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**Author**

BIJSMANS, Patrick (SCHAKEL, Arjan H.)

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**Abstract**

The literature on first-year study success has identified a host of factors that may affect a student's chances of succeeding, ranging from personal circumstances to educational environment. One of the factors that often emerges in this context is (non-)attendance of classes, lectures and tutorials. Intuitively, one would expect this to be all the more important in programmes that employ a student-centred and interactive approach to learning, such as problem-based learning. Interestingly, there is little dedicated research that looks into the importance of (non-)attendance in such a learning environment. This article addresses this gap in the literature by looking at the effect of (non-)attendance on the study success of three cohorts of Maastricht University's Bachelor in European Studies (annual intake of 325–350 students). Controlling for a range of factors, we find that attendance matters for several measures of study success and also for the committed and participating student. (HRK / Abstract übernommen) Bijsmans, Patrick, E-Mail: [patrick.bijsmans@maastrichtuniversity.nl](mailto:patrick.bijsmans@maastrichtuniversity.nl)