Higher education institutions consider a student’s Grade Point Average, class rank, and ACT or SAT before accepting the student into the educational institution. These qualifications are considered predictors for academic success in higher education. The question has now arrived: Are these the only way to predict academic success?

Predictors for Retention

This study found the best predictors of retention to be:

- General determination - 3%
- Commitment to college - 2%

What can we do with these scores?

SRI scores might benefit colleges of agriculture through academic advising.

SRI scores may help advisors and student services centers get to know their students better and how to help them more specifically.

So, what can we do in the Future?

We can continue tracking these same students through a longitudinal study at Texas Tech. And, we can continue the SRI for incoming freshmen.

SRI may be more utilized at an Institution with a lower retention rate.

SRI Definitions

<table>
<thead>
<tr>
<th>SRI Factor</th>
<th>Definition</th>
<th>Sample Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to college</td>
<td>The amount of effort a student puts into staying in college</td>
<td>I have a bad temper.</td>
</tr>
<tr>
<td>General determination</td>
<td>The strength of an internal desire to achieve personal and career goals</td>
<td>I avoid activities that require meeting new people.</td>
</tr>
<tr>
<td>Social connection</td>
<td>One’s feelings of connection and relatedness with other people</td>
<td>I feel part of this college.</td>
</tr>
<tr>
<td>Social activity</td>
<td>One’s comfort in meeting and interacting with other people</td>
<td>I achieve little for the disappointment or failure.</td>
</tr>
<tr>
<td>Social participation</td>
<td>One’s willingness to participate in social interactions</td>
<td>I bounce back after facing disappointment or failure.</td>
</tr>
<tr>
<td>Self-control</td>
<td>One’s ability to control impulses, emotions, and behaviors</td>
<td>It is important for me to finish what I start.</td>
</tr>
<tr>
<td>Perseverance</td>
<td>One’s strength of mind to remain committed to a course of action or belief when encountering a conflict with one’s values</td>
<td>One of my biggest strengths is my ability to work well.</td>
</tr>
<tr>
<td>Goal striving</td>
<td>The strength of one’s efforts to achieve personal and career goals</td>
<td>One of my biggest strengths is my ability to work well.</td>
</tr>
<tr>
<td>Determination</td>
<td>The amount of time I spend on commitments and obligations</td>
<td>One of my biggest strengths is my ability to work well.</td>
</tr>
<tr>
<td>Study skills</td>
<td>The extent to which students believe they know how to assess an academic task</td>
<td>I consistently do my school work well.</td>
</tr>
<tr>
<td>Academic discipline</td>
<td>The amount of effort a student puts into studying</td>
<td>I achieve little for the disappointment or failure.</td>
</tr>
<tr>
<td>General skills</td>
<td>The strength of one’s efforts to achieve personal and career goals</td>
<td>I avoid activities that require meeting new people.</td>
</tr>
<tr>
<td>Communication</td>
<td>The ability to communicate effectively</td>
<td>I have a bad temper.</td>
</tr>
<tr>
<td>College confidence</td>
<td>The amount of time I spend on commitments and obligations</td>
<td>I have a bad temper.</td>
</tr>
</tbody>
</table>

Student Retention

The study found the best predictors of retention to be:

- General determination - 3%
- Commitment to college - 2%

SRI Factors

SRI Scores of all participants (scale = 0 - 100)

- Commitment to college (M = 67.9)
- General determination (M = 64.6)
- Social connection (M = 63.8)
- Social activity (M = 57.3)
- Communication skills (M = 57.4)
- Academic discipline (M = 56.7)
- Study skills (M = 52.3)

Predictors for Retention

This study found the best predictors of retention to be:

- General determination - 3%
- Commitment to college - 2%

What can we do with these scores?

SRI scores might benefit colleges of agriculture through academic advising.

SRI scores may help advisors and student services centers get to know their students better and how to help them more specifically.

So, what can we do in the Future?

We can continue tracking these same students through a longitudinal study at Texas Tech. And, we can continue the SRI for incoming freshmen.

SRI may be more utilized at an Institution with a lower retention rate.

References


Authors

CassiDe Street
Cindy Akers
Steven Frazee
Lori Dudley
Rachel Bobbitt
Kelsey Hall

Texas Tech University
Box 42131
Lubbock, TX 79409
806-742-2808

Methodology

Population and Sample

Fall 2008 Entering Students
- 206 Entering Students Participated = 100 %
- 6 Incomplete Questionnaires – Classified as Missing

Instrumentation

Student Readiness Inventory (Le, Casillas, Robbins, & Langley, 2005)
- 108 questions in the form of Likert scales
- 10 higher order factors

Analysis

SPSS 16.0 for Windows
- Frequencies, percentages, means, correlations, standard deviations and inferential analyses