The 5th Meeting of the China-Japan-Korea Committee for Promoting Exchange and Cooperation among Universities

CAMPUS Asia Monitoring
—1st Monitoring and Future Development—

HEEC   NIAD-UE   KCUE

April 10th, 2015 Shanghai, China

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  the 1st Monitoring Results

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Overview of CAMPUS Asia Monitoring

Purpose of the Monitoring

The Japan-China-Korea Quality Assurance Council will:

- Address quality assurance of international education on a pilot bases.

- Collaborate among QA agencies of Japan, China and Korea in monitoring of initiatives in CAMPUS Asia pilot programs regarding quality assurance of education.
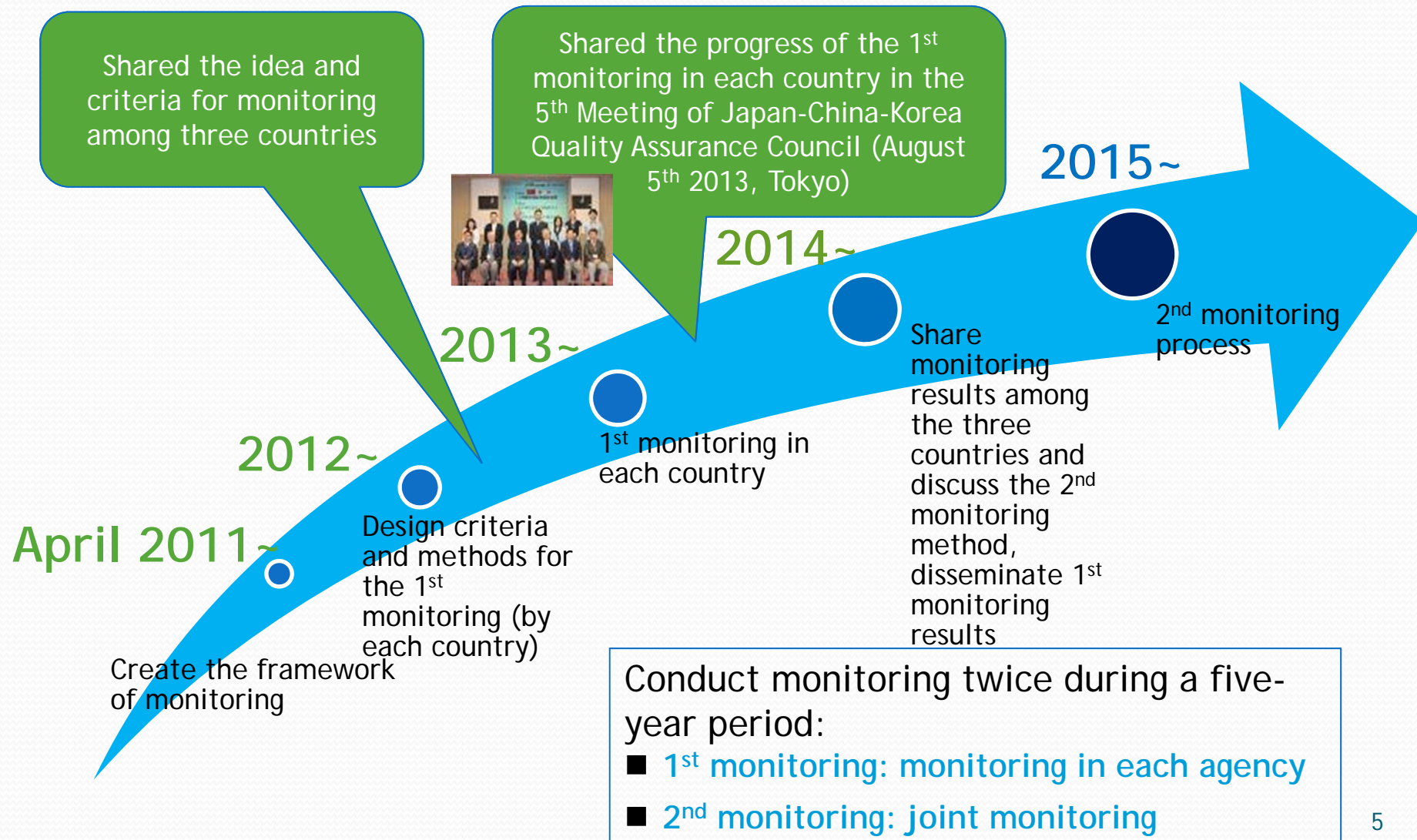
Purpose of the Monitoring

The monitoring project will:

- **Promote quality enhancement**.

- **Identify good practices** from the aspect of the quality of education, and disseminate them broadly (through the publishing of a collection of good practices or the holding of symposiums).

- **Draw up joint QA guidelines** of transnational education among Japan, China and Korea.

Encourage the quality assurance and enhancement of university exchange initiatives in East Asia.

Monitoring Timeline

Shared the idea and criteria for monitoring among three countries

Shared the progress of the 1st monitoring in each country in the 5th Meeting of Japan-China-Korea Quality Assurance Council (August 5th 2013, Tokyo)

2015~

2014~

2013~

2012~

April 2011~

Create the framework of monitoring

Design criteria and methods for the 1st monitoring (by each country)

1st monitoring in each country

Share monitoring results among the three countries and discuss the 2nd monitoring method, disseminate 1st monitoring results

2nd monitoring process

Conduct monitoring twice during a five-year period:
- 1st monitoring: monitoring in each agency
- 2nd monitoring: joint monitoring

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1st Monitoring (2013-2014)

Japan:

- **Liaison meeting with program providers and Preparatory Committee meeting (three times each)** to discuss and finalize method and criteria

- Self-analysis, document study and site-visits

- **Student Committee workshop** for 'CAMPUS Asia' Monitoring (Student Proposal)

China:

- Self-evaluation of universities

- **mutual peer evaluation between the universities**

- expert panel review and quality monitoring reports

- **Face-to face meeting especially for the good practices**

Korea:

- Consortia workshop, self-review, self-review evaluation, on-site visit, and report on the results of 1st monitoring

- **Stressed on the significance of writing self-review report**, brief how to write a self-review report at Consortia Workshop

- 3 higher education experts, all of them involved in the program selection process, took part in site-visits to all consortia.

Criteria for the 1ˢᵗ monitoring

Whereas the total number of criteria for the 1ˢᵗ monitoring differs by country, the basic structures are very similar. Each country emphasized different points.

Japan : 7 criteria	China : 6 criteria	Korea : 5 criteria
1. Goals of Academic Program	1. Goals and Objectives	1. Purpose of Academic Program and Efforts of Fulfilment
2-1. Organization and Staff	2. Organization &Implementation	2. Student Support System
2-2. Contents of Academic Program	3. Teaching	3. Contents of Academic Program
2-3. Support for Learning and Living	4. Student Support	4. Learning Outcomes
2-4. Credit Transfer and Grading System	5. Quality Assurance	5. Quality Assurance
3. Learning Outcomes	6. Learning Outcomes	
4. Internal Quality Assurance System		

Japan emphasizes credit transfer and grading system.

Korea emphasizes student support system.

China looks in particular at fitness for purpose and added values.
（relating to criteria 1 and 6）

Comparison of Criteria: Examples

Credit transfer and grading system

- **Japan** focuses on **a coordination** among J-C-K universities in recognition and transfer of credits, grading and award of academic degrees. 【Japan's Criterion 2-4】

- **China** looks at credit transfer and grading system **in line with learning outcomes**. 【China's Criterion VI-2】

- **Korea** looks at particular credit/grading **system suitable (reasonable) for dual/double** degree. 【Korea's Criterion 3-3】

Comparison of Criteria: Examples

Quality Assurance System

- **Japan** focuses on a **systematic approach** to internal quality assurance (e.g. student feedback, program review) and sees whether **reviews are analyzed and results are shared / used to make program improvements**. 【Japan's Criterion 4】

- **China** expects to see **a definite quality standards for all the work**, which should be confirmed by the partners, and **a routine quality control system of the major teaching processes** are in place. 【China's Criterion V】

- **Korea** emphasizes whether **internal quality assurance system in particular relating to student support** is in place; sees whether **self-evaluation system for overall program management** is established and implemented. 【Korea's Criterion 5】

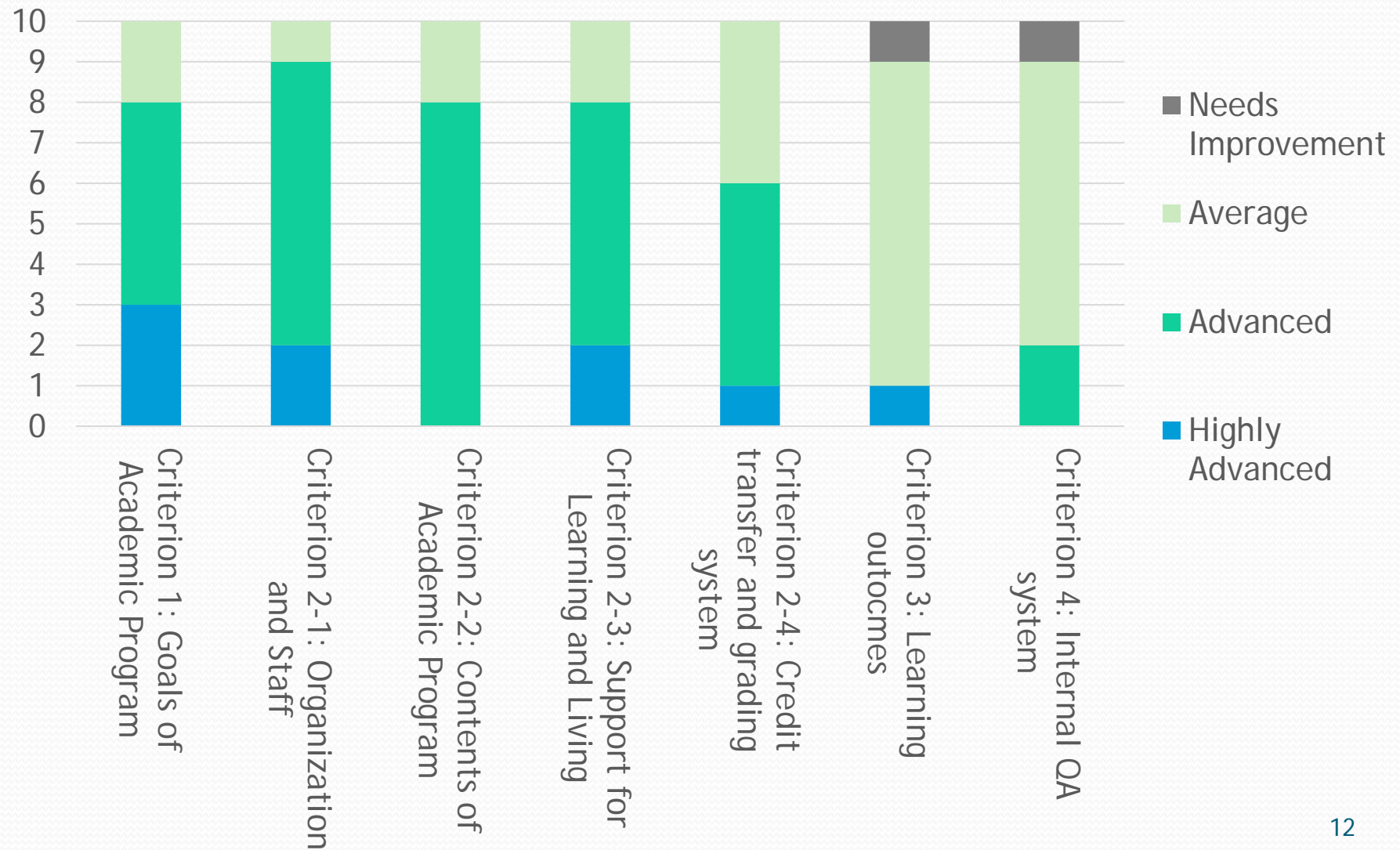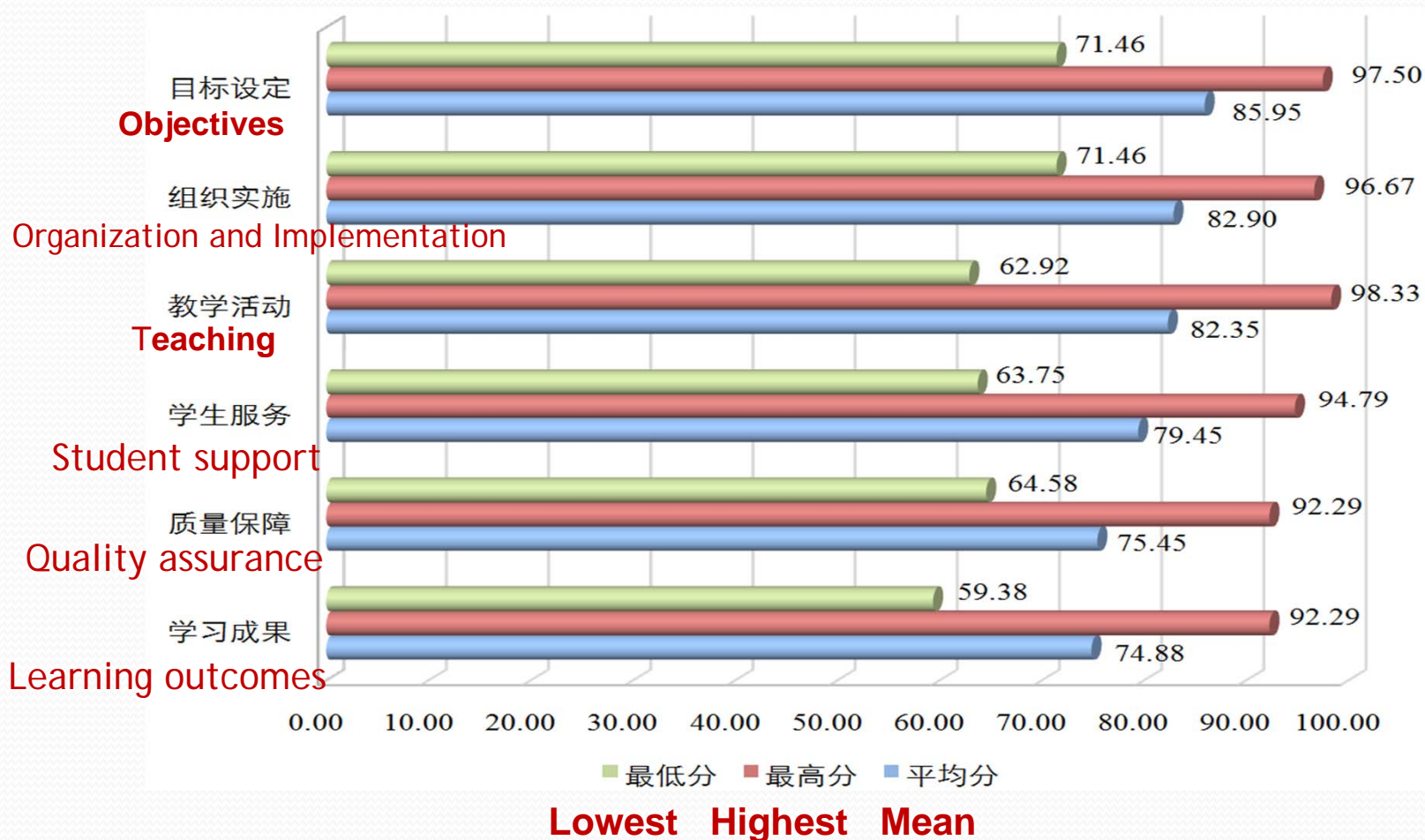# The 1st CAMPUS Asia Monitoring

◆ **CAMPUS Asia website:**
Japan: http://www.niad.ac.jp/english/campusasia/
China: http://www.cjkqa.org/templet/en/index.jsp
Korea: http://www.campusasia.kr/index.php

Overview of the 1st Monitoring Results

Results of the 1st Monitoring in Japan (results of the quality level)

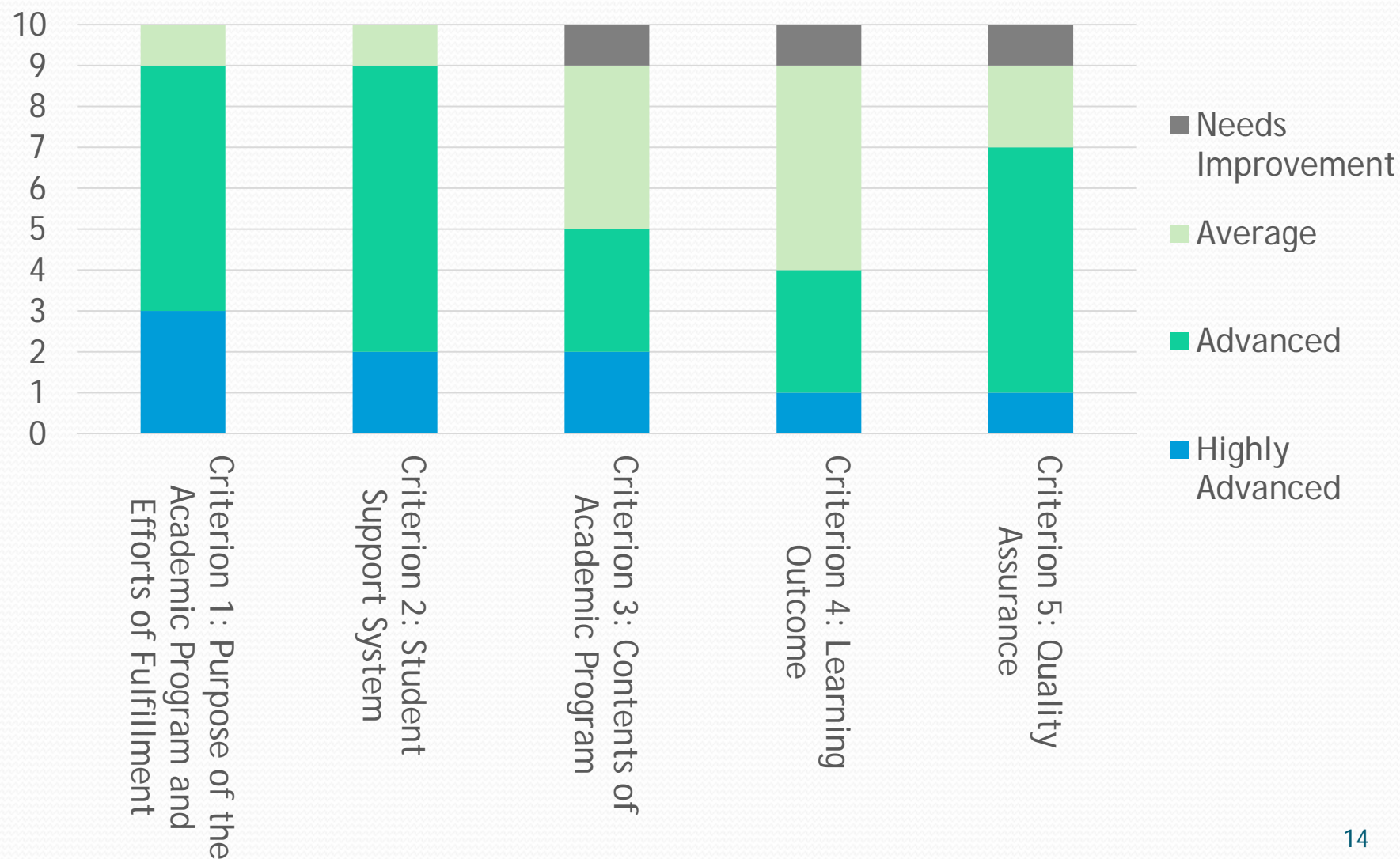◆ Scores of Audit items for "CAMPUS Asia" Pilot Programs (with full score of 100pt)

Results of the 1st Monitoring in Korea (results of the quality level)

Results of the 1st Monitoring in Japan

Conclusion:

- Students gain learning outcomes in terms of awareness and attitude, including expansion of outlook, greater international awareness, and greater appetite for learning, in addition to language abilities.

- Many programs have organization and staff enabling close exchanges with China and Korea.

- Each program makes use of characteristics of the participating universities and adapts student conditions to create added value as an international collaborative program (original program curriculum, summer school, internships, classes in English)

- Learning outcomes are affected not only by formal education but also by experiences in living and each program takes into this in student support, but needs improvement in pre-departure communication of learning and living information.

- Student satisfaction is high in programs where collaboration/cooperation among the universities of the three countries is highly advanced.

- Ascertaining the credit and grading system in the partner universities is essential as the first step in building a foundation for the transfer of credits/grades.

- In most programs, further initiatives regarding learning outcomes and quality assurance are expected. Some good practices are seen in this area (e.g. make use of student feedbacks, such as student questionnaires and course progress surveys or regularly convened joint steering meeting to review the status of programs)

- In terms of development and sustainability of programs, further initiatives regarding dissemination of information on the content of the program, learning outcomes, and educational effects are expected

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Results of the 1st Monitoring in China (overview)
(evaluation results of the 6 audit items)

Goals and Objectives:
- Most programs basically reflect the academic strength of the universities and features of transnational programs;
- Some pilot programs do not have focused objectives and clear aims, especially the specific and clear illustration of the learning outcomes.

Organization and Implementation, Teaching :
- The basic organization, implementation and teaching activities of the programs are guaranteed and most of the programs run well.
- There is an shortage of funds and personnel in the implementation in some programs, and a lack of in-depth exchange and cooperation among the three parties, the number of students received and that of sent in some pilot programs are imbalanced.
- Some universities haven't set special curriculums according to "CAMPUS Asia" pilot programs, the substantial equivalence of teaching activities in the three countries still needs improvement.

Student Support:
- The student support system were established in most programs and the supportability in hardware is good but needs improvement in the aspect of software.
- Most pilot programs fail to provide sufficient pre-departure guidance and curriculum information, some pilot programs are characterized by "more living service but less learning support".

Quality Assurance and Learning Outcomes:
- Most programs prove weak in terms of quality assurance and learning outcomes.
- Most programs prove weak in the awareness of "focusing on quality assurance and improvement", "students- centered" and "Outcome- based" needs enhancement.

Results of the 1st Monitoring in Korea

Conclusion:

- Establish a systematic infrastructure for the exchange of students/staff
- Evolve into a dual degree program: 3 Mater's graduates in 2013 and 13 in 2014
- Create a new learning model: tailored summer intensive courses and trilateral team teaching
- Develop common subjects have been speeding up
- Have in-depth discussions about QA in higher education and credit recognition/degree awarding system

Good Practices and Recommendations based on the 1st Monitoring Results

Examples of Good Practices Commonly Identified in the 1st   Monitoring Among the Three Countries

Items	Examples (or elements of good practices)
1. Academic program	• Establish original and common courses and curriculums for CAMPUS Asia • Coordinate educational method and contents, streamline education level and quality of credit transfer and grading system among the three countries • Content with a strong sense of a vision for the development of professional human resources • classes by external academic staff and international experts
2. Student support	• Prior learning and instruction (language, curriculum instruction) • Buddy system (student supporters) mentoring, TA/tutor, guidance, counseling, full-time instructor)
3. Added-value of the collaborative program (outcomes)	• Monitor learning outcomes (follow-up questionnaires after studying abroad, reporting by students at symposiums, a check sheet of learning situations) • Joint supervisor system including co-adviser system
4. Internal quality assurance system	• Establish a review system and its use for improving results (external review, student satisfaction survey etc.) • Develop joint self-assessment system among the participating universities • Hold regular joint academic board and steering committee meetings • Reinforce manpower through cooperation with a department in charge of university-wide international affairs • Organization and staff cooperation with a department in the university and neighboring educational institution

Examples of Good Practices Commonly Identified in the 1st Monitoring by Module

Module	Examples of good practices
1. Training Mode	• "International Class" and "Mobile Campus" • "Trinity" model: double master's degree + international summer schools + international forums • University-Enterprise Cooperation • Courses + laboratory teaching
2. Curriculum and Teaching	• Common Courses • Courses teaching in multi-language • Informational teaching platform • Education management website especially for "CAMPUS Asia" • Rules and regulations on curriculum management
3. Faculty	• High standards for teacher's qualifications • Diversified faculty teach consist of academic staff and professional experts • "Mobile Campus": Teachers do not need to move • Joint lecture by teachers from different countries • Online video teaching
4. Credit Transfer and Degree Program	• Core courses linking • The credit recognition standard is agreed by the three countries • Equivalent method of calculating credit hours • Credit upper limit control • Developed a well-established system of training students with degrees
5. Learning Outcomes and Quality Assurance	• Joint quality evaluation system of three universities • Satisfaction report • Learning outcomes and evaluation system • Project information disclosure and achievements publicity • Teaching quality monitoring • Multi-level operating and quality assurance mechanism

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Highlights of Good Practices in the 1st Monitoring in Each Country (Key Good Practices by Country)

NIAD-UE (Japan):

- ✓ Shared housing (Ritsumeikan University and Okayama University)
- ✓ Grade conversion table to coordinate among participating universities regarding grading system (Kyushu University)
- ✓ Understanding students' learning progress by questionnaires for assessing academic achievement simultaneously in all three countries and analyze the results (Ritsumeikan University)

HEEC (China):

- ✓ "Mobile Campus" in the three countries (Guangdong University of Foreign Studies)
- ✓ Courses study + summer school + international forum——"Trinity"training model (Shanghai Jiao Tong University)
- ✓ Common core curriculum in the three countries (Renmin University of China)
- ✓ The information practical teaching platform (Fudan University)
- ✓ The university-enterprise cooperation (Peking University-ABLP)

KCUE (Korea):

- ✓ Rotation program in the three countries (Seoul National University, Graduate School of International Studies)
- ✓ "Doing Business in Asia" (intensive summer school) (Seoul National University, Business School)
- ✓ "Study Karte" (a check sheet of learning situations) (Dongseo University)
- ✓ Joint supervisor system in dual degree program (Pusan National University)

Some Hopes for Further Initiatives Commonly Identified in the 1st Monitoring Among the Three Countries

Items	Hopes for future initiatives commonly identified in the three countries
1. Objectives	• Clear Articulation of the vision of human resources
2. Organization	• Establishment of consultative structure within the university • Promote the three governments' initiatives for further cooperation in supporting the CAMPUS Asia • Arrangement of necessary personnel for smooth program operation
3. Academic program	• Joint development and implementation by the participating universities of course contents and methodologies aimed at achievement of the defined learning outcomes • Establishment of original program curriculum for CAMPUS Asia • Ascertaining the credit and grading system in each university among the three countries • Establish systems that encourage interaction among CAMPUS Asia students and non-CAMPUS Asia students
4. Student support	• Expansion of information provided to students beforehand • Improvement on timing scholarship provision • Provision of classes in English and local languages • Ingenuity in living support • Regular mentoring by supervisor
5. Learning Outcomes	• Measuring of learning outcomes as a program • System to make use of the results of learning outcome monitoring in making improvements • Elaboration in measurement/evaluation of learning outcomes • Dissemination of information on learning outcomes, and educational effects
6. Internal quality assurance system	• Discussion on mid-term program plan/strategy within the university • Clear articulation of quality criteria regarding the vision of human resources • Establishment of self-evaluation/monitoring system within the university • Further collaboration in quality assurance among the participating universities

Recommendations on Quality Assurance and Improvement of Pilot Programs

For the government:

✓ Clarification of government policy and flexibility in program framework
  - Allow institutions to develop a Joint degree program
  - Promotion of programs longer than 3 months
  - More flexibility in requirement in scholarship (no restriction in student nationality)
✓ More collaboration among the three governments in funding (especially in China)
  - More scholarships for short-term students, improvement on timing of scholoarship provision
  - Further support for program developments

For universities:

✓ More tri-lateral collaboration among participating universities in education and assessment of learning outcomes
✓ More collaboration in analyzing added-value of education
✓ Strengthening internal quality assurance system
✓ Expansion of information provided to students
✓ More detailed agreement in dual degrees/joint degrees

For industry and profession:

✓ More support and engagement in CAMPUS Asia programs

Student Proposals (extract)

Learning:

- ✓ Needs for pre-departure training
- ✓ More elective classes to be able to participate
- ✓ Flexibility in transferrable credits
- ✓ Mechanism for the smooth transfer of credits
- ✓ Need of academic adviser as well as student supporter

Living:

- ✓ Need clearly indicate who is responsible at the host institution on queries
- ✓ Improvement on timing of scholarship provision
- ✓ Students integration; opportunity to mix with local students and equal status

Others:

- ✓ Facilitating for job-hunting
- ✓ CAMPUS Asia program is not well publicized
- ✓ Exchange among students participating different CAMPUS Asia programs

CAMPUS Asia 1st Monitoring: Conclusion

- Creativity drawing on the characteristics and experiences of each program can be seen in all of the examples of good practices.

- In light of monitoring criteria, each program has advanced initiatives in terms of the quality of education.

- It is confirmed through interviews in on-site visits and face-to face meeting in the 1st monitoring that student satisfaction is high in programs where collaboration/cooperation among the universities of the three countries is advanced.

- In most programs, further initiatives regarding learning outcomes and quality assurance are expected.

The 2nd Monitoring

Future Development: the 2nd Monitoring

Toward the 2nd Monitoring: The 2nd Monitoring Method

Principle/policy for the joint monitoring

The three agencies will:

- Promote **quality enhancement**;

- Conduct monitoring by **joint criteria**;

- Look at **consortium-wide progress and achievement to identify good practices** of each consortium;

- Look at **a degree of collaboration of participating institutions** of Japan, China and Korea in respect of **resource integration and quality assurance activities** of transnational collaborative program;

- Examine **quality continuous improvement** of each CAMPUS Asia pilot program;

- **Value students' voices/ proposals.**

Toward the 2nd Monitoring: The 2nd Monitoring Method

Framework for the joint monitoring criteria

Criteria	Sub-criteria	Criteria	Sub-criteria
1. Objectives and Implementation	1.1 Objective Achievement	3. Student Support	3.1 Students Admission
	1.2 Organization and Administration		3.2 Support for Learning and Living
2. Cooperation Advantages of Academic Program	2.1 Curriculum Integration	4. Added-value of the collaborative program (Outcomes)	4.1 Student Satisfaction
			4.2 Credit Transfer and Degree Awarding
	2.2 Academic Staff and Teaching	5. Internal Quality Assurance	5.1 Self-Assessment
			5.2 Quality Continuous Improvement

Toward the 2nd Monitoring: The 2nd Monitoring Method

Experts for the joint monitoring

- **The Joint Monitoring Committee**, consisting of 3 experts (1 from the QA agency) designated by each country's QA agency, will be formed to

  ----review the 10 consortium's self-analysis reports

  ----select consortia and universities to be jointly monitored (visited)

  ----compile the final report

- **A joint monitoring panel for each site-visit**, consisting of 1-2 experts from the Joint Monitoring Committee, will be formed to

   ----conduct the site-visit

   ----compile the site-visit joint monitoring report by criteria and submit to the Joint Monitoring Committee

2nd Monitoring Schedule in 2015

- **April-June** : (continued) PG2 meeting (discuss the 2nd monitoring (joint monitoring methods, criteria and schedule))

- **June-December**: the 2nd monitoring

- **December 2015-March 2016**: discuss the monitoring results and produce report on the results of the2nd monitoring (joint monitoring report) , discuss the joint guidelines

- **April 2016-**: Dissemination of outcomes of the 2nd monitoring (joint guidelines, symposium etc.)

Thank you for your attention!

Appendix:
Criteria of the 1st Monitoring in the three countries

Monitoring Criteria: Japan

Criteria	Sub-category for examples of good practices
1. Goals of Academic Program	a) Setting goals for the academic program (6 examples)
	b) Sharing goals among the participating institutions (3 examples)
2-1. Organization and Staff	a) Organizational framework (4 examples)
	b) Academic and supporting staffs (3 examples)
2-2. Contents of Academic Programs	a) Contents and methods of academic program (7 examples)
	b) Student admission (3 examples)
2-3. Support for Learning and Living	a) Support for learning (6 examples)
	b) Support for living (4 examples)
2-4. Credit Transfer and Grading System	a) Recognition and transfer credits (2 examples)
	b) Grading and award of academic degrees (4 examples)
3. Learning Outcomes	a) Measurement and achievement of learning outcomes (4 examples)
	b) Grading tracking (3 examples)
4. Internal Quality Assurance System	a) Internal quality-assurance system (5 examples)
	b) Improved practices and future plan (4 examples)

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Japan's Criteria 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.

Japan's Criteria 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 (continued) >

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.

Monitoring Criteria: China

Criteria	descriptions
I. Goals and Objectives	3 descriptions related to: Consistency with the contextual general goals of talent cultivation; goals based on analysis of the academic quality of the university; goals leading to double degrees/joint degree
II. Organization & Implementation	4 descriptions related to: Resources on/off campus to guarantee its implementation; written documents with partners; establishment of steering committee; goals and objectives are fully understood by personnel at different levels in the university
III. Teaching	4 descriptions related to: Curriculum design, a faculty team, cultivation of innovation and practical abilities of the students; a pedagogic and teaching methods
IV. Student Support	5 descriptions related to: Good learning environment; students' rights and obligations; language training classes; cross-culture exchange; respect foreign students' ethnic culture, national sentiments, religious belief
V. Quality Assurance	6 descriptions related to: Effective IQR systems; definite quality standards for all the work; regular inspection of the implementation of the project; a routine quality control of the teaching processes; assessment of the personnel; quality analysis; external panel for audit
VI. Learning Outcomes	5 descriptions related to: Scientific assessment system of learning outcomes; credit transfer system; satisfaction survey among students; a follow-up system for the graduates; a result of the evaluation of the learning outcomes and surveys

Monitoring Criteria: Korea

Criteria	Sub-criteria
1. Purpose of the Academic Program and Efforts of Fulfillment (10%)	1-1 Validity
	1-2 Efforts of Achievement
2. Student Support System (20%)	2-1 Admission System
	2-2 Campus Life Support
	2-3 Learning Support
3. Contents of Academic Program (30%)	3-1 Design & Management of Curriculum
	3-2 Design & Management of Extracurricular Activities
	3-3 Grading System & Credit Transfer
4. Learning Outcome (20%)	4-1 Academic Achievement
	4-2 Student Satisfaction
5. Quality Assurance System (20%)	5-1 Self-Review
	5-2 Quality Improvement Cooperation System