Towards measurement of academic performance – the case of South East European University

Zamir Dika, Xhevair Memedi, Veronika Kareva

EQAF - Riga, 2017

Context

- SEEU opened in October 2001
- More than 12000 graduates
- Actually studying ~ 3500 students in three cycles of studies
- SEEU's Status: "Private-Public not-for-profit"
- Five faculties; 16 BA; 23 MA/MSC & 11 PHD Programmes
- Major Donors (~ 35 mil €):
  - United States/Agencies
  - EU/European Commission
  - European States/Agencies
  - Republic of Macedonia.
- Budget income structure:
  - 85% students fees
  - 10% State Budget
  - 5% Entrepreneurial Activities and Research

ADVERTISING FEATURE

New tools for measuring academic performance

By Chris Tachibana | Feb. 10, 2017 , 9:00 AM

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Numbers and data drive decisions in sports, business, and other fields. Yet in academia, publication lists are still the primary basis for hiring, promotion, and funding decisions. Some administrators and researchers are adopting new methods for assessing academic achievement, however. Large universities may subscribe to comprehensive, costly vendor-based performance panels. Other institutions and individuals design their own algorithms and dashboards.

Why apply the Balanced Scorecard to Akademia?

- Unlike "good old times", universities today face growing expectations and must **provide increased accountability** for the outcomes they produce.
- Central administration: academic scorecard makes easier for University to **accomplish strategic goals** though assigning metrics to every academic unit. Is very important for decentralized (to the deans level without provost involvement into budget decisions) institution to see that unit is increasing or declining.
- It offers a format within which to ***establish common measures*** across academic units, that have shared characteristics (e.g.: cluster of schools within University of Southern California)
- Simplicity of system enables **to explain budget decisions** by showing relationship to academic scorecard indicator.

Fachhochschule Südwestfalen
University of Applied Sciences

MEASURING PERFORMANCE IMPROVEMENT

Beware of the new brooms that sweep away meaningful data – and people

Objectives

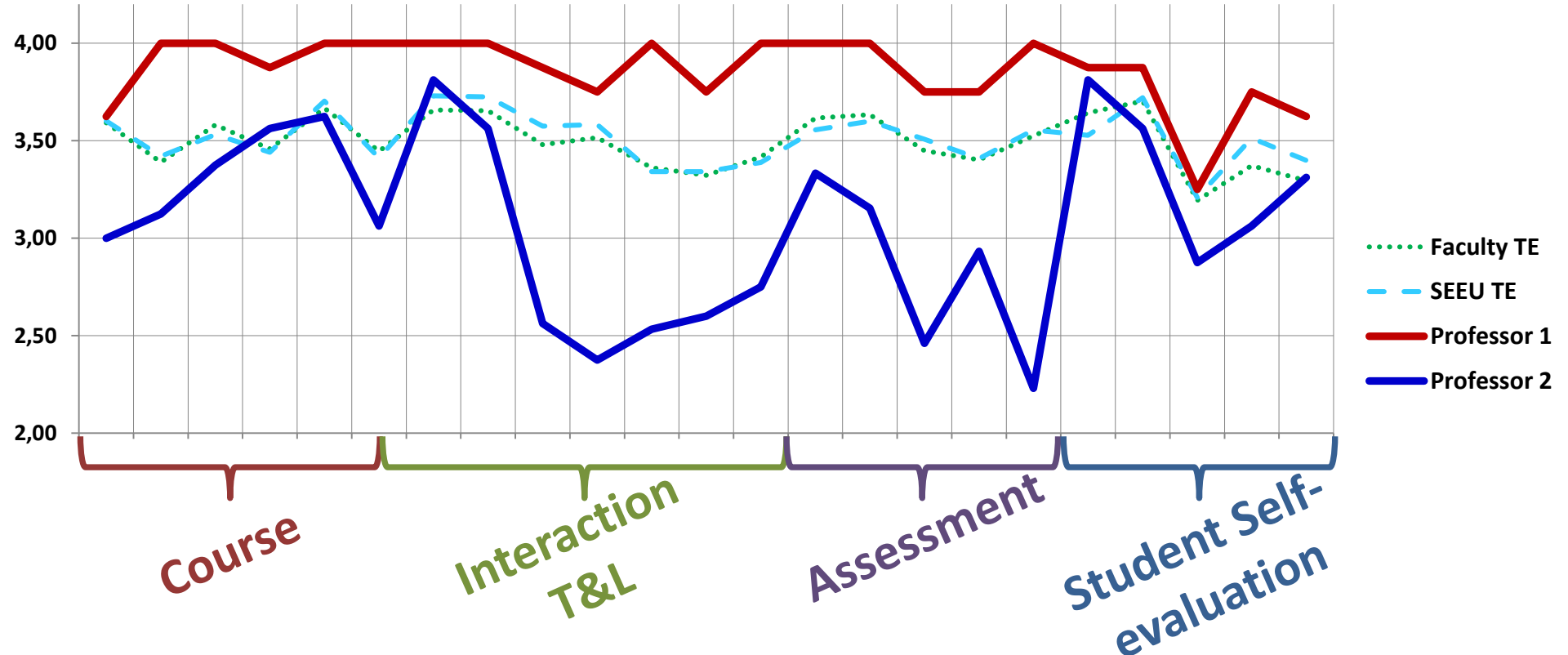
- Address the EU Policy framework for efficiency and effectiveness
- Maintain the national leading role in establishing trends and innovative QA processes
- Use institutional data to set standard performance and
- Motivate the best performing individuals

Measuring academic performance

- STUDENT EVALUATION
- TEACHING OBSERVATION
- STUDENT ACHIEVEMENT
- DIGITAL PROFILE
- RESEARCH OUTPUT

Instrument 1: Student evaluation

Student Evaluation TE



Instrument 1: Student evaluation

? Peer standard – above X (out of 4) in the two categories

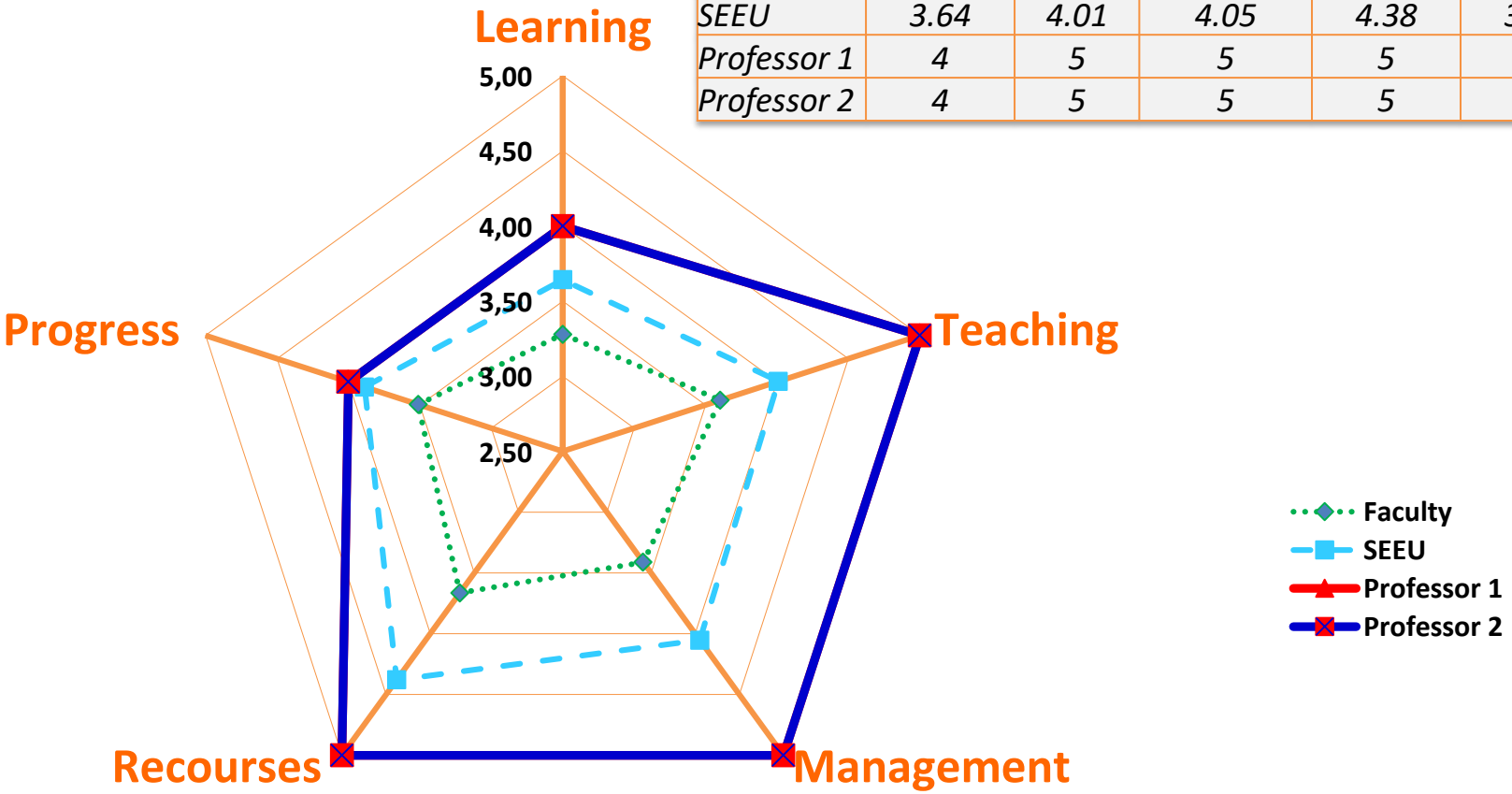
- The course
- The teacher

Dilemmas:

- *New on-line every semester/every course student evaluation*
- *New set of simplified understandable questions*
- *Relevance of the sample*

Instrument 2: Teaching observation

TO	Learning	Teaching	Management	Recourses	Progress
Faculty	3.28	3.60	3.41	3.66	3.51
SEEU	3.64	4.01	4.05	4.38	3.89
Professor 1	4	5	5	5	4
Professor 2	4	5	5	5	4



Instrument 2: Teaching observation

Acceptable (peer) standard?! Overall above X out of 5 in all categories

- **Learning** & **Teaching**
- Class **Management**
- **Resources** Used
- Student Knowledge **Progress** assured

Dilemmas:

- *The relevance/'biased' of Observers/Observation*
- *Every Year Observation (announced) + Peer Assessment*
- *Checkboxes or written reports?*

Instrument 3: Student achievement

How it is measured?

The average value of three components:

1. Pass/Fail rate
2. Number of students serviced by certain professor for a course
3. Average grade of students

	Avarage of Students GPA			
Targets	Undergraduate	Master	PhD	SEEU Average
SEEU	7.23	7.77	8.98	7.99
Faculty	7.23	7.61	9.08	7.97
Professor1	7.12	N/A	N/A	7.12
Professor2	7.34	N/A	N/A	7.34

BUT IF WE DIDN'T MEASURE THINGS WE WOULDN'T KNOW HOW GOOD WE WERE AT MEASURING THE THINGS THAT WE'RE MEASURING!
THUMP!
GP
CARTOONSTOCK .com
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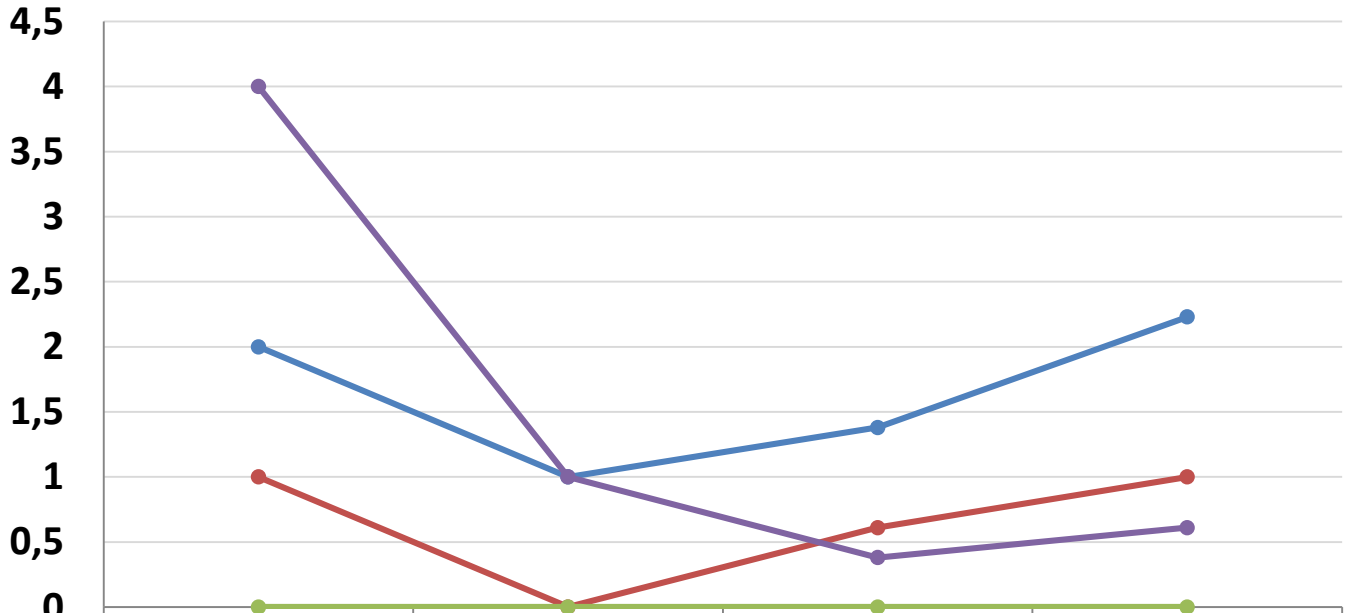
Instrument 4: Research activities



	Professor 1	Professor 2	All	Productive
Conference proceedings 29	2	1	1,38	2,23
Journal Articles 13	1	0	0,61	1
Books 0	0	0	0	0
Citations 8	4	1	0,38	0,61

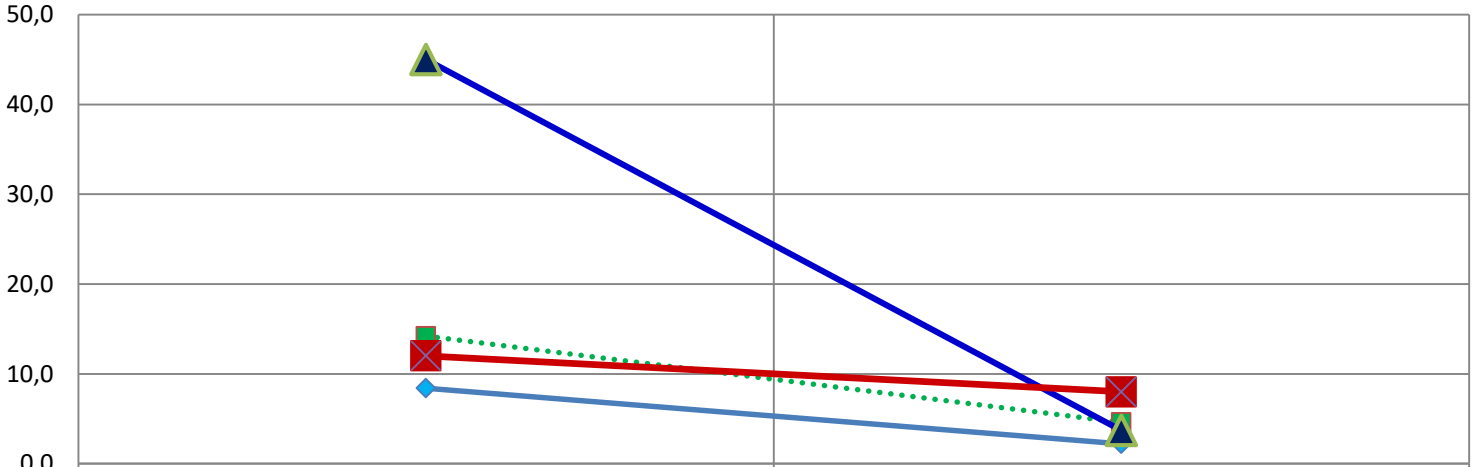
Instrument 4: Research activities

Standard including Dilemmas:

- One minimal-overall University or Faculty standard expressed with points (5; 7; 10?)
- Shall we set ‘motivation’ standards, for best researchers? (ex. 1 or 2 Web of Science Publication; International Monography, or…)

NEW: List of conferences and journals and relevant points – SEEU Standard; New Academic Promotion Rule (ex. Full Prof. – min one WoS)

Instrument 5: Digital profile (Google Classroom)



	Resources	Assignments
SEEU	8,4	2,2
FACULTY	14,2	4,6
P1	45	3,7
P2	12	8

Instrument 5: Digital profile

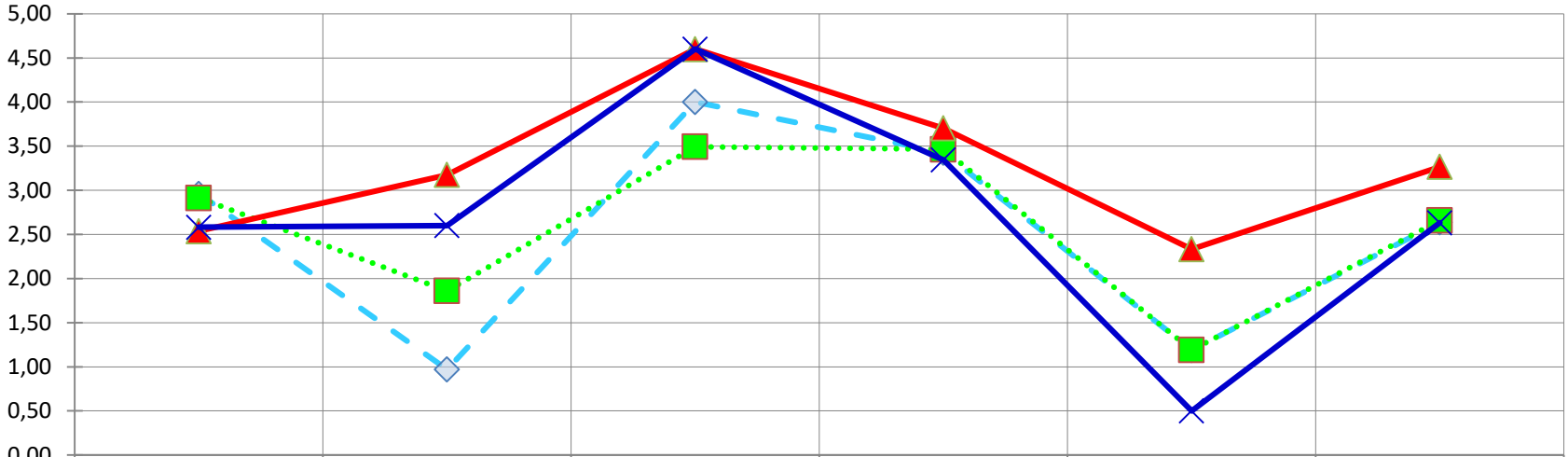
?Standard:

- Not acceptable university standard: Level 1
- University standard: Level 2
  - Individual targets and time-frame
  - Monitoring progress

NEW (incl. dilemma): How many measurement components (Level of resources; Assignments; Interaction…)?

University standard for motivation: Level 3

Overall Performance data-driven Matrix



	Achievement	GC	Observation	Evaluation	Research	Grade
SEEU	2,96	0,97	4,00	3,43	1,19	2,64

No work due soon

VIEW ALL

TOPICS

Project

Syllabus Info

Zamir Dika
Jun 4

Due Jun 9

Final Project

Dear students,
It is approaching the 'presentation' day of the final project - announced date is June 9-th, Friday, at 17 o'clock. On Thursday 24:00 is the deadline for the submission of the documentation and the presentations of the Final Project should be in ppt and to be done within 10-15 min.
Good luck

I'm sending you the aspects of the Final Project that will be evaluated - stated in the

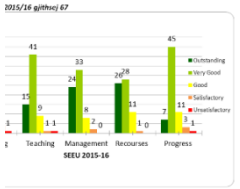
5 DONE

2 NOT DONE

STUDENT ATTRITION/RETENTION FROM YEAR TO YEAR

The data below indicates recent student retention and attrition, as represented by the table.

Faculty	Total 1st Year (15/16)	52-15/16 – 53-16/17 How many pass to 2nd year	Re-registration in 1st year How many failed	Retention 1st to 2nd	Total 2nd Year (15/16)	54-15/16 – 55-16/17 How many pass to 3rd year	Re-registration in 2nd year How many failed	Retention 2nd to 3rd
N-BAB	284	242	42	85.21%	140	114	22	80.71%
MASTER	114	92	22	80.70%	0			
UNDERGRA DUATE	170	153	20	88.24%	140	113	22	80.71%
N-CST	168	125	43	74.40%	101	80	21	79.21%
MASTER	49	30	19	61.22%	0			
UNDERGRA DUATE	119	95	24	79.83%	101	80	21	79.21%
N-LAW	238	203	38	84.03%	176	130	46	73.86%
MASTER	91	71	20	78.02%	0			
UNDERGRA DUATE	147	129	18	87.76%	176	130	46	73.86%
N-PAPS	228	164	64	71.93%	96	85	11	88.54%
MASTER	67	18	49	26.87%	0			
UNDERGRA	161	146	15	90.68%	96	85	11	88.54%



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ADMINISTRATION STAFF EVALUATION 2015/2016

Dear member of staff

Please find below the procedure for the Administration Staff Evaluation 2015/2016 and the form complete. Please note the following timescale and steps:

04 May – 17 May	HR sends forms to staff. Members of staff complete Section A. Nominated managers complete Section B.
18 May – 26 June	Managers meet individual members of staff for "appraisal" discuss and agree achievements and targets (Section C). Mana signed Staff Evaluation forms to HR.
29 June – 05 July	HR prepares dossiers for the Secretary General.
06 – 12 July	The Secretary General/Rector confirms evaluations, consid issues and provides feedback to HR.
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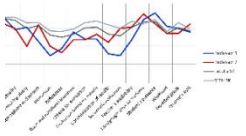
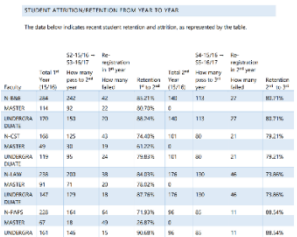


"And this is the only performance indicator that's moving up. Unfortunately, it's my blood pressure."



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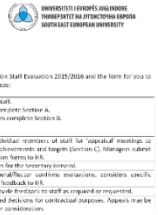

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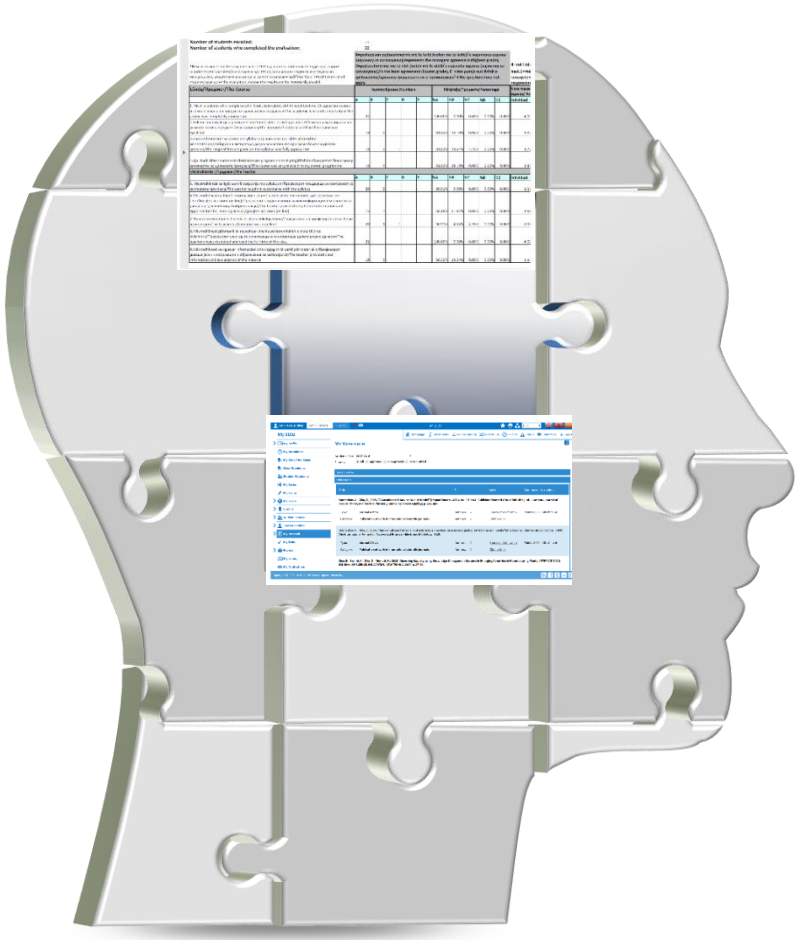

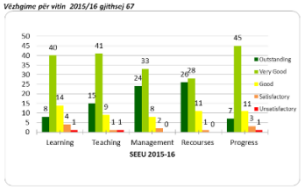

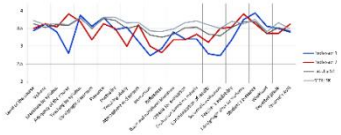

Question for discussion

- Should standards be defined for academic performance/output?
- What is an acceptable standard for the academic performance and how to define it?
- What if individuals are over or below the standard – reward / what ‘improvement path’ or ‘punishment’?
- How to integrate other performance processes (administration, quality of student life etc.) for the overall performance of a HE institution?