



Quality Management, Performance Measurement and Indicators in Higher Education Institutions: Between Burden, Inspiration and Innovation

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SQELT International Evaluation Workshop
1-2 July 2019
Danube University Krems

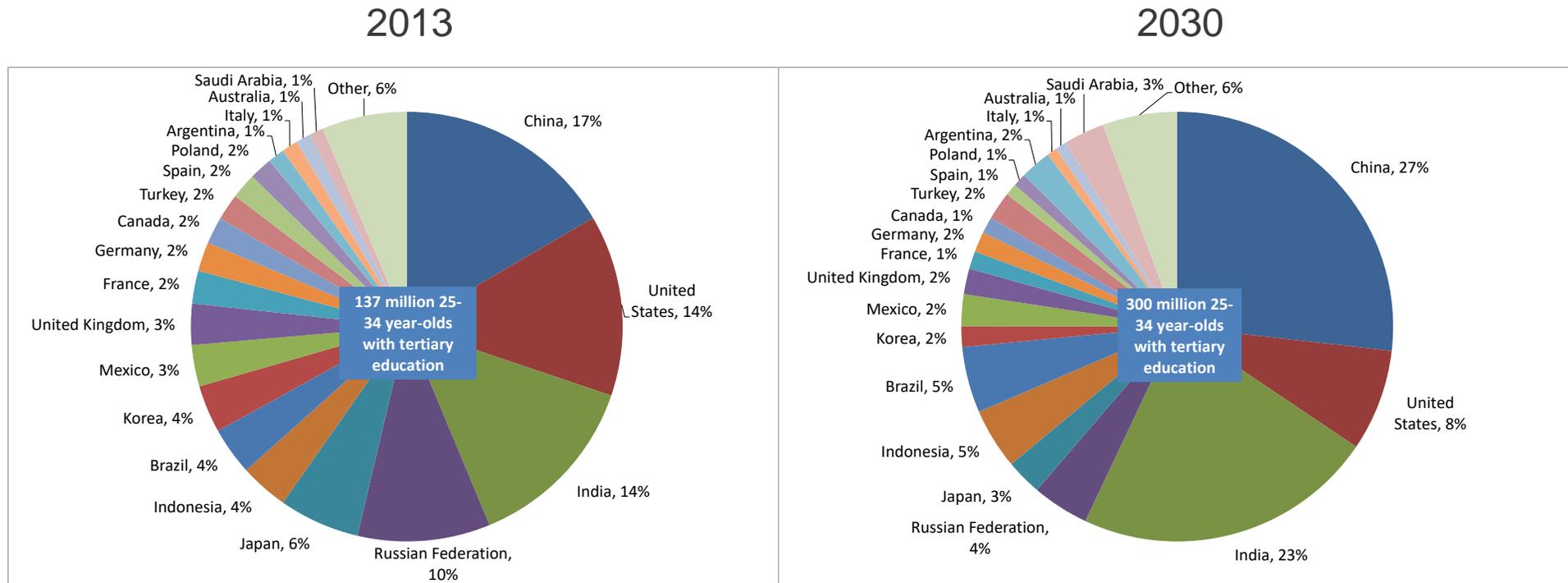


Rationale for performance and quality management in higher education



Higher education is rapidly expanding

Share of 24-34 year-olds with a tertiary degree across OECD and G20 countries



Note: The figures in these graphs are estimates based on available data. The population estimations are based on the OECD annual population projections.

Source: OECD (2015), "How is the global talent pool changing (2013, 2030)?", *Education Indicators in Focus*, No. 31, <https://doi.org/10.1787/5js33lf9jk41-en>.



But there are quality challenges...

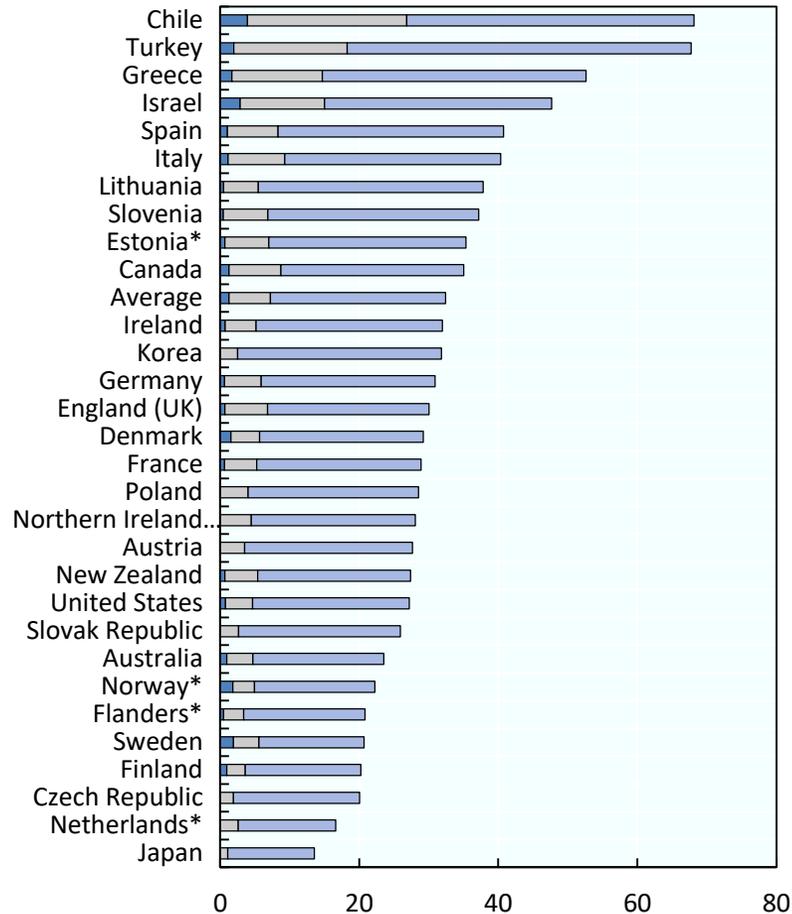
Percentage of graduates with low literacy and numeracy

Below level 1

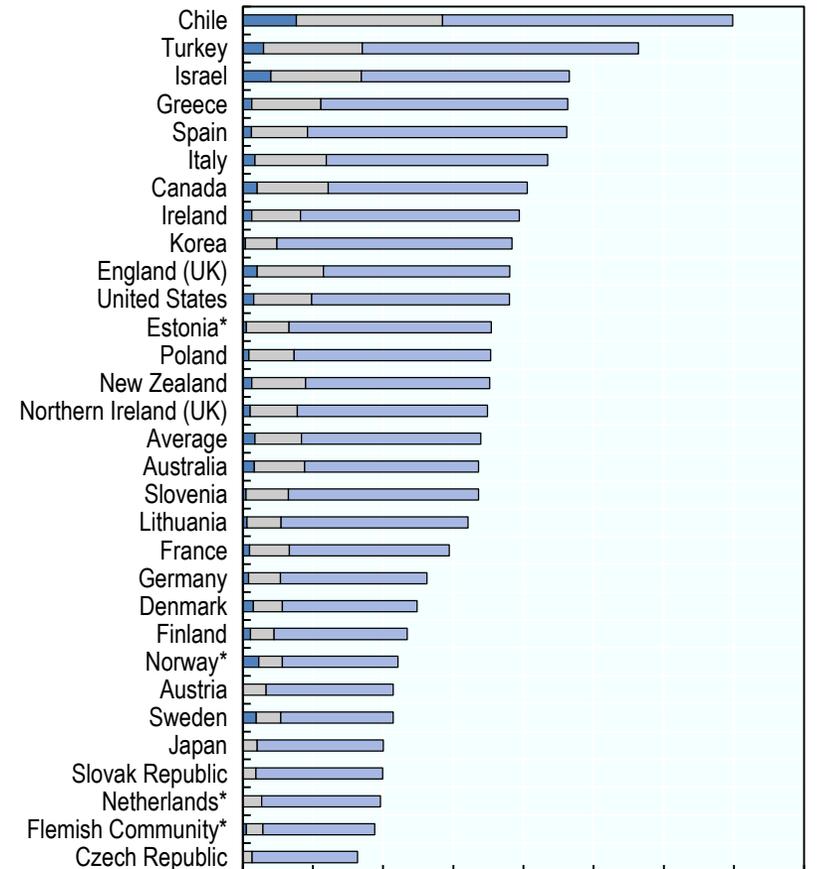
Level 1

Level 2

Literacy skills



Numeracy skills



Source: OECD (2016), *Skills Matter: Further Results from the Survey of Adult Skills*, <https://doi.org/10.1787/9789264258051-en>.



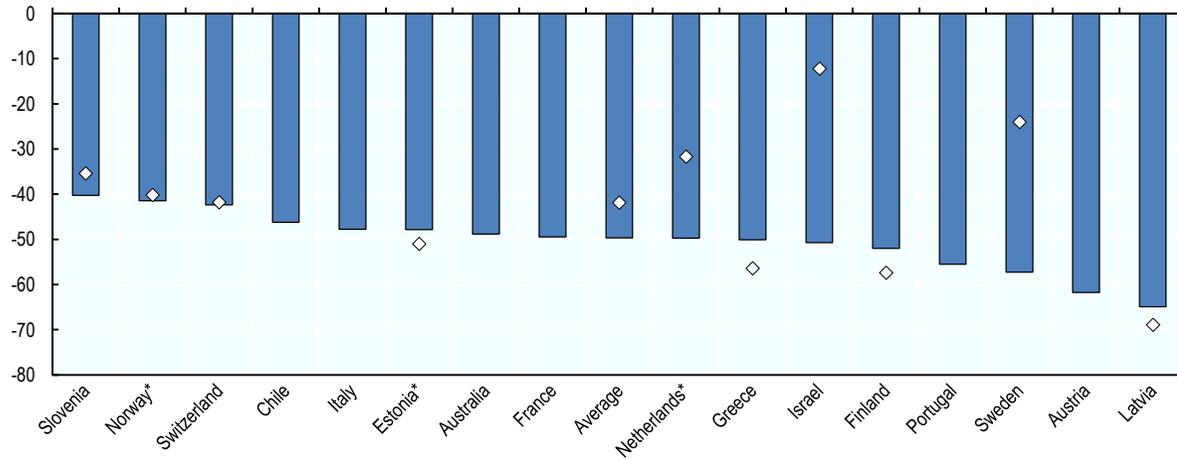
And equity challenges...

Access rate gaps for 18-24 year-olds



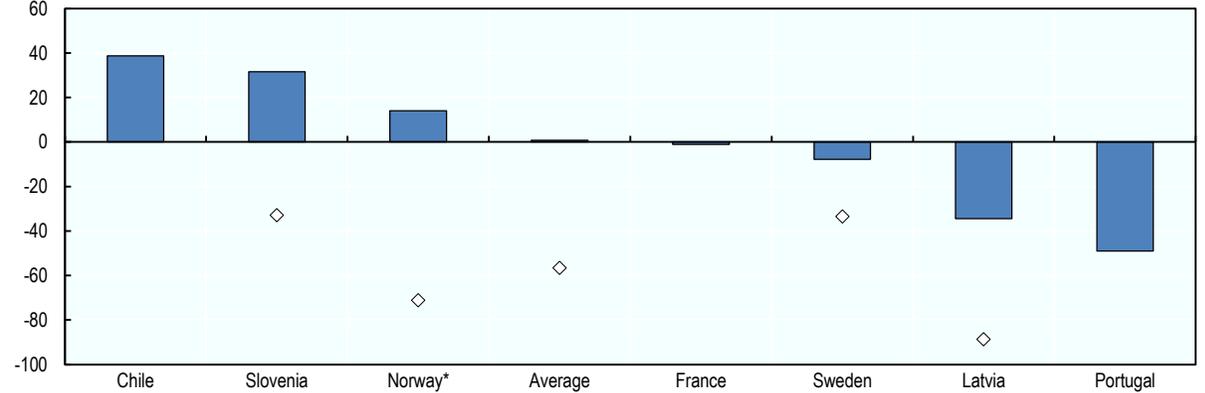
Panel A - Bachelor's or long first degree programmes

Percentage change in the probability to enter a higher education programme for 18-24 year-olds whose parents did not attain higher education and for those whose parents are foreign-born



Panel B - Short-cycle programmes

Percentage change in the probability to enter a higher education programme for 18-24 year-olds whose parents did not attain higher education and for those whose parents are foreign-born



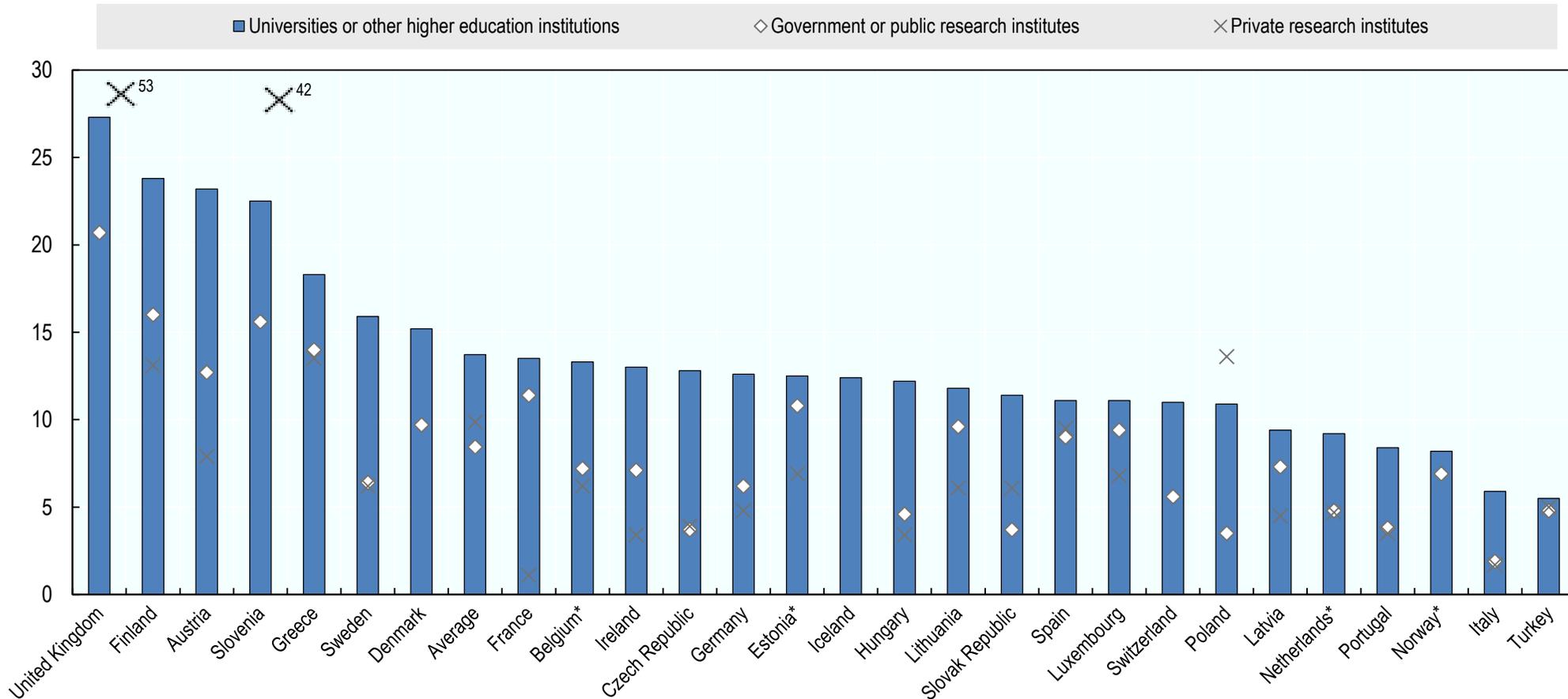
How to read this chart: Panel A: In Slovenia, 18-24 year-olds without tertiary educated parents are about 40% less likely to enter a bachelor's or long first degree programme than other 18-24 year-olds. Panel B: In Chile, 18-24 year-olds without tertiary educated parents are about 40% more likely to enter a short-cycle programme than other 18-24 year-olds.

Source: Indicators of Education Systems (INES) Survey on Equity in Tertiary Education.



And relevance challenges...

Businesses collaborating on innovation with higher education or research institutions

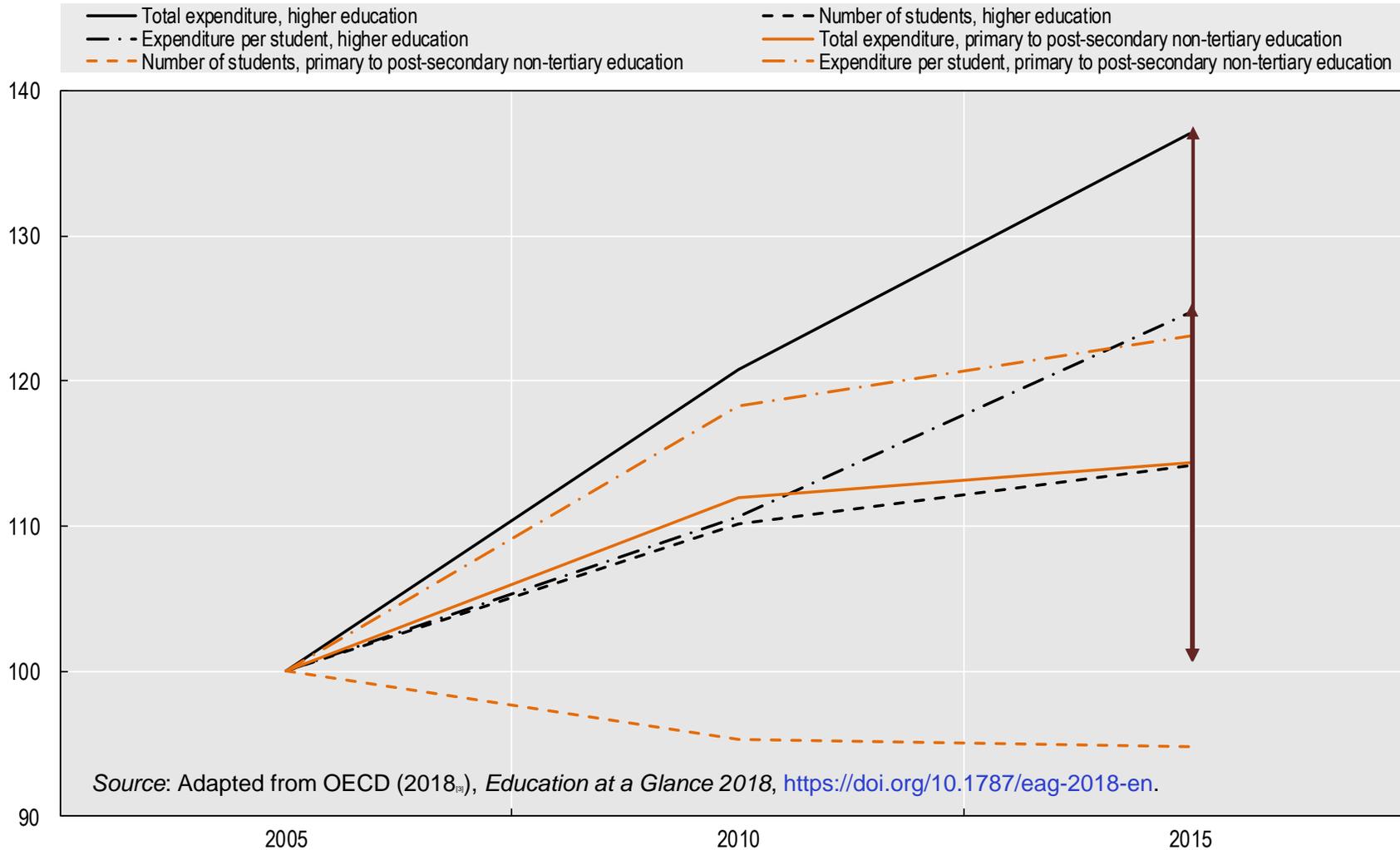


Source: Adapted from Eurostat (2018), Community Innovation Survey, Science, Technology and Innovation Indicators, <http://ec.europa.eu/eurostat/web/science-technology-innovation/data/database>.



And the costs of higher education are becoming increasingly difficult to manage...

Expenditure on education institutions and number of students by education level, 2005=100





From Burden to Inspiration and Innovation



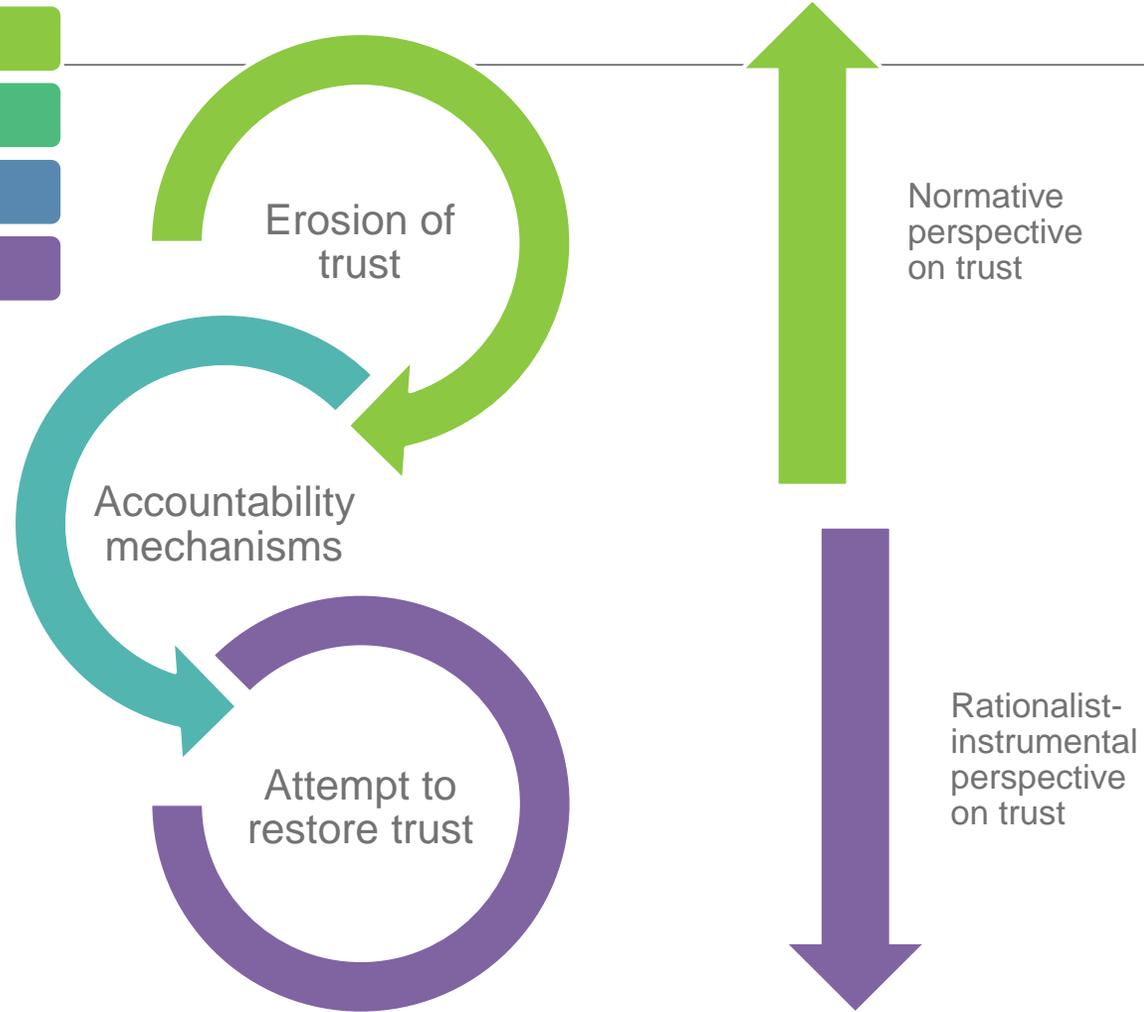
Questions

Quality?

Equity?

Relevance?

Financial sustainability?



(Stensaker and Harvey 2011)

(Stensaker and Gornitzka 2009)



Benchmarking Higher Education Systems

Highlights



Higher education provides graduates with favourable economic and social outcomes, but the low basic skills of some graduates is a cause for concern

Inequity of access by socio-economic and migration background is a persistent challenge

Only 4 in 10 bachelor's students are able to complete on time, and 2 in 10 do not complete at all

Young doctorate holders in higher education employment find less job security than their predecessors and their peers in other sectors

Higher education research and development relies heavily upon public funding, and establishes limited collaboration with businesses on innovation, especially for small and medium enterprises

There is an increasing focus on engagement activities, but frameworks for measuring activities do not yet exist

Open access to scientific documents remains limited

Although quality is difficult to measure, governments are increasingly trying to link funding and other policies to the quality of teaching and research

Data limitations prevent comprehensive performance assessment of higher education systems, but improvements in measurements are possible

<https://doi.org/10.1787/be5514d7-en>

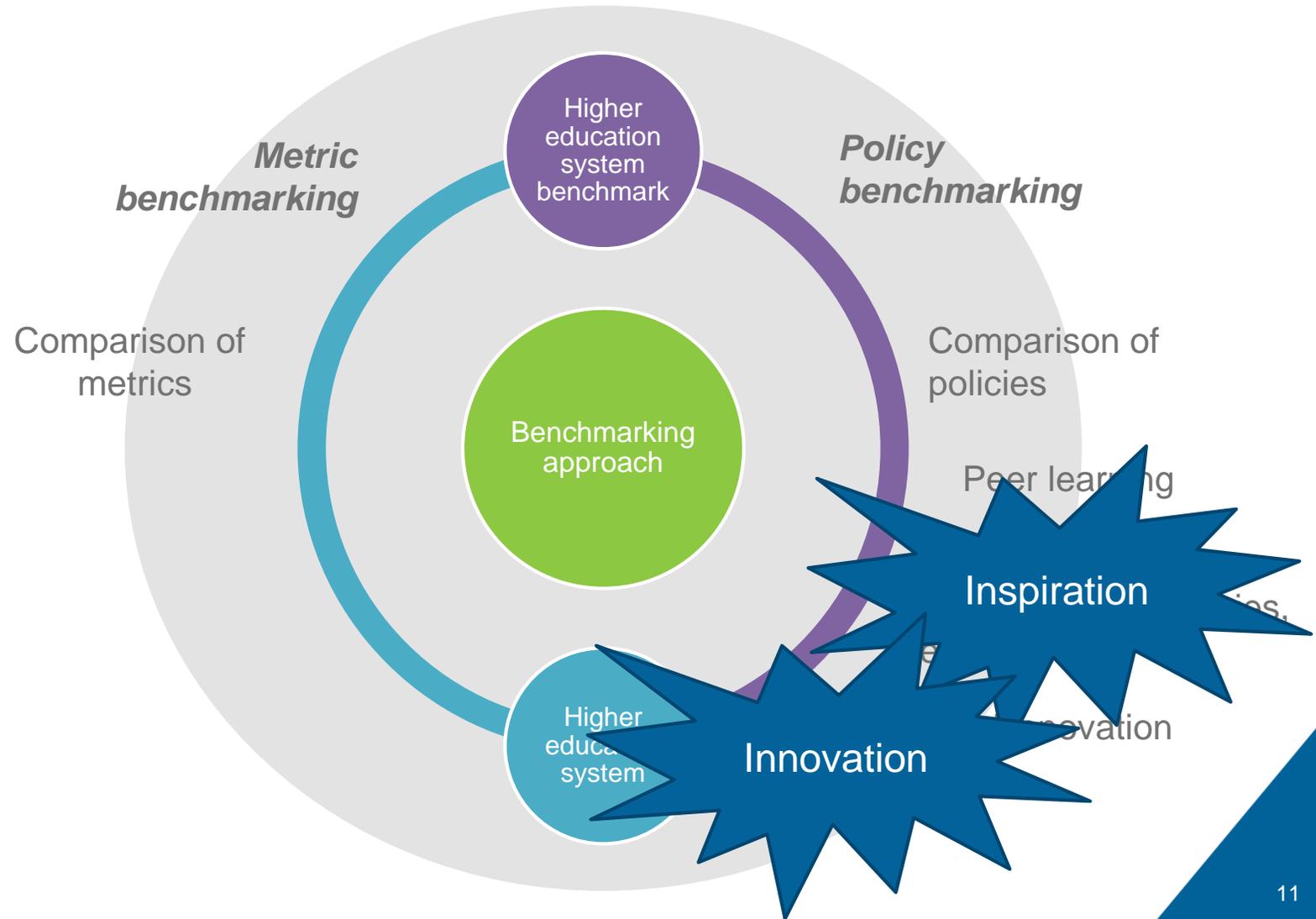


Benchmarking Higher Education Systems

Source of inspiration and innovation

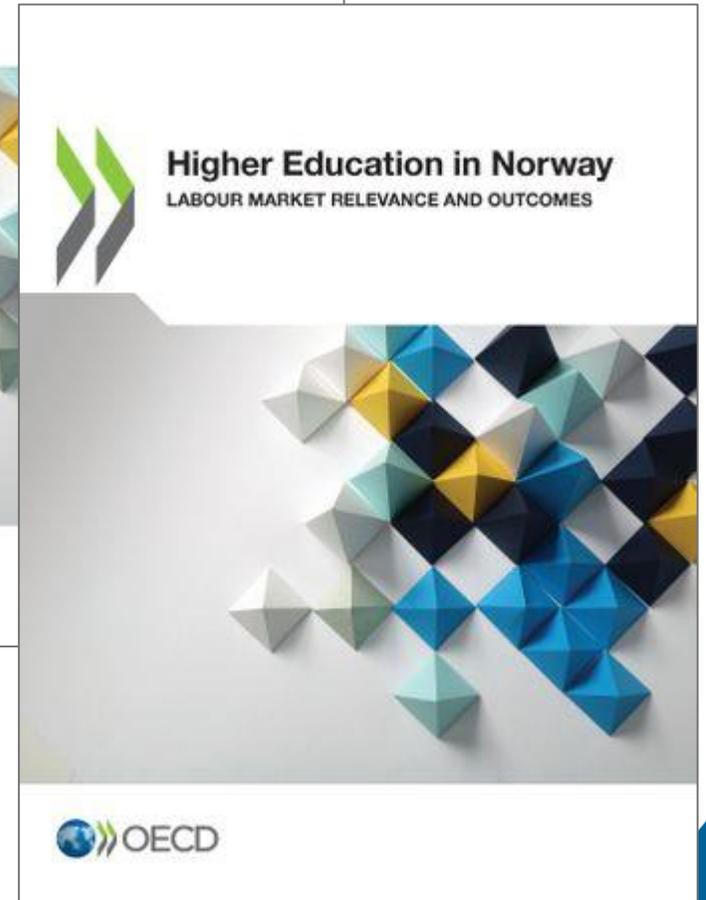
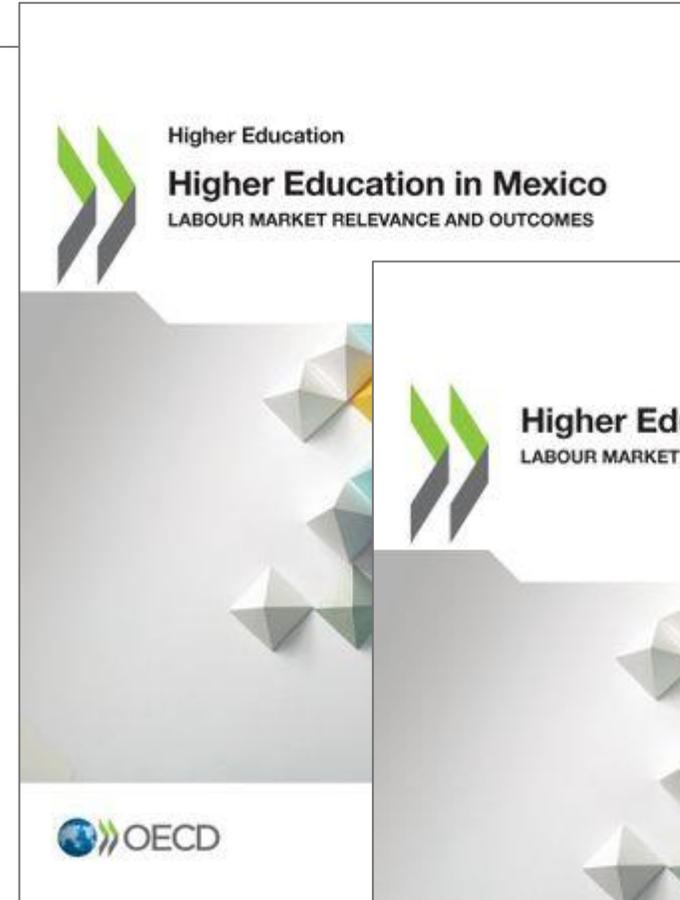
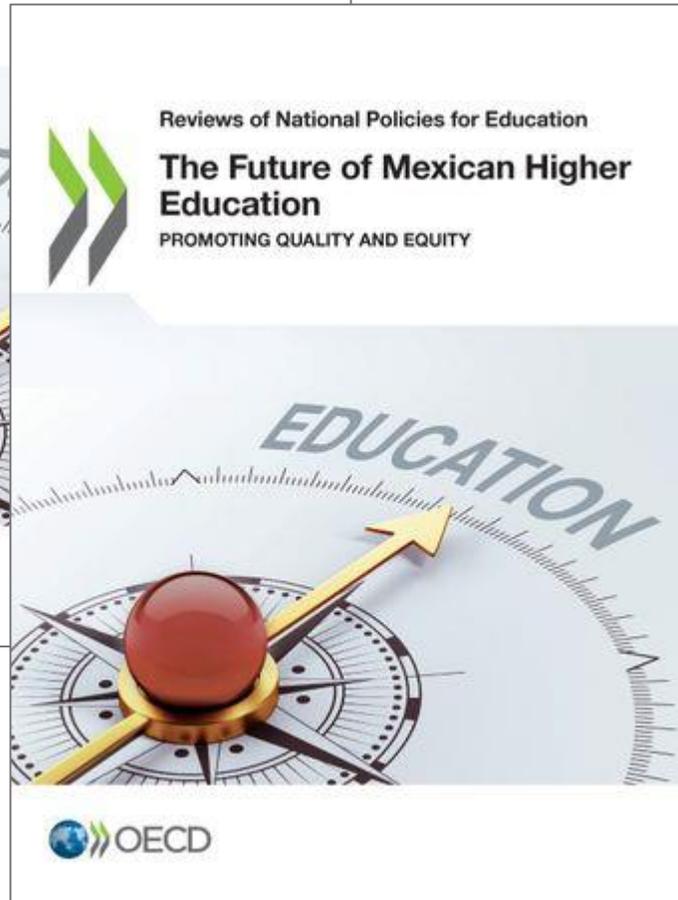
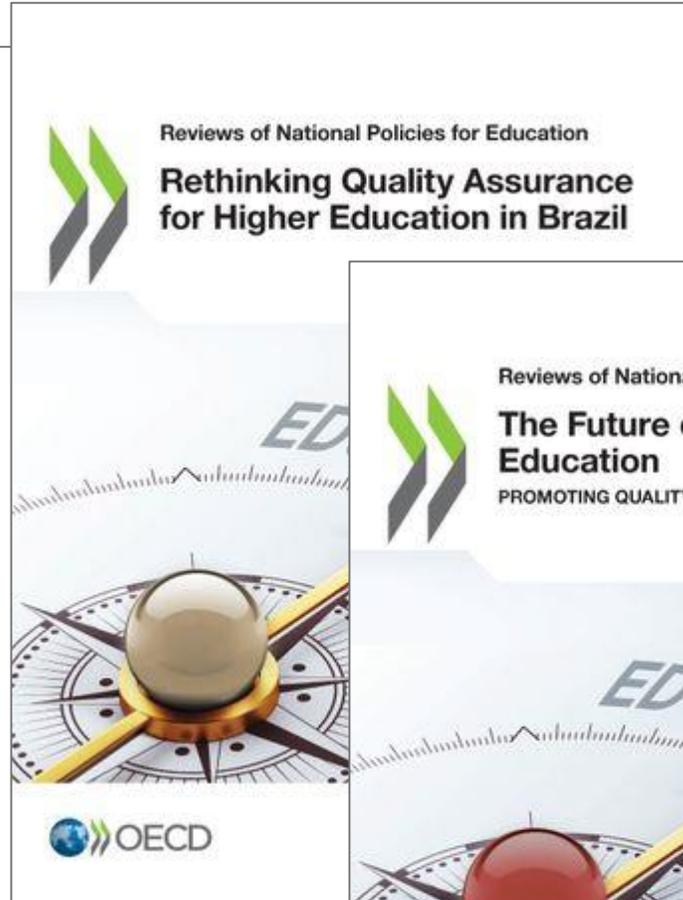


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Country reviews





New Higher Education Resources Project

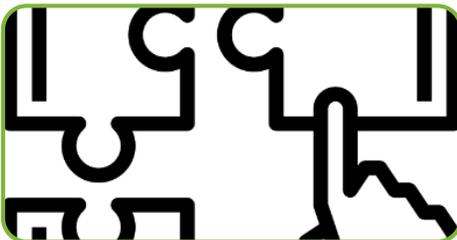
Country reviews and benchmarking policy briefs



The **mobilisation, allocation, and management of financial resources**: public funding for teaching, research, and infrastructure; private revenues raised by higher education institutions; student fees and student financial support



Human resources management: attracting, recruiting and selecting the higher education workforce, the structuring of the higher education workforces, and inducing the desired performance from the higher education workforce



Resource governance and coordination: coordinating demand and supply (study places, programmes, and institutions), the network of provision (institutional collaboration, alliance, and mergers), and student pathways.



New Higher Education Resources Project

Human Resources

Attracting, recruiting and selecting the HE workforce

Recruitment process

Staff profile

Staff numbers

Structuring the higher education workforce

Employment status of academic staff

Academic roles and working time

Digitalisation of teaching and learning

Inducing the desired performance from the HE workforce

Staff appraisal

Promotion

Remuneration

Professional development

Mobility

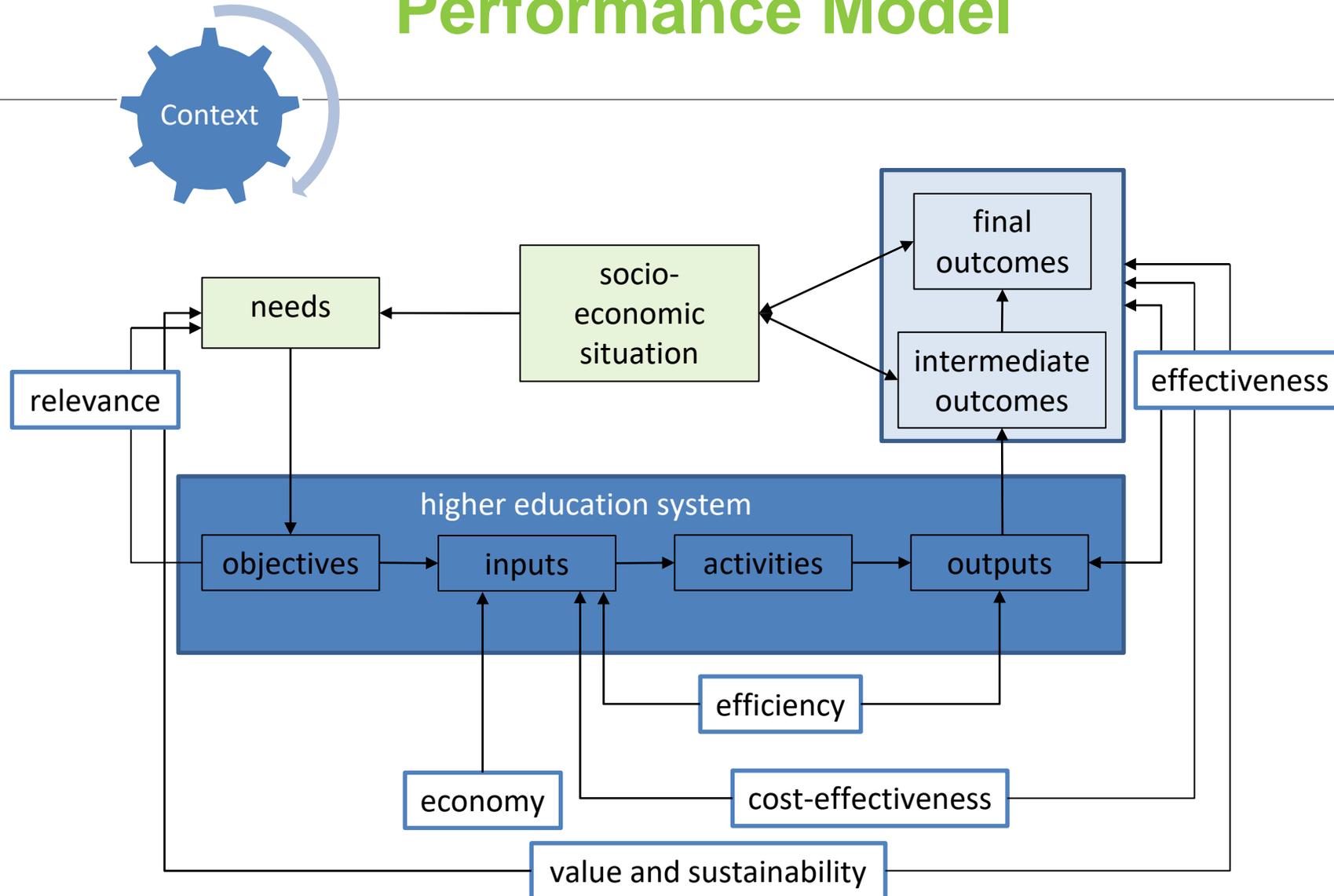
Retirement



What is happening to quality and performance measurement and management?



Performance Model



(Talbot 2010, Bouckaert and Halligan 2008)

(Sarrico, 2018)



Towards integration and squaring the circle

- Different measurement and management instruments
- Steering mechanisms: professional, state and market regulation
- Performance indicators
 - Economy
 - Efficiency
 - Quality: from internal to external quality, from intrinsic to extrinsic motivations, from improvement to accountability



Towards integration and squaring the circle

- Integrative frameworks, at system, institution and unit level
 - National and supra-national (ENQA, INQAAHE, OECD, UNESCO, World Bank)
 - Institutional – increasingly integrated:
 - In wider management and governance arrangements
 - Different missions: learning and teaching, research and scholarship, engagement
 - Different organisational levels: institution, sub-units
 - Different quality and performance dimensions



What has resulted from the quest for performance in higher education?



More and better?

- Research productivity and quality up
 - Economic and social impact?
- Rankings, reputation and the quest for world-class universities
 - Lack of attention to the quality of teaching and meaningful engagement with the wider world
- Poor education provision less likely
 - Study success increasingly addressed
 - Learning outcomes and learning gain?
 - Graduate labour market outcomes?
 - Wider social outcomes of graduates?



More and better?

- Engagement
 - Emphasis on technology transfer and commercialisation of research
 - Less on wider civic and social engagement
 - Difficulty in measuring ‘valorisation’
- Performance-based funding in addition to basic government allocations
 - Ex-post – reward for good past performance
 - Ex-ante – performance agreements
- Growing importance of third-party funding in addition to core funding and student fees
 - Continuing Education
 - Knowledge and technology transfer
 - Service provision
 - Endowments and other philanthropic donations



What does the
future hold?





Some possible trajectories

- Self-accountability -> societal accountability -> societal engagement
(Hazelkorn, 2016)
- Bias towards research addressed
 - Measurement of learning outcomes and learning gain
 - Initiatives to improve the quality of teaching
- More attention to human resources management and professional development
- Valorisation agenda
 - More emphasis on the social impact of higher education
 - More engaged graduates, knowledge exchange, and civic and social engagement
- From 'world-class universities' to 'world-class systems'