Welcome to Barcelona!
Welcome to the project!
Welcome to Palau Robert!

Palau Robert, Barcelona, Spain, 16-17 June 2016
EACEA Project IMPALA

International Conference

IMPACT EVALUATION OF QUALITY MANAGEMENT IN HIGHER EDUCATION.
A Contribution to Sustainable Quality Development of the Knowledge Society

Palau Robert, Barcelona, Spain, 16-17 June 2016
Now:
Introduction to European Commission Funded IMPALA Project

- Why impact evaluation of (external) QA in HEIs?
- How? (methodology)
- The European IMPALA project
  - Partners, case studies and goals
  - Research design
  - Outcomes
Why Impact Evaluation of (External) QA in HEIs?

• **Education society**: Permanent extensification and intensification of EDUCATION AND TRAINING: “Education for All” (UNESCO); knowledge-based employability; increasing complexity of education and training programs; growing diversity of learners; profiled innovative research; economic, social and ecological sustainability; permanent need for critical thinking; knowledge-based social legitimation of political decisions (cf. Anderson 2008; Innerarity 2012; Lingenfelter 2012; Välimaa & Hoffman 2008; van Weert 2006)

• **HEIs** (& primary & secondary & other education institutions) more important than ever as achievers in (global) education societies and knowledge economies

• Ergo: systematic evidence-based QM – QA and quality development – of HEI performances of central importance

• Ergo: impact evaluation of QM (as interventions) required (Deming cycle p-d-c-a)
Why Impact Evaluation of (External) QA in HEIs?

• More than two decades of (external) QA, further ex-/intensification
• (Some) HEIs complain about high evaluation workload and evaluation costs and need effective and efficient QA procedures (e.g., massification; economy measures in HE; national and global competition)
• (Some) governments complain about high evaluation costs

BUT

• Rather few ex-post impact analyses of EQA
• No simultaneous impact analyses (accompanying EQA)
• Students, teachers, QA staff not considered [focus on institutional leadership opinions (and peer assessments)]
• Need for competence development in impact analysis and meta-evaluation in QA agencies and HEIs (e.g., autonomous internal QA)

(see, e.g., Harvey & Williams 2010; Lillis 2012; Newton 2013, Shah 2012; Stensaker et al. 2011)
How Impact Evaluation of (External) QA in HEIs?

- **Before-after comparison** design (and *ex-post analysis*)
  Allows to analyse if and when and how an effect has been achieved

- **Causal mechanism hypotheses** (cf., e.g., Leiber et al. 2015; Little 2015; Stensaker & Leiber 2015)
  Allow to analyse how effects are achieved

- **Assessments of intervention effects** by participants, key informants, experts
  (e.g., via *standardised surveys* and *structured interviews* with *different target groups* such as academic staff, students, QA staff, leadership etc.)
  Allow to analyse goals, processes, structures, preferences, actions and institutional & programme change

- **Counterfactual self-estimation of participants** (Mueller et al. 2013)
  Allows to analyse change of personal variables (intentional states) related to preferences, decisions and actions (relevant to institutional & programme change)

- **Document analyses/observations**
  Allow to analyse goals, processes, structures, actions and institutional & programme change

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How Impact Evaluation of (External) QA in HEIs?

5 main impact areas

• Learning and teaching
• Research
• Third Mission
• Internationalisation of HE
• Inter- and transdisciplinarity of HE
• Institutional management
• Nationales HE and QA system
• Satisfaction with QA processes

Stakeholders

• Students
• Academic staff in learning and teaching
• Peers
• Employers
• QA agencies
• Study programme managers
• HEI managers
• Governments
• Society
• International community
**IMPALA – Partners, case studies and goals**

<table>
<thead>
<tr>
<th>11 institutional project partners</th>
<th>4 QA agencies, 4 HEIs, further (external) experts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different EQA procedures</td>
<td>Institutional &amp; program evaluation, EUR-ACE program accreditation, program pre-accreditation, module evaluation</td>
</tr>
<tr>
<td>Participating stakeholders</td>
<td>HEI governance/staff, HEI QA, students, HEI researchers, QA agencies, (HEI policy experts)</td>
</tr>
<tr>
<td>Project duration</td>
<td>36 months</td>
</tr>
<tr>
<td>Main project events</td>
<td>5 internal project meetings</td>
</tr>
<tr>
<td></td>
<td>2 European/international conferences;</td>
</tr>
<tr>
<td></td>
<td>4 international workshops; publications</td>
</tr>
<tr>
<td>Erasmus policy priorities</td>
<td>Governance, Quality Assurance</td>
</tr>
</tbody>
</table>
IMPALA research design

(E)QA procedure

Interventions, e.g. self-assessment, site-visit, report

causal processes for change

Change in processes, structures, preferences, actions and institutional change

(E)QA criteria (e.g. intended goals)

Baseline study

Status quo before (E)QA

Midline study

Status quo inbetween, after some (E)QA activity

Endline study

Status after (E)QA

Ex-post inspection

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**IMPALA research design**

(E)QA procedure

**Baseline study**
Before procedure
- Online questionnaires
- Structured interviews
- Document analysis/observations

**Midline studies**
During procedure
- Online questionnaires
- Structured interviews
- Document analysis/observations

**Endline study**
After procedure
- Online questionnaires
- Structured interviews
- Document analysis/observations

Comparison of base-, mid- and endline of single case study

Comparison of different baseline studies

Comparison of different baseline studies

Comparison of different baseline studies

With the support of the Lifelong Learning Programme of the European Union.

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IMPALA online questionnaires

• **Questionnaire items (common)**
  – Course types in study programmes
  – QA instruments used in programmes
  – Alignment of examinations and learning objectives
  – Frequency of development discussions of study programmes
  – Observability of QA effects and quality improvements
  – Transparency of responsibilities
  – Attitude towards internal QA
  – Attitude towards external QA
  – Perceived attitude of leadership towards QA
  – Assessment of cost/benefit ratio of QA
  – Plans for major programme changes
  – Suggestions for QA improvement

• **Questionnaire items (individual)**
# IMPALA project plan

With the support of the Lifelong Learning Programme of the European Union.

## IMPALA project plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description of activity</th>
<th>Participants</th>
<th>Timeframe and Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st project meeting (kick-off)</td>
<td>Introduction to project Assignment of tasks Work plan Discussion of conceptual frame for methodology</td>
<td>All project partners (ca. 23 persons)</td>
<td>05-06 Nov 2013 Mannheim (evalag)</td>
</tr>
<tr>
<td>EACEA project meeting</td>
<td>EACEA project meeting (obligatory)</td>
<td>evalag</td>
<td>23-24 Jan 2014 Brussels</td>
</tr>
<tr>
<td>2nd project meeting</td>
<td>Finalising methodology</td>
<td>Project focus group</td>
<td>10-11 April 2014 Bucharest (ARACIS)</td>
</tr>
<tr>
<td>European conference seminar</td>
<td>European conference seminar (in cooperation with ENQA) on the methodology developed</td>
<td>All project partners, International QA agencies; participants</td>
<td>19-20 May 2014 Mannheim (evalag)</td>
</tr>
<tr>
<td>PAPER</td>
<td>Publication of a theoretical paper on methodology in reviewed journal (in German)</td>
<td></td>
<td>April 2014</td>
</tr>
<tr>
<td>PAPER</td>
<td>Publication of a theoretical paper on methodology in peer reviewed journal (in English)</td>
<td></td>
<td>June 2014</td>
</tr>
</tbody>
</table>

## Baseline Study
- **Online surveys (focus groups: members & staff & QAs staff & academic staff of HEI)**
- In-depth interviews (HEI leadership)
- Baselines for impact analysis

### 2nd project meeting
- Interim meeting
- Stocktaking and discussion of previous results
- First inspection of data (baseline) for impact analysis
- Inductive adaptation of methodology (e.g., self-evaluation questionnaire, interviews, work plan, endline study)

### Project focus group
- 11-12 Dec 2014 Helsinki (FINECC)

### Progress report
- Progress Report at the mid-point of the project life cycle
- 4 QA Agencies
- March – April 2015

### Midline Study
- Online surveys (complete investigation: members & students of HEI)
- In-depth interviews
- Midlines for impact analysis
- 4 QA Agencies + 4 HEIs
- April 2014 – Jan 2016 (depending on HEI) Each HEI

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# IMPALA project plan

## Special Issue of “Quality in Higher Education”, Vol 21/3 (2015)
- Publication of seven papers on the state of the art of impact analysis in HE in a peer reviewed journal (in English)
- **Jan 2016**

## Analysis of data
- **Project focus group**
- **Analysis of data**
- **Oct 2015 – Jan 2016**

## 4th project meeting
- **Interim meeting**
  - Stocktaking and discussion of previous results
  - Impact analysis on the basis of baseline and midline data
  - Inductive adaptation of methodology (e.g., work plan, endline study)
  - Planning of final conference
- **25-26 Jan 2016 Barcelona (AQU Catalunya)**
- **All project partners**

## Analysis of data (continuing)
- **Project focus group**
- **Analysis of data**
- **Jan 2016 – April 2016**

## ENDLINE STUDY
- **Online surveys**
- **In-depth interviews**
- Endlines for impact analysis
- **Agencies + HEIs**
- **Dez 2015 – June 2016 (depending on HEI)**
  - Each HEI

### 5th project meeting
- **Interim meeting**
  - Stocktaking and discussion of previous results (e.g., implementation of work plan)
  - Impact analysis on the basis of baseline, midline and endline data
  - Planning and marketing of conference
- **26-27 April 2016 Bucharest (ARACIS)**

### Analysis of data (continuing)
- **Project focus group**
- **Analysis of data**
- **February 2016 – June 2016**

### INTERNATIONAL CONFERENCE (in collaboration with ENQA)
- **Public conference to present and discuss project results**
- **All project partners + keynote speakers + participants**
- **16-17 June 2016 Barcelona (AQU Catalunya)**

### PROJECT PUBLICATION
- **Publication based on project and conference “Impact analysis handbook”**
- **All project partners + keynote speakers**
- **(June –) Sept 2016**

### Euro-Region training workshops
- **Four training workshops with QM managers, students, experts, and policy makers**
- **evalag AQU Catalunya ARACIS FINEEC**
- **Sept 2016 Germany Spain Romania Finland**

### Final report
- **Final Report (at the end of the contractual period)**
- **Project focus group**
- **Sept 2016**
IMPALA outcomes so far (choice)


Leiber, T., 2016, Impact Evaluation of Quality Management in Higher Education. A Contribution to Sustainable Quality Development of the Knowledge and Learning Society, Qualität in der Wissenschaft, 10(1), pp. 3-12

For further information see http://www.impala-qa.eu/impala/
IMPALA outcomes planned

- Conference publication (asap)
- Impact evaluation manual (autumn 2016)
- 4 Euro-region training workshops (Sept 2016)
References


References


References


Sum, N.-L. & Jessop, B. (2013) Competitiveness, the Knowledge-Based Economy and Higher Education. Journal of the Knowledge Economy, 4, pp. 24-44


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