The Experience of Tracer Studies in Middle- and Low-Income Countries

Plenary Presentation

EXLIMA International Conference: "Experience with Link and Match in Higher Education"

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UNIKASSEL VERSITÄT

UNIVERSITAS INDONESIA
veritas, probitas, iustitia

INCHER-KASSEL
Internationales Zentrum
für Hochschulforschung Kassel

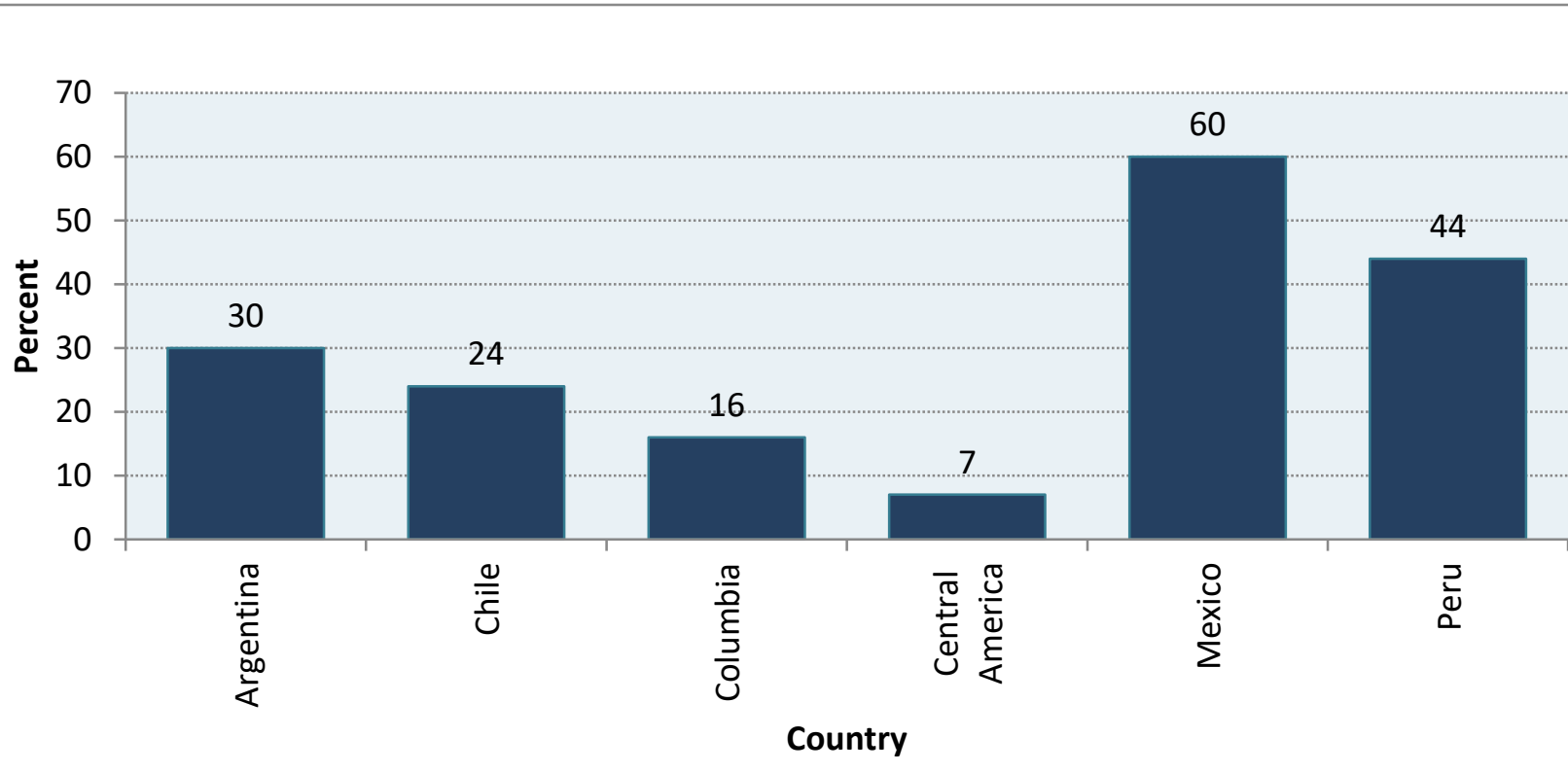# Tracer Studies in Low- and Middle-Income Countries

- Many tracer studies are conducted
- Heterogeneous in method and scale
- Few regularly conducted tracer studies systems

Establishment of Tracer Studies in Latin America – Results from the GRADUA2-Study (2005)

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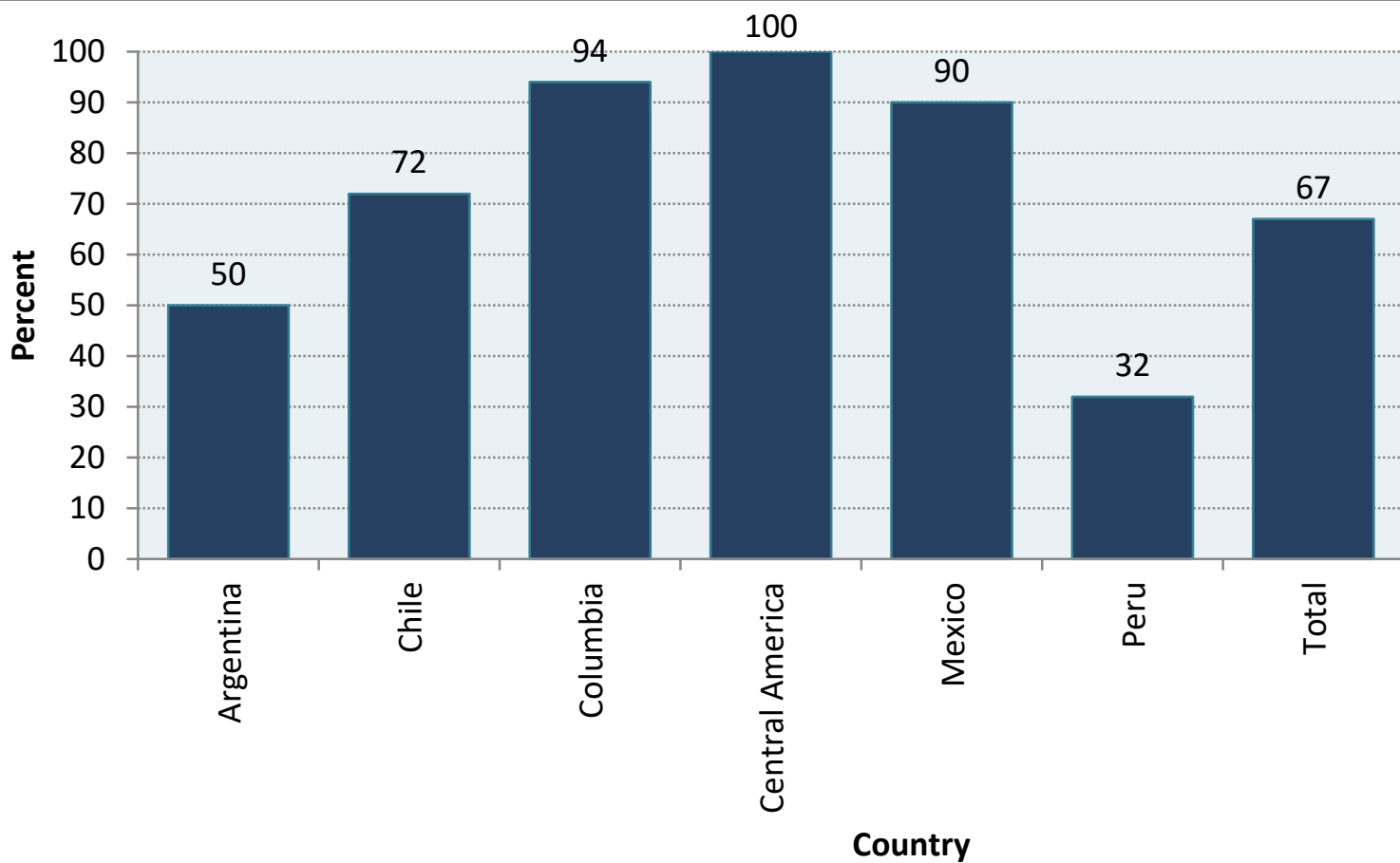
- 181 higher education institutions participated
- 122 conducted tracer studies in the previous five years
- 75 % regularly conduct tracer studies
- 81 % for curricula improvements

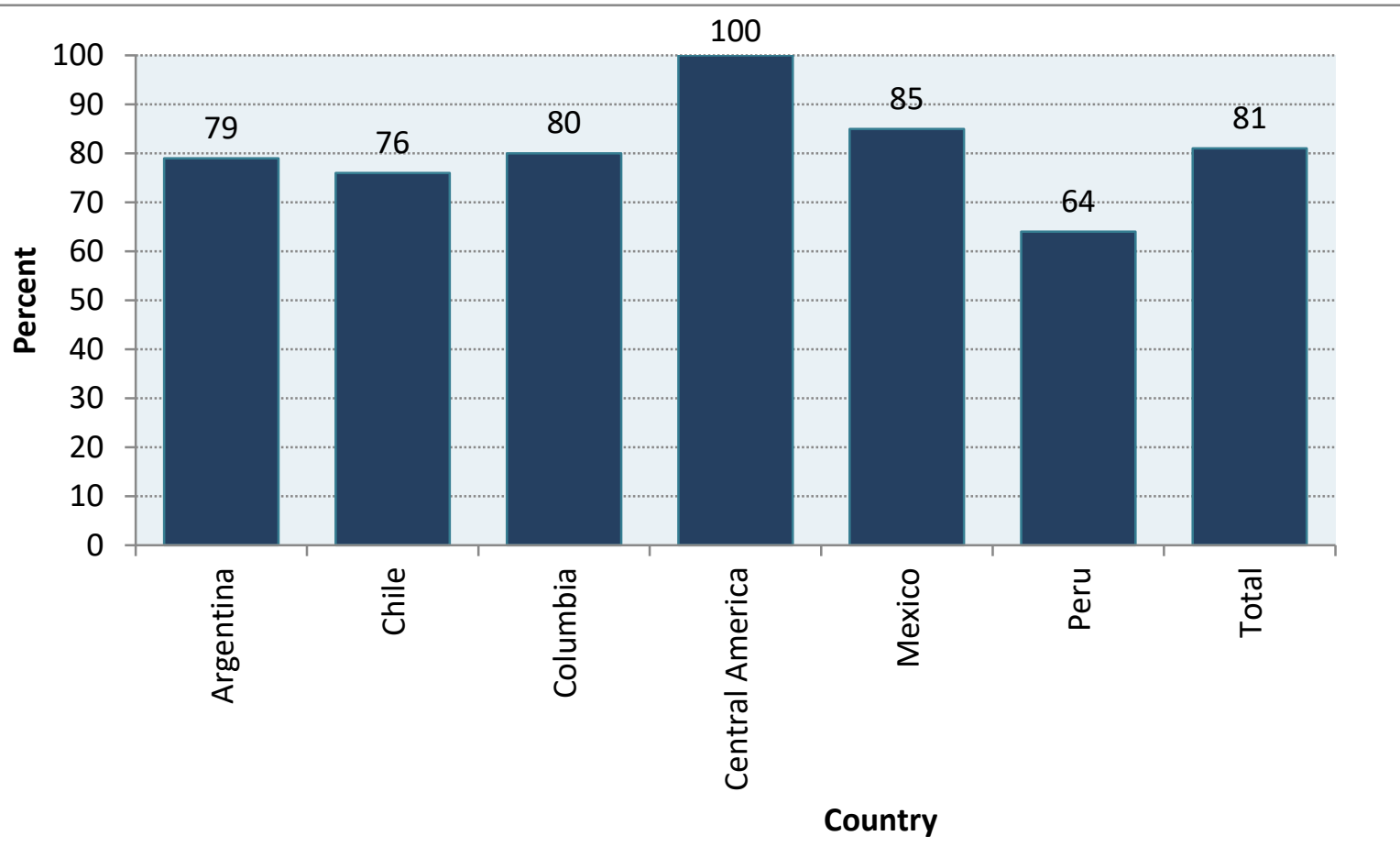# Number of Participating Higher Education Institutions by Country

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Source: GRADUA2 Study

23.10.2012

Higher Education Institutions with Tracer Studies by Country (%)

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Source: GRADUA2 Study

23.10.2012

Use of the Results for Curricula Improvements by Country (%)

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Source: GRADUA2 Study

23.10.2012

Regular Conduction of Tracer Studies by Country (%)

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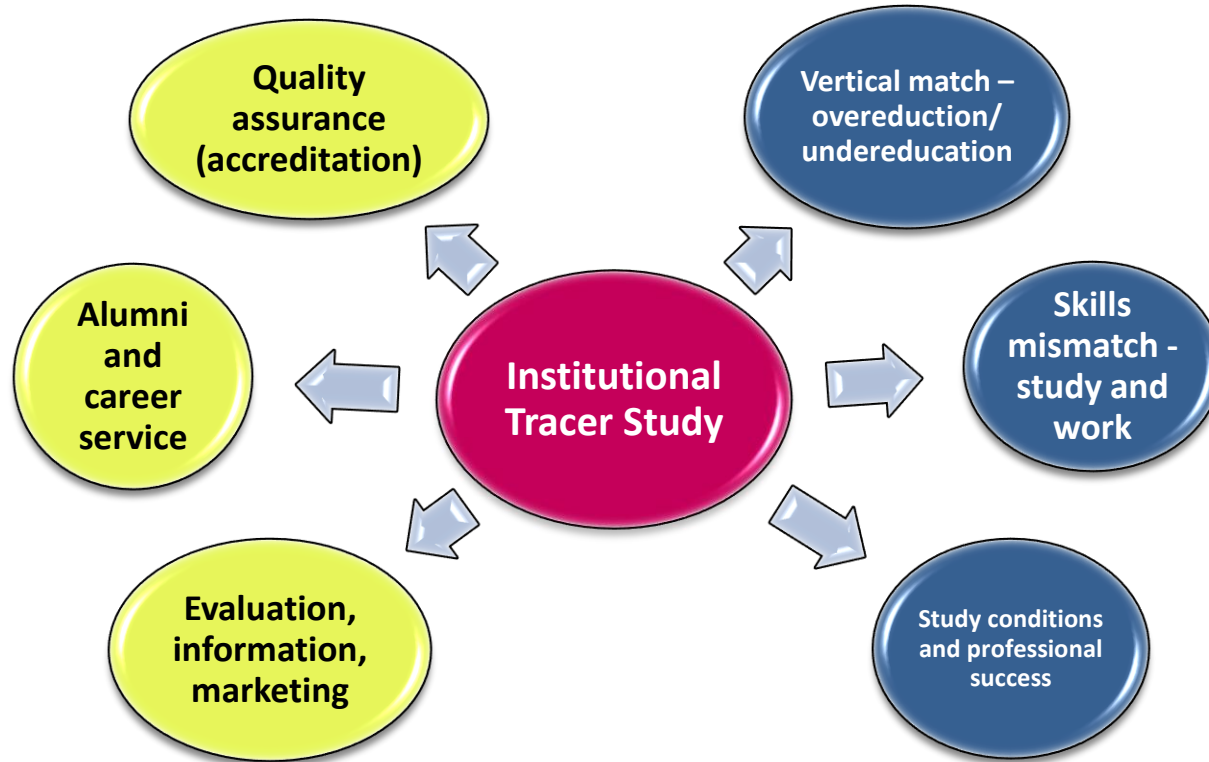

Source: GRADUA2 Study

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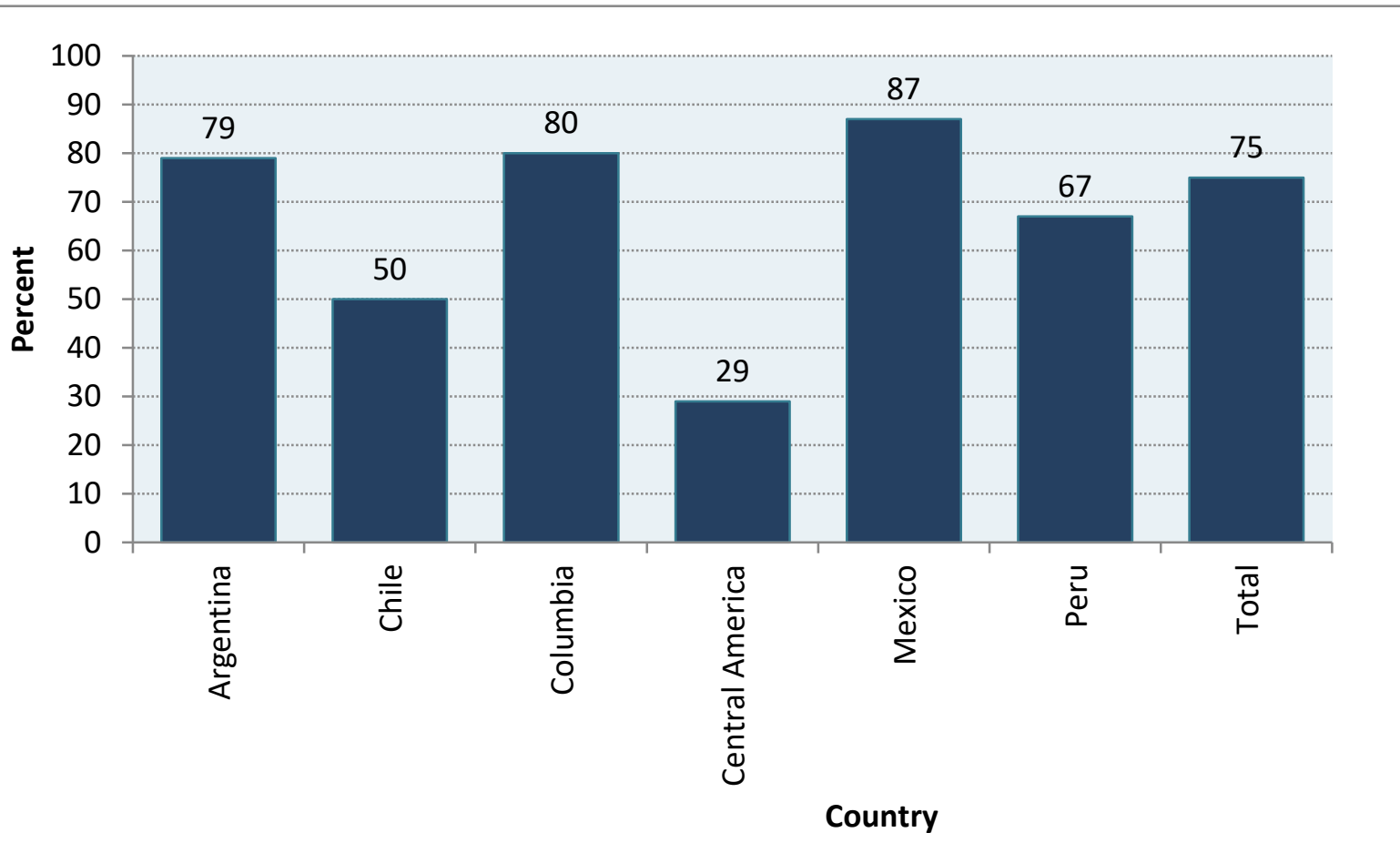
■UNITRACE participation from 8 countries

- Costa Rica, Guatemala, Nicaragua

- Ethiopia, Kenya (2x)

- Indonesia (3x), Philippines, Vietnam

Current TEMPUS Projects

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- GRINSA – Morocco and Tunisia
- HEN-GEAR – Armenia
- CONGRAD – Serbia, Bosnia and Herzegovina, Montenegro

Quality assurance (accreditation)

Vertical match – overeduction/ undereducation

Alumni and career service

Institutional Tracer Study

Skills mismatch - study and work

Evaluation, information, marketing

Study conditions and professional success

Institutional Development

Research

Accreditation Processes in Indonesia and SE Asia

■ National accreditation by BAN-PT
- Tracer study in accreditation form has been recognized by universities
- Emphasis on the data (not the process, design, nor method)
- Data from Tracer Study: limited to job search period, horizontal match
- Proportion of the form is heavy toward user survey, alumni organization and its use

■ Regional accreditation by ASEAN University Network (AUN)
- Form has not been recognized by universities
- Not only data, but also process is important
- Proportion is heavy toward graduate perception

■AUN-QA (2011) consists of 15 criteria, 3 are related to tracer study:

- AUN Criterion 13
- AUN Criterion 14
- AUN Criterion 15

■Structure:

- Criteria
- Diagnostic questions
- Contribution of TS

■ Universities are encouraged to have a built-in regular curriculum evaluation and course appraisal, involving all stakeholders(decision makers, employers, students, alumni, etc). (1.15).

AUN-QA Criterion 13 – Checklist

13	Stakeholders Feedback	1	2	3	4	5	6	7
13.1	There is adequate structured feedback from the labour market							
13.2	There is adequate structured feedback from the students and alumni							
13.3	There is adequate structured feedback from the staff							
	Overall opinion							

Diagnostic Questions

- Does the university have an efficient monitoring system, including:
  - Structured feedback from the labour market
  - Structured feedback from staff
  - Structured feedback from the students
  - Structured feedback from the alumni
- Contact with graduates.
  - Does the department maintain contact with its graduates after graduation? Is there an association of graduates/alumni?
  - What do graduates think about the programme?
  - Is information from graduates used (feedback about their programme, information about developments in the labour market) to adjust the programme, if necessary?

Tracer Study Contribution

■ **Structured feedback from the alumni**

- TS is a structured study to obtain inputs from alumni
- TS is a comprehensive study covering input, process, output, and outcome of learning

Tracer Study Contribution

■ **Maintain contact with its graduates after graduation**

- TS is an entry to maintain contact with alumni: before judicium (updating database), graduation (information and socialization of TS), 2 years after graduation (TS Survey 1), 5 years after graduation(TS Survey 2).

- Results of TS were informed to alumni in several different ways

Tracer Study Contribution

- ■ What do graduates think about the programme?
  - ■ TS includes questions related to alumni perception and evaluation on study program/faculty/university
    - B8, B9, B10, B11 (evaluation of learning process)
    - E1, E2, E3, E4 (acquired competences and HEI contribution)
    - E8UI, E9UI, E10UI, E11UI, E12UI, E13UI (indirect satisfaction measurement toward institution)

2.14 Output
AUN-QA Criterion 14

■ The quality of the graduates should achieve the expected learning outcomes and the needs of the stakeholders. Research activities carried out by academic staff and students should meet the requirements of the stakeholders.

AUN-QA Criterion 14 – Checklist

14	Output	1	2	3	4	5	6	7
14.1	The pass rate is satisfactory and dropout rate is of acceptable level							
14.2	Average time to graduate is satisfactory							
14.3	Employability of graduates is satisfactory							
14.4	The level of research activities by academic staff and students is satisfactory							
	Overall opinion							

Diagnostic Questions

■ Achieved Outcomes (the graduates)

- Is the average standard of the graduate satisfactory?

- Do the achieved standards match the expected standards?

- Do graduates get jobs easily? Are the jobs that the graduates get in accordance with their graduate degree?

- Have any changes been signalled in the labour market prospects of graduates over the last few years? What are the prospects?

Diagnostic Questions

■ Average time to graduation
- Indicate the average number of years a student spends on a programme. If necessary, categorise the students in groups.
- What does the department think of the average time to graduate?
- What measures have been taken to promote graduation and to shorten the average time to graduate?
- What effect do these measures have?

■ Graduate employability
- What percentage of graduates found a job within six months of graduation over the past five years? What percentage of graduates found a job within a year?
- What percentage of graduates are still unemployed 2 years after graduation?

Tracer Study Contribution

■ Average standard of the graduate satisfactory

- GPA (TSUI: B6UI)
- Acquired competences (E1-E4)

■ Achieved standards match the expected standards?

- Comparison of GPA to a national standard (if any)

Tracer Study Contribution

■ Graduates get jobs easily

- ■ Transition to the world of work
  - C1 (start job search)
  - C2 (how to get job)
  - C4, C5, C6, C7 (job search duration, smoothness of transition)

■ Jobs that the graduates get in accordance with their graduate degree

- ■ Horizontal and vertical match
  - E6, E7, E8

■ Changes been signalled in the labour market prospects of graduates

■ Trend analysis of labour market signal

- Recruitment requirements : C3
- Saturation of job market : smoothness of transition (C4-C7)

Tracer Study Contribution

■ Average number of years a student spends on a programme, department think of the average time to graduate, promote graduation and to shorten the average time to graduate

- ■ Time to finish study (B2, B3)

Tracer Study Contribution

■ Found a job within six months of graduation over the past five years, percentage of graduates found a job within a year, unemployed 2 years after graduation

- Employment situation and job search duration
  - C5 (job search duration)
  - D1, D2, D3 (employment situation and open unemployment)

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■ Stakeholders are satisfied with the programme and the quality of the graduates.

AUN-QA Criterion 15 – Checklist

15	Stakeholders Satisfaction	1	2	3	4	5	6	7
15.1	The feedback from stakeholders is satisfactory							
	Overall opinion							

Diagnostic Questions

■ Alumni (graduates)

- ■ - What is the opinion and feedback of the graduates about the competencies that they acquired?
- ■ - Are the complaints or positive feedback of the alumni used to improve the programme?

■ Labour market

- ■ - Do employers appreciate the graduates?
- ■ - Are there any specific complaints about the graduates?
- ■ - Are specific strengths of the graduates appreciated by the employers?

Tracer Study Contribution

■ The opinion and feedback of the graduates about the competencies that they acquired

- Graduates perception on acquired competences
  - E1 (acquired competence)
  - E2, E3 (foreign languages)
  - E5 (the use of competences at work)

■ Complaints or positive feedback of the alumni used to improve the programme

- Graduates perception is at least equally important in AUN-QA accreditation form to employers perception
- TS contributes significantly to complete AUN-QA accreditation form
- To complete the AUN-QA form, others data needed from:
  - Student evaluation
  - Staff satisfactory survey
  - Utilization of TS results

■ From the use of tracer studies for accreditation and other management functions to the establishment of regular tracer studies by using these management functions

■ Opportunity of cooperation through networks bundling the expertise existing within all tracer studies initiatives (regional, national and international)

Terima kasih…

■Thank you…