

KVALITET VISOKOG OBRAZOVANJA: ZAŠTO INDIKATORI?

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Kratak sadržaj: Strateški ciljevi visokog obrazovanja prema Strategiji razvoja obrazovanja u Srbiji do 2020. su grupisani u strateške pravce unapređenja kvaliteta i usklađenosti studijskih programa sa potrebama tržišta, kao i povećanjem efikasnosti samih studije, povećanje dostupnosti različitih vrsta studijskih programa i modernizacija postojećih. Institucije visokog obrazovanja su odgovorne za kvalitet koji nude. Osiguranje kvaliteta ima neograničene mogućnosti da podrži institucije u postizanju njihovih ciljeva. Osiguranje kvaliteta prilagođeno viziji i prioritetima svake visokoškolske ustanove ohrabruje veću raznolikost i specijalizaciju visokoškolskih ustanova i promovisati veću upotrebu rezultata analiza u donošenje strateških odluka, s naglaskom na održivi napredak. A važno pitanje koje se javlja na visokoškolskim ustanovama je zapravo pitanje dugoročnog osiguranja kvaliteta. Pitanje kvaliteta visokog obrazovanja je jedno od najvažnijih pitanja. Ova ideja je neko vreme bila važna u cijeloj Evropi. Ovaj izazov se može rešiti na mnogo različitih načina. Za potrebe ovog rada, kao i projekta, predstavimo moguću mapu puta za razvoj i implementaciju sistema za evaluaciju performansi za institucije visokog obrazovanja u Srbiji i sistema u celini. Ideja je da se obezbedi skup ključnih indikatora performansi, model za evaluaciju studijskih programa i institucija. Ovaj sistem bi mogao pružiti niz pogodnosti za različite zainteresovane strane. U mnogim različitim istraživanjima moguće je pronaći brojne rezultate iz zemalja EU. Da bi se poboljšala efikasnost i efikasnost, organizacija treba da ima efikasne strategije za merenje i procenu njihovog učinka. Merenje performansi i kvaliteta je veoma važno za efikasno planiranje, poboljšanje i kontrolu, kao i za donošenje odluka u organizacijama. Rezultati merenja performansi pokazuju mogući dalji strateški razvoj organizacija. Definicija mera učinka je direktno povezana sa vizijom i ciljevima organizacije. Da bi se postigli ciljevi, potrebno je meriti učinak. Ako ne možemo da izmerimo učinak, ne možemo ih poboljšati, pa se njima ne može upravljati. Imajući u vidu činjenicu da institucije visokog obrazovanja postoje u okruženju koje se brzo menja, može se zaključiti da kvalitet zavisi od evaluacije zasnovane na merenju KPI i razvoju strategije za poboljšanje performansi. Neophodno je obezbediti optimizaciju indikatora za studijske programe, institucije i visoko obrazovanje, kao i obezbediti proces podešavanja indikatora, definisanje limita i opsega, kao i definisanje vrednosti i ograničenja za određene indikatore. Preliminarni skup značajnih indikatora treba testirati u odnosu na izvodljivost politike prikupljanja i prihvatanja podataka. Jasno je da postoji određeni broj svetskih evropskih rangiranja, i svi su zasnovani na definisanom setu KPI, pa bi rezultate ovog projekta trebalo iskoristiti kako bise visokoškolske ustanove u Srbiji što bolje pripremile i rangirale na svetskim listama.

Ključne reči: Sistem kvaliteta, KPI, Evaluacija zasnovana na performansama

QUALITY OF HIGHER EDUCATION: WHY INDICATORS?

Abstract: The strategic goals of higher education according to the Strategy for the Development of Education in Serbia until 2020 are grouped within strategic directions through increasing the quality and conformity of study programs with the needs of the market as well as through increasing the efficiency of the study itself, increasing the availability of different types of study programs and modernizing the existing. Higher education institutions are responsible for the quality they offer. Quality assurance has unlimited possibilities to support institutions in achieving their goals. Quality assurance adapted to the vision and priorities of each higher education institution will encourage greater diversity and specialization of higher education institutions and will promote greater cooperation by systematically embedding results in strategic decision making, with emphasis on sustained progress. And the important issue that arises in higher education institutions is actually the issue of long-term quality assurance. The issue of quality of higher education is one of the most important issues. This idea has been important for a while in the whole Europe. This problem could be addressed from many different perspectives. For the purpose of this report as well as project we will present the possible road map for development and implementation of performance evaluation system for Serbian higher education institutions and system as whole. The idea is to provide the set of key performance indicators, model for evaluation and ranking of study programs, and institutions. This system could provide the number of benefits for different stakeholders. In the many different researches, it is possible to find the number of results from EU countries. In order to improve effectiveness and efficiency, the organization need to have effective strategies how to measure and evaluate their performance. Measurement of performance and quality is very important for efficient planning, improvement and control, as well as decision making in organizations [27]. Performance measurement results show the effects of strategy and potential organization capabilities [25]. Definition of performance measures is directly related to the vision and organizational goals. In order to achieve the goals, it is necessary to measure performance. If we cannot measure the performance, we cannot improve them, and therefore they cannot be managed. Considering the fact that higher education institutions exist in a rapidly changing environment, it can be concluded that the quality of the evaluation of all processes' KPIs and development of an improvement strategy is characterized by the presence of uncertainty and imprecision. It is necessary to

provide optimization of the indicators for study programs, institutions and HE, as well as to provide process of tuning of the indicators, definition of limits and scopes as well as to define values and limit for specific indicators. Preliminary sets of meaningful indicators have to be tested against feasibility of data collection and policy acceptance. It is clear that a number of ranking exist, and all are actually based on the defined set of KPIs.

Key Words: *Quality assurance, KPI; Performance-based vealuation*