



Hochschule Niederrhein
University of Applied Sciences



Course of study advising: Supporting student diversity by supporting individual courses of study.

EFYE

April 2016 | Dipl.-Päd. Désirée Krüger & Dipl.-Päd. Nina Westerholt | HS Niederrhein

Agenda

- 1) Project and organisation**
- 2) Course of Study Advising**
- 3) Network**
- 4) Methods**
- 5) Empirical results**
- 6) Discussion**

Background

- **Transition from high school to university is “an organisational challenge in an unknown social world”**
(Feldmeier et al. 2015: 35).
- **Self-regulation is crucial for successful studies** (Gerholz 2012)
- **Subject-specific knowledge and interdisciplinary competencies**
(Feldmeier et al. 2015: 36)
- **Diversification of student body**
 - > problems in course of study
 - > Support by First Year Offers and Course of Study Advising
- **Lack of communication and co-operation between advising units**



Course of study advising: Supporting student diversity by supporting individual courses of study.

Success factors:

- Approach
- Low-threshold
- Network
- Evaluation

→ Supporting ALL students (low- and high-achieving) in making the transition to higher education and to realise individual courses of study that fit their needs.

Reinarzstr.



Hochschule

Niederrhein University of Applied Sciences

1) PROJECT AND ORGANISATION

Niederrhein University of Applied Science



10 DEPARTMENTS



**30 BACHELOR
PROGRAMMES**



25 MASTER PROGRAMMES

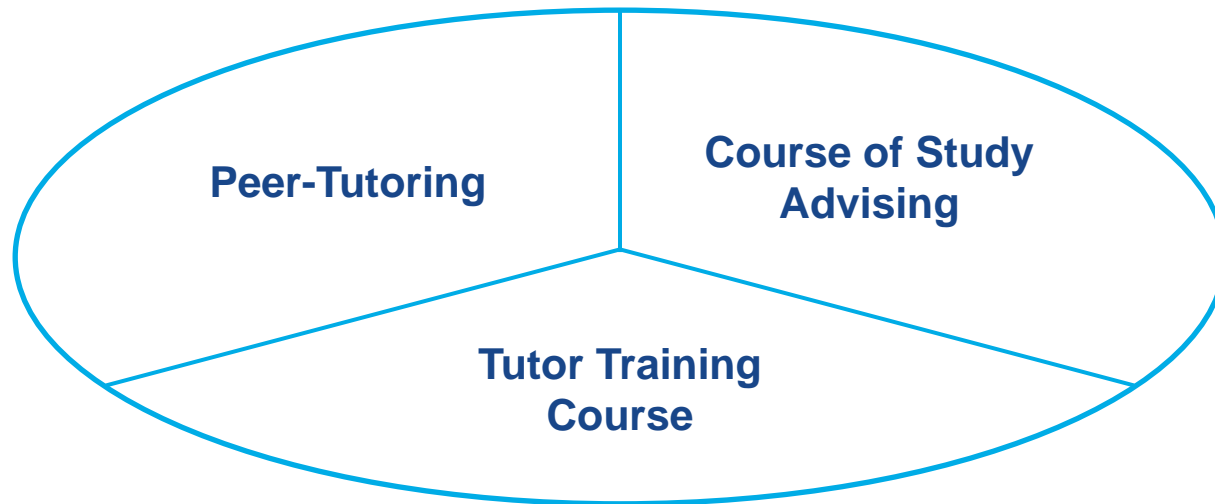


**14 DUAL
PROGRAMMES**

Project structure

Peer-Tutoring & Course of Study Advising

- Project funded by the German Ministry of Education (within the Qualitätspakt Lehre)
- Funding period: 9 years (2011-2020)
- Based at the Office of the Vice-President for Teaching and Learning



Centrally employed but based at the departments

80% at the departments

**Course of Study
Advising**

Teaching

**Coordination of
Tutorials and
Revision Courses**

**Organisation of
Introduction Week**

20% project

**Co-operation
and
networking**

Publications

2) COURSE OF STUDY ADVISING



Advising concept

Theoretical background

- **Solution-focused therapy (Steve de Shazer 2013)**
- **Resource-focused approach (Bamberger 2005)**

Aims

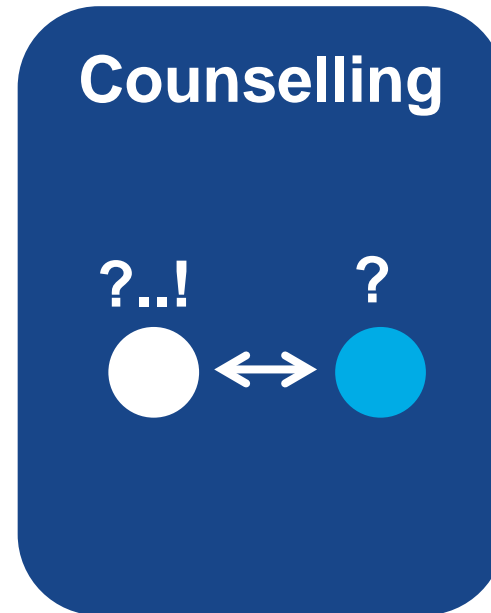
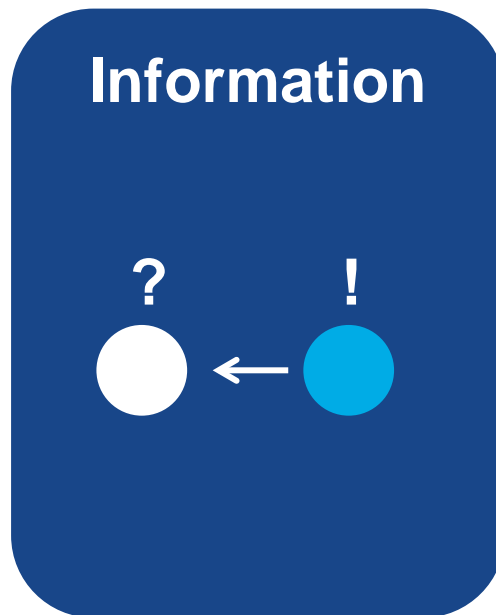
- **Optimized courses of studies at individual pace**
- **Increasing students' satisfaction by enabling students to take informed and deliberately decisions**

Approach

- **Confidential**
- **Neutral**
- **Empowerment: Responsibility stays with the students themselves**

Advising sessions

Individual, confidential advising for students facing questions and problems in their course of study.



Frequency of „advising topics“

Study planning	65,6%
Failed exam	20,4%
Time planning	13,7%
Change-of-programme	12,6%
Learning/ exam preparation	11,8%
Final thesis	10,6%
Work load	8,8%
Illness	7,9%
Family tasks	7,2%
Withdrawal from one's studies	6,8%
Change of exam regulation	5,8%
Motivation	5,2%

n: 3779 –
% refers to case count

How do we get attention of students?

The early-warning system

Early-warning system:

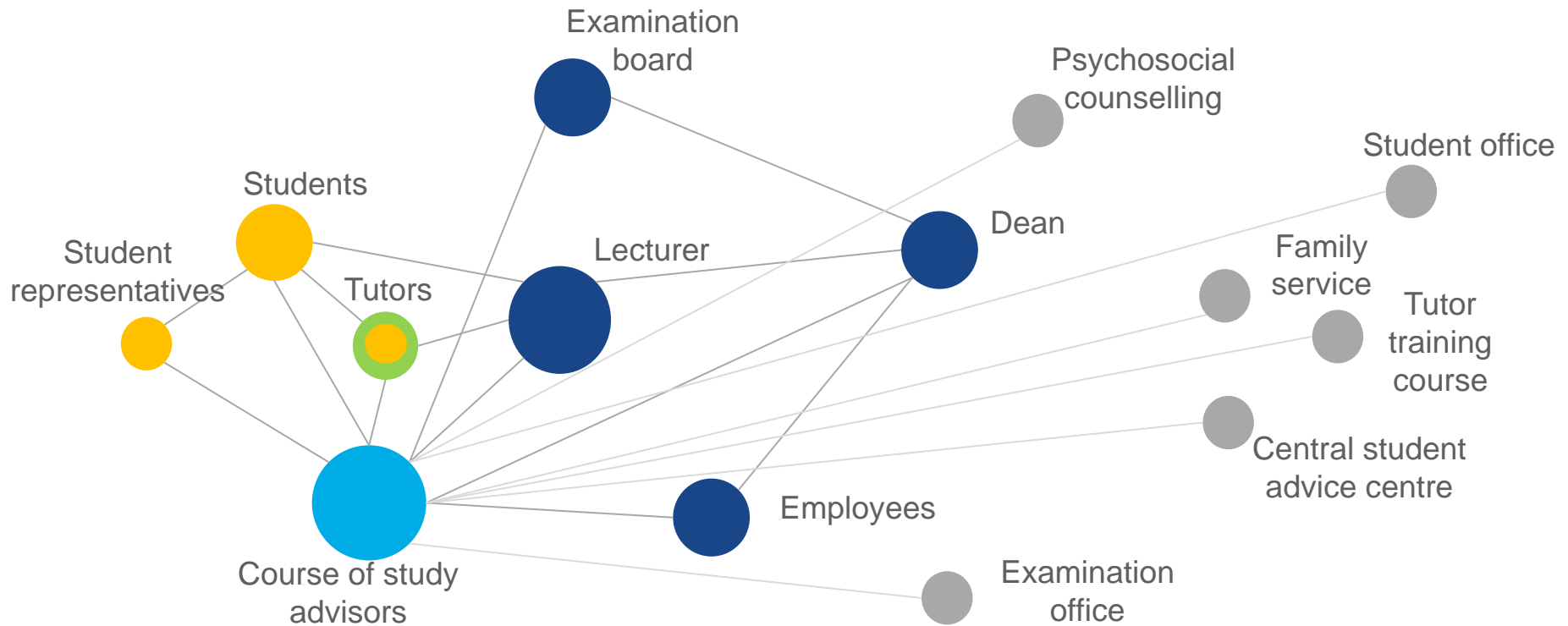
- **Collaboration with the exam office**
- **Letter of invitation: anonymous & criteria-based**

Invitation criteria:

- **During the summer semester :**
 - **After the 1. and 3. semester: if less than 30% of the required credit points**
- **During the winter semester:**
 - **3. attempt**
 - **More than 1,5-times of the regular study time**

3) NETWORK

Co-operations at Niederrhein University of Applied Sciences



Forwardings

Number of forwardings (more than 5% of the cases):

- Examination board: 30,5%
- Lecturer: 27%
- Examination office: 15%
- Student office: 13,8%
- Psychosocial counselling: 5,8%

→ Most of the students are forwarded within the department (examination board + lecturer)

1229 cases –
% refers to case count

4) METHODS



Documentation & quantitative evaluation

Beratungsprotokoll - Studienverlaufsberatung

Name Ratsuchende/r:

E-Mail-Adresse:

Erstberatung _____ Folgeberatung Nr. _____

Informationen zum Beratungsanlass: (unterstützende, ergänzende Angaben, Erwartungen, Ziele des RS)

Besprochene Punkte: (z.B. Methoden, Lösungs- oder Bewältigungsschritte)

Folgetermin und Vereinbarung:

Beratungsprotokoll - Studienverlaufsberatung

Markierung: ☐ ☒ ☐ ☐ Bitte verwenden Sie einen Kugelschreiber oder einen nicht zu starken Filzstift.
Dieser Fragebogen wird maschinell erfasst.
Korrektur: ☐ ☒ ☐ ☐ Bitte beachten Sie im Interesse einer optimalen Datenerfassung die links gegebenen Hinweise beim Ausfüllen.

Datum: _____

Beratungssemester:

☐ WS 14/15 ☐ SS 2015 ☐ WS 15/16 ☐ SS 2016

Beratungsprozess:

☐ Erstberatung ☐ Folgeberatung Nr. 1
☐ Folgeberatung Nr. 2 ☐ Folgeberatung Nr. 3
☐ Folgeberatung Nr. >3

Art Hochschulzugangsberechtigung:

☐ Allg. HSR ☐ FHR ☐ berufl. Qualifikation

Aufmerksam geworden durch ...

☐ Dozenten ☐ Kommilitonen
☐ Internet ☐ Anschreiben
☐ Psychosoziale Beratungsstelle ☐ Prüfungsbüro
☐ Vorstellung in LVs ☐ Eigene LV
☐ Persönlicher Kontakt ☐ Ersti-Woche
☐ Sonstiges

Matrikel-Nr.: _____

Fachbereich:

☐ 01 ☐ 02 ☐ 03 ☐ 04 ☐ 05
☐ 06 ☐ 07 ☐ 08 ☐ 09 ☐ 10

Aktueller Studienstand in CP's:

☐ 0-30 ☐ 31-60 ☐ 61-90
☐ 91-120 ☐ 121-150 ☐ 151-180

Studiengang:

Fachsemester:

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7
☐ 8 ☐ >8

Geschlecht: ☐ männlich ☐ weiblich

Alter: ☐ <= 20 ☐ 21-23 ☐ 24-25
☐ 26-30 ☐ 31-35 ☐ >= 36

Topics

Beratungsthemen
(Mehrfachauswahl möglich)

a) Stress / Belastung

☐ Arbeitsbelastung (Job etc.)
☐ Fam. Belastung (Kinder etc.)
☐ Krankheit
☐ Problem mit Dozent
☐ Finanzielle Probleme
☐ Prüfungsangst

b) Organisation /
Studienplanung

☐ Abbruch Studium
☐ Aufschieben
☐ Motivation
☐ Quereinstieg
☐ Studium planen
☐ Studiengangswechsel
☐ Wechsel PO
☐ Zeitplanung

c) Lernen / Prüfung

☐ Lernen / Prüfungsvorbereitung
☐ Prüfung nicht bestanden

d) Schreiben

☐ Abschlussarbeit
☐ Schreiben
☐ Wiss. Arbeiten

e) Sonstiges

Nächste Schritte: (Mehrfachauswahl möglich)

☐ Abändern des Studienverlaufs ☐ Besuch eines Repetitoriums ☐ Besuch eines Tutoriums
☐ Fachberatung durch Dozent ☐ Folgetermin (s. u.) ☐ Lernplan entwickeln

Weiterleitung an:

☐ Allg. Studienberatung ☐ Familienbüro ☐ Seminare
☐ Lehrende ☐ Prüfungsbüro ☐ PSB
☐ Prüfungsausschuss/-vorsitz ☐ Sprachenzentrum ☐ Studierendenbüro

Gesprächsdauer: ☐ < 15 Min. ☐ 16-30 Min. ☐ 31-45 Min. ☐ >45 Min.

Survey data

Semester

Summer 2013 (n=92)
Winter 2013/14 (n=416)
Summer 2014 (n=429)
Winter 2014/2015 (n=579)
Summer 2015 (n=429)

Summer term

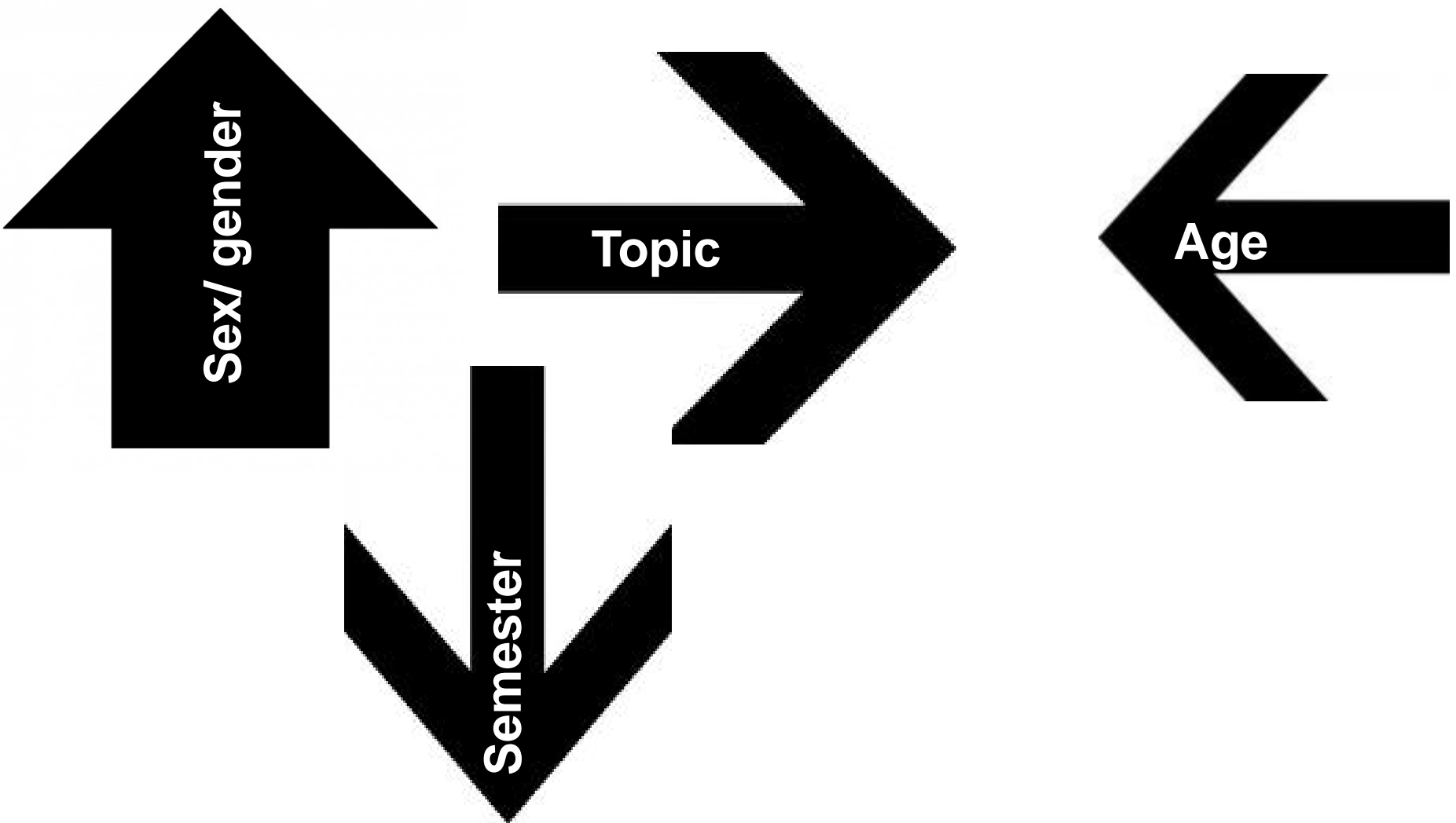
**950
cases**

Winter term

**995
cases**

Total number of cases

1945



5) EMPIRICAL RESULTS

Sex/ gender

	Men	Women
Advising cases	40,8%	59,2%
Total number of students (date winter term 14/15)	49,8%	50,2%

- More women than men attend advising
- Strong differences regarding sexes between the departments

1887 cases

Age

Age	Course of Study Advising		Total number of students
≤20 y.	9,9%	<	16,4%
21-25 y.	52,4%	>	47,3%
26-30 y.	25,4%	=	24,9%
31-35 y.	7,1%	=	7,2%
≥ 36 y.	5,2%	≥	4,2%

→ Largest group: 21-25 years

→ Forecast: Due to the large size of the category 21-25 years, conclusions are difficult. New categories are 21-23 and 24-25 years.

1893 cases

Semester

Sem.	Frequency (Summer + Winter term)
1. Sem.	12,6% of all sessions
2. Sem.	15,7%
3. Sem.	16,6%
4. Sem.	13,2%
5. Sem.	12,7%
6. Sem.	7,3%
7. Sem.	4,6%
8. Sem.	3,0%
> 8. Sem.	14,3%

- Counselling is mostly used by students in the 2. and 3. sem.
- Third largest group is above the 8th sem.
- Relatively many students still in first sem. (no invitation letter!)

1927 cases from winter term 13/14 onwards

Credit points (winter term 14/15 & summer term 15)

0-30 CP **40,8% (349 absolute)**

31-60 **21,3%**

61-90 **13,3%**

91-120 **9,2%**

121-150 **9,6%**

151-180 **5,5%**

→ **Most of the students have only a few CP, when they attend an advising session.**

865 cases (winter term 14/15 & summer term 15)

Sex & advising topics

(1) Greatest differences between the sexes

Topic	Men		Women
Sex/gender (advising session)	41,1%		58,9%
Failed exam	46,8% (176)	≤	53,2% (200)
Time planning	51,5% (122)	≥	48,5% (115)
Learning/exam preparation	54,6% (118)	>	45,4% (98)
Final thesis	26,7 % (50)	<	73,3% (137)
Motivation	51,1% (48)	≥	48,9% (46)
Family tasks	21,8% (27)	<	78,2% (97)
Withdrawal from one's studies	55,3% (68)	>	44,7% (55)

Sex & advising topics

(2) Results

1.361 cases



Topics discussed by more men than women

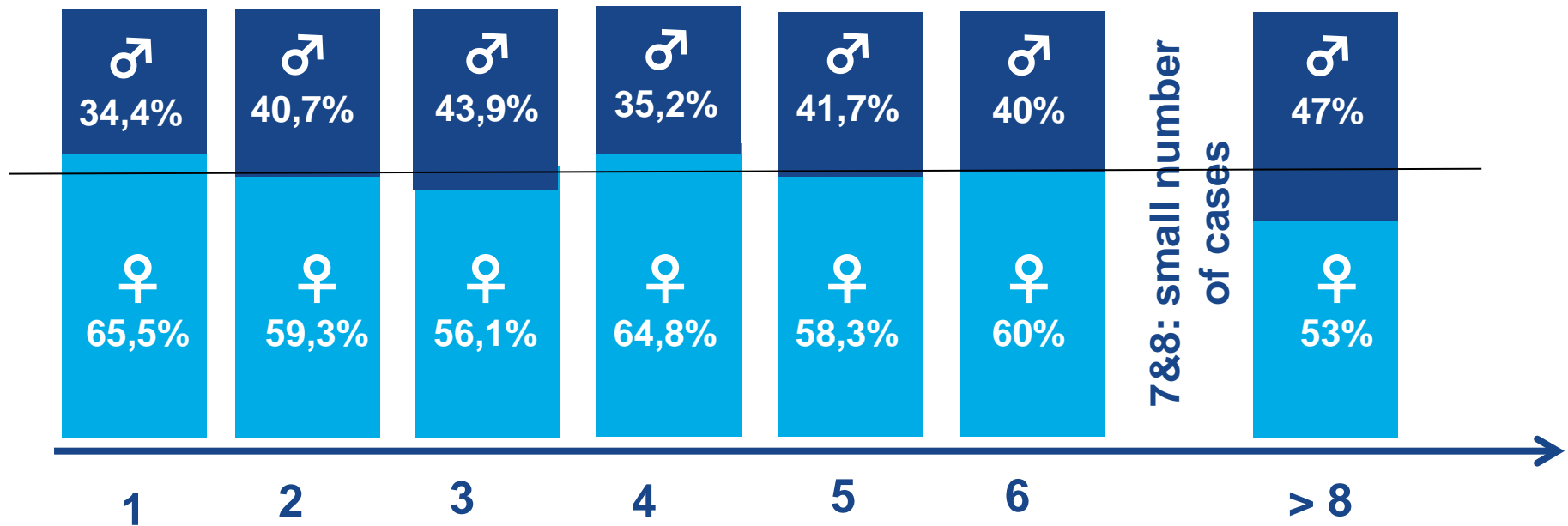
- Examination and organisation
- Failure in studies

Topics discussed by more women than men

- Final thesis, scientific working
- Personally burdening situation

Sex & semester of study

1812 cases;
40,5% M – 59,5% F

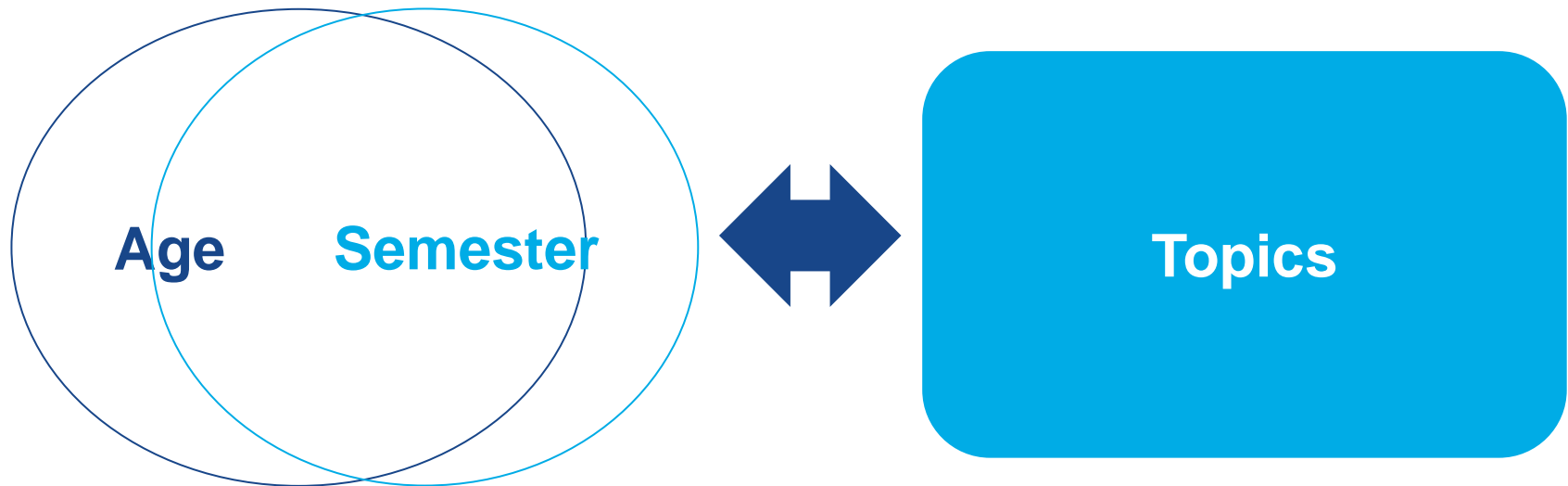


Results:

- ♀ : Earlier access to advising than men (2.&3. Sem.: Largest group)
- ♂ : 3. Sem. largest male group > 8. Sem. second largest male group
- BOTH: 2.+3. Sem: Highest advising request (both sexes)

Age & semester & advising topics

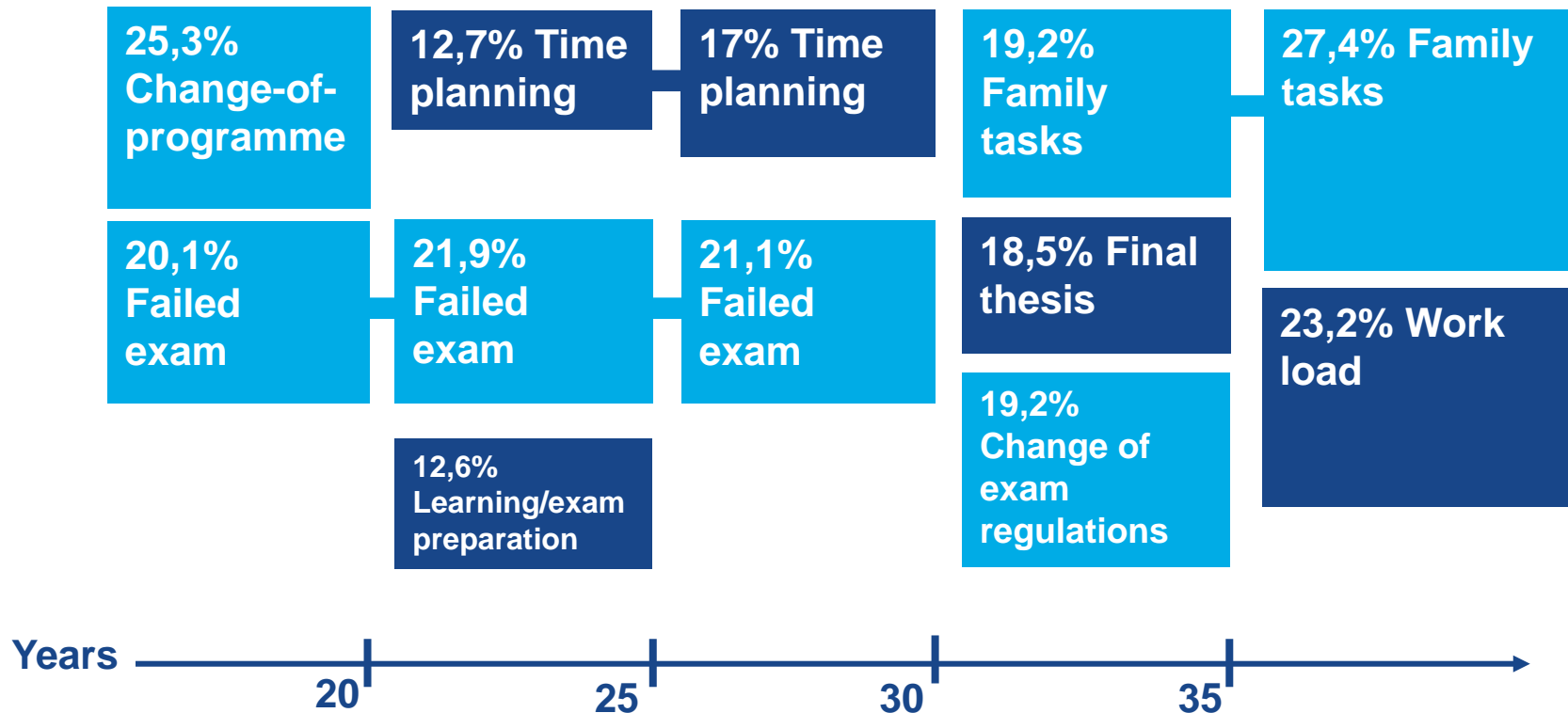
- Categories age & semester are similar, but not the same
- Combination age or semester with „advising topics“ is quite similar → focus on the most interesting results



Age & advising topics

1.371 cases

→ All groups mention most frequently „Study planning“



Semester & advising topics

1835 cases

1. S	12,3% of all advising	-	66,4% Study Planning
		-	23,5% Change-of-programme
		-	15% Family tasks
		-	11,9% Work load
		-	11,1% Learning/ exam preparation
		-	10,6% Illness (24 absolute)
<hr/>			
2. S	16%	-	25,9% Change-of-programme
		-	17,6% Failed exam
		-	23,5 % Personally burdening situations

Semester & advising topics

1835 cases

3.-4. S	29,9 %	Appr. 24% failed exam
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5.-6. S	19,5%	Study planning, time planning, final thesis and failed exam
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7.- 8. S: Small number of cases (4,6% and 3,1% total value)

>8. S	14,6%	- 32,5% Change of exam regulations → largest group
		- 27,2% Final thesis
		- 17,5% Failed exam

Semester & advising topics

- Results

1835 cases

- **Work load:** Especially burdening for entrants and long-term students
- **Illness:** Especially 1.-4.Semester
- **Familial tasks:** Especially during the first year

Note: „Familial tasks“ can be a burdening situation...

- ...because of family of origin, and/or
- ...due to the own family

SUMMARY



Summary I

SEX

- More women than men attend advising
- ♀:
 - Earlier access to advising than men
 - Topics: Final thesis, scientific working, personally burdening situation
- ♂:
 - Second largest group of men > 8. Semester!
 - Topics: Examination & organisation; failure in studies

AGE

- Largest group: 21-25 years

Summary II

CREDIT POINTS

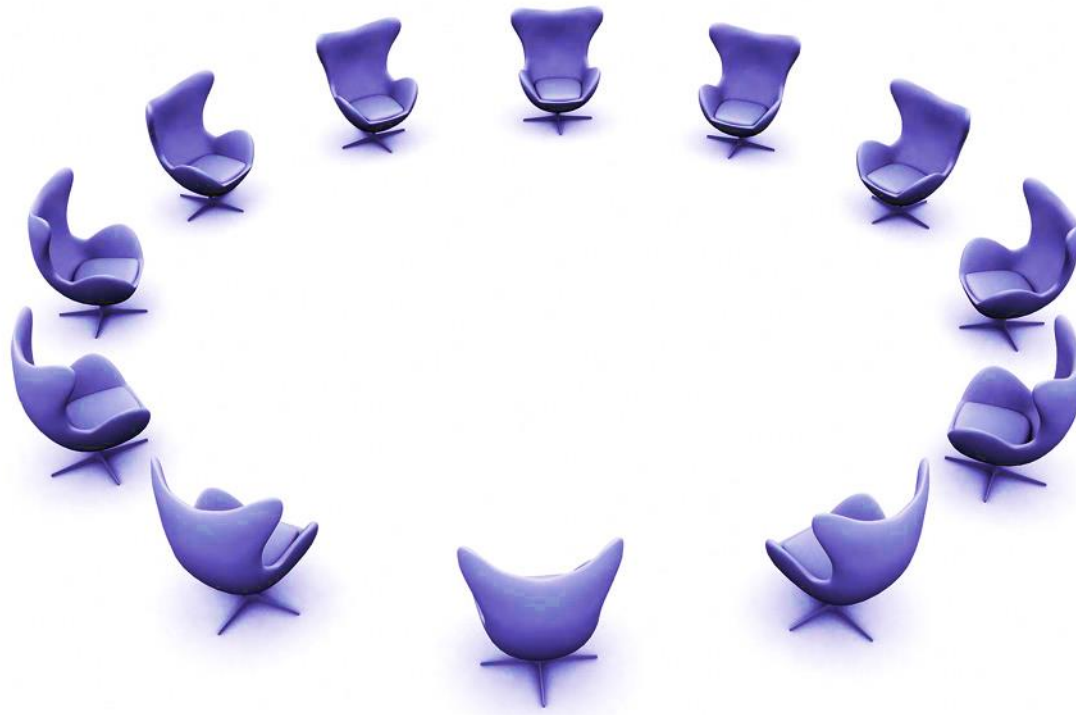
40% of the students have only a few CP (0-30), when they attend an advising session.

SEMESTER

- Counselling mostly used: 2.& 3. Semester
- Third largest group > 8. Semester

ADVISING TOPICS

- Work load: entrants and long-term students
- Illness: 1.-4.Semester
- Familial tasks: During the first year



6) DISCUSSION

Needs of the target groups got clearer:

→ Basis for target group specific offers

- Topic-specific coaching groups
- Contacting students more target-specific
- Adjust offers to the needs of students in different semesters (and implement the offers in the department)

Critical reflection of the study

- **Many diversity criteria may not be gathered**
- **Changing of items during the project vs. comparability during a longer time period**
- **Results of this sample can be transferred only partly on our total student body**

Challenges

- **Temporary financing**
- **Advising of international students is still challenging**
- **Special attributes of a university with many commuting members**
- **We do not reach all „invisible“ students with the invitation letter**

Questions

- **Do you have a similar offer at your university?**
- **During course of study advising, what do you experience?**
- **Have you done research regarding course of study advising? How do you collect your data?**
- **Do you have any questions left?**

List of literature

- De Shazer, Steve; Dolan, Yvonne M. (2013): Mehr als ein Wunder: lösungsfokussierte Kurztherapie heute. Heidelberg: Carl-Auer-Systeme-Verl.**
- Bamberger, Günter G. (2005): Lösungsorientierte Beratung. Praxishandbuch. Weinheim: Beltz**
- Feldmeier, Gerhard; Garbade, Siebert; Ritzenhoff, Peter; Schröter, Korinna (2015): Studienvorbereitungs- und Studieneingangsphase. In: Christian Berthold, Bettina Jorzik und Volker Meyer-Guckel (Hg.): Handbuch Studienerfolg. Strategien und Maßnahmen: Wie Hochschulen Studierende erfolgreich zum Abschluss führen. neue Ausg. Essen, Ruhr: Verwaltungsgesellschaft f. Wissenschaftspflege, S. 34–49.**
- Gerholz, Karl-Heinz (2012): Selbstreguliertes Lernen in der Hochschule fördern – Lernkulturen gestalten. In: Zeitschrift für Hochschulentwicklung 7 (3), S. 60–73**



**THANK YOU FOR
YOUR ATTENTION!**

Impress

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