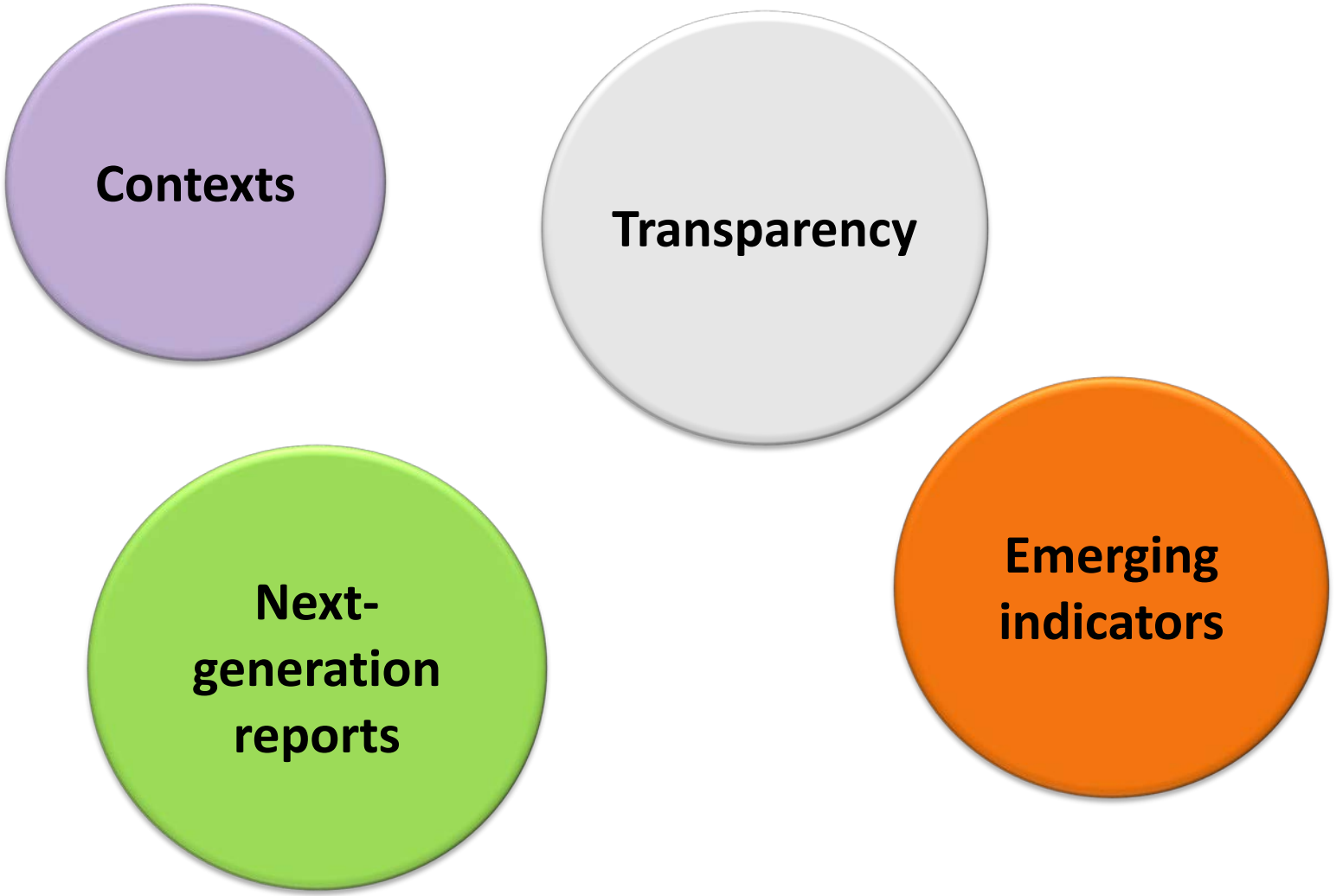
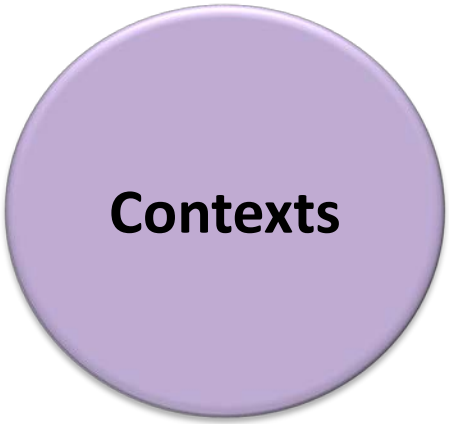
A new paradigm for education quality

Professor Hamish Coates


Contexts
Transparency
Next-generation reports
Emerging indicators


Contexts

Imagine a future…

- ***HE SHUTDOWN!!!***
- Governments cease subsidies
- People stop enrolling, students cancel studies
- Foundations and industry halt research funding
- Institutions end cross-subsidisation

→Emergence of competitive market challenged by accountability and affordability

Re-imagine a present…

- Move beyond myths/rituals that feel so ingrained yet fail to prove value
- Spark new cycles of contribution and improvement

→ New metrics and reporting mechanisms

Changing paradigms…

Federal Update

CHEA

Number 49, October 8, 2015

SENATORS BENNET, RUBIO INTRODUCE BILL TO CREATE ALTERNATIVE TO ACCREDITATION

On September 30, 2015, U.S. Senators Michael Bennet (D-CO) and Marco Rubio (R-FL) introduced S. 2111 that establishes an alternative, outcome-based quality review process to authorize "innovative, high-quality education providers" to participate in Title IV. The bill establishes "innovation authorizers" to undertake quality review based on stipulated performance measures of student learning, completion and affordability/benefit to students. Innovation authorizers must meet measures established by USDE for student outcomes and undergo a review similar to but less complex than the current federal recognition process for accrediting organizations. Organizations, including accreditors, could apply to USDE to be designated innovation authorizers.

Transparency

Transparency concepts

- *"As a principle, public officials, civil servants, managers and directors of companies and organisations and board trustees have a duty to act visibly, predictably and understandably to promote participation and accountability" (T/A Initiative, 2015)*
- *"the increased flow of timely and reliable economic, social, and political information… [which] should encompass the following attributes: access, comprehensiveness, relevance, and quality and reliability" (Vishwanath & Kaufmann, 1999)*
- *"the perceived quality of intentionally shared information from a sender" (Schnackenberg & Tomlinson, 2014)*

→ Beyond baseline practices designed to mitigate corruption to broader notions of productivity and quality

Transparency rationales

- Traditional disclosure arrangements fit for regulated and supply-driven provision
- Shift from ‘systems’ to ‘markets’, to more competitive contexts, requires radically new disclosure
- Moves towards greater transparency in recent decades not nearly enough
- Substantially more and different transparency required for intrinsic and extrinsic rationales

Transparency principles

- Distil a compelling frame for couching analysis of the kinds of disclosures that should exist in higher education, and for evaluating the quality of reports
- Authentic and validated reports must be:
  - robust and assured
  - relevant and accessible
  - timely and ongoing
  - intentional and engaging
  - regulated and accountable

Emerging indicators

‘ 4 out of 10’?

‘ 3 out of 10’?

Research

Institutional operations

Scholarship

Education

‘ 1 out of 10’?

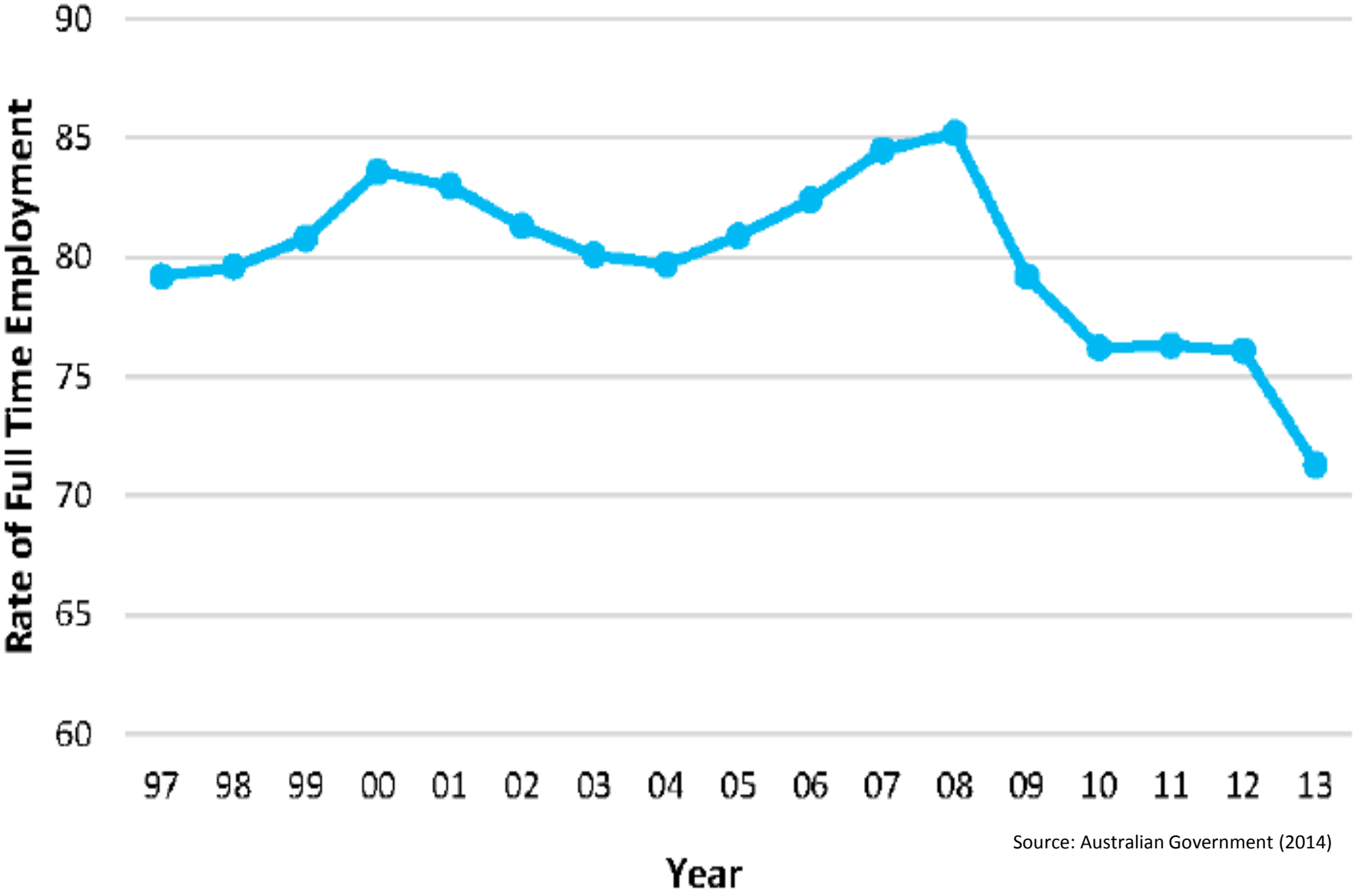
‘ 2 out of 10’?

External engagement

Emerging education indicators

- Employment outcomes
- Learning outcomes
- Student engagement
- Value-added learning
- Affordability

Employment outcomes



Source: Australian Government (2014)

Graduate employment rates

The 2008 Graduate Pathways Survey:
Graduates' education and employment outcomes five years after completion of a bachelor degree at an Australian university

Report to the

Department of Education, Employment and Workplace Relations (DEEWR)

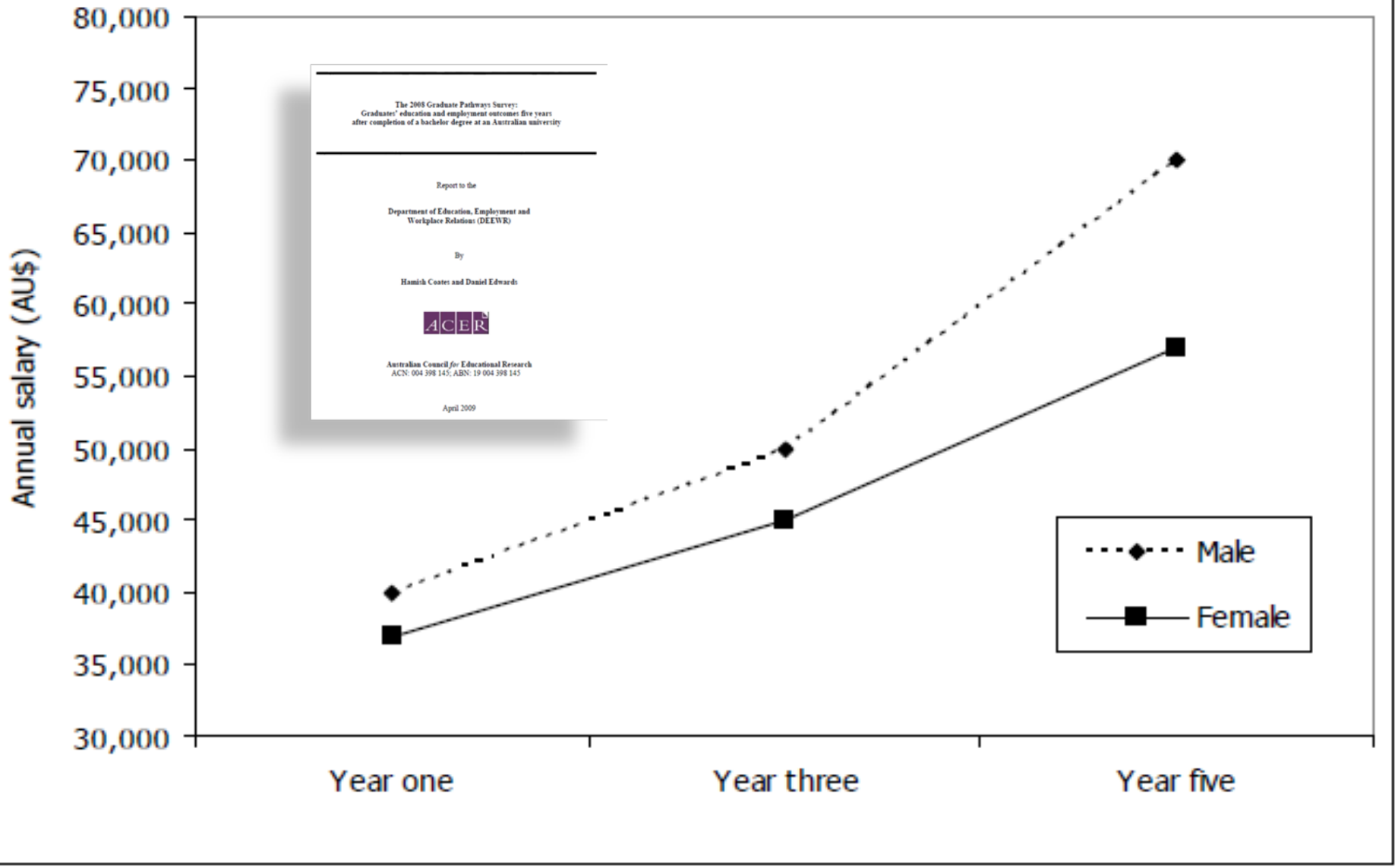
By

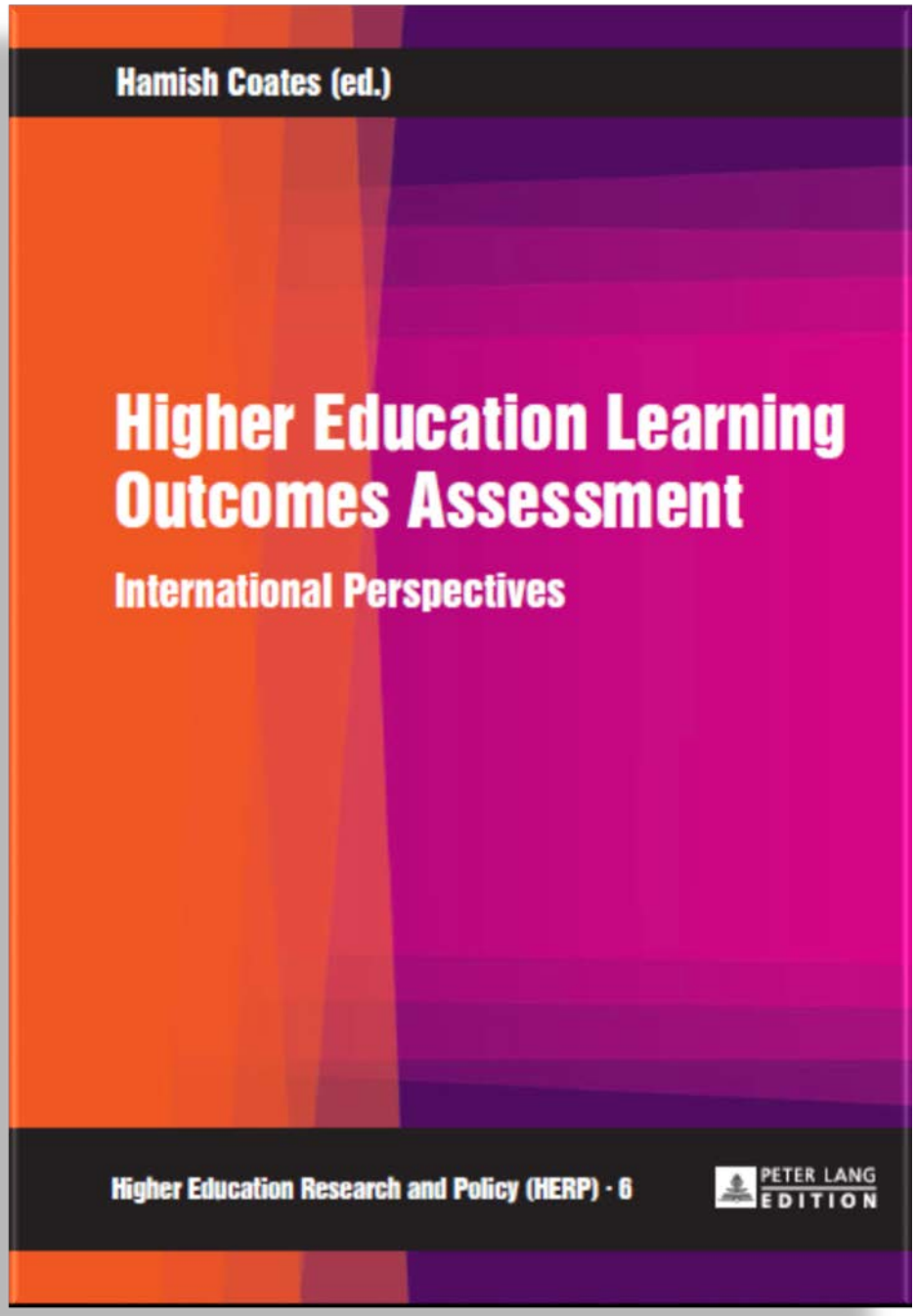
Hamish Coates and Daniel Edwards

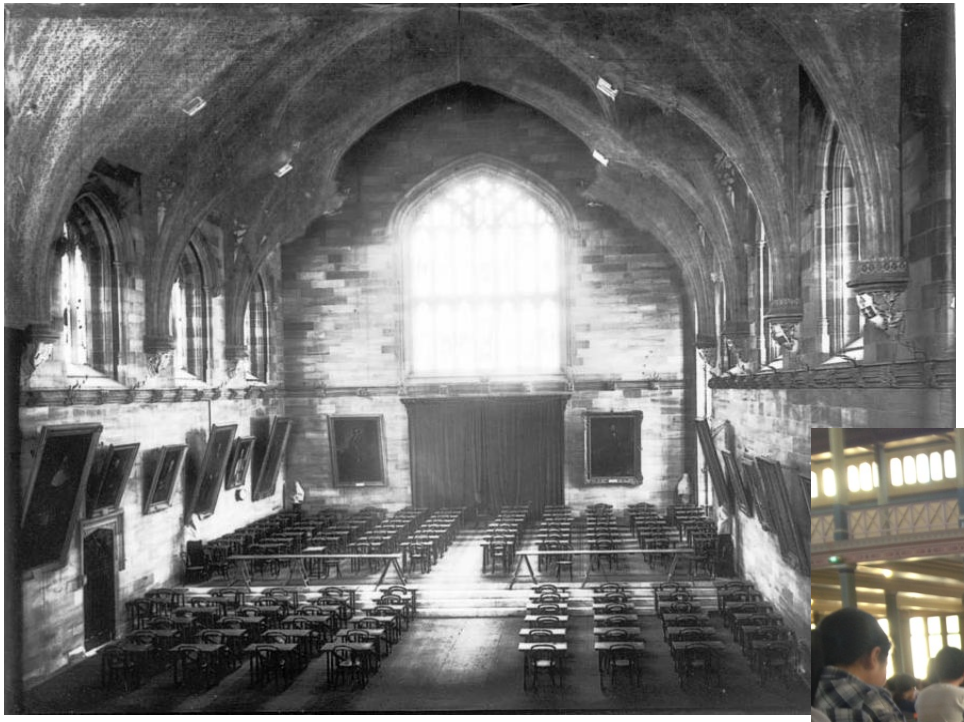
ACER

Australian Council *for* Educational Research
ACN: 004 398 145; ABN: 19 004 398 145

April 2009




Hamish Coates (ed.)
Higher Education Learning Outcomes Assessment
International Perspectives
Higher Education Research and Policy (HERP) · 6
PETER LANG EDITION



Learning in the dark

Despite substantial advances…

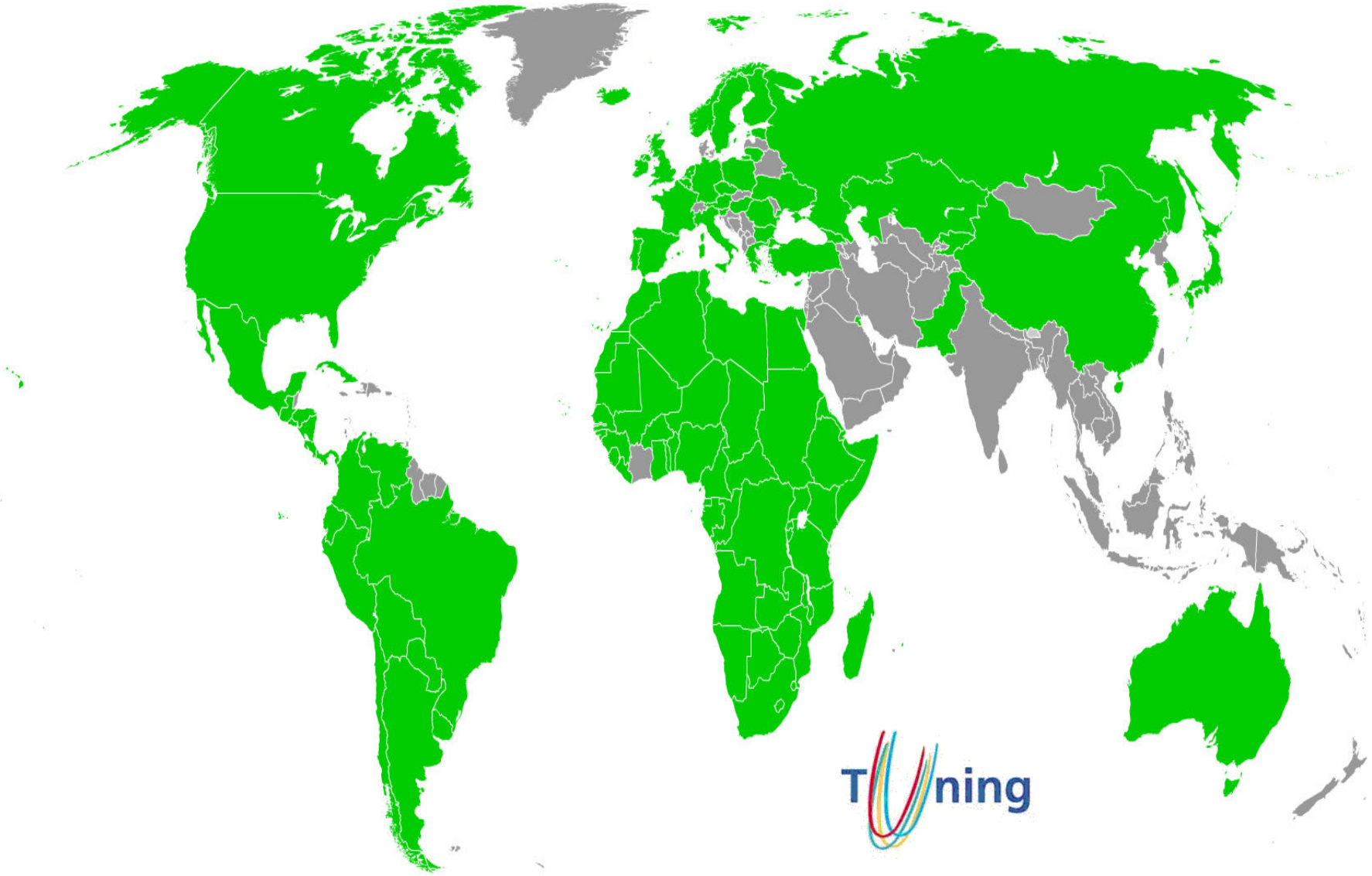
- Electronic learning
- Funding and quality
- More diverse students
- New generations of faculty
- New institutional forms
- New fields and graduate skills

95%

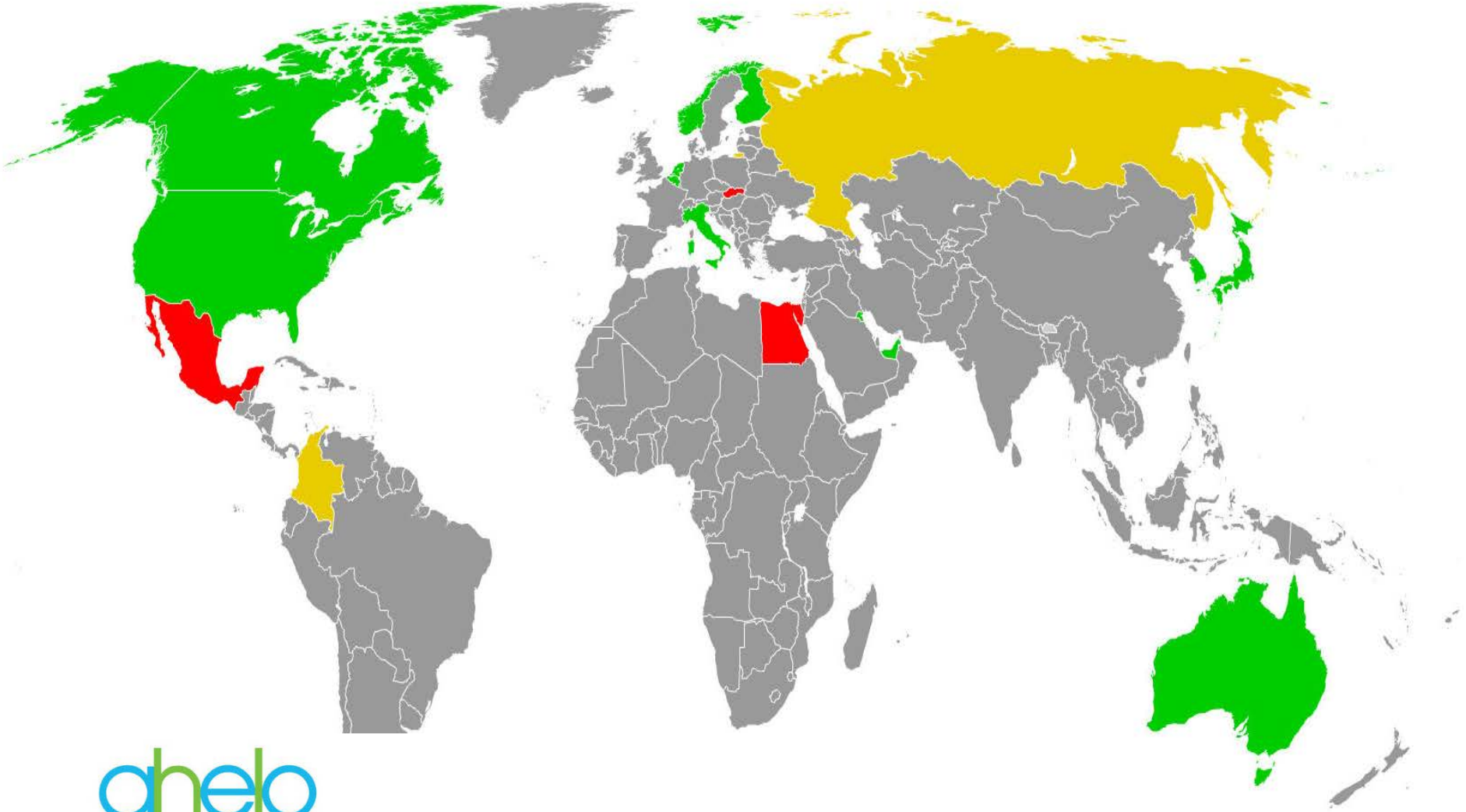
Footnotes
1. Reference (minimum of 2)
2. Definition
3. Extraneous information
BOOKS
PLEASE

75%

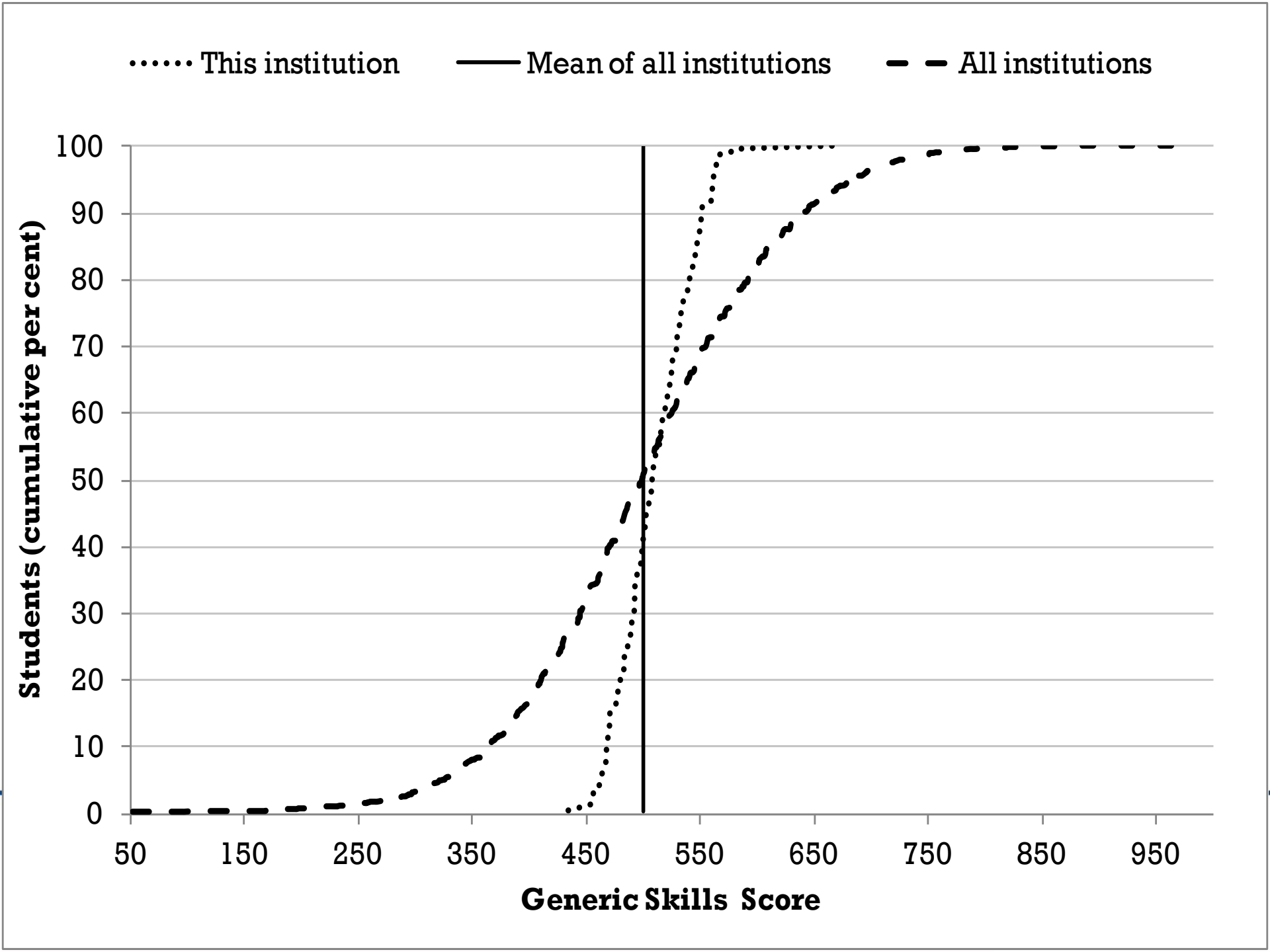
Specifying learning outcomes

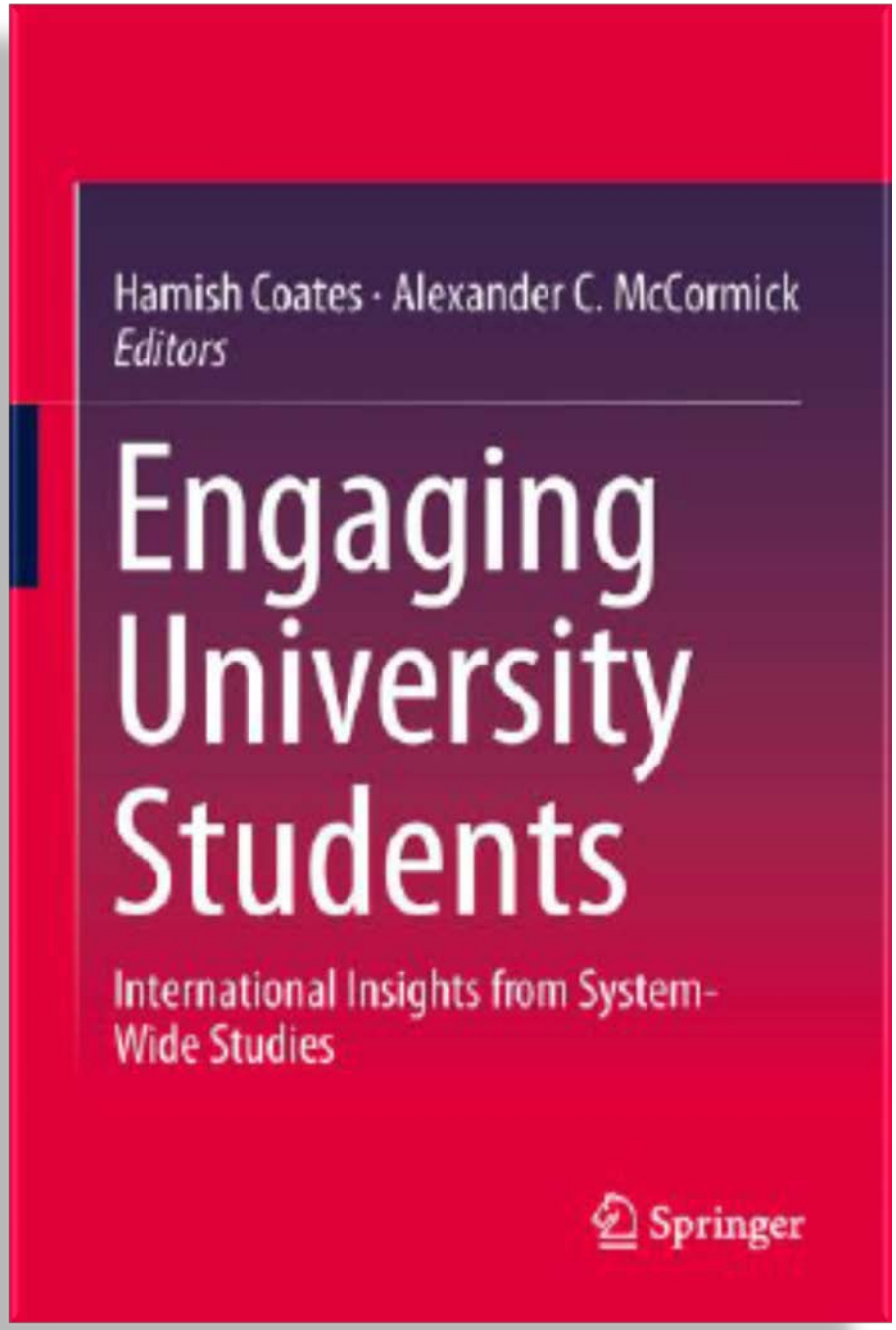


Assessing learning outcomes

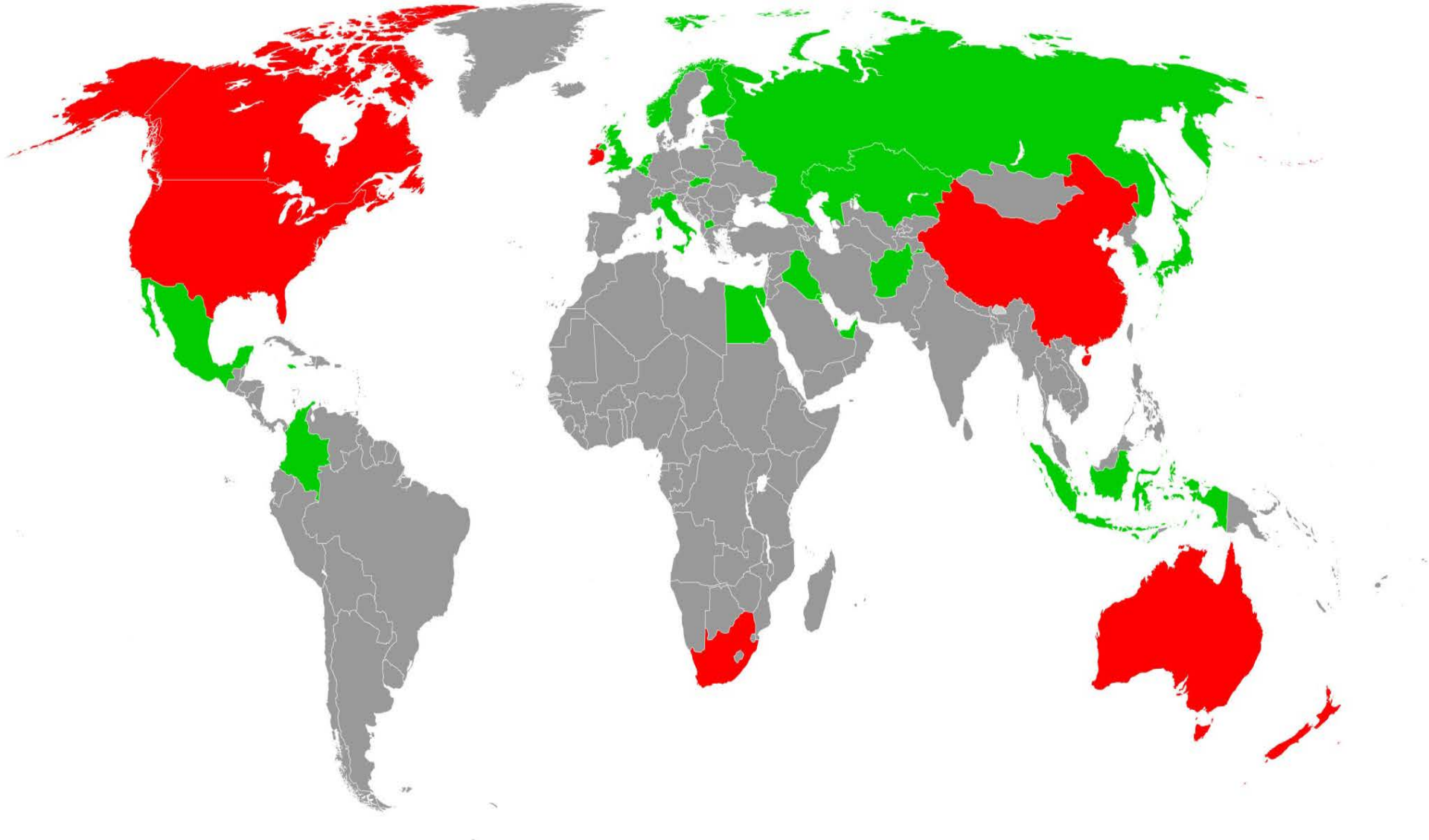


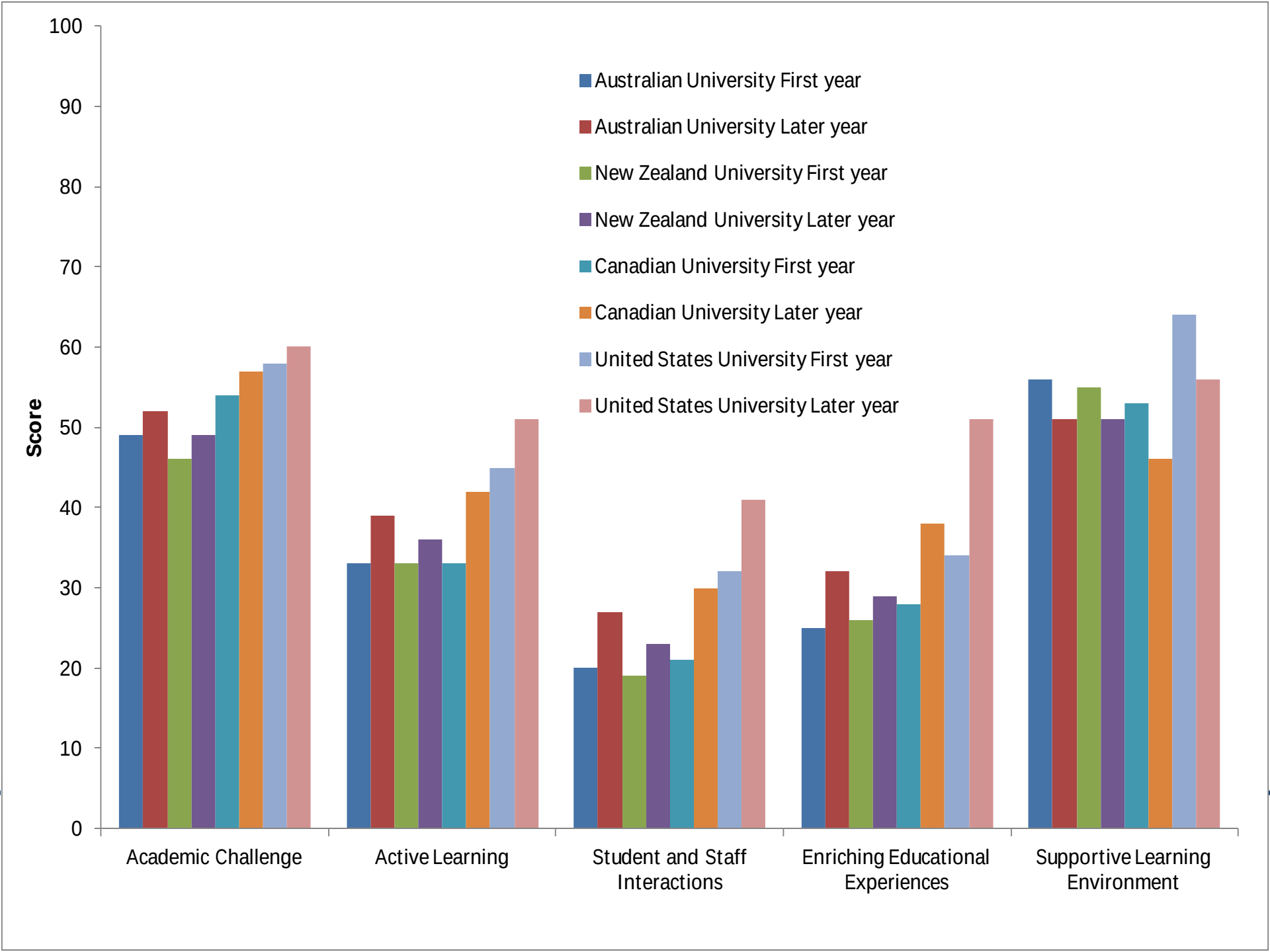
AHELO
Assessment of Higher Education Learning Outcomes


This institution
Mean of all institutions
All institutions
Students (cumulative per cent)
100
90
80
70
60
50
40
30
20
10
0
50
150
250
350
450
550
650
750
850
950
Generic Skills Score

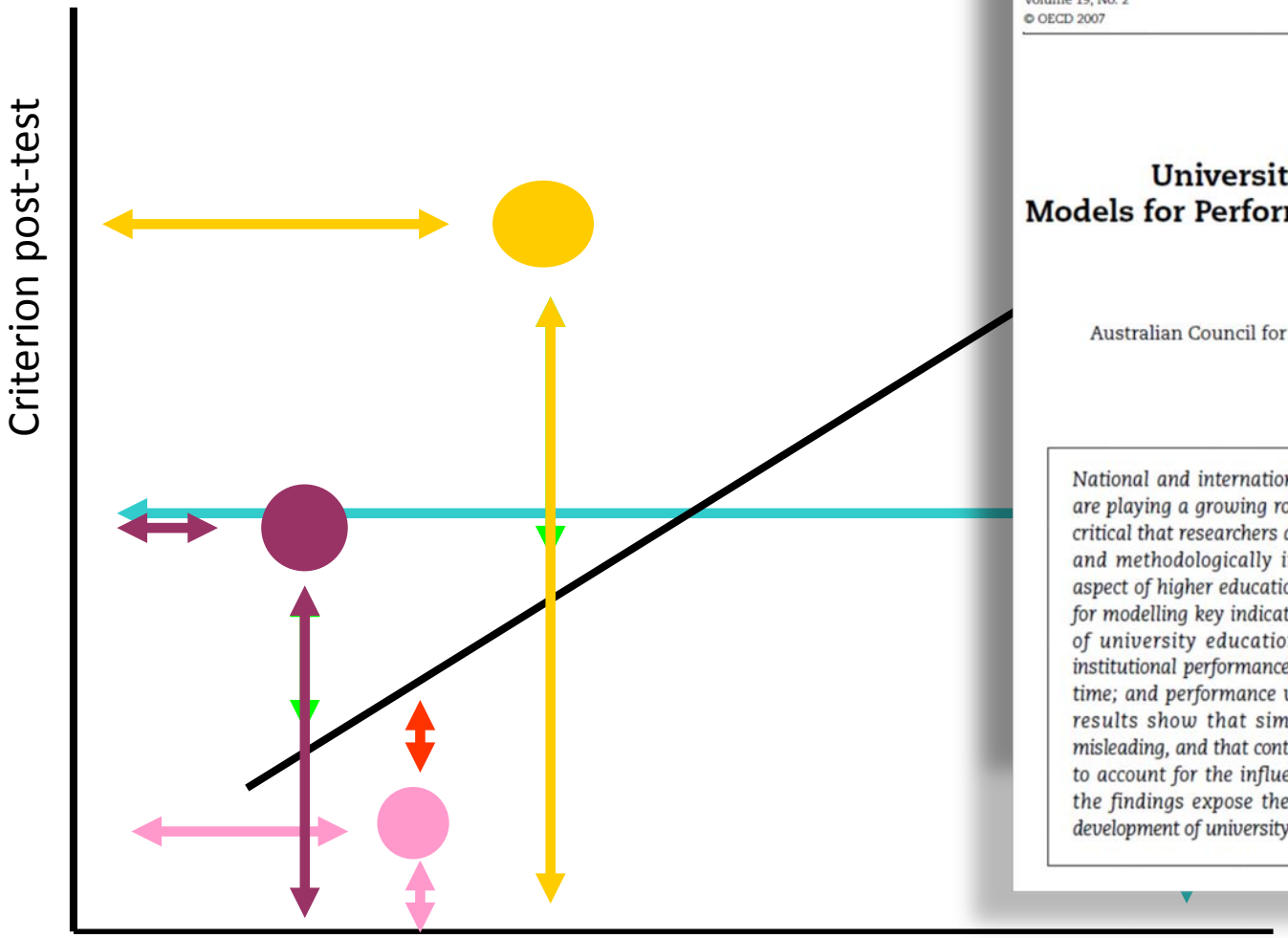

Hamish Coates · Alexander C. McCormick
Editors
Engaging University Students
International Insights from System-Wide Studies
Springer

Engaged learning experience




Score
100
90
80
70
60
50
40
30
20
10
0
Australian University First year
Australian University Later year
New Zealand University First year
New Zealand University Later year
Canadian University First year
Canadian University Later year
United States University First year
United States University Later year
Academic Challenge
Active Learning
Student and Staff Interactions
Enriching Educational Experiences
Supportive Learning Environment

Value-added learning



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Universities on the Catwalk: Models for Performance Ranking in Australia

by
Hamish Coates
Australian Council for Educational Research (ACER), Australia

National and international rankings of institutional performance are playing a growing role in contemporary higher education. It is critical that researchers develop pragmatic, educationally sensitive and methodologically informed approaches for managing this aspect of higher education. This paper compares three approaches for modelling key indicators which underpin a national evaluation of university education in Australia: rankings of aggregate institutional performance; comparisons of institutional change over time; and performance variations within fields of education. The results show that simple institution-level aggregations are misleading, and that contemporary analytical methods must be used to account for the influence of fields of education. More broadly, the findings expose the need for a more robust methodological development of university rankings.

Affordability

- Better disclosure of prices and costs
- Estimates of final/net costs of educational services
  - Contributions
    - Upfront cash
    - Debt repayments
    - Opportunity costs (e.g. foregone earnings.)?
  - Returns
    - Salary (Period? Discount rates? Growth rates?)
    - Non-financial benefits?

Next-generation reports

Areas for improvement…

Less general

Less static

Far less lagged

More intentionality

Beyond ordinality

Consequential

Assure data quality

Better regulation / governance

Establish scope

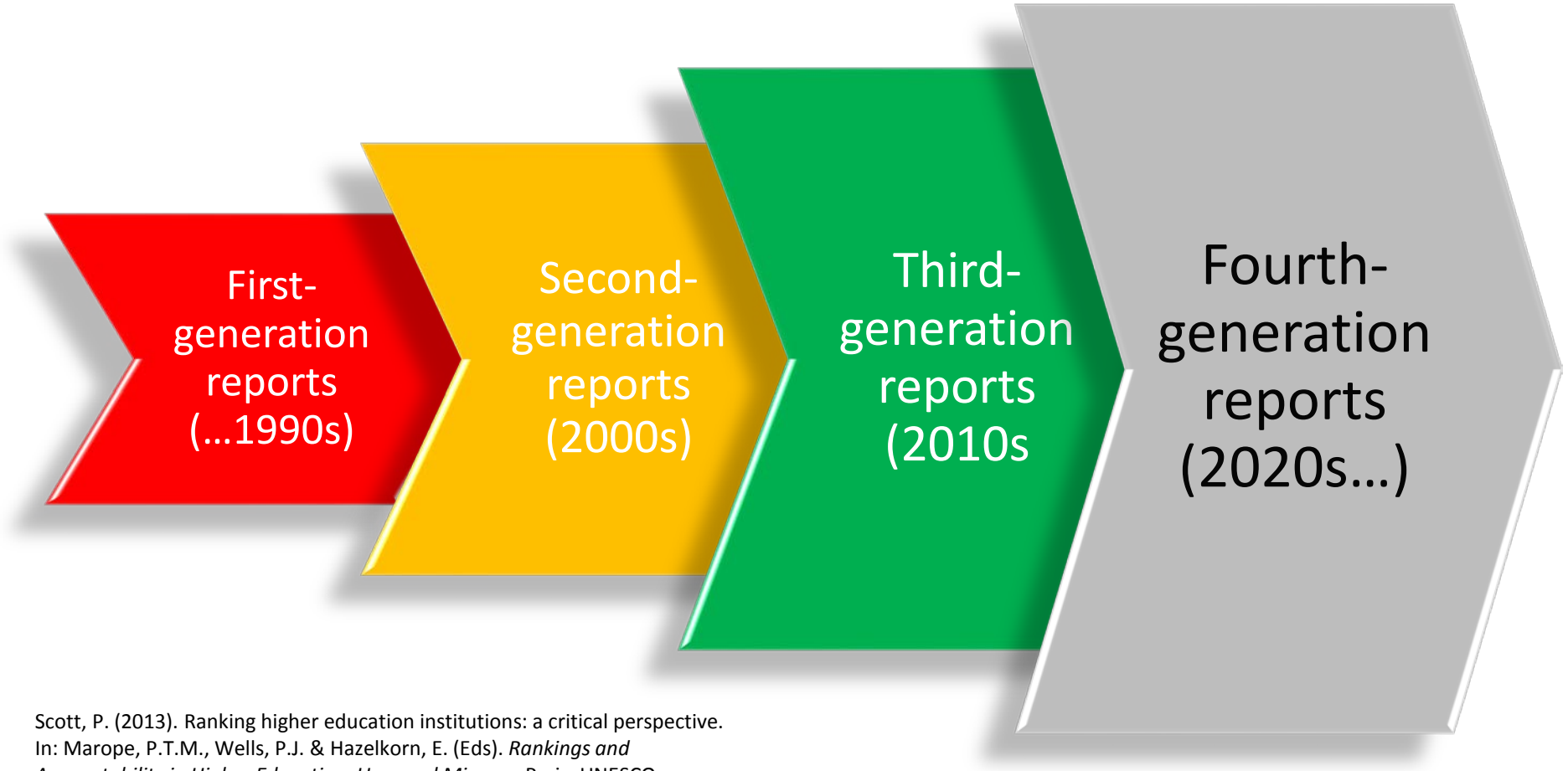
Control proliferation

Beyond printed

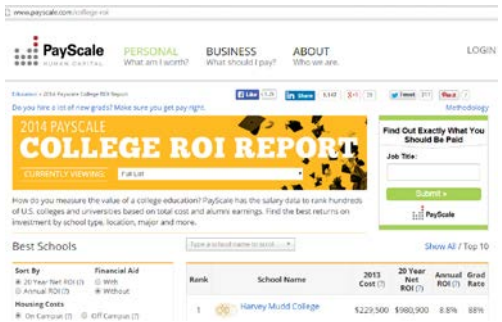
More than annual

Clarify commercial / governmental nature

Nascent but maturing industry



Scott, P. (2013). Ranking higher education institutions: a critical perspective. In: Marope, P.T.M., Wells, P.J. & Hazelkorn, E. (Eds). *Rankings and Accountability in Higher Education: Uses and Misuses*. Paris: UNESCO.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20 Year Net ROI (?)
Annual ROI (?)
Financial Aid
With
Without
Housing Costs
On Campus (?)
Off Campus (?)
Rank
School Name
2013 Cost (?)
20 Year Net ROI (?)
Annual ROI (?)
Grad Rate
1
Harvey Mudd College
$229,500
$980,900
8.8%
88%

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ACCREDITED BUSINESS
Get matched to a school in seconds!
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Street Address:
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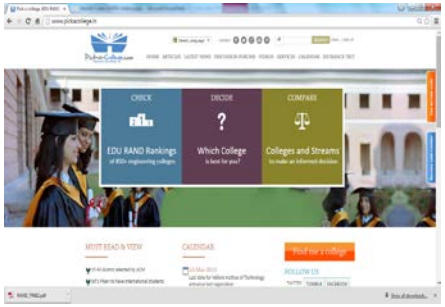
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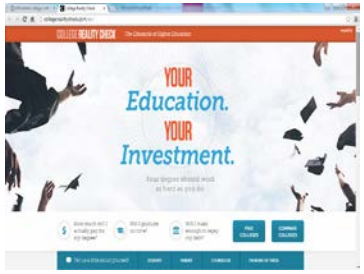
How to Use Net Price Calculators
National Universities
National Liberal Arts Colleges


COLLEGE REALITY CHECK
YOUR
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YOUR
Investment.

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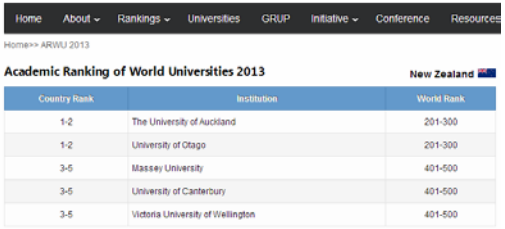
RETURN ON INVESTMENT REPORTS


ACADEMIC RANKING OF WORLD UNIVERSITIES
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Academic Ranking of World Universities 2013
New Zealand
Country Rank
Institution
World Rank
1-2
The University of Auckland
201-300
1-2
University of Otago
201-300
3-5
Massey University
401-500
3-5
University of Canterbury
401-500
3-5
Victoria University of Wellington
401-500

World rankings - Oceania
Rank
Institution
Location
Overall score
27
University of Melbourne
Australia
71.9
38
Australian National University
Australia
71.2
58
University of Sydney
Australia
62.4
74
University of Queensland Australia
Australia
58.6
117
Monash University
Australia
51.1
173
University of Auckland
New Zealand
44.6
173
University of New South Wales
Australia
44.6
189
University of Western Australia
Australia
42.9
201-225
University of Adelaide
Australia
Data withheld by THE
201-225
University of Otago
New Zealand
Data withheld by THE
226-250
Macquarie University
Australia
Data withheld by THE
251-275
Victoria University of Wellington
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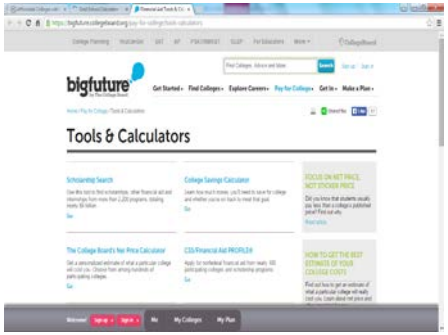
University of Wollongong
Australia
Data withheld by THE
276-300
The University of Newcastle
Australia
Data withheld by THE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College Savings Calculator
The College Board's Net Price Calculator
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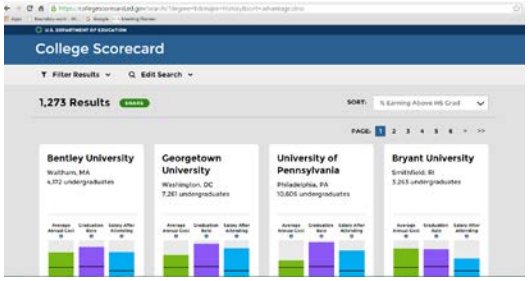
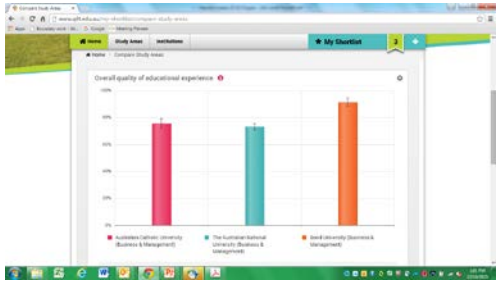
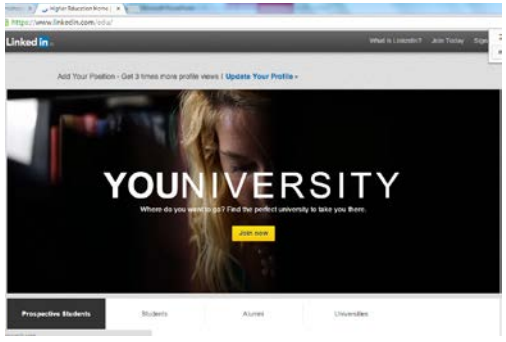
HOW TO GET THE BEST ESTIMATE OF YOUR COLLEGE COSTS


College Scorecard
1,273 Results
Bentley University
Waltham, MA
4,372 undergraduates
Georgetown University
Washington, DC
7,281 undergraduates
University of Pennsylvania
Philadelphia, PA
10,806 undergraduates
Bryant University
Smithfield, RI
5,265 undergraduates


My Shortlist
Overall quality of educational experience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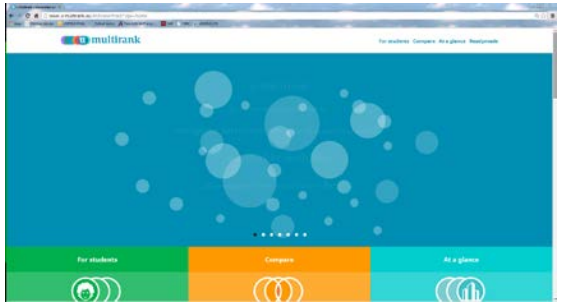
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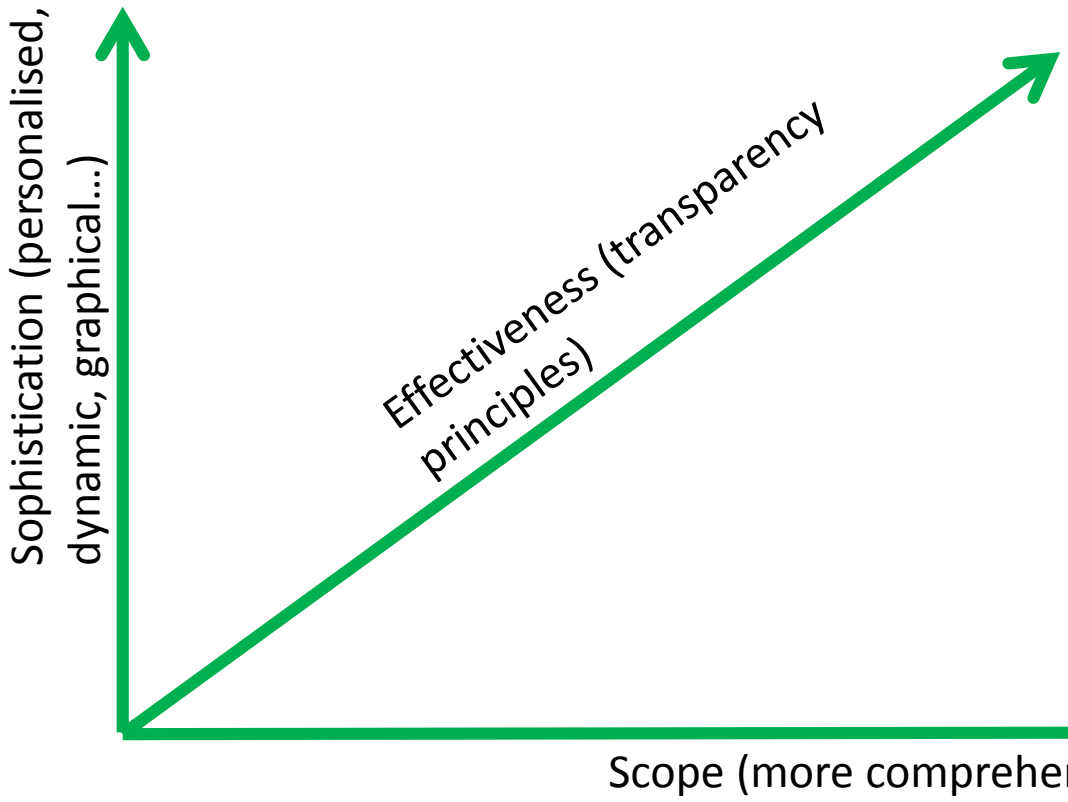
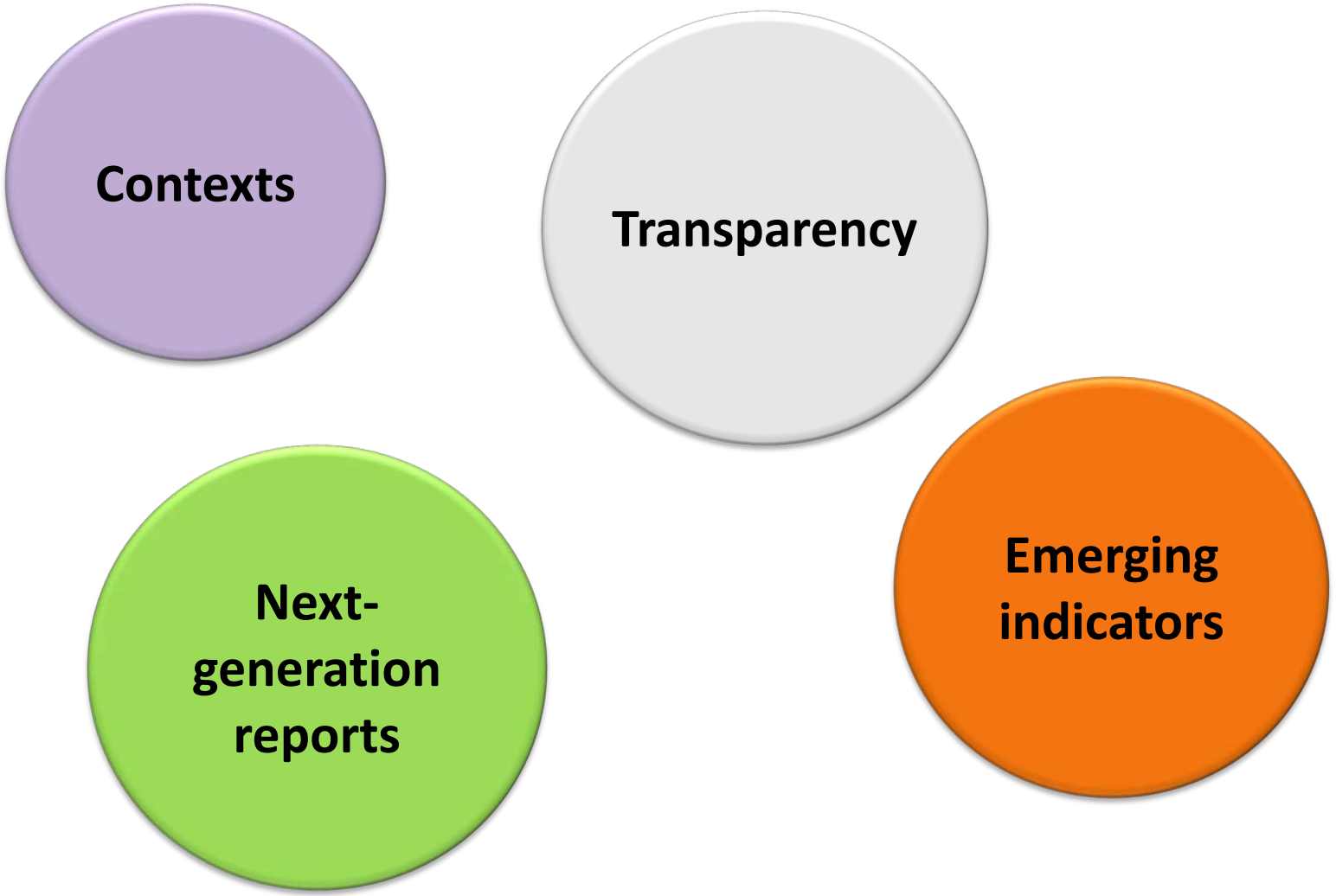
Growth dimensions



→ Substantial opportunities to innovate in this growing field


Contexts
Transparency
Next-generation reports
Emerging indicators

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