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Selected results of a graduate analysis at the Faculty of Forest, Geo and Hydro Sciences of the TU Dresden

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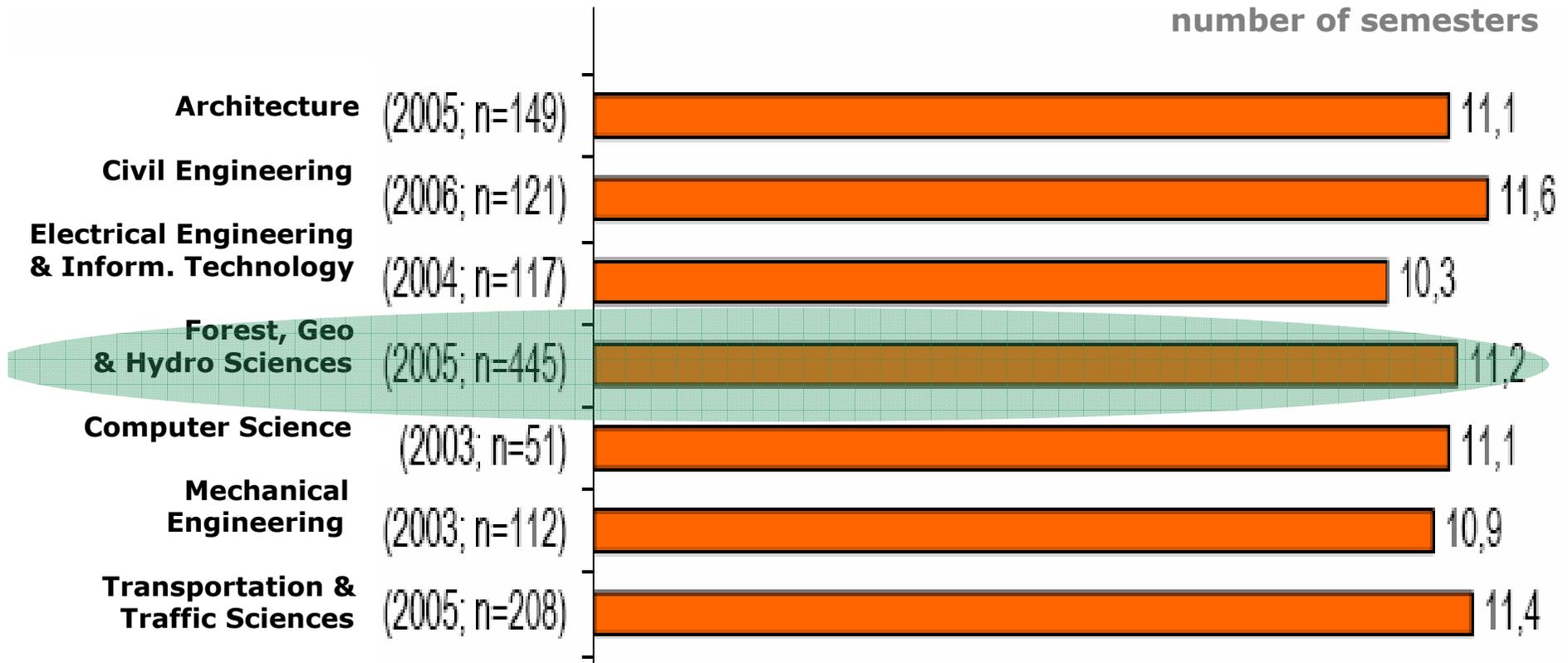
RATIONALE AND METHOD

- Graduate analysis are being accomplished at the TU Dresden since 2000 by the "Project team graduate studies", part of the "Saxon Centre of Competence in Education and Academic Planning".
- Annually, graduates of 3-4 faculties are questioned. In the time between 2000 – 2006 alumni of all 14 faculties were questioned one or twice.
- Questioning of the graduates from the Faculty of Forest, Geo and Hydro sciences (FGH) was carried out in 2005 and involved the alumni graduated in the academic years 2000/2001 to 2003/2004.
- The questions aimed on elucidating three components:
 - Study period
 - Job search and career opportunities
 - Working life after the graduation.
- This presentation is based on the data of the graduate analysis 2005 described by LENZ et al. (2005), HEIDEMANN (2007) and an article by ROLOFF (2002).

Part I:

Duration of the study

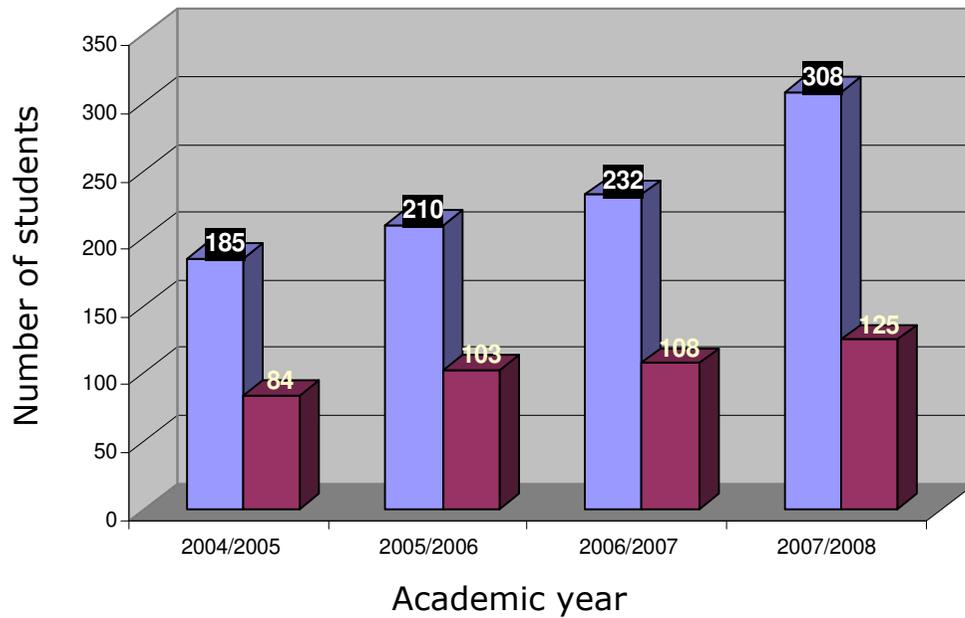
I. STUDY



Source: HEIDEMANN (2007), modified

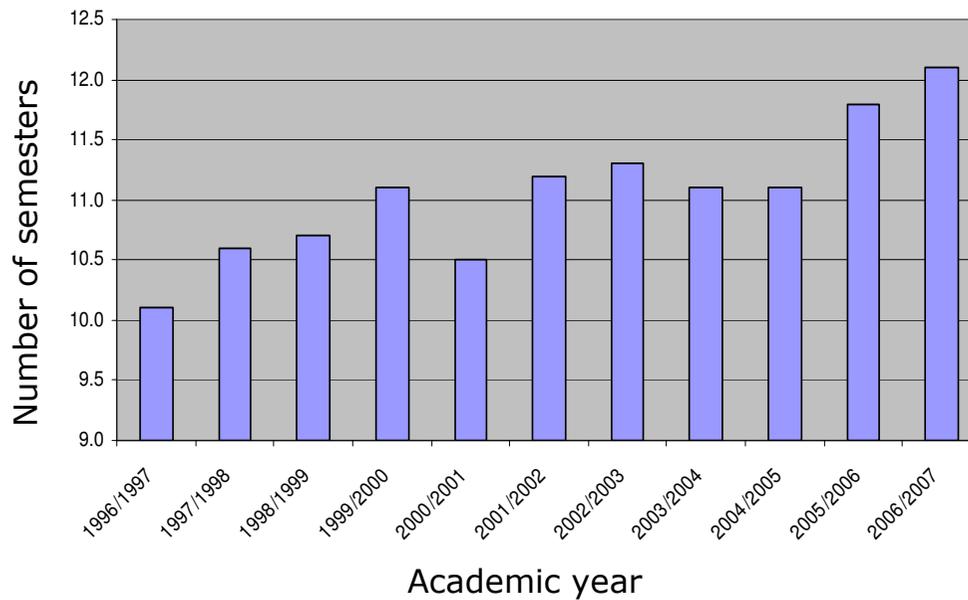
LENGTH OF THE STUDY PERIOD

Graduate analysis on selected faculties of the TU Dresden, 2000 – 2006



Correlation between the number of applicants and the enrolled students

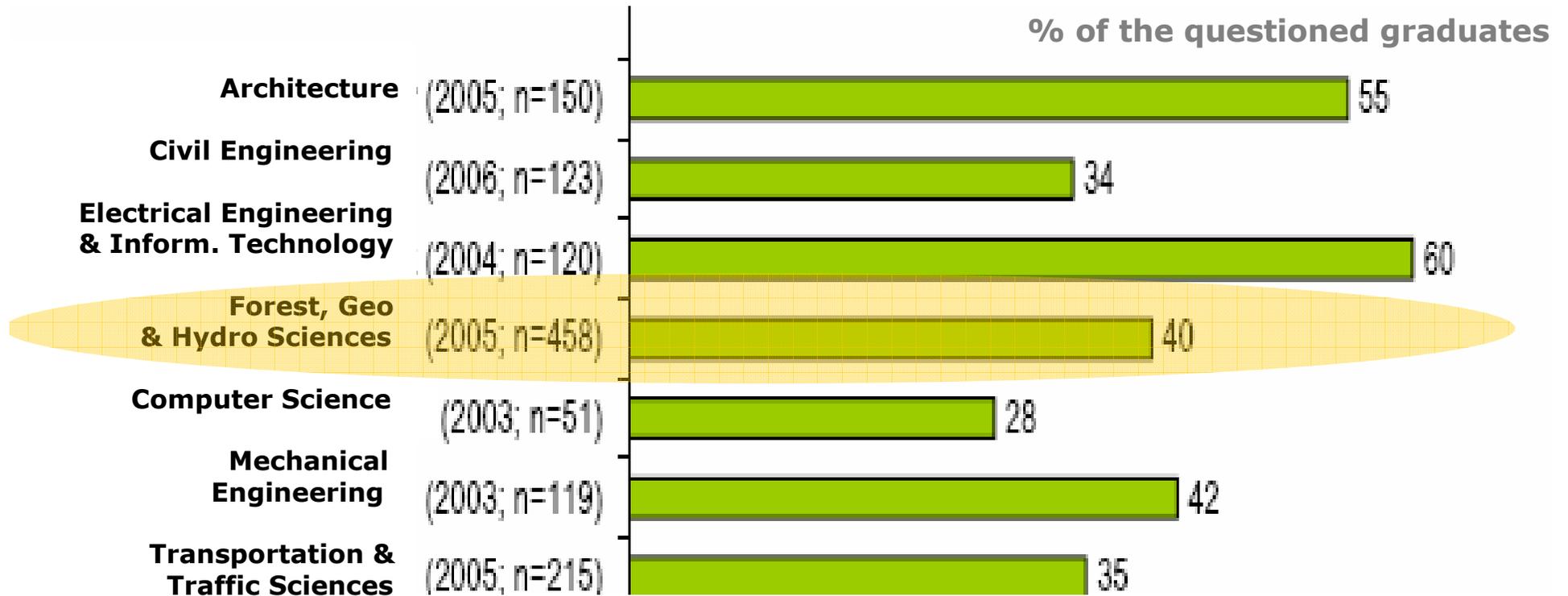
■ applicants
■ enrolled students



Length of the study time according to the year of the graduation

**Department of Forest Sciences- Tharandt:
Trends in applications and the length of the study period**

I. STUDY



Source: HEIDEMANN (2007), modified

GRADUATES TRAINED ABROAD DURING THE STUDY

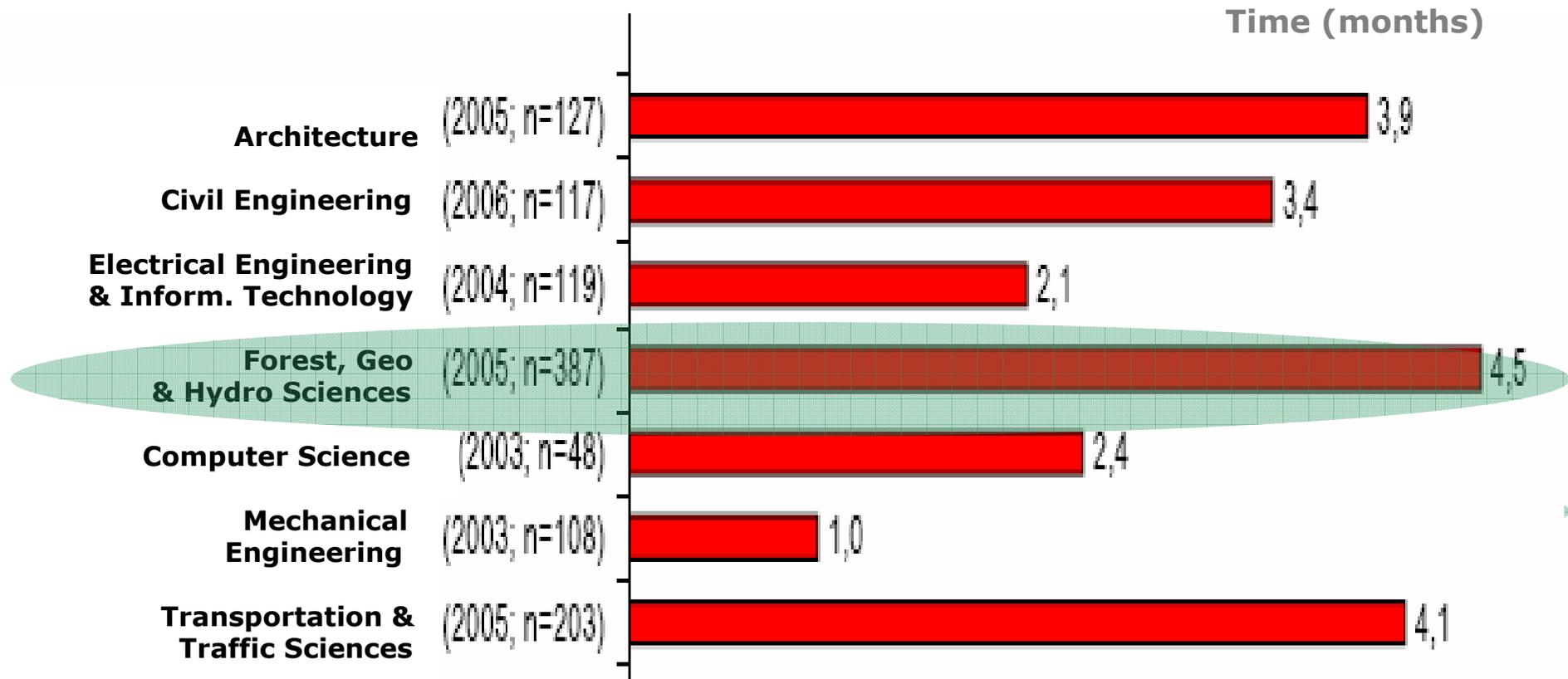
Graduate analysis on selected faculties of the TU Dresden, 2000 – 2006

- On average, the undergraduate study time at the faculty of FGH (in 2005) lies by 11.2 semesters. In the last years, especially at the department of forestry, this period had increased gradually, reaching more than 12 semesters in 2007. The standard period of study is 10 semesters.
- The main reasons are the need to work next to the study and differences in the quality of the students entering the university.
- Reduction of the staff (mid-level faculty) at the university is creating deficiency in the mentoring of the students. In addition, there is too little time left to integrate excellent students in research projects during the study (e.g. the TU Dresden with more than 35,000 students has to reduce 110 jobs at the last three years).
- The opportunity offered by European programmes for students to stay abroad during the study is little used. I.e. in 2005, only 40% of the students from FGH have used this opportunity.
- There is a tendency of decrease on the requirement of the students to stay abroad (e.g. Erasmus study, practical trainee, etc.) after establishment of the bachelor and master curricula.
- While the number of LLL/Erasmus- agreements with faculties in Europe has increased, the number of the participants in the student mobility programme is reduced.

Part II:

Job search after graduation

II. JOB SEARCH

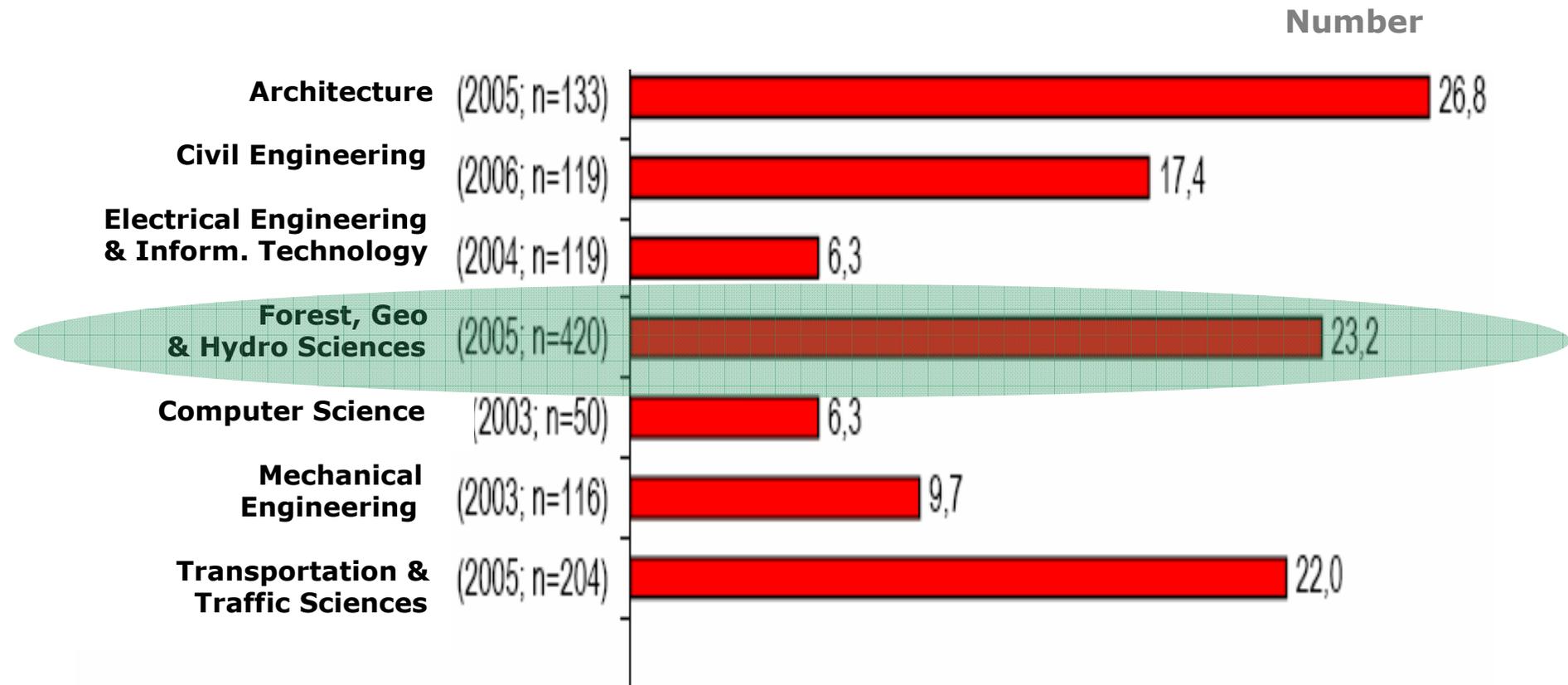


Source: HEIDEMANN(2007), modified

TIME FOR JOB SEARCH AFTER GRADUATION DATE

Graduate analysis on selected faculties of the TU Dresden, 2000 – 2006

II. JOB SEARCH



Source: HEIDEMANN(2007), modified

NUMBER OF SUBMITTED JOB APPLICATIONS

Graduate analysis on selected faculties of the TU Dresden, 2000 – 2006

II. JOB SEARCH

CONCLUSIONS

- For the graduates of the FGH faculty, the job search takes nearly 5 months after the termination of the study. On average, each applicant had to send out more than 25 applications.
- Comparing to other faculties, this is the longest time and a clear indication of the limited number of jobs.
- The mechanical industry have got a boom in the last years, creating almost a "job-demand-market". Thus, graduates from these disciplines, were able to find a job very quickly and had the possibility to elect from different job offers.
- The situation of the market of the so named "green" jobs is differently. The reconstruction of the state forest administration in the German Laender led to a strong staff reduction and nearly zero new jobs in the state forest administration. Furthermore, alumni from the FGH faculty have to compete for "green jobs" with alumni from other faculties.

Part III: Working life and retrospective evaluation of the study

III. EMPLOYEMENT

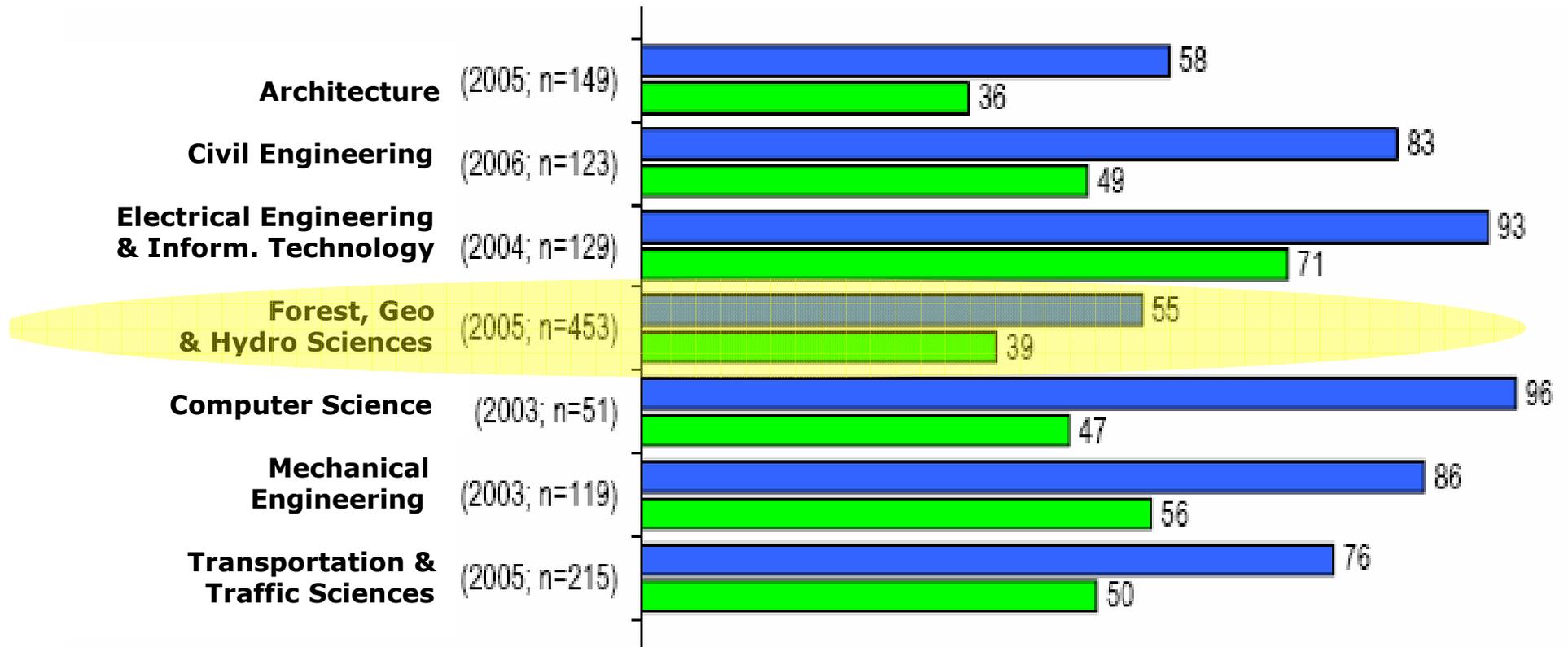
Question:

How would you evaluate your period of study in terms of ...

█ ... usefulness for career opportunities ?

█ ... usability of the subject-matters in the actual job?

(Responses who evaluate it as "good" or "very good" , %)



Source: HEIDEMANN(2007), modified

EVALUATION OF VALUE OF THE STUDY

Graduate analysis on selected faculties of the TU Dresden, 2000 – 2006

III. EMPLOYEMENT

% of the questioned alumni

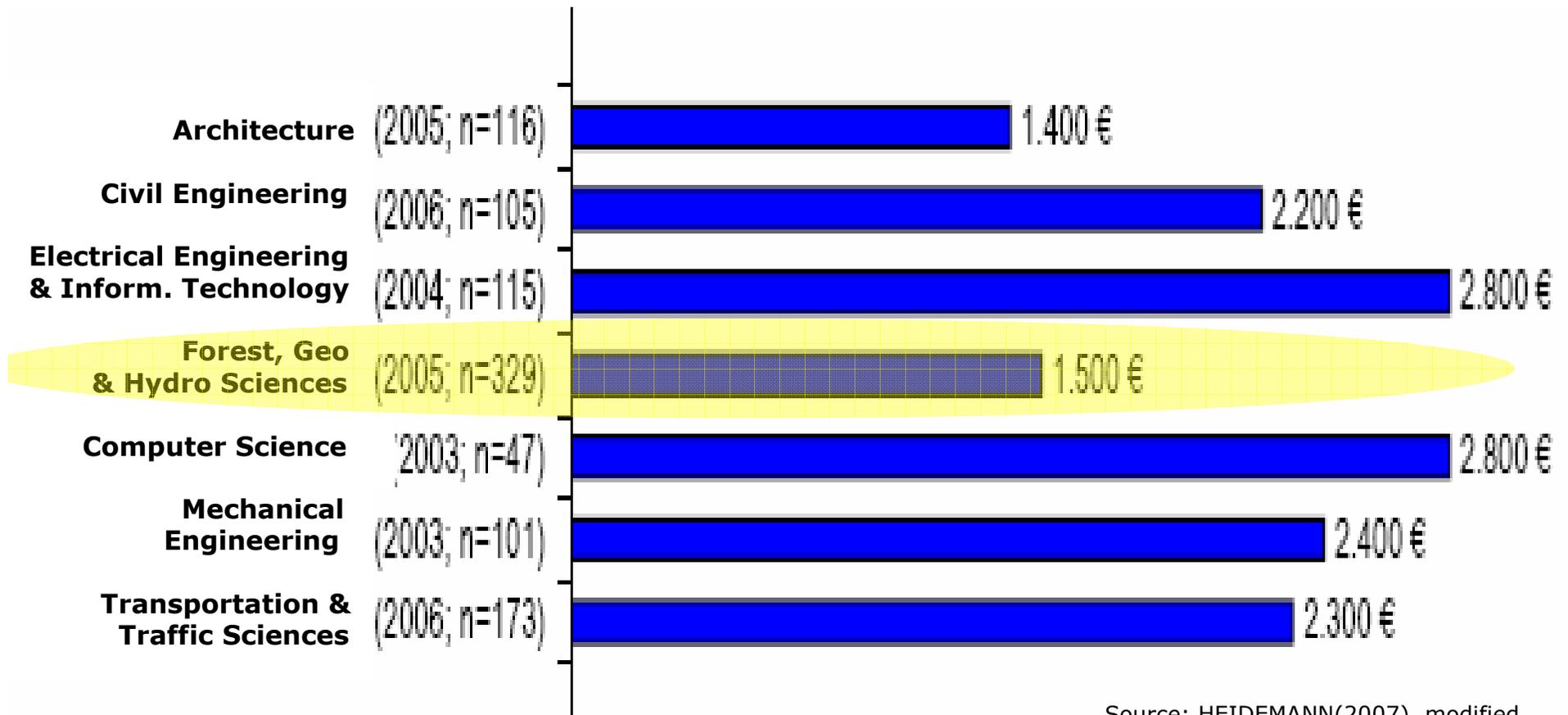
	Forest Sciences (n=126)	Hydro Sciences (n=75)	Geo Sciences (n=198)	Total (n=399)
Private sector	29	49	37	37
University or research institute	25	29	22	25
Public administration, Public authority	30	11	23	23
Non-profit-organization	3	0	3	3
Others	2	5	6	5
Unemployed (1996-1999)	10 (3)	5	9	9

Source: LENZ/MAUERMEISTER/HEIDEMANN(2005), modified;
ROLOFF (2002)

FIRST JOB AFTER GRADUATION

Graduate analysis on selected faculties of the TU Dresden, 2000 – 2006

III. EMPLOYEMENT



Source: HEIDEMANN(2007), modified

MONTHLY GROSS INCOME IN THE FIRST JOB

Graduate analysis on selected faculties of the TU Dresden, 2000 – 2006

III. EMPLOYEMENT

CONCLUSIONS

- The absolute majority of the graduates from forest sciences (90%) have found a job; more than 60% in the so named "green jobs".
- The usability of the knowledge absorbed in the course of the study is evaluated differently by the respondents. In information sciences, more than 90% of the alumni evaluated it as very positive, but among the alumni of Forest-, Geo-, and Hydro- Sciences only 55% of them evaluated it as very positive.
- The main reason could be the former curriculum, which was oriented on the forester's job. Unfortunately, only a minority could find a job in the traditional forestry. From the alumni of forestry 61% work in the so named "green jobs", but only a half of them work in forest-enterprises directly. So the teaching objectives should shift and be more general.
- Concerning the evaluation of study's usefulness for career in the job the argumentation could be similarly. Because the study objectives can not so strong focussed to one typical job only, the focus in the study has to be in general competences all over the so named "green" disciplines.
- From the viewpoint of the monthly gross income of graduates of the FGH faculty the motivation to study this discipline should be other than only to make money. The annual high number of applications shows a stabile interest on this subject.

SUMMARY

- Recently, the length of the study time at the FGH shows a trend of increasing to 12 semesters in 2007. This is two semesters higher than the standard duration time of 10 semesters. The main reasons are the need to work next to the study and different quality of the students entering the university.
- The requirement of the students to stay abroad (i.e. Erasmus programme, practical trainee, etc.) tends to decrease after the establishment of the bachelor and master curriculum. While the number of LLL/Erasmus- agreements with faculties in Europe has increased, the number of the participants in the student mobility programmes has decreased.
- The time needed for job search for the graduates of the FGH faculty is much longer compared to other faculties. The main reason is the labour market for so named "green" jobs. The reconstruction of the state forest administration in the German Laender has lead to a sharp staff reduction and almost zero new jobs in the state forest administration.
- Graduates shared different opinion concerning the usability of subjects taught in the course of the University study for the career and the usefulness for the job. While more than 90 % of the alumni from information sciences found it as very positive, for the graduates of FGH this number was only 55%. The reason could be the former curriculum, which was oriented on the forester's job.
- More than 60% of the graduates in forestry in 1995/1999 - with an increasing tendency - find a so named "green" job. So the objectives in teaching should to be changed and adapted to the new situation.



Thank you for your interest!

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