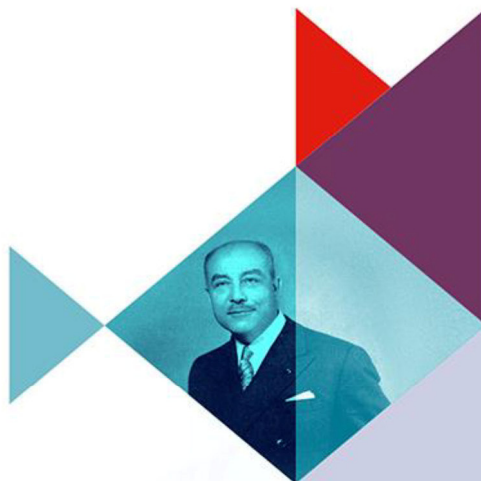


# INSTITUT GASTON BERGER



## **Monitoring of applicants, entrants and graduates, with regard to gender - 2009-2019**

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This summary sheet, produced by the Monitoring Unit of the Institut Gaston Berger<sup>1</sup>, shows the tracking of applicants and entrants into the INSA Group and engineering graduates from INSA Lyon, with regard to gender and over the period 2009-2019.

The statistics presented in this document only cover students holding a French general science baccalaureate (Bac S) who applied to the INSA Group in the first year, as baccalaureate S students form the Group's main recruitment pool.

## 1 INSA Group applicants

### 1.1 Application rate among Bac S students

Figure 1 shows the change in the application rate for women and men, defined as the ratio of the number of applications to the INSA Group and the number of final-year Bac S students<sup>2</sup>.

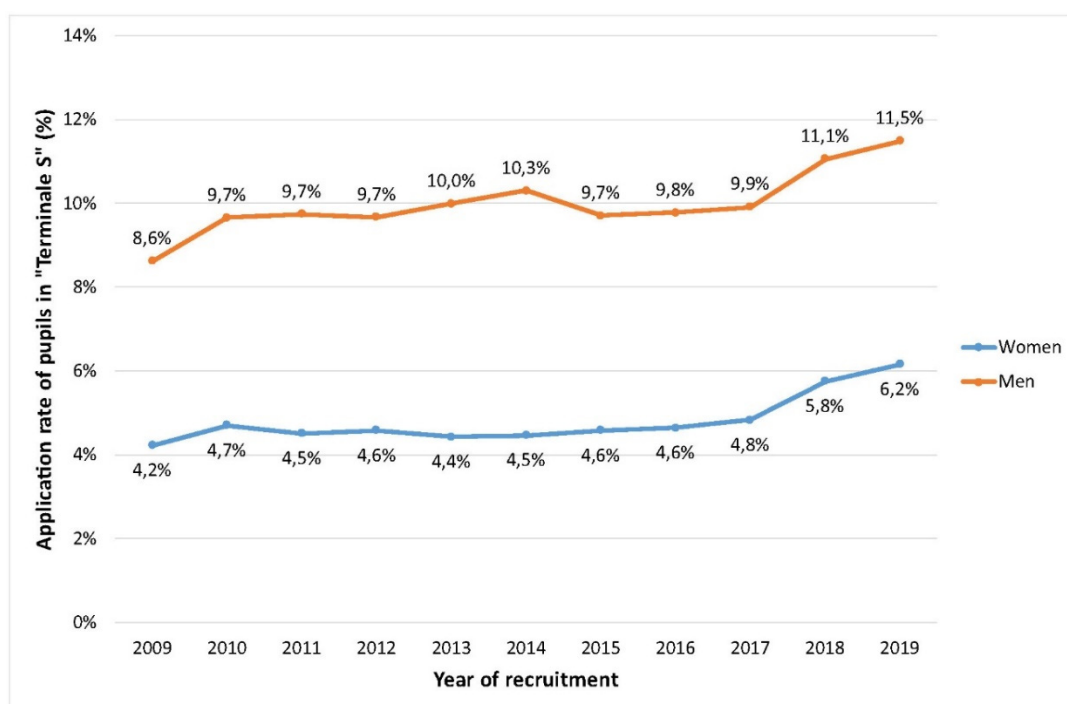


Figure 1: Change in the application rate for men and women, between 2009 and 2019 (in 2019, Bac S: 93,720 women, or 47.4%; 104,130 men, or 52.6%).

After stagnating over the period 2010-2017 for both women and men, the application rate increased from 2018 onwards (approximately +1.5 points between 2017 and 2019). This increase came in the year in which the Parcoursup platform was set up to replace APB, which seems to have improved the visibility and attractiveness of the INSA Group.

In all years, the application rate for final-year Bac S students is almost half as high among women as among men. Although the attractiveness of the INSA Group has increased sharply over the last two years, it still remains lower for women (around 5 points).

In 2019, 11.5% of male Bac S holders and 6.2% of female Bac S holders applied to the INSA Group.

<sup>1</sup> <https://institut-gaston-berger.insa-lyon.fr/content/lobservatoire-de-linstitut-gaston-berger-0>.

<sup>2</sup> Evaluation, Forecasting and Performance Department (DEPP) of the National Ministry of Education, Youth and Sports. Markers and statistical references on education, training and research 2019, August 2019, p. 99. URL: [https://www.education.gouv.fr/sites/default/files/imported\\_files/document/depp-rers-2019\\_1162516.pdf](https://www.education.gouv.fr/sites/default/files/imported_files/document/depp-rers-2019_1162516.pdf) (accessed 12/11/2020).

## 1.2 Rate of women among applicants to the INSA Group

Despite a lower attractiveness for women, Figure 2 shows that between 2014 and 2019, the rate of women among applicants to the INSA Group increased by 5.7 points.

**In 2019, 32.6% of applicants to the INSA Group were women.**

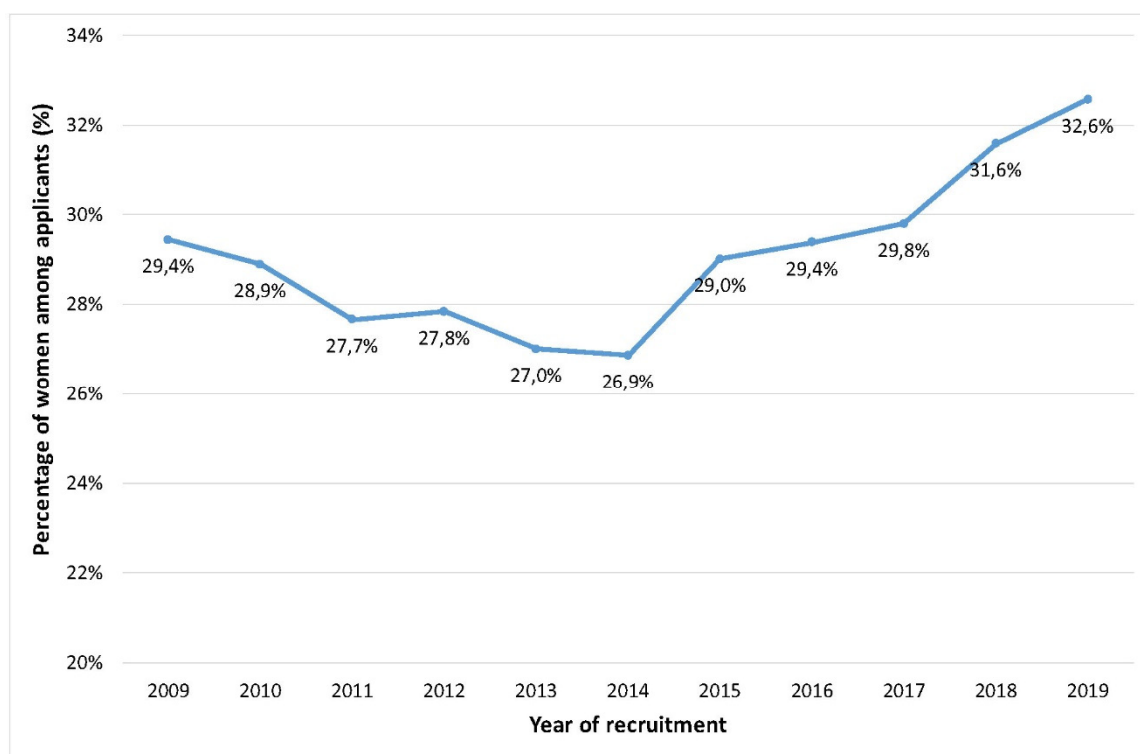


Figure 2: Change in the rate of women among applicants between 2009 and 2019.

## 2 INSA Group entrants

### 2.1 Entry rate of applicants

Figure 3 shows the change in the entry rate of applicants to the INSA Group, defined as the ratio of the number of entrants (i.e., admitted and present at the beginning of the academic year) and the number of applicants.

The entry rate for women is consistently higher than that of men, by 5 to 6 points since 2014, showing that the quality of women's applications is, on average, higher than that of men's applications.

While the change in the entry rate of women and men remained almost the same from 2009 to 2013, there was a sudden and strong increase in the entry rate of women in 2014 (+2.4 points) while that of men remained stable. The year 2014 coincided with a change in the INSA Group's recruitment procedure (abandonment of the B wave recruited on baccalaureate grades), which seems to have been favourable to women.

Then, starting in 2015, the entry rates for women and men again began to follow the same trends, with a slow decline and then a more pronounced one in 2018. This decrease is due to an increasingly high level of selectivity due to the continuous increase in the attractiveness of the INSA Group, and therefore the increase in the number of applications, for an almost constant number of places offered at INSA schools. This increase was exacerbated in 2018 with the opening of Parcoursup.

**In 2019, the entry rate was 15% for women and 10% for men.**

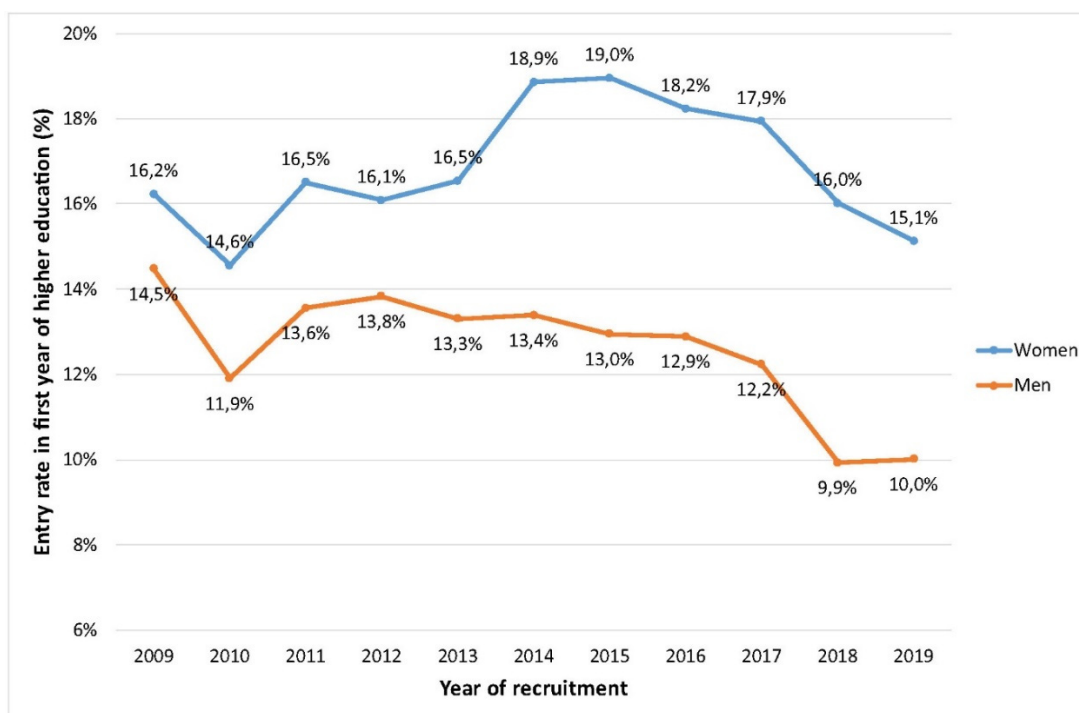


Figure 3: Change in the rate of entry into the INSA Group between 2009 and 2019.

## 2.2 Rate of women among first-year entrants

As shown in Figure 4, the rate of women among first-year entrants increased steadily from 2014 onwards. In particular, there was an initial sharp increase in 2014, probably due to the widening gap in the entry rate in favour of women (see Figure 3) linked to the change in the recruitment procedure, then a second sharp increase in 2015, probably due to an increase in the number of applications from women (see Figure 2). Finally, a strong increase was again observed in 2018 with the appearance of Parcoursup.

**In 2019, 42% of Bac S holders starting their first year in the INSA Group were women, an increase of 11 points compared to 2012.**

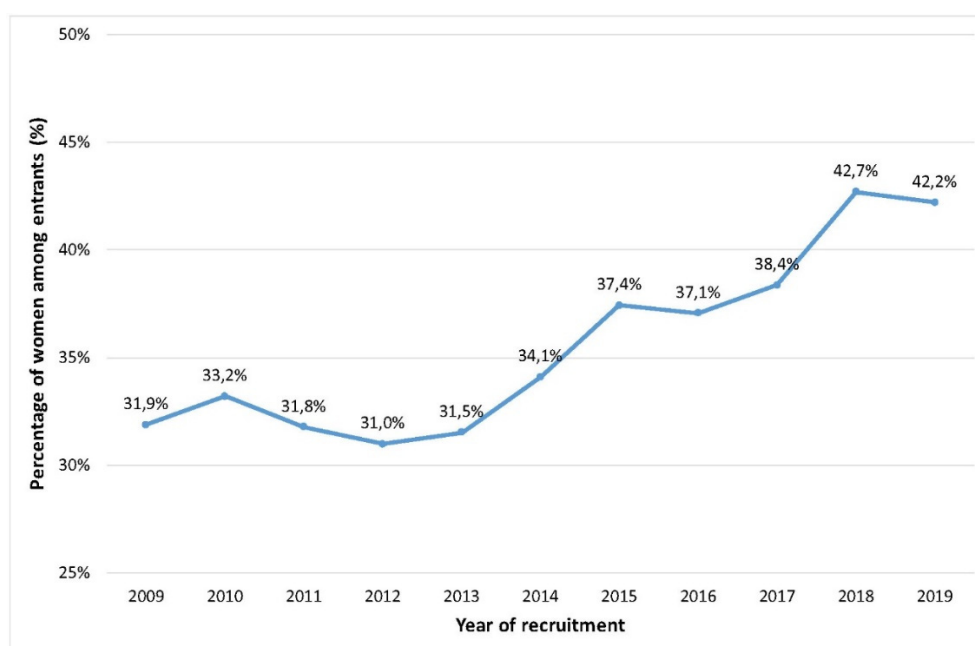


Figure 4: Change in the rate of women among entrants between 2009 and 2019.

### 3 INSA Lyon graduates

The graduation rate is determined through longitudinal analysis of the progress of INSA Lyon engineering students. This analysis was carried out for the cohorts of students starting in 2009, 2010, 2011 and 2012 (i.e. cohorts from which all students had left the school by the date of the analysis, i.e. December 2019).

Figure 5 shows the change in the graduation rate of women and men. It can be seen that the change curves intersect, with fluctuations of a few points depending on the year, but with an average rate remaining relatively stable at around 84%. Thus, over the four years of entry studied, no systematic trend emerges in terms of a better graduation rate for women or men.

**For the cohort starting in 2012, the graduation rate for women and men is the same, about 87%.**

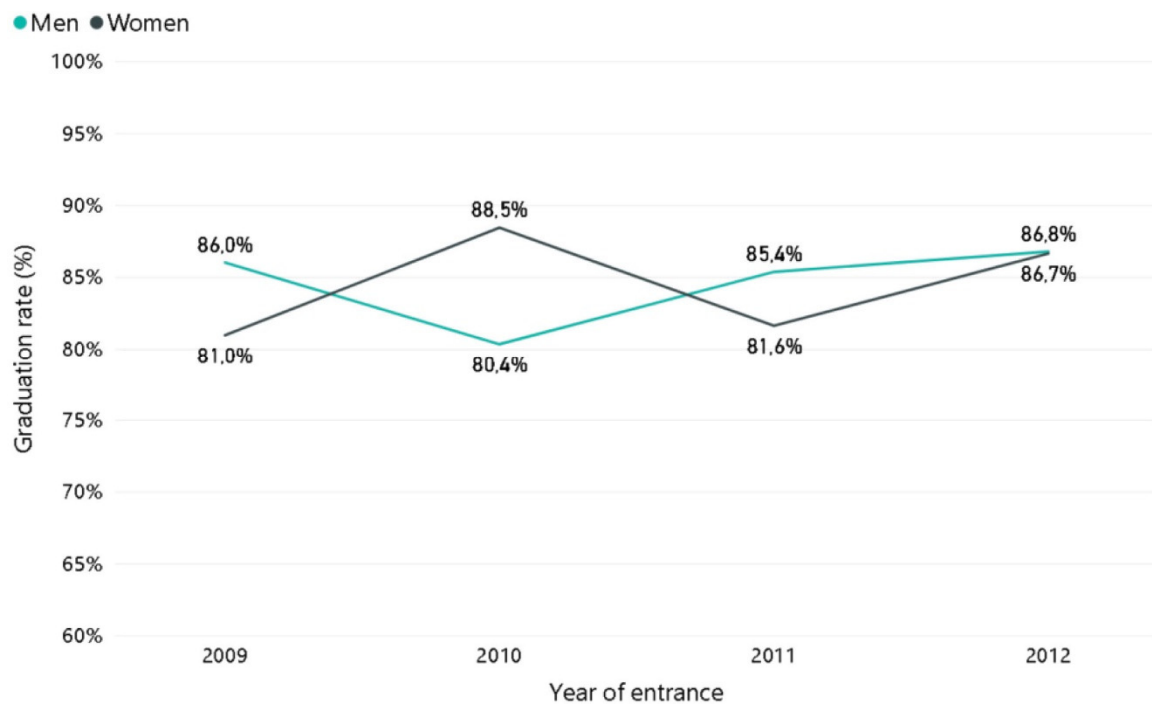


Figure 5: Change in the graduation rate of women and men from the 2009 to 2012 cohorts.