Limited research exists that focuses on at-risk undergraduate students' engagement during their use of educational escape rooms (EER). There is even less literature on the actual processes and outcomes of their EER engagement. This study utilized a qualitative methodological framework, incorporating descriptive and numeric data, to explore at-risk undergraduates’ perceptions of their learning and engagement in an EER, their attributions of these outcomes, and actual learning outcomes. The study concluded that at-risk undergraduates' perceptions of learning and engagement revealed positive benefits from participating in the EER, that the at-risk undergraduates’ perceived gains in the areas of interest in learning about commas, and self-rated ability levels before and after the EER experience and actual learning gains were increased. Implications of this research are that EERs could engage at-risk undergraduates academically and could provide support for learning. Further, EERs can be used as a tool for educators to quickly build students’ perceived abilities.

Keywords: at-risk undergraduate; engagement; educational escape room; task engagement