

Enhancing Internal Quality Assurance of Internationalization by Adopting Self- Accreditation Policy: Taiwanese Experiences

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Background

-the Growth of Student Mobility

- The profile of Taiwanese cross-border higher education has attracted wide attention.
- The growth of student mobility across borders in Taiwan has increased dramatically
 - from 30,509 persons in 2007 to 110,182 in 2015, which is 2.6 times that of 2007 (MOE, 2016).
- The increasing numbers of international students has brought new opportunities to Taiwanese HEIs, but also new risks.



Enhancing Quality Assurance by Self-Accreditation in Taiwan

- Facing the new challenges of the increase of student mobility and the new forms of providers and globalization, the Taiwanese government initiated **self-accreditation policy** in 2012 to adopt to the fast changing environments of higher education.

Enhancing Quality Assurance by Self-Accreditation in Taiwan

- It is the first time the self-accrediting status has been approved for universities by the Minister of Education (MOE) in Taiwan.
- According to the announcement of the MOE, the self-accrediting universities can accredit their own programs.



Enhancing Quality Assurance by Self-Accreditation in Taiwan

- They can develop their standards of program accreditation and conduct the evaluations.
- HEEACT changed its role to inspect how they design the evaluation process and how they conduct it.

Enhancing Quality Assurance by Self-Accreditation in Taiwan

- Since the universities are authorized to develop their own standards and indicators, they can determine whether they will go for internationalization or not.

Enhancing Quality Assurance by Self-Accreditation in Taiwan

- For example, the assessment items are added as
 - the effect of enhancing students' foreign language proficiency.



Measurement of the Levels of Internationalization

- Universities may develop different internationalization strategies
 - having various internal structures and resources
 - embedded in different national environment (Wit, 2009).



Measurement of the Levels of Internationalization

- Assessing internationalization strategies of universities can help to understand the diversity of objectives and approaches and enhance the quality.



Measurement of the Levels of Internationalization

- There are different ways of measuring internationalization by developing various instruments
 - input-output-outcomes model (Hudzik & Stohl, 2009)
 - program logic model (Deardorff, Pysarchik, & Yun, 2009).

Study Purposes and Research Questions

Purpose of the Study

- **Analyze the contents of the university-based evaluation indicators** to investigate how the self-accrediting universities assess the levels of internationalization of the provided programs.



Research Questions

1. What are the focuses of the evaluation indicators related to internationalization developed by the self-accrediting universities?
2. How did the self-accrediting universities define the responsibilities of internationalization within a university?



Method

Method

- **Content analysis** was applied to study the accreditation indicators related to internationalization, developed by 34 self-accrediting universities.



Method

- **A program logic model** was applied as a framework to systematically study the contents of indicators related to internationalization of higher education.



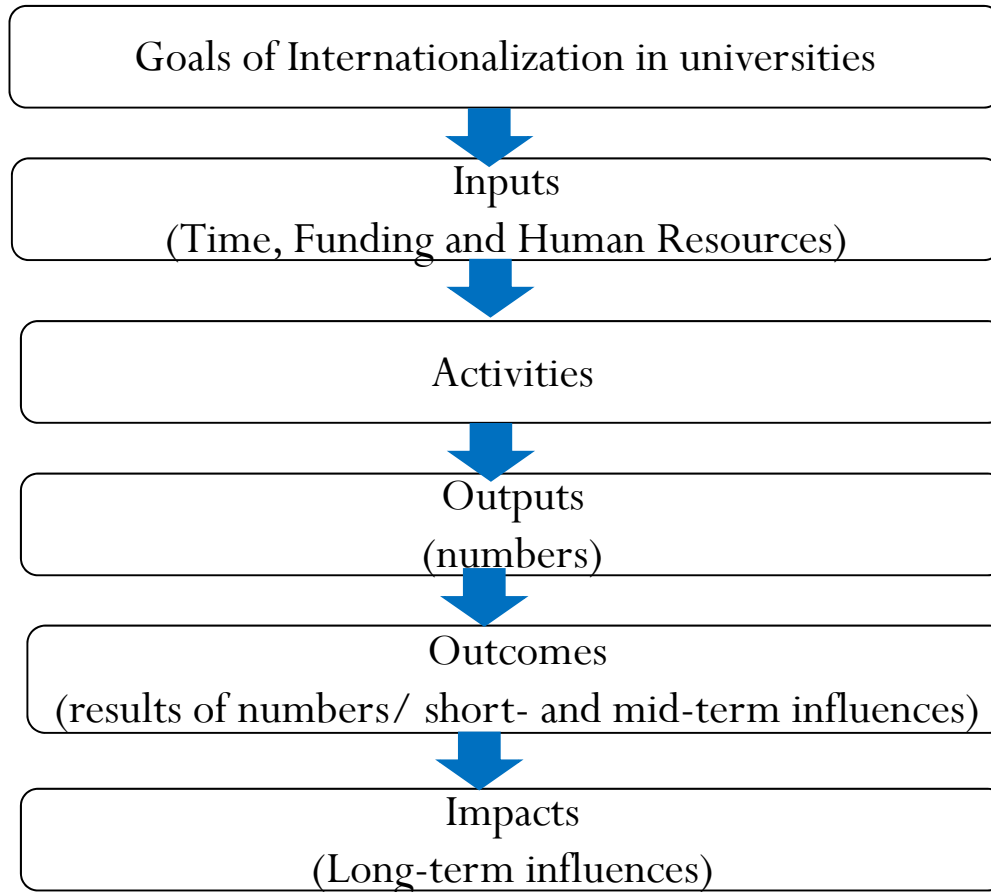
Results and Discussion

1. Number of universities develop indicators related to internationalization

- Results showed that 16 out of 34 self-accrediting universities **(47%)** developed the indicators related to internationalization.
- It revealed that **internationalization has been recognized as an important issue** for half of the self-accrediting universities.



2. Assessing Internationalization Development with a Program Logic Model

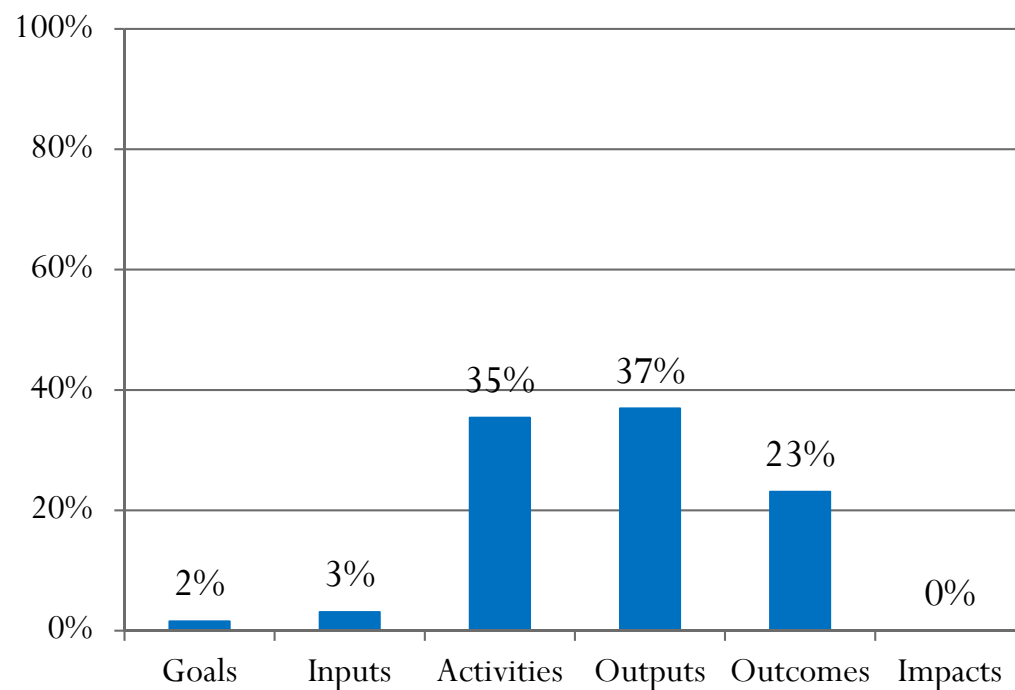


- This model helps us to move beyond counting numbers and provide the underlying meaning of the numbers.
- The indicators were categorized into the 6 groups according to the contents.

	Description	Example from the Indicators
Goals	The specific goals and objectives of internationalization	A department chooses a prestigious program in other country as benchmarks and strive to go beyond within a few years.
Inputs	The resources that may involve people, time, funding, or other items	Build up an international environment
Activities	The specific activities undertaken to achieve the goals and objectives	Improve student English proficiency

	Description	Example from the Indicators
Outputs	The number of participants (students or faculty) involved or reached in the programs	<ol style="list-style-type: none"> 1. The number of teachers participating in international cooperation 2. The number of Overseas Students
Outcomes	Outcomes involve both short-term learning outcomes, and medium-term action-oriented outcomes.	The outcomes of guiding students to participate in international exchange
Impacts	Long-term influences of the program on participants, or community	(not found)

2. Assessing Internationalization Development with Program Logic Model



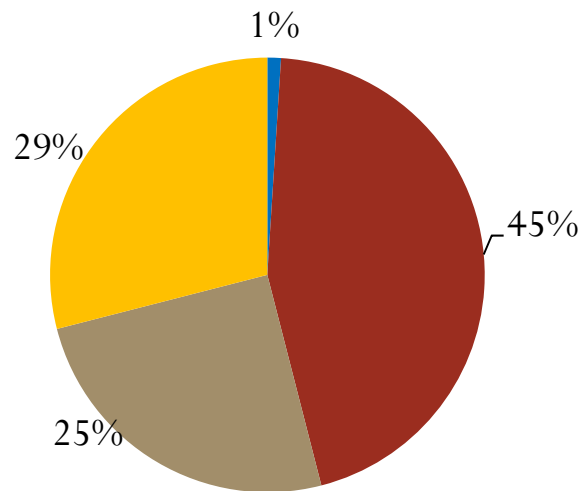
- Most indicators (37%) belong to the output category
- the second most (35%) are in the activity category
- the third most is in the outcomes category (26%).
- Only two indicators (3%) belong to input category and one is in the goal category.
- No indicator can be categorized into the impact category.

2. Assessing Internationalization Development with Program Logic Model

- It revealed that most universities care about outputs
 - for these numbers are **easily collected data**, such as the number of exchange students.
- The data of **long term impact** are difficult to collect
 - No university takes it as evaluation indicators.



3. Responsibility for Internationalization

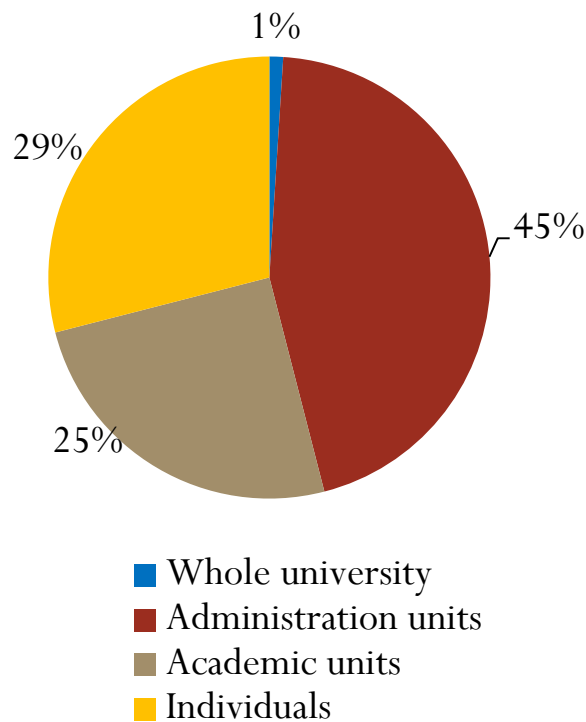


- Whole university
- Administration units
- Academic units
- Individuals

- 45% for the administration units
 - international affair office, student affair office, etc.
- 29% for individual performance
- 25% for the academic units.



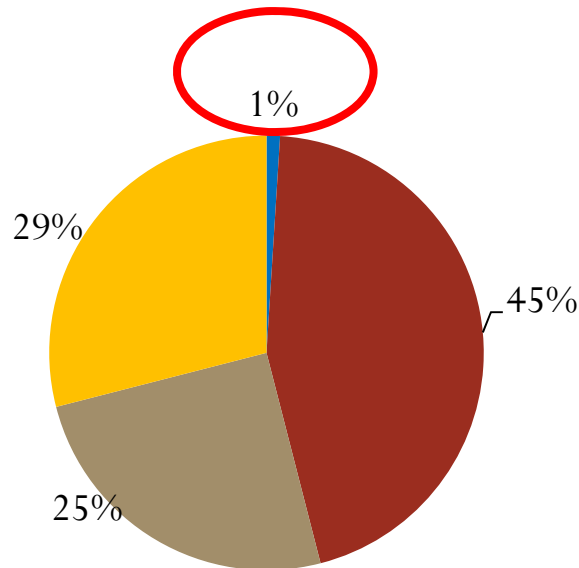
3. Responsibility for Internationalization



- Most indicators are defined internationalization as the responsibility of some units, not of the whole university.
- A narrow view was taken by the university, and then the assessment might focus on their contribution.



3. Responsibility for Internationalization



- Whole university
- Administration units
- Academic units
- Individuals

- 1% for all units
 - internationalization as one of the educational goals.
- All units in the university have the responsibilities of internationalization, including academic and administration units.
- The internationalization was taken as a mainstream view
 - each unit would be assessed for its contributions to internationalization.



Conclusion

- Nowadays, the scope of internationalization has expanded from the mobility of students and scholars to a **more comprehensive strategy**.
- We found that most self-accrediting universities focused on the outputs and activities of internationalization, not the goals or long-term impact.



Conclusion

- In addition, internationalization was assessed as the responsibility of administration or academic units, not of the whole university.
- The self-accrediting universities are increasingly devoted to internationalization process, but **the mainstream view of internationalization** needs to be enhanced.



Thank you for listening!

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