Impact Analysis of External Quality Assurance Processes of Higher Education Institutions

Methodology and Application

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Outline

• Motivations for Impact Analysis of EQA of HEIs

• IMPALA Conception

• Modeling Approach of (Causal) Social Mechanisms

• Ideas on Data Acquisition for IAs of EQA of HEIs

Motivations for Impact Analysis of EQA of HEIs

- **Resolving the lack of systematic impact analysis** of (E)QA of HEIs,

  o **Simultaneous** impact analysis

  o **Cause-effect** analysis (e.g., causal hypotheses, LogFrame matrix)

  o Systematic/comprehensive **incorporation of the student perspective**

  o Systematic/comprehensive **incorporation of the lecturer/teacher experience**

- **Improving EQA**, i.e., work of QAAs and trust between HEIs and QAAs

- **Contribution to cost/benefit analysis**

IMPact AnaLyses of EQA of HEIs Conception

Three main goals

- Development of a **methodology** of impact analysis for EQA of HEIs

- **Impact analysis** of EQA processes in HEIs

- Analysis, **dissemination and exploitation** of results

4 QAAs	Finland, Germany, Romania, Spain	
4 HEIs	Do.	
Different EQA procedures	E.g., audit of QM, institutional evaluation, programme (pre-) accreditation, …	
Participating stakeholders	HEI governance, HEI QA, students, HEI researchers, HEI policy experts, QAAs	
Main project partners	QAAs, HEIs, external experts	Ca. 15
Participating persons		Ca. 30
Project duration		3 years
Project meetings		Ca. 10
Project events	2 international conferences and 4 international workshops; publications	

Immediate elements of innovation of the project are:

- Development and application of a **comprehensive methodology of impact analysis of EQA procedures in HEIs**

- **Simultaneity of the impact analysis** with baseline study and before-after comparison (after several developmental steps) (quasi-experimental design

- **Completeness of the online surveys**

- Systematic and **complete inclusion of university staff**

- Systematic and **complete inclusion of students**

- Providing new perspectives on the functioning of HEIs

Areas of IMPact AnaLyses of EQA of HEIs

Impact of EQA of HEIs …

- … on institutional management of HEIs (IQA of HEIs)
- … on the quality of teaching & learning
- … on the quality of research
- … on national legislation, regulations frameworks, and policies
- … on public confidence (in HE system)
- … on the European/international dimension of HE

Some Exemplary Ideas on Data Acquisition for Impact Analyses of EQA of HEIs

• **Methodological core: survey questions for data acquisition**
  (**exemplars of first approximation!**)

What is your function/role in the HEI? [multiple choice]

What is your function/role in the EQA process? [do.]

What is your motivation for taking part in that EQA process? [do.]

What do you expect from a certain measure of the EQA process [to be chosen from the set of applied EQA measures]? [do.]

Multiple choice options are induced from, e.g., model types of action (and decision) and organisational models of HEIs.

Ideas on Data Acquisition for Impact Analysis of EQA of HEIs

How are decisions carried out in your area? [m.c.]

How are decisions carried out in the HEI as a whole? [do.]

How is the HEI organised in your area? [m.c.]

How is the HEI organised in other sub-systems [to be chosen from pre-analysis]? [do.]

If you think that governance/decision processes/organisational structures should be improved, then name …

      … the shortcomings. [o.a. and/or m.c.]
      … your options for improvement. [o.a. and/or m.c.]
      …

Ideas on Data Acquisition for Impact Analysis of EQA of HEIs

Did you observe the event E_n [to be chosen from the set of intended effects of the EQA procedure applied]?

If your answer is 'yes': Which event C_m [to be chosen from the set of applied EQA measures = causes], in your opinion, has led to the event E_n?

Such questions might be supplemented by questions which prove the probabilistic weight of different hypothetical causes held responsible for the effect E_n, e.g.:

Which event C_m, in your opinion, has led to the event E_n to the extent of x%?

Thank you very much for your attention!