

FOLLOWING STUDENTS' PATHS, WHILE AND AFTER STUDYING AT UNIVERSITÉ DE LORRAINE

Observatory of University Life

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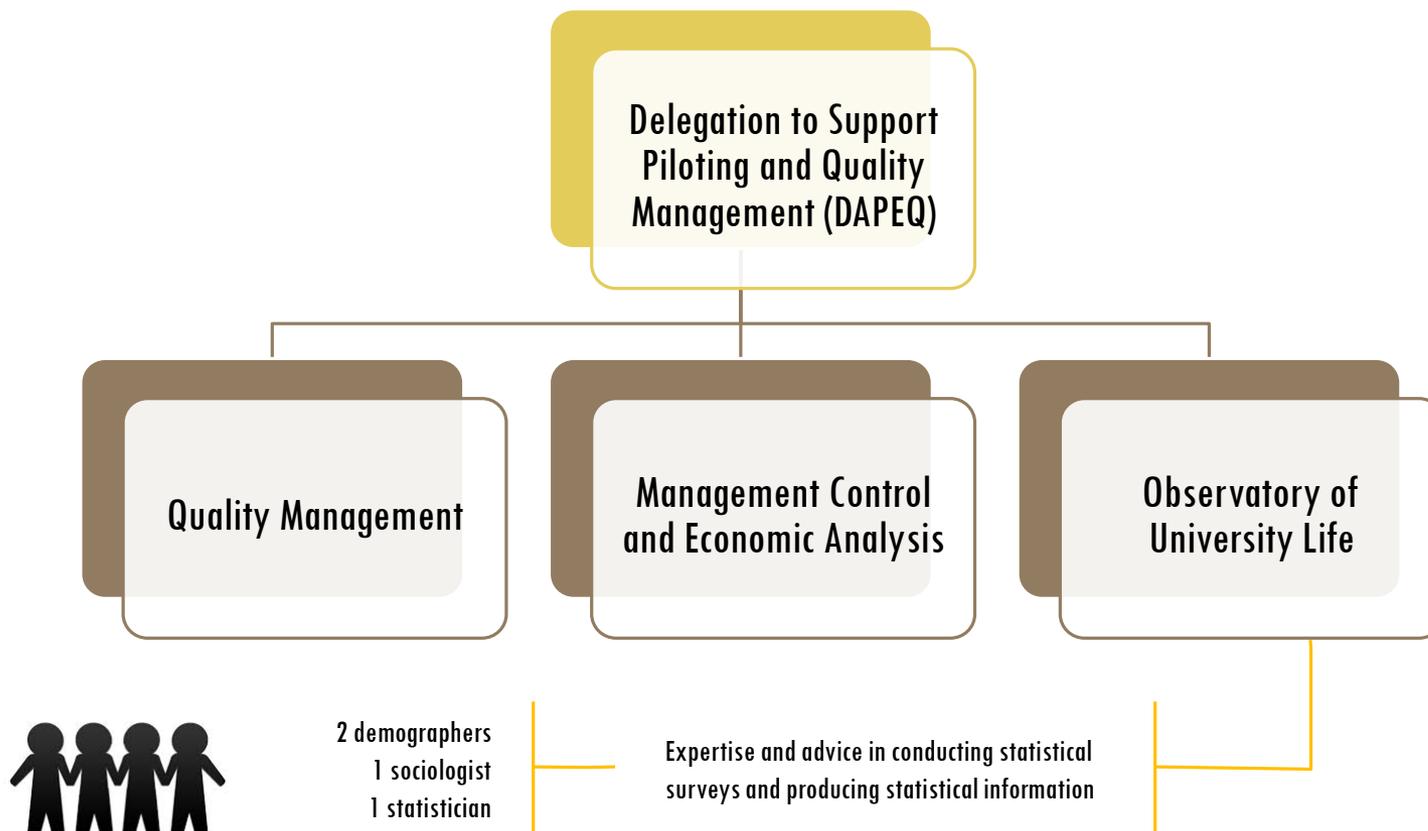
Study visit — project ERASMUS + EduQAS

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**UNIVERSITÉ
DE LORRAINE**

THE OBSERVATORY OF UNIVERSITY LIFE



THE OBSERVATORY OF UNIVERSITY LIFE

Its role is to :

➔ Collect, analyse and communicate data and indicators related to **students' paths** :

- *During their studies*: students' paths & success
- *After graduating*: destination of leavers and their professional integration

➔ Conduct statistical surveys useful for highlighting issues related to university life

MONITORING STUDENTS' PATHS : A MAJOR CONCERN FOR FRENCH HIGHER EDUCATION

- ⇒ A long-time concern of French Engineering Schools
- ⇒ A newer concern for French universities, mainly due to a recent national incentive framework
 - LRU law (2007) : professional integration becomes an essential mission of universities, beside training and research
 - ORE law (2018) places student success at the heart of the system of higher education

MONITORING STUDENTS' PATHS : A MAJOR CONCERN FOR FRENCH HIGHER EDUCATION

Article 20 of the « LRU » law :

« Institutions offering courses leading to a diploma of higher education must publicise **statistics** that contain **indicators of success** in examinations and degrees, further education and the **professional integration of their graduates.** »

Article 7 of the « ORE » law :

« Statistics containing the students' **professional integration rates**, observed one year and two years after graduation, are **published on the institution's website** (...). They are examined when the institution of higher education applies for its degree courses to be accredited (...). Each student must be informed before beginning a new programme or pursuing higher education. »

STATISTICAL ACTIVITIES— RESPECT OF LAW

In France, all kind of statistical studies and productions should respect law concerning individual data collection and statistical treatments.

In our case, in particular, should be mentioned:

- the provider of the student's contact information (department, alumni...)
- the facultative character for response and the right to access to individual information and unsubscribe
- the aim of the survey (enable the university to know the nature of the professional integration of its graduates)
- the purposes of the data collection (anonymized individual data files used to establish indicators of professional insertion by institution and field at national level).

Universities must:

- ensure the security and confidentiality of the data processing : only duly authorized persons must have access to the individual information collected from the survey (by reason of their duties in the survey processing).
- and give the right information : collection forms should include appropriate mentions according to the law.

Regular activities :

- *Cohort studies : students' paths and success*
- *Surveys on the destination of leavers and their professional integration*

COHORT STUDIES

➔ Purpose

- Understand students' paths within the University and help the heads of department in the management of their courses
(through knowledge of the student population, by identifying areas for improvement, assessment of the various investments made, as an aid to selection for recruitment commissions, ...)
- Provide tools for all the **actors involved in career guidance and professional integration**

Help students and future students in the construction of their training project and their professional project

COHORT STUDIES

➔ Principles

- Following, year after year, first-time entrants in L1 (year 1)
- Analysis by training field
- Data source : University information system (registration software)
- Indicators calculated on the basis of students attending exams (to avoid underestimating success rates)

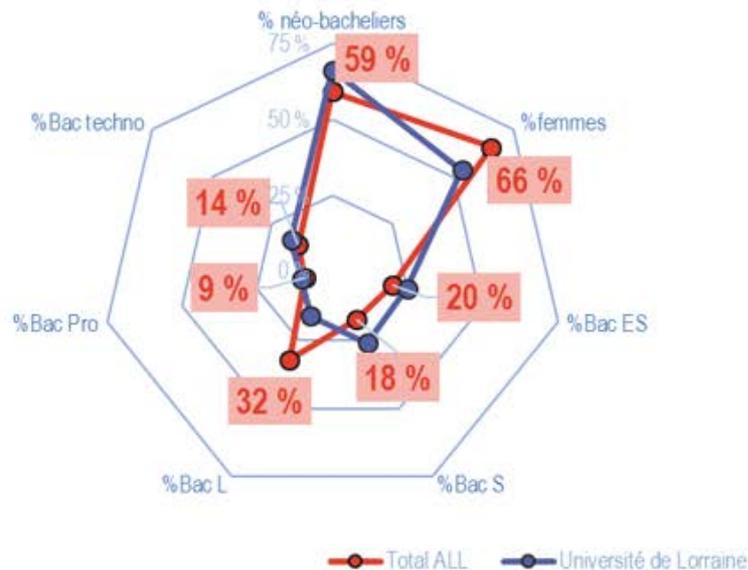
COHORT STUDIES

➔ Results

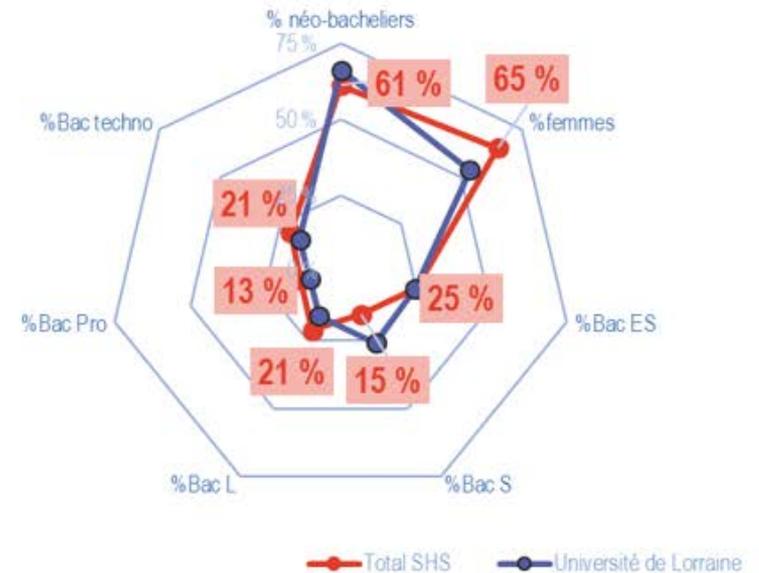
- Characteristics of the population of first-time entrants in L1 identified
- Destination of first-time entrants in L1
- Origin and destination of first-time entrants in L2 and L3

CHARACTERISTICS OF THE POPULATION OF FIRST-TIME ENTRANTS IN LI

Arts, Literature, Languages

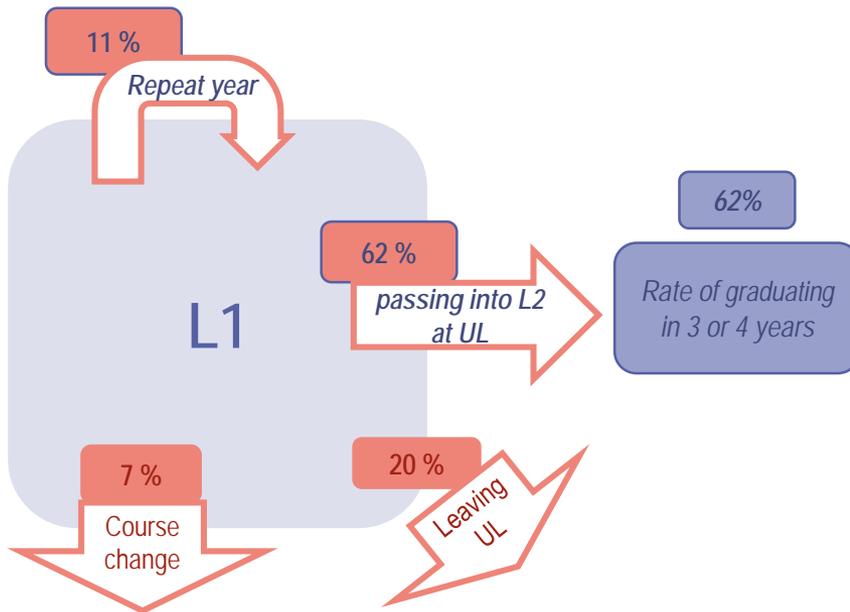


Humanities and Social Sciences

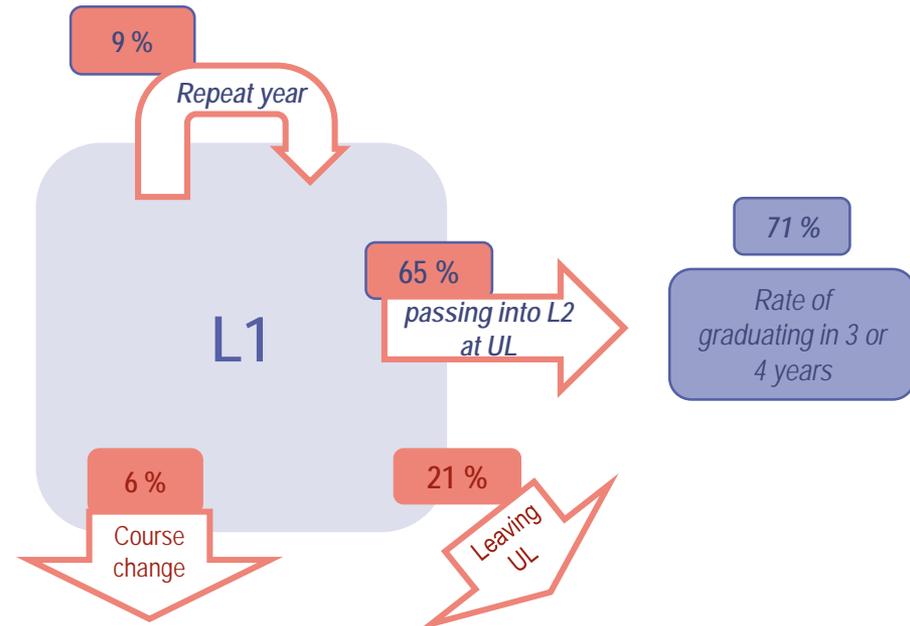


FIRST TIME ENTRANTS IN L1 : NUMBER OF STUDENTS, SITUATION AFTER YEAR 1 AND NUMBER OF STUDENTS OBTAINING A DEGREE

Arts, Literature, Languages

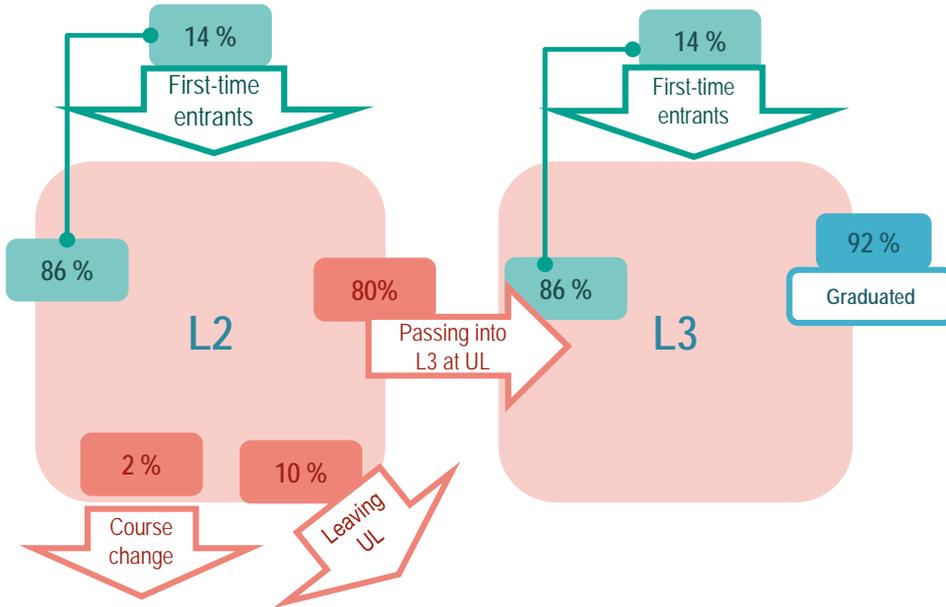


Humanities and Social Sciences

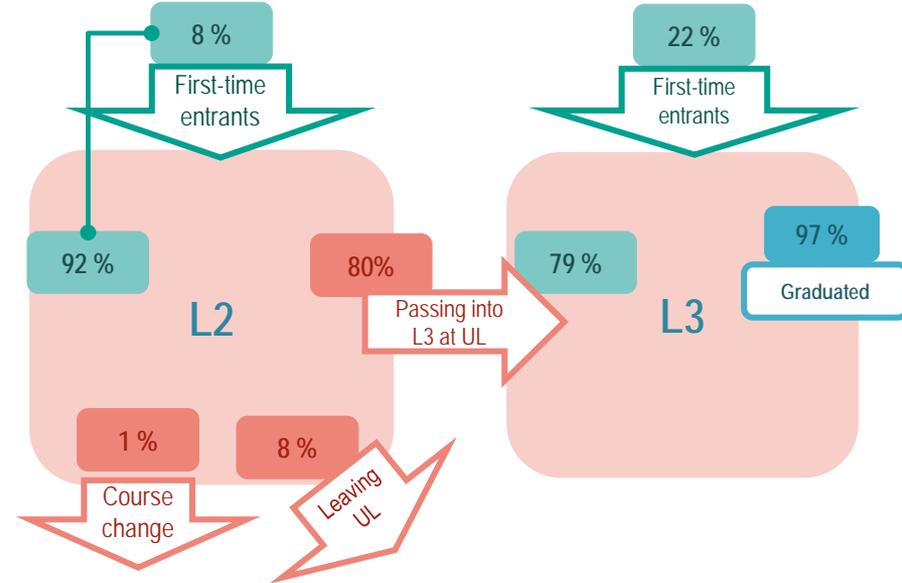


FIRST TIME ENTRANTS IN L2 AND L3 : NUMBER OF STUDENTS, ORIGIN AND SITUATION AT YEAR 2 AND YEAR 3

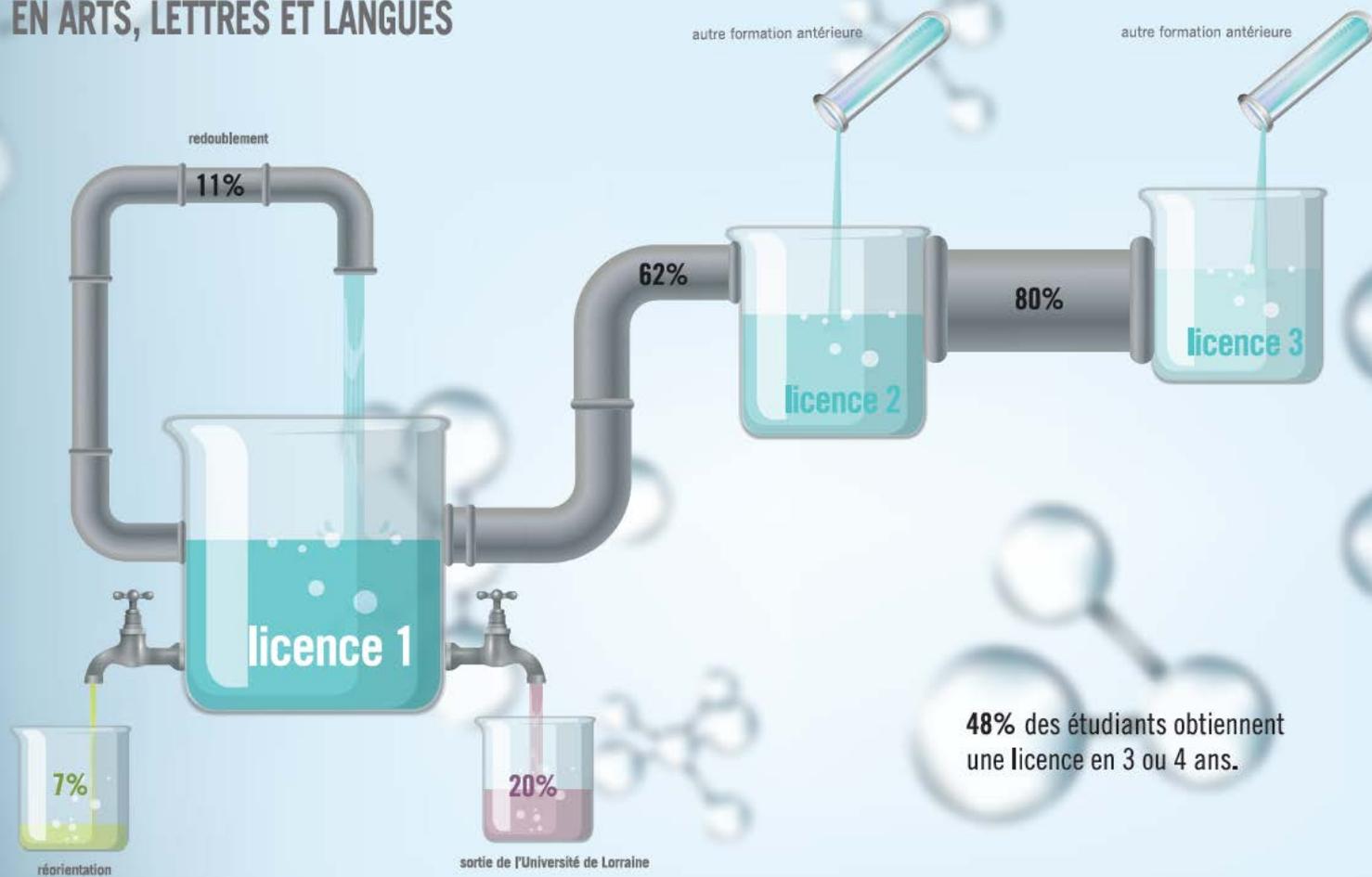
Arts, Literature, Languages



Humanities and Social Sciences



TRAJECTOIRES DES ÉTUDIANTS DE LICENCE EN ARTS, LETTRES ET LANGUES



RESULTS BY FIELD AND DISCIPLINARY SECTOR



Trajectoires et réussites en licence



DAFIC, Observatoire de la Vie Universitaire - Juin 2018

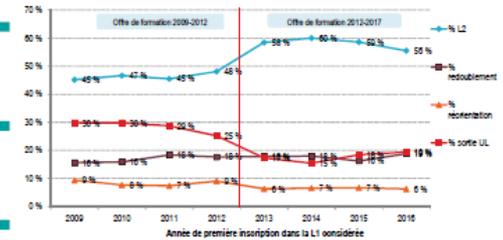
Tableau 1 : Situation en n-1 des primo-entrants en L1, par année et domaine disciplinaire

| Champ disciplinaire | Année d'inscription | Effectifs primo-entrants en L1 | Taux de présence | Effectifs présents | Présents aux examens | | | |
|---------------------|---------------------|--------------------------------|------------------|--------------------|----------------------|----------------|-----------------|-------------|
| | | | | | % L2 | % redoublement | % réorientation | % sortie UL |
| ALL | 2009 | 1 580 | 75 % | 1 178 | 52 % | 11 % | 10 % | 28 % |
| | 2010 | 1 722 | 74 % | 1 275 | 50 % | 10 % | 7 % | 33 % |
| | 2011 | 1 595 | 74 % | 1 177 | 51 % | 12 % | 7 % | 30 % |
| | 2012 | 1 723 | 73 % | 1 252 | 51 % | 13 % | 7 % | 29 % |
| | 2013 | 1 897 | 56 % | 1 058 | 66 % | 10 % | 5 % | 17 % |
| | 2014 | 1 900 | 59 % | 1 130 | 69 % | 10 % | 5 % | 15 % |
| DEG | 2009 | 2 042 | 69 % | 1 414 | 60 % | 11 % | 5 % | 23 % |
| | 2010 | 2 153 | 66 % | 1 413 | 58 % | 12 % | 5 % | 24 % |
| | 2011 | 2 287 | 86 % | 1 974 | 41 % | 22 % | 10 % | 27 % |
| | 2012 | 2 215 | 83 % | 1 863 | 44 % | 24 % | 8 % | 24 % |
| | 2013 | 2 332 | 82 % | 1 919 | 43 % | 25 % | 8 % | 24 % |
| | 2014 | 2 288 | 89 % | 1 573 | 49 % | 27 % | 8 % | 17 % |
| SANTÉ & SPORT | 2009 | 2 359 | 71 % | 1 680 | 49 % | 24 % | 7 % | 19 % |
| | 2010 | 2 474 | 72 % | 1 789 | 50 % | 25 % | 8 % | 18 % |
| | 2011 | 2 608 | 84 % | 1 969 | 53 % | 24 % | 7 % | 16 % |
| | 2012 | 2 555 | 59 % | 1 570 | 50 % | 28 % | 7 % | 15 % |
| | 2013 | 359 | 64 % | 228 | 61 % | 23 % | 2 % | 14 % |
| | 2014 | 364 | 62 % | 227 | 54 % | 23 % | 5 % | 19 % |
| SHT | 2009 | 463 | 62 % | 273 | 40 % | 35 % | 2 % | 23 % |
| | 2010 | 502 | 66 % | 341 | 37 % | 41 % | 6 % | 16 % |
| | 2011 | 624 | 59 % | 348 | 52 % | 32 % | 3 % | 13 % |
| | 2012 | 754 | 59 % | 444 | 47 % | 28 % | 5 % | 12 % |
| | 2013 | 730 | 65 % | 474 | 46 % | 33 % | 4 % | 17 % |
| | 2014 | 784 | 69 % | 527 | 43 % | 37 % | 3 % | 17 % |
| ST & SI | 2009 | 2 354 | 86 % | 2 079 | 41 % | 12 % | 9 % | 38 % |
| | 2010 | 2 224 | 86 % | 1 904 | 45 % | 11 % | 8 % | 37 % |
| | 2011 | 2 276 | 81 % | 1 847 | 44 % | 13 % | 8 % | 35 % |
| | 2012 | 2 058 | 82 % | 1 679 | 45 % | 12 % | 8 % | 34 % |
| | 2013 | 2 182 | 59 % | 1 281 | 66 % | 10 % | 5 % | 19 % |
| | 2014 | 2 402 | 58 % | 1 385 | 67 % | 10 % | 5 % | 18 % |
| TOTAL | 2009 | 2 662 | 66 % | 1 841 | 65 % | 11 % | 6 % | 21 % |
| | 2010 | 2 507 | 65 % | 1 634 | 62 % | 12 % | 6 % | 24 % |
| | 2011 | 5 881 | 75 % | 4 241 | 55 % | 19 % | 8 % | 21 % |
| | 2012 | 5 471 | 70 % | 432 | 54 % | 17 % | 8 % | 21 % |
| | 2013 | 4 891 | 78 % | 379 | 50 % | 18 % | 10 % | 23 % |
| | 2014 | 4 321 | 67 % | 377 | 58 % | 10 % | 10 % | 22 % |
| TOTAL | 2009 | 1 023 | 66 % | 696 | 59 % | 22 % | 7 % | 12 % |
| | 2010 | 1 164 | 66 % | 773 | 66 % | 19 % | 6 % | 8 % |
| | 2011 | 1 265 | 66 % | 855 | 63 % | 17 % | 6 % | 11 % |
| | 2012 | 1 354 | 70 % | 921 | 60 % | 20 % | 5 % | 13 % |
| | 2013 | 1 543 | 71 % | 1 047 | 60 % | 18 % | 8 % | 14 % |
| | 2014 | 1 541 | 71 % | 1 047 | 62 % | 17 % | 7 % | 13 % |
| TOTAL | 45 141 | 62 % | 30 789 | 52 % | 17 % | 7 % | 23 % | |

Tableau 2 : Situation en n-1 des primo-entrants en L1, par année

| Année d'inscription | Effectifs primo-entrants en L1 | % L2 | % redoublement | % réorientation | % sortie UL |
|---------------------|--------------------------------|------|----------------|-----------------|-------------|
| 2009 | 5 881 | 45 % | 15 % | 9 % | 30 % |
| 2010 | 5 701 | 47 % | 15 % | 8 % | 30 % |
| 2011 | 5 595 | 45 % | 16 % | 7 % | 29 % |
| 2012 | 5 222 | 46 % | 18 % | 6 % | 25 % |
| 2013 | 5 063 | 58 % | 18 % | 4 % | 17 % |
| 2014 | 5 521 | 60 % | 18 % | 7 % | 15 % |
| 2015 | 6 003 | 59 % | 16 % | 7 % | 18 % |
| 2016 | 6 095 | 58 % | 19 % | 6 % | 19 % |
| TOTAL | 45 141 | 62 % | 17 % | 7 % | 23 % |

Situation en n-1 des primo-entrants en L1

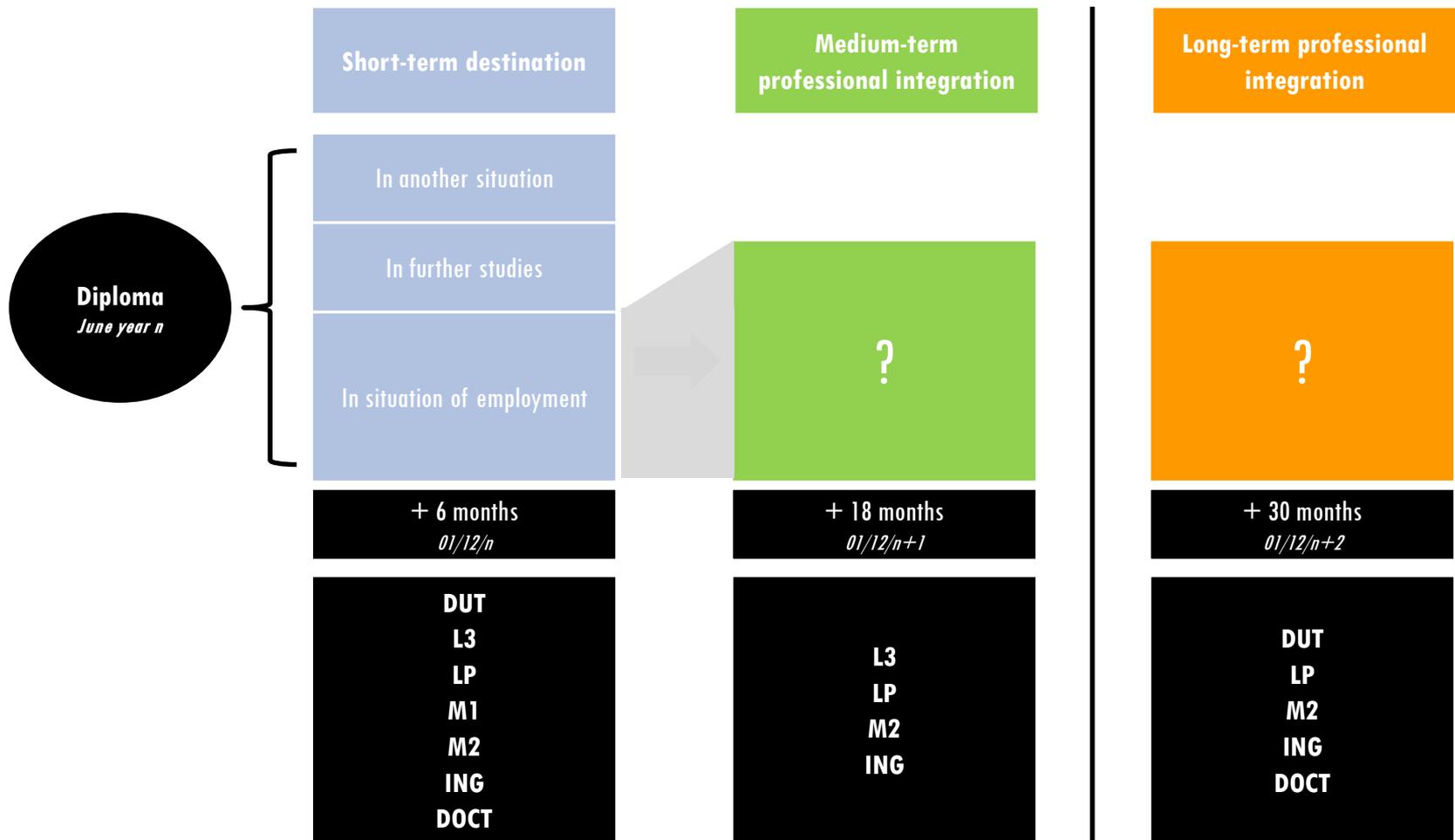


Entre 2009 et 2016, 45141 primo-entrants en L1 ont été présents à tous les examens de L1 (en session 1 ou en session 2). Parmi ces étudiants, 52 % se sont inscrits en L2 l'année suivante, 17 % se sont ré-inscrits dans la même L1, 7 % se sont réorientés et 23 % sont sortis de l'Université de Lorraine.

SURVEYS ON THE DESTINATION AND PROFESSIONAL INTEGRATION OF GRADUATES

➔ Purpose

- Provide tools for all the **actors involved in career guidance and professional integration**
- Help **students and future students** in the construction of their training project and their professional project
- Understand professional integration and **help pilot training and training policies**
- Retain **alumni** (networks)



FOCUS ON LONG-TERM PROFESSIONAL INTEGRATION SURVEY

Statistical data collected during the survey are

- centralized at a national level for their exploitation (by the ministry) ;
- used as a steering tool for universities ;
- taken into account in the evaluation of universities.

In conformity with the survey principles expressed in a **charter** that aim is to ensure the production of quality, reliable and comparable data between them, universities have the responsibility of the organization of collection and control of the collected data.

About the survey questionnaire, ministry gives a common component which matters can't be changed but Universities are free to add a specific component (specific items) to meet their own objectives.

CERTIFICATION PROCESS

This national survey is in a certification process, based on :

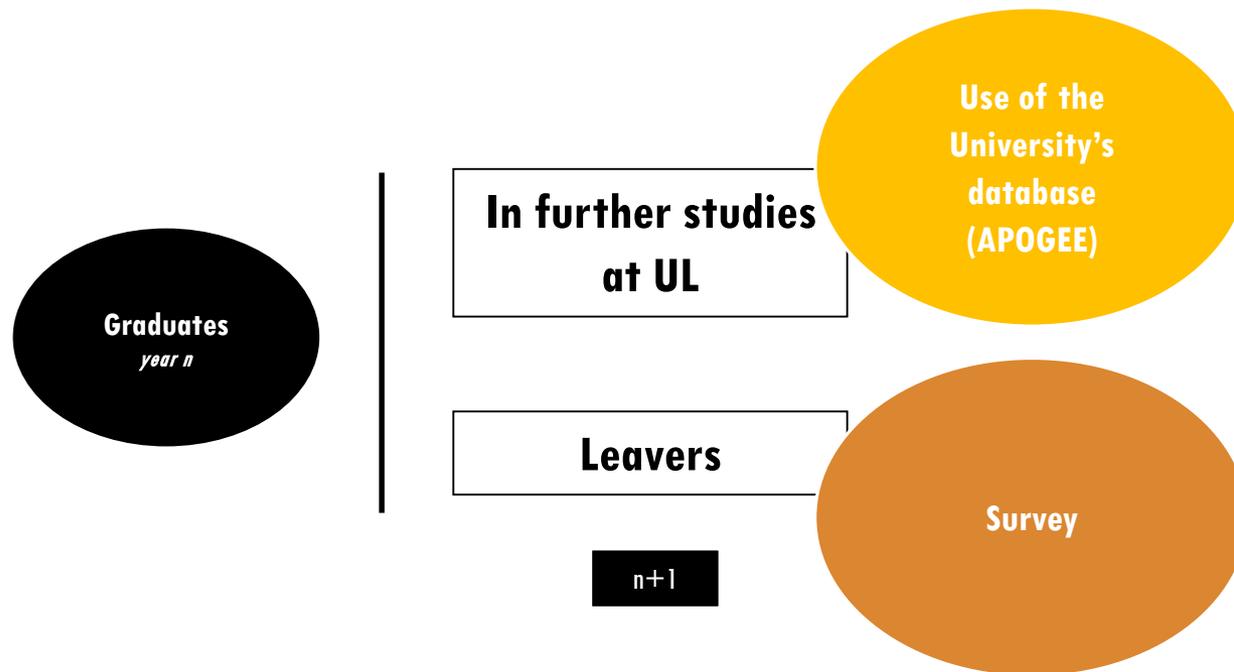
- [a questionnaire compliance check](#) : identical common core questions (including the order and formulation of the questions),
- an internal and an external data control,
- a response rate : universities must do their best to obtain the best response rate,
- a collection report describing in detail how the data was collected

QUESTIONS ASKED IN THE SURVEY

- ➔ Situation at the moment of the survey (in employment, job search, studying, doctorate, in another situation)
- ➔ Quality of the job held (stability of the job, level of employment, working time, salary, place of work, employment/training match, ...)

The assessment of the conditions of professional integration takes into account all these parameters as well as the local context of the labor market.

TWO « SOURCES » OF INFORMATION



TWO WAYS OF COLLECTING THE INFORMATION

1/ *By Internet* - CAWI (Computer Assisted Web Interview)

Each university leaver for whom we have a personal email address receives a **personal email** with a unique link allowing them to fill in their [*LimeSurvey*](#) online questionnaire.

2/ *By telephone* - CATI (Computer Assisted Telephone Interview)

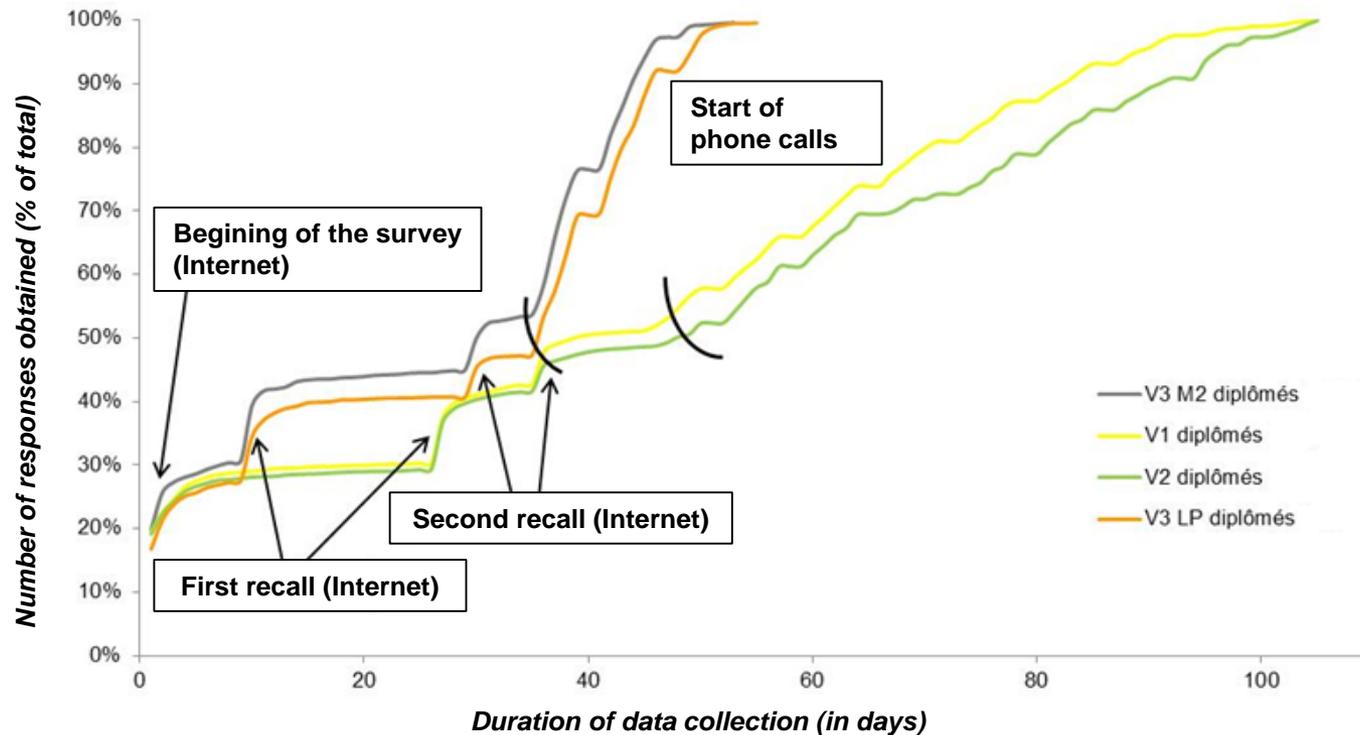
Non-respondents such as those for whom we do not have an email address are surveyed by phone via [*Catisurvey*](#).

AN INTEGRATED TELEPHONE CALL CENTER



**12 personal work places, 22 callers (students
from UL paid at the hourly minimal wage)
3 months work
3h / day (17h30-20h30)**

AN EFFECTIVE COMBINATION OF TWO MODES OF COLLECTION



RESULTS

The results are produced at different levels: disciplinary field, University, national.

➔ The website of Université de Lorraine : www.insertion.univ-lorraine.fr

➔ The website of the ministry of higher education :
https://data.enseignementsup-recherche.gouv.fr/pages/insertion_professionnelle/

QUESTIONS, REMARKS, COMMENTS ?

Thank you for your attention.



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