Panel studies on higher education graduates as a contribution to quality assurance

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Overview

1. Quality assurance as a responsibility for higher education institutions
   - The European framework conditions
   - The political framework in Germany

2. The Bavarian Graduate Panel (BAP) and its benefit for higher education institutions
   - Information on labour market success in Germany
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   - Information for quality management
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   - Transfer of results into HEIs

3. Results from the Bavarian Graduate Panel
Quality assurance: A responsibility for HEI

The European framework conditions (1)

*Bergen Communiqué, 19-20 May 2005:* HEI shall “continue their efforts to enhance the quality of their activities through the systematic introduction of internal mechanisms and their direct correlation to external quality assurance” (p. 2).

*London Communiqué, 18 May 2007:* Importance of reform “leading to qualifications better suited both to the needs of the labour market and to further study” (p. 2).

Quality assurance: A responsibility for HEI

The European framework conditions (2)

*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).
Quality assurance: A responsibility for HEI

The political framework in Germany

- No centralised national quality assessment for teaching and learning
- Responsibility for quality assurance lies with the individual institutions
- Two “pillars” of QA:
  - evaluation of teaching and learning
  - accreditation (“programme accreditation” vs. “system accreditation”)
- increasing demand for relevant indicators of success

The BAP and its benefit for HEI

Information on labour market success in Germany

- Official statistics
- Scientific Panel Surveys
- Nationwide Graduate Studies
- Subject-specific studies from research projects
- Studies from single HEIs
The BAP and its benefit for HEI

Approach of the BAP

- Selected cohorts in a longitudinal perspective
- Includes all fields of study
- Representative at regional level (Bavaria) and for the HEIs
- Topics: Labour market entry, early labour market success, evaluation of study and employment, genesis of competencies

Information for Quality Management Systems

- labour market outcomes
- study conditions
- competencies as learning and teaching outcomes
- factors for labour market success
- labour market demands
The BAP and its benefit for HEI

What Graduate Surveys Can’t Do

- Evaluation of programmes, teachers or courses
- Direct and straightforward comparison of HEIs for ranking purposes
- Interpretation requires knowledge about context
- Causal analysis requires advanced multivariate statistics
- Sample restrictions: no dropouts included; at HEI level sometimes small sample sizes for each subject

Transfer of Results into the HEIs

- Early cooperation with the HEIs
- Quality assurance through a Scientific Advisory Board
- Public Relations and Press Activities
- Publications and Publicity:
  - Subject-specific analyses published and delivered to the ministry and the HEIs
  - Individual written report for each HEI for internal use
  - Presentation and discussion of results on BAP-Conference with other researchers
  - Comparison between Bavaria and Germany as a whole
Results from the Bavarian Graduate Panel

Labour market entry of Graduates in the Humanities

Survival Function (plug-in-estimator)

- (1) Architecture
- (2) Construction Engineering
- (3) Information Engineering
- (4) Mechanical Engineering
- (5) Electrical Engineering

Months after Graduation

Results from the Bavarian Graduate Panel

Labor market entry of Graduates in Engineering

Survival Function (plug-in-estimator)

- (1) Cultural Studies
- (2) German Language and Literature Studies
- (3) Education Science
- (4) Psychology
- (5) History
Results from the Bavarian Graduate Panel

Levels of Professional and Key Competencies

- Subject-Specific
- General Knowledge
- Scientific methods
- Self-Organization
- Interdisciplinarity
- Problem Solving
- Social Competence
- ICT
- Presentation
- Foreign Languages

Thanks for your attention!

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