Hefte zur Bildungs- und Hochschulforschung

Monika Schmidt, Tino Bargel (Ed.)

The Bologna Process as a Challenge for Students

V. International Workshop November 2011

Universität Konstanz: Arbeitsgruppe Hochschulforschung
Hefte zur Bildungs- und Hochschulforschung 65

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Introduction to the Documentation of the International Workshop

"The Bologna Process as a Challenge for Students"

University of Konstanz, Research Group on Higher Education, November 10th – 12th 2011

More and more our yearly international workshop is developing into a traditional institution. In November 2011, already for the 5th time, we had the possibility to invite relevant researchers from different European countries, as well as responsible persons from the administration of Higher Education Institutions (HEI). We find that this event is a workshop in the proper sense of the word, because all of the participating research groups are disposed to present some relevant analysis and results from their country or region. We can thus benefit from experiences already done by others, and we can improve your awareness of the special problems of students and their needs in the Bologna Process.

As in former years this workshop has focused on the students' point of view: "The Bologna Process as a challenge for the students." What are their judgments about the state of implementation of the Bologna Process in their universities? How do students evaluate the advantages or disadvantages of harmonization and mobility, and does the ECTS really function in their point of view? The factors of stress and workload are also very important, because they seem to be universally acknowledged topics with comparable effects across Europe and the Bologna states.

To underline the importance of students' perspective, the introductory lesson was held by a representative of the European Students Union (ESU), Andrea Blättler. In this contribution the focus of interest was: what have been the changes for students in the Bologna Process, what are the main issues, and which are the impacts on social dimensions. Of course Andrea Blättler approached the subject of students' mobility as well.

For two and a half days 27 interested persons from science and administration of seven European countries have met in the Senat hall of the University of Konstanz. It has been the aim of our annual workshop to connect European researches and results on study situation. In this sense we are proud to say that some reports and investigations being done are based totally or partly on the questionnaire about the study situation in Germany. Here, we would like to mention the French research group of the Laboratoire des Sciences de l'Education of the University Pierre Mendès France of Grenoble. This research group has used the questionnaire already for the second time and has gathered some useful results. Besides we would also like to mention working groups in Barcelona, Kyiv and Kaunas, where parts of this questionnaire are being used regularly. In other countries and regions comparable surveys with comparable questions give us the possibility to get an overview of the students' perspective there.

Even though the presentations have come from different countries all over Europe there has been a consensus on the main points with regard to the construction of the Bologna Area: in most of the European universities the formal construction of the Bologna Process has been achieved. Those universities and universities of applied sciences who had formerly worked in comparably structures had fewer difficulties with the implementation of the Bachelor's and Master's degree. But after a more detailed look on the development differences for students appeared. Regarding this issue social dimensions of studying have often been discussed. The financial situation seems to be very different in the countries mentioned above. Study fees and living expenses are often an obstacle for the commencement of an academic formation. In the same time student mobility is highly dependent on the social background.

In this documentation we present the workshop contributions. We have been obliged to shorten the presentations for different reasons. But anyone who wants to see the full versions is invited to do it on our site on the internet. Unfortunately it is not possible here to reflect the very interesting discussions that developed during the workshop and during the social program. But we want it to be seen as handout that may support international cooperation, and encourage researchers to deepen the process of international student survey. With

regard to policy and administration this booklet can propose subjects that could be taken into consideration on the international harmonization of study structures.

Finally the aim of this workshop, as of the former ones, has been to strengthen the scientific networking in Europe and to give a platform for the next step into the International Student Survey, the so-called ISSUE.

We do not want miss the opportunity to thank the German Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung, BMBF) for the financial support, without it had not been possible neither to do international research nor to organize this workshop and to welcome the international guests.

Monika Schmidt and Tino Bargel

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AG Hochschulforschung + FREREF Réseau Uni 21

The Bologna Process as a Challenge for the Students

V. International Workshop at the University of Konstanz
November 10th – 12th 2011

Ladies and Gentlemen

Dear colleagues from nine European countries

It's a great pleasure and honour for me to welcome you all, on behalf of the rectorate of the University of Konstanz, to this international workshop on the "Bologna process as a challenge for the students".

We are very happy indeed that such a group of experts have answered the invitation of the AG Hochschulforschung and the FREREF Network Uni 21 and have come to the beautiful city of Konstanz.

As of 2011, we can look back on twelve years of a – at least by German standards - unprecedented reform process. The Bologna Declaration of 1999 stated that the first qualifying degree shall be followed by a second one and then doctoral studies. No other rules or specifications were laid down with regard to the duration or structure of study programmes, education systems or the names of degrees. All other structural guidelines in Germany are a product of national politics, meaning they have been determined by Germany's 16 state (Länder) governments and organised by the Conference of Education Ministers, the KMK. What's more, the universities and other higher education institutions have often implemented their *own* concept of Bologna: that is special structures, internal guidelines for their study programmes, specifications for module sizes and so on.

Like every other higher education institution, the University of Konstanz has offered it's own interpretation of Bologna. Being one of the very first German universities having started to implement Bachelor programmes in 1999, back then there weren't any structural guidelines available at all, neither on a national (or Bundesland) level nor by the university itself. There were no university-wide framework guidelines on exams, no binding study guidelines, no requisite portion of transferable skills, no mandatory window of mobility, nothing.

The absence of any internal guidelines more or less continues until today, and so it is not surprising, that the result is a varied bunch of diverse structures, lengths of study programmes, module sizes and so forth.

From a student perspective, this can be looked at from different angles:

First, the optimistic view, the marketing view, put down in writing in an brochure by the German Rector's Conference (HRK). In an article about the University of Konstanz, you'll find some interesting quotations:

- "Everywhere, the reform was a trigger to realign study programmes - in all subject areas and optimally coordinated with their respective needs."

- "[…] the Bologna reform to be implemented in a unique way without numerous guidelines and with a lot of freedom for individual design, and nonetheless successful."

- "Instead of top-down guidelines, the university relies on participation and co-decision: students and teachers often sat together in hour-long conferences to develop the best possible curriculum.
  'Our ideas always fell upon open ears', according to the students.
  And the results speak for themselves."

- "Part of these success stories is a certain flexibility that the university has maintained, even after the study programmes have made the transition. There is room for adaptation to make necessary changes to the exam guidelines. If a rule proves to be problematic, it can be changed right away for the next class of students."

Secondly, the other perspective, the student's perspective:

Asked by the rectorate in 2010 to comment on their respective study programs, here are the most frequent points of criticism mentioned by our students:

- The study conditions or rather the lack of the "academic feasibility" of the courses offered, that is for example
  - an excessively high workload,
  - a lack of time for independent and autonomous learning,
  - the problem of overlapping courses and schedules,

- heavy examination burden,
- problems with the recognition of achievements, qualifications and degrees.

All of these remarks can be directly related to the Bologna reforms and might also be – at least in parts - a result of the Konstanz-specific "freedom for individual [curriculum] design" that was praised by the HRK-brochure.

With that in mind I am especially interested in all of the student's perspectives that you will bring in to this workshop from nine different European "Bologna" countries.

I'm very curious about the results of these two days and I wish you all a very inspiring, creative and challenging workshop. I thank you for your attention.

Dr. Nikolaus Zahnen,
Head of curricular affairs,
Rectorate of the University of Konstanz

AG Hochschulforschung + FREREF Réseau Uni 21
V. International Workshop at the University of Konstanz:
„The Bologna Process as a Challenge for the Students"

Konstanz, 10th of November 2011

Andrea Blättler
Former Executive Committee and Academic Affairs Committee member,
European Students' Union (ESU)

esu
european students' union

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2) ESU in the Bologna Process
3) The Bologna Process: Tension between chance and danger, challenge of positioning for students
4) An attempt for a pragmatic view as Bologna is here to stay. Insights from evaluation research based on perceptions
5) Issues in the 2nd Bologna Decade on the European level

The European Students’ Union

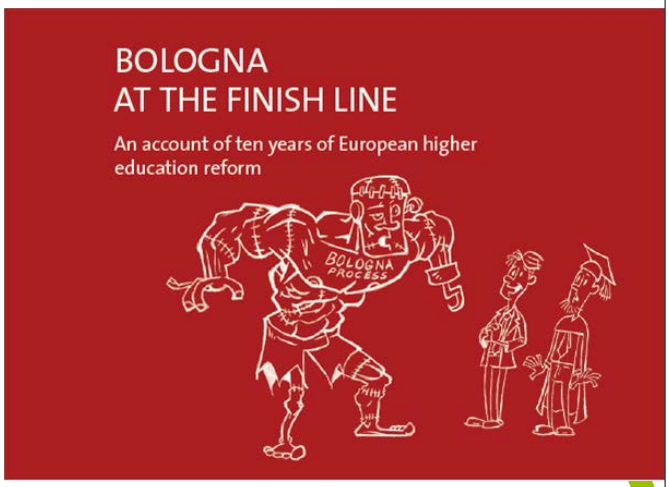
- Umbrella organisation of 45 national unions of students from 38 countries
- Represents more than 11 million students
- Founded in 1982 as Western European Student Information Bureau (WESIB), then changed to ESIB after 1989
- 2007: ESIB is renamed into ESU and celebrates 25th anniversary
- Promote the educational, social, economic and cultural interests of students at a European level
- Work towards relevant organisations and processes, for example the European Union, the Bologna-Process, Council of Europe, UNESCO and OECD.
- Office in Brussels; 17 elected representatives + small secretariat.
- Main priority in 2011: Financing of higher education and students

Critical contributor

- Bologna 1999: protest
- since Prague 2001: critical but constructive partner: Member of the Bologna Follow Up Group (BFUG), its board und sub-structures
- writing of regular stocktaking reports on the students' perception:
  - next publication ready in March 2012 only

BWSE 09

BAFL



3) THE BOLOGNA PROCESS: TENSION BETWEEN CHANCE AND DANGER, CHALLENGE OF POSITIONING FOR STUDENTS

(Higher) Education versus just training?

- Trends of HE perception:
  - Public good -> private good
  - Social and societal concerns -> private interests
  - Long term needs -> short term demands

  → Bologna vision?
- ESU: students are not customers but members of the academic community
- Reality? HE customised, students being socialised as consumers?

→ Role of the Bologna Process ambivalent

European cooperation: Purpose?

- Education is a fundamental, integrative element of society -> Cooperation on education at the European level:
  - Emergence of a multiculturalist, tolerant European society on the basis of HE of comparable quality?
  - Reaching the mobile European human capital and disestablishing communities?

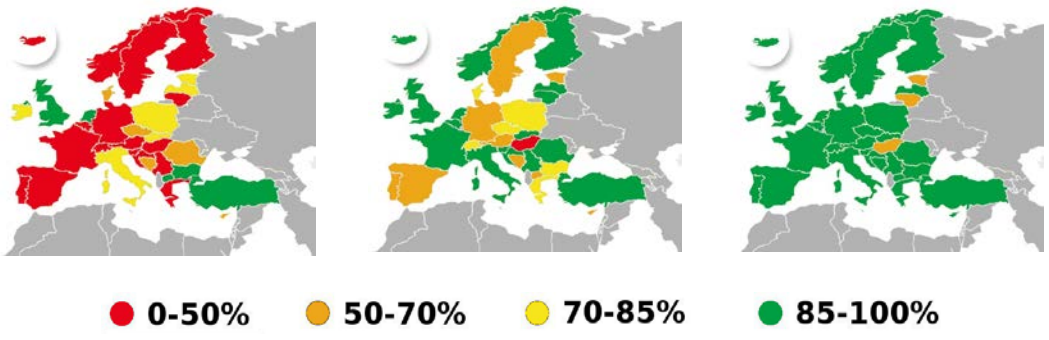
→ Loose intergovernmental cooperation or binding targets?

Enhanced quality or enforced regiment?

- Outcome orientation, workload measurement:
  - Stronger possiblity of plannification and more effective learning for all students?
  - Disenfranchisement and policing of students and limit for interaction and flexibility?
- Assurance of quality:
  - Continuous improvement as an open process?
  - Constraint of academic freedom?

4a) STUDY STRUCTURES

Formally, 3 cycles are in place…



European University Association (EUA) 2010: 34-5

…but do they function properly?

- Bologna Process Stocktaking report 2009: "… there are two main challenges in fully implementing ECTS: measuring credits in terms of *student workload* and linking them with *learning outcomes*"
- EUA, Trends 2010: "Despite some very positive responses in institutional questionnaire responses, site visit reports indicate that course and module descriptions do not include a set of defined *learning outcomes* with an *estimated time* to achieve them."

…but do they function properly?

- ESU, Bologna with Student Eyes 2009: "Although 92% of the respondents that had ECTS in place declared that, in their country, this was formally based on *workload*, most of the unions commented that this was more in theory than in practice. (…) only 12% of unions reported that the workload was being estimated and re-adapted according to student surveys, which is (…) the same situation as identified in (…) 2007."

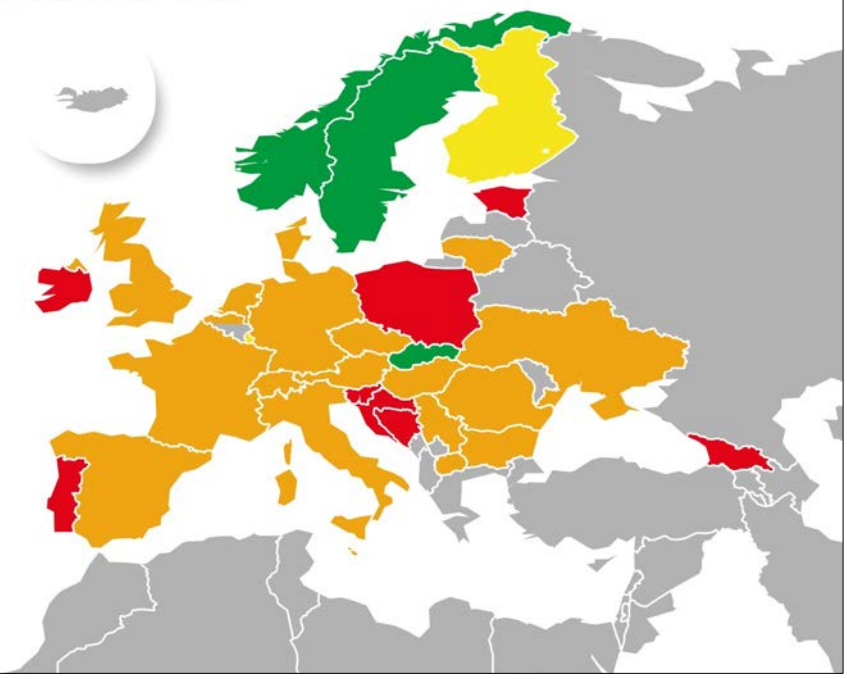
4b) MOBILITY

Can mobile students afford to cover their living expenses abroad?

ESU: 2009: 73

fig. 18—Situation of national students spending a period abroad that encounter problems meeting their living expenses from their grant or loan

- None or almost none have problems
- Few have problems
- Some students have problems
- Many students have problems

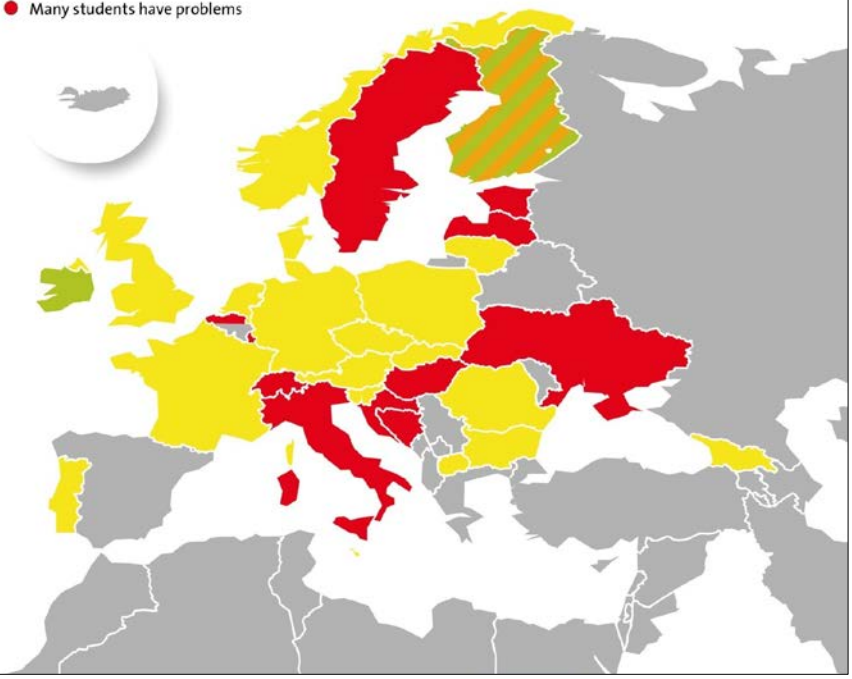


Do ECTS credicts get recognised back home?

ESU: 2009: 77

fig. 21—Situation of national students returning from a period of study abroad encountering problems with the recognition of their credits

- None or almost none have problems
- Some students have problems
- Depends on where they were studying
- Many students have problems



EU/ non-EU mobile student treatment

ESU: 2009: 154

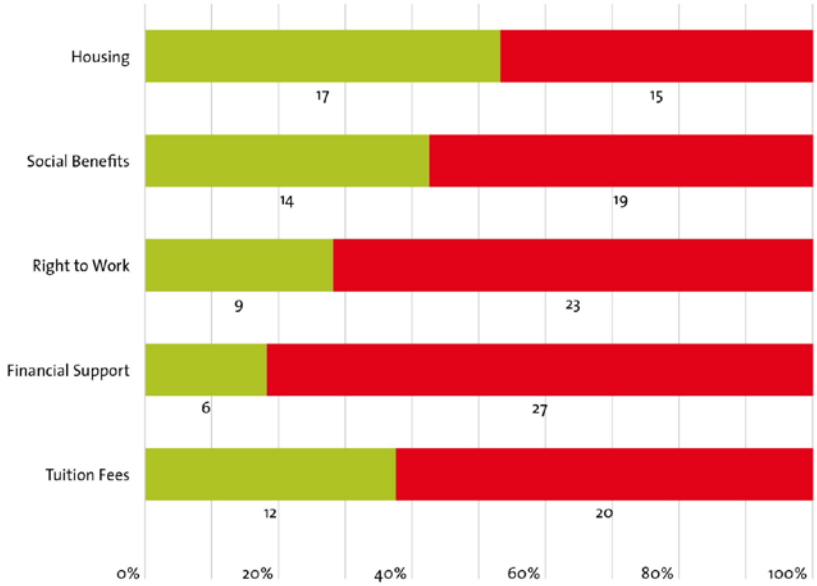


fig. 58—Treatment of non-European/ non-EU students in home higher education institutions

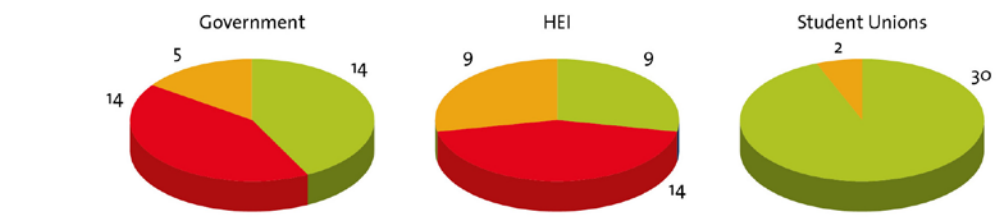
- same
- different

4c) THE SOCIAL DIMENSION

The social dimension – a Bologna priority?

fig. 1—Is the social dimension a priority, according to the student unions, for the government, the higher education institutions and the student union?

European Students' Union (ESU): 2009: 21



5) ISSUES IN THE 2ND BOLOGNA DECADE ON THE EUROPEAN LEVEL

Issues as seen from the inside I

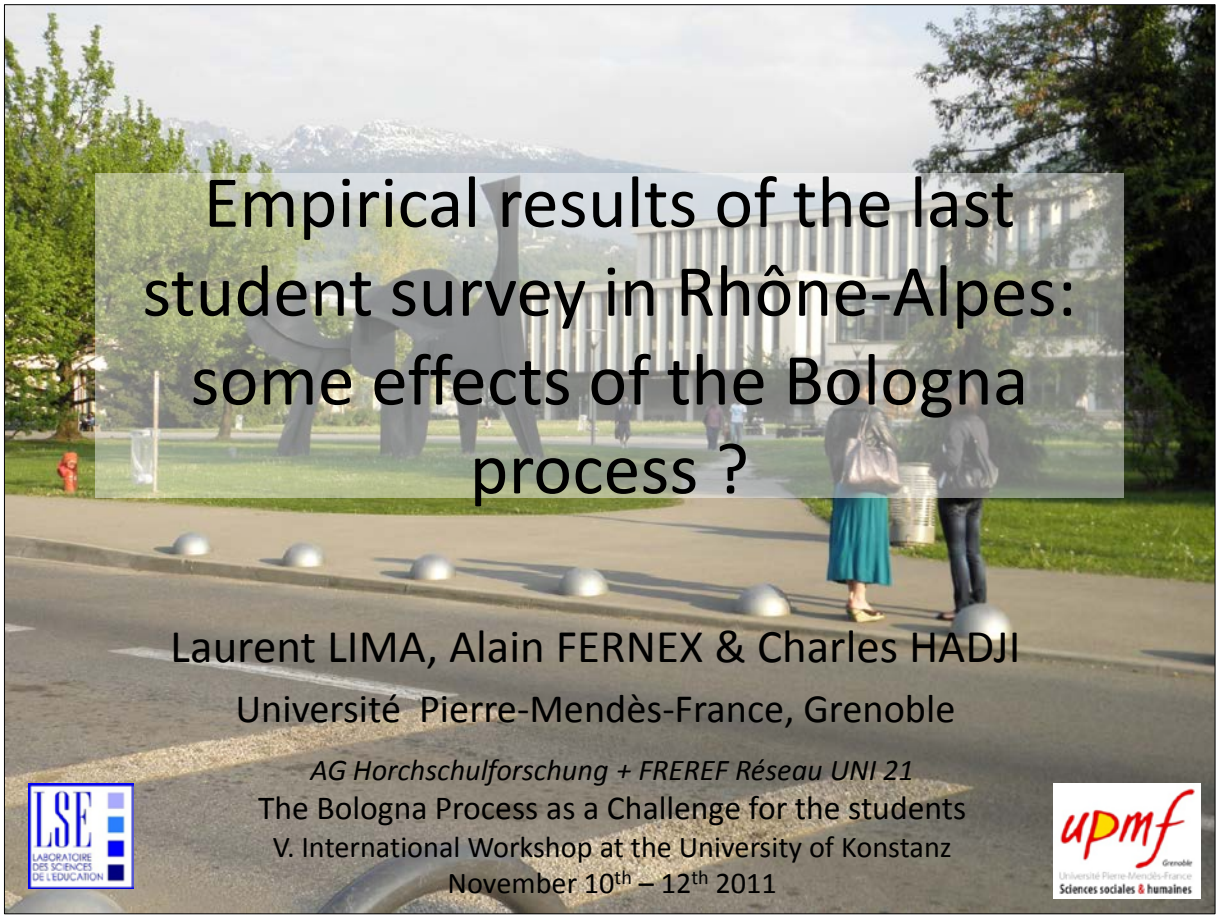
- Lack of enthusiasm : Everything done?
  - Political perspective
  - Implementation perspective
- Evidence-based policy making?
  - Link between empirical research and policy making must be strengthened
- Conflicts within the BFUG:
  - "Our own little national version of Bologna...": different paces of implementation, different interests, lacking solidarity
  - Consultative members versus governments

Issues as seen from the inside II

- Lisbon and EU 2020 strategy, open method of coordination allowing European Commission to work in areas where they wouldn't have legitimacy to work on
  - Economic target of the EU instrumentalizing higher education and the Bologna Process?
  - Bologna as a scapegoat for national reforms that suit the national governments, amongst them Lisbon / EU2020 targets?

Deciding questions for the decade

- New working methods? Stricter implementation?
- More institutional focus and more grass-rots cooperation?
- Completely different processes and standards within research supportable?
- New policy areas?
- More convergence with EU-policies? How about global the dimension?



Empirical results of the last student survey in Rhône-Alpes: some effects of the Bologna process ?

Laurent LIMA, Alain FERNEX & Charles HADJI

Université Pierre-Mendès-France, Grenoble

AG Horchschulforschung + FREREF Réseau UNI 21

The Bologna Process as a Challenge for the students

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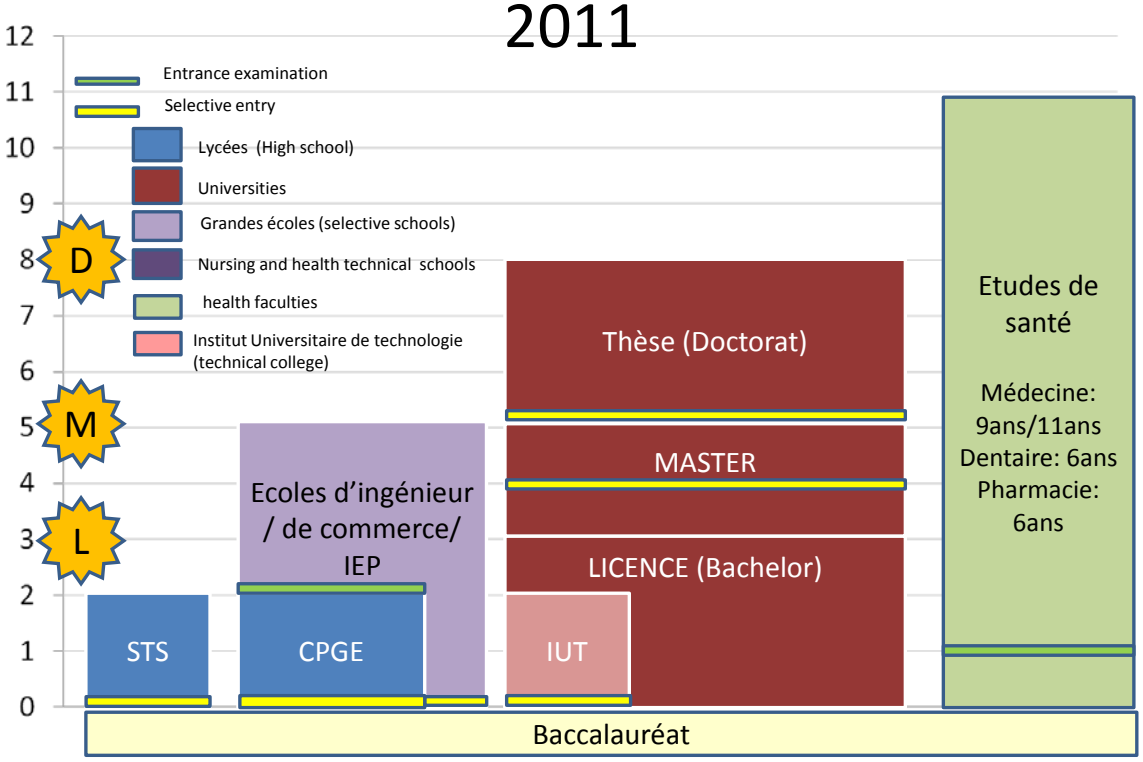
Higher Education structure in France in 2011



Note:
Today, the main university path has totally adopted the system in three levels BMD and a part of the selective institutions adopted this system too (paramedical schools, training of the teachers).
On the other hand, the most prestigious path, the "grandes écoles" or health studies, did not join it still totally, preferring to preserve the specificities which made them the institutions for the French elites.

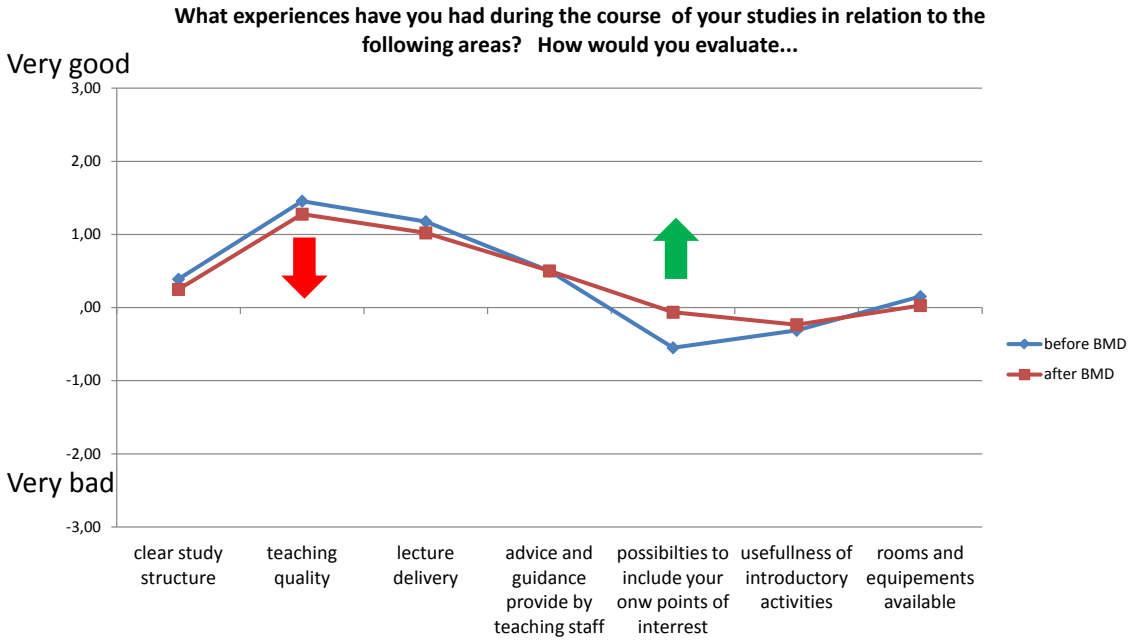
Taking students into account to evaluate the Bologna process implementation

- From the conference of Berlin 2005, it is state that student should be implied into the process of the improvement of quality in higher education.
- But, in France less is done to promote this implication of students
- However, it's possible to ask students about the way they evaluate what their university is providing

Data

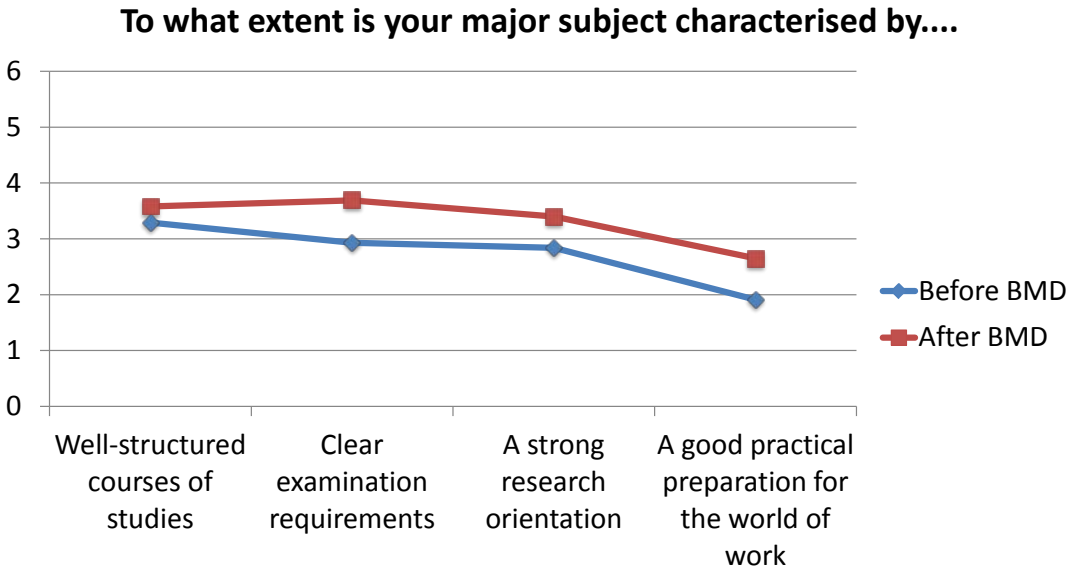
- Same survey (based on the international version of the Konstanz survey) in 2002-2003 and 2008-2009 :
  - before and after the implementation of the Bologna process in French universities
- 1230 third year students in 2003 (8 universities)
- 1466 third year students in 2009 (6 universities and 2 "grandes écoles")
- A randomly chosen sample of 620 students in 2003 and 620 students in 2009 similar on the criteria of the university and of the field of study

Is there some modification in the teaching/learning process ?



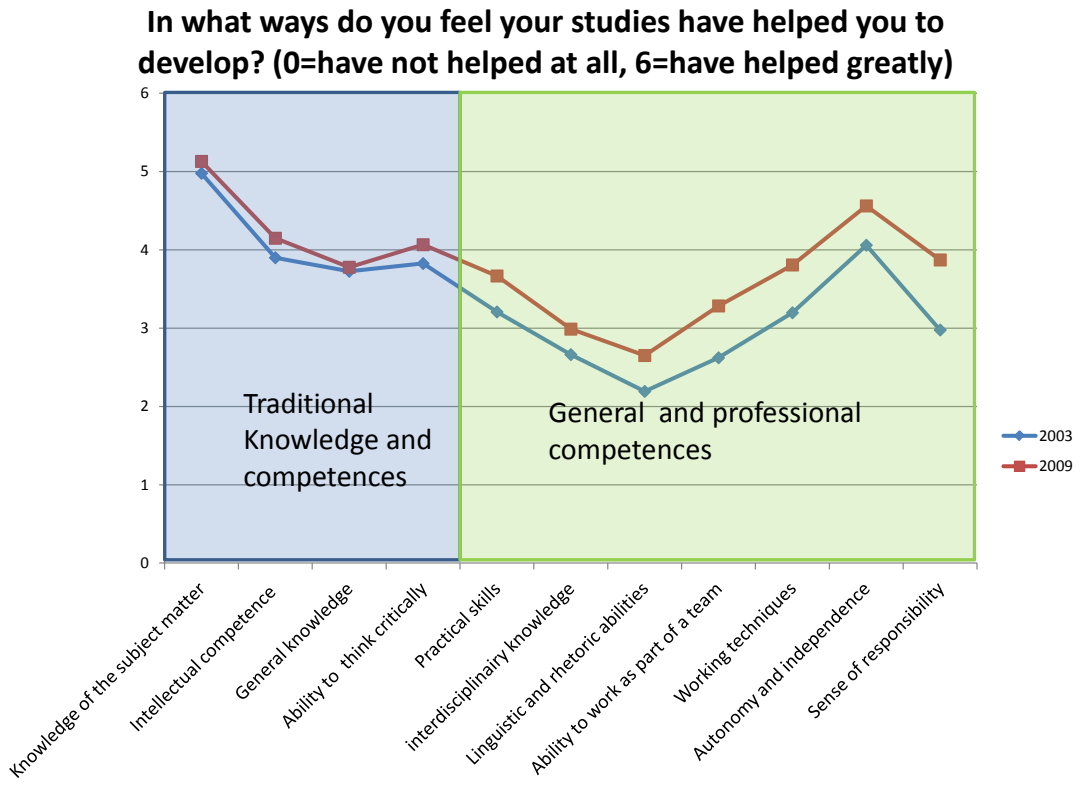
Note:
We observe that the implementation of the Bachelor-Master-Doctorat structure slightly affects students' judgments about their study's conditions. However it seems that, even if it is positively estimated, the quality of teaching significantly degraded ($F(1,1222)$ 3.935; $p=0.048$) while on the contrary, the students judge that they have more possibilities to include their own centers of interest in their program ($F(1,1217)$ 19.235; $p < 0.001$). We can certainly attribute this increase to the implementation of a curriculum system allowing the students to choose a part of their courses in other disciplines. If it seems that training is more centered on students by allowing them to include their own centers of interest in their studies, it does not seem connected to a more positive perception of the quality of teaching,

Aspects of the teaching process linked to the bologna process goals



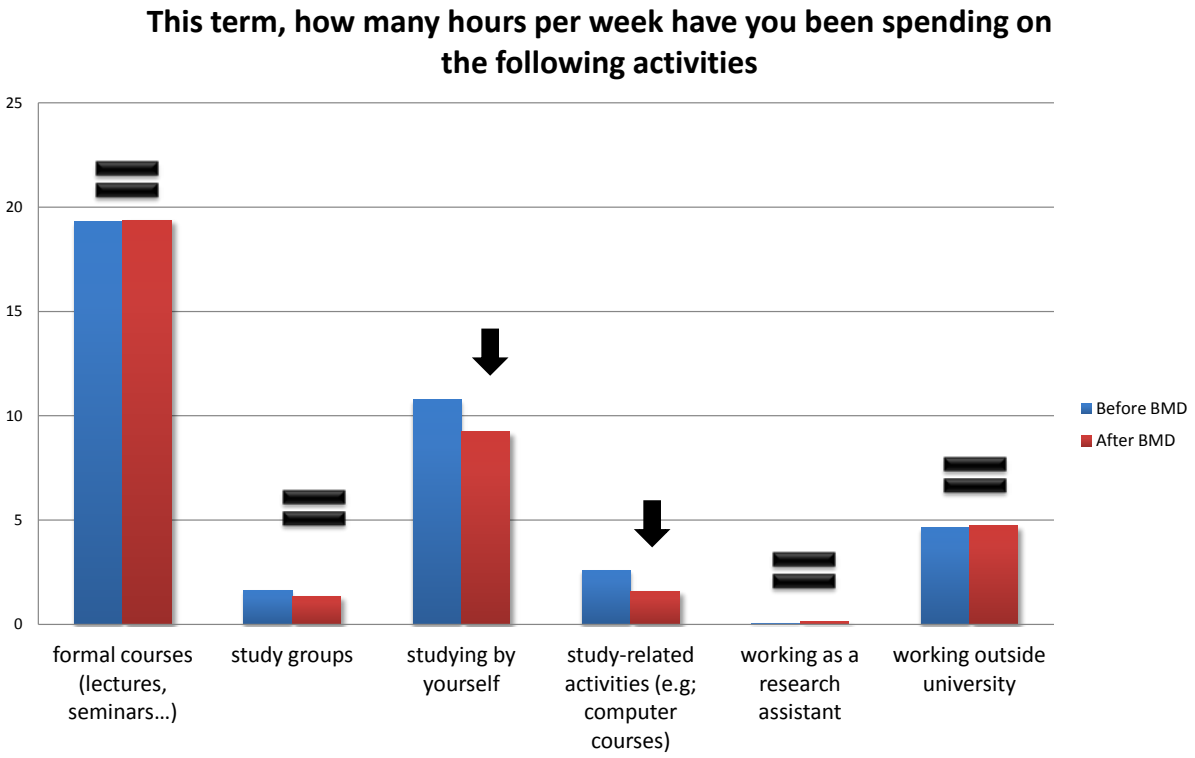
Note:

- After the passage in the BMD (BACHELORD-MASTER-DOCTORAT) structure, the students judge more positively than before that the studies are well-structured (in 3.58/3.29) and what they know clearly what is expected for the exams (2.93 / 3.69).
- It also seems that the link between teaching and research improves because while it was slightly judged under average in 2003, it is sharply above in 2009 (m=2,84 2003, m=3,84 in 2009). Finally, if the students still have a negative evaluation of the preparation for the profession, their judgment improved however significantly (with an average of 2,65 in 2009 against only 1,91 in 2003 on a scale from 0 to 6).



Note:
If student perceived more development in the knowledge and competences that are the traditional heart of higher education than in general or professional competences, we observe significant progress in all domains, expect progress in general knowledge which stay at the same level

Impact on study time



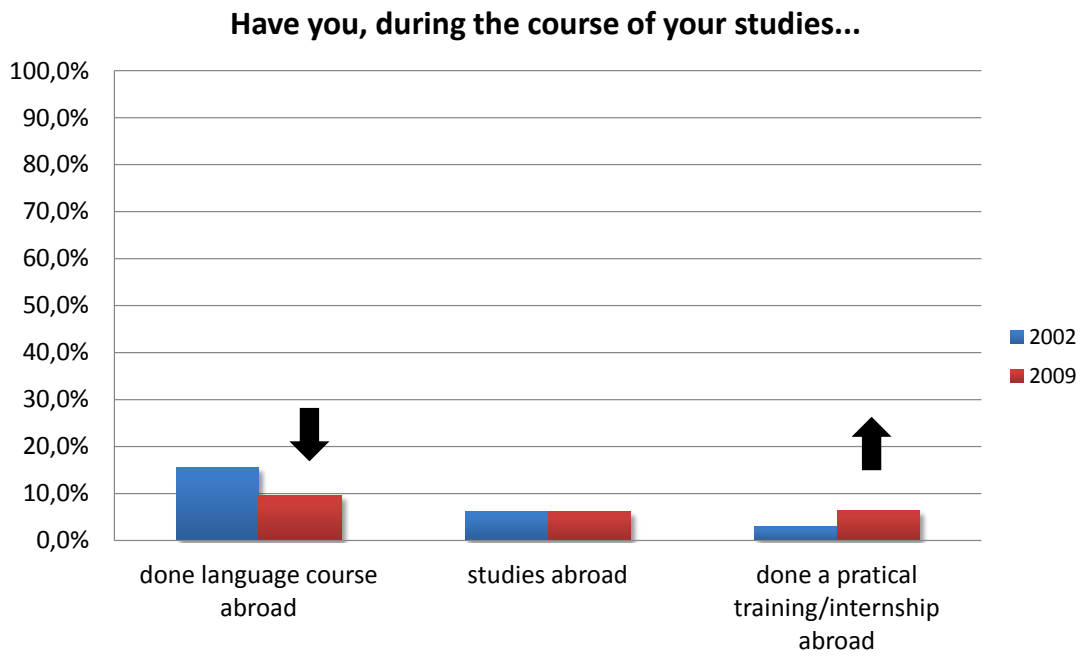
Note:
Another way of studying the educational modifications is to look at various times of studies. Indeed, a pedagogy more student centered should give more place to the group works and to autonomous work and less place for lectures. However, we observe the opposite with an autonomous working time which decreases while the others times do not modify.

Cours 2002 = 18h53min; 2009 = 20h08min

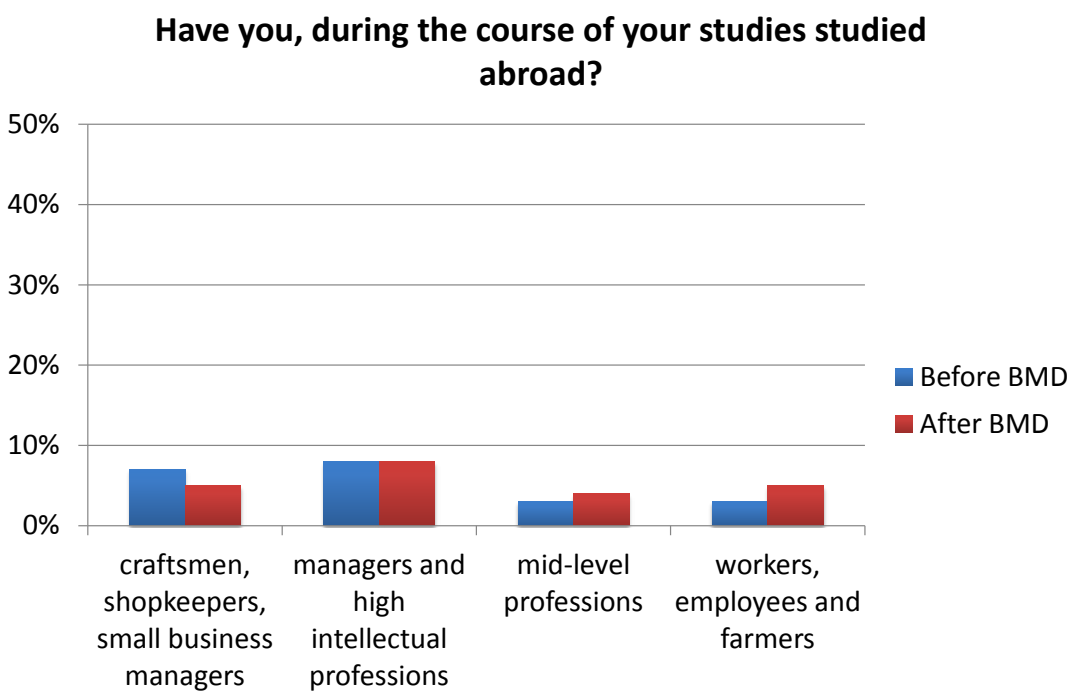
Travail autonome 2002 = 10h46min; 2009 = 9h14min

Autres activités d'études 2002 = 2h37min; 2009 = 1h36min

Increasing of students' mobility?



Note:
In spite of the goal of increasing student mobility, in the third year, less than 7 % of the students has already studied abroad without any increase after the passage in the BMD structure.
Contrary to what was expected, we observe even a significant decrease of the proportion of students having followed language courses abroad.
Only the proportion of students having made a training course abroad increases significantly although this proportion remains weak.
If there is increase of student mobility this increase seems more connected to the aim of students' employability than to the aim of students' academic development.

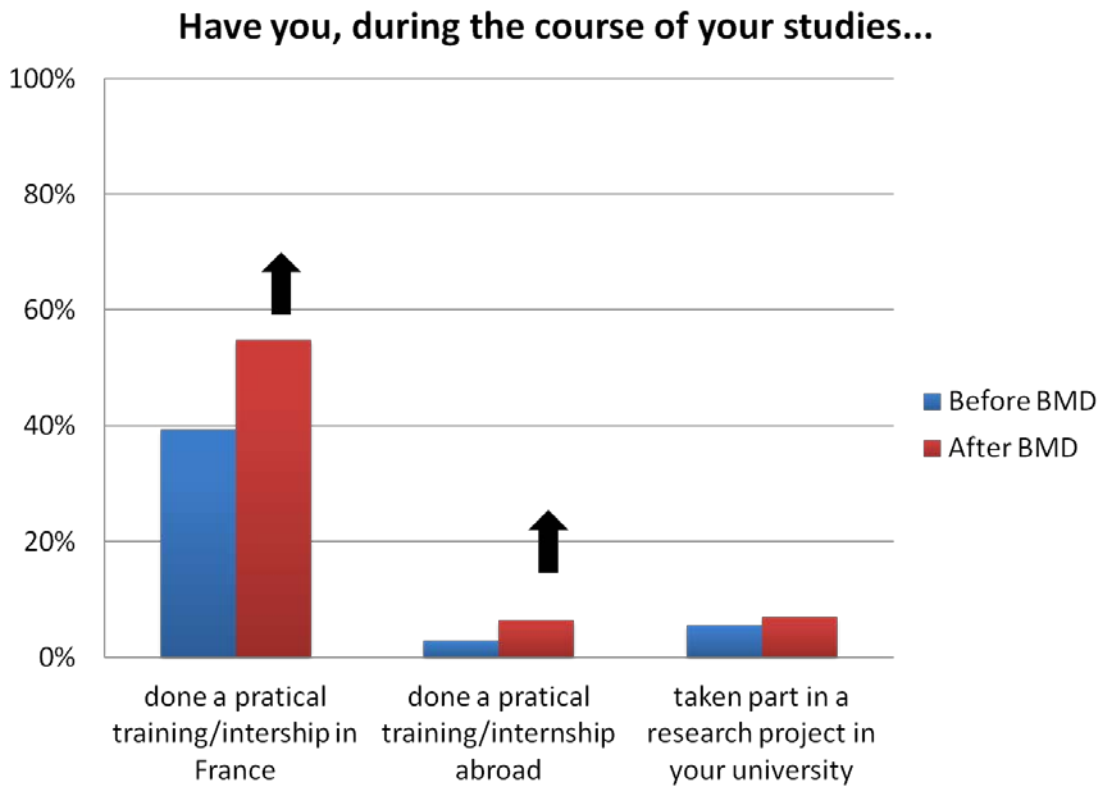


Note:
There are no clear modifications in the link between social category and studies abroad, the students of the highest social category still being proportionally twice as numerous to study abroad (8 %) that those the other social categories (4 %)

Expectations about employability (Leuven 2009)

- “higher education should equip students with the advanced knowledge, skills and competences they need throughout their professional lives.”
- “We encourage work placements embedded in study programs as well as on-the-job learning.”

Note:
The Leveun declaration also included some expectations about the improvement of students employability.



Note:
We saw that it is the progress in the field of professional competences that are the most important.
We also notice that there was, during this period, a very strong increase of the rate of training course made by the students (15 %), increase which can be connected with a goal of professionalization of the level Bachelor's degree.

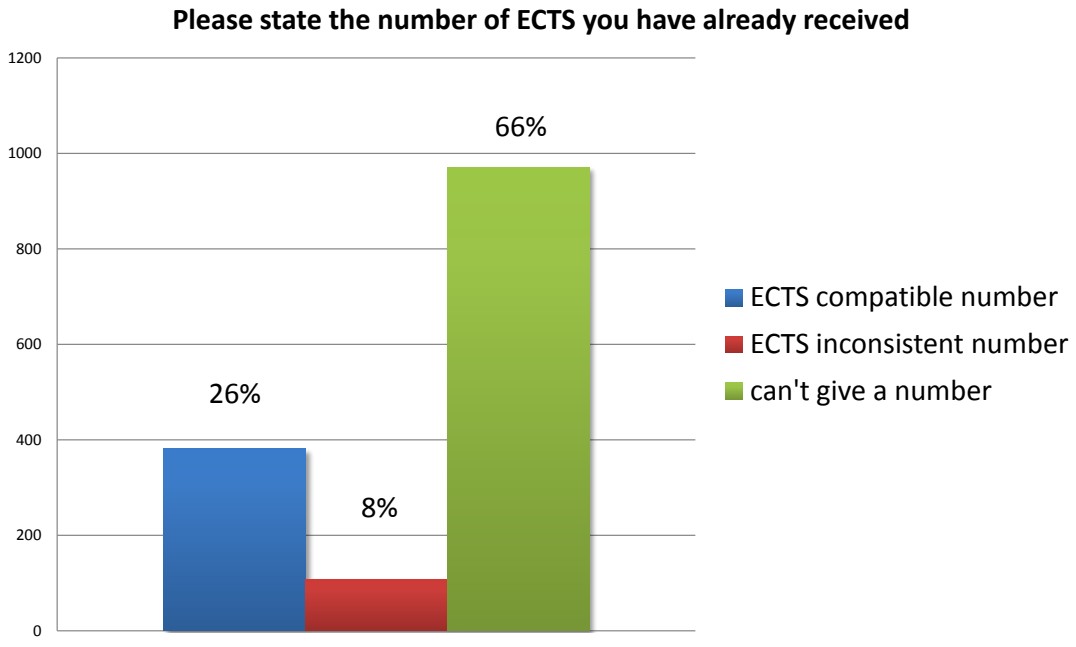
Expectations about students' information (Leuven 2009)

- "the Bologna Process has promoted the Diploma Supplement and the European Credit Transfer and Accumulation System to further increase transparency and recognition."

Note:
La déclaration de Louvain rappelle le rôle des ECTS dans la reconnaissance internationale des diplômes mais aussi dans la transparence des structures de formation.
On peut y voir un rappel du besoin d'information sur le processus de Bologne et ses implications des différents acteurs dont les étudiants ainsi que de leur participation à l'évaluation de ce processus qui était affirmé dès la conférence de Berlin (2003).

The Leuven declaration reminds the role of the ECTS in the international recognition of diplomas but also in the transparency of the structures of training. We can see it as a reminder of the need of information about the Bologna process and its implications on the various actors there among whom the students, as well as of their participation in the evaluation of this process which was asserted from the conference of Berlin (2003).

Information about European Credit Transfer system



Note:
It is possible to have some information on the way students are informed about the new structure of study through the answers which they gave to the survey. One of the questions asked to the students to indicate the number of credits which they had already acquired.

The students know badly the system of the ECTS because more than 66 % of them do not know how many credits they have already acquired during their studies, To these 66% it is necessary to add 8 % of students who indicate impossible values. Only 1 student on 4 is capable of indicating the number of credits that he acquired.
It indicates that even for an information which concerns them directly and for a central aspect of the new structure of studies, the students suffer from a deficit of information.

conclusions

- Referring to the expectations defined in the Bologna process, it is possible to identify some problematic areas through students responses
  - Mobility of students
  - Social inequalities
  - Student-centred teaching
  - Information about ECTS and, in general, new structures of studies
- But also some progress: studies seems more employability oriented than before
- It is difficult to know what part of these progress could be attributed to the Bologna process itself

Social class and study conditions in Catalonia

Albert Sanchez Gelabert
Marina Elias Andreu

V. International Workshop at the University of Konstanz
The Bologna Process as a Challenge for the Students

Bologna Process in Spain

Main changes in Spain:

- Changes in teaching learning methodologies → student centred teaching
- Professionalisation of content (education expansion)
- Structural: bachelor (4 years)– master (1 year) – Doctoral studies.

Our research

- The research we are carrying out (r+d+i of the Ministry of Education) titled *Los estudiantes ante la nueva reforma universitaria* (Students coping new university reform), 2008-2011 period.
- We are analysing 10 Bachelors at 4 Catalan public universities in the metropolitan region of Barcelona.
- Analysis of the context: documental revision, interviews to staff (dens, degree coordinators…).
- We did 8 student interviews on each of the Bachelors (80 interviews in total) on 2009 and 867 questionnaire on November 2010- January 2011.

Data

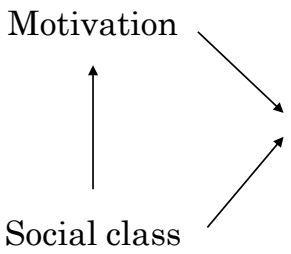
Areas of knowledge	Definition of the professional profile		
		More defined	Less defined
Hard	Health	Nursing (n=138)	Pharmacy (n=78)
	Engineering	Architecture (n=77)	Telecommunications Engineering (n=51)
	Sciences	Biosciences (n=48)	Chemistry (n=94)
Soft	Social sciences	Social Education (n=90)	Business Studies (n=128)
	Arts	Translation and Interpretation (n=102)	Humanities (n=61)

Sample = 867 students

Main topics in the questionnaire

- Social class
- Teaching methodologies
- Life conditions
- Motivation
- Group of reference
- Expectations

Model of analysis



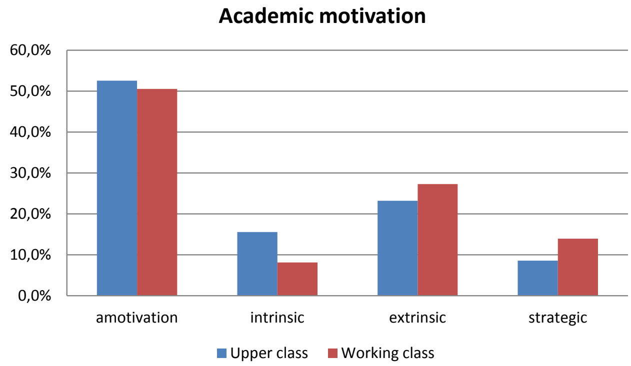
Future expectations

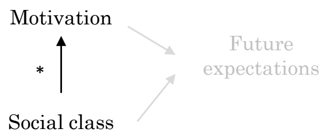
- Drop out
- Linguistic stage
- Another bachelor
- Master or specialization course
- Doctoral studies

Academic and professional dimensions

	Dimension	
	Academic	***Professional***
Extrinsic Motivation	Pass examinations/get the diploma	Working conditions/opportunities of finding a job
Intrinsic Motivation	Interest in learning	Interest in a profession

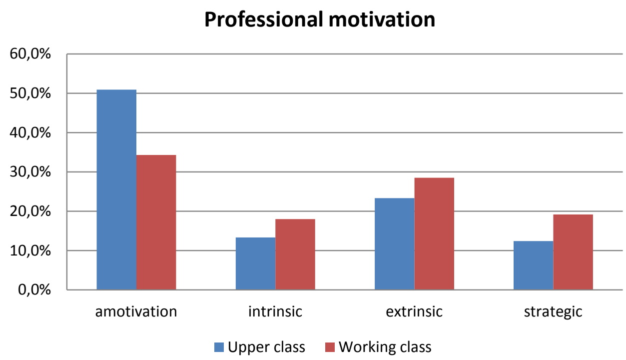
Social class and motivation

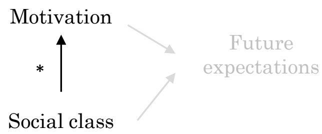




* *p-value ≤ 0,05 Chi-square test*

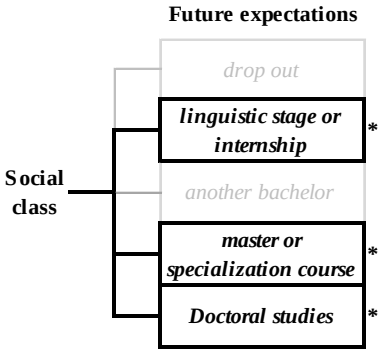
Social class and motivation

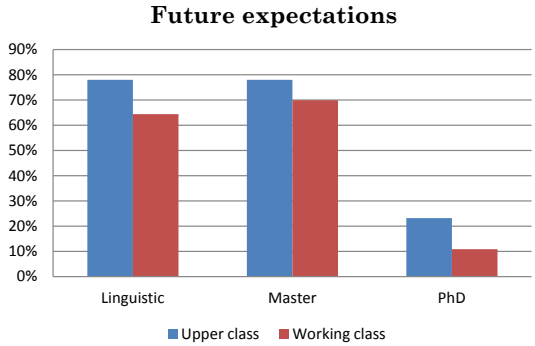


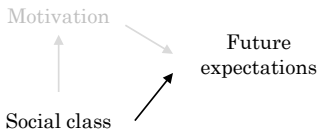


* *p-value ≤ 0,05 Chi-square test*

Social class and future expectations



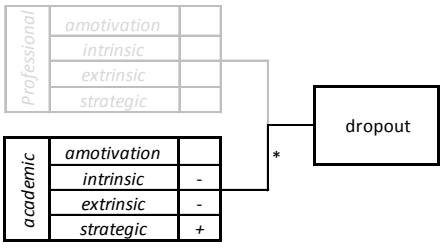


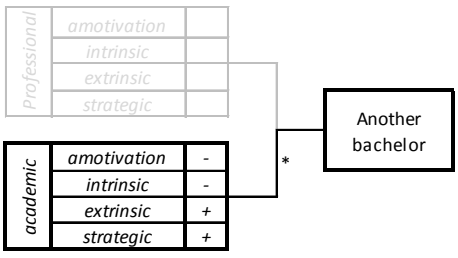


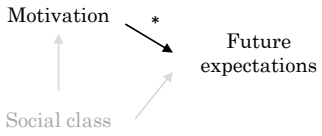
* *p-value ≤ 0,05 Chi-square test*

Motivation and future expectations (I)

Academic motivation



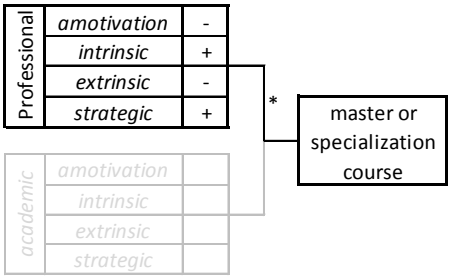


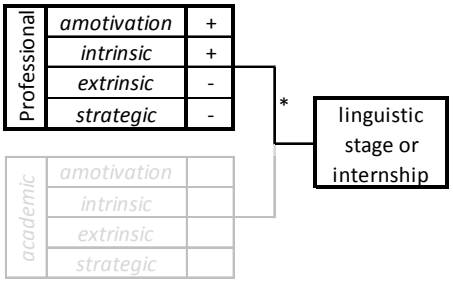


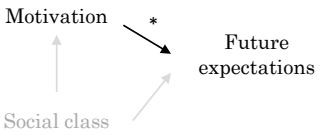
* *p-value ≤ 0,05 Chi-square test*

Motivation and future expectations (II)

Professional motivation



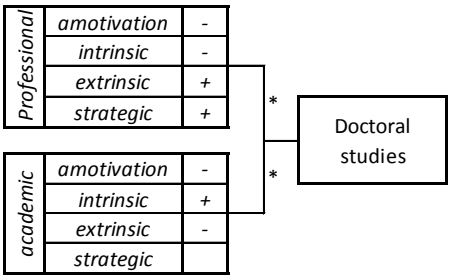


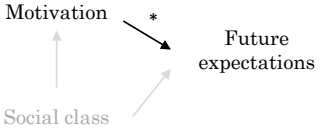


** p-value ≤ 0,05 Chi-square test*

Motivation and future expectations (III)

Professional and academic motivation

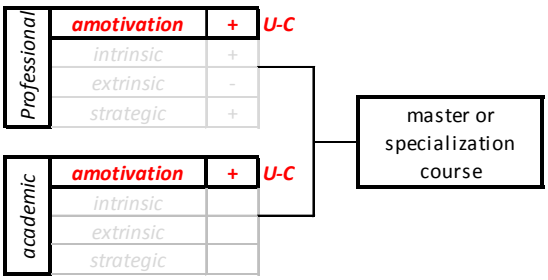




** p-value ≤ 0,05 Chi-square test*

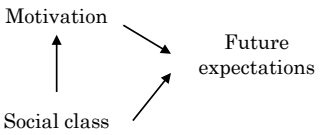
Motivation, social class and future expectations

Master or specialization course



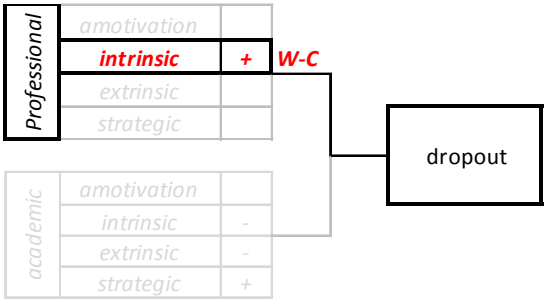
U-C = Upper Class

p-value ≤ 0,05 Chi-square test



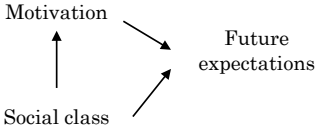
Motivation, social class and future expectations

Drop out



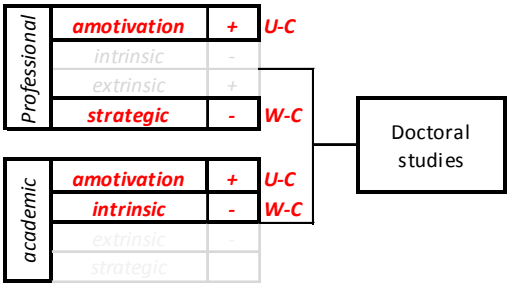
W-C = Working Class

p-value ≤ 0,05 Chi-square test



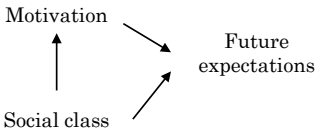
Motivation, social class and future expectations

Doctoral studies



U-C = Upper Class / W-C = Working class

p-value ≤ 0,05 Chi-square test



Conclusions

- Motivation is an important factor to explain the students' future expectations.
  - Professional motivations = master or linguistic stage
  - Academic motivations = drop out or another bachelor
  - Both motivations (A+P) = doctoral studies
- Social class has more effect than motivation in the future expectation:
  - Upper class students, even they are *amotivated*, will tend to expect to enroll in:
    - *master* or a *course of specialization*
    - *linguistic stage* or *internship*
    - *doctoral studies*

Study courses, output and problems with regard to the Bologna Process in Switzerland

Jean-François Stassen and Piera Dell'Ambrogio
Observatoire de la vie étudiante
University of Geneva

UNIVERSITÉ DE GENÈVE
OBSERVATOIRE DE LA VIE ÉTUDIANTE

Our main objective

- To assess the Bologna reform and system from the students point of view

➢ Assess what ?

➢ With which indicators ?

➢ With which methods ?

In which extent is it possible to assess the Bologna process

Assess what ?

Bologna Declaration :

Creation of the European area of higher education

- Promotion of citizens' **mobility**
- Promotion of citizens' **employability**
- Continent's overall development

Compatibility and comparability of the systems higher education

Competitiveness of the European system of higher education

Co-ordinating european policies to reach the following objectives:

- Adoption of a system of easily **readable and comparable degrees** in order to promote European citizens employabiliy and the international competitiveness of the European higher education system
- Adoption of a system essentially based on **two main cycles**, undergraduate (lasting a min of 3 years) and graduate; the first cycle having to be relevant to the European **labour market** as an appropriate level of qualification; the second cycle should lead to doctorate
- Establishment of **a system of credits** (as ECTS) as a proper means of promoting the most widespread **student mobility**; credits could be acquired in non-higher education contexts
- Promotion of **mobility** by overcoming obstacles to the free movement
- Promotion of European co-operation in **quality assurance** to develop comparable criteria and methodologies
- Promotion of the necessary European dimensions in higher education (curricular development, interinstitutional co-operation, mobility schemes and integrated programmes of study, training and research)

Assess what ? Bologna Declaration

Objectives :

- Creation of an integrated european area of higher studies characterized by

employability of the students

competitiveness of the study system

Means :

- Compatibility and comparability of the degrees by

Mobility (horizontal and vertical) system

Two-cycle system

ECTS

⟹ **Harmonization**

Assess what ? Bologna Process

Swiss specificities

- Two cycles = basic studies
- Swiss universities system harmonization
- Focused on democratisation

- The CRUS (Conference of the Swiss Universities Rectors) is in charge of the harmonized implementation of the Bologna reform in all Swiss Universities

Assess what ?

- Bologna Declaration (1999, agreement between states)

  ⟹ harmonisation

- Magna Charta Universitatum (1988, agreement between universities)

  ⟹ autonomy, liberty for universities

➔ Freedom within Harmonization

Which assessing methods ?

- Are the Bologna objectives realized ?

Impossible to give a response

- Are the Bologna means realized ?

Possible to try to give a response

→ Evaluation by outputs and results is impossible

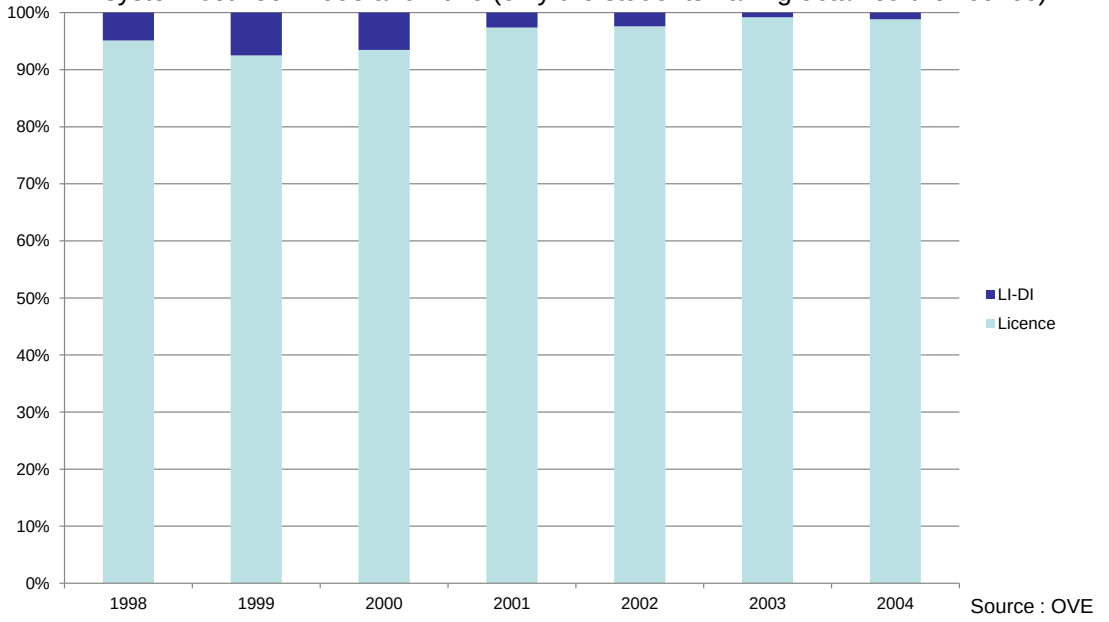
→ Process evaluation is possible

Assessing the 2 cycle system

- In every swiss university and HES (HES=Vocational higher studies), the 2 cycle system is implemented.
- It works.
- Is the duration of the studies under control?
- Main principle : The Bachelor-Master system is replacing the Licence-Diplôme system…

Two-cycle system

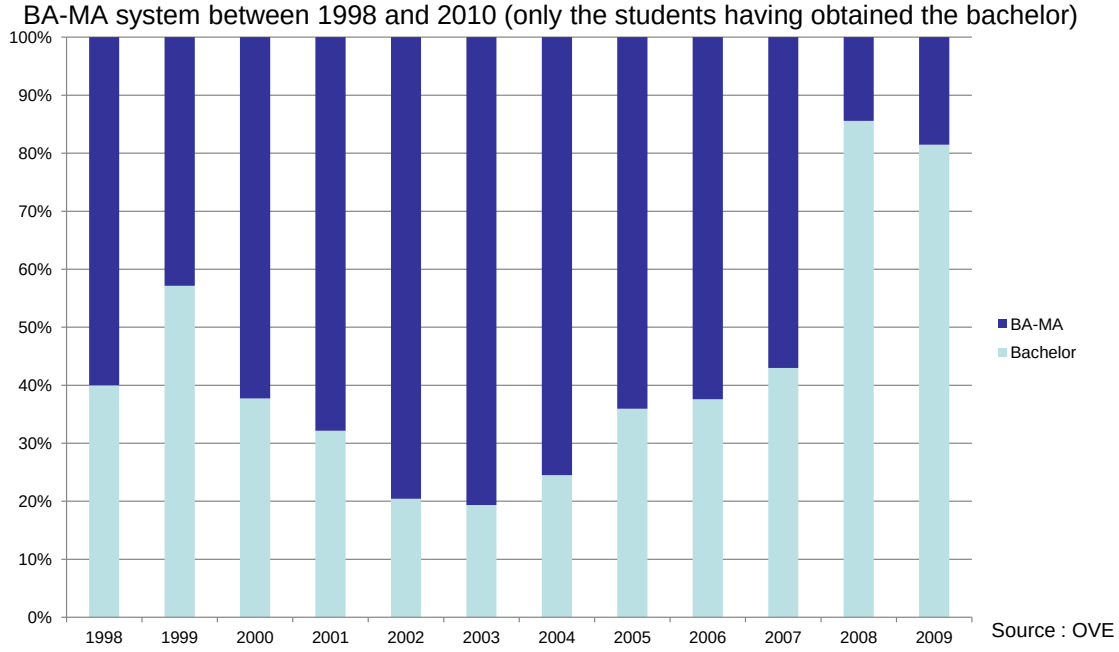
Graduate and undergraduate registrations of the new students at the University of Geneva in the BA-MA system between 1998 and 2010 (only the students having obtained the licence)



Source : OVE

Two-cycle system

Graduate and undergraduate registrations of the new students at the University of Geneva in the BA-MA system between 1998 and 2010 (only the students having obtained the bachelor)



Source : OVE

Two-cycle system

- Thus,

The average basic studies duration has increased after Bologna (from more than 3 years to more than 5 years)

- Nevertheless, according to the qualitative analysis we made (OVE-UNIGE, « Etudiants 2006 »)

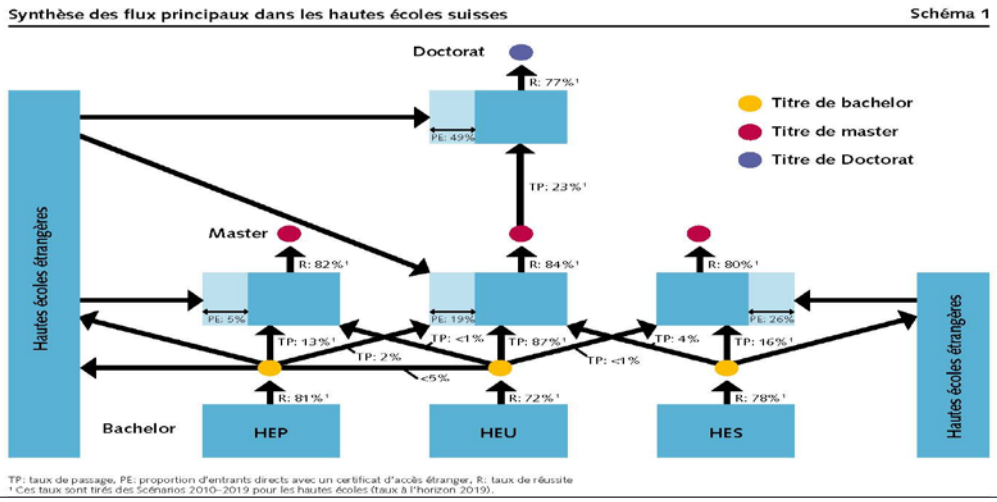
The students think that « Bologna demands much… but provide no more (sometimes less) than the older system ».

⇒ Formal harmonization is not sufficient itself. We must give content the these changes.

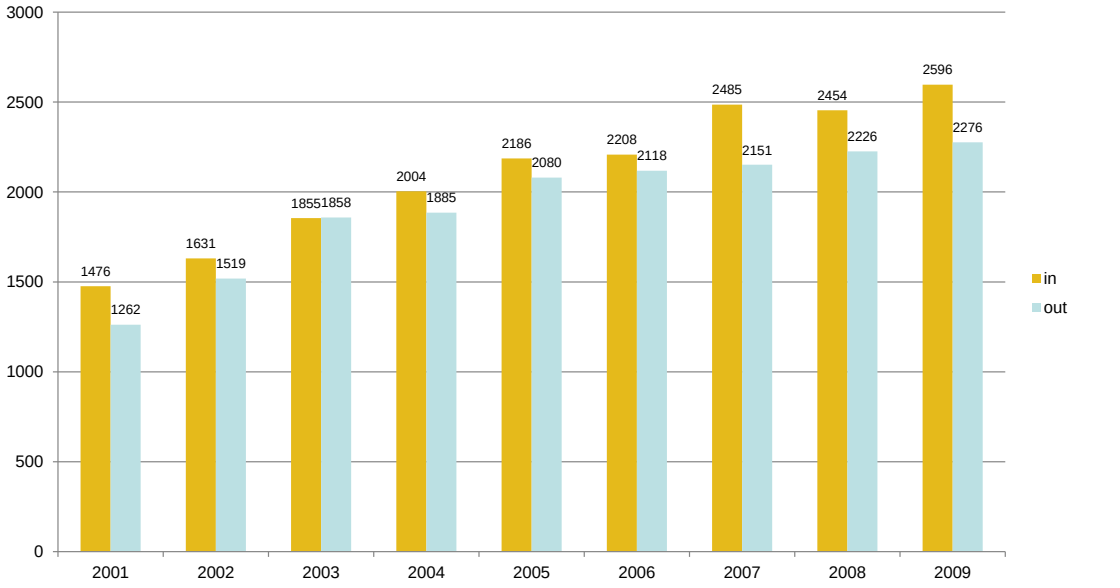
Assessing the mobility

- Vertical mobility (between bachelor and master; change discipline, university and/or country)
- Horizontal mobility (mobility travel and stay, exchange programs, intra- and inter-country)

Vertical mobility in Swiss higher studies (2010)



Horizontal mobility in Switzerland Evolution 2001-2009



Source : CRUS

Assessing ECTS

- In the Swiss Bologna barometer, no mention of ECTS
- Why ?

➢ Because the needed indicators are not available

➢ We are no longer in a formal assessment

➢ But we have to assess contents

Assessing ECTS

- In fact, formal harmonization is realized
- And contents harmonization is stil to be realized

➢ Not easy to be evaluated (indicators missing)

➢ Contents are more concerned by universities freedom, « academic freedom »

➢ Above all, contents harmonization is much more difficult to realize

➲ ECTS is a perfect example of the contents harmonization : ambitious and « maybe impossible »

What's the ECTS

- Firstly (but not only), a system to provide credits

- it works since 1989 (with Erasmus program),
- it is implemented in all swiss universities
- it is difficult to be routinely reported

Basic principle

➢ 1 year = 60 credits

What's the ECTS

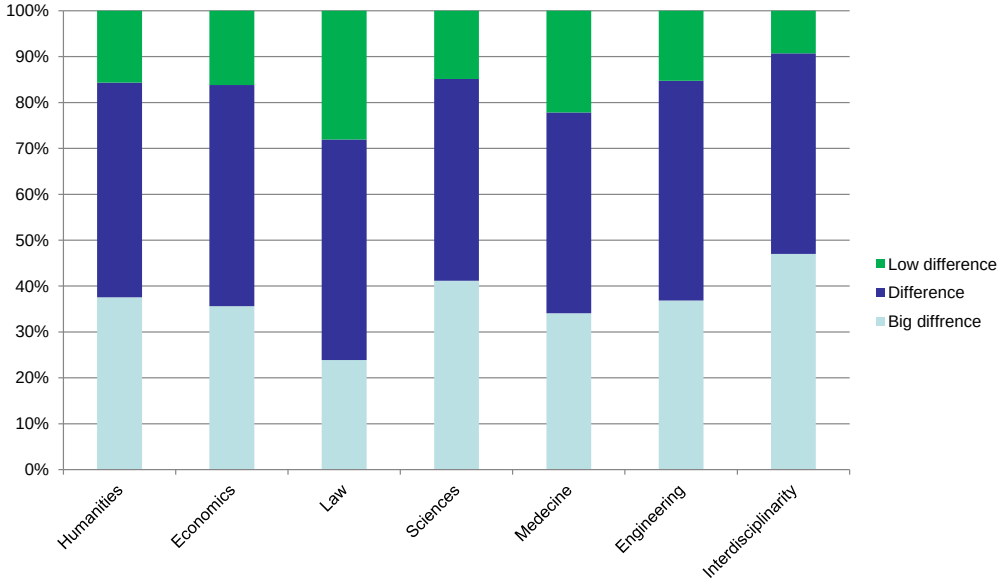
- Secondly, it includes the **workload** rules
- ➢ a way to give substance to the ECTS
- ➢ but this criterion remains formal

Basic principle

- ➢ 1 credit ~= 25-30 hours (course attendance, exam preparation, work outside the course…)

ECTS – workload

Differences between the workloads of the diffrent courses for a same student according to study area



Source : CRUS-UNES-OVE

What's the ECTS

- Thirdly, it includes the learning outcomes rules

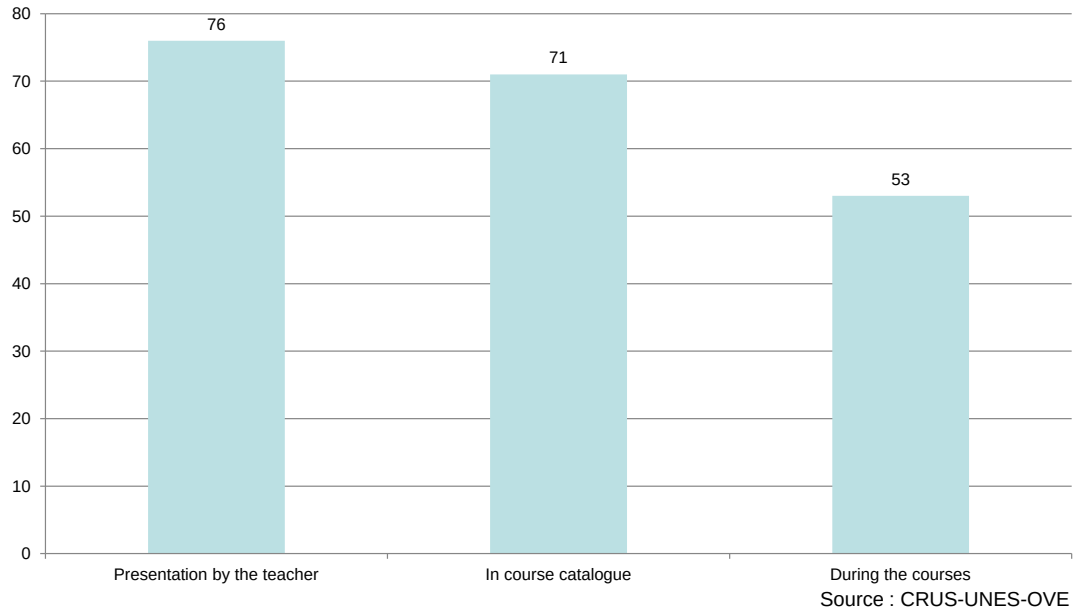
➢ Really a paradigm change : to express what the students should learn (knowledge, understanding and skills), not only subjects and course contents !

➢ Accompanied by assessing criteria

➢ To be communicated to the students (course catalogue)

ECTS – learning outcomes

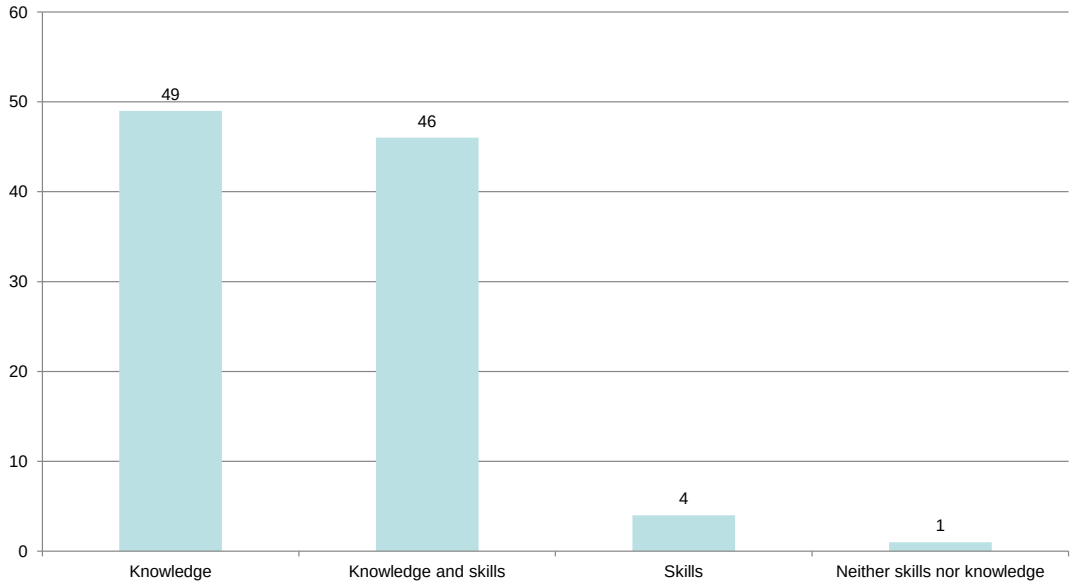
Course objectives are communicated



Source : CRUS-UNES-OVE

ECTS – learning outcomes

But courses objectives are more expressed as knowledge than as skills



Source : CRUS-UNES-OVE

Conclusion

- On the basis of these results, CRUS decided to focus its main efforts for Bologna process on learning outcomes.
- According to its Bologna Monitoring 2008-2011 (first intermediate report), these efforts are not (yet) successful (enough).
- But, if we want to make meaningful the Bologna, we have absolutely to continue these efforts.
- To change a paradigm requires a long process. To change contents (not only formal modifications) is a very difficult and long path…
- Bologna process is officially on the road. It formally works. Let's give a meaning to this new system.

Student's view on transition from bachelor to master. Empirical results of survey in Kyiv University.

Andrii Gorbachyk
Dean of Sociology Faculty,
National Taras Shevchenko
University of Kyiv, Ukraine

UniDos-VI
Kyiv University monitoring survey of student's and university's life

- Population: students of Kyiv University, 17 of faculties and institutes – bachelor's (2-4 years of study), specialist's and master's programs
- Random sample, 1028 respondents (701 bachelors, 277 masters, 50 specialists)
- Self-completion of the questionnaires
- September-October 2011

Research questions:

- What is necessity of master's programs?
- Why students attend master's programs?

Motivation to study at master's program

- To get deeper knowledge about speciality – 32%
- It will help me to find better job – 30.7%
- With bachelor diploma I can't to find job at all – 14.1%
- I would like to continue education at postgraduate course – 16.2%
- According to the advise of my friend and/or relatives, other reasons – 7.1%

Motivation to study at master's program, two groups

- Motivated for getting knowledge (knowledge oriented) – 42%
- Motivated for getting better job (labor market oriented) – 58%

Motivation and results of bachelor study – mean of the final bachelor exam grade

MA, knowledge oriented	84.9
MA, labor market oriented	85.2

Motivation and faculty type

	MA, knowledge	MA, labor
Natural faculty	30.2%	31.1%
Socio-humanitarian faculty	69.8%	68.9%

Motivation and parent's education (both have high education)

	MA, knowledge	MA, labor
No	37.9%	39.1%
Yes	62.1%	60.9%

Motivation and parents family finance situation (5 points scale)

MA, knowledge oriented	3.40
MA, labor market oriented	3.42

Motivation and gender

	MA, knowledge	MA, labor
Male	26.7%	33.8%
Female	73.3%	66.2%

Motivation and mobility (plans to live abroad after finishing education)

MA, knowledge oriented	10.7%
MA, labor market oriented	14.4%

Motivation and satisfaction of spesiality of study

	MA, knowledge	MA, labor
Yes	58.6%	51.6%
No	12.9%	18.6%
Difficult to say	28.4%	29.8%

Motivation and satisfaction of bachelor program study (1 not satisfied, …, 5 – satisfied)

MA, knowledge oriented	2.20
MA, labor market oriented	2.44

Motivation and evaluation of the problems at labor market (mean value, scale -- 1 no problems, …, 5 – big problems)

MA, knowledge oriented	2.53
MA, labor market oriented	2.64

Thank you for attention !

The System of Higher Education in Ukraine: the new attempts to overcome institutional crisis

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International workshop.
Konstance university, 10-12 November 2011.

The System of Higher Education in Ukraine: the new attempts to overcome institutional crisis

The general sense of the problem

"Today, the European Higher Education Area has officially been launched, in this context, we note that the Bologna Process of creating and further developing this European Higher Education Area has help redefine higher education in Europe.

To address the great societal challenges, we need more cooperation among higher education and research system of the different world regions. While respecting the autonomy of higher education institutions, with their diverse missions , we will therefore continue our dialogue and engage in building a community of practice from which all may draw inspiration and to which all can contribute".

(Bologna Policy Forum Statement. Vienna, March, 12, 2010)

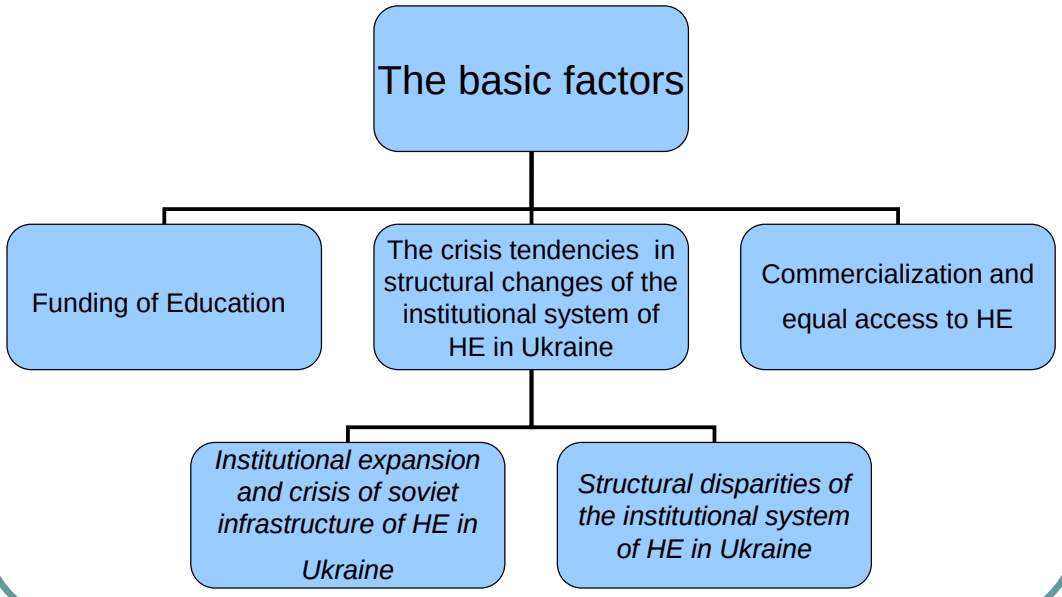
Taking into account the content of Vienna Statement, the general sense of the problem is: ***how successfully redefine the system of higher education in Ukraine under the context the Bologna Process.***

Higher Education System of Ukraine: main institutional orientations and challenges 2005-2011.

Ukraine joined the Bologna Process in 2005. Current institutional orientations and challenges include:

1) introduction of the innovative institutional structure, three-cycle system and joint degrees (Bachelor –Master – PhD);
2) establishing programmes for foreign students;
3) aligning university programmes with Bologna structure;
4) development of the national qualifications framework for lifelong learning;
5) implementation of the Diploma Supplement in the EU/CoE/UNESCO format;
6) creation of the national QA agency;
7) increasing outward and inward mobility;
8) assuring portability of student grants and loans;
9) provision of equal access to higher education;
10) curriculum reform with a view to the needs of employers;
11) promotion of cultural values and democratic ideals;
12) Ukrainian government's efforts to create and develop an elite system of higher education through the creation of new institutional networks: 1) the network of "national" universities; 2) the network of "research universities";
13) preparation of the new version of The Law "On Higher Education"(adopted by participants of the National Congress of Educators. 27-28 October, 2011)

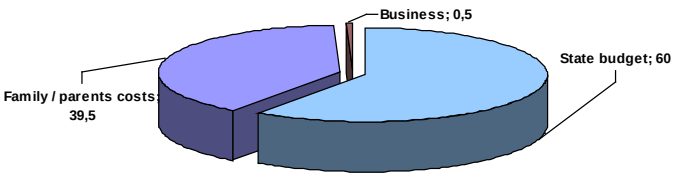
The basic factors of the institutional crisis of the system of HE in Ukraine



The basic factors of the institutional crisis of the system of HE in Ukraine

Funding of Education. Funding of education is priority of State planning of expenditures . But today crisis situation is stipulated by some specific difficulties which express the following parameters

1) elaboration of a multi-source funding system
2) stimulations of investments, sponsorships and charitable contribution to education
3) application of market economy norms and payment system
4) identification of priorities in the funding of education
5) tax examinations for education activities with the reinvestment of collected amounts in the educational process
6) ensuring a better economical and social status for teaching and research staff



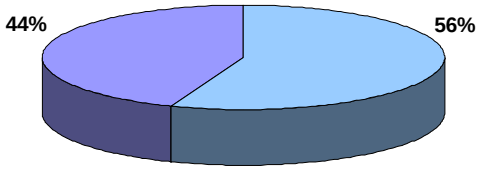
Rate of State budget in Ukrainian GDP in 2010 – 27%
In former USSR in 1989 – 52%
European countries in 2010 – 40-50%
5 Ukrainian financial-industrial groups produced in 2010 more then 70% GDP

The basic factors of the institutional crisis of the system of HE in Ukraine

2. The crisis tendencies in structural Changes of the institutional system of HE in Ukraine

2.1. Institutional expansion and crisis of soviet infrastructure of HE in Ukraine.

- In 2011 Ukrainian system of higher education organizations involves 842 (926 in 2004) - higher education institutions of 1-1Y accreditation levels. The total number of students is near 2,7 mln. The network of State's institutions of Higher Education in Ukraine includes 469 professional colleges, academies and universities. The sector of municipal or private institutions of HE was also considerably enlarged – to 373 (private sector involves - professional colleges; 105 - academies and universities).



The sector of state's institutions of Higher Education - 469

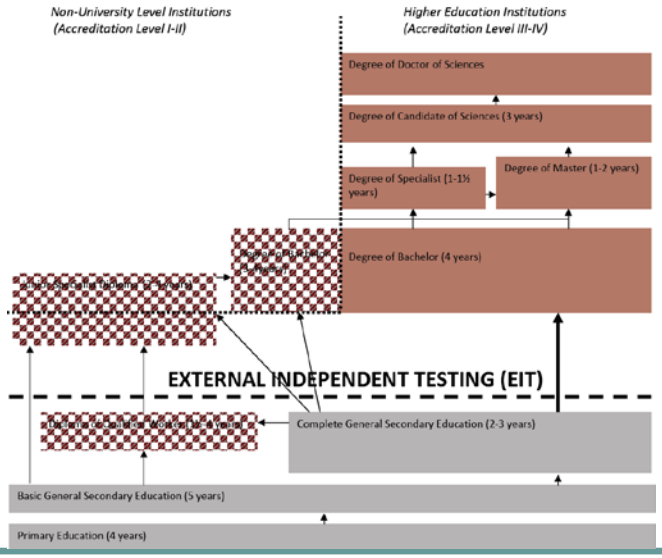
The sector of municipal or private institutions of Higher Education - 373

The total - 842

The basic factors of the institutional crisis of the system of HE in Ukraine

2. The crisis tendencies in structural Changes of the institutional system of HE in Ukraine

2.2 Structural disparities of the institutional system of HE in Ukraine: junior specialist – bachelor – specialist – master –candidate of science



The basic factors of the institutional crisis of the system of HE in Ukraine

3) Commercialization and equal access to HE

Dramatic social consequences of the present situation of increasing commercialization of HE institutional system in Ukraine

- **First dramatic consequence is determined by limitations of the state's budget concerning education programmers. It is well-known that in former USSR education of all students was covered by budget resources. But in 2008-2010 only near 60% bachelors from the state's academies and universities were educated by budget money. Another part of bachelors were educated on commercial base. Small size of student's fellowship - 70USD (560 UAgrn) was only near 50% of minimal living standard.**
- **Second dramatic consequence is determined by limitations of the family budget. According to recent sociological data 67% families identify themselves as "poverty-striken families". Annual income of such families is near 2400USD. But annual payment for bachelor education in most part of HE institutions has relative size – from 800 to 2500 USD. Small annual income is a real obstruction to obtain education loan from banks. Today only 10-15% families in Ukraine have sufficient money for payment 2000-4000 USD for bachelor education at elite universities.**

The new attempts to overcome institutional crisis

The new attempts to overcome institutional crisis

- **Introduction into practice the new version of The Law "On Higher Education".**
- **Realization in 2012 Governmental Statement " On Research Universities"**
- **Encouraging and supporting activity of Ukrainian Rector's Association**
- **Elaboration of the innovative National Research Projects oriented to Quality of HE problem in the aspect of empirical evaluation**
- **Attention to the phenomena of "a student's learning biography" and attempt to join to EUROSTUDENT Project**

The new attempts to overcome institutional crisis

1) Introduction into practice the new version of The Law "On Higher Education".

The affords in this direction may create the new possibilities: a) for legitimating of the innovative institutional structure, three-cycle system and joint degrees (Bachelor –Master – PhD); b) for establishing of the legal status of the private sector of HE.

2) Realization in 2012 Governmental Statement " On Research Universities"

In February 2010, the Cabinet of Ministers of Ukraine adopted a special Decree N163 on the establishment in 2011 of a new elite network - 14 "Research Universities". This Decree provides the following measures :

- increasing the budget of the new Research University by 30%;
- enlargement staff scholars which enable to provide innovating scientific investigations minimum to 300 researchers;
- setting minimum amounts of research funding - 20 million UAH. (2 million Euro);
- the formation of innovative technical parks.

Unfortunately, current economic and financial crisis in 2010-2011 was a serious obstacle for successful implementation of the Governmental Decree on Research Universities.

The new attempts to overcome institutional crisis

3) Encouraging and supporting activity of Ukrainian Rector's Association

This institute of civil society is important for further development of the university's autonomy in Ukraine. Now Association consists of 152 Ukrainian universities. The key problem of Association is how transform its advisory status and represententative functions to administrative and managerial functions.

4) Elaboration of the innovative National Research Projects oriented to Quality of HE Problem in the aspect of empirical evaluation

- ***Assistance from Teaching Staff:*** **accessibility and helpfulness**
- ***Curriculum*****: 1) structure and organization of courses, (2) didactics, (3) quality and content of courses**
- ***Course of Study:*** **compliance with schedule, skill enhancement, adequacy of requirements, difficulties enhancement**
- ***Facilities:*** **rooms, computers, library, equipment**
- ***Tuition fees*****: existence, evaluation usage and consequences**

The new attempts to overcome institutional crisis

5) Attention to the phenomena of "a student's learning biography" and attempt to join to EUROSTUDENT Project.

The key elements of the EUROSTUDENT Project have been adopted and introduced by Prof.Andrii Gorbachyk in the Students' Life Monitoring Survey (Taras Shevchenko National University of Kyiv, 2008-2011).

- **The eight main topic areas covered by the EUROSTUDENT**

Access to HE

- **1) Demographic characteristics**
- **2)Access routes**
- **3) Socio-economic background**

Study conditions

- **4)Accommodation**
- **5)Income and support**
- **6)Expenses**
- **7)Employment and time**

Mobility

- **8)Temporary international mobility**

Some positive and critical remarks concerning of efficiency of the EUROSTUDENT Project

Dr. Dominic Orr – Leader of International Coordination EUROSTUDENT:

"The eight main topic areas covered by the EUROSTUDENT attempt to describe a student's learning biography from entrance into a higher education system, to study conditions during studies, and finely to exit from higher education system. Temporary mobility is indeed a separate activity, but strongly dependent on study conditions.

A blind spot in EUROSTUDENT's assessment of the social dimension – there is no data available for student graduation. This is due to the fact that the surveys carried out within the EUROSTUDENT project collate responses from a cross-sections of students during their study period and it is not possible to know anything about their graduation''(3, p. 83).

References

1) Bologna Policy Forum Statement. Vienna, March, 12, 2010. – Vienna: Bologna Policy Forum, 2010.

2) Vasyl Shynkaruk. Principal trends of modernization of higher education structure in Ukraine. – Kyiv: MES of Ukraine, 2008.

3) Dominic Orr. Capturing the social dimensions in European higher education. The contribution of Eurostudent // Quality and Equity in Higher Education – International Expierences and Comparisons / Tino Bargel, Monika Schmidt,< Holger Bargel (eds). – Konstance, 2009, pp. 81-88

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The Bologna Process in Italy: causes and outcomes

presentation for the International Workshop
The Bologna Process as a Challenge for the Students
University of Konstanz
November 10th-12th 2011

Content of the presentation

1. Before Bologna
2. The reform process
3. The outcomes

Because of lack of time and of other commitments, I cannot present my own evidence on point 3, as I would have liked to: work is still in progress. I apologize for this: however, I will rely on findings by other researchers.

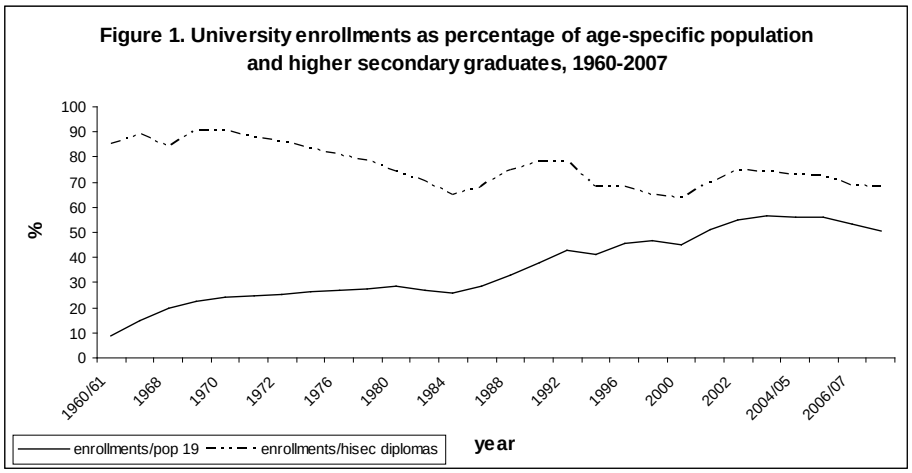
As for points 1 and 2, a paper of mine, co-authored with Loris Perotti, can be downloaded from the Unires website. It will be published in early 2012 in the *European Journal of Education*. A short version is available as the chapter on Italy in M. Regini, ed., *European Universities Meet the Market*, Edward Elgar, 2011.

Before Bologna: Three main features of Italian HE

1. A low level of participation, despite the expansion of the last decades
2. A low level of differentiation: the Italian system is still a unitary one, with almost all of the institutions belonging to the same institutional type, the traditional teaching+research university.
3. As in other Continental systems, but even more so, the government of the system is a diarchy of professors and ministery bureaucrats.

low participation rates

- Italian HE shows traditionally a low participation. The transition from an élite to a mass HE, in Trow's terms, took place as late as in the 60, later than in almost all European countries, even in the South.



	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-84
							Scandinavia						
Denmark	M	E	M	M	M	M	M	M	M	M	U	U	M
Finland	E	E	E	M	M	M	M	U	U	U	U	U	U
Norway	E	M	M	M	M	M	U	U	U	U	U	U	U
Sweden	E	E	M	M	M	M	U	U	U	U	U	U	U
							British Islands						
Ireland	E	E	E	E	E	E	E	M	M	M	M	M	M
United Kingdom	E	M	M	M	M	M	M	M	U	U	U	U	U
							Central-Western Europe						
Austria	E	E	E	E	E	E	E	E	E	E	E	E	E
Belgium	E	E	M	M	M	M	M	M	M	U	U	U	U
France	E	E	E	E	M	M	M	M	M	U	U	U	U
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The Netherlands	E	E	M	M	M	M	M	M	M	M	M	M	M
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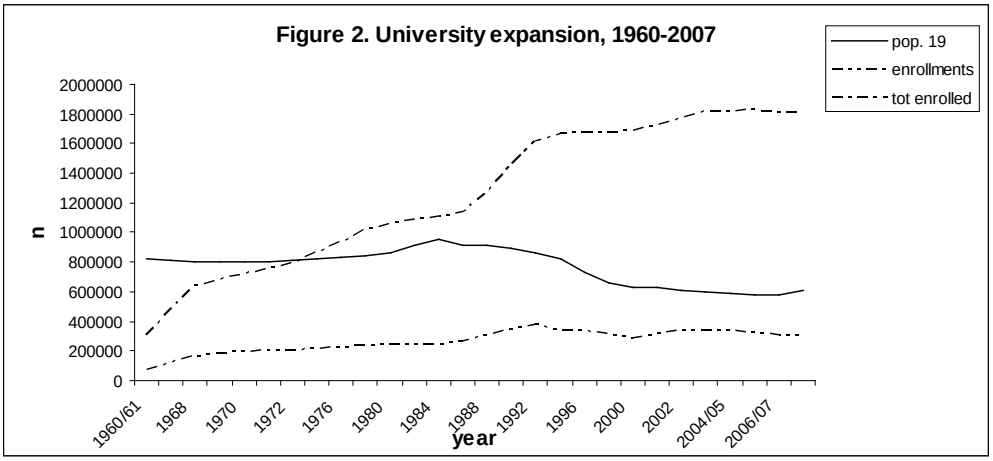
							Mediterraneum						
Greece	E	E	E	E	E	E	E	E	E	M	M	M	M
Italy	E	E	E	E	E	E	E	E	E	E	M	M	
Portugal	E	E	E	E	E	E	E	E	E	E	M	M	M
Spain	E	E	E	E	E	E	M	M	M	M	M	M	M
							Central-Eastern Europe						
Bulgaria		M	E	E	E	E	E	M	M	M	M	M	M
Czech Republic	E	E	E	E	E	E	E	E	E	E	E	E	E
Estonia	E	E	M	M	M	M	M	M	M	M	M	M	M
Ungary	E	E	E	E	M	M	M	M	M	M	M	M	M
Latvia		M	E	M	M	M	M	M	M	M	M	U	M
Poland	E	E	E	E	E	E	E	E	E	M	M	M	U
Romania		E	E	E	E	E	E	E	E	E	E	M	M
Slovakia	E	E	E	E	E	E	E	E	M	E	M	M	M
Slovenia	E	E	E	E	E	M	M	E	M	M	M	M	M

E=élite,<15% of the age group; M=mass, 15-35%; U=universal, >35%

low participation, and also low efficiency

- Although comparatively slow (also because of less numerous cohorts), the expansion of HE has worsened the efficiency of the system. This can be seen in the gap between enrollments and enrolled…



low differentiation

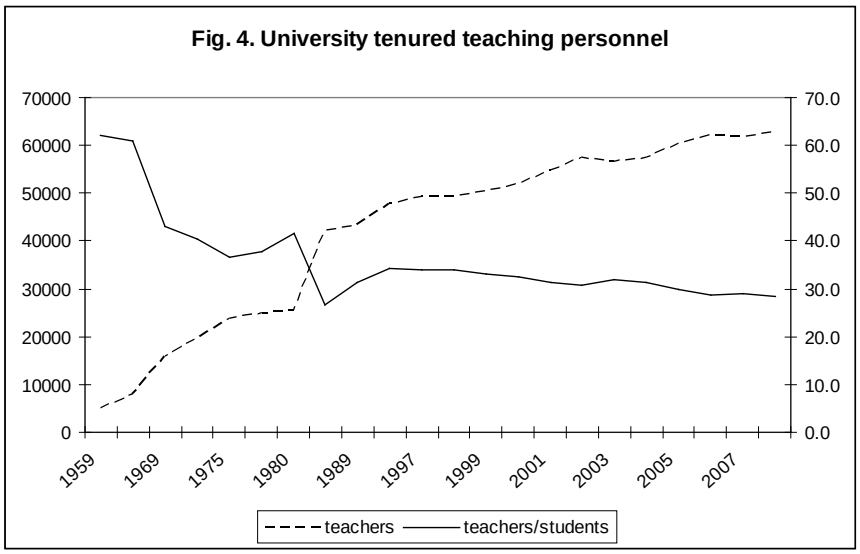
- a second feature of the system is its low level of differentiation. There is no tertiary vocational channel, and most of the universities offer the same programs. Private institutions are few and (with some notable exceptions) of low quality. Because of that (and of other features of Italian society), students' mobility is comparatively low.
- the very same law (595/1999) that introduced the new Bologna titles (bachelor and master) even lowered the degree of differentiation existing in the system, as the existing arts and music post-secondary schools were formally parified to universities.

Before Bologna: a case of institutional drift?

- according to theories of institutional change (Streeck & Thelen 2004), we would describe institutional change in Italian HE since its beginnings up to the end of the 60s as a case of institutional drift.
- in fact, despite the external changing conditions (expansion) the institutional structure of the HES remained substantially unchanged, as have the power relations governing it.
- of course this put the system's activities under pressure. In fact, since the end of the 60s we observe a series of reforms trying to adequate HE to the societal change (NB: the presentation is very quick on such reforms, the details are to be found on the paper)

Before Bologna: a reform for each decade

- the graph below clearly shows this expansion in the number of professors.



The reform

- We shall now answer to our first question, by describing the conditions that made the reform possible.
- First, the political context changed deeply. In the period between 1992 and 1994 the two main parties that had governed the country since 1945 disappeared, and in 1996 for the first time ever the center-left opposition won a general election.
- The new prime minister, R. Prodi, was an academic himself, and his program was centered on reforming the country in order to “make it more European”.
- Second, the academic context also had changed: a new, more internationalized and reform-minded generation had entered the universities, as a consequence of the 70s and 80s expansion of the professorate.

The reform

- The new minister (for both education and HE), L. Berlinguer, was a key figure in the reform-minded fraction of the academic community.
- While the 1989 reform was substantially slowed by the passive behavior of academics, he decided to involve them, but choose a criterion of expertise (as opposed to representation). He relied on HE experts, forming a commission that proposed a reform of the curricula based on the French three-level model.
- He tried to build consensus using the “social pact” strategy typical of the Prodi government, and involved both employers’ associations and unions in the process.

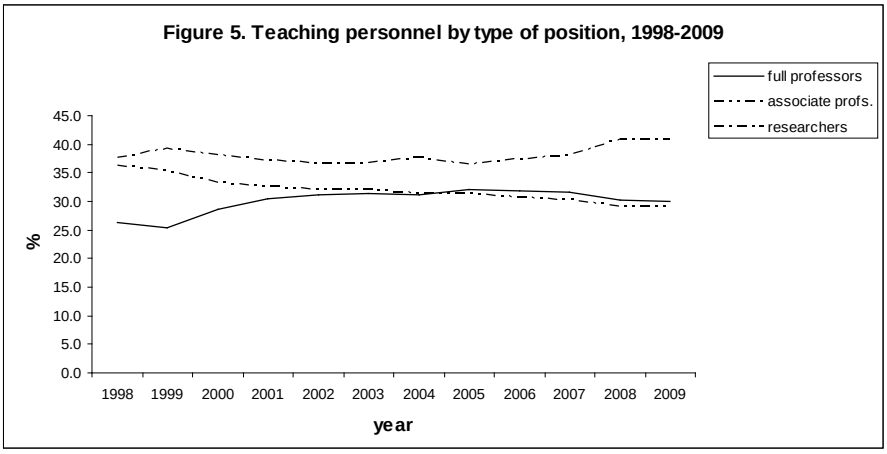
The reform

- However, universities did not mobilize to support the project, reproducing the passive behaviour that hindered previous reforms. But two key events made it possible.
- First, in May 1998 the Sorbonne declaration appeared, opening the European reform process later to be called the Bologna process.
- The two-level curricula structure proposed by the Sorbonne declaration derived from internal French and German reform designs, and was different from the one already under discussion in Italy. But Berlinguer rapidly changed it, conforming the Italian reform to the European one.
- In this way, he increased the legitimacy of the reform to the eyes of a very pro-European public opinion and media system.

The reform

- Second, in June 1998 a law was passed (210/1998) that changed the regulations concerning the recruitment and the careers of professors. In practice, this meant a massive career advancement without any real evaluation (on whichever basis). The proportion of full professors increased substantially, as the graph shows.

Figure 5. Teaching personnel by type of position, 1998-2009



The reform

- At the end of 1999 the new two-tiered curricula structure (3-year bachelor and 2-year master, instead of the previous single-tiered 4-to-6 years *laurea*) was introduced (law decree 509/1999) as a compulsory one. With a few exceptions, all universities and *facoltà* had to comply with it by academic year 2000/01.
- In fact, the law had to be implemented before the 2001 election, where a defeat of the center-left was forecasted, in order to make it difficult for the center-right coalition to cancel it. The latter coalition, in fact, fiercely opposed the law, on behalf of the more conservative academics.
- Political contingencies, thus, also heavily influenced the reform's implementation.

The outcomes of the reform

We now look at the outcomes of the reform.

1. Did it intervene into the three main features of Italian HE system?
2. Did the efficiency of the system improve?
3. What about the occupational outcomes of the students?

The answers I will provide are provisional: this is a work in progress.

Did participation increase?

- Concerning low participation, in fact in the short time, enrollments increased notably.
- This was in part a statistical artifact, because many students from the old courses moved to the new Bologna courses in order to accelerate their studies (3 years instead of a minimum of 4 to get a degree).
- But in part it was a real phenomenon, stimulated by the reduction of the time required, which decreased the indirect costs of studies, and by the (apparently) stronger employability of the Bologna graduates (more about this later).

Did participation increase?

- However, after some years enrollments started decreasing, probably because the occupational outcomes were not as good as expected.
- According to some scholars (Bertola and Checchi 2010), we had a university bubble: as in the financial bubbles, people keeps investing because they expect high returns, and this expectation is contagious. But when the high returns do not materialize, the reduction of the expectations and of the investment is also contagious.
- This could explain the dramatic shift of HE italian policies and the heavy cuttings in HE that have been implemented by recent governments (from both parties).

The outcomes of the reform

Indicators of the functioning of the Italian HE system

	enrollments	degree courses	teached courses	professors
1998-99	274,194	2,306	na	na
1999-00	277,014	2,423	na	50,711
2000-01	281,142	2,444	97,959	51,191
2001-02	318,558	3,484	116,386	54,001
2002-03	330,188	4,175	145,293	56,385
2003-04	338,036	4,580	157,370	55,542
2004-05	330,812	5,482	168,241	56,251
2005-06	323,930	5,627	171,837	59,900
2006-07	308,185	5,773	180,001	61,741
2007-08	307,533	5,831	171,066	61,922
2008-09	295,261	5,720	159,500	62,762
2009-10	292,291	na	na	60,944

source: Bertola and Checchi 2010

The outcomes of the reform

Indicators of the output of the Italian university system, before and after the Bologna reform

	graduations	graduations*lenght of the course (human capital)	average years of graduation delay	average courses per professor
2000	159,438	680,209	2.89	1.91
2001	171,806	726,625	3.04	2.16
2002	201,118	825,227	2.84	2.58
2003	234,744	937,671	2.56	2.83
2004	268,789	1,037,413	2.25	2.99
2005	301,277	1,107,124	2.07	2.87
2006	300,386	1,034,186	2.01	2.92
2007	300,130	964,804	1.83	2.76
2008	293,000	904,623	1.69	

source: Bertola and Checchi 2010

Did efficiency increase?

- There are some signs of increased efficiency: delays decrease, and also the workload per professor has increased.
- But this could depend on a lowering of the general level of teaching, or on some measures in the students' interest (more incentives to regularly follow classes, introduction of mid-term examinations, groupwork) not necessary related to Bologna.
- Some Italian faculties in fact had already started this kind of innovation, and results had follow promptly (eg. the university of Trento).
- The number of students who work while studying has increased: is this evidence of a lowering level of studies?

The occupational outcomes

- The Bologna process stated the first-tier degrees had to be oriented to the labour market and to the employability of graduates. But in the majority of the cases, mere lip service was paid to this request: courses were given fancier names, but the teaching did not really change.
- For instance, the faculties of *scienze politiche* before Bologna had just one 4-year degree, the *laurea in scienze politiche*, with common basic courses in the first 2 years and then 6 or 7 specialization tracks in the next 2 years (*indirizzi*), defined by academic specialties: sociology, economics, history and so on.

The equality outcomes

- Finally, what about inequality in access? The Italian implementation of the Bologna process gave great emphasis to the aim of a more inclusive university system.
- In fact, the expansion of access reduced the effect of family background on the probability to get a bachelor degree.
- However, the selection moved to the following level: the effect of family of origin on the probability to get a *laurea magistrale* has increased (Barone 2010).

HRK

The Bologna Process as a Challenge

Dr. Peter A. Zervakis
Head
Project nexus
Konstanz, 11th November 2011

HRK German Rectors' Conference

Structure

Introduction

State of Implementation

Challenges – Initiatives – Perspectives

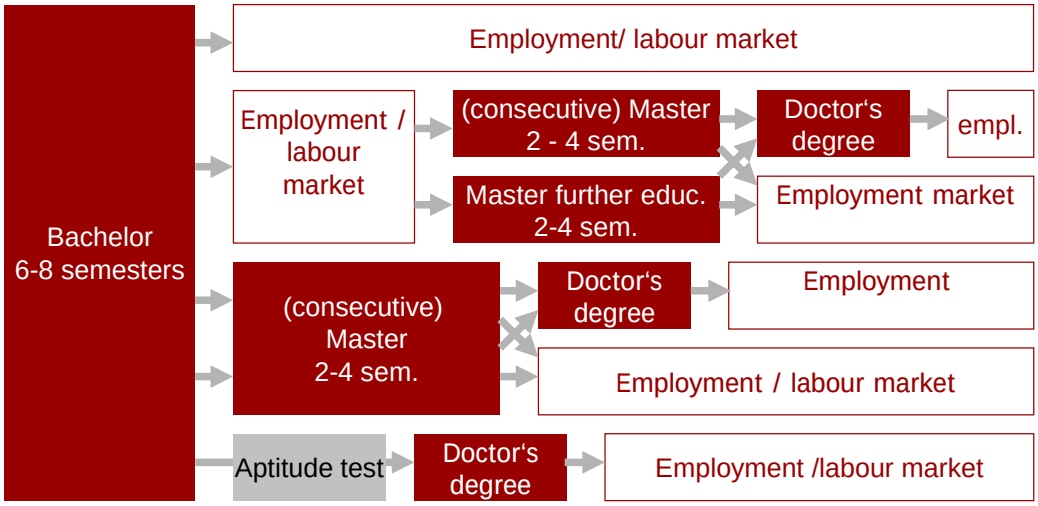
Project nexus

National Need for Reforms in Germany

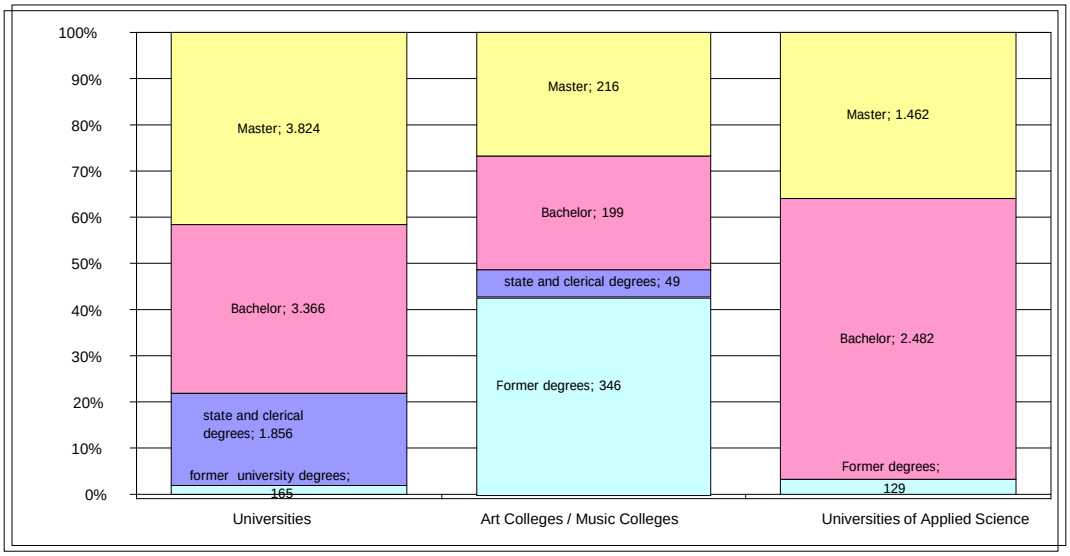
Deficiencies in the (traditional) German Higher Education system:

- Long study times and high dropout rates
- Lack of resources and funding
- Insufficient international compatibility of the study degrees
- No accepted system of quality assurance
- Problems with curricula structuring and orientation
- increasing students' numbers (mass education)
- Growing social and cultural diversity of students (with deficits in mathematics, languages)

Potentials of cycled study programmes: various educational and occupational paths



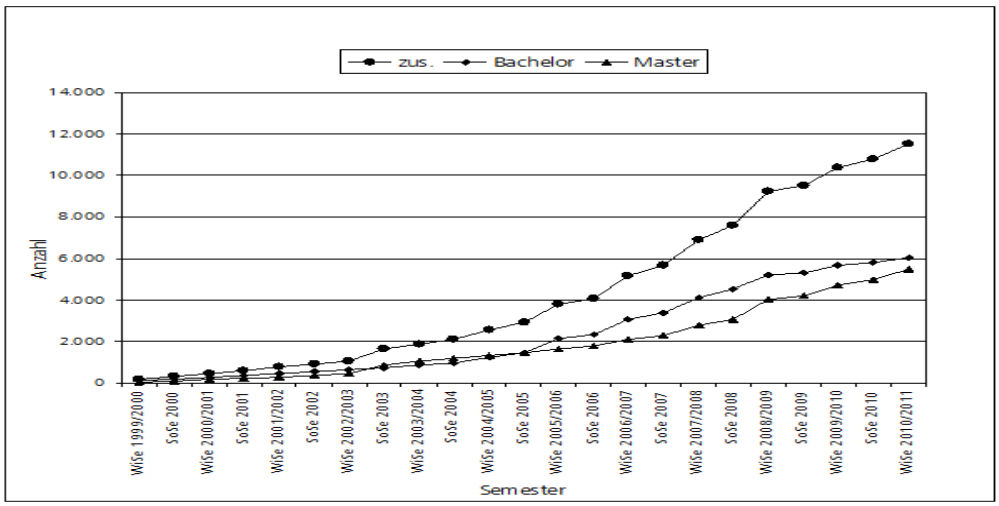
Study programmes divided by types of higher education institutions and by degrees in Germany, winter term 2010/11



Source: HRK-Hochschulkompass, WS 2010/11

State of the implementation in Germany

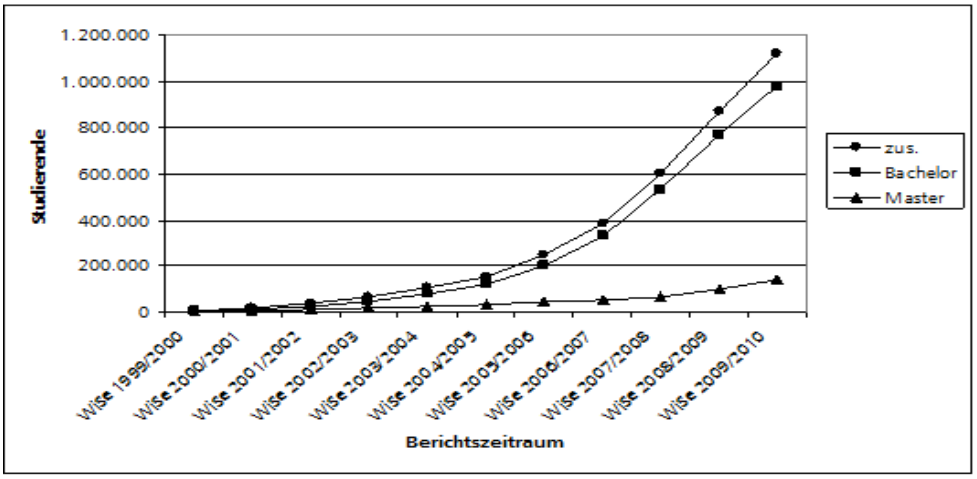
Development of the Bachelor / Master study programmes in Germany (1999 – 2011)



Source: HRK-Hochschulkompass, WS 2010 / 11

State of the implementation in Germany

Development of student numbers in Bachelor and Master courses in Germany (1999 – 2010)



Source: Statistisches Bundesamt, Studierende an Hochschulen, WiSe 2009/2010

Implementing “Bologna” in Germany: a success story

- Conversion of most study programmes nearly completed (about 82 %), Problem: State exams in medicine, law and teacher studies
- High degree of **satisfaction** among students regarding quality of studying
- Better mobility rates among students and teachers
- Successful start for Bachelor graduates on the **labour market**
- The role of **teaching** has been enhanced (“Quality pact”)

European study reform in Germany: challenges

- Further development of **Teaching**: Orientation toward **learning outcomes**
- **Employability**: Enhancing **practical** relevance
- **Mobility**: transparency in recognition
- High **permeability** between vocational and higher education: part-time degree programmes and flexible curricula
- Improving **orientation** for beginning students: Information, advice, service and support

Implementing the Second Phase of Bologna by

- optimizing / (re)structuring Bachelor/Master curricula
- developing and improving (comparable) qualification profiles
- focusing on learning outcomes and competences
- ensuring and enhancing „employability“
- strengthening flexibility and „studyability“ of curricula
- improving teaching quality
- paying more attention to the social and cultural diversity of students
- promoting (international) mobility of students
- lowering drop-out quota

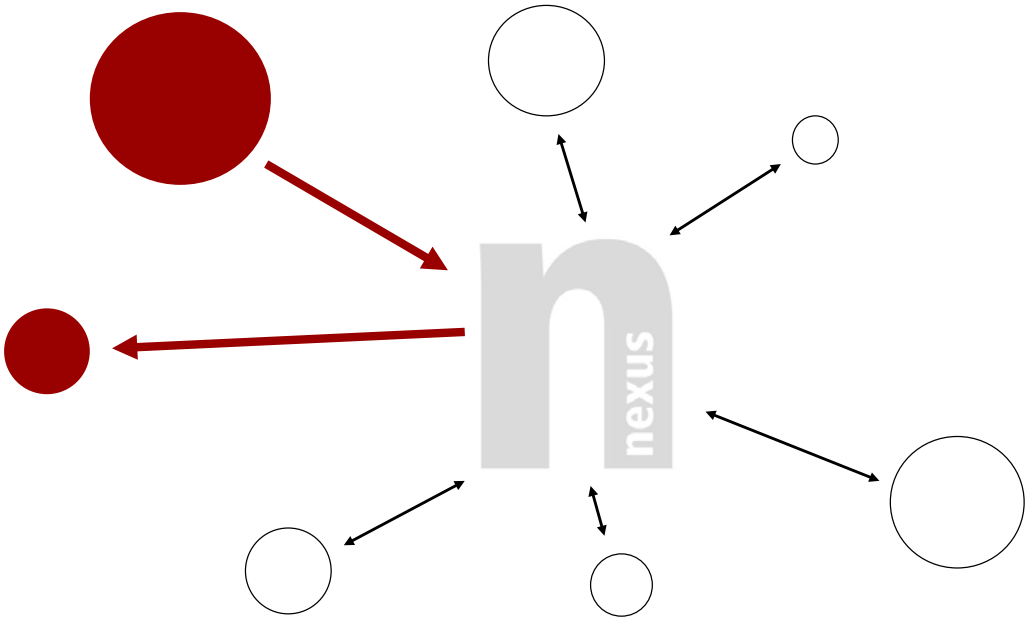
Challenges – Initiatives – Perspectives

Implementing the Second Phase of Bologna by

promoting / strengthening / improving

- reputation of and resources for academic teaching and learning
- „good practice“ and innovations in academic teaching and learning
- quality assurance nation-wide
- internal organizational structures in HEI
- engagement of and collaboration between stakeholders (HEI, schools, governments, business, society, the public)
- international dialogue, exchange and cooperation
- links between EHEA and ERA
- the momentum of the reform process

The nexus project



HRK German Rectors' Conference

The nexus project offers

- Good-practice seminars and workshops run by experts
- Information: surveys and specialist publications
- A forum for the exchange of concepts and approaches

HRK German Rectors' Conference

The nexus project supports

- **Modularization** appropriate to subject in Bachelor and Master study programs
- Structured assessment of **learning outcomes and competencies**
- Integration of skills relevant to the job market in Bachelor and Master study programs ("**employability**")
- Increased **permeability** between academic education and vocational training
- Optimized procedures for **evaluating prior learning** and ensuring improved credit mobility
- **Diversity management** and the widening of participation
- **Dissemination of information** on the European study reform ("Bologna 2020") to stimulate change management

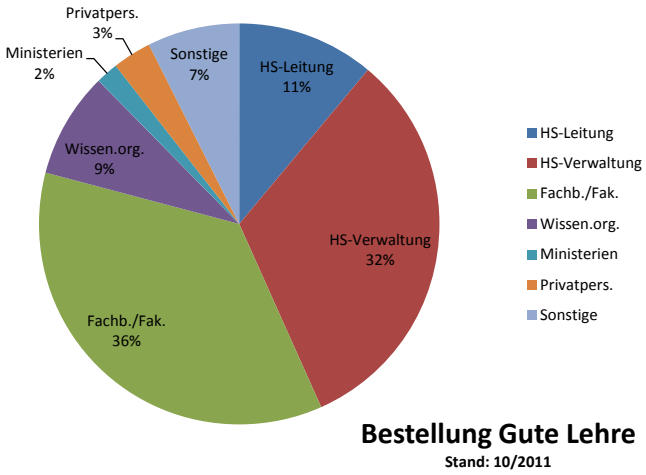
HRK German Rectors' Conference

Enhancing Quality of study and teaching	Widening participation and promoting student mobility
⬆ **Implementing competencies and learning outcomes**	⬆ **Co-operation between academic and vocational education**
⬆ **Student centered learning**	⬆ **Easening Recognition of coursework (Lissabon Convention)**
⬆ **Quality Assurance in teaching**	⬆ **Framework for recognition**
⬆ **Labour market needs (employability)**	
⬆ **Diversity Management**	
⬆ **Profiling Master Programmes**	
⬆ **Modularisation in discipline-specific Bachelor and Master study programs**	

Exchange of concepts and „good practice" between HE Institutions to further devolop the cycled study programmes

Conference

Publications



Pathways to Good Teaching

- **Student-centred approaches** (learning outcome/skills orientation, student diversity, students as partners and experts in their educational experience, mandatory self-assessments, shift from teaching to learning)
- **Professionalization** (diverse teaching and examination forms, more advising and support structures, advanced training opportunities for teachers, creating learning and teaching communities, cross-university specialist and competency centres, research in teaching/learning and support the university's internal quality development)
- More **freedom for teachers and students** in legal, curricular and time scheduling matters (reduced regulations, sabbaticals for teaching, flexibility)

Pathways to Good Teaching II

- **Research orientation** (research-based learning, evidence-based approaches)
- **Transparency and publication of data** (student surveys, teaching evaluations, online forums, graduate surveys)
- **Appropriate incentives** (Quality of Teaching Pact, awards like Ars Legendi, competitions based on excellence, emphasis on teaching skills in appointment procedures)
- **Centrally-supported structures** promoting teaching at universities (integration of students, quality circles, external advisory boards)
- **Promotion of individual and institutional appreciation for teachers and learners** (methods and approaches for good teaching and learning)

Source: *HRK-Beschluss der Mitgliederversammlung* of 22.4.2008 "Für eine Reform der Lehre in den Hochschulen", Stifterverband für die Deutsche Wissenschaft: "Was macht exzellente Lehre aus? Eine Synopse", March 2011.

"It's not enough that we do our best; sometimes we have to do what's required."
Sir Winston Churchill

Thank you for your attention!

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Paul Kellermann

BOLOGNA BACHELOR BUSINESS

The Bologna Bachelor Construction as a Means to Create the University of Business

1. General Background

The transition of the Twentieth century to the Twenty-first was not only a turn of the years but also that of the traditional paradigm of higher education, developed from the Middle Ages until the Modern Society. Two alternative perspectives are competing – a humanistic idea of a *university of the mind* and a utilitarian concept of a *university of business.* This shift is to be explained in the following by quotations from some relevant documents.

At the occasion of the anniversary celebration of the University of Bologna, founded nine hundred years ago, a confirmation of the idea of the European university was given at Bologna, September 18, 1988:

***The Magna Charta Universitatum* (*Magna Charta*)**
"Fundamental Principles:
1. The university is an autonomous institution … it … must be morally and intellectually independent of all political authority … and economic power.
2. Teaching and research in universities must be inseparable …
3. Freedom in research and training is the fundamental principle of university life …
4. A university is the trustee of the European humanist tradition; its constant care is to attain universal knowledge …" (Magna Charta 1988: 1f.)
Several hundred rectors and presidents from universities around the world signed that document. "The aims (sic) of this document is to celebrate the deepest values of University traditions and to encourage strong bonds among European Universities." (Observatory: 1)

About a decade later, a group twenty leaders of universities and international organizations mainly from the USA and European countries convened in a small Swiss community, called Glion, from May 13 to 17, 1998. They worked out a document with their understanding of the state of the University at the end of the Twentieth century:

***The University at the turn of the Millennium* (Glion Declaration)**

„Now knowledge is not a free-good; it is not a naturally-occurring resource. It is a personal discovery, an individual creation. It comes only to the prepared mind, coaxed into existence by personal reflection and inquiry, individual discovery, sophisticated research and costly exploration. And it can be received, understood, and applied only by the educated and informed individual … Knowledge is the core-business of the university. In every aspect of its discovery, testing, dissemination and application, the universities of the world play a crucial role … They are the chief agents of discovery, the major providers of basic research that underlies new technology and improved health care, they are the engines of economic growth, the custodians and transmitters of cultural heritage, the mentors of each new generation of entrants into every profession, the accreditors of competency (sic) and skills, the agents of personal understanding and societal transformation … Their affirmation that teaching is a moral vocation, involving not just the transfer of technical information, however sophisticated, but also the balanced development of the whole person. That will mean an emphasis on the development of a creative learning environment – rather than relying solely on the traditional pattern of formal lecturing and 'one-way' teaching – the cultivation of a student-centred and student-friendly atmosphere and the goal of producing not only highly skilled, but also broadly educated, self-motivated graduates, with a thirst for life-long learning, aware of their heritage, conscious of their civic obligations and ethically responsible in their professional careers." (Glion Declaration 1999: 1)

Four ministers of France, Germany, Italy and the United Kingdom**,** in charge of science and higher education, convened in Paris at the Sorbonne, May 25, 1998. They prepared a declaration in order to emphasize the crucial role of the universities for the process of the re-integration of Europe:

Joint Declaration on Harmonisation of the Architecture of the European Higher Education System (Sorbonne Declaration)

„The European process has very recently moved some extremely important steps ahead. Relevant as they are, they should not make one forget that Europe is not only that of the Euro, of the banks and the economy: It must be a Europe of knowledge as well. We must strengthen and build upon the intellectual, cultural, social and technical dimensions of our continent. To a large extent, these have been shaped by its universities, which continue to play a pivotal role for their development." (Sorbonne Declaration 1998: 1).

The Sorbonne Declaration gave the impulsefor a larger interest of the European countries to make efforts in order to create an open European area for higher learning. About 30 ministers of education and science, of higher education and science or state secretaries for science and research met each other in Bologna, June 19, 1999, to discuss and to sign the Bologna Declaration.

Joint Declaration of the European Ministers of Education (Bologna Declaration)

"We must in particular look at the objective of increasing the international competitiveness of the European system of Higher Education … in order to promote European citizens (sic) employability and the international competitiveness of the European higher education system … The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification." (Bologna Declaration 1999: 1, 3)

Shift of paradigms: Sorbonne 1998 vs. Bologna 1999

A paper "Trends in Learning Structures in Higher Education", explicitly entitled "Project Report prepared for the Bologna Conference on 18-19 June 1999", gives a one-sided interpretation of the Sorbonne Declaration. The paper's intent was to inform the ministers and representatives of no less than 31 European countries: "Hence the Sorbonne Declaration is not only about academic recognition or comparability per se: The raison d'être of the debate is intimately linked to the emergence of an ever more European and indeed international labour market." (Haug/Kristein/Knudsen 1999: 29) Introducing the market dimension, the paper asserts that the Sorbonne Declaration "is a plea for Europe to take up its full role in the world markets of knowledge and education" (ibid.). Here the interpretation has clearly shifted from "strengthening the intellectual, cultural, social and technical dimensions of Europe, its students and more generally of its citizens" to "markets" of labour, knowledge and education. As a priority lever is defined: "Giving 'education & training 2010' its rightful place in the implementation of the Lisbon Strategy." (Haug/Tauch: 26) The Lisbon Strategy means the intention "to become the most competitive and dynamic knowledge-based economy of the world" (Presidency Conclusions, 2000: 1). – The idea to support the interested citizen of an emerging learning society thus becoming a mere tool for the implementation of a new economic-political strategy.

Three levels of downscaling of the comprehensive university (lat. universitas) concept

- Glion: Research, teaching and studying for knowledge
- Sorbonne: Higher Education for Europe's citizens
- Bologna: Higher Education for the world markets

The focus of the Bologna Process is on teaching and education, neglecting, first, self organized and self responsible studying, secondly, neglecting scientific research. Students are seen as potential human capital for business. Many studies were reorganized for application rather than for science.

2. The Austrian Case

BA-studies and unemployed graduates

- 321 BA- (Bachelor), 529 MA- (Master), 97 PhD- (Doctor of Philosophy) and 64 traditional diploma-studies were offered at WS 2010 (only Scientific Universities /SU; BMWF 2011, 54).
- 158.176 BA-, 25.883MA-, 126.426 diploma-, 29.897 doctoral-students (almost all traditional) were enrolled on 28.02.2011 (BMWF 2011, 47).
- The average BA-studies of the year 2008/09 lasted 8,0 semester, MA-studies 4,6, PhD-studies 7,1 and diploma-studies 13,0 (BMWF 2011, 69) .
- 83,4% of BA-graduates (2007/08) started with a MA-study in the following year (BMWF 2011, 50).
- 8.390/6.148 (SU and Universities of Applied Science /AU/) BA-, 3.333/1.990 MA-, 2.419 PhD- and 13.784/1956 traditional diploma-degrees were awarded in the study year 2009/10 (BMWF 2011, 65/72).
- It was the purpose of a study "Arbeitssituation von Universitäts- und FachhochschulabsolventInnen" ("Job Situation of Graduates of Universities and Universities of Applied Science", Schomburg et al. 2010) to empirically investigate all of the approx. 130.000 graduates of the academic years 2003/04 – 2006/7. Nearly 80% of them did not answer. Nevertheless, many Austrian newspapers came up with headlines like "Uni-Absolventen zufrieden, der Minister auch" ("Graduates of the Universities are Satisfied, as is the Minister", Kurier, Wien, 17.5.2011). As the most important finding of this empirical study was reported: "Nach drei Monaten finden Jungakademiker fixe Arbeit." ("Young Graduates are Getting Permanent Jobs Within Three Months", Die Presse, Wien, 17.5.2011).

- The general increase of unemployed graduates from Oct. 2010 to Oct. 2011 was 5.5%, of SU-graduates 5,2%, AU 4,4%, BA/SU 18,0%, BA/AU 42,2% . In Oct. 2007 exactly 7.735 graduates were registered as looking for work; the number increased to 11.620 in Oct. 2011, an increase of no less than 50,2% (AMS Ktn., 2011). (The moral is: Always ask for the response rate of empirical studies and think about what it signifies.)

Comparison of BA in the US system vs. BA in Austria

One difference is the formal duration of BA-studies lasting four years in the USA (first year "freshman", second "sophomore", third "junior", fourth "senior"), but three years in Austria. The contents of a US-BA-curriculum are to about two thirds general education, of an Austrian almost no general education at all. The employers in the US – quite contrary to the Austrian employers –do not expect a lot of field specific knowledge but an involvement in a certain domain. The rate of transition to MA is about 30% in the USA, but in Austria it is more than 80%. Also the grading systems, the functions of libraries, athletics, music, theatre etc. are very different.

The Austrian law

"The mission of the universities is to serve academic research and teaching, and the advancement, appreciation and teaching of the arts, and thereby to contribute to the personal development of the individual, and of the welfare of society and the environment. Universities are public education institutions which, in their research and research based teaching, are directed towards the advancement of knowledge and new approaches to the arts. Through the common efforts of teachers and students, working in enlightened scholarly communities, they assist individuals in their striving for the education and autonomy conferred by scholarship." (National Council of the Republic of Austria 2002: 7) This paragraph of the law is more or less in line with the former ideal of the university, but the following paragraphs opened the door for an understanding of the societal function of the university for a new interpretation.

Underlying ideology of the contemporary restructuring of higher education ("Zeitgeist")

Over many centuries, the universities offered independent professional studies for lawyers, physicians and some additional dependent professions like priests, teachers. As the industrial society emerged, the dependent employee became the typical worker of the paid labour system. A fast division of labour started in the industrial societies after some decades and more sophisticated qualification was required: the universities offered more and more "higher education" for subsequently employed graduates than for independent professions. Simultaneously, the idea of studies as an end in themselves decreased in importance, but soon

the dominance of studies as an economic investment was publicly accepted. The classical ideal of a free scientific study for intrinsically motivated students disappeared almost completely with the implementation of the Bologna Process and its emphasis on employability: “With the Bachelor starts a new epoch of tailored higher education studies – the real demands of the economy are the central starting point.” (Dr. Christoph Leitl, president, Chamber of Commerce, Austria). The program for the development of the universities, conceived by three so called experts of higher education, proclaimed on the basis of a governmental mandate: “It became evident that investment in education shows the highest Return on Investment (ROI), followed by investments in research and development as well as by the presence of science intensive companies. The crucial meaning of highly qualified human capital for innovation once more is shown.” (Loprieno et al., 2011, p. 5).
It seems that, at least currently, the humanistic idea of a University of the Mind is becoming a University of Business. “Universities are communities of inquiry, discovery, and learning … with the conviction that the growth and diffusion of knowledge should not only enrich personal experience but also serve the public good and advance human well-being” (Glion Declaration II: 1) – and not only economic interests. Since they overcame several centuries, there is a hope that the University of the Mind will finally come back: life is more than business.

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The Bologna process in Switzerland

From structure to consolidation of content

Presented by Cornelia Galliker

On the occasion of „The Bologna Process as a Challenge for the students“, Konstanz

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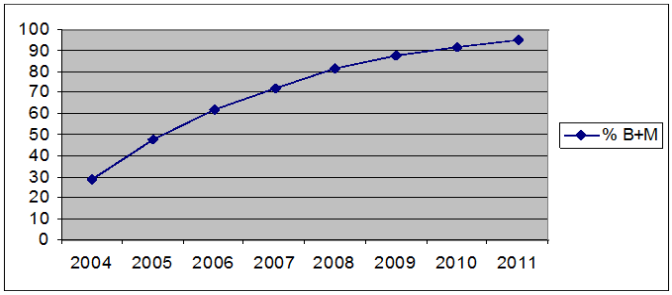
Current situation in Switzerland
The structural reform is completed

- Implementation of the structural reform
- Three-cycle study system (bachelor and master degrees plus doctorate)
- Implementation of ECTS
- Integration of all branches of study (incl. Medicine and Law)

% of students in bachelors and masters programmes



In 2–3 years, 100% of students will follow a study course of the Bologna system. (Data FSO, 2010)

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Current situation in Switzerland
Study programmes

- **610** Bachelor programmes
- **760** Master programmes
- **104** Specialized Master programmes
- **205** Doctorate / PhD
- **170** MAS programmes

(Source: uni-programme.ch / November 2011)

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Current situation in Switzerland
Problems

- Bachelor programmes: very strongly structured, inflexible, create an overload, too many exams (lack of coordination, don‘t allow a complete modularisation)
- ECTS: is not perceived as a system, reduced to its credits:
  - Credits/workload: diffult to calculate the amount of work, to allocate credits (source: ECTS survey 2007) / unequal distribution of credits (National survey of students 2008)
  - Learning outcomes: not yet very known and used
- Recognition of studies:
  - In theory facilitated by the two-level system
  - But: in practice credit points are evaluated instead of competences: „culture of mistrust“
- Mobility:
  - Tight deadlines, lack of flexibility hinder horizontal mobility

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Further work in Switzerland: some key points

- Curricular reform: focus on learning outcomes
- Bologna architecture (transition from bachelor to master level, master level)
- Implementation of the national qualifications framework for the higher education area (www.qualifikationsrahmen.ch)
- Lifelong learning: developing a strategy for the swiss universities

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Bologna-Architecture: Bachelor – Master

- The bachelor and master degree programmes are regarded as two cycles of a single study programme (Bologna Directives)
  ⇒ confirmed by the politics, 2011
- Admission to the master degree programmes: „Graduates with a bachelor degree from a Swiss university should be admitted to a university master's degree programme in the corresponding discipline, without additional requirements." (Bologna Directives)

⇒ (consecutive) Master regarded as „Regelabschluss" (‚final degree')

⇒ Bachelor regarded as basic study programme

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Specialized Masters programmes – opportunity to profile

„The universities may set additional requirements, applicable equally to all candidates, for admission to specialised master's programs."
(Bologna Directives, 3rd edition of 1 August 2008)

The Specialized Master programmes:

- have special admission conditions
- give universities the opportunity to focus on their individual strenghts and to profile themselves

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Transition from Bachelor to Master

Bachelor – Master: conversion rate **88%**
(2 years after obtaining the bachelors degree)

Übertrittsquote nach Fachbereichsgruppe								Übertritts-quote nach Geschlecht	
Total	Geistes- und Sozial-wissen-schaften	Wirtschafts-wissen-schaften	Recht	Exakte und Natur-wissen-schaften	Medizin und Pharmazie	Technische Wissen-schaften	Inter-disziplinäre und andere	Männer	Frauen
88%	79%	80%	97%	93%	97%	99%	69%	89%	87%

(Source: Barometer of Bologna 2010, FSO)

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Transition from Bachelor to Master

- 35% of students have obtained their bachelor degrees in another institution of higher education (incl. foreign students)
- 21% of students plan to pursue master studies in another institution of higher education
  (Source: National survey of students 2008).
- 9% of students in master programmes got their bachelor degrees at another university in Switzerland

  = low rate of inland mobility

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Permeability between the different types of higher education institutions

In 2007 a **regulation** was adopted by the three Rectors' Conferences: „**Konkordanzliste**" / „Liste de concordance CRUS - KFH - COHEP, defining the transition in more than 30 disciplines

⇒ a promoter to permeability

- The permeability rate for the entrances to master programmes rised from 3% in 2008 to 5% in 2009

- Actually the CRUS is running a survey of the permeability from universities of applied sciences to universities (results will be published in the Monitoring report)

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Bachelor

Bachelor is
- conceived as a basic study programme („propedeutical study")
- regarded as a facilitater of mobility („Mobilitätsscharnier")
- employability is not a top priority

⇒ The CRUS organised a Bologna-Day 2010 in Zurich to get an overview of the bachelor programmes at Swiss universities (www.bolognareform.ch → Veranstaltungen/manifestations)
Result: a big diversity!

⇒ The Bologna-Coordination made a **Survey on Bachelor programmes**

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Bachelor Survey at the Swiss universities

- online
- August – October 2011
- 36 questions, 12 open questions
- 213 completely filled out questionnaires (49%)
- people with different functions at Swiss universities

⇒ Questions about: admission, exams, learning outcomes, study part time, mobility, flexibility, employability, ...

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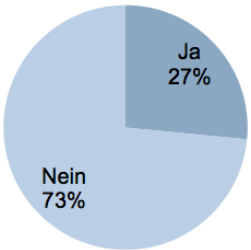
Bachelor Survey in the Swiss Universities: preliminary results Admission

CRUS - Der Bachelor an den Schweizer Universitäten: Stand der Dinge

F20 Ist dieses Bachelor-Programm auch offen für Personen ohne Maturität? [9Nonmat]



➢ 73% der Bachelor-Programme können nicht von Personen ohne Maturität besucht werden. Bei 56 Bachelor-Programmen (27%) ist dies allerdings möglich.

IMU Marketing N=211, Einfachantworten 32

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Bachelor Survey at the Swiss universities – preliminary results Study part time

- In 54% of all Bachelors programmes, it is possible to study part time in every academic year
- In 37% it is not possible
- In 8% of the Bachelors programmes it is possible, but only from the 2nd academic year on.
- 1% 'in preparation' or possible only in the 3rd academic year

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Bachelor Survey at the Swiss universities – preliminary results Mobility

- In about 62% of bachelors programmes a mobility stay in Switzerland or abroad is possible
- In a majority it is possible during all three academic years.

But:

Bachelor graduates show lower mobility rates than graduates on master/Lizenziat/diploma level (Lizenziat and diploma being the former degrees corresponding to the master) (FSO, Mobilität der Studierenden 2009)

⇒*The results will be published in the next Monitoring report, 2012.*

Thank you for your attention!

The financial situation of Bachelor students in Europe

some latest findings from EUROSTUDENT IV

Constance, 12th November 2011

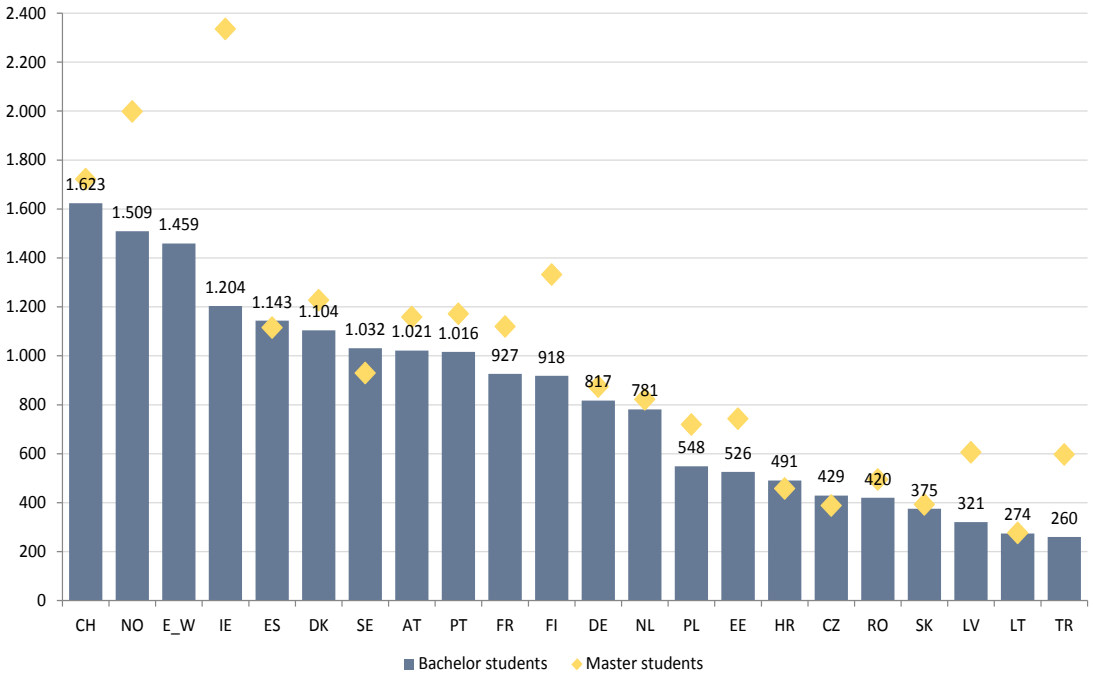
Christoph Gwosć

HIS HF Institut für Hochschulforschung

eurostudent.eu

Magnitude of students' income – Bachelor and Master students not living with parents

Total monthly income (incl. transfers in kind) in Euro (arithm. mean)

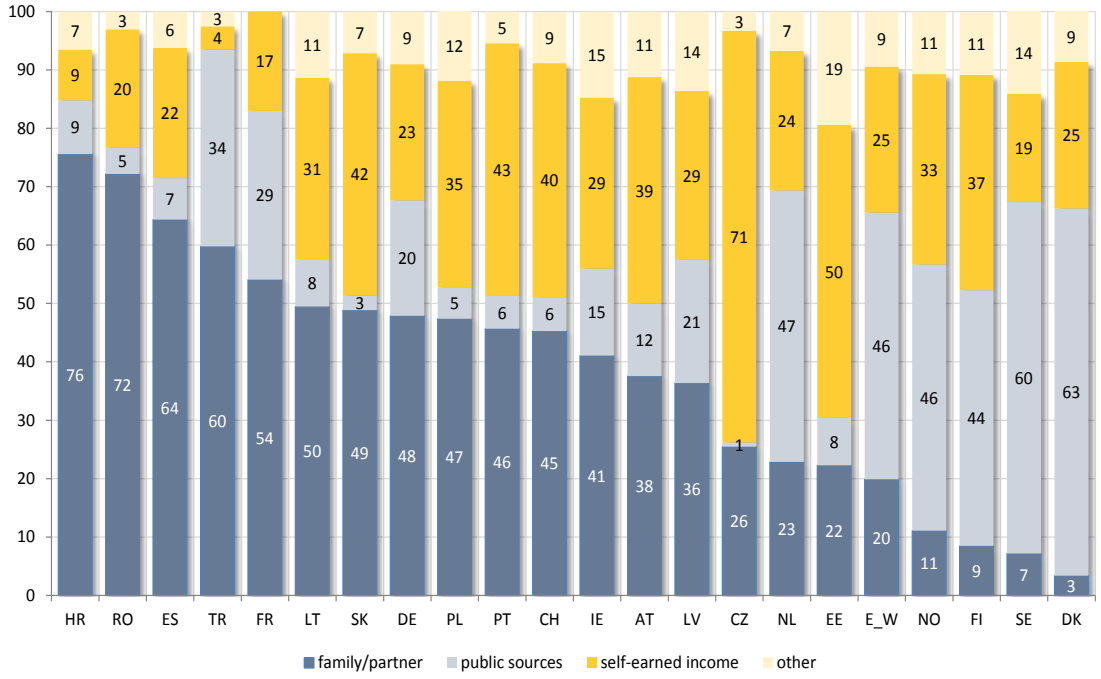


Magnitude of students' income – Bachelor and Master students not living with parents

- In a majority of 17 countries the income of Master students is higher than for Bachelor students.
- In seven out of those countries the income differences are quite pronounced: in Norway, Finland, Estonia, Poland, Latvia and especially in Ireland and Turkey the income of Master students is at least 30 percentage points higher than for Bachelor students.
- Only in Spain, Sweden, Croatia and the Czech Republic the income of Master students is lower compared to their peers in Bachelor programmes.

Composition of students' income – Bachelor students not living with parents

Total monthly income (incl. transfers in kind) by source in %

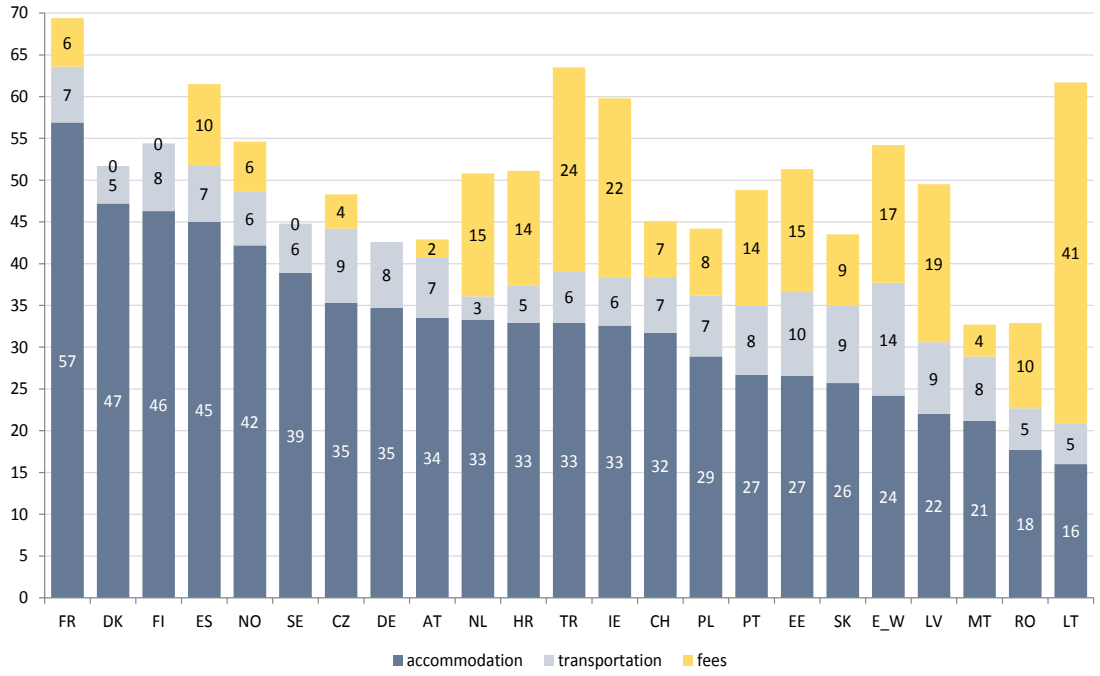


Composition of students' income – Bachelor students not living with parents

- In a majority of 13 countries the dominant source of income of Bachelor students is contribution from family/partner.
- In the Netherlands, England/Wales and the Scandinavian countries, is public support the most important income source for Bachelor students.
- Only in three countries – Austria, the Czech Republic and Estonia – do Bachelor students receive the highest share of their income from gainful employment.
- On average across all countries, students and their families/partners provide more than two thirds of total student income.

Profile of students' key expenditure – Bachelor students not living with parents

key expenditure as share of total monthly expenditure (incl. transfers in kind) in %

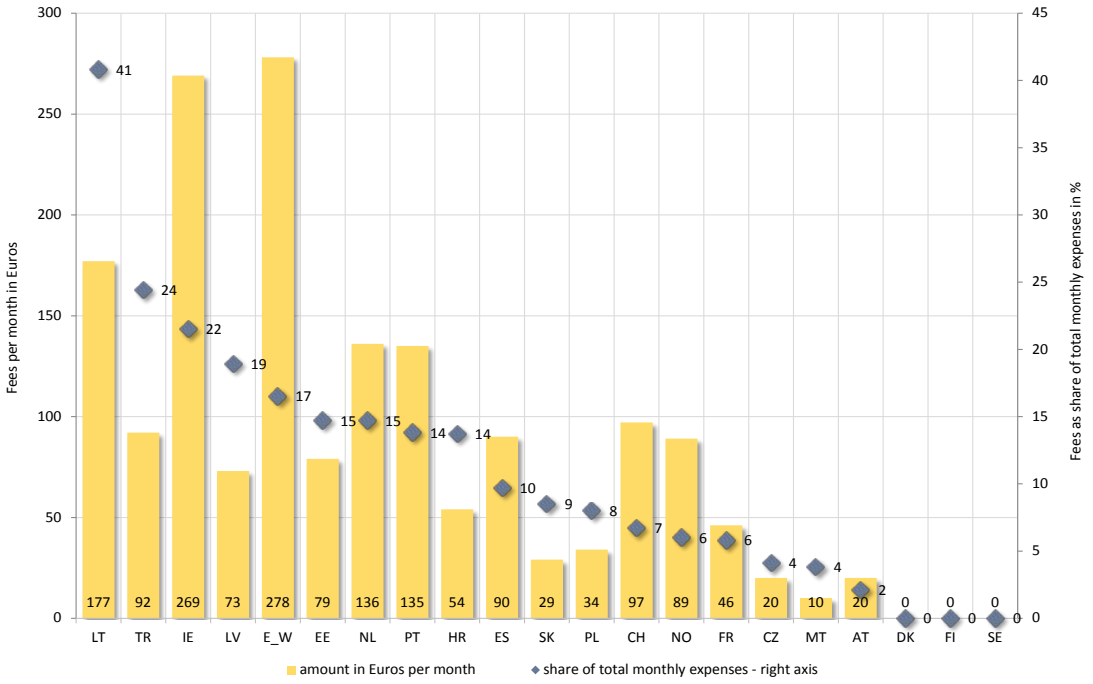


Profile of students' key expenditure – Bachelor students not living with parents

- In a majority of 12 countries key expenditure amount to more than 50% of students' total expenditure.
- On average across the countries, students dedicate 33% of their total expenses to accommodation, 11% to fees and 7% to transportation.
- In France, Denmark and Finland students have to spend the highest shares for accommodation (> 45%), while housing costs appear relatively low in Lithuania and Romania (< 20%).
- Expenses on transportation are relatively high in England/Wales and Estonia (≥ 10%). In the Netherlands, Denmark, Croatia, Romania and Lithuania these expenditure are rather low in comparison (≤ 5%).

Fees to higher education institutions – Bachelor students not living with parents

Fees per month in Euros and as share of total monthly expenditure (incl. transfers in kind) in %

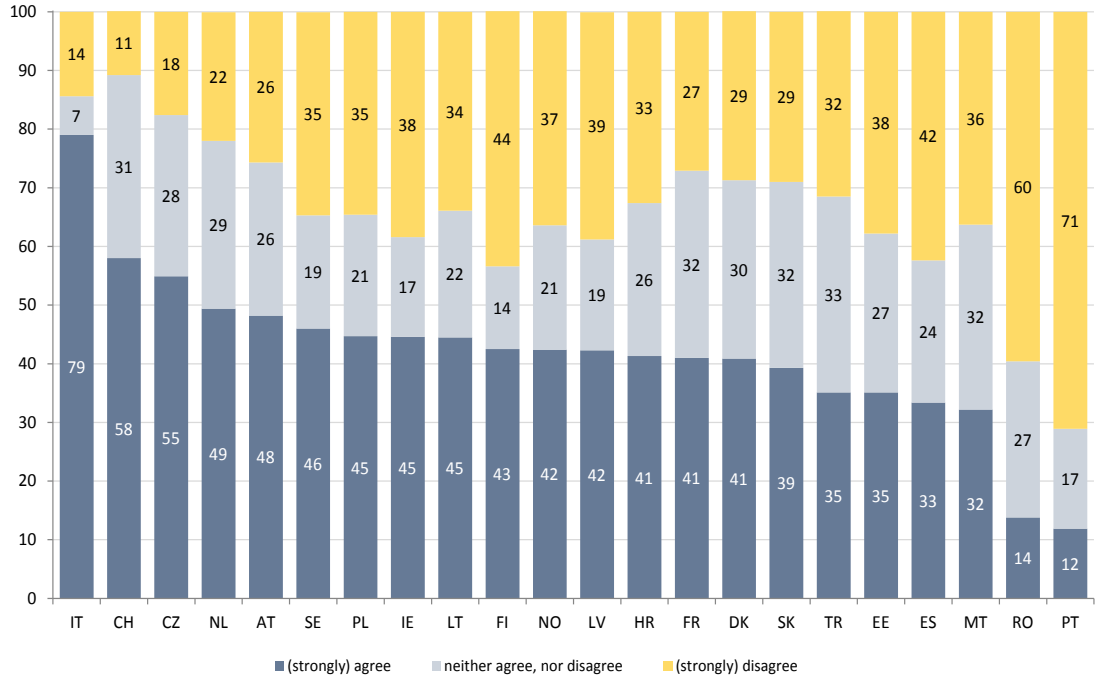


Fees to higher education institutions – Bachelor students not living with parents

- In 18 out of 21 countries Bachelor students are obliged to pay fees to their higher education institution.
- In Denmark, Finland and Sweden Bachelor students study free of charge.
- In the biggest group of countries (eight countries) where Bachelor students are subject to paying fees they dedicate less than 10% of their total expenses to this expenditure category.
- In Lithuania, Turkey and Ireland students have to bear the highest fees in relative terms. There, Bachelor students have to spend between one fifth and two fifths of their total expenses on fees.

Students' assessment of their financial situation – Bachelor students not living with parents

Share of students in %



Students' assessment of their financial situation – Bachelor students not living with parents

- On average across all countries, 42% of Bachelor students either agree or strongly agree that they have sufficient funding in order to cover their monthly costs. 24% of Bachelor students neither agree nor disagree and 34% (strongly) disagree to having sufficient funding.
- Only in Italy, Switzerland and the Czech Republic a majority of Bachelor students (strongly) agrees to having sufficient funding.
- In six countries – Finland, Estonia, Spain, Malta, and especially in Romania and Portugal – (strong) disagreement among Bachelor students is higher than (strong) agreement.

Conditions and provisions for studying, and vocational preparation from the perspective of Bachelor graduates in Austria

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Department of Sociology
Faculty of Management and Economics

Content of presentation

- focus: Bachelor degrees in AT
- research on graduates
  - recent Austrian survey
- some findings
  - motives and attitudes (students)
  - conditions and provisions (courses of study)
- some more findings
  - vocational preparation, matching (graduates)
- résumé

ARUFA: design and data basis

The Working Situation of Graduates from Universities and Universities of Applied Sciences		
Contracting entity	**Federal Ministry of Science and Research, Vienna**	
Contractor, coordination	INCHER-Kassel (project leader: Harald Schomburg)	
Subcontractor	Department of Sociology (Helmut Guggenberger)	
Term	01.11.2009 to 31.08.2010 (final report presented 16.05.2011)	
Design	**full population survey; internet-based, online questionnaire**	
Field phase	12/2009 – 02/2010	
Population	**Years of graduation 2003/04 – 2007/08**	
	21 universities, 15 *Fachhochschulen*	ca. 116,000
Return rate	Cases to be analyzed	ca. 23,800
	Return rate (net)	**23 %**
Schomburg et al 2010; Guggenberger 2011, Guggenberger et al 2011		

ARUFA: topics (related)

	Content of questionnaire (selected)
C	**Study decision and study experience** - situation in the last year/s of study, choice of university/ *Fachhochschule*, **choice of course of study,** (mandatory, voluntary) internships, work experience, stays abroad; competences at time of graduation
D	**Evaluation of study offers and study conditions** - **descriptions of study, aspects of teaching and learning, offers and conditions, advice and guidance, resources, practice and occupation related elements**; contact with institution of degree
E	**Course of employment** - phases of search, phases of occupation etc., working situation, stays abroad, employers; aspects of search for employment; status and conditions of occupation
F	**Employment at time of survey** - characteristics, status and conditions, place and branch, characteristics of enterprise/organisation, innovations in enterprise/organisation; influence of economic crisis
G	**Work and competencies required** - occupation, professional activity, time required to become an expert; **skills and competences required; job satisfaction,** professional orientation
H	**Coherence between study and employment** - **use of qualifications, match, level of degree**

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Employability

- further meanings and definitions
  - → role of university; cf. also Allen, van der Velden eds. 2011
  - fit for labour market
  - fit to meet challenges of profession
  - etc.
- improving employability as a goal
  - how to measure ?
  - traditional versus new degree programmes ?
- ARUFA data
  - some indicators for "vocational preparation"
    - horizontal and vertical match
    - job satisfaction, situation meeting expectations
    - etc

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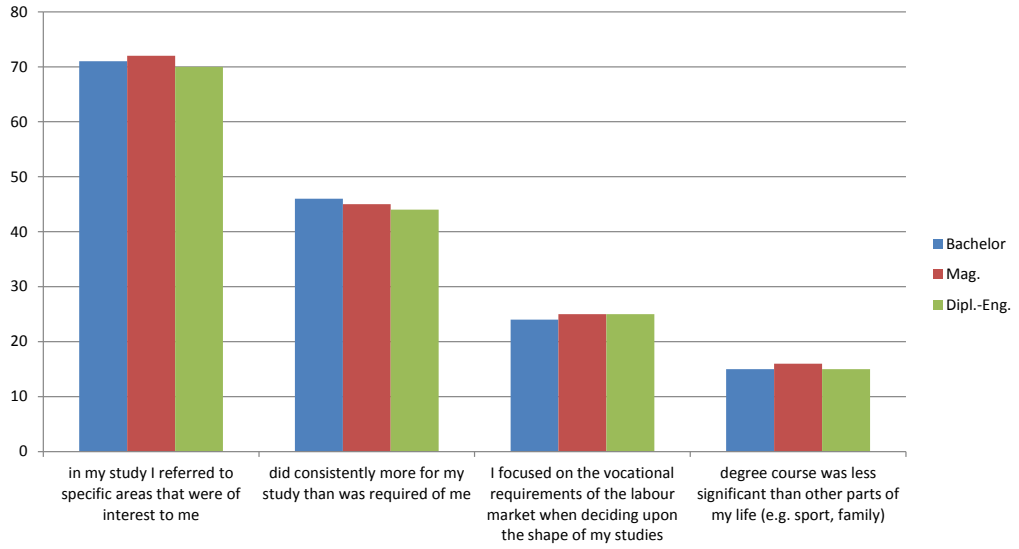
Attitudes towards studying – first degree

Q. D7: To what extent do the following statements apply to your course of study? (1+2 of 5-point scale)



Study course satisfaction

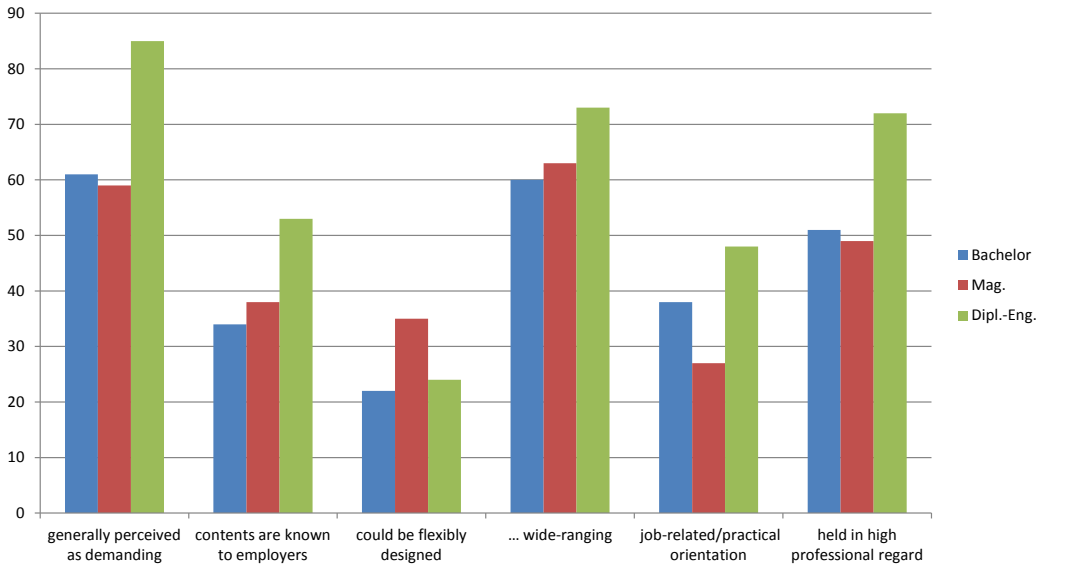
Course satisfaction – first degree (details in %)

	Bach.	Mag.	Dipl.-Eng.	**total**	scient. uni	med. uni	art. uni	UAS
Values 1 + 2	**69**	66	81	**68**	67	51	74	81
Values 4 + 5	9	9	5	**8**	9	16	7	5

Q. D8: From your current perspective, how satisfied are you overall with the degree studied?
Answer scale from 1 = "highly" to 5 = "not at all"

Characteristics of study course - first degree

Q. D1: To what extent do the following statements apply to your course of study? (1+2 of 5-point scale)



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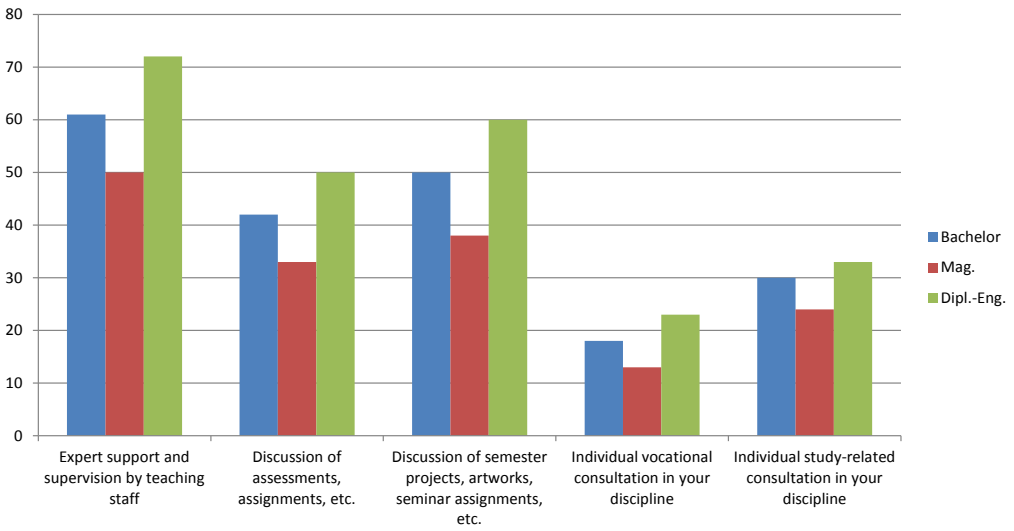
Advice and support - first degree

Q. D4 How would you assess the following elements of advice and support? (1+2 of 5-point scale)



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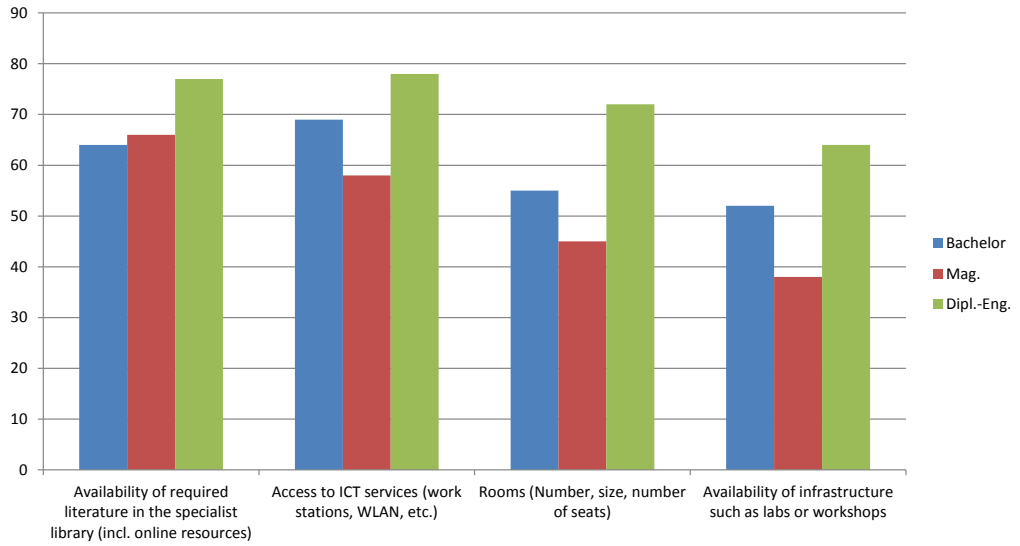
Facilities
- first degree

Q. D5 How would you assess the facilities available during your course of study? (1+2 of 5-point scale)



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Horizontal match

Relationship between studying and occupation - first degree, current occupation (details in %)

	Bach.	Mag.	Dipl.-Eng.	total	scient. univ.	med. univ.	univ. of arts	UAS
... the only one possible or the best	**30**	38	34	**39**	39	95	63	21
Some other fields of study may also have been adequate	**44**	38	50	**39**	38	3	20	57
A different field of study would be more useful for my professional duties	**10**	10	8	**9**	9	1	5	10
a particular field of study has no relevance whatsoever	**16**	15	8	**13**	14	1	12	12

Q. H2: How would you characterise the relationship between your field of study and your current professional scope of duties?

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Job satisfaction

Job satisfaction – first academic degree (details in %)								
	Bach.	Mag.	Dipl.-Eng.	**total**	scient. uni	med. uni	art. uni	UAS
Values 1 + 2	**70**	73	77	**73**	73	69	67	77
Values 4 + 5	12	10	7	**10**	10	10	13	8

Q. G5: What is the extent of your overall satisfaction with your professional situation?
Answer scale from 1 = "very high" to 5 = "not satisfied"

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Use of qualification

Use of aquired qualifications – first degree (details in %)									
	Bach.	Master	Mag.	Dipl.-Eng.	**total**	scient. uni	med. uni	art. uni	UAS
Values 1 + 2	**52**		49	56	**51**	49	61	69	56
Values 4 + 5	**19**		18	13	**17**	19	10	11	12
Usefulness of aquired qualifications – last degree (details in %)									
Values 1 + 2	**46**	61	47	55	**52**	49	61	72	56
Values 4 + 5	**23**	13	19	14	**17**	19	10	10	11

Q. H1: If you look at your current occupational duties in general: To which extent do you use the qualifications acquired by studying?
Answer scale from 1 = “to a very high extent" to 5 = "not at all"

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Job requirements .1

- Ability to manage myself and my working process efficiently (total 89 % / Bachelor 86 %)
- Ability to work towards an objective efficiently (88 / 86)
- Ability to work productively with others (87 / 85)
- Ability to work well under pressure (85 / 80)
- Ability to adapt to changing conditions (84 / 81)
- Mastery of my own subject field, my own discipline (80 / 78)
- Ability to develop new ideas and solutions (total 78 %, also Bachelor 78 %)
- Ability to think across disciplines (77 / 71)
- Ability to recognise and close my own knowledge gaps (76 / 73)
- Analytical abilities (74 / 74)
- Ability to assert myself in the face of opposition (71 /Bachelor as little as 62)
- Ability to compose reports, minutes or similar texts (66 /Bachelor 62)
- Ability to question my own ideas and those of others (63 / 60)
- Ability to mobilise the abilities of others (62 / merely 56)
- Ability to think and act economically (62 / 58)
- Ability to present products, ideas or reports to an audience (56 /53)

Job requirements .2

- Ability to act in an intercultural context (46 /41)
- Ability to write and speak in a foreign language (surprisingly just 46 / Bachelor 48)
- Ability to apply scientific methods (35 / 35)
- Ability to act in a gender-equality-oriented manner in my own area of responsibility (e.g. gender sensitive) (34 / 31)
- Ability to assess the consequences of the theory and practice of my discipline for nature and society (32 / merely 27)

Q. G4: To which extent are the following skills / competences required in your current occupation?
Answer scale from 1 = "to a very high extent" to 5 = "not at all"; values 1+2

Deficits and surpluses

- deficits
  - Ability to manage myself and my working process efficiently
  - Ability to mobilise the abilities of others
  - Mastery of my own subject field, my own discipline
  - Ability to assert myself in the face of opposition
  - Ability to work productively with others
- surpluses
  - Ability to present products, ideas or reports to an audience
  - Ability to act in an intercultural context
  - Ability to compose reports, minutes or similar texts
  - Ability to question my own ideas and those of others
  - Ability to write and speak in a foreign language
  - Ability to assess the consequences of the theory and practice of my discipline for nature and society
  - Ability to act in a gender equality oriented manner in my own area of responsibility (e.g. gender sensitive)
  - Ability to apply scientific methods

Q. C12: To which extent did you have the following skills / competences at time of graduation?
Q. G4: To which extent are the following skills / competences required in your current occupation?
Answer scales from 1 = "to a very high extent" to 5 = "not at all"

Selected findings

- On the whole, the Austrian university graduates involved in the ARUFA study – astonishingly similar to their predecessors from CHEERS and REFLEX – appear satisfied with their study programmes and with the associated conditions.
- The job satisfaction also appears to be very high – however, we are not in a position to establish a truly "objective" picture based on a survey of students or graduates, and we should therefore not be too certain based only on these results.
- As far as horizontal (use of qualification) and vertical (adequacy of degree) fit are concerned, no really significant problems were revealed; Bachelor graduates are only worse off to a limited extent here, as with regard to other criteria relating to (emerging) professional success.

Résumé

- The Austrian graduates from the years 2004-2008 reported very positive conditions of employment:
  - high level of job satisfaction,
  - fit of degree level and occupation very high,
  - there is a dominance of occupations in fields that are closely related to the discipline studied.
  - There is no *„Generation Praktikum“* in sight.
  - A more detailed differentiation by gender (level of initial salary …), field of study and type of degree reveals a number of significant differences.
- In general, they seem to be well prepared for the occupations they gained.

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AG Hochschulforschung + FREREF Réseau Uni 21
The Bologna Process as a Challenge for the Students
V. International Workshop at the University of Konstanz
November 10th – 12th 2011

Studying in the UK. The experiences of Students from other European Countries.

Dr. Heike Behle
Warwick Institute for Employment Research (IER), University of Warwick

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Structure of the presentation

- Introduction Bologna and Student Mobility
- The UK as a destination country: Pull factors and Barriers
- Empirical questions
  - Where do (other) European students come from?
  - Where do they study (type of HEI, geography)?
- Push factors based on the national HE provision in supply countries
- Discussion: Expected changes in the light of the new legislation following the recommendations of the Browne Review

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Introduction Bologna Process

Student mobility is one of the core goals of the Bologna Process, the joint European process to create a European Higher Education Area (EHEA).

'Promotion of mobility by overcoming obstacles to the effective exercise of free movement with particular attention to for students, access to study and training opportunities and to related services' (European Ministers of Education, 1999).

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Pull Factors UK

- English language
- HE supply (general, subject-related)
- Experience foreign cultures, study in a favourite area
- Study in a high-reputable HEI
- To find entry to the labour market in the UK

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Barriers or Anti-pull factors

- Missing / insufficient English language skills
- Legal or Administrative barriers
- Acceptance of foreign degree by employers / HEIs in home country
- Financial barriers
  - general costs of living
  - tuition fees

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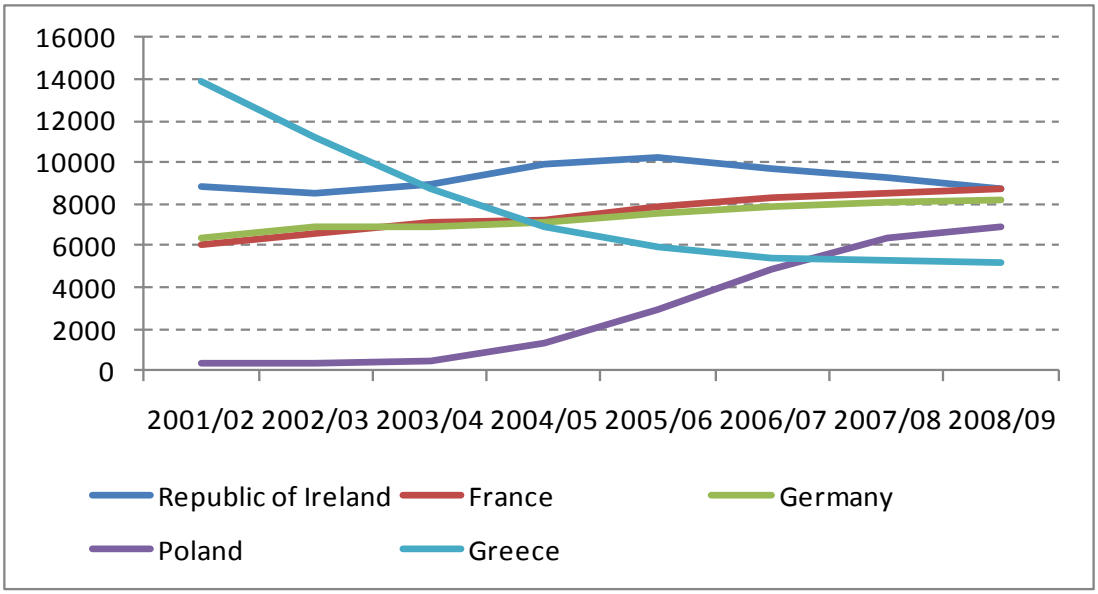
Where do undergraduate students from other European countries come from?



Source: WWW.heidi.ac.uk, Higher education student instance count, all years, 2001/02-2008/09.
Undergraduate students include First degree and other undergraduate courses

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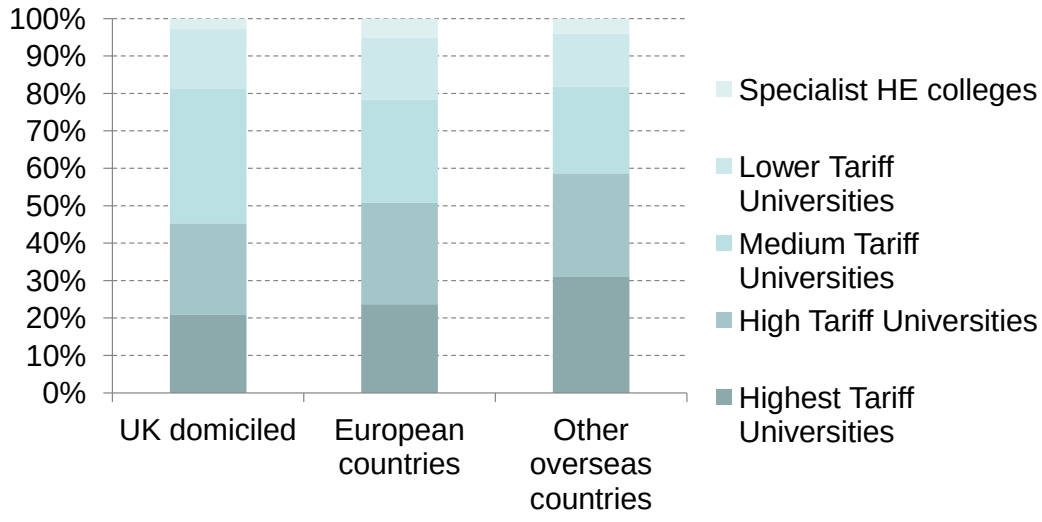
UK based, European and other overseas students by type of HEI access groups, 2009/10



Source: www.heidi.ac.uk and own calculations, Student instance count – HE, all years, full-time, undergraduate (undergraduate and first degree) students only. 'European' students include students coming from the European Union and other European countries.

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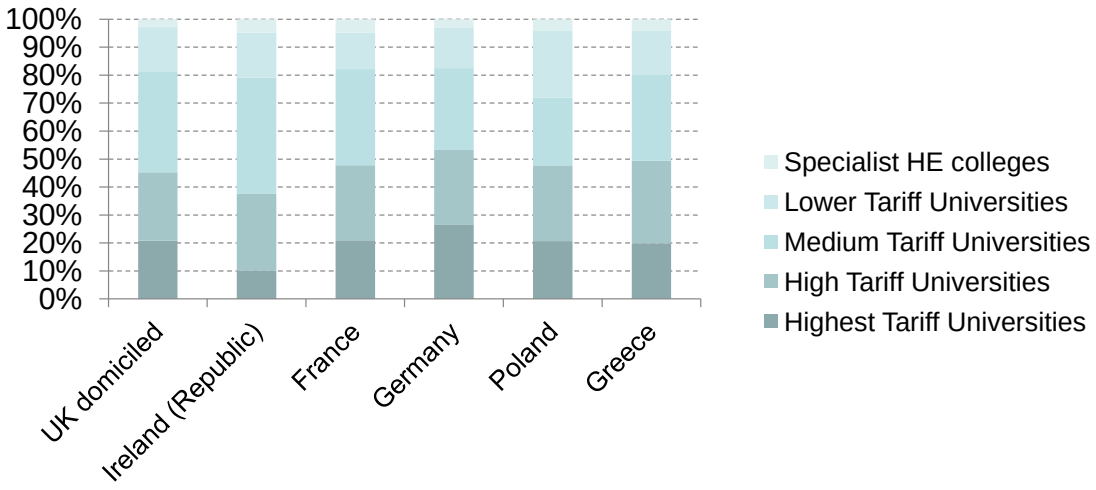
UK based, European and other overseas students by type of HEI access groups, 2009/10



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Governmental Regions	UK domiciled students	The Republic of Ireland	France	Germany	Poland	Greece
East of England	4	3	5	8	6	5
East Midlands	8	2	5	5	5	4
London	15	11	24	23	22	24
North East	4	2	2	3	1	5
Northern Ireland	2	14	0	1	0	0
North West	10	10	3	5	6	5
Scotland	11	29	22	18	25	11
South East	11	8	11	15	9	18
South West	10	5	6	6	4	8
Wales	6	9	5	5	7	4
West Midlands	10	5	13	6	9	7
Yorkshire & the Humber	10	2	5	5	6	8

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Push factors – based on HE provision in supply countries

- Insufficient HE supply in their home countries
- Distinction from mass higher education system
- HE as a gateway to enter the UK labour market

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Policy Implications: The Browne Review and subsequent governmental proposal

- Aim of Browne Review was to adjust contributions to HE by taxpayers, students, graduates and employers.
- History of tuition fees in the UK:
  1998 Introduction of £1000/year (~ €880)
  2005 Top-up fees up to £3000/year (+inflation) (~ €2600)
  2012 Cap of £9000/year (~ € 8000)
- Tuition fee loans available for UK and EU students.

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Special legislation for Wales and Scotland

Domicile of Student	Location of Institution			
	England	**Scotland**	**Wales**	**NI**
England	Up to £9k	Up to £9k	Up to £9k	Up to £9k
Scotland	Up to £9k	No fee	Up to £9k	Up to £9k
Wales	Up to £9k*	Up to £9k*	Up to £9k*	Up to £9k*
NI	Up to £9k	Up to £9k	Up to £9k	£3,465
EU	Up to £9k	No fee	Up to £9k*	Up to £9k
Other international	Variable	Variable	Variable	Variable

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Stop the press….

- UK applicants drop by 11.9 %
  EU applicants drop by 9.3 %
  Applicants from outside the EU: grow by 8.8 % (source: the guardian 24/10/11)
- A fifth of all HEI plan to reduce fees to £7,500 following new legislation. (source: the guardian, 7/11/11)
- Student protests 9/11/11

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Futuretrack is an interdisciplinary longitudinal study of 2006 applicants to fulltime higher education courses, being conducted at the IER, University of Warwick on behalf of the Higher Education Careers Services Unit (HECSU), directed by Professor Kate Purcell. For further information on research discussed and related projects:

see

go.warwick.ac.uk/futuretrack
www.warwick.ac.uk/go/glmf
www.hecsu.ac.uk

Futuretrack methodological enquiries to the research team at

Futuretrack2006@warwick.ac.uk

In relation to this presentation

Heike.Behle@warwick.ac.uk

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Models to capture and support diversity in European universities

Presentation for the FREREF-Workshop 2011
10. - 12.11.2011 in Konstanz

Dr. René Krempkow
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In cooperation with Ruth Kamm,
University of Kiel www.uni-kiel.de

Structure of the presentation

1. Forms of diversity
2. Examples of social diversity within institutions (by students)
3. Selected models to capture and support social diversity - two examples: classification and added-value approach
4. Conclusion and outlook

1. Forms of diversity

While *differentiation* denotes a dynamic process, *diversity* refers to the level of variety of entities in a system at a specific point in time. Several forms of diversity can be found in the higher education literature, (CHEPS 2009; see also van Vught 2008; Meek 1996; Huisman 1995):

Some crucial forms of diversity are:

1.) **Reputational diversity**, which refers to perceived differences in the prestige or status of higher-education institutions;

2.) **Programmatic diversity**, relating to the differences between programmes provided by higher-education institutions;

3.) **Systemic, structural, or institutional diversity**, referring to differences in types of institutions within higher-education systems.

The 1st indicates **vertical diversity (**related **to** status or performance of institutions**)**, the 2nd and the 3rd could be understand as **horizontal diversity** (related to different goals of institutions - see e.g. Teichler 2005, Krempkow/Kamm 2011).

⇒ I focus on **institutional diversity** and the **social diversity of students** within the institutions.

Social diversity of students

Most discussed aspects in Germany:

- ***Background aspects:*** occupational/educational background, gender, immigration background, language background (German speaking parent[s], ethnicity, religion – see König 2005)

- ***Special environment***: e.g. parenthood, pregnancy, long-term care of family members, frequency of gainful employment / part-time students

Further aspects of diversity discussed in Germany:

- "***Study skills,"*** mostly measured by university entrance scores (*Abitur-Noten*)

In the following examples, I will describe one ***background aspect*** and one aspect of ***special environment*** of HE institutions in Germany based on the last four Konstanz Student Surveys.

2. Examples of social diversity within institutions

As an example, I use the social diversity of German HEI (universities) according to their students based on the data from the last four Konstanz Student Surveys.

- Educational family background of students in HEI varies from about 65% non-academic family background (Kassel, Duisburg-Essen, Oldenburg, Bochum) to about 40% (Freiburg, Berlin-TU, München-LMU, Leipzig).
- Data depends on dominating subjects in HEI, but that does not explain all of the differences, as we can see from the example of the subject sociology:
  From about 70% (Kassel, Duisburg-Essen, Rostock, Bochum) to about 40% (Freiburg, followed by Berlin-TU, Potsdam, Leipzig). The differences – separated by universities of technology (TU) and universities (Uni) – are not smaller.
- This is also the case for federal states in GER. (see Krempkow/Kamm [2012/ in preparation])

HEI Dimension of diversity	Institution 1 (TU)	Institution 2 (TU)	Institution 3 (Uni)	Institution 4 (Uni)	Nationwide (Bargel et al 2011[1])
Students from non-academic parents:	63%	39%	72%	50%	59%
Part-time students	37%	27%	30%	21%	25%

1 Mean of the data from Konstanz Student Survey, last four samples, n=33.175 / 665 (see Bargel et al 2011, variable education father comb. with occupation).

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3. Selected models to capture and support social diversity. Two examples: classification and added-value approach

Classification: CHEPS 2009 (CEIHE project, see also Bartelse/ van Vught 2009): is a spatial, temporal, or spatiotemporal segmentation of the world' (Bowker & Star 2000). Or in simpler terms, it is '… the general process of grouping entities by similarity' (Bailey 1994). The objective is to improve the **knowledge about diversity in European higher education and to support a positive image** (see CHEPS 2009), based on six main dimensions – teaching and learning; student profile; knowledge exchange; international orientation; research involvement; and regional engagement – to characterise all participating European higher-education institutions (HEI). In 2011, information on 67 HEI were incorporated in the data base – see Krempkow/Kamm (2011).

Warning: The description of institutional profiles and the (partly implicit) construction of performance classes causes an incentive for HEI to imitate the HEI class with the highest reputation. Accordingly, the intended transparency of diversity can lead to an increase in similarities. (Wissenschaftsrat 2010: 116).

A potential answer to this: Added-value approach from the Australian LTPF can capture the produced "added value" (in relation to the initial conditions) – and make it possible to support it by incentives.

The added-value approach:

Adjusted indicators for different initial conditions for teaching in Australia

- **Background** (DETYA 1998: 70f.)**:** "The simplistic use of performance indicators can produce misleading impressions of institutional performance. Institutions have diverse missions, backgrounds, course offerings and students."

- "In the **methodology,** we attempt to adjust for the influence of a wide range of factors (…)." These factors include 11 aspects ("age, gender, non-English speaking background (NESB) status, Indigenous Australian status, socio-economic status, rural status, isolated status, broad field of study, level of course, basis of admission and type of enrolment")

- "**Regression analysis** to control for the effect of these factors" (for similar analyses in Germany, see Krempkow 2008, Kamm/Krempkow 2010)

- "The **approach** taken here is, in essence, a comparison of institutional performance against a set of national averages (…) of student characteristics." (for the use of this approach with data from a German federal state, see Krempkow/ Kamm [in preparation])

=> Next: This **method** as an example for **(low) socio-economic background (SEB) status**

Calculation example for the added-value approach:

Method-adjusted indicators for the example of Australia (3 Steps)

1. Percentage of "low socio-economic background status" (SEB) vs. other (SEB)

	Institution 1	Institution 2	Total
low SEB	20%	70%	45%
other SEB	80%	30%	55%

2. Completion rate (CR) as "*crude* performance indicator" (Perf.)

	Institution 1	Institution 2	Total
low SEB	70%	75%	74%
other SEB	85%	95%	88%
Total	82%	81%	81,5%

3. Calculation: expected completion rate (exp. CR) and **„*adjusted* performance"**

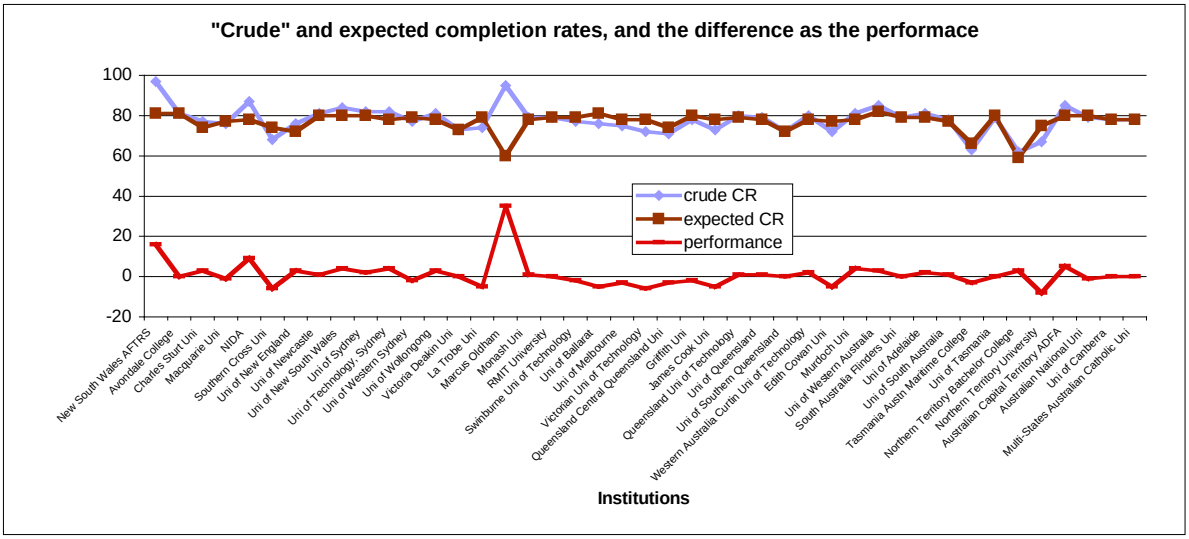
Exp. CR = low SEB-perc.1 * low SEB-Perf. + other SEB-perc.1 * other SEB-Perf.

Exp. CR = 20% * 74% + 80% * 88% = 85%

	Institution 1	Institution 2	Total
Total exp. CR	85%	78%	81,5%
crude - exp. CR = adj. Perf.	82-85 = -3%	81-78 = +3%	81,5-81,5 = 0%

Rechenbeispiel angelehnt an DETYA (1998)

Example of Australia: 43 HEI



Principally, no major differences except a few HEI of higher "added value."

Daten: DETYA 1998

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Thank you for your attention!

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Individual and Institutional Conditions of Study-Outcome

Werner Georg – Tino Bargel
AG Hochschulforschung, Universität Konstanz

V. International Workshop, November 2011

Individual and Institutional Conditions of Study-Outcome

Arbeitsgruppe
Hochschulforschung

Universität
Konstanz

Content of Contribution

Focus of research in higher education

–**Research about "drop-out"**

Leaving higher education without an exam

–**Research about "study success"**

Duration of studying and result of exam

–**Research about "Study-outcomes"**

Subject benefits, abilities and general competencies

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Concept of German Student Survey I

Indicators for the cultural dimension of studying at universities

- Access to higher educational institutions
- Choice of training and expectations from higher education
- Teaching situation and quality of study program
- Learning and work behavior; motivation and strategies
- Life situation, financing and gainful employment
- Contacts and communication, counseling
- Difficulties, problems and stress of studying
- Computer and Internet use, new media in teaching
- Wishes and demands for development of higher educational
- Choice of profession and conceptions of professions
- Societal and political conceptions, attitudes and demands
- Social background data and biographical situation

Concept of German Student Survey II

Sample of institutions and students

Survey starting 1982/83, eleven enquiries, last enquete winter 2009/10

Institutions

- Selected 26 of 279 higher educational institutions
- 17 universities and 9 universities of applied science

Students

- By chance about 5 percent at every institution
- Invited 28.000 students, participation 7.850 (rate 28%)

Data set: about 95.500 students in all eleven enquiries together

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Concept of German Student Survey III

Theoretical Dimensions of 16 Items for Study-Outcome

I. **Subject special competence:** (1) subject knowledge, (2) methodological knowledge,
II. **Scientific competence:** (1) capability to do own research; (2) interdisciplinary knowledge,
III. **Intellectual competence:** (1) logical thinking, (2) analyze and solve problems,
IV. **Working competence:** (1) working techniques, (2) planning and organization,
V. **Personal competence:** (1) autonomy, (2) general education, (3) critical faculty,
VI. **Social competence:** (1) team-work, (2) rhetoric ability, (3) social responsibility,
VII. **Practical competence:** (1) practical abilities (2), professional preparation / employability.

Evaluation of Study-Outcome by Students at German Universities 2009/10)

(selected 10 items)

	All students (5. to 12. Sem.)		
Study outcome	**very much**	**rather much**	**together**
subject-specific benefits	55	41	96
autonomy	49	36	85
intellectual abilities	33	46	79
capacity for teamwork	31	42	73
critical faculties	29	41	70
ability to organize	26	43	69
knowledge of methods	23	45	68
practical abilities	20	41	61
sense of responsibility	20	34	54
ability to do research	14	33	47

Scale from 0 = nothing at all to 6 = very much; percentage for 3 - 4 = some , 5 – 6 = very much.

Source: German Student Survey, AG Hochschulforschung, Universität Konstanz, 11. Enquiry 2009/10

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Evaluation of Study-Outcome by Students by Field of Subject (2009/10)

(selected 10 items)

	Field of study						
Study outcome	**Language**	**Social**	**Law**	**economy**	**medicine**	**science**	**engineering**
subject-specific benefits	4,4	4,4	4,5	4,5	5,0	4,8	4,8
autonomy	4,5	4,3	4,2	4,4	3,8	4,1	4,2
intellectual abilities	3,7	3,7	3,9	4,0	2,8	4,2	4,1
capacity for teamwork	3,5	3,7	1,4	3,1	2,7	3,8	**3,9**
critical faculties	3,9	4,0	3,6	3,3	2,4	3,4	3,3
ability to organize	3,4	3,4	3,0	**3,6**	2,7	3,3	3,5
knowledge of methods	3,4	3,6	2,6	3,1	3,0	3,8	3,5
practical abilities	2,8	2,6	2,0	2,2	3,4	3,6	2,9
sense of responsibility	3,1	3,6	2,1	2,1	3,2	2,2	2,2
ability to do research	2,8	2,8	2,0	1,9	2,4	3,1	2,6

Scale from 0 = nothing at all to 6 = very much; percentage for 3 - 6 = rather and very much,

Source: German Student Survey, AG Hochschulforschung, Universität Konstanz, 11. Enquiry WS 2009/10

Model of individual and institutional factors A

Eight individual factors of the students

- intrinsic motivation for choosing a field of study (sample item: “special subject interest”): 3 items
- extrinsic motivation for the choice of subject area (sample item: “income potential in later profession”): 3 items
- achievement motivation and ambition (sample item: “I work intensively to get good examination results”): 5 items
- examination stress (sample item: “before examinations I usually feel stress”): 2 items
- difficulties with achievement requirements (sample item: “I find it hard to prepare efficiently for examinations”): 3 items
- communicative difficulties (sample item: “I find it hard to relate to teachers”): 3 items
- stress due to the overall situation (sample item: “I feel under pressure due to the anonymity of the university”): 3 items
- future-related stress (sample item: “uncertain professional prospects”): 2 items

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Model of individual and institutional factors B

Four institutional factors of the field of study

- transparency and practicality of the course of study (sample item: “well-organized plan of studies”): 3 items
- performance demands and competition in the course of study (sample item: “high performance norms”): 2 items
- counseling and support by teachers (sample item: “can you obtain personal counseling from college teachers if this is necessary for the course of study?”): 6 items
- teaching quality (sample item: “the learning aim of the course is clearly defined”): 7 items

Model 1: Subject specific benefits: subject knowledge, individual level

Predictor	Estimate	Standard Error	P-Value
Individual Level			
Intrinsic motivation	.002	.011	.878
Extrinsic motivation	**-.018**	**.009**	**.035**
Gender	-.063	.057	.264
Grade of gymnasium	-.006	.006	.311
Certainty of being able to study	**.080**	**.036**	**.026**
Considered change of subject	**-.106**	**.022**	**<.001**
Time budget for instruction	**.009**	**.004**	**.022**
Time budget for private study	.003	.003	.362
Gainful employment during semester	-.051	.035	.146
Motivation to succeed	**.036**	**.008**	**<.001**
Grade on intermediate examination	.002	.005	.736
Examination stress	-.002	.008	.830
Performance difficulty	-.005	.021	.816
Communication difficulty	.021	.017	.217
Father's educational attainment	.022	.014	.126
General stress	**-.035**	**.008**	**<.001**
Future related stress	-.020	.013	.119
Financial stress	**.039**	**.014**	**.006**
R2 within subjects	.204		

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Model 1: Subject specific benefits: subject knowledge, subject level

Predictor	Estimate	Standard Error	P-Value
Subject level			
Transparency	.079	.041	.089
Achievement norm	.047	.043	.268
Quality of counseling	-.070	.037	.059
Teaching quality	.079	.055	.153
Social Sciences	-.005	.098	.956
Law	-.050	.209	.810
Economics	-.266	.162	.100
Medicine	-.099	.182	.589
Natural sciences	.009	.111	.938
Engineering	-.051	.133	.703
Other subjects	-.051	.155	.743
Intercept	3.046	.699	<.001
Residual variance:			
- individual level	1.152	.054	<.001
- subject level	.008	.007	.246
R2 between subjects	.905		
Intra class correlation null model / model	.055 / .032		
N	1765		

Source: German Student Survey, AG Hochschulforschung, Universität Konstanz, 11. Enquiry WS 2009/10

Model 2: social skills as responsibility and teamwork, individual level

Predictors of social skills on the individual and subject level (Bayesian Estimator, one-tailed p-value)

Predictor	Estimate	Standard Error	P-Value
Individual Level			
Intrinsic motivation	.023	.016	.151
Extrinsic motivation	.020	.011	.071
Gender	**.247**	**.084**	**.003**
Grade of gymnasium	**.017**	**.007**	**.019**
Certainty of being able to study	-.003	.042	.937
Considered Change of subject	**-.133**	**.031**	**<.001**
Time budget for instruction	**.012**	**.005**	**.017**
Time budget for private study	-.007	.005	.128
Gainful employment during semester	.039	.050	.438
Motivation to succeed	**.025**	**.012**	**.031**
Grade on intermediate examination	.001	.007	.917
Examination stress	.001	.012	.911
Performance difficulty	.034	.026	.193
Communication difficulty	**-.094**	**.020**	**<.001**
Father's educational attainment	**-.045**	**.021**	**.031**
General stress	**-.024**	**.011**	**.027**
Future related stress	**.035**	**.016**	**.026**
Financial stress	-.009	.023	.687
R2 within subjects	.656		

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Model 2: social skills as responsibility and teamwork, subject level

Predictors of social skills on the individual and subject level (Bayesian Estimator, one-tailed p-value)

Predictor	Estimate	Standard Error	P-Value
Subject level			
Transparency	.010	.067	.884
Achievement norm	-.105	.077	.177
Quality of counseling	.050	.053	.348
Teaching quality	.056	.084	.503
Social Sciences	**.635**	**.143**	**<.001**
Law	-.417	.313	.183
Economics	**-.581**	**.200**	**.004**
Medicine	.160	.267	.548
Natural sciences	**-.801**	**.157**	**<.001**
Engineering	**-.850**	**.198**	**<.001**
Other subjects	-.392	.354	.269
Intercept	1.717	1.101	.119
Residual variance individual level	2.496	.072	<.001
Residual variance subject level	.008	.022	.719
R2 between subjects	.992		
Intra class correlation null model / model	.119 / .106		
N	1765		

Source: German Student Survey, AG Hochschulforschung, Universität Konstanz, 11. Enquiry WS 2009/10

Model 3: general scale of study-outcomes, individual level

Predictors of general benefits and study outcomes (Bayesian Estimator, one-tailed p-value)

Predictor	Estimate	Standard Error	P-Value
Individual Level			
Intrinsic motivation	**.213**	**.103**	**.022**
Extrinsic motivation	.051	.075	.239
Gender	-.288	.608	.918
Grade of gymnasium	.053	.051	.147
Certainty of being able to study	.476	.356	.091
Considered Change of subject	**-.931**	**.222**	**<.001**
Time budget for instruction	.054	.038	.071
Time budget for private study	-.024	.032	.325
Gainful employment during semester	.646	.417	.060
Motivation to succeed	**.614**	**.077**	**<.001**
Grade on intermediate examination	-.046	.051	.192
Examination stress	-.024	.091	.398
Performance difficulty	.062	.201	.381
Communication difficulty	**-.781**	**.167**	**<.001**
Father's educational attainment	-.187	.155	.115
General stress	**-.421**	**.081**	**<.001**
Future related stress	.168	.105	.052
Financial stress	.125	.158	.209
R2 within subjects	.174		

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Model 3: general scale of study-outcomes, subject level

Predictors of general benefits and study outcomes (Bayesian Estimator, one-tailed p-value)

Predictor	Estimate	Standard Error	P-Value
Subject level			
Transparency	.213	.448	.338
Achievement norm	-.048	.503	.456
Quality of counseling	.482	.415	.149
Teaching quality	**1.201**	**.569**	**.107**
Social Sciences	**1.850**	**1.078**	**.030**
Law	-1.644	2.242	.243
Economics	-1.265	1.560	.221
Medicine	**-7.796**	**2.034**	**<.001**
Natural sciences	**-2.508**	**1.092**	**.015**
Engineering	**-3.362**	**1.378**	**.007**
Other subjects	-2.672	2.366	.155
Intercept	13.382	7.264	.028
Residual variance individual level	124.218	4.233	<.001
Residual variance subject level	.620	.964	<.001
R2 between subjects	.827		
Intra class correlation null model / model	.023 / .052		
N	1743		

Source: German Student Survey, AG Hochschulforschung, Universität Konstanz, 11, Enquiry WS 2009/10

Discussion and Consequences

Quality management and design of the academic studies.

- **Further analysis of the important individual and institutional factors**:
  The indicators normally used for institutional evaluation must undergo an empirical analysis.
- **Clear definition of responsibility and means**:
  It should be defined clearly for which parts of the specific study-outcomes the institution or faculty is really responsible.
- **Involvement and engagement of students:**
  The student is much stronger involved into his own success; therefore the behavior as “customer” displays him to much in a passive social role.
- **Advancement of activity, autonomy and learning**:
  It is necessary to advance the motivation and activity of the students and to enhance their study strategies and learning stiles.

AG Hochschulforschung + FREREF Réseau Uni 21

The Bologna Process as a Challenge for the Students

V. International Workshop at the University of Konstanz
November 10th – 12th 2011

Program

10th of November 2011, Thursday

Arrival and starting

19:30 Introduction and presentation of the Research Groups

20:00 Welcome Dinner

11th of November 2011, Friday

9:00 Address of welcome
Dr. Nikolaus Zahnen, Bologna-Berater, University of Konstanz

Outline and opening of the workshop
Tino Bargel, Prof. Werner Georg, Monika Schmidt,
AG Hochschulforschung, University of Konstanz

9:15 Introductory lesson:
Bologna at the Finish Line? New study structure seen with student's eyes.
Andrea Blättler, European Students' Union

10:15 Empirical results of the last student survey in Rhône-Alpes: some effects of the Bologna process.
Dr. Laurent Lima, Dr. Alain Fernex, UPMF Grenoble, France

11:15 Coffee break

11:30 Social class and study conditions in Catalonia. Results of the GRET survey.
Dr. Marina Elias and Albert Sanchez, UAB, Barcelona, Spain

12:30 Lunch

14:00 Study courses, output and problems with regard to the Bologna Process in Switzerland.
Jean-François Stassen and Piera dell'Ambrogio, University of Geneva, Switzerland

14:45 Students living conditions in Lithuania: reseach design and preliminary findings.
Prof. Ruta Braziene and Prof. Gediminas Merkys, KTU, Kaunas, Lithuania

15:30 Coffee break

15:45 Student's view on transition from bachelor to master. Empirical results of survey in Kyiv University.
Prof. Andrii Gorbachyk, Taras-Shevchenko-University, Kyiv, Ukraine

16:15 The system of higher education in Ukraine: the new attempts to overcome institutional crisis.
Prof. Volodymyr Sudakov, Taras-Shevchenko-University, Kyiv, Ukraine

16:45 The Bologna process in Italy: causes and outcomes.
Prof. Gabriele Ballarino, University of Milan

17:15 Panel Discussion: Consequences for the Bachelor from the responsible actor's points of view.
Dr. Peter Zervakis (HRK Germany), Prof. Paul Kellermann (University of Klagenfurt, Austria), Cornelia Galliker (CRUS, Switzerland)

18:30 End of the session

12th of November 2011, Saturday

09:00 The financial situation of Bachelor students in Europe - some latest findings from EUROSTUDENT IV.
Christoph Gwosć, HIS, Germany

09:45 Conditions and provisions for studying, and vocational preparation from the perspective of Bachelor graduates in Austria.
Dr. Helmut Guggenberger, University of Klagenfurt, Austria

10:30 Studying in the UK. The experiences of Students from other European Countries.
Dr. Heike Behle, Warwick Institute for Employment Research, Coventry, GB

11:15 Coffee break

11:30 Models to capture social diversities in European universities.
Dr. René Krempkow, ifq Berlin, Germany

12:00 Individual and institutional conditions for study outcome.
Tino Bargel and Prof. Werner Georg, AG Hochschulforschung, University of Konstanz

12:45 Outlook on further research and exchange

13:00 End of the workshop

13:30 Farewell Lunch

Meeting place:
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