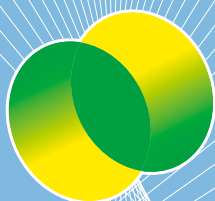


Institutional Thematic Assessment : Internationalization of Higher Education



NIAD-UE

National Institution for Academic Degrees and University Evaluation

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I. Overview

The National Institution for Academic Degrees and University Evaluation (NIAD-UE) performs the certified evaluation and accreditation system in Japan stipulated in Article 109 of the School Education Law. Apart from the stipulation, NIAD-UE carries out the institutional thematic assessments focusing on the missions of individual universities, at the request of institutions. From 2013, NIAD-UE will conduct a new thematic assessment of 'Internationalization of Higher Education' as the thematic assessment C; in addition to the two other assessments: 'A: Research Activities' and 'B: Community Engagement.'

1. Purposes

The primary mission of a university is to carry out educational activities while imbuing students with rich qualities of humanity and developing the human resources who will benefit society. Amidst the rapid globalization of societies over recent years, higher education is also expected to adapt to a globalized world. Many universities are in fact initiating various activities to internationalize their educational programs.

NIAD-UE's regular evaluations (institutional certified evaluation and accreditation) take the internationalization of education into account. However, as specific standards for internationalization had not yet been developed, the thematic assessment C was established to determine the state and distinctive features of internationalization at each university. By focusing on internationalization, this assessment works to enhance the overall quality of international education while providing support for universities that use educational internationalization to create a distinctive institutional character.

Activities to promote educational internationalization may include the following three elements:

- 1) Developing an internationalized academic program in an appropriate learning environment (organizing classes and thesis writing in foreign languages, providing short-term study and short-term stay/visit programs, offering double/joint degree programs, developing/providing quality international curricula, establishing international exchange centers and/or overseas branch offices, employing international teaching staff and/or Japanese teaching staff with international teaching and research experience, staffing administrative personnel with foreign language skills;
- 2) admitting international students (including full-time, short-term study/stay students with study/living/job-placement support for such students); and
- 3) dispatching domestic students abroad (including short-term study/visit students with study/living support for such students).

In the thematic assessment on internationalization, the level attained in each of these elements is graded using a benchmark within Japanese higher education. Based on the grading, the overall degree to which each university is reaching its educational internationalization goals is assessed from the four perspectives described in the following section.

2. Assessment Criterion and Perspectives

Criterion

C-1: Whether an institution's activities to promote educational internationalization are being effectively implemented and yielding good results in light of its goals.

Perspectives

The assessment on internationalization will consist of the three elements of activities: development of an international teaching and learning environment, admission of international students, and dispatch of domestic students abroad.

In carrying out the assessment, the state of the university's activities to promote educational internationalization in these elements is analyzed and assessed from the following four perspectives.

C-1-i: Whether a suitable plan and concrete objectives have been established by the university to achieve the internationalization of its higher education, and whether its plan and goals are widely disseminated to the public.

C-1-ii: Whether the plans are being effectively implemented.

C-1-iii: Whether good results are being attained from the university's educational internationalization activities based on their effectiveness and student satisfaction.

C-1-iv: Whether efforts are being taken to make program improvements.

The three elements will examine the following points of the state of internationalization.

- 1) Development of an international teaching and learning environment:
 - Internationalization of teaching content and methods (e.g., provision of classes taught in a foreign language, development/provision of a quality international curricula)
 - Internationalization of organizational structure (e.g., establishment of international exchange center and/or overseas branch office, employment of international teaching staff, hiring of administrative staff with foreign language skills)
- 2) Admission of international students:
 - Number of international students enrolled
 - Effective design and delivery of curricula
 - Support structure for international students
 - International publicity activities, etc.
- 3) Dispatch of Japanese students abroad:
 - Number of outbound students
 - Effective design and delivery of curricula
 - Support structure for outbound students
 - Provision of information on studying abroad, etc.

3. Assessment Results

The following two results of the assessment are shown in the final report.

i. Attainment level of university's goals

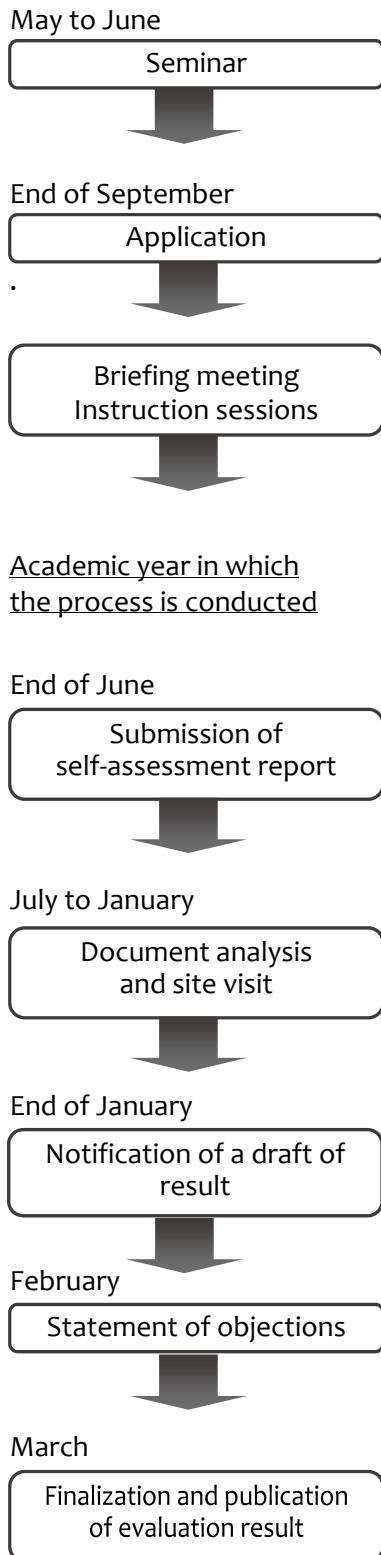
Based on an analysis of the state of internationalization using the above criteria, each university's overall degree of goal attainment is assessed on a four-point scale: Excellent, Good, Satisfactory, or Unsatisfactory.

ii. Assessment of each element

In addition to the above assessment, the level attained in each of the three elements is graded against the same four-point scale using a benchmark within the Japanese higher education. Only when the grading of 'Excellent' or 'Good' is pronounced, it will be mentioned in the final report.

Following an analysis of each element, 'Good Practices,' 'Areas for Further Development,' and 'Areas Needing Improvement' will be extracted.

II. Assessment Schedule



NIAD-UE outlines the framework and method of the institutional thematic assessment at a seminar on evaluation activities.

NIAD-UE receives applications for the assessment from universities.

NIAD-UE sets a briefing meeting for an individual applicant university as well as provides instruction sessions on a request basis.

Training
for
external
evaluators

Universities carry out self-assessment and produce a self-assessment report with reference to the guidelines. **(Refer to III. Guidance for Self-Assessment)**

Subcommittees review the self-assessment report **(Refer to IV. Document Analysis Procedure)**, go on site visits, and summarize initial findings. The findings are then reviewed by the main Committee and a draft of assessment result is created.

NIAD-UE notifies the university of the draft result.

The university may make remarks/objections to the draft.

The main Committee finalizes the result after considering the objections. The final result is published in the form of a document, which is sent to the university and its founder, and made public. **(Refer to V. Final Evaluation Report)**

III. Guidance for Self-Assessment: Factors for Analysis and Example Sources of Evidence

The Institutional Thematic Assessment C targets activities that promote the internationalization of higher education, with focus on the following three aspects: Developing an international teaching and learning environment, admitting international students, and dispatching Japanese students abroad.

The following four (C-1-i to C-1-iv) assessment perspectives are set based on a plan-do-check-act (PDCA) concept. When preparing their self-assessment reports, universities are to clearly articulate the progress being made in these respects.

C-1 Evaluation Criterion (Objective):

Whether an institution's activities to promote educational internationalization are being effectively implemented and yielding good results in light of its goals.

C-1-i Whether a suitable plan and concrete objectives have been established by the university to achieve the internationalization of its higher education, and whether its plan and goals are widely disseminated to the public.

Analysis factors:

- After clarifying the university's basic policy regarding educational internationalization, an analysis is conducted as to whether its plan is capable of achieving those objectives.
- An analysis is also done on the extent to which the plans and objectives are disseminated to both internal and external stakeholders via, for example, publications and websites.

Examples of evidence sources:

- Documents on the institution's basic policy and goals for educational internationalization
- Documents that refer to its plans and specific objectives for attaining educational internationalization.
- Publications and websites that give public access to the institution's educational internationalization goals and to its policy and plans for achieving them.

Analysis factors:

1) **The degree to which an international teaching and learning environment** is being developed is analyzed from the following vantage points: Internationalization of the university's organizational structure, internationalization of its teaching content and methods, and its international dissemination of educational information.

These items may also be considered when analyzing the 'admission of international students' and 'dispatch of Japanese students abroad,' taking into account the circumstances of each university.

- *Internationalization of organizational structure* may include establishing international exchange centers and/or overseas branch offices, employing international teaching staff and/or Japanese teaching staff with international teaching and research experience, staffing administrative personnel with foreign language skills, and implementing staff and faculty development oriented to internationalization.
- *Internationalization of teaching content and methods for Japanese students* may include teaching classes and writing theses in foreign languages, developing/providing quality international curricula (e.g., introduction of a semester/quarter system, autumn enrollment, a course numbering system, systematized academic assessment based on a results assessment of GPA system adoption and grade distribution), organizing exchange events between overseas and domestic students, executing academic exchange agreements with overseas universities, and participating in international networks.
- *International dissemination of educational information* includes the extent to which actions are taken in reference to the guidelines 'example information related to international information dissemination' (The 4th Interim Report on the Medium- to Long-Term Perspectives for University Education, Subdivision on Universities, Central Council for Education, 29 June 2010).

2) **Admission of international students** is analyzed from the following vantage points: The number of international students enrolled, effective design and delivery of curricula, types of support for international students, and initiatives for promoting international student admission.

- *Number of international students enrolled* should include the respective number of students for full-time degrees, double/joint degrees, short-term study (by credit-transfer system), and short-term stays (e.g., summer programs) in each program.
- *Effective design and delivery of curricula* may include teaching classes and writing theses in foreign languages, providing lectures on Japanese language and culture, devising credit-transfer mechanisms and/or double/joint degree programs, and tailoring content and implementation of short-term study and short-term stay programs.

Double/joint degree programs should be implemented with reference to the relevant sections of the *Guidelines for Building Organized and Continuous Educational Cooperation*

including Double and Joint Degree Programs between Domestic and Overseas Universities (Working Group on the Promotion of University Globalization, Central Council for Education, 10 May 2010).

- *Types of support for international students* may include multilingual websites and internal documents, academic support by tutors, international student accommodations, counseling services, financial support, career support, forming international student networks, and conducting exchange events between them and members of the local community.
- *Initiatives for promoting international student admission* may include a special entrance exam system for overseas students, a “one-stop” enrolment procedure, international publicity activities, and briefings for prospective overseas applicants.

3) **Dispatch of Japanese students abroad** is analyzed from the following vantage points: The number of outbound students, effective design and delivery of curricula, types of support for outbound students, and promotional activities for dispatching Japanese students abroad.

- *Number of outbound students* should include the respective number of students for double/joint degrees, short-term study (by credit-transfer systems), and short-term stays (e.g. those in summer programs) in each program.
- *Effective design and delivery of curricula* may include clarifying the status of overseas courses within the framework of the home university’s curriculum, offering preparatory education on foreign language and cross-cultural studies, establishing standards for transferring credits obtained abroad, and implementing double/joint degree programs, and short-term study and stay programs.

Double/joint degree programs should be implemented with reference to relevant sections of the *Guidelines for Building Organized and Continuous Educational Cooperation including Double and Joint Degree Programs between Domestic and Overseas Universities* (Working Group on the Promotion of University Globalization, Central Council for Education, 10 May 2010).

- *Promotional activities for dispatching Japanese students abroad* may include providing information on overseas study (through fairs (briefings) and individual consultations), devising methods for selecting outbound students, providing counseling support for participating students, and financial support.

Examples of evidence sources:

1) Documents that give details of activities related to the **development of the institution’s international teaching and learning environment**, such as the roles of its international offices and overseas liaison offices, faculty staffing, employment of international educators and/or Japanese teaching staff with international teaching and/or research experience, employing administrative personnel with foreign language skills, implementing staff and faculty development oriented to internationalization, development of classes taught in foreign languages for Japanese students, the design and delivery of internationally compatible curricula, the number of exchange events and of their participants, the execution of academic exchange agreements with overseas universities and participation in

international networks, and the use of publications and websites to disseminate information abroad on the institution's international initiatives.

- 2) Documents that give details of activities related to the **admission of international students** such as the Overseas Student Admission Report (Appendices 1, 2, 3 and 5 – mandatory), the development of classes taught in foreign languages, the development of courses on Japanese language and culture, the provision of credit-transfer mechanisms and/or double/joint degree programs, the content and implementation of short-term study and short-term stay programs, use of multilingual websites and internal documents, content of academic support by tutors, number of rooms used for international student domicile and number of residents, status of counseling services, record of financial support, content of career support, international student networking and exchange activities between them and members of the local community, content of special entrance exam system for international students, content of “one-stop” enrollment system, use of publications and websites to promote international student admission, and the number of overseas study fairs (briefings) held and of their participants.
- 3) Documents that give details of activities related to the **dispatch of Japanese students abroad**, such as Dispatchment Report (Appendices 4 and 5 – mandatory), content of preparatory education on foreign languages and cross-cultural studies, standards for transferring credits obtained abroad, double/joint degree programs, content and implementation of short-term study and short-term stay programs, number of overseas study fairs (briefings) and of their participants, use of publications and websites to promote student overseas dispatch, the status of counseling services, and record of financial support.

C-1-iii Whether good results are being attained from the university's educational internationalization activities based on their effectiveness and student satisfaction.

Analysis factors:

- The extent to which a university has attained its plans and objectives is analyzed by the number of international students enrolled, the number of Japanese students dispatched abroad, the number of graduates and of credits earned, the status of students after graduation, and the degree of student satisfaction.

Examples of evidence sources:

- Documents that summarize the outcomes of activities applicable to C-1-ii.
- Pertinent documents that show the number of graduates from programs that provide degrees, and the number of credits earned and of students attending those degree programs (approximately three years of records); mandatory.
- Documents that show the status of students who have graduated from the programs (approximately three years of records).
- Documents that show the degree of student satisfaction and of their goal/plan attainment, such as the results of student surveys.

C-1-iv Whether efforts are being taken to make program improvements.

Analysis factors:

- The status of a university's continuous efforts is analyzed using sources of evidence that show how it goes about ascertaining the effectiveness of its activities to promote educational internationalization and applying the results to enhancing the quality of its educational programs. (Such efforts may include the entire internationalization process from planning to implementation and the PDCA cycle).
- These efforts are also analyzed by specific cases in which problem identification has led to qualitative improvements in activities to promote educational internationalization.

Examples of evidence sources:

- Documents that show the organizational structure and that examine the state of the institution's higher-education internationalization activities and examination methodologies.
- Documents, if applicable, that show the state of external review (conducted by persons not employed by the university) including the structure of the review team and the review methodology.
- References of self-assessment reports and external evaluation reports.
- Self-assessment report and evaluation report in the latest certified evaluation and accreditation (mandatory).
*Number of copies to be submitted stipulated by separate notice.
- Specific cases in which an examination of an institution's educational internationalization activities has shown as improvement in problem areas

IV. Document Analysis Procedure

For the self-assessment, the evaluation criterion (objective), 'Whether an institution's activities to promote educational internationalization are being effectively implemented and yielding good results in light of its goals,' is assessed from the four described perspectives: (1) Whether a suitable plan and objectives have been established and disseminated, (2) whether the plan is being effectively implemented, (3) whether good results are being obtained, and (4) whether efforts are being taken to make program improvements. Analyzing each of these perspectives, the degree to which the objective is being achieved is evaluated; and various aspects of the university's program are extracted and scored on three levels: excellent (good practices), further development expected, and improvement needed.

(1) Assessment based on the perspectives

1. It is confirmed that all the relevant perspectives have been analyzed by the university.
2. If it's found that any perspectives have not been analyzed by the university, it will be requested to do so.
3. If the university has established and analyzed its own perspectives based on its own situation and goals, it is examined whether they coincide with the objective of this self-assessment.

(2) Analyses and decisions by respective perspectives

1. The self-assessment report is to provide 'Facts and Figures' and 'the Analysis Results with Attendant Reasons' on each perspective. External evaluators analyze the state of the university's initiatives and activities vis-à-vis each perspective taking into consideration the proposed sources of evidence.

Also analyzed with reference to the proposed sources of evidence is the attainment of goals vis-à-vis each perspective when stated in the university's self-assessment report. This is the case when a university has established specific plans and objectives for attaining goals that amplify its institutional distinctiveness and unique characteristics.

Specific to Assessment C are basic analyses of the university's 'development of an international teaching and learning environment,' 'admission of international students,' and 'dispatch of domestic students abroad' at this stage.

2. Based on the results of the initiatives/activity analysis in (2)-1, the overall state of each perspective is analyzed using a suitable method in light of the goals of the subject university. Then, a decision is made on the state of each perspective and indicated using the grades shown in Table 1.

Table 1: Decision on perspectives

Decision	Good	Satisfactory	Unsatisfactory
Description examples	<ul style="list-style-type: none"> ▪ Objectives have been fully attained. ▪ Excellent initiatives have been identified. ▪ XX have been clearly established. 	<ul style="list-style-type: none"> ▪ Objectives have been attained. ▪ Initiatives have been implemented. ▪ XX have been established. 	<ul style="list-style-type: none"> ▪ Objectives have been partially attained. ▪ Initiatives have not been implemented. ▪ XX have not been established.

A decision is deferred when sources of evidence are insufficient or when initiatives/activities are not analyzable due to an unclear description in the report.

3. Regarding (2)-2, evidence provided for judging components of the university’s activities as ‘Good’, ‘Satisfactory’, or ‘Unsatisfactory’ is to be noted. Components that are articulated unclearly or that lack supporting evidence are also to be noted.
4. The analysis of each perspective is carried out from the perspective of the university as a whole. When appropriate, however, a specific perspective may be analyzed on a faculty or research unit level.

When a university includes an outstanding faculty or research unit that warrants special mention, a description of its activities should be provided.

(3) Conclusion

1. Conclusion is made on a four-point scale as determined by the combined results of the analyses and decisions on each perspective in light of the Assessment C’s objective. The ‘Criteria for Judgment’ shown in Table 2 are used when deciding the ‘Conclusion Scale.’

Table 2: Grading Scales for Conclusion

Conclusion Scale	Criteria for Judgment
Excellent	Analyses of the respective perspectives revealed the initiatives and activities as being excellent, and the institutional goals have been highly attained.
Good	Analyses of the respective perspectives revealed the initiatives and activities as being good, and the institutional goals have been sufficiently attained.
Satisfactory	Although the analyses of the respective perspectives found some initiatives and activities to need improvement, the institutional goals have generally been attained.
Unsatisfactory	Analyses of the respective perspectives found the implementation of the initiatives and activities to be problematic, and the institutional goals not to have been attained.

Specific to Assessment C is the grading of the attainment level of the following elements: ‘development of an international teaching and learning environment,’ ‘admission of international students (undergraduate and postgraduate programs),’ and ‘dispatch of domestic students abroad (undergraduate and postgraduate programs).’ The grading as shown in Table 3 uses a benchmark utilized in Japanese higher education.

Table 3: Grading Scale for Each Element

Grading Scale	
Excellent	Attainment of a level far exceeding the benchmark
Good	Attainment of a level above the benchmark
Satisfactory	Attainment of a level that satisfies the benchmark
Unsatisfactory	Attainment of a level below the benchmark

Only grades of ‘Excellent’ or ‘Good’ are included in the final report.

2. Extraction of ‘Good Practices,’ ‘Areas for Further Development,’ and ‘Areas Needing Improvement’

Based on the analysis and decision on each perspective, components are extracted that have a close relationship to the goals set by the university, and each is given a grade of ‘Good Practices,’ ‘Areas for Further Development,’ or ‘Areas Needing Improvement.’

Table 4 describes the criteria for extracting ‘Good Practices,’ ‘Areas for Further Development,’ and ‘Areas Needing Improvement.’

Table 4: Description for Extraction

Good Practices	<ul style="list-style-type: none"> • Excellent initiatives in light of the institutional goals. • Initiatives that amplify the institutional distinctiveness and unique characteristics of the university and have produced favorable results in light of its goals. • Initiatives advanced with favorable results toward improving the university in terms of the assessment criterion (objective). • Initiatives achieved beyond the benchmark used in Japanese higher education.
Areas for Further Development	<ul style="list-style-type: none"> • Initiatives that have already produced positive results and are expected to yield outstanding results vis-à-vis the university’s goals. • Initiatives that amplify the university’s distinctiveness and unique characteristics and are about to yield favorable results.
Areas Needing Improvement	<ul style="list-style-type: none"> • Initiatives that need improvement in light of the university’s goals. • Initiatives found to need improvement vis-à-vis the benchmarks.

V. Final Evaluation Report - Example -

XX University

I. Summary

The attainment of the goals of XX University is regarded as XXXXX (Excellent/Good/Satisfactory/Unsatisfactory) based on the Institutional Thematic Assessment C of the internationalization of its higher education.

The assessment found that the state of its admission of international students (undergraduates) is XXXX (Excellent/Good/Satisfactory/Unsatisfactory), and that of its development of an international teaching and learning environment is XXXX (Excellent/Good/Satisfactory/Unsatisfactory).

The Good Practices extracted through the assessment include:

Admission of international students,

Areas for Further Development include:

.....

The Areas Needing Improvement include:

.....

II. Results

Institutional Thematic Assessment C: Internationalization of Higher Education

Criterion:

C-1 Whether an institution’s activities to promote educational internationalization are being effectively implemented and yielding good results in light of its goals.

Conclusion

The attainment of the goals of XX University is regarded as XXXX (Excellent/Good/Satisfactory/Unsatisfactory).

The state of admission of international students (undergraduates) is found to be XXXX (Excellent/Good/Satisfactory/Unsatisfactory). The state of the development of an international teaching and learning environment is found to be XXXX (Excellent/Good/Satisfactory/Unsatisfactory).

Key Findings

C-1-i Whether a suitable plan and concrete objectives have been established by the university to achieve the internationalization of its higher education, and whether its plan and goals are widely disseminated to the public.

.....
.....

From the above findings, it is determined that the state of this perspective (C-1-i) is XXXX.

C-1-ii Whether the plans are being effectively implemented.

Initiatives are being carried out to develop an international teaching and learning environment, such as.....

Excellent initiatives are being carried out to promote the admission of international students, such as.....

From the above findings, it is determined that the state of this perspective (C-1-ii) is XXXX.

C-1-iii Whether good results are being attained from the university's educational internationalization activities based on their effectiveness and student satisfaction.

.....
The admission of international students has.....; thus, the following impressive results have been obtained.

.....
From the above findings, it is determined that the state of this perspective (C-1-iii) is XXXX.

C-1-iv Whether efforts are being taken to make program improvements.

.....
.....
From the above findings, it is determined that the state of this perspective (C-1-iv) is XXXX.
As an aggregate of the above, the attainment of the goals of XX University is regarded as XXXX.

Good Practices

Admission of international students,

Areas for Further Development

.....
.....

Areas Needing Improvement

.....



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