



# IEQAS in Korea

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# Agenda

- ▶ Background
- ▶ History
- ▶ Overview
- ▶ Procedures
- ▶ Criteria
- ▶ Incentives
- ▶ Additional

# Background

- ▶ Lack of students due to the low fertility
- ▶ Need more inbound students to increase the global competitiveness
  - Japan : 300,000 inbounds by `20
  - China : 500,000 inbounds by `20
  - Singapore 150,000 inbounds by `15
  - Korea : 200,000 inbounds in `20

# Background

- ▶ Rapid Increase in the number of inbounds in Korea

Year	2005	2006	2007	2008	2009	2010	2011	2012
<b>Total</b>	<b>22,526</b>	<b>32,557</b>	<b>49,270</b>	<b>63,952</b>	<b>75,850</b>	<b>83,842</b>	<b>89,537</b>	<b>86,878</b>
Language Course	5,212	7,938	14,184	19,521	20,088	17,064	18,424	16,639
College/Univ.	9,835	15,268	22,171	28,197	36,525	43,709	44,641	40,551
Masters	4,023	5,183	7,247	9,143	10,697	12,480	14,516	15,399
Doctoral	1,719	2,173	2,638	3,245	3,369	3,811	4,496	4,639
etc	1,737	1,995	3,030	3,846	5,171	6,778	7,460	9,650

# Background

No quality control system for inbounds

Problems of maladjustment and dropouts

Negative image of Korea being built

Need for a quality control system for inbounds

★ Australia : CRICOS & PRISOM

# History

Committee of IEQAS(2011)

- Sub-committee for the development of IEQAS

Pilot test & selection of model schools

- 8 universities, 2 colleges

First implementation of IEQAS(2012)

- 30 schools accredited (26 universities, 4 colleges)

# Overview

- ▶ IEQAS : International Education Quality Assurance System
- ▶ 350 universities and colleges
  - Cyber universities, graduate universities being excluded
- ▶ Aims to accredit universities and colleges who manage inbound students according to the criteria set by the committee of IEQAS
- ▶ The Committee of IEQAS
  - About 15 members appointed by MOE

# Overview

- ▶ Eligibility for applying IEQAS
  - No sanctions to financial support by MOE
  - Less than 20% of dropout rate
  - More than 19 inbounds for universities, 9 inbounds for colleges
  - In 2012, 138 universities and 44 colleges were eligible



# Procedures

## Phase 1 Quantitative evaluation

- 8 criteria for universities, 7 for colleges
- top70% passes

## Phase 2 Absolute evaluation

- Core criteria : 6 for universities, 5 for colleges
- Supplement with self reports from the schools
- Identify universities who pass the core criteria

## Phase 3 On-site evaluation

- To verify Phase 2 evaluation results

# Criteria

- ▶ Phase 1 Quantitative evaluation
  - Number and ratio of full time international faculty
  - Number and ratio of outbound students
  - Number and ratio of inbound students
  - Number and ratio of international students filling the student quota of universities
  - Dropout ratio of inbound students
  - Diversity of international students
  - International students' impact on fiscal soundness
  - Accommodation provision rate for international students

# Criteria

- ▶ Phase 2 Absolute evaluation
  - Dropout rate and illegal residency rate is complementary to each other.

Absolute indicator	IEQAS Standards
① Dropout rate*	Less than 6%
①-1 Illegal residency rate	Less than 1%
② Diversity of international students*	Less than 90%
③ Fiscal solidarity	90% or above
④ Medical insurance subscription rate	80% or above
⑤ Accommodation provision rate of freshmen	25% or above
⑥ Language Ability (TOPIK level 4, English)	30% or above

# Criteria

- ▶ Vision, goals, strategies for inbounds
- ▶ Management of academic affairs
- ▶ Supports for learning, living, and others

# Incentives

- ▶ Effective for 3 years
- ▶ Allow to use the emblem
- ▶ Better chance to get the government scholarship for inbounds



# Additional

## ▶ Quantitative Indicators

No	Contents	Point Distribution (Out of 100)
1	<b>Number and ratio of full time international faculty</b> ① No. of full time international faculty ② No. of full time international faculty / (divide) Number of full time faculty x (multiply) 100(%)	2.5
2	<b>Number and ratio of outbound students</b> ① No. of outbound students : No. of students who earned credits from other universities ② Ratio of outbound students : No. of outbound students / (divide) No. of all enrolled students x (multiply) 100(%)	2.5

# Additional

## ▶ Quantitative Indicators

No	Contents	Point Distribution (Out of 100)
3	<b>Number and ratio of inbound students</b> No. of exchange students to Korea / (divide) No. of all enrolled students x (multiply) 100(%)	5 (only university)
4	<b>Number and ratio of international students filling the student quota of universities</b> ① No. of international students filling the student quota of universities : No. of international students – (subtract) No. of domestic students short of its full quota ② Ratio of international students filling the student quota of universities : Ratio of international students x (multiply) Ratio of domestic students filling the quota	10

# Additional

## ▶ Quantitative Indicators

No	Contents	Point Distribution (Out of 100)
5	<b>Dropout ratio of inbound students</b> ① No. of dropout inbound students / (divide) No. of total inbound students x (multiply) 100(%)	35
6	<b>Diversity of inbound students</b> ① No. of inbound students from the country where the most number of students come/ (divide) No. of total inbound students x (multiply) 100(%)	15



# Additional

## ▶ Quantitative Indicators

No	Contents	Point Distribution (Out of 100)
7	<b>International students' impact on fiscal soundness</b> Average tuition per international student / (divide) Average tuition per domestic student x (multiply) 100(%)	20
8	<b>Accommodation provision rate for international students</b> (No. of fresh international students living in school accommodation) divide) / No. of all international students x (multiply) 100(%)	University : 10 Junior College : 15

# Additional

## ▶ Self-evaluation Report Format

No	Dimension	Source
1	University's vision and characteristics for globalization	1-1. Vision of globalization <ul style="list-style-type: none"> <li>- Measures to connect globalization and university development</li> <li>- International students recruitment strategy</li> </ul> 1-2. Specialization of the university <ul style="list-style-type: none"> <li>- Major target country or field</li> <li>- Various globalization programs</li> </ul>
2	Selection of the international students	2-1. Is students' scholastic ability verified? 2-2. Are students recruited by official procedures? <ul style="list-style-type: none"> <li>- Does the institution have a reasonable student selection method to fill the international student quota?</li> </ul>
3	Academic management	3-1. Attendance records <ul style="list-style-type: none"> <li>- Are the attendance records of foreign students under control?</li> <li>- International students' attendance ratio</li> </ul> 3-2. Students' school records <ul style="list-style-type: none"> <li>- Foreign students' grade distribution table: international students' academic achievement compared with domestic students</li> <li>✓ Through a random sampling, on-site evaluation is possible.</li> <li>- Does the school have syllabus (course guidelines) or school calendar?</li> </ul>

# Additional

## ▶ Self-evaluation Report Format

No	Dimension	Source
4	International students management and support	4-1. learning support <ul style="list-style-type: none"> <li>- Does the school have learning support programs (e.g. KSL or major courses) for international students?</li> <li>- Do foreign students have designated academic advisors?</li> </ul> 4-2. Support and counseling centers for living in Korea <ul style="list-style-type: none"> <li>- Is there any designated organization for international students?</li> <li>- Is there any counseling center and professional counselor?</li> </ul> 4-3. Management of the foreign students after their graduation (e.g. employment) <ul style="list-style-type: none"> <li>- Are foreign students taken care after graduation (e.g. employment support, alumni association)?</li> <li>- Does the school conduct satisfaction survey on education service?</li> </ul> 4-4. Adaptation support program <ul style="list-style-type: none"> <li>- Extra points can be provided if the school has differentiated programs to help international student's adaptation to school life in Korea such as by holding various events to that end.</li> </ul>
5	Others	Any special matter for the university

# Q & A

- ▶ Thank you