



Corner of The Classroom: College of Education
Students' Sense of Belonging

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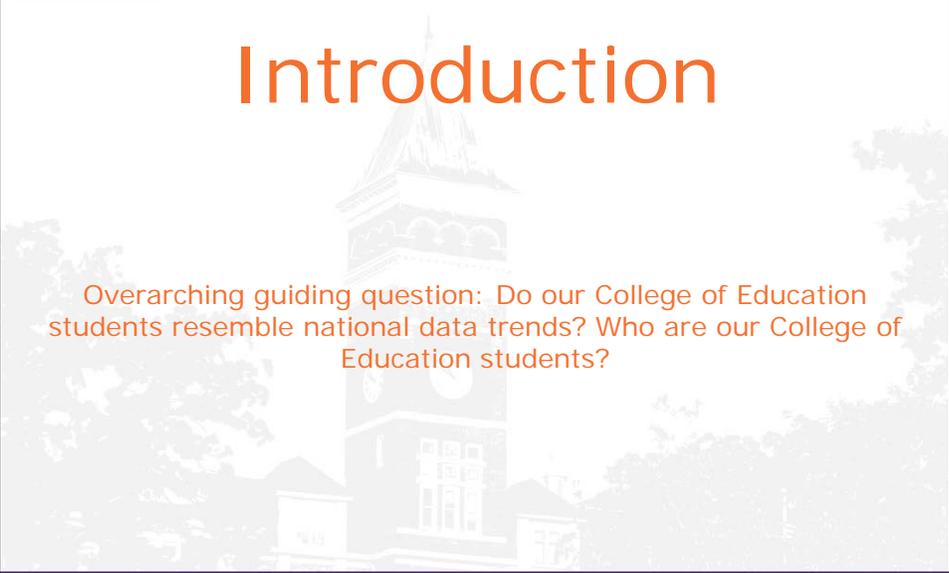


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Introduction

Overarching guiding question: Do our College of Education
students resemble national data trends? Who are our College of
Education students?



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Agenda

- Introduction
- Literature
 - Sense of Belonging
 - Self-Efficacy
- Current study rationale
- Method
 - Participants and procedure
 - Measure
- Results and Discussion

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Literature

- Undergraduate enrollment increase to 17.4 million by 2027 (National Center for Education Statistics, 2018)
- Difference not only in number of students enrolling, but types of students enrolling
- Generation Z
 - Vastly different than previous generations; campus environments may not be equipped (Seemiller & Grace, 2016; 2018; Trevino, 2018)
- Traditional vs Nontraditional – students know what they want and will seek venues that provide those things

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Literature – Sense of Belonging

- Most basic level human need is to feel belongingness to something (Maslow, 1954)
- Sense of belonging correlated to motivation, drive, behavior, and has a role in how students view themselves (Maslow, 1954; Tinto, 2016; Won, Wolters & Mueller, 2018)
- Fostering a sense of belonging could help retention (Ingram, 2012)
- Sense of belonging affects: persistence (Tinto, 2016), motivation (Copeland & Levesque-Bristol, 2011), goal setting (Won, Wolters & Mueller, 2018), and engagement (Copeland & Levesque-Bristol, 2011; Tinto, 2016)
- Learning environments and faculty attitudes affect both sense of belonging and learning (Umbach & Wawrzynski, 2005)

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Literature – Self-Efficacy and Demographics

- Self-Efficacy factors into: motivation, goal attainment, and perception of curriculum
- Students' level of self-efficacy controls depth of goals set, motivation to achieve said goals, and perceptions of their experience
- How students perceive the curriculum impacts self-efficacy (Wigfield & Eccles, 2000)
- Who am I? – Research on race, gender, ethnicity, and sexual orientation and its relation to the overall student experience shows it does matter (Vaccaro & Newman, 2016; Musus, Yi & Saelus, 2018)

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Current Study Rationale

- NPR article: *Today's College Students Aren't Who You Think They Are*
- South Carolina Teacher Shortage
- Understanding who are students are provide better services to them, and keep them connected after graduation
- Guiding research questions
 - Do college of education students resemble national data? What do our students look like?
 - How do they characterize their engagement in the CoE?
 - How do they view their advisor relationship?
 - What about their experiences are shaping their overall sense of belonging to the CoE

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Method

<ul style="list-style-type: none"> •Participants <ul style="list-style-type: none"> •Undergraduate College of Education students •Procedure <ul style="list-style-type: none"> •Qualtrics survey •119 participants in sample 	<ul style="list-style-type: none"> •Measure <ul style="list-style-type: none"> •Demographic info •Prior institution enrollment •Job status •Financial dependency •Composite variables (dependent variables) <ul style="list-style-type: none"> •Sense of Belonging •CoE Engagement •Advisor Relationship
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Results

Table 1: Dependent Variables Mean

	Mean	SD	N	Cronbach's Alpha
Belonging	3.9083	0.66043	101	0.95
Participation	3.24	0.6867	100	0.494
Advisor Relationship	3.9975	0.86857	100	0.826

Table 3: Race

	N
White	107
Black or African American	5
American Indian or Alaskan Native	1
Asian	2
Two or more races	4

Table 2: Academic Year

	N
Freshmen	23
Sophomore	47
Junior	26
Senior	23

Table 4: Job Status

	N
No	53
Yes	65

Table 5: Gender

	N
Male	6
Female	112
No Response	1

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Results

•Three-way factorial MANOVA

IVs: Academic Year; Race; and Job status

DVs: Belonging Composite; CoE engagement; and Advisor Relationship

Table 6: Interaction*Advisor Composite Score

	F	Sig
Academic Year	4.858	0.004
Race	2.322	0.063
Job	.136	.713
Academic Year*Job	2.352	0.078

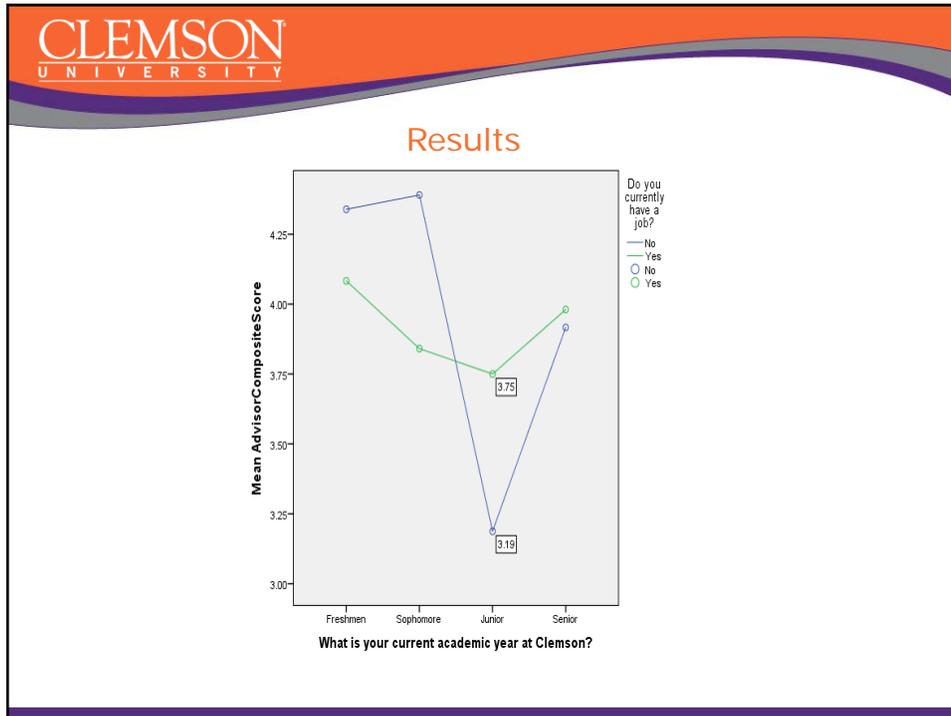
Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Belonging	5.708 ^a	14	.408	.919	.542
	CoEParticipation	6.234 ^a	14	.445	1.300	.225
	AdvisorCompositeScore	17.693 ^a	14	1.264	1.885	.039

Academic Year →

	Q33	Pillai's Trace	.207	3.111	9.000	265.000	.001
	Wilks' Lambda	.721	3.234	9.000	202.151	.001	
	Hotelling's Trace	.303	3.294	9.000	245.000	.001	
	Roy's Largest Root	.277	7.853 ^a	3.000	85.000	.000	

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Discussion

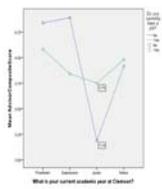
- ~74% of undergrads nationally are nontraditional
- 11% of undergrads at Clemson are no traditional
- Clemson College of Education undergraduate students fall into the traditionally held description of traditional students
 - 97% under the age of 24
 - 78.2% attended Clemson right out of high school
 - 97% don't have dependents
 - 88% Financially dependent
- The majority of our students work (56%) but all of them are only part time

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Discussion, cont'd

- Average Sense of Belonging Score: 3.9 out of 5
- Average College of Edu engagement score: 3.2 out of 5
- Average Advisor relationship score: 4.0 out of 5



Year	Mean Score
2010	4.0
2011	3.9
2012	3.2
2013	3.8
2014	4.0

- Advisor change in Junior year may account for dip in scores
 - Follow-up research with focus group of juniors
 - Attention given to: helpfulness, accessibility, and interest of advisor
- Next step
 - Plans to move to 4-year advising model next academic year
 - Content faculty focus on professional development of College of Education students
 - Interview Juniors to attempt to determine what the real issue is.
 - Give the survey again next year to all students. This can help us detect changes in our student demographics

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Questions?

Thanks for attending



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