

**POLÍTICA
UNIVERSITÀRIA**

N. 4

Via Università: access, learning conditions, expectations and returns for university studies (2017-2019)

**Main results, conclusions
and proposals**

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for university studies (2017-2019)
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FOREWARD



I am pleased to share with you the results of the second edition of the Via Universitària report, which is proving to be a strategic tool to understand the student body profile, as well as the conditions in which they study, their satisfaction with their education and their feeling of connection with the university. The report analyzes the trajectories of students from three vantagepoints: equal access to higher education; the transformation of student life due to more diverse social surroundings; and the quality of teaching and learning methods.

Embodying the third mission of the University means improving quality of life and community development. Indeed, the analysis contained in the following pages will provide us with greater clarity when setting out educational policies. These policies cast students as active subjects at the heart of a society that values personal progress based on a premise of equal access to education, one of the Sustainable Development Goals (SDG) in the United Nations 2030 Agenda.

It should be noted that the study is based on the responses of more than 40,000 students in the Xarxa Vives network and is the only reference equivalent to the EuroStudent report, which analyzes university student life in 28 European Countries. We can therefore state that in this 2017-2019 triennium, the universities of Andorra, the Balearic Islands, Valencia and Catalonia are aligned with the standard used for studies carried out periodically on this same subject on the European Union-level.

The research presented by Via Universitària is a remarkable outcome of inter-university cooperation under its coordination and through an action plan driven by the 22 member universities. Furthermore, it is a good example of institutional partnerships used to achieve common goals, which in this edition included the valuable contributions of the Andorran Higher Education Quality Agency, the Catalan University System Quality Agency; the Catalan Government's University and Research Secretariat; and La Caixa Bank Foundation.

I would like to commend the thorough work done by the scientific directors, the technical directors, the executive directors, researchers and members of the quality units of Xarxa Vives universities over the past three years. Similarly, I would like to thank the students who agreed to answer the survey for their participation.

When we analyze educational policies, we must take the long-range view as offered by the research presented by Via Universitària. The time has come therefore to hold discussion and make concrete proposals so that we can improve the lives of our students.

Xavier Gil Mur

President, Xarxa Vives d'Universitats

Dean of Universitat Internacional de Catalunya

WHAT IS VIA UNIVERSITÀRIA?

WHAT IS VIA UNIVERSITÀRIA?

Anna Prades Nebot

Technical Director of Via Universitària and Project Manager at the University System Quality Agency of Catalonia (AQU Catalunya, in Catalan)

What are today's students like? Why did they choose their degree program, do they work and study at the same time, how do they pay for their studies, how do they rate teaching and assessment methodologies, do they participate in university life... and there are variables such as social background and sex which influence university access and quality of the university experience. These and many other questions are what Via Universtària explores and disseminates. And the truth is, as was stated in the first edition (2014-2016) of this study by Antonio Ariño, "in today's world, it would be surprising to find out that an organization offering direct services to a million and a half people and indirect services to all of society would be unaware of the main characteristics of the main beneficiaries of these services" (2018: 23).

Via Universitària is a study whose **goal is to find out the profile of university students, the conditions in which they study, and their level of satisfaction with the university and teaching**. The survey of this group of students on their living conditions and connection with university life must become an instrument to set up social and gender equity policies in the university system.

The main objective is to allow for policies and actions to be put in place that will ensure that all students, from all backgrounds, will be able to access higher education, take advantage of their educational experience and complete their education and find adequate job placement regardless of their social background, sex, etc.

The Via Universtària Program

The second edition of the Via Universtària program, as figure 1 illustrates, took place from 2017 to 2019.

The Via Universtària survey was developed in a total of 20 Xarxa Vives universities. It is therefore a complex project to manage, and it would be impossible without student participation and the commitment universities have shown to making it possible.

Figure 1. Via Universitària stages (2017-2019)



Doubtlessly, as table 1 shows, the most prominent characteristic of the project is its cooperative nature. Students provide data, researchers analyze the data, the university network and participating entities make the study possible and organize their external dissemination and share them with politicians, whereas universities through their technical quality units, take charge of analyzing the data internally so as to design improvement processes.

WHAT IS VIA UNIVERSITÀRIA?

Table 1. Via Universitària directors and technical sheet

Driving group	Xarxa Vives d'Universitats, AQU Catalunya, Agència de Qualitat de l'Ensenyament Superior d'Andorra, Fundació Bancària "la Caixa"
Scientific and technical directors	Antonio Ariño (UV), Miquel Martínez (UB), Ramon Llopis (UV), Ernest Pons (UB) and Anna Prades (Technical Director, AQU Catalunya)
Participating universities	UAO, UA, UdA, UAB, UB, UCH, UdG, UIB, UIC, UJI, UdL, UMH, UOC, UPC, UPV, UPF, URL, URV, UV and UVic-UCC
History	Second edition of the study. First survey was developed in 2015 (project 14-16)
Population	Students of Bachelor's and Master's Degrees in the participating universities
Sample	Bachelor's Degree: 37,361 Master's Degree: 3,871
Dates of survey	February-April 2018
Method	Online survey developed by ESAM Tecnologia SL
Results analysis	Developed by six research groups with the involvement of academic staff from different disciplines and universities. Lecturers and researchers from the six participating universities in the Research Team (UdA, UAB, UB, UdL, UPF and UV).

Figure 2 shows some of the questions to be answered along the different chapters of the report.

Figure 2. Areas of student life analysed in the different chapters

I. Who are they? Why did they choose their degree programs? Did they interrupt studies? Why? Social composition and access and progress trajectories.	II. How much time is devoted to studies and leisure activities?	
	III. How are degree programs funded? Where do students live during their degree programs?	IV. Which teaching and assessment methodologies do students undergo and how do they rate them?
V. Do students participate in university life? Are they satisfied?	VI. Do gender differences exist?	VII. What about Master's degrees? How do they work?

WHAT IS VIA UNIVERSITÀRIA?

Past, present and future of Via Universitària

Background

Different educational systems have taken on different measures to grasp the situation of students and send this information to the relevant decision-making bodies. In the English-speaking world, there have been surveys focusing mostly on student satisfaction – *National Survey of Student Engagement in Canada and the United States*^[1] (since 2000), *National Student Survey del Regne Unit*^[2] (since 2005), *Student Experience Survey a Austràlia*^[3] (since 2006) – or focused on improving education. On the European scale, on the other hand, and surely as a result of the pioneer French observatory for student life (*Observatoire de la Vie Étudiante*^[4]), created in 1989, there was a push for a survey with a more social dimension that would focus on the social background and living conditions and would be aimed towards designing social equity policies. Thus, *Eurostudent*^[5] was born in 2000.

Via Universitària inherited EcoVIPEU, a 2011 survey spearheaded by the University Valencia which aimed to push for an observatory on student life and participation in Spain. The first Via edition arose out of the need to align with most European university systems participating in Eurostudent, given that Spain had not participated in it since the 2008-2011 edition. The project was promoted by the Fundació Jaume Bofill and Xarxa Vives d'Universitats and builds off of the field work done in 2015.

The Present

Data from the survey are analyzed based on two axes which insure its relevance: disciplines and equity.

Let us begin with **disciplines**. Beyond the type of studies in terms of structures or levels (Bachelor's, Master's, PhDs), there is a difference between disciplines when it comes to the nature and structure of curricular content. Authors such as Becher (1989) go so far as to refer to "academic tribes" given how divergent they are regarding culture, practices, values and position within the university. We can find general studies (such as Humanities), single disciplines (such as Chemistry or Mathematics), interdisciplinary studies (Economy or Psychology, for example) and professional studies (such as Nursing, Pharmacy or Engineering, that have regulated professional outlets). This has an impact on the transition to the professional world, and thus, the benefits of studying (for example, there are degrees such as Nursing or Pharmacy connected to regulated professions, whereas others compete openly for labor insertion). It is more unknown how this growing horizontal differentiation created by the expansion of the number of Bachelor's Degrees affects social segmentation by study type.

In short, any analysis of university reality must take diversity of disciplines into account. Not doing so would imply only coming to generic conclusions removed from reality, and thus of limited use for the system.

[1] <http://nsse.indiana.edu/>

[2] <https://www.thestudentsurvey.com/>

[3] <https://www.qilt.edu.au/about-this-site/student-experience>

[4] <http://www.ove-national.education.fr/>

[5] <http://www.eurostudent.eu/>

WHAT IS VIA UNIVERSITÀRIA?

Secondly, **equity**: analyze, for each and every one of the blocks identified in the previous figure, if there are social background differences among students. Their background is identified based on sex, variables such as family education level, family occupation level and whether their parents were born abroad. This axis will allow us to answer questions related to equity in access, whether working is linked to social background, or if not if it leads to delays, if there are funding differences between students according to social class, if the level of time dedication is different, etc. All of that in addition to analyzing, in a separate chapter, gender differences.

This second axis gives the study social relevance, and fits in with the narratives from European ministerial summits to follow up on the European Higher Education Area (EHEA), which highlight the role of higher education in promoting social cohesion and reducing inequalities, as well as the Sustainable Development Goals put forward by the United Nations General Assembly in 2015^[6].

The future

Eurostudent was born as the Bologna Process was underway at a time where the “More Europe” and “Human Capital” narratives were key. One Europe was the goal, as was laid out in the Lisbon Strategy of 2000, “the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion”. It was in this enthusiastic time that the Bologna Process was launched in order to allow Europe to reach this leadership position through its education system and universities were to play a key role. Implementing the Bologna Process, however, took place during the worst reception of the Post-World War II period (Ariño 2016: 28).

Twenty years following the launch of the EHEA, Liviu Matei painted a bleaker picture for European higher education institutions: the European integration process had reached a standstill if not backsliding, with increased inequalities, and persistent effects from the economic crisis and the corrosion of very potent public policy narratives from the start of the millennium (e. g. the knowledge economy, European integration or the promotion of democracy) (201: 592). As Curaj et al. (201: 10), the main challenges can be overcome if we promote the relevant values of our time such as access equity, ethical integrity, but also the commitments and goals established by other political agendas, such as the United Nations General Assembly which rolled out Sustainable Development Goals in 2015 which include equal access to university education (SDG 4.3), or initiatives such as those from the GUNI Network of socially responsible universities^[7].

This new environment requires new tools and instruments, tools which allow society to be informed about the value or impact of higher education in people, society, and the economy, with the idea that transparency is a major aspect in winning and improving public trust in higher education. Most of all, however, it requires governance tools to allow us to ensure relevance and rigor in decision-making.

[6] <https://www.globalgoals.org/>

[7] <http://www.guninetwork.org/articles/quality-and-social-responsibility-universities>

WHAT IS VIA UNIVERSITÀRIA?

As CHEPS, CHEGG & DZHW (2018) state, higher education is relevant if it contributes to personal development, sustainable employability and active citizenship. Personal development refers to cognitive, social and moral development. Sustainable employability means providing the skills to obtain and maintain an appropriate job. And active citizenship refers to the development of multicultural competencies, a sense of citizenship and political literacy and participation.

Via Universtària can become a fundamental tool in universities' information systems to the extent that it provides responses to three key dimensions of higher education: (gender, access, in trajectories, from Bachelor's to Master's degrees), the quality of the education and teaching process and the extent to which the university contributes to active participation in society.

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UNIVERSITY ACCESS AND TRAJECTORIES

UNIVERSITY ACCESS AND TRAJECTORIES

“The university student profile remains primarily traditional: young people from a high social background”

Profile of the university student

	Foreign parents	Age	Women	Low FLE	Low background	Admission Grade	PAU	CFGS
SCIENCES	6.7%	21.4	59.9%	18.0%	8.0%	7.87	93.5%	3.6%
SOCIAL AND LEGAL SCIENCES	9.5%	22.8	69.2%	26.4%	12.9%	7.05	78.6%	15.0%
ENGINEERING	10.3%	22.4	32.0%	18.8%	9.1%	7.24	85.7%	9.8%
HUMANITIES	10.0%	23.5	73.4%	25.3%	11.9%	7.11	84.8%	4.9%
HEALTH	10.2%	22.6	75.8%	19.3%	8.4%	7.69	79.6%	13.1%
MIXED DEGREE PROGRAMS	7.1%	21.0	44.6%	9.7%	3.0%	7.99	95.8%	2.5%
TOTAL	9.6%	22.6	62.1%	22.3%	10.5%	7.32	82.4%	11.5%

FLE: Family Level of Education; PAU: University Admissions Tests (“PAU” is the Catalan acronym), CFGS (post-secondary vocational training, “CFGS” is the Catalan acronym)

Social and academic profile of undergraduate students and means of access

The university student profile remains mostly traditional: young people from a high social background.

The primary means of accessing university is also traditional (academic route, no interruptions or delays), but post-secondary vocational training from multiple disciplines has also been consolidated as a pathway for university access.

Importance of horizontal segregation: differentiation of the characteristics and means of access for students according to field of study.

“Non-traditional paths may become instruments to promote social equity”

Towards a university that includes second chances?

Non-traditional paths (low social background, children of foreigners, and particularly older students) and those with interruptions contribute to diversifying the student profile and may become instruments to promote social equity.

Economic, labor and expressive reasons (“I don’t like my courses”) were highlighted as major causes for interrupting educational itineraries. An interrupted itinerary is less likely to end in a degree.

Students have a low level of prior knowledge before embarking on their studies and there are slight differences in motivations behind university studies. Namely, children of foreigners, men, younger students and engineering students tend to have more instrumental reasons.

UNIVERSITY ACCESS AND TRAJECTORIES

Academic delays

Academic delays are relatively rare. Two thirds of students do not experience any kind of delays in course completion.

The factors explaining delays are: low family educational level, having foreign parents, lower admission grades, previous study interruptions, or studying Engineering, Architecture and Experimental Sciences. Accessing university through CFGS, however, is not in and of itself a factor that increases the likelihood of delays.

“The factors explaining delays are: low family educational level, having foreign parents, lower admission grades, previous study interruptions or studying Engineering or Architecture, and Experimental Sciences”

PROPOSALS

The objective of policy intervention should be to address equal access for multiple social profiles and timely progress in degree completion among students from minority profiles (students from a low social background, children of foreigners and older students; those with lower admissions grades, those resuming studies after an academic interruption or those studying in particular areas such as Engineering, Architecture or Experimental Sciences).

Access

Proper educational funding would help future students to choose more risky (both economically and in terms of duration) Bachelor's Degrees and would prevent some of the study interruptions between secondary school and university due to economical reasons.

Improved information systems both for secondary schools and the general public (single platform) could contribute to future students choosing their studies more carefully, through a proper weighing of pros and cons regarding their personal project.

Progress

Guiding students in progressing their studies seems to be good policy for improving success and increasing efficiency, along with the need for complementary study support services (academies, complementary educational, collective study aids, tutors, etc.) so as not to create a source of inequality.

There must be greater flexibility when it comes to attendance, study pace and even assessment methodologies for groups facing more difficult situations.

Completion

Introducing policies which would be compensatory or assisting policies would help to mitigate the horizontal segregation caused by the risk entailed with the most difficult Bachelor's Degrees. (This causes those with the fewest economic, family, academic resources or time to decline to study them.)

Any progress made towards virtual universities and slower pathways would be very valuable in terms of equity and systemic efficiency.

Complete chapter in:

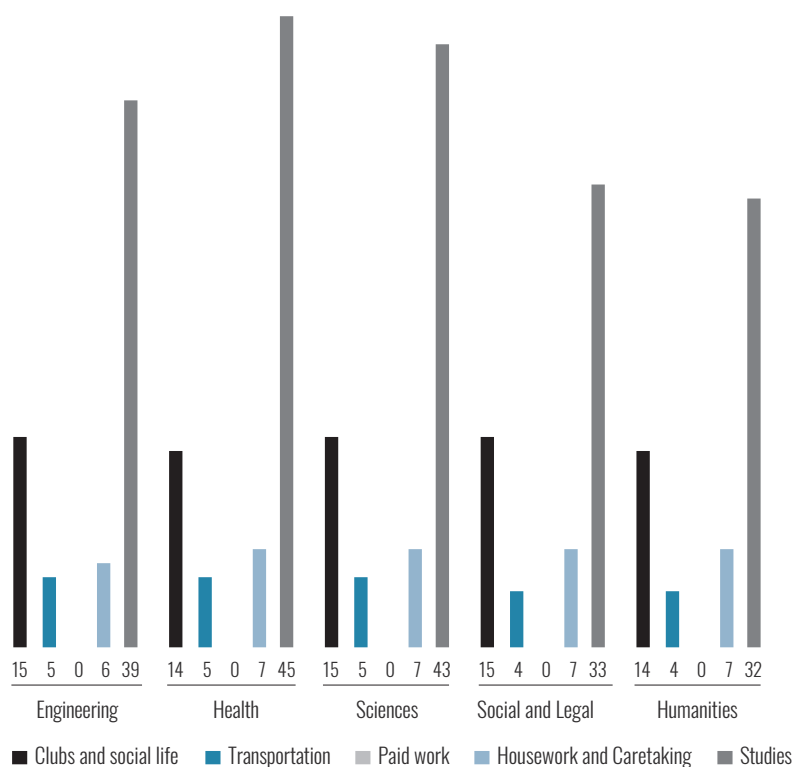
DAZA, Lúdia; ELÍAS, Marina; SÁNCHEZ-GELABERT, Albert; TROIANO, Elena. «Accés a la universitat i trajectòries». (University Access and Trajectories). In *Via Universtària: Accés, condicions d'aprenentatge, expectatives i retorns dels estudis universitaris*. Castelló de la Plana: Xarxa Vives d'Universitats, 2019.

STUDY CONDITIONS

STUDY CONDITIONS

“The main reason for not attending class is students believing they can make better use of time by working on their own or because they do not like the way class is taught”

Median of time spent weekly by discipline



Time devoted to studying

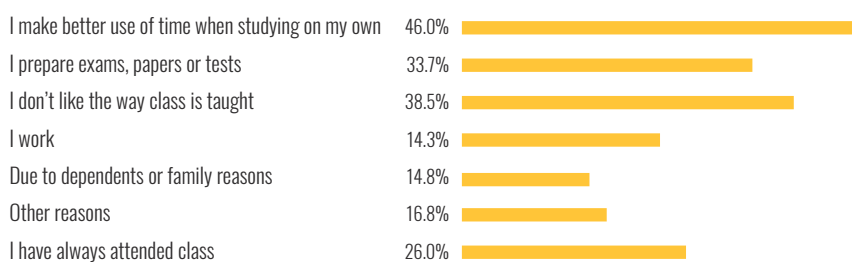
We observe a high level of time spent on studies when compared with any other occupation. Experimental Studies and Engineering and Architecture are where the time devoted to studying is highest.

We can also see a high level of class attendance (72% of students state that they attend more than 75% of classes and only 5% claim to do so for less than 25% of classes).

Non-attendance

The main reason given for not attending class is students believing they can make better use of time working on their own or because they do not like the way class is taught. It has to do then with a personal decision, not an imposition due to outside activities that require their time (such as a job or family responsibilities). This might be useful for universities to know when introducing improvements to teaching methodologies.

Reasons for not attending class



STUDY CONDITIONS

PROPOSALS

Students

Students with the highest attendance rates also have a higher grade point average. Therefore, we recommend attending classes even if it seems if working alone can be a better use of time.

A proposal for students would be for them to participate in university governing bodies so as to demand improvements in teaching methods if this is a reason for absenteeism, or even just to transmit any other complaint to the university.

Universities

Given that the main reason offered by students for not attending class is that they make better use of their time studying alone or they do not like how class is taught, one proposal for universities would be to promote the use of new methodologies that would be helpful in making classes more attractive and beneficial for students.

There are many actions which can be taken such as training professors in teaching methodologies, creating working groups among professors, setting up teaching awards, assessing teaching for professional progression, etc.

Administration

In accordance with previous proposals, it would be the responsibility of the Administration to offer universities the tools and resources necessary to introduce the proposals described in this section.

Given the discrepancies observed across social classes and ages regarding importance of having an independent life, as a reason for working while studying, a measure which might help promote equity among students would be a scholarships policy, which would allow students from lower social backgrounds and those over 27 years of age to be able to easily access them.

Complete chapter in:

CASALPRIM, Montserrat; SABRIÀ; Betlem. «Condicions d'estudi». (Study Conditions)

In *Via Universtària: Accés, condicions d'aprenentatge, expectatives i retorns dels estudis universitaris*. Castelló de la Plana: Xarxa Vives d'Universitats, 2019.

**FUNDING STUDIES:
INCOME AND HOUSING**

FUNDING STUDIES: INCOME AND HOUSING

“...students live at home, a high dependence on family support to fund their studies, incomplete public support”

Funding

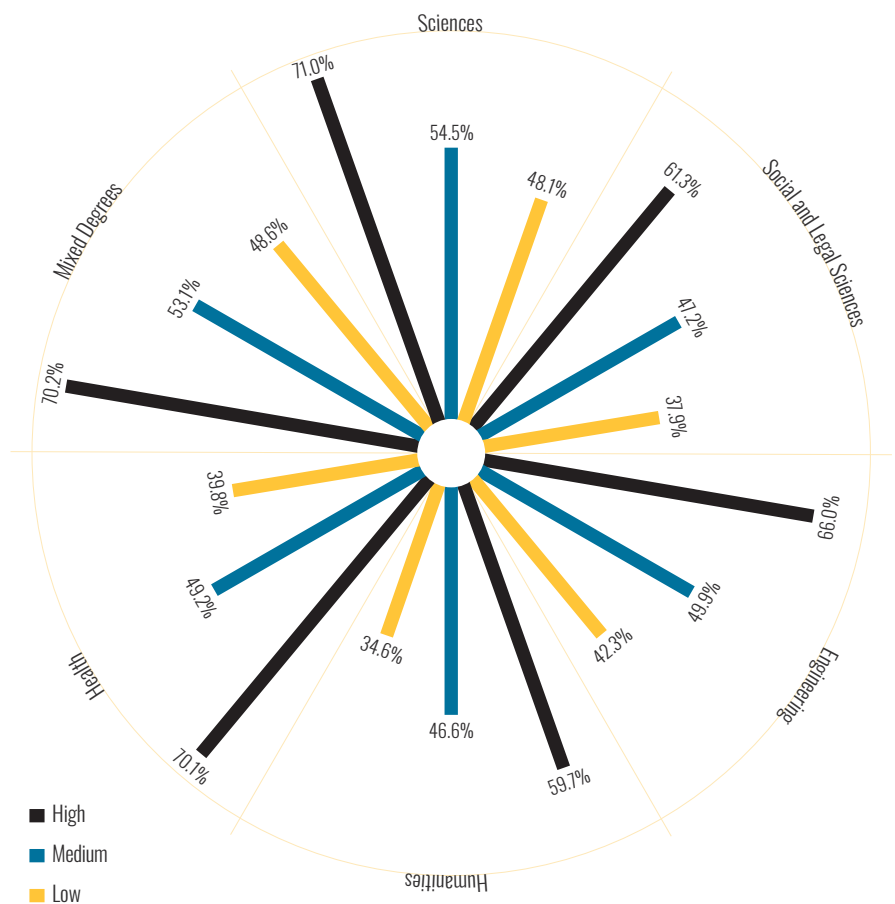
Via Università II participating universities fit a model of educational funding that assumes students live at their family home, a high dependence on family support to fund their studies and incomplete public support.

This goes along with a weak scholarship system, even though tuition cost is subsidized.

The importance of alternative (always complementary) funding sources is growing among students from disadvantaged groups (scholarships, working while studying, summer jobs).

Loans, however, are more frequent among students who are more able to take out debt or a bank loan.

Percentage of parent income by study discipline and social class



Housing

The family home is the most common residence among students across the sample, independently of social background or nationality.

Despite the high rate observed of people living at the family home students from higher backgrounds are slightly more likely to stay in in university dormitories whereas students of lower social backgrounds are likely to be in shared flat rentals.

“The family home is the most common type of residence”

FUNDING STUDIES: INCOME AND HOUSING

PROPOSALS

Improve access among disadvantaged groups to all sources of funding which could be alternatives to family support.

Stagger the scholarship system so that it can better adjust better to socioeconomic differences among students.

Improve the sensitivity of the scholarships and tuition system to the greater economic burden of certain fields of study or degree programs.

Work with financial entities to offer bank loans to families who come from a more financially disadvantaged background.

Given the relatively high number of students from disadvantaged background who work during the school year or summer vacation, enhance curricular or timetable flexibility at universities.

Pushing student dormitories or flat rentals among students from more disadvantaged backgrounds.

Consider social class to be a more accurate indicator in future analysis of equity in universities.

Complete chapter in:

ORTIZ, Luís. «Finançament dels estudis: ingressos i habitatge». (Funding studies: income and housing).

In *Via Universitària: Accés, condicions d'aprenentatge, expectatives i retorns dels estudis universitaris*. Castelló de la Plana: Xarxa Vives d'Universitats, 2019.

**THE TEACHING AND
LEARNING PROCESS
IN UNDERGRADUATE
DEGREES**

THE TEACHING AND LEARNING PROCESS IN UNDERGRADUATE DEGREES

“...methodologies are still primarily traditional”

Methodologies

In the universities studied, methodologies are still primarily traditional (59.7%). Active methodologies are applied at a lower rate (34.0%) and only a minority could be considered innovative (5.3%).

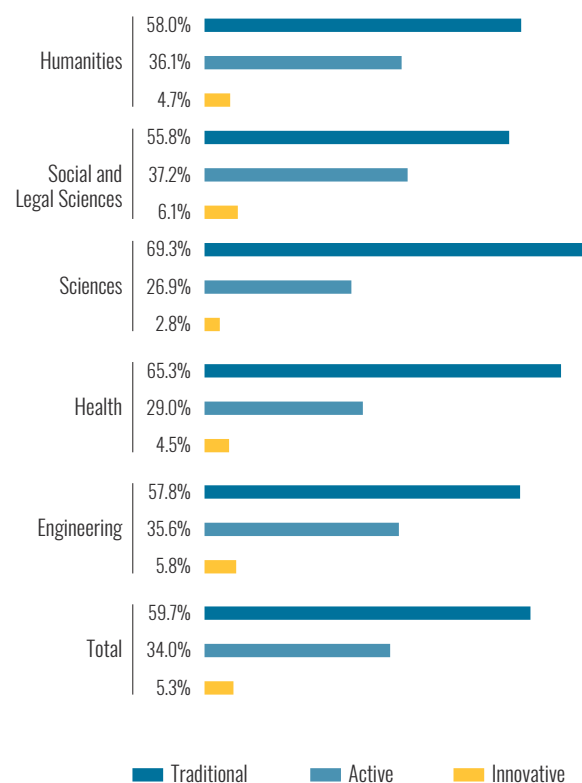
There are major differences between those subject matters that could be considered traditional and those considered active depending on the degree program. This means that the “educational renovation” process moves at different speeds depending on the degree program.

“...the ‘educational renovation’ process goes moves at different speeds depending on the degree program”

The percentage of traditional methodologies is higher in Philosophy and History, Medicine, Biomedical Sciences, Biological Sciences, Experimental Sciences and Mathematics. This would seem to indicate that the most classic disciplines cling more to tradition.

More active methodologies are found in Art and Design, Architecture, Communication and Documentation, Social Intervention, ICTs and Education. This gives the impression that these areas add a more practical dimension to the academic one.

Methodologies (%)



THE TEACHING AND LEARNING PROCESS IN UNDERGRADUATE DEGREES

“Students prefer practical activities and exercises over master classes”

Learning activities (mean)

	Humanities	Social & Legal Sciences	Sciences	Health	Engineering	Overall
MASTER CLASSES	6.6	6.0	6.4	6.3	6.1	6.2
READING	7.1	6.1	6.9	6.4	6.0	6.3
ORAL PRESENTATIONS	6.4	6.8	6.7	6.4	6.1	6.5
EXERCISES	7.4	8.1	8.5	8.2	8.3	8.2
WEB CONTENT	4.4	5.1	4.4	4.3	4.2	4.6
BUILDING/DESIGNING OBJECTS	6.8	7.1	6.9	6.0	8.1	7.2
CLASSROOM PRACTICES	7.3	7.7	7.5	7.8	7.4	7.6
LAB PRACTICES	7.3	7.6	8.7	8.6	7.8	8.1
PRACTICUM	7.1	8.3	8.1	8.8	7.2	8.1

Evaluating learning and assessment activities varies depending on whether courses are “active” or “traditional”. This finding is absolutely applicable across all degree programs. Furthermore, it means the methodology applied impacts the assessment made by students. Indeed, methodology offers specific ways to approach student learning.

There are also age differences when it comes to student evaluation of methodologies.

On the other hand, social class and whether students worked made no difference.

Younger students show a greater appreciation for more practical methodologies.

No gender differences were detected in evaluating activities or assessments.

Assessment

“Students appreciate on-going assessment as opposed to individual papers or group exams or projects”

Evaluation activities (mean)

	Humanities	Social & Legal Sciences	Sciences	Health	Engineering	Overall
EXAMS	5.2	5.1	5.5	5.8	5.4	5.4
ON-GOING ASSESSMENT	7.6	7.4	7.3	7.4	7.2	7.3
INDIVIDUAL PAPERS	8.5	7.8	8.0	7.7	7.6	7.8
GROUP PROJECTS	5.8	6.8	6.7	6.2	7.1	6.6
ORAL PRESENTATION	6.3	6.7	6.7	6.4	6.3	6.5
DISCUSSIONS AND FORA	6.1	6.6	6.1	6.1	6.1	6.3
SELF-ASSESSMENT	6.0	6.5	6.3	6.5	5.9	6.3
PEER ASSESSMENT	5.4	5.8	5.7	5.8	5.6	5.7
PORTFOLIO	6.1	5.7	5.5	5.0	5.7	5.5

THE TEACHING AND LEARNING PROCESS IN UNDERGRADUATE DEGREES

PROPOSALS

Bearing in mind the differences between degree programs, we must enhance the methodological renovation processes to progress towards a more considerable application of active and innovative methodologies.

No one should forget the positive opinion of students regarding more practical and applied activities.

There will have to be revisions made to the way group projects are organized and managed given the low opinion expressed by students.

Activity design should be measured in a coordinated fashion so that innovative methodologies can be applied without overburdening students.

There needs to be progress towards a type of assessment better adjusted to teacher time spent on classroom activities depending on the different teaching and learning methodologies used.

The experimental nature of each Degree Program should be assessed according to teaching and learning methodologies used.

Complete chapter in:

GROS, Begoña; MARTÍNEZ, Miquel; PONS, Ernest. «El procés de docència i aprenentatge en els ensenyaments de grau». (The teaching and learning process in undergraduate degrees).

In *Via Universitària: Accés, condicions d'aprenentatge, expectatives i retorns dels estudis universitaris*. Castelló de la Plana: Xarxa Vives d'Universitats, 2019.

**CONNECTION TO
THE UNIVERSITY**

CONNECTION TO THE UNIVERSITY

“Participation in cultural activities is very low among the student body”

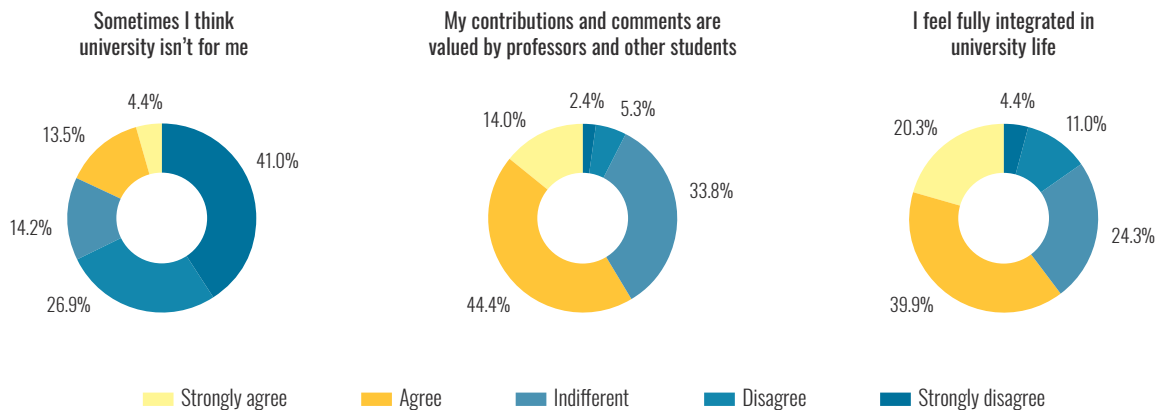
How integrated do students feel?

Most of the student body (60.2%) feels integrated into university life.

67.7% think they are well prepared to join society and the job market and that the university has helped them a lot.

Furthermore, more than two-thirds of those interviewed disagreed with the statement that “university is not for me”, as opposed to 18% which agree. The vast majority, then, believes their university experience was in some way a success.

University integration



What is the level of cultural and institutional participation among students?

Participation in cultural activities is very low among students 69.7% never participate in sports activities, and 64.5% never go to movies, theater or concerts and 81.5% never participate in cultural associations, theater groups or musicals.

This trend was also detected in institutional and club participation: 79.6% of undergraduate students never participate in any university governing body and 78.4% never take part in assemblies or clubs.

“79.6% of undergraduate students never participate in any university governing body”

CONNECTION TO THE UNIVERSITY

What international mobility trends were detected?

Participation in international mobility programs is around 8%.

It is slightly lower among students who are men, or come from lower classes, private universities or Experimental Sciences.

Those choosing international mobility end up rather satisfied with their stay abroad; more than two thirds said their expectations were met.

The highest level of satisfaction are found in issues related to personal development, language improvement and social integration.

Economic difficulties (cost of the stay, loss of social benefits and temporary absence from the job market) are seen as obstacles for international mobility by over half of those surveyed.

“Economic difficulties are seen as an obstacle to international mobility by over half of those surveyed”

Total or partial accomplishment of expectations (%)

Many or very significant obstacles(%)

PERSONAL DEVELOPMENT	90.5%	ECONOMIC DIFFICULTIES	90.5%
LANGUAGE IMPROVEMENT	78.0%	STUDY DELAYS OR INCOMPATIBILITY WITH THE ACADEMIC STRUCTURE	78.0%
SOCIAL INTEGRATION	79.5%	LIMITED ADMISSIONS OR DIFFICULTIES ENTERING THE COUNTRY	79.5%
EDUCATION QUALITY	65.8%	LANGAUGES, INFORMATION AND HOUSING	65.8%
HOST INSTITUTION SERVICE	66.4%	LACK OF PERSONAL MOTIVATION	66.4%
ACADEMIC RECOGNITION	68.9%		
ACADEMIC LEVEL	64.7%		

What information or what reasons led to them choosing their current degree programs?

36.3% knew a lot about the degree program they were going to pursue before deciding to do so, whereas 39.2% said they had some awareness of it and 19.2% that they only knew a little.

The most commonly reported reasons for picking a degree program are the ideas that it matched their own aptitudes (82.1%) and the profession they wish to exercise (80.2%). Further down, albeit very close, was getting a versatile education and professional outlets.

What expectations do they have for the future?

Over seven out of every ten students think their studies will help them become cultivated and enrich their knowledge, to get an interesting job, to contribute to an improved society and to get a job related to what they studied, all of which paints a rather optimistic picture.

CONNECTION TO THE UNIVERSITY

PROPOSALS

Institutions must vouch for the idea of helping students along their university experience, such as by enhancing mentoring and guidance programs.

Actions must be promoted and facilitated to stimulate group cohesion among students.

The cultural activities offered by universities should be re-evaluated so as to make them more attractive to students.

Universities have to promote international mobility and offer special support for more economically disadvantaged students.

Universities must step up efforts to inform students before they commence their studies.

Complete chapter in:

ARIÑO, Antonio; LLOPIS, Ramon; MOLINA, Fidel. «Vinculació amb la universitat». (Connection to the University).

In *Via Universtària: Accés, condicions d'aprenentatge, expectatives i retorns dels estudis universitaris*. Castelló de la Plana: Xarxa Vives d'Universitats, 2019.

**VIA UNIVERSITÀRIA FROM A
GENDER PERSPECTIVE**

GENDER PERSPECTIVE

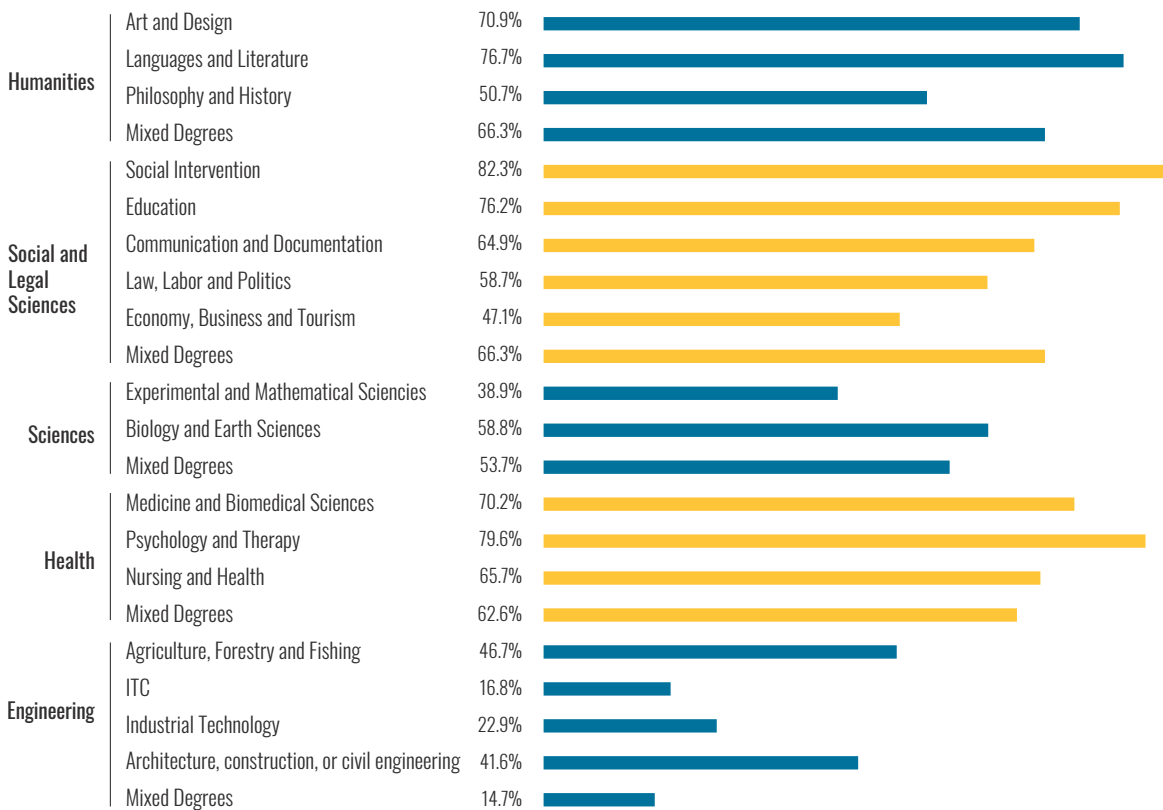
“Degree programs show the same gender split as in household tasks”

Enrollment according to field of study

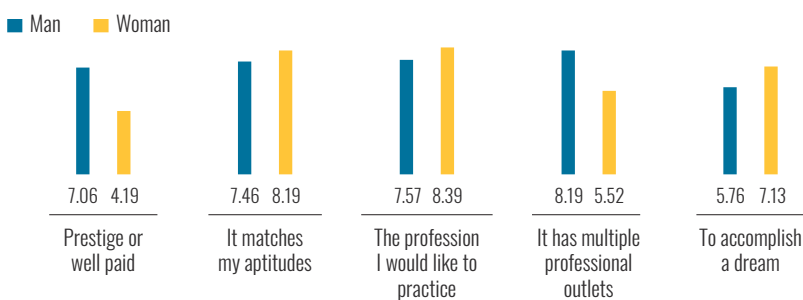
Degree programs show the same gender split as in domestic tasks. Women go towards health and care-taking and men go towards disciplines involving external power and decision-making.

Fields of knowledge traditionally masculine offer higher job opportunities, recognition and social prestige.

Percentage of women enrolled in university by sub-fields of knowledge



Reasons for choosing studies according to discipline. Very masculinized subareas



GENDER PERSPECTIVE

“Female students make much more of an effort to respond to academic demands especially when they are in the minority”

Time dedication to studies

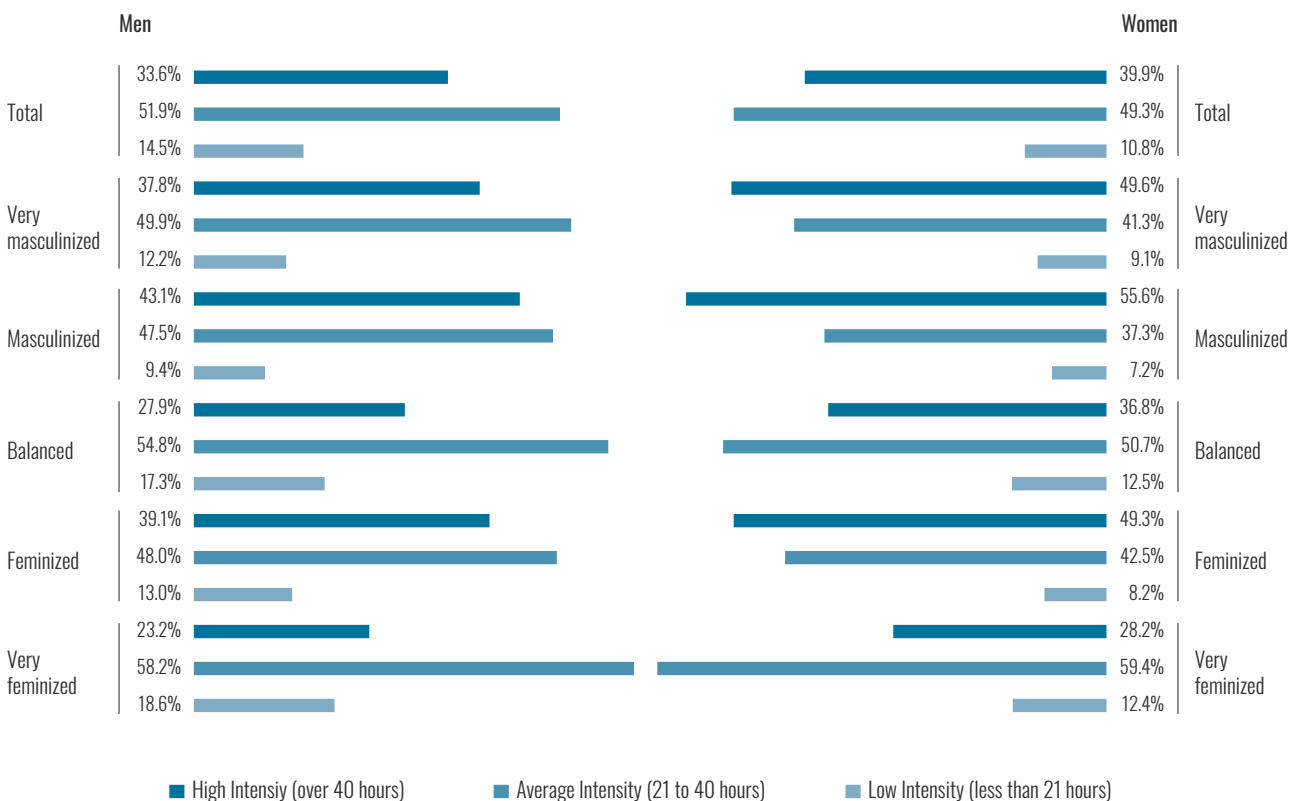
The overall divide when it comes to time, which implies overload for women and increases as students age.

In masculinized areas, more time is spent on academic tasks, particularly by women.

Over a normal school week, average hours per gender

	Man	Woman	Time division
CLASS ATTENDANCE	19.83	20.80	0.97
STUDYING	16.23	17.75	1.52
PAID WORK	7.87	7.29	-0.58
TRANSPORT	5.14	5.52	0.37
HOUSEWORK	7.08	7.92	0.85
CARE-TAKING (CHILDREN, DEPENDANTS)	1.31	1.63	0.31
HOBBIES AND SOCIAL LIFE	17.80	15.78	-2.02
TOTAL	75.27	76.69	1.42

Percentage based on the intensity of time dedication to studies and the gender imbalance per sub-area of knowledge



GENDER PERSPECTIVE

PROPOSALS

Move towards greater balance in enrolling in more feminized and masculinized degree programs.

Give visibility to masculine and feminine models which break gender stereotypes.

Supporting people who are starting degree programs where their sex is a minority.

On the curricular level, there must be clear vouching for making the gender perspective much more cross-cutting across all areas of knowledge, especially in those educating future generations of teachers such as Teacher Qualification Degrees and the Master's Degree in Secondary School Education in Spain.

Review curricular contents to include gender impact.

Promote inclusive learning environments with inclusive and non-sexist language, gender-balanced bibliographic references so that women in the discipline are visibilized.

Introduce the issue of how to reconcile education with other areas of life among students by promoting flexibility for those with family responsibilities and allowing for prolonged studies through lifetime learning.

Complete chapter in:

SOLER, Inés. «Via Universitària des de la perspectiva de gènere» (Via Universitària from the gender perspective).

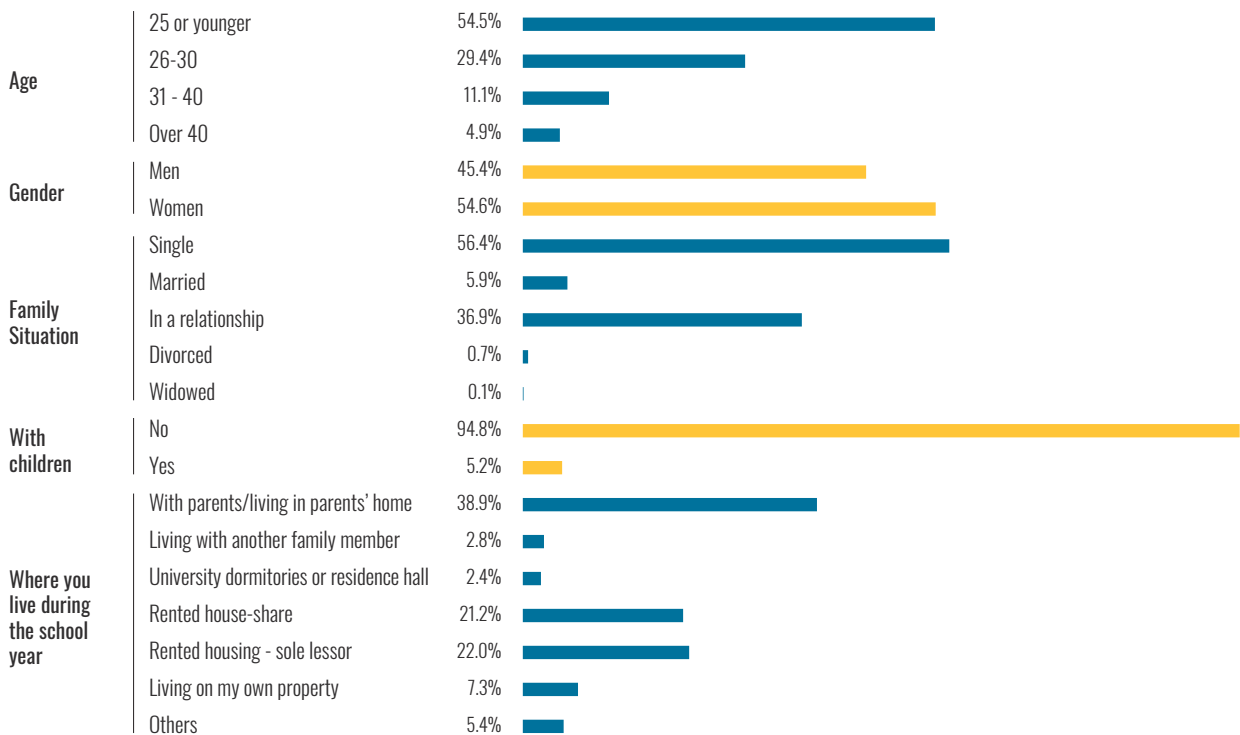
In *Via Universitària: Accés, condicions d'aprenentatge, expectatives i retorns dels estudis universitaris*. Castelló de la Plana: Xarxa Vives d'Universitats, 2019.

**MASTER'S DEGREE
STUDENTS**

MASTER’S DEGREE STUDENTS

“The feminization of studies seen at previous levels is also applicable to Master’s Degree level studies”

Master’s Student Profiles



What are the characteristics of Master’s Degree students?

The feminization seen at previous levels is also applicable to the Master’s Degree level studies and there is still a gap in access to technology that affects female university students.

The Master’s Degree has taken its place as the direct continuation of Bachelor’s Degrees and as a result, students are younger and were educated in the EHEA.

In this regard, we note a certain delay in transitioning towards an independent life and a major portion continues to be very closely linked to their family of origin, particularly when they live in the same city.

There is a link between parental occupational and education levels and characteristics prior to university access, types of education, age when starting a Master’s Degree program and time dedication.

“The Master’s Degree has taken its place as the direct continuation of Bachelor’s Degrees and leads to a delay in transitioning towards an independent life”

MASTER'S DEGREE STUDENTS

How is university life?

University life for Master's Degree students is significantly peer group-focused.

We detect a low level of participation in university life beyond the classroom and a low level of involvement of these students in decision-making spaces.

“We see a low level of absenteeism which encourages a feeling of integration, connection with their own education and with teaching staff”

What is the outlook according to disciplines?

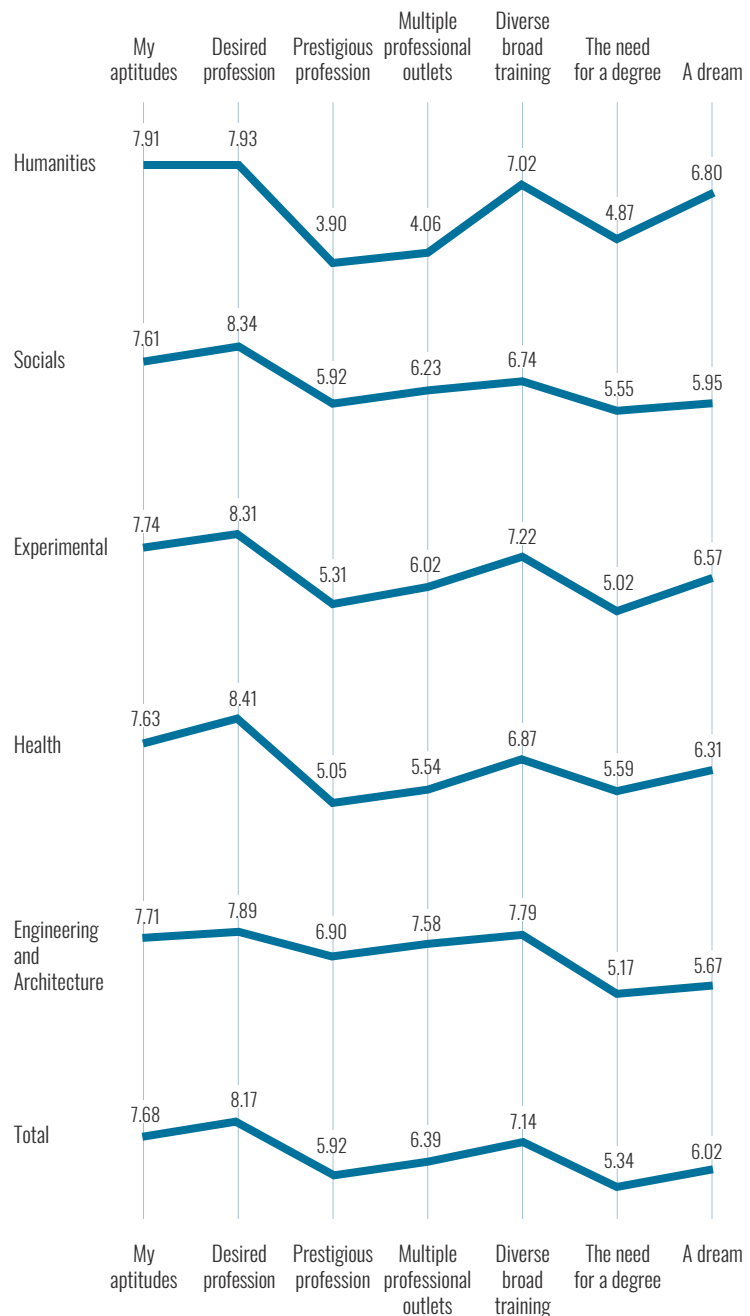
The breakdown per disciplines shows differences in student profiles —age, previous trajectory, social class...—, in motivations for studying and the outlook on what they represent, for him or her, investment in training in terms of the future.

The most relevant differences are observed in the usefulness of education as a way for economic and social promotion and success.

What is the teaching methodology and what do students think of it?

In general terms, in Master's Degree courses the methodologies used, according to students, are traditional master classes, finals, etc., as opposed to more innovative methodologies such as gamification, flipped classroom, massive open online courses (MOCC), etc.

Usefulness of Master's Degrees



MASTER'S DEGREE STUDENTS

PROPOSALS

Bring state and regional university structures closer to low and middle classes through economic aid to increase participative equity in accessing Master's Degrees.

Promote mechanisms to understand university participation systems and promote a more holistic view of university education.

Incentivize and facilitate innovation and offer teacher training to Master's Degree professors in order to introduce innovative teaching practices.

Complete chapter in:

FIGUERA, Pilar; TORRADO, Mercedes. «Els estudiants de màster». (Master's Degree Students).

In *Via Universtària: Accés, condicions d'aprenentatge, expectatives i retorns dels estudis universitaris*. Castelló de la Plana: Xarxa Vives d'Universitats, 2019.

CONCLUSIONS

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Scientific director at Via Universitària, tenured professor of Economy at the University of Barcelona and EcoViPEU researcher

“Equity plays an important part in understanding the difficulties in ensuring equal opportunities”

In 2014, Xarxa Vives d'Universitats launched the project *Via Universitària: accés, condicions d'aprenentatge, expectatives i retorns dels estudis universitaris* (*Via Universitària: access, learning conditions, expectations and returns for university studies*). The goal was to survey university students in order to generate rigorous, objective, broad-reaching data on living conditions and their connection with the educational experience of the university student population. The results were published in 2016.

Via Universitària II (2017-2019) built on the initial project by conducting a second survey which included a broader number of participants, as well as new aspects in the questionnaire and information about Master's Degree-level students. The previous pages laid out results obtained in detail. Now we will summarize the main conclusions, but we must first stress that contextual changes have occurred between both survey which should be born in mind when interpreting the findings. There are three which seem particularly significant.

First of all, since all students interviewed were pursuing degrees that are now fully in-line with the legal framework deriving from the European Higher Education Area, we were able to include Master's Degree-level students. That being said, we would stress that while there has been legal implementation, certain aspects related to the philosophy of placing students at the center of the curriculum and institutional life still need further development. This regards the shift towards active methodologies, taking into consideration part-time students and offering lifetime alternative routes or systems to recognize skills obtained outside of the university.

A second aspect has to do with the prolongation of the major consequences of the Great Recession on social inequalities. Data from all institutions studying the phenomenon, even the Bank of Spain, show that the price for recovering from the crisis (if such a recovery actually took place) was precariousness among wide swathes of the population and lower income for the middle classes. How did this directly and indirectly impact opportunities to study at university? This is a difficult question to answer and has yet to be addressed with rigorous evidence.

A third relevant aspect has to do with university policies, and namely, the effects of the so-called “Wert Decree” (Decreto Wert (2012)) in the Spanish context on access conditions, given that fewer resources were offered to university students. In this regard, just as *Via Universitària I* noted the impact of factors such as parent educational and occupational levels in the composition of university enrollment, *Via Universitària II* continues in the same vein.

The *Via Universitària II* results were analyzed from three perspectives. On one hand, we focused a great deal on diversity, which given the changes occurred at universities is a major aspect when it comes to understanding students' experience. Furthermore, equity which plays an important part in understanding the difficulties in ensuring equal opportunities as mentioned before. Thirdly, in this second survey we attempted to delve into aspects related to teaching and learning methodologies in order to look at quality.

In order to do that, this report was based on a wide-reaching study with more than 40,000 responses. This gave us significant results even regarding the scale of certain fields of knowledge and degree groups which allowed for a richer

CONCLUSIONS

“Greater diversity does not necessarily entail greater equity”

analysis. Now, it should also be mentioned that we found a greater interest in participating in the survey among students in the first years of their degree programs. This fact, which might have a number of possible explanations compels us to be especially cautious when generalizing around some of the conclusions presented.

One of the first findings of this survey was that despite a trend towards greater diversity, the university student profile in the area analyzed mostly conforms to what we might consider a traditional profile, in other words, mostly young men and women of a high social background.

We also detected significant occurrence of horizontal segregation: differentiation of characteristics and means of access for students according to areas of study. For example, the proportion of students with a low level of family education (LFE) is 18% in Sciences, but 26% in Social Disciplines or Humanities. In other words, in the so-called STEM degree programs (Science, Technology, Engineering and Math) the number of students from the more vulnerable groups is lower than average across the board for degree programs. In this survey there is not enough information to determine the success rate of these more vulnerable groups in comparison with the rest. But we suspect that there could be major differences. This is a specific example of how greater diversity does not necessarily entail greater equity.

On other hand, the proportion of Bachelor’s Degree-level students accessing university through so-called traditional routes remains rather high. And nothing points towards a drop in this trend. And this despite the fact that one of the objectives set out just a few years ago was to facilitate university access through so-called non-traditional routes: low social background, children of foreigners, and particularly, older students. In this regard, our universities do not seem to be moving in that direction.

The survey paints a very clear picture regarding means of accessing the university. It also shows interruptions which take place in the educational itineraries of some students, either before accessing university or once university studies have begun.

In this regard, responses to this survey indicate that social, economic and labor conditions remain the primary causes of interruptions. This is a third aspect that we put forward for discussion: how to bring down those numbers. In our view, we should be aspiring not to avoid any interruptions but rather ensure they are due to personal, economic or family preferences. In fact, data from the Eurostudent survey showed evidence along these lines in other European countries. Indeed, this survey shows that interruptions are still highly linked to a lack of equity.

That being said, a lack of guidance also shows up as an important aspect in explaining academic interruptions. Through questions on information prior to accessing university, the survey found that pre-university guidance and information systems are not reaching their desired objective. Thus, when students are asked how much information they had before deciding to pursue a Bachelor’s Degree, only 30% claimed to have a firm grasp on the teaching characteristics of the degree program in which they had enrolled.

CONCLUSIONS

“Weak role played by the State in funding study-related costs in the university system we have”

These interruptions also have to do with a lack of “slower tracks” at university. In practice, most teaching courses include restrictions when enrolling that do not allow for diverse itineraries. We believe that these slower tracks would lead to increased diversity and fewer interruptions.

Furthermore, the economic side of university education was also investigated through this survey. Our main finding in this regard is that the economic situation of the family continues to weigh heavily in funding a university education. This highlights the possible economic barriers which not only have to do with tuition fees, but also and especially with the opportunity cost entailed in deciding to study at university.

This situation has a lot to do with the tuition subsidy and scholarship system which is rather weak. At any rate, the growing diversification of profiles that were mentioned above has led to an increase in complementary alternative funding sources particularly for students belonging to disadvantaged groups. Beyond scholarships, there is also the possibility of working while studying or working through vacation.

This is very much related the weak role played by the State in funding study-related costs in the university system we have. In fact, the survey highlights that families account for the lion's share in this regard. This is also very much linked to another finding of not just this survey, but other statistical sources, namely the late age of emancipation for young adults. In other words, a high proportion of university students live with their families. And this Via Universtària II showed that it is the families who fund university education.

All of this is related to another important piece of data, namely the highest cost in studying at University is not tuition, but rather the opportunity cost. With that in mind, it is even more curious how loans tend to be sought out more often by students with families who have a greater capacity to take out debt, as shown by the survey.

At any rate, all of this shows how necessary it is to increase access to all sources of funding for disadvantaged groups and promote alternatives to family aid.

Another conclusion that emerges very clearly from the survey results is the high level of time dedicated by university students to their studies. The average is between 32 hours (Humanities) and 45 hours (Health). This poses a dilemma when it comes to the growing diversity of students. This high level of time dedication might be one of the biggest obstacles to undergraduate access for students from more vulnerable groups in the population.

Furthermore, class attendance is high among the vast majority of students. The question remains however if this attendance is due to personal preferences or if it has to do with incompatibility in combining studying with other activities.

72% of students say they attend more than 75% of their classes, and only 5% attend less than 25% of their classes. Or at least this is what was stated by students responding to the survey. As was stated before, we must be careful

CONCLUSIONS

when interpreting this data. The main reason stated for not attending classes is when students feel they can make better use of their time while working alone or because they do not like the teaching style of the professor. Naturally, this does not paint an optimistic picture to the extent that we can detect much room for improvement regarding the quality of teaching practices.

This raises a number of questions which we consider significant: to what extent does this have to do with preferences or to what extent can teaching-style shifts change this behavior. And the other is this level of attendance does not appear to be a factor that causes “difficulties”, such as when combining studying with other activities, e.g. work.

As for combining studying with work, we can see that most students (75.1%) are full-time students. Among those who work, they only do so occasionally (26.7%). Furthermore, only 5.5% of students work full-time. The data varies according to age and type of studies: in Social Sciences it is more common for students to combine work and studying than in Experimental Sciences. The results also vary according to social class: students from high social classes are more likely to be full-time students and less likely to combine studying with another job that requires a high time investment.

In this second wave of the survey, new aspects were included on the use of teaching and learning methodologies and student assessment of those methodologies. For this purpose, we distinguished between three types of methodologies that we could call traditional, active and innovative methodologies. The percentage of courses using the traditional method is very high (60%), when compared with active methodologies (35%) and innovative ones (5%).

So, the most relevant aspect observed is a clear predomination of traditional methodologies in current curricula. This is in general, but there are differences between certain disciplines and others. In more traditional academic disciplines, there is a greater tendency of traditional methodologies than in disciplines with a higher practical dimension and this has led to a spike in more active methodologies.

Naturally, much remains to be done when it comes to university policy and renewing methodologies. In this regard, we must also note that a concentration of courses using a particular methodology has an impact on the learning style of students. For example, when the traditional methodology is dominant, students are more likely to only do what is necessary to pass the course. On the other hand, when an active methodology is used students are more likely to consult books and other materials. Methodology seems to impact learning style and not the other way around.

We can therefore state that the choice of teaching methodology very clearly conditions and affects the learning process followed by students as well as their attitudes. This is relevant information that can help in the decision-making process when it comes to necessary improvement of teaching methodologies.

“Percentage of courses using the traditional method is very high”

CONCLUSIONS

“The choice of teaching methodology very clearly conditions and affects the learning process followed by students as well as their attitudes”

These difficulties in involving more students in the active learning process can also be related to the generally weak involvement of students in university life, which this survey detects and which we later comment on in detail. The level of student participation in cultural activities is very low and shows no signs of increasing. This is a situation that can also be seen when it comes to institutional or club participation.

It is striking that university guidance and mobility services have such a low level of usage (33% and 24% respectively), whereas the scholarship service has a usage rate of 61%. Now, there are significant differences in usage depending on whether the university is public or private. In private universities, the usage rates are 51% for the guidance services, 45% for the scholarship services and 20% for mobility services.

One interesting finding is that 47% believed the university cared about them where as 21% did not and 32% were indifferent. Once more, whether the university is public or private is an important variable, given that 71% of private university students feel the university cares about their academic success.

Curiously, regardless of the overall changes effecting universities, 50% of students believes that universities place importance on attending conferences and other types of complementary activities in their academic curriculum. This percentage is 10 points higher among students of private universities.

This contrasts with a very positive vision of students regarding their job prospects, since most students believe they are well prepared. Most students are rather sure of the abilities they have and think their university experience has been a success. In fact, only 17% of the responses agree with the statement that “university is not for them”. And this is the case even though there is clearly room for improvement in the prior knowledge students have of their degree program before enrolling.

An aspect which could be considered very favorable is that 58.5% of those interviewed have a positive or very positive outlook on their university experience whereas 41.5% feel disappointed. The most intense frustration is felt around private university students (17% vs. 10% for public university students). As would be expected from this data, 58% would pursue the same studies again. In fact, the highest satisfaction rates are among Health Sciences students, with 84% reporting they would pursue the same studies. Furthermore, the vast majority of those surveyed feel fully integrated, in the student group of their degree program in 68.4% of cases and in university life in general in 60% of cases.

Regarding student participation in cultural activities in a broad sense (discussions, conferences, artistic or sport activities and cultural clubs), the results show very diverse percentages depending on the type of activity. Attendance of discussions and conferences is higher than for artistic activities. This participation rate varies by gender, field of knowledge and certainly number of hours dedicated to studying (given the lower participation rate in sports activities in the Health Sciences area for example).

CONCLUSIONS

“The expectations generated by spending time at university are clearly positive”

If we focus on participation in institutional governance, 56% is aware of the participation system but only 11% participates regularly in any governing body and 12% in assemblies and student clubs. In this case, the highest rates can be detected particularly in the Health Sciences area and the lowest in Humanities.

An ever more relevant aspect is mobility which is a mixed bag. On one hand, the number of students expressing the desire to participate in some international mobility program is rather high, around 37%. The proportion that claims to have done so, however, is low at 8%. These results are similar to those from the first edition of the survey, and point at possible barriers which should be researched in greater detail. It is also worth considering that 69% of these students have done Erasmus.

Nevertheless, it is clear from the survey results that the expectations generated by spending time at university are clearly positive. More than seven out of ten students think their studies will help them to become more cultivated and enrich their knowledge, get an interesting job, contribute to improving society and finding a job related to what they studied.

It is worth pointing out that 86% state that the discipline chosen will be useful for their personal development and 80.5% said it would help them to find an interesting occupation. Furthermore, 77% believes their studies will be useful for social improvement. Finally, 71% believes they will find a job related to their major. Nevertheless, percentages go down when asked about income and mobility to be expected from their degree: 54% believe they will be able to secure a good income and 36% believe they will be able to ascend socially. There is a generally optimistic vision with a clear dose of realism related to the way compensation works in the surrounding job market.

Now, a situation where there is clearly room for improvement is gender perspective. The distribution between men and women continues to be very different according to the discipline. And actually, the educational world reproduces gender norms seen in domestic tasks. Women tend towards health and caring professions, whereas men tend to direct themselves towards external power and decision-making.

The report ends on a chapter on gender perspective, as it did in Via Universitària I, with each of the aspects addressed by the survey. The general conclusion is that in our societies it is questionable whether you can equate the democratization of university education with gender equity. Indeed, the predominance of women cannot be seen to the same extent across all fields of knowledge and there is a great deal of polarization.

This survey shows that gender distribution still varies very much by discipline. And actually, the educational world reproduces gender norms seen in domestic tasks.

It is much harder for women to avail themselves of so-called “second chances”, in other words, starting a university career after 27 years of age, because they are more focused than men on family responsibilities. We found that as male and

CONCLUSIONS

“Traditionally masculine fields of knowledge have more job opportunities, recognition and social prestige”

female students got older, the differences became more striking and more gender-linked. This is equivalent to saying that women were more adversely affected.

There are two other concerning characteristics. On one hand, traditionally masculine fields of knowledge have more job opportunities, recognition and social prestige. Furthermore, if we analyze the time spent weekly on various tasks, we see a significant divide. In fact, this divide which means women being overloaded, grows as students age.

In summary, everything points towards the need for vouching more decisively on a curricular level for gender-perspective in a more cross-cutting way across all fields of knowledge. Perhaps emphasis should be placed on those training future generations of teachers.

Finally, another novelty of this survey vis-a-vis the previous one is addressing for the first time in significant volume the world of Master's Degrees. In this regard, a first conclusion is that there is still much that remains to be discovered. This area is very heterogeneous given the highly diverse student profiles, and degree programs with very different, to not say disparate, designs. There are some traits, however, that are worth pointing out. On one hand, we can see that similarly to undergraduate degree programs, more and more women are enrolling in Master's Degree programs.

“Master's Degree consolidates its place as the continuation of the Bachelor's Degree and thus delays the emancipation process”

The data points towards the Master's Degree consolidating its place as the continuation of the Bachelor's Degree and thus delaying the emancipation process. We have also noted a low level of absenteeism which favors greater level of integration and students are much more attached to the group concept. There is a relationship between parental occupational and educational level and the pre-enrollment trajectories, types of education, and age when starting the Master's Degree as well as time spent.

This leads to the conclusion that policies and agreements must be put forward to increase innovation. With a lower number of highly motivated students who have a significant educational background, we can find no justification for continuing methodologies which are not adapted to modern quality requirements.

As a final conclusion, if we take up the three perspectives raised at the beginning, we can resume our findings around three ideas. On one hand, universities are becoming ever more diverse. On the other, universities have a long road ahead of them when it comes to achieving equity. And finally, we still find within universities teaching styles which are still far removed from quality standards derived from guidelines of the European Higher Education Area.

WORKING GROUP

WORKING GROUP

The program has developed an interdisciplinary team of teachers, researchers, quality experts and student representatives from the different institutions participating in the program, and the team has organized itself into different working groups.

The working groups are as follows:

- Scientific directors
- Technical directors
- Executive directors
- Advisory board
- Research team
- Technical quality team

SCIENTIFIC DIRECTORS

The scientific directors include people dedicated to research and coordinated the first results report from VIA UNIVERSITÀRIA, and also EcoViPEU. The group functions were to support developing the program based on acquired experience. Beyond assessment of technical aspects, members participate in striking up contact with the rest of those working on the project, as well as analyzing the final results.

Antonio Ariño Villarroya, tenured professor of Sociology, assistant dean of Culture and Sport at the University of Valencia and director ECoViPEU.

Ramon Llopis Goig, tenured professor of Sociology of the University of Valencia and ECoViPEU researcher.

Miquel Martínez Martín, tenured professor of Educational Theory of the University of Barcelona and ECoViPEU researcher.

Ernest Pons Fanals, tenured professor of Economy of the University of Barcelona and ECoViPEU researcher.

THECNICAL DIRECTORS

La Xarxa Vives d'Universitats put AQU Catalunya in charge of the technical management of the project. The technical directors were in charge of, among others, tasks in preparatory work, field work, analyzing data and discussing the results.

Anna Prades Nebot, project manager of the Catalan University System Quality Agency.

EXECUTIVE DIRECTORS

Executive directors have supported scientific directors in developing multiple work stages, as well in contacting and coordinating with institutions and persons participating in the program.

Ignasi Casadesús i Olucha, executive secretary of the Xarxa Vives d'Universitats

Maria Teresa Alberó Francés, head of programs at Xarxa Vives d'Universitats

Grisela Soto Personat, activity technician in Xarxa Vives d'Universitats

Jesús Martínez Navarro, head of communication at Xarxa Vives d'Universitats

WORKING GROUP

ADVISORY BOARD

All of the key players around the program. Each member of the board participates at different times, offering information on guidance and content of the questionnaire, or by making proposals for analyzing and debating the results.

Jordi Montaña, first vicepresident of Xarxa Vives d'Universitats

Maria Teresa Signes, assistant dean of Students and Quality at the Abat Oliba University.

Núria Grané Teruel, assistant dean of Students and Occupation at the University of Alicante.

Rosa Mariño Mesías, coordinator of the Quality and Teaching Management of the University of Andorra.

Sara Moreno Colom, assistant dean on Students and Employability of the Autonomous University of Barcelona

Mercè Puig Rodríguez-Escalona, assistant dean on Students and Language Policy at the University of Barcelona

María José González Solaz, assistant dean on Students and University Life at CEU Cardenal Herrera University

Laura Vall-Ilosera i Casanovas, assistant dean on Students and Job Placement at the University of Girona

Rosa Isabel Rodríguez Rodríguez, assistant dean of Students at the University of Balearic Islands.

Belén Zárate Rivero, assistant dean of the University Community at the International University of Catalonia

Inmaculada Rodríguez Moya, assistant dean of Students and Social Commitment at the University Jaume I

Neus Vila Rubio, assistant dean of Students at the University of Lleida

Francisco Javier Moreno Hernández, assistant dean of Students and Sports at Miguel Hernández University

Carles Sigalés Conde, assistant dean of Teaching and Learning at the Open University of Catalonia.

Núria Garrido Soriano, assistant dean of Teaching and Students at the Polytechnic University of Catalonia.

José Luis Cueto Lominchar, assistant dean of Students, Culture and Sports at the Polytechnic University of Valencia.

Pablo Pareja Alcaraz, Commissioner for the trajectory of the students at Pompeu Fabra University

Carlo Gallucci Calabrese, assistant dean of International Relations at Ramon Llull University

Maria Bonet Donato, assistant dean of Students and Employability in Rovira i Virgili University

Mercedes Elizalde Monteagudi, delegate of the Dean for Students at the University of Valencia

Cristina Vaqué Crusellas, assistant dean of Academic Planning at the University of Vic – Central University of Catalonia.

Marta Fonollosa Riveraygua, director of the Andorran Higher Education Quality Agency.

Àngels Alegre Sánchez, director of the Student Observatory of the University of Barcelona

Vera Sacristán Adinolfi, president of the University System Observatory

WORKING GROUP

Student Representatives of the Xarxa Vives d'Universitats

CEUCAT coordination team:

- » **Pau Parals Oliveras**, University of Girona (General Coordination)
- » **Samuel Urbano Botella**, Rovira i Virgili University (Under-coordination Unit for University Policy)
- » **Sebastien Kanj Bongard**, Polytechnic University of Catalonia (Under-coordination Unit for Foreign Relations)
- » **Laura Delgado Martínez**, University of Barcelona (Under-coordination Unit in the Communication Office)
- » **Isaac Coronas Gumbau**, University of Girona (Executive Secretary)

University of Alicante. **Edgar Martorell**, president of the Student Council

University of the Balearic Islands. **Gabriel Bibiloni Femenias**, president of the Student Council.

Universitat Jaume I. **Laura Alcaide Sánchez**, spokesperson of the Student Council

Miguel Hernández University of Elx. **Bàrbara Espinosa Sáez**, general delegate for Students

Polytechnic University of Valencia. **Pablo Alcaraz Martínez**, Student delegate.

University of Valencia. **Laura Barrios Oliver**, under-coordination of the General Student Assembly

RESEARCH TEAM

Survey results are analyzed by a drafting team made up of teachers and researchers from participating universities.

The group has incorporated people linked to first report and its scope has widened thanks to other analysts that were selected because of their expertise in different thematic areas analyzed in the survey. The members of the research team belong program universities and make up a group with wide institutional and territorial representation.

The research staff worked in tandem with technical and scientific directors and participated in survey design, data use and analysis, as well as dissemination and discussion of results.

Montserrat Casalprim Ramonet, director of the Virtual Studies and the University Extension Center, professor of Economics and researcher at the GRIE (Interdisciplinary Research Group on Education) at the University of Andorra.

Betlem Sabrià Bernadó, professor of mathematics and researcher at the GRIE (Interdisciplinary Research Group in Education) at the University of Andorra.

Albert Sánchez-Gelabert, sociologist and researcher of the Education and Labor Research Group (GRET) at the Autonomous University of Barcelona.

Helena Troiano Gomà, associate professor at Department of Sociology and member of the Education and Labor Research Group (GRET) at the Autonomous University of Barcelona.

Lídia Daza Pérez, post-doctorate researcher at Department of Sociology and member of the Advisory Board of the Student Observatory of the University of Barcelona.

WORKING GROUP

Marina Elias Andreu, associate professor at Department of Sociology at the University of Barcelona and member of the Education and Labor Research Group (GRET) at the Autonomous University of Barcelona.

Pilar Figuera Gazo, tenured professor of the Department of Research and Diagnostic Methods in Education and TRALS Investigation Team coordinator (Job and Academic Transition) of the University of Barcelona.

Begoña Gros Salvat, tenured professor at the Department on Educational Theory and History and member of the Learning Materials and Surroundings (EMA) of the University of Barcelona.

Mercedes Torrado Fonseca, tenured professor of the Department of Research and Diagnostic Methods in Education and TRALS Investigation Team member (Job and Academic Transition) of the University of Barcelona.

Fidel Molina Luque, tenured professor of Sociology at University of Lleida and ECoViPEU researcher.

Luis Ortiz Gervasi, associate professor at the Department of Political and Social Sciences at Pompeu Fabra University.

Inés Soler Julve, technician at Equality Unit of the University of Valencia, doctor in Sociology and master's degree in Gender and Equality Policies.

QUALITY TECHNICAL TEAM

One of the novelties in this second edition of Via Universitària is that the working group includes directors of quality units at participating universities, thus linking the program to each university, so that they can take on board results of the survey and incorporate them in the strategic decision-making process.

Jordi Garcia Palau, director of the Quality Technical Unit at Abat Oliba CEU University.

Manuel Alcocer Alcaraz, director of the Quality Technical Unit at University of Alicante.

Rosa Mariño Mesías, coordinator of the Quality and Teaching Management of the University of Andorra.

María Paz Álvarez del Castillo, head of the Teaching Quality Office at the Autonomous University of Barcelona

Olga Pujolràs, head of the Teaching and Academic Quality at the University of Barcelona

Dolors Baena, manager of Technical Facilities Rectorate of the University of Barcelona.

Agnés Castillo Ramón, technician in Strategic and Quality Development at the de la CEU Cardenal Herrera University

Josep Maria Gómez Pallarès, head of the Office for Planning and Evaluation of the University of Girona.

Maria Jesús Mairata Creus, director of the Statistics and University Quality Service of the University of the Balearic Islands.

Elena Santa María, Quality manager at International University of Catalonia.

Ivan José Barreda Tarrazona, adjunct assistant dean on Planning and Quality at Jaume I University.

Carme Sala Martínez, head of Quality and Teaching Planning at the University of Lleida.

David León Espí, Quality Service manager at Miguel Hernández d'Elx University.

Maria Taulats, Planning and Quality Director at Open University of Catalonia.

Santiago Roca, Quality Control Unit manager at Polytechnic University of Catalonia.

José Ricardo Díaz Cano, head of Assessment, Planning and Quality Service of the Polytechnic University of Valencia.

Jordi Campos Díaz, Quality Control Unit manager responsible at Pompeu Fabra University

WORKING GROUP

Mònica Figueres, Quality coordinator at the Pere Tarrés College of Education and Social Work at Ramon Llull University.

Sara Gimeno, head of the Quality Office of the Rovira I Virgili University.

Camen Dasí Vivó, director of the Quality Unit at the University of Valencia.

Ricard Giramé Parareda, Quality Area director at the University of Vic – Central University of Catalonia.



***'Via Università: access, learning conditions, expectations and returns for university studies'* is a program with the goal to generate rigorous, objective, broad-reaching data on living conditions and their connection with the educational experience of the university student population. The second survey was developed between 2017 and 2019 and is based on the responses of more than 40,000 students from 20 universities in the Xarxa Vives network. Number 4 of Política Universitària collection includes its main results, conclusions and proposals.**

Xarxa Vives d'universitats

Universitat Abat Oliba CEU. Universitat d'Alacant. Universitat d'Andorra. Universitat Autònoma de Barcelona. Universitat de Barcelona. Universitat CEU Cardenal Herrera. Universitat de Girona. Universitat de les Illes Balears. Universitat Internacional de Catalunya. Universitat Jaume I. Universitat de Lleida. Universitat Miguel Hernández d'Elx. Universitat Oberta de Catalunya. Universitat de Perpinyà Via Domitia. Universitat Politècnica de Catalunya. Universitat Politècnica de València. Universitat Pompeu Fabra. Universitat Ramon Llull. Universitat Rovira i Virgili. Universitat de Sàsser. Universitat de València. Universitat de Vic · Universitat Central de Catalunya.

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