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Abstract

Universities establish various first year programs designed to assist students in the transition from high school. American research focussing specifically on first year adjustment, and general models of educational outcomes, suggest that early adjustment results in positive outcomes such as relatively high grades and credit completion. An examination of students entering York University in Toronto Canada in 1995 shows, however, that early adjustment may have only a very slight impact on first year grades and completed credits and no implications for five year outcomes. Findings such as these may indicate that students who do not make an early adjustment to university in Canada may not necessarily be disadvantaged. The difference between these findings, research on American campuses, and the assumptions of American models of student outcomes, may result from general differences in the post-secondary experience in the two nations. (HRK / Abstract übernommen)

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