



## IPSDS Assessment Report #5

### Target group and accepted test-cohorts (1-3)

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## **A. Goal of the report**

The funding of the project allowed for accepting three test-cohorts (in total 48 students) who were allowed to take IPSDS courses at no costs in exchange for participation in the evaluation. The goal of this report is to compare the planned target group of the project and the accepted test-cohorts (students' characteristics are evaluated at the moment of them being accepted, i.e. before the courses start).

## **B. Data sources**

Data was collected via a web-based start-of-the-program survey conducted in February-March-April 2016 for the 1<sup>st</sup> cohort, 2017 for the 2<sup>nd</sup> cohort and 2018 for the 3<sup>rd</sup> cohort (questionnaire can be accessed [here](#)). In addition, administrative data were via application forms (form can be accessed [here](#)). While all of the participants filled out the application form, the response rate for the survey constituted 96%.

## **C. Target Group**

The International Program in Survey and Data Science offers a multidisciplinary curriculum with a focus on survey methodology and data science that prepares working professionals for the challenges of working with designed data from surveys and organic data (aka “found data” or “big data”).

The program targets:

- people working in the areas of opinion, market and social surveys;
- employees of survey research enterprises as well as of ministries and statistical agencies;
- people with a B.A. degree and professional experience who are interested in continuing education.

Unlike many other programs in continuing education, the project strongly resorts to modern technology (short on-site component + synchronous and asynchronous online learning components) to accommodate people in the labor force and people with family duties. The program is

international (language is English) and is designed to allow students to experience an international network of peers.

#### **D. Admission procedures**

To apply for the program in 2016 and 2017, applicants had to submit an online application. Application requirements included:

- Academic degree (min. Bachelor's degree)
- At least 12 ECTS/6 credits in mathematical/applied statistics
- At least one year of work experience in a position dealing with data generation, collection, or analysis.
- English proficiency

The number of applications received in 2016, 2017, and 2018 constituted 39, 36, and 30 respectively. In total, the selection committee accepted 48 students (16 in 2016, 15 in 2017, and 17 in 2018). Women comprise 56% of the accepted students.

#### **E. Geographic location**

As expected due to the format and language of the program, all three cohorts are highly international. While 40% of the students reside in Germany, the other 60% are located abroad. Figure 1 illustrates countries of residence of the IPSDS students.

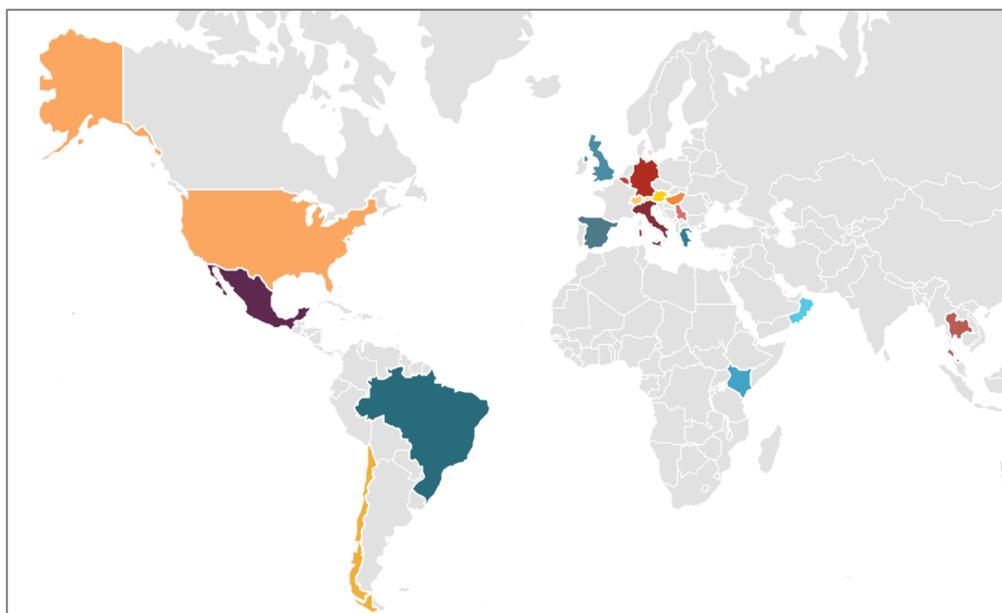


Figure 1. Countries of residence of the IPSDS students

## **F. Demographics & areas of employment**

Although the goal of the IPSDS is to be able to offer a Master's degree upon the completion of the project, most students in the test-cohorts already have a Master's degree (or Diplom – equivalent of Master's in Germany before introducing Bachelor's and Master's degrees). Only five participants entered the program with a Bachelor's degree. In addition, six participants joined the program with a PhD degree.

While in the 1<sup>st</sup> cohort, the majority of students are women (10 women and six men), in the 2<sup>nd</sup> and 3<sup>rd</sup> cohorts the share of men and women is almost equal (seven men and eight women for the 2<sup>nd</sup> cohort; eight men and nine women for the 3<sup>rd</sup> cohort). Out of 48 test-students 12 participants combine full- or part-time job with child care duties.

34 students (71 %) are employed in the public sector such as public institutes, statistical agencies, universities, international organizations, and NGOs, while only 14 participants (29%) work in a private sector.

## **G. Students' reasons to apply and expectations**

Figure 2 depicts boxplots for the answers to the survey question: "How important were the following reasons in choosing to apply for the IPSDS program? (1-Not at all important, 2-A little important, 3-Somewhat important, 4- Very important)". For most students, most important reasons for applying for the program constituted relevance of the subject for the career development and current job, the online administration of the program as well as the lack of tuition.

Except for 4 participants, all of the students expect to improve their work performance as a result of participating in the IPSDS program. 57% of the respondents reported that they expected to change their job as a result of their participation in the IPSDS

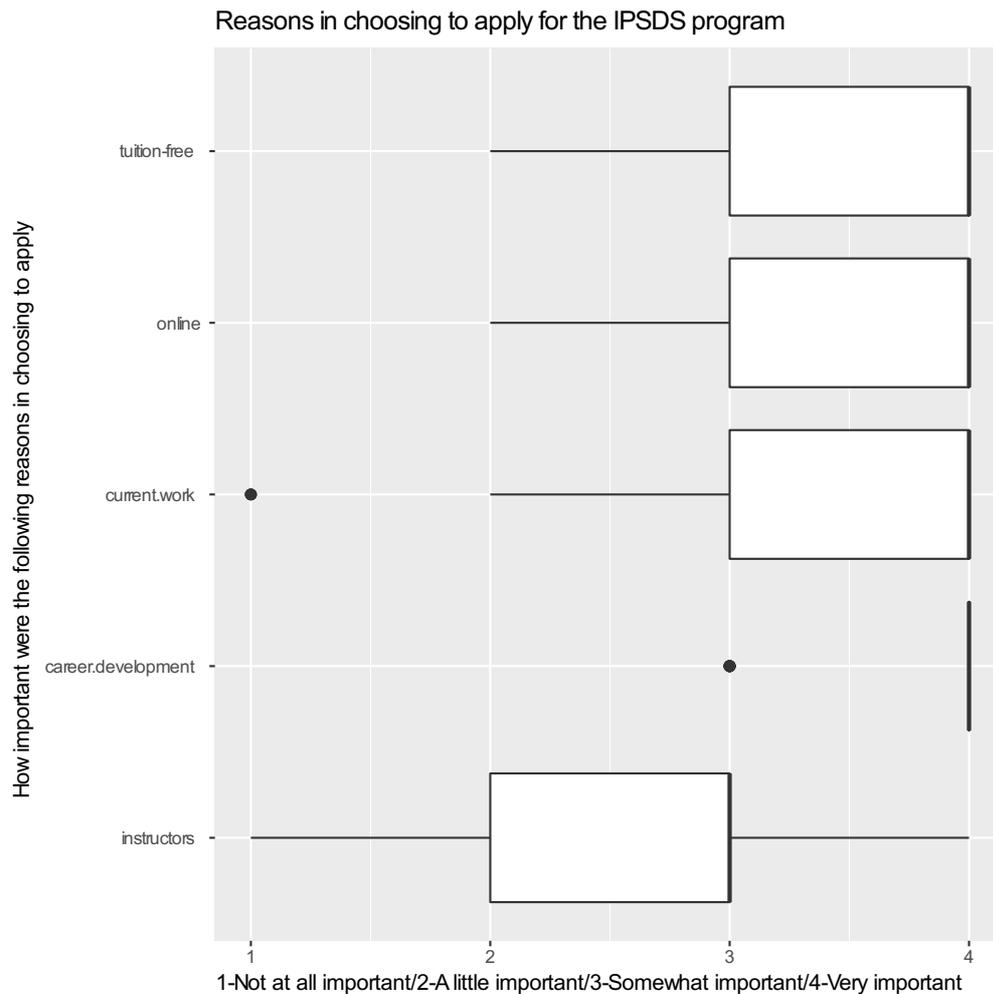


Figure 2. Boxplots of various reasons important for applying for the IPSDS by cohort

**instructors**=the instructors teaching the courses

**career.development**=the subject is relevant for my career development

**current.work**=the subject is relevant for my current work

**online**= the program is administered online

**tuition.free**= the program is tuition-free

## H. Time-use and work-life balance

### *Working time*

As Figure 3 shows distribution of the self-reported work time of the IPSDS students. Most of the IPSDS participants work full time (Median=42, SD=10.4) with only 7 participants who work less than 40 hours a week and 24 participants who work more than 40 hours a week.

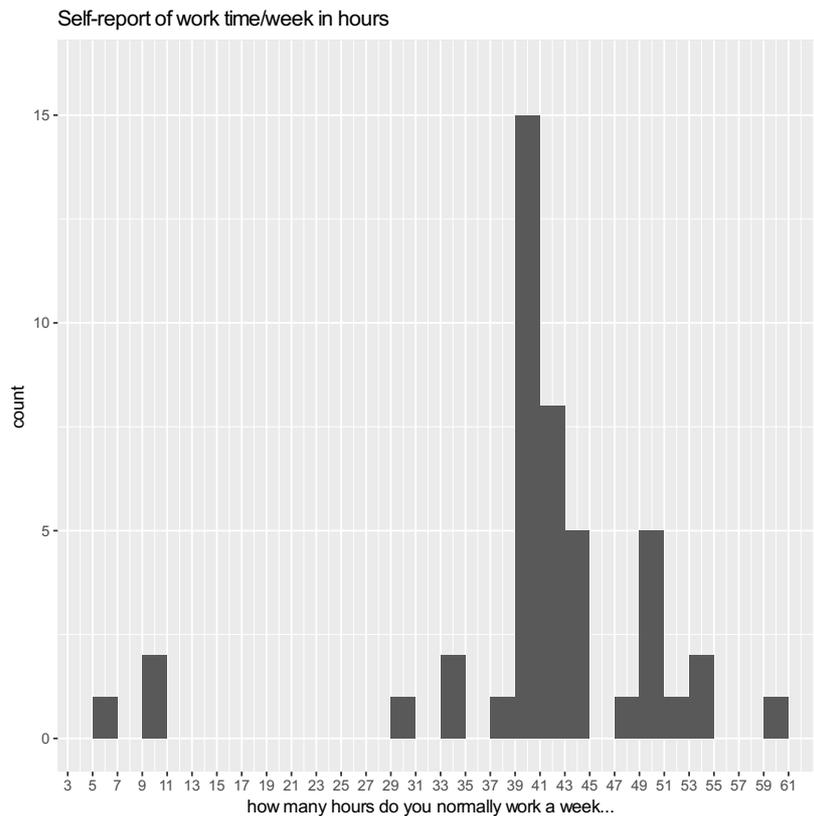


Figure 3. Histogram of self-reported work time in hours (per week)

### *Work-life balance*

At the start-of-the-program survey, students were also asked to report how satisfied they were with their work-balance: “How satisfied are you with the balance between the time you spend on your paid work and the time you spend on other aspects of your life?” (0 - Extremely dissatisfied; 10- Extremely satisfied).

Figure 4 shows the distribution of the reported satisfaction. The median score for all the cohorts is 7 (SD=2.2). 14 participants reported a score below “5”, indicating a rather low level of satisfaction with their work-life balance already at the start of the program.

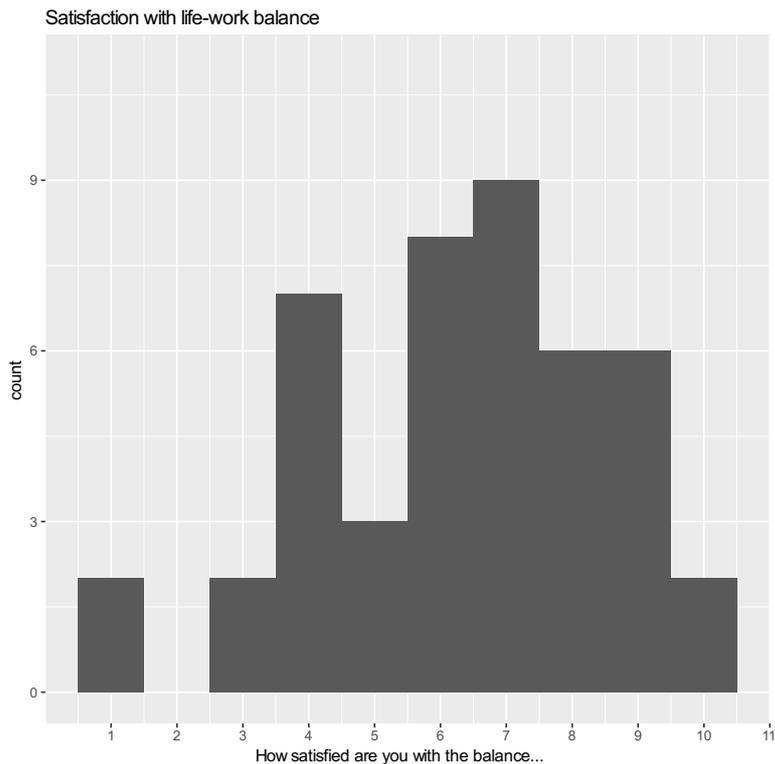


Figure 4. Histogram of satisfaction with life work balance

## I. Summary

- As expected, the program has attracted a very international group of participants.
- Most of the participants already have a Master's degree.
- A common denominator among all of the participants is their limited time due to long work hours or/and family responsibilities
- Therefore, it is tenable that for all of the participants the online format constituted an important reason to apply for the program.
- At the start of the program, 14 participants have reported a low level of satisfaction with their work-life balance