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A COMPARATIVE VIEW OF POST-SECONDARY FIRST-YEAR STUDENT TRANSITION PROGRAMMING

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While the Canadian student-affairs community has many great examples of first-year student transition programming at both the college and university levels, looking at the experiences of post-secondary educational institutions in other cultural and national contexts can inform an understanding of what is possible to support first-year student success at post-secondary institutions. This chapter will provide an overview of FYE programming beyond the North American context, describe a South African case study, and provide a set of professional practice recommendations.

The FYE Experience Beyond North America

The global educational landscape has been profoundly shaped by various philosophical traditions, among which the Confucian and Socratic models stand out, due to their historical depth and enduring influence. These models adopted by higher educational institutions (HEI) originate from distinct cultural and philosophical backgrounds, and offer contrasting approaches to learning, teaching, and the purpose of education. In recent years, a hybrid model that integrates elements of both Confucian and Socratic philosophies has emerged, reflecting a trend toward educational systems that are more adaptable, inclusive, and capable of preparing students for the complexities of the modern world. The Confucian educational model is rooted in the teachings of Confucius (551–479 BCE), a Chinese philosopher whose ideas have influenced East Asian societies. This model emphasizes moral development, respect for authority and hierarchy, and the importance of hard work and perseverance in achieving educational success. Education is seen not merely as a means to personal advancement, but as a way to cultivate virtue and contribute to societal harmony. The Confucian approach values rote memorization and rigorous examination systems, which are believed to instill discipline and a deep understanding of classical texts and moral principles (Deng, 2011). In contrast to the Confucian

emphasis on memorization and moral education, the Socratic model, named after the Greek philosopher Socrates (470–399 BCE), prioritizes critical thinking, questioning, and dialogue. The Socratic method asks questions to challenge assumptions and encourage thorough reflection on complex issues. This model values the development of independent thought, ethical reasoning, and the pursuit of knowledge for its own sake. In the Socratic view, education is a lifelong quest for wisdom and virtue facilitated by dialogue and the open exchange of ideas (Noman et al., 2023). As a newer approach, the hybrid model of education seeks to integrate the strengths of both Confucian and Socratic philosophies, creating an approach that values both the acquisition of knowledge and the development of critical-thinking skills. This model values the Confucian emphasis on hard work, discipline, and moral education while also incorporating the Socratic principles of inquiry, dialogue, and the cultivation of independent thought.

FYE in Confucian Models of East Asia

The first-year experience in higher education across East Asia, particularly in China, Japan, and South Korea, reflects a dynamic and innovative response to the challenges and opportunities of rapid expansion and the increasing demand for quality education. While rooted in distinct cultural and educational traditions, these countries share a common commitment to enhancing the transition of new students into

higher educational environments. This commitment is manifested through various programs and initiatives designed to support students academically, socially, and psychologically during their critical first year of post-secondary studies.

Academic Preparation and Orientation

A key component of the FYE across these nations is a strong emphasis on academic preparation and orientation. In China, for instance, universities have implemented comprehensive FYE programs that include courses on study skills and time management, alongside orientation activities that familiarize students with campus resources (Yang, 2014). Similarly, in Japan and South Korea, orientation programs play a crucial role in helping students adjust to the academic expectations and independence of student life. These programs often extend beyond simple academic preparation, offering workshops and activities to build a sense of community and belonging among students. Beyond academic skills, these programs include various orientation activities that introduce students to the vast array of resources and services their institutions offer, from libraries and study centres to counselling and health services. Such comprehensive programs are instrumental in setting students up for success from the outset, ensuring that they are well-equipped to tackle the challenges of student life (Noman et al., 2023).

Social Integration and Support Services

Ensuring quality and equity in the face of such growth has become a significant concern for Chinese universities, which have had to innovate and adapt quickly to maintain the integrity of their educational offerings. There is a growing emphasis on enhancing the quality of education and student services, with initiatives to improve teaching methods, curriculum design, and student-support services (Yang, 2014). Recognizing the importance of social integration in student success, universities in Japan, South Korea, and China have developed various mechanisms to facilitate this process. In Japan, extracurricular clubs and social activities are pivotal in helping students form connections and adapt to a new level of independence. South Korea's approach includes mentoring and psychological support services, addressing the well-being of students as they navigate the transition from the highly structured environment of high school to the autonomy of post-secondary life. Chinese universities complement these efforts with ideological education and military training, aiming to foster a sense of collective identity and patriotism, alongside individual academic pursuits.

Government and Institutional Roles

The role of government and institutional policies in shaping the first-year experience cannot be overstated. In China, government initiatives to improve the quality of undergraduate education signal a national commitment to educational excellence and equity. This is echoed in South Korea and Japan, where educational reforms and policies reflect a dedication to innovation in teaching and learning, and to the holistic development of students. These policies ensure that expanding higher education capacity goes hand-in-hand with improvements in the quality of education and student services.

The Socratic Inquiry Model of Westernized Higher Education

The first-year experience in post-secondary education within countries that lean towards a Socratic educational system such as Australia, Germany, and Sweden, showcases a distinctive approach emphasizing critical thinking, student-centred learning, and academic freedom. Despite their geographical and cultural differences, these countries are committed to fostering an educational environment where questioning, dialogue, and exploration are at the forefront of the student experience. This approach is particularly evident in how they

manage the transition of new students into the higher education system, aiming to cultivate academic proficiency, independent thought, and a lifelong love for learning.

Academic Orientation and Critical Engagement

As noted by Rogers (2023), students are not looking to be retained; they are working to persist, and the challenge of improving student persistence underscores the gap between theoretical frameworks and their practical application in enhancing student persistence and retention at the institutional level. In response to this challenge, Australian universities have chosen the Transition Pedagogy, a guiding philosophy for first-year curriculum design centred around six fundamental principles: transition, diversity, design, engagement, assessment, and evaluation and monitoring (Kift, 2009). This pedagogical approach has paved the way for the development of innovative practices specifically tailored to meet the diverse needs of first-year students, thereby significantly enriching their overall university experience. The first-year experience across universities in Australia, Germany, and Sweden are united in their emphasis on fostering an environment of critical engagement and inquiry, albeit, through varied approaches reflective of their unique educational philosophies. Australian universities immerse students in comprehensive orientation programs that

prioritize critical thinking and research skills, with workshops and seminars designed to cultivate analytical abilities and encourage deep engagement with subject matter. Student success and persistence rates are pivotal concerns, and recent reforms in degree programs in Germany have brought forth new challenges for students transitioning to higher education. Germany's educational policy encourages HEI administrators to improve the quality of teaching and learning with a focus on the FYE (Trautwein & Bosse, 2017), as it is recognized as challenging and vital to the student's future academic performance and achievement. Similarly, Sweden values student autonomy and responsibility, promoting a collaborative and less-structured learning environment through group work, project-based learning, and seminars that encourage critical analysis and discussion. Collectively, these approaches underscore a commitment to developing independent learners equipped to navigate complex problems, reflecting the Socratic method's legacy of learning through questioning and dialogue, and highlighting a shared goal of nurturing critical thinking and problem-solving skills from the outset of higher education.

Social Integration and Support

Beyond academic preparation, Australia, Germany, and Sweden also strongly emphasize social integration and provide support services for first-year students. In Australia,

universities often have extensive support networks, including counselling services, academic advising, and peer mentoring programs. These services are designed to help students navigate the challenges of university life and foster a supportive community. With their comprehensive welfare systems, Germany and Sweden extend this support to include various student welfare services, ensuring that students have access to healthcare, psychological support, and financial aid, if needed. This holistic approach to student health is integral to the first-year experience, recognizing that academic success is closely linked to personal and social well-being. These strategies are deeply rooted in the belief that a supportive and engaging first-year curriculum, integrated with academic and pastoral support services, is essential for fostering a sense of belonging and community among first-year students. Such a sense of belonging is critical for student retention and success (Connell & Smith, 2023; Glass & Westmont, 2014; Kift et al., 2009).

The Hybrid Model – Changing the Approach

This model, seen in countries like India, Singapore, and Finland, reflects a nuanced balance between fostering individual inquiry and maintaining a structured, disciplined learning environment. The approaches to enhancing the first-year experience in post-secondary education in India, Singapore, and Finland offer insightful perspectives on how

different countries address the challenges and opportunities presented by this critical transition period. While each country adopts a unique strategy that reflects its cultural and educational values, there are notable similarities and differences in their methods, particularly in the emphasis of academic rigour, the development of soft skills, and the support systems established to aid new students.

Academic Rigour and Interdisciplinary Learning

Many regions of India and Singapore emphasize academic rigour and the introduction of interdisciplinary learning from the outset. Indian universities are increasingly incorporating interactive learning and critical inquiry into their orientation programs, aiming to acclimate students to the academic culture (Verma & Kumar, 2021). Similarly, Singapore has made significant strides in redesigning its curriculum to include more project-based learning and interdisciplinary courses, encouraging students to engage with complex problems early in their academic journey (Tan & Chua, 2015). In contrast, while valuing academic rigour, Finland's approach emphasizes creating a supportive and collaborative learning environment, focusing on developing critical thinking and research skills through learner autonomy and project work (Sahlberg, 2021).

Orientation and Immersion Programs

Singapore's orientation and immersion programs stand out for their depth, immersing students in a culture of innovation and critical thinking beyond just familiarizing them with campus resources. This approach is designed to integrate students into the academic and social fabric of the institution from day one. In comparison, India's orientation programs focus more on introducing students to academic expectations and providing a holistic support system through mentorship and skill-development workshops. On the other hand, Finland emphasizes the importance of a supportive learning environment from the start, with comprehensive services, including academic advising and counselling, to assist students in adjusting to student life.

Support Systems and Student Autonomy

Finland's educational model is particularly notable regarding support systems and how student autonomy is fostered. Finnish universities encourage students to take responsibility for their learning, supported by a comprehensive advising and counselling services network. This approach not only aids in the academic and social adjustment to university life, but also prepares students for the demands of higher education and beyond. India and Singapore, while offering support systems

through mentorship and academic advising, emphasize guiding students through structured programs and initiatives designed to build academic and soft skills.

Summarizing the FYE Strategies Globally

Academic Preparation and Orientation

The Confucian educational approach emphasizes a highly structured learning methodology, focusing significantly on learning and stringent examination protocols. This strategy fosters discipline and imparts a profound comprehension of classical literature and ethical values. Academic programs under Confucian philosophy typically involve exhaustive study routines aimed at equipping students for highly competitive examinations, underscoring the importance of diligence and persistence for academic triumph. In stark contrast to the Confucian model's structured memorization and examination focus, the Socratic method elevates critical thinking, inquiry, and dialogue to the forefront of the educational experience. This approach fundamentally empowers students to develop independent thought processes, encouraging them to critically analyze, question established norms, and explore complex subjects. The essence of the Socratic method is not just to impart knowledge, but to

stimulate students' intellectual curiosity, prompting them to seek answers and understandings beyond the surface level. Educational strategies inspired by the Socratic model are designed to create an environment where questioning is welcomed and seen as essential to learning and personal growth. This method encompasses a dynamic classroom atmosphere where debates, discussions, and the exchange of perspectives are routine. The aim is to cultivate an educational culture that values the process of learning as much as the knowledge itself, encouraging students to engage with material in a way that is both reflective and critical. This approach to education strongly emphasizes the development of ethical reasoning and moral judgment, alongside intellectual growth. By engaging in continuous dialogue and confronting diverse viewpoints, students are encouraged to refine their values and principles. The Socratic method's focus on conversation and questioning helps students accumulate knowledge and develop a keen understanding of ethical complexities, leading to more informed and considered moral decisions. Hybrid educational models strive to amalgamate the virtues of both the Confucian and Socratic traditions, offering a dual focus on assimilating knowledge and honing critical thinking abilities. These models blend strict academic rigour and evaluative measures with initiatives that promote questioning, conversational exchange, and reflective thought. Such a comprehensive approach aims to equip students for the multifaceted challenges of today's world, appreciating the

importance of both disciplined study and creative independence.

Social Integration and Support Services

Social integration in Confucian models often includes elements of ideological education and military training to develop a sense of collective identity and patriotism. These models may strongly emphasize respect for authority and societal harmony, with support services designed to reinforce these values among students, whereas Socratic models prioritize the development of a supportive community, as essential to the educational experience. This is achieved through counselling services, academic advising, and peer mentoring programs emphasizing personal well-being, academic freedom, and critical engagement. The goal is to create an environment where students feel supported in their pursuit of knowledge and personal growth. Conversely, hybrid models strive to offer comprehensive support systems that blend Confucian models' structured, collective focus with the individualized, supportive approach of Socratic models. These systems encourage student autonomy and responsibility while providing a structured environment that supports academic and personal development. Initiatives may include a mix of mentorship programs, counselling services, and academic advising tailored to meet the diverse needs of students.

Government and Institutional Roles

Government and institutional roles in Confucian-influenced regions often reflect a top-down approach to education, with initiatives and policies signalling a national commitment to educational excellence and equity. There may be a strong emphasis on maintaining high academic achievement and moral educational standards, with the government playing a significant role in shaping educational priorities and practices. In regions influenced by Socratic models, government and institutional policies may focus more on promoting academic freedom, critical engagement, and the holistic development of students. Policies in these areas support an educational environment where questioning and dialogue are encouraged, reflecting a commitment to endorsing independent thought and ethical reasoning. Hybrid models represent a nuanced balance between the structured, collective focus of Confucian models, and the emphasis on individual inquiry and academic freedom which are characteristics of Socratic models. Government and institutional roles in these systems are designed to support a learning environment that advances individual inquiry within a disciplined and structured framework. Policies and initiatives in these regions aim to prepare students for personal and professional success by integrating the strengths of both educational philosophies.

Case Study: Cape Peninsula University of

Technology

Cape Peninsula University of Technology (CPUT), situated in Cape Town, South Africa, is a multi-campus institution encompassing six faculties: Engineering, Built Environment, Health and Wellness, Applied Sciences, Industrial Design, and Education. With approximately 33,762 students, including 8,532 first-year students, the student body is diverse, with many being first-generation students from low-income backgrounds (CPUT Institutional Planning Directorate, 2022). Recognizing significant challenges faced by students in their first year, the university prioritizes providing support tailored to their needs. Since 2014, CPUT has initiated the FYE program, which is strategically aligned with the institution's vision, mission, and strategic objectives. The CPUT FYE is a student-centred project that employs various strategies and adapts them to offer customized goal-oriented support to first-year students as they arrive at the university. CPUT aims to reduce attrition rates and enhance student persistence by prioritizing first-year student support. Oversight of the FYE program is entrusted to a first-year experience coordinator, who is responsible for coordinating support efforts across the faculties. At CPUT, the FYE program holds significant importance in shaping the student journey, with active involvement from all faculties in meeting the needs of their first-year cohorts. The structure of the FYE program was carefully planned, leading to the establishment

of institutional and faculty based FYE committees. The Institutional First-Year Experience (IFYE) committee consists of members from various departments, including support services, faculties, quality management development, management and communication development, and a student representative council. Within the IFYE, faculty and academic administrators collaborate closely with Support Services, exchanging insights on best practices, addressing challenges, and devising solutions to address the issues encountered by first-year students. Pedagogical principles underpinning FYE are Tinto's student integration theory (1975, 1993), Pascarella and Terenzini's (1980) and Schlossberg's (1981) persistence theory, Kift's (2015) transition pedagogy, and Tronto's (1993) Ethics of Care. The FYE program combines the following initiatives: first-year coordinator, retention officers, FYE orientation and workshops/seminars, a mentoring program, online material (videos), the CPUT 101 program, and faculty FYE committees.

First-Year Coordinator

The first-year coordinators provide leadership in the faculty to enhance the first-year experience. They engage academics on first-year students' issues and activities. Best practices and challenges are shared among faculty teaching the same course or courses in the same department. First-year coordinators are essential in building a relationship between students,

academics, student support, and other stakeholders within the institution. Faculties established FYE committees where first-year student issues are discussed.

Retention Officers

The retention officers (RO) are senior students at Honours, Masters, and PhD levels who assist students in settling into their first-year university studies. The ROs help students take responsibility for their learning, and together, with the first-year coordinator, is responsible for examining students' disengagement and identifying students at risk as early as possible, by checking class attendance, assignment submission, and assessment results. ROs receive a monthly stipend, are required to work forty hours per month, and submit monthly reports to the FYE office. During COVID-19, ROs were retrained to monitor students' online participation, assignment submission, and assessment results. ROs also contacted students who did not have internet access.

FYE Orientation Program and Workshops/Seminars

The FYE program participates in faculty orientation programs comprising of social events, along with institutional and faculty welcoming of first-year students. FYE offers workshops and seminars to equip first-year students with essential social

and academic survival skills. Faculties and departments also submit requests for specific workshops, which are facilitated during the academic program to provide ‘just-in-time’ support as follows:

On arrival: first-year students are introduced to the institution and all available support services.

First two weeks: students receive time management guidelines, goal-setting ideas, diversity awareness, and personal budget training.

When classes begin: students are taught notetaking and reading skills, as well as essay and report writing.

On receipt of an assignment: first-year students receive guidance on information literacy, referencing, paragraph writing, and plagiarism.

Near writing assessments: students have opportunities to improve exam preparation, their understanding of questions, and how to advance their word skills.

During COVID-19, the workshops continued and were presented online.

Mentoring Program

Mentors are students from the second year of study (or more), who are trained to provide psycho-social support. Face-to-face training workshops are comprised of basic counselling skills that include the topics of substance abuse, understanding students with disabilities, transformation issues,

understanding the FYE, and related topics. Mentors receive a monthly stipend, and are required to work forty hours per month, and are required to submit monthly reports and claim forms on their activities to the FYE office. Mentors receive less of a stipend than the ROs, due to their level of study. The stipend assists the students to pay for their tuition fees. Most (60%) of the stipend goes towards student fees, and the remainder (40%) goes directly to the student. The mentors have proven instrumental in uncovering many issues facing first-year students, such as mental health, gender-based violence, suicide, rape, drug abuse, poverty, family issues, relationship problems, health concerns, accommodation, financial difficulties, and academic challenges. Due to COVID-19, face-to-face training of mentors and ROs could not occur; therefore, an online training program took place. Mentors and ROs were trained on online facilitation skills; online discussion platforms, such as Zoom; video conferencing; WhatsApp groups; and an online journal/calendar/diary to keep track of the appointments scheduled with mentors and ROs. Post-COVID, CPUT is gradually returning to face-to-face training workshops.

Online Material

FYE videos on a variety of topics have been developed and were made available on YouTube (CPUTFYE), the FYE Facebook page, and the CPUT website. Due to the quality and subject

matter of the videos, availability extended beyond South Africa. Viewership of the videos showed that there was more than double the usual views, with a spike in watch time and subscribers, including 615 visitors landing on the channel, 49% of which came from external sources, such as the CPUT website and Facebook pages. There was a 151% increase in video viewing duration. People were watching the videos longer, with an average view duration of around three minutes. FYE mini videos showed that 52% of viewers are from South Africa. The hearing-impaired viewers made up 3% of the audience, who made use of the subtitle features. Unsubscribed participants were new viewers, who made up 95% of the audience.

CPUT101

FYE materials, including videos and the CPUT101 program, are available online, ensuring accessibility for all students and are comprised of multiple-choice questions on Blackboard, where students watch video presentations and complete assessments on a variety of topics. CPUT101 assists students in:

- Developing a sense of belonging and identity with the institution.

- Developing an understanding of diversity, tolerance, and appreciation.

Assisting students to invest sufficient time and energy into their studies.

Facilitating interpersonal interaction, collaboration, and formation of relationships.

Supporting first-year students in acquiring basic academic skills and practices that underpin successful study.

Understanding the faculty and the course.

Overall, CPUT's FYE program is comprehensive and adaptable, demonstrating the institution's commitment to supporting the holistic development of its first-year students. Faculties can choose topics they feel are relevant for their students within their contexts. As a result, gender-based violence is a mandatory module in some faculties and includes sexual orientation and gender identity and expression sessions. CPUT101 workshops were facilitated for 7,172 first-year students. Feedback on CPUT101 progress is provided at each faculty FYE meeting. One faculty reported that the effects of FYE support have resulted in fewer subjects remaining at risk over successive academic years. Due to the effectiveness of the support the students received from the FYE program; many mentees applied to be mentors during their second year of study. Since most CPUT students come from previously disadvantaged and poor socioeconomic backgrounds and are inadequately prepared for higher educational learning, the FYE program can equip these students with basic academic skills to adapt and engage at the university.

Professional Practice Recommendations

While there is a gap between theoretical and systemic frameworks and their practical application in enhancing student persistence, it has been observed that various approaches by HEI in each model examined revealed common approaches within the Confucian, Socratic, and hybrid models. These included prioritizing academic readiness by offering courses, workshops, and orientation activities to help students develop study skills and time-management techniques, while familiarizing the students with campus resources. This was particularly evident in Australia, China, India, South Africa, Sweden, and Germany. Further, all these models supported social integration and support services, which ensured that students felt connected to the university community's common goal. This was achieved through extracurricular activities, mentoring programs, psychological support services, and initiatives aimed at nurturing a sense of belonging and community among students. Given the nature of the governmental philosophies across two of the three models, the government and institutions played a crucial role in shaping the first-year experience. The leadership in Sweden, Australia, China, Japan, South Korea, and South Africa often implemented policies and initiatives that enhanced educational quality, equity, and student support services, while promoting critical thinking and research skills through

concurrent workshops and orientation sessions. Encouraging student engagement in campus life through extracurricular activities, clubs, and immersion programs was common. This helped the students to form connections, develop leadership skills, and adjust to university life, while creating a sense of belonging and community among first-year students (Australia, India), and promoting innovation in teaching and learning, and curriculum design (China, Germany). The distinctive hybrid model introduced first-year students to a blend of approaches. For instance, institutions in India and Singapore prioritized academic rigour and interdisciplinary learning, whereas Finland focused on creating a supportive learning atmosphere, and nurturing critical thinking through learner autonomy. Singapore actively immersed students in an innovative culture, India acquainted them with academic standards, and Finland placed an early emphasis on developing a supportive learning environment. Recognizing that the experiences and needs of first-year students vary across cultures and educational systems is essential. What works in North America may not be applicable, or effective, in other parts of the world. Therefore, being open to diverse perspectives is essential for creating inclusive and comprehensive support systems. Table 1 provides a summary of identified FYE approaches and practices found outside of North America.

Table 1. FYE Approaches and Practices.

Approaches	Practices
Adapting to new systems and structures	FYE coordinators FYE workshops and seminars Orientation week Strategies for psychological adjustment Academic orientation and support
Adopting holistic and comprehensive approaches that are both supportive and academically engaging, socially, and personally	Academic preparation Information literacy FYE coordinators FYE workshops and seminars Online videos and materials Orientation week
Developing a diverse and inclusive environment	Engaging first-year curriculum Inclusivity awareness training

Approaches	Practices
Embracing the Tradition Pedagogy	Engaging first-year curriculum Inclusivity awareness training Transition training for first-year students
Encouraging innovation in teaching, learning, and curriculum design	Engaging first-year curriculum Self-adjustment FYE workshops and seminars
Enhancing student support services	Mental health and counselling services Retention officers Self-adjustment Strategies for psychological adjustment

Approaches	Practices
Focusing on access, participation, and success for lower socio-economic students	Budgeting and financial strategies Mental health and counselling services Mentoring programs Self-adjustment Study skills Time management
Fostering a sense of belonging and community among first-year students	Mentoring programs Student engagement outside of the classroom
Prioritizing first-year student support	Mentoring programs Study skills Time management

Looking at the experiences in the selected countries discussed in this chapter, there are several professional approaches and practices that appear to form the core of international FYE practices, some of which are currently in place at Canadian colleges and universities.

Adopt holistic and comprehensive approaches that are both supportive and engaging academically, socially, and personally.

Create a role that is directly responsible for FYE transition and support.

Implement innovation in first-year teaching and learning curriculum design.

Prioritize first-year student support.

Further, the following practice elements are also recommended: academic orientation and support, academic preparation, first-year seminars and workshops, information literacy, mental health counselling, mentoring programs, orientation week, time management, online videos and materials, psychological adjustment, self-adjustment, student engagement outside of the classroom, study skills, and time management. These recommendations are not meant to be comprehensive, as this review was limited to current literature and the case study presented.

Conclusion

This chapter opens the door to looking at how FYE transition and support is provided to students outside of the North American context. However, it is just the beginning of such a discussion or examination. It is important that Canadian student affairs professionals be open to the way colleagues from across the world are supporting the success and transition of first-year students, by engaging in collaborative research and

scholarship that explores FYE on a global scale. This chapter stresses the importance of continued involvement, openness, and collaboration with international colleagues. By embracing diverse perspectives, learning from global practices, and fostering cross-cultural understanding, Canadian student affairs professionals can better support the success and transition of first-year students in a global context. Building partnerships with international colleagues can lead to fruitful exchanges of ideas, resources, and best practices. Through these collaborations, Canadians can broaden their perspectives and enhance their support of first-year students.

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