Study success and dropout in the higher education policy

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• Study success, completion, graduation, retention, persistence, survival, attainment, re-enrolment, (time-to-degree) ... 

• Dropout, stop-out, discontinuation, attrition, wastage, turn-over, dismissal, withdrawal, departure ...
Emerging issue

<table>
<thead>
<tr>
<th>Importance of study success</th>
<th>Countries</th>
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</thead>
<tbody>
<tr>
<td>Very high or high on the agenda</td>
<td>Denmark, England, Estonia, Finland, Flanders (Belgium), France, Greece, Hungary, Italy, Former Yugoslav Republic of Macedonia, Malta, Netherlands, Norway, Serbia, Slovenia, Sweden</td>
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<tr>
<td>On the agenda</td>
<td>Austria, Croatia, Czech Republic, Germany, Ireland, Luxembourg, Montenegro, Poland, Portugal, Romania, Spain, Switzerland</td>
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<tr>
<td>No or little relevance</td>
<td>Bulgaria, Cyprus, Iceland, Latvia, Lithuania, Slovak Republic, Turkey</td>
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</tbody>
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Source: HEDOCE Study (2015), survey of national experts
Why to bother

1. Efficiency of both public and private investments
2. Human capital development
3. Individual consequences
Dropout rates (on a level of an individual programme) bachelor students, Czech Republic (%)

1st year
5th year
Main resources for this presentation

• The HEDOCE study (Dropout and Completion in Higher Education in Europe)

• Interviews with HEIs and HE governance representatives

• National data on student dropout

• Annual reports of individual HEIs
Policy measures in Europe (HEDOCE)

1. Funding and financial incentives
2. Information support
3. Organization of HE
Success / dropout policies in V4

• (economic) efficiency reasoning predominant

• broad access considered the main cause of dropout increase

• time-to-degree emphasized over completion
Importance of success/dropout agenda

- Hungary
- Poland & the Czech Republic
- Slovakia
Policy measures in V4

- tuition fees for students exceeding standard duration of studies
- not much measures on social integration, student engagement, teaching quality and relevance or experience sharing
Policy measures in CZE (HEI level)

- “optimalisation” of admission criteria
- remediation courses
- “transparent communication of demands”
- course material accessibility
- equal distribution of demands across study periods
- special needs students support
Effects?

• Measures rarely properly evaluated so far
• Barriers for evaluation
  1. no shared definitions
  2. no shared operationalization
  3. effect of a single measure cannot be separated from the context and broader policy mix

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