

## **F22.028: The Role of College Freshmen's Future-Oriented Motivation and Future-Oriented Self-Regulated Learning on Academic Success and Retention**

Faculty mentor: Ji Eun Lee

### **Overview**

The goal of the study is to investigate the impact of future-oriented motivation (FOM: motivation for developing and pursuing academic future goals) and future-oriented self-regulated learning (FOSRL: commitment to utilizing self-regulatory strategies to achieve those goals) on the academic success and retention of college freshmen. My research team completed multiple data collection using online surveys and have been analyzing subsets of the data for preparing conference proposals and manuscripts for publication. Some of the recent work is listed below (\* past interns). Lee, J., & \*Andrade, J. (2022, April). The roles of identity-based and future-oriented motivation for probationary students' positive self-beliefs and self-regulation. Paper session accepted for the annual meeting of the American Educational Research Association, San Diego, California. Lee, J., \*Brown, T., & \*Ramirez, J. (2021, April). Short-term retention of STEM students enrolled in a mandatory probationary course. Paper session accepted at the annual meeting of the American Educational Research Association (Virtual). \*Brown, T., Lee, J. & \*Ramirez, J. (2020, April). The effect of academic success course and self-efficacy on the retention of probationary STEM freshmen. Poster session presented at the Undergraduate Symposium, Northern Arizona University, Flagstaff, AZ.

### **What the student will DO and LEARN**

Under the supervision of the Principal Investigator (PI), the student will learn about the research process and gain confidence in his/her abilities to conduct and present research. The student will support analyzing quantitative/qualitative data, conducting literature reviews, and assisting with writing scholarly papers and grant proposals.

### **Additional benefits**

Under the supervision of the PI, the student will be able to prepare and submit a research proposal for the NAU Undergraduate Symposium. Also, the student will receive mentoring from the PI about his/her career goals and preparation for the future career.

### **Additional qualifications**

- The basic skills and knowledge of data analysis (e.g., SPSS)
- Strong commitment to the research project (e.g., attending a weekly meeting; 4-6 hours of work/week)
- Ability to work independently and collaboratively in the research project
- Self-motivation and a high level of responsibility to complete tasks on time

### **Time commitment**

6 hrs/week for 30 weeks