

# Study success in higher education: a framework for mapping policy instruments

Frans Kaiser  
Renze Kolster

CHER 28th Annual Conference  
08-09-2015



# Introduction

---

- Study success an issue?
- Conceptual perspectives
- Policy instruments
- Framework for mapping
- Discussion

# What is study success?

---

- Elements:
  - Drop-out
  - Completion
  - Time to degree
  - Grades
- Broader:
  - Employability
  - Personal development

Prepare to vote

1

2

TXT

1

*This presentation has been loaded without the Shakespeak add-in.  
Want to download the add-in for free? Go to <http://shakespeak.com/en/free-download/>.*

Twitter

1

2

Voting is anonymous

 shakespeak

# Is study success an issue in your national higher education system?

---

- A. No
- B. In certain disciplines
- C. For certain groups of students
- D. Yes

*The question will open when you start your session and slideshow.*

# votes: 0

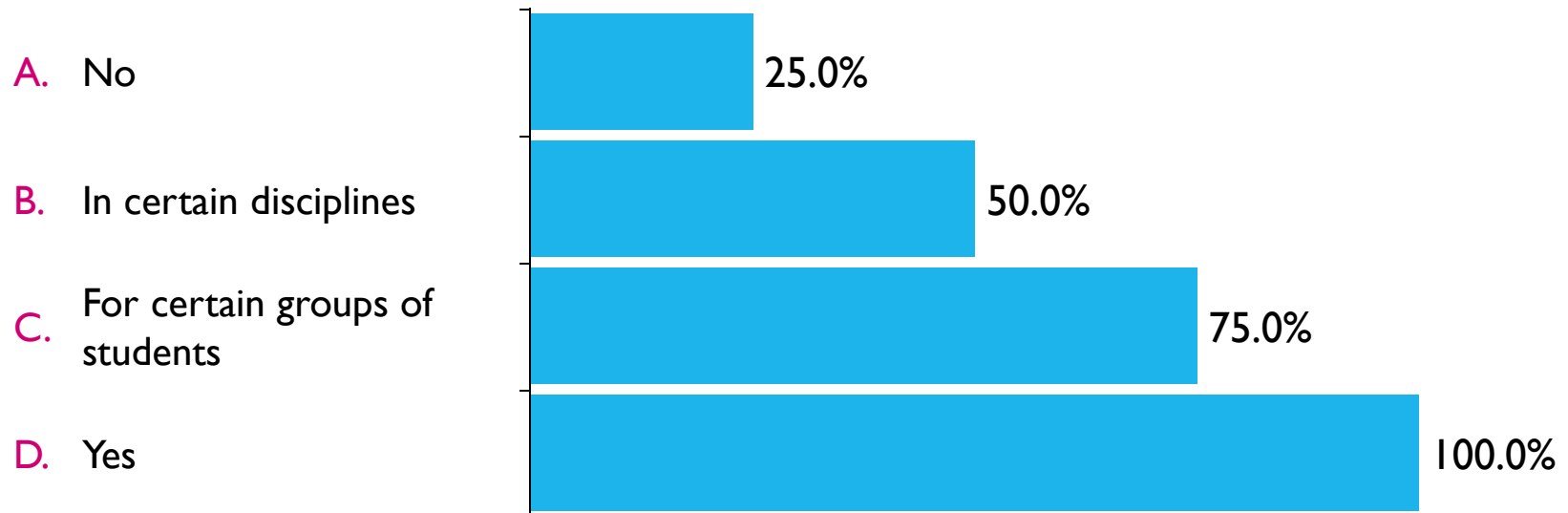
● Closed

*This presentation has been loaded without the Shakespeak add-in.*

*Want to download the add-in for free? Go to <http://shakespeak.com/en/free-download/>.*

 shakespeak

# Is study success an issue in your national higher education system?

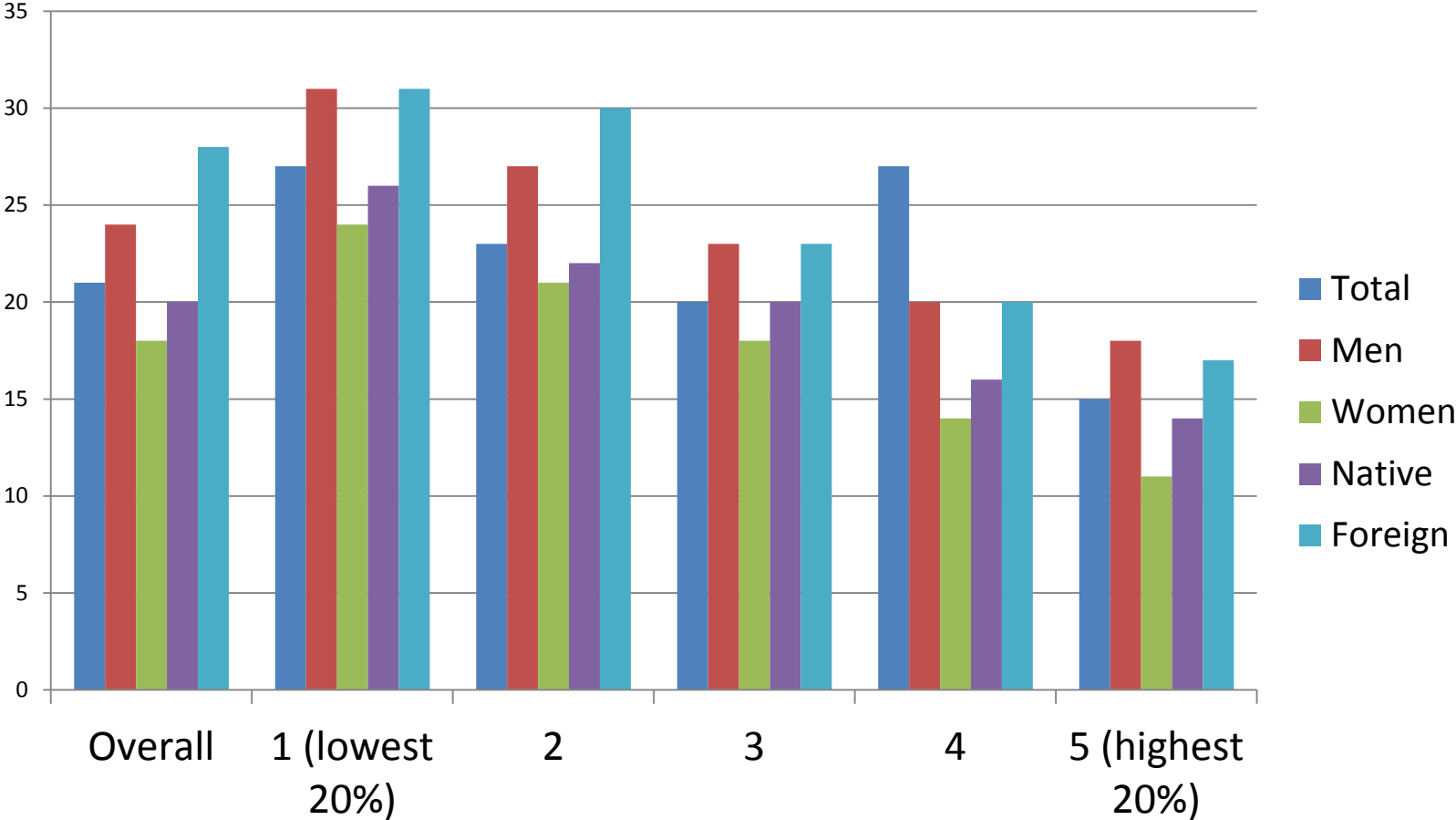


● Closed

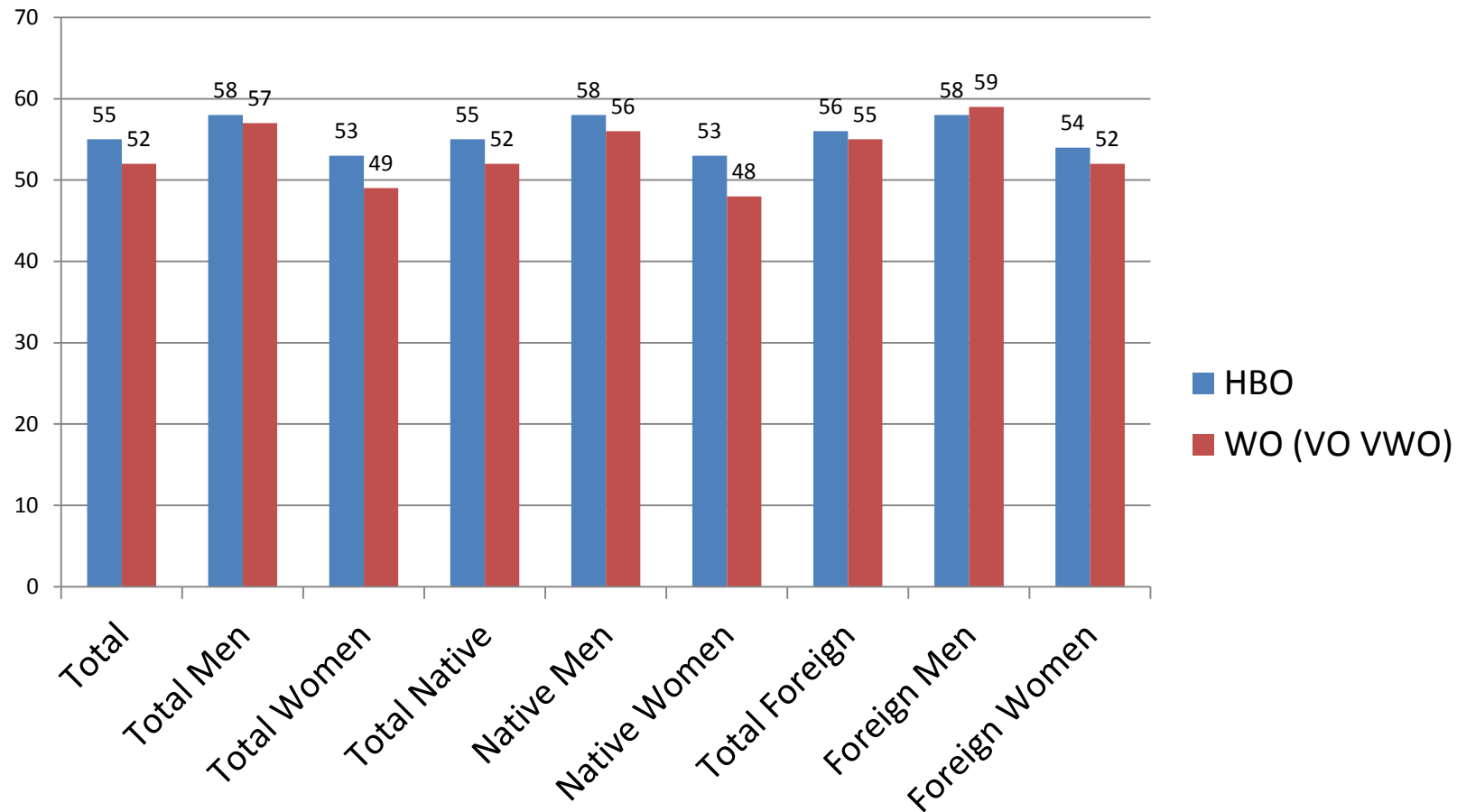
*This presentation has been loaded without the Shakespeak add-in.  
Want to download the add-in for free? Go to <http://shakespeak.com/en/free-download/>.*

shakespeak

# Drop-out: SES, Gender, and Ethnicity in NL



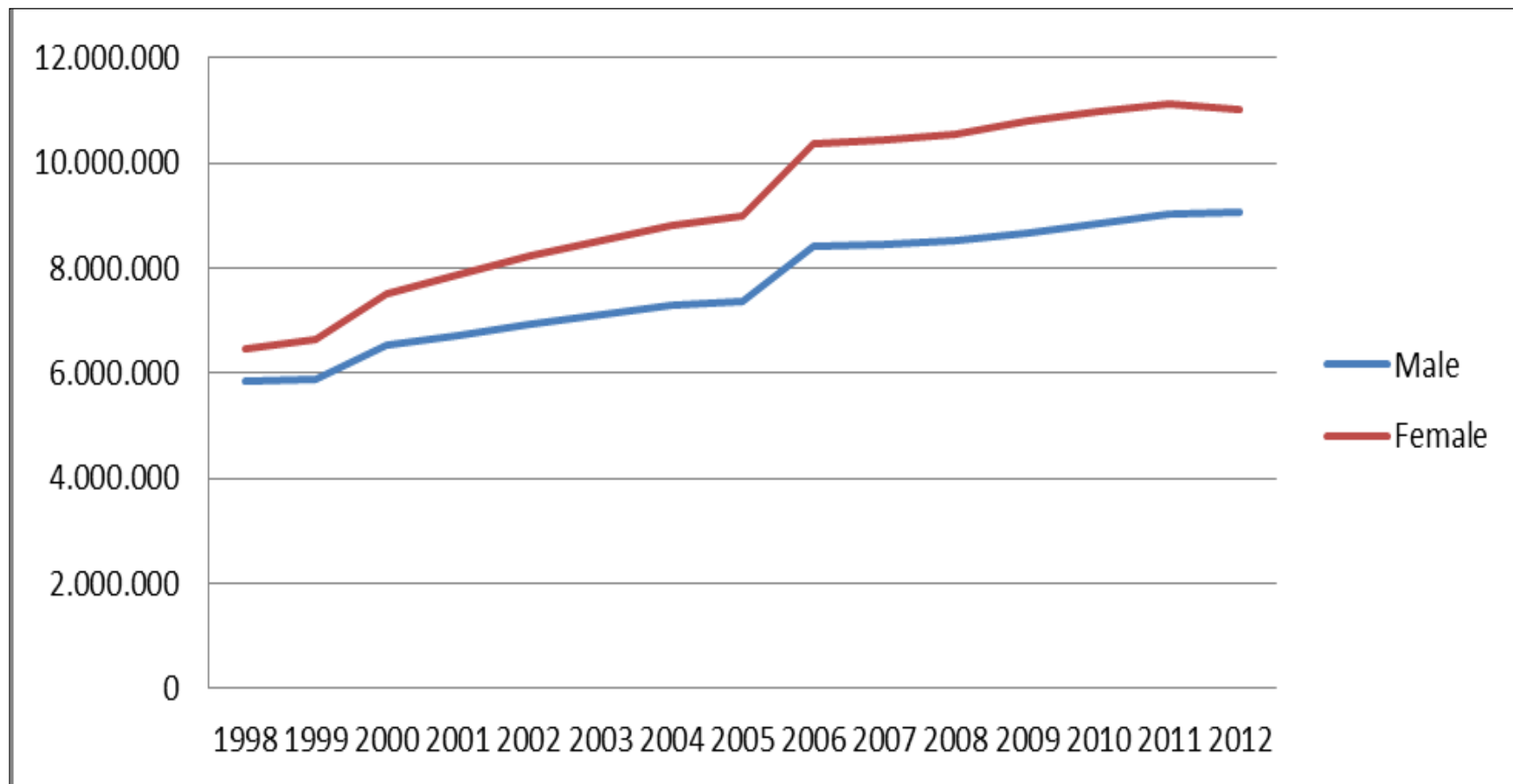
# Time to degree: gender and ethnicity in NL



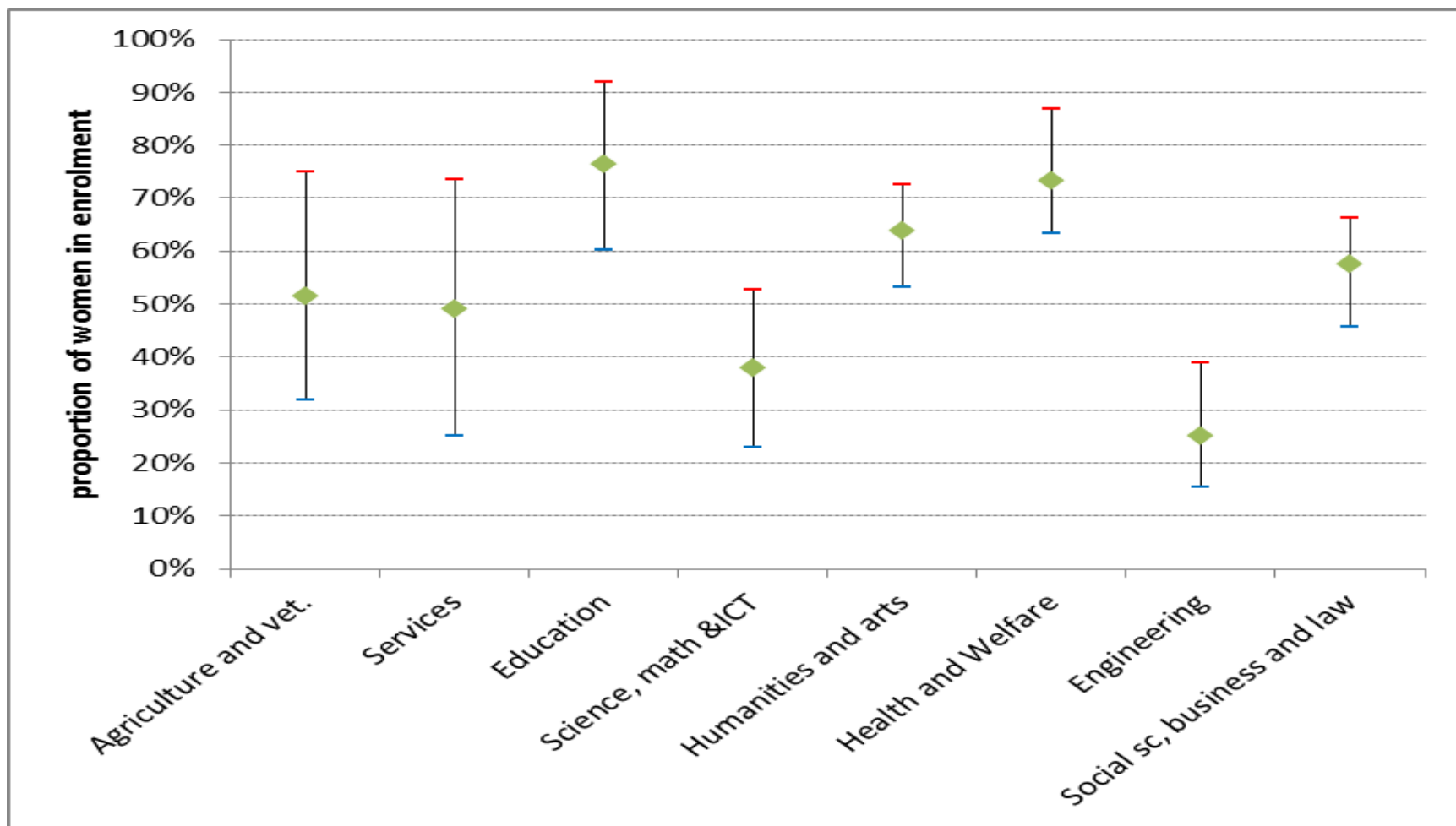




# Enrolment in higher education: Gender in EU

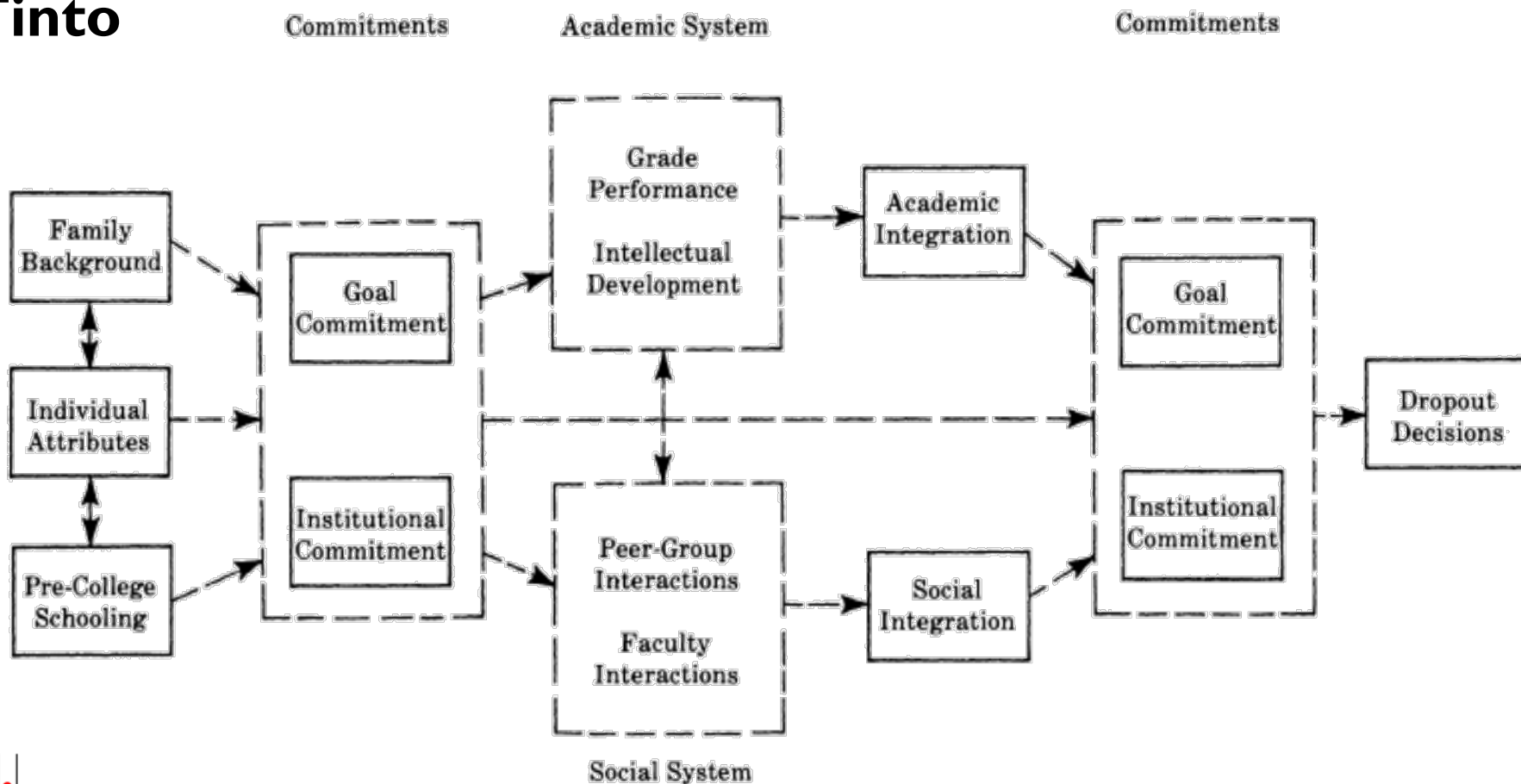


# Female enrolment per field in EU

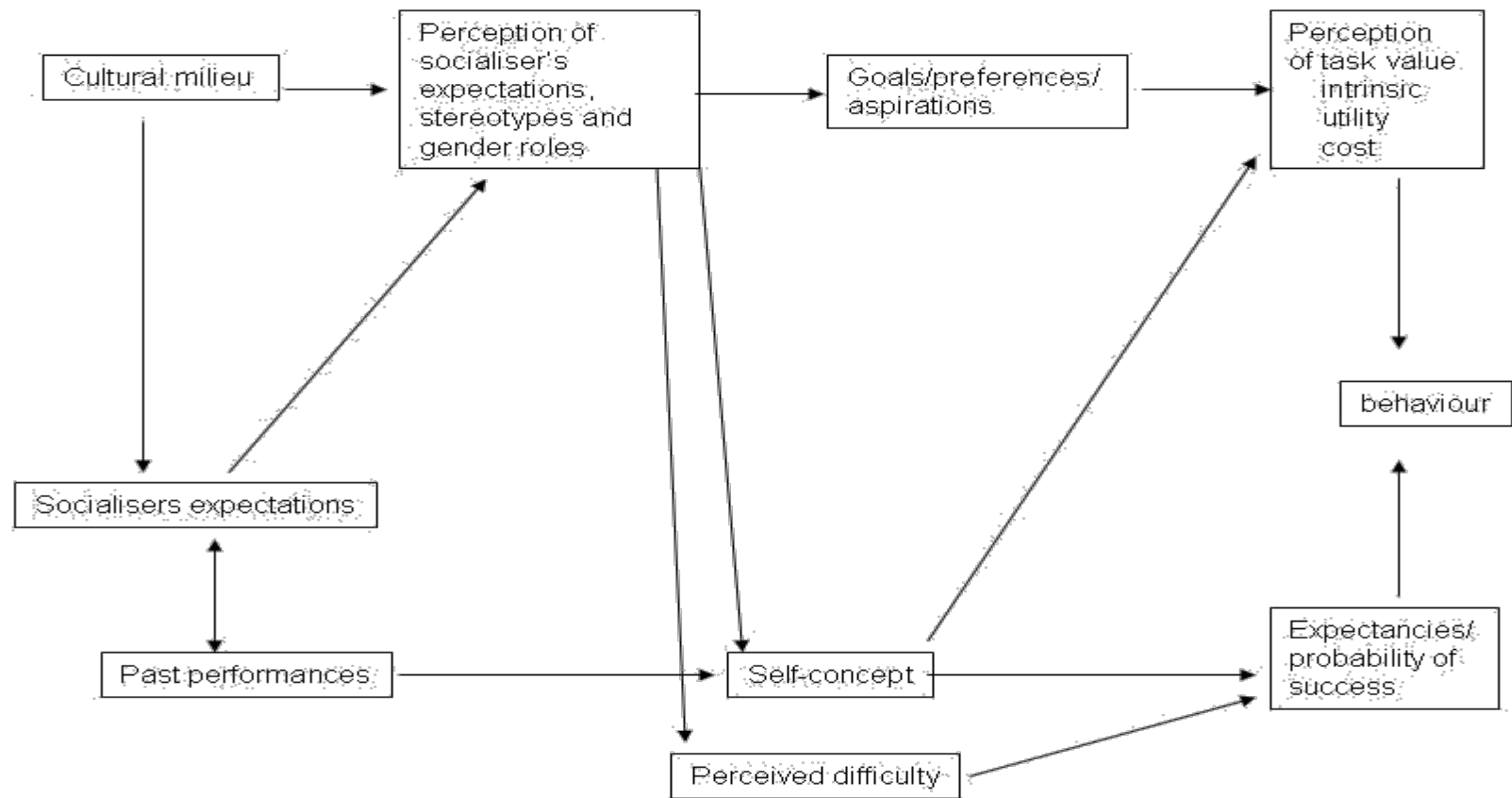


# Conceptual perspectives

## Tinto




# Conceptual perspectives: Eccles

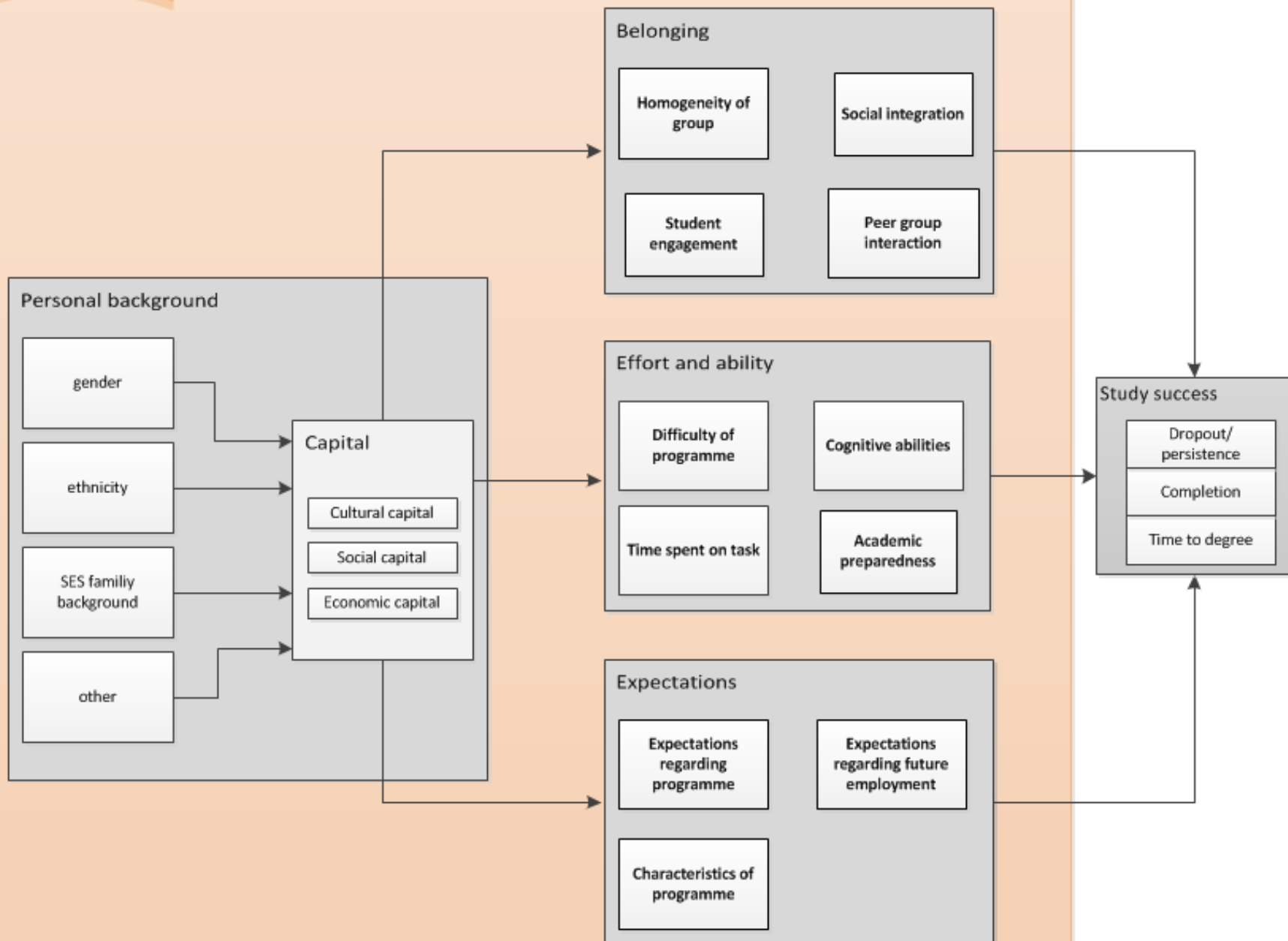




# Theoretical perspectives

---

- **Neuropsychological explanations: development of cognitive and non-cognitive skills mature**
  - **Self-concept**
  - **Self-regulation** **Study success**
- **The link of gender to brain development (Jolles)**
- **The link of poverty (SES) to brain development (Mullainathan & Shafir)**
- **The link of ethnicity to brain development (?)**



# What can be done about it?

## Three types of policy instruments for study success

---

- **Information and support**
  - Pre-university
    - Information: on programme, future profession
    - Support: deficiency courses, summer schools
  - During university:
    - Information: on programme
    - Support: student counselling, mentoring (general or specific)

# What can be done about it?

## Three types of policy instruments for study success

---

- **Funding and financial incentives**
  - Institutional level (e.g. performance contracts, output based formula)
  - Individual level (e.g. grants )



# What can be done about it?

## Three types of policy instruments for study success

---

- **Organisation of education**
  - Pre-university
    - Early tracking, flexibility, entrance selection
  - During university:
    - Learning environment: homogeneity of group, group-size, continuity in programme, teaching method (student-centered / problem-based learning), assessment method.

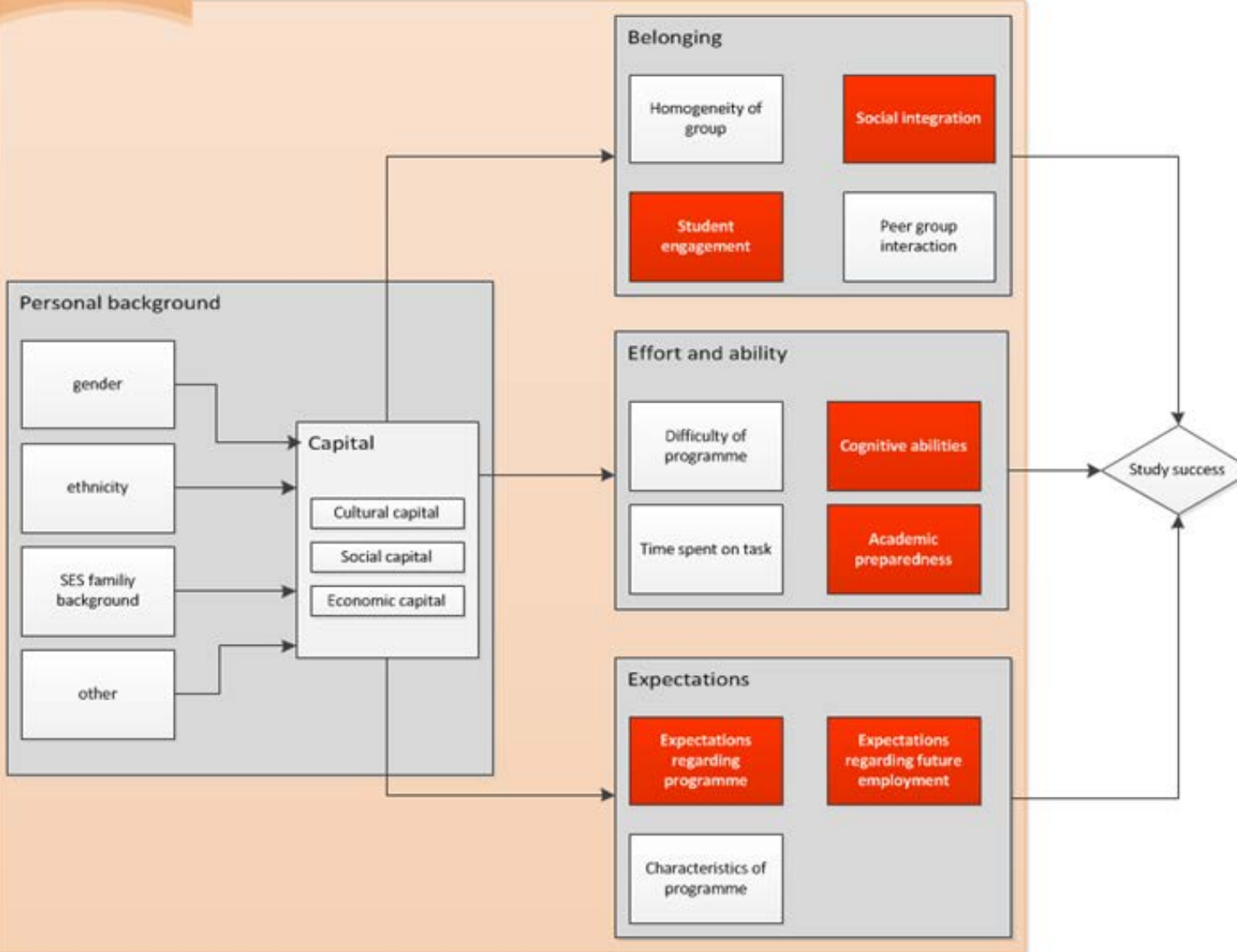
# Policies

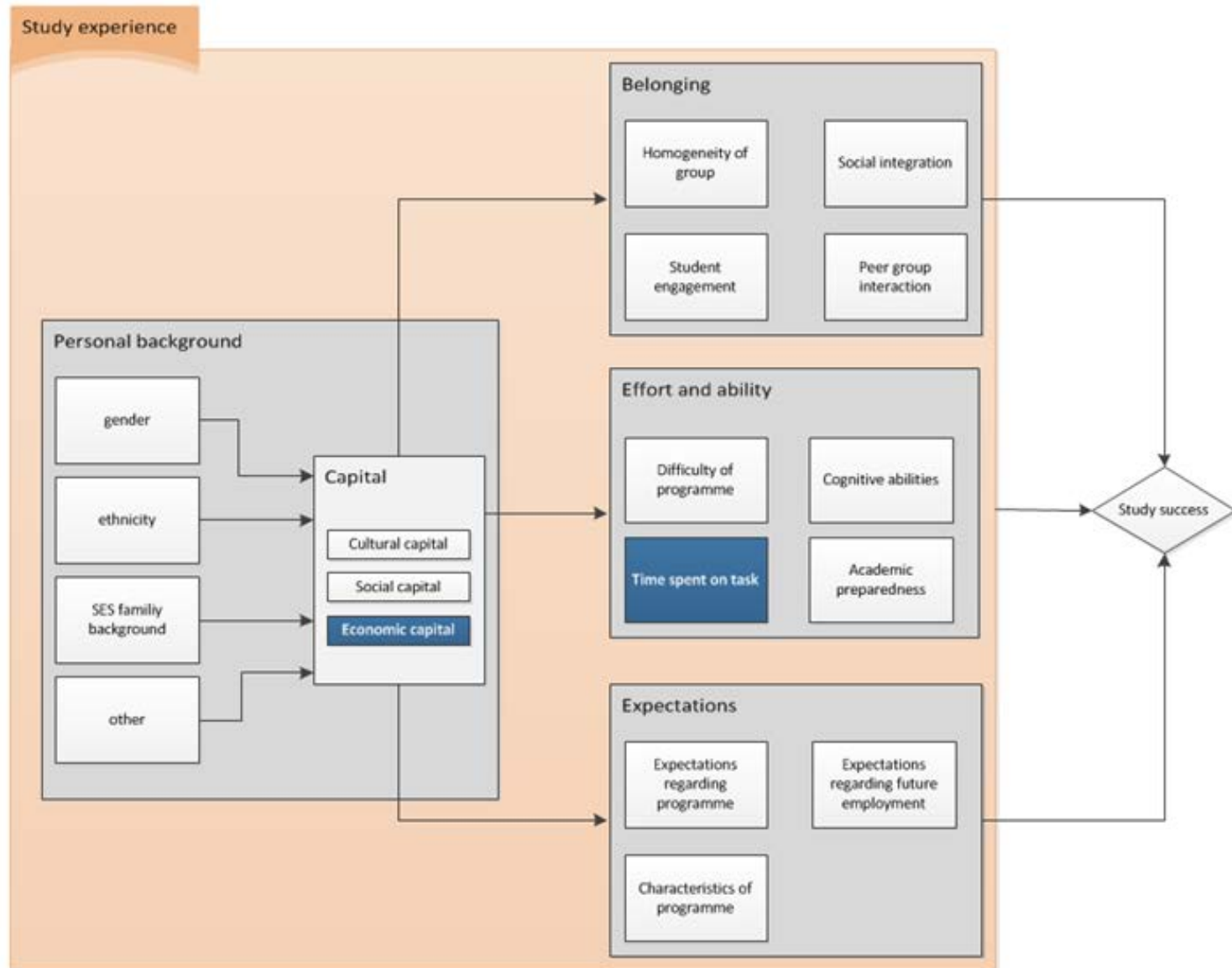
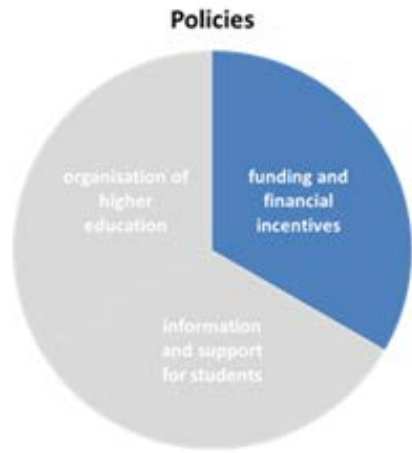
organisation of higher education

funding and financial incentives

Information and support for students

## Study experience

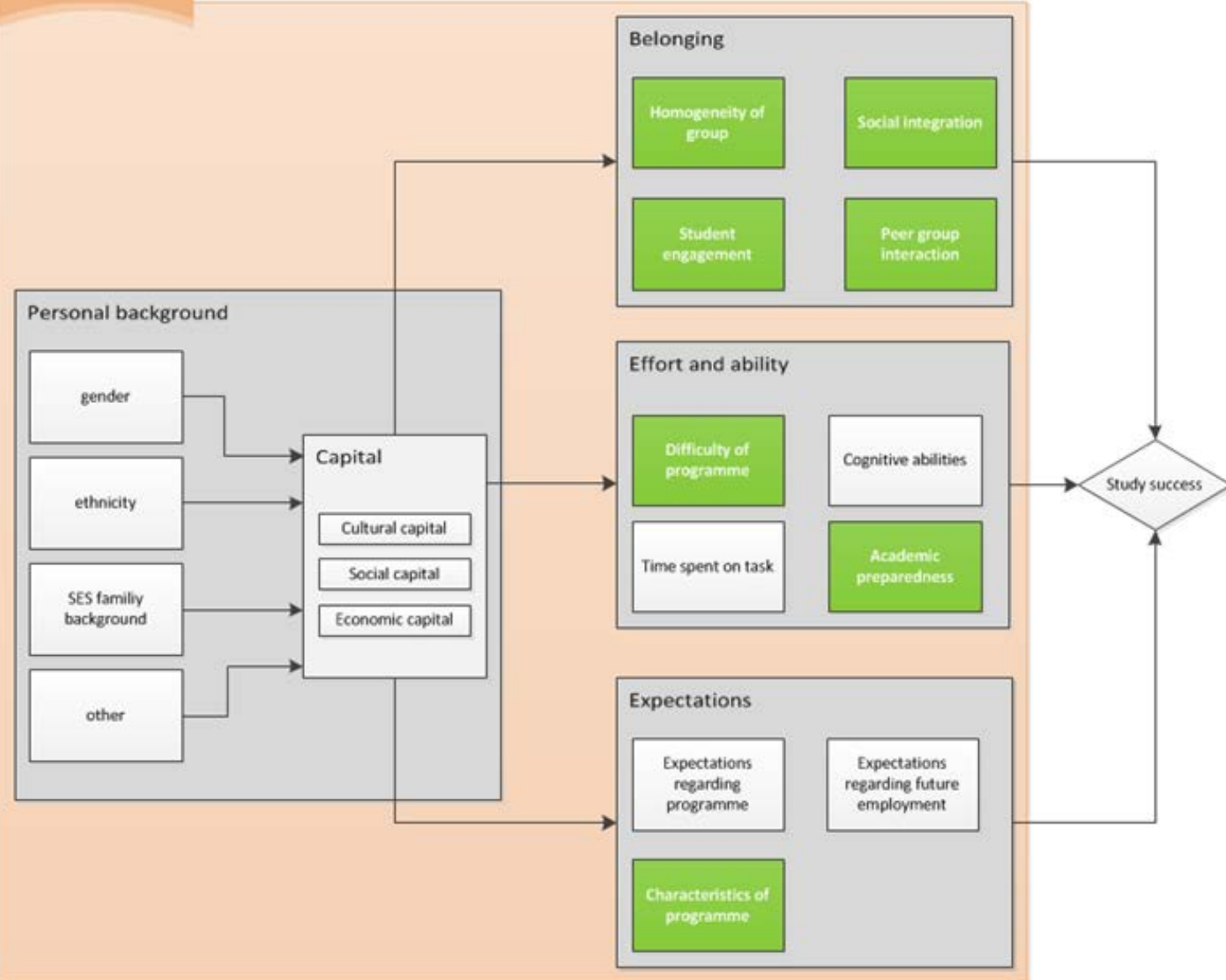




# Policies



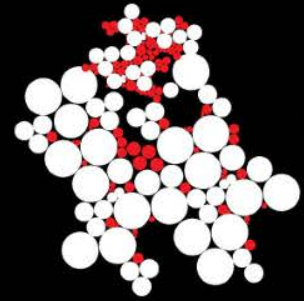
## Study experience



# Discussion

---

- Is study success an issue?
- Are differences in study success an issue?
- Will policy instruments have different effects on different groups?
- New research themes on the agenda:
  - Definitions and data on study success
  - Effectiveness of study success policy instruments in general and for specific groups
  - Linking to theoretical notions
  - Multidisciplinary approach
- The evidence of the effectiveness of policy instruments is limited



# Study success in higher education: a framework for mapping policy instruments

Frans Kaiser  
Renze Kolster

CHER 28th Annual Conference  
08-09-2015

