

## Definitions p.1

### **Legal orientation of institution:**

*A classification that indicates the status of the institution as registered with the legal entity in the state, whether it is public, private for profit, private not for profit, or a mix of private and public.*

### **Size:**

*Under 1,000*

*1,000 - 4,999*

*5,000 - 9,999*

*10,000 - 19,999*

*20,000 and above*

## Definitions p.2

### **Research orientation:**

*The type of research that the institution engages in, such as applied research or basic research.*

*Applied research is one type of research that is used to answer a specific question that has direct applications to the world. This is the type of research that solves a problem. For example, asking 'How should a student study?' Basic research is another type of research, and it is driven purely by curiosity and a desire to expand our knowledge. This type of research tends not to be directly applicable to the real world in a direct way, but enhances our understanding of the world around us. So the real difference between the two types of research is what they will be used for. Will the research be used to help us understand a real world problem and solve it, or will the research further our general information?*

### **Branch campus :**

*A campus or site of an institution that is not temporary, is located in a community beyond a reasonable commuting distance from its parent institution, and offers full programs of study, not just courses.*

### **International Standard Classification of Education 2011**

*The International Standard Classification of Education (ISCED) is a statistical framework for organizing information on education maintained by the United Nations Educational, Scientific and Cultural Organization (UNESCO). UNESCO developed the International Standard Classification of Education (ISCED) to facilitate comparisons of education statistics and indicators across countries on the basis of uniform and internationally agreed definitions. In 2011, a revision to ISCED was formally adopted by UNESCO Member States. The product of extensive international and regional consultations among education and statistical experts, ISCED 2011 takes into account significant changes in education systems worldwide since the last ISCED revision in 1997.*

### **Post-secondary non-tertiary education**

*This level straddles the boundary between upper secondary and post-secondary education from an international point of view, even though it might clearly be considered upper secondary or post-secondary programmes in a national context. Although their content may not be significantly more advanced than upper secondary programmes, they serve to broaden the knowledge of participants who have already gained an upper secondary qualification. The students tend to be older than those enrolled at the upper secondary level.*

### **Short cycle tertiary education**

*Programmes at ISCED level 5, or short-cycle tertiary education, are often designed to provide participants with professional knowledge, skills and competencies. Typically, they are practically based, occupationally-specific and prepare students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes. Academic tertiary education programmes below the level of a Bachelor's programme or equivalent are also classified as ISCED level 5. Entry into ISCED level 5 programmes requires the successful completion of ISCED level 3 or 4 with access to tertiary education. Programmes at ISCED level 5 have more complex content than programmes at ISCED levels 3 and 4, but they are shorter and usually less theoretically-oriented than ISCED level 6 programmes. Although ISCED level 5 programmes are usually designed to prepare for employment, they may give credit for transfer into ISCED level 6 or 7 programmes. Upon completion of these ISCED level 5 programmes, individuals may in some education systems continue their education at ISCED level 6 (Bachelor's or equivalent level) or long first degree ISCED level 7 programmes (Master's or equivalent level). Programmes classified at ISCED level 5 may be referred to in many ways, for example: (higher) technical education, community college education, technician or advanced/higher vocational training, associate degree, or bac+2. For international comparability purposes the term 'short cycle tertiary education' is used to label ISCED level 5.*

### **Open admission policy**

*Open admissions (sometimes called open enrollment) is a type of unselective and non-competitive college admissions process in the United States in which the only criterion for entrance is a high school diploma or a General Educational Development (GED) certificate*

*The open admissions concept was heavily promoted in the 1960s and 1970s as a way to reduce discrimination in college admissions and promote education of the underprivileged. The first major application was at the City University of New York (CUNY). CUNY later applied this policy only to graduates from two-year Community Colleges, since they are better prepared for remedial education.*

### **International students**

*International students are those who travel to a country different from their own for the purpose of tertiary study. However the definition of "international student" varies in each country in accordance to their own national education system.*

### **Local students**

*They are indigenous students who study in the same country where they live.*

### **Accelerate programs**

*An accelerated degree is a full bachelor's, master's or doctoral degree program structured to be completed in a shorter time frame, as little as 12 months instead of 3-5 years for a bachelor's degree program. This type of program is often from the same institutions that offer the degree on a traditional schedule. People entering an accelerated degree program are often older and have a career. Classes are compressed in an accelerated degree program and the number of classes fewer. Some of the main differences between accelerated and traditional degree programs are the admissions requirements, course format and completion time.*

### **Dual Enrollment**

*The term dual enrollment refers to students being enrolled—concurrently—in two distinct academic programs or educational institutions.*

### **Cooperative (work/study)**

*It is a structured method of combining classroom-based education with practical work experience. A cooperative education experience, commonly known as a "co-op", provides academic credit for structured job experience. Cooperative education is taking on new importance in helping young people to make the school-to-work transition, service learning, and experiential learning initiatives. Cooperative education is also the use of active participation methods in which students learn how to work together to solve problems, this is normally founded on the principles of student's rights, equality, equity and participation in decision-making. Its methods include game playing, expressing opinions, democratic participation, sharing, ensuring students all have an equal opportunity to take part, and conflict resolution.*

### **Distance learning**

*Distance education or distance learning is the education of students who are not physically present at a institution. Courses that are conducted partly through distance education and partly on-site are referred to as hybrid or blended education. Massive open online courses (MOOCs), offering large-scale interactive participation and open access through the World Wide Web or other network technologies, are recent developments in distance education. A number of other terms (distributed learning, e-learning, online learning, etc.) are used roughly synonymously with distance education.*

## **Definitions p.4**

### **Post-secondary non tertiary education cycle :**

Post-secondary non-tertiary education provides learning experiences building on secondary education, preparing for labour market entry as well as tertiary education. It aims at the individual acquisition of knowledge, skills and competencies lower than the level of complexity characteristic of tertiary education. Those programmes may be referred to in many ways, for example: technician diploma, primary professional education, or préparation aux carrières administratives.

*ISCED 2011*

### **Short cycle tertiary education :**

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*ISCED 2011*

**Academic staff – student ratio:**

*Note that in some institutions academic staff may imply staff doing administrative tasks within a school or faculty without necessarily teaching. I think we should use instead the term “faculty-to-student ratio” or “teacher-to-student ratio”*

**Student-to-Faculty ratio:** how many faculty members (teachers, professors) there are at an institution in comparison to the number of students.

$$\text{student – faculty ratio} = \frac{\text{number of students}}{\text{number of faculty members}}$$

For instance, a student-to-faculty ratio of 30:1 means that there is one faculty member for every thirty students at the institution.

$$\text{student – faculty ratio} = \frac{450}{15} = 30$$

A **full-time equivalent**, sometimes abbreviated as FTE, is a unit to measure employed persons such as teachers in a way that makes them comparable although they may work or study a different number of hours per week.

The unit is obtained by comparing a teacher’s average number of hours worked to the average number of hours of a full-time teacher. A full-time teacher is therefore counted as one FTE, while a part-time teacher gets a score in proportion to the hours he or she works or studies. For example, a part-time teacher employed for 20 hours a week where full-time work consists of 40 hours, is counted as 0.5 FTE

FTE= full-time equivalent jobs = total hours worked by faculty members in a year / average annual hours worked in full-time jobs

*Source: OECD and Eurostats*

## Definitions p.5

### **Ratio of students repeating the first year:**

$$\frac{\text{Number of students repeating 1st year from cohort 2014}}{\text{Total Number of students enrolled in first year form cohort 2014}}$$

### **Drop-out ratio of students during the first year**

$$\frac{\text{Number of students that left the institution that where enrolled in first year from cohort 2014}}{\text{Total Number of students enrolled in first year from cohort 2014}}$$

### **Ratio of students repeating the third year:**

$$\frac{\text{Number of students repeating 3rd year from cohort 2014}}{\text{Total Number of students enrolled in 3rd year form cohort 2014}}$$

### **Drop-out ratio of students during the third year**

$$\frac{\text{Number of students that left the institution that where enrolled in third year from cohort 2014}}{\text{Total Number of students enrolled in third year from cohort 2014}}$$