

# Outline of the 'CAMPUS Asia' Monitoring

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NIAD-UE

National Institution for Academic Degrees and University Evaluation, Japan

# Contents

## 1. Overall Plan of the 'CAMPUS Asia' Monitoring

(Slide No.)

- 4 Background
- 5 Purpose of Monitoring
- 6 Implementation Structure
- 7 The 1<sup>st</sup> Monitoring
- 9 The 2<sup>nd</sup> Monitoring

## 2. Outline of the 1<sup>st</sup> Monitoring in Japan carried out by NIAD-UE

(Slide No.)

- 11 Monitored Programs
- 12 Method
- 13 Committee
- 15 Criteria for Monitoring
- 16 Process
- 17 Self-Analysis Report
- 21 Contents of Self-Analysis Report
- 22 Document Study
- 23 Site Visit
- 24 Conclusion

# 1. Overall Plan of the 'CAMPUS Asia' Monitoring

# Background

## International Context

- Educational provisions delivered by two or more countries (joint programs, etc.) give a new agenda for national quality assurance system.
- In Europe, QA agencies jointly conduct pilot accreditation/QA projects across borders for Erasmus Mundus or EU Student Exchange Programs.

## Collaboration among QA agencies in Japan, China and Korea

- The 'Japan-China-Korea Committee for Promoting Exchange and Cooperation among Universities' sets up two WGs and discusses the 'CAMPUS Asia' Program from the aspects of joint program and QA.
- In parallel, the 'Japan-China-Korea Quality Assurance Council' discusses the collaborative ways for QA among the three counties.
- The QA Council has agreed to organize a monitoring of the CAMPUS Asia Program as a joint QA initiative on a pilot basis.

# Purpose of Monitoring

- To address quality assurance of international education on a pilot basis ... NOT evaluate the progress of the adopted projects
- The monitoring project will:
  - ✓ Identify good practices from the aspect of the quality of education, and disseminate broadly (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.



Through these activities, the Japan-China-Korea Quality Assurance Council will build a system to encourage the quality assurance and enhancement of higher education in East Asia in order to further improve the international competitiveness of education and QA.

# Implementation Structure

## Overall Structure

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

- Japan: National Institution for Academic Degrees and University Evaluation (NIAD-UE) [ Project Leader ]
- China: Higher Education Evaluation Center of the Ministry of Education (HEEC)
- Korea: Korean Council for University Education (KCUE)

## Timeline and Frequency

Twice during a five year period

**1<sup>st</sup> Monitoring:** The first half of 2013 academic year

**2<sup>nd</sup> Monitoring:** Scheduled in 2015, more than 3.5 years after the date of program selection

# The 1<sup>st</sup> Monitoring

## Fundamental Policy

- NIAD-UE, HEEC and KCUE conducts the monitoring separately taking into account each country's relevant regulations, evaluation system and methods.
- However, the 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 1<sup>st</sup> monitoring.
  - ✓ Common framework may include: monitoring process, etc.
  - ✓ Common aspects may include: goals of the program, organization and faculty, contents of academic program, internal QA system, etc.
    - aspects included in some parts of self-analysis or monitoring

# The 1<sup>st</sup> Monitoring (Cont.)

## After the Monitoring is Concluded in Each Country (from the latter half of 2013 onward)

The Council Project (PG2) will:

- Share the monitoring results among the three countries and compare/analyze those results.
- Compile the aspects and process for monitoring deemed necessary for all parties into the 'joint guidelines'.
- Broadly disseminate good practices identified in the monitoring in a form of a 'collection of good practices' and through a symposium.



# The 2<sup>nd</sup> Monitoring

- The method of the 2<sup>nd</sup> monitoring will be subject to discussions based on the progress of the 1<sup>st</sup> monitoring.  
(Plan to be conducted in 2015, more than 3.5 years after the date of program selection.)
- Joint monitoring by the three countries, and/or separate monitoring in line with the 'joint guidelines' developed during the 1<sup>st</sup> monitoring, followed by mutual recognition.
- Discuss the possibility of holding a symposium and revising the guidelines.

## 2. Outline of the 1<sup>st</sup> Monitoring in Japan carried out by NIAD-UE

# Monitored Programs

## Monitored Programs

The trilateral exchange programs among Japan, China and Korea launched in 2011 under the 'CAMPUS Asia' (program-level monitoring).

## Focus of the Monitoring and the 'CAMPUS Asia' Interim Evaluation

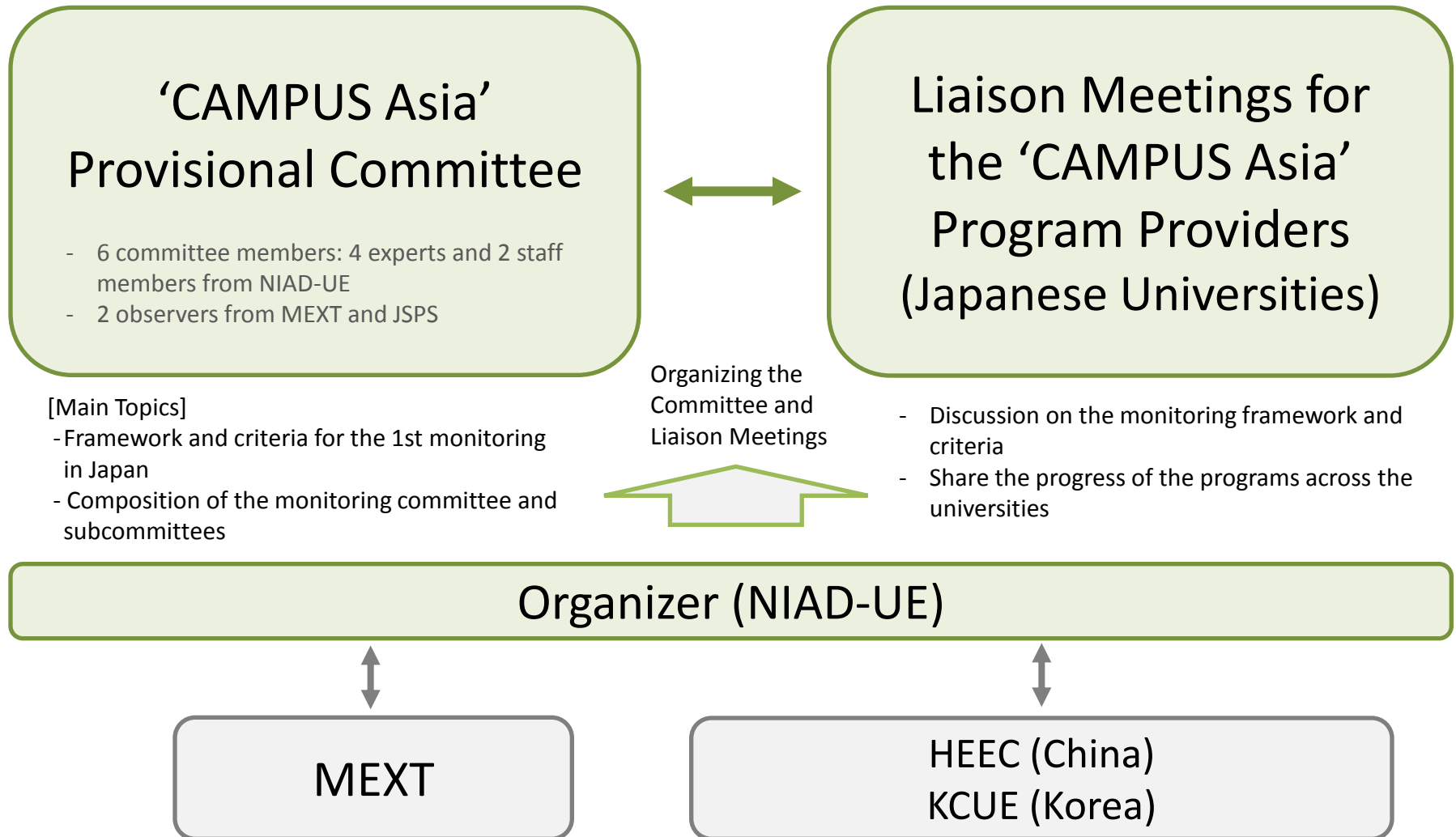
- Monitoring: PDCA cycle of the exchange program
  - Interim Evaluation (to be conducted by MEXT and JSPS): Progress of the plan and budget as a government-funded program
- ... The relation between the monitoring and the interim evaluation needs to reduce the workload of the monitored program providers (Japanese universities).

# Method

## Monitoring method

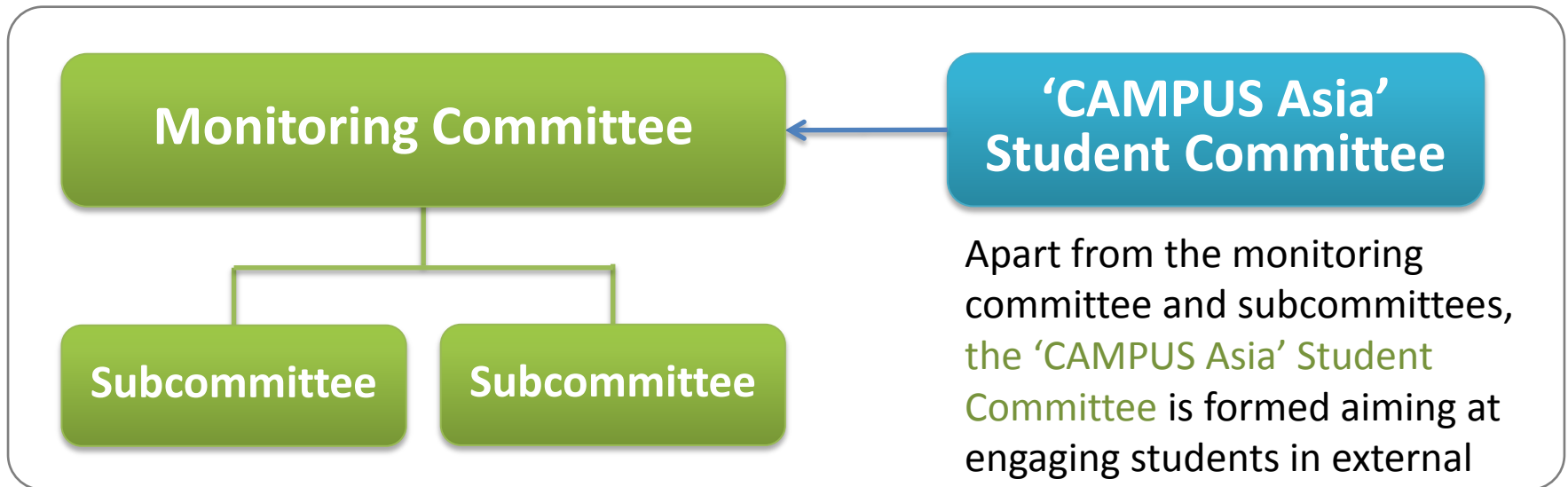
- Based on the criteria stipulated by NIAD-UE, the monitored program providers (Japanese universities) analyze the state of the exchange program, and the monitoring side (NIAD-UE) draws out good practices from the standpoint of quality assurance and enhancement.
- The program providers (Japanese universities) may seek recommendations from the monitoring side by stating issues in the self-analysis report. This mechanism aims for quality enhancement.

# Committee (at the Stage of Preparation)



# Committee (at the Stage of Full Implementation)

NIAD-UE forms a 'CAMPUS Asia' Monitoring Committee consisting of academics and experts, and subcommittees that engage in the actual process of monitoring.



## 'CAMPUS Asia' monitoring committee

- ✓ Several external experts and a few staff members of NIAD-UE
- ✓ A few members from the monitored program providers are invited
- ✓ Roles: finalize monitoring criteria and conclude the monitoring process, etc.

## Subcommittees

- ✓ Consisting of external experts and academic staff of NIAD-UE
- ✓ Roles: To conduct document study and site visits, and to compile the draft of monitoring results.

Apart from the monitoring committee and subcommittees, the 'CAMPUS Asia' Student Committee is formed aiming at engaging students in external QA of higher education. (Main role: To organize a student workshop, etc.)

# Criteria for Monitoring

- 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'

(\*See another PowerPoint document for details)

# Process

Mar 2013

**Finalize monitoring guidelines and handbook**  
by the monitoring committee



Apr to May 2013

**Submit a self-analysis report**  
by the monitored program providers (Japanese universities)



Jun to Oct 2013

**Document study and site visits**  
by the subcommittees



Nov to Dec 2013

**Compile a draft of monitoring results**  
by the subcommittees



\* Providing the monitored program providers with the draft of a monitoring report in advance of finalization.

Jan 2014

**Finalize monitoring results/reports**  
by the monitoring committee



# Self-Analysis Report

- The monitored program providers are asked to describe the progress of its own program and analyze the quality level to which each Rubric description is met for each criterion.
  - With reference to 'Rubric for Analyzing the Quality Level,' a self-analysis report needs to specify to what extent quality is assured for the program.
    - ✓ 'Rubric' consists of four dimensions.
    - ✓ The monitored program provider presents a critical reflection of the program and give a self-assessment on a three-point scale: 'needs improvement,' 'average,' or 'advanced'.
      - The monitoring committee may determine to give a judgement of 'highly advanced' to the program that is considered to be outstanding.

# Self-Analysis Report (cont.)

- A report also describes the state and characteristics of the program referring to 'Examples of good practices'.
  - ✓ The examples include the elements of the *Guidelines for Building Organized and Continuous Cooperation Including Double and Joint Degree Programs between University in Japan and University in Foreign Countries* developed by MEXT (the Japanese Ministry of Education). By referring to the examples, a self-analysis report is made focusing on the effective measures and practices considered to be excellent.
- 'Examples of good practices' and 'Rubric' will be determined through discussions with the monitored program providers (universities) so that the university could use them as a guide to quality enhancement.

# Self-Analysis Report (cont.)

- A self-analysis report can describe issues to seek advice/recommendations from the monitoring side.
  - Aiming for quality enhancement by exchanging views with the committee.
  - It shows internal quality assurance is functioning, and may be even regarded it as advance where issues are identified and shared among relevant staff and members of the program.
    - The monitoring judgement will not be lowered by describing the issues.

# Self-Analysis Report (cont.)

- A report analyzes the progress made up to the end of March 2013.
- Underpinning documents/data are attached to the self-analysis report (as brief as possible).
- Deadline for submission: Middle May 2013

# Contents of Self-Analysis Report

## 1. Program Overview

\*Approx. 3 pages

- **Outline and progress** (Attach a basic data including the number of exchanged students in the designated form)

## 2. Analysis by Monitoring Criterion

\*1 to 2 pages by each criterion

- **Current progress of the program by each criterion**
  - ✓ Describe to what extent quality is assured for the program with reference to 'Rubric for Analyzing the Quality level',
  - ✓ Describe mainly on effective measures and practice considered to be excellent with reference to 'Examples of good practices'.
- **Describe issues to seek advices/recommendation from the monitoring side**

10 to 20 pages in total (in a designated format)

# Document Study

Jun 2013

- The subcommittees study the self-analysis report (including the underpinning documents and data) submitted by the monitored program providers, and draw up a summary of the findings as a result of document analysis.
- Practices to be defined as a good practice and questions to be made will be compiled to examine on site visits.

# Site Visits

Jul to Oct 2013

- Site visits focus on the matters compiled at the document analysis.
  - The schedule of site visits shall be determined after discussion with the monitored program providers (universities) to ensure the following events:
    - ✓ Meeting with responsible staff of the program
    - ✓ Meeting with Chinese and Korean students participating in the program
    - ✓ Meeting with Japanese students who participated in the program
- \*One-day visit will be scheduled.

# Conclusion

- Based on the document study and site visits, the subcommittees compile a draft of monitoring report by each program.

## Overall Conclusion

- ✓ Describe the overall views
- ✓ Describe outstanding practices

## Conclusion by Criterion

- ✓ Determine the quality level by four point-scale
- ✓ Identify good practices
- ✓ Give comments to the issues presented by the programs

- Finalize the monitoring results/reports after the discussion of the monitoring committee.