

# I Feel at Home: Comparing Sense of Belonging in Varying Campus Recreation Programs

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NIRSA

Laura Hazlett and Nicole Brocato

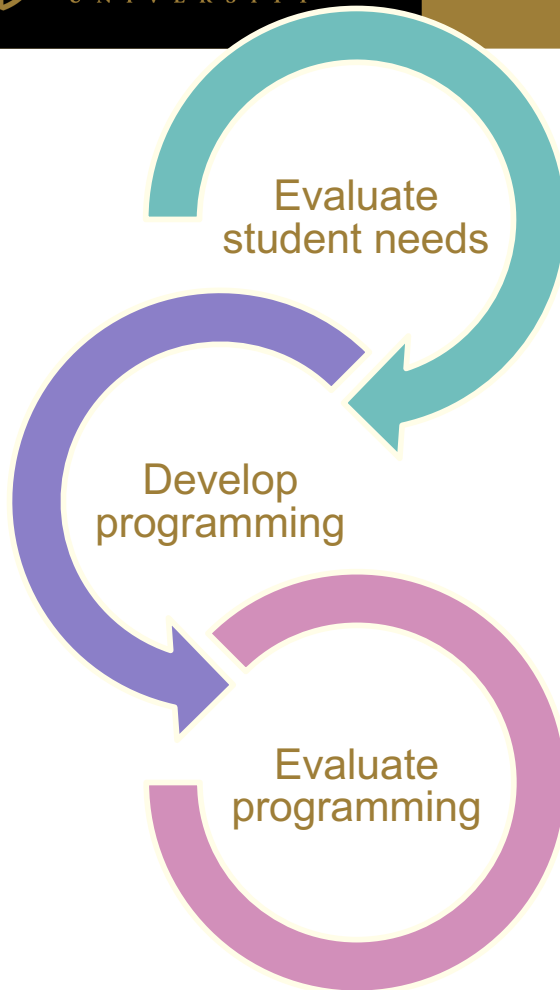


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- We want our students to thrive at our universities, however...



- Negative influences, such as stress and lack of sleep, can negatively influence school performance and behavior
- *How can we help students from all backgrounds thrive?*

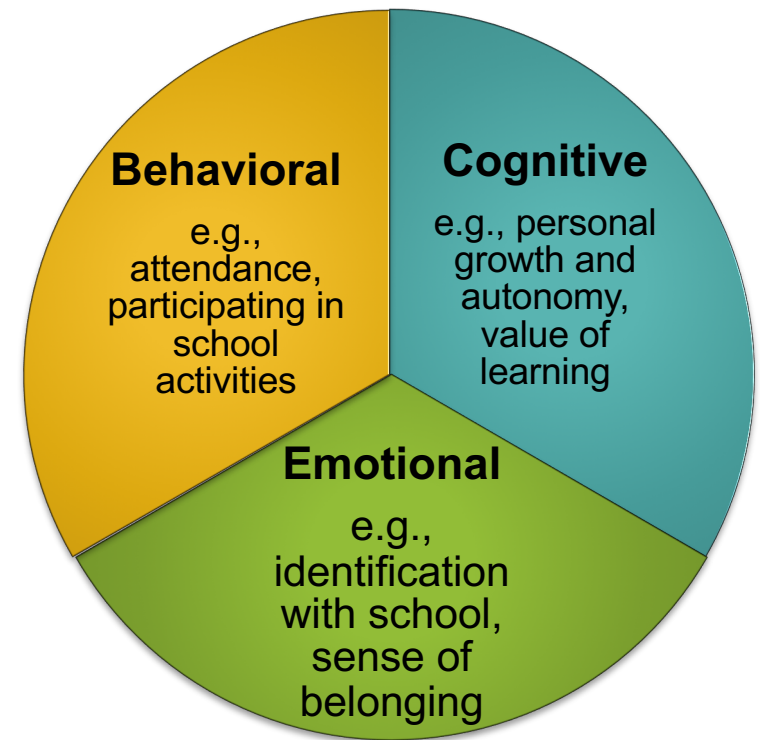


## When we evaluate wellbeing, we can:

- Learn more about what our students need
- Develop targeted, evidence-informed programs
- Evaluate the effectiveness of those programs

Engagement and belonging are important to wellbeing & retention

- **Engagement**: Meta-construct that includes behavioral, emotional, and cognitive engagement (Fredricks et al., 2004)
- **Belonging**: A feeling of being important to the school and valuing, or an appreciation of successes in school-related outcomes (Finn, 1989)



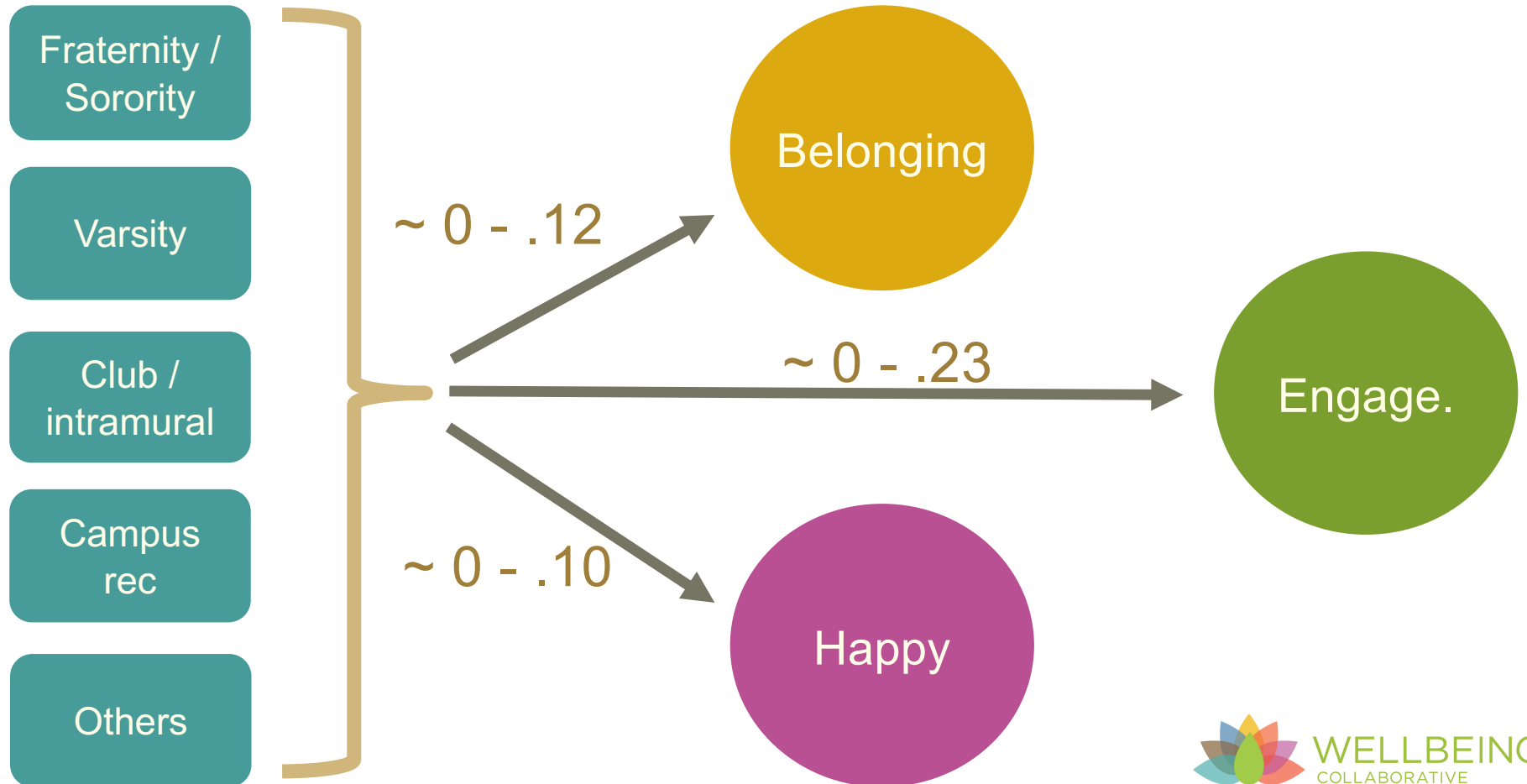


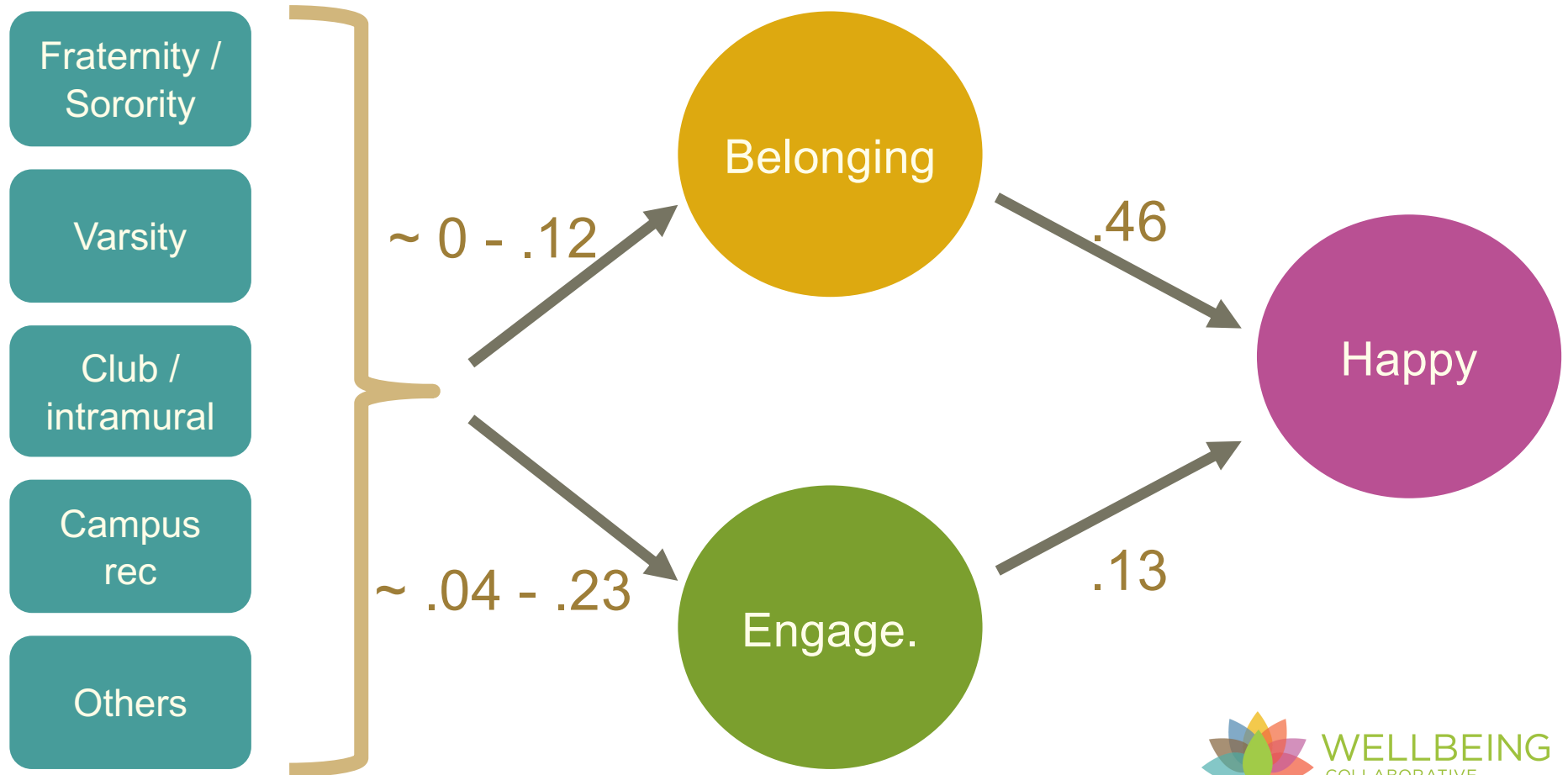
One way students feel a greater sense of belonging and engagement to their university are through activities (e.g., varsity sports, campus recreation, or fraternity/sorority)

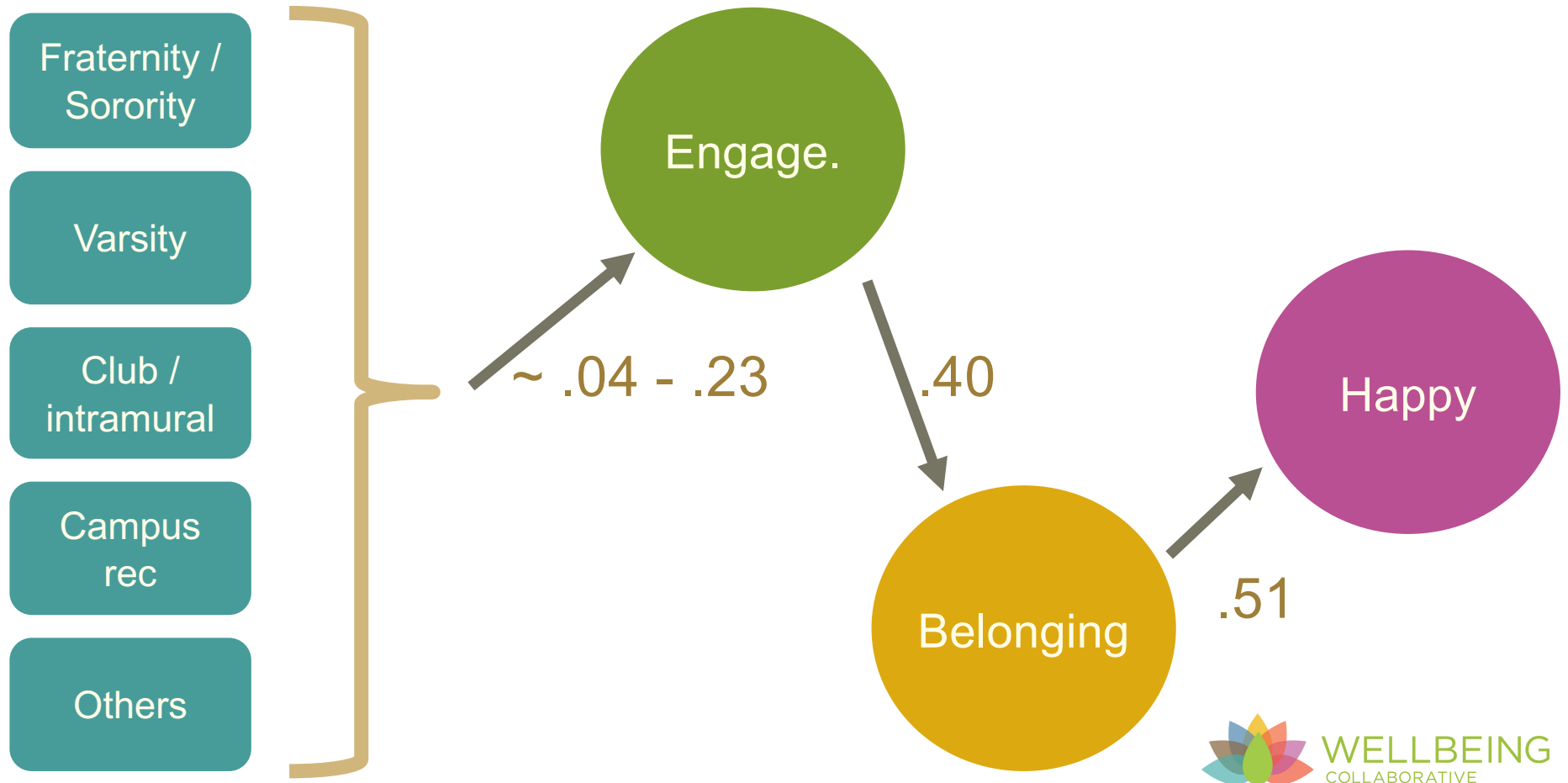
**But...**

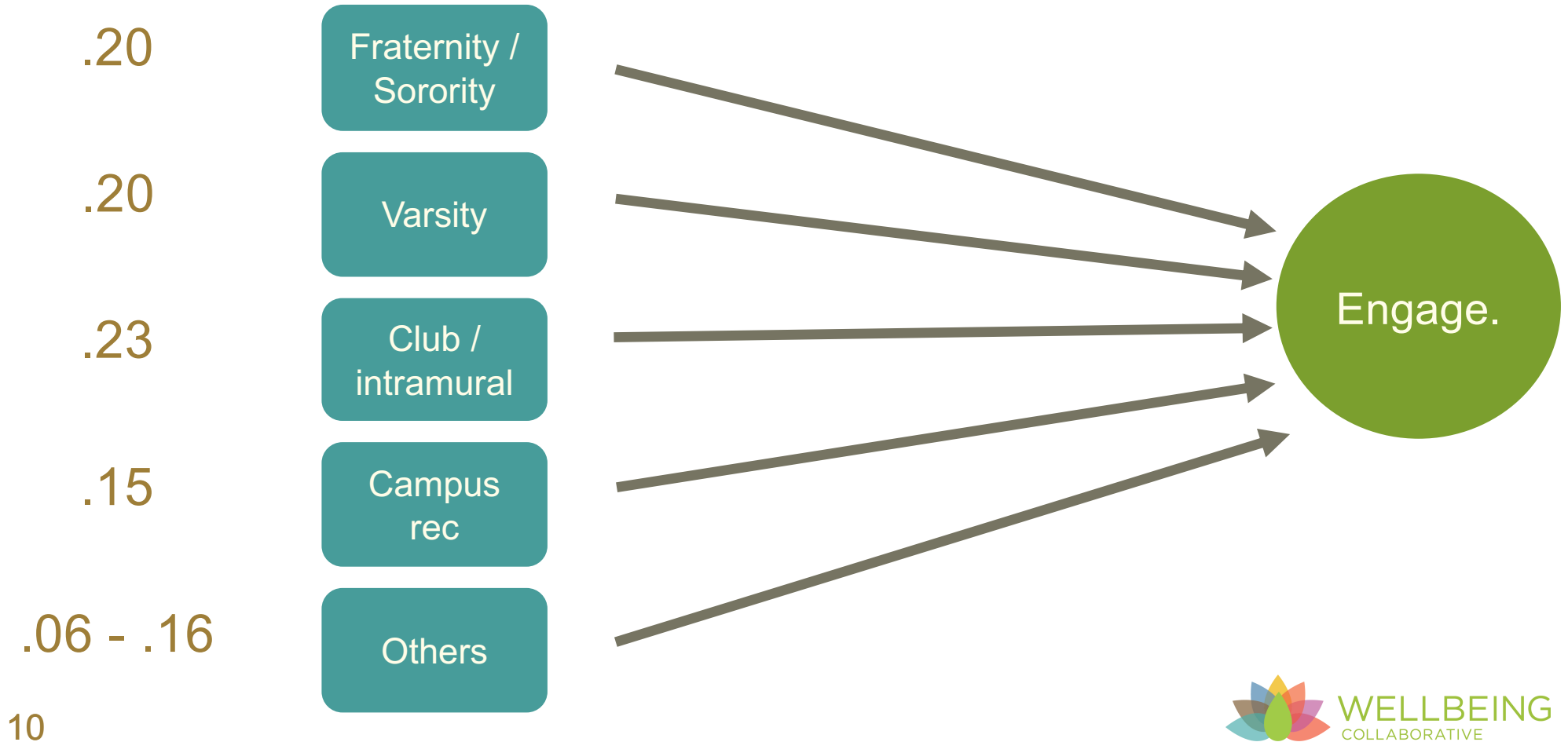
Are students who participate in varsity sports not as engaged as their peers resulting in them feeling like they do not belong to their university?

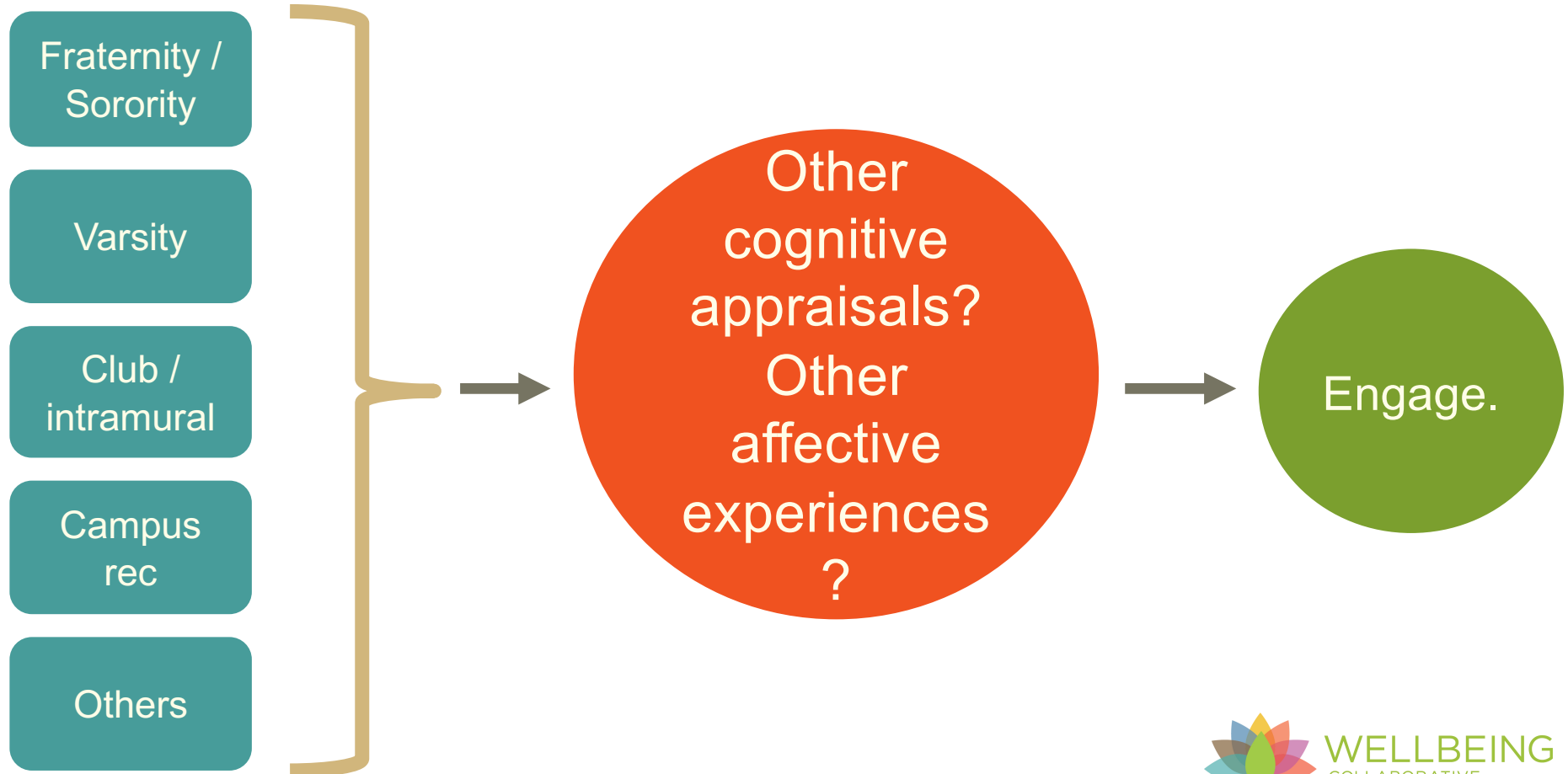
- WFU's Wellbeing Assessment
  - Spring 2018
  - 16 schools; 6,290 – 6,291
- Weighted using raking
- *Mplus* (v 8.1)
  - MIMICs using MLR; reporting STDYX
  - Measurement model fit: RMSEA .03 - .03 (90% CI); CFI = .99; SRMR = .02











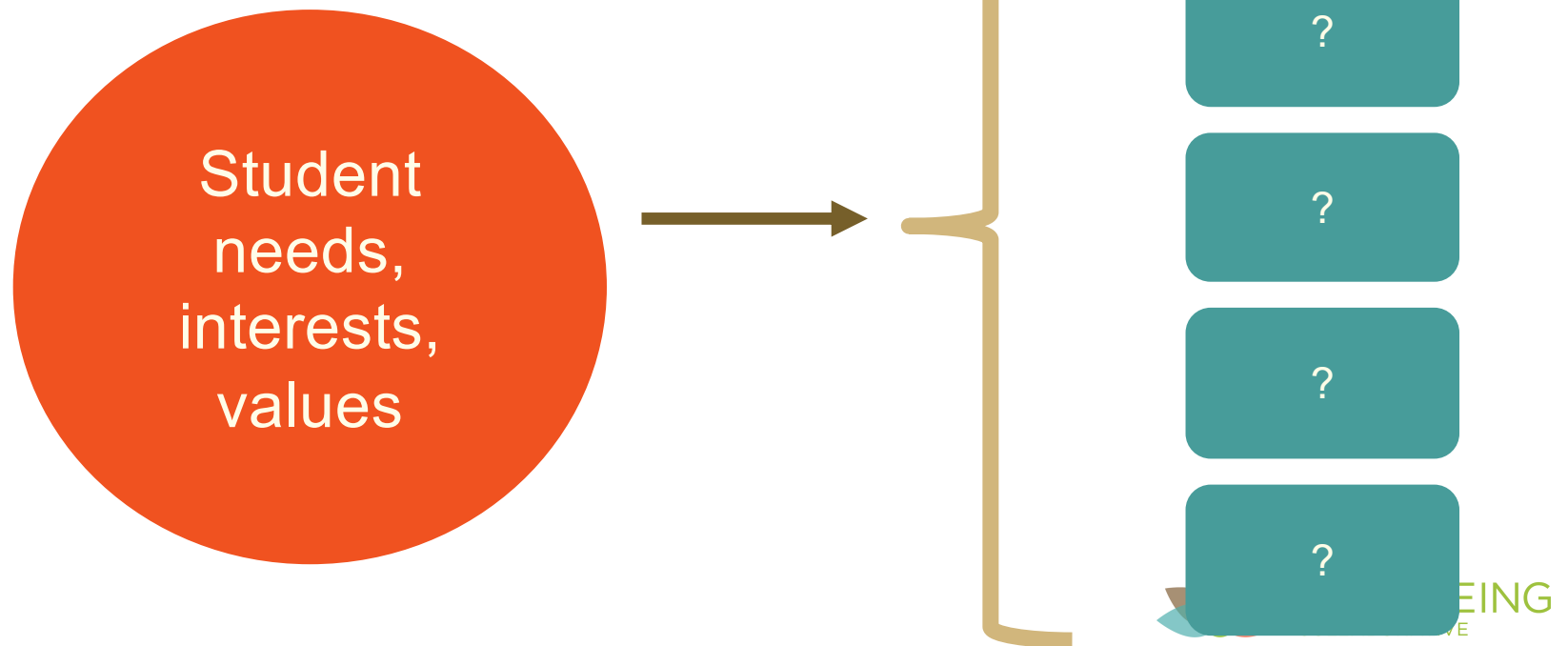


- How can we foster engagement at universities?
- Specific activities do not seem to be associated with engagement.





How can we more carefully create activities based on better knowledge of student needs, interests, and values?



- Could we:
  - Talk with students in different activities to learn why those activities (but not others) are engaging for them?
  - Decrease activity overwhelm by removing activities that aren't as strongly associated with student needs, interests, and values?
  - Conduct more detailed program evaluation to better understand why some programs are (not) well-attended? And whether attendance is always a good indicator of interest? Or needs and values?
  - Create more balanced offerings across a range of needs, interests, and values? Are most of our programs currently focused on particular areas?

Contact us at:

[wellbeingsurvey@wfu.edu](mailto:wellbeingsurvey@wfu.edu)

Or you can reach me directly at:

[hazlett@vcu.edu](mailto:hazlett@vcu.edu)

Website:

<https://wellbeingcollaborative.wfu.edu/#>