Topics

- Who we are
- Why flexibilisation/more flexibility
- How flexibilisation is implemented
- Lessons learned/ our experience
- Transfer to other higher education institutions

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Coach Studium Flexibel (Campus Hagen)
Faculty for Technical Business Administration
Courses:
(International) Business Administration and Engineering (B.Sc.)
(International) Business Administration and Informatics (B.Sc.)
Who we are - A university for our region
Who we are – Facts and Figures 2018

Degree courses: 55
- Undergraduate: 43; 78%
- Postgraduate: 12; 22%

Graduates 2017: 2,496
- Undergraduates
- Postgraduates

Students: 13,772
- Male: 63; 7%
- Female: 290; 32%

Staff: 896
- Professors: 165; 19%
- Research assistants: 290; 32%
- Lecturers: 63; 7%
- Administrative staff: 378; 42%
Who we are –
Campuses and Full-time courses

**Campus Hagen**
(2743 students, 261 international)
- Electrical Engineering
- International Studies of Business Administration and Computer Science
- International Studies of Business Administration and Engineering
- Medical Engineering
- Medical Computer Engineering
- Computer Engineering
- Business Administration and Computer Science
- Business Administration and Engineering
- Business Administration and Engineering (P.G.)
- Business Administration and Engineering - Green Civil and building engineering

**Campus Iserlohn**
(2517 students, 214 international)
- Automotive
- Bio- and Nanotechnology
- Manufacturing Technology
- Computer Science
- Integrated Engineering (P.G.)
- Plastics Engineering
- Mechatronics
- Engineering Design
- Materials Sciences and Surface Engineering

(P.G. = postgraduate)
Who we are –
Studium Flexibel: Extension of the introductory phase

Students who need time to ....

- close knowledge gaps,
- finance the living costs,
- care for relatives,
- cope with individual handicap.
Studium Flexibel – Why?
A contribution to academic success

What are the individual skills and learning behaviours?

Which institutional terms does the university provide?

The idea of Studium Flexibel follows the concept of the German Centre for Higher Education Research and Science Studies (DZHW). It conceptualises academic success as the link between the student’s and the institution’s expectations.
Studium Flexibel – Why?
A contribution to academic success

professional, personal, social skills

institutional terms and requirements

Individual

mismatch

Institution
Increasingly heterogenous student-population, because of ..

- diverse knowledge base, although they have a university entrance qualification,
- diverse cultural experiences,
- diverse social groups,
- diverse ethnic groups,
- younger students nowadays (8 instead of 9 years at high school, no military service)
Our contribution to ...

- support social cohesion, because of a better education level.

- maintain the current standard of living. Investment in human capital particularly in technical and natural scientific studies is absolutely essential from an economic point of view.

- equal opportunities in higher education (higher education still depends on the higher education level of the parents).
  - 79 % of the children of academic families start an academic course
  - 27 % of the children of nonacademic families start an academic course, although they achieve the same grade in their exams.*

Conclusion:

- To overcome the mismatch students need professional, personal and social support. It will help them coping the challenges of academic education.

- Studium Flexibel was created and implemented first in 2012 in Hagen.
Coping multiple academic requirements. Students need:
- professional skills
- personal skills
- social skills.
### Studium Flexibel – How?
#### Extended introductory phase

<table>
<thead>
<tr>
<th>Duration of the introductory phase</th>
<th>2 semesters</th>
<th>4 semesters</th>
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</thead>
<tbody>
<tr>
<td>Workload per semester</td>
<td>7 - 8 modules</td>
<td>3 – 4 modules</td>
</tr>
<tr>
<td>Standard period of study</td>
<td>7 semesters</td>
<td>9 semesters</td>
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</tbody>
</table>
### Studium Flexible - How?

#### Example: Business Administration and Engineering

<table>
<thead>
<tr>
<th>1. sem. regular</th>
<th>1a./ 1 sem. Flex</th>
<th>2. sem. regular</th>
<th>2a./ 2. sem. Flex</th>
<th>1b. /3. sem. Flex</th>
<th>2b./4. sem. Flex</th>
<th>3. sem/ 5. Flex</th>
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<td>GRUWI</td>
<td>MANU</td>
<td>MANU</td>
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<td>Marketing &amp; Vertrieb</td>
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<td>Ext. Rewe</td>
<td>additional exercise</td>
<td>Int. Rewe</td>
<td>additional exercise</td>
<td>Ext. Rewe</td>
<td>Int. Rewe</td>
<td>Seminar</td>
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<td>Grundl. Physik</td>
<td>Physik &amp; Umwelt</td>
<td>Physik &amp; Umwelt</td>
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<td>Fertigungs-technik 1</td>
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<td>additional exercise</td>
<td>Grundl. Informatik 1</td>
<td>additional exercise</td>
<td>Wirtschaftsenglisch Teil 1</td>
<td>Grundl. Informatik 1</td>
<td>Werkstoffwissenschaften</td>
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<td>Mathematik 1</td>
<td>Wirtschafts-englisch Teil 2</td>
<td></td>
<td>Wirtschafts-englisch Teil 2</td>
<td>Grundlagen der Informatik 2</td>
<td></td>
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<tr>
<td>Recht Teil 1</td>
<td>additional exercise</td>
<td>Recht Teil 2</td>
<td>additional exercise</td>
<td>Recht Teil 1</td>
<td>Recht Teil 2</td>
<td>Wirtschafts-englisch Teil 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mathematik 2</td>
<td>Mathematik 2</td>
<td></td>
<td>Statistik</td>
</tr>
</tbody>
</table>
Studium Flexibel – How?

- Students participate in:
  - regular lectures
  - regular exercises
  - regular tutorials
  - additional exercises in the peer group
  - meetings with the peer group and the coach
- Access to consultation and coaching
Studium Flexibel – How?
Additional exercises

- Small groups
- Professional teachers
- Programme participants only
- 2 hours per week for each course
- Compulsory attendance requirement
- Professional coaches with educational expertise

- Coaching & consulting as often as needed
  - Review the motivation of study
  - Development of learning and working habits
  - Optimizing self and study organisation
  - Coping with stress
  - Coping with exam nerves
  - Coping with procrastination

- Group-meetings (optional)
  - 1. semester: 8 meetings
  - 2. semester: 4 meetings
Studium Flexibel – How?
Organisational aspects

- Enrolment during the first six weeks of the first term after an obligatory advisory interview
- Programme is integrated into the regular schedule
- Manpower requirements
  - 6 hours per week additional exercises during the first two semesters
  - Coach: half or full time (organisation of the programme, coaching, consulting, group meetings/workshops)
• Diverse student population at FH-SWF

• Students with a high risk to give up their higher education*
  Students...
  • from non academic families (no academic role model)
  • with poorer school-leaving qualifications
  • with A-level not acquired at grammar school
  • with little information about the subject
  • who are mainly extrinsically motivated
  • with completed vocational training

*Compare: Heublein et.al. (2017)
Facts evaluated:

- Number of students
- Dropout rate
- Characteristics of the students
- Perceived difficulty of the transition into the regular course
Rate of programme participants

Students Studium Flexibel

semesters

2012/13: 15%
2013/14: 18%
2014/15: 18%
2015/16: 20%
2016/17: 21%
Qualification

- A-level, grammar school
- A-level, e.g. vocational school
- Certificate of aptitude for specialized shortcourse higher education
- Vocational qualified

<table>
<thead>
<tr>
<th>Year</th>
<th>A-level, grammar school</th>
<th>A-level, e.g. vocational school</th>
<th>Certificate of aptitude for specialized shortcourse higher education</th>
<th>Vocational qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>10%</td>
<td>52%</td>
<td>16%</td>
<td>23%</td>
</tr>
<tr>
<td>2014</td>
<td>3%</td>
<td>65%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>2015</td>
<td>3%</td>
<td>45%</td>
<td>12%</td>
<td>39%</td>
</tr>
</tbody>
</table>
ETHNIC & SOCIAL CHARACTERISTICS

- migration background
- educational achiever
- vocational training
- children

2013
- 10% migration background
- 32% educational achiever
- 68% vocational training
- 55% children

2014
- 10% migration background
- 52% educational achiever
- 45% vocational training
- 3% children

2015
- 3% migration background
- 39% educational achiever
- 61% vocational training
- 42% children
Studium Flexibel – dropout rates

Dropout rates

- 2012/13: 70.00%
- 2013/14: 50.00%
- 2014/15: 40.00%
- 2015/16: 30.00%
Studium Flexibel – time of dropout

**Dropout cohort 2013**

- 1: 19%
- 2: 32%
- 3: 3%
- 4: 0%
- 5: 0%
- 6: 0%

**Dropout cohort 2014**

- 1: 39%
- 2: 10%
- 3: 0%
- 4: 0%

**Dropout cohort 2015**

- 1: 33%
- 2: 9%
Studium Flexibel – Perception of the transition to the 3rd semester

COHORT 2013

easy [PROZENTSATZ]

very hard [PROZENTSATZ]
difficult [PROZENTSATZ]

ok 25%

very easy [PROZENTSATZ]
Studium Flexibel – statistics

- Average dropout rate: 47% (comparison: average dropout rate of electrical engineering courses at universities of applied sciences is 42 %, (Heublein et.al. (1/2017), p. 266)
- Highest dropout within the first two semesters
- Dropout because of:
  - Wrong choice of study
  - Change of course of study or change into a profession
- Transition to the regular course after 4 semesters is recognised by 88 % as very easy, easy or ok. 12 % perceive transition as difficult.
- Students who manage the transition are convinced that they will graduate successfully.
Database and feedback from students and coaches suggest the following conclusions to be drawn:

- The programme is well accepted by the students.

- Studium Flexibel can’t avoid dropout in general, but it helps those, with a high risk for dropout. An average dropout form 47 % can be taken as a respectable success.

- Dropout happens in an early phase.

- The coach supports the students to find a better fitting alternative (a contribution to the social responsibility of the university)

- Dropout is mainly caused by false and unrealistic expectations about the course and studying in general.
Database and feedback from students and coaches suggest the following conclusions:

- Students who make transition into the regular 3rd semester have a good chance to achieve their academic goals.

- Programme promotes personal growth of the students. Learning and work organisation is strengthened.

- Positive feedback for the implementation of the programme for most courses at FH-SWF.

- Monitoring of Studium Flexibel should be expanded to all courses which offer the programme.
Studium Flexibel – lessons learned
Impeding factors on both sides

Students
- Fear that program participation is perceived as negative (loser-image)
- Little self-reflection
- Little motivation
- Display of juvenile behaviour patterns, when pieces of advice are given.

Institution
- Acceptance various between open rejection and benevolent support.
- Dropout rates are often not a central aspect of academic life.
- Academic success is often defined as a process selecting the best students.
- Professors often do not see it as their job to help freshmen close their knowledge gaps. They see the responsibility for that in the schools and in the students itself.
- Transfer of the model to other higher education institutions seems possible
- It makes sense if student population has a high dropout risk
- Be aware of the impeding factors!
Thank you!

Studying in South-Westphalia
List of literature
