

Survey Team: Personal, Academic, Extracurricular, and Campus Factors Associated with Student Success

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CLA: Survey Team



Scanning the QR code on your mobile device will allow you to access electronic version of this Data Fellow's project.

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Research Questions

The project represented here reflects the Survey Team's efforts to build a preliminary bank of measures that can be used to gather data on students as it pertains to their academic success. Importantly, these variables are amenable to institutional intervention.

Introduction

In the 2017-18 Academic Year (AY), the Highly Valued Degree Initiative (HVDI) Task Force 2 conducted a needs analysis regarding student success data among data users.

TF 2 recommended CSULB should begin the development of a LBSU-specific suite of longitudinal surveys on the undergraduate student experience.

In particular, TF2 identified four constructs as particularly important and noted that an in-house survey may be needed to capture data on students from the following areas: 1) academic factors (e.g., attitudes regarding time to degree); 2) personal factors (e.g., employment, commute time); 3) campus services (e.g., advising, and emotional barriers to success); and 4) extracurricular factors (e.g., activities outside of class).

Methods

The measures reported in this project represent variables known to influence student success. A short rationale follows each measurement category and provides a justification for its inclusion. In addition, guidelines for measurement particulars (including: instructions, scoring, origination, and auxiliary notes) are provided where necessary.

Results

Measures

Student Agency

- Grit (perseverance of effort)
- Self-efficacy
- Responsibility for learning/Student responsibility
- Time and study environment

Student Attitudes

- Attitude toward four-year graduation
- Intent to graduate in four years/take 15 units
- Subjective norms for a four-year graduation

Academic Emotions

- Test anxiety
- Boredom
- Academic stress
- Stress overload
- Coping

Academic Interest and Achievement Orientation

- Cognitive interest
- Emotional interest
- Performance approach/avoidance achievement orientation

Academic Opportunity

- Academic capacity
- Prescriptive advising
- External commitments
- Unforeseen circumstances

Academic Integration

- Academic connectedness
- Social integration

Campus Conditions

- Student satisfaction
- Campus climate
- Campus support services
- Safety and security
- Student centeredness

Conclusion / Discussion

We report 30 measures that represent 7 general themes that align with the constructs recommended for measurement by TF2 including:

- Student Agency
- Student Attitudes
- Academic emotions
- Academic Interest and Achievement Orientation
- Academic opportunity
- Academic integration, and
- Campus conditions.

Users may choose to use all or some of these measures as they see fit for their specific purposes.

Implications for Action

Moving into the future, campus administrators should identify research questions and outcomes of importance that can be investigated through quantitative means. From there, a suite of survey items can be chosen from existing and culled measures to gather data for actionable interventions.

Next Steps / Future Directions

Research questions and outcomes of importance should be identified. Evidence-based decisions should be made regarding what variables we might study to influence student success. Before use, measures should be validated and checked for internal consistency.