

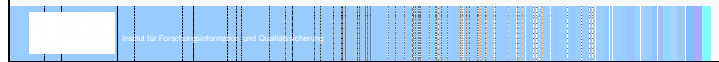


## Simply the Best?

Determinants for the further study of the first Bachelor graduates  
Presentation for FREREF Workshop 2009: „The Bachelor – Changes in Performance  
and Quality of Studying? Empirical Evidence in International Comparison.”  
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## General background

- Since the 2nd PISA survey was published, in Germany we have a little bit more discussion about inequality in the educational system.
- Also in the „Bergen declaration“ (2005) the social dimension was a relevant topic: There was repeated, equal access to HE is an important goal.
- And after the finance crisis we have a debate about (the get lost of) meritocratic selection „of the best“ for leading positions.
- Actual (Nov. 11th), the German minister of education, Anette Schavan, said in German Parliament: „All children and young people must have the same chances in the educational system.“ (ddp 2009)
- Experts say: For the future also demographic trends are potential reasons to force the decrease of inequality.

⇒ For that reasons we should have a look to the potential inequality of the new threshold in the educational system: the transition from BA to MA.

## Outline

1. Concept of the Freiburg Graduate Surveys
2. Data base for the analyses
3. Identifying factors influencing further studying
4. Results of the First Survey (2007) and the Second Survey (2008)
5. Konstanz results (2008 and 2009)
6. Interpretation of results

## Concept of the Freiburg Graduate Surveys

### Graduate Surveys as an instrument for quality assurance

(especially for outcome evaluation, see Krempkow/Wilke 2009, according to Teichler/Schomburg 1997)

#### Goals:

1. Adequate interpretation of results only through comparison with other HEIs and more general national data (see Teichler 2003)
  2. Account for individual characteristics through institution-specific and programme-specific surveys (see QM-literature)
- **Nationwide “Core Questionnaire”** constructed in cooperation with 58 german universities/ INCHER Kassel and **institution-/ programme-specific adaptations** (about 10% of questions)

## Data base for the analyses

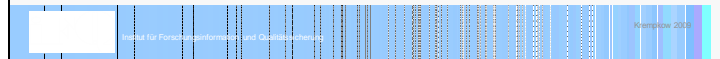
### First Survey: „Bachelor Pilot Survey 2007“ of Freiburg

- Bachelor graduates finished their study in 2004/05 and 2005/06 in all study programmes containing more than 20 graduates, entire target population (bachelor pilot survey for the Freiburg Graduate Surveys)
- Response rate: 73% (70 respondents)

### Second Survey: „Freiburg Graduate Survey 2008“

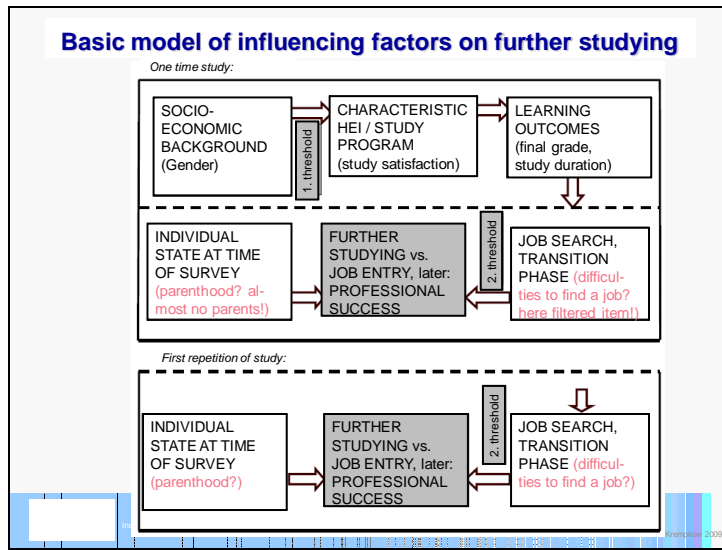
- Graduates finished their study 2006/07 in 7 faculties of the Freiburg University, entire target population
- Response rate: 51% (about 1000 Respondents at all, included 70 bachelor; here only the bachelor graduates analysed)
- Representativity: A comparison and test of relevant aspects of the sample showed no significant differences between the sample and the population of all graduates of the University and in the faculties

⇒ in the questionnaires of both Surveys almost all the same questions were used



### Identifying factors influencing further studying

- In a new „Master-study“ funded by the „Stifterverband“ (Fricke 2009) was written: For the most HEI the **BA final grade determines the access to the Master** study programs
- In the statistic of the German Rectors Conference (1/2009) was written: Female percentage decrease from the BA graduates (54%) to the MA students (44%, data base: last two years: 2007/08 and 2006/07). => **Gender determines the access?**
- **What is true?**
- Answer with focus on the single HEI, because its potential to change inequality in study programs (depending on the study environment)
- Multivariate (correlatory) analysis allows identifying factors influencing further studying (as dependent variable). Example: Is there a meritocratic selection (e.g. measured by final grades, study duration or is there a social selection (e.g. measured by gender, social background)?
- This information is independent from (subjective) self-assessment of graduates (see also Krempkow/Wilke 2009)
- First the basic model, after this some descriptive results to show the differences, later the results of multivariate analysis (logistic regression)



## Results of the First Survey (2007)

### Graduates further studying after the BA: Simply the Best?

Descriptive Results (n=70)	final grade (mean)*	study satisfaction (mean)	study duration (mean)*	gender (% male)*
Further Studying: No (n=30)	2,0	2,5	6,7	40
Yes (n=40)	1,8	2,5	6,3	15

Logistic regression for further studying (Nagelkerkes R <sup>2</sup> =.224, n=64)	Regression coefficients B	Wald-Statistic	Significance
Duration of study (in semesters)	-,339	,979	,322
Study satisfaction (1=positively evaluated)	-,118	,068	,794
<b>Gender (male=1)</b>	<b>1,493*</b>	<b>4,459</b>	<b>,035</b>
<b>Final grade (1=best grade)</b>	<b>-1,646*</b>	<b>3,717</b>	<b>,054</b>
Sport Sciences (dichotom)	1,134	,483	,487
Frankomedia/ French Sciences (dichotom)	1,088	,432	,511
Education Planning/ Educ. Science (dichot.)	1,143	,517	,472
Constante	2,300	,698	,404



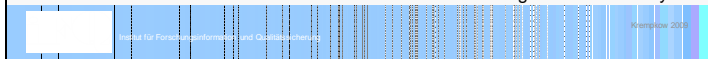
### Results of the added Surveys (2007+2008)

#### Graduates further studying after the BA: Simply the Best?

Descriptive Results (n=140)	final grade	study satisfaction	study duration	gender (% male)**
Further Studying: No (n=75)	1,88	2,4	6,48	39
Yes (n=65)	1,82	2,4	6,32	16

Logistic regression for further studying (Nagelkerkes R <sup>2</sup> =.25, n=127)	Regression coefficients B	Wald-Statistic	Significance
Duration of study (in semesters)	-,040	,025	,875
Study satisfaction (1=positively evaluated)	-,101	,124	,724
<b>gender (male=1)</b>	<b>1,391**</b>	<b>7,586</b>	<b>,006</b>
Final grade (1=best grade)	-,810	1,587	,208
Sport Sciences (dichotom)	,755	1,200	,273
Frankomedia/ French Sciences (dichotom)	,393	,340	,560
Education Planning/ Educ. Science (dichot.)	,702	,917	,338
<b>examination year/ cohort</b>	<b>-,767**</b>	<b>7,119</b>	<b>,008</b>

Gender and cohort are the relevant variables in the Freiburg Graduate Surveys.



## Konstanz Data base for the analyses

### Survey 2008:

Graduates finished their study 2006/07 in all faculties of the Konstanz University, entire target population

- Response rate: 45% (about 686 Respondents at all, included 187 bachelor; here only the bachelor graduates analysed)
  - Representativity: A comparison and test of relevant aspects of the sample showed no significant differences between the sample and the population of all graduates of the University and in the faculties
- ⇒ In the questionnaire almost all the same questions were used as in the Freiburg Graduate Survey (and as in the INCHER Cooperation project)

### Survey 2009:

Graduates (only Bachelor) finished their study 2007/08 in all faculties of the Konstanz University, entire target population

- Response rate: 61% (338 Respondents)
  - Representative
- ⇒ Different questionnaire in most parts, this Regr. model not possible

### Results of the Konstanz Survey (2008)

Descriptive Results (n=184)	final grade	study satisfaction	study duration	gender (% male)*
Further Studying: No (n=36)	1,96	2,36	6,77	25,0%
Yes (n=148)	1,85	2,20	6,34	37,2%

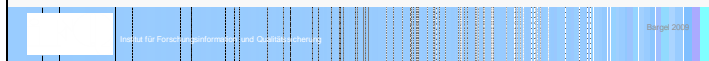
### Results of the Konstanz Survey (2009)

Descriptive Results (n=286)	final grade	scientific interest	study duration	gender (% male)*
Further Studying: No (n=41)	2,10	4,15	7,20	26,8%
Yes (n=245)	1,82	2,88	6,56	40,8%

### Results of the Konstanz Survey (2008)

Logistic regression for further studying (Nagelkerkes R <sup>2</sup> =.21, n=178)	Regression coefficients B	Wald-Statistic	Significance
Duration of study (in semesters)	,344	3,088	,08
Study satisfaction (1=positively evaluated)	,015	,003	,95
Gender (male=1)	-,384	,469	,49
Final grade (1=best grade)	,966	3,325	,07
"Mint"-Subjects (dichot.)	-23,266	,000	1,00
Humanities (dichot.)	-22,586	,000	1,00
Language/Literature Studies (dichot.)	-21,298	,000	1,00
Literature-Art-Media (dichot.)	-20,910	,000	1,00
Political-/Administrative Science (dichot.)	-23,158	,000	1,00
Constante	17,211	,000	1,00

In this model some problems occurs to the subject variables. Model with alternative subject codes was used (higher aggregation level).



**Results of the Konstanz Survey (2008),  
with alternative subject code**

Logistic regression for further studying (Nagelkerkes R <sup>2</sup> =.13, n=178)	Regression coefficients B	Wald-Statistic	Significance
Duration of study (in semesters)	,353	3,496	,062
Study satisfaction (1=positively evaluated)	-,054	,044	,834
Gender (male=1)	-,278	,348	,555
Final grade (1=best grade)	,859	2,960	,085
Mathematics&Natural Sciences (dichot.)	1,433	4,072	,044
Political-/Administrative Sciences (dichot.)	1,108	3,798	,051
Constante	-7,262	14,639	,000

In this model no problems occurs to the subject variables (now in higher aggregation level). The subject „culture“ is a significant influencing factor (as we expected).

### Interpretation of results (Freiburg & Konstanz)

- **Influencing further studying for the first BA graduates?**

- ⇒ Gender: relevant, but influence not in the same direction
- ⇒ Final grade: Not simply the Best are recruited for further studying
- ⇒ But it is different in HEI/ in cohorts (and in study programs), in Konstanz more meritocratic selection, in Freiburg more gender selection (male), reasons have to be further analysed

- **Prospects for further analysis?**

- ⇒ When it is different in HEI, in cohorts (& in study programs): Can it be analysed by national means or national statistics?
- ⇒ In future: Scientific Use Files from the INCHER-cooperation-project allows better to analyse the influence of HEI, and with institutional data: multi-level-analyses are possible (Mplus)
- ⇒ Further question: Can we and if yes: How can we separate Self- and External-selection? (see Krempkow 2009)

### Sources / Further information (1)

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