Policy changes in Dutch higher education

Quality in diversity: what works?

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Rutger Kappe
Programme

• Dutch educational system in a nutshell
• Dutch higher education
• Quality in diversity: Strategic agenda for higher education

Focus on: student-study fit
• Moving forward enrolment date
• Matching activities
• First results

• Discussion
THE DUTCH EDUCATIONAL SYSTEM

University

Higher Professional Education

Senior Secondary Vocational Education

Pre-university Education

Senior General Secondary Education

Pre-vocational Secondary Education

Vocational Training Programme

Lower Secondary Education

Special Secondary Education

Primary Education

Compulsory Education

Age 4

Age 12

Age 18
Higher education in The Netherlands

Binary system

- Academic higher education: academic university (AU)
  - 17 institutions, 255,500 students
  - 54,400 first year students

- Professional higher education: university of applied sciences (UAS)
  - 35 institutions, 446,500 students
  - 98,500 first year students

(February 2014)
Higher education

Academic universities
• 3 year bachelor
• research master

Universities of applied sciences
• 2 year associate degree
• 4 year bachelor
• professional master
Some ‘enrolment characteristics’ until 2013-2014

- Enrolment mainly based on legally required diplomas
- Selection options very limited by law
- Legal fee of €1906 per year
- Most UAS-students stay at home (‘free’ public transport)
New legislation: Quality in diversity

Law contains large number of measurements aimed at a future-sustainable higher educational system

- Providing more diversity by allowing more profiling and more differentiation
- Raising the bar (a stricter study climate)
- Goal: Dutch higher education to be among the top 5 of the world
The making of Quality in diversity

It took:

• One committee of wise people
• One report well accepted
• Three ministers with perseverance
• Approval by parliament
• Three years time
Stricter study climate

• ‘The right student in the right place’
• Quality of education above quantity of students

• Raising admission requirements (without extending the possibilities for selection)

• Compulsory ‘studiekeuzecheck’ (checking whether the right study was chosen) also known as: ‘matching’
• Enrolment before 1 May (was 1 September)
Focus on the student-study fit

- As from 2013-2014, all bachelor’s programmes will introduce a compulsory ‘matching’ procedure (studiekeuzecheck)

- This matching procedure runs before the start of the academic year

- **Final enrolment date changed** from 1 September to 1 May to enable HE institutions to organize matching activities
Drop out and retention rates

Figure. Situation after one year

<table>
<thead>
<tr>
<th>Year</th>
<th>Drop out HE</th>
<th>Drop out/switch</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>13.2%</td>
<td>16.8%</td>
<td>68.4%</td>
</tr>
<tr>
<td>2010</td>
<td>14.9%</td>
<td>20.8%</td>
<td>63.3%</td>
</tr>
<tr>
<td>2011</td>
<td>16.1%</td>
<td>21.2%</td>
<td>61.7%</td>
</tr>
<tr>
<td>2012</td>
<td>14.7%</td>
<td>22.7%</td>
<td>61.8%</td>
</tr>
</tbody>
</table>
Matching

- Enable student and institutions to check that the correct choice of study has been made
- Form, content, obligation to participate: to be determined by institutions
- Participation includes an advice (recommendation)
- Students have a legal right to participate in a matching activity and to get an advice
Enrolment date: large effect

- Request to enrol made before 1 May: student keep right to admission, provided other conditions are met (right diploma etc.)
- Request to enrol made after 1 May: no right to admission right, HE institution decides
- Student can change his/her study choice (in case there is no ‘match’)
Joint research model (6 UAS)

Results Accountability Framework (Friedman, 2000)

- How many efforts have been made?
- How good were the efforts?
- Did student success indicators improve?
- What is the quality of the effects?
Matching activities

- One day study experience at Uni., interview optional
- Homework – 1 day lectures at Uni – knowledge test
- Online questionnaire (oriëntation behavior)
- Extensive online questionnaire and interview at Uni
- Online questionnaire
- Online questionnaire (reality check), compulsory
Student evaluation

Bar chart showing the distribution of report marks (rapportcijfer) with the following categories:

- <6
- 6
- 7
- 8
- >9

The chart indicates a significant number of students with a mark of 7, followed by a much smaller number with marks of 8 and 6, and a very small number with marks below 6 and above 9.
Quotes of students

Een goede manier om studenten kennis te laten maken met de opleiding. Zo kunnen ze zelf bepaal wat ze vinden van de opleiding.

Ik hoop dat ik de stof op het hoo goed begrijp en genoeg begeleiding krijg op momenten dat ik de lessen moeilijk niet snap.

Het college wat we kregen over de trends in Toerisme was precies hetzelfde op de meeloopdag. Ik had hem al gezen op die dag dus wond dat niet zo goed geregeld.
Teacher evaluation

![Bar chart showing the distribution of teacher evaluation scores. The x-axis represents different score ranges: <5, 6, 7, 8, >9. The y-axis represents the number of evaluations (Aantal). The chart highlights a peak for the 7 score range, indicating it is the most common score.](chart.png)
Advice: teacher experience

Negatief advies geven lastig?

Aantal

Nee | Neutraal | Ja

0 | 50 | 150
Registration and conversion

<table>
<thead>
<tr>
<th>October status registrations, (per cohort)</th>
<th>Inholland University</th>
<th>The Hague University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort</td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td>Registrations 17692</td>
<td>21145</td>
<td>10897</td>
</tr>
<tr>
<td>Active per october 49%</td>
<td>41%</td>
<td>67%</td>
</tr>
<tr>
<td>Withdrawn 51%</td>
<td>59%</td>
<td>33%</td>
</tr>
</tbody>
</table>
Study success 6 months compared

### March status study results* (per cohort)

<table>
<thead>
<tr>
<th>Cohort</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active per okt</td>
<td>8748</td>
<td>8575</td>
</tr>
<tr>
<td>Active per march</td>
<td>7113</td>
<td>7232</td>
</tr>
<tr>
<td>period 1 + 2</td>
<td>15.1</td>
<td>15.9</td>
</tr>
<tr>
<td>period 1</td>
<td>6.6</td>
<td>7.0</td>
</tr>
<tr>
<td>period 2</td>
<td>8.5</td>
<td>8.9</td>
</tr>
</tbody>
</table>

*avg results of active & withdrawn students
Matching and study success

<table>
<thead>
<tr>
<th></th>
<th>Inholland University</th>
<th>The Hague University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>ECp1/2</td>
</tr>
<tr>
<td>No match</td>
<td>69</td>
<td>18,1</td>
</tr>
<tr>
<td>Partial match</td>
<td>602</td>
<td>16,3</td>
</tr>
<tr>
<td>Positive match</td>
<td>4425</td>
<td>19,5</td>
</tr>
<tr>
<td>Fixus/no matching</td>
<td>1602</td>
<td>17,5</td>
</tr>
<tr>
<td>Total/avg</td>
<td>6698</td>
<td>18,7</td>
</tr>
</tbody>
</table>
If you want to know more

Full report Quality in diversity

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