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## **Course diversity within South Australian secondary schools as a factor of successful transition and retention within Australian Universities**

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### **Abstract**

*There has long been a disparity in the provision of curriculum within Australian secondary schools. This study aims to evaluate whether diversity within schools alters students' university experiences. While much of the existing literature focuses on each aspect individually, this paper attempts to clarify a link between these factors by focussing on the transition process. A theoretical analysis of key concepts surrounding a web of inter-related issues, including student satisfaction, interest and motivation frames the quantitative data collection. The methodology employed consists of analysing a balanced sample of South Australian secondary schools, from an array of different locations, SES groupings and sizes, and an acknowledgement of previous studies into the first year experience within Australian Universities. The findings suggest that there is a disparity between learning areas in school curricula and an inherent link has been established with issues such as student attrition and dissatisfaction in universities.*