

Beyond Mobility and Transition: Professional Success. Some Glances at the Situation of Austrian Graduates

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Content of presentation

- Some information on Austrian graduates
- The Austrian graduate survey ARUFA
 - contribution → empirical evidence / Bologna process etc.
- Some findings from ARUFA
 - mobility
 - transition
 - professional success
- Some conclusions

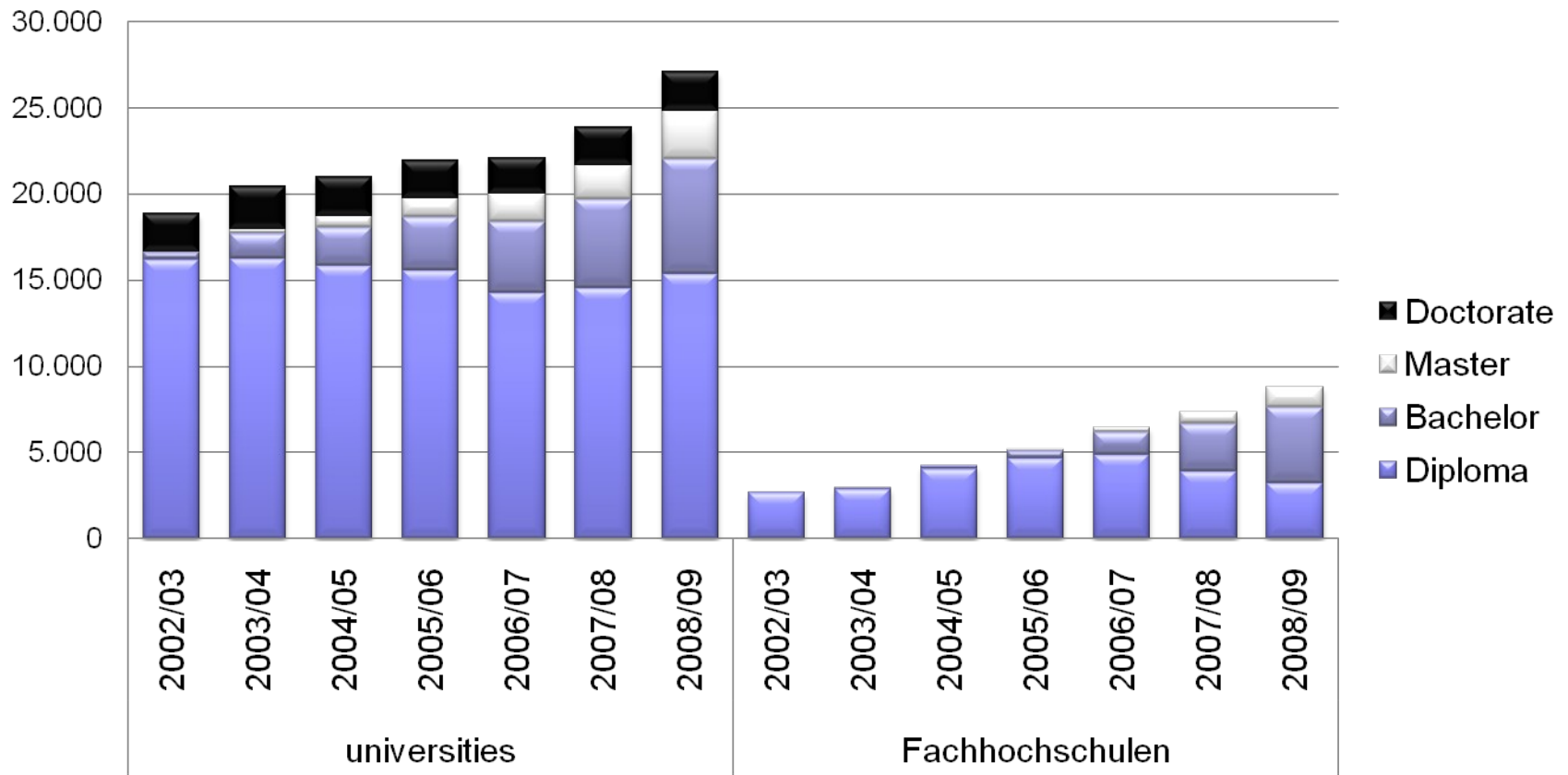
Austria: completions of studies .1

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Universities									
Diploma	15.074	14.639	16.174	16.273	15.814	15.578	14.229	14.512	15.330
Bachelor	2	84	436	1.454	2.255	3.069	4.168	5.152	6.717
Master	-	-	36	237	659	1.123	1.637	2.050	2.799
Doctorate	2.079	2.135	2.219	2.465	2.250	2.160	2.087	2.196	2.251
Universities of Applied Sciences									
Diploma			839	2.882	4.060	4.617	4.835	3.882	3.176
Bachelor			-	79	157	461	1.307	2.783	4.419
Master			-	-	-	87	279	631	1.179
Private Universities									
Diploma						25	24	56	74
Bachelor						207	301	261	311
Master						223	218	255	264
Doctorate						10	20	11	23

Source: uni:data 2010

Austria: completions of studies .2

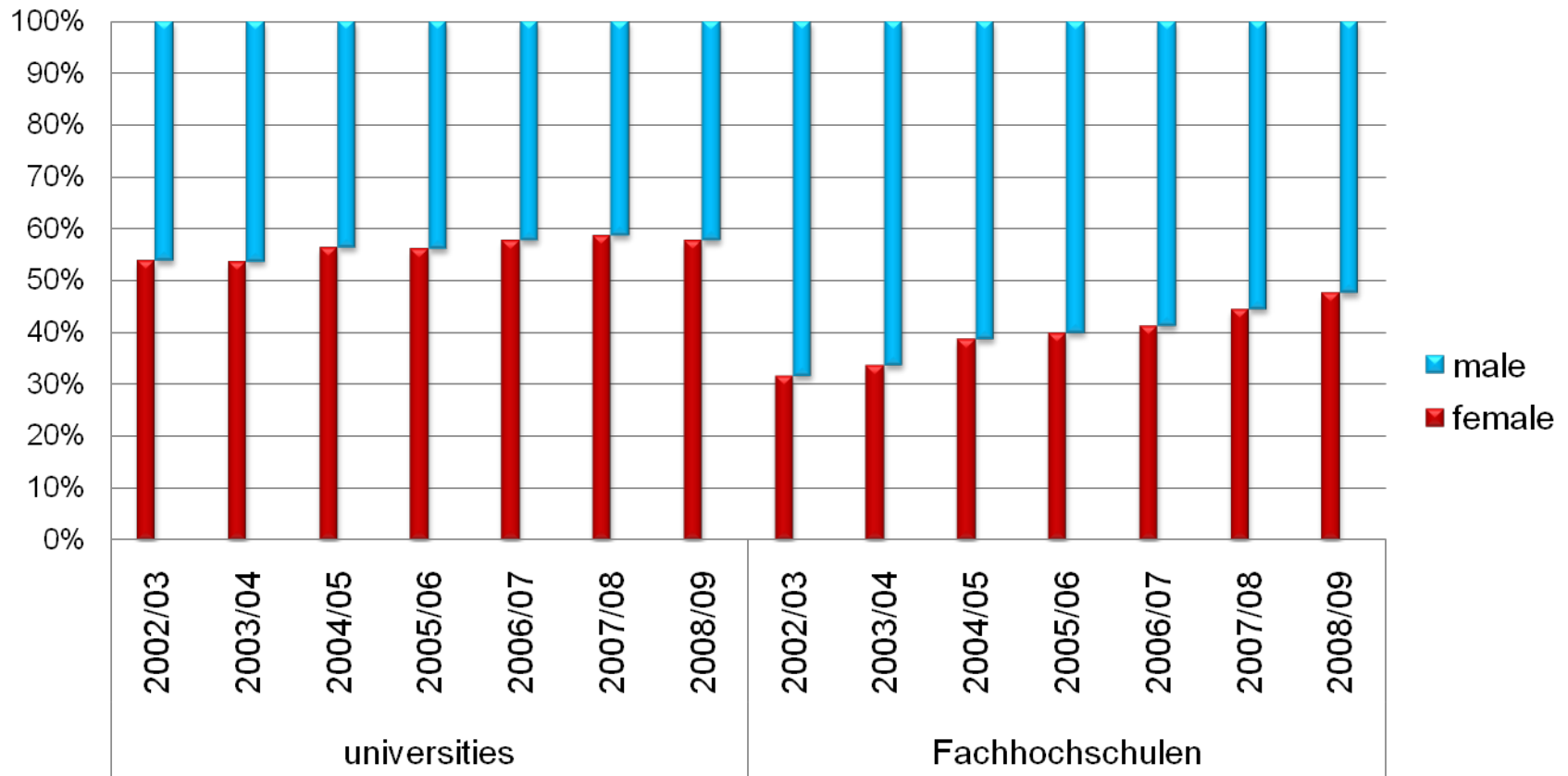
Dia. 1: all degrees



Source: uni:data 2010

Austria: completions of studies .3

Dia. 2: first degree / gender



Source: uni:data 2010

Transition rates from Bachelor to Master programmes

Indicators on transition .1

Ministry's statistics

Transfer rates of Bachelor graduates into master programmes

2005/06	88	
	female	86
	male	90
2006/07	86	
	female	83
	male	89
2007/08	83	
	female	79
	male	89

source:
Guggenberger et al 2010

Indicators on transition .2

Austrian Survey on social conditions of student life (*Studierendensozialerhebung 2009*; Unger et al 2010)

Spring 2009, 42.000 respondents; special questions for Master students about their self-awareness as Bachelor graduates (n = 2,700) :

from universities 83 %

from *Fachhochschulen* 62 %

continue with a Master programme;

Majority of Bachelor graduates are still students.

source:
Unger et al 2010

Recent Austrian graduate survey

- **Arbeitssituation von Universitäts- und Fachhochschul-absolventInnen**

- **acronym: ARUFA**

- coordination: INCHER-Kassel
- subcontractor: Institut für Soziologie
- <http://www.arufa.at>

- **The Working Situation of Graduates from Universities and Universities of Applied Sciences**

ARUFA .1

Details for the study “The Working Situation of Graduates from Universities and Universities of Applied Sciences”

Contracting entity	Federal Ministry of Science and Research (bm.w_f ^a), Vienna	
Contractor, coordination	INCHER-Kassel (project leader: Harald Schomburg)	
Subcontractor	Department of Sociology at the University of Klagenfurt (Helmut Guggenberger)	
Term	01.11.2009 to 31.08.2010 (draft of final report 11/2010)	
Design	Full population survey, internet-based polling, online questionnaire	
Field phase	12/2009 – 02/2010	
Total population	Years of graduation 2003/04 – 2007/08	
	Universities	90.599
	Universities of Applied Sciences	26.060
	Total	116.659

ARUFA .2

Content of questionnaire

- | | |
|---|---|
| A | Prior to study - entrance qualification; vocational training, work experience |
| B | Course of studies and degree(s) obtained - start, institution, field, degree of first ... study |
| C | Study decision and study experience - situation in the last year/s of study, choice of university/ <i>Fachhochschule</i> , choice of field/course of study, (mandatory, voluntary) internships, work experience, stays abroad; competences at time of graduation |
| D | Evaluation of study offers and study conditions - descriptions of study, aspects of teaching and learning, offers and conditions, advice and guidance, resources, practice and occupation related elements; contact with institution of degree |
| E | Course of employment - phases of search, phases of occupation etc., working situation, stays abroad, employers; aspects of search for employment; status and conditions of occupation |
| F | Employment at time of survey - characteristics, status and conditions, place and branch, characteristics of enterprise/organisation, innovations in enterprise/organisation; influence of crisis |
| G | Work and competencies required - occupation, professional activity, time required to become an expert; skills and competences required; job satisfaction, professional orientation |
| H | Coherence between study and employment - use of qualifications, fit, level of degree |
| I | Socio-biographical data - gender, age, parents' status, citizenship, marital status, children |
| J | Comments and recommendations - study, changes (institution, study); questionnaire |

ARUFA .3

Definition of target population

- all addresses relevant for target population;
- i.e. **all graduates**
 - from universities and *Fachhochschulen*
 - having completed a degree programme / course of study between October 2003 and September 2008

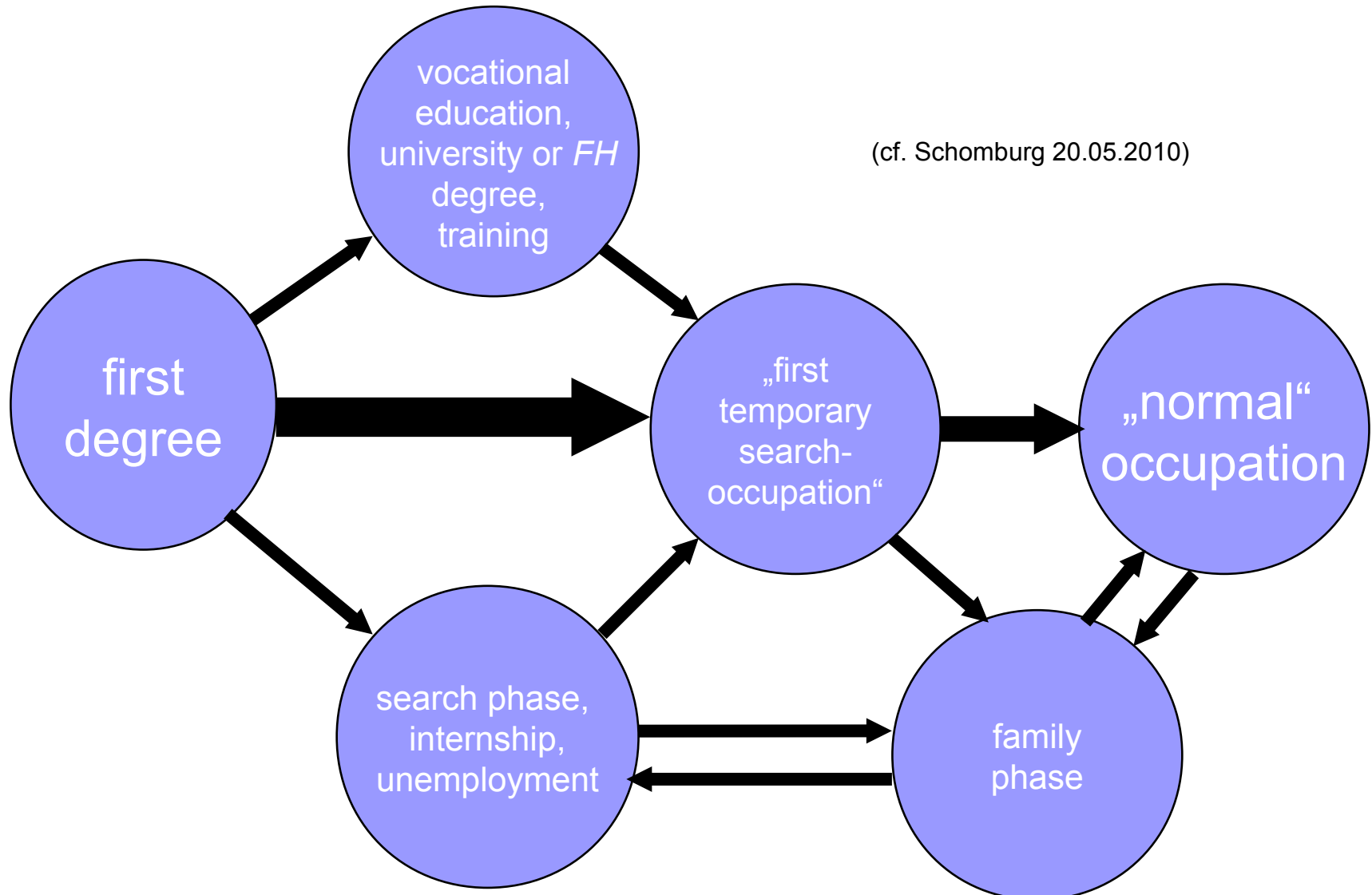
Challenge: gaining valid addresses

- centralized
 - universities' data network / *Datenverbund der Universitäten*
- decentralized
 - providers offering *FH* programmes / *Erhalter von Fachhochschulen*

ARUFA .4

Selected degrees in the "ARUFA" sample (first degree; details in %)						
	Bachelor Degree	Diploma Degree - Mag./Mag. ^a	Diploma Degree - Dipl.-Ing./Dipl.-Ing. ⁱⁿ	Medical doctorate	Teacher education	Study programme to be combined
2003/04	4	69	18	7	8	17
2004/05	7	66	17	6	7	15
2005/06	14	62	17	5	6	11
2006/07	24	54	14	5	6	9
2007/08	39	39	15	2	4	7
	„new“	„traditional“				

Stage model of transition (ARUFA et al)



Mobility .1

- **Bologna keyword # 1**
- **Dimensions**
 - domestic mobility / international mobility
 - in cycle (horizontal) / between cycles, after graduation (vertical) mobility
 - mobility regarding subjects; (type of) institution: university – *FH* – etc.
- **increasing student mobility ?**
 - at present: 1.5 per cent in augmented programmes (bm.w_fa 2008a)
 - overall downward trend
 - goal AT: 50 per cent of students with experience abroad up to 2020 (bm.w_fa 2008b; cf. Leuven communiqué 2009)
- **ARUFA data**
 - experience abroad in connection with the degree programme
 - mobility for professional or income purposes after gaining first degree
 - value of experience abroad, of competences connected
 - „working internationally“

Mobility .2

Experience abroad during studying							
	BA-FH	BA-Uni	Mag-FH	Mag-Uni.	DI-FH	DI-Uni	total
Stay abroad connected to study (%)	33	27	46	35	30	36	35
- 2 or more (%)	10	8	18	13	7	11	13
Term (month, mean)	6,0	8,2	7,2	8,0	7,5	8,6	7,9
Aim (multiple choice; %)							
- study	67	72	66	71	52	67	67
- internship	46	26	55	25	53	30	34
- languagecourse	10	20	12	21	7	18	18
- thesis	5	15	5	16	26	24	16
q. C8: Did you absolve a stay abroad connected to your degree programme completed?							

Mobility .3

Experience abroad after gaining first degree (multiple answers; details in %)							
	BA-FH	BA-U	Mag-FH	Mag-Uni	DI-FH	DI-Uni	total
study outside of Austria	11	18	4	7	5	6	8
complete an internship outside of Austria	10	13	5	9	5	7	9
look for work outside of Austria	17	19	22	21	22	20	21
have regular employment outside of Austria	8	10	13	14	15	12	14
spend time working outside of Austria at the employer's request	6	6	9	6	19	15	8
none of the above	67	60	65	65	58	60	63

q. E3: Did you ever since your graduation ...

Transition and professional success .1

■ professional success – indicators

- transition types: gainful occupation – vocational training – further study – unemployment / seeking employment – children, family etc.
- success of the search: length of time spent seeking employment
- income
- conditions of employment
 - temporary/permanent
 - part time/full time
- matching
 - vertical adequacy / fit
 - horizontal adequacy / fit
- job satisfaction
- cf. Schomburg et al 2010: 139

Transition and professional success .2

	First degree						
	BA-FH	BA-U	Mag-FH	Mag-Uni	DI-FH	DI-Uni	total
Duration of job search (month; mean)	3.4	5.2	4.2	6.0	3.2	3.7	5.3
Full time employment – first employment (%)	76	54	88	67	94	87	72
Employed for an unlimited period – f.e. (%)	74	61	78	55	82	68	60
Gross income per month – f.e. (€, all; mean)	2,000	1,501	2,321	1,634	2,508	2,229	1,830
Employed for an unlimited period – at time of survey (%)	85	70	91	76	91	81	76
Gross income per month – a.t.o.s. (€, all; mean)	2,347	1,909	2,992	2,388	3,124	2,967	2,544
Use of qualifications – a.t.o.s. (1+2, %)	54	51	54	48	58	55	51
Vertical fit (%)	59	61	74	70	73	75	70
Adequacy (1+2, %)	60	57	70	60	70	71	62
Equivalency (1+2, %)	49	46	55	47	52	48	48
Job satisfaction (1+2, %)	71	70	77	72	81	76	73

Professional success .1

- **“Employability”**: Bologna keyword # 2
- meanings and definitions
 - “fit for labour market“
 - fit to meet challenges of profession
 - “a vague term which might be better named ‘professional relevance’” (Teichler 2010)
- **improving employability as a goal**
 - how to measure ?
 - traditional versus new degree programmes ?
- ARUFA data
 - contributions
 - choice of study programme, course of study; choice of institution; attitude to studying
 - retrospective evaluation of degree course: study satisfaction, studying again
 - indicators for „professional success“
 - horizontal and vertical fit
 - job satisfaction, situation meeting expectations
 - etc.

Professional success .2

- *Universitätsgesetz 2002* (§ 3) - duties of Austrian universities:
 - “3. **academic, artistic, pedagogical and critical training for occupations requiring the application of academic knowledge and methods, as well as training in artistic and academic abilities to the highest levels;**
 - 4. the training and career advancement of junior academics and young artists;
 - 5. continuing education, particularly postgraduate training”
 - cf. bm.w_fa 2009
- *Fachhochschul-Studiengesetz* (§ 3) - self-concept and goals of *FH*:
 - 1) Degree courses offered at universities of applied sciences are degree courses at university level, that serve to provide scientifically-based vocational training. The primary goals are:
 - 1. To ensure practical training at university level;
 - 2. **to impart the ability to solve the tasks faced by the respective professional field in accordance with current scientific knowledge and with practical requirements;**
 - 3. to promote the permeability of the educational system and the professional flexibility of graduates.
 - cf. FHStG 2010

Further analyses

ARUFA data

- differentiations: institution and field of study ...
- offers of degree programmes / courses of study; study conditions
- choice behaviour
 - → institution
 - → degree programme / course of study
- domestic / international mobility before, during, after studying
- internships, work experience
- competences available / used
- occupations: status, activity ...; innovation ...; self employment
- etc.

choice of comparisons

- former studies
 - CHEERS
 - REFLEX
- recent studies
 - KOAB
(Kooperationsprojekt
Absolventenstudien)
<http://www.uni-kassel.de/incher/a>
 - etc.

Further challenges

Design

- periodical graduate surveys
 - to be established in Austria ?
- improving return rate (weakness of graduate surveys)
 - incentives ?
 - getting valid addresses !
- decentralisation
- more theoretical considerations !
- etc.

Comparison

- comparability
 - core of questionnaire
- „Asking the same question?“
 - indicators
 - wording
 - etc.

Summary .1

- **What about student mobility ?**
 - periods abroad for study or training purposes; special university units providing relevant support to students
 - mutual recognition of academic performance (comparability of *workload* or *grades*)
 - Practical experience shows there is still room for improvement and – as our data illustrates – study-related periods abroad are still more of an exception than the rule.
- **What about ‘employability’, after the first cycle (Bachelor level) ?**
 - On the whole, the Austrian university graduates involved in the ARUFA study appear satisfied with their degree programmes; a few aspects (such as under-developed job-related elements in the degree, or a lack of awareness about course content) appear to justify criticism.
 - Job satisfaction also appears to be very high – however, we are not yet in a position to establish a truly “objective” picture based on a survey of students or graduates.
 - As far as horizontal (use of qualifications) and vertical (adequacy of degree) fit are concerned, no dramatic problems were revealed. To a limited extent bachelor graduates are worse off here, as with regard to other criteria relating to (emerging) professional success.

Summary .2

■ Summary

- relatively few differences between “traditional” and “new” degrees; no really big disadvantages for the latter
- however, clear differences between the types of university
 - may be due to the divergent tasks (greater scientific or basic research orientation at the universities versus a more pronounced practice and application orientation at *FH*)
 - may also be ascribed to varying conditions (“open admission to higher education”, in part “mass studies” versus “admission”, “university place management”)

■ Conclusions

- need for factual and data-based discussion about vocational practicability of academic degrees in general
- increasing importance of new degrees – no way back
- continuing heterogeneity: combinations of studying and working, types of degrees completed back-to-back ...
- ongoing challenges: job-accompanying courses of study, innovative forms of teaching ...

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