THE UNIVERSITY
OF ADELAIDE
AUSTRALIA

SUB CRUCE LUMEN

The
First Year
Experience
Project

LTDU

THE UNIVERSITY
OF ADELAIDE
AUSTRALIA

The
First Year Experience
Project

This report was prepared
by Ninette Ellis
for
The University of Adelaide
Learning and Teaching Development Unit
Student Development Program

2002

LTDU

CONTENTS

Executive Summary

Research findings have shown that students experience difficulties in their transition from school to university and that approximately 30% of students will leave university, or seriously consider leaving in the first semester. The causes of attrition include:

- a lack of motivation
- a lack of interest in the course
- difficulties in adapting to new learning and teaching styles
- poorly informed choice of subjects
- inability to integrate into the academic and social life
- time spent in paid employment
- lack of commitment to the institution.

This report summarises these issues and outlines the steps that seven major Australian universities have taken to address the problems. It also refers to programs identified on a number of other Australian and New Zealand web sites. Recommendations are made for the University of Adelaide First Year Experience (FYE).

The University of Sydney, Melbourne University, Macquarie University and Monash University have each developed university-wide transition policies. These universities in particular, have in place extensive programs aimed at improving the First Year Experience. This report outlines the programs which appear to give positive results including programs for schools, academic Orientation Week or pre-Orientation Week programs, peer mentoring, FYE web pages and a 'students at risk' program.

FYE programs at the University of Adelaide are identified in this report. It was found that, of the Faculties and Schools interviewed, programs have largely been handled independently by individual Faculties and Schools. Schools which have the most established programs are those which lead to a professional qualification, such as, for example, Civil and Environmental Engineering; Mechanical Engineering; Architecture, Landscape Architecture and Urban Design; Commerce; and Medicine.

Recommendations for addressing the issues of the FYE at the University of Adelaide have been made in this report and appear below.

The report recommends:

1. that the University develop a Transition Policy

2. that the University establish a central Transition Unit to implement and monitor the University's Transition Policy

3. that the Transition Policy and programs be piloted in one of the Faculties in the first instance

4. that the programs which have proved to be the most successful at other Australian universities be implemented while the Transition Policy is under development. These programs are:
    (i)   a First Year Experience/Transition web page
    (ii)   peer mentors
    (iii) an expanded academic Orientation Week or a pre-Orientation Week program.

Introduction

Successful transition from school to completing the first year at university covers a wide range of experiences, not all of them academic. In fact, recent research (McInnes 2002) shows that failure to make friends, rather than academic issues, is one of the key factors which cause students to drop out of university.

Successful transition starts at school, where students need relevant information to enable them to make informed choices in years 11 and 12 and when they start university. Despite great changes with the introduction of interactive learning methods in the school curriculum, students are rarely prepared to cope with the lack of familiarity at university. They feel both academically and physically lost in the new environment. Everything is different. It is analogous to being in a foreign country, where neither language, laws, friendliness of the inhabitants, expectations nor parameters are known.

Research has shown the value of supporting students in their transition to university and the value of providing a wide variety of support from the enrolment period onwards. Students are most likely to lose motivation and become disillusioned with university in the first few weeks of lectures, and it is during this time that most research universities have transition programs in place.

This report aims to:
- summarise some recent Australian literature on the FYE/Transition to university
- summarise the FYE programs at selected research universities in Australia
- summarise the FYE programs at the University of Adelaide
- analyse the attrition statistics at the University of Adelaide
- recommend FYE initiatives for the University of Adelaide.

Summary of the Literature on the First Year Experience in a Selection of Australian Universities

Research into Australian universities has shown that approximately 30% of undergraduate students stopped, or seriously considered stopping their studies in the first year (McInnis et al. 2000; Hall 2000).

1.   Causes of Attrition

There are several reasons why students do not stay at university. McInnis and Hall found that:

*   student motivation was decreasing
*   students had a lack of interest in their course
*   students had difficulties with the teaching style
*   students made poorly informed choices of courses or were unable to study the first choice due to a lack of preparation at school
*   there were unreal expectations of the amount of work
*   students did not see a continuity between subjects taught at school and university
*   students worked longer hours in paid employment (more than 16 hours per week) and showed 'less attachment and commitment to aspects of university life and study' (McInnis et al. 2000, p.46)
*   there was a lack of social interaction. More than 25% of students did not make a friend in the first few weeks.

Further recent research by James (2001) also cites a change in student attitudes to university as a significant factor in attrition. Students are no longer prepared to accommodate themselves to the university. They work longer hours to subsidise their lifestyle and they expect the university to have the flexibility to allow them to study when it suits them.

Some universities, namely University of Sydney, Melbourne University, Macquarie University and Monash University, have addressed the different facets of student attrition and lack of engagement, by a comprehensive, university-wide transition policy and program. Other universities have Faculty programs.
Table 1 (p.9) shows the universities whose programs were surveyed in this study.

2.   Main First Year Experience/Transition Issues

Although FYE/Transition policies and programs differ, the four universities which have developed policies agree on the issues itemised below. These are also reiterated in the wider research by McInnis and speakers at the NAPSA (National Association of Prospective Student Advisers) Conference, Adelaide, October 2002.

2.1   Making Informed Choices of Study

The structure of the education system means that making an informed choice of area for study at tertiary level begins while the student is still at school.

Schools

School students often choose their program of university study badly. The research (McInnis NAAPSA 2002) shows that:

- many students do not rigorously seek information
- many students' information seeking skills are modest
- many students make their choices based on limited subjective knowledge
- many students base their decisions on their entry scores.

Disappointment in a chosen course often results in a change of course rather than withdrawal. However, if the student has not studied relevant or prerequisite subjects at school, a change in courses may not be an option open to them.

School students would choose their university courses better if information about subjects, teaching styles and resulting career opportunities, were made available to them. A program such as the *Master Class* at Melbourne University helps school students choose their subjects for Years 11 and 12. It also involves the students in the interactive learning environment of universities and makes them familiar with the campus of Melbourne University.

Pre-Enrolment Strategies

Students who are not strongly focussed on a particular area of study are often unsure of their final choice of courses at enrolment. Therefore information they receive at this late time can allow them to make a more informed choice.

Enrolment is often the first time students are on campus and for many it is the beginning of their FYE. There are several ways that universities make this time a positive experience, making students enthusiastic and excited at the prospect of their new life. It is also an opportunity for new students to make friends and begin networking. The following are some examples of strategies to be employed:

- a streamlined enrolment procedure
- faculty allocated mentors to make students feel confident in the physical environment
- the presence of academic staff and mentors to run informal question and answer sessions about their courses and about the Department's expectations
- Student Support Services to run informal question and answer sessions
- social gathering points for students from different Faculties or Schools.

2.2 Familiarisation with University Life and Academic Culture

The traditional Orientation Week, which often has an emphasis on drinking and excessive behaviour has been shown lacking as a successful means of induction to university (Walker 2001). This emphasis is being reduced in the universities studied and replaced by a greater emphasis on the issues of transition. Research has shown that the first few weeks at university are the most important in forming a student's relationship with the institution and, as such, should be structured in a positive way to ensure a successful outcome.

Pre-Orientation Week and Orientation Week

This period has been given more prominence by universities in their FYE/ Transition programs, although it is now recognised that more time should be devoted around the enrolment period (University of Sydney) to familiarise students with university life.

The universities which have developed a FYE/Transition policy place great emphasis on the pre-Orientation/Orientation Week time. The major thrust in their programs is on the acculturation of new students, to encourage a sense of purpose and confidence in their chosen studies.

School students usually come from a closely monitored, directive environment and they need various support mechanisms to promote their development and their academic training. A survey conducted in Orientation Week 2000 at the University of Adelaide (Walker 2001), exemplifies issues common to first year students. These include:
- a feeling of being physically lost
- concerns about their ability to cope
- concerns about different teaching styles
- concerns about their ability to juggle all the elements in their life
- concerns about fitting in to the 'university lifestyle'
- concerns about socialisation.

If these issues can be dealt with at an early stage of a student's university life, then s/he will be more competent in managing the academic issues which are met once lectures start.

Structured Pre-Orientation/Orientation Week Programs

Structured pre-Orientation/Orientation Week programs, such as *Head Start* (Massey University), *Start Smart* (Flinders University), and the academic programs at Macquarie University, Sydney University and Melbourne University, are examples of successful programs which incorporate academic skills and transition skills. These programs are usually faculty-based and, as such, can emphasise the academic requirements of that faculty.

Peer Mentoring

The literature on the topic of the FYE agrees that one of the most successful ways to induct first year students is via a mentor program. Students overwhelmingly respond to advice from their peers. Studies at the University of Sydney show that 48% of students found peers the best source of information when facing a challenge.

The four universities which have developed transition programs and the University of Western Australia manage successful peer mentoring programs which begin in Orientation Week. Often the large size of the first year intake is seen as a barrier to initiating a mentor program. However, Melbourne University, which has 4,500 first year students, is an example of a university which has managed this successfully.

Students who are part of a mentor group have the benefit of a 'cohort experience' (McInnis 2002a). The element of belonging to a defined group is important to new students and is hard to create in large faculties or when students can choose from a wide range of different subject combinations.

2.3 Integration of Academic Culture and Academic Coursework

The FYE/Transition phase is the beginning of the gradual enhancement of students' learning that will develop during the undergraduate years. For this reason, several major research universities in Australia have developed holistic FYE/Transition policies which contain a framework setting out initiatives and responsibilities for academic and general staff involved with first year students. The Faculty of Arts of the University of Sydney, for example, has a detailed document for academic orientation and transition for 2002-2004 (University of Sydney. Faculty of Arts 2002). The integration of generic skills, such as group work, oral and written communication skills, and research and referencing skills, with the academic content gives them relevance and value to the first year student.

There is a growing interest in the literature in the need to reassess the teaching of undergraduates, particularly in relation to the separation of research and teaching at research universities (Daniel & Cox 2002). In 2001 the 'Adapting Boyer Working Group' at the Australian National University put forward a proposal to institute research-based learning in

all undergraduate courses. The University of Adelaide, the University of Sydney and the University of Wollongong each include planning for the Teaching-Research Nexus (TRN) in their strategic plans (Daniel & Cox 2002).

In 2002, a first year Anthropology course at the University of Adelaide was structured as a research-based learning program. Students were introduced to the 'foreign country' called 'anthropological research' and learnt the standards, language, skills and values of that country. The subject material was learnt through modelling and by practice.[1]

SERVICE	ADELAIDE (See Table 2, p.13)	MONASH	UNSW	USYD	UMELB	UWA	MCQ
FYE/Transition Policy		Yes		Yes	Yes		Yes
FYE/Transition Web page		Yes		Yes	Yes	Yes	Yes
General Information Web page	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Discipline Information Web page	Yes	Yes	Yes	Yes	Yes		Yes
Schools Interaction	partnership with 1 school	Yes		Yes	Yes		
School Mentoring			Recommended				Yes
Academic Staff Dev't		Yes		Yes	Yes		Yes
Peer Mentoring at University	Science program, now ceased		Some	Arts	Yes	Yes	
Compulsory O Week		Recommended	Recommended				
Academically oriented O Week						'flying start' 2 day program	Yes
Identification of Students at Risk	Recommended in interview (H & SS)	Recommended					Yes
Integration into Coursework	Anthrop 1 in 2002						

Table 1. Summary of FYE/Transition programs in seven Australian universities

---

1. The documentation for the course was evaluated by Chris Ingleton from the Learning and Teaching Development Unit who rated it 'to be the best curriculum design I had seen for inducting first years into the discipline of anthropology.'

A Sample of First Year Experience/Transition Initiatives at the University of Adelaide: Interviews with Academic Staff

FYE/Transition issues at the University of Adelaide have largely been handled independently by individual Faculties, Schools, Departments and Support Services.

Interviews for this report were held with a number of individuals across all University Faculties. Specific information was obtained for the following Schools and Departments: Anthropology, English, Politics, Civil and Environmental Engineering, Mechanical Engineering, Geology, Medicine, Commerce and Architecture, Landscape Architecture and Urban Design (hereafter referred to in this report as the School of Architecture). (See Table 2 for a summary of responses by staff from the Faculties, Schools and Departments interviewed, and Appendix 1 for a list of academic staff who were interviewed for this report.)

The academic staff of Schools with profession-based curricula provided evidence of commitment to fostering a strong sense of community for their incoming students.

The Library Skills Tutorial, in its various formats, which was developed, implemented and has been administered by the Barr Smith Library since 1985, appears to be the only initiative which has been adopted by a wide section of the University's academic community.

The following are examples of FYE/Transition programs that are currently held at the University of Adelaide:

1. Academic Orientation Week

This is a successful program in the School of Architecture which has an academic Orientation Week program, that attracts an average 80% attendance on two days and 50% attendance on all three days.
The program includes:
- lectures by academics
- peer adviser tours of the Architecture building
- computer and library introduction
- a team competition to build the best sand construction at the beach.

The Schools of Pure Mathematics, Applied Mathematics, and Computer Science have a joint 'Freshers Day' in Orientation Week attended by over 100 students. The program includes:

- talks by academics and higher year students
- a problem-solving session
- information about course structures and sources of help
- campus tours.

The Faculty of Humanities and Social Sciences is interested in the concept of an academic Orientation Week and the Department of English is interested in developing 'getting to know you' activities which have a subject emphasis. The Faculty is also interested in developing a program to make the academic staff more known to the students. It was suggested that an informal 'question time' be held in Orientation Week or at Enrolment, where a rostered member of academic staff would sit on the grass and answer questions about university life and study.

The other Faculties, Schools and Departments interviewed conduct an introductory lecture in Orientation Week.

2. First Year Teaching and Learning Team Projects

Working in teams gives valuable cohort experience to students. The staff interviewed identified a number of Faculties and Departments.
- Architecture, Civil and Environmental Engineering, Mechanical Engineering and Commerce in the first semester conduct learning and teaching projects which are intended to develop in students the skills and approach to knowledge required by the profession. In Engineering, there are also cross-years projects, which provide first year students with the opportunity to work with older students
- Medicine conducts problem-based learning (PBL) groups emphasising the development of teamwork and which continue for 3 years
- the Geology Department holds several field excursions.

3. Integration of Skills into the Curriculum

The staff interviewed identified the following:
- Medicine and Commerce: both have changed their curriculum and teaching styles to accommodate literacy. The curriculum for the Medical School changed in 2000. The focus of the course is now 'the application of knowledge', not the acquisition of knowledge, and it is in this area that the Medical Education Unit plays a key role (Ray Petersen, Appendix 1). The School of Commerce introduced a Communication Skills program across the curriculum in 1995/96 (University of Adelaide. ACUE 1997) and reviewed the program in 2001 (University of Adelaide. ACUE 2001).

- Department of English: includes an assessed Bibliographic Assignment. The assignment carries 15% of the marks for the semester and requires the students to demonstrate the skills learnt from the Library Skills Tutorial and the IT Skills Tutorial
- Anthropology: the integration of skills was the basis of a first year Anthropology course in 2002. In this course, the students analysed the FYE as a foreign country. In so doing, they discussed the issues of transition and learnt to read critically, take meaningful notes and prepare a research bibliography (see also p.9)
- Agricultural and Natural Resource Sciences (ANRS): a part-time lecturer (0.4) in Language and Learning (Margaret Cargill) was appointed in ANRS in 1991. Until the merger of ANRS into the Faculty of Sciences in 2002, the lecturer provided the integrated development of good communication and writing skills for specific purposes. The lectures were integrated into the coursework of the Bachelor programs. Publications such as *Written Communication in the ANRS* (http://www.waite.adelaide.edu.au/Courses/written.html) were part of this process. See also *An integrated, discipline-specific model of communication skills development* (http://www.adelaide.edu.au/ltdu/leap/case_studies/cargill.html).

4. Academic Skills Programs

Several academic skills programs were identified in the Faculties, Schools and Centres. These include:
- the Science Skills Workshop which the Faculty of Sciences conducts in the second week of semester 1. The Workshop consists of a panel of senior students which addresses questions posed by first year students and reviews FAQs from previous years. This program was more extensive in previous years, when a two-day program was funded, and concentrated on problem-solving skills, mainly for Physics students
- an examination preparation workshop conducted in the Faculty of Sciences by senior students and academics
- Student Academic Workshops which are held regularly each semester by the LTDU for first year students
- the Library Skills Tutorials for different Faculties, developed and implemented by the Barr Smith Library since 1985
- bridging and foundation courses to support development in maths and statistics skills conducted in the Maths Learning Centre (MLC)
- an IT Skills Tutorial booklet designed by the Faculty of Humanities and Social Sciences, soon to be available online
- Mathematics I / IM / IH pre-exam workshop at the start of semester 1 Swot Week, provided in MLC (2001-2) (now the Mathematics Learning Service, LTDU).

5. Mentoring

The literature on the FYE highly recommends the use of peer mentoring programs (University of Sydney, University of Western Australia, University of Melbourne). At the University of Adelaide examples of mentoring programs were found in:

- the School of Civil and Environmental Engineering which offers staff and student mentors to students in their first semester
- the Faculty of Sciences. Several years ago, the then Faculty of Science, in conjunction with the Education and Welfare Officers of the Adelaide University Union (AUU), designed and implemented a mentoring program called the Peer Advisory Plan. The Peer Advisory Plan started as a one day initiative in Orientation Week and was extended to a semester long program. A survey of the peer mentors and mentees showed that both were enthusiastic about the Plan, as were the Faculty and the Union. The Plan was subsequently extended to encompass the whole University. The Education and Welfare Officers trained the Faculty staff who subsequently trained the student mentors. The program was administered by the AUU Education and Welfare Officers.The Plan was funded by a University grant, and was discontinued when the funding stopped. Judith Pollard from the Faculty of Science and AUU Education and Welfare Officer Vicki McCoy both consider the Plan to be of merit but recognise that its maintenance is dependent on central support and organisation.

6. Web pages

The following web pages provide examples of relevant links for first year students:

- the Faculty of Humanities and Social Sciences has a web page for undergraduates with links to relevant skills sites
- Commerce has a well-developed web page which provides links to specific Commerce skills pages.

7. Social Functions

Considered to be a key part of the FYE, social functions are held in a range of departments across the University. The following is an example:

- Civil and Environmental Engineering holds several social functions during the year for academics, senior students and first year students. These include a barbeque in Orientation Week, a barbeque during semester 1 and a subsidised awards dinner, where students can meet members of their profession.

8. Student Grievances

The following example of dealing with student grievances was identified in an interview:

- In the School of Civil and Environmental Engineering the Undergraduate Student Liaison Committee, comprising students from each year and staff, meets twice a semester to raise issues which individual students are reluctant to raise themselves.

9. Staff Development

This matter was identified in:

- the Medical Education Unit, which trains tutors in a two-day 'hands-on' workshop where they are taught the School of Medicine's model of problem based learning, and encouraged to be partners in learning with the students
- the School of Civil and Environmental Engineering, where staff are involved in regular discussions of teaching styles and strategies
- the LTDU, where induction programs are arranged for first year tutors.

10. Drop-in Centre

A sample of available drop-in centres includes:

- the Physics Department which has a Drop-In Centre for several hours each week
- Civil and Environmental Engineering where third year students are available for a rostered one or two hour period each week to discuss designated topics. In addition, special First Year help times are staffed by academics in Civil and Environmental Engineering to allow students to raise any issues of concern
- the Maths Drop-In Centre of the Mathematics Learning Service in the LTDU.

Table 2 (rotated). Rows are "Services for First Years"; columns are Departments/Schools/Faculties.

SERVICES FOR FIRST YEARS	H & SS FACULTY	ANTHROP DEPT	ENGLISH DEPT	POLITICS DEPT	CIVIL & ENV ENG SCHOOL	MECH ENG SCHOOL	SCIENCES FACULTY	GEOLOGY DEPT	MEDICAL SCHOOL	COMMERCE SCHOOL (not interviewed)	ARCH SCHOOL
Schools					Outreach Program	Outreach Program					
Pre-enrolment	• Interest to set up 'question time' • Day of lectures						day of lectures & campus tour				
Academic O Week	Interest to set up 'question time'		Interest	Interest							Yes
Web page	U/G page with links to skills pages									Yes, Communication Skills Program	
Study Skills Learning Groups (for all students)											Yes
Teamwork projects in Sem 1/or integration of study skills into curriculum			Yes + Interest in cross-year teams working on non-assessed task		Yes	Yes	ANRS	Field work	Yes	Yes	Yes
Cross-years teamwork projects					Yes	Yes					
Peer Mentoring			Interest	Interest	Yes	tried in 2001					
Academic Mentoring					Yes						
Social Functions in addition to O Week			Interest		Yes						
Library	Compulsory Library Skills Tutorial	Compulsory Library Skills Tutorial	Compulsory Library Skills Tutorial	Compulsory Library Skills Tutorial			Compulsory Library Skills Tutorial	Compulsory Library Skills Tutorial	Compulsory Library Skills Tutorial		
Publications on study skills			Yes	Yes	Yes		ANRS				
IT Tutorials	IT Skills Tutorial	IT Skills Tutorial	IT Skills Tutorial	IT Skills Tutorial	Yes						Yes
Special First Year Help Times					Yes						
Staff development									Yes	Yes	
Modification of teaching		Yes						practice exams	Yes	Yes, Communications Skills Program	
Students at risk	Interested										

Table 2. University of Adelaide Departments, Schools and Faculties interviewed.

Attrition Statistics for the University of Adelaide

In the Australian literature on the First Year Experience, the attrition rate for students in their first year is cited at approximately 30% (McInnis). However, within ten years, approximately 80% of students do finish a degree (McInnis 2002).

McInnis has shown that the drop-out rate for students is highest in the first semester, and the first month is seen as a crucial time for students (McInnis 2002). Ideally, therefore, the statistics which would give the most accurate picture of attrition at the University of Adelaide would be the enrolment statistics and those from the end of semester 1. Currently, the University collects student statistics for DEST on the 31 March (first census date) and on the 31 August (second census date), but the initial enrolment statistics are not available.

The Office of Planning and Development at the University has provided attrition rates for first year students for 1999-2001 (Appendix 2). However, because It is not known how the statistics cited in the literature have been calculated, it is difficult to make a comparison between them.

DEST has released its attrition rate figures for commencing undergraduates for 1999 (Australia. Department of Education, Science and Technology 2003). The adjusted total percentage is 22%. The University of Adelaide adjusted total percentage is 21%. Using the DEST figures, Table 3 shows a comparison of attrition rates across all of the Australian universities covered in this report.

UNIVERSITY	U/G ATTRITION PERCENTAGE
Macquarie University	21
University of NSW	17
University of Sydney	20
Monash University	16
University of Melbourne	19
University of Western Australia	23
Flinders University	23
University of Adelaide	21

Table 3. Undergraduate Attrition Rate

Because of the different methods of calculation, these figures are not the same for the University of Adelaide as the figures provided for this report by the Office of Planning and Development.

The University percentage figure for 1999 is 9.16% , the DEST figure is 21%. The University figures (Appendix 2) measure semester 1 to semester 2 attrition, while the DEST figures measure previous year to current year attrition. The result is that the figures produced by the University are much lower.

If attrition rates are considered to be a valid measurement of the FYE, the formula for arriving at the figures should be standardised. It is suggested that an agreed formula for keeping this data be decided as part of a pilot study on the FYE in the Faculty of Humanities and Social Sciences[1], or in one or two Departments within the Faculty. The effect of FYE Programs could then be measured by the attrition rate.

---

1. The Faculty of Humanities and Social Sciences, as part of a 2002 Learning and Teaching Development Grant on the FYE, intends to survey and interview students, which together with the attrition rates may give a clearer overall picture of the FYE.

Possible First Year Experience Initiatives for the University of Adelaide

FYE Policy

Of the universities surveyed (Table 1, p.9), Sydney, Melbourne, Macquarie and Monash have addressed the issue of FYE by comprehensive university-wide transition policies. These could serve as a starting point for the development of a FYE policy by the University of Adelaide.

FYE Programs

The following list itemises various types of FYE programs that could be piloted at the University of Adelaide in 2003. Where they are based on examples from other Australian research universities, any relevant URLs are provided for further detail. The programs listed are models that the University of Adelaide could use as a starting point to the introduction of a university-wide FYE approach.

Schools Programs

1.   *Master Class*

The *Master Class* at Melbourne University is for Year 10 school students. This series of free workshops and seminars aims to teach students about university: how universities work, as well as the university approach to subjects. The program has been running for two years; however, its success in helping students improve their choice of courses at university has not been measured.
(See http://www.services.unimelb.edu.au/admissions/pdf/master_class2002.pdf)

A program such as this could be run following the Adelaide SACE Expo for Year 10 students and associated careers evenings when students start becoming motivated to think about their future plans.

1.1   Key Outcomes
These include:
- ability to make informed choice of subject areas
- transition skills
- social interaction
- academic skills.

1.2 Key Staff

This program would require the following commitment:

- **Academic staff**
  To prepare and deliver the lectures
- **Student Centre** (Services to Schools: Prospective Students)
  To contact school careers' advisers and advise on the optimum time to run the program
- **LTDU**
  To oversee the program, approach academic staff, devise a balanced timetable, arrange rooms, put details on the University web site and liaise with the Student Centre
- **Local Schools**
  To support and encourage the initiative.

2. Enrichment Program

The Enrichment Program at Flinders University is a one day version of the Melbourne University *Master Class*, although it is aimed at Year 11 and 12 students. (See http://www.flinders.edu.au/enrichment/)

The Enrichment Program involved 28 schools in 2002. It has an attendance of about 300 students a year and is run separately for Year 11 and Year 12 students.

Possible School Programs for Development

Students settle on their field of study at an early age (McInnis 2002) and it is important that they make informed choices. Also, student surveys show that students consider they are not adequately informed of their choices at university. The *Master Class* program addresses these issues in that it is aimed at Year 10 students at a time that will ultimately influence their decisions about post secondary study—when they make choices for Year 11 and 12.

A program like the *Master Class*, therefore, would be a valuable beginning to the transition process from school to university.

Initial organisation and implementation of this type of program is time-consuming. For example, the Flinders University Enrichment Program (for Year 11 and 12) takes one person (Marelle Piche) approximately 4 months per year to organise.

The costs may be prohibitive. However, a possible solution to this came out of an informal discussion with Marelle Piche who was interested to explore the feasibility of a joint three-university *Master Class* type program.

3. *Head Start* Program

The Massey University *Head Start* program is a week long program
conducted immediately prior to Orientation Week. The program focus
is on enabling students to juggle the different elements of their new life
successfully, and on the development of academic and teamwork skills. It
offers students the opportunity to network with their peers, and takes the
uncertainty out of the transition to university.

The Massey program costs $90. It has been running for 9 years.
Student enrolment is 25-30 students.
(See http://masseynews.massey.ac.nz/1999/mnews/november/events/student.htm)

3.1 Key Outcomes

These include:
- building motivation
- transition skills
- social interaction
- academic skills.

Adaption of the Head Start *Program*

It may be possible to develop this program in cooperation with a Faculty.
(The Faculty of Humanities and Social Sciences, for example, has obtained
a University of Adelaide Learning and Teaching Development Grant to
survey Departments to identify skills that each requires of its students. It
subsequently intends to set up a program to introduce these skills to first
year students.)

A program similar to *Head Start* could be piloted (probably without cost
to the student) by one Faculty in the first instance. If it were successful, it
might attract funding for the implementation of a University-wide program.

3.2 Key Staff

Such a program could be set up with the support of the LTDU and other
University bodies, such as the Library, the Student Centre and the Adelaide
University Union.

The adapted program would require:
- **Collaboration of the LTDU and the Faculty**
  Content, method of instruction, timing, location and publicity would
  need agreement from the outset. Both the LTDU and the Faculty
  would need to nominate course developers and coordinators. The
  outcomes and how to measure them, overall management, and the

day-to-day running would need to be agreed. The possibility of including paid senior students (mentors) in the program should also be considered at the outset.

- **Academic staff from the Faculty**
  To provide content. In Humanities and Social Sciences, for example, some content material to consider is that in the course HUMN 1001 Exploring Culture, Discovering Criticism: Working in the Humanities I (Professor RG Maltby) at Flinders University.

- **LTDU**
  - To introduce students to facets of the FYE, such as generic academic language and learning skills, organisational skills, talking to academics or working in groups
  - To collaborate on the choice of content, which should not be limited to a skills program
  - To assist in creating an inquiry-based learning environment in line with The University of Adelaide's Learning & Teaching Plan 2000-2002
  - To liaise with Student Services for input on issues such as managing peer pressure, social interactions or financial difficulties.

4.   *Start Smart*

Start Smart is a similar program to *Head Start*. It began at Flinders University in 2002.
(See http://www.flinders.edu.au/prio/startsmart/firstweek.html)

According to the web page entry, this program 'replaces the conventional Orientation Week program' and has 3 components: Enrolment days, pre-Orientation Week and Orientation Week.
The pre-Orientation Week component is largely a skills-based program, although the general description of the program mentions the inclusion of social activities.

Adaption of the Start Smart *program*
The pre-Orientation Week component of the *Start Smart* program appears similar in content and length to the *Head Start* program and could likewise be a model for a limited pilot in a Faculty in 2003.

Possible Pre-Enrolment Programs for Development

At the recent NAPSA 2002 Conference in Adelaide, Craig McInnis was asked where universities could most fruitfully spend their money in assisting undergraduate students. His answer was 'Put your money into the first year, into the beginning of it'. His research has unequivocally shown that the first month is a crucial time. With that calibre of research already done, it seems clear that a program like *Head Start* would be a good choice of program to pilot at the University of Adelaide.

'Student engagement' (McInnis 2002) is the key to the success of a program such as this. Therefore, time should be spent on ensuring that the teaching methods are varied and interactive. This may be a challenge if large numbers of students are involved. However, the LTDU has the experience, and could collaborate with lecturers, where appropriate, to make large groups work together in an interactive way.

The timetabling of a pre-Orientation program should also be considered. Students have a changing expectation of higher education (James 2001). They work longer hours than ever before and they have an expectation that university life should be organised around them, not vice versa. A suggestion would be to survey students at Enrolment for the times that suit them best for the pre-Enrolment program. It may be that the program should run in the late afternoon, for example, or have repeats at given times. Students could also be asked for subject input to give them some ownership of the course.

Orientation Week

5.   Academic Orientation Program

In 1999, Macquarie University ran a pilot Academic Orientation Week program in one sector of the University. It was subsequently adopted university-wide in 2001. The program, which runs for three days, is comparable to the one which the School of Architecture at the University of Adelaide holds for its students.

It may be possible to develop this program together with a Faculty.

The Macquarie program is divided into two sections: the first, where generic skills are taught, and the second, where students divide into their Divisions to get Division-specific information and to meet lecturers and tutors.

5.1 Key Outcomes

These include

- transition skills
- social interaction
- academic direction
- academic skills.

5.2 Key Staff

The program could be set up as a joint venture between the LTDU and a Faculty. They would need to work in consultation with the Adelaide University Union, so that no major clashes would occur in the timetabling of Orientation Week events. There would also need to be consultation with the Library, which runs Orientation Week Library Tours at that time.

The program would need (as for the suggested pre-Orientation Week program p.20-21):

- **Collaboration of the LTDU and the Faculty**
  Content, method of instruction, timing, location and publicity would need agreement from the outset. Both the LTDU and the Faculty would need to nominate course developers and coordinators. The outcomes and how to measure them, overall management, and the day-to-day running would need to be agreed. The possibility of including paid senior students (mentors) in the program should also be considered at the outset.
- **Academic staff from the Faculty**
  To teach some of the skills and to be available to meet students and answer questions.
- **LTDU**
  - To introduce students to facets of the FYE, such as generic academic language and learning skills, organisational skills, talking to academics or working in groups
  - To collaborate on the choice of content, which should not be limited to a skills program
  - To assist in creating an inquiry-based learning environment in line with The University of Adelaide's Learning & Teaching Plan 2000-2002
  - To liaise with Student Services for input on issues such as managing peer pressure, social interactions or financial difficulties.

5.2   Issues for Academic Orientation Program

A survey of first year students in Orientation Week 2000 (Walker 2001) at the University of Adelaide identified the problems that students perceived they had.

Academic issues included:
- a perceived lack of staff support at University
- a lack of direction in their studies
- confusion about workload issues
- rules.

Social issues included:
- financial issues
- future career
- friendship-loneliness
- peer pressure
- safety
- balancing demands
- 'fitting in' or acculturation.

Possible Orientation Week Programs for Development

The issues listed above, together with the generic academic skills which the Faculty requires, would serve as a starting point for faculty-based Academic Orientation Week programs in one or more faculties. The usefulness of the new programs could be subsequently surveyed and compared with the results of the study by Walker (2001).

Full Year

6.   Mentoring Program

The Uni Mentor Scheme at the University of Western Australia was developed in 1997 and is organised by the Student Services Department. (See http://www.studentservices.uwa.edu.au/mentor/index.html)

The scheme begins operation in Orientation Week when students are allocated a mentor from the same Faculty. The scheme is extensive and includes a web site, an on-going program of training for mentors, evaluation, a newsletter and social functions throughout the first year. One mentor may have up to ten mentees. Macquarie University and the University of Sydney have similar programs which are based on the James Cook University model (Treston 1999).

The Peer Advisory Plan of the University of Adelaide's (then) Faculty of Science, which was run during Orientation Week in conjunction with the Adelaide University Union's Education and Welfare Officers, has already been mentioned (pp.12-13). Although lack of funding caused this program to lapse, members of both the Faculty and the Union agreed that it was worthwhile and would be a valuable program to re-institute, provided that it was centrally administered and that ongoing funds were made available.

The successful peer mentoring program run by the School of Civil and Environmental Engineering could also serve as a model.

6.1 Key Outcomes
These include:
- transition/acculturation
- social interaction
- academic direction.

6.2 Key Staff
A mentoring program might be implemented in one Faculty as a model for a university-wide initiative. There is much to recommend its revival in the Faculty of Sciences, which has the experience in running such a program. Alternatively, if it were developed in conjunction with another Faculty, new approaches could be tried. Assuming that the latter would be the case, the program would need:

- **Collaboration of the LTDU and the Faculty**
  Consideration would need to be given to the breadth of the program, the publicity, the web site, the recruitment of mentors, their training, the physical location for meetings, evaluation and the handling of problems of both mentors and mentees
- **LTDU**
  Units such as the LTDU manage the mentoring programs at both the University of Western Australia and Macquarie University. The LTDU has expertise in the many facets of university education and, as such, is well placed to:
  - implement and manage a mentoring program
  - liaise with the Adelaide University Union Education and Welfare Officers who also have expertise in this area
  - create and manage a web site
  - evaluate the program
- **Adelaide University Union Education and Welfare Officers**
  To collaborate with the LTDU

- **The Faculty**
  - To encourage later year students to be mentors. The Faculty may be able to offer inducements, other than the satisfaction of helping fellow students, an addition to their curriculum vitae or the free barbeques and morning teas. Inducements could include a week's extension on an assignment per semester, mention in the Faculty handbook, a lottery ticket or a book prize from Unibooks
  - To 'vet' the mentors
  - To publicise and support the program in the handbook, web site and verbally.

7. First Year Experience/Transition Web Site

A web site aimed directly at new students helps to give their existence recognition and acceptance within the new university community. The following universities provide good examples of FYE/Transition web sites:

The University of Sydney
   (See http://www.itl.usyd.edu.au/fye/)
Macquarie University
   (See http://www.mq.edu.au/transition/)
University of Melbourne
   (See http://www.services.unimelb.edu.au/transition/)
Monash University.
   (See http://www.adm.monash.edu.au/transition/)

Some of these web sites have links for academic staff, indicating that FYE is an issue for the university community as a whole and that first year students do matter. It also makes the academic community aware that it also must take some responsibility for the FYE.

The position of the FYE web site in the overall University web site structure is important. Ideally it would have a link from the 'Current Students' page as well as from the 'Information for Future Students' page. If it requires more than just a few links to find, the impact and use of the web site will be lost.

The web site could be built in stages or sections over a period of time. The first step could be a welcome page, with additional web pages being progressively added as they are developed.

If the web site were constructed in this transparent way, students could be encouraged to make suggestions and give opinions, and so identify with the product that is being designed for them.

7.1 Key Outcomes

These include:

- transition/acculturation
- acceptance into the community
- academic direction
- academic skills.

7.2 Key Staff

This initiative would require:

- **Collaboration between the LTDU and Web Services**
  To reach agreement on the position of the web site in the University's overall web site structure
- **LTDU**
  To create the web site, develop and maintain it.

8. *MyUni* Integration

MyUni enables the integration of the FYE and academic courses. All new students could be automatically enrolled in an online course called FYE. The content and extent of the course could be built up over time. A start would be to use the Discussion Board. At the beginning of the semester, several new Threads could be started by the course designer. Students would be encouraged to add to the Discussion Threads in the form of 'tips for others' or 'further questions relating to the Thread'. The course designer could start the 'tips'. Initially, the topics for the Threads could be canvassed from previously run questionnaires about student concerns, and from colleagues. If the Discussion Board were successful, then a FAQ section could be set up as a result.

8.1 Key Outcomes

These include:

- transition skills
- academic skills
- a personal helpline.

8.2 Key Staff

This initiative would require the ongoing commitment of:

- **LTDU and faculty staff**
  The LTDU has the skills and experience to create the FYE course and develop it in collaboration with Faculty staff. As a new course it may attract funding from the University.

9. Students at Risk Program

At the workshop, 'Making the Transition', NAPSA 2002 Conference, the participants were asked how their universities handled the 'students at risk' issue. Participants from Monash, University of Western Australia and Griffith University had a system of ringing students who missed tutorials or assignment dates.
The University of Adelaide could seek to identify departments where such a system is already in place and extend and support it by using the centralised student records system.

The First Year Coordinators for all undergraduate courses could use *MyUni* to track student attendance at tutorials and their submissions for assessment. The Coordinator, or a designated tutor, could then contact the student to see if there is a problem. The first month is a common time for students to 'drop out' and therefore 'student at risk' reports should be generated more frequently at the beginning of the semester.

It may be a lengthy process of consultation before the University could institute this initiative. However, one of the faculties may be interested to pilot it.

9.1 Key Outcomes
These include:
- lessening attrition
- demonstrated University/Faculty concern for the individual.

9.2 Key Staff
The introduction of such a system would require:
- **ITS**
  To configure *MyUni* and provide advice on obtaining regular participation reports
- **Academic Staff**
  - To be willing to generate reports
  - To be willing to contact the students at risk and discuss their problems and/or refer them to an appropriate service
  - To complete a short questionnaire about their perception of the usefulness of the program
- **LTDU**
  - To produce a short questionnaire for academic staff about their perception of the usefulness of the program
  - To evaluate the effectiveness of the program after two years.

Recommendations

The fact that literature on the FYE has identified an attrition rate of approximately 30% during the first year of university raises issues of economic and social consequence for universities as a whole. To address this issue, research universities in Australia, such as, for example, the University of Sydney, Melbourne University, Macquarie University and Monash University, have established the FYE as a university-wide project. These universities have centralised the projects at the highest levels of administration, ensuring that the issue becomes part of university policy and integrated into all aspects of university education.

The Faculty of Sciences has valuable past experience in providing a transition program. Similarly, there have been important initiatives in the Faculty of Health Sciences, the Faculty of Engineering, Computer and Mathematical Sciences, and the Faculty of the Professions. There are also two projects currently underway in the Faculty of Humanities and Social Sciences: the incoming Dean has proposed that the Faculty set up a working party on the issue, with a view to changing teaching styles and courses to facilitate the transition process. Concurrently, a Learning and Teaching Development Grant has been awarded to Dr Gerry Groot and Dr Sandra Taylor to assess, on behalf of the Faculty's Education Committee, the academic skills required by incoming students. This interest, enthusiasm and funding are conditions where a Transition Policy and transition programs could be developed, refined and piloted before a university-wide adoption.

To promote reconciliation between student and institutional expectations and behaviours, it is therefore recommended:

Recommendation 1
That the University develop a Transition Policy

Recommendation 2
That the University establish a central Transition Unit to implement and monitor the University's Transition Policy

Recommendation 3
That the University pilot its Transition Policy and transition programs in one of the Faculties in the first instance.

Recommendation 4
That the programs which have proven to be the most successful at other Australian universities be implemented while the Transition Policy is under development. These programs are:

(i) *A First Year Experience web site*
   The University of Adelaide has a variety of Faculty-based FYE programs and central services. One of the weaknesses of the University of Adelaide initiatives is that they are largely hidden and fragmented. A FYE/Transition web site could be a central focus for the University's current and developing FYE Policy and programs.

   The advantage of a web site is that it could be functional in a short period of time, while the policy and other more time-consuming programs were being developed. The web site could become one avenue for students to participate as members of the University community.

   The web site could be publicised by academic staff and through 'Announcements' in *MyUni* and encourage first year students to submit suggestions for links and types of information they would find valuable. The student responses may also be valuable in other recommended FYE programs. For example, the same topics could be covered in an interactive way in *Head Start* or Academic Orientation Week type programs.

   Research has shown that the increased availability of online learning materials can be alienating for some students, such as, for example, students with a poor command of English or students who have constraints on their time. To encourage engagement with the institution, it is important that the FYE is a balance of online help and programs where students can meet their peers and lecturers.

(ii) *Peer Mentors*
   Peer mentoring is viewed as a positive and successful method of student transition by all Australian universities that have tried it. In some universities it has been shown to reduce attrition. It is also reported to give positive benefit to the mentees, mentors and university as a whole (Treston 1999).

   Student surveys show that mentees value the informal methods of getting information on their studies and on university life. They feel more comfortable with a peer mentor and value feeling part of a defined

community. Mentors report that mentoring makes them feel more confident in their own abilities and gives them satisfaction with their ability to make a difference to another's success. The process also makes mentors network better and gives them the opportunity to develop their own course-based skills and knowledge through their explanations to mentees.

The benefits of mentoring identified at other universities suggest that this might be a priority for development at the University of Adelaide, to develop/reinstitute it at the Faculty or School level in the first instance.

(iii) An expanded Academic Orientation Week or a pre-Orientation Week program
A similar program to the Massey University *Head Start* program is recommended, based on research which shows that the first month is a crucial time at university, when students feel most alienated in their new environment. A pre-Orientation Week or Orientation Week program would, therefore, come at a time when students are most receptive and likely to benefit from an acculturation initiative.

Bibliography

Australia. Department of Education, Science and Technology. Higher Education Outcome Indicators. [Online, accessed 20 Feb. 2003]. URL: http://www.dest.gov.au/archive/highered/statistics/outcomes/attrition.htm#commencing

Daniel, G. & Cox, K. 2002, 'The Teaching-Research Nexus in Higher Education', Web Tools Newsletter, October 13, pp.1-5. [Online, accessed 22 Oct. 2002]. URL: http://webtools.cityu.edu.hk/news/newslett/teachingresearchnexus.htm

Dickson, J. & Krause, K-L. & Rudman, S. 2002, 'Making the Transition to University: An Evaluation of Academic Orientation', paper presented to the Pacific Rim Conference: First Year in Higher Education.

Flinders University. Exploring Culture, Discovering Criticism: Working in the Humanities. [Online, accessed 22 Oct. 2002]. URL: http://stusyswww.flinders.edu.au/topic.taf?subj=HUMN&numb=1001&title =&type=Calendar&year=

Flinders University. Start Smart Program [Online, accessed 22 Oct. 2002]. URL: http://www.flinders.edu.au/prio/startsmart/firstweek.html URL: http://www.flinders.edu.au/prio/startsmart/schedule.html

Hall, R. 2000, The First Year Experience at University: A Study of Transition to University in Arts and Science Students at the University of New South Wales. Faculties of Arts and Social Sciences and Science and Technology.

Hall, R. 2001, Experiencing the Arts and Social Science Degrees: A Study of the Experiences of Arts and Social Science Students at the University of New South Wales. University of New South Wales. Faculty of Arts and Social Sciences.

James, R. 2001, 'Students Changing Expectation of Higher Education'. OECD-IMHE Conference. Management Responses to Changing Student Expectations. QUT 24 September [Online, accessed 30 Oct. 2002]. URL: http://www.cshe.unimelb.edu.au/pdfs/OECD_IMHE.pdf

Light, R. 2001, Making the Most of College: Students Speak Their Minds. Cambridge, MA, Harvard University Press.

McInnis, C. & James, R. & Hartley, R. 2000, Trends in the First Year Experience. DETYA Higher Education Division, Canberra.

McInnis, C. 2001, 'New Challenges for the First Year Experience: Priorities for Policy and Practice' in Learn2001 Symposium. University of Adelaide.

McInnis, C. 2001a, 'Signs of Disengagement? The Changing Undergraduate Experience in Australian Universities.' Inaugural Professorial Lecture. Centre for the Study of Higher Education. Faculty of Education. University of Melbourne [Online, accessed 30 Oct. 2002].
URL: http://www.cshe.unimelb.edu.au/downloads/InaugLec23_8_01.pdf

McInnis, C. 2002, Making the Transition - What schools and universities can do to get students into second year successfully, paper presented to NAPSA 2002 Adelaide, 23-25 Oct.

McInnis, C. 2002a, The Factors Influencing the Choices of Undergraduates. paper presented to NAPSA 2002 Adelaide, 23-25 Oct.

Melbourne University. Transition Program [Online, accessed 30 Oct. 2002].
URL: http://www.services.unimelb.edu.au/admissions/events/tours.html
URL: http://www.services.unimelb.edu.au/transition/
URL: http://www.services.unimelb.edu.au/transition/unistaff/audit_summary.pdf
URL: http://www.services.unimelb.edu.au/transition/unistaff/audit%20tables.pdf
URL: http://www.services.unimelb.edu.au/transition/intransition/index.html

Monash University. Transition Policy [Online, accessed 30 Oct. 2002].
URL: http://www.adm.monash.edu.au/unisec/pol/acad26.html#Information

Treston, H. 1999, 'Peer Mentoring: Making a difference at James Cook University – It's moments like these you need mentors', *Innovations in Educational Training International*, vol. 36, no.3, pp. 236-243.

University of Adelaide. ACUE. 1997, Literacy Matters: strategies for teaching communication skills to university students, The University of Adelaide, by Christine Ingleton and Barbara Wake.

University of Adelaide. ACUE. 2001, Review of Communication Skills Program: Report to the School of Commerce, Adelaide University, by Joelie Hancock.

University of Adelaide. Office of the Vice Chancellor (Education). 2000, A Vision for Undergraduate Education at the University of Adelaide. Unpublished paper. Feb. 2000.

University of Sydney. Faculty of Arts. 2002, Draft Three Year Plan. First Year
Academic Orientation and Transition [Online, accessed 11 Nov. 2002].
URL: http://www.arts.usyd.edu.au/committees/ArtsTLCtee/Documents/Plans/
ArtsFirstYearPlan.html

University of Sydney. Institute for Teaching and Learning. 2000, The First Year
Experience Project: Report May 2000. Prepared by C. Asmar, A. Brew, M.
McCulloch, T. Peseta and S. Barrie
[Online, accessed 4 Sept. 2002]
URL: http://www.itl.usyd.edu.au/fye/research/pdfs/ITL_FYE_rpt.pdf)

Walker, K. 2001, 'The Concerns of Commencing Students at Adelaide
University', Australian and New Zealand Student Services Association Journal, no
18, October. pp. 20-39.

Conferences attended

Mind the Gap: Transition from all Perspectives Conference, The University of
Melbourne, 23 September 2002.
    Attended by Ann Noble for the LTDU.

National Association of Prospective Student Advisers (NAPSA) Conference,
Adelaide, 23-25 October 2002.
    Attended by Ninette Ellis for the LTDU.

Appendices

Appendix 1

Academic and Support Staff Interviews about the FYE

Contact made with: Appointments:

Student Association
Bek Cornish
Pres. Student Assoc
George Murray/G
33897

Union Education & Welfare
Vicki McCoy   Monday 14 October @ 10.30
Symons/G
35430

Anthropology
Deane Fergie   Phone conversation .25/9
35895/82314142
John Gray   Wednesday 9 Oct @4.30
35735

Architecture
Veronica Soebarto   Tuesday 1 October 2.30
study skills
35695
Sue Brookes   Tuesday 1 October 3
O Week managed by School's Exec Officer
35877
Susan Shannon   rec'd email 24/9

Engineering
Angus Simpson (Civ & Env Eng)   voice-mail 25/9
35874
Holger Maier (Civ & Env Eng)   referred to colleague
34139
David Walker (Civ & Env Eng)   Tuesday 1 October @ 10
34319
Colin Kestell (Mech Eng)   Monday 14 October @ 2.30
35946

English
Susan Hosking   Tuesday 1 October @ 12
35130
Mandy Treagus
35619

Geology
Karin Barovich   Thursday 10 October @10
33870

Medical Education Unit
Helen Fraser
Helen Mullins   Wednesday 25/9 2pm
33131
Anne Tonkin (Clin & Exper Pharm)
34696
Ray Peterson (Med Ed Unit)   Wednesday 9 October @2.30
36063

Politics
Clement MacIntyre   Monday 30 September @10
35601

Pure Mathematics   email
David Parrott
Maths 104
35078

Science
Judith Pollard   Monday 14 October @11.30
35316

University Attrition from Semester 1 to Semester 2 for Commencing Undergraduate Students.

	1999				2000				2001			
	Enrolled S1	Enrolled S2	Attrition	%Attrition	Enrolled S1	Enrolled S2	Attrition	%Attrition	Enrolled S1	Enrolled S2	Attrition	%Attrition
Fulltime	2985	2784	201	6.73%	2983	2755	228	7.64%	3775	3496	279	7.39%
Parttime	480	364	116	24.17%	419	310	109	26.01%	475	352	123	25.89%
Australian	3256	2944	312	9.58%	3129	2806	323	10.32%	3876	3492	384	9.91%
International	209	204	5	2.39%	273	259	14	5.13%	374	356	18	4.81%
Female	1710	1562	148	8.65%	1679	1500	179	10.66%	2162	1943	219	10.13%
Male	1755	1586	169	9.63%	1723	1565	158	9.17%	2088	1905	183	8.76%
Total	3465	3148	317	9.15%	3402	3065	337	9.91%	4250	3848	402	9.46%

Faculty of Humanities and Social Sciences Attrition from Semester 1 to Semster 2 for Commencing Undergraduate Students.

	1999				2000				2001			
	Enrolled S1	Enrolled S2	Attrition	%Attrition	Enrolled S1	Enrolled S2	Attrition	%Attrition	Enrolled S1	Enrolled S2	Attrition	%Attrition
Fulltime	748	682	66	8.82%	688	614	74	10.76%	980	886	94	9.59%
Parttime	175	138	37	21.14%	170	129	41	24.12%	179	137	42	23.46%
Australian	905	802	103	11.38%	831	719	112	13.48%	1131	998	133	11.76%
International	18	18	0	0.00%	27	24	3	11.11%	28	25	3	10.71%
Female	610	545	65	10.66%	557	482	75	13.46%	784	685	99	12.63%
Male	313	275	38	12.14%	301	261	40	13.29%	375	338	37	9.87%
Total	923	820	103	11.16%	858	743	115	13.40%	1159	1023	136	11.73%

NOTES:

Attrition was calculated as: Students enrolled in a semester 1,3 or 5 course in the year yyyy, Students enrolled in a semester 2 or 4 course in the year yyyy, Students enrolled in a semester 1,3 or 5 subject in the year yyyy, expressed as a percentage.

University Attrition: all commencing undergraduate students with some semester 1,3 or 5 load were matched by student ID to see if they were still enrolled in semester 2 or 4.

Enrolment Faculty Attrition: commencing undergraduate students with some semester 1,3 or 5 load in a program owned by the by the selected Faculty were matched by student ID to see if they were still enrolled in a program in the same Faculty in semester 2 or 4.

The University of Adelaide

English I Attrition from Semester 1 to Semester 2 for Commencing Undergraduate Students. Course Code 1278 in 1999, 2000; Course Code 3808 in Sem 1 and 1204 in Sem 2, 2001

	1999				2000				2001			
	Enrolled S1	Enrolled S2	Attrition	%Attrition	Enrolled S1	Enrolled S2	Attrition	%Attrition	Enrolled S1	Enrolled S2	Attrition	%Attrition
Fulltime	186	164	22	11.83%	193	164	29	15.03%	237	132	105	44.30%
Parttime	19	16	3	15.79%	26	20	6	23.08%	14	8	6	42.86%
Australian	205	180	25	12.20%	215	181	34	15.81%	243	136	107	44.03%
International					4	3	1	25.00%	8	4	4	50.00%
Female	151	134	17	11.26%	163	135	28	17.18%	185	101	84	45.41%
Male	54	46	8	14.81%	56	49	7	12.50%	66	39	27	40.91%
Total	205	180	25	12.20%	219	184	35	15.98%	251	140	111	44.22%

Psychology I Attrition from Semester 1 to Semster 2 for Commencing Undergraduate Students. Course Code 5104 in 1999, 2000 and 2001

	1999				2000				2001			
	Enrolled S1	Enrolled S2	Attrition	%Attrition	Enrolled S1	Enrolled S2	Attrition	%Attrition	Enrolled S1	Enrolled S2	Attrition	%Attrition
Fulltime	337	301	36	10.68%	382	313	69	18.06%	481	404	77	16.01%
Parttime	26	20	6	23.08%	24	12	12	50.00%	33	25	8	24.24%
Australian	353	311	42	11.90%	382	303	79	20.68%	508	425	83	16.34%
International	10	10	0	0.00%	24	22	2	8.33%	6	4	2	33.33%
Female	262	235	27	10.31%	291	234	57	19.59%	377	315	62	16.45%
Male	101	86	15	14.85%	115	91	24	20.87%	137	114	23	16.79%
Total	363	321	42	11.57%	406	325	81	19.95%	514	429	85	16.54%

Anthropology I Attrition from Semester 1 to Semster 2 for Commencing Undergraduate Students.
Course Code 7419 in 1999, 2000; Course Code 3338 in Sem 1 and 3423 in Sem 2, 2001

	1999				2000				2001			
	Enrolled S1	Enrolled S2	Attrition	%Attrition	Enrolled S1	Enrolled S2	Attrition	%Attrition	Enrolled S1	Enrolled S2	Attrition	%Attrition
Fulltime	190	150	40	21.05%	141	125	16	11.35%	197	100	97	49.24%
Parttime	18	14	4	22.22%	23	19	4	17.39%	9	2	7	77.78%
Australian	204	160	44	21.57%	162	142	20	12.35%	204	102	102	50.00%
International	4	4	0	0.00%	2	2	0	0.00%	2	0	2	100.00%
Female	156	126	30	19.23%	118	103	15	12.71%	158	74	84	53.16%
Male	52	38	14	26.92%	46	41	5	10.87%	48	28	20	41.67%
Total	208	164	44	21.15%	164	144	20	12.20%	206	102	104	50.49%

Course Attrition: commencing undergraduate students with some semester 1,3 or 5 load in the selected course (or group of courses) were matched by student ID to see if

they were still enrolled in the same course (or group of courses) in semester 2 or 4.

Groups of courses were used when the course ID was different in semester 1 to semester 2.