

Performance Assessment at the institutional level.

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The agenda

- Some definitions
- Three levels of performance indicator
- National indicators about HEIs (level 2)
- Links to strategy – examples
- Performance indicators at HEI level (level 3) - examples.
- Using and presenting indicators
- Questions for RANEPA

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Some definitions

- The performance of universities is assessed in various ways:
 - national and international league tables;
 - reputation among academic peers;
 - nationally collected statistics or indicators;
 - internal management data, ratios or indicators.

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The key definitions

- *Performance Indicator* is used to describe relevant quantifiable measures related to performance or *outcomes*.
- However some relate to the *processes* adopted in teaching and research for using the *inputs*

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Inputs, Processes and Outcomes



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Three levels of indicator

- **One:** National system level; eg: OECD's "Education at a Glance", World Bank, UNESCO statistics.
- **Two:** National level indicators about institutions; reported to MOE by institutions – or used for league tables.
- **Three:** Institution level indicators; reported within institution for governance and management purposes to Board of Trustees.

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Focus of this session

We focus on levels **two and three** and ask the questions:

- How is institutional performance measured?
- How are indicators used?
- How would they work in a system like RANEPA's?
- Are there any lessons at each of the two levels?

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Factors influencing institutional performance

- National higher education policies and strategic guidelines
- National social, welfare and employment legislation
- Institution's own corporate strategy and past "footprint" or tradition
- Regional government and community needs and policies.

Do institutions have to perform well on all these?

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Level Two indicators - trends

- Some governments define indicators that measure the achievement of national goals.
- In parallel universities also measure success against their own strategic objectives and principles.
- Institutions give data to a variety of national agencies – which then calculate some national indicators or league tables.
- Indicators are not often linked directly to national funding.

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Relationship between national and institutional indicators – New Zealand

- The body overseeing higher education (TEC) sets a national vision for HE and policy targets.
- Each university produces a Charter (or strategy) to achieve these targets and agrees it with the TEC.
- The university then prepares a three year plan (Profile) with objectives **and suggested Key Performance Indicators** for seven areas.

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The seven areas that are measured in New Zealand

- Teaching and Learning
- Research
- Community Service
- Consulting and commercial activity
- Equity and equal opportunity
- Treaty of Waitangi (Maori affairs)
- Governance and management

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League Tables

- International (ARWU, Times, QS)
- National (US News, SETARA (Malaysia), HEC (Pakistan)).
- Discipline-related (eg: Financial Times [EMBA], Economist, Forbes for business schools).

These take a mixture of indicators: citations, internationalisation, peer opinions, graduate/MBA earnings.

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Times International league table

- Ranking of the world's Top 200 universities
- Uses five indicators: teaching 30%, research citations 32.5%, research volume, income and reputation 30%, numbers of international staff and students (5%), industry income, 2.5%.
- Shortage of reliable international data.

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Academic Ranking of World Universities

- Criteria include:
 - Number of alumni winning Nobel Prizes and Fields Medals
 - Number of highly cited researchers
 - Number of articles in Nature and Science
 - Number of articles in Science and Social Citation Indices
 - Per capita performance with respect to size.

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Level Three performance targets

- One approach (UK) is that the MOE sets specific performance targets for each institution in some policy areas, eg: percentage of new students from poor socio- economic backgrounds.
- Otherwise, institutions are free to set their own indicators and KPIs to fit their own strategic goals.

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University's own performance indicators

- They usually aim to assess whether a university's strategic objectives are being achieved.
- Often they attempt to assess things that government does not measure (eg. staff satisfaction, scale of staff development).
- Usually serve both governance (Board level) and management purposes.

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Types of performance indicator

- Internally calculated to national standards (eg. % of graduates employed after 6 months).
- Internally derived for own purposes – eg. efficiency ratios or trends, locally managed surveys, use of e-learning.
- Externally derived (eg. national quality audit scores, research rankings).
- Newspaper league table scores.

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Some indicators in use

- | | |
|---|--|
| <p>Students</p> <ul style="list-style-type: none"> • Composition of student intake • Applications for each place • Percentage retained after one year • Percentage in employment 6 months after leaving • Completion rate | <ul style="list-style-type: none"> • Research • Scores on national quality rankings • Rise in income from research grants • Increase in commercial spin outs and royalty income • Rise in numbers of research students |
|---|--|

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More indicators

Regional development • **Academic staff**

- % of students from the region
- Numbers of regional partnerships
- % of purchases with regional suppliers
- Staff turnover and satisfaction
- Numbers attending staff development events
- Numbers on fixed term contracts
- Proportion of women

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Some financial and efficiency indicators

- % of income from non-government sources
- Financial health efficiency ratios (current assets to current liabilities, financial reserves and solvency)
- Administrative costs as % of academic costs
- Maintenance expenditure as % of building value
- Room utilisation %.
- Overhead recovery from external research contracts.

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Using and presenting indicators

- Select a few **Key** Performance Indicators for the Board to review (say, 8 -10).
- Presenting them in a **Balanced Scorecard** with four perspectives; organisational, financial, stakeholder and “internal business”.
- Show the trends in indicators over time.
- Show them against similar scores from peer institutions at home and abroad.

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Indicators are SMART if they are:

- **S**pecific,
- **M**easurable,
- **A**uditable,
- **R**ealistic,
- **T**imely.

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RANEPA's key principles

- RANEPA's choice of PIs should try to measure success in the six key principles:
 - Life long learning
 - Internationalization
 - An individual approach
 - Use of new technologies
 - Competence-based education
 - A leader in research and development.

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Tec de Monterrey

- 3 levels of indicators: branch campus; region; and total Tec.
- Four types of indicator:
 - **Academic:** quality, recruitment, alumni, prestige, organizational culture, sustainability.
 - **Research:** research, entrepreneurship.
 - **Social development.**
 - **Financial:** distance learning, overall financial.

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Monterrey: some indicators

Academic quality	% who drop out in Year One % who drop out in whole program % graduates with study abroad experience % teachers trained in a Teaching Skills program % graduates who say teachers were not demanding enough % graduates satisfied with support from IT services and the library
Research and entrepreneurship	Externally funded research income Numbers of publications in international peer reviewed journals. RANEPA October 2011

Examples – Lancaster Univy

	Inputs	Outputs	Outcomes
Teaching	Student Entry level scores. Staff student ratios. Library and IT spend. Numbers of international students	Grade of degrees awarded. Retention of students/low wastage. Student satisfaction	Graduate employment Alumni engagement

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Examples – Lancaster University

	Inputs	Outputs	Outcomes
Research	Number of research students	Research degrees awarded	Citations per staff member
	Expenditure on equipment	Number of publications	International esteem
		Research income from grants	Economic impact
		Income from society activity	Scale of technology transfer

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Indicators in the University of Sheffield's strategic plan

Key objective	Indicator	Latest figure	Target 2015
Sustainability	Income per staff member.	£162,000.	£188,000
	% non gov't funding,	72%	74%
Improved student experience	Overall satisfaction (NSS)	89%	90%
	% graduates employed	91.2%	92%
Research	Res. income per staff member	£57,000	£72,000
	PG Res. students per staff member	0.79	0.95
Estates	Carbon emissions	42,000 tonnes	25,000 tonnes

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University of Coventry's indicators

Strategic goals	Target areas
1. To be higher in The Times League Table	National student survey scores, improved graduate employment,
2. Improved finances	An annual surplus of 3%, achieve carbon reduction targets
3. Income growth	Applied research income to grow to £60m by 2015
4. Become a "global university"	Increase international students to 4,000, every UK UG will study abroad once
6. Complete "Strategic Investments"	Each project will be completed and achieve its planned return on investment
7. Staff achievements	86% staff satisfaction by 2016

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Questions for RANEPA when designing a system of PIs

- How measurable are RANEPA's strategic goals and principles? If they are not ...?
- Does RANEPA want to measure efficiency (process) as well as outcomes?
- How will the performance of correspondence programs be assessed?
- Can measures be developed (and derived from the operating systems)? Are they **SMART**?
- Can the agreed performance measures be useful to both branch and RANEPA?

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