

PNU Benchmark Guidelines

Deanship of Development and Quality



Introduction



PNU utilizes Key Performance Indicators (KPIs) as a key measure to assess its quality and excellence. KPIs are essential tools for monitoring and evaluating performance across various areas, providing an objective assessment of quality. They support the implementation of educational policies, highlight challenges, and identify underlying causes (Lazić, Đorđević, & Gazizulina, 2021). To enhance quality and excellence, PNU also employs benchmarking. Benchmarking allows organizations striving for excellence or adopting best practices to compare their achievements, services, and processes with those of other institutions (McGregor, 2000).

Types of Benchmarking

PNU utilizes three types of benchmarking:

1. Internal Benchmark:

The internal benchmark entails evaluating performance metrics within the same institution over time or across various departments, faculties, or programs. This approach is valuable for tracking progress and identifying areas for improvement.

2. Target Benchmark:

The target value represents the specific, measurable performance level the university aims to achieve within a defined period. It serves as a benchmark against which actual performance is compared to evaluate success. The target value is often determined by the responsibility for measurement body based on historical data, strategic goals, or benchmarking practices and reflects the desired outcome aligned with the university's objectives. The targets can be classified into three categories:

- a) **Threshold targets which are the minimum acceptable performance levels.**
- b) **Aspirational targets which align the stretch goals for exceptional performance.**
- c) **Baseline targets which are determined based on the historical performance levels.**

The target values are established and approved based on the following criteria:

- Targets are predefined values that define the desired performance levels within a specified timeframe.
- These targets are set using baseline data, benchmarking, and institutional priorities.
- Targets are aligned with strategic goals to support the university's vision, mission, and overall strategic plan.
- Targets are determined by prioritizing key performance indicators (KPIs) that drive major institutional objectives, such as enhancing academic quality, improving research impact, and fostering community engagement.
- Performance is compared with peer institutions, national standards, or global rankings when applicable.
- Historical data and past performance trends of the university are analysed to establish realistic and achievable targets.

3. External Benchmark:

External benchmarking involves comparing an institution's performance with that of similar, competing institutions, either locally or globally. The selected benchmarks are institutions with strong reputations for quality, excellence, and accreditation, and that share comparable contexts, circumstances, years of experience, and infrastructure. Data for benchmarking is collected either directly through formal agreements with these institutions or indirectly via media, websites, and other publicly available sources.

External Benchmarking Criteria for PNU

❖ **Relevance to Strategic Goals:**

The benchmark should align with the university's vision, mission, and strategic objectives. It should reflect areas of priority, such as academic excellence, research output, student satisfaction, or community engagement.

❖ **Comparability:**

Select benchmarks from institutions with similar characteristics, such as size, funding model, academic programs, or geographical region. For global rankings, ensure the chosen benchmarks reflect institutions operating in a similar cultural or economic environment.

❖ **Availability of Data:**

Data used for benchmarking should be publicly accessible, reliable, and consistent across institutions or should be available through momentum.

❖ **Credibility of Source:**

Benchmarks should be based on reputable data sources, such as international university rankings or national or international accreditation bodies.

References

- ❖ Lazić, Z., Đorđević, A., & Gazizulina, A. (2021). Improvement of Quality of Higher Education Institutions as a Basis for Improvement of Quality of Life. *Sustainability*, 13(8), 4149. <https://doi.org/10.3390/su13084149>
- ❖ McGregor, F. (2000, October). Performance Measures, Benchmarking and Value. For full text: [http://www.alia.org.au/conferences/alia2000/proceedings/feli city.mcgregor.html](http://www.alia.org.au/conferences/alia2000/proceedings/feli%20city.mcgregor.html).

