



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

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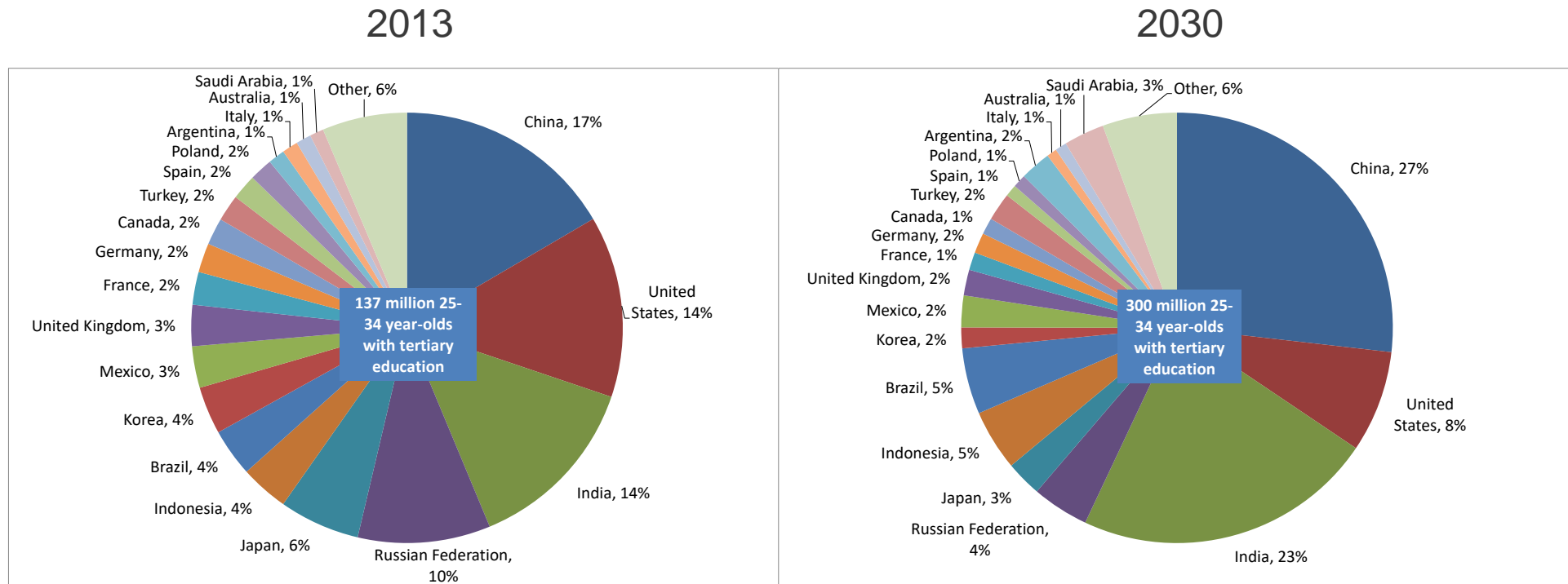


# Rationale for performance and quality management in higher education



# Higher education is rapidly expanding

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



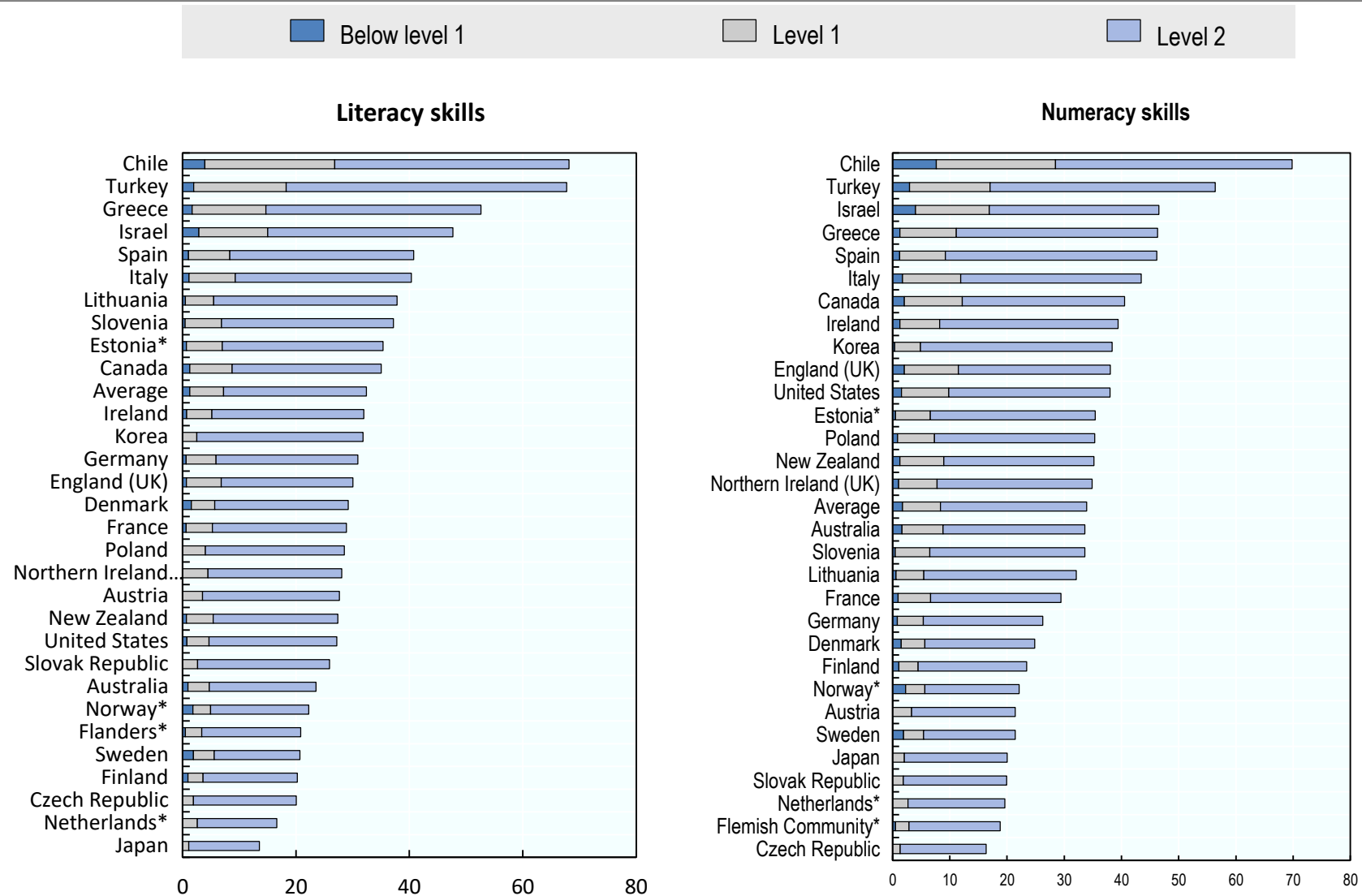
*Note:* The figures in these graphs are estimates based on available data. The population estimations are based on the OECD annual population projections.

*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

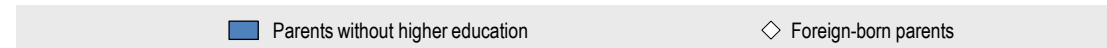


Source: OECD (2016), *Skills Matter: Further Results from the Survey of Adult Skills*, <https://doi.org/10.1787/9789264258051-en>.



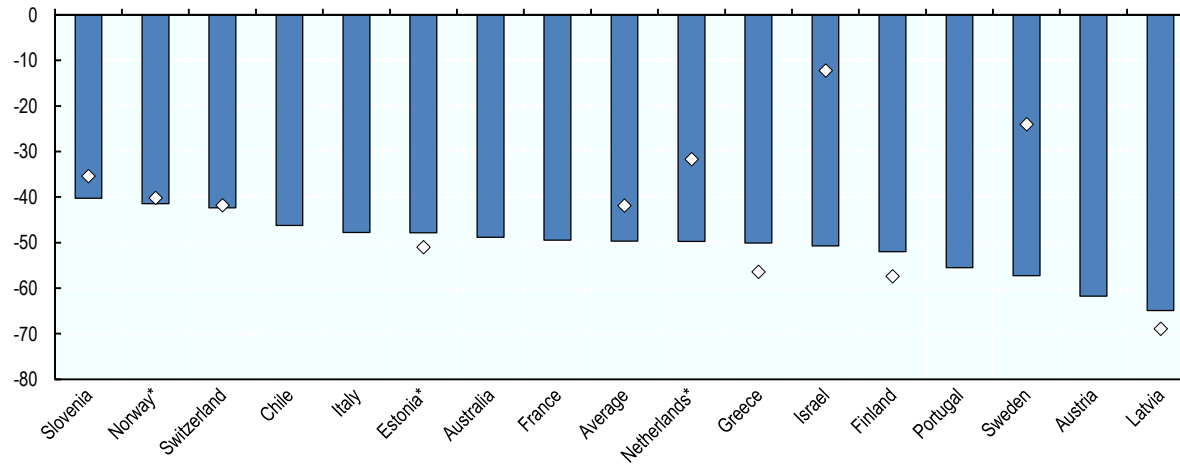
# And equity challenges...

## Access rate gaps for 18-24 year-olds



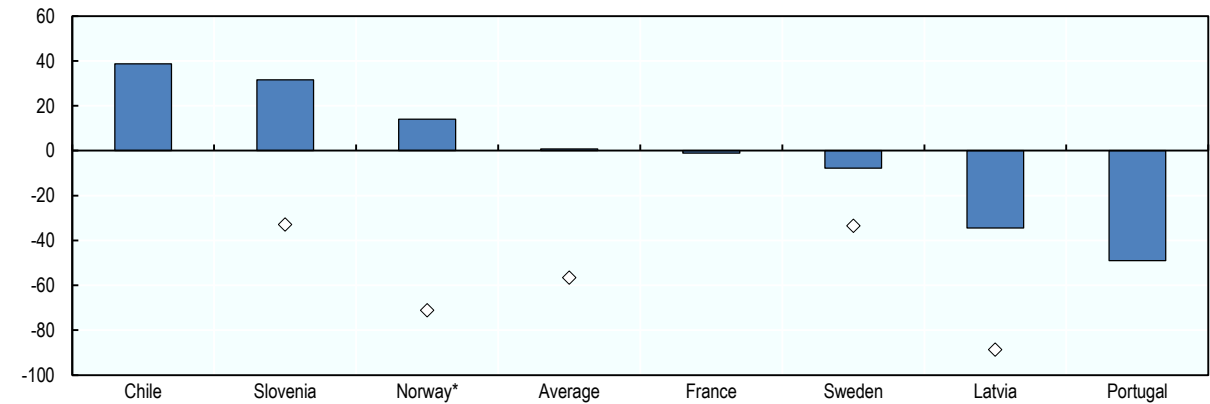
**Panel A - Bachelor's or long first degree programmes**

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



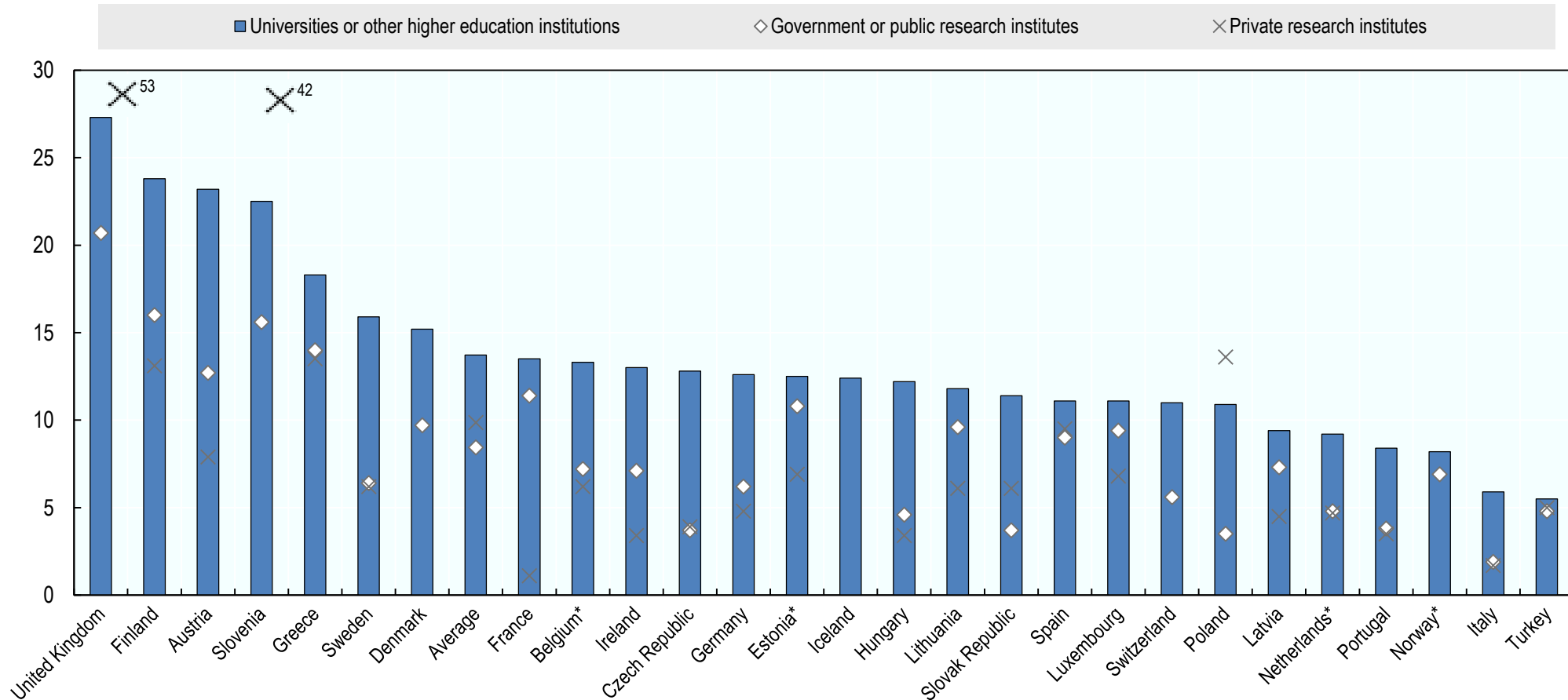
*How to read this chart:* Panel A: In Slovenia, 18-24 year-olds without tertiary educated parents are about 40% less likely to enter a bachelor's or long first degree programme than other 18-24 year-olds. Panel B: In Chile, 18-24 year-olds without tertiary educated parents are about 40% more likely to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

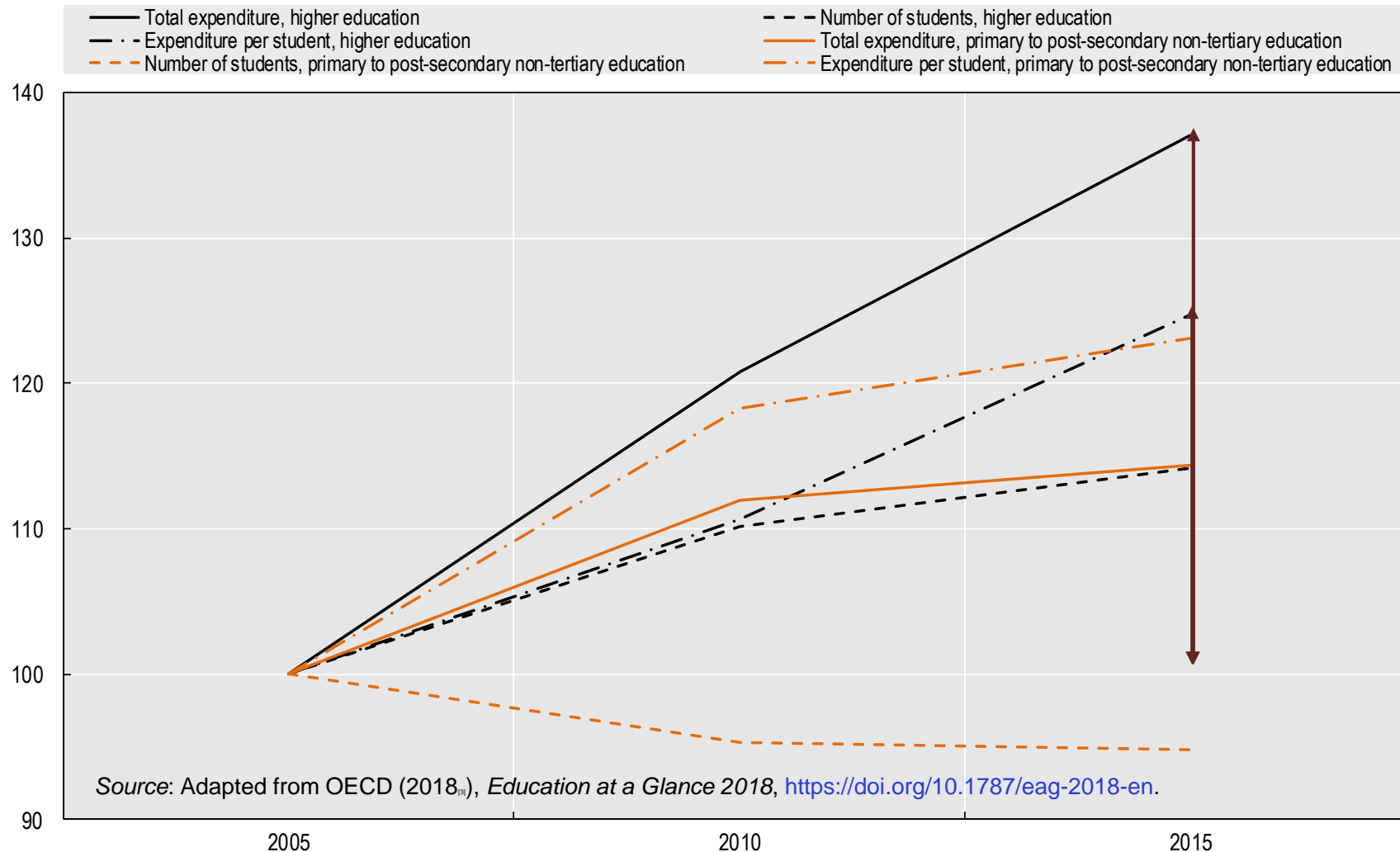


Source: Adapted from Eurostat (2018), Community Innovation Survey, Science, Technology and Innovation Indicators, <http://ec.europa.eu/eurostat/web/science-technology-innovation/data/database>.



# 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?



Normative  
perspective  
on trust



Rationalist-  
instrumental  
perspective  
on trust

(Stensaker and Harvey 2011)

(Stensaker and Gornitzka 2009)



# Benchmarking Higher Education Systems

## Highlights



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

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

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

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

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

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

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Open access to scientific documents remains limited

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

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

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

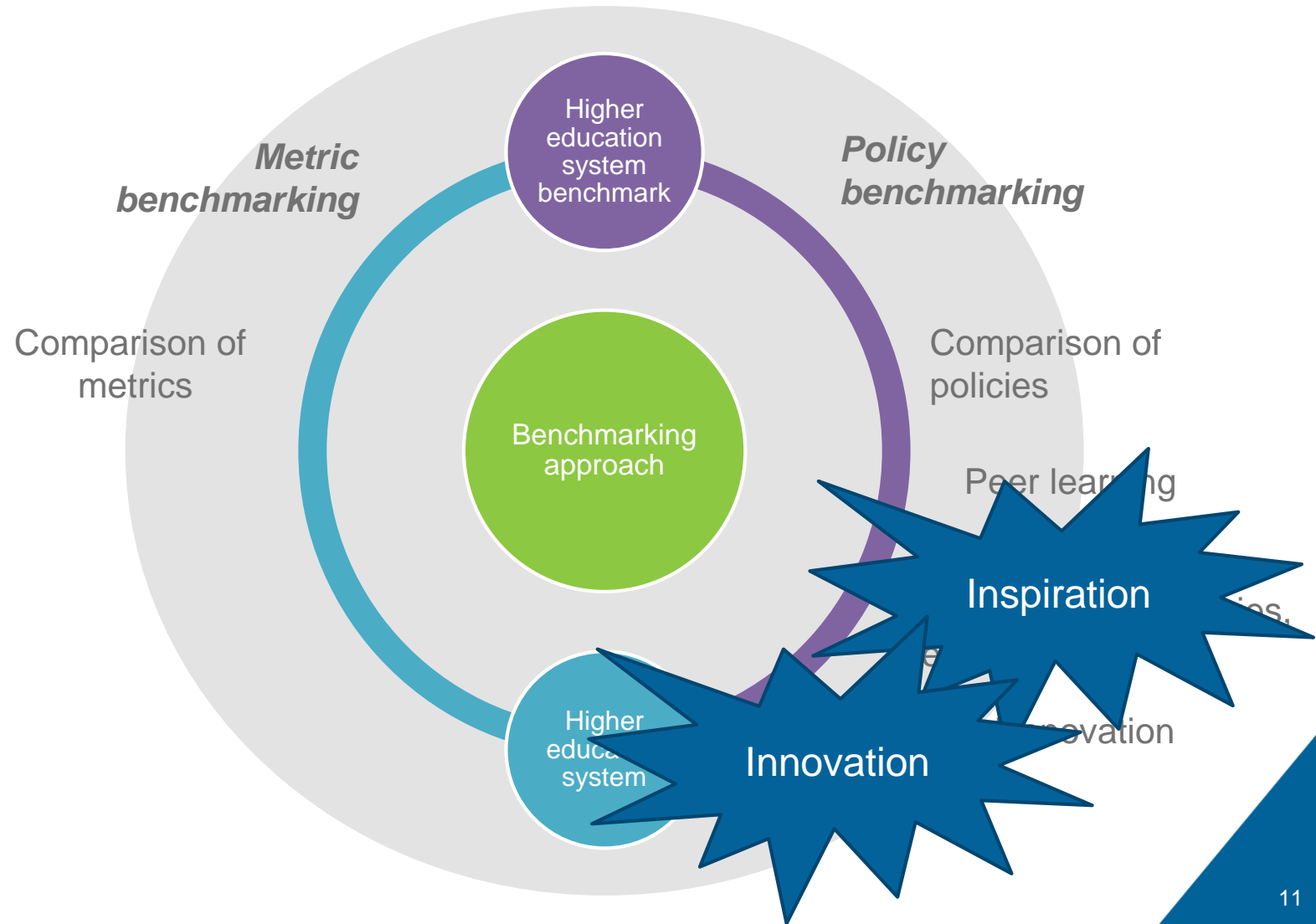


# Benchmarking Higher Education Systems

## Source of inspiration and innovation



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





# Country reviews



Reviews of National Policies for Education

## Rethinking Quality Assurance for Higher Education in Brazil



Reviews of National Policies for Education

## The Future of Mexican Higher Education

PROMOTING QUALITY AND EQUITY



Higher Education

## Higher Education in Mexico

LABOUR MARKET RELEVANCE AND OUTCOMES



## Higher Education in Norway

LABOUR MARKET RELEVANCE AND OUTCOMES





# New Higher Education Resources Project

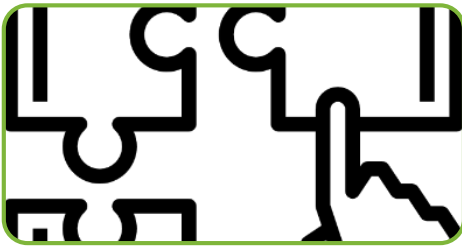
## Country reviews and benchmarking policy briefs



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

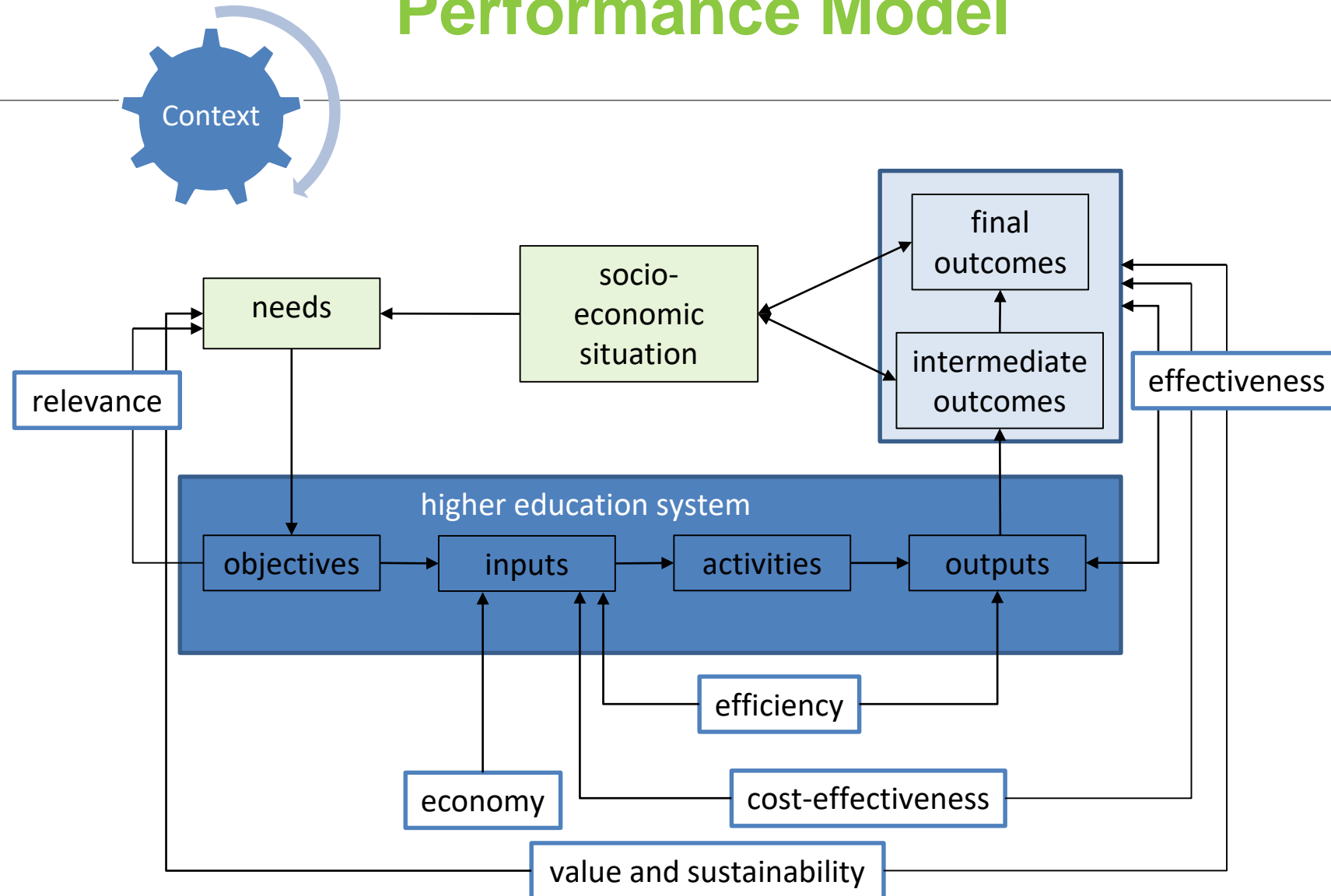
Retirement



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

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- 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?

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- 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'