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English - Or. English

DIRECTORATE FOR EDUCATION
INSTITUTIONAL MANAGEMENT IN HIGHER EDUCATION GOVERNING BOARD

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Group of National Experts on the AHELO Feasibility Study

HIGHER EDUCATION INSTITUTIONS: SAMPLING ISSUES
Preparing the AHELO Feasibility Study.

This document was prepared by Jean Dumais, Methodology Branch, Statistics Canada

Paris, 17-18 December 2008

The AHELO GNE is requested to:

- *DISCUSS the sampling issues relevant to AHELO;*
- *TAKE NOTE of the implications of various options on the possible uses of the AHELO feasibility study data; and*
- *In the light of these implications, ADVISE the Secretariat and sampling expert on the way forward to develop AHELO's sampling strategy.*

This document is available in PDF format only.

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HIGHER EDUCATION INSTITUTIONS: SAMPLING ISSUES PREPARING THE AHELO FEASIBILITY STUDY.

1. This document was prepared by Jean Dumais. It outlines the presentation that will be made at the meeting and the questions that countries need to reflect upon during the discussion. On the basis of the discussions, a revised document will be prepared, outlining a possible sampling strategy for the AHELO feasibility study.

2. The AHELO GNE is requested to:

- DISCUSS the sampling issues relevant to AHELO;
- TAKE NOTE of the implications of various options on the possible uses of the AHELO feasibility study data; and
- In the light of these implications, ADVISE the Secretariat and sampling expert on the way forward to develop AHELO's sampling strategy.

Statistics Canada
www.statcan.gc.ca

Higher Education Institutions: Sampling Issues

Preparing the AHELO Feasibility Study

Jean Dumais, Methodology Branch, Statistics Canada

OECD, Paris, 17 December 2008

Overview

- Sampling for a Feasibility Study
- Selecting Institutions
- Selecting Students
- Response
- Ask your Experts

Sampling for a Feasibility Study

- Goals of the Feasibility Study
  - Piecewise mechanics *vs.* Integration of systems?
  - Instrument development, testing, validation?
  - Life-like conditions?
  - Analytical Model building?
  - Others?
  - Purposive or Random sampling?

Selecting Institutions (1)

- Random sampling?
  - \+ Sense of non-response
  - \+ “Real life” conditions
  - \+ Testing systems integration
  - \+ Determining parameters of Main Survey
  - = Statistical inference possible but…
  - \- Control distribution of institution characteristics
  - \- Determining sample size
  - \- Frame maintenance / preparation
  - \- No guaranteed response
  - \- Effort *vs.* Utility

Selecting Institutions (2)

- Convenience/Purposive sampling?
  - \+ Small sample
  - \+ Guaranteed response
  - \+ Little preparation / maintenance
  - = No statistical inference
  - = Distribution of institution characteristics
  - \- No feel for “real life” set-up
  - \- No sense of non-response

Selecting Students (1)

- Defining a “student in the final year”
- Stratified by Field of study/Department
  - SRS from final year
  - Clustered sample from final year
- Comprehensive sample *vs.* strand-specific
- Strand sample used for generic skills?
- Sample size
- Precision required for each strand? For the Institution?

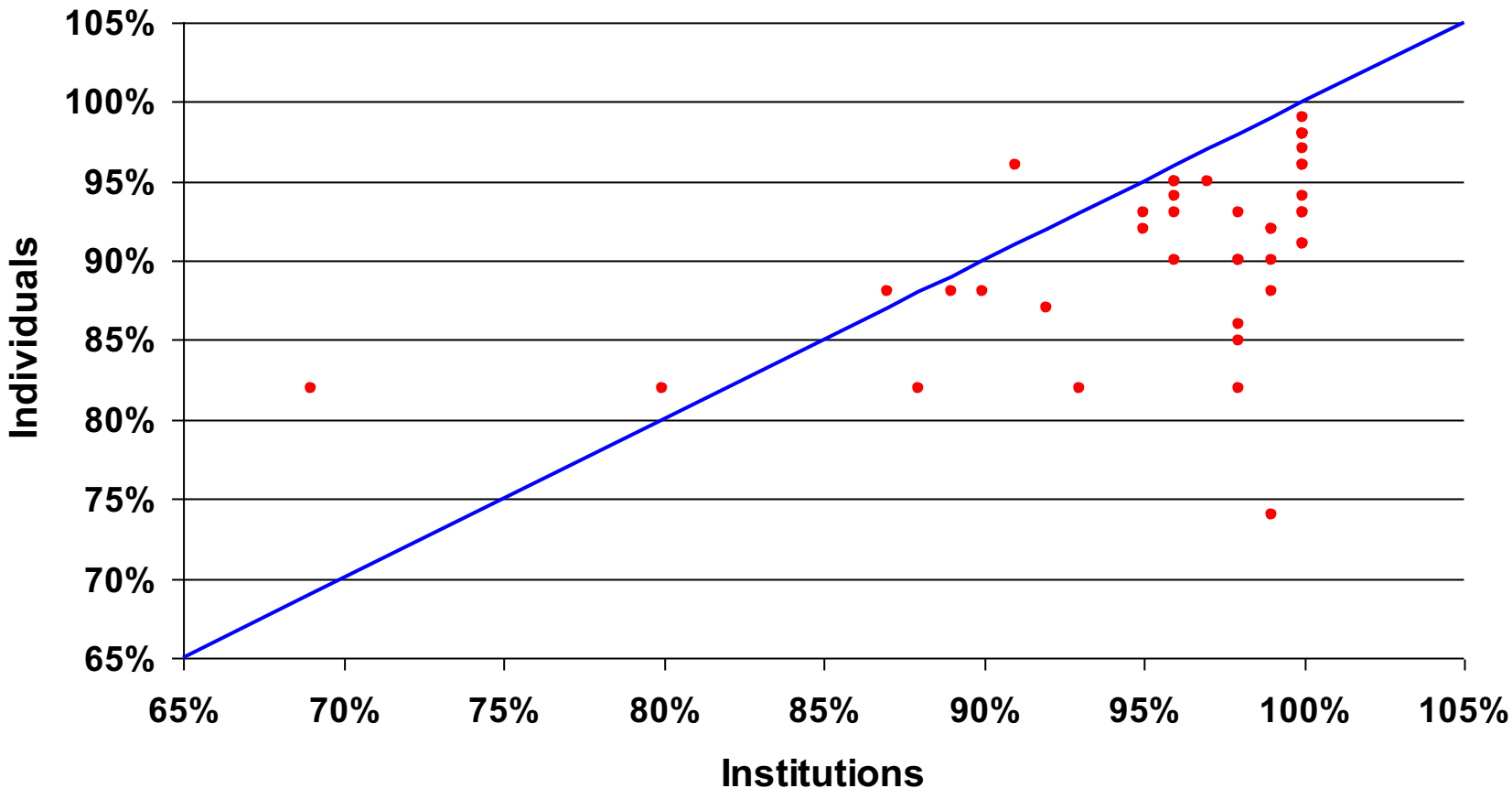
Selecting Students (2)

- Random sampling is quasi compulsory
- Response as life-like as surveying conditions
- Sampling strategy will depend on:
  - National structure of higher education
  - Structure of the selected institutions
  - Ethics Committees
  - Scope of Feasibility Study
  - Instruments
  - Timing
  - Target and Survey populations
  - Frame availability
  - National / Local shares of project responsibilities

Response Rates and Standards

- There are no international standards for response: the higher the better!
- Target Response rates:
  - (OECD) PISA: 85% schools, 80% students
  - (OECD) TALIS: 75% schools, 75% teachers
  - (IEA) TEDS: 85% institutions, 85% individuals
- Achieved Response rates
  - PISA 2003: 64<schools<100, 77<students<98
  - TALIS: TBA (currently under embargo)
  - TEDS: TBA (currently under embargo)

Response: PISA2003 Unweighted Participation Rates



Response Incentives (1)

- Lots of PR and communications, letters from Minister, Institution President / Principal, heads of relevant professional associations / learned societies, on-line newsletter…
- Recruit early
- Seminars announcing / explaining AHELO
- Monetary gift to Institution / Department / Local co-ordinator
- Lotteries (vouchers, iPod…)
- Small gifts (pens, mugs…)
- Honorarium

Response Incentives (2)

- Institutional co-ordinator should be independent from the participating institution
- Formal training sessions for co-ordinators BEFORE institutions have agreed to participate
- Contact person at the national centre who is available on the phone if ICs struggle with problems
- ***Do incentives augment response bias ?***

Ask your experts

- *Subject Matter*: Who is in scope? Who is not? What to do with non-response?
- *ISC*: confidentiality, anonymity of responses? Collection mode? Collection window? Quality indicators?
- *Scaling*: how many of each are required for reliability of scales? Independent “booklets” or partially overlapping “booklets”? Who contributes to what?
- *Sampling*: how many of each are required for precision? What to do with non-response of institutions? Of individuals? Replacements? Weights and adjustments? Variance estimation method?

Any questions ?

Your turn…

- For more information, please contact:
- Pour plus d'information, veuillez contacter :

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