

Guidance and transitions in Higher Education

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What? → Why? → How can guidance help?

Which resources are needed?

1. Prevent drop - out
2. Facilitate education - work transitions

Drop - out prevention

“Perhaps surprisingly, given the increased attention on internal quality development, very few institutions in the sample systematically track basic information regarding success-rates and drop-out rates of students. If institutions are going to have strategies to improve teaching and learning, this is clearly a basic information requirement for strategic management and development which is currently lacking”.

European University Association
Trends IV: European Universities Implementing Bologna

Drop - out prevention

Drop-out rates in Spain: estimation for 2004

- Total drop-out: 30%
- 60% occur during the first academic year

Drop - out prevention

Let's fit on their shoes !

Drop - out prevention

Profile of the HE student in the 21 century:

Increasing:

- Mature students
- Study and Work
- Study and family
- Foreign students
- Disabled students

Drop - out prevention

The case of Lyn

Drop - out prevention: What?

“ I found myself studding a career I didn't really like. When I just enrolled for the first year I thought studding history was very easy and fan, as I liked to read history best-sellers. Then I had to cope with all those book I had to memorize....and it's so hard for me. Also, I had problems organizing my study time. I have to work and study, so I can not go to all classes and I never get on time to have all the material memorized for the exam. So, when I get to the exam I am so nervous and anxious that I panic....I don't want to experience those exam moments anymore. Also, It took a long time for me to know all about the campus: if I had known there was a guidance service to support me when I did't know what to do...I felt lost and lonely. It would have helped also to know before that there was a group of Japanese students in upper grades that did peer counselling, as I really missed to talked to someone with my own heritage. I am no motivated to study, and besides, where do I go in the labour market with a History degree”

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Drop - out prevention: Why?

Structural aspects	% students
No guidance services during studies	45%
No info about the studies before entering	11,6%
No info about the university	36,4%
No personalization	15%

Indicators of academic achievement and drop-out in Distance Higher Education in Spain

Drop - out prevention: Why?

Educational aspects	% students
Inappropriate study material	27,2%
Long books to study in a short time	36,5%
Not attending classes	43,3%
Difficulties to pass exams	19,1%

Indicators of academic achievement and drop-out in Distance Higher Education in Spain

Drop - out prevention: Why?

Social-ambient aspects	% students
Time spent working	61,5%
Time spent with the family	60,0%

Indicators of academic achievement and drop-out in Distance Higher Education in Spain

Drop - out prevention: Why?

Psychological aspects	% students
No motivation	56,5%
Learning difficulties	24,1%
No study habit / techniques	24,9%

Indicators of academic achievement and drop-out in Distance Higher Education in Spain

Work transition: What?

The case of John

Work transition: What?

“ John holds 2 bachelor degrees, 2 masters and is currently going into doctorate programs.

He has no working experiences (only as assistant of his Professor in the doctorate program + apprenticeship at the masters program).

He speaks 3 languages.

He sent his CV to several job vacancies and made a few job interviews, but he never got the job”.

	John Smith	
EDUCATION AND TRAINING		
Since 2007 2006-2007 2004-2006 2001-2004 1998-2001	Doctorate in Coaching. Pitt University. Masters degree in Psychotherapy. PSC Institute. Masters degree in Human Resources. Pitt. University Bachelor degree in General Psychology. Carnegie Mellon U. Bachelor degree in Economics. Carnegie Mellon University.	
WORK EXPERIENCE		
Since 2007 Since 2007 2006-2007	Assistant. Dept of Social Psychology. Pitt University Assistant Therapist (Apprenticeship of the Master program) Assistant of the HHRR Technician. (Apprenticeship of the Master)	
LANGUAGE SKILLS		
English	<i>Mother tongue</i>	
French	<i>Proficient user</i>	
Spanish	<i>Basic user</i>	

Work transition: What?

1. Procrastination
2. Undefined professional goals
3. Inefficient tools for job searching.

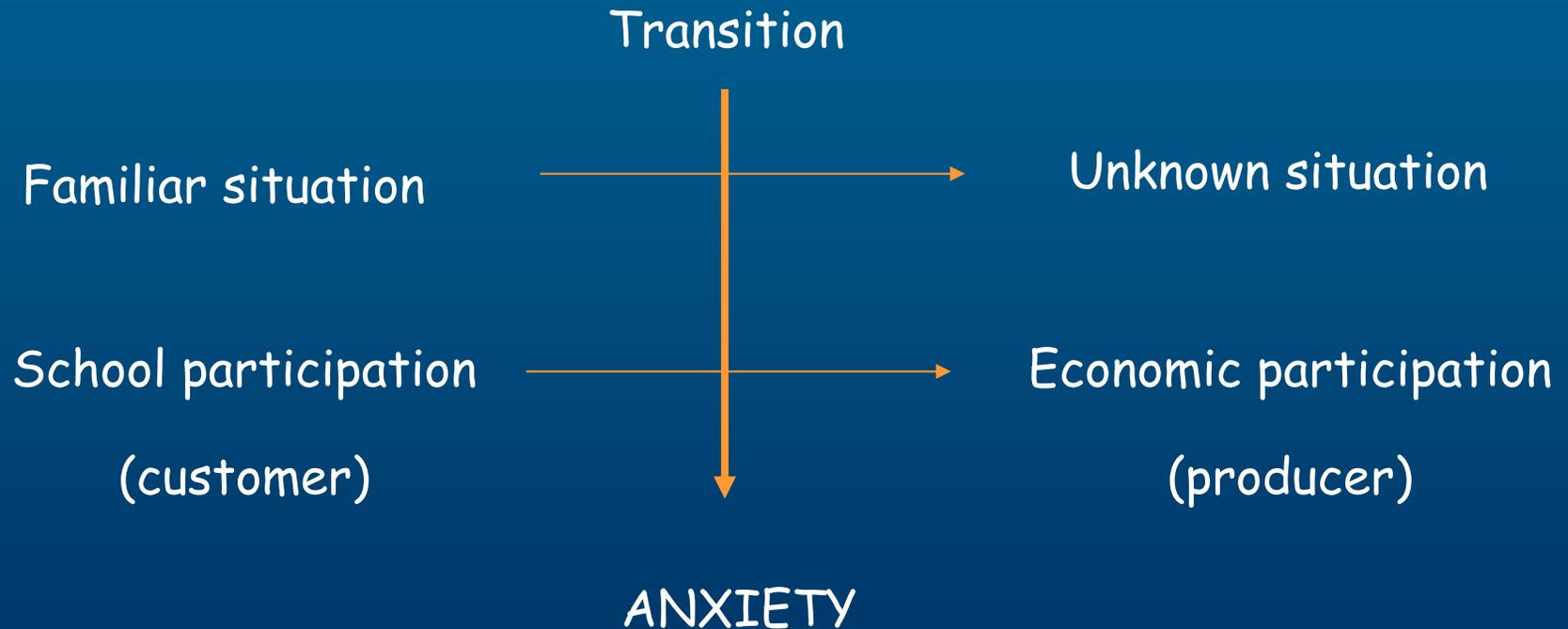
Work transition

1. Procrastination: What?

Tendency to postpone doing things that you considered top priority, urgent or necessary

Work transition

1. Procrastination: Why?



Work transition

1. Procrastination: Rates

% of students that finalize their studies in the stipulated time

(Spain, 2004)

- 86% Humanities
- 54% social studies
- 40% health and sciences
- 23% technical studies

Work transition

1. Procrastination: Consequences

- Over - qualification / no working experience
- Low self-confidence
- Age / no working experience

Work transition

2. Undefined professional goals: Why?

(Spain, 2004)

- 37% studied a degree with very little hiring opportunities without knowing it
- 87% don't have a personal / professional strategy to perform well in the labour market
- 18% studied a degree that didn't match their expectations
- 62% declare they choose the wrong career

Work transition

3. Inefficient tools for job searching: What?

- Elaborate *CV*
- Face job interviews
- Acquire skills for the labor market
- Find job opportunities

How can guidance help?

Task performed by guidance professionals in HE. Fedora. 2008

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EDUCATIONAL GUIDANCE

Self knowledge, career choices and career planning

Studying skills

Studying abroad

Adaptation to academic life

Assessment of learning difficulties

Counselor training

Tutoring and mentoring

How can guidance help?

Task performed by guidance professionals in HE. Fedora. 2008

CAREER GUIDANCE AND EMPLOYMENT

Career information: labor market trends, self employment

Career guidance; employment skills, career planning, job searching skills, assessment of the schools to work transition process and adaptation to the job market.

Placement: liaisons with employees, e-recruiting for graduates and arrangement of internships for undergraduates

Cooperation with academic staff

Advice on Curricula development to meet employment needs

How can guidance help?

Task performed by guidance professionals in HE. Fedora. 2008

PSYCHOLOGICAL COUNSELLING

Diagnosis of learning difficulties and psychological disorders

Individual treatment, mainly for depression, stress and anxiety caused by: adapting to university life, examination, tension between study / family /work; personal identity...

Group therapy for: social skills, health education, setting up personal and academic goals (prevent school failure and procrastination), time management skills, ...

We can't do it alone

POLICY LEVEL

INSTITUTIONAL LEVEL

GUIDANCE SERVICE
LEVEL



What needs to be done?

WIDEN ACCESS TO GUIDANCE SERVICE

At Polity level: Provide resources to develop guidance services to all students

At university level: market guidance office to new graduates

What needs to be done?

PROVIDE CAREER INFORMATION PRIOR TO ENTRY

At policy + university level: develop information material on different career options

At guidance service level: secondary schools

What needs to be done?

INFORMATION ABOUT THE UNIVERSITY

At University level: provide separate services for information and guidance

What needs to be done?

PERSONALIZE EDUCATION

At University level: Enhance tutoring, mentoring and peer counseling

At guidance level: Be a resource person

What needs to be done?

PROVIDE LEARNING SUPPORT

At policy level: European policies to support learning disabilities (like dyslexia).

At University level: Train teachers

At guidance level: Better diagnose and support for learning difficulties.

What needs to be done?

INFORM STUDENTS OF PROFESSIONAL PROFILES

At policy level: Develop qualification frameworks for different professions.

At University level: Adapt training programs to meet professional needs.

At guidance level: Update their knowledge on professional profiles and labor market trends.

What needs to be done?

MAKE TRAINING / JOB OPPORTUNITIES AVAILABLE

At policy level: Create information networks (Ploteus, Euroguidance, Eures,)

At University level: Provide the means for guidance practitioners work.

At guidance level: Update their knowledge on TICs and resources.

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“Like handcrafters, counselors need to use their time to focus on the individual, understand their needs and help them build their competencies to address their lives in their direction they want”