

Universal First Year Support

Corrina McKay
Gil Angela Dela Cruz



Barriers faced by First Year Students

- Accessibility and Awareness of Student Services
- Building a Support Network of Peers

The Importance of Friends
Friendship and Adjustment
Among 1st-Year University
Students

Journal of Adolescent
Research
Volume 22 Number 6
November 2007 665-689
© 2007 Sage Publications
10.1177/0743558407306344
<http://jar.sagepub.com>
hosted at
<http://online.sagepub.com>



Solution?

Create a standardized approach to regulate the first year experience in terms of services and opportunities to grow their social support network.



The background is a solid orange color. In the top-left corner, there are three vertical bars of varying heights, each composed of three overlapping circles. In the bottom-right corner, there are four vertical bars of varying heights, each composed of four overlapping circles.

Universal First Year Support (UFYS)



Universal First Year Support

Implementation Level: Provincial

Stakeholders: Students, Student
Unions, Institutions, Support Centres
(Health and Wellness, Academic
Support, etc.)



UFYS Implementations

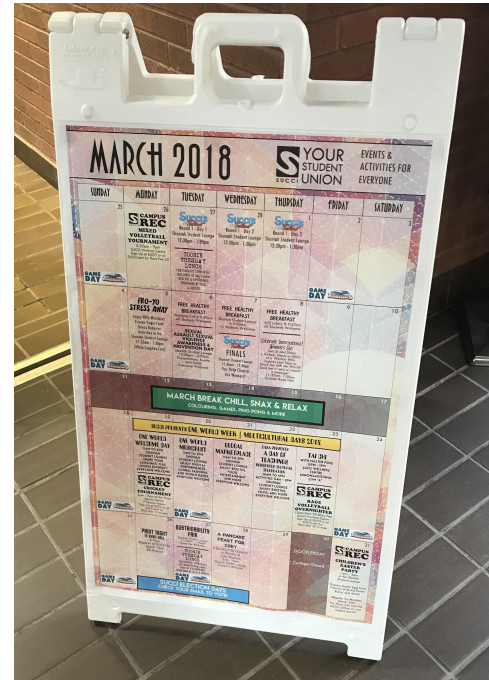
Accommodations for both physical and mental disabilities

Orientation with Points of Interest

Master Calendar of Events

Application Webinar to combat
“Summer Melt”

Policy is flexible



Feasibility



Mostly Resource Movement towards priorities

Funded by the Institution, however if institution is unable to meet requirements, government funding should be available

Universal First Year Support

Corrina McKay
Gil Angela Dela Cruz



The Importance of Friends

Friendship and Adjustment Among 1st-Year University Students

Vanessa M. Buote
S. Mark Pancer
Michael W. Pratt
Wilfrid Laurier University, Canada

Gerald Adams
University of Guelph, Canada

Shelly Birnie-Lefcovitch
Memorial University, Canada

Janet Polivy
University of Toronto, Canada

Maxine Gallander Wintre
York University, Canada

In a study of new friendships and adjustment among 1st-year university students, students at six Canadian universities completed questionnaires that assessed the quality of new friendships and adjustment during their first academic year. In-depth, face-to-face interviews about students' new friendships were conducted with a subsample of these students. Results indicated a significant positive relation between quality of new friendships and adjustment to university; this association was stronger for students living in residence than for those commuting to university. The interview data provided insight into the processes through which the relation between quality of new friendships and adjustment occurs. Results are discussed in terms of the importance of new friendships in helping individuals to adjust to a new social environment.

Keywords: *university adjustment; friendship; openness; commuter student; emerging adulthood*

Authors' Note: Correspondence concerning this article should be addressed to Vanessa Buote, Wilfrid Laurier University, 75 University Avenue West, Waterloo, Ontario, Canada N2L 3C5; phone: (519) 884-1970 x2393. Electronic mail may be sent via Internet to buot2090@wlu.ca.

Appendix 1

In a study of new friendships and adjustment among 1st-year university students, students at six Canadian universities completed questionnaires that assessed the quality of new friendships and adjustment during their first academic year. In-depth, face-to-face interviews about students' new friendships were conducted with a subsample of these students. Results indicated a significant positive relation between quality of new friendships and adjustment to university; this association was stronger for students living in residence than for those commuting to university. The interview data provided insight into the processes through which the relation between quality of new friendships and adjustment occurs. Results are discussed in terms of the importance of new friendships in helping individuals to adjust to a new social environment.

Appendix 2

What is summer melt?

“Summer melt” is a term that has long been used by college admissions officers to refer to the tendency of some students who paid a deposit at a particular college or university to instead attend a different institution, usually presumed to be of comparable quality. **Here, we use “summer melt” to refer to a different, but related phenomenon: when seemingly college-intending students fail to enroll at all in the fall after high school graduation.**

“College-intending” students are those who have completed key college-going steps, such as applying and being accepted to college and applying for financial aid if their families qualify. In other cases, they have concretely signaled their intention to enroll in college on a high school senior exit survey. We consider a student to have “melted” if, despite being college-intending, she or he fails to attend college the following fall.

