The Idea:
- Present the German Higher Education System: ICE and its applications in Germany
- Inform about the context of German Higher Education Information Systems, past and present
- Discuss Successes and Failures

Hypothesis:
- What in the bigger federal system in Germany is undertaken by many organizational units and actors might be implemented in Croatia via the "multi-functionality" of fewer organizational units: Role of Councils and AZVO
- Information on Higher education might be served in the bigger German System by a number of Information Systems while in Croatia one might decide to have fewer "multi-purpose" information systems, i.e. integrate functions: Role of MOZVAG

German Higher Education System
- Universitaeten (Universities) (103)
- Fachhochschulen (Universities of Applied Science) (206)
- Kunst- und Musikhochschulen (Colleges of Art/Music) (53)
- Together: 383 Institutions

Higher Education Information Systems in Germany

Presentation by: dr. Edgar Frackmann
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CARDS 2003 - QACHE

Higher Education Information Systems in Germany

### Students

<table>
<thead>
<tr>
<th>Regional breakdown</th>
<th>Total</th>
<th>University</th>
<th>Institutes of art and music</th>
<th>Specialised colleges of higher education (technological)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baden-Württemberg</td>
<td>244,927</td>
<td>165,279</td>
<td>4,223</td>
<td>75,425</td>
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<tr>
<td>Bayern</td>
<td>257,988</td>
<td>180,268</td>
<td>3,297</td>
<td>74,333</td>
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<td>Berlin</td>
<td>130,603</td>
<td>95,477</td>
<td>4,685</td>
<td>30,491</td>
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<td>Brandenburg</td>
<td>42,331</td>
<td>27,651</td>
<td>448</td>
<td>14,092</td>
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<td>Bremen</td>
<td>30,258</td>
<td>19,112</td>
<td>816</td>
<td>10,33</td>
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<tr>
<td>Hamburg</td>
<td>71,104</td>
<td>48,472</td>
<td>1,483</td>
<td>21,169</td>
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<td>Hessen</td>
<td>103,536</td>
<td>109,672</td>
<td>1,382</td>
<td>52,482</td>
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<tr>
<td>Mecklenburg-Vorpommern</td>
<td>34,527</td>
<td>24,299</td>
<td>493</td>
<td>9,744</td>
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<td>Nordrhein-Westfalen</td>
<td>146,827</td>
<td>102,066</td>
<td>2,605</td>
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<tr>
<td>Rheinland-Pfalz</td>
<td>476,419</td>
<td>348,089</td>
<td>5,017</td>
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<td>Rheinland-Pfalz</td>
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<td>70,795</td>
<td>0</td>
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<td>Saarland</td>
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<td>633</td>
<td>4,283</td>
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<tr>
<td>Sachsen</td>
<td>110,685</td>
<td>74,284</td>
<td>2,822</td>
<td>29,699</td>
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<tr>
<td>Sachsen-Anhalt</td>
<td>51,084</td>
<td>30,141</td>
<td>1,071</td>
<td>19,852</td>
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<tr>
<td>Schleswig-Holstein</td>
<td>46,917</td>
<td>28,304</td>
<td>1,556</td>
<td>17,561</td>
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<td>Thüringen</td>
<td>49,907</td>
<td>34,7</td>
<td>816</td>
<td>14,191</td>
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<td>Deutschland</td>
<td>1,374,932</td>
<td>1,272,893</td>
<td>25,027</td>
<td>573,712</td>
</tr>
</tbody>
</table>

### Characteristics and Traditions of the German Higher Education System

- **Federal System**: Responsibility of the State
- **Research University Tradition**: Strong role of the government
- **Weak Institution/Organization**: Strong role of the government
- **Attention to educational services of higher education**: Government responsibility for quality? Quality or equality?
- **Problems**: Duration of studies, drop-out rate, professional/vocational qualification of graduates?
- **Process of changing the steering model in higher education**: towards more autonomous, competitive responsible HEIs as a whole

### Changing the Steering System for Higher Education

- Financing, Accounting
- Legal Form
- Selection of Students, tuition fees
- Management Structure
- Evaluation, Evaluation Agencies, not only education related
- Competition, Institution as a whole, international competitiveness, Excellenzinitiative, Initiative for teaching and educational excellence

### The Actors in German Higher Education, especially with regards to Information Systems

- State Ministries of Science and Education
- Federal Ministry of Education
- KMK (Standing Conference of Ministries of Science and Education)
- Wissenschaftsrat (Science Council)
- Akkreditierungsrat (Central Accrediting Unit)
- Accrediting Agencies
- HRK (Rectors Conference)
- HSI Hochschul-Informationssystem (Research on Higher Education and Information Services, e.g. Development of MIS for HEIs and Information Systems for system level)
- CHE (Consulting of Higher Education, Rankings)
- State and National Statistics Offices with Higher Education Statistics Committee (Ausschuss fuer Hochschulstatistik)

### Wissenschaftsrat (Science Council)

- Advisory Body for Science and Higher Education Policy (founded 1957)
- All questions of development of science and higher education system
- Evaluation and recommendations, also in the context of planning/investment decisions
- Institutional Evaluations (e.g. Role in German Re-Unification)
- Accreditation of non-government (private) higher education institutions (since 2001)

### Wissenschaftsrat: Scientific Community and Governments

- Vollversammlung (General Assembly)
- Wissenschaftliche Kommission (Scientific Committee: Scientists and Layperson)
- Verwaltungskommission (Administration Committee: Science Ministries)
- Geschäftsstelle (Secretariat)
Accreditation System: Central Framework Regulations, Decentralized accreditation

- Governments (KMK): Landergemeinsame Strukturvorgaben (General Structure of Bachelor and Master Programmes)
- Akkreditierungsrat: 1. Kriterien zur Akkreditierung von Studiengängen (Criteria for Accreditation of Study Programmes); 2. Accreditation of Accreditation Agencies, Contracts with Agencies
- Accreditation Agencies: Accreditation through Peer Review, Using/awarding the official "seal" of the Akkreditierungsrat, Accreditation Decision made by SAK (Standing Accreditation Commission of the respective Agency)

Accreditation System: Organization

- Akkreditierungsrat: Stiftung zur Akkreditierung von Studiengängen in Deutschland
- Competition between Agencies (T)

Akkreditierungsrat

- Legal form: Foundation under public law
- Members:
  - 4 from Higher Education Institutions
  - 4 from State Governments
  - 5 from the employment system
  - 2 Students
  - 2 foreign members with extensive experience with accreditation
  - 1 representative of the Agencies (non-voting)
- Financing: By the State Governments
- Structural Decisions not against Government Members
- Akkreditierungsrat-Agencies: Accreditation, Contract, mutual information

Akkreditierungsrat: Tasks

- Accreditation and reaccreditation of Agencies (providing with the right to award the seal of the Akkreditierungsrat)
- Transfer structural decisions of the States into binding rules for Accreditation through the agencies
- Defining binding minimum standards/criteria for accreditation of programmes and prerequisites for "cluster" accreditation
- Monitoring activities and task fulfillment of Agencies

HRK: Projekt Q (Involvement of Higher Education in Quality Assurance)

- Exchange of Experiences with regards to Quality Assurance
- Strengthening acceptance for Quality Assurance within higher education
- Developing standards and common procedures for quality assurance
- Informing the public about quality assurance efforts in higher education
- Activities among others: Pilot Project Process Accreditation, EvaNet
- HRK also is shareholder of CHE

evaNet

- Description
- Methods
- Evaluation
- Research
- Methodology and Evaluation
- Literature
- Reports
- Other Resources

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Purpose of Higher Education Information Systems

- Information for Planning, Investment Decisions
- Monitoring the Higher Education System, Higher Education Policy, Recurrent Decisions, e.g. for fund allocation
- Informing the Public (Statistics)
- Informing the „clients“ and „stakeholders“
- Self-knowledge of HEIs:
  - for management and administration
  - for improvement of services, quality assurance and competitive advantages

"Higher Education System" in Germany today

- Several information systems serving the above mentioned purposes, institutional level, national level, public
- A service organization, dealing with information services for higher education: HIS Hochschul-Informationssystem-System, Hannover

HIS: an Initiative of the Volkswagenfoundation

- Set up a central higher education data base
- Facilitate the establishment of Planning and Information Centres (PIZ) at the HEIs
- Develop information systems for the HEIs, which should be maintained by the PIZs and have the only purpose to deliver data to the central data base

In the meantime: Hochschulstatistikgesetz (Higher Education Statistics Act)

- HEIs to deliver data to the state (Laender) Statistic Offices:
  - Students
  - Examinees (includes graduates and failing graduations)
  - Deregistrants
  - Guest Students
  - Habilitations
  - Positions
  - Staff
  - Premises (Space)
  - Expenditures and Revenues

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Hochschulstatistikausschuss (Higher Education Statistics Committee)

- Advisory body for Higher Education Statistics, consisting of:
  - President of Federal Statistics Office
  - Federal Ministry
  - State Ministries for Science and Education
  - Science Council (Wissenschaftsrat)
  - Representatives from Higher Education Institutions
  - Representatives from Research and Service Institutions dealing with information services, i.e. including HIS

With the advent of Higher Education Statistics: Different Role for HIS

- Development of MIS for HEIs. Main purpose of MIS: Management and administration, not data delivery. But: guarantee that data is being delivered homogenously and according to Higher Education Statistics Act all over the higher education system (the German ISVUs)
- Support of National Higher Education Statistics via institutional MIS and advisory function in Hochschulstatistikausschuss
- Complementary (to statistics) information generation especially focusing on students, based on sample surveys (e.g. online surveys)
- Development of Information Systems for national and system level (e.g. ICE, e.g. EvaNet, e.g. Internet Platform to support student choices for studies)

Planning Higher Education in Germany?

- No!, but coordinated and informed investment decisions in the context of expansion of the higher education system. Role of the Science Council (Wissenschaftsrat)
- No! But the reverse: Student intake to individual institution and programme according to existing capacity. Legally defined capacity, right of students to be admitted and mandate to enroll students according to capacity on the side of the institutions

Higher Education Information Systems in Germany

- Important Basis for all Information Purposes: Institutional MIS (feeding Higher Education statistics and processes like accreditation, funding, investments), National Level Information Systems (Statistics, ICE) and HIS surveys

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Higher Education Information Systems in Germany

• **Planning, Investment Decisions:** Data Bases of Science Council, Statistics and Analysis department of the Science Council, Central Premises data base at the Federal Ministry

• **Planning, Capacity, Intake Decisions:** Institutional MIS, Institutional Programme data bases

• **Monitoring, Higher Education Policy Decisions, Recurrent Decisions:** ICE, HIS surveys

• **Informing the interested Public:** Higher Education Statistics

• **Self-Knowledge of HEIs:** HEI MIS, surveys
• **Quality Assurance:** HEI MIS, surveys, EvaNet

• **Informing the „Clients“ and „Stakeholders“, especially students’ choice decisions (Programme Data Bases and beyond):**
  - HRK: www.hochschulkompass.de
  - Central Labour Agency: Student- und Berufswahl, www.studienwahl.de
  - Universität Essen-Duisburg: Studienwahl und Arbeitsmarkt (ISA), www.uni-essen.de/isa
  - Student self-organization: www.meinProf.de
  - KMK/HIS (in discussion): Integrated internet portal to support student choices

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### CHE Rankings of Programmes

- Judgements of students (questionaires): overall support and conditions of teaching and learning at the respective university and in the respective programmes
- Reputation of the respective unit among professors (from other universities)
- Publications
- Research Income

### KMK suggested (hard fact) Indicators for Rankings

**Input**
- Newly enrolled students
- Students
- Intake Capacity
- Caps for Intake
- Tuition fees

**Output**
- Average duration of studies in the programme
- Number of graduates within regular duration
- Success rates
- Transfer from Bachelor to Master programmes
- Existence of structured doctoral programmes
- Employment ratio of graduates

**Process**
- Accredited? j/n
- Existence of Quality Assurance System
- Existence of Alumni and Career Networks