

International Student Survey (ISSUE) - Dimensionality of the International Questionnaire: QUISS II

This explanation about the dimensions of the questions follows the Questionnaire QUISS II in English (draft from January 2008).

It offers a short overview and attributes the items to the intended dimensions. For every question the number of items is indicated and also the number of dimensions (from D1 to Dn). The attribution of items to a dimension shows that every item has a special “meaning” and functions as an indicator in this respect. Therefore, the explanation might help to understand the intentions of the different questions and items, and to support analyzes and interpretations.

Dimensionality of the Questions

Question 5: **reasons for choice of subject (6 items)**

D 1 (Scale): intrinsic-idealistic: items 1, 2, 4

D 2 (Scale): extrinsic-materialistic: items 3, 5, 6

Question 6: **information (8 items)**

A. Indicator for integration vs. anomie (information = cognitive integration), items 1, 2, 3, 4.

- Indicator for **internationality** (students' interest and orientation): items 5, 7

- Indicator for **political participation/interest**: item 8

B. Analyzes: differences in evaluation and judgments in the different topics later.

Question 7: **situation in the field of study, conditions (12 items): evaluation of quality**

D 1: achievement and performance: items 1, 2, 3

D 2: orientation towards research and practical preparation: items 4, 5

D 3: modernity of education: items 6, 7, 8

D 4: social climate/relations: items 9, 10, 11, 12

Indicator for **equity/justice/discrimination** (gender): item 11

Indicator for **internationality**: item 7

Indicator for **efficiency** of study: items 2, 3

Question 8: **usefulness of studying/getting a degree**

Expectations about functions and attractiveness of higher education/advantages

D 1: qualification, professionalism (cultural-social capital): items 4, 5

D 2: general education/personal development (cultural capital): items 3, 6

D 3: altruistic-public impact (social-political capital): items 7, 8

D 4: material-social advantages (economic-social capital): items 1,2

Indicator for political participation/interest: item 8

Indicator for materialism vs. idealism: items 1, 2 vs. 5, 7

Question 9: demands in the field of study (13 items): evaluation of quality

Values of higher education as a social system / principles of universities

D 1: knowledge and understanding: (scientific core values): items 1, 2, 12

D 2: achievement and performance (achievement values): items 5, 6

D 3: general education and competence (critical-autonomy values): items 3, 4

D 4: participation and sociability (communicative, social values): items 7, 8

D 5: appliance and practical use (adaptive, economic values): items 9, 13

D 6: ethic and social questions/problems (responsibility-public values): items 10, 11

Question 10: strategies of studying: job-prospects or personal (2 x 12 items)

A. Dimensions: idealistic-cultural (personal) vs. materialistic-pragmatic (job) orientations

B. Indicators: different indicators for research (Item 1) or practical orientation (Item 4), internationality (Item 2,7), public participation/interest (Item 8), efficiency (Item 9), special indicators: **scientific new generation** (wiss. Nachwuchs): Items 1,6,12

C. Analyzes: variables to analyze realizations, e.g. (1) studying abroad, (2) duration of studying, (3) starting the doctorate, (4) having a tutor-job, (5) working beside studying etc.

Question 11: teaching in the courses (10 items): evaluation of quality

indicator for **organizational efficiency**: items 1, 2 , for **research vs. practical orientation**: items 7, 10, for **participation, activation, communication**: items 3, 6; for **support and feedback**: items 5, 8 ; for preparation and covering (**general evaluation**): items 4, 9

Question 12: realization of didactic principals (11 items): evaluation of quality

A. General dimension: High or low **standard of didactic (good teaching)**: all 11 items (or selection)

B. Indicators: different indicators for research vs. practical (items 11, 7), for motivation-activation (items 5, 10), for efficiency (Items 1, 8), feedback (item 2), for comprehensiveness (Items 2, 4), transparency (items 1, 9).

Question 13: activities for additional skills/ further qualifications (5 items)

General indicators for interest in "general qualifications" (all items, further qualification", indicator for labour market orientation (item 5); indicator for internationality (item 2),

Question 14: statements about studying - statement-catalogue (8 items)

General: achievement motivation: hope of success vs. fear of failure (items 1, 3, 6, 8)

D 1: **learning ability**: Items (items 2, 4)

D 2: **efficiency orientation**/motivation (items 3, 7, 8)

D 3: **exam-anxiety** (items 5, 6)

Question 16a: research oriented learning (6 items)

Dimension: research oriented learning: all items (possibly reduced to 4 items)

Question 16 b: deep vs. surface learning (8 items, possibly reduced to 4 items)

Dimension: deep vs. surface learning (items 1, 4, 6, 7 vs. 2, 5, 8, 9)

Question 17: grade and credit points (2 items)

Indicator: **achievement** of student (certified result); cf. also qu. 3 b entrance qualification

Question 19: time-budget during term (6 items)

Indicator for study-intensity (items 1, 2, 3); for distraction by work (item 6); for scientific new generation (item 5). - Indicator for overall impact/burden: all items (time-average per week).

Question 20: **student-status (1 item)**

Indicator for **integration** (1 item), indicator for involvement (1 item)

Question 21: **financing the study (8 items)**

Indicator for private economic capital (item 1), for public substitution (item 3,5).

Question 22: **reasons for working (5 items)**

Indicator for economic capital (item 1), practical interest (items 2,4), material interest (item 5).

Questions 23 a, 24a: **activities during course of studies (8 - 10 items)**

Indicator for internationality (items 23.2,- 3, -5), for practical experience (items 23.1,24.1), for new scientific generation (item 24.3).

Question 25: **planned activities abroad (6 items)**

Indicator for **internationality/mobility**: all items

Question 23b-24b: evaluation of practical experience (2 -4 items)

Indicators for relationship-connection, gain for studying (qualification),

Question 26: **change and drop-out (2 items): evaluation of efficiency/quality**

Indicator for integration/anomie (both items), for **attractiveness** (both items).

Question 27, 28: **planned duration and delay (2 items): evaluation of efficiency/quality)**

Indicator for efficiency (both items)

Question 29: **Contacts to other persons (5 items)**

Dimension: **social integration** (all items), at institution (item 3, 4, 5), with peers (1, 3),

Indicator: for relation to staff (item 4); for **internationality** (item 5).

Question 31: **counselling concerning job choice and work (7 items)**

Indicators: for internationality (item 5), new structure/degree bachelor (item 6)

Question 32: **areas for advice, guidance (5 items)**

Indicators: for **science interest** (items 1, 3), for **actual anomie**/missing integration (item 4), for **future anomie** -transition problems (item 5), for **efficiency orientation** (item 2).

Question 33: **requirements for improving study-situation (10 items): evaluation**

Indicators: for research vs. practical interest (items 9 + 3), communicative integration (items 5 + 6), for academic demands (items 1, 2, 4), for social-economic resources (items 7 + 10), for discrimination (less) – gender (item 10).

Question 34: **evaluation of quality of studies (end result) – (7 items)**

Dimension study-quality (items 1 - 4): structure, content, teaching didactic, guidance and counselling;

Indicators: for **modernization of studying** (item 5); for **integration in university** (item 6), and for **resources** (item 7)

Question 35: **development of qualities and competences –output- (11 items)**

General indicator a) of the consciousness, self—reliance (all items),

b) about the gain to study - profit for cultural capital (all items);

- D 1: **qualification** in the subject and for work (items 1, 2, 4, 6, 11)
- D 2: **social competences** (item 5, 10),
- D 3: **general competences, key-qualifications** (items 3, 7, 8, 9,

Question 36: **difficulties in studying/academic situation (9 items): problems - anomie:**

- D 1: **social communication** (items 1, 2, 3, 7)
- D 2: **demands, achievement/exams** (items 1, 6)
- D 3: **orientation, planning** – Integration (items 8, 9)

Question 37: **stress in academic situation/life (8 items)**

- D 1 stress in academic life (items 1 - 4, 8)
- D 2: stress in actual and future social-economic situation (5, 6, 7)

Indicators: for demands (item 1), for anomie-integration (items 2, 3, 8),
for economic capital (item 5,6), for future anomie-uncertainty (item 7).

Question 38: **access to internet (2 Items)**

Indicators: for modernization (items 1 + 2); for resources (item 2)

Question 39: **reasons for using internet (9 items)**

General Indicator: modernization (items 1 - 8), indicators for communication (item 3, 5, 7),
for instrument efficiency-learning (items 1, 2, 4, 6, 7), for job orientation (item 8).

Question 40: **concepts/measurement for higher education – evaluation (11 items)**

Indicators: for expansion/resources (items 1, 8), for selection/admission (items 6, 7), for quality-improvement (items 2 - 5), for practical interest (items 9, 11), for modernization (item 10).

Question 41: **support of European Higher Education – internationalization (9 items)**

- D 1 organization-structure (items 1, 2, 3, 5, 6)
- D 2:international exchange-orientation (items 4, 6, 8)

Indicator for participation (item 9).

Question 42a: **realization of European Higher Education Area – modernization (12 items)**

- D 1: **organization-structure** (items 1, 2, 3)
- D 2: **international exchange** (items 4, 5, 6, 7, 9)
- D 3: **evaluation/accreditation** (items 8, 11)

Indicator for **participation** (item 10).

New: Question 42b: **Impact of new elements for teaching methods (4- 6 items)**

Indicators for ECTS-credits, for modules, for accreditation, for evaluation, for exchange

Question 43: **Statements about new study/degree bachelor (8 items) – image evaluation**

Positive arguments (items 1 – 4) and **negative** arguments (items 5 – 8).

Question 44: **elements of job – value-orientation – professional demands (14 items)**

- D 1: **autonomous** task orientation (items 3 + 5)
- D 2: **social-altruistic** orientation (items 1 + 10)
- D 3: **leadership-responsibility** orientation (items 9 + 13)
- D 4: **material-bonus** orientation (items 2 + 4 + 11)
- D 5: **scientific-research** orientation (items 7 + 12)

D 6: **leisure orientation** (items 6 + 8)
Indicator for balance of job and family (item 14)

Question 45: **regions of work (3 items)**
Indicator for mobility-internationality (all items)

Question 46: **labour market perspectives (3 items)**
Indicators: for future chances – anomie (esp. Item 1); for internationality (items 2,3).

Question 47: **individual job perspectives (1 item)**
Indicator for future chances, security vs. anomie – danger for professional identity(1 item)

Question 48: **reaction to problems of labour market : flexibility + identity (6 items)**
D 1: further learning/education (items 1 + 2)
D 2: **flexibility**, tolerance for loss (items 3 + 4)
D 3: professional **identity** – giving up (items 5 + 6)

Question 49: **relevance of spheres of life – value orientation (12 items)**
D 1: **private** orientation (items 7, 8, 9)
D 2: **public** orientation (item 1, 2, 5)
D 3: work sphere – achievement orientation (items -3, 4, 6)
D 4: post-modernity: environment vs. technology
D 5: religious orientation (item 10)

Tino Bargel, AG Hochschulforschung, Universität Konstanz February. 2008
Research Group on Higher Education – University of Konstanz
Email: Tino.Bargel@uni-konstanz.de

(Translation: Birgitta Godt)