

Accountability and Quality in Tertiary Education

Jamil Salmi

RANEPa workshop
Moscow, 10 October 2011

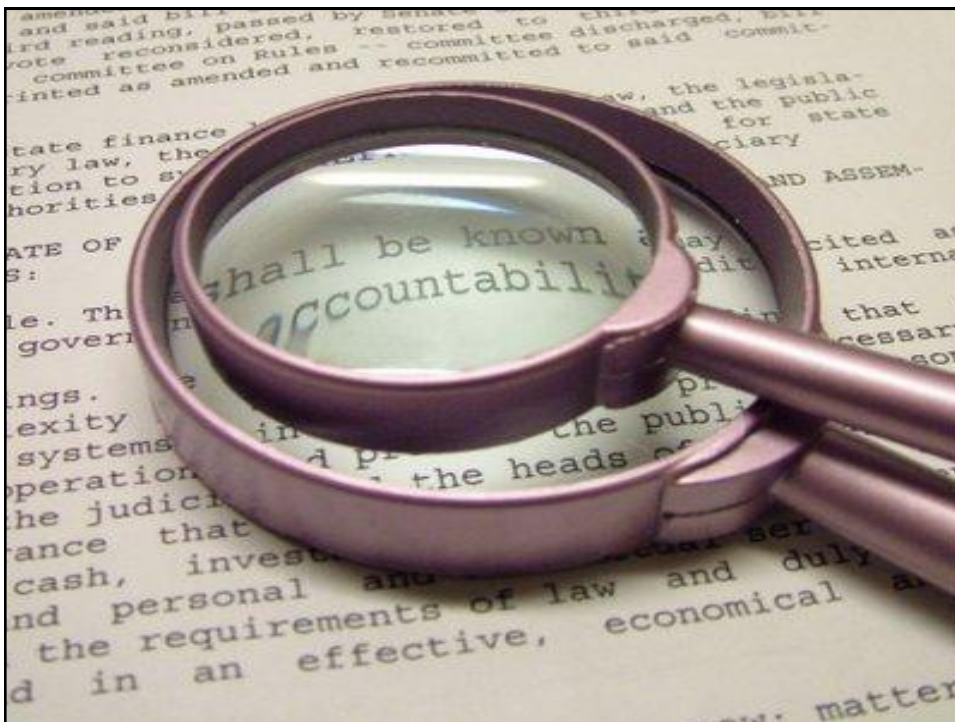


outline of the presentation

- why we need accountability
- main accountability mechanisms
- the role of quality assurance



3



accountability is healthy

❖ effective use of resources



5



Japan

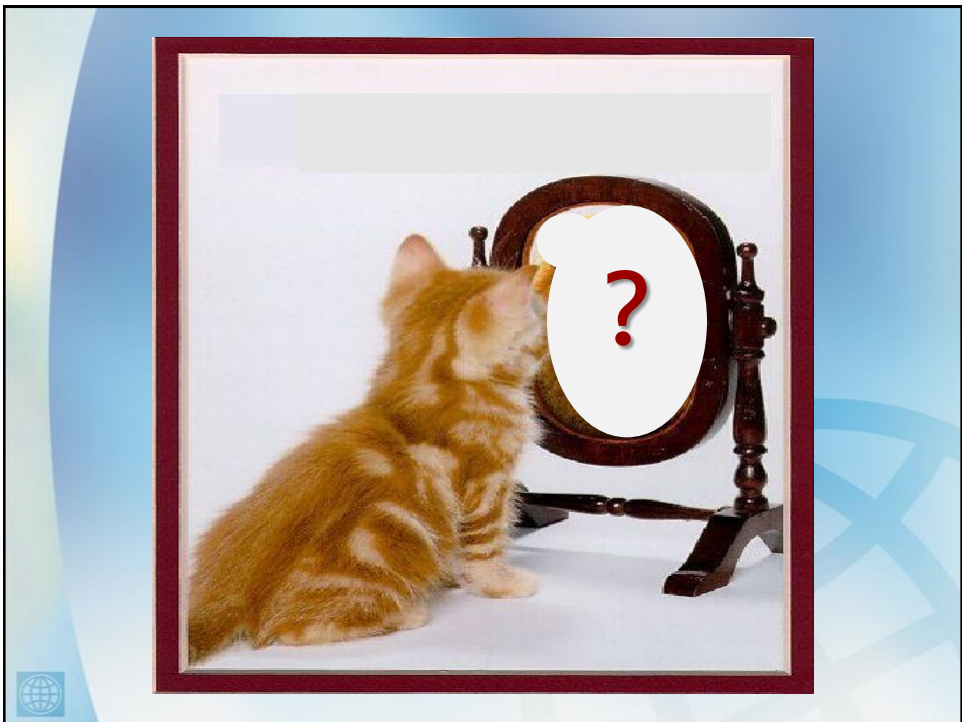
- 2011 report: inefficient use of existing facilities in 15 top public universities
- 222 million \$ worth of facilities and equipment



accountability is healthy

- ❖ effective use of resources
- ❖ quality of results







accountability is healthy

- ❖ effective use of resources
- ❖ quality of results
- ❖ accountability for change
- ❖ unethical behaviors







Romania

- 1997-2000, the University of Medicine and Pharmacy „Grigore T Popa” issued 63 forged diplomas of stomatology to Italian citizens



inventory of unethical practices

- admission process (exam fraud, bribery, favoritism, discrimination)
- teaching and learning (cheating, plagiarism)
- false credentials
- quality assurance (false data, bribery, favoritism)
- research (standards, falsification of results, conflict of interest, theft of ideas)
- academic staff career (bribery, discrimination, harrassment)
- financial management (theft, embezzlement, student loan fraud)



outline of the presentation

- why we need accountability
- **main accountability mechanisms**



accountability mechanisms

- legal
- information
- governance
- funding allocation
- quality assurance



19

legal mechanisms

- regulatory framework
- financial audits
- public disclosure law
- annual performance report
- presentation before Parliament



20

information mechanisms

- student engagement surveys
- rankings
 - national rankings
 - integrity rankings
 - international rankings
- labor market observatories



21

governance mechanisms (Board oversight)

- composition of Board
- responsibilities of Board
 - appointment of U leader
 - approval of mission and strategic plan
 - approval and monitoring of budget
 - approval and monitoring of performance indicators
 - evaluation of performance of U president



22

governance mechanisms (international advisory Board)

- experienced practitioners
- constructive criticism and guidance



23

funding mechanisms

- funding formula
- performance contracts
- competitive funds
- demand-side transfers



24

formula funding

- formula linking amount of financing and some measures of outputs
 - number of graduates
 - research productivity (publications, patents, licenses, spin-offs)
- unit costs per level of studies / discipline (actual, average, normative costs)



25

performance contracts

- institutional agreement to achieve certain objectives
- additional funding based on meeting agreed objectives
- examples: France, Denmark, Austria, Finland, Colorado & Virginia in US



26

competitive funds

- earmarked for specific objectives
- competition on the basis of projects
- transparent rules & criteria
- peer review and selection
- independent monitoring committee



27

outline of the presentation

- why we need accountability
- main accountability mechanisms
- **the role of quality assurance**



28

“For sale: charming and peaceful residence away from neighbors, with a wonderful view of the sea, a grand period staircase, and lots and lots of light...”



quality assurance mechanisms

- licensing
- audit
- evaluation
- accreditation
- assessment of student learning outcomes



licensing

- process by which a governmental agency grants official permission
 - (i) to institutions to perform specified functions
 - (ii) to programs, based on the evaluation of appropriate plans, to operate before obtaining accredited status



31

audit / review

- external agency investigates procedures and mechanisms used by an institution to ensure its quality assurance and quality enhancement
- usually done through peer review



32

evaluation

- systematic and critical analysis leading to judgments and/or recommendations regarding the quality of a higher education institution or a program



33

accreditation

- process by which a (non-)governmental body evaluates the quality of a higher education institution as a whole or of a specific educational program
- formal recognition as having met certain predetermined minimal criteria or standards
- awarding of accreditation status (yes/no decision, number of years, level)



34

need for effective QA system

- professionally strong and independent QA agency
- combination of self-assessment and external reviews
- internal QA units and processes



35

©Cartoonbank.com



"What does he know, and how long will he know it?"

quality & relevance (cluster of indicators)

- programs
 - professional skills
 - generic competencies (communication skills, problem solving skills, critical thinking)
- effectiveness of e-learning
- measurement of student learning outcomes



37

looking at outcomes, not just resources and processes

inputs

library books
access to
journals
teacher
qualifications
teacher /
student ratio

process

do students
use the
books and
journals?
what is the
pedagogical
process?

outcomes

do students gain
information,
literacy skills?
do they acquire
competencies?



38

global comparisons of student achievement

•K-12: **PISA**: Program for International Student Assessment

- 15 year-olds in reading, math, and science (country rankings)

•higher education: **AHELO**: Assessment of Higher Education Learning Outcomes

- 15 countries, about 150 universities, feasibility study



39

AHELO: what will be measured?

1. **Generic skills** common to all students, such as:
 - Critical thinking
 - Analytical reasoning
 - Problem-solving
 - Written communication
2. **Discipline-specific skills** (in economics and engineering for the feasibility study)
3. **Contextual information** to link the data to student background and learning environment.

Value-added measure

40



AHELO: Instrument Development

Generic Skills	CAEL for the CLA (USA)
Economics Strand	ETS (USA)
Engineering Strand	ACER (Australia) NIER (Japan) University of Florence (Italy)
Contextual Dimension	ACER CHEPS (Netherlands) CPR (USA)



41

conclusion



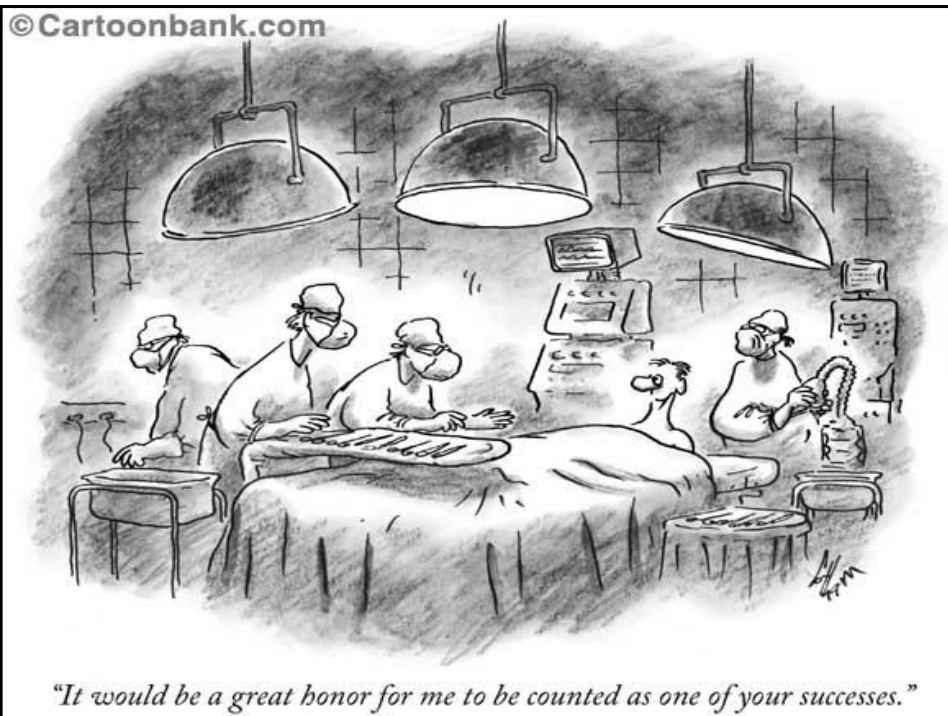
42

the accountability imperative

- improved quality and relevance
- proper use of public resources
- danger to the public
 - corporate and social responsibility



43



principles for an appropriate accountability and QA system

- ❖ constructive mode
- ❖ no accountability without autonomy



45



questions

- ❖ which accountability mechanisms are you familiar with?
- ❖ as RANEPA, who are you accountable to? and how?
- ❖ within RANEPA, who are you accountable to (as institutes or branch)?

