

Bibliothèque Cécile-Rouleau

Persévérance et réussite scolaire

Bibliographie sélective

Compilée par Carole Dufour
Bibliothèque Cécile-Rouleau
Service de l'accueil et de la référence

30 mai 2016

Ce document présente une sélection de publications sur des sujets reliés à la **persévérance et la réussite scolaire**.

Les documents recensés datent de **2014 à 2016** et proviennent des bases de données bibliographiques de la Bibliothèque Cécile-Rouleau et du catalogue du Réseau informatisé des bibliothèques gouvernementales au Québec (CUBIQ).

Les publications signalées dans cette bibliographie sont disponibles pour emprunt à la Bibliothèque Cécile-Rouleau.

TABLE DES MATIERES

OUVRAGES GÉNÉRAUX	2
MILIEUX DÉFAVORISÉS ET MINORITÉS VISIBLES.....	10
ÉLÈVES EN DIFFICULTÉ D'APPRENTISSAGE	15
RÉUSSITE ET PERSÉVÉRANCE À L'ENSEIGNEMENT SUPÉRIEUR	19

OUVRAGES GÉNÉRAUX

(2014). Faire réussir l'école : Éducation & devenir. Lyon: Chronique sociale, 239 p.

Faire réussir l'école! Belle ambition citoyenne, surtout si on l'entend d'abord comme volonté de faire réussir les élèves. Cette double ambition est depuis 1984 celle d'Education et Devenir Organisés en "groupes de liaison, de réflexion et de propositions", ses militants ouvrent dans les écoles et établissements au service d'une pédagogie renouvelée, d'une "vie scolaire" favorisant le vivre ensemble, l'ouverture sur l'environnement social et économique (parents, acteurs sociaux et économiques, collectivités territoriales, etc) et d'une organisation scolaire articulant harmonieusement les différents échelons du système éducatif. Au cours de ces trente ans, ils ont inlassablement observé, proposé et mis en oeuvre. Projets d'établissement, conseils de vie lycéenne, conseil pédagogique, autonomie des établissements, formation des maîtres, individualisation des parcours, priorité aux plus défavorisés, continuité entre les degrés d'enseignement, constituent autant d'idées, de propositions et de réalisations où Education et Devenir a joué un rôle de pionnier. En donnant tout son sens à la notion de système, Education et Devenir a démontré sa constance dans l'affirmation que la réussite des élèves devait s'organiser depuis le niveau local, l'établissement, jusqu'au niveau central, le ministère, sans négliger les niveaux et cadres intermédiaires. Cette sélection d'articles réunit militants anonymes et cadres ou chercheurs réputés autour d'une volonté commune et de valeurs partagées. Elle se veut, dans la durée, un guide pour la réflexion et l'action. [Résumé de l'éditeur].

(2015). Donner une nouvelle impulsion à la réussite scolaire : Manifeste sur l'éducation au québec. [Québec (Province)], s.n., 45 p.

[Cliquer ici pour obtenir le document](#)

(2015). L'égalité des sexes dans l'éducation : aptitudes, comportement et confiance. Paris: OCDE, 190 p.

De nombreux pays sont parvenus à combler les écarts entre les sexes en termes de résultats d'apprentissage. Pourtant, même lorsque filles et garçons font jeu égal en mathématiques et en sciences, leurs attitudes à l'égard de l'apprentissage et les attentes qu'ils nourrissent pour leur avenir diffèrent fortement – avec l'incidence considérable que ces éléments peuvent avoir sur leur décision de poursuivre ou non leurs études et sur leurs choix de carrière. L'égalité des sexes dans l'éducation : Aptitudes, comportement et confiance essaie de comprendre les raisons pour lesquelles, à l'âge de 15 ans, les garçons sont en moyenne plus susceptibles que les filles d'être peu performants dans toutes les matières, et les filles très performantes, de réussir moins bien en mathématiques, en sciences et en résolution de problèmes que les garçons très performants. Comme l'indiquent clairement les données du rapport, les différences de performance scolaire entre les sexes trouvent leur origine dans les attitudes des élèves à l'égard de l'apprentissage et leur comportement à l'école, dans la façon dont ils choisissent

d'utiliser leur temps libre, et dans la confiance qu'ils ont – ou non – dans leurs propres capacités en tant qu'apprenants. [Résumé de l'éditeur].

Angus, Rebecca. (2015). The advisory mentoring program: Effects on school climate, school connectedness and academic achievement. (Thèse de doctorat). Flagstaff, Ariz. : Northern Arizona University, 141 p.

This quantitative study examines the effects of an Advisory Mentoring Program (AMP) on school climate, school connectedness, and academic achievement within one Southwestern urban high school district. The purpose of this research was primarily to explore the potentiality that mentoring programs may have to promote success in school and prevent student drop-outs. The high school utilizing the Advisory Mentoring Program (School A) was compared with a school with similar demographics (School B) that did not utilize the AMP [...]. [Résumé de l'auteur].

Baron, Alea A. (2015). The effects of parent-child agreement on academic achievement. (Thèse de doctorat). Malibu, Calif. : Pepperdine University, 94 p.

Achievement in youth across America has been defined by youth report card grades and standardized test scores, with higher scores typically being the gateway to college, scholarships, and future financial success. There is abundant evidence that shows parenting factors and the parent-child relationship are correlated with high academic achievement in youth. Therefore, the aim of this study was to investigate if the effects of high parent-child agreement on youth self-esteem and self-efficacy significantly correlated with high youth academic achievement on classroom achievement scores. Data from Dr. Judy Ho's The STAGES Project in student's entering the 6th grade was utilized in examining the parent-child relationship and youth academic achievement. Youth and parent report on the State Self-Esteem Scale (SSES) and New General Self-Efficacy Scale (NGSE), both scored using the Likert scale, were utilized to calculate agreement scores. Parent-child agreement on the measures was scored using the total difference between parent and child scores on each measure. Three youth academic indicators from the youths' 2011-2012 report cards were used to assess academic achievement of English grades, Math grades, and GPA semester grades. No significant relationships were found between parent-child agreement on youth self-esteem or self-efficacy, and the academic indicators examined in this study. [Résumé de l'auteur].

Bédard, Mathieu. (2015). Autonomie pédagogique et responsabilisation une recette pour améliorer les résultats scolaires. Montréal: Institut économique de Montréal, 4 p.

[Cliquer ici pour obtenir le document](#)

Boonen, Tinneke et al. (2014). "Does it matter who your schoolmates are? An investigation of the association between school composition, school processes and mathematics achievement in the early years of primary education." British Educational Research Journal **40**(3) : 441-466.

Although many studies have focused on the importance of school composition for student achievement, there is still no consensus on whether school composition matters to student achievement, and, if so, why. Therefore, the present study investigates the association between school composition and mathematics achievement at the end of second grade in Flanders. International research points to the initial ability level, SES, ethnicity and sex composition of the school as potential variables in explaining differences in student achievement. Moreover, some researchers suggest that schools 'react' to their student body and for that reason we investigated the possible association between school composition and school processes. Data from the Si BO Project have been analyzed using multilevel regression and multilevel mediation analysis [...]. [Résumé de l'auteur].

Callender, Sean Laird. (2015). Student participation in extracurricular activities and the impact on academic achievement, self-concept, and academic self-concept during the middle school years. (Thèse de doctorat). Williamsburg, Virg. : College of William and Mary, 99 p.

The major purpose of this study was to gain an understanding of how student participation in extracurricular activities had impact on academic achievement, self-concept, and academic self-concept during the middle school years. The academic achievement was measured using the reading and mathematics Standards of Learning assessment in Virginia. The survey instrument used in this study utilized dimensions of adolescent development: self-concept and academic self-concept, both based on Marsh and O'Neil (1984) [...]. [Résumé de l'auteur].

Carey, John et al. (2014). "Development of an instrument to measure student use of academic success skills: An exploratory factor analysis." Measurement & Evaluation in Counseling & Development (Sage Publications Inc.) **47**(3) : 171-180.

This article describes the development of the Student Engagement in School Success Skills instrument including item development and exploratory factor analysis. The instrument was developed to measure student use of the skills and strategies identified as most critical for long-term school success that are typically taught by school counselors. [Résumé de l'auteur].

Coley, Kimberly L. (2015). High school success: A qualitative study of transition programming from middle school to high school. (Thèse de doctorat). St-Louis, MO : Missouri Baptist University, 84 p.

The transition from middle school to high school has been challenging for many students. Incoming ninth grade students across the country have been failing year after year due to the lack of preparation during this transition. Demands and expectations at the high school level are often unclear; difficulties of such expectations are presented throughout the study. The absence of transition

programs within schools presents a problem as students prepare for high school. The purpose of this study was to identify the differences in middle school to high school transition program components in two districts that were similar in size and demographics but different in dropout rates. The researcher also presented information regarding attendance, disciplinary infractions, academics, and graduation rates in the two districts of study. The study identified transition practices present at the high school level, specifically in the freshman year [...]. [Résumé de l'auteur].

Einarsdóttir, Jóhanna T. et al. (2016). "The predictive value of preschool language assessments on academic achievement: A 10-year longitudinal study of Icelandic children." American Journal of Speech-Language Pathology **25**(1) : 67-79.

The purpose of this study was to investigate the relationship between language knowledge at 5 years of age and later academic achievement throughout compulsory school in Iceland. [Résumé de la base de données].

Frenette, Marc et Ping Ching Winnie Chan. (2015). D'où proviennent les différences entre les résultats scolaires des élèves des écoles secondaires publiques et ceux des élèves des écoles secondaires privées? Ottawa: Direction des études analytiques, Statistique Canada, 27 p.

Cette étude examine la mesure dans laquelle les caractéristiques des élèves, les ressources et pratiques des écoles, l'influence des pairs et les effets fixes des provinces expliquent les différences entre les résultats scolaires des élèves des écoles secondaires privées et ceux des élèves des écoles secondaires publiques. Les premiers avaient obtenu des scores significativement plus élevés que les derniers aux tests de lecture, de mathématiques et de sciences à l'âge de 15 ans et avaient atteint de plus hauts niveaux de scolarité à l'âge de 23 ans. Ces différences sont systématiquement imputables à deux facteurs : les élèves qui fréquentaient des écoles secondaires privées étaient plus susceptibles d'avoir des caractéristiques socioéconomiques positivement associées au succès scolaire et d'avoir des pairs dont les parents avaient fait des études universitaires. La province de fréquentation scolaire expliquait une partie considérable des différences entre les résultats scolaires mesurés au niveau secondaire (c.-à-d. les scores aux tests et le taux d'obtention du diplôme d'études secondaires), mais généralement pas au niveau postsecondaire. Les ressources et pratiques des écoles faisaient peu de différence dans les résultats scolaires. [Résumé de l'auteur].

[Cliquer ici pour obtenir le document](#)

Gestsdóttir, Steinunn et al. (2014). "Early behavioral self-regulation, academic achievement, and gender: Longitudinal findings from France, Germany, and Iceland." Applied Developmental Science **18**(2) : 90-109.

Research suggests that behavioral self-regulation skills are critical for early school success, but few studies have explored such links among young children in Europe. This study examined the contribution of early self-regulation to academic achievement gains among children in France, Germany, and Iceland. Gender

differences in behavioral self-regulation skills were also explored [...]. [Résumé de l'auteur].

Hopson, Laura M. et al. (2014). "Exploring linkages between school climate, behavioral norms, social supports, and academic success." Social Work Research **38**(4) : 197-209.

This article presents an exploratory study that examined the effects of school climate; students' perceptions of supports; and behavioral norms in their homes, schools, and neighborhoods on student behavior and grades. The authors conducted a multilevel analysis of secondary data collected from 13,068 predominantly low-income middle school students across 43 school sites. The analysis was informed by ecological theory and a risk and resilience perspective. The findings of the study indicated that students tend to have better grades and to behave better in the context of more supportive relationships and norms promoting safe, prosocial behavior. However, even the students attending the safest schools have disparities in grades that correlate with their perceptions of neighborhood support. In these schools, students who report more support from neighbors have significantly better grades than those who report less support. The findings suggest that research needs to more closely examine the potentially unique relationships between key school climate conditions, behavioral norms, and social supports for higher-risk youths, such as those from low-income families. [Résumé de l'auteur].

Johnson, Kaprea et Michael D. Hannon. (2014). "Measuring the relationship between parent, teacher, and student problem behavior reports and academic achievement: Implications for school counselors." Professional School Counseling **18**(1) : 38-48.

This study investigates the relationship between academic achievement and reports of student problem behavior from teachers, parents, and child self-reports. Participants included 108 teachers, 113 parents/caregivers, and 129 students from an urban school in the Northeast region of the United States. Results suggest parent and child reports were closely related on identification of problem behaviors. The authors discuss implications for how school counselors can utilize multiple informants. [Résumé de l'auteur].

Kiefer, Sarah M. et al. (2014). "The role of responsive teacher practices in supporting academic motivation at the middle level." Research in Middle Level Education Online **38**(1) : 1-16.

The purpose of this descriptive qualitative study was to investigate the ways teachers support young adolescents' academic motivation in one large, urban, ethnically diverse middle school. Data included individual interviews of 24 participants (18 students, 5 teachers, and 1 middle school assistant principal). Findings suggested that the following may support student academic motivation: teacher-student relationships, teacher expectations, and instructional practices responsive to students' basic and developmental needs. Further, the potential for educators to meet students' needs and support their motivation may be maximized when such expectations and instructional practices are implemented within the context of high-quality teacher-student relationships. Drawing on the perspectives

of both students and educators, these findings extend current research on academic motivation at the middle level by capturing the complexity of the phenomenon. An implication for educators is to understand the ways all three practices may help foster an environment responsive to students' needs and support motivation. Findings inform middle level educational research and practice, especially in urban, ethnically diverse middle schools. [Résumé de l'auteur].

Magnan, Marie-Odile et al. (2014). Engagement scolaire et curriculum caché : Une approche compréhensive et critique centrée sur le discours des jeunes. Dans A. Pilote (dir.), *Francophones et citoyens du monde : éducation, identités et engagement*. Québec: Presses de l'Université du Québec : [25]-42

Meirieu, Philippe et al. (2014). Le plaisir d'apprendre. Paris: Autrement, 157 p.

Souvenez-vous du cancre de Prévert : « Il dit non au professeur, il est debout, on le questionne »... Comment enseigner à celui qui n'a pas envie d'apprendre ? Comment lui donner le goût du savoir ? Car la transmission est toujours fragile, souvent aléatoire ; l'apprentissage, lui, est parfois ingrat et semé d'embûches. Pour Philippe Meirieu, susciter le désir d'apprendre et faire accéder à la joie de comprendre, voilà l'enjeu essentiel de toute éducation et formation : il s'agit, ni plus ni moins, de replacer le plaisir au cœur des apprentissages, et cela tout au long de la vie. Pour ce manifeste, Philippe Meirieu a convié douze personnalités engagées et passionnées comme lui, afin de défendre à ses côtés le plaisir d'apprendre. [Résumé de l'éditeur].

Passerieux, Christine et Caroline Archat-Tatah. (2014). Construire le goût d'apprendre à l'école maternelle. Lyon: Chronique sociale, 248 p.

Le goût d'apprendre à l'école maternelle relève de la responsabilité de l'école maternelle. C'est à elle de rendre intelligibles le monde et les objets du monde, de doter tous les enfants des outils intellectuels, requis par l'école, de les faire s'engager dans l'aventure de la connaissance pour développer leurs pouvoirs d'agir et de penser. C'est à une conception culturelle des apprentissages scolaires qu'invitent les auteurs de cet ouvrage en les inscrivant dans leur signification sociale. Chercheurs, enseignants, formateurs montrent, à travers leurs analyses et leurs propositions, que l'urgence est à l'ambition, à la promotion d'une école maternelle qui affirme la capacité de tous à réussir si les conditions en sont créées dans les pratiques. [Résumé de l'éditeur].

Phan, Huy P. (2015). "Maximizing academic success: Introducing the concept of optimized functioning." Education **135**(4) : 439-456.

This research article reports on two correlational studies that examined the notion of optimized functioning. Optimized functioning, introduced in a recent published study, offers an alternative approach into the understanding of optimization. Optimized functioning is proposed to consist of four distinctive components: personal resolve, pathways and means, social milieu, and effective functioning. Study 1 (N = 259) involved a factor analysis of the Optimized Functioning

Questionnaire (OFQ). EFA and CFA procedures were used and the produced findings indicate support for a correlated four-factor model. Study 2 (N= 239) focused on the potential impacts of the four components of optimized functioning on personal well-being and academic engagement. For personal well-being in school contexts, we focused on two major attributes that encourage deep, meaningful learning: interest in learning tasks and motivation towards learning. SEM procedures produced a number of notable findings, such as (i) the positive differential impacts of the four components on optimized functioning on adaptive outcomes (e.g., the positive impact of effective functioning on academic engagement), and (ii) identification of trajectories that result in enhanced learning outcome (e.g., the direct impact of personal resolve on achievement outcome, mediated via interest in learning tasks and then academic engagement). [Résumé de l'auteur].

Royer, Égide. (2015). Persévérance : Susciter l'audace, cultiver la détermination. Québec: École et comportement, 173 p.

Que vous soyez parents, enseignants ou étudiants, Égide Royer vous propose une vision renouvelée de la persévérance, de cette attitude qui, malgré les hasards de la vie, donne au potentiel de chacun, quel que soit son âge, la chance de s'exprimer. Bien plus, il vous propose dans ce livre des moyens de la cultiver chez nos jeunes. [Résumé de l'éditeur].

Shells, Tracy. (2015). Expectations of teachers, administrators, and parents for the academic achievement of students. (Thèse de doctorat). Minneapolis, Minn. : Walden University, 184 p.

In recent years, states in the United States have developed assessment testing to help ensure that schools meet academic standards. This study investigated an educational problem of low student academic achievement and low scores on a state test in a middle school in the southeastern United States. It specifically queried whether expectations for student achievement had a positive influence on students' academic success. The research questions were designed to investigate parents, teachers, and administrators' expectations for the academic achievement of students. The conceptual framework guiding this study used the ecological model of human development, which postulates that personal development is influenced by proximal processes. Key findings focused on expectations, academic performance, and ways to help students meet academic standards. This information was used to create a parent-teacher professional development seminar, which presented strategies to urge academic achievement and encourage student engagement with content. The seminar also provided parents and teachers with information about the impact that their expectations may have on students. Recommendations for improvement include careful review of current critical inquiry strategies that are used to increase student engagement and academic achievement. Implications for social change include using the professional development project and other appropriate opportunities with parents

and educators to inform them about the importance of their role and the expectations they have for student academic achievement. [Résumé de l'auteur].

St. John, Michael M. (2015). The influence of placement in a co-taught inclusive classroom on the academic achievement of general education students on the 2014 New York state ELA and mathematics assessments in grades 6-8 in a suburban New York school district. (Thèse de doctorat). South Orange, N. J. : Seton Hall University, 190 p.

This study examined the influence of placement in a co-taught inclusive classroom on the academic achievement of general education students in Grades 6-8 in a suburban New York school district on the 2014 New York State ELA and Mathematics Assessments. Propensity score matching was utilized to select the sample to provide a balanced sampling technique. The final sample was comprised of 746 students in Grades 6-8 in a suburban New York upper middle class district during the 2013-14 school year [...]. [Résumé de l'auteur].

Tipton, Morrison A. (2015). Analysis of the relationship between teachers' self-reported classroom technology implementation levels and high school students' academic achievement. (Thèse de doctorat). Commerce, Tex. : Texas A&M University-Commerce, 172 p.

Educational technology has become a major financial and human capital investment for schools across the United States as educators search for innovative ways to engage today's students and increase academic achievement. Despite the mixed results of many research studies about technology's effect on academic achievement, schools are still purchasing digital tools at a record pace. In 1999 the Texas Legislature introduced a yearly technology survey for teachers and librarian called the School Technology and Readiness Chart which measures perceived technology readiness and current levels of technology utilization in the classroom. During the same time frame, all Texas public high school students were taking federally mandated and state-developed exams called Texas Assessment of Knowledge and Skills (TAKS). Students' scores on the English language arts (ELA) and math portions of the TAKS became the federal measure for academic achievement called Adequate Yearly Progress, required by No Child Left Behind (2002). This study compared data of teachers' STaR Chart self-assessment results and high schools' TAKS results over a 5-year time span between academic years 2006-2007 through 2010-2011. Regression statistics via Multilevel Modeling were used to examine the relationship between the self-reported daily activity of teachers' integrating technology into the classroom and students' academic achievement [...]. [Résumé de l'auteur].

Tulbure, Cristina. (2014). "Factors of personality involved in adolescents' academic achievement." Research Journal of Agricultural Science **46**(2) :412-416.

The study aims at identifying the personality factors which associate with the phenomena of academic underachievement and overachievement that the adolescents confront with. The research was performed on a batch of 284 students

enlisted in the first year of study, their ages ranging from 18 to 25 years old [...]. [Résumé de l'auteur].

Wilder, S. (2014). "Effects of parental involvement on academic achievement: A meta-synthesis." Educational Review **66**(3) : 377-397.

The impact of parental involvement on student academic achievement has been recognized by teachers, administrators, and policy-makers who consider parental involvement to be one of the integral parts of new educational reforms and initiatives. This study synthesized the results of nine meta-analyses that examined this impact and it identified generalizable findings across these studies [...]. [Résumé de l'éditeur].

MILIEUX DÉFAVORISÉS ET MINORITÉS VISIBLES

Anderson, Sara et al. (2014). "Exposure to neighborhood affluence and poverty in childhood and adolescence and academic achievement and behavior." Applied Developmental Science **18**(3) : 123-138.

Evidence points to associations between the socioeconomic composition of neighborhoods and children's and adolescents' development. A minimal amount of research, however, examines how timing of exposure to neighborhood socioeconomic conditions matters. This study used longitudinal data from the NICHD Study of Early Child Care and Youth Development (N = 1,364) to explore if timing of exposure (early childhood, adolescence, and cumulative) to neighborhood affluence and poverty had differential associations with children's achievement and behavior problems concurrently and in adolescence. Results indicate that children in neighborhoods with more affluent residents during early childhood had higher achievement and fewer internalizing behaviors contemporaneously and that these associations endured until adolescence for reading achievement. Long-term exposure to affluent neighborhoods was associated with children's math and reading achievement in adolescence. Findings are discussed in terms of research and policy implications. [Résumé de l'auteur].

Chambers, Terah Venzant et al. (2014). "Between a "roc" and a school place: The role of racial opportunity cost in the educational experiences of academically successful students of color." Educational Studies **50**(5) : 464-497.

Despite numerous reform efforts, schools have not achieved equitable academic outcomes for all students. To better identify where schools have failed, research has sought to understand the complex role the school environment plays in mediating academic success, particularly for students of color. In this article, we forward the concept of racial opportunity cost and then use it as a lens to encapsulate the price academically successful students of color pay in their pursuit of school success. Through individual and focus group interviews, 18 African American and Latina/o students revealed nuances of the costs their academic

achievement brought in the racialized, White-normed spaces that often permeated their school cultures. The purpose of this article is to provide theoretical support for the racial opportunity cost concept using existing interdisciplinary scholarship and to describe the racial opportunity costs that emerged from our analysis of student interviews. [Résumé de l'éditeur].

Chenoweth, Karin. (2015). "Teachers matter. Yes. Schools matter. Yes. Districts matter — really?" Phi Delta Kappan **97**(2) : 14-20.

School districts shape the conditions in which schools operate and as such can support or undermine school success and thus student success. All of which is to say that school districts matter. This article looks at the success of two districts whose low-income and minority students beat the odds in academic achievement. Lessons from these districts can apply broadly to districts across the nation. [Résumé de l'auteur].

Dow, Emily A. A. (2015). The relationship between social-emotional development, academic achievement and parenting practices in young children who attend head start. (Thèse de doctorat). New York, N. Y. : City University of New York, 154 p.

During the preschool years, children develop social-emotional skills - such as cooperation and self-regulation - which predict later academic achievement. Research shows that parents play an important role in the development of these skills. However, it remains unclear how specific parenting practices may facilitate the relationship between social-emotional development and academic success. Often, children who grow up in low-income families are at risk for a variety of cognitive and emotional problems. Head Start is a federal program offered to low-income families that provides services, including early childhood education programs, to help offset these risks. Using Bronfenbrenner's bioecological theory, the purpose of this dissertation was to explore the relationship among these three factors -- social-emotional skills, academic achievement, and parenting practices - - in an effort to better understand child development. There were three primary aims of this dissertation: (1) to demonstrate the inter-relatedness of several social-emotional skills for children who attended Head Start at age three; (2) understand the relationship between social-emotional skills during preschool and academic achievement at the end of kindergarten; and (3) understand how parent characteristics can influence the relationship between social-emotional skills in preschool and academic achievement by the end of kindergarten. Using a large, nationally representative data set from the Head Start program, several specific research questions were addressed through secondary data analysis. Findings from backwards regressions and moderation analysis indicate that there was a relationship between social-emotional skills at age three and academic achievement at age five, and that these relationships were sometimes moderated by parenting approaches. [Résumé de l'auteur].

Hilbert, Dana et Sarah Eis. (2014). "Early intervention for emergent literacy development in a collaborative community pre-kindergarten." Early Childhood Education Journal **42** (2) : 105-113.

The purpose of this study was to describe the characteristics and findings of an early literacy intervention program implemented to facilitate the development of critical emergent literacy skills among children identified as low-income and at-risk in the context of collaborative, pre-kindergarten/Head Start classrooms. Using data from a sample of pre-Kindergartners (n = 154), the intervention reveals the effectiveness of early literacy intervention in the areas of vocabulary, phonological awareness, and print knowledge. The study suggests the possibility of preventing literacy delays and referrals for specialized, special education services for young children through early intervention at the preschool level. [Résumé de l'auteur].

Hollibaugh Baker, Meghan M. (2015). The relationship of technology use with academic self-efficacy and academic achievement in urban middle school students. (Thèse de doctorat). Providence, R. I. : Johnson & Wales University, 145 p.

The academic achievement gap between students of low socioeconomic status and their peers widens, student disengagement increases, and drop out statistics increase as students progress in K-12 education (Johnston & Viadero, 2000). In this new era, students have the opportunity to exhibit more control over their individualized learning through technology use (Caprara et al., 2008; Debowksi, Wood, & Bandura, 2001). Educators continually search for the most effective approach to individualized instruction, but it remains to be explored how technology use relates to academic self-efficacy and academic achievement. This study addressed three questions through the social cognitive theory framework. What is the relationship between perceived academic self-efficacy and academic achievement in students at each successive grade level? What is the relationship between perceived academic self-efficacy and educational technology use for mathematics and reading instruction at each grade level? What is the relationship between educational technology use for mathematics and reading instruction and academic achievement? A quantitative correlational study was designed to explore the relationship between educational technology use, academic self-efficacy, and academic achievement [...]. [Résumé de l'auteur].

Johnson, Melissa M. (2015). Teacher perceptions and the impacts on the academic achievement of minority students from low-socioeconomic backgrounds. (Thèse de doctorat). Prescott Valley, Ariz. : Northcentral University, 173 p.

Minority students have continuously experienced obscurities in pursuing educational goals since the Brown vs. Topeka, Kansas Board of Education ruling in 1954. The federal government has implemented various educational mandates such as The No Child Left Behind Act of 2001, to address the achievement gap that exist between minorities and non-minorities and level the playing field. However, the gap continues to persist and African-American and Hispanic students continue to lag behind their Asian and Caucasian peers in academic achievement. There have been countless research efforts that focused on the causes of the

achievement gap and strategies that could be implemented to alleviate the problem. Most of the research identify elements that beyond the scope of the school such as deficient academic preparation, economic status and weak parental/family support. However, school factors such as teachers' perceptions and expectations of the student body are rarely considered when attempting to investigate and eradicate the achievement gap. The perceptions and expectations teachers have regarding minority students from economically challenging backgrounds could possibly have negative impacts on academic achievement. The purpose of this qualitative multiple-case study was to explore teachers' perceptions and the impacts on the academic achievement of minority students from low-socioeconomic backgrounds [...]. [Résumé de l'auteur].

Kuba, Reid. (2015). Beliefs and qualities of families of low-socioeconomic status that promote student success in school. (Thèse de doctorat). Honolulu, HI : University of Hawai'i at Manoa, 112 p.

There is a high probability that growing up having a low socioeconomic status (SES) leads to academic struggles and the continuance of the cycle of poverty. It is imperative to close the achievement gap of students of low SES. Schools need to understand the impact that the home environment has on the academic success of its students. The purpose of this qualitative study was to focus on low SES students who have shown academic success in school and to determine how the home environment impacted that success [...]. [Résumé de l'auteur].

Lam, Gigi. (2014). "A theoretical framework of the relation between socioeconomic status and academic achievement of students." Education **134**(3) : 326-331.

A socio-psychological analytical framework will be adopted to illuminate the relation between socioeconomic status and academic achievement. The framework puts the emphasis to incorporate micro familial factors into macro factor of the tracking system. Initially, children of the poor families always lack major prerequisite: diminution of cognitive stimulating resources. Hence, they are very likely to be assigned to the class of low caliber. The diminution of cognitive stimulating resources originates from stress coping strategy of the parents, parental expectation and parenting. As students advance to upper grade, a triad nexus of expectation among parents, students and teachers help perpetuate the vicious cycle among students of poor families. Students with low socioeconomic status bear entire brunt of the tracking system in a way that they get poor academic result and high school dropout rate. [Résumé de l'auteur].

Lee, Phyllis et Karen L. Bierman. (2015). "Classroom and teacher support in kindergarten: Associations with the behavioral and academic adjustment of low-income students." Merrill-Palmer Quarterly **61**(3) : 383-411.

For socioeconomically disadvantaged children, a positive experience in kindergarten may play a particularly important role in fostering the behavioral adjustment and learning engagement necessary for school success. Prior research has identified supportive student-teacher relationships and classroom emotional

support as two features of the classroom context that can promote student adjustment; however, very few studies have examined these two aspects of the classroom context simultaneously. Given their modest intercorrelations, these dimensions of classroom context may have both unique and shared associations with child progress. This study followed the cases of 164 children as they transitioned from Head Start into elementary school, and regressions revealed significant unique associations between each type of kindergarten support and children's aggressive behaviors, social withdrawal, learning engagement, and emergent literacy skills in first grade, controlling for their prekindergarten adjustment. In addition, learning engagement significantly mediated the association between a supportive relationship with the kindergarten teacher and first-grade literacy skills. [Résumé de l'auteur].

Mc Andrew, Marie. (2015). La réussite éducative des élèves issus de l'immigration : Dix ans de recherche et d'intervention au Québec. [Montréal]: Presses de l'Université de Montréal, 361 p.

L'immigration et la diversité ethnique ont toujours été des réalités constitutives de la société québécoise. Depuis une quarantaine d'années, toutefois, ces questions ont pris une importance accrue, tout particulièrement en milieu scolaire, alors que des immigrants de cultures de plus en plus diversifiées se sont intégrés à la communauté francophone. Dans un contexte où les préjugés foisonnent, cet ouvrage fait œuvre utile en s'intéressant aux données objectives de la réussite éducative des jeunes issus de l'immigration, aux politiques en la matière, ainsi qu'aux pratiques des acteurs de première ligne : élèves, enseignants, directions, parents et organismes communautaires. Les auteurs mettent l'accent sur les innovations des écoles québécoises, et surtout montréalaises, qui ont dû relever, parfois durement, mais souvent avec succès, le défi de l'intégration. Ce livre soigneusement documenté fournit un portrait précis de la situation et remet en question bien des idées reçues. [Résumé de l'éditeur].

Moller, Stephanie et al. (2014). "Is academic engagement the panacea for achievement in mathematics across racial/ethnic groups? Assessing the role of teacher culture." Social Forces **92**(4) : 1513-1544.

Student engagement with school symbolizes efforts toward learning and is one of the strongest predictors of academic success. However, returns to engagement vary across racial and ethnic groups. Scholars have established that human agency is constrained by organizational environments, but they have not adequately assessed whether the advantages associated with engagement and the disadvantages associated with disengagement accrue evenly to groups of students depending on the educational environment. Using ECLS-K data, we examine how one aspect of schools' organizational culture—Collective Pedagogical Teacher Culture—moderates the relationship between engagement and mathematics achievement for students of different racial/ethnic groups in elementary school [...]. [Résumé de l'éditeur].

Worrell, Frank C. (2014). "Theories school psychologists should know: Culture and academic achievement." Psychology in the Schools **51**(4) : 332-347.

The achievement gap continues to be an issue of critical concern in education. Despite the ubiquity of this concern, studies of racial and ethnic minorities who are not doing well in school make up a very small percentage of the research literature in school psychology. In this paper, I discuss the discrediting of Black cultural learning styles (Frisby, ,) and learning styles more generally as an explanation for the achievement gap and provide brief overviews of cultural ecological theory (Ogbu, ; Ogbu & Simons,) and stereotype threat (Steele,), two leading culturally based explanations for the achievement gap. The paper ends with six recommendations and a challenge to school psychology researchers to develop focused research agendas on cultural variables that have been implicated conceptually or empirically in the academic performance of racial and ethnic minorities. [Résumé de la base de données].

ÉLÈVES EN DIFFICULTÉ D'APPRENTISSAGE

Gaulding, Kim V. (2015). Teachers' perceptions of how the working relationship between the intervention specialists and the general education teachers affect the academic achievement of the students with intellectual disabilities who are being educated in the inclusion classroom setting. (Thèse de doctorat). Highland Heights, Kent. : Northern Kentucky University, 120 p.

The purpose of this mixed methods study was to ascertain the perceptions of general education teachers and intervention specialists who were educating students with intellectual disabilities in an inclusion classroom setting. The participants were employed in one high school in a large urban school district. A survey was conducted to gain insight into the teachers' perceptions in the affective, cognitive and behavioral areas of attitude. A focus group discussion with four general education teachers and four intervention specialists was conducted to gain an understanding of the teachers' perceptions as they related to the key research question and the sub-questions that speak to the benefits of inclusion, the challenges associated with inclusion programs, and the level of teacher collaboration. The following themes emerged from the data analysis: teachers' perception that all students can benefit from being educated in the general education classroom, teacher collaboration and creating an accepting environment. [Résumé de l'auteur].

Janner-Raimondi, Martine. (2014). Élèves en difficulté : Tout un programme : Programme personnalisé de réussite éducative. Paris: L'Harmattan, 221 p.

Prendre en compte la difficulté scolaire à l'école primaire comme au collège constitue un enjeu fort de crédibilité pour un système éducatif qui vise à promouvoir l'égalité de réussite des élèves. Autour du "Programme Personnalisé de Réussite Educative", voici une réflexion sur le sens et les enjeux d'une personnalisation des

enseignements en vue d'établir un diagnostic permettant de cibler des objectifs de travail et insistant sur l'importance des échanges entre professionnels, afin d'ajuster l'aide à apporter. [Résumé de l'éditeur].

Kedzior, Deborah M. (2016). A study of the impact of extra curricular activities on the reading achievement of middle school special education students. (Thèse de doctorat). Joliet, Ill. : University of St. Francis, 61 p.

This study investigated extra curricular activities and their influence on the academic achievement in reading fluency and reading comprehension for the middle school special education student. The purpose of this study was to explain and clarify relationships among the variables providing insight to the significance of the special education students participation in extra curricular activities and their relevance to reading achievement. To date, no systematic investigation has considered extra curricular activities influence on reading achievement. This project took a quantitative approach to foster an association between the independent variable of participation in extra curricular activities and the dependent variable of growth in reading [...]. [Résumé de l'auteur].

McCrummen, Denise. (2015). Student achievement in a co-teaching service delivery model in special education. (Thèse de doctorat). Denton, Tex. : Texas Woman's University, 91 p.

Federal legislation requires that all students with disabilities have access to the general education curriculum and be included in teachers' accountability for achievement outcomes. The co-teaching service delivery model is one model to address access to the general education classroom. This service delivery model allows students with disabilities to have access to the general education curriculum and still receive the specialized instructional strategies necessary for them to be successful. The purpose of this study was to investigate the outcomes of students with disabilities in a co-teaching classroom by examining performance on state-mandated assessments in language arts and mathematics. The perceptions of teachers involved in the implementation of co-teaching models of instruction were also investigated. Federal law requires the successful integration of students with disabilities into the general population and accountability for student performance on standardized assessment. The literature suggests that co-teaching strategies represent a potentially valuable approach to access the general education curriculum and accountability issues. [Résumé de l'auteur].

Oakes, Camille. (2016). Looping on academic achievement in students with mild disabilities served within an inclusive classroom: A mixed methods investigation. (Thèse de doctorat). Prescott Valley, Ariz. : Northcentral University, 131 p.

The following dissertation utilized a mixed method design to determine the impact of looping with students with mild disabilities on academic achievement in mathematics and reading on a statewide assessment for accountability. Current research on looping is limited to qualitative studies with various participants including teachers, parents, and students from the regular education or gifted

classroom settings. Therefore, a lack of quantitative data to study the consequences of looping especially with special populations exists. The purpose of this study was to provide quantitative evidence to the impact of looping on academic achievement for students with disabilities while adding to the current research on looping [...]. [Résumé de l'auteur].

Rennie, Brandon et al. (2014). "A longitudinal study of neuropsychological functioning and academic achievement in children with and without signs of attention-deficit/hyperactivity disorder." Neuropsychology, development, and cognition. Section A, journal of clinical and experimental neuropsychology **36**(5-6) : 621-635.

Attention-deficit/hyperactivity disorder (ADHD) in childhood is associated with poor academic functioning. Deficits in academic functioning have proven to be less responsive to intervention than behavioral deficits in this population, yet the causes of this academic underperformance are not well understood. The purpose of this study is to examine the relationship between ADHD and academic performance in elementary-aged children in a developmental context. To do this, we study important cognitive variables and academic achievement over a three-year timeframe [...]. [Résumé de la base de données].

Sencibaugh, Joseph M. et Angela M. Sencibaugh. (2016). "An analysis of cooperative learning approaches for students with learning disabilities." Education **136**(3) : 356-364.

The purpose of this paper was to determine the efficacy of cooperative learning approaches on the academic achievement of students with learning disabilities from research published between 2000 to 2014. Six studies are included in the review and grouped according to types of cooperative learning approaches. Results from the review reveal that cooperative learning approaches including cross-aged tutoring, classwide peer tutoring, structured and unstructured, and peer mediated learning are likely to improve the academic achievement of struggling students, low achieving students, and students with learning disabilities when incorporating individual accountability; however, limited conclusions can be drawn due to design problems and the brevity of studies. Further research is needed to affirm the efficacy of cooperative learning on improving the academic achievement of students with learning disabilities. [Résumé de l'auteur].

Taylor, Kimberly Denise. (2015). The effects of inclusion and academic achievement of students with disabilities. (Thèse de doctorat). Nashville, Tenn. : Trevecca Nazarene University, 88 p.

This study explored the effects of teacher attitudes on student achievement, student growth, and students' perception of success in school in the high school setting. The treatment group contained 682 students and 15 teachers from three high schools in Middle Tennessee. Achievement, growth, and students' perceptions were measured through EOC scores, TVAAS projections, and Likert Scale surveys. The control group consisted of students from a previous semester for each teacher through a Cohort design. Teacher interviews and teacher and student surveys were used to triangulate the findings. Descriptive statistics,

ANOVAs, multiple regressions, and mixed-model ANOVAs were used to analyze significance. Results provided significance for teacher attitudes on student achievement, growth, and students' perception of success in school. [Résumé de l'auteur].

Telfer, Deborah et Aimee Howley. (2014). "Rural schools positioned to promote the high achievement of students with disabilities." Rural Special Education Quarterly **33**(4) : 3-13.

This article presents case studies of two rural districts—both confronting economic and demographic challenges—that were making significant strides toward closing achievement gaps between students with and without disabilities. The districts accomplished this work by using six practices, common to both but implemented differently in each: (a) using data well, (b) establishing and maintaining focus, (c) selecting and implementing shared instructional practices, (d) implementing deeply, (e) monitoring and providing feedback and support, and (f) inquiring and learning. These findings illustrate that, contrary to popular stereotypes, some rural districts serving low income and diverse families are able to increase the achievement levels of students with disabilities. [Résumé de l'auteur].

Wilson, Alena Dayle. (2015). Perceptions of adolescents with reading disabilities regarding personality traits and motivational factors that contribute to academic achievement. (Thèse de doctorat). Huntsville, Tex. : Sam Houston State University, 133 p.

Adolescents struggle greatly in many areas of their lives, particularly in their educations. These students face many new obstacles and challenges when moving from elementary school to middle school environments (Sturtevant & Kim, 2010). Students with reading disabilities face even more difficult challenges during this time in their lives (Matropieri, Scruggs, Spencer, & Fontana, 2003). We must find interventions and strategies that are meaningful and effective for middle school students to help them achieve academically, emotionally, and socially. This mixed methods study uses surveys and interviews to investigate what middle school students with reading disabilities perceive to be important personality traits and motivational factors that contribute to success and academic achievement and how they apply these compensatory strategies [...]. [Résumé de l'auteur].

RÉUSSITE ET PERSÉVÉRANCE À L'ENSEIGNEMENT SUPÉRIEUR

An, Brian P. (2015). "The role of academic motivation and engagement on the relationship between dual enrollment and academic performance." Journal of Higher Education **86** (1) : 98-126.

I examine whether academic motivation and engagement--conditions that advocates consider mechanisms for the effect of dual enrollment--account for the relationship between dual enrollment and academic performance. Few studies examine the claimed mechanisms that account for the impact of dual enrollment, which leaves the processes through which dual enrollment influences a student's college experience as a black box. Using data from the Wabash National Study of Liberal Arts Education, I find a positive direct effect of dual enrollment on first-year college GPA, which remains even after controlling for precollege variables. I further find students who participated in dual enrollment are more academically motivated and engaged than nonparticipants. Although dual enrolled students are more academically motivated and engaged in class than nonparticipants these indicators generally account for less than 20% of the effect of dual enrollment on academic performance. Finally, for some students (e.g., students who earned college credit through dual enrollment but not through examination), participation in dual enrollment exerts a stronger effect on first-year college GPA at midselective and very selective institutions than at highly selective institutions. [Résumé de l'auteur].

Bunner, Marie Wilcom. (2015). The association of tacit knowledge with high academic achievement among developmental college students. (Thèse de doctorat). Philadelphia, Penns. : Saint Joseph's University, 61 p.

The need for developmental education is widespread, and educators need measures beyond standardized tests to assist them in predicting the academic achievement of developmental college students. Research has linked tacit knowledge with improved organizational performance; however, limited research has been done to link tacit knowledge to improved academic performance in a university setting. Developmental students who are conditionally admitted to colleges and universities, typically due to low SAT scores, are the subject of this study. Many developmental college students succeed and many excel academically, even though they do not merit regular admission to a university due to their academic profiles. This quantitative study supported the hypothesis that tacit knowledge is associated with high academic achievement as measured by cumulative grade point average among developmental college students. [Résumé de l'auteur].

Carle, Stéphanie. (2014). "Le goût de l'école chez tous." Pédagogie collégiale **27**(4) : 44-47.

Entretien avec le sociologue de l'éducation Antoine Baby sur les facteurs socioéconomiques qui freinent la persévérance scolaire, les moyens à mettre en oeuvre pour l'améliorer et le rôle que peut jouer l'enseignement collégial. [Résumé de la base de données].

Coleman Tucker, Geri. (2014). "First generation." Chronicle of Higher Education p. 24-28.

The article discusses academic and social support programs at U.S. colleges and universities that are designed to support first-generation college students. Topics discussed include the number of first-generation college students who are minorities, children of immigrants, or low-income; schools, such as U.S. Knowledge is Power Program (KIPP) charter schools, that teach elementary and middle school students about college; and peer-to-peer groups that help first-generation college students. [Résumé de la base de données].

Dutra, Andrew Martin. (2015). Testing a model of the relationship of demographic, affective, and fitness variables to academic achievement among non-science majors at an independent university. (Thèse de doctorat). Melbourne, Flor. : Florida Institute of Technology, 407 p.

The purpose of this study was to determine the relationship of specific attributes of college students to their academic achievement at an independent university in central Florida. Academic achievement was measured as the numeric score on the final exam in a survey-of-science course (EDS 1032) required for non-science majors. Attribute sets included personological, affective, and fitness variables [...]. [Résumé de l'auteur].

Georgieva, Zornitsa. (2015). Using growth curve modeling to describe differential patterns of change in college level student academic achievement across four years based on degree attainment and mathematics remediation. (Thèse de doctorat). Morgantown, V.-O. : West Virginia University, 131 p.

There is a focus on increasing the number of college degrees on national and state levels and a move toward performance-based funding for institutions of higher education. With these shifts, institutions need to study not only student persistence but student progression toward degree completion as well. This institutional case study of a single liberal arts four-year institution utilized academic momentum theory to examine college student academic performance trajectories across four years. Academic momentum theory poses that student initial academic progress defines a trajectory of subsequent progress and degree completion. Growth curve modeling was used to examine changes in student performance over time. Three research questions were investigated. The first research question addressed the initial level of student performance and growth trajectory between the first and eighth semester of enrollment. The second research question examined if the academic performance growth differed for students who graduated versus those who did not. The third research question investigated if successful mathematics remediation and graduation were significantly associated with student academic performance growth [...]. [Résumé de l'auteur].

Gorges, Julia et Thomas Göke. (2015). "How do i know what i can do? Anticipating expectancy of success regarding novel academic tasks." British Journal of Educational Psychology **85**(1) : 75-90.

After graduation from secondary school, academic tasks (i.e., learning contents) are no longer structured in terms of school subjects (i.e., English, mathematics). Therefore, learners lack past performance and mastery experience to inform their expectancy of success (i.e., ability beliefs) regarding novel tasks. Aims In this paper, we investigate how individuals establish expectancy of success regarding novel academic tasks. We hypothesize that individuals draw on ability beliefs regarding known tasks that are deemed similar to novel tasks to estimate expectancy of success (generalization hypothesis) [...]. [Résumé de l'auteur].

Leriché, Jérôme et al. (2015). "Au-delà de la réussite scolaire : Comment intéresser les étudiants à notre discipline?" Pédagogie collégiale **28**(3) : 16-22.

Explication sur la théorie de l'autodétermination pour comprendre la motivation des étudiants; application au cas de l'enseignement de l'éducation physique au collégial. [Résumé de la base de données].

Masui, Chris et al. (2014). "Do diligent students perform better? Complex relations between student and course characteristics, study time, and academic performance in higher education." Studies in Higher Education **39**(4) : 621-643.

Research has reported equivocal results regarding the relationship between study time investment and academic performance in higher education. In the setting of the active, assignment-based teaching approach at Hasselt University (Belgium), the present study aimed (a) to further clarify the role of study time in academic performance, while taking into account student characteristics (e.g. gender, prior domain knowledge), and (b) to examine the relation between a number of student and course characteristics and study time [...]. [Résumé de l'éditeur].

Parent, Séverine. (2014). "De la motivation à l'engagement : Un processus multidimensionnel lié à la réussite de vos étudiants." Pédagogie collégiale **27**(3) : 13-16.

Les caractéristiques des divers types d'engagement scolaire; distinction avec la motivation; pistes pour favoriser l'engagement des étudiants du collégial. [Résumé de la base de données].

Petty, Tanjula. (2014). "Motivating first-generation students to academic success and college completion." College Student Journal **48**(2) : 257-264.

Institutions play an important role in motivating students by understanding intrinsic and extrinsic factors that motivate students to remain in college. Postsecondary institutions should provide a range of programs to help these students face their challenges and weaknesses. Colleges and universities should escalate the process of creating bridge programs that link higher education to secondary education. These experiences provide academic and social pathways that assist first-generation students overcome inadequate preparation for college. It is recommended using creative approaches to motivate students, such as field trips,

presentations by other first-generation college students, and collaborative planning for transition could benefit this population of students. [Résumé de l'auteur].

Richard, Eric et Julie Mareschal. (2014). "Migration pour études, défis d'adaptation et réussite scolaire." Pédagogie collégiale **27**(2) : 34-40.

Compte rendu d'une recherche menée dans quatre collèges privés du Québec sur l'influence de la migration sur la réussite scolaire des étudiants qui ont dû quitter leur région pour entreprendre des études collégiales; les variables en cause et les facteurs explicatifs de leur meilleure réussite scolaire que les non-migrants. [Résumé de la base de données].

Roy, Jacques. (2015). Les cégépiens et la réussite scolaire : Un point de vue sociologique. [Québec]: Presses de l'Université Laval, 191 p.

Quelle est l'influence des facteurs extérieurs au milieu de l'éducation sur la réussite scolaire des cégépiens ? En quoi leur système de valeurs, leur participation au marché du travail pendant l'année scolaire, leurs relations avec leurs parents et leurs amis, leur situation financière ou leur degré de bien-être, par exemple, interfèrent-ils sur leurs études ? Plus globalement, est-ce que leur rapport à la société conditionne leurs aspirations et leur cheminement scolaire ? Ces questions sont traitées dans cet ouvrage. Celui-ci propose une lecture sociologique pour mieux comprendre les causes et les obstacles à la réussite scolaire en milieu collégial. L'ouvrage prend appui sur la thèse de doctorat de l'auteur portant sur une analyse secondaire de quatre études réalisées auprès de 4 289 étudiants répartis dans 51 établissements collégiaux du Québec. [Résumé de l'éditeur].

Taylor, Alicia. (2015). Freshman orientation, academic achievement, and persistence of underprepared community college students. (Thèse de doctorat). Prescott Valley, Ariz. : Northcentral University, 140 p.

Each year millions enroll in community colleges underprepared for college-level coursework. The majority of these students are not persisting. One promising area is the study of freshman orientation, but much of the research has been conducted in four-year institutions with very little investigating the benefits to underprepared students. This quantitative nonexperimental study investigated whether or not there was a difference in grade point averages (GPAs) and persistence between first-time underprepared Alabama community college students who took freshman orientation and those who did not take the course when matched by age, gender, ethnicity, academic background, and financial status. The study consisted of the records of 340 underprepared students enrolled in an Alabama community college during the fall semester 2012 [...]. [Résumé de l'auteur].

Van Soom, Carolien et Vincent Donche. (2014). "Profiling first-year students in STEM programs based on autonomous motivation and academic self-concept and relationship with academic achievement." PLoS ONE **9**(11) : 1-13.

The low success rate of first-year college students in Science, Technology, Engineering, and Mathematics (STEM) programs has spurred many academic

achievement studies in which explanatory factors are studied. In this study, we investigated from a person-oriented perspective whether different motivational and academic self-concept profiles could be discerned between male and female first-year college students in STEM and whether differences in early academic achievement were associated with these student groups. Data on autonomous motivation, academic self-concept, and early academic achievement of 1,400 first-year STEM college students were collected. Cluster analyses were used to distinguish motivational profiles based on the relative levels of autonomous motivation and academic self-concept for male and female students [...]. [Résumé de l'auteur].

Wang, Xueli et al. (2015). "Fuel for success: Academic momentum as a mediator between dual enrollment and educational outcomes of two-year technical college students." Community College Review **43** (2) :165-190.

Despite the fairly substantial body of literature devoted to understanding whether dual enrollment programs are related to academic success in college, less is known regarding how dual enrollment transmits its potentially positive influence, especially among two-year college students. In this study, we fill this gap by delving into the process of how dual enrollment is related to academic success among students attending two-year technical colleges. Specifically, we examine academic momentum as a potential mediator of the relationship between dual enrollment and educational outcomes [...]. [Résumé de l'auteur].

Zouani-Denoux, Souàd. (2014). "La formation générale des adultes non bacheliers à l'université : Déterminants de l'engagement et de la persévérance." Revue des sciences de l'éducation **40**(2) : 419-438.

Cet article présente une recherche exploratoire visant à connaître certaines caractéristiques et le profil des inscrits à la préparation au diplôme d'accès aux études universitaires et à identifier les motivations qui président à leur engagement dans ce processus. Nous y examinerons aussi la contribution de certains facteurs à l'explication de leur persévérance ou abandon. Les données proviennent de 24 entrevues semi-dirigées et de trois corpus de données quantitatives. Les résultats montrent que la motivation et l'engagement relèvent de motifs intrinsèques et extrinsèques. Ils montrent aussi que le maintien et l'abandon sont des phénomènes très complexes liés à plusieurs facteurs. Des pistes de réflexion et d'action pertinentes visant à favoriser l'engagement, le maintien et la réussite, à considérer par les universités préparant à ce diplôme, sont également examinées. [Résumé de la base de données].