

Campus Environments - An Institutional Perspective

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Abstract: Higher education is known for multitude of institutions who are on a rampage to provide for best of best education to every student. A student is often left with dilemmas where all institute provide for similar courses of same duration. The choice of one's institute is often left with multiple parameters though often striding the take away with the availability of ones choice of academic major. Nevertheless, over the years of being one at campus, the student often relinquishes the internal and external environment of institution to be a cherished with said parameters that serve as benchmarks for future generations to opt as one.

1. INTRODUCTION

Institutional Adjustment versus Institutional Adaptation

Institutional Adjustment

Early adjustment to university has positive outcomes such as relatively high grades and credit completion (Grayson, 2003). The student perception of institutional climate impacts socio-emotional and academic adjustment (Jia et al., 2009). This also personified by gender-typed behaviors negatively persuading one's institutional adjustment (Ueno & McWilliams, 2010). Further adjustment to college varied by place of residence (Al-Qaisy, 2010) as growing up in foster families' impacts institutional attachment (Nowacki & Schoelmerich, 2010). Thus temperament of students towards institution adjustment (Al-Hendawi, 2013) within an institutional culture (Cesaroni & Peterson-Badali, 2013) varies on academic and social adjustment perspective across different institutions (Al-hattami et al., 2014). However, student attachment to place as an institutional attachment (Terrazas-Carrillo et al., 2014) could be hindered with negative life events impact adjustment to the institutions psychological capital (Liu et al., 2015).

Institutional Adaptation

Students increasingly adapt their career goals to their environment which is positively related to interest and achievement but achievement overtakes interest in adaptation (Hirschi & Vondracek, 2009). Thus affirmation and adaptation values of the elite residential college institutions vary (Gomes, 1999) which seeks sneak peek into systemic adaptation to a changing environment in higher education as a move towards the next generation of quality assurance models (Jeliazkova & Westerheijden, 2002).

2. STRUCTURAL COMPONENTS OF INSTITUTIONAL ADAPTATION

Age

Age is a predictor of persistence at an institution (Cabrera et al., 1992). An age of early entry indicates an improvement in institutional quality (Bommier & Lambert, 2000) where significant differences in institution readiness among students of same age cohort persisted (Gagne & Gagnier, 2004).

Gender

Institutionalisation of gender and diversity management in engineering education (Leicht-Scholten et al., 2009) recognizes identity formation and learning the culture as gendered barriers for women's persistence in engineering education (Wolffram et al., 2009). Re-engineering engineering education to retain women has retention relying on retention of academically elite women students without engineering backgrounds in undergraduate engineering education are impacted by the culture of engineering education (McLoughlin, 2009). Household and regional

gender equality impact choice of the institution (Kambhampati, 2009) and persistence in engineering differ by gender (Lord et al., 2009). Retention of women in undergraduate program (Kasarda et al., 2010) relies on retention and attrition of women in engineering (Godfrey et al., 2010). A mixed-methods study of retention, and career plans of women in engineering (Paretti et al., 2010) states that gender-typed behaviors impact institutional adjustment (Ueno & McWilliams, 2010) and women's confidence and self-rated abilities affects completion (Chao & Cohoon, 2010).

Disability

The theory of planned behavior predicts graduation among college and university students with disabilities (Fichten et al., 2014). Further student motivation and decision to utilize support services was framed by the level of acceptance of their disability i.e., their integration of their disability to their authentic self (O'Shea & Meyer, 2016). Hence institutions need to provide barrier-free campus environment for students with disabilities (Chen et al., 2015) stressing that physical environment of campus like institution building more significantly impacts students experience on campus (Coulson et al., 2015).

Academic Year

Students expectations and preparedness encourage a better match between student and institution among first year (Jansen et al., 2013) students who attended single-sex two year pre-secondary institute had higher rate of attendance at later four-year bachelor education colleges than students with coeducational academics (Park et al., 2013) grades and financial status have a bearing on student retention (Djulovic & Li, 2013) determining that first year academic performance influences persistence in academics in future years of study at college (Cabrera et al., 2013) where first-year programs like orientation programs impact adaptation of students resulting in retention of students (Mayo, 2013). The causes for retention and attrition in first-year transition, academic advising, career planning and placement etc (Zerna & Ph, 2014) has more to do with student engagement in the type of academic and social engagement influencing bachelorette attainment or degree completion in four-year institutions (Flynn, 2014). Though course preference, and first-year educational performance were significant predictors of attrition (Harvey & Luckman, 2014); knowledge and skills imparted among first-year influencing retention of students (Pande et al., 2014). Lastly, effective academic library use and e-resources in campus positively affects academic performance of the first year undergraduate students impacting their retention (Tewell, 2015).

Academic Major

Academic governance and product design should be in relation to the requirements to the educational market (Adina & Liviu, 2013) as it remains a well acknowledged fact that education predicts markets for employment (Damnjanovic et al., 2013). The students patterns of use as per ones academic major classifies an academic institution (Bahr, 2013a) where students have limited access to institutions when it comes to selecting prestigious top institutions and choice of academic major that relied heavily on institution feasibility (Tavares, 2013). Further academic failure results in attrition with unsuccessful academic major leading towards transfer to other academic major that ensure academic success by undoing failure (Arias Ortiz & Dehon, 2013). Thereby college persisters differ in their academic majors and career choices (Morgan et al. 2013) and persistence in engineering academic major determine career outcomes in engineering (Xu, 2013). Moreover with lack of completion of previous years course or academic major reverse degree completion (Donhardt, 2013) with attributed failure at academic major competencies lowering rate of degree completion (Bahr, 2013b). This could also have a long lasting effect on returns to education in terms of earning diversifying by the type of academic major course chosen (Hérault & Zakirova, 2013). Lastly, persistence patterns of students differ in engineering academic majors and non-engineering academic major (Wei et al., 2014) as it observed that switching over to alternate academic major deters persistence of students (Higgins & Staley, 2014) especially impacting retention of female students in engineering academic major course (Varol & Varol, 2014).

Religion

Student spiritual identity is formed at religiously affiliated university to a greater extent (Forward et al., 2014) Persistence patterns of religious minority students are at a greater level of introspection in religious affiliated

universities (Patten & Rice, 2008) as it is observed that attendance at religious services influences persistence and retention of students at four-year higher education institutions (Burks & Barrett, 2009). Further individual privileged religious experience impacts spiritual development of students within dynamics of the institution (Bowman & Small, 2010) especially when religion performs a support factor function among women of race or colour impacting their persistence towards degree attainment (Ceglie, 2013). Moreover, attending an institution with an inclusive religious worldview climate is positively associated with participation in student engagement (Bowman et al., 2015).

Caste

Institutional barriers to diversity persist in inclusion efforts (Elliott et al., 2013) with thrust efforts on recruitment and retention of students of a native minority race in higher education institutions (Mosholder et al., 2013). The college persistence thus of minority students of race differs among ethnic students of a minority race (Rigali-Oiler & Kurpius, 2013) impacting their academic achievement (Boyras et al., 2013). Institutional support predicts learning among students of race (Lundberg, 2014) where cross-racial interaction and interracial interactions is influenced students by institutional characteristics and participation in a student organisation (Bowman & Park, 2014). The students racial identification preferences also seem to change between the time they enter and leave college (Harper, 2014). Institutional responses to social inclusion (Kilpatrick & Johns, 2014) with retention of minority students of race in higher education is vital (Samuel & Scott, 2014). Student involvement in ethnic student organizations also has its civic outcomes even after graduation (Bowman et al., 2014). Thus race impacts choice of institutions (Squire & Mobley, 2014). Race is celebrated leading towards institutional diversity persisting in multiracial spaces (Hikido & Murray, 2015b). Institutions may have on individuals' race frames or colour blind frames impacting diversity (Warikoo & de Novais, 2015) leaving its embracement on skill development by a race having its replicated effect on admissions into selective institutions (Roksa & Arum, 2015). In short, students commitment to the institution is fundamental to academic success and it varies by race (Ansong et al., 2016).

Generation Status

Institutional culture impacts first generation college students (Erin & Nadine, 2014) The early experiences and integration in the persistence of first-generation college students in engineering and non-engineering academic majors (Dika & D'Amico, 2016) needs an on look as the supposed attrition factors could hard hit first generation more (Ishitani, 2003) resulting in lack of belongingness in lower academic achievement school dropouts, and less institutional involvement among first generation students (Williams & Ferrari, 2015). Hence retention of first generation students need to be focused with special attention (Watt et al., 2008) on for their success (Hawthorne & Young, 2010) where first generation students often are left demining with lower grades (D'Amico & Dika, 2013). This can be tethered further by positive academic engagement among first generation students resulting in successful retention over the academic years (Soria & Stebleton, 2012) with concerns of retention of first generation minority students in post-secondary institutions still brewing over the matter for long (Harrell & Forney, 2003). The less spoken off living learning community positively impacts academic performance of first-generation college students (Flynn et al., 2015) with residence halls greatly influencing the academic and social transition of first generation students (Inkelas et al., 2007). Further, it leaves one jaw down where one notices that first generation or non-native english speakers have high rate of degree completion (Schuetz, 2014).

College Expense

The ability to pay to college influences persistence of students (Cabrera et al., 1990) with financial aid adding on to the mileage of students persistence at college (Cabrera et al., 1992). Pricing and financial aid vary by institutions diversifying students responses towards college experiences (Basch, 1997) even when increasing in government funding by student aid prude on persistence (John, 1999). However academic and social integration have seeped into persistence than financial aid (Wetzel et al., 1999). It is observed that financial and academic problem led to attrition (Errico et al., 2000) but appropriate financial aid impacts retention (John, 2000) and influences persistence especially of underrepresented minority students in engineering (Fenske et al., 2000). The short-term budget cuts by government can have long-term impact on functioning of higher educational institutions or university (De Pillis

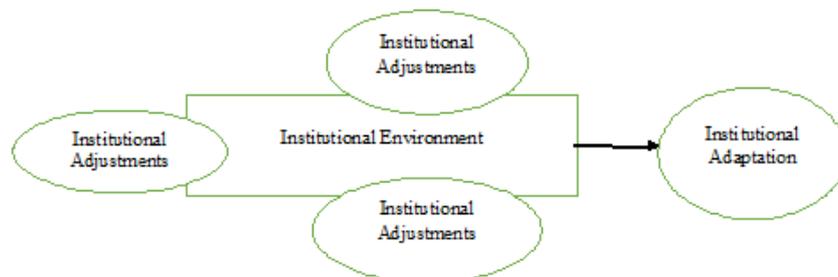
& De Pillis, 2001) where frequent changes in institutional aid and policy by government lowers enrollment (Desjardins, 2001) and state grants in terms of financial aid influences persistence (St et al., 2001).

The institutional expenditure patterns influence development of leadership competencies in students (Smart et al., 2002) and the institution are sponsored research expenditures are positively related to undergraduates' graduation (Kim et al., 2003). The cost and benefit factors (Pasternak, 2005) and financial aid (Kim, 2004) influence the institutional choice of students. The financial resources enhance students learning and development affecting student engagement and student development (Ryan, 2005). In other words, It is resources that have a sway in students retention especially of a minority race (Seidman, 2005). The financial context of institutions influences students persistence and completion of college at four-year institutions (Titus, 2006). The government financial aid to is a booster towards persistence and completion (Singell & Stater, 2006). Loans too are not left far behind in impacting students persistence towards college and educational attainment (Dowd & Coury, 2006) resource allocation being uneven in public research universities (Santos, 2007) raises a commoners brow on successful retention of low-income students (Tinto & Tinto, 2007). It is vivid that financial aid impacts students drop out or attrition by income level (Chen & DesJardins, 2008) encompassing debt constraint on the choice of university too (Callender & Jackson, 2008b). Further financial aspects like debt n credit issues deliver persistence of students towards the second year of higher education (Buzynski, 2010). Added on though scholarship lead to students college attendance, choice, financial aid renewal, persistence, and graduation (Zhang et al., 2013) with economic composition of institution stressing on persistence of students (Niu & Tienda, 2013); the education policy always needs to determine access to college a reconsideration of the national education (Daun-Barnett, 2013). Never the less, the seeming funding has its large foot hold on institutional engagement (Weerts, 2014) revering growing costs of attending college fall on retention (Marsh, 2014). Student loan thus has a bearing on persistence (McKinney & Burrige, 2014) with institutional diversity-related to funding of university (Piché, 2015) predetermining that money influences life-satisfaction among students especially between new and old Indian Institutes of IIT's students institution (Mukherjee, Nargundkar, & Manjaly, 2014).

Socio-economic status of the family by parent's education, occupation and income

Family variables impact individual relation with institutional adjustment (Jiménez et al., 2009) where parenting styles, family structure, birth order, gender and academic achievement impacts commitment to college adjustment or retention (Hickman & Crossland, 2005). Institutional financial context is also said to impacts college completion of students especially from low socio-economic status (Titus, 2006). Further socio-economic trends in engineering enrolments are an indication in itself of persistence and academic achievement (Orr, 2011). It is thus social class that impacts persistence of college students (Muñoz & Maldonado, 2012) with parenting relationship with child embarking adult functioning patterns at dorms (Rostad et al., 2014).

3. A CONCEPTUAL FRAMEWORK INSTITUTIONAL ENVIRONMENT ENABLING ADAPTATION AMIDST MULTIPLE ADJUSTMENTS



From the above conceptual framework, it is evident that every student in every institutional set up faces multiple adjustments over a period of time. It becomes thus very imperative for a student who stands amidst multiple choices of institutes to have the one institute that would abide by all adjustments and provide for an aspired institutional environment.

4. SUMMARY OF INSTITUTIONAL ADAPTATION

Campuses are known by their institutional identity. It is this identity that establishes the institute in the academic arena as the epitome of excellence. While private institutes are in a rat race thriving to espionage their entity, the public institutions like IIT's and NIT's have been functioning since long in academic arena providing education towards excellence with a drive in their vision and mission. Thus, it's vital to know undergraduate student realm of vision envisioned for their commitment towards persistence and successful graduation.

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