Changing the outcome

An explorative research on the relationship between the implementation process and the improvement of study success.

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Foreword

This thesis is the final step in my educational career. After five years of Public Administration the moment has come where I will no longer be a student. This means losing part of my identity, but it also creates the possibility to develop a new identity for myself in the working field. I have been aspiring to work in higher education for some time now and this research has ensured this aspiration. I think I can be an asset to organizations in this field, because my knowledge about higher education has grown and, moreover, I still want to learn more.

I would like to especially thank my first supervisor, Harry de Boer, and my second supervisor, Hans Vossensteyn, for their time and effort they have invested in me over the past year and for their trust in me to successfully finish this thesis. They have helped me to overcome difficulties in this process and they have given me new input and perspectives, which have made me grown professionally and personally.

A final thanks goes out to my friend, Rens Veneman, for offering to help me with my English grammar without having any benefit from it. Because of his feedback the quality of my thesis has improved.

Content

Summary

Many policy initiatives are taken in higher education by the Dutch government in order to improve study success, such as excellence programs, intuition fee differentiation and selection methods. Considering these efforts, the question rises whether or not these initiatives taken by the Dutch government have improved study success in higher education.

Statistics show that average graduation rate of UAS has not improved. In fact, the average graduation rate has decreased. Moreover, the average dropout rate of UAS has remained more or less the same. There are, however, major differences in the graduation rates as well in the dropout rates of UAS.

The BSA is one of the selection methods initiated by the Dutch government and the implementation process of the BSA will be the subject of analysis in this study. The BSA is an instrument for HEIs to inform a student about their study progress. HEIs can set a BSA-standard, which implies a minimum of study points that should be achieved by a student after a year. Based on the individual results of students a positive or (binding) negative advice is given by HEIs to their students about the (dis)continuation of a study program.

The implementation process of policies like the BSA is an institutional factor which is expected to influence study success. Hence, this explorative research focusses on answering the following research question:

"To which extent are improvements in study success of UAS study programs the result of particular factors of implementation processes of the BSA?"

Here, study success is defined in terms of graduation rates and dropout rates. This study will focus on technical study programs because the demand of the labour market for technical employees has increased and is still increasing. Therefore there is a need to improve the study success to meet these demands.

According to the theory of Beer and Eisenstat (2000) there are six factors which affect the implementation process. These factors are (1) senior management style, (2) senior management team, (3) strategy and priorities, (4) vertical communication, (5) coordination of tasks and functions and (6) leadership skills and development. On their turn the factors affect the quality of direction, learning and implementation as follows. The senior management style and senior management team affect the quality of direction; the strategy and priorities and the vertical communication affect the quality of learning; and the coordination of tasks and functions and the leadership skills and development affect the quality of implementation.

The factors of the implementation process are operationalized for UAS. Based on this operationalization pre-structured interviews are held with people involved in the implementation process of the BSA. The aim is to explore the effect of these factors in the implementation process of the BSA on study success of UAS study programs. In order to determine the effect of these factors the answers of respondents are qualified on a Likert-scale. We expect that if all factors are positively present, the effect will be an improvement in study success.

Based on the development in graduation rates and dropout rates of technical study programs there are three UAS selected. These three UAS are all multidisciplinary and have at least 20.000 students in total. The study programs that are selected for the case studies are *Civiele Techniek* (CT), *Technische Bedrijfskunde* (TBK) and *Elektrotechniek* (ET), because these study programs are offered at all three UAS.

Based on the results obtained in this study we cannot conclude that improvements in study success of UAS study programs are the result of particular factors of the implementation process of the BSA. In none of the case studies both the graduation rate and the dropout rate improved. Moreover, we only expected rates to improve or remain the same but some rates have worsened. Also there are alternative explanations for developments in study success, like student-related factors, study-related factors and policy and system-related factors. These factors could also very well explain the developments in study success.

There does seem to be some kind of pattern in graduation rates; the UAS with the most positive results also has the most improvements in graduation rates; the UAS with the least positive results also has the least improvement in graduation rates. For dropout rates there does not seem to be such a pattern. Therefore it is hard to say what the exact effect of factors in the implementation process of the BSA is.

If we assume that there is some relationship between the implementation process of the BSA and study success, there are benefits to gain by UAS. Therefore recommendations can be made. The recommendation for the case studies is to embrace and incorporate more bottom-up influences in order to have a more reciprocal character in the organization. Also, further research on the relationship between factors in the implementation process of the BSA and study success with a larger case study sample is recommended, in order to get stronger outcomes. For UAS in general it is recommended to ensure consultation with implementers prior to the introduction of new policies. The final recommendations are specifically about the BSA-policy. The first recommendation is that it should be ensured by UAS that there is enough evaluation done on the effectiveness of the policy. The second recommendation is that the implementation of the BSA should use a range for the BSA-standard instead of a fixed BSA-standard in order to give implementers enough policy freedom and to be able to fit the BSA-policy to a specific study program.

Chapter 1: The research plan

1.1 Introduction

Over the past decades the Dutch government aimed to improve graduation rates and reduce dropout rates at Higher Education Institutions (HEIs). An example of their efforts is the law "*Wet op het Hoger onderwijs en Wetenschappelijk Onderzoek*" (Law on Higher Education and Scientific research, further: WHW) which was issued in 1992. This law provides a set of rules on admissions for students in higher education and sets an upper limit to the number of admissions, called '*numerus fixus*' (Onderwijsraad, 2000, p. 202). Another instrument as a result of this law is the so called '*Bindend Studie Advies*' (BSA). This is an instrument for HEIs to inform a student about their study progress. Based on the individual results of students a positive or (binding) negative advice is given by HEIs to their students about the (dis)continuation of a study program (Onderwijsinspectie, 2009, p. 75). Despite such efforts the graduation rates and dropout rates for Dutch *hogescholen* (Universities of Applied Science, further: UAS) did not improve significantly.(Committee on Future Sustainability of Dutch Higher Education System, 2010, p. 76).

This study aims to identify factors in the implementation process of policies in higher education, which can contribute to a better effectiveness of reforms. This chapter will first define study success and dropouts and will explain the policy process with an instrumental approach. It will then formulate the research question followed by the research design.

1.2 Study success

Study success rates have many aspects. A relatively broad definition is given by the Social Economical Council (SER), an important advisory body for the Dutch government. The SER considers study success as an educational production process, which is displayed in figure 1.

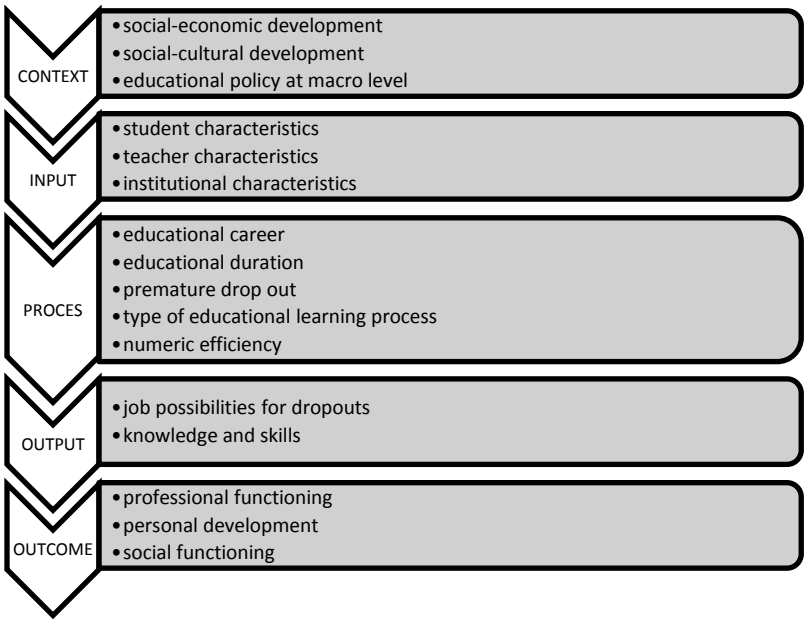

Figure 1: Educational production process (SER, 1990, p. 16)

The SER defines study success in terms of the accomplishment of three main goals of education, which in figure 1 is represented as the outcome of the production process (SER, 1990, p. 15). The three goals of education are:

1. Individual: contribution to personal development;
2. Social-cultural: preparation for social functioning;
3. Social-economic: preparation for professional functioning.

In this, graduation is just one of the aspects that contribute to a successful education. Other aspects for example are the educational career and development of students (SER, 1990, p. 17).
The definition of the SER is broad and complete but difficult to measure. Hence, in this study, a more simple (and limited) definition of success will be used; study success rate is defined as the percentage of students that graduate within a particular period after they started their studies (Onderwijsinspectie, 2009, p. 18). This will be further referred to as graduation rates. In this report when spoken of study success it will mean graduation rates and dropout rates, because according to the definition of the SER it contains (at least) both. The definition of the dropouts will be presented in the following paragraph.

1.3 Dropouts

In 2009, the *Onderwijsinspectie* published a report titled "*Werken aan een beter rendement*", in which the results of six case studies selected from different HEIs have been presented (Onderwijsinspectie, 2009, pp. 16-17). In this report dropout is defined as 'dropping out from the initial study'. Through a literature review the *Onderwijsinspectie* states there are four categories of factors which influence the risk for students to drop out (Onderwijsinspectie, 2009, p. 19), namely (1) student-related factors, (2) study-related factors, (3) institution-related factors and (4) policy and system-related factors. Although this report explains the four factors mostly in terms of risks for dropouts, these factors can also have an influence on graduation rates.

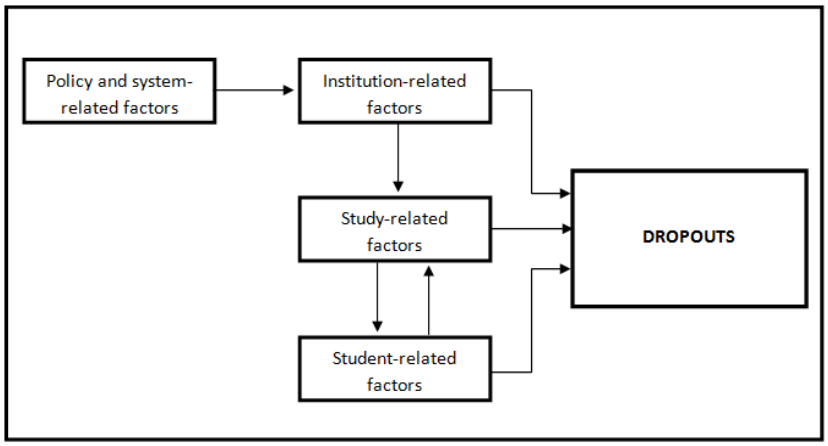

Figure 2: Conceptual diagram of dropout factors (Onderwijsinspectie, 2009, p. 25)

Student-related factors: These factors are related to characteristics and needs of students. Reasons for students to drop out include: a study does not meet the expectations of a student; they cannot keep up the pace and level; they are too young; they do not feel connected with the study and teachers; and they are not sufficiently challenged (Onderwijsinspectie, 2009, p. 74). Reasons for delay are barriers within the institutions; lack of student guidance; difficulties of finalizing a bachelor or master assignment and secondary activities of students (Onderwijsinspectie, 2009, p. 75).

Study-related factors: These factors are related to the organisation, process and context of study programs. The main factors that can contribute to a high efficiency of education are matching

through interview at the gate; small groups; and individual tutoring with help of the BSA (Onderwijsinspectie, 2009, p. 75). Adversative factors are springboard studies, parking studies, labour shortage, studies with cultural problems, English bachelors and a strong growth of students which sets the staff-student ratio under pressure (Onderwijsinspectie, 2009, pp. 68-69). Springboard studies are study programs of UAS that students choose to only follow the first year in order to get to a research university.

Institution-related factors: These factors are related to the structure of the institution and the governance of HEIs. There are a number of success factors for a high graduation rate. Essentially, this means control of graduation by the Executive Board (hereafter EB); an organizational culture where educational and professional development of teachers is highly rated; and a strong educational concept in which attention is given to institution-wide feasibility (Onderwijsinspectie, 2009, p. 76). Weaknesses are the internal funding and the supply area of the institution (Onderwijsinspectie, 2009, p. 70). The internal funding is based on choices of the EB, which may have an adversely effect on a study program. The area of supply revolves around the environment of the institution and the possibility that there are many low educated people in this area.

Policy and system-related factors: These factors are related to national laws and regulations. Factors that contribute to a high graduation rate are incentives in the current student financing (grant/scholarship/loans); project funding by the state; and long-term performance agreements with the VSNU (representatives of universities) and the *HBO-raad* (representatives of UAS) or the Ministry of OCW (Onderwijsinspectie, 2009, pp. 65-66). Impediments at the national level are the decline in the final level (Dutch, mathematics and English) in secondary education, admission of students to WO with a HBO propaedeutic diploma while the experience is that the level of these students is too low; government funding is shrinking; state funding to the second cash flow (research) is diminishing and low tuition fees which are at the expenses of small-scale education (Onderwijsinspectie, 2009, pp. 70-72).

1.4 Policy process

As discussed in the introduction, despite of the effort made by the government, study success has remained more or less the same. Reforms do not seem to have the desired effect or maybe do not have an effect at all. This raises the question how these reforms are put into action. Reale and Seeber (2012) narrated the policy process from an instrumental approach. The instrumental approach distinguishes three key moments in the policy process:

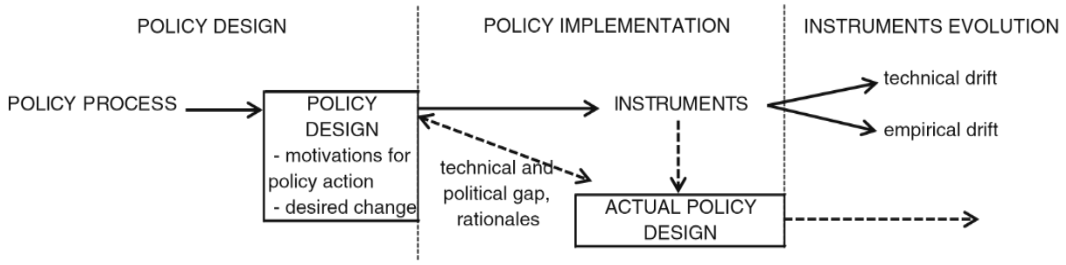

Figure 3: From policy ideal design to actual implementation **(Reale & Seeber, 2012, p. 5)**

1. Policy design process: the design is based on “a set of motivations and justifications for policy action” influenced by existing and emerging paradigms. The more relevant actors are involved, the higher chance of producing a coherent and accepted policy, with adequate instruments.
2. Policy implementation: “motivations become institutionalized into rationales for action”. Translating policy into policy tools has its limitations, which is called the technical gap. The difference between the ideal and the actual policy design is called the political gap.
3. Instrument evolution: Instruments may evolve technically and/or empirically. The technical drift is caused by the sophistication of instruments and the possible trigger for automatic patterns of action. The empirical drift is caused by transformation to fit to the context or is “gradually shaped to be coherent with the dominant steering paradigm”.
   (Reale & Seeber, 2012, p. 5)

This approach depicts that the implementation process can be an important reason for a possible discrepancy between the intentions of a policy and the actual policy outcome.

1.5 Research question

Study success (graduation and dropout rates) of students in higher education has been a problem for years, despite several measures taken. A potential reason for failure for reforms that aim to improve study success is that they are not implemented as intended. Another reason can be that the reform itself – in terms of its policy ‘theory’ – is wrong. As indicated above it is likely that the approach taken during the implementation process will partly determine the outcome of the process. In this study we will focus on the implementation process, and in particular a measure that aims to increase graduation rates and to reduce dropout rates. We will address the implementation process within the UAS of the policy measure “*Bindend Studie Advies*” (BSA). The BSA has been introduced in 1994 (SER, 1993, p. 45). It is always been an optional instrument for HEIs to use, but when used, it is obligated to meet the conditions that are written down in the WHW (Woelders, Visser, & Rijksbaron, 2013).
This results in the following general research question:

“To which extent are improvements in study success of UAS study programs the result of particular factors of implementation processes of the BSA?”

The following research questions will be used to answer the general research question:

1. What have been the developments in with respect to study success over the last ten years in the Netherlands in the UAS-sector?
2. Which factors are important for a successful implementation of the BSA-policy?
3. How do the implementation factors explain success or failure of the BSA-policy that aims to enhance study success?

This study will focus on technical study programs because the demand for technical employees has been increased and is still increasing (Platform31, 2013). Therefore there is a need to improve the study success to meet the demands of the labour market. This study has also chosen for the analysis of the BSA-policy, because the BSA is seen as an instrument that can influence graduation rates as

well as dropout rates (Ministerie van OCW, 2005, p. 40). It can shorten the duration of dropouts, which makes education more effective, and it can stimulate the accomplishments of students.

1.6 Research design

The goal of this research is to explore if the implementation of the BSA-policy in UAS has improved study success. Exploration on this subject is useful because despite many policy reforms that have been introduced for HEIs to improve study success, the rates have stayed more or less the same. Causes for this are not really clear. Therefore this research is an explorative study (Babbie, 2007, p. 88).

The practical research will exist out of two parts, a quantitative and qualitative part. First a quantitative study will be conducted in order to select the case studies, which will be study programs of UAS. The starting point is to look at graduation and dropout rates of study programs of UAS. Data will be abstracted from the *HBO-raad*. The *HBO-raad* has statistics on graduation and dropout rates of every study program at every UAS and for this study the statistics of technical study programs will be used. From the statistics a comparison will be made and three UAS will be selected; one with high improvements in graduation rates but low improvements in dropout rates, one with low improvements in graduation rates but high improvements in dropout rates and one that is more in the middle. This will be followed by the selection of three study programs that are given at all three UAS. The units of analysis, the what or whom being studied, (Babbie, 2007, p. 94) will be the implementation process of the BSA.
Case studies will be done at the selected study programs of the selected UAS. This will entail a second type of research, a qualitative analysis about why and how policy reforms were implemented. In order to collect the data for this qualitative research, relevant institutional and program level policy makers, administrative officers and academics will be interviewed. People that are entrusted with relevant tasks towards policy reforms and the implementation of these reforms will be selected for the interviews. These people will be the units of observation. The interviews will be pre-structured in order to keep the interviews focused on policy reforms, the implementation process and the effectiveness of the reforms. Because it is hard to compare answers given by respondents about their attitude and behaviour towards the implementation process, a Likert-scale is used to qualify the answers that are given. The Likert-scale is seen as a reliable method to measure attitudes and behaviour, but this also means that when formulating questions and qualifications for answers the following rules should be considered (SurveyMonkey, 2013):

- The numbers on the scale should be labelled.
- The scale should be unipolar, for example from very to not at all.
- The scale should be uneven, preferably from 1 to 5.
- The distance between answer possibilities should be the same.
- The scale should cover the full continuum of possible responses.
- Avoid propositions with agree or disagree because of risk for bias.

Due to combining the quantitative and the qualitative research it will be explored if there is a relation between how policy reforms are implemented and the effect of the implemented policy reforms on study success. From this point recommendations will be done about optimizing the implementation process of policy reforms in study programs of UAS.

1.7 Structure of the thesis

This study on the relationship of the implementation process and the improvement of study success is structured as follows. Chapter 2 will provide the context of this study. It shows a general overview of policy initiatives on study success over the past twenty years, with special attention to the BSA-policy. This is followed by the developments of these rates at UAS over the past ten years. Chapter 3 will explain the theoretical framework for factors of the implementation process and will describe the expectations of the results of this study. In chapter 4 the operationalization of these factors in UAS will be described and the selection for the case studies will be made. Chapter 5 gives an overview of the data collected for this study and chapter 6 makes the analysis of the data from which the answer to the central research question will be drawn up. Then there will be reflected on this study followed by the identification of obstacles during the whole research process.

Chapter 2: Context

2.1 Introduction

This chapter will answer the first research question of this study:

"What have been the developments with respect to study success over the last ten years in the Netherlands in the UAS-sector?"

It will first provide a background for the reader about policy reforms in higher education that has been undertaken by the Dutch government in order to improve graduation rates and dropout rates. The starting point will be the introduction of the WHW in 1992, which will be explained in the next paragraph. From there on an overview will be given of the main policies that are initiated in order to improve study success in the following twenty years. After this the developments in graduation rates and dropout rates will be discussed.

2.2 The WHW

In 1992, the *Tweede Kamer* (Dutch House of Commons) adopted the Law on Higher Education and Scientific Research (WHW)) and this law became effective in 1993 (Onderwijsraad, 2000, p. 202). The WHW provided the Minister of OCW with new possibilities for rules for admission of students at universities. The minister is enabled to restrict the number of study places if the chances of finding a job are small in a particular field, also called *numerus fixus* (SER, 1991, p. 28). The WHW also covers other forms of admission (SER, 1991, p. 29). For example, HEIs can obligate two final exam courses for admission. When the number of applicants for a particular direction exceeds the capacity, a lottery will be held in order to determine who will be admitted. The SER (SER, 1991, p. 29) gives the following advice on this matter:

"The Council believes that a system where admission is subject to the composition of the examined courses and the corresponding grades is preferable to a system of lottery. (...) Regulation of the inflow of students by setting entry requirements will make the application of numerus fixus less necessary."

In 1993 a slight decrease was observed in the graduation rates of higher education (SER, 1993, pp. 20-21). Especially, students with a *HAVO* background require more time to finish their studies and/or are more likely to dropout. Moreover, the percentage of unemployed higher educated people increased. Yet according to the Minister of OCW there was an increasing demand for higher educated people (SER, 1993, p. 33). The Minister stated that the increase of participation in higher education should develop in the same direction as the development of employment opportunities. Studies with poor employment prospects should be discouraged. Studies with good employment prospects are mainly technical and natural sciences and these should be encouraged. The importance of selective development of participation in higher education is hereby increased.

2.3 Instruments

The instruments for selective admission in higher education can be divided in coercion and motivation (SER, 1993, p. 36). The most known instrument of coercion is the aforementioned

numerus fixus, but this instrument also comes with some disadvantages. When students are not selected for their preferred study program, they might choose a so-called parking study in order to start with the study of their choice later on. This goes at the expenses of the graduation rates. Also because of higher enrolment in other studies the capacity of these studies has to be increased - as laid down in the WHW. Finally, the establishment of the *numerus fixus* can have the disadvantage that more students go abroad. The SER (1993, p. 37) has a somewhat different opinion then before concerning admission rules which will make the application of *numerus fixus* less necessary:

"Another possibility for central control is the use of different admission rules for various disciplines. The Council does not favour this, they believe that in principle diplomas of MBO, HAVO and VWO should give you access to HBO and WO (only VWO)."

The instruments that can be used for motivation are (1) selling points and (2) providence of information (SER, 1993, p. 36). Selling points are mainly instruments like differentiation in tuition fees, student financing (grant/scholarship) and course duration. Separately these differentiations have a limited impact on study choice, but the expectation is that when these three instruments are offered in a coherent package the influence on study choice will increase. This changed position of student financing can contribute to a more controlled participation in higher education, an improved graduation rate and the limitation of government funding. Informing as an instrument seems to have little influence on study choice, because it is handed in the final stage of secondary education, while the choice of a particular curriculum - and thus a certain direction - is made at an earlier stage.

2.4 Selection

In addition to the instruments mentioned above, a possible other instrument to increase graduation rates is selection (SER, 1993, p. 41). The SER gives his opinion about the following three selection moments in *Advies HOOP 1994*:

1. Admission to higher education;
2. Selection in the first year (propaedeutic phase);
3. Selection in the further course of the study.

When admission is set by characteristics of students, according to the SER (SER, 1991, p. 44) the following criteria must be met:

- The characteristics must be relevant to the study program;
- Whether or not the relevant characteristics are present shall be determined objectively;
- Selection may not include characteristics that are influenced by training or can be learned.

The graduation rates during the propaedeutic phase are supposed to increase by using the BSA and by readdressing students as a selection instrument (SER, 1993, p. 45). The Minister of OCW is in favour of this proposal and because of the WHW it is possible for HEIs to use the BSA as an instrument to reject students from a study program (Onderwijsraad, 2000, p. 226). This advice should be given while taken the predisposition, motivation and interest of the student into account in order to get every student at the right place. The opinion of the SER is that this instrument indeed can have a positive effect on graduation rates, but also stands that this type of selection should have such an effect that it minimizes dropouts in the propaedeutic phase (SER, 1993, pp. 46-47).

The third selection moment concerns the proposal of the Minister to link study progress to study financing. If a student on a yearly basis achieves less than 25 per cent of the credits, the financing will be converted into a loan. The SER however is concerned that this may lead to students choosing an "easy study" in order to avoid financial risks and that this instrument therefore may have an improper influence on study choice.

In the report Ontwerp HOOP 1996 many reforms announced by the government are related to cuts in higher education (SER, 1995, p. 7). These reforms mainly aim to reduce the study duration of students in order to cut down the cost of higher education. The SER (1995, p. 7) states:

"The reforms are not intended to increase the quality, effectiveness and efficiency of education or to maintain accessibility, they have the primary purpose of making the cuts possible. (...) The necessity of improving the effectiveness and efficiency in order to reduce the costs is recognized by the Council. A reduction of the costs however should be a result and not a pre-imposed task."

The SER also addresses selective admission, or entrance selection, in *Advies HOOP 1996*. This would only be desirable if there is a national *numerus fixus*. In addition, demands for admission should be based on similar indicators, without students from *HAVO* or *MBO* being disadvantaged in comparison to students from *VWO* (SER, 1995, p. 9).

2.5 Secondary Education

The *Stuurgroep Profiel Tweede Fase* has been established in 1993 (Onderwijsraad, 2000, p. 22). This committee was entrusted with the development of new study profiles in secondary education to improve the transition to higher education. This would eventually also improve graduation rates (Commisie Onderwijsvernieuwingen, 2008, p. 9). In principle, the SER was in favour of this proposition, as long as successfully completing such a study profile results irrefutably in admission (SER, 1993, pp. 43-44).

In 1996 the *Procesmanagement Voortgezet Onderwijs* (PMVO) is appointed as the successor of the *Stuurgroep Profiel Tweede Fase* (Commisie Onderwijsvernieuwingen, 2008, p. 48). The PMVO continues the work of the committee and this resulted in the Law Profiles Secondary education, which is adopted in 1997 by the Second Chamber and introduces the Second Phase into secondary education (Onderwijsraad, 2000, p. 22). Starting at the first of August 1998, the profiles will be introduced and secondary schools who need more time may also introduce the profiles in August 1999 (Commisie Onderwijsvernieuwingen, 2008, p. 53). Looking back at the introduction and the actual purpose of the profiles, a better connection between secondary and higher education to increase the graduation rates, there are different opinions (Commisie Onderwijsvernieuwingen, 2008, pp. 62-63). The *Tweede Fase Adviespunt* notes in an evaluation report that the connection is indeed improved and the number of dropouts has declined. The number of switchers however has increased slightly. The *Raad van Organisatie-Adviesbureaus* (ROA) finds that the introduction of the Second Phase promotes the flow of the "Royal Route". This means that more students from *HAVO* will choose for *HBO* (UAS) and more students from *VWO* will choose for *WO* (universities of academic science). According to the ROA students however do not experience a better connection between secondary and higher education.

2.6 Increasing demand

The report *Ontwerp HOOP 2000* (Ministerie van OCW, 1999, p. 17) claims there is an increasing demand for higher educated people. Partly by social and technological developments, the completion of a study in higher education is increasingly important. Moreover, the flow from secondary education to higher education has increased (Ministerie van OCW, 1999, pp. 24-25). Yet many students from VWO choose more often for HBO over WO. This should change by improving the connection between VWO and WO.

The government wants to improve the graduation rates by making it possible for HEIs to offer studies in a flexible way (Ministerie van OCW, 1999, pp. 26-27). This flexible design makes inflow and through flow possible, which should result in less dropouts. Also, a new funding model that will be introduced in 2000 should provide incentives for high graduation rates, because it is characterized with a strong performance orientation.

Another point that is raised in the report *Ontwerp HOOP 2000* (Ministerie van OCW, 1999, pp. 30-32) is to improve the connection between MBO and HBO. An abbreviated pathway in HBO studies will offer an attractive study program for MBO students, but also for employers, because of the shortage of employees with a HBO level. The ultimate goal of improving this connection is to increase graduation rates.

In 2005 one of the main objectives of the Ministry of OCW is to increase the participation in higher education by 50 per cent (Ministerie van OCW, 2005, p. 29). This way the demand of the labour market can possibly be achieved by 2012. It is of importance that the graduation rates also increase otherwise there still will be a lack of higher educated people. The aforementioned BSA is again seen as an important instrument to increase these rates (Ministerie van OCW, 2005, p. 40). It can increase the effectiveness of education because it shortens the duration of dropouts. UAS often use these instruments, but among universities of science there are only two institutions that use this tool.

2.7 Belonging at the top

In 2004 there is a slight decrease in the graduation rates of universities of academic science (Ministerie van OCW, 2004, p. 38). The rates of UAS remain fairly constant. The SER considers that the graduation rates should drastically increase in order to be included into the international top where the Netherlands now badly occupies a middle position. Again selection as a part of the admission policy for HEIs is seen as an instrument that can increase graduation rates (Ministerie van OCW, 2004, p. 39). Not only would this be an incentive for students from secondary education to acquire a study place, but it would also make students more conscious of their study choice. The goal is to get the right student at the right place. Tuition fee differentiation is also seen as a useful tool for increasing the graduation rates and the quality of education (Ministerie van OCW, 2004, p. 40). When an institution is allowed to increase the tuition fee it would provide opportunities regarding diversity and excellence in study provision.

In *HOOP 2004* (Ministerie van OCW, 2004, p. 41) there is spoken of an increasingly diverse student population. Students differ in many ways from each other; they have different abilities, interest, backgrounds and experiences. To give students a challenging learning environment where they can excel - and therefore are able to learn competences - the teaching style should be more focused on the needs of students. Means to achieve this are regulations, funding and grants. For students, this entails that more is asked of self-selection, in which students make informed choices based on

sufficient (correct) information and adequate knowledge of their own capabilities. This also ensures that more and more students find the right place in higher education.

The strategic agenda *Het hoogste goed* (Ministerie van OCW, 2007a, p. 5) again emphasized that for the international position of the Netherlands it is important for higher education to score above average. The tension between quality and quantity is an issue and the Ministry of OCW believes that HEIs should work hard to improve the quality of education through an ambitious learning culture. Essential for the growth of the number of graduates is to reduce the dropout rate (Ministerie van OCW, 2007a, p. 33). Several reasons for dropouts are given:

1. Students follow studies for which they do not have the capabilities or motivation.
2. Students do not feel connected to the education or challenged by the education.

Solutions that are offered are good information, better matching between students and studies, a variety of educational opportunities and intensive support.

2.8 Committee *"Ruim baan voor talent"*

The Committee *"Ruim baan voor talent"* is set to perform several experiments in the field of admission policies in the period of 2004-2007 (Ministerie van OCW, 2004, p. 68). This mainly corresponds with three types of experiments:

1. Experiments with lower tuition fees;
2. Experiments with higher tuition fees;
3. Experiments with new forms of selection.

It is important that institutions actually provide an obvious added value when they experiment with higher contributions and new selection forms (Ministerie van OCW, 2004, p. 68). In addition, selection may not lead to a reduced level and quality of the inflow and may not harm the value of previous education (*MBO*, *HAVO* or *VWO*).

In December 2007 the Committee gives their final conclusions in the report *'Wegen voor Talent*'. The conclusions are summarized below (Ministerie van OCW, 2007b, pp. 33-34):

- *"Differentiation in higher education can ensure that challenging and inspiring education is available for each student."*
- *"Matching leads to better academic results of students and a higher success rate, and thus less loss of talent."*
- *"Matching has the greatest chance of success in small organized courses, where the student and the teacher 'can look each other into the eyes', the student is involved and tries to get the maximum out of themselves."*

The Minister of OCW responded to this report in May 2008. Entrance selection would have no predictive value and therefore does not contribute to the matching process (Ministerie van OCW, 2008, p. 4). There are some exceptions - such as small-scaled education and studies with a *numerus fixus* - for which the Minister will provide room for entrance selection. In other cases study choice interviews will most likely give better results. The Minister is nevertheless in favour of selection after the gate and so he will make it possible for HEIs to give a BSA to their students after the first three

months studying (Ministerie van OCW, 2008, p. 5). Tuition fees differentiation can only be used in exceptional cases like small-scaled education. The assumption is that the choice for a certain study should be based on substantive arguments rather than on financial reasons. Furthermore, the Minister enables students to request a so called '*collegegeldkrediet*' (Ministerie van OCW, 2008, p. 6), which is a loan to cover tuition fees. This makes it possible to keep experimenting with tuition fees differentiation. Experiments with flexible admission will no longer be continued because this instrument misses the actual target group.
In response to the report the Minister has seven proposals for matching and differentiation (Ministerie van OCW, 2008, p. 2):

Matching:

1. Individual study choice interviews across all HEI's.
2. Study programs with small-scale, intensive and residential education may use selection.
3. Studies with a *numerus fixus* can expand their selection opportunities ("decentralized selection")
4. Selection for a certain track within a study program may take place starting three months after the beginning of the study.

Differentiation

5. Study programs with small-scale, intensive and residential education may have a higher tuition fee.
6. On-going experiments with selection and tuition fee differentiation will be continued.
7. Space will be offered for selection and tuition fee differentiation within the FES-program for excellence.

2.9 Recent Reforms

In the strategic agenda *Kwaliteit in verscheidenheid* (Ministerie van OCW, 2011) graduation rates and the associated factors are again an important topic. A new reform is making it possible for UAS to set admission rules for MBO students (Ministerie van OCW, 2011, p. 16). This should prevent dropout of students who have opted an unrelated follow-up study. Here, the aim is to improve the quality of the study choice by:

- Informing based reliable information and good career orientation and study choice guidance;
- Forward the notification date for enrolment and widespread adoption of study choice interviews;
- Promoting broad bachelor programs.

In addition new reforms will be established in the field of intensive and activating education, an ambitious study culture, entrance selection and excellent tracks (Ministerie van OCW, 2011, pp. 19-22). For example, there is need for more small-scaled education and more contact hours for students in order to feel more connected with the study program. Nominal studying should become the norm rather than the exception. Although entrance selection previously had no predictive value the Minister of OCW wants to expand this selection moment. Studies with a strong educational- or professional profile should be able to set selection requirements for students. Furthermore, talented students should be increasingly challenged through excellent tracks and this will be made possible through tuition fees agreements. The minister also wants new performance agreements with HEIs.

The agreements are among others related to a quality impulse, increasing the quality of teachers and the intensification of study programs (Ministerie van OCW, 2011, pp. 19, 23, 29).
Recent developments have made it possible for HEIs to use the BSA not only in the first year but also in the years after (Rijksoverheid, 2013). This instrument is believed to increase the quality as well as graduation rates. The effectiveness is tested in the next few years due to experiments at HEIs.

2.10 BSA

Because the implementation of the BSA-policy is the subject of analysis in this study, this paragraph will explain the policy more extensively in terms of how this instrument can be used by HEIs.
The BSA (*Bindend Studie Advies)* can be literally translated into binding study advice. It is an instrument for HEIs to inform a student about their study progress. They are able to reject students if they do not reach the BSA-standard that is set for the followed study program (Onderwijsraad, 2000, p. 226). The standard is set at a minimum amount of study points which a student at least should achieve after a certain period of time (Stichting Adviesgroep Bestuursrecht, 2013). The amount of study points is linked to a course and the maximum amount a student can gather over one year is sixty points. The standard can be set institution-wide or study program specific. A nuance in the policy is the opportunity to take personal circumstances into account when deciding on a specific student and formulating the advice.
The desired and expected effect of the BSA is that graduation rates will increase (Ministerie van OCW, 2005, p. 40). The idea is that students are more likely to be motivated to work in order to avoid being rejected from the study program. Also it makes is possible to shorten the duration of dropouts, which results in more effective education. The latter could however have a negative side-effect. Because students can be rejected after one year, the dropout rates after one year could also increase instead of decrease. Ideally the policy should also minimize these effects (SER, 1993, pp. 46-47).

2.11 Developments in graduation and dropouts

This section particularly addresses the first research question. To give an impression of the effect of these policy measures this paragraph will show the developments in graduation rates and dropout rates. For this the most recent statistics available will be used. This means that for graduation rates we will use the statistics for the cohorts of students that entered UAS study programs between 2002 and 2006. The cohort for these students is five years. For the dropout rates we will use the statistics for the cohorts of students that entered UAS study programs between. The cohort for these students is one year.
The rates that are presented will not show the study success for every study program separately, but are aggregated numbers of graduation rates and dropout rates for every UAS. Table 1 depicts the graduation rates for all UAS in the period 2002-2006. Table 2 depicts the dropout rates for all UAS in the period 2006-2010.

Table 1: Graduation rates of UAS **(HBO-raad, 2012a)**

UAS *Cohort*	2002	2003	2004	2005	2006
amsterdamse hs. voor de kunsten	71,6%	65,1%	68,8%	70,9%	65,4%
artez hs. voor de kunsten	57,5%	57,6%	62,1%	57,9%	60,9%
avans hs.	61,8%	61,8%	61,4%	60,1%	57,3%
chr. agrarische hs.	67,8%	76,6%	67,3%	71,9%	72,7%

chr. hs. ede	65,9%	66,1%	64,0%	64,9%	58,0%
chr. hs. windesheim	57,2%	54,2%	53,7%	52,3%	48,6%
codarts, hs. voor de kunsten	61,1%	65,0%	60,4%	63,5%	62,2%
design academy eindhoven	47,7%	34,3%	43,2%	44,3%	45,5%
driestar hs.	79,7%	73,6%	76,7%	72,9%	66,9%
fontys hs.	59,0%	58,0%	57,5%	54,0%	51,7%
gereformeerde hs.	68,6%	64,0%	66,7%	61,6%	63,5%
gerrit rietveld academie	66,9%	61,5%	61,7%	70,0%	63,0%
haagse hs.	52,8%	50,9%	50,6%	50,4%	49,3%
hanzehogeschool groningen	58,8%	58,2%	56,3%	53,6%	53,3%
has den bosch	74,3%	70,4%	74,1%	69,2%	69,2%
hotelschool den haag	59,0%	56,9%	59,6%	61,1%	58,4%
hs. de kempel	68,2%	60,3%	59,3%	58,3%	59,9%
hs. der kunsten den haag	65,0%	61,8%	65,5%	68,0%	71,0%
hs. diedenoort	66,9%	64,7%			
hs. edith stein	59,3%	57,5%	59,2%	51,4%	55,8%
hs. helicon	54,4%	57,9%	60,4%	58,2%	54,8%
hs. inholland	57,2%	56,9%	55,1%	53,8%	48,5%
hs. ipabo	70,7%	65,7%	65,9%	58,6%	56,6%
hs. leiden	61,6%	60,7%	58,5%	58,8%	55,1%
hs. rotterdam	55,0%	55,7%	55,7%	53,8%	52,5%
hs. utrecht	53,2%	55,8%	54,1%	52,8%	51,4%
hs. van amsterdam	52,2%	51,7%	49,0%	48,5%	46,0%
hs. van arnhem en nijmegen	59,0%	60,2%	59,3%	55,6%	51,5%
hs. voor de kunsten utrecht	61,2%	65,5%	64,4%	64,7%	66,8%
hz university of applied sciences	66,6%	67,0%	63,4%	61,7%	57,5%
iselinge hs.	72,4%	71,0%	58,6%	58,6%	42,9%
kath. pabo zwolle	70,1%	68,4%	67,3%	77,1%	70,9%
nhtv internationale hs. breda	66,8%	62,6%	61,2%	61,3%	60,2%
noordelijke hs. leeuwarden	57,0%	58,5%	54,2%	54,0%	52,6%
p.c. hs. 'marnix academie'	71,1%	74,9%	64,6%	65,9%	57,1%
saxion hs.	57,3%	57,6%	56,2%	53,6%	52,1%
stenden hs.	57,1%	58,9%	57,2%	57,4%	56,6%
stoas hs.	50,0%	62,0%	55,0%	41,8%	42,2%
van hall larenstein	59,2%	62,1%	60,9%	61,0%	55,1%
zuyd hs.	62,6%	62,6%	62,8%	63,6%	61,6%
Total	58,1%	58,1%	56,8%	55,3%	52,8%

The first thing that stands out is that the average graduation rate of all UAS together has decreased with more than 5% from 2002 till 2006. Looking at UAS separately, almost every UAS has decreased developments in graduation rates. The UAS who do have increased graduation rates are mostly UAS with monodisciplinary education, which means that they only offer study programs in a certain sector, like arts or agricultures. Another thing that stands out is that there can be a major difference between the rates of UAS. For example in the cohort of 2006 the lowest rate is 42.2% (*Stoas Hs.*) and the highest rate is 72.7% (*Chr. Agrarische Hs.*), while the average is 52.8%.

Table 2: Dropout rates of UAS **(HBO-raad, 2012b)**

UAS ***Cohort***	**2006**	**2007**	**2008**	**2009**	**2010**
amsterdamse hs. voor de kunsten	12,2%	11,9%	12,1%	12,0%	12,5%
artez hs. voor de kunsten	15,8%	13,6%	15,1%	14,9%	12,5%

avans hs.	17,0%	17,2%	13,8%	14,7%	13,7%
chr. agrarische hs.	11,5%	15,1%	11,6%	14,3%	22,0%
chr. hs. ede	18,3%	19,8%	16,0%	17,9%	17,3%
chr. hs. windesheim	19,7%	18,7%	17,7%	17,0%	17,5%
codarts, hs. voor de kunsten	16,3%	18,4%	12,6%	13,2%	18,1%
design academy eindhoven	9,7%	10,7%	12,8%	8,4%	22,5%
driestar hs.	12,6%	14,4%	9,7%	8,5%	15,4%
fontys hs.	17,9%	19,2%	16,9%	16,8%	17,3%
gereformeerde hs.	19,9%	21,0%	18,7%	19,3%	22,8%
gerrit rietveld academie	17,1%	13,8%	12,2%	13,1%	10,1%
haagse hs.	17,1%	16,0%	14,3%	14,8%	15,6%
hanzehogeschool groningen	14,9%	15,0%	12,9%	13,7%	14,4%
has den bosch	15,3%	19,1%	15,8%	19,6%	13,9%
hotelschool den haag	9,3%	7,6%	8,0%	6,2%	9,8%
hs. de kempel	17,3%	19,3%	13,4%	14,0%	12,5%
hs. der kunsten den haag	9,9%	12,5%	12,8%	14,2%	14,2%
hs. edith stein	17,4%	21,7%	21,5%	22,7%	20,4%
hs. helicon	21,0%	23,1%	19,3%	28,3%	23,9%
hs. inholland	18,9%	19,3%	15,8%	17,4%	18,7%
hs. ipabo	20,8%	28,5%	18,1%	21,5%	16,5%
hs. leiden	16,4%	17,1%	13,3%	14,6%	16,8%
hs. rotterdam	15,6%	15,9%	13,4%	13,9%	14,5%
hs. utrecht	18,0%	18,6%	17,5%	16,8%	16,0%
hs. van amsterdam	18,3%	18,4%	16,4%	17,6%	16,5%
hs. van arnhem en nijmegen	18,9%	19,2%	16,3%	16,5%	16,9%
hs. voor de kunsten utrecht	13,6%	14,9%	13,0%	13,1%	14,2%
hz university of applied sciences	17,9%	16,4%	15,5%	17,2%	15,1%
iselinge hs.	24,1%	17,2%	17,7%	14,4%	23,0%
kath. pabo zwolle	14,5%	13,0%	14,4%	8,0%	13,8%
nhtv internationale hs. breda	14,6%	16,4%	13,3%	14,4%	15,0%
noordelijke hs. leeuwarden	17,5%	16,1%	13,2%	13,8%	12,6%
p.c. hs. 'marnix academie'	18,5%	16,0%	14,6%	8,2%	17,4%
saxion hs.	16,4%	15,5%	14,7%	14,8%	16,4%
stenden hs.	16,2%	17,4%	17,1%	16,0%	16,9%
stoas hs.	27,3%	28,0%	20,7%	18,6%	27,1%
van hall larenstein	17,1%	18,0%	16,9%	16,8%	19,7%
zuyd hs.	14,1%	16,5%	14,0%	14,2%	13,9%
Total	17,2%	17,5%	15,3%	15,7%	16,1%

The first thing that stands out is that the average dropout rate of the 2010 cohort is only marginally lower than the cohort of 2006. However, in between those years the dropout rates have been lower and so compared to the previous two years, dropout rates have somewhat increased. Looking at specific UAS there is not a clear pattern, some UAS have their dropout rates reduced and others have their dropout rates increased. Another thing that stands out is the difference between dropout rates of UAS, although these rates are closer to each other than the graduation rates of UAS. The highest dropout rate for example of cohort 2010 is 27.1% (*Stoas Hs.*) and the lowest rate is 9.8% (*Hotelschool Den Haag*), while the average is at 16.1%.

About the developments in study success of UAS can be stated that:

- Overall graduation rates have not improved; on the contrary, the average of all UAS is decreased.
- There are major differences in graduation rates of different UAS.
- Dropout rates have been reduced and increased again, which eventually has resulted in the rates remaining more or less the same.
- There are also many differences in dropout rates of different UAS.

At face value, it seems that policy measures undertaken by the Dutch government have not proven directly to have a positive effect on study success. At the institutional level however these measures might have, because of the major differences in graduation rates and dropout rates of different UAS. Therefore it is interesting to look at the implementation process.

Chapter 3: Theoretical framework

3.1 Introduction

This chapter will answer the second research question for this study:

"Which factors are important for a successful implementation of the BSA-policy?"

Higher education is seen as a "relatively under-researched field" (Kohoutek, 2012, pp. 1-2). There are no widely accepted approaches on how to implement new policies in higher education. Hence, this chapter will therefore first explore general implementation theories and will then focus on identification of the factors that affect the chances on successful implementation. These factors will be used to describe some expectations about how these factors are presented in UAS and to analyse the implementation process of reforms on study success within the selected programs of UAS.

3.2 Implementation in general

Implementation studies in higher education are frequently based on a framework designed by Cerych and Sabatier which uses a top-down, staged approach (Kohoutek, 2012, p. 10). However this approach has also been highly criticized because it does not explain the real-life implementation process adequately (Gornitzka, Kyvik, & Stensaker, 2005, p. 43). Implementation analysis in general can be approached from two angles; (1) the top-down perspective and (2) the bottom-up perspective (Sabatier, 2005, p. 19).

The top-down perspective is a vertical approach in which policy decisions are made by an authoritative leader (Colebatch, 2009, p. 35). For public policy to pass through there are three major stages where changes take place, namely (1) policy formulation, (2) policy implementation and (3) policy reformulation (Gornitzka, Kyvik, & Stensaker, 2005, p. 39). Implementation in this perspective means carrying out a policy decision (Sabatier, 2005, p. 19).

The bottom-up perspective is a more horizontal approach in which policy decisions are made through interaction among actors (Colebatch, 2009, p. 35). The implementation method for the bottom-up approach provides a mechanism that starts from the low-level management to the top-level management of policy makers (Sabatier, 2005, p. 23). It starts by identifying the network of actors in order to assess the importance and necessity of governmental reforms. This is done by out-mapping the goals, strategies, activities and contacts of actors in the network. From these contacts the actors that are involved in planning, financing and executing reforms at the local, regional and national level are identified through which the implementation structure becomes clear.

From the bottom-up point-of-view disparities between the policy decision and actual practice are seen as normal instead of a form of goal displacement because disparities are assumed to come naturally to the implementation process (Gornitzka, Kyvik, & Stensaker, 2005, p. 44). The central question therefore is how societal problems are being solved by actors and what the role of government is in finding the solution to a given problem. Having space for own insights in the performance of a profession is seen as an expression of a well-functioning democracy. This in the contrary to the top-down approach; where disparities between decisions and practice are seen as unintended implementation outcomes.

According to the instrumental approach analysing the implementation process of policies means "focusing on how they are put into action, and the conditions under which success or failure in achieving the expected results ensue" (Reale & Seeber, 2012, p. 2). Implementation should be seen as an evolution, because it is a continuous process of reformulation and redesigning. Instruments are means to realise policy objectives and are seen as institutions, which reveal the real choices of policies (Reale & Seeber, 2012, pp. 3-4).

3.3 Factors

There are six different factors of importance in the implementation process according to Beer and Eisenstat (2000, pp. 31-35). These factors are (1) senior management style; (2) strategy and priorities; (3) senior management team; (4) vertical communication; (5) coordination across functions, businesses or borders; and (6) leadership skills and development. Each factor can contribute - directly or indirectly - to the success or failure of the implementation process. The following figure will show how these factors interact with each other.

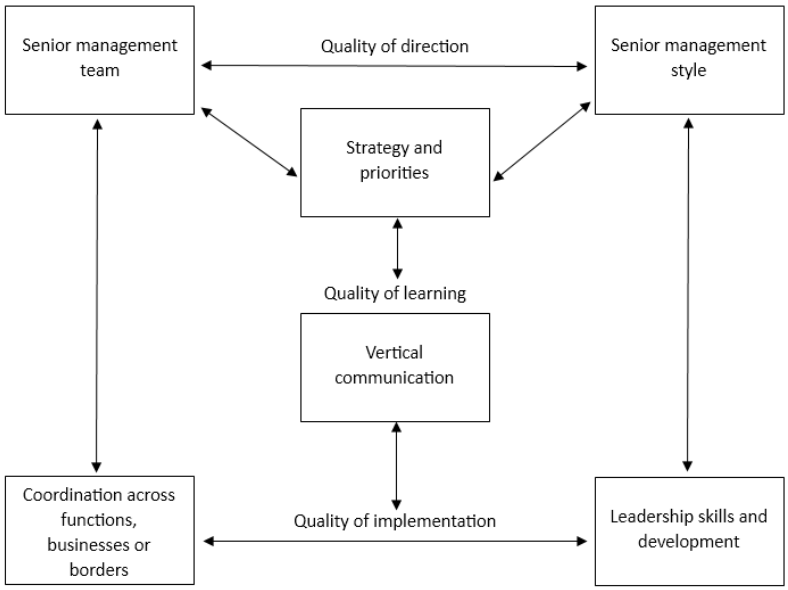

Figure 4: Interaction of factors (Beer & Eisenstat, 2000, p. 32)

The interaction between these factors determines the quality of three aspects, namely the quality of direction, learning and implementation (Beer & Eisenstat, 2000, pp. 32-34). The senior management team and their management style influence the quality of the direction that is given to the organization. The higher the quality of the direction, the better the team will be coalesced and the better it will work together. The quality of learning of the organization depends on the communication and the establishment of strategy and priorities. The higher the quality of learning is, the better the upward communication within the organization is and the more employees will work to accomplish goals. There are two factors which influence the quality of implementation which are the coordination of the organization and the (potential) leadership skills and development. The higher the quality of implementation is, the more there will be collaboration among managers from different levels. It will resolve differences of perspective.

3.3.1 Senior management style

If this factor is positively present in the implementation process, the senior management style embraces top-down direction and bottom-up influence (Beer & Eisenstat, 2000, p. 35). This means that direction is given from the senior management and feedback is used to improve the direction. This can be seen as a more horizontal approach in which policy decisions are made through interaction among actors (Colebatch, 2009, p. 35). The implementation method for this approach provides a mechanism that moves from street-level bureaucrats to the top of policy makers (Sabatier, 2005, p. 23).

When the senior management style is only top down or laissez-faire, this factor is negatively present in the implementation process (Beer & Eisenstat, 2000, p. 32). Implementation in this perspective simply means carrying out a policy decision (Sabatier, 2005, p. 19). Top-down is a vertical approach in which policy decisions are made by an authoritative leader (Colebatch, 2009, p. 35). This approach or the more 'wait and see' approach (laissez-faire) can result in "discomfort with conflict, frequent absences to manage an acquisition and use of the top team for administrative matters rather than focused strategic discussions" (Beer & Eisenstat, 2000, p. 33). Senior teams are bypassed by the management, which prevents them from becoming an effective team.

3.3.2 Senior management team

If this factor is positively present in the implementation process, the senior management functions as an effective team with general-management orientation (Beer & Eisenstat, 2000, p. 35). This will provide for a common voice through constructive conflict which is needed to implement the strategy. In this process of constructive conflict different interests are gathered in order to create support among people and a power base for change, mostly through win-win situations, political games, power plays and by using negotiating tactics (de Caluwe & Vermaak, 2003, pp. 45-46).

When there is an ineffective senior management team, this factor is negatively present in the implementation process (Beer & Eisenstat, 2000, pp. 32-33). This will result in a top team that does not cooperate and only works within their own silos because of the fear for losing power. Senior teams are bypassed by the senior management, which prevents them from becoming an effective team. This causes a lack of development of coordination at lower levels. It can also cause a lack of support which will result in resistance to change (implementation process) among the people involved (de Caluwe & Vermaak, 2003, p. 45).

3.3.3 Strategy and priorities

If this factor is positively present in the implementation process, the strategies and priorities are clear and are formulated by the top team after discussion with lower levels (Beer & Eisenstat, 2000, p. 35). This again shows a more horizontal approach which has been explained in the senior management style. A clear strategy provides a causal theory about "how to effectuate social change" (Sabatier, 2005, p. 19). Clear priorities provide for standards of evaluation as well as for legal resources for change agents. A clear strategy and clear priorities are therefore seen as necessary conditions for successful implementation. It provides a rational design for the implementation process (de Caluwe & Vermaak, 2003, p. 46).

When strategies and priorities are not clear and possibly conflicting, this factor is negatively present in the implementation process (Beer & Eisenstat, 2000, pp. 32-34). This will result in competing strategies within an organization and people that are battling for the same resources. Senior teams

are bypassed by the management, which prevents them from becoming an effective team. The strategy is unclear, because there are no choices made about what to do and what not to do. Middle managers therefore cannot collaborate effectively.

3.3.4 Vertical communication

If this factor is positively present in the implementation process, there is an open vertical communication and there are open dialogues about effectiveness (Beer & Eisenstat, 2000, p. 35). This way feedback can be given about the senior management in order to create learning situations where can be experimented with more effective ways of acting (de Caluwe & Vermaak, 2003, p. 48). By creating these learning situations people can be allowed and feel supported to take responsibility for their own learning about the new situation after the change is implemented in order to improve their ways of acting.

When there is poor vertical communication, this factor is negatively present in the implementation process (Beer & Eisenstat, 2000, pp. 32-34). It will result in a lack of candid discussion with senior managers about possible threatening and embarrassing issues. If the vertical communication is blocked, it will also prevent the organization and its people from learning. This is because people do not feel motivated nor supported to experiment with new behaviour and are not able to learn from each other because of the lack of communication (de Caluwe & Vermaak, 2003, p. 49).

3.3.5 Coordination across functions, businesses or borders

If this factor is positively present in the implementation process, there is effective coordination (Beer & Eisenstat, 2000, p. 35). Teamwork should take place across divisions, functions, localities and businesses. For coordination to be effective it is necessary to have clear strategies and priorities. This way, lower-level managers are able to exercise independent judgment. Clear strategies and priorities also provide a rational design for the implementation process in which there is a clear structure and reasonable control over the steps that are undertaken (de Caluwe & Vermaak, 2003, pp. 46-47).

When there is poor coordination across functions, businesses or borders, this factor is negatively present in the implementation process (Beer & Eisenstat, 2000, pp. 32-34). This will result in competing strategies within an organization and people that are battling for the same resources. Senior teams are bypassed by the management, which prevents them from becoming an effective team. Managers across functions, businesses or borders are not able to collaborate effectively with one another if the senior management has conflicting strategies and priorities which push the managers in different directions. This may cause the managers and/or the senior management to lose sight of the intended result (de Caluwe & Vermaak, 2003, p. 47)

3.3.6 Leadership skills and development

If this factor is positively present in the implementation process, there is down-the-line leadership (Beer & Eisenstat, 2000, p. 35). It is important to have potential mid-level managers with leadership skills and a general perspective. This potential then can be further developed in the direction of the organization through learning interventions, like providing feedback, giving meaning and setting up interactions (de Caluwe & Vermaak, 2003, p. 49). The commitment of managers to policy objectives and skills in utilizing available resources are viewed as critical (Sabatier, 2005, p. 19). Managers also

have to have certain political skills to facilitate communication and negotiation (de Caluwe & Vermaak, 2003, p. 46).
When there is inadequate down- the-line leadership skills and development, this factor is negatively present in the implementation process (Beer & Eisenstat, 2000, pp. 32-34). This will result in the lack of skills of lower-level management to lead change and no training or support is provided by the management to develop such skills. In these cases most of the time the general manager alone sees the whole picture which will cause a top-down approach with little or no bottom-up influence.

3.4 Implementation factors and expectations

The theoretical framework gives six factors that are considered to be important for the success or failure of an implementation process. These factors will be used for the analysis of the BSA-policy. Based on the theory and literature of the previous chapters, some expectations can be made which are depicted in Table 3.

1. Senior management style
2. Senior management team
3. Strategy and priorities
4. Vertical communication
5. Coordination across functions, businesses or borders
6. Leadership skills and development

If a factor is marked (+), it means the factor will have a positive effect on the implementation process of the BSA. If a factor is marked (+/-), it means the effect of the factor will not be optimal on the implementation process of the BSA. If a factor is marked (-), it means the factor has a negative effect on the implementation process of the BSA. Based on the factors the effects of the quality of direction, learning and implementation on the implementation process of the BSA are determined.
The following applies to the graduation rates and dropout rates. If it is marked (+) it means the rates are expected to be improved as a result of the implementation process of the BSA. For graduation rates this means an increase in rates and for dropout rates this means a decrease in rates. If it is marked (?) the outcome is expected to be uncertain as a result of the implementation process of the BSA. If it is marked (0) there is no effect expected as a result of the implementation process of the BSA.

Table 3: Expectations

	Senior management style	Senior management team	Quality of Direction	Strategy and priorities	Vertical communication	Quality of Learning	Coordination	Leadership skills and development	Quality of Implementation	Graduation rates	Dropout rates
Expectation 1	+	+	+	+	+	+	+	+	+	+	+
Expectation 2	+/-	+/-	+/-	+/-	+/-	+/-	+/-	+/-	+/-	?	?
Expectation 3	-	-	-	-	-	-	-	-	-	0	0

Expectation 1

If all factors have a positive effect on the implementation process of the BSA, the effects of the quality of direction, learning and coordination will also be positive. There is expected to be success of the BSA-policy. In turn this would imply that the implementation process of the BSA-policy has a positive effect on study success, which means that graduation rates will increase and dropout rates will reduce.

Expectation 2

If the factors do not have an optimal effect on the implementation process of the BSA, the effects of the quality of direction, learning and implementation will also be not optimal. There is expected to be some success of the BSA-policy. In turn this would imply that the effect of the implementation process of the BSA on study success is not optimal. There are probably some improvements in graduation rates and dropout rates, but it is also possible that there will barely be an effect notable.

Expectation 3

If all factors have a negative effect on the implementation process of the BSA, the effects of the quality of direction, learning and coordination are also negative. There is expected to be failure of the BSA-policy. In turn this would imply that the implementation process of the BSA-policy has no effect on study success. Graduation rates and dropout rates will remain the same.

Chapter 4: Operationalization and selection

4.1 Factors in UAS

A general structure of an UAS is needed in order to translate the factors of the implementation process to day-to-day practice in UAS. Therefore an organogram will be used based on the WHW, chapter 10 (Stichting Adviesgroep Bestuursrecht, 2013), and several organograms of UAS. It is displayed in figure 5.

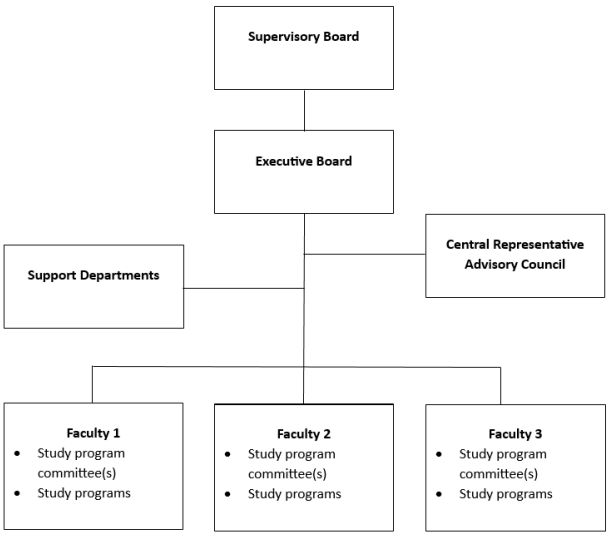

Figure 5: General Organogram of UAS

According to the WHW (Stichting Adviesgroep Bestuursrecht, 2013) the Supervisory Board (SB) is responsible for the supervision on the execution of activities and authorities of the Executive Board (EB). The EB is responsible for administrative and management regulations and has the possibility to transfer authorities to the faculty council. According to the *Onderwijsinspectie* (2009, p. 76) the EB should also have control on graduation rates for a positive effect. The SB and (mainly) the EB should be seen as the top-level management. The Central Representative Advisory Council (CRAC) gives advice to the EB and discusses the policy that is pursued. The CRAC will further ensure the general state of affairs within the UAS together with the support departments. The CRAC and the support departments should be seen as the mid-level management.

This research will focus for the most part on study programs and how specific reforms are set into place. This means that there will be zoomed in on the faculty level. Every faculty will have a faculty council, consisting of at least a director and study program managers. The director is responsible for a cluster of study programs and the related teachers and gets direction from the executive board. The manager is responsible for a certain study programs and everything that is related to that program. The faculty council (director and managers) should be seen as the low-level management.

For every factor - discussed in the previous paragraph - the expectations of a success situation will be described below. Also some questions will be formulated for every factor which will make it possible to measure it.

4.1.1 Senior management style

If this factor is positively present in the implementation process, the top-level management has a hierarchical structure with a reciprocal character. When implementing a reform the EB has to give

direction to the staff of the UAS, which shows the vertical aspect in a UAS. This is followed by feedback from the mid- and low-level management on the reform and/or the way it was carried out to by the director of the faculty and the managers of the study program, which shows the horizontal aspect in a UAS. The goal is to improve the direction and the management of the UAS/faculty/study program.

- To what extent has there been consultation about the policy between the EB and the executors/implementers of the BSA policy?
- To what extent did the EB listen to suggestions from those who execute/implement the BSA in the preparatory phase?
- To what extent do study programs have freedom in the policy to implement it in their own way?
- The role of the EB can be seen as:
    - Active/passive
    - Involved/detached
    - Stimulating/demotivating
    - Open/closed
    - Clear/unclear
    - Decisive/indecisive

4.1.2 Senior management team

If this factor is positively present in the implementation process, the top-level management most likely is unambiguous and explicit about policies. The management will have a general background but probably also has some affinity with education. Through constructive conflict a general consent about how to handle/implement a certain reform can be created. By accepting feedback from the low-level management an 'expert view' on the strategy and priorities is given which allows the reform to adapt to the environment of the UAS/faculty/study program.

- To what extent has the EB been unambiguous about the way the BSA was propagated?
- To what extent did the EB explicitly stated what was expected of those involved with respect to this policy?
- To what extent is the BSA executed in accordance with the intention?

4.1.3 Strategy and priorities

If this factor is positively present in the implementation process, the top-level management has a clear strategy on how to implement the reform and explain the priorities which should be focused on. According to the *Onderwijsinspectie* (2009, p. 76) this should have a strong educational concept in order to contribute to graduation and dropout rates. The manager has to apply the strategy on the study program and must communicate this with the teachers involved. By explaining the strategy to the teachers they will be more understanding and more likely to endorse/embrace the strategy. By using clear priorities tasks are provided for managers and teachers to fulfil. This improves the quality of learning directly, which means more chance of reaching the goal where the reform is aiming at.

- To what extent are the goals of the policy formulated in accordance with the SMART-method (Specific, Measurable, Acceptable, Realistic and Time-bound)
- To what extent does the policy fit the strategies and goals of the study program/institution?

- To what extent is there support for the measure within the study program/institution?
- To what extent are there sufficient adjustments made to the policy on grounds of experiences?

4.1.4 Vertical communication

For this factor to be positively present the communication between the top-, mid- and low-level management should be clear and open for everyone. This way everyone knows what to prepare for and room is created for feedback on the direction and management. People are able to learn from each other. Also the directors and managers between faculties should have open communication in order to learn from success and failures in different disciplines.

- To what extent is there timely spoken to those involved about the introduction of the policy?
- To what extent does the EB listen to suggestion from does who execute the policy in executive phase?
- To what extent are executors/implementers of the BSA stimulated to discuss important topics with respect to the policy?
- What grade would you give the communication within the organization about the BSA?

4.1.5 Coordination across functions, businesses or borders

For this factor to be positively present there should be effective coordination from top-level to low-level management on the strategy and priorities. This can result in teamwork among managers and the director within faculties but also between faculties. Low-level managers are strengthening by effective coordination to make their own decisions about what is fit for the study program.

- To what extent is the division of labour clear among those involved in the introduction and execution of the policy?
- Is there someone appointed to coordinate the BSA policy?
- To what extent are tasks - aroused form the policy - addressed in a team?

4.1.6 Leadership skills and development

For this factor to be positively present there should be down-the-line leadership from the top-level management to the low-level management. Again, the managers should have general background to be able to grow in the direction of the UAS. But it is most likely that these managers will have some kind of affinity with education. Managers are able to learn from feedback and other learning interventions. On the low-level managers should be motivated by the director to commit to the strategy and priorities, to use minimal resources and to be able to develop educationally and professionally, which contribute to the improvement of graduation and dropout rates (Onderwijsinspectie, 2009, p. 76).

- To what extent are implementers competent and skilled enough to execute the BSA - or tasks aroused from this policy - properly?
- To what extent are employees enabled to develop competences and skills, if necessary?
- To what extent do you have enough resources to implement the BSA properly?
- To what extent do implementers experience barriers in the implementation of the BSA?

4.2 Selection

The selection of UAS starts with choosing a sector in order to have homogenous population. Currently the labour market has a high demand for people with a technical background (Platform31, 2013) which makes it interesting to look at technical study programs. In the Netherlands there are two types of HEIs; monodisciplinary and multidisciplinary HEIs. There is however no UAS specialized in technical study programs (monodisciplinary) which means that the focus will be on multidisciplinary UAS. To be able to make a strong comparison between study programs and to avoid outliers, only study programs that are given at least at five UAS are taken into account. From these study programs the rates for graduation and dropouts are used to calculate a mean for these rates of technical study programs at a specific UAS.

The rates that are taken for comparison are:

1. Graduation rates of cohort 2002 and 2006, with a duration of five years.
2. Dropout rates of cohort 2006 and 2010, with a duration of one year.

A complete overview on all the study programs can be found in appendix one and two. The two tables below display the average graduation and dropout rates of two cohorts, the difference between the two cohorts and the number of technical study programs that are offered at the UAS.

Table 4: Average graduation of technical study programs at UAS

UAS	Graduation of technical study programs			
	Average 2002	Average 2006	Difference	Technical Study programs
Avans Hs.	63,88%	58,52%	-5,36%	11
Chr. Hs. Windesheim	70,70%	54,44%	-16,26%	9
Fontys Hs.	57,79%	55,54%	-2,25%	8
Haagse Hs.	54,74%	50,25%	-4,49%	9
Hanzehogeschool Groningen	64,87%	52,30%	-12,57%	8
Hs. Inholland	58,83%	52,85%	-5,98%	10
Hs. Leiden	55,58%	53,64%	-1,94%	3
Hs. Rotterdam	54,93%	52,53%	-2,40%	12
Hs. Utrecht	59,00%	54,64%	-4,36%	9
Hs. van Amsterdam	57,54%	48,47%	-9,07%	10
Hs. van Arnhem en Nijmegen	58,04%	50,79%	-7,25%	9
Hz University of Applied sciences	68,71%	63,19%	-5,52%	7
Nhtv Internationale Hs. Breda	66,60%	67,00%	0,40%	2
Noordelijke Hs. Leeuwarden	64,54%	57,07%	-7,47%	11
Saxion Hs.	60,76%	58,78%	-1,98%	13
Stenden Hs.	53,41%	33,52%	-19,89%	4
Zuyd Hs.	69,72%	58,41%	-11,31%	9

Table 5: Average dropouts of technical study programs at UAS

UAS	Dropouts of technical study programs			
	Average 2006	Average 2010	Difference	Technical Study programs
Avans Hs.	12,93%	9,51%	-3,42%	11
Chr. Hs. Windesheim	19,58%	12,29%	-7,29%	9
Fontys Hs.	12,40%	13,77%	1,37%	8
Haagse Hs.	15,84%	12,77%	-3,07%	11
Hanzehogeschool Groningen	15,50%	15,10%	-0,40%	10

Hs. Inholland	15,73%	16,28%	0,55%	11
Hs. Leiden	14,42%	15,85%	1,43%	3
Hs. Rotterdam	13,47%	14,00%	0,53%	14
Hs. Utrecht	15,95%	15,04%	-0,91%	11
Hs. van Amsterdam	15,08%	16,34%	1,26%	10
Hs. van Arnhem en Nijmegen	15,84%	17,13%	1,29%	10
Hz University of Applied sciences	11,95%	12,23%	0,28%	6
Nhtv Internationale Hs. Breda	8,95%	16,28%	7,33%	2
Noordelijke Hs. Leeuwarden	13,29%	8,98%	-4,31%	11
Saxion Hs.	11,73%	16,36%	4,63%	13
Stenden Hs.	16,34%	10,98%	-5,36%	5
Zuyd Hs.	12,45%	12,89%	0,44%	9

Based on the development in graduation rates and dropout rates of technical study programs which are shown in the previous tables and more explicit in appendix 1 and 2, there are three UAS selected. These three UAS are all multidisciplinary and have at least 20.000 students in total. The organizational structures of these UAS are all very similar to the organogram presented in the beginning of this chapter. To preserve confidentiality of the respondents, the selected UAS will not be disclosed; instead these UAS will be called UAS 1, UAS 2 and UAS 3. The study programs that are selected for the case studies are *Civiele Techniek* (CT), *Technische Bedrijfskunde* (TBK) and *Elektrotechniek* (ET), because these study programs are offered at all three UAS.

Chapter 5: Implementation of BSA at three UAS

5.1 Introduction

In this chapter the results of the qualitative research - the interviews - will be presented. Every UAS will be discussed separately. The results of the Likert-scale can be found in frequency tables in appendix 5 (UAS 1), 6 (UAS 2) and 7 (UAS 3).
In total there have been 20 respondents, 5 from UAS 1, 8 from UAS 2 and 7 from UAS 3. The majority of the respondents are working at low-level management (faculty – study program). They are more or less direct involved in the implementation of the BSA-policy for the study programs CT, TBK and/or ET. The other respondents are working at the mid-level management.

5.2 UAS 1

According to the respondents the BSA is introduced at UAS 1 approximately ten years ago. The desired effects of this policy are to out screen the weak students, to find out if a study program fits a student, to improve the study progress and to improve graduation rates.
Most respondents do think these effects have appeared after the BSA was introduced, but there has not been any research done on the effectiveness of the policy. Some think that the policy might have negative effects. This is due to raising the BSA-standard too quick and without evaluation. They also feel some students have been rejected too soon in their educational career.

Senior management style

From the interviews about the factor 'senior management style' it can be derived that implementers were not consulted by the Executive Board (further: EB) before the BSA was introduced. They usually do not consult on the implementation of new policies. The EB does consult with the CRAC, who has to approve the yearly *Onderwijs en Examenreglement* (regulations for education and exams; further: OER). But then again, the CRAC is not involved in the implementation of the BSA-policy.
Respondents state that consultation could have been better. In their perception the EB does not often listen to suggestions from implementers, which in their eyes is regrettable. They also experience little to no policy freedom with the BSA. On top of that, the EB sometimes comes across as demotivating and respondents feel the EB is not as open as they should be. However, the EB is experienced as being active, involved, clear and decisive.
In frame of this we would conclude that in the implementation process of the BSA at UAS 1 this factor could be characterized as being top-down and that decisions are made by more or less authoritative leaders. According to the theory of Beer and Eisenstat (2000) this means that the effect of the BSA measure is not optimal. In turn this would imply to have a negative effect on the improvement of study success.

Senior management team

The data collected for the factor 'senior management team' shows that the EB has been unambiguous about the policy, but not fully. Some respondents state that it took a while before the policy was fully unambiguous and clear. Others state that it has become more ambiguous because of additional measures.
Respondents also report that the EB could have been a bit more explicit about what is expected from those involved in the implementation process of the BSA. The policy is however included in the OER,

which to a certain level states what is expected from those involved. According to respondents the BSA is implemented as intended. Apart from the BSA-standard which has been raised over the past year, not much has changed.
Given the statements of the respondents, we would conclude that in the implementation process of the BSA at UAS 1 this factor could be characterized as an effective team, but not fully. This is because the EB could have been more unambiguous and explicit about the policy. Therefore the effect of the implementation process of the BSA-policy at UAS 1 is not entirely optimal, which implies that the effect on graduation rates and dropout rates is also not optimal.

Strategy and priorities

From the interviews about the factor 'strategy and priorities' it can be derived that the policy is formulated quite well. The BSA fits the strategy and priorities of the study programs partially because students can now be selected, but respondents also state that it diminishes the orientation function of the first year.
Respondents report that the policy also can be harsh, especially on students who sometimes just need more time. This is the main reason that the support for the implementation of the BSA among employees is not that high. Additionally the BSA-standard is raised over the past years, without doing any evaluation. This leads to resistance among teachers. Respondents feel that some of the adjustments are happening too quickly without substantially researching the effectiveness of the BSA and its adjustments.
In general we would argue that in the implementation process of the BSA at UAS 1 the strategy and priorities could be characterized as clear, but it also causes resistance among teachers. According to the theory of Beer and Eisenstat (2000) this means that the effectiveness of the policy is not entirely optimized. In turn this implies that the effect of the implementation process of the BSA on study success is not optimal either.

Vertical communication

The data collected for the factor 'vertical communication' shows that respondents question the communication about the introduction of the BSA. According to them the introduction of the policy has not been discussed or presented timely. Therefore, they say, there was not enough time to adjust the study program and its educational structure to the policy and the effects of it. At higher levels in the organization however the introduction of the BSA has been discussed.
Respondents also indicate that the EB might have listened to implementers, but they did not act upon the suggestions made. This is partly the reason why respondents overall do not have the feeling of being stimulated to discuss important topics arousing from the BSA. Because the policy is introduced in a top-down manner, most respondents qualify the communication as insufficient.
In frame of this we would conclude that in the implementation process of the BSA at UAS 1 the communication could be characterized as top-down with little to no bottom-up influences. This means that the effect of the implementation of the BSA-policy is not optimal. In turn this would imply to have a negative effect on the improvement of graduation rates and dropout rates.

Coordination of tasks and functions

From the data collected from the interviews about the factor 'coordination of tasks and functions' it can be derived that overall there is a clear division of labour. Some respondents do experience

however some lack of clarity about specific roles, but overall the OER covers the implementation of the BSA.
Respondents know who coordinates the BSA policy, but state that there is more than one person responsible. These employees are not solely coordinating the BSA but also other policies that are included in the OER. Respondents experience teamwork in the implementation of the BSA. Tasks are cooperatively handled among teachers, implementers and the administrative services.
Overall we would argue that in the implementation process of the BSA at UAS 1 the coordination could be characterized as effective. There could be more clarity about specific roles, which correlates with some lack of explicitness experienced by respondents shown under the factor 'senior management team'. According to the theory of Beer and Eisenstat (2000) this means the effect of the BSA is not entirely optimal. Therefore the effect of the implementation process of the policy on study success is not entirely optimal either.

Leadership skills and development

The interviews about the factor 'leadership skills and development' show that the respondents do feel competent and skilled enough to implement the BSA. In general they feel enabled to develop skills if necessary. They also have enough resources to implement the BSA and they do not experience many barriers, apart from sometimes a lack of time. Because the BSA is issued at the end of the college year, there exists a tension between the availability of the results of students and the time necessary to come to a fair judgement.
Most respondents however do struggle with the BSA-standard; they indicate it might be too high for students and they are worried about what to do if a lot of students are rejected from a study program. They also struggle with the social ties they sometimes have with students, which makes it hard to reject them. They say it is a difficult decision to make.
In frame of this we would conclude that in the implementation process of the BSA at UAS 1 this factor could be characterized as down-the-line leadership and enabling development of skills, but implementers are not entirely committed to the policy objective in terms of the BSA-standard. Therefore the effectiveness of the policy is not entirely optimized. In turn this would imply that the effect of the implementation process of the BSA on graduation rates and dropout rates also is not optimal.

5.3 UAS 2

According to the respondents the BSA is introduced at UAS 2 approximately ten years ago. The desired effect of the policy is to be able to make a selection from students, to shorten the duration of students in the propaedeutic phase, to give students insight in their accomplishments, to improve the quality of the study programs and to decide whether or not the study program matches the student.
Respondents do indicate that these effects have occurred, but there has not been any research done on this matter. Additionally, some respondents state a personal judgement should also be important, and the BSA is in principle only a matter of numbers. Also it stays questionable whether or not students are able to finish the study program successfully after getting a positive BSA.

Senior management style

From the interviews about the factor 'senior management style' can be derived that some respondents question the consultation of the EB with implementers. They say the EB does not consult directly with implementers; they make an autonomous decision. They do consult the so called *Werkgroep Regelingen* (a team who specialises in regulations) and the CARC, but these two advisory bodies are not involved in the implementation. Respondents report that it is possible to give input after the proposal for the OER is published and they also report that the EB has listened quite properly to suggestions.

Although all respondents experience the same policy freedom, they qualify it differently from each other, from somewhat to not at all. The BSA-standard is set for all study programs and the policy has a rigid procedure. They can only obligate certain courses if these courses are essential for a students' educational career. Respondents see the EB as active, open, clear and decisive, but they also indicate that the EB could sometimes be more involved and stimulating.

In frame of this we would conclude that in the implementation process of the BSA at UAS 2 this factor could be characterized as embracing top-down direction and bottom-up influences, although these bottom-up influences are limited. According to the theory of Beer and Eisenstat (2000) this means that the effect of this factor on the implementation process of the BSA is optimal, but not entirely. In turn this would imply that the effect on the improvement of study success is not entirely optimal either.

Senior management team

The interviews about the factor 'senior management team' show that every respondent experiences the EB as unambiguous about the policy. They also say the EB has been explicit about what is expected of those involved in the implementation of the policy. Some state this has improved compared to the introduction of the BSA.

The BSA-policy is written down and is part of the OER which is prepared by the *Werkgroep Regelingen*; therefore everyone is or should be aware of the content of the policy. They indicate the BSA is implemented as intended; this is partly due to the rigid procedure of the policy.

Overall we would conclude that in the implementation process of the BSA at UAS 2 this factor could be characterized as an effective team. This means that the effect of this factor in the implementation process of the BSA is optimized. In turn this would imply to have a positive effect on the improvement of study success.

Strategy and priorities

From the results of the interviews about the factor 'strategy and priorities' it can be derived that in general the respondents indicate that the policy is well formulated in the OER. They state that the BSA fits the strategy and goals of the study program/institution quite well because it increases the quality of the study program. But sometimes the policy is just not good enough, because there is no guarantee that students who barely pass the BSA-standard will succeed after the first year. Therefore some say they should be able to work with a stricter BSA. This correlates to some extent with the lack of policy freedom which is pointed out under the factor 'senior management style'.

The support among employees for the implementation of the policy is high; it is seen as part of the structure. Respondents say there have been sufficient adjustments, also after advice given by the CRAC for example.

In general we would conclude that in the implementation process of the BSA at UAS 2 the strategy and priorities could be characterized as being clear and well formulated, but some implementers do have problems with the BSA-standard because it is not high enough. Therefore the effect of this factor in the implementation process of the BSA is not entirely optimal. This implies that the effect on the improvement of graduation rates and dropout rates is not optimal either.

Vertical communication

The data collected from the interviews about the factor 'vertical communication' shows that respondents indicate that there is timely spoken to them about the introduction of the policy. This is because it is written down in the OER, and the first design of the OER is published in January. The EB also listens to suggestion from implementers, although some respondents state this could have been done better at the beginning.

Respondents feel stimulated to discuss important topics and experience an open culture, because there are various consultation structures for them to express their thoughts. For example they can discuss the policy with members of *Werkgroep Regelingen* and there are different meeting where they can give input for adjustments. They grade the communication within the institution about the BSA relatively high.

In frame of this we would argue that in the implementation process of the BSA at UAS 2 the communication could be characterized as open with open dialogues about the policy. According to the theory of Beer and Eisenstat (2000) this means that the effectiveness of this factor in the implementation process is optimized. In turn this would imply to have a positive effect on the improvement of study success.

Coordination of tasks and functions

From the interviews about the factor 'coordination of tasks and functions' it can be derived that respondents have a clear understanding of the division of labour. They say there has been a lot of attention for this the past years because of the law and criticism on higher education in general. It is therefore written down in the OER.

The policy is coordinated from a central and decentralized level, so there are more people responsible. Tasks involving the BSA are addressed in a team as long as the circumstances allow it. The organization is trying to enhance teamwork through a current project called *Teamgebonden Onderwijs* (education as a team effort).

In general we would concluded that in the implementation process of the BSA at UAS 2 this factor can be characterized as effective coordination, but with some lack of teamwork. Therefore the effect of this factor in the implementation process is not entirely optimal. In turn this implies that the effect on the improvement of graduation rates and dropout rates is not entirely optimal either.

Leadership skills and development

The results of the interviews about the factor 'leadership skills and development' show that respondents feel competent and skilled enough to implement the BSA. They are enabled to learn in two ways; some courses are offered/obligated by the management/EB and other courses are taken on own initiative. For example, the actual implementers have to follow a specific course before they are qualified to implement the BSA.

In general respondents indicate they have enough resources; they have access to legal services and support departments. There are little barriers. They sometimes have issues with time because

students have their last test period at the end of the year and therefore decisions about the BSA have to be made very quickly. Because they understand how the policy works, they do not see this as a real barrier.
Overall we would argue that in the implementation process of the BSA at UAS 2 this factor can be characterized as down-the-line leadership and enabling development of skills. According to the theory of Beer and Eisenstat (2000) this means that the effect of this factor in the implementation process is optimal. In turn it would imply to have a positive effect on the improvement of study success.

5.4 UAS 3

The respondents are not conclusive about when the BSA was introduced at UAS 3. Some say it was about five years ago, others say at least ten years ago. In both cases the policy is introduced long enough to have crystallized and therefore do the analysis. The desired effects of the BSA-policy are to be able to select, to shorten the study duration of students and to be able to end admissions of students who do not quit on their own while their results are not up to par.
The respondents do think that these effects have occurred, but there has not been any research done about the effectiveness of the BSA. They do state that there have not been more dropouts after raising the standard from forty to forty-eight. Although there has not been any research done about the effectiveness, there has been a research about the progress of students UAS wide. The results are that students, who are able to collect between forty and forty-eight study points or more than forty-eight study points in the first year, do the same in the following years. This leads to believe that the behaviour of students in the first year provide a standard for them about their behaviour in the following years.

Senior management style

The results of interviews about the factor 'senior management style' show that the respondents that were involved in the introduction of the policy did not experience consultation between the EB and the implementers. Respondents also say that the EB does not necessary listen to suggestions from implementers, because this kind of deliberation usually takes place between the directors of the academies and the EB and not with implementers. This is a result of the mandatory of the policy from the EB to the directors of academies. They can however deliver input to these directors.
Respondents do experience quite some policy freedom. The EB uses a qualitative criterion, which means the BSA-standard is set at a minimum of forty-eight points and a maximum of fifty-four points. Because courses are using different study points, they say, a fixed standard would not make any sense. This means every study program can decide on their own how high the standard is within this range. Also they can obligate certain courses if these are essential for a students' educational career. In general respondents see the EB as active, involved, stimulating, open, clear and decisive.
Overall we would conclude that in the implementation process of the BSA at UAS 3 this factor can be characterized as embracing top-down direction with bottom-up influences, although these bottom-up influences are limited. According to the theory of Beer and Eisenstat (2000) this means that the effect of this factor on the implementation process of the BSA is optimal, but not entirely. In turn this would imply that the effect on the improvement of study success is not entirely optimal either.

Senior management team

From the data collected from the interviews about the factor 'senior management team' it can be derived that the EB has been quite unambiguous about the policy. Some respondents even say that there is a lot of attention for the explanation and interpretation of the policy. Also the BSA is included in the OER. While it is explicitly stated what is expected from those involved, this does not come directly from the EB, but from the directors of academies.

The BSA is implemented as intended. In the policy there is flexibility for a more nuanced approach which means that the personal circumstances of a student can be taken into account. Implementers do use this space when they think it is necessary. For the other part it is just a matter of numbers, a student meets the BSA-standard or not.

In general we would argue that in the implementation process of the BSA at UAS 3 this factor can be characterized as an effective team. Therefore the effectiveness of this factor on the implementation process of the BSA is optimized. In turn this implies to have a positive effect on the improvement of graduation rates and dropout rates.

Strategy and priorities

The results of the interviews about the factor 'strategy and priorities' indicate that the BSA-policy is clear and well formulated. The BSA fits the strategy and goals of the study programs/institution. It is found to be a harsh instrument, but respondents acknowledge the need to be able to select and to shorten the duration of students who are not fit for the study program. There are however some problems, because the policy mostly affects the middle group of students and not really the students who are going to dropout anyway and that is a group of students who also needs to be addressed.

There is a lot of support for the policy, but not entirely. This is because some respondents state the policy is not explained by the EB, which could correlate with the lack of consultation depict in the 'senior management style'. The EB also has more of a cost-efficiency approach, while implementers are more involved with the students and act more from that point of view. Some respondents additionally think the BSA is too harsh on students. They do indicate that there have been sufficient adjustments to the policy, mainly in the policies which are meant to accompany the BSA, like student guidance.

In frame of this we would conclude that in the implementation process of the BSA at UAS 3 the strategy and priorities are clear, but do cause some resistance among employees. According to the theory of Beer and Eisenstat (2000) this means the effect of this factor in the implementation process of the BSA is optimal, but not entirely. In turn this would imply that the effect on the improvement of study success is not entirely optimal either.

Vertical communication

From the results of the interviews about the factor 'vertical communication' it can be derived that most respondents who were involved in the introduction of the policy state that there is timely spoken about the BSA. The EB does listen to suggestions, but this happens indirectly through the directors of academies. Directors function as intermediaries between the EB and employees of the academy. Employees can give input to them about the new OER and the CRAC has also a voice in this process, although they are not involved in the implementation process.

Respondents do not always feel stimulated to discuss important topics, because of a more top-down structure within the institution. Because of this structure some respondents grade the communication very low, while others have graded the communication reasonably high.

Overall we would argue that in the implementation process of the BSA at UAS 3 the communication can be characterized as top-down with not enough possibilities for feedback. This means that the effectiveness of this factor in the implementation process of the BSA is not entirely optimized. Therefore the effect on the improvement of graduation rates and dropout rates is not entirely optimized either.

Coordination of tasks and functions

From the interviews about the factor 'coordination of tasks and functions' it can be derived that the division of tasks is clear. Implementers get the grades and correlating study points of every student from the support services. Student guidance makes notifications if there are any personal circumstances of their students which should be taken into account of the decision. From this an advice is prepared which is addressed to the director of the academy. He/she has the final (mandated) authority on the BSA.

Most of the respondents know who is appointed for the coordination of the policy and say it is not just one person. They experience a lot of teamwork during the implementation of the BSA. This is due to cooperation with teachers and student guidance.

In general we would conclude that in the implementation process of the BSA at UAS 3 the coordination can be characterized as effective. According to the theory of Beer and Eisenstat (2000) this means that the effect of this factor on the implementation process is optimized. In turn this would imply to have a positive effect on the improvement of study success.

Leadership skills and development

From the data collected from the interviews about the factor 'leadership skills and development' it can be derived that respondents indicate to be competent and skilled enough to perform their tasks. They also feel enabled to develop competences and skills. There are enough courses available, but most of the time this is on their own initiative.

Respondents experience enough resources and little to no barriers. They sometimes struggle with student guidance for those who get a negative BSA and thus are rejected from the study program. And they experience some time pressure.

In frame of this we would argue that in the implementation process of the BSA at UAS 3 this factor can be characterized as down-the-line leadership and enabling development of skills. This means that the effectiveness of this factor in the implementation process of the BSA is optimized. In turn this would imply to have a positive effect on the improvement of graduation rates and dropout rates.

Chapter 6: Analysis and conclusions

6.1 Introduction

The third research question of this research is:

How do the implementation factors explain success or failure of the BSA-policy that aims to enhance study success?

This chapter will first present the analysis of the data. The analysis will show an overview of the factors and the quality of direction, learning and implementation. This will be compared to the expectations that are written down in Chapter 3. In order to answer the third research question the developments of graduation rates and dropout rates of the study programs CT, TBK and ET of the selected UAS will be presented. Based on the findings the main conclusion with regards to the general research question will be formulated. At the end of this chapter some attention will be paid to the recommendations based on this study.

6.2 The Analysis

An overview of the data is depicted in Table 6. If a factor is marked (+), it means the factor will have a positive effect on the implementation process of the BSA. If a factor is marked (+/-), it means the effect of the factor will not be optimal on the implementation process of the BSA. If a factor is marked (-), it means the factor has a negative effect on the implementation process of the BSA. Based on the factors the effects of the quality of direction, learning and implementation on the implementation process of the BSA are determined.

Table 6: Factors and quality of direction, learning and implementation in UAS

	Senior management style	Senior management team	Quality of Direction	Strategy and priorities	Vertical communication	Quality of Learning	Coordination	Leadership skills and development	Quality of Implementation
UAS 1	-	+/-	+/-	+/-	-	+/-	+/-	+/-	+/-
UAS 2	+/-	+	+/-	+/-	+	+/-	+/-	+	+/-
UAS 3	+/-	+	+/-	+/-	+/-	+/-	+	+	+

Based on the results and expectations written down in Chapter 3 the following can be argued. There is no UAS with only negatively present factors, which means at every UAS it is expected to see an improvement in study success because of the implementation process of the BSA. This means an increase in graduation rates and a decrease in dropout rates. However, there is no definite say in that because there is no UAS with all factors positively present. This implies that there could also be no effect of the implementation process of the BSA on the improvement in study success at all.
UAS 3 shows the most positive results compared to the other two UAS, therefore the improvement in study success is expected to be the highest at UAS 3. UAS 1 shows the least positive results compared to the other two UAS, therefore the improvement in study success is expected to be the little at UAS 1. UAS 2 shows more positive results than UAS 1, but less than UAS 3. Therefore it is

expected that there are some improvements in study success at UAS 2, but not less than at UAS 1 and not more than at UAS 3.

The developments in graduation rates (statistics of 2002 compared to 2006) and dropout rates (statistics of 2006 compared to 2010) for the study programs CT, TBK and ET of the three UAS are presented in Table 7. The actual percentages can be found in Appendix 1 and 2.

Table 7: Developments in rates [1]

	UAS 1		*UAS 2*		*UAS 3*	
	Graduation 2006-2002	Dropouts 2010-2006	Graduation 2006-2002	Dropouts 2010-2006	Graduation 2006-2002	Dropouts 2010-2006
Civiele Techniek	-7,7%	-5,2%	14,4%	10,9%	16,9%	11,1%
Technische Bedrijfskunde	-32,5%	-11,2%	-0,9%	-0,6%	5,1%	-0,4%
Elektrotechniek	-5,1%	-0,8%	-8,4%	-1,5%	3,7%	0,4%

[1] For graduation rates this is the difference between the rate of the cohort of 2002 and 2006. For dropout rates this is the difference between the rate of the cohort of 2006 and 2010.

At face value developments in study success are not entirely corresponding with the expectations. There is no study program with a positive development in both graduation rate and dropout rate. Moreover, some rates have worsened and we only expected to see improvement or no change.
At UAS 1 the graduation rates have worsened and dropout rates have improved, but we expected to see little improvements in both rates compared to the other two UAS. Instead, the dropout rates at UAS 1 have improved the most compared to the other two UAS.
UAS 2 shows a lot of variation in study success at the different study programs. For the study program CT the graduation rate has improved and the dropout rate has worsened. For the study program TBK both rates have remained more or less the same. For the study program ET the graduation rate has worsened and the dropout rate has improved. We expected to see more improvements in study success for all study programs compared to UAS 1 and fewer improvements compared to UAS 3. This is only the case for the graduation rates of the study program CT.
At UAS 3 the graduation rates have improved for all three study programs. The dropout rate for the study program CT has worsened and the dropout rates for the study programs TBK en ET have remained more or less the same. The graduation rates have improved the most compared to other UAS and this is in line with the expectations. The dropout rates however have not developed as expected. At UAS 3 the development of the dropout rates is the least compared to the other two UAS.
Because the results do not match the expectations, there cannot be concluded that factors in the implementation process explain success or failure of the BSA-policy and the effect on improvements in study success.

6.3 Answering the general research question

After researching the BSA-policy at nine study programs within three UAS it is not possible to make generalised conclusions for all study programs at every UAS on this matter. Therefore the conclusions that are written down are made about the case studies and the corresponding UAS that are selected for this research. The general research question of this research is:

"To which extent are improvements in study success of UAS study programs the result of particular factors of implementation processes of the BSA?"

Study success in this research is defined as graduation rates and dropout rates. The implementation process is an institutional factor which is expected to influence study success.
As can be seen in Chapter 2 many policy initiatives are taken in higher education in order to improve study success. One of the most important changes in higher education policies has probably been the introduction of the WHW. But also other measures were issued, like excellence programs, intuition fees differentiation and selection methods. The BSA, the policy that is used for the data collection and analysis, is one of these selection methods.
After all these initiatives the question is if study success in higher education has improved. The average graduation rate of UAS does not show an improvement. On the contrary, the average graduation rate has decreased. The average dropout rate of UAS also has not improved. This average rate has remained more or less the same. There are, however, major differences in the graduation rates as well in the dropout rates of UAS. Therefore there could also be major differences in the rates for study programs.
According to the theory (Chapter 3) there are six factors which affect the implementation process. These factors are (1) senior management style, (2) senior management team, (3) strategy and priorities, (4) vertical communication, (5) coordination of tasks and functions and (6) leadership skills and development. The senior management style and senior management team affect the quality of direction; the strategy and priorities and the vertical communication affect the quality of learning; and the coordination of tasks and functions and the leadership skills and development affect the quality of implementation.
Based on this research it is hard to say what the exact effect of factors in the implementation process of the BSA is. There does seem to be some kind of pattern. For example, if we look at the graduation rates alone we could argue that the expectation - that the highest improvements are present at UAS 3, less improvements are present at UAS 2 and the least improvements are present at UAS 1 - does seem to have some overlap with the developments in graduation rates. However, we cannot conclude that improvements in study success of UAS study programs are the result of particular factors of the implementation process of the BSA.
In this study we only expected rates to improve or remain the same but some rates have worsened. There are some alternative explanations for the developments in study success, for example those that are formulated by the *Onderwijsinspectie* (2009, p. 19). They state that the institutional factor only partly influences study success. Other factors that are influencing study success are student-related factors, study-related factors and policy and system-related factors. These factors could also very well explain the developments in study success.

6.4 Recommendations

If we assume that there is some relationship between the implementation process of the BSA and study success, there is improvement in study success to gain by UAS. Therefore a couple of recommendations can be made about the case studies and further research. Also there will be some recommendations made for UAS in general. This will be followed by recommendations for the BSA policy.

Case studies

In the case studies there is one issue which has been repeatedly mentioned by the respondents. This issue relates the top-down structure of the organization with a lack of reciprocal character. This is for example the case in little consultation from the EB with implementers prior to the introduction of the BSA-policy, but also in further stages of the implementation process. Therefore the recommendation for the case studies is to embrace and incorporate more bottom-up influences. This can be done through feedback moments and creating more learning situations. This will help improve the implementation of the BSA and the adjustments that are made to the policy.

Further research

If we reflect on this research, the question rises why a strong conclusion on the relationship of factors in the implementation process of the BSA and study success cannot be made. The approach that is used seems to be right, but there might be a different or stronger outcome if a larger sample for the case studies is used. Therefore the recommendation is to do further research on this subject, using the same approach but with a larger sample. For example the sample could exist out of thirty case studies spread over five UAS.

UAS in general

In most case studies it is indicated that there has been little consultation with implementers by the EB prior to the introduction of the policy. This leads to the assumption that there are probably many more implementers at different study programs and different UAS who experience this in the same way. That is why this is a recommendation for all UAS to ensure if there is enough consultation with implementers, directly or indirectly, prior to the introduction of new policies. Especially those policies with major consequences, like the BSA. These implementers have an expert view on the situation, because they are at the frontline and experience the effects first hand. To not listen to these people means losing valuable knowledge which in general UAS cannot afford to lose.

BSA policy

During the interviews many respondents stated that there has not been any evaluation done on the effectiveness of the BSA or that they did not have hard numbers to support their statements. This raises some concerns, because of the harsh consequences of the policy. When a student gets a negative advice he/she gets rejected from the study program. The UAS raise the bar for students every year, which at plain sight seems like a reasonable incentive. But without evaluating the effectiveness of the BSA the decision makers cannot be sure that they are not making unnecessary financial costs and loss of time for these students. Therefore a strong recommendation is made on UAS to evaluate the policy more extensively and to determine if it is effective in the way it is set out.

Another thing that stood out during the interviews was that all the respondents endure little to no policy freedom, except for respondent from UAS 3. The main difference between UAS 3 and the other two UAS is that UAS 3 uses a range for the BSA-standard, which makes it possible for study programs to choose the right standard. The other two UAS have a fixed standard across all study programs. Therefore the recommendation is to use such a range for the BSA-standard. Not only will it improve the policy freedom experienced by implementers but it will also make the policy fit the study program more.

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Appendixes

Appendix 1: Graduation rates Technical Education

Appendix 2: Dropout rates Technical Education

Appendix 3: Questionnaire mid-level management

Appendix 4: Questionnaire low-level management

Appendix 5: Data collection of UAS 1

Appendix 6: Data collection of UAS 2

Appendix 7: Data collection of UAS 3

Appendix 1: Graduation rates Technical Education

Higher Technical Education Bachelor	Bedrijfswiskunde		Bio&med lab onderzoek	
Graduation after five years Cohort	2002	2006	2002	2006
avans hs.			78,0%	70,5%
chr. hs. windesheim				
fontys hs.	44,4%	62,5%		
haagse hs.		71,4%		
hanzehogeschool groningen			64,1%	54,5%
hs. inholland	28,6%	61,9%	34,4%	50,7%
hs. leiden			64,9%	71,7%
hs. rotterdam			52,4%	45,1%
hs. utrecht			70,5%	58,2%
hs. van amsterdam	66,7%	50,0%		
hs. van arnhem en nijmegen			50,0%	60,2%
hz university of applied sciences				
nhtv internationale hs. breda				
noordelijke hs. leeuwarden	0,0%	45,5%	80,0%	70,6%
saxion hs.			67,5%	48,8%
stenden hs.			50,0%	31,6%
zuyd hs.			53,8%	68,1%
Grand Total	36,5%	57,1%	62,3%	58,5%

Higher Technical Education Bachelor	Bouwkunde		Chemie	
Graduation after five years Cohort	2002	2006	2002	2006
avans hs.	63,6%	56,2%	70,6%	62,9%
chr. hs. windesheim	63,3%	55,6%		
fontys hs.				
haagse hs.	65,3%	62,3%		
hanzehogeschool groningen	62,8%	57,0%	40,0%	57,7%
hs. inholland	65,0%	62,1%	57,1%	40,0%
hs. leiden			54,8%	41,4%
hs. rotterdam	50,3%	58,6%	75,0%	46,3%
hs. utrecht	63,7%	50,6%	59,0%	54,8%
hs. van amsterdam	58,5%	50,6%		
hs. van arnhem en nijmegen	42,4%	58,3%	56,3%	27,5%
hz university of applied sciences	60,7%	60,0%	88,9%	63,2%
nhtv internationale hs. breda				
noordelijke hs. leeuwarden	70,7%	62,3%	87,5%	56,3%
saxion hs.	71,2%	64,5%	66,0%	52,7%
stenden hs.			100,0%	20,0%

zuyd hs.			77,8%	63,6%
Grand Total	60,8%	56,6%	65,1%	50,3%

Higher Technical Education Bachelor		Chemische Technologie		Civiele techniek	
Graduation after five years	Cohort	2002	2006	2002	2006
avans hs.		41,4%	34,6%	76,0%	61,4%
chr. hs. windesheim				77,5%	69,8%
fontys hs.					
haagse hs.		66,7%	63,6%	75,0%	57,4%
hanzehogeschool groningen		60,0%	60,0%	84,3%	66,1%
hs. inholland				74,4%	53,1%
hs. leiden					
hs. rotterdam		58,1%	63,6%	70,7%	69,9%
hs. utrecht		48,3%	61,1%	48,0%	62,3%
hs. van amsterdam		75,0%		67,9%	55,3%
hs. van arnhem en nijmegen				81,3%	60,6%
hz university of applied sciences				76,9%	84,6%
nhtv internationale hs. breda					
noordelijke hs. leeuwarden		87,5%	50,0%	65,4%	50,0%
saxion hs.		80,8%	60,0%	67,7%	84,6%
stenden hs.					
zuyd hs.		92,3%	56,3%		
Grand total		62,8%	56,9%	71,1%	63,9%

Higher Technical Education Bachelor		Com&multimedia design		Tech bedrijfskunde	
Graduation after five years	Cohort	2002	2006	2002	2006
avans hs.		50,7%	47,0%	69,2%	63,2%
chr. hs. windesheim				82,5%	50,0%
fontys hs.				60,2%	50,5%
haagse hs.			39,8%	45,9%	61,7%
hanzehogeschool groningen				74,6%	42,1%
hs. inholland				75,6%	53,2%
hs. leiden					
hs. rotterdam		58,6%	43,1%	50,0%	61,7%
hs. utrecht				66,7%	65,8%
hs. van amsterdam		39,4%	55,7%	50,0%	50,0%
hs. van arnhem en nijmegen				71,8%	63,0%
hz university of applied sciences					
nhtv internationale hs. breda					
noordelijke hs. leeuwarden		37,7%	40,0%	90,9%	79,5%

saxion hs.			52,5%	57,6%
stenden hs.				
zuyd hs.	69,8%	56,3%	62,5%	64,9%
Grand total	48,7%	46,9%	63,4%	58,7%

Higher Technical Education Bachelor		Electrotechniek		Ind produkt ontwerpen	
Graduation after five years	Cohort	2002	2006	2002	2006
avans hs.		70,5%	71,3%		
chr. hs. windesheim		68,8%	63,6%	83,3%	42,6%
fontys hs.		62,2%	60,3%	51,7%	63,6%
haagse hs.		53,6%	43,0%	46,2%	39,8%
hanzehogeschool groningen		64,6%	48,4%		
hs. inholland		76,3%	62,5%		
hs. leiden					
hs. rotterdam		58,2%	29,0%		48,8%
hs. utrecht		53,1%	44,7%		
hs. van amsterdam		66,7%	49,4%		
hs. van arnhem en nijmegen		46,7%	45,3%		
hz university of applied sciences		77,8%	66,7%		
nhtv internationale hs. breda					
noordelijke hs. leeuwarden		72,7%	60,5%		
saxion hs.		58,7%	62,3%	51,1%	56,1%
stenden hs.					
zuyd hs.		60,0%	76,9%		
Grand total		61,3%	54,1%	51,9%	49,7%

Higher Technical Education Bachelor		Informatica		Log&tech vervoerskunde	
Graduation after five years	Cohort	2002	2006	2002	2006
avans hs.		57,5%	52,2%		
chr. hs. windesheim		57,8%	44,9%	52,6%	52,4%
fontys hs.		55,0%	52,9%	71,0%	54,9%
haagse hs.			35,5%		
hanzehogeschool groningen			50,0%		
hs. inholland		59,4%	41,4%		
hs. leiden		47,1%	47,9%		
hs. rotterdam			31,5%	63,9%	59,6%
hs. utrecht			57,8%		
hs. van amsterdam		47,2%	53,4%	61,3%	37,3%
hs. van arnhem en nijmegen		51,9%	60,9%		
hz university of applied sciences		68,0%	42,2%	30,8%	64,3%

nhtv internationale hs. breda			71,4%	68,3%
noordelijke hs. leeuwarden	50,0%	45,2%		
saxion hs.	52,8%	32,8%		
stenden hs.		30,3%		
zuyd hs.	46,1%	34,8%		
Grand total	52,1%	48,0%	62,8%	52,7%

Higher Technical Education Bachelor	Ruim ord&planologie		Technische informatica	
Graduation after five years Cohort	2002	2006	2002	2006
avans hs.			64,6%	56,3%
chr. hs. windesheim			75,0%	50,0%
fontys hs.				
haagse hs.			36,6%	37,5%
hanzehogeschool groningen				36,4%
hs. inholland		80,0%	66,7%	29,4%
hs. leiden				
hs. rotterdam	33,3%	75,0%		45,7%
hs. utrecht	64,5%	58,9%		40,8%
hs. van amsterdam			42,9%	34,5%
hs. van arnhem en nijmegen			50,0%	49,2%
hz university of applied sciences				
nhtv internationale hs. breda	61,8%	65,7%		
noordelijke hs. leeuwarden				
saxion hs.	58,5%	67,6%	44,4%	48,3%
stenden hs.				28,6%
zuyd hs.				50,0%
Grand total	59,1%	65,1%	52,8%	43,5%

Higher Technical Education Bachelor	Technische natuurkunde		Werktuigbouwkunde	
Graduation after five years Cohort	2002	2006	2002	2006
avans hs.			60,6%	68,2%
chr. hs. windesheim			75,5%	61,3%
fontys hs.	58,9%	47,2%	58,8%	52,3%
haagse hs.	42,2%	39,3%	61,3%	51,7%
hanzehogeschool groningen			68,5%	50,8%
hs. inholland			50,8%	47,1%
hs. leiden				
hs. rotterdam	42,9%		45,9%	57,6%
hs. utrecht			57,2%	46,0%
hs. van amsterdam				

hs. van arnhem en nijmegen			72,2%	32,1%
hz university of applied sciences			77,9%	61,4%
nhtv internationale hs. breda				
noordelijke hs. leeuwarden			67,5%	68,1%
saxion hs.	59,5%	67,6%	59,1%	61,1%
stenden hs.			63,6%	57,1%
zuyd hs.	100,0%		65,2%	54,8%
Grand total	53,0%	49,0%	61,7%	54,1%

Source: (HBO-raad, 2012a)

Appendix 2: Dropout rates Technical Education

Higher Technical Education	Bachelor	Bedrijfswiskunde		Bio&med lab onderzoek	
Dropouts after one year	Cohort	2006	2010	2006	2010
avans hs.				6,4%	4,4%
chr. hs. windesheim					
fontys hs.		0,0%	5,9%		
haagse hs.		14,3%	11,5%		
hanzehogeschool groningen				13,6%	9,6%
hs. inholland		0,0%	19,4%	14,7%	14,0%
hs. leiden				7,9%	9,9%
hs. rotterdam				11,0%	11,4%
hs. utrecht				13,3%	10,2%
hs. van amsterdam		6,7%	14,0%		
hs. van arnhem en nijmegen				12,6%	14,8%
hz university of applied sciences					
nhtv internationale hs. breda					
noordelijke hs. leeuwarden		18,2%	0,0%	0,0%	9,1%
saxion hs.				19,0%	21,7%
stenden hs.				31,6%	36,4%
zuyd hs.				8,5%	8,6%
Grand Total		7,1%	12,6%	12,1%	11,7%

Higher Technical Education	Bachelor	Bouwkunde		Chemie	
Dropouts after one year	Cohort	2006	2010	2006	2010
avans hs.		14,2%	10,7%	14,3%	5,9%
chr. hs. windesheim		18,2%	7,6%		
fontys hs.					
haagse hs.		13,2%	7,2%		
hanzehogeschool groningen		11,6%	17,0%	19,2%	8,1%
hs. inholland		18,2%	14,9%	6,7%	11,4%
hs. leiden				8,6%	13,6%
hs. rotterdam		11,5%	13,1%	4,9%	15,2%
hs. utrecht		17,9%	17,0%	9,5%	8,1%
hs. van amsterdam		19,7%	12,3%		
hs. van arnhem en nijmegen		13,5%	18,0%	27,5%	25,6%
hz university of applied sciences		23,3%	7,1%	7,9%	12,5%
nhtv internationale hs. breda					
noordelijke hs. leeuwarden		13,2%	10,7%	0,0%	16,7%
saxion hs.		15,1%	24,3%	14,9%	21,4%
stenden hs.				0,0%	0,0%
zuyd hs.				9,1%	14,9%

Grand Total	15,5%	13,2%	11,5%	13,8%

Higher Technical Education	Bachelor	Chemische Technologie		Civiele techniek	
Dropouts after one year	Cohort	2006	2010	2006	2010
avans hs.		3,8%	4,2%	16,9%	12,7%
chr. hs. windesheim				9,3%	4,1%
fontys hs.					
haagse hs.		0,0%	11,8%	10,6%	10,1%
hanzehogeschool groningen		6,7%	8,7%	16,1%	6,7%
hs. inholland				21,9%	5,0%
hs. leiden					
hs. rotterdam		15,2%	13,7%	9,6%	5,3%
hs. utrecht		13,9%	4,2%	14,5%	25,4%
hs. van amsterdam				6,4%	6,4%
hs. van arnhem en nijmegen				12,5%	14,7%
hz university of applied sciences				0,0%	20,8%
nhtv internationale hs. breda					
noordelijke hs. leeuwarden		25,0%	5,6%	14,3%	13,0%
saxion hs.		0,0%	15,6%	0,0%	11,1%
stenden hs.					
zuyd hs.		12,5%	8,3%		
Grand total		9,0%	10,0%	11,9%	11,1%

Higher Technical Education	Bachelor	Com&multimedia design		Tech bedrijfskunde	
Dropouts after one year	Cohort	2006	2010	2006	2010
avans hs.		22,0%	13,3%	9,5%	8,0%
chr. hs. windesheim				19,4%	8,2%
fontys hs.				9,9%	9,9%
haagse hs.		19,9%	16,1%	16,7%	9,8%
hanzehogeschool groningen				11,6%	17,4%
hs. inholland				25,5%	25,6%
hs. leiden					
hs. rotterdam		8,8%	19,2%	8,5%	18,5%
hs. utrecht			9,6%	10,8%	10,2%
hs. van amsterdam		10,3%	15,0%	13,8%	20,0%
hs. van arnhem en nijmegen			16,7%	12,3%	17,1%
hz university of applied sciences					
nhtv internationale hs. breda					
noordelijke hs. leeuwarden		17,4%	8,4%	12,3%	14,8%
saxion hs.				17,6%	17,2%
stenden hs.					

zuyd hs.	14,1%	15,2%	15,8%	14,6%
Grand total	15,1%	14,2%	13,3%	14,2%

Higher Technical Education	Bachelor	Electrotechniek		Ind produkt ontwerpen	
Dropouts after one year	Cohort	2006	2010	2006	2010
avans hs.		12,4%	11,1%		
chr. hs. windesheim		15,9%	15,2%	25,5%	15,3%
fontys hs.		11,3%	10,7%	9,1%	24,0%
haagse hs.		14,0%	9,3%	13,6%	16,9%
hanzehogeschool groningen		24,2%	25,0%		
hs. inholland		18,8%	18,5%		
hs. leiden					
hs. rotterdam		19,4%	20,0%	19,5%	15,0%
hs. utrecht		18,4%	16,9%		
hs. van amsterdam		21,7%	9,1%		
hs. van arnhem en nijmegen		12,8%	17,5%	15,3%	10,7%
hz university of applied sciences		13,3%	17,1%		
nhtv internationale hs. breda					
noordelijke hs. leeuwarden		15,8%	3,7%		
saxion hs.		10,1%	10,5%	14,0%	10,7%
stenden hs.					
zuyd hs.		3,8%	18,4%		
Grand total		15,2%	14,1%	16,2%	16,3%

Higher Technical Education	Bachelor	Informatica		Log&tech vervoerskunde	
Dropouts after one year	Cohort	2006	2010	2006	2010
avans hs.		19,7%	14,2%		
chr. hs. windesheim		29,0%	13,8%	28,6%	9,1%
fontys hs.		14,7%	14,3%	26,8%	23,9%
haagse hs.		20,7%	12,0%		
hanzehogeschool groningen		16,0%	18,9%		
hs. inholland		37,9%	23,7%		
hs. leiden		26,8%	24,1%		
hs. rotterdam		12,9%	19,0%	23,4%	12,2%
hs. utrecht		14,7%	14,6%		
hs. van amsterdam		20,1%	21,4%	16,9%	28,2%
hs. van arnhem en nijmegen		9,4%	14,7%		
hz university of applied sciences		20,0%	15,8%	7,1%	0,0%
nhtv internationale hs. breda				12,2%	15,4%
noordelijke hs. leeuwarden		19,4%	8,7%		
saxion hs.		13,1%	17,5%		

stenden hs.	39,4%	13,8%		
zuyd hs.	26,1%	0,0%		
Grand total	18,9%	16,9%	20,2%	18,4%

Higher Technical Education	Bachelor	Ruim ord&planologie		Technische informatica	
Dropouts after one year	Cohort	2006	2010	2006	2010
avans hs.				12,5%	8,6%
chr. hs. windesheim				16,7%	13,7%
fontys hs.					
haagse hs.				17,3%	12,2%
hanzehogeschool groningen				15,2%	14,6%
hs. inholland		0,0%		11,8%	13,5%
hs. leiden					
hs. rotterdam		12,5%	9,1%	19,6%	3,8%
hs. utrecht		23,3%	12,7%	22,4%	21,4%
hs. van amsterdam				14,5%	18,3%
hs. van arnhem en nijmegen				15,3%	13,8%
hz university of applied sciences					
nhtv internationale hs. breda		5,7%	17,2%		
noordelijke hs. leeuwarden					
saxion hs.		13,5%	10,2%	14,4%	16,9%
stenden hs.				0,0%	0,0%
zuyd hs.				16,7%	23,5%
Grand total		13,9%	13,6%	15,7%	13,8%

Higher Technical Education	Bachelor	Technische natuurkunde		Werktuigbouwkunde	
Dropouts after one year	Cohort	2006	2010	2006	2010
avans hs.				10,6%	11,5%
chr. hs. windesheim				13,8%	23,6%
fontys hs.		9,4%	7,7%	17,9%	13,7%
haagse hs.		16,1%	15,5%	17,9%	8,2%
hanzehogeschool groningen				21,0%	25,0%
hs. inholland				17,6%	16,9%
hs. leiden					
hs. rotterdam				12,0%	20,5%
hs. utrecht				16,8%	30,0%
hs. van amsterdam				20,8%	18,6%
hs. van arnhem en nijmegen				27,3%	24,6%
hz university of applied sciences					
nhtv internationale hs. breda					

noordelijke hs. leeuwarden			10,6%	8,1%
saxion hs.	5,9%	20,0%	14,8%	15,6%
stenden hs.			10,7%	4,8%
zuyd hs.			5,5%	12,5%
Grand total	11,2%	13,6%	15,7%	17,0%

Source: (HBO-raad, 2012b)

Appendix 3: Questionnaire mid-level management

Naam:
Man/vrouw:
Functie:
Taak/verantwoordelijkheid:

Algemene vragen

Wanneer is het BSA ingevoerd?

Waarom is het BSA ingevoerd en wat is het gewenste effect van deze maatregel?

Is dat effect ook opgetreden na de invoering van het BSA?

Senior management stijl

1. In welke mate is er volgens u overleg gepleegd tussen het CvB en degenen die het BSA uitvoeren voorafgaand aan de invoering van de beleidsmaatregel?
   - Is er overleg geweest waarbij de invoering een agendapunt was?
   - Is het vaker een agendapunt geweest? (frequentie)
   - Is er in een dergelijk overleg ruimte geweest voor eigen inbreng?
   - Werden punten die aangeleverd zijn door betrokkenen gehoord door het CvB?

Zeer veel overleg Helemaal geen overleg

1 2 3 4 5

2. In welke mate is er volgens u overleg gepleegd tussen het CvB en de degenen die het BSA uitvoeren tijdens/over de uitvoering van de beleidsmaatregel?
   - Is er overleg geweest waarbij de uitvoering een agendapunt was?
   - Is het vaker een agendapunt geweest?
   - Is er in een dergelijk overleg ruimte geweest voor eigen inbreng?
   - Zijn de punten die aangeleverd zijn door betrokkenen gehoord door het CvB?

Zeer veel overleg Helemaal geen overleg

1 2 3 4 5

3. In hoeverre heeft de opleiding beleidsruimte gekregen om de beleidsmaatregel naar eigen inzicht door te voeren (binnen de door het CvB vastgestelde kaders)?

Zeer veel ruimte Helemaal geen ruimte

1 2 3 4 5

4. Ik ga u nu een aantal vragen voorleggen over de rol van CvB met betrekking tot de invoering en de uitvoering van het BSA. Zou u aan willen geven wat het meest van toepassing is op de situatie?
   a. Actief / passief 1 2 3 4 5
   b. Bemoeizuchtig / afstandelijk 1 2 3 4 5

c.	stimulerend / demotiverend	1	2	3	4	5
d.	open / gesloten	1	2	3	4	5
e.	duidelijk / onduidelijk	1	2	3	4	5
f.	daadkrachtig / niet daadkrachtig	1	2	3	4	5

Senior management team

5. In welke mate is volgens u het BSA op een eenduidige manier uitgedragen door het CvB?
   - Is het een maatregel die gedragen wordt door één lid of door alle leden?
   - Verwachten de leden van het CvB dezelfde uitkomsten van het beleid?

Zeer eenduidig Helemaal niet eenduidig

1 2 3 4 5

6. In hoeverre heeft het CvB in uw ogen expliciet aangegeven wat er van de betrokkenen (beleidsmedewerkster en degenen die het BSA uitvoeren) wordt verwacht met betrekking tot deze beleidsmaatregel?

Zeer expliciet Helemaal niet expliciet

1 2 3 4 5

7. In hoeverre wordt in uw ogen het BSA uitgevoerd conform de intenties?
   - Wordt het BSA uitgevoerd zoals in eerste instantie bedacht was?

Geheel conform intenties Helemaal niet conform intenties

1 2 3 4 5

Strategie en prioriteiten

8. In hoeverre zijn volgens u de doelstellingen van de beleidsmaatregel SMART geformuleerd? (Specifiek, Meetbaar, Acceptabel, Realistisch en Tijdgebonden)?

Zeer SMART geformuleerd Helemaal niet SMART geformuleerd 1 2 3 4 5

9. In hoeverre sluit volgens u het BSA goed aan bij de strategieën en doelstellingen van de instelling als geheel?
   - Kunt u een voorbeeld geven welke strategieën/doelstellingen al dan niet goed aansluiten?
   - Is de beleidsmaatregel conflicterend met deze strategie of helpt het de doelstellingen van de strategie te bereiken?

Zeer goede aansluiting Helemaal geen goede aansluiting

1 2 3 4 5

10. In welke mate is er volgens u draagvlak voor de beleidsmaatregel binnen de opleiding?
    - Wanneer u denkt aan studieadviseurs/opleidingsdirecteurs/docenten/beleidsmedewerkers?
    - Zijn medewerkers enthousiast over de maatregel of is er juist veel commentaar op? Is er sprake van weerstand?

Zeer veel draagvlak Helemaal geen draagvlak

1 2 3 4 5

11. In hoeverre zijn er volgens u voldoende beleidsaanpassingen doorgevoerd op basis van de ervaringen die zijn opgedaan tijdens de uitvoering?
    - Is er uit evaluatie gebleken dat (de uitvoering van) het beleid zou moeten worden bijgesteld?
    - Is er uit terugkoppeling vanuit betrokkenen gebleken dat (de uitvoering van) het beleid zou moeten worden bijgesteld?
    - Zijn er aanpassingen doorgevoerd op basis van de evaluatie dan wel terugkoppeling?

Zeer voldoende beleidsaanpassingen Helemaal niet voldoende beleidsaanpassingen

1 2 3 4 5

Verticale communicatie

12. In hoeverre is er volgens u tijdig gesproken met betrokkenen over de invoering van de beleidsmaatregel?
    - Is er gesproken met beleidsmedewerkers?
    - Is er gesproken met degenen die het BSA moeten uitvoeren?
    - Heeft u voldoende tijd gehad om zich voor te bereiden op de veranderingen?

Zeer tijdig Helemaal niet tijdig

1 2 3 4 5

13. In hoeverre is er volgens u tijdens de uitvoering van de beleidsmaatregel door het CvB geluisterd naar suggesties van degenen die de beleidsmaatregel moeten uitvoeren?

Zeer goed geluisterd Helemaal niet geluisterd

1 2 3 4 5

14. In hoeverre worden de uitvoerders van de beleidsmaatregel gestimuleerd om belangrijke issues met betrekking tot de beleidsmaatregel bespreekbaar te maken?
    - Wordt hier ruimte voor gegeven?
    - Wordt het vanuit het CvB (of anders) aangespoord?

Zeer gestimuleerd Helemaal niet gestimuleerd

1 2 3 4 5

15. Welk rapportcijfer zou u de communicatie binnen de instelling over de beleidsmaatregel willen geven? (1 = laagst, 10 = hoogst)

1 2 3 4 5 6 7 8 9 10

Coördinatie van taken en functies

16. In hoeverre is er volgens u een duidelijke rolverdeling tussen de verschillende betrokkenen bij de invoering en de uitvoering van de beleidsmaatregel?
    - Weet iedereen wat zijn of haar taak is en wordt dit duidelijk gecommuniceerd?
    - Zijn de taken duidelijk afgebakend?

Zeer duidelijke rolverdeling Helemaal geen duidelijke rolverdeling

1 2 3 4 5

17. Is er volgens u iemand aangewezen om de uitvoering van het BSA te coördineren?

Ja Nee

18. In hoeverre worden de taken, voortvloeiend uit de beleidsmaatregel, in teamverband aangepakt?
    - Vindt er samenwerking plaats tussen verschillende betrokkenen of is iedereen alleen bezig met de eigen toebedeelde taak?

Zeer sterk teamverband Helemaal geen teamverband

1 2 3 4 5

Leiderschapsvaardigheden en ontwikkeling

19. In hoeverre beschikt u naar eigen oordeel over voldoende competenties en vaardigheden om de beleidsmaatregel goed in te voeren?
    - Weet u welke stappen u moet ondernemen?
    - Bent u in staat om het proces op een goede manier aan te sturen?

Ruim voldoende competenties en vaardigheden Helemaal geen competenties en vaardigheden

1 2 3 4 5

20. In welke mate wordt u in staat gesteld om competenties en vaardigheden, waar nodig, te ontwikkelen?
    - Zijn er mogelijkheden om cursussen te volgen?
    - Ontvangen uitvoerders begeleiding in hun ontwikkeling?
    - Zijn er mogelijkheden om te leren van collega's?

Zeer goed in staat gesteld Helemaal niet in staat gesteld

1 2 3 4 5

21. In hoeverre beschikken de uitvoerders volgens u over voldoende hulpbronnen (bevoegdheden, informatie, tijd) om de beleidsmaatregel in te voeren?

Zeer veel bevoegdheden/hulpbronnen Helemaal geen bevoegdheden/hulpbronnen

1 2 3 4 5

22. Hoeveel belemmeringen ervaart u bij het invoeren van de beleidsmaatregel?
    - Zijn er zaken die u tegen werken bij de invoering en wat zijn die dan?

Zeer veel belemmeringen Helemaal geen belemmeringen

1 2 3 4 5

Hartelijk dank voor dit gesprek. Heeft u nog op- of aanmerkingen naar aanleiding van de gestelde vragen?

Appendix 4: Questionnaire low-level management

Naam:
Man/vrouw:
Functie:
Taak/verantwoordelijkheid:

Algemene vragen

Wanneer is het BSA ingevoerd?

Waarom is het BSA ingevoerd en wat is het gewenste effect van deze maatregel?

Is dat effect ook opgetreden na de invoering van het BSA?

Senior management stijl

1. In welke mate is er volgens u overleg gepleegd tussen het College van Bestuur en degenen die het BSA uitvoeren voorafgaand aan de invoering van de maatregel?
   - Is er overleg geweest waarbij de invoering een agendapunt was?
   - Is het vaker een agendapunt geweest? (frequentie)
   - Is er in een dergelijk overleg ruimte geweest voor eigen inbreng?
   - Werden punten die aangeleverd zijn door betrokkenen gehoord door het CvB?

Zeer veel overleg Helemaal geen overleg

1 2 3 4 5

2. In hoeverre is er volgens u in de voorbereidingsfase van het BSA door het College van Bestuur geluisterd naar suggesties van degenen die het BSA uitvoeren?
   - Is er uit terugkoppeling van degenen die het BSA uitvoeren gebleken dat de invoering van het beleid zou moeten worden bijgesteld?
   - Zijn er (concrete) aanpassingen doorgevoerd op basis van deze terugkoppeling?

Zeer goed geluisterd Helemaal niet geluisterd

1 2 3 4 5

3. In hoeverre heeft de opleiding beleidsruimte gekregen om de beleidsmaatregel naar eigen inzicht door te voeren (binnen de door het CvB vastgestelde kaders)?

Zeer veel ruimte Helemaal geen ruimte

1 2 3 4 5

4. Ik ga u nu een aantal vragen voorleggen over de rol van CvB met betrekking tot de invoering en de uitvoering van het BSA. Zou u aan willen geven wat meer van toepassing is op de situatie? Is de rol van het CvB meer…
   a. Actief / passief 1 2 3 4 5
   b. Bemoeizuchtig / afstandelijk 1 2 3 4 5
   c. stimulerend / demotiverend 1 2 3 4 5

d.	open / gesloten	1	2	3	4	5
e.	duidelijk / onduidelijk	1	2	3	4	5
f.	daadkrachtig / niet daadkrachtig	1	2	3	4	5

Senior management team

5. In welke mate is volgens u het BSA op een eenduidige manier uitgedragen door het CvB?
   - Is het een maatregel die gedragen wordt door één lid of door alle leden?
   - Verwachten de leden van het CvB dezelfde uitkomsten van het beleid?

Zeer eenduidig Helemaal niet eenduidig

1 2 3 4 5

6. In hoeverre heeft het CvB in uw ogen expliciet aangegeven wat er van de betrokkenen (beleidsmedewerkers en degenen die het BSA uitvoeren) wordt verwacht met betrekking tot deze beleidsmaatregel?

Zeer expliciet Helemaal niet expliciet

1 2 3 4 5

7. In hoeverre wordt in uw ogen het BSA uitgevoerd conform de intenties?
   - Wordt het BSA uitgevoerd zoals in eerste instantie bedacht was?

Geheel conform intenties Helemaal niet conform intenties

1 2 3 4 5

Strategie en prioriteiten

8. In hoeverre zijn volgens u de doelstellingen van de beleidsmaatregel SMART geformuleerd? (Specifiek, Meetbaar, Acceptabel, Realistisch en Tijdgebonden)?

Zeer SMART geformuleerd Helemaal niet SMART geformuleerd

1 2 3 4 5

9. In hoeverre sluit volgens u de beleidsmaatregel goed aan bij de strategieën en doelstellingen van de opleiding?
   - Kunt u een voorbeeld geven welke strategieën/doelstellingen al dan niet goed aansluiten?
   - Is de beleidsmaatregel conflicterend met deze strategie of helpt het de doelstellingen van de strategie te bereiken?

Zeer goede aansluiting Helemaal geen goede aansluiting

1 2 3 4 5

10. In welke mate is er volgens u draagvlak voor de beleidsmaatregel binnen de opleiding?
    - Wanneer u denkt aan studieadviseurs/opleidingsdirecteurs/docenten/beleidsmedewerkers?
    - Zijn medewerkers enthousiast over de maatregel of is er juist veel commentaar op? Is er sprake van weerstand?

Zeer veel draagvlak Helemaal geen draagvlak

1 2 3 4 5

11. In hoeverre zijn er volgens u voldoende beleidsaanpassingen doorgevoerd op basis van de ervaringen die zijn opgedaan tijdens de uitvoering?
    - Is er uit evaluatie gebleken dat (de uitvoering van) het beleid zou moeten worden bijgesteld?
    - Is er uit terugkoppeling vanuit betrokkenen gebleken dat (de uitvoering van) het beleid zou moeten worden bijgesteld?
    - Zijn er aanpassingen doorgevoerd op basis van de evaluatie dan wel terugkoppeling?

Zeer voldoende beleidsaanpassingen Helemaal niet voldoende beleidsaanpassingen

1 2 3 4 5

Verticale communicatie

12. In hoeverre is er volgens u tijdig gesproken met betrokkenen over de invoering van de beleidsmaatregel?
    - Is er gesproken met beleidsmedewerkers?
    - Is er gesproken met degenen die het BSA moeten uitvoeren?
    - Heeft u voldoende tijd gehad om zich voor te bereiden op de veranderingen?

Zeer tijdig Helemaal niet tijdig

1 2 3 4 5

13. In hoeverre is er volgens u tijdens de uitvoering van de beleidsmaatregel door het CvB geluisterd naar suggesties van degenen die de beleidsmaatregel moeten uitvoeren?

Zeer goed geluisterd Helemaal niet geluisterd

1 2 3 4 5

14. In hoeverre worden de uitvoerders van de BSA gestimuleerd om belangrijke issues met betrekking tot de maatregel bespreekbaar te maken?
    - Wordt hier ruimte voor gegeven?
    - Wordt het vanuit het CvB (of anders) aangespoord?

Zeer gestimuleerd Helemaal niet gestimuleerd

1 2 3 4 5

15. Welk rapportcijfer zou u de communicatie binnen de instelling over het BSA willen geven? (1 = laagst, 10 = hoogst)

1 2 3 4 5 6 7 8 9 10

Coördinatie van taken en functies

16. In hoeverre is er volgens u een duidelijke rolverdeling tussen de verschillende betrokkenen bij de invoering en de uitvoering van de beleidsmaatregel?
    - Weet iedereen wat zijn of haar taak is en wordt dit duidelijk gecommuniceerd?
    - Zijn de taken duidelijk afgebakend?

Zeer duidelijke rolverdeling Helemaal geen duidelijke rolverdeling

1 2 3 4 5

17. Is er volgens u iemand aangewezen om de uitvoering van het BSA te coördineren?

Ja Nee

18. In hoeverre worden de taken, voortvloeiend uit de beleidsmaatregel, in teamverband aangepakt?
    - Vindt er samenwerking plaats tussen verschillende betrokkenen of is iedereen alleen bezig met de eigen toebedeelde taak?

Zeer veel teamverband Helemaal geen teamverband

1 2 3 4 5

Leiderschapsvaardigheden en ontwikkeling

19. In hoeverre beschikt u zelf over voldoende competenties en vaardigheden om de BSA, dan wel een taak voortvloeiend uit deze maatregel, goed uit te voeren?

Ruim voldoende competenties en vaardigheden Helemaal geen competenties en vaardigheden

1 2 3 4 5

20. In welke mate wordt u in staat gesteld om competenties en vaardigheden, waar nodig, te ontwikkelen?
    - Zijn er mogelijkheden om cursussen te volgen?
    - Ontvangen uitvoerders begeleiding in hun ontwikkeling?
    - Zijn er mogelijkheden om te leren van collega's?

Zeer goed in staat gesteld Helemaal niet in staat gesteld

1 2 3 4 5

21. In hoeverre beschikt u naar uw inzicht over voldoende hulpbronnen (informatie, tijd, medewerkers, bevoegdheden) om het BSA goed uit te voeren?

Zeer voldoende hulpbronnen Helemaal niet voldoende hulpbronnen

1 2 3 4 5

22. In hoeverre ervaart u belemmeringen bij het uitvoeren van het BSA?
    - Zijn er zaken die u tegen werken bij de uitvoering en wat zijn die dan?

Zeer veel belemmeringen Helemaal geen belemmeringen

1 2 3 4 5

Hartelijk dank voor dit gesprek. Heeft u nog op- of aanmerkingen naar aanleiding van de gestelde vragen?

Appendix 5: Data collection of UAS 1

	Senior Management Style						
1	To what extent has there been consultation about the policy between the EB and the executors/implementers of the BSA policy?	a great deal	much	somew hat	little	never	no answer
		0	0	1	1	2	1
2	To what extent did the EB listen to suggestions from those who execute/implement the BSA in the preparatory phase?	very good	good	barely accepta ble	poor	very poor	no answer
		0	1	1	1	1	1
3	To what extent do study programs have freedom in the policy to implement it in their own way?	a great deal	much	somew hat	little	not at all	no answer
		0	0	0	2	3	0
4	The role of the EB can be seen as: active/passive	very active	more active	neutral	more passive	very passive	no answer
		5	0	0	0	0	0
	involved/detached	very involve d	more involve d	neutral	more detach ed	very detach ed	no answer
		2	2	0	1	0	0
	stimulating/demotivating	very stimula ting	more stimula ting	neutral	more demoti vating	very demoti vating	no answer
		1	1	1	1	1	0
	open/closed	very open	more open	neutral	more closed	very closed	no answer
		2	1	0	2	0	0
	clear/unclear	very clear	more clear	neutral	more unclear	very unclear	no answer
		4	0	1	0	0	0
	decisive/indecisive	very decisive	more decisive	neutral	more indecisi ve	very indecisi ve	no answer
		4	0	0	1	0	0
	Senior Management Team						
5	To what extent has the EB been unambiguous about the way the BSA was propagated?	very	much	somew hat	little	not at all	no answer
		1	2	1	0	0	1
6	To what extent did the EB explicitly stated what was expected of those involved with respect to this policy?	very	much	somew hat	little	not at all	no answer
		1	2	1	1	0	0
7	To what extent is the BSA executed in accordance with the intention?	a great deal	much	somew hat	little	not at all	no answer
		3	1	0	0	0	1
	Strategy and Priorities						
8	To what extent are the goals of the policy formulated in accordance with the SMART-method?	a great deal	much	somew hat	little	not at all	no answer
		1	2	1	0	0	1
9	To what extent does the policy fit the strategies and goals of the study program/institution?*	very good	good	barely accepta ble	poor	very poor	no answer
		2	0	2	0	0	1
10	To what extent is there support for the measure within the study program/institution?*	a great deal	much	somew hat	little	not at all	no answer
		0	2	2	1	0	0
11	To what extent are there sufficient adjustments made to the policy on grounds of experiences?	a great deal	much	somew hat	little	not at all	no answer
		1	1	1	1	0	1

	Vertical Communication						
12	To what extent is there timely spoken to those involved about the introduction of the policy?	very	much	somewhat	little	not at all	no answer
		1	1	2	0	1	0
13	To what extent does the EB listen to suggestion from does who execute the policy in executive phase?	very good	good	barely acceptable	poor	very poor	no answer
		0	1	1	1	1	1
14	To what extent are executors/implementers of the BSA stimulated to discuss important topics with respect to the policy?	very good	good	barely acceptable	poor	very poor	no answer
		2	0	1	1	1	0
15	What grade would you give the communication within the organization about the BSA?	1	2	3	4	5	
		0	0	0	1	2	
		6	7	8	9	10	no answer
		0	2	0	0	0	0
	Coordination of Tasks and Functions						
16	To what extent is the division of labour clear among those involved in the introduction and execution of the policy?	very	much	somewhat	little	not at all	no answer
		3	1	0	1	0	0
17	Is there someone appointed to coordinate the BSA policy?	Yes		No		no answer	
		5		0		0	
18	To what extent are tasks - aroused form the policy - addressed in a team?	a great deal	much	somewhat	little	never	no answer
		1	3	0	0	0	1
	Leadership skills and Development						
19	To what extent are you competent and skilled enough to execute the BSA - or tasks aroused from this policy - properly?	very good	good	barely acceptable	poor	very poor	no answer
		4	1	0	0	0	0
20	To what extent are you enabled to develop competences and skills, if necessary?	very good	good	barely acceptable	poor	very poor	no answer
		2	2	0	1	0	0
21	To what extent do you have enough resource to implement the BSA properly?	a great deal	much	somewhat	little	not at all	no answer
		4	1	0	0	0	0
22	To what extent do you experience barriers in the implementation of the BSA?	very	much	somewhat	little	not at all	no answer
		0	1	1	2	1	0

* study program for low-level respondent, institution for mid-level respondent

Appendix 6: Data collection of UAS 2

	Senior Management Style						
1	To what extent has there been consultation about the policy between the EB and the executors/implementers of the BSA policy?	a great deal	much	somew hat	little	never	no answer
		0	2	0	1	2	3
2	To what extent did the EB listen to suggestions from those who execute/implement the BSA in the preparatory phase?	very good	good	barely accepta ble	poor	very poor	no answer
		1	5	1	0	0	1
3	To what extent do study programs have freedom in the policy to implement it in their own way?	a great deal	much	somew hat	little	not at all	no answer
		0	1	2	2	3	0
4	The role of the EB can be seen as: active/passive	very active	more active	neutral	more passive	very passive	no answer
		3	5	0	0	0	0
	involved/detached	very involve d	more involve d	neutral	more detach ed	very detach ed	no answer
		1	3	2	1	1	0
	stimulating/demotivating	very stimula ting	more stimula ting	neutral	more demoti vating	very demoti vating	no answer
		1	3	2	2	0	0
	open/closed	very open	more open	neutral	more closed	very closed	no answer
		5	2	0	0	1	0
	clear/unclear	very clear	more clear	neutral	more unclear	very unclear	no answer
		4	2	1	0	0	1
	decisive/indecisive	very decisive	more decisive	neutral	more indecisi ve	very indecisi ve	no answer
		5	3	0	0	0	0
	Senior Management Team						
5	To what extent has the EB been unambiguous about the way the BSA was propagated?	very	much	somew hat	little	not at all	no answer
		7	0	0	1	0	0
6	To what extent did the EB explicitly stated what was expected of those involved with respect to this policy?	very	much	somew hat	little	not at all	no answer
		4	2	0	2	0	0
7	To what extent is the BSA executed in accordance with the intention?	a great deal	much	somew hat	little	not at all	no answer
		6	2	0	0	0	0
	Strategy and Priorities						
8	To what extent are the goals of the policy formulated in accordance with the SMART-method?	a great deal	much	somew hat	little	not at all	no answer
		4	3	0	0	1	0
9	To what extent does the policy fit the strategies and goals of the study program/institution?*	very good	good	barely accepta ble	poor	very poor	no answer
		3	3	2	0	0	0
10	To what extent is there support for the measure within the study program/institution?*	a great deal	much	somew hat	little	not at all	no answer
		5	2	1	0	0	0
11	To what extent are there sufficient adjustments made to the policy on grounds of experiences?	a great deal	much	somew hat	little	not at all	no answer
		2	5	0	0	0	1

	Vertical Communication						
12	To what extent is there timely spoken to those involved about the introduction of the policy?	very	much	somewhat	little	not at all	no answer
		1	5	0	0	1	1
13	To what extent does the EB listen to suggestion from does who execute the policy in executive phase?	very good	good	barely acceptable	poor	very poor	no answer
		2	4	1	0	0	1
14	To what extent are executors/implementers of the BSA stimulated to discuss important topics with respect to the policy?	very good	good	barely acceptable	poor	very poor	no answer
		2	5	1	0	0	0
15	What grade would you give the communication within the organization about the BSA?	1	2	3	4	5	
		0	0	0	0	0	
		6	7	8	9	10	no answer
		0	3	4	1	0	0
	Coordination of Tasks and Functions						
16	To what extent is the division of labour clear among those involved in the introduction and execution of the policy?	very	much	somewhat	little	not at all	no answer
		8	0	0	0	0	0
17	Is there someone appointed to coordinate the BSA policy?	Yes		No		no answer	
		7		1		0	
18	To what extent are tasks - aroused form the policy - addressed in a team?	a great deal	much	somewhat	little	never	no answer
		2	3	2	0	0	1
	Leadership skills and Development						
19	To what extent are you competent and skilled enough to execute the BSA - or tasks aroused from this policy - properly?	very good	good	barely acceptable	poor	very poor	no answer
		8	0	0	0	0	0
20	To what extent are you enabled to develop competences and skills, if necessary?	very good	good	barely acceptable	poor	very poor	no answer
		4	4	0	0	0	0
21	To what extent do you have enough resource to implement the BSA properly?	a great deal	much	somewhat	little	not at all	no answer
		3	4	1	0	0	0
22	To what extent do you experience barriers in the implementation of the BSA?	very	much	somewhat	little	not at all	no answer
		0	0	1	3	4	0

* study program for low-level respondent, institution for mid-level respondent

Appendix 7: Data collection of UAS 3

	Senior Management Style						
1	To what extent has there been consultation about the policy between the EB and the executors/implementers of the BSA policy?	a great deal	much	somew hat	little	never	no answer
		1	0	0	2	1	3
2	To what extent did the EB listen to suggestions from those who execute/implement the BSA in the preparatory phase?	very good	good	barely accepta ble	poor	very poor	no answer
		1	1	2	0	1	2
3	To what extent do study programs have freedom in the policy to implement it in their own way?	a great deal	much	somew hat	little	not at all	no answer
		1	3	2	1	0	0
4	The role of the EB can be seen as: active/passive	very active	more active	neutral	more passive	very passive	no answer
		6	0	0	0	0	1
	involved/detached	very involve d	more involve d	neutral	more detach ed	very detach ed	no answer
		5	0	0	0	0	2
	stimulating/demotivating	very stimula ting	more stimula ting	neutral	more demoti vating	very demoti vating	no answer
		3	1	1	0	0	2
	open/closed	very open	more open	neutral	more closed	very closed	no answer
		4	1	0	1	0	1
	clear/unclear	very clear	more clear	neutral	more unclear	very unclear	no answer
		5	0	1	0	0	1
	decisive/indecisive	very decisive	more decisive	neutral	more indecisi ve	very indecisi ve	no answer
		5	1	0	0	0	1
	Senior Management Team						
5	To what extent has the EB been unambiguous about the way the BSA was propagated?	very	much	somew hat	little	not at all	no answer
		3	4	0	0	0	0
6	To what extent did the EB explicitly stated what was expected of those involved with respect to this policy?	very	much	somew hat	little	not at all	no answer
		2	3	0	0	2	0
7	To what extent is the BSA executed in accordance with the intention?	a great deal	much	somew hat	little	not at all	no answer
		3	3	0	0	0	1
	Strategy and Priorities						
8	To what extent are the goals of the policy formulated in accordance with the SMART-method?	a great deal	much	somew hat	little	not at all	no answer
		1	3	1	0	1	1
9	To what extent does the policy fit the strategies and goals of the study program/institution?*	very good	good	barely accepta ble	poor	very poor	no answer
		2	4	1	0	0	0
10	To what extent is there support for the measure within the study program/institution?*	a great deal	much	somew hat	little	not at all	no answer
		1	5	0	1	0	0
11	To what extent are there sufficient adjustments made to the policy on grounds of experiences?	a great deal	much	somew hat	little	not at all	no answer
		3	3	1	0	0	0

	Vertical Communication						
12	To what extent is there timely spoken to those involved about the introduction of the policy?	very	much	somew hat	little	not at all	no answer
		2	1	0	0	1	3
13	To what extent does the EB listen to suggestion from does who execute the policy in executive phase?	very good	good	barely accepta ble	poor	very poor	no answer
		3	1	1	0	1	1
14	To what extent are executors/implementers of the BSA stimulated to discuss important topics with respect to the policy?	very good	good	barely accepta ble	poor	very poor	no answer
		3	0	0	1	3	0
15	What grade would you give the communication within the organization about the BSA?	1	2	3	4	5	
		0	0	1	1	0	
		6	7	8	9	10	no answer
		0	2	2	1	0	0
	Coordination of Tasks and Functions						
16	To what extent is the division of labour clear among those involved in the introduction and execution of the policy?	very	much	somew hat	little	not at all	no answer
		5	2	0	0	0	0
17	Is there someone appointed to coordinate the BSA policy?	Yes		No		no answer	
		5		2		0	
18	To what extent are tasks - aroused form the policy - addressed in a team?	a great deal	much	somew hat	little	never	no answer
	-	2	5	0	0	0	0
	Leadership skills and Development						
19	To what extent are you competent and skilled enough to execute the BSA - or tasks aroused from this policy - properly?	very good	good	barely accepta ble	poor	very poor	no answer
		5	2	0	0	0	0
20	To what extent are you enabled to develop competences and skills, if necessary?	very good	good	barely accepta ble	poor	very poor	no answer
		3	3	1	0	0	0
21	To what extent do you have enough resource to implement the BSA properly?	a great deal	much	somew hat	little	not at all	no answer
		5	2	0	0	0	0
22	To what extent do you experience barriers in the implementation of the BSA?	very	much	somew hat	little	not at all	no answer
		0	0	0	3	4	0

* study program for low-level respondent, institution for mid-level respondent