

THE UNIVERSITY OF HONG KONG PUBLIC OPINION PROGRAMME (POP)

Opinion Survey on the Public Ranking of Universities in Hong Kong 2016

COMMISSIONED BY
MEDIA EDUCATION INFO-TECH CO. LTD
(Education 18.com)



SURVEY REPORT

Compiled by
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Lee Wai-kin Frank and Chan Wai-man Joyce

JUNE 2016

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SUMMARY OF FINDINGS

Research Team Members

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24 June 2016

CONTACT INFORMATION

Date of survey : 12-27/5/2016 Sample size : 1,222 successful cases
Response rate : 67.0% Standard error : Less than 1.4%
Target population : Cantonese-speaking population of Hong Kong of age 18 or above
Survey method : Random telephone survey by real interviewers
Sampling method : Standard POP telephone sampling method was used. Telephone numbers are randomly generated using known prefixes assigned to telecommunication services providers under the Numbering Plan provided by the Office of the Communications Authority (OFCA). Invalid numbers are then eliminated according to computer and manual dialing records to produce the final sample. If more than one subject had been available, the one who had his/her birthday next was selected.
Weighting method : The data reported have been adjusted according to the provisional figures obtained from the Census and Statistics Department regarding the gender-age distribution of the Hong Kong population in 2015 year-end and the educational attainment (highest level attended) distribution collected in the 2011 Census.

Everything in this publication is the work of individual researchers, and does not represent the stand of The University of Hong Kong. Robert Chung Ting-yiu is responsible for the work of the Public Opinion Programme (POP) of The University of Hong Kong.

P r e a m b l e

Public Opinion Programme (POP) at The University of Hong Kong was established in June 1991 to collect and study public opinion on topics which could be of interest to academics, journalists, policy-makers, and the general public. POP was at first under the Social Sciences Research Centre, a unit under the Faculty of Social Sciences of The University of Hong Kong, and was transferred to the Journalism and Media Studies Centre in The University of Hong Kong in May 2000. In January 2002, POP was transferred back to the Faculty of Social Sciences in The University of Hong Kong. POP provides quality survey services to a wide range of public and private organizations, provided that they allow the POP Team to design and conduct the research independently, and to bear the final responsibilities.

In April 2016, POP was commissioned, for the sixteenth time, by Media Education Info-tech Co. Ltd. (which owns “Education 18.com”) to repeat the annual survey on the public’s perceptions of the local institutions of higher education. The objective of this survey was basically the same as that of the previous years, i.e. to study the general public’s perception of the institutions of higher education funded through University Grants Committee (UGC), with the inclusion of Hong Kong Shue Yan University since 2008, and Open University of Hong Kong since 2011 upon the client’s advice. According to our records, it is the eighteenth time for Media Education Info-tech Co. Ltd. to conduct the survey, but the very first study of this subject was designed and conducted in 1999 and 2000 by the client using a different methodology. For this reason, any direct comparison between the results obtained from the first and subsequent surveys is not recommended.

The questionnaires used in this and previous years’ surveys except that of 1999 and 2000 were designed independently by the POP Team after consulting the client. Fieldwork, data analysis and interpretation were also carried out independently by the POP Team. Knowing that the results of this survey might be controversial, POP proceeded to design and conduct the survey anyway, because we take it to be our responsibility to engage in any opinion survey which requires our professional support. POP is fully responsible for all the opinion survey results released, we welcome any discussion on the fairness of the results.

This year’s telephone survey was conducted during the period of **12 to 27 May 2016**. A total of **1,222** Hong Kong Cantonese-speaking residents of age 18 or above were successfully interviewed. The overall response rate was **67.0%** and the standard error due to sampling was no more than 1.4 percentage points. That means at 95% confidence level, the sampling error of percentage figures was less than plus/minus 2.9 percentage points. However, some questions were only applicable to employers in the sample. Their valid sub-samples were much smaller, and the sampling errors for these questions became much bigger.

Research Design

The target population of this survey was Cantonese-speaking population of Hong Kong of age 18 or above. To minimize sampling bias, the following sampling technique was adopted:

Telephone numbers will be randomly generated using known prefixes assigned to telecommunication services providers under the Numbering Plan provided by the Office of the Communications Authority (OFCA). Invalid numbers will then be eliminated according to computer and manual dialing records to produce the final sample

When telephone contact was successfully established with a target household, one person of age 18 or above was selected. If more than one qualified subject had been available, selection was made using the “next birthday rule” which selected the person who had his/her birthday next from all those present. Please refer to Appendix 1 for the demographic profile of the respondents.

Telephone interviews were carried out between 12 and 27 May 2016. Data were collected by interviewers using a Computer Assisted Telephone Interviews (CATI) system under close supervision.

As shown from the detailed breakdown of the contact information, among the **31,475** telephone numbers sampled for the survey, **6,448** were confirmed ineligible, among them 886 were fax or data lines, 4,722 were invalid telephone numbers, 186 were call-forwarding numbers, while another 582 were non-residential numbers. Besides, 55 of them were invalidated due to special technological circumstances, while 17 cases were voided because no eligible respondents were available at the numbers provided.

Meanwhile, a total of **16,155** telephone numbers were invalidated since the research team could not confirm their eligibility. Among them 1,527 were busy lines, 11,632 were no-answer calls, 2,068 cases were diverted to answering devices while 40 were blocked. In addition, 363 cases were treated as ineligible because of language problems, 516 interviews were terminated before the screening question, while 9 cases were voided for other problems.

Of the remaining **8,872** eligible cases, 7,650 failed to complete the interview. Among them 15 rejected the interview immediately after their eligibility was confirmed, 7,561 were unfinished cases with appointment dates beyond the end of fieldwork period. Besides, 70 cases were incomplete due to unexpected termination of interviews, 4 were classified as miscellaneous due to other non-contact problems, and the remaining 1,222 were successful cases (Table 1).

Table 1 Breakdown of contact information of the survey

	Frequency	Percentage
Telephone numbers' ineligibility confirmed	6,448	20.5
<i>Fax/data line</i>	886	2.8
<i>Invalid number</i>	4,722	15.0
<i>Call-forwarding/mobile/pager number</i>	186	0.6
<i>Non-residential number</i>	582	1.8
<i>Special technological circumstances</i>	55	0.2
<i>No eligible respondents</i>	17	0.1
Telephone numbers' or respondents' eligibility not confirmed	16,155	51.3
<i>Line busy</i>	1,527	4.9
<i>No answer</i>	11,632	37.0
<i>Answering device</i>	2068	6.6
<i>Call-blocking</i>	40	0.1
<i>Language problem</i>	363	1.2
<i>Interview terminated before the screening question</i>	516	1.6
<i>Others</i>	9	<0.1
Telephone numbers' eligibility confirmed, but failed to complete the interview	7,650	24.3
<i>Household-level refusal</i>	4	<0.1
<i>Known respondent refusal</i>	11	<0.1
<i>Appointment date beyond the end of the fieldwork period</i>	7,561	24.0
<i>Partial interview</i>	70	0.2
<i>Miscellaneous</i>	4	<0.1
Successful cases	1,222	3.9
Total	31,475	100.0

To sum up, a total of **1,222** Hong Kong residents of age 18 or above were successfully interviewed in this survey. The overall response rate was 67.0% as shown in the following calculation. The standard error due to sampling was no more than 1.4 percentage points.

Table 2 Calculation of overall response rate

Overall response rate = [Successful cases / (Successful cases + Refusal cases + Incomplete cases)] 100% = [1,222 / (1,222 + 15 + 516 + 70)] 100% = 67.0%

The data collected have been adjusted according to provisional figures obtained from the Census and Statistics Department regarding the gender-age distribution of the Hong Kong population in 2015 year-end and the educational attainment (highest level attended) distribution collected in the 2011 Census. All analyses in this report are based on the weighted data.

Statistical tests of “difference-of-proportions” and “difference-of-means” have been employed whenever applicable, in order to check for significant changes. Figures marked with single asterisk (*) denoted statistical significance at $p=0.05$ level whereas those with double asterisks (**) indicated that the variation has been tested to be statistically significant at $p=0.01$ level.

The researcher is aware that the POP Team is part of The University of Hong Kong, which is one of the institutions rated by the respondents. As a precaution to eliminate any possible bias due to desirability effect, all respondents were explicitly told at the beginning of the interview that the POP Team was an independent research team, and the respondents should simply report honestly what they felt.

Summary of Findings

The aim of the first part of the survey was to study the general public's perception of the higher institutions funded through UGC, namely, City University of Hong Kong (CityU), Hong Kong Baptist University (HKBU), Hong Kong Shue Yan University (HKSYU), Lingnan University (LU), The Chinese University of Hong Kong (CUHK), The Education University of Hong Kong (EdUHK), The Hong Kong Polytechnic University (PolyU), The Hong Kong University of Science and Technology (HKUST) and The University of Hong Kong (HKU), plus Open University of Hong Kong (OUHK). The order of these institutions was rotated randomly in different questionnaires in order to eliminate possible bias due to ordering. By means of a rating scale from 0-10, with 0 representing the worst, 10 representing the best and 5 being half-half, these institutions were assessed one by one with regard to their overall performance.

A. Overall Performance of Institutions

To begin with, all respondents were asked to evaluate each of these institutions based on their perception of its overall performance using a scale of 0-10, with 0 representing the worst, 10 representing the best and 5 being half-half. Respondents were suggested to take into account the institution's local and international reputation, facilities, campus environment, qualification of its teaching staff, academic research performance, conduct and quality of its students, its learning atmosphere, as well as the diversification and degree of recognition for its courses. Survey results of this year indicated that, in terms of public perception, HKUST received the highest mean score of 7.33 as rated by 1,142 respondents, CUHK came second with an average score of 7.30 as rated by 1,169 respondents, whereas HKU ranked third with a mean score of 7.20 as rated by 1,180 respondents. When compared to the findings obtained from last year's survey, the order of rankings among six institutions remained exactly the same while HKUST and HKU, and HKBU and CityU were swapped. HKUST topped the list for the first time. For HKU, its drop in rating were tested to be statistically significant at $p=0.01$ level (Table 3).

Table 3 - Overall Performance of Institutions

	2013 Survey		2014 Survey		2015 Survey		2016 Survey			
	Average	Standard error	Average	Standard error	Average	Standard error	Average	Standard error	No. of raters	Recognition (No. of raters/total sample)
1. HKUST	7.44	0.05	7.42	0.05	7.24**	0.05	7.33	0.05	1,142	93.4%
2. CUHK	7.75	0.05	7.54**	0.05	7.35**	0.05	7.30	0.05	1,169	95.7%
3. HKU	8.07	0.05	7.81**	0.05	7.58**	0.06	7.20**	0.06	1,180	96.6%
4. PolyU	6.99	0.04	6.97	0.04	6.76**	0.05	6.78	0.04	1,139	93.2%
5. HKBU	6.29	0.05	6.42	0.05	6.10**	0.05	6.22	0.05	1,120	91.6%
6. CityU	6.21	0.05	6.28	0.05	6.15	0.05	6.15	0.05	1,115	91.3%
7. EdUHK ^[1]	5.84	0.05	6.09*	0.05	5.82**	0.05	5.85	0.05	1,029	84.2%
8. HKSYU	5.41	0.06	5.89**	0.05	5.59**	0.05	5.47	0.05	1,035	84.7%
9. LU	5.47	0.05	5.74**	0.05	5.45**	0.05	5.41	0.05	1,086	88.9%
10. OUHK ¹	5.34	0.05	5.66**	0.06	5.43**	0.06	5.39	0.05	1,037	84.8%

[1] On 27 May 2016, HKIEd was formally renamed The Education University of Hong Kong (EdUHK). Therefore, in this survey, "HKIEd" was used during the survey period of 12 to 26 May while "EdUHK" was used on 27 May.

Same as last year, our cross-tabulation analyses showed that, within each sub-group of the sample, the order of rankings of the universities were basically the same regardless of respondents' education attainment and occupation. Only some insignificant differences were observed which are enclosed in squares below. For the actual ratings obtained by each institution as rated by each sub-group, please refer to the tables below (Tables 4-5).

Table 4 – Cross-tabulation Analyses: Institution Performance by Education Attainment of Respondents

	Primary or below			Secondary			Tertiary or above		
	Average	Standard error	No. of raters	Average	Standard error	No. of raters	Average	Standard error	No. of raters
1. HKUST ^[2]	7.18	0.141	232	7.25	0.067	569	<u>7.58</u>	0.069	336
2. CUHK ^[2]	7.09	0.138	255	7.16	0.070	570	<u>7.67</u>	0.070	339
3. HKU ^[2]	<u>6.77</u>	0.169	263	7.14	0.075	571	<u>7.64</u>	0.076	340
4. PolyU	<u>6.81</u>	0.133	242	6.76	0.060	553	6.80	0.063	338
5. HKBU	<u>6.25</u>	0.153	236	6.21	0.060	545	<u>6.20</u> ^[3]	0.072	334
6. CityU ^[2]	<u>6.36</u>	0.145	228	6.05	0.059	547	<u>6.20</u> ^[3]	0.069	336
7. EdUHK	5.97	0.165	182	5.91	0.069	519	5.68	0.086	323
8. HKSJU ^[2]	5.75	0.148	206	5.55	0.069	500	<u>5.18</u>	0.084	324
9. LU	<u>5.59</u>	0.152	211	<u>5.42</u>	0.065	541	<u>5.28</u>	0.078	330
10. OUHK ^[2]	<u>5.72</u>	0.173	174	<u>5.51</u>	0.067	528	5.03	0.083	329

[2] Differences among sub-groups tested to be statistically significant at 95% confidence level.

[3] In three decimal places, the rating of HKBU and CityU are 6.196 and 6.204.

Table 5a – Cross-tabulation Analyses: Institution Performance by Occupation of Respondents (I)

	Professionals and semi-professionals			Clerk and service workers			Production workers		
	Average	Standard error	No. of raters	Average	Standard error	No. of raters	Average	Standard error	No. of raters
1. HKUST ^[4]	7.45	0.089	301	7.42	0.091	267	7.39	0.165	101
2. CUHK ^[4]	7.44 ^[5]	0.088	302	7.23	0.093	265	<u>7.25</u>	0.168	100
3. HKU ^[4]	7.44 ^[5]	0.108	302	7.11	0.101	267	<u>7.33</u>	0.182	105
4. PolyU	6.79	0.076	301	6.78	0.087	256	6.88	0.138	100
5. HKBU	6.14	0.083	300	<u>6.18</u>	0.099	254	6.29	0.151	93
6. CityU	6.07	0.081	299	<u>6.30</u>	0.085	257	6.28	0.144	95
7. EdUHK	5.76	0.098	282	5.73	0.104	247	6.01	0.175	91
8. HKSJU	5.32	0.100	283	5.61	0.090	237	5.53 ^[6]	0.138	88
9. LU	5.23	0.088	296	<u>5.54</u>	0.093	258	5.53 ^[6]	0.150	91
10. OUHK ^[4]	5.19	0.100	289	<u>5.59</u>	0.097	252	5.37	0.120	95

[4] Differences among sub-groups tested to be statistically significant at 95% confidence level.

[5] In four decimal places, the rating of CUHK and HKU are 7.4362 and 7.4360.

[6] In four decimal places, the rating of HKSJU and LU are 5.5302 and 5.5300.

Table 5b – Cross-tabulation Analyses: Institution Performance by Occupation of Respondents (II)

	Students			Housewives		
	Average	Standard error	No. of raters	Average	Standard error	No. of raters
1. HKUST ^[7]	7.35	0.117	104	7.40	0.129	125
2. CUHK ^[7]	7.70	0.098	104	7.16	0.155	133
3. HKU ^[7]	7.59	0.104	104	7.07	0.159	133
4. PolyU	6.91	0.104	104	6.80	0.128	129
5. HKBU	6.36	0.094	104	6.41	0.133	129
6. CityU	6.24	0.109	104	6.25	0.138	123
7. EdUHK	6.00	0.134	102	6.12	0.144	109
8. HKSJU	5.37	0.141	100	5.66 ^[8]	0.149	109
9. LU	5.55	0.113	102	5.66 ^[8]	0.136	119
10. OUHK ^[7]	5.20	0.118	100	6.00	0.176	105

[7] Differences among sub-groups tested to be statistically significant at 95% confidence level.

[8] In four decimal places, the rating of HKSJU and LU are 5.6625 and 5.6629.

B. Overall Performance of Vice-Chancellors/Presidents/Principals

With respect to the perceived overall performance of the Vice-Chancellor/President/Principal of each institution, taking into consideration one's local and international reputation, approachability, leadership, vision, social credibility and public relations, Professor Joseph J.Y. Sung of CUHK again topped the list this year with an average score of 7.64 as rated by 1,084 respondents. Professor Tony F. Chan of HKUST, Professor Peter MATHIESON of HKU and Professor Timothy W. Tong of PolyU came second to fourth, with mean scores of 6.87, 6.65 and 6.44 as rated by 752, 978 and 685 respondents respectively. The next tier included Professor Roland T. Chin of HKBU and Professor Stephen Y.L. CHEUNG of EdUHK who ranked fifth and sixth attaining a mean score of 6.14 each. The seventh to ninth ranks fell to the Presidents/Principals of CityU, OUHK and LU correspondingly, with respective average scores of 5.94, 5.80 and 5.57. Eight out of nine Vice-Chancellors / Presidents / Principals had obtained recognition rates of 50% or above. Of which, Professor Joseph S.Y. Sung of CUHK received the highest recognition rate of 89% (Table 6).

Table 6 - Overall Performance of Vice-Chancellors / Presidents / Principals

	2013 Survey		2014 Survey ^[9]		2015 Survey ^[9]		2016 Survey ^[9]			
	Avg.	Std. error	Avg.	Std. error	Avg.	Std. error	Avg.	Std. error	No of raters	Recognition (No. of raters/total sample)
1. CUHK – Joseph J.Y. SUNG	7.94**	0.04	7.77**	0.05	7.74	0.05	7.64	0.05	1,084	88.7%
2. HKUST – Tony F. CHAN	6.97	0.06	6.92	0.06	6.79	0.06	6.87	0.06	752	61.5%
3. HKU – Peter MATHIESON ^[10]	-N.A.-		6.78	0.06	6.95	0.07	6.65**	0.06	978	80.0%
4. PolyU – Timothy W. TONG	6.61	0.06	6.67	0.06	6.45*	0.06	6.44	0.06	685	56.1%
5. HKBU – Roland T. Chin ^[10]			-N.A.-				6.14^[11]	0.06	682	55.8%
6. EdUHK – Stephen Y.L. CHEUNG ^[10]	-N.A.-		6.23	0.06	6.13	0.07	6.14^[11]	0.06	690	56.5%
7. CityU – Way KUO	6.03	0.07	6.11	0.07	6.12	0.07	5.94	0.06	664	54.3%
8. OUHK – Yuk-shan WONG ^[10]	-N.A.-		5.95	0.07	5.88	0.07	5.80	0.06	600	49.1%
9. LU – Leonard K. CHENG ^[10]	-N.A.-		5.79	0.07	5.55*	0.08	5.57	0.07	747	61.1%

[9] The position of Principal for HKSU was vacant during the survey period, so the respective question was dropped in 2014 to 2016.

[10] No comparison made as the relevant post was taken up by another person then.

[11] In three decimal places, the rating of Professor Albert Chan of HKBU and Professor Stephen Y.L. CHEUNG of EdUHK are 6.145 and 6.144. Thus, they are ranked fifth and sixth this time.

When cross-tabulated by respondents' education attainment and occupation, slight variations were obtained in terms of the respective rankings of the Vice-Chancellors / Presidents / Principals as rated by different sub-groups. They were enclosed in squares for easy reference. Actual ratings obtained by each Vice-Chancellors / Presidents / Principals are shown in the following tables (Tables 7-8).

Table 7 – Cross-tabulation Analyses: Vice-Chancellors / Presidents / Principals Performance by Education Attainment of Respondents

	Primary or below			Secondary			Tertiary or above		
	Average	Standard error	No. of raters	Average	Standard error	No. of raters	Average	Standard error	No. of raters
1. CUHK – Joseph J.Y. SUNG	7.74	0.140	221	7.54	0.072	527	7.75	0.080	330
2. HKUST – Tony F. CHAN	7.16	0.195	109	6.87	0.077	394	6.72	0.093	244
3. HKU – Peter MATHIESON ^[12]	6.93	0.174	191	6.46	0.082	474	6.74	0.093	308
4. PolyU – Timothy W. TONG ^[12]	7.11	0.200	116	6.38	0.081	346	6.16	0.105	221
5. HKBU – Roland T. Chin ^[12]	6.81	0.180	121	6.05	0.082	340	5.91	0.100	216
6. EdUHK – Stephen Y.L. CHEUNG	6.26	0.193	106	6.12	0.080	358	6.12	0.096	224
7. CityU – Way KUO ^[12]	6.36	0.199	109	5.88	0.078	331	5.82	0.102	222
8. OUHK – Yuk-shan WONG ^[12]	6.06	0.224	84	5.86	0.076	317	5.57	0.111	195
9. LU – Leonard K. CHENG ^[12]	6.24	0.199	138	5.63	0.078	366	5.11	0.119	239

[12] Differences among sub-groups tested to be statistically significant at 95% confidence level.

Table 8a – Cross-tabulation Analyses: Vice-Chancellors / Presidents / Principals Performance by Occupation of Respondents (I)

	Professionals and semi-professionals			Clerk and service workers			Production workers		
	Average	Standard error	No. of raters	Average	Standard error	No. of raters	Average	Standard error	No. of raters
1. CUHK – Joseph J.Y. SUNG	7.50	0.094	295	7.68	0.107	242	7.30 ^[14]	0.195	88
2. HKUST – Tony F. CHAN	6.72	0.101	227	6.86	0.117	173	7.30 ^[14]	0.219	66
3. HKU – Peter MATHIESON	6.65	0.112	279	6.78	0.114	212	6.51	0.196	87
4. PolyU – Timothy W. TONG	6.16	0.109	198	6.48	0.125	160	6.66	0.241	57
5. HKBU – Roland T. Chin	5.99	0.103	194	6.01	0.111	156	6.08	0.244	54
6. EdUHK – Stephen Y.L. CHEUNG	6.10	0.098	211	6.06	0.121	158	6.34	0.235	60
7. CityU – Way KUO	5.78	0.105	198	5.97	0.109	158	6.00	0.248	46
8. OUHK – Yuk-shan WONG	5.61	0.121	174	5.99	0.099	149	5.74	0.223	50
9. LU – Leonard K. CHENG ^[13]	5.27	0.121	219	5.74	0.126	179	5.35	0.236	54

[13] Differences among sub-groups tested to be statistically significant at 95% confidence level.

[14] In three decimal places, the rating of Professor Joseph J.Y. Sung of CUHK and Professor Tony F. Chan of HKUST are 7.298 and 7.303.

Table 8b – Cross-tabulation Analyses: Vice-Chancellors / Presidents / Principals Performance by Occupation of Respondents (II)

	Students			Housewives		
	Average	Standard error	No. of raters	Average	Standard error	No. of raters
1. CUHK – Joseph J.Y. SUNG	7.61	0.116	101	7.88	0.159	119
2. HKUST – Tony F. CHAN	6.69	0.112	78	6.82	0.204	74
3. HKU – Peter MATHIESON	6.80	0.113	93	6.44	0.232	95
4. PolyU – Timothy W. TONG	6.39	0.143	71	6.68	0.235	71
5. HKBU – Roland T. Chin	6.18	0.152	65	6.19	0.190	71
6. EdUHK – Stephen Y.L. CHEUNG	6.14	0.139	71	6.31	0.211	66
7. CityU – Way KUO	6.20	0.128	69	6.17	0.223	68
8. OUHK – Yuk-shan WONG	5.95	0.143	69	5.90	0.210	56
9. LU – Leonard K. CHENG ^[15]	5.60	0.173	70	5.68	0.237	74

[15] Differences among sub-groups tested to be statistically significant at 95% confidence level.

C. Perceived Deficiencies among the University Students in Hong Kong

The next question was to gauge respondents' opinion on the qualities which most Hong Kong university students lack of. This year's results showed that "work attitude" topped the list with 14% of respondents citing it. "Social / interpersonal skills", "critical thinking and problem-solving ability" and "global prospect / foresight" obtained the second to fourth ranks and were mentioned by 13%, 12%, and 11% of the total sample respectively. Other commonly-cited qualities included "conduct, honesty", "independence", "emotion stability", "commitment to society", "social / work experience" and "resources / opportunity", accounting for 5% to 9% of the total sample. Meanwhile, 15% of the respondents could not give a definite answer (Table 9).

Table 9 – Perceived Deficiencies among the University Students in Hong Kong

	2014 Survey	2015 Survey	2016 Survey		
	% of total sample (Base = 1,216)	% of total sample (Base = 1,199)	Freq.	% of total responses (Base = 1,975 responses from 1,218 respondents)	% of total sample (Base = 1,218)
Work attitude	15.3%	11.4% **	177	8.9%	14.5%*
Social / interpersonal skills	10.5%*	13.8%*	157	7.9%	12.9%
Critical thinking and problem-solving ability	6.9%	11.3% **	147	7.4%	12.0%
Global prospect / foresight	6.3%	8.9%*	129	6.5%	10.6%
Conduct, honesty	6.5%*	10.8% **	111	5.6%	9.1%
Independence	7.5%*	7.3%	104	5.3%	8.5%
Emotion stability	3.2%	3.7%	81	4.1%	6.6% **
Commitment to society	6.1%	4.6%	71	3.6%	5.8%
Social / work experience	4.9% **	6.9%*	66	3.3%	5.4%
Resources / opportunity	2.9%	2.6%	56	2.8%	4.6% **
All-roundness	2.4%	4.0%*	50	2.5%	4.1%
Academic and professional knowledge	3.6%	5.5%*	46	2.3%	3.8%*
Civil awareness	2.9%	4.1%	44	2.2%	3.6%
Communication skills	3.8%*	2.9%	42	2.1%	3.4%
Proficiency in Chinese, English & Putonghua	5.9%	4.7%	41	2.1%	3.3%
Self-expectations / dreams	2.5%	2.1%	35	1.8%	2.9%
Learning attitude	1.4%	1.9%	33	1.7%	2.7%
Job opportunity	2.1%	2.1%	32	1.6%	2.6%
Creativity	3.3%	2.4%	31	1.6%	2.6%
Self-confidence	3.5%	2.8%	30	1.5%	2.5%
Alertness to risk / handling adverse conditions	2.6%	1.5%	30	1.5%	2.4%
Patriotism	2.4%*	4.1%*	29	1.5%	2.4%*
Egocentricity / selfishness	1.2%	1.3%	28	1.4%	2.3%
Discipline, patience	2.0%	2.1%	26	1.3%	2.2%
Self-motivation, aggressiveness	1.7%	1.2%	14	0.7%	1.2%
Maturity / stability	0.6%	1.2%	14	0.7%	1.1%
Financial management	0.5%*	0.4%	13	0.6%	1.0%*
Humble / sympathy	0.7%	1.2%	11	0.6%	0.9%
Politeness	1.0%	1.2%	9	0.5%	0.8%
Political awareness / participation	1.2%	1.4%	9	0.4%	0.7%
Social awareness	0.9%	0.7%	8	0.4%	0.6%
Leadership skills	0.6%	0.1%*	6	0.3%	0.5%*
Utilitarian / materialistic	0.6%	1.0%	5	0.2%	0.4%
Computer proficiency	--	--	1	0.1%	0.1%
Nothing	4.2%	4.6%	66	3.4%	5.4%
Others	4.3%	4.4%	44	2.2%	3.6%
Don't know / hard to say	25.2%	17.2% **	181	9.2%	14.9%
Total			1,975	100.0%	
Base	1,216	1,199	1,218		
Missing case(s)	2	2	4		

D. Preference for University Graduates

The survey went on to study employers' preference when selecting university graduates. To identify the prospective employers from the sample, all respondents were asked if they were involved in any recruitment process of new staff in performing their office duties. Results showed that 16% of the total sample, i.e. 194 respondents had such authority in one way or another. This percentage is nearly the same as last year (Table 10).

Table 10 - Involvement in Recruitment of New Staff (Teachers included)

	2013 Survey	2014 Survey	2015 Survey	2016 Survey	
	Percentage	Percentage	Percentage	Frequency	Percentage
Yes	18.6%	16.2%	16.3%	194	15.9%
No	81.4%	83.8%	83.7%	1025	84.1%
Total	100.0%	100.0%	100.0%	1,218	100.0%
Base	1,218	1,218	1,201	1,222	
Missing case(s)	1	0	1	4	

These respondents were further asked which institution's graduates would be preferred when they looked for a new employee. In this year, graduates of CUHK ranked first, as chosen by 16% of these employers whereas PolyU and HKUST came second and third with 13% each. Meanwhile, graduates from HKU were preferred by 10% of this sub-sample. Another 37% of these prospective employers said they had no particular preference and 1% could not give a definite answer. It has to be noted that because of the small sub-sample, the maximum sampling error has increased to plus/minus 7.2 percentage points at 95% confidence level (Table 11).

Table 11 - Most Preferred University Graduates

	2013 Survey	2014 Survey	2015 Survey	Freq.	2016 Survey	
	% of potential employers (Base = 226)	% of potential employers (Base = 195)	% of potential employers (Base = 195)		% of potential employers (Base = 194)	% of total sample (Base = 1,222)
CUHK	19.4%	14.5%	18.2%	31	15.8%	2.5%
PolyU	16.3%	10.4%*	7.3%	26	13.5%*	2.1%
HKUST	11.8%	12.5%	16.5%	25	13.1%	2.1%
HKU	19.2%	19.8%	13.8%	20	10.1%	1.6%
CityU	2.3%	3.0%	2.6%	5	2.7%	0.4%
HKBU	2.0%	1.8%	2.1%	5	2.5%	0.4%
EdUHK ^[16]	0.5%	0.5%	0.9%	2	0.9%	0.1%
HKSYU	2.0%	0.2%*	1.0%	1	0.4%	0.1%
LU	0.8%	0.5%	1.7%	--	--	--
OUHK	--	0.8%	0.3%	--	--	--
Other overseas universities	1.2%	1.3%	1.5%	1	0.7%	0.1%
Others	0.5%	--	1.5%	--	--	--
No preference	12.9%**	25.9%**	23.4%	72	37.0%**	5.9%
Don't know / hard to say	8.2%	4.9%	3.4%	1	0.6%	0.1%
Won't employ graduates	2.9%	3.9%	5.7%	5	2.8%	0.4%
Total				194	100.0%	
Valid Base	226	197	196	194		
Missing case(s)	0	2	1	0		

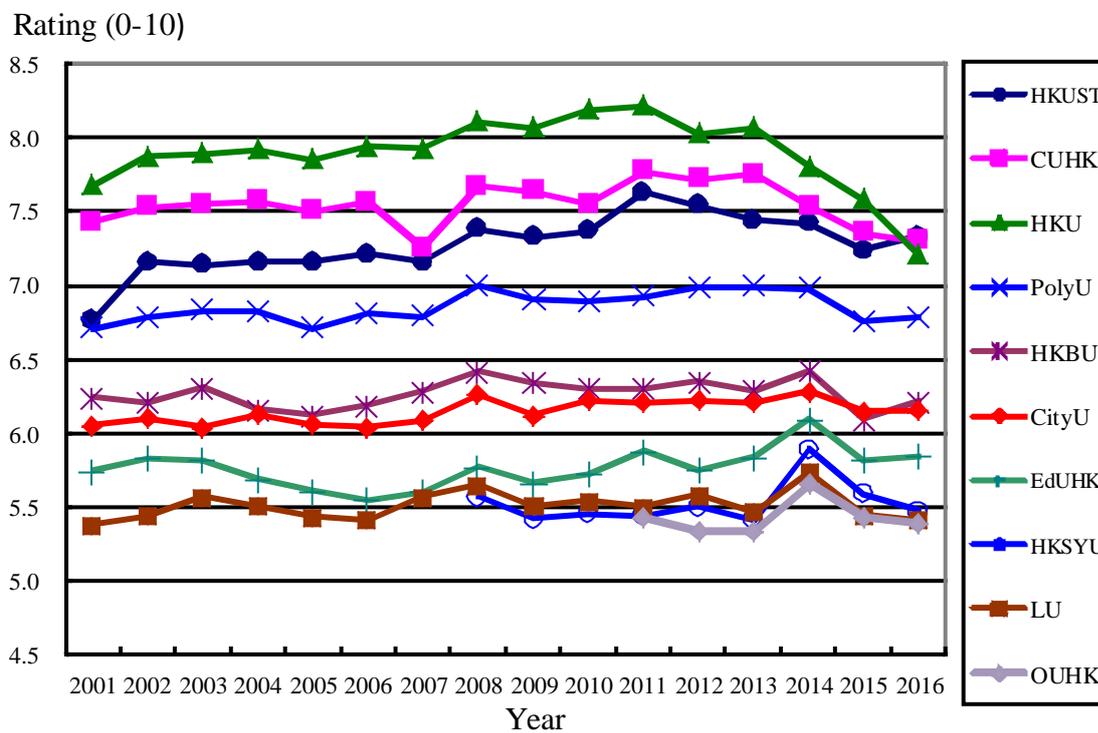
[16] On 27 May 2016, HKIEd was formally renamed The Education University of Hong Kong (EdUHK). Therefore, in this survey, "HKIEd" was used during the survey period of 12 to 26 May while "EdUHK" was used on 27 May.

These potential employers were then asked to provide some reasons for their specific choices. Same as previous years, "good performance of previous graduates" was most frequently cited, by 36% of the sub-sample (i.e. 3% of the total sample). "Good knowledge in job-related areas" and "good work attitude" of university came second and third with 28% and 17% respectively (i.e. 3% and 2% of the total sample respectively). Graduates' "diligence, motivation", "reputation" and "good social relationship" formed the next tier, with a respective proportion of 13%, 12% and 10% (i.e. each accounted for 1% of the total sample). Other than these, reasons like "good language ability", "good moral character", be "alumni" of the potential employers, "good academic ability", "good connection with outside", "good leadership" and "salary matched with abilities" were also mentioned by quite some, though not many, respondents (Table 12).

Table 12 - Reasons for Preferring Graduates of a Particular Institution

	2014 Survey	2015 Survey	2016 Survey			
	% of valid respondents (Base = 127)	% of valid respondents (Base = 131)	Freq.	% of total responses (Base = 174 responses from 115 respondents)	% of valid respondents (Base = 115)	% of total sample (Base = 1,222)
Good performance of previous graduates	36.3%	33.0%	41	23.5%	35.5%	3.4%
Good knowledge in job-related areas	19.9%	20.7%	32	18.4%	27.7%	2.6%
Good work attitude	10.3%	14.7%	19	11.0%	16.6%	1.6%
Diligent, motivated	6.1%	8.4%	16	8.9%	13.5%	1.3%
Reputation	14.7%	12.6%	14	7.9%	11.9%	1.1%
Good social relationship	3.7%	4.4%	11	6.6%	9.9%	0.9%
Good language ability	5.5%	3.5%	9	5.0%	7.5%	0.7%
Good moral character	13.6%	10.4%	8	4.6%	7.0%	0.7%
Alumni	10.7%	8.3%	7	4.0%	6.0%	0.6%
Good academic ability	4.4%	7.0%	4	2.4%	3.7%	0.3%
Good connection with outside (e.g., a university's extensive connection with enterprises, companies, or industrial firms; large number of graduates)	6.5%	2.7%	4	2.2%	3.4%	0.3%
Good leadership	1.4%	1.5%	2	1.2%	1.8%	0.2%
Salary matched with abilities	--	1.7%	2	1.2%	1.8%	0.2%
Others	3.2%	3.8%	3	1.9%	2.9%	0.3%
No specific reasons	--	1.8%	1	0.4%	0.7%	0.1%
Don't know / hard to say	--	--	1	0.7%	1.0%	0.1%
Total			174	100.0%		
Valid Base	127	131	115			
Missing case(s)	0	1	0			

Chart 1 - Overall Performance Ratings of Institutions, 2001-2016



Demographic Profile of Respondents

All figures obtained have been adjusted according to provisional figures obtained from the Census and Statistics Department regarding the gender-age distribution of the Hong Kong population in 2015 year-end and the educational attainment (highest level attended) distribution collected in the 2011 Census.

1. Gender

	<u><i>Raw sample</i></u>		<u><i>Weighted sample</i></u>	
	Frequency	Percentage	Frequency	Percentage
Male	543	44.4%	551	45.1%
Female	679	55.6%	671	54.9%
Total	1,222	100.0%	1,222	100.0%
Base	1,222		1,222	
<i>Missing</i>	<i>0</i>		<i>0</i>	

2. Age

	<u><i>Raw sample</i></u>		<u><i>Weighted sample</i></u>	
	Frequency	Percentage	Frequency	Percentage
18 - 29	231	19.2%	212	17.6%
30 - 39	122	10.1%	220	18.2%
40 - 49	202	16.8%	219	18.2%
50 - 59	296	24.6%	243	20.1%
60 - 69	208	17.3%	165	13.7%
70 or above	146	12.1%	147	12.2%
Total	1,205	100.0%	1,205	100.0%
Base	1,222		1,222	
<i>Missing</i>	<i>17</i>		<i>17</i>	

3. Education attainment

	<u>Raw sample</u>		<u>Weighted sample</u>	
	Frequency	Percentage	Frequency	Percentage
Primary or below	130	10.7%	288	23.7%
Secondary	515	42.3%	585	48.1%
Tertiary or above	572	47.0%	344	28.3%
Total	1,217	100.0%	1,217	100.0%
Base	1,222		1,222	
Missing	5		5	

4. Occupation group

	<u>Raw sample</u>		<u>Weighted sample</u>	
	Frequency	Percentage	Frequency	Percentage
Professionals and semi-professionals	369	30.5%	307	25.3%
Clerk and service workers	212	17.5%	269	22.2%
Production workers	75	6.2%	105	8.6%
Students	112	9.3%	104	8.6%
Housewives	131	10.8%	142	11.7%
Others	310	25.6%	287	23.7%
Total	1,209	100.0%	1,215	100.0%
Base	1,222		1,222	
Missing	13		7	

5. Type of ownership of your house

	<u>Raw sample</u>		<u>Weighted sample</u>	
	Frequency	Percentage	Frequency	Percentage
Self-purchased	764	63.6%	663	55.2%
Rent	437	36.4%	538	44.8%
Total	1,201	100.0%	1,201	100.0%
	Base	1,222	1,222	
	Missing	21	21	

6. House type

	<u>Raw sample</u>		<u>Weighted sample</u>	
	Frequency	Percentage	Frequency	Percentage
Public housing estate	340	28.4%	447	37.3%
Housing Authority subsidized sale flats	188	15.7%	194	16.2%
Housing Society subsidized sale flats	24	2.0%	21	1.8%
Private housing	586	48.9%	461	38.5%
Village: villas / bungalows / modern village houses	19	1.6%	18	1.5%
Village: simple stone structures / traditional village houses	28	2.3%	39	3.3%
Private temporary housing	2	0.2%	3	0.2%
Staff quarters	8	0.7%	8	0.7%
Others	4	0.3%	5	0.4%
Total	1,199	100.0%	1,197	100.0%
	Base	1,222	1,222	
	Missing	23	25	

7. Working in the academy [only for those who are professionals or associate professionals]

	<u>Raw sample</u>		<u>Weighted sample</u>	
	Frequency	Percentage	Frequency	Percentage
Yes-Teaching staff of primary school (including teachers and principal)	5	2.7%	4	2.7%
Yes-Teaching staff of secondary school (including teachers and principal)	13	7.1%	9	5.6%
Yes-Teaching staff of university	11	6.0%	7	4.1%
No	144	78.7%	132	82.3%
Others	10	5.5%	9	5.4%
Total	183	100.0%	161	100.0%
	Base	192	168	
	Missing	9	8	

8. Having children who are studying in schools

	<u>Raw sample</u>		<u>Weighted sample</u>	
	Frequency	Percentage	Frequency	Percentage
Yes	357	29.4%	397	32.7%
No	856	70.6%	815	67.3%
Total	1,213	100.0%	1,212	100.0%
	Base	1,222	1,222	
	Missing	9	10	

Frequency Tables

[Q1] Please use a scale of 0-10 to evaluate the overall performance of each institution of higher education after taking into consideration its local and international reputation, facilities and campus environment, qualification of its teaching staff, academic research performance, conduct and quality of students as well as its learning atmosphere, diversification and level of recognition of its courses, with 0 representing the worst, 10 representing the best and 5 being half-half. How would you rate the following institutions?

	Average	Standard error	No of raters	Recognition
HKUST	7.33	0.05	1,142	93.4%
CUHK	7.30	0.05	1,169	95.7%
HKU	7.20	0.06	1,180	96.6%
PolyU	6.78	0.04	1,139	93.2%
HKBU	6.22	0.05	1,120	91.6%
CityU	6.15	0.05	1,115	91.3%
EdUHK ^[1]	5.85	0.05	1,029	84.2%
HKSJU	5.47	0.05	1,035	84.7%
LU	5.41	0.05	1,086	88.9%
OUHK	5.39	0.05	1,037	84.8%

[1] On 27 May 2016, HKIEd was formally renamed The Education University of Hong Kong (EdUHK). Therefore, in this survey, "HKIEd" was used during the survey period of 12 to 26 May while "EdUHK" was used on 27 May.

[Q2] Please use a scale of 0-10 to evaluate the overall performance of Vice-Chancellor / President of each institution while taking his local and international reputation, approachability to the public, leadership, vision, social credibility and public relations into consideration, with 0 representing the worst, 10 representing the best and 5 being half-half. How would you rate the following Vice-Chancellors / Presidents?

	Average	Standard error	No of raters	Recognition
CUHK – Joseph J.Y. SUNG	7.64	0.05	1,084	88.7%
HKUST – Tony F. CHAN	6.87	0.06	752	61.5%
HKU – Peter MATHIESON	6.65	0.06	978	80.0%
PolyU – Timothy W. TONG	6.44	0.06	685	56.1%
HKBU – Roland T. Chin	6.14	0.06	682	55.8%
EdUHK – Stephen Y.L. CHEUNG	6.14	0.06	690	56.5%
CityU – Way KUO	5.94	0.06	664	54.3%
OUHK – Yuk-shan WONG	5.80	0.06	600	49.1%
LU – Leonard K. CHENG	5.57	0.07	747	61.1%

[Q3] What do you think are the qualities which most Hong Kong university students lack of? (multiple responses allowed)			
	Freq.	% of total responses (Base = 1,975)	% of total sample (Base = 1,218)
Work attitude (e.g. serious, enthusiastic, diligent, responsible, motivated)	177	8.9%	14.5%
Social/interpersonal skills	157	7.9%	12.9%
Critical thinking and problem-solving ability	147	7.4%	12.0%
Global prospect / foresight	129	6.5%	10.6%
Conduct, honesty	111	5.6%	9.1%
Independence	104	5.3%	8.5%
Emotion stability	81	4.1%	6.6%
Commitment to society	71	3.6%	5.8%
Social/work experience	66	3.3%	5.4%
Resources / opportunity	56	2.8%	4.6%
All-roundness	50	2.5%	4.1%
Academic and professional knowledge	46	2.3%	3.8%
Civil awareness	44	2.2%	3.6%
Communication skills	42	2.1%	3.4%
Proficiency in Chinese, English and Putonghua	41	2.1%	3.3%
Self-expectations / dreams	35	1.8%	2.9%
Learning attitude	33	1.7%	2.7%
Job opportunity	32	1.6%	2.6%
Creativity	31	1.6%	2.6%
Self-confidence	30	1.5%	2.5%
Alertness to risk / handling adverse conditions	30	1.5%	2.4%
Patriotism	29	1.5%	2.4%
Egocentricity / selfishness	28	1.4%	2.3%
Discipline, patience	26	1.3%	2.2%
Self-motivation, aggressiveness	14	0.7%	1.2%
Maturity / stability	14	0.7%	1.1%
Financial management	13	0.6%	1.0%
Humble / sympathy	11	0.6%	0.9%
Politeness	9	0.5%	0.8%
Political awareness / participation	9	0.4%	0.7%
Social awareness	8	0.4%	0.6%
Leadership skills	6	0.3%	0.5%
Utilitarian / materialistic	5	0.2%	0.4%
Computer proficiency	1	0.1%	0.1%
Nothing	66	3.4%	5.4%
Others	44	2.2%	3.6%
Don't know/ hard to say	181	9.2%	14.9%
Total	1,975	100.0%	
Base	1,218		
Missing case(s)	4		

[Q4] Under your job specifications, are you involved, in any way, in the recruitment process of new staff, including teachers?

	Frequency	Percentage
Yes	194	15.9%
No	1025	84.1%
Total	1,218	100.0%
Base	1,222	
<i>Missing case(s)</i>	4	

[Q5] [Only for those who are involved in the recruitment process of new staff] If you looked for a new employee, which institution's graduates would you prefer most? (single response only)

	Frequency	% of potential employers (Base = 194)	% of total sample (Base = 1,222)
CUHK	31	15.8%	2.5%
PolyU	26	13.5%	2.1%
HKUST	25	13.1%	2.1%
HKU	20	10.1%	1.6%
CityU	5	2.7%	0.4%
HKBU	5	2.5%	0.4%
EdUHK ^[2]	2	0.9%	0.1%
HKSYU	1	0.4%	0.1%
Other overseas universities	1	0.7%	0.1%
Others	--	--	--
No preference	72	37.0%	5.9%
Don't know / hard to say	1	0.6%	0.1%
Won't employ graduates	5	2.8%	0.4%
Total	194	100.0%	
Valid base	194		
<i>Missing case(s)</i>	0		

[2] On 27 May 2016, HKIEd was formally renamed The Education University of Hong Kong (EdUHK). Therefore, in this survey, "HKIEd" was used during the survey period of 12 to 26 May while "EdUHK" was used on 27 May.

[Q6] [Only for those who are involved in the recruitment process of new staff and have preference over a specific institution's graduates] Why would you prefer the graduates of the chosen institution? (multiple responses allowed)

	Frequency	% of total responses (Base = 174 responses from 115 respondents)	% of valid respondents (Base = 115)	% of total sample (Base = 1,222)
Good performance of previous graduates	41	23.5%	35.5%	3.4%
Good knowledge in job-related areas	32	18.4%	27.7%	2.6%
Good work attitude	19	11.0%	16.6%	1.6%
Diligent, motivated	16	8.9%	13.5%	1.3%
Reputation	14	7.9%	11.9%	1.1%
Good social relationship	11	6.6%	9.9%	0.9%
Good language ability	9	5.0%	7.5%	0.7%
Good moral character	8	4.6%	7.0%	0.7%
Alumni	7	4.0%	6.0%	0.6%
Good academic ability	4	2.4%	3.7%	0.3%
Good connection with outside (e.g., a university's extensive connection with enterprises, companies, or industrial firms; large number of graduates)	4	2.2%	3.4%	0.3%
Good leadership	2	1.2%	1.8%	0.2%
Salary matched with abilities	2	1.2%	1.8%	0.2%
Others	3	1.9%	2.9%	0.3%
No specific reasons	1	0.4%	0.7%	0.1%
Don't know / hard to say	1	0.7%	1.0%	0.1%
Total	174	100.0%		
Valid base	115			
Missing case(s)	0			

Other answers submitted by respondents (in Chinese)

Table 1 What do you think are the qualities which most Hong Kong university students lack?

	Frequency
參與太多政治 / 社會活動	8
學術自由	6
與內地的聯繫	4
對政府的不滿	3
欠缺時間	3
比較反叛	2
競爭力	2
不切實際	2
政治太敏感	2
時間管理	1
膽識	1
對社會的不滿	1
家庭觀念較薄弱	1
感恩	1
議價能力	1
民主	1
本地和內地生有矛盾	1
體能	1
社會凝聚力	1
字體不夠端正	1
獅子山精神	1
太依賴互聯網	1
不夠中立	<1
自由度	<1
不滿現實	<1

Table 2 Why would you prefer the graduates of the chosen institution?

	Frequency
政治中立	1
比較有公民意識	1
有關院校會推介畢業生到公司	1
關心社會	1

港人眼中的大專院校排名調查 2016 常見答問

Opinion Survey on the Public Ranking of Universities in Hong Kong 2016 Frequently-asked Questions

註：以下是關於大專院校排名調查的常見問題和答案，我們歡迎各界人士提出其他問題，以便我們不斷增加及更新問答項目。請把提問以電郵方式傳至 <urank@hkupop.hku.hk>，我們會盡快答覆，及把問題與答案上載到本網頁。

Note: Below are some frequently-asked questions, as well as their answers concerning the Opinion Survey on the Public Ranking of Universities. We welcome the public to submit other questions, so that we can keep on increasing and revising our questions and answers. Please email your questions to <urank@hkupop.hku.hk>. We will reply to them as soon as possible, and have them uploaded to our website.

問 1：香港大學民意研究計劃隸屬香港大學，進行大專院校排名調查有否角色衝突？

Q1: HKU Public Opinion Programme is affiliated to the University of Hong Kong, is there a conflict of roles when conducting an opinion survey on the public ranking of universities?

答 1：為了確保被訪者不受此因素影響評分，我們的訪員歷年來都在訪問的引言中強調民意研究計劃是中立的研究組織，並提醒被訪者切勿因為我們屬於香港大學而影響其本意。如果不是有獨立機構委託我們進行獨立調查，我們也不會主動進行有關研究。反過來說，如果因為我們屬於香港大學而不應進行有關調查，推而廣之，則所有院校和學者也不應進行類似調查，或者參與任何院校排名，而所有政府部門也不應進行關於自己的民意調查了。當情況無可避免，申報利益是最好的保證。

A1: In order to ensure the interviewers are not affected by the above-mentioned factor, our interviewers have throughout the years emphasized that HKU Public Opinion Programme is a neutral research body, and reminded the respondents not to make any decisions based on the fact that we are affiliated to the University of Hong Kong. Should we have not been commissioned by any independent organization to carry out this research independently, we would not take the initiative to conduct any survey of related kind. On the other hand, if we did not carry out the surveys because of our affiliation with the University of Hong Kong, which means in a broader sense, all tertiary institutions and academic staff should not conduct similar kind of survey, or to participate in any universities ranking, and all government departments should not carry out their own public opinion survey too. Therefore, when this is inevitable, the best way is to declare our interests in conducting this survey.

問 2：理想的大專院校排名調查應該由誰執行？

Q2: Most ideally, who should be in charge of the survey on the public ranking of universities?

答 2：最理想的調查當然是由最有公信力的機構進行。如果各間院校能夠共同合作，以科學方法進行聯合調查，當然是最好不過。可是，環顧各地，有關調查似乎都是由獨立媒體進行者居多。如果香港能夠發展出一套完善的院校排名機制，我們樂意把我們的數據和經驗，全數轉交有關研究組織。

A2: The most ideal research, of course, should be carried out by the most credible organization. It would be the best if all tertiary institutions can collaborate and apply scientific method to carry out a joint survey. However, it seems that the majority of similar type of surveys was usually conducted by independent bodies in many countries. If Hong Kong can develop a better system to rank the tertiary institutions, we are very pleased to pass on all of our data and experience to related research organizations.

問 3：理想的大專院校排名調查應否包括民意調查成份？

Q3: Should the most ideal survey on the public ranking of universities include public opinion components?

答 3：這是見仁見智的問題。我們從 2001 年開始調查市民對大專院校的觀感，因為我們認為有關數據具參考價值。學術機構向來以專業知識監察社會，亦應同樣接受社會監察。至於其他機構，包括我們的夥伴香港專業教育網如何把民意數據引用到他們的專業排名，不是我們的責任，也不是我們的專長。2001 年以前，香港專業教育網已經多次進行院校排名，我們相信他們的經驗和智慧，我們沒有參與、亦不會評論他們的排名方法。

A3: That really depends. We started conducting surveys on public perception of tertiary institutions in 2001, because we think related statistics is valuable as a reference. Academic organizations always used professional knowledge to monitor the society, but they should also be monitored by the society. Whereas for other organizations, including our partner, Education 18.com, it is neither our responsibility nor strength to understand how they apply the survey data in their professional ranking. Before 2001, Education 18.com have conducted ranking of universities for many times, and we trust their experience and talent, we never participate in or comment on their ranking methodology.

問 4：不同院校可以互相比較嗎？

Q4: Can different universities be compared?

答 4：不同院校有不同的特色，既可比較亦不能完全比較。不論是民意調查或者是專業評審，比較的單位可以是學校、學院、學系、學科、學生、學位課程、甚至是各自的目標成效等。不過，如果硬說存在差異而不能比較，亦不合理。有人說，橙和蘋果不能比較。可是，兩者不都是生果嗎？如果有某君說喜歡蘋果多於橙，不也就是比較後的結果嗎？如果橙和蘋果永遠不能比較，那麼，紅蘋果也不能和青蘋果比較、牛奶蕉也不能和過山蕉比較了。其實，任何事物都可以比較，只是意義的輕重罷了。如果市民認為院校的比較有意義，那就是意義所在了。

A4: Different universities have different characteristics; it can be compared but not fully compared. No matter it is public opinion poll or professional rating; comparable units include schools, faculties, departments, subjects, students, courses, or even individual objective-oriented efficiency, etc. However, if we only say differences exist but they are not comparable, it is not reasonable at all. Someone says, orange and apples cannot be compared. But they are both fruits, aren't they? If someone says he/she prefers apple to orange, this is a result of comparison, isn't it? If orange and apple can never be compared, that means red apple cannot be compared with green apple, and milky bananas and wild bananas cannot be compared too. In fact, everything can be compared, it depends on the weight of its meanings. If people think comparing universities is meaningful, that's it.

問 5：以民意調查結果進行院校排名，世界各地有否例子？

Q5: Are there any examples to conduct universities ranking by public opinion polls around the world?

答 5：美國蓋洛普調查公司在 1999 年 8 月及 2003 年 7 月，與不同媒體合作進行有關美國大學排名的電話民意調查，每次訪問略多於 1000 人。兩次調查結果都是哈佛大學遙遙領先，美國有線電視新聞網絡亦有廣泛報導。以下是蓋洛普網站關於兩次調查的報導：

<http://www.gallup.com/poll/3634/Harvard-Tops-Gallup-Poll-List-Best-University.aspx> (1999 年調查)

<http://www.gallup.com/poll/9109/Harvard-Number-One-University-Eyes-Public.aspx> (2003 年調查)

蓋洛普強調，國民意見調查結果跟一些專業評審結果不同，但就代表了美國國民的直接感受，是蓋洛普的主要工作。

A5: US Gallup Poll collaborated with different medias to conduct a telephone survey related to US universities ranking in August 1999 and July 2003. They interviewed more than 1000 respondents in each survey. Both survey polls suggested that Harvard University is always the top university in the US, and this is also widely reported by the CNN. The follow websites cover the news about the two polls.

<http://www.gallup.com/poll/3634/Harvard-Tops-Gallup-Poll-List-Best-University.aspx>(1999 survey)

<http://www.gallup.com/poll/9109/Harvard-Number-One-University-Eyes-Public.aspx> (2003 survey)

Gallup Poll emphasized, results obtained from public opinion survey would be different from professional ratings. But this represents how the US citizens perceive, and this is also part of Gallup Poll's job.

問 6：調查樣本中有很多人沒有讀過大學，要求他們對各大專院校和校長作出評分，是否合適？

Q6: In the survey sample, many respondents have never studied in the university before, do you think it is appropriate for these people to rate the universities or the Vice-Chancellor/President/Principal?

答 6：沒有機會入讀大學的人未必對大學一無所知。例如，年長父母可以透過其子女或親屬了解不同大學的優劣；亦有不少家長為了子女升學而花了不少時間悉心比較院校的優劣。他們的意見當然未必與專家一樣，但他們也有表達意見的自由，一如所有市民都可以對政府官員或政策表達意見，哪怕他們的認識膚淺，甚至一無所知。

A6: People who have never entered the university do not mean that they know nothing about the universities. For example, elders or parents can understand the good and bad things about the universities through their children or relatives. Many parents have spent a lot of time to compare the universities for the sake of their children. Their opinions would not be the same as the experts, but they still have the freedom to express their opinions. This is exactly the same when the general public can express their opinions about government officials or social policies, although these people may have superficial knowledge, or they know nothing at all.

問 7：普羅市民不是專家，他們的意見有什麼意義？

Q7: The general people are not experts, what is the meaning of their opinions?

答 7：顧名思義，「港人眼中的大專院校排名調查」是為了反映普羅市民對各大專院校的主觀評價，並非專業評審結果。不過，政府如是、公營和私營機構如是，都應該不斷了解普羅市民對自己的評價。不足之處，有則改之，無則加勉。事實上，眾多院校都不時為了內部參考而進行公眾形象調查。如果院校可以根據這些調查的結果修正形象，為什麼獨立機構不能進行同類調查，把有關數據變成公共資訊？

A7: As reflected from the name, “Opinion Survey on the Public Ranking of Universities in Hong Kong” aims to reflect the general public’s subjective appraisal of all the universities in Hong Kong. It is not professional assessments. However, the government and those privately or publicly owned organizations should always understand their own standing through evaluation of the general public. Shortcomings should be fixed whereas strengths should be rewarded. In fact, many universities have conducted public perceptions surveys for internal references. If universities can seek improvements on their public image according to these survey results, why shouldn’t an independent organization carry out similar surveys and release the data as public information?

問 8：如果民意調查顯示不同階層的市民，對院校排名有顯著分別，我們應該怎樣解讀結果？

Q8: If the survey results revealed that the ranking of universities had remarkable variations among people from different levels, how should we interpret the results?

答 8：我們的調查顯示，不同階層市民對院校的評分的確存在顯著差異，顯示他們用了不同的評分準則。例如，學歷較高的市民採用的分譜往往比較寬闊，顯示他們的分辨能力較高。不過，以排名次序計，各間院校的名次差不多完全沒有改變，顯示相對名次其實非常穩定可靠。

A8: Our survey revealed that, people from different levels did rate the universities differently, showing that they have not used the same criterion in the rating questions. For example, people with higher education level usually adopt a wider spectrum due to their stronger analytical abilities. However, in terms of the order of ranks, those of the universities have remained almost the same, reflecting the extremely stable and reliable relative rankings.

問 9：為什麼不進行一個以教育界人士為對象的排名調查？

Q9: Why don't we conduct a ranking survey targeting at people working in the education sector?

答 9：我們完全歡迎這些調查，從多角度探討問題。事實上，自 2007 年開始，在進行公眾意見調查的同時，香港專業教育網(Education18.com)亦要求我們設計和進行一項以本地中學校長為對象的大專院校排名調查，調查和分析由民研計劃負責，至於如何使用有關結果，則由香港專業教育網(Education18.com)負責，與我們無關。此外，我們亦歡迎在整個教育界進行有關意見調查，唯須小心處理利益衝突的問題，尤其是本身任職大專院校的教育界人士。

A9: We definitely welcome this kind of survey so as to examine this topic in various angles. As a matter of fact, along with the public opinion survey, Education18.com has also requested us to design and conduct an opinion survey of local secondary school principals on the university rankings since 2007. POP was responsible for designing the questionnaire and processing the data, while Education18.com would decide on how to use the findings, entirely on its own without any input from POP. On the other hand, we also welcome similar surveys targeting at the entire education sector. However, we need to be very careful in handling any conflict of interest, especially among those who are working in the tertiary institutions.

問 10：由院校職員或同學自己評價自己院校的調查有沒有問題？

Q10: Are there any problems with the survey when staff or students have to assess their own universities?

答 10：評價任何意見調查，都要先審視有關調查的抽樣方法、回應比率和問卷設計等，不能一概而論。如果資料不全，則只能姑妄言之、姑妄聽之。整體而論，職員或同學自評調查的缺陷，在於不同院校的成員對自己院校的要求不同，而該等不同，又可能建基於成員背景的不同，互為因果。舉例說，某校學生由於成績驕人而對自己學校要求甚高，其對自己學校的評價亦可能會相應偏低，反之亦如是。此外，如果院校成員因顧慮到調查結果會影響校譽而不從實回答，結果便會出現另類偏差。

A10: One has to first examine the survey's details, like the sampling method, response rate and questionnaire design, in order to comment on the survey, and therefore no simple conclusion could be drawn here. Overall speaking, it is possible that members from different institutions will have different demands on their own institutions, while those variations may be due to the different backgrounds of members. For example, students with excellent results from a certain university may have higher demands on their university, and therefore will tend to give less positive appraisal to it, and vice versa. Besides, if members from a university do not answer honestly as they worry the survey results will affect the university's reputation, there will be another kind of deviation. This is the shortcoming.

問 11：有評論認為我們的調查問卷中提及一些市民難以了解的項目，例如大學教職員的資歷、學術研究表現、校長的領導能力等，問卷設計是否出現問題？

Q11: Some comments suggesting that in our questionnaire, there are some items which are hard to be understood by the public, such as qualification of the universities' teaching staff, academic research performance and leadership abilities of Vice-Chancellors/Presidents/Principals. Are there problems with the design of the questionnaire?

答 11：這又是見仁見智的問題，適宜由獨立專業人士作出判斷。我們多年來採用的問卷，關鍵提問部份是要求被訪者「用 0-10 分形容你對 XXXX 的整體評價，0 分代表極差，10 分代表極佳，5 分代表一半半」，這是香港和西方慣用的尺度之一。在問題中提及的一些項目，例如大學教職員的資歷和學術研究表現、校長的領導能力和洞察力等，都是屬於協助被訪者全面思考的附加提示，既無誤導成份，亦沒有在實踐過程中碰到問題，反而可以沖淡院校的名牌效應。由於所有院校的提問完全相同，所以就算有所影響，亦屬公平。

A11: This is another subjective question which should be judged by independent professionals. For key questions in our previous questionnaires, respondents were asked to "use a scale of 0-10, with 0 representing the worst, 10 representing the best and 5 being half-half, to describe your overall assessment towards XXX". This is a frequently-used scale in Hong Kong and the Western countries. Items mentioned in the questions, such as qualification of the universities' teaching staff, academic research performance, leadership abilities and vision of Vice-Chancellors/Presidents/Principals, in fact were just hints to assist the respondents to give comprehensive thoughts to the questions, as well as diluting the "labeling effect" of the universities. Since the phrasing of questions was exactly the same for all institutions, it should be fair even though the respondents' answers were influenced.

問 12：為什麼不簡單要求市民說出他們心目中的最佳大學，而要用 0-10 分逐間評價？
Q12: Why don't we simply ask the respondents to name their perceived best university, but have to use a scale of 0-10 marks to rate each university?

答 12：採用分類分項評分法，而非相對排名法，其實有利分析個別院校自己的長處和缺點。雖然所用資源是單項提問的九倍，但就沒有極化優劣之間的差距，是比較嚴謹的調查方法。舉例說，如果甲校的確比乙校略為優勝，但所有被訪者都只可二擇其一，則結果便會出現一面倒甲勝。如果被訪者可以分項評分，則結果可能是甲得 9 分，乙得 8 分，同屬優質，反之亦然。

A12: Absolute rating according to individual attributes, rather than relative ranking was used here, as the former is more conducive to profile analysis of relative strength and weaknesses for individual institutions. Although the amount of resources used is 9 times more than that of a single question, polarization of differences between the best and the worst can be avoided and thus, is a more carefully-designed research method. Take for an example, if University A is a bit better than University B and all respondents can only choose one from two, the former will win with a landslide majority. On the other hand, if respondents can rate according to individual attributes, A may obtain 9 marks and B may obtain 8 marks, and both can be considered as good.

問 13：調查中僱主部分的樣本只有約 200 個，結果是否具代表性？

Q13: In the employers' section of this survey, the sample size was only about 200. Are the results representative?

答 13：數據是否有足夠代表性其實取決於可接受的誤差水平，只要把數據的誤差率與結果同時列出便問題不大，讀者可以自行判斷數據的準確程度。在今年的調查中，有關部份的抽樣誤差，在 95% 的置信水平下不多於 +/-7 個百分比，已經足以判別很多答案的差異。至於贊助機構香港專業教育網(Education18.com)如何運用有關僱主部分的結果，則全由他們負責，與民研計劃無關。

A13: Whether the figures are representative enough in fact depend on the acceptable standard error margins. As long as we list all our findings together with their error margins, the general readers would be able to judge the accuracy of the figures on their own. In this year's survey, the standard error for this part was less than +/-7 percentage points at 95% confidence level, which was enough to differentiate many answers. As for the use of these findings collected from employers, it would be entirely up to "Education18.com" to decide on its own, independent of POP.

問 14：關於大專院校排名的爭論屢有發生，我們可以如何集思廣益？

Q14: There are always controversies arising from the ranking of universities, how could we benefit by mutual discussion?

答 14：我們歡迎理性討論，但以金錢打賭作為招徠的意氣之爭，我們不願參與。我們從來沒有明示或暗示任何學者朋友聲援我們的觀點，但亦無懼任何學術範圍以外的壓力，包括訴諸輿論和行政干預的企圖。我們關心的，只是把我們負責的民意調查部份做到最好。任何人士如果能夠提出一套比較完善的排名機制，我們樂意提供意見和協助。

A14: We welcome rational discussion, but we are unwilling to participate in any emotional arguments flavoured with money-betting. We have never asked either explicitly and implicitly for support from academics and friends, but we are also not afraid of pressure unrelated to academic excellence, including any intention to resort to public pressure or administrative intervention. Our only concern is to do our best in the public opinion survey part that we are responsible for. Should anyone come up with a set of more well-designed ranking mechanism, we would be more than willing to provide comments and assistance.

問 15：《信報財經月刊》於 2007 年 5 月公布了一份名為「2007 年香港八大高校優勢評比」的調查報告。民研計劃有何評論？

Q15: *The Hong Kong Economic Journal Monthly* published a survey report called “Comparison of Advantages on the Eight Institutions of Higher Education in Hong Kong 2007” in its May 2007 issue. How is this survey compared with the ranking surveys conducted by POP?

答 15：《信報財經月刊》是繼 2003 年 10 月首次公布了八大高等院校的優勢評比調查報告後，於 2007 年 5 月再次公布「2007 年香港八大高校優勢評比」的調查報告。不同的是，2007 年的調查沒有作出綜合排序，而只有單項的優勢評比，與一般國內和國際傳媒進行的大學排名有所不同。民研計劃歡迎其他媒體或機構多作相關調查，集思廣益。

A15: After the publication of its first report in October 2003 on “Comparison of Advantages on the Eight Institutions of Higher Education in Hong Kong”, the *Hong Kong Economic Journal Monthly* again published its second report on “Comparison of Advantages on the Eight Institutions of Higher Education in Hong Kong 2007” in its May 2007 issue. The difference is that the 2007 report does not give an overall ranking of the eight institutions, which is contrary to the general practice adopted by most international and Chinese Mainland media. We at POP welcome similar studies by other media or organizations, in order to develop our collective wisdom.

港人眼中的大專院校排名調查 2016 調查問卷

第一部分 自我介紹

喂，先生/小姐/太太你好，我姓_____，我係香港大學民意研究計劃既訪問員黎既，我地想訪問你對一D大專院校既意見，我地只會阻你幾分鐘時間。請你放心，你既電話號碼係經由我地既電腦隨機抽樣抽中既，而你提供既資料只會用作綜合分析，並且會絕對保密既。如果你對今次既訪問有任何疑問，你可以打 xxxx xxxx 同我地既督導員xxx聯絡，或者係辦公時間致電 xxxx xxxx向香港大學非臨床研究操守委員會查詢呢次既調查。為左保障數據既真確性，我地既訪問可能會被錄音，但只會用作品質管制用途，並會係短期內銷毀。

[S1] 請問可唔可以開始訪問呢？

可以
唔可以 (skip to end)

[S2] 請問你既電話號碼係唔係xxxxx xxxx？

係
唔係 (skip to end)

第二部分 選出被訪者

[S3] 請問你屋企而家有幾多位 18 歲或以上既香港居民係度？因為我地要隨機抽樣，如果多過一位，請你叫即將生日果位黎聽電話。(訪問員可舉例說明：『即係有冇 5/6 月或未來三個月內生日既人係度？』)【如果戶中有成年人，訪問告終；多謝合作，收線。】

有
有 (訪問告終)
拒答 (訪問告終)

第三部分 問卷部分

調查開始前，訪問員必須讀出：『我地係一個立場絕對中立既研究小組，你回答問題時唔好因為我地屬於香港大學而影響你原本既意見，請你務須如實作答，否則就有參考價值。』

[Q1] 首先，請你用 0-10 分形容你對香港每間大專院校的整體評價，0 分代表極差，5 分代表一半半，10 分代表極佳。請你綜合有關學校既本地與國際聲譽及名氣、設備及校園環境、教職員資歷、學術研究表現、學生成績及品行質素、學習氣氛與課程多元化及認可度等等，然後作出評分。請問你會俾（十間大專院校輪流轉換次序）幾多分呢？
〔97 = 不認識該院校；98 = 唔知道／難講；99 = 拒答〕

中文大學	香港大學	理工大學
城市大學	浸會大學	嶺南大學
科技大學	教育學院／教育大學	樹仁大學
公開大學		

[Q2] 請你再用 0-10 分評價各院校校長既整體表現，0 分代表極差，5 分代表一半半，10 分代表極佳。請你綜合有關校長既本地及國際知名度、親民度、領導能力、洞察力、社會公信力及對外公共關係等等，然後作出評分。請問你會俾（九位大專院校校長輪流轉換次序）幾多分呢？

〔96 = 不認識該校長；97 = 不認識該院校；98 = 唔知道／難講；99 = 拒答〕

中文大學 沈祖堯教授	浸會大學 錢大康教授
理工大學 唐偉章教授	教育學院／教育大學 張仁良教授
香港大學 馬斐森教授	城市大學 郭位教授
嶺南大學 鄭國漢教授	科技大學 陳繁昌教授
公開大學 黃玉山教授	

[Q3] 請問你認為宜家香港既大學生最欠缺 d 乜野？【不讀答案，可選多項】

品德、誠實
 中、英文及普通話能力
 思考及解決問題能力
 工作態度（例如：認真、熱誠、勤奮、有責任感、上進）
 待人接物態度
 社會／工作經驗
 情緒控制
 溝通技巧
 學術能力、專業知識
 電腦應用能力

自信
 對社會的承擔
 國際視野／遠見
 創意
 就業機會
 理財能力
 愛國精神
 多方面知識
 危機感／逆境處理能力
 獨立／自主
 理想／夢想
 公民意識／教育
 領導才能
 其他 (請註明)
 沒有欠缺任何野
 唔知道／難講
 拒答

[Q4] 請問係你既工作範圍內，你有冇權聘請或者參與聘請僱員呢？包括聘請教師在內。

有
 冇 (跳至 D1)
 拒答 (跳至 D1)

[Q5] [只問有權聘請或者參與聘請僱員之被訪者] 如果要你選擇，你會比較喜歡邊間院校既畢業生呢？【不讀答案，只選一項】

中文大學
 城市大學
 科技大學
 香港大學
 浸會大學
 教育學院／教育大學
 理工大學
 嶺南大學
 樹仁大學
 公開大學
 其他 (請註明)
 其他海外大學
 冇所謂 (跳至 D1)
 唔會聘請大學畢業生 (跳至 D1)
 唔知道／難講 (跳至 D1)
 拒答 (跳至 D1)

[Q6] [只問有權聘請或者參與聘請僱員及較喜歡某大學畢業生之被訪者] 點解你比較喜歡呢間院校既畢業生呢?【不讀答案，可選多項】

以往該院校的畢業生表現良好

人際關係良好

工作態度認真

有領導才能

勤奮、上進

語文能力佳

具有與工作相關的知識

對外聯繫廣 (例如: 大學與企業、公司或廠商連系多、畢業生多)

薪酬與能力相稱

舊生／校友

有名氣

其他(請註明)

沒有任何原因

唔知道／難講

拒答

第四部分 個人資料

我想問你些少個人資料，方便分析。

[D1] 性別

男

女

[D2a] 年齡

(準確數字)

唔肯講

[D2b] 【只問不肯透露準確年齡被訪者】 年齡 (範圍) [訪問員可讀出範圍]

18-20

21-29

30-39

40-49

50-59

60-69

70 或以上

唔肯講

[D3] 教育程度

小學或以下
中學
預科
專上非學位
專上學位
研究院或以上
拒答

[D4] 請問你住緊既單位係：

自置，定係
租住既呢？
拒答

[D5] 咁係咩類型既房屋呢？

公營租住房屋
房屋委員會補助出售單位
房屋協會補助出售單位
私人住宅單位
村屋：別墅／平房／新型村屋
村屋：簡單磚石蓋搭建築物／傳統村屋
員工宿舍
其他
拒答

[D6] 職業

經理及行政人員
專業人員
輔助專業人員
文員
服務工作及商店銷售人員
漁農業熟練工人
手工藝及有關人員
機台及機器操作員及裝配員
非技術工人
學生
家庭主婦

不能辨別

其他（包括失業、已退休、及其他非在職者）

拒答

[D7] [只問職業為專業人員及輔助專業人員者] 請問你係唔係教育界人士？

係—小學教職員（包括老師及校長）

係—中學教職員（包括老師及校長）

係—大專院校教職員

其他

唔係

拒答

[D8] 最後，請問你有冇子女仲讀緊書？

有

冇

拒答

多謝你接受訪問。如果你對呢個訪問有任何疑問，可以打熱線電話 xxxx-xxxx 同我地既督導員聯絡，或於辦公時間內致電 xxxx-xxxx 查詢今次訪問既真確性同埋核對我既身分。拜拜！

**Opinion Survey on the Public Ranking of
Universities in Hong Kong 2016
*Survey Questionnaire***

Section I Self Introduction

Self-introduction-- Good evening! My name is X. I am an interviewer at the Public Opinion Programme of the University of Hong Kong. We are conducting an opinion survey related to institutions of higher education. I would like to invite you to participate in an interview which will take only a few minutes. I would like to stress that your telephone number was randomly selected by our computer and all information you provide will be kept strictly confidential and used for aggregate analysis only. If you have any concerns, you can call xxxx xxxx to talk to our supervisor XXX, or the Human Research Ethics Committee for Non-Clinical Faculties of the University of Hong Kong at xxxx xxxx during office hours. For quality control purpose, our conversation may be recorded but will be destroyed shortly after the QC is done.

[S1] Is it okay for us to start this survey?

Yes

No (skip to end)

[S2] Is your phone number xxxx-xxxx?

Yes

No (skip to end)

Section II Selection of Respondent

[S3] How many members are there in your household aged 18 or above at this moment? Since we need to conduct random sampling, if there is more than one available, I would like to speak to the one who will have his / her birthday next. (Interviewer can illustrate with examples: “that means is there anyone who will have his / her birthday in June or the coming three months?”) [If there is no household member aged 18 or above, terminate the interview.]

Yes

No (terminate)

Refuse to answer (terminate)

Section III The Questionnaire

Before the survey starts, interviewers must read out, “We are an independent research team. You should simply report honestly what you feel regardless of the fact that we belong to the University of Hong Kong, otherwise, the information will be of no reference value.”

[Q1] Please use a scale of 0-10 to evaluate the overall performance of each institution of higher education taking its local and international reputation, facilities and campus environment, qualification of its teaching staff, academic research performance, conduct and quality of students as well as its learning atmosphere, diversification and level of recognition of the courses into consideration, with 0 representing the worst, 10 representing the best and 5 being half-half. How would you rate (**ten institutions in rotation**)? [97 = Don't know the university; 98 = Don't know / hard to say; 99 = Refused to answer]

City University of Hong Kong (CityU)	Hong Kong Baptist University (HKBU)
Hong Kong Shue Yan University (HKSJU)	Lingnan University (LU)
The Chinese University of Hong Kong (CUHK)	The Hong Kong Institute of Education (HKIEd) / The Education University of Hong Kong (EdUHK)
The Hong Kong Polytechnic University (PolyU)	The Hong Kong University of Science and Technology (HKUST)
The University of Hong Kong (HKU)	The Open University of Hong Kong (OU)

[Q2] Please use a scale of 0-10 to evaluate the overall performance of Vice-Chancellor/President/Principal of each institution while taking his local and international reputation, approachability to the public, leadership, vision, social credibility and public relations into consideration, with 0 representing the worst, 10 representing the best and 5 being half-half. How would you rate the Vice-Chancellors/Presidents/Principal of (**nine Vice-Chancellors/Presidents/Principal in rotation**)? [96 = Don't know the Vice-Chancellor/President; 97 = Don't know the university; 98 = Don't know / hard to say; 99 = Refused to answer]

CUHK – Prof Joseph J.Y. SUNG	HKBU – Prof. Roland T. Chin
PolyU – Prof Timothy W. TONG	HKIEd / EdUHK – Prof Stephen Y.L. CHEUNG
HKU – Prof Peter MATHIESON	CityU – Prof Way KUO
LU – Prof Leonard K. CHENG	HKUST – Prof Tony F. CHAN
OU – Prof Yuk-shan WONG	

[Q3] What do you think are the qualities which most Hong Kong university students lack? (Do not read out the answers, multiple responses allowed)

Conduct, honesty
 Proficiency in Chinese, English and Putonghua
 Critical thinking and problem-solving ability
 Work attitude (e.g. serious, enthusiastic, diligent, responsible, motivated)
 Social/interpersonal skills
 Social/work experience

Emotion stability
 Communication skills
 Academic and professional knowledge
 Computer proficiency
 Self-confidence
 Commitment to society
 Global prospect / foresight
 Creativity
 Job opportunity
 Financial management
 Patriotism
 All-roundness
 Alertness to risk / handling adverse conditions
 Independence
 Self-expectations / dreams
 Civil awareness
 Leadership skills
 Others (please specify)
 Not lack of anything
 Don't know / hard to say
 Refused to answer

[Q4] Under your job specifications, are you involved, in any way, in the recruitment process of new staff, including teachers?

Yes
 No (Skip to D1)
 Refused to answer (Skip to D1)

[Q5] [Only for those who are involved in the recruitment process of new staff] If you looked for a new employee, which institution's graduates would you prefer most? (Do not read out the answers, single response only)

City University of Hong Kong
 Hong Kong Baptist University
 Hong Kong Shue Yan University
 Lingnan University
 The Chinese University of Hong Kong
 The Hong Kong Institute of Education (HKIEd) / The Education University of Hong Kong
 The Hong Kong Polytechnic University
 The Hong Kong University of Science and Technology
 The University of Hong Kong
 The Open University of Hong Kong
 Others (please specify)
 Other overseas universities
 No preference (Skip to D1)
 Won't employ university graduates (Skip to D1)
 Don't know / hard to say (Skip to D1)
 Refused to answer (Skip to D1)

[Q6] [Only for those who are involved in the recruitment process and have preference over a specific university's graduates] Why would you prefer the graduates of the chosen institution? (Do not read out the answers, multiple responses allowed)

Good performance of previous graduates
 Good social relationship
 Good work attitude
 Good leadership
 Diligent, motivated
 Good language ability
 Good knowledge in job-related areas
 Good connection with outside (e.g., a university's extensive connection with enterprises, companies, or industrial firms; large number of graduates)
 Salary matches ability
 Alumni
 Reputation
 Others (please specify)
 No specific reasons
 Don't know / hard to say
 Refused to answer

Section IV Personal Particulars

Interviewer: I'd like to know some of your personal particulars in order to facilitate our analysis.

[D1] Gender

Male
 Female

[D2a] Age

(exact number)
 Refused to answer

[D2b] **【Only for respondents who refuse to tell the exact age】**Age (Range) [Interviewers can read out the age range]

18-20
 21-29
 30-39
 40-49
 50-59
 60-69

70 or above
Refused to answer

[D3] Education Attainment

Primary or below
Secondary
Matriculated
Tertiary, non-degree course
Tertiary, degree course
Postgraduate or above
Refused to answer

[D4] The type of ownership of your house is:

Self-purchased, or
Rent?
Refused to answer

[D5] House type

Public housing estate
Housing Authority subsidized sale flats
Housing Society subsidized sale flats
Private housing
Village: villas / bungalows / modern village houses
Village: simple stone structures / traditional village houses
Staff quarters
Others
Refused to answer

[D6] Occupation

Managers and administrators
Professionals
Associate professionals
Clerks
Service workers and shop sales workers
Skilled agricultural and fishery workers
Craft and related workers
Plant and machine operators and assemblers
Non-skilled workers
Students
Housewives
Unclassified
Others (unemployed, retired, etc.)
Refused to answer

[D7] [Only for those who are professionals or associate professionals] Are you working in the academy?

- Yes-Teaching staff of primary school (including teachers and principal)
- Yes-Teaching staff of secondary school (including teachers and principal)
- Yes-Teaching staff of university
- Others
- No
- Refused to answer

[D8] Lastly, do you have any children who are still studying in schools?

- Yes
- No
- Refused to answer

Thank you for your time. If you have any questions regarding this interview, you can contact our supervisor at xxxx-xxxx or call xxxx-xxxx during office hours to verify this interview's authenticity and confirm my identity. Bye bye.

新聞通告

有關「港人眼中的大專院校排名調查 2016」的注意事項

1. 是次調查的詳細報告可在香港大學民意網站查閱，網址為：
<http://hkupop.hku.hk>
2. 作為一項意見調查，是次調查的結果只能反映一般香港市民對本地各大專院校的主觀評價，並非對該等院校的客觀評審，或專業推介。
3. 是次調查主要採用分類分項評分法，而非相對排名法，有利分析個別院校的長處和缺點。讀者不宜過份集中比較院校之間的排名。
4. 研究機構——即民意研究計劃——明白到本身乃香港大學的一部份，屬於被評價的院校之一。為了確保被訪者不受此因素影響評分，訪員在訪問的引言中便強調民意研究計劃是中立的研究組織，被訪者切勿因為民意研究計劃屬於香港大學而影響其本意，並務須如實作答，否則調查結果便沒有參考價值。
5. 此外，為了避免因提問次序而引起的偏差，每條評分問題中十間院校的提問次序皆以隨機方法輪流轉換。
6. 研究機構認為是次調查已做到客觀、科學、和非常公正。研究機構已將調查的方法和數據全面公開，歡迎賜教，亦歡迎任何機構以同樣方法重覆驗正。

FOR DISTRIBUTION TO THE PRESS

Points to Note Regarding the Opinion Survey on the Public Ranking of Universities in Hong Kong 2016

1. The full report of this survey can be browsed at the HKU POP SITE, address being <http://hkupop.hku.hk>
2. As an opinion survey, the findings of this survey are meant to reflect the perception of the general public of various tertiary institutions in Hong Kong. They are neither results of objective appraisals nor professional assessments.
3. This survey has mainly adopted the method of absolute rating according to individual attributes, rather than relative ranking. It is more conducive to profile analysis of relative strength and weaknesses for individual institutions. Readers should not over-emphasize the relative ranking of different institutions.
4. The researcher is aware POP itself is part of The University of Hong Kong, which is one of the institutions rated by respondents. In order to eliminate any possible bias due to social desirability effect, all respondents were specifically told at the beginning of the interview that POP was an independent research body, and that they should simply report what they honestly felt, otherwise the result would not be meaningful.
5. In order to eliminate any possible bias due to the ordering of answers, the sequence of prompting the respondents with the name of the ten institutions was randomly rotated across all rating questions.
6. The researcher believes that this survey has been conducted fairly, objectively, and scientifically. The research instrument and survey findings are fully open for public scrutiny. We welcome open comments and validation study by other research bodies.