

Quality Assurance of Transnational Programs in East Asia: Monitoring of the “CAMPUS Asia” Programs

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Outline

1. Launch of “CAMPUS Asia” and Japan-China-Korea Quality Assurance Council
2. Coordinated monitoring of the CAMPUS Asia transnational education programs
3. Japanese method for pilot monitoring



Launch of “CAMPUS Asia”

- As economic activities in the East Asia region become more interrelated, human resource development on a regional scale is becoming important.
- “CAMPUS Asia” (Collective Action for the Mobility Program of University Students) launched in 2011
 - Japanese Prime Minister proposed in the 2nd Japan-China-Korea Trilateral Summit Meeting in 2009.
 - Initiative for promoting exchange and cooperation among the three countries’ universities.
 - 10 joint programs by consortiums of the three countries’ universities were selected.
 - Some joint programs already started short-term student exchanges and some are planning to establish double-degree programs after two to three years.



Requirements of Quality assurance in CAMPUS Asia

- For the East Asia region, quality assurance (QA) of transnational education is a new challenge.
 - No special focus on transnational education in “Institutional Certified Evaluation and Accreditation” in Japan
- CAMPUS Asia initiative has stressed the importance of QA for transnational education.
 1. Three governments formulated “Guidelines for Exchange and Cooperation among Universities in China, Japan and Korea with Quality Assurance”.
 - used for reference while selecting programs.
 2. Launch of Japan-China-Korea Quality Assurance Council



Number of foreign students in Japan (2011)

	Total	China	Korea	Taiwan	Vietnam	
Number of foreign students	138,075	87,533	17,640	4,571	4,003	...
	(100%)	(63.4%)	(12.8%)	(3.3%)	(2.9%)	

Source: Japan Student Services Organization

http://www.jasso.go.jp/statistics/intl_student/data11.html

Number of university exchange agreements with foreign universities for joint/double degree programs(2009)

	Total	China	USA	Korea	Indonesia	
Number of agreements	307	84	41	39	34	...
	(100%)	(27.4%)	(13.4%)	(12.7%)	(11.1%)	
Inbound Students	1,027	727	4	54	92	
	(100%)	(70.8%)	(0.4%)	(5.3%)	(9.0%)	
Outbound Students	259	96	65	24	1	
	(100%)	(37.1%)	(25.1%)	(9.3%)	(0.4%)	

Source: MEXT http://www.mext.go.jp/a_menu/koutou/shitu/1287263.htm

National Institution for Academic Degrees and University Evaluation



Japan-China-Korea Quality Assurance Council

- Established in March 2010
- Members
 - NIAD-UE: National Institution for Academic Degrees and University Evaluation, Japan
 - HEEC: Higher Education Evaluation Center of the Ministry of Education, China
 - KCUE: Korean Council for University Education, Korea



Council's activities

- PG1: Enhancing Mutual Understanding
 - Mutual understanding of each county's QA system
- PG2: Cooperation in the QA of Transnational Education
 - Monitoring of 'CAMPUS Asia' pilot program for elaborating a joint guideline for QA of transnational programs.
- PG3: Staff/Experts Exchange
 - Invite/send experts to seminars.



Other regions' activities on quality assurance/enhancement of transnational education (especially double/joint program)

- ENQA(2005), TEEP II project
- ECA(2008-10), TAEM II Project
- ECA(2007), Principles for accreditation procedures regarding joint programmes
- Netherlands NVAO, Framework for the assessment of internationalisation as a distinctive (quality) feature
- European Commission: ERASMUS MUNDUS Quality Assessment Project(2009), *Quality Handbook*

-> *These were referred for building up the monitoring method for CAMPUS Asia*



Purpose of Monitoring

- The monitoring project will:
 - ✓ Identify good practices from the aspect of the quality of education, and disseminate broadly to higher education community (through the publishing of a collection of good practices or the holding of symposiums).
 - ✓ Draw up joint guidelines for QA of transnational education for QA agencies of Japan, China and Korea.



Encourage the quality assurance and enhancement of higher education in East Asia.

Implementation Structure

Overall Structure

The Japan-China-Korea Quality Assurance Council is responsible for organizing the monitoring.

Timeline and Frequency

Twice during a five year period*

*The frequency varies by the countries according to their monitoring methods.

1st Monitoring: the first half of 2013

2nd Monitoring: Scheduled in 2015



The 1st Monitoring

Fundamental Policy

- NIAD-UE, HEEC and KCUE conduct the monitoring separately taking into account each country's relevant regulations, evaluation system and methods.
- Minimal common framework and aspects for monitoring will be coordinated among three countries for comparing/analyzing the monitoring results across the three countries in the final phase of the 1st monitoring.
- Share the monitoring results among the three countries and compare/analyze those results.
 - Compile the necessary aspects for monitoring as 'joint QA guidelines'.
 - Disseminate good practices identified in the monitoring in a form of a 'collection of good practices' and through a symposium.



Monitoring Method in Japan

- Based on the criteria stipulated by NIAD-UE, the program providers (Japanese universities) self-analyze the current state
- The self-analysis also needs to specify to what extent quality is assured for the program.
- The program providers address their problems in the self-analysis report for recommendations from the monitoring committee .
- Committee in NIAD-UE draws out **good practices** from the standpoint of quality assurance and enhancement.



Criteria for the 1st Monitoring in Japan

- The monitoring framework is comprised of 7 criteria:

Criterion 1: Goals of Academic Program

Criterion 2: Teaching and Learning

Criterion 2-1: Organization and Staff

Criterion 2-2: Contents of Academic Program

Criterion 2-3: Support for Learning and Living

Criterion 2-4: Credit Transfer and Grading System

Criterion 3: Learning Outcomes

Criterion 4: Internal Quality Assurance System

- Each criterion provides 'Examples of good practices' and 'Rubric for analyzing the quality level'.



Criteria for the 1st Monitoring in Japan

Example

Criterion 1: Goals of Academic Program

Are goals for the transnational collaborative program clearly articulated and shared among the participating institutions in the three countries?

Examples of good practices

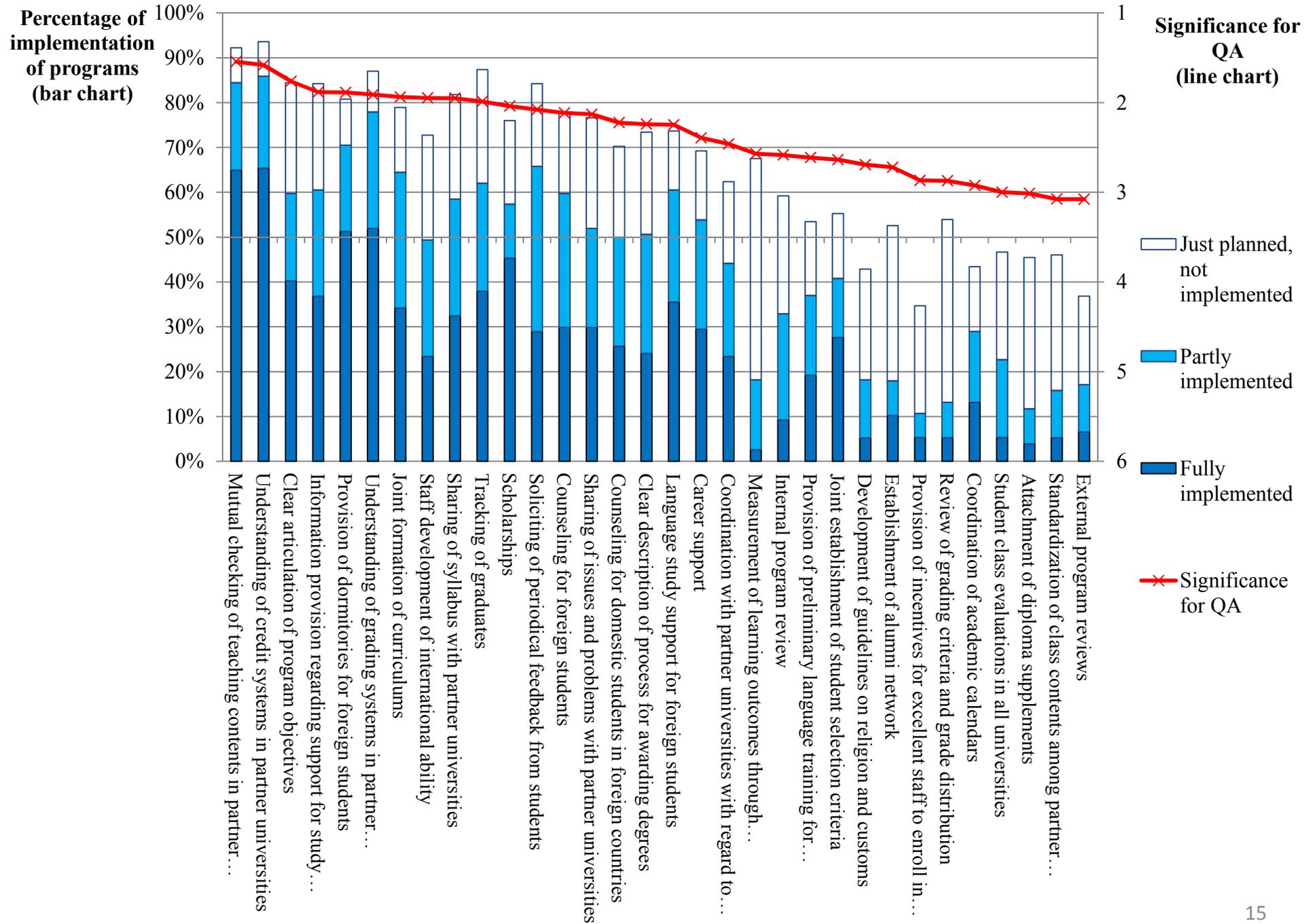
- a) Setting goals for the academic program (including a vision for fostering excellent students)
- Societal and academic needs for fostering excellent human resources (e.g., the need for global talent within East Asia) are articulated in the program goals. The program goals have been set through deliberation and analysis among the participating institutions and other stakeholders.
 - The goals are clearly articulated including expected learning outcomes with respect to knowledge, skill, and attitude acquisition by the students.
 -

Rubric for Analyzing the Quality Level

	Descriptions (Draft)
Needs Improvement	- The program goals and vision for fostering excellent human resources are not clearly established. The goals are not suitable for transnational program nor awarded degrees. ...
Average	- The program goals are clearly set with a vision for fostering human resources and stipulate the need for the transnational collaborative program. ...
Advanced	- The program goals and vision for fostering human resources have been established via discussion among the participating institutions. Expected learning outcomes are articulated with respect to knowledge, skill, and attitude acquisition by the students.
Highly Advanced	- The program goals and vision for fostering human resources have been clearly established via deliberation and analysis carried out with the participating institutions and other stakeholders. A periodical review of them is also conducted. ...



Survey regarding QA activities in joint/double-degree programs



Result of survey: Gap between recognition of importance and degree of implementation

	Recognition of importance (above 5 in 1-6 scale)	Degree of implementation	Gap
measuring learning outcomes on the basis of transnational education	48.1%	18.2%	29.9%
development of staff's ability on international issues	75.6%	49.4%	26.3%
provision of incentives for excellent academic staff involving in transnational programs	35.5%	10.7%	24.9%
Development of guidelines on religion and customs	39.7%	18.2%	21.6%
universities' review systems for grading of criteria and grade distribution	33.3%	13.2%	20.2%

Common issues identified from the Liaison Meetings for 'CAMPUS Asia' Program Providers

- Institutional responsibility with regard to students and the allocation of cost and budget
 - Requirement for detailed agreement
- Recruitment of students for the program
 - PR activities in media, orientation for entrance examinations
- Discrepancy in the academic calendars
 - an intensive course or preliminary course in gap term
- Designing of induction to meet students needs
 - Needs survey in partner universities
- Development of an appropriate credit transfer system, in particular, in research program
 - Learning agreements, Study and Research Plan/Record

Conclusion

- For the East Asia region, cooperation for QA of transitional education is a new challenge.
- Separated but coordinated QA activities may be a modest first step for this region.
 - The possibility that the countries in this region will mutually recognize the results of external QA should be investigated.
- Developing criteria for transnational education is another new challenge.
 - Evidence-based criteria formation and dissemination of good practices is important for universities to promote high quality activities.