Manuela Schröder
Hans-Dieter Daniel
unter Mitarbeit von Karin Thielecke

Studienabbruch
Eine annotierte Bibliographie
(1975 – 1997)

Werkstattberichte 54
Reihe WERKSTATTBERICHTE
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Eine annotierte Bibliographie
(1975 – 1997)

WERKSTATTBERICHTE - Band 54

Wissenschaftliches Zentrum
für Berufs- und Hochschulforschung
der Universität Gesamthochschule Kassel

Kassel 1998
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Forschungsbilanz

1.1 Einleitung


In Kapitel 1 erfolgt zunächst die Beschreibung des Gegenstandes. Daran anschließend wird auf die Entwicklung der Studienabbruchforschung und den Stand ihrer Ergebnisse eingegangen. Die dabei im Hintergrund stehende Frage ist, welche Faktoren im Zusammenhang mit dem Studienabbruch untersucht wurden und welche empirische Relevanz ihnen zugeschrieben wird. Die Situationsbeschreibung erfolgt für Deutschland (Kapitel 1.3) und die USA (Kapitel 1.4) getrennt, da der Studienabbruch in Deutschland und der Dropout in den USA aufgrund der strukturellen Besonderheiten der Hochschulsysteme nicht unmittelbar zu vergleichen ist. In Kapitel 2 wird auf die Kriterien bei der Auswahl der in der Bibliographie berücksichtigten Publikationen eingegangen. Ferner wird die Literatursuche erläutert, eine bibliometrische Analyse der recherchierten Literatur durchgeführt und Hinweise zur Benutzung der Bibliographie gegeben. In Kapitel 3 finden sich die Literaturhinweise in alphabetisch sortierter Reihenfolge. Kapitel 4 enthält das Schlagwortregister.
1.2 Zum Phänomen des Studienabbruchs


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3 Dieser Verzicht des Gesetzgebers auf eine echte Studienverlaufsstatistik läßt sich dammit begründen, daß die amtliche Hochschulstatistik ihrer 1971 zugedachten Aufgabe nachkommt, mengenbezogene Grunddaten über das Angebot und die Nachfrage von Hochschulausbildung bereitzustellen (vgl. hierzu Hörner 1995).

In anderen Ländern tauchen diese beiden Schwierigkeiten bei der Berechnung von Studienabbruchquoten nicht auf. Ähnlich wie in Deutschland wird häufig auch ein ganzes Spektrum an Studienverläufen unter dem Begriff Studienabbruch subsumiert: „... students voluntarily decide for one reason or another not to continue their studies, other only take a break but start again later on (a so-called stop-out) and some students only transfer between institutions and/or disciplines.“ (Bijleveld 1992, S. 272). In den USA ist das Phänomen sogar noch vielfältiger. So wird nicht nur das Verlassen des tertiären Bildungssystems als Dropout bezeichnet, sondern es werden mindestens drei weitere Verläufe zum Dropout gezählt (vgl. Lenning, Sauer und Beal 1980): Zum einen wird die „Zeit“ berücksichtigt: Wer nicht innerhalb des vorgesehenen Zeitraums, d.h. nach zwei Jahren, ein associate’s degree und nach vier Jahren ein bachelor’s degree erreicht, gilt, genau wie Langzeitstudierende oder Studienunterbrecher, als Dropout. Darüber hinaus werden alle Studierende als Studienabbrücher bezeichnet, die nicht an der zuerst eingeschriebenen Hochschule oder nicht in dem zuerst gewählten Studiengang ihren Abschluß erreichen.


Die Komplexität und der Längsschnittscharakter des Gegenstandes wirkt sich ohne Zweifel auch auf die Forschung zu den Ursachen des Studienabbruchs aus. So zeigt sich trotz langjähriger Forschung auf nationaler und internationaler Ebene eine uneinheitliche Befundlage: „... little information is available on the factors associated with graduate student retention or degree progress or on the reasons
why some students stay and others leave before earning a degree.“ (Girves und Wemmerus 1988, S. 163). Aufgrund der Komplexität des Phänomens erweist es sich als schwierig, eindeutige Ursachenzusammenhänge aufzudecken. Je nach Konfiguration der Studienabbrüche (Henecka und Gesk 1995), d.h., je nachdem aus welchem Grund das Studium abgebrochen wird, scheinen andere Faktoren ausschlaggebend zu sein. Einigkeit herrscht somit lediglich darüber, daß „... there is a web of circumstances that leads to dropout or stopout.“ (Bonham und Luckie 1993, S. 275).


represent a constructive act, a step toward a more productive, meaningful life.“ (Ford und Urban 1965, S. 77).

Die Folgen für die Institution scheinen eindeutiger zu sein. So hat besonders in den USA der Studienabbruch einen unmittelbaren wirtschaftlichen Einfluß auf die einzelne Institution. Aus diesem Grund wird sich anders als in Deutschland der Studienabbruchthematik eher auf institutioneller Ebene gewidmet: „From the institutional point of view, attrition has a heavy impact on institutional operations and finance.“ (Pantages und Creedon 1975, S. 49). In Deutschland sind diese direkten Konsequenzen für die Institution nicht zu beobachten. Anders als in den USA taucht hier eher der Begriff einer „normalen Mortalität“ (Reissert und Birk 1982) auf. Da die Hochschule Selektionsfunktion ausübt, scheinen Studienabbrüche in einem gut funktionierenden Hochschulsystem unvermeidbar zu sein.

Die Folgen von Studienabbrüchen für die Gesellschaft werden ebenfalls hauptsächlich unter Effizienz- bzw. Effektivitätserwägungen bewertet. Der Abbruch einer Hochschulausbildung verursacht volkswirtschaftliche Kosten, die häufig mit einer „staatlichen Fehlinvestition“ gleichgesetzt werden, da das Ziel, eine qualifizierte Hochschulabsolventin bzw. einen qualifizierten Hochschulabsolventen dem Arbeitsmarkt zur Verfügung zu stellen, nicht erreicht wird. Dieser finanzielle Aspekt wird insbesondere in Großbritannien in den Mittelpunkt der Diskussion um den Studienabbruch gestellt: „The reduction of the costs of non-completion are of considerable importance to a higher education system that is under continuing financial constrain ...“ (Yorke 1997, S. 1).

Die Frage nach der Prävention des Dropout steht für die Länder im Vordergrund, in denen der Studienabbruch eine direkte finanzielle Konsequenz für die einzelnen Hochschulen hat. Dieser Zusammenhang kann vor allem für die Hochschulen in den USA konstatiert werden: „Increasing the retention of students is fundamental to the financial vitality of the institution.“ (Nugent, Ratcliffe und Schwarz 1993, S. 234). So steht hier die Frage im Mittelpunkt, wie die Institution vermeidbaren Studienabbrüchen entgegenwirken kann. Die „university characteristics“ werden für den erfolgreichen Abschluß des Studiums als grundlegender Einflußfaktor erachtet (z.B. Ayes und Bennett 1983). Daß der Studienerfolg auch von der individuellen Leistungsfähigkeit der Studierenden abhängig ist, wird zwar immer wieder betont, dennoch ist es nicht das Ziel der US-amerikanischen Hochschulen, die Studierenden zu selektieren, sondern sie in ihrer akademischen Entwicklung zu unterstützen. „It is true that, on average, institutions that admit students more selectively are likely to experience lower attrition rate. Although it is based on the relationship between prior academic achievement/ability and college retention, it does not mean that an institution cannot reduce its dropout rate.“ (Levitz und Noel 1989, S. 65). Um diese Reduzierung der Dropout-Rate zu erreichen, gibt es an den meisten Hochschulen in den USA spezielle „retention programs“: „... the work with more than five hundred postsecondary institutions suggests that
if a campus puts place programs and services designed to meet students’ needs, it can reduce its dropout rate by one-third.“ (Levitz und Noel 1989, S. 65). Um den Einstieg in die akademische Welt zu erleichtern, werden diese Programme insbesondere für Studienanfänger/innen (freshmen) angeboten. Positive Effekte zeigen sich hier deutlich: „... participants viewed the program as an effective means of making friends and minimizing loneliness and anonymity.“ (Dukes und Gaither 1984, S. 150). Die Studienabbruchforschung in den USA beschäftigt sich insbesondere mit den rassischen bzw. ethnischen Minderheiten (Galley, Kiener und Meyer 1994, S. 10). So sind für „minority students“ oder „disadvantage students“ die „retention programs“ alltäglich und werden in vielzähligen Untersuchungen evaluiert (z.B. Giles-Gee 1989 oder Levin und Levin 1993).

Nicht immer wird jedoch die positive Seite dieser Strategie zur Prävention des Dropouts gesehen, so polemisierst Tinto (1994): „... new industry of retention firms, consultants, and retention-related products offer the promise of a quick-fix to the retention problem.“ (Tinto 1994, S. 1). Da diesem Versprechen nicht immer nachgekommen werden kann, fordert Tinto eher eine umfassendere Verbesserung der Lernumwelt: „... to engage faculty and administrators across the campus in a collaborative effort to construct educational settings, classrooms and otherwise, that actively engage students (...) in learning.“ (ebd., S. 1).


### 1.3 Studienabbruch in Deutschland

#### 1.3.1 Entwicklung der Studienabbruchforschung


1.3.2 Stand der Studienabbruchforschung

Im folgenden werden die Ergebnisse der bundesdeutschen Forschung im Überblick dargestellt. Abb. 1 zeigt eine mögliche Einteilung der untersuchten Einflußfaktoren auf den Studienabbruch; die weiteren Ausführungen orientieren sich an diesem Schema.

Abb. 1: Einflußfaktoren des Studienabbruchs bzw. Studienerfolgs in der deutschsprachigen Literatur

Außerdem scheinen Studentinnen insgesamt sogar seltener als Studenten ernsthaft daran zu denken, das Studium abzubrechen (Leszczényi und Schröder 1994).


1.4 Dropout in den USA

1.4.1 Entwicklung der Dropout-Forschung in den USA

1.4.2 Stand der Dropout-Forschung in den USA


Tinto (1975) modifiziert das Modell von Spady (1970). Er hebt insbesondere den Prozeßcharakter des Studienabbruchs hervor und trennt konsequent die aka-


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5 Obwohl Tinto sein Ursprungsmodell beibehält, konzentrieren sich seine neueren Überlegungen zum Studienabbruch weniger auf die Unterschiede zwischen den Studienabbrüchern und den Hochschulabsolventen und Absolventinnen; sein Interesse gilt nun auch dem Entstehungszusammenhang dieser Unterschiede in bezug auf die spezifische Institution (Tinto 1987).


entwickelt. Eher kann ein Trend beobachtet werden, daß vorhandene Modelle (insbesondere die beiden oben genannten) verglichen und auf ihre empirischen Validität geprüft werden.


1.5 Zusammenfassung


Die Folgen eines Studienabbruches können für das einzelne Individuum recht unterschiedlich sein und müssen nicht ausschließlich nur als Ausbildungsmissberfolg verstanden werden. Für die einzelne Institution und auch für die Gesellschaft sind die finanziellen Einbußen, die durch den Studienabbruch entstehen, zunächst ausschlaggebend. Als problematisch erscheinen hier insbesondere Studienabbrüche, die vermeidbar gewesen wären, und solche, die allzu lange hinausgezögert wurden.

Die Prävention des Studienabbruchs steht in den USA im Mittelpunkt der Studienabbruchforschung. Durch „retention programs“ wird versucht, die Studierenden in ihrer akademischen Entwicklung zu unterstützen und den Dropout im Vorfeld zu umgehen. In Deutschland haben sich zwar solche speziellen Maßnahmen nicht etabliert, dennoch können hier z.B. die Studienberatung oder Tutorenprogramme, die einige Hochschulen anbieten, als Präventionsmaßnahmen betrachtet werden.
Hinweise zur Erschließung und
Benutzung der annotierten Bibliographie

2.1 Erschließung des Forschungsfeldes


2.1.1 Kriterien der Literatursauswahl

In der vorliegenden Bibliographie wurden empirische Arbeiten, Literatur- bzw. Forschungsüberblicke, theoretische und methodische Diskussionen zum Thema Studienabbruch in deutscher und englischer Sprache ausgewählt. Publikationen, die sich mit Themen beschäftigen, die im engeren Zusammenhang mit dem Studienabbruch stehen, wurden teilweise, jedoch nicht umfassend berücksichtigt.

Bei der Auswahl der deutschsprachigen Veröffentlichungen sind dies beispielsweise Beiträge, die sich Themen widmen, wie: Studienerfolg, Studienleistung, Studienverlauf, Studienverhalten, Studienzufriedenheit, Studienorganisation oder Studienorientierung.

Ferner wurden Beiträge ausgewählt, die sich mit verschiedenen Aspekten des kritischen Studienverlaufs beschäftigen, wie z.B.: Studienfachwechsel, Hochschulwechsel, Studienunterbrechung oder Studienzeit.

Bei der Auswahl englischsprachiger Publikationen mußte berücksichtigt werden, daß hier verschiedene Begriffe für den Studienabbruch synonym verwendet
werden. Ausgewählt wurden Publikationen, die sich beschäftigen mit dropout (oder drop-out), attrition, persistence, failure, retention, (voluntary) withdrawal, non-completion, cooling-out, student departure, absenteeism, wastage, selectivity, mortality, stop-out oder burnout.


2.1.2 Beschreibung der Literaturrecherche


2.1.3 Bibliometrische Analyse der aufgenommenen Literatur

In der Bibliographie sind Beiträge berücksichtigt, die im Laufe der letzten 22 Jahre erschienen sind. Vor 1975 publizierte Arbeiten wurden nur in Ausnahmefällen

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1 Arbeiten, die sich auf den Dropout im sekundären Bildungsbereich beziehen (z.B. „high-school dropout“), blieben in der Bibliographie unberücksichtigt.
aufgenommen, wenn sich die neuere Forschung explizit darauf bezieht. Abb. 3 zeigt die Verteilung der in die Bibliographie aufgenommenen Arbeiten nach dem Jahr ihrer Veröffentlichung.

Abb. 3: Anzahl der deutsch- und englischsprachigen Beiträge zum Studienabbruch nach dem Jahr ihrer Veröffentlichung

Abb. 4: Englisch- und deutschsprachige Beiträge zum Studienabbruch von 1960 bis 1997 nach Ländern (in Prozent)

1) **Sonstige Länder**: Belgien, Italien, Neuseeland, Norwegen, Schweden (jeweils < 1%)


Die in der Bibliographie angeführten Arbeiten sind zu 75 Prozent Zeitschriftenartikel, 15 Prozent eigenständige Publikationen, sieben Prozent Hochschulschriften, drei Prozent Beiträge aus Sammelwerken und ein Prozent sogenannte „graue Literatur“.

Der Großteil der aufgenommenen Beiträge ist als Zeitschriftenartikel erschienen. Insgesamt verteilen sie sich auf 98 verschiedene Fachzeitschriften. In Tabelle 1 werden die Titel der Fachzeitschriften und die Anzahl der in ihnen erschienenen Beiträge aufgelistet.
Tabelle 1
Fachzeitschriften nach Anzahl der deutsch- und englischsprachigen Artikel zum Studienabbruch im Zeitraum von 1960 bis 1997

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</table>

2.2 Benutzerhinweise

2.2.1 Annotationen


2.2.2 Schlagwortregister

Jede Arbeit wurde nach festgelegten Kategorien mehrfach verschlagwortet. Obwohl für die Verschlagwortung der vollständige Text zugrunde gelegt wurde, muß berücksichtigt werden, daß nicht immer alle Kategorien ausgefüllt werden konnten, da die nötigen Informationen nicht publiziert waren.
Falls entsprechende Informationen in der Publikation enthalten waren, wurde bei empirischen Arbeiten der Untersuchungsgegenstand (object), die Untersuchungsgruppe (study population) und die Untersuchungsmethode (research method) in das Schlagwortregister aufgenommen. Wichtige Spezifizierungen zur Untersuchungsgruppe, wie z.B. das Studienfach (subject), die Art der Hochschule (type of institution) oder die untersuchten Subgruppen (research subgroups), sind ebenfalls im Schlagwortregister berücksichtigt worden. Hinsichtlich der Untersuchungsmethode sind im einzelnen Angaben zur Anlage der Untersuchung (research design), zur Erhebungsmethode (data collection), zur Auswertungsmethode (statistical analysis) und zu den verwendeten Computerprogrammen (statistic software) aufgenommen worden. Wie aus den vorangegangenen Kapiteln zum Stand der Forschung hervorgeht, findet insbesondere in zahlreichen angelsächsischen Arbeiten zum Studienabbruch eine Anlehnung an Kausalmodelle bzw. an verschiedene Theorien statt. Dieser Umstand ist bei der Verschlagwortung bedacht worden. So wurden die zugrunde liegende Theorie (theory) und/oder der Autor des Modells (model) in das Schlagwortregister aufgenommen. Desweiteren schien es von Bedeutung zu sein, inwiefern eine Anwendung des Modells (model application) erfolgte. Hierfür wurden mehrere Anwendungsformen unterschieden: beispielsweise konnte das Ziel der Untersuchung sein, ein neues Modell zu entwickeln (model development), ein bereits vorhandenes Modell in seiner Gesamtheit (model validation) oder Teile des Modells (part-model validation) empirisch zu überprüfen, oder aber es wurde ein Modellvergleich (model comparison) durchgeführt. Weiterhin sind die untersuchten unabhängigen Einflußvariablen (independent variables) und die Art der Studie (type of study) verschlagwortet worden.

Tabelle 2
Beispiel für die Verschlagwortung einer empirischen Untersuchung

<table>
<thead>
<tr>
<th>object</th>
<th>College persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>study population</td>
<td>freshmen</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>⇒ subject</td>
<td></td>
</tr>
<tr>
<td>⇒ type of institution</td>
<td>university</td>
</tr>
<tr>
<td>⇒ type of degree</td>
<td>-</td>
</tr>
<tr>
<td>⇒ research subgroup</td>
<td>-</td>
</tr>
<tr>
<td>country</td>
<td>USA</td>
</tr>
<tr>
<td>research design</td>
<td>longitudinal study</td>
</tr>
<tr>
<td>⇒ data collection</td>
<td>questionnaire</td>
</tr>
<tr>
<td>⇒ statistical analysis</td>
<td>path analysis</td>
</tr>
</tbody>
</table>

wird fortgesetzt
Fortsetzung Tabelle 2

<table>
<thead>
<tr>
<th>⇒ statistic software</th>
<th>LISREL</th>
</tr>
</thead>
<tbody>
<tr>
<td>theory</td>
<td>-</td>
</tr>
</tbody>
</table>
| model                | Tinto (1975)  
                        | Bean (1980, 1982) |
| ⇒ model application  | model comparison |
| independent variables| institutional fit  
                        | GPA  
                        | practical value  
                        | family approval  
                        | institutional quality  
                        | opportunity to transfer  
                        | encouragement of friend  
                        | financial attitudes  
                        | absenteeism  
                        | academic integration  
                        | social integration  
                        | institutional commitment  
                        | goal commitment  
                        | intent to persist |
| type of study        | empirical study |


Bei nicht empirischen Arbeiten, wie Literatur- bzw. Forschungsüberblicken, theoretischen und methodischen Diskussionen u.ä., wurde jeweils nur der Gegenstand, das Land und die Art der Studie verschlagwortet.
2.2.3 Besonderheiten bei der Verschlagwortung

Der überwiegende Teil der Publikationen stammt aus dem angelsächsischen Sprachraum (vgl. Abb. 4). Diese Priorität wurde im englisch gehaltenen Schlagwortregister berücksichtigt. Deutsche Begriffe wurden jedoch unübersetzt übernommen, wenn die Gefahr eines Verlustes der ursprünglichen Begriffsbedeutung gegeben war (z.B. Abiturnote, Fachhochschule). Da diese Gefahr bei der Verschlagwortung der Kategorien *research design, survey design, statistical analysis, country* und *type of study* ausgeschlossen werden konnte, sind hier einheitlich die englischen Begriffe verwendet worden.

Weiterhin erschien es sinnvoll, einige Kategorien direkt als Oberbegriffe in das Schlagwortregister aufzunehmen. So kann die Leserin bzw. der Leser gezielt unter den Schlagwörtern *type of institution, type of degree, subject* oder *statistical analysis* nachschlagen, welche Hochschulart, welche Abschlußart, welche Studienfächer untersucht und welche statistischen Verfahren angewendet wurden.


<table>
<thead>
<tr>
<th>Variablengruppe</th>
<th>Beispiele</th>
</tr>
</thead>
<tbody>
<tr>
<td>background variables</td>
<td>⇒ demographic background</td>
</tr>
<tr>
<td></td>
<td>⇒ cultural background</td>
</tr>
<tr>
<td></td>
<td>⇒ Familienstand</td>
</tr>
<tr>
<td>academic variables</td>
<td>⇒ academic integration</td>
</tr>
<tr>
<td></td>
<td>⇒ initial goals</td>
</tr>
<tr>
<td></td>
<td>⇒ library activities</td>
</tr>
<tr>
<td></td>
<td>⇒ Studienstrategien</td>
</tr>
</tbody>
</table>

wird fortgesetzt
Fortsetzung Tabelle 3

<table>
<thead>
<tr>
<th>Performance variables</th>
<th>⇒ GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>⇒ intellectual development</td>
</tr>
<tr>
<td></td>
<td>⇒ quality of learning experiences</td>
</tr>
<tr>
<td></td>
<td>⇒ Abiturnote</td>
</tr>
<tr>
<td>institutional variables</td>
<td>⇒ institutional quality</td>
</tr>
<tr>
<td></td>
<td>⇒ campus organization</td>
</tr>
<tr>
<td></td>
<td>⇒ size of university</td>
</tr>
<tr>
<td></td>
<td>⇒ Qualität der Lehre</td>
</tr>
<tr>
<td>educational variables</td>
<td>⇒ high school background</td>
</tr>
<tr>
<td></td>
<td>⇒ persistence in school</td>
</tr>
<tr>
<td></td>
<td>⇒ educational aspiration</td>
</tr>
<tr>
<td></td>
<td>⇒ Abiturfächer</td>
</tr>
<tr>
<td>social variables</td>
<td>⇒ social integration</td>
</tr>
<tr>
<td></td>
<td>⇒ peer group contact</td>
</tr>
<tr>
<td></td>
<td>⇒ social life</td>
</tr>
<tr>
<td></td>
<td>⇒ soziale Interaktion</td>
</tr>
<tr>
<td>financial variables</td>
<td>⇒ financial attitudes</td>
</tr>
<tr>
<td></td>
<td>⇒ income</td>
</tr>
<tr>
<td></td>
<td>⇒ loan recipient</td>
</tr>
<tr>
<td></td>
<td>⇒ Studienfinanzierung</td>
</tr>
<tr>
<td>family related variables</td>
<td>⇒ parental education</td>
</tr>
<tr>
<td></td>
<td>⇒ family size</td>
</tr>
<tr>
<td></td>
<td>⇒ broken-home family</td>
</tr>
<tr>
<td></td>
<td>⇒ Bildungsherkunft</td>
</tr>
<tr>
<td>psychological/motivational/personal variables</td>
<td>⇒ self-concept</td>
</tr>
<tr>
<td></td>
<td>⇒ self-confidence</td>
</tr>
<tr>
<td></td>
<td>⇒ goal orientated motivation</td>
</tr>
<tr>
<td></td>
<td>⇒ Fachwahlmotivation</td>
</tr>
<tr>
<td>Enrollment variables</td>
<td>⇒ confidence in enrollment decision</td>
</tr>
<tr>
<td></td>
<td>⇒ preenrollment</td>
</tr>
<tr>
<td></td>
<td>⇒ Studienentscheidung</td>
</tr>
</tbody>
</table>

Werden die empirischen Arbeiten nach den von ihnen untersuchten Variablengruppen unterschieden, ergibt sich folgendes Bild: In zirka einem Viertel aller Arbeiten sind „background“-Variablen im Zusammenhang mit dem Studienabbruch untersucht worden (siehe Abb. 5). Bei dieser Variablengruppe muß berücksichtigt werden, daß Merkmale wie Geschlecht, Familienstand usw. sicherlich in fast allen Untersuchungen abgefragt worden sind, jedoch sind sie nur in jeder vierten hier ausgewählten Arbeit explizit genannt.

Abb. 5: Englisch- und deutschsprachige Arbeiten zum Studienabbruch im Zeitraum von 1975 bis 1997 nach Art der untersuchten Variablen (in Prozent)
Annotierte Bibliographie

Withdrawals from college courses prior to the assignment of grades, but after the „add-drop“ period, are analyzed. In a probit model student withdrawals appear to occur randomly with notable exceptions. The more experience a student has in college, the more likely it is that he or she will withdraw from any given courses. Students who have withdrawn from courses in the past tend to withdraw again. Student motivation measures are related to the withdrawal decision. Physical and mental disabilities affect withdrawals only in certain courses while athletes are no more likely to withdraw from courses than nonathletes. Finally, there appear to be economies of scale in teaching: The more students an instructor teaches in other courses, the less likely it is that students will withdraw from the course under consideration. The number of students enrolled in the course, however, is not significantly related to withdrawals.

The study developed and tested a multiequation model of college student retention for use by individual institutions. The model clearly differentiated between variables that have a direct effect on retention and variables that affect retention only indirectly. The regression results, derived from estimating the model for first year students at a state university, supported both the model’s multiequation formulation as well as the significance of most variables. The generally robust results suggest that models of this type could be effectively employed by other institutions to both explain retention rates and to evaluate the effectiveness of institutional policies on student satisfaction, performance, and retention.

Major changes in the Ontario secondary school system over the last 15 years have increased the concerns within some universities about the use of Grade 13 marks as the principal criterion for evaluating applicants. These concerns focus on grade inflation, variability of marks among schools, and how appropriate some subjects are for university admission. This paper reports on a study of these issues conducted at McMaster University. The relationship between Grade 13 admission and Year I university averages was examined. Two issues that have received little attention elsewhere were also examined: How Year I performance varied by applicant status, and the relationship between individual Grade 13 subjects and Year I performance. The results indicate that Grade 13 marks, which are the only measure of a student’s achievement available, continue to be a reasonable predictor of subsequent performance in Year I. Grade 13 subjects were identified that were more consistently associated with Year I performance than others. There was also evidence that some Grade 13 subjects may be contributing to an „inflated“ admission average. The results of this study should be useful in evaluating existing admission policies and in the development of the new Ontario Academic Courses.


Research findings suggest that Black students have not fared well on predominantly white college campuses. Relative to white students, they have lower persistence rates, lower academic achievement levels, less likelihood of enrollment in advanced degree programs, poorer overall psychosocial adjustment, and lower postgraduation occupational attainments and earnings.

Recent findings show Black students’ attrition rates to be five-to-eight times higher than those for white students on the same campuses. Past research characterizes the „fit“ between Black students and white colleges as a poor one. Accompanying these realities is the paradox of Black students on white campuses who are academically successful. Little research has been done to compare successful and unsuccessful Black college students. For that matter few studies have examined differences between Black students.

„Within-race“ comparisons offer fertile possibilities for increased understanding of Black student outcomes on predominantly white campuses. As a supplement to „cross-race“ comparisons, this approach allows for a more sensitive examination of underlying factors that differentiate Black students into „successful“ and „unsuccessful“ groups.

This study examines structural, interpersonal, and psychological correlates of student outcomes in a national sample of Black undergraduates drawn from six predominantly white, state-supported universities. It addresses questions surrounding the accommodation between Black students and white majority universities. The major focus is on aspects of successful Black student adaptation to college. Student adaptation is measured by levels, and future occupational goals. The study’s general relevance is in its attempt to elaborate exchanges between individuals and the social institutions of which they are a part. It asks:
What are the dynamics of a successful accommodation between Black students and the predominantly white colleges which they attend?


While most studies of college attrition have focused on students’ social and academic background as predictors, this study investigated the consequences of the social contexts and experiences of students after they have entered college. This study used data from the National Longitudinal Study (NLS) of the high school class of 1972. It was found that students who entered two-year community/junior colleges, who were employed (unless in work-study positions), and who lived off campus but not with their parents, were more likely to drop out in both the first and the second year of college than were other students. The indirect effects of these social contexts through differential academic performance, academic and social integration, peer attitudes toward college, and achievement goals were also explored in an attempt to more fully understand these structural effects.


So gesehen ist die Frage nach der Studienzufriedenheit auch nur eine unter vielen ergänzenden Fragestellungen. Die Beschäftigung mit diesem Konzept dürfte aber ein weiterer Schritt zu einer Überwindung der bisherigen einseitigen Betrachtungsweisen und zu einer
umfassenderen und damit aussagekräftigeren Forschung im Bereich der Hochschulausbildung sein.


While Tinto's student departure model has been tested and supported in numerous studies, it has not yet been applied to nontraditional students. The study attempted to find out whether Tinto's model, in particular the concepts of academic and social integration, can explain retention among nontraditional students. Attrition rates of 25 adult learner classes in a college of management and business were calculated. Four independent variables were entered into a regression equation in an attempt to explain attrition from these classes. They were: Social, academic, and career integration; and the size of each class. The data showed
that classes that were socially integrated and smaller were better able to retain their students than the less socially integrated and larger-sized classes. The data suggest that what keeps adult learners in educational programs is the social environment in which the learning takes place.


The tendency to drop out of college before completing the baccalaureate degree was examined in a 4-year longitudinal study of 6660 high aptitude students. It was found that students who drop out of college come from lower socioeconomic backgrounds, have lower ranks in high school, plan initially to get lower college degrees, and apply for relatively fewer scholarships than do students who do not drop out. Personality measures suggested that dropouts tend to be more aloof, self-centered, impulsive, and assertive than nondropouts. An analysis of the effects of 15 college characteristics was performed, using 38 student input variables as control data. No significant college effects on the male student’s tendency to drop out of college were found. The female student’s chances of dropping out are increased if she attends a college with a relatively high proportion of men in the student body.


While it has become fashionable to talk of stopping out and of the supposedly therapeutic value for certain students of dropping out, this book basically skirts the argument over the „good“ versus the „bad“ dropout; the reader does not have to take a position on this issue to utilize the findings. I assume that many decision makers - faculty members and administrators, educational policy-makers, prospective college students, and guidance counselors - want to increase the probability that entrants will graduate. To do so, they must select those actions associated with persistence and avoid those associated with dropping out.


The book thus presents a detailed critique of assessment practices in higher education and outlines specific ways in which assessment can be strengthened and improved. Much of the book is devoted to procedures for assessing students, not only because the current assessment movement is primarily focused on student assessment but also because the usefulness of our faculty, administrator, and institutional assessments depends in part on how effectively we assess our students.

The low percentage of the Mexican American subpopulation graduating from college is attributable, in part, to high attrition rates at the elementary and secondary school levels, which effectively decrease the number of individuals eligible for college attendance, and to failure of a substantial number of high school graduates from the subpopulation to enroll in college. Data based on the Bureau of the Census’ Current Population Surveys from 1974 through 1978 indicate nationwide a rate of high school completion for Mexican Americans of 51 percent and a rate of college entry of 23 percent. The corresponding rates for whites are 83 percent and 38 percent, respectively.


The aggregate institutional measures explored in this study suggest the importance of various university characteristics for student achievement. More definitive conclusions could be obtained from development of an individual-level data set, where we would know, for example, the degrees obtained by professors who actually taught a particular student rather than the average attainment of the entire liberal arts faculty. Such a data set would be expensive and difficult to develop, but individual-level data can be invaluable for specifying more precisely the relationships suggested by aggregate measures.

This analysis based on aggregate measures and campus interviews indicates that faculty characteristics are the most important influence on student achievement, followed by a second tier made up of student body attributes, appropriations directed toward faculty improvement, and curriculum design. Conceivably, all of these factors combine with institutional history and tradition to create a general atmosphere of expectation that is the crucial determinant of student achievement. That atmosphere is directly affected by the expectations of faculty members for their own and their students’ work, by the ability and willingness of the students to respond to those expectations, and by the support of the administration and governing board for academic quality. The atmosphere of expectation then becomes an important dynamic component of an institution, affected by, as well as affecting, the attitudes of future students and faculty members. Based on this analysis, creating and fostering an atmosphere of high expectation is a crucial goal for any institution aspiring to higher rates of student achievement.


More importantly, as Terenzini points out, retention levels are intimately related to tuition, not only at independent institutions, but also at public colleges and universities. Educators throughout the United States have come to realize that a penny saved is a penny earned: Retaining a student who might otherwise drop-out means not having to recruit another to
replace him or her. Cost avoidance incentives apply elsewhere: The financial and human resources needed to recruit, register, advise, financially support, counsel, and teach a student who stays in school are equal for the student who drops-out. Moreover, retention rates are increasingly becoming a tool (unwieldy or not) for measuring program or institutional quality and health.

While it is true that we must work quickly and vigorously to solve the problems that lead to the high attrition rates of African-American students in higher education, it, nevertheless, behooves us to place the analyses of these problems on a firm methodological footing. Otherwise, these problems will not succumb to rational decision-making.

The present study is important, therefore, because it calls for the need of skepticism in our efforts to discern those factors that underlie the ever-growing problems of student retention in higher education. This is because, as shown ahead, researchers investigating the problems of student retention, in their efforts to be ‘scientific’, have been searching for the elusive concepts and causes of the problems in areas where there is more adequate light for them to conduct the search.

At both the descriptive and theoretical levels, surprisingly little attention has been given to students’ expectancies when they enter college. Using data from a longitudinal study, this article describes the expectancies of entering freshmen at a Midwestern state university; distinguishes expectancies from three other types of expectations - self-labels, attributed norms, and own norms; and investigates the extent to which all four types of expectations predict who leaves and who stays at the university. Of five types of expectancies, social expectancies were most frequently mentioned, and expectancies concerning specific positions best predicted students’ persistence. On average, however, expectancies more weakly predicted persistence than did self-labels and own norms, which were shaped, in part, by attributed norms.

The literatures on the social influence of referent others suggest four questions that need to be answered: (1) Who are the influential persons? (2) What types of influence are used? (3) What is the nature of the influence process? and (4) Are the effects of social influence substantial and independent of other forces? Data from a longitudinal study of the persistence in college of first-year undergraduates at a large, midwestern state university were analyzed to determine answers to these questions. With ability levels, grades, academic majors, and many other characteristics of students controlled, effects of social influences on students’ persistence remained significant. Parents and peers were found to have stronger influences than were the faculty on the persistence of students. Normative influences were found to have stronger effects than were modeling influences, and these two types of influ-
ence had both direct effects on persistence and indirect, internalized effects through stu-
dents' behavioral intentions.

BARDEL, Tino; SANDBERGER, Johann-Ulrich und RAMM, Michael: Studien-
situation und studentische Orientierungen. Bundesminister für Bildung und Wis-
enschaft (Hg.). Bonn 1992 (Bildung-Wissenschaft-Aktuell; 9).

Studierende an Universitäten und Fachhochschulen sind in den achtziger Jahren viermal
Die Erhebungen sollen dazu verhelfen, die Studentenschaft in ihren Motiven, Erwartungen
und Urteilen zu verstehen, auf Problemen der Hochschulausbildung aus der Sicht der
Studierenden aufmerksam zu machen sowie Aussagen über die Studentenschaft aufgrund
der systematischen Informationen qualifizieren, gegebenenfalls zurechtzukönnen.

Eine wichtige Absicht der Erhebungsreihe liegt darin, verlässliche und über die Zeit ver-
gleichbare Informationen zu erhalten. Die Vergleichbarkeit ist durch die Einbeziehung der
gleichen Universitäten und Fachhochschulen sowie durch ein gleichbleibendes Auswahl-
verfahren der Studierenden gewährleistet.

BARON-BOLDT, Jutta: Die Validität von Schulabschlußnoten für die Prognose
von Ausbildungs- und Studiererfolg. Eine Metaanalyse nach dem Prinzip der
(Europäische Hochschulschriften; 280).
Schulabschlußnoten können als Maß allgemeiner kognitiver Leistungsfähigkeit betrachtet
werden. Daher wird ihnen häufig Voraussagekraft für zeitlich spätere Messungen kogniti-
ver Leistungen wie Ausbildungs- und Studiererfolg zugeschrieben.

Die Ergebnisse empirischer Studien zur Bestimmung der entsprechenden Vorhersage-
validitäten streuen über einen weiten Bereich. Außerdem gab in den letzten Jahren ein
angenommenes Absinken der Relevanz der Haupt- und Realschulschlußnoten für den
Ausbildungserfolg zu weiteren Diskussionen dieses Prognosezusammenhangs Anlaß.

In diesem kontrovers diskutierten Prognosezusammenhang wird durch Einsatz des me-
taanalytischen Verfahrens der Validitätsgeneralisierung versucht, mehr Klarheit zu gewin-
nen.

BARTELS, Jörn: Exmatrikulierte des Fachbereichs Informatik. Ergebnisse einer
Repräsentativbefragung. Hagen: FernUniversität, Zentrum für Fernstudienent-
wicklung 1993 (Berichte und Materialien).

Die Ende 1992 vom Zentrum für Fernstudienentwicklung durchgeführte Befragung von
Exmatrikulierten des Hauptfachs Informatik ergab, daß drei Viertel der Befragten bereits
über vorherige Studiererfahrungen verfügten hatten. Ein Drittel hatte schon einen Hoch-
schulabschluß erworben, ein weiteres Fünftel hatte ein Fachhochschulstudium abgeschlos-
sen. Das Tätigkeitsfeld der meist eine Vollzeitberufstätigkeit ausübenden Exmatrikulierten
wies eine hohe Affinität zur Informatik auf.


Ziel der vorliegenden Untersuchung ist es, Informationen über die den Studienverlauf bzw. das Studienverhalten bestimmenden subjektiv gesetzten Studienziele zu gewinnen. Hierbei liegt die Fragestellung zugrunde, inwieweit andere Motive als das Erreichen eines formalen Studienabschlusses an der Fernuniversität die Aufnahme und Durchführung des Fernstudi- ums begründen können. Die vorhandene oder fehlende subjektive Abschlußorientierung ist daher die erkenntnisleitende Fragestellung der vorliegenden Untersuchung.


This study addresses the use of the College Student Experiences Questionnaire (CSEQ) to analyze differences in selfreported gains that students make in academic and personal/social development. Analysis of these gains can help college officials better understand specific areas of growth for students, and those that might need additional attention. Further analysis of differences in academic and personal/social development by sex and academic grades
can delineate particular groups of students who are in need of assistance. In addition, the findings of this study can serve as a valuable addition to an institution's comprehensive assessment efforts. The specific research questions addressed in this study are: (a) in which areas of academic and personal development do students report progress; (b) do gains scores differ by gender; and (c) do students with higher grades report making more academic and social progress than students with lower grades.

In higher education, the rate at which students discontinue their studies is unfortunately very high. Part of the cause for these high rates lies with the students themselves. However, another part lies with the institution. If administrators are to reduce the rate of discontinuation by changing their selection, teaching, guidance, and support facilities, they must be guided by proper data. The present study reports such data based on an investigation at an Australian university.

The purpose of this research is to investigate the determinants of student attrition in institutions of higher education. A causal model was developed which synthesized research findings on turnover in work organizations and on student attrition. Questionnaires were distributed to university freshmen (N = 1,171). The data was analyzed using multiple regression and path analysis. The regressions produced an $R^2$ = .36 for females and .27 for males. Findings indicate that three surrogate measures for pay were significantly related to intent to leave for both sexes and that the theories and determinants developed in research on turnover are useful in studies of student attrition.

A causal model of student attrition developed by the author was reduced to 10 independent variables. Background variables were excluded from the analysis. The sample was partitioned into high- and low-confidence men and women based on interaction effects. The model was estimated using a sample of 1,574 college freshmen. The $R^2$ for dropout ranged from .42 to .50. Based on the effects coefficients, the overall ranking of the independent variables in influencing dropout in descending order of importance was as follows: Intent to leave; grades; opportunity to transfer; practical value; certainty of choice; loyalty; family approval; courses; student goals; and major and job certainty.

There are two major purposes to this paper. The first is to describe the industrial model of student attrition, how it was derived from the Price/Mueller model, and review some relevant literature. The second is to estimate the model, and to identify the relative importance of the different variables in the model in explaining the criterion, dropout.

The overall conclusion to be drawn from this study is that much can be learned about student behavior from the study of employee behavior in work organizations. The structure of the model of turnover, and to a large extent the variables in the model, have been useful in organizing this data on student attrition and providing some insights into the longitudinal process of student attrition. The significant paths in the model are largely consistent with the expectations of how the model should operate. Thus, the use of a model of turnover in work organizations for the study of student attrition is vindicated.

The chief difference between the findings for Price and Mueller and this study was in the effectiveness of intention as an intervening variable to influence dropout or turnover decisions. This difference was probably due to the shorter time interval for students than for nurses between gathering the data on the determinants and the data on dropout. Secondly, although Price and Mueller attempted to make a model that was „inclusive“ of all important determinants, specification errors (leaving out important determinants or including unimportant determinants) are a way of life in the social sciences. Despite the comparatively high amount of explained variance in the dropout study, most of that was due to the inclusion of the intent variable. Since only about 25 percent of the variance in intent to leave was explained, the industrial model of student attrition does not explain the variance of this intervening variable as well as other studies using the synthetic model of student attrition. In the synthetic model, the pay surrogate measures would each be considered as outcomes of the educational process, and be located in the model as endogenous variables between the determinants and intent to leave. In fact, in one estimation of that model satisfaction was omitted as an intervening variable without a significant loss in the explained variance of intent to leave. Thus, although initially useful as an organizing concept, the industrial model is not sufficient to explain the dropout process. It was, however, incorporated as one element in the synthetic model.

Compared to other studies of attrition using multiple regression the explained variance for this study is quite high. As indicated earlier, this is due largely to one variable - intent to leave - but also benefited from the inclusion of determinants such as opportunity and practical value, both of which were conceptualized as being borrowed from the literature on turnover, not from studies of student attrition. This is the key. There is a tremendous amount to be learned about universities from the study of other types of organization. With organizational theory as a guiding force, and with the multitude of empirical studies of work organizations to choose from, the marriage between institutional research and this body of knowledge should be a fruitful one.
BEAN, John P.: „Interaction Effects Based on Class Level in an Explanatory Model of College Student Dropout Syndrome“.
A conceptual model of the factors affecting dropout syndrome (a combination of intent to leave, discussing leaving, and actual attrition) was developed emphasizing academic, social, and personal outcomes of the selection or socialization of students at an institution. The model was estimated using path analysis, and the intervening variables (college grades, institutional fit, and institutional commitment) were found to be important predictors of dropout syndrome. The variables in the model accounted for 27 to 47% of the variance in the criterion. Findings indicate that a student’s peers are more important agents of socialization than are informal faculty contacts, that students may play a more active role in their socialization than previously thought, and that college grades seem more the product of selection than socialization.

BEAN, John P. und KUH, George D.: „The Reciprocity Between Student-Faculty Informal Contact and Academic Performance of University Undergraduate Students“.
A nonrecursive theoretical model was developed through a review of the literature to assess the degree of reciprocity between faculty contact and academic performance. Data was gathered from 1,096 freshmen and sophomores at a single research university. Contrary to expectations, GPA and faculty contact did not strongly affect one another. GPA was most strongly affected by high school performance and academic integration, and faculty contact was most influenced by advisor contact, talking in class, and memberships in campus organizations. The findings suggest that men and women and freshmen and sophomores were affected by faculty contact in different ways.

BEAN, John P. und METZNER, Barbara S.: „A Conceptual Model of Nontraditional Undergraduate Student Attrition“.
Older, part-time, and commuter students have composed an increasingly larger portion of college student bodies. The reasons why these students drop out of school are not well understood. The purpose of this paper is to describe the rise in nontraditional enrollments, define the nontraditional undergraduate student, and develop a conceptual model of the attrition process for these students. The chief difference between the attrition process of traditional and nontraditional students is that nontraditional students are more affected by the external environment than by the social integration variables affecting traditional student attrition.
BEAN, John und VESPER, Nick: An Explanation of Retention in College Based on Student Dependency. Bloomington 1992 (verv. Ms.).
The authors propose the use of dependency as an alternative explanation of college student retention. This explanation competes with theories that use academic and social integration as core concepts. The model is based on psychological theories of buffering and socialization theories that emphasize the dynamic and continuous nature of parental influence.
Using data from a midwestern college, the authors successfully used LISREL 7 to estimate a correlation structure derived from polychoric correlations with an ordinal variable. The model, described by 16 variables, is driven by factors measuring parental approval, parental encouragement, and the encouragement of high school mentors mediated through academic and attitudinal variables. Variables such as opportunity to transfer are strongly dependent of parental influences.

This study of college freshmen enrolled in their first economics course uses maximum likelihood logit analysis to identify variables that predict the probability of persisting in the study of economics. The results suggest that females, who are under-represented in the pool of students who select the initial course in an economics sequence, persist in even smaller proportions than do males. The grades that students earn in the initial course affect persistence differently for female and male freshmen. Females earning an A in the first course are more likely to persist than their male counterparts. However, for grades below A, females persist at lower rates than males earning the same grade. As grades decrease, persistence decreases much more dramatically for females than for males. Verbal SAT score is inversely related to persistence in the study of economics; quantitative SAT, while directly related, is not statistically different from zero.


The present study measures the extent of variation in pass rates and the proportion of first or upper second class honours degrees in UK universities, and seeks to explain this variation in terms of a comprehensive set of student and institutional characteristics. There is a pattern of wide variation which is consistent over time but which cannot be explained by differences in the quality of student or institutional inputs. Alternative explanations of this finding are considered and it is shown that, whichever is correct, there are major implications for the evaluation of both student and institutional performance.


Studies of college student persistence often concentrate on quantifying the characteristics of those who fail to persist. The present study departs from most research by focusing on those who succeed. American Indians, the least successful ethnic group in higher education, compose the target study population. After demonstrating the inability of quantitative statistics to predict American Indian persistence, the study proposes an alternative social science methodology which suggest that a culturally sensitive approach may help researchers define competencies leading to college persistence.


Der starke Einfluß der Abiturnote auf die gesamte Studienleistung zeigt, daß diese ein relativ gutes Prognoseinstrument für die Studienleistung ist. Eine Selektion nach der Abiturnote könnte aber kontraproduktiv sein, wenn ein Numerus clausus schlechtere Schüler nicht von einem Studium abhält, sondern nur durch Wartezeiten den Ausbildungsbeginn verzögert. Wesentlich effektiver sind wohl Kurse, die den Studierenden schon zu Studienbeginn die Fähigkeiten vermitteln sollen, große Wissensmengen zu strukturieren und zu erfassen - also zu lernen, wie man lernt.

Diese Untersuchung zeigt auch, daß der Zeithaushalt der Studierenden die Studienleistung beeinflußt - sei es aufgrund einer zu großen Entfernung zwischen Wohnung und Universität oder im Hinblick auf den Zeitaufwand für Verbände, Vereine usw. Bei Überlegungen zu Zulassungskriterien könnten diese Faktoren berücksichtigt werden, denn ein Bonus für ortsansässige Studienbewerber ist aufgrund der empirischen Ergebnisse zu rechtferigen. Vor diesem Hintergrund müßten außerdem Studentenwohnungen in Universitätsnähe die Studienleistungen verbessern.

Ein gut durchdachter Studienplan, der nicht nur die Prüfungsordnung wiedergibt, sondern auch Informationen über eine effiziente Organisation und Strukturierung des Studiums bereit hält, verkürzt die Studienzeiten. Durch persönliche Beratungen dürfte dieser Effekt wohl noch verstärkt werden. Auch eine Beratung vor Studienbeginn, bei der auch die Motive für die Wahl des Jurastudiums hinterfragt werden, dürfte hilfreich sein. Bei dieser Bera-


The model of Black Student Attrition described here was developed to better understand Black undergraduate attrition at Indiana University - Bloomington. Here attrition among Blacks is about 62%, as compared with 38% among Latinos, 30% among Whites, and 28% among Asian Americans. Our goal was to develop an institution-specific model. Because the Bloomington campus is a classic example of a predominantly White university, the findings may generalize to universities where relatively few Black students enroll and where their attrition rates are disproportionately high.


Among the students admitted to the graduate school of the University of Illinois at Urbana-Champaign between 1968 and 1975, fully 44 percent were female. These women students were much the same ages as the male students, but they were less likely to be married or to have children at the time of admission. In general, women were more likely to take into account the impact of going to graduate school on the significant people in their private lives.

Women were more likely than men to pursue terminal master’s degrees as opposed to doctor’s degrees. Their most popular field was education, where they were a clear majority of students. The most popular fields for men were the physical and biological sciences.

Men and women were very alike in satisfaction and perceived problems with graduate school. In interacting with faculty, students were more likely to form close professional relationships with faculty of the same sex.

Very few students of either sex dropped out without earning a graduate degree. Men and women were on the whole equally successful in earning good grades, assistantships and/or fellowships, and master’s degrees. Proportionally fewer women, however, earned doctor’s degrees, in part because of enrolling in disciplines in which a master’s degree is the common terminal degree. In those disciplines in which a doctor’s degree is the clearly advantageous goal, men were more likely to be successful in the physical and biological sciences, and women were more likely to be successful in education.

BERS, Trudy H.: „Student Major Choices and Community College Persistence“. In: Research in Higher Education, 29. Jg., 1988, H. 2, S. 161-173. This article presents the results of an adaptation to a community college of Simpson’s model for tracking student persistence within major and at the institution. The study examines persistence and performance of a cohort of students who first enrolled in the fall of 1984 and whose initial major was in one of the nine curricula with a minimum of 50 new students that term. The article describes software used and provides a discussion of the special issues that arise in looking at persistence within a community college setting. Also provided are benchmark figures showing persistence within selected majors at a two-year college, figures the same institution can use as a basis for investigating changes over time and that other institutions can use for comparative purpose.

BERS, Trudy H. und SMITH, Kerry E.: „Persistence of Community College Students: The Influence of Student Intent and Academic and Social Integration“. In: Research in Higher Education, 32. Jg., 1991, H. 5, S. 539-556. This article examines the extent to which social and academic integration and student educational objectives and intents to reenroll are predictive of persistence for community college students. An instrument designed to operationalize the concepts of social and academic integration for four-year college students was largely replicated with the two-year college population. Student educational objectives/intents discriminated most powerfully between persistsers and nonpersistence, although academic and social integration and employment status also contributed significantly to differentiating the two groups. The article concludes with a brief discussion about the nature of community colleges and the fact that nonpersistence at the institution may be an indicator of student success if the student has transferred or accomplished his/her goals.

BIGGS, John: „Individual Differences in Study Processes and the Quality of Learning Outcomes“. In: Higher Education 8. Jg., 1979, S. 381-394. This paper is concerned with the relationship between students’ study processes and the structural complexity of their learning. Study processes are conceived in terms of three independent dimensions - utilising, internalising and achieving - each of which has a cog-
nitive (strategic) and an affective (motivational) component; these are assessed by the Study Process Questionnaire (SPQ). Learning quality is expressed in terms of the complexity of the Structure of the Observed Learning Outcome by applying the SOLO Taxonomy. A preliminary study involving 60 undergraduates’ responses to education research abstracts is described, in which SOLO levels and short and long term retention of factual material are related to their study processes.


We focus our study on the group of students leaving a higher education institution without completing their studies with a diploma. A variety of terms is used to indicate this phenomenon. The most widely applied term is drop out. However, some authors try to avoid this word because of its association with failure since certain forms of departure cannot be regarded as such. For example, well-performing students voluntarily decide for one reason or another not to continue their studies, others only take a break but start again later on (a so-called stop-out) and some students only transfer between institutions and/or disciplines. Less value loaded terms indicating the noncompletion of studies are student attrition, student departure and student leaving. In the same context one will frequently find the term retention which refers an yearly re-enrolment of students. In a general sense it should be considered as the extent to which an institution is capable to retain its students. In this text we will mainly apply the term drop out because of its common usage. However, it is used in a neutral meaning.


Student persistence has long been associated with parental educational levels. As Haller and Portes point out, „Education, and to a lesser extent, occupational attainment, in turn are viewed as causally dependent on parental status“. We have found at least twenty separate references to original research conducted during the past 40 years which strongly documents this association. The present research underscores the validity of these findings.

Yet, very few studies have focused specifically on the dynamics of the interaction between parental education and student persistence or attrition. We know that first-generation students are overrepresented among those who leave their first college, and who leave college for good, particularly during or just after their first year. We do not know exactly how and why lack of parental experience with higher education serves to make their children, at whatever age, such a highly vulnerable group. Thus, although the move toward democratization of American higher education is clear, it appears as well that the legacy of parental aspirations and expectations may reinforce the stratification selection mechanism that operated in the past. This legacy may create hidden barriers to the ability of their children to use education as a pathway of upward mobility. The present study is designed to
identify some of these barriers and to explore how they work to make first-generation students more vulnerable to attrition.


When 399 nonreturnees from one community college were asked their educational goals and plans, 300 said they had originally intended to complete a degree or certificate program or to transfer to another school; 303 had not completed their goal but planned to do so in the future. The great majority (73%) thus saw themselves as stopouts, not as dropouts.

Lack of time or lack of money were factors for about two of every five respondents. Money problems tended to be identified with school expenses, but time problems were identified with other adult roles (worker or family member). When listing „other events or circumstances“, which two out of every three persons did, respondents again identified work and family responsibilities most often. Only one person in six said that something about school was a reason for not returning. Each respondent could identify as many causes as seemed relevant; and, on average, most identified two of the six main items and multiple items in the subcategories. Thus, there is some confirmation that it is a web of circumstances that leads to dropout or stopout.

Top reasons for attending the college were (in order) personal improvement, being with interesting people, getting job skills, and taking courses for transfer credit. Females were more interested than males in getting job skills; males were more interested in transfer credit. Hispanics tended to give more reasons for attending that whites did, thus showing a greater expectation that the community college would serve a wide variety of purposes, both social and taskoriented.

Nonreturnees generally had positive feelings about grades, how much they had learned, how the learning would help on the job or elsewhere, their enjoyment of class, and how well they got to know teachers. There was less favorable response about things that happened at school but not involvement.

Recommendations are given about how faculty and administrators can work with groups and with individual students to help them accomplish educational goals, whether with or without stopping out.


A "congruence" model based on self theory is proposed to account for adult education participation and dropout. Single variable explanations for these phenomena are rejected. It is contended that participation may be understood as a function of self/institution incongruence and dropout a function of intra-self and self/other incongruence. It is suggested that social, psychological and institutional variables typically studied in participation and dropout research merely mediate the congruence-dropout relationship. Data derived from 2436 participants enrolled in continuing non-credit classes in New Zealand are offered in support of parts of the model. The model is experimentally and administratively suggestive and replete with hypotheses capable of empirical investigation.

Tinto’s (1987) revisions to the model in Leaving College take into account what the literature has demonstrated in the past decade. The model clearly gives meaning to the contention that a student’s perceptions of a campus are the reality on which that student bases action, and that no understanding of student departure from a given institution is complete until that understanding includes student perceptions. Retention is an institutional issue, and it should be addressed by the institution, not by a single retention committee. Tinto concludes that the key ingredient is a commitment on the part of the institution to the growth and development of all members of the educational community. Each member of that community must own the commitment, not just acknowledge or intellectually affirm it.

As institutions continue to mature, a strong focus will very likely emerge on ways that students can be assisted in being fully integrated into colleges and universities and achieving academic success. Students who leave higher education never to return are, by definition in this context, not successful. The 100-year average departure rate of 50% certainly leaves adequate room for improvement. The Tinto model (1975, 1987) gives an institution a clearer understanding of the dynamics of student departure, an understanding that is the necessary first step in addressing the problem.


The findings provide mixed support for melding organizational and interactional perspectives on student attrition. Although one or more of the three organizational attributes exerts the anticipated direct, positive effects on academic and social integration, none has an indirect influence on student persistence. In this case, it is profitable to alter interactionalist models to include organizational influences on student persistence? Perhaps not, but researchers should first systematically assess several alternative explanations. Perhaps I did not observe such indirect effects because of the relatively small size of the sample or because of error in the measurement of variables in the model. As asymptotic confidence intervals are used to estimate the probability values of indirect effects, GEMINI assumes large samples. Thus, the probability of committing Type II errors may have increased if we underestimated the probability values of the indirect effects computed.

Moreover, the organizational attributes selected may exert statistically reliable indirect effects on student persistence in institutional settings other than urban commuter institutions of low admissions selectivity. Also, other organizational attributes - organizational size, bureaucratic administrative decision-making styles, and various policies - might have indirect effects on student persistence. Finally, participation in decision making, communication, and fairness may not directly affect withdrawals at the end of the freshman year but may do so later.

The influence of student problems, which are often cited by students as reasons for withdrawal, is compared with the influence of constructs derived from Tinto’s student attrition model. The findings suggest that data from post-hoc attrition studies should be used cautiously.


Study purposes were (a) to identify factors associated with academic performance of students enrolled at a four-year university and a two-year community college; and (b) to determine if students who (1) dropped out of a four-year university, (2) entered a two-year community college, and then (3) returned to the same four-year institution improved in academic performance. The 195 undergraduate subjects began their college careers at a large university and subsequently transferred to a community college, a type of student mobility referred to as „reverse transfer student“. Following a poor academic performance at the university, the students achieved satisfactorily at the two-year college. Students who later returned to the university improved their grades with each quarter’s course work. Factors associated with academic performance at the two institutions were identified.


Bei allen Abschlußexamina, die an den Universitäten und wissenschaftlichen Hochschulen Westdeutschlands abgehalten werden, genügt ein Teil der Kandidaten den Anforderungen der Prüfung nicht.

An der Wirtschafts- und Sozialwissenschaftlichen Fakultät der Universität zu Köln, von der uns genaue Zahlen zur Verfügung stehen, erhalten regelmäßig etwa 20 von 100 Studenten, die sich der Diplomprüfung unterziehen, die Note „Nicht ausreichend“.

Wenn es gelänge, die zukünftigen Studienversager bereits lange vor dem Abschlußexamen zu erkennen, könnte die Universität sich in besonderer Weise um sie bemühen, um denjenigen von ihnen, die genügend begabt sind, zu einem erfolgreichen Abschluß des Studiums zu verhelfen und um die anderen, die nicht genügend begabt sind, frühzeitig auf tieferstehende Ausbildungsinstitutionen, zum Beispiel auf höhere Fachschulen, zu verweisen. So würde den Studenten, die den Anforderungen der Universität nicht genügen können, der psychische Schock ersparen, den der Mißerfolg im Examen ihnen versetzen muß: für die Eltern der Studenten oder für die Studenten selbst und für den Staat, denen die Ausbildung große Kosten verursacht, würde das Risiko dieser Investitionen erheblich verkleinert.

Wenn es möglich wäre, die potentiellen Studienversager frühzeitig zu erkennen, dann könnte man wahrscheinlich mit denselben Methoden auch zuverlässig prognostizieren, wer einen besonders guten Studienerfolg erzielen wird. Die Universität könnte dann die betreffenden Studenten in einer Weise fördern, die es ihnen erlaubt, ihre Anlagen besser, als es

Findings from the present study have implications for future theoretical work in the area of student persistence. The results of this study indicate that a better understanding of the persistence process can be derived in combining the two major theories of college persistence. As noted by Bean, the central value of competing theories on college persistence is to ascertain the role of relevant factors. However, the value of each theory as opposing theoretical frameworks decreases to the extent each theory is found to yield complementary explanations. Results indicated that when these two theories were merged into one integrated model, a more comprehensive understanding of the complex interplay among individual, environmental, and institutional factors was achieved. In this respect, the effect of environmental factors was by far more complex than the one envisioned by the Student Integration Model. Whereas Tinto constrained the role of environmental factors to merely shaping commitments, the present study suggests that these factors exert an influence in the socialization and academic experiences of the students. From this perspective, findings support Bean’s propositions that environmental factors should be taken into account in explaining persistence processes.


This study explores the effects of finances by incorporating ability to pay to the variables in Tinto’s student integration theory, the most developed and frequently tested theory of student persistence. Specifically, we explore the direct and indirect effects of ability to pay on persistence in the context of such important noneconomic variables as significant others, academic skills and abilities, academic integration, social integration, and goal commitment. We also explore the implications of our findings for persistence theory and for student financial aid policy.


A six-year study (1984-1990) was conducted to assess the academic, career, and personal goals of first-year college students. The data are presented comparing and contrasting different student groups on various goals over this six-year period as they responded to Student Goals Inventory items. As well, using a data pool of over 5300 students’ responses to the 32 item inventory, several key factors were identified for freshman students. The data are discussed (a) within the context of program planning by college personnel in meeting the real (not assumed) goals of first-year students and (b) with respect to future research possibilities.
This article describes research funded by a Dean’s New Investigator Award conducted to describe and evaluate nursing education research on predictors of retention, graduation, and National Council Licensure Examination success of baccalaureate-degree nursing students through an integrative review and metaanalysis of nursing research. The sample (n = 47) for the integrative review included all nursing research conducted within the years 1981 to 1990 related to predicting student success that had at least one nurse author and was published in US nursing journals or dissertations from a US university. Four studies from the corpus were appropriate to be treated metaanalytically. Ninety-four per cent of the studies were descriptive, used convenience samples, and most often identified quantitative measures, including American College Test, Scholastic Aptitude Test, and grade point average as predictor variables. Findings of the integrative review showed Grade Point averages in nursing and science courses as the greatest cognitive predictors of student success and parental education and age as the greatest demographic predictors. The meta-analysis portion of the study showed significant effectiveness of interventions used in the experimental studies.

The relationship of various factors associated with college attendance and persistence for Hispanic women was investigated using the High School and Beyond data base. Socioeconomic background, educational aspirations, culture and language background, availability of financial aid, „cultural shock“ sex role socialization variables, and college preparation courses have all been identified in the literature as important factors influencing the college going and attendance patterns of Hispanic women. Using the 1982 First Follow-up data from the High School and Beyond Survey, the relative importance of these measures on college-going behavior was analyzed. Educational aspirations were found to be the most important predictor of college attendance and persistence. Sex role socialization was also found to be an important factor in explaining the college behavior patterns of Hispanic women. Women who delayed marriage and having a family were found to pursue a college career more often and tended to persist in college longer than those women who followed traditional sex role patterns. In addition, Hispanic women whose mothers had a college education were more likely to attend college themselves. Interestingly, participation in college preparation courses was found to rank much lower in importance than previously mentioned factors.
This study’s first purpose was to determine whether students’ perceptions of their own college experiences would support the propositions of Tinto’s model for social integration; many of our findings confirmed that they did. In addition, the investigation extended and amplified upon Tinto’s model by providing clues about the complex role of external experiences in freshman social integration and, by extrapolation, in persistence. Tinto does not deny that institutional departure is affected by external experiences but places external commitments further outside the student’s campus life than our findings suggest. This conceptualization thus places external influences outside the realm of social integration. In contrast, our findings demonstrated the salience of external forces in students’ daily lives, suggesting that external experiences must be placed alongside institutional experiences in the analysis of freshman social integration and, hence, in attempts to explain persistence. Moreover, external experiences directly interact with institutional experiences to influence social integration. These findings are consistent with Van Gannep’s notion that some level of separation from old (external) communities facilitates the process of incorporation into new communities. In addition, although not consistent with Tinto’s model, these findings are consistent with those of Bean, Bean and Metzner, Rootman, and others who have also demonstrated the importance of external factors in college student persistence. Future research on student persistence must acknowledge and build upon these discoveries about the more central role of external experiences in social integration.

The wide gap found in many democratic institutions between culturally encouraged aspiration and institutionally provided means of achievement leads to the failure of many participants. Such a situation exists in American higher education. Certain social units ameliorate the consequent stress by redefining failure and providing for a „soft“ denial; they perform a „cooling-out“ function. The junior college especially plays this role. The cooling-out process observed in one college includes features likely to be found in other settings: Substitute achievement, gradual disengagement, denial, consolation, and avoidance of standards.

Viewing persistence in college as a function of the harmony between the student and the institutional environment, this study was designed to assess the attitudes and perceptions of incoming, African-American first-year students enrolled at a predominantly White urban college during the fall of 1989. A second major component of this study was the comparison of the attrition rates of these 1989 African-American students with their 1984 counterparts. The findings show that despite the initial favorable perceptions and attitudes held about their campus, many of these students did not experience a positive first year. Com-
parisons of the attrition rates of the 1984 and 1989 African-American first-year classes indicate that the attrition rates have only marginally declined. Success within supportive programs varied according to gender and age.


This paper describes results of a five-year statewide follow-up study of first-time, full-time community college students and documents the academic and career progress of these students from first entry into college to subsequent experiences after leaving the community college. Results detail students’ success in reaching their personal, academic, and career objectives and describe the variables affecting progress in achieving those objectives. Over 75% had achieved their original educational objective and, if starting again, 80% would
attend the same community college. Lack of funds, change in life-style, or a change in goals were most often cited as the reasons for not achieving educational objectives. One surprising finding was that 27% of respondents transferred from one Kansas community college to another during the course of the study. Additional studies are indicated to identify continuing educational pursuits of students who formerly may have been assumed to be community college dropouts.

This article describes results of annual short-term and long-term follow-up studies of non-returning community college students. Such students usually make up a significant proportion of community college enrollees and, with the trend toward lifetime education, are beginning to constitute a larger proportion of enrollments in 4-year colleges and universities as well. Results indicated that the majority of respondents had achieved their educational goals and improved a variety of cognitive and noncognitive behaviors as a result of their college experiences. A substantial number of respondents originally identified as nonreturning students described a "drop-in/drop-out" enrollment pattern, thus casting some doubt on formerly accepted community college attrition and retention rates. Reasons most often cited for not re-enrolling at the community college revolved around work schedule conflicts, financial difficulties, life-style changes, and personal problems. The majority of short-term leavers did plan to eventually enroll again and, of those, most planned to re-enroll at the community college.

Although much is known about undergraduate student attrition in the United States, very little is known about graduate student attrition. In this study, researchers sought to identify a set of personal variables to predict graduate student attrition, emphasizing variables that universities can influence. The results indicated that in this sample graduate student attitudes and intentions were significant factors in attrition: Intent to remain, affective commitment, met expectations, and need for achievement were important predictors of attrition 18 months later.

The research on individual characteristics tells us to recruit intelligent men and women with good academic records from families with high expectations. The research on college characteristics leaves us without form guidelines. The research on integration of the individual with the academic and social milieu suggest that this is where programs for retention will
be most successful. However, to be truly successful, programs must recognize that for many students, leaving college is a necessary part of lifelong learning. College doors should revolve freely, allowing entrance and exit for learners of all ages operating in unprescribed zones, times, and seasons.


Our studies have revealed that most colleges know very little about why their students withdraw. Even when records are maintained, the record is subject to the practical need for statistical simplification which erases individual human experience. Where a college maintains any record at all, the reasons for withdrawal are usually summarized as financial, academic, personal, and unknown. The categories recording the largest number of check-offs are invariable „personal“ and „unknown“: personal, because it is an easy catchall for everything from a father’s illness, requiring the student to return home, to pregnancy; unknown, because many students leave between academic terms, over the summer, during holiday breaks, or simply move out without talking with anyone at the college. The category „financial“ is an easy excuse because it is socially acceptable and masks everything from „I am afraid of pending academic failure”, to actual financial crisis at home. The category „academic“ covers reasons ranging from genuine academic failure to the discovery that the college does not offer a major to satisfy a developing interest in, say, anthropology. Convenient reasons are proffered to easily satisfy the college’s question and the school fails to exert the needed effort to probe more deeply. Thus the records kept at colleges are almost worthless in their present state, a great waste of time for the institution and often an inconvenience for the student who has to fill out some form.


Academic advising requires creativity, organization, receptivity to new ideas and approaches, willingness to change, hard work, and above all a cadre of caring people. We can be encouraged by the fact that effective advising is not simply an impossible dream: It is already working well on a small number of college campuses. In these cases the efforts expended have been worthwhile, because students are receiving a needed and valuable service that enhances their growth and development by solidifying their commitment to higher education.


A questionnaire was developed to identify students at risk of being placed on probation/suspension due to academic difficulties. The questionnaire was administered to 90
profoundly deaf postsecondary students in the third week of their first academic quarter. Analyses revealed high school and postsecondary social and academic factors which predicted end-of-quarter probation/suspension correctly for sixty percent of the subjects.

Die Lehrberichte geben insbesondere Auskunft über:
- die Fachstudien­dauer bis zur Vor- oder Zwischen- und bis zur Abschlußprüfung,
- die Schwundquoten bis zur Vor- oder Zwischenprüfung,
- die Erfolg­quoten bei der Vor- oder Zwischenprüfung,
- die Absolventenquoten und
- die Noten­verteilung bei den Prüfungen.

Vergleicht man die Studiendauer der Absolventen, die sowohl dem Studiengang als auch der Hochschule treu geblieben sind, mit jenen, die wenigstens einmal das Fach oder die Hochschule gewechselt haben, dann unterscheidet sich die mittlere Studiendauer der drei Absolventengruppen auf den ersten Blick nur wenig. Lediglich Absolventen, die im Laufe des Studiums den Studiengang und die Hochschule gewechselt haben, fallen mit einer mittleren Studiendauer von 14,2 Hochschulsemestern deutlich aus dem Rahmen.
Zu der in der Bundesrepublik Deutschland seit Jahren geführten Diskussion über die Ursachen der langen Fachstudiendauer an den Universitäten werden für den Studiengang Betriebswirtschaftslehre Ergebnisse einer Absolventenbefragung an der Universität Mannheim präsentiert. Die Studie zeigt, daß der Bildungsweg, die Studienfachwahlmotivation, die Abiturnote, die Zahl der Wiederholungsprüfungen und die Form der Studienfinanzierung einen bedeutenden Einfluß auf die Fachstudiendauer haben.

Whatever the extent of devaluation affecting Italian graduates, there is no doubt that it is much lower than it would have been had the drop-out rate not increased. But it is not only graduates who must thank the drop-outs: There are also the university teachers. As a result of the high wastage in 1982, 46,000 Teachers (including researchers and assistants) had to supervise 75,000 graduates, that is 1.6 thesis per teacher. The low use of university emerging from the Milan survey is explicable only by the low accountability imposed by teachers. Students consider university as a part-time duty only because teachers let them do so. The point is that, though both students and staff are conscious that the current situation is unsatisfactory, none is expected to make the first move to change it. From this point of view the Italian university represents another example of a „blocked system“ where only governmental intervention may break the vicious circle in which neither students nor staff control each other’s work and both take advantage of the low productivity of the system.

During the fifteen years from 1960 to 1975, the number of students in Italian Universities tripled, increasing from 268181 in 1960 to 935750 in 1975. This was not an exclusively Italian phenomenon; in all industrialized countries the 1960s were characterized by rapid expansion of university education and higher education in general. Apart from the purely quantitative aspects of this expansion and its causes, analysis of the international data available reveals the existence of two different processes. The first is the expansion of „elitist“ higher education or rather, modification of university functions in traditional, though slightly altered forms. The second process is the transformation of „elitist“ university systems into those of „mass“ higher education performing a wide variety of new functions for a much larger proportion of the age group concerned.
This study is a part of an ongoing project investigating the first stage of the process of student transition to university. The aim of this study was to determine whether information about student approaches to making their course choices could have been used to identify those who subsequently changed or withdrew from their courses. Retrospective studies of discontinuing students have frequently identified factors based on such information as being associated with withdrawal, however there have been few attempts to use such factors in predictive studies. Multivariate analysis indicated that combinations of the information obtained could discriminate between students who persisted and those who withdrew from their studies. As the proportions of variance accounted for by these combinations were small, it was concluded that the information had value in describing types of conditions under which students were likely to be at risk, rather than in making predictions about individual students. The methodology should be of interest to other researchers as it demonstrates ways in which multivariate strategies may be applied to survey data, in this instances to identify stereotypes of students likely to behave in particular ways with regard to their enrolment.

While higher education researchers have long been concerned with the development and application of methods to adequately assess the impact of college on students, strong advances in statistical theory and computational practice have shifted this focus from the fundamental issues of research design to the application on appropriate statistics. This study focuses on the practical implications of applying logistic regression, probit analysis, and linear regression to the problem of predicting college student retention. Rather than simply assuming that one technique is analytically superior to others based on theoretical grounds, this study explores how these techniques compare in predicting student retention using data provided by registrars from a national sample of colleges and universities. Results indicate that despite the theoretical advantages offered by logistic regression and probit analysis, there is little practical difference between either of these two techniques and more traditional linear regression.

Die Abschmelzquote im Studiengang Betriebswirtschaftslehre beträgt ca. 50 Prozent, d.h. nur etwa die Hälfte der BWL-Studenten beendet ihr Studium in Mannheim erfolgreich. Die Gruppe derjenigen Studenten, welche die Fakultät für Betriebswirtschaftslehre der Univer-
sität Mannheim vorzeitig verlassen, setzt sich aus Studienabbrüchern und Studienortwechseln, die das BWL-Studium an einer anderen Universität fortsetzen, zusammen.

Im Rahmen einer Vollerhebung, die im Wintersemester 1989/90 stattfand, wurden 1.024 ehemalige Mannheimer BWL-Studenten befragt, die zwischen dem 1.11.1987 und dem 31.10.1989 die Fakultät verlassen hatten, ohne zuvor ihr Examen abgelegt zu haben. Ziel dieser schriftlichen Umfrage war vor allem die Erforschung der Ursachen für die hohe Abschmelzquote. 316 (82,5%) von 383 Probanden, die antworteten, brachen das BWL-Studium endgültig ab, lediglich 67 (17,5%) Befragte führten das BWL-Studium an einer anderen Hochschule fort. Da die Analyse des Studienabbruchs im Mittelpunkt der Untersuchung stand, wurden letztere aus der Betrachtung ausgeschlossen.

Path analysis is used to examine the process of persistence in higher education among a sample of 403 low-income black youth attending a variety of institutions throughout the United States. The model explores the role of college experience-academic and social integration and academic achievement. Although social integration was misspecified, the model explains 32% of persistence variance when academic integration is specified prior to academic achievement. The direct effect of college grades is strongest, accounting for half of the explained variance. Academic integration is actually more important than previously believed, exerting an indirect influence through grades. Since college experiences are more important than background characteristics, persistence among low-income minority youth could be improved by program interventions.

The importance of the debate over the community college’s impact on its baccalaureate aspirants and the heat it has generated demands a careful investigation of the best available evidence on this question. Too often, the debaters have replied to each other with data of poor quality: Anecdotes and surveys drawn from a small and unrepresentative sample of colleges. In this article I propose to examine the results of the best available national longitudinal surveys of student educational attainment. These surveys include all the variables that need to be controlled in order to allow a valid comparison of the effects of community colleges and four-year colleges apart from the influence of student backgrounds, aptitudes, and aspirations. That is, these surveys allow us to establish the institutional effect of the community college, controlling for the fact that its students tend to differ in many regards from those entering four-year colleges.

This study describes efforts to develop a self-report rating scale (Student Integration Survey: SIS) which provides diagnostic information about students with academic and/or social integration difficulties. Data obtained from administration of the SIS to incoming freshmen at a postsecondary technical institution for the deaf in the fall of 1990 and 1991 were subjected to Rasch rating scale analysis. Fit of data to the measurement model resulted in a set of 28 positive and negative statements which empirically defined the concept of „institutional integration“ in terms of their calibration hierarchy. This type of instrument calibration has the potential of providing person measures and item scale values which are invariant over a useful range of comparisons. The early alert reporting system provides an evaluation and diagnosis of observed responses relevant to expected responses for individual respondents. The substance and methods employed may provide a model for other integration assessment efforts.


The data presented in this study reveal that the Freshman Cluster Program is serving a positive function for entering freshman at CSUN. The program offers promise for other institutions seeking a means to reduce attrition during the first term of college, one of the periods of highest attrition for new freshman. Results from a survey of cluster and noncluster students and an analysis of their persistence rates and academic performance indicate that:

- Cluster students exhibited significantly higher persistence rates in their first two terms than freshmen not in the program; however, after these students leave the Cluster Program, which lasts for one term, their attrition rates return to the baseline for the institution after one additional term.

- Cluster participants viewed the program as an effective means of making friends and minimizing loneliness and anonymity.

- Academic performance as measured by grade point averages was not significantly different between cluster and noncluster students.


Introducing an extended orientation course requires careful planning. Supporting research is often necessary to gain acceptance for the course. Surveys and student admission interviews are important, helpful methods in determining the objectives for the course. Faculty selection and training are crucial to the course’s success. If the course is voluntary, recruitment
strategies must be developed. The success of the course cannot be determined without evaluation of its major components, namely, course objective attainment.

Factors associated with university success and with first-year job performance were sought. All entering sophomore students (N = 970) over a 7-year period completed the Strong-Campbell Interest Inventory, California Psychological Inventory, and a 145-item biographical inventory. Grades and achievement scores were retrieved from university records. One year after their graduation, participants' supervisors described their job performance. Stepwise multiple regression determined variables associated with high grade point average and high job performance. Inventories were used as predictors separately and together. Students' self-reports of high school academic performance accounted for 15 to 20 percent of the 30 to 35 percent of variance explained in achieving nursing and university GPAs. Personality variables added 3 to 5%, and interest variables 1%. The best predictors of job performance were GPA and the biographical inventory. More than 92 percent of the variance in performance were explained in 11 of the 12 performance equations when all prediction inventories were used.

We used approach/avoidance theory to develop a conceptual model of student attrition that we estimated using 262 first- and second-year students at a major midwestern research university. We found that we could use psychological theories to enhance our understanding of the retention process; that psychological and sociological factors accounted for 37 percent of the variance in student attrition; and that institutions can enhance retention by developing programs that increase appropriate academic and social approach behaviors and reduce avoidant behaviors.

Measures of academic job involvement, verbal ability, academic performance, and satisfaction with courses and with college in general, obtained for 155 students during the freshman year, were correlated with attrition on a two-year follow-up. The two significant predictors of attrition, grade point average during the freshman year and satisfaction with college in general, combined to yield a multiple correlation of .42 (P < .01).
Bei den verbleibenden Studenten zeigten Abiturnoten und Intelligenztestvariablen einander ergänzende Beziehungen zur Examensnote. Bei weiblichen Studenten waren diese Beziehungen deutlich enger.

This paper uses panel data that cover the 1972-79 period obtained from the National Longitudinal Survey of the High School Class of 1972 to study how male students’ employment while in college influences their academic performance, persistence in school, decisions to enroll in graduate school, and postcollege labor market success. Its analytic framework treats in-school employment as endogenous and determines persistence by a comparison of expected utilities.

This article focuses on Norwegian students’ achievement and adjustment in their first university semesters. A survey showed a positive correlation between success in upper secondary school and success at university. The study also showed that to have good organised study habits had a positive effect on self-confidence during the students’ first semester, but the organised study habits did not, surprisingly, have a direct influence on grades in this semester. The effect on grades emerged as late as in their fourth semester. The article shows that increasing the amount of study hours does not automatically contribute positively to achievement. Comments made by students during interview indicated that successful students were more actively involved with the course and in their studies as a whole, than the unsuccessful students.

Personality differences between 43 randomly selected women who remained in Arts and Sciences (A&S), 29 women who transferred to Commerce, 55 women transfers to Education, and 20 women transfers to either Home Economics or Nursing were found by multi-
ple-discriminant analysis to be significant at the .01 level. Conclusions are: (a) Women who remained in A&S were more authoritarian, practical, and career oriented; (b) Women transfers to either Commerce or Education displayed a more intellectual approach toward scholarship; and (c) Women transfers to either Home Economics or Nursing were less inhibited, more socially comfortable, and less conforming.

Es ging erstens um die Annahme, daß sich für Studenten die Frage nach dem Studienerfolg nicht erst vom Ende ihrer Karriere her und nicht nur im Hinblick auf Prüfungsergebnisse und Noten stellt. Die Sache ist gewöhnlicher, und von Anfang an bringt der Studienbetrieb eine Menge von Gelegenheiten mit sich,
- die Erfahrungswerte dafür liefern, inwieweit die je eigene Vorbildung den Studenten auf die alltägliche Routine (zuhören, mitzureden, Formeln zu kipieren, in Gruppen zu arbeiten, Bücher zu lesen, sich selbst einen Zeitplan zu machen, Fach- oder Fremdsprachen zu verstehen usw.) vorbereitet hat;
- die eine Einschätzung darüber erlauben, ob man mit der Behandlung derartiger Absichten vorangegangen ist; ob man nun mehr und anders und besser mithält, als gestern, ob man hinter seinen Komilitonen herhinkte oder ihnen voraus ist; die der Anlaß dazu sind, nun zu bedenken, ob man bei der Stange bleibt oder Alternativen in Betracht zieht (Studienfachwechsel; Abbruch).
- In solchen Gedankenspielen und gerade was das letzte betrifft, wird allerdings mehr als der momentane situative Kontext aktualisiert: Arbeitsaufwand, finanzielle Lage, Veränderung der persönlichen Lebensumstände oder der Zukunftsperspektive lassen es durchaus zu, daß Leistungen, die rein für sich betrachtet, angemessen oder vergleichbar sind, in sehr verschiedenem Lichte erscheinen. D.h. aber: Fachwechsel oder gar der Verzicht aufs Studieren ist nicht unbedingt ein Ausdruck dafür, daß man an der Sache selbst gescheitert ist.

Zweitens: Wer im Vorleben der Studenten nach Differenzen sucht, die für ihr Studienverhalten gravierend sind, übersieht eines: jedwede universitäre „Vorreferung im Lernen“ ist defizitär, und die Hochschulen sind in gewisser Weise auch darauf eingestellt.

This study examined the effects of four aspects of student-faculty interaction (frequency of formal interaction, frequency of informal interaction, quality of faculty advising, and helpfulness of faculty) on a variety of student outcomes after four years. These effects were examined within a context of a causal model adapted from Astin’s general college impact model. Outcomes data were gathered from a 1975 Freshmen Questionnaire and a Graduating Students Survey. The results provided support for the importance of student-faculty
interaction on the intellectual and personal/social outcomes of college and students' satisfaction with their educational experience.


Der Terminus „Stand der Forschung“ ist für die Verhältnisse in der Bundesrepublik Deutschland nicht ganz zutreffend, da es hier in nennenswertem Maße keine einschlägige und vor allem kontinuierlich arbeitende Dropout-Forschung gibt. Die zitierten Studien sind vielmehr Einzelarbeiten, die zu unterschiedlichen Zeitpunkten aus verschiedenartigen Erkenntnisinteressen und in unterschiedlichem Umfang durchgeführt wurden.

Die Durchsicht der Literatur zeigt, daß es sich bei diesen Studien hauptsächlich um empirische Arbeiten handelt, die aufgrund des Erhebungszeitraums der Daten zwei Phasen zuzuordnen sind. Die älteren Analysen, die sich mit Studienanfängerpopulationen der späten fünfziger und frühen sechziger Jahre befassen, können vor dem Hintergrund der gegenwärtigen Situation an den Hochschulen und der momentanen Ausprägung der Studienabbruchproblematik weitgehend als überholt bezeichnet werden.


As an alternative to correlational analysis, a method of cluster analysis has been applied to 23 psychological variables related to academic performance among university students. Twelve clusters were described which suggested the existence of alternative paths to academic success and failure. The approach appears to offer advantages for analyses of data in which complex interactions are anticipated.


Data describing students’ study orientations, in relation to their evaluations of courses and their preferences for different kinds of learning environment, are reanalysed in the light of recent suggestions that failing students perceive their learning context in atypical ways. Factor analysis and unfolding analysis demonstrate that failing students show inter-relationships between study orientations and preferences for learning environments which point to a disintegration of the coherent patterns previously reported in the full achievement range. The implications of such a disintegration of coherent patterns of perceptions are discussed in the light of case studies of individual students.
ENTWISTLE, N. J. und THOMPSON, Jennifer: „Motivation and Study Habits“. In: Higher Education, 3. Jg., 1974, H. 4, S. 379-396. The first part of the article reviews the literature (mainly British) on the relationships between academic performance in higher education and motivation and study habits. The distinction between goal-orientated and intrinsic motivation is used to clarify the meaning of previous studies. Among the investigations of study habits, the dimension of syllabus-boundness/syllabus-freedom helps to relate psychiatric work on study difficulties to research using self-report inventories.

The weakness of the questionnaire approach in explaining the relationships observed led to the use of semi-structured interviews. In the second part of the article the students’ explanations of their reactions to higher education demonstrate, in particular, that „fear of failure“ and „hope for success“ present alternative motivations towards academic success.


The task of providing a coherent summary of the amorphous literature on the prediction of academic performance is daunting. This review includes mainly British studies, although comparisons are drawn with a number of important investigations in the United States, Australia, Canada and New Zealand. Most of the large-scale British studies are mentioned here, although it has not been possible to describe each of them in detail. Throughout, the intention has been to identify whatever consistent trends emerged in these investigations without indulging in repetitive methodological criticisms. Many of the studies were small-scale and in only a few were analyses reported separately by area of study. However, the cumulative effect of small studies, even with methodological weaknesses, is to highlight those variables which relate consistently with academic performance. This chapter seeks to identify these predictive variables and to discover where the directions of the relationships have been clearly established.

ETHINGTON, Corinna A. und SMART, John C.: „Persistence to Graduate Education“. In: Research in Higher Education, 24. Jg., 1986, H. 3, S. 287-303. This paper examines the process by which students arrive in graduate school by estimating a causal model incorporating measures of socioeconomic background and undergraduate institutional characteristics and experiences. The student’s background was found to influence strongly the initial choice of undergraduate institution, but the direct impact of background became nonsignificant as the student progressed through the educational process. However, background variables do affect decisions to enroll in graduate school, although indirectly, through intervening variables. Primary direct influences on graduate school attendance were found from variables associated with the undergraduate experience. Although both academic and social integration are significant for men and women, academic
integration has greater influence for men, whereas for women, social integration has a slightly larger effect.

The present study examines the validity of the Eccles model of achievement behaviors (model of academic choice) for its predictive validity when the outcome (behavior) is student persistence in the postsecondary educational system to completion of at least the baccalaureate degree. Patterns of effects hypothesized by the theoretical model were only partially supported by the results forthcoming from the estimation of the model. Of the two constructs hypothesized to directly influence persistence - the value placed on college attendance and expectations for success in college - only value had significant influence. Two measures of goal orientations-business/financial and humanitarian/social-exerted indirect influence as hypothesized, but level of degree aspirations had as strong a direct influence on persistence as did value. Prior achievement had the strongest total effects of any of the variables in the model.

Quantitative self-assessment studies that compared self- and teacher marks were subjected to a meta-analysis. Predictions stemming from the results of an earlier critical review of the literature were tested, and salient variables were identified. Factors that seem to be important with regard to the closeness of correspondence between self- and teacher marks were found to include the following: The quality of design of the study (with better designed studies having closer correspondence between student and teacher than poorly designed ones); the level of the course of which the assessment was a part (with students in advanced courses appearing to be more accurate assessors than those in introductory courses); and the broad area of study (with studies within the area of science appearing to produce more accurate self-assessment generally than did those from other areas of study). Results of the analysis are discussed and differences signaled by the results of the three common metrics examined. The distinction between relative and absolute judgment of performance is drawn. It is recommended that researchers give attention to both good design and to adequate reporting of self-assessment studies.

This study investigated the extent to which various traditional measures (test scores, undergraduate GPA, and letters of recommendation) and less traditional measures (interview ratings and biographical information) would predict each of two criteria of success in a subdoctoral program in applied psychology: (a) academic competency defined as grade
point average (GPA) in graduate school, and (b) faculty ratings of selected interpersonal skills.

The traditional measures were significantly but modestly related to academic competency. The use of biographical information and interview ratings was supported in selecting for interpersonal skills. Ratings of letters of recommendation failed to show a relationship to either GPA or ratings of interpersonal skills.

FERGUSON, Marianne: „The Role of Faculty in Increasing Student Retention“. In: College and University, 65. Jg., 1990, H. 2, S.127-135.
The usual attrition rate for first semester freshmen at Buffalo State has been 15%. The Fall 1988 attrition rate was reduced to 9%. This 6% increased retention rate from the comparable group of 1987 students has been most encouraging. Because the larger group of first time freshmen at Buffalo State usually leave the college after the second semester (34%), further study must be done with the targeted students.

In the analysis of attrition during first semester, some statistics emerged to support the thesis that faculty interest is paramount to student retention. Not one commuter student who was called and kept the appointment with the director left the campus. Of the commuter students who did not keep their appointment, 14% departed the college.

Only 18% of dorm students who kept their appointments with the director left the college after the first semester. Of the dorm students who did not appear for an interview, 64% departed. The total number of students from the target group who left school was only 24, or 10% of the high-risk students. A comparison in the future of grade point averages of students who were identified, interviewed, and attended a session at the referral service with those who did not attend these services might determine if there was any improvement in scholastic performance and therefore student satisfaction.

The first segment of the Buffalo State project demonstrated the positive effect of faculty involvement in efforts to retain freshmen. The project director, herself a faculty member, derived much satisfaction from the academic success of students who had been designated by her colleagues as students needing individual help. The 6% increased retention rate also resulted in economic savings of $156,755 in tuition fees. The added preservation of potentially lost dorm fees increased the amount saved to almost one quarter million dollars.

As the Buffalo State study showed, many players must be involved in a retention effort. Faculty members can be a central part of the effort since they are most likely to spot the student’s difficulties quickly and can then refer the student for assistance. The faculty member’s initial observation can be the crucial factor in a student receiving the help needed for survival and success in college.

Die ermittelte Dropout-Quote ist sehr klein, was jedoch auf methodische Schwächen der Anlage der Untersuchung zurückgeführt werden kann. Es ist zu vermuten, daß bei jenen Personen, die ihr Studium abbrechen wollen, ein gestörtes Verhältnis zur sozialen Umwelt
im Bereich der Universität vorliegt. Für diese Studentengruppe dürfte der Ausbau von Beratungsstellen eine geeignete prophylaktische Maßnahme sein.

Throughout this paper we will argue that college dropouts may be considered someone’s failure whenever they represent an instance in which a youngster with aptitudes, interests, personal characteristics, and career objectives most appropriately developed in a college environment fails to complete his course of study, and for one reason or another is forced to lapse into a life pattern which is less appropriate, less satisfying, and which, for him, represents a poor second choice. For this kind of student, dropping out of college represents a waste of talent, time, and money for both the student and the university. We will also argue that attendance at a university or college is an appropriate way for some, but not all, people to develop themselves and their careers. Across the land we have hundreds of young men and women who are coaxed and wheedled into going away to college-youngsters who are not academically oriented; who do not learn well under the circumstances provided by the typical university with its highly formalized system of abstract instruction, course requirements, credit structures, and the like; or whose career aspirations actually call for an entirely different kind of background from that provided by our colleges and universities. For students such as these, the decision to leave college may represent a constructive act, a step toward a more productive, meaningful life. The error will have occurred in the decision to undertake a college education in the first place.

This paper reports a study of retention and attrition after the freshmen year among disadvantaged students at an urban, primarily non-residential, university. Economically and academically disadvantaged college students are widely known to be at risk for attrition, which highlights the need to investigate the process among members of this group. Substantial progress has been made developing and testing explanatory models of college student withdrawal, but they have only begun to be directly applied to special groups of students such as the disadvantaged. This study applies a conceptual model developed by Tinto to a group of students who, through a special program, were admitted to a senior college within The City University of New York. The paper tests the predictive validity of major constructs in the model. It was shown to be sensitive to the dimensions of student-institutional fit operating in the situation, and indicated that academic integration was the most salient aspect of development for this group of students. Social integration had limited influence, especially when considered relative to academic measures. The results were seen as reinforcing the recognition that the acquisition of academic skills and behaviors is paramount for the success of underprepared students.
At Cuyamaca College, a community college located in El Cajon, California, 55% of the students who enrolled for the fall semester of 1990 did not return for the spring semester of 1991. One thousand of these students were randomly selected and questioned by means of a telephone survey conducted to determine their reasons for leaving school. The results of the survey increased our understanding of community college dropout rates and provided information for designing student retention programs.

In general, inadequate precollege educational experiences are cited as predictors of attrition among minority students. The study of these processes has traditionally been a search for background forces, usually assets or defects in the student’s educational, familial, economic, and environmental background that affect college-level performance. Consequently, the thrust of the research has been on Scholastic Aptitude Test (SAT) scores, high school academic average, socioeconomic status, and parental educational achievement as predictors of academic success or failure. But these problems, in themselves intricate processes in institutions of higher education, are more complicated than these explanations allow.
Researchers over the past decade have been studying questions of academic fit and integration into the institutional structures of colleges and universities in an attempt to better understand student success and failure. Here the emphasis is on those aspects of the foreground that make the academic experience sensible as a causative factor in success or failure. The works of Kim Francis and colleagues, Ernest Pascarella, and Vincent Tinto have been instrumental in opening up an investigation of the interactional experiences of students with each other, with faculty, with counselors, and with institutional services at large in order to determine the influence of these forces on a student’s academic performance.

Von den Studierenden, die in einem Jahrgang ihr WiWi-Studium an der Universität-GH Siegen beginnen, bleiben nach fünf Semestern noch ca. 50% übrig. Andere Universitäten weisen geringere Schwundquoten auf. In Köln steigt die Verbleibquote sogar auf ca. 120% an.
Vor diesem Hintergrund war es das Ziel einer Abbrecher-/Wechslerbefragung, die Gründe herauszufinden, die zu einem Studienabbruch, zu einem Studienfachwechsel, insbesondere aber zu einem Wechsel des Studienortes führten.
laufquote von 36,5%. Drei Fragebögen konnten nicht ausgewertet werden. Bei 16 Personen handelte es sich um Studierende, die ihr Studium bereits abgeschlossen hatten und die aus sozialversicherungstechnischen Gründen im Fachbereich 5 eingeschrieben waren. 73 Personen entsprachen der eigentlichen Zielgruppe der Studienabbrücher, der Studienfachwechsler bzw. der Studienortwechsler.

Mit der vorliegenden Abbrecher-/Wechslerbefragung dokumentiert der Lehrstuhl für Marketing seine Bemühungen um eine Verbesserung der Qualität der Lehre, insbesondere im Hinblick auf die Studiererwartungen und die Studieninhalte. Das breite Interesse der Studentenschaft sowie die positiven Erfahrungen des Lehrstuhls mit dieser Art von Forschungsprojekten zur Qualität der Lehre haben wieder bestätigt, den Dialog mit Studierenden auf der einen und Lehrenden auf der anderen Seite fortzusetzen und zu intensivieren.

Insgesamt liefert die Abbrecher-/Wechslerbefragung viele bemerkenswerte Ergebnisse bezüglich der Gründe, den Fachbereich 5 der Universität-GH Siegen zu verlassen. Der eigentliche Aussagewert dieser Untersuchung ergibt sich aus einem größeren Zusammenhang von Einzelanalysen, die es in ihrer Summe erlauben, quantitativ abgesicherte Empfehlungen abzuleiten.

Bemerkenswert ist, daß man keine Globalaussage treffen kann, wer an dem Studentenschwund die Hauptschuld trägt. So liegt es nun an der Universität und dem Fachbereich, das Studium der Wirtschaftswissenschaften attraktiver zu gestalten. Es darf aber auch nicht vergessen werden, daß das Umfeld beim Studieren eine wesentliche Rolle spielt, und so die Stadt und der Kreis Siegen ebenfalls aufgefordert sind, dazu beizutragen zu verhindern, daß die Studierenden, insbesondere die „Newcomer“ und „ZVS-Geschädigten“, umgehend an andere Universitäten abwandern.

Mit geeigneten Marketing-Konzeptionen können sowohl der Fachbereich Wirtschaftswissenschaften und die gesamte Universität-GH Siegen als auch die Stadt Siegen in Zukunft erfolgreich im landes- und bundesweiten Wettbewerb bestehen.


Higher Education in the United Kingdom, at least as it is traditionally carried on in English universities, falls at one end of a continuum as regards student careers. In many Continental European countries the student has traditionally been responsible for his own progress - admitting himself (subject only to the achievement of a minimum school-leaving standard), monitoring his own rate of progress, moving to other institutions or other subjects if he wishes, and enrolling for examinations at a time of his own choosing. In Britain, by contrast, a strictly limited number of students are selected for admission by a given department or institution; there is a standard length of time for completion of a course (and generally, fixed examinations at intervals during the course); students’ progress is monitored, and any deviation from the prescribed timetable is regarded as problematical. Such deviations require permission from the authorities, which may not be granted without good cause. Thus any student „one the books“ who disappears or who fails, without permission or excuse, to make satisfactory chronological progress, is normally regarded as a failure, just as much as one who actually fails in an examination.

Die englischsprachige Literatur zum Thema des universitären Studienverlaufs bzw. -abbruchs wurde bislang unseres Wissens in Europa noch nie systematisch aufgearbeitet. In einer ersten Phase wurden deshalb - nach den eingangs dieses Berichtes formulierten Suchkriterien - folgende Quellen nach relevanten Titeln abgesucht:
  - Sachkataloge von ausgewählten Bibliotheken
  - Fachperiodika
  - Literaturverzeichnisse greifbarer Publikationen
  - bibliographische Datenbanken
Diejenigen Titel, welche aufgrund der Resultate dieser ersten Suchphase in Schweizer Bibliotheken greifbar waren, wurden bibliometrisch analysiert, und die Titelseite wurde aufgrund dieser Analyse ergänzt. Schlußresultat war ein Katalog von etwas mehr als 200 Titeln. Davon waren rund die Hälfte in der Schweiz bibliothekarisch greifbar. Eine erste Sichtung der Titel nach bibliographischen Kriterien ergab folgendes:
Der englischsprachige Forschungsdiskurs zur Thematik des Studienverlaufs bzw. -abbruchs findet schwergewichtig in Fachperiodika statt. Bei rund zwei Dritteln aller erfaßten Titel handelt es sich um Zeitschriftenartikel. Monographien oder Reader zum Thema

Retention of African-American college students is a primary concern of higher education, particularly for administrators at predominantly White colleges and universities. The present study investigated the views and perceptions toward „retention“ factors of 60 African-American students at their university in the deep South. Formal organizations with minority concerns, diversity sensitivity training for faculty and staff, hiring of Black faculty, and financial support opportunities were the prominent factors noted by our sample to prevent the attrition of African-American students.

Many approaches to the explanation/prediction of student performance have been presented in the literature. In this study, both expectancy theory and needs theory variables are used to predict college student performance - that is, overall GPA. The average valence variable from the expectancy theory model was found to be the best overall predictor of actual academic performance. Although exhibiting low internal reliability measures, need for autonomy scores were also found to be highly explanatory. Need for achievement was unexpectedly not a significant predictor of actual performance for this student group.

Prior to initial enrollment, undergraduates completed surveys assessing expectations about their college adjustment, and later completed a second survey assessing actual adjustment. Six years later inspection of academic transcripts revealed which students had dropped out and whether they had been in good academic standing or poor academic standing. Results indicated that two different sets of items best discriminated among good-standing students, the persisters (n = 13) and the leavers (n = 29), and among poor-standing students, persisters (n = 36) and leavers (n = 30). Generally, emotional and social adjustment items predicted attrition as well or better than academic adjustment items.
Wenn wir versuchen, die verschiedenen Faktoren für die Gründe und Ursachen des vorzeitigen Abgangs von der Universität zu charakterisieren, so können wir drei Faktorengruppen unterscheiden:

- Situations-Faktoren, die als solche aus dem Vergleich mit den entsprechenden Faktoren der weiblichen Gesamstudienstenschaft sichtbar werden, zum Beispiel hinsichtlich der sozialen Herkunft oder der Art und Weise des typischen Studienverlaufes.
- Motivations-Faktoren, die von den betreffenden Studentinnen selbst als eigentliche Begründung des Abbruchs genannt werden.
- Faktoren der Sozialstruktur, die sich für die Studentin als Ursachen auf der dreifachen Ebene von „Persönlichkeit“, „Ideologie“ und eigentlicher „Sozialstruktur“ in der Form des Rollenkonfliktes der Frau vollziehen.

Diese letzte Faktorengruppe bildet die eigentliche Basis, auf der die anderen Faktoren erst wirksam werden können. Es zeigten sich hierin die allgemeinen Schwierigkeiten des Frauenstudiums, die bei bestimmten Konstellationen der anderen Faktoren nicht mehr überwunden werden können.


Costs are the valuations placed on the use of resources; they include operating and opportunity costs. As such they vary according to one’s orientation. In higher education, costs can be evaluated from the point of view of three entities: The university as an economic firm (institutional cost); the students as private individuals (private cost); and society at large (social cost). This paper considers the institutional costs of higher education.

Based on a hypothetical college model, two methodologies are suggested for evaluating the institutional costs in the „production“ of university graduates. The net-value-added method assumes that the cost of dropouts is inherent in the cost of graduates. The cost-per-student-year method assumes that dropouts and graduates are joint products of the educational system each with their own separate costs. The application of the two cost models is demonstrated with empirical data based on the University of Mosul in Iraq. The implications of the suggested methodologies for institutions with diverse specializations, high dropout rates, or large proportions of transfer students are also discussed.


Wenn Ausbildungsberatung von Schülern der gymnasialen Oberstufe nicht auf Plausibilitätserwägungen beruhen soll, müssen ihre Untersuchungen vorangestellt werden aus denen sich ableiten läßt, ob und in welcher Weise individuelle Merkmale dieser Schüler mit dem späteren Erfolg oder Mißerfolg in Studium und Beruf verknüpft sind.


Zwischen 1972 und 1976 wurden in vier nacheinander einsetzenden Erhebungsreihen insgesamt 3500 Schüler in 12. Klassen der Gymnasien mit einem breit angelegten psychodia-


Is it possible, or successful, for institutions of higher education to intervene in the lower retention rates of entering Black students in comparison with White students and other minorities? This study seems to indicate that after one year Black freshmen participating in a retention-related project that emphasized academic advising, study-skills training, and the use of services significantly improved their grades when compared with a previous cohort who did not have the benefit of the program. The students in the project also used the university’s Tutorial Services Center significantly more when compared with the previous years’ cohort.

The data suggest that the issues affecting Black student enrollment and retention are multivariate in nature and are not easily addressed by single-focus projects. The program seemed to have the greatest effect on a particular range of students who had marginal grades (2.0 GPAs) but who were still able to make progress. These students might have been retained at the university without intervention, but their grades may have been lower, or even marginal. Had they not developed necessary academic skills through tutoring workshops, their GPAs would be expected to decrease at a faster rate.

Few studies have focused on graduate student retention or degree progress; rather, the emphasis in the literature has been on attracting the best and/or the underrepresented students to graduate school. What happens to these students once they enroll? The dropout rate differs for women and minorities compared to men and non-minorities at each step along the educational pipeline, including graduate school. However, little information is available on the factors associated with graduate student retention or degree progress or on the reasons why some students stay and others leave before earning a degree. The purpose of this article is to present a model that links department and student characteristics, financial support, and student perceptions of the faculty with student grades, involvement in the program, satisfaction with the department, and alienation in order to predict progress toward the master’s and doctoral degrees.


This paper presents the results of an investigation into the relative costs of part-time and full-time education at Colleges of Advanced Education. Estimates of the relative net private, social, and institutional costs indicate that the private and social costs of part-time education may be significantly below those of full-time study, but that the institutional costs may be higher. However, differential rates of attrition may influence the estimates made, as would the value placed upon the leisure foregone by part-time students.


Mit einer in der gymnasialen Oberstufe begonnenen Längsschnittstudie werden die Genese der Wahl von Lehramtsstudiengängen und das studentische Erleben der Studienbedingun-


Studienabbruch ist ein aktuelles Thema der derzeitigen bildungspolitischen Diskussion. Das zeigen u. a. die zahlreichen, sich teilweise widersprechenden Meldungen dazu in den Medien. In den Berichten werden zur Verdeutlichung des Umfanges des Studienabbruchs Quoten von 20% bis weit über 50% genannt.

Damit stellen sich die Fragen, welchen Umfang der Studienabbruch denn nun tatsächlich hat und was vor allem in den genannten hohen Quoten erfaßt wird und zum Ausdruck kommt.

werden können bzw. dürfen. Bei diesem Beitrag handelt es sich somit um einen Werkstättbericht zur Diskussion um Studienabbruch.


Academic and social integration have received more than a cursory review from social scientists and educators concerned with the impacts these factors have on retention. Many agree that the two most comprehensive and explicit theories on attrition view both the degree to which the student is integrated into the social and academic systems of an institution and the student’s interaction with these systems as the primary determinants of persistence. Simply stated, a student’s integration into and interaction with the social and academic systems are central factors in the student’s persistence at the institution.


Die vorliegende Studie enthält einen Überblick über bisherige Untersuchungen zum Studienabbruch ausländischer Studenten in der Bundesrepublik Deutschland sowie die Ergebnisse eigener empirischer Erhebungen an deutschen Universitäten und Fachhochschulen. Als Hauptursache des Studienabbruchs, dessen Umfang zwischen 20-24% liegen dürfte, werden soziale oder familiäre Probleme, finanzielle Schwierigkeiten (d.h. Zwang zur Nebenarbeit) und mangelnde Organisation des Studienablaufs genannt. Fallbeschreibungen zu den unterschiedlichen Zeitpunkten des Studienabbruchs sowie zu den persönlichen Konsequenzen für die Betroffenen zeichnen ein anschauliches Bild der Lebenssituation ausländischer Studienabbrcher und lassen Ansatzpunkte für konkrete Hilfe erkennen.

**GROSSET, Jane M.: „Patterns of Integration, Commitment and Student Characteristics and Retention Among Younger and Older Students“. In: Research in Higher Education, 32. Jg., 1991, H. 2, S. 159-171.**

The primary purpose of this study was to explore the differential persistence impact of the components of the Tinto model, pre-entry characteristics, initial goals and commitments, integration, subsequent goals and commitments, and external commitments, to the process of younger and older student persistence. The sample (N = 449) included firsttime students enrolled full- or part-time at a large, urban community college. The study design was longitudinal with questionnaire data gathered at the beginning and end of the Spring 1989 semester. Persistence was measured from the spring to the following fall semester. Discriminant function analysis was used to study multivariate differences between short-term
persisters and nonpersisters. Younger (17 to 24 years) and older (25+ years) student data were analyzed separately. Findings indicated: (a) integration was more important to the persistence of younger students than it was for the older cohort; (b) self-assessed study skills was the most important discriminator for older students; (c) student perceptions of cognitive and personal development were important to persistence in both groups; and (d) goal commitment was important to the persistence of both age groups.

This paper examines the tendency to leave higher education without completing credentials, using nationally-representative longitudinal surveys for the high school classes of 1972 and 1980. The results measure dropout rates in several different ways; they indicate that dropping out increased during this period, and is substantially higher in community colleges, technical institutes and private vocational schools, compared with four-year colleges. Many students who leave without completing credentials have very short spells of postsecondary education and earn small numbers of credits, casting doubt on the convention that non-completing vocational students have still learned enough to improve their performance and competitiveness in the labor market. One policy implication is that federal policy, in general and specifically in the area of vocational education, ought to be as concerned with progress through postsecondary education as with access.

This study examines the possibility that the commitment of a student (and of his parents) to obtaining a college education may be an important factor in determining whether or not he withdraws from college during his freshman year.
Data were collected from 1407 students enrolling in three midwestern liberal arts colleges and from the parents of 1331 of these students. Four categories of students were defined:Persisters, transfers, voluntary withdrawals, and academic dismissals.
Results show that it is possible to differentiate meaningfully among the four categories of students in terms of the level of commitment to college they express before they actually enroll in school. Furthermore, the data suggest that parental attitudes and values about higher education may be at least as important in making this differentiation as are the data provided by students themselves.

In the present steady state context, universities have become more concerned with student discontinuance. Recent studies from twelve Australian universities are reviewed. Reasons
given by students in these questionnaire studies are generally more personal than university related. A study of student discontinuance at Griffith University is reported which employed both interview and questionnaire and also compared discontinued students with continuing students. Personal reasons were given more frequently, however, there was no significant difference overall in personal or university related reasons between the two groups. A discriminant analysis revealed a pattern of financial dependency and need for freedom distinguishing discontinued older male students from continuing younger female students.

This study simply adds credence to the findings of others that leavers are less settled personalities. Inside them is a restless, unpredictable spirit. They think deeply, act on feelings rather than on measured consequences, are anxious about their environment and about themselves, sense a need for independence and seek ways to test that need, possibly because they feel that it might disappear if not utilized. Finally, they withdraw from contact, probably because of uncertainty, confusion, and lack of direction.

The purpose of this study was to examine the interaction of ability and personality in discriminating between four groups of engineering students differing in academic success and persistence. Multiple discriminant analysis was used to determine the number and nature of the dimensions related to academic success and persistence in an Institute of Technology.
Two dimensions discriminated between the four groups. One dimension was described in terms of previous high school achievement and separated academically successful from unsuccessful students. The second dimension, described in terms of personality characteristics, discriminated between students who withdrew and students who persisted.

HARTLEY, Maurice P.: „H.E.L.P. for Students: One University’s Action Approach to Increasing Student Retention“. In: College and University, 60. Jg., 1987, S. 80-94.

The purpose of this paper is to describe one university’s innovative action approach to increasing student retention - a model which others may find useful in their institutions. Included are an overview of the project rationale and methodology and a discussion of the findings and conclusions. Student concerns and issues are presented and examined in the light of current literature.


An entire freshman class (N = 2149) at the University of Iowa was administered a personality and an intellectual ability test prior to their 1st academic year. 13 months later groups of 1st-year dropouts (DO) and nondropouts (NDO) were defined. Based upon a value-conformity hypothesis, it was predicted that DOs would be more assertive and less task-oriented. Intellectual ability was controlled as a factor in dropout by matching each DO with an NDO having an identical ability score. Personality differences were studied at 3 ability levels and for the sexes separately. The results supported the hypothesis for both sexes but only at the high-ability level.


Die nachfolgende Untersuchung sollte vor dem Hintergrund dieser Situation des Hochschulsystems der Bundesrepublik und seiner Entwicklung gesehen werden. Die Arbeit soll dem Umstand Rechnung tragen, daß die Diskussion über die Studiendauern heute intensi-

Die Zunahme der Studienabbrüche sind für Bildungsforscher und Bildungspolitiker wie auch für die Hochschulen selbst längst keine „quantité négligeable“ mehr. Ähnlich wie die Daten zur Studiendauer oder zu den Studienkosten wird die „Dropout-Rate“ als ein wichtiger Indikator für die Effizienz des Hochschulsystems verstanden.

All graduate students who entered the Department of Psychology at the University of Illinois at Urbana-Champaign from 1965 through 1970 were studied with respect to their success as graduate students. The predictors were the standard admission variables (e.g., Graduate Record Examination scores, undergraduate grades, etc.). The criteria included obtaining the doctorate, time taken to obtain the degree, and type and number of publications after the doctorate. As predicted, the standard ability variables correlated with early graduate school success criteria, such as first-year grades. In addition, peer ratings of need for achievement, conscientiousness, and commitment to psychology emerged as important predictors of later success. Sex differences were less than anticipated, although proportionally fewer women completed the degree than men. The data suggest the possibility of using
a multiple-hurdles model for graduate school selection and retention, with the hurdles being defined throughout the student's career.


Die Alltagswahrnehmung, daß Psychologiestudenten mit anderen Studienorientierungen ihr Studium aufnehmen, als sie dies im akademischen Angebot repräsentiert sehen, inspirierte die Untersuchung, diese Diskrepanzen zwischen studentischer Nachfrage und universitärem Angebot zu durchleuchten und mit dem Studienerfolg in Beziehung zu setzen.


This article introduces research procedures for practitioners with little research background and provides basic guidelines for social science research with an emphasis on college persistence/education studies. It also reviews the stages, major challenges, and important considerations of research, and cites references to other sources of knowledge. Careful, conscientious effort is required at all stages of research. The large amount of work needed to conduct research is justified by its potentially useful results. Regardless of previous experience, investigators should seek advice from qualified colleagues and statisticians, especially during the planning stages. Even simple oversights can render a project and all associated work meaningless. No research can be completely perfect; however, by keeping imperfe-
tions to a minimum and by mentioning possible flaws in the written report, investigators can still produce useful results.


The problem of attrition has been of enduring interest to educational researchers, both because of its magnitude and its apparent intractability. The recent renewal of interest in the problem is at least correlated with, if not caused by, projections of sharp declines in the number of high school graduates. The literature in this area suggests some generalizations. The probability of completing a degree is a function of variables related to ability (previous grades, test scores) and motivation (degree aspirations, educational background of parents, marital status). It is also related to certain experiences, the most notable of which is earning good grades in college. Living in organized groups, participating in the extra curriculum, and working past time also seem positively related to persistence. And there is some evidence for an ecological hypothesis: In several studies, congruence of student and college characteristics was related to persistence.


Diese Überschrift, mit Fragezeichen versehen, drückt, zweifellos übertrieben, eine der Vermutungen über Studierende heute aus, die man in Flurgesprächen und Sitzungspausen, aber auch auf Tagungen und Kolloquien hören und zu der man durch die Beobachtungen und Eindrücke, die dabei mitgeteilt werden, gelangen kann. Solche Eindrücke sind etwa, daß die Studierenden heutzutage sich nur solange in den Hochschulräumen aufhalten, wie sie unbedingt müssen, um alsdann schnell in ihre Wohnungen zurückzukehren, oder daß sie in Zeiteinteilung und Terminkalender, soweit möglich, anderen Zwecken, insbesondere vielfach ihren Jobs, gleiche oder höhere Priorität einräumen als Lehrveranstaltungen und Gruppenarbeit. Es heißt dann ferner auch, daß sie zwar ihre Aufgaben schlecht oder recht erledigen, aber eine darüber hinaus gehende Begeisterung für und Vertiefung in die Probleme der Wissenschaft, gar in ihre theoretischen Dispute, nicht zeigten oder daß sie von den so mühsam errungenen Mitbestimmungsrechten und Mitwirkungsmöglichkeiten in Hochschulselbstverwaltung und Lehrveranstaltungsplanung keinen Gebrauch machten und politische Aktivitäten, wenn überhaupt, dann außerhalb der Hochschulen, etwa in den neuen sozialen Bewegungen betrieben. Und ihre Gespräche, soweit man sie mitbekomme, kreisten um alles andere, um Beziehungsprobleme und Wohnungssuche, um Schulerfahrungen und Job-Bedingungen, um BAFöG oder die nächste „Demo“ eher als um Hochschule und Fachstudium.

Das alles läuft auf so etwas wie die These hinaus, daß die Zentralität des Studiums im Leben der Studierenden geringer sei als, wie wir glauben, „früher“ - wobei „früher“ für die
so Sprechenden vielleicht frühere Epochen der Hochschulgeschichte bis in die 50er Jahre, vor allem aber die 60er Jahre meint.


Ein erstes Beratungsinstrumentarium wurde für alle potentiellen Ratsuchenden auf der gymnasialen Oberstufe entwickelt. Es wendet sich also sowohl an Schüler, die später studieren wollen, als auch an Schüler, die nach dem vorzeitigen oder regulären Abgang aus dem Gymnasium eine berufsbezogene Ausbildung oder unmittelbar eine Berufstätigkeit anstreben.


Five groups of undergraduate students, dropouts (academic dismissals), low (GPA) stopouts, high (GPA) stopouts, low (GPA) persisters, and high (GPA) persisters were compared in terms of their responses to a checklist of financial sources of support. Clear sex differences were observed in the reliance on financial sources, either singly or in terms of total sources utilized. Differences related to year in school were also observed. The most significant finding related to attrition was that persisters relied on more sources of support than did withdrawers. This outcome was interpreted in terms of differences between per-
sisters and withdrawers in motivational and personality characteristics that promote the seeking and securing of sources of support.


Despite a growing body of research about mentoring, definitional, theoretical, and methodological deficiencies reduce the usefulness of existing research. This article provides a critical review of the literature on mentoring, with an emphasis on the links between mentoring and undergraduate academic success. The first section describes a variety of ways in which mentoring has been defined within higher education, management, and psychology. Issues related to developing a standard operational definition of mentoring within higher education are discussed. The second section provides a critical review of empirical research about mentoring and undergraduate education. The third section describes four different theoretical perspectives that could be used in future research about mentoring. Finally, future directions for research, including methodological issues and substantive concerns, are addressed.


This article examines the influence of college on the choice of major. About one half of the students change their field of study at some point in their undergraduate years. This mobility allows for substantial effects of the college environment on the distribution of students into specialized areas of study.


Studienfachwechsel und Studienabbrcher unterscheiden sich bereits eineinhalb Jahre vor dem Abitur von Studierenden, die in den ersten Semestern im einmal gewählten Studienfach verbleiben.

Die Studienfachentscheidung der späteren Wechsler und Abbrecher scheint weniger durch fachspezifische Interessen geleitet zu sein. Sie sind ebenso wie die mit ihrer Studienentscheidung Unzufriedenen die „schwierigeren“ Schüler auf der gymnasialen Oberstufe. Unabhängig davon sind die Wechsler eher selbstkritisch, intelligent und in ihren Einstellungen auf Ziele akademischer Ausbildung orientiert.

Studienfachwechsler stellen zwar aus institutioneller Sicht eine Problemgruppe dar, von ihrer Person her gesehen besitzen sie jedoch auch Eigenschaften, die im Hinblick auf ein Hochschulstudium positiv zu bewerten sind. Es ist offensichtlich nicht sinnvoll, aufgrund der hier gewonnenen Wechslercharakteristik jemandem von der Studienaufnahme abzuraten zu wollen. Generell erscheint es problematisch, mit Verfahren, die auf ein Kriterium wie

Studienerfolg läßt sich nicht auf ein einzelnes Maß reduzieren, sondern ist sinnvoll nur durch eine Vielzahl von Variablen beschreibbar. Merkmale des Studienverlaufs, Fremdbewertungen sowie Selbstbeurteilungen verschiedener Aspekte der Leistungsfähigkeit und der Befindlichkeit im Studium lassen sich unterscheiden. Es wurde versucht, die für die Beschreibung des Studienerfolgs wesentlichsten Faktoren zu isolieren und die Aspekte von einander abzugrenzen, die sich in unterschiedlicher Weise anhand individueller Merkmale aus der Schulzeit prognostizieren lassen.


This paper describes a theory - studaxology - which explains to the student, on the basis of what is being experienced while studying, how to become organized as a person within the study environment, so as to succeed in the required task. Studaxology's core is a 3 x 3 matrix of study experiences, based on that number of sources of variance, empirically identified by means of factor analysis of Likert-type items in study inventories. Its central experience of intrinsic motivation brings together four pairs of complementary experiences (ability vs. difficulty, effort vs. relevance, intention vs. demand and time perspective vs. discipline), with each pair constituting a basic component of intrinsic motivation, and as such reflecting a specific form of metacognitive knowledge. Adequate interpretation and use of the 3 x 3 scores on a similar study inventory enable the studax effectively to meet deep level learning that optimal functioning in higher education demands. Factor analyses of students' evaluations of lecturing behaviours can also be fitted into a 3 x 3 matrix equivalent to that of a studax. It is argued from these analyses that the essential prerequisites for achieving studaxological expertise stem from an appropriate initial vocational choice (which will help to produce an internally well-cohering 3 x 3 matrix of experiences) and are further enhanced by an equivalent matrix of lecturing behaviours designed to support students' own study experiences.

In conclusion, this research finds that student financial aid has small positive effects on the persistence of recipients, but that increasing amounts of aid per semester have nonsignificant negative impacts on the number of semesters attended in a four-year time period. Student aid has become an important part of the system of higher education in this country. It should be continually evaluated and refined to deliver an effective and useful service.


Three types of performance indicator will be considered in the sequel. These are degree quality, student attrition, and research productivity. All three will be illustrated with reference to universities in the UK during the last decade. While the main aim of the article is to provide a survey of the work which has been done in recent years, I shall also comment on methodological issues and the possibilities for further research raised by these studies.

In the last section, reference was made to interuniversity disparities in the propensity for students to drop out of their courses before completion. This suggests a second possible performance indicator, namely student attrition or wastage. This is a subject which has attracted considerable attention in the United States, but somewhat less elsewhere. The use of wastage rates as a performance indicator for UK universities was proposed in the 1987 White Paper, and since then there has been a dramatic increase of interest in this measure.

The aim of a performance indicator based upon student attrition is to provide a „measure of wasted inputs“. The first question which we must ask, therefore, when considering the noncompletion of degree schemes is this: Do drop-outs really represent a wasted investment?


Earlier research into non-completion rates in the UK has focused primarily upon the reasons why individual students have not completed their courses. This chapter concentrates on non-completion at the institutional level. It is important to examine institutional differences in non-completion since the disparity between universities is immense. This was recognized as long ago as 1968, when the University Grants Committee published its Enquiry into Student Progress. The non-completion rate of the 1980 entrants into UK universities varied between less than 10 per cent at twelve universities to over 20 per cent at six other universities. It is the purpose of this chapter to examine the reasons for the wide disparity between institutions in their non-completion rates.

An investigation into inter-university differences in the non-completion rate is required for two reasons. First, the non-completion rate may be used as a performance indicator by those administering the funding of higher education. It is therefore important to know why the non-completion rate varies so much between institutions. Second, the universities themselves should be interested in discovering why their non-completion rate differs from those
of other universities. Those universities with a consistently high non-completion rate should be particularly interested in such an investigation.

The non-completion rate of university students differs substantially between UK universities. This paper provides estimates of non-completion rates for the 1979 and 1980 entry cohorts into each university and suggests a number of reasons which may have contributed to these inter-university differences. Statistical analysis indicates that a large proportion of the inter-university variation in the non-completion rate can be explained by three main factors: The scholastic ability of each university’s new entrants (as reflected by A-level score), the subject mix of each university, and the proportion of each university’s students accommodated in a hall of residence. The main conclusion is that inter-university comparisons in the non-completion rate are of little value unless account is taken of differences in the scholastic ability of each university’s intake of students.

This paper investigates the possibility of identifying potential non-graduates, using information obtained before entry to university. Statistical analysis of a sample of the 1979 entry cohort to Lancaster University indicates that the likelihood of non-completion is determined by various characteristics, the main ones being the student’s academic ability (reflected by A level results), his work experience prior to coming to university, his school background and the location of his home in relation to the university. An examination of wastage separately amongst males and females identifies striking differences between the two groups in the characteristics associated with non-completion. Further analysis of the sample as a whole reveals that a vast improvement in the prediction of non-completion can be achieved by using the results of first-year examinations at university rather than A level results. The main conclusion is that raising the academic requirements for entry into university may not be the most appropriate method for reducing wastage rates.

A recent Commission of Inquiry on Canadian University Education reported that from the crude data available „it would appear that 42% of full-time students who entered a university in 1985 failed to get a degree from that university within five years“ . One hundred sixty-three undergraduate students who were required to withdraw by their university, 109 undergraduates who had withdrawn by completing the necessary withdrawal forms, 226 undergraduates who withdrew from university by simply not returning as anticipated by the registrar, and 153 students continuing undergraduate programs were interviewed regarding
demographic, academic, financial, personal, and learning characteristics and experiences. A comparison of the characteristics of these groups is provided in this article.

A Commission of Inquiry on Canadian University Education recently reported that approximately 42% of full-time undergraduate students who entered Canadian universities in 1985 failed to obtain a degree within five years. While this statistic is startling, perhaps of greater concern is the apparent lack of interest shown by most Canadian universities in the subject of undergraduate student attrition. As an initial step toward addressing the issues of Canadian university attrition, a conceptual model of undergraduate student withdrawal is proposed.

The model is based on the assumption that students are characterized by a wide range of personal and academic variables. Such characteristics interact or co-exist with institutional variables such as campus integration. This interaction results in the quality of student academic performance and the nature of student psychological condition. Poor quality of student academic performance results in institution-initiated undergraduate withdrawal; a variety of psychological variables (e.g., satisfaction, stress) result in student-initiated undergraduate withdrawal.

The bases of this model were findings obtained from questioning 498 undergraduate students who had withdrawn from a large Western Canadian university. Personal student characteristics, institutional factors and societal variables frequently emerged as students’ attributions of university withdrawal.

Student academic performance was validated as the causal factor for institutional-based undergraduate withdrawal and student psychological state appeared critically related to student-based undergraduate withdrawal. From these findings, preadmission counseling, academic and personal student support and an increased commitment to accommodating students are recommended.

Community college transfer students’ persistence at a university is influenced by their intent to return, academic performance, academic satisfaction, academic integration, and perceptions of the practical value of the academic program.

The validity of four causal models of the relationship between absences and grades was tested in 496 undergraduate psychology students. As predicted, absence were negatively correlated with grades; the results are consistent with two causal models of this relationship. Absence from class appeared to cause lower grades but low grades also appeared to cause more frequent absence from class. These findings were interpreted as suggesting that
absence and grades can interact to produce a spiral of declining academic achievement in some students.


Colleges differ in their structural linkages to occupational and economic groups; hence they differ capacity to allocate their graduates to major social statuses. The linkage that characterize a given college result in a „charter“ that defines and legitimates its distinctive student product. From the idea of the college charter, we derive certain hypotheses about effects of college size on students’ occupational choices and rates of college dropout. Evidence from freshmen to senior year panels of undergraduates in a national sample of 99 colleges is consistent with the interpretation that larger schools have greater impact on students’ occupational commitment than smaller schools, and hence show lower dropout rates, because of their superior status allocative capacity.


Die Erhebung der Daten erfolgte mit zwei Befragungen. Die vorliegenden Ergebnisse basieren auf den in der ersten Befragung erhobenen Daten und befassen sich nur mit dem ersten Teil der Untersuchungsfrage, der auf den Komplex der Tätigkeits-, Studienfach- und Hochschulwahl von studienberechtigten Schulabsolventen (Studienberechtigte) gerichtet


nicht erst in Abitur Nähe stattfinden, sondern sequentiell, von der Klasse 11 bis zum Abschluß der Klasse 13, in Form mehrerer Kontakte.

This study examined the relationship between visual, auditory, reading/writing, and kinaesthetic learning styles and class attendance among a population of first-quarter students at a two-year, degree-granting proprietary institution. No significant relationship was found to exist between sensory modality-based learning style preference and absenteeism. It was found, however, that the only positive relationship existing between the four learning styles examined and absenteeism was with students who preferred kinesthetic methods of learning. Implications are discussed from the standpoint of including more kinesthetic teaching methods as one means of trying to lessen absenteeism among a substantial group of learners in the college classroom - that group whose preferred learning style is based on kinesthetic methods of accessing and processing information.

As the only structured service on campus that guarantees students some kind of interaction with a concerned representative of the institution, academic advising is critical for student retention and successful transfer.

In our judgment the institutional research office is critically important in developing strategies to improve educational excellence and student retention. Although the consortium was unable to present consortium-wide empirical evidence of the effects of our tactics, the members who followed the CIRP program or systematic research programs of their own have already acquired information that greatly enhances their ability to plan effectively - as illustrated by case studies. Furthermore, it seems safe to say that every member institution now has a more organized, cohesive institutional research program due to the consortium’s efforts - or at least each member now recognizes the necessity for such.

Scrutiny of the research findings offers clear support for the premise that both the academic and the student affairs domains must be utilized to provide educational excellence and promote student persistence.

It is hypothesized that the student who most seriously attempts compliance with competing expectation-dimensions of his student role-set will successfully elicit more positive responses from his various „significant others“, thus providing him with more complementary feedback and a more positive self-conception („looking-glass self“), which is required for: (1) goal-directed behavior in the university social setting (keeping operant the deferred-gratification pattern); and (2) maximum satisfaction with the student status in this behavior field. Empirical documentation for this hypothesis was obtained by questionnaire from 127 randomly selected undergraduates, and demonstrates beyond the 0.5 level of confidence that Trow/Gottlieb's „Academic Student Types“ (versus three other student types) (1) get more positive responses to their behavior in the campus setting; and (2) are more satisfied with their student status, thus drop out less often.


Dropping out of college is not an uncommon event in the lives of young people, but to the individual students and their families it is often a major life-changing decision. College dropouts are also an uncertain factor in the plans of college administrators and the assumptions of education policymakers. Previous research has shed some light on who drops out of college and why, but little on what happens after that.

To gather more current estimates of national dropout rates, as well as data on why students drop out of college, the National Center for Education Statistics conducted the National Longitudinal Study of the High School Class of 1972 (NLS-72). Data from NLS-72 provide a descriptive overview of student careers in the postsecondary educational system. This article compares new estimates of college dropout rates with earlier studies, provides trends in enrollment rates and degree awards over time, and present new estimates of enrollment „inflows“ and „outflows“.


A variety of factors has been identified which differentiates persisting from nonpersisting students (dropouts). Persisting students were found to be more mature, flexible, selective in choosing their school, and certain about their educational goals. They had a greater sense of self-awareness, more self-motivation, better study habits, more self-discipline, greater parental support, more financial security, less parental pressure, higher aspirations, greater endurance, more interest in school, and greater intellectual and academic abilities. Non-persisting students were found to suffer from poor motivation, inadequate work habits, uncertain goals, general lack of interest in school, and immaturity in their attitudes and perceptions. They had low level status and achievement drives, lacked initiative, had financial difficulties, were indecisive and disorganized, and were lacking in intellectual inde-
pendsence. They were procrastinators when faced with academic responsibilities and were often unable to identify with or become involved in college life and related campus activities.

Die ersten Überlegungen, die schließlich zu einer Untersuchung über Studienabbruch und -fachwechsel geführt haben, waren folgende:


Neben dem Komplex von Gründen und Zusammenhängen, die zum vorzeitigen Verlassen des medizinischen Studiums führen, standen ebenso mehr technische Fragen zur Klärung an, wie z.B. die Überprüfung der Effektivität der Auslesekriterien, also Notenanalysen erfolgreicher und nicht-erfolgreicher Medizinstudenten; weiter die Frage, welche Schwundquote bei Zulassungen berücksichtigt werden muß, ob es Semester gibt, in denen Abbrüche gehäuft auftreten, ob es typische Fächer, Ausbildungswege oder Berufe gibt, in die gewechselt wird usw.

Obwohl diese Fragen in bildungspolitischen Diskussionen nicht übergangen werden, ist bislang wenig geschehen, um den empfindlichen Mangel an gesicherten Informationen zu beheben. Effiziente und an der gesellschaftlichen Wirklichkeit orientierte Bildungsplanung ist auf exakte statistische und andere wissenschaftliche Untersuchungen angewiesen. Hier eine offenbare und in der öffentlichen Diskussion stehende Lücke zu schließen, eine transparente Studien situation für Studienanfänger und Lehrkörper zu schaffen und damit eine Arbeit zu leisten, die als Beitrag zur Demokratisierung der Hochschule verstanden sein will, war ein erstes Ziel unserer Untersuchung.

Das Forschungsprojekt „Orientierungsprobleme und Erfolgsbeeinträchtigung bei Studierenden“ wurde im Auftrag des Bundesministers für Bildung und Wissenschaft (BMBW) an

Mit Hilfe umfangreicher Instrumente (Fragebögen) wurden Meinungen von Studierenden zu einer Vielzahl studienrelevanter Merkmale erfaßt, um auf der Basis empirischer Daten über Abhilfemaßnahmen bzw. Handlungsempfehlungen diskutieren zu können.

The declining numbers of black students graduating from colleges, graduate and professional schools in the United States have caused considerable concern among a vast and diverse array of audiences during recent years. This concern has stimulated intense debate, research, and actions at various levels, and has prompted a number of institutions to develop programs to address the need to improve the retention of black students and reduce their dropout rates from college. Nowhere has this concern been more significant than at predominantly and historically black colleges and universities where the majority of black students still receive their undergraduate degrees.

The magnitude of the problems and issues surrounding black student retention in higher education is such that no single volume can provide a complete conceptual, theoretical, and programmatic accounting. This volume was certainly not intended for that purpose. Our purpose, rather, is to portray a sample of the range of perspectives on this problems, and to portray the diversity of constituents who are involved in this process from multiple disciplines, and from varied inclinations.

Eine Erklärung für den Anstieg der Wechselhäufigkeit will und kann unsere Untersuchung nicht liefern. Aufgabe und Ziel der vorliegenden Arbeit ist bescheiden:

Wir wollen zuerst Zahlenmaterial über den Studienwechsel zusammentragen, sodann die Motivationen des Studienwechsels und die Haupt motive der Studienwahl darstellen. In den abschließenden Kapiteln wollen wir uns mit den Funktionen des Studienwechsels befassen, sowie mit den Faktoren, die einen Wechsel begünstigen.

Eine Verallgemeinerung unserer Ergebnisse auf andere als die von uns untersuchten Studentengruppen und auf andere Universitäten ist nur hypothetisch möglich. Die Befunde unserer statistischen Erhebung gelten für die Gesamtheit der Heidelberger Studierenden; die Befunde der Motivstudie haben Gültigkeit für die von uns durch repräsentative Stichproben untersuchten Fakultätsabteilungen.

The focus of this study is to review the research literature from the standpoint of what strategies are likely to be most effective in retaining students. In some cases the research literature only implies what may be an effective retention strategy, but in other cases observations and results are provided for special action programs that have been designed to keep students in college. In both instances, the purposes of our review is to highlight those research efforts that offer helpful suggestions on how a campus might deal effectively with the problem of retention.


Mit der Untersuchung „Bildungswege von Frauen in den neuen Ländern“, die vom Bundesminister für Bildung und Wissenschaft gefördert wurde, legt HIS eine auf Literatur- und sekundärstatistischen Analysen basierende Arbeit vor, mit dem Ziel einer umfassenden, aber aufgrund der Materialfülle notwendigerweise akzentsetzenden Bestandsaufnahme der Situation von Mädchen und Frauen im weiterführenden Bildungssystem in den neuen und vergleichsweise auch in den alten Ländern. Das Ergebnis ist ein systematisches und kommentiertes Nachschlagewerk, das sowohl als Datenfundus als auch als Hintergrundmaterial für die Arbeit im bildungspolitischen Bereich und für die Tätigkeit zum Beispiel von Studien- und Berufsberatungs- sowie u. a. Frauengleichstellungssbeauftragten dienen kann.


Nicht erwerbsbedingt Teilzeitstudierende finden sich in allen Studienphasen; für Studium und kleinere Nebenjobs zusammen arbeiten sie im wöchentlichen Durchschnitt nur 22,4

Research on academic retention programs for at-risk minority college students suffers from a variety of methodological shortcomings. Several problems are identified in the context of published retention-program studies, followed by corresponding solutions framed within a call for nontraditional, alternative methodological and statistical strategies for retention-program research.

A quarter of a century separates the legislators of the Higher Education Act of 1965 from the researchers of today who continue the effort to secure a future for disadvantaged minority students through postsecondary education. Yet, far too many questions still remain unanswered. Accompanying the minimal academic achievement and retention rate gains are cries from government and university officials to „do something more“. We contend that what is more needed of academic retention program designers is the incorporation into their programs of known-to-be-effective instructional components, and what is more needed of academic retention-program evaluators is better controlled research studies. Only then will those concerned with providing educational programs for at-risk students be in a position to specify exactly what is and what is not working and how best to invest their precious resources.

Our research over the past decade indicates that freshman-to-sophomore dropout rates have remained somewhat constant since the mid-1970s. Then as now, about one-third of full-time entering freshmen nationwide are not at the same institution one year later. It is true that, on average, institutions that admit students more selectively are likely to experience lower attrition rates. Although this is based on the relationship between prior academic achievement/ability and college retention, it does not mean that an institution cannot reduce its dropout rate. Any institution focused squarely on student success will experience higher retention rates, regardless of its selectivity in admissions. In fact, our work with more than
five hundred postsecondary institutions suggests that if a campus puts into place programs and services designed to meet students' needs, it can reduce its dropout rate by one-third.


Wichtige Untersuchungsergebnisse sind:


Der Rücklauf betrug - postalisch nicht Erreichbare ausgeschlossen - knapp 40%. Damit ist eine Untergrenze markiert, weil der Rücklauf per 15.12.1994 noch nicht ganz abgeschlossen ist. Der Rücklauf gewährleistet valide Ergebnisse für die Bundesrepublik insgesamt, für alte und neue Länder, für Universitäten und Fachhochschulen.


An inexpensive program at John Jay College of Criminal Justice, a public urban institution offering both associate’s and bachelor’s degrees, improves the retention of students for about three terms after their first semester. This program, called the Linkage Program, now in its fifth year, links small groups of entering freshmen with similar academic skills in three courses. Their instructors meet beforehand to coordinate some linked assignments and class materials. The program makes use of already existing faculty and courses and requires no more than a part-time coordinator with a secretary for its implementation. An initial experimental semester, Fall 1986, during which groups of entering freshmen were block-registered in all five of their courses, produced both positive and negative effects: More of these linked students continued at the college than did a control group of their peers, and those who stayed fared better academically. However, their classroom behavior as linked freshmen was so immature that the following year the number of linked courses was reduced to three. This arrangement still increased retention and academic performance, and it also reduced immature behavior.

Inevitably, factors beyond our control in the lives of graduate students will bear in significant ways on whether and how quickly they complete their programs. These factors include economic considerations (many graduate students will need to work full-time in order to support themselves, and the task will prove too difficult to allow them to continue in school); personal or family illness; responsibilities for children or parents that cannot be delegated to others; and spousal or significant other considerations that lead the individual to move to another setting. Some students will transfer to other graduate schools and complete their degrees there, an outcome that, given the present state of data collection among graduate schools in the United States, is impossible to track. Nevertheless, institutions can control many of the factors that influence time to degree and attrition, and here there is much that can be done. For example, preliminary data at the University of Michigan show that, for the cohorts of 1973-75, 1978-80, and 1981-83, international students completed their degrees more quickly than did domestic students and that, while women (with the exception of those in the biological and health sciences) were more likely to take longer to complete their degrees, the pace of their work was faster in departments where women were present in significant numbers. These findings suggest that study of these two groups would be fruitful.

Thus, while some attrition in graduate programs is inevitable - not everyone who aspires to a doctoral degree and is admitted to a graduate program will achieve one - it is in the interest of the student, the institution, and society as a whole for the percentage of students completing their doctoral degree to increase. And while the intellectual vitality of graduate education has never been in question, there is still much that graduate deans and faculty can do to improve the level of satisfaction with graduate programs. Chief among them is making their students’ graduate experience less alienating. If they succeed in this, they will have helped to dissipate the more unpleasant aspects of the reputation that graduate schools have with those who left them - with or without degrees - and with society as a whole.


We compared 365 graduates with bachelor’s degrees in psychology to 244 in sociology/anthropology, 194 in speech communication, 155 in physical and health education, and 204 in social work/society and justice on earlier high school interests, grades, and achievement measures (e.g., vocabulary test scores). Advisers can inform prospective majors that, as high school students, psychology graduates’ strongest vocational interest areas were arts, general cultural, scientific, and service, not unlike successful Ph.Ds in psychology. Psychology majors had similar interests to those majoring in the other four areas, but our majors had better high school grades and achievement test scores.


Research on college persistence has typically classified nonreturnees as dropouts. Recently, this practice has been criticized by Tinto who argues that such a practice merges together different types of withdrawal behavior whose determinants may vary as a function of the particular departure behavior under consideration. This paper empirically examines whether the determinants of decisions to withdraw from the institution are similar to those affecting decisions to transfer to other institutions of higher education for the 1984 entering freshman class at a large southern institution. Results provide support for Tinto’s proposition of differentiating between different types of voluntary withdrawal behavior. While institutional commitment, academic performance, finance attitudes, and student perceptions of faculty concern for student development and teaching discriminated between persisters and dropouts, only final institutional commitment and final goal commitment discriminated between persisters and transfers.
Dropout from postsecondary schooling is widely considered a social problem. In fact, reducing dropout would not necessarily make society better off. This conclusion derives from analysis of the process of postsecondary enrollment and completion. The key observation is that students contemplating enrollment do not know whether completion will be feasible or desirable. Hence, enrollment is a decision to initiate an experiment, one of whose possible outcomes is dropout. Experiments should be evaluated by their ex ante expected return, not by their ex post success rate. It follows that, told only the completion rate of enrolled students, one cannot judge whether the right enrollment decisions have been made.

Selected personality, cognitive, motivational, and academic potential and performance antecedents of within-university transfer were investigated using two multivariate analyses of variance. The first was a two-way analysis examining differences between transfers and nontransfers on these dependent variables across three dissimilar colleges. The second was a one-way analysis examining type or extent of transfers, that is, changes to similar as opposed to disparate programs. The results indicated that transfer can be reliably differentiated from nontransfer in terms of their personality, cognitive, and goal structures, and their academic performance. Type of change, however, appears tied mostly to certain personality characteristics of the transfer student, and his evaluation of his academic performance. Most notably, transfers did not represent a homogeneous group with respect to the variables studied.

Student expectations concerning persistence in college and sources of conflict leading to withdrawal from college were related to selected precollege performance, scholastic ability, and personality variables. Perceived reasons for college withdrawal generated a 3-dimensional space, the defining vectors being academic and work skills and their utilization, motivation, and adjustment. Correlations computed separately for the groups reporting high and low probabilities of college dropout suggested that the former group is more concerned with satisfying the expectancies of their parents and that failure to do so is anxiety and guilt producing. Lack of commitment to educational pursuits coupled with this need to satisfy parental expectancies apparently leads to initially adequate performance but subsequent underachievement. Three times as many of this group withdraw as do the low probables. Similar differences were observed between remaining and dropout students after three terms.

This article describes statistical research on the academic performance of student-athletes in college sports programs. We describe several statistical models used in the prediction of academic success defined by college persistence and graduation. Using longitudinal data on the academic performances of about 3,000 student-athletes in NCAA Division I collegiate sports programs, we formulate logit and multilevel logit statistical models for the prediction of graduation rates. These prediction models are based on academic, demographic, and athletic variables, and are used to account for differences in both the students and the colleges. These results show (1) moderate but significant relationship between precollege academic characteristics and college graduation, (2) small but significant differential validity of prediction between major student-athlete groups, (3) notable college-level variance in the average graduation rate, (4) small but significant within-college relationships between precollege academic characteristics and college graduation, and (5) differences between colleges accounted for by institutional graduation rates. We highlight statistical issues about the application of logit and multilevel models and discuss substantive issues about the current implications of these results.


Colleges and universities today may pursue three major goals that are consistent and mutually reinforcing: Quality education, student development, and retention of students. Research studies of student retention and the impact of a college education on students reveal that factors that encourage persistence in college also increase the benefits of a college
education. Moreover, these conditions foster student development. Recognition that the same factors support and reinforce the attainment of these ultimate goals motivated twelve colleges and universities to form a consortium in fall 1984. They intended to demonstrate that practices and programs that produce more fully educated graduates also promote persistence in college.


The synergy among quality education, student development, and retention as goals for an educational institution provided the impetus for a group of colleges and universities to form a consortium. The group addressed the crucial issue of retention but did so on the assumption that retention is primarily a by-product of educational excellence. Educational excellence, furthermore, includes elements that foster the development of students affectively as well as cognitively - which the consortium called „intentional student development."

The preeminent requirement for success along all three paths, clearly indicated by the various bodies of research, was collaboration throughout the institution and especially between the academic and student affairs domains. Therefore, membership in the consortium was contingent on the expectation that such cooperation could be attained.

McGIVNEY, Veronica: Staying or leaving the course: Non-completion and retention of mature students in further and higher education. Leicester: NIACE 1996.

Using research findings and evidence from further and higher education, this book determines the scale and nature of student withdrawal. The author throws light on whether mature students are more likely to leave course before completion and whether some groups are more at risk than others. The final section suggests strategies for dealing with the common reason for withdrawal and for improving retention rates.


Die vorliegende Arbeit stellt die Fortsetzung einer hochschuldidaktischen Erkundungsstudie dar, die von Meister vorgelegt wurde. Es war von vornherein klar, daß von den in Frage kommenden möglichen Ansätzen für eine weitere Untersuchung, etwa auch von dem bei Meister aufgeführten umfangreichen Themenkatalog möglicher Ansatzpunkte, nur ein kleiner Teil aufgegriffen werden konnte. Ausgangspunkt für die Fragestellungen der vorliegenden Untersuchung bildete in erster Linie eine genaue Analyse der Hauptergebnisse der Erst-Untersuchung und die Ansätze, die zur Interpretation dieser Ergebnisse entwickelt wurden. Zentraler Ansatzpunkt war dabei das Bestreben, näher aufzuklären, weshalb sich
die Variablen „Zielkenntnis“, „Erfolgsinformation“ und „Methode“ nicht - wie erwartet - auf die Lernerfolge der Studenten ausgewirkt hatten.

The purpose of this study was to estimate a conceptual model of nontraditional student attrition. Data were gathered from 624 nontraditional (commuter, part-time) freshmen at a midwestern urban university enrolling 22,000 students. For these nontraditional students, dropout was a function of GPA and credit hours enrolled, as well as the utility of education for future employment, satisfaction with the student role, opportunity to transfer, and age affecting dropout through intent to leave. In addition, absence from class, age, high school performance, and ethnicity had indirect effects on dropout through GPA. These results suggested that nontraditional students dropped out of college for academic reasons or because they were not committed to attending the institution, but their reasons for leaving were unrelated to social factors at school. The findings helped validate the conceptual model.


Durch die Bildungsexpansion hat sich also das Muster typischer Lebenswege, die vom Bildungswesen an das obere Ende sozialer Positionen führen, verändert. Vor der Bildungsexpansion gab es einen Königsweg nach oben, der vom Gymnasium über das Studium in höhere Positionen führte; er wurde ergänzt durch einen zweiten Bildungsweg, auf dem man nach einer Berufsausbildung oder einer Berufstätigkeit auf dem Abendgymnasium oder Kolleg das Abitur nachholen und ein Studium beginnen konnte. War vor der Bildungsexpansion mit diesen zwei Wegen gleichsam das Angebot erschöpft, so ist nach der Bildungsexpansion ein dritter Weg hinzugekommen: Nach dem Abitur wird eine Berufsausbildung gewählt, um nach ihrem Abschluß nicht eine entsprechende Berufsaufnahme einzuschlagen, sondern ein verwandtes Studium schnell und effizient zu absolvieren und die Berufschancen nach dem Studium zu erhöhen. So wie das Abitur nicht mehr ausschließlich das Tor zum Studium, so ist die Berufsausbildung nicht mehr ausschließlich das Tor zu qualifizierten unteren und mittleren sozialen Positionen, sondern auch eine Etappe auf dem Weg in höhere soziale Positionen. Die Berufsausbildung wird für das Studium instrumentalisiert; ein Umweg wird eingeschlagen in der Hoffnung, daß es ein produktiver Umweg sein wird. Die einfache Frage ist, ob diese Hoffnung sich erfüllt. Lohnt es sich, vor dem geplanten Studium eine Berufsausbildung einzuschließen? Schließen Studenten, die zwischen dem Abitur und dem Studienbeginn eine Berufsausbildung durchgemacht haben, das Studium häufiger und in kürzerer Zeit ab als Studenten, die auf den beiden traditionellen Wegen zum Studium gelangt sind? Studieren Doppelspezifizierter effizienter als Normalstudenten oder Absolventen des zweiten Bildungsweges?


The risk of changing subject matter mainly depends on the student’s adaptation to university. A student has chosen a subject matter according to his or her tastes and preferences, not yet knowing exactly what will be required. After some time in the university, however, the student knows if he or she still likes the chosen subject matter or still feels capable of passing the final examination and, accordingly, will continue or change subject matter as soon as possible. The longer a student has already studied, however, the more investments in time and money force a continuation in the subject matter once chosen. Therefore, it may be expected that the risk of changing subject matter will be highest at the beginning and then drop rapidly to almost zero. After changing subject matter, the student will have to restart; the clock will be set anew. Leaving aside the empirically very rare cases of multiple subject changes, there will remain only two risks: dropping out or passing an examination. As the risk of changing subject matter will tend to zero, these two risks will have to compete as soon as the student has definitely chosen his subject matter.


Differenzierteres zum Phänomen des Studienabbruchs war bisher auf gesamtschweizerischer Ebene vor allem aus zwei Gründen nicht zu erfahren:

Methodologische Lücken: abgesehen vom Problem der zeitlichen Tiefe der Datenbasis liegt bis heute auch keine fundierte methodische Grundlage vor, auf die systematische verlaufsanalytische Arbeiten hätten abstützen können.


Die Studie berichtet die Ergebnisse einer Expertenbefragung, wobei das von der Delphi-Methode erwartete Ergebnis eine nach und nach erreichte Konvergenz oder eine spezifische Divergenz der Urteile ist. Diese Studie will und kann somit keine Konsequenzen für die Bildungsplanung oder die praktische Studienplanung direkt nach sich ziehen, sondern sie soll für künftige Untersuchungen zu diesem Thema - die stets einen beträchtlichen Mittel einsatz erfordern - eine von Experten erzeugte Hypothesenbasis schaffen; sie ist der Beitrag dieses Modellversuchs zur wissenschaftlichen Erforschung des Studienabbruchs.


Studienabbrcher, so hört man allgemein, seien gescheiterte Existenzen, Stiefkinder des Arbeitsmarktes, Versager eben. Eltern zeigen sich oft betroffen, Freunde zurückhaltend, wenn einer oder eine nach schweren inneren Kämpfen den entscheidenden Schritt tut und das Studium abbricht. Daß diese Entscheidung immer reiflicher überlegt wird, zeigt die Semesteranzahl der Studienabbrcher, die gegenüber den 70er Jahren um mehr als die Hälfte zugenummen hat und heute bei durchschnittlich 7,7 Hochschulsemestern liegt. Dabei fällt Frauen ein Studienabbruch nach durchschnittlich 7,6 Semestern etwas leichter als Männern, die im Schnitt erst nach 7,9 Semestern aufgeben.

Die Vorstellung vom Studienabbrcher als „drop out“ der Arbeitsgesellschaft muß gründlich zurechtgerückt werden, denn sie trifft in dieser Weise einfach nicht zu. Seit rund 25 Jahren befaßt sich die Berufs- und Bildungsforschung immer wieder mit diesem Thema
und gelangt dabei zu ganz anderen Aussagen. Studienabbrecher haben nämlich auf dem Arbeitsmarkt keineswegs so schlechte Karten, wie ihnen immer eingeredet wird und wie sie sogar selbst meist glauben.


Path analysis was used to test the Tinto model of college dropout using a sample drawn from the National Longitudinal Study of the High School Class of 1972. Through path analysis, a more parsimonious causal model was derived. Pre-college characteristics predicted college integration, but did not directly affect the dropout decisions. Factors related to the integration of the student into the college’s academic setting appeared to be far more important to subsequent dropout decisions than were factors related to integration into the social setting. The commitment of the student to the goal of college completion had the strongest positive effect on the decision to remain in school.

The purpose of this study is to perform a meta-analysis of existing empirical studies that have investigated the relationship between student persistence and financial aid. Metaanalysis is „the statistical analysis of the summary findings of many empirical studies. This study has three major objectives: (1) to identify and collect all studies that investigate the effect of financial aid on student persistence; (2) to determine how much effect financial aid has on student persistence in each study; and, (3) to compare the financial aid effect sizes in relation to various study characteristics.

In conclusion, although student aid is not the only variable that affects student attrition - indeed, it is not even the major one - this meta-analysis identifies financial aid as a viable tool for helping students to stay in college. Assuming that financial aid is targeted toward low-income students, the meta-analysis showed that financial aid assists those students to persist at a rate equal to or above middle- and upper-income students. Equal educational policy recommendations derived from this meta-analysis would suggest that (1) financial aid funding should keep pace with inflation and higher educational costs, (2) more of an effort should be made to meet the students’ financial needs, and (3) institutional, state, and federal financial aid policy must acknowledge the growing presence of the nontraditional student. In addition, institutional programs to reduce dropout rates should incorporate aca-
ademic, nonacademic, and financial measures for both full-time and part-time students. Financial aid is only one of many variables affecting retention; to fully achieve equal educational opportunity, all variables must receive equal attention.

The research reported here was motivated by the well-established Tinto model of institutional departure. At the heart of this model is the idea that successful college students are well integrated into the academic and social systems of the campus and its environment. Quantitative studies based on the model, however, have accounted for only modest amounts of explained variance in dropout rates. For example, a 9-year longitudinal study based on the Tinto constructs accounted for the following percentages of explained variance: 15.7% for White men, 15.6% for White women, 18.5% for Black men, and 13.9% for Black women. These low levels of explained variance may be due to a lack of fit between the Tinto model and the social processes that it is intended to reflect. Alternatively, the central constructs of the model, social and academic integration, may have been incompletely conceptualized and, as a consequence, only imprecisely understood and measured.

The latter view guided the research. Hence the purpose of this research was to understand more clearly and in greater detail what it might mean for a student to be integrated into the social system of a campus. Specifically, the study investigated how ethnicity (in this case Hispanic and Native American) may influence the social integration process as experienced by students on campus. Given a deeper understanding of the concept of social integration, the purpose of the research also was to indicate how the Tinto model might be improved based on the qualitative analysis.

It is in the nature of any discussion on higher education - and exit and performance indicators are no exception to this rule - that what is taken for granted in one national context is often highly controversial in another. For example, the setting of upper limits on student numbers by the UGC in Britain in 1981 was looked upon as a step as unprecedented as undesirable. No-one in Sweden, however, would regard this as strange at all. Student numbers at system level are fixed yearly by Parliament along with the vote of the budget. The purpose of this paper is to try and set out debate in a broader context by making a brief foray into the practices and methods of selection employed in certain other countries in Western Europe. In so doing, it may cast a different perspective on some topics under review currently in the United Kingdom, one of which is the question of ‘open access’ to higher education.
NERAD, Maresi und CERNY, Joseph: „From Facts to Action: Expanding the Graduate Division’s Educational Role“. In: BAIRD, Leonard L.: Increasing Graduate Student Retention and Degree Attainment. San Francisco: Jossey Bass 1993 (New Directions for Institutional Research; 80), S. 27-39. To summarize, this chapter describes how the graduate division on the Berkeley campus of the University of California has used various research activities to address the issues of time to doctoral degree and doctoral student retention with a focus on their improvement. We have supplemented quantitative analyses with qualitative methods to develop a basis for designing recommendations and programmatic outreach activities. This approach—working with the academic senate, faculty, graduate students, and graduate assistants—has increased awareness of the issues to be resolved and dedication to their resolution. It has also demonstrated that a graduate division—part of the administration—can also function as an educational agency, not exclusively as a bureaucratic unit.

NEUMANN, Yoram; FINALY-NEUMANN, Edith und REICHEL, Arie: „Determinants and Consequences of Students’ Burnout in Universities“. In: Journal of Higher Education, 61. Jg., 1990, H. 1, S. 20-31. Though much has been written about human resources burnout in work organization, including teachers, no studies have examined this phenomenon with respect to students. College students may in fact experience the burnout phenomenon due to learning conditions that demand excessively high levels of effort and do not provide supportive mechanisms that would facilitate effective coping.

Research on students’ burnout in colleges may emerge as one of the promising areas of investigation in higher education for the following reasons. First, students’ burnout may be the key for understanding a wide range of students’ behaviors during their college years (for example, attrition, course selection, academic performance). Second, students’ burnout may also influence students’ future relationships to their college (for example, commitment to the college and potential contributions as alumni). Third, the phenomenon of students’ burnout may affect the general attractiveness of the college for new students with potential ramifications for present and future enrollment. Therefore, students’ burnout can be an important aspect of college effectiveness that may have distinct policy implications for institutions of higher learning.

NISBET, Janice; RUBLE, Virgil E. und SCHURR, K. Terry: „Predictors of Academic Success with High Risk College Students“. In: Journal of College Student Personnel, 23. Jg., 1982, S. 227-235. The purpose of this study was to examine the effectiveness of various instruments in predicting college academic success for high-risk college students. Using the traditional criteria of Scholastic Aptitude Test (SAT) results and high school class rank, students were identified as high risk according to Moore’s definition (Moore, 1970). Although these data, available for students admitted to Ball State University, have been found to be useful in identifying high-risk students, they have not been useful in identifying which individuals within the group will or will not persist and succeed. Therefore, additional data were sought
that might provide specific insight into the expectation for success of individuals within the group.

A study skills inventory, a personality type inventory, a vocational preference survey, and a reading skills survey were selected for administration to a group of entering freshmen at Ball State University who had been identified as high-risk students. Statistical analysis determined whether specific factors from these instruments that would help predict individual success potential within the high-risk group could be isolated independently or in combinations. Success was measured by grade point average (GPA) and perseverance for one year. Such information, if found, would then be used by the university faculty and staff who work with high-risk students to develop precollege workshops providing remedial activities, to provide career counseling workshops at the college level, and to determine university curriculum directions in long-range planning.


This study tested a modified version of Tinto’s student attrition model on a Chicano student population in two-year colleges. Structural equation modeling and LISREL VI were used to examine the parameter estimates of the structural and measurement models of the hypothesized causal model. Measures of goodness of fit were examined to provide indices for the overall fit of the causal model in the study. The measurement and structural models were found to represent a plausible causal model of student retention among Chicano students. Although the measures used in assessing the fit of the model reflected the overall strength of the hypothesized model, the present study was not entirely supportive of Tinto’s model. The findings were only minimally supportive of the hypothesized relationship between measures of academic integration and retention. The results indicated that the hypothesized relationship between measures of social integration could not be substantiated. Moreover, measures of initial commitments were found to have a significantly large direct effect on the dependent variable, retention.


Our purpose was to investigate the predictive accuracy of Tinto’s theoretical model of student attrition among academically underprepared students in a two-year community college. We examined the direct and indirect effects of four exogenous variables (family background, precollege schooling, getting ready, and encouragement by significant others) and three endogenous variables (initial commitments, academic integration, and social integration) on student retention. More important, this study quantifies and tests precollege characteristics identified in Attinasi’s ethnographic study that previous quantitative models testing Tinto’s model of student attrition have not used.

Because graduate education has been the object of little research, causal modeling remains a powerful alternative for institutional researchers as a means of discovering interrelations among the factors that inform graduate education processes. However, the effectiveness with which causal modeling can be used is highly dependent on its systematic and careful application. Throughout, we have suggested that the conceptualization of structural models should be predicated on sound theoretical propositions. Theoretical frameworks, extant research, and personal experience can all help to select variables to be used in causal modeling and to formulate propositions on how the constructs are interrelated. Moreover, structural modeling can help the researcher to select the scales or items that are the most reliable and valid indicators for the constructs under consideration. Finally, both the measurement and the structural models can be submitted to empirical investigation. Several indicators of fit have been discussed that can help an institutional researcher to determine the soundness of the hypothesized causal model and its components. Although the process of model testing may be cumbersome, time-consuming, and demanding, the payoff is substantial when we note that the knowledge acquired can help to focus intervention strategists on key variables and their interrelationships.


The present study examined the underlying structure of the variable institutional commitment by testing for the convergence, or lack there of, among different indicators of the construct as represented by three theoretical frameworks. Confirmatory factor analyses revealed that institutional commitment could be decomposed into two multiple indicators of the same latent construct: A general factor that groups items related to institutional quality, practical value of an education, utility of an education, fit between student and institution, and loyalty to the institution and another factor represented by items indicating similarity of values (Affinity of Values). Moreover, the study established the predictive validity of each subcomponent on different outcomes related to student persistence. While Institutional Commitment was found to have a significant direct effect on both students’ intents to persist and actual persistence behavior, Affinity of Values was not as equally predictive of measures of student retention.


The issue of whether financial aid assistance has had any effect on bringing about access and equity in higher education to minorities must be addressed from two related, but distinct, research perspectives: (1) the impact of financial assistance on minority enrollments
in all sectors of higher education, and (2) the impact of financial assistance on minority retention rates. Moreover, federal, state, and institutional policy decisions regarding financial assistance, whether they are to withdraw or increase future funds or to initiate specific financial aid-related interventions, must be made on the basis of empirical evidence and, it is hoped, be theoretically based. The purpose of reviewing the literature on minority enrollment rates and persistence is to examine whatever empirical evidence, if any, there may be on the impact of financial assistance on the participation of minorities in higher education and on minority retention.


Employing aspects of Tinto’s theoretical framework, the purpose of this study was to test a model of student transfer behaviors and attitudes with a community college student population. More specifically, this study examined the structural relationships among five constructs: (1) student background factors, (2) initial commitments, (3) social integration, (4) academic integration, and (5) predisposition to transfer. Student background factors were examined to determine their direct and indirect effects on community college students’ initial commitments, social integration, and academic integration on three multiple indicators of the dependent variable predisposition to transfer: (1) number of four-year institutions students planned to apply for transfer, (2) transfer behavior, and (3) transfer perceptions. The study supported utilization of factors identified in the retention literature that are based on Tinto’s model to examine transfer attitudes and behaviors among community college students. Students with high levels of social and academic integration tended to have high levels of predisposition to transfer. Ethnic background was found to have no relationship to predisposition to transfer.


In this paper, we argue that the economic, structural, and philosophical characteristics of a higher education system determine the nature and scope of research as well as policy regarding student persistence. Though issues related to student persistence are of great importance to higher education policy makers and administrators in both Germany and the United States, we intend to show that these issues have manifested themselves in almost inverse images. In Germany, the most important policy concern has been the reduction of time to degree. In the United States, the main policy concern has been the reduction of the dropout rate.

A method of assessment, involving six one-hour tests, with provision to repeat four of them, has been used with favourable student and staff reaction in first year, two semester undergraduate physics courses. The style of question and marking criteria used previously in a conventional examination are retained.

The relationship between performance in Physics I, high school background and mark in the first physics test, held in the fifth week of the university course, are investigated through a series of regression analyses. An attempt is made to arrive at an appropriate entry criterion for admission to Physics I.


The present study was an initial investigation of the joint effects of enrollment intention and grades, commitment, and encouragement to stay on institutional departure from college. The findings of the present study, in conjunction with previous research, indicate that the intentions of community college students often degenerate over periods ranging from 14 to 23 weeks. On the one hand, for students intending to stay, departure rates have ranged from 18% to 29%. On the other hand, for students intending to transfer, persistence rates have ranged from 18% to 50%. Our findings indicate that for students who intend to stay and to transfer alike, credit loads of 1-3 hours and semester GPAs below 2.00 are associated with increased risk of institutional departure. Furthermore, the intention to transfer appears to be undermined by high encouragement to stay and by moderate commitment to the goal of doing well in college.


This study explores the relationships between achievement at university and self-reported characteristics of students and their social environment. Subjects were 240 college freshmen. They were interviewed twice. The first interview covered their social and study experiences during the first semester, and the second one dealt with the preparation of the final examinations in the first year. Determinants of academic achievement were selected on the basis of significant correlations (p<.01) with the grades obtained from the final examinations in the freshmen year. The findings revealed that midterm performance was most strongly related with final examination grades. Next in order were academic self-esteem, expectancies and efficiency of study strategies. Other personal factors such as study effort, interest in the study option, ability to understand lectures, prior knowledge and fear of exams were identified as moderate determinants; followed by external determinants such as help from others, information on exams and exam difficulty which were weakly associated with achievement. Unlike previous research, this study attempts to provide an overall framework of the characteristics that determine learning outcome based on the intercorrela-
tions. Multidimensional scaling analyses revealed that characteristics are structured along two main dimensions: Causal locus (internal vs. external) and control (controllable vs. uncontrollable). Overall, the findings corroborate the associations reported in previous studies on determinants of academic attainment. Similarities between the present data and attributional studies on causes of student outcome, as well as potential implications and limitations for remedial purposes, are discussed.


The unfolding matrix technique was developed while working on two research projects related to the education of ethnic minorities in the United States. In the first project, the researchers were asked to provide policy makers with insights and ideas for decreasing the dropout rate in a high school district. In the second project, high level administrators of a community college district wanted to know how they could improve the success rate of minority students.


In terms of sheer numbers, the attrition problem deserves the attention of those interested in and affiliated with institutions of higher education. From the institutional point of view, attrition has a heavy impact on institutional operations and finance. From the student’s point of view, the effect of dropping out, although difficult to gauge, is also another important aspect of the attrition problem. The need to understand this phenomenon becomes more urgent every day. What is known about attrition? What are the results of the immense amount of research that is being conducted in this field? This article summarizes the past twenty-five years of research findings, from 1950 to 1975, in the hope that these data will provide useful information for colleges that are attempting to deal with the attrition problem. This review differs from previous reviews of the attrition literature in that it covers a much more comprehensive study of attrition-related research, including methodological criticisms, a more complete analysis of factors that may affect attrition, the typical withdrawal procedure, and a review of proposed programs that may be effective in countering attrition.


Previous research has indicated that there is a strong relationship between the approaches to studying adopted by individual students and their qualitative perceptions of the context in which learning takes place. This study identified students who were considered to be academically ‘at risk’ and involved them in an intervention programme whose aim was to produce a qualitative change in perceptions of certain key elements of the learning context.
The intervention programme consisted of five forty-five minute sessions in which the focus was on three elements of the learning context, namely, the teacher/student relationship, perceptions of textbooks and notes, and the nature and role of tests and examinations. Subsequent interviews indicated that most of the participating students had experienced a qualitative improvement in their perceptions of these contextual elements and that they perceived an attendant improvement in the quality of their learning. Quantitative analysis of the relative class positions before and after the intervention suggests that these changes were accompanied by improved performance. The implications of these findings for teaching practice in higher education are discussed.

PASCARELLA, Ernest T.: „Student-Faculty Informal Contact and College Outcomes“. In: Review of Educational Research, 50. Jg., 1980, H. 4, S. 545-595. This paper is a critical review and synthesis of the research on the association between student-faculty informal, nonclass contact and various outcomes of college. Relevant investigations are summarized according to sample characteristics, independent and dependent variables, statistical or design controls, and findings. A synthesis of the results indicates that, with the influence of student preenrollment traits held constant, significant positive associations exist between extent and quality of student-faculty informal contact and students’ educational aspirations, their attitudes toward college, their academic achievement, intellectual and personal development, and their institutional persistence. Methodological problems and issues in the existing body of evidence are discussed, and directions for future research and suggested. A conceptual model to guide future inquiry in the area is offered and discussed briefly.

PASCARELLA, Ernest T. und CHAPMAN, David W.: „A Multiinstitutional, Path Analytic Validation of Tinto’s Model Of College Withdrawal“. In: American Educational Research Journal, 20. Jg., 1983, H. 1, S. 87-102. This study investigated the validity of Tinto’s model of college withdrawal in different types of institutions: 4-year residential institutions, 4-year commuter institutions, and 2-year commuter institutions. Analyses were conducted on a sample of 2,326 freshmen from 11 postsecondary institutions. The results generally supported the predictive validity of the model but suggested that interesting differences in the patterns of influence existed when the data were disaggregated by institutional type. The basic differences across type concerned the concepts of social and academic integration. Social integration played a stronger role in influencing persistence at 4-year, primarily residential institutions, while academic integration was more important at 2- and 4-year, primarily commuter institutions.

This study tests Tinto’s theoretical model of college withdrawal in a non-residential university setting and offers a reconceptualization of the model based on the results. Path analysis was used to test the predictive validity of the model on a sample of freshmen in a large, urban, commuter institution. The results afforded less support for the person-environment fit aspects of the model than have been found in residential settings. Similarly, the influence of such concepts in the model as social integration and institutional commitment was found to be different from theoretical expectations or previous research in residential institutions. The findings have implications for the efficacy of person-environment fit theory as it relates to the prediction of persistence/withdrawal behavior in non-residential postsecondary institutions. A reconceptualized model for explaining persistence/withdrawal decisions in commuter institutions is presented and discussed.


Multiple group discriminant analysis was employed to determine the utility of preenrollment traits and academic performance in identifying freshmen students who persisted, stopped out, or withdrew early from an urban, nonresidential university. An equation based on nine preenrollment variables significantly discriminated among the three groups and correctly identified 48.1% of an independent validation sample (p < .001 for the hypothesis that overall correct classification was a significant improvement on chance). The clearest separation based on preenrollment traits was between stopouts on the one hand and both persisters and withdrawals on the other. It was only after firstquarter academic performance was added to preenrollment traits that a sharp discrimination was found between persisters and early voluntary withdrawals.


Astin’s analyses are a major contribution to our understanding of how a student’s experience of diversity and multiculturalism can have important implications for how he or she is affected by college attendance. However, we are only now beginning to understand how specific programmatic or policy-relevant college experiences increase the value a student places on experiencing the different dimensions of diversity. The present study, parallel to Astin’s in many ways, sought to increase understanding in this area by means of a multi-institutional study of the influence of different college experiences on a student’s openness...
to diversity and challenge during the first year of college. The study had two specific purposes. First, it sought to determine how openness to diversity and challenge is influenced by four different sets of variables: Student background or precollege characteristics, environmental emphases of the institution attended, measures of students' academic experience, and measure of students' social/nonacademic involvement. Second, it sought to determine if the influences on openness to diversity and challenge differed in magnitude for men versus women and white versus nonwhite students.

Despite the above limitations, the findings of the study clearly suggest that social involvement during college has a significant, positive influence on the development of humanitarian and civic involvement values. As discussed above, this has both theoretical and policy implications. An important additional finding of the study, however, was the fact that the types of social involvement most salient in influencing value development differed by race and gender. This not only has policy implications in terms of the range of social involvement opportunities provided by an institution, but it also suggests that future research on college impact needs to be sensitive to the possibility that not all students will benefit equally from the same experience. Finally, the study underscores the importance of considering indirect as well as direct effects in assessing the impact of college on students. As indicated by the present findings, variables that fail to directly influence student development may nevertheless have an important indirect influence. Failure to consider these indirect effects may lead one to overlook important sources of impact in the process of student development.

This paper employs a theoretical model to explain the long-term persistence of students who began their postsecondary education in two-year institutions. The model was estimated on a national sample of 825 students who initially enrolled in 85 two-year institutions in the fall of 1971, and who were followed over a nine-year period. Although there were differences in the factors associated with persistence for men and women, the results tend to confirm the importance of person-environment fit as a salient influence on degree persistence and completion in postsecondary education. Measures of academic and social integration had the most consistent pattern of positive direct effects, and much of the influence of student precollege traits was indirect.
This study estimated the influence of college on student academic and social self-concept within the structure of a causal model. The sample was 4,597 students who enrolled in 379 four-year colleges and universities in 1971, and who were followed for 9 years. Separate estimations of the model were conducted for black and white men and women. The findings suggest that academic and social experiences during college have significant direct effects on self-concept development even when precollege traits, the characteristics of the institution attended, and post-collegiate experiences are taken into account. Apart from measures of 1971 self-concept, the major influence of both student precollege characteristics of the institution attended was mediated by the student’s collegiate and post-collegiate experiences. With a few exceptions, the factors influencing academic and social self-concept were quite similar for race and gender. What differences did exist, however, were found largely in those variables assessing the academic and social experience of college.

In a test of Tinto’s theoretical model of attrition, this study investigated the pattern of relationships between different types of student-faculty interaction beyond the classroom and college persistence during the freshman year. After controlling for student sex, academic aptitude and personality attributes, freshman persisters were found to have a significantly higher (p < .01) frequency of interactions along six dimensions than were voluntary leavers. Discriminant analysis indicated that student-faculty interactions focusing on discussion of intellectual or course related concerns contributed most to group discrimination.

This study investigated the main and interaction effects of student characteristics and measures of social and academic integration on voluntary freshman withdrawal decisions. After controlling for the influence of twelve student entering characteristics, thirteen measures of social and academic integration contributed significant $R^2$ increases in the explanation of voluntary withdrawal from college. The particular influence of specific measure of social and academic integration for both sexes, however, was dependent upon levels of student entering characteristics and levels of social and academic integration in other areas. The most consistent pattern of interaction effects concerned the influence of the frequency and quality of student-faculty relationships. Such relationships were most important in positively influencing the persistence of freshman with entering characteristics and levels of academic and social integration predictive of withdrawal.
The results generally support the predictive validity of the major dimensions of the Tinto model. Of notable interest, however, were the particularly strong contributions of student-faculty relationships, as measured by the interactions with faculty and the faculty concern for student development and teaching scales, to group discrimination. Persisters’ average scores on both scales were approximately one standard derivation higher than those students who dropped out voluntary at the end of their freshman year.

Path analysis was employed to test the validity of Tinto’s explanatory, theoretical model of student persistence/withdrawal behavior on a sample of 763 residential university freshmen. A reduced path model yielded results generally consistent with the model’s expectations. When the sample was disaggregated by sex, however, notable differences in the path model were indicated. For women, social integration had a somewhat stronger direct effect on voluntary freshmen year persistence/withdrawal decisions than academic integration, whereas the reverse was true for males. Additional analysis suggested significant compensatory interaction between social and academic integration and between institutional and goal commitment. In terms of the magnitude of its positive influence on persistence, academic integration was most important for students with low levels of social integration, and vice versa. A similar relationship existed for the goal commitment and institutional commitment interaction.

The warrant for this book, however, lies in more than the publication of the many hundreds of studies on the influence of college on students conducted since Feldman and Newcomb’s review. The impact of college on students as an area of inquiry has grown qualitatively as well as quantitatively since 1969, in both theory and method. Theories of student development and change have emerged in sometimes daunting number and variety. Multivariate statistical procedures, necessary for testing and extending these emergent theories, have become increasingly accessible to scholars (a development that has yielded mixed blessings). History-altering progress in both mainframe and microcomputing hardware and software has been the handmaiden of these advances, facilitating both the complex statistical analyses needed for testing complex theories and the analysis of large, nationally representative data bases. This happy, phenomenally productive conjunction of theory development, increased design and statistical sophistication, and data management capabilities has produced a research environment and resources that twenty years ago would have been well
beyond the reach of all but a handful of well-founded scholars. Today, they are within reach of virtually anyone with interest, talent, and modest support.

The purpose of the present study was an investigation of the hypothesized association between student-faculty informal interaction and academic achievement while controlling the influence of student pre-enrollment characteristics. As an extension of this hypothesis, it was expected that the frequency of students' informal, nonclassroom interaction with faculty would be significantly associated with differences between predicted and actual academic performance. It was generally hypothesized that the frequency of student informal nonclassroom interaction with faculty along six dimensions would account for a significant proportion of variance in the difference between predicted academic performance. It was further hypothesized, however, that not all types of interactions would contribute equally to the explanation of variance. Rather, it was expected that interactions focusing on intellectual or course related matters would make the greatest contribution to variance explanation. This expectation is based on the assumption that faculty members, as representatives and guardians of the academic culture and value system, would have the greatest nonclassroom influence on students' academic performance through contacts involving intellectual discussions. Less influence on academic performance, it is assumed, is to be expected from student-faculty contacts, which have as their primary purpose the maintenance of institutional functioning (e.g., academic advising and course selection), the resolution of personal problems (e.g., personal counseling), or informal socializing (e.g., „light“ conversation).

This study sought to test, within a theoretical causal model, the influence of an intensive two-day student orientation program on voluntary freshman year persistence/withdrawal decisions. Precollege student orientation was conceptualized as an experience that might function to positively influence anticipatory socialization. Thus, the primary hypothesis of the study was that students attending the two-day orientation would develop higher levels of initial social integration during college and subsequent commitment to the institution than students not attending orientation. Since these latter two variables were conceptualized by the model as directly influencing institutional persistence/withdrawal decisions, it was expected that they would transmit much of the total influence of orientation on persistence.

The results of the study tend to support the notion of an institutionally sponsored student orientation experience as a potential facilitator of successful anticipatory socialization by incoming freshmen. Statistically controlling for differences in student background characteristics and initial commitments (including level of student secondary school social integration and initial commitment to the institution), exposure to orientation had the third
largest total effect (0.123) on freshman year persistence of all fourteen variables operationalizing the constructs of Tinto’s model.


The purpose of this article was to present some of the leading assumptions and methodological principles of qualitative approaches to research as a preface to conducting and using research on college student behavior and development. This task is accomplished, first, by presenting and comparing some important philosophical and methodological differences between the qualitative and quantitative approaches. The differences between the two approaches to research are presented in terms of their ontological and epistemological assumptions, research goals, and methods of data collection and analysis. Next, ideas from phenomenology are used to argue that naturally occurring, organized occasions of social interaction are fruitful settings for the investigation of questions relevant to the behavior of college students. Last, two studies conducted in the qualitative mode, one using focused interview data and the other using ethnomethodological and conversational analytic methods, are briefly summarized.


This study investigated the process of withdrawal from four-year and two-year institutions of higher education. Data were drawn from the base year and the first and second follow-ups of the National Longitudinal Study of the high school class of 1972. Results indicate that (1) women students are more likely to withdraw only in two-year colleges; (2) white students are more likely than black students to withdraw when other variables are controlled; (3) high school program, college grades, and educational aspiration account for most variance of withdrawal behavior; and, (4) the receipt of financial aid is not significantly related to college persistence.


This study predicted that discrepancies between the student’s perception of himself and his college environment would be related to his tendency toward dropping out of college and his dissatisfaction with college. It was predicted that this relationship would hold more for dropping out for nonacademic than for academic reasons, and more for nonacademic dissatisfaction than for academic dissatisfaction. Fifty Princeton upperclassmen rated the concepts self, college, students, and ideal college. These concepts were part of the assessment of personality and environment test based on the semantic differential technique.
Discrepancies between self and college, self and students, and college and ideal college ratings were significantly related to reported probability of dropping out for nonacademic reasons and to nonacademic dissatisfaction with college. The data supported the above predictions. Attitude toward dropping out was also found to relate significantly to reported probability of dropping out. The significance of these findings for the study of student-college interaction and potential uses of the assessment of personality and environment test were discussed.

PETERS, Otto: „Anmerkungen zum Studienabbruch“. In: FRITSCH, Helmut (Hg.). Hagen: FernUniversität-Gesamthochschule, Zentrales Institut für Fernstudienforschung 1988 (ZIFF-Papiere; 73).


Dennoch haben sich nach nunmehr dreizehn Jahren kumulierte Abbruchquoten von beträchtlicher Höhe ergeben. Hält man die kumulierten Absolventenquoten dagegen, so erkennt man, daß insgesamt zu wenige der, die sich einmal in der Fernuniversität als Voll- oder Teilzeitstudenten eingeschrieben haben, ihr Ziel erreichen, wobei übrigens die Vollzeitstudenten erheblich erfolgreicher sind als die Teilzeitstudenten.


A freshman survey was designed to measure the noncognitive predictors of (a) academic difficulty or academic success after the freshman year, and (b) attrition or retention into the second year. To identify noncognitive predictors, the freshman survey was factor analyzed producing 16 factors, and a scoring method was developed to produce probation scores and attrition scores. The scoring method proved somewhat better in predicting academic performance and attrition/retention. Other noncognitive predictors, cognitive predictors, and demographic predictors were also used in the analyses.


Von der Debatte über die langen Studienzeiten und deren statistisch angemessene Berechnung verschiebt sich in jüngster Zeit die Fragestellung dahingehend, daß nicht mehr nur die strukturellen Faktoren, die zur Studienverlängerung führen sowie die individuellen Aspekte

Die Untersuchung wird sich daher zum einen auf jene Faktoren konzentrieren, die institutionell wie individuell (vor allem aus der Sicht von StudienberaterInnen und LangzeitstudentInnen) zur Verlängerung der Studienzeiten führen, zum anderen aber untersuchen, welche Lebensformen jene Studierenden entwickelt haben, die länger als der Durchschnitt studieren. Die Analyse von Lebensformen versprechen weit genauere Aussagen über das studentische Dasein der Gegenwart, als die offizielle Statistik erheben kann. Auch wenn solche Untersuchungen jeweils nur Momentaufnahmen sein können, bilden sich in ihnen doch Tendenzen ab, die auf längerfristige Wandlungen hindeuten.


Longitudinal data on 1,091 registered nurses in seven hospitals were used to estimate a causal model of turnover in organizations. Total effects on turnover were found to be the greatest for four determinants: Intent to stay, opportunity, general training, and job satisfaction. The relative importance of the determinants of turnover and the explanatory power of the model are presented and discussed.


Obwohl sich die Zahl der Einschreibungen im Fach Amerikanistik an der LMU bis zur Einführung eines Numerus Clausus im Jahr 1992 stetig erhöhte, wuchs die Zahl der Magisterabschlüsse und Promotionen nicht im selben Maße mit. Der starke Zulauf, dessen sich das Amerika-Institut stets zu Semesterbeginn erfreute, erfuhr über zahlreiche Studienabbrüche einen nicht unbedeutenden Abbau.

Die vorliegende Studie präsentiert die Ergebnisse eines Interviewprojekts, das zum Ziel hatte, die Beweggründe eines Teils der Studienabbrcher im Fach Amerikanistik zu erüren. Die Aussagen von 40 Testpersonen, die bezüglich ihrer Motivation zum Ausstieg aus dem Studiengang befragt wurden, zeigen neben Kritikpunkten am Lehrprogramm die starke Bedeutung von Zukunftsangst und individuell-persönlichen Beweggründen auf.

PYNE, Brian; PULLEN, Robert und PADGETT, John: „An Examination of Student Attrition at a Medium-Sized Southern University“. In: Psychological Reports, 78. Jg., 1996, S. 1035-1038.

Reasons given by 320 students for not returning in the 1994 fall quarter to a southern university were examined through analysis of school records, phone interviews, and mailed surveys. School records show that the demographic characteristics of students who left
university are similar to those of students who returned. Telephone interviews and mail surveys suggest that students left the university most often to be closer to home or to resolve family or personal problems. Implications and ways to retain students are proposed.

RAMIST, Leonard: „College Student Attrition and Retention“. New York 1981 (College Board Report No. 81-1).
This book reviews research as it relates to college student attrition and retention. Overall dropout rates and the reasons students give for dropping out are examined. Attempts are made to answer the series of questions: What difference does it make to go straight through college? Stopout? Dropout? Not go to college at all? Examined next are the demographic, academic, motivational, and personal characteristics of the students who are likely to drop out and how general college environmental factors are related to persistence. The concluding sections describe college programs that would upgrade the level of educational service, thereby encouraging students to stay.


Dann wirken auf den Studienverlauf zunächst jene Merkmale ein, die den Studenten bereits zu Beginn des Studiums kennzeichnen. Es sind dies soziodemographische Merkmale, Persönlichkeitsvariablen, intellektuelle Fähigkeiten und physische Gesundheit, dann seine frühere Ausbildung, seine Studienmotivation und seine Studienziele. Auf der anderen Seite stehen die Merkmale des Hochschulsystems, seine Struktur, Flexibilität, die Studienorganisation, die Prüfungsanforderungen, das Lehrgangebot. Zusammen mit den Randbedin-
gungen, unter denen sich das Studium vollzieht (z.B. die Wohnsaison, die finanzielle Lage), bestimmen diese Variablen gemeinsam die Interaktion des Studenten mit dem Hochschulsystem, seine Integration, seine Anpassung, seine Leistungsfähigkeit, sie können aber auch besondere Studienprobleme, Entfremdung hervorrufen. Je nach den systemangepaßten Leistungen des Studenten und seinen Entscheidungen wird das Studium ablaufen (z.B. Erfolge in Zwischenprüfungen, Studienunterbrechungen) und zu einem bestimmten Studienabschluß (oder Abbruch) und zur Berufseinmündung führen.

Women remain an underrepresented group in science and mathematics. This article examines factors related to persistence in science/mathematics of women science of mathematics majors. Cohort, major, number of undergraduate science courses, parental encouragement, and career advice from faculty were key factors associated with persistence in science/mathematics after college.

This longitudinal study examines patterns of change in life goal aspirations and educational expectations of 2,786 women and men graduating from a major research university between the years 1968 and 1979. To ascertain specific patterns of change, the relationships among each goal, sex and decade were explored using log-linear contingency table analysis. Findings indicate that life goal aspirations and educational expectations have changed over the decade of the 1970s. Women are now aspiring to combinations of family and career. Though men do show currents of interest in family, their movement away from career is concomitant with an increased involvement in leisure pursuits. These trends suggest a conflict between marriage/family and career goals for women and men.

Die vorliegenden Untersuchungsergebnisse zum Studienabbruch zeigen, daß die Studienabbruchquote trotz der drastischen Erhöhung der Studentenzahlen in den 70er Jahren nach den ausgewiesenen Ergebnissen nicht weiter zugenommen hat. Nach den neueren empirischen Untersuchungen liegt die Studienerfolgsquote sogar bei ± 90% und folglich die Studienabbruchquote bei ± 10%. In der öffentlichen Diskussion wird die Höhe der Studienabbruchquote vielfach überschätzt, da häufig auf alte Untersuchungsergebnisse zurückgegriffen oder nicht beachtet wird, daß ein Großteil der Studienabbrucher nach ihrer ersten Studienabbruchentscheidung erneut ein Studium wieder aufnimmt. Wesentlicher Grund für ein erneutes Studium ist dabei nach Aussage der „Abbrecher auf Zeit“ des Studienjahres
1979 der Wunsch, ihre Berufsausbildung durch ein Hochschulstudium abzuschließen. Ein Hochschulstudium ist aus der Sicht dieser Befragten von hoher Attraktivität.


Die Untersuchung basiert auf über 30 Experteninterviews, der Aufarbeitung einer Vielzahl offiziell zugänglicher und grauer Literatur sowie Sekundäranalytik verschiedener HIS-Befragungen und von Untersuchungen anderer Institutionen.


Swedish study assistance for students in higher education differs in some important ways from study assistance in most other western countries. Every student who meets certain financial requirements has a right to receive the aid irrespective of the economic status of his/her parents. A great deal of the total sum received is a loan which the student has to repay. Today the loan part amounts to 93%. In spite of being mainly a loan system, study assistance costs a lot of public money.
The main aims of this paper are to investigate the influence of social background, sex and intelligence on the utilisation of study assistance and to investigate the influence of all these variables on degree completion among students in higher education.

The groups studied are two nationally representative samples of individuals born in 1948 and in 1953 respectively.

According to the results, utilisation of study assistance is practically independent of social background and sex but there is a weak tendency for students of high ability to use the aid more often than students of low ability. As to the influence on degree completion study assistance is shown to be the most important variable of those mentioned above. Furthermore, it has had a considerable socially equalising effect on degree completion. However, during the period studied, the effect of the aid on degree competition has decreased among students in open admissions courses, but this seems mainly to be caused by a declining motivation among students to complete a degree and not by changes in study assistance.


This study investigated personality differences between students who withdrew from college within semester, students who persisted successfully through one year, students who persisted unsuccessfully through one year and students who persisted successfully but voluntarily did not return for the second year. Independent variables were Omnibus Personality Inventory factor scores and Rotter Incomplete Sentences scores. A multiple discriminant analysis revealed significant differences between these groups of students.


Students who enrolled as freshmen in the College of Letters and Science at the University of California, Berkeley, in the fall of 1966, were categorized as persisters (n = 1,852), voluntary withdrawals (n = 214), or failures (n = 258) based upon their first year cumulative grade-point average and whether or not they returned to the Berkeley campus in the fall of 1967. School and College Ability Tests (SCAT), the Omnibus Personality Inventory, and questionnaire data collected during the 1966 registration week indicated that, as compared to the persisting students, the voluntary withdrawals (both men and women) had higher
kung in den Techniken der Datenanalyse auf lineare, kompensatorische Modelle zustande-
kommt. Möglicherweise könnte die Vorhersage des Studienerfolgs wesentlich besser sein, wenn man solche Methoden benutzt, die nicht nur lineare, sondern auch partiell nichtlineare 
und völlig adimensionale, konfigurationale Effekte berücksichtigen. Hauptzweck dieser 
Studie ist deshalb der kritische Vergleich verschiedener linearer, partiell nichtlinearer und 
völlig adimensionaler, konfigurationaler Methoden der Datenanalyse in exemplarischer 
Anwendung auf einen vorliegenden Satz psychologischer Daten. Die Eignung der verschie-
denen Analysetechniken zur Transformation der in diesem Datensatz enthaltenen Struktu-
ren in eine für den Untersucher unmittelbar verständliche Form soll einer vergleichenden 
Evaluation unterzogen werden.

SCHMIDBAUER, Michael: Studienorientierung und Studienerfolg. Untersucht an 
Studenten der Volks- und Betriebswirtschaft der Universität München. München: 
Uni-Druck 1968.

Die vorliegende soziologische Studie sucht zu ergründen, welchen Einfluß bestimmte 
studienbezogene Werthaltungen und Zielsetzungen, die die Studenten im Verlauf des So-
zialisierungs- und Akkulturationsprozesses in den verschiedenen Gruppen unserer Gesell-
schaft internalisiert haben, auf ihren Studienerfolg ausüben. Es soll geprüft werden, ob die 
unterschiedliche Schichtzugehörigkeit der Studenten, d.h. der durch Geburt zugeschriebene 
soziale Status bzw. das damit verbundene Werte- und Normensystem und die hieraus resul-
tierenden differentiellen Orientierungen zu Universität und Studium, unabhängig von indi-
viduellen Fähigkeiten und Eignungen, manchen Studenten eine günstigere Ausgangspositi-
on für ein gutes Abschneiden im Examen sichern als anderen.

SCHNEEBERGER, Arthur: Studienerfolg und Studienabbruch in wirtschaftsnahen 
Studienrichtungen. Maschinenbau-Elektrotechnik-Betriebswirtschaft-Handels-
wissenschaften. Wien: Institut für Bildungsforschung der Wirtschaft 1991 (ibw-
Schriftenreihe; 85).

Die vorliegende Untersuchung, die im Auftrag des Bundesministeriums für Wissenschaft 
und Forschung durchgeführt wurde, bezieht sich auf ausgewählte wirtschaftsnahe Studien-
richtungen: Maschinenbau und Elektrotechnik sowie Betriebswirtschaft und Handelswiss-
schaft. Befragt wurden Studienanfängerjahrgänge Ende der siebziger bis Anfang der 
achtziger Jahre. Die empirische Basis der Untersuchung sind insgesamt etwa 4.650 aus-
wertbare Fragebögen. Rund 1.050 entfallen hiervon auf die ingenieurwissenschaftlichen 
Studienrichtungen, exakt 3.600 auf die kaufmännischen Studien. Neben der ibw-Erhebung 
wurde zur empirischen Validierung der Erhebung sowie zur Vertiefung einiger Fragestel-
lungen die amtliche Hochschulstatistik herangezogen.
conclusion of a study undertaken of 9,800 persons born in 1956. Those programmes of study leading to specific careers have higher success rates than those for which professional opportunities are less precise, like programmes in musicology and in art history. The statistics accumulated on the one-third who have not graduated indicate among other things that very few (3%) can be qualified as perpetual students. Some have prolonged their studies by taking interdisciplinary courses or by changing study subjects or universities. Others are still enrolled because they began their university studies having worked several years after their high school graduation. Many of the students in these categories will eventually graduate. Of the actual drop-outs, few are outright failures. Some have simply continued their studies outside Switzerland; others have entered employment, having acquired the necessary practical knowledge-specialists in computer science, for instance. A few will reenroll and graduate. Some students leave because of personal or financial crises. Finally, however, one cannot deny that the process of selection continues throughout the whole period of one's formal education, including university studies.

As the proportion of students entering higher education rises, difficulties caused by inadequate preparation also increase. An ongoing study is developing a computer-based system to identify students whose study skills and strategies appear to be ineffective, which will also provide advice to students that is to some extent targeted to their individual needs. This paper concentrates on the first stages of this project which have involved developing an appropriate questionnaire and inventory, and ensuring that the inventory is technically sound. This instrument is a revised version of the Approaches to Studying Inventory, designed to identify students with weak study strategies. The main part of the project has involved developing a computer-based package to support both staff and students in improving study skills. It allows students to complete the inventory interactively on computer, and staff to collect data from a whole class and so identify students who seem to need help with their study skills or strategies. The paper concludes with a discussion of the rationale underlying the form in which advice is being provided to students, and a brief description of the ways in which that advice is being structured and presented to students within a HyperCard system.

This paper describes the results of a replication of a study testing the predictive validity of a 34-item instrument designed to assess the fundamental constructs of Tinto’s model of college student attrition. A design, variables, and analytical procedures virtually identical to those of the original study (done at a large independent university) were used, and this research was conducted at a large public university. The five-factor structure, found in the original study to underlie the 34 items, was replicated almost exactly. As in the earlier work, the institutional and goal commitment scale was a significant predictor of attendance behavior even after controlling for a variety of students’ precollege characteristics. Poten-
tial institutional differences in faculty members' influence on retention were identified. A cross-validation classification procedure suggests the five factors are reasonably stable predictors of attrition.

TERENZINI, Patrick T. und PASCARELLA, Ernest T.: „Voluntary Freshman Attrition and Patterns of Social and Academic Integration in a University: A Test of a Conceptual Model“. In: Research in Higher Education, 6. Jg., 1977, S. 25-43. This study assessed the validity of Tinto’s theory of student attrition, which asserts that withdrawal relates most directly to students’ integration in the social and academic systems of an institution. The study also examined the relative importance of these two dimensions. Multivariate analyses of variance indicated that both social and academic integration were significantly and independently related to voluntary freshman attrition. Discriminant analysis suggested, when the two variable sets were combined, that the joint contributions of the two sets were approximately equal, tending to support Tinto’s assertion of the concomitant importance of these two constructs. The findings also suggest that informal interaction with faculty may play a more important role than presently specified by the model in the socialization of students, contributing to their integration into both the academic and social systems of the institution. The results also indicate that sizeable reductions in attrition may be possible only through actions which touch both the social and academic dimensions of the institutional environment.

TERENZINI, Patrick T. und PASCARELLA, Ernest T.: „The Relation of Students’ Precollege Characteristics and Freshman Year Experience to Voluntary Attrition“. In: Research in Higher Education, 9. Jg., 1978, S. 347-366. This study assessed the relative influence on attrition of students’ precollege characteristics, their experiences and perceptions of the freshman year, and the interactions of sex, major, and racial or ethnic origin with those experiences and perceptions. A series of stepwise multiple regression analyses indicated that precollege traits are not significantly related to attrition, that integration in the academic system of the institution may be more important than involvement in the social system, and the certain interactions between precollege traits and freshman year experiences and perceptions may be the most important. The findings suggest that attrition reduction efforts may need to be focused on what happens to students after they arrive on campus, on academic areas, and perhaps on the development of selective plans designed for different kinds of students.

TERENZINI, Patrick T. und PASCARELLA, Ernest T.: „Toward the Validation of Tinto’s Model of College Student Attrition: A Review of Recent Studies“. In: Research in Higher Education, 12. Jg., 1980, H. 3, S. 271-282. This paper describes the salient findings of six studies undertaken to assess the construct validity of Tinto’s model of college student attrition. The studies are based on three independent data collections over a three-year period and indicate that students' informal contacts with faculty members are consistently related to subsequent persistence/withdrawal
decisions. Background characteristics appear not to be reliably related to attrition by themselves, but they are significantly involved in the ways they interact with the college experiences. The findings suggest that Tinto’s model is a conceptually useful framework for thinking about student attrition - whether by researchers for purpose of future study, or by administrators for practical action.


This study sought answers to three questions: (1) Do the precollege characteristics of first-generation students differ from those of traditional students? (2) Do first-generation students’ college experiences differ from those of other students? (3) What are the educational consequences of any differences on first-year gains in students’ reading, math, and critical thinking abilities? Answers come from 2,685 students (825 first-generation and 1,860 traditional students) who entered 23 diverse institutions nationwide in Fall 1992 and who completed one year of study. First-generation students differ from their traditional peers in both entering characteristics and college experiences. Although traditional students make greater net gains in reading during their first year, the two groups gain to about the same degree in math and critical thinking skills. Those gains, however, appear to result from somewhat different experiences.


This study modeled the sources of influence on students’ reported academic development over a four-year period, focusing on institutionally controllable influences on student growth and assessing how those influences vary from one year to another. A LISREL analysis indicated that students’ academic integration level in each of the four years had a direct effect on reported academic skill development in that year and an indirect effect on reported growth in succeeding years. Social integration was influential in students’ reported academic growth only (but prominently) in the junior and senior years. The nature and strength of the influences varied over time, however, with academic and social integration appearing to reverse their positions in relative importance over the period.


The purpose of this study is to model the variables that affect the decision to matriculate at a public or private institution of higher education. There are two unique aspects of this study. First, only those students who applied and were accepted by at least one public and one private institution will be considered. Second, the study will assess the impact of finan-
cial aid variables on the matriculation decision. Despite the obvious public policy implications of such information, no research has adequately addressed the impact of student financial aid on the matriculation decision.


In this article I take issues with Tinto’s widely accepted theoretical model that views college participation as if it were a „rite of passage“ where academic and social integration is essential for student persistence. First, I argue that Tinto has misinterpreted the anthropological notions of ritual, and in doing so he has created a theoretical construct with practical implications that hold potentially harmful consequences for racial and ethnic minorities. I critique the epistemological argument Tinto has articulated - that of social integration - from a cultural perspective informed by critical theory. That is, I take a social constructionist view of reality and I operate from the perspective that the purpose of our theoretical models is not merely to describe the world, but to change it.

I then highlight the practical or „real world“ implications of a social integrationist stance by deconstructing the discourse of two college administrators who were part of a two year investigation pertaining to the college-going patterns of American Indian college students. The administrators describe how they perceived Native American students’ attendance at their institutions. The assumption here is that the ideas and discourse that speakers utilize influence the actions that occur on their campuses. And in large part, those actions and policies have been ineffectual in stemming the tide of minority student departure in general, and native American leave-taking, in particular. I conclude by suggesting that rather than think about student participation from a social integrationist perspective, an alternative model is to conceive of universities as multicultural entities where difference is highlighted and celebrated.


This paper attempts to formulate a theoretical model that explains the processes of interaction between the individual and the institution that lead differing individuals to drop out from institutions of higher education, and that also distinguishes between those processes that result in definably different forms of dropout behavior. With this institutionally-oriented model as referent, recent research in the field is reviewed and synthesized to gain new insights into the social process of dropout from higher education. Finally, the areas that require further attention in future research on dropout are pinpointed.


The field of student attrition has grown tremendously over the past two decades. The demographic characteristics of the population have induced us to consider how our institu-
tions can more effectively serve their students and hopefully retain more of them until degree completion. As a result, studies of dropout and policy-oriented workshops concerned with prevention of attrition have become commonplace.

But as researchers and planners rush into the fray armed with increasingly more sophisticated tools for the study and treatment of student attrition, we should pause to consider the limits on our ability to understand and treat it. We should give thought to just how far and in what directions we should stretch our existing models of dropout. Despite recent progress, there remain a number of important areas of inquiry that have yet to be adequately explored in our attempts to understand the complex character of student disengagement. So too in the realm of action, it would be wise for us to examine the forces that constrain the development and implementation of policies designed to improve retention. We must ask how far we should go in seeking to reduce attrition. The question must be posed as to the types of policies that should be implement to reduce dropout among given types of students in the general student population. There are a variety of dropout behaviors in higher education, not all which equally merit our attention.

One way of distinguishing theories of student departure from one another is by the emphasis they give to different individual and environmental forces in the shaping of student behavior. Roughly speaking, it is possible to categorize past theories as falling into one of five types of theory, each with its own particular focus and level of analysis. These can be described by the terms psychological, societal, economic, organizational, and interactional.

The first, psychological, is the category of theory that, as the name implies, emphasizes the role of individual psychological attributes in the departure process. The second, third, and fourth are theories that emphasize in different ways the impact of environmental forces on student behavior. Organizational theories stress the influence of immediate organizational characteristics on student behavior, whereas societal and economic theories look toward broader social and economic attributes and the impact that external social and economic forces have on the process of student departure. The last category, interactional, is the form of theory that sees student behavior as being influenced both by individual attributes and by environmental forces, especially those within the immediate setting of the institution in which students find themselves.

To answer those questions, this book focuses on two distinct but related goals. First, it attempts to give order to the extensive body of research on student departure by proposing a theory of departure from institutions of higher education which focuses on the role institutions play in influencing the social and intellectual development of their students. Drawn from studies of suicide and of rites of passage to community membership, that theory will provide a view of student leaving and institutional action which stresses both the limits of
institutional action and the unique responsibility institutions share in the education of their students.

Second, the book intends to show what can be done to increase student retention in higher education. But rather than offer a specific solution to that problem - that is, a series of discrete steps which will lead to increased retention - it proposes a course of action, a way of thinking about student dropout, that can be employed in a variety of settings to confront the phenomenon of student departure. In this respect, the work represents an extended discourse on the character of problem solving in higher education as it pertains to the problem of student dropout. It will focus on the logical procedures educators should employ, what they should know about, and the considerations they should take into account as they go about the task of formulating specific actions to retain more of their students to degree completion.

The primary intent of the present discussion is not so much to construct a new theory of student departure as it is to extend the current debate over its longitudinal character. Rather than contradict existing theories of student departure, the contention is made that the perspective described here adds a new dimension to our understanding of the departure process - one that highlights the varying difficulties individuals face over time in attempting to persist in college. It is also hoped that the ensuing debate will generate new research on a dimension of the process of student departure that has heretofore been largely ignored.

Though retention programs on different campuses vary in their structure and in the specific sorts of actions they take of behalf on students, successful programs are invariably similar in a number of important ways. These have to do with the way they think about retention, the sorts of emphasis they give their retention efforts, and the ends to which they direct their energies. Understanding these commonalities, or what is referred to here as the principles of effective retention, holds the key to successful retention programming, for they direct our attention away from the merely technical issue of what sorts of programs can retain students to the more fundamental issues of how and why those programs have been successful in doing so.

Interest in the issue of student success, in particular student retention, has not waned. If anything it has grown over the years. So much so that we have witnessed the growth of a new industry of retention firms, consultants, and retention-related products that offer the
promise of a quick-fix to the „retention problem“. Though there is no doubt some value to the work of these firms, the root of institutional success does not lie in their employment. Nor does it lie, as so many faculty believe, in retention programs per se or even in the dedicated staff that support those programs. Though their work is invaluable to those programs, their effort alone does not account for institutional success. Instead it resides in the work of the faculty and in the institution’s capacity to construct educational communities that actively engage students in learning. It lies not in the retention of students but in their education.

Successful education, not retention, is the secret of successful retention programs. It is for this reason that I will argue that the success of institutional retention efforts ultimately resides in the institution’s capacity to engage faculty and administrators across the campus in a collaborative effort to construct educational settings, classrooms and otherwise, that actively engage students, all students not just some, in learning.

To make clear why this is the case, we must first review what we have learned about the sources of student attrition and speak, in turn, to the importance of institutional assessment in the construction of effective retention programs.

College students changing their declared major were asked to specify what job or career they were „headed for“ in both their old major and in their new major choice. Consistent with vocational development theory, a significant number was able to be more specific about probable career choice within the newly chosen major than within previous major choice. Seemingly contrary to theory, however, the proportion of students able to be specific in job choices declined significantly across the college class years. This downward trend held for the degree of specificity in probable job choice in both the previous and the newly selected major. The results are interpreted as a paradoxical example of both continuity and discontinuity in the development of career choice among college students. The general implications for vocational theory and for career guidance during the college years are stated.

The structural relation of the seven noncognitive dimensions proposed by S edlacek and Brooks in 1976 and traditional definitions of academic ability, as indicated by Scholastic Aptitude Test (SAT) scores, to first semester grade-point average (GPA) and persistence after three and five semesters was examined in this study. Random samples of entrants at one predominantly white state university were administered the Non-cognitive Questionnaire (NCQ) during summer orientation in 1979 and 1980. The NCQ results and the SAT scores were used to derive structural models (using LISREL) or early academic success for both black and white students. The structural models for the black and white students
were found to be very different. For black students, traditional academic ability was related to first semester GPA, but neither GPA nor academic ability was related to persistence. Only the noncognitive dimensions were predictive of black student persistence. For white students, academic ability was the best predictor of first semester grades, and these grades were the major predictor of subsequent persistence. The noncognitive dimensions were not important in white student academic success, whereas they were crucial in black student academic success.

Die vorliegende Arbeit stellt erstmals in deutscher Sprache eine Übersicht wissenschaftlicher Untersuchungen zum Problem der Studienprognose zusammen und legt in sorgfältigen Analysen den Grund weiterer empirischer Untersuchungen, mit denen die Studienstiftung einen Beitrag zur Verbesserung der Studien- und Hochschulzugangsbedingungen in der Bundesrepublik zu leisten versucht.

TROTTIER, Claude; CLOUTIER, Renée und LAFORCE, Louise: „Vocational Integration of University Graduates. Typology and Multivariate Analysis“ In: International Sociology, 11. Jg., 1996, H. 1, S. 91-108. This paper deals with the professional integration of university graduates (bachelor’s degree level). The objectives are (a) to delimit the notion of vocational integration; (b) to build a typology of the vocational integration focusing on the process of stabilization in the job market rather than on the correspondence between education and employment; and (c) to measure the influence of the field of studies and of two sociodemographic characteristics (gender and social origin) on the level of vocational integration of graduates, using a logistic-regression analysis. The analysis is based on a data bank on the educational paths and the entry in the labour market of graduates 3 years after graduation in 1986. It was found that the gender, social origin and field of studies at the Bachelor’s degree level are all factors that have a direct impact on the level of vocational integration.

TUKEY, David D.: „Models for Student Retention and Migration“ In: Journal of The Freshman Year Experience, 3. Jg., 1991, H. 2, S. 61-74. This paper examines three models that can be used to calculate retention rates and predict enrollments. Compared to both the Cohort Ratio Model and the Longitudinal Persistence Model, the Markov Process Model is more encompassing and has a wider range of applicability. In addition to predicting enrollments, it can be used to track student migration to and from majors and in and out of academic difficulty.

Unsere Methode ist einfach anzuwenden, aber leider insofern begrenzt, da sie Abbruch, Schwund, Weg- und Zuzug in einen Topf wirft. Der Zuzug ließe sich durch eine entsprechende Auswertung der vorhandenen Daten noch selektieren. Doch was aus den scheidenden Studierenden wird, das weiß niemand. Nur eine bundesweit einheitliche Matrikelnummer könnte - soweit ich sehe - das Problem lösen. Bei dieser Sachlage erlaubt die Methode immerhin eine pragmatische Annäherung, die ein ausreichend klares Bild gibt, auf jeden Fall ein recht genaues Bild der Schwundquote, von der der Abbruch einen wesentlichen Teil ausmacht.


A cross-cultural investigation of the doubts of male and female students in technology about their academic programs was conducted. Data were gathered from 477 students of two universities, one in Hungary and the other in Netherlands. An exploratory model was developed, based on concepts from Eccles’s model of educational choice and Tinto’s model of educational dropout. The expectation that female students and Hungarian students have more doubts, because of differences in reasons for doubt, was confirmed. Incongruency of study program and personal interests appeared to be a more important reason for doubt for Hungarian students than for Dutch students. Female students mentioned difficulty of study as a more important reason for doubt than male students did.


Die wesentlichen Fragen dieser Untersuchung lauten: Welche biographischen Zusammenhänge führen zu welchen Handlungsispositionen im Studium? Welche Handlungsmöglichkeiten und Selbstdeutungen stehen den Studenten unter diesen Voraussetzungen offen; und was zeigt sich daran über sie früher, jetzt, in Zukunft? Wo entsprechen die Studienstrategien bzw. Handlungsispositionen der Studenten dem Selbstverständnis der Universität? Wo ergeben sich Differenzen? Was kann die Universität somit den Studenten geben? Diese biographische Perspektive, die sich in anderen Forschungsfeldern großer Aktualität erfreut, soll hier also auf Studenten bezogen werden.


Diese Überlegungen zu einer empirischen Studie über Studentinnen und Studenten der Ingenieurwissenschaften, Elektrotechnik und Maschinenbau, sollen zur Ermittlung von
biographischen Bedingungen für Handlungsdispositionen beitragen, die zu Fachenge-
ment und Erfolg bei Studienleistungen führen - mit möglichen Auswirkungen auf die Zu-
kunft. Diese Handlungsdispositionen im zwischenmenschlichen und Leistungsbereich sind
aktuell auf die Ausbildung sowie lebenslang auf Familie und Beruf bezogen. Dabei ergeben
sich Unterschiede wie Gemeinsamkeiten im Studium auf dem Hintergrund geschlechtsspe-
zifischer Entwicklungen. In sozialisationstheoretischer Sicht geht es um geschlechtsspezi-
sche Identitätsentwicklungen durch Interaktionen - als Entwicklung von Handlungsdisposi-
tionen -, methodisch um die Analyse von Fällen und Fallgruppen. Nach einer Literaturna-
lyse wird das eigene Vorgehen auch an zwei Beispielen vorläufig demonstriert.

VOORHEES, Richard A.: „Student Finances and Campus-Based Financial Aid: A
Structural Model Analysis of the Persistence of High Need Freshmen“. In: Re-
LISREL, a more versatile technique than traditional path analysis, was employed to account
for 42% of the variance in the persistence of 343 new freshman financial aid recipients at a
major urban university. Unlike recent persistence models, the specific model developed
here highlights the impact of student finances - in particular, the amount of assistance from
the programs of federal campus-based aid - on the persistence of freshman with high finan-
cial need. The results indicate that financial need, student residency status, and noncampus-
based loans and grants have direct effects of new freshman persistence regardless of the
type or amount of campus-based aid awarded. The direct effect of each federal campus-
based program on persistence was significant and positive. Implications for administrators
and persistence researchers are discussed.

VOORHEES, Richard A.: „Toward Building Models of Community College Per-
sistence: A Logit Analysis“. In: Research in Higher Education, 26. Jg., 1987, H. 2,
S. 115-129.
Logit modeling was developed to explore the persistence of community college students.
Independent variables included student demographic characteristics, purpose for enrolling,
intention to return, frequency of informal interaction with faculty, and satisfaction with the
college. Four separate models posited in this study indicate that persistence was a function
of sex, purpose for enrolling, and intention to return. A posited model of academic integra-
tion indicated that measures of academic integration, including grade point average, number
of hours spent studying each week, and frequency of informal interaction with faculty were
independent of persistence. A synopsis of the connections between the findings reported
here and conceptual models of persistence focusing on four-year colleges and universities is
presented.

WATKINS, D.: „Faculty and Student Interaction“. In: The Encyclopedia of
College faculty and students have many opportunities for contact inside and outside the
classroom. The focus of this article will be on the determinants and consequences of the
interactions which occur away from the formal classroom. The nature of these contacts may still be formal and can range from the academic (course advising during enrollment procedures) to the social (official faculty-student parties). Many will be on a much more informal basis, however. These might include discussing controversial political issues with students over a cup of coffee or the results of a football match at a private student party. The interaction which occurs between graduate students and their thesis supervisors is beyond the scope of this article.


Das Ziel der hier vorgestellten Untersuchung war die Suche nach Kriterien, an denen sich Handeln konsistent, regelmäßig und typisch ausrichten kann, in diesem Fall das von Studierenden mit Studienschwägerungen bis hin zum Studienabbruch. Die bestehende Struktur der Hochschule leistet diesen Anspruch augenscheinlich nicht, erfolgloses Handeln wird dadurch gefördert. Finanzielle Hilfen und strukturelle Änderungen können wichtige Orientierungsfunktionen übernehmen und zu einem erfolgreichen Studium beitragen.


Die folgende Untersuchung versteht sich als Beitrag zur soziologischen Aufarbeitung des „Ursachenbündels“ und damit zur qualitativen Bereicherung der zum Teil einseitigen und polemischen Debatte um „Langzeitstudium“ und Studiengebühren“.


Für eine Analyse der Studiendauer müssen zunächst folgende übergeordnete Themenkomplexe ursächlich beachtet und aufgeschlüsselt werden:

1. Hochschulexterne (insbesondere sozioökonomische) Merkmale wie Studienfinanzierung, Wohnsituation, Verkehrsmittel, Beratung vor dem Studium, Berufsaussichten etc.
3. Individuelle Determinanten wie Leistungsdruck und Überlastung durch das Studium, informelle Kontakte, Sozialisationsprozesse, Motivationsprobleme, Unübersichtlichkeit des Studiums und Orientierungsprobleme, Prüfungsangst, Beziehungsprobleme, Arbeitsschwierigkeiten, psychische Probleme, familiäre Anforderungen etc.

Vor dem Hintergrund dieser Überlegungen wurde der für die Erhebung vorgesehene Fragebogen konstruiert, wobei wir uns am Studienverlauf des Instituts für Soziologie der
Universität Heidelberg orientierten. Es wurden spezielle Fragen zum Grundstudium, zum Hauptstudium und zur Magisterarbeit gestellt.


The present study involved a comparison among a variety of measures in predicting first-year grade-point average (GPA) in graduate school in Psychology at the University of Illinois. The predictors included standard ability measures such as the graduate record examination, biographical characteristics, peer ratings on intellective and personological variables, and scales from the opinion, Attitude, and Interest Survey. The samples involved forty-six psychology first-year students at the University of Illinois in 1965 and fifty-eight students in 1966. Results indicated that among all predictors only the peer ratings demonstrated predictive validity of first-year grades.

Financial aid has a positive effect on student retention in a variety of college settings. Several different forms and combinations of aid have been shown to enhance persistence, although the evidence of loans alone has been mixed. Aid needs to be studied in combination with other factors known to influence retention.
Evaluation of the impact of financial aid on recruitment or retention requires careful specification of institutional goals and, in some cases, of the relative priority of quality, quantity, diversity, and cost. It also requires a rich set of historical data on yield and retention of previous student cohorts. New statistical techniques, notably path analysis and
LISREL, offer promise in sorted out the linkages among the many variables involved in student enrollment behavior.

Institutional self-interest and national trends point to the critical need for more careful study of the impact of financial aid on recruitment and retention. The need exists and the tools exist. The rest is up to us.

Educational researchers studying student dropout and teacher attrition typically ask whether specific events occur by particular points in time. In this article, we argue that a more powerful and informative way of framing such questions is to ask when the transitions occur. We believe that researchers avoid asking questions about time-to-event („When?“) because of methodological difficulties introduced when members of the sample do not experience the target events during the data collection period. These people - the students who do not graduate or drop out, the teachers who do not quit - possess censored event times. Until recently, statistical techniques available for analyzing censored data were in their infancy. In this article, we show how the methods of survival analysis (also known as event history analysis) lend themselves naturally to the study of the timing of educational events. Drawing examples from the literature on teacher attrition and student dropout and graduation, we introduce a panoply of survival methods useful for describing the timing of educational transitions and for building statistical models of the risk of event occurrence over time. We hope that this nontechnical introduction to survival methods will help educational researchers articulate and explore important substantive questions that they have raised but have yet to answer.

This longitudinal study examined a cohort group of 3,159 students’ community college attendance patterns over a five-year period. The cohort was a group of students enrolled in credit courses for the first time in a public two-year community college. The analysis revealed that approximately 30% of the students attended one semester, 50% attended intermittently and 13% obtained credentials. Analysis of demographic variables between the groups did not reveal significant differences. Limitations in the research and implications for practice are discussed.

When a more stringent definition of dropout is used, results from testing the Tinto model of the dropout decision vary from conventional findings.
In this article, the authors attempt to answer two questions about the gender distribution of college curricula: (1) To what extent do aggregate mathematics-achievement level, income potential, and aggregate high school aspirations account for the gender segregation of bachelor’s degrees? And (2) How did gender segregation change between 1973 and 1983? They find that the mathematics-achievement level and income potential of college curricula exert a powerful influence on gender segregation of bachelor’s degrees, but that practically all the influences work through gender-differentiated aspirations in high school. Furthermore, despite evidence of much change over the decade, the nature of the change is symptomatic of deep structural problems underlying continued gender segregation. Women have been successful, to some extent, in moving to curricula with a higher income potential, but men have increased their domination of mathematics-intensive fields. Before much more parity can occur, the social and psychological barriers to women’s mathematics achievement must be addressed.

This paper argues that the sex composition of college curricula is the major source of sex inequality in higher education today. Census data are analyzed to demonstrate that while women are obtaining an ever growing proportion of college degrees, fields of speciality are still segregated to an important extent. A model of prejudice and discrimination is constructed and analyzed as a possible explanation of the sex composition of college curricula. College curricula are ranked according to their potential for yielding high levels of income, power, and prestige in the occupational structure. The impact of discrimination in higher education is assessed by examining the extent to which the income, power, and prestige potential of college curricula can explain (a) the sex composition of those curricula, and (b) the female/male attrition rates in those curricula. Results show that men are disproportionately represented in curricula ranked high on the three stratification dimensions, and that those curricula have the highest amounts of prejudicial attitudes against women. Implications are drawn for status attainment research, and the direction of policy development is discussed.

Der Zweck der vorliegenden Untersuchung ist die Erklärung und Prognose der Studienabbruchneigung von Studenten an den Hochschulen der Bundeswehr, mit dem Ziel, Hinweise für mögliche Maßnahmen zur Vermeidung solcher Studienabbruch-Entscheidungen zu gewinnen, die nicht auf akademischen (zwangsläufigen) Dropout zurückzuführen sind, sondern andere Ursachen haben. Hierzu wird - in einem ersten Schritt - eine pfadanalyti-

Das Tinto-Modell zum Studienabbruch wird von den Autoren als adäquat für den Beginn ihrer Untersuchungen zur Studienabbruchneigung angesehen, weil die Hochschulen der Bundeswehr als Campus-Hochschulen Merkmale aufweisen, die denen an Colleges und Universitäten in den USA nicht unähnlich sind. Das Modell von Tinto ist für sie auch deshalb relevant, weil an den Hochschulen der Bundeswehr die Verpflichtungen (Zielverpflichtung, institutionelle Verpflichtung) eine besondere Rolle spielen.


Die pfadanalytische Überprüfung des Modells erfolgt mit Hilfe eines neuen Verfahrens (LVPLS), das in seinen Voraussetzungen zwar nicht so restriktiv ist wie das bekannte LISREL-Verfahren, die Modellüberprüfung selbst jedoch rigoros vornimmt.

Es kann gezeigt werden, daß das Schema von Tinto einen nützlichen Rahmen für die Entwicklung von Modellen zur Studienzufriedenheit und zum Studienabbruch darstellt. Dieser Rahmen muß allerdings spezifiziert werden, um daraus überprüfbare Modelle zu entwickeln.

YORKE, Mantz: Non-Completion of Full-Time and Sandwich Students in English Higher Education: Costs to the Public Purse, and Some Implications. o.O. 1997 (unveröff. Ms.).

The costs to the public purse of the non-completion of full-time and sandwich students’ programmes of study was calculated to be of the order of £ 91.5 million for the academic year 1994-95. The influences on non-completion arise at three levels: those of the educational system, the institutions, and the students themselves. The reduction of the costs of non-completion are of considerable importance to a higher education system that is under continuing financial constraint, and the article concludes by pointing to some areas in which savings may be possible.
The present study investigates differences in ability, personality characteristics, and social status between students who graduated within five years of matriculation and those who discontinued their studies at the relatively new commuter campus of the University of Illinois at Chicago Circle during this period.

Die Brisanz der Suche nach geeigneten Maßnahmen zur Reduzierung von Drop-Outs wird aus Sicht der Hochschulen v.a. dann erheblich steigen, wenn formelgebundene und dabei absolventenbezogene Elemente in die staatliche Hochschulfinanzierung eingeführt werden. Spätestens dann resultieren massive finanzielle Anreize, sich um die Vermeidung von Drop-Outs zu bemühen und autonom entsprechende Maßnahmen zu erproben und einzuführen. Eine Entwicklung hin zu solchen formelgebundenen Finanzzuweisungen ist in zahlreichen Bundesländern bereits abzusehen. Die Hochschulen sollten daher eine Chance darin sehen, sich bereits heute um das Problem des Studienabbruchs zu kümmern und sich dadurch einen Wettbewerbsvorsprung für die Zukunft zu sichern.

Schlagwortregister


Bei nicht empirischen Arbeiten, wie Literatur- bzw. Forschungsüberblicken, theoretischen und methodischen Diskussionen u.a., wurde jeweils nur der Gegenstand, das Land und die Art der Studie verschlagwortet (vgl. auch Abschnitt 2.2, S. 34ff.).

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Der Beitrag beruht auf einer schriftlichen Befragung von 3.600 ehemaligen Studienanfängern der Betriebswirtschaft bzw. der Handelswissenschaft. Im Zentrum stehen die Einflüsse der Berufstätigkeit während der Studienzeit einerseits, der Betreuung bzw. der Betreuungsmöglichkeiten der Studierenden durch Hochschullehrer an verschiedenen Universitäten andererseits.

Ergebnisse: 47% der Studierenden einschlägiger Fächer sind in der Studienzeit kontinuierlich berufstätig. Berufstätigkeit reduziert die Abschlußquote von 76% (Vollzeitstudenten) auf 54% (Teilzeiterwerbstätige) bzw. 40% (studierende Vollzeiterwerbstätige). Je günstiger die Relation „Hochschullehrer je Student“, desto seltener werden fachlich-kognitive Schwierigkeiten zur Ursache negativer Studienverläufe (Abschlußverzögerung, Abbruch des Studiums).


Hauptanliegen der Sozialerhebung ist es, das soziale Umfeld der deutschen Studierenden systematisch zu erfassen. Im Mittelpunkt der Betrachtung stehen die Themen finanzielle Lage der Studierenden, Ausmaß der Studienförderung und Bildungsbeteiligung.

Diese Kernthemen verbindet eine grundlegende Frage: Sind die materiellen Grundlagen und Förderungen für Studierwillige und Studierende so geschaffen, daß sich jeder entspre-
chend seiner individuellen Fähigkeiten und unabhängig von den finanziellen Möglichkeiten des Elternhauses qualifizieren kann? Daneben richtet sich der Blick aber auch auf Studienverlauf, Studienfolger und die Wechselbeziehung zwischen Studienfinanzierung und Studiengestaltung.


Das hier skizzierte Forschungsprojekt „Studienabbruchverhalten von Frauen und Männern an der Freien Universität Berlin“ hatte sich ausdrücklich nicht zum Ziel gesetzt, die ganze Bandbreite der möglichen Abbruch motive erneut, diesmal für die Freie Universität, zu untersuchen. Zum einen wäre eine solche Untersuchung, bedingt durch den engen Zeitrahmen von nur fünf Monaten und einen eher bescheidenen Sachmitteletat, kaum durchführbar gewesen; zum anderen hätten sich vermutlich die bereits vorliegenden Ergebnisse auch für die Freie Universität Berlin bestätigt, ohne damit neue Erkenntnisse zu erbringen.

Die hier vorliegende Studie beschränkt sich daher bei der Untersuchung der Abbruch motive auf im weiteren Sinne universitätsbezogene Abbruchgründe, also Motive, auf die die Universität Einfluß nehmen könnte. Durch diese Fokussierung lassen sich für die Universität und die einzelnen Fachbereiche zumindest indikativ Hinweise ableiten, was getan werden könnte, um die AbbrecherInnenquote zu senken.

Im Rahmen des hier vorgelegten Beitrags soll über die ersten Ergebnisse einer empirischen Untersuchung berichtet werden, die unter dem Arbeitstitel „Studienmotive und Studiensituation Oldenburger Studierender“ zur Zeit ausgewertet wird. Sie thematisiert die Studienverwaltungen, die Studienmotivation und die Studienerfahrungen der an der Universität Oldenburg immatrikulierten Studierenden und ist in der Absicht durchgeführt worden, aus deren Sicht ein genaueres Bild über die Studiensituation an unserer Universität zu gewinnen, um so auf Problemzonen aber auch auf Verbesserungsmöglichkeiten für die Studierenden aufmerksam machen zu können.


The research investigated reasons for leaving study amongst a sample of 118 mature age female students with children who had been enrolled at one of three eastern Australian universities. Analysis of questionnaire data revealed three major types of motives for attrition. Firstly, a strong socio-economic class influence was found. Women whose own and/or whose husbands’ social class indicators were low tended to leave study because of a combination of lack of support from family for the mother’s study, lack of money, weight of domestic responsibility and lack of knowledge or skills expected at university. Secondly, women who had been enrolled in non-traditional subjects (economics/business/law) were relatively overrepresented amongst the discontinuing students and were particularly likely to cite lack of academic support or staff hostility as a reason for leaving. Thirdly, reasons for leaving study were found to be connected to student’s age, suggesting a lifestyle interpretation. Younger women with younger children were more likely to leave because of family, financial or child care related reasons. Older women were more likely to leave because of practical difficulties or course dissatisfaction.


This intriguing book explores the reasons that lead undergraduates of above-average ability to switch from science, mathematics, and engineering majors into non-science majors. Based on a three-year, seven-campus study, the volume takes up the ongoing national debate about the quality of undergraduate education in these fields, offering explanations for net losses of students to non-science majors.

Minnesota Multiphasic Personality Inventory (MMPI) scale scores from two samples of students were analyzed to determine their usefulness in moderating the prediction of college attrition. Scales that functioned as moderator variables were sample-specific and did not replicate. Failure to attempt replication is discussed as one of the major methodological limitations of moderator variable research.

This is a case history of the steps taken by a private institution of higher learning (10,000 students) in the east to cope with the problem of attrition. The complex nature of the problem at the school ultimately required a full-fledged inquiry group which sought to determine the specific causes of attrition at the school and what might be done to lower the rate of attrition. The school is now actively moving to implement the major recommendations that were made. Meanwhile, since the costly nature of student attrition is a growing concern to all colleges and universities, both public and private, this account of how one school is grappling with the problem should be of considerable interest to most school administrators.

This paper addresses two problems concerning the conceptualization of the differences between withdrawals in good standing and failing withdrawals. First, using log-linear methods to analyze determinants of withdrawal, we find significant interactions between college GPA and other variables. These indicate that withdrawals leave college for different reasons and that success or failure in college affects different types of withdrawals differently.
Second, we examine the theory that withdrawals in good standing are incongruent with the local college environment. Instead, we find them incongruent with conventional orientations toward politics, personal lifestyle, and education life cycles.
As a by-product of our analysis, we also find surprisingly little difference between those who transfer to another college and those who remain out of school for the duration of the study.


Recent research has noted differences in the predictive efficacy of educational attainment models produced for whites as opposed to blacks and called for more resolution in the findings on blacks in advance of further comparative analyses. The National Study of Black College Students (NSBCS) is employed to develop a model that distinguishes between high- and low-performing black undergraduates attending public, four-year institutions in the NSBCS sample (N=695), discriminant function analysis identifies several institutional and student characteristics which are related to black students' educational outcomes. Specifically, students with both high occupational aspirations and high academic performances tend to be male, attend comparatively larger schools, and, to a lesser degree, be relatively well-adjusted upperclassmen. When academic performance is the sole issue, it is positively correlated with institutional quality, but the advantage belongs to black females. Contrary to the suggestions of previous research, black community sentiment did not have relationship with educational outcomes to the extent expected. These results suggest that future models of black educational attainment marry traditional Wisconsin-type measures with institutional and student attributes.


Involvement in campus life and learning activities has long been recognized as a powerful contributor to persistence among college students. Much of the research on student involvement has focused on traditional, four-year college students, frequently comparing the academic and social integration of residential and commuter students. Research on involvement among community college students has not been as plentiful, although an increasing body of literature suggest that academic achievement and related activities are far more important for two-year students than social involvement, which seems to have little effect on persistence in community college environments.

This study seeks to test the impact of various involvement activities on unit completion by „traditional“ community college students, i.e., students entering college immediately following high school. Using the recently developed „Community College Student Experiences Questionnaire“ to assess students' quality of effort, the study demonstrates that three activities significantly contribute to unit completion by traditional community college students: Higher order library activities, counseling related to transfer, and participation in art, music, and theatre activities.
In spite of the fact that national studies consistently find that student financial aid has an impact on first-time college enrollment, until recently there has been very little institutional research addressing this issue. This article suggests methodologies institutions can use to conduct research on the impact of aid on first-time enrollment and reports a case study approximately 6,700 applicants to one public university for the fall of 1992.

The dropout process from higher education is examined from a variety of operational definitions and intellectual perspectives. A methodological analysis, critique, and synthesis of the empirical literature suggest that a more rigorous interdisciplinary approach must be attempted. A model based on Durkheim’s theory of suicide provides a fruitful vehicle for summarizing a large proportion of current research, and focusing future attention on the interaction between student attributes (i.e., dispositions, interests, attitudes, and skills) and the influences, expectations, and demands imposed by various sources in the university environment. Both the academic and social systems of the university are regarded as important frameworks from which the dropout process must be examined. An empirical analysis operationalizing the variables in the model will be presented in the sequel to this paper.

Longitudinal data gathered from all 683 first-year students in the College of the University of Chicago in 1965 are used to test the utility of a theoretical model in explaining the undergraduate dropout process. The model as operationalized represents a synthesis and extension of concepts pertinent to balance theory, Durkheim’s theory of suicide, and recent work on college dropouts. It regards the decision to leave a particular social system as the result of a complex social process that includes family and previous educational background, academic potential, normative congruence, friendship support, intellectual development, grade performance, social integration, satisfaction, and institutional commitment. Multiple regression analysis is used to assess the independent contribution of each of these factors in the explanation of important outcomes in this process. Although social integration, satisfaction, and institutional commitment can be explained primarily on the basis of the intrinsic rewards associated with interpersonal relationships and intellectual development, the short-run dropout decision is largely influenced by extrinsic performance criteria among the men but less so for the women. Over a four-year period, however, formal academic performance is clearly the dominant factor in accounting for attrition among both sexes. The implications of these findings for institutional policies are discussed.
In diesem Buch werden die Entscheidungsformen des Studienfachwechsel und die Formen für die weitere Studienlaufbahn beschrieben. Es wird zudem ein Überblick über den aktuellen Stand der Fachwechselforschung gegeben. Erkenntnisse, welche für die Hochschulplanung und die Studienberatung bedeutsam sind, werden diskutiert und praktische Maßnahmen aufgezeigt.

This paper uses the 1987 National Postsecondary Student Aid Study to compare five alternative approaches for assessing the influence of student aid on within-year persistence by traditional college-age students enrolled in four-year colleges. Three conclusions were drawn from the research. First, models that included tuition charges better predict within-year persistence than models that did not include this independent variable. Second, the use of multiple approaches for measuring the influence of student aid provided more insight into the ways student aid policies influence persistence than any single approach. Third, tuition charges had a consistent negative influence on persistence.

Initial student commitments have long been considered an influence on persistence, but the reasons why students choose to attend a college have seldom been considered as dimensions of initial commitments that could influence persistence processes and outcomes. This study used NPSAS-87 to examine the influence of finance-related reasons for choosing a college on persistence decisions. The findings include (1) finance-related choices have direct and indirect influences on whether students persist in college; and (2) market-based, monetary measures of financial aid, tuition costs, housing costs, and other living costs have a substantial direct effect on persistence.

This study demonstrates the use of logistic regression in conjunction with LISREL for a university attrition study. College records and surveys completed by first-year university students at the beginning of the semester and in the third month of the semester were used to operationalize key constructs within Tinto’s attrition model. The sample of 313 students was divided into male and female subgroups for analysis. Significant influential factors within the final empirical models varied between the two groups. LISREL was used to test
hypothesized differences between empirical models. Because of the skewed distribution of the final criterion - persistence - logistic regression was used to identify significant predictors.

This study employed a measure of motivational orientation as a blocking factor in an analysis of college withdrawal within the Tinto frame work. To identify early dropouts, college records and surveys completed by first-year university students at the beginning of, and 10 weeks into, the semester were used to operationalize key constructs within the Tinto model. The sample of 316 students was divided into three motivational orientation subgroups. The three largest, certification, cognitive, and community service, were used for analysis. Significant influential factors within the final empirical models differed among the three subgroups providing „persistence patterns“ that varied by motivational type.

The academic and social integration of college students has been the focus of much recent research. The Tinto model of college student withdrawal focused on the constructs as explanation for commitment to goals and persistence. Research results suggested that perhaps reciprocal relationships existed between academic and social integration. Significant influences from academic integration to social integration and vice-versa indicated differing reciprocal effects for males and females.

This study examined a model of college student choice for male and female ninth graders using LISREL. A sample of 703 male students and 718 female students and their parents responded to two sets of questionnaires regarding high school experiences and expectation about college. Endogenous variables examined included parents’ expectation regarding higher education for their children, parents’ savings for college, students’ discussion of college with their parents, and students’ aspiration for postsecondary education. The model explained 30.8% of the variance in students’ aspiration for males and 36.8% for females. Final empirical models for the two groups suggested that there may be subtle differences in family influence on male and female students’ college-going plans.


Studienabbrucher sind am häufigsten in Büroberufen beschäftigt. In überdurchschnittlichem Umfang haben sie sich selbständig gemacht. Im Vergleich zu Hochschulabsolventen desselben Abiturientenjahrgangs waren sie nicht so oft von Erwerbslosigkeit betroffen und seltener in einem befristeten Arbeitsverhältnis beschäftigt. Studienabbrucher verdienen allerdings weniger als Hochschulabsolventen und sind seltener in gehobenen/leitenden Positionen anzutreffen.


84% dieses Entlassungsjahrgangs haben ein Studium aufgenommen, Frauen deutlich seltener als Männer (78% zu 89%). Jeder zehnte (10%) dieser Studienanfänger hat das Studium abgebrochen, drei Viertel (76%) verfügten knapp zehn Jahre nach dem Abitur über einen Studienabschluß, und die übrigen 14% hatten das Examen noch vor sich.

Gut jeder dritte (36%) Studienberechtigte mit abgeschlossenem Studium war unmittelbar nach dem Examen erwerbslos. Fast zwei Drittel (63%) der Absolventinnen eines Lehramtsstudiums, aber nur jeder vierte männliche Absolvent eines Universitätstudiums (ohne Lehrer) war zunächst von Erwerbslosigkeit betroffen. Damit ist die Erwerbslosigkeit von Hochschulabsolventen gegenüber den 70er Jahren, als noch nicht einmal 5% erwerbslos waren, deutlich gestiegen. Allerdings ist die durchschnittliche Dauer dieser Erwerbslosigkeitsphase mit 23 Wochen niedriger als bei allen arbeitslosen Hochschulabsolventen (31 Wochen). Die Berufsstartprobleme der Hochschulabsolventen zeigen sich auch in dem
hohen Anteil befristeter Beschäftigungsverhältnisse in der beruflichen Anfangsposition (29%).

Fast jeder zweite (46%) erwerbstätige Hochschulabsolvent hat die erste Beschäftigung im öffentlichen Dienst gefunden. Allerdings zeigt sich bei den Hochschulabsolventen späterer Entlassjahrgänge (ab 1982) eine rückläufige Tendenz (z.B. bei Fachhochschulabsolventen 38% zu 27%). Während ein Fünftel der Absolventen eines Lehramtsstudiums früherer Entlassjahrgänge eine Beschäftigung in der Privatwirtschaft fand, erhöhte sich der Anteil bei späteren Entlassjahrgängen auf ein Drittel.


Immerhin konnte auf Grund dieses Verfahrens und trotz der Schwierigkeiten eine realistische Zahl an Studienabbrüchen ermittelt werden. Die Zahl der für den Untersuchungszeitraum eruierten 734 Inscriptionsunterbrecher wurde nun um die Doppelnennungen, die außerordentlichen und ausländischen Hörer, die Angehörigen des wissenschaftlichen Personals der UBW, die ein Studium aufgenommen haben, sowie jene, die nach erfolgtem Abbruch inzwischen wieder inskribierten, vermindert. Die auf diese Weise ermittelte Zahl von 352 Abbrechern wurde um jene der selbst exmatrikulierten Studierenden ergänzt (+122), was eine Gesamtzahl der Studienabbrücher an der UBW von 474 für den Untersuchungszeitraum ergab.

Diese Personengruppe stellte vorläufig erst einmal die Gruppe der UBW-Drop-outs dar, d.h. es handelte sich um Personen, die zwar sicher ihr Studium in Klagenfurt abgebrochen haben, damit aber noch nicht notwendigerweise aus dem tertiären Bildungssektor selbst ausgeschieden sind. Wie eine Überprüfung von 380 Matrikelnummern der UBW-Drop-outs ergab, inskribierten etwa 25% davon neuerlich, meist an einer anderen Universität.


Im folgenden wird ein Erklärungsmodell und eine Untersuchung zur Beziehung zwischen Dropout-Absicht und realem Dropout für eine relativ einfache Studienverlaufsentscheidung dargestellt, die alle Studierenden der Fernuniversität 1982 zu treffen hatten:
Wollen Sie Ihr Studium an der Fernuniversität auch dann fortsetzen, wenn Gebühren für den Bezug von Fernstudienmaterial verlangt werden?

Als der Fernuniversität im Sommer 1981 vom Ministerium für Wissenschaft und Forschung der Entwurf eines Gesetzes über Studienmaterialgebühren im Fernstudium mit der Bitte um Stellungnahme zugeleitet wurde, war deutlich, daß sie seit längerem diskutierte Einführung solcher Gebühren kurz vor ihrer parlamentarischen Verabschiedung stand und von der Fernuniversität nicht mehr abzuwenden war.
Insgesamt wurde erwartet, daß die Anzahl der Studierenden - insbesondere der Zweithörer - zum Sommersemester 1982, zu dem erstmals Studienmaterialgebühren vorgesehen waren, ganz erheblich sinken würde.


This is a summary of existing findings on attrition culled from the research literature. These findings roughly sketch what is known and what is not known about dropouts from college. Obviously the one summarization cannot deal with all this facts or all the questions pertaining to that dimension of complex human behavior here labeled attrition.

SWEET, Robert: „Student Dropout in Distance Education: An Application of Tinto’s Model“. In: Distance Education, 7. Jg., 1986, S. 201-213.
The primary purpose of this study was to validate Tinto’s theoretical model of student dropout in a distance education programme enrolling adult students. The variables used in adapting the model to the distance education situation were consistent with accepted definitions of the essential elements in Tinto’s model: Student background characteristics, academic and social integration, goal satisfaction, institutional commitment, and the criterion, student dropout. The study surveyed 356 students enrolled in university-level courses at The Open Learning Institute (OLI) located in Richmond, British Columbia. Discriminant and path analyses were the basic statistical procedures used to assess the predictive validity of the model and determine the pattern of association among model variables. Previous validation studies of Tinto’s model suggested social integration factors would have little effect on dropout behaviour among nontraditional student groups. However, in the present study, direct telephone contact between faculty and students significantly influenced student commitment and persistence. Overall, the Tinto model appears to be a useful framework within which to investigate the process of student attrition-persistence in a distance education institution.

Two out of three Swiss and foreign students enrolled in Swiss higher education institutions pass their final examinations and graduate before leaving their universities, or so was the