

CHEA CIQG meeting

Principle One- Quality and higher education providers


Angela Yung Chi Hou, Ph.D.
Professor, Graduate Institute of Educational
Leadership and Development,
Fu Jen Catholic University
Vice President, Asia Pacific Quality Network
Jan 28, 2016

Introduction

- ◆ Higher education expansion
- ◆ Global competitiveness
- ◆ Quality monitoring
- ◆ Quality culture




Outline of Presentation

- ◆ Higher Education in Asia and Quality Assurance
 - ◆ Principle ONE
 - ◆ Application in Asian Higher Education Institutions
 - ◆ Taiwan Experience
 - ◆ Conclusion
- 

Higher Education in Asia

- ◆ Fast Expansion in HE over the past decade
 - ◆ Number of Universities
 - ◆ Student enrollment
 - ◆ Private institutions outnumber public institutions by three times
- ◆ Asian government policy
 - ◆ To Enhance quality of mass HE
 - ◆ To strengthen international capacities of national universities
 - ◆ To develop world class universities

Anatomy of Asian QA System in higher Education

- ◆ Most Asian nations have developed their national quality assurance systems
 - ◆ Half of the Asian nations have more than two local quality assurance bodies, including Japan, Hong Kong, China, Philippines, and Taiwan
 - ◆ Most agencies are governmental affiliations, particularly the Southeastern QA agencies
 - ◆ East Asian agencies tended to be non-profit and independent bodies
- 

Diversity among Asian QA agencies

- ◆ Number of staff from 320 to 1
- ◆ Annual budget of the agencies widely ranged from 0.03 million USD to 33.3 million USD
- ◆ 2/3 undertake reviews at the program and institutional levels
- ◆ Assessment tools
 - ◆ Accreditation, evaluation and audit
- ◆ mandatory vs compulsory approach

Current issues in QA

- ◆ Measuring student learning outcomes
- ◆ QA impact on higher education
- ◆ Ensuring quality of international education
- ◆ Quality assurance of cross border higher education
- ◆ Internationalization of quality assurance agencies
- ◆ Mutual recognition
- ◆ International accreditation
- ◆ Qualification recognition

Principle One

- ◆ Assuring and achieving quality in higher education is the primary responsibility of higher education providers and their staff
 - ◆ Diversities of higher education providers
 - ◆ a HE provider should be responsible for
 - ◆ quality of education it will offer
 - ◆ how it will be presented

HE Providers' responsibilities in quality assurance

- ◆ Institutional level
- ◆ Program level



Quality mechanism at the institutional level

- ◆ The provider's leaders should initiate the process and support all quality activities, including processes and procedures.
- ◆ Quality assurance should be an integral part of institutional governance and clearly identified within the overall institutional management structure and system.
- ◆ The functions and responsibilities of the quality assurance office should be clearly articulated
- ◆ A healthy and balanced quality assurance system should express both educational objectives and social expectations.
- ◆ To ensure the provider's long-term sustainability the quality assurance system must be able to adapt to change through feedback mechanisms and consultation with stakeholders, including faculty and staff representatives, student bodies, government, industry and other external agencies.

Program assessment

- ◆ HE provider should also do program assessments to ensure the quality of teaching and learning
- ◆ It should focus on **the program objectives, curricular design, pedagogy, and student development**
 - ◆ **Faculty involvement** is vital
 - ◆ **The alignment between pedagogy and curriculum**

Self-assessment and peer review

- ◆ **Self-assessment should be an ongoing process** built into all quality activities within the institution in order to enhance quality activities by identifying good practices.
- ◆ Peer review is a key to self-assessment; therefore **the qualifications and background of the reviewers** must be agreed and conflicts of interest avoided.
- ◆ Periodic self-assessment reports should **identify strengths and weaknesses, suggest areas for improvement and make recommendations for further action.**

Development Indicators and Data Analyses

- ◆ The quality of educational outcomes can be assessed **through standards, criteria and various quantitative and qualitative indicators**, the development of which should involve stakeholders, particularly faculty and staff.
- ◆ Both quantitative and qualitative data should be collected and analyzed.
- ◆ **Institutions often set up an Office of Institutional Research (IR)** to gather evaluative data and information on a longitudinal basis.
- ◆ Based on such data analyses, the institution's **strategic plan and its self-assessment reports** can be aligned closely.

Learning outcome assessment

- ◆ Learning outcomes
 - ◆ “they just represent to a certain extent institutional performance, not being able to show what and how students learn in universities and colleges”
 - ◆ With a boarder definition, student learning outcomes, now encompass a “wider range of student attributes and abilities, both cognitive and affective, which are a measure of how their college experiences have supported their development as individuals” (CHEA)
- ◆ The emphasis on learning outcomes has been widely accepted by institutions.
 - ◆ The competencies that the students should have after the completion of their programs include professional knowledge, generic skills, and attitude and values.

Varying approaches in Asian HE

◆ E-portfolio systems

- ◆ nine public Hong Kong universities collaborated with each other in 2010 to formalize an e-portfolio platform in order to record students' learning experiences and to enhance their employability in a job market.
- ◆ Universiti Teknologi MARA (UiTM) in Malaysia also practices e-Portfolio as an important tool in assessing students of humanities and arts faculties

◆ Capstone courses

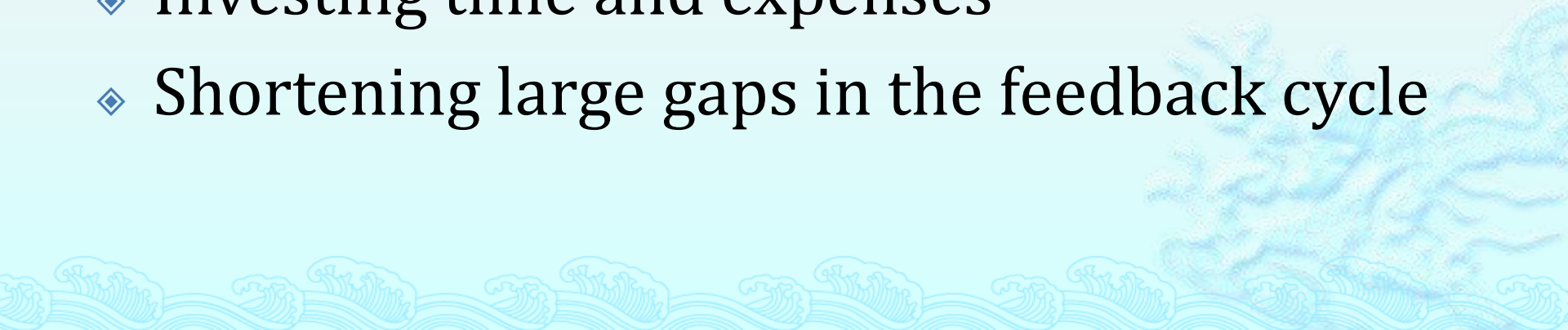
◆ Curriculum map

◆ Learning outcome based course assessment

Recommendations

- ◆ The provider should have clear procedures and criteria for student assessment and progression, which are included in **the Quality Assurance Manuals**.
- ◆ **Teaching and learning activities and assessment methods should be aligned with intended learning outcomes**, which should include subject knowledge, generic skills and attitudes and values.
- ◆ Learning outcomes assessment should **include direct and indirect approaches**, such as tests, assignments, laboratory works and reports, practicum, interviews, and portfolios, surveys, reflective essays, focus groups, etc.
- ◆ The provider should develop **a monitoring system** to ensure quality of learning and academic standards.

Challenges for implementation- How to be a learning institution

- ◆ Shared responsibility between administration and academic sectors
 - ◆ Inclusion of faculty
 - ◆ Development of indicators and learning outcomes measures
 - ◆ Investing time and expenses
 - ◆ Shortening large gaps in the feedback cycle
- 

QA contribution to Asian HE

- ◆ Understanding notions of continuous and self-improvement
- ◆ Institutional review and program assessment help providers identify strengths and weaknesses
- ◆ Providers pay more attention to student learning outcomes and assessment
- ◆ Quality assurance brings **positive impacts on campus internationalization**

Taiwan Experience (HEEACT survey in 2015)

- ◆ **Efficient use of accreditation results** by Institutions
- ◆ **Reviewers' qualification and quality** are the major concern of the universities
- ◆ The correlation between institutions and government in accreditation outcomes use tends to **be positive**

Conclusion (1)

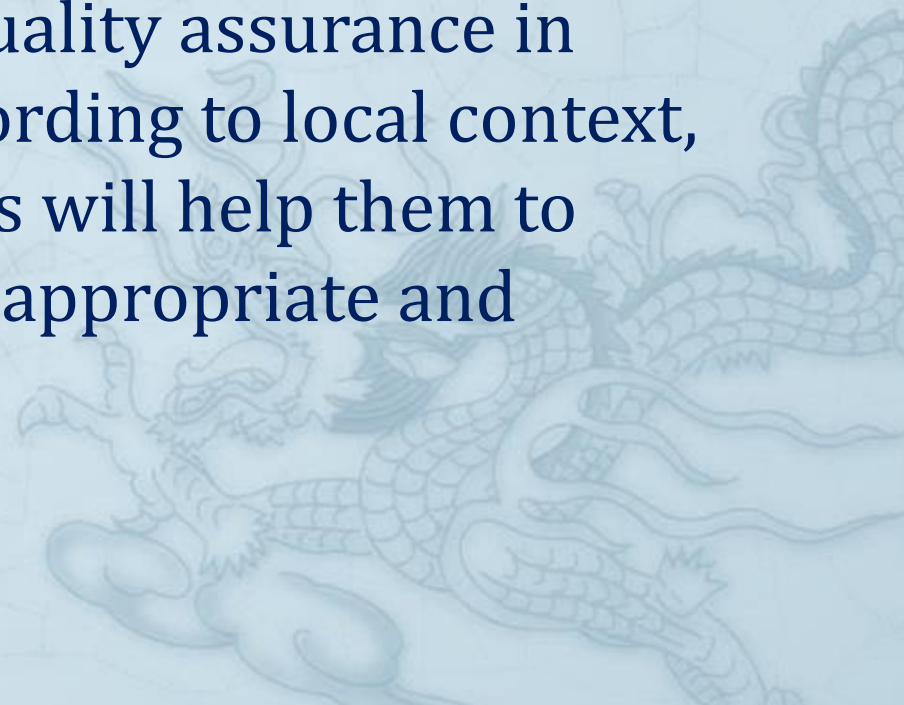
- ◆ The seven principles represent a shared understanding of quality by institutions, but there are variations and differences in implementing the principles **due to cultural, educational and political contextual factors.**

Conclusion (2)

- ◆ External control
 - ◆ National Qualification Frameworks are seen as reference points for higher education providers in ASEAN nations
- ◆ Integrating internal quality assurance mechanisms into their strategic plans
 - ◆ The University of Hong Kong

Final Remarks

The implementation of quality assurance in institutions will vary according to local context, but these seven principles will help them to check whether they have appropriate and flexible systems.



Happy Chinese New Year
Good luck for Monkey year



TAIPEI IOI



Thank you for your attention

Fu Jen Catholic University, Taiwan
Higher Education Evaluation & Accreditation
Council, Taiwan
Asia Pacific Quality Network
03544@mail.fju.edu.tw

