

AUT University FYE programme. A systematic, Intervention and Monitoring Programme

Gema Carlson and Melanie Holland, Student Services, AUT University

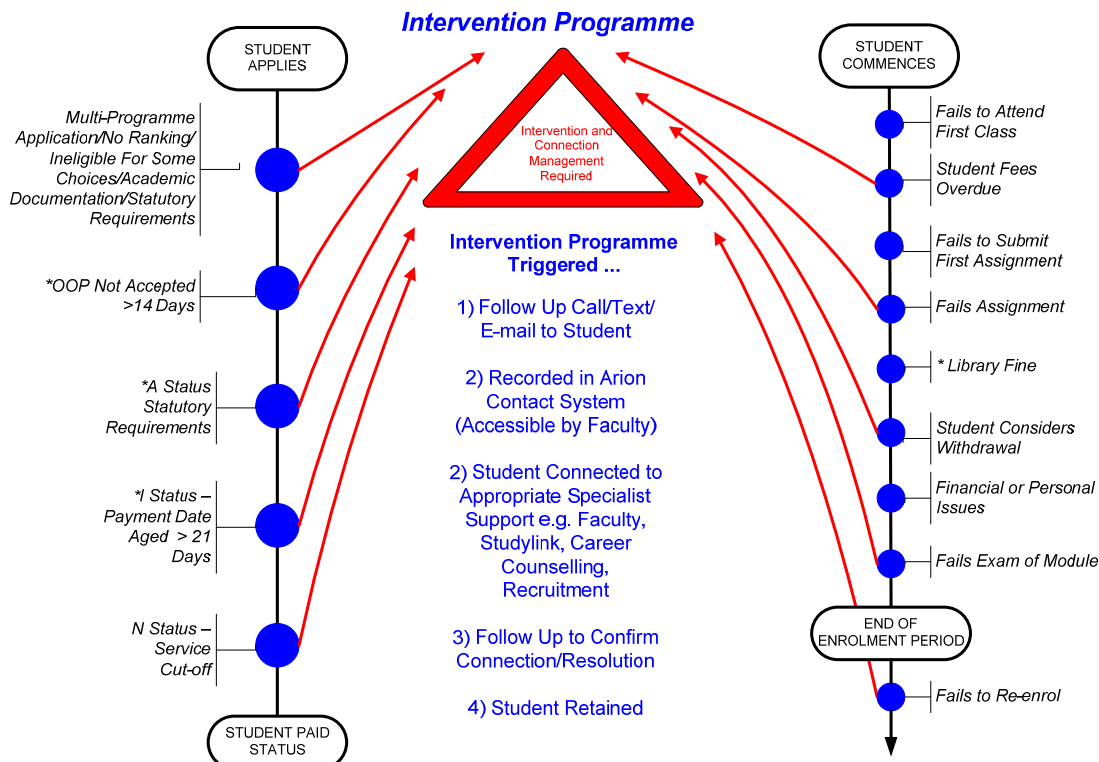
Abstract:

A large volume of research exists on the First Year Experience, and it is recognised as an important milestone in a student's life (Seidman, 2005). Many students seem to prosper and enjoy the experience; however some continue to find it a difficult and often lonely transition to Tertiary study (McInnis, 2001). Furthermore those students who experience difficulties while studying, do not always access University support (Raunic, and Xenos2008). This session will provide an alternative to the expectation of students having to self diagnose their issues that may impact on their personal, career and academic success. An intervention model acknowledged by the AUQA good practice database and included in the upcoming 2009 "International Perspectives on the First Year Experience" Monograph will be discussed. Attendees will be shown a programme that demonstrates improved personal, career, academic success and institutional performance.

Session Outline:

Student retention and success is a matrix of responsibility. The focus of this session will be on an intervention programme that contributes to a wider strategy delivered by AUT Student Services.

To begin, an explanation of the service delivery model that enables a holistic approach when responding to at risk-students will be covered. This holistic approach builds on previous theories by Braxton (2002), who suggests retention is about institutions adapting to the student. Following on from this, detailed information on the practicalities of implementing an intervention and monitoring programme will be discussed. Facilitators will cover how "at risk" criteria were developed (Scott and Smart, 2005) and implemented in accordance with a first year student's enrolment cycle from the application stage to second year re-enrolments. The diagram below illustrating the key intervention points will be discussed.



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The session will continue by covering the methodology of commencing early conversations with the student and assisting them to identify the issues that may be putting them at risk. The relationship with Faculty is explored and related strategies are introduced that support the Universities focus on retention. The University's student management system responsible for the identification, monitoring and contact management of students will also be covered with an outline of the functionality that contributes to the success of this strategy.

To conclude results from this strategy will be presented. A number of case studies will be examined demonstrating the impact of the intervention and monitoring programme on the students' success at University. Comments from both students and faculty will be presented. In addition to this quantitative data will be provided. This will demonstrate the positive impact that connection to specialist support areas can have on the attrition rates of at risk students.

References

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