

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

*Observatory of University Life*

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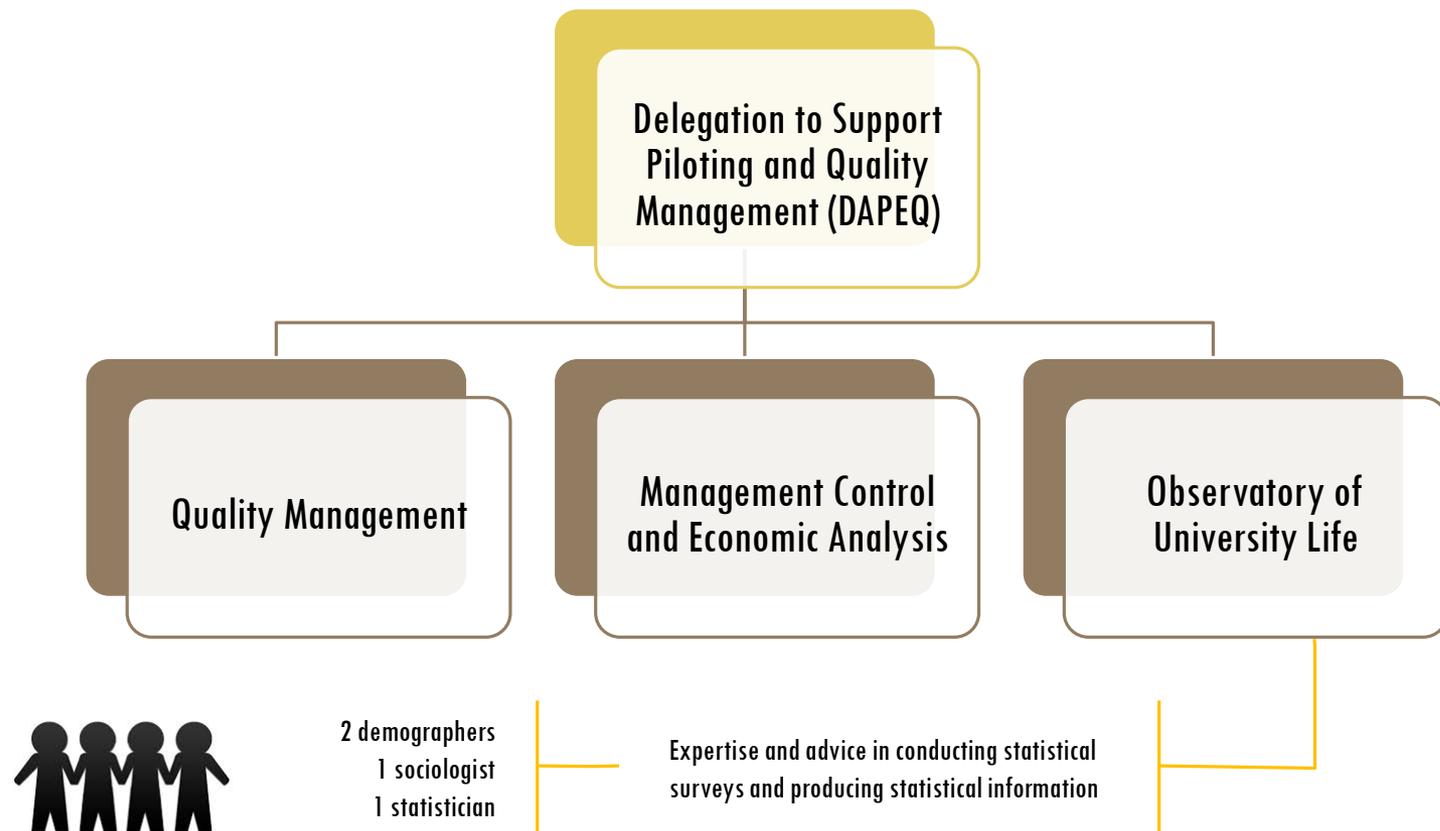
**Study visit — project ERASMUS + EduQAS**

*12 March 2019*



**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)

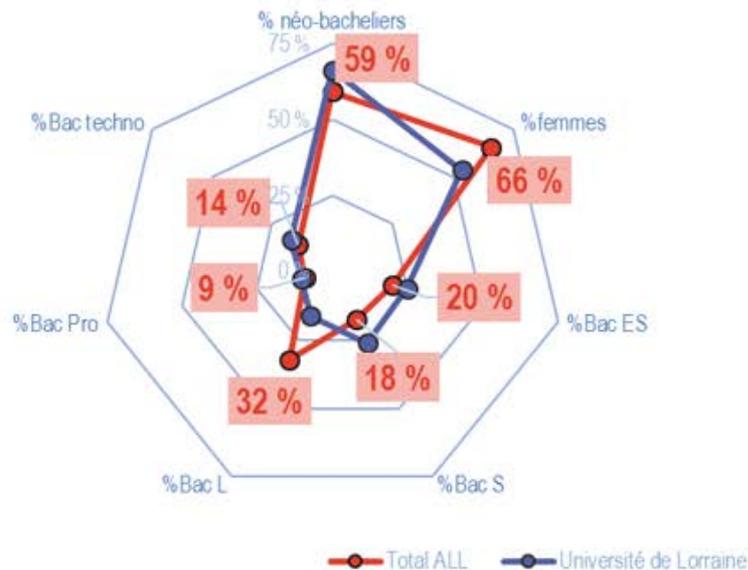
# COHORT STUDIES

## ➔ Results

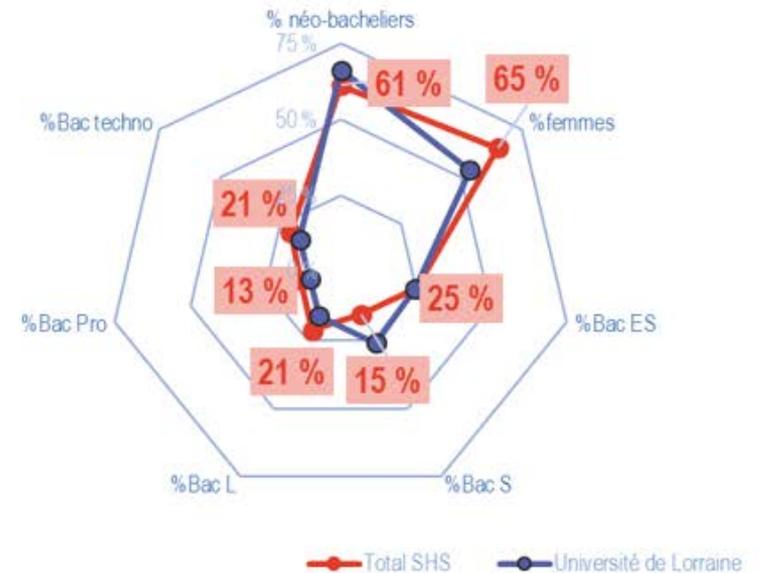
- Characteristics of the population of first-time entrants in L1 identified
- Destination of first-time entrants in L1
- Origin and destination of first-time entrants in L2 and L3

# CHARACTERISTICS OF THE POPULATION OF FIRST-TIME ENTRANTS IN LI

## Arts, Literature, Languages

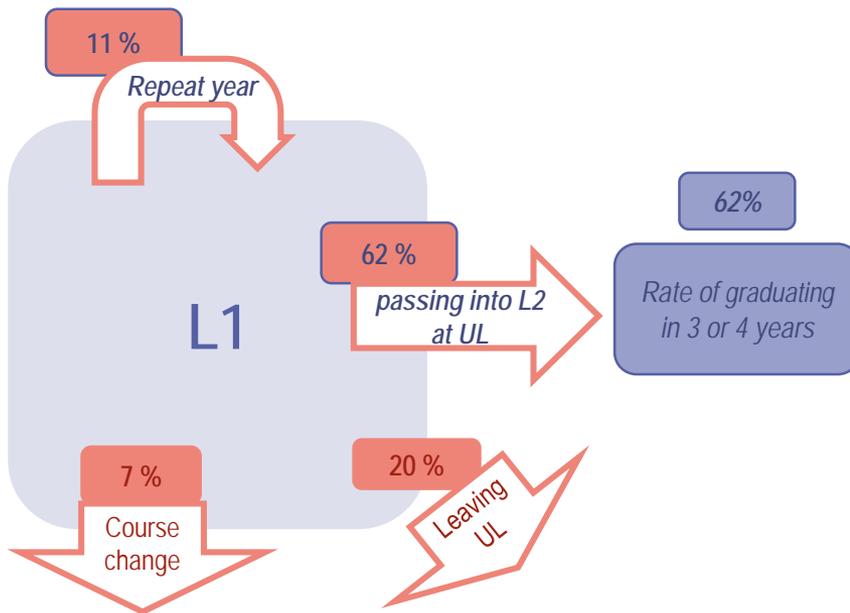


## Humanities and Social Sciences

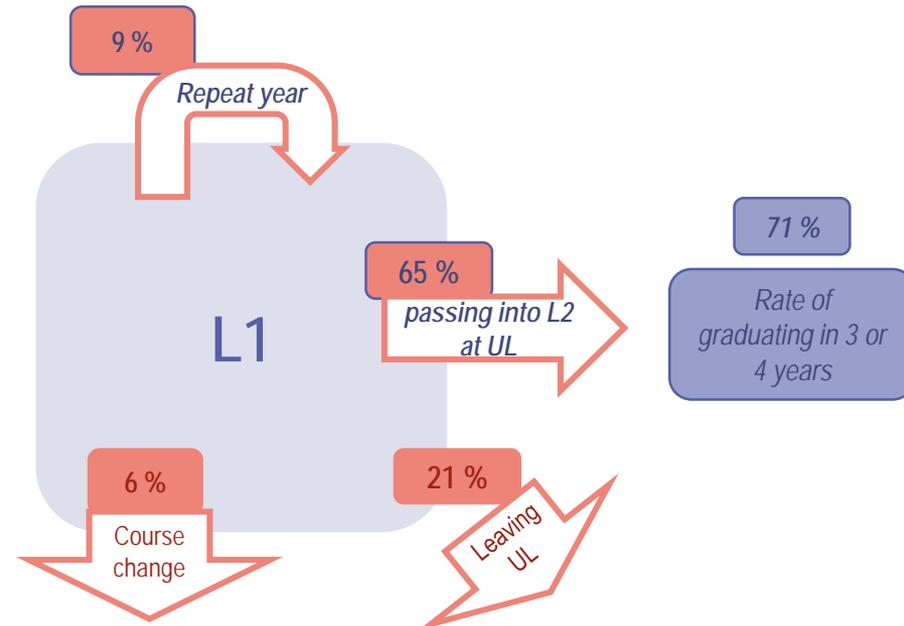


# FIRST TIME ENTRANTS IN L1 : NUMBER OF STUDENTS, SITUATION AFTER YEAR 1 AND NUMBER OF STUDENTS OBTAINING A DEGREE

## Arts, Literature, Languages

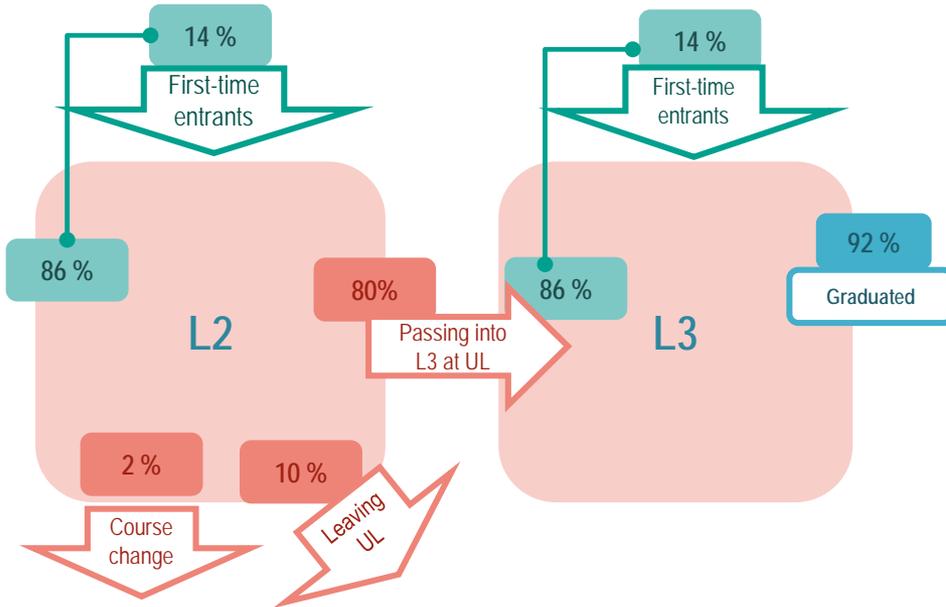


## Humanities and Social Sciences

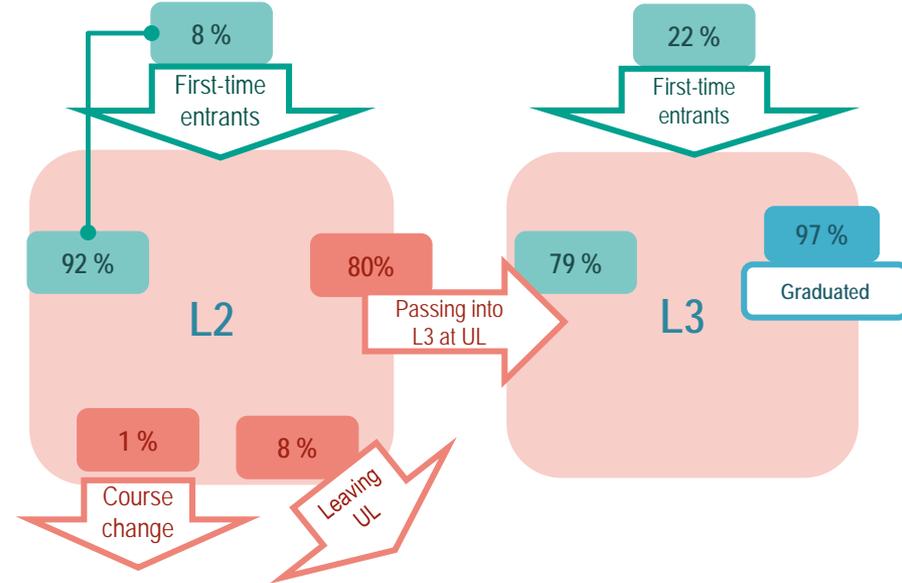


# FIRST TIME ENTRANTS IN L2 AND L3 : NUMBER OF STUDENTS, ORIGIN AND SITUATION AT YEAR 2 AND YEAR 3

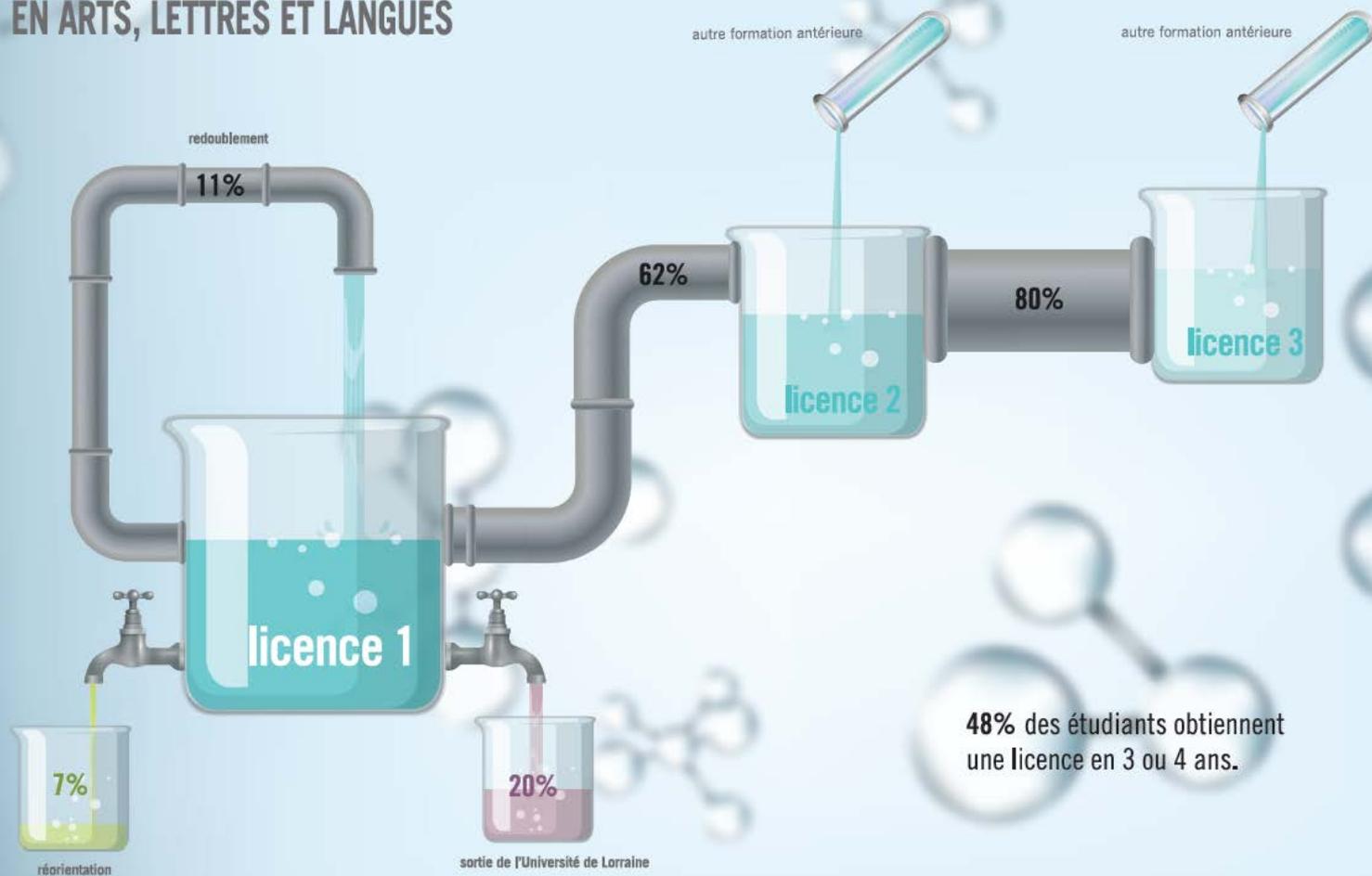
## Arts, Literature, Languages



## 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

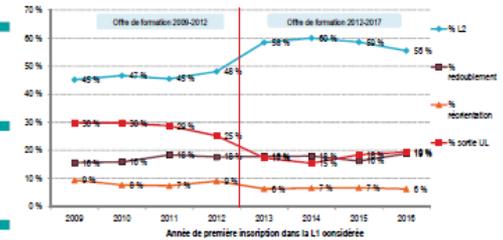
Tableau 1 : Situation en n-1 des primo-entrants en L1, par année et domaine disciplinaire

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	18 488	79 %	13 495	63 %	16 %	8 %	19 %
	2012	589	75 %	424	55 %	19 %	8 %	21 %
	2013	547	70 %	432	54 %	17 %	8 %	21 %
	2014	486	78 %	379	50 %	18 %	10 %	23 %
TOTAL ST & SI	2009	435	67 %	277	59 %	10 %	7 %	25 %
	2010	1 023	66 %	696	59 %	22 %	7 %	12 %
	2011	1 164	66 %	773	66 %	19 %	6 %	8 %
	2012	1 266	66 %	855	63 %	17 %	6 %	11 %
	2013	1 354	70 %	951	60 %	20 %	5 %	13 %
	2014	1 543	71 %	1 097	60 %	18 %	6 %	14 %
TOTAL	63 719	71 %	45 141	62 %	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
2010	5 701	47 %	15 %	8 %	30 %
2011	5 595	45 %	16 %	8 %	29 %
2012	5 222	46 %	18 %	9 %	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

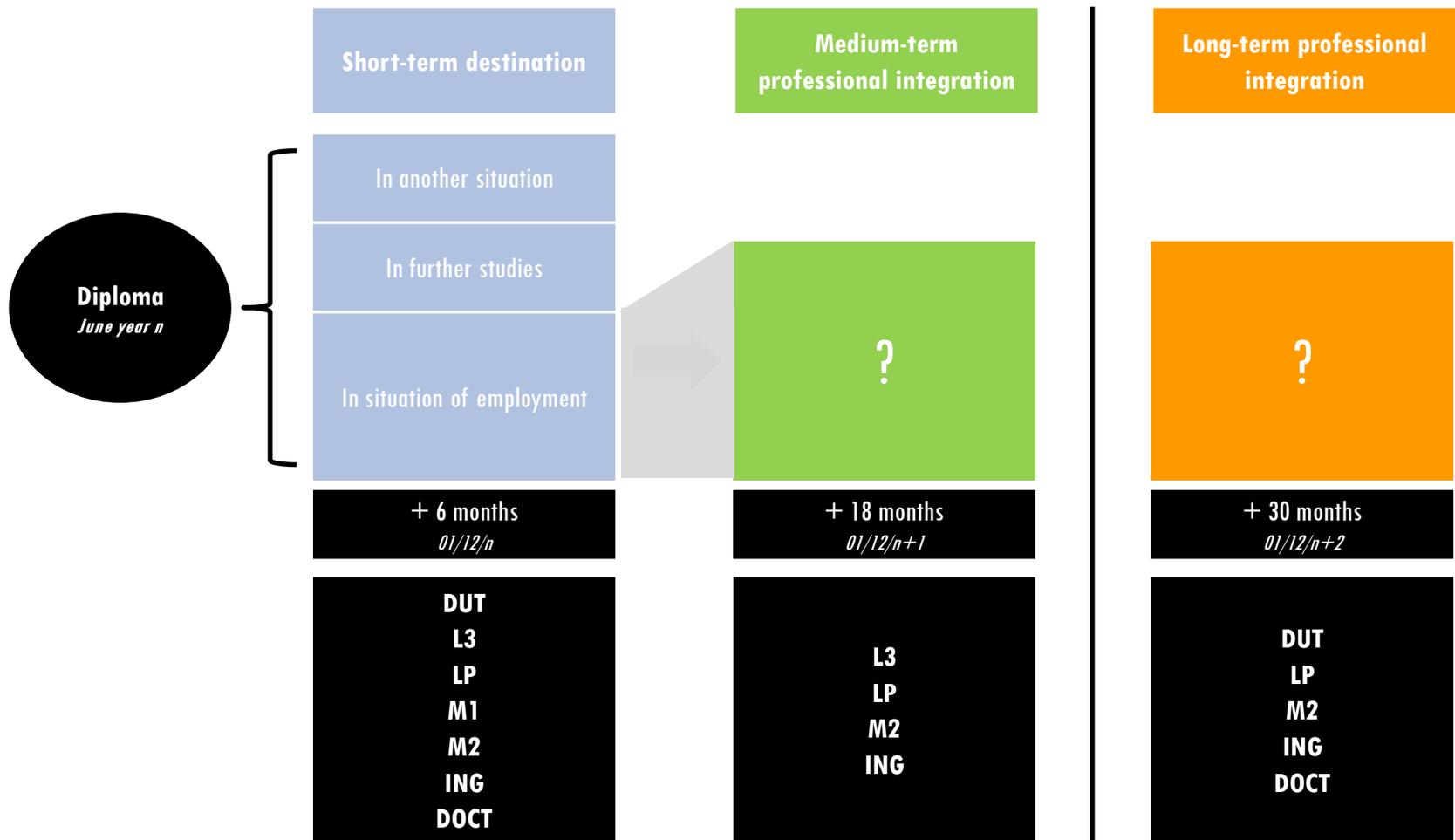


Entre 2009 et 2016, 45141 primo-entrants en L1 ont été présents à tous les examens de L1 (en session 1 ou en session 2). Parmi ces étudiants, 52 % se sont inscrits en L2 l'année suivante, 17 % se sont ré-inscrits dans la même L1, 7 % se sont réorientés et 23 % sont sortis de l'Université de Lorraine.

# 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 :

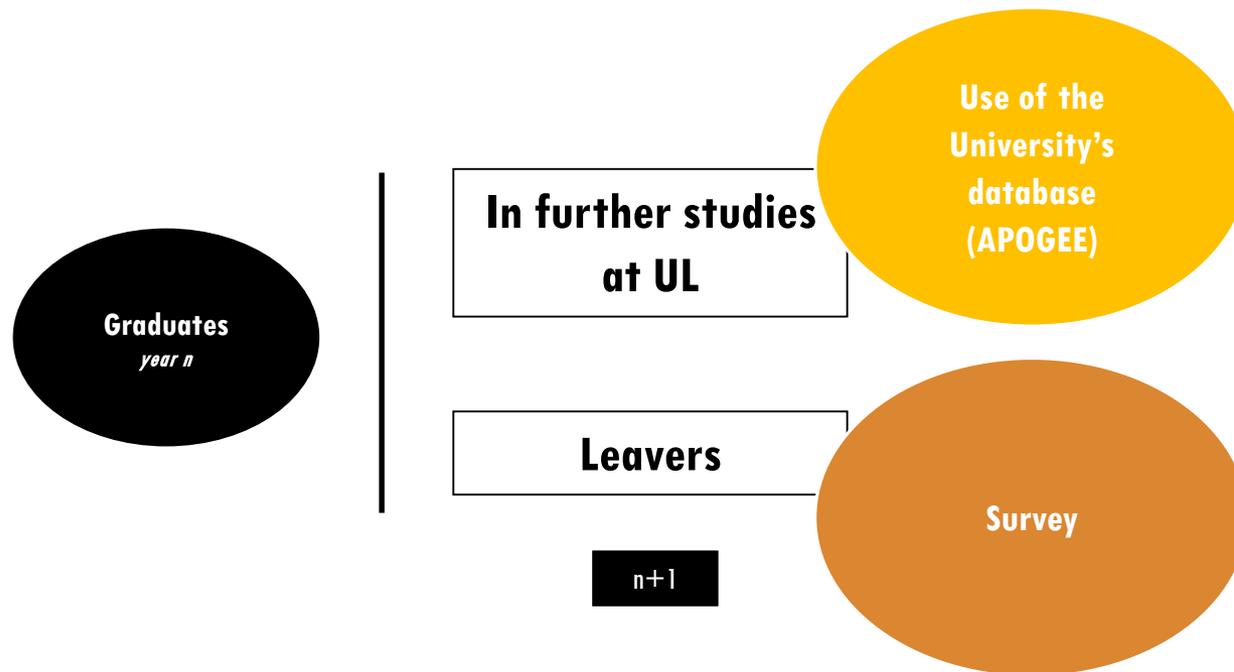
- [a questionnaire compliance check](#) : identical common core questions (including the order and formulation of the questions),
- an internal and an external data control,
- a response rate : universities must do their best to obtain the best response rate,
- a collection report describing in detail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

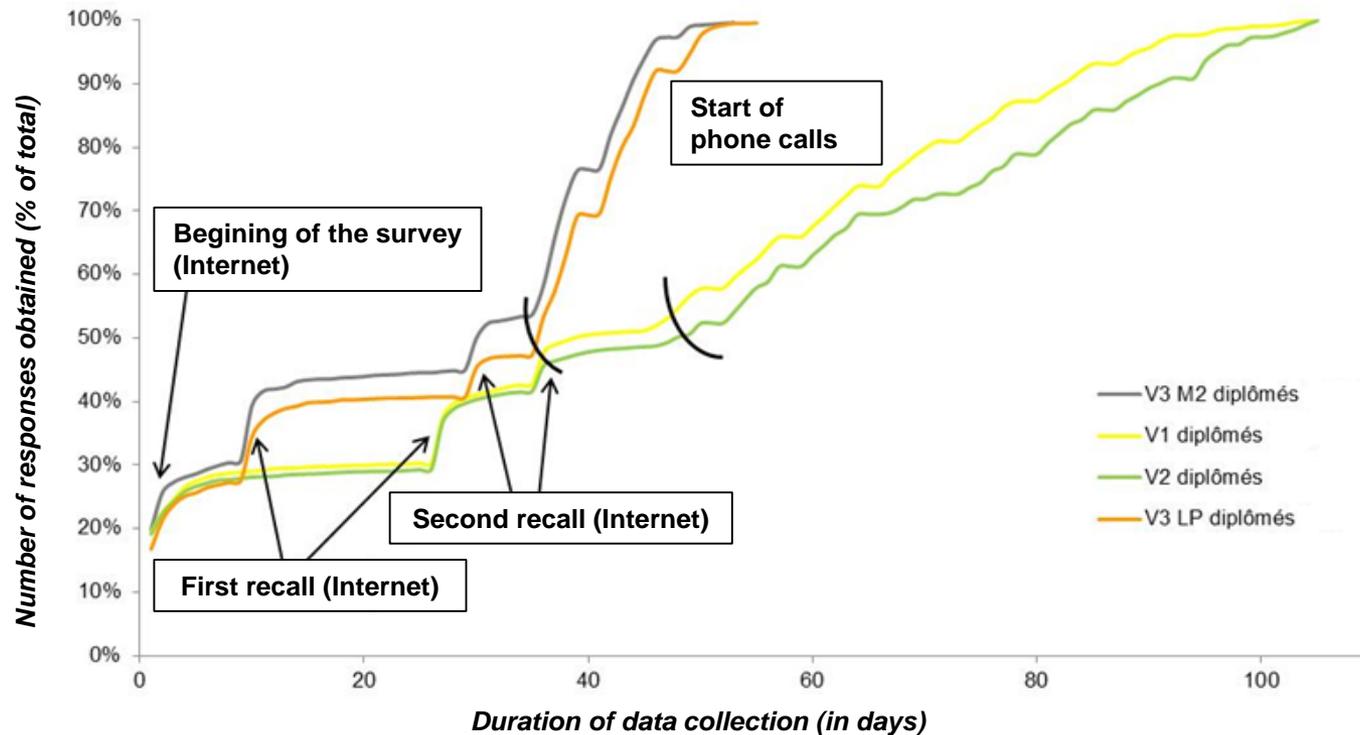
Non-respondents such as those for whom we do not have an email address are surveyed by phone via [Catisurvey](#).

# 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](http://www.insertion.univ-lorraine.fr)

➔ The website of the ministry of higher education :  
[https://data.enseignementsup-recherche.gouv.fr/pages/insertion\\_professionnelle/](https://data.enseignementsup-recherche.gouv.fr/pages/insertion_professionnelle/)

QUESTIONS, REMARKS, COMMENTS ?

**Thank you for your attention.**



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