

第4節 卒業生調査の活用—専門学校のケース—

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タイトルにある調査とは、広島大学高等教育研究開発センター小方准教授（当時）の事業に、社団法人東京都専修学校各種学校協会調査統計部（部長 関口）が協力し 2007 年 10 月から 2008 年 1 月にかけて都内 12 校の卒業生について行った調査「専門学校教育と卒業生のキャリア」のことです。2000 年、2004 年、2006 年に卒業した 5904 名に調査票を郵送、1221 名から回答がありました。（回答率 21%）。

また 2008 年 11 月から 12 月にかけて、同じ体制で「企業から見た専門学校教育」調査を行いました。前年の調査協力校の卒業生を受け入れている企業を中心に 2785 社に調査票を送り、862 社の回答を得ました。（31%）。

滋慶学園グループでは、両調査に東京医薬専門学校、東京福祉専門学校、東京スポーツ・レクリエーション専門学校、東京メディカルスポーツ専門学校が協力しています。

調査終了後、滋慶学園の 4 学校分のデータを分析し、全体の調査結果も見た上で、学園にとって取り組まなければならない課題が明らかにしました。

これからその課題認識とそれらへの対応についてお話しします。

・自分たちの学校でも定期的な卒業生キャリア調査が必要

滋慶学園グループでは、一部の学校で活発な同窓会活動を通じて卒業生のキャリア状況にある程度把握しているケースはあっても、学校側が卒業生のキャリア状況を組織的に調査したことはありませんでした。「専門学校教育と卒業生のキャリア」調査と「企業から見た専門学校教育」調査とその結果に、調査に協力した学校もグループの幹部も大いに刺激されました。「なぜこういう調査をいままで実施しようと思わなかったのか？」との反省を込めて、調査項目を参考にしながら、各校同窓会、キャリアセンター、滋慶教育科学研究所生涯教育部会などが中心となり、2009 年にグループ 44 校に対し卒業生調査を実施しました。

調査結果については、関口とそのチームが、分析を行う予定でした。全体の傾向性は、小方准教授の調査とほぼ同じでした。新しい調査の観点をもち込まなかったわけですから当然の結果ともいえます。ところが、それ以上の分析の視点を見出せないまま、ともかくも各校へ個別データを送付し、「各校の関心のままに結果を捉えて下さい」ということになってしまいました。

・「専門学校教育と卒業生のキャリア」調査→キャリア教育の強化が必要

もうひとつ調査結果から皆が感じたのは、キャリア教育の強化が必要ということでした。それは、「卒業生がいま求められている能力」という設問および「企業が専門学校卒業生に

求めているもの」が、コミュニケーション能力であったり、問題解決能力であったりという仕事の場での総合的な人間力であったということから、強く感じられた課題でした。滋慶学園グループは、教育理念の一つとして「人間力」を掲げ、各教育現場では、その解釈として様々な取組がなされていました。しかし、こうした調査結果を前に、人間力教育をより強化し、体系的にも捉えてみよう、方法論も探ってみよう、といことに学園グループ全体として動き始めました。

・ 離職率の高さが問題

「企業から見た専門学校教育」調査でとりわけ気づかされたのは、離職率の高さでした。美容分野では採用後5年以内に、5割以上が離職すると回答した企業が32%、サービス業集計では、24%もありました。

そこでより詳しく実態を探るべく、滋慶グループの中から18校について、独自の離職率調査を始めました。2011年から続けています。2011年の結果を見ると卒後1年以内で離職してしまう割合が高いのは、美容、製菓・調理であり、低いのは、医療系、ということになりました。

また離職の理由は会社より本人の感じ方、内的問題という傾向性があることも分かりました。

・ 入学時のアンケート、在学中の長欠・退学理由との関連を探る

離職理由が、個人領域に多いということから、キャリア教育や就職指導の見直しのためもあり、入学時のサポートアンケートや進級や卒業判定の際の長欠理由や学習態度などのデータとの関連を探ってみようということになりました。残念ながら、これらはまだ明確な因果関係を析出するには至っていません。方法論の見直しも含め、引き続き毎年の調査結果に注目していきたいと思っています。

・ まとめ

小方准教授の両調査に刺激を受けて、滋慶グループで行った卒業生調査は、明確な調査目的を持たずに行ったため、十分な結果を得られず終わりました。ただ、そこから離職率に注目した学校グループが、この点に絞った調査を行うようになったことは、思わぬ展開でした。

「専門学校教育と卒業生のキャリア」調査と「企業から見た専門学校教育」調査へのその後の対応において、トータルな卒業生調査にせよ個別的な調査にせよ、学校にとって重要な改善課題の解決につながるものであるべきだ、ということに改めて確認しました。

「専門学校教育と卒業生のキャリア」等の調査結果への滋慶学園の対応について

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調査結果で分かった課題

1. 「専門学校教育と卒業生のキャリア」調査(2007-8)から【課題】
 - ①定期的な卒業生キャリア調査の実施
 - ②キャリア教育の強化
2. 「企業からみた専門学校教育」(2008)から【課題】
 - 離職率の低減化

1. ①定期的な卒業生キャリア調査

「専門学校教育と卒業生のキャリア」調査からの1. ①の課題を受け、滋慶学園グループのうち、卒後5年以上の卒業生がいる44校に対して、卒業生キャリア調査を実施。

- 実施時期 2009年10月～2010年4月
- 方法 アンケートによる調査
- 調査項目 「専門学校教育と卒業生のキャリア」調査を参照
- 調査主体 各校同窓会
(結果の活用)
- 総合分析は、未実施。各校にデータを戻すのみ。
- 調査の目的を具体的な改善課題と関して示す必要があった

1. ②キャリア教育の強化(1)

→「専門学校教育と卒業生のキャリア」調査結果からキャリア教育の必要性を確認(滋慶協力校全体)

・職場で必要とされる能力		・在学中に身についた
コミュニケーション能力	90.7%	56.8%
礼儀マナー	89.6%	59.0%
仕事への適応力	81.4%	40.9%
問題解決能力	80.0%	33.3%
ひとりで仕事をこなせる力	76.8%	27.3%
自発性・自主性	76.7%	31.8%
チームの中で仕事を遂行する能力	74.4%	35.2%

1. ②キャリア教育の強化(2)

- 指揮機関として、滋慶教育科学研究所に、キャリア教育委員会を設置する
- 考え方の整備 (専門教育とキャリア教育の関係)
- 専門的な座学授業、イベント、実習、研修におけるキャリア教育の要素を収集・整理する
- 各科目カリキュラムの作成、教育方法の開発、テキスト作成、教員の養成をスケジュール化
- キャリア教育の要素を体系化
- 全体像を示すロードマップを作成する

2. 離職率の低減化(1)

- 「企業から見た専門学校教育」調査結果(5年目までの離職率)
- ベルエポック美容は、5割以上離職が、32%(自校データ)、サービス業集計では、24%。
- 「専門学校教育と卒業生のキャリア」調査では、「経験した職場の数」2箇所以上が、文化教養では、55%。衛生では、63%。
- 調査に協力した滋慶イーストグループ18校で、卒業1年後での離職率調査を実施(2010年、2011年～)
- 分野、地域の経済特性、設立後の年数による差が大きい

滋慶イースト各校卒業1年目離職率 (2011年度卒業生)

【北海道】美容系A校	20.8%	【東京】美容系B校	23.5%
【北海道】製菓・調理系A校	16.5%	【東京】歯科系A校	2.9%
【北海道】医療・スポーツ系A校	3.4%	【東京】歯科系B校	17.0%
【北海道】動物系A校	15.3%	【東京】歯科系C校	1.2%
【埼玉】福祉系A校	12.5%	【福岡】美容系C校	22.4%
【埼玉】製菓・調理系B校	21.1%		
【東京】医療・スポーツ系B校	8.6%		
【東京】福祉系B校	9.3%		
【東京】医療・スポーツ系C校	7.1%		
【東京】医療・スポーツ系D校	7.9%		
【東京】製菓・調理系C校	45.5%		
【東京】バイオ系A校	13.2%		

離職理由 (平成22年度 卒業生)

分類	割合	分類	離職理由	割合
職場環境	49.3%	職場	職場の人間関係	18.5%
仕事内容	23.1%	仕事	仕事がつい	13.2%
会社への評価	6.6%	職場	仕事上のストレス	12.9%
企業側の問題	2.3%	個人	肉体的・精神的に健康を損ねた	12.3%
処遇	12.5%	職場	労働時間の長さ	10.3%
個人領域	44.0%	個人	結婚・出産・育児のため	7.6%
		個人	会社の経営者や経営理念・社風に合わない	7.6%
		個人	個人領域 その他	7.0%
		仕事	仕事が目白くない	5.0%
		個人	特段理由はない	4.6%
		職場	職場環境が劣悪	3.6%
		処遇	退職の勧奨	3.6%
		仕事	ノルマ・プレッシャーが強い	3.3%
		処遇	採用条件と実際が異なっていた	3.0%
		会社	会社の将来性・安定性に期待がもてない	3.0%

2. 離職率の低減化(2)

→離職要因調査を実施(2012年4月)。2011年度離職率調査中の離職者387名について、離職要因を調査。

卒業生側の内的要因による離職が、多く見られた。

こうした卒業生は、在学中の授業や外部実習などでも同様の傾向があったであろうと推定。

そこで、現在

→入学時のサポートアンケートと離職要因の関連を分析中

→DO(ドロップアウト)要因と離職要因の関連を分析中

(入学時) サポートアンケート	(学期学年終了時) 長欠者、退学者の 要因確定	(卒業1年) 離職率、離 職要因調査
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■JESCサポートアンケートとは、
→退学予防活動を補完するツール
→危険要因のスクリーニングアンケート

■サポートアンケートの構造

学校継続に必要な3要因(以下)→39の質問→総合評価

1. 学業充実

(1)学習意欲 ①学習意欲②持久性

(2)進路意識面 ③将来像の明確性④目標喪失の危険性

2. 精神安定

(3)社会・心理面 ⑤関係希求性⑥劣等性

(4)メンタルヘルス面 ⑦抑うつ感⑧神経質

3. 危険状況の有無

(5)ストレス反応の有無 ⑨自傷⑩過食⑪拒食⑫薬の服用

(6)援助希望の有無 ⑬進路変更の相談⑭SSCのカウンセリング⑮担任への相談

■DO(ドロップアウトゼロ)関連要因分類

A 学業 ①目標設定不足②環境不適応③卒業後進路不安④進路変更⑤授業内容不満⑥学校設備不満⑦評価不安・不満⑧講師不適合⑨実習不適応不満

B 生活全般 ①友人関係②異性関係③身体状況④経済危機⑤金銭トラブル⑥家族問題⑦性被害・加害⑧1人暮らし

C 生活歴 ①いじめ体験②喪失体験③被虐待経験④不登校体験⑤引きこもり体験

D その他 ①情緒障害②精神障害

→最大の問題を毎年の最優先解決課題に

→24年度から、サポートアンケート①学習意欲から⑧神経質までをチェックできるよう改訂

離職率の低減化(3)

離職率低減化の方法

1. キャリア教育の一環として、対応する授業を作る

→「プロ養成講座」2年間で、120時間。

2. 卒業生に対しての転職相談などの機能を高める(キャリアセンター)

3. 卒業生へのブラッシュアップ講座サービスを向上させる(「卒業生へのサービス調査」(滋慶学園グループ全体調査、2007年、20012年において、重要課題と認識)

4. サポートアンケートなどとの関連を明らかにし、在学中の個別対応を強化する。

まとめ

卒業生調査を自校で実施、または外部調査に協力して実施する際、以下を明確にしておく必要がある

- 学校が卒業生をどのような存在として位置づけるのか？
(学校の評価を高める、教育などへの情報源・アドバイザー、顧客……)
- 卒業生の位置づけから、どのような行動が必要か
- 目標と課題は？
- 調査主体、調査結果を課題に対して活かす体制は？

第5節 Graduate Surveys around the World and the Case of Cooperation in Germany

Kerstin Janson(INCHER- University of Kassel)

The character and purpose of graduate surveys have changed substantively in the last ten years. Up to the beginning of the new millennium, graduate surveys were mostly an instrument of sociological or higher education research. The classical model of graduate survey is that a research institute conducts the survey centrally, using the Higher Education institutions as media to contact the graduates and to collect the returned questionnaires. Graduate Surveys conducted by and on the level of a single Higher Education were randomly up to the new millennium. Regular institution-wide Graduate Surveys could only be found at US-American Higher Education Institutions.

The increasing demands towards legitimization and justification as well as the growing managerialism of Higher Education in the last 10 years had an impact on the character and purpose of graduate surveys. They are no longer an instrument of social science research but rather an instrument of external legitimization and internal Quality Assurance. The European Association for Quality Assurance in Higher Education formulates in its Standards and Guidelines for Quality Assurance 2005: “*Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities*”, in particular “*student progression and success rates; employability of graduates; students’ satisfaction with their programmes*“ (ENQA 2005:18). In reaction to these new external demands and the growing quality awareness inside of Higher Education Institutions a new model of Graduate Surveys emerges. Graduate Surveys are conducted in responsibility of the Higher Education institution. Instead of a representative sample all graduates of the institution are surveyed and the data is analysed on institutional and departmental level.

Higher Education Institutions around the world have reacted differently to the demand of conducting tracer surveys on institutional level. Four different approaches shall be exemplary presented here, of which the last one shall be described in depth:

- Tracer Studies as Multifunctional Approach– the Case of the Netherlands
- Tracer Studies in Cooperation with the Labour Market – the Case of Italy
- Tracer Studies as Indicator for Study Quality in Rankings – the Case of Australia
- Tracer Studies conducted in Cooperation – the Case of Germany and Indonesia

Tracer Studies as Multifunctional Approach– the Case of the Netherlands

The Netherlands have a centralized approach. Since 1998 the graduates of all thirteen Dutch Universities are surveyed approximately 1.5 years after graduation. Each university is responsible to contact its graduates and to collect the data according to nationally specified guidelines. Up to 2008 the Research Centre for Education and the Labour Market (ROA) at the University of Maastricht coordinated the survey, since 2009 the Association of Universities in the Netherlands (VSNU) is the coordinating unit. A standard questionnaire – specified by VSNU - is used, but each university can add individual questions.

The WO-Monitor (WO is short for *wetenschappelijk onderwijs* or university education) was designed to serve a range of purposes on national and institutional level:

- Quality assurance (and increasingly accreditation)
- Alumni-tracking
- National monitoring of transition from higher education to work
- Study choice information for school-leavers (both at national and institution level)
- Input for labour market forecasting
- Scientific and policy analyses

Universities can use the results of the WO-Monitor for internal and external information purposes, for alumni policy, and for quality assurance. The universities receive a confidential report with detailed results per field of study. The results for the own university are compared with national results per field of study. The results for the own university are compared with national results for the same field of study, so that universities can easily determine the position of their own study programmes compared to the national average (ROA 2005).

Governments, public employment services, trade unions, employers' organisations, professional associations and sector organisations can use the national results to assist them in their education and labour market policymaking. The VSNU publishes a national report every two years, in which the labour market situation of Dutch university graduates is analysed. In addition, detailed results by field of study can be found on the VSNU website (ROA 2005).

Tracer Studies in Cooperation with the Labour Market – the Italian Approach:

In Italy the AlmaLaurea Consortium of Universities uses an approach which is characterized by a strong cooperation with the Business Sector. AlmaLaurea was founded in 1994 which is supported by the Ministry of Education, Universities and Research. 2011 the Consortium had 62 member Universities and covered around 76 percent of all Italian graduates. The AlmaLaurea system serves two purposes. On the one hand it contributes to the assessment of Italian Universities and on the other hand it fosters the transition of graduates to the labour market by offering an online job board for employers. At the time of graduation the graduates are asked to register in the online database and to participate in the survey. The graduates' answers are not anonymous but will be supplemented by university information about entrance mark, final grade, study length and age. The graduate is then asked if his or her online profile shall be public for employers. The AlmaLaurea database contains around 1.5 million graduate profiles which are regularly updated. On the one hand by the graduates themselves and on the other hand by regular follow-up surveys around 1, 3 and 5 years after graduation. The follow-up surveys are either conducted by phone or by web (Camelli et. al.).

The AlmaLaurea survey is partly financed by the fee, employers pay for membership and access to the database. AlmaLaurea itself uses this enormous database for research and public reports. Results can be easily retrieved online by a variety of possible break options, which enables a comparison of institutions and departments. A third indirect function is, thus, a ranking of Italian institutions and faculties.

Each participating institutions receives a database to use for internal quality assurance. Additionally, each university gets two annual reports and can book additional services like marketing activities for its further education programmes.¹

¹ Further information: <http://www.almalaurea.it/en>

Tracer Studies as Indicator for Study Quality in Rankings – the Case of Australia

In Australia the Results of two questionnaires are summarized and published in “The Good Universities Guide”. This publication with the intention of giving orientation to student beginners includes the following information which are collected by graduates surveys:

- Overall satisfaction
- Retrospective evaluation of teaching quality
- Subjektive Evaluation of acquisition of generic skills
- Proportion of job-seeking graduates who were successful in getting full-time employment within four months of graduation
- Average starting salary for new graduates aged 25 and under
- Sector and location of first employment (public sector, private practice, private industry, overseas)
- Proportion of graduates who went on to further study at this or another institution.

Each result is put into relation towards all other covered Higher Education Institutions by giving one to five stars for each category which reflects the ranking in comparison to the overall results in each category. No absolute values like the average income are included.² Furthermore, it shall be mentioned, that the Universities give the names of prior graduates with an outstanding career in their self-reports, which are also included in the Good University Guide.³

Besides ranking, the Good Universities Guide focuses on student information. For each study field relevant informations are summarized, like in the following example for dentistry:

"Industry reports show that shortages in the dental workforce are felt most acutely in the public system, so it is heartening to see that a quarter of dentistry graduates begin in the public sector. Around 60 per cent enter private practice. Despite excellent job prospects and the highest starting salaries of any field (\$78,268), many recent dentistry graduates were unimpressed with their course experience, reporting low levels of satisfaction with teaching quality, skill development and the course overall. That said, the situation does vary from state to state and from institution to institution."

Tracer Studies conducted in Cooperation – the Case of Germany

In the cooperation approach Higher Education Institutions are working together in conducting graduate surveys. By doing this, each institution profits by the experience and expertise of the other participating institutions and a common core questionnaire allows to benchmark the individual results. Normally, a research institute is the central coordinator in such projects and supports the institutions with its expertise. The International Centre for Higher Education Research in Kassel, Germany (INCHER-Kassel) has created such a cooperation approach in 2006 and has since advised and supported similar initiatives in Romania and Indonesia.

In June 2007, for the first time INCHER-Kassel gave an invitation of participation in the cooperation project graduate surveys, which deals with the introduction of regular graduate surveys close to

² An exemption is the presentation of study programs in comparison; here the average income is stated.

³ Further Information: <http://www.thegoodguides.com.au>

decision-making at German higher education institutions. The project was initially planned for two or three years (pilot phase), but has since evolved into a long-term cooperation. So far, about 80 German higher education institutions have participated in the project.

In the pilot phase of the project in the winter semester 2007/08 nine higher education institutions conducted graduate surveys. A total of 15,200 graduates of the 2006 cohort were contacted. The first large-scale survey was conducted in the winter semester 2008/09, in which 47 higher education institutions participated. In the winter semester 2011/12 the fifth survey took place: 45 institutions participated, 83.000 graduates were contacted and 38.000 graduates responded to the questionnaire. The experiences from previous surveys are very positive: The response rates were 49 % and 50 %, respectively, far above the response rates of comparable studies. The sixth survey is currently running. For the first time, all Higher Education institutions of a whole federal state (North Rhine-Westphalia) and single Austrians institutions take part in the project. This means that 170.000 graduates are invited by their former higher education institution to participate in the survey.

To ensure that the results of graduate surveys at the individual higher education institutions are comparable, all participating institutions use a commonly developed standardized core questionnaire. In addition, the institutions can choose from a set of standardized additional questions (so-called "optional questions"). Core questions, optional questions and self-developed, institution-specific questions form the individual questionnaire of each higher education institution the cooperation project. As an additional option to the core questionnaire, the participating institutions developed specific questionnaires for highly state regulated subjects like medicine, teacher studies and law. Additionally, there is a specific questionnaire for PhD graduates.

The invitation to participate in the graduate survey is sent through mail or e-mail by the institution - INCHER-Kassel receives no addresses of graduates from the participating institutions. Each institution checks itself the quality of the available addresses and updates them. Three reminder actions are intended.

The graduate surveys are usually conducted as online surveys. INCHER-Kassel runs these online surveys for each of the participating institutions on a server in the University of Kassel. In addition to the online survey the graduates have the opportunity to participate in the survey using a paper questionnaire. INCHER-Kassel provides the higher education institutions with a print-ready layout of the questionnaire and takes over the data collection of the paper questionnaires. In addition to the data acquisition INCHER-Kassel acquires the plausibility check of the data and data cleaning.

After completion of the data correction, coding and analysis INCHER-Kassel will compile a table report for each higher education institution with basic frequency analyses of the results and further special analyses (individual table report). It includes all individual results sorted by relevant groups (field of study and/or groups of field of study, gender, employment status, etc.). Additionally, a complete table report with cross-institutional overall results (overall table report) which includes the basic frequency analysis of all results and further special analyses, sorted by relevant groups (field of study and/or groups of field of study, gender, employment status, etc.). Each higher education institution will receive this overall table reports and can compare it to the results of their own graduate surveys.

The Member institutions are accompanied in each step of the survey. For each project cohort four workshops and one national conference are organized by INCHER-Kassel. The following overview gives an impression of the tasks and steps in each project phase. In brackets the respective workshop is listed:

- *Phase 1: starting phase (from January to May of the first year)*
The higher education institutions decide whether to participate in the KOAB-graduate survey. (Kick-off workshop, national conference)
- *Phase 2: Preparation of the survey (June to September of the first year)*
The already existing, standardized set of core and additional questions will be evaluated and modified or extended, if necessary. Together with the higher education institutions individualized questionnaires will be developed and implemented as online and, if necessary, as paper questionnaires. Meanwhile, in the higher education institutions, address databases will be compiled and existing addresses will be validated and updated. Shortly before the start of the graduate surveys, the experience with the preparation of the survey will be exchanged and it will be discussed in particular, how a high response rate can be achieved. (Questionnaire development workshop, Fieldphase preparation workshop, optional SPSS training for beginners)
- *Phase 3: Conduction of the survey (October first year to February second year)*
Each higher education institution conducts the survey independently. The online surveys are usually programmed and administered by INCHER-Kassel. Through continuous address updates and at least three reminders, a response rate of at least 50% should be achieved.
- *Phase 4: Data preparation and feedback (December first year to April second year)*
In late December the higher education institutions will receive interim results of their online surveys. In March / April, the data will have the final control and correction. In spring, the higher education institutions will receive the table reports of their survey results as well as a CD with the data of their graduate survey. (Data editing, coding and correction workshop)
- *Phase 5: In-depth analysis and reports (May to December of the second year)*
Table analyses of the complete data set will be compiled by degree, type of higher education institution, field of study and gender. At the same time workshops on data interpretation and reporting will take place. (Advanced methods of data analysis)

Additionally, ad hoc workshops about special topics like development of Drop-Out surveys; student surveys; new modules of questions are offered. Follow-up surveys 5 years after graduation complement since 2010 the options offered in the cooperation project.

Independent of the approach the question of effectiveness of the surveys is the utilization of the research results. Graduate surveys on institutional level have a practical research orientation and a wide potential to contribute to the quality development of study programs, student services and strategic planning of the higher education institution. If the results of the graduate surveys are not recognized, reports are not read and results are not discussed; graduate surveys cannot reach their full potential.

Literature:

Camelli, Andrea et. al. (2011): Mixed Outcomes of the Bologna Process in Italy. Schomburg, Harald/Teichler, Ulrich (eds.): Employability and Mobility of Bachelor Graduates in Europe. Key Results of the Bologna Process. Sense Publishers, Rotterdam, S. 143-171.

n.N. (2005): The Good Universities Guide. Hobsons Australia, Melbourne (Australien).

Description of the Cooperation Project (KOAB) are taken from the following URL: <http://koab.uni-kassel.de/en/koab.html>

n.N. (2005): The Good Universities Guide. Hobsons Australia, Melbourne (Australien).

ROA (2005): http://www.roa.unimaas.nl/sis/WOMonitor/oud_WOalgemeen_engels.htm.

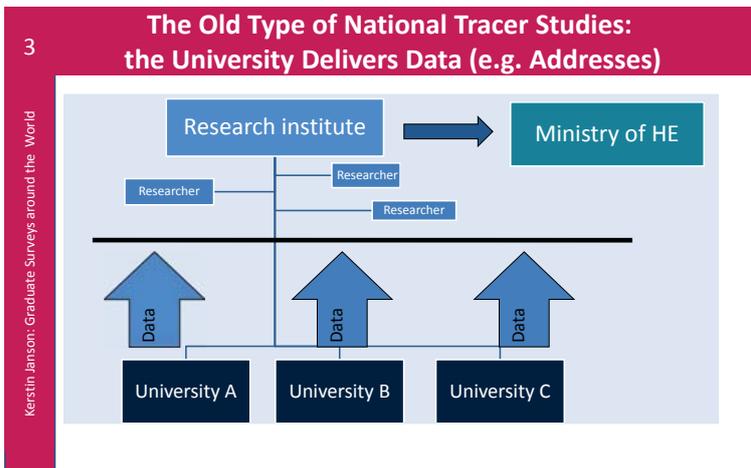
Graduate surveys around the world and the KOAB Approach in Germany

Kerstin Janson, University of Kassel



Systems of Graduate Tracer Studies 1970-2010

Level	1971-1980	1981-1990	1991-2000	2001-2010
1. Ad hoc surveys	Rather seldom	Africa, Asia, LA (UNESCO)	Africa (AAU)	Many countries, institutions
2. Regular <i>national</i> tracer studies	Australia, UK, USA	Australia, UK, USA, Germany, France, Italy, Switzerland, The Netherlands, Norway	Australia, UK, USA, Germany, France, Italy, Switzerland, The Netherlands, Norway	Australia, UK, USA, Germany, France, Italy, Switzerland, The Netherlands, Norway, Canada
3. Regular <i>institutional</i> tracer studies	USA	USA	USA	USA, Italy, The Netherlands, Switzerland, Germany, Hungary, Indonesia, Oman, Romania
4. Regular <i>institutional</i> tracer studies with <i>individual</i> questionnaires				Germany, Hungary, Indonesia, Romania

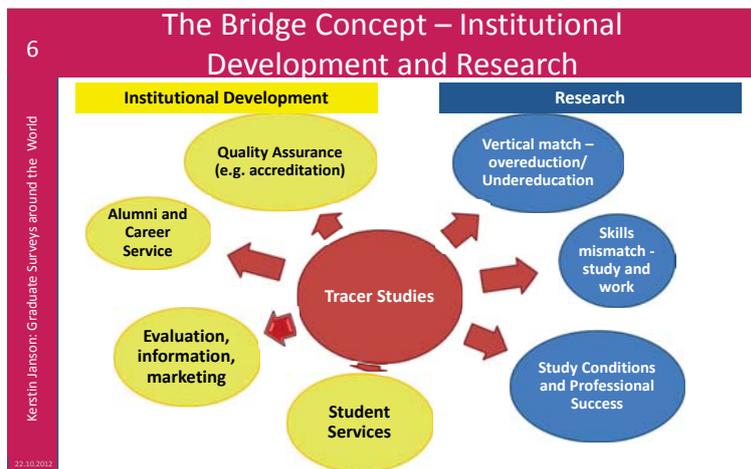


Graduate Surveys as Instrument of Quality Assurance

Standards and Guidelines for Quality Assurance (ENQA 2005):

“Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities”, in particular “student progression and success rates; employability of graduates; students’ satisfaction with their programmes” (p. 18).

- ### The Network Approach as New Type of Graduate Surveys
- New type – institutional graduate surveys in a network approach
- All graduates from one HE institution
 - Combination of a national monitor and a feedback instrument for HE institutions (e.g. for accreditation procedures)
 - Relevant for individual institutions (reports for individual institutions, program level breakdown of results)



7 Different Approaches to conduct Graduate Surveys

- Tracer Studies as Multifunctional Approach– the Case of the Netherlands
- Tracer Studies in Cooperation with the Labour Market – the Case of Italy
- Tracer Studies as Indicator for Study Quality in Rankings – the Case of Australia
- Tracer Studies conducted in Cooperation – the Case of Germany and Indonesia

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8 Italy: ALMA LAUREA



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9 ALMA LAUREA: Online Request for Survey Results

Which employment status do graduates have after the degree completion?

Select the cohort and analyse its employment status on the basis of variables like survey year, kind of degree course, university, faculty and the degree subject grouping. The results will be immediately displayed in the software interface.

Survey selection

SURVEY YEAR (year) [2011]

TYPE OF DEGREE COURSE

	1	2	3	4
1st cycle degree (post-Bologna process reform)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
single cycle degree (post-Bologna process reform)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
second cycle degree (post-Bologna process reform)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
old single cycle degree (pre-Bologna process reform), all active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
old single cycle degree (pre-Bologna process reform)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Selection of cohort (186,737 graduates)

UNIVERSITY (BY) [all]

FACULTY (BY) [all]

DEGREE SUBJECT GROUPING (BY) [all]

CLASS OF DEGREE (POST) [all]

DEGREE COURSE (POST) [all]

2011 ANNO DI LAUREA

LAUREATI IN CORSO 39%

SOCCORRIZIONE CORSO DI STUDIO 87%

VOTO MEDIO LAUREA 103/110

PUNTEGGIO MEDIO ESAMI 26,3/30

DURATA MEDIA STUDI 4,8 anni

Vuoi farti trovare dalle aziende di tutta Europa che consultano la

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10 ALMA LAUREA: Online Result Presentation

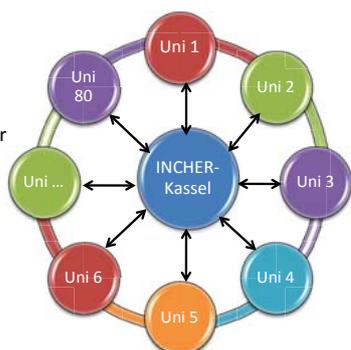
	cohort
Expressed overall satisfaction with degree course (%)	
yes definitely	24,3
more yes than no	58,5
Expressed overall satisfaction with relationships with academic staff (%)	
yes definitely	14,7
more yes than no	68,6
Expressed satisfaction with relationships with other students (%)	
yes definitely	57,2
more yes than no	26,5
Assessment of classrooms (%)	
always or almost always adequate	20,5
often adequate	40,8
Assessment of IT workstations	
available in adequate number	28,0
available, but not in adequate number	49,4
Assessment of library facilities (availability of loans/reference books, opening times, etc.) (%)	
definitely positive	34,6
fairly positive	52,1
Stated that academic workload was sustainable (%)	
yes definitely	24,1
more yes than no	61,2
Would enrol again at university (%)	
yes, on the same course and at the same university	63,6
yes, at the same university but on a different course	12,4
yes, on the same course but at a different university	14,0
yes, but on a different course and at a different university	7,1
would not enrol again at university	2,4

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11 Germany: The New Type of Graduate Surveys: the Network Approach (KOAB)

2012: About 80 institutions of HE in Germany are cooperating in conducting regular tracer studies



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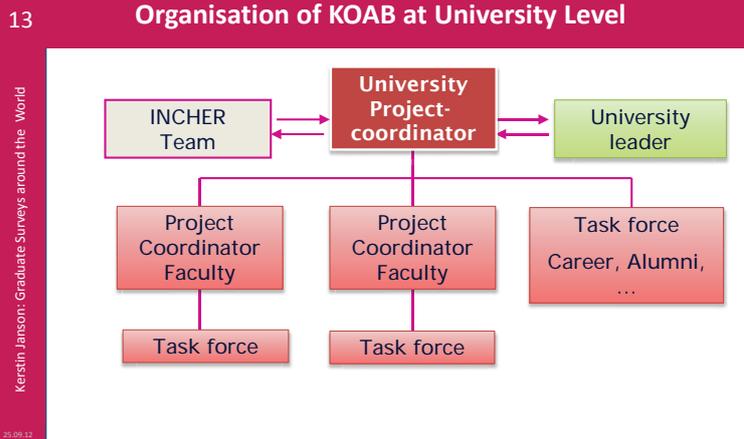
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12 KOAB: Universities are Partners in a Joint Research Project

- Joint research
 - Universities and INCHER-Kassel are developing the core questionnaire and the methodology together
 - Every university has an own questionnaire
 - Every university is publishing the results of the own tracer study
- Service
 - Central data processing by INCHER – joint data base
 - Every university gets customized tables reports (about 500 pages)
 - Benchmarking according to the needs of the universities – no ranking
- Workshops
 - INCHER provides training for university staff
 - 4 workshops per year
 - 1 conference per year

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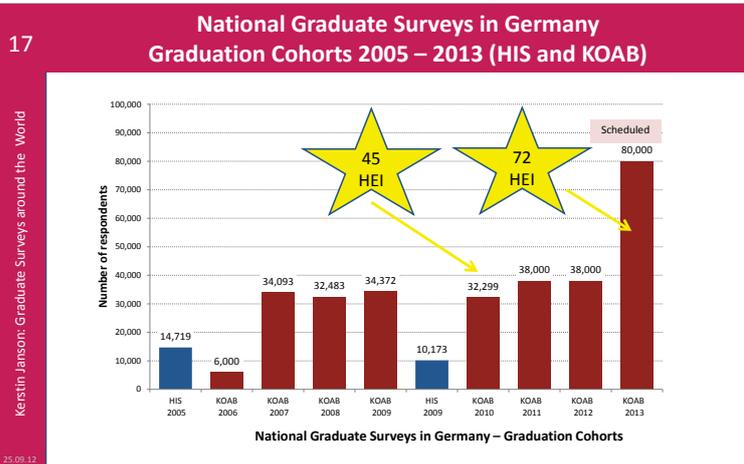
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- ### 14 Adapted Questionnaires
- Three Types of Questions:
- Core questions
 - No changes by single HEI possible
 - Optional questions
 - Ready made modules (e.g. self-employment, international mobility)
 - Special/individual questions
 - Institutional level
 - Faculty level
 - Study program level
 - Sector level

- ### 15 The Training Concept
1. March first year: Kick-off workshop
 2. March first year: National conference
 3. May first year: SPSS training for beginners
 4. May first year: Questionnaire development workshop
 5. September first year: Field phase preparation workshop
 6. March second year: Data editing, coding and correction workshop
 7. March second year: National conference
 8. June second year: Advanced methods of data analysis
 9. Ad hoc workshops: Special topics like development of Drop-Out surveys; student surveys; new modules of questions

- ### 16 The KOAB-Approach: 10 Key Methodological Aspects
1. Network approach, cooperation
 2. Training for network members
 3. Team of about 100 researchers in Germany
 4. Multipurpose surveys (broad scope; about 500 variables)
 5. Regularity: Every year one cohort
 6. Panel: 1.5 year after graduation + 4.5 years after graduation
 7. Generation survey: all kind of degrees (BA + MA + PhD)
 8. Census: all graduates, no sampling
 9. Standardized online + paper questionnaire
 10. Every university has an own questionnaire



18 More Information about KOAB

<http://koab.uni-kassel.de/>

Members of the KOAB-Team

(Workshop in Kassel March 2011)

More Information about KOAB: <http://koab.uni-kassel.de/>



Thank you for your attention!