

Survey of the European Studies program  
at Flensburg University

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University of Flensburg

Survey of the  
European Studies  
program at  
Flensburg University

Including the cohorts from 2006/07/08

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## **1. Preface**

This paper is based on two surveys of students who started the Master program 'European Studies' at the University of Flensburg in the consecutive semesters of fall 2006, 2007 and 2008. The first survey was conducted in January 2008 and included the students of the year 2006 and 2007; the second survey included only the students of the year 2008 and was conducted in November 2008. The design of the questionnaire, the interviews and the evaluation were realized by Marlene Langholz with the support of Prof. Dr. Gerd Grözinger.

This paper reproduces the results of the survey and informs about the following topics: The structure of the European Studies program (age, sex, nationality) and its changes during the evaluation period, the kinds of degrees that the students have achieved before they started their studies in Flensburg, the languages they speak, in which professions they intend to work after graduation and how they found out about the study program in Flensburg. Moreover, the spectrum of opinion about the advantages and disadvantages of studying at the University of Flensburg will be reflected.

## **2. Method**

For this survey, students of European studies who started the Master program in Flensburg in the fall semesters of 2006, 2007 and 2008 were interviewed. These students make up the first, second and third cohort of the European Studies Master program. The cohorts include a total of 90 students (39 of them in the first and second cohort and 51 in the third cohort). In the first survey the first and second cohort were interviewed together. At that time, the first cohort students were studying in the third and the second cohort students in the first semester. 10 students from the third and 22 from the first semester participated in this survey.

At the time of the second survey, the third cohort students were studying in the first semester. 37 of them filled out a questionnaire. This corresponds with an overall participation rate of 77 percent (82 percent in the first and 73 percent in the second survey).

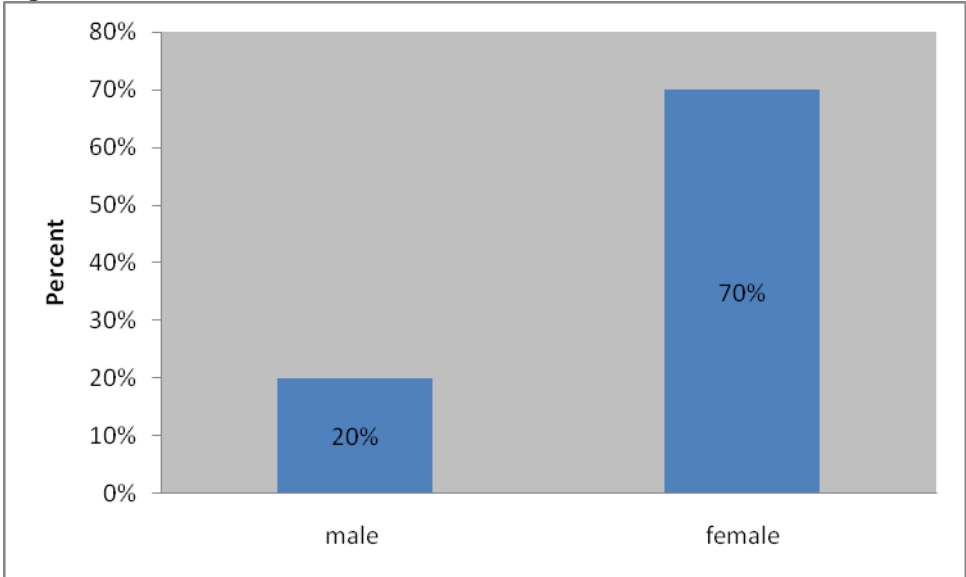
The data set was analyzed within the scope of descriptive statistics, including frequency counts which are displayed in bar diagrams. Because of the low number of cases no further analyses was possible. First of all, the frequency counts provide information about personal data of the respondents (Sex, Nationality, and Age, Question 3.1 - 3.3). Next, the degree(s) that the students obtained before they began their current Master, their fields of study and in which countries they obtained these degrees will be illustrated (Question 4.1 – 4.3). Of further interest will be, how the respondents found out about the study program in Flensburg (Question 5), which other universities and cities they considered for their studies (Question 6.1 – 6.3), which factors influenced their decision to study in Flensburg (Question 7. - 9.), where they intend to work after graduation (Question 10), and which languages they speak.<sup>1</sup>

### 3. Personal data

#### 3.1 Sex

In the first cohort, 70 percent of all respondents (7 answers) are female and 20 percent (2 answers) are male. One person did not specify his/her sex.

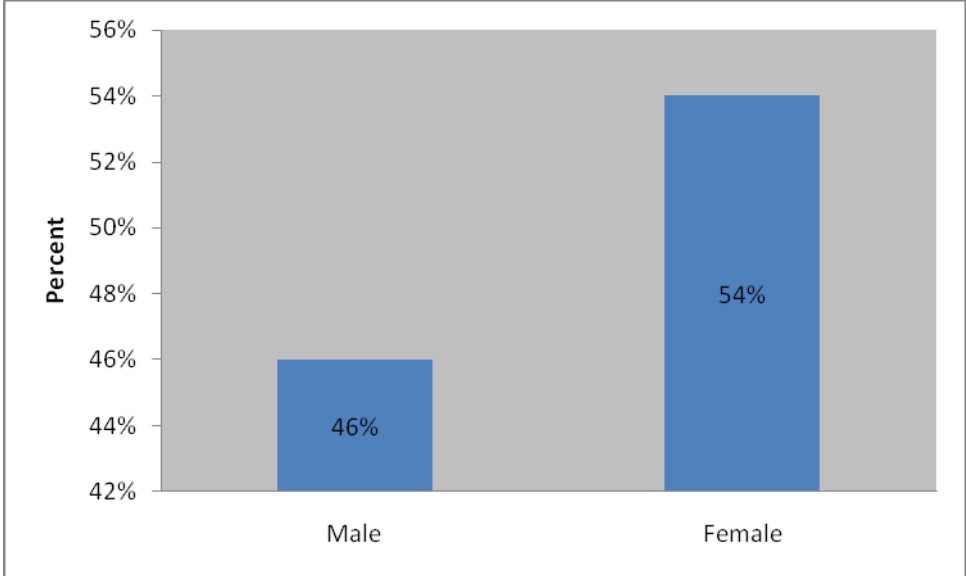
**Fig. 3.1a: Sex, 1. Cohort**



<sup>1</sup> The language fluency of the students was asked for in the second survey only, so were Question 4.3 (In which countries(s) did you achieve your degree(s) and 10 (In which profession would you like to work in the future?).

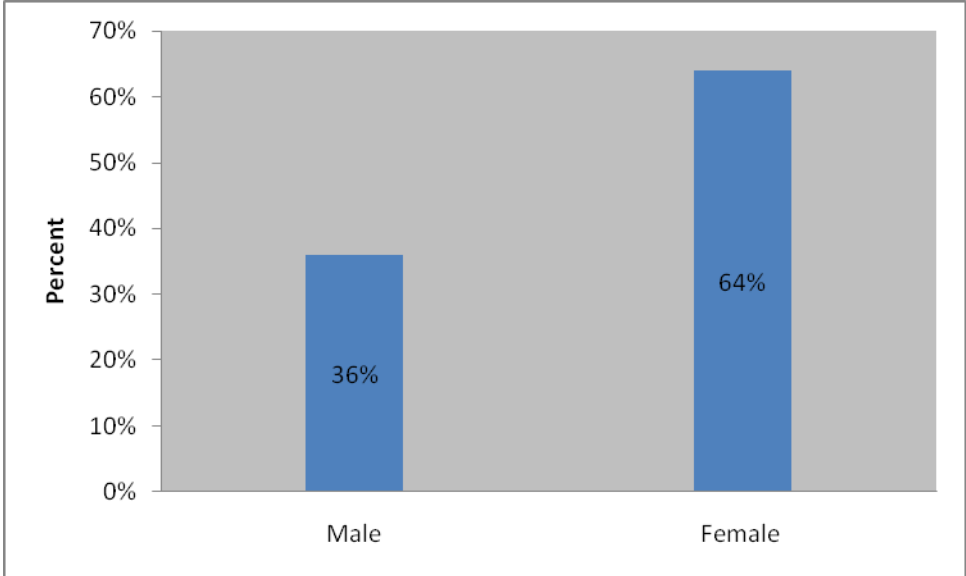
The second cohort consists to 54 percent of female (12 answers) and 46 percent (10 answers) of male students.

**Fig. 3.1b, 2. Cohort**



In the third cohort, there are 64 percent female and 36 percent male students.

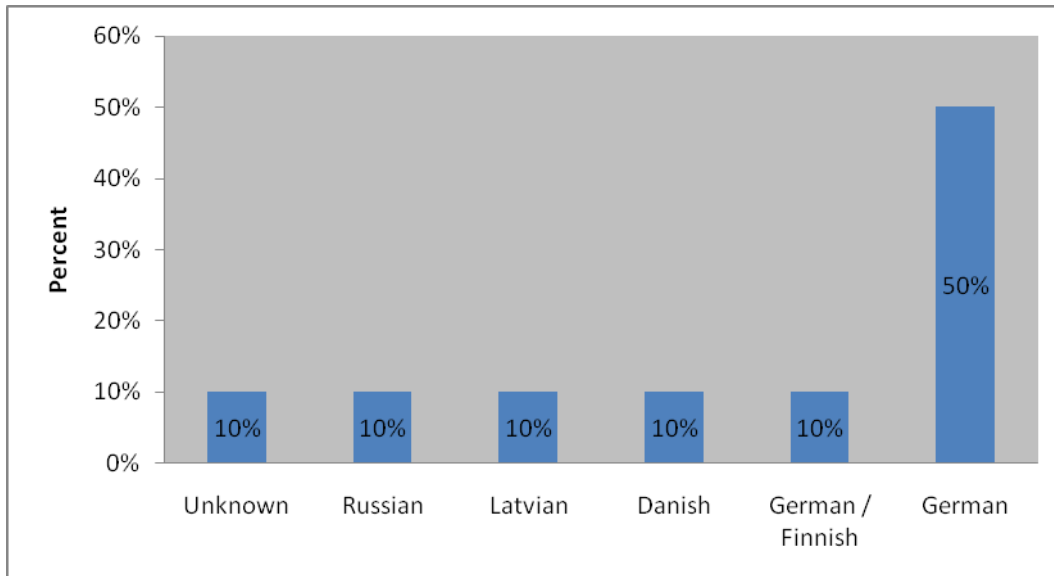
**Fig.3.1c: Sex, 3<sup>rd</sup> Cohort**



### 3.2 Nationality

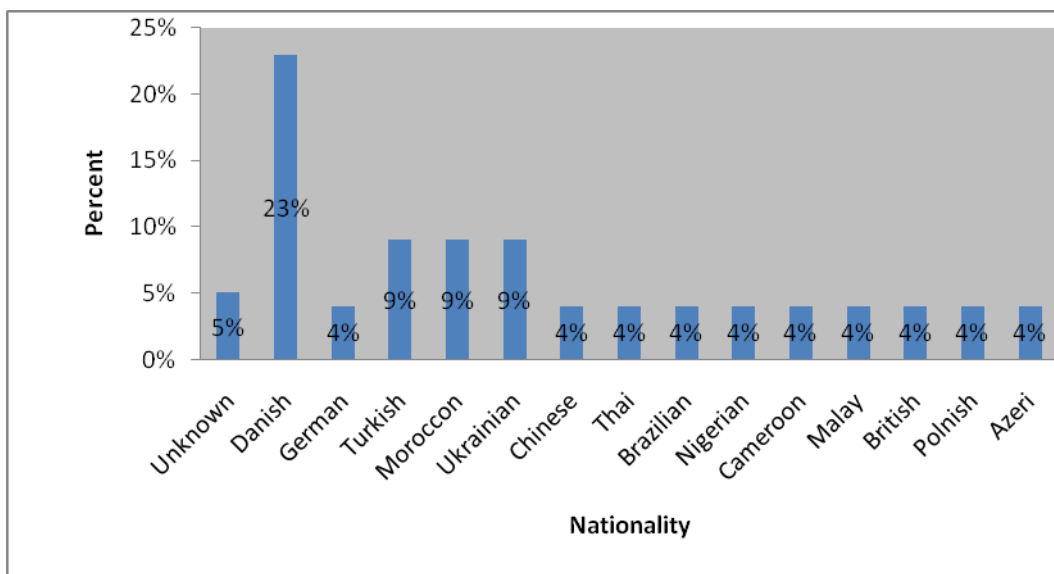
The range of nationalities in the study program is wide and increases over time. The respondents of the first cohort consist of 10 students. Three of them are international students (1 Russian, 1 Latvian, and 1 Danish) 1 has a dual nationality (German / Finnish) and 5 are German, 1 respondent did not specify his nationality.

3.2a: Nationality, 1<sup>st</sup> Cohort



The respondents of the second cohort already consist of 23 students. 76 percent (16 respondents) are international students and 24 percent (5 respondents) are German. 1 student of this cohort did not specify his / her nationality.

Fig. 3.2b: Nationality, 2<sup>nd</sup> Cohort



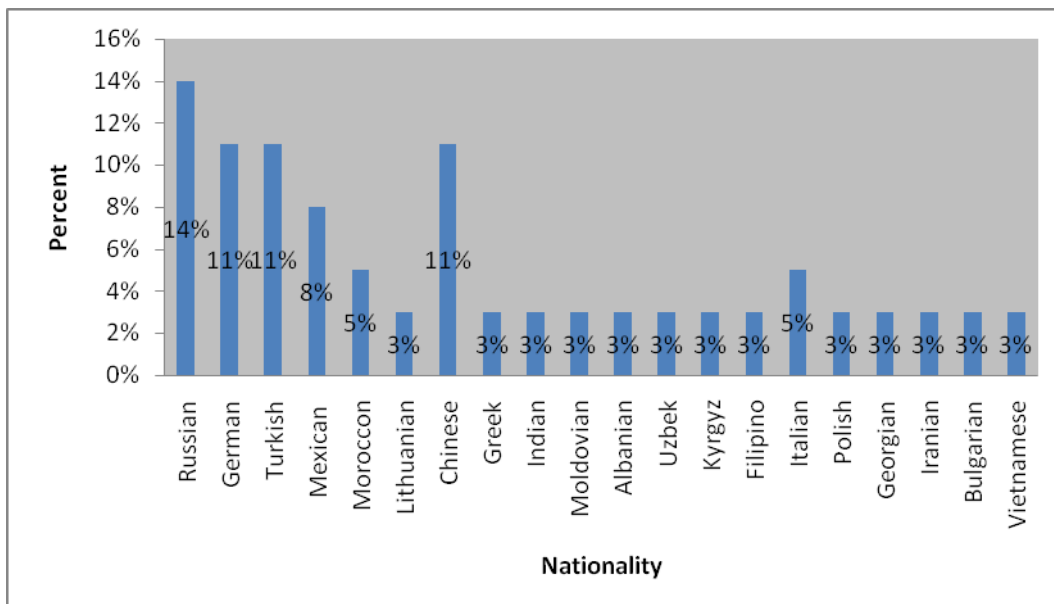


Finally, in the third cohort, there are 37 respondents who belong to 20 different nationalities. The most frequent nationality among the respondents is Russian with 5 answers (14 percent), followed by German, Turkish, and Chinese with 4 respondents each. Furthermore, 3 Mexicans, 2 Moroccans and 2 Italians study European Studies in the first semester. The other nationalities (Lithuanian, Greek, Indian, Moldavian, Albanian, Uzbek, Kyrgyz, Filipino, Polish, Georgian, Iranian, Bulgarian, and Vietnamese) were chosen by one respondent in each case.

A continuing enlargement and increasing internationalization of the study program can be observed over time. While there are 5 different nationalities in the first cohort, the second cohort is significantly bigger<sup>2</sup> and already consists of 17 different nationalities; the third cohort consists of 20 nationalities.

Overall, a consistent increase of students, in particular from Russia, China as well as Turkey can be observed.

**Fig. 3.2c: Nationality, 3<sup>rd</sup> cohort**

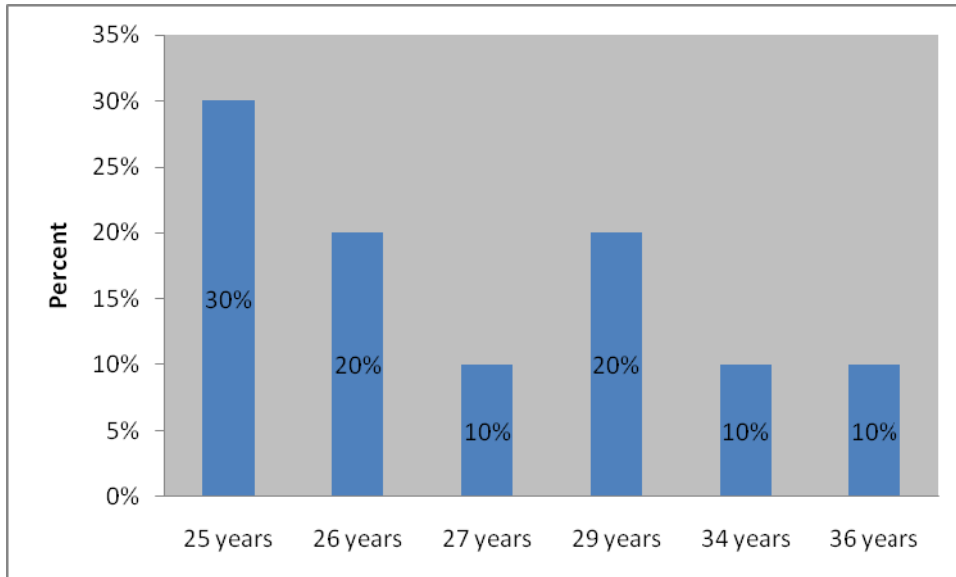


<sup>2</sup> 22 students were studying in the second and 13 in the first cohort when the survey was conducted in January 2008.

### 3.3 Age

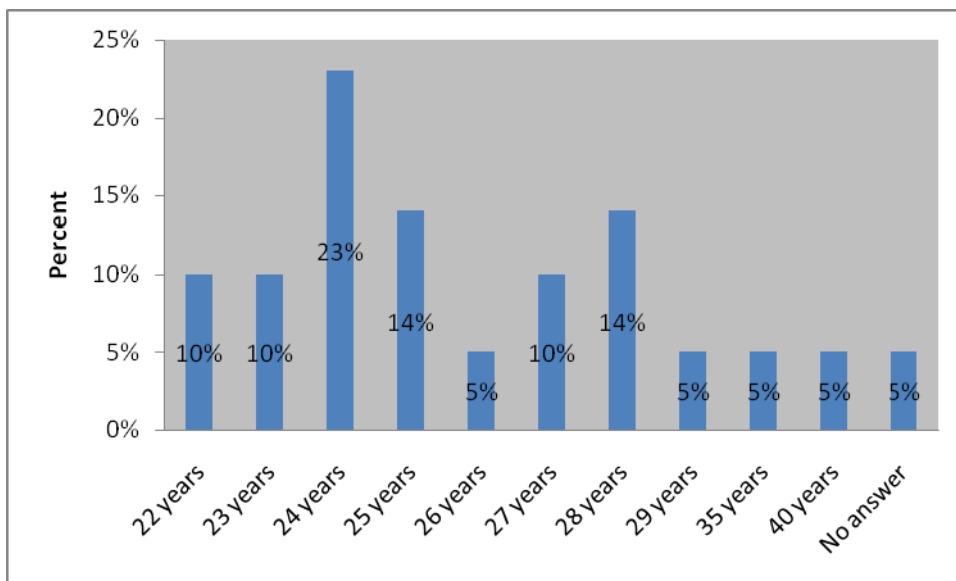
In the first cohort, no student was younger than 25 years old on the day, the survey was conducted (3 answers). The mean value was 28, 2 years.

**Fig. 3.3a: Age, 1<sup>st</sup> cohort**



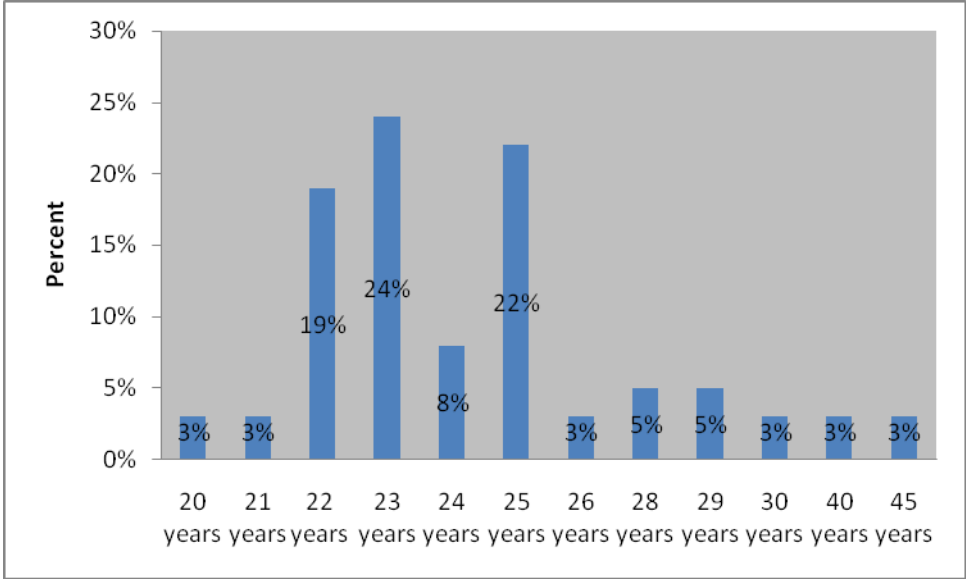
The youngest two students in the second cohort were 22 at the time the questionnaires were filled out. Most students (4 answers) were 24 years old, followed by 25 years and 28 years (3 answers each). 1 student did not answer this question. The mean value here is 26, 3.

**Fig. 3.3b: Age, 2<sup>nd</sup> Cohort**



In the third cohort, the students' age ranges from 20 to 45 year. The majority of the respondents are 23 years old (9 answers / 24, 3 percent), followed by 25 years (8 answers / 22 percent) and 22 years (7 answers, 19 percent). The mean value is 25.11 years.

**Fig. 3: Age, 3<sup>rd</sup> Cohort**



There is an overall decrease in the mean age of the students. This could be related to the rising number of Bachelor students who start a Master degree immediately after graduation.

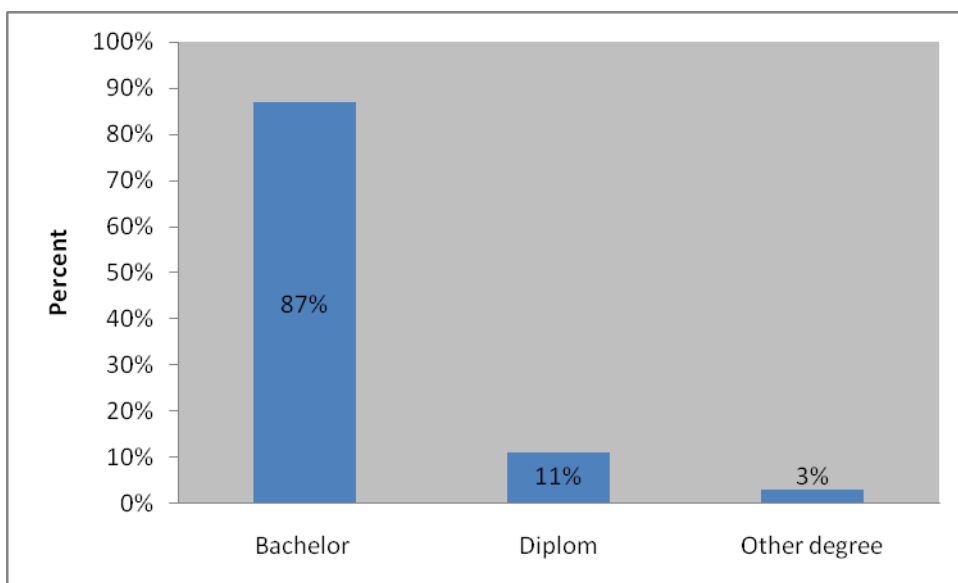
## 4. Prior degree and subjects of study

The next question was „Which degree(s) did you achieve before starting the Master of European Studies and in which subject(s)?” The answers show that the students come from a wide range of study areas.

### 4.1 First degree

For the first and second cohort, we have only information about the subjects of study, not of the degrees. Information about the kind of degree (Bachelor, Master, Magister or Diploma<sup>3</sup>) is only available for the third cohort. Here, 87 percent (32 respondents) of the students have a Bachelor degree, 11 percent (4 respondents) a Diploma and 3 percent (1 respondent) a different kind of degree.

Fig. 4.1: First Degree, 3<sup>rd</sup> Cohort

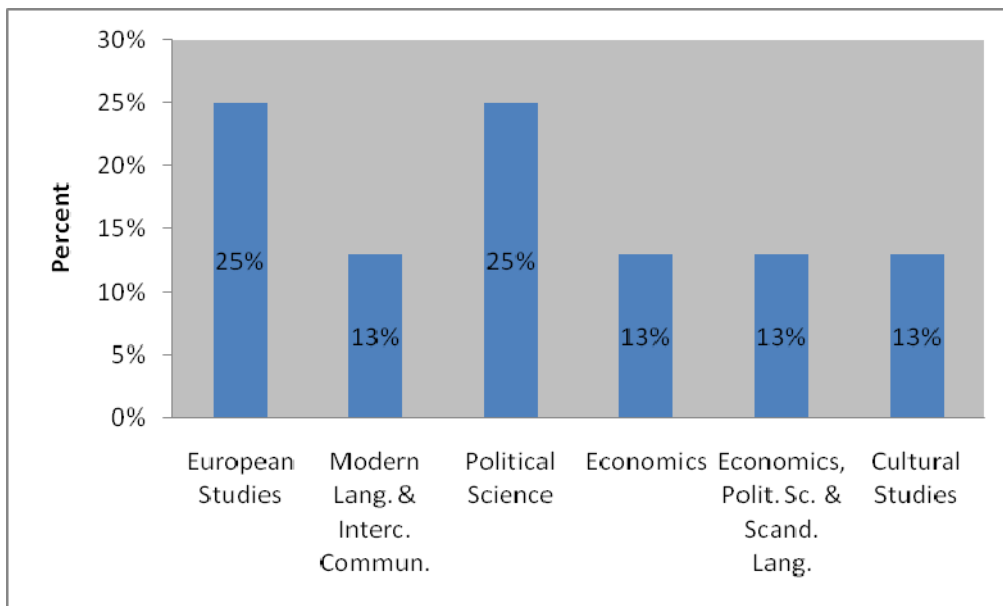


#### 4.1.2 Subject of first degree

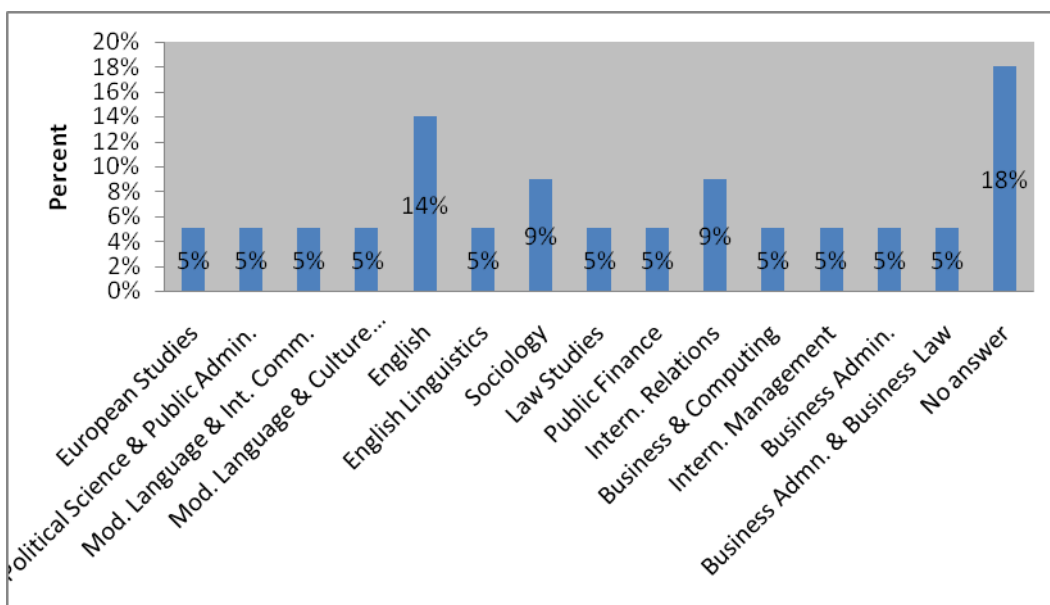
This was an open question. Two of the students in the first cohort have studied “European Studies” and another two “Political Science”. Other subjects included “Modern Languages and Intercultural Communication”, “Economics”, “Economics, Political Sciences and Scandinavian Languages” and “Cultural Studies”. Each of these subjects was studied by one student. Two students did not name the field of study where they achieved their first degree.

<sup>3</sup> Diploma here is equivalent to the German „Diplom“ and refers to a study length of 4-5 years.

#### 4.1.2a: Subject of first degree, 1<sup>st</sup> cohort



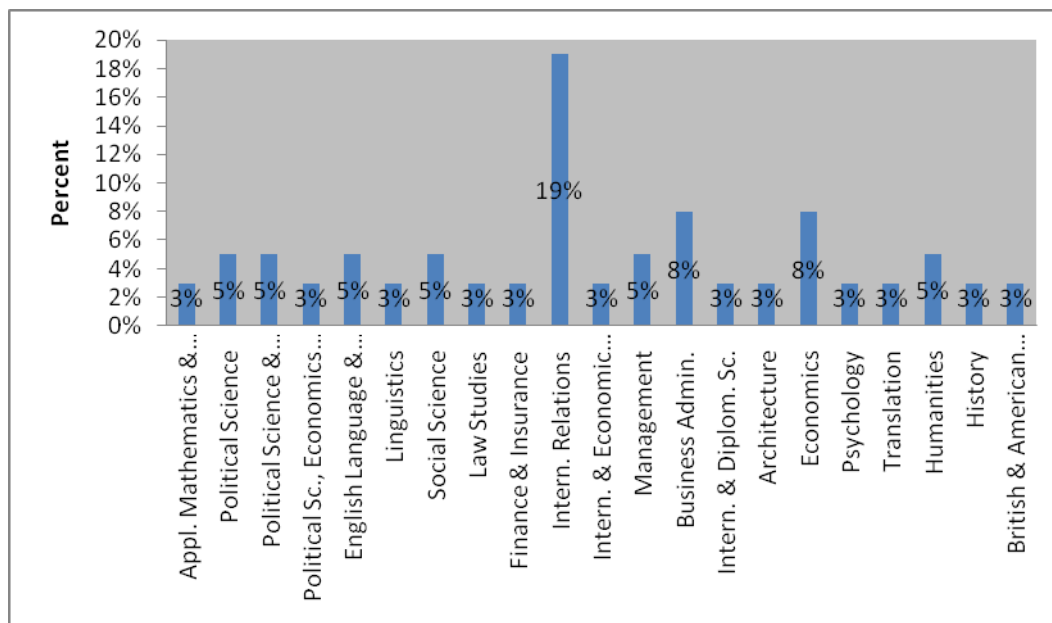
In the second cohort, three students studied English as a first field of study. Two students study Sociology and another two International Relations. The remaining subjects (English Linguistics, Law Studies, Public Finance, Modern Language and Intercultural Communication, European Studies, Business and Computing, International Management, Political Science and Public Administration, Business Administration, Business Administration & Business Law, Modern Languages and Culture Mediation) were studied by one student each. Four students did not indicate the subject of their studies.



**Fig. 4.1.2b:**  
**Subject of 1st degree, 2<sup>nd</sup> cohort**

The subjects and areas of study in the third cohort include International Relations (7 answers), Economics (3 answers), Political Science, Humanities, Management, Political Science & International Relations as well as Social Science (two answers each). Other answers, such as Finance & Insurance, General Studies, History, International and Diplomatic Science, International Economic Relations, Political Science, Economy & Ethnology and Translation were given by one student each.

**Fig. 4.1.2c: Subject of first degree, 3<sup>rd</sup> cohort**



Overall, the European Studies program seems to be especially interesting for students from the Social Science, in particular International Relations and Political Science, but also from other fields such as Business Administration, Management, and Linguistics as well as a range of other study programs.

## **4.2 Second degree**

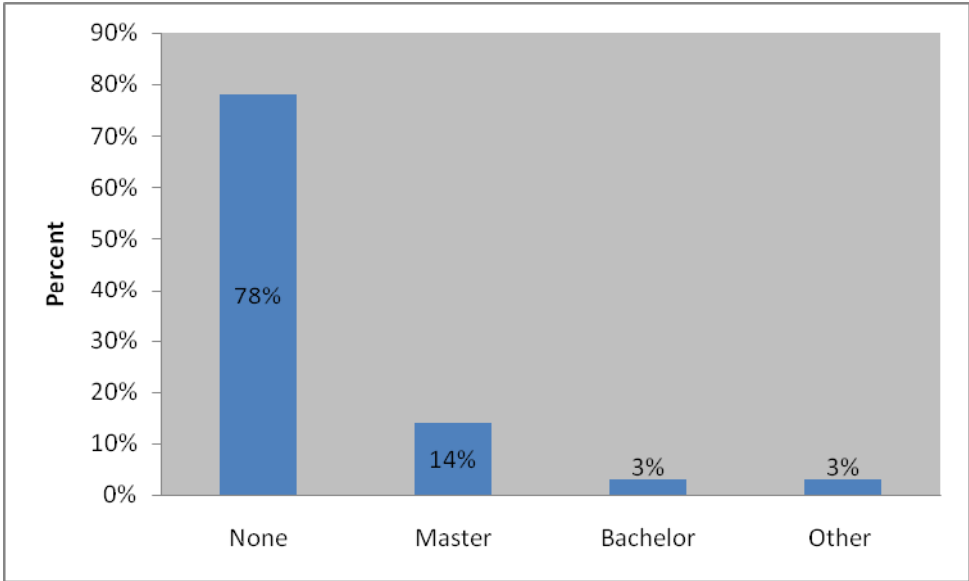
Again, the question which kind of second degree was achieved before studying in Flensburg was only asked explicitly to students who participated in the second survey. However, some of the first and second semester students indicated the degrees in question 4.2.1.

Only 22 percent (8 persons) of the respondents from the third cohort already have a second degree. 14 percent or 5 students have a Master's degree in addition to their

Bachelor degree, one student has a Diplom, and one an additional Bachelor`s degree; another one has a not specified kind of degree in addition to his first degree. 78 percent or 29 students do not have a second degree.

First degree	Second degree
32 Bachelor	24 without second degree 1 Bachelor, 5 Master, 1 Diplom, 1 not specified degree,
4 Diplom	4 without second degree
1 Other degree	1 without second degree

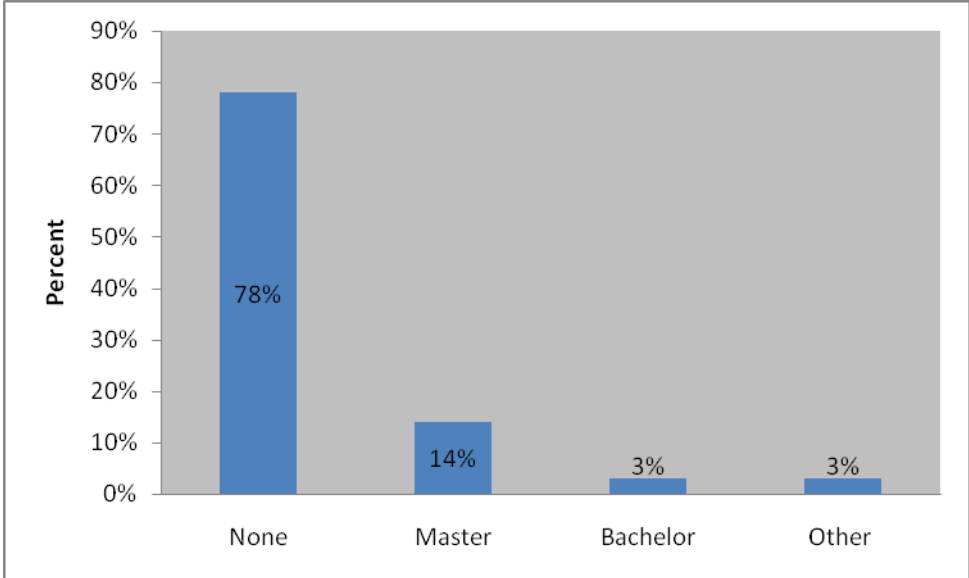
Fig. 4.2c: Second Degree, 3rd cohort



**4.2.1 Subject of second degree**

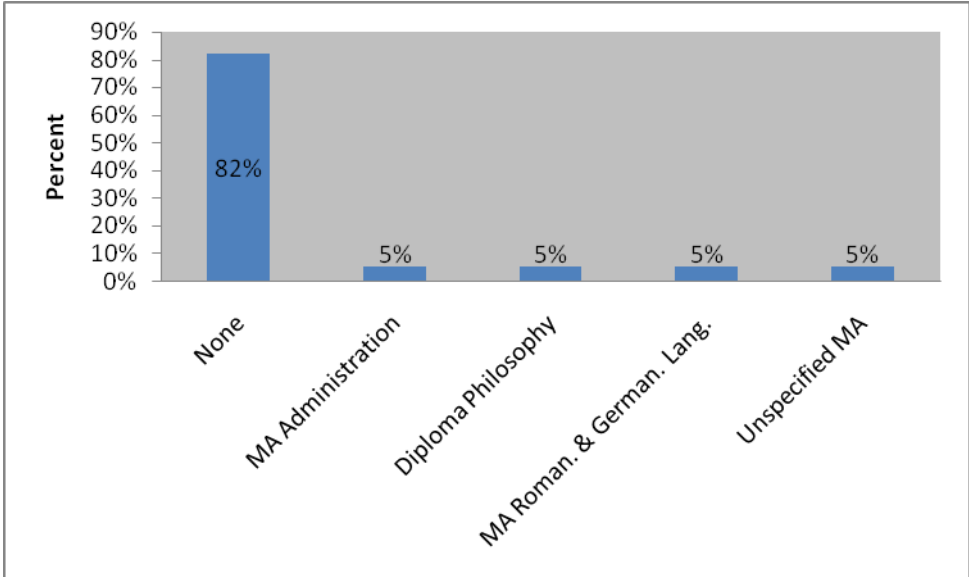
Only two (20 percent) of the students in the first cohort already obtained a Master`s degree prior to the European Studies` Master. One of them is a Master in Economics and one an unspecified Master. Eight students had not achieved a second degree at the time of the survey.

**Fig. 4.2a: Second degree, 1<sup>st</sup> cohort**



In the second cohort, the number of students who have a second degree is also approximately 20 percent with a total number of four students. One has a Master in Administration, one a Diploma in Philosophy, one a Master in Romanic and Germanic Languages and another one an unspecified Master. 18 students (82 percent) do not have a second degree.

**Fig. 4.2b: Second degree, 2<sup>nd</sup> cohort**

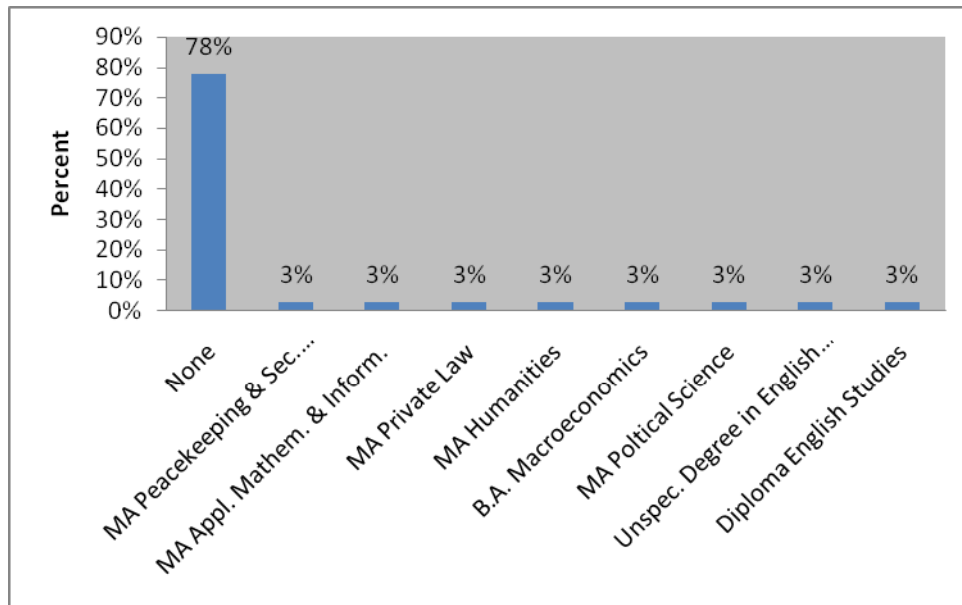


The second degrees of the third cohort include a Master of Peacekeeping & Security Studies (Bachelor of International & Diplomatic Science), Master of Applied



Mathematics & Informatics (Bachelor of Applied Mathematics), Master of Private Law (Bachelor of Law), Master of Humanities, a Bachelor of Macroeconomics (Bachelor of International Economic Relations), Master of Political Science (Bachelor of English Language and Literature) and a Diploma of English Studies (Bachelor of Management) and an unspecified degree of English Studies.

**Fig. 4.2c: Subject of second degree, 3<sup>rd</sup> cohort**



In all three cohorts, the share of students who have a second degree is approximately 20 percent; most of these students have a Master's degree.

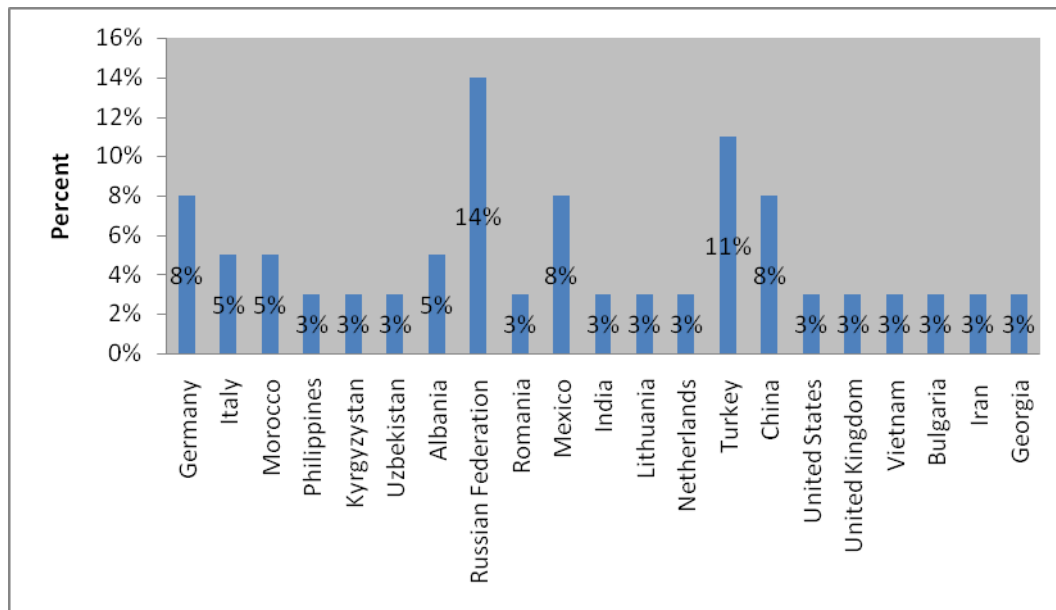
### ***4.3 Country where the degree(s) were achieved***

#### **4.3.1 Country where first degree was achieved**

Data about the countries where the degrees were achieved is only available for the third cohort.

Most students obtained their first degree in their country of origin. One of the German students achieved his first degree in the Netherlands, one Chinese studied in the United States, the Greek student studied in Albania and the Polish student in the United Kingdom.

**Fig. 4.3.1: Country where first degree was achieved, 3<sup>rd</sup> cohort**



#### **4.3.2 Country where second degree was achieved**

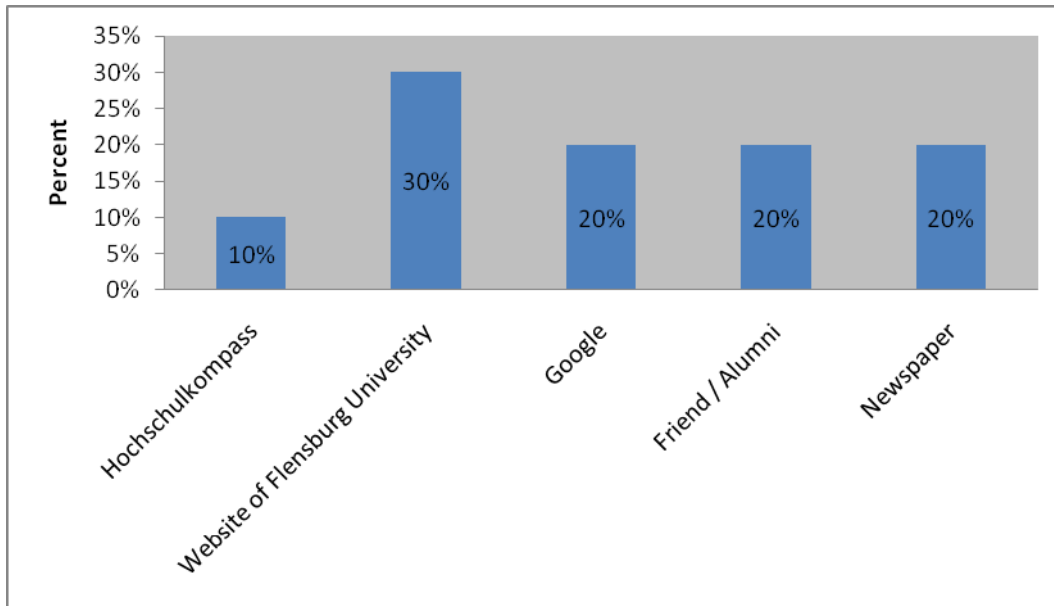
The Second degrees were achieved in Italy, Turkey, Finland, China, Thailand, and Bulgaria. The degrees in Finland and Thailand were achieved by a Russian and an Iranian student respectively. The other students achieved their second degrees in their native country.

### **5. Information Source**

The 5<sup>th</sup> question was “Where did you find out about the European Studies Program at the University of Flensburg?” Possible answers were Google”, “Hochschulkompass”, “DAAD” or “Others”. More than one answer was possible in the second survey, the first and second cohort only named one information source each.

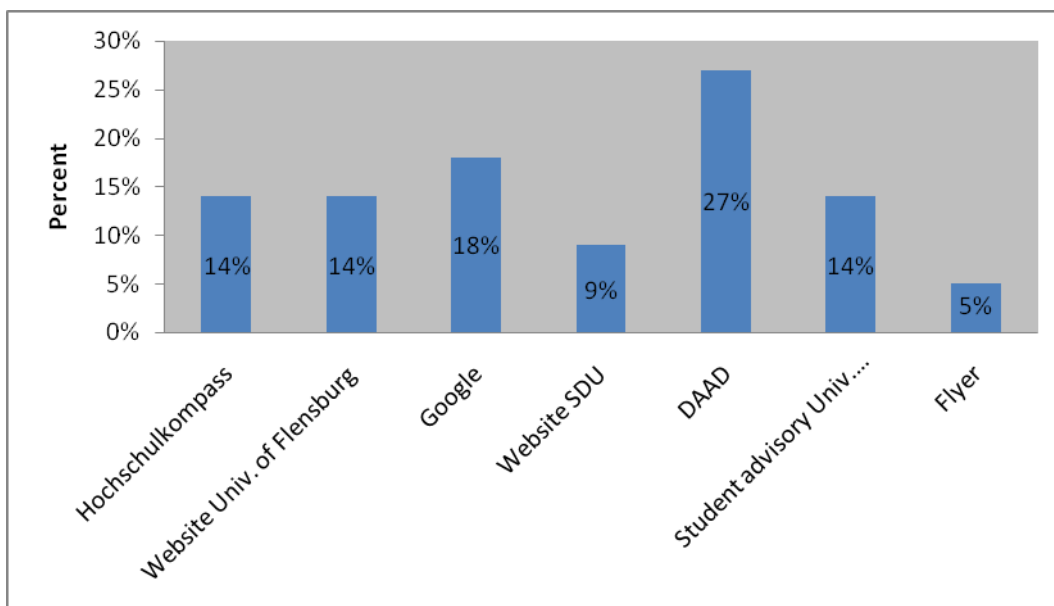
The first cohort is divided more or less evenly between “Hochschulkompass” with 10 percent, the Website of the “University of Flensburg” with 30 percent, and “Google”, “Friend / Alumni” and “Newspaper” with 20 percent each.

**Fig. 5a: Information Source, 1<sup>st</sup> Cohort**



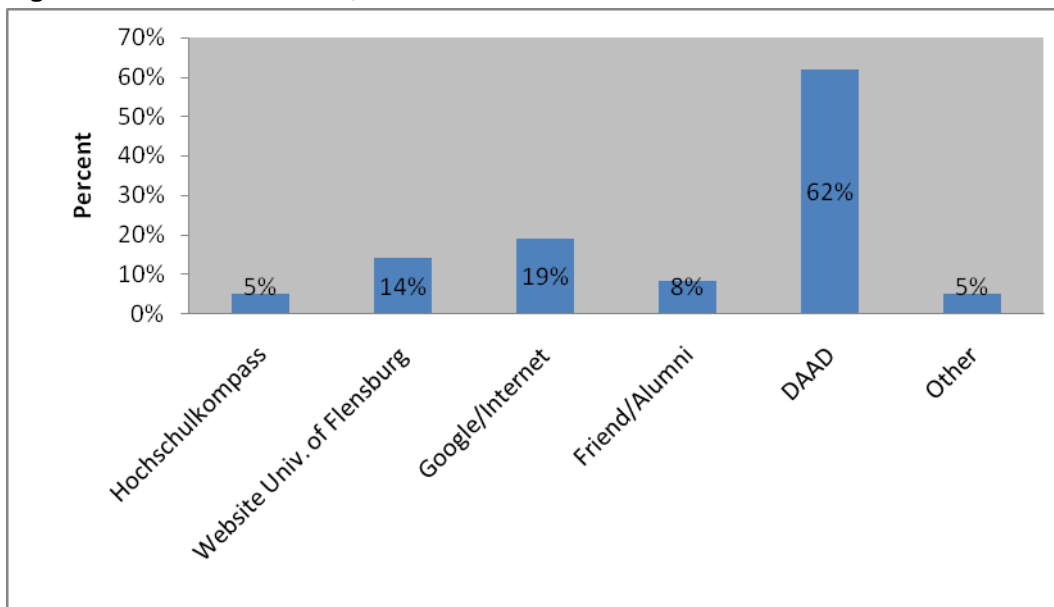
In the second cohort, the distribution was wider. 6 students named the “DAAD” as their source of information about the study program, 4 named “Google”, 3 the Website of the University of Flensburg, the “Hochschulekompass” and the “Student advisory of the University of Flensburg” respectively. 2 students answered “Website of the SDU” and one “Flyer”.

**Fig. 5b: Information Source, 2<sup>nd</sup> Cohort**



In the third cohort, a clear majority of respondents (55 percent) named the DAAD as their source of information. 17 percent found information through Google / the Internet and 12 percent on the Website of the University of Flensburg. A friend or alumni informed 7 percent (2 students) and 5 percent (1 student) used the Hochschulkompass or another source. In comparison with the first and second cohort, the DAAD has significantly gained importance as a source of information. The reason for this is the rising participation rate of foreign students who primarily use the DAAD to inform themselves about study programs in Germany. At the same time, a decline of the importance of the Hochschulkompass and the Website of the University of Flensburg can be observed.

**Fig. 5c: Information Source, 3<sup>rd</sup> Cohort**



n = 37

a = 42

n = Number of cases

a = Number of answers (more than one answer possible)

Overall, the relevance of the DAAD as a source of information is increasing while the relevance of the University of Flensburg (either its website or the student advisory) is decreasing. The importance of “Google” remains constant over time.

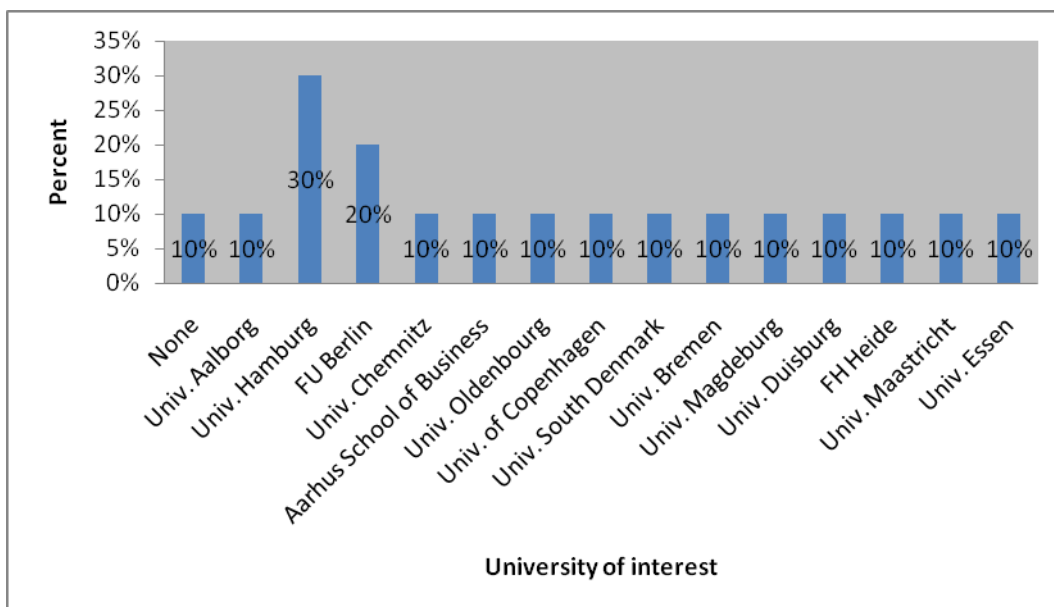
## 6. Alternatives to Flensburg

### 6.1 Other Universities

The question “Which other universities did you consider before starting to study in Flensburg?” was an open question that could be replied to with more than one answer.

There were a total of 18 responses in the first cohort. 30 percent (3 students) answered “University of Hamburg and 20 percent or 2 students answered “FU Berlin”. All other universities were named by 10 percent or one student each.

Fig. 6.1a: Other universities, 1<sup>st</sup> cohort

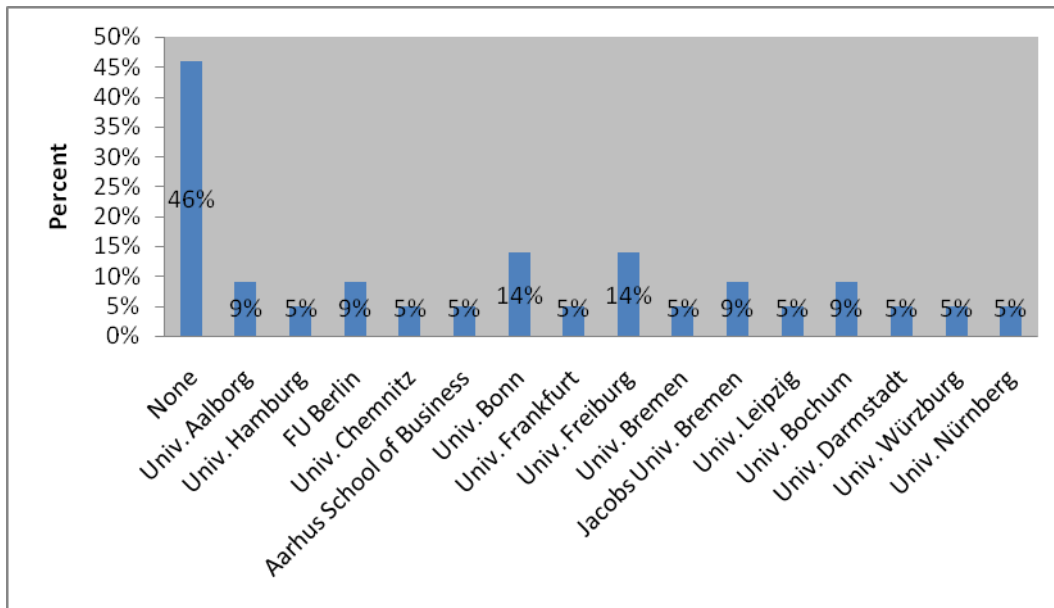


n = 10

a = 18

In the second cohort, 46 percent or ten of the students did not have an alternative to the University of Flensburg. 14 percent or three students considered the University of Freiburg and another 14 percent the University of Frankfurt. The University of Bremen, FU Berlin and University of Bochum were named by nine percent or two students each.

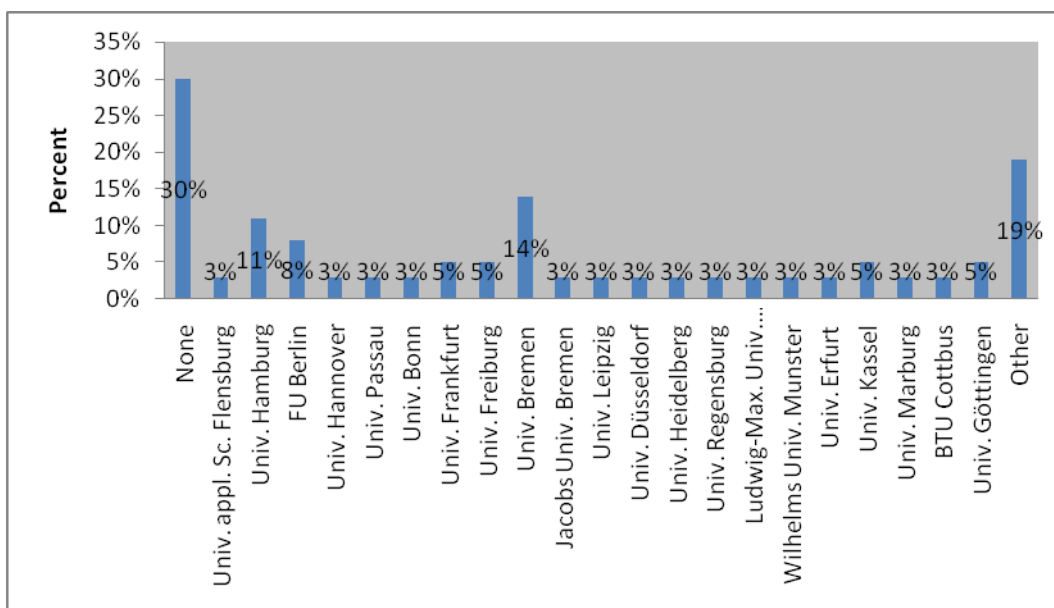
**Fig. 6.1b: Other universities, 2<sup>nd</sup> cohort**



In the third cohort, 10 percent (5) of all answers were “University of Bremen” 8 percent (4 answers) “University of Hamburg”, and 6 percent (3 answers) “FU Berlin”. The “University of Frankfurt”, “University of Freiburg” and “University of Erfurt” were chosen two times each.

30 percent (11) of the students did not consider any other university besides the University of Flensburg, another 30 percent considered only one university and 41 percent (15) considered two other universities as an alternative.

**Fig. 6.1c: Other Universities, 3<sup>rd</sup> cohort**

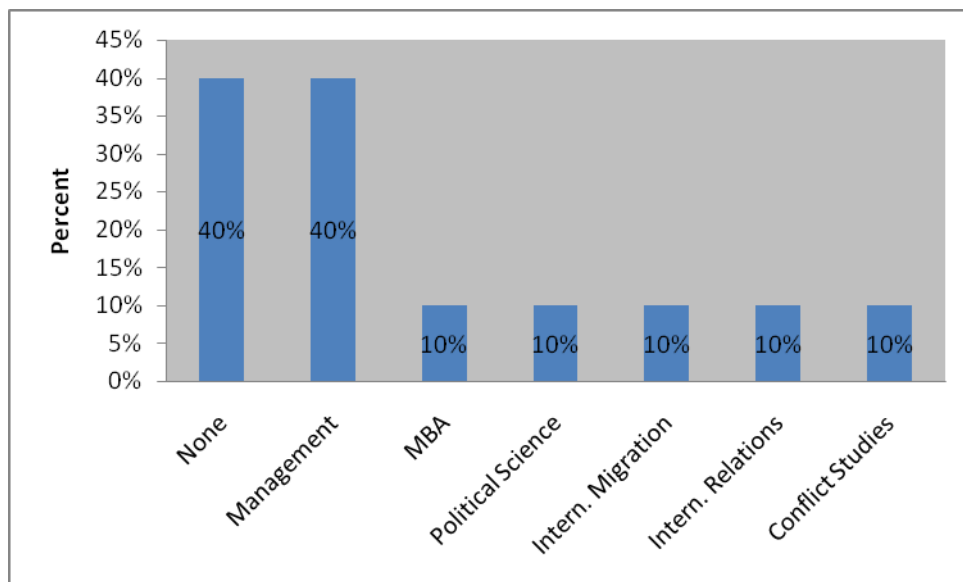


n = 37, a = 52

## 6.2 Other Study programs

Question number seven was if the students considered any other study program before starting their studies in Flensburg. Again, the question was open and more than one answer was possible. In the first cohort, 40 percent or four of the students considered “No alternative program of study” and another 40 percent considered “Management”. “MBA”, “Political Science”, “International Migration”, “International Relations”, and “Conflict Studies” were considered by 10 percent or one student each.

Fig. 6.2a: Alternative study programs, 1<sup>st</sup> cohort



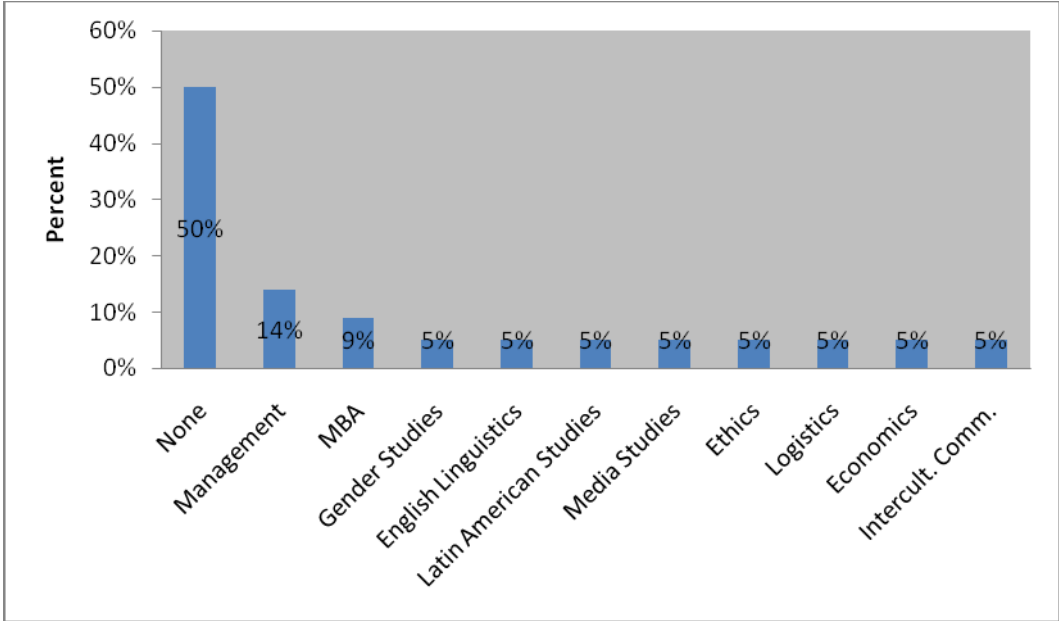
n = 10

a = 13

I

In the second cohort, about 50 percent of the students did not have an alternative to „European Studies“, 14 percent or three of the students considered Management and nine percent or two students an Master of Business Administration. The other study programs („Latin American Studies“, „Media Studies“, „Gender Studies“, „English Linguistics“, „Ethics“, „Logistics“, „Economics“ and „Intercultural Communication“ were considered by 5 percent or one student each.

**Fig. 6.2b: Alternative study program, 2nd cohort**

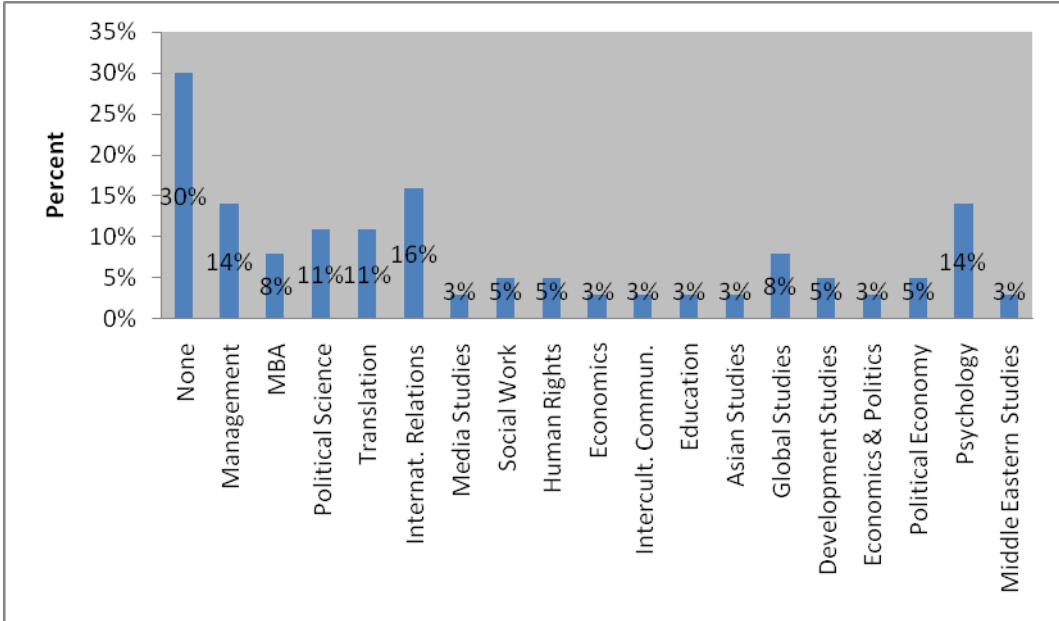


n = 22

a = 24

In the third cohort, about a third of the students (30 percent or 11 students) did not consider another study program than European Studies. 16 percent (6 answers) considered International Relations as an alternative study program, 14 percent considered Management (5 answers) and 11 percent (4 answers) considered Political Science or Translation respectively.

**Fig. 6.2c: Alternative study programs, 3<sup>rd</sup> Cohort**



n = 37, a = 54

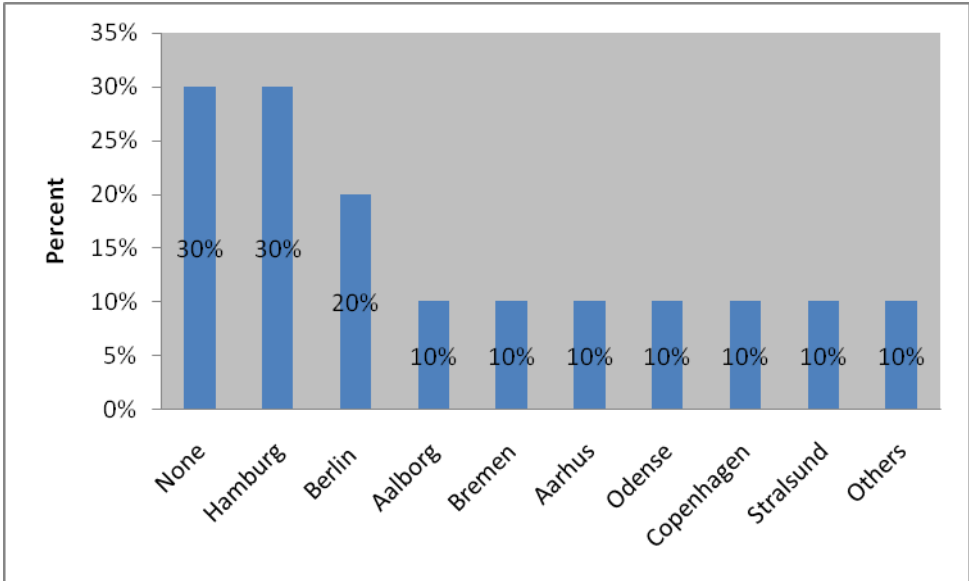


Overall, the range of alternative study program is relatively wide. Noticeable is especially that a high share of students (40 percent) from the first cohort considered Management as an alternative.

**6.3 Other Cities**

The first cohort answered the open question, „Where there any other any cities that you found very interesting offering the study program of your choice?“ with a total of 15 answers. 30 percent or three of the students did not consider an alternative city to Flensburg, another 30 percent considered Hamburg, and 20 percent or two students considered Berlin. The other cities (Aalborg, Bremen, Aarhus, Odense, Copenhagen, and Stralsund) were considered by ten percent or one student each.

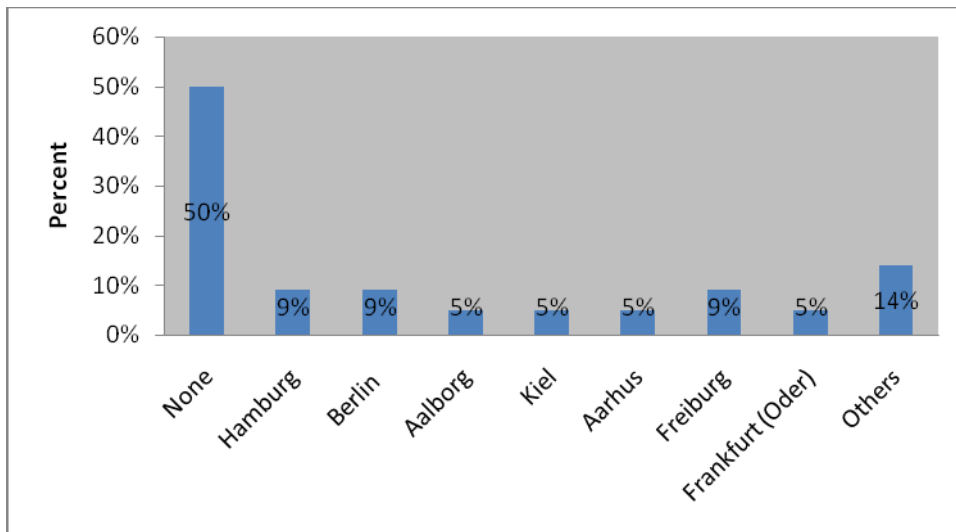
**Fig. 6.3a: Alternative cities, 1<sup>st</sup> cohort**



n= 10  
a = 15

50 percent of the students from the second cohort (11 answers) did not consider an alternative city to Flensburg. Hamburg, Berlin and Freiburg were considered by nine percent or two students each while the other cities (Aalborg, Aarhus, Frankfurt an der Oder, and Kiel) were considered by five percent or one student each.

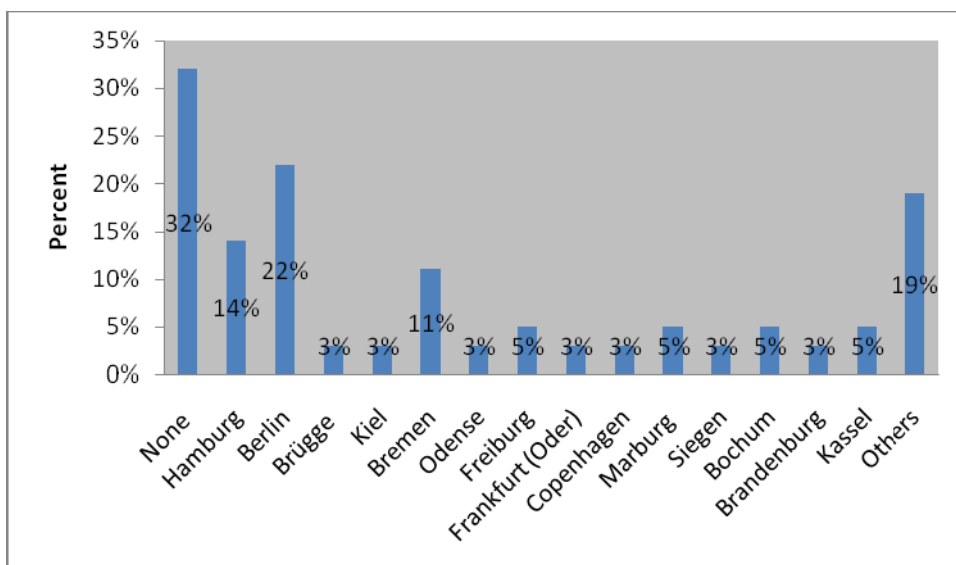
**Fig. 6.3b: Alternative cities, 2nd cohort**



n = 22, a = 24

In the third cohort, the question was answered with a total of 51 responses. Here, a total of 23 percent of the students (12 answers) did not name any cities that they found particularly interesting besides Flensburg. 20 percent (eight students) answered „Berlin“, 14 percent „Hamburg“, 11 percent „Bremen“ and 5 percent Freiburg. „Kiel“, „Odense“ (Denmark), „Siegen“, „Brügge“ (Belgium), „Copenhagen“ (Denmark), „Brandenburg“, „Frankfurt an der Oder“ was answered by three percent or one student each. Other cities than the ones listed here were named by 19 percent or seven of the respondents.

**Fig. 6.3: Alternative cities, 3rd cohort**



n = 37, a = 51

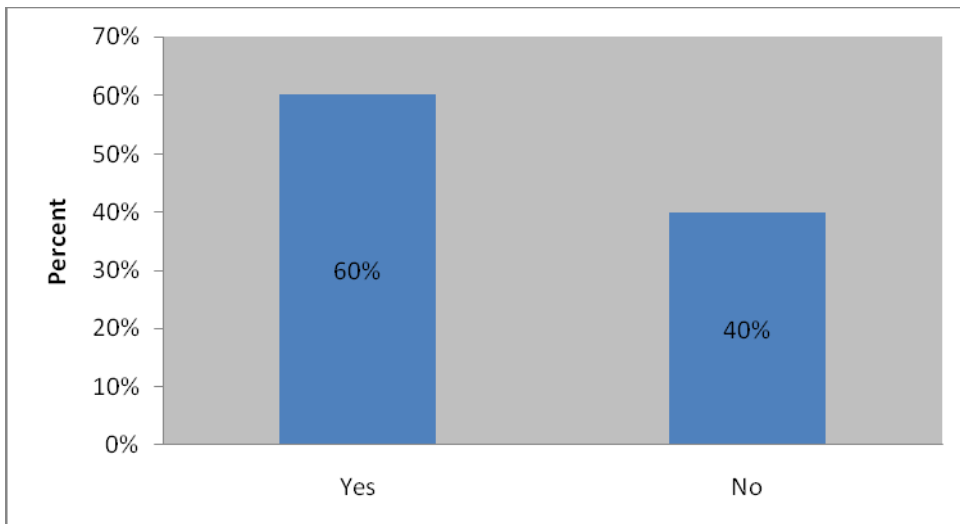
Overall, Hamburg and Berlin seem to be popular alternative cities for European Studies students from all cohorts.

## 7. Influence of the Double Degree

The next question was if the Double Degree that can be achieved in Flensburg in cooperation with the Danish Syddansk University, had any influence on the decision to study in Flensburg.

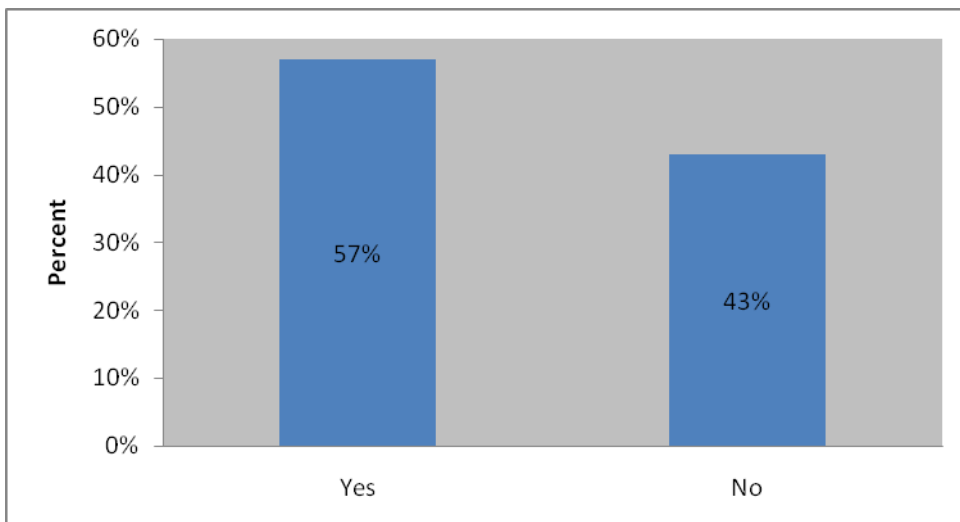
60 percent or 6 of the students in the first cohort answered this question with a “Yes” and 40 percent or 4 students with a “No”.

**Fig. 7a: Influence of the Double Degree, 1<sup>st</sup> cohort**



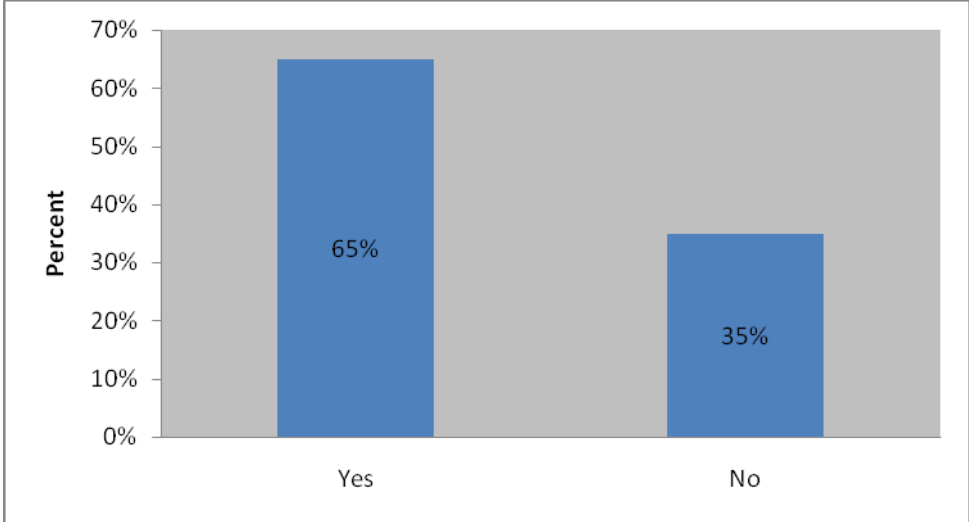
In the second cohort, 55 percent or 12 of the students answered “Yes” and 41 percent or nine students answered “No”. 1 student did not answer this question.

**Fig. 7b: Influence of the Double Degree, 2<sup>nd</sup> cohort**



65 percent or 24 students answered this question with “Yes” and 35 percent or 13 students answered with “No”.

**Fig. 7: Influence of the Double Degree, 3<sup>rd</sup> cohort**



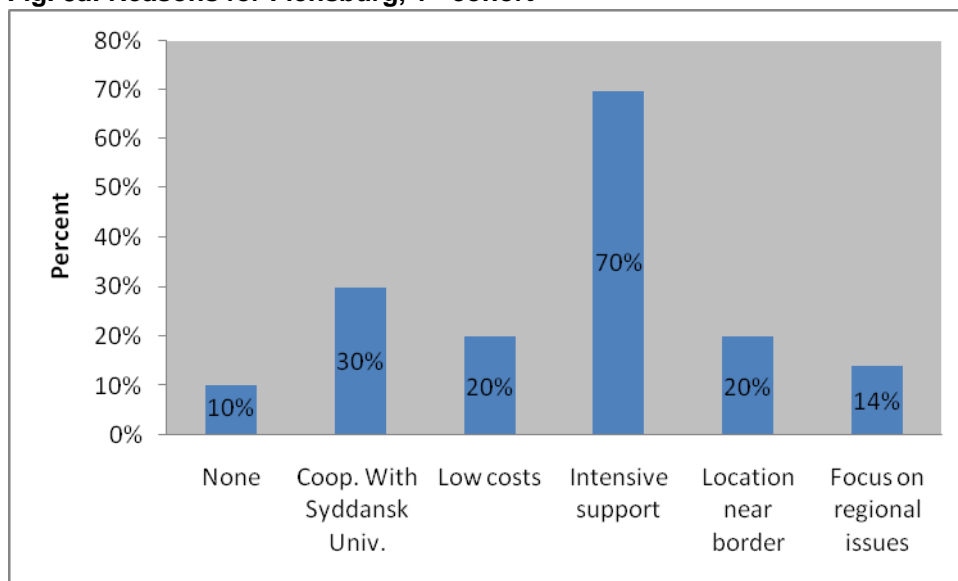
In all three cohorts, the share of students whose decision to study in Flensburg was influenced by the possibility to achieve a double degree is above 54 percent.

## 8. Reasons for studying in Flensburg

The open question 8, “Can you think of any reason that make the University of Flensburg particular interesting for pursuing a Master degree?” was answered as follows:

The majority of the students (70 percent or seven answers) from the first cohort named the “Intensive support” as a reason for studying in Flensburg, 30 percent or three students considered the “Cooperation with the Syddansk University” an important advantage and 20 percent or two students the “Low Costs” and the “Location near border” respectively.

**Fig. 8a: Reasons for Flensburg, 1<sup>st</sup> cohort**

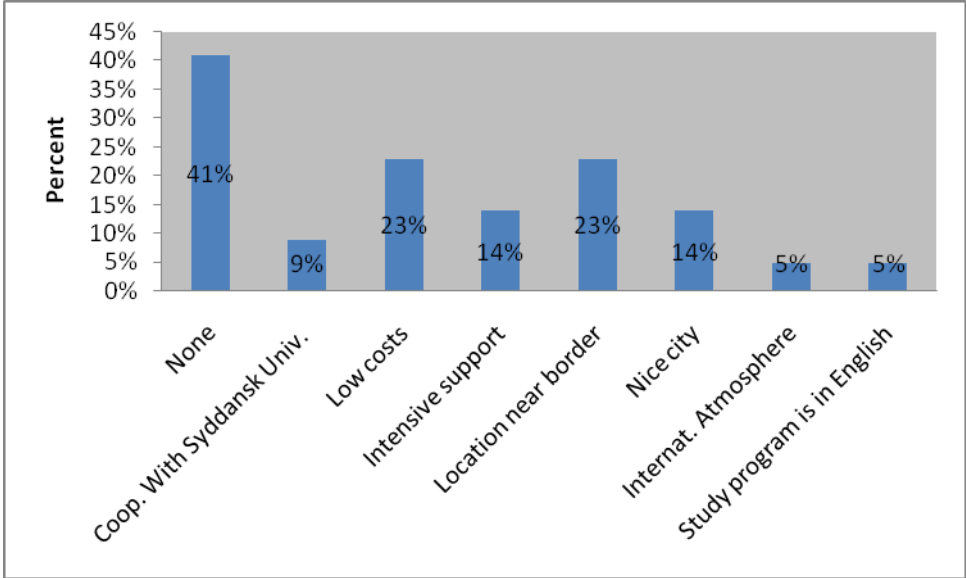


n = 10

a = 16

In the second cohort, 41 percent or 9 of the students could not think of any reasons that make the University of Flensburg particularly interesting. 23 percent or 5 students named the “Low costs” or the “Location near border” as reasons for pursuing their studies in Flensburg. 14 percent or three students named “Nice City” and “Intensive Support” as reasons, nine percent or two students the “Cooperation with the Syddansk University” and 5 percent or one student the “International Atmosphere” and the fact that the “Study program is in English”.

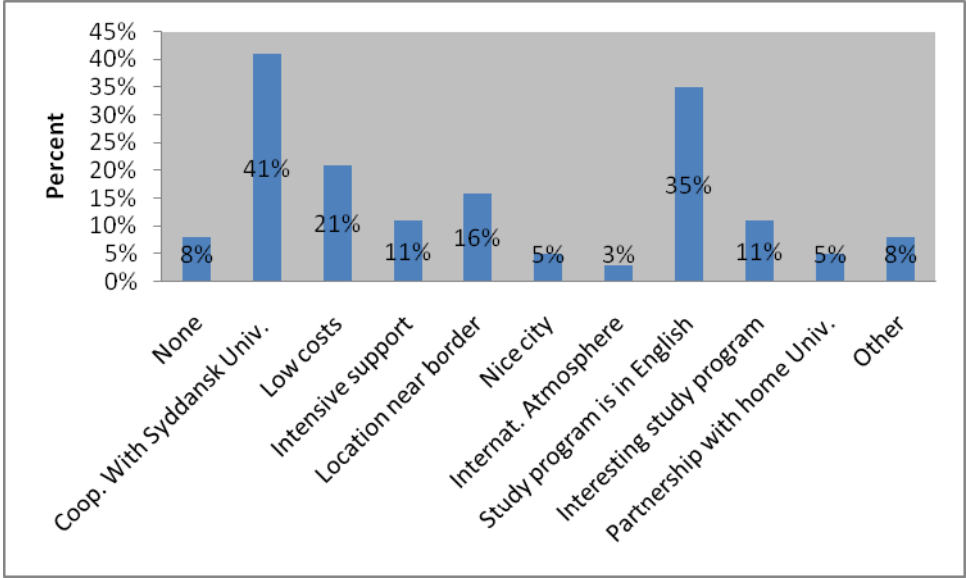
**Fig. 8b: Reasons for Flensburg, 2<sup>nd</sup> cohort**



n = 22  
a = 26

For the newest cohort, the two most common reasons why the Master students decided to study in Flensburg are the cooperation with the Syddansk University or rather the double degree that is linked to this cooperation (41 percent) and the fact that the study program is in English (35 percent). The low costs of studying in Flensburg attracted 21 percent and the location of the university near the border 16 percent.

**Fig. 8c: Reasons for Flensburg, 3<sup>rd</sup> cohort**

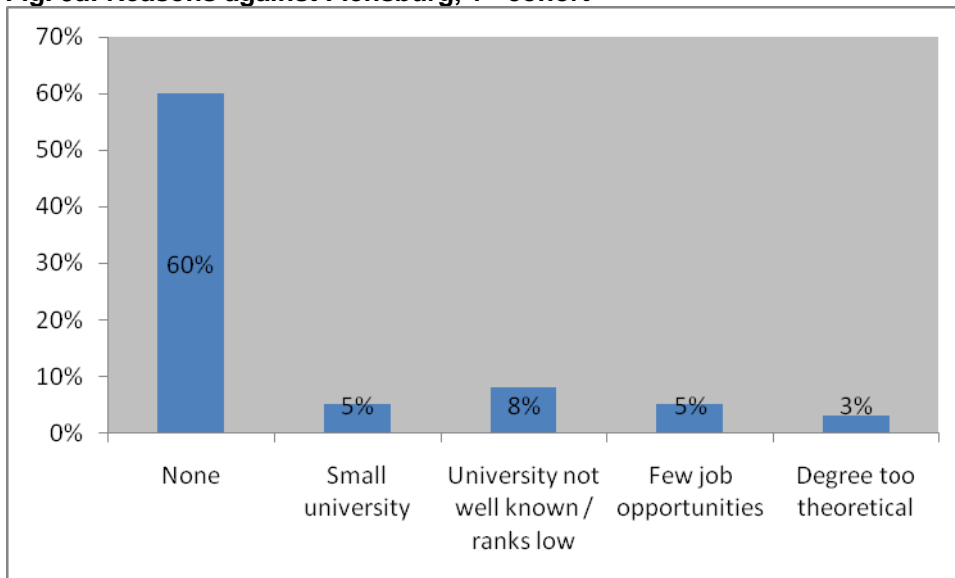


n = 37  
a = 67

## 9. Reasons against studying in Flensburg

60 percent of the students in the first cohort did not name a reasons against studying in Flensburg. 20 percent criticized the “Lack of finances / equipment” and another 20 percent the “Distance to the next major city”. Ten percent of the respondents were missing “Business contacts” and another 10 percent considered the university too small.

**Fig. 9a: Reasons against Flensburg, 1<sup>st</sup> cohort**

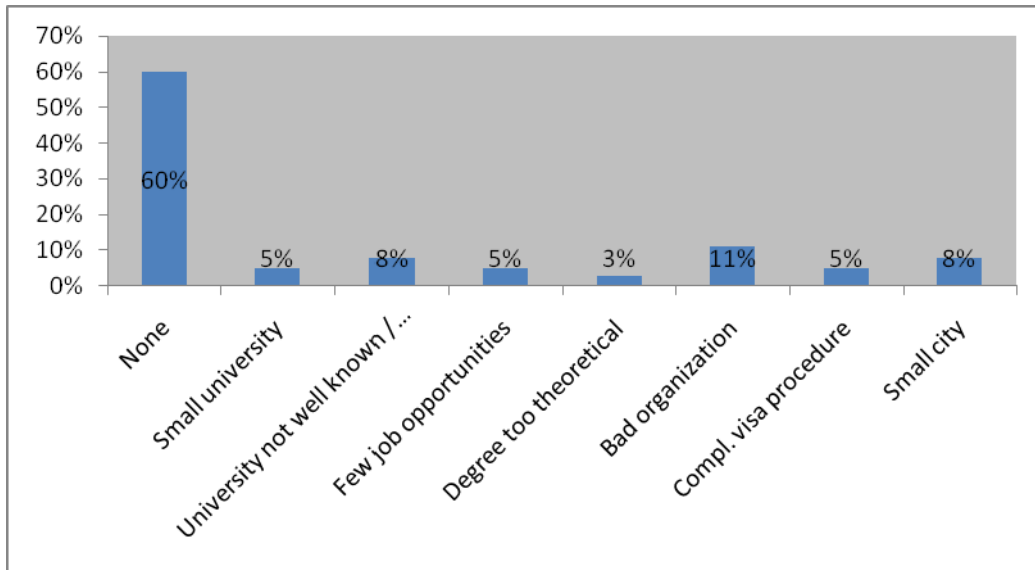


n = 10

a = 12

59 percent or 13 of the second cohort students did not indicate a reason that speaks against studying in Flensburg. 14 percent or three students criticized the size of the city of Flensburg as „small“ and another 14 percent named the „lack of equipment and/or financial resources“ as a reasons against studying in Flensburg.

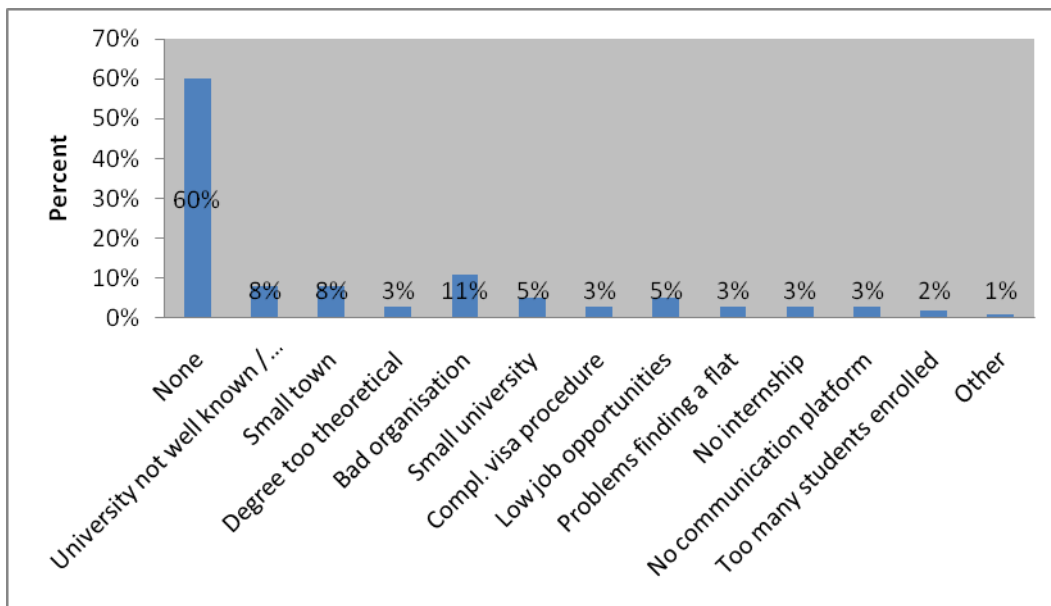
**Fig. 9b: Reasons against studying in Flensburg, 2nd cohort**



n = 22

a = 26

60 percent or 22 of the 3<sup>rd</sup> cohort students did not name a reason against studying in Flensburg. 11 percent (4 cases) answered “Bad organisation”, 8 percent or 3 students answered “The University is not well known and / or ranks low” and another 8 percent answered “Small town” as a reason that speaks against studying in Flensburg.



**Fig. 9c:  
Reasons  
against  
studying  
in  
Flensburg,  
3<sup>rd</sup>  
cohort**

n = 37

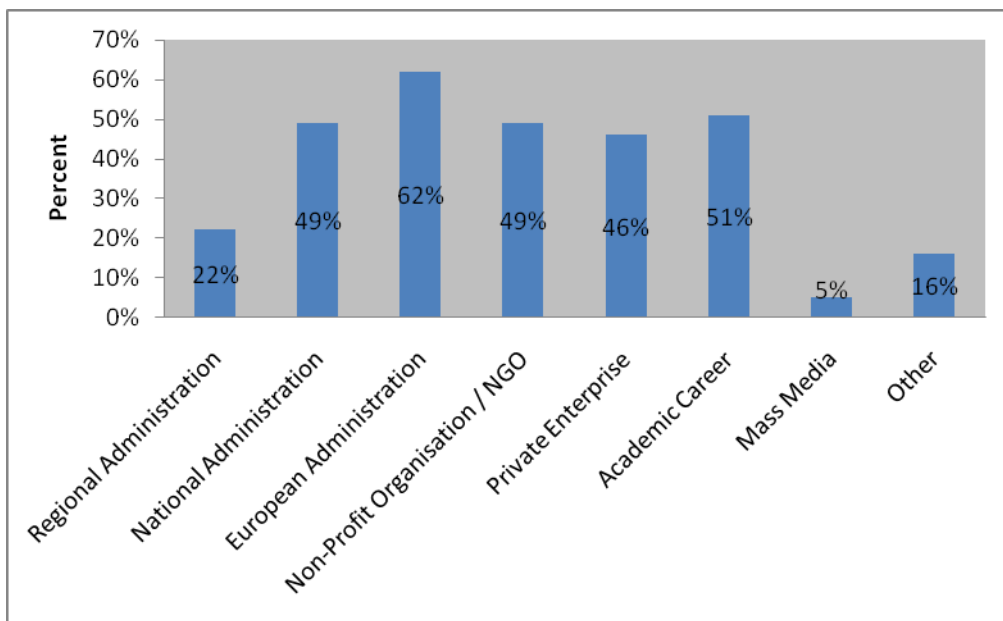
a = 44



## 10. Future Profession<sup>4</sup>

To question “In which profession do you intend to work in the future?”, the following answers were possible: “Regional Administration”, “National Administration”, “European Administration”, “Non-Profit Organisation / NGO”, “Private Enterprise”, “Academic Career”, “Other” was answered in the following way: All students of the third cohort were quite flexible in their choice of a future profession and most students named three or more possible professions. There were thus a total of 111 responses. 62 percent of the students (23 answers) would like to work in an European Administration, 51 percent (19 answers) would like to pursue an academic career, 49 percent (18 answers) could imagine to work in a national administration or in a non-profit organisation, 46 percent (17 answers) in a private enterprise and 22 percent (8 answers) in a regional administration. The mass media and other professions were named by 5 (2 answers) and 16 percent (6 answers) respectively.

**Fig. 10: Future Profession**



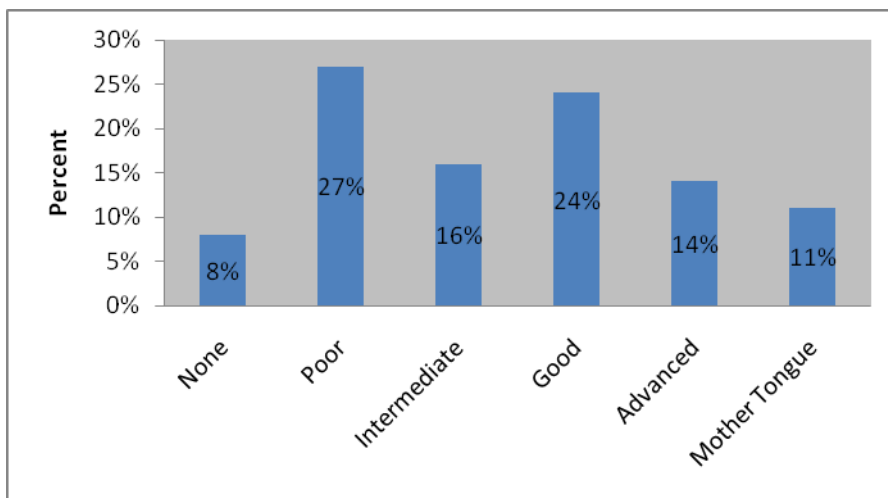
n = 37  
a = 111

<sup>4</sup> Data for the third cohort only is available for this question.

## 11. Language Fluency<sup>5</sup>

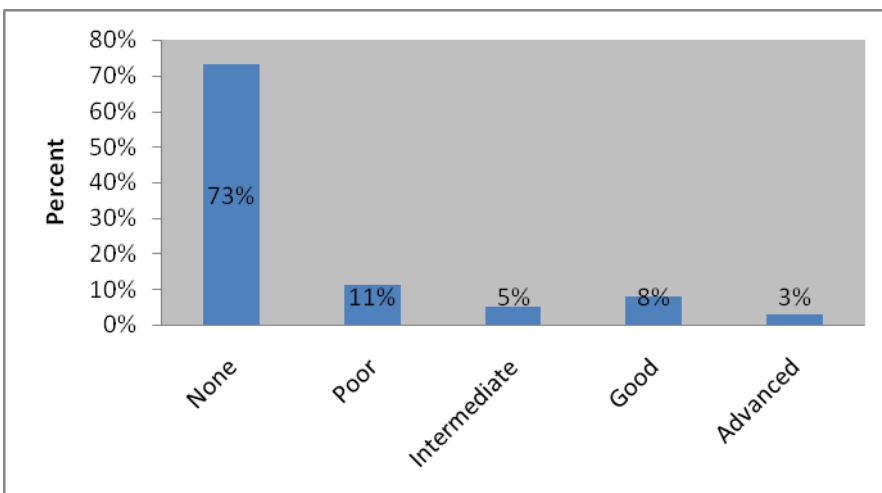
The last question was related to the language skills of the students. The fluency in each language could be rated on a Likert scale ranging from “None” to “Mother Tongue”. The widest variation can be found in the answers about the German fluency, only 8 percent of the respondents (3 answers) do not know any German, 27 percent (10 answers) have poor, 16 percent (6 answers) intermediate, 24 percent good (9 answers) and 14 percent (5 answers) advanced knowledge of German. 11 (4 answers) percent speak German as their Mother tongue.

### 11.1 Fluency in German



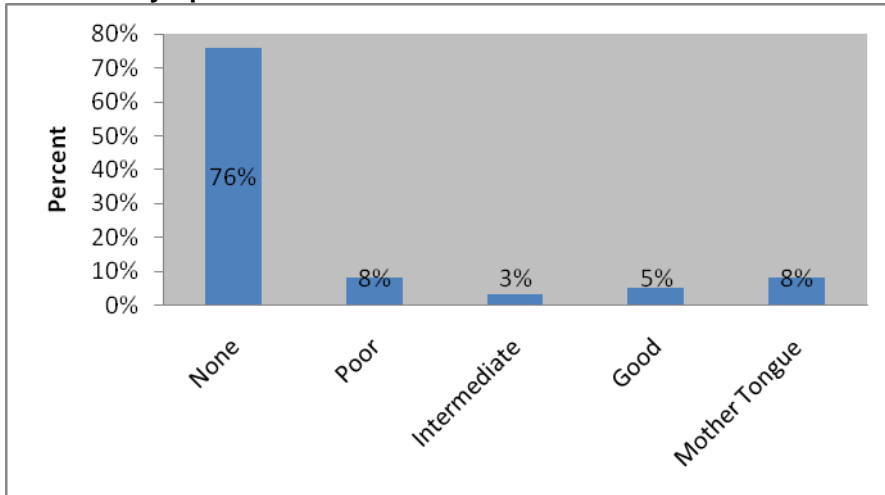
Only a minority of the students is fluent in the other languages that were asked for, as the following charts illustrate.

### 11.2 Fluency French

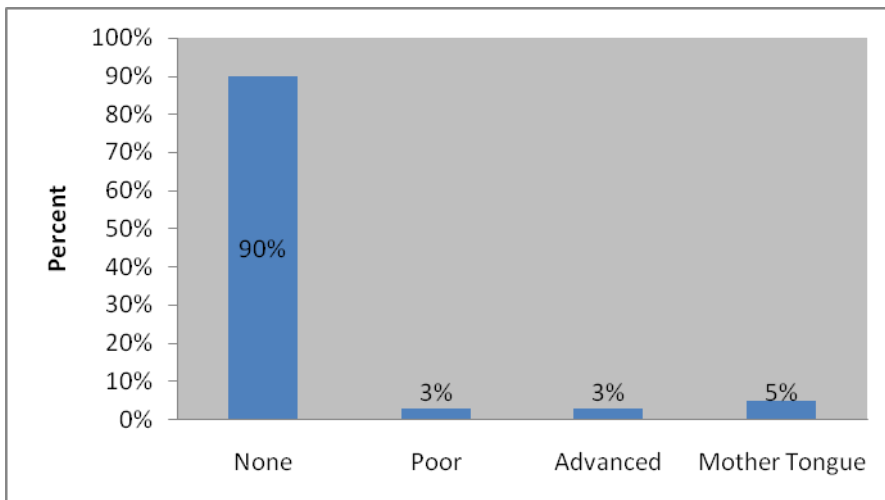


<sup>5</sup> Data is available for the third cohort only.

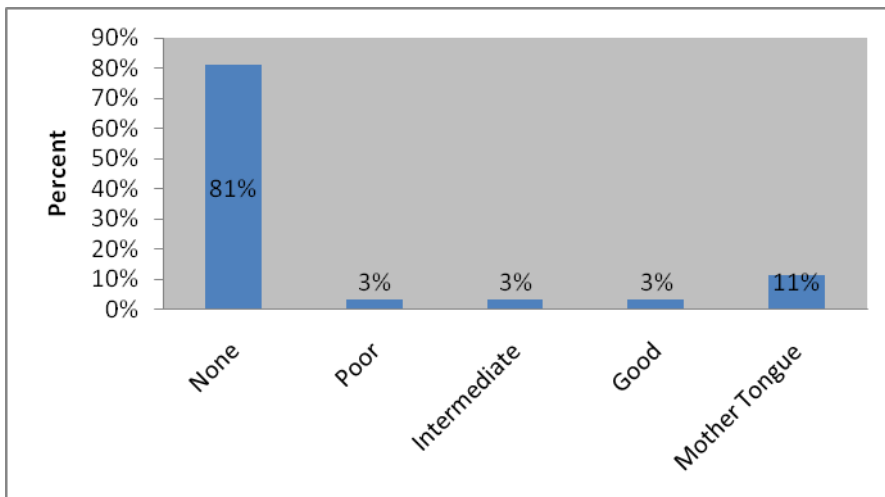
### 11.3 Fluency Spanish



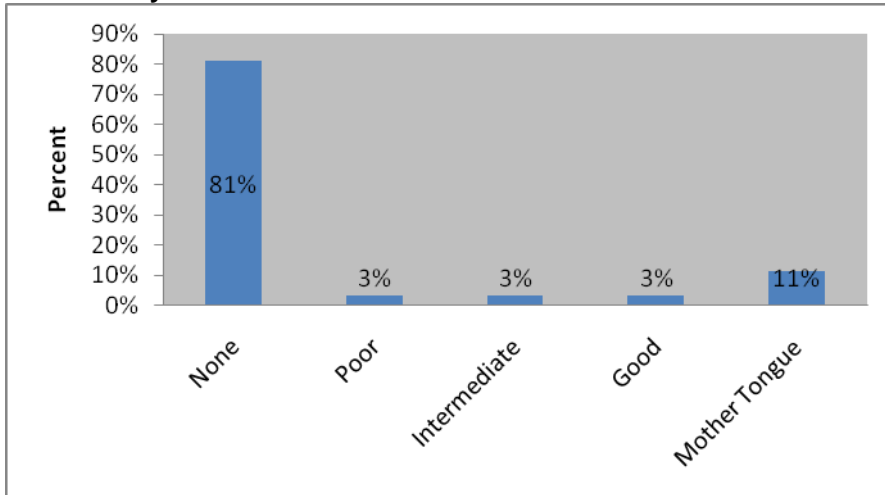
### 11.4 Fluency Italian



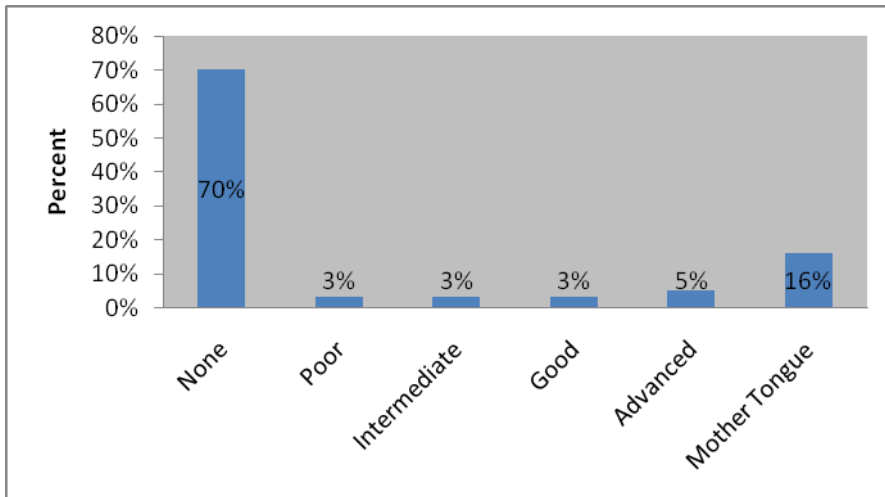
### 11.5 Fluency Turkish



### 11.6 Fluency Chinese

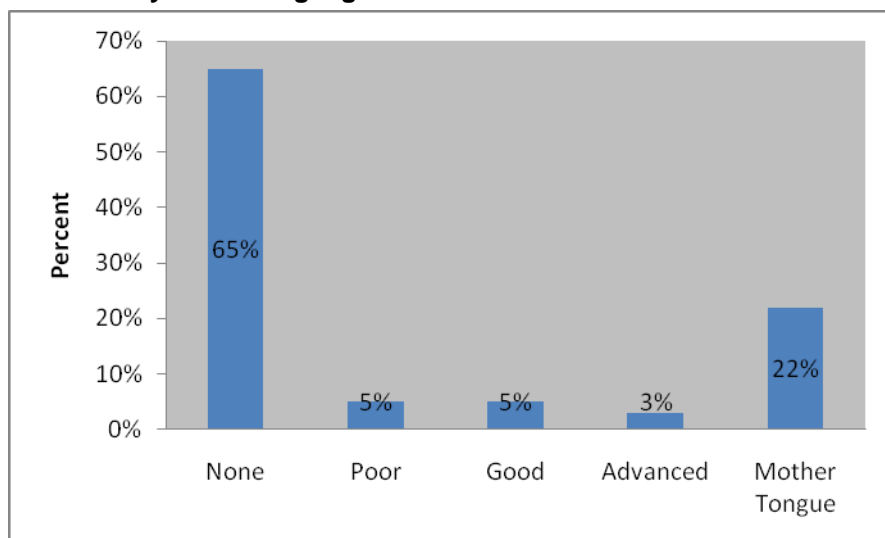


### 11.7 Fluency Russian



22 percent (8) of the students have a different mother tongue than the languages asked for.

### 11.8 Fluency other Language



## **12. Conclusion**

To sum up the results of this study, the following points appear most relevant:

The number of students who have participated in the survey increased by more than 100 percent from the first to the second semester (from 10 to 22 students); it increased by almost 60 percent from the second to the third cohort (from 22 to 37 students). These increases roughly correspond with the increases in the total number of students that have participated in the study program each semester.

More and more students who study in Flensburg have an international background, while the relative share of German students is decreasing in the European Studies program. Moreover, it appears of interest that there are no students with a Danish nationality in the third cohort, although the university is very close to Denmark. Instead, the number of students from developing countries (e.g. China, Russia, Morocco, and Turkey among others) is significantly higher than the number of European Students.

The students come from a wide range of disciplines, mainly from the Social Science and many of them have considered alternative study programs, Management in particular, as an alternative to a Master in European Studies. The fact that the University of Flensburg is a university in a border region, that it offers a German-Danish double degree, that the program is fully taught in English and that the cost of living is relatively low, make it an interesting option for many students from all over the world.

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