Introduction

Student Learning and Higher Education

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NIAD-UE University Evaluation Forum

- Efforts towards Evaluation; Guiding towards Improvement (Sep. 20, 2007)

- Strategy and Methodology for Using University Evaluation (July 7, 2008)

- Effective Use of Academic Resources for Enhancement of <u>the Internal Quality Assurance</u> System – For Developing University's Distinctiveness – (Aug. 3, 2009)

- Establishing a <u>Quality Assurance</u> System based on the <u>Learning Outcomes</u> – Effective Assessment, Visualization and Publication of the Learning Outcomes - (Aug. 2, 2010)

- New Paradigm of Quality Assurance in <u>the Age of Globalization</u> – The "Functions" Viewing from the Practices at International Organizations – (Oct. 26, 2011)

- <u>Student Learning</u> and the Future of Higher Education (Jul. 23, 2012)

Globalizing Quality Assurance in Higher Education (Points discussed in the last University Forum)

- Most higher education systems now have well-established quality assurance arrangements. Internal and external quality assurance have positive impacts on the quality of education provision of program and institutional level.
- The concept of "quality imperative" has pervaded the higher education systems.
- Assessing the achievements to date now seems appropriate.

Presentation by Prof. Dirk Van Damme (OECD, Head of CERI)

Issues for The Quality Assurance Globalization

- Balancing functions of accountability (to present achievements to society) and improvement (to reflect on quality improvement) remains very difficult.

- Input and process standards remain far more important than learning output measures as well as outcome's analysis.

- Threshold level indicators are still used more frequently than excellence-oriented standards.

The Future of Quality Assurance Globalization

- Quality assurance arrangements and agencies should be able to support innovative developments in higher education, such as widening access and promoting success, developing innovative teaching and learning arrangements or innovating curricula of study programs.

- International mobility of students and graduates, exchanges of degrees and credits and the globalization of higher education and research in general demands a stronger international quality assurance framework.

Quality Assurance System for Higher Education

- **Internal Quality Assurance**: the responsibility primarily rests on the institutions themselves.

- **External Quality Assurance**: standards for the establishment; approval for the establishment (ex-ante restrictions; assuring and ensuring the threshold level); certified evaluation and accreditation (ex-post checking; accreditation and facilitation of quality improvement in education and research)

- While institutions provide internal quality assurance in their own unique ways, it is sometimes difficult for those outside the institutions to assess their efforts. Accordingly, there should be some commonalities in standards or indicators for internal quality assurance.

- At the same time, institutions should articulate their own distinctiveness (individuality).

The Key Issue for Quality Assurance Is Learning Outcomes

- Education = Teaching + Learning; Clearly presenting students' Learning Outcomes to society is important.

- Clearly expressing Expected Learning Outcomes

- Analyzing Achieved Learning Outcomes regularly

- The analytical results should be communicated to society and utilized to enhance quality.

How to Present Learning Outcomes

- Analysis of the results of student questionnaires
- Creation of a Learning Portfolio
- Analysis of the results of internal/external examinations
- Analysis of the results of questionnaires to graduates and their employers

Learning Outcomes of "English I" at College of Arts and Sciences, University of Tokyo (example)

- The course "English I", which was introduced in FY1993 and is one of the courses under English curriculum reform, is designed to develop students' listening ability in English (Expected Learning Outcomes).

- An example based on analysis of the results of student questionnaires

- Examples from answers by students to questionnaires and comments by an expert on external evaluation

- An example based on analysis of the results of academic ability tests for first and second year students
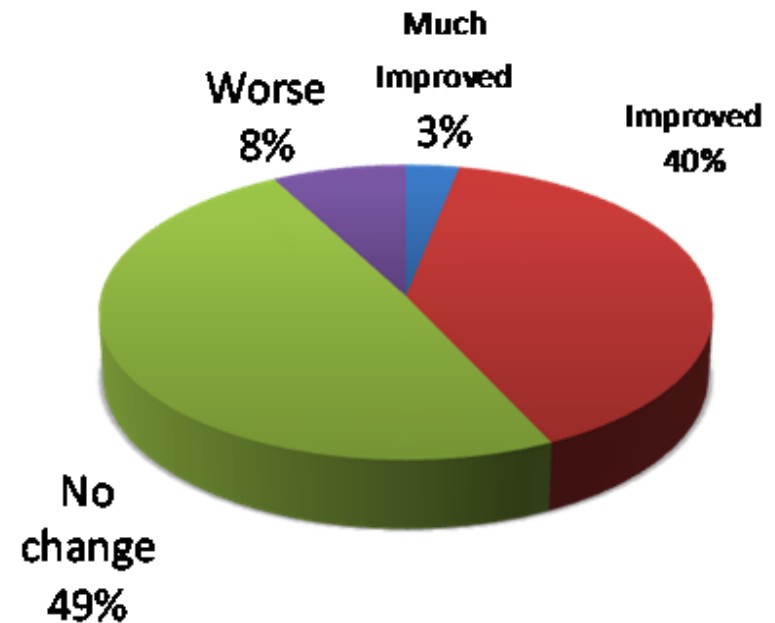
Education and Research Evaluation Report
College of Arts and Sciences, University of Tokyo (July 1994)

Results of Student Questionnaire
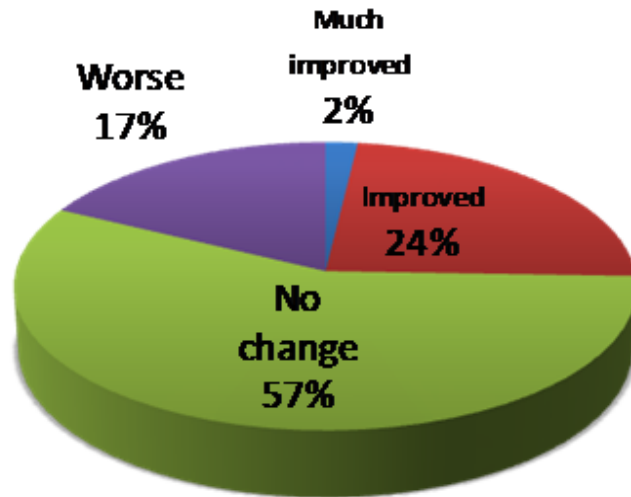
The questionnaire was sent to students in the 2ⁿᵈ year (2,546 students) in April 1994.

Comments on The Textbook

- I find "The Universe of English" very interesting. The book itself is an introduction of various academic fields and I feel it is excellent material for students in the College of Arts and Science. (Student)

- The main subjects of this textbook cover "anything that may be termed intellectual interest" such as chaos, music, endoscopes, human faces, etc. I assume that this is the practice of philosophy of this foreign language education for the first two years, i.e. "the course will be implemented in accordance with the students' intellectual desire". (External Evaluator).

Results of the Academic Ability Test

	No. of students	Q 1 (Reading)	Q2 (Listening)	Q3 (Listening)	Total
1st year students average	3,459	19.83	19.42	12.02	51.27
2nd year students average	2,572	21.29	21.17	17.53	60.00
Improvements in score (%)		7.36	9.01	45.84	17.02

All students took the same academic ability tests in April 1994.
Reading and listening abilities show improvements of 7.36 and 23.09%, respectively.
With respect to Q3 for the 2nd year students, the figures in this table represent the results of tests taken during examinations for the winter term in their 1st year in February, rather than April 1994.

When Assessing Learning Outcomes

- Measure at the level of institution (organization), educational program and particular component

- Measure the learning outcomes qualitatively/quantitatively compared with the standards (benchmarks) set within/outside the institution (organization) in relation to input, process output and outcomes

- The status of objects must be measured at every important stage of the process

- Achievements regarding learning outcomes established when designing of the plan must be specified

Challenges and the Future of Higher Education in the United States

- Dr. Richard A. DeMillo, "Abelard to Apple: The Fate of American Colleges and Universities "- A warning for American colleges and universities: changes in the society would have major implications for higher education institutions.

- Dr. Staci Provezis, "Student Learning Outcomes Assessment in the United States: Trends and Good Practices" – While accreditation is a main motivator for institutions and programs to do learning outcomes assessment, improvement is also a key impetus behind this work.