281 students. A total population study was conducted by surveying all members of the following groups: Resident Assistants, Orientation Staff members, and student government association members that were attendance at the time the survey was distributed. Target response rate was 70% or 197 students; the ending response rate was 52.6% or 148 students.

Instrumentation

The instrument used was adapted from a survey of student involvement used by Ohio University. The Ohio University Student Involvement Study has been used by various researchers since 1979, thus demonstrating validity (Kahrig, 2005). The survey was first used as a component to the University of Michigan Project CHOICE (Center for Helping Organizations Improve Choice in Education) study (Kahrig, 2005). This

particular version of the survey was also adapted from Stephanie Staple's adapted version of the Ohio University Student Involvement survey (Appendix A).

The questions and format of the survey was taken from Ohio University Involvement Study questionnaire as well as Staple's version (Appendix B). Several questions were edited and removed to better suit to the current research taking place.

The survey (Appendix B) consists of four separate sections. The first, "Demographic Information," asked six questions to collect demographic information about the subjects. The second section asked about activities done on a weekly, monthly, and yearly basis. The third section consisted of six Likert style items regarding the topic of academic success. The last section asked subjects to rate 34 Likert-style items by evaluating their attitudes, opinions, satisfaction, and importance level of student involvement in multiple ways.

A Cronbach Alpha was also calculated for this survey and returned coefficients at the following rate for each of the three survey sections: Academic Success section (.674), Student opinions on the importance of specific activities (.976), and student satisfaction level with specific activities (.966). Alpha coefficients with a value of .70 and above typically indicate internal consistency or a reliable instrument which remained true of the items in the student opinions of importance of specific activities and satisfaction levels with specific activities sections. Approval to conduct the study of the Resident Assistants, Orientation Staff, and members of the Student Government Association from the Institutional Review Board of Rowan University was received on April 27, 2015 in the form of official Rowan University letter (Appendix A).

Data Collection

Permission was granted to survey the students by the following Rowan University employees: Annette McCully, Assistant Director for Residential Learning, Andrew Tinnin, Director of the Office of Orientation and Student Leadership Programs, and Gary Baker, Assistant Director of Student Leadership Programs and Student Government Association Advisor. Approval was received in the form of emails and personal communication on April 27, 2015. The students selected to receive the survey were students who participated and worked as Resident Assistants, Orientation Staff, and members of the Student Government Association. The survey was administrated to Resident Assistants the week of April 27, 2015, to the Peer Referral and Orientation staff on May 18, 2015, and to the members of the Student Government Association on April 27, 2015. The paper surveys were distributed by hand during scheduled mandatory meetings and all participants were asked to volunteer to complete the survey during the scheduled meetings. No incentive was given in order to ensure a higher return rate of the material by the deadline. The decision to not include a monetary or other incentive was decided due to the small and controllable population of those surveyed.

Data Analysis

The independent variables in this study included gender, ethnic background, age, years in school, where the student resides, grade point average, and years of involvement. Information for these variables was collected in the first section of the questionnaire. The dependent variables were the levels and patterns of student involvement that the group surveyed present towards Rowan University and the campus community. Variation in

students' attitudes were explored based on each of independent variables using SPSS computer software. Data were analyzed using frequency tables and descriptive statistics. The impact of the independent variables on the dependent variables will be studied using analysis obtained through SPSS. Correlations and descriptive statistics, including mean, standard deviation, and Pearson r coefficient correlations were used to examine the data and answer the research questions demonstrated in previous chapters. This was completed by utilizing frequency tables, cross tabulations, and correlations in SPSS.

Chapter IV

Findings

Profile of the Sample

The subjects for this study were selected from the Rowan University undergraduate students in the spring 2015 semester, who participated in one or more of the following three groups: Resident Assistants, Orientation Staff, and members of the Student Government Association. Of the 281 students, 148 surveys were returned yielding a 52.6% return rate. Of those surveyed 62 were males (41.9%) and 86 were females (58.1%). Table 4.1 illustrates the demographic data on the Racial/Ethnic groups based on the subjects self-identified answers. Overall, 101 (68.2%) students who completed the survey identified as Caucasian\White, 20 (13.4%) identified as African American\Black, 11 (7.4%) identified as Hispanic/Latino, 7 (4.7%) identified as Multiracial, and 2 students chose not to identify. About half of the subjects reported that they were between the ages of 18 and 20 (51.4%), while 66 students or 44.6% of the subjects reported that they were between the ages of 21 and 23 years of age. The remaining 6 students reported to be 24 to 26 or older.

Over half of the subjects indicated that they planned to obtain a Master's Degree (55.4%). Additionally, 26.4% of students reported that they had no plans to explore further education, and 18.2% indicated that they would like to pursue a doctoral degree.

Table 4.2 demonstrates the duration of time each subject has attended Rowan University. A total of 52 (35.1%) of students reported that they have attended Rowan University for 3 years, 48 (32.4%) for 2 years, 25 (16.9%) for 4 years, and 21 students

reported that they have attended Rowan University for 1 year. One student reported that he/she have attended Rowan University for 5 years and 1 student reported that they have attended Rowan University for over 5 years.

Table 4.1

Racial/Ethnic Backgrounds (N=148)

Race	<i>F</i>	%
African Americans	20	13.3
Asian American	7	4.7
Caucasian/White	101	68.2
Hispanic/Latino	11	7.4
Multiracial	7	4.7
Chose Not to Answer	2	1.4

Table 4.2

Years of Attendance at Rowan University (N=148)

Year at Rowan	<i>F</i>	%
1	21	13.3
2	48	4.7

Table 4.2 (Continued)

Years of Attendance at Rowan University (N=148)

Year at Rowan	<i>F</i>	%
3	52	68.2
4	55	7.4
5	1	4.7
5+	1	1.4

Table 4.3 contains information about the student's current housing status. The majority of students reported that they were currently living on campus (77.7%), while the remaining subjects reported that they are currently living off campus, (14.9 % off campus and 7.4% off campus with a parent or guardian.)

Table 4.3

Current Housing Status (N=148)

Type of Housing	<i>F</i>	%
On-Campus Housing	115	77.7
Off-Campus Housing	22	14.9
Off-Campus with Parent or Guardian	11	7.4

Analysis of the Data

Research question 1. What are the involvement patterns of selected students who are Resident Assistants, Orientation Staff, and members of the Student Government Association at Rowan University?

Overall, students involved as Resident Assistants, Orientation staff and Student Government Members are generally involved campus. Most of the subjects reported that they took part in at least one or more activities a week (see Table 4.4). A total of 76 (51%) of the student respondents reported to take part in hobbies or social clubs.

Table 4.4

Student Involvement in Campus Activities (N=148)

	<i>F</i>	<i>%</i>
Hobbies or Social Clubs	76	51.1
Volunteer Services	71	48
Campus Recreation	67	45.3
Residence Hall Activities	65	43.9
Professional or Departmental Clubs	63	42.6
Leadership Programs	61	41.2
Student Government	50	33.3

Table 4.4 (Continued)

Student Involvement in Campus Activities (N=148)

	<i>F</i>	<i>%</i>
Religious Organizations	30	20.3
Fraternities and Sororities	29	19.6
Intercollegiate Athletics	21	14.2
College Productions or Performances	19	12.8
College Publication	10	6.8
International-related Activities	8	5.4
Public Safety Programs	3	2.0

According to Table 4.5, 51 (34.46%) students reported spending one to five hours, and 18 (12.16%) students spent between six to ten hours participating in hobbies or social clubs. The second highest rated category was Volunteer Services. A total of 71 (48%) of students reported to be involved in this activity every week. Overall, 59 (39.86%) students indicated that they spend between one to five hours participating in volunteer services, 6 (4.73%) students indicate that they spend six to ten hours in, and one (.7%) indicated that they take part in volunteer pursuits.

Another activity that had a higher percentage of participation was residence hall activities. A total of 65 (43.9%) students reported to participate in residence hall activities throughout their week. The amount of students who reported participating in one to five

hour per week was 46 (31.08%). All together 13 (8.78%) subjects reported to take part in six to ten hours per week. Lastly four subjects reported to spend 11-20 hours per week participating in residence hall activities. Similarly, 63 (42.6%) of those who participated in the study reported to spending time in Professional or Departmental Clubs. 56 (37.8%) of subjects reported to spending one to five hours, two (1.35%) students reported to spend six to 10 hours, 3 (2.03) students spent 11 to 20 hours, and lastly one student spent 21 to 30 hours participating in professional or departmental clubs.

Table 4.5

Number of Hours Spent in Campus Activities (N=148)

	1-5		6-10		11-20		21-30		31-40		41-50		51+	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Hours Spent Studying <i>M</i> =18.71 <i>SD</i> =18.24 Missing=15	45	30.41	38	25.68	27	18.24	15	10.1	5	3.38	0	0	1	.7
Residence Hall Activities <i>M</i> =14.14 <i>SD</i> =20.35 Missing=1	46	31.08	13	8.78	4	2.7	0	0	0	0	0	0	0	0

Table 4.5 (Continued)

Number of Hours Spent in Campus Activities (N=148)

	1-5		6-10		11-20		21-30		31-40		41-50		51+	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Hobbies or Social Clubs <i>M</i> =10.28 <i>SD</i> =10.09 Missing=2	51	34.46	18	12.16	1	.68	0	0	0	0	1	.68	1	.68
Campus Recreation <i>M</i> = 9.57 <i>SD</i> = 18.7	51	34.46	12	8.11	4	2.7	0	0	0	0	0	0	0	0
Volunteer Services <i>M</i> =9.57 <i>SD</i> =21.94 Missing=3	59	39.86	7	4.73	1	.7	0	0	0	0	0	0	0	0
Profess- ional or Depart- mental Clubs <i>M</i> =8.85 <i>SD</i> =20.82 Missing=1	56	37.8	2	1.35	3	2.03	1	.68	0	0	0	0	0	0
Leadershi p Programs <i>M</i> =8.57 <i>SD</i> =18.11	49	33.11	9	6.08	1	.7	0	0	0	0	1	.7	0	0
Student Govern- ment <i>M</i> =6.85 <i>SD</i> =15.6 Missing=2	42	28.38	5	3.38	0	0	1	.7	0	0	0	0	0	0

Table 4.5 (Continued)

Number of Hours Spent in Campus Activities (N=148)

	1-5		6-10		11-20		21-30		31-40		41-50		51+	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Religious Organizations <i>M</i> =4.14 <i>SD</i> =7.75	20	13.51	9	6.08	0	0	0	0	0	0	0	0	0	0
Fraternities and Sororities <i>M</i> = 3.85 <i>SD</i> = 4.77 Missing=1	13	8.78	8	5.41	1	.68	1	.68	1	.68	1	.68	2	1.35
Intercollegiate Athletic <i>M</i> = 2.8 <i>SD</i> = 4.7	13	8.78	2	1.35	4	2.7	0	0	0	0	1	.68	0	0
College Productions or Performances <i>M</i> = 2.57 <i>SD</i> = 4.68 Missing=1	13	8.78	1	.68	2	1.35	2	1.35	0	0	0	0	0	0
College Publications <i>M</i> = 1.42 <i>SD</i> = 2.14	6	4.05	0	0	2	1.35	1	.68	0	0	0		1	.68
International Related Activities <i>M</i> = 1 <i>SD</i> =1.8 Missing=1	5	3.38	1	.68	0	0	1	.7	0	0	0	0	0	0

Table 4.5 (Continued)

Number of Hours Spent in Campus Activities (N=148)

	1-5		6-10		11-20		21-30		31-40		41-50		51+	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Public Safety Programs <i>M</i> =.71 <i>SD</i> =1.2	3	2.03	2	1.35	0	0	0	0	0	0	0	0	0	0

The subjects were also asked several prompted questions about their involvement on a monthly basis. Table 4.6 illustrates the range of response for the question, “How many weekends a month do you spend on campus?” Of the 148 undergraduate students surveyed for this question, 7 (4.7%) indicated that they spent 0 weekends on campus per month. Altogether, 4 (2.7%) students reported spending one weekend on campus per month. Overall, 11 (7.4%) of the subjects reported to spend two weekends on campus per month, while 37 (25%) students said that they spent three weekends per month on campus. The majority of students, 85 (57.4%), reported spending all weekends on campus. Even though there are typically four weekends per month, one student reported to spend five weekends per month, 3 (2.03%) students reported that they spent 15 (.7%), 16 (.7%), and 20 (.7%) weekends on campus per month.

Table 4.6

Weekends Spent on Campus each Month (N=148)

	<i>F</i>	<i>%</i>
0 Weekends per Month	7	4.7
1 Weekend per Month	4	2.7
2 Weekends per Month	11	7.4
3 Weekends per Month	37	25.0
4 Weekends per Month	85	57.4
5 Weekends per Month	1	.7
15 Weekends per Month	1	.7
16 Weekends per Month	1	.7
20 Weekends per Month	1	.7

Table 4.7 demonstrates the last three questions students were asked concerning monthly activities. In addition to being asked about the weekends spent on campus students were also asked, “How many times do you go out with friends (for pizza, soft drinks, movies, etc.) each month?” A total of 3 (2%) students reported to not spending any time with friends each month. Overall, 70 (47.3%) said that they hung out with friends one to five times per month, 40 (27.03%) reported to hang out with friends six to ten times a month, 23 (15.54%) said that they hung out with friends 11 to 20 times a month, 7 (4.73%) students said they hung out with their friends 21 to 30 times, and 3 (2.03%) students indicated that they spent time with friends 31 to 40 times a month.

The third question in this section asked student leaders to report how many on-campus parties they have attended each month. Out of 148 subjects 76 students reported to have attended zero on-campus parties throughout a given month. Overall, 51 (34.46%) reported having attended one to five campus parties, 17 (11.49%) reported having attended six to ten parties, and lastly three (2.03%) students indicated that they attended 11 to 20 parties per month.

The last question asked participants to discuss how many conversations they have had with diverse people who are different than themselves. A total of 4 (2.7%) participants indicated that they have had no conversations with people who are different than themselves. Altogether 45 (30.41%) students said that they had one to five diverse conversations, 27 (18.24%) engaged in six to ten conversations, 23 (15.54%) engaged in eleven to twenty conversations, 14 (9.46%) had 31 to 30 conversations, 8 (5.41%) had 31 to 40 conversations, 3 (2.03%) students engaged in 41 to 50 conversations, and lastly 10 (6.76%) reported to have 51 different conversations with diverse populations.

Table 4.7

Monthly Activities (N=148)

	1-5		6-10		11-20		21-30		31-40		41-50		51+	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Going out with friends <i>M</i> =20.4 <i>SD</i> =26 Missing=2	70	47.3	40	27	23	15.54	7	4.73	3	2.03	0	0	0	0
Number of diverse conversations <i>M</i> =18.5 <i>SD</i> =14 Missing=14	45	30.41	27	18.24	23	15.54	14	9.46	8	5.41	3	2	10	6.7
On-campus Party Attendance <i>M</i> =10 <i>SD</i> =19 Missing=1	51	34.46	17	11.49	3	2.03	0	0	0	0	0	0	0	0

Table 4.8 demonstrates the frequencies of categories that the students answered concerning activities on a yearly basis. The first question in this section asked students to identify how many books that they read for leisure. All together 55 (37.2%) subjects indicated that they have read zero books during the academic year. 70 (47.3%) indicated that they read between one and five books that were not related to academic pursuits.

Table 4.8

Yearly Activities (N=148)

	1-5		6-10		11-20		21-30		31-40		41-50		51+	
	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Events attended <i>M</i> =19.2 <i>SD</i> =23.7 Missing=3	63	42.5	37	25	25	16.8	5	3.38	2	1.3	1	.68	2	1.3
Conversations with faculty regarding educational plans <i>M</i> =19 <i>SD</i> =24.5 Missing=7	68	45.9	36	24.32	12	8.11	5	3.38	2	1.3	3	2.0	7	4.7
Frequency of Library Visit during Academic Year <i>M</i> =18.2 <i>SD</i> =11.4	33	22.3	23	15.54	32	21.6	17	11.4	4	2.7	8	5.4	11	7.4
Frequency of in person, and email communication with faculty <i>M</i> =18 <i>SD</i> =11.3 Missing=17	6	4.	27	18.24	30	20.2	11	7.43	8	5.4	15	10	34	22
Yearly Activities <i>N</i> =148 <i>M</i> =17 <i>SD</i> =37.3	101	68.2	13	8.78	3	2.03	1	.68	0	0	1	.68	0	0

Table 4.8 (Continued)

Yearly Activities (N=148)

	1-5		6-10		11-20		21-30		31-40		41-50		51+	
	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Books Read for Fun <i>M</i> =13 <i>SD</i> =25.6 Missing=2	70	47.3	15	10.14	4	2.7	1	.68	0	0	0		1	.68
Conversations with Faculty about Research <i>M</i> =10.7 <i>SD</i> =21 Missing=4	58	39.1	9	6.08	1	.68	2	1.35	3	2.0	2	1.3	0	0

The next question asked was, “How many events, did you attend during the academic year? (e.g. performance, concert, lecture, play, fair, etc.)?” Out of the students surveyed 10 (6.8%) said that they have attended zero events throughout the academic year. Overall, 60 (42.57%) students claimed to attend between one and five events, 37 (25%) reported to have attended between six and ten events, and 25 (16.89%) students indicated that they having attended between eleven and twenty events.

In the next few questions the topics revolved around various conversations that they have had with faculty at Rowan University. The first asked, “How many conversations about educational plans, problems, or progress did you have with staff during this academic year?” 68 (45.95%) indicated that they have had conversations with faculty or staff about their plans on at least one to five different occasions throughout the academic year.

The second question regarding communication was, “How many conversations faculty research and scholarship have you had with faculty during this academic year?” 69 (47.9%) students indicated that they have had zero such conversations. Overall, 58 (39.19%) indicated that they have had between one and five conversations with faculty about research.

The third question asked about faculty communications was in regards to email and in person communication. Students were asked, “During this academic year, how many times did you communicate, in person or through email with faculty?” For this question there were no students who indicated that they have never interacted with faculty. Overall 27 (18.24%) students said that they interacted between six and ten times a year with faculty, and 34 (22.97%) students indicated that they have had over 51 conversations with faculty in person or over email.

Next students were asked, “How many times have you talked with a career advisor or attended a program concerning your career during this academic year?” Overall, 25 (16.9%) students indicated that they have not spoken to a career advisor or attended a career service event this academic year, while 101 (68.24%) students said they have spoken to advisor or attended an event between one and five times during the academic year.

In the last question the students were asked to identify how many times they have visited the library in an academic year. A total of 6 (4.1%) subjects indicated that they have not visited the library. 33 (22.3%) of students reported to have visited the library between one and five times a year, and 23 (15.15%) students indicated that they have visited the library between six and ten times.

Research question 2. What is the academic success level of selected students who are involved as Resident Assistants, Orientation Staff, and Student Government Association members on Rowan University’s Campus?

Members of the student government association, resident assistants, and orientation assistants were also surveyed regarding their experiences with academic pursuits. One way to measure academic involvement was to ask students about their current grade point average (GPA). This information is shown in Table 4.9. Out of the 148 participants no subject reported having lower than a 2.00 average GPA. Two students reported having between 2.00- 2.50 GPA, 17 (11.49%) reported having between a 2.51 and 3.00 GPA, 61 (41.22%) students between 3.01 and 3.50 GPA, and lastly 67 (45.27%) reported having a range of 3.51 and 4.00 grade point average.

Table 4.9

Self Reported GPA (N=148)

	<i>F</i>	<i>%</i>
Less than 2.00	0	0
2.00-2.50	2	1.35
2.51-3.00	17	11.49
3.01-3.50	61	41.22
3.51-4.00	67	45.27

Table 4.10 illustrates the subjects' educational plans after graduation. 39 (26.4%) student leaders reported to having no educational plans after graduation. 82 (55.4%) indicated they had plans to obtain a master's degree and 27 (18.2%) indicated they would like to pursue a doctorate degree in the future.

Table 4.10

Education Plans After Graduation GPA (N=148)

	<i>f</i>	<i>%</i>
No Plans	39	26.4
Plan to Obtain a Master' Degree	82	55.4
Plan to Obtain a Doctorate Degree	27	18.2

Table 4.11 depicts the frequencies of responses for six Likert scale items. Each item asked students to indicate five different options for each statement. The statements were as follows: Never, Occasionally, Fairly Often, Very Often, and Frequently. The first, "I visit my professor (s) office hours" retained a range of responses. Overall, 31 (20.9%) of students indicated they have never visited their professors during office hours, 51 (34.5%) reported to occasionally attending office hours, 33 (22.3%) students reported visiting their professors fairly often, 15 (10.1%) students said that they visited office hours very often, and 18 (12.2%) students reported to frequently go to their professor offices.

Table 4.11

*Academic Services (N=148)**(Frequently=1, Very Often=2, Fairly Often=3, Occasionally=4, Never=5)*

	Never		Occasionally		Fairly Often		Very Often		Frequently	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Meeting with academic advisor <i>M</i> =3.08 <i>SD</i> =1.33	26	17.6	35	23.6	39	26.4	22	14.9	26	17.6
Attended conference related to major <i>M</i> =3.31 <i>SD</i> =1.41	40	27	34	23	31	20.9	19	12.8	24	16.2
I visit professor(s) office hours <i>M</i> =3.41 <i>SD</i> =1.26	31	20.9	51	34.5	33	22.3	15	10.1	18	12.2
Attended career fair <i>M</i> =3.81 <i>SD</i> =1.33	65	43.9	30	20.3	28	18.9	10	6.8	15	10.1
Participated in collaborative research <i>M</i> =4.23 <i>SD</i> =1.31	100	67.6	18	12.2	8	5.4	9	6.1	13	8.8
Utilized the tutoring services <i>M</i> =4.27 <i>SD</i> =1.19	94	63.5	26	17.6	12	8.1	6	4.1	10	6.8

For the second statement, “I have utilized the tutoring services on campus,” 94 (63.5%) students reported they have never utilized tutoring services. A total of 26 (17.6%) students reported to occasionally getting tutoring services, 12 (8.1%) students said they visited the tutoring fairly often, 6 (4.1%) students indicated they visited the tutoring services very often, and 10 (6.8%) stated that they used the service frequently.

Students were also asked how often they met with their academic advisor, 26 (17.6%) indicated they have never done so, 35 (23.6%) reported to occasionally, 39 (26.4%) students said fairly often, 21 (14.9%) reported to visiting with their academic advisor very often, and 26 (17.6%) indicated they frequently visited their academic advisor.

In regards to the frequency in which students attended career fairs throughout their time at Rowan University, 65 (43.9%) students indicated they have never attended a career fair, 30 (20.3%) indicated that they occasionally attended, 28 (18.9%) noted that they have attended career fair fairly often, 19 (12.8%) said fairly often, and 15 (10.1%) said that they frequently attended career fairs.

Another indicator of academic involvement was the frequency in which students attended a conference related to their academic major. A total of 40 (27%) of those surveyed indicated that they never attended a conference, 34 (23%) student leaders reported to occasionally attending conferences, 31 (20.9%) students said they attended fairly often, 19 (12.8%) indicated they attended such a conference very often, and lastly 24 (16.2%) students said they frequently attended conferences related to their academic major.

The last item the participants were asked to rank was related to their participation in academic research. A total of 100 (67.6%) student leaders indicated they have never participated in collaborative research, 18 (12.2%) reported to occasionally participate, 8 (5.4%) said fairly often, 9 (6.1%) reported fairly often, and 13 (8.8%) indicated they frequently participated in collaborative research with faculty.

Research question 3. Is there a significant relationship between involvement and academic success of students who are Resident Assistants, Orientation Staff, or members of the Student Government Association at Rowan University?

A significant correlation was discovered during the analysis of data involving GPA and participation in religious activities on campus. The relationship between GPA and participation in religious activities was determined to be direct and significant at the 1-tailed .01 level ($r=.179$, $p=.007$). Variables are listed in Table 4.12, according to Pearson r correlation coefficient, have a weak and positive level of strength and relation to one another. Additionally, there was another example of negative relationship between reported GPA and the amount of on-campus parties attended in an academic year. These data (Table 4.13,) were determined to be significant at the .01 level (2-tailed) ($r=-.237$, $p=.004$) $p < .01$.

Lastly, there was a significant correlation discovered between reported GPA and events attending during the academic year. This data (Table 4.13,) was determined to be significant at the .01 level (2-tailed) ($r=-.223$, $p=.004$) at $p < .01$.

Table 4.12

Correlation between GPA and Participation in Religious Activities (N=148)

		Participation in Religious Activities
GPA	Pearson Correlation	.179*
	Sig. (1-tailed)	.01
	N	147

*Correlation is significant at the 0.01 level (1-tailed).

Table 4.13

Correlation between GPA and Amount of On campus Parties Attended (N=148)

		Amount of On Campus Parties Attended
GPA	Pearson Correlation	-.237**
	Sig. (2-tailed)	.004
	N	145

*Correlation is significant at the 0.01 level (2-tailed).

Table 4.14

Correlation between GPA and Events Attended during the Academic Year (N=148)

		Events Attended in Academic Year
GPA	Pearson Correlation	.223*
	Sig. (1-tailed)	.01
	N	145

*Correlation is significant at the 0.01 level (2-tailed).

Research question 4. What is the impact of involvement on selected student leaders' satisfaction levels in the areas of Social Involvement, Academic Involvement, Campus Atmosphere, and Personal Goals at Rowan University?

Of the students surveyed there was an overall positive reception of satisfaction regarding Rowan University. Table 4.15 shows the levels of satisfaction regarding social involvement. Items are arranged by mean scores from most to least satisfied. Overall, 56 students or 37.4% indicated they were very satisfied with having a job while enrolled, while 26 (17.6%) indicated they were somewhat satisfied with their job status on campus. More than half, 78 (52.7%) of the students surveyed indicated they were very satisfied with establishing personal relationships with peers at Rowan University. In regards to satisfaction with having close friends, 82 students (55.4%), indicated they were very satisfied at Rowan University. However, 56 students (37.8%) reported that they were neutral to their experience with interacting with international students. Moreover, 40

(27%) were somewhat satisfied, and 47 (31%) were very satisfied with interacting with people of different races and backgrounds.

Table 4.15 also illustrates the student leader's satisfaction regarding campus organizations, activities, and events. In general, the subjects had the highest level in the very satisfied category on these topics. A total of 72 (48.6%) ranked they were very satisfied with their involvement in student organizations. In addition, 66 (44.6%) indicated they were very satisfied with their involvement in campus activities. Lastly, 41 (27.7%) indicated they were somewhat satisfied and 50 (33.8%) were very satisfied with attending campus events.

Table 4.15

Social Involvement Satisfaction Level (N=148)

(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Dissatisfied=4, Very Dissatisfied=5)

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Having close friends <i>M</i> =1.93 <i>SD</i> =1.30	13	8.8	9	6.1	15	10.1	29	19.6	82	55.4
Establishing personal relationships with peers <i>M</i> =1.96 <i>SD</i> =1.29	12	8.1	11	7.4	15	10.1	32	21.6	78	52.7

Table 4.15 (Continued)

Social Involvement Satisfaction Level (N=148)

(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Dissatisfied=4, Very Dissatisfied=5)

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Getting involved in student organizations <i>M</i> =1.98 <i>SD</i> =1.26 Missing=2	14	9.5	4	2.7	20	13.5	37	25	72	48.6
Getting involved in campus activities <i>M</i> =2.06 <i>SD</i> =1.21 Missing=1	10	6.8	7	4.7	31	20.9	33	22.3	66	44.6
Attending events on campus <i>M</i> =2.23 <i>SD</i> =1.17 Missing=1	9	6.1	11	7.4	36	24.3	41	27.7	50	33.8
Interacting with people of different races and backgrounds <i>M</i> =2.31 <i>SD</i> =1.2	10	6.8	13	8.8	38	25.7	40	27	47	31
Having a job while Enrolled <i>M</i> =2.42 <i>SD</i> =1.42	20	13.5	14	9.5	30	20.3	26	17.6	56	37.4

Table 4.15 (Continued)

Social Involvement Satisfaction Level (N=148)
(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Dissatisfied=4, Very Dissatisfied=5)

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Getting involved in religious activities <i>M</i> =2.69 <i>SD</i> =1.40 Missing=1	24	16.2	10	6.8	54	36.5	13	8.8	45	30.4
Interacting with international students <i>M</i> =2.80 <i>SD</i> =1.23	18	12.2	18	12.2	56	37.8	26	17.6	28	18.9

Table 4.16 depicts the subject's satisfaction with academic involvement at Rowan University. Items are arranged by mean scores from most to least satisfied. Overall, there was a positive level of satisfaction in this category although the majority of students indicated that they were neutral in the academic categories of the survey. On the topic of instruction in major courses, 57 (38.5%) indicated they were somewhat satisfied, 46 (31.1%) were very satisfied, conversely only 4 (2.7%) of those surveyed were very dissatisfied. On the topic of instruction in non-major courses the highest rated category was neutral at 45 (30.4%) students, and the lowest was 10 (6.8%) students who were, very dissatisfied. Similarly, 48 students (32.4%) ranked that they were neutral about

faculty availability outside of class. However, 40 (27%) students reported to be very satisfied with the availability of faculty outside of the classroom.

Another aspect of faculty/student interaction is the social interaction between student and teacher. In this category, 51 (34%) students noted their satisfaction as neutral. In contrast, 8 (5.4%) of subjects indicated that they were very dissatisfied with social interactions while 36 (24.3%) indicated that they were very satisfied. The last topic the subjects were asked to report their satisfaction was academic advising at Rowan University. 13 (8.8%) of students reported that they were very dissatisfied, 51 (34%) indicated that they were neutral, and 43 (29%) were very satisfied with academic advising at Rowan University.

Table 4.16

Academic Involvement Satisfaction Level (N=148)
(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Dissatisfied=4, Very Dissatisfied=5)

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied	
	<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>
Instruction in major courses <i>M</i> =2.13 <i>SD</i> =1.06 Missing=2	4	2.7	15	10.1	24	16.2	57	38.5	46	31.1
Faculty availability outside of classes <i>M</i> =2.43 <i>SD</i> =1.15	8	5.4	16	10.8	48	32.4	35	23.6	40	27

Table 4.16 (Continued)

Academic Involvement Satisfaction Level (N=148)

(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Dissatisfied=4, Very Dissatisfied=5)

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Instruction in non-major courses <i>M</i> =2.48 <i>SD</i> =1.17	10	6.8	16	10.8	45	30.4	39	26.4	36	24.7
Social contacts with faculty <i>M</i> =2.48 <i>SD</i> =1.14	8	5.4	16	10.8	51	34	35	24	36	24.3
Academic advising <i>M</i> =2.49 <i>SD</i> =1.27 Missing=1	13	8.8	18	12.2	41	27.7	32	21.6	43	29

Table 4.17 illustrates the campus atmosphere level of satisfaction for student leaders involved as Resident Assistants, Orientation Leaders, and SGA members. Items are arranged by mean scores from most to least satisfied. In regards to fitting into the campus community, 59 (39.9%) of students reported to be very satisfied, 35 (23.6%) reported to be somewhat satisfied, and 36 (24.3%) reported to being neutral on the topic. Students reported being in general satisfied on the topics of adequate personal security, adequate academic/intellectual atmosphere, adequate physical environment, and adequate social atmosphere. A total of 59 (39.9%) students indicated they were very satisfied with personal security and 36 (24.3%) indicated they were somewhat satisfied with personal security.

In regards to the academic/intellectual atmosphere, 42 (28.4%) indicated they were somewhat satisfied and 47 (31.8%) said they were very satisfied. Overall, 46 (31.1%) students reported they were very satisfied and 42 (28.4%) reported they were somewhat satisfied with the physical environment. Lastly, 49 (33.1%) were very satisfied with the social atmosphere on campus and 37 (25%) were somewhat satisfied.

Table 4.17

Campus Atmosphere Satisfaction Level (N=148)
(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Dissatisfied=4, Very Dissatisfied=5)

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied	
	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Fitting into the campus community <i>M</i> =2.16 <i>SD</i> =1.21	11	7.4	7	4.7	36	24.3	35	23.6	59	39.9
Adequate personal security <i>M</i> =2.21 <i>SD</i> =1.3 Missing=1	13	8.8	13	8.8	26	17.6	36	24.3	59	39.9
Adequate academic/intellectual atmosphere <i>M</i> =2.31 <i>SD</i> =1.23 Missing=1	13	8.8	10	6.8	34	23	43	29.1	47	31.8

Table 4.17 (Continued)

Campus Atmosphere Satisfaction Level (N=148)
(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Dissatisfied=4, Very Dissatisfied=5)

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied	
	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Adequate physical environment <i>M</i> =2.34 <i>SD</i> =1.21 Missing=1	9	6.1	19	12.8	31	20.9	42	28.4	46	31.1
Adequate social atmosphere <i>M</i> =2.36 <i>SD</i> =1.28 Missing=1	13	8.8	15	10.1	33	22.3	37	25	49	33.1

Table 4.18 depicts the student leader's personal goals level of satisfaction. Items are arranged by mean scores from most to least satisfied. In general, the majority of students reported to be somewhat satisfied or very satisfied with the following categories. The first category, making progress toward academic goals, was reported as very satisfying by 69 (46%) students, and 43 (29.1%) marked this category as somewhat satisfying. The second category, making progress towards career goals was reported as very satisfying by 67 (45.3%) students, and 34 (23%) subjects indicated this category as somewhat satisfying.

Table 4.18

Personal Goals Satisfaction Level (N=148)

(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Dissatisfied=4, Very Dissatisfied=5)

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Making progress toward academic goals <i>M</i> =1.96 <i>SD</i> =1.19 Missing=1	8	5.4	13	8.8	14	9.5	43	29.1	69	46.6
Making progress towards personal goals <i>M</i> =1.98 <i>SD</i> =1.14	6	4.1	14	9.5	16	10.8	47	31.8	64	43.2
Adjusting academically to college <i>M</i> =1.98 <i>SD</i> =1.18 Missing=1	9	6.1	7	4.7	21	14.2	42	28.4	68	45.9
Making progress toward career goals <i>M</i> =2 <i>SD</i> =1.13 Missing=1	5	3.4	12	8.1	29	19.6	34	23	67	45.3
My personal achievement of academic success <i>M</i> =2.02 <i>SD</i> =1.2	10	6.8	8	5.4	24	16.2	39	26.4	66	44.6

Table 4.18 (Continued)

Personal Goals Satisfaction Level (N=148)
(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Dissatisfied=4, Very Dissatisfied=5)

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
My personal motivation for academic success <i>M</i> =2.06 <i>SD</i> =1.2 Missing=1	10	6.8	9	6.1	24	16.2	41	27.7	63	42.6
Being interested in my studies <i>M</i> =2.11 <i>SD</i> =1.29 Missing=1	14	9.5	8	5.4	24	16.2	36	24.3	65	43.9
Developing personal values and beliefs <i>M</i> =2.14 <i>SD</i> =1.23 Missing=2	11	7.4	9	6.1	30	20.3	36	24.3	60	40.5
Developing my self-esteem and confidence <i>M</i> =2.16 <i>SD</i> =1.18 Missing=2	9	6.1	11	7.4	28	18.9	45	30.4	53	35.8
Adjusting emotionally to college <i>M</i> =2.17 <i>SD</i> =1.17 Missing=3	10	6.8	7	4.7	33	22.3	44	29.7	51	34.5
Adjusting socially to college <i>M</i> =2.17 <i>SD</i> =1.26 Missing=1	12	8.1	11	7.4	26	17.6	39	26.4	59	39.9

Table 4.18 (Continued)

Personal Goals Satisfaction Level (N=148)
(Very Satisfied=1, Somewhat Satisfied=2, Neutral=3, Somewhat Dissatisfied=4, Very Dissatisfied=5)

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Developing a philosophy of life <i>M</i> =2.30 <i>SD</i> =1.23 <i>Missing</i> =1	10	6.8	13	8.8	42	28.4	29	19.6	53	34.8
Managing personal stress <i>M</i> =2.35 <i>SD</i> =1.1 <i>Missing</i> =2	6	4.1	16	10.8	40	27	46	31.5	38	25.7
Developing spiritually <i>M</i> =2.50 <i>SD</i> =1.24 <i>Missing</i> =1	14	9.5	11	7.4	52	35.1	28	18.9	42	28.4

Student leaders were also asked to indicate their satisfaction in the category of making progress towards personal goals. The majority of students reported this category as being very satisfied (64, 43.2% of students) and as somewhat satisfied (47, 31.8% of students).

Another important factor in the levels of personal goal satisfaction is the student leader's personal motivation for academic success. These information is also depicted in Table 4.18. A total of 63 (42.6%) students indicated that they were very satisfied, and 41 (27.7%) student indicated that they were somewhat satisfied. Another category that students were asked to note, was personal achievement of academic success. A total of 66

(44.6%) students indicated that they were very satisfied in this category and 39 (26.4%) indicated that they were somewhat satisfied.

An important aspect to student satisfaction is their interest in their classes. Altogether, 65 (43.9%) students indicated that they were very satisfied with their interest in their studies. Similarly, 36 (24.3%) students indicated that they were somewhat satisfied regarding interest in their studies

Developing a spiritual or value system is also very important in the adjustment of students to college life. On the topic of satisfaction regarding spirituality, the highest satisfaction level was 52 (35.1%) and 42 students (28.4%) indicated that they were very satisfied with their level spiritual development. Satisfaction for developing personal values and beliefs was reported as very satisfying by 60 students (40.5%) and was ranked as somewhat satisfying by 36 (24.5%) of students.

Students were also asked to note their satisfaction regarding developing a philosophy of life. The results for this category were varied. The highest reported category was very satisfied with 53 (34.5%) of students selecting it. The second most frequently selected category was neutral with 42 (28.4%) students and lastly 29 (19.6%) students reported to be somewhat stratified in the category of developing a philosophy of life.

The last three topics that the student were asked to indicate their level of satisfaction was, adjusting emotionally to college, managing personal stress, and developing self-esteem and confidence. On the topic of adjusting emotionally to college 51 (34.5%) students reported being very satisfied and 44 (29.7%) indicated they were somewhat satisfied. A total of 46 (31.5%) student leaders indicated they were somewhat

satisfied with managing their personal stress, 40 (27%) students reported to be neutral on the topic, and 38 (25.7%) students were very satisfied with their ability to manage personal stress.

There was a high level of satisfaction for the development of self-esteem and confidence. 53 (35.8%) student leaders indicated they were very satisfied, 45 (30.4%) indicated they were somewhat satisfied, and only 28 (18.9%) students indicated they were neutral on the topic of self-esteem and confidence.

Research question 5. What is the impact of involvement on selected student leaders' importance levels in the areas of Social involvement, Academic involvement, Campus Atmosphere, and Personal Goals at Rowan University?

Students were asked to rate their importance level in the following categories: social involvement, academic involvement, campus atmosphere, and personal goals. Table 4.19 demonstrates the category of social involvement. Items are arranged by mean scores from most to least important. Regarding the statement, having close friends, 100 (67.6%) of the selected student leaders indicated that this topic was very important, 19 (12.8%) indicated that it was somewhat important, 12 (8.1%) indicated that they were neutral on the topic, 4 (2.7%) reported that the topic was somewhat unimportant, and lastly 13 (8.8%) of students said that the topic was not at all important to them.

Another category that students reported high levels of importance was, establishing personal relationships with peers. Overall, 98 (66.2%) of students reported that this category was very important, 21 (14.2%) of those surveyed indicated that this category is somewhat important, 8 (5.4%) of student leaders were neutral on the topic, 5

(3.4%) indicated that this category was somewhat unimportant, and lastly 16 (10.8%) students said that this category was not at all important.

Table 4.19

Social Involvement Importance Level (N=148)

(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Unimportant=4, Not at all Important=5)

	Not at all Important		Somewhat Unimportant		Neutral		Somewhat Important		Very Important	
	<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>
Having close friends <i>M=1.72</i> <i>SD=1.26</i>	13	8.8	4	2.7	12	8.1	19	12.8	100	67.6
Establishing personal relationships with peers <i>M=1.78</i> <i>SD=1.33</i>	16	10.8	5	3.4	8	5.4	21	14.2	98	66.2
Getting involved in social organization <i>M=1.93</i> <i>SD=1.30</i> <i>Missing=1</i>	14	9.5	8	5.4	11	7.4	35	23.6	79	53.7
Getting involved in campus activities <i>M=2.02</i> <i>SD=1.22</i>	10	6.8	11	7.4	19	12.8	40	27	68	45.9

Table 4.19 (Continued)

Social Involvement Importance Level (N=148)

(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Unimportance=4, Not at all Important=5)

	Not at all Important		Somewhat Unimportant		Neutral		Somewhat Important		Very Important	
	<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>
Interacting with people of different races and backgrounds <i>M=2.19</i> <i>SD=1.21</i>	10	6.8	13	8.8	26	17.6	46	31.1	53	35.8
Attending events on campus <i>M=2.27</i> <i>SD=1.17</i>	7	4.7	17	11.5	35	23.6	40	27	49	33.1
Having job while enrolled <i>M=2.36</i> <i>SD=1.28</i>	13	8.8	14	9.5	39	26.4	30	20.3	52	35.1
Interacting with international students <i>M=2.58</i> <i>SD=1.09</i> <i>Missing=1</i>	8	5.4	17	11.5	56	37.8	38	25.7	28	18.9
Getting involved in religious activities <i>M=3.07</i> <i>SD=1.47</i>	35	23.4	27	18.2	34	23	18	12.2	34	23

Table 4.20 depicts the subject's identified importance level on the topic of Academic Involvement. Items are arranged by mean scores from most to least important.

Over half (105 students, or 70.9%) of the selected student leaders indicated that they found the topic of instruction in non-major very important. Overall, 22 (14.9%) indicated that they found instruction in non-major courses somewhat important, only 3 (2%) indicated that they were neutral on the topic, 8 (5.4%) students indicated somewhat important, and lastly 10 (6.8%) of students reported the instruction of non-major courses as being not at all important.

The category of instruction in major courses displayed a very different picture in regards to the student's importance levels. For example, only 47 (31.8%) students indicated that major courses were very important, 40 (27%) students expressed that this was somewhat important, 39 (26.4%) reported to be neutral, 14 (9.5%) subjects indicated that major courses were somewhat unimportant, and lastly 8 (5.4%) students said that instruction in major courses was not at all important.

Table 4.20

Academic Involvement Importance Level (N=148)

(Very Important=1, Somewhat Unimportant=2, Neutral=3, Somewhat Unimportance=4, Not at all Important=5)

	Not at all Important		Somewhat Unimportant		Neutral		Somewhat Important		Very Important	
	<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>
Instruction in non-major courses <i>M</i> =1.62 <i>SD</i> =1.19	10	6.8	8	5.4	3	2	22	14.9	105	70.9
Academic advising <i>M</i> =1.85 <i>SD</i> =1.08	7	4.7	3	2	27	18.2	36	24.3	75	50.7

Table 4.20 (Continued)

Academic Involvement Importance Level (N=148)

(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Unimportant=4, Not at all Important=5)

	Not at all Important		Somewhat Unimportant		Neutral		Somewhat Important		Very Important	
	<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>
Faculty availability outside of class <i>M</i> =1.98 <i>SD</i> =1.14	8	5.4	8	5.4	24	16.2	42	28.4	66	44.6
Instruction in major courses <i>M</i> =2.29 <i>SD</i> =1.16	8	5.4	14	9.5	39	26.4	40	27	47	31.8
Social interaction with faculty <i>M</i> =2.32 <i>SD</i> =1.14 Missing=1	8	5.4	13	8.8	40	27	44	29.7	42	28.4

Table 4.21 illustrates the campus atmosphere importance level for student leaders involved as Resident Assistants, Orientation Leaders, and SGA members. Items are arranged by mean scores from most to least important. Overall, student leaders indicated that they found all categories in this section important on most levels. For example, the highest ranked category was adequate personal security. Overall, 98 (66.2%) students indicated that personal security was very important, and 23 (15.3%) indicated that this category was somewhat important. Fitting into the campus community was the lowest ranked in the importance category, however a little over half (77 students, or 52%,)

indicated that this was very important. Overall, 33 (22.3%) students said that fitting into the campus community was somewhat important.

Table 4.21

Campus Atmosphere Importance Level (N=148)
(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Unimportant=4, Not at all Important=5)

	Not at all Important		Somewhat Important		Neutral		Somewhat Important		Very Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Adequate personal security <i>M</i> =1.72 <i>SD</i> =1.25	13	8.8	5	3.4	9	6.1	23	15.5	98	66.2
Adequate academic/intellectual atmosphere <i>M</i> =1.75 <i>SD</i> =1.19	10	6.8	7	4.7	11	7.4	29	19.6	91	61.6
Adequate physical environment on campus <i>M</i> =1.82 <i>SD</i> =1.13	8	5.4	7	4.7	15	10.1	38	25.7	80	54.1
Adequate social atmosphere <i>M</i> =1.87 <i>SD</i> =1.23	8	5.4	13	8.8	17	11.5	24	16.2	86	58.1
Fitting into the campus community <i>M</i> =1.99 <i>SD</i> =1.32	14	9.5	10	6.8	14	9.5	33	22.3	77	52

Table 4.22 depicts the selected student leader's personal goals level of importance. Items are arranged by mean scores from most to least positive. Overall, subjects indicated positive levels of importance in most of the categories. The category making progress towards personal goals had 79.1% of students (117) indicate that progress towards this goal was very important to them. Only 4 (9.5%) of subjects indicated this was somewhat important, 1 (.7%) student said they were neutral, 2 (1.4%) students said they found this topic somewhat unimportant, and lastly 14 (9.5%) students indicated that making progress towards personal goals was not at all important.

Similarly, the categories, making progress towards academic goals and making progress career goals each had a total of 116 (78.4%) students indicate that these topics were very important to them. Only 14 (9.5%) of students surveyed indicated that they find making progress towards academic goals was somewhat important, while 13 (8.8) of students indicated that making progress toward career goals as somewhat important.

Table 4.22

Personal Goals Importance Level (N=148)
(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Unimportant=4, Not at all Important=5)

	Not at all Important		Somewhat Important		Neutral		Somewhat Important		Very Important	
	<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>
Making progress towards personal goals <i>M=1.49</i> <i>SD=1.25</i>	14	9.5	2	1.4	1	.7	4	9.5	117	79.1

Table 4.22 (Continued)

Personal Goals Importance Level (N=148)
(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Unimportant=4, Not at all Important=5)

	Not at all Important		Somewhat Important		Neutral		Somewhat Important		Very Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Making progress towards career goals <i>M</i> =1.51 <i>SD</i> =1.19	13	8.8	2	1.4	4	2.7	13	8.8	116	78.4
Making progress towards academic goals <i>M</i> =1.54 <i>SD</i> =1.22	14	9.5	2	1.4	2	1.4	14	9.5	116	78.4
Personal achievement of academic success <i>M</i> =1.60 <i>SD</i> =1.14	8	5.4	7	4.7	9	6.1	19	12.8	105	70.9
Interest in studies <i>M</i> =1.64 <i>SD</i> =1.23	12	8.1	5	3.4	8	5.4	16	10.8	107	72.3
Adjusting academically to college <i>M</i> =1.67 <i>SD</i> =1.20	11	7.4	6	4.1	7	4.7	24	16.2	100	67.6
Adjusting socially to college <i>M</i> =1.7 <i>SD</i> =1.19	8	5.4	11	7.4	9	6.1	22	14.9	98	66.2
Managing personal stress <i>M</i> =1.7 <i>SD</i> =1.25	13	8.8	5	3.4	7	4.7	23	15.5	100	67.6

Table 4.22 (Continued)

Personal Goals Importance Level (N=148)
(Very Important=1, Somewhat Important=2, Neutral=3, Somewhat Unimportant=4, Not at all Important=5)

	Not at all Important		Somewhat Important		Neutral		Somewhat Important		Very Important	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Developing self-esteem & confidence <i>M</i> =1.71 <i>SD</i> =1.27	12	8.1	9	6.1	5	3.4	21	14.2	101	68.2
Personal motivation for academic success <i>M</i> =1.74 <i>SD</i> =1.19	10	6.8	6	4.1	12	8.1	28	18.9	92	62.2
Adjusting emotionally to college <i>M</i> =1.75 <i>SD</i> =1.26 <i>Missing</i> =1	13	8.8	5	3.4	11	7.4	22	14.9	96	64.9
Developing personal values & beliefs <i>M</i> =1.83 <i>SD</i> =1.25	13	8.8	3	2	18	12.2	27	18.2	87	58.8
Developing a philosophy of life <i>M</i> =2.16 <i>SD</i> =1.27	10	6.8	16	10.8	27	18.2	31	20.9	64	43.2
Developing spiritually <i>M</i> =2.5 <i>SD</i> =1.43	18	12.2	20	13.5	38	25.7	14	9.5	58	39.2

While the majority of students found all personal goal categories important the lowest ranked topics were, developing spiritually, and developing philosophy of life. Overall, developing a philosophy of life was ranked as very important by 64 (43.2%) students, 31 (20.9%) students said that this was somewhat important, 27 (18.2%) students reported that they were neutral on the topic, 16 (10.8%) students said that this was somewhat unimportant, and lastly only 18 (12.2%) students said that it was not at all important to develop a philosophy of life. In the category of developing spiritually, 58 (39.2%) said that this was very important, 14 (9.5%) students indicated that this was somewhat important, 38 (25.7%) of students were neutral on the topic, 20 (13.5%) students said that this topic was somewhat unimportant, and lastly 28 (12.2%) subjects indicated that they found developing spiritually was not at all important.

Chapter V

Summary, Discussion, Conclusions and Recommendations

Summary of the Study

This study investigated the involvement patterns and academic success of selected student leaders at Rowan University. The three groups of students that were surveyed were members of the Student Government Association, Resident Assistants, and the Orientation leaders (PROS) at Rowan University, Glassboro, New Jersey, in April 2015. The study was designed to explore to the effects of high involvement on academic success.

The four-part survey, was distributed in paper form during three different mandatory meetings at the end of the spring 2015 semester, in the month of April. Although attendance was mandatory at the various staff and student government meetings, the survey was optional for all to complete. The first part of the questionnaire collected demographic data including the students' residential status and the length of their attendance at Rowan University. The second section asked about activities done on a weekly, monthly, and yearly basis. The third section consisted of six Likert style items regarding the topic of academic success. The last section asked subjects to rate 34 Likert-style items by evaluating their attitudes, opinions, satisfaction, and importance of student involvement in multiple ways. A total of 148 completed surveys were collected, yielding a return rate of approximately 52%.

Descriptive statistics and correlations were used to interpret and analyze the completed surveys. Variations in student involvement patterns, academic success, student

satisfaction, and student importance was explored using SPSS software Version 22. SPSS was used to calculate correlations and descriptive statistics including frequencies, means, percentages, and standard deviations. Some significant statistical differences were determined.

Discussion of the Findings

Research question 1. What are the involvement patterns of selected students who are Resident Assistants, Orientation Staff, and members of the Student Government Association at Rowan University?

This study examined the impact on involvement patterns of the students who were involved as Resident Assistants, Orientation Staff, and members of the Student Government Association. The students surveyed had a wide variety of involvement in Rowan University as a whole. The majority of students had an overall positive response to their involvement at Rowan University, thus demonstrating that they were highly involved in the campus community. The student leaders reported to be involved in a variety of campus activities with the highest levels of involvement present in, hobbies and social clubs, 76 (51.1%), volunteer services, 71 (48%), campus recreation, 67 (45.3%), residence hall activities, 65 (43.9%), professional or departmental clubs, 63 (42.6%), leadership programs, 61 (41.2%), and student government, 50 (33.3%).

In addition, students reported to have significant contact between themselves, faculty, and the administration of Rowan University. A total of 68 (45.95%) subjects indicated they had conversations with faculty or staff about their plans at least one-to-five different occasions throughout the academic year. Additionally, 36 (24.36%) students

said they had six to ten of these conversations per academic year. Also, 101 (68.24%) of students indicated they have had one-to-five such conversations during the academic year.

Resident Assistants, orientation leaders, and members of the Student Government Association spent the majority of weekends on campus. For example, a little over half of the students (85, 57.4%) surveyed indicated that they spent four weekends per month. In addition, 37 students (25%) indicated they spent three weekends per month on campus. This indicates that the students surveyed were able to be exposed to more of the campus community and have many opportunities to take part in more events and services offered to them.

According to scholars when students are actively participating in extracurricular activities, like the highly involved students surveyed in this study, students will make friends, become oriented to campus quickly, get to know faculty members, and make gains in critical thinking (Astin, 1993; Pike, Kuh, & Massa-McKinley, 2008; Webber, Krylow, & Zhang 2013). Pace's (1979) theory on quality of effort discusses that students get more out of college if they put in more time. Clearly these students have reported to be spending a lot of time on campus. In terms of involvement patterns on campus, the selected student leaders surveyed reported a wide range of involvement activities on campus.

Research question 2. What is the academic success level of selected students who are involved as Resident Assistants, Orientation Staff, and Student Government Association members on Rowan University's Campus?

According to several scholars students may not be spending enough time studying and participating in other academic tasks (Hayak & Kuh, 2004; Higher Education Research Institute, 2008; Pike, Kuh, & Massa-McKinley, 2008). In general, highly involved students may spend a relatively higher number of hours engaged in other activities, like extracurricular clubs, sports, or jobs (Webber, Krylow, & Zhang, 2013). As observed earlier in this chapter the student leaders surveyed in this study reported to being involved in many different activities across campus. In addition to their involvement on campus they reported to have relatively high grade point averages (GPAs). Overall, 61 (41.22%) students reported to have between a 3.01 and 3.50 GPA and 67 (45.27%) of students reported to have between 3.51 to 4.0 GPA. This could be attributed the GPA requirement for both the Resident Assistants and Orientation staff. In addition to the student leaders had relatively high grade point averages. There was also 82 (55.7%) students who indicated they had plans to pursue a master's degree after graduation.

Students were also surveyed on several statements regarding academic involvement. The most significant findings from those series of questions revolved around the following statements: utilizing tutoring services, attended career fair, and participation in collaborative research. Unlike the reports of grade point average many of those surveyed indicated they had never participated in the above categories. For example, 94 (63.5%) students reported to have never utilized the tutoring services on campus. In addition, 65 (43.9%) indicated they had never attended a career fair and 100 (67.7%) reported having never participated in collaborative research. Even though the majority of students reported to have very little experience with some of the academic

categories their participation in involvement activities may have contributed positively to their reports of overall high GPA.

Research question 3. Is there a significant relationship between involvement and academic success of students who are Resident Assistants, Orientation Staff, or members of the Student Government Association at Rowan University?

Overall, there were only three significant Pearson correlations between reported GPA and involvement patterns. There was a determined relationship between GPA and three different questions: Participation in religious activities ($r=.179, p=.007$) at the 1-tailed level, amount of on campus parties attended in an academic year ($r=-.237, p=.004$) at the 2-tailed level, and events attended during the academic year ($r=-.223, p=.004$) at the 2-tailed level. This indicates that while students reported to have high GPAs there is little connection or significance between their GPA and specific involvement patterns, It was determined that in general students were involved on campus but it could not be determined that their reported GPAs is linked negatively.

Research question 4: What is the impact of involvement on selected student leaders' satisfaction levels in the areas of Social Involvement, Academic Involvement, Campus Atmosphere, and Personal Goals at Rowan University?

There was an overall positive response to Rowan University, this is an indicator that the student leaders surveyed were overall satisfied with the university and its academic and social community. A total of 56 students or 37.4% indicated that they were very satisfied with having a job while enrolled. A total of 26 (17.6%) indicated that they were somewhat satisfied with their job status on campus. This shows that about half of

the students surveyed had a positive response to their employment on campus. A total of 82 (55.4%) students were very satisfied in regards to having close friends at Rowan University. More than half, 78 (52.7%) of the students surveyed indicated they were very satisfied with establishing personal relationships with peers at Rowan University. In regards to satisfaction with having close friends, 82 students (55.4%), indicated that they were very satisfied at Rowan. However, 56 students (37,8%) reported that they were neutral to their experience with interacting with international students. Also, 40 (27%) were, somewhat satisfied, and 47 (31%) were, very satisfied with interacting with people of different races and backgrounds.

Students' satisfaction levels remained consistent in regards of their assessment of the interactions with faculty members. On the topic of instruction in major courses, 57 (38.5%) indicated they were somewhat satisfied, 46 (31.1%) were very satisfied, while conversely, only 4 (2.7%) of those surveyed were very dissatisfied. On the topic of instruction in non-major courses the highest rated category was neutral at 45 (30.4%) students, and the lowest was 10 (6.8%) students who were very dissatisfied. Similarly, 48 students (32.4%) reported being neutral about faculty availability outside of class. However, 40 (27%) students reported to be very satisfied with the availability of faculty outside of the classroom. Students in general were satisfied with their campus community and environment. Overall, 59 (39.9%) students indicated they were very satisfied with personal security and 36 (24.3%) indicated they were somewhat satisfied with personal security. A total of 46 (31.1%) students said that they were very satisfied, and 42 (28.4%) said that they were somewhat satisfied with the physical environment. Lastly, 49 (33.1%)

were very satisfied with the social atmosphere on campus and 37 (25%) were somewhat satisfied.

Students also felt as though they were making satisfactory progress toward their academic, and personal goals while enrolled at Rowan University. A total of 69 (46%), students surveyed reported to be very satisfied and 43 (29.1%) reported being somewhat satisfied with their progress towards academic goals. In regards to making progress towards personal goals, 64 (43.2%) students indicated they were very satisfied and 47 (31.8%) students rated this as somewhat satisfied.

These data confirmed the work of Astin (1999) who indicates that those who are highly involved were described as students who devote a considerable amount of energy to studying, spend a lot of time on campus, participate in student organizations, and have regular interaction with faculty and their peers. It is clear, based on the student involvement patterns and progress in goal setting, that the students who participated in this study were highly involved and benefited academically from their involvement.

This study found similar results comparable to the works Diorio, Kouzoukas, and Staple who also surveyed Rowan students about their involvement. Specifically, Diorio (2007), found that highly involved students, indicated that their participation in student government had social benefits such as establishing friendships and interaction with faculty. Similar to Kouzoukas (2011), my study found that subjects were actively involved but there was not an equal distribution among all organizations. Lastly, Staple's (2011) study surveyed the involvement patterns of students who were involved in the Student Community Policing Program. Staple (2011) found that these student employees were generally involved on the Rowan University campus and with the policing program.

A significant correlation was found regarding students being involved in both academic and social activities on campus. They also reported a higher level of satisfaction with their social involvement, academic atmosphere, campus atmosphere, and personal goal achievement (2011).

Similar to the studies described above, students in my study who were involved as Resident Assistants, Orientation Staff, and members of the Student Government Association generally were satisfied with their experience at Rowan University.

Research question 5. What is the impact of involvement on selected student leaders' importance levels in the areas of Social Involvement, Academic Involvement, Campus Atmosphere, and Personal Goals at Rowan University?

There was overall varying responses in regards to how selected student leaders ranked their importance levels in the categories of social involvement, academic involvement, campus atmosphere, and personal goals. In the category of social involvement, 100 (67%) students indicated that they found having close friends to be very important. Another category that students reported high levels of importance was, establishing personal relationships with peers. Overall, 98 (66.2%) of students reported that this category was very important, and 21 (14.2%) of those surveyed that this category is somewhat important.

In regards to the topic of academic involvement, over half of those surveyed (105, or 70.9%) indicated that they found the topic of instruction in non-major very important. Overall, 22 (14.9%) indicated that they found instruction in non-major courses somewhat important, and only 3 (2%) indicated that they were neutral on the topic. The category of instruction in major courses displayed a very different picture in regards to the student's

importance levels. For example, only 47 (31.8%) students indicated that major courses were very important, 40 (27%) students expressed that this was somewhat important, and 39 (26.4%) reported to be neutral.

Selected student leaders indicated that they found all categories in the section of campus atmosphere important on most levels. Most notable of these categories was personal security. Overall, 98 (66.2%) students indicated that personal security was very important, and 23 (15.3%) indicated that this category was somewhat important. Fitting into the campus community was lowest ranked in the importance category, however a little over half (77 students, or 52%,) indicated that this was very important. Overall, 33 (22.3%) students said that fitting into the campus community was somewhat important.

The last topic section that Resident Assistants, Orientation Leaders, and SGA members were asked to indicate their level of importance regarded personal goals. Overall, subjects indicated positive levels of importance in most of the categories. The category making progress towards personal goals had 79.1% of students (117) indicate that progress towards this goal was very important to them and only 4 (9.5%) of subjects indicated this was somewhat important.

Similarly, the categories, making progress towards academic goals and making progress towards career goals each had a total of 116 (78.4%) students indicate that these topics were very important and to them. The rate of importance indicates that students found several categories important this information paired with their overall positive responses for satisfaction for these same categories indicates that these students found goal setting important and found satisfaction in similar categories to also be important.

Conclusions

Students who participated in the survey displayed a number of involvement levels and patterns. For the most part, all students were heavily involved on-campus. For example, they reported participating in activities such as organizations, professional, sports, and departmental clubs. They also reported spending time studying and interacting with faculty. Academically, the students displayed average to high grade point averages and involvement with academic pursuits.

There was three separate significant findings in the relationship of GPA, Religious Activities, amount of on campus parties attended in an academic year, and events attended on campus. Although these relationships were noted as weak, students also reported to be generally satisfied with their involvement and experience at Rowan University. Students also indicated varying levels of importance in the categories of social involvement, academic involvement, campus atmosphere, and personal goals. While reported GPAs were generally positive, there was little significant connection between GPA and involvement on campus.

The results of this study remained consistent with previous studies done on student involvement on higher education campuses, specifically, Astin's (1984) work on his theory of student involvement. Astin described that the amount of time spent in activities while enrolled at an institution had significant benefit and positive impact on a student's experience (1985).

Recommendations for Practice

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

1. Administration should be mindful of students who are highly involved by providing further support such as mentoring and flexibility when it comes to employment tasks.
2. Administrators and coordinators should work more closely with Rowan University administrators to negotiate better benefits to compensate their student employees.
3. More campus jobs should consider requiring a minimum grade point average for their employees to encourage students to maintain higher levels of academic success.
4. Higher education professionals should encourage students to take an active role in their academic campus community, through various internships, job opportunities, workshops, and events.

Recommendations for Further Research

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

1. Investigate how students rank involvement factors and importance on their education and how this relates to their satisfaction levels.
2. Further studies should be conducted with larger populations to confirm the findings in this study.

3. A follow-up analysis should be done using the same subjects to compare the findings of the different studies.
4. Qualitative research should be done that investigates the stress level, academic success, and involvement patterns of highly involved students at Rowan University.
5. An additional study should be conducted to replicate this study but expand the scope to include information including other programs involved with on and off campus, GPA of students involved (before and after), and amount and type of involvement.
6. Future research should be conducted to explore the impact of student involvement on student development that incorporates larger sample sizes and data from nontraditional students involved on campus.
7. A longitudinal study should be conducted with a larger group of students who are involved on campus that tracks their career success after graduation.

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Appendix A

Institutional Review Board Approval Letter



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DHHS Federal Wide Assurance Identifier:

FWA00007111

IRB Chair Person: Harriet Hartman

IRB Director: Sreekant Murthy

Effective Date: 4/22/2015

eIRB Notice of Approval

STUDY PROFILE

Study ID: Pro2015000369

Title: EXAMINING STUDENT LEADER INVOLVMENT PATTERNS RELATED TO ACADEMIC SUCCESS

Principal Investigator: Burton Sisco

Study Coordinator: None

Co-Investigator(s): Stephanie Reiley

Other Study Staff: None

Sponsor: Department Funded

Approval Cycle: Twelve Months

Risk Determination: Minimal Risk

Device Determination: Not Applicable

Review Type: Expedited

Expedited Category: 7

Subjects: 281

CURRENT SUBMISSION STATUS

Submission Type:	Research Protocol/Study	Submission Status:	Approved		
Approval Date:	4/22/2015	Expiration Date:	4/21/2016		
Pregnancy Code:	No Pregnant Women as Subjects Not Applicable	Pediatric Code:	Not Applicable No Children As Subjects	Prisoner Code:	Not Applicable No Prisoners As Subjects
Protocol:	Protocol Template ReileySurveyThesis 3.16.15.docx	Consent:	There are no items to display	Recruitment Materials:	There are no items to display

* IRB APPROVAL IS GRANTED SUBJECT TO THE STIPULATION(S) THAT:

* **Study Performance Sites:**

Glassboro Campus

201 Mullica Hill Road Glassboro NJ 08028

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:

1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of research ethics as set forth in the Belmont Report.
2. **Continuing Review:** Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a continuation application at least eight weeks before the study expiration date.

3. **Expiration of IRB Approval:** If IRB approval expires, effective the date of expiration and until the continuing review approval is issued: **All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue. (This determination shall be based on a separate written request from the PI to the IRB.) No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.**

4. **Amendments/Modifications/Revisions :** If you wish to change any aspect of this study, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects.

5. **Unanticipated Problems:** Unanticipated problems involving risk to subjects or others must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at:
<http://www.rowan.edu/som/hsp/>

6. **Protocol Deviations and Violations :** Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at:
<http://www.rowan.edu/som/hsp/>

7. **Consent/Assent:** The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form(s); and a copy of each signed form must be filed in a secure place in the subject's medical/patient/research record.

8. **Completion of Study:** Notify the IRB when your study has been stopped for any reason. Neither study closure by the sponsor or the investigator removes the obligation for submission of timely continuing review application or final report.

9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.

10. Letter Comments: *There are no additional comments.*

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them. If you are the intended recipient, secure the contents in a manner that conforms to all applicable state and/or federal requirements related to privacy and confidentiality of such information.

—

Study.PI Name:

Study.Co-Investigators:

Appendix B

Staple's Survey

Rowan University Student Involvement Study

While participation in this survey is voluntary and you are not required to answer any of the questions herein, your cooperation and participation are important to the success of the project and are greatly appreciated. If you choose to participate, please understand that all responses are strictly confidential and no personally identifiable information is being requested. Your completion of this survey constitutes informed consent and your willingness to participate. If you are under the age of 18 when this survey is administered, please disregard and do not participate. If you have any questions about this survey or the study it is being conducted for, please contact Stephanie Anne Staple at Staple12@students.rowan.edu or (732)713-0253 or Dr. Burton R. Sisco at Sisco@rowan.edu or (856)256-4500 ext. 3717.

Demographic Information

1. Gender

- Male
- Female

2. Race/Ethnic Group

- American Indian/Native American
- African American/Black
- Asian American
- Caucasian/White
- Hispanic/Latino
- Multiracial

3. Age

- 18 to 20
- 21 to 23
- 24 to 26

4. How many years have you been at Rowan?

- 1
- 2
- 3
- 4
- 5
- 5+

5. Where do you reside, while in college?

- On-campus housing
- Off-campus housing
- Off-campus, with parent or guardian.

6. How many years have you been in the Student Community Policing Program?

- 1
- 2
- 3
- 4
- 5
- 5+

Directions: The following questions ask about how often you do certain activities—weekly, monthly, and yearly. Please answer each question honestly, placing your response in the blank beside each question. When completed, return this form to your Senior Practitioner by February 14, 2011.

WEEKLY: The first two questions ask about how much time you spend per week doing certain activities.

- _____ 1. How many hours did you spend each week studying for classes during this academic year?
- _____ 2. How many of the following activities did you participate in? (For the following list of activities, place an (X) on the first line for those you participated in. For those you mark with an (X), please indicate the number of hours you participated each week during this academic year in the space to the right.)

(X)	(#)	
_____	_____	Intercollegiate Athletics
_____	_____	Campus Recreation
_____	_____	College Publications
_____	_____	College Productions or Performances
_____	_____	Fraternities, Sororities
_____	_____	Professional or Departmental Clubs
_____	_____	Hobbies or Social Clubs
_____	_____	Religious Organizations
_____	_____	Residence Hall Activities
_____	_____	Public Safety Programs
_____	_____	Student Government
_____	_____	International-Related Activities
_____	_____	Leadership Programs
_____	_____	Volunteer Services

MONTHLY: Questions 3 through 6 ask you about how much time you spend per month doing certain activities.

- _____ 3. How many weekends each month do you spend on campus?
- _____ 4. How many times do you go out with friends (for pizza, soft drinks, movies, etc.) each month?
- _____ 5. How many on-campus parties did you attend each month during this academic year?
- _____ 6. How many conversations, with diverse students from backgrounds different from your own, have you had in an average month?

YEARLY: Questions 7 through 13 ask you about how much time you spent per year doing certain activities.

- _____ 7. How many books other than those assigned for class did you read for your own pleasure or information this academic year?
- _____ 8. How many events did you attend during this academic year? (e.g., performance, concert, lecture, play, fair, etc.)?
- _____ 9. How many conversations about educational plans, problems, or progress did you have with staff during this academic year?
- _____ 10. How many conversations about faculty research and scholarship have you had with faculty during this academic year?
- _____ 11. During this academic year, how many times did you communicate, in person or through e-mail, with faculty?
- _____ 12. How many times have you talked with a career advisor or attended a program concerning your career during this academic year?
- _____ 13. How many times have you been to the library this academic year?

Questions 14 through 18 ask you to respond by placing the letter corresponding to the response that best describes your feelings in the blank provided.

- 14. How sure are you that you made the right choice in attending Rowan University?
 - A. Definitely Right Choice
 - B. Probably Right Choice
 - C. Definitely Wrong Choice
 - D. Probably Wrong Choice
 - E. Not Sure

- 15. How important is it that you graduate from Rowan University?
 - A. Extremely Important
 - B. Very Important
 - C. Somewhat Important
 - D. Not At All Important

- 16. How important is it to you that you graduate from any university?
 - A. Extremely Important
 - B. Very Important
 - C. Somewhat Important
 - D. Not At All Important

- 17. Will you return to Rowan University next fall?
 - A. Definitely Will Return
 - B. Probably Will Return
 - C. Definitely Will Not Return
 - D. Probably Will Not Return
 - E. Not Sure

- 18. How would you rate the quality of instruction at Rowan University?
 - A. Very Satisfactory
 - B. Somewhat Satisfactory
 - C. Very Unsatisfactory
 - D. Somewhat Unsatisfactory
 - E. Neutral

Questions 19 through 52 have two parts. First, please rate how important each item is to you here at Rowan University by circling the best response. Second, rate how satisfied you are with each item here at Rowan University by circling the best response. Use the following scales:

Very Important= 1, Somewhat Important= 2, Neutral= 3, Somewhat Unimportant= 4, Not at all Important= 5

Very Satisfied= 1, Somewhat Satisfied= 2, Neutral= 3, Somewhat Dissatisfied= 4, Not at all Satisfied= 5

	<u>Importance</u>					<u>Satisfaction</u>				
<u>Social Involvement</u>										
19. Establishing Personal Relationships with Peers at Rowan University	1	2	3	4	5	1	2	3	4	5
20. Having close friends at Rowan University	1	2	3	4	5	1	2	3	4	5
21. Getting Involved in Student Organizations	1	2	3	4	5	1	2	3	4	5
22. Getting involved in campus activities	1	2	3	4	5	1	2	3	4	5
23. Attending events on campus	1	2	3	4	5	1	2	3	4	5
24. Interacting with international students	1	2	3	4	5	1	2	3	4	5
25. Interacting with people of different races and backgrounds	1	2	3	4	5	1	2	3	4	5
26. Getting involved in religious activities	1	2	3	4	5	1	2	3	4	5
27. Having a job while enrolled	1	2	3	4	5	1	2	3	4	5
<u>Academic Involvement</u>										
28. Instruction in my major courses	1	2	3	4	5	1	2	3	4	5
29. Instruction in my non-major courses	1	2	3	4	5	1	2	3	4	5
30. Faculty availability outside class	1	2	3	4	5	1	2	3	4	5
31. Social contacts with faculty	1	2	3	4	5	1	2	3	4	5
32. Academic advising	1	2	3	4	5	1	2	3	4	5
<u>Campus Atmosphere</u>										
33. Adequate personal security	1	2	3	4	5	1	2	3	4	5
34. Adequate physical environment on campus	1	2	3	4	5	1	2	3	4	5
35. Adequate physical environment on campus	1	2	3	4	5	1	2	3	4	5
36. Adequate social atmosphere	1	2	3	4	5	1	2	3	4	5
37. Adequate academic/intellectual atmosphere	1	2	3	4	5	1	2	3	4	5
38. Fitting into the campus community	1	2	3	4	5	1	2	3	4	5
<u>Personal Goals</u>										
39. Making progress toward personal goals	1	2	3	4	5	1	2	3	4	5
40. Making progress toward academic goals	1	2	3	4	5	1	2	3	4	5
41. Making progress toward career goals	1	2	3	4	5	1	2	3	4	5
42. Adjusting academically to college	1	2	3	4	5	1	2	3	4	5
43. Adjusting socially to college	1	2	3	4	5	1	2	3	4	5
44. Adjusting emotionally to college	1	2	3	4	5	1	2	3	4	5
45. Managing personal stress	1	2	3	4	5	1	2	3	4	5
46. Developing my Self-esteem & confidence	1	2	3	4	5	1	2	3	4	5
47. Developing personal values & beliefs	1	2	3	4	5	1	2	3	4	5

48. Developing a philosophy of life	1	2	3	4	5	1	2	3	4	5
49. Developing spiritually	1	2	3	4	5	1	2	3	4	5
50. My personal motivation for academic success	1	2	3	4	5	1	2	3	4	5
51. My personal achievement of academic success	1	2	3	4	5	1	2	3	4	5
52. Being interested in my studies	1	2	3	4	5	1	2	3	4	5

Please return this form to your Senior Practitioner by February 14, 2011.

Thank you for your participation in this survey. The time you have given to complete this survey is very much appreciated. No identifiable information will be attached to the survey you have just taken. If you have any other questions or concerns about this survey or the research study being conducted you can contact Stephanie Anne Staple at her email address Staple12@students.rowan.edu or on her phone at (732) 713-0253.

THANK YOU!

Appendix C

Survey Instrument

Rowan University Student Involvement Study

The purpose of this survey is to learn more about involvement patterns of Rowan University Students and how it relates to academic success. Participation in the study is voluntary and you are not required to answer any of the questions. Your cooperation and participation is greatly appreciated. All answers are confidential and no personally identifiable information will be requested. Your completion of the survey constitutes informed consent and your willingness to participate. If you are under the age of 18 when this survey is administered, please disregard and do not participate. If you have any questions about this survey or the study it is being conducted for, please contact Stephanie Reiley at reileys5@rowan.edu or (717)635-0460 or Dr. Burton R. Sisco at sisco@rowan.edu or (856)256-4500 ext. 3717.

Demographic Information

1. Gender

- Male
- Female

2. Race/Ethnic Group

- American Indian/Native American
- African American/Black
- Asian American
- Caucasian/White
- Hispanic/Latino
- Multiracial

3. Age

- 18 to 20
- 21 to 23
- 24 to 26

4. How many years have you been at Rowan?

- 1
- 2
- 3
- 4
- 5
- 5+

5. Where do you reside, while in college?

- On-campus housing
- Off-campus housing
- Off-campus, with parent or guardian.

6. What is your current Grade Point Average (GPA)? _____

7. Do you have any plans for further education after graduating from Rowan?

- No plans
- I plan to obtain a master's degree
- I plan to obtain a doctoral degree

Directions: The following questions ask about how often you do certain activities—weekly, monthly, and yearly. Please answer each question honestly, placing your response in the blank beside each question.

WEEKLY: *The first two questions ask about how much time you spend per week doing certain activities.*

1. How many hours did you spend each week studying for classes during this academic year?

2. How many of the following activities did you participate in? (For the following list of activities, place an (X) on the first line for those you participated in. For those you mark with an (X), please indicate the number of hours you participated each week during this academic year in the space to the right.)

(X)	(#)	
_____	_____	Intercollegiate Athletics
_____	_____	Campus Recreation
_____	_____	College Publications
_____	_____	College Productions or Performances
_____	_____	Fraternalities, Sororities
_____	_____	Professional or Departmental Clubs
_____	_____	Hobbies or Social Clubs
_____	_____	Religious Organizations
_____	_____	Residence Hall Activities
_____	_____	Public Safety Programs
_____	_____	Student Government
_____	_____	International-Related Activities
_____	_____	Leadership Programs
_____	_____	Volunteer Services

MONTHLY: *Questions 3 through 6 ask you about how much time you spend per month doing certain activities.*

_____ 3. How many weekends each month do you spend on campus?

_____ 4. How many times do you go out with friends (for pizza, soft drinks, movies, etc.) each month?

_____ 5. How many on-campus parties did you attend each month during this academic year?

_____ 6. How many conversations, with diverse students from backgrounds different from your own, have you had in an average month?

YEARLY: Questions 7 through 13 ask you about how much time you spent per year doing certain activities.

- _____ 7. How many books other than those assigned for class did you read for your own pleasure or information this academic year?
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- _____ 9. How many conversations about educational plans, problems, or progress did you have with staff during this academic year?
- _____ 10. How many conversations about faculty research and scholarship have you had with faculty during this academic year?
- _____ 11. During this academic year, how many times did you communicate, in person or through e mail, with faculty?
- _____ 12. How many times have you talked with a career advisor or attended a program concerning your career during this academic year?
- _____ 13. How many times have you been to the library this academic year?

Items 14 through 19 ask you to respond by rating how often you have completed each item using the following scale.

Frequently= 1, Very Often= 2, Fairly Often= 3, Occasionally= 4, Never= 5

- | | |
|---|-----------|
| 14. I visit my professor(s) during office hours. | 1 2 3 4 5 |
| 15. I have utilized the tutoring services on campus. | 1 2 3 4 5 |
| 16. I meet with my academic advisor. | 1 2 3 4 5 |
| 17. I have attended a career fair. | 1 2 3 4 5 |
| 18. I have attended conferences related to my academic major. | 1 2 3 4 5 |
| 19. I have participated in collaborative research with faculty. | 1 2 3 4 5 |

Items 20 through 53 have two parts. First, please rate how important each item is to you here at Rowan University by circling the best response. Second, rate how satisfied you are with each item here at Rowan University by circling the best response. Use the following scales:

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Very Satisfied= 1, Somewhat Satisfied= 2, Neutral= 3, Somewhat Dissatisfied= 4, Very Dissatisfied= 5

	<u>Importance</u>	<u>Satisfaction</u>
Social Involvement		
20. Establishing personal relationships with peers at Rowan University	1 2 3 4 5	1 2 3 4 5
21. Having close friends at Rowan University	1 2 3 4 5	1 2 3 4 5
22. Getting involved in student organizations	1 2 3 4 5	1 2 3 4 5
23. Getting involved in campus activities	1 2 3 4 5	1 2 3 4 5
24. Attending events on campus	1 2 3 4 5	1 2 3 4 5
25. Interacting with international students	1 2 3 4 5	1 2 3 4 5
26. Interacting with people of different races and backgrounds	1 2 3 4 5	1 2 3 4 5
27. Getting involved in religious activities	1 2 3 4 5	1 2 3 4 5
28. Having a job while enrolled	1 2 3 4 5	1 2 3 4 5
Academic Involvement		
29. Instruction in my major courses	1 2 3 4 5	1 2 3 4 5
30. Instruction in my non-major courses	1 2 3 4 5	1 2 3 4 5
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32. Social contacts with faculty	1 2 3 4 5	1 2 3 4 5
33. Academic advising	1 2 3 4 5	1 2 3 4 5
Campus Atmosphere		
34. Adequate personal security	1 2 3 4 5	1 2 3 4 5
35. Adequate physical environment on campus	1 2 3 4 5	1 2 3 4 5
36. Adequate social atmosphere	1 2 3 4 5	1 2 3 4 5
37. Adequate academic/intellectual atmosphere	1 2 3 4 5	1 2 3 4 5
38. Fitting into the campus community	1 2 3 4 5	1 2 3 4 5

Personal Goals	<u>Importance</u>	<u>Satisfaction</u>
39. Making progress toward personal goals	1 2 3 4 5	1 2 3 4 5
40. Making progress toward academic goals	1 2 3 4 5	1 2 3 4 5
41. Making progress toward career goals	1 2 3 4 5	1 2 3 4 5
42. Adjusting academically to college	1 2 3 4 5	1 2 3 4 5
43. Adjusting socially to college	1 2 3 4 5	1 2 3 4 5
44. Adjusting emotionally to college	1 2 3 4 5	1 2 3 4 5
45. Managing personal stress	1 2 3 4 5	1 2 3 4 5
46. Developing my self-esteem & confidence	1 2 3 4 5	1 2 3 4 5
47. Developing personal values & beliefs	1 2 3 4 5	1 2 3 4 5
48. Developing a philosophy of life	1 2 3 4 5	1 2 3 4 5
49. Developing spiritually	1 2 3 4 5	1 2 3 4 5
50. My personal motivation for academic success	1 2 3 4 5	1 2 3 4 5
51. My personal achievement of academic success	1 2 3 4 5	1 2 3 4 5
52. Being interested in my studies	1 2 3 4 5	1 2 3 4 5

Thank you for your participation in this survey. The time you have given to complete this survey is very much appreciated. No identifiable information will be attached to the survey you have just taken. If you have any other questions or concerns about this survey or the research study being conducted you can contact Stephanie Reiley at her email address reileys5@rowan.edu.

THANK YOU!