

The pros and cons of a study choice test

Author(s)

Wesseling, Nathalie

DOI

[10.21125/iceri.2019.0097](https://doi.org/10.21125/iceri.2019.0097)

Publication date

2019

Document Version

Final published version

[Link to publication](#)

Citation for published version (APA):

Wesseling, N. (2019). *The pros and cons of a study choice test*. Abstract from 12th annual International Conference of Education, Research and Innovation, Sevilla, Spain.
<https://doi.org/10.21125/iceri.2019.0097>

**General rights**

It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations

If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please contact the library: <https://www.amsterdamuas.com/library/contact/questions>, or send a letter to: University Library (Library of the University of Amsterdam and Amsterdam University of Applied Sciences), Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.

THE PROS AND CONS OF A STUDY CHOICE TEST

Nathalie Wesseling¹

¹*Amsterdam University of Applied Sciences (the Netherlands)*

Abstract

First year undergraduate students at the Amsterdam University of Applied Sciences of two different departments, were asked to join self-reported surveys in two succeeding years. Along with background variables, effort and commitment, the surveys asked elements of engagement. The latter was analysed with factor analysis. The data of the surveys together with the results of the exams from the first year, were investigated to find out if the mandatory study choice test (SCT) taken before entering the faculty, had any predictive effect on their success. Not only basic statistical analysis like correlation was performed, but also more advanced analysis such as structural equation modelling (SEM) was used to uncover the value of the SCT. After a model was built, the normed fit index (NFI), the comparative fit index (CFI), the Tucker-Lewis Index (TLI) and the root mean square error of approximation (RMSEA), were used to determine the fit of the model. By comparing the influence of the variables on the SCT, the benefits of the latter will be determined and ultimately enhance the knowledge about influences upon student success in higher education.

Keywords: Higher education, engagement, student success, structural equation modeling, research