PRESENTATION OF THE QUANTITATIVE PROJECT RESULTS
A comparative study between REDEEM, TIME ALUMNI & MOBILITY students Surveys

TURIN REDEEM WORKSHOP | 18th JULY 2017 | Rui Mendes
PART I.1

Background
Partners
Policy Priorities
Definitions
Objetives
Target Groups
Expected Results
Dissemination

PRESENTATION OF THE REDEEM PROJECT
**FRAMEWORK:**
Erasmus+ Strategic Partnerships

**UMBRELLA:**
CLUSTER Consortium

**ELIGIBILITY PERIOD:**
September 1st, 2015 – October 31st, 2017
CLUSTER Network

Associated Members

TU/e Technische Universiteit Eindhoven University of Technology
Aalto University
KTH Royal Institute of Technology
UPC Universitat Politècnica de Catalunya BarcelonaTech
TRINITY COLLEGE DUBLIN Coláiste na Tríonóide, Baile Átha Cliath
Georgia Institute of Technology
Tsinghua University
Technion Israel Institute of Technology
École Polytechnique Montréal
1. DD developed according to the needs of the providers
2. Often no feedback from the students
3. Often no correlation with the needs of the employers
4. DD promoted but no tools to provide the students with a clear picture on the impact
5. Existing studies are incomplete (focusing on other areas, on one type of DD only, on mobility only, not comparative, not combining qualitative and quantitative analysis, not bringing together all the stakeholders, not producing guidelines for future use)
KTH Royal Institute of Technology (SE)
IST Instituto Superior Tecnico (PT)
KIT Karlsruhe Institute of Technology (DE)
POLITO Politecnico di Torino (IT)
TUD Technische Universität Darmstadt (DE)
UCL Université Catholique de Louvain (BE)
UPC Universitat Politecnica de Catalunya (ES)
EU Policy Priorities

PRIORITY

Improving the quality and relevance of higher education

PRIORITY

Strengthening quality through mobility and cross-border cooperation
**DOUBLE DEGREE** used as a general term covering all the forms of academic cooperation at any level leading to the deliverance of a programme with *embedded mobility* offered jointly by at least two HEI

- **DOUBLE** students follow a local programme and choose a study destination towards the end. Two separate diplomas are issued.

- **DUAL** students register to a programme knowing since the beginning that he/she will spend 1 or 2 semesters abroad without any extension of the formal duration of the programme. Two diplomas or a joint one are issued.

- **JOINT** the curriculum is designed jointly and the student receives only one diploma signed by both institutions.

- **MULTIPLE** the student spends a study period at 3 different universities and receives a joint or multiple diploma.
“Evaluation of the added value of double degree programmes from a multi-stakeholder perspective in order to reform the existing programmes and create new ones according to a new set of guidelines.”
Expected Results

1. State of the art
2. Quantitative analysis (statistics)
3. Qualitative analysis (interviews)
5. Training programme for double degree developers, programme directors and administrators
6. Double degree repository – best practice
7. Dissemination (Preparation of the material and contents/ Final open meeting)
EAIE - PRESENTATION OF THE FINAL RESULTS
Seville | September 2017 (European Association for International Education)

REDEEM - FINAL CONFERENCE
Stockholm | October 2017

FOLLOW-UP PROJECT
E+ Capacity Building + Strategic Partnership

NAFSA
United States | 2018

What’s NEXT?
GET INVOLVED
INTERNAL
PART 1.2

Background
Relevance
Partners
Project Summary
Target Groups

PRESENTATION OF THE TIME ALUMNI SURVEY PROJECT
FRAMEWORK: T.I.M.E. Alumni Survey

UMBRELLA: T.I.M.E. ASSOCIATION

EXECUTION PERIOD: May 1st, 2016 – Apr 30st, 2017
Possible extension until October to refine the data results with REDEEM project
T.I.M.E. Network

Australia
University of Queensland (AU-UQ)

Austria
Technische Universität Wien (AT-TUW)

Belgium
Université Libre de Bruxelles (BE-ULB)
Université Catholique de Louvain (BE-UCL)

Brazil
Universidade Estadual de Campinas (BR-UNICAMP)

China
Xi’an Jiaotong University (CN-XJTU)
Beihang University (CN-BUAA)

Czech Republic
Ceské Vysoké Uceni Technické v Praze (CZ-CVUT)

Denmark
Danmarks Tekniske Universitet (DK-DTU)

France
CentraleSupélèc (Ecole Supérieure d’Électricité) (FR-Supelec)
Supaero (ISAE) (FR-Supaero)
ENSTA ParisTech (FR-ENSTA)
École Centrale de Nantes (FR-ECN)
École Centrale de Lyon (FR-ECLy)
École Centrale de Lille (FR-ECLi)
École Centrale Marseille (FR-ECM)
CentraleSupélèc (Ecole Centrale Paris) (FR-ECP)

Germany
Universität Stuttgart (DE-UST)
Technische Universität München (DE-TUM)
Technische Universität Dresden (DE-TUDr)
Technische Universität Darmstadt (DE-TUDa)
Technische Universität Berlin (DE-TUB)
RWTH – Aachen (DE-RWTH)

Greece
Ethniko Metsovio Polytechnio Athina (GR-NTUA)
Aristotle University of Thessaloniki (GR-AUTH)

Hungary
Budapest University of Technology and Economics (HU-BME)

Italy
Università degli Studi di Trento (IT-UniTn)
Università degli studi di Padova (IT-UniPd)
Politecnico di Torino (IT-poliTo)
Politecnico di Milano (IT-PoliMi)

Japan
Doshisha University (JP-DOSHISHA)
Tohoku University (JP-TOHOKU)
Keio University (JP-KEIO)

Norway
Norges Teknisk-Naturvitenskapelige Universitet (NO-NTNU)

Poland
Wrocław University of Technology (PL-PWR)
AGH University of Science and Technology (PL-AGH)

Portugal
Instituto Superior Técnico (PT-IST)

Russian Federation
Saint Petersburg Polytechnical University (RU-SPbPU)
Tomsk Polytechnic University (RU-TPU)
Moscow State Technical University of Radio Engineering (RU-MIREA)

Spain
Universitat Politècnica de Catalunya (ES-UPC)
Universitat Politècnica de València (ES-UPV)
Universidad Pontificia Comillas (ES-COMILLAS)
Universidad Politécnica de Madrid (ES-UPM)
ESI Sevilla (ES-ESI)

Sweden
Lunds Tekniska Högskola (SE-LTH)
Kungl. Tekniska Högskolan (SE-KTH)

Turkey
Istanbul Teknik Üniversitesi (TR-ITU)
**Project Relevance**

**Deepen Knowledge**

1. **Growing** importance, number and interest of DD candidates
2. Demands for an **optimization** of quality
3. **Meet** student’s **expectations**
4. Emphasize **characteristics** T.I.M.E. DD Programmes

**Diversification and Targeting of Marketing Strategies:**
5. Highlights **advertisement** to their most
6. **Contingencies worked-out** and turned into **assets**
7. **Evidence** T.I.M.E. DD has an **added value** comparing to other DD and to regular degrees
**Project Summary**

**GOALS**

- T.I.M.E. graduates motivations & satisfaction, comparing with non-T.I.M.E. DD Programmes
- Characterize T.I.M.E. DD Alumni professional paths
- Last 10 years DD T.I.M.E. graduates
Target Groups

- Employers
- TIME Administration
- DD Developers & Administrators
- Prospective DD students
- DD Alumni
PART II

2.1. Methodology
2.2. Survey Performance
2.3. Survey Results
2.4. Major findings
2.5. Next actions
Distribution: Online to DD Alumni in 6 countries

Contacts made: + 6500 contacted

Answer Rate: > 25% responded

Methods: Anonymous vs Confidential (e.g. law restrictions)

Visions: Two parts, facts vs perceptions

Approach: Prizes as incentive
Distribution: 2 rounds/school (by project Team/T.I.M.E. Board)

Contacts made: between 2500-3000 contacted (estimated)

Answer Rate: > 13%

Methods: Anonymous (with personal/institution identification)

Visions: Two parts, facts vs perceptions

Approach: Prizes as incentive (3 trips, 2 ipods, 5 tables)
## Survey Dimensions

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **Professional & Academic Situation** | Situation towards employment  
Employer characteristics and Career  
Study HEI  
**My Actual Career Facts** |
| **Motivations**             | To attend DD instead traditional degree  
**Why I Tooked A DD?** |
| **Skills Gained**           | Measure perceptions skills and experience gained in DD  
**What It(DD) Gave Me?** |
| **Impact**                  | Of DD on career path  
Aimed job while graduating versus attained job  
**How Did It Help Me?** |
| **Quality**                 | Suggestions of improvements on their DD  
Reflections on their experience  
**Satisfaction + T.I.M.E. Experience + Recommendation** |
| **Pre Collected Data**      | Gender, Age, Nationality, Programme ID, Degree (1\textsuperscript{st}/2\textsuperscript{nd} Cycle), Field of Studies, HEI’s, Duration Studies, Year Graduation and e-mail address. |
### Survey Performance

<table>
<thead>
<tr>
<th>Partner</th>
<th>N*</th>
<th>Online Survey</th>
<th>Target Population (2005-2015)</th>
<th>n (valid)</th>
</tr>
</thead>
<tbody>
<tr>
<td>REDEEM</td>
<td>6546</td>
<td>Apr/Jul 16</td>
<td>DD/JOINT DEGREE GRADUATES</td>
<td>1650</td>
</tr>
<tr>
<td>T.I.M.E.</td>
<td>2500-3000</td>
<td>Nov/16-Jan/17</td>
<td>T.I.M.E. DD DEGREE GRADUATES</td>
<td>449</td>
</tr>
<tr>
<td>CONTROL</td>
<td>17916</td>
<td>Mar/Jul 16</td>
<td>SINGLE DEGREE GRADUATES</td>
<td>1122</td>
</tr>
</tbody>
</table>

- **REDEEM**: 25%
- **T.I.M.E. ASSOCIATION**: 15-18% *N=981 | 45%
- **CONTROL GROUP**: 6%

*Invalid e-mail addresses not included;*
Survey Characteristics

**REDEEM CONSORTIUM**
- Age: 29
- Southern EU: 56%
- Western EU: 40%

**T.I.M.E. ASSOCIATION**
- Age: 29
- Southern EU: 43%
- Western EU: 46%

**CONTROL GROUP**
- Age: 28
- Southern EU: 43%
- Western EU: 38%
### Picture of the preliminary results

#### MY ACTUAL CAREER FACTS

<table>
<thead>
<tr>
<th>DD graduates with a paid activity</th>
<th>T.I.M.E. 81%</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTROL GROUP 92%</td>
<td>REDEEM 91%</td>
</tr>
<tr>
<td>T.I.M.E. 63%</td>
<td>REDEEM 55%</td>
</tr>
<tr>
<td># of not employed are currently studying</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DD working outside their country of origin</th>
<th>T.I.M.E. 46%</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTROL GROUP 28%</td>
<td>REDEEM 52%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DD working in scope of their graduation</th>
<th>T.I.M.E. 84%</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTROL GROUP 81%</td>
<td>REDEEM 89%</td>
</tr>
</tbody>
</table>
Recent Graduates average gross monthly income (break down by region)

CONTROL GROUP | All Graduates: 3146€
T.I.M.E. | Recent graduates: 2899€ | All graduates: 4044€
REDEEM | Recent graduates: 3060€ | All graduates: 3618€
# MY MOTIVATIONS

<table>
<thead>
<tr>
<th>Motivation (1 - Not Important; 5 - Extremely Important)</th>
<th>TIME</th>
<th>REDEEM</th>
<th>Working Abroad</th>
<th>Recent Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living in a different country during my studies</td>
<td>4,7</td>
<td>4,6</td>
<td>1st</td>
<td>1st</td>
</tr>
<tr>
<td>Interacting with new cultures</td>
<td>4,5</td>
<td>4,4</td>
<td>3th</td>
<td></td>
</tr>
<tr>
<td>Having access to more job opportunities</td>
<td>4,3</td>
<td>4,2</td>
<td>3th</td>
<td></td>
</tr>
<tr>
<td>Increasing the opportunities for a professional career in a different country</td>
<td>4,3</td>
<td>4,2</td>
<td>2nd</td>
<td>2nd</td>
</tr>
<tr>
<td>Experiencing a different education environment</td>
<td>4,2</td>
<td>4,2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stepping out my comfort zone to improve my ability to work independently</td>
<td>4,2</td>
<td>4,1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning a new language</td>
<td>4,2</td>
<td>4,0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A perspective of getting the job or jobs I aspire to</td>
<td>4,0</td>
<td>4,0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having two academic degrees conferred by two different higher education institutions</td>
<td>4,0</td>
<td>4,0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increasing the possibility to live in a different country more or less permanently</td>
<td>4,0</td>
<td>3,8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studying in a certain identified higher education institution</td>
<td>3,5</td>
<td>3,7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A perspective of getting better paid than graduates with a single degree</td>
<td>3,0</td>
<td>3,0</td>
<td>Last</td>
<td>Last</td>
</tr>
</tbody>
</table>
## MY MOTIVATIONS

<table>
<thead>
<tr>
<th>Motivation</th>
<th>REDEEM</th>
<th>CONTROL GROUP</th>
<th>T.I.M.E. SURVEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living in a different country during my studies</td>
<td>4.6</td>
<td>4.5</td>
<td>4.7</td>
</tr>
<tr>
<td>Interacting with new cultures</td>
<td>4.4</td>
<td>4.4</td>
<td>4.5</td>
</tr>
<tr>
<td>Having access to more job opportunities</td>
<td>4.2</td>
<td>3.9</td>
<td>4.3</td>
</tr>
<tr>
<td>Increasing opportunities of professional career in other country</td>
<td>4.2</td>
<td>3.8</td>
<td>4.3</td>
</tr>
<tr>
<td>Experiencing a different education environment</td>
<td>4.2</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Stepping out my comfort zone improve my ability work independently</td>
<td>4.1</td>
<td>4.3</td>
<td>4.2</td>
</tr>
<tr>
<td>Learning a new language</td>
<td>4.0</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>A perspective of getting the job or jobs I aspire to</td>
<td>4.0</td>
<td>3.4</td>
<td>4.0</td>
</tr>
<tr>
<td>Having two academic degrees conferred by two different HEI's</td>
<td>4.0</td>
<td>-</td>
<td>4.0</td>
</tr>
<tr>
<td>Increasing possibility to live in a different country more/less permanently</td>
<td>3.8</td>
<td>3.8</td>
<td>4.0</td>
</tr>
<tr>
<td>Studying in a certain identified HEI's</td>
<td>3.7</td>
<td>3.3</td>
<td>3.4</td>
</tr>
<tr>
<td>A perspective of getting better paid than graduates with a single degree</td>
<td>3.0</td>
<td>-</td>
<td>3.0</td>
</tr>
</tbody>
</table>
### Picture of the preliminary results

#### MY SKILLS GAINED

Position of Factors diferente comparing CG

<table>
<thead>
<tr>
<th>Skills Gained (Related with the experience)</th>
<th>REDEEM</th>
<th>Control Group</th>
<th>T.I.M.E. Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave you the ability to work in an international context</td>
<td>93.5%</td>
<td>63.9%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Advanced your personal development</td>
<td>93.4%</td>
<td>86.2%</td>
<td>96.3%</td>
</tr>
<tr>
<td>Gave you a better understanding of a culture other than yours</td>
<td>91.2%</td>
<td>41.1%</td>
<td>92.2%</td>
</tr>
<tr>
<td>Improved your ability to adapt to the work habits of different countries</td>
<td>88.4%</td>
<td>44.5%</td>
<td>89.2%</td>
</tr>
<tr>
<td>Improved your ability to adapt and act in new situations</td>
<td>86.3%</td>
<td>82.5%</td>
<td>87.6%</td>
</tr>
<tr>
<td>Helped you to improve/gain new language skills</td>
<td>86.0%</td>
<td>58.8%</td>
<td>93.3%</td>
</tr>
<tr>
<td>Made you feel more comfortable socialising with people from different cultural backgrounds</td>
<td>85.3%</td>
<td>53.4%</td>
<td>89.7%</td>
</tr>
<tr>
<td>Made you feel more self-motivated</td>
<td>71.1%</td>
<td>60.3%</td>
<td>73.1%</td>
</tr>
<tr>
<td>Improved your ability to take initiatives</td>
<td>71.0%</td>
<td>67.7%</td>
<td>77.8%</td>
</tr>
<tr>
<td>Developed your teamwork skills</td>
<td>70.1%</td>
<td>77.9%</td>
<td>75.1%</td>
</tr>
<tr>
<td>Improved your ability to work autonomously</td>
<td>65.0%</td>
<td>83.7%</td>
<td>63.8%</td>
</tr>
<tr>
<td>Gave you a better understanding of the professional activity in your area of expertise</td>
<td>60.2%</td>
<td>52.1%</td>
<td>58.8%</td>
</tr>
<tr>
<td>Improved your ability to use theoretical knowledge to solve practical challenges</td>
<td>52.6%</td>
<td>76.2%</td>
<td>48.5%</td>
</tr>
<tr>
<td>Improved your ability to the use of information and communications technologies</td>
<td>46.9%</td>
<td>68.2%</td>
<td>42.1%</td>
</tr>
</tbody>
</table>
## MY IMPACT

<table>
<thead>
<tr>
<th>Labour Market Gain</th>
<th>REDEEM</th>
<th>CONTROL GROUP</th>
<th>T.I.M.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access to more work opportunities and job offers</strong></td>
<td>72.7%</td>
<td>77.2%</td>
<td>80.7%</td>
</tr>
<tr>
<td><strong>Progress further in my career</strong></td>
<td>63.1%</td>
<td>67.2%</td>
<td>68.5%</td>
</tr>
<tr>
<td><strong>Make the most of my potential to reach a fulfilling career</strong></td>
<td>58.4%</td>
<td>62.9%</td>
<td>57.8%</td>
</tr>
<tr>
<td><strong>The double/single degree played a significant role during the recruitment process for my job</strong></td>
<td>58.1%</td>
<td>-</td>
<td>59.2%</td>
</tr>
<tr>
<td><strong>I work abroad thanks to my double/single degree</strong></td>
<td>48.8%</td>
<td>57.3%</td>
<td>51.2%</td>
</tr>
<tr>
<td><strong>I have the job I aspired to thanks to my double/single degree</strong></td>
<td>45.4%</td>
<td>59.9%</td>
<td>45.0%</td>
</tr>
<tr>
<td>**Having a double/single degree ** <strong>allowed me to earn more</strong></td>
<td>38.4%</td>
<td>57.3%</td>
<td>39.2%</td>
</tr>
</tbody>
</table>
Picture of the preliminary results

**MY MOTIVATIONS | MY IMPACT**

**MOTIVATIONS**
- EARN MORE
- JOB OPPORTUNITIES
- LIVING ABROAD
- DD

**IMPACT**
- MORE WORK OPPORTUNITIES
- JOB OFFERS
- EARN MORE
- RECRUITMENT
- DD
Picture of the preliminary results

**T.I.M.E. EXPERIENCE**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Interpersonal and Intercultural Skills</td>
<td>94.4%</td>
</tr>
<tr>
<td>In-Depth Cultural and International Exposure</td>
<td>92.7%</td>
</tr>
<tr>
<td>Language Learning</td>
<td>91.6%</td>
</tr>
<tr>
<td>High-Level Education in a Different Cultural Context, Educational System and (usually)</td>
<td>90.2%</td>
</tr>
<tr>
<td>International Team-Working</td>
<td>89.1%</td>
</tr>
<tr>
<td>Duration of the Programme (6 semesters/360 ECTS)</td>
<td>78.2%</td>
</tr>
<tr>
<td>Opportunities of Internships in Companies</td>
<td>64.9%</td>
</tr>
<tr>
<td>Projects in Research Laboratories</td>
<td>55.7%</td>
</tr>
</tbody>
</table>
T.I.M.E. EXPERIENCE

APPLY FOR A TIME LABEL CERTIFICATE

13% 2.9 - APPLY
2.9 - NOT APPLY

ADDED VALUE OF THE TIME LABEL CERTIFICATE
TOP REASONS TO NOT APPLY TO LABEL

1º TIME Label is unknown
2º Companies didn’t attribute added value/ didn’t know
3º It’s important but they didn’t apply

I wasn't granted the LABEL certificate because of 2 ECTS MISSING.

I think the BRAND IS NOT REALLY RECOGNIZED BY EMPLOYERS. The double degree yes, but not really the TIME brand.

“It is important to have something to be RECOGNIZED with. Being formally part of a group of people with a similar experience makes you proud and helps you identifying with the EXCELLENCE.”
Profile Global Results

Picture of the preliminary results

**DD ADDED VALUE**

RECOMMENDATION OF A DD TO A HE STUDENT/CANDIDATE

- 97%
- 97%

CHALLENGING DD
(1 - Not Challenging; 5 - Extremely challenging)

- 3,6
- 3,5

OVERALL SATISFACTION WITH THE DD/SD
(1 - Not satisfied; 5 - Extremely satisfied)

- 3,9
- 4,5
- 4,5
Picture of the preliminary results

TO BE IMPROVED IN DD (T.I.M.E.)

“Simplifying BUREAUCRACY between universities”

“Gain more VISIBILITY”

“1,5 YEARS would be enough”

“MARKETING the programme at a global level”

“More Double Degrees in OTHER CONTINENTS”

“EXTEND network TO COMPANIES to facilitate INTERNSHIP positions for TIME students.”

“More interaction between T.I.M.E schools and students (MENTORING, TRIPS, COMPETITIONS, etc)”

“Increase AWARENESS of the program”

“COORDINATION between universities”

“SCHOLARSHIP”

“COMMUNICATIONS TO COMPANIES about TIME”

“T.I.M.E. EVENTS on campus”
“Coordination between universities, ease of move between institutions, standardization of quality of teaching”

“Freedom to choose the courses you want to follow. Better coordination of compulsory courses between universities.”

“More communication around it in industry”

"- Marketing on the double degree program: often it is not known by recruiting team and it is up to the candidate to explain what he/she did during the program-helping the double degree student with the hosting institute bureaucracy. "
Final Remarks (so now...)

- The majority of graduates consider that the DD experience gave them the ability to work in an international context.
- They rated much more the topics of DD experience comparing with their own skills/capacities.
- The large majority of graduates recommend a DD and are overall satisfied (much more comparing with the control group).
- Level of changeling is not particularly high.
- The TIME LABEL isn’t considered important (for companies or individually) and only a small group applied for the certificate.
- Internships and projects in research laboratories are missing in the TIME DD experiences (with 6 semesters of duration).
- There are significantly differences between REDEEM and TIME surveys and the CONTROL GROUP, namely, in the Salary (more), Motivation (more motivated to get aspirations to a desired job), Skills gained (more focused on the international context), Impact (major gap between the access to job opportunities and earned more money) and Satisfaction.
Thank You!