

Impact of External QA on Asian Higher Education:
Different Types of Accreditations will bring different
impact?

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Introduction

- * Globalization has brought a great impact on Asian Higher Education
- * QA Systems established in Asian Higher Education
- * Commonality and Diversity in Asian QAAs
- * Role of EQA in Quality Higher Education

Positive and Negative impact of QA on higher education

- * Affect policy decision and processes
- * Increase value placed on teaching as a core function of universities
- * Lead to an increased bureaucratization and heavy administrative workload
- * Most positive consequences were occurring at the program level

The impacts are different?

- * What are common impacts brought?
- * Will different accreditations bring different impacts?
- * Will National accreditation have bigger impacts than local or international accreditors?
- * Will international accreditors bring more impacts on internationalization?

Higher Education in a Glonacal Context

- * When the world is getting flatter, higher education systems, the institutions, and educational policy makers are supposed to interact **simultaneously in the global, national, and local contexts.**
- * With governmental support, local institutions will be able to develop their competitiveness successfully at the global context. Institutions are learning to integrate and balance the needs of varying stakeholders, including local students, national governments, and global market, at the three

Quality Assurance Framework of Asian Higher Education in a Glonacal Context

- * *glonacal* quality assurance system consisting of local accreditors, global agencies and national types has become already the standard practice in many Asian nations.
- * Due to the emergence of three types of accreditors in local, national and global dimensions, a “glonacal” quality assurance system was implicitly formed in some countries, like China, Hong Kong, Japan, Malaysia, and Taiwan.
- * Yet, some Asian nations with a developing higher education system as well as a young quality assurance agency, such as in Cambodia and Vietnam, meant that they have remained in the “non-glonacal” framework of quality assurance

Three types of accreditations

- * a national accreditor
 - * principal role is to accredit local tertiary education institutions and academic programs.
 - * Such as HEEACT, MQA, NIAD-UE, ONESQA
- * local accreditors
 - * The local accreditors are self-funded agencies, “without any intervention of central governmental in its establishment or functioning” (Matrin & Stella, 2007, p. 82). They undertook reviews over certain groups of universities or types of programs in a voluntary approach.
 - * numerous local accreditors had emerged in some Asian countries, such as Japan University Accreditation Association founded in 1947, Shanghai Education Evaluation Institute in 1996, and the Institute of Engineering Education Taiwan in 2003. To date, half of the Asian nations have more than two accrediting bodies, including Japan, Hong Kong, China, Philippines, and Taiwan
- * International accreditor
 - * to provide cross-border quality assurance services for local institutions
 - * The demand by the government and institutions resulted in that international accreditation is being gradually integrated into of the national quality assurance framework

Little evidence on impacts

- * there is still little evidence about the actual impact of quality assurance on universities and colleges
 - * many countries have set up a national quality assurance system
 - * higher education institutions have gone through the accreditation processes, including preparing self study reports, experience of on-site visits, etc.

Development of Glonacal Quality Assurance Framework in Taiwan Higher Education

- * Under the law, the Ministry of Education funded the establishment of the HEEACT in 2005.
- * Local accreditors started early to provide quality assurance services with Taiwan's institutions prior to HEEACT, such as Taiwan Assessment and Evaluation Association (TWAEA), the Institute of Engineering Education Taiwan (IEET)
- * Taiwanese universities which wanted to sharpen their global competitive edge sought out the Association to Advance Collegiate Schools of Business (AACSB) international recognition in the early twenty first century
- * In 2009, the MOE announced an exemption policy for these internationally accredited programs of Taiwanese institutions in order to encourage universities' internationalization and reduce

Two Surveys in Taiwan

- * Two respective surveys targeting administrators and staff in HEEACT' s, AACSB' s and IEET' s accredited programs for their views were conducted by HEEACT and NSC during the year of 2010 to 2011.
- * The aim to realize the respondents' attitude toward administration, curriculum design, faculty efficiency, learning outcomes, and resources allocation.
 - * Due to their different nature, the respondents in the HEEACT survey were asked if the objectives set by the MOE been achieved.
 - * By contrast, application reasons and internationalization were for AACSB and IEET

Major impacts for three accreditations

- * institutional responsiveness to public demand
- * more attention to teaching quality and learning outcomes
- * developing an internal quality assurance system

Influence on higher education institutions

- * understanding notions of continuous and self directed quality improvement
 - * AACSB' s institutions aggressively focused on lifting their **international competitiveness**.
 - * In response to student mobility, IEET programs paid great attention to **graduates' employability**.
 - * **an internal QA mechanism** within institutions and programs were developed due to HEEACT review

Influence on institutional management

- * academic development and administrative resources
 - * several valuable benefits at the three accreditations
 - * the focus on self-enhancement, developing a continuous self-evaluation mechanism, and implementing internal outcomes-based and mission-oriented goals, etc.
 - * the accreditation process and results helped identify academic strengths and weaknesses of a program, such as curriculum design, faculty development, administration and support.
 - * Accredited programs regularly collected data about teaching and learning and examined curriculum contents for self-enhancement.

Influence on teaching practices -Learning outcomes assessment focus

- * AACSB and IEET respondents agreed highly on significant improvement in teaching and learning quality through curriculum reform, more resources and services provided to faculty, and greater attention to students' needs.
- * Though most HEEACT programs are still learning this new trend, several institutions have already “taken actions in the development of student learning outcomes in boarder ways,
 - * such as establishing clear statements of student learning outcomes, collecting and interpreting evidence of student performance, routinely modifying the standards, policies, curricular structure and leaning support systems based on the opinions from graduates, employers, and student e-portfolio”

Influence on internationalization

- * Both AACSB and IEET respondents agreed on the , positive effects brought about by accreditations
 - * increased international reputation, strengthening the global competitive edge, attracting more international students, and helping graduates to study abroad and to get a job in a foreign country.
- * AACSB respondents particularly identified two most influential items of international accreditation
 - * “attract more international students” and “offer more English taught courses”

Conclusion

- * QA did have a great impact on Asian and Taiwan higher education
 - * learning outcomes-based teaching, self enhancement mechanisms .
 - * International accreditation brought more positive impact on internationalization
- * Challenges are similar
 - * the increased time and efforts by staff
 - * resistance from faculty members
- * The impacts should be assessed by different types of accreditations

Thank you for your
attention

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