Oral Defense Announcement
University of Missouri – St. Louis Graduate School

An oral examination in defense of the co-authored dissertation for the degree Doctor of Education with an emphasis in Educational Practice

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A Comparison of First and Continuing-Generation Student Success and Engagement in an Online General Education English Course

Date: November 18, 2021
Time: 3:00 p.m. to 5:00 p.m.
Place: Remote

Abstract
Online learning has become a significant part of the strategic plan to increase enrollment and college access (Crawley, 2012). Allen & Seaman (2013) noted that more than 65% of U.S. higher education institutions believe that online education is necessary to sustain and continue progress toward their strategic planning goals to increase enrollment. The purpose of this co-authored convergent mixed-methods study was to examine the difference between first-generation and continuing-generation undergraduate student engagement and success in a 100% online Jr. Level English course at a university located in the Midwest region. The researchers conducted independent samples (two-tailed) t-tests, one-way ANOVA, and one-way MANOVA to determine if there were statistically significant differences in course success (self-reported final course grade of C- or higher) and levels of student engagement (social presence, cognitive presence, teaching presence and overall engagement for first-generation college students compared to their continuing-generation peers. The findings suggested that there were not any statistically significant differences in course success or levels of student engagement for first-generation college students compared to their continuing-generation counterparts.

Defense of Dissertation Committee
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