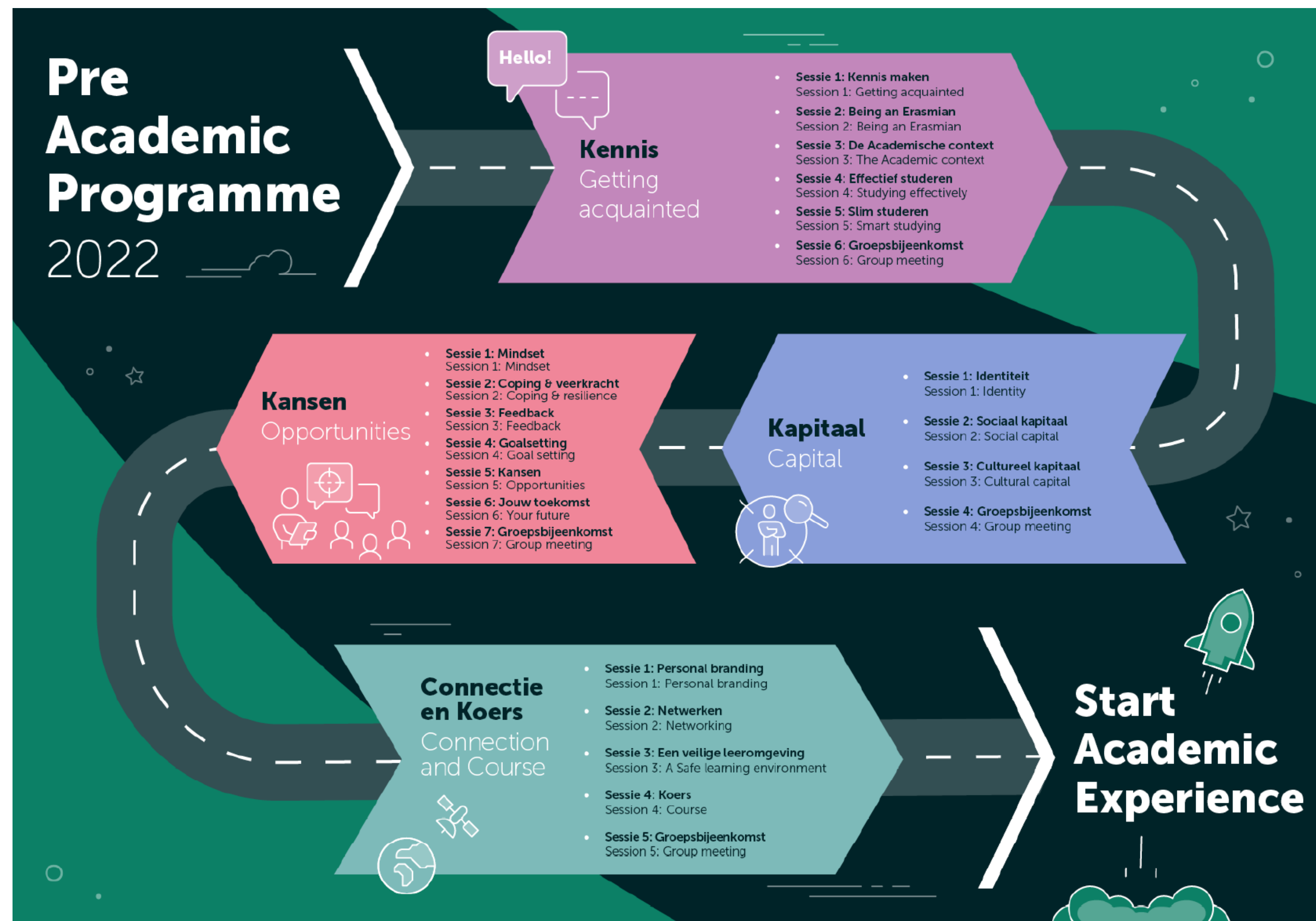


# The effects of a pre-academic program on educational, social, and cultural capital and student success

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## Introduction

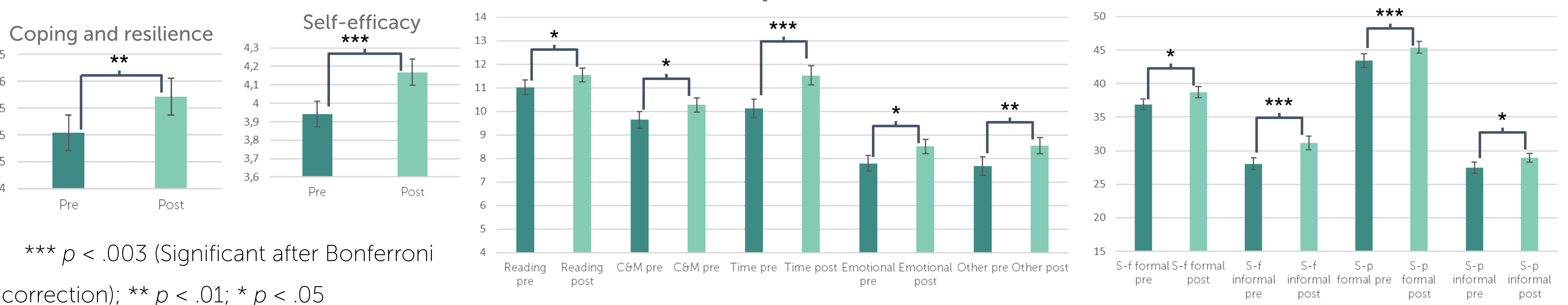


PAP participants have higher grades, higher retention rates and better communication with staff and peers compared to students who did not participate (Van Herpen et al., 2014), but we do not know *why*. The goal of our study is to examine the effects of the pre-academic program on student success (grades and retention); whether there are differences in outcomes between groups of historically underrepresented students; and to examine the effects of the pre-academic program on components of educational, social, and cultural capital and on sense of belonging. Here, we focus on preliminary data to answer the latter question.

## Method

Participants of the PAP were invited to fill in the same survey before the start of the PAP and after completion. Our final sample consisted of 55 people. The survey consisted of the Brief Resilient Coping Scale; the New General Self-Efficacy Scale (both as components of Cultural Capital); the Study Skills Inventory (as a component of Educational Capital); the Interpersonal Support Evaluation List; the scale on Student-Faculty and Student-Peer Interaction and the Sense of Belonging scale by Van Herpen et al (each as components of Social Capital). We used t-tests to examine differences between the pre- and post PAP measurements.

## Results



We found differences on all questionnaires except for two questionnaires relating to social capital (i.e., the Interpersonal Support Evaluation List and the Sense of Belonging Scale).

## Discussion and conclusion

Whereas these effects support the effectivity of the PAP, on components of Cultural and Educational capital, effects on Social capital seem limited. Furthermore, it remains to be seen how these effects relate to study success and retention. During the coming academic year, we will gather additional data to answer this question.

