

READY FOR COLLEGE:
ASSESSING THE INFLUENCE OF STUDENT ENGAGEMENT ON
STUDENT ACADEMIC MOTIVATION IN A FIRST-YEAR EXPERIENCE PROGRAM

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Dissertation submitted to the faculty of the Virginia Polytechnic Institute and State University in
partial fulfillment of the requirements for the degree of

Doctor of Philosophy
In
Agricultural and Extension Education

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Self-Regulated Learning, Effective Learning Strategies, Educational Outcomes, Mixed Method
Assessment

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IRB Permission: Informed Consent

Virginia Polytechnic Institute and State University Informed Consent for Participants in Research Projects Involving Human Subjects

Project Title: Assessing the Influence of Student Engagement on Student Academic Motivation in a First Year Experience Program

Investigators: Ms. Keyana C. Ellis, Graduate Research Assistant
Dr. Eric K. Kaufman, Assistant Professor

I. Purpose of Research

The purpose of this study is to examine the relationship between student perceptions of engagement in the Virginia Tech Summer Academy (VTSA) program and changes in first-year students' academic motivation. Knowing that student engagement can increase both the time and energy that students invest in educationally purposeful activities, this research will investigate the extent to which student engagement in the VTSA contributes to motivation, achievement and persistence. Outcomes of this research will assist colleges and educators to develop the most effective educational approaches for student engagement and learning in the first year of matriculation.

II. Procedures

This study will analyze pre and post questionnaire results of the Learning and Study Strategies Inventory (LASSI). This information, along with findings of an Engagement Questionnaire, will be used to guide focus group sessions in which students will be invited to share their most memorable experiences in the VTSA and the influence of those experiences on academic motivation. The focus group sessions will take no more than 90 minutes.

III. Risks

This study has been submitted, reviewed and approved by the Virginia Tech Institutional Review Board. Individual answers and identities of the participants will be protected all times.

IV. Benefits

There are no direct benefits to the participants. However, participants may contact the researchers for a summary of the study results.

V. Extent of Anonymity and Confidentiality

Protecting participants is a top priority of the researchers. Participant information will be kept strictly confidential. Any information in the recorded interviews that potentially could identify participants will be altered to ensure confidentiality. Individual names will be assigned pseudonyms. At no time will information be released that allows an individual to be identified.

Virginia Tech Institutional Review Board Project No. 12-424
Approved August 2, 2012 to August 1, 2013

Only the research team will have access to the data. It is possible that the Institutional Review Board (IRB) may view this study's collected data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research.

VI. Compensation

Students who agree to participate in focus groups will be rewarded with a gift card to a local coffee shop. Reward for participation in this study will not be prorated and students that withdraw from the study before completion will retain their gift card.

VII. Freedom to withdraw

Participants are free to withdraw from the study at any time without penalty. Subjects are free not to answer any questions without penalty.

Should I have pertinent questions about this research and my rights, I may contact:

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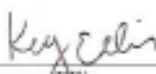
For The Trustees of Indiana University:



Alexander C. McCormick
Director
National Survey of Student Engagement

8/10/2012
Date

For Licensee:



Keyana Ellis
PhD Candidate
Virginia Tech

9/3/2012
Date



Dr. Eric K. Kaufman
Assistant Professor
Virginia Tech

9/3/12
Date

Copyright Permission: The 10 LASSI Scales

Ellis, Keyana

From: Priscilla Trimmier [trimmierp@hhpublishing.com]
Sent: Tuesday, May 07, 2013 11:05 AM
To: Ellis, Keyana
Subject: Re: LASSI request

Keyana,

Based on the information you provided in this email below, H&H gives you permission to use the Motivation scale in your dissertation. Please include our copyright on any information that comes directly from our assessment.

Priscilla Trimmier
H&H Publishing
(800) 366-4079

Priscilla,

Thank you for your consideration in this matter. I am writing this email concerning the use of the LASSI Motivation pre-test and post-test and scale in my dissertation. This assessment was given to the 2012 Virginia Tech Summer Academy student participants as part of a pre-post intervention assessment. Students accessed the electronic version of the test prior to the start of the program and used a follow up key at the end of the program.

I would like to be able to use the LASSI Motivation Pre and Post-test scores as the basis of analysis in my dissertation. I have not included exact questions from the Motivation Subscale and do not provide any copyrighted material or discussion in my research. Based on resources available in print and on the internet, I have included:

- A detailed description and discussion of the LASSI using the LASSI User Manual, Weinstein and Palmer (2002)
- Reliability Cronbach alpha according to the scale in regards to the LASSI Motivation Subscale
- Reliability Cronbach alpha according to my results and scale in regards to the LASSI Motivation Subscale
- Guidelines of the 10 LASSI scales sheet.

Through this permission, I would like to be able to disseminate these results of this study to various outlets. The data, however, will remain in the care of Virginia Tech Office of Summer Sessions.

Thank you in advance for your consideration.

Please note that this is a highly time sensitive request! Please feel free to contact me at 202-720-6925 or 301-785-1651.

Thanks,

Keyana

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