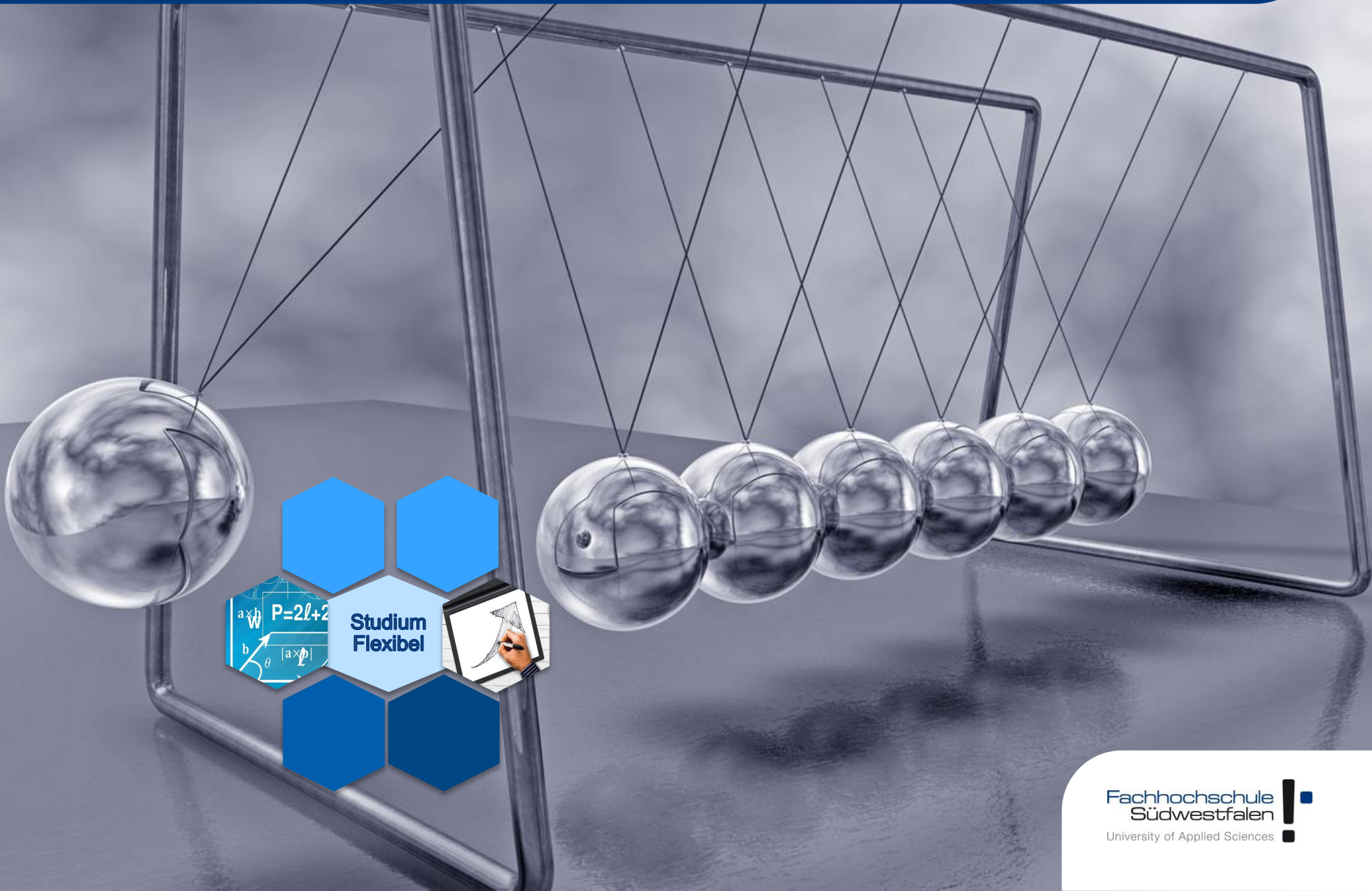


South Westphalia University of Applied Sciences

Studium Flexibel





Institutional Approaches – Studium Flexibel at FH-SWF

Topics

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

Dr. rer. oec. Iris Kolan

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.)

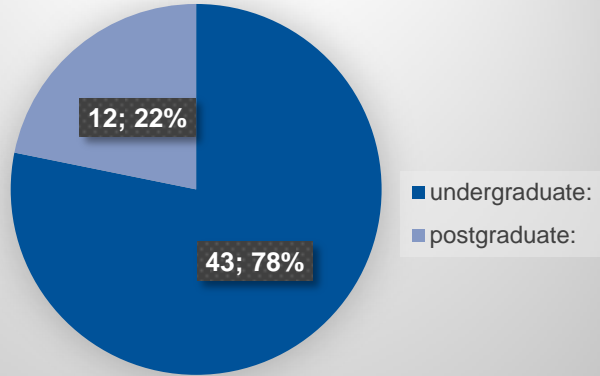
Who we are - A university for our region



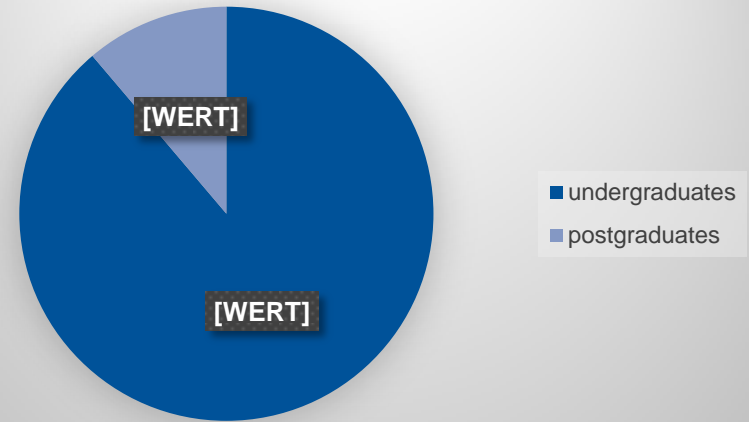


Who we are – Facts and Figures 2018

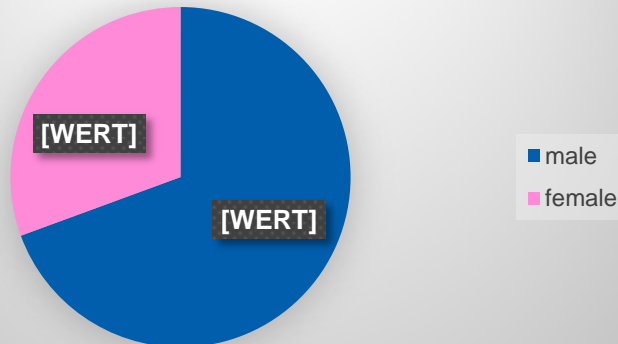
Degree courses: 55



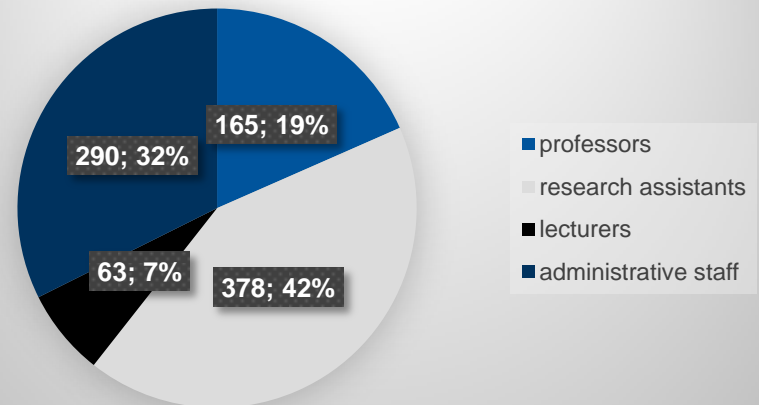
Graduates 2017: 2 496



Students: 13772



Staff: 896





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)

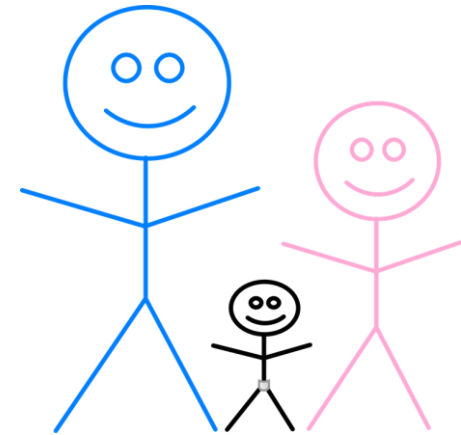
- Automotive
- Bio- and Nanotechnology
- Manufacturing Technology
- Computer Science
- Integrated Engineering (P.G.)
- Plastics Engineering
- Mechatronics
- Engineering Design
- Materials Sciences and Surface Engineering

(P.G. = postgraduate)



Who we are –

Studium Flexibel: Extension of the introductory phase



Students who need time to

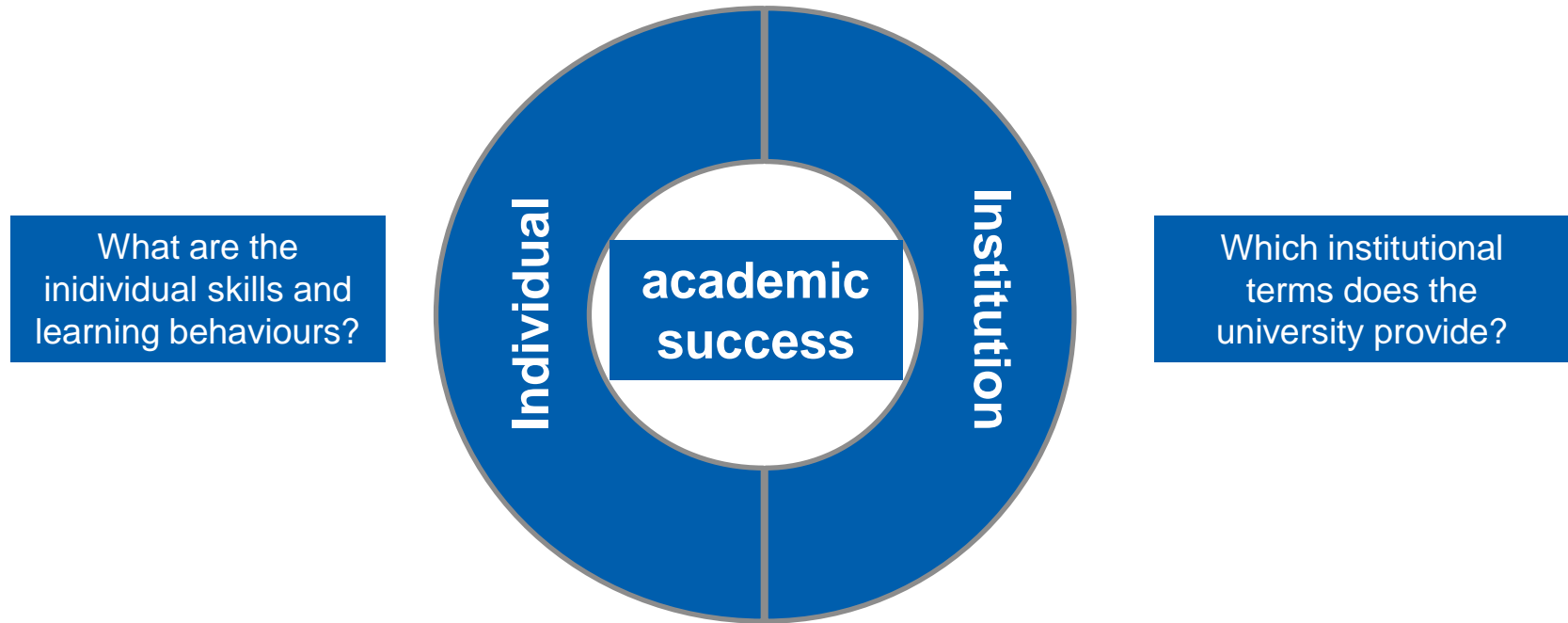
- close knowledge gaps,
- finance the living costs,
- care for relatives,
- cope with individual handicap.





Studium Flexibel – Why?

A contribution to academic success

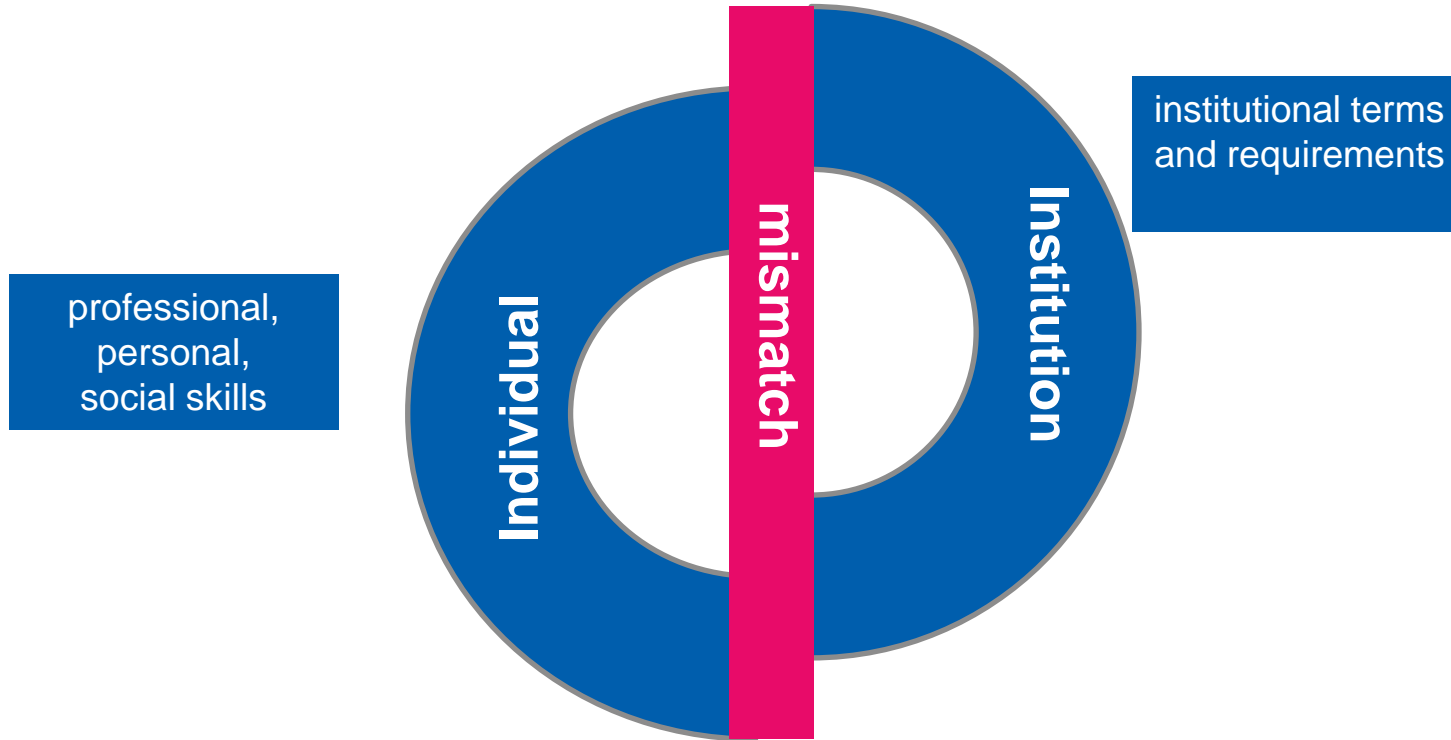


The idea of Studium Flexibel follows the concept of the German Centre for Higher Education Research and Science Studies (DZHW). It conceptualises academic success as the link between the student's and the institution's expectations.



Studium Flexibel – Why?

A contribution to academic success





Studium Flexibel – Why?

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)



Studium Flexibel – Why?

Socialpolitical and economic aspects

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.*

* (compare: Kracke, N., Middendorff, E., Buck, D. (2018), p. 5)



Studium Flexibel – Why?



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.



Studium Flexibel – How?

Coping multiple challenges of study

Coping multiple academic requirements. Students need:

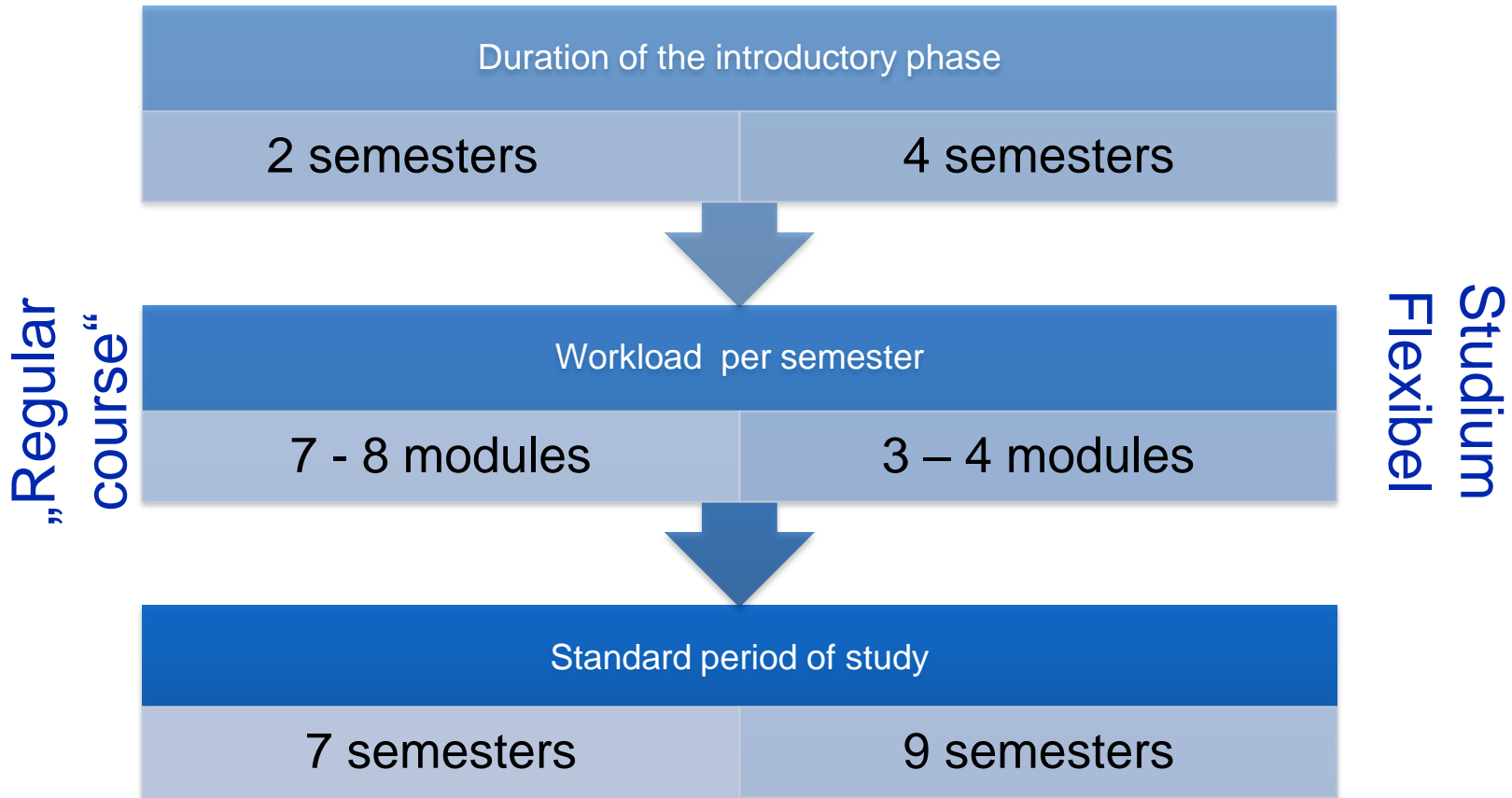
- professional skills
- personal skills
- social skills.





Studium Flexibel – How?

Extended introductory phase





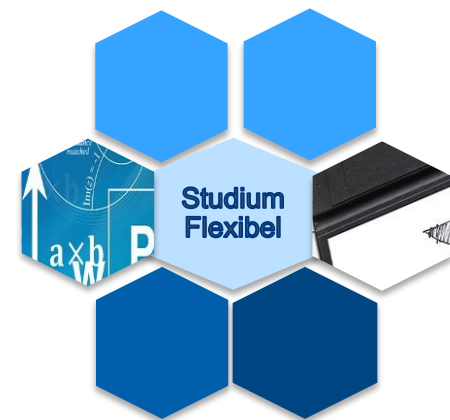
Studium Flexible - How?

Example: Business Administration and Engineering

1. sem. regular	1a./ 1 sem. Flex	2. sem. regular	2a./ 2. sem. Flex	1b. /3. sem. Flex	2b./4. sem. Flex	3. sem/ 5. Flex
GRUWI	GRUWI	MANU	MANU			Marketing & Vertrieb
Ext. Rewe	additional exercise	Int. Rewe	additional exercise	Ext. Rewe	Int. Rewe	Seminar
TM		Grundl. Konstruieren		TM	Grundl. Konstruieren	Unternehmensplanspiel
Grundl. Physik	Grundl. Physik	Physik & Umwelt	Physik & Umwelt			Fertigungstechnik 1
Wirtschaftsenglisch Teil 1	additional exercise	Grundl. Informatik 1	additional exercise	Wirtschaftsenglisch Teil 1	Grundl. der Informatik 1	Werkstoffwissenschaften
Mathematik 1	Mathematik 1	Wirtschaftsenglisch Teil 2			Wirtschaftsenglisch Teil 2	Grundlagen der Informatik 2
Recht Teil 1	additional exercise	Recht Teil 2	additional exercise	Recht Teil 1	Recht Teil 2	Wirtschaftsenglisch Teil 3
		Mathematik 2	Mathematik 2			Statistik

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

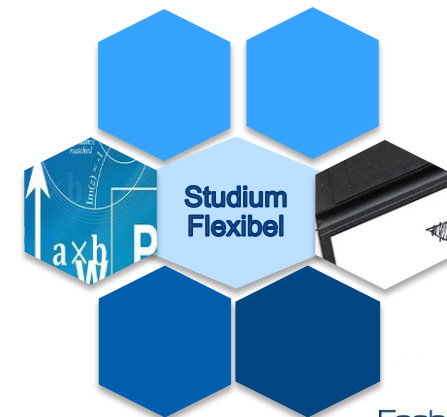




Studium Flexibel – How?

Additional exercises

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





Studium Flexibel – How?

Coaching & Consulting

- 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)

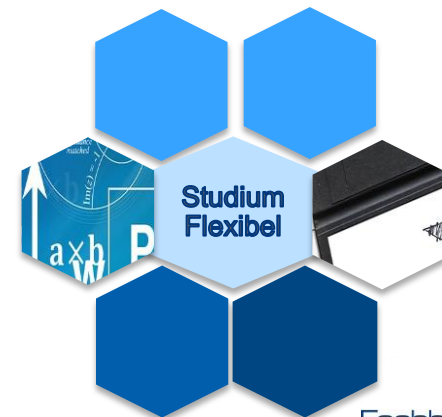




Studium Flexibel – lessons learned/ our experience

- 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)



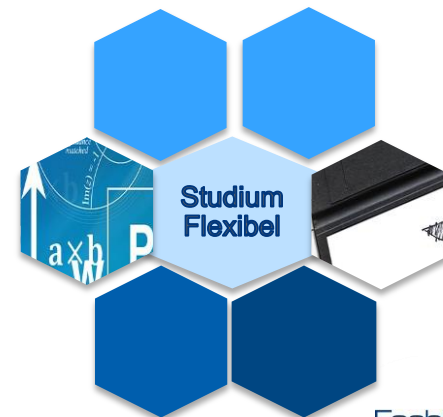


Studium Flexibel - experiences

Evaluation from october 2016

Facts evaluated:

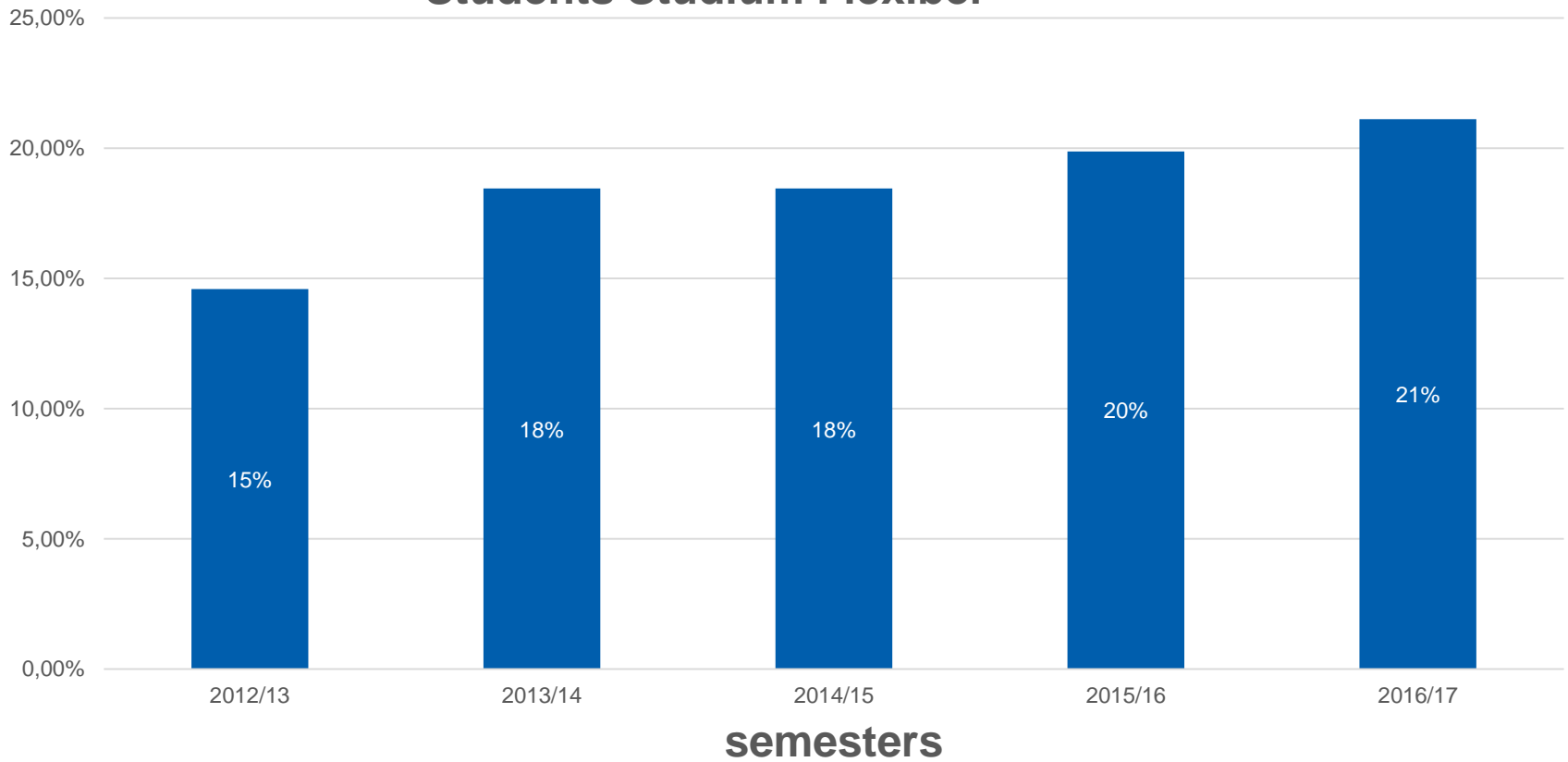
- Number of students
- Dropout rate
- Characteristics of the students
- Perceived difficulty of the transition into the regular course





Rate of programme participants

Students Studium Flexibel

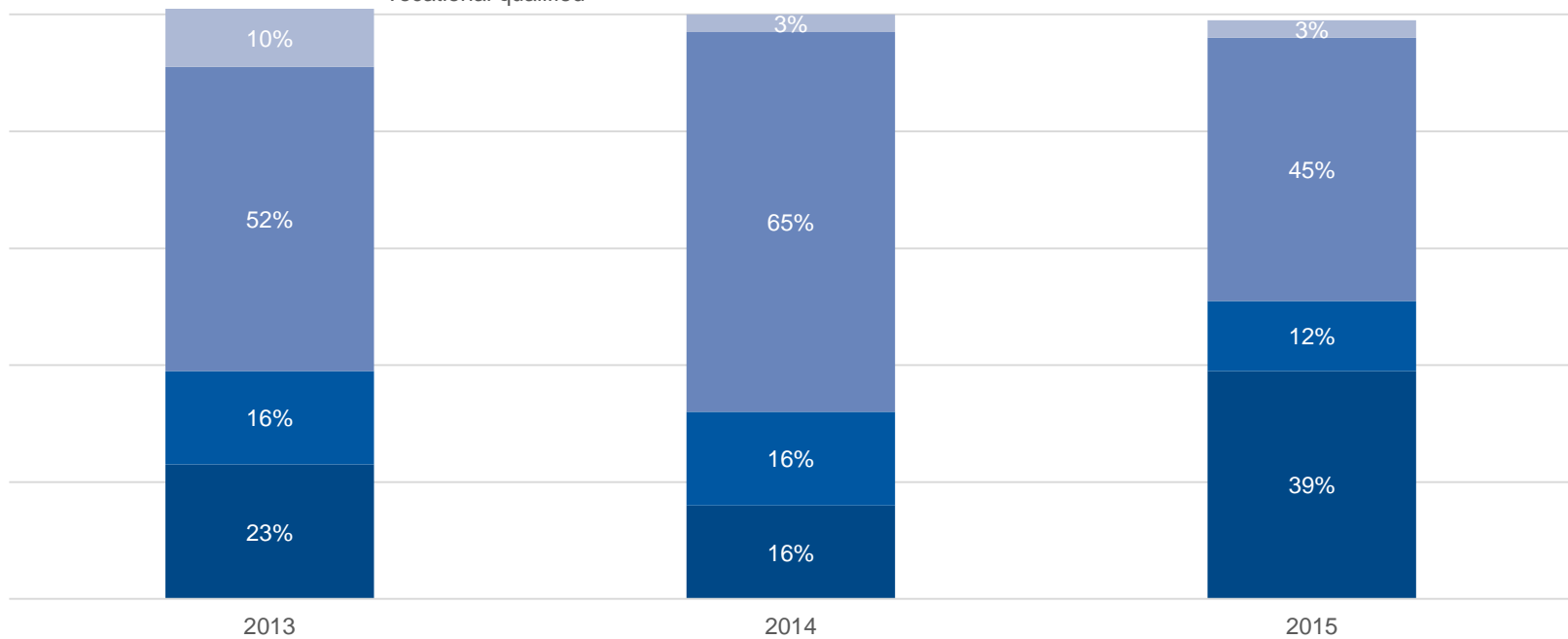




Studium Flexibel – qualification of the participants

Qualification

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

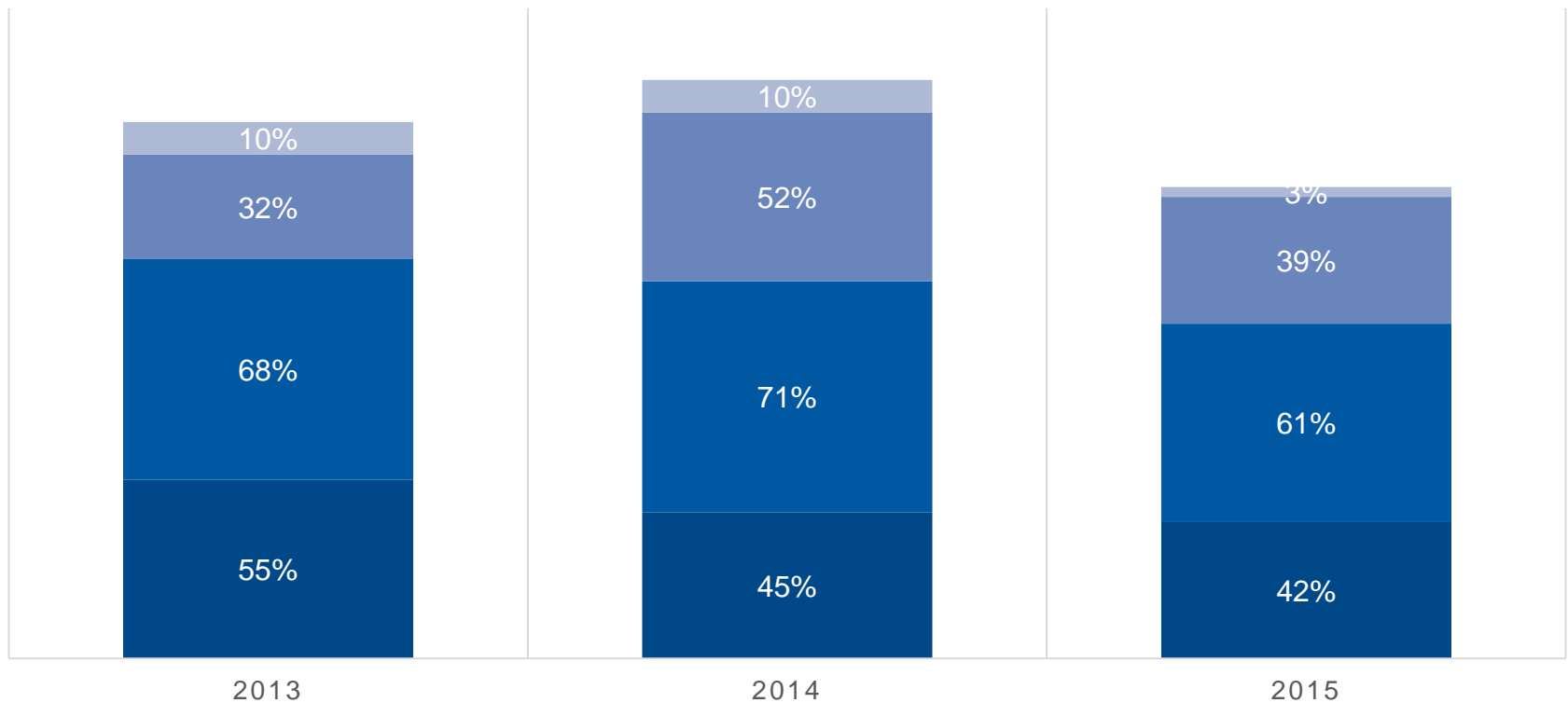




Studium Flexibel – ethnic and social characteristics

ETHNIC & SOCIAL CHARACTERISTICS

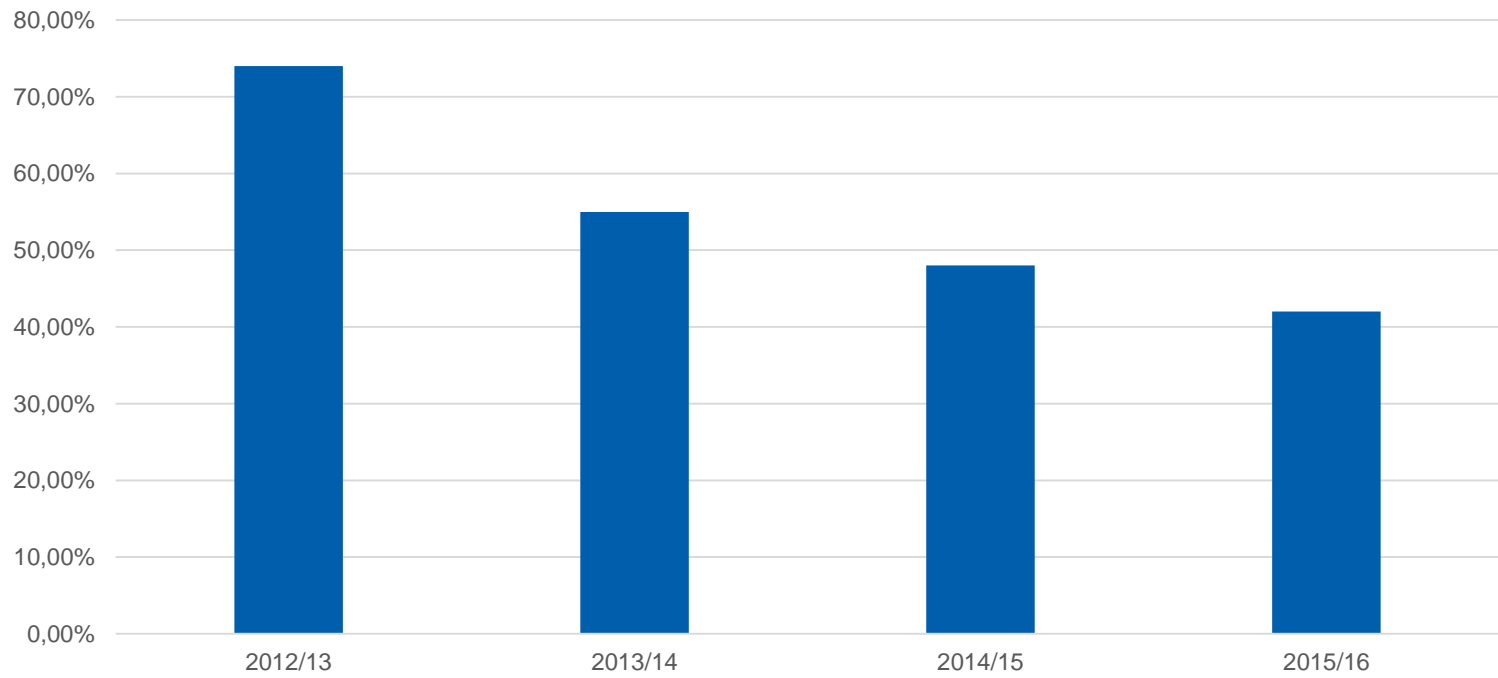
■ migration background ■ educational achiever ■ vocational training ■ children





Studium Flexibel – dropout rates

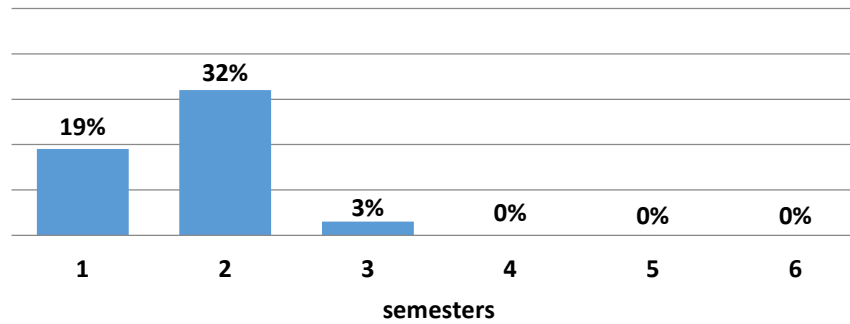
Dropout rates



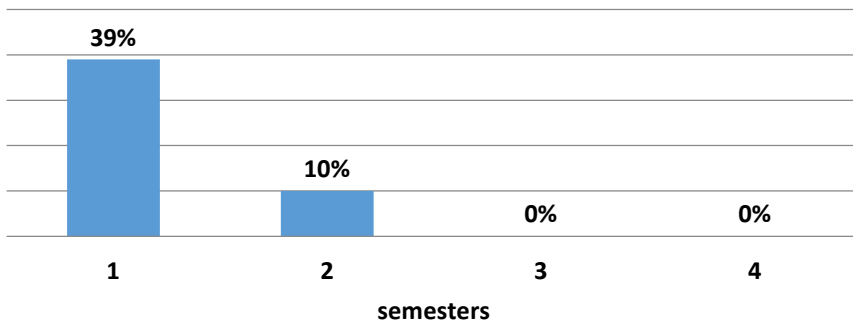


Studium Flexibel – time of dropout

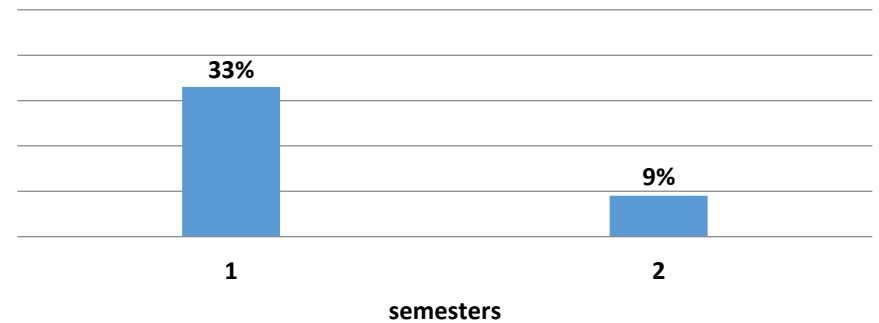
Dropout cohort 2013



Dropout cohort 2014

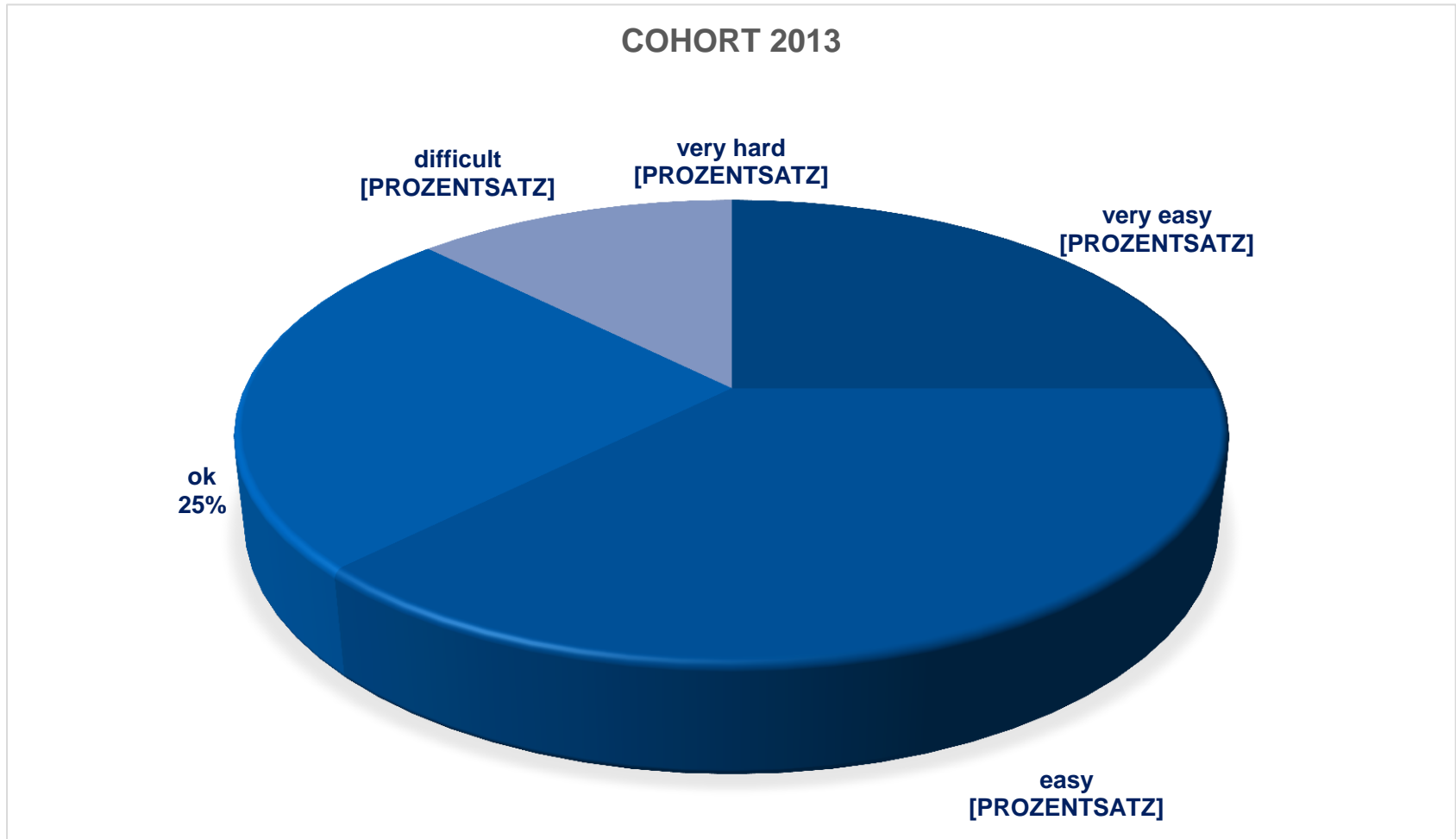


Dropout cohort 2015





Studium Flexibel – Perception of the transition to the 3rd semester





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.



Studium Flexibel – lessons learned

Conclusions from the university governance

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.



Studium Flexibel – lessons learned

conclusions from the university governance

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.





Studium Flexibel - Transfer

- 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!

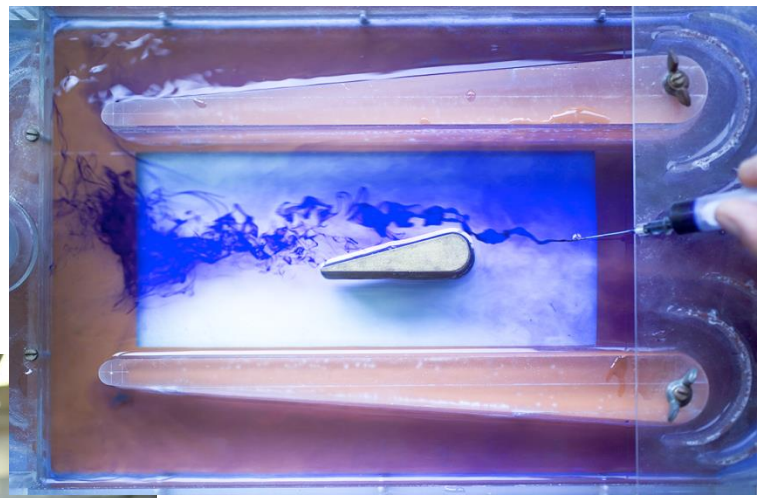


Studying in South-Westphalia

Thank you!



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List of literature

- Heublein, U., Ebert, J., Hutzsch, C., Isleib, S., König, R., Richter, J., Woisch, A. (2017).
Zwischen Studiererwartungen und Studienwirklichkeit, Ursachen des Studienabbruchs, beruflicher Verbleib der Studienabbrecherinnen und Studienabbrecher und Entwicklung der Studienabbruchquote an deutschen Hochschulen. (Forum Hochschule 1|2017). Hannover: DZHW.
- Kracke, N., Middendorff, E., Buck, D. (2018).
Beteiligung an Hochschulbildung, Chancen(un)gleichheit in Deutschland. (DZHW Brief 3|2018). Hannover: DZHW.