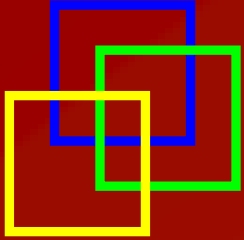


Classifying European Institutions of Higher Education

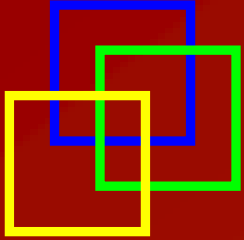
Phase II; the survey

Frans Kaiser



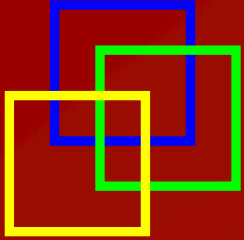
Contents

- **the setup of the survey**
- **assessment of dimensions and indicators**
- **the data**



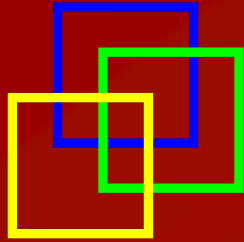
Setup of the Survey

- **The questionnaires**
- **The sample**
 - *Sampling methods*
 - *Stratification criteria*
 - *The strata in the response*



The Questionnaires

- **Based on CEIHE I**
- **Two separate questionnaires**
- **on-line**



The Questionnaires

Classifying European Institutions for Higher Education

Involvement in life long learning

description/ definition Reflects institutions' commitment to the learning of all age groups

[info](#)

indicators

a. number of adult learners (students older than 30 years) as a % of total number of students (per type of degree)

This scheme is essential for the profile of our institution

strongly disagree

strongly agree

Indicator a is a valid indicator for this scheme

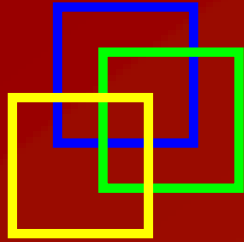
strongly disagree

strongly agree

comments/suggestions

[back](#)

[next>](#)



The Questionnaires

Classifying European Institutions for Higher Education

4a Students by age group

description/ definition **Number of students by age group, by type of degree** [info](#)

| type of degree | students up to 25 yrs | students 25-29 yrs | students 30-34 yrs | students 35-44 yrs | students 45+ yrs | year |
|----------------------|--------------------------|-----------------------|-----------------------|-----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

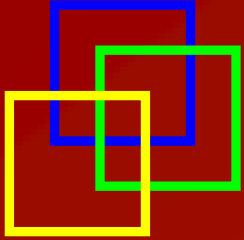
time needed to collect data minutes

source: existing data
 special calculation
 new data collection
 reporting to national agency
 other:

information is reliable strongly disagree strongly agree

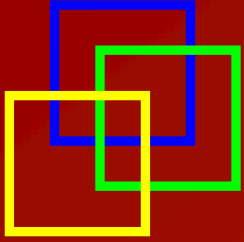
information is easy to find strongly disagree strongly agree

[Back](#) Comment: [Next >](#)



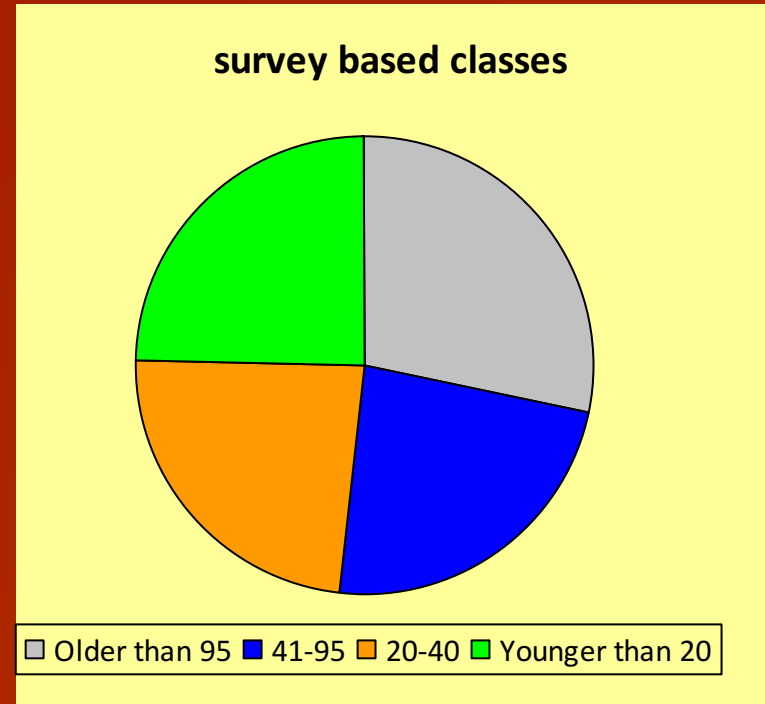
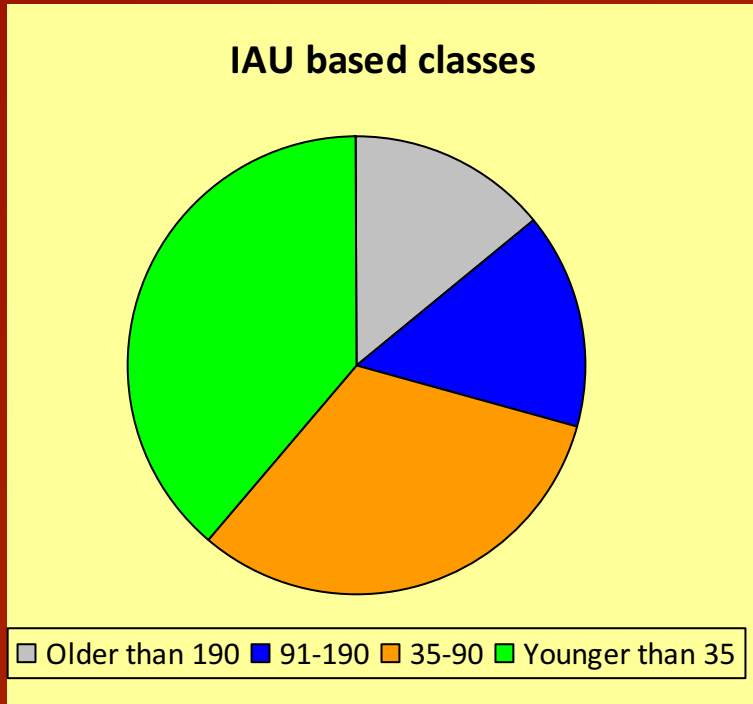
The Sample

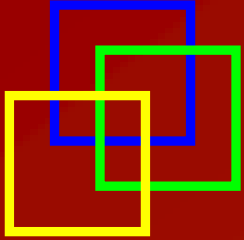
- **Sampling methods**
- **Sample size and criteria**
 - *Age, size, region*
- **Sample and response**



The Sample

. Age of institution

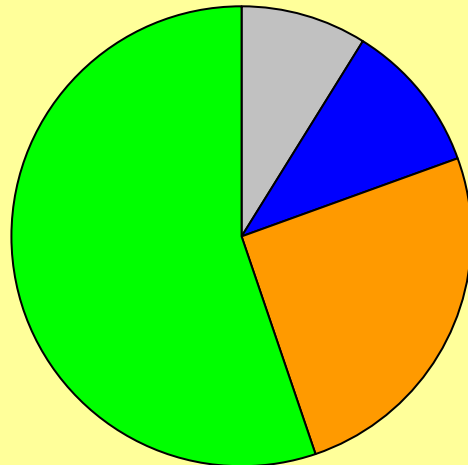




The Sample

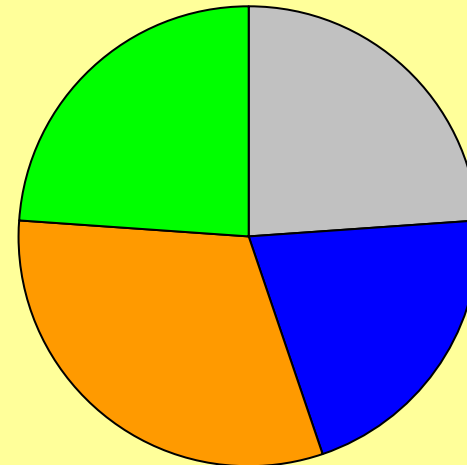
. Size (*enrolment*)

IAU based classes

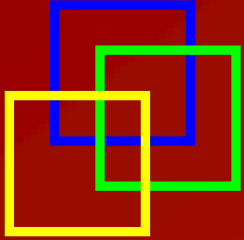


■ Less than 1573 ■ 1573-6400
■ 6401-15539 ■ More than 15540

survey based classes



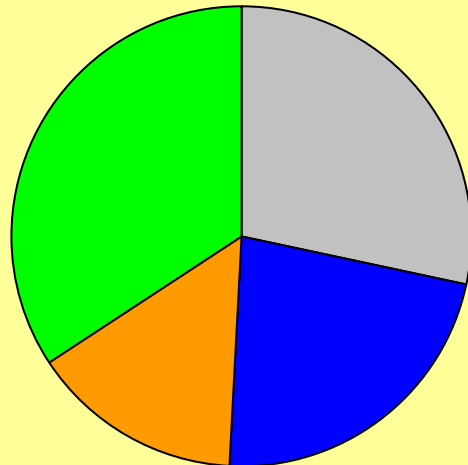
■ Less than 7500 ■ 7500-15000
■ 15000-25000 ■ More than 25000



The Sample

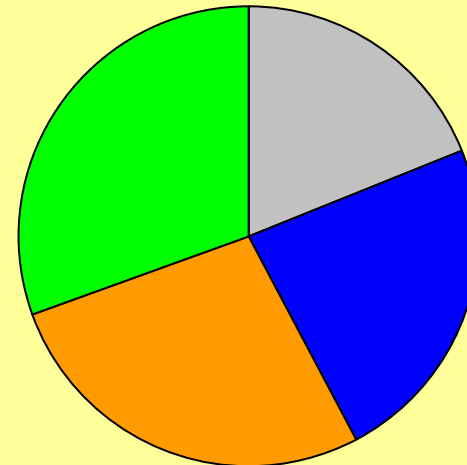
. Region (*UN definitions*)

IAU sample

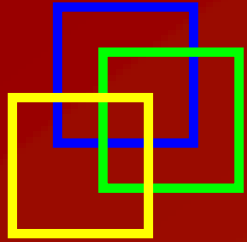


East North South West

survey sample

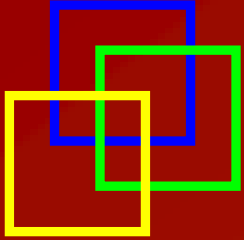


East North South West

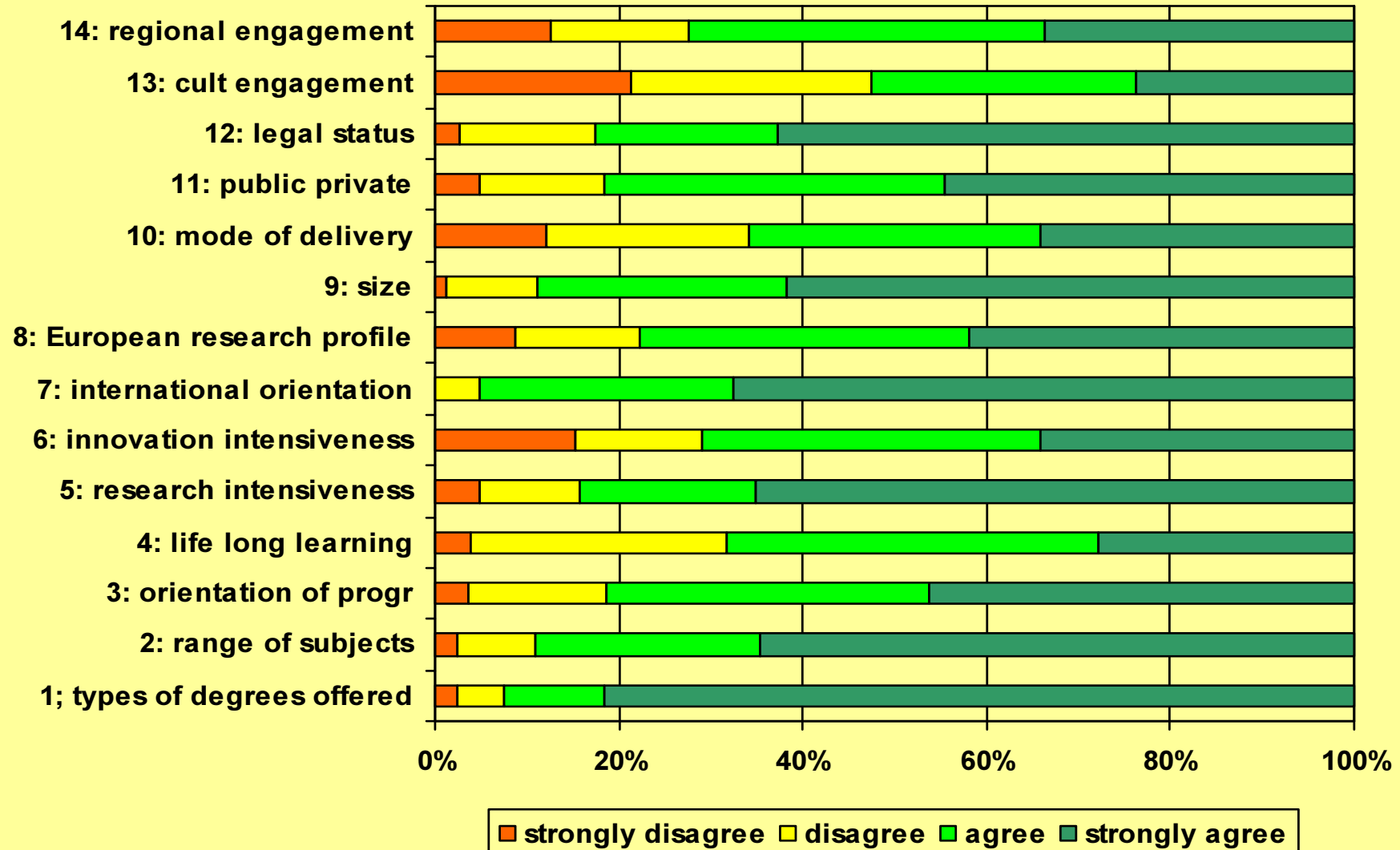


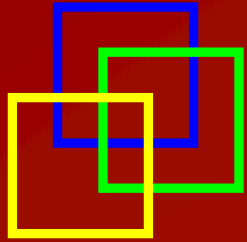
Assessment of the dimensions

‘This dimension is essential for the profile of our institution’



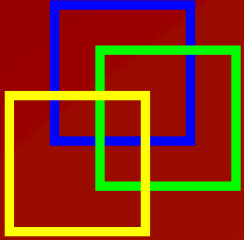
'This dimension is essential for the profile of our institution'



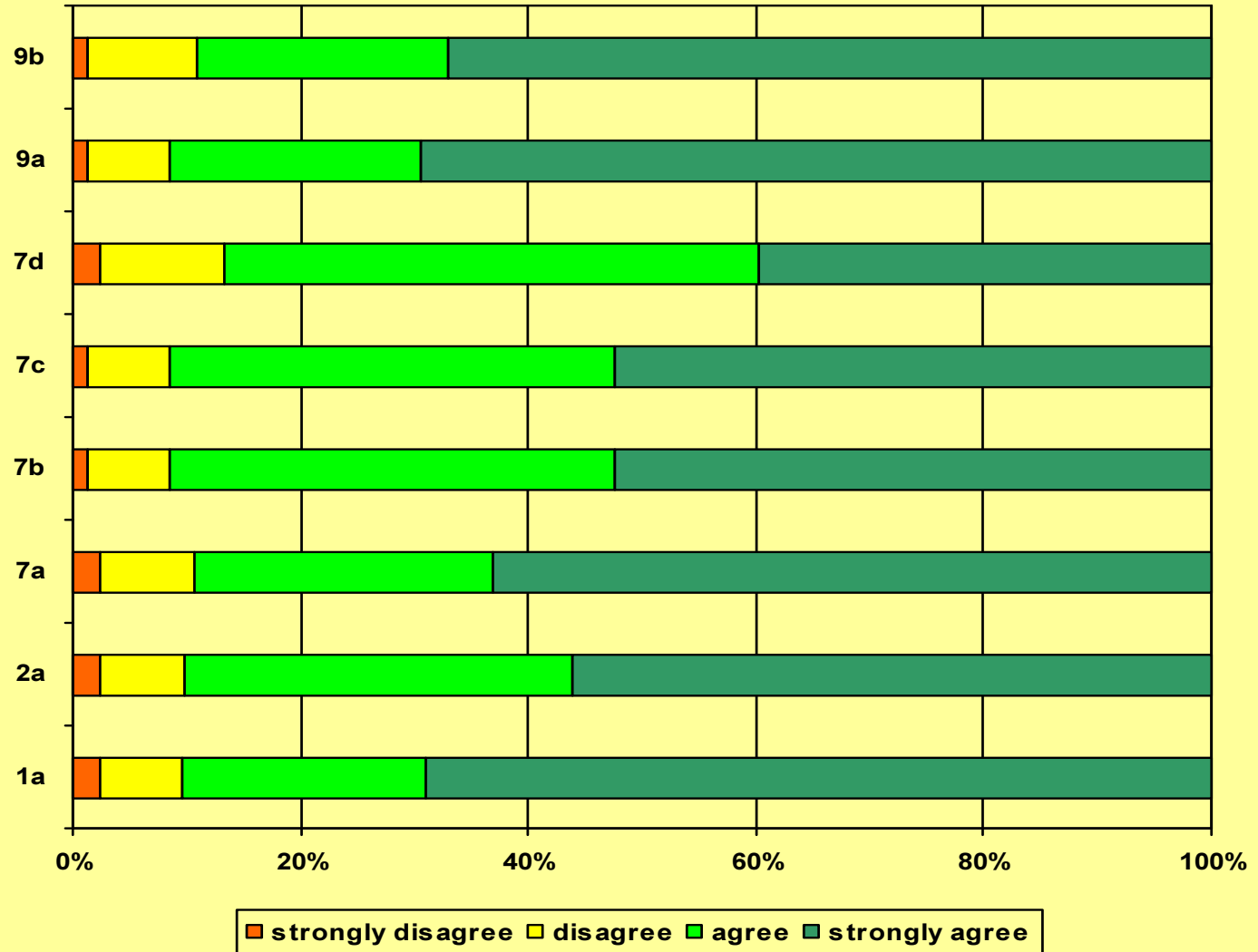


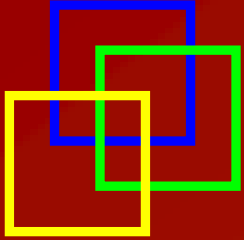
Assessment of the Indicators

- **Validity**
- **Reliability**
- **Feasibility**

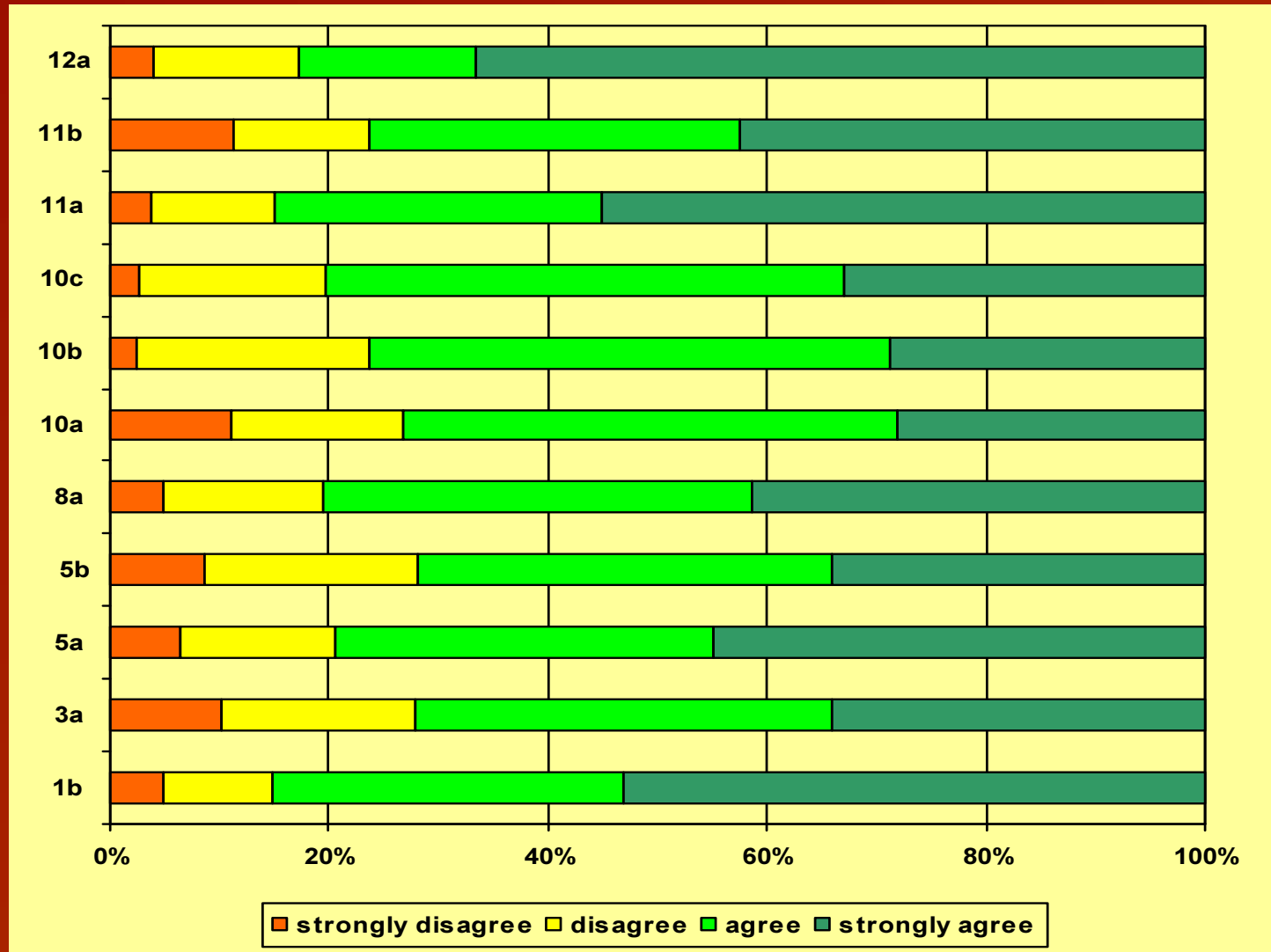


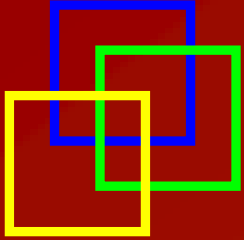
Validity; not problematic



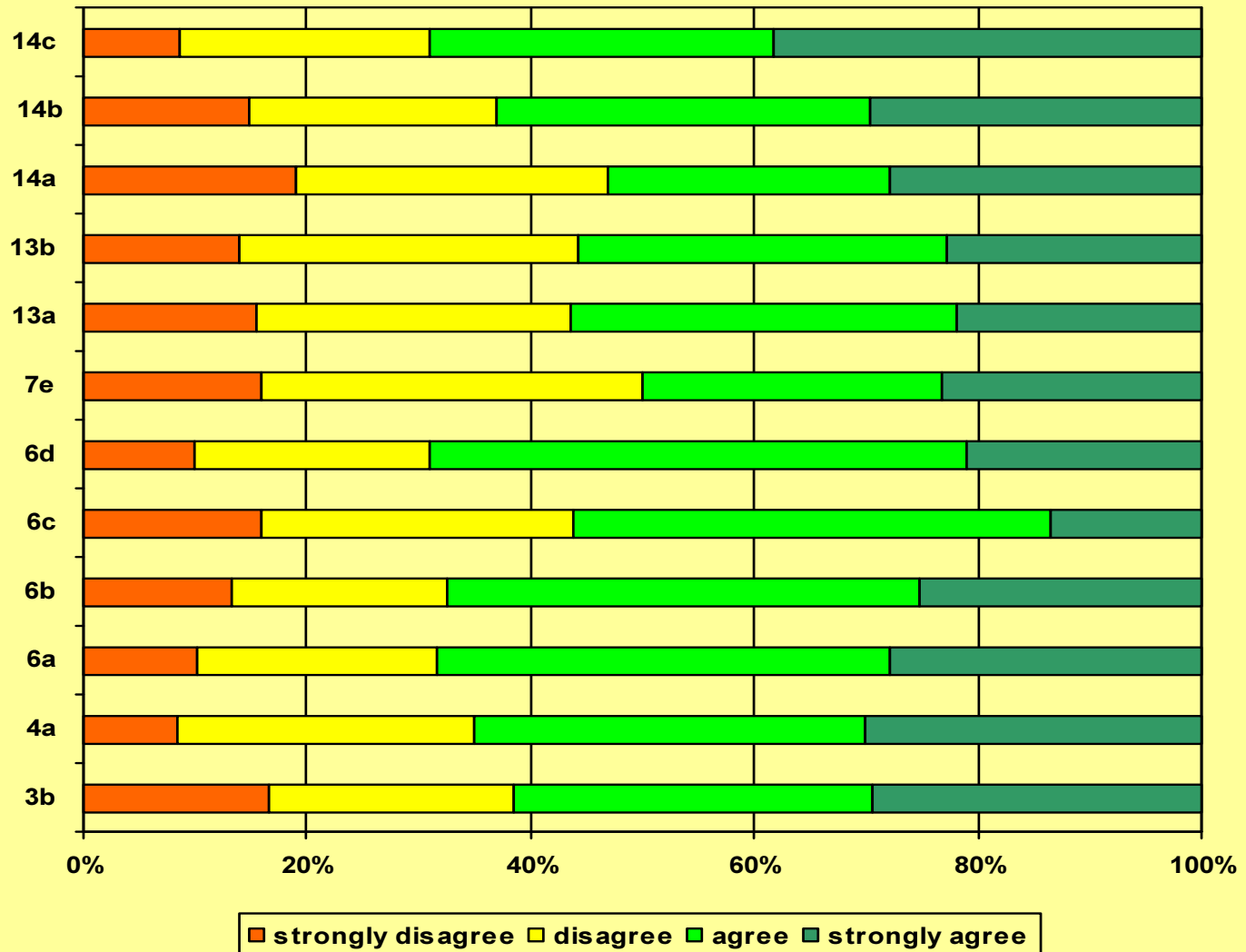


Validity; some doubts

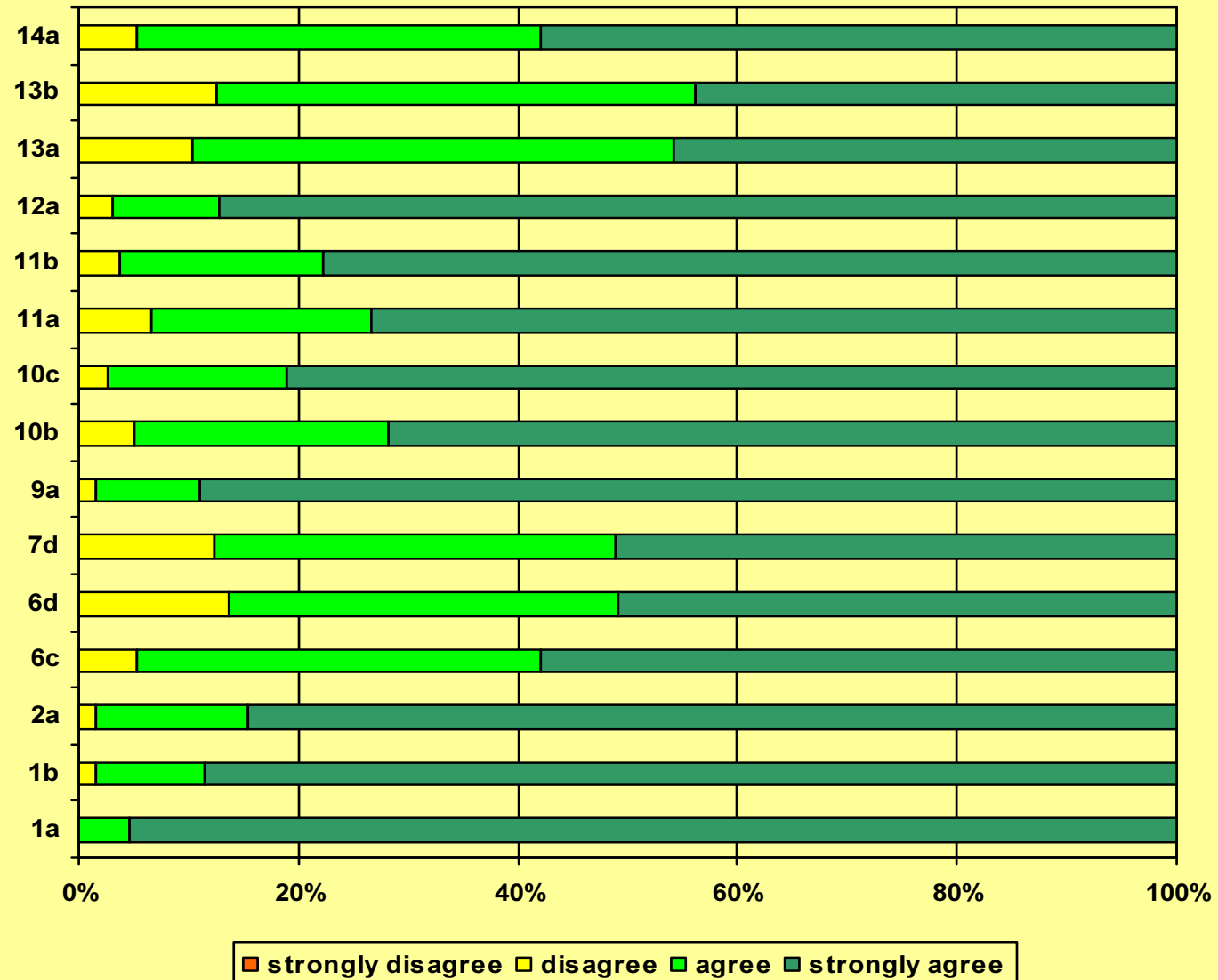
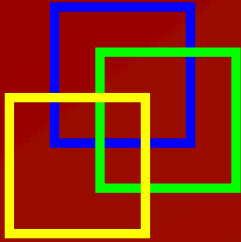


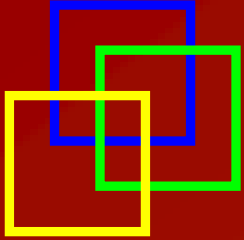


Validity; potentially challenging

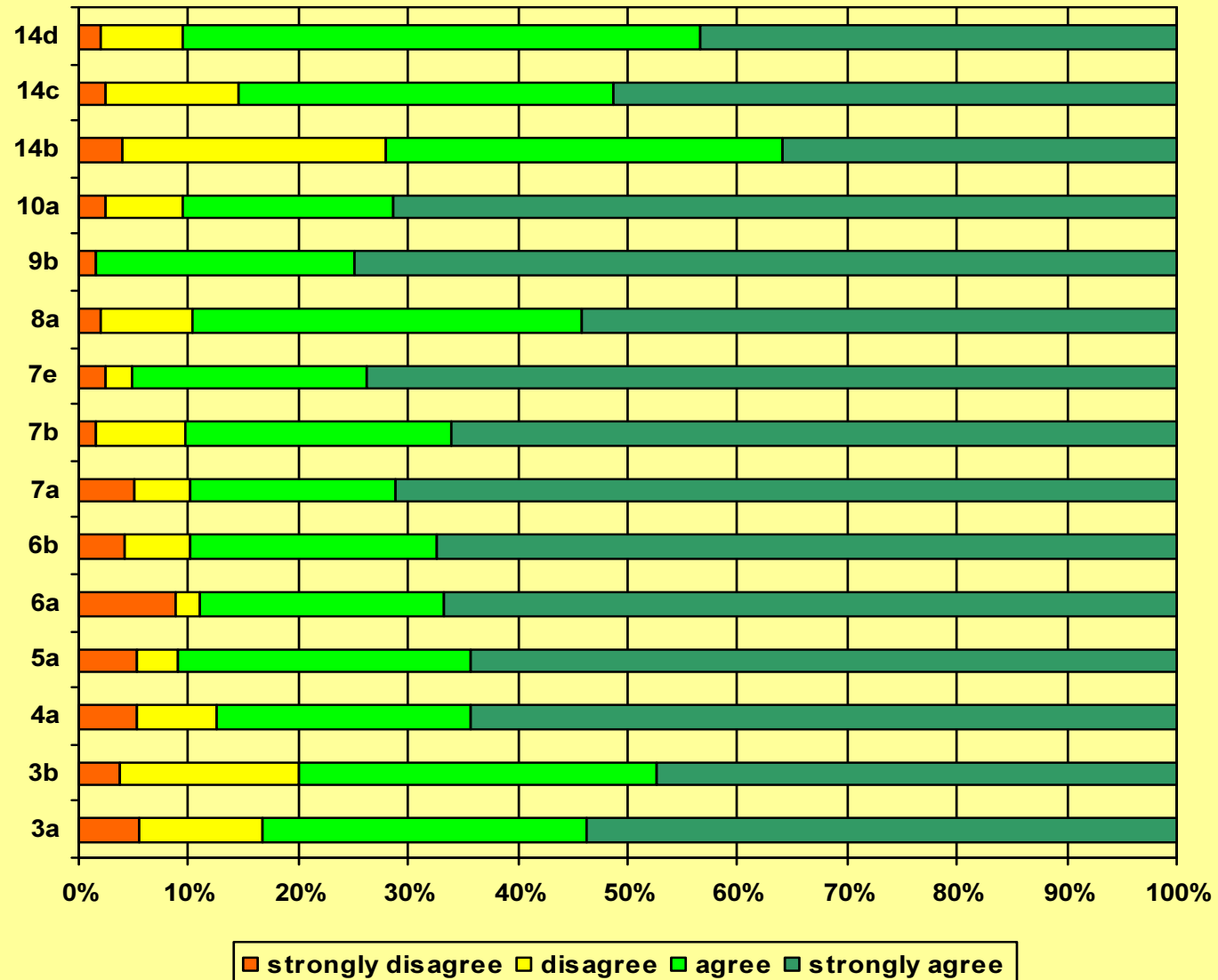


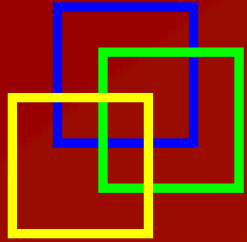
Reliability; not problematic





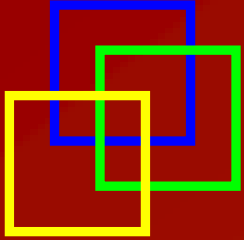
Reliability; some doubts



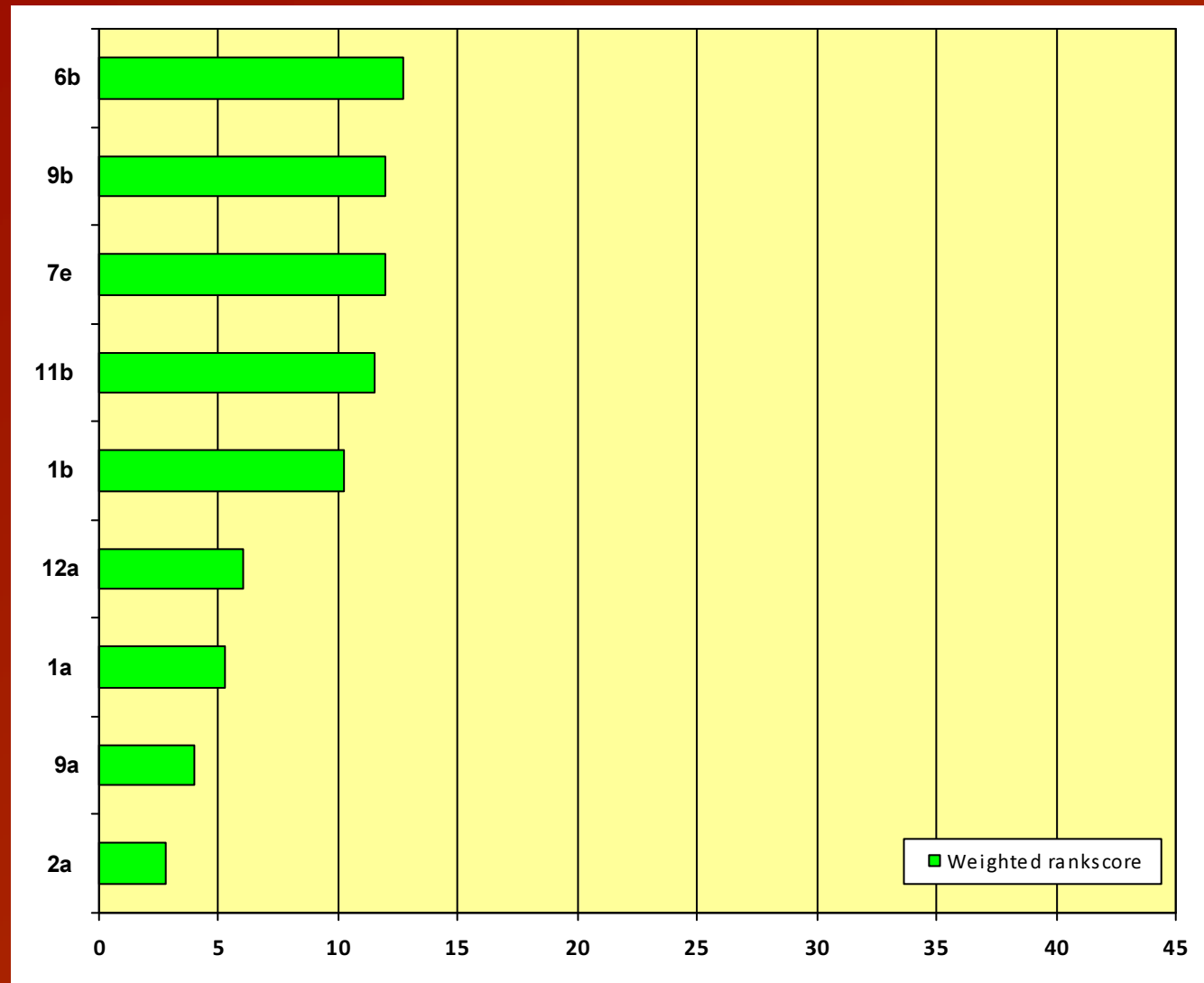


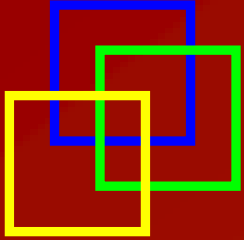
Feasibility

- Time on collecting information
- 'Easy to collect'
- Existing sources
- Number of valid cases
- Overall score

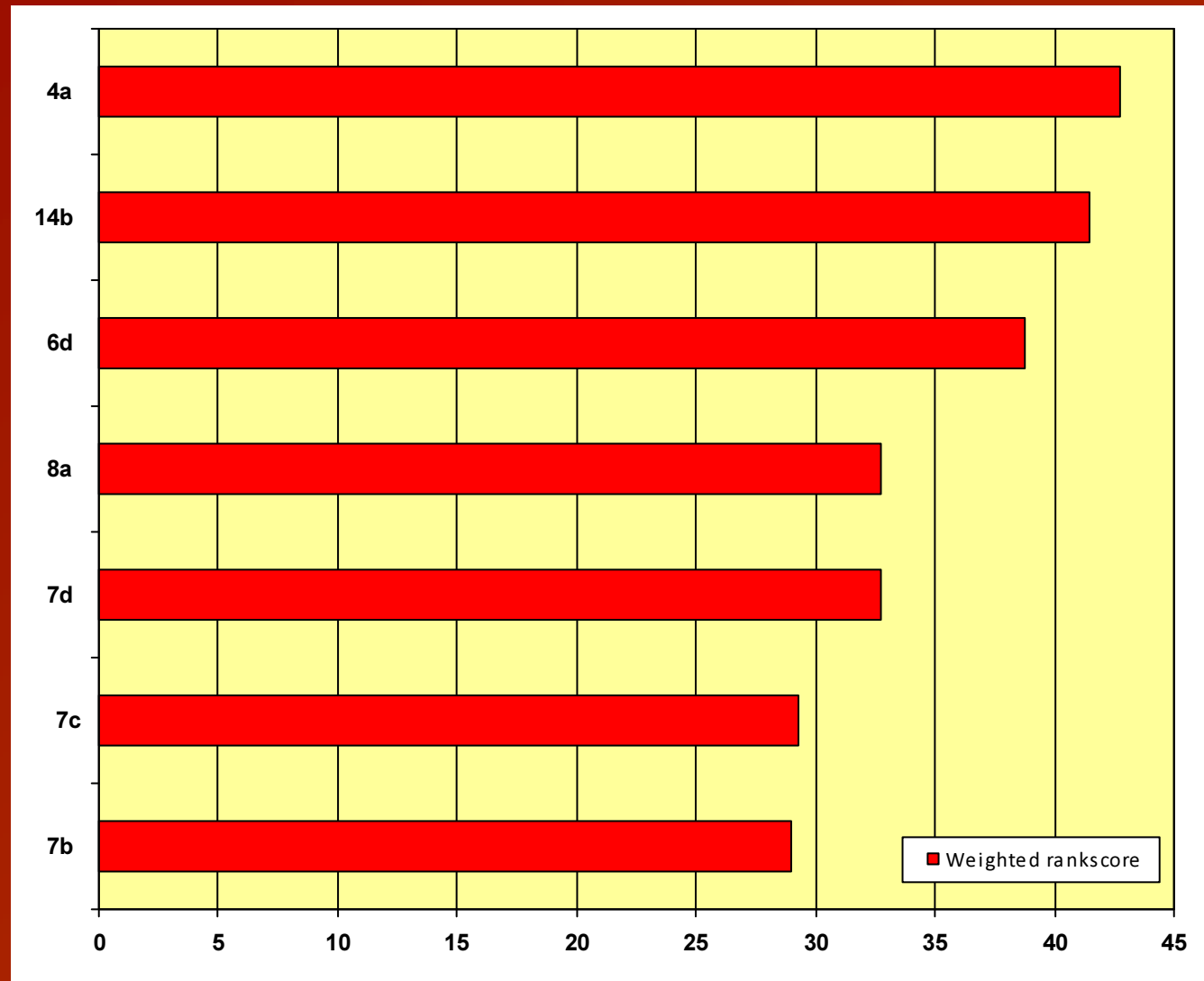


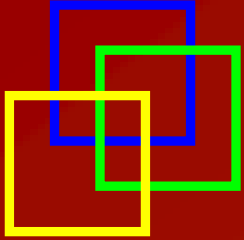
Feasibility



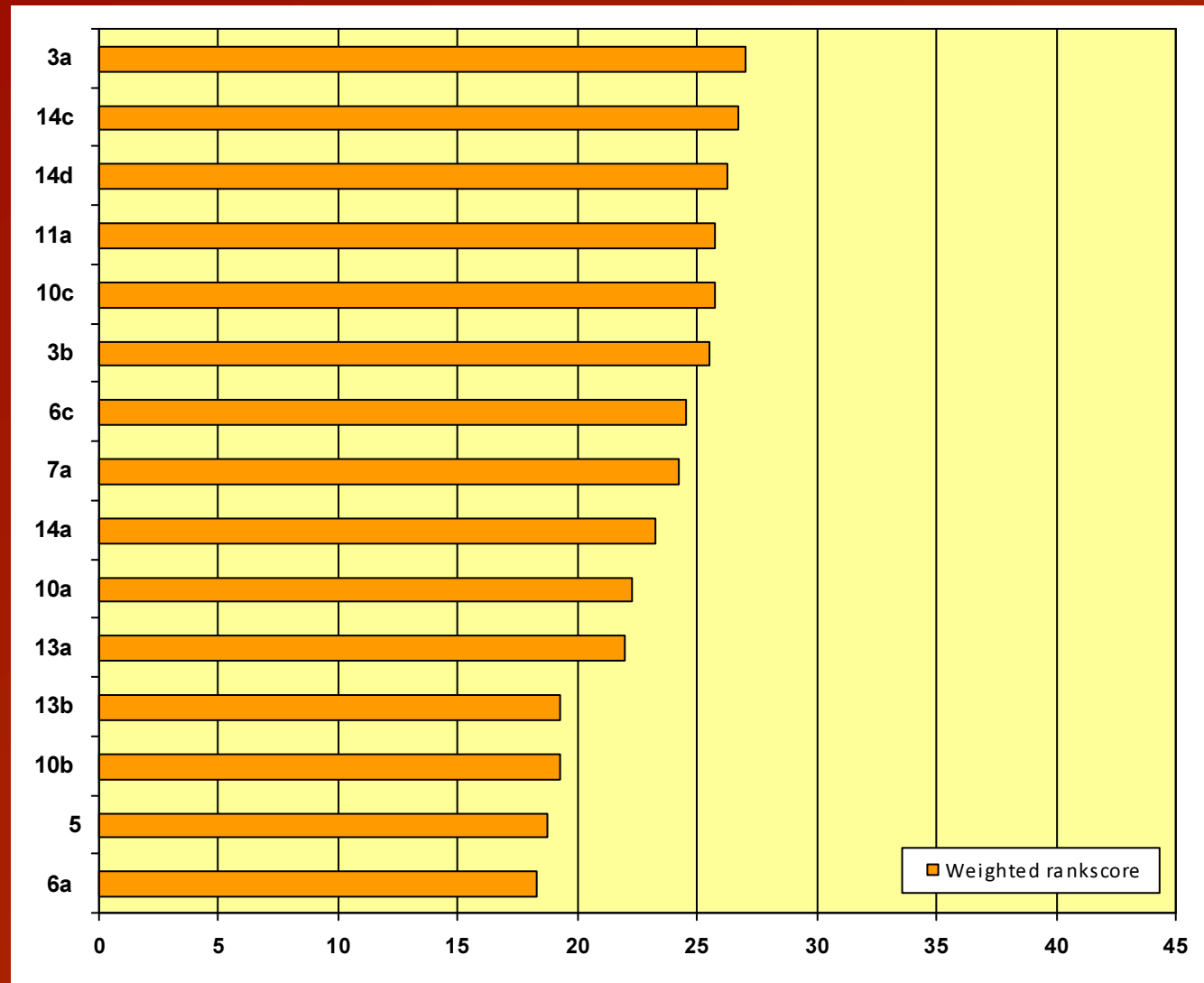


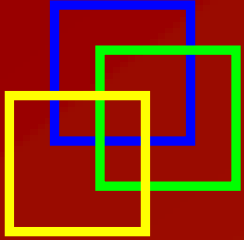
Feasibility





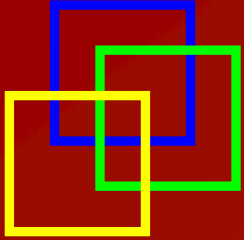
Feasibility





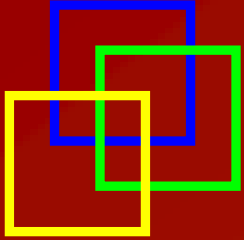
'challenging' dimensions

| | 3: program orientation | 4: LLL | 5: research intens | 6: innovation intens | 14: regional engagement |
|--|------------------------------|-----------|--------------------------|----------------------------|-------------------------------|
| Validity Reliability feasibility | | X | | X | |
| Validity Reliability | X | X | X | X | |
| Validity Feasibility | | X | | X | X |
| Reliability Feasibility | | X | | X | |



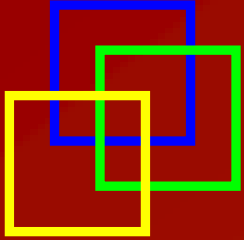
The data

- . **What are they used for?**
- . **What may they be used for?**



What are they used for?

- .Calculate indicators*
- .Assess feasibility*
- .Identify and stress conceptual and definition issues*
- .Rethinking the role of indicators in institutional strategies*

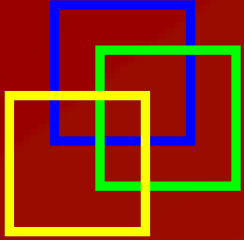


What may they be used for?

Classification is about grouping entities as a way to reduce complexity

.A limited number of dimensions

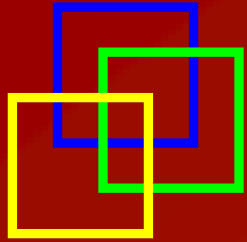
.A limited number of classes per dimension and per indicator



What may they be used for?

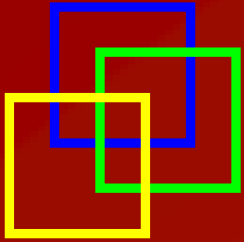
Limiting the number of dimensions

- .Using conceptual considerations*
- .Using empirical considerations*

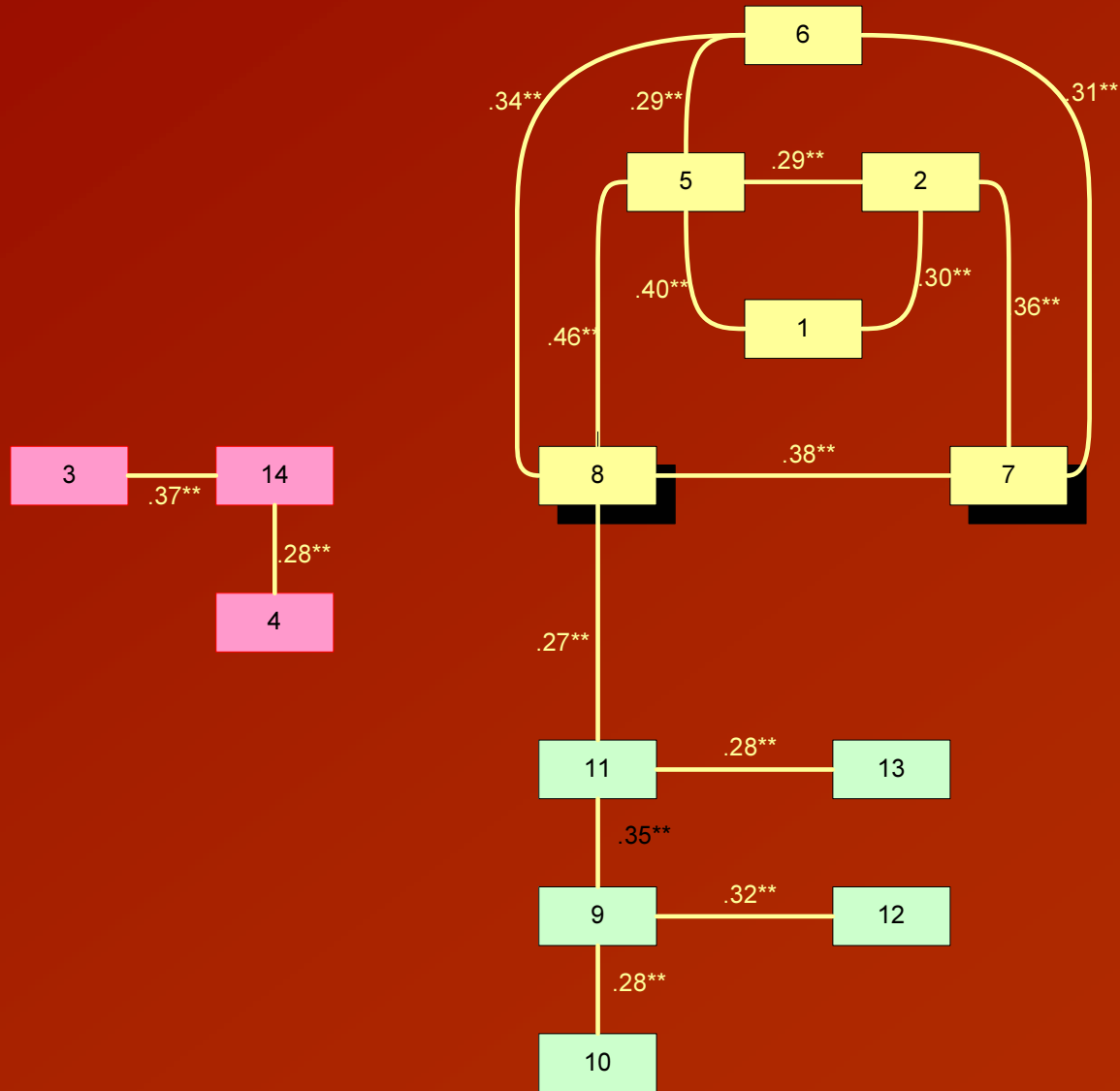


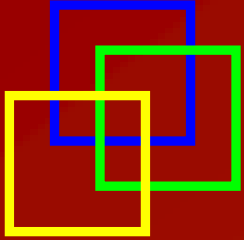
Limiting the number of dimensions

**Clustering dimensions using
perceptions of relevance**



Limiting the number of dimensions

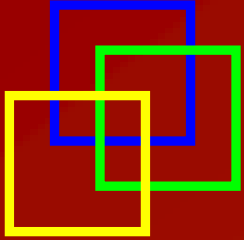




Limiting the number of dimensions

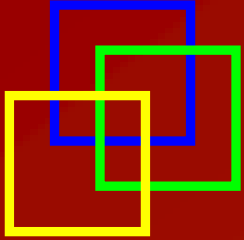
.Clustering dimensions using perceptions of relevance

•Clustering dimensions using scores on indicators

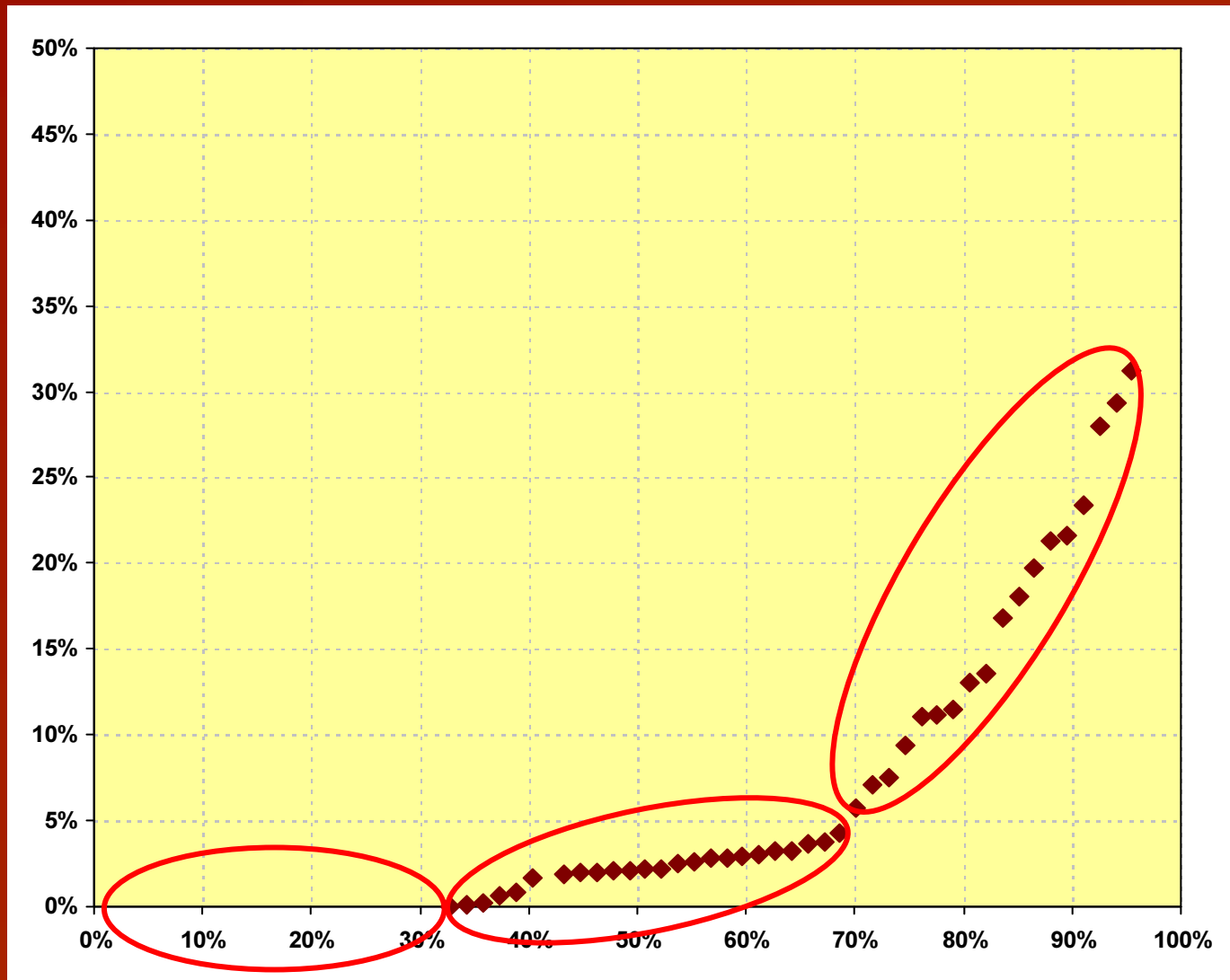


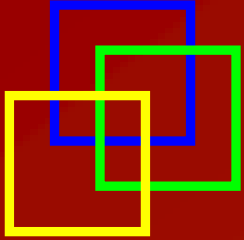
What may they be used for?

- .Reduce/ aggregate dimensions
- .Determine grouping criteria

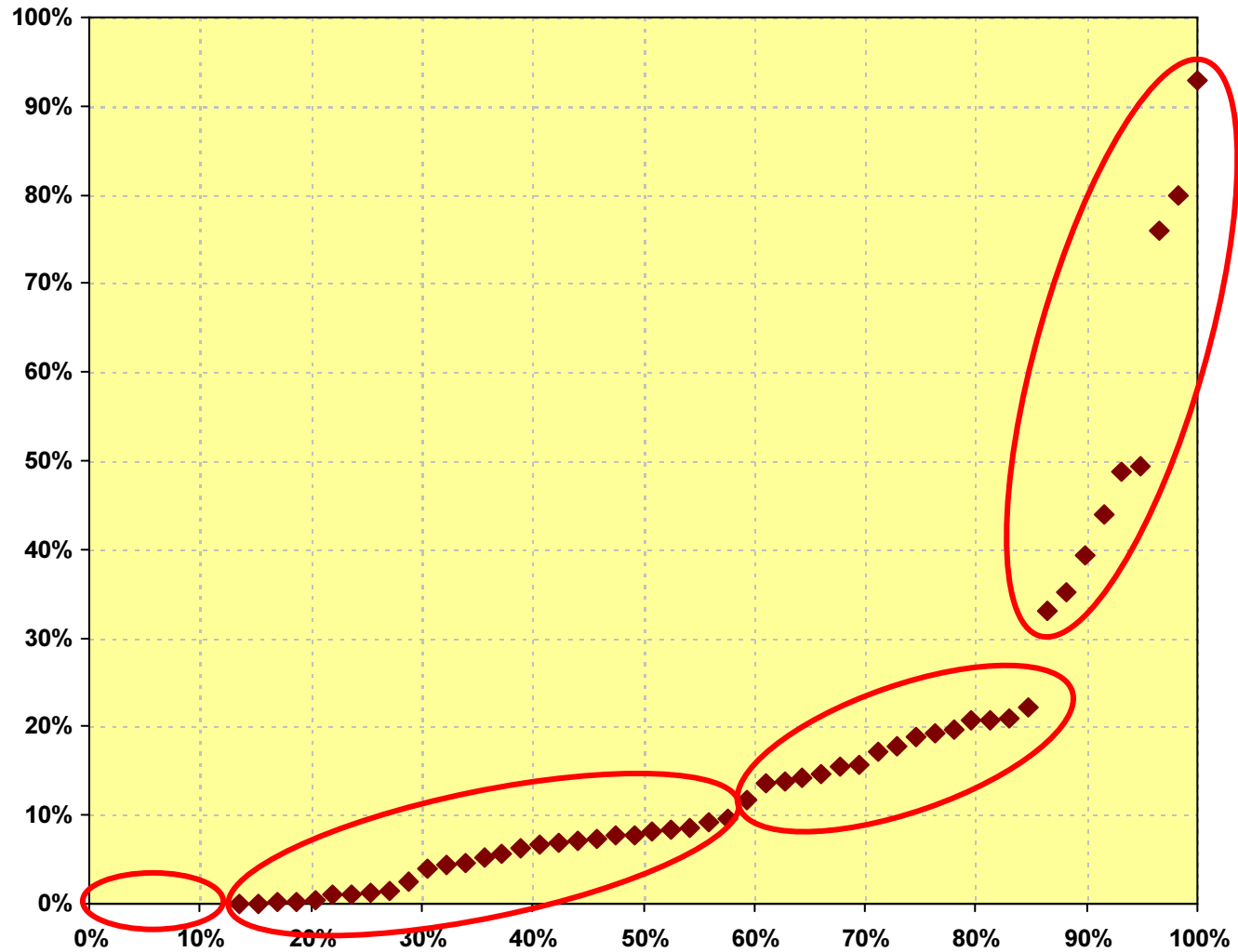


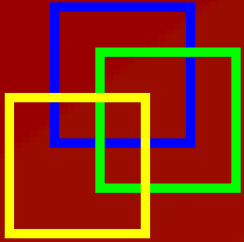
% international academic staff



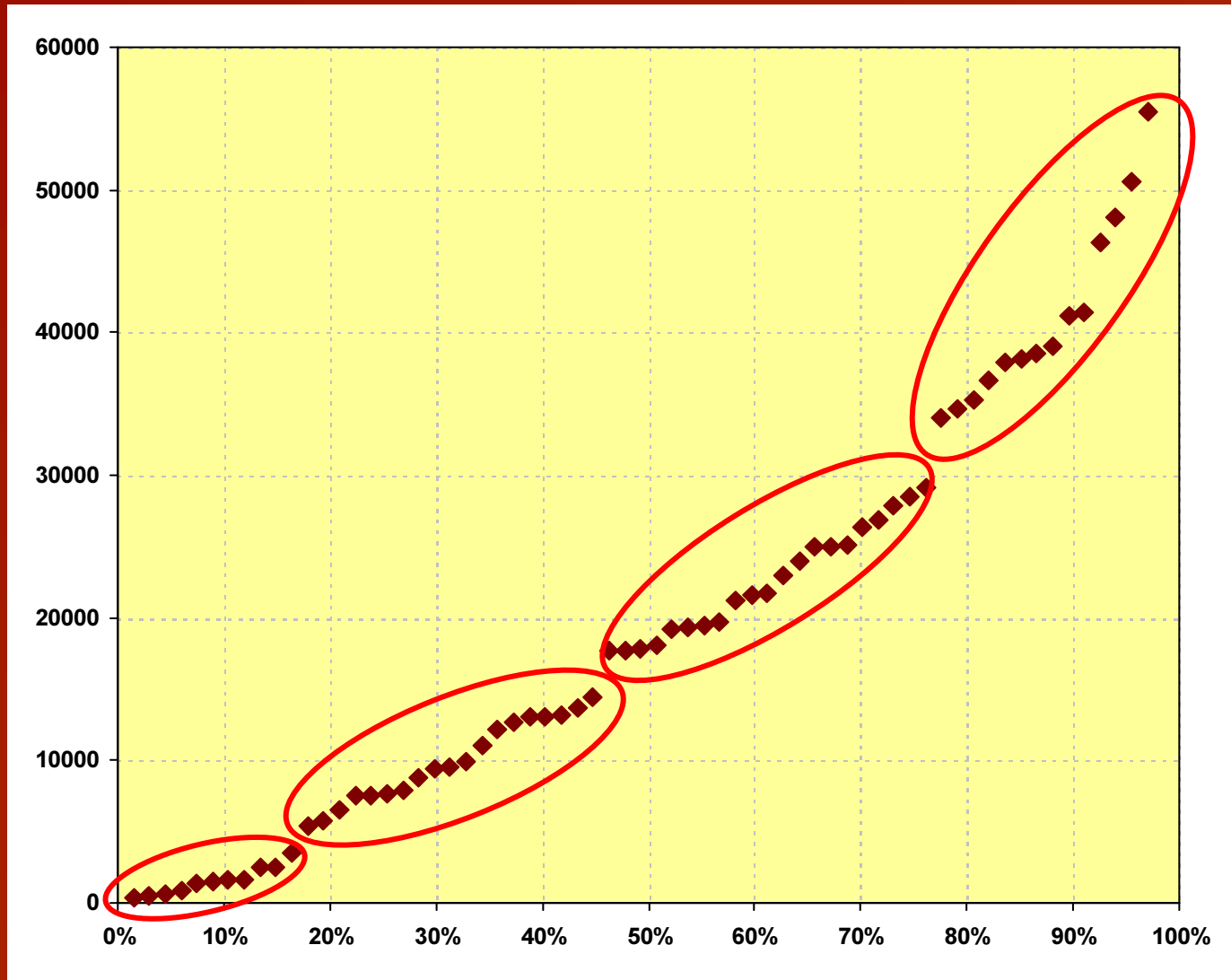


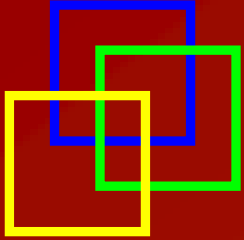
% tuition fee income



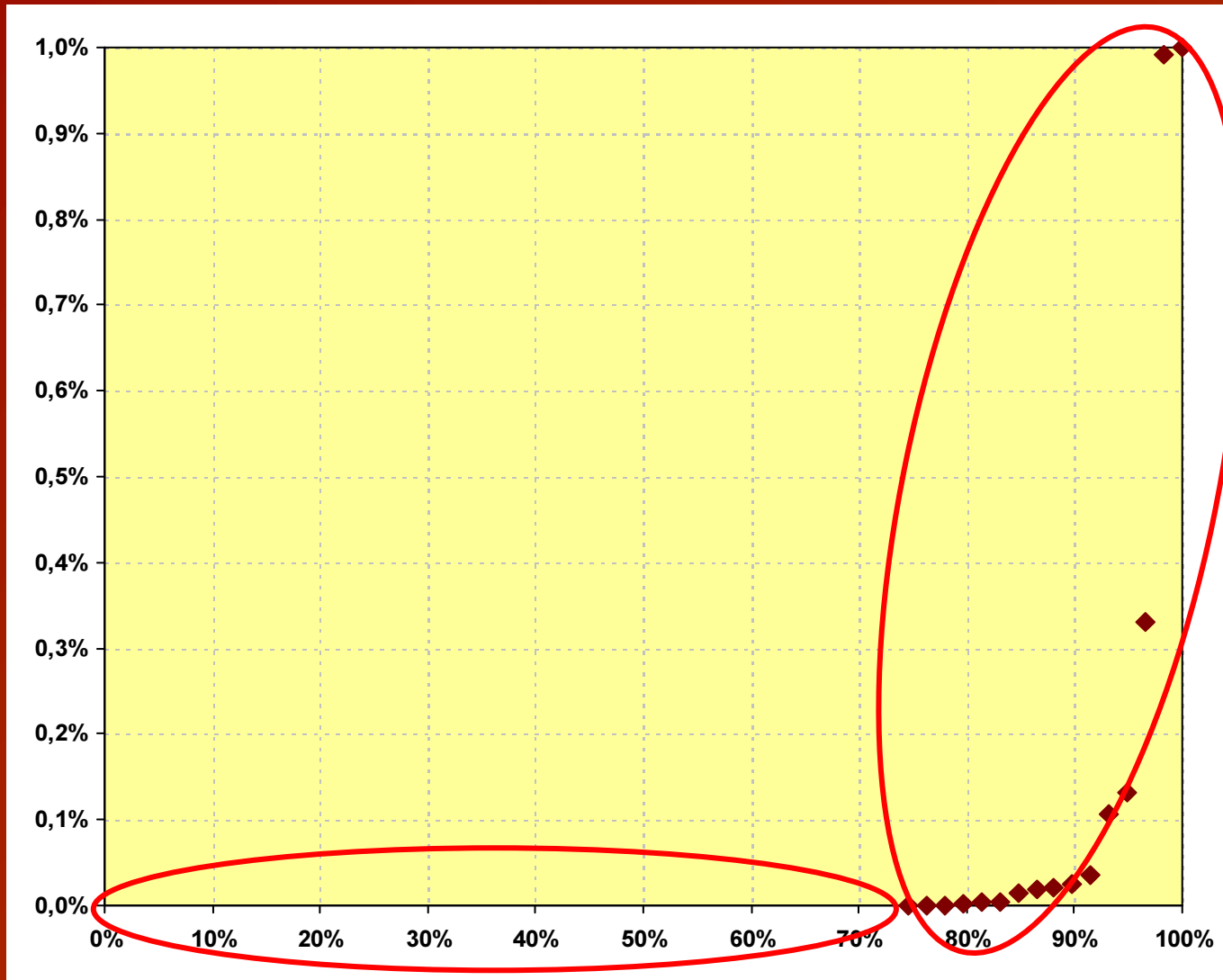


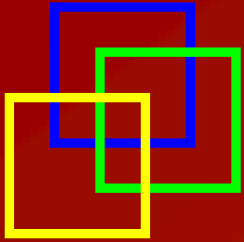
Size; enrolment



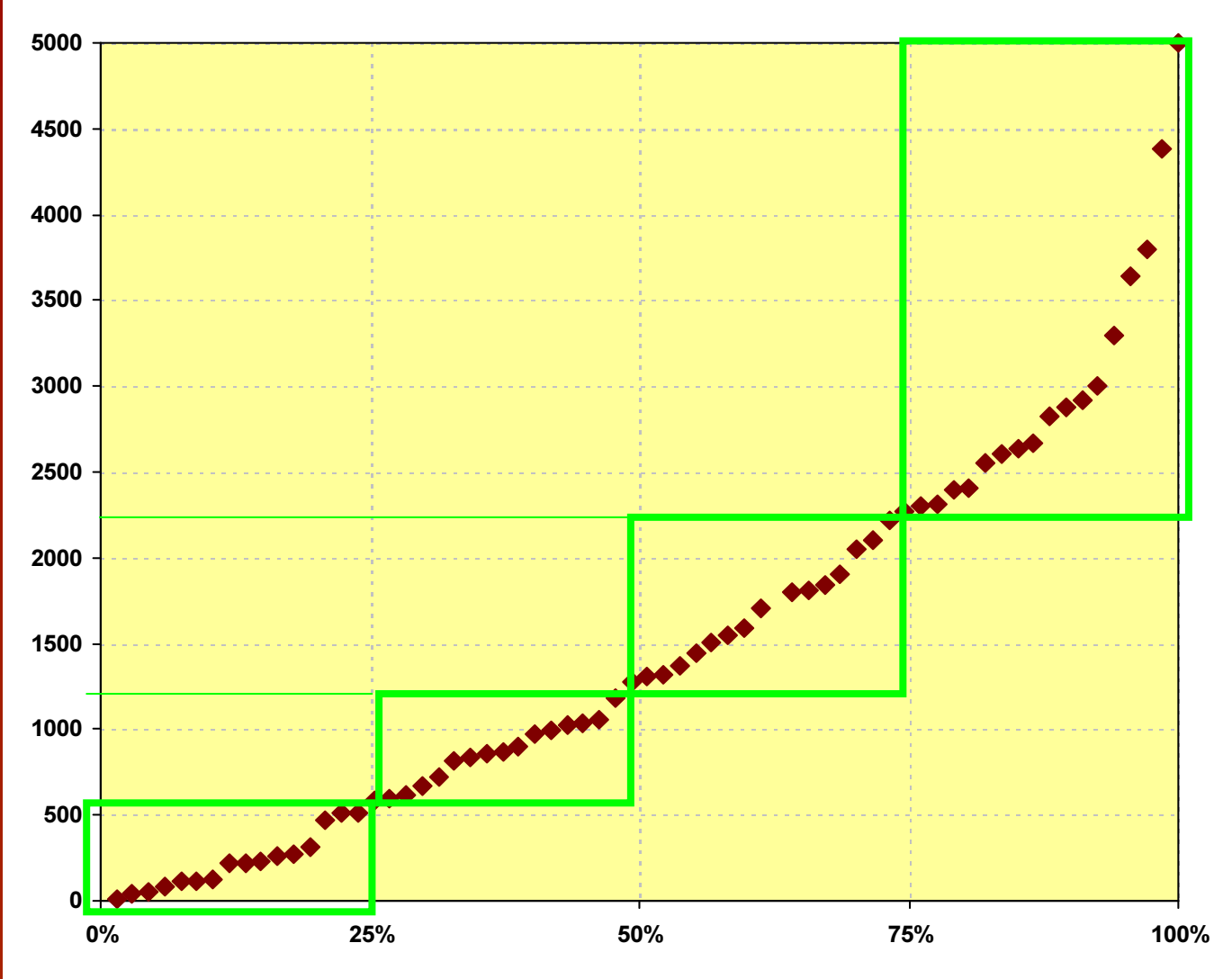


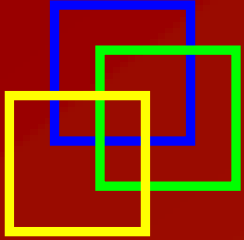
Licensing income (as % of total income)





Size; academic staff



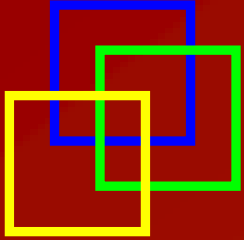


What may they be used for?

.Reduce/ aggregate dimensions

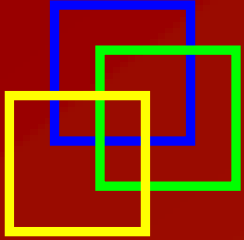
.Determine grouping criteria

.Fill the actual classification



What may they be used for?

- .Consent of individual HEI*
- .Improve accuracy and completeness of data*
- .Develop validation procedures*



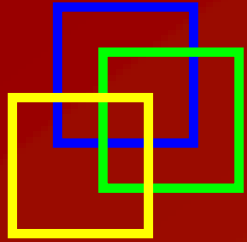
What will it look like?

Depends on intended use:

Drafting institutional profile

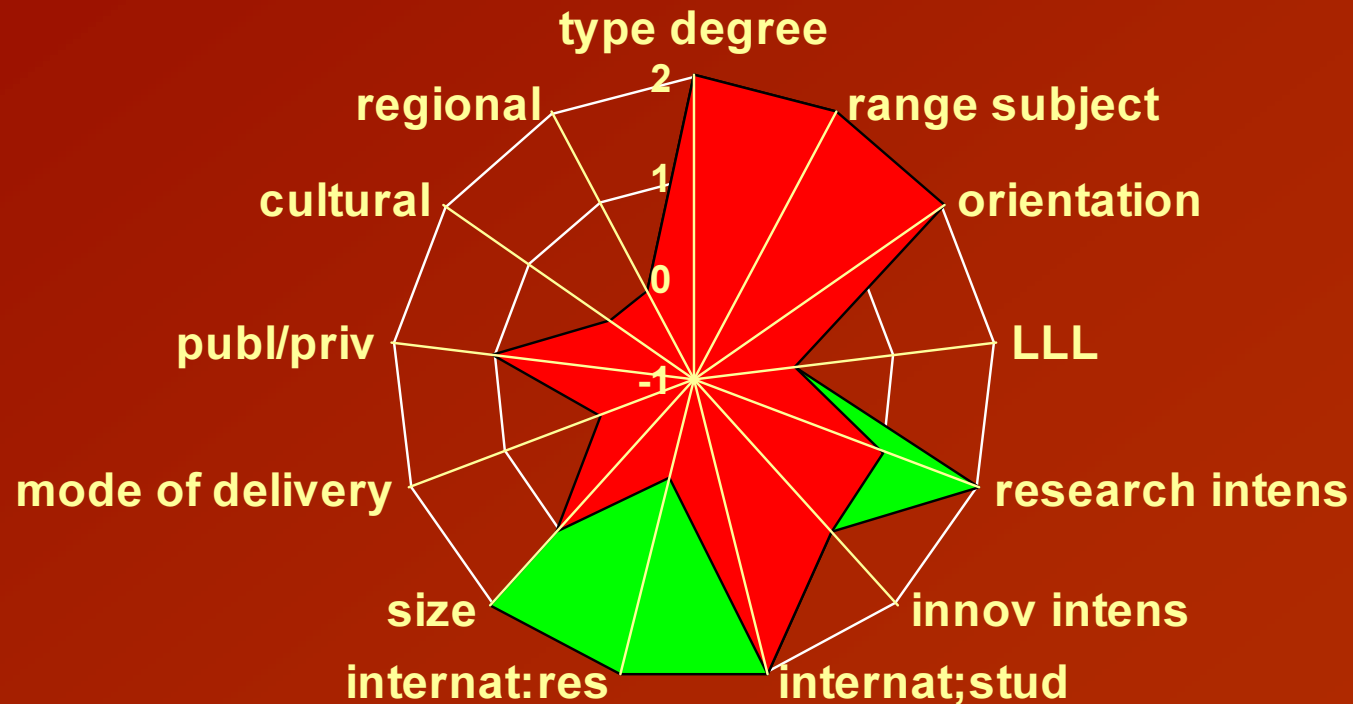
or

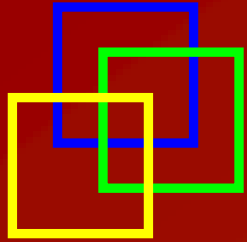
Finding benchmark institutions



What will it look like?

Drafting institutional profile





What will it look like?

Finding benchmark institutions

Selecting schemes and classes

highest degree

doctorate, master dominated

international orientation research

low

international orientation; students

medium

research intensity

low

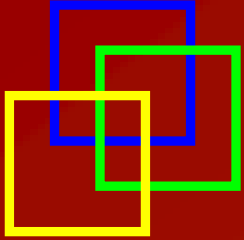
mode of delivery

high part-time

size category

medium sized

Preview selected
institutions



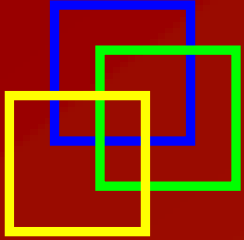
Conclusion

Survey has been major step forward
in creating a classification of
European HEIs

.Indicator development

*.Feasibility and other operational
issues*

.Commitment of stakeholders

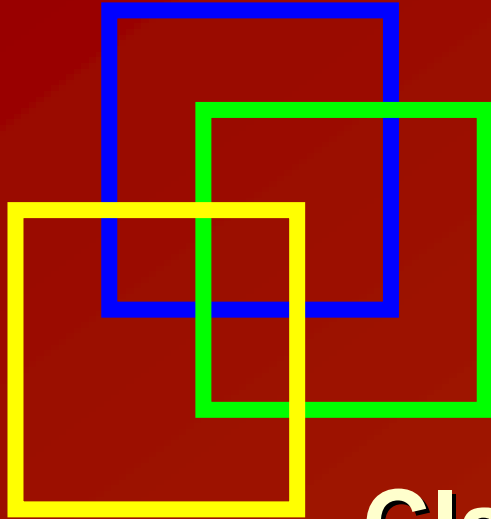


Conclusion

CEIHE III

2009

Time to produce the real thing!



Classifying European Institutions of Higher Education

Thank you for your attention!



*This project has been funded with support from the European Commission.
This presentation content reflects the views only of the author. The Commission
cannot be held responsible for any use which may be made of the information
contained therein.*