

University of Sydney - “Transition Workshop”

Academic Performance during Student Transition to University Studies

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1997 Transition Workshop - Followup survey

Overall positive results - Workshop attenders:

- (1) Think less about deferring/ dropping out of university studies
- (2) Are more likely to have been involved in collaborative learning activities
- (3) Are more likely to have met in social settings outside of university
- (4) Are more academically motivated
- (5) Have a greater sense of purpose and identity
- (6) Rate their courses more highly
- (7) Are more likely to have adopted a "meaning" or "deep" approach to their learning

1997 Transition Workshop - Academic Performance

- Based only on BSc students, (209 in total)
- Student permission to check marks (31 did not give permission)
- Marks for first semester obtained from University database
- TER and other data missing for some - final number of students studied was 169
- Performance measured by "Weighted Average Mark" (WAM) for semester 1

1997 Transition Workshop - Academic Performance

Problems with methodology

- **Transition attenders not a random sample**
- **Intercorrelations between scales**
- **Control for extroversion, school performance and individual/collaborative learning preference**

Solutions

- **Lack of differences between groups on background variables**
- **Regression using uncorrelated measures only, correlations between scales reported separately**

1997 Transition Workshop - Academic Performance

Overall model significant, account for 43% of variance
All components significant at $p < .05$

Higher WAMs are associated with

- Higher TERs
- Attendance (versus non-attendance) at Workshop
- Males (versus females)
- Younger students (versus older students)

(TER most important)

Subsequent Faculty-wide analysis indicated similar model to survey, except gender not significant

Workshop attendance equivalent to 3.3 marks difference in WAM