STIFTUNG Akkreditierungsrat

What are your expectations for the event?

Knowledge of how other universities collect data on dropout rates and handle them (e.g., how does the program director learn about the reasons for dropping out so that measures can be taken?)

Academic feasibility in the context of accreditation (how is this assessed)?

Which traditional notions of higher education and the university must we move away from, and what new paths should we pursue?

Feasibility of dual degree programs

"Academic success" and reasons for dropping out—what can universities do, and how is this evaluated in accreditation?

Feasibility of distance learning programs (including part-time)

Repeated requests were made to reduce barriers (no music during breaks, providing slides in advance, ...). Unfortunately, these requests were not addressed. Please pay attention to barriers and take them seriously in the future.

Discussion of what is actually meant by "academic success."

Information/exchange of experiences regarding dropping out of school. (Are there tools to identify students' tendency to drop out early on?)

A look at the concept of "academic feasibility" from various perspectives

Unfortunately (!), I am unable to attend the event and would be grateful if the presentations and/or recordings could be made available via the newsletter afterward.

What does good feasibility look like in dual degree programs?

How can students be better engaged in change processes at the university? Keywords: participation, transparency, needs-based approach, personal development

In your view, what are the challenges for ensuring accessibility and academic success?

Making studies more flexible is a major challenge associated with this

Appropriateness of the exam load (How can this be assessed objectively?)

How can reasons for dropping out be evaluated if former students have already left the university?

Maintaining contact with students and providing support tailored to their needs throughout their studies

The honest concern: We are eroding the quality of a degree program's academic outcomes the more universities must focus on constantly accommodating everyone, avoiding upsetting anyone with excessive demands, and the more they depend on funding indicators such as graduation rates, student enrollment, etc. How can we solve this impossible task?: QM and accreditation are, in my view, unsuitable, as they are too focused on formalities and legal requirements (and I say this as a QM professional)

Should extracurricular activities, such as part-time jobs, be taken into account when assessing a student's ability to manage their studies?

How do you define academic success in light of other professional or personal commitments? (Part-time study does not reflect the reality of many students' lives)

Students' expectations of a degree program and the significance of the program in their own life story

Different qualification levels make it difficult to tailor teaching to the target group (Abitur / FOS / BOS, etc., and Master's: prior education via Bachelor's)

Adaptability of curricula and specific content to changing requirements. And the question here is: What are the requirements? Formal, professional, personal, economic, scientific...

Realistic expectations of students on the part of instructors (realizing that not everyone in the lecture hall has been studying a subject for decades, for example)

One challenge is the high diversity of students and their life circumstances—this limits the design of the program

Flexible course structure / flexible university / flexible assessment of academic performance?

Proven tactics for working with university committees to shape change in administrative and QM processes in a student-centered way—especially when resources are scarce

Student participation takes time and may "slow down" the program; this needs to be recognized!

Balancing studies with family/work/caregiving responsibilities and full-time study

Balancing studies and family (e.g., exams during school vacations)

When is the "right" time to intervene to prevent study dropout?

Meeting the requirements of professional regulations and university guidelines in dual degree programs

Integrating desired mobility windows into dual degree programs