

Factors of Student Success

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Student Success Factors

by

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for

Sociology 420

Professor Marsha Smith

Augustana College

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PURPOSE AND OVERVIEW

PURPOSE

The purpose of my study is to understand student success in college. I plan to figure out the motivations of students outside of the classroom. Extracurricular activities I consider as out of the classroom involve clubs, sports, faculty interaction, employment, and time spent on preparation for classes. In order to understand student success, I want to know what makes for a productive student, and if productivity is even an essential element towards student success. I will figure this out by evaluating students based on the number of hours they spend on various activities each day in my questionnaire. The results will allow me to understand student habits, and to pinpoint what extracurricular activities are the most important for student success.

IMPORTANCE OF STUDYING THE PROBLEM

Higher education has positive effects on the professional lives of students in the workforce. Getting more than a high school degree most often ensures a higher paying job from the extra education those student received. College benefits individuals, providing higher education that allows them to market themselves for occupations almost unattainable without the proper skills and competencies. Students look for a college to attend depending on their personal interests, and what the school can offer them. Two individuals that chose the same school for the same reasons will still not have the same student experience. Higher education is what students make of it with the various offices and services that are provided for them. College campuses provide their students with opportunities to explore and engage in different areas of study inside and outside of the classroom. A few opportunities outside of the classroom include sports, clubs, and greek life. Each of these extracurricular categories allow students to advance socially and

skillfully. There are students on campus that are involved in many extracurriculars, yet there are students that are involved in none. These student experiences would differ completely considering one would have an extreme presence on campus, while the other might simply go to class and return home to do their school work. But, involvement does not have to be that extreme. I plan to fully understand each student experience in order to make assumptions on what kinds of students are more successful than others. Ultimately, I would like to come up with a list of the most successful students at Augustana by interpreting their campus involvement.

Student engagement is important to understand because it has the potential to give insight to the qualities that make students successful. The time students spend on activities outside of the classroom will give me information as to how well the student performs in school, which is dependent on their grade point average (GPA). GPA is an important factor to consider in order to understand the success of a student. One of my main questions I plan to find out is presented in Kuh (1995) that asked “To what activities, events, and people do students attribute their intellectual, social, and emotional development?” The way students spend their time affects them in some way, therefore, I plan to find out in what ways it affects them academically.

For my research, I plan to look at student’s involvement outside of the classroom. I will ask questions regarding the extracurriculars they are involved in, how much time they spend studying, and how frequently they interact with faculty. I think each of these factors are important for me to incorporate from previous research. I think these findings will allow me to ask better questions, and form an angle on student success in the way I want to study.

STUDY HYPOTHESES AND REVIEW OF LITERATURE

STUDENT INVOLVEMENT AND GPA

Hypothesis 1: *Students involved in at least 2-3 extracurricular activities have a higher GPA than students not involved in an extracurricular.*

I chose this hypothesis because, according to Kuh (1995), students “benefit from out-of-class experiences.” These benefits allow students to gain cognitive and personal skills that can be transferable to the workforce (Hill 1995). I think there is a strong correlation between inclusion of extracurricular activities and GPA because of the skills students gain from them, as previously mentioned. This reasoning allows me to believe that students who are not as involved will not benefit from the skills, thus affecting their GPA. Personal skills involve being actively able to communicate. I do not think uninvolved students would feel confident enough to approach professors outside of class or being actively engaged in class, thus potentially affecting their GPA.

HOURS OF INVOLVEMENT AND GPA

Hypothesis 2: *Students that are involved in 9+ hours of extracurriculars will be too involved, thus their GPA is lower than students involved in 7 hours.*

The hypothesis stems from my own theory that there is a substantial number of activities a student should be involved in. While I do not know what that number might be, I do think that over involvement would not allow the student to dedicate time to their tasks making them feel overwhelmed. Like past research has stated about student attitudes, neurotic students tend to focus on their emotional state rather than study-related activities (Poropat, 2009, as mentioned in

Smidt, 2015). This then explains that students who feel overwhelmed will not be able to focus, therefore, causing them to feel neurotic, and unable to grasp the skills extracurriculars provide.

STUDY TIME AND GPA

Hypothesis 3: *Students who study 1-2 hours each day will have a higher GPA than students who do not study at all or 3+ hours a day.*

From my own personal experience, there have been students that do not study, yet get an 'A' on something. Even though I have seen this to be true, I do think that students who study 1-2 hours each day will have a higher GPA than students who do not study at all. On the other hand, students who study too much are only doing so because they are not grasping the material. I also feel that studying 3+ hours a day will be too much for a student's mind making them unable to retain the information they are studying.

ON CAMPUS WORK AND GPA

Hypothesis 4: *Students who work 6-10 hours a week on campus have a higher GPA than students who work 11+ hours a week on campus.*

Work is an extracurricular in my study even if students are on work-study programs. Furr 2000 results from student employment indicated that students who worked 30 or more hours per week were less involved with campus activities than students who were not employed or were employed fewer than 30 hours. Students with larger work schedules also stated that they believed their work schedule negatively impacted their academic progress. Being on campus just might be more beneficial to students considering on-campus jobs allow students to interact, and become more familiar with faculty and staff. I think working on campus allows students to communicate with other students and be better connected to higher officials of the college. On the other hand,

off campus work could be beneficial towards personal and social skills, but it misses the element of being on campus interacting with faculty, staff, and students. I also feel that being submerged into a new environment takes away from the environment on campus, therefore, students who work off campus might not feel as involved as someone who works on campus.

OFF CAMPUS WORK AND GPA

Hypothesis 5: Students who work 6-10 hours off campus have higher GPAs than students who work 20+ hours a week off campus.

Sometimes students have to work whether that is on or off campus. Whichever it may be, I do think there is such a thing as working too much. First of all, it is important to note that students who are international are the only ones allowed to work 20+ hours a week on campus, while regular students are only allowed a maximum of 10 hours a week. The difference is due to international students not being able to work anywhere else besides at the school because of visas and other procedures. I do think that working 20+ hours on campus is a significantly high number as a student, and that working 6-10 hours a week would be easier to handle in terms of being on top of their studies and other commitments. I also think it is beneficial for the student to work only 6-10 hours rather than 20+ hours off campus because the more time they spend away from school, the less involved they feel. Klum (2006) did a study with college students and employment. Klum's results showed that social interactions and persistence toward a degree positively correlated with employment while extracurricular activities and socializing negatively correlated with employment.

DEFINITION OF STUDY VARIABLES

Student Involvement

In order to measure student involvement, I ran an SPSS table to see the effects of extracurricular activities and GPA. For hypothesis one my independent variable was the number of extracurricular activities. My dependent variable was GPA. In order to code for this hypothesis, I grouped together the number of activities students were involved in. For instance if the number was missing, I categorized it as 0. For students involved in 0-1, it was categorized as 1, and for 2+ they were categorized as 2.

Student Engagement

Hypothesis two my independent variable was hours of extracurriculars each student was involved in. My dependent variable was GPA. For total hours, I kept the missing responses as missing, no hours as 1, 1-8 hours as 2, and 9+ hours as 3.

Effort

I changed the categories when using SPSS for hypothesis three as well. The independent variable was the number of hours a student studied each day. The dependent variable was GPA. For the missing responses, they were categorized as missing. For students with no hours, I categorized them as 1. Students who studies 1-2 hours were categorized as 2. Lastly, 3+ hours were categorized as 3.

Employment

In order to see the effects of employment, the study focused in on how many hours students worked both on and off campus, and how it affected their GPA. Hypothesis four included the independent variable of hours of on campus work, and dependent variable of GPA.

For on campus work I had to switch the responses into different categories; missing was kept missing, no campus work were categorized as 1, students who worked 1-8 hours were categorized as 2, and 8+ hours were categorized as 3. As for my fifth and final hypothesis, my independent variable was hours worked off campus, and the dependent variable was GPA. To make coding easier, I changed missing to missing, no work off campus = 1, and work off campus = 2.

RESEARCH PROCEDURES UTILIZED**POPULATION AND SAMPLING**

TABLE 1
Representativeness of Sample
Winter 2018

Classification	Augustana Students		Questionnaires		Difference
	No.	Percent	No.	Percent	
Females					
First Year	369	15.32	21	21.2	+5.88
Second Year	369	15.32	9	9.1	-6.22
Third Year	347	14.40	12	12.1	-2.3
Fourth Year	233	9.67	30	30.3	+20.63
Total	1318	54.71	72	72.7	+17.99
Males					
First Year	327	13.57	7	7.1	-6.47
Second Year	262	10.88	6	6.1	-4.78
Third Year	236	9.80	8	8.1	-1.7
Fourth Year	266	11.04	6	6.1	-4.94
Total	1091	45.29	27	27.3	-17.99
Percentage Total	2409	100	99	100	

The population I used for my sample included full time Augustana students Winter 2017-2018. The sample used was a systematic straightfold sample by gender and year in school.

The registrar provided available students, and Marsha Smith provided me with the names and emails of the people invited to take my survey and be part of my sample. The results of the study showed that each grade level and gender were accurately represented in the data besides senior women. The reasoning of such a high outcome is unknown. The table for this data is shown above.

DATA COLLECTION

The method for collecting data in this study was through responses given in questionnaires sent to the sample of 210 students using SurveyMonkey.com. The questionnaire was sent the fifth week of Winter term 2017 to the selected. One week after the first questionnaire was sent twice that week to those in my selected sample who have not completed it by then.

DATA PROCESSING TECHNIQUES

The data collected for this study was processed using the Statistical Package for the Social Sciences (SPSS) 25 software program. All responses given in the questionnaires were coded by the researcher and entered into the database program for analysis.

DATA ANALYSIS TECHNIQUES

Analysis of the data collected in this study was done using SPSS. Cross-tabulation techniques were used to determine the strength, significance, and direction of the relationships hypothesized between the study variables. I will look at delta (difference between the dependent variable percentages by the independent variables).

LOGIC OF PROOF

Three standards were used to determine if my hypothesis would be rejected or accepted. The first standard was the relationship of the variables, and whether or not they were in the same direction of the predicted hypothesis. The second standard was the strength of the relationship that fell into range, which would be a delta at 10% or higher. The last standard was whether or not the data collected was significant, which is demonstrated by the *chi-square*. If the statistic was at or below .05, it would be considered significant.

TECHNIQUES FOR PROTECTION OF HUMAN SUBJECTS

Protocols under the Sociology department and IRB were followed in this research. I personally completed paperwork for the IRB board to look over and approve before sending out the survey to students. The process insured that students would be protected when filling out the questionnaire, and making sure I abide by the rules.

RESEARCH FINDINGS

Hypothesis 1: *Students involved in at least 2-3 extracurricular have a higher GPA than students not involved in an extracurricular.*

The findings for the first hypothesis was consistent with other present research because it did show that 3.6-4.0 GPA category had the highest percentage of people who were involved in 2+ activities. Although this is shown in the results, the *chi-square* was shown that these results are insignificant because it is .822 rather than .05. Ultimately, my hypothesis was going in the right direction, but was not accepted.

GPA3CAT * TotalActiviteis2CAT Crosstabulation					
			TotalActiviteis2CAT		Total
			0-1 activities	2 or more activities	
GPA3CAT	less than 3.0	Count	6	15	21
		% within TotalActiviteis2CAT	20.0%	21.4%	21.0%
	3.1-3.5	Count	10	19	29
		% within TotalActiviteis2CAT	33.3%	27.1%	29.0%
	3.6-4.0	Count	14	36	50
		% within TotalActiviteis2CAT	46.7%	51.4%	50.0%
Total		Count	30	70	100
		% within TotalActiviteis2CAT	100.0%	100.0%	100.0%

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.393 ^a	2	.822
Likelihood Ratio	.387	2	.824
Linear-by-Linear Association	.037	1	.848
N of Valid Cases	100		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.30.

Hypothesis 2: *Students that are involved in 9+ hours of extracurriculars will be too involved, thus their GPA is lower than students involved in 1-9 hours.*

The predicted direction of the relationship between these variables was shown to be incorrect for this hypothesis considering there was no significance of GPA depending on the number of hours students were involved with their activities. The *chi-square* value was at .469, which makes the finding of my results insignificant.

GPA3CAT * ToalHours3CAT Crosstabulation						
			ToalHours3CAT			Total
			No hours activities	1-9 hours activity	9 or more hours activity	
GPA3CAT	less than 3.0	Count	3	12	6	21
		% within ToalHours3CAT	20.0%	30.8%	15.8%	22.8%
	3.1-3.5	Count	4	11	9	24
		% within ToalHours3CAT	26.7%	28.2%	23.7%	26.1%
	3.6-4.0	Count	8	16	23	47
		% within ToalHours3CAT	53.3%	41.0%	60.5%	51.1%
Total		Count	15	39	38	92
		% within ToalHours3CAT	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.558 ^a	4	.469
Likelihood Ratio	3.574	4	.467
Linear-by-Linear Association	.961	1	.327
N of Valid Cases	92		

a. 2 cells (22.2%) have expected count less than 5. The minimum expected count is 3.42.

Hypothesis 3: *Students who study 1-2 hours each day will have a higher GPA than students who do not study at all or 3+ hours a day.*

This hypothesis was supported in the results of this study sample. It was shown that 1-2 hours of studying a day resulted in higher GPAs, while not studying at all or studying 3+ hours a day did not. The *chi-square* supports these results because it is at .006.

GPA3CAT * Study3CAT Crosstabulation						
			Study3CAT			Total
			No hours each day	1-2 hours a day	3+ hours a day	
GPA3CAT	less than 3.0	Count	5	7	9	21
		% within Study3CAT	55.6%	11.9%	28.1%	21.0%
	3.1-3.5	Count	0	17	12	29
		% within Study3CAT	0.0%	28.8%	37.5%	29.0%
	3.6-4.0	Count	4	35	11	50
		% within Study3CAT	44.4%	59.3%	34.4%	50.0%
Total		Count	9	59	32	100
		% within Study3CAT	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.287 ^a	4	.006
Likelihood Ratio	15.725	4	.003
Linear-by-Linear Association	.597	1	.440
N of Valid Cases	100		

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is 1.89.

Hypothesis 4: *Students who work 6-10 hours a week on campus have a higher GPA than students who work 11+ hours a week on campus.*

This hypothesis was not accepted because it fell short of meeting the three standards required to be accepted. The significance level was .106, therefore the hypothesis is not significant to the results from my study sample.

Crosstab

			OnCampus4CAT			Total
			No campus work	1-8 hrs on Campus work	more than 8 hrs campus work	
GPA3CAT	less than		9	6	6	21
		OnCampus4CAT	24.3%	15.4%	25.0%	21.0%
	3.1-3.5		15	11	3	29
		OnCampus4CAT	40.5%	28.2%	12.5%	29.0%
	3.6-4.0		13	22	15	50
		OnCampus4CAT	35.1%	56.4%	62.5%	50.0%
			37	39	24	100
		us4CAT	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.630 ^a	4	.106
Likelihood Ratio	8.222	4	.084
Linear-by-Linear Association	2.051	1	.152
N of Valid Cases	100		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.04.

Hypothesis 5: *Students who work 6-10 hours off campus have higher GPAs than students who work 20+ hours a week off campus.*

According to the standards of acceptance, this hypothesis is also rejected considering the *chi-square* is .587. This means the results I have gathered from the sample is not significant.

Crosstab					
			OffCampusWork2CAT		Total
			No work off campus	Work off campus	
GPA3CAT	less than 3.0	Count	14	7	21
		% within OffCampusWork2CAT	21.2%	20.6%	21.0%
	3.1-3.5	Count	17	12	29
		% within OffCampusWork2CAT	25.8%	35.3%	29.0%
	3.6-4.0	Count	35	15	50
		% within OffCampusWork2CAT	53.0%	44.1%	50.0%
Total		Count	66	34	100
		% within OffCampusWork2CAT	100.0%	100.0%	100.0%

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.064 ^a	2	.587
Likelihood Ratio	1.051	2	.591
Linear-by-Linear Association	.244	1	.621
N of Valid Cases	100		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.14.
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SUMMARY AND IMPLICATIONS

BRIEF SUMMARY

This present research was conducted in order to determine which of the studied factors, if any, might benefit student success. There were five factors that were tested to see what makes a student successful. Those five included how many extracurriculars a student was part of, how many hours they dedicated to those activities, how many hours each day a student studied, and how many hours a student works on and off campus. I compared these five factors with a student's grade point average. Through cross-tabulation techniques, the strength, significance, and direction of the relationships between the variables were measured and hypotheses were accepted only when set criteria were met for each of these three standards.

Of the five hypotheses tested in this study, only one was accepted. As predicted, a student's GPA was impacted depending on how many hours a day they study. This finding was significant because it allowed me to understand that it is important to know that students who study at least 1-2 hours a day does more for their GPA than not studying or studying 3+ hours a day. The remaining four hypotheses failed to be accepted on the account of not meeting the required standards. Some findings were inconsistent with other present research, while others simply did not meet one of the standards required for acceptance, particularly the significance level, which might have been achieved if the sample size had been larger.

GENERALIZATIONS

From these research findings, a few generalizations can be made to the Augustana College student population. First, it is reasonable to suggest that the amount of activities, and hours

someone puts into something else besides school would impact their grade point average. For on campus work, I took into consideration prior research where “Students who did not work or who had a heavy work schedule (more than 4 hours per weekday) reported slightly lower grade point averages (GPAs) (Hood et al., 1992, mentioned in Furr, 2000) and were less satisfied than students who worked 11 to 20 hours a week (Pennington et al., 1989, mentioned in Furr, 2000). Even though that hypothesis was not correct, I took into consideration the number of hours a student dedicated time for work. I did the same thing for my other hypothesis by taking the information from prior research and applying it to this particular study with students at Augustana.

For the accepted hypothesis of the number of hours a student should study for the highest GPA, the only prior research I got from that was the definition of effort, which was “belief that they worked hard to complete their academic tasks.” The number of hours came from my personal study habits, which was 1-2 hours a day. I think this makes these findings significant because it was the only hypothesis that was not back up by previous research.

As for the rest of the hypotheses not accepted, they might have been accepted if I had a larger sample size because it might have been large enough for the results to come out as significant. Hypothesis two measured the number of hours dedicated to extracurricular activities, but the results did not show a significant relationship between the number of hours spend with GPA. It did show that students who did not devote to hours in extracurriculars, the higher their GPA was. On the other hand, students involved in 9+ hours had higher GPAs rather than lower. These results can be shown that there might be a correlation between higher number of hours spent in extracurricular activities mentioned in Kuh 1995, which stated that students “benefit from out-of-class experiences.” This might say that the benefits might include higher GPA considering they have a better grasp on time management skills, and organization. If the sample

size had been larger, I might have seen these results as significant, but it was hard to tell with the current sample.

Hypotheses four and five were not significant as well. The results from working on campus showed that they might be significant if a larger sample size was available, but from the results that came from this study showed that on campus employment helped, nor affected a students GPA. However, the results showed that students with the highest GPAs worked at least 1-8 hours and 8+ hours on campus. The results were not significant, but I think it was headed in the right direction. On the other hand, students who worked off campus had no relationship to whether their GPA would be affected compared to students that did not work off campus.

IMPLICATIONS FOR FURTHER RESEARCH

As mentioned in previous sections, there might have been problems with the measurements of certain variables within this study. Proposals for future research should include a larger sample size to see if student success is truly dependent on these factors. I would also look more deeply into more than just GPA to determine student success. I included many questions involving study habits, and even substance usage that I did not take into consideration with my hypotheses. I would expand on my hypotheses to incorporate more than just one variable and GPA if this study were to be replicated to take into consideration other factors involved in the research. For example, I originally planned on measuring faculty interaction, but never actually included a hypothesis to see if that occurrence influences student success. Considering other questions in the survey would be a great start to actually assessing what students should be doing in college to be successful. For example, I could have done a data set on students who met with their professors within the last week. My previous research constantly mentioned how meeting with professors outside of the classroom helped students, but I failed to incorporate that information into my findings.

EMAIL INVITATION

Dear student,

My name is Vanessa Beck. I am conducting a survey of the Augustana student body for my Sociology Senior Inquiry project. You have been randomly selected to be part of my survey. The purpose of this survey is to look at trends on how students spend their time, and this information will help me understand the factors that make up student success regarding grade point average. The survey should only take about 10 minutes.

There are no risks in participating in this voluntary survey. However, personal academic information will be a required response (ex: GPA). There will also be a few questions about usage of alcohol and other substances. The findings from this research will be presented and published, but your personal information is completely anonymous. No personal information will be linked to the survey data collected.

Following the survey, it will ask for your Augustana email for a chance to win a \$25 gift card for your time. Information provided for the raffle will be separated from the survey. Only my faculty advisor will have access to the data file, but there will be no way to connect names submitted from the raffle to the responses submitted in the survey.

If you feel uncomfortable at any time while answering questions, you can either skip it or stop taking the survey. Your willingness to complete the survey implies consent to participate. This research project has been reviewed and approved by the Augustana Institutional Review Board, which can be contacted at IRB@augustana.edu. Thank you for your time and participation.

If you have any questions, please contact me: Vanessa Beck at vanessabeck14@augustana.edu or my faculty supervisor, Marsha Smith, at marshasmith@augustana.edu.

SURVEY OF STUDENT SUCCESS

Demographics/Background Variables

1. What year in school are you?
 - a. First year
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Nontraditional
2. What gender do you identify with?
 - a. Male
 - b. Female

- c. Other
3. What race do you identify as?
 - a. White
 - b. Hispanic or Latino
 - c. Black or African American
 - d. Native American or American Indian
 - e. Asian/Pacific Islander
 - f. Other
 4. What category is your major/intended major?
 - a. Open response
 5. Where do you live at school?
 - a. Residence Hall
 - b. TLA
 - c. Off campus housing

Dependent Variables

6. What is your overall GPA currently?
 - a. Less than 2.0
 - b. 2.0 - 2.5
 - c. 2.6 - 3.0
 - d. 3.1 - 3.5
 - e. 3.6 - 4.0

Key Independent Variables

1. What extracurriculars are you involved in on campus? (organizations, campus publications, student government, greek life, intercollegiate and intramural sports, etc.)
 - a. Open response
2. *For every extracurricular they choose, I want to ask*: how many hours do you devote to each of these activities per week?
 - a. 0-2
 - b. 3-5
 - c. 6-8
 - d. 9+
3. On average, how many hours a day do you prepare for class (studying, reading, analyzing, writing, doing other academic activities)?
 - a. 0-1
 - b. 2-3
 - c. 4-5
 - d. More than 5

4. On average, how many hours do you study each day? (Study - preparation/memorization for a test, quiz, etc)
 - a. 0-1
 - b. 2-3
 - c. 4-5
 - d. More than 5
5. How many hours do you work on campus per week?
 - a. 0
 - b. 1-5
 - c. 6-10
 - d. 11-15
 - e. 16-20
 - f. 20+
6. How many hours do you work off campus per week?
 - a. 0
 - b. 1-5
 - c. 6-10
 - d. 11-15
 - e. 16-20
 - f. 20+
7. How many hours do you spend watching television per day? (Netflix, Hulu, etc.)
 - a. 0-1
 - b. 2-3
 - c. 4-5
 - d. More than 5
8. On average, how many hours do you spend with your friends per day?
 - a. 0-1
 - b. 2-3
 - c. 4-5
 - d. More than 5
9. How many hours a night do you sleep?
 - a. 0-2
 - b. 3-5
 - c. 6-8
 - d. 9+
10. On average, how many hours do you nap each day?
 - a. 0-1
 - b. 2-3
 - c. 4-5

- d. More than 5
11. On average, how many hours a day do you play video games?
- a. 0-1
 - b. 2-3
 - c. 4-5
 - d. More than 5
12. How many hours are you using media on your phone each day?
- a. 0-1
 - b. 2-3
 - c. 4-5
 - d. More than 5
13. How many hours do you volunteer in a term?
- a. 0-1
 - b. 2-3
 - c. 4-5
 - d. More than 5
14. Where do you normally study/do your homework?
- a. Library
 - b. Place of Residence
 - c. Brew
 - d. Off campus coffee shop
 - e. Other
15. I complete my assignments as soon as they are assigned...
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
16. I complete my assignments the day before it is due...
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
17. I find it helpful to study with other students from my class...
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
18. I prefer to do my studying alone...
- a. Strongly Agree

- b. Agree
 - c. Disagree
 - d. Strongly Disagree
19. When I do not understand an assignment, I reach out to my professor before the assignment is due...
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
20. I put off my assignments because I do not know how to complete them...
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
21. I often find myself getting stressed out when I put off assignments...
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
22. I interact with my professors outside of class. (Office hours, advising, discussing ideas from readings or class)
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
23. I work better on my assignments when I do them last minute...
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
24. I use my planner to keep track of due dates...
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
25. I keep track of due dates in my head...
- a. Strongly Agree
 - b. Agree
 - c. Disagree

- d. Strongly Disagree
26. I only like the classes my major requires me to take...
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
27. I do not mind taking classes outside of my major requirements...
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
28. I am a morning person...
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
29. I try to schedule my classes in the morning...
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
30. I try to schedule my classes later in the day...
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
31. I stay up late in the night to finish my homework/study...
- a. Usually
 - b. Occasionally
 - c. Rarely
 - d. Never
32. I make use of the resources offered at Augustana to seek help with assignments (Learning Commons - Reading/Writing Center, Tutoring Services etc.)
- a. Usually
 - b. Occasionally
 - c. Rarely
 - d. Never
33. I make an effort to participate every day in each class...
- a. Strongly Agree

- b. Agree
 - c. Disagree
 - d. Strongly Disagree
34. I think other students do better than me on quizzes, tests, papers, etc...
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
35. I find it easier for me to retain information as soon as I learn it...
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
36. I must study harder and longer than other students in my classes to get an A
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree
37. How many classes have you intentionally skipped in the past week?
- a. None
 - b. 1-2
 - c. 3-5
 - d. More than 5
38. On average, how many days in a week do you consume an alcoholic drink?
- a. None
 - b. 1
 - c. 2
 - d. 3
 - e. More than 3
39. On average, how many days in a week do you use marijuana?
- a. None
 - b. 1
 - c. 2
 - d. 3
 - e. More than 3
40. On average, how many times a week do you take non prescribed drugs? (Adderall, Pain medication, etc)
- a. None
 - b. 1

- c. 2
 - d. 3
 - e. More than 3
41. Follow up to Q40: What was it?

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