Benchmarking in the US: Progress By Learning from Each Other

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Outline

• Background and Rationale
• Needs and uses for Data/Information
• Existing Data Collection Activities
• Collection Mechanisms
• Potential Data for Collection
• Discussion
Background and Rationale

• DAETE Project
• Quality Improvement via sharing lessons learned
• Ability to perform CEE research
• Ability to state impact of programs in aggregate rather than just by one provider
• DAETE 2 project starting
• Common Terminology & Definitions Needed
Needs for/Uses of Data

• Clear vision for data uses should guide what is to be collected
• Benchmarking Needs (US focus rather than on accreditation)
• Wider impact statements
• To utilize the sharing of best practices requires some knowledge of the organization where the best practice exists
## Example

<table>
<thead>
<tr>
<th>FY 2007</th>
<th>GT</th>
<th>RPI</th>
<th>U-Wisconsin</th>
<th>TKK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff (FTE)</td>
<td>107</td>
<td>15.8</td>
<td>65</td>
<td>85</td>
</tr>
<tr>
<td>Revenue</td>
<td>$20,083,000</td>
<td>$7,584,000</td>
<td>$13,000,000</td>
<td>$10,750,000</td>
</tr>
<tr>
<td>SLH</td>
<td>472,490</td>
<td>7,575</td>
<td>215,000</td>
<td>270,000</td>
</tr>
<tr>
<td>SLH/Staff</td>
<td>4,416</td>
<td>481</td>
<td>3,300</td>
<td>3,180</td>
</tr>
<tr>
<td>$/Staff</td>
<td>187,700</td>
<td>481,000</td>
<td>200,000</td>
<td>126,000</td>
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<tr>
<td>$/SLH</td>
<td>42.5</td>
<td>1,000</td>
<td>60</td>
<td>40</td>
</tr>
</tbody>
</table>
Scenarios for Data Usage

• Scenario 1: Staff Efficiency as measured by enrollments/support staff or SLH/staff
• Compare enrollments and staffing levels of my program with a program who is also a centralized unit at a public university
• Consider ratio of non-credit to credit programs, intended audience or business sector
Scenarios for Data Usage

• Scenario 2: qualitative scenario along the lines of policy/strategy or partnership resources?
Scenarios for Data Usage

• Scenario 3: Who is providing leadership in professional organizations in my region, country or international and how do those organizations compare to me?
• Number of papers written
• Staff holding positions in professional societies or other organizations
Existing Data Collection Activities

• Local Level (campus, state)
  – Must submit annual report regarding enrollments and revenues

• Professional Organizations (e.g., UCEA)
  – Voluntary participation in programmatic and management reporting

• Consulting Organizations (e.g., Eduventures)

• Existing reporting in other places?

• Other calls for reporting (e.g., Matkin paper)
Collection Mechanisms

• Typically web based
• Challenges include:
  – Definitions/meanings
  – Inclusive and missing programs/activities (credit programs, conference centers)
  – Time frame of reporting data (calendar, fiscal)
  – Currency conversion
  – Reporting frequency (annual, quarterly, etc)
  – Staff time to prepare, verify and report data
• Software vendor ‘plug-in’?
Potential Data

- Contact Information
- Organizational
- Educational / Delivery formats / Purpose
- Staffing
- Enrollment
- Revenue
- Social/Professional Impact
- Mission
Discussion

• What data is currently reported in the EU?
• What uses of the data do you desire? Comparison, trend-line, temporal, breadth vs depth of data
• What are we missing?
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