

Academic Health Check-Ups: An Inquiry Approach to Actualising 'Just-in-Time, Just-for-Me' Support

Abstract

The James Cook University 'Academic Health Check-Ups' is a 'whole-of-institution' initiative (Kift, Nelson, Clarke, 2010) that actualises 'just-in-time, just-for-me' support (Kift, 2015) for commencing and continuing students. This initiative was piloted in SP1, 2016 and student participants were asked to complete a short year-specific questionnaire in Week 3 about their awareness of important JCU services, resources, programs and actions to aid their success, so any gaps could be identified, and responded to, before census date. Students who identified a gap on their checklist were provided with the relevant referral information by academic and professional staff on hand, so the support was tailored to their specific needs. The initiative also identified course-specific trends of concern that prompted proactive responses by JCU staff in real-time. This poster illustrates this successful student engagement and retention event, and identifies the links to relevant theories, supporting student success.

References

Kift, S. M., Nelson, K. J. & Clarke, J. A. (2010). Transition pedagogy: A third generation approach to FYE - A case study of policy and practice for the higher education sector. *The International Journal of the First Year in Higher Education*, 1(1), 1-18. Retrieved from <https://fyhejournal.com/article/view/13>

Kift, S. (2015). A decade of Transition Pedagogy: A quantum leap in conceptualising the first year experience. *HERDSA Review of Higher Education*, 2, 51-86. <https://herdsa.org.au/herdsa-review-higher-education-vol-2/51-86>