

USAID/HED Standard Higher Education Indicators, FY13

Indicator Label <i>Blue: Semiannual Yellow: Annual</i>	Higher Education Standard Indicator	Indicator Definition	Reporting Frequency and Methodology of Data Collection <i>[All data shall be collected at the level of analysis.]</i>	Data and Disaggregation Need(s)	Frequency of Data Reporting
Outreach / Extension Activities	Number of higher education institution outreach/extension activities in the host-country community	This indicator tracks the number of partnership-supported outreach/extension activities that occur in the host-country community. Partnership-supported means that the activity was planned, organized, and/or conducted, in part or in full, with expertise, guidance, and/or funding from the partnership. Outreach or extension is any activity that brings the work, experience, knowledge, information, inventions, etc., of the partner institution(s) into the community with the purpose of extending knowledge to address local needs. Outreach/extension activities may include but are not limited to trainings, expert consultations, workshops, field assessments, etc. that occurred with the support of the partnership. The activities may be conducted by the host-country institution(s), the U.S. institution(s), and/or both the host-country and U.S. institution(s).	Outreach/extension activity data need to be monitored and recorded on an ongoing basis and reported semiannually. Only partnership-supported outreach/extension activities in the host country should be counted. In addition to reporting the number of outreach/extension activities, this indicator also asks for the number of individuals reached/in attendance; only host-country individuals reached/in attendance at these activities should be counted. Individuals may be counted more than once if they were reached by/attended more than one outreach/extension activity. Each outreach/extension activity conducted with the support of the partnership should be counted, and reported during the reporting period in which the activity occurred.	Number, type, and duration of activity; and number of people reached/in attendance, disaggregated by sex (female or male)	Semiannual
Training - Short-term	Number of host-country individuals (faculty and/or teaching staff, students, and administrative/other staff) affiliated with the host-country institution who completed short-term training programs	This indicator tracks the number of host-country institution individuals (faculty and/or teaching staff, students, and administrative/other staff) who complete short-term training programs offered by the partnership. Short-term trainings last at least one day and less than six months. Completion implies that an individual successfully fulfilled training requirements specified by the partnership. Short-term training may include joint student or faculty exchange, training as part of a joint research project, or other short-term training programs that are attributable to the partnership. The location of training may be the U.S., the host country, or a third country.	Training completion data need to be monitored and recorded on an ongoing basis and reported semiannually. Only host-country institution individuals who completed short-term training programs offered by the partnership should be counted. Each time a host-country institution individual completes a short-term training offered by the partnership, s/he should be counted and reported during the reporting period in which s/he completed the training.	Number and duration of training; and number of individuals, disaggregated by sex (male or female)	Semiannual
Access - Policies	Number of new or improved policies and/or procedures that support increased access of underserved and/or disadvantaged groups to certificate and/or degree programs	This indicator tracks the number of partnership-supported new or improved policies and/or procedures that support increased access of underserved and/or disadvantaged groups to certificate and/or degree programs, at the host-country institution. Partnership-supported means that the policy was planned, developed, and/or implemented, in part or in full, with expertise, guidance, and/or funding from the partnership. The policy and/or procedure must be written down, thereby making it official, and it also must be implemented. Such policies or procedures aim to remove barriers of access and increase preparedness for certificate and/or degree programs for underserved and/or disadvantaged groups. They include, but are not limited to, policies or procedures on the following: transparent admissions, testing, conditional admission based on academic merit, policies/procedures on remedial programs and courses, or other. The definition of underserved and/or disadvantaged groups varies based on context. Underserved and/or disadvantaged may refer but is not limited to regions of the country, social groups such as ethnic minorities, poor economic groups, women, or physically handicapped people.	Data on new or improved policies and/or procedures need to be monitored and recorded on an ongoing basis and reported annually. Only partnership-supported new or improved policies and/or procedures at the host-country institution should be counted. Each new or improved partnership-supported policy or procedure should be counted only once per total partnership duration for this indicator and reported during the fiscal year in which the new or improved policy or procedure was implemented.	Number of policies/procedures, disaggregated by type (admission policies and/or procedures, testing policies and/or procedures, conditional policies and/or procedures that ensure access based on academic merit, policies/procedures on remedial programs and courses, or other)	Annual
Access - Students	Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs	This indicator tracks the number of individuals from underserved and/or disadvantaged groups who are offered admission to tertiary education programs relative to the total number of individuals offered admission, at the host-country institution. Access is defined as offer of admission to enroll in a tertiary education program at the host-country institution. A tertiary education program is defined as a structured course of study, including professional licensure/industry certification, associate, bachelor, Master's, or doctorate degree programs. The definition of underserved and/or disadvantaged groups varies based on context. Underserved and/or disadvantaged may refer to regions of the country, social groups such as ethnic minorities, poor economic groups, women, or physically handicapped people. Measuring access to tertiary education programs intends to show a direct link of access to the ability of such programs to produce a quality workforce with relevant skills.	Admission data need to be monitored and recorded on an ongoing basis and reported annually. Only host-country individuals who have been admitted to tertiary education programs at the level at which the partnership is implemented should be counted. All host-country individuals from underserved and/or disadvantaged groups who are offered admission to tertiary education programs at the level of analysis of the host-country institution should be counted, regardless of whether their admission was supported through the partnership. Each individual offered admission should be counted even if s/he declined the offer of admission. Each time an individual is offered admission to enroll to tertiary education program, s/he should be counted and reported during the fiscal year in which s/he was offered admission.	Numerator: Number of individuals from underserved and/or disadvantaged groups, disaggregated by level (certificate, associate, bachelor, Master's, or doctoral) and sex (male or female) Denominator: Total number of individuals, disaggregated by level (certificate, associate, bachelor, Master's, or doctoral) and sex (male or female)	Annual
Beneficiaries - Direct	Number of direct beneficiaries reached annually by the partnership	This indicator tracks the number of host-country individuals who directly benefit from partnership activities. Direct beneficiaries may include faculty/teaching and administrative/other staff, students, individuals from partner organizations, or community members from the host country, who have participated in short- and/or long-term training or outreach/extension activities supported through the partnership, or any individual from the host country who has been directly involved in or received support from other partnership activities (e.g., scholarship recipients, users of a library established by the partnership, recipients of school supplies or other material goods, etc.), regardless of location in which the partnership activities were carried out.	Beneficiaries data need to be monitored and recorded on an ongoing basis and reported annually. Only host-country individuals who were directly involved and/or benefitted from the partnership should be counted. This indicator tracks data only about participation in the program and not the level of benefit received. Each individual who was directly involved and/or benefited from the partnership activities should be counted only once per fiscal year for this indicator, regardless of how many activities in which s/he participated.	Number of individuals, disaggregated by sex (male or female)	Annual
Curricula - New and/or Revised	Percent of curricula newly developed and/or revised with private and/or public sector employers' input or on the basis of market research	This indicator tracks the number of curricula newly developed and/or revised with private and/or public sector employers' input or on the basis of market research that are supported through the partnership relative to the total number of partnership-supported curricula newly developed and/or revised, at the host-country institution. Partnership-supported means that the curriculum was planned, developed, and/or implemented, in part or in full, with expertise, guidance, and/or funding from the partnership. A curriculum is a set of all courses that a student must complete in order to obtain an academic certificate or degree offered at a host-country institution. A curriculum newly developed and/or revised with private and/or public sector employers' input or on the basis of market research will be counted under this indicator if its development and/or revision included consultations or otherwise integrated input from private and/or public sector employers. Private or public sector employers' input signifies a substantive involvement with tertiary curriculum developers to assure labor market needs are taken into account. As appropriate and with explanation, input may be derived from published research.	Data on curricula need to be monitored and recorded on an ongoing basis and reported annually. Only curricula newly developed and/or revised through the partnership at the host-country institution should be counted. To be counted under this indicator, a curriculum may be newly developed and/or revised either in part or in full through the partnership. Each curriculum newly developed and/or revised through the partnership should be counted only once per total partnership duration for this indicator and reported during the fiscal year in which the newly developed and/or revised curriculum was first offered.	Numerator: Number of curricula newly developed and/or revised with stakeholder input or on the basis of market research Denominator: Total number of curricula newly developed and/or revised	Annual

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Experiential/ Applied Learning	Percent of academic certificate and/or degree programs supported through the partnership that include new and/or enhanced experiential and/or applied learning opportunities	This indicator tracks the number of academic certificate and/or degree programs supported through the partnership that include new and/or enhanced experiential and/or applied learning opportunities relative to the total number of partnership-supported academic certificate and/or degree programs, at the host-country institution. Partnership-supported means that the experiential/applied learning opportunity was planned, developed, and/or implemented, in part or in full, with expertise, guidance, and/or funding from the partnership. An academic certificate and/or degree program is defined as a structured course of study, based on defined curricula in a specific discipline, resulting in a granting of a degree or certificate. Experiential learning is an educational practice of supplementing the classroom setting with work experience in the real world. Applied learning provides opportunities to apply classroom knowledge and skills to real world situations. Both require some structured work experience integrated with classroom learning and aim at increasing participants' readiness to enter the labor market upon completion of the program.	Data on experiential/applied learning need to be monitored and recorded on an ongoing basis and reported annually. Only partnership-supported academic certificate and/or degree programs should be counted. Each partnership-supported program with new and/or enhanced experiential and/or applied learning opportunities should be counted for this indicator and reported during the fiscal year in which the new and/or enhanced opportunity was first offered.	Numerator: Number of programs that offers new and/or enhanced experiential and/or applied learning opportunities	Annual
				Denominator: Number of all programs	
Programs - New	Number of new academic certificates and/or degree programs	This indicator tracks the number of academic certificates and/or degree programs newly developed and implemented supported through the partnership, at the host-country institution. It aims at measuring progress toward aligning academic certificates and/or degree programs with the needs of the labor market. Partnership-supported means that the new program was planned, developed, and/or implemented, in part or in full, with expertise, guidance, and/or funding from the partnership. An academic certificate and/or degree program is defined as a structured course of study, based on defined curricula in a specific discipline, resulting in a granting of a postsecondary degree or certificate. Such programs may include professional licensure/industry certification, associate degree, bachelor degree, Master's degree, and doctorate degree programs.	Data on new academic certificate and/or degree programs need to be monitored and recorded on an ongoing basis and reported annually. Only partnership-supported new academic certificate and/or degree programs should be counted. The addition of a specialization or concentration under an existing degree program may be counted only if it is recognized as a new academic certificate and/or degree program by the institution's registrar or other equivalent office. Each new partnership-supported academic certificate or degree program may be counted only once per total partnership duration for this indicator and reported during the fiscal year in which the new academic certificate or degree program was offered for the first time.	Number of programs, disaggregated by type (certificate, associate's, bachelors, Master's, or doctoral)	Annual
Research - Applied, Replicated, Taken to Market	Percent of academic research initiatives whose findings have been applied, replicated, or taken to market.	This indicator tracks the number of partnership-supported academic research initiatives undertaken since the beginning of the partnership whose findings have been applied, replicated, or taken to market relative to the total number of partnership-supported academic research initiatives undertaken since the beginning of the partnership. Partnership-supported means that the research initiative was planned, designed, and/or conducted, in part or in full, with expertise, guidance, and/or funding from the partnership. A research initiative is any structured and systematic investigation to establish novel facts, solve new or existing problems, prove new ideas, or develop new theories, using a scientific method. Replicated means research successfully repeated by a peer academic institution or other research center, public, or private, in either the host country or elsewhere, usually a precursor to application. Applied means used in a practical application outside of the original research setting. Taken to market means produced and sold on the market (e.g., patented research).	Research initiatives data need to be monitored and recorded on an ongoing basis and reported annually. Only partnership-supported academic research initiatives that contribute to the host country's local and/or national development goals should be counted. Partnership-supported research initiatives may be undertaken by the host-country institution or jointly by the partner institutions, or as part of student research if it meets the definition criteria. Each time the findings of a partnership-supported research initiative have been applied, replicated, or taken to market, the research should be counted and reported during the fiscal year in which the findings were applied, replicated, or taken to market.	Numerator: Number of research initiatives undertaken since the beginning of the partnership whose findings have been applied, replicated, or taken to market	Annual
				Denominator: Total number of research initiatives undertaken since the beginning of the partnership	
Research - Joint Projects	Number of U.S. - host country institution joint development research projects	This indicator tracks the number of development research projects implemented jointly by the partner institutions. A research project is any structured and systematic investigation to establish novel facts, solve new or existing problems, prove new ideas, or develop new theories, using a scientific method. The joint research serves to strengthen the host-country institution and draw it into application and market priorities. Under this indicator, joint research means that the research should be developed and implemented cooperatively by the U.S. and host-country institution partners, with intellectual input and/or practical contributions from both partners. Under this indicator, joint development research encompasses scientific inquiries that address development challenges in the host country. Joint research projects may include student theses, Master's theses, and dissertations, if these research projects were directly funded, in part or in full, by the partnership.	Joint development research projects data need to be monitored and recorded on an ongoing basis and reported annually. Only partnership-supported joint research projects that contribute to the host country's local and/or national development goals should be counted. Each joint development research project should be counted only once per total partnership duration for this indicator and reported during the fiscal year in which research implementation, beyond proposal development, begins.	Number of projects	Annual
Training - Long-term (A. Enrolled)	Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening	This indicator tracks the number of host-country institution faculty and/or teaching staff enrolled in long-term training programs aimed at improving their academic qualifications. Long-term trainings are at least six months in duration and include professional licensure/industry certification, associate, bachelor, Master's, doctorate degree programs, and other types of long-term training programs (e.g. training as part of a joint student or faculty exchange, a joint research project, or other). Certificate or degree programs attest to the fact that a graduate has mastered a set of skills agreed to by industry and tertiary education institutions. These sets of skills may be developed by the higher education institution itself in consultation with public or private sector employers or may be developed by other entities, e.g., skills lists developed by industry. Associate, bachelor, Master's, and doctorate degree programs are those as defined by the host-country institution. Long-term training of faculty and/or teaching staff must be funded in part or in full by the partnership. The location of training may be the U.S., the host country, or a third country.	Training enrollment data need to be monitored and recorded on an ongoing basis and reported annually. Only host-country institution faculty and/or teaching staff who enrolled in long-term training programs that are funded in part or in full by the partnership and last at least six months should be counted. Each time a faculty and/or teaching staff member enrolls in a long-term training program, s/he should be counted and reported during the fiscal year in which s/he started enrollment.	Number of individuals, disaggregated by level (certificate, associate, bachelor, Master's, doctoral, or other) and sex (male or female)	Annual
Training - Long-term (B. Completed)	Number of host-country individuals (faculty and/or teaching staff, students, and administrative/other staff) affiliated with the host-country institution who completed long-term training programs for qualifications strengthening	This indicator tracks the number of host-country institution individuals (faculty and/or teaching staff, students, and administrative/other staff) who completed partnership-supported long-term training programs aimed at improving their academic qualifications. Partnership-supported means that the activity was planned, organized, and/or conducted, in part or in full, with expertise, guidance, and/or funding from the partnership. Long-term trainings are at least six months in duration and include professional licensure/industry certification, associate, bachelor, Master's, doctorate degree programs, and other types of long-term training programs (e.g. training as part of a joint student or faculty exchange, a joint research project, or other). Certificate or degree programs attest to the fact that a graduate has mastered a set of skills agreed to by industry and tertiary education institutions. Associate, bachelor, Master's, and doctorate degree programs are those as defined by the host-country institution. Completion implies that an individual received a certificate or diploma upon meeting all requirements defined by the training program. The location of training may be the U.S., the host country, or a third country.	Training completion data need to be monitored and recorded on an ongoing basis and reported annually. Only host-country institution individuals who completed long-term training programs lasting at least six months should be counted. Each time an individual affiliated with the host-country institution completes a long-term training program, s/he should be counted and reported during the fiscal year in which s/he completed the training.	Number of individuals, disaggregated by level (certificate, associate, bachelor, Master's, doctoral, or other) and sex (male or female)	Annual