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Return on Involvement: The True ROI

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Return on involvement: the true ROI

Paul Knott

Faculty Sponsor: Liz Prager O'Brien

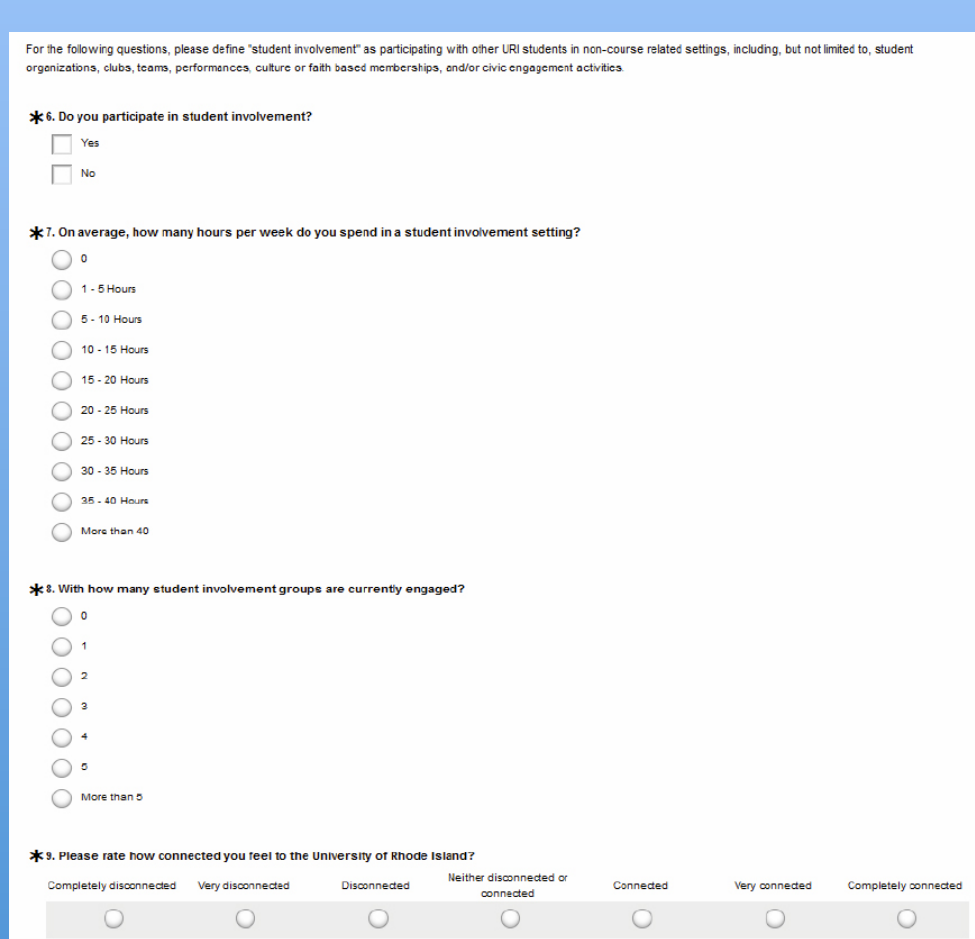
Abstract

In recent years, there has been a larger emphasis placed upon the importance of student involvement to achieve success, especially at the collegiate level. Research has shown that involvement not only helps students to practice better time management skills, but also allows them to connect with and learn from other students who share similar interests and passions. At the college level, students who become involved often feel connected to the school and as if they can actually make a difference. I am hoping to explore this topic through my Senior Honors Project to further understand the potential effects that student involvement has on a student's college experience.

Introduction

This research project examines the involvement experiences of 165 matriculating undergraduate students in the University of Rhode Island College of Business Administration (CBA). Participation in this project through either survey or interview was entirely voluntary.

Materials & Methods



Survey distributed to URI CBA students via college email listserv, social media, and personal interaction.

Open: 04/07/2014

Closed: 04/14/2014

Data

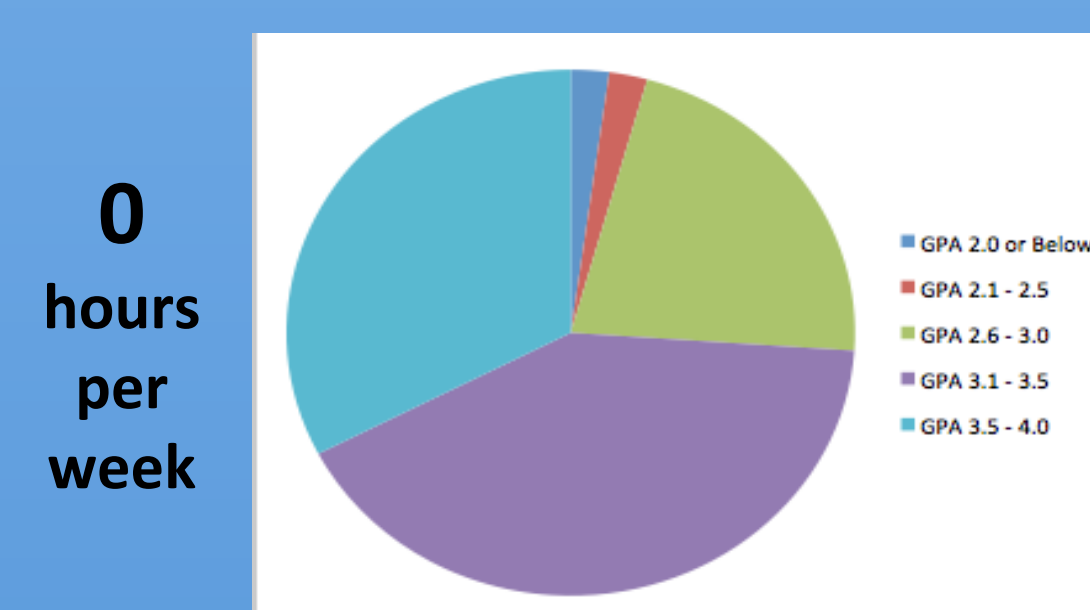
26 Freshmen
31 Sophomores
44 Juniors
64 Seniors



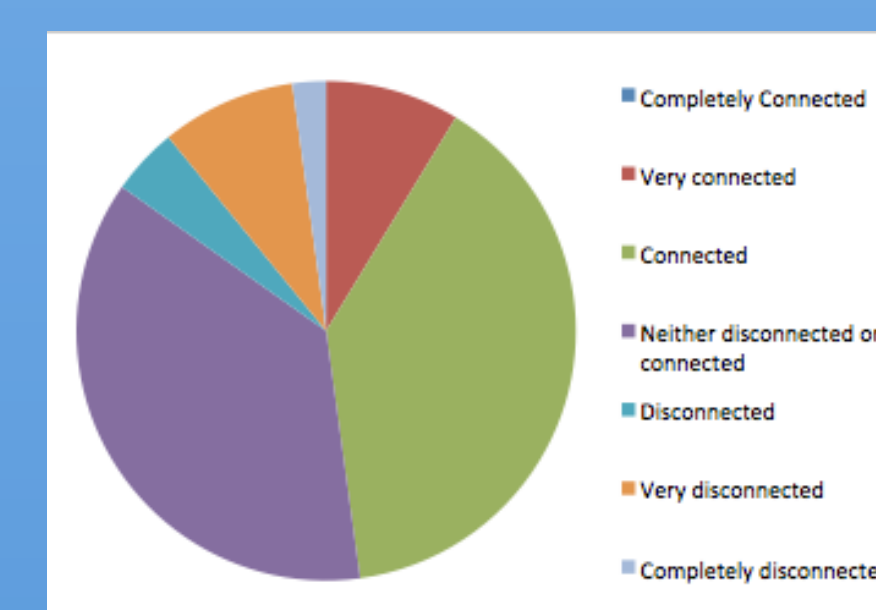
70.3% participate in student involvement
29.7% do not participate in student involvement



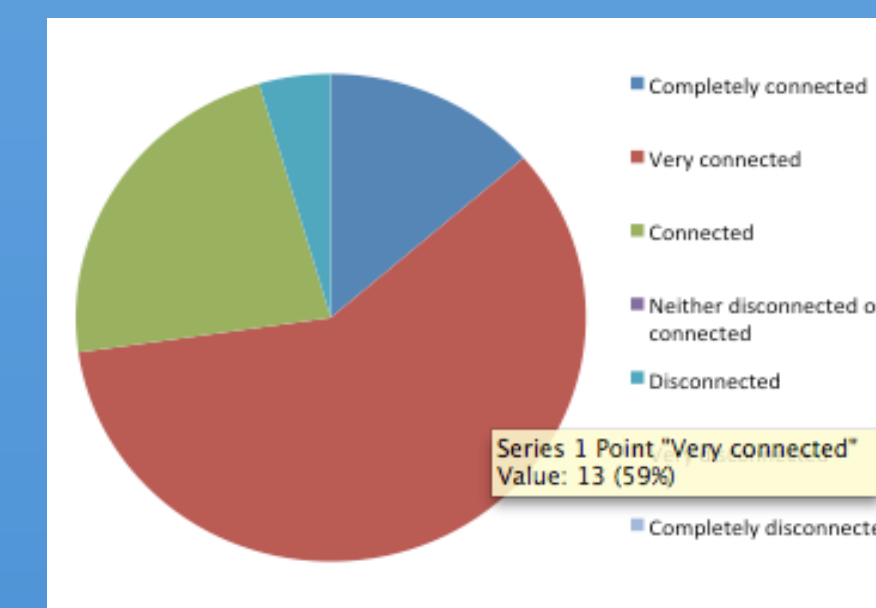
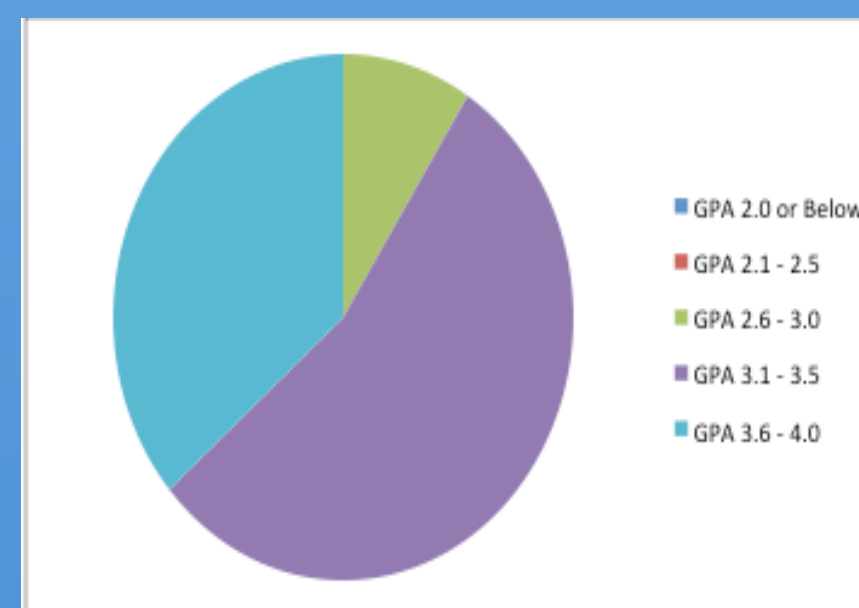
Cumulative GPA



Level of connectedness



5-10 hours per week



Results & Discussion

Based on the data shown, it is evident that student involvement does have an affect on a URI CBA student's college experience.

Students who spend 0 hours in a student involvement setting every week have GPAs ranging from below 2.0 to 4.0 and do not feel as connected to the university.

Students who spend 5-10 hours in a student involvement setting every week have GPAs ranging from 2.6 to 4.0 and feel much more connected to the university.

[URI CBA Student Perspectives](#)



Being an involved student in the URI CBA, I expected that student involvement did improve a student's GPA and level of connectedness to URI. My results also helped me to conclude that over-involved students can do worse in their academics. This project truly emulates the importance of balancing priorities in student involvement and how beneficial it can be.

References

Pike, Gary R. *The Mediating Effects of Student Engagement on the Relationships Between Academic Disciplines and Learning Outcomes: An Extension of Holland's Theory* - Springer. Springer, 01 Aug. 2012. Web. 02 Apr. 2014.
Additional references listed separately.