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Getting Involved on Campus

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The background features a stylized illustration with abstract shapes in shades of orange, yellow, and brown, interspersed with dark green foliage. A large, bright yellow circle is positioned in the upper right quadrant, and a dark brown tree branch extends from the top right corner. The overall aesthetic is modern and artistic.

How to Get Involved On Campus

Madison Kampa
Poster Symposium
Patricia Martinez de La Vega
Mansilla
Fall 2022

Goals

- I chose the topic: “Getting involved on campus” because I find that most freshman seem uninterested or unaware of all that Cortland has to offer.
 - Students are also unsure of where “their place” is on campus and often struggle during their first semester due to a lack of belonging.
 - Research claims that a sense of belonging proves fruitful to extrinsic and intrinsic motivation -> such motivation is proven to result in higher performance.
- (1)

Why Getting Involved is Important for First Years

Students are proven to achieve more when they have a sense of belonging both inside and outside of the classroom(2). Without a sense of belonging, students will lack motivation which is vital to succeeding academically(1). Getting involved in clubs, sports, or making early connections with Greek organizations is the perfect way to create a sense of belonging.



Methods

- I went through clubs, sports, greek organizations and things to do off-campus with the students; emphasizing just how much there is to do on campus



Methods cont.

- I had the students go on Cortland Connect a pick a club or event that they would be interested in going to and send it to me



Methods cont.

- I did a Kahoot with the students to ensure that they knew all that they could do on and off-campus including what to stay away from



Reflections

I believe I have made an impact on my students and their involvement on campus. Numerous students have joined clubs and found a sense of community within a club or organization. I believe that I have provided my students with the tools they need to succeed. However, I believe that I could have improved on student engagement, as the students did not actively participate when I asked questions or opened the floor for discussion.



Citations

- (1) Jordan Thibodeaux, & Jennifer E. Samson. (2021). Perceptions of School Belongingness and Goal Motivation in First-Generation Students. *Journal of The First-Year Experience & Students in Transition*, 33(1), 121-137.
- (2) Tieu, T.-T., & Pancer, S. M. (2009). Cocurricular Involvement and First-Year Students' Transition to University: Quality vs. Quantity of Involvement. *Journal of The First-Year Experience & Students in Transition*, 21(1), 43-64.