NUAS 2-4 May 2018 in Turku/Åbo

Study counselling and administration conference – Vägledar- och administrationskonferens

Supporting Student Success From Recruitment to Employability

Project manager Harald Åge Sæthre

Kompetansedeling
for studenters suksess i høyere utdanning
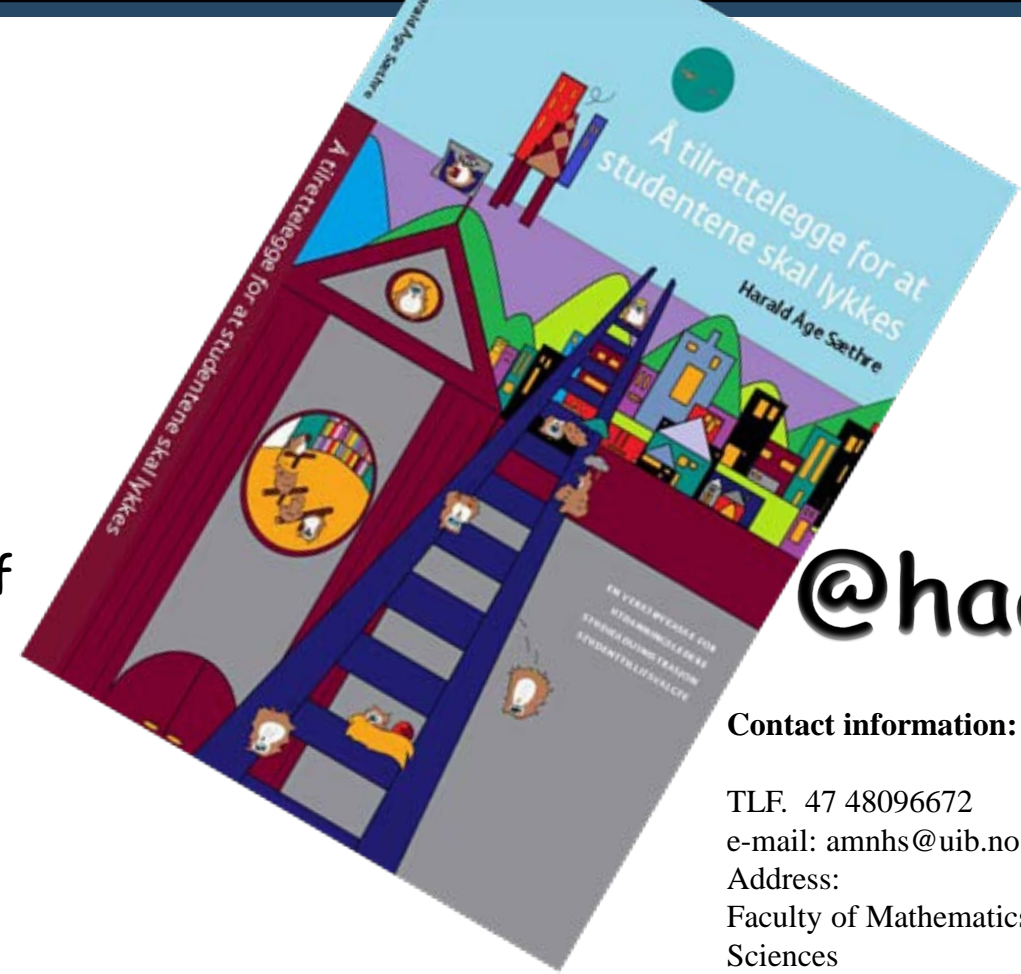
University of Bergen

Harald Åge Sæthre

Project Manager
Section of Student and Academic Affairs,
Faculty of Mathematics and Natural Sciences,
University of Bergen, Norway.

I work with different projects throughout the curriculum, including recruiting campaigns, reception of new students, carrier guidance/job fares and alumni initiatives. My main goal is to recruit more and better students, and to get highest possible retention with well performing students.

I have summarized experience, working methodology and the research I base my work on in a book. It is in Norwegian.

@haas1

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University of Bergen
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5020 Bergen, Norway

Sæthre has earlier worked as a school teacher, but mainly as an academic advisor and leader of the Section of Student and Academic Affairs. He has especially looked to the Anglo-American world for experience and has apart from international conferences also visited universities in USA, UK and Australia. Works of Tinto, Pascarella, Terenzini and Astin are the main inspiration. Especially Tinto's longitudinal model of institutional departure is a basic instrument.
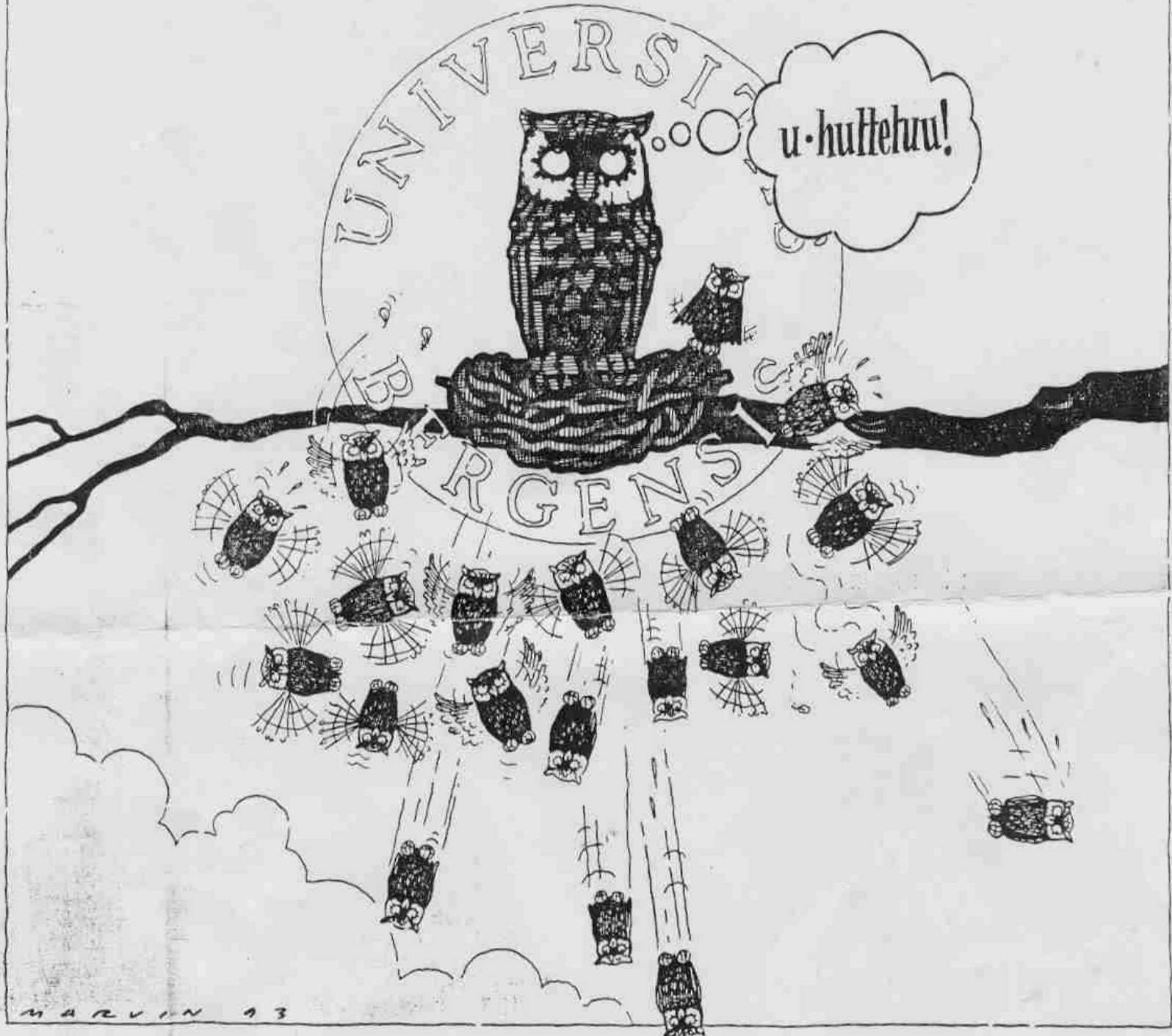
Happy ending!
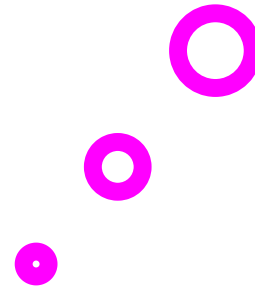
Norwegian Network

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Competence Sharing for
Students' Success in Higher Education

nfye.no

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University of Bergen

UNIVERSITETET I TROMSØ UiT
Romssa universitehta
University of Tromsø

To av tre bachelorstudenter dropper ut

65 prosent av UiTs bachelorstudenter fullfører aldri studiet. Er det et

19.12.2008 12.31

NITO NORGES INGENIØR- OG TEKNOLOGORGANISASJON

Fakta om frafall

56 % av de som begynte på en ingeniørutdanning i 20
hadde falt av eller ikke fullført på normert tid etter 3
DBH, NOKUT)

Studentum.no
FINN DIN UTDANNING

Forside | Søk utdanning | Studier i Norge | Studier i utlandet

Studieveileder og lærer | Regn ut dine skolepoeng | Utdanningstest | Nyhetsbrev | Presentasjoner | Månedens Yrk

Du er her: Søk utdanning / 50% avbryter ingeniør og lærerutdanning

50% avbryter ingeniør og lærerutdanning

Studentum.no   27.08.2010

DN TALENT

Forsiden | Finans | Energi | Dagens it | Privat | Vin | D2 | DN Play | DN Talent | DN Aktiv

Foto: Larsen, Håkon Mosvold

4 av 10 hopper av høyere utdanning

Tendensen er økende, viser nye tall fra SSB. Deltidsjobbing for å spe på studielånet må ta noe av skylden, mener Norsk studentorganisasjon.

Explanations

Teachers blame the studentens

Studentens blame the teachers and politicians

Politicians blame each other, the teachers and the studentens

"The solution"

Complex challenge

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for studenters suksess i høyere utdanning

Requires a comprehensive
and systematic approach

TIME

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for studenters suksess i høyere utdanning

The philosophy behind

Voluntary withdrawal is the challenge
Students who leave despite the fact that they are more then capable academically

Zero withdrawal is not a goal
Some need to go an extra round

Prevention
- **not repair or firefighting**
The focus must be on arranging the framework in the best possible way for all the students, and then also for the best students not only for those who fail

Students are resource persons not clients
The idea is that the students should manage themselves and contribute towards fellow students. It is not a good sign when different counselling services (such as study guidance) are much in use.
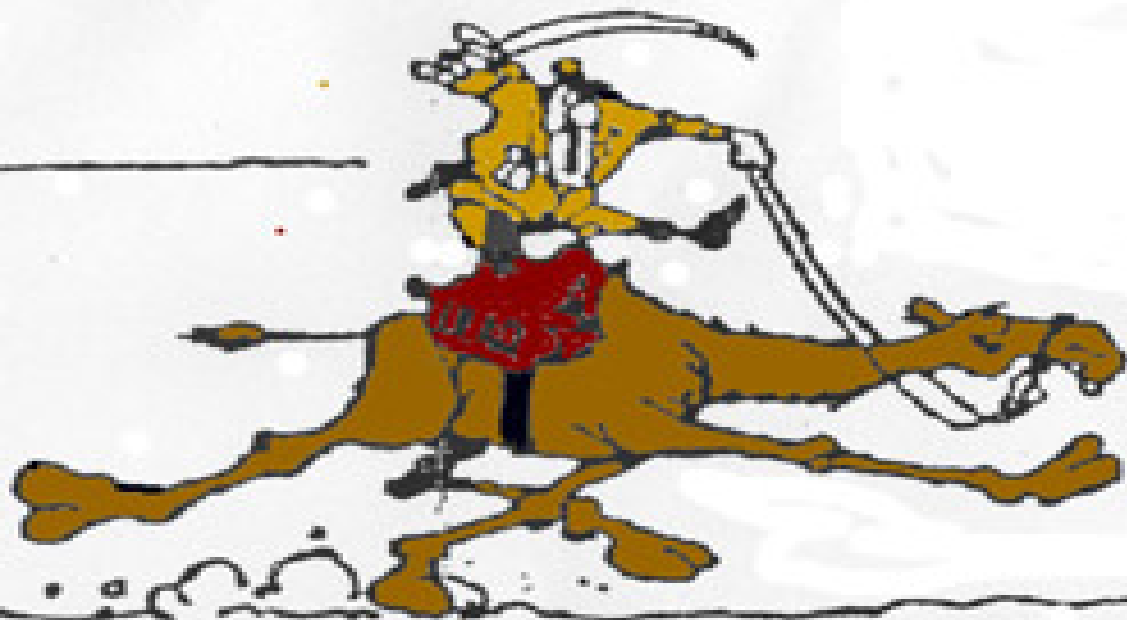
Affordable solutions
It's no problem to come up with a lot of different measures that will affect the withdrawal, but common to many of them is that they involve huge costs and many hours of work.

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Theoretical basis

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Research

The most comprehensive work is done in USA:

Tinto, V. (1993). *Leaving College: Rethinking the Causes and Cures of Student Attrition, 2nd Edition*, Chicago: University of Chicago Press
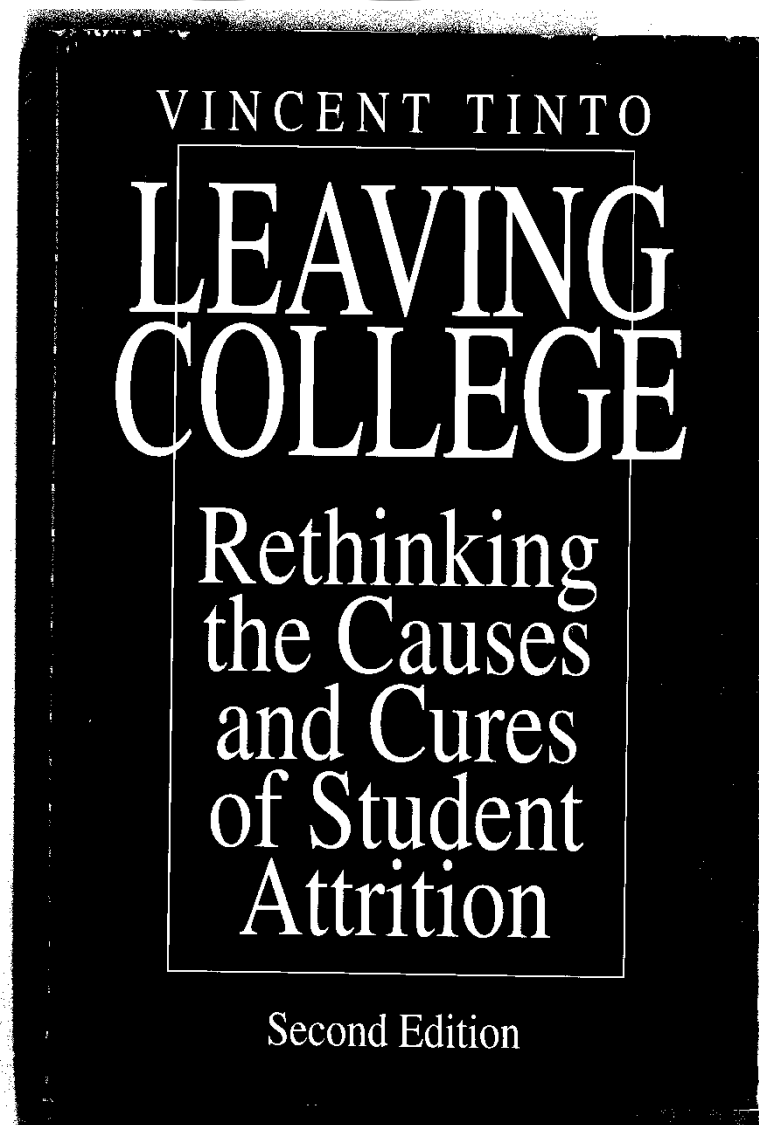
Pascarella, E., Terenzini, P. (1991). *How College Affects Students: Findings and Insights from Twenty Years of Research*, San Francisco, Jossey-Bass Inc.

Astin, A.W. (1993). What Matters in College: *Four Critical Years Revisited*. San Francisco: Jossey-Bass.

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USA

-I build most of my work on this:

Tinto, V. (1993). *Leaving College: Rethinking the Causes and Cures of Student Attrition, 2nd Edition*, Chicago: University of Chicago Press

VINCENT TINTO

LEAVING COLLEGE

Rethinking the Causes and Cures of Student Attrition

Second Edition

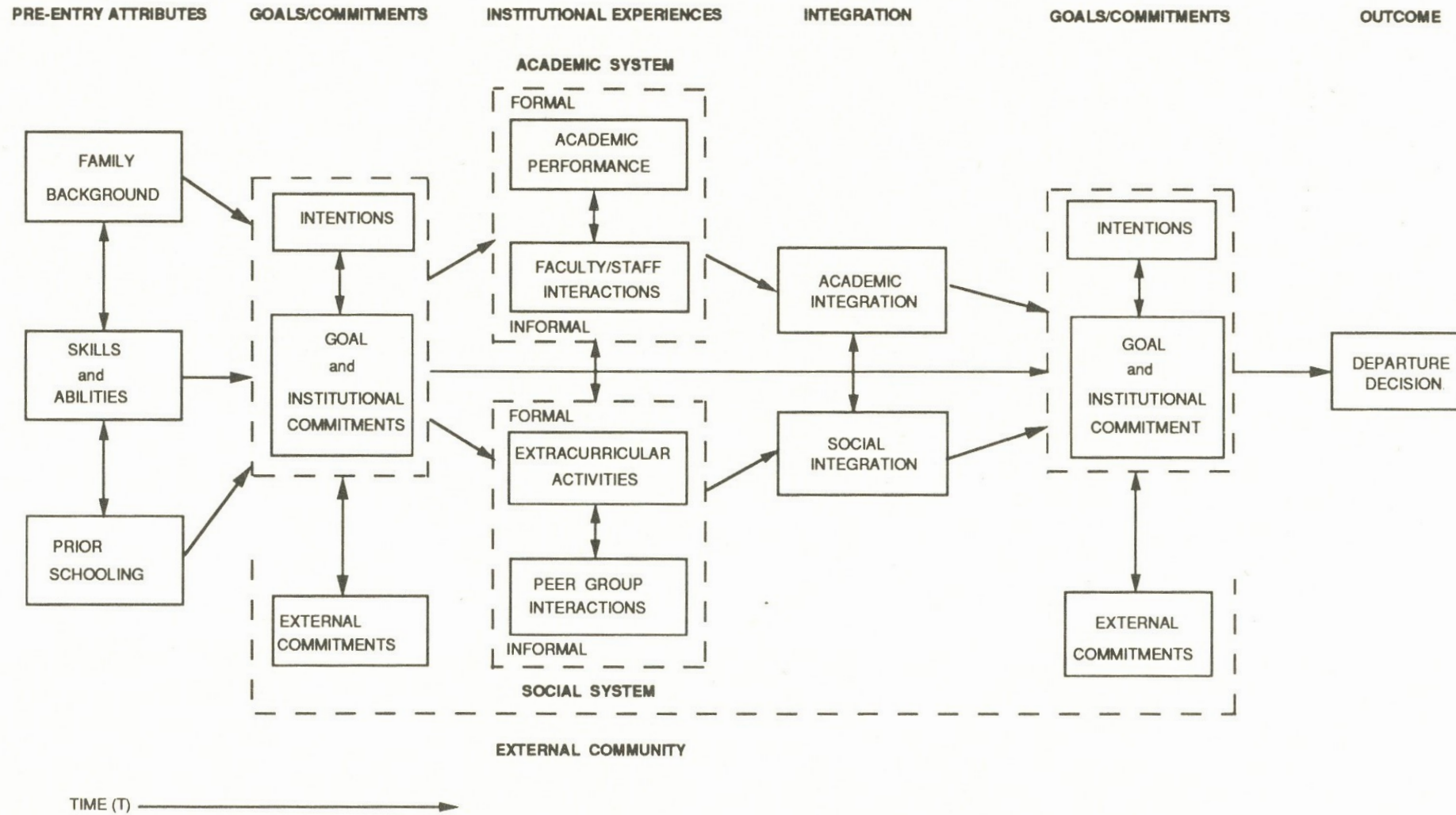Kompetansedeling
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Fig. 4.1. A longitudinal model of institutional departure.

Tinto's model

- Not only the student

- Universities can make a difference

- External forces

- Prosess over time

- Reasons sums up for retention decision

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Tinto, V. (1993). *Leaving College: Rethinking the Causes and Cures of Student Attrition*, *2nd Edition*, Chicago: University of Chicago Press

Similar conclusions can be drawn from other studies in the extensive body of research on the effects of student-student and student-faculty contacts on voluntary withdrawal from college (Tinto 1975, Terenzini and Pascarella 1977, Pascarella and Terenzini 1977, 1991, Pascarella 1980, Munro 1981, Pascarella and Terenzini 1983, Stoecker, Pascarella, and Wolfle 1988). That research demonstrates that the degree and quality of personal interaction with other members of the institution are critical elements in the process of student persistence. By contrast, the absence of sufficient contact with other members of the institution proves to be the single most important predictor of eventual departure even after taking account of the independent effects of background, personality, and academic performance (Pascarella and Terenzini 1979). To paraphrase the extensive work of Pascarella and Terenzini and their colleagues, voluntary withdrawal is much more a reflection of what occurs on campus after entry than it is of what has taken place before entry. And of that which occurs after entry, the absence of contact with others proves to matter most.
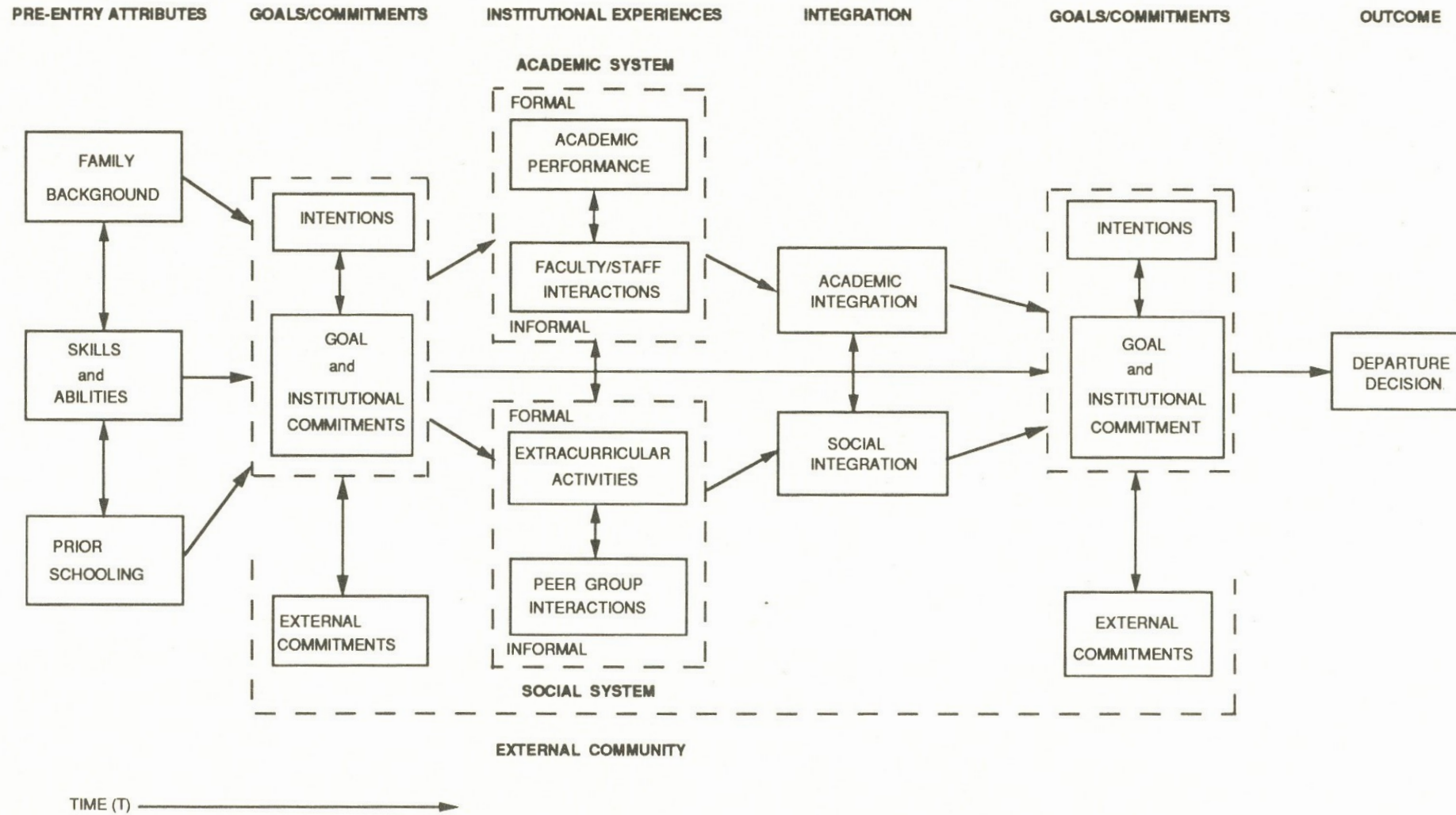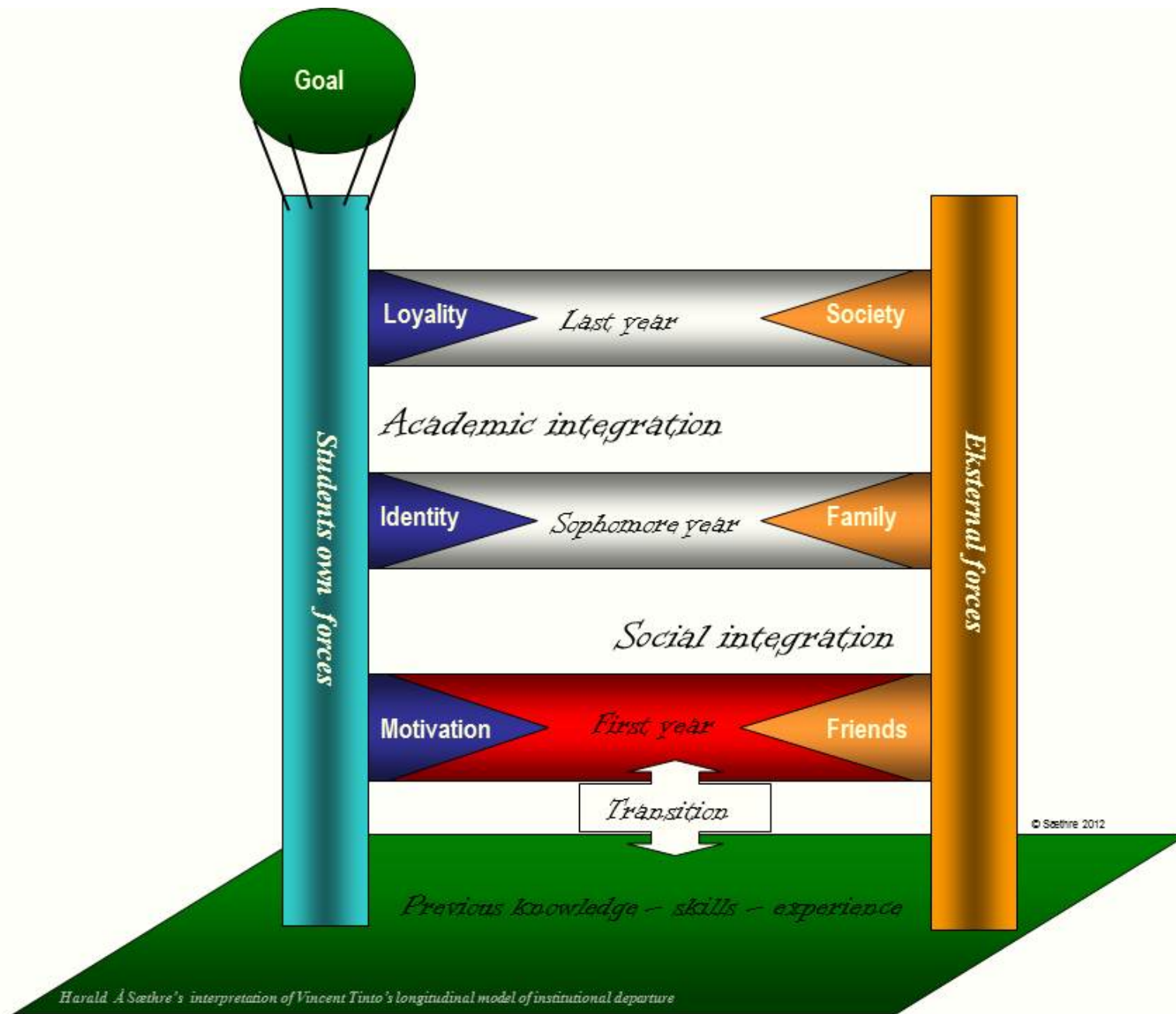
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Fig. 4.1. A longitudinal model of institutional departure.

Interpretation of the model

Goal

Loyalty — Last year — Society

Academic integration

Identity — Sophomore year — Family

Social integration

Motivation — First year — Friends

Transition

Previous knowledge – skills – experience

Students own forces

Eksternal forces
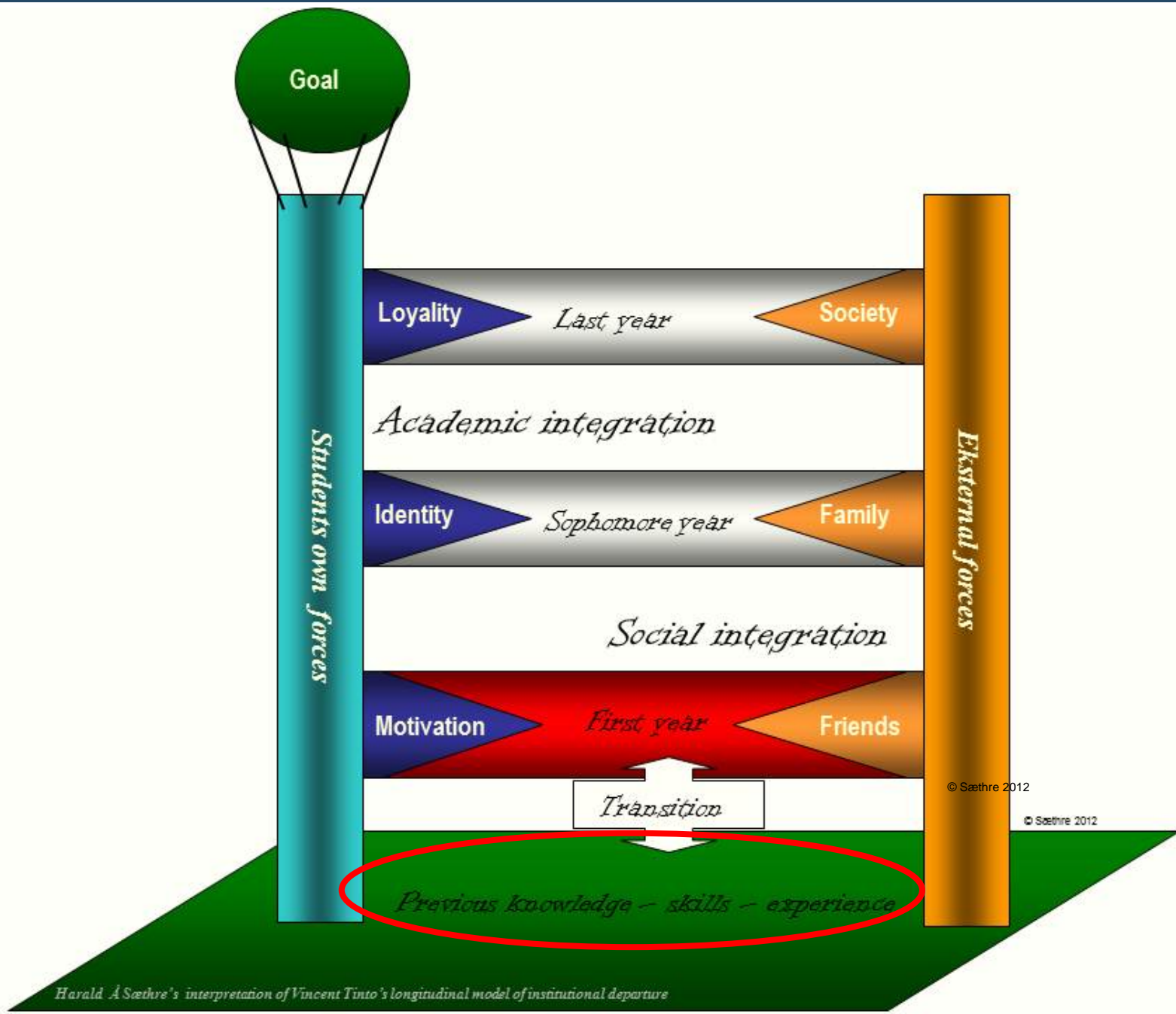
© Sæthre 2012

Harald Å Sæthre's interpretation of Vincent Tinto's longitudinal model of institutional departure

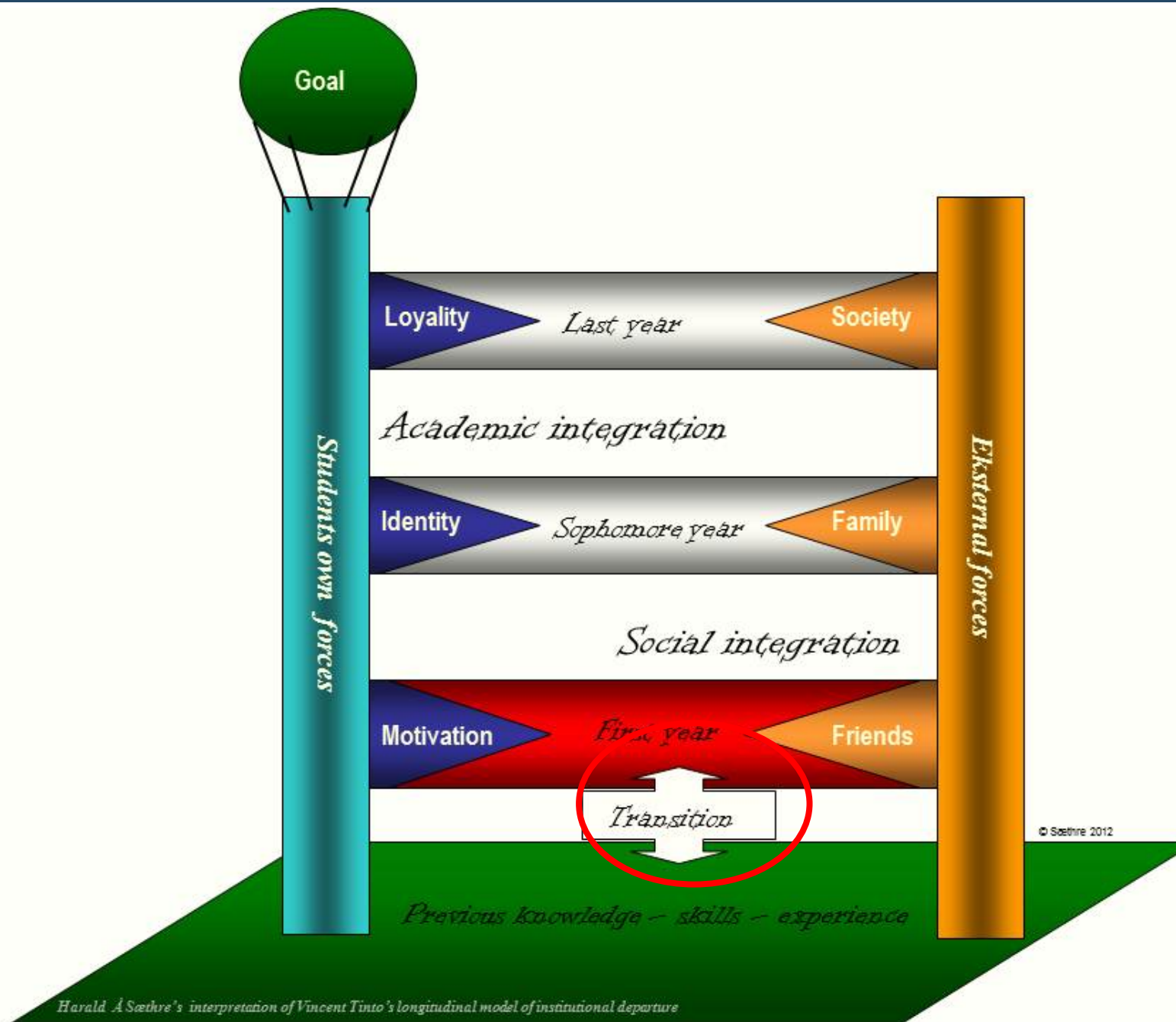Harald Å Sæthre's interpretation of Vincent Tinto's longitudinal model of institutional departure

Before the students start their studies
The knowledge and experience students bring with them, is in many cases crucial to their success.

- Entry Requirements
- Information
- Do we think reception or admission/marketing before students enter?

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Harald Å Sæthre's interpretation of Vincent Tinto's longitudinal model of institutional departure

First semester and reception of new students

Normally, you will find the highest withdrawal rate in the first semester, and those who continue will build their success on their experience from the first months.
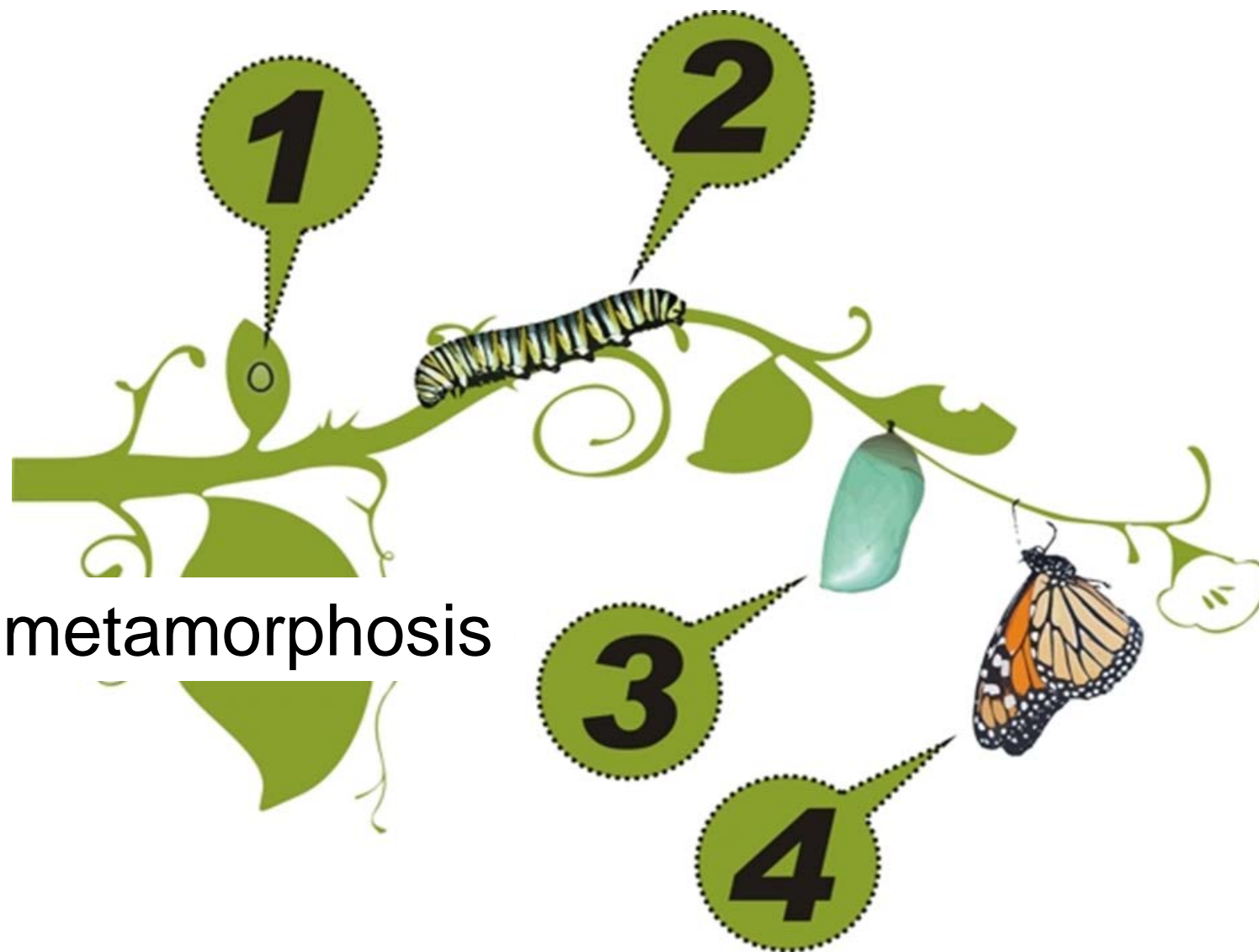
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Transition

Most crucial

5-6 first weeks

- detach

- establish

metamorphosis

1

2

3

4

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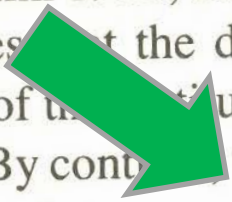
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The social part is too important to be left to the students alone!

The most important is the psychosocial learning environment where students will actually learn.
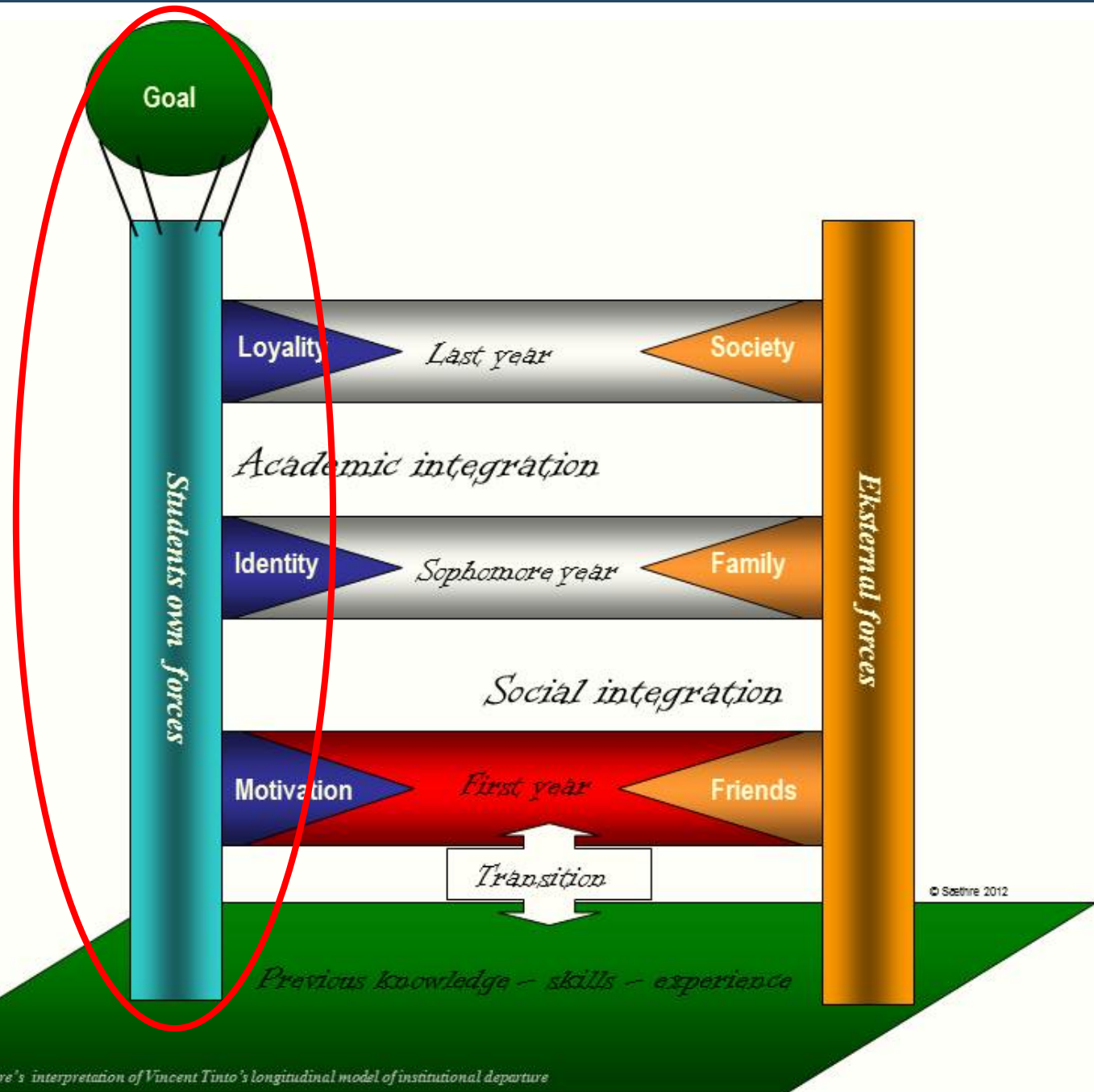
Harald Å Sæthre's interpretation of Vincent Tinto's longitudinal model of institutional departure

- Inspiring Teachers

But also:

- Why should this subject be red and why now?

- Which doors will this program open?
    - further studies
    - work

- Clear goal - key indicator of success

Identity

Children and young people have to "see themselves" in the field in the future

project Vilje-con-valg

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Identity

Example

Science has a masculine image

Girls are afraid of being perceived as not feminine by choosing science and technology
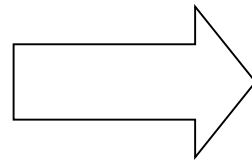
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Meteorology

From male-to female-dominated among new students

Loyality

Include – Take students seriously

Is the student a resource or a client

The student become one who represents your education

They should say: We must – not; You must

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Information week

Strengten students own forces and Increase employability

October in the first semester:

- show future opportunities in studies and job
- help students to start setting their goal (support their goal if they have one)
- give students tools to make plans so they can reach their goal
- help students pinpoint what they need to know about their goal

Kompetansedeling
for studenters suksess i høyere utdanning

Strengten students own forces and Increase employability

Information week

October in the first semester:

- help students look for the best curriculum and extracurricular activities to build knowledge and skills to reach their goal.

- help students to see that their extracurricular activities also showcase attitudes that many employers look for.

Information week

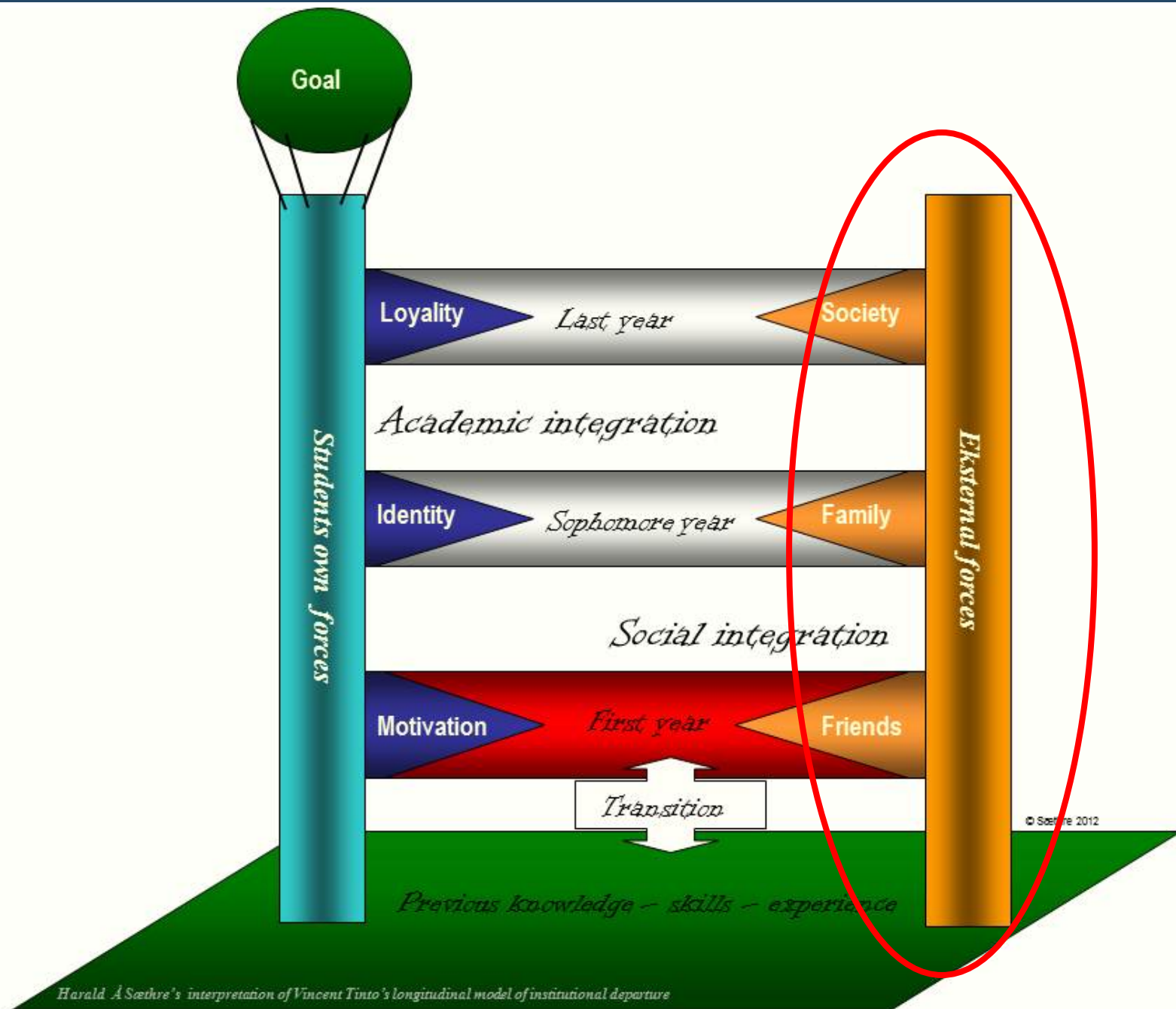**Strengten students own forces and Increase employability**

October in the first semester:

- show students how important it is to have knowledge to future job areas and preferably experience and not at least a network in the area

- let students meet young alumni and listen to their experience and their good and bad choices (rolemodels)

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External forces

Parents, friends and society have an impact on the students' choices, participation and effort through their studies.

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- Alumni
- Labourmarket – How easy do candidates get a job?
- Media

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Friends

Outside the campus

Local students

Social copying

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Parents

First generation students

Those who have studied and think they know the challenges of today's students

Helicopter Parents

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SACRAMENTO STATE
New Student Orientation

search [   ] go

sac state home | admissions | about sac state | giving a gift | site index | contact sac state

Student Affairs | General Education | Degrees Offered | Class Schedule | Registration | Graduation Requirements | Advising Information | Advising Sources | Referral Guide

- Orientation Home
- Mission Statement
- Freshman ▷
- F.R.O.S.H. Night
- Transfer
- Parents & Guests
- Meet the Leaders
- Orientation FAQ ▷
- Campus Services
- Hotels & Transportation
- Directions
- What to Bring to Orientation
- What Happens After Orientation

What Should Parents Know?

Since your son/daughter applied to Sac State, they have received a lot of information via their My Sac State account. We know you want to help your student prepare for college. To ensure you are informed of the important information and timelines, we have enclosed the following information.

Tasks to accomplish BEFORE attending New Student Orientation:

Creating a Saclink Account - Sac State assigns a My Sac State account to each student. Students access this site with their Sac State email account - Saclink. If your student has not created their account, they should create it as soon as possible.

Admissions Process - If your student had been admitted to Sac State, they would have received a large white envelope via postal mail. This packet included their acceptance letter as well as information on placement tests, Orientation and campus housing.

If they have not received an acceptance packet, your student should check their My Sac State account for messages. They might need to submit documentation to complete their application beforedecision.

"Orientation is important because it familiarizes students to the University so they're not so nervous when school starts."
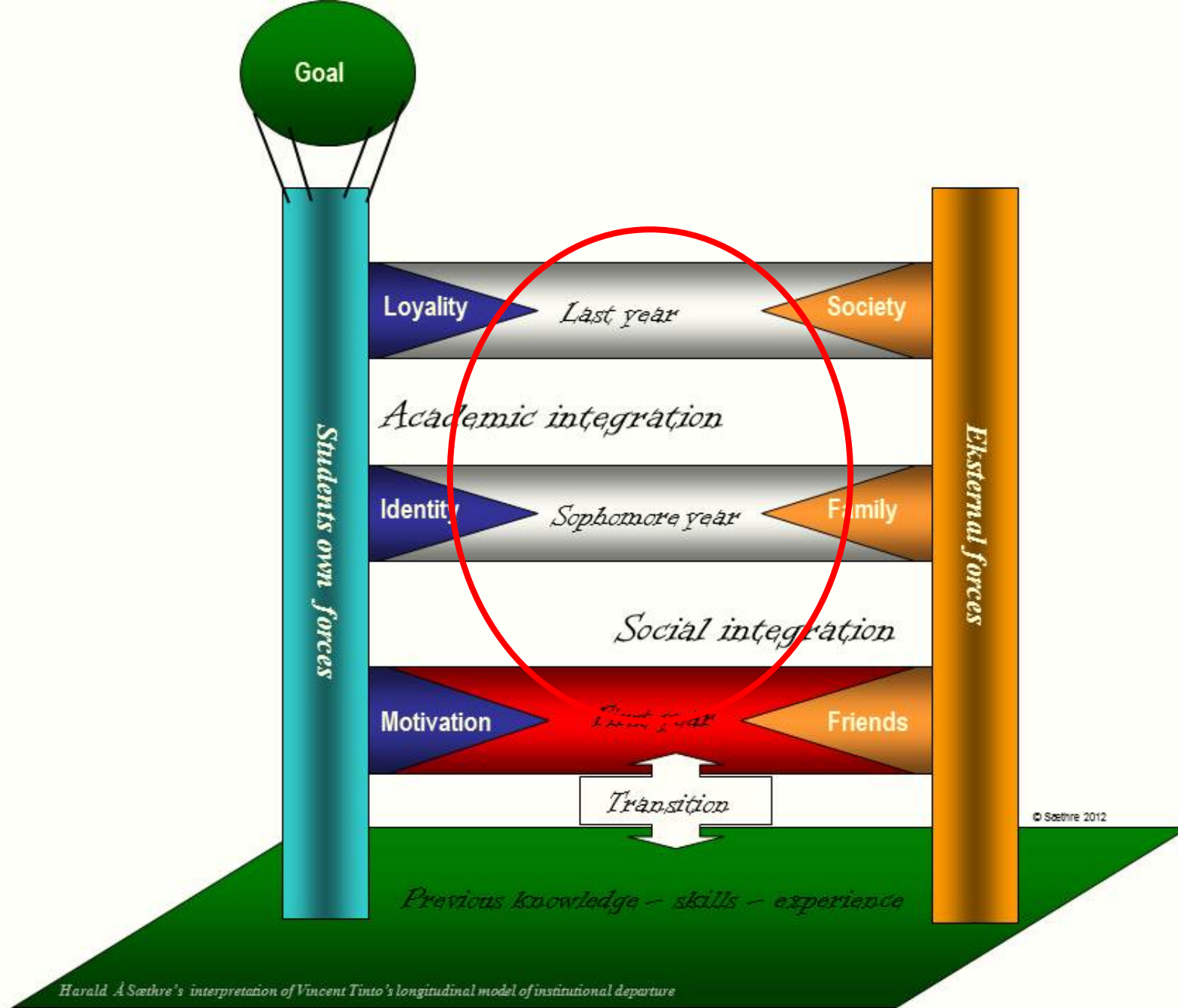
Community

Urban areas – countryside

Labour Market

Rich and poor countrys – Loan, Tuition

Trends / fashion

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Harald Å Sæthre's interpretation of Vincent Tinto's longitudinal model of institutional departure

- Curriculum (Order, Content…)

- Teaching (Lecture, groups, seminars, lab, field…)

- Examination

- Coordination (Block-parallel , other systems)

- Support services (Advising, counselling, Housing, canteens, training, day care centers….)

- Information (Written, meetings, www, timing

- Hidden curruculum –varies

- Architecture

- Interior

- Fees

- and all other stuff we do

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The steps of the ladder essential, but ...

- often the only thing that is being considered

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How to work?

- Management must be behind and support- direction , economy
- Responsible person (s) in the administration or among the teachers
- A study program, a bigger group of programs if they have much in common
- The employees must be convinced of the necessity
- Focus groups among students - Use the laddermodel ask for everything!
- DO NOT start with comprehensive surveys, etc.
- Unsure? - Start with the first semester!

never ending story

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More about the laddermodel, the challenges and possible measures
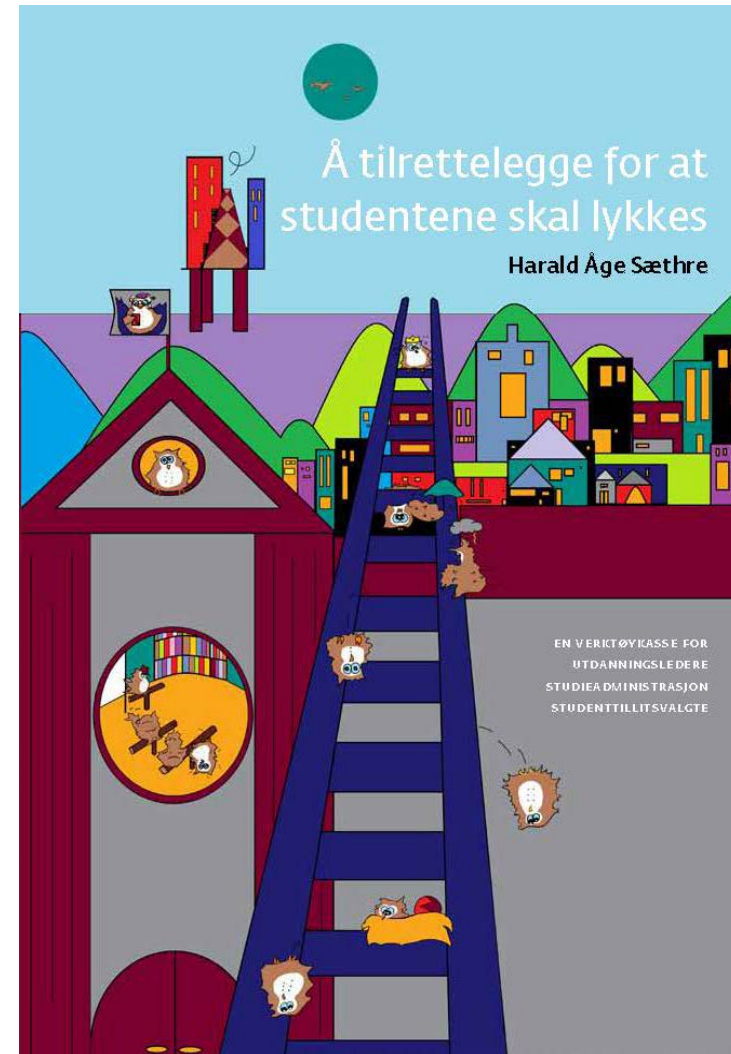
European First Year Experience 2018
25 - 27 June, Utrecht- The Netherlands

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...Experience 2016

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