

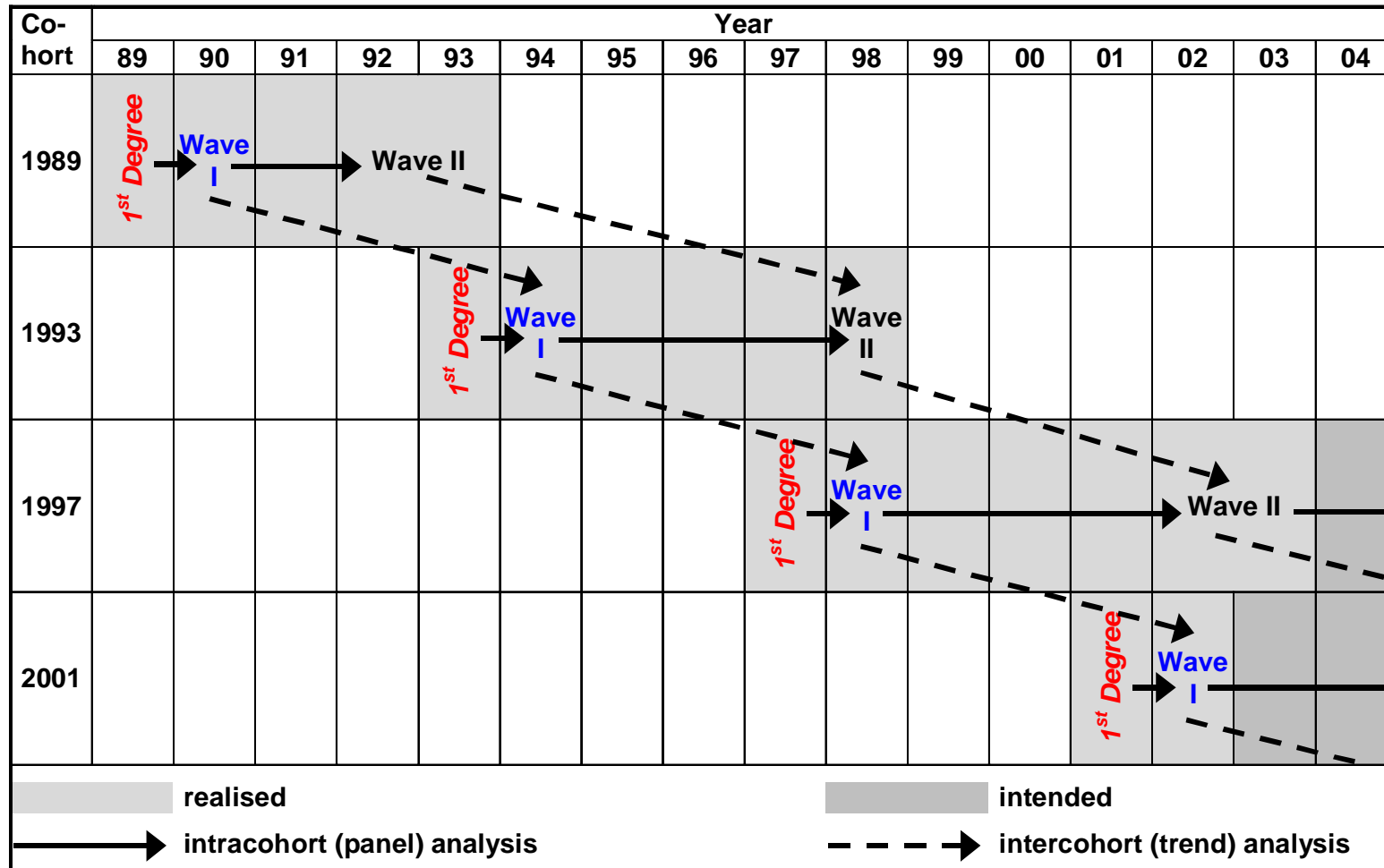
The German Panel Studies on Higher Education Graduates

HIS Graduates Surveys

The Higher Education Information System – HIS Hochschul-Informationen-System

- 1969:** founded by the Volkswagen Foundation as a non-profit organisation
- 1975:** HIS is taken over jointly by the Federal Republic of Germany and its federal states (*Laender*)
- funding:** federal government (one third), governments of the 16 *Laender* (two thirds), additional (third-party) funds for specific projects
- mission:** assistance for higher education planning, higher education administrations, and higher education policies
 - by – among other things – carrying out empirical sociological research and providing information on higher education graduates

Research Design



Target Population

- | all German and non-German higher education graduates who successfully completed their first degree course

- | entire range of subjects

- | all types of higher education institutions,
 - including → universities and equivalent institutions
 - *Fachhochschulen* (universities of applied sciences)

 - excluding → universities of the German federal armed forces
 - colleges of public administration
 - vocational academies
 - distance studies institutions

Sample Construction

- | one-stage stratified cluster sampling**

- | sample units: combination of subject area, type of degree and higher education institution**

- | two strata defined by the West German and East German federal states (since 1997)**

- | random sampling of clusters within each stratum, disproportional to the size of the strata, resulting in an overrepresentation of East German graduates (in 2001: more than 500 clusters sampled)**

Mode of Data Collection

- | postal questionnaires**

- | one (first panel wave) or two (second panel wave) reminder letters**

- | mailing of the first questionnaire is done by the administrative units (examination offices) of the universities and universities of applied sciences themselves**

Response Rate, Sample Size, and “Representativeness”

- estimated response rates of the first panel wave: almost 40 percent (cohorts 1989 and 1993), 34 percent (1997) and 30 percent (2001)

↳ major methodological concern

- net response rates of the second panel wave: 81 percent (cohort 1989), more than 70 percent (1993), 77 percent (1997)

sample size:	cohort 1989	cohort 1993	cohort 1997	cohort 2001
first wave	12,172	11,167	9,589	8,203
second wave	8,153	6,773	6,220	

- “representativeness”:
 - à possible bias in favour of the less mobile graduates
 - à sample distribution of field of subject, type of degree, and gender = distribution in the population

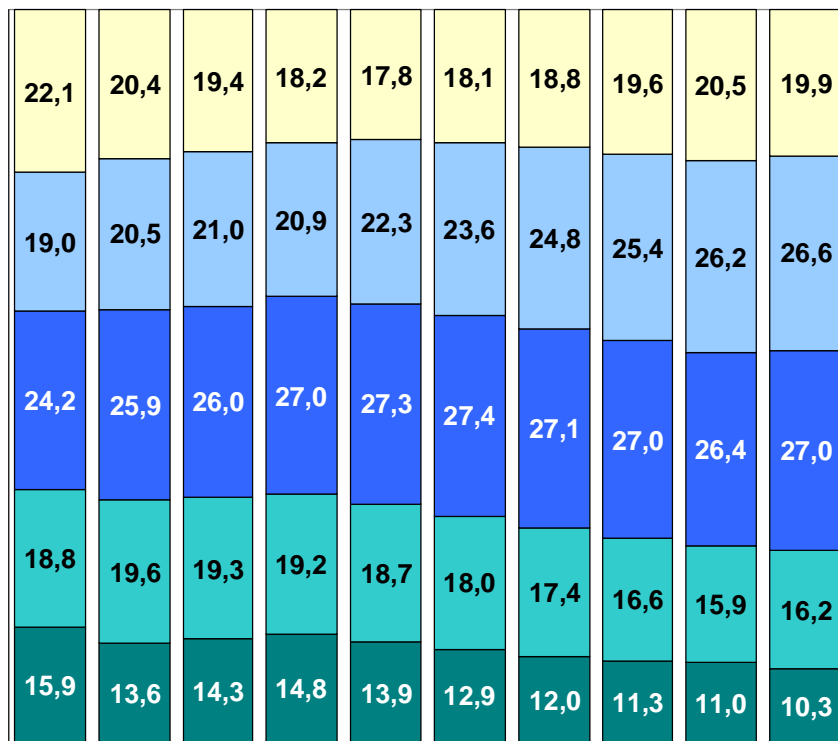
Topics Addressed

- I educational strategies, experiences, and outcomes, e. g.**
 - à course of studies**
 - à quality of teaching and study programmes**
 - à (key) competencies possessed at time of graduation**
 - à further academic qualifications and life-long learning**

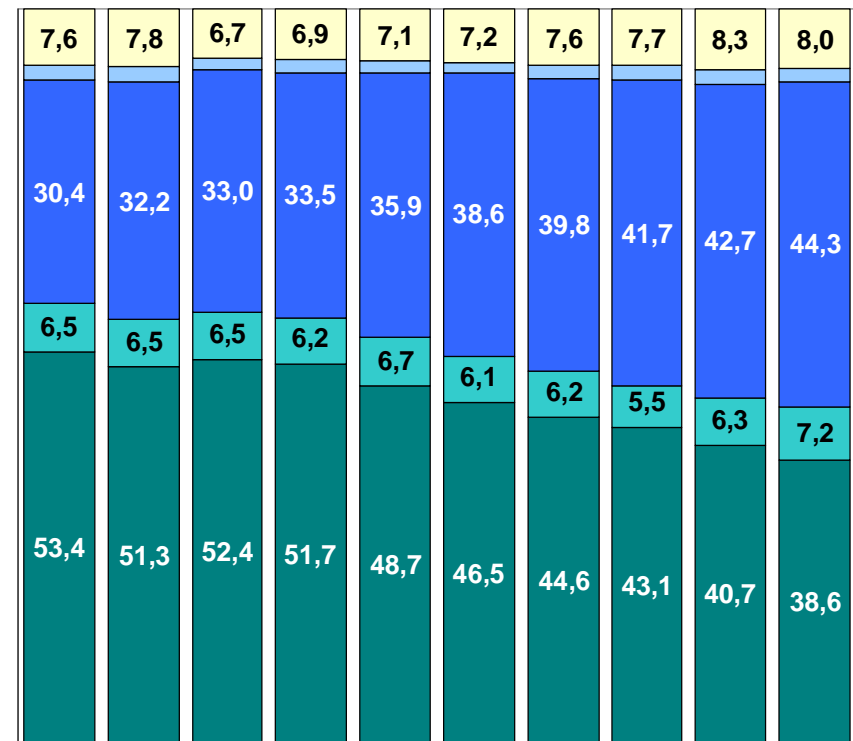
- I occupational careers, experiences, and prospects, e. g.**
 - à employment history and job characteristics, collected on a monthly basis using an event history design**
 - à (key) competencies required in the work place**
 - à job satisfaction**
 - à working environment**

First Degree Graduates 1993 to 2002 by Subject Group and Type of Higher Education Institution (percentage distribution)

Universities (including colleges of art and music)



Fachhochschulen (universities of applied sciences)



■ Engineering
■ Mathematics, Science
■ Languages, Humanities
■ Others

■ Social Sciences, Economics, Law

Source: Federal Statistical Office

Main Features of Universities and Universities of Applied Sciences (*Fachhochschulen*)

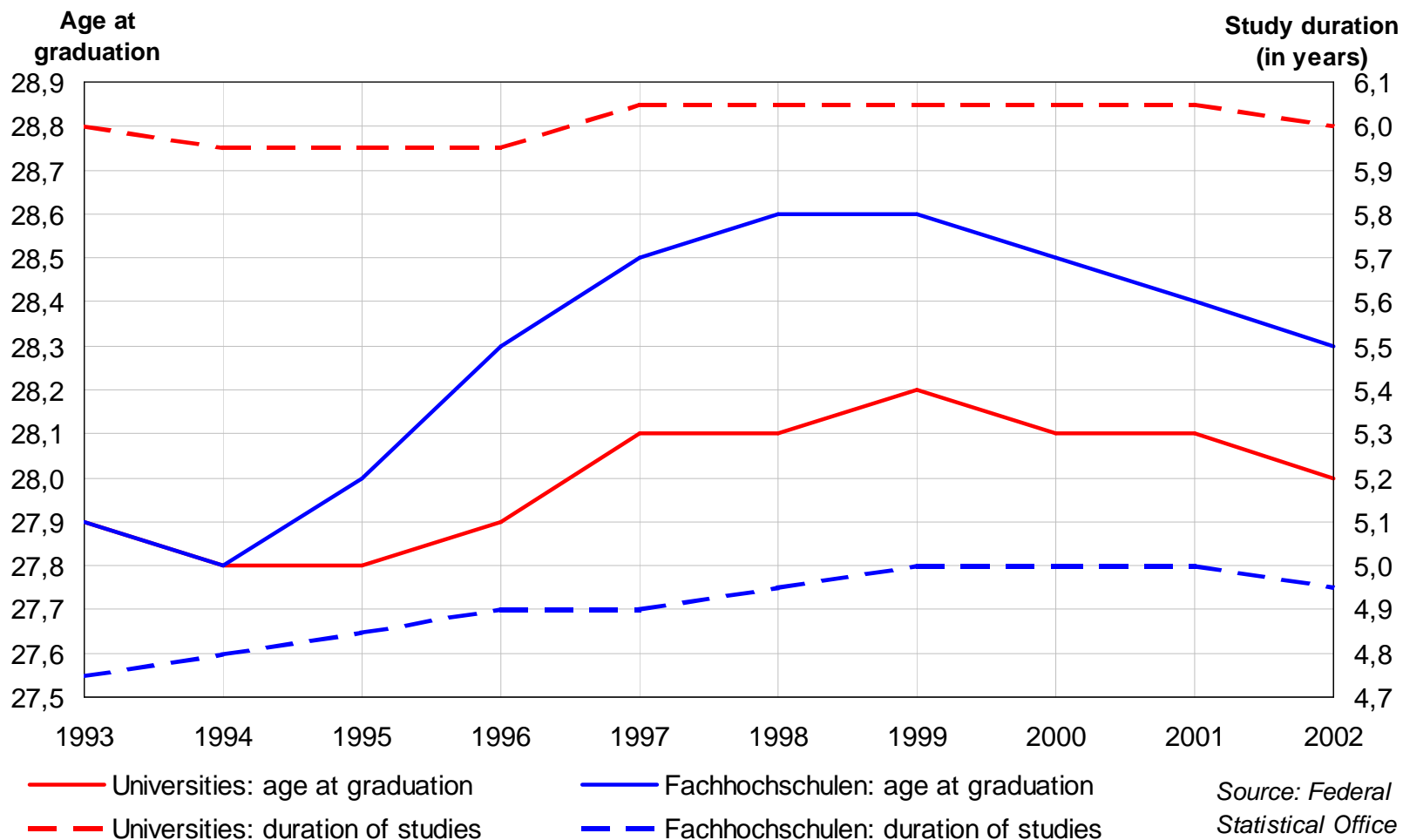
Universities

- | entire range of subjects
- | standard period of study: 8 to 12 semesters, mainly 9 and 10 semesters
- | theoretical and analytical instruction in scientific and academic subjects

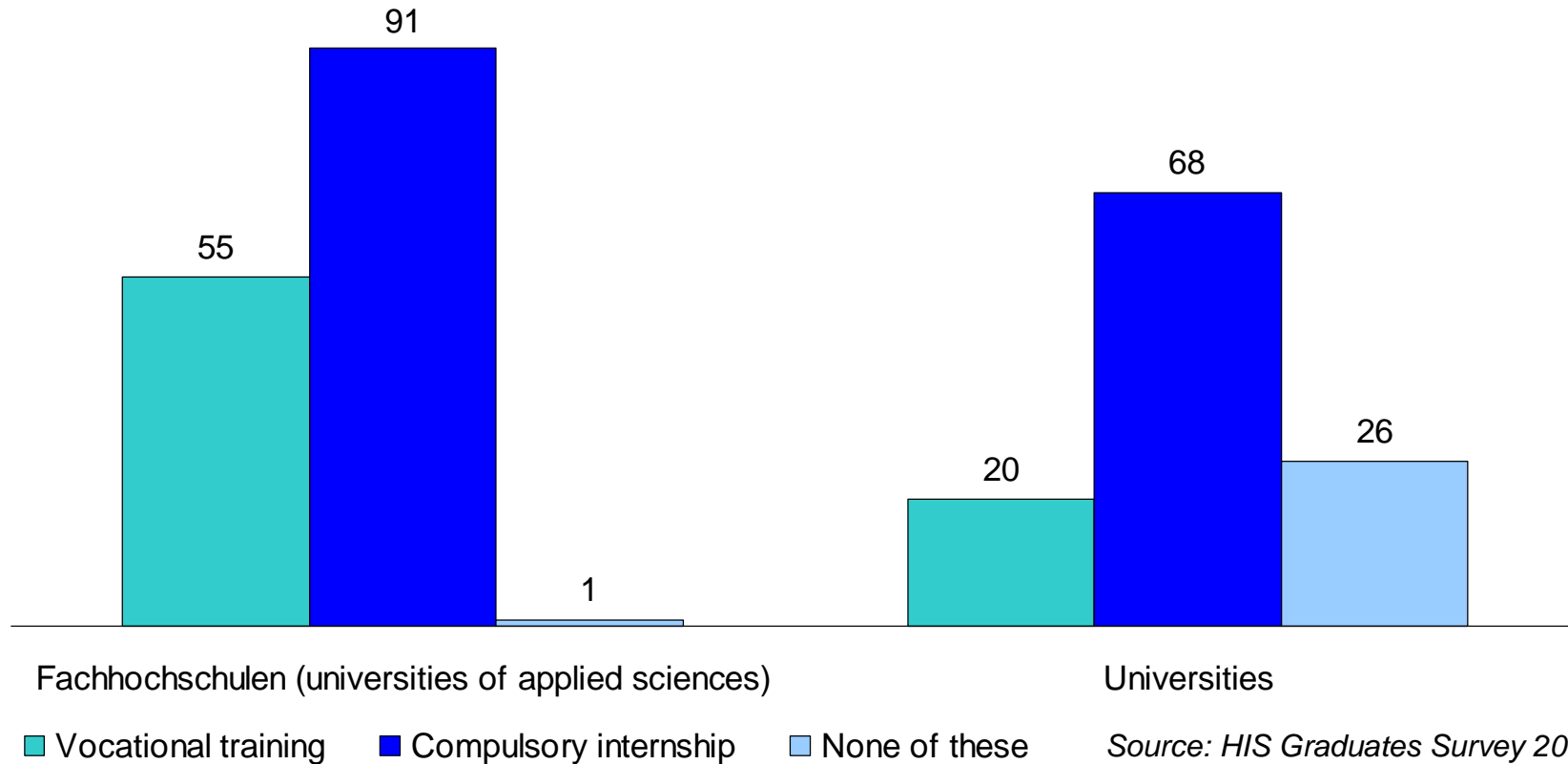
Universities of applied sciences

- | restricted range of subjects
- | standard period of study: mainly 7 to 8 semesters
- | particular emphasis on practical applications
 - à admission prerequisites: vocational training, practical training course
 - à compulsory practical semesters during studies

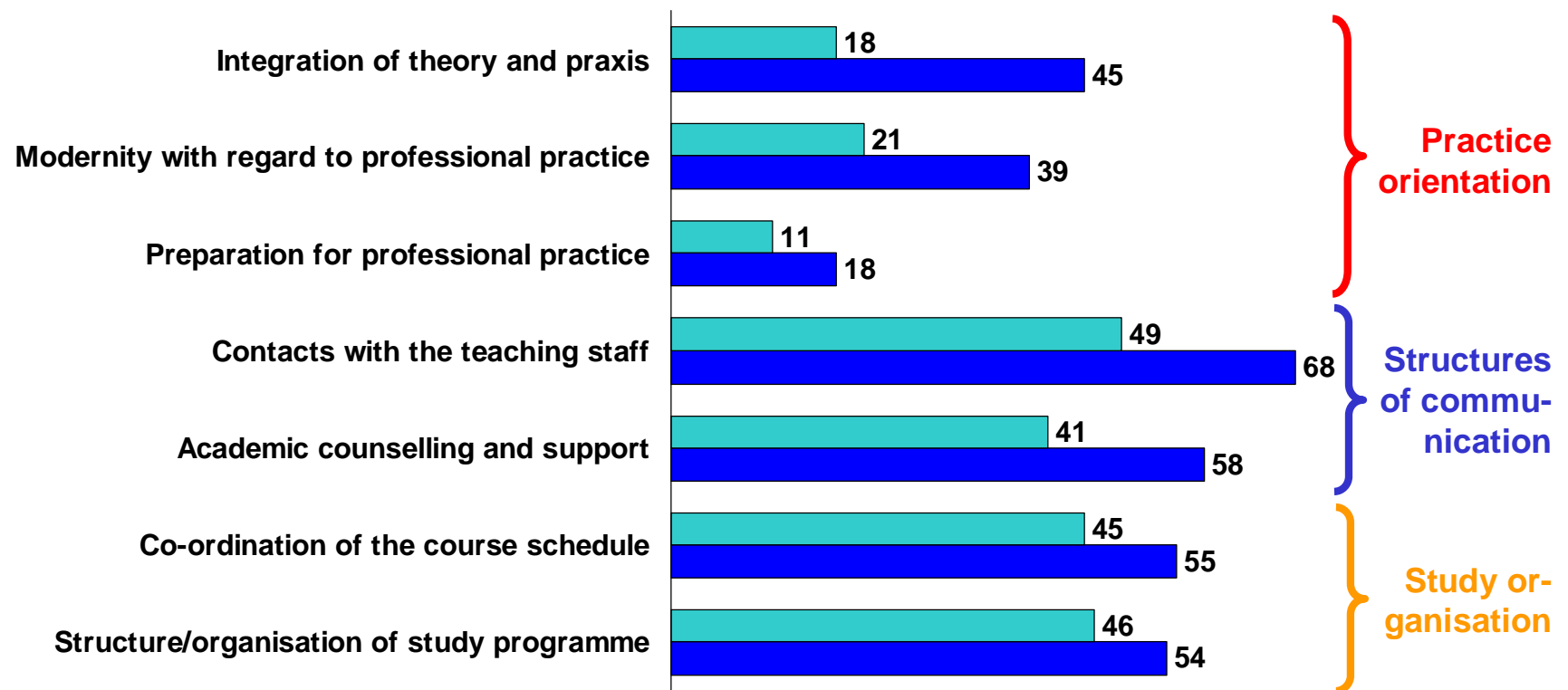
Age at Graduation and Average Study Duration (Subject-related Semesters) of First Degree Graduates 1993 to 2002 (in years)



Proportion of the 2001 Graduates who Completed a Vocational Training Prior to Studying or a Compulsory Internship During Studies by Type of Higher Education Institution (percentages, multiple answers possible)



Assessment of Teaching Quality and Study Environment by the 2001 Graduates According to Type of Higher Education Institution (percentages of “good” ratings)



■ Fachhochschulen (universities of applied sciences) ■ Universities

Source: HIS Graduates Survey 2001

Main Features of Universities and Universities of Applied Sciences (*continued*)

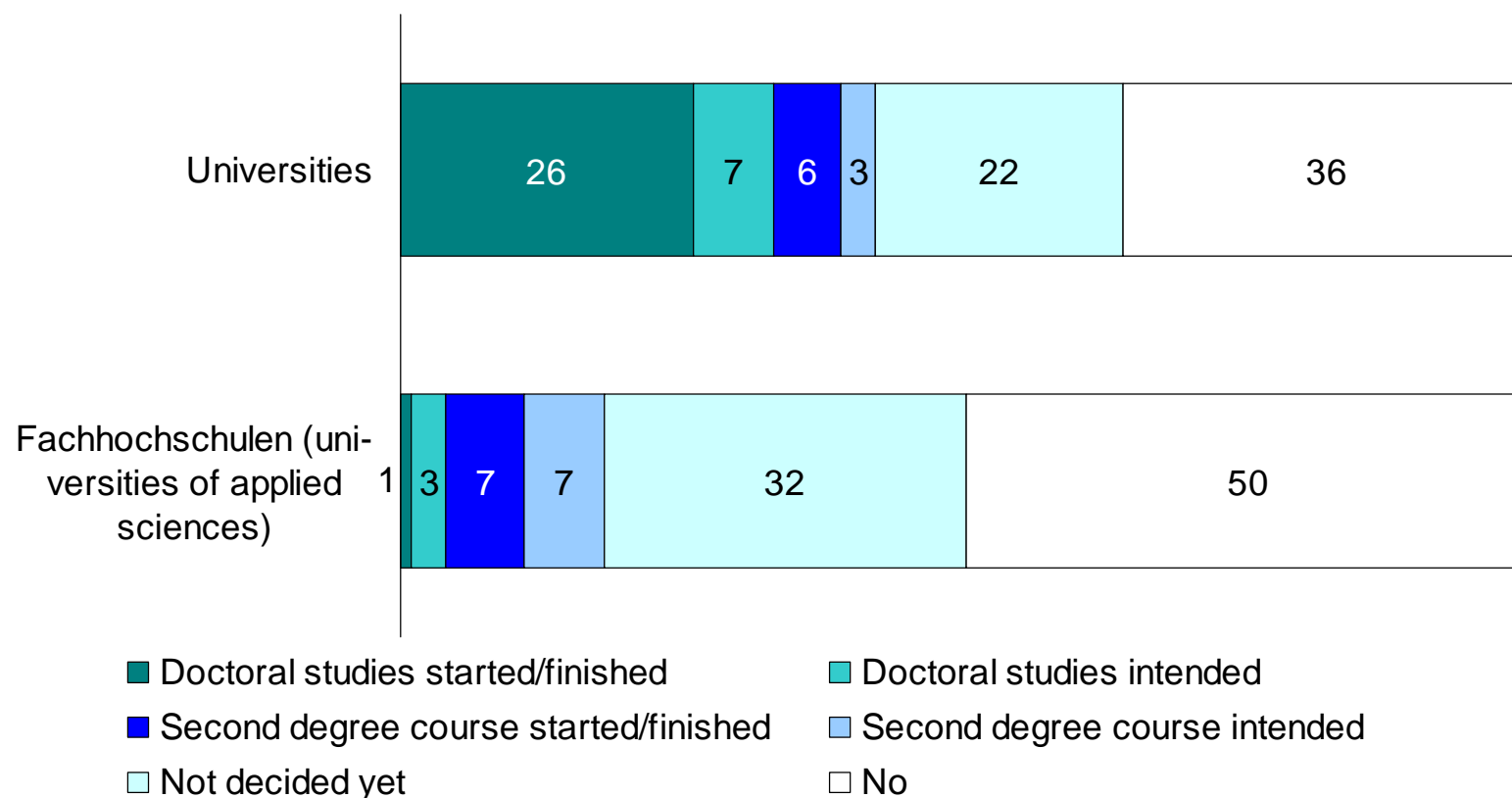
Universities

- | weak “framing” of curricula: more degrees of freedom in selecting, organising, sequencing and pacing courses
- | right to award the doctorate; prerequisite for admission to doctoral studies: completion of a university study course

Universities of applied sciences

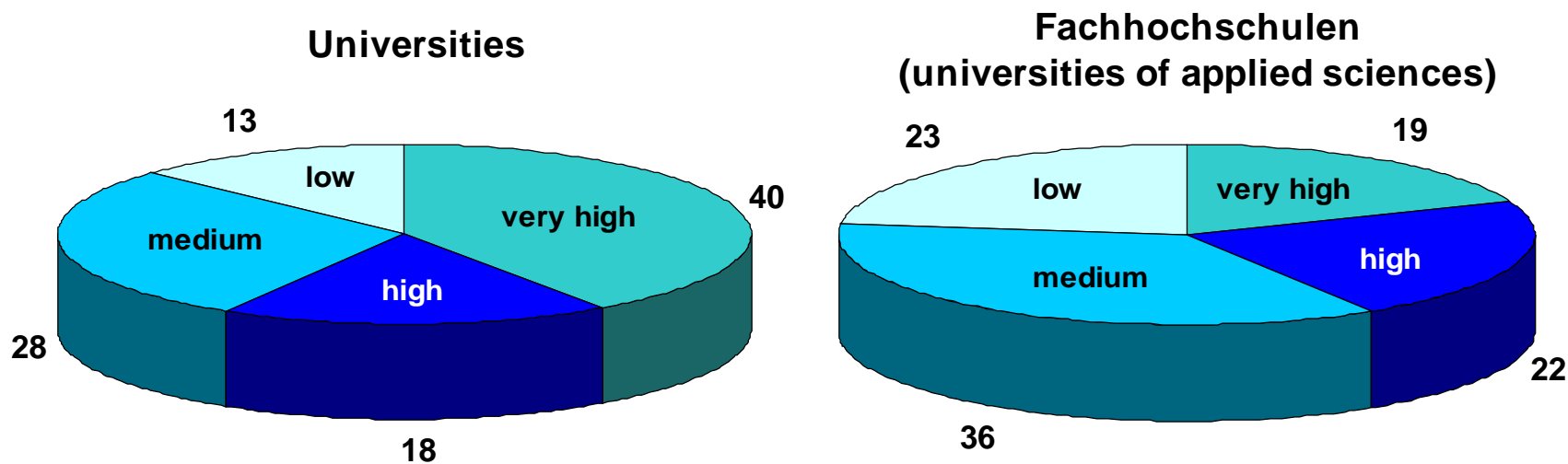
- | strong “framing” of curricula: limited degrees of freedom, structured teaching, tightly organised class schedule
- | no right to award the doctorate/ no doctoral programmes; access to doctoral studies at universities for particularly qualified graduates possible (after completion of preparatory/supplementary studies at a university or having passed an aptitude test)

Intentions for Further Studies of the 2001 Graduates by Type of Higher Education Institution (percentage distribution)



Source: HIS Graduates Survey 2001

Educational Level of the 2001 Graduates' Parents by Type of Higher Education Institution (percentage distribution)



Source: HIS Graduate Survey 2001

- Very high university degree
- High *Fachhochschul*-degree
- Medium master crafts(women)/technician or at least intermediate school leaving certificate
- Low lower secondary school leaving certificate/no general secondary school certificate

**Thank you
for your attention!**

Grazie per l'attenzione!