# Benchmarking vs Ranking

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20 February 2018
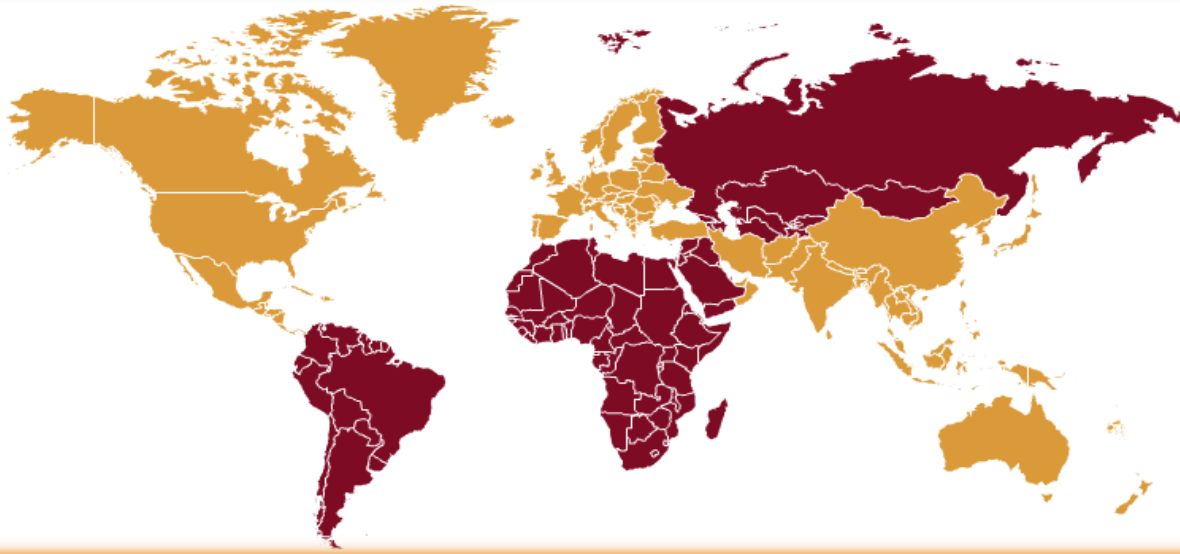
# Overview

- Committed to be more than an international QA Agency

- THE-ICE Four (4) Pillars

  - Recognition

  - Development

  - Promotion

  - Benchmarking

# Overview

Many countries share common concerns about the performance of their higher education systems and would like to learn how well their systems are performing in comparison to others



Cross-country comparisons through international benchmarking will enable countries to learn more about strengths and weaknesses, by identifying what works in higher education

# Benchmarking vs Ranking

## A fine but significant difference

### Benchmarking

- Quality assurance based statistical findings

- Best practice focus

- Measurable (satisfaction levels)

- Trackable (wave on wave)

- Comparable (against other index/indexes)

### Ranking

- Minimal, if any, measurable and quantifiable metrics applied

- Overwhelming for market positioning purposes

- Often conduct by magazines, newspapers and websites

- Possibly academics

# Why do we need change

## UK universities forced to axe 'misleading' rankings claims

Advertising Standards Authority upholds complaints about assertions from six institutions

November 15, 2017

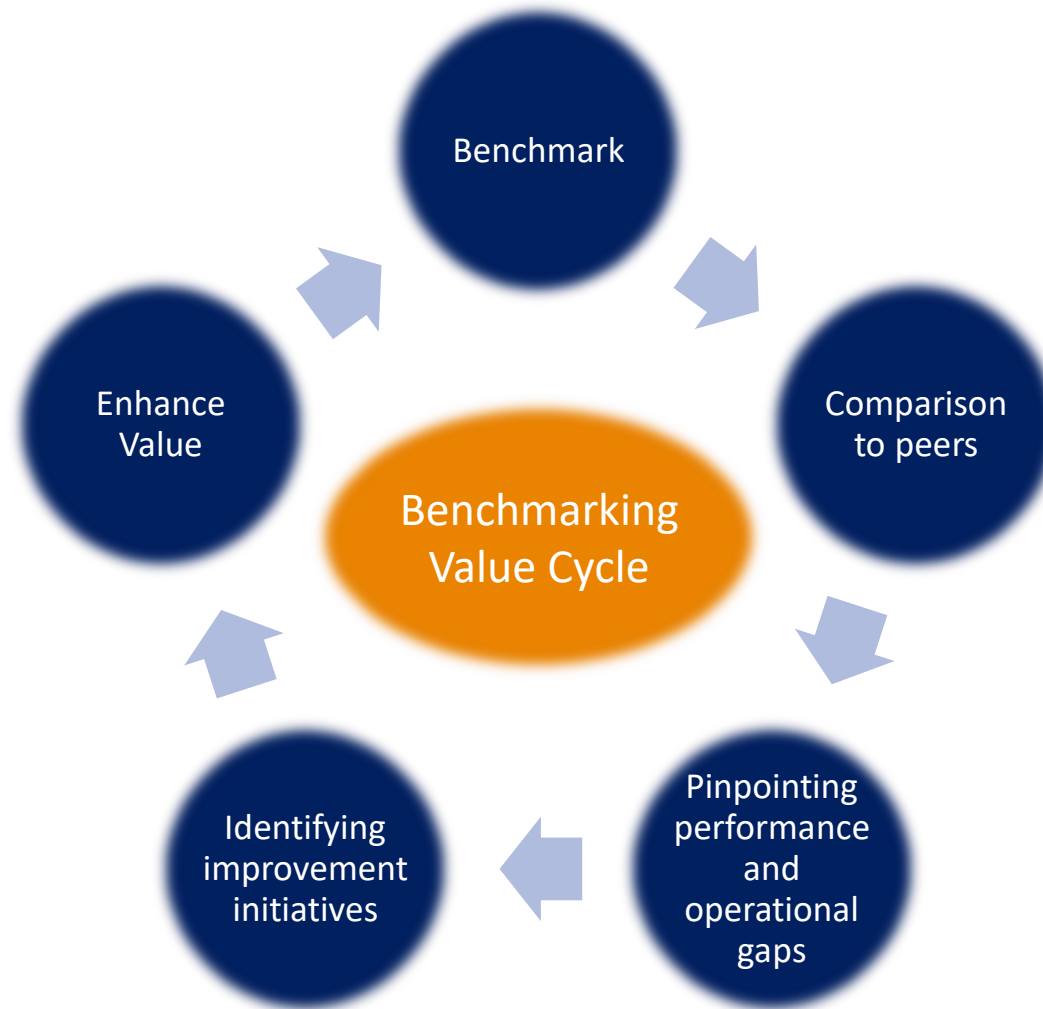### Investigating University Rankings and Evaluation

Critical analysis is being carried out on the various forms of university ranking, with a particular view to revealing their background and methodology and proposing improvements to their structure and implementation.

*"no European higher education ranking system (HERs) demonstrates good overall congruence, mainly due to methodological shortcomings. Results further show that HERSs compiled and published by non-profit research entities seem to perform better than the majority of HERSs published by for-profit news outlets … with quantitative assessment tool(s) helping to explain resource allocation pressures within higher education institutions"*
*source: Stolz, I., Hendel, D.D.&Horn, A.S. High Educ (2010)*

# Benchmarking cycle



Benchmarking Value Cycle

- Benchmark
- Comparison to peers
- Pinpointing performance and operational gaps
- Identifying improvement initiatives
- Enhance Value

# Who is i–graduate

The International Graduate Insight Group (i-graduate) is an independent benchmarking and consultancy service that delivers comparative insights for the education sector worldwide

Developed partnerships with institutions, governments and education-related organisations (such as THE-ICE)

Specialists in the delivery of world-class insight tools and studies for stakeholders in education.

1,400 of the world's leading universities, colleges and schools, government agencies, across 32 countries with feedback from over 2.5 million respondents

# THE–ICE Benchmarking Excellence

## Confidential annual research – THE-ICE ISBSB™ Survey

- Exclusive & mandatory for THE-ICE Member Institutions
- The world's only cross-sectorial, cross-institutional TH&E focussed student satisfaction research
- Confidential benchmarking amongst peer institutions from THE-ICE network and a wider ISBSB Global Index
- Key findings on students'
  - decision making process & expectations
  - importance /satisfaction: ARRIVAL, LIVING, LEARNING & SUPPORT
  - propensity to recommend
  - future plans
  - open comments

*NB: Since 2010, THE-ICE's index became the Global Index for TH&E education*

# Is there a solution – benchmarking vs ranking?

- THE-ICE understands that members are facing increased pressure to produce rankings, which are used for marketing purposes

- Currently working with igraduate to develop measurable benchmark statements for institutions across the 150 elements

**results feed through to academic & industry reputation.**

**Allows you to focus on being a good institution**

# Scope & Methodology

- THE-ICE ISBSB is an Independent feedback process, designed specifically to track the student experiences of national (SB) and international (ISB) students

- Semi-standardised online questionnaire format, adapted and customised for each member

- Addressing key areas of arrival, learning, living and support

# Scope & Methodology

## 2017 THE-ICE ISBSB Survey Wave

| | | |
|---|---|---|
| **11,924 students respondents** | **25 THE-ICE member institutions** | across 10 countries |

- Benchmarked against THE-ICE group, providing measurable institution-specific results

- Results compared against THE-ICE Index and global benchmarks
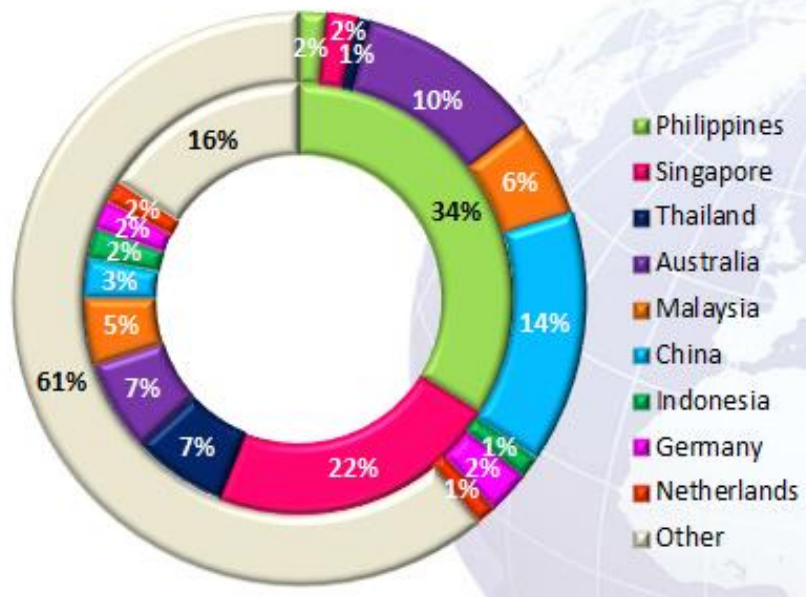
# THE-ICE ISB-SB™ survey report (sample findings)

| THE-ICE Derived importance | LEARNING ISB / Learning elements | Average Satisfaction THE-ICE | Global ISB | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Learning Overall | 2.97 | 3.05 | 2.96 | 2.84 | 2.92 | 3.01 | 2.84 | 2.84 | 2.96 | 3.00 | 3.11 | 3.01 | 2.92 | 3.01 | 2.95 | 2.91 | 2.87 | 3.08 | 3.16 | 3.22 | 2.95 | 2.95 | 3.28 | 2.71 | 3.09 | 3.25 |
| 22% | Academics' English | 3.21 | 3.32 | 3.11 | 3.13 | 2.88 | 3.21 | 3.21 | 2.75 | 3.12 | 2.93 | 3.26 | 3.30 | 3.18 | 3.20 | 3.31 | 2.90 | 3.31 | 3.17 | 3.42 | 3.57 | 3.10 | 3.19 | 3.36 | 3.44 | 3.35 | 3.48 |
| 30% | Marking criteria | 3.05 | 3.08 | 3.17 | 3.10 | 3.00 | 3.08 | 2.86 | 2.89 | 3.07 | 2.84 | 3.16 | 3.11 | 3.04 | 3.09 | 3.01 | 3.08 | 3.10 | 3.17 | 3.21 | 3.26 | 3.25 | 2.84 | 3.26 | 3.15 | 3.23 | 3.39 |
| 31% | Assessment | 3.04 | 3.15 | 3.14 | 3.00 | 2.94 | 3.07 | 2.87 | 2.64 | 3.08 | 2.79 | 3.19 | 3.07 | 3.01 | 3.13 | 2.96 | 3.03 | 3.12 | 3.18 | 3.15 | 3.27 | 3.20 | 3.00 | 3.30 | 3.22 | 3.30 | 3.43 |
| 34% | Careers advice | 2.97 | 2.87 | 3.16 | 3.00 | 3.03 | 2.93 | 2.85 | 2.93 | 2.96 | 2.76 | 3.16 | 3.10 | 2.95 | 3.04 | 2.87 | 2.65 | 2.93 | 3.01 | 3.04 | 3.17 | 3.05 | 2.70 | 2.96 | 3.29 | 3.18 | 3.32 |
| 37% | Course content | 3.07 | 3.18 | 3.27 | 3.11 | 2.94 | 3.05 | 2.97 | 2.86 | 3.01 | 2.99 | 3.35 | 3.10 | 3.00 | 3.16 | 3.04 | 2.97 | 2.99 | 3.22 | 3.36 | 3.33 | 3.15 | 2.97 | 3.25 | 3.19 | 3.23 | 3.39 |
| 60% | Managing research | 3.23 | 3.26 | N/A | N/A | N/A | N/A | N/A | N/A | NSV | N/A | NSV | N/A | NSV | N/A | NSV | N/A | N/A | NSV | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 28% | Class size | 3.11 | 3.16 | 3.15 | 3.14 | 2.91 | 3.10 | 2.89 | 2.93 | 2.96 | 3.36 | 3.21 | 3.16 | 2.91 | 3.14 | 3.20 | 3.25 | 3.08 | 3.23 | 3.74 | 3.48 | 3.10 | 3.24 | 3.57 | 3.22 | 3.17 | 3.48 |
| 34% | Expert lecturers | 3.15 | 3.30 | 3.20 | 3.16 | 2.91 | 3.12 | 3.11 | 2.82 | 3.12 | 2.94 | 3.35 | 3.17 | 3.08 | 3.16 | 3.02 | 3.13 | 3.13 | 3.22 | 3.62 | 3.49 | 3.30 | 3.20 | 3.46 | 3.33 | 3.34 | 3.39 |
| 36% | Employability | 3.07 | 2.97 | 3.23 | 3.07 | 2.91 | 3.07 | 2.94 | 2.96 | 3.06 | 2.97 | 3.35 | 3.16 | 3.03 | 3.15 | 2.94 | 2.74 | 3.09 | 3.08 | 3.18 | 3.20 | 3.05 | 2.94 | 3.23 | 3.44 | 3.20 | 3.39 |
| 36% | Good teachers | 3.09 | 3.17 | 3.27 | 3.04 | 2.97 | 3.06 | 3.06 | 2.82 | 3.03 | 2.80 | 3.41 | 3.03 | 3.05 | 3.21 | 2.97 | 2.88 | 3.07 | 3.23 | 3.26 | 3.43 | 3.15 | 2.92 | 3.07 | 3.37 | 3.30 | 3.48 |
| 42% | Topic selection | 3.07 | 3.18 | 3.09 | NSV | NSV | 3.08 | 3.03 | NSV | 3.11 | NSV | NSV | NSV | 2.77 | N/A | 3.00 | NSV | NSV | 3.46 | 3.17 | 3.17 | NSV | NSV | NSV | 3.45 | N/A | 3.64 |
| 35% | Training facilities | 3.09 | N/A | 3.13 | 3.15 | 3.07 | N/A | 3.01 | 2.56 | N/A | 3.07 | 3.26 | 3.13 | 3.01 | 2.91 | 3.09 | 2.88 | 3.20 | N/A | 3.27 | 3.41 | 3.05 | 2.94 | 3.36 | 3.29 | 3.00 | N/A |
| 24% | Online library | 3.10 | 3.31 | 3.06 | 3.09 | 3.00 | 3.05 | 3.04 | 2.63 | 3.19 | 3.07 | 3.27 | 3.12 | 3.10 | 2.91 | 3.11 | 3.39 | 3.01 | 3.35 | 2.98 | 3.51 | 3.21 | 2.82 | 2.72 | 3.33 | 2.65 | 3.39 |
| 29% | Physical library | 3.08 | 3.29 | 3.29 | 3.16 | 3.06 | 3.10 | 2.95 | 2.79 | 3.21 | 3.14 | 3.27 | 3.08 | 3.02 | 2.83 | 3.11 | 3.30 | 3.07 | 3.21 | 3.11 | 3.35 | 3.40 | 2.92 | 3.00 | 2.78 | 2.58 | 3.41 |
| 26% | Learning support | 3.15 | 3.22 | 3.14 | 3.03 | 2.88 | 3.10 | 3.07 | 2.96 | 3.06 | 3.10 | 3.17 | 3.24 | 3.17 | 3.15 | 3.11 | 3.28 | 3.19 | 3.22 | 3.41 | 3.47 | 3.20 | 3.34 | 3.15 | 3.31 | 3.21 | 3.43 |
| 32% | Learning spaces | 3.11 | 3.23 | 3.05 | 3.20 | 2.85 | 3.06 | 3.09 | 2.61 | 2.91 | 3.16 | 3.26 | 3.15 | 2.94 | 2.90 | 3.14 | 3.05 | 3.26 | 3.12 | 3.72 | 3.51 | 3.25 | 2.97 | 3.61 | 3.23 | 3.10 | 3.48 |
| 43% | Laboratories | 3.09 | 3.25 | NSV | N/A | NSV | 3.02 | NSV | N/A | 3.01 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 3.20 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 3.38 |
| 29% | Language support | 3.15 | 3.20 | 3.09 | 3.12 | 3.03 | 3.17 | 3.14 | 2.69 | 3.05 | 3.03 | 3.35 | 3.09 | 3.07 | 3.19 | 3.13 | 2.91 | 3.20 | 3.31 | 3.14 | 3.51 | 3.35 | 3.10 | 3.50 | 3.32 | 3.36 | 3.45 |
| 26% | Multicultural | 3.25 | 3.25 | 3.25 | 3.18 | 2.91 | 3.25 | 3.21 | 2.89 | 3.17 | 3.37 | 3.35 | 3.09 | 3.26 | 3.16 | 3.24 | 2.97 | 3.46 | 3.18 | 3.24 | 3.70 | 3.00 | 3.49 | 3.62 | 3.58 | 3.48 | 3.48 |
| 38% | Course organisation | 3.00 | 3.10 | 3.19 | 3.07 | 2.84 | 2.98 | 2.96 | 2.54 | 3.00 | 2.69 | 3.28 | 2.99 | 2.92 | 3.04 | 3.04 | 2.76 | 2.81 | 3.23 | 3.38 | 3.26 | 2.90 | 2.81 | 2.96 | 3.37 | 3.13 | 3.39 |
| 32% | Performance feedback | 3.03 | 3.09 | 3.08 | 3.12 | 2.88 | 3.08 | 2.86 | 2.81 | 3.04 | 2.81 | 3.07 | 3.08 | 3.02 | 3.17 | 2.97 | 2.81 | 3.08 | 3.08 | 3.13 | 3.37 | 3.00 | 2.69 | 3.15 | 3.20 | 3.29 | 3.41 |
| 37% | Quality lectures | 3.08 | 3.13 | 3.17 | 3.12 | 2.79 | 3.07 | 3.02 | 2.79 | 3.03 | 2.80 | 3.40 | 3.13 | 3.03 | 3.17 | 2.93 | 3.05 | 3.04 | 3.17 | 3.53 | 3.40 | 3.40 | 2.86 | 3.32 | 3.26 | 3.16 | 3.48 |
| 30% | Research | 3.06 | 3.14 | 3.22 | 3.11 | 2.74 | 3.06 | 3.02 | 2.71 | 2.99 | 2.86 | 3.15 | 3.16 | 3.02 | 3.04 | 3.04 | 2.88 | 3.01 | 3.14 | 3.20 | 3.10 | 3.05 | 3.08 | 3.08 | 3.24 | 3.35 |
| 28% | Technology | 3.03 | 3.26 | 3.20 | 2.86 | 2.91 | 3.02 | 2.95 | 2.68 | 3.18 | 3.06 | 3.03 | 3.18 | 2.91 | 2.97 | 3.19 | 2.68 | 3.14 | 2.94 | 2.99 | 3.25 | 2.60 | 3.00 | 3.35 | 2.74 | 3.48 |
| 26% | Virtual learning | 3.12 | 3.25 | 3.17 | 3.04 | 3.03 | 3.06 | 3.03 | 2.75 | 3.03 | 3.04 | 3.34 | 3.27 | 3.09 | 3.01 | 3.21 | 3.09 | 3.20 | 3.34 | 3.23 | 3.29 | 3.35 | 2.83 | 3.19 | 3.31 | 2.97 | 3.39 |
| 34% | Work experience | 3.05 | 2.83 | 3.25 | 3.10 | 3.03 | 2.99 | 2.96 | 2.86 | 3.04 | 3.05 | 3.15 | 3.20 | 2.99 | 3.17 | 2.99 | 2.85 | 2.97 | 2.92 | 3.22 | 3.38 | 2.95 | 2.91 | 3.00 | 3.36 | 3.07 | 3.39 |

# THE-ICE ISB-SB™ survey report (sample findings)

## Nationality breakdown: THE-ICE (inner circle) vs Global Index (outer circle)



THE-ICE (9454, inner circle) vs ISBSB (266,373, outer circle)

Legend:
- Philippines
- Singapore
- Thailand
- Australia
- Malaysia
- China
- Indonesia
- Germany
- Netherlands
- Other

## Benchmarking Learning Satisfaction (Domestic Students)

| Learning Elements SB | LEARNING SATISFACTION | | THE-ICE +/- |
| --- | --- | --- | --- |
| | Global Index | THE-ICE (7,095) | |
| LEARNING OVERALL | 3.07 | 3.12 | 0.05 |
| Academics' English | 3.39 | 3.25 | -0.13 |
| Marking criteria | 2.95 | 3.11 | 0.16 |
| Assessment | 3.09 | 3.10 | 0.01 |
| Careers advice | 2.84 | 3.15 | 0.31 |
| Course content | 3.22 | 3.19 | -0.03 |
| The size of the classes | 3.14 | 3.17 | 0.04 |
| Expert lecturers | 3.42 | 3.22 | -0.21 |
| Employability | 3.02 | 3.25 | 0.23 |
| Good teachers | 3.18 | 3.18 | 0.00 |
| Topic selection | 3.19 | 3.08 | -0.11 |
| Online library | 3.27 | 3.15 | -0.12 |
| Physical library | 3.26 | 3.22 | -0.04 |
| Learning support | 3.15 | 3.11 | -0.04 |
| Learning spaces | 3.17 | 3.11 | -0.06 |
| Laboratories | 3.26 | 2.98 | -0.28 |
| Language support | 3.11 | 3.13 | 0.02 |
| Multicultural | 3.14 | 3.19 | 0.06 |
| Course organisation | 3.02 | 3.10 | 0.08 |
| Performance feedback | 2.97 | 3.09 | 0.12 |
| Quality lectures | 3.13 | 3.16 | 0.02 |
| Research | 3.14 | 3.11 | -0.03 |
| Technology | 3.13 | 3.08 | -0.05 |
| Virtual learning | 3.15 | 3.11 | -0.05 |
| Training facilities | 3.17 | 3.17 | 0.00 |
| Work experience | 2.91 | 3.23 | 0.32 |

# THE-ICE ISB-SB™ survey report (sample findings)

## Key influence – choice of institution (International Students)

| HELPED TO CHOOSE - ISB | % Importance | | Institution | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Helped to choose elements | THE-ICE | Global ISB | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 20 | 22 | 24 |
| Agent | 55% | 31% | 25% | 38% | 10% | 57% | 69% | 8% | 57% | 43% | 30% | 68% | 66% | 58% | 70% | 6% | 51% | 62% | 16% | 19% | 62% | 76% | 42% |
| Friends | 29% | 33% | 17% | 40% | 20% | 35% | 19% | 15% | 36% | 20% | 52% | 38% | 28% | 30% | 31% | 13% | 10% | 24% | 24% | 32% | 38% | 24% | 50% |
| Family | 30% | 27% | 33% | 30% | 60% | 29% | 19% | 54% | 28% | 29% | 62% | 47% | 41% | 18% | 35% | 19% | 26% | 14% | 20% | 42% | 31% | 10% | 50% |
| Social Networking site | 16% | 11% | 8% | 8% | 0% | 11% | 17% | 15% | 15% | 14% | 24% | 22% | 18% | 12% | 28% | 6% | 21% | 19% | 8% | 21% | 15% | 14% | 8% |
| Careers advisor | 9% | 8% | 8% | 6% | 20% | 7% | 10% | 0% | 1% | 9% | 38% | 13% | 9% | 12% | 11% | 0% | 7% | 14% | 12% | 6% | 8% | 5% | 0% |
| Institution website | 24% | 38% | 0% | 10% | 0% | 22% | 25% | 23% | 21% | 34% | 38% | 19% | 28% | 7% | 30% | 31% | 32% | 5% | 52% | 39% | 23% | 29% | 17% |
| Alumni | 13% | 17% | 17% | 10% | 20% | 8% | 14% | 15% | 22% | 11% | 30% | 24% | 13% | 7% | 7% | 13% | 17% | 10% | 12% | 13% | 0% | 5% | 0% |
| Current students | 13% | 16% | 0% | 10% | 20% | 9% | 9% | 0% | 21% | 29% | 48% | 19% | 12% | 7% | 11% | 6% | 4% | 10% | 20% | 19% | 0% | 0% | 8% |
| Education exhibition/fair | 7% | 4% | 0% | 2% | 0% | 4% | 8% | 0% | 12% | 9% | 12% | 6% | 13% | 7% | 7% | 0% | 8% | 5% | 8% | 11% | 8% | 0% | 0% |
| A visit to the institution | 13% | 11% | 8% | 13% | 0% | 14% | 8% | 15% | 23% | 14% | 24% | 6% | 14% | 5% | 9% | 6% | 7% | 5% | 28% | 34% | 23% | 10% | 0% |
| Teacher tutor | 10% | 14% | 0% | 14% | 20% | 8% | 6% | 0% | 3% | 6% | 46% | 20% | 9% | 5% | 6% | 0% | 11% | 14% | 16% | 3% | 8% | 14% | 8% |
| Other | 4% | 5% | 0% | 17% | 0% | 1% | 4% | 15% | 1% | 3% | 18% | 1% | 2% | 5% | 2% | 13% | 3% | 0% | 8% | 8% | 15% | 5% | 0% |
| Employer | 6% | 4% | 8% | 5% | 10% | 7% | 7% | 8% | 2% | 3% | 18% | 13% | 3% | 4% | 7% | 25% | 4% | 5% | 8% | 10% | 0% | 5% | 0% |
| Independent website | 7% | 7% | 0% | 0% | 0% | 3% | 12% | 15% | 4% | 11% | 10% | 4% | 6% | 3% | 2% | 6% | 14% | 10% | 16% | 10% | 8% | 0% | 8% |
| Prospectus | 6% | 14% | 0% | 2% | 0% | 3% | 7% | 8% | 8% | 0% | 10% | 5% | 7% | 3% | 2% | 19% | 6% | 5% | 24% | 8% | 8% | 0% | 0% |
| An advert for this institution | 5% | 2% | 0% | 3% | 0% | 3% | 7% | 0% | 2% | 6% | 24% | 12% | 5% | 3% | 7% | 0% | 4% | 5% | 4% | 2% | 8% | 0% | 0% |
| Staff of this institution | 7% | 11% | 0% | 2% | 10% | 7% | 5% | 15% | 7% | 6% | 16% | 7% | 6% | 3% | 7% | 6% | 3% | 5% | 4% | 26% | 15% | 5% | 0% |
| Other media or press | 6% | 4% | 0% | 0% | 0% | 3% | 7% | 0% | 5% | 0% | 18% | 5% | 6% | 1% | 7% | 19% | 8% | 10% | 16% | 3% | 0% | 0% | 0% |
| League tables | 3% | 22% | 0% | 0% | 0% | 1% | 7% | 8% | 2% | 0% | 4% | 6% | 1% | 1% | 2% | 0% | 3% | 5% | 20% | 0% | 0% | 0% | 8% |
| Home government advisor | 5% | 4% | 0% | 8% | 10% | 5% | 2% | 0% | 2% | 6% | 42% | 6% | 5% | 1% | 4% | 0% | 1% | 0% | 4% | 0% | 0% | 0% | 0% |
| Host government advisory service | 2% | 3% | 0% | 6% | 0% | 2% | 0% | 0% | 1% | 0% | 8% | 5% | 2% | 1% | 2% | 0% | 1% | 0% | 4% | 0% | 0% | 0% | 0% |

# THE-ICE ISB-SB™ survey report (sample findings)

*What do you plan to do after your current programme of study?*
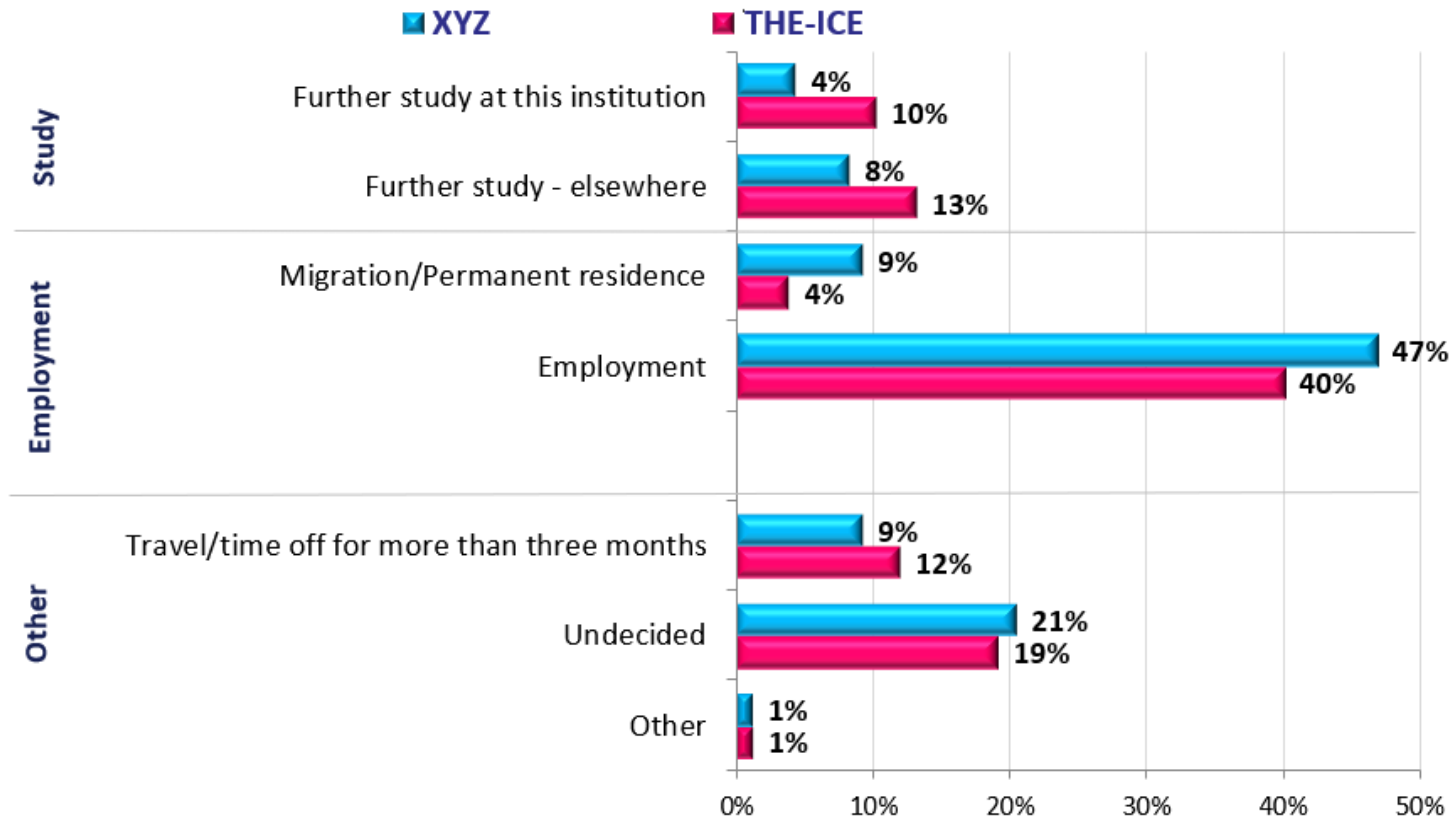
# THE-ICE ISB-SB™ survey report (sample findings)

*Arrival satisfaction International students – wave-on-wave 2015 vs 2014*



Wave-on-wave Arrival Satisfaction
ABC 2015 (000)   ABC 2014 (0000)
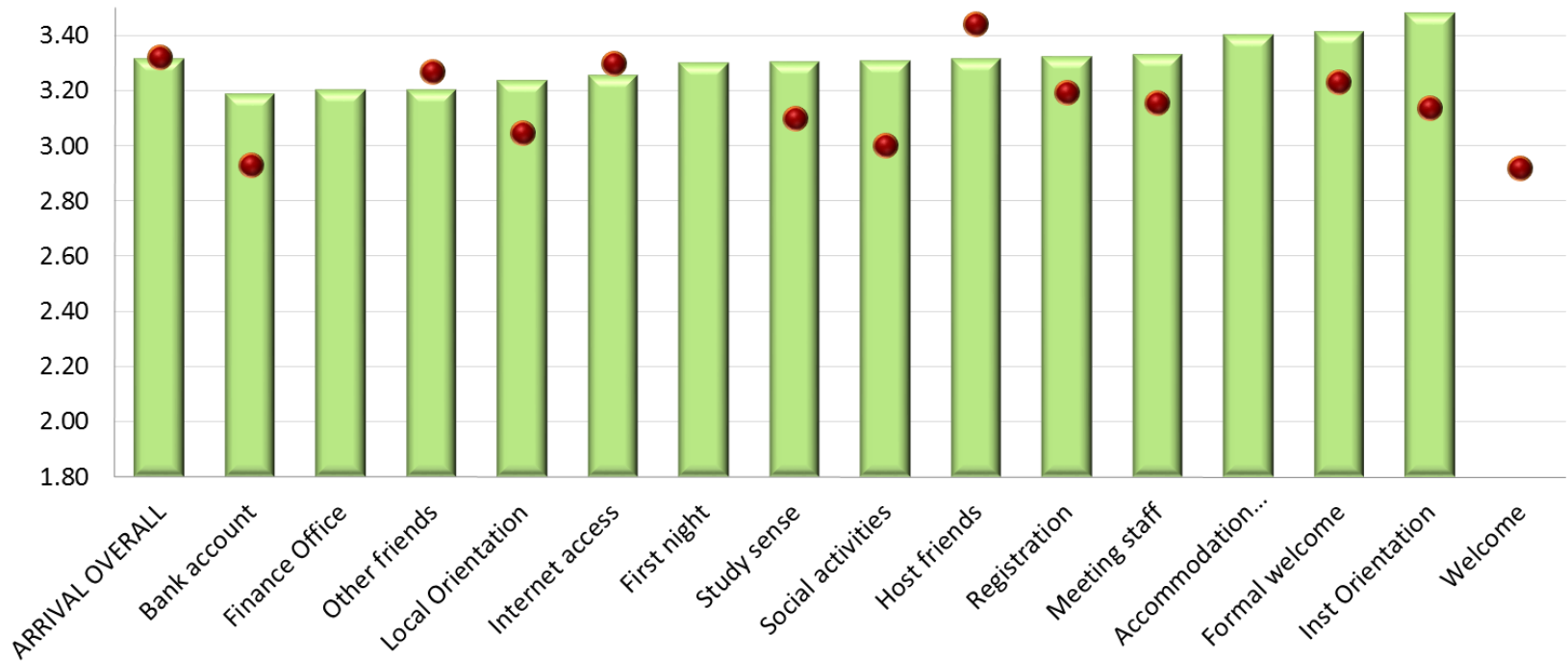
# Why is benchmarking important?

Benchmarking 'higher education system performance' will contribute towards improvement across different higher education systems

# Working together for a fairer system

- THE-ICE
- i-graduate
- THE-ICE Member Institutions

THE-ICE have been working with igraduate towards achieving these objectives within TH&E higher education since 2007

# For more information, please contact:
# Ms Jane Gentle

**Sources:**

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