First Year Students Success Indicators: Exploring Affective, Behavioural, and Cognitive Predictors

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Objectives

• To identify first year student success indicators and success predictors
• To apply first year student success indicators in different contexts
• To build a conceptual model of first year student success.

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Outline

- Context of our Program
- Defining Success Outcomes
- Brainstorming Success Predictors
- Defining Predictor Typology
- FY Student Success Formula
- Proposed Research Model
- Practical Application of Model

1993

Pilot Study based on Gardner’s model
5 sections
5 instructors
100+ students

2003-2004

Bona fide 3 credit hour writing course
46 sections
26 instructors
1400+ students
Pre-Post Outcome Assessment

Off-Campus
11 sections
6 instructors
100+ students

Elective!
Defining FYE Student SUCCESS

Generate a list of “low-inference” outcomes (i.e., performance indicators) that define success of First Year Students

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Assessment Tool(s)</th>
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<td>Quantitative</td>
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Brainstorming Session

In groups, generate a list of common success predictors of First Year Students

- Affects (i.e., emotions) RED
- Behavioral (i.e., sleeping) GREEN
- Cognitive (i.e., thinking) BLUE
- Demographic (i.e., SES) BLACK

FYE Student Success Formula

\[ A_1 + A_2 + A_n + B_1 + B_2 + B_n + C_1 + C_2 + C_n = \text{Success} \]

In groups:

1. Identify a subset of these as the most important predictors of success
2. Describe how you would best measure these predictors
Success Predictors Typology: Literature Contributions

Affective
- attitudes, attitudes toward authority figures, independence, procrastination, optimism, interest

Behavioural
- living in residence, commuting, living in a community, work responsibilities, integration into social system of an institution, use of campus library facilities, campus living environment, extra curricular activities, co-curricular activities, approach to studying, time management, direct coping strategies, suppression (in stressful times), perceived importance of stressful episodes, athletic involvement, completion of assessment demands

Cognitive
- integration into academic system, pre-college critical thinking, meta-cognitive strategies, internal vs. external attributions, primary/secondary control, Type A/B, learning preferences, academic motivation, self-motivation

Success Predictors Typology: Literature Contributions

Demographic
- age, credit hours completed, high school GPA, number of English and Math courses completed in high school, hours employed, academic major, parents’ education, parents’ SES, enrolment status, neighborhood, ethnicity, religion

Family/Social
- Student-parent separation, structured and supportive family life, active participation in family life, establishment and modeling of high moral, social and academic expectations, absence of family stressors, student acquaintances, interactions with faculty, cultural experiences, conversations, peer affiliations, cultural expectations, social support

University
- Educational experiences, quality of academic support, availability of academic support, instructor’s teaching approach, curricula design, use of special programs, status of instructor

Individual Differences
- extraversion, neuroticism
Summary of FYE Success Predictors

\[ A_1 + A_2 + A_n + B_1 + B_2 + B_n + C_1 + C_2 + C_n = \text{Success} \]
Summary

- Success of FYE programs:
  - FYE student success indicators
  - FYE student predictors
  - Tools used to measure these indices
    - Quantitative
    - Qualitative