



Outcomes of higher education:
Quality, relevance and impact
8 - 10 September
Paris, France 2008

Enseignement supérieur :
qualité, pertinence et impact
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Institutional Measures to Assess and Improve Quality

Luc Weber



Simon Donoghue: Our Journey Towards World Class; Leading Transformational Strategic Change (University of Leeds)

Message 1: Increasing the capacity for change of an institution is a key strategy to improve its quality
Message 2: It is crucial to balance the academic community's acceptance of the vision with the mechanisms for assessing progress



Stuart Campbell: Assessment Reform as a Stimulus for Quality Improvement in University Learning and Teaching: An Australian Case Study

Message 1: Improving student assessment quality and practice is a need for fairness and various economic reasons
Message 2: Its impact goes beyond pedagogy; it impinges on curriculum renewal, attitude to student centeredness, governance arrangements, professional development, etc...



Series of horizontal lines for handwritten notes.

Elaine El-Khawas: Defining the Role of Academics in Accountability

Message 1: The policy debate on accountability has given too little attention to systems of assessing learning outcomes (too much focused on inputs)

Message 2: Academics must be involved in developing assessments, testing and refining them, and responding with changes in programs or delivery



Alexander McCormick: Assessing and Improving Undergraduate Education in the USA: The National Survey of Student Engagement

Message : Measuring student engagement (NSSE) is a good indicator of the quality of an institution



Andrew Parkin: Improving the Success of Students at Risk of Dropping Out: A Report on Ongoing Research Experiments in Canada

Message 1: Considering the increasing diversity of the student body, institution must put appropriate student support programs in place to avoid decreasing the quality of education or increasing the drop-out rate

Message 2: The development of such programs must be informed by evidence gathered through research about the effectiveness of different forms of support



Denise Chalmers: Teaching and Learning Quality Indicators in Australian Universities

Message : Research show that in order to obtain a comprehensive picture of student learning , performance indicators should be based on input, output, process and outcome and implemented across the University sector





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Reputation and Ranking – The Impact on Institutional Strategy and Behaviour of International Ranking Tables

Ellen Hazelkorn



1. What do rankings measure?

- European HE has too little data – difficulties making cross-national comparisons.
- Indicators are value-laden, and need to be used and interpreted with care.
- Documentation ≠ Accountability
- Increasing scrutiny of the indicators and the use/interpretation to which they are put.



- Importance of National Context
- Tension Between Improvement and Accountability
- Role of External Forces in Prompting Internal Change
- Accountability and Public Purpose
- Global vs. Local Expectations





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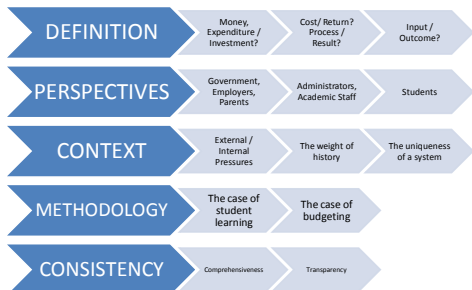
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Value for Money and Efficiency in Higher Education

Francisco Marmolejo



Value for Money and Efficiency in Higher Education. A matter of...



Value for Money and Efficiency in Higher Education

- A matter of definition(s): Transitioning from a mere financial dimension into one associated with return of investment.
- Different sense of urgency
- Different/conflictive perspectives:
 - Who to ask for input?
 - Marginal involvement of interested stakeholders
- The importance of the context:
 - Different levels of pressure from internal/external stakeholders
 - The weight of history and the uniqueness of each system
- Different methodological approaches.
 - Which one is better?. All depends of...
 - Towards comprehensive approaches
- The critically of consistency
- Predicating with the example: Efficiency towards efficiency