Handbook for
'CAMPUS Asia' Monitoring

- Criteria and Method of the 1st Monitoring in Japan -

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NIAD-UE
National Institution for Academic Degrees and University Evaluation, Japan

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Introduction

The Handbook for ‘CAMPUS Asia’ Monitoring describes the criteria and the method of monitoring ‘CAMPUS Asia’ pilot programs (10 trilateral exchange programs among Japan, China, and Korea launched in 2011 to enhance the global reach of universities; “monitored programs”) conducted by the National Institution for Academic Degrees and University Evaluation (NIAD-UE).

The Japan-China-Korea Quality Assurance Council, which is composed of quality assurance (QA) agencies from the three countries, decided to conduct the monitoring as a joint initiative to support ‘CAMPUS Asia' in terms of quality assurance. The plan calls for monitoring to be conducted twice during the five-year period of the pilot programs. The first monitoring is to be conducted based on criteria and methods established separately in each country.

Chapter 1 of this handbook describes the overall purpose and structure of monitoring while Chapter 2 outlines the first monitoring in Japan.

When developing the criteria and method of monitoring in Japan, discussions in the ‘CAMPUS Asia’ Provisional Committee organized by NIAD-UE and exchanges of opinions with monitored program providers through liaison meetings with program representatives and through individual interviews eventually led to the production of this handbook.

I. Purpose and Overall Organization of 'CAMPUS Asia' Monitoring

Background

With the globalization of higher education in recent years, education itself—not just students and researchers—is crossing national borders and being provided through a wide range of forms and frameworks. In transnational education it is of primary importance to pursue *quality* that produces beneficial outcomes from students studying in rich educational environments under reciprocal relationships between the universities involved. It is therefore essential to develop a system that can assure this quality education and to establish an international cooperative framework. Even though East Asia in particular has diverse systems, languages, and cultures, it has developed initiatives aimed at increasing student and researcher exchanges with a view toward development of the whole region and at the development of excellent leaders.

Japanese higher education as well as is making various efforts, such as the development of educational partnerships and joint programs with foreign universities, aimed at the provision of education of an internationally high caliber and the training of globally active human resources. At the same time, discussions have been taking place around the country as to the *quality to assure* as education develops in the context of international collaboration.

The Japan-China-Korea Committee for Promoting Exchange and Cooperation among Universities was launched based on a suggestion made by then-Prime Minister Yukio Hatoyama at the 2nd China-Japan-Korea Trilateral Summit held in October 2009. Since its establishment, the Committee has been discussing the implementation of the 'CAMPUS Asia' concept for conducting high-quality education through cooperation among universities in the three countries and the modality of exchanges with assured quality.

In parallel, the Japan-China-Korea Quality Assurance Council was launched by QA agencies of the three countries—NIAD-UE in Japan, the Higher Education Evaluation Center of the Ministry of Education (HEEC) in China, and the Korean Council for University Education (KCUE) in Korea—in March 2010. Recognizing the modality of quality assurance in international education as a common issue among the three countries, the QA Council decided to carry out a joint initiative (i.e. monitoring) to support 'CAMPUS Asia' from the aspect of quality assurance as a collaborative plan.

Purpose of monitoring

The purposes of 'CAMPUS Asia' are to train outstanding human resources in Asia by providing high-quality exchange programs among universities in Japan, China, and Korea and to continuously expand the provision of high-quality education and the training of human resources by spreading the concept of educational programs *with assured quality* and pioneering practices to other universities and countries besides Japan, China, and Korea.

In light of these purposes, **monitoring** in 'CAMPUS Asia' shall be conducted not as an evaluation to confirm that a program has the minimum quality but rather **to pick out good practices from the standpoint of educational quality while getting a picture of the current state and initiatives of monitored programs** and **to widely disseminate those good practices in and outside the country**.

Through these efforts, we hope to contribute to the establishment of a system for quality assurance and enhancement of higher education throughout East Asia by providing examples of educational programs *with assured quality* to persons. Within Japan, we also hope to encourage universities aspiring to international expansion by disseminating to Japanese universities examples of good practices and experiences in exchange program and to provide reference information for forming education with assured quality.

Overall organization of monitoring

Monitoring **is to be conducted twice** during the five-year 'CAMPUS Asia' pilot program. The first monitoring will take place during the first half of the 2013 academic year and the second monitoring should take place in 2015, more than 3.5 years after the date of program selection.

NIAD-UE, HEEC, and KCUE will conduct the first monitoring separately, taking into account each country's relevant regulations, evaluation system and methods. Subsequently, good practices identified in the monitoring will be broadly disseminated to persons involved in higher education in and outside the country through the creation of a collection of good practices, the holding of a symposium, and other means. Additionally, NIAD-UE, HEEC, and KCUE will compare and analyze each other's monitoring results and compile the aspects and process for monitoring deemed necessary for all parties into a set of joint guidelines.

The method of the second monitoring, such as joint monitoring by the three countries and/or separate monitoring conducted in line with the joint guidelines, will be subject to discussions based on the results, and comparison and analysis, of the first monitoring.

II. Outline of the First Monitoring Carried Out in Japan

1. Monitored Programs and Method

Ten trilateral exchange programs among Japan, China, and Korea launched in 2011 to enhance the global reach of universities through the 'CAMPUS Asia' pilot program (Re-Inventing Japan Project) were selected for monitoring .

Table: List of monitored programs

Program Provider (University)	Program Name
The University of Tokyo	Beijing-Seoul-Tokyo Dual Degree Master's Program on International and Public Policy Studies (BESETO DDMP)
Tokyo Institute of Technology	TKT CAMPUS Asia Consortium
Hitotsubashi University	Asia Business Leaders Program (ABLP)
National Graduate Institute for Policy Studies (GRIPS)	Northeast Asian Consortium for Policy Studies
Nagoya University	Training Human Resources for the Development of an Epistemic Community in Law and Political Science to Promote the Formation of "jus commune" in East Asia
Nagoya University, Tohoku University	A Cooperative Asian Education Gateway for a Sustainable Society: Expanding the Frontiers in Science and Technology of Chemistry and Material
Kobe University	Program for Careers on Risk Management Experts in East Asia
Okayama University	Program for Core Human Resources Development: For the Achievement of the Common Good and a Re-evaluation of Classical Culture in East Asia
Kyushu University	Cooperational Graduate Education Program for the Development of Global Human Resources in Energy and Environmental Science and Technology
Ritsumeikan University	Plan for a Joint Campus representing Korea, China and Japan which will foster leaders in East Asian humanities for the next generation

* The programs are listed in the above table in the order given in the List of Programs Selected for the FY2011 Re-Inventing Japan Project published on the website of the Japan Society for the Promotion of Science.

In the first monitoring in Japan, **the program providers (Japanese universities) analyze** the state of the exchange program based on criteria stipulated by NIAD-UE. Based on the analyses, the monitoring committee (NIAD-UE) picks out **good practices** from the

standpoint of quality assurance and enhancement and **effective measures for resolving challenges** in implementing an international educational program with assured quality. Additionally, program providers may seek recommendations from and/or an exchange of opinions with the monitoring organization by stating issues in the self-analysis report. In this way, **quality will be enhanced through the exchange of opinions between the program providers and the monitoring committee members**.

2. Implementation Structure

To conduct the monitoring, NIAD-UE will form a 'CAMPUS Asia' Monitoring Committee and subcommittees consisting of academics and experts in higher education as well as NIAD-UE academic members.

The monitoring committee, which will be composed of about eight members, will decide the monitoring criteria and method and finalize the monitoring results. A couple of representatives of the monitored program providers will be invited to participate as members of the monitoring committee to bring the perspective of the program providers into the discussion when considering topics such as the dissemination of monitoring outcomes.

Professionals and experts with experience in quality assurance of higher education and the running of international educational programs will participate as expert members of the subcommittees. The subcommittees will compile a draft of monitoring results based on a document study of the self-analysis report submitted by a program provider and a site visit.

'CAMPUS Asia' Student Committee

The first monitoring will establish 'CAMPUS Asia' Student Committee apart from the monitoring committee and subcommittees with the aim of engaging students in external quality assurance of higher education. Members will be students who studied/are studying on a monitored program and they will exchange opinions with each other and provide feedback to the monitoring committee.

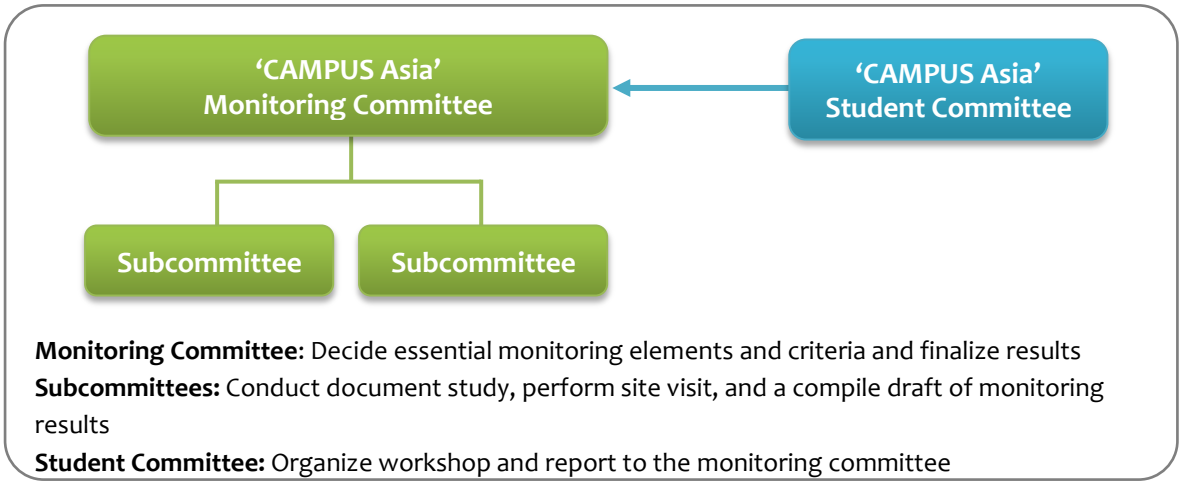
It has become the internationally accepted practice for students to express their opinions through external quality assurance channels, not just on-campus initiatives, when

performing quality assurance of higher education. In Japan there is a need to deepen the discussion of how to engage students in the external quality assurance process while building up examples in practice. The 'CAMPUS Asia' Student Committee will be positioned as one initiative for that purpose.

The student committee will organize a workshop led by students who studied/are studying on the monitored programs. Participating students will hold discussions with students from other universities about their learning experiences in the program at their own university.

The agenda for the workshop will be for the student committee members to compile recommendations for further enhancement of the 'CAMPUS Asia' programs. Representatives of the student committee will then give a report to the monitoring committee. The report contents will be referred to when compiling the monitoring results and will be used in the comparison and analysis of monitoring results conducted by the three countries and in the design of the second monitoring.

Figure: Overall picture of the monitoring implementation structure



3. Monitoring Criteria

The monitoring framework is comprised of the following seven 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

***** See Appendix 1 on pages 11 to 24 for details.

The criteria were established in keeping with the PDCA cycle (criterion 1 = plan, criterion 2 = do, criterion 3 = check, and criterion 4 = act).

Apart from the monitoring, NIAD-UE has designed an assessment (institutional thematic assessment) of internationalization in education at the individual university level, and the criteria for institutional thematic assessment is also modeled on the PDCA cycle. The criteria for monitoring and institutional thematic assessment were aligned intentionally to clearly communicate in and outside the country the message that internationalization and the quality of educational programs in Japan are guaranteed.

Each criterion provides **examples of good practices** and a **rubric for analyzing the quality level**.

A detailed point of view has not been added under the criteria in the first monitoring, in order to place importance on explanations from monitored program providers about the kinds of challenges faced in pioneering an international educational program and the kinds of characteristic ways those challenges were resolved. However, *examples of good practices* are given to make it easier for monitored program providers to describe **practices considered to be excellent** and **effective measures for resolving challenges in an international educational program** when they perform the self-analysis.

The rubric for analyzing the quality level is intended for use as a tool in the self-analysis to determine to what extent quality education is assured in the monitored program. A detailed description (i.e. rubric) is attached to the four dimensions of each criterion so

that program providers can judge whether that dimension has been reached based on the kinds of content implemented.

4. Process and Schedule

First, a program provider prepares a self-analysis report in light of the monitoring criteria.

Based on the self-analysis report, a subcommittee will perform a document study, a site visit to the program provider, and compile a draft of monitoring results. The draft of monitoring results will be presented to the program provider before finalization of results. Finally, the monitoring committee will finalize the monitoring results.

Figure: Monitoring process and schedule

* See Appendix 2 on pages 27 to 35 for details about the self-analysis by program providers and Appendix 3 on pages 37 to 42 for details on the document study, site visit, and other processes of the monitoring organization.

5. Publication of Monitoring Results

The monitoring results will be compiled into a monitoring report for each program provider and published along with the self-analysis report on NIAD-UE's website and elsewhere. Other documents deemed necessary by the monitoring committee will also be released.

Additionally, English summaries of the monitoring reports and self-analysis reports will be shared with NIAD-UE's Chinese and Korean counterparts so that the Japan-China-Korea Quality Assurance Council can compare and analyze the monitoring results of each country.

Appendix 1

Criteria for the First Monitoring in Japan

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.
- Strengths and weaknesses of the institution and its partner institutions are considered using as a benchmark those of other local and overseas institutions, and unique goals are set for the program.
- The goals clearly state the need for a transnational collaborative program with overseas institutions.
- When a program leads to an academic degree, the degree is clearly established within the institution and its title and level are suitable for the program.
- When a double-degree or a jointly-delivered program is newly established within the program, clear goals are set based on the above viewpoints.

b) Sharing goals among the participating institutions

- The goals for the collaborative academic program are shared among participating institutions and function as guidelines for implementing the program.
- The goals for the program fall in line with the objectives and global strategies at the institutional level, and are shared in common with related divisions in the institution.
- When the academic program is a component of another degree program or crosscuts a multi-degree program, its positioning within the goals is clearly stated.

Rubric for Analyzing the Quality Level

	Descriptions
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. • The goals are not widely recognized by the staffs of the participating institutions.
Average	• The program goals are clearly set with a vision for fostering human resources and stipulate the need for the transnational collaborative program. • Participating institutions commonly recognize the program goals. When the program is a component of another degree program or leads to other degree awards, the relationship between the programs is articulated within their goals.
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. • The program goals are shared among staffs and students of the participating institutions, and a consensus is formed.
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. • The program goals have been jointly developed and are shared among the participating institutions, and they function as guidelines for developing and implementing the academic program.

***How to use the rubric**

"High advanced" is a measure used by the monitoring organization, which will indicate in the monitoring report initiatives considered to be outstanding as "highly advanced" initiatives.

For monitored program providers, please give a self-assessment on a **three-point scale (needs improvement, average, or advanced)** of the state of quality initiatives in the program. Those that judge an initiative as "highly advanced" during their self-analysis, should describe it as "advanced" in their self-assessment.

The monitoring organization determine to give a judgment of either of **"needs improvement," "average," "advanced," or "highly advanced,"** based on the self-analysis report.

Criterion 2-1: Organization and Staff

Is a framework for achieving the program goals established and functioning effectively among the participating institutions?

Examples of good practices

a) Organizational framework

- Basic policies on the multi-institution operational structure, institutional responsibilities with regard to students, and the allocation of cost and budget are clearly articulated in a written agreement among the participating institutions and put into effect by them.
- Periodic meetings are held among the participating institutions, and a mechanism for reviewing the program implementation and related issues is established and functioning effectively.
- When research supervision is applicable, an appropriate supervisory system is established and carried out in cooperation among the participating institutions.
- Within the institution, responsibility for conducting the transnational collaborative program is clearly established along with a support system involving other divisions (e.g., international affairs, evaluation, student support).

b) Academic and supporting staffs

- The teaching and supporting staffs are well-suited for the goals, contents and standards of the transnational collaborative program. Globally capable academic staff is especially provided with members who have teaching experience at overseas institutions or experience of teaching in English at Japanese institutions, including internationally recruited overseas educators.
- Faculty/staff development (FD, SD) for attaining global capabilities is carried out.
- Guidelines are drafted and efforts made to treat the cultural and religious attributes of students.

Rubric for Analyzing the Quality Level

	Descriptions
Needs Improvement	• Neither the organization, responsibility for students, nor the allocation of funds are clarified among the participating institutions. The program's operation is dependent on specific teaching staff and is not understood among related divisions. • There are not enough qualified teaching and supporting staffs to implement the transnational program.
Average	• Responsibilities among the participating institutions are stipulated in a written agreement. The institutions periodically discuss the program operation. The program is operated systematically in the institution and a common understanding of the operation exists among the related divisions. • An adequate number of qualified teaching and supporting staffs has been secured to implement the transnational collaborative program.
Advanced	• The participating institutions periodically discuss the program operation and they share responsibility for solving common issues. Support for the program is provided by related departments within the institution. • There are many teaching and supporting staffs with competencies appropriate for carrying out the transnational program. A development program is provided for faculty and staff to acquire international capabilities.
Highly Advanced	• Meetings, including online meetings, are regularly organized among the participating institutions, and a mechanism is operational for jointly reviewing and improving the contents of the academic program. The framework for operating the program is stipulated within the institution's global strategy and effectively carried out in collaboration with related divisions. • Incentives and a support system are provided to attract internationally excellent academic and supporting staffs who can contribute positively to the program's implementation. Faculty/staff development is carried out to enhance their international capabilities.

Criterion 2-2: Contents of Academic Programs

Do the participating institutions work together in designing the contents and methods of academic program and implementing the program appropriate to achieving the program's goal?

Examples of good practice

a) Contents and methods of academic program

- The educational contents are configured in line with expected learning outcomes (e.g., student knowledge, skills, attitudes) - such as a need for global talent within East Asia, and have been systematically analyzed by the institution.
- Information on the program contents, especially on curriculum structure and courses offerings, is shared among the participating institutions, with each program component integrated and systematically structured.
- It is clear that through international collaboration, the program adds value to education in the participating institutions and enhances their international competiveness.
- Teaching methods effective for meeting the program goals, including internship at overseas companies and public agencies, are adopted.
- Education on the languages, cultures and societies of each country is effectively carried out within the program.
- Teaching methods, such as offering classes in English, to facilitate learning by international students are introduced.
- Teaching modes that facilitate student mobility (e.g., e-learning, joint supervision by dispatching academic staff) are adopted.

b) Student admission

- The student selection process (selection criteria and system) is based on the program's educational objectives and contents, and is jointly established and carried out by the participating institutions.
- There is an appropriate number of students wanting to participate in the program, and the actual number of in/outbound students is balanced.
- The composition of admitted students and their academic levels (including language skills) are in line with the program's objectives and contents.

Rubric for Analyzing the Quality Level

	Descriptions
Needs Improvement	• Information on curriculum structure and course offerings at each institution is not mutually shared across the participating institutions. The relationship between the program contents and expected learning outcomes is not clear. • The method for recruiting students is not clearly defined. The expected number of students has not been secured, and an imbalance in the number of in/outbound students exists among the participating institutions.
Average	• Information on curriculum structure and course offerings at each institution is shared across the participating institutions, and the program elements are coordinated. The program content is designed in line with the expected learning outcomes. A teaching method appropriate for the transnational collaborative program is in place. • The expected number of students has been secured along with a level of student proficiency (including language skills) suitable for carrying out the educational program.
Advanced	• The curriculum is jointly designed by the participating institutions, with contents suited to achieving the program goals. Education meeting program objectives is carried out through international collaboration. Teaching methods effective for internationally collaborative education are introduced. The relationship between the program methods/contents and its learning outcomes is clearly analyzed. • The expected number of students has been secured, and the student-selection policy is well coordinated among the participating institutions.
Highly Advanced	• The curriculum of the collaborative program is systematically designed to reflect the strengths of each institution. It has been given excellent international features through transnational cooperation. The relationship between the program methods/contents and expected learning outcomes is analyzed and periodically reviewed. • Both the number and quality of students wanting to join the program is high. Student selection is carried out based on a policy and method set jointly among the participating institutions.

Criterion 2-3: Support for Learning and Living

Has an appropriate learning environment been established for the students and support provided to meet their studying and living needs?

Examples of good practice

a) Support for learning

- A course syllabus is prepared and used, and pre-departure guidance is provided students on curriculum content/flow and credited courses, facilitated by sharing such information among the participating institutions.
- In the case of different academic calendars, the institutions take measures to mitigate obstacles to learning such as offering a special calendar for the program, providing intensive lectures, and offering supplemental classes.
- The policy for the case where students fail to complete the course is clearly defined.
- Various forms of learning support are provided to outbound students, including language training, supplemental classes and additional pre-departure guidance, and distance learning support from the home institution.
- Various forms of learning support is provided to inbound students, including course guidance, providing academic support staff and teaching assistants (TAs), additional language training, supplemental classes, translated documents and materials, and support for carrying out administrative procedures.
- An appropriate learning environment is provided that allows participating students to use libraries, IT equipment, and research facilities.

b) Support for living

- Information on financial support, including scholarships, and accommodations is provided students prior to departure, with most of participating students receiving such support.
- For inbound students, information on living support is accurately provided prior to departure. Living support is provided them during the program, such as an on-arrival orientation, language support, counseling, disaster-risk management, and after-graduation career support.
- For outbound students, information on living support offered in the host country is accurately provided prior to departure. Various forms of living support are offered including distance counseling, risk disaster-management, and after-graduation career support in the host county.
- Support for exchange among the participating students is provided as well as for establishing alumni associations (when applicable).

Rubric for Analyzing the Quality Level

	Descriptions
Needs Improvement	• Pre-departure course guidance is insufficiently provided. A learning support system, such as supplemental classes, is not provided among the participating institutions, nor are details on the support they offer shared or coordinated. • Scholarships and accommodation support are insufficient, placing a heavy burden on students themselves. A system of responsibility for students' living support is not clearly established, nor are counseling and risk-management services for in/outbound students offered.
Average	• The participating institutions share in advance information on their curricula and provide course guidance. Some training and/or supplemental classes are provided to participating students. A learning environment including libraries, IT equipment and experimental facilities is sufficiently provided. • Scholarships and accommodation support are provided to many students. The institutions collaborate and share roles in providing living support, and counseling services are provided at students' request.
Advanced	• The participating institutions share in advance information on their curricula and offer appropriate course guidance. Training, supplemental classes, and support by teaching assistants (TAs) are provided to participating students in collaboration among the institutions. A learning environment (including extra-curriculum learning) replete with facilities/equipment is provided. • Scholarships and accommodation support are provided to most students. Various forms of living support (including counseling) are provided in collaboration among the institutions, with related information shared across the program. Career support is provided.
Highly Advanced	• The participating institutions share in advance information on their curricula and appropriately provide course guidance. By adjusting and coordinating the academic calendar and course period, disadvantages for participating students are mitigated. Training, supplemental classes, and support by TAs are available at all the institutions, and students make active use of them. Counseling, including using distance communication, is carried out. A superior environment for learning (including extra-curriculum learning) replete with the latest facilities/equipment is provided and used. • Scholarships and accommodation support are provided to all students. Various forms of living support are fully provided at all the participating institutions, and faculty/staff members provide informed advice about them to the students. Students make full use of this support, and data are collected on it for use in systematically improving living support services. Career support is provided with full collaboration among the participating institutions. The institutions support exchange among the students and alumni.

Criterion 2-4: Credit Transfer and Grading System

Are systems in place and functioning for credit earning/transferring and grading/conversion with overseas partner institutions?

Examples of good practice

a) Recognition and transfer of credits

- A system, based on the academic program, for transferring credits earned at partner institutions is in place. In particular, an appropriate transfer process is developed and operational for interfacing different credit mechanisms and curriculum flows among the participating institutions. When appropriate, an existing international framework for credit transfer is utilized.
- A maximum limit for credit transfer is properly managed in each institution.

b) Grading and award of academic degrees

- Grading methods are coordinated among the participating institutions, with each institution conducting strict assessments so as to ensure the validity of its awarded credits.
- A system is established, based on standardized criteria, for converting grades obtained at partner institutions. In particular, the participating institutions unify their assessment criteria and grade distribution within the exchange program.
- In a double degree program, the participating institutions coordinate and implement an examination process for awarding degrees, including inviting faculty members from partner institutions as examiners.
- In a double degree program, a diploma supplement (a document attached to the diploma) containing a program overview and outcomes achieved is used and its format coordinated among the participating institutions. Even when a double degree is not awarded, measures are taken to allow students to utilize such information.

Rubric for Analyzing the Quality Level

	Descriptions
Needs Improvement	• A grasp of each credit system is not held among the participating institutions. Credits are transferred exceeding the maximum number stipulated under each country's laws. • Information on grading methods is not shared among the institutions, with grading conducted independently. Examinations for awarding degrees are carried out separately, and simply confirmed later by the other institutions.
Average	• The credit systems of the partner institutions are mutually understood and a program-based credit transfer system established. • A system is established for converting grades based on a grasp of the grading methods used by partner institutions.
Advanced	• Various measures are taken by each institution to ensure credit validity, and a credit transfer system is established based on the program's educational content and standards. • A method for carrying out strict grading is employed by each university, and based on it, grades are converted.
Highly Advanced	• Credit validity is secured at each institution, and a credit transfer system based on the program's contents and standards is established. When appropriate, a credit transfer method is systematically established using an internationally recognized credit-computation system. The appropriateness of the credit transfer method is checked and reviewed periodically. • Grading criteria are clearly articulated at each institution, and agreed upon across the faculty. A mechanism reflecting these criteria is in place to convert grades. When appropriate, a systemic method, employing unified grading standards, is adopted. The appropriateness of grading and conversion methods is checked and reviewed periodically.

Criterion 3: Learning Outcomes

Is a mechanism established for measuring the learning outcomes in line with the academic program's goals, and are positive outcomes obtained?

Examples of good practice

a) Measurement and achievement of learning outcomes

- Progress in student learning is analyzed by monitoring and assessing the state of credits earned by participating students.
- Based on the expected learning outcomes, a suitable method for measuring learning outcomes is established, and student learning outcomes are continuously measured (e.g. by surveying student achievement levels and learning experiences, and by utilizing rubrics, learning portfolios, capstones such as theses or projects, and standard or common achievement tests).
- Measured outcomes meet the expected international level of learning outcomes.
- The achieved learning outcomes (added value) are obtained through international collaboration.

b) Graduate tracking

- When students graduate from or complete the program, their progress is tracked over a period of a few years.
- For students who already graduated from or completed the program, a student satisfaction survey is administered regarding the program contents and a survey is conducted of their employers, the results of which are used in reviewing the learning outcomes.
- With short-term study-abroad programs (e.g., one-semester exchanges, summer programs), a post-program survey (e.g., a satisfaction survey, learning progress tracking) is conducted, the results of which are used to improve the program contents and teaching methods.

Rubric for Analyzing the Quality Level

	Descriptions
Needs Improvement	• A system for measuring student learning outcomes across the overall program is not established, nor is an information gathering method and measurement criteria developed or functioning. • The institution does not track the progress of students who have graduated from or completed the program.
Average	• The state of learning and credit earning is analyzed. A method for measuring learning outcomes is established and pertinent information collected. Suitable learning outcomes are achieved toward receiving an academic degree. • The institution tracks the progress of students shortly after they graduate from or complete the program.
Advanced	• A detailed method for measuring learning outcomes is provided to academic staff, supporting staff and students, and information germane to performing measurements is gathered. Learning outcomes are assessed using the same criteria across the participating institutions. Suitable learning outcomes are achieved in light of the program goals. The relationship between students' course enrolment and credit acquisition and their learning outcomes is analyzed, with the results utilized to improve the program contents and teaching methods. • The status of graduates is tracked regularly and related reports shared.
Highly Advanced	• An appropriate method for measuring learning outcomes is established and shared among academic staff, supporting staff and students in the participating institutions, and a periodic review is carried out. When possible, benchmarks are used to show that the learning outcomes are internationally high in standard vis-à-vis other programs/institutions. Added value is obtained through transnational collaboration in education under the program. • Students who already graduated from or completed the program are tracked and surveyed with regard to their learning outcomes. Based on a firm grasp of the learning outcomes, the institution takes further steps to improve teaching and learning.

Criterion 4: Internal Quality Assurance System

Is a systematic approach to internal quality assurance and improvement established and functioning in collaboration with the other participating institutions?

Examples of good practice

a) Internal quality-assurance system

- Feedback from students is periodically gathered (by student questionnaires, interviews, and participation in review committees).
- A program review is carried out based on an analysis of information gathered on learning progress and learning outcomes achieved.
- An external review (including an advisory committee) is conducted periodically in collaboration with the participating institutions.
- The program is incorporated within the institution's overall quality assurance mechanism. The program is included in the institution's self-assessment and certification processes and integrated into its quality assurance system.
- The program is widely recognized by the public as a result of information published and disseminated by the institution. Information on the program contents, student learning outcomes and teaching effects is appropriately issued.

b) Improved practices and future plan

- The review results are shared across participating institutions and used to make program improvements.
- The review results are checked by the institution's internal divisions of international affairs, quality assurance, and student support, and necessary measures are taken on the institutional level.
- The collaborative program is intended to advance the institution's internationalization and impact of its educational activities, thus exerting a campus-wide positive influence.
- The institution considers measures for sustaining the program even after public funding has ended.

Rubric for Analyzing the Quality Level

	Descriptions
Needs Improvement	• A program review has not been carried out, nor is information on student feedback and learning outcomes available. • The program is reviewed; however, the results are rarely used by the participating institutions.
Average	• An internal review of the program is carried out based on information gained from student feedback (including a learning survey) and learning outcomes. Program-related information is adequately disseminated. • The review results are conveyed to related divisions within the institution and to the participating institutions, and are used to take appropriate actions.
Advanced	• The institution elicits student views through in-depth interviews and analyzes their learning outcomes. Conducting a review in cooperation with partner institutions, issue awareness is shared with them. An external review is carried out, with recommendations applied to making improvements. • Based on the review results, the participating institutions work together to draft a plan for improving the program, which is provided to related divisions in the institution. Feedback is provided by those divisions. Some effects of the program's implementation are seen in students who don't participate in it. The institution considers a plan for sustaining the program.
Highly Advanced	• The institution conducts a variety of analyses jointly with its partner institutions, including in-depth exchanges of views with students, analyzing the measurement results of learning outcomes, and benchmark comparisons with other institutions. The relationship between learning outcomes and student experiences is analyzed; issues are clarified and an awareness of them shared. An effective review methodology is established, and external experts (including experts from overseas) specialized in international education and students are invited to participate in the review committee, which issues recommendations. • A systematic process for using the review results to make program improvements has been developed by the participating institutions, and put into practice for solving issues. Improvement measures are taken at the institutional level in collaboration with the related divisions. All students, including those who don't participate, are positively influenced by the campus-wide internationalization engendered by the program. The institution establishes a system for sustaining the program, and schedules periodic reviews of it.

Appendix 2

Self-Analysis by Program Providers

I. Documents to prepare in the self-analysis and how to submit them

During the monitoring, the subcommittees will pick out good practices and effective measures for resolving challenges in implementing an international educational program based on the state of initiatives self-analyzed by the program providers. Accordingly, program providers are asked to conduct a self-analysis in accordance with monitoring criteria stipulated by NIAD-UE and to prepare and submit the documents listed below.

Document	Format	Submission deadline	Submission method	Guidelines
(1) Self-analysis report	**Designated form 1** (Word)	**May 17**, 2013	**Electronic data**	P.29-32
(2) Basic data chart	**Designated form 2** (Excel)			P.33
(3) List of courses	Any			P.34
(4) Document which shows involved faculties, postgraduate courses, and the program implementation structure within the university	Any			P.34
(5) English summary of self-analysis report	**Designated form 3** (Word)	**June 28**, 2013	**Electronic data**	P.35

NIAD-UE will notify program providers separately of the website for downloading designated forms 1 to 3.

Program providers are asked to include links in their self-analysis report to websites with additional attachments besides those indicated above if necessary.

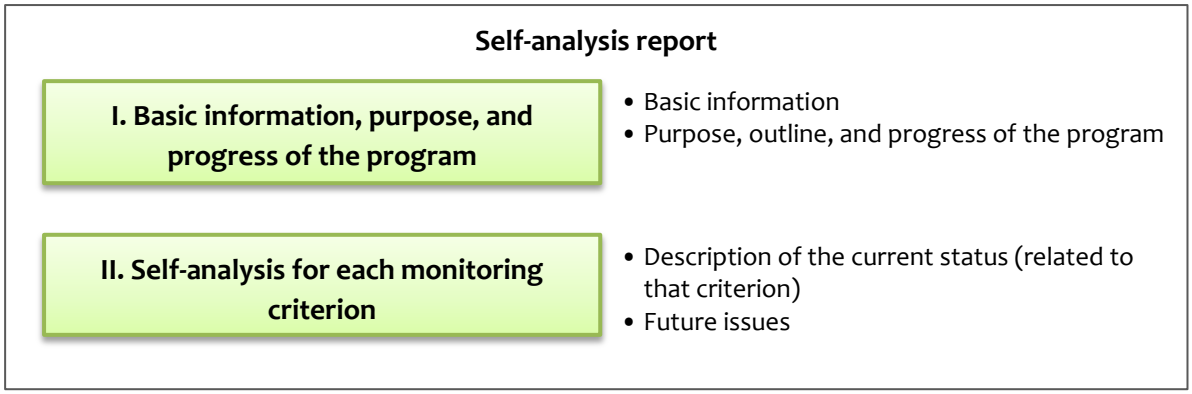
Location of submission

NIAD-UE is planning to use online storage for sharing electronic data with program providers. NIAD-UE will notify program providers separately of the location of submission at a later date.

II. Guidelines for preparing each document

(1) Self-analysis report (designated form 1)

Contents of a self-analysis report



General considerations for preparing report

- Describe the **status of initiatives up through the end of the 2012 academic year (March 2013)** in the self-analysis report.

- The self-analysis report should be about 10 to 20 pages in total. See the guidelines below for an indication of how many pages each chapter should contain.

- Prepare the documents in Japanese with the following settings:

Paper size	A4 portrait orientation
Font size	Use 10.5-point MSP Ming-cho font for all text outside of tables and figures. Gothic font and underlining are also suitable.
Color	Black and white (no color)

- Put the university and program names in the prescribed locations on the cover sheet, add the corresponding page numbers in the contents column, and include the university name in the upper right-hand margin of each page.

How to fill out the form
'Basic information, purpose, and progress of the program'

I. Basic information, purpose, and progress of the program

1. Basic information

1.	University name	XX University	
2.	Program name	Japanese	XXXX
		English	XXXX
3.	Involved faculties/ postgraduate courses, etc.	Graduate School of XX	
4.	Partner universities overseas	China	Graduate School of XX, YY University
		Korea	Graduate School of XX, YY University

Transcribe the contents from "1. Basic information" found in the FY2011 Re-Inventing Japan Project Program Record "Type A: CAMPUS Asia Support for the Formation of a Core Center."

1. University name

7. Program name: name

8. Name of involved faculties / postgraduate courses, etc.

11. Partner universities overseas: names of universities and departments

2. Purpose, outline, and progress of the program

Purpose and outline of the program

....

....

....

Transcribe the contents (excluding the conceptual diagram) of the "Purpose and outline of the program" section in "2. Published page at time of selection" in the Program Record.

Status of initiatives up through the end of the 2012 academic year

....

....

....

Describe the status of initiatives up through the end of the 2012 academic year (March 2013). Make sure to cover the status of initiatives related to the seven monitoring criteria.

Target length Chapter 1 should be about, but not more than, 3 pages for "1. Basic information," and "2. Purpose, outline, and progress of program" combined.

*** About the English summary of the self-analysis report**

The English summary of the self-analysis report prepared by the program providers at the stage of monitoring self-analysis shall be an **English version of "I. Basic information, purpose, and progress of the program."** See page 35 for guidelines on preparing the English summary.

'Self-analysis for each monitoring criterion'

Description of the current status (related to that criterion):

When describing the current status, follow the guidelines on the next page, keeping the following points in mind:

- Write the description focusing on effective measures and practices considered to be excellent, referring to the examples of good practices in the monitoring criteria. In particular, describe the kinds of challenges that occurred in conducting an international educational program with assured quality and the kinds of measures that were taken in response (i.e. how the issues were resolved).

- Referring to the rubric for analyzing the quality level, write the description so that it is clear to what extent quality initiatives have been taken in the program.

- Lastly, give a self-assessment on a three-point scale (needs improvement, average, or advanced) of the state of quality initiatives in the program in light of the rubric for analyzing the quality level.

*** Estimations of "highly advanced" and "advanced"**

"Highly advanced" is a measure used by the monitoring committee, which will indicate in the monitoring report initiatives considered to be outstanding as "highly advanced" initiatives.

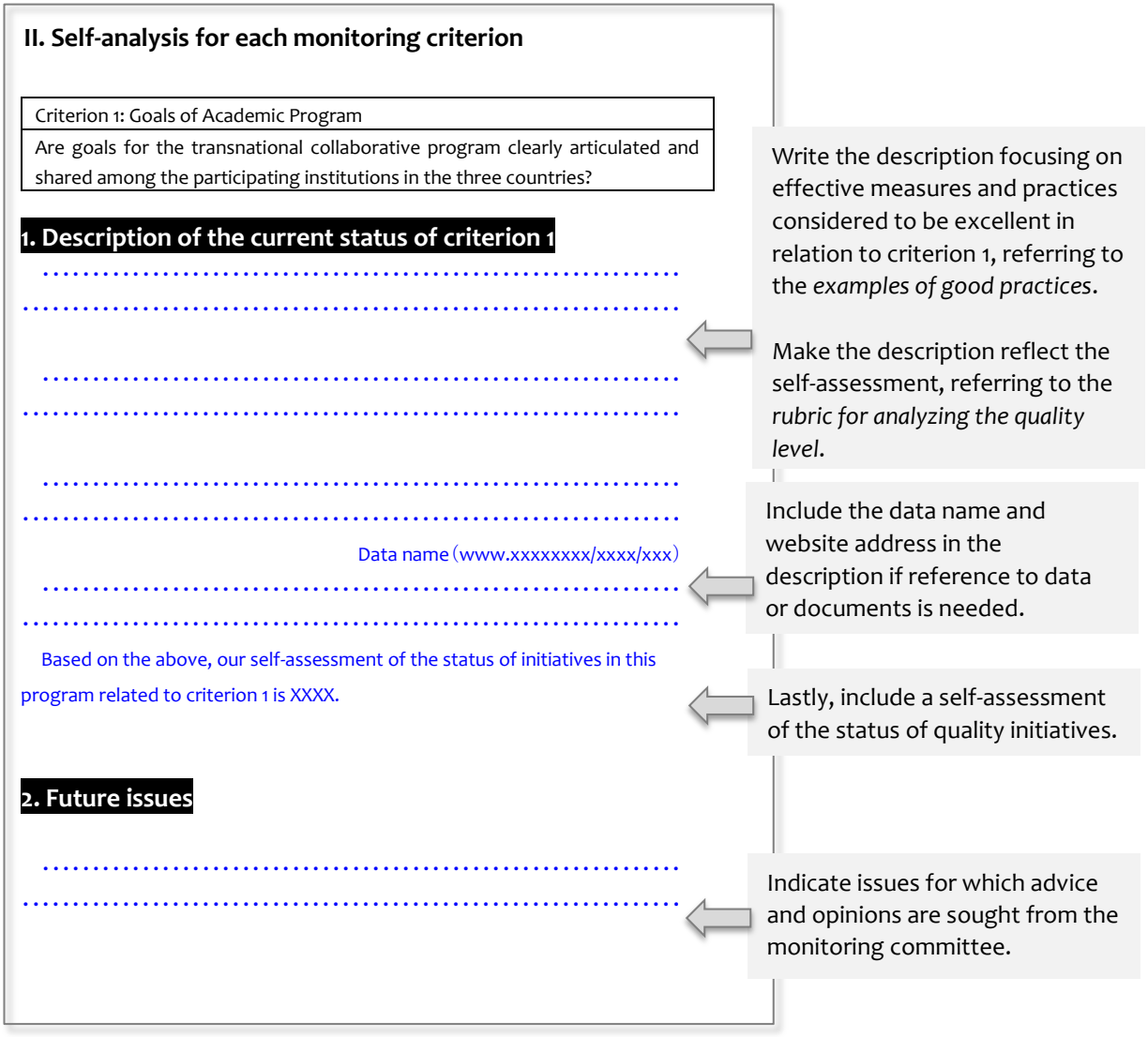
Accordingly, program providers that judge an initiative as "highly advanced" during their self-analysis, should describe it as "advanced" in their self-assessment.

Measure	Description of each level
Needs improvement	. . . . . .
Average	. . . . . .
Advanced	. . . . . .
Highly advanced	. . . . . .

→ Indicate as "advanced" at the self-analysis stage.

Future issues:

This section is used to describe issues for which an exchange of opinions is sought, such as challenges that the program provider is having difficulty resolving or advice/recommendations from the monitoring committee. The aim of exchanging views between the program provider and the monitoring committee is to enhance the quality of the program.



* Follow the same format as above for the remaining criteria.

Target length
The self-analysis should be about, but not more than, 2 pages for each criterion for "1. Description of the current status" and "2. Future issues" combined.

(2) Basic data chart (designated form 2)

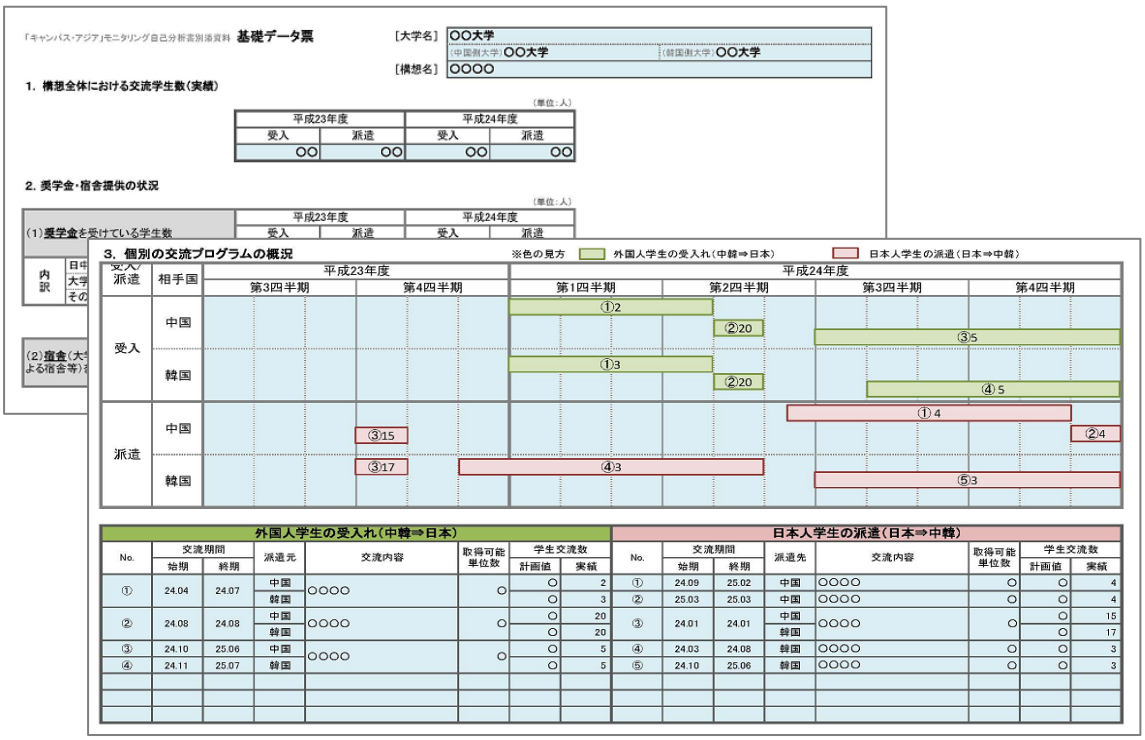
The basic data chart is used to get a picture of basic information such as exchange periods as well as a record of student mobility for individual exchanges (mutual exchange of semester credits, summer programs, double degrees, etc.) within the program.

1. Number of exchange students in the entire program (separately for outbound and inbound)
2. Provision of scholarships and dormitories
3. Overview of individual exchange programs
   - Name
   - Outbound or inbound
   - Exchange period
   - Number of credits earnable
   - Number of exchange students (initially planned number and actual number)

General considerations for preparing the report

- In the basic data chart, indicate the **status up through the end of the 2012 academic year (March 2013)**.
- For "3. Overview of individual exchange programs," include all instances of students moving between Japan and China/Korea, regardless of the exchange period.
- Refer to the Input Example shown on the separate Basic Data Chart Form (Excel) for guidelines on filling out the chart.

Sample basic data chart



(3) List of courses (any format)

The list of courses will be used by the monitoring committee to get a picture of the types of courses provided to students who come to Japan and students who are sent to China/Korea.

The courses to include are: courses offered in Japan in which students from China/Korea obtained credits and courses offered in China/Korea in which Japanese students who studied in China/Korea obtained credits at the partner university as of the end of the 2012 academic year (March 2013).

Any format is acceptable, but make sure to include at the very least the items listed below. (The order of items does not matter.)

- Name of course
- Language of instruction
- Name of instructor
- Year offered
- Term (half-year or full-year)
- Requirement or elective
- Number of credits earnable
- Number of students who earned credits in each course (including recognition of credits at the university in Japan for credits earned in China/Korea)

(4) Document which shows involved faculties, postgraduate courses, and the program implementation structure within the university (any format)

This document will be used by the monitoring committee to get a picture of the implementation structure of the program as well as the cooperative framework with relevant departments and committees in and outside the university.

Any format is acceptable, but make sure to include at the very least the items listed below, where they were in place as of the end of the 2012 academic year (March 2013).

- Diagram of program operating structure
  - ✓ Program operating organization in Japan
  - ✓ Cooperative framework with committees in and/or outside the university
  - ✓ Japan-China-Korea joint operating structure
- List of members of the program operating organization in Japan

(5) English summary of the self-analysis report (designated form 3)

The English summary of the self-analysis report prepared at the stage of self-analysis shall be an English version of 'Basic information, purpose, and progress of the program.'

The summary will be used to provide information on the status of initiatives in each program with Chinese and Korean members of the Japan-China-Korea Quality Assurance Council and will ultimately be published along with the monitoring results.

* After the first monitoring, the results will be disseminated in English and the monitoring results will be compared and analyzed by the quality assurance agencies in Japan, China, and Korea. English translations of examples of good practices picked out by NIAD-UE will be made with the cooperation of the program providers.

Guidelines for the English summary

See page 30 for guidelines on preparing 'Basic information, purpose, and progress of the program' in the self-analysis report, which is the basis of English summary.

'CAMPUS Asia' 1st Monitoring in Japan

Summary of Self-Analysis Report

Project Title

Name of Japanese university

1. Participating universities and academic departments in the project

Japanese University	School of XX, University of XX
Chinese University	Graduate School of XX, Graduate School of XX, XX University
Korean University	Graduate School of XX, XX University Graduate School of XX, University of XX

Transcribe the required content from "1. Project Title" and "2. Name of the Persons Responsible for the Project" from the Joint Application Form for the CAMPUS Asia Pilot Program found in the FY2011 Re-Inventing Japan Project. Program Record

2. Outline and progress of the project

1) Project outline

....

Transcribe the entire "3. Project Summary (about 200 words) from the same Joint Application Form.

2) Progress of the project (until the end of March 2013)

....

Enter an English version of "The status of initiatives up through the end of the 2012 academic year" from "I-2. Purpose, outline, and status of the program" in the self-analysis report.

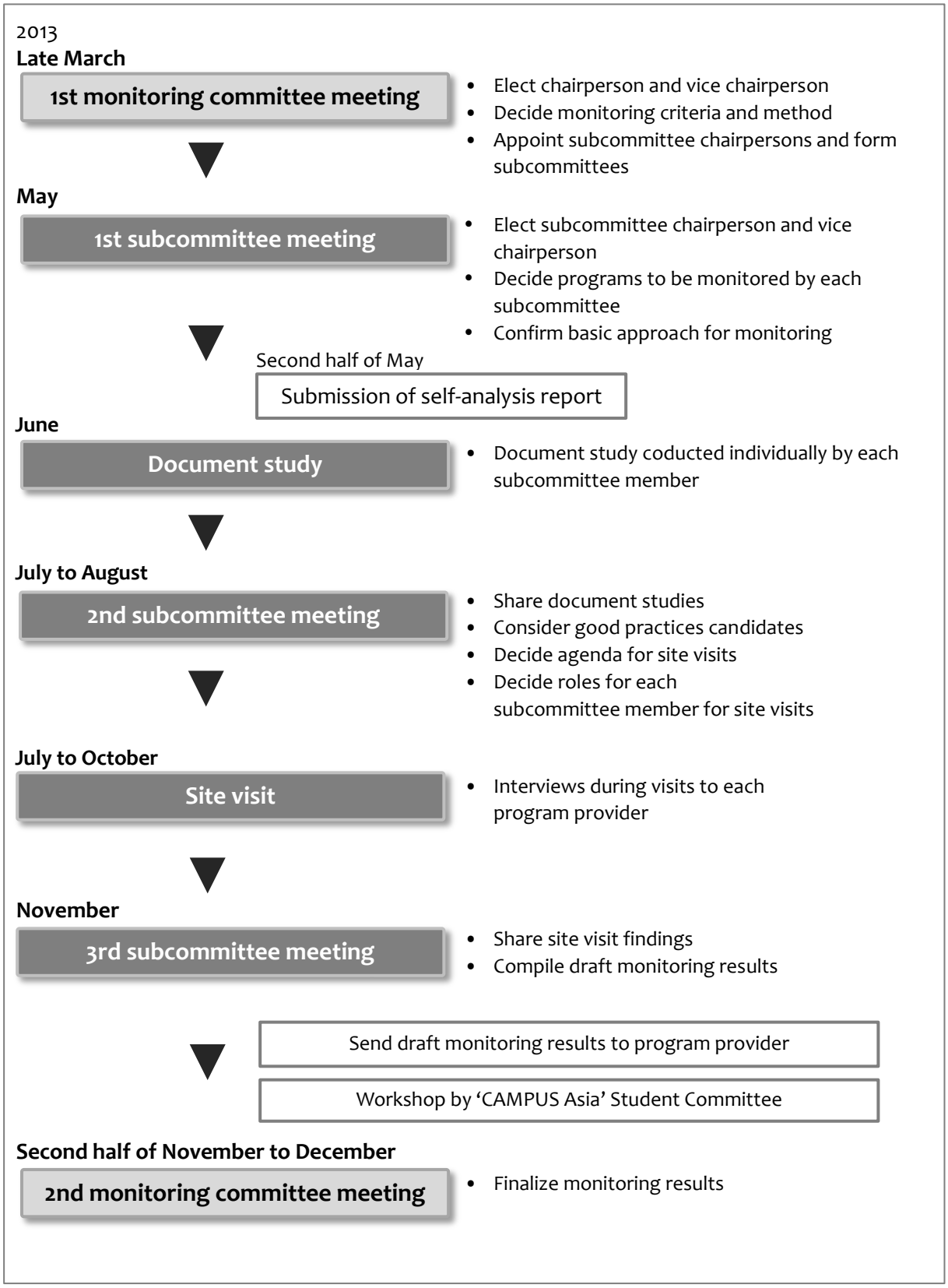
- Use the designated form in Word (A4, portrait orientation) when preparing the English summary.
- Use **Times New Roman** as the font. Make the font size **14 points** for the Project Title/Name of Japanese university at the top of the first page and **11 points** for all other text. Underlining and bold face type are acceptable where appropriate.

Appendix 3

Process for the Monitoring Committee

I. Overall process

The monitoring committee will monitor programs according to the following process:



II. Implementation structure

(1) 'CAMPUS Asia' Monitoring Committee

At the outset of monitoring, the 'CAMPUS Asia' Monitoring Committee will decide the monitoring criteria and method, organize the subcommittees, and appoint the subcommittee chairpersons.

At the end of the monitoring, the monitoring committee will discuss the draft monitoring results compiled by the subcommittees through the document study and site visits and will finalize the results.

(2) Subcommittees

The subcommittees will conduct a document study and site visits and compile draft monitoring results based on the monitoring criteria and method specified by the Monitoring Committee.

The subcommittees will be composed of monitoring committee members and expert members. The chairperson of the monitoring committee will appoint the subcommittee chairpersons and the subcommittee chairpersons will appoint the subcommittee vice chairpersons.

In this monitoring, two subcommittees will be organized and each will be responsible for monitoring five programs.

III. Process for document study

(1) Study and analysis by each subcommittee member individually

At first, each subcommittee member will individually study and analyze the self-analysis reports submitted by each of the five program providers for monitoring.

Each member will perform the following tasks for each of the five programs:

- **Pick out good practices candidates**

Effective measures and practices considered to be excellent are described for each of the seven monitoring criteria in "Description of the current status (related to that criterion)" in 'II. Self-analysis for each monitoring criterion' in the self-analysis report.

Pick out good practices candidates in light of the *examples of good practices* in the monitoring criteria. List up an agenda for site visits: items to help judge whether practices are good based on interviews with persons involved in the programs.

• Analyze quality level

Next, make an assessment of the extent to which quality initiatives have been taken for each criterion according to the four-point scale of "needs improvement," "average," "advanced," or "highly advanced," based on the self-analysis report, in light of the *rubric for analyzing the quality level*.

Note that the measure of "highly advanced" is used only by the monitoring committee. Accordingly, the program providers make their self-assessments according to a three-point scale that does not include "highly advanced." The monitoring committee can make the assessment of "highly advanced" for initiatives that it deems to be particularly outstanding.

• Comment on "Future issues"

Issues regarding which program provider seeks advice and/or opinions are written in 'II. Self-analysis for each monitoring criterion: 2. Future issues' in the self-analysis report. Provide comments on these issues from the standpoint of a monitoring committee member or expert member.

(2) Sharing of document study findings

The findings of document studies conducted individually by each member will be shared in the subcommittee. Good practices candidates and a preliminary quality level in each criterion will be compiled as the assessment of the subcommittee for each program provider. List up items to confirm whether practices are good and questions that arose from the document study as an agenda for site visits.

IV. Site visits

Site visits are conducted through on-site interviews with relevant persons, focusing on the agenda for site visits drawn during the document study. After discussing the site visit date with the program provider, the schedule for a site visit will be established to ensure time for:

- Interview 1: Persons responsible for the program and involved faculties (about 90 minutes);
- Interview 2: Japanese students who participated (are participating) in the program

(about 45 minutes); and

- Interview 3: Chinese/Korean students who participated (are participating) in the program (about 45 minutes).

The agenda for the site visit drawn up by the subcommittee will be sent to the program provider before the site visit is conducted.

The program providers will be notified separately regarding any adjustments in the visit date and other details such as the time to get in touch about necessary matters including the language of interviews with Chinese and Korean students and who will be present.

*Chinese and/or Korean members of the Japan-China-Korea Quality Assurance Council may participate as observers in site visits.

V. Conclusion of monitoring results

(1) Producing the monitoring report

The subcommittee will produce a draft Monitoring Report for each program provider as draft monitoring results based on the analyses conducted through the document study and site visit. The draft report shall include:

(Overview of results)

- **Overall conclusion**: a description of the overall conclusion of the monitoring based on the assessment for each criterion plus a description of any outstanding practices;

(Conclusion by criterion)

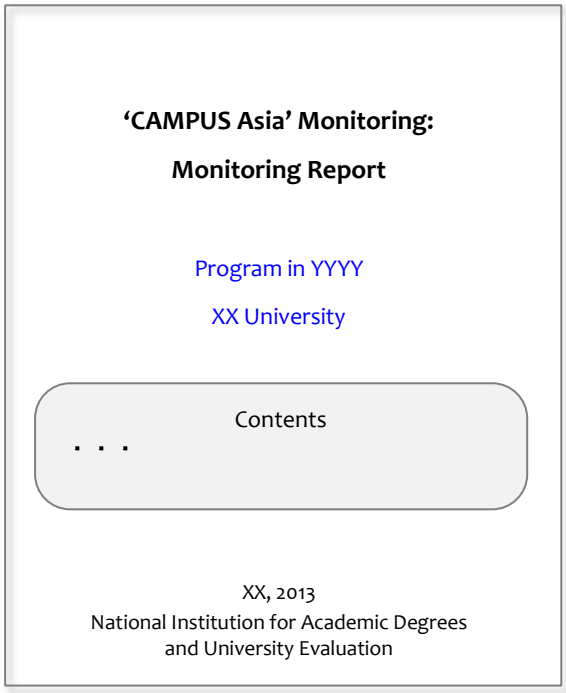
- **Features of initiatives**: a description of the characteristics of initiatives, including their quality level, a list of identified good practices, plus comments from the monitoring committee; and
- **Comments on future issues**: comments from the monitoring committee regarding future issues presented in the self-analysis report.

(2) Finalization of monitoring results by the monitoring committee

The monitoring committee will discuss the draft monitoring results compiled by the subcommittees and finalize them.

Note that the draft results will be presented to the program providers before the monitoring committee finalizes them.

Figure: Image of monitoring report



'CAMPUS Asia' Monitoring:

Monitoring Report

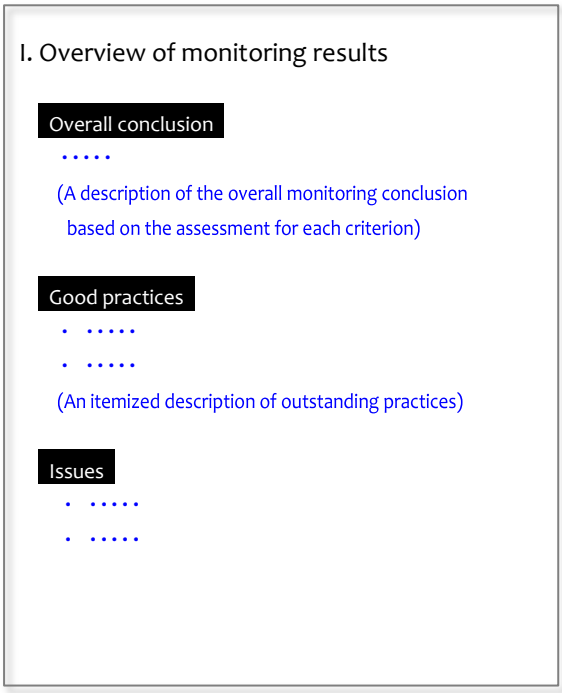
Program in YYYY

XX University

Contents

. . .

XX, 2013
National Institution for Academic Degrees
and University Evaluation



I. Overview of monitoring results

Overall conclusion

・・・・・

(A description of the overall monitoring conclusion based on the assessment for each criterion)

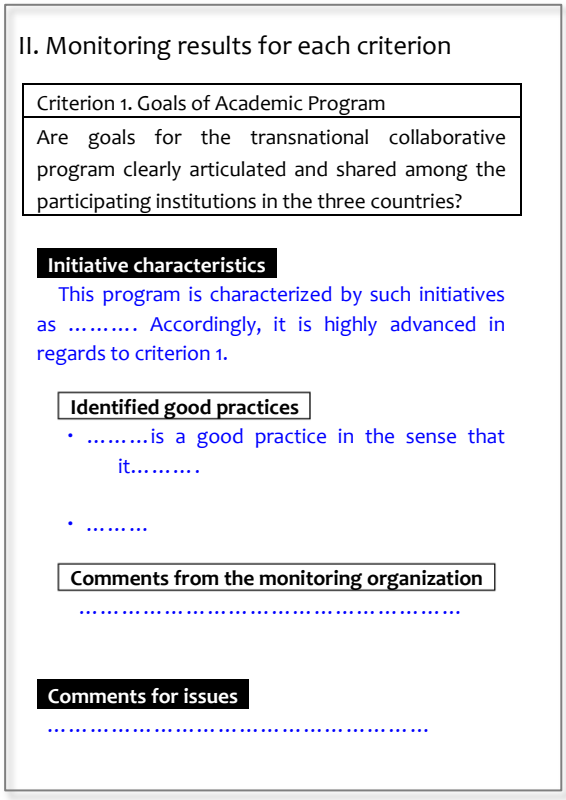
Good practices

・ ・・・・・
・ ・・・・・

(An itemized description of outstanding practices)

Issues

・ ・・・・・
・ ・・・・・



II. Monitoring results for each criterion

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?

Initiative characteristics

This program is characterized by such initiatives as ……. Accordingly, it is highly advanced in regards to criterion 1.

Identified good practices

・ ……is a good practice in the sense that it…….

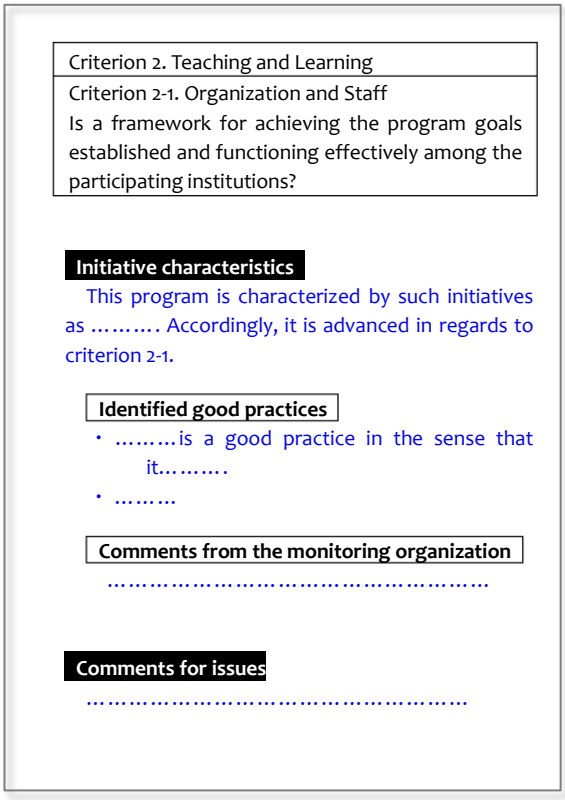
・ ……

Comments from the monitoring organization

……

Comments for issues

……



Criterion 2. Teaching and Learning

Criterion 2-1. Organization and Staff

Is a framework for achieving the program goals established and functioning effectively among the participating institutions?

Initiative characteristics

This program is characterized by such initiatives as ……. Accordingly, it is advanced in regards to criterion 2-1.

Identified good practices

・ ……is a good practice in the sense that it…….

・ ……

Comments from the monitoring organization

……

Comments for issues

……

***** The same pattern is followed for the rest of the criteria in "II. Monitoring results for each criterion."

Handbook for 'CAMPUS Asia' Monitoring
- Criteria and Method of the 1st Monitoring in Japan -

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