

CONGRAD

Conducting graduate surveys and improving alumni services for enhanced strategic management and quality improvement

CONGRAD

CONGRAD Seminar:
“Types, modes and relevance of graduate surveys for higher education institutions”

CONGRAD Project Meeting in Bielefeld (Germany)
15 April 2012 – 18 April 2012

Minutes

Bielefeld, 30 April 2012



European Commission
TEMPUS

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SUMMARY

Overview

The CONGRAD Project Meeting (Seminar), hosted by Bielefeld University, took place from 15 April 2012 to 18 April 2012 in Bielefeld Germany. It had the following objectives:

- to acquire a thorough understanding of the purpose of graduate surveys and the benefits for higher education institutions
- to provide an opportunity for joint discussions of the project's progress
- to identify current challenges and risks
- to foster the cohesion of the CONGRAD Consortium
- to agree on the following steps for a successful project implementation

The meeting was attended by 32 participants: 31 representatives from the CONGRAD Consortium institutions and one external expert (Germany).

The meeting minutes contain the main conclusions and other important notes from the discussions and the presentations.

Main conclusions

- The CONGRAD Consortium members agreed on the planning and implementation of upcoming activities. The main events are:
 19 September 2012 – 22 September 2012: Seminar in Prague, CZ
 28 November 2012 – 01 December 2012: Workshop in Podgorica, ME
- The systematic collection of graduate contact data including updating procedures will be continued by the higher education institutions in Serbia, Montenegro and Bosnia & Herzegovina.
- A working group on questionnaire development (Analytical Unit and EU Partners) will present a first draft of the CONGRAD Questionnaire at the Prague Seminar.
- The CONGRAD Steering Committee agreed on a conclusion regarding the Consortium Agreement. Additional bilateral agreements concerning data protection shall be established between the Centre for Education Policy and all respective institutions in the partner countries.

CONGRAD Project Meeting in Bielefeld 15 April 2012 – 18 April 2012

DAY 1: Sunday, 15 April 2012

Day of arrival and welcome dinner

DAY 2: Monday, 16 April 2012

SESSION 1: Keynote by Prof. Dr. Ulrich Teichler (INCHER-Kassel)

Potentials and Problems of Graduate Surveys

After a welcome address by Jana NÖLLER (Deputy Project Coordinator from Bielefeld University) and supporting greetings from Prof. Dr. Martina KESSEL (Vice-Rector for International Affairs and Communication at Bielefeld University), Prof. Dr. Ulrich TEICHLER (INCHER-Kassel) gave a keynote speech on the purpose of graduate surveys. A general overview regarding the recent development in Higher Education systems and subsequent debates was presented. Special attention was drawn to the potentials and limits of graduate surveys.

SESSION 1: *Conclusions of presentation and discussion*

Expansion in Higher Education

The vast expansion in Higher Education during the last decades has to be considered as a relevant context factor when discussing the situation of HE graduates. The high numbers of graduates produced by HE institutions on the one hand, and limited numbers of jobs on the labour market on the other hand lead to an imbalance that has to be reflected. Also the concepts of “professional” field and “academic” field of study should be included in the discussion.

Employability

Introduced in relation to new needs and expectations implied by the Bologna process, the term employability has been used vastly in debates regarding the transformation of HE systems. However, the term employability and its implications should be handled with care. Professional relevance, an alternative term proposed by Prof. TEICHLER, could not be established in current debates.

Horizontal and vertical match

Although a “perfect” match between education and job cannot be expected, the question of horizontal and vertical match is relevant in the discussion of graduates’ professional success. While horizontal match relates to the match between the field of study and job, vertical match refers to the match between level of education and job.

Interpretation of results

Regarding the interpretation of results, it is highly important that possible intervening variables are taken into account. Various measures (objective and subjective) should be used in order to ensure the possibility to compare and to avoid biased interpretation of results.

Example: The variance of graduates’ income between institutions does not necessarily prove the success of institutions whose graduates have higher incomes. It may be rather an indicator of regional labour market effects.

SESSION 2: Presentation by Ivana Živadinović (Centre for Education Policy)

CONGRAD Contact data collection

In her presentation, Ivana ŽIVADINOVIĆ (Centre for Education Policy) provided a comprehensive overview on the current contact data collection practices at HE institutions participating in the CONGRAD Project. Based on a report that was provided to all CONGRAD Consortium partners in March 2012, the current situation was discussed and evaluated.

SESSION 2: Conclusions of presentation and discussion

Specialist degree

The specialist degree, a degree offered in addition to the three-cycle structure foreseen in relation to the Bologna process in Serbia and in Montenegro, has different characteristics in the respective countries. A definition of the specialist degree shall be provided to the Project Coordinator.

Data for Analytical Unit

As indicated in the EXCEL template for contact data collection, background information which is necessary for verification purposes shall be provided to Analytical Unit, while personal data shall be kept by the participating institutions. Miloš ERIĆ (University of Montenegro) expressed his concern that the provision of the information requested by Analytical Unit might be a problem, since sensible data cannot be provided to a third party. Predrag LAŽETIĆ (Centre for Education Policy) explained that the information provided to Analytical Unit (e.g. faculty, study programme) cannot be linked to personal data (e.g. name, address) at any time.

SESSION 3: Working group meeting of Analytical Unit and EU Partners | City tour

Working group: Questionnaire development

In the first working group meeting on questionnaire development for the initial graduate survey members of the Analytical Unit and EU partners discussed the general topics and agreed on the priorities of the CONGRAD Questionnaire.

Isidora JARIĆ and Ognjen RADONJIĆ (University of Belgrade) gave a presentation on the socioeconomic context and the labour market situation in the participating countries. In the following the demands and expectations regarding the initial graduate survey and the respective CONGRAD Questionnaire were discussed in detail.

City tour

Participants who did not take part in the working group meeting were invited to attend a guided Bielefeld City tour.

DAY 3: Tuesday, 17 April 2012

SESSION 1: CONGRAD Steering Committee Meeting | Working group session

Steering Committee Meeting

The second meeting of the CONGRAD Steering Committee was attended by representatives from all CONGRAD Consortium institutions. The agenda was as follows:

- Rollcall
- Consortium Agreement
- Financial reporting
- Planning: Prague Seminar & Podgorica Workshop
- AOB

Minutes from the Steering Committee Meeting will be provided to the Steering Committee members.

Working group: Expectations and needs of partner institutions

Participants who are not members of the CONGRAD Steering Committee took part in the working group session on expectation and needs of partner institutions. Chaired by Isidora JARIĆ and Ognjen RADONJIĆ (University of Belgrade), this working group session provided an opportunity to discuss the institutional perspectives regarding the implementation process and further expectations regarding the graduate survey.

SESSION 2: Keynote by Andrea Conchado Peiró (Universidad Politécnica de Valencia)

The Project PROFLEX: A graduate tracking system

Andrea COCHADO PEIRÓ (Universidad Politécnica de Valencia) gave a keynote speech on experiences and results from the PROFLEX Project, which dealt with the implementation of graduate surveys in Latin America. The presentation included an introduction to the methodology applied in PROFLEX and an overview on key results. Also major challenges as occurred in PROFLEX and solutions to these were discussed.

SESSION 2: *Conclusions of presentation and discussion*

Questionnaire design

The PROFLEX Questionnaire was based on the REFLEX Questionnaire, but it has been modified according to the Latin American context. It is crucial to clarify what is needed for CONGRAD: Comparability with other relevant graduate surveys has to be ensured. At the same time country-specific conditions have to be considered.

Language

It was emphasized that special attention needs to be drawn to differences in the local languages. As the CONGRAD Questionnaire will be applied in different countries, linguistic features have to be respected and implemented in the questionnaire.

Competences

PROFLEX focused mainly on the graduates' competences. Modes of teaching and learning as applied in higher education ("study and work in teams", "internship and practical lessons", "theoretical lessons") can be linked to competences as reported by the graduates ("knowledge and

metacognitive knowledge”, “personal organization”, “leadership”, “cooperation”, “communication”, “innovation”).

SESSION 3: CONGRAD Reporting & Updating

The last session was devoted to general updating from the partner institutions and reports from the working group sessions.

Predrag LAŽETIĆ (Centre for Education Policy) presented the priorities for the CONGRAD Questionnaire as agreed in the working group meeting on Monday afternoon:

CONGRAD Questionnaire priorities

- a) Transition between HE and employment
- b) Employment history
- c) Competences
 - own level
 - required
 - contribution by studies/university
- d) Professional success vs. professional failure
 - objective indicators: income, professional position;
 - subjective indicators: job satisfaction, level of education vs. level of requirements)
- e) Evaluation of study conditions

All Consortium partners were asked to give a short update on the current status of the project implementation in general and the contact data collection at their institution.

Isidora JARIĆ (University of Belgrade) presented the institutional needs and expectations as developed in the working group session on Tuesday morning:

Needs and expectations of partner institutions involved in CONGRAD Project

1. Needs

- f) Identifying of particular interests of different faculties potentially involved in CONGRAD project (accreditation, quality insurance)
- g) Identifying particular interests of personal in student service offices in individual faculties potentially involved in CONGRAD project and particular person who will be in charged for data collection (financial stimulation, i.e. redirection of financial funds within existing project budgets and providing of computer equipment, printers, copy machines, projector etc.)
- h) Manipulation with personal data (problem of personal data confidentiality – University as a guarantee of personal data confidentiality).
- i) Identifying of particular interests of students who are supposed to take part in CONGRAD project (online registration in alumni database and future fulfilling of master questionnaires)
- j) Institutional coordination (University level) of the process of data collection at the level of individual faculties.
- k) Providing of telephone line with the open access to mobile telephone and interregional phone calls as a way of institutional (faculty) support to the process of collection and updating of alumni students contacts (preferably within student services offices)

2. Expectations

- a) Creation of alumni data base at the level of University (and individual faculties)
- b) Updating and completion of accreditation documentation for particular faculties

- c) Collection of data relating to students evaluation of the quality of study programs and professional competences
- d) Gathering of data concerning possible flaws of existing study programs and consequently competences.
- e) Suggestions related to possible improvements in existing study programs

3. Positive examples and fine practices

- a) Financial stimulation (50 RSD, 1 euro, 1 KM per student processed)
- b) Creation of web site with the task of explaining student why it is in their own interest online registration in University alumni base. University of Novi Sad will send to regional partners link to their alumni base).
- c) Partnership Agreement between University and faculty (University of Belgrade will send to regional partners model of this document)
- d) Personal data confidentiality – legal interpretation (University of Belgrade will send to domestic partner universities legal interpretation of Article 6 of the Law of personal data collections)
- e) Personal contacts with students services offices to great extent contribute to the project success in this phase
- f) Questionnaire related to the quality of studies (University of Montenegro will send to analytical unit draft of its questionnaire)

An outlook on upcoming activities was presented by Predrag LAŽETIĆ (Centre for Education Policy):

Outlook

- updating of collected contact data
- further project promotion at institutional and faculty level (with support by Analytical Unit)
- provision of equipment list
- questionnaire development (presentation of first draft in Prague)
- dissemination activities through participation in conferences etc.

DAY 4: Wednesday, 18 April 2012

Day of departure.

Participants

Bielefeld University | Germany

Johanna HUESMANN	Research Assistant
Martina KESSEL	Vice-Rector for International Affairs and Communications
Iris LITTY	EU Project Manager
Jana NÖLLER	Research Associate (CONGRAD Deputy Project Coordinator)
Andreas PÖGE	Research Associate
Sebastian SATTLER	Research Associate
Floris VAN VEEN	Research Associate

Centre for Education Policy, Belgrade | Serbia

Predrag LAŽETIĆ	Director, CONGRAD Analytical Unit
Ivana ŽIVADINOVIĆ	Researcher, CONGRAD Analytical Unit

Charles University in Prague | Czech Republic

Radim RYSKA	Deputy Director of Education Policy Center
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Higher Business Technical College, Užice | Serbia

Dragoljub DRNDAREVIĆ	Professor, CONGRAD Institutional Coordinator
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INCHER-Kassel | Germany

Ulrich TEICHLER	Professor
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School of Higher Technical Professional Education, Niš | Serbia

Nenad STOJKOVIĆ	Teaching Assistant
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Singidunum University, Belgrade | Serbia

Mihajlo BABIN	Teaching Assistant, CONGRAD Institutional Coordinator
Miloš ERIĆ	Teaching Assistant

Subotica Tech – College of Applied Sciences, Subotica | Serbia

Miklos POT	Teacher, CONGRAD Institutional Coordinator
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Universidad Politécnica de Valencia | Spain

Andrea CONCHADO PEIRÓ Research Associate

University of Banja Luka | Bosnia and Herzegovina

Jelena ROŽIĆ International Relations Officer

Ognjen ZEC Financial Officer

University of Belgrade | Serbia

Ana JANKOVIĆ BAROVIĆ Coordinator at Centre for Career Development

Isidora JARIĆ Assistant, CONGRAD Analytical Unit

Dejana LAZIĆ Head of Centre for Career Development,
 CONGRAD Institutional Coordinator

Ognjen RADONJIĆ Professor, CONGRAD Analytical Unit

University of Jyväskylä | Finland

Maarit VIROLAINEN Researcher

University of Kragujevac | Serbia

Olivera MIJATOVIĆ Head of Sector of International Relations and International
 Projects, CONGRAD Institutional Coordinator

Predrag VUKOMANOVIĆ Career and Students Counselling Officer

University of Montenegro | Montenegro

Saša MILIĆ CONGRAD Institutional Coordinator

Miloš MRDOVIĆ Engineer at Center for Informatic Services

University of Novi Sad | Serbia

Jasna MILOŠEVIĆ Administrative Assistant

Pavle SEKERUŠ Professor, Vice-Rector for International Cooperation

University of Tuzla | Bosnia and Herzegovina

Aida CRNKIĆ Professor, CONGRAD Institutional Coordinator

Nihada DELIBEGOVIĆ DZANIĆ Assistant Professor

Evaluation

Evaluation forms

Evaluation forms were completed by 23 out of 32 participants. A five-point scale (1=lowest rating to 5=highest rating) was applied for all questions.

1. Quality of the organisation

Please evaluate the overall quality regarding the organisation of the meeting (information provided, timeliness of the organisation, location, catering).

very low 1 2 3 4 5 very high

Comments:

2. Quality of the presentations

Please evaluate the overall quality of the presentations. (Please indicate which presentations were particularly good and/or helpful, which were not. Were topics missing?)

very low 1 2 3 4 5 very high

Comments:

3. Objectives

To what extent did the organisers and the presenters meet the objectives of the meeting?

very low 1 2 3 4 5 very high

Comments:

4. Tasks and activities

Are the upcoming tasks and activities clear to you after the meeting?

very unclear 1 2 3 4 5 very clear

Comments:

5. Overall satisfaction

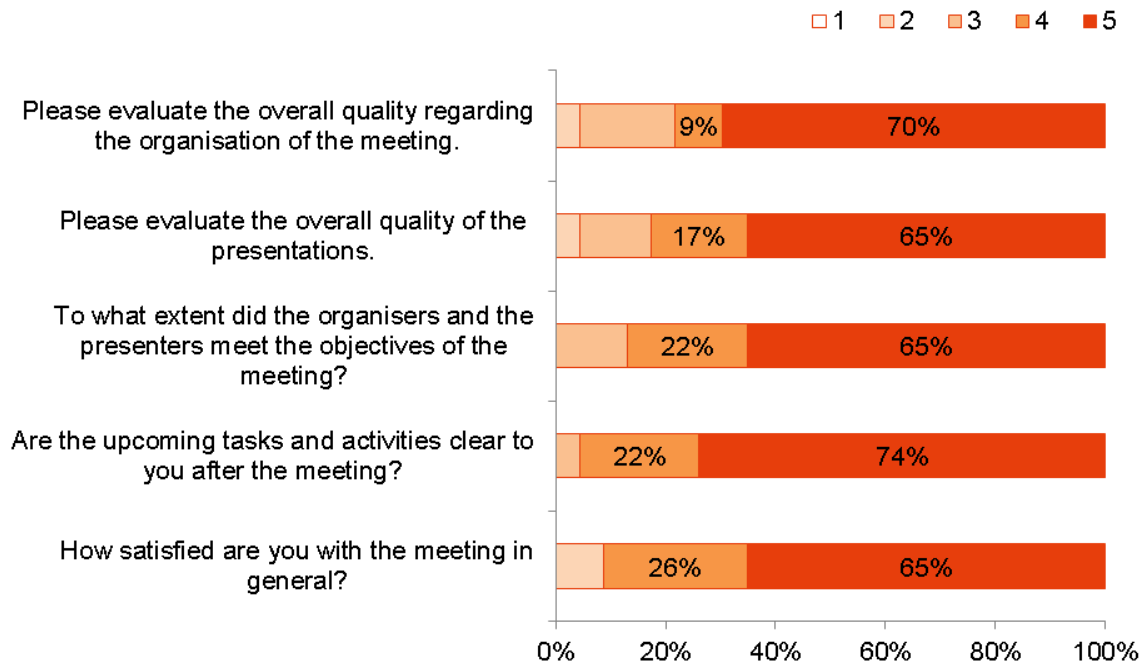
How satisfied are you with the meeting in general?

very unsatisfied 1 2 3 4 5 very satisfied

Comments:

Further comments

Results



Picture

