

ORAL PRESENTATION

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Transfer Student Social Inclusion and Academic Success

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BACKGROUND

Pacific University states on their website that they welcome and value transfer students. The university does offer orientation opportunities for both freshmen admit students and transfers, but freshman admits still get housing benefits of living with students their same age. Tinto's (1993) Student Integration Theory analyzes the factors in a student's life that help or harm the student's ability to integrate into their new university. The theory analyzes factors such as financial resources, education experience, social integration and more. Successful integration into a campus for a college transfer student involves both social inclusion and academic success. Social inclusion for transfer students involves participation in on campus events and activities, academic success involves both academic achievement in terms of grades as well as perceived academic success. Like the Student Integration Theory, Schlossberg's (1995), Transition Theory evaluates changes in a person's life, and how coping mechanisms, stress management, and situational factors aid in the ability to successfully transfer and assimilate.

Empirical Question

Is there a significant relationship between social inclusion and academic success (GPA and self-reported educational satisfaction) among college transfer students?

PROPOSED METHOD

Participants

Participants will be convenience and snowball sampled from the 1,768 undergraduate student body at Pacific University. The targeted participant sample will include 100 total participants, 50 transfer students and 50 freshman-admit students as a comparator. The sampling frame will include listservs, in-class announcements, emailing, and social media announcements (e.g., Facebook) for recruitment. It is anticipated the final sample will reflect the overall student body with more females than males with an average age of 20 years.

Materials

The study will focus on the extent to which social inclusion and academic success are correlated by using a survey sent to undergraduate students at Pacific University. The materials will include standard demographic questions as well as questions from the following published, cited measures:

Living in the Community Questionnaire (LCQ) is a self-report measure that was formed to explore aspects of a consumer's life in the community. Asking questions about social activities, participation in employment or school, living situations, and health care. (Australian Mental Health Outcomes and Classification Network [AMHOCN], 2015).

College Student Experiences Questionnaire (CSEQ) is a self-report measure that focuses on the effort students spend with the resources on campus and the opportunities they take to expand their learning and development (Pace & Kuh, 1998).

The survey that we have formed, using questions from the above surveys will be called the Social Inclusion and Educational Satisfaction Survey (SIESS). This is a survey formed to assess the relationship between social inclusion and academic success. Asking questions pertaining to use of campus services, connectedness to peers and professors, GPA, and educational satisfaction (Bove, Enquist, & Morris, 2021).

PROPOSED RESULTS

To the first prediction, a paired t-test will be used to observe if there exists a correlation between social inclusion and academic success. After data collection, it is predicted that $P < .05$ which indicates that the null hypothesis should be rejected.

To address the prediction that freshman-admitted students will have higher social inclusion scores than transfer students, Pearson R will be used, and we will co-vary transfer students and freshman admit students.

CONCLUSION

This proposed study is important as the relationship between academic success and social inclusion has been observed only in other populations. Tinto (1993) looked at social and inclusion and academic successes' role on program completion, while this proposed study will focus more on social inclusion's role on performance in the classroom. Our paper addresses potential confounds such as older students resuming higher education, students who are parents or have dependents, and students who pay for higher education on their own. These confounds are all addressed through our survey as it was created with these factors in mind. After the COVID-19 pandemic, a re-creation of this study would be ideal as students from more colleges and universities could be included in the sample, thus improving sample size and external- validity.

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