

A Performance Management System for the Department of Student Recruitment and Global Engagement at the University of Victoria

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Executive Summary

This report represents the results of research focused on the context and design of a performance measurement system to generate information in support of the development, implementation, review and renewal of the Department of Student Recruitment and Global Engagement (SRGE) at the University of Victoria (UVic). The goal of the project was to recommend a performance measurement system to assist the Division of Student Affairs (STUA) and SRGE in meeting the overall international recruitment and internationalization objectives in the University Strategic Plan.

The research questions that guided this project were: What is an effective performance measurement system to assist SRGE in meeting recruitment and internationalization objectives as stated in the University Strategic Plan? What are the optimum strategies for putting such a system in place?

Project Objectives

The objective of the project was to provide a comprehensive literature review of performance management systems, a logic model for SRGE, and recommendations to the Division of Student Affairs on a performance measurement system for use in aligning SRGE unit activities, programs, and services. In addition, guidance on how best to implement the performance measurement structure in SRGE was requested. The intent is to use the recommended performance measurement method to develop detailed performance measures that will provide internal decision makers and management with data and information on which to base future operational decisions, resource allocation to support performance measures, and continuous improvement of university activities in SRGE.

Methods

The research approach for this project included both qualitative and quantitative methods, which are designed to understand the issues related to developing a performance measurement system. A series of interviews (qualitative approach) was used to seek input from key stakeholders regarding the factors critical for successful implementation of a performance measurement system. These include design of the performance measurement system, clarification of mandate, senior management commitment and involvement of employees,

communication process, development process, and availability of time and resources (Striteska and Spickova 2012, pp. 3-4).

A quantitative approach was employed to review internal UVic data relating to the quantity and diversity of international students and partnership agreements. This included a historical review over the past three years of measurements relating to academic partnership and activity and student mobility (international student enrolment, exchange student enrolment, visiting students and scholars, etc.). This data was then used to inform the development of a logic model for SRGE.

Both the qualitative and quantitative methods used in this project informed the report recommendations.

Summary of Findings

The interviews completed confirmed that SRGE is not currently utilizing a performance measurement system to align its activities to the strategic enrolment and internationalization directions of the institution. In addition, the interviews highlighted a lack of understanding of performance measurement and its link to organizational success; however, the interviews did confirm a strong desire amongst the stakeholder group to better understand how their work is contributing to institution goals and where improvements could affect increased success.

Recommendations and Next Steps

To address the need for goal and alignment clarity with the recruitment and internationalization objectives of the University Strategic Plan, the report recommends SRGE develop and implement a balanced scorecard that is aligned with institutional enrolment and student experience plans. Following the Balanced Scorecard model four strategic perspectives (financial, customer, internal processes, and learning and growth) would be defined and equally balanced between short-term and long-term goals; required inputs and outputs; internal and external performance factors; and financial and nonfinancial indicators (Niven 2002, pp. 15-17; Striteska & Spickova 2012, p. 4). A SRGE scorecard would communicate a carefully selected set of quantifiable measures derived from the institutions enrolment and student experience plans.

The report recommends the following actions take place to implement a performance measurement system for SRGE:

1. Model Synthesis - Validate and Adopt the Logic Model for SRGE (by March 2016).
2. Measure Synthesis - Determine Performance Metrics and Align SRGE Systems and Processes (by August 2016).
3. Organizational Implementation - Performance Measurement Training Program for SRGE Staff (by April 2016 and ongoing).
4. Technical Implementation - Ensure Collection of Data (by April 2016 and ongoing).
5. Operationalize Performance Measurement.

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1.0 INTRODUCTION

Since the early 2000s post-secondary education in British Columbia (BC) has been the focus of major restructure and reform in a search for greater efficiency, effectiveness and accountability. These reforms have included the introduction of three new teaching universities in the province and the BC Ministry of Advanced Education Accountability Framework. These changes were designed to increase efficiency and reduce costs through amalgamations, changes in delivery methods, and increasing the accessibility to and scope of post-secondary education.

A key component of post-secondary education reform in BC has been the search for improved quality assurance and management and, within that context, a focus on administrative accountability. BC formally introduced the concept of measuring administrative performance in 2003/04 with the introduction of the BC Ministry of Advanced Education Accountability Framework (BC Auditor General 2011, p. 15). Since that time, a number of reviews and audits have highlighted the central role of performance management in achieving good quality outcomes.

The University of Victoria (UVic) has implemented a number of programs and activities in response to the government's focus on administrative accountability. Examples include the following: a reorganization of Advising Services (UVic Institutional Accountability Plan and Report 2014, p. 31), alignment of Career Services and Co-operative Education (UVic Institutional Accountability Plan and Report 2014, p. 35), and the development of a Sustainability Action Plan (UVic Institutional Accountability Plan and Report 2014, p. 41). The focus of this report is on the recent announcement at the University of Victoria that the Departments of Student Recruitment and Global Engagement would integrate into one unit. This change was implemented to better align the Office of Global Engagement activities with university priorities and create greater connection between the Office of Global Engagement and institutional work related to effectively managing student pathways and the development of institutional agreements.

This alignment and creation of the new Department of Student Recruitment and Global Engagement (SRGE) offered UVic opportunities to strengthen:

- The overall international recruitment effort by creating a consistent level of support to faculties and the institution in the way international partnerships are managed and relate to and support enrolments.
- The ability to develop and manage strategic international partnerships that support the international objectives of the institution.
- The coordination and engagement of specialized international mobility programs.
- The organization of incoming and outgoing delegation visits and events that highlight international education and research at UVic.
- The ability to support the development of faculty-based internationalization strategies.
- The integration, communication and quality of services offered to prospective and admitted international students as the departments responsible for global engagement, international recruitment, and international student services will now operate within the same Division (UVic 2014).

SRGE is now tasked to develop integrated department goals, objectives, and action plans that support institutional objectives. The University Strategic Plan identifies broad goals and objectives related to international student enrolment growth and internationalization; however, the plan does not articulate measureable targets and specific country priorities for SRGE to benchmark action plans against. In an effort to ensure the work of SRGE is supporting the goals and objectives identified in the University Strategic Plan, the Division of Student Affairs is searching for a system of metrics and measurements to ensure activities, programs, and services in SRGE are aligned to support university recruitment and internationalization goals as outlined in the UVic Strategic Plan. Specifically the plan references internationalization objectives related to student recruitment (objective 2), student support (objective 16), and research partnerships (objective 20) (University of Victoria Strategic Plan 2012).

This project focused on the context and design of a performance measurement system to generate information in support of the development, implementation, review and renewal of SRGE. The goal of the project is to recommend a performance measurement system to assist the Division of Student Affairs and SRGE in meeting the overall international recruitment and internationalization objectives in the University Strategic Plan. SRGE has the potential to benefit from a data based decision-making orientation by introducing a performance management system to maximize the efficiency and effectiveness of current and future financial and human resources in a supportive and collaborative environment.

The research questions that guide this project are: What is an effective performance measurement system to assist SRGE in meeting recruitment and internationalization objectives as stated in the University Strategic Plan? What are the optimum strategies for putting such a system in place?

The objective of the project was to provide a comprehensive literature review of performance management systems, a logic model for SRGE, and recommendations to the Division of Student Affairs on a performance measurement system for use in aligning SRGE unit activities, programs, and services. In addition, recommendations are provided on how best to implement the performance measurement structure in SRGE. The intent is to use the recommended performance measurement method to develop detailed performance measures that will provide internal decision makers and management with data and information on which to base future operational decisions, resource allocation to support performance measures, and continuous improvement of university activities in SRGE.

The project report has been organized in the following way. First, background information is provided on the governance environment in which SRGE operates. This includes a discussion of the BC Accountability Framework, the University of Victoria governance structure, an introduction to the Division of Student Affairs (project client), and the Department of Student Recruitment and Global Engagement. The methodology for the report is then described, followed by the literature review that informed the performance measurement system recommendations for SRGE. The performance measurement system recommendations are based on the development of a departmental logic model, which is described and discussed in the Findings and Analysis sections of the report. Finally, the report provides recommended next steps for the Division of Student Affairs and concluding comments.

2.0 BACKGROUND

The organizational structure in which SRGE delivers its programs and services is an important consideration in the development of a departmental performance measurement system. The following section will provide a review of the post-secondary governance environment which SRGE operates in including a review of the organizational structure of the University of Victoria, the Division of Student Affairs, and the Department of Student Recruitment and Global Engagement. Implementing a performance management system for SRGE requires an understanding of the reporting structure and recognition of the purpose and intent of performance information as requested by the senior executive.

2.1 BC Ministry of Advanced Education Accountability Framework

The Ministry of Advanced Education in British Columbia has identified the standard for post-secondary institution use of performance measures through its Accountability Framework. Introduced in the province in 2003/04, the framework provides a set of planning and reporting processes for BC's public post-secondary institutions. This framework's purpose is, "to assess the effectiveness of strategies, to indicate whether public expenditures provide value, and to determine whether individual institutions and the system achieve identified goals and objectives" (OCUFA 2006). The key features of the accountability framework include the use of performance measures, annual reports on system-level and institutional activities and results, and an emphasis on outcomes (AVED 2014).

As outlined in the Ministry's Accountability Framework Standards Manual 2013/14, the Accountability Framework aligns five long-term objectives associated to the goals noted above as follows:

- Capacity, ensuring adequate student spaces to meet evolving needs;
- Access, ensuring equitable and affordable access to residents;
- Quality, ensuring enriched educational experiences that meet the needs of learners;
- Relevance, ensuring breadth and depth of programming is available to meet the evolving economic needs of the province; and
- Efficiency, ensuring the system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments (AVED 2014).

At the University of Victoria the performance measures associated with these goals and objectives are reviewed and recommended by the Executive and Governance Committee of the

Board of Governors. The Ministry collaborates with representatives from public institutions (through the Board of Governors) to ensure the measures are reasonable, while still reflecting the government's priorities. Measurement of the objectives is determined using several data sources that are currently collected by institutions. The 2013/14 Accountability Framework Standards Manual (2014) summarizes these data sources as follows:

1. **Student Transitions Project (STP)** - a collaborative project between the Ministry responsible for post-secondary education, the Ministry of Education, all public post-secondary institutions, and the British Columbia Council on Admissions and Transfer (p. 5). STP provides data for the following performance measures: transition rate of high school students to public post-secondary education, credentials awarded, supporting information for Aboriginal student spaces (full-time equivalents), year to year retention, and time to completion (p.5). STP data addresses the long term objectives related to access and capacity.
2. **BC Student Outcomes surveys** - The Accountability Framework uses student outcomes data from three annual student outcomes surveys:
 - The Baccalaureate Graduate Survey (BGS), which surveys bachelor's degree graduates two years after graduation (p.5).
 - The Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) survey, which surveys former diploma, associate degree and certificate students between nine and twenty months after they leave an institution (p. 5).
 - The Apprenticeship Student Outcomes (APPSO) survey, which surveys apprenticeship students between nine and twenty months after completing their technical training (p.5).

The BC Student Outcomes Survey results address the long term objectives related to quality and relevance.

3. **Central Data Warehouse (CDW)** - Twenty-one public post-secondary institutions, including all community colleges, institutes and teaching-intensive universities, submit data twice a year to the Central Data Warehouse (CDW) (p. 5)¹. The CDW data addresses all five of the long term objectives (capacity, access, quality, relevance, and efficiency).
4. **Enrolment reporting of student full-time equivalents (FTEs)** - Reporting for measures based on student full-time equivalents (FTEs) utilizes the enrolment reports prepared by each public post-secondary institution in accordance with Ministry guidelines (p. 5). FTE data are collected through the Ministry's Post-Secondary Funding and Corporate Finance Branch as part of the FTE reporting cycle (p. 5). The FTE data addresses all five of the long term objectives (capacity, access, quality, relevance, and efficiency).
5. **Additional data sources**

¹ The Research Universities of British Columbia (RUCBC Member institutions: University of British Columbia, University of Victoria, Simon Fraser University, University of Northern British Columbia, Royal Roads University, and Thompson Rivers University) do not submit data to the Central Data Warehouse. Instead, RUCBC institutions submit their data to BC Headset which was created to demonstrate accountability on the part of British Columbia's higher education institutions, and contains data on key measures of public interest (BC Headset 2015).

- Statistics Canada's - Labour Force Survey (LFS) and Pan-Canadian Education Indicators Program (PCEIP) data (p. 5).
- Institutional data (p.5).

The additional sources of data aid in addressing all five of the long term objectives (capacity, access, quality, relevance, and efficiency).

The University of Victoria's Vice-President Academic and Provost is responsible for overseeing the collection of the data which is reported in the institution's annual Accountability Plan and Report and presented to the Board of Governors for submission to government. The work involved in collecting the data is guided by the "Accountability Framework Standards Manual 2013/14." The submitted institutional accountability plan and report includes goals, objectives and performance measure results for the institution along with contextual information to describe the institution's role in providing services to their students and communities (UVic Institutional Accountability Plan and Report 2014).

In 2011, the BC Auditor General completed an audit of the Post-Secondary Accountability Framework (Auditor General of BC 2011). The purpose of the audit was to evaluate the extent to which the public post-secondary accountability framework was effectively designed and was operating successfully to influence performance and achieve results (Auditor General of BC 2011, p. 15). The following questions guided the audit process:

- Is the Ministry focused on managing for results?;
- Is the Ministry using performance information to monitor and make adjustments to ensure results that matter are achieved?; and
- Is the Ministry accountable for results? (Auditor General of BC 2011, p. 15).

The Auditor concluded that, "the Ministry was not using the public post-secondary accountability framework effectively to influence performance and achieve desired results" (Auditor General of BC 2011, p. 15). Specifically, the Auditor pointed out a lack of follow-up with institutions on their achievements (or failure) in meeting results (accountability in question), that achievement of performance targets is not linked to funding (awards and consequences), and that there is not a cumulative report of all post-secondary achievements in relation to the desired results articulated in the accountability framework (Auditor General of BC 2011, p. 16).

The Post-Secondary Accountability Framework Audit (2011) recommends that the

focus for the Ministry be on strengthening performance management processes, ensuring contingency plans are put into place for institutions where performance expectations are not being met, determining a mechanism to link funding to meeting performance targets, and providing clear and comprehensive performance reporting in relation to the post-secondary accountability framework (pp. 16-17). The emphasis placed on performance and its connection to budgeting is of critical concern in the post-secondary environment. The Ministry's influence on the University's strategic planning process is articulated through the objectives in the accountability framework that reflect the government's priorities. As noted in the Auditor General's recommendations, these objectives are the accountability link to the government for post-secondary institutions and therefore inform the performance management process of the University (2011, pp. 16-17).

2.2 The University of Victoria

Established in 1963, the University of Victoria is an institution of higher education, publicly supported by the province of British Columbia and located in the provincial capital of Victoria. As such, it seeks to serve its primary constituents, "the people of Vancouver Island, British Columbia, Canada and the world" (University of Victoria 2012, p. 7), by providing the highest quality post-secondary and graduate education possible. Various considerations must be taken into account when planning to deliver on this important mandate. Primary among those considerations are the recruitment, retention, persistence and graduation of the students the institution seeks to enrol.

The policies that guide UVic as an institution include legislation, primarily the University Act, and governance, through the Board of Governors and the Senate. The Board of Governors is responsible for the management, administration and control of the property, revenue, business and affairs of the university. The Senate has vested responsibility for the academic governance of the university (University Act RSBC 1996). This includes matters related to libraries, faculties, departments, courses of instruction, awards, exhibitions, admissions, student appeals, and the granting of degrees (including honorary degrees, diplomas and certificates) (University of Victoria 2014 *presidents* website). The role of the administration, headed by the President is to lead and manage the affairs of the university in accordance with the University Act and the policies established by the university.

In President Cassels January 2014 *Report to the University Community on Campus Conversations*, he noted a theme emerged from his four months of conversations on campus regarding a need to, “develop more robust and transparent planning processes and better align resources with priorities” (Cassels 2014, p. 2). Cassels (2014) goes on to emphasize the importance of transparency in the planning process and a need for a “strategically appropriate planning process” and “longer term planning tools” (p. 8). Cassels (2014) then firmly commits to developing a, “set of criteria and associated data that will assist academic and service planning and decision-making. These criteria will relate to the institutional values and priorities set out in the strategic plan” (p. 8). The President has clearly indicated a desire to improve reporting on programs and services, and, in response, activity surrounding the development of performance measures has increased at the executive level. Pursuant to this, the STUA has begun a performance management planning process that will support the Strategic Plan and determine program and service outcomes where metrics can be assigned and measured.

Similar to provincial planning, the University’s organizational goals and plans are encompassed in its governance structure. The institution's strategic plan reflects a strong commitment to being a, “university of choice characterized by the integration of scholarship, teaching (and learning) and real-life involvement “(Cassels 2014, p. 3). Although unique to the department, the goals and plans for the Division of Student Affairs and SRGE are developed in support of the overall institutional goals.

2.3 Division of Student Affairs

STUA is dedicated to supporting students in their university experience from first point of contact with the University through to their graduation. STUA provides a broad range of services and programs (examples include: university admissions support, registration, orientation and transition support, advising, counselling services, health services, residence services, recreation support, and indigenous student support) under one central portfolio to both the diverse campus community and the prospective student and parent audiences. Staff resources (over 500 staff are employed in the Division to support students) and student success programs (examples: Orientation, Academic Advising, Student Mental Health Strategy, etc.) are made available to students by various departments in STUA throughout their academic career (Division of Student Affairs, 2014). STUA provides strategic leadership on campus for student

recruitment, student services, athletics and recreation, campus services, registrarial services, global engagement, and indigenous affairs. It provides services and support to over 21,000 students in undergraduate and graduate programs at the University. STUA has a primary mandate to work collaboratively with campus partners (including faculty, other academic and administrative departments, and students and community members) “to support and inspire the highest standards of student success, community engagement and staff development” (Division of Student Affairs, 2014).

Over the past few decades, the profile of a university student has changed dramatically. A much higher proportion of high school graduates now have access to post-secondary education, but students entering university today have a far greater variability in preparedness for university-level work than was true in the past. More women, students from diverse cultural origins, and economically disadvantaged students are now able to attend university; higher education is no longer primarily accessible to higher socioeconomic class citizens, and its predominant purpose is no longer mostly the preparation of students for law, medicine, or theology professions. Thousands of students from other countries now travel to Canada to study, and thousands more Canadian citizens now study abroad (CIC 2012). There are more mature university students, some of them far older than traditional undergraduates, and students of all ages now live more complex lives, coping with the competing demands of work, family, classes, and other campus roles, organizations, and activities. More and more students are not just students anymore; many of their responsibilities, commitments, and communities are found off campus (CUSC 2011, pp. ii-iii, NASPA 2004, p. 2 & Plant 2007, pp. 9-12).

In response to this changing student environment, STUA has undergone substantial change over the past five years and has witnessed growth in its organizational structure (additional units and larger staff compliment) and scope (J. Dunsdon, personal communication, August 2014). While the student affairs focus on the student experience remains central, STUA’s role in contributing to internationalization efforts is new. Internationalization responsibilities require STUA to integrate and infuse international, intercultural, and global dimensions into the experience and outcomes of the postsecondary education experience (Nussbaumer 2013, pp. 1-2). Equally important to the focus on the student experience is a strong focus on collaboration and partnership within STUA and with academic departments. Achieving

success in STUA depends upon support for initiatives from across the division and with academic counterparts (J. Dunsdon, personal communication, August 2014). These changes present several challenges for STUA including: developing collaborative work environments, integrating programs and services (within STUA and across the institution), and demonstrating performance in support of divisional and institutional goals as described in the University Strategic Plan (Appendix A).

STUA's commitment to internationalization will involve the development of new and enhanced services and programs to support the international student experience and long-term outcome of a global campus that will continue to attract both domestic and international students to UVic. The Department of Student Recruitment and Global Engagement will play a critical role in assisting the University and Division of Student Affairs in achieving results.

2.4 Department of Student Recruitment and Global Engagement

In November 2014, the Provost and Associate Vice-President Student Affairs announced that the Departments of Student Recruitment and Global Engagement would integrate into one unit. The change was implemented to better align Global Engagement's activities with university priorities and create greater connection between the Office of Global Engagement and institutional work related to effectively managing student pathways and the development of institutional agreements.

There are currently thirty regular administrative and support staff in the department. SRGE relies on operational funding from the University to support its programs and is not funded on a cost recovery basis. Currently, recruitment and retention of international students is a primary activity of the department, with programs and services offered in their support, including:

- Community outreach activities in key recruitment markets.
- Communication campaigns that support recruitment activities.
- On campus visit programs including campus tours and the Student for a Day Program.
- Developing and managing international partnerships, networks and alliances that support the international objectives of the institution and individual Faculties.
- Promoting specialized international mobility programs such as Science Without Borders, Mitacs Globalink, and the International Academic Relations Program.

- Coordinating and promoting international scholarship and bursary programs in collaboration with Student Awards & Financial Aid and other internal and external stakeholders.
- Organizing inbound and outbound delegations and providing assistance with international visitors to UVic.

SRGE will benefit from a process that will communicate to both the department and University, key information regarding new and existing programs and services, their connection to the institution, and their overall strategic objectives. UVic key directions that are directly relevant to SRGE activities include student's success, promotion of UVic as an institution of choice for a high quality student experience, recruiting high quality students, and cultural and social diversity. It will be important to consider these key directions in the design of a performance measurement system for SRGE.

The current structure in STUA for reporting on SRGE programs, services, and activities, is through the submission of the annual goals documents, budget plans, and unit plans to the Associate Vice-President Student Affairs. The Director completes these documents with input from the SRGE Leadership Team (includes: Associate Director, Global Engagement; Associate Director, Student Recruitment; Manager, Welcome Centre, Orientation Coordinator; and Enrolment Analyst) in support of the planning process at the institutional level (Appendix A). Internal processes in the department that have previously helped guide activities and programs have included consultant reports, SWOT analysis, enrolment reports, student surveys, focus groups and anecdotal evidence. Summaries and information from these activities are often distributed during meetings with staff, while department staff have access to raw results data via the UVic SAS Student Enrolment Reporting Portal.

3.0 METHODOLOGY

This section provides an overview of the research methods used in this report. Outlined is why particular methods were chosen and how they were integrated due to the nature of the intended outcomes. Additionally, it provides an overview of the methods used to analyze both the quantitative findings and the qualitative literature research findings.

The research is based on both qualitative and quantitative methods, which are designed to understand the issues related to developing a performance measurement system. A qualitative approach was used to seek input from key stakeholders regarding the factors critical for successful implementation of a performance measurement system. These include design of the performance measurement system, clarification of mandate, senior management commitment and involvement of employees, communication process, development process, and availability of time and resources (Striteska and Spickova 2012, pp. 3-4).

A quantitative approach was employed to review internal UVic data relating to the quantity and diversity of international students and partnership agreements. This included a historical review over the past three years of measurements relating to academic partnership and activity and student mobility (international student enrolment, exchange student enrolment, visiting students and scholars, etc.). This data was then used to inform the development of a logic model for SRGE.

3.1 Definitions

The following terms are used throughout the report. The definitions below provide a background to understand the context under which these terms are used.

Student Recruitment – the process of finding and enrolling the best-qualified candidates for admission to the University of Victoria, in a timely and cost effective manner. The recruitment process includes analyzing Faculty and program student needs, attracting students to apply to the institution, screening and selecting applicants, registering students, and orienting the new students to the University of Victoria.

Global Engagement - a level of comprehensive internationalization that results in UVic's students learning the necessary knowledge, skills, and attitudes to engage effectively in the world community.

Performance Measurement - is generally defined as regular measurement of outcomes and results, which generates reliable data on the effectiveness and efficiency of programs (Franco-Santos et al 2014, pp. 12-13).

Performance Management Systems - the “purposeful use of resources and information to achieve and demonstrate measurable progress toward goals” (Wholey 1999, p.288).

3.2 Literature Review

Developing recommendations to support the development of a performance measurement system for SRGE involved a detailed review of the strategic plan and organizational objectives of the University of Victoria. With the University Strategic Plan, the programs and services provided by SRGE were central considerations. Situating the work of the department in relation to the goals of the organization helps conceptually to understand the informational needs of SRGE and the University. At the same time, a comprehensive literature review was undertaken on performance measurement systems and their use in higher education. This review included the successes and challenges in designing and implementing performance measurement systems. In addition, a review of four frequently cited performance measurement systems (Balanced Scorecard, EQFM Excellence Model, Performance Measurement Matrix, and the Smart Performance Matrix) was conducted, and the strengths and weaknesses of each method were assessed.

3.3 Logic Model

The performance measurement system recommendations for SRGE introduced in this report are the result of the development of a departmental logic model and identification of the key variables that are fundamental to the provision of student recruitment and global engagement programs and services. The intent is to use this model to assist SRGE in developing a mix of quantitative and qualitative measures to be reviewed and updated periodically, with the use of current tools for data collection incorporated into the performance measurement system that can be refined and updated.

The recommendations for STUA to incorporate a performance measurement system in support of key objectives in SRGE is based on recognition of both the practical and organizational context in which the system will be implemented. The logic model, helps to

illustrate how resources for programs and services are converted into activities and intended results (McDavid and Hawthorn 2006, p. 41).

3.4 Data Analysis

Review of institutional data related to international student enrolments, mobility programs, and exchange participation was required in developing performance management system recommendations for STUA. The data analysis included a review of historical enrolment and program participation trends as a method to best situate the logic model in the context of the current and future enrolment and participation environment. As such, the following data sets were requested from the client/institution²:

- International student enrolment data (applicants, admits, and registrations) from Fall 2011 to Fall 2014 detailed by country of origin and educational background.
- International exchange student enrolment (applicants, admits, and registrations) data from Fall 2011 to Fall 2014 detailed by country and partnership agreement.
- University of Victoria student exchange participation data from Fall 2011 to Fall 2014 detailed by country attended and partnership agreement.

Additionally, the following details were requested from the client/institution and reviewed to situate the programs and services offered by SRGE in the current operating environment:

- Current marketing activities and initiatives.
- Current international recruitment plans and activities.
- Current lists of active partnership programs and agreements.

3.5 Interviews

The project also included structured interviews with internal UVic stakeholders such as directors, managers, and staff to seek an understanding of how SRGE programs and services are understood and how programs are currently measured (or perceived to be measured). This involved meetings in administrative departments to determine:

- The relationship of SRGE programs and services to university strategic goals.
- Consideration of SRGE contributions to meeting UVic recruitment and internationalization goals.
- Current activities in relation to performance measurement (goals, objectives, measure success, storing/reporting data).
- Opportunities and challenges related to performance measurement.

² Data was requested from Fall 2011 onwards as international enrolment and exchange data prior to this date were not consistently tracked at UVic and could be unreliable.

A copy of the interview questions are provided in Appendix B.

Interview participants were selected based on a convenience sampling by the researcher. Participants were identified based on existing relationships with or within SRGE and for their general knowledge, experience, and understanding of SRGE. Invitations to participate in the interviews were sent to eighteen individuals across the institution. The positions of the individuals invited to participate are noted below:

- Faculty Associate Deans (three individuals)
- Student Affairs Directors (two individuals)
- Managers in SRGE (three individuals)
- Recruitment Admissions Liaison staff in SRGE (three individuals)
- Communications staff in SRGE (two individuals)
- Welcome Centre staff in SRGE (one individual)
- Global Engagement staff in SRGE (two individuals)
- Administrative staff in SRGE (two individuals)

Of the eighteen individuals invited to participate in an interview, thirteen accepted the invitation and completed the interview. Representatives from all areas with the exception of Faculty Associate Deans were interviewed. While the project was not successful in interviewing Faculty Associate Deans, the researcher was able to review with the academic community a report for another SRGE project that addressed the question of goal alignment and priorities for SRGE. The report titled *Meetings with Deans Regarding Student Affairs – International Re-Organization*, is provided in Appendix C.

The main focus of the interviews was to discuss the factors critical for successful implementation of a performance measurement system in SRGE. These include design of the performance measurement system, clarification of mandate, senior management commitment and involvement of employees, communication process, development process, and availability of time and resources. The information compiled from the interviews was used to inform the development of a logic model for SRGE and the foundational principles of the recommended performance measurement system as described in the literature review in the following ways:

- Assist in translating the UVic Strategic Plan to operational terms.
- Assist in the process of aligning SRGE operations to the strategy.

- Assist in building an understanding amongst stakeholders that multiple stakeholders contribute to development of the performance system and that it is a continual process.

3.6 Project Limitations and Delimitations

The strength of the qualitative data obtained is dependent on how much information interview participants are able to share. Due to the limited number of individuals participating in the interviews as a result of time restraints and the research methods used (interviews), findings are not generalizable to the entire University community as it cannot be a true representation.

The research intended to include twenty interviews; however, unexpected limitations occurred (scheduling and availability/interest in participating) that made recruitment of participants difficult. In designing the data collection, participants were recruited directly by the researcher. While it was not difficult to connect with and inform potential interview participants of the project, it was challenging to arrange for participation given the schedules of those being invited to participate and inform the research.

Additionally, this report included a review of institutional data related to international student enrolments, student mobility agreements and partnerships, and student exchange data. It is important the data received from UVic is accurate and reflects the current environment at UVic. The researcher did not encounter problems in extracting the appropriate data from UVic to support the project.

3.7 Deliverables

The deliverables for this project are a literature review of performance measurement systems, a departmental logic model that illustrates SRGE programs and services, and performance management system recommendations for SRGE that assist STUA and SRGE in meeting the overall recruitment and internationalization objectives in the University Strategic Plan. From this material, detailed performance measures can be prepared that will provide decision makers and management with data and information on which to base future operational decisions, resource allocation, and continuous improvement of university activities in SRGE.

4.0 LITERATURE REVIEW

To provide a foundation for this project, a review of the existing literature on performance management and measurement was completed. The literature review is organized into five sections. Firstly, an examination of the meaning of performance and performance management. Secondly, a review of the performance management cycle. Thirdly, a review of performance measurement systems and their respective strengths and weaknesses. Fourthly, performance measurement use in the Canadian higher education sector is reviewed. Finally, an analysis of the challenges in implementing performance measurement systems and strategies for effective use of performance measures is considered.

4.1 The Meaning of Performance Management and Measurement

Conceptually, performance is defined as, “meeting requirements in the domain of financial results, operations, performance for the customer, and learning and innovation” (Niven 2002, p. 20). In the work environment, individuals are said to perform when they are able to achieve the objectives established by management (Niven 2002, p. 20). Organizations are thought to perform when they satisfy the requirements of their stakeholders and are more effective and efficient than their competitors (Niven 2002, p. 20). In the literature, researchers often define performance in terms of its content (i.e. the tasks that need to be performed, the goals that need to be achieved or both), and in terms of the unit or entity that is meant to perform (e.g. individual, team or organisation) (Franco-Santos et al. 2014, p. 12).

Most definitions of performance management assume that senior executives set the aims and objectives of the organisation and that the purpose of the system is to influence the performance of employees and results of the organization (McDavid and Hawthorn 2006, p. 5). A few authors (Halamchi 2002; McDavid and Hawthorn 2006; Niven 2002; Perrin 1998) highlight that the role of a performance management system is to support decision-making and influence behaviour but with the purpose of improving performance rather than controlling it. Other authors (Franco-Santos 2014) suggest that the components of a performance management system are determined by the aims and objectives the organization is pursuing, the purpose the system is aiming to fulfil, and the characteristics of the organisation.

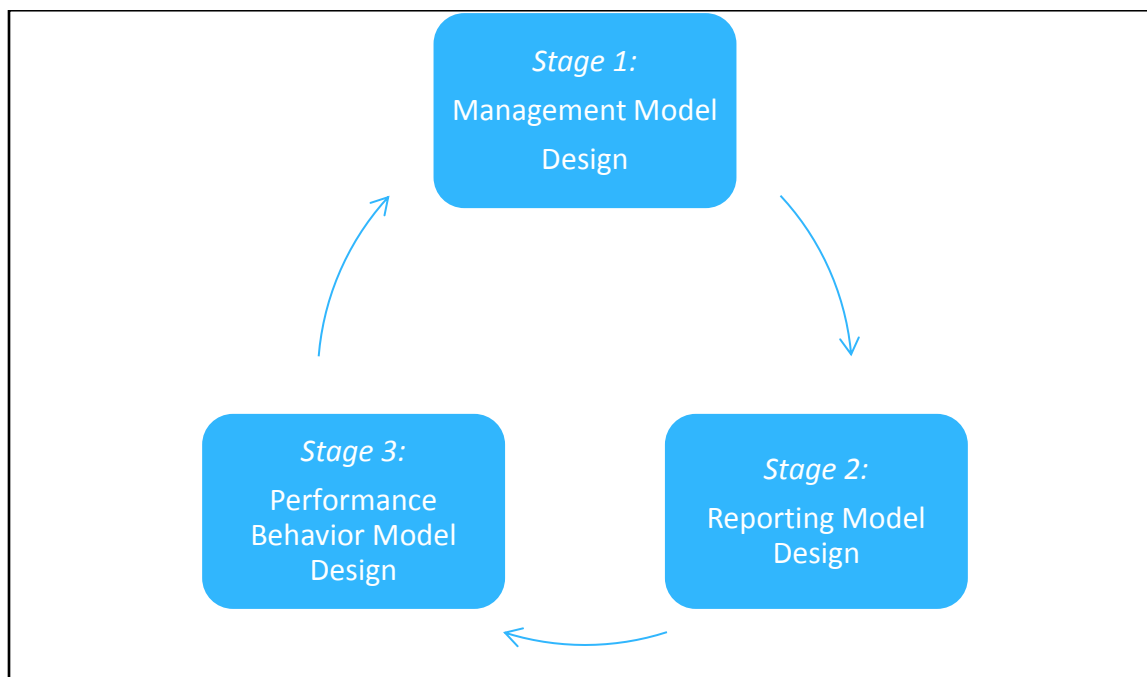
In summary, performance and performance management are complex concepts. In the context of organizations, performance is likely to be defined based on the measures used to

assess it at the individual, team and organizational level (Niven 2002, p. 20). Performance management constitutes the evolving formal and informal mechanisms that are used to ensure the organization attains its aims and objectives, satisfies its stakeholders and remains competitive (McDavid and Hawthorn 2006, p. 5). The design and effectiveness of the performance system depend on the aims and objectives of the organisation, the underlying assumptions of the system, its purpose and the context in which the organization operates (McDavid and Hawthorn 2006, pp. 4-5).

4.2 Performance Management Cycle

The performance management cycle provides a framework for organizational planning that encourages both the development of clear goals and objectives and strategies for achieving these goals. The performance management cycle consists of three stages (Figure 1).

Figure 1: Performance Management Cycle



Adopted from de Waal 2007, p. 5.

In stage 1 (*Management Model Design*) the organization establishes the strategic structure (often called a strategic plan) which is the foundation for the development of the

performance management system. The starting point of each performance management system is setting up a consistent responsibility structure (de Waal 2007, p. 5). de Waal (2007) stresses, it is essential that there is consensus throughout the organization on which individual or department is responsible for what actions (p. 5). The roles and responsibilities of each management level at this stage are clearly determined and communicated, and the chosen management style is applied consistently throughout the performance management process. Based on their accountability, managers and employees are able to determine action plans for their own area of expertise. High-performance organizations create clarity and a common understanding of the organization's mission, strategy, strategic objectives and strategic goals, which result in a commonly held strategic mind-set among organizational members (de Waal 2007, p. 5). These organizations create a firm-wide understanding of individual, group, departmental and divisional contributions toward achieving the strategy, and clarity of purpose and action (de Waal 2007, p. 6).

In stage 2 (*Design a Reporting Model*), the organization establishes the reporting structure with which the execution of the strategy and the progression of key business processes are monitored and adjusted (de Waal 2007, p. 6). This stage consists of developing critical success factors (CSF) and key performance indicators (KPIs) and developing action reports (de Waal 2007, p. 6). "The implementation of CSFs and KPIs combines non-financial with financial indicators in one system" (de Waal 2007, p. 6), which offers management an overview of the organization's performance and a mechanism to check whether the organization's strategy is being implemented successfully (de Waal 2007, p. 6). Focus is placed on, "CSFs and KPIs that are crucial to the business; exceptional events or figures; analyzing financial and non-financial results; making corrective action plans; and estimating the impact of those action plans" (de Waal 2007, p. 6).

In stage 3 (*Design a Performance Behavioral Model*), the organization establishes the characteristics of performance behavior; aligning personal objectives with strategic objectives, and linking performance management with competency management (de Waal 2007, p. 6). According to de Waal (2007), for an organization to thrive, "organizational members must be able to get things done, to deliver on commitments, to follow up on critical assignments and to support and hold people accountable to their promises. Organizational members need to replace

passive reporting performance measurement with proactive, results-oriented performance management” (p. 6).

The performance management cycle illustrated in Figure 1. and described above is used as a framework for organizing the performance measurement recommendations for SRGE noted in section six of this report. Using this framework to organize the recommendations ensures support of the analytical approaches described in each stage of the cycle.

4.3 Performance Measurement Systems

According to Bourne et. al (2003), the most widely adopted performance measurement systems are the Balanced Scorecard (Kaplan and Norton 1996; Appendix D) and the EFQM Business Excellence Model (Anderson et al 2000; Appendix E) (p. 2). Both provide a structured approach for identifying improvement opportunities and threats, and translating companies’ strategies in achievable goals, targets and specific tasks. In contrast to these systems, competing techniques were introduced, such as: The Performance Measurement Matrix (Appendix F) and SMART Performance Pyramid (Appendix G), among others. According to Striteska and Spickova (2012), researchers have not adopted a universally accepted best practice for performance measurement due to the following organizational requirements:

- Performance measurement must reflect relevant non-financial information based on key success factors of each business or organization;
- Performance measurement should be implemented as a means of translating strategy and monitoring business results;
- Performance measurement must be aligned with a strategic system;
- Performance measurement should be based on organizational objectives, critical success factors, and customer needs and should monitor both financial and non-financial aspects;
- Performance measurement must change dynamically with the strategy; and
- Performance measurement must link to reward systems (pp. 3-4).

The following provides an overview of the more common and most cited approaches to performance measurement. The systems, the benefits and limitations of each system are noted bearing in mind the organizational requirements of SRGE and the different characteristics and principles.

4.3.1 Balanced Scorecard

The Balanced Scorecard (BSC) was developed in the early 1990's by Robert Kaplan and David Norton. The BSC is best known as a tool used for, “describing, implementing and managing strategy at all levels in the organization” (Striteska and Spickova 2012, p. 4). The BSC assists organizations in developing a better performance measurement system than one solely dependent on financial measures (Niven 2002, pp. 11-12). The BSC offers the following functions for organizations: a measurement system, a system of strategic management, and a communication tool (Niven 2002, pp. 12-21). Central to the method is the implementation of a vision and the strategy of an organization into fixed targets and financial and nonfinancial performance indicators. The introduction of a BSC means that the goals, the indicators and the strategic actions are assigned to a concrete point of view from each of four perspectives (Niven 2002, p. 13).

The general BSC model looks at organizations from four strategic perspectives: the financial, the customer, the internal processes, and the learning and growth, all of which need to be balanced (see Appendix D). The balance means equability between short-term and long-term goals, required inputs and outputs, internal and external performance factors, and financial and nonfinancial indicators (Niven 2002, pp. 15-17; Striteska & Spickova 2012, p. 4).

Balanced Scorecard Strengths and Weaknesses

Strengths	<ul style="list-style-type: none"> ➤ Includes clarity of vision and strategy. ➤ Consistently monitors strategy. ➤ Concentration is on strategic performance measurement. ➤ Includes a cross-disciplinary communication process (Striteska & Spickova 2012, p. 5).
Weaknesses	<ul style="list-style-type: none"> ➤ The causality relationships between the areas of measurement in the BSC are unidirectional. ➤ Lack of integration between top-levels' and operational levels' measures does not express the interests of all stakeholders. ➤ Can be internally focused (Salem et al 2012, pp. 6-7).

Adopted from Striteska & Spickova 2012

4.3.2 EFQM Excellence Model

The EFQM Excellence Model was generated in 1991 and introduced the European Foundation for Quality Management (EFQM) with the support of the European Organization for Quality (EOQ), and the European Commission. The EFQM Excellence Model is a non-prescriptive system, proposed to help organizations to assess their progress to excellence and continuous improvement, and is based on their eight fundamental concepts of excellence: results orientation; people development and involvement; customer focus; continuous learning, innovation and improvement; leadership and constancy of purpose; partnership development; management by process and facts; and public responsibility (Striteska & Spickova 2012, p. 5). These concepts are expressed and specified in nine criteria that are divided into five key implementation factors and four results in order to measure excellence (Striteska and Spickova 2012, p. 5). Among the five implementation activities the model included: leadership, people, policy and strategy, partnership and resources and processes. These factors drive the four sets of results: people, customer, society and key performance results (see Appendix E). Each criterion consists of sub-criteria (totalling thirty-two) that are supplemented by a list of typical areas which should be addressed (Anderson et al 2000, p. 2). The core of the EFQM model is the RADAR methodology which is cyclical and continuous. The methodology consists of five steps: determine required results, plan and develop approaches, deploy approaches, assess and review achieved results. The model is used as a self-assessment tool, which enables a comprehensive and regular review of an organization’s activities and results (Striteska and Spickova 2012, p. 5).

EQFM Excellence Model Strengths and Weaknesses

<i>Strengths</i>	<ul style="list-style-type: none"> ➤ Includes sponsorship and commitment of the entire management team. ➤ Inclusion of embedded management processes to use outputs to drive continuous improvement (Anderson et al 2000, p. 2).
<i>Weaknesses</i>	<ul style="list-style-type: none"> ➤ The self-assessment process needs to be applied rigorously in order to be effective. ➤ Complex criteria scoring system (Anderson et al 2000, p. 3).

Adopted from Striteska & Spickova 2012

4.3.3 Performance Measurement Matrix

The performance measurement matrix was presented in 1989 by Keegan et al. and is able to integrate different dimensions of performance. It employs generic terms such as internal, external, cost, and non-cost. The strength of the performance measurement matrix lies in the way it seeks to integrate different classes of business performance both financial and non-financial; internal and external (Neely et al 2000, p. 1122). Further enhanced by Fitzgerald in 1991, the performance measurement matrix is based on the key assumption that there are two basic types of performance measure in any organization; those that relate to results (competitiveness and financial performance), and those that focus on the determinants of the results (quality, flexibility, resource utilization and innovation) (Appendix F; Neely et al 2000, pp. 1122-1123).

Performance Measurement Matrix Strengths and Weaknesses

<i>Strengths</i>	➤ Integrates different classes of business performance: financial and non-financial, internal and external (Neely et al 2000, p. 1122).
<i>Weaknesses</i>	➤ Does not make explicit the links between the different dimensions of business performance (Neely et al 2000, p. 1122).

Adopted from Striteska & Spickova 2012

4.3.4 Smart Performance Matrix

The SMART Performance Pyramid (SMART system), which was proposed by Cross and Lynch (1992) primarily aims to connect the organization's strategy with its operations by translating objectives from the top down (based on customer priorities) and measures from the bottom up (Striteska & Spickova 2012, p. 7). The Performance Pyramid contains four levels of objectives that affect the organization's external effectiveness and simultaneously its internal efficiency. At the first level of pyramid is defined an overall corporate vision, which is then divided into individual business unit objectives. At the second level of the pyramid are set short-term targets and long-term goals of growth and market position. The third level contains day-to-day operational measures and the last level includes four key indicators of performance measures: quality, delivery, cycle time, and waste (Appendix G; Neely et al 2000, pp. 1125-1126).

Smart Performance Matrix Strengths and Weaknesses

Strengths	<ul style="list-style-type: none">➤ Ties together the hierarchical view of business performance measurement with the business process view.➤ Makes explicit the difference between measures that are of interest to external parties (customer satisfaction, quality and delivery), and measures that are primarily of interest within the business (productivity, cycle time and waste) (Neely et al 2000, p. 1125).
Weaknesses	<ul style="list-style-type: none">➤ Does not provide any mechanism to identify key performance indicators.➤ Does not explicitly integrate the concept of continuous improvement (Striteska & Spickova 2012, p.7).

Adopted from Striteska & Spickova 2012

4.4 Performance Measurement in Canadian Higher Education

The literature on the use of performance measures in higher education is limited and has focused primarily on the Organization for Economic Cooperation and Development (OECD) nations including the United Kingdom, Australia, and New Zealand where performance measurements to monitor higher education targets have been widely used since the 1980s (OCUFA 2006). The literature in the Canadian higher education sector has focused primarily on public expectations with regards to quality and accountability as a measure of performance (OCUFA 2006; Nicholson 2011). Unlike the United Kingdom's system-wide use of the Research Assessment Exercise (RAE), which focuses on higher education outputs and is applied to all higher education institutions seeking public funding, Canada does not currently have a consistent method used in measuring institutional performance (Franco-Santos et al 2014). Provincial governments responsible for post-secondary education employ varying methods in measuring performance and have been monitoring performance for varying periods (OCUFA 2006). For instance, Nova Scotia submits proposals to the Maritime Provinces Higher Education Commission for review and assessment based on anticipated student outcomes, adequacy of resources, and labour market analysis. The Alberta government has measured higher education performance since 1994 using specific performance indicators in the following areas: access, learning enhancement, infrastructure, and research (OCUFA 2006).

Based on research completed by OCUFA (2006), of those governments that employ performance indicators, the use of these measures varies from province to province. While some provincial governments use indicators to directly tie institutional performance to funding

(Alberta and Ontario) there are a number of provincial governments that do not practice performance funding and employ variations of performance budgeting instead (British Columbia). In provinces where funding is not directly linked to institutional performance on system-wide indicators, the institutions themselves may implement performance reporting internal to the institution (OCUFA 2006, p. 8).

A more widely used and increasingly acceptable tool for measuring performance amongst Canadian institutions is the National Survey of Student Engagement (NSSE) which aims to capture student satisfaction in almost 500 U.S. colleges and approximately 75 Canadian universities (NSSE 2014). NSSE calculates benchmark scores that are converted to a 0-100 point scale. Students are randomly sampled and fill out self-reports (NSSE 2014). The survey is becoming increasingly popular as more Canadian universities consider participating in it to gain a richer appreciation of their students' perceptions. NSSE and other external performance measurement tools (e.g. Maclean's magazine) are often used for internal performance management planning purposes; however, provincial governments may not accept these tools as satisfactory in accountability reports. For instance, in British Columbia NSSE data is often cited in accountability reports in the narratives that support the data presented by post-secondary institutions, but does not replace the data requirements laid out by government (AVED 2014).

4.5 Challenges with Performance Measurement

According to Franco Santos et al (2014), the higher education sector research examining the impact of performance management can be classified in two groups:

1. Macro perspective research: research that looks at the performance management mechanisms that stakeholders (mainly the government and related agencies) use to review the performance of higher education institutions; and
2. Micro perspective research: research that examines specific practices, tools or processes that higher education institutions use to manage the performance of their staff (p. 17).

From the macro perspective, researchers have paid particular attention to the effects on higher education institutions and their academic staff of government-led quality assurance mechanisms, such as the BC Ministry of Advanced Education Accountability Framework (2014). For instance, Nicholson (2011) noted that quality assurance (accountability) processes tend to inhibit innovation in teaching and learning rather than advance it (p. 8). Due to pressure

to meet the expected performance criteria, researchers are encouraged to write the sorts of papers and conduct the sort of research that top-rated journals favour (that is, research that yields results with which nearly everyone can agree and research that follows current journal priorities and uses accepted procedures). Franco Santos et al. (2014) found that researchers feel constrained and pressured to shift their research areas and methods to better meet the criteria of excellence identified by the Accountability Framework.

From the micro perspective, recent work has found that the traditional learning and development role of personal/performance development reviews is becoming more judgemental and controlling with performance evaluations being more focused on measurable criteria (Franco Santos et al 2014, p. 18). Franco Santos et al. (2014) note that there is evidence suggesting that the increased focus on academic performance management has generated mixed results. On the one hand, academic research outputs (i.e. number of publications) have significantly increased. On the other hand, academic performance management has produced significant effects in the day-to-day work of academics with increased levels of anxiety and stress (especially in junior academics), decreased motivation, and less attention to teaching and administration duties and service to the community (p. 18).

Given these two perspectives, it is important to consider the challenges in measuring performance in higher education institutions. Performance measurement systems provide accountability information to stakeholders related to outcomes and information that can be attributed to improved performance (Halachmi 2002, pp. 232-233). As Halachmi (2002) argues, performance information is necessary for improving performance, however the information itself will not actually result in enhanced performance (p. 231). Strategic thinking involves creativity and trial and errors, while accountability information is related to a model that is developed from strategic planning (p. 231); therefore, it is important that there is buy-in and engagement from those who implement and use the services and programs and those who provide the resources, in the process to design and implement the performance measurement system. This includes a shared understanding of the areas of measurement, the purpose in measuring each area, and the assessment process. Acknowledgement that regular review, assessment of changes over time, and the causal connection between activities and expected outcomes is both “desired and achievable” (Halachmi 2002, p. 232) is required.

The main objectives of a performance management system are to determine whether or not objectives of an organization are being met. The main objectives of a performance measurement system are as follows:

- Monitor the process and determine areas that may require additional attention.
- Evaluate the strategy which the performance measures support.
- Determine areas that could benefit from additional support from management (Perrin 1998, p. 375).

Performance measurement systems contribute positively to an organization when the key performance measures identified to monitor progress in achieving objectives, and to determine performance, are both reliable and valid (Perrin 1998, pp. 373-374); therefore, measures must reflect the objectives being measured and must also be consistent and able to provide the same results over repeated measurement. Training and experience in qualitative and quantitative research methods, design, and assessment are important to ensure the appropriate measures are identified and tracked (Perrin 1998, pp. 370-371).

An added concern in the higher education environment is the limited understanding and visibility of the production process (registrarial/administrative activities versus academic learning environment), resulting in outcomes that are difficult to visualize and interpret (Perrin 1998, p. 374). When reporting data, it is often subject to varying perspectives and interpretations and is frequently not benchmarked, resulting in challenges in influencing results. Validating measures requires institutions to choose measures that reflect the interests of the organization and the ability to connect the outcomes to the program or service. Placing emphasis on inappropriate activities by focusing on measures that do not add value can also result in a shift of resources away from production (Perrin 1998, pp. 372-373). The challenge is to see performance measurement less as an exact science, and more about building consensus on, “what is taking place, and why, and what can help in decisions that will be taken with-or without-definitive information” (Perrin 1998, p. 377).

While challenges exist in the use of performance measures in higher education, researchers do agree on the following strategies for effective use of performance measures:

- To ensure performance measures are developed at the right level, use a logic model with multiple indicators that illustrate objectives, inputs, outputs, outcomes (Halachmi 2002, p. 234; Niven 2002, 318; & Perrin 1998, p. 376).

- Engage stakeholders in the process from beginning to end, including the development, review, revision, and updating of measures frequently. In addition, engage stakeholders in understanding findings and analysing results (Halachmi 2002, p. 232; Niven 2002, p. 319; & Perrin 1998, p. 376)
- Use multiple indicators as a best practice in examining a variety of program aspects, including process as well as outputs and outcomes (Perrin 1998, p. 367).

5.0 FINDINGS

This section will summarize the qualitative and quantitative findings generated by responses to the interview questions and enrolment and international data review. The section is divided into three sub-sections: the first sub-section reflects the key research questions of the report and summarizes findings from stakeholder interviews; the following sub-section summarizes the findings from the enrolment and international data review; and the final sub-section describes the logic modeling process that informed the development of a logic model for SRGE (Figure 2).

5.1 Findings from Interviews

Research Question 1 - What is the optimum performance measurement system to assist SRGE in meeting recruitment and internationalization objectives as stated in the University Strategic Plan?

To address this question, it was first important to understand the role, function, goals, objectives, and measurements of success as understood by SRGE stakeholders. Data was gathered from the informed opinions of a representative sample of SRGE stakeholders (thirteen total; combination of staff and leadership in the department). Stakeholders were asked a series of questions which are noted below. Summary responses from the interviews are noted following the question.

1. What are the main objectives in SRGE? How does SRGE currently measure success in achieving these objectives?

Summary Responses

Main objectives of SRGE were consistently described as follows by all of those interviewed:

- Recruiting students and promoting/positioning UVic in targeted recruitment audiences.
- Supporting the international strategy at UVic and managing international affairs related to partnerships.
- Supporting students in their transition to UVic through recruitment and orientation programming.

How the department currently measures success in achieving objectives was described by those interviewed as follows:

- Leadership review of enrolment data and comparing results by year and semester of study.
- Leadership feedback received from presentations, students, parents, counselors.
- Four interviewees felt SRGE was not currently measuring success, or, if the department was, they were not aware how.
- Measuring success was described as “anecdotal” and not quantifiable by half of the participants interviewed.

2. What services does SRGE provide and to which customers (students, faculty, staff, others)?

Summary Results

Responses were consistent across all of those interviewed as follows:

Services:

- Support of prospective students in the application, admission, registration, and transition process.
- Support of prospective student parents and families in the application, admission, registration, and transition process of their student.
- UVic community (students, staff, faculty) support in accessing international resources to support programming.
- Promotion of programs, scholarships, and research funding opportunities from external community partners and government agencies.

Customers:

- Prospective students.
- Prospective student parents and families.
- External agencies including government.
- High School counsellor community.
- UVic community including all staff, faculty, and students.

3. How does SRGE store, report, and track data?

Summary Results

Responses were consistent across all of those interviewed as follows:

- Prospective student details and application data is stored in Banner and SAS and extracted via the UVic SAS Portal for reporting purposes.
- Event feedback survey results and data are stored electronically on the Department drive.
- Interaction with students on social media is tracked via technology (Hootsuite).

- Campus Labs³ student survey database is used to store survey data and provides reporting software.

4. How is departmental performance currently reviewed?

Summary Results

Responses were consistent across all of those interviewed as follows:

- Overall department performance review was generally described as non-existent.
- Individuals described their annual performance review process, which in some cases was regular and consistent (clear process), and with others inconsistent or non-existent.
- Concern was expressed that the review process did not appear to be connected to the university strategic plan, targets, and data.

5. Are the service needs and demands of the university currently being met by SRGE?

Are there services that are not currently being met?

Summary Results

Responses were consistent across all of those interviewed as follows:

- Department is currently meeting demands at a minimal level.
- Expressed need to breakdown silos across department and functional areas to better respond to demands.
- The need for clarity on goals, objectives, targets to guide decisions, and resource allocation was noted.

Research Question 2 - What are the optimum options and strategies for putting such a system in place?

To address this question, it was important to understand how SRGE is currently connected to other areas in STUA, their strengths as a department, and what resources are needed to excel. A total of thirteen SRGE stakeholders (combination of staff and leadership in the department) were asked a series of questions which are noted below. Summary responses from the interviews are noted following the question.

1. How could the Division of Student Affairs help SRGE function better?

Summary Results

Responses were consistent across all of those interviewed as follows:

³ STUA holds membership with Campus Labs; the organization supports student surveys.

- Set clear goals for the Division that SRGE is able to support through development of department goals, objectives, actions, and deliverables.
- Communicate campus wide the purpose of SRGE and its goals and objectives to ensure campus support of activities.
- Increase collaboration across Division departments to ensure results.
- Resource support for human resource pressures, professional development, and celebration of success.
- Work to remove bureaucratic processes that place limitations on achieving success.

2. How does SRGE relate to other units of the university?

Summary Results

Responses were consistent across all of those interviewed as follows:

- SRGE was noted as relevant to all areas of the university as it services the university's core mission – student education.
- Noted by several individuals as the department at the beginning of the enrolment cycle and that student success is dependent on other areas of the institution.

3. What strengths, skill sets, and resources does SRGE possess that can be shared with other units?

Summary Results

Responses were consistent across all of those interviewed as follows:

- Partnerships and well-established relationships with units and departments within and external to STUA.
- Knowledge of the student audience and their needs and expectations.
- Houses excellent public speakers and expertise in developing public speakers.
- Knowledge of the larger university campus.

4. What resources are needed to improve SRGE services to a superior level?

Summary Results

Responses were consistent across all of those interviewed as follows:

- Human resources – additional staff in specific areas of need (project management, email communications support).
- Space that is oriented to students' needs and not focused on office administration.
- Clear goals, objectives, and data to support decision making.
- Advisory boards or “think tank” on critical areas of priority (enrolment and international).

5. What opportunities exist for greater collaboration and team approaches to the delivery of services?

Summary Results

Responses were consistent across all of those interviewed as follows:

- Positive/strong relationships with staff across the division that could be harnessed to work on specific projects.
- Opportunity to create a collaborative working space.
- Student Affairs Council was noted as a group to build shared goals for the Division.
- Communicating work plans across the Department to build awareness, understanding, collaboration, and support.

Key Findings from the Interviews

- There is better understanding displayed by the management representation regarding the concept of performance measurement. Little or even lack of understanding by lower category employees.
- There is difficulty in identifying relevant performance information for the department and how this information may influence performance targets and reporting.
- Individuals interviewed are interested in contributing to discussions regarding the development of targets and measures of success for their work.
- The Department has a clear and consistent understanding of its role, purpose, and client group.
- There is a strong sense of contribution to the Department amongst those interviewed and an interest in contributing on a larger institutional level. Those interviewed felt their expertise in understanding student needs and expectations is not always sought in strategic discussions.
- There is an interest in integrating and aligning the work of the Department with other units in STUA and the larger University community.
- Human and financial resources to support departmental goals are a concern.

5.2 Findings from Enrolment and International Data Review

5.2.1 Enrolment Data

UVic enrolment data reviewed for this project shows that the Advanced Education (AVED) 2013/14 funded enrolments (which does not include international students) at the University of Victoria were projected to be 41 FTE (full-time equivalent) lower than in 2012-2013 (Kuehne 2013, p. 2). While UVic met the overall target set by AVED for 2013-14, the

university has reported it will not meet ministry targets for domestic undergraduate students, even though total FTE targets have been surpassed. The University has substantially exceeded internal targets associated with graduate students, as well as full-fee-paying international undergraduate students. Growing the international undergraduate population has been a strategic priority, and that goal has been realized as UVic reported a 31 percent increase in international students in 2013-14 (Kuehne 2013, p. 3). According to Kuehne (2013), the total enrolment target is currently 1,250 FTE beyond the AVED target and overall across domestic and international undergraduates and graduates, UVic is 620 FTE over target (p. 5).

Key Findings

- Applications to UVic are increasing (10% increase in Fall 2013 over Fall 2012); however, registrations are flat with only slight fluctuations in total new enrolments since Fall 2005 (Kuehne 2014, p. 6). This indicates the conversion rate between admit to registrant are static and suggests UVic could benefit from increased programming and services to support student conversion. The development of conversion related strategies, initiatives, and actions is an area where SRGE could benefit from implementing a performance measurement system to ensure alignment with the institutional strategic plan.
- UVic experienced significant growth in full fee-paying international students in the Fall of 2014. The number of full-fee paying students (headcounts) increased by 39 percent over the previous year (Kuehne 2014, p. 8); however, enrolments are largely dependent on one source country – China (Kuehne 2014). Diversifying the international student population is a key priority for UVic to ensure internationalization objectives are met. This is an area where a performance measurement system could benefit SRGE in its contributions to achieving results in this regard.
- Since 2004, the university has achieved significant growth in graduate enrolments. Within the last five year period enrolments have grown by over 20 percent—and over 30 percent at the PhD level (Kuehne 2014, p. 7). According to Kuehne (2014), “the university has now met its goal for being the appropriate size. Moving forward however, discussions are taking place with Deans to determine areas for strategic growth, while keeping the overall graduate enrolments at current levels” (p. 7). Critical for SRGE will be the development of graduate student enrolment goals and targets that can be aligned with a performance measurement system to ensure results. At this time, the general goal is to maintain enrolments at the graduate level (Kuehne 2014, p. 7). Specific details and data on domestic and international goals/targets and department-specific goals/targets are required to best inform the development of a performance management system.

5.2.2 International Data

International agreements at UVic create opportunities for undergraduate and graduate students to study abroad through student exchange programs, facilitate research collaboration and exchange, and facilitate staff and faculty exchange. The growth in interest in developing

agreements to support these international activities has resulted in UVic maintaining a total of 350 international agreements which have been negotiated at the program, department and faculty, and university level. The Global Engagement Office manages a database that tracks all university agreements.

Procedures to ensure accurate tracking of partnership activity and student mobility (incoming and outgoing students) currently rely heavily on an outdated and unsupported database and manual data entry and processes. Identifying a new database that will fully support tracking of international activity, including monitoring of parity (balancing the number of incoming and outgoing students) and partnership contacts is critical for implementation of a performance measurement system for SRGE. Understanding the current activity associated with each international agreement allows the institution to determine a baseline for which reasonable and achievable goals and objectives can be built from. Without this, SRGE will be challenged to determine actions and measures that are aligned with institutional objectives.

Key Findings

- The Global Engagement Office manages a total of 350 international partnership agreements in 52 countries (University of Victoria 2015). In Spring 2015, the Vice-President Academic and Provost requested a review of the 350 agreements and development of an assessment mechanism to aid in determining the future development of agreements and renewal (Dr. Catherine Mateer, personal communication, February 25, 2015). This is an area where a performance measurement system could benefit SRGE in its contributions to achieving results in this regard.
- Student participation in international mobility programs at UVic has increased from 612 student participants in Fall 2011 to 795 student participants in Fall 2013, a 30% increase over the two year period (Charlton 2014).
- The University has not identified specific goals, objectives, and measures for student participation in international activity or general university engagement in international activity. These specific details are required to best inform the development of a performance management system.

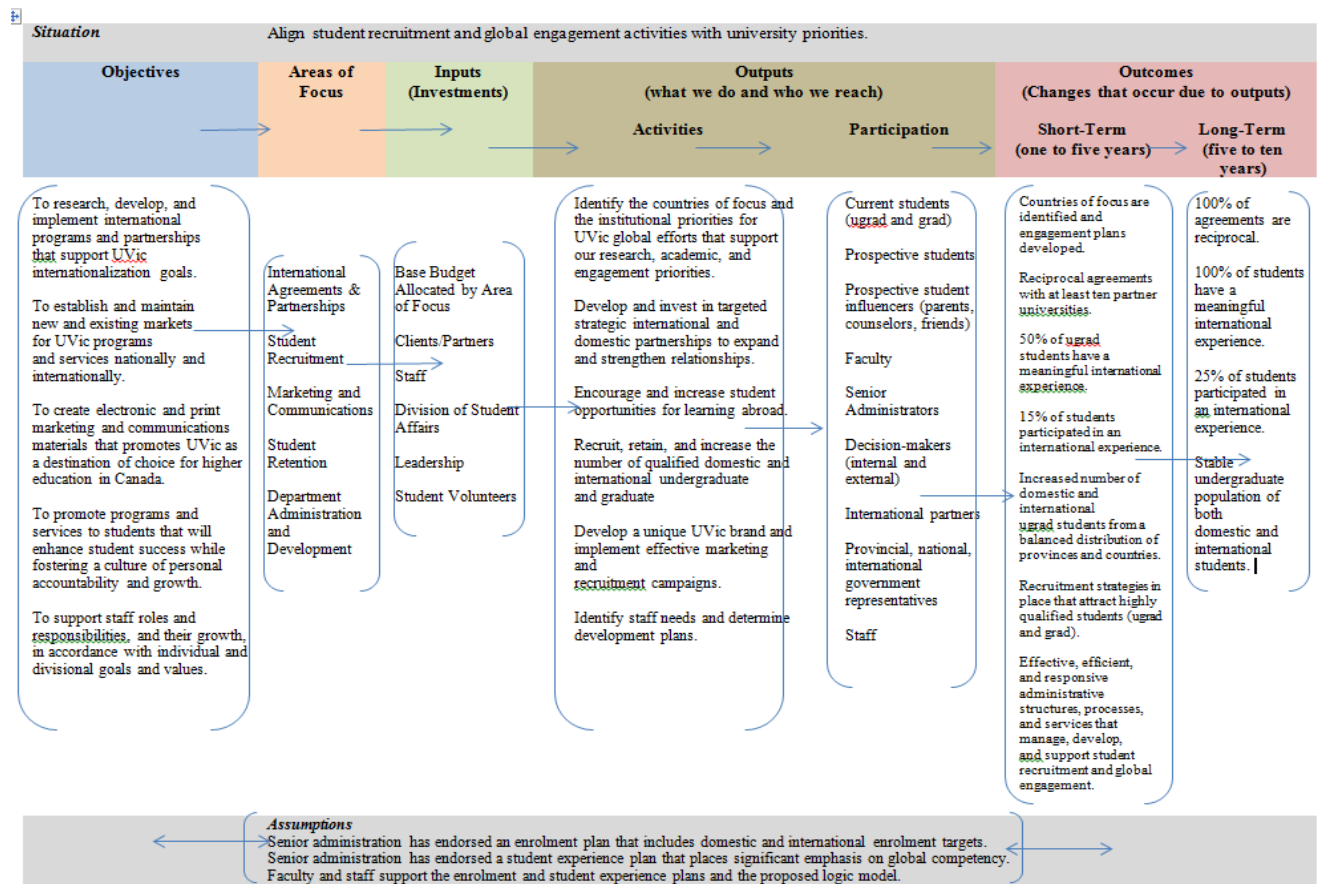
The interviews confirmed that SRGE is not currently utilizing a performance measurement system to align its activities to the strategic enrolment and internationalization directions of the institution. In addition, the interviews highlighted a general lack of understanding of performance measurement and its link to organizational success; however, the interviews did confirm a strong desire amongst the stakeholder group to better understand how their work is contributing to institution goals and where improvements could affect increased

success. In addition, the stakeholder group was strongly concerned about client group satisfaction which suggests accountability is valued amongst staff. The qualitative data from the interviews and the quantitative analysis informed the development of a logic model for SRGE.

5.3 Student Recruitment and Global Engagement Logic Model

The following section describes the logic modeling process that has informed the development of a logic model for SRGE (Figure 2). The objectives, areas of focus, inputs, outputs and outcomes identified in the logic model represent the current objectives and activities of the Department, and are presented here for client review. The logic model and its components offer SRGE the foundation for developing a performance measurement system that will measure and record key performance data in a consistent manner for further analysis, interpretation and reporting to inform future planning through a process of review and renewal.

Figure 2: Student Recruitment and Global Engagement Logic Model



The logic model prepared for SRGE is a graphic model that is both descriptive and prescriptive and is meant to explain what the department is responsible for and intending to accomplish. The logic model is a visual approach to the work of the department and is a tool that conveys the programs and services in SRGE in a brief, visual format. The logic model describes planned actions and expected results and is useful for identifying key measures that can be linked to outcomes. This framework illustrates the causal relationship between inputs, outputs, and outcomes. The development of logic models is an iterative process that requires some common understanding and agreement surrounding the outcomes of a program. The following discussion explains the interconnectedness among the elements of the logic model.

At the top of the logic model is the SRGE department goal (in this case called a situation) which represents a broad, measurable statement that describes the desired long-term impact of the programs and services of the Department. Understanding the expected long-term achievements a department and its programs are expected to make is important in determining what the overall department goal should be. The goal or situation developed for SRGE was informed by the interviews and data review and reflects the future desired state of the Department as described by the Associate Vice-President, Student Affairs.

The “Areas of Focus” section identifies in broad terms the main clusters of activity in the department. Inputs or investments include anything invested in the department to accomplish the work that must be done. The resources needed to conduct the department’s programs and services are articulated during the early stages of development to ensure that activities are realistically implemented and capable of meeting their stated goal(s). An objective is a more specific, measurable concept focused on the immediate or direct outcomes of the program that support accomplishment of a goal. Clearly articulated objectives were developed for SRGE that provide information concerning the direction, target, and timeframe for the department. This allows for the department to understand its role, who will be impacted by its work, and when.

Activities represent efforts conducted to achieve the program objectives. After considering the resources the department will need, the specific activities that will be used to bring about the intended changes or results must be determined. Process Measures are data used to demonstrate the implementation of activities. These include products of activities and

indicators of services provided. Process measures provide documentation of whether the department's programs and services are being implemented as originally intended.

Outcome measures represent the actual change(s), or lack thereof, in the target of the department that is directly related to the goal(s) and objective(s). Outcomes may include intended or unintended consequences. In the logic model for SRGE two levels of outcomes were considered:

- Short-term outcomes: The results following initial outcomes, and
- Long-term outcomes: The ultimate impact of the department.

Assumptions or external factors, located at the bottom of the logic model, are factors within the system that may affect department operation. Assumptions are included in the logic model so that they can be taken into account when assessing department operations or when interpreting the absence or presence of department changes.

The logic model created for SRGE helps department leaders and staff to focus the programs, services, and activities on generating outcomes for clients and including the necessary components for their attainment. With the completion of a detailed logic model, department leaders and staff can be confident that their efforts will be effective and their resources well spent. The logic model shows the link between the activities that the SRGE team carries out and how those activities lead to the purposes and goals the team shares. In addition, the logic model helps communicate to others the purpose and activities of the department. Finally, the logic model provides a mechanism for the team to understand how programs and activities can be evaluated so that the team can continuously improve.

The SRGE logic model provides the foundation for developing a performance measurement system for SRGE. A performance measurement system will articulate for the SRGE team an effective outcome measurement system that focuses on deciding how the department will make its intended outcomes measurable, i.e., defining a set of performance measures or indicators.

6.0 ANALYSIS

As a result of the research interviews, data review, and logic model development de Waal's (2007) performance management cycle framework was applied to SRGE (Table 1) to better understand SRGE's position in the performance management cycle.

Table 1: Application of de Waal's Performance Management Cycle to SRGE

<i>Stages of de Waal's Performance Management Cycle</i>	<i>Criteria</i>	<i>Department of Student Recruitment and Global Engagement – Evidence of Application</i>
Stage 1 – Management Model Design	<ul style="list-style-type: none"> • Consistent responsibility structure established. • Strategic action plans determined. • Mission, strategy, strategic objectives, goals are determined. 	<ul style="list-style-type: none"> • University Strategic Plan communicated. • Roles and responsibilities communicated. • Mission, strategy, strategic objectives, goals determined and communicated.
Stage 2 – Reporting Model Design	<ul style="list-style-type: none"> • Critical success factors developed and communicated. • Key performance indicators determined and communicated. • Action reports developed and communicated. • Performance measurement system implemented to track success. 	<ul style="list-style-type: none"> • No evidence of critical success factors developed or communicated. • No evidence of key performance indicators. • No evidence of action reports developed. • No evidence of a performance measurement system in place to track success.
Stage 3 – Performance Behavior Model Design	<ul style="list-style-type: none"> • Foster performance behavior development. • Alignment of personal objectives with strategic objectives. • Performance measurement and management is linked to competency management. 	<ul style="list-style-type: none"> • Implementation of performance behavior development underway with the Division of Student Affairs key initiative on Performance Development (source). <i>Note: This initiative was not reviewed as part of this project.</i>

The University Strategic Plan (University of Victoria 2012), Division of Student Affairs One Page Strategy Planning document (Appendix A), and associated communications (University of Victoria President's website and Division of Student Affairs website) are evidence

that SRGE is part of a strategic structure that includes a mission, vision, objectives, and defined set of goals and roles and responsibilities (Stage 1 –Management Model Design). In Stage 2 of the cycle (Design a Reporting Model), the organization establishes the reporting structure with which the execution of the strategy and the progression of key business processes are monitored and adjusted (de Waal 2007, p. 6). The research conducted indicates SRGE operates within an established organization reporting structure; however, SRGE has not developed critical success factors (CSF) and key performance indicators (KPIs), nor has the Department developed action reports (de Waal 2007, p. 6). Therefore SRGE is in stage 2 of the performance management cycle.

As previously noted in the Literature Review (p. 24), in stage two of the performance management cycle, focus is placed on. “CSFs and KPIs that are crucial to the business; exceptional events or figures; analyzing financial and non-financial results; making corrective action plans; and estimating the impact of those action plans” (de Waal 2007, p. 6). It is in this stage where determination of performance measurements takes place. The SRGE logic model offers a framework for development of more detailed and activity-oriented performance measurements that include critical success factors, key performance indicators, and support of the day-to-day management of programs and services.

As noted in the logic model for SRGE (Figure 2), two assumptions were noted and are required to maximize the benefits of a performance measurement system for SRGE:

- A clearly defined University enrolment plan that includes domestic and international enrolment targets.
- A University student experience plan that places significant emphasis on global competency for students.

A performance measurement system for SRGE requires these two plans to be communicated as they will inform the strategic measurement development process. Without these two plans in place, SRGE will be challenged to determine performance metrics that are aligned with strategic goals.

As noted by Perrin (1998), the development of performance indicators in the performance measurement process is one component of a broader, more comprehensive evaluation strategy

(pp. 375-376). Given the University enrolment and student experience plans have not been clearly articulated, determining a single performance measurement system for SRGE may be a challenge; however, the following recommendations are offered to assist SRGE in creating its own performance metrics:

1. *Select a handful of metrics rather than measuring everything*

A combination of broad issues such as employee behavior, infrastructure, and quantifiable outcomes should be the focus (Perrin 1998, p. 369).

Consider the following questions in developing the metrics:

- Did the efforts of the department result in increased enrolment (at all levels), reciprocal agreements, meaningful international experiences for students, and employee engagement in the process? What were the increases and of what level of quality?

2. *The metrics selected should reflect the goals of the department*

The metrics selected should come directly from the priorities of the enrolment and student experience plan.

Consider the following:

- Are the objectives looking at growth, maintenance, renewal, or diversification? Each of these areas would have a different set of metrics.
- Ensure the metrics are at the appropriate level. The logic model can be helpful in determining realistic outcomes (Perrin 1998, p. 376).

3. *Include a few metrics to show Activity and Outputs*

Some metrics should be included to demonstrate the level of activity and the output of the department (such as student enrolment data, number of new agreements, number of agreements renewed, number of international experiences offered and participation data).

- This shows how active the department is and can be particularly useful when making requests for budget approval and additional resources.

4. *Ensure metrics have an identified data source*

In all cases the source of the data used in the metric needs to be identified when the metric is established.

- Some metrics, such as inquiries responded to, are easy to acquire because they are internal. Others, such as changes in student satisfaction, may only be available at the institutional level and may not be reported on annually.

5. *Survey students and stakeholders*

Perrin (1998) recommends actively involving stakeholders in the performance metrics development to ensure ownership and personal involvement in the process (p. 376).

- Surveys provide a benefit in that they allow the organization the ability to track stakeholder engagement and report on the cumulative impact of the activity over time.

6. *Report outcomes over time*

Time-based reporting shows that success takes time, it helps build an understanding that expenditures for the department are a good long-term investment for the institution.

- Update measures frequently to reflect the changing internal and external environment (Perrin 1998, p. 376).

7.0 RECOMMENDATIONS AND NEXT STEPS

The original scope of this project was to recommend a performance measurement system for the Division of Student Affairs and Department of Student Recruitment and Global Engagement that would assist SRGE in meeting the overall international recruitment and internationalization objectives in the University Strategic Plan. This section recommends a performance measurement system for SRGE and provides a series of actions for SRGE to undertake to implement the recommended performance measurement system.

7.1 Towards a Performance Measurement System for SRGE

To address the need for goal and alignment clarity with the University Strategic Plan, SRGE would benefit from the development of a department balanced scorecard that is aligned with the enrolment and student experience plans. Following the Balanced Scorecard model, four strategic perspectives (financial, customer, internal processes, and learning and growth) would be defined and equally balanced between short-term and long-term goals, required inputs and

outputs, internal and external performance factors, and financial and nonfinancial indicators (Niven 2002, pp. 15-17; Striteska & Spickova 2012, p. 4). A SRGE scorecard would communicate a carefully selected set of quantifiable measures derived from the institution's enrolment and student experience plans. Carefully selected measures help staff and other internal (or external) stakeholders understand the expected outcomes of performance drivers necessary to achieve enrolment objectives. The value of a SRGE scorecard is threefold:

1. A communication system

As noted by Halachmi (2002), lack of understanding of performance measurement and therefore lack of commitment by staff and stakeholders is a common barrier to strategy execution (p. 232). The scorecard approach would allow SRGE to communicate its enrolment goals more effectively by presenting its enrolment strategy in a framework that articulates clear objectives and performance indicators.

2. A measurement system

Commonly used enrolment outcome metrics, such as inquiries received and conversion and yield rates, may not provide a complete picture or detailed performance insight. Instead, a SRGE scorecard would balance leading and lagging indicators as well as tangible and intangible outcomes.

3. A strategic management system

As a strategic management system, the scorecard alleviates many of the issues associated with strategy execution. By translating SRGE strategy into a common set of objectives, key performance indicators, targets, and initiatives, a scorecard can be an effective mechanism for encouraging managers to allocate resources to strategic issues.

The SRGE logic model (Figure 2) provides the foundation for developing the balanced scorecard. A completed scorecard for SRGE will articulate an effective outcome measurement system that focuses on deciding how the Department will make its intended outcomes measurable, how it will communicate and report on success, and determine how resources are allocated to support objectives. Table 2 is a sample application of the four perspectives in the scorecard applied to SRGE.

Table 2: Sample Balanced Scorecard for Student Recruitment and Global Engagement

Student Recruitment and Global Engagement Balanced Scorecard									
Perspective	Strategic Theme	Strategic Objective	Strategic Initiative	Key Performance Indicator	Baseline	2016-17	2017-18	2018-19	Performance Indicator Description
Customer	Student Experience	Retain Students	Student Experience Plan	Student retention rate%	Set baseline from current University data	Develop Target	Develop Target	Develop Target	# of completers and graduates compared to # enrolled <i>Establish targets, and report on the results</i>
Process	University of Choice	Attract Students	Student Recruitment Plan	Enrolment rate%	Set baseline from current University data	Develop Target	Develop Target	Develop Target	Enrolment numbers based on target student group (ugrad, grad, domestic, int'l) <i>Establish targets, and report on the results</i>
Financial	Sustainable Funding to support operations	Investment	Client Relationship Management	Student satisfaction communication rate%	Set baseline from current department data	Develop Target	Develop Target	Develop Target	Student communications satisfaction survey <i>Establish targets, and report on the results</i>
Development	High Performance Organization	Invest in People	Staff recruitment and retention	Employee satisfaction	Set baseline from current department data	Develop Target	Develop Target	Develop Target	Employee satisfaction survey <i>Establish targets, and report on the results</i>

7.2 Next Steps

In view of the research findings, data analysis in relation to the reviewed literature, and the recommended performance measurement system, the researcher recommends the following actions take place to implement a balanced scorecard for SRGE:

1. Model Synthesis - Validate and Adopt the Logic Model for SRGE (by March 2016)
 - Management and Division of Student Affairs leadership must validate the logic model with staff and stakeholders to ensure it is accurate and reflects operational expectations appropriately.

- Management should clarify expectations with Division of Student Affairs leadership about uses of performance measurement.
 - Edit the logic model as appropriate and adopt the model.
2. Measure Synthesis - Determine Performance Metrics and Align SRGE Systems and Processes (by August 2016)
- Quantify the strategy of the Department into measures or Key Performance Indicators (KPI's) based on the enrolment and student experience goals.
 - Define the key properties of each of the measures. Attributes that should be defined include: measure name, unit, responsible measure owner, time-scale, and target.
 - The scorecard is fully developed and implemented to communicate and track results.
 - Performance metrics are communicated and processes are created for feedback and renewal.
 - Processes for collection of performance information related to each performance metric are developed.
3. Organizational Implementation - Performance Measurement Training Program for SRGE Staff (by April 2016 and ongoing)
- Management must initiate adequate training regarding performance measurement and ensure that it is provided to all employees in SRGE. This training will improve the current level of understanding regarding performance management amongst employees.
 - Provide workshops, information sessions, facilitate planning activities for performance measurement at all levels.
4. Technical Implementation - Ensure Collection of Data (by April 2016 and ongoing)
- Data collection from key sources must be regular, consistent, and collected over time.
 - Interpret and report data across the Department and institution in support of review and renewal, as well as in support of program/service quality improvements.

5. Operationalize Performance Measurement

- Ensure ongoing organizational commitment through reviewing, reporting, and evaluating performance results.
- Ensure that there is continuing organizational commitment and dedicated resources available to ensure that performance measurement becomes a regular part of SRGE management activities.

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10.0 APPENDICIES

Appendix A Student Affairs - One Page Strategy and Planning Document

VISION		
We transform students' lives.		
PURPOSE		
We work together to support and inspire the highest standards of student success, community engagement and staff development.		
VALUES		
COLLABORATION: We recognize and commit to working together to create a seamless student experience.	COMMUNITY: We will build strong relationships to foster institutional belonging, ownership and pride in our team.	ACCOUNTABILITY: We accept responsibility for the outcomes of our actions and decisions and those of our teams.
		RESPECTFUL INTERACTION AND COMMUNICATION: We will interact professionally and communicate with respect, honesty and openness.
		DIVERSITY: We acknowledge and celebrate differences and model inclusivity.
STRATEGIC AIMS	2012 STRATEGIC PLAN KEY STRATEGIES	KEY PRIORITIES
Create a transformative student experience.	16b, 16c, 19a, 19b, 28c	Create physical and virtual spaces that support student engagement and build a strong sense of community.
Recruit, admit, and retain a diverse group of exceptionally talented students.	2a, 2c, 3b, 4d, 12d, 15b, 20a, 20i	Leverage new technologies to deliver service excellence to students, faculty, and staff.
Strengthen the reputation of Student Affairs as outstanding partners in supporting student recruitment and success.	2b,4d, 6d, 6f, 7b, 10a, 16a, 18b, 20g, 20h, 22c, 37b	Develop a comprehensive new to UVIC student experience program that enhances overall retention and progression.
Build a nationally recognized culture of engaged staff committed to service excellence, student retention and success.	1a, 1c, 8a, 8b, 10c, 11b, 11c, 20j, 26a, 26b, 26c	Develop unique recruitment and retention programs to support under-represented groups.
Build Canada's most welcoming, inclusive, and accessible learning community.	1b, 1d, 3a, 8c, 9a, 17a, 17b, 30a, 30b, 30c, 34c, 35a, 35c, 36a, 36b, 36c, 37a	Create a comprehensive training program to further develop staff and enhance our culture of service.

Appendix B

Interview Questions

1. What are the main objectives for your unit in SRGE, and how do you (and/or your team members) measure success in achieving these goals?
2. What are the services that your unit provides and to which customers (students, faculty, staff, others)?
3. How do you store and report your data?
4. How do you review your unit's yearly performance?
5. Do you see needs and demands for services that your unit cannot currently meet? If so, what are they, and how do they relate to the university's Student Recruitment and Global Engagement goals? (Note: Provide a summary of the university's recruitment and internationalization goals as noted in the UVic Strategic Plan if required).
6. How could the Division of Student Affairs help your unit do its job better?
7. In what ways does your unit relate to other units of the university (both academic and non-academic)?
8. What skill sets and resources does your unit possess that can be shared with other units?
9. What resources do you need to improve your services to a superior level?
10. From your perspective, what opportunities exist for greater collaboration and team approaches to the delivery of services?

Appendix C

Meetings with Deans Regarding Student Affairs-International Re-Organization

Date: January 19, 2015

To: Dr. Valerie Kuehne, Vice-President Academic and Provost
Jim Dunsdon, Associate Vice-President, Student Affairs

From: Carolyn Russell, Director, Student Recruitment & Global Engagement

CC: Silke Klenk, Director, Global Engagement

Re: Meetings with Deans Regarding Student Affairs – International Re-Organization

As requested in your memo of November 4, 2014 regarding the *Student Affairs-International Re-Organization*, Silke Klenk and I have met with the Deans listed below to discuss how the Department of Student Recruitment and Global Engagement can support their internationalization efforts within their respective Faculties and across the institution.

Deans who participated in meetings:

- Dr. Saul Klein, Dean, School of Business
- Dr. Maureen MacDonald, Dean, Faculty of Continuing Studies
- Dr. Ralf St Clair, Dean, Faculty of Education
- Dr. Tom Tiedje, Dean, Faculty of Engineering
- Dr. David Capson, Dean, Faculty of Graduate Studies
- Dr. Catherine Krull, Dean, Faculty of Social Sciences
- Dr. Mary Ellen Purkis, Dean, Faculty of Human and Social Development
- Dr. John Archibald, Dean, Faculty of Humanities
- Professor Jeremy Webber, Dean, Faculty of Law
- Dr. Rob Lipson, Dean, Faculty of Science
- Dr. Eva Baboula, Associate Dean, Faculty of Fine Arts

Most conversations were informal in nature and conversational rather than in a specific question/answer interview format, but the following questions helped guide our discussions:

- What are the main international objectives for your Faculty?
- How does your Faculty measure success in achieving these goals?
- What are your Faculty's current internationalization activities?
- What are some future internationalization activities your Faculty would be interested in exploring?
- Describe the impediments and barriers you are experiencing that hinder your internationalization goals.

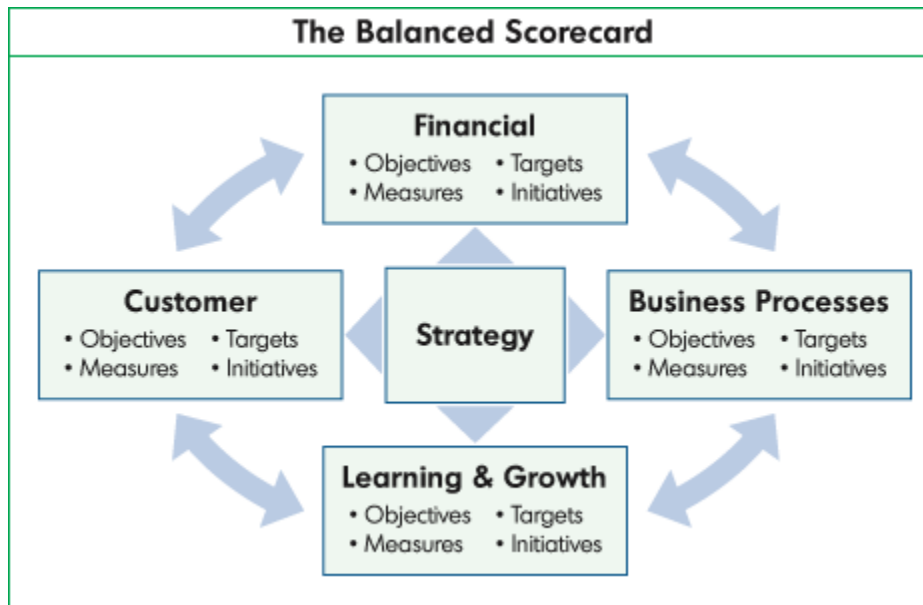
- Do you see needs and demands for services to support internationalization efforts in your Faculty that you cannot currently meet? If so, what are they, and how do they relate to the university’s internationalization goals?
- How could the Department of Student Recruitment and Global Engagement and / or the Division of Student Affairs support your Faculty in achieving its internationalization goals and/or support your current and future activities?

Overall the discussions were very positive and the Deans appeared pleased to be invited to discuss current activities, future opportunities and challenges. Below is a brief summary of the current activities that were shared. Following this are a number of themes that emerged as consistent areas of opportunity and challenge for our consideration in advancing the universities internationalization goals.

Internationalization Discussion Summary & Recommendations	
Current Activities	
<ul style="list-style-type: none"> • All Deans shared their engagement in international student recruitment activities. Some identified significant areas of alignment with our approved international target markets. • All Deans shared information regarding the growth they have witnessed over the past three years in international students seeking access to their degree programs. • All Deans discussed their engagement in international mobility programs (ex. student exchange, field schools). Only two Deans identified targets for international mobility in their Faculty. • Deans expressed that there is much international research activity underway amongst their faculty. However, they do not have any mechanism to formally report the level of activity and engagement as it is often focused on individual faculty research programs. 	
Discussion Theme	Recommendation
<p style="text-align: center;">Definitions/Terms</p> <ul style="list-style-type: none"> • It was apparent in conversations there is no consistent definition used for internationalization at UVic. Some Deans reflected on international student enrolment as “internationalization,” others focused on “student mobility.” There was little in the way of discussion regarding curriculum and even less conversation in regards to research and knowledge mobilization. 	<p>Task the “Internationalization Committee” referenced in the November 4th announcement, with defining and communicating what internationalization at the University of Victoria is. Be specific about the areas that contribute to our success in internationalizing the campus.</p>
<p style="text-align: center;">Goals/Targets/Measures</p> <ul style="list-style-type: none"> • Majority of the Deans indicated that they did not currently have a plan to support the university’s internationalization goals. Deans expressed an 	<p>Task the “Internationalization Committee” referenced in the</p>

<p>interest in working with Student Recruitment and Global Engagement to develop plans.</p> <ul style="list-style-type: none"> • Some shared that they feel decisions are currently being made in isolation of a plan. Several Deans expressed a need for enhanced communication regarding international activities/goals across the institution. • Deans expressed a need for support in determining goals and associated targets for both international student enrolment and international mobility programs. Many commented on the need for administrative support in operationalizing goals/targets, reporting on success, and maintaining partnership relationships. • Many Deans like the idea of continuing to establish strategic articulation partnerships to diversify our international student population. 	<p>November 4th announcement, with determining institutional goals for internationalization that are specific, measureable, and actionable by Deans and AVP's.</p>
<p style="text-align: center;">Student Service and Support</p> <ul style="list-style-type: none"> • Deans expressed concern that we ensure appropriate international student support services and programs are provided that support goals and targets. Pathways was identified by several Deans as an area where greater oversight and support is needed. • Language barriers with specific student populations were noted as a concern. • Academic preparation and admissions standards for international students were noted as a concern. • More attention needed on Orientation for international students. • Housing placements are a challenge for international students. • There appears to be a sense of urgency amongst the Deans in addressing international student services and support concerns as our success in addressing these items will assist students in the success (academic and social) at UVic. The need for better tracking and monitoring of students' academic performance was voiced by several Deans. • Deans recognized that there is much effort underway in the Division of Student Affairs to address international student services and support. 	<p>The Division of Student Affairs will continue to engage and work with Deans and faculty to ensure student support programs and services are positioned to support the unique needs of international students.</p>
<p>General Concerns</p> <ul style="list-style-type: none"> • MITACS was noted as a program that is not well understood by Deans/Faculty. • Research and its connection/contribution to the campus internationalization process was not discussed in any detail. • Concern was raised that in the absence of an institutional plan/strategy for internationalization, international students may be viewed as taking seats away from domestic students. • Several Deans expressed need for a more robust institutional risk management policy for international mobility. 	
<p style="text-align: center;">Questions for consideration</p>	
<ol style="list-style-type: none"> 1. What do you believe are the priority activities associated with internationalization (e.g., student enrolment, student mobility, curriculum, knowledge mobilization) that UVic should focus its activities on over the next three years? 2. How can Student Recruitment and Global Engagement best support you and your faculty in developing plans to support internationalization? 	

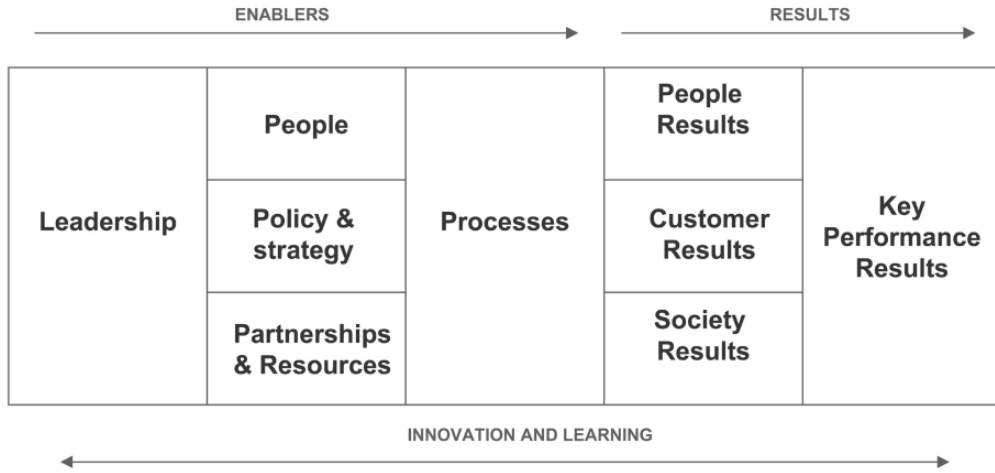
Appendix D
Designing a Balanced Scorecard
Adopted from Neely et al 2000, p. 1129



Adopted from Niven 2002, p. 14.

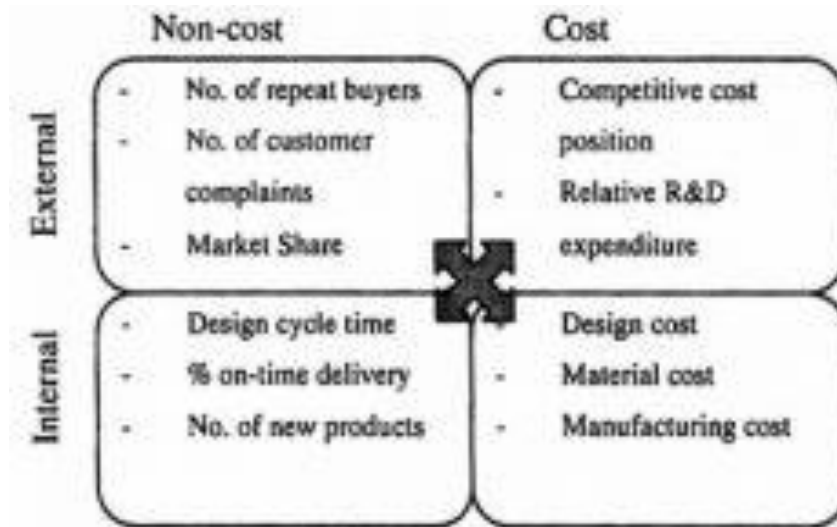
Appendix E
EFQM Excellence Model

Business Excellence Framework



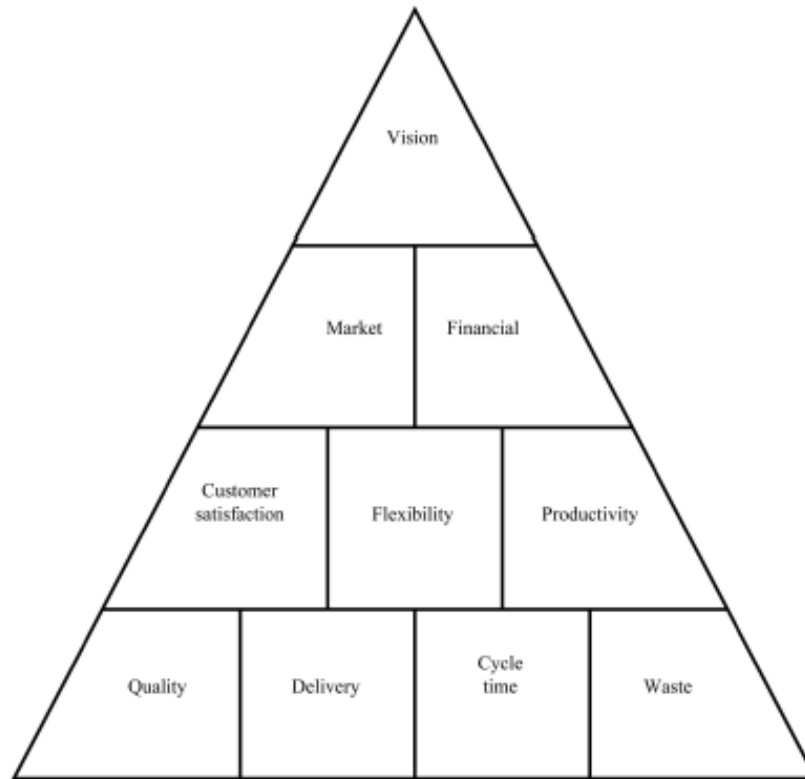
Adopted from Neely et al 2000, p. 1126.

Appendix F Performance Measurement Matrix



The performance measurement matrix (Keegan et al., 1989).
Adopted from Neely et al 2000, p. 1122.

Appendix G SMART Performance Pyramid



Source: Lynch and Cross, 1991

Adopted from Neely et al 2000, p. 1126.