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Improving Academic Success: Creating a College Planning Resource for Students

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Bowling Green State University

Honors Project

Improving Academic Success: Creating a College Planning Resource for Students

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Abstract

Academic performance of students is a major concern for colleges, especially with the recent COVID-19 pandemic. Research has shown that active involvement, the development of self-regulation skills, and improved mental health all have a considerable impact on college students' academic success. Colleges like Bowling Green State University need to consider how they can use these factors and leverage resources to improve student performance. In this project, a solution is proposed in the form of a college/personal planner which is directly based off research on early academic success. While further, more specific research is needed to fully understand the issue and how it is affecting BGSU in particular, the implementation of the proposed planner is a viable start towards improving the college learning environment.

Intro and Research Questions

The transition to college is extremely important as it can affect the rest of a student's academic and professional career. As a freshman, it is easy to be overwhelmed with all the information received as well as the changes happening during the first semester. Currently, low college retention, academic performance, and students' mental health is a major concern for institutions, especially in the wake of the COVID-19 pandemic. From what I've observed, success/failure is often due to factors like how driven students are, their support system, and additional responsibilities on top of school. While I would argue that we cannot change factors related to personality, I believe it is feasible to influence other factors, such as the college environment, to make a difference. In order to unpack this issue, it is important to identify what influences early academic success in order to extrapolate what should be encouraged and discouraged from the start. This is an applied project as it is the type of problem where we can both learn from the past and also take action. Although, it is important to fully understand the issue before creating a solution. To begin, I formulated several research questions to lead me to a viable solution for the issue:

- What are major influences that affect the transition experience from high school to college?
- What resources/materials exist for students who recently transitioned from to college?
- What are the major causes of early academic failure and poor retention for college freshman?
- What are major influences of early college academic performance?
- How may extracurricular activities impact students' performance and mental health in college?
- What are the effects of metacognitive studying strategies on student learning and performance in college?
- How can students' performance and involvement in college be improved through planning?
- Can retention rates be improved in college freshman through planning?

Literature Review

College affiliates as well as researchers have long sought the answers to questions such as these: What are the major influences of early academic failure for college freshman, what causes first-year students to make the decision to drop out of college, and what resources can be provided to students early on to improve satisfaction, academic performance, and mental health? These contemplations are important to both institutions and students. Low retention can be costly for both parties as dropping out results in lost potential revenue and wasted resources for the universities as well as loss of tuition and time investment for students. From the moment traditional students are accepted into a college until the end of their four years, the university is investing direct and indirect resources such as hiring/paying staff, funding events, and campus upkeep. Furthermore, low academic performance creates negative results as less than satisfactory academic performance reflects poorly on the college which affects enrollment and funding. It also hurts students' chances of landing a full-time position after graduation.

Therefore, it is in the best interest of the universities and individuals for students to perform well and stay in college. Unfortunately, the truth is that there is no cure-all strategy for remediation, but there are several recurring themes revealed by decades of research, prompted by similar questions to those posed previously, that indicates what major factors may resolve the issue. Although many factors are fixed such as personality, income, race, upbringing, and high school, there are some dynamic factors that may be influenced. Current and past trends in studies suggest that academic performance and general wellbeing can be improved primarily in traditional, first-year college students through campus involvement including sports and organizations, self-regulation skills such as planning and time-management, and mental health assistance which are psychosocial factors that may all be encouraged, influenced, or improved via access to the appropriate resources.

Campus involvement can encompass a wide range of activities from joining clubs, sports teams, and fraternities to attending events and study sessions. Colleges want students to get involved on campus as soon as possible, so beginning with orientation, many universities will showcase different student-lead organizations and sports teams that are actively recruiting. Furthermore, many freshman courses include assignments that require visitation to an organizational meeting. Successful encouragement is not only beneficial to the student, but also bleeds over to the college in a domino effect. Interest in the effects of college involvement has prompted the development of several studies around the subject, and trends continue to develop as the college experience evolves. A recent study in New Zealand looked at the changes in physical activity (PA) during college transition to address a growing concern (Wilson et al. 52). The authors were concerned with the negative effects of low PA in young adults including mental and physical factors and wanted to identify potential constraints preventing student's from being active. As expected, a significant reduction in PA was found after transition to college. These results only seem to complicate the issue, bringing in more factors such as time management. The article proceeds to suggest that responsibility for encouraging more involvement falls primarily on institutions. Two major initiatives are posed to combat constraints: decrease lack of information on the topic and its importance including educating students on time management as well as ensure the accessibility of facilities and programs (Wilson et al. 57). To address the concern of low PA during college transition, it is necessary to further examine factors influencing activity in college and discover additional benefits of involvement. Another study conducted in Canada explored the correlation between involvement in activities and a successful transition to college (Busseri et al. 512). This particular study took into account both the breadth (amount) and intensity (frequency) of activities. Findings indicated that more breadth and intensity of activities prior to enrollment correlated with better transition which was measured by increased psychological, interpersonal, and academic functioning (Busseri et al. 516). The study primarily looked at activity pre-enrollment but appears to adhere to the idea that continued or increased PA in the first year of college should support the same positive functioning found in the study. The last study examined explores theories of involvement and the correlation between student engagement regarding activities and academic success (Webber et al. 591). The study's results are clear that more frequent involvement in both academic and social activities translated into better academic performance (indicated by cumulative GPA) and satisfaction levels (regarding college experience). Specifically, students who prioritized study time and community service reported higher satisfaction and students who were more involved in a multitude of activities were found to perform better academically (Webber et al. 604). This seems to indicate that students should not only be involved, but also in a variety of activities both academically and socially, which additionally seems to correlate with Busseri's study on the breadth and intensity of student involvement as well as student involvement theory, "Student involvement theory holds that student learning is increased when there is more involvement in both academic and social aspects of the collegiate experience" (Krumrei-Mancuso et al. 251). Furthermore, Webber continues by suggesting that action is required from institutions, "institution officials may wish to share information with new students to make sure they

understand the benefits of campus involvement. (Webber et al. 608)” This suggestion echoes those of Wilson’s two major initiatives. In fact, all of the articles seem to reveal that both physical activity and general involvement in college are important factors for student success, and that the universities bear the majority of the responsibility to encourage students to do so.

There are many skills possessed by college students that are associated with better performance and wellbeing, but it is important to identify which skills are essential and able to be encouraged or improved. Also, suggestions need to be formed based on knowledge of actions that increase the necessary skills. One study on the subject focused primarily on constructs such as study habits, attitudes, and skills and the strength of their connection to academic performance with a goal of explaining the concerning statistics on student drop out and failure rates (Crede and Kuncel 425). Unsurprisingly, habits, attitudes, skills, and motivation were strongly related to academic performance. Specifically, the research displayed that study attitudes and habits were somewhat connected to personality, whereas other constructs such as skills could be heavily influenced with the help of programs and resources (Crede and Kuncel 440). This indicates that colleges should continue to invest in their students regarding improving study habits if they aim to increase students’ academic performance. The article draws on additional resources to determine that colleges need to explore metacognitive concepts and investigate resources to improve self-regulatory abilities, including time management skills in students as a way to improve the issue (Crede and Kuncel 428). Another study on learning approaches appears to agree with this concept by highlighting the importance of time management, “The impact of study time appears to be mediated by the way the students organize their studying and manage their time, as well as their orientation towards achievement” (Valadas et al. 729). Furthermore, a study on first-year college students’ time use confirms this trend with the addition of a call to action, “Orientation and transition programs that assist students may need to revisit time management and planning midway through the year to address potentially inadequate self-regulated learning in the first year of college” (Thibodeaux et al. 5). Even more interesting, the article poses the concept that busier students (for example those with work and school) actually may perform better due to the necessity to self-regulate having a structured schedule that requires time tracking skills to manage (Thibodeaux et al. 21). This connects with the academic advantages of extracurricular activities and involvement in college as it would contribute to a busy, yet structured schedule for students as well as provide social benefits. In fact, the study proceeds to mirror Valadas’s previous point, “We suggest that colleges continue and perhaps intensify their intervention and transition resources for first-year students (e.g., University 100 courses) to be sure that time management and planning and goals are a strong part of the curriculum” (Thibodeaux et al. 24). Study after study proceeds to reinforce this idea, that universities need to be involved in the effort to assist students regarding developing time management and self-study skills in order to improve the issue of academic failure.

There may also be less visible sources influencing academic performance in students regarding psychosocial factors. Psychosocial factors are characteristics or facets that influence an individual psychologically and/or socially; these factors can have a major impact on a student’s life. Mental health can cause major changes in students’ behaviors and should be taken seriously by institutions. Due to the growing concern, there is a variety of research present indicating the importance of recognizing and providing resources for mental health issues in college. One article on the subject plainly states the issue, “Low academic performance, in turn, is associated with dropout in the short-term and loss of human capital for societies in the longer term” (Bruffaerts et al. 102). The implication is that the issue spreads even further than theories and education on to societal levels. Unfortunately, mental health problems are more prevalent than expected, as approximately one in three students reported issues during their first year in college (Bruffaerts et al. 97). In addition to confirming the negative effects of mental health issues on performance in college, the study also reveals that it is not just depression that has a considerable impact but a large range of emotional issues. The study theorizes that tougher

courses and poor education environments may be responsible for increased severity of the issue (Bruffaerts et al. 101). Familiarly, the article then pushes the idea that the college environment may be a useful tool for treatment and prevention of mental problems, which further connects to the idea of responsibility falling on the university to improve factors that influence academic performance (Bruffaerts et al. 102). This is affirmed by another article on psychosocial factors and student success, “Admitting a student into an institution carries with it a certain level of commitment on the part of the institution to support the success of the student” (Krumrei-Mancuso et al. 247). The article proceeds to suggest a specific remedy, a resource such as a self-assessment that can be found at a student resource website as well as advisor strategies that ensure students choose classes their freshman year where success is probable in order to increase confidence and self-assurance (Krumrei-Mancuso et al. 263). This correlates with the idea of planning and time management as a resolution and prevention for poor college performance. According to another study on the effects of counseling in college, counseling may also be a promising option for resolving mental health issues in students in order to improve performance, “Results indicated that students’ GPA increased at a greater rate post-counseling compared to pre-counseling” (Kivlighan 5). Students typically either need to become less clinically distressed or need to increase psychosocial functioning. According to these studies, universities should be wise to this and take steps to leverage the positive impact of counseling on students’ success.

Though there are numerous psychosocial factors that appear to influence traditional college students’ early performance at the university, three main concepts have continued to surface as more relevant to the issue of student failure and lack of retention. The presence or lack of campus involvement, self-regulation skills, and mental health stability clearly impact a student’s chances of success and fulfillment in college based on a multitude of research. Studies have also collectively concluded that there are interventions proven successful regarding these pillars of success: campus involvement can be encouraged through promotion of organizations and activities, self-regulation skills can be developed through classwork and training programs, and mental health issues can be alleviated with counseling and careful semester planning as well as advice. It is worth noting that research is not without fault. There are a large number of studies of academic performance trends in the general population; however, since the focus of this research is primarily on freshman, these were not reviewed in detail and were only referred to as appropriate. Furthermore, data can be skewed or inaccurate due to miniscule samples sizes or poor/biased methodology. Different colleges and degrees also allow for a variance in difficulty for individual students, which could falsely be correlated with the concepts mentioned previously. For example, grading criteria can vary significantly among universities and certain degrees are generally known to be more challenging, which could have a unique effect on students. More so, it could be argued that several fixed factors could be influencing academic performance such as demographic characteristics and parental education. To decrease and avoid these implications, a variety of independent sources were used which utilized a range of methodologies, were sourced from distinct locations, and included steps to neutralize the additional potential factors, yet still the common themes persisted. The most prominent of these being the unavoidable responsibility that falls on institutions to provide the remedy and interventions necessary for improving college performance. Further research should certainly be conducted to analyze more solutions for this issue. Investigation into metacognitive and student involvement theory may lead to better informed decisions from institutions. Finally, perhaps a general resource or tool that covers the three pillars would prove useful for early intervention in addition to the targeted efforts of universities.

Activity

Applied projects require a creation that assists in solving an issue. For my project’s proposed activity, I planned out and created a product. Specifically, I created a physical and digital

academic/personal planner meant to be provided to college students pursuing a bachelor's degree for use throughout their time at Bowling Green State University.

The planner consists of five main sections: a monthly planner, weekly schedule, class & time manager, organization & involvement, and a weekly journal & reflection section. In addition, each section includes a variety of resources tailored for incoming students. Topics include study habits, planning methods, ways to get involved at the university, health and wellness, course management, and more. QR codes are included in the physical planner which act as scannable links accessed via a mobile device.

This activity was prompted through my research of factors that affect academic failure and success in early college education. Several different sources and studies overwhelmingly agreed on key points. It was found that there are three main pillars of academic success: presence of campus involvement, self-regulation skills, and mental health stability. Several themes surfaced regarding interventions for the pillars of success: campus involvement can be encouraged through promotion of organizations and activities, self-regulation skills can be developed through classwork and training programs, and mental health issues can be alleviated with counseling and careful semester planning as well as advice. These findings clearly indicated that resources and information need to be available to students early on to encourage campus involvement, develop important skills, and promote mental health.

To solve this issue, I wanted to create an inanimate companion for college students to have that can help them transition into a successful college career. BGSU currently has both a planner sold on campus as well as a digital career planner and assignment tracker in canvas, so I chose to create an original resource by basing my creation on the three pillars of academic success derived from research. I and several of my colleagues would have appreciated having more advice and access to resources when entering college. Universities pour considerable funds into incoming freshman to ease the transition. It is important that this investment is effective by ensuring that the resources provided to new students are based on research and proven methods. By utilizing the results and implications from the research in its creation, the planner's goal is to effectively increase the time-management, planning, and study skills of freshman, encourage them to become involved at the university through activities such as joining sports teams and organizations, and finally present them with several resources for mental health and general wellness.

It was both rewarding and useful to create a resource that can ease the stress of entering a new stage of life as well as prepare for the next. It will also be a viable resource for students who are nervous to reach out for help. I hope that it will show students that it is possible to successfully get involved at the college, excel in their classes, and balance work and life all at the same time; they just need to plan for it!

Methodology

For my methodology, I initially gathered data to ascertain what content should be included regarding resources based on suggestions from the literature review sources as well as what resources are available at Bowling Green State University (counseling, organizations, and events to list a few). Using the established research questions as a guide, I conducted research using the Summon and EBSCO libraries at BGSU. I mainly focused on journal articles since my questions bordered the topic of academics and social/behavioral sciences. I looked at several books and dissertations but chose to not include these in my written proposal as I felt I should only reference scientific sources. I began my analysis by reading a variety of sources and highlighting conclusions and topics I found interesting or significant. I then connected and summarized the most important points and discussed these in my literature review.

Once I completed my research and identified the necessary resource content, I sketched out a basic representation of the entire layout of the planner. This included the organization and content of each section in addition to the general visual style of the pages. I then transferred this to a digital mockup using a web application called Canva and began to create the prototype. During this stage I ensured that the planner included instructions and directions for each section. I also made sure to include a variety of resources to cover a wide basis. I didn't want to only include BGSU resources, but I did want those to be the primary focus. I included a variety of sources from BGSU such as web pages from the main website and also focused on specific centers such as the wellness connection center and counseling center since their main purpose is to assist students. External resources were those like blogs that provided tips on studying and rationale for why planning is important in college. I also included the BG website for what to do in BG in order to encourage students to explore outside the college. At this point, I created the corresponding QR codes and wrote explanations of the resource content identified earlier. I chose a grey and blue color scheme to account for diversity and avoid a gender-specific design. Throughout the process, I printed test pages to ensure that the product was developing as expected. Once the final pages were designed and created, I printed out and bound the product in a binder. I also obtained two professionally printed copies for my advisors.

For the digital version, I used the web application called Notion. I simply transferred my physical content using built-in features and made modifications where applicable. For example, instead of QR codes, the digital version has direct, clickable links with previews for access to the resources. The digital version includes additional instructions for how to use this particular version's sections. Both versions of the planner include a functional survey at the end to collect feedback on the products and improve them.

In theory, this planner would be given to students during orientation as a resource or provided in Falcon Outfitters. To offset the associated costs, the physical planner would be an optional resource provided with an extra fee, whereas the digital version would be free. I believe the investment would be worthwhile, as will be explained in the expected results section.

Interdisciplinary

This project is interdisciplinary; among other areas of expertise, it required knowledge in both marketing/entrepreneurship and Information Systems (IS). Knowledge in marketing is necessary because I essentially created a product for an identified target market (students) which would be provided by the college. I had to identify what features would be effective to include and create a product that would satisfy the market segment. It also encompassed IS as I collected and shared information and knowledge from many different sources through the planner as well as planned how I would accomplish everything for the project. One particular area of IS includes change management, which is preparing and executing tasks in order to ensure a smooth transition during organizational changes. This can also be applied to this project as implementing a new resource for students would be considered an organizational change for the college. The project also incorporated visual communication technology aspects as it was created primarily digitally which necessitated knowledge in design and printing to execute. Additionally, the resources included written sections to explain their purpose. This required critical thinking as well as both knowledge and practice of written and communication skills.

Results and Conclusions

The result of my project is the identification of a current need as well as a viable solution. My research clearly displayed that there are three crucial academic success factors being overlooked in many institutions: active involvement, self-regulation skills, and mental health. In order to combat this,

it is important to implement a solution at BGSU to ensure encouragement of active involvement, self-regulation skills, and mental health resources.

I developed a functional physical and digital academic planner prototype backed by this research which has potential to be used as a future resource for incoming students at BGSU. Through distribution of the college planner, the expectation is that students would ultimately perform better academically, and retention rates would increase. This would be due to several factors, including the planner's assistance in developing better time-management, planning, and study skills. Due to the inclusion of numerous resources, I would also expect increased student success as a result of more campus involvement from students as well as awareness of access to mental health resources such as counseling. Students would perhaps have busier schedules than without the planner, but they would be able to spend their time wisely and efficiently and would be more apt to reach out when needing help relating to academics or general wellness.

Limitations and Implications

The Project is not without its limitations. If this product were to actually be used, it would require support and upkeep. The URLs I point to could be changed or removed, and the college will most likely add more resources for students as time progresses. There is also the possibility that students will misuse the planner or misunderstand instructions. Because of this, it may be beneficial to create video tutorials for both the physical and digital version to ensure proper use.

There is also some unavoidable potential bias due to me as an individual. I am not a typical college student. I took college classes in high school very early, and I am a business student, so while I took BGPs, I am mostly familiar with the business department and their resources for students such as the career accelerator. Obviously, I am an honors student which has required me to take additional classes at the college that are not usually required. Finally, I think one of the biggest differences is I am a commuter, and I always have been. I have not had to endure the positives and negatives of staying on campus, and I think that has really impacted my college experience and perspective.

Additionally, although rather extensive research was conducted, I only scratched the surface of materials regarding early academic success. Furthermore, many of the studies cited included international sources, indicating that there may be need for more local studies to be performed. If BGSU conducted more studies on its current students, the data collected may be more pertinent and helpful in regard to improving academic success at this particular institution. It is important to note that there were too many resources to include without overwhelming students. Due to this, I had to identify the most important ones that corresponded with the pillars of success from research. Therefore, there are additional resources that could potentially impact student success that are not included in the planner.

I believe that there is real potential for the effectiveness of tailored planners based on a student's degree. There are many specific events and resourced aimed towards students in specific degree paths. By using a planning tool, students can become more acquainted with the resources specific to their major. However, to account for undecided majors and uncommon degrees, it would still be important to offer a general planner that any student could use.

Digital copies of the physical planner and access to the digital planner are available upon request to my email: hgrund@bgsu.edu.

Annotated Bibliography

Wilson, Oliver W. A., et al. "Physical Activity and Associated Constraints Following the Transition from High School to University." *Recreational Sports Journal*, vol. 45, no. 1, 2021, pp. 52-60.

The study in this article, based around first-year university students, was meant to examine any changes in physical activity (PA) during transition from high school to college. It was based on a group of 121 students from New Zealand University, and data was gathered using an online survey. The study results consisted of a clear decline in PA as well as a change in participation pattern. Students were more likely to transition from team sports to individual activities and less competitive/more social activities. This article is relevant to the literature review subject as the study revealed a potential influence of changes in PA as being intrapersonal, interpersonal, and most importantly, time management adjustments. The authors make a point to suggest that institutions should take action to alleviate these perceived constraints surrounding PA so that students are aware that they don't necessarily need to give up activities in order to have adequate time to study.

Bohnert, Amy M., Julie W. Aikins, and Jennifer Edidin. "The Role of Organized Activities in Facilitating Social Adaptation Across the Transition to College." *Journal of Adolescent Research*, vol. 22, no. 2, 2007, pp. 189-208.

This article includes a study aimed at examining the connection between organized activities and mental states such as loneliness and perceived friendship quality. A sample of 85 students from a large public university, which was considered competitive regarding entry requirements, was studied over their first- and second-year using questionnaires and telephone assessments. The results of the study indicated that more activity involvement increased friendship quality and decreased loneliness and social

dissatisfaction over time. This article is relevant as it highlights the importance of activity involvement early on in college in regards to the social and mental wellbeing of students. Often the benefits of organized activity involvement are not instant and take time to develop. This study shows that it is important to get students involved at the beginning of their college career in order to develop friendships and contexts for exploration. The study utilized a small sample of only 85 adolescents indicating that the result may be skewed due to the miniscule populous.

Busseri, Michael A., et al. "A Longitudinal Study of Breadth and Intensity of Activity Involvement and the Transition to University." *Journal of Research on Adolescence*, vol. 21, no. 2, 2011, pp. 512-518.

This study examined the relationship between involvement in campus activities and successful transitioning to college. The study included 656 students from several different Canadian colleges and was conducted in their first year. The number of activities (breadth) and the frequency (intensity) were both examined together. The study revealed that higher breadth and intensity before and during the first year of college were predictors of successful adjustment to the university. Indicators of success were positive psychological, interpersonal, and academic functioning. This study is relevant to the subject as it provides backup for the claim found in other studies that involvement in activities can improve the transition to college in terms of academic success. The article was crafted by authors and data was gathered from a range of institutions ensuring that there is a breadth of perspectives and samples. However, the data was collected via questionnaires, which does allow for more bias and dishonest responses when compared to other methods.

Robbins, Steven B., et al. "Intervention Effects on College Performance and Retention as Mediated by

Motivational, Emotional, and Social Control Factors: Integrated Meta-Analytic Path Analyses." *Journal of Applied Psychology*, vol. 94, no. 5, 2009, pp. 1163-1184.

Motivated by the increasing dropout rates and concerning academic performance of students, this study, using integrated meta-analysis path analysis, revealed the effects of intervention strategies on retention and performance outcomes in college. The article uses both organization and education perspectives, taking into account psychosocial factors such as motivational, emotional, and social control as well as interventions including academic skill, self-management, socialization, and first-year experiences. The results of the study show, in particular, that academic skill and self-management interventions are important for improved college outcomes. This study is pertinent to the topic as it highlights the relevance of developing self-management skills for increasing college performance early on. Authors were from distinct universities and areas of study which increases the reliability of the study. Furthermore, more than 400 data points were referred to in the study, indicating that there was an appropriate number of sources for an accurate meta-analysis.

Webber, Karen L. -- (Karen Lynne), Rebecca B. Krylow, and Qin Zhang. "Does Involvement really Matter? Indicators of College Student Success and Satisfaction." *Journal of College Student Development*, vol. 54, no. 6, 2013, pp. 591-611.

This study examines the relationship between participation in academic activities and student success and satisfaction. A sample of over 1,269 students (first-years and seniors) were surveyed at a research-extensive university located in the U.S. inside the Mid-Atlantic region which is a rather robust number of participants. The study took into account frequency of involvement and quality of effort as well as demographic information. The results clearly indicate and backup additional research that

involvement in college activities leads to positive benefits for university students. The findings from the study are relevant to the issue, as they correlate with other literature regarding the importance of college activity for student success (for example, GPA) and wellbeing (for example, satisfaction rates). The article also proposes some potential relationships between negative student orientation experiences and academic struggles as well as suggests that institution officials should take steps to share important information about campus involvement with students.

Wolf-Wendel, Lisa, Ward, Kelly -- (Kelly Anne), and Kinzie, Jillian -- (Jillian L.). "A Tangled Web of Terms: The Overlap and Unique Contribution of Involvement, Engagement, and Integration to Understanding College Student Success." *Journal of College Student Development*, vol. 50, no. 4, 2009, pp. 407-428.

This article acknowledges the long-established theories connecting involvement, engagement and integration with college student success. The purpose is to analyze and assess how terms such as the ones mentioned and theories have evolved over time in order to ultimately better establish current definitions and understandings and clear up as well as prevent further confusion about concepts. The article poses questions such as, "Can students be involved but not engaged?" in order to identify distinctions and similarities among the terms. The study was performed by reviewing literature and conducting expert interviews in two phases: individuals associated with the origin of the concepts and scholars who have previously applied the concepts in their work. Justification is that clear terminology and common definitions will aid researchers and practitioners to address current issues in college. This study is applicable to the topic as it helps define the terms used in the literature that is being reviewed.

Krumrei-Mancuso, Elizabeth J., et al. "Psychosocial Factors Predicting First-Year College Student

Success." *Journal of College Student Development*, vol. 54, no. 3, 2013, pp. 247-266.

The study outlined in this article assessed the connection between six psychosocial factors (academic self-efficacy, organization and attention to study, stress and time management, involvement with college activity, emotional satisfaction with academics, and class communication) and college success in first-year college students. The sample comprised of 579 students and academic success was measured using GPA. The study also recognized the prediction of the factors and students' life satisfaction (a culmination of stress/time management, involvement, and emotional satisfaction relating to academic performance). The article suggests how interventions can be tailored using the study results to address students' attitudes and behaviors that connect with academic success. This study connects with the subject of study because it assesses a wide range of factors that can affect academic success and suggests strategies for remediation and the appropriate timing for instituting interventions for students. The article includes a multitude of references including general articles on the issue as well as previous studies. One particular potential fault of the study is that participants received bonus credit for participation, creating a potential bias in the sample or skewed data as a result.

Crede, Marcus, and Nathan R. Kuncel. "Study Habits, Skills, and Attitudes: The Third Pillar Supporting Collegiate Academic Performance." *Perspectives on Psychological Science*, vol. 3, no. 6, 2008, pp. 425-453.

This article highlights the importance of study habits, skills, and attitudes in predicting academic performance using a plethora of resources and methods. It even claims that the meta-analysis study results indicate these constructs rival standardized tests and previous grades as predictors. The article also mentions the negative effects of academic

specific anxiety. The article suggests that measuring study habits, attitudes, and skills constructs and their correlation with academic success could be a valuable tool for the admissions process and for identifying which areas a student needs to improve in order to achieve the best academic performance. This is a particularly useful article for the topic because it analyzes many different factors that can influence college performance as well as the weight of each of those factors. By identifying these measures and comparing them with other studies, a resolution or particularly a resource for students can be formed. The meta-analysis utilized nearly 350 distinct studies in addition to a multitude of supplemental sources referenced for concept support.

"The Role of Mental Health Counseling in College Students' Academic Success: An Interrupted Time Series Analysis." *Journal of Counseling Psychology*, 2020.

This article aims to address the issue of college retention and success and the importance of mental health counseling in improving these concerns. The article addresses existing literature on the issue and surrounding topics and includes a study which utilizes an interrupted time series design to look at the differences in students' pre-counseling and post-counseling academic performance. The study consisted of 1,231 students and used GPA as a measure of academic success. A sample of this size is considerable, the procedure was straightforward (involving GPA collection as well as CCAPS-34 data) and methodology was both influenced and determined based on previous psychotherapy research, indicating a thorough and accurate study. The results heavily indicated that counseling is positively correlated with academic performance due to the effect on students' psychological distress. This article is relevant to the issue because it provides an additional perspective on potential factors affecting college performance as well as proposes strategies to capitalize on the results.

Valadas, Sandra T., Leandro S. Almeida, and Alexandra M. Araújo. "The Mediating Effects of Approaches to Learning on the Academic Success of First-Year College Students." *Scandinavian Journal of Educational Research*, vol. 61, no. 6, 2017, pp. 721-734.

This study looks into multiple factors that are linked with academic success in college including prior academic success, approaches to learning, satisfaction, and study time. The study looks at 247 different first-year college students in Portugal to see the effects of changes in these factors. Academic success was measured through the number of failed courses as well as students' self-reported perceived academic success. The study is appropriate for the topic as it helps to provide a global view of the correlation between certain factors and academic performance. Among other results, the study showed that satisfaction is a major influence on how much time is devoted to studying as well as the depth of the techniques used. The article outlines that simply allotting more time for studying may not be enough to improve academic performance; it is important that students organize their studying as well as manage time in order to make the allotted time more beneficial.

Fosnacht, Kevin, Alexander C. McCormick, and Rosemarie Lerma. "First-Year Students' Time use in College: A Latent Profile Analysis." *Research in Higher Education*, vol. 59, no. 7, 2018, pp. 958-978.

This article focuses on students' time uses and how they influence their learning and development in college. The study uses a multi-institution sample of first-year students in the United States and establishes four distinct time-usage patterns titled Balanced, Involved, Partiers, and Parents. The study found that sex, major, residency, age, Greek-life membership, and standardized test scores were major predictors of the time use

patterns mentioned. The study includes implications for how results could be utilized for policy and practice in the collegiate area. This article is relevant to the topic as it highlights how students' time usage correlates with engagement and academic success. The discussion also emphasizes the importance of institutions helping students to manage time and become more engaged. The article draws from a wide range of past studies and articles for both justification and implication of the study topic. One potential limitation was that the sample consisted of only first year students who were enrolled in four-year institutions; however, that has been the focus of the literature review topic thus far.

Thibodeaux, Jordan, et al. "First-Year College Students' Time use: Relations with Self-Regulation and GPA." *Journal of Advanced Academics*, vol. 28, no. 1, 2017, pp. 5-27.

This study focuses on how first-year students plan to and actually manage their time and the result on academic performance regarding GPA. Using a sample of 589 undergraduates at a large public university, the study found that first semester students spent more time socializing and working as opposed to academics. There was also a relationship between academic time use and higher self-regulated learning and target GPA during the first year. One interesting finding was that instead of planning for more time in academics, students tended to lower their target GPA if it was not met the first semester. Also, unsurprisingly, students who did meet their planned GPA decided to socialize more in the next semester. The article suggests that colleges institute programs to assist students through orientation and in transition, specifically regarding time management and planning. This is to address the lack of self-regulated learning in first-year students. The article is material to the project topic as it covers the importance of

time management, planning, and self-regulation in students and the current lack thereof.

van der Meer, Jacques, Ellen Jansen, and Marjolein Torenbeek. "'it's almost a Mindset that Teachers Need to Change': First-Year Students' Need to be Inducted into Time Management." *Studies in Higher Education (Dorchester-on-Thames)*, vol. 35, no. 7, 2010, pp. 777-791.

This article looks at a culmination of research projects that are based on first-year students' expectations and experiences in college. The topic is specific to time management issues. According to the studies, although many students are aware of the necessary commitment to perform well academically, lots of students struggled to regulate their self-study and complete the work on time. Because of this, the article suggests that colleges should be more proactive in introducing students to time management. There seemed to be a general trend that many students discovered time management and assignment tracking skills later on in their academic career, but they would have preferred to have been introduced to them earlier. The article discusses the many different factors that play into students' time management knowledge, including high school experience and certain professor and staff interactions. It may be helpful to have a uniform resource to increase general knowledge of time management.

Macan, Therese H., et al. "College Students' Time Management: Correlations with Academic Performance and Stress." *Journal of Educational Psychology*, vol. 82, no. 4, 1990, pp. 760-768.

This article encompasses a study of 165 students using the method of a questionnaire to assess their time management activities and attitudes, stress, and perception of performance as well as GPA. While this sample size and methodology is not ideal, it is large enough to produce significant results. Students' perceived control of time was the most predictive factor, meaning that if they believed they could manage their time, then

they performed better. While the findings certainly allude to the complexity of time management, there are also simple implications that colleges can take into account. The study suggests that improving students' confidence in time management will ultimately be beneficial for them. The study is suitable to the issue as it covers the important topic of time management and its significance for college students. The article refers to a multitude of additional, reliable sources which provides more validity to the concepts explored

Bruffaerts, Ronny, et al. "Mental Health Problems in College Freshmen: Prevalence and Academic Functioning." *Journal of Affective Disorders*, vol. 225, 2018, pp. 97-103.

This article looks at the correlation between mental health issues in college freshmen and academic performance (GPA). The data was collected via an electronic survey sent to students in Belgium. Mental health issues were found to be more prominent than expected and was highly associated with decreased academic performance. The article calls for more investigation into what causes this association and what treatments could be used to resolve the growing issue. This study is relevant to the topic as it addresses another factor affecting early academic performance that may be able to be influenced. The study seems to bolster a large body of students from which the data was gathered and also took into account and neutralized influential factors such as parental education which indicates better accuracy. Furthermore, the multitude of authors allowed for a plethora of backgrounds including neuroscience, health, and education departments which reduces bias and provides a wider perspective on the issue.