

TRANSITION

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Focus

**A services and support focus to create
learning communities rich in
social equity, engagement infrastructure
and academic collateral**

Institutional Services – a campus pedagogy

FIRST YEAR CURRICULUM PRINCIPLE

1. Transition

The curriculum and its delivery should be designed to be consistent and explicit in assisting students' transition *from* their previous educational experience *to* the nature of learning in higher education and learning in their discipline as part of their lifelong learning. The first year curriculum should be designed to mediate and support transition as a process that occurs over time. In this way, the first year curriculum will enable successful student transition into first year, through first year, into later years and ultimately out into the world of work, professional practice and career attainment.

INITIAL QUESTIONS

FIRST YEAR CURRICULUM PRINCIPLE

1. Transition

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The first year curriculum should be designed to mediate and support transition as a process that occurs over time.

In this way, the first year curriculum will enable successful student transition into first year, through first year, into later years and ultimately out into the world of work, professional practice and career attainment.

Is there a FY/FYE strategy ?

What drives the strategy ?

Is the strategy linear/linear progressive ?

Does it build capacities ?

➤ **What capacities ?**

Does it facilitate scaffolding beyond

➤ **Orientation?**

➤ **Transition**

➤ **First year?**

What are the outcomes?

Selected Research Views

Anderson

- There are two kinds of higher education institution – the ‘Survival of the Fittest’ or ‘Survivalist’ and the ‘Remedialist’, distinguishable by their attitudes and policies towards new students at admission, support after starting their course and the overall outcomes that are desired.

Astin

- The strongest indicator of retention is the degree of connection to peers and faculty that a student makes.

Bean

- Students who successfully integrate into the college community tend to persist.

Selected Research Views

Johnson

- Universities' attitudes to student retention are essentially ambivalent. Increased retention can be seen as a sign of lower academic standards and thus lower institutional status.

Kuh

- A unique combination of external and internal factors work together to crystallize and support an institution-wide focus on student success.

Noel and Levitz

- Institutions have to think in terms of forces of attrition that precipitate drop-out.

Selected Theoretical Views

Pascarella and Terenzini

- Determinants of persistence are not solely embodied in the kinds of students enrolled, but are subject to the institutional policies, programs or conditions that affect students after their arrival on campus

Tinto

- Whether a student departs from an institution is largely a result of the extent to which the student becomes academically and socially connected with the institution.

Selected Theoretical Views

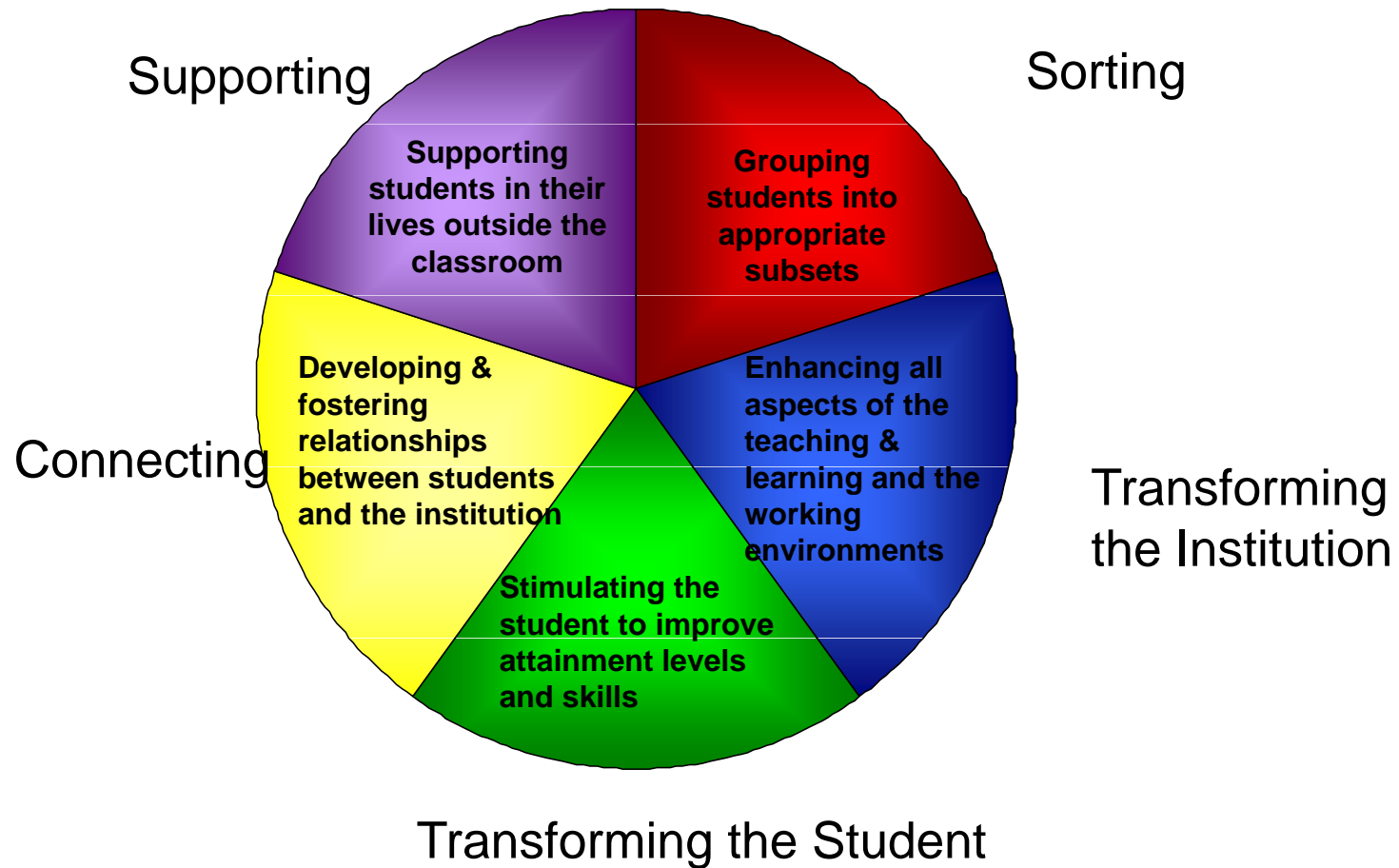
Yorke and Langden

- Retention and student success are influenced by a complex set of considerations which are primarily psychological and sociological but which are in some cases influenced by matters that might be located under other disciplinary banners...

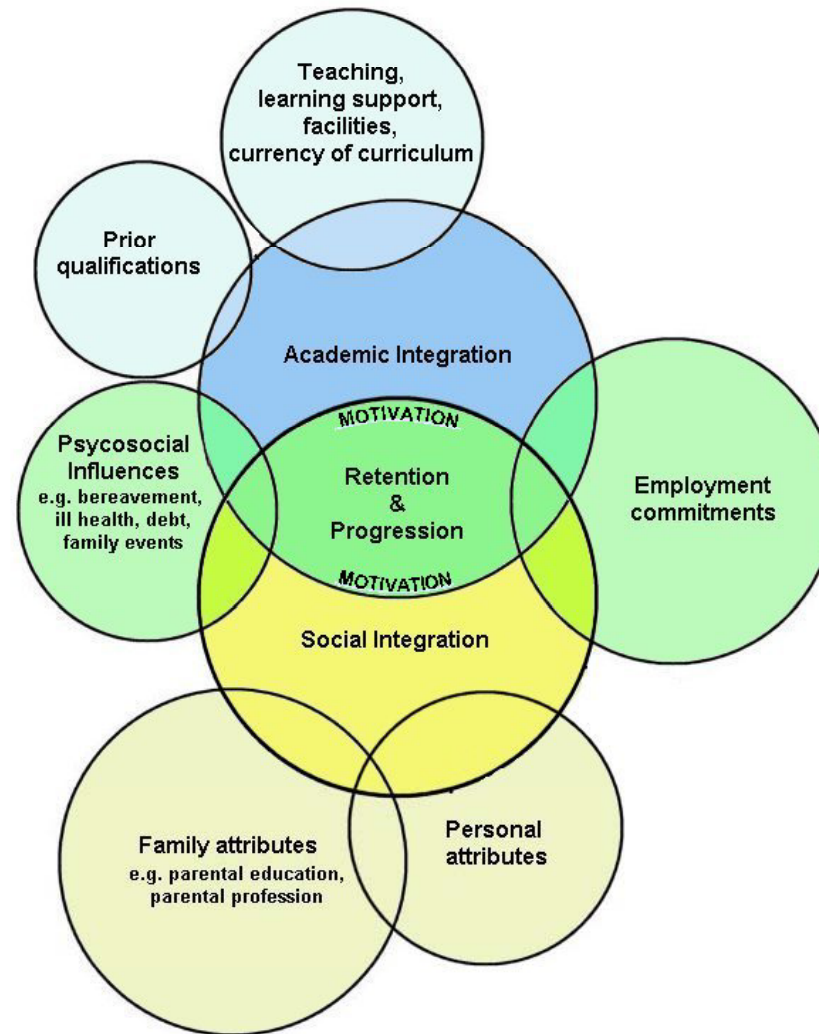
Zepke

- ...student departure is influenced by their perceptions of how well their cultural attributes are valued, accommodated and how differences between their cultures of origin and immersion are bridged.

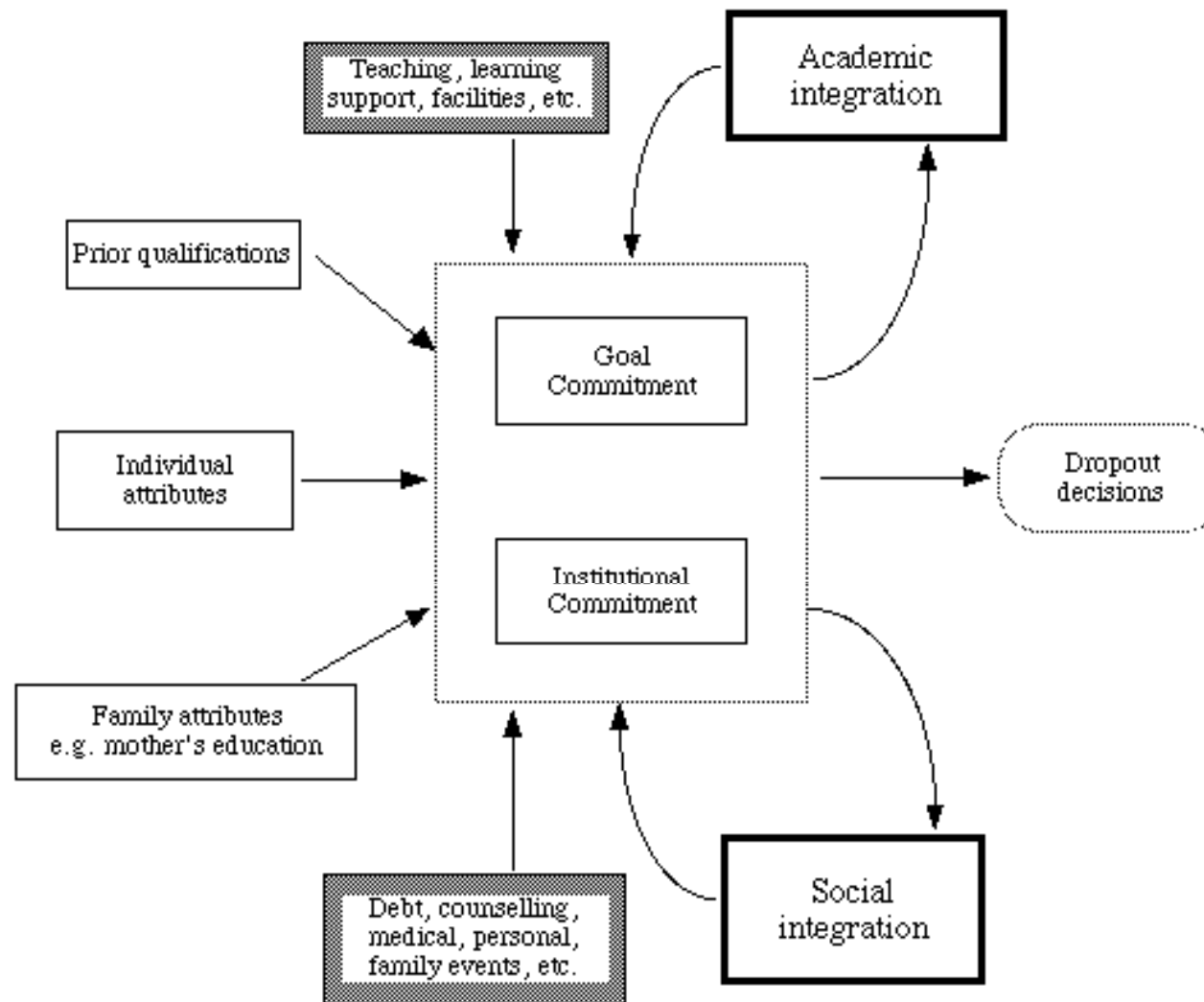
The Beatty-Guenter Retention Strategy Model



Eales-Reynolds



Tinto



Attributing Research Value

Research/er/s	Key Contribution	Value to Institution
Anderson		
Astin		
Bean		
Beatty-Guenter		
Eales-Reynolds		
Johnson		
Krause		
Kuh		
Levitz		
Pascarella and Terenzini		
Seidman		
Tinto		
Yorke		
Zepke		

Institutional Support Services

“Without student services, over one in five students (and nearly one in three with special needs) might have dropped out of their courses”

McInnis et al. 2000

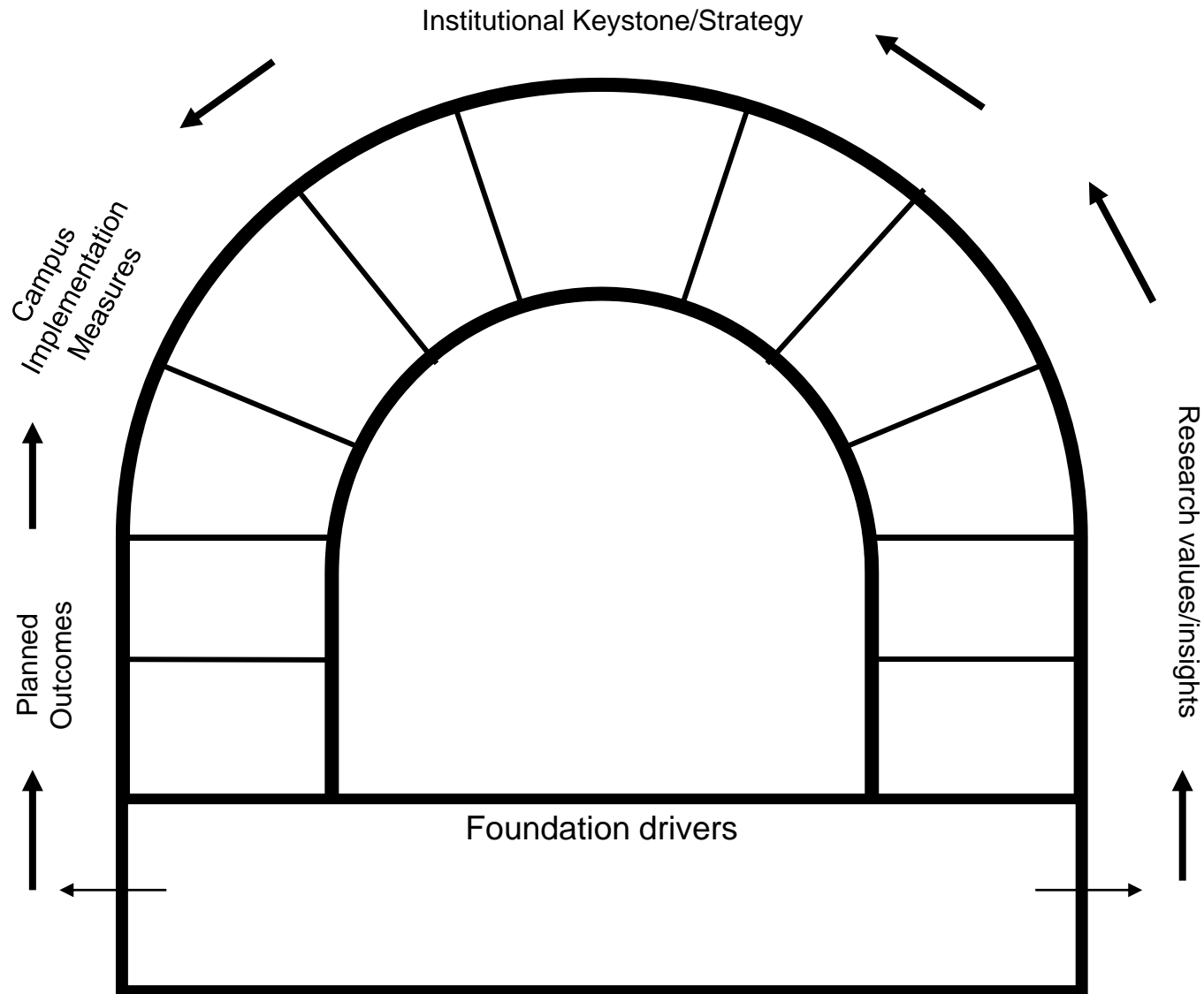
It is widely recognized that institutional services and facilities play a role in the social and academic integration of students, which leads to their retention and success.

Astin, 1996; Tinto, 1997

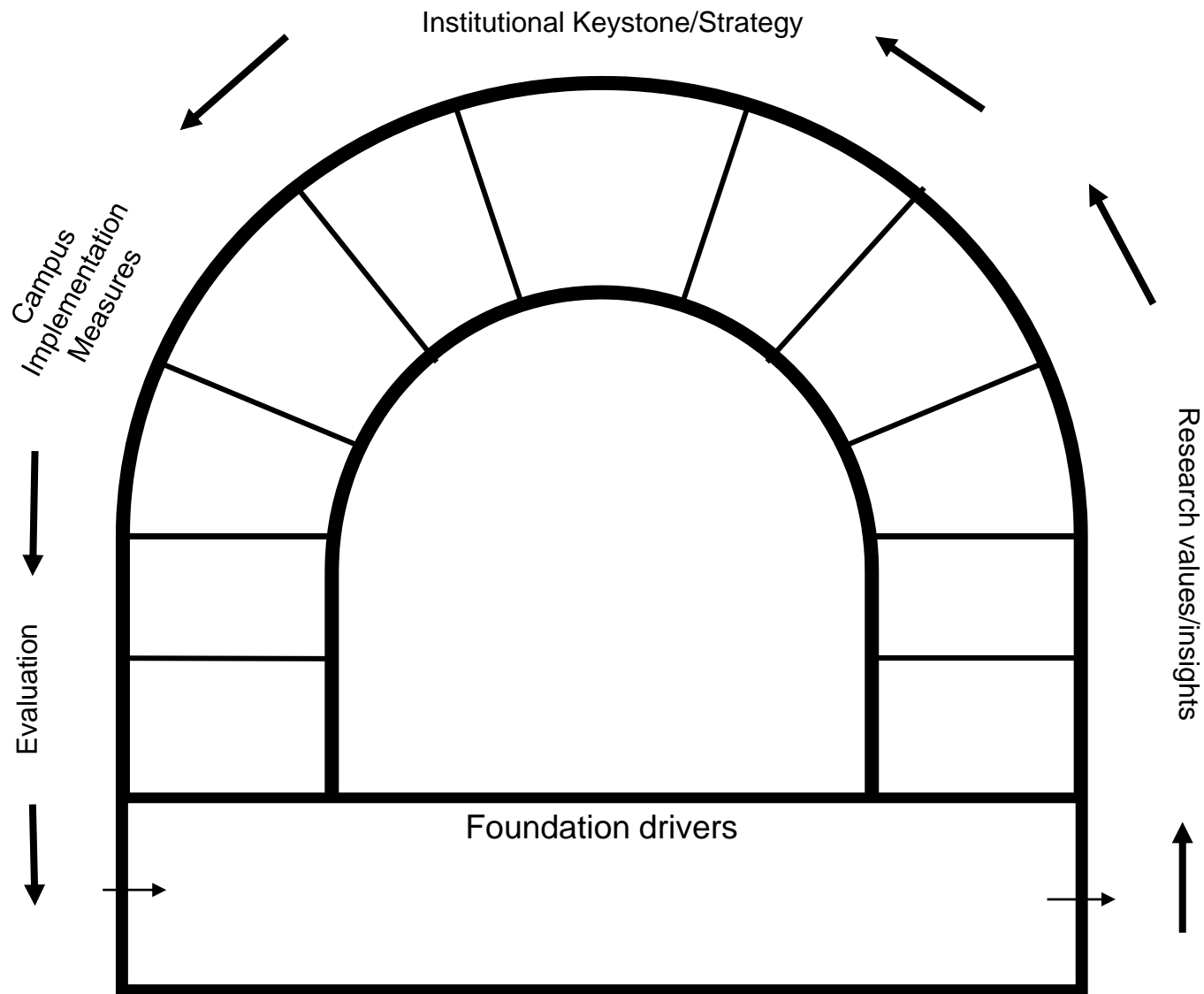
Connecting Research with Practice

Student Retention Organizational Framework		
How does <i>your</i> institution...	Support Academic Needs	Support Psycho/Social Needs
<p>Aid integration (Bean, Eales-Reynolds, Krause, Pascarella & Terenzini, & Tinto)</p>		
<p>Adapt to accommodate student differences (Beatty-Guenter, Kuh, Tinto, Bean & Metzner, Gee, Tierney, Yorke & Thomas)</p>		
<p>Provide services (McGinnis et al Zepke)</p>		
<p>Build social equity, engagement infrastructure and academic collateral (Tinto, Kantanis, Clark)</p>		

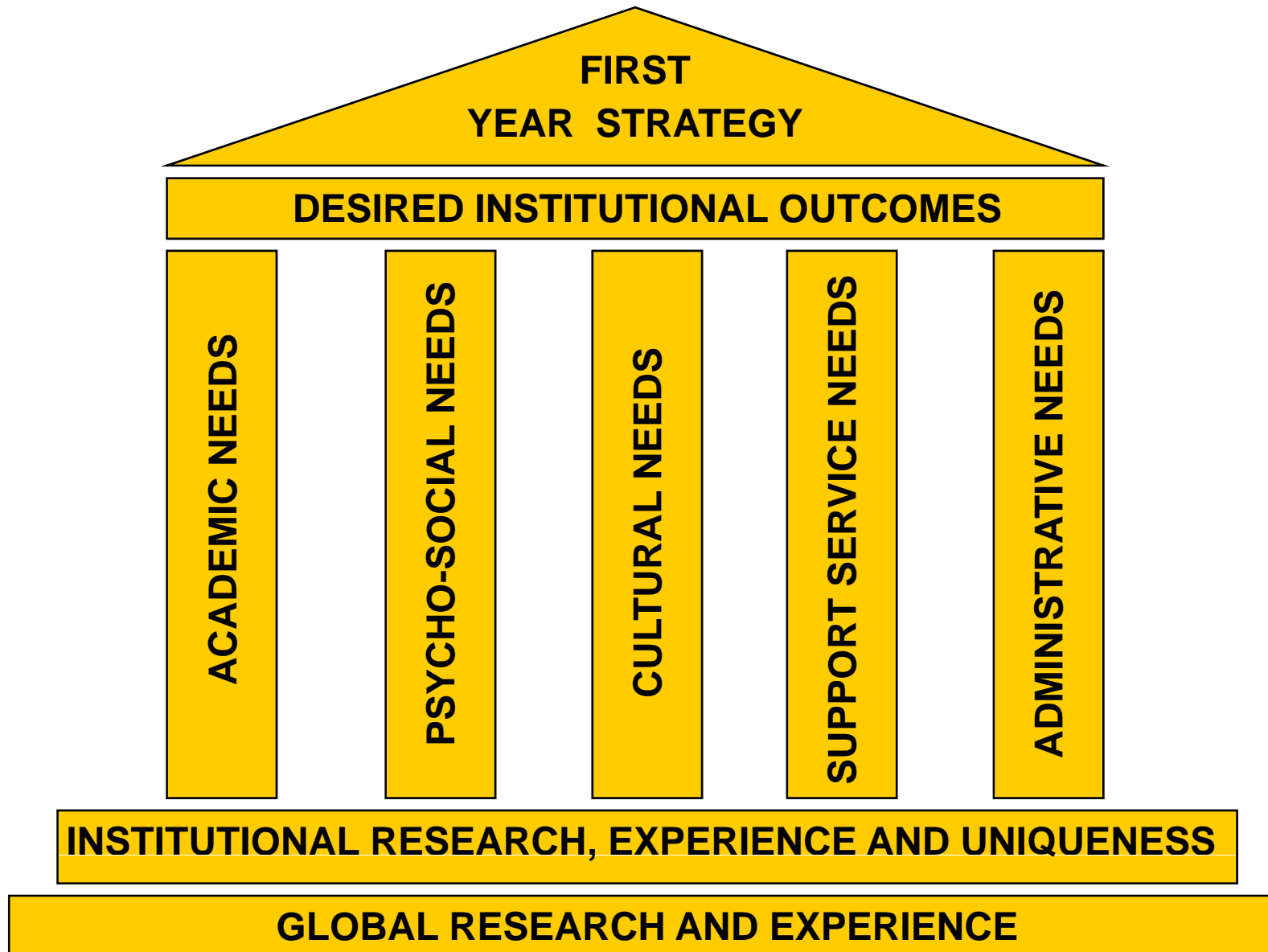
Institutional Services' Value



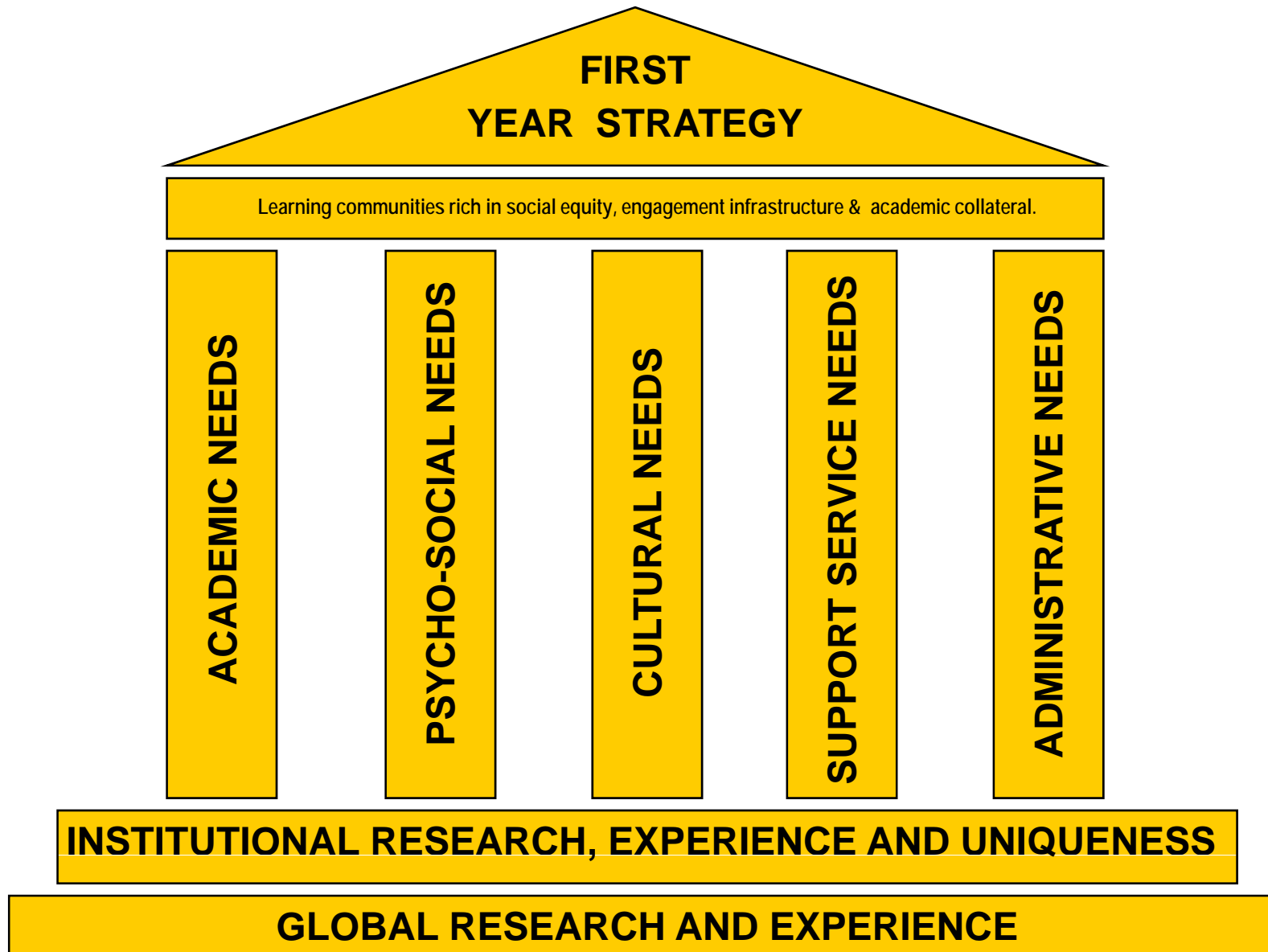
Keystone Strategy Value



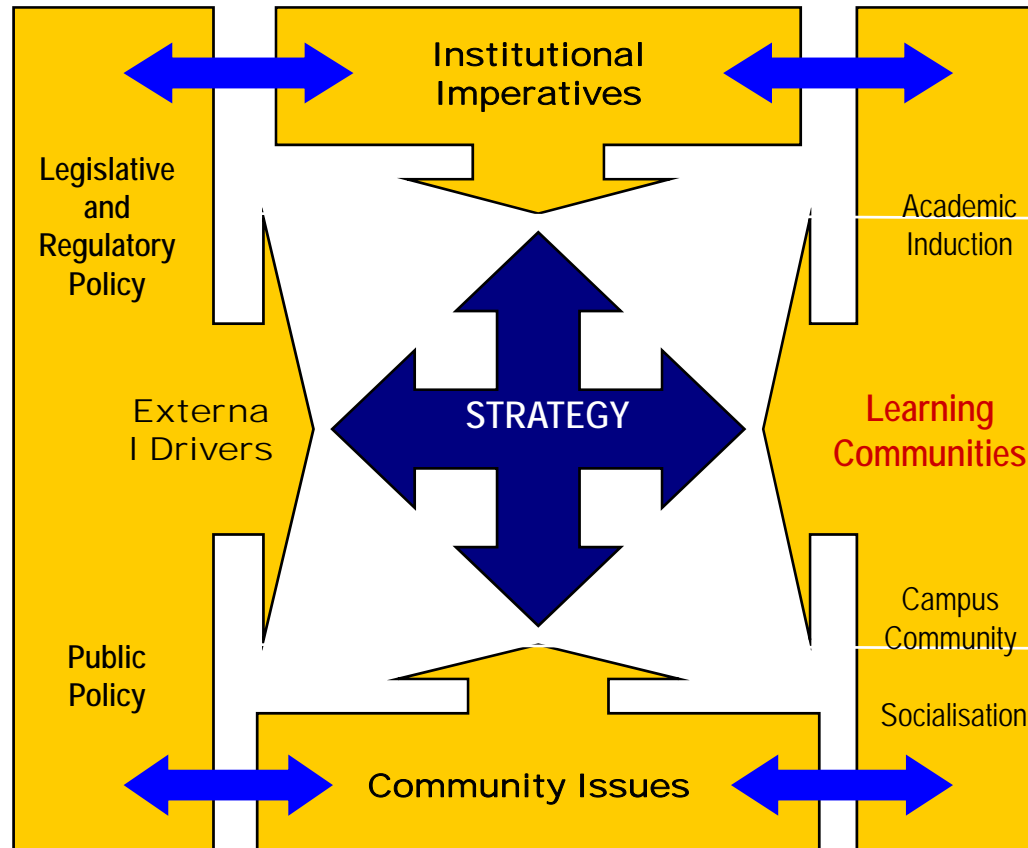
Conceptualising a Strategy



Conceptualising a Strategy

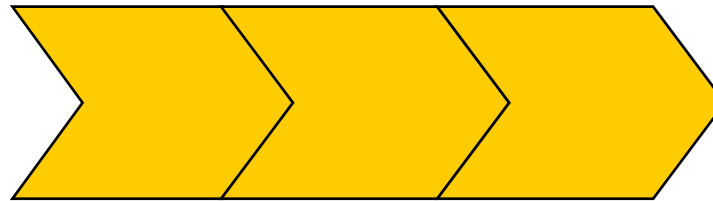


FYE Strategy Framework



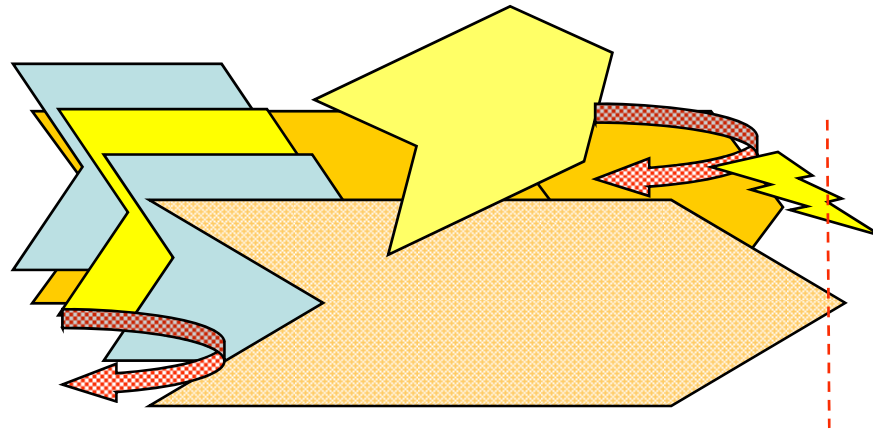
Deployment of Institutional Services

- What are these in a First Year Curriculum from a support perspective?



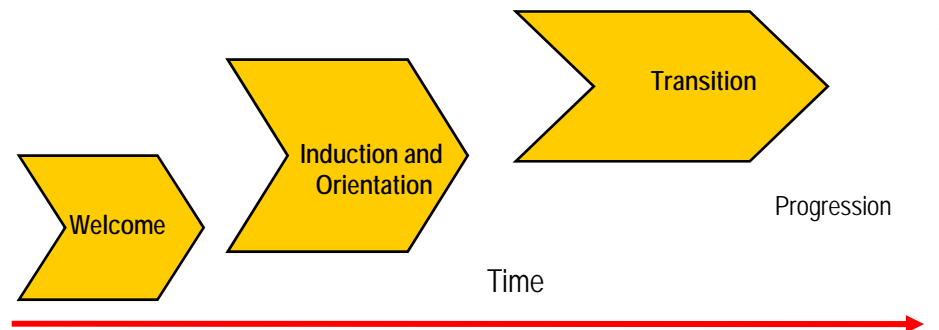
- What are the overlap issues (especially Academic and Support)

- **FYE Blitzkreig**
- **Mavericks**
- **Glory Seekers**

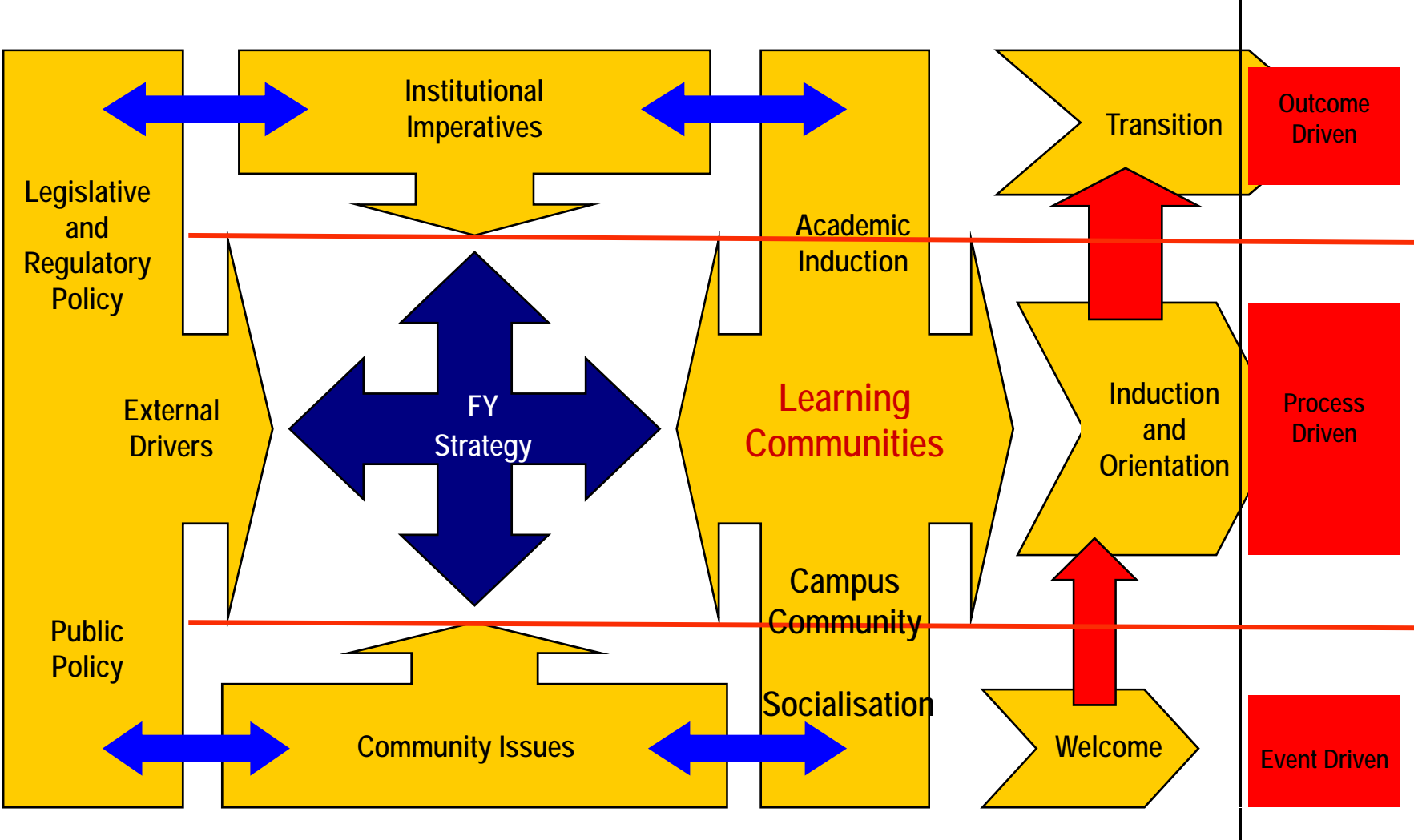


Linear Progressive Engagement

- Events
- Processes
- Outcomes



Linear Progressive Engagement Framework



Transition Principle Framework

“Through Learning Community interaction, students can share their understanding of course content and university enculturation, thus hastening the transition process and increasing the likelihood of retention.”

“Learning communities are the preferred option for interaction with peers ... the assistance, guidance, encouragement and emotional support group members offer one another increases their persistence through the camaraderie established.

These informal networks assist students to not only engage with, but also remain at, the university.”
(Kantanis)

An Integrated Framework

- The Institutional Framework
- The Research Framework
- The Operational Framework
- The Social Framework
- The Learning Community Framework
- The Successful Transition Framework