

Monika Schmidt / Tino Bargel

**Expansion of Higher Education.
New students, more problems?**

VII. International Workshop March 2014

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New students, more problems?
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Hefte zur Bildungs- und Hochschulforschung (73)

Arbeitsgruppe Hochschulforschung, Universität Konstanz, Juni 2014

Die Autoren tragen die Verantwortung für den Inhalt.

Herausgeber der Reihe „Hefte zur Bildungs- und Hochschulforschung“:

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Tel. 07531/88-2896

Die AG Hochschulforschung im Internet:
<http://www.uni-konstanz.de/ag-hochschulforschung>

ISSN 1616-0398

Introduction to the documentation of the International Workshop

“Expansion of Higher Education. New students, more problems?”

Expansion of Higher Education – New students, more problems? This topic is not really a new one. Since the sixties the number of students is steadily increasing. And the discussions about the so called problems have become more important during this period. The question was always: Do we really have the need of more academic staff? In our VII. International Workshop at the University of Konstanz we want to analyze and discuss the dimensions of the expansion of Higher Education.

In the middle of the last century most students were male and they had an academic background. In these times in Germany about 6% of an age group began to study at the university. Then, also with the implementation of the universities of applied sciences the quota increased to 12% in the beginning of the seventies. More women came to the universities, but it was also the beginning of the academic careers of the working class kids.

In 2013 we arrived in Germany at about 57,5 % of an age group who starts studies at a university level. And nearly every year the quota is increasing. But with this development we have also more heterogeneity among the students. Of course we have male and female students. We have students with migration background; we have students with disablement, students with children or students who are obliged to care for family members. And we have an increasing number of part time students, often they are older and they have working experience. All these new student groups arriving at the university they bring not necessarily new problems, but in every case new challenges.

The increasing participation rate in tertiary education in the European countries has of course various implications on the higher education institutions and on the contents of academic teaching. The planning of the lessons has to be different (very often the rooms are not big enough for the big number of students) and new teaching forms (as such blended learning) are developed. And at least in Germany it is often discussed, if the quality of higher education can be held on the accustomed high standard with this “massification” of tertiary education. It is also the question if the transformation of higher education, the so-called “academization” of professions that formerly were based on apprenticeship is the right way. A good level of education is the key for a stable functioning in a democratic society. But what are the challenges for the higher education institutions, what are the problems and how do they differ in the different countries, in our times, when are all confronted with a growing student population.

As in the years ago we had the possibility to invite researchers from different European regions to the VII. International Workshop at the University of Konstanz. We are very glad and proud that the main circle of the contributors stays stable during the years, but nevertheless there is the opportunity to invite new researchers.

In this documentation we present the workshop contributions. Unfortunately we have been obliged to shorten the presentations. But anyone who is interested to see the full versions is invited to do it on our site on the internet. Also in this type of documentation the discussions that developed during the sessions cannot be reflected here. But it may give you the possibility to reflect the different aspects of the topic and to obtain further information about the development and the dimensions of the expansion of higher education in different European countries. Various common projects of the workshop participants show, that our scientific network continues to gather momentum, a fact that is very important in times of the increasing transnational cooperation in the European Higher Education Area.

At least we do not want to miss the opportunity to thank a lot the German Ministry of Education and Research (Bundesministerium für Bildung und Forschung, BMBF) for the financial support to keep this project running. Without this support it would not have been possible to organize international projects and to invite international guests.

Monika Schmidt and Tino Bargel

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Expansion of higher education in France : the need to distinguish between quantitative and qualitative evolution

L. Lima & A. Fernex
Laboratoire des Sciences de l'Éducation
Université de Grenoble, France

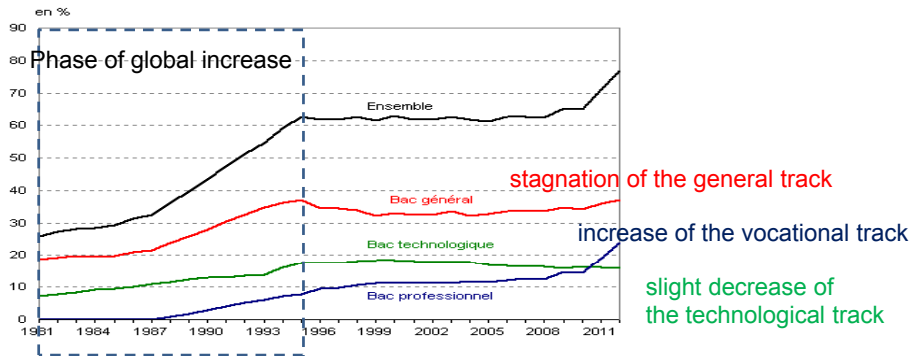
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Expansion of Higher Education. New students, more problems?
VIIth International Workshop at the University of Konstanz
March 27th–29th 2014

2 questions

- What is the evolution of the numbers of students in a more diverse offer of courses?
- In a context of increasing access to higher education, should it become a main issue to look at the phenomenon of the differentiated access to diversified courses?
- As, for higher education institutions, it's not the same to deal with new publics evenly distributed across all courses or concentrated in some

Very rapid growth in proportion of graduates of secondary school from 1985

% of secondary school graduates in a generation from 1981 to 2012



Champ : France métropolitaine jusqu'en 2000 ; France (hors Mayotte) de 2001 à 2011.
Source : Depp ; Insee, recensements de la population.

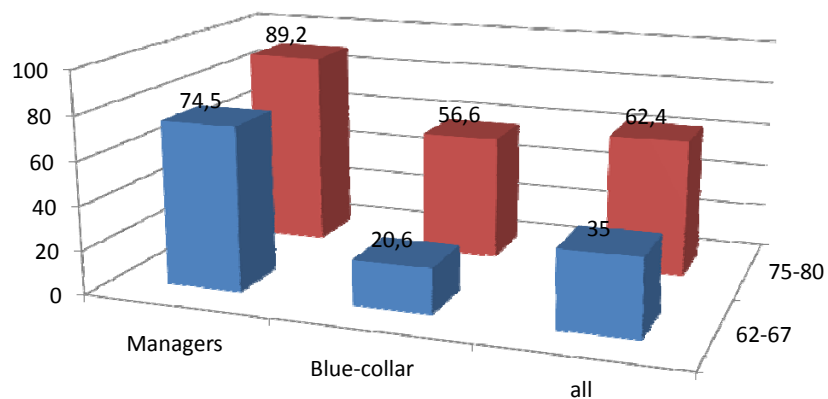
Segregated democratization (Merle 2002): differentiated development of different tracks for different publics

1. Differentiated access to different secondary graduation tracks

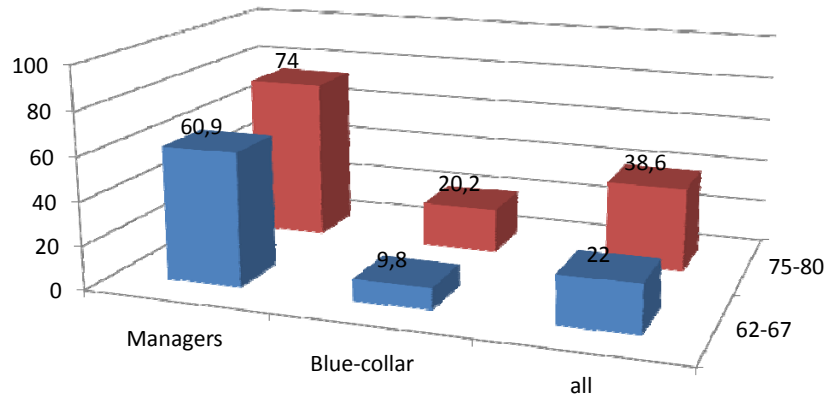
- Aims: study of the chances to graduate at secondary level and of the chances to gain a specific graduation according to social and economic characteristics
- Two different measures:
 - Differences in access rates: democratization if the number of access increase in low social status (LSS) categories
 - Differences in odds ratio: better equity if the odds ratio converge to 1

- In their work, Duru-Bellat et Kieffer (2008) compare to generation:
 - born between 1962 and 1967 (graduates of 1980-1985)
 - born between 1975- 1980 (graduates of 1993-1998)

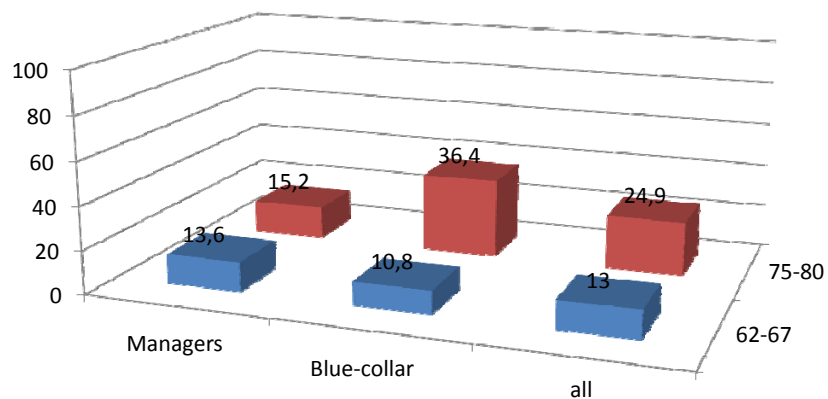
% of graduates in a generation (all baccalauréats)



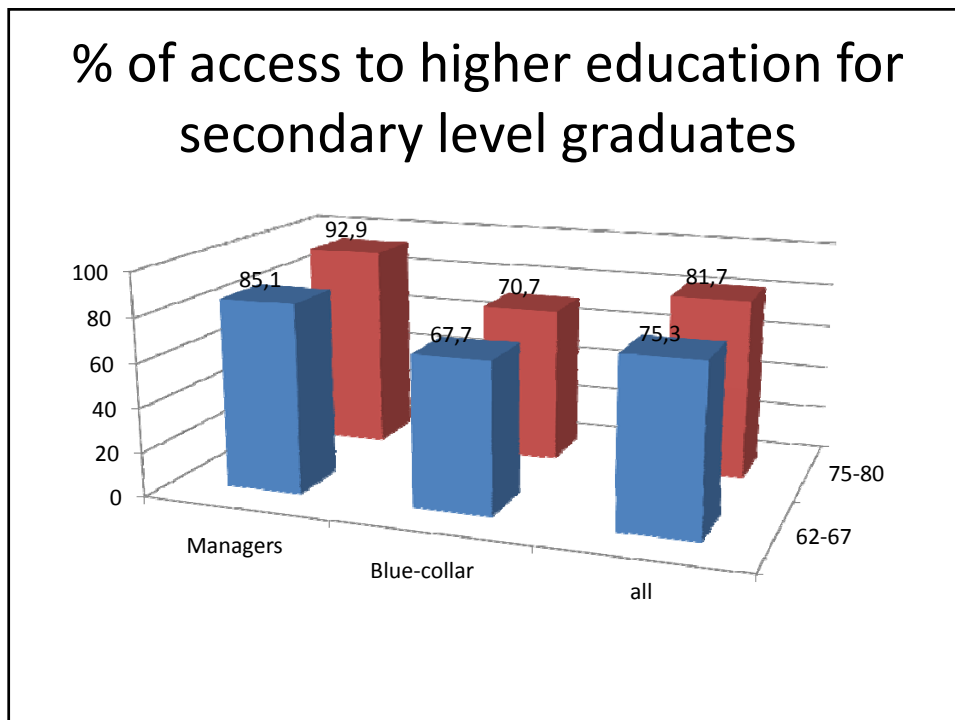
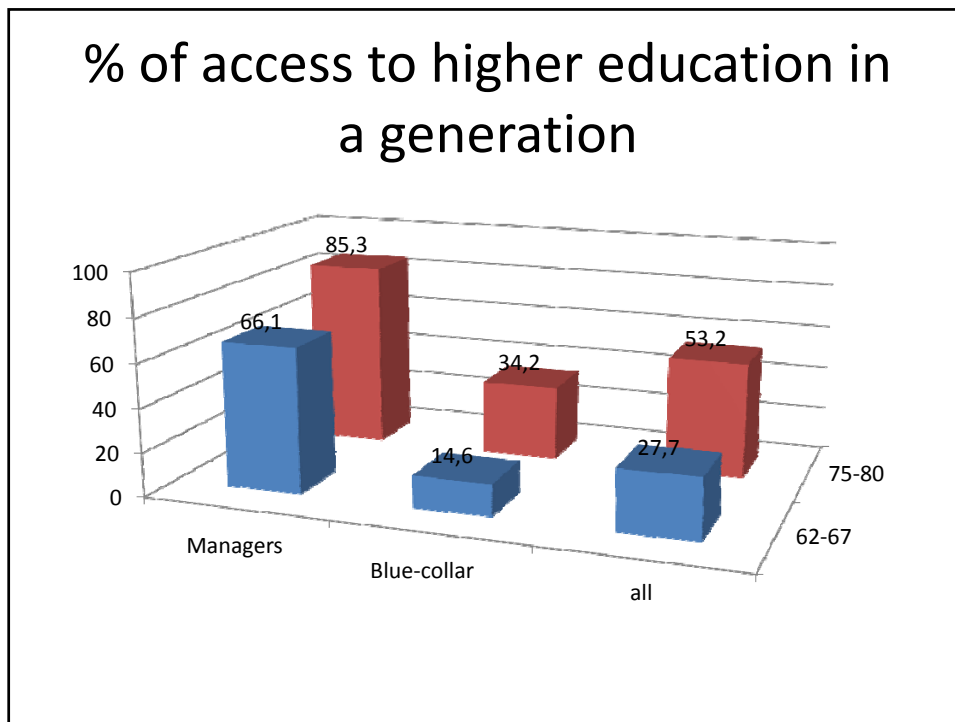
% of graduates in a generation (general track)



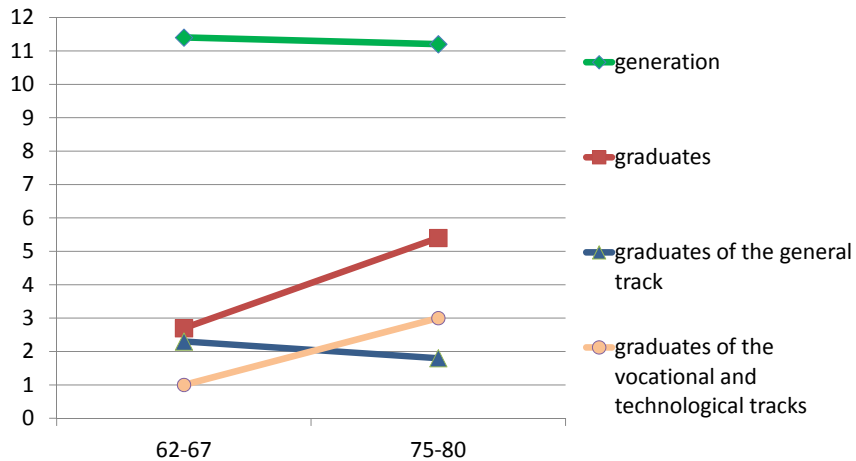
% of graduates in a generation (vocational and technological tracks)



2. Transitions to higher education



Odds ratio (chances to access to higher education for a HS students compare to chances for a LS students)



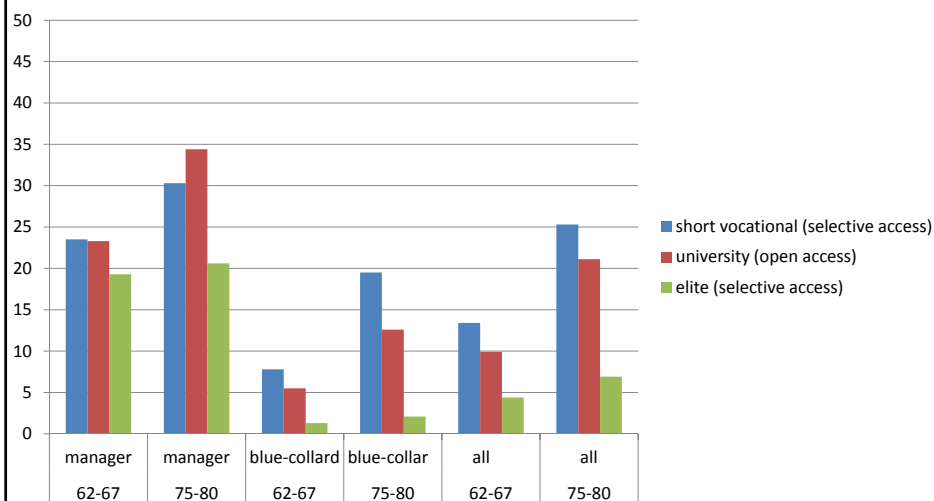
- A general increase of the access to higher education which could be seen as democratization
- But
- Equity did not progress, if analyzed at a generation level, and regress if analyzed only for graduates of the secondary schools with a contrasted situation between the general track (equity slightly improved) and vocational tracks (equity regress)
- furthermore, graduates of the vocational track have the right to access to university but are not prepared to university demands

3. Choices in higher education

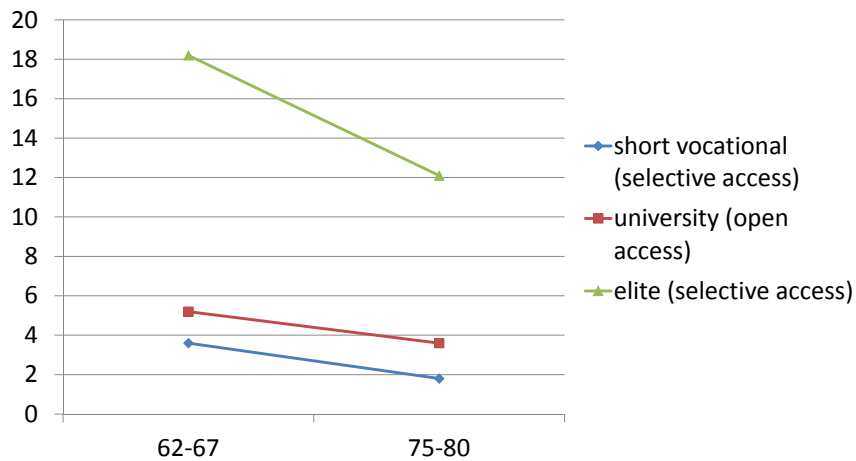
French higher education landscape

- A graduate of secondary school have the right to apply for any kind of higher education institution
- But
- In every field of study, there are selective and non selective institutions
- Selective institutions select in priority students coming from the scientific general tracks with the higher grades

% of access to higher education institutions (for a generation)



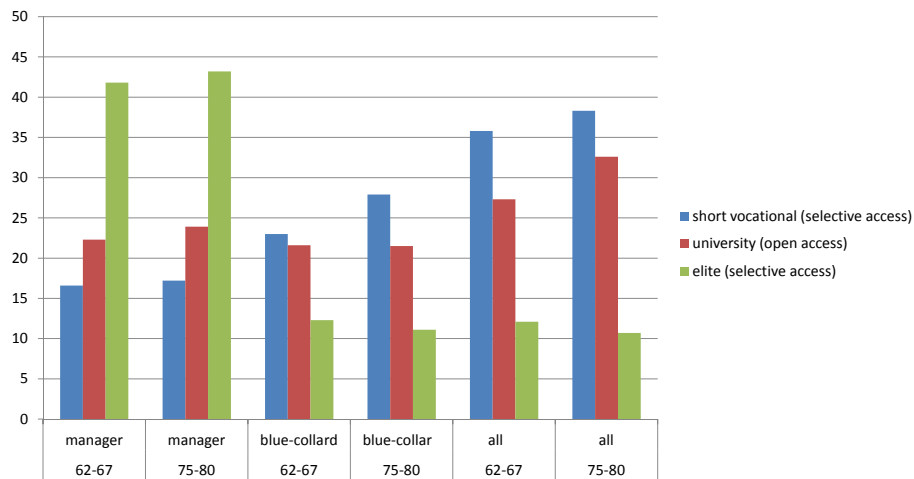
Odds ratio (chances to access to a higher education institution type for a HS students compare to chances for a LS students)



Looking at a generation:

- Democratization at university (non selective) and short vocational institutions but very limited for « elite » institutions
- Equity slightly improve for university (non selective) and short vocational institutions and improve a lot for elite institutions
- But
- A HSS student has still 12 time the odds to access to an elite institution compared to the odds for a LSS student

% of access to higher education institutions for graduates



- Looking at graduates of secondary schools the picture is different:
- No democratization of access to university or elite institutions but only in the short vocational institutions
- In terms of equity, compared to HSS graduates, if LSS graduates still have the same odds to go to university, they have lower odds than before to access to elite institutions and more odds to access to short vocational institutions

- Most Selective higher education tracks enhance or maintain social inequalities of access
- Reduction of social inequalities occur in some fields (law, management, sciences)
- Other inequalities play a role in differences of access: the field and track of the baccalauréat, cultural capital of the family, gender

conclusions

- Democratization measured by the lengthening of school careers mask a phenomenon of segregated democratization
- Most of the numerous new publics graduating at secondary school level graduates in fields that doesn't prepare to higher education
- Social stratification in France seems to act by two means:
 - The choice of the field of study in higher education
 - The selective status of the higher education institution

conclusions

- The French, non selective, university is affected by these evolutions:
 - University tends to become more socially egalitarian, absorbing a significant proportion of the new publics when selective institutions strengthen social selection.
 - Everything happens as if selective programs maintained the shortage to preserve the yield, while universities should manage the flow of the quantitative democratization.

Final conclusions

- The management of this new public raises several questions that are at the heart of our workshop:
 - Social and cultural heterogeneity of the public of the universities which makes the managing of the courses very difficult
 - Massive failure, dropout, discouragement at undergraduates level
 - For many students, difficulties to master and understand the expectations of the University
 - Difficulties for the numerous graduates to integrate a labor market that evolves according to its own rhythms and modalities (depreciation of diplomas)



**UNIVERSITÉ
DE GENÈVE**

OBSERVATOIRE
DE LA VIE ÉTUDIANTE

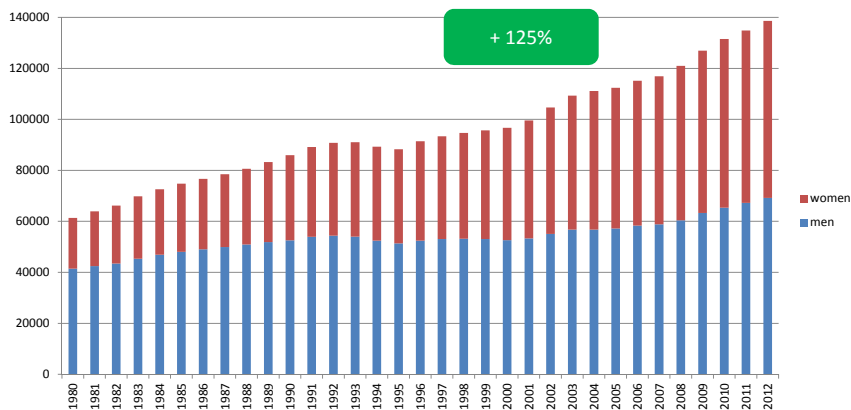
**Did you tell me «Expansion of higher education» ?
What does it really mean in Geneva ?**

Piera Dell'Ambrogio
Jean-Marc Rinaldi
Jean-François Stassen

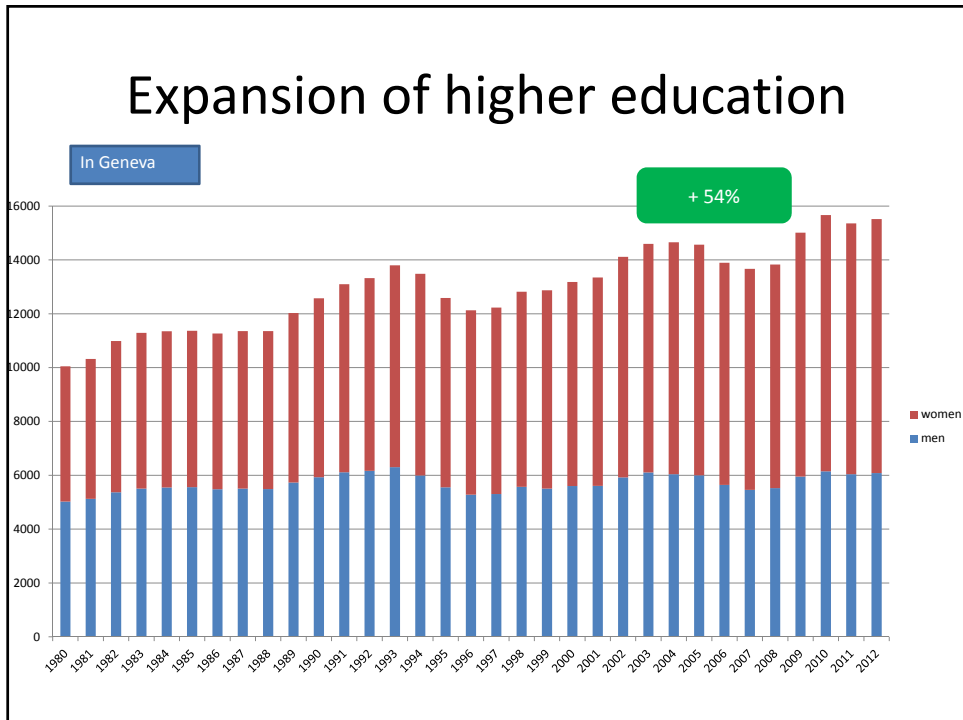
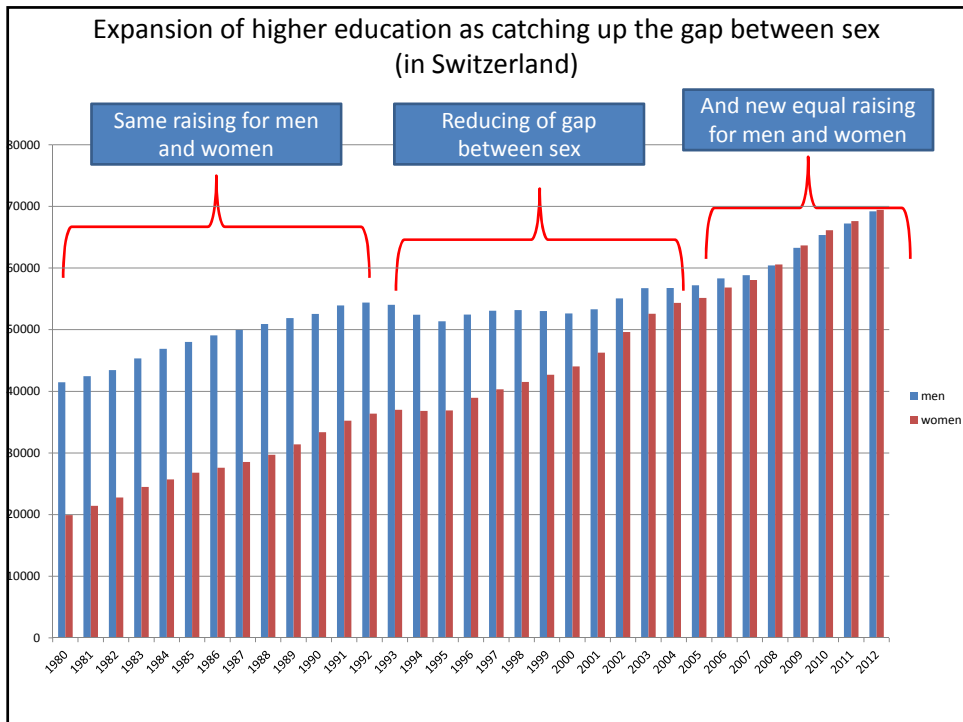
Expansion of higher education

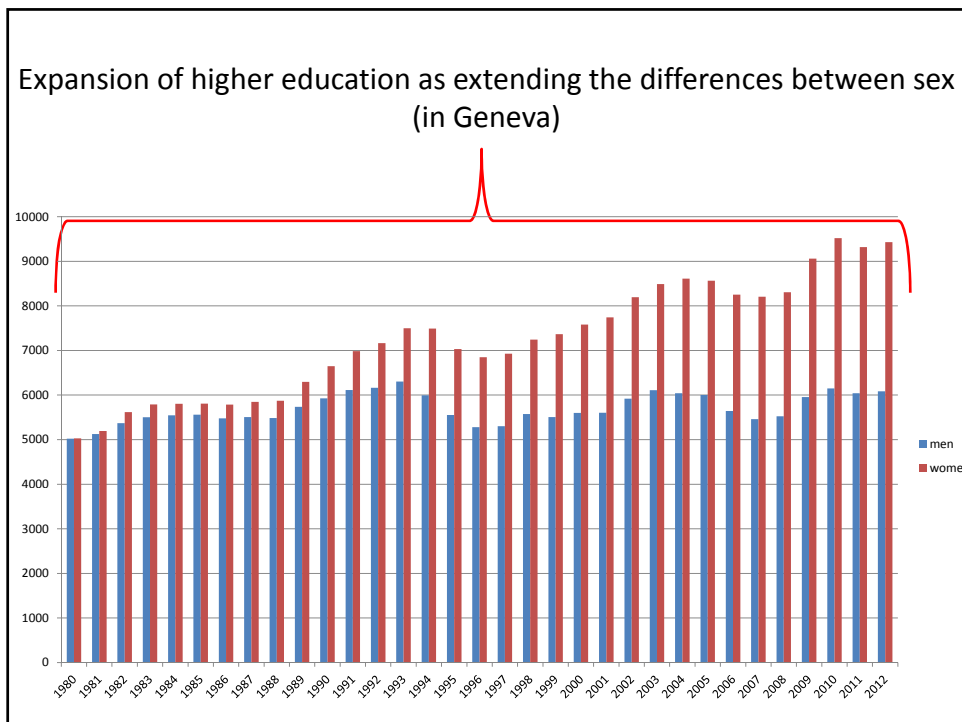
More students are registered and follow their studies in higher education institutions...

In Switzerland



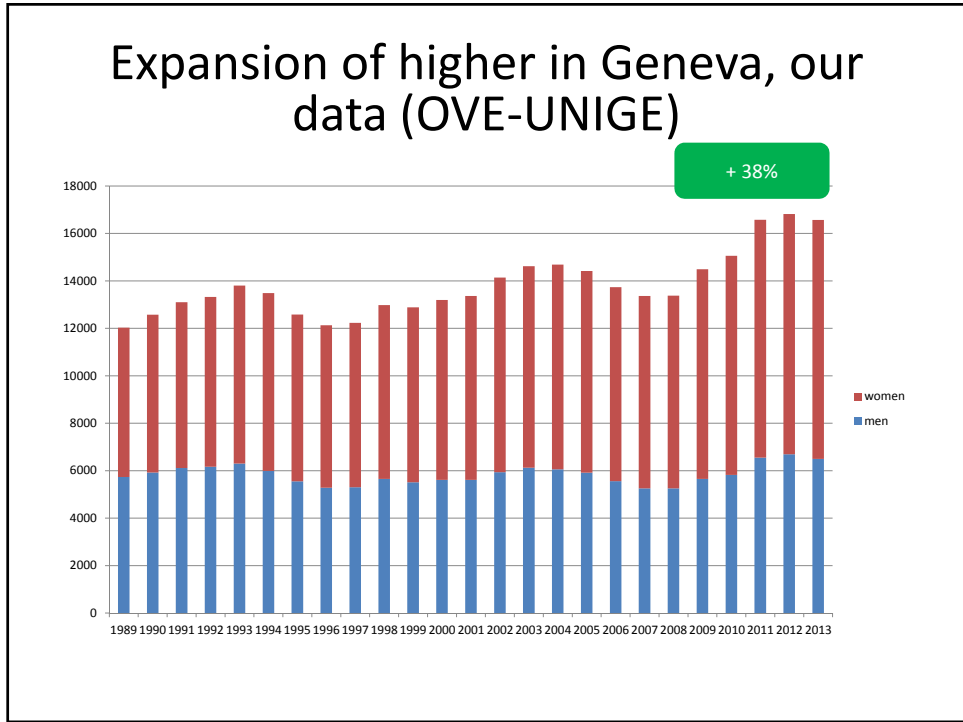
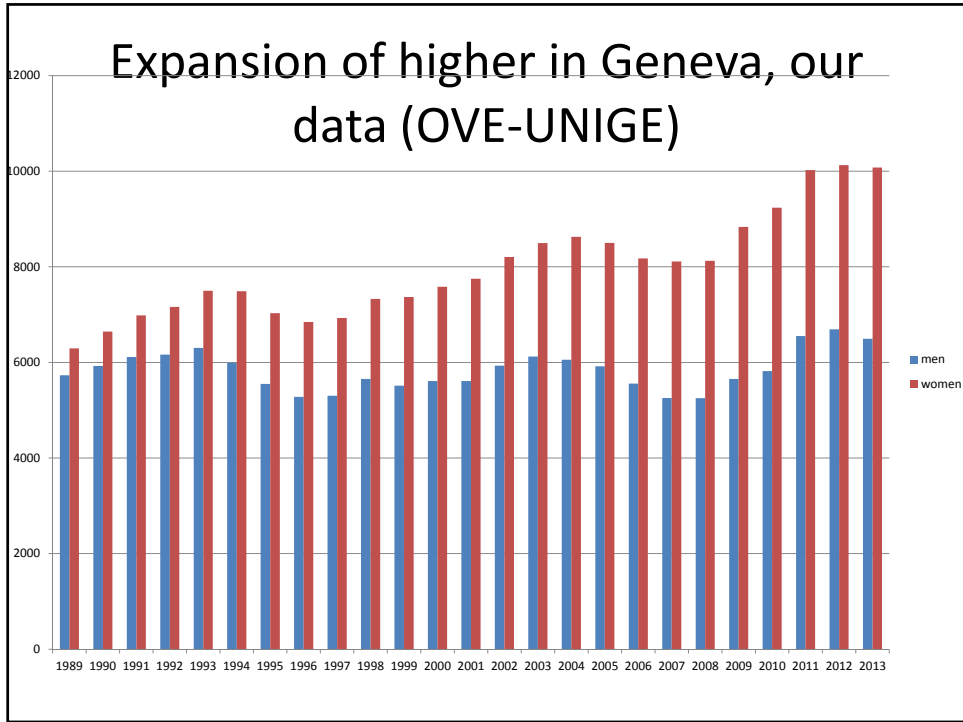
1. Expansion of higher education as a gender matter





1. Expansion of higher education as a gender matter

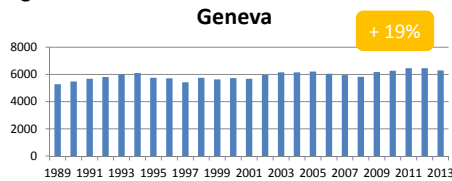
- Thus, a part of the expansion of higher education is
 - due to the fact that the women catch up the gap between sex in accessing to university (in Switzerland in general)...
 - or even due to the deepening of this gap in favour of women (in Geneva in particular).



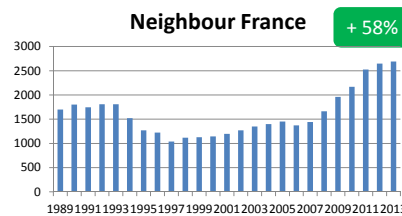
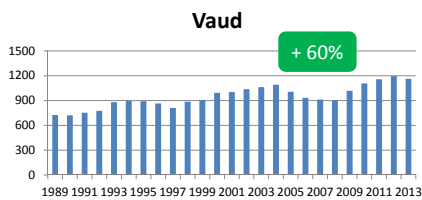
2. Expansion of higher education as a result of geographical areas attractiveness

Attractiveness according to regions of origin

a) Moderate increasing

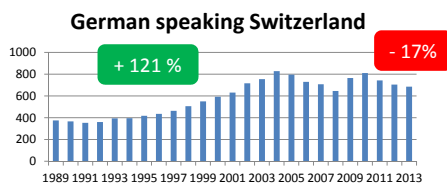
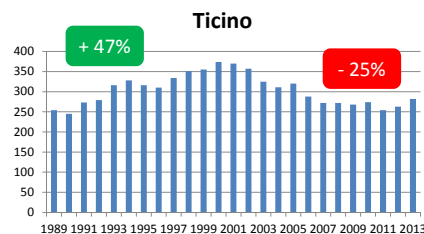
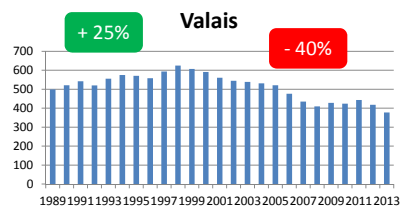


b) Strong increasing



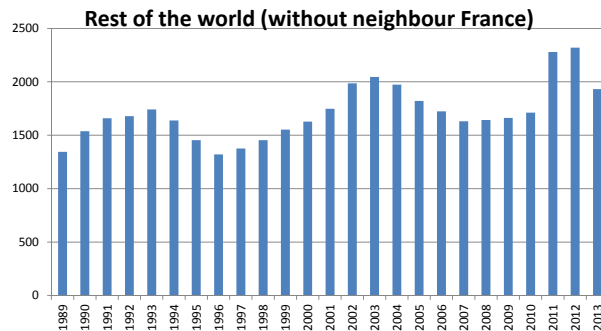
Attractiveness according to regions

c) Increasing before falling



Attractiveness according to regions

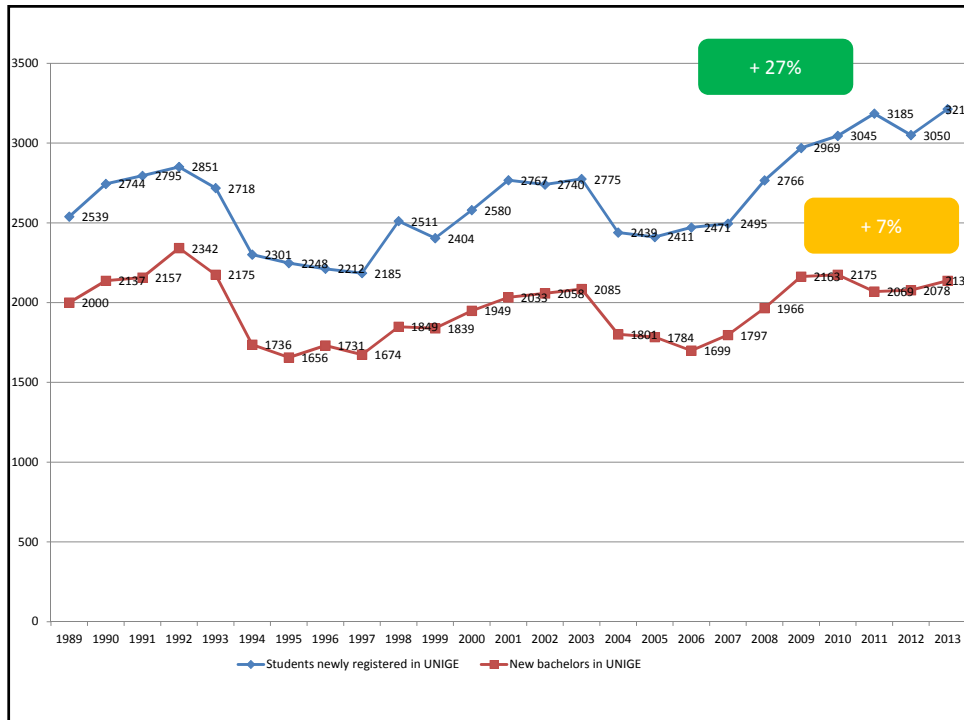
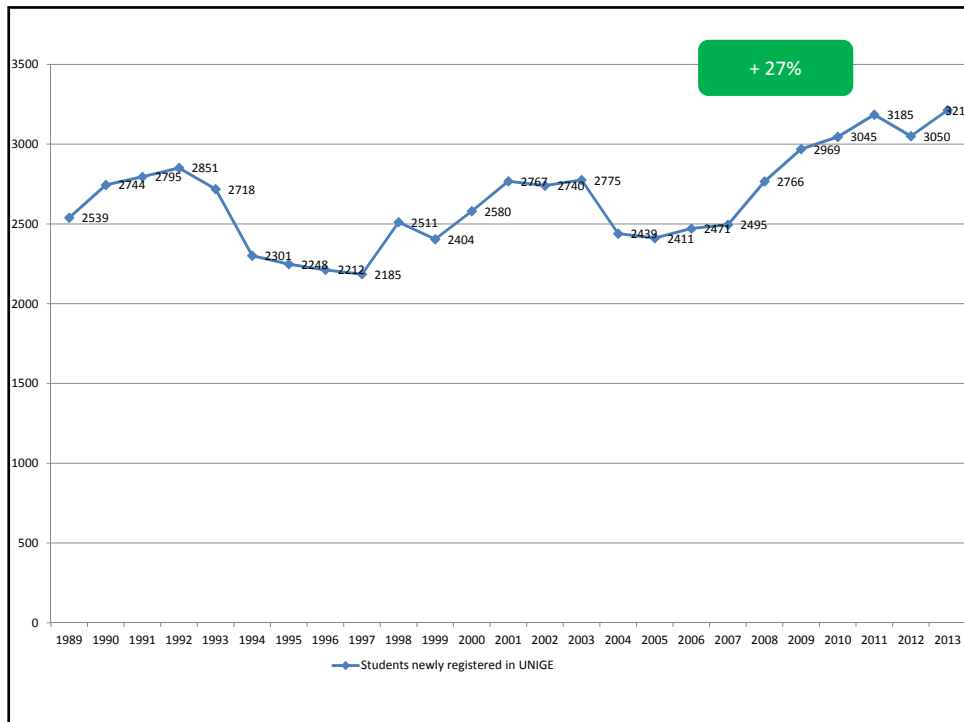
d) Random progression (with a little trend to increase)

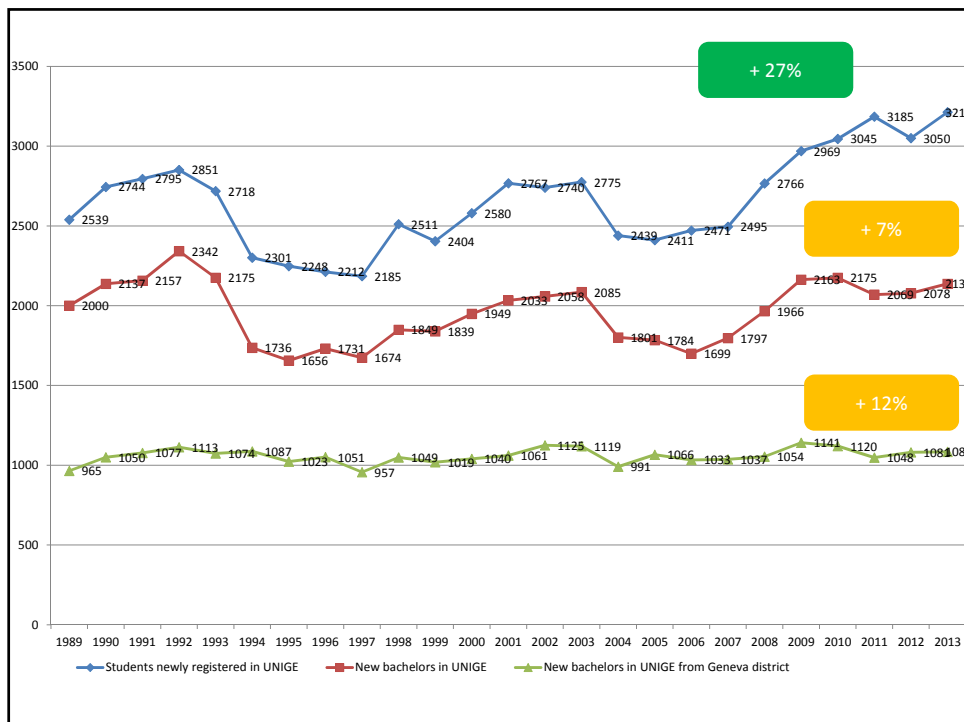


2. Expansion of higher education as a result of geographical areas attractiveness

- Thus, the attractiveness by geographical nearness is more and more important...
- ... and becomes more important than the attractiveness by curriculum prestige
- The higher studies as a market of the training : competition between universities provokes a lack of differentiation between universities...

3. Expansion of higher education as a consequence of the students "captiveness"

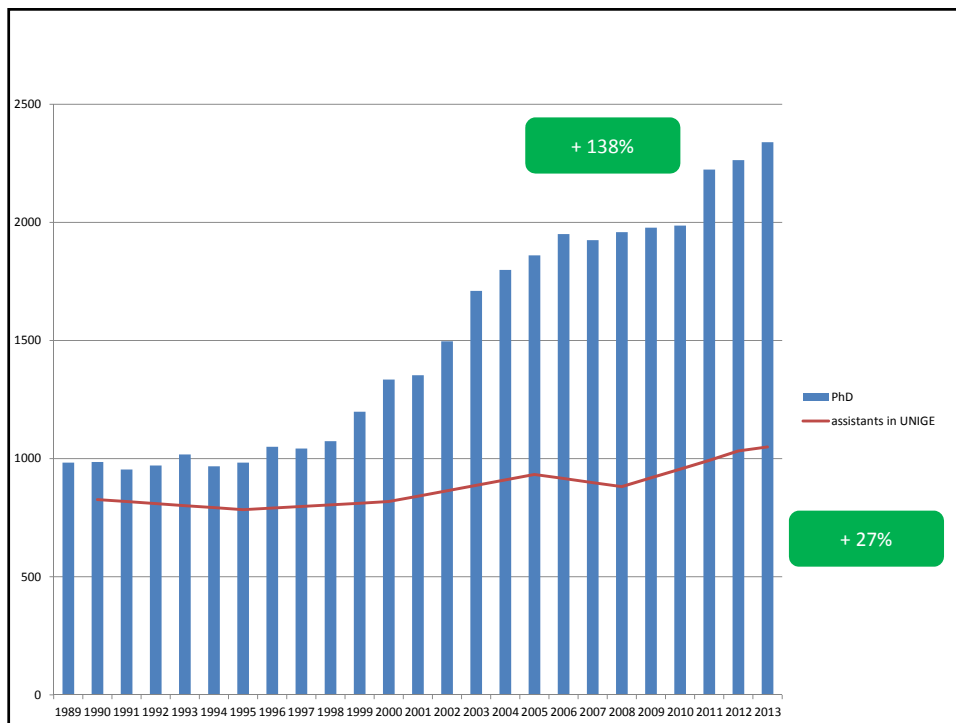
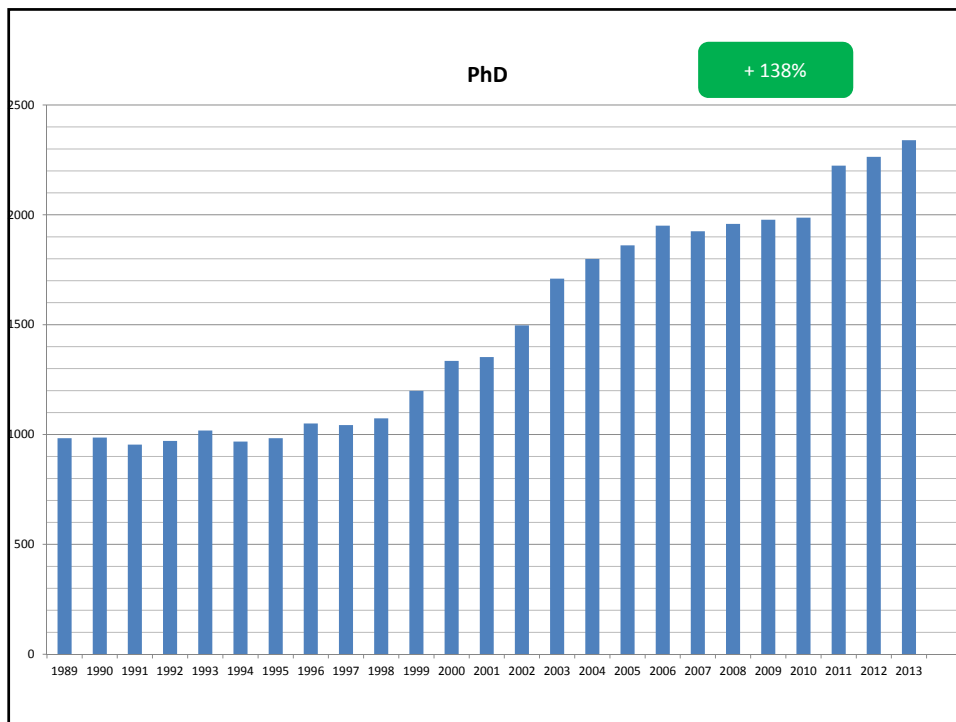




3. Expansion of higher education as a consequence of the students «captiveness»

- Thus, «Expansion of higher education» doesn't mean «More people committed in higher education»
- The raising number of students in Geneva is mainly due to the growing duration of the studies.
- But not only...

4. Expansion of higher education as the result of raising number of PhD students



4. Expansion of higher education as the result of raising number of PhD students

- Thus, the PhD are more and more attracted...
- ...but the main opening of the PhD is not only the academic path
- ...the PhD studies became a way to attract more students in the universities

For a conclusion

- University as a market
- Students as customer
- Problems are more and more market problems : university as service provider and students as service user.
- But, for this moment, both have some interests to keep this process unrecognized.

Effects of rising tuition fees on non traditional students

Marina Elias

Universitat de Barcelona

Expansion of Higher Education. New students, more problems?

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Non traditional Students

- Widening participation literature: increase of non traditional students in terms of:
 - Age (mature)
 - Sex (feminisation)
 - Social class (access of WC students)
 - Access tracks (Vocational Training; finished degrees, older than 25 years old...)
 - Combination of studies and work

Bologna Process Implementation

- Structural Changes:
 - Short degrees (3-diplomatures) - 4 year Bachelors
 - Long degrees (4-licenciatures)
- ECTS: pedagogical changes (Continuous assessment, group work...)
 - ↓
 - Increase of students physical presence at university
 - Increase of students and academic staff contact
 - Students engagement (traditional)

Data

- Registry data of Universitat Autònoma de Barcelona (Statistical Office OGID)
- Academic years
 - 2008-2009. Pre- Bologna
 - 2011-2012. Post-Bologna, Pre-Rising tuition Fees
 - 2012-2013. Post-Bologna, Post-Rising tuition Fees
 - 2013-2014. Current academic year

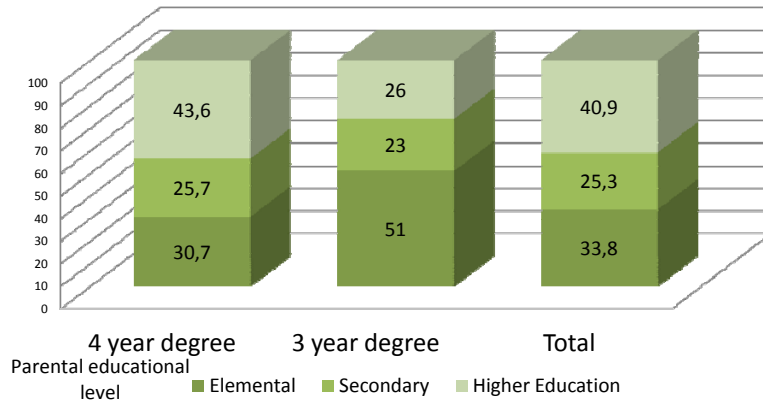
Results

gret
GRIET RESEARCH

Self-selection

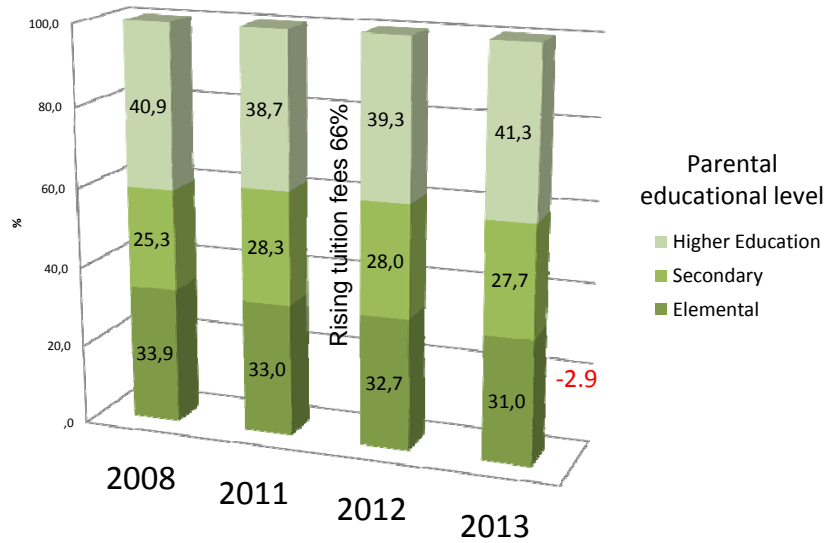
Social composition of first year students. 2008-2009

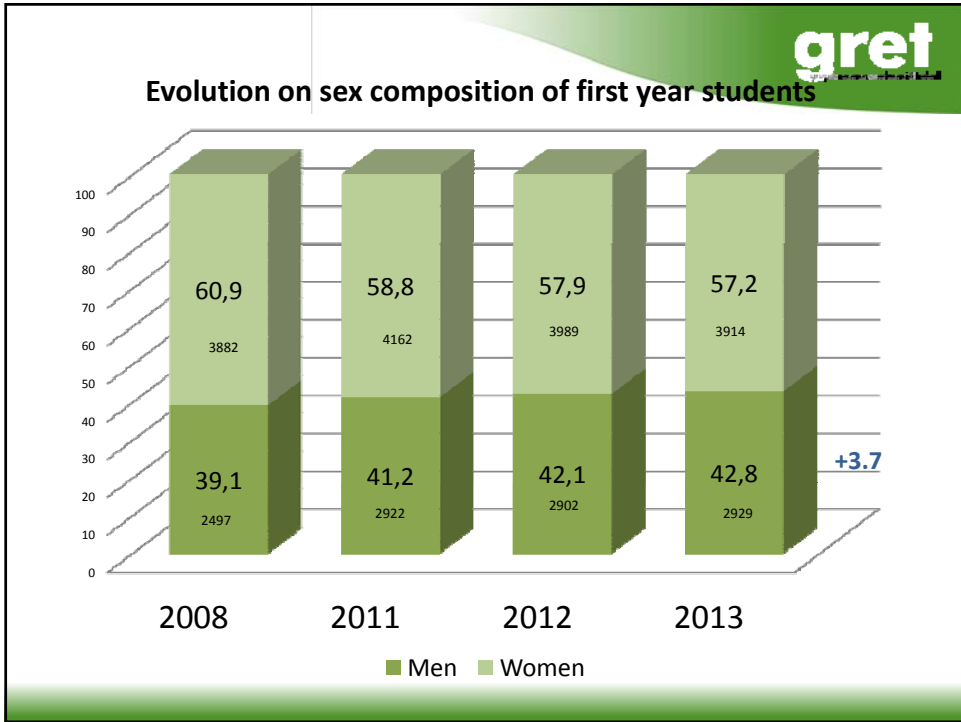
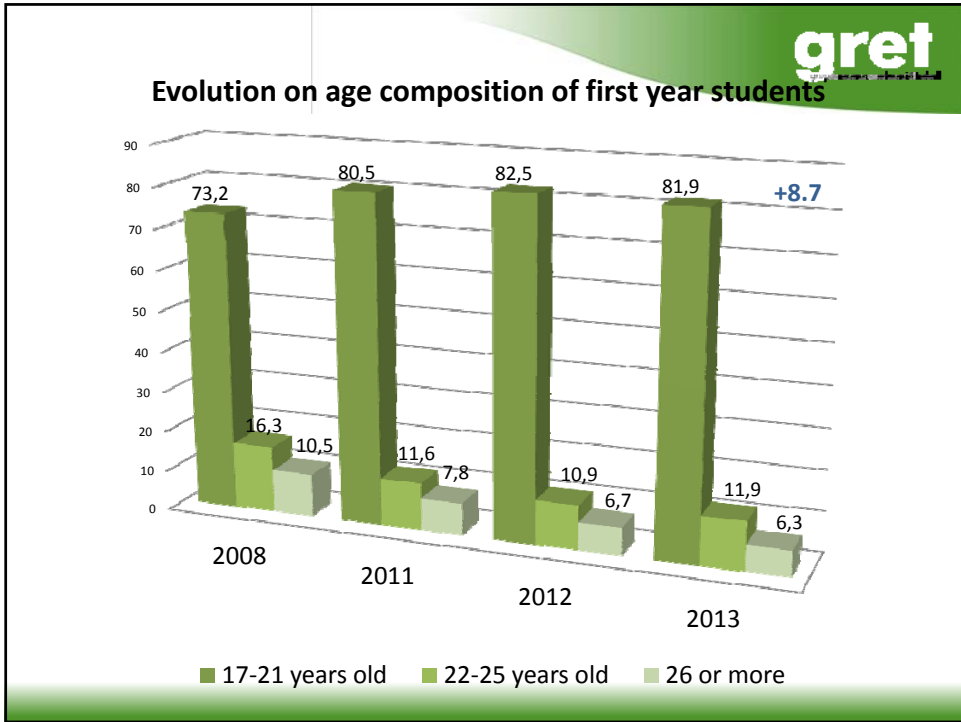
Increase of risk

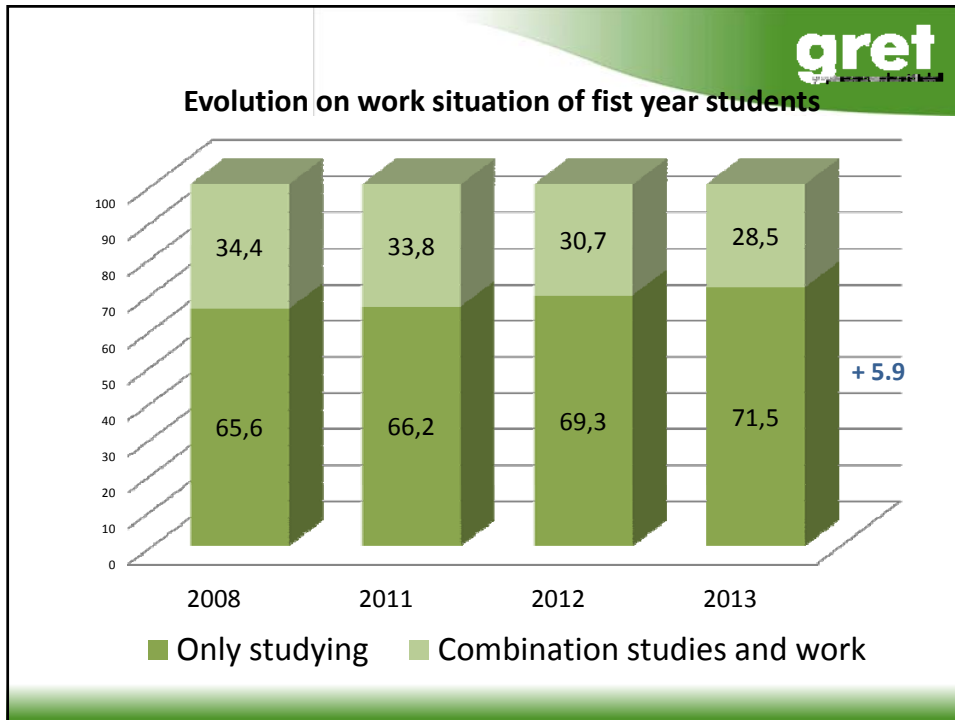
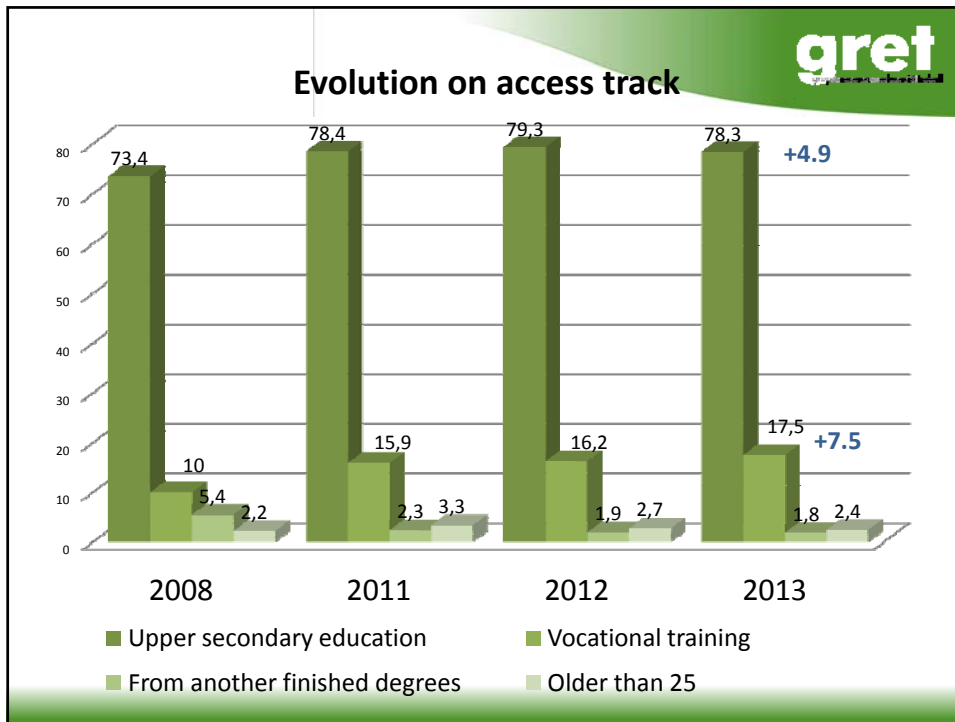


Evolution on social composition of first year students

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Strategic decisions

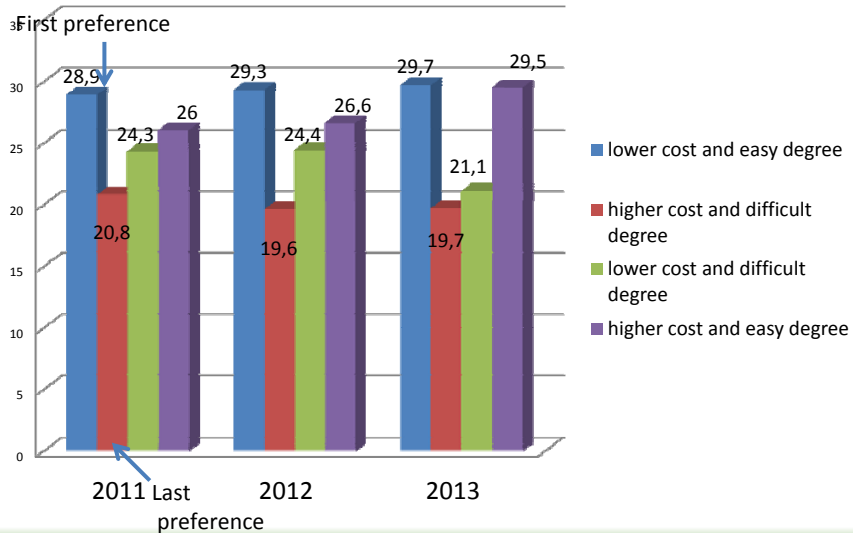
- Typology of degrees
 - Cost (different regarding application of studies –labs, specific material...)
 - Global achievement rate (proxi easy or difficult degree).

Less
risky

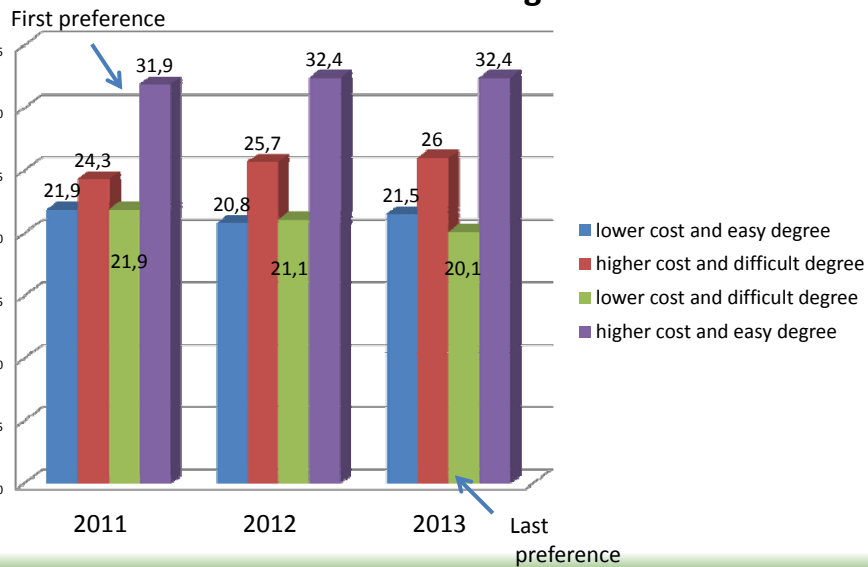
Lower cost and easy degree	Higher cost and easy degree
Lower cost and difficult degree	Higher cost and difficult degree

More
risky

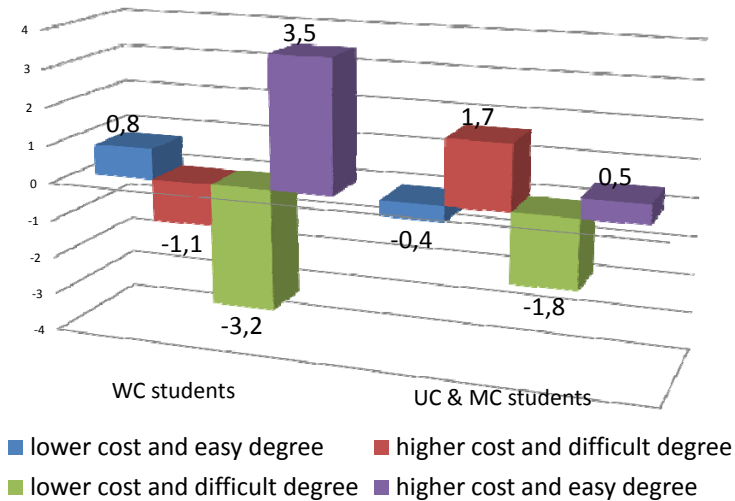
Evolution of WC degree choices

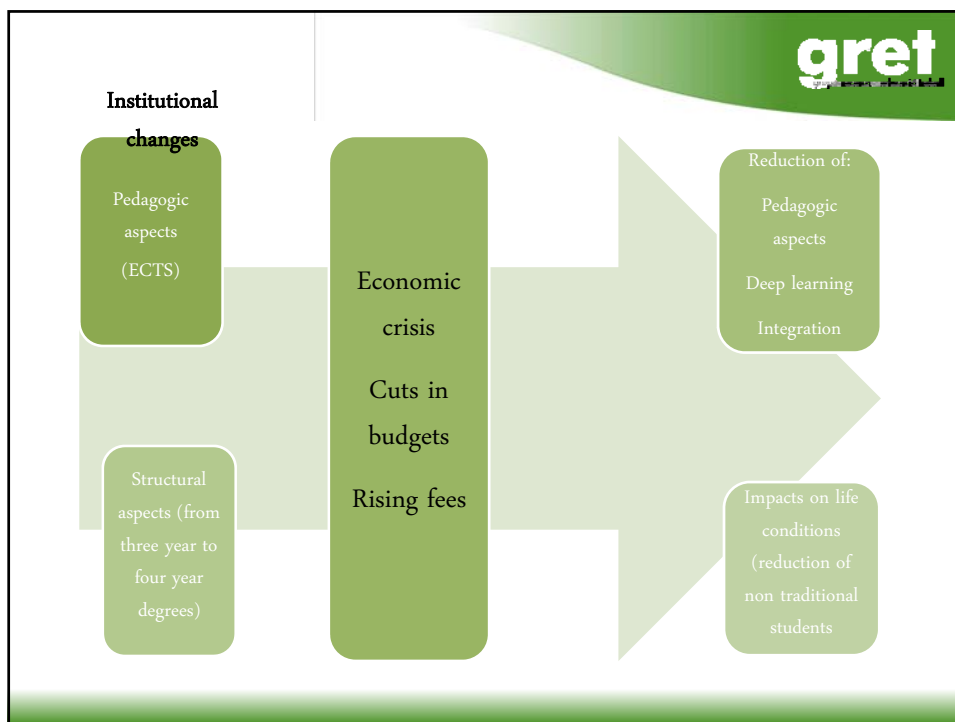


Evolution of UC & MC degree choices



Variation 2011-2013 of degree choices





gret

Policy recommendations

- To promote activities to increase social and academic student participation at university
- To guarantee that all teaching activity rise to minimum threshold of quality (teacher training, resources, clear goals, coordination...)
- To develop policies and teaching activities taking into account
 - Different student profile (non traditional)
 - Social composition of degrees
- Evaluate impacts of increasing costs (directs –fees- and indirect –risk-)
- To increase and consolidate compensative grants

Changing student learning motivation in the situation of higher education expansion

Andrii Gorbachyk

Konstanz, 28.03.2014



Sociology Faculty

Taras Shevchenko National University of Kyiv



**Higher education expansion in Ukraine:
development and effects**



Number of High Educational Institutions

Before Independence (beginning of 1990th) – 150
higher education institutions in Ukraine

Now in Ukraine – 198 universities, 62 academies,
83 institutes, 245 colleges, 97 technical schools,
11 professional schools, 1 conservatory

In 325 institutions they teach bachelors and
masters (215 are owned by state, 14 – by local
community, 96 are private)



Number of people with higher education (per 1000, age 10+)

1979 – 65; 2001 – 129; 2011 – 192

Number of students

2007/2008 — 2 813 800 (1,7 times more than in
1990/91)

2012/2013 – 2 170 000

2013/2014 – 2 052 700



Who pay for higher education?

- state budget
- local budget
- private money

Parents pay for the education of about 59% students who study at the bachelor and master programs.

State spend about 2.3% of GDP for the system of higher education



Why people want to get higher education?

Higher education gives the advantage

- to find job (unemployment level 15% less)
- to keep health
- to better organize leisure time
- to be more satisfied with job and life in general

BUT ...



- Higher education has lost the function of “social lift” and begin to play the role of “social safe”
- Discrepancy between acquired education and skills and the actual level of skill that is required by the work performed is growing



Student's motivation
in the condition
of higher education expansion



UniDos-IX

Kyiv University monitoring survey of student's and university's life

- Population: students of Kyiv University, 17 of faculties and institutes
- Random sample, 1198 respondents
- Self-completion of the questionnaires
- September-October 2013



What is your purpose of getting higher education?
Higher education is useful for...
scale from 1 (not useful) to 7 (very useful)

	Motivation for labor market, career (m2)	alpha =0.70	
1	to get an interesting job		
2	to have a reliable income		
3	to get a high social status		
	Motivation for self-development (m1)	alpha=0.76	
4	to develop own ideas and thoughts		
5	to learn more about the chosen specialty		
6	to get a good academic (classical) education		
7	to be an educated person in general		
9	to help other people		
10	to contribute to the development of society		



Changing of two motivators

	1998	2009	2011	2013
Self-development (m1)	5.55	5.37	5.31	5.17
Career (m2)	5.69	5.99	5.89	5.72



Comparison of junior (2-3 year of study) and senior (4-6 year of study) students

	1998		2013	
	m1	m2	m1	m2
junior	5.65	5.78	5.23	5.87
senior	5.31	5.46	5.07	5.54



Comparison of students who pay tuition with students who are financed from budget

	m1	m2
from budget	5.11	5.64
pay tuition	5.28	5.90



Expectations about labor market

In 1998 (big depression on postsoviet space) 15% of students expect not to have problem with finding job

In 2013 about 23% demonstrate such optimism



What students want to know in addition to the profession

1. Foreign languages
2. Basic economy and practical work with computer
3. Basic psychology



Orientation towards emigration

About 19% have plans to go abroad after the finishing education

Juniors – 22%, Seniors – 16%

About 58% say that if they had the opportunity to live abroad then they would



Some conclusions

- Expansion of higher education gives new quantity (institutions, students) but not quality. Now high education is not a “social lift” but “social safe”
- Expansion has negative influence on motivation because of lack of competition (between students, between professors)
- We can't talk about the impact of expansion of higher education on students' motivation, but we can talk about motivation in the conditions of such expansion. Students become more pragmatic, more focused on the labor market. The universities should take this into account in their teaching plans (what teach and how to teach). More practical knowledge perhaps even to the detriment of the academic component of education



Thank you for attention!



7. International workshop
27 to 29 of March 2014
„Expansion of Higher Education: New students –
more problems?“

**TRACKING STUDENT MOTHERS'
HIGHER EDUCATION PARTICIPATION
AND EARLY CAREER OUTCOMES
OVER TIME: INITIAL CHOICES AND
ASPIRATIONS, HE EXPERIENCES AND
FINAL CAREER DESTINATIONS**



Background to the research

Mature students have been examined in previous studies, but relatively few studies of student mothers, who may face particular barriers to achieving successful outcomes within and beyond Higher Education.

The study will track more than 2500 student mothers aged 21 or over who began their HE studies in 2005/6, using Futuretrack data, collected by researchers at IER.



Research aims and objectives

- To provide a critical review and synthesis of the evidence on the HE experiences and outcomes of student mothers;
- To provide new and comprehensive evidence on the HE experiences and early careers of student mothers who began their studies in 2005/6 and how this compares with the experiences of other students from the same cohort;
- To provide a robust evidence base to inform debates on widening HE participation and increasing social mobility among this particular group of students in light of recent policy changes, and to identify any challenges experienced and the adequacy of resources available to them during study and upon graduation.



Methodology

- The project includes three phases:
 - 1) a comprehensive literature review;
 - 2) a quantitative, longitudinal exploration of relevant Futuretrack data from the 2005/6 cohort of the UCAS applicants at all 4 stages;
 - 3) follow-up qualitative interviews with 30 selected participants from the Futuretrack project.



Previous research findings I

Demands of juggling childcare and domestic work with studying (and paid work) particularly difficult for student mothers.

Most student mothers are limited in choice of HEI, choosing to study locally in order to manage childcare, children's education and partners' work.

Universities vary in level of support: many students rely upon individual staff members; others miss classes or turn up late (child sickness, course timetabling). Universities with the greater resources appear to have better facilities and structural supports (e.g., on-site creches) but student mothers are less likely to attend such HEIs.



Previous research findings II

How HEIs respond to the needs of student parents can maintain and highlight the 'otherness' of students with childcare responsibilities. However, until student parents are recognised as having unique needs, they may remain invisible and isolated, with a greater risk of dropping out.

Single parents are most at risk of negative outcomes (demands and financial hardship). Many rely upon grandparents and friends for childcare. The experiences of student mothers tend to vary by many different interlinking factors, including social class, as well as marital status.

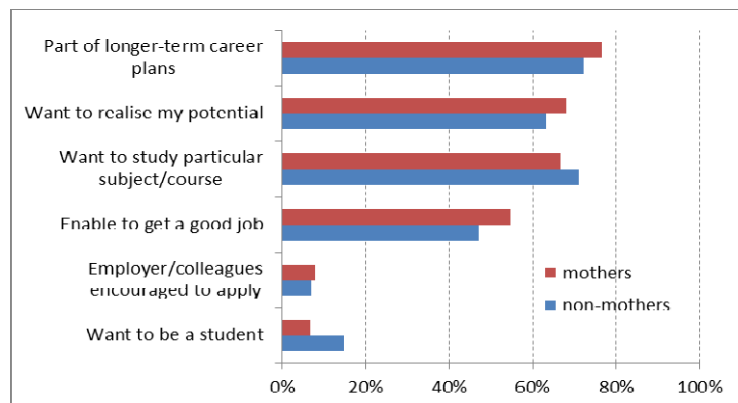
Most student mothers are studying to improve their career prospects, but many increase self-confidence and esteem as a consequence of HE. Many report on the importance of acting as good role models for their children.



The Futuretrack survey and methods

- National longitudinal survey of UK undergraduate students, online survey of all full-time 2005-6 UCAS applicants including EU and overseas applicants
- Four waves:
 - 1st wave: during application process in summer- early autumn 2006
 - 2nd wave: after completion of one year in summer- early autumn 2007
 - 3rd wave: last year in HE – Spring 2009(for three year courses) and 2010 (for four year courses)
 - 4th wave: 3 or 2 years after graduation (depending on the time of graduation) - Winter 2012
- Coarsened Exact Matching (CEM) procedure, i.e. student mothers were matched with women of broadly the same age without children to identify the specific impact of parenthood

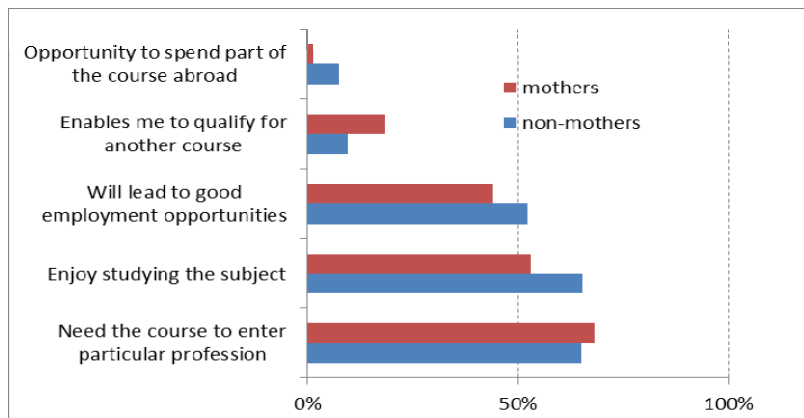
Application - why applied to HE



Application - why applied to HE

- *Enabled me to put off going back to work after birth of son so can be with him in his early years but also further my career at the same time. (Creative Arts & Design, Lower Tariff HEI, 31 years or older)*
- *Becoming a single mum gave me the push I needed to educate myself and provide a better future for my son (Subjects allied to Medicine, Lower Tariff HEI, 31 years or older)*

Application – why choose particular course



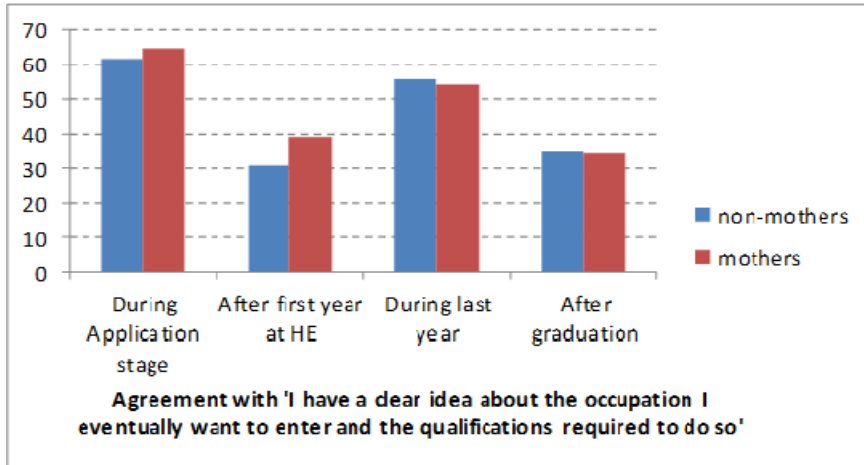
Application – why choose particular course

- *I am changing career - from maths teaching to medicine, after a career break to bring up my family. This break gave me the time and space to consider the reasons for my original degree course and subsequent career path and to consider which skills, talents and interests had not been fully developed. (Medicine & Dentistry, highest tariff HEI, 31 or older)*
- *I'm applying to do Persian and Islamic studies as my daughter's father is Afghan and I'd like to be fluent in the language and understand the culture more, both for me and my daughter (did not get accepted into this course but went on to do a distance-learning course at the Open University).*

Reasons for Choosing HEI

- *'I could continue to live at home' most important reasons for mothers (78 %) compared to non-mothers (22 %).*
- *I have 6 children and would not be fair to move them all from their friends and schools. (Subjects allied to Medicine, Highest Tariff HEI, 26 and over)*
- *My children are settled in school, and the course would be a change for them with regard to needing child care, so I wanted to limit all other changes. (Subjects allied to Medicine, Medium Tariff HEI, 21-24 years old)*

Careers Clarity



WARWICK INSTITUTE for
EMPLOYMENT RESEARCH IER

Current Activity

	Non Mothers	Mothers
Drop - out	7 %	5 %
Engaged in Further Study	12 %	15 %
Full-time Employed	47 %	38 %
Part-time Employed (one job)	9 %	26 %
Part-time Employed (more than one job)	7 %	6 %
Unemployed	12 %	11 %

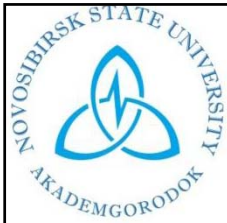
WARWICK INSTITUTE for
EMPLOYMENT RESEARCH IER

Current Employment

	Non Mothers	Mothers
Expert	48 %	51 %
Orchestrator	5 %	3 %
Communicator	11 %	10 %
Non-graduate	31 %	32 %
Graduate job	64 %	64 %

Conclusion

- Student mothers are very restricted in their choice of course and HEI
- Student mothers are very instrumental in their use of HE to pursue their career plans
- After their studies, student mothers were more likely to work part-time.
- Student mothers were less likely to work in orchestrator jobs but were as likely as non-mothers to be employed in graduate jobs.



Novosibirsk State University – expansion objectives and problems of realization

Workshop at the University of Konstanz, 28.03.2014,
Expansion of Higher Education. New students, more
problems?

Tatiana Iakovleva, Institute of Economics and
Industrial Engineering, Novosibirsk

Novosibirsk State University (NSU)

- established in 1958
- granted the status of National Research University in 2011
(one of 29 in Russia)
- received federal support in 2013 for the program of reaching the
ranks of the top-100 world universities by 2020 (one of 15 in Russia)
- 6000 students
- 118 degree programs
- 119 departments

Context and landscape

- Historical integration of NSU with research institutes of the Siberian Branch of the Russian Academy of Sciences (SB RAS, also established in 1958)
- Challenge to join the group of leading universities
- Expansion: quantitative, qualitative or both
- Balance for university located in the center of the country
- Educational landscape of Siberia

Quantitative expansion

- From 6000 students to 7000-7500 by 2020
- From 6% of foreign students to 10-15% by 2020
- Develop postgraduate programs in English
- Involve the best doctoral students working at SB RAS in tutoring activities
- New collaboration on international projects

Qualitative expansion

- Increase citations of university staff publications
- Develop joint R&D activities with the Technopark of Novosibirsk Akademgorodok
- Cooperation with medical researchers, physiologists and virologists in the Siberian Branch of the Russian Academy of Medical Sciences
- Encourage renowned academic visitors to SB RAS to give lectures and lecture courses at NSU
- Support laboratories coordinated by leading international and Russian researchers.

Balance in size, self-identification and attractiveness

How to be not too big but flexible and efficient?

- not to increase substantially the number of students but change ratios (Bachelor/Master Degree)
- not to expand but change educational structures (involve faculty members in project administration, establish an Alumni Center)
- not to lose „good name“, continue to be a regional university, a part of Russia's largest cluster of research institutes within walking distance from a university.

Educational landscape

Novosibirsk:

- 17 federal institutions of higher education (9 of them are universities) plus 6 branches of federal institutions of higher education
- 2 of these 9 universities are National Research Universities (of 29 in Russia): Novosibirsk State University and Novosibirsk State Technology University
- 10 private (non-government) institutions of higher education plus 6 branches of higher education institutions

Educational landscape: neighbours

Positive migration increase in Siberia have only:

- 1) Novosibirsk region (plus 5624 in 2013)
- 2) Krasnoyarsk region (plus 469 in 2013)
- 3) Tomsk region (plus 345 in 2013)

Other regions of Siberia have negative population changes

Regional innovation systems have already formed and centered around academic institutes, the National Research Universities of Novosibirsk, Tomsk and the Siberian Federal University of Krasnoyarsk.

Educational landscape: neighbours

Tomsk:

Two National Research Universities (Tomsk State University and Tomsk State Polytechnical University). Tomsk State University founded in 1889; has similar number of students as in NSU, but only partly training in full-time programs (in 2012 entered 1600 students, 978 full-time programs; in NSU entered 1670 students, all full-time programs).

Krasnoyarsk:

Siberian Federal University (one of nine in Russia) was founded in 2006 by uniting 4 higher education institutions (36000 students, 19 institutes, 3300 teachers).



Problems of realization

- demographic dip
- strong competition with universities in the European part of Russia
- lack of an efficient university management system
- different contributions of the university departments to the development of NSU
- uncertainties in further integration with the institutes of the Siberian Branch of the Russian Academy of Sciences

Conclusions

NSU should ...

- ... expand both „in width“ – quantitative growth – and „in height“ – qualitative development,
- ... compete both with metropolitan universities and neighbouring regional universities,
- ... keep balance between „strong“ (natural science) and „weak“ (humanitarian) departments,
- ... meet demands for transformation from a small, classical, academic and home university into a middle-sized, flexible, international and natural-science focused university,
- ... face the task to attract students mostly from Central, South and South-East Asia.

ktu

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universitetas

1922

EXPANSION OF HIGHER EDUCATION IN LITHUANIA: CHALLENGES AND OPPORTUNITIES

AG HOCHSCHULFORSCHUNG + FREREF RÉSEAU UNI 21
EXPANSION OF HIGHER EDUCATION. NEW STUDENTS, MORE PROBLEMS?
VII. INTERNATIONAL WORKSHOP AT THE UNIVERSITY OF KONSTANZ
MARCH 27TH – 29TH 2014

PROF. RUTA BRAZIENE, KTU, KAUNAS, LITHUANIA

Outline of the presentation

- Socio economical context.
- The structure of educational system in Lithuania. Higher Education.
- Changes in the legal framework.
- Expansion of Higher Education. Some empirical trends.
- Challenges?
- Opportunities?

Socio economical context

- Socio economic transformation in CEE;
- Europeanization of Higher Education;
- Consolidation of joint policy and making platforms (e.g. Bologna process);

- And etc.

Development of quality assurance and assessment system

- **In 1995**, the Lithuanian Centre for Quality Assessment in Higher Education was established;
- **In 1996**, the Register of Study and Teaching Programmes established, all study programmes of higher education institutions were registered;
- **In 1997**, evaluation of newly introduced study programmes was started on a regular basis (prior registration);
- **In 1999**, expert external assessment of study programmes was started;
- **In 2001**, benchmarking of study branches (63) has started;
- **In 2005**, Rules for Master programmes were adopted;
- **In 2005**, Diploma Supplement was implemented.

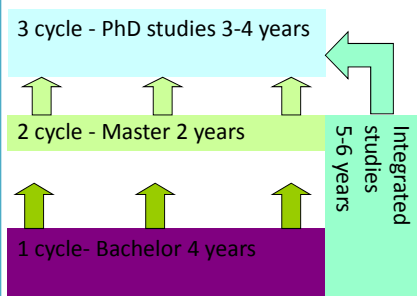
Profile of HE in Lithuania

- **Undergraduate** (bachelor degree, professional diploma), duration at least 3 years (120 credits) (for colleges, professional qualification) or at least 3,5 year (140 credits) for Bachelor degree or (and) professional qualification; 1 credit – 40 hours of work load.
- **Graduate** (master degree, professional diploma – only at universities) (at least 1,5 year, 60 credits). Some undergraduate and graduate programmes might be combined (total duration at least 5 years or 200 credits);
- **Doctoral studies** (3-4 years) or aspirancy for arts (2 years). Doctoral degree might be awarded only after defending of thesis

Higher Education in Lithuania

University sector:

15 state HEI
7 private HEI



Non-university sector:

16 state colleges
12 private colleges

3-4 years, professional Bachelor,
Diploma of Higher Education

Changes in the legal framework.

Directions of HE reform in the new law

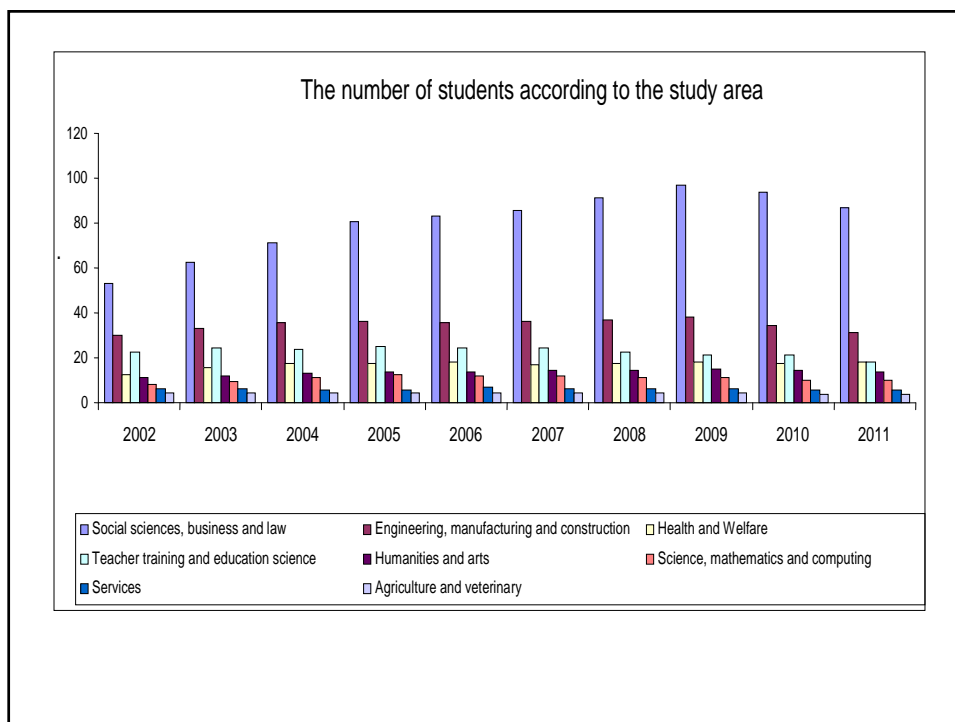
- New legal status of Higher Education institutions;
- Council – the main governing board. It will be external: 5 (HEI, from which – 3 by Senate, 1- student, 1- administration) + 5 (by the Minister) +1 (together).
- Rector – appointed.
- New financing: “student basket”, private schools financing.
- Ombudsmen for HE.
- Legal implementation of ECTS.
- Requirements for quality assurance and assessment.

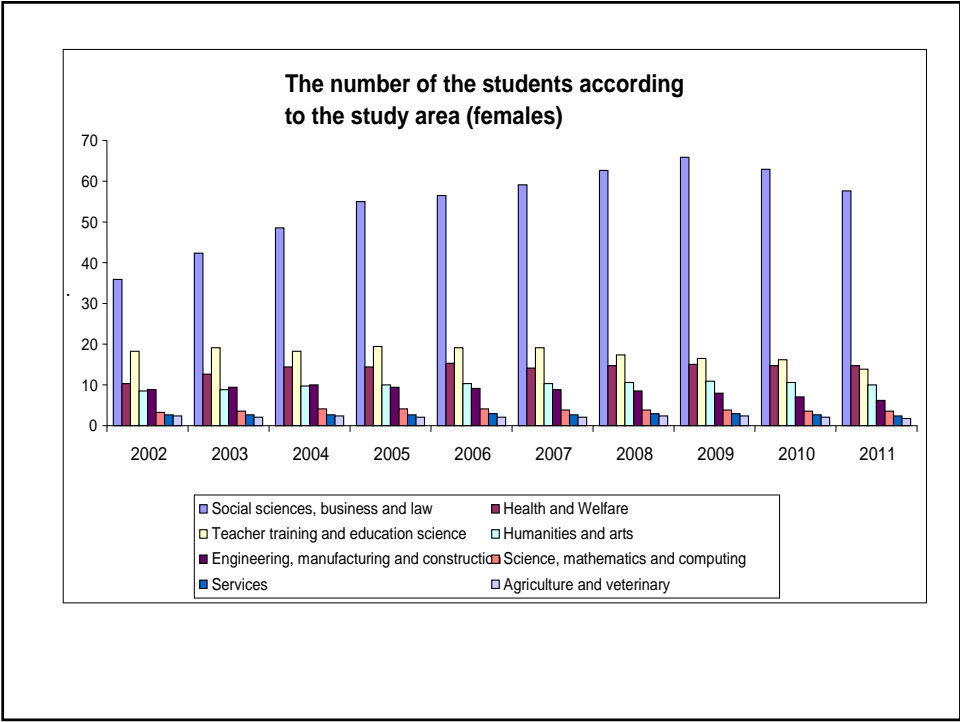
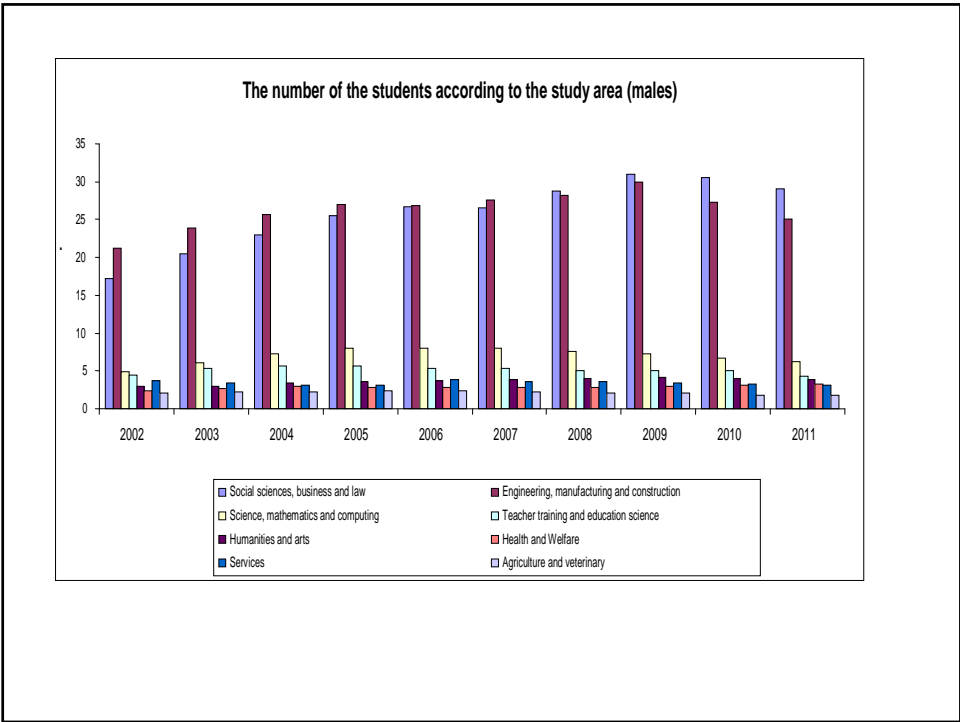
Legal status of Higher Education

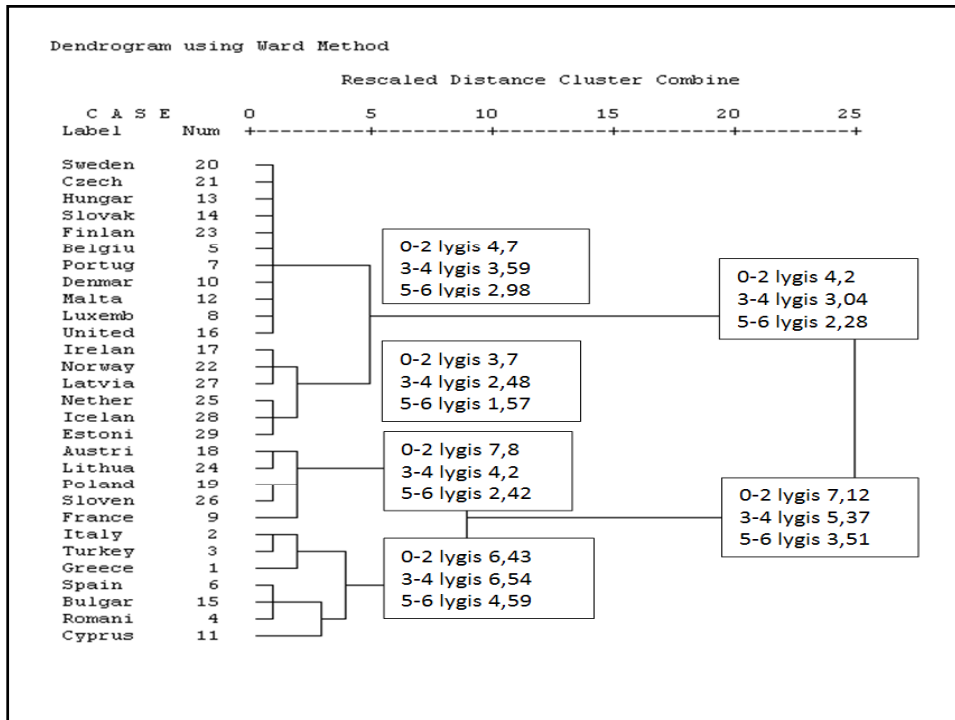
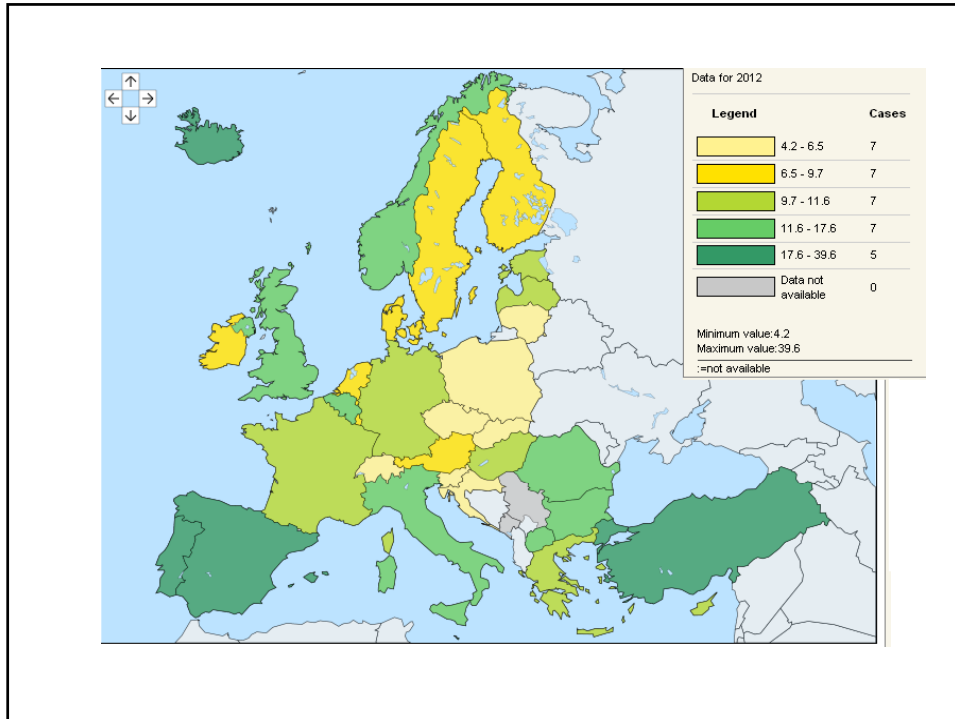
- Public institutions;
- Right to purchase and to sell property;
- State property – right to use it by agreement (for 20 years);
- Right for the state to invest into the HEI;
- Right to get credit;
- Right to establish companies (such as joint stock co);
- Property and territory inviolable (except if decision is made by Seimas).

Financing of Higher Education

- “Student basket”;
 - Basic (including funds according to results of research);
 - State programs and projects;
 - Fees and services;
 - State and international funds;
 - Grants and gifts.
- Salaries for the Faculty members and other staff;
 - Funds for materials and goods;
 - Scholarships







Challenges? Opportunities?

- More possibilities for students, academic community, state
- Competitiveness
- High quality of studies
- Adequate financing
- Modern governance of HEI
- Real autonomy and accountability
- Engagement of business
- Open dialog with the community

Challenges

- Constantly decreasing number of students;
- Mismatch between educational attainment and labour market demands;

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Sciences sociales & humaines

LSE
LABORATOIRE
DES SCIENCES
DE L'ÉDUCATION

UHI
جامعة الحسن الثاني
المحمدية الجاز الريفية
UNIVERSITÉ HASSAN II
MOHAMMEDIA CASABLANCA

ORDP

**What motivates new students
to enrol in the Moroccan
university ?**

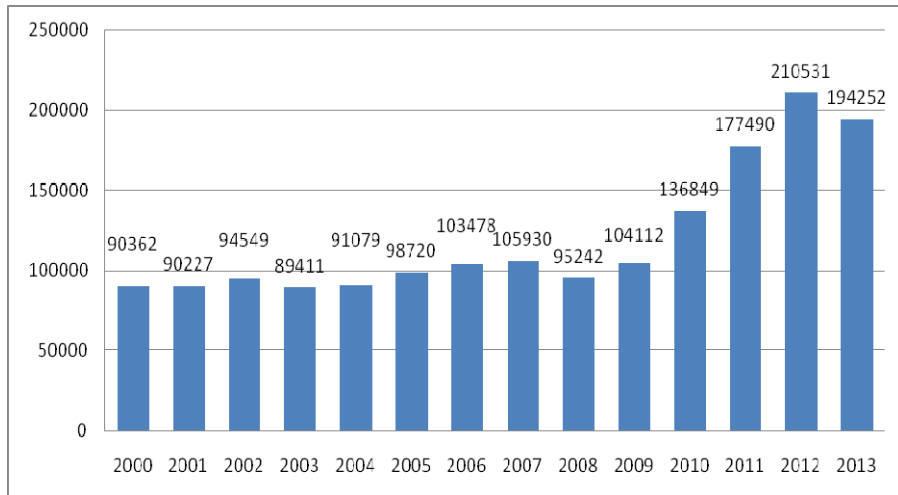
- Mohammed Talbi
- Abdelmajid Bouziane
- Hassan II University Mohammedia-Casablanca Morocco

Moroccan Context

Moroccan students choose university for these reasons:

- To avoid:
 - private schools / universities with high fees
 - too demanding notorious schools (engineering schools),
 - restricted access schools (selection based on entrance exams);
- To gain:
 - a bridge towards further studies considering the DEUG degree a preparatory class;
 - university professional training allowing them to pursue their studies abroad;
 - training which is a continuity of the secondary system in which they are likely to succeed

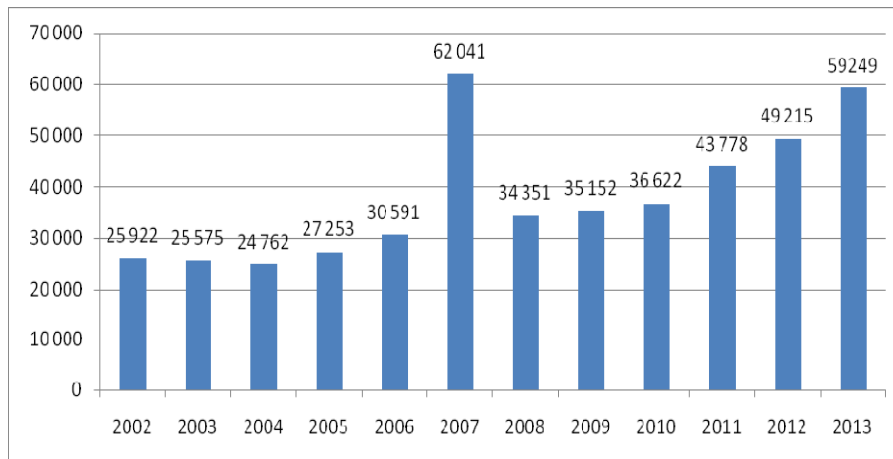
Who goes to university? Bac holders



And then?

- **Overcrowded classes: in 2000, there were 100 seats for 100 students** and between 2000 and 2009 the ratio remained stable ranging from 107 to 109 students per 100 seats; but in 2013, the students outnumbered the seats by 45. **Now, there are 145 students for 100 seats.** This ratio ranges between **126 and 177 students per 100 places** in the open-access system. However, it does not reach 100 students per 100 seats in limited access institutions.

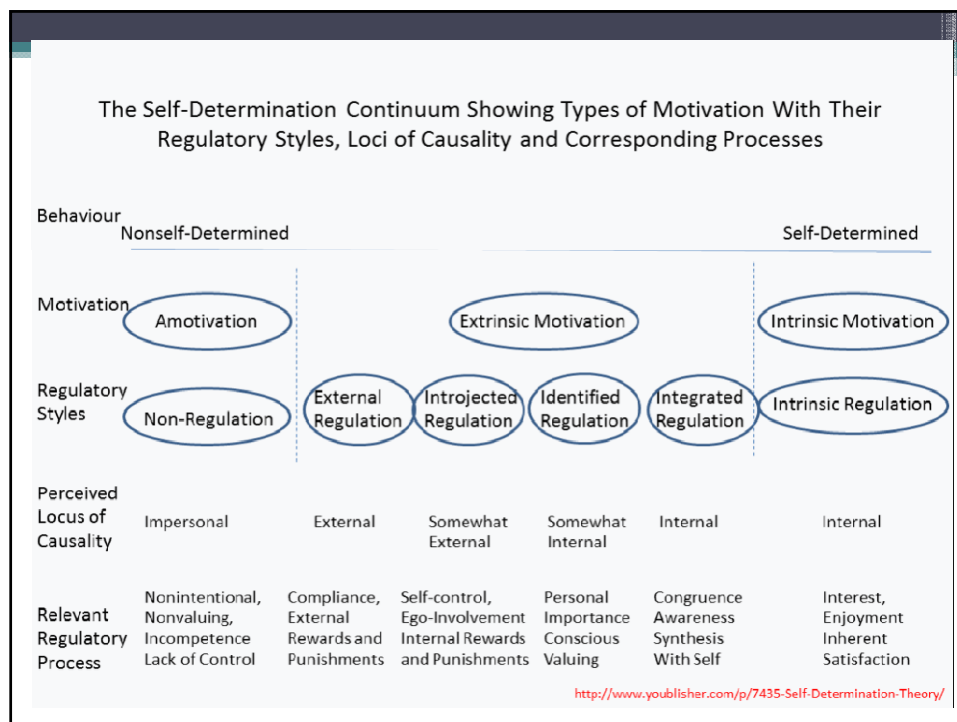
How many graduated last year?



Self-determination theory

Deci & Ryan (1985, 1991)

1. allows to integrate contextual effects in personal development, i.e. facilitates identifying different factors related to social context that can affect motivation.
2. suggests existence of different types of self-determined (intrinsic) motivations that have important impacts on personal development.



Objectives of the study

- This study aims to investigate the factors that motivate students to choose their courses of studies at university. Choice here refers to the **subject-related** and **professional- / project-related** (future job) factors.

Sample

19/05/2014

Faculties and schools	Respondants
Letters	202
Sciences	300
ENSET	26
Total	528

Volubilis Question: How would you describe your attitude before beginning your studies?

	Subject			
	Letters	Sciences	Eco-Manag	Mean
I did not really want to study	2.80%	6.50%	1.50%	3.9%
I was not sure whether I wanted to study	11.10%	14.50%	5.90%	11.3%
I was quite certain that I wanted to study	38.90%	30.60%	22.10%	32.4%
I was absolutely positive from the very beginning that I was going to study	47.20%	48.40%	70.60%	52.4%
Total	100%	100%	100%	100%

Volubilis question : Did the study in which you enrolled go with your preference and orientation?

	Subject			Mean
	Letters	Sciences	Eco-Manag	
No	33.8%	46.8%	58.8%	43.9%
Yes	66.2%	53.2%	41.2%	56.1%
Total	100%	100%	100%	100%

Question volubilis: If you are not enrolled in a master programme, will you consider joining one?

	Subject			Mean
	Letters	Sciences	Eco-Manag	
no	7.5%	9.1%	9%	8.4%
Yes, immediately after the BA or the BSc	24%	9.9%	26.,9%	19.5%
Yes, but after a while	32.9%	57%	47.8%	44.6%
Yes, later, after doing something else	16.4%	4.1%	6%	9.9%
Haven't decided yet	19.2%	19.8%	10.4%	17.7%
Total	100%	100%	100%	100%

Discussions

- The relational network (parents, peers, and teachers) influence the choice of **55.37%** of students.
- For example, **17,71%** of students admit having been influenced by people who already took a course of studies. “The discussions with my aunt and cousin enabled me to have practical information and advice about my studies, ... “ declared one student
- Institutional orientation (open days, meetings with professionals, etc.) also play an important role as it provided information about potential courses of studies to **17,93%** of the students.
- **Institutional orientation plays only a limited role in orienting students to their preferred course of studies.**
- **Personal preferences have very little room in the choice because the students’ paths are already institutionally determined.**

Extrinsic motivation: geography proximity

- **Preference of a course of study relies on the will to be close to parents**
- **However, the type of Baccalaureate overrides this preference.**

Major findings

- Nearly **everybody** wanted to study at university (intrinsic)
- Students have very **little preference** because they do not have the luxury to choose (almost ½ of students did not like what they were doing!) (extrinsic)
- The students' choice is mainly based on **personal project** (intrinsic motivation)
- Some students choose master programmes because they consider **long studies to be their projects** (intrinsic)
- The majority, however, have neither a project nor specific preference to their studies and therefore they provide different reasons for their choice (extrinsic). They have **very little visibility** about what to do after graduation!

Implications

- Create an orientation system to help students make the right choice
- Accompany students with either right or wrong choice and guide them to get through
- Provide more choice to students (more specialties, ...)
- Increase the number of choices to meet the country's needs

Limitations of the study

- Small n-size and limited number of subjects
- Shortage of questions that saliently contrast intrinsic and extrinsic motivation
- More studies to check the impact of choice both on success, or failure, at university and on opportunities of getting a job
- Study on the effect of institutional orientation on students' choice

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- RESEAU 49 – Le projet personnel de l'étudiant : un facteur de réussite ? – Décembre 2001 - SPU - FUNDP 1

Broadening of Higher Education, lack of professionals - some trends in Austria

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Content of presentation

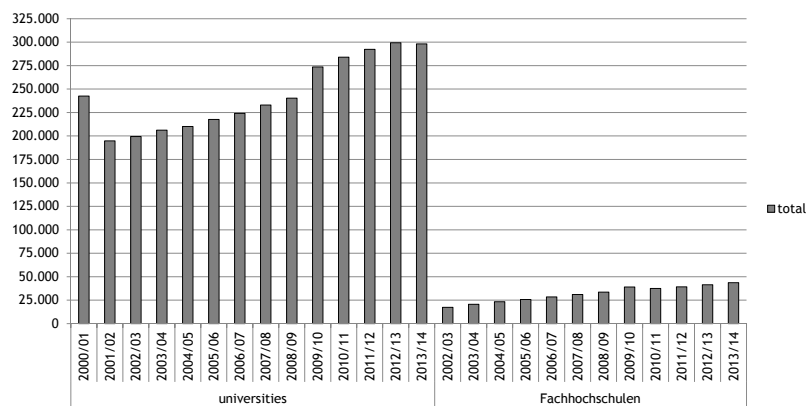
- introduction to the topic
- a remark - plus some data
- a few comments on the Austrian education system
- Higher Education in Austria
- ten years of the Universities Act 2002 - some facts and figures
- future perspective
- conclusion

Preliminary remark

- “expansion”: the broadening of accessibility of Higher Education for educationally disadvantaged groups within the population
- participation in education increases - respectively, educational attendance is extended
- “educational winners” and “educational losers” - with regard to the significance of the level of education gained (the “title”) for professional opportunities (i.e., the “position”; Pierre Bourdieu)
- Do the provision of resources, the budgeting and the governance of the Higher Education system correspond to this “natural expansion” - or produce an inhibitory or obstructive effect?

Development of public HE institutions in Austria .2

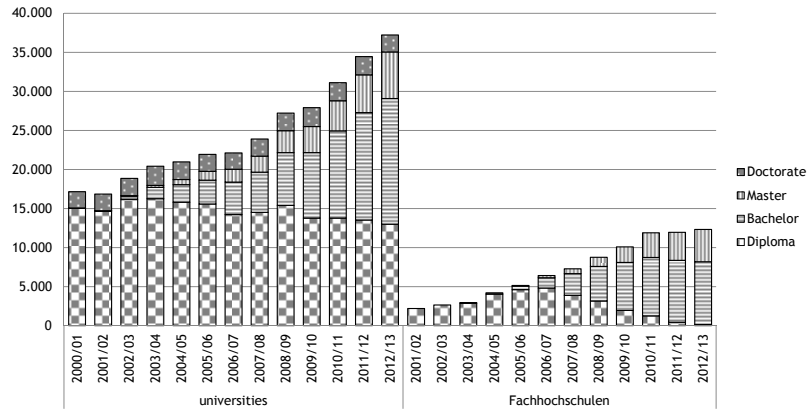
Dia. 2: Students enrolled



Source: bmwf, Abt. I/9; unidata (23.03.2014)

Development of public HE institutions in Austria .3a

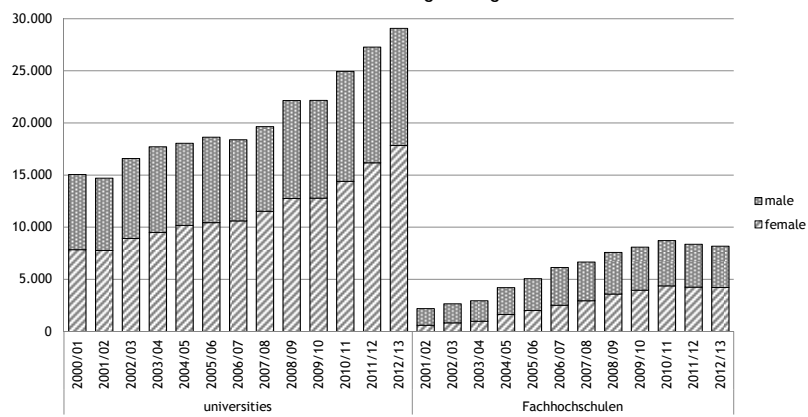
Dia. 3A: Types of degrees



Source: bmwf, Abt. I/9; unidata (23.03.2014)

Development of public HE institutions in Austria .3c

Dia. 3c: First degree / gender



Source: bmwf, Abt. I/9; unidata (23.03.2014)

Higher Education in Austria .1



- public and private universities, *Fachhochschulen*, University Colleges of Teacher Education (*Pädagogische Hochschulen*) providing ISCED 5A education as well as other institutions offering ISCED 5B tertiary education programmes
 - The objectives of the universities are scientific or artistic education in preparation for a profession (*Berufsvorbildung*).
 - Universities of Applied Sciences, in contrast, provide a vocationally oriented education on a tertiary level.

Higher Education in Austria .2



- Access to university studies is generally open. Only in some fields of study the number of study places is limited and admission tests are required.
- Until 2000 the Austrian Higher Education system was characterized by a two-tier structure. In 1999 the first bachelor and master programmes were introduced at public universities and at Universities of Applied Sciences; in 2002 through the University Act 2002 this structure became obligatory.

Ten years of the *UG 2002* - some facts and figures .1



- The past decade can be characterised by the following headline: “Ten years of the Universities Act: more graduates, stronger dependency on third-party funding” (APA, 10.02.2014).
- The *Universitätsgesetz/UG 2002* was implemented in 2004. In the ten years that have since passed, much has changed at the Austrian universities. The changes include
 - a significant rise in the number of academic degrees,
 - an increase in the significance of non-public funding for research conducted at universities

Ten years of the *UG 2002* - some facts and figures .2



- Both the number of students and the number of graduates have risen rapidly.
- The importance of the new degree programmes has grown rapidly over a short period of time.
- The transition to the new degree programme architecture was a gradual one, the “old” (Diploma) degree programmes were not transferred to the new (bachelor or master) degrees simultaneously, and thus they enter the data at different points in time.

Ten years of the *UG 2002* - some facts and figures .3a



- 52 per cent of school leavers commence a degree programme at a university within three semesters of gaining the university entrance qualification.
- As from the start of the academic year 2011/12, the universities introduced a newly structured “introductory study and orientation phase”. The idea behind this is that it should serve not primarily the purpose of selection, but should ensure a conscious degree choice.
- University entries have increased significantly in recent years: In 2010/11 57,143 first-time students were admitted to Austrian universities.
- For a large proportion of students, gainful employment during the semester or during the holidays is a fixed part of their day-to-day experience of studying.

Ten years of the *UG 2002* - some facts and figures .3b



- University Forecast 2011: In the long term, the number of first-time students each year in the entire Higher Education sphere is expected to stabilise at a high level, with around 64,000 to 66,000 persons.
- For the purpose of international comparisons, the “adjusted share of university graduates” is commonly used - i.e., the rate of completed degrees in the tertiary sector, which includes degrees at educational establishments closely related to universities:
 - a rate of 19 per cent for completed tertiary education among the 25- to 64-year old population;
 - Austria’s “adjusted share of university graduates” ranks it 17th among the (28) EU countries and 28th among the (34) OECD countries.

Ten years of the *UG 2002* - some facts and figures .4a



- winter semester of 2010/11 315,000 domestic and foreign students at Austrian HE institutions
- 84 per cent of all students accounted for by universities, 12 per cent by Universities of Applied Sciences, and 4 per cent by university colleges of teacher education
- 53 per cent of domestic students at scientific universities were women, at university colleges of teacher education the share was 77 per cent, while at the Universities of Applied Sciences it had already reached 46 per cent (2010/11).
- 79 per cent of students Austrian citizenship; 11 per cent German national
- first-time students (first admittance) 22 years old on average
- average age (2010/11) of domestic students 26.7 (scientific universities), 26.4 (UCTE) or 25.4 years old (UAS)

Ten years of the *UG 2002* - some facts and figures .4b



- Among the students who commenced their studies at universities (Diploma degrees) in the winter semester of 2003/04 44 per cent had completed a degree eight years after starting.
- Motives for studying:
 - primary motive “interest in the subject”
 - further relevant motives: “improving labour market opportunities”, “better income opportunities”
 - 30 per cent of new students seek a “new direction for their professional career” or want to engage in “further development”.
 - A further third regard the degree as a “step up”; around 10 per cent mainly hopes to “maintain the status quo”.
- 88 per cent of graduates from bachelor’s degrees at universities commence a master’s degree; 29 per cent of the Diploma, 38 per cent of the master’s degree graduates pursues a doctoral degree (averages from the graduate cohorts from 2002/03 to 2004/05).

Ten years of the *UG 2002* - some facts and figures .5



- number of first and second degrees completed rose to 37,215 in 2012/13 (2011/12: 34,460; 2002/03 18,865)
- number of “new” graduates with completed university degrees passed the 60 per cent mark for the first time in 2012/13.
 - Number of completed degrees overall has increased by 8 per cent.
 - 17,853 women completed their first degree (61 %), 11,233 men;
 - completed Master’s degrees: 3,039 women (51 %), 2,925 men.
- Men predominated for the highest level degrees completed: 1,219 graduated from a doctoral degree programme, 946 women (44 %).
- Since 2011/12 there have been more graduates from Bachelor degrees than from Diploma degrees; in 2012/13 the relation was 16,074 to 13,012.

Future perspective .1



„Bislang wurde die Institution ‚Universität‘ als ein Ort zur wissenschaftlichen ‚Berufsvorbildung‘ verstanden. Inzwischen wurde daraus allerdings ein reine ‚Berufsausbildungsstätte‘ gemacht. [...]

Man kann in diesem Zusammenhang durchaus von einer ‚Ökonomisierung des Bildungswesens‘ sprechen, welche zu Recht kritisiert wird!“ (Konrad Paul Liessmann; Kolosz (ed.) 2011, pp. 8/9)

“The institution of ‘the university’ has hitherto been regarded as a site of scientific ‘pre-professional education’. Now, however, it has been turned into purely a ‘vocational training centre’.
[...]

In this context, it is indeed permissible to speak of an ‘economisation of the education system’, which fully deserves the criticism it attracts!” (Konrad Paul Liessmann 2011; thanks for translation to Karen Meehan)

Future perspective .2

- Ranking ahead of the Universities of Applied Sciences, the universities largely remain the most important institutions of Higher Education. The economisation of the education system overall did not spare the Higher Education institutions in general, or the universities in particular.
- In the years since 1999 and 2002, the expansion of Higher Education has barely been an issue in Austria, either for the public or for science.
 - The talk has settled much more around the previously mentioned “economisation of knowledge” in recent years, than around the expansion of education.
 - “Knowledge is power” - there is probably a grain of truth here, as in every ideological construct: in a potential link between knowledge and power. Meanwhile, *ability* alone does not make actors powerful; it is with *opportunity* that action becomes possible.

Future perspective .3

- It is possible to speak of a “paradigm shift”, when issues of knowledge are primarily negotiated from the perspective of location or competitive advantage (i.e., “economically”).
 - But the suspicion may be justified that this is not actually completely new (cf. “promotion of human capital”, “exploitation of talent reserves” ...). Universities, at least this is how they were mostly seen in the 1980s and 1990s, should be central places for scientific work, places for the creation, preservation and transmission of knowledge. As a vehicle of cognitive progress, criticism, is a constituent component.
 - But what if a “cultural change” occurs, as was claimed within the context of the 2002 Universities Act, which causes the foundations of the entire system to be questioned?

Conclusion



- The contribution attempted to comprehend, to a certain extent, the current conditions for the production and proliferation of knowledge through the means of the “expansion of Higher Education” in Austria.
 - What - we have to ask - can “economisation” mean in this context; would it not be more appropriate to speak of “*Verbetriebswirtschaftlichung*” (see Kellermann et al. 2009)?
 - How do such trends appear in view of the much lamented dismantling of the democracy of university structures as well as the financial draining of the research landscape; are they not to be found amongst the reasons, or even the actual cause?
 - Which possible futures (consequences, risks and opportunities ...) can be glimpsed in the university context? Is all this an expression of the functional transformation of universities (see Kehm et al. 2012)?
- More questions than answers!

Konstanz, 28.03.2014

HG, IFS

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Slide 1: **Expansion of Higher Education: More Students – More Problems?**
University of Konstanz 28.3.2014

“... causing our understanding of knowledge (seems) to be limited, compartmented, and lacking a multidimensional perspective.”
(Scope of the Series “Knowledge Studies in Higher Education”)

Paul Kellermann

What Does It Mean “Expansion of Higher Education: More Students – More Problems?”

Increases, Consequences, and Problems

Slide 2: **Increases**

General Overview: Austria

Students of all institutions of Higher Education

1971 – 2012 (Tab. 1.1, 1999/Tab. 2.1, 2013)

1971: 49.063;

1981: 112.930 (+ 113%);

1991: 181.416 (+ 61%);

2001: 197.143 (+ 8,7%);

2011: 331.588 (+68%);

2012: 344.462 (+ 4%).

Increase 1971 – 2012: 602%

Slide 3: **Increases**

Higher Education

2001- 2012 (Tab. 8.1, 2013)

New Entrants 2001: 31.547; **2012:** 68.477.

Increase: 117 %

Students 2001: 197.143; **2012:** 338.584.

Increase: 72 %

Graduates 2001: 17.051; **2012:** 39.094.

Increase: 129 %

Percentage of occupational population 2001:
9,0; **2012:** 17,4.

Increase: 93 %

Slide 4: **Increases**

Students at institutions of Higher Education (Tab. 2.1)

	2007/08	2012/13	increase
Universities	217.587	275.523	27 %
Private universities	3.886	6.778	74 %
Fachhochschulen	31.064	41.366	33 %
U.C. Teacher education	6.779	14.917	120 %

Slide 5: **Consequences**

More women

1971 (Tab. 1.1, 1999)

2012/13 (Tab. 1.1/2.1/4.1a, 2013)

New entrants 8.998; **women 34,8%** New entrants 70.676; **women 56,1%**

Students 49.063; **women 27,7%** Students 344.462; **women 54,0%**

Graduates 4.483; **women 26,1%** Graduates 50.351; **women 56,1%**

Slide 6: **Consequences**

More graduates

Public universities and Fachhochschulen

(Schools for professional Education/"Universities of Applied Sciences")

Study year **2005/06**: 27.095

Study year **2011/12**: 46.415 (Tab. 4.1b)

An increase of 71% in six years.

Slide 7: **Consequences**

Higher Proportions

New entrants as a proportion of **age cohort**

1971: **9,0%**; 2012: **51,4%**

Students as a proportion of **age cohort**

1971: **6,1%**; 2012: **40,4%**

Labor force with university degree as a proportion of total labor force

1971: **3.1%**; 2012: **17,4%** (1999, Tab. 1.1; 2013, Tab.8.1)

Slide 8: **Consequences**

More unemployed

Recorded unemployed persons – highest completed Institution

	2007	2013	increase
Elementary School	104.228	132.920	28%
Academic Education	8.952	15.210	63%
University	7.151	11.536	61%
Fachhochschule	6.97	1.722	147%

Slide 9: **Consequences**

Unemployed graduates

Recorded unemployed graduates – **study fields**

	2007	2013	increase
Ethnology	48	98	96%
Communication, Media	242	436	80%
Psychology	313	418	80%
Biology	246	327	33%
Sociology	103	171	66%
Law	721	919	27%
Economics	94	236	151%
Mechanical Engineering	91	156	71%
Architecture	190	336	77%
Informatics	82	139	70%
Medical Sciences	419	389	-(!) 7%

Slide 10: **Consequences**

Differentiation of Institutions

Public universities

Fachhochschulen (Schools for professional Education/"Universities of Applied Sciences")

University colleges of teacher education

Universities of Arts

Private universities

Slide 11: **Problems**

The **structure of counterbalances** of the classical idea of the European university as Universitas magistrorum et scholarium (Community of professors and students) changed:

Imbalances and divisions

Professors and students

Research and teaching

Rector and Chancellor

Rigorous examinations and wild celebration

Twice four months of study work and long holidays in between

Slide 12: **Problems**

Some questions

What does it actually mean „**Expansion of Higher Education – more students, more problems?**“

„Expansion of Higher Education“ – **Can the education** of a person contrarily to a system **be expanded?**

What is „**higher**“ or „**lower**“ education? a longer resp. a shorter one?

Education as development of a personality? as a system of schooling?

What does „**student**“ really mean today? A person that tries autonomously to **gain knowledge** by asking question? a **living storage** learning foreign information by heart? only an **object** of educational activities of others?

Slide 13: **Problems**

Results: serious problems

General problem: Any increase or decrease in numbers changes the quality of the respective item.

We are using words without a precise meaning. We have **indifferent contents** in mind. In our talking we are looking alike a **blind person** who needs a stick in order to find his way in his darkness.

“If you think wrong, you can act right only accidentally.”

There is no surprise that we have **serious problems** with the “Expansion of Higher Education” – as individuals as well as society.

“Modern universities have been experiencing remarkable growth in terms of access. Some countries are approaching the point of almost 100 % tertiary enrollment. In addition, academic research has grown exponentially in the knowledge society. However, notwithstanding these growths, contemporary universities are confronted with critical challenges. The major challenges are how to harmonize different missions, e.g. teaching, research, and service. These missions seem well coordinated in their nature; however, many empirical studies found that these missions conflict each other. Universities have begun to apply the division of labor between teaching-efficient and research-efficient professors, and some universities even hire professors for community service. The decoupling between teaching, research, and service has become wider recently. The modern university started as an innovative model – research-driven teaching and service model in the nineteenth century – but the contemporary university is having an identity crisis.” (Jung Cheol Shin, Ulrich Teichler: Preface; in: The same, ed., The Future of the Post-Massified University at the Crossroads – Restructuring Systems and Functions”. Springer Switzerland 2014, p.V)

HRK

Evolution of a more heterogeneous student body in Germany

AG Hochschulforschung: Expansion in Higher Education.
New students, more problems?

Constance, 29. March 2014

Jochen U. Schwarz
Project manager
Project nexus – Concepts and good practice
in Higher Education



HRK German Rectors' Conference
Project nexus
concepts and good practice in higher education



Content

1. Widening participation
2. KMK resolutions (2002, 2008 and 2009)
3. HRK resolution 2013
4. Flexible part-time study programmes
5. Initiatives and good practice
6. Outlook

Widening participation

- lifelong learning paradigm
- debate on human resources
- demographic change
- rising knowledge society
- trend of upskilling
- international competitiveness



→ growing social and cultural diversity of students

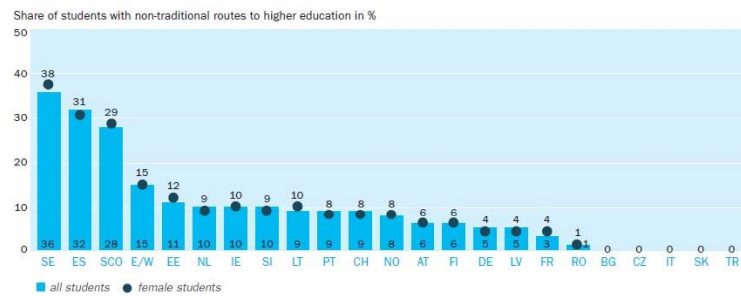
Widening participation

- long tradition (100 years) of opening higher education institutions in Germany (see Schwabe-Ruck, 2010)
- interest in non-traditional students within the comeback of the lifelong learning (LLL) concept (see Schuetze & Slowey, 2000)
- percentage of second and third chance learners at higher education institutions at 3,3% second chance and 1,1% third chance learners (without Abitur) (see Autorengruppe Bildungsberichterstattung, 2010)
- students without higher education entrance qualification gained at school by 2010 at approx. 2,1 % (9.250 freshmen) (see Nickel & Duong, 2012)
- 2001 there were 1.600 freshmen with a vocationally gained HE entrance qualification and 2012 already 11.592 (see latest official statistics)

Share of non-traditional students

Fig. 2.1

Share of all students with non-traditional routes to higher education (in %) – National definitions



Source: EUROSTUDENT III, Subtopic 7

EUROSTUDENT Questions: 2.1 "What was your route to higher education entry?", 1.2 "Gender"

KMK resolutions

- KMK resolution 2009: higher education entrance for vocationally qualified without entrance qualification gained at school:
 - general access to higher education: for persons holding master craftsman, technician, certified senior clerk and comparable qualifications
 - subject-specific entrance qualification: vocational qualification and work experience (usually three years)
- KMK resolutions 2002, 2008 – recognition of prior learning; laws of the Länder

HRK resolution 2013: Bologna Prozess

- The implementation of the Bologna-Prozess has to be optimized in some parts
 - mobility and recognition
 - more flexible study programmes
 - diversity of students
 - individual student life-cycle
 - quality assurance mechanism

Flexible part-time study programmes

- higher education institutions attract non-traditional students
 - 87,6% universities and 86,1% universities of applied sciences offer part-time or dual study programmes (summer semester 2009) (see Minks, Netz and Völk, 2011, p. 13)
 - more than 4.000 certification programmes besides undergraduate programmes (see Minks, Netz and Völk, 2011, p. V)
 - in approx. 1.800 study programmes recognition of prior learning is possible (see nexus-Anrechnungskompas)

Part-time study programmes

type of higher education institution	undergraduate programmes			postgraduate programmes		
	study programmes in total *)	thereof part-time study programmes**)		study programmes in total *)	thereof part-time study programmes**)	
			%			%
Universities	5.663	608	10,74	4.993	791	15,84
Universities of applied sciences	3.207	487	15,19	1.894	604	31,89
Universities of Art and Music	521	7	1,34	510	22	4,31
In total	9.391	1.102	11,73	7.397	1.417	19,16

→ 15 % part-time study programmes

*) without expiring study programmes; **) four categories of studying part-time (HRK-Hochschulkompass at 03/14/2014)

Initiatives and good practice

- Federal Ministry of Education and Research
 - advancement through Education
 - projects within the Teaching Quality Pact
 - recognition of prior learning (ANKOM)
 - Project nexus of the German Rectors' Conference
- initiatives by the Länder, scientific organizations and higher education institutions
 - difficult to isolate and name transferable elements
 - HEs have own standards to ensure quality
 - difficult to measure good practice (sustainable; transferable; what else?)

Outlook

- widening participation in the context of institutional profiles and the differentiation of the higher education system (all vs. some HEIs)
 - need for changes in study and teaching
 - quality assurance mechanism
 - focusing on learning outcomes and competences
 - recognizing prior learning
- paying more attention to the social and cultural diversity of students

Literature

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The prognostic validity of student enrolment prognoses in times of increasing heterogeneity of student populations

*FREREF workshop: Expansion of Higher Education. New students,
more problems?*

Konstanz, March 27th - 29th 2014

Dr. René Krempkow, Dr. Dieter Dohmen
Institute for Education and Socio-Economic Research, Berlin

Outline

1. Research questions
2. Comparison of prognoses and actual student enrolment
3. Comparison of survey-based prognoses and actual transition rates
4. Causes of differences between prognoses and actual student enrolment
5. Consequences for future student enrolment?

1. Research questions



Research questions:

- How good was the prognostic validity of student enrolment prognoses for Germany and for Saxony in the past?
- What are the influencing factors for student enrolment?
- How good can enrolment prognoses be in times of increasing heterogeneity of student populations?

Slide 3 | 27.-29.03.2014

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2. Comparison of prognoses and actual student enrolment



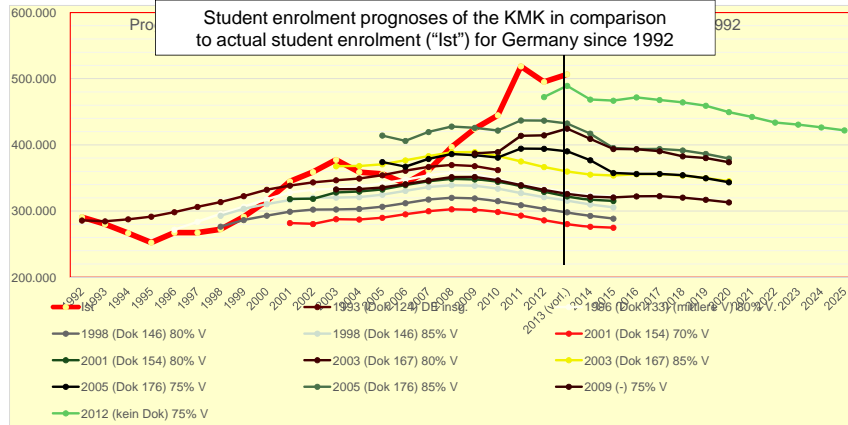
The approach of the comparison of prognoses and actual student enrolment is as follows:

- 1.) to analyse the differences between the forecasted absolute numbers and the actual absolute numbers of first-year students
 - a) for Germany and
 - b) for Saxony (as an example of a German federal state)
- 2.) to analyse the differences between the forecasted transition rates and the actual transition rates from the "Gymnasium" (grammar school) to universities and universities of applied sciences
 - a) for Germany and
 - b) for Saxony (as an example of a German federal state)

Slide 4 | 27.-29.03.2014

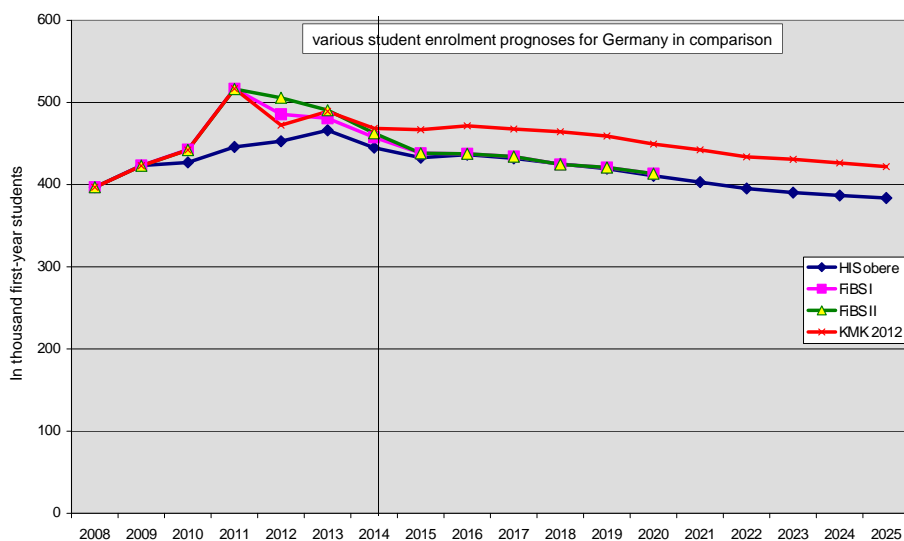
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2. Comparison of prognoses and actual student enrolment



The KMK prognoses (Conference of the Federal Ministers of Education) and the actual student enrolment in Germany in the last years differ far more than in the years before.

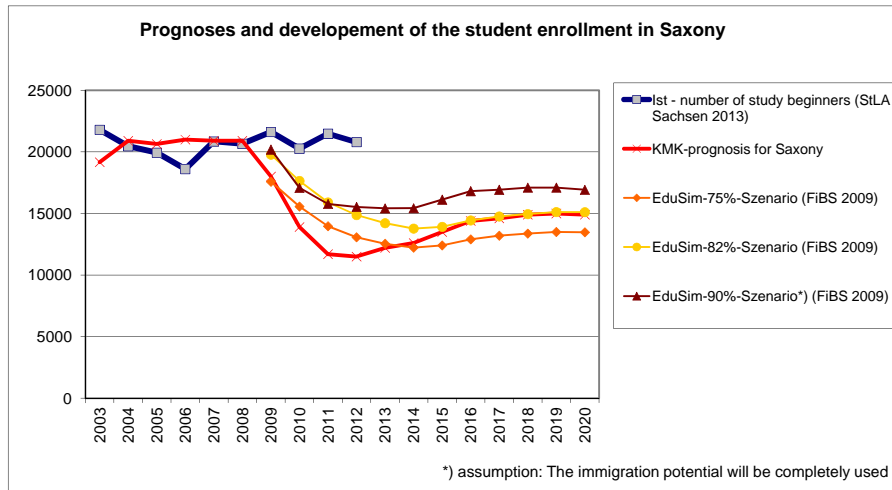
Comparison of prognoses for the future



FIBS I without the suspension of the military services; FIBS II with the suspension of the military services.

2. Comparison of prognoses and actual student enrolment

KMK prognoses, FiBS prognoses and student enrolment in Saxony

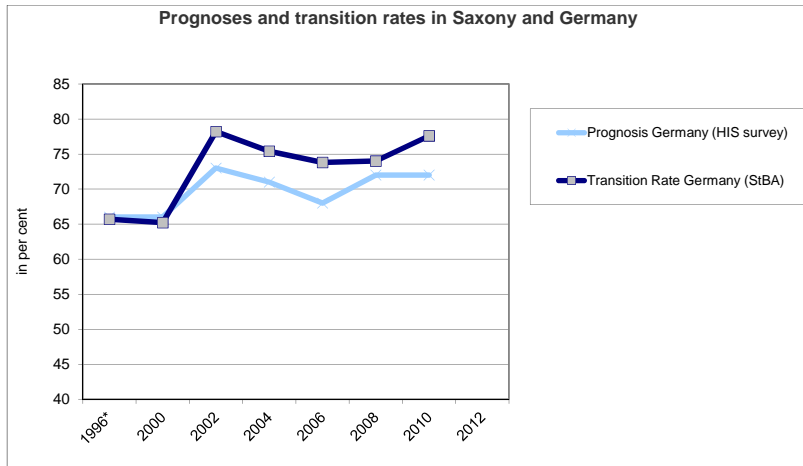


2. Comparison of prognoses and actual student enrolment

Interim conclusion to the comparison of prognoses and actual student enrolment:

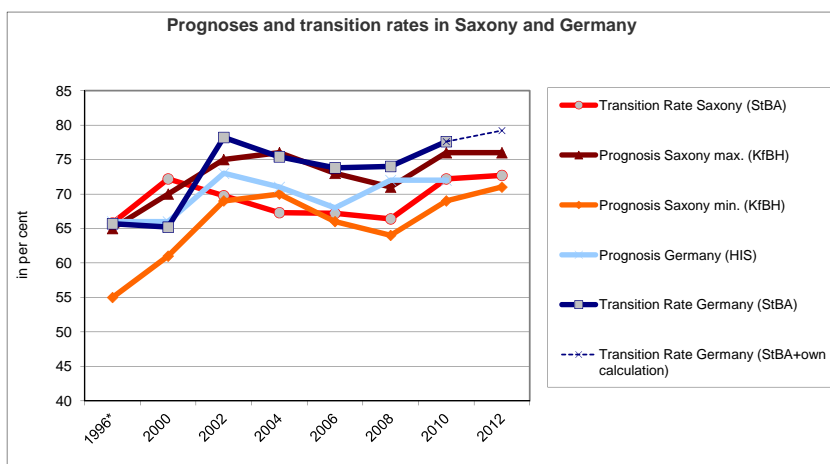
- KMK- and alternative prognoses are quite acceptable in forecasting long-term trends, ...
- yet, they are less precise in forecasting short-term developments because of various reasons
- With regard to short-term forecasts/prognoses: can surveys be used for improvement?

3. Comparison of survey-based prognoses and actual transition rates



This graph shows the prognosis of the transition rate (HIS 2012: as per cent of grammar-school graduates ½ year after graduation who planned or started their course of studies) and the actual transition rate for Germany (StBA 2013: as per cent of grammar-school graduates who started their course of studies by the 3rd year after graduation).

3. Comparison of survey-based prognoses and actual transition rates



In addition to the previous graph this graph shows the prognoses of the transition rate for Saxony as maximum and minimum scenarios (KfBH 2012: as per cent of grammar-school graduates ½ year before graduation who planned to study at a university) and the actual transition rate for Saxony (StBA 2013: as per cent of grammar-school graduates who started their course of studies by the 3rd year after graduation).

3. Comparison of prognoses and actual transition rates



Interim conclusion of the comparison of prognoses and actual transition rates:

- In most cases, survey-based prognoses correctly predicted the tendency, i.e. a fall or a rise in student numbers, although they did not incorporate foreign students (about 10%).
- Yet, survey-based prognoses are better suited for short-term periods, while KMK or alternative prognoses are more appropriate for longer periods (mainly based on demographical statistics and on assumptions for transition rates).
- Nevertheless, survey-based prognoses and multivariate analyses of study plans can be useful to explain the causes of differences between prognoses and actual student enrolment, and to predict to some extent the tendency of the study plans to fall or rise in relation to the circumstances.

Slide 11 | 27.-

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4. Causes of differences



Causes for increasing or decreasing rates of study plans (and their realisation) are, particularly, due to institutional and individual conditions, (cf. Wolter 2014):

- Special items in the last few years: military service was abandoned (2011), and double cohorts of grammar school graduates because of the reduction of time for the „Gymnasium“ from 9 to 8 years („G8-effect“) for most states in Germany resulting in higher numbers of 1st year students
- Admission restrictions (relevant for major parts of study beginners in Germany) is cutting off in contrast the student enrolment for a lot of subjects and universities
- Attractiveness of secondary school types (Gymnasium), school marks, social background (e.g. academic parents) are affecting study intentions
- Multi-variate analyses of survey data (HIS 2012, KfBH 2012) show, furthermore, that the perceived labour market situation for academics is another relevant factor for study intentions – additional to school type, school marks, gender, parents with academic backgrounds, migration background and regional background (West Germany)

Slide 12 | 27.-

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5. What does it mean for future student enrolment and prognoses?



The increasing heterogeneity of (potential) populations of first-year students leads to a lower prognostic validity of student enrolment prognoses.

Yet - as a positive outlook - we can estimate to some extent the tendency of future student enrolment from the development of circumstances (and the support/ encouragement by politics) of subgroups of potential first-year students, e.g.:

- the development of admission restrictions
- opening-up of the universities for students with work experience (without formal higher education entrance examinations)
- the development of part-time study programmes
- the development of the percentage of grammar-school graduates in the "Gymnasium" vs. vocational training
- the development of the share of grammar-school graduates with parents without a university degree, with a migration background, females, ...

Slide 13 | 27.-

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Slide 14 | 27.-29.03.2014

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Study strategy and problems of ‚new students‘ - Some considerations and some results

University of Konstanz, Research Group on Higher Education, March 27th – 29th 2014

1 An old topic and a new discussion

In the last years in Germany a discussion is starting again about the amount of academics and the diversity of the students - and which problems all this generate to teaching, jobs and society (cf. Nida-Rümelin, J. 2010; Schultz, T./ Hurrelmann, K. 2013). We might remind that the topic of heterogeneity and new students is a rather traditional, old topic of our ‘Network Uni 21’. It is exactly ten years ago, that we organized a meeting - as a conference of FREREF - with the title: ‘Heterogeneity and Inequality of Students – an International Comparison’ (cf. Bargel, T. 2004).

In this document of the meeting Werner Georg presents an interesting article about ‘Social Inequality and the University’ - comparing the three regions of Rhone-Alpes (France), Catalonia (Spain) and Baden-Württemberg (Germany). At the end he pointed out to some important results (Georg, W. 2004, p. 53):

- (1) Inequality (of social categories) shows the same pattern in all three regions, with Baden-Württemberg as the most selective region.
- (2) Most distinctive between the students was the disposal over or lack of economic resources with the consequence of working much more during the term, not factors of ability.
- (3) In all regions the access to public subsidies (money) is insufficient with negative consequences for the successful course of studies for the new students from the lower class, because especially they have less time for studying.
- (4) Some more difficulties of these students exist in their relation to the teaching staff, and to present themselves in discussions. They need more and better consultation and support, because of their lower self-confidence in the academic surrounding.

In general this means that it is a mistake to look only to the new students and their abilities. We must also look to their living conditions and the study conditions at the universities.

In the meantime the questions about the new students have found more interest in scientific research as well as in political discussions. We have even an international review about the studies and results concerning the ‘first-generation students’ (cf. Spiegler, T. / Bednarek, A. 2013); generally this review confirms the findings of our international comparisons (cf. Hadji, Bargel, Masjuan 2005) as well as the results of the German Student Survey (Bargel 2007; Bargel/Bargel 2012).

2 New students: what does it mean?

If we speak about the ‘**new students**’, we must confess, that the term or concept of the ‘new students’ is not so clear as the simple usage may suggest. Therefore we give you some considerations about the development of this term.

At the beginning of the expansion of the student numbers at universities in the sixties of the last century there have been three main social groups, which then have been seen as the ‘new students’: the one group has been the women (studying girls) and the other the working class kids. But also, students of new regions should be included - because of the foundation of many new universities (as Constance for example). All these new students represented broad ‘social categories’ and constitute more ‘social heterogeneity’ at the universities.

At about fifteen years ago, starting with the so-called Bologna Process, we have many different groups of ‘new students’: those with a migration background, those seriously ill or with disablement, those with children, those who have to nurse their parents, or those who have

an occupation beside studying etc. . This is a rather new field of different **social settings**, and we named all this '**diversity**' – in consequence inventing '**diversity management**'.

Now we are at the beginning of even a new, a third phase: It is marked by the official aim, that even 60% per cent of the population of the country should go to higher education and finish a study to become scientifically qualified. Now we ask: What to do, to reach a good study outcome for them all, how different they may be concerning their preparation for studying, their interests and capacities, their expectations and engagement. How much '**individuality**' (flexibility) is now necessary in the structure (e.g. part-time studies) and in teaching (e.g. blended learning) at our universities.

So much for a short orientation about the possible meanings of the category "new students". What are the experiences with them in our systems of higher education: what are the results of student surveys? In our presentation we will concentrate as new students to the social heritage, which means: **New students** are those, who are the first persons in their family going on to higher education, meaning Level 5/6 of OECD-System of educational levels. Their parents have not visited a university or polytechnic or teacher academy. The reason for this concentration is, that the situation at university and the problems with studying are exemplary connected and visible in this group of 'educational climbers' or 'first generation students'.

Sample of students at universities and applied universities (FH)

The last wave of the German Students Survey has been in winter semester 2012/13. At the whole 4.884 students participated and send usable questionnaires back to the research group. Of these we have 46% first generation students (fgs) that means without parents, father or mother, being absolvent of a university or another academic institution e.g. teaching seminar or polytechnic. On the other hand 52% of the students have parents, of whom one or both finished university and therefore having an academic heritage (ach).

In Germany there is quite a big difference between the amount of first generation students at the university (in a traditional sense) and at the new "Fachhochschule", which means nowadays "university of applied sciences". At the traditional university level 58% of the students are of academic heritage, at the level of applied universities only 37% have this family background. At the other hand nearly two third at the applied universities are 'new students' (63%), whereas at the traditional universities we count 42% who are the first of the family trying to get an academic degree.

3 Study strategies and efficiency

One important point of the debate about the new students is the apprehension, that they might be less efficient and less systematic in studying, because the academic world is an unknown landscape for them. The findings are against such expectations: A quick finishing is even a little bit more important for the new students, even more useful for their personal development than for their professional chances.

To reach a good result in the exam is of equal utility for both groups of students, independently from social background, if they judge it under the perspective of further job chances – at a general higher level. But for the personal development it seems to be somewhat more useful for the new students – at a general lower level (cf. table 1).

It is a general conviction of the students, that efficiency in studying (short in time and good in results) is helpful for getting a job: about three quarters of them think that both strategies are useful. For the personal development, for becoming an educated personality, there is a low degree of difference: the new students support the usefulness of efficiency as a factor of personal development somewhat more.

Table 1

The assessment of students in Germany with different social background about the usefulness of study-strategies for efficiency in the perspective of the personal development and the occupational career – (WS 2012/13)

(Scale: a = rather adversely, b = somewhat useful, c = useful, d = very useful, e = cannot rate; indication in percentage for “very usefulness”)

		Usefulness for ...			
		Personal development		Occupational career	
		fgs ¹	ach ²	fgs	ach
		(2.166)	(1.934)	(2.166)	(1.934)
Study strategies ... for efficiency		Usefulness			
Complete studies quickly	useful	35	32	36	36
and with determination	very useful	27	21	42	39
	together	62	53	78	75
Achieving the highest	useful	39	39	28	28
possible degree	very useful	34	30	63	64
	together	73	69	91	92

1) *fgs* = first-generation-students, parents with non-academic education; 2) *ach* = academic heritage, parents with academic education (father or mother).

The usefulness of additional chances

We may also have a short look at three other indicators about the study strategies of students: (1) to continue with a master program, (2) to study abroad, and (3) to participate in the research process. These are indicators for the inclination of the students to capture these additive chances, which offers the university. The students of academic families rank the usefulness of all three aspects higher and are therefore better prepared to capture these chances.

All three aspects of additional chances (Studying abroad, research participation and continuing with a master's degree) are always better evaluated by the “old” students from families with academic heritage (*ach*) for their later job chances at the labor market; even more usefulness they ascribe for the personal development. The greatest difference to the new students exist concerning the possibility to study abroad temporarily: here we find a difference of nine percentage points for the category ‘very useful’ in respect to the personal development between the “new” and the “old students” (cf. table 2).

Table 2

The assessment of students in Germany with different social background about the usefulness of study-strategies for additional chances under the perspective of the personal development and occupational career (WS 2012/13)

(Scale: a = rather adversely, b = somewhat useful, c = useful, d = very useful, e = cannot rate; indication in percentage for “very usefulness”)

		Usefulness for ...			
		Personal development		Occupational career	
		fgs ¹	ach ²	fgs	ach
		(2.166)	(1.934)	(2.166)	(1.934)
Study strategies for additional chances		Usefulness			
- Continue with master	useful	27	23	19	13
after the bachelor	very useful	42	44	55	60
	together	69	67	74	73
- Studying abroad temporarily	useful	27	26	31	30
	very useful	48	57	49	53
	together	75	83	80	83
- Participating in a research-	useful	40	37	34	33
project or -training	very useful	40	44	46	49
	together	80	81	80	82

1) *fgs* = first-generation-students, parents with non-academic education; 2) *ach* = academic heritage, parents with academic education (father or mother).

Intentions of studying efficiently

The estimation of different strategies may be for efficiency or other aims, is the one side, the other are the concrete intentions of the students to be efficient: Perhaps there exist greater differences between the two groups of students, the “new” and the “old” ones.

There is really no difference in the intention to work intensive for the study field. Also a good exam has the same importance for the first-generation-students as well as for the students with academic parents. We may conclude: All students intend more or less the same efforts and outcome, independently of their social origin. Only in the motive to complete the study as quick as possible we found some difference: The children of academics are not so eager to finish studying in as short as possible (cf. table 3).

Table 3

Study habits of students in Germany with different social background concerning effectiveness of studying (WS 2012/13)

(Scale from 0 = 'applies not at all' till 6 = applies entirely; Percentage for 3 – 4 = applies predominantly and 5 – 6 = applies entirely)

	All Students		Trad.Universities		Appl.Universities	
	fgs ¹ (2.166)	ach ² (1.934)	fgs (1.467)	ach (1.656)	fgs (649)	ach (278)
Study habits of efficiency						
I work hard and intensive for my studies						
Predominantly	46	45	46	45	49	46
entirely	36	37	37	37	32	32
together	82	82	83	82	81	78
For me, it is very important to achieve a good degree in exam						
predominantly	33	32	31	33	37	29
entirely	58	58	59	57	56	60
together	91	90	90	90	93	89
For me, it is essential to complete my studies as quickly as possible						
predominantly	36	33	36	33	37	30
entirely	33	29	30	27	39	43
together	69	62	66	60	74	73

1) **fgs** = first-generation-students, parents with non-academic education; 2) **ach** = academic heritage, parents with academic education (father or mother).

All data of the different indicators shows in the same direction: The habit of studying in Germany is nearly the same between ‘old’ and ‘new’ students. But perhaps the realization of these intentions is not the same; may be the realization is not so easy for the new students, because of missing funding and the need to have a job during term, which impedes a concentrated studying in full-time.

Learning capacity and competence

In the actual debates about the increasing diversity of students it is often pointed out, that not the differences of ‘social categories’ are of major interest, but the ‘individual differences’ of the students in learning capacities, cultural engagement and social competences are more important. For the teaching process at universities this shift is quite understandable; nevertheless for the structural and general perspective of the ‘diversity management’ it is of even interest, if exist correlations between these abilities and the social origin of the students.

In our survey we are interested in the three learning capacities, which are esteemed as very important for the study success and outcome. We ask the students to evaluate their own capacity and ability: (1) to learn and keep new facts easily; (2) to organize and schedule the learning matter, and (3) to concentrate for long periods in learning and to complete the tasks.

In the case of learning abilities we detect only small differences between the 'new' and 'old' students. In the case of the capacity for longer concentration and getting things done the amount of difference between these two groups is seven percentage points (category 'entirely'); concerning the easy comprehension and good memory it is six points and concerning the organization of learning the difference is even less (three percentage points). There are some small differences, but it is exaggerated to interpret them as deficiencies of new students (cf. table 4).

Table 4

Learning Capacity and Competence of students in Germany with different social background: first generation students and students with academic heritage (WS 2012/13)

(Scale from 0 = 'applies not at all' til 6 = applies entirely; Percentage for 3 – 4 = applies predominantly and 5 – 6 = applies entirely)

	All Students		Trad.Universities		Appl.Universities	
	fgs ¹	ach ²	fgs	ach	fgs	ach
	(2.166)	(1.934)	(1.454)	(1.640)	(645)	(275)
Learning Competence						
It is easy for me to learn and keep new facts and contents of my subject						
predominantly	56	54	57	54	55	54
entirely	26	32	26	32	26	31
together	82	86	83	86	81	85
I am capable to organize and to schedule well my learning matter						
predominantly	50	49	49	49	50	48
entirely	28	31	29	31	28	31
together	78	80	78	80	78	79
I am able to concentrate for long periods and to complete my tasks						
predominantly	44	38	44	38	44	40
entirely	40	47	41	48	39	40
together	84	85	85	86	83	80

1) *fgs* = first-generation-students, parents with non-academic education; 2) *ach* = academic heritage, parents with academic education (father or mother).

4 Causes and amount of stress

If students feel stress in their study situation the reason might be various. Three main areas might be distinguished: (1) achievement demands and academic orientation, (2) anonymity and social life (partnership), and (3) material life situation (financing) and the need for doing a job. For every case we include two examples (indicators):

Concerning achievement and orientation there are some differences between 'new' and 'old' students, but they are not enormous (only four or five percentage points). Concerning personal well-being, as anonymity or personal partnership, there is really no difference between students of different social heritage (cf. table 5).

The greatest differences exist concerning the financial situation and the need to going to work beside studying. In these cases the stress is much higher for first generation students than for students out of academic families: with differences from twelve to fifteen point of percentage between these two groups.

Table 5

Causes of strains and stress for students in Germany with different social background: first generation students and students with academic heritage (WS 2012/13)

(Figures in per cent)

	All Students		Trad. Universities		Appl. Universities	
	fgs ¹ (2.166)	ach ² (1.934)	fgs (1.454)	ach (1.640)	fgs (645)	ach (275)
Strains and stress with...						
... demands and orientation						
Demands of the course of studies						
some strains	48	45	47	45	50	44
great stress	31	29	33	30	24	23
together	79	74	80	75	74	67
Course choices and academic orientation						
some strains	39	34	39	34	38	33
great stress	8	9	10	10	5	7
together	47	43	49	44	43	40
... social life and partnership						
The anonymity at university						
some strains	24	24	25	24	21	19
great stress	7	9	9	10	4	3
together	31	33	34	34	25	22
Missing a strict partnership						
some strains	17	18	16	17	18	21
great stress	12	11	12	11	11	10
together	29	29	28	28	29	31
... work and financing						
Need of doing a job beside studying						
some strains	29	27	30	27	27	31
great stress	24	14	23	14	25	14
together	53	41	53	41	52	45
The current financial situation						
some strains	32	27	32	27	32	29
great stress	28	18	27	18	31	19
together	60	45	59	45	63	48

1) **fgs** = first-generation-students, parents with non-academic education; 2) **ach** = academic heritage, parents with academic education (father or mother).

5 Consequences

As we think about the consequences of these findings we propose four theses for a necessary 'new thinking':

- (1) To often we point out shortages on the side of the 'new students', to attest them a missing study ability, by which they disturb normal teaching.
- (2) We overlook, that the assumed deficits of the new students are mainly caused by their life conditions (less money) or by the study conditions.
- (3) As we omit the positive possibilities of the new students, we produce – as institution or teacher - many of those deficits, we then complain.
- (4) Often it is more useful to change the conditions of studying and to accept the diversity of students as a productive element at the universities.

This means for our **research**: We must combine more often different levels and factors, asking how individual and institutional elements and traits contribute to study success and study

outcome. We must investigate more often: Which elements of the organization, the courses and the teaching at universities sustain and support all students, which social background they may have. Because study conditions which are helpful for all students are mostly especially good and useful for the 'new students'

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AG Hochschulforschung + FREREF Réseau Uni 21
Expansion of Higher Education. New students, more problems?
VII. International Workshop at the University of Konstanz

March 27th – 29th 2014

Program

Thursday, March 27th 2014

Arrival and starting

- 19:30 Introduction and presentation of the Research Groups
20:00 Welcome Dinner

Friday, March 28th 2014

- 09:00 **Address of welcome**
Outline and opening of the workshop
Monika Schmidt, Tino Bargel, AG Hochschulforschung, University of Konstanz
- 09:30 **Expansion of higher education in France: the need to distinguish between quantitative and qualitative evolution**
Dr. Laurent Lima and Dr. Alain Fernex, UPMF Grenoble, France
- 10:15 **Did you tell me “Expansion of higher Education? What does it really mean in Geneva?”**
Jean-François Stassen and Piera dell’Ambrogio, University of Geneva, Switzerland
- 11:00 Coffee break
- 11:15 **Effects of rising tuition fees on non-traditional students**
Dr. Marina Elias, UAB, Barcelona, Spain
- 12:00 **Changing student learning motivation in the situation of higher education expansion**
Prof. Andrii Gorbachyk, Taras-Shevchenko-University, Kyiv, Ukraine
- 12:45 Lunch
- 13:45 **Tracking student mothers’ higher education participation and early career outcomes**
Dr. Heike Behle, Warwick IER, Coventry, Great Britain
- 14:30 **Novosibirsk State University - expansion objectives and problems of realization**
Tatiana Iakovleva, Novosibirsk State University, Russia
- 15:00 **Expansion of Higher Education in Lithuania: Challenges and Opportunities**
Prof. Ruta Braziene, KTU, Kaunas, Lithuania
- 15:30 Coffee break

- 15:45 **What motivates new students to enroll in the Moroccan university?**
Prof. Mohammed Talbi and Prof. Abdelmajid Bouziane, University Hassan II, Casablanca, Morocco
- 16:30 **Broadening of higher education, lack of professionals - some trends in Austria**
Dr. Helmut Guggenberger, University of Klagenfurt, Austria
- 17:15 **What does it mean “Expansion of Higher Education: More students, more problems?”**
Prof. Paul Kellermann, University of Klagenfurt, Austria
- 18:00 End of the session

Saturday, March 29th 2014

- 09:00 **Evolution of a more heterogeneous student body in Germany.**
Jochen Schwarz, HRK, Bonn, Germany
- 9:45 **The prognostic validity of student enrolment prognoses in times of increasing heterogeneity of student populations**
Dr. René Krempkow, fibs Berlin, Germany
- 10:30 Coffee break
- 10:45 **Study strategy and engagement of “new students”**
Tino Bargel, Monika Schmidt, AG Hochschulforschung, University of Konstanz
- 11:30 **Outlook on further research and exchange**
- 12:00 End of the workshop

Meeting place:

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ISSN 1616-0398