OVERCOMMITTED.

Majoring in Pizza Parties & Exhaustion
STUDENT ENGAGEMENT

--- Forwarded message ---

From: 
Date: Thu, Aug 18, 2016 at 9:42 AM
Subject: Re: Undergraduate Researchers
To: 

Hi Kelaine,

Unfortunately, Sofie didn’t stick with the lab. I think she was a typical pre med trying to do way too many extracurricular things to stuff into her CV.

Michael
Involvement Theory
Current Trends
5 Myths of Involvement
7 Strategies
Application
What messages do college students hear most about getting involved?
168 hours in a week
-56 hours to sleep
-15 hours in class
-30 hours to study
LITERATURE REVIEW
STUDENT INVOLVEMENT

“The amount of physical and psychological energy that the student devotes to the academic experience.”

(Astin, 1984)
• Student benefits of involvement are directly proportional to quality and quantity
• Involvement correlates with academic achievement
• Involvement can take many forms
• Students gain learning and personal development through involvement

Astin, 1999

“Student involvement in co-curricular activities such as student organizations, leadership positions, and activity in campus residence halls has a positive correlation with retention and academics.”

Kuh & Pike (2005)
High Impact Educational Practices  
(Kuh, 2008)

1. First year seminars  
2. Common intellectual experiences  
3. Learning communities  
4. Writing-intensive courses  
5. Collaborative assignments and projects  
6. Undergraduate research  
7. Global learning  
8. Service learning, community-based learning  
9. Internships  
10. Capstone courses and experiences

"When exploring student involvement, one must ask with whom, in what settings, and about what issues involvement occurs, and how, in turn, how the student interprets those involvements. Retention requires that a student see themselves as belonging to at least one significant community and find meaning in the involvements that occur within that community.”

(Tinto 2012, p. 67)
IN Volvement = Belonging
“In a survey of 79 college students involved in co-curricular activities at a midsize public research institution, students who spent 19 or more hours per week on co-curricular involvement reported poor health, increased levels of stress, and declining relationships with friends.”

(Gardner, Koeppel, & Morant, 2010)

• Involvement that exceeds 10 hours per week nullifies positive effects of involvement on academic performance

• Students reporting over 30 hours of extracurricular activity per week reported lower GPAs than those students who were not involved on campus

(Zacherman & Foubert, 2014)
1. Quality trumps quantity
2. College student involvement in co-curricular activities has a positive correlation with academic success, persistence, and retention, but only to a point
3. Involvement can contribute to students’ sense of belonging
4. Each student’s most valuable resource is TIME.
The number of students being treated for mental health concerns on campus has grown five times as fast as college enrollments since 2009.

Center for Collegiate Mental Health (2015)

Almost half of the students showing up to college counseling centers list anxiety as the reason they are seeking help. Another 40% give depression as their reason for seeking treatment.

Association for University and College Counseling Center Directors
TIME PRESS

COMPETITION
5 myths of involvement
#1: If I don’t do everything, I won’t get in to ________ school.

#2: I work/commute, so I can’t get involved.
#3: Everything I’m in is fun, so I’m involved for the right reasons.

#4: If I don’t do this now, I’ll never do it.
#5: “This will look good on my resume.”
How to approach college involvement

Wellbeing
The state of being comfortable, at-ease, or happy. Measured by positive emotion, engagement, relationships, meaning, and achievement.

(Seligman, 2011)
#1: Remove fear as a motivator
#2: Encourage students to start with "why?"

#3: Explore paradigms of involvement
#4: Provide decision frameworks

**SHOULD YOU NAP?**

**START HERE**

**DO YOU WANT TO TAKE A NAP?**

- **YES**
- **NO**

**WHO ARE YOU?!**

**IS IT AFTER 4PM?**

- **YES**
- **NO**

#5: Empower students to recognize the value of their time
#6: Question our programs and events

#7: Be the example
IN SUMMARY…

“Modify, but continue student involvement; encourage quality involvement, create balance between academic and extracurricular programs; blend extracurricular interests with the curriculum; provide tools to manage the practicalities; revisit career and major choice, know campus resources.”

(Andring, 2002)
We think our career goals should dictate how we get involved, but students who are most successful find their natural interests prepared them for a career better than they ever expected.

It’s not about what they do, but how they make meaning of experiences outside of class.
QUESTIONS?
Resources