Assessing Student Engagement: Outside and Inside the Classroom

Mary-Catherine McClain

Introduction

- Recalling Your 1st year…
- Transition to College
  - Importance of the first year
  - Stress, coping, and success
- Addressing the issue
  - Programs, Wofford FYI
- Result
  - Pure Factual → Engaged Learning

Defining Engagement

- Engaged Learning versus other forms of learning
  - Pure Volunteerism
  - Community Service
  - Service Learning
- Disengagement
  - Example

Components of Engagement

- Engaged Campus
- Economic Development
- Faculty Outreach
- Extension Service
- Co-curricular Service
- Service-Learning
- Internships/Coops
- Student Volunteerism

Why Do We Care?

- Engagement Contributes to:
  - Alcohol & Substance Abuse
  - Anxiety, Depression, & Stress
  - Academic Success & Satisfaction
  - Faculty Interactions
  - Civic and Moral Self

Current Study

Goals:
1) Assess relationship between engagement & student outcomes
2) Examine longitudinal effects

Hypotheses:
1) The experimental group would report better outcomes than the control groups
2) Qualitative and Quantitative Results

*Adapted from Edward Zlotkowski. This list is NOT comprehensive.
Design and Procedure

- **Subjects:**
  - 74 Wofford Students: Freshman-Senior
  - Random Assignment to 3 Groups:
    - Experimental (Engaged learning)
    - Experimental-Control (Bonner & SI)
    - Control (Life as usual)

- **Procedure:**
  - Assessed at three time periods
  - Alcohol, depression, anxiety, affect, perceived stress, and engagement.

### Graphs:

- **Alcohol Use By Group**
- **Depression By Group**
- **Positive Affect By Group**
- **Negative Affect By Group**
- **Self Reported Health Status**
Discussion

- Engagement intervention was related to:
  - Lower alcohol consumption
  - Lower depression
  - Qualitative Research
  - Racial Understanding & Faculty Interactions
  - Comparisons Across Groups
  - A Partnership

General Discussion

- Limitations
  - Sample Size
  - Time of Data Collection
- Future Research
  - Empirical Research
  - 3rd Control Group
  - Course Level

Acknowledgements

- All Student participants
- Dean Wallace and Mrs. Neely
- My mentor, Dr. John Lefebvre