



Diversification of Domestic and Foreign Models of Vocational Training Institutions Rating

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ABSTRACT

With the joining to the Bologna Process Russian universities go out to the world market of educational services, where they will have to compete with foreign universities. In this connection the problem of various models' study of vocational training institutions' ratings is especially important. This article aims to identify the advantages and disadvantages of both foreign and domestic ratings. The leading method in the study of this problem is the comparative method, which allowed identify the distinctive features and the similarities of sites offering universities' and colleges' various rankings. In the article the types of ratings by type, structure and data sources are presented; advantages and disadvantages of foreign and domestic rankings of universities and colleges are identified, the content of national sites that offer ratings of various models is generalized.

Keywords: Diversification, Domestic and Foreign Ratings, Site, Educational Institutions

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1. INTRODUCTION

1.1. The Urgency of the Problem

In connection with the competition between higher education institutions paying attention to their rating is becoming more and more popular because it is the most effective way of comparative evaluation of systems of educational institutions' activity in the field of higher education. In universities' comparative evaluation are interested as students and their parents so employers and entities of universities' various professional associations as well as governments continuing education. Comparative assessment significantly makes much easier the electoral attitude process to higher education institutions for further education in them (Ivanenko, 2011; Petrov and Sukhov 2007; Vladislavlev, 1998; Basalaev and Basalaeva, 2004; Artyushina and Shutilin, 2009; Ivanov et al., 2015).

The main consumers of ratings can be applicants who wish to choose the university and the curriculum and therefore the universities need to provide more information for coming undergraduates. It is necessary to find the optimal combination to satisfy these conflicting expectations. Targeting consumer group defines the whole concept of ranking, performance and ways of the results' presenting.

1.2. Types and Kinds of Ratings

Universities' rankings are classified according to the following types:

- Ratings with the calculation of a single overall score are used to rank universities through the procedure, consisting of a set of indicators, and assignment of its specific weight, with consideration of which is calculated a single final grade for the quality of the university. The most successful examples of

this widespread approach application are ratings US News and World Report (USA) and the journal "Prospects" (Poland).

Universities' rankings in specific disciplines, training curricula or for individual subjects, when the subject of rankings are not higher education institutions but their separate curricula or teaching certain disciplines and one can evaluate the quality of educational curricula at all levels - from higher education diploma to postgraduate ones and others. These rankings are prepared by magazine "Perspectives" (Poland), "Stern" (Germany), "Business Week," "Financial Times" (UK) and many others.

- Ratings with a combined approach in the rankings have their special techniques rankings/league tables, which cannot be combined into a single type.

Rankings are classified according to the structure:

- Oder rating at which universities are endowed with serial numbers, which are located in the ranking according their positions. This approach is used in the Annex on Higher Education to the newspaper "The Times," ratings DAAD in Germany and other countries.

Cluster rating according to universities' groups. For example, a rating of "Stern" (Germany) ranks universities on three groups - the best, average and worst one.

The combined rating in which each institution is endowed with quantitative evaluation, but the data are published only on a number of the best universities. Such a hybrid approach combined of the first two options is used by "Recruit" (Japan), where the rating for each indicator includes only the 50 best universities.

Rankings of universities are classified by the data sources:

- According to the data contained in the published reports of universities.
- According to specifically collected data as a result of the survey of employers, faculty, graduates and students).

2. THE ANALYSIS OF FOREIGN AND DOMESTIC RATINGS

2.1. Foreign Rankings of Universities

Ranking of the best 200 universities in the world, published in 2004 in Canada is determined by the following criteria: The number of university graduates who are Nobel laureates, the results of research activities, the quality of faculty's teaching activity, international cooperation, the quantity of foreign students, opportunities for career advancement of graduates, graduates' foreign languages skills, their salaries in 3 years after graduation, the learning environment at the university and others.

In making up the rankings of the best 500 universities of the world in 2004 China, first of all, assessed the quality of teaching and learning, as well as the scope of research results. In a small number of selected criteria the following ones are included: Graduates and teachers - Nobel laureates, cited research papers on the 21 direction, publications of the staff and faculty in the

journal Nature and Science and their citation index. It should be noted that the list of the best 500 universities in the world includes two Russian universities - Moscow and St. Petersburg (Pokholkov et al., 2005a).

According to the results of scientific publications "Performance Ranking of Scientific Papers for World Universities," Council for assessment and accreditation in higher education (Higher Education Evaluation and Accreditation Council Taiwan) a Taiwanese model rating was composed in 2007. This rating is focused on the results evaluation of the universities' research activities. Focus on the results of specific research makes the indicators more transparent and fair, in comparison with traditional indicators such as the reputation of the university, the number of Nobel laureates who studied or worked at the university (2007 Performance Ranking of Scientific Papers for World Universities, 2013).

International Exchange Center of the Council of Higher Education Evaluation in Taiwan started to develop the so-called "New personalized ranking of Taiwanese universities," whose main purpose is maximum stimulation of Taiwanese universities to develop and upgrade. A new goal is to provide with the most complete information the potential applicants and students at each institution, as well as high-tech support for their decision making in choosing a university.

Along with these advantages of this rating one can also specify and following its defects which include the fact that: The researchers artificially select time period to calculate the values of specific indicators; many definitions used for the construction of the rating are subjective because of their weak validity. As for the indicators, they quite clearly reflect the relevance of scientific publications' results of the university and in many ways are similar to the indicators of other ratings models. However, the publications of another format in the Taiwan ranking are not fixed.

It should be noted that the Taiwanese rating mentions a problematic for Russian universities scope of scientific publications in prestigious international journals and its ranking includes only one Russian university - Moscow State University after Lomonosov, where it occupies the 243rd place.

Russia is on the 27th place close to countries such as Argentina, Greece, Ireland, Mexico, Poland, Czech Republic, Chile, South Africa, which of course cannot satisfy either the academic community or state authorities, or our community.

A few reasons are indicated for this weak position of Russian universities in Taiwan rankings, including the fact that Russian science during the Soviet period of its existence, has been separated from universities of the world, and the fact that our scientists seldom publish their studies in cited journals and because that a number of prominent Russian magazines are not included in the database of journals Essential Science Indicators and SCOPUS (Ivanenko, 2011). To improve the position of Russian universities in the ranking of Taiwan one need to increase the share of publications in the languages of the international community,

which can significantly increase the citation index of Russian universities (Artyushina and Shutilin, 2008a; Artyushina and Shutilin, 2008b).

2.2. Ratings of Higher Educational Institutions of Russia

In 2001, the Ministry of Education and Science of the Russian Federation submitted a development of University Rankings' Techniques (order No 631 from 26.02.2001 year) "On the ranking of higher education institutions." The basis of the methodology for determining the ranking of universities more than 45 indicators are applied on the criteria such as intellectual potential of the university, the activity, the faculty, students and postgraduates, training of scientific personnel, amount of research, publishing activities, etc. The basis of the universities' ranking includes 19 local criteria which are aggregated in the integral and global criteria and are determined by the 41 values of the initial data characterizing the basic directions of universities' activities: The capacity and activity (Universities' Ranking Technique, Approved by the Order of the Minister of Education of the Russian Federation N 631 from 26 February 2001 "On the Ranking of Higher Education Institutions," 2006).

It is obvious that the government rating is more bureaucratic document, as the authors are based on the opinions of qualified experts and quantitative data on resource data of universities' activities. In principle, such a rating is focused on the training side of the process, and cares little about the interests of employers, professional associations, students and applicants.

In addition, it is necessary to mention the role of the National Accreditation Agency, conducting mass activities to generate indicators for the universities' activities and possessing an impressive information database, and on such indicators as the demand for college graduates in the labor market, the availability of employers' reviews.

Beyond the activities of government forces the activity of communities is observed on universities' rankings making. More important step now in this area can be considered the Russian universities' league table, developed by a public organization "Business Russia."

It is important to note the functioning of the specialized agencies that OR, which prepared and published for the period of past 4-5 years, tens of ratings of Russian institutions of higher education, which was actively supported by employers, the academic community, students and applicants.

Universities' Rankings prepared by the media is quite independent and oriented on the general public, because of which its makers have significantly to facilitate the procedure of estimation itself that does not increase the credibility to the ratings from consumers' view point (Shadrikov, 2001).

Currently, the Russian official ranking of universities is formed according the following groups: Classical universities, technical universities, medical high schools, teacher training institutions,

etc., which use two types of parameters that assess the capacity and the activity of these universities. In addition to the institutional ranking of universities Ministry of Education and Science of the Russian Federation creates a ranking of universities by occupations for which the training is carried out. Specialized rating is especially important for the Ministry of Education and Science of Russian Federation, on the one hand - for the formation of the state order for training of specialists in different branches of the national economy and on the other hand - because of the interests of future students choosing high school to train on a particular occupation. It should be noted that the universities' rankings according to occupations are not reflected in the public press in connection with large amounts of information and the arising inconveniences of their publication.

As for the model of rankings of technical universities' Association - it should be admitted that it differs from the official rating of the Ministry of Education and Science of the Russian Federation, only in that it is based on the criteria for Technical University implementing training in a wide range of natural sciences, engineering, technology, economic and humanitarian areas. As the parameters of the rating of Technical Universities' Association the capacity and the activity of the University are allocated.

In comparison with the models of the universities' official rankings of Ministry of Education and Science of the Russian Federation and Technical Universities' Association the ranking model of the magazine "Career" is more focused on society and the individual. The basis for this model is precisely such information, in which is just can be interested future students choosing university for training, though this rating is made without taking into account areas of training, and it is useful only for future students, for whom it is important to receive a quality higher education, independently from their future activities and specialties. Besides, the views of students and graduates of universities, representatives of the academic community are not taken into account, as well as scientific basis of the educational process is evaluated insufficiently (Pokholkov, 2005b).

2.3. Ratings of Secondary Vocational Schools

Recently, vocational schools and colleges implementing specialists' training according the curricula of secondary vocational education (SVE) are highly popular with high school graduates. Competition for admission on some professions in some regions competes with comparable figures in universities. But of course not in all institutions of secondary special education situation is so optimistic.

In 2013, the Agency for Social Research "Social Navigator" of RIA News group, with the support of the Interregional Association of Education Monitoring and Statistics prepared the rating of regional systems of SVE allowing to judge in what extent the regional system of SVE meets labor market and population demands.

The rating includes all the entities of the Russian Federation, except for the Nenets and Chukotka Autonomous regions, as there is no data about these two regions in the public press. Moscow and

Moscow region as well as Leningrad region and St. Petersburg are included in the Moscow and St. Petersburg agglomeration area because of the peculiarities in the location and the availability of high inter-regional mobility of students and employees of these entities.

Rating was formed in two main directions as the assessment of the attractiveness of secondary special education for pupils and their families, as well as the interest of the employer in personnel with vocational education. The leaders of this rating are the vocational schools of Altai (0.87) and Yakut (0.79) and Astrakhan (0.75) and Amur (0.73) regions. Воронежская область вышла в рейтинг с показателем 0,41. Voronezh region in the ranking has the index of 0.41. The lowest rates of the Rating belong to vocational schools in Yamal-Nenets region (0.12), the Republic of Dagestan (0.09), Ingushetia (0.06) and the Jewish Autonomous region (0.05). Voronezh region with an index of 0.41 took a middle position in the ranking (Rating of secondary vocational education regional systems, 2013).

It is believed that the results of the rating probably will contribute to regional leaders' creating of an effective policy of the vocational education system's modernization.

According to the study authors' opinion, the results of rating can show how the regional system of vocational education in quality, scope and structure of the training meets the needs of the labor market and the public. Based on rankings' data, one can conclude that the satisfaction by the secondary education system of external requests cannot be connected with the fact whether the region is economically developed or not, and what it is prevalent in the region's economy - agriculture or industrial production (RIA News, 2013).

3. RESULTS AND DISCUSSION

Rating - is the location of objects' groups valued for some criteria in a certain order. The use of different criteria allows comprehensively evaluate the objects and place them in a special order - from the best to the worst.

The main thing in the rankings is to aware clearly, for whom it is intended, as it is the audience determines the type of rating and the method of results' presenting.

Among the most famous national rating sites are shown in Table 1.

These information on the sites that provide the data on universities' rating and educational curricula the evaluators developed scheme based on similar principles and approaches, but which differ in details. All the proposed schemes are based on the fact that the quality of academic staff, the overall level of students' abilities and resources to a greater extent determine the level of the university, and differences are manifested in such small things as ways to assess the quality of staff (for research or teaching activities) and selection of indicators for resources. In addition, authors of these ratings consider that it is necessary to take into account the quality indicators of diploma curricula (Foreign Experience of the Rating, 2015).

4. CONCLUSION

Analysis of various rating models of educational institutions in Russia and abroad reveals the following: One and the same university in the rankings with different target orientation, can take very different positions; it is impossible to develop a single rating of institutions carrying out various missions using one and the same set of criteria, indicators and methods of processing of their data. Also, there is an interesting trend in the past years - the focus on the development of multi-dimensional ratings, indices of which are ranked separately, and users have to choose the desired indicators for themselves.

With regard to SVE institutions it should be noted that in recent years vocational schools and colleges engaged in specialists' training on SVE curricula, are highly popular with school graduates. Competition for admission to some specialties in some regions competes with comparable figures in universities. But of course not in all institutions of secondary special education situation is so optimistic and the scope of work for competitiveness improving in these institutions remains fairly wide.

Table 1: Characteristics of the national rankings

America's Best Colleges	Ratings of US magazine "News and World Report" are published in the United States since 1983 and are the most authoritative ones. Their website provides the methodology of the ratings creating, allowing constructively interpret them. Ratings are divided into separate groups. A limited number of indicators are available, but when subscribing the user gets a pretty extensive database of US universities	http://colleges.usnews.rankingsandreviews.com/usnews/edu/college/rankings/rankindex_brief.php
The Top American Research Universities	One of the main projects of the Center for measuring of universities' activities results (The Center for Measuring University Performance), supporting the site is rankings' creation of American research universities. The site contains an extensive database that contains not only the data on the best American research universities, and other publications on the subject of rating and classification	http://mup.asu.edu
SR Monthly Undergraduate College Rankings	This site is primarily designed for undergraduates and students of American universities, which is the American counterpart of the Russian educational portal "VSEVED." The main project of the site is the rating	http://www.studentsreview.com/college_rankings.html

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Table 1: (Continued)

CHE Hochschulranking 08/09	of universities, compiled on the basis of student surveys. Among the ratings there are: The best engineering colleges, the best universities for education, higher education institutions with a better social life, universities with the most beautiful campuses, etc. On this portal the ratings are placed produced by the Centre for Higher Education Development in Germany, which has been forming for long time the universities' rankings and methodology of which differs by a large number of data used, the lack of a single rating value, orienting on the assessment of individual specialties rather than the university as a whole, as well as careful study of various methodological evaluation procedures. CHE publishes rating on the portal of "Stern" publications	http://ranking.zeit.de/che9/CHE
University Guide	The "Guardian" newspaper is one of the oldest periodical publications of ratings. Researchers use the league tables as a form of presentation of the results, revealing the rating methodology and the limits of its application	http://education.guardian.co.uk/universityguide 2009/0,2276673,00.html
Good University Guide 2009	League tables compiled by the newspaper "Guardian", to some extent compete with the ratings of the "Times" newspaper, which also focuses its rating on the undergraduates and their parents to correct their university choice. Technique of "Times" consists of a small number of the indicators, aggregated with weight coefficients' taking into account. The site contains materials that reveal the content of indicators for better orientation in the rankings	http://extras.timesonline.co.uk/tol_gug/gooduniversityguide.php
Maclean's University Ranking	Rating of "Maclean's" magazine is characterized by the use of specific indicators, practically not applied in other countries. Its method is focused on the collection of statistics, and the approach is very similar to the approach of the newspaper "Times". This site except for some ratings can show the results of students' surveys, for which it is widely respected in Canada, but there are also representatives in the academic community-whose attitude is critical towards it	http://oncampus.macleans.ca/education/rankings/
Swiss Up's University Ranking	The site provides an interesting version of the Swiss ranking, the results of which enable to investigate individual areas of training, large amounts of data without huge resource expenses. Materials of the site are available in German and French	http://www.goforexcellence.ch/de/ranking.php
DFG Funding Ranking	The site is dedicated to rating generated by the German research community (DFG). It differs from other ratings that this approach is aimed primarily at the financial performance of the universities' functioning. The site has an archive of previous periods of the rating, interesting both for specialists and a wide range of users of the site	http://www.dfg.de/en/ranking/index.html
CEST Science-metrics Ranking	The approach of the Swiss CEST is based on the use of library-metric or science-metric data. The center not only forms the ratings, but pretty explores in detail the current situation in higher education related to the provision of numerous publications. The information is presented in French and German.	http://www.cest.ch/en/aktuell.htm
Customized Graduate Program Rankings	The users of the website are offered a database of 23517 curricula of 2356 universities, which allows create one's own ranking of master and PhD curricula. Anyone can set the level of the diploma and the area which is necessary for them and to determine the weights coefficients of rating's indicators. This creates a personal rating for a particular user	http://graduate-school.phds.org/
Research Assessment Exercise 2001	The site's link offers little set of ratings and publications, presenting the level's estimation of universities' research activity in the UK, the materials of which can be interesting only for a narrow circle of specialists, since this approach is highly specific	http://www.hero.ac.uk/rae/index.htm
Princeton Review College Rankings	Magazine "Princeton Review" creates a ranking of colleges, on each of which university generates mini-dossier, allowing determine the students and their parents a place to study among about 300 colleges. Based on the results of the research magazine publishes a special issue devoted to US colleges, while the site is a shortened version of the book	http://www.princetonreview.com/college-rankings.aspx

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Table 1: (Continued)

Washington Monthly's Other College Ranking	To this link the article of George Green "Another college ranking" is dedicated which is a set of US colleges with specific rating values. However, the average user will experience difficulties due to not entirely clear drafting of this or that ranking as the methodology itself is not represented on the site. Text giving a rating is uncomfortable, because the rating values are not distinguished from the text by color or graphically	http://www.washingtonmonthly.com/features/2001/0201.biglist.html
A New Ranking of American Colleges on Laissez-Faire Principles, 1999-2000	This site with a high-sounding title "The new ranking of US colleges" criticizes the approach of the most authoritative magazine "US News and World Report," and offers its own rating which is compiled on the basis of indicators of the quality of students entering college. Despite the fact that the site is not rich in graphics its the only file is quite informative and contains a detailed analysis of the ranking's results in terms of specific high schools on the quality of entering students	http://collegeadmissions.tripod.com
Black Enterprise's Top Colleges for African Americans for 2003	This rating is formed specifically for African American, identified as a separate social group of US citizens, the specific content of which affects the data used, influencing to a large extent not the quality of education but the social and ethical aspects of teaching in high school	http://www.blackenterprise.com/cms/exclusivesopen.aspx?id=106
College Rankings by College Prowler	This approach to universities' rankings making that exist in the US is based on the opinion of students of high schools and includes about 20 positions. For each indicator, from the level of feeding organization at the university, a separate ranking, with league tables as a form of presentation of the results of the rating is created. According to researchers' opinion, a comparison of the various universities in the users' interested set of indicators contributes to a better choice of high school	http://www.collegeprowler.com/find/by-ranking.aspx
100 Best Values in Public Colleges	Ratings created by www.kiplinger.com site are based on comparison of qualifications of colleges' academic staff and training costs which one have to pay for the qualification obtained. For the optimal choice of a particular college in the US state, a special search engine is used, which explains in detail the methodology of the rating's creating itself. Rating is aimed at a wide audience of Internet users, as the materials are free	http://www.kiplinger.com/tools/colleges/
New Mobility Disability-Friendly Colleges	Rating of "New Mobility" magazine is quite specific, since it contains a comparison of the number and amount of additional services provided by the colleges for students. As a service the services of teachers, scholarships are presented and etcw., Rating Methodology and the results are reported in the article "Rachel Ross," rating of which has not been updated since 1998	http://www.newmobility.com/articleViewIE.cfm?id=122
Judging the Law Schools	The site has rankings of law universities according to certain characteristics. In addition to the composite rating this site presents 20 leading law high schools for each individual index. The methodology of the rating's creating is given in detail, but the materials are interesting not only to a narrow set of users, but also for lawyers and specialists in this field. Rating results are regularly updated	http://www.ilrg.com/rankings/
Cooley's rankings law schools	In comparison with the previous site which is devoted to law universities' rating, it presents a wider range of materials. Those who wishes to obtain detailed results of the research are offered to buy a book, a guide to US law schools, as the site is dedicated not only to the rating, but also is focused on assistance in further choosing a place to study for students of law sphere	http://www.cooley.edu/rankings/
The Law School Ranking Game	Unlike other approaches, this site is also dedicated to the law schools' rating, allows users to make their own rating, called by them as "rating game." The essence of the game lies in the fact that the results of studies determine the quantitative values of various indicators for a variety of law schools and the user determines the weights coefficients of indicators that simply by aggregation produce the final results	http://monoborg.law.indiana.edu/LawRank/
Top 50 Research Universities	The Canadian approach implies the selection of leading research universities and is based on the financial performance using and qualification evaluation of the academic staff. Rating is formed quite regularly, as well as on the website one can be informed not only with the results of the last rating, but with archival materials, which is important for understanding of the rating results' stability	http://www.researchinfosource.com/top50.shtml

CEST: Center for the Study of Science and Technology

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