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
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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
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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