



Fair Enough?!



INVESTIGATING THE SPECIFIC CHALLENGES OF DIVERSE UNIVERSITY FIRST-YEAR STUDENTS

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& Florence Van Meenen



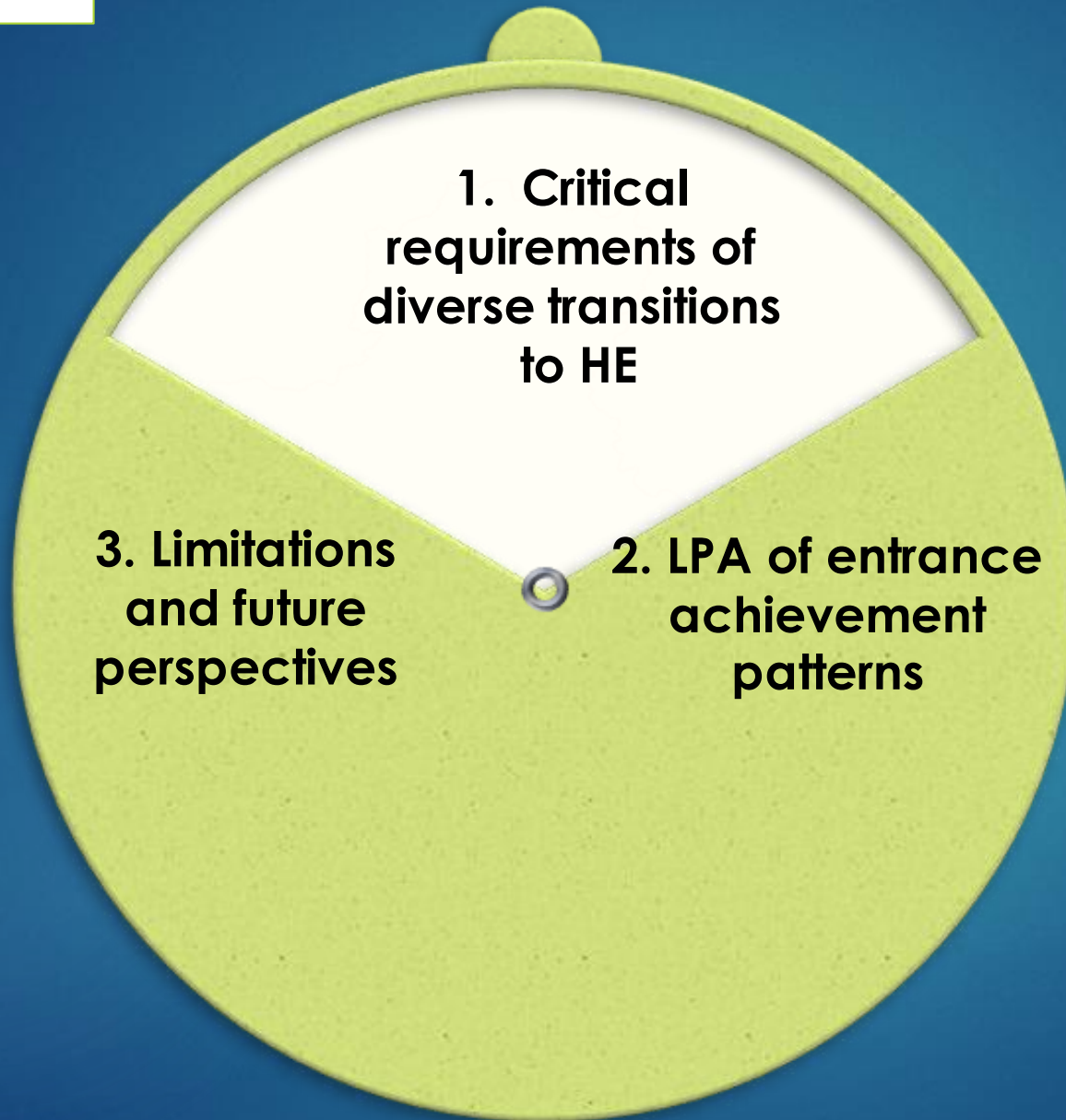
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Structure:

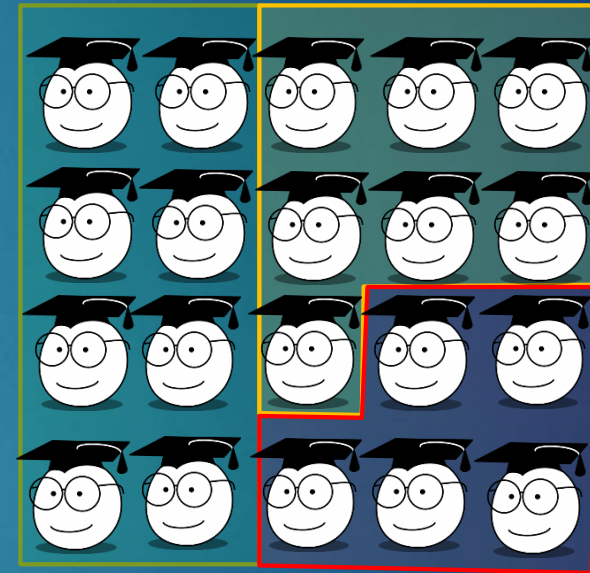
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1.a. Transition to HE is challenging

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- ▶ A challenging transition
 - In Belgium (De Clercq & Perret, 2021):
 - ▶ Fail the year (+/- 41%)
 - ▶ Leave university (+/- 22%)
- ▶ Important number of adjustment challenges (Trautwein & Bosse, 2017)
 - Facing heightened academic requirements
 - Conciliating various aspects of daily-life
 - Developing an autonomous learning
 - Managing the competition
 - Dealing with new administrative rules
 - Building a new social network



1.b. Transition to HE is diverse

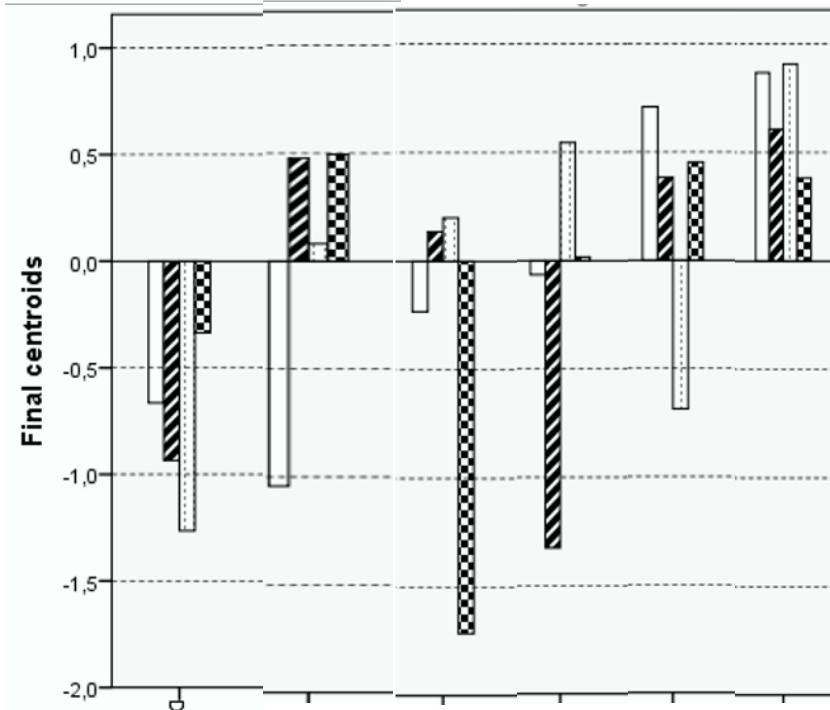
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► Call for an extended investigation of the diversity into the transition to HE (De Clercq, Jansen, Brahm & Bosse, 2021)

- An increasing student heterogeneity (Jenert, & Brahm, 2021)
 - Need to grasp student heterogeneity from the very entrance to the university (Coertjens et al., 2017)
 - The Entrance student's profiles (De Clercq et al., 2017;2020)

► **Six profiles** based on past-performance, SES, SEB and informed choice:

- Disadvantaged
- Poor Performer
- Thoughtless
- Underprivileged
- Apprehensive
- Advantaged



1.c. Transition contexts are diverse

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- ▶ An overlooked context diversity (Quinlan, 2019; Schaeper, 2019)
 - ▶ Need to address the experience of the academic contexts/requirements
 - ▶ The Critical Requirements taxonomy (Trautwein & Bosse, 2017)

<u>Critical requirements</u>	<u>Main dimensions</u>
Personal requirements	Cope with the workload while considering private obligations (family, sport activities...)
Content-related requirements	Appropriate the course content through an effective working method and confirm the choice of study made
Organizational requirements	Adjust to the rules and requirements of higher education
Social requirements	Build and manage social relationships with other students and teachers



1.d. Aim of the study

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- ▶ **Investigating student's diversity in their preparation to HE and their relative experience of the HE context**
 - a. **Replicating students' entrance patterns**
 - ▶ We expect to identify the same six patterns of students (De Clercq et al., 2020)
 - b. **Analyse the profiles distribution among the study programs**
 - ▶ We expect to find more disadvantaged patterns among social sciences programs (Galdiolo, Nils & Vertongen, 2012)
 - c. **Investigating the profiles' institutional requirement and their effects on academic achievement**
 - ▶ We expect to find strong but cumulative differences among the profiles (Bohndick et al., 2021; Bosse, 2016)

2.a. Method

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► Sample

- N = 1,048 first-year students from 12 study programs
- 40.6% of male

► Measures

- **Entrance characteristics** (De Clercq et al., 2017; 2020)
 - Past performance, SES, SEB, Informed choice
- **Institutional requirements** (De Clercq, Van Meenen & Frenay, 2020)
 - **Personal:** "*Plan study time appropriately (e.g. time and duration of study)*" (Cronbach's Alpha: 0,8)
 - **Organizational:** "*Adapt to the particularities of university teaching (e.g. large audience, lectures)*" (Cronbach's Alpha: 0,7)
 - **Content-related:** "*Make the links between theory and practice (e.g. find examples of application)*" (Cronbach's Alpha: 0,7)
 - **Social:** "*Communicate with teachers about their results (e.g. question, discussion)*" (Cronbach's Alpha: 0,8)
- **Early Achievement**
 - GPA (Overall percentage) at the end of the first semester

2.a. Method



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► Procedure (*Mplus 8*)

► Estimator: robust maximum likelihood (FIML)

► 2 Confirmatory Factor Analyses

► Profiles indicators: excellent model fit (WLSMV)

$\chi^2(100) = 298.39$, RMSEA = .04, CFI = .97, TLI = .96, WRMR = 1.32

► Profiles outcomes: satisfactory model fit

$\chi^2(480) = 1448.10$, RMSEA = .04, CFI = .90, TLI = .89, SRMR = 0.05

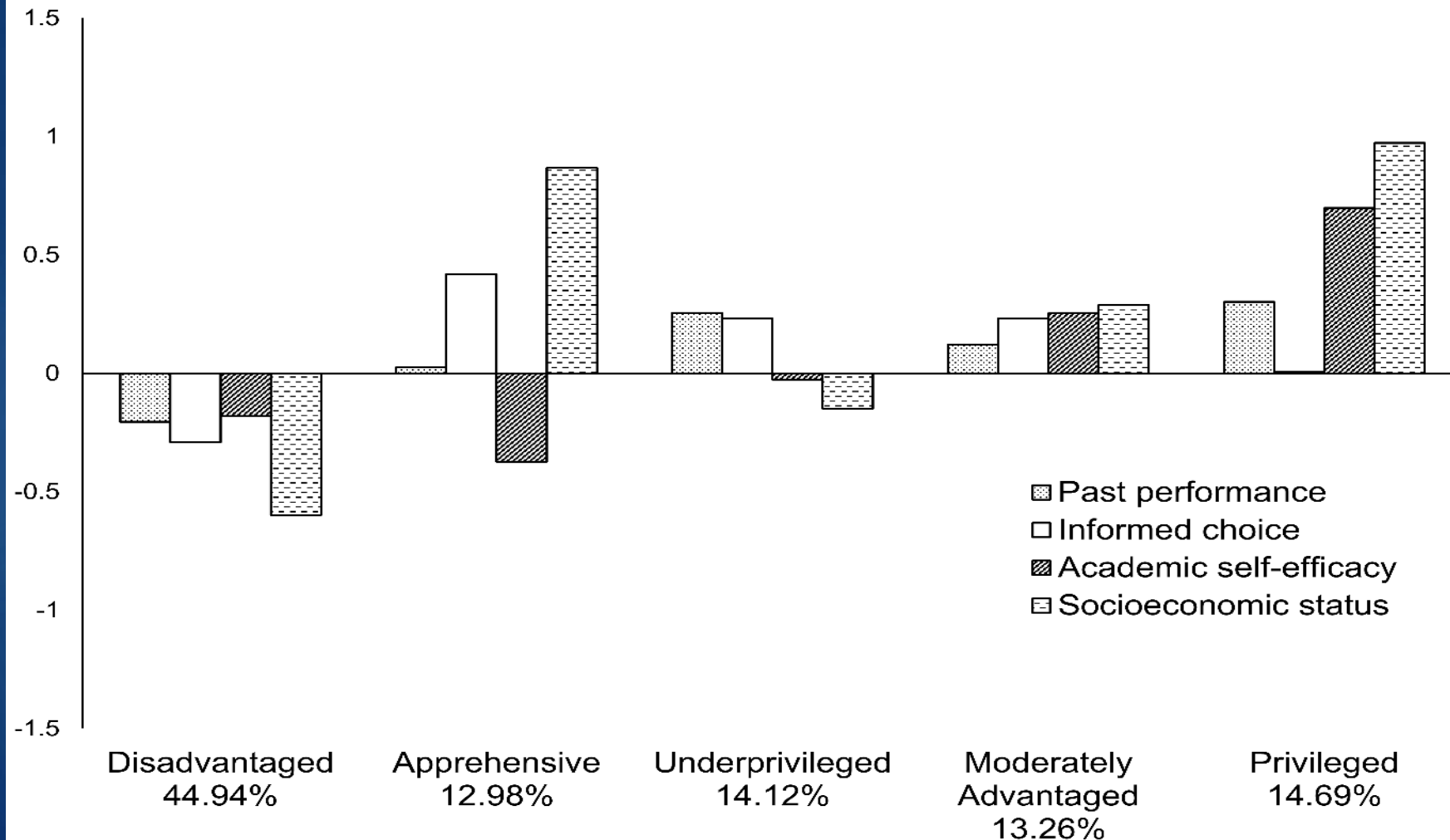
► Latent Profile analyses (Morin et al., 2020; Spurk et al., 2020)

# of profiles	LL	#fp	SCF	AIC	BIC	SABIC	CAIC	aLMR	BLRT	Entropy	Smallest profile
1	-5044.00	8	0.934	10,104.10	10,143.64	10,118.23	10,151.64	—	—	1	—
2	-4748.05	17	0.982	9,530.10	9,614.33	9,560.34	9,631.33	.000	.000	.885	23.86%
3	-4625.90	26	0.998	9,303.81	9,432.63	9,350.05	9,458.63	.000	.000	.889	11.14%
4	-4520.56	35	1.037	9,111.13	9,284.54	9,173.37	9,319.54	.000	.000	.864	14.22%
5	-4453.64	44	1.101	8,995.28	9,213.29	9,073.54	9,257.29	.083	.000	.852	12.98%
6	-4395.06	53	1.182	8,896.12	9,158.72	8,990.38	9,211.72	.318	.000	.874	1.15%

2.b. LPA interpretation

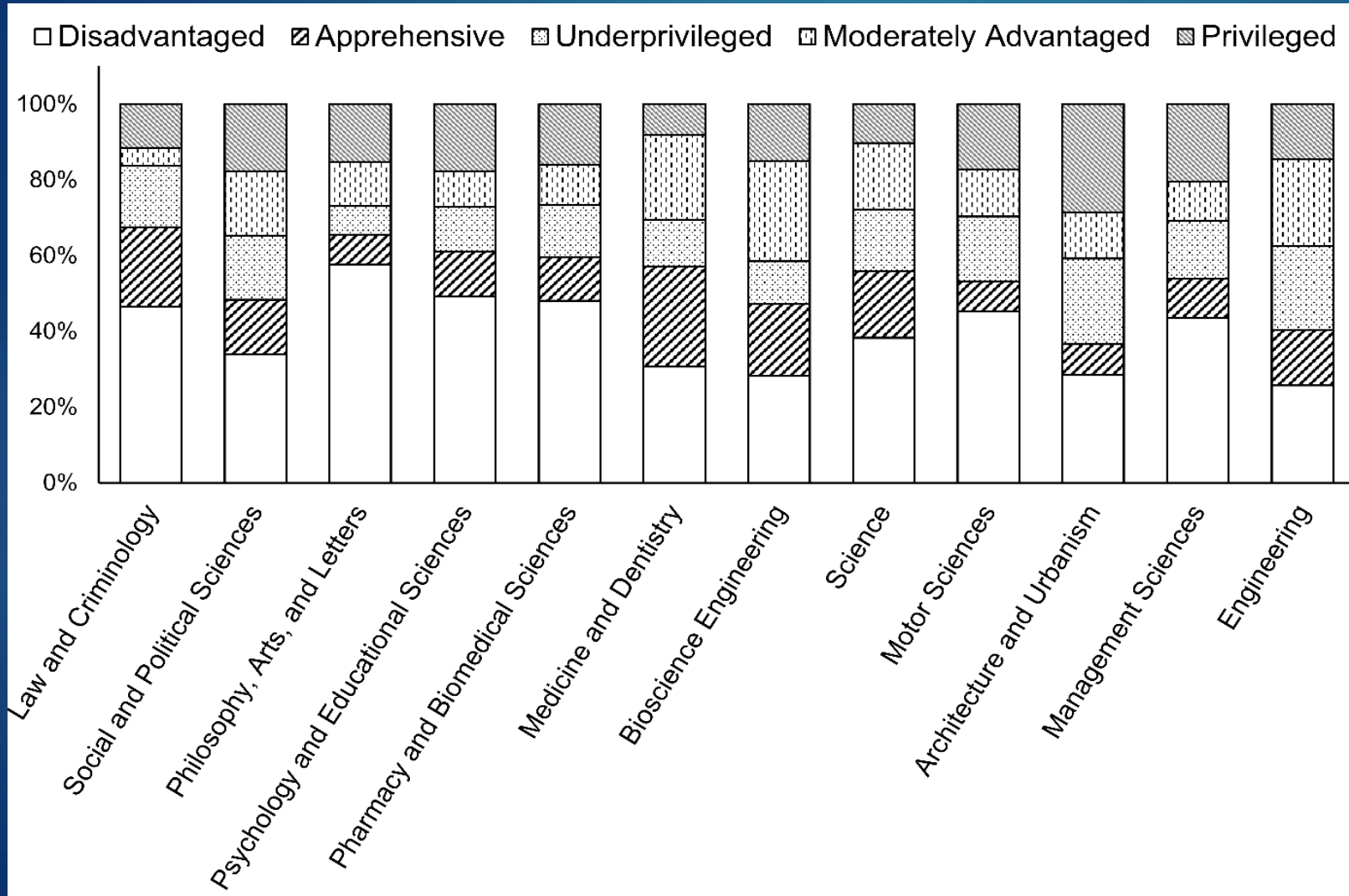
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► 5-profile solution



2.c. Distribution of the profiles among the programs (Mäkikangas et al., 2018)

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► Disadvantaged

- More prevalent in social sciences

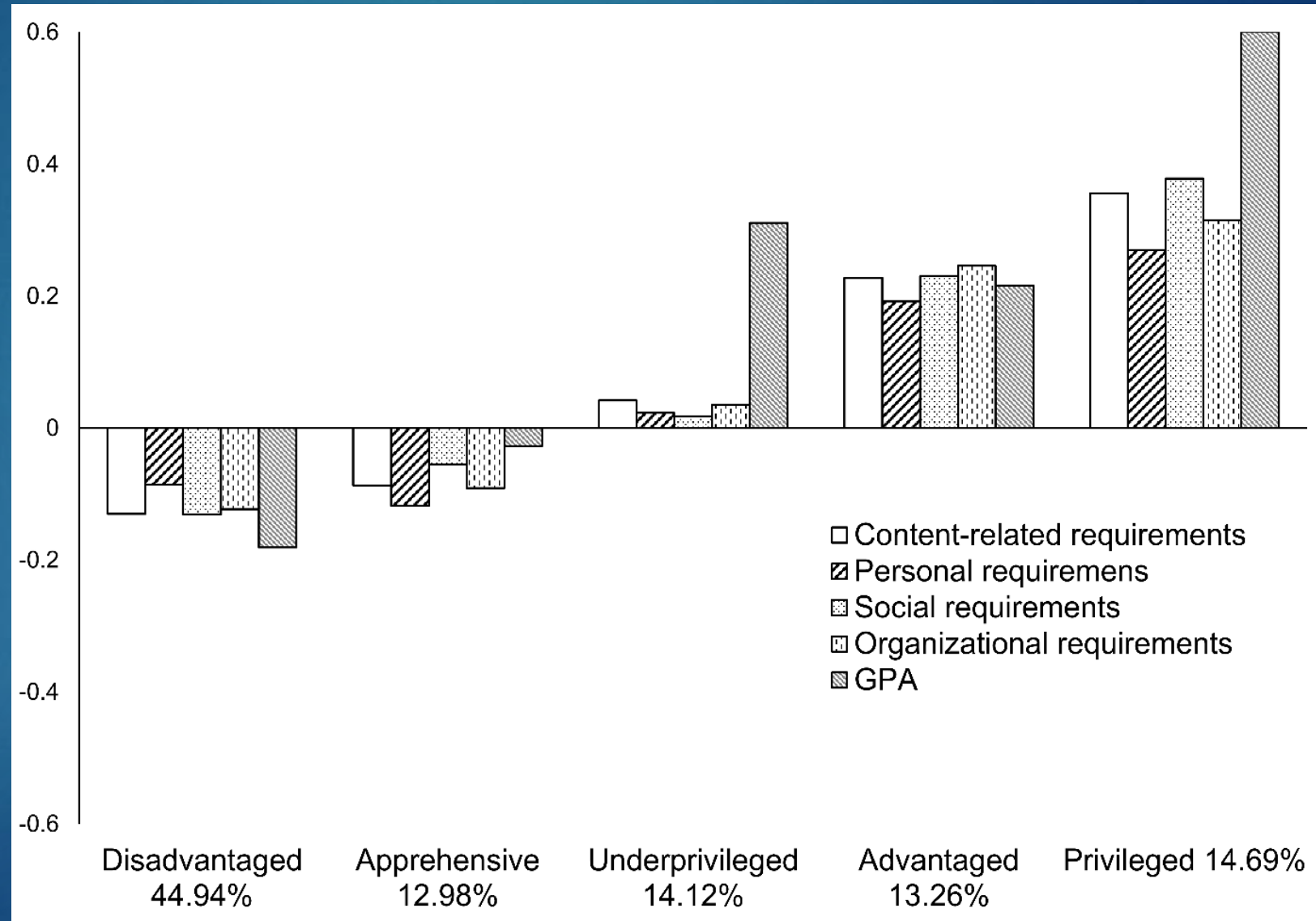
► Advantaged

- More prevalent in hard sciences

2.d. Institutional experience and achievement of the profiles

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- ▶ **Homogeneous differences between the profiles**
- ▶ **Underprivileged is a rather adaptive profile**
- ▶ **Privileged students are the best achievers**



3.a. Conclusion

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- ▶ **Evolution of the nature of the profiles**
 - ▶ The differences between the profiles are weaker
 - ▶ Underprivileged students are way more adaptive
 - ▶ Privileged students → bright Thoughtless students

- ▶ **Diverse students among diverse contexts**
 - ▶ More at-risk profiles among social sciences programs
 - ▶ More sensitive to massification, dropout and failure (Lee, Kim, & Jung, 2020)
 - ▶ Priority context of attention

- ▶ **The strong but cumulative impact of the profiles** : A suprising finding
 - ▶ Late measurement point ? (Torenbeek et al., 2010)
 - ▶ Not in the level of requirements but in the way students manage the requirements?

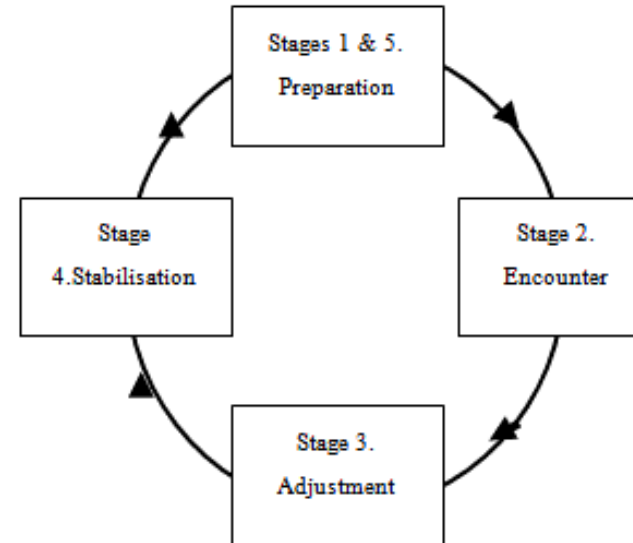
3.b. Limitations and Future Research

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► **Lack of longitudinal investigation**

- Analyse the evolution of requirements according to the profiles (Gijbels & Esterhazy, 2021).
- Different moments of measure following the transition cycle model (Nicholson, 1990)



► **Only a broad investigation of context variations**

- Need for wider, Multilevel investigation controlling for program characteristics

De Clercq, M; & Jacquemart J. *The black box revelation of instructional practices: a multi-level analysis of the transition to HE.*

23/08/2021 at 10:45 - Session A-5

Thank you for your attention!

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[/Florence-Van-Meenen](https://www.researchgate.net/profile/Florence-Van-Meenen)

Some related references:

- De Clercq, M., Jansen, E., Brahm, T., & Bosse, E. (2021). From Micro to Macro: Widening the Investigation of Diversity in the Transition to Higher Education. *Frontline Learning Research*, 9(2), 1-8. doi:<https://doi.org/10.14786/flr.v9i2.783>
- De Clercq, M., Galand, B., & Frenay, M. (2020). One goal, different pathways: Capturing diversity in processes leading to first-year students' achievement. *Learning and Individual Differences*, 81, 101908. doi:<https://doi.org/10.1016/j.lindif.2020.101908>
- De Clercq, M., Galand, B., & Frenay, M. (2017). Transition from high school to university: a person-centered approach to academic achievement. *European Journal of Psychology of Education*, 32(1), 39-59. doi:[10.1007/s10212-016-0298-5](https://doi.org/10.1007/s10212-016-0298-5)
- Van Meenen, F., De Clercq, M., De Viron, F., & Frenay, M. (2021). Les obstacles académiques à l'ascension vers la réussite: une approche mixte du vécu des étudiants classiques et apprenants adultes. *Orientation Scolaire et Professionnelle*. doi:
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