

# **Development of a Benchmarking System for Uni- versities in Thailand**

## **Final Report**

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# 1 Introduction

The Thai higher education system is highly interested to monitor its academic performance both national and internationally. In recent years, Thai universities actively participated in U-Multirank, a global transparency tool funded by the European Commission until 2022. The former global benchmarking tool of U-Multirank is now being transformed into a European Higher Education Sector Observatory (EHESO), integrating proven relevant U-Multirank indicators with new indicators measuring emerging topics (diversity, social inclusion, digital transformation, sustainability). With this project the Thai universities will be enabled to compare and benchmark their performance with the average scores of a large set of European countries – aligned with the EHESO methodology and indicator portfolio.

This project is aiming at improving the performance of the Thai higher education system in six aspects:

## **Quality improvement**

Benchmarking and rating provide a framework for continuous improvement of the Thai higher education system. By understanding best practices and performance metrics from national and international universities, Thai universities can implement strategies to improve their academic processes and quality.

## **Accountability and transparency**

Benchmarking promotes accountability and transparency within the higher education sector. It provides clear, objective metrics for evaluating university performance, which can be communicated to stakeholders, including students, parents, employers, and policymakers.

## **Strategic Planning**

The data and insights obtained from benchmarking and rating are crucial for strategic planning. Universities can make informed decisions on strategic development, program development, and institutional priorities to align with international standards and trends.

## **Government and policy support**

International benchmarking data can be used by the Thai government to shape higher education policies and provide targeted support to universities. It helps in setting realistic goals and monitoring progress towards national educational objectives.

## **Global competitiveness**

International benchmarking helps Thai universities measure their performance against global standards. By comparing with a large set of universities worldwide, Thai institutions can identify gaps and areas for improvement to enhance their global competitiveness. Benchmarking helps Thai universities stay abreast of global trends in higher education. This includes adopting innovative teaching methods, embracing digital transformation, and responding to emerging challenges in the academic and research landscape.

## **International collaboration**

Participating in benchmarking can facilitate international collaborations and partnerships. By understanding where they stand globally, Thai universities can more effectively engage with peers for joint research projects, exchange programs, and other collaborative initiatives.

## 2 Methodology

The methodology of the project is based on the EHESO methodology. This includes the following principles:

1. A multidimensional approach measuring performance against a large set of individual indicators covering different dimensions of performance and profiles of higher education institutions. Indicators are not aggregated into composite overall score, which is blurring profiles as well as strengths and weaknesses.
2. Data are based on three main data sources:
  - a. Statistical data provided by official Thai statistical authority (SA) on students, graduates, and staff,
  - b. an institutional survey among Thai universities collecting data on funding and the number of additional aspects which are also covered by EHESO, and
  - c. a field-based survey among Thai students, covering 13 fields of education.
3. Questionnaires are based on the EHESO questionnaires but in consultation with the Ministry of Higher Education, Science, Research, and Innovation in Thailand adapted to the Thai higher education system and its needs.
4. Results are presented in two layers:
  - a. on institutional level: data and indicators from the institutional survey/SA
  - b. on subject level (and institution): data and indicators from the student survey

## 3 Institutional Survey

### 3.1 Data Collection

The development of the indicators required comprehensive data to be gathered from participating universities. To ensure accuracy and completeness, a structured data collection approach was implemented. While universities are key sources of institutional data, a substantial share of the required information was already available through official statistical authority (SA). This combined approach reduced the reporting burden on institutions, avoided duplication of data, and ensured an efficient, transparent, and reliable data collection process. Table 1 provides a detailed overview of all indicators and their respective data sources.

**Table 1: Institutional data collected with sources**

| Topic                         | Data Collected                                                                                                                                     | Source |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Institutional Information     | Name, type, public/private status, degree levels, contact details                                                                                  | Survey |
| Study Programmes              | Total number of programmes per degree level; programmes offered in a foreign language                                                              | SA     |
| Students                      | Number of enrolled students per degree level; share of female students; international degree-seeking students                                      | SA     |
| Graduates                     | Number of graduates per degree level; PhD graduates (including foreign nationality and female); graduates by educational field                     | SA     |
| Academic Staff                | Headcount of academic staff; share of female staff; staff with foreign nationality; senior academic staff (including female senior academic staff) | SA     |
| Internationalisation          | Joint degree programmes (number, students, costs)                                                                                                  | Survey |
| International mobility        | Foreign degree seeking students                                                                                                                    | SA     |
| Student Experience & Mobility | Internships (total, regional, abroad)                                                                                                              | Survey |
| Labour Market Outcomes        | Graduate unemployment rates; graduates working in the region                                                                                       | Survey |
| Research Capacity             | Post-doc positions (total, female)                                                                                                                 | Survey |
| Financial Data                | Revenues (total and by category); revenue sources; expenditure shares                                                                              | Survey |
| Research Outputs              | Academic publications; professional publications; art-related outputs                                                                              | Survey |
| Innovation & Entrepreneurship | Graduate-founded companies; spin-offs                                                                                                              | Survey |
| Diversity & Inclusion         | Student demographics; disabilities; age groups; students with children                                                                             | Survey |
| Outreach Activities           | Programmes targeting underrepresented groups                                                                                                       | Survey |
| Teaching Quality              | Pedagogical training of academic staff                                                                                                             | Survey |
| Digitalisation                | Investment in digital education; strategic planning                                                                                                | Survey |

| Topic                        | Data Collected                                                               | Source |
|------------------------------|------------------------------------------------------------------------------|--------|
| Technology-Enhanced Learning | TEL support structures and staff training                                    | Survey |
| Sustainability               | Green transition measures; environmental monitoring; sustainability planning | Survey |
| Lifelong Learning            | Micro-credentials and funding sources                                        | Survey |

### 3.1.1 Questionnaire and Participation

An online questionnaire was developed to collect only the data not already available through national statistical sources. Due to the complexity of the data requirements and the variety of answer formats, the questionnaire was implemented as a customised digital tool by an external provider. The system supported different response formats and included automated validation mechanisms. In particular, automated comments and checks were integrated to flag implausible or inconsistent entries at the point of data entry, thereby supporting data reliability even before the subsequent review by the CHE team.

Each participating university received individual access to its questionnaire (see Appendix), ensuring secure and institution-specific data submission. The unit of analysis was the institutional level. Although 69 universities initially expressed interest in participating in the data collection, 57 universities accessed the questionnaire and submitted data, corresponding to a response rate of approximately 83%.

Data collection was conducted during summer 2025, with access provided from May to the end of August 2025. After approximately eight weeks, a first systematic data quality check was conducted by the CHE team. During this validation phase, submitted data were reviewed for completeness, plausibility, and internal consistency. In cases of ambiguities, inconsistencies, or missing information, comments and clarification requests were inserted directly into the questionnaire and communicated to the respective institutions. Universities were then able to respond to these comments, provide clarifications, and add remarks to explain specific data entries or address questions raised by CHE.

The questionnaire served as the primary source for indicators related to institutional characteristics, internationalisation, labour market outcomes, financial data, innovation and entrepreneurship, and other institutional activities (see Table 1). Most questions referred to three reference years (2021, 2022, and 2023). This multi-year approach offers two main advantages: first, it allows the calculation of mean values to reduce the impact of short-term fluctuations; second, it enables the use of alternative years in cases where data for a specific year is not available.

### 3.1.2 Data from Statistical Authority

To reduce the reporting burden on universities, additional data was obtained from official statistical authority. The Ministry of Higher Education, Science, Research, and Innovation in Thailand provided standardised data covering key institutional metrics. These data primarily included information on study programmes (e.g. number of programmes per degree level and number of programmes offered in a foreign language), student enrolment per degree level (including international and female students), graduates (by degree level and field of study), and academic staff (including headcounts, gender distribution, and international staff) (see Table 1).

The statistical data covered the reference years 2021, 2022, and 2023 and were provided between September and December 2025 for all 69 universities that had registered to participate in the Benchmarking System. All data were collected at the institutional level. The integration of statistical and questionnaire data was conducted using predefined institutional identifiers to ensure accurate matching across data sources.

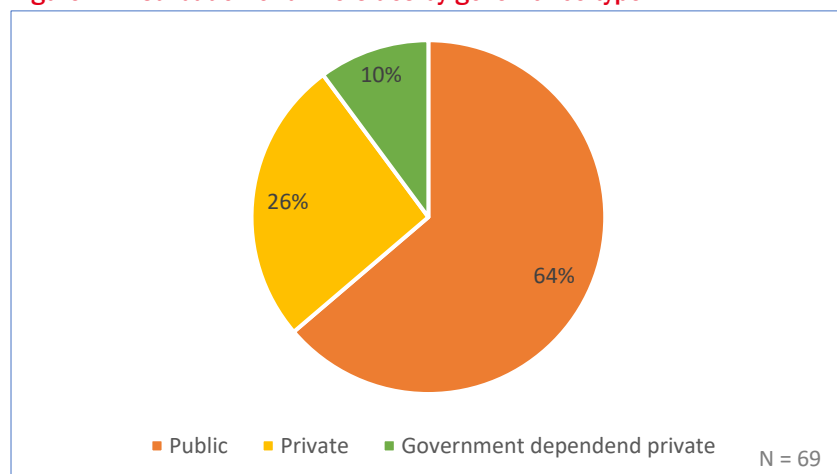
To ensure consistency and reliability, the statistical data were cross-checked against the information provided through the questionnaire. Where discrepancies occurred, these were reviewed and clarified. Data availability depended on the institutional profile; for example, institutions not offering bachelor programmes did not report corresponding data on students, graduates, or programmes at that level.

The summarises the main data areas and indicates whether the information was collected via the institutional questionnaire or obtained from official statistical sources.

## 3.2 Sample

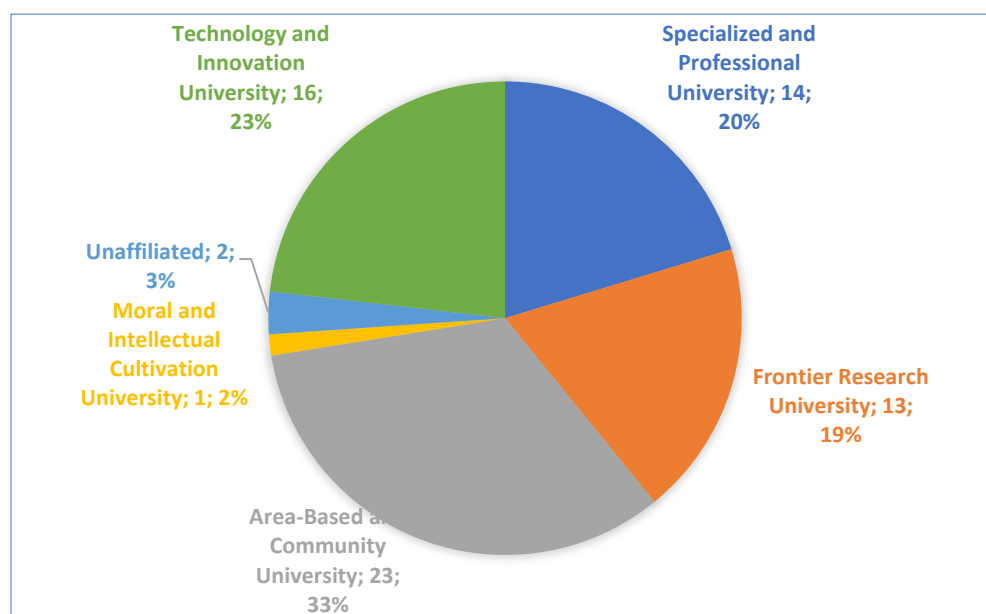
Based on the data collection through the survey and provided by the SA, data for 69 universities are available. The distribution of universities by governance type shows a clear dominance of public institutions, which account for 64% of all participating universities. Private universities represent 26%, while government-dependent private institutions make up a smaller share of 10% (see Figure 1). This indicates that the higher education landscape is shaped by publicly funded institutions, with private providers playing a secondary but still significant role.

**Figure 1: Distribution of universities by governance type**



In terms of institutional profiles, the largest group consists of Area-Based and Community Universities (29%), followed by Technology and Innovation Universities (20%) and Frontier Research Universities (17%). Specialized and Professional Universities account for 16%, while smaller shares are observed for Unaffiliated institutions (3%) and Moral and Intellectual Cultivation Universities (2%). For 13% of institutions, no classification information was available (see Figure 2).

**Figure 2: Distribution of Universities by Institution Type**



Overall, the sample highlights a diverse higher education system with a strong emphasis on regional engagement and applied innovation, complemented by research-oriented and specialised institutions.

### 3.3 Indicators

The indicator framework applied in this analysis is part of the benchmarking approach developed within the European Higher Education Sector Observatory (EHESO). It builds on the methodological foundations of the former U-Multirank project, which has now been integrated into EHESO. As a result, the framework combines established, internationally tested indicators with further methodological advancements.

During this integration, the indicator set was refined and expanded to better reflect current developments and policy priorities in higher education. In particular, new dimensions such as **Resources** and **Societal Challenges** were introduced to complement the existing areas of analysis. This expansion allows for a more comprehensive assessment of higher education institutions, covering not only their performance in teaching, research, and knowledge transfer, international orientation, and regional engagement, but also their financial capacity, social responsibility, and contribution to broader societal goals.

Overall, the framework consists of multiple dimensions that capture different aspects of institutional performance and profile. In the following, each dimension is briefly introduced, and the corresponding indicators are presented in detail. Together, these indicators provide a multidimensional perspective on the higher education system in Thailand and enable meaningful benchmarking across institutions.

### 3.3.1 Research

The research dimension captures the scientific and scholarly output of higher education institutions, as well as their capacity to train future researchers. It includes indicators on academic publications, professional outputs, and art-related outputs, alongside the ratio of PhD students to academic staff. Together, these indicators reflect both the productivity and the research intensity of institutions across different disciplinary contexts.

**Table 2: Indicators in the dimension Research**

| Indicator                                        | Explanation                                                                                                    |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Art related outputs                              | Number of scholarly outputs in the creative and performing arts per academic personnel in arts, in headcounts. |
| PhD students per academic personnel              | Number of doctoral students per academic personnel.                                                            |
| Publications per academic personnel              | Number of academic publications per academic staff.                                                            |
| Professional publications per academic personnel | Number of professional publications per academic staff.                                                        |

### 3.3.2 Resources

The resources dimension assesses the human and financial capacity of institutions to support their core activities. It combines indicators on academic staff composition, including the share of senior personnel, with measures of financial structure such as revenue source. This dimension provides insight into the availability, structure, and sustainability of institutional resources.

**Table 3: Indicators in the dimension Resources**

| Indicator                                        | Explanation                                                                          |
|--------------------------------------------------|--------------------------------------------------------------------------------------|
| Total academic personnel and RTA in headcounts   | Total academic personnel, including research and teaching assistants, in headcounts. |
| Share of senior academic staff                   | Percentage of Senior academic personnel from total academic staff (HC).              |
| Share of HEI's revenues from tuition fees        | Percentage of HEI revenues from tuition fees paid by students and households.        |
| Share of HEI's revenues from third-party funding | Percentage of HEI revenues from external funding sources.                            |

### 3.3.3 Teaching & Learning

The teaching and learning dimension focuses on educational outputs, learning conditions, and graduate outcomes. It includes indicators on student numbers, graduation volumes, and student-to-staff ratios, as

well as measures of graduate employability. In addition, it captures aspects of teaching quality and innovation, such as pedagogical training, digital learning support, and the integration of micro-credentials. Overall, this dimension reflects both the scale and the effectiveness of teaching activities.

**Table 4: Indicators in the dimension Teaching & Learning**

| Indicator                            | Explanation                                                                                         |
|--------------------------------------|-----------------------------------------------------------------------------------------------------|
| Total graduates (ISCED 5-7)          | Number of short cycle, bachelor's, and master's graduates.                                          |
| Percentage of graduates in STEM      | Percentage of graduates in STEM fields at ISCED 5-7.                                                |
| Students to academic staff ratio     | Ratio of students to academic personnel (Headcount).                                                |
| Total students enrolled (ISCED 5-7)  | Number of enrolled students at ISCED 5-7.                                                           |
| Graduate unemployment at ISCED 6     | Percentage (range) of bachelor graduates unemployed 18 months after graduation (categorised scale). |
| Graduate unemployment at ISCED 7     | Percentage (range) of master graduates unemployed 18 months after graduation (categorised scale).   |
| Pedagogically skilled teaching staff | Percentage (range) of academic staff with pedagogical training.                                     |
| TEL support / staff trained in TEL   | Percentage (range) of teaching staff trained in technology-enabled learning.                        |
| Embeddedness of micro-credentials    | Composite indicator reflecting funding and quality assurance integration of micro-credentials.      |

### 3.3.4 Knowledge Transfer

The knowledge transfer dimension examines how institutions contribute to innovation and the wider economy. It includes indicators related to private-sector funding, lifelong learning activities, and the creation of graduate companies and spin-offs. These measures highlight the extent to which institutions engage with external stakeholders and translate knowledge into economic and societal value.

**Table 5: Indicators in the dimension Knowledge Transfer**

| Indicator                                       | Explanation                                                                   |
|-------------------------------------------------|-------------------------------------------------------------------------------|
| Share of private third-party funding            | Percentage of third-party funding from private sources.                       |
| Income from continuous professional development | Percentage of revenues from lifelong learning activities from total revenues. |
| Graduate companies                              | Number of companies founded by graduates per 1000 master graduates.           |
| Spin-offs                                       | Number of spin-offs per 1000 academic staff.                                  |

### 3.3.5 Regional Engagement

The regional engagement dimension evaluates the role of institutions within their local context. It focuses on the extent to which universities contribute to regional development through research funding, student internships, and graduate employment within the region. This dimension reflects how strongly institutions are embedded in and responsive to their regional environment.

**Table 6: Indicators in the dimension Regional Engagement**

| Indicator                                        | Explanation                                                                 |
|--------------------------------------------------|-----------------------------------------------------------------------------|
| External research revenues from regional sources | Percentage of external research funding from regional sources.              |
| Student internships in the region                | Percentage of internships conducted within the region from all internships. |
| Bachelor graduates working in the region         | Percentage (range) of bachelor graduates employed in the region.            |
| Master graduates working in the region           | Percentage (range) of master graduates employed in the region.              |

### 3.3.6 International Orientation

The international orientation dimension captures the degree of global engagement of institutions. It includes indicators on student mobility, international joint programmes, and the use of foreign languages in teaching. Additionally, it considers the structure and attractiveness of international collaborations, such as joint degree programmes. This dimension reflects the openness and international integration of institutions.

**Table 7: Indicators in the dimension International Orientation**

| Indicator                                                | Explanation                                                |
|----------------------------------------------------------|------------------------------------------------------------|
| Share of mobile students at ISCED 5–7                    | Share of students with prior education abroad.             |
| Relative costs of joint degree programmes                | Cost comparison of joint vs regular programmes.            |
| Share of students in joint degree programmes             | Share of students enrolled in joint programmes.            |
| Share of joint degree programmes                         | Share of joint programmes among all programmes.            |
| Share of programmes taught in foreign language (ISCED 6) | Share of bachelor programmes taught in a foreign language. |

### 3.3.7 Societal Challenges

The societal challenges dimension addresses the contribution of higher education institutions to broader social goals. It includes indicators on gender equality, diversity, inclusion, digital transformation, and sustainability. Measures such as outreach activities, support for underrepresented groups, and environ-

mental engagement provide insight into how institutions respond to key societal challenges and promote inclusive and sustainable development.

**Table 8: Indicators in the dimension Societal Challenges**

| Indicator                                                | Explanation                                                      |
|----------------------------------------------------------|------------------------------------------------------------------|
| Share of female academic personnel                       | Percentage of women among total academic staff.                  |
| Share of female senior academic personnel                | Percentage of women among senior academic staff.                 |
| Share of female PhD students                             | Percentage of women among doctoral students.                     |
| Share of mature students at ISCED 6                      | Percentage of students aged 29+ at ISCED 5–7.                    |
| Share of female students at ISCED 5–7                    | Percentage of female student at ISCED 5 – 7.                     |
| Digital investment                                       | Percentage of expenditure on digital teaching and learning.      |
| Green courses                                            | Extent to which programmes include sustainability topics.        |
| Green monitoring                                         | Composite indicator of sustainability monitoring and planning.   |
| Number of outreach programmes                            | Number of outreach activities targeting underrepresented groups. |
| Share of students with children at ISCED 6               | Percentage of students with children.                            |
| Percentage of students with disability status at ISCED 6 | Percentage of students with disabilities at bachelor level.      |

### 3.4 Rank Group Calculation

To ensure comparability across institutions, indicators are transformed into rank groups. The grouping approach follows the methodology originally developed in U-Multirank. Two types of indicators are distinguished: quantitative indicators and composite (rating) indicators.

#### a) Quantitative indicators

Most indicators are based on continuous numerical values (e.g. percentages, ratios, or absolute values). For these indicators, institutions are assigned to one of five performance groups (A–E) based on their distance from the median value of the overall sample. Translated into values the performance groups are from 1 (A) to 5 (E).

The median represents the central value of a distribution, dividing the sample into two equal halves. Group thresholds are defined relative to this median:

- Group A (1): value > median + 25%
- Group B (2): median < value ≤ median + 25%
- Group C (3): median – 25% < value ≤ median
- Group D (4): 0 < value ≤ median – 25%

- Group E (5): value = 0

This approach ensures a relative comparison across institutions rather than absolute benchmarking.

As some indicators show skewed distributions, a logarithmic normalisation is applied where necessary. Specifically, if the ratio between median and mean falls outside a predefined bandwidth ( $\pm 12.5\%$  around 1), log-normalised values are used before assigning rank groups. This adjustment reduces the influence of extreme values and improves the robustness of the grouping.

### **b) Composite (Rating) Indicators**

For selected dimensions where performance cannot be adequately captured by a single variable, composite indicators are applied. These combine multiple variables into a single score and are particularly relevant for complex and multidimensional topics within the Thai survey.

In this study, composite indicators are used, for example, for:

- Embeddedness of micro-credentials, combining information on funding sources and quality assurance.
- Technology-Enhanced Learning (TEL), reflecting both institutional support structures and the share of trained teaching staff.
- Green monitoring, capturing the existence of sustainability strategies, monitoring activities, and institutional planning.

Each component contributes a defined number of points to the overall score. Institutions are then assigned to rank groups based on their total score relative to the maximum possible score. Higher scores correspond to higher performance groups.

This approach allows the integration of different types of data, including categorical and binary information, and provides a more comprehensive assessment of institutional activities in areas that are not directly measurable through single quantitative indicators.

## **3.5 Results**

This chapter presents the results of the analysis of the Thai higher education system based on the selected indicators and dimensions. The analysis aims to provide both a system-level perspective and a comparative assessment of institutional performance.

First, an overview of the Thai higher education system is provided, highlighting general patterns and structural characteristics across the different performance dimensions. This allows for an initial understanding of how the system is positioned in terms of research, teaching and learning, resources, knowledge transfer, regional engagement, international orientation, and societal challenges. Furthermore, the analysis focuses on differences within the Thai system by comparing results across institution types. This perspective highlights the extent to which institutional profiles vary and provides insights into the functional differentiation of universities in Thailand.

Second, the results are compared with the corresponding EHESO averages at the indicator level. This comparison situates the Thai higher education system within a broader international context and helps to identify areas of relative strength and potential development.

Together, these perspectives provide a comprehensive understanding of both the overall performance and the internal diversity of the Thai higher education system.

### 3.5.1 The Thai Higher Education System

The Thai higher education system appears to be highly differentiated, with clearly distinct institutional profiles across the different dimensions.

The data suggests that institutions do not perform uniformly across all areas. Instead, different university types seem to fulfil different roles within the system. Frontier Research Universities appear to be more strongly positioned in research intensity, doctoral training, and external funding. Technology and Innovation Universities show strengths in STEM orientation, applied activities, and links to innovation. Area-Based and Community Universities appear to be more strongly embedded in their regional context, while Specialized and Professional Universities often show specific strengths in labour market orientation and targeted programme provision. This indicates a system that is not organised around one single model of university excellence, but rather around institutional diversity and differentiated missions.

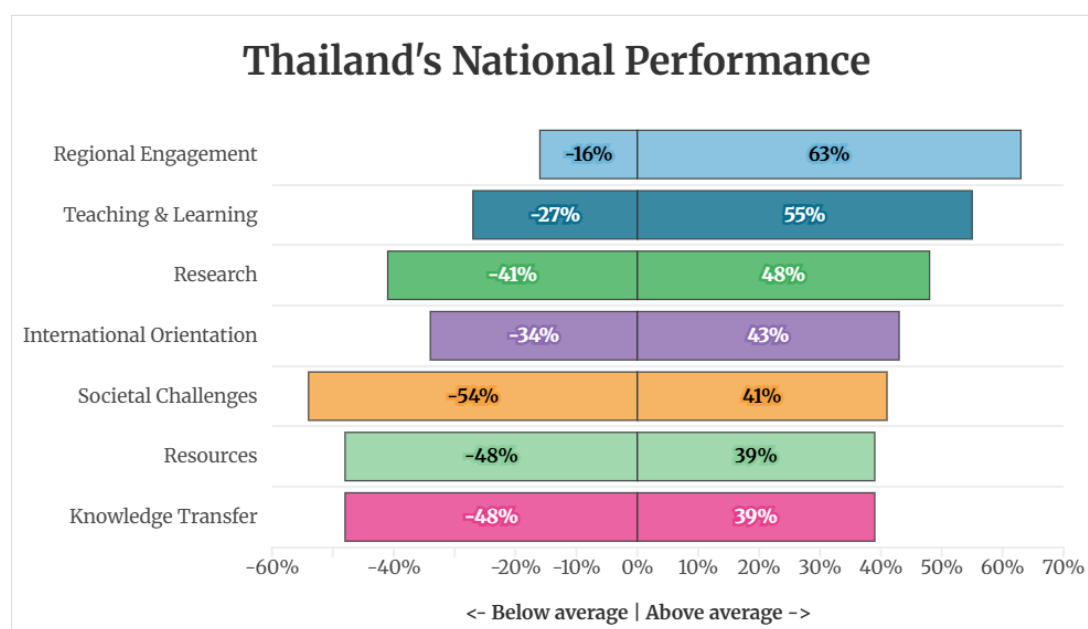
#### 3.5.1.1 Strengths and Weaknesses of the Thai Higher Education System by Dimension

This pattern is also reflected at the aggregate level, as illustrated in Figure 3. The figure presents the distribution of Thai universities across performance levels within each dimension, distinguishing between lower and higher rank groups. Negative percentages indicate the share of Thai universities whose performance falls into the lower rank groups D and E, while positive percentages represent the proportion of universities achieving higher performance levels in rank groups A and B.

The Thai higher education system shows strengths in **regional engagement** and **teaching and learning**, where a large share of institutions performs above the average (rank groups A and B). This highlights the strong role of higher education in supporting regional development, as well as its capacity to serve large student populations and deliver education at scale. The **research dimension** also shows a balanced distribution, indicating that research activities are present across a broad range of institutions, even if they are concentrated in specific institutional types.

At the same time, the figure points to areas with greater development potential. **International orientation**, **resources**, and **knowledge transfer** show lower relative performance, suggesting that further strengthening of internationalisation strategies, funding structures, and innovation ecosystems could enhance the overall system performance. The results for **societal challenges** are more mixed, indicating that while certain aspects such as gender representation are well developed, other areas such as lifelong learning or outreach may require additional attention.

Overall, the findings underline that the Thai higher education system is characterised by **functional differentiation and complementary strengths**, rather than uniform performance across all institutions. This diversity enables the system to address multiple objectives simultaneously, including research development, economic innovation, regional engagement, and broad access to higher education.

**Figure 3: Thailand's national performance by dimension**

### 3.5.1.2 Differences between Types of Universities

Figure 4 illustrates the average performance profiles of the different university types across the seven dimensions. It highlights the differentiated structure of the Thai higher education system and the distinct strengths of each institutional group.

In the spider charts, the values represent average rank group positions for each dimension. These rank groups follow the standard U-Multirank logic:

- 1 = Rank group A (best performance)
- 2 = Rank group B
- 3 = Rank group C
- 4 = Rank group D
- 5 = Rank group E (lowest performance)

Accordingly, lower values indicate stronger performance. The closer a value is to 1, the better the respective group performs in that dimension. Conversely, values closer to 5 indicate weaker performance.

This means that in the radar charts, dimensions where a line is positioned closer to the centre (value = 1) reflect stronger performance, while positions further outward indicate comparatively weaker results.

**Frontier Research Universities** show a clear concentration of strengths in the dimensions of research, resources, and international orientation. Their profile is strongly outward-oriented and research-intensive, with comparatively high performance across most dimensions except regional engagement.

**Technology and Innovation Universities** display a more balanced profile, with relatively strong performance in teaching and learning, knowledge transfer, and societal challenges. Their results indicate a focus on applied education and innovation-related activities, while maintaining moderate performance in research and international orientation.

**Area-Based and Community Universities** are characterised by their strong performance in regional engagement and solid results in societal challenges. Their profile reflects a clear regional mission, with comparatively lower values in research and international orientation but a more balanced distribution across the remaining dimensions.

**Specialized and Professional Universities** show strengths in teaching and learning and knowledge transfer, while their performance in research and resources is comparatively lower. Their profile suggests a strong focus on labour market-oriented education and professional training.

Overall, the spider chart demonstrates that the Thai higher education system is not dominated by a single model of excellence. Instead, it reveals complementary institutional profiles, where different types of universities contribute to different dimensions of system performance.

**Figure 4: Performance per dimension by institution type**

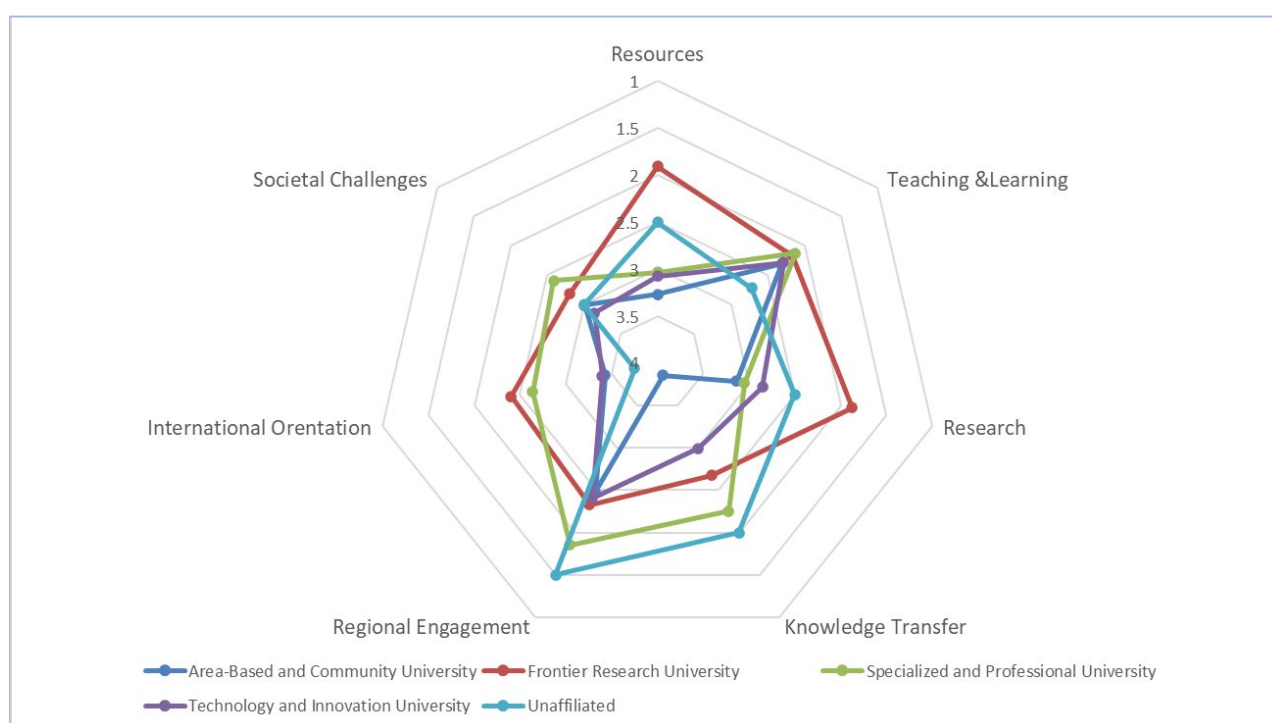
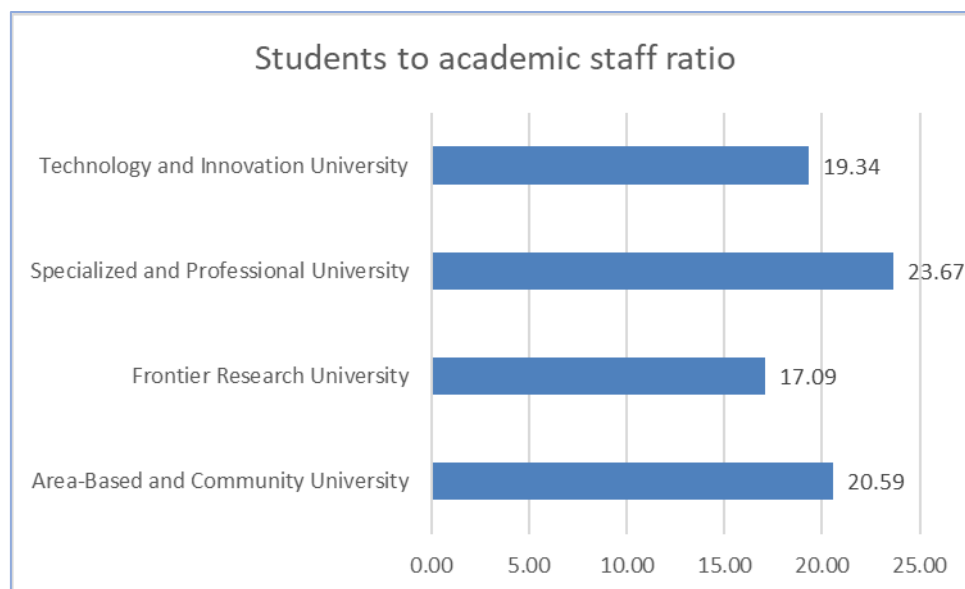


Figure 5 provide insights into the relationship between student numbers and academic staff across different types of universities in Thailand, highlighting differences in teaching intensity and institutional scale.

The **students-to-academic staff ratio** varies across institution types. Specialized and Professional Universities show the highest ratio, indicating a larger number of students per academic staff member. This suggests a strong focus on teaching efficiency and potentially more standardised programme delivery. Area-Based and Community Universities and Technology and Innovation Universities also show relatively high ratios, while Frontier Research Universities have the lowest ratio. This reflects a more favourable staff-to-student relationship, which is typically associated with research-oriented environments and more intensive supervision, particularly at doctoral level.

**Figure 5: Student-staff ratio by institution type**

*Ratio of students to academic personnel (Headcount)*

Looking at the numbers of students and staff by institution type, it reveals that Area-Based and Community Universities have the largest student population, with around 29,500 students on average, but comparatively fewer academic staff (mean: 564). This confirms their role as large-scale providers of higher education with a strong access and regional mission. Frontier Research Universities employ the highest number of academic staff (mean: 1,676) while serving a slightly smaller student population (mean: 24,600), resulting in a lower student-to-staff ratio. This reflects their research-intensive profile and greater resource availability.

Specialized and Professional Universities are considerably smaller in scale, with approximately 8,800 students and around 300 academic staff on average. Despite their smaller size, they exhibit the highest student-to-staff ratio, underlining their teaching-focused orientation. Technology and Innovation Universities occupy an intermediate position, with around 16,900 students and 847 academic staff, resulting in a moderate ratio that reflects a balance between teaching and applied research activities.

Overall, the results show that differences in student-to-staff ratios are closely linked to institutional missions. Research-intensive universities tend to have more favourable ratios, while teaching-oriented and access-focused institutions operate with higher student loads per academic staff member.

### 3.5.1.3 Differences by Governance Type

Figure 6 illustrates the performance profiles of universities in Thailand by governance type across the seven dimensions. It highlights clear differences between public, private, and government-dependent private institutions, indicating that governance structures are associated with distinct performance patterns. Again, performance is consistently interpreted based on the underlying rank group system. All reported values refer to average positions across the five rank groups, where lower values indicate stronger performance and higher values weaker performance. Results closer to 1 therefore represent comparatively better outcomes, while values approaching 5 reflect lower relative performance. This interpretation applies throughout this section.

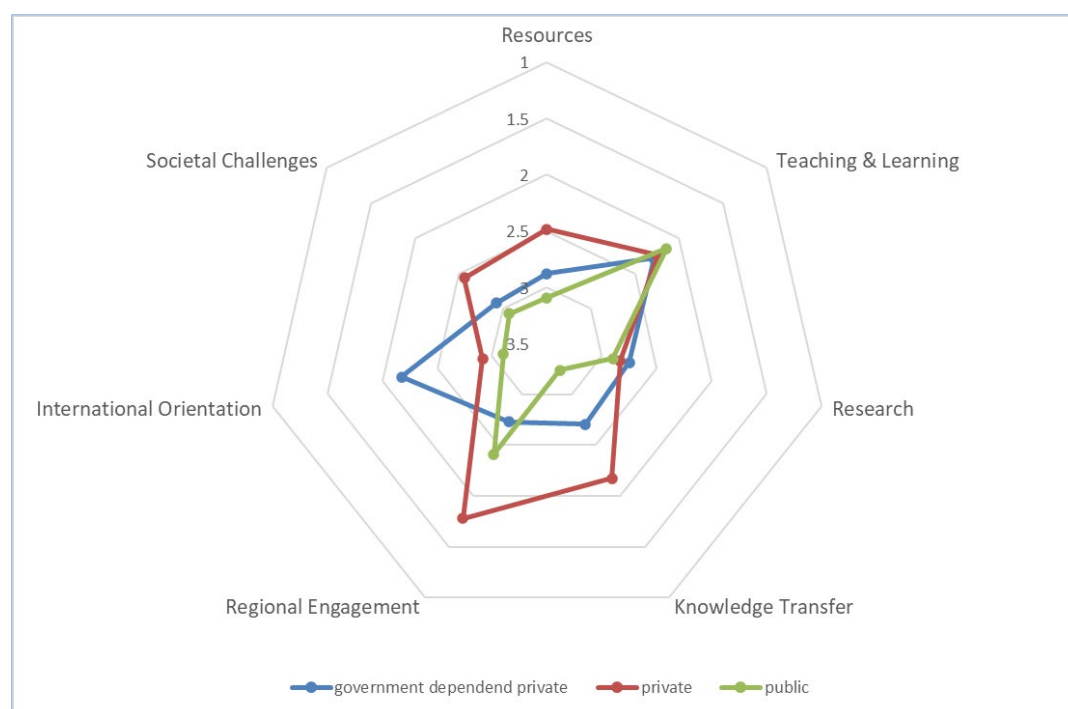
**Private universities** show the strongest overall performance across most dimensions. They particularly stand out in resources, knowledge transfer, regional engagement, and societal challenges. This suggests a strong focus on applied activities, labour market orientation, and diversified funding structures. Their comparatively high values in regional engagement and societal challenges also indicate an active role in addressing local needs and broader societal issues.

**Government-dependent private universities** display a more balanced profile, with their most notable strength in international orientation. This suggests that these institutions are well integrated into international networks, for example through joint programmes or student mobility. Across the other dimensions, their performance remains moderate, indicating a hybrid profile between public and private institutional characteristics.

**Public universities** show their strongest performance in teaching and learning, as well as in regional engagement. This reflects their central role in providing access to higher education and serving regional development needs. However, their comparatively lower values in research and knowledge transfer suggest a less pronounced focus on research-intensive and market-oriented activities compared to other governance types.

Overall, the chart demonstrates that the Thai higher education system is not only differentiated by institutional type but also by governance structure. Each group contributes to the system in distinct ways, reinforcing the overall diversity and complementarity of institutional roles.

**Figure 6: Performance per dimension by governance type**



### 3.5.2 Comparison of Thai and European Higher Education Institutions

For the comparison of Thai Higher Education Institutions (HEI) with European HEI, data from the EHESO benchmarking tool for institutions is used. The EHESO dataset includes more than 3,400 higher education institutions across Europe and provides a multidimensional dataset that enables systematic comparison of higher education institutions across a broad range of performance dimensions (see chapter 2.3). The benchmarking tool combines institutional data collected via questionnaires with harmonised statistical data, ensuring both comparability and contextual relevance. The questionnaire data was gathered in 2025, where also data was gathered for the years 2021-2023. By using standardised indicators and grouping methodologies, EHESO allows institutions to position themselves relative to national and international peers, identify strengths and weaknesses, and support evidence-based strategic development.

A comparison between the mean values of the indicators of the Thai HEI and the European HEI mean (see Table 9) reveals several notable differences in **institutional profiles**. First, Thai HEIs appear to operate on a comparatively large teaching scale. On average, they report substantially more students enrolled at ISCED 5–7 (21,400 compared to 8,728 in EHESO), a higher number of graduates (2,798 compared to 1,878) and a higher students-to-academic-staff ratio (20.18 compared to 13.88). At the same time, the average size of the academic staff body is slightly lower than in EHESO (775 compared to 907), which suggests that Thai institutions combine large student numbers with comparatively leaner staffing structures. Compared to the European Union (EU), Thailand has a significantly lower density of higher education institutions. While the EU hosts a much larger number of institutions relative to its population, the Thai higher education system is more concentrated, with fewer institutions serving a comparatively large student population. This structural difference is reflected in several indicators, particularly in student-to-staff ratios and total enrolment figures.

Second, the **resource** profile of Thai HEIs differs from the EHESO mean in important ways. Thai institutions show a clearly higher average share of revenues from tuition fees (39.19% versus 25.27%), while the share of revenues from third-party funding is notably lower (5.13% versus 12.50%). This indicates a stronger reliance on tuition-based funding and a weaker role of externally acquired project or contract funding. The average share of senior academic staff is also considerably lower in Thailand than in EHESO, which may point to differences in staff structure, career systems, or data definitions.

In **teaching and learning**, Thai HEIs appear to have a stronger STEM orientation than the EHESO average. The proportion of graduates in STEM fields is clearly higher in Thailand (24.10% versus 15.44%). At the same time, some indicators suggest that teaching-related innovation is mixed. For example, the mean value for the use of micro-credentials is lower in Thailand, and labour-market-related indicators are not directly comparable based on the mean values alone because they rely partly on grouped categories.

In the **research** dimension, the picture is differentiated. Thai HEIs report a higher average number of PhD students per academic personnel (0.56 versus 0.26) and a slightly higher number of publications per academic personnel (0.62 versus 0.58). However, they are clearly below the EHESO mean in professional publications per academic personnel (0.37 versus 1.72). These comparisons should be interpreted with caution, as the bibliometric data for the European HEIs are derived from OpenAlex, whereas the data for Thai institutions are self-reported and may therefore differ in terms of methodology and coverage. Art-related outputs are also lower than the EHESO mean, although this may partly reflect the disciplinary

composition of the participating institutions. Overall, this suggests that the Thai system shows research capacity in selected areas, but a less diversified publication profile.

In the dimension of **knowledge transfer**, Thai HEIs show mixed results. The share of private third-party funding is substantially higher than the EHESO mean (12.14% versus 2.12%), which may indicate stronger links with private-sector actors within the external funding that is acquired. However, Thailand scores much lower spin-offs (0.02 versus 0.08) and income from continuous professional development is only at a similar level. This suggests that entrepreneurial and commercialised forms of knowledge transfer may be less strongly developed, despite some private-sector funding relationships.

The **regional engagement** indicators point to a relative strength of Thai HEIs. In particular, the average share of student internships in the region is higher in Thailand than in EHESO (83.79% versus 79.77%). By contrast, the share of external research revenues from regional sources is clearly lower (9.25% versus 23.28%). This indicates that regional engagement in Thailand seems to be expressed more strongly through education, graduate retention, and labour-market links than through regionally funded research.

The **international orientation** dimension shows that Thai HEIs are, on average, less internationally oriented than the EHESO benchmark. The share of mobile students at ISCED 5–7 is markedly lower (3.75% versus 14.36%), as are the shares of students in joint degree programmes (0.37% versus 0.86%), joint degree programmes overall (2.52% versus 6.66%), and programmes taught in a foreign language at ISCED 6 (7.21% versus 16.58%). This suggests that internationalisation is present in the Thai system, but less deeply embedded in institutional structures and programme portfolios than in the EHESO comparison group.

In the **societal challenges** dimension, Thai HEIs show comparatively strong gender-related results. The share of female academic personnel is higher than the EHESO mean (52.24% versus 44.41%), while the shares of female senior academic personnel (32.15% versus 32.09%) and female PhD students (50.41% versus 49.92%) are almost identical. Thai institutions also show a slightly higher share of female students overall (59.92% versus 56.64%). By contrast, the share of mature students is much lower (4.05% versus 39.21%), but this should be interpreted with caution, since the EHESO data refer to ISCED 5, 6 and 7 students, while the Thai data only take ISCED 6 students into account. Digital investment appears higher in Thailand (2.55 versus 0.91), while the number of outreach programmes and the share of students with children are broadly similar.

Overall, the comparison suggests that the Thai higher education system is characterised by high student volumes, a comparatively strong STEM orientation, and strong regional links, while remaining less internationalised and less dependent on third-party funding than the European average. The results also point to a system in which teaching and access play a central role, whereas research funding structures, entrepreneurial transfer, and international orientation appear less pronounced at the aggregate level.

**Table 9: Comparison of Thai and EHESO data (mean scores of indicators)**

| Dimension                 | Indicator                          | Thailand Mean | Europe Mean |
|---------------------------|------------------------------------|---------------|-------------|
| Research                  | PhD students per academic staff    | 0.56          | 0.26        |
|                           | Publications per academic staff    | 0.62          | 0.58        |
|                           | Professional publications          | 0.37          | 1.72        |
|                           | Art-related outputs                | 0.03          | 12.39       |
| Resources                 | Academic staff (HC)                | 775           | 907         |
|                           | Share senior staff (%)             | 1.64          | 14.62       |
|                           | Tuition fee share (%)              | 39.19         | 25.27       |
|                           | Third-party funding (%)            | 5.13          | 12.50       |
| Teaching & Learning       | Graduates                          | 2,798         | 1,878       |
|                           | Students enrolled                  | 21,400        | 8,728       |
|                           | Student-staff ratio                | 20.18         | 13.88       |
|                           | STEM graduates (%)                 | 24.10         | 15.44       |
| Knowledge Transfer        | Private third-party funding (%)    | 12.14         | 2.12        |
|                           | Graduate companies                 | 0.27          | 19.89       |
|                           | Spin-offs                          | 0.02          | 0.08        |
| Regional Engagement       | Internships in region (%)          | 83.79         | 79.77       |
|                           | Regional research funding (%)      | 9.25          | 23.28       |
| International Orientation | Mobile students (%)                | 3.75          | 14.36       |
|                           | Joint programmes (%)               | 0.37          | 0.86        |
|                           | Programmes in foreign language (%) | 2.52          | 6.66        |
| Societal Challenges       | Female academic staff (%)          | 52.24         | 44.41       |
|                           | Female students (%)                | 59.92         | 56.64       |
|                           | Mature students (%)                | 4.05          | 39.21       |
|                           | Digital investment (%)             | 0.09          | 7.78        |

## 4 Student Survey

The assessment of their learning experience by current students provides a peer perspective for student users of transparency tool. A student survey following high methodological standards has been developed by CHE for the national CHE Ranking of German universities (starting in 1999), as well as for U-Multi-rank/EHESO (starting in 2012). Since evidence shows that student satisfaction differs tremendously between fields of study, the student survey was field based, covering 13 fields of education (see 4.2.2.1).

### 4.1 Methodology and Questionnaire

The student questionnaire is strongly based on the recent EHESO student questionnaire (see Appendix). The questionnaire was designed as a structured online survey to capture students' perceptions of their study experience across key areas of higher education. It begins with basic information on institution, field of study, and degree level to ensure consistent contextualisation of responses.

The main part of the survey consists of thematic sections in which students evaluate aspects such as teaching and learning, research, organisation, practical orientation, mentoring, internationalisation, and infrastructure using standardised five-point Likert scales (from very poor to very good), including a "don't know" option. Filter questions are used to display only relevant sections (e.g. for international students or laboratory-based programmes), helping to reduce response burden and improve data quality. The questionnaire is complemented by questions on internships and study abroad, as well as a final section on demographic characteristics. Overall, the survey combines standardised evaluations with contextual and demographic information, enabling a differentiated analysis of student experiences.

Data collection took part from end of May until the end of August 2025.

### 4.2 Sample

The operation of the online survey prioritised high standards regarding access control to the survey and data privacy. To guarantee high standards of data privacy the invitations to the survey - with a personal password - were sent by participating universities. Hence CHE does not have any personal and contact information of the students. At the same time the personalised access to the survey guaranteed that only real students of the participating survey could answer to the questionnaire (and only once).

#### 4.2.1 Data Cleaning and Net Sample

47 universities participated in the student survey. At six of them, less than 20 students answered the questionnaire. On the contrary, six universities had more than 1,000 responses; the highest number (1,794) at Nakhon Ratchasima Rajabhat University (NRRU).

In total 21,949 students at least opened the questionnaire. Out of them 809 did not enter their university. In addition, 1,292 students did not select their field of study or could not be assigned to one of the valid fields of study. Hence, they were deleted from analysis.

This led to 19,848 students which provided both the name of their institution and their field of study. Out of them 19,075 formally completed the questionnaire, i.e. went to the last page.

Since the formal completion does not necessarily ensure that enough relevant data is provided, only responses with valid information for at least three of the 16 indicators were considered in the analysis.

This led to a net sample of 19,698 responses (see Table 10).

**Table 10: Sample and data cleaning**

| Step                                     | Number of cases | Sample        |
|------------------------------------------|-----------------|---------------|
| Total response (opening questionnaire)   | 21,949          | 21,949        |
| No university                            | 809             | 21,140        |
| No field/no valid field                  | 1,292           | 19,848        |
| Less than 3 valid (out of 16) indicators | 150             | <b>19,698</b> |

## 4.2.2 Sample Characteristics

### 4.2.2.1 Fields of Study

The survey included 13 fields of study. In the final sample Business Studies is the largest field with 28.5% of all responses, followed by Nursing (13.4%), Electrical Engineering (13.4%), and Computer Science (10.9%). All other fields represent less than 10% of the sample, i.e. they have less than 100 responses (see Table 11).

Table 11: Student Survey sample by fields of education

| Field                     | Frequency    | Percent      |
|---------------------------|--------------|--------------|
| Computer Science          | 2149         | 10.9         |
| Physics                   | 329          | 1.7          |
| Electrical Engineering    | 2566         | 13.0         |
| Mechanical Engineering    | 1812         | 9.2          |
| Chemistry                 | 564          | 2.9          |
| Social Work               | 507          | 2.6          |
| Business Studies          | 5615         | 28.5         |
| Sociology                 | 1022         | 5.2          |
| Education                 | 378          | 1.9          |
| Biology                   | 566          | 2.9          |
| Medicine                  | 943          | 4.8          |
| Nursing                   | 2638         | 13.4         |
| Environmental Engineering | 609          | 3.1          |
| <b>Total</b>              | <b>19698</b> | <b>100.0</b> |

#### 4.2.2.2 Degree Level

The project is planned to cover Bachelor and Master students and students enrolled in equivalent programmes, i.e. students enrolled in programmes at ISCED 6 and 7 levels. The original categories in the survey include ISCED 5 level programmes (short national programmes), Bachelor, Master programmes, long first degrees, PhD programmes, and “other”. 65 respondents were enrolled in an ISCED 5 programmes, 36 in PhD and 20 in other programmes. For the analysis we summed up Bachelor plus short first degrees and Master plus long first degrees into two final categories of degrees.

Since the number of Master/ISCED 7 students was rather low: only 694 compared to 18,771 Bachelor/ISCED 6 students, it was decided not to distinguish between degree levels in the calculation of indicators for the benchmarking tool (in addition the small number would have been disaggregated by universities) (see Table 12). As a result, the 233 participants who did not provide their degree level could be retained in the analysis.

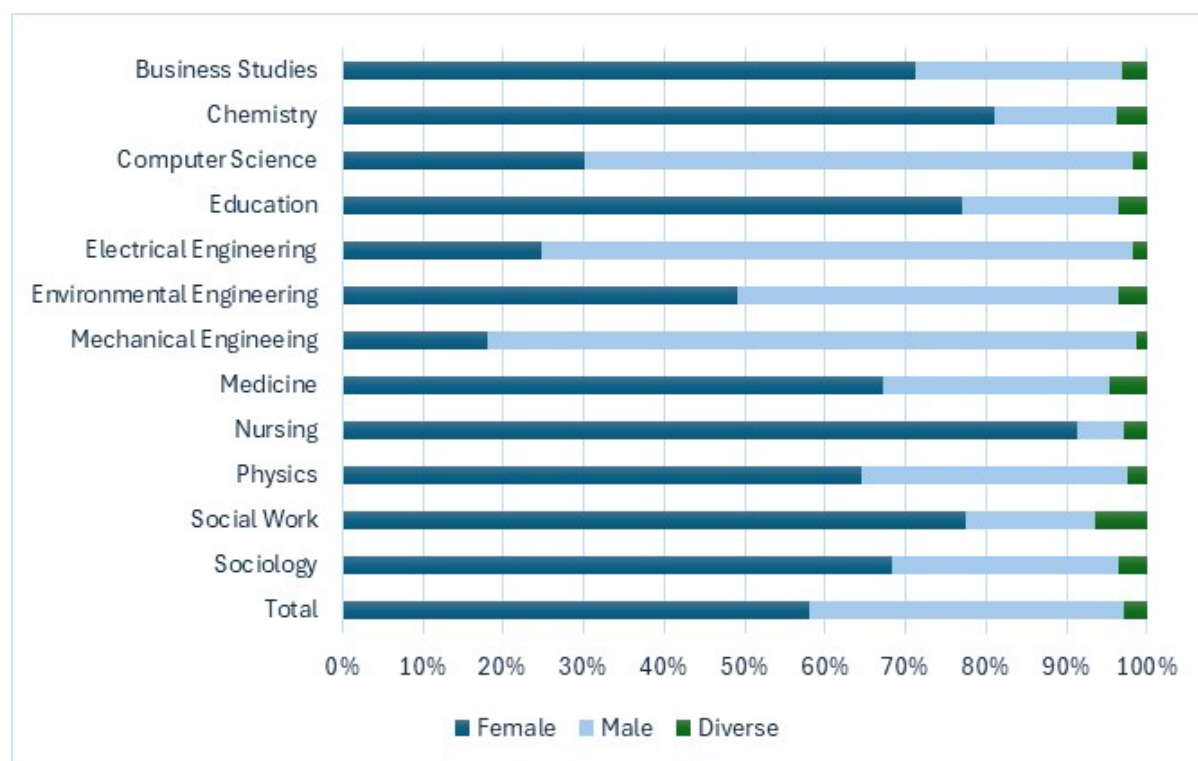
Table 12: Student survey sample by degree level

| Degree       | Frequency    | Percent      | Valid percent |
|--------------|--------------|--------------|---------------|
| Bachelor     | 18771        | 95.3         | 96.4          |
| Master       | 694          | 3.5          | 3.6           |
| Sub-Total    | 19465        | 98.8         | 100.0         |
| Other        | 233          | 1.2          |               |
| <b>Total</b> | <b>19698</b> | <b>100.0</b> |               |

#### 4.2.2.3 Gender

In total, more than half of the respondents are female (58.1%); 39 % male and 2.9% classified themselves as non-binary/diverse. As expected, the gender ratio differs strongly among fields of study. Most fields have a majority of female students—for example, nursing is 91% female—while technology disciplines like computer science and engineering are mainly male dominated. In this analysis (but not in the indicators for the benchmarking tool), we will analyse gender differences in the assessment of the students' learning experience. The gender balance largely corresponds to the results for Europe by EHESO. In Thailand, the share of female students in physics and computer science is higher than in Europe.

**Figure 7: Students by field of education and gender**



#### 4.2.2.4 Social Characteristics

The questionnaire included also questions on social background and characteristics that can be analysed for this report. They include

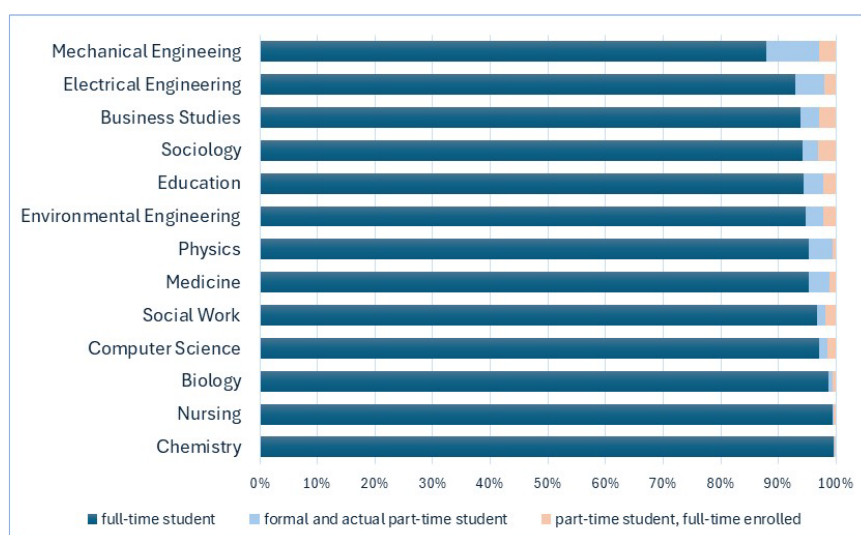
- study behaviour: full-time vs. part-time study
- paid employment during study (yes/no, weekly hours)
- educational family background
- care obligations (children, family care)

## Full-time vs. part-time study

Most students in the sample study full-time (93.8%) – 3.2% are enrolled in a part-time programme and 2% study part-time but are enrolled in a full-time programme. Only 1% of the respondents reported not to study actively.

There are almost no differences between the study fields. Except engineering, all study fields are characterised by more than 90% of the students studying full-time (see Figure 8). Men study slightly more often part-time (6.8%) compared to 3.6% of the women. It is assumed that this is an effect of the specific fields of study.

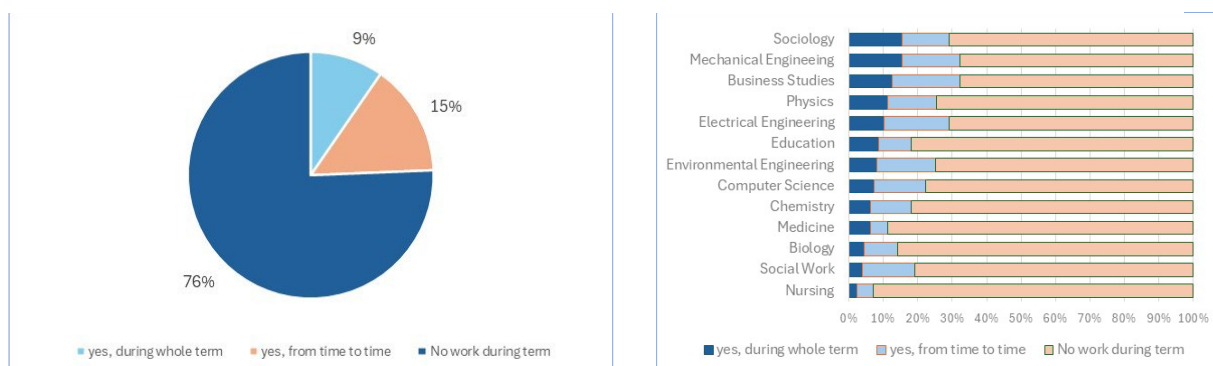
**Figure 8: Students by field of education and study volume**



## Paid Employment

Around three quarters of students reported that they did not engage in paid employment during the semester, while only 9% indicated that they worked regularly throughout the term. Differences across fields of study can be observed, but no clear systematic pattern emerges. Fields with the highest share of working students include sociology and business studies, as well as selected engineering and science disciplines, although this pattern is not consistent across all fields within these areas (see Figure 9).

**Figure 9: Employment of students**

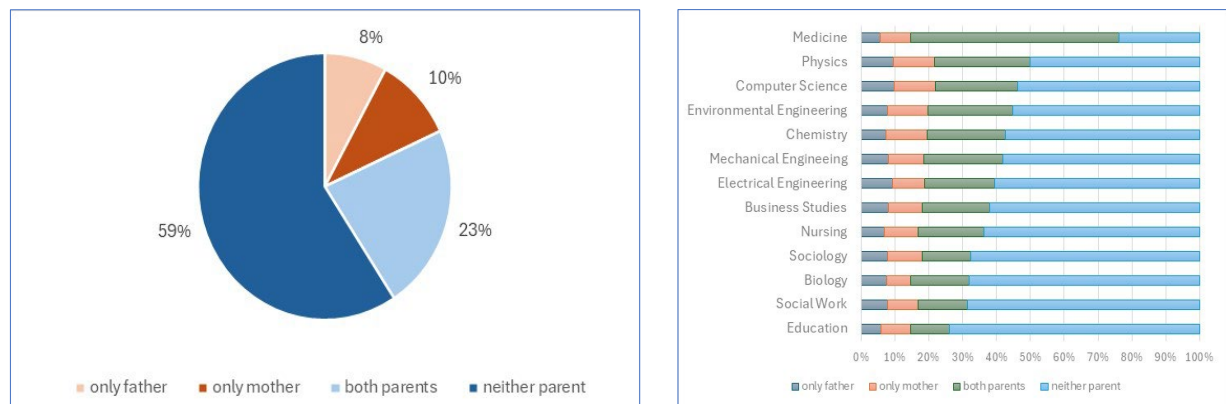


## Educational family background

Literature suggests that students from a non-academic background have different learning experiences and more difficulties to get socialised in higher education. In the sample about 11.4% did not know the educational background of their parents. Among those who could answer to the question, 59.2% are coming from a non-academic family where neither father nor mother had a higher education degree – compared to 22.6% with a fully academic background. For 18.1% of the respondents only one parent holds an academic degree (see Figure 10, left).

The educational backgrounds differ tremendously between fields of study. While in medicine, 61.6% of the students reported that both parents have an academic education, more than two thirds of education, social work, biology, and sociology students are coming from non-academic backgrounds (in which neither parent holds a higher education degree) (see Figure 10, right).

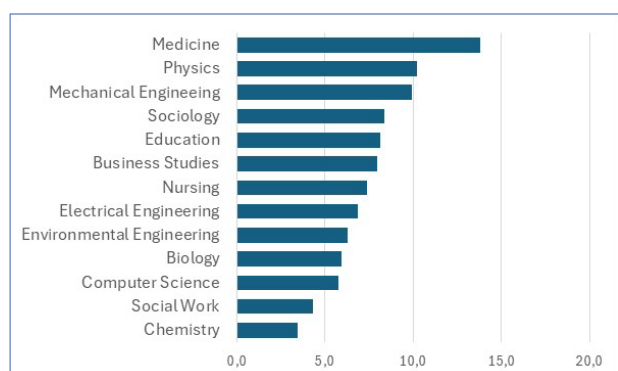
**Figure 10: Students by educational family background**



## Family obligations

In total, 8% of all students reported that they raise children. Yet there are significant differences between fields. While the percentage is less than 5% in social work and chemistry, 14% of medical students have children (see Figure 11).

**Figure 11: Students with children**



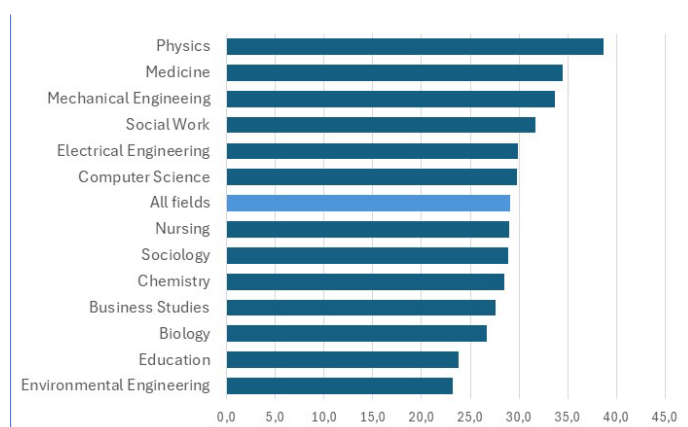
There are four institutions with a high number of students with children (more than 20%). These Institutions are mentioned in Table 13.

**Table 13: Higher Education Institutions with highest percentage of students with children**

| Institution                   | Percentage of students with children |
|-------------------------------|--------------------------------------|
| Chulabhorn Royal Academy      | 31.9%                                |
| Rajapruk University           | 23.4%                                |
| Payap University              | 21.1%                                |
| Mahamakut Buddhist University | 20.5%                                |

29% of all students in the sample have other family care obligations. Again, there are large differences among subjects: While more than one-third of medicine and physics students report the care for family members, less than  $\frac{1}{4}$  are affected in environmental engineering and education (see Figure 12).

**Figure 12: Students engaged in family care**



#### 4.2.2.5 Sample by Fields and Institutions

The benchmarking tool will present indicators disaggregated by universities and by fields of study. To define the institutions that can be included in fields, the number of responses by field and university were analysed. In total there are 309 cases (university \* field) with valid student responses. Defining different minimum thresholds for the number of responses required for inclusion shows that, with a minimum of 20 responses, 161 units (52.1% of all units) are available in the benchmarking system. Lowering the threshold to 15 responses increases this number to 174 units (56.3% of all units). The relation differs by fields of study. Based on a threshold of 15 responses, in business studies 82.5% of all units will be included in the benchmarking system and in both computer science and nursing more than two third can be included. On the other side, the percentages in sociology and education are below 40% (see Table 14).

**Table 14: Student survey sample by fields of education**

| Field of Study            | Number of departments |           |         | Gain with threshold 15 | % coverage |
|---------------------------|-----------------------|-----------|---------|------------------------|------------|
|                           | participating         | Responses |         |                        |            |
|                           | total                 | >= 20     | w >= 15 |                        | N = 15     |
| Computer Science          | 36                    | 24        | 25      | 1                      | 69.4       |
| Physics                   | 14                    | 5         | 6       | 1                      | 42.9       |
| Electrical Engineering    | 33                    | 18        | 20      | 2                      | 60.6       |
| Mechanical Engineering    | 27                    | 13        | 16      | 3                      | 59.3       |
| Chemistry                 | 21                    | 7         | 8       | 1                      | 38.1       |
| Social Work               | 10                    | 4         | 4       | 0                      | 40.0       |
| Business Studies          | 40                    | 32        | 33      | 1                      | 82.5       |
| Sociology                 | 26                    | 10        | 10      | 0                      | 38.5       |
| Education                 | 15                    | 5         | 5       | 0                      | 33.3       |
| Biology                   | 23                    | 7         | 10      | 3                      | 43.5       |
| Medicine                  | 17                    | 10        | 10      | 0                      | 58.8       |
| Nursing                   | 25                    | 16        | 17      | 1                      | 68.0       |
| Environmental Engineering | 22                    | 10        | 10      | 0                      | 45.5       |
| Total                     | 309                   | 161       | 174     | 13                     | 56.3       |

### 4.3 Indicators

The survey provides 16 indicators on various aspects of students' learning experience and their assessment on the facilities of their university (see Table 15). While three indicators (e.g. "overall learning experience") refer to a single item question, most indicators are calculated as the mean score of more than one item. All items/questions are assessed by students on a five-point Likert-scale from 1 "very poor" to 5 "very good".

**Table 15: Indicators Student Survey**

| Indicator                   | Items included                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overall learning experience | <ul style="list-style-type: none"> <li>Overall learning experience</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        |
| Quality of teaching         | <ul style="list-style-type: none"> <li>Methods used to deliver course content (didactics)</li> <li>Accompanying materials provided with courses</li> <li>Adequate teaching of basic courses</li> <li>International orientation of teaching (literature, research)</li> <li>Interdisciplinary elements in teaching</li> <li>Abilities to choose individual areas of specialization</li> <li>Integration of project-/problem-based learning</li> </ul> |

| Indicator                             | Items included                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Organisation of study programme       | <ul style="list-style-type: none"> <li>• Transparency of entrance requirements/admission regulations</li> <li>• Feasibility of study programme (graduating within the norm period)</li> <li>• Access to classes (no waiting lists, no overlaps in time)</li> <li>• Alignment of exam requirements with course content</li> <li>• Transparency of the examination system (e.g. criteria, procedures)</li> <li>• Feedback on my work by teachers</li> <li>• Matching of course contents within a programme module</li> <li>• The recognition of prior learning experience gained before my current programme</li> </ul> |
| Contact to Teachers                   | <ul style="list-style-type: none"> <li>• How supportive and approachable were the teaching staff inside and outside of class?</li> <li>• Social climate between students and teachers</li> <li>• Feedback on homework, assignments, and examinations</li> <li>• Advice in preparing theses or oral</li> </ul>                                                                                                                                                                                                                                                                                                         |
| Inclusion of work experience          | <ul style="list-style-type: none"> <li>• Information about relevant professional fields</li> <li>• Number of courses related to practice/work</li> <li>• Quality of project learning and other practical elements</li> <li>• Courses provided by practitioners from industry</li> <li>• Support for your career development (e.g. extracurricular courses, workshops, and conferences)</li> </ul>                                                                                                                                                                                                                     |
| Research orientation of the programme | <ul style="list-style-type: none"> <li>• Introduction to methods of scientific work</li> <li>• Inspiration for your own critical thinking and reflection on the subject</li> <li>• Inclusion of up-to-date research results</li> <li>• Training of scientific thinking in general</li> <li>• Opportunity and encouragement to give conference papers</li> </ul>                                                                                                                                                                                                                                                       |
| Digital teaching                      | <ul style="list-style-type: none"> <li>• Diversity of digital teaching formats (e.g., digital lectures, recordings of courses, interactive seminars, etc.)</li> <li>• Technical conditions for digital teaching (e.g. audio-/video quality, stability of the connection, technical support)</li> <li>• Didactic concept for digital courses</li> <li>• Transparency of requirements and learning goals for digital courses</li> <li>• Digital feedback by lecturers</li> </ul>                                                                                                                                        |
| Digitalisation of processes           | <ul style="list-style-type: none"> <li>• Digital media and communication tools (e.g., emails, PowerPoint, PDF)</li> <li>• Social communication with teachers (e.g. blogs, chats, forums)</li> <li>• Electronic tests (e.g., e-assessments, e-exams)</li> <li>• Audio-/video-based learning media or tutorials</li> <li>• Interactive tools (e.g. educational games, simulations, online experiments)</li> <li>• Services of administration (e.g. registration, forms)</li> </ul>                                                                                                                                      |

| Indicator              | Items included                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use of AI in teaching  | <ul style="list-style-type: none"> <li>• Artificial Intelligence (AI) tools and software provided</li> <li>• To what extent is Artificial Intelligence (AI) integrated into your study programme for teaching and learning purposes?</li> <li>• Ethical aspects of Artificial Intelligence (AI)</li> </ul>                                                                                                                                                                                                      |
| Study abroad           | <ul style="list-style-type: none"> <li>• Attractiveness of the exchange programme/partner universities</li> <li>• Support and advice for studying / a study-related internship abroad</li> <li>• Financial support for studying / a study-related internship abroad</li> <li>• Recognition of learning achievements for mandatory courses obtained during the study abroad / internship abroad period (e.g. credits)</li> <li>• Possibilities to participate in virtual / online exchange programmes</li> </ul> |
| Libraries              | <ul style="list-style-type: none"> <li>• Availability of literature needed for your work</li> <li>• Access to on-stock books and academic journals</li> <li>• Access to electronic journals</li> <li>• User support</li> <li>• Availability of study/reading places</li> <li>• Open hours</li> <li>• Access to relevant databases of my subject</li> </ul>                                                                                                                                                      |
| IT facilities          | <ul style="list-style-type: none"> <li>• Hardware of available computers</li> <li>• Software available (incl. campus licenses)</li> <li>• Maintenance of the computers</li> <li>• User support (incl. software on your own notebook/laptop)</li> <li>• Open times during lecture weeks</li> <li>• Number of available places during the lecture weeks</li> <li>• Availability of Wi-Fi</li> </ul>                                                                                                               |
| Overall infrastructure | <ul style="list-style-type: none"> <li>• Overall quality of Infrastructure</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Sustainability         | <ul style="list-style-type: none"> <li>• Coverage of sustainable development topics in my courses</li> <li>• Provision of opportunities for students to engage in action on sustainability.</li> <li>• Sustainability of my university as an institution (energy, water, and waste management, buildings)</li> </ul>                                                                                                                                                                                            |
| Diversity              | <ul style="list-style-type: none"> <li>• Diversity friendliness of university</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Social life            | <ul style="list-style-type: none"> <li>• Daily life at university city (e.g. cultural life)</li> <li>• Activities on campus (sports, culture, etc.)</li> <li>• Security in the university city</li> <li>• Security on the campus</li> </ul>                                                                                                                                                                                                                                                                     |

## 4.4 Results: Assessment of Learning Experience

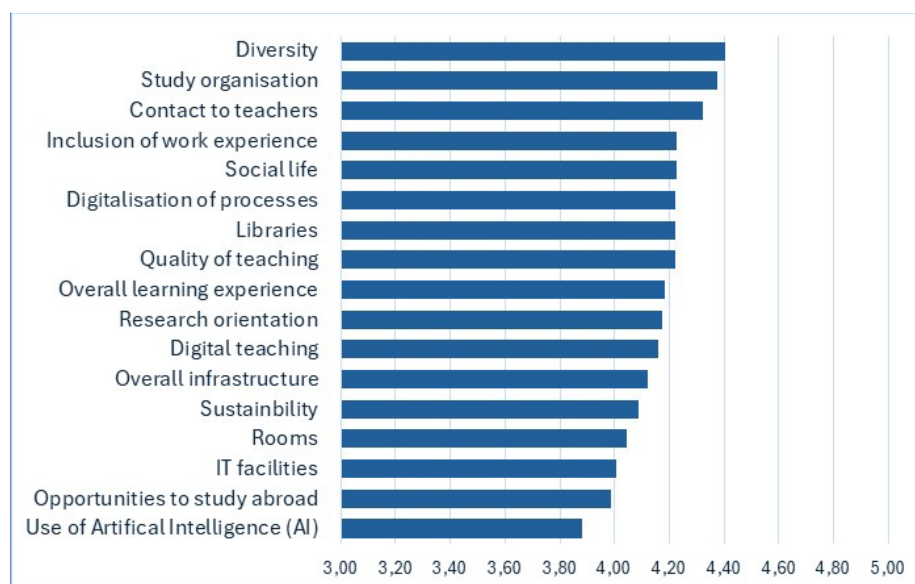
This chapter analysis the general results of the students' learning experience. The Benchmarking system will include 16 indicators. The assessments will be analysed in terms of

- General assessment
- Assessment by types of institutions
- Assessments by gender
- Assessments by educational background
- Assessment by fields

### 4.4.1 General Assessment

In general, Thai students rate their learning experience very positively and differences between indicators are relatively small. On average all indicators are rated above 4.0 – with two exceptions, which are rated slightly below this threshold: Opportunities to study abroad (3.99) and the Use of artificial Intelligence in teaching (3.88). The indicators with the highest rating are: The recognition of diversity at the institution (4.40), the Organisation of Study Programmes (4.38), and the Contact to teachers (4.32). Infrastructure and facilities (IT, rooms, general infrastructure) are rated slightly lower than other dimensions of the programmes (see Figure 13).

**Figure 13: Student assessment by indicators**

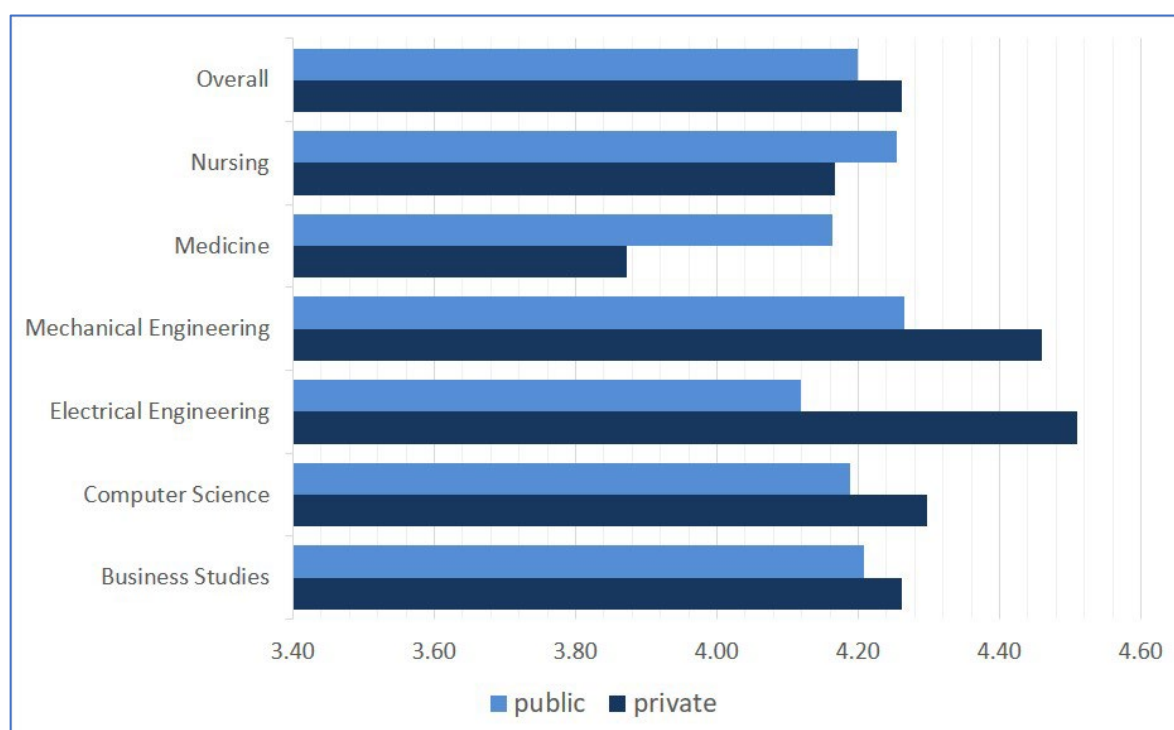


### 4.4.2 Assessment by Types of Institutions

Throughout the project Thai universities can be distinguished on the one hand by governance type (public vs. private) and institution types (e.g. Frontier research universities).

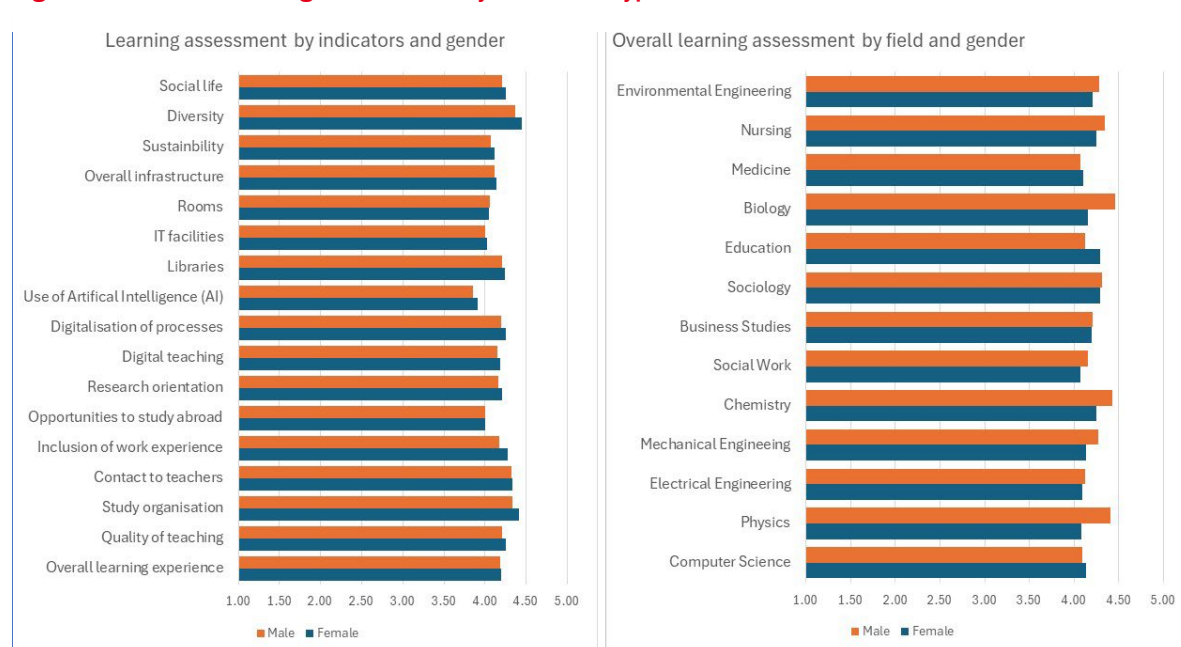
Student assessments reveal a consistent pattern across governance types. Overall, students enrolled at private universities report a more positive learning experience than those at public universities. This pattern is observed across almost all fields of study, with medicine representing the only exception, where public universities receive higher ratings. The differences are particularly pronounced in electrical engineering and mechanical engineering, while they are comparatively small in business studies, nursing, and computer science (see Figure 14).

**Figure 14: Overall assessment by fields and governance type of institutions**



When comparing the four institutional types, student assessments reveal clear differences across the higher education landscape. Overall, Specialized and Professional Universities receive the highest average ratings across all fields, closely followed by Technology and Innovation Universities. However, performance varies by discipline. Technology and Innovation Universities achieve the highest ratings in several fields, including biology, chemistry, environmental engineering, medicine, physics, and sociology. In contrast, Specialized and Professional Universities perform particularly well in computer science, electrical engineering, and nursing. Students at Area-Based and Community Universities generally report the lowest levels of satisfaction, although these institutions receive comparatively strong evaluations in mechanical engineering and environmental engineering, where they outperform several other institutional types (see Figure 15).

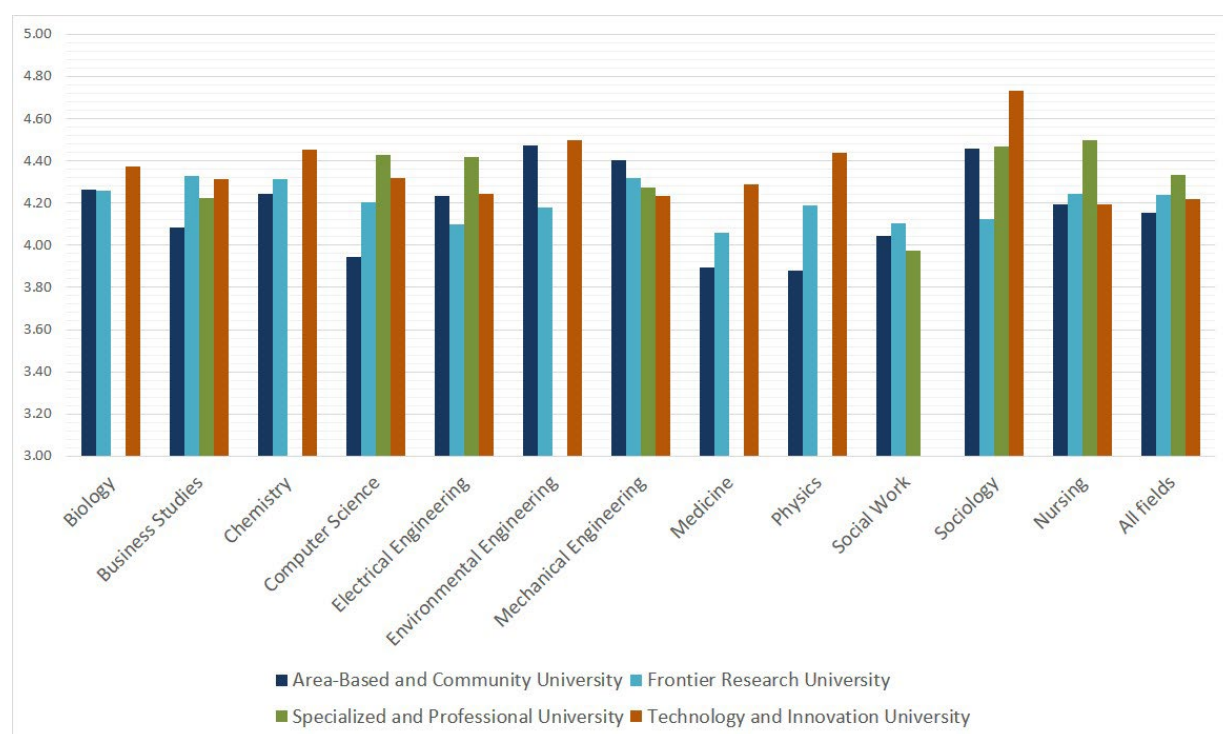
Figure 15: Overall learning assessment by fields and types of institutions



### 4.4.3 Assessment by Gender

In general, i.e. across all fields of education, students' assessments of their learning experience do not differ significantly between female and male students. Looking at the overall assessment by field and gender, it is visible that in the natural sciences (physics, chemistry, biology) and engineering fields, female students are slightly less satisfied than male students (see Figure 16).

Figure 16: Student assessment by gender



#### 4.4.4 Assessment by Educational Background

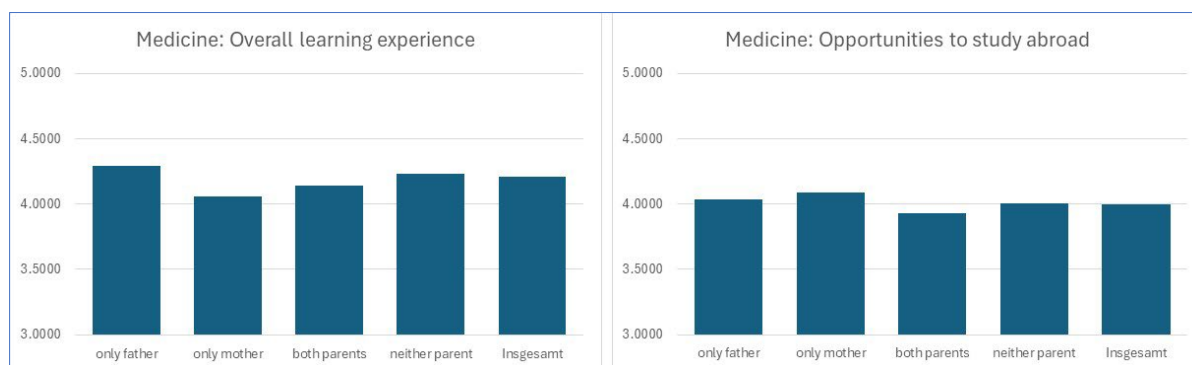
Student assessments do not differ by the educational family background of students. Categories in the questionnaire were: both parents had a higher education degree, only one or none. As Figure 15 shows for selected indicators, there are literally no differences in the average scores by different family background.

**Figure 17: Student assessment by educational family background**



This also applies at the level of individual fields. Figure 16 shows two examples from medicine, which has by far the highest percentage of students with two academic parents.

**Figure 18: Student assessment by educational family background - Medicine students**



#### 4.4.5 Assessment by Fields

Although the overall assessment is very positive, differences among the fields of study can be detected. While the scores in general are rather positive for most indicators in most fields, there are differences between fields in the number of indicators with an average score above and below the average of fields.

On the one hand, in sociology, education and nursing most indicators scores are above the average, while on the other hand, most scores in electrical engineering, social work and medicine are below average in most fields.

Table 16 indicates that in most fields either the majority of indicators is rated better than average or is rated lower than average. From other student surveys it is well known that those differences are caused to a large degree by different “types” of students studying those fields who have different assessment standards and behaviour rather than quality differences between the fields.

Comparisons among fields in university should hence always be contextualised, i.e. refer to the average scores of this field in all universities.

**Table 16: Indicators (student survey) by fields of education**

| Field of study                      | Computer Science | Physics | Electrical Engineering | Mechanical Engineering | Chemistry | Social Work | Business Studies | Sociology | Education | Biology | Medicine | Nursing | Environmental Engineering | Average of fields |
|-------------------------------------|------------------|---------|------------------------|------------------------|-----------|-------------|------------------|-----------|-----------|---------|----------|---------|---------------------------|-------------------|
| Overall learning experience         | 4.10             | 4.19    | 4.11                   | 4.24                   | 4.26      | 4.09        | 4.19             | 4.29      | 4.24      | 4.19    | 4.06     | 4.25    | 4.23                      | 4.19              |
| Quality of teaching                 | 4.14             | 4.20    | 4.14                   | 4.26                   | 4.28      | 4.15        | 4.20             | 4.31      | 4.33      | 4.29    | 4.16     | 4.33    | 4.28                      | 4.24              |
| Study organisation                  | 4.29             | 4.35    | 4.30                   | 4.36                   | 4.45      | 4.32        | 4.36             | 4.44      | 4.45      | 4.43    | 4.39     | 4.51    | 4.41                      | 4.39              |
| Contact to teachers                 | 4.29             | 4.32    | 4.27                   | 4.34                   | 4.36      | 4.26        | 4.29             | 4.41      | 4.46      | 4.38    | 4.32     | 4.36    | 4.43                      | 4.34              |
| Inclusion of work experience        | 4.14             | 4.13    | 4.11                   | 4.22                   | 4.28      | 4.16        | 4.16             | 4.26      | 4.39      | 4.24    | 4.27     | 4.51    | 4.26                      | 4.24              |
| Opportunities to study abroad       | 3.95             | 4.04    | 3.90                   | 4.10                   | 4.08      | 3.88        | 3.99             | 4.02      | 4.03      | 4.01    | 3.82     | 4.04    | 4.01                      | 3.99              |
| Research orientation                | 4.09             | 4.25    | 4.11                   | 4.23                   | 4.31      | 4.02        | 4.08             | 4.25      | 4.26      | 4.32    | 4.16     | 4.37    | 4.25                      | 4.21              |
| Digital teaching                    | 4.19             | 4.15    | 4.06                   | 4.18                   | 4.20      | 4.07        | 4.15             | 4.27      | 4.22      | 4.17    | 4.07     | 4.22    | 4.20                      | 4.16              |
| Digitalisation of processes         | 4.22             | 4.23    | 4.12                   | 4.22                   | 4.24      | 4.13        | 4.21             | 4.34      | 4.29      | 4.28    | 4.15     | 4.33    | 4.25                      | 4.23              |
| Use of Artificial Intelligence (AI) | 3.92             | 3.83    | 3.79                   | 3.86                   | 3.86      | 3.79        | 3.90             | 3.91      | 3.96      | 3.90    | 3.74     | 3.97    | 3.83                      | 3.87              |
| Libraries                           | 4.21             | 4.23    | 4.13                   | 4.20                   | 4.26      | 4.16        | 4.23             | 4.33      | 4.27      | 4.23    | 4.06     | 4.32    | 4.21                      | 4.22              |
| IT facilities                       | 4.05             | 3.95    | 3.91                   | 4.02                   | 4.05      | 4.01        | 4.02             | 4.13      | 4.03      | 3.99    | 3.89     | 4.01    | 3.97                      | 4.00              |
| Rooms                               | 4.04             | 4.07    | 3.94                   | 4.10                   | 4.00      | 3.90        | 4.08             | 4.14      | 4.09      | 4.04    | 3.99     | 4.02    | 4.07                      | 4.04              |
| Overall infrastructure              | 4.12             | 4.19    | 4.00                   | 4.15                   | 4.12      | 4.05        | 4.15             | 4.23      | 4.18      | 4.14    | 3.99     | 4.14    | 4.15                      | 4.12              |
| Sustainability                      | 4.03             | 4.08    | 3.96                   | 4.11                   | 4.12      | 4.16        | 4.08             | 4.21      | 4.15      | 4.09    | 3.91     | 4.22    | 4.16                      | 4.10              |
| Diversity                           | 4.37             | 4.46    | 4.32                   | 4.40                   | 4.42      | 4.42        | 4.38             | 4.53      | 4.44      | 4.44    | 4.31     | 4.51    | 4.47                      | 4.42              |
| Social life                         | 4.15             | 4.24    | 4.13                   | 4.27                   | 4.29      | 4.11        | 4.21             | 4.36      | 4.30      | 4.27    | 4.05     | 4.36    | 4.27                      | 4.23              |

## 5 Conclusion

The project provides a comprehensive benchmarking framework for the Thai higher education system, based on the EHESO methodology and the former U-Multirank approach. By combining institutional data, statistical authority data, and student survey results, the analysis offers a **multidimensional view** of university performance without reducing institutional profiles to a single overall score.

The institutional results show that the Thai higher education system is **highly differentiated**. Different types of universities contribute distinct strengths to the system. Frontier Research Universities are particularly strong in research, doctoral training, resources, and international orientation. Technology and Innovation Universities show strengths in STEM education and applied innovation. Area-Based and Community Universities play a central role in regional engagement and access to higher education, while Specialized and Professional Universities are more strongly oriented towards teaching, labour market relevance, and professional education. This diversity should be understood as a strength of the system, as it allows different institutional missions to coexist and complement each other.

Compared with European higher education institutions, **Thai universities** are characterised by large student numbers, high graduate output, a strong STEM orientation, and strong regional links. At the same time, the comparison indicates areas for further development, particularly internationalisation, third-party funding, entrepreneurial knowledge transfer, and parts of the resources dimension. The results also show that Thai institutions rely more strongly on tuition-fee income and operate with higher student-to-staff ratios than European institutions. These findings suggest that future strategic development could focus on strengthening external funding structures, expanding international programme portfolios, and further supporting innovation ecosystems.

The student survey adds an important **student perspective** to the benchmarking system. Overall, Thai students assess their learning experience very positively. The highest ratings are found for diversity, organisation of study programmes, and contact with teachers. Infrastructure, opportunities to study abroad, and the use of artificial intelligence in teaching receive slightly lower ratings but remain at a positive level. Differences by gender and educational family background are limited, while differences between fields of study are more visible and should be interpreted carefully, as field-specific assessment cultures may influence student responses.

Overall, the findings confirm that the Thai higher education system has **considerable strengths**, especially in teaching provision, regional engagement, STEM education, and institutional diversity. The benchmarking approach provides a solid evidence base for identifying these strengths while also making areas for improvement visible. It can therefore support universities and policymakers in strategic planning, quality development, and international positioning. Future use of the benchmarking system should continue to focus on contextualised interpretation, recognising the different missions of institutions rather than applying a single model of excellence.

## 6 Appendix

# Thai University Rating System

## Questionnaire for institutions

### 1 Page

#### General instructions

##### Question 0

| Many questions specify that information should be provided for a particular year(s). The table below indicates the academic year in question for institutions where an academic year does not coincide with a calendar year. Please use the format that fits your institutional administration best. Please be consistent regarding the format you have chosen within each question. |               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Year                                                                                                                                                                                                                                                                                                                                                                                 | Academic year |
| 2021                                                                                                                                                                                                                                                                                                                                                                                 | 2021/2022     |
| 2022                                                                                                                                                                                                                                                                                                                                                                                 | 2022/2023     |
| 2023                                                                                                                                                                                                                                                                                                                                                                                 | 2023/2024     |

### 2 Page

#### Name

##### Question 1

|                                                                                                                                                                                                                                         |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Please check the full legal <b>name</b> of your institution [?1] as well as the version which will be displayed in the Benchmarking Tool. If it is not correct, please contact us at <a href="mailto:rating@che.de">rating@che.de</a> . |  |
| Legal name of institution: [?2]                                                                                                                                                                                                         |  |
| English name to appear in the Thai Rating System [?82]                                                                                                                                                                                  |  |
| Please include the link to the admission page of your higher education institution. [?103]                                                                                                                                              |  |
| Comments                                                                                                                                                                                                                                |  |
| Comments CHE:                                                                                                                                                                                                                           |  |

### 3 Page

#### General characteristics

##### Question 2

|                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Please give the following <b>general characteristics</b> of your institution.                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                       |
| Type of institution: [?4]                                                                                                                                                                                                                                                                                                                                        | Pull down menu: 0=please choose...; 1=Frontier Research University; 2= Technology and Innovation University; 3 = Area-Based and Community University; 4 = Moral and Intellectual Cultivation University; 5 = Specialized and Professional University 6 = Unaffiliated |
| Public/ private character: [?5]                                                                                                                                                                                                                                                                                                                                  | (Pull down – 0=please choose 1=public, 2=private, 3=government dependent private)                                                                                                                                                                                     |
| Degree levels offered [?23]<br><br>NB: This question determines which other questions are included in your questionnaire. <b>Tick all degree levels your institution offers.</b> If you do not tick a degree level, all questions about this level will not appear in your questionnaire. Please ensure you tick all degree levels your institution is offering! | <input type="checkbox"/> Short first programmes/ISCED-5<br><input type="checkbox"/> BA/ISCED-6<br><input type="checkbox"/> MA/ISCED-7<br><input type="checkbox"/> Long first degree/ISCED-7 long<br><input type="checkbox"/> PhD/ISCED-8                              |
| Comments:                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                       |
| Comments CHE:                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                       |

### 4 Page

#### Contact

##### Question 3

|                                                                                                                                                                                                                                              |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Please give the name of a <b>contact person</b> who will be available to respond to possible queries from the CHE team. [?9]<br>Please make sure that our emails from rating@che.de will not be blocked by the firewall of your institution! |  |
| Contact person first name:                                                                                                                                                                                                                   |  |
| Contact person last name:                                                                                                                                                                                                                    |  |
| Position/Unit:                                                                                                                                                                                                                               |  |
| Phone:                                                                                                                                                                                                                                       |  |
| E-mail:                                                                                                                                                                                                                                      |  |

## Joint degree programmes

## Question 4

| Please provide Information on <b>international joint degree programmes</b> [?17].                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |      |      |                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|--------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2021 | 2022 | 2023 | Data not available       |
| Number of international joint degree programmes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |      |      |      | <input type="checkbox"/> |
| Students in international joint degree programmes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |      |      | <input type="checkbox"/> |
| <p>If your institution offers joint degree programmes, what are <b>the costs of joint programmes compared to similar programmes offered in a regular way by your institution?</b> For example, a joint engineering programme compared to a 'normal' engineering programme.</p> <ul style="list-style-type: none"> <li><input type="radio"/> The costs of joint degree programmes are lower (due to economies of scale)</li> <li><input type="radio"/> There is no clear difference</li> <li><input type="radio"/> Joint degree programmes are more expensive (due to the cost of coordination)</li> <li><input type="radio"/> We don't know.</li> </ul> |      |      |      |                          |
| Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |      |      |      |                          |
| Comments CHE:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |      |      |                          |

## Internships

## Question 5

|                                                                                                                                                        |      |      |      |                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|--------------------------|
| Please indicate the number of students who did an <b>internship</b> . [?21]                                                                            |      |      |      |                          |
| <i>Please only enter the number of internships that have actually taken place, although the Covid-19 pandemic may have prevented some internships.</i> |      |      |      |                          |
|                                                                                                                                                        | 2021 | 2022 | 2023 | Data not available       |
| Students in internships                                                                                                                                |      |      |      | <input type="checkbox"/> |
| thereof students in internships located in the institution's region [?22]                                                                              |      |      |      | <input type="checkbox"/> |
| thereof students in internships abroad [?98]                                                                                                           |      |      |      | <input type="checkbox"/> |
| Comments:                                                                                                                                              |      |      |      |                          |
| Auto-Comments:                                                                                                                                         |      |      |      |                          |
| Comments CHE:                                                                                                                                          |      |      |      |                          |

## Graduate unemployment

## Question 6

| Please indicate the percentage of 2021 <b>graduates</b> who were <b>unemployed</b> 18 months after graduation. Exclude those that continued their Higher Education studies. If no data for the 2021 cohort exists, please indicate to which cohort you are referring. [41] |                                                                                                                                                                |               |                |                 |               |                          |             |                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|---------------|--------------------------|-------------|--------------------------|
| <input type="checkbox"/> Data not available                                                                                                                                                                                                                                |                                                                                                                                                                |               |                |                 |               |                          |             |                          |
| Level of programme                                                                                                                                                                                                                                                         | Choose range:                                                                                                                                                  |               |                |                 |               |                          | Cohort year | Data not available       |
|                                                                                                                                                                                                                                                                            | 0%                                                                                                                                                             | Above 0 to 5% | Above 5 to 10% | Above 10 to 25% | More than 25% | Clear range              |             |                          |
| Bachelor                                                                                                                                                                                                                                                                   | radiobutton                                                                                                                                                    |               |                |                 |               | <input type="checkbox"/> |             | <input type="checkbox"/> |
| Master                                                                                                                                                                                                                                                                     | radiobutton                                                                                                                                                    |               |                |                 |               | <input type="checkbox"/> |             | <input type="checkbox"/> |
| Long first degree                                                                                                                                                                                                                                                          | radiobutton                                                                                                                                                    |               |                |                 |               | <input type="checkbox"/> |             | <input type="checkbox"/> |
| Reference period used [?43]                                                                                                                                                                                                                                                | pulldown: (0=please choose...; 1=18 months after graduation; 2=6 months after graduation; 3=12 months after graduation; 4=24 months after graduation; 5=other) |               |                |                 |               |                          |             |                          |
| Comments:                                                                                                                                                                                                                                                                  |                                                                                                                                                                |               |                |                 |               |                          |             |                          |
| Auto-Comments:                                                                                                                                                                                                                                                             |                                                                                                                                                                |               |                |                 |               |                          |             |                          |
| Comments CHE:                                                                                                                                                                                                                                                              |                                                                                                                                                                |               |                |                 |               |                          |             |                          |

## 8 Page

### Graduates in the region

#### Question 7

Please indicate the percentage of 2021 **graduates that work in the region** in 2023 (some 18 months later). If no data for the 2021 cohort exists, please indicate the cohort you are referring to. [?44]

| Level of programme | Choose range: |                 |                 |                 |               |                          | Cohort year | Data not available       |
|--------------------|---------------|-----------------|-----------------|-----------------|---------------|--------------------------|-------------|--------------------------|
|                    | 0%            | Above 0 to 25%; | Above 25 to 50% | Above 50 to 75% | More than 75% | Clear range              |             |                          |
| Bachelor           | radiobutton   |                 |                 |                 |               | <input type="checkbox"/> |             | <input type="checkbox"/> |
| Master             | radiobutton   |                 |                 |                 |               | <input type="checkbox"/> |             | <input type="checkbox"/> |
| Long first degree  | radiobutton   |                 |                 |                 |               | <input type="checkbox"/> |             | <input type="checkbox"/> |
| Region used:       |               |                 |                 |                 |               |                          |             |                          |
|                    |               |                 |                 |                 |               |                          |             |                          |
| Comments:          |               |                 |                 |                 |               |                          |             |                          |
| Auto-Comments:     |               |                 |                 |                 |               |                          |             |                          |
| Comments CHE:      |               |                 |                 |                 |               |                          |             |                          |

## 9 Page

### Post-docs

#### Question 8

Please indicate the number of persons (**head-count**) holding a **post-doc position**. [?48]

☐ Not applicable

|                                 | 2021 | 2022 | 2023 | Data not available       |
|---------------------------------|------|------|------|--------------------------|
| Post-docs ( <b>head-count</b> ) |      |      |      | <input type="checkbox"/> |
| thereof female post-docs        |      |      |      | <input type="checkbox"/> |
| Comments:                       |      |      |      |                          |
| Auto-comments:                  |      |      |      |                          |
| Comments CHE:                   |      |      |      |                          |

## 10 Page (Forwarding option 1)

### Revenues

#### Question 9

| Please indicate the <b>total revenues</b> of your institution.                                                                 |                    |                |                 |              |                          |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------|-----------------|--------------|--------------------------|
|                                                                                                                                | 2021               | 2022           | 2023            | Currency     | Data not available       |
| <b>Overall total revenues</b> [?49]                                                                                            | revenues_year<br>1 | revenues_year2 | _revenues_year3 | Thai<br>Baht | <input type="checkbox"/> |
| <b>Revenues by category</b>                                                                                                    |                    |                |                 |              |                          |
| Core budget [?51]                                                                                                              |                    |                |                 | Thai<br>Baht | <input type="checkbox"/> |
| Tuition fees from students in degree programmes [?52]                                                                          |                    |                |                 | Thai<br>Baht | <input type="checkbox"/> |
| Income from courses organised within the framework of lifelong learning (like continuing professional development (CPD)) [?53] |                    |                |                 | Thai<br>Baht | <input type="checkbox"/> |
| External revenues from research [?54]                                                                                          |                    |                |                 | Thai<br>Baht | <input type="checkbox"/> |
| ...thereof external revenues from privately funded research contracts [?55]                                                    |                    |                |                 | Thai<br>Baht | <input type="checkbox"/> |
| Revenues from licensing agreements, copyrighted products and royalties [?56]                                                   |                    |                |                 | Thai<br>Baht | <input type="checkbox"/> |
| Other revenues [?57]                                                                                                           |                    |                |                 | Thai<br>Baht | <input type="checkbox"/> |
| Comments:                                                                                                                      |                    |                |                 |              |                          |
| Auto-Comment:                                                                                                                  |                    |                |                 |              |                          |
| Comments CHE:                                                                                                                  |                    |                |                 |              |                          |

## 11 Page (Forwarding option 2)

### Revenues by source

#### Question 10

| Please indicate the share of <b>tuition fees and external research revenues</b> coming from international, national and regional sources. |                                                 |      |      |      |                          |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------|------|------|--------------------------|
|                                                                                                                                           |                                                 | 2021 | 2022 | 2023 | Data not available       |
| Tuition fees from international students as % of total tuition fee revenues <span>[?58]</span>                                            |                                                 |      |      |      | <input type="checkbox"/> |
| External <b>research</b> revenues                                                                                                         |                                                 |      |      |      |                          |
|                                                                                                                                           | % from international sources <span>[?59]</span> |      |      |      | <input type="checkbox"/> |
|                                                                                                                                           | % from national sources <span>[?60]</span>      |      |      |      | <input type="checkbox"/> |
|                                                                                                                                           | % from regional sources <span>[?61]</span>      |      |      |      | <input type="checkbox"/> |
|                                                                                                                                           | Total percentage (should be 100%)               |      |      |      |                          |
| Comments:                                                                                                                                 |                                                 |      |      |      |                          |
| Auto-comment:                                                                                                                             |                                                 |      |      |      |                          |
| Comments CHE:                                                                                                                             |                                                 |      |      |      |                          |

## 12 Page (Forwarding option 3)

### Expenditure

#### Question 11

| Please indicate the <b>total expenditure</b> of your institution as a sum of its constituents. [?62] |                                                                              |      |      |                          |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------|------|--------------------------|
| Expenditure by activity                                                                              | 2021                                                                         | 2022 | 2023 | Data not available       |
| % on research [?63]                                                                                  |                                                                              |      |      | <input type="checkbox"/> |
| % on teaching [?64]                                                                                  |                                                                              |      |      | <input type="checkbox"/> |
| % on knowledge transfer [?65]                                                                        |                                                                              |      |      | <input type="checkbox"/> |
| % on other activities [?79]                                                                          |                                                                              |      |      | <input type="checkbox"/> |
| Total percentage (should be 100%)                                                                    |                                                                              |      |      |                          |
| Calculation method used:                                                                             | dropdown: (0:please choose... 1:based on calculation 2: based on estimates ) |      |      |                          |
| Comments:                                                                                            |                                                                              |      |      |                          |
| Auto-Comments:                                                                                       |                                                                              |      |      |                          |
| Comments CHE:                                                                                        |                                                                              |      |      |                          |

## 13 Page

### Research outputs

#### Question 12

| Please indicate the <b>number of peer reviewed academic publications, professional publications and art-related research outputs.</b> |      |      |      |                          |
|---------------------------------------------------------------------------------------------------------------------------------------|------|------|------|--------------------------|
|                                                                                                                                       | 2021 | 2022 | 2023 | Data not available       |
| Number of peer reviewed academic publications                                                                                         |      |      |      | <input type="checkbox"/> |
| Number of professional publications [?68]                                                                                             |      |      |      | <input type="checkbox"/> |
| Number of art-related research outputs [?90]                                                                                          |      |      |      | <input type="checkbox"/> |
| Comments:                                                                                                                             |      |      |      |                          |
| Comments CHE:                                                                                                                         |      |      |      |                          |

## 14 Page

### Graduate companies and spin-offs

#### Question 13

| Please indicate the number of <b>companies</b> newly founded by graduates and the number of <b>spin-off companies</b> per year. |      |      |      |                          |
|---------------------------------------------------------------------------------------------------------------------------------|------|------|------|--------------------------|
|                                                                                                                                 | 2021 | 2022 | 2023 | Data not available       |
| Number of companies founded by graduates <b>[?91]</b>                                                                           |      |      |      | <input type="checkbox"/> |
| Number of newly founded spin-off companies <b>[?74]</b>                                                                         |      |      |      | <input type="checkbox"/> |
| Comments:                                                                                                                       |      |      |      |                          |
| Comments CHE:                                                                                                                   |      |      |      |                          |

## 15 Page

### Diversity of the student body

#### Question 14

| Please provide some information on the <b>diversity of the student body</b> of your institution, referring to all students in undergraduate/bachelor programmes for the academic year 2023.<br><input type="checkbox"/> Data not available |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <b>Undergraduate/bachelor students</b>                                                                                                                                                                                                     |  |  |
| Total number of <b>undergraduate/bachelor students</b>                                                                                                                                                                                     |  |  |
| thereof undergraduate/bachelor students with disabilities <b>[?100]</b>                                                                                                                                                                    |  |  |
|                                                                                                                                                                                                                                            |  |  |
| <b>Undergraduate/bachelor students by age</b>                                                                                                                                                                                              |  |  |
| Younger than 21 years                                                                                                                                                                                                                      |  |  |
| 21 to 30 years                                                                                                                                                                                                                             |  |  |
| Older than 30 years                                                                                                                                                                                                                        |  |  |
|                                                                                                                                                                                                                                            |  |  |
| <b>Undergraduate/bachelor students with children</b>                                                                                                                                                                                       |  |  |
| Total number of undergraduate/bachelor students with children                                                                                                                                                                              |  |  |
| Comments:                                                                                                                                                                                                                                  |  |  |
| Auto-Comments:                                                                                                                                                                                                                             |  |  |
| Comments CHE:                                                                                                                                                                                                                              |  |  |

## Outreach programmes

## Question 15

|                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Does your university have specific <b>outreach programmes to increase enrolment of underrepresented groups</b> (may include, but is not limited to students of low socio-economic background, migrant or indigenous students, students with disabilities, first-generation students, mature and female or male students)? |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <input type="checkbox"/> Data not available                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                         |
| <input type="checkbox"/> No outreach programme targeting access of underrepresented groups                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                           | Yes                                                                                                                                                                                                                                                                                                                                                                                                     |
| Partnerships with secondary schools (in areas with many underrepresented groups), Providing classes, sharing resources, training/assisting secondary school teachers and deans                                                                                                                                            | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                |
| Summerschools (with special attention for secondary students from underrepresented groups)                                                                                                                                                                                                                                | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                |
| Media-/ recruitment campaigns focussing on students from underrepresented groups and their parents and carers                                                                                                                                                                                                             | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                |
| Providing guidance and advice to potential students from underrepresented groups                                                                                                                                                                                                                                          | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                |
| Partnerships with neighbourhoods or regions to promote access of underrepresented groups                                                                                                                                                                                                                                  | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                |
| Other initiatives                                                                                                                                                                                                                                                                                                         | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                |
| Which are the major target groups? <i>Multiple selection possible</i>                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>▪ Students with non-academic background</li> <li>▪ Underrepresented ethnic groups</li> <li>▪ Students with migration background</li> <li>▪ Refugees</li> <li>▪ Students with disabilities</li> <li>▪ Students with non-traditional entry qualifications</li> <li>▪ International students</li> <li>▪ Students engaged in family care</li> <li>▪ Other</li> </ul> |
| If you have a specific website providing information on outreach programmes, please enter the URL (will be online)                                                                                                                                                                                                        | <input type="text"/>                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                         |
| Comments:                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                         |
| Comments CHE:                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                         |

## Pedagogically skilled teaching staff

## Question 16

| What part of <b>academic staff</b> has some training in <b>pedagogical and didactical skills</b> ?<br>Please choose a category. |                                     |                                      |                                      |                                       |                |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|---------------------------------------|----------------|
| <input type="checkbox"/> Data not available                                                                                     |                                     |                                      |                                      |                                       |                |
|                                                                                                                                 | 1% - 24%<br>of<br>academic<br>staff | 25% - 49%<br>of<br>academic<br>staff | 50% - 74%<br>of<br>academic<br>staff | 75% -<br>100% of<br>academic<br>staff | Clear<br>range |
| External training with a<br>recognized certificate                                                                              | o                                   | o                                    | o                                    | o                                     | o              |
| Internal training or<br>professional development<br>training (without<br>certification)                                         | o                                   | o                                    | o                                    | o                                     | o              |
| Comments:                                                                                                                       |                                     |                                      |                                      |                                       |                |
| Comments CHE:                                                                                                                   |                                     |                                      |                                      |                                       |                |

## Digital education investment and online learning

## Question 17

| How much did your institution spent on the development and implementation of digital education? <b>[?101]</b>                                                                                                                            |      |      |      |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|------|-----------|
| <input type="checkbox"/> Data not available<br>digital edu invest not available                                                                                                                                                          |      |      |      |           |
|                                                                                                                                                                                                                                          | 2021 | 2022 | 2023 | Currency  |
| Total amount of digital<br>education investment                                                                                                                                                                                          |      |      |      | Thai Baht |
| Does an institutional strategic plan for digital education exist? <b>[?97]</b>                                                                                                                                                           |      |      |      |           |
| dropdown menu: 0=please choose...; 1=No plan for online learning available; 2=Section on online learning in institutional strategic plan; 3=Institutional strategic plan for online learning (including concrete goals and action steps) |      |      |      |           |
| Comments:                                                                                                                                                                                                                                |      |      |      |           |
| Comments CHE:                                                                                                                                                                                                                            |      |      |      |           |

## Technology-Enabled Learning (TEL)

## Question 18

|                                                                                                                                                                |                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Does the institution have a <b>structure or unit</b> to support teaching staff in developing or using <b>Technology-Enabled Learning (TEL)</b> ? <b>[?104]</b> |                                                                                                                                                                                                                                                                                            |
| <i>Please click on the category that most closely matches.</i>                                                                                                 | <input type="radio"/> No<br><input type="radio"/> A unit with 5 people or less<br><input type="radio"/> A unit with 6 to 10 people<br><input type="radio"/> A unit with 11 to 25 people<br><input type="radio"/> A unit with 26 people or more<br><input type="radio"/> Data not available |
| What part of the teaching staff is trained to develop or use TEL?                                                                                              |                                                                                                                                                                                                                                                                                            |
| <i>Please click on the category that most closely matches.</i>                                                                                                 | <input type="radio"/> No trained staff<br><input type="radio"/> Less than 1/3<br><input type="radio"/> Between 1/3 and less than 2/3<br><input type="radio"/> More than 2/3<br><input type="radio"/> Data not available                                                                    |
| Comments:                                                                                                                                                      |                                                                                                                                                                                                                                                                                            |
| Comments CHE                                                                                                                                                   |                                                                                                                                                                                                                                                                                            |

## Green Transition

## Question 19

|                                                                                                                                                                                              |                                                    |                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| In how many degree programmes are <b>courses on climate change/environmental sustainability</b> part of the programme?                                                                       |                                                    |                                                                                                        |
| <b>None</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <b>all</b>                                                         |                                                    |                                                                                                        |
| How many lecturers receive <b>training on climate change</b> , including the implications of climate change for their own disciplines?                                                       |                                                    |                                                                                                        |
| <b>None</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <b>all</b>                                                         |                                                    |                                                                                                        |
| Does your institution have <b>research centers</b> or <b>offices focused on climate change</b> ?                                                                                             |                                                    |                                                                                                        |
| <input type="radio"/> no <input type="radio"/> one <input type="radio"/> several                                                                                                             |                                                    |                                                                                                        |
| Does your institution have a <b>time-bound plan to renovate all its buildings</b> to reach high sustainability standards, above those required by law?                                       |                                                    |                                                                                                        |
| <i>Scale from 1 (=no) to 5 (=for all buildings) + 6(=does not apply)</i>                                                                                                                     |                                                    |                                                                                                        |
| <b>No</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <b>for all buildings</b> <input type="radio"/> <b>Does not apply</b> |                                                    |                                                                                                        |
| Does your institution <b>monitor/collect data on the following topics</b> ?                                                                                                                  |                                                    |                                                                                                        |
|                                                                                                                                                                                              |                                                    | If <u>yes</u> , is it based on a <b>strategy/policy</b> ?<br>Please tick the box, if this is the case. |
| Electricity consumption                                                                                                                                                                      | <input type="radio"/> Yes <input type="radio"/> No | <input type="checkbox"/>                                                                               |
| Water usage                                                                                                                                                                                  | <input type="radio"/> Yes <input type="radio"/> No | <input type="checkbox"/>                                                                               |
| Carbon footprint                                                                                                                                                                             | <input type="radio"/> Yes <input type="radio"/> No | <input type="checkbox"/>                                                                               |
| Waste management                                                                                                                                                                             | <input type="radio"/> Yes <input type="radio"/> No | <input type="checkbox"/>                                                                               |
| Sustainable travel of staff                                                                                                                                                                  | <input type="radio"/> Yes <input type="radio"/> No | <input type="checkbox"/>                                                                               |
| Comments:                                                                                                                                                                                    |                                                    |                                                                                                        |
| Comments CHE:                                                                                                                                                                                |                                                    |                                                                                                        |

## Micro-credentials

## Question 20

|                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Does your institution offer any <b>small volumes of learning</b> for which the learning outcomes are on record ( <b>micro-credentials</b> , also known as micro certificates, badges,...)?                                        |
| <input type="radio"/> Yes<br><input type="radio"/> No                                                                                                                                                                             |
| If yes, where do the <b>financial resources to provide such micro-credentials</b> come from?<br>(multiple answers possible)                                                                                                       |
| <input type="checkbox"/> National government/ministry<br><input type="checkbox"/> Regional or local government<br><input type="checkbox"/> Participants (tuition fees)<br><input type="checkbox"/> Third parties (employers, ...) |
| If yes, are those micro-credentials subject to <b>national process of quality control</b> ?                                                                                                                                       |
| <input type="radio"/> Yes<br><input type="radio"/> No                                                                                                                                                                             |
| Comments:                                                                                                                                                                                                                         |
| Comments CHE:                                                                                                                                                                                                                     |

Print and submit

# Welcome to the Student Survey of the Thai University Rating System

## Your opinion is important.

Your participation will contribute to Ensuring that the student's perspectives and opinions are heard and valued, and it will allow Thai higher education institutions to compare against other institutions based on their students' views.

We value your privacy, and your participation is completely voluntary and anonymous.

The password for the questionnaire is randomly generated; there is no connection to your personal data. Your university distributed the necessary information for accessing the questionnaire. Microdata is used only in this project.

Filling in the questionnaire will take about 20-25 minutes.

If you have chosen the Thai language on the previous page, the next pages will be visible in the Thai language. Otherwise, the questions will appear in English language.

"I agree to the processing of my personal data in accordance with the information provided herein."

## Why do we collect and use your data?

EHESO will implement a unique tool for students to compare European higher education institutions and their degree programs across a wide range of dimensions and indicators. The tool will help students make an informed choice when selecting a university. Since the opinion of students is essential for their decision, this survey asks students for their feedback on their studies.

[We would be very happy if you took part in the survey!](#)

## How to contact us

EHESO / CHE Centre for Higher Education

[eheso@che.de](mailto:eheso@che.de)

Phone: +49-5241-9761-58

If you would like to obtain more information about the processing of your personal data, please click [here](#)

Join us in shaping the future of higher education in Europe. Share your experiences and help us create a brighter academic landscape for all students.

☐ I agree to the processing of my personal data in accordance with the information provided herein

# Questionnaire

---

## 1 Language

Please select your preferred language to start the survey.

- ☐ English (English)
  - ☐ Thai (ภาษาไทย)
- 

## 2 Institution

Please select the institution you are currently enrolled in.

---

## 3 Field and Programme

**To which field does your course of study belong?**

*If more than one of the subjects listed apply, please mark your major subject. Please stick to that field throughout the whole questionnaire.*

- ☐ Business studies
- ☐ Sociology
- ☐ Physics
- ☐ Chemistry
- ☐ Biology
- ☐ Computer Science
- ☐ Mechanical Engineering
- ☐ Electrical Engineering
- ☐ Environmental Engineering
- ☐ Human Medicine
- ☐ Social Work
- ☐ Nursing

### Other field

- ☐ If your field is not in the list, please name it here: \_\_\_\_\_
- 

**Please indicate the degree you are seeking in your current programme in that field.**

*If more than one of the degrees listed apply, please mark one degree and refer to that degree throughout the whole questionnaire.*

- ☐ Short cycle tertiary education degree - ISCED 5
  - ☐ Bachelor degree
  - ☐ Short national degree (up to 3 years)
  - ☐ Master degree
  - ☐ Long national first degree (more than 4 years)
  - ☐ PhD/doctorate degree - ISCED 8
  - ☐ Other degree
- 

**What is the exact name of the programme in which you are currently enrolled?**

Name of programme: \_\_\_\_\_

---

***Are you studying in an (international) joint degree programme?***

- ☐ No, I am not currently studying in a joint degree programme
- ☐ Yes, I am currently studying in a joint degree programme
- ☐ I am not sure yet whether I will choose the option of a joint degree programme

## 4 Overview and Course Delivery

***All in all, how would you rate your entire learning experience at your institution?***

|                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ★<br>(Very Poor)      | ★★                    | ★★★                   | ★★★★                  | ★★★★★<br>(Very Good)  | Don't know            |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

***How would you evaluate the course delivery and teaching staff in your programme?***

|                                                                                       | ★<br>(Very Poor) | ★★ | ★★★ | ★★★★ | ★★★★★<br>(Very Good) | Don't know |
|---------------------------------------------------------------------------------------|------------------|----|-----|------|----------------------|------------|
| <b>Teaching staff</b>                                                                 |                  |    |     |      |                      |            |
| Methods used to deliver course content (didactics)                                    | ○                | ○  | ○   | ○    | ○                    | ○          |
| Accompanying materials provided with courses                                          | ○                | ○  | ○   | ○    | ○                    | ○          |
| Readiness of staff to improve their teaching                                          | ○                | ○  | ○   | ○    | ○                    | ○          |
| How supportive and approachable were the teaching staff inside and outside of class?" | ○                | ○  | ○   | ○    | ○                    | ○          |

***How would you rate the course delivery/teaching in your programme?***

|                                                              | ★<br>(Very Poor) | ★★ | ★★★ | ★★★★ | ★★★★★<br>(Very Good) | Don't know |
|--------------------------------------------------------------|------------------|----|-----|------|----------------------|------------|
| <b>Courses</b>                                               |                  |    |     |      |                      |            |
| Range of teaching content                                    | ○                | ○  | ○   | ○    | ○                    | ○          |
| Adequate teaching of basic courses                           | ○                | ○  | ○   | ○    | ○                    | ○          |
| International orientation of teaching (literature, research) | ○                | ○  | ○   | ○    | ○                    | ○          |
| Interdisciplinary elements in teaching                       | ○                | ○  | ○   | ○    | ○                    | ○          |
| Ability to choose individual areas of specialization         | ○                | ○  | ○   | ○    | ○                    | ○          |
| Integration of project-/problem-based learning               | ○                | ○  | ○   | ○    | ○                    | ○          |

## 5 Research and Organisation

*How would you evaluate the research focus and support provided in your study programme?*

|                                                                          | ★<br>(Very Poor)      | ★★                    | ★★★                   | ★★★★                  | ★★★★★<br>(Very Good)  | Don't know            |
|--------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Introduction to methods of scientific work                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inspiration for your own critical thinking and reflection on the subject | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inclusion of up-to-date research results                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Training of scientific thinking in general                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Opportunity and encouragement to give conference papers                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

*How would you evaluate the organisation of the programme and of examinations?*

|                                                                                 | ★<br>(Very Poor)      | ★★                    | ★★★                   | ★★★★                  | ★★★★★<br>(Very Good)  | Don't know            |
|---------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Transparency of entrance requirements/admission regulations                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Feasibility of study programme (graduating within the norm period)              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Access to classes (no waiting lists, no overlaps in time)                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Alignment of exam requirements with course content                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Transparency of the examination system (e.g., criteria, procedures)             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Feedback on my work by teachers                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Matching of course contents within a programme module                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The recognition of prior learning experience gained before my current programme | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## 6 Practical Orientation

***How would you rate the practical orientation of your programme?***

|                                                                                          | ★<br>(Very Poor) | ★★ | ★★★ | ★★★★ | ★★★★★<br>(Very Good) | Don't know |
|------------------------------------------------------------------------------------------|------------------|----|-----|------|----------------------|------------|
| Information about relevant professional fields                                           | ○                | ○  | ○   | ○    | ○                    | ○          |
| Number of courses related to practice/work                                               | ○                | ○  | ○   | ○    | ○                    | ○          |
| Quality of project learning and other practical elements                                 | ○                | ○  | ○   | ○    | ○                    | ○          |
| Courses provided by practitioners from industry                                          | ○                | ○  | ○   | ○    | ○                    | ○          |
| Support for career development (e.g. extracurricular courses, workshops and conferences) | ○                | ○  | ○   | ○    | ○                    | ○          |

***Have you already completed an internship or external work-related project?***

- ☐ Yes, one
- ☐ Yes, several
- ☐ No

***Was your (most recent) internship...***

- Mandatory part of the curriculum
- Voluntary (= not part of the curriculum)

**How would you rate the inclusion of work experience into your programme (e.g., by internships, external projects)?**

*If you cannot answer these questions, e.g. because you did not do an internship, please mark "not applicable".*

|                                                                                     | ★<br>(Very Poor) | ★★ | ★★★ | ★★★★ | ★★★★★<br>(Very Good) | Don't know |
|-------------------------------------------------------------------------------------|------------------|----|-----|------|----------------------|------------|
| Opportunities of including a practical work period/an internship                    | ○                | ○  | ○   | ○    | ○                    | ○          |
| Support by the university in finding a place for an internship/work placement       | ○                | ○  | ○   | ○    | ○                    | ○          |
| Integration of the placement/internship into the programme (contents, competencies) | ○                | ○  | ○   | ○    | ○                    | ○          |
| Supervision on my placement/internship by teachers from my university               | ○                | ○  | ○   | ○    | ○                    | ○          |

---

## 7 Mentoring

**How do you rate the support provided by the teaching staff in your programme?**

|                                                    | ★<br>(Very Poor)      | ★★                    | ★★★                   | ★★★★                  | ★★★★★<br>(Very Good)  | Don't know            |
|----------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Social climate between students and teachers       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Feedback on homework, assignments and examinations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Advice in preparing theses or oral presentations   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

---

**How friendly is the atmosphere at your university regarding the diversity of students? (E.g. with regard to different nationalities, cultures, religions, age, gender, special needs, etc)**

|           | ★<br>(Very Poor)      | ★★                    | ★★★                   | ★★★★                  | ★★★★★<br>(Very Good)  | Don't know            |
|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Diversity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

---

**How do you rate everyday life of the city of your university and on your campus. Does it satisfy your needs and expectations?**

|                                                    | ★<br>(Very Poor)      | ★★                    | ★★★                   | ★★★★                  | ★★★★★<br>(Very Good)  | Don't know            |
|----------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Daily life at university city (e.g. cultural life) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Activities on campus (sports, culture, ...)        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Security at university city                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Security on the campus                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

---

**My university supports/ encourages students to engage in social and community activities.**

|                                                              | ★<br>(Very Poor)      | ★★                    | ★★★                   | ★★★★                  | ★★★★★<br>(Very Good)  | Don't know            |
|--------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Support by my university for social and community engagement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

---

## 8 International Students

**(Filter Condition applied: if the respondent selects "yes; country of origin -----" on page 2: Country)**

**How good is your experience in your host country as an international student?**

|                                                                              | ★<br>(Very Poor)      | ★★                    | ★★★                   | ★★★★                  | ★★★★★<br>(Very Good)  | Don't know            |
|------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| How was your experience with the formal welcome at your university?          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How was your experience making friends with students from your host country? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How was your experience making friends with other international students?    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How well were you supported to find an accommodation?                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| How well was the support in learning the language of your host country?      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## 9 study abroad

**Have you studied abroad or completed a study-related activity (e.g., internship) in another country during your current study programme?**

- ☐ Yes, I studied abroad as part of a joint degree programme
- ☐ Yes, I studied / did a study related internship abroad as a **mandatory** part of my studies.
- ☐ Yes, I studied / did a study related internship abroad, but it is **not mandatory** for my study programme.
- ☐ No, I have not yet studied / done a study related internship abroad.

**Does your programme entail a defined "mobility window", a general, pre-defined period in your study programme specifically designed to allow studying or completing an internship abroad?**

- ☐ Yes, a mobility window was integrated into the programme and I used it.
- ☐ Yes, a mobility window was integrated into the programme, but I did not use it
- ☐ No, the programme did not have a mobility window.
- ☐ I don't know / I'm not sure.

***How would you evaluate the opportunities and support of your university for studying or doing a study related internship abroad?***

[illegible]

## 10.1 Rooms

**(Filter Condition applied: if the respondent selects the study programme equals to the programme which require laboratories(i.e; Computer Science, Physics, Electrical Engineering, Mechanical Engineering, Chemistry, Biology, Human Medicine, Environmental Engineering ) on page 4: Field and Programme)**

**How would you evaluate the rooms at your university?**

|                                                              | ★<br>(Very Poor) | ★★ | ★★★ | ★★★★ | ★★★★★<br>(Very Good) | Don't know |
|--------------------------------------------------------------|------------------|----|-----|------|----------------------|------------|
| <b>Lecture halls/seminar rooms</b>                           |                  |    |     |      |                      |            |
| Maintenance                                                  | ○                | ○  | ○   | ○    | ○                    | ○          |
| Number of places in relation to the number of students       | ○                | ○  | ○   | ○    | ○                    | ○          |
| Technical facilities                                         | ○                | ○  | ○   | ○    | ○                    | ○          |
| <b>Laboratories</b>                                          |                  |    |     |      |                      |            |
| Maintenance                                                  | ○                | ○  | ○   | ○    | ○                    | ○          |
| Number of places in relation to the number of students       | ○                | ○  | ○   | ○    | ○                    | ○          |
| Technical facilities                                         | ○                | ○  | ○   | ○    | ○                    | ○          |
| Safety (instruction, supervision, safety equipment, personal | ○                | ○  | ○   | ○    | ○                    | ○          |



|                                             |                       |                       |                       |                       |                       |                       |
|---------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Access to electronic journals               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| User support                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Availability of study/reading places        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Open hours                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Access to relevant data bases of my subject | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## 13 IT

**How would you evaluate the IT facilities for students?**

|                                                           | ★<br>(Very Poor)      | ★★                    | ★★★                   | ★★★★                  | ★★★★★<br>(Very Good)  | Don't know            |
|-----------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Hardware of available computers                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Software available (incl. campus licenses)                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maintenance of the computers                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| User support (incl. software on your own notebook/laptop) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Open times during lecture weeks                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Number of available places during the lecture weeks       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Availability of Wifi                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## 14 E-learning

**How would you rate the following aspects of digital teaching in your programme?**

|                                                                                                                       | ★<br>(Very Poor)      | ★★                    | ★★★                   | ★★★★                  | ★★★★★<br>(Very Good)  | Don't know            |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| diversity of digital teaching formats (e.g. digital lectures, recordings of courses, interactive seminars etc.)       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| technical conditions for digital teaching (e.g. audio-/video quality, stability of the connection, technical support) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| didactical concept for digital courses                                                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| transparency of requirements and learning goals for digital courses                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| digital feedback by lecturers                                                                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**How would you rate the availability and quality of the following digital elements in your study**

***programme?***

|                                                                             | ★<br>(Very Poor) | ★★ | ★★★ | ★★★★ | ★★★★★<br>(Very Good) | Don't know |
|-----------------------------------------------------------------------------|------------------|----|-----|------|----------------------|------------|
| Digital media and communication tools (e.g. emails, powerpoints, PDF)       | ○                | ○  | ○   | ○    | ○                    | ○          |
| Social communication with teachers (e.g. blogs, chats, forums)              | ○                | ○  | ○   | ○    | ○                    | ○          |
| Electronic Tests (e.g. e-assessments, e-exams)                              | ○                | ○  | ○   | ○    | ○                    | ○          |
| Audio-/videobased learning media or tutorials                               | ○                | ○  | ○   | ○    | ○                    | ○          |
| Interactive tools (e.g. educational games, simulations, online experiments) | ○                | ○  | ○   | ○    | ○                    | ○          |
| Services of administration (e.g. registration, forms)                       | ○                | ○  | ○   | ○    | ○                    | ○          |

## 15 Use Of AI

**How would you rate the accessibility of Artificial Intelligence (AI) tools and software provided for your studies?**

Artificial Intelligence (AI) tools are for example ChatGPT, Gemini, Co-Pilot, Dall-E, etc.

|                                                    | ★<br>(Very Poor) | ★★ | ★★★ | ★★★★ | ★★★★★<br>(Very Good) | Don't know |
|----------------------------------------------------|------------------|----|-----|------|----------------------|------------|
| e.g., tools for learning, research, or assignments | ○                | ○  | ○   | ○    | ○                    | ○          |

***To what extent is Artificial Intelligence (AI) integrated into your study programme for teaching and learning purposes?***

- ☐ Not at all integrated
- ☐ Slightly integrated (used in a few courses)
- ☐ Moderately integrated (used regularly in teaching materials)
- ☐ Highly integrated (used extensively across courses)
- ☐ I do not know

***How well are the ethical aspects of Artificial Intelligence (AI) use addressed in your study programme?***

|                                    | ★<br>(Very Poor) | ★★ | ★★★ | ★★★★ | ★★★★★<br>(Very Good) | Don't know |
|------------------------------------|------------------|----|-----|------|----------------------|------------|
| e.g., fairness, bias, transparency | ○                | ○  | ○   | ○    | ○                    | ○          |

## 16 Sustainability

**How strongly are questions of sustainability and climate change addressed at your university?**

|                                                                                                    | ★<br>(Very Poor)      | ★★                    | ★★★                   | ★★★★                  | ★★★★★<br>(Very Good)  | Don't know            |
|----------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| coverage of sustainable development topics in my courses                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| provision of opportunities for students to engage in action on sustainability.                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| sustainability of my university as an institution (energy, water, and waste management, buildings) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

---

## 17 demographics

Finally, we would like to ask for some personal information:

**What is your age** \_\_\_\_ **years**

**Gender**

- ☐ Female
- ☐ Male
- ☐ Non-binary / diverse
- ☐ Prefer not to say

---

**When did you start your studies in your current programme? And when do you expect to graduate from your current programme?**

| <b>Start</b> | <b>Expected graduation</b> |
|--------------|----------------------------|
| 2024         | 2024                       |
| 2023         | 2025                       |
| 2022         | 2026                       |
| 2021         | 2027                       |
| 2020         | 2028                       |
| 2019         | 2029 OR LATER              |
| BEFORE 2019  | I DO NOT KNOW YET          |

---

**Do you study full-time, part-time or are you inactive at this moment?**

- ☐ I am a full-time student
- ☐ I am a part-time student and I am formally registered as a part-time student
- ☐ I am actually a part-time student but I am enrolled in a programme that is designed for full-time students
- ☐ I am formally enrolled but not studying actively

---

**Do you have a paid job during the current semester?**

- ☐ Yes, I work during the whole semester
- ☐ Yes, I work from time to time during the semester
- ☐ No, I don't work during the semester

---

***If you have a paid job: How many hours do you spend on paid jobs in a typical week during this semester?***

\_\_\_\_\_ hours/ week

---

***Do your parents have an academic degree? (At least Bachelor's degree or equivalent)***

An academic degree is a qualification awarded to students upon successful completion of a course of study in higher education, usually at a college or university.

- ☐ Yes, (only) my father
- ☐ Yes, (only) my mother
- ☐ Yes, both my parents
- ☐ No, neither my father nor my mother
- ☐ I do not know

---

***Are any of the following statements applicable to your current situation?***

*(Multiple answers are possible)*

- ☐ I am raising one or more minor children.
- ☐ I am caring for relatives in need of care.
- ☐ In my country, I feel like I belong to an ethnic minority group.
- ☐ There are impairments of health that affect my studies (disabilities, chronic or mental illnesses, etc.). If you like to, you can specify: \_\_\_\_\_

---

## 18 Comments

***To improve our student survey continuously, we are interested in your feedback on the questionnaire. Please tell us how relevant the questions are with regard to the situation at your institution, which relevant questions and themes are missing in the questionnaire, or if you had any technical problems with the survey.***

-----

---

## 19 Controlling

*Finally, we would like to ask you some questions about the process of organising the student survey at your institution.*

***How did you obtain the invitation and access data?***

- ☐ The invitation came by e-mail
- ☐ The invitation came by postal mail
- ☐ The invitation was given to me during a lecture/seminar
- ☐ The invitation was distributed on campus
- ☐ Other: \_\_\_\_\_

---

***What kind of information about the student survey did you receive?***

*(Multiple answers are possible)*

- ☐ I was notified only through the invitation e-mail / letter
- ☐ My university/institution sent me an additional letter / e-mail message
- ☐ Our professors/teachers informed us during class
- ☐ The student union informed me about the survey
- ☐ I read a notice on the webpage/on a bulletin board from my institution
- ☐ Other: \_\_\_\_\_

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***If you have obtained additional information or instructions about this survey, you can describe it here briefly.***

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**20 Last page**

**Thank you very much for sharing your views.**

**In case of any questions, please contact the Team from CHE.**

**[rating@che.de](mailto:rating@che.de)**

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# List of Institutional Indicators

| Dimension             | Indicator                                        | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resources             | Total academic personnel and RTA in Headcounts   | Total academic personnel, including research and teaching assistants, in headcounts.                                                                                                                                                                                                                                                                                                                                                                               |
| Resources             | Share of senior academic staff                   | Senior academic personnel / academic staff (HC) in percentage.                                                                                                                                                                                                                                                                                                                                                                                                     |
| Resources             | Share of HEI's revenues from tuition fees        | Percentage of HEI's revenues from tuition fees. Tuition fees represent the amount of money that higher education institutions receive from student fees paid by households and students for participation in educational programmes.                                                                                                                                                                                                                               |
| Resources             | Share of HEI's revenues from third-party funding | Percentage of HEI's revenues from third-party funding. Third-party funds refer to revenues acquired for specific activities, such as research projects, services and postgraduate education. These funds are usually limited in time and allocated to specific institutional units. The main component of third-party funds are public research grants attributed by national and international funding agencies based on the competitive evaluation of proposals. |
| Teaching and Learning | Total graduates (ISCED5-7)                       | Number of short cycle, bachelor's and master's level graduates.                                                                                                                                                                                                                                                                                                                                                                                                    |
| Teaching and Learning | Percentage of graduates in STEM                  | Percentage of graduates in science, mathematics, computing, engineering, manufacturing and construction (STEM) at short cycle, bachelor's and master's level                                                                                                                                                                                                                                                                                                       |
| Teaching and Learning | Students to academic staff ratio                 | Ratio of short cycle, bachelor and master students to academic personnel, in full time equivalent.                                                                                                                                                                                                                                                                                                                                                                 |
| Teaching and Learning | Total students enrolled (ISCED5-7)               | Number of students enrolled at short cycle, bachelor's and master's levels.                                                                                                                                                                                                                                                                                                                                                                                        |
| Teaching and Learning | Graduate unemployment at ISCED 6                 | Percentage of bachelor graduates who were unemployed 18 months after graduation.<br>5= "0%";<br>4 = "0.1-5%";<br>3="6-10%";<br>2="11-25%";<br>1="more than 25%"                                                                                                                                                                                                                                                                                                    |
| Teaching and Learning | Graduate unemployment at ISCED 7                 | Percentage of master graduates who were unemployed 18 months after graduation.<br>5="0%";<br>4 = "0.1-5%";<br>3="6-10%";<br>2="11-25%";<br>1="more than 25%"                                                                                                                                                                                                                                                                                                       |

|                              |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teaching and Learning</b> | Pedagogically skilled teaching staff                                | Share of academic personnel who have had formal or informal training for their teaching tasks. 4="0-24%"; 3="25-49%"; 2="50-74%"; 1="75-100%"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Teaching and Learning</b> | TEL support /Teaching staff trained in technology-enabled learning. | The part of the teaching staff who is trained to develop or use Technology-Enabled Learning.4="No trained staff"; 3="less than 1/3"; 2="1/3 to 2/3"; 1="more than 2/3"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Teaching and Learning</b> | Embeddedness of micro-credentials                                   | A composite indicator that indicates the status of the institutional offer of micro-credentials (funding sources and quality control). A high score implies a strong embedding of micro credentials: diverse funding sources and integrated in regular quality control systems. 1="1 financial source, no public source, not subject to national QA"; 2="2 financial sources, no public source, not subject to national QA"; 3="1 financial source, public source, not subject to national QA"; 4="2 financial sources, public sources, not subject to national QA"; 5="3 financial sources, public sources, not subject to national QA"; 6="4 financial sources, public sources, not subject to national QA"; 7="1 financial source, no public source, subject to national QA"; 8="2 financial sources, no public source, subject to national QA"; 9="1 financial source, public source, subject to national QA"; 10="2 financial sources, public sources, subject to national QA"; 11="3 financial sources, public sources, subject to national QA"; 12="4 financial sources, public sources, subject to national QA"; |
| <b>Research</b>              | Art related outputs                                                 | Number of scholarly outputs in the creative and performing arts per academic personnel in arts, in headcounts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Research</b>              | PhD students per academic personnel                                 | Number of doctoral students per academic personnel, in headcounts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Research</b>              | Publications per academic personnel                                 | Number of publications per academic personnel.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Research</b>              | Professional publications per academic personnel                    | Number of professional publications per academic staff. Professional publications are all publications published in journals, books, and other media that are addressed to a professional audience and that can be traced bibliographically                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Knowledge Transfer</b>    | Share of private third-party funding                                | Funding from the private sector as share in total revenues of third-party funding.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Knowledge Transfer</b>    | Income from continuous professional development                     | Percentage of the HEI's total revenues that is generated from activities delivering continuous professional development courses and training.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Knowledge Transfer</b>    | Graduate companies                                                  | The number of companies newly founded by graduates per 1000 master graduates (ISCED7).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                  |                                                           |                                                                                                                                                                                                             |
|----------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge Transfer</b>        | Spin-offs                                                 | The number of spin-offs (i.e. firms established on the basis of a formal knowledge transfer arrangement between the institution and the firm) recently created by the institution (per 1000 academic staff) |
| <b>Regional Engagement</b>       | External research revenues from regional sources          | The proportion of external research revenues - apart from government or local authority core/ recurrent grants – that comes from regional sources (i.e. industry, private organisations, charities).        |
| <b>Regional Engagement</b>       | Student internships in the region                         | Out of all the university's students who did an internship, the percentage where the internship was with a company or organisation located in the region.                                                   |
| <b>Regional Engagement</b>       | Bachelor graduates working in the region                  | The percentage of bachelor graduates who found a job in the region where the university is located within 18 months after graduation.<br>1="0%"; 2 = "0-25%"; 3="26-50%"; 4="51-75%"; 5="more than 75%"     |
| <b>Regional Engagement</b>       | Master graduates working in the region                    | The percentage of master graduates who found a job in the region where the university is located within 18 months after graduation.<br>1="0%"; 2 = "0-25%"; 3="26-50%"; 4="51-75%"; 5="more than 75%"       |
| <b>International Orientation</b> | Share of mobile students at ISCED5-7                      | Percentage of enrolled short cycle, bachelor's and master's level students that have obtained their degree granting access to higher education in another country.                                          |
| <b>International Orientation</b> | Relative costs of joint degree programmes                 | Costs of joint degree programmes compared to similar programmes offered in a regular way.                                                                                                                   |
| <b>International Orientation</b> | Share of students in joint degree programmes              | The number of students in international joint degree programmes as a percentage of the total number of students enrolled in degree programmes.                                                              |
| <b>International Orientation</b> | Share of joint degree programmes                          | The number of international joint degree programmes offered as a percentage of the total number of degree programmes offered                                                                                |
| <b>International Orientation</b> | Share of programmes taught in foreign language at ISCED 6 | The percentage of bachelor programmes that are offered in a foreign language.                                                                                                                               |
| <b>Societal Challenges</b>       | Share of female academic personnel                        | Share of women among total academic personnel.                                                                                                                                                              |
| <b>Societal Challenges</b>       | Share of female senior academic personnel                 | Share of women among senior academic personnel.                                                                                                                                                             |
| <b>Societal Challenges</b>       | Share of female PhD students                              | Share of female students among doctoral students.                                                                                                                                                           |
| <b>Societal Challenges</b>       | Share of mature students at ISCED6                        | Short cycle, bachelor's and master's level students aged 29 years or older as a percentage of the total number of students at the same level.                                                               |
| <b>Societal Challenges</b>       | Share of female students at ISCED 5-7                     | The ratio of the percentage of female students enrolled in ISCED5-7 programmes and the percentage of male students enrolled in ICEDS5-7 programmes. the definition refers to gender parity                  |

|                            |                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Societal Challenges</b> | Digital investment                                       | The amount of financial resources spent on digitizing teaching and learning, as a percentage of total expenditures                                                                                                                                                                                                                                                                                                                 |
| <b>Societal Challenges</b> | Green courses                                            | Degree programmes that have courses on climate change. On a scale from 1 (none) to 5 (all)). 1="none"; 5 = "all"                                                                                                                                                                                                                                                                                                                   |
| <b>Societal Challenges</b> | Green monitoring                                         | A composite indicator combining the scope of a time bound plan to renovate buildings on a scale from 1 (no building) to 5 (all buildings) with the number of sustainability topics the institution monitors (out of five specified) and the number of sustainability topics covered in a sustainability strategy or policy (out of five specified). A high score indicated high engagement in green monitoring 0="none"; 5 = "all" |
| <b>Societal Challenges</b> | Number of outreach programmes                            | Number of outreach programmes HEI engages in (out of 6 specified types).                                                                                                                                                                                                                                                                                                                                                           |
| <b>Societal Challenges</b> | Share of students with children at ISCED 6               | Percentage of students with one or more young children at short cycle, bachelor's and master's level.                                                                                                                                                                                                                                                                                                                              |
| <b>Societal Challenges</b> | Percentage of students with disability status at ISCED 6 | Percentage of students with a disability status at bachelor's level.                                                                                                                                                                                                                                                                                                                                                               |

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