



Agència
per a la Qualitat
del Sistema Universitari
de **Catalunya**

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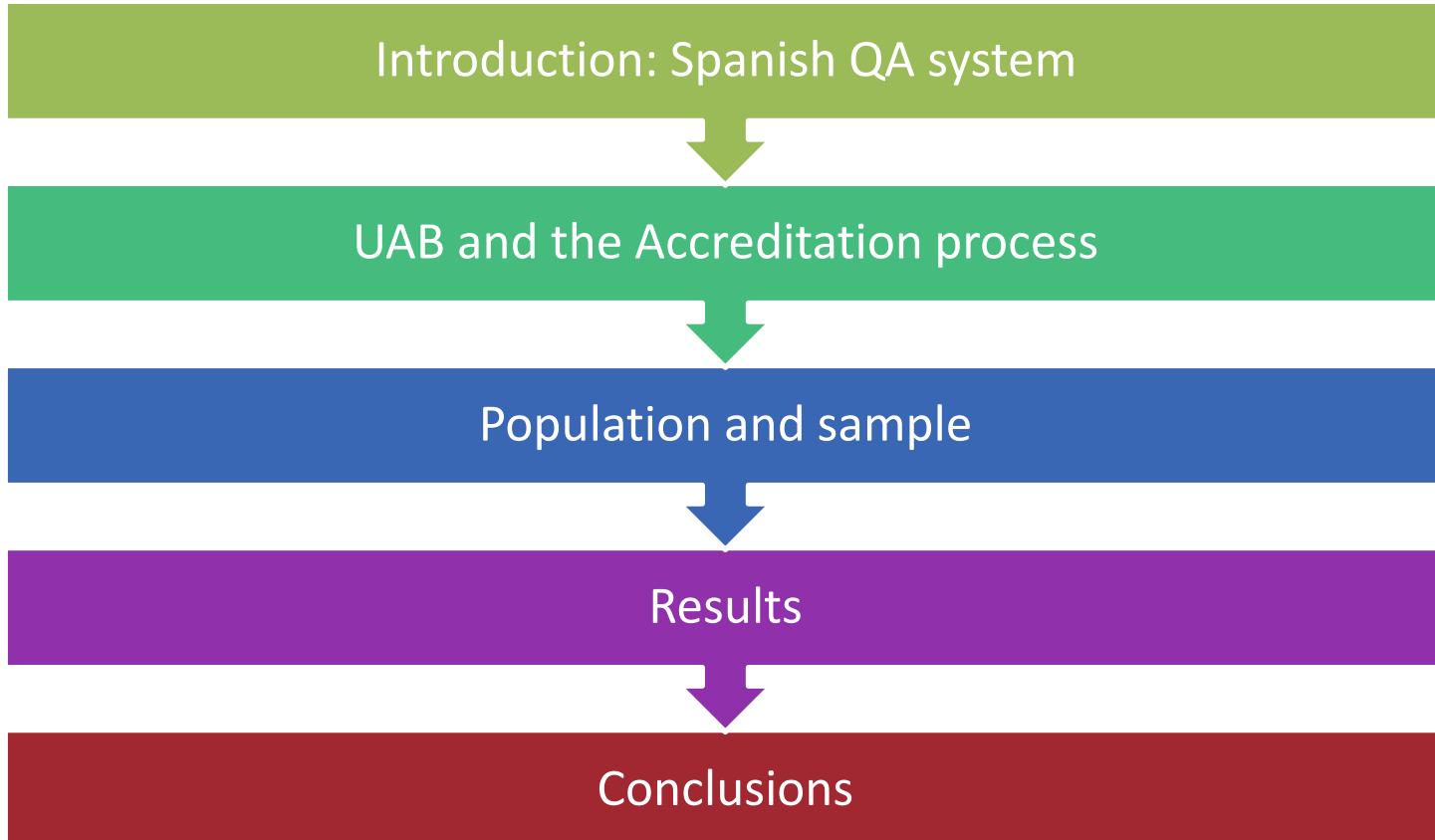
Impact Evaluation of Programm Accreditacion at UAB

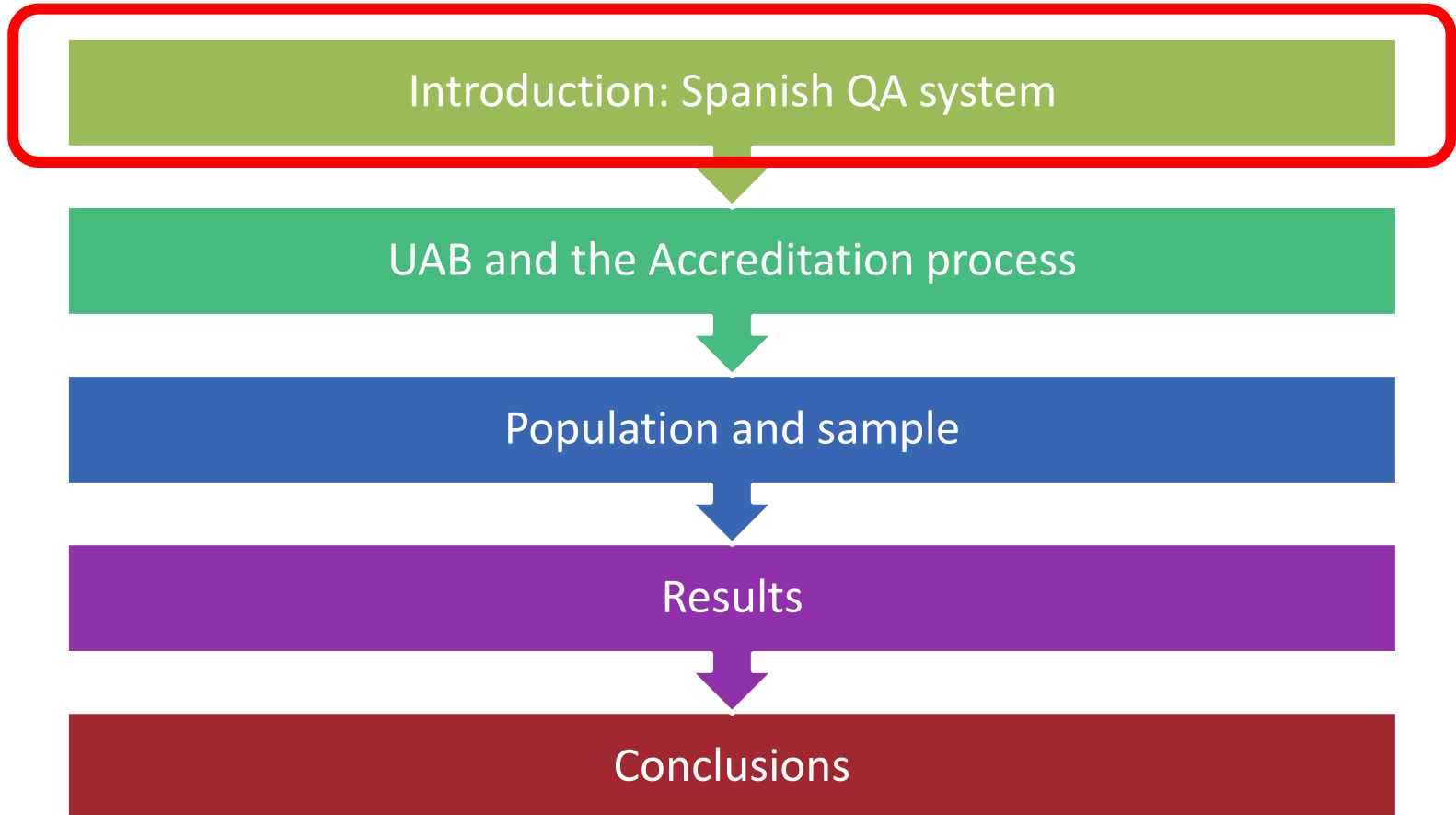
Barcelona, 16/06/2016

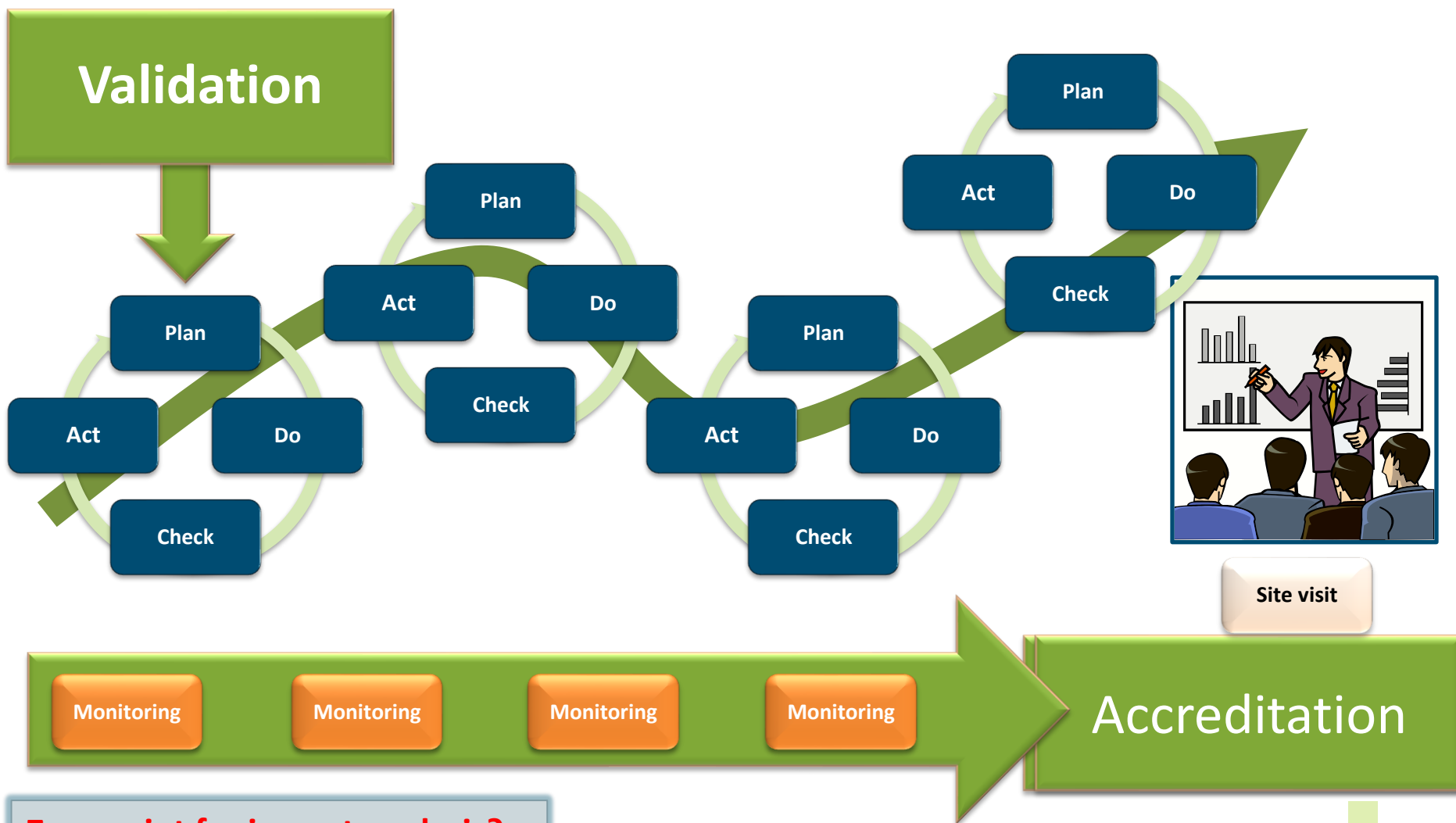


Universitat Autònoma
de Barcelona

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Zero point for impact analysis?

EQA PROCEDURE

Validation



MAIN PURPOSE

Quality of the proposals of degrees
International Equivalence



IMPACT INDICATORS

% of proposals directly approved by external Commissions

Monitoring



Public information
Indicators -> analysis -> improvement plans



% teaching guides published
Annual improvement plans based on evidences

Accreditation

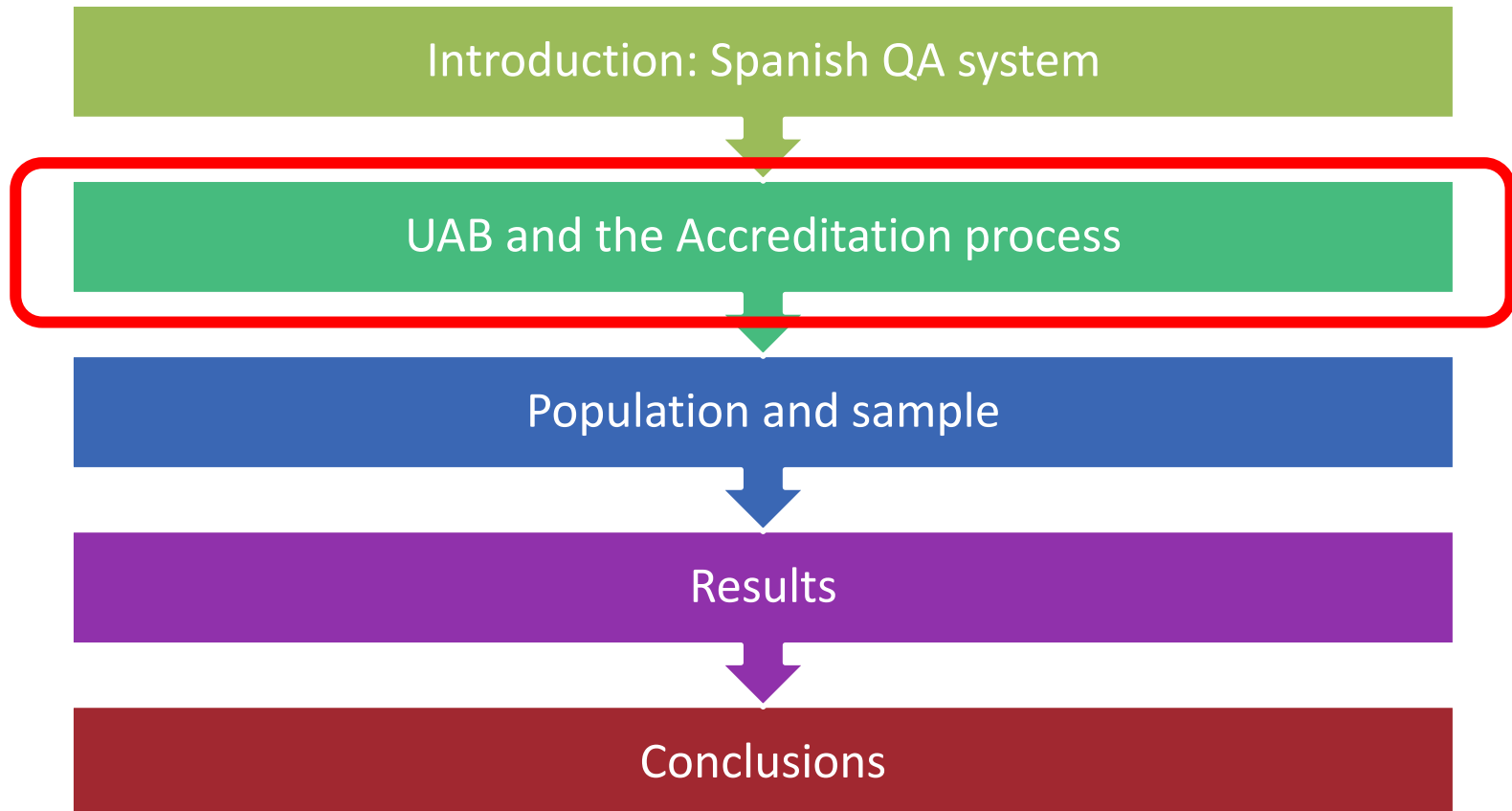


Quality of the program Focus on the assessment (LO certification)



Students & Teacher satisfaction
Sample of executions







Though still a little under 50 years old, the UAB has already consolidated itself amongst the 200 best universities in the world within the main university rankings and is located within the top 10 new universities with greatest international projection and prestige

On 26 November 2009, the UAB obtained recognition as a Campus of International Excellence



Teaching	Research	International	Structure	Budget and finances
81 bachelor's degrees (2015-2016)	79 Phd programs (2015-2016)	5.3% foreign bachelor's degree students (2014-2015)	13 UAB teaching centers	€308 M liquidated expenditure budget (2014)
143 official master's (2015-2016)	4.186 PhD students (2014- 2015)	32.7% foreign graduate students (2014- 2015)	57 departments	64% public income in total budget (2014)
26,975 undergraduates (24,799 full-time equivalent) (2014- 2015)	618 PhD theses (2013- 2014)	25% English-taught master's degrees (2015-2016)	44 UAB research centres	€44.1 M obtained from competitive research calls (2014)
2,339 official master's students (2014- 2015)	3,240 articles published in indexed journals (2014, Thomson Reuters WOK)	5.9% foreign teaching and research staff (2014)	1,621 total permanent research and teaching staff (2014)	15% research funds obtained from competitive European calls (2014)
8,486 UAB master's degrees and graduate students (2013-2014)	9 New companies at Parc de Recerca UAB (2014)	43.7% papers from international collaborations (Scimago SIR 2015)	2,350 administrative staff (2014)	€16.1 M research agreements and services (2014)



Its academic programmes cover all areas of sciences and provide students with a solid training in the fields of research, industry and health.

2015 VICENS VIVES award to the Faculty of Sciences for its teaching quality .

BACHELOR'S DEGREES (7 degrees + 3 double degrees)

Applied Statistics + Sociology

Applied Statistics - UAB/UVic

Chemistry

Environmental Science + Geology

Environmental Sciences

Geology

Mathematics

Nanoscience and Nanotechnology

Physics

Physics + Chemistry

Physics + Mathematics

Història de la Ciència: Ciència, Història i Societat

JEMES - Erasmus Mundus en Estudis Ambientals: Ciutats i Sostenibilitat / Environmental Studies - Cities and Sustainability

MATHMODS - Erasmus Mundus en Modelització Matemàtica l'Enginyeria: Teoria, Computació i Aplicacions / Erasmus Mundus in Mathematical Modelling in Engineering: Theory, Numerics, Applications

Modelització per a la Ciència i l'Enginyeria / Modelling for Science and Engineering

Nanociència i Nanotecnologia Avançades / Advanced Nanoscience and Nanotechnology

Química Industrial i Introducció a la Recerca Química / Industrial Chemistry and Introduction to Chemical Research

Recursos Minerals i Riscos Geològics

Electroquímica, Ciència i Tecnologia

Erasmus Mundus Enginyeria Fotònica, Nanofotònica i Biofotònica / European Master in Photonics Engineering, Nanophotonics and Biophotonics

Estudis Interdisciplinaris en Sostenibilitat Ambiental, Econòmica i Social

Física d'Altes Energies, Astrofísica i Cosmologia / High Energy Physics, Astrophysics and Cosmology

Fotònica / Photonics

Geologia i Geofísica de Reservoirs

Gestió de Sòls i Aigües

OFFICIAL MASTER'S (11 masters + 3 Erasmus Mundus)



Main research Installation

- ALBA Synchrotron
- ICTA , Research Institute for Environmental Science & Technology
- National Microelectronics Institute
- Institute of Artificial Intelligence
- National Research Institute for Materials
- High Energy Physics Institute

Key Indicators

2673 Bachelor & Master Students

260 Faculty staff

Faculty's Graduate survey Results

Almost 80% Intention to repeat the program

Almost 80% would choose the same university

Did the program lived up to your expectations? From 1 to 5

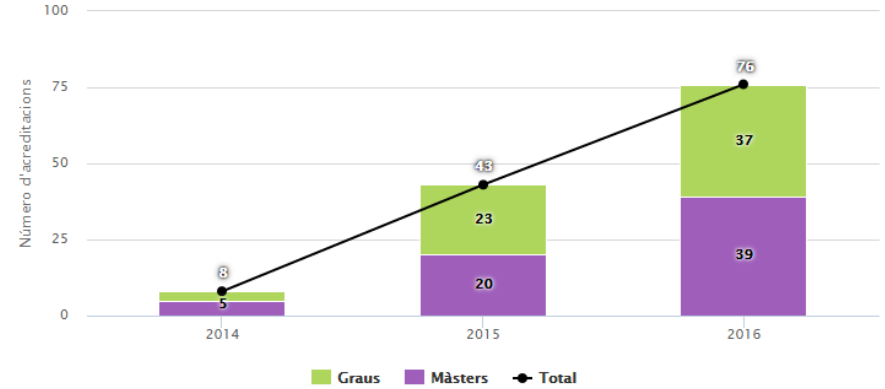
Average response of 4

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Procés d'acreditació

Número de titulacions per any



WEAKNESS

STRENGTHS

2014

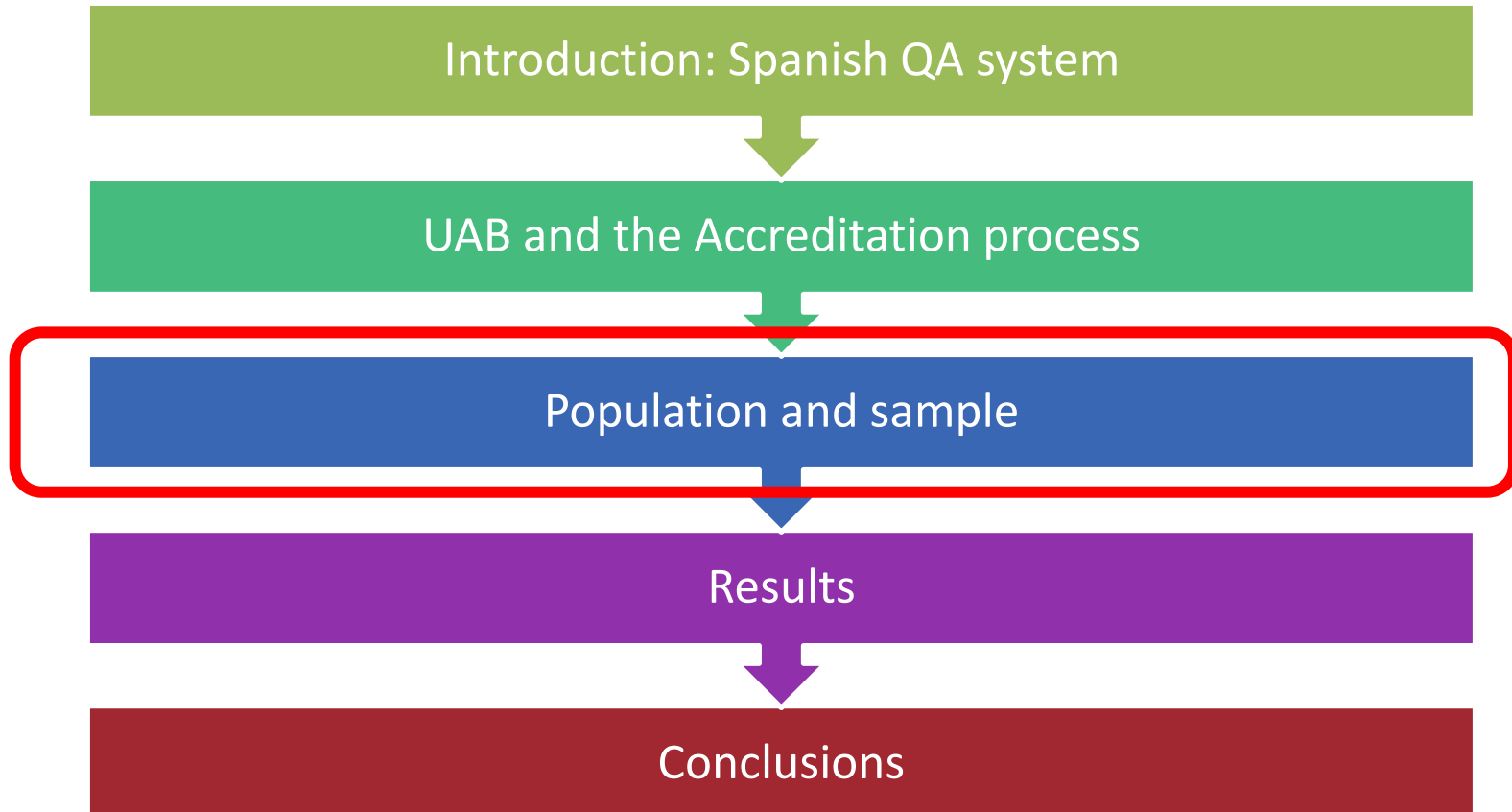
2015

	ESAGED	FTI	EDUCACIÓ COMUNICACIÓ T.CERDÀ	GUTMANN	ECONOMIA I EMPRESA	MEDICINA	F. I LLETRES	CIÈNCIES	ENGINYERIA	PSICOLOGIA	COMUNICACIÓ VETERINÀRIA MASSANA
1. Programa formatiu	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive
2. Public Information	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive
3. Int. Quality System	Positive with recommendations	Positive with recommendations	Positive with recommendations	Positive with recommendations	Positive with recommendations	Positive with recommendations	Positive with recommendations	Positive with recommendations	Positive with recommendations	Positive with recommendations	Positive with recommendations
4. Teaching Staff	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive
5. Support systems	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive
6. Program outcomes	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive
External Accreditation	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive

Positive+

Positive

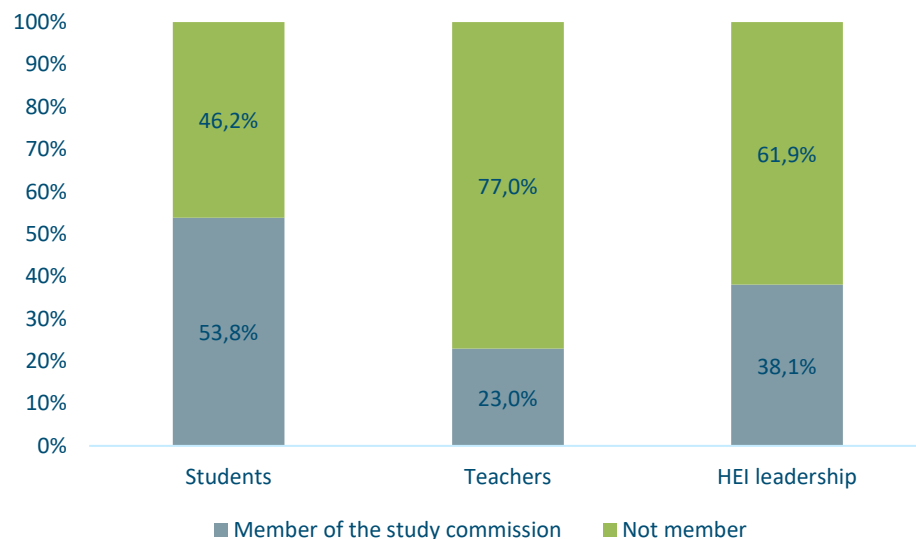
Positive with recommendations



	Population	Sample	%Response	Sample error
Baseline	389	129	33%	7%
Midline	389	88	23%	9%
Endline	462	64	14%	12%
Total	1240	281	23%	5%

We have collected 281 surveys.

The response rate, as usually happens in longitudinal studies, has slightly declined.



Globally a quarter of the respondents are members of the study commission of their study program.

Note: we cannot ensure that the same people are answering the same questionnaire.



Baseline	Population	Sample	%Response	Sample error
Students	55	10	18%	28,9%
Teachers	234	77	33%	9,3%
Staff and QA	100	44	44%	11,3%
Midline				
Students	55	6	11%	38,9%
Teachers	234	61	26%	11,0%
Staff and QA	100	21	21%	19,5%
Endline				
Students	118	10	8%	30,1%
Teachers	243	23	9%	19,9%
Staff and QA	100	20	20%	20,1%

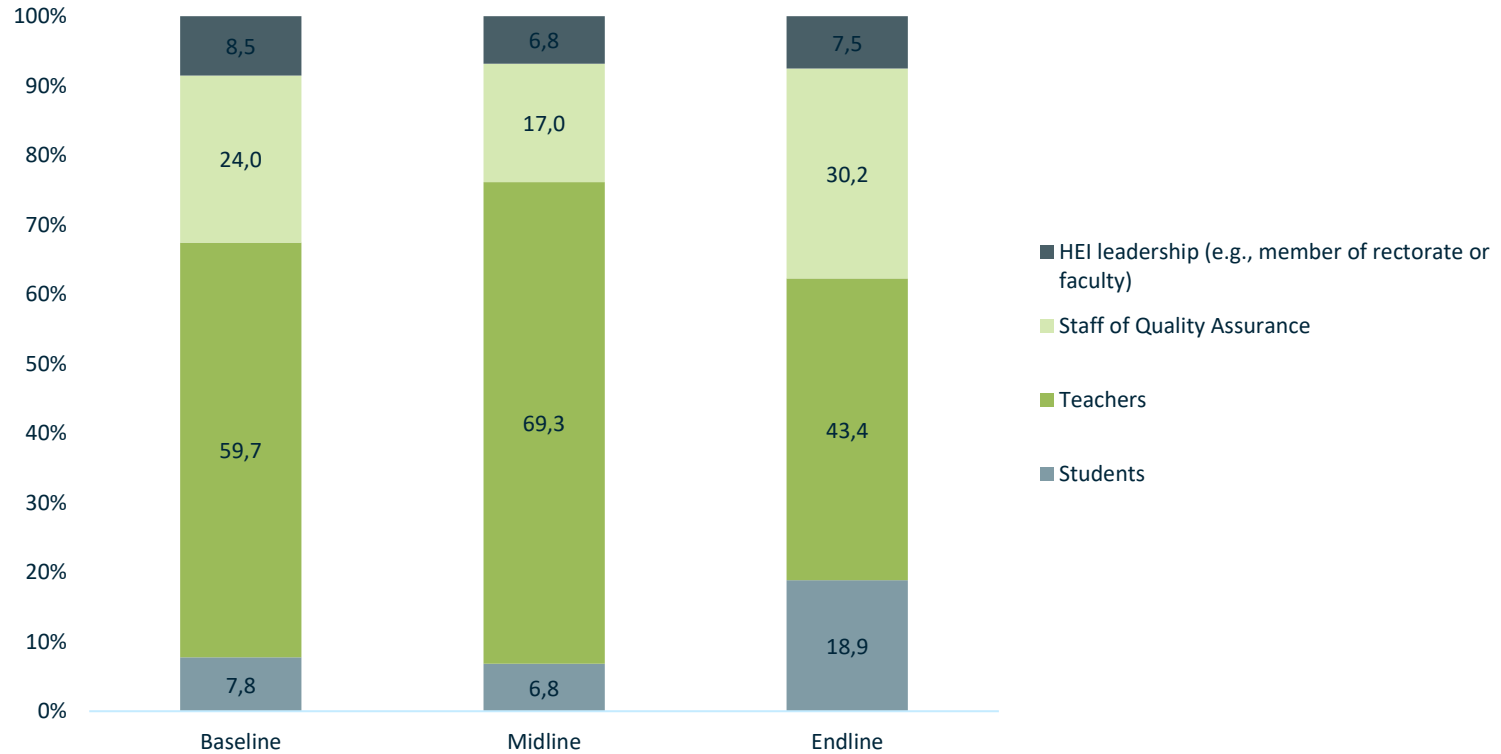
- Good response rate, specially between teachers
- Mild involvement of students (18% response rate)
- Expected decrease of response rate in Midline and Endline

The more the disaggregated the results, more caution is needed.

Note: we cannot ensure that the same people are answering the same questionnaire.



Sample distribution by stakeholders



Teachers are over-represented  Analysis will differentiate between these collectives





	Baseline	Mideline	Endline
Environmental Ccs.	6,43%	5,00%	3,13%
Applied Statistics	8,84%	5,63%	10,94%
Physics	14,46%	17,50%	20,31%
Geology	9,24%	10,00%	15,63%
Mathematics	14,06%	13,75%	15,63%
Nanoscience and nanotechnology	8,84%	10,63%	4,69%
Chemistry	15,66%	20,63%	20,31%
M Sustainability	2,41%	0,63%	0,00%
M Synchrotron applications	2,41%	1,88%	0,00%
M Modelling for Science Eng.	5,62%	3,75%	1,56%
M Nanotechnology and materials Science	3,21%	2,50%	1,56%
M Paleontology	2,41%	0,63%	0,00%
M Industrial Chemistry	6,43%	7,50%	6,25%
	100,00%	100,00%	100,00%

A plethora of degrees:
bachelors and masters



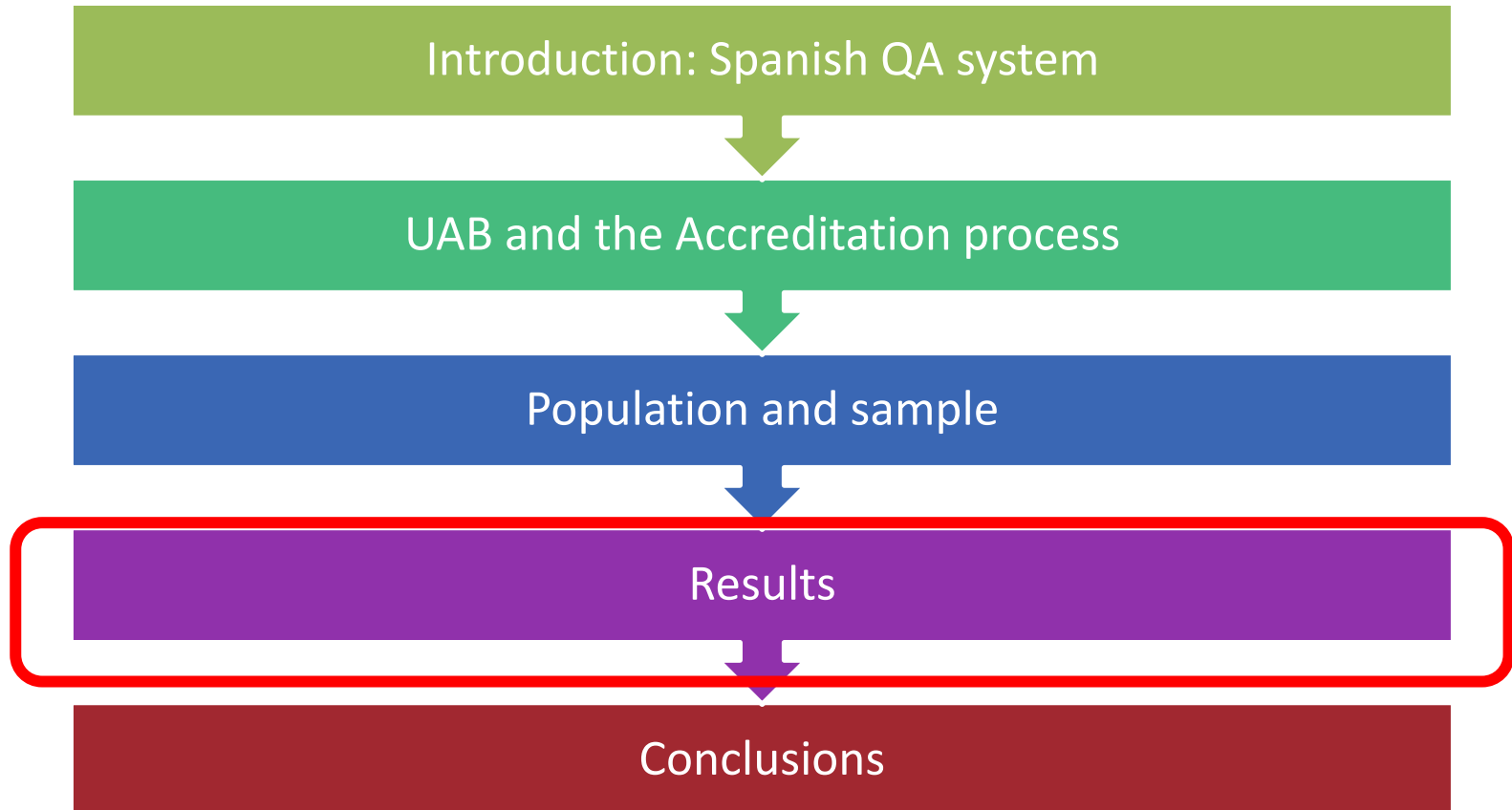
Different educational
traditions



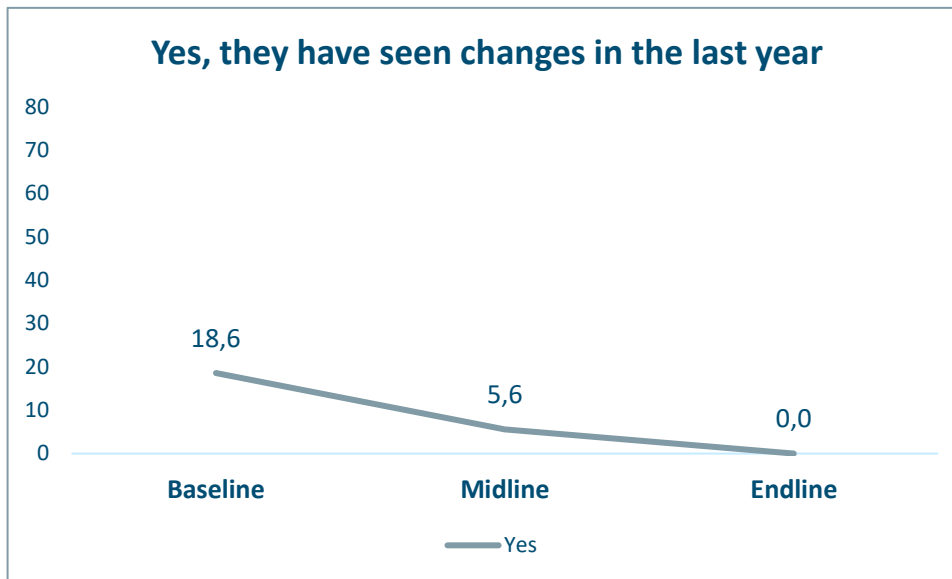
E.g. practical dimension:

- “Boots” (field trips):
Geology
- White coats (labs):
Chemistry
- Problem solving /
Theorems proving :
Physics



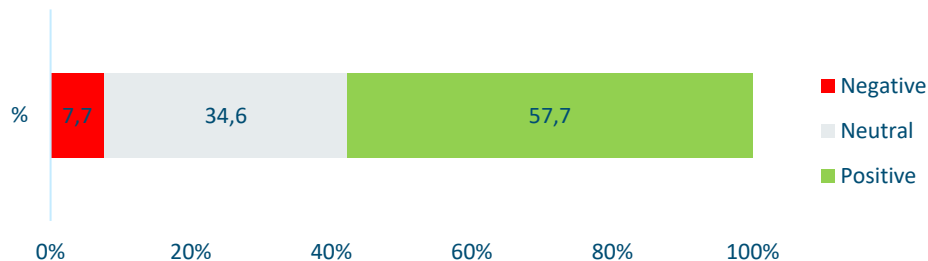


- Students have not seen changes neither in the baseline (5 out of 5), nor in the midline (5 out of 5), nor in the endline (with the exception of 1 out of 8).
- A few teachers state they have seen changes, mainly in the baseline (13 out of 70), but none of them in the endline

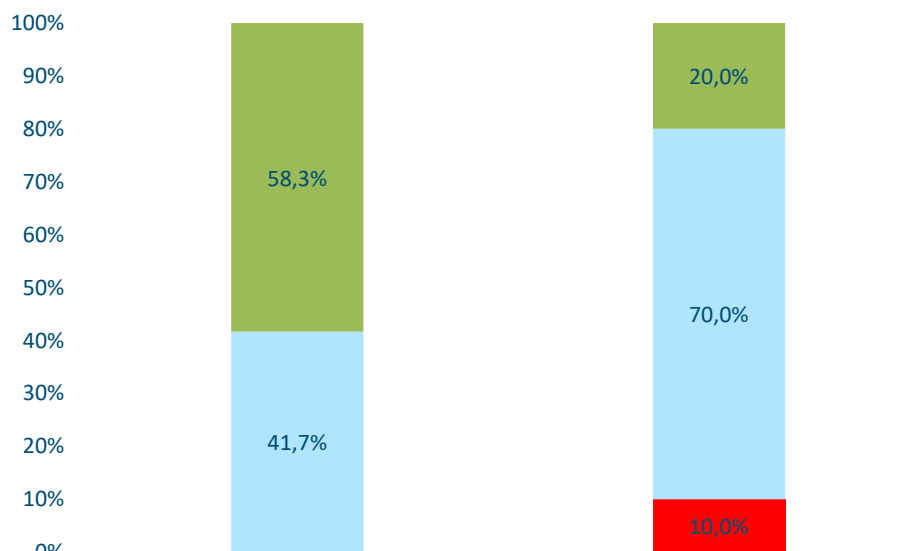


Whenever there are changes, they are linked, mainly with the decrease of frontal teaching.

The assessment methodology is not directly related to the training methodologies, with the exception of 2 selected subjects. Furthermore, no substantial changes are allowed during the accreditation process.



Student's attitude towards QA is generally positive or neutral.



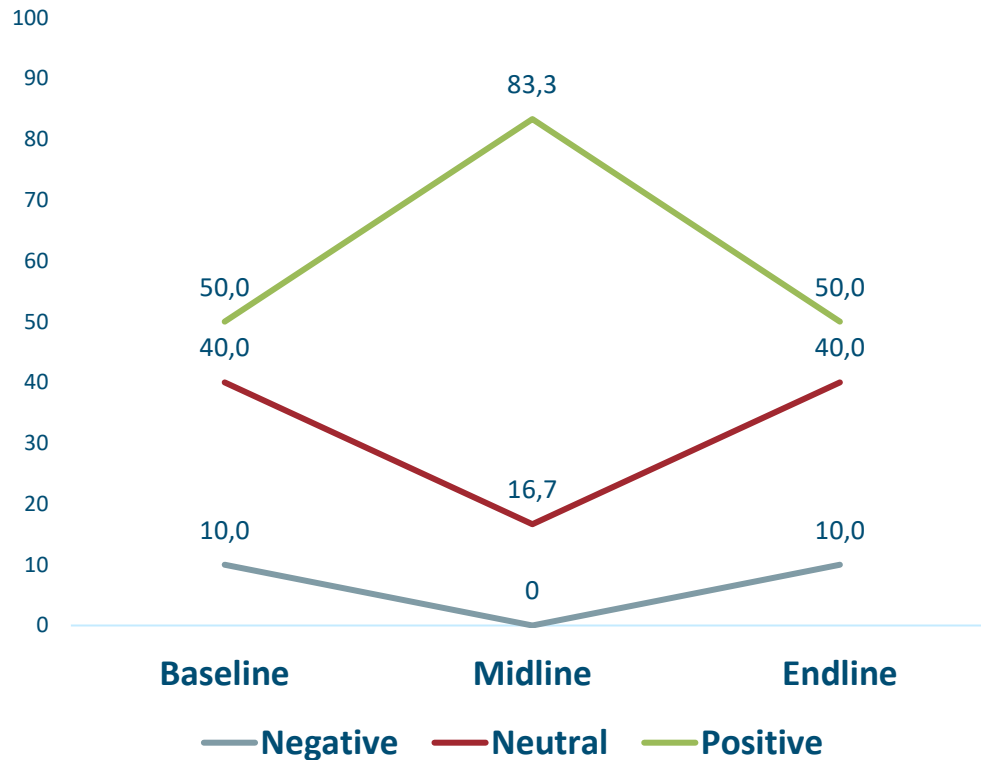
The change towards a more positive attitude is higher between those students involved in the Study Commission of their programs.

Member Commission

Not member

- Yes, in a positive direction (more approval).
- No, no change in my attitude.
- Yes, in a negative direction (less approval).





There is a rise in the positive attitude in the **midline** followed by a return to the baseline results in the endline.

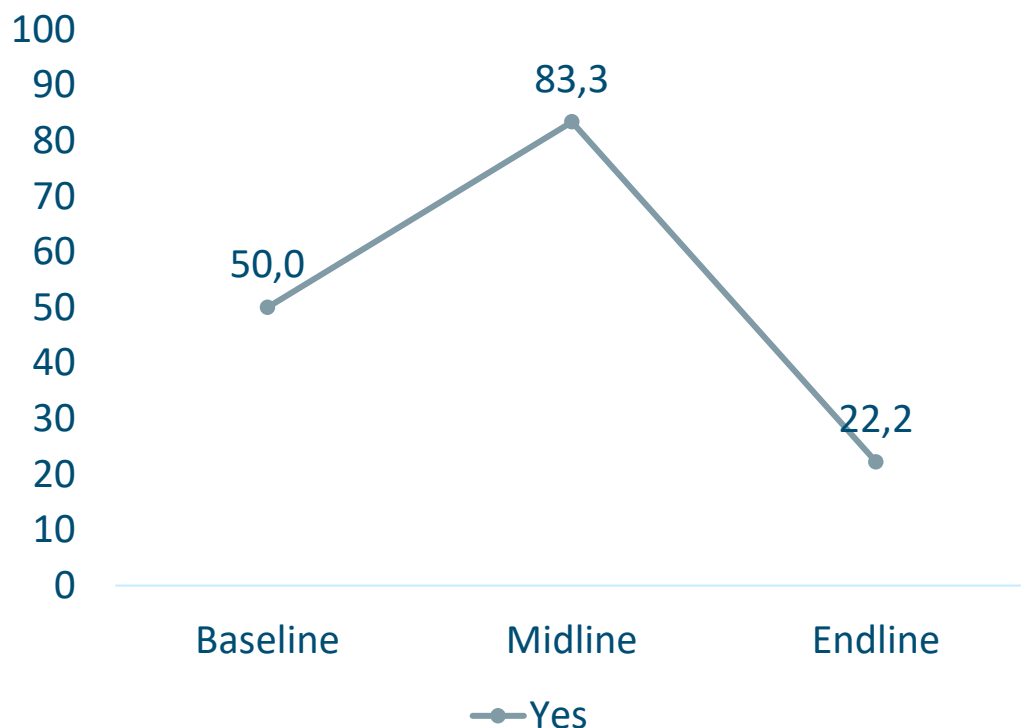


Honey moon effect?

“Training programs might start with improvement immediately following the program, but within months it drops precipitously” (Campbell et al, 1970)



Students: Do QA procedures have observable effects?

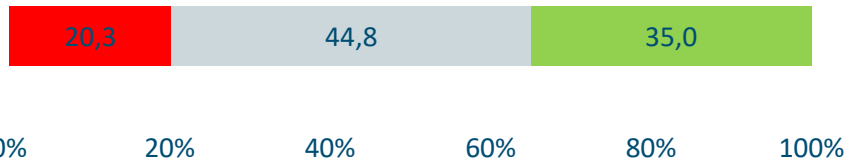


There is a rise in the positive attitude in the midline followed by a return to the baseline results in the endline.

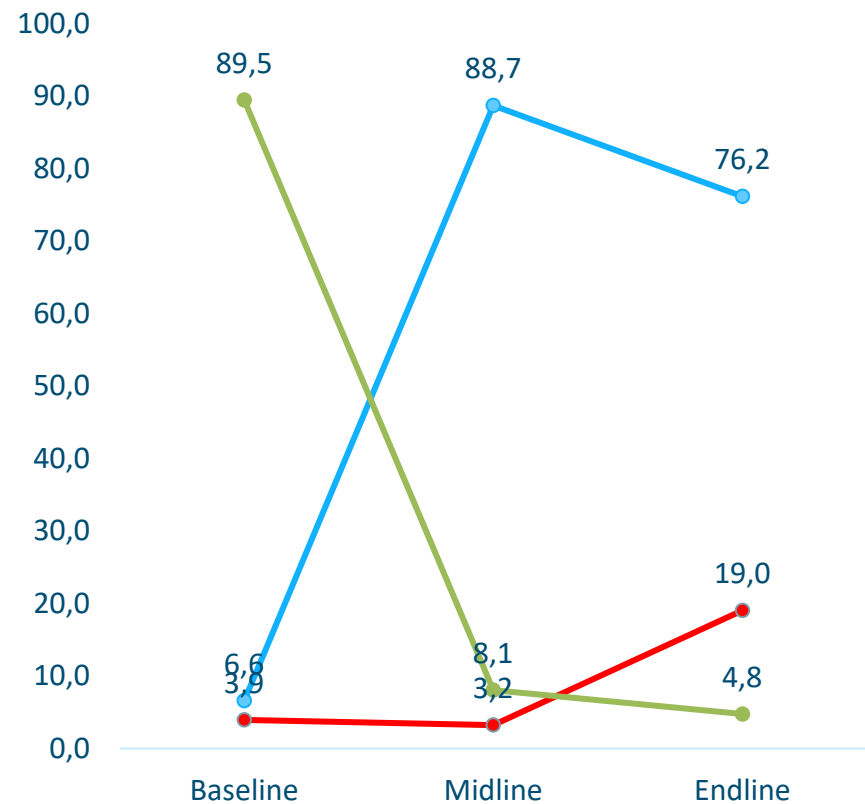


Honey moon effect?



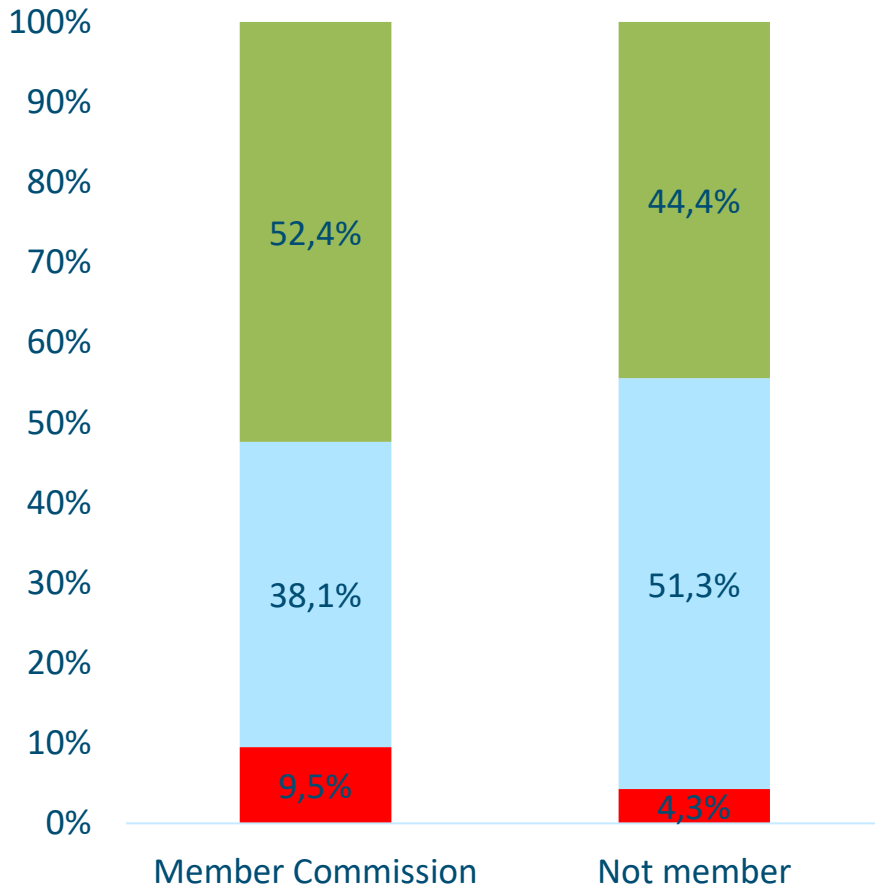


Teachers are more critic than students towards QA.



The change of attitude in a positive direction occurs in the baseline (preparation of the self-report).

- Yes, in a negative direction (less approval).
- No, no change in my attitude.
- Yes, in a positive direction (more approval).

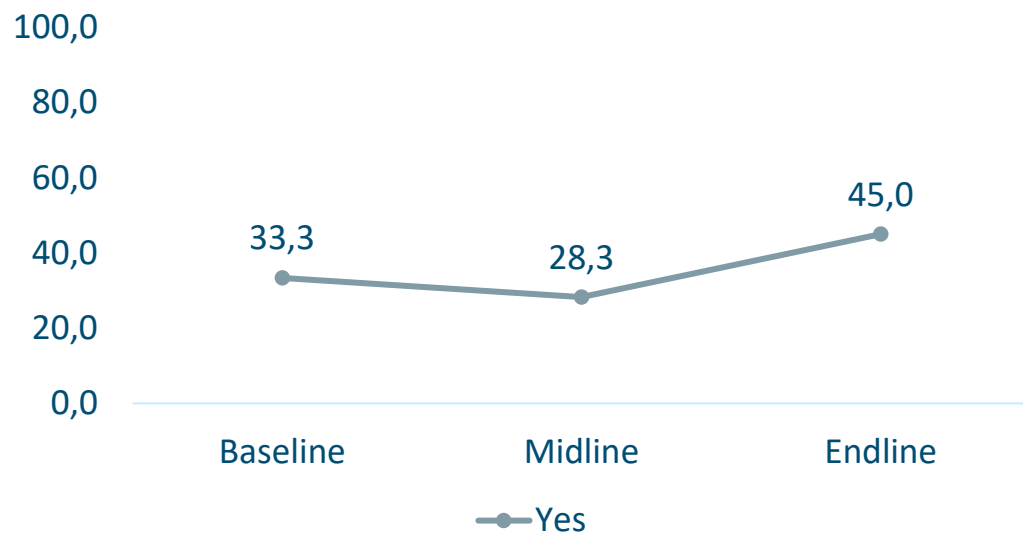


The change towards a more positive attitude is higher between those teachers involved in the Study Commission or their programs.

- Yes, in a positive direction (more approval).
- No, no change in my attitude.
- Yes, in a negative direction (less approval).



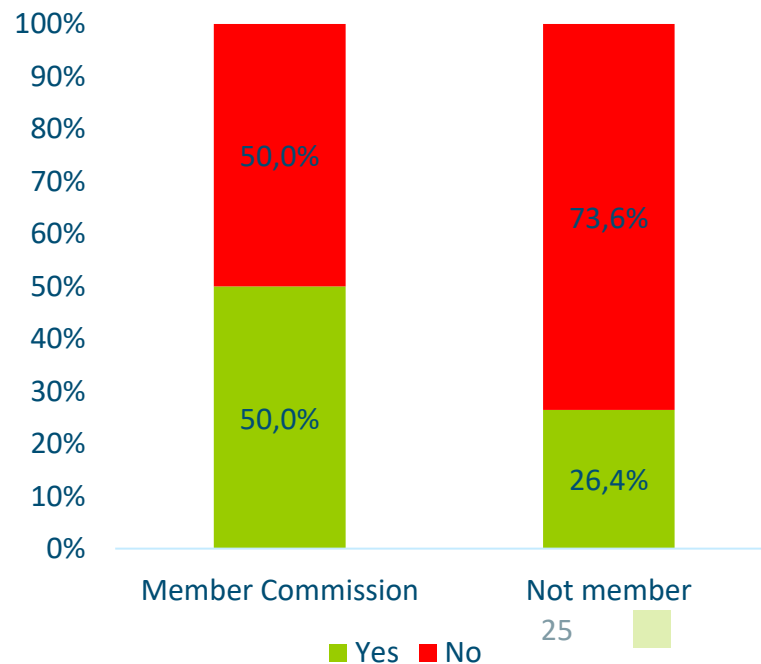
Teachers: Do QA procedures have observable effects?



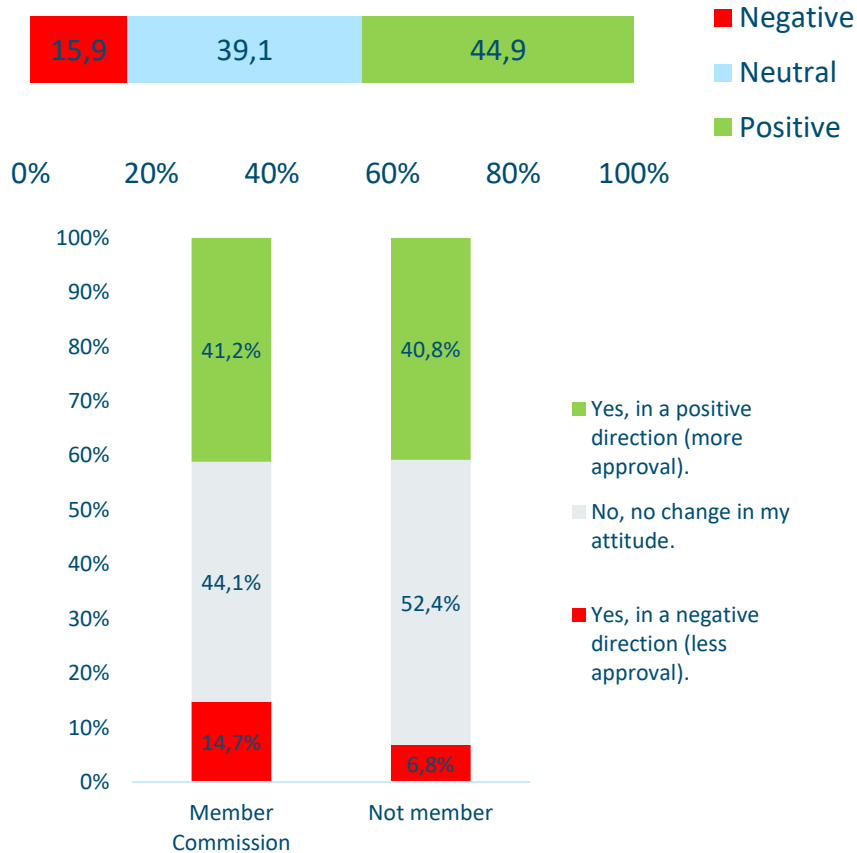
Being a member of the Study Commission of their program is also associated with the perception of observable effects

There is a minority of teachers that state that QA procedures have observable effects.

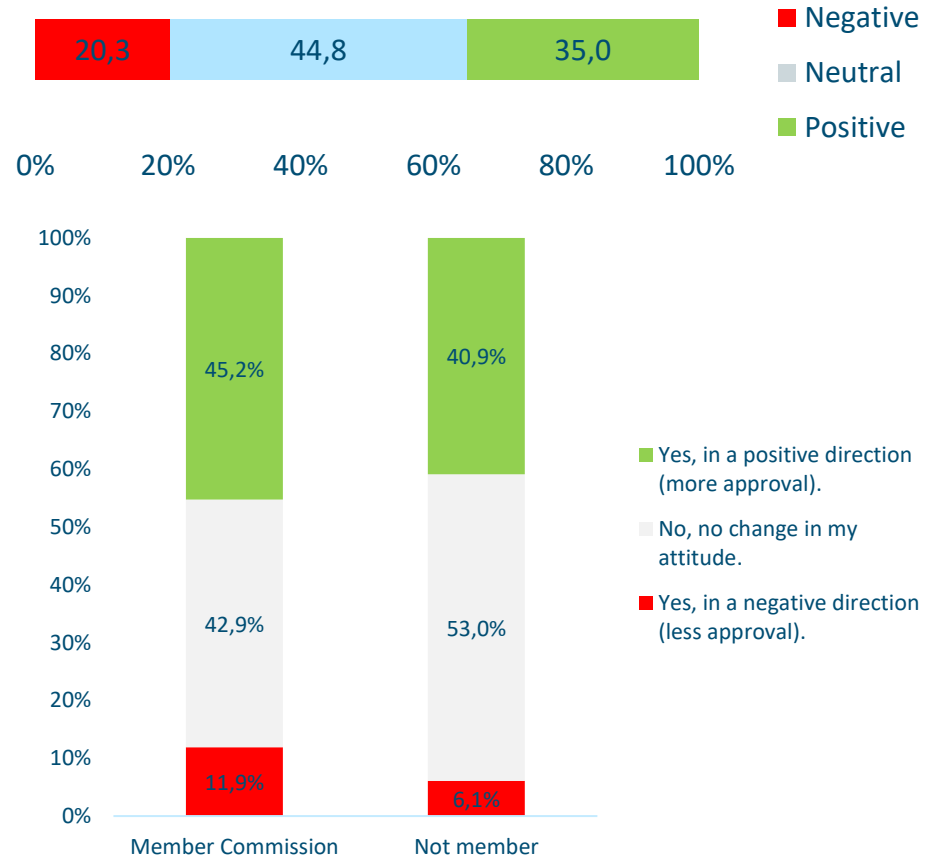
There are more “believers” in the endline.



INTERNAL



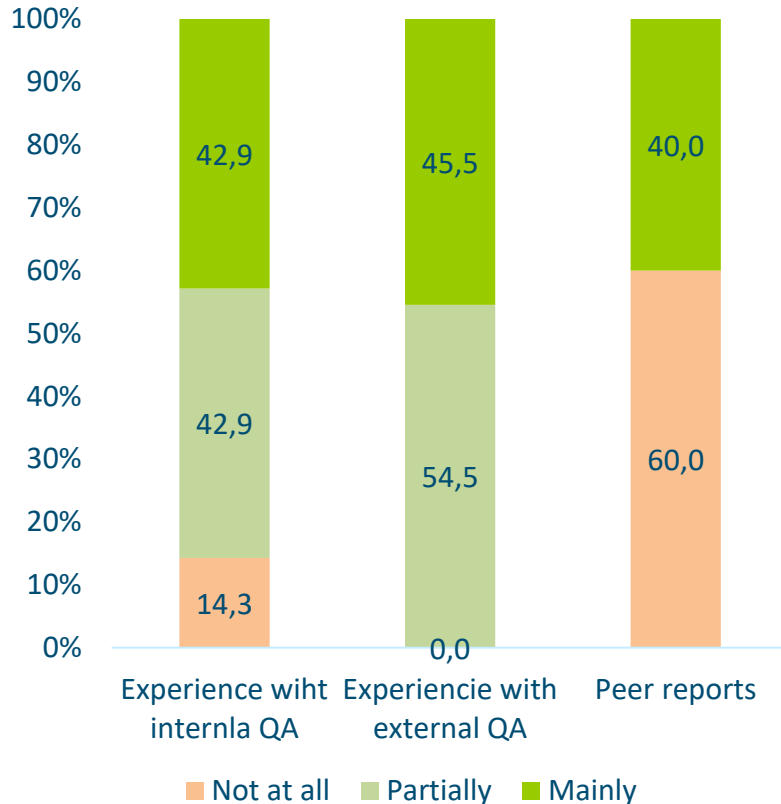
EXTERNAL



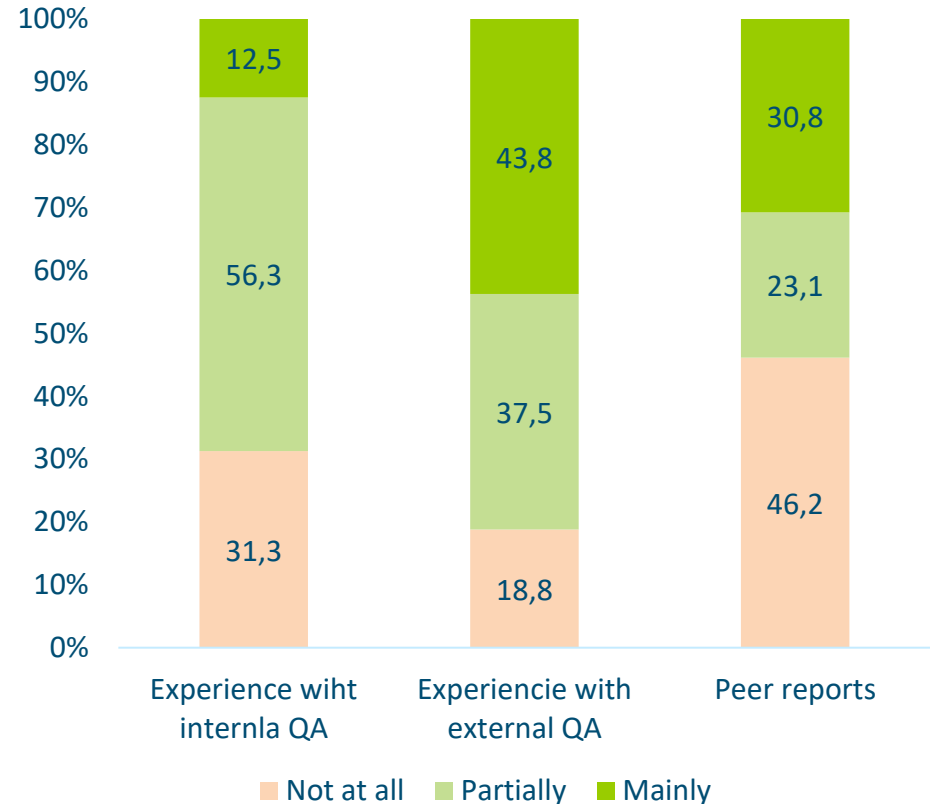
Attitudes towards IQA are more positive than toward.

Being in a Study Commission seems to have a slight positive effect towards EQA²⁶

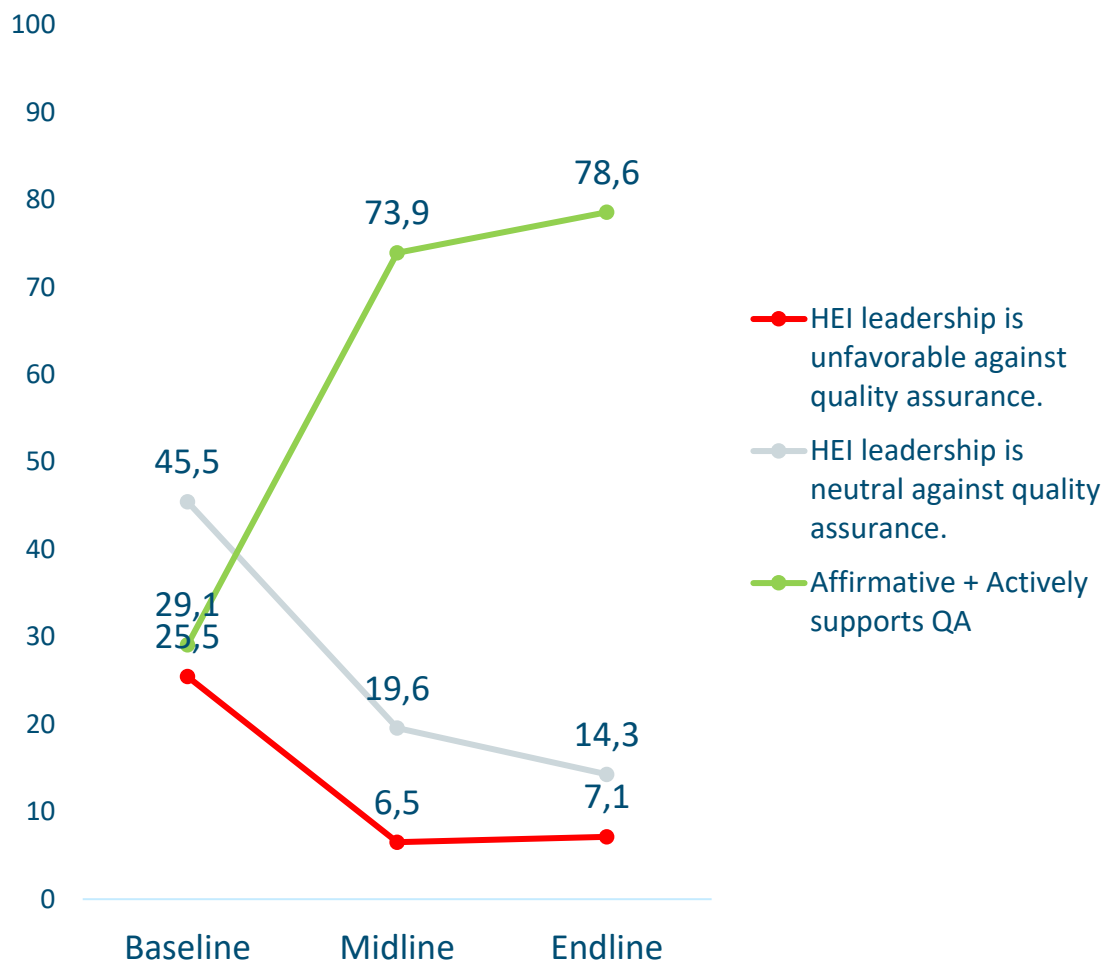
INTERNAL



EXTERNAL



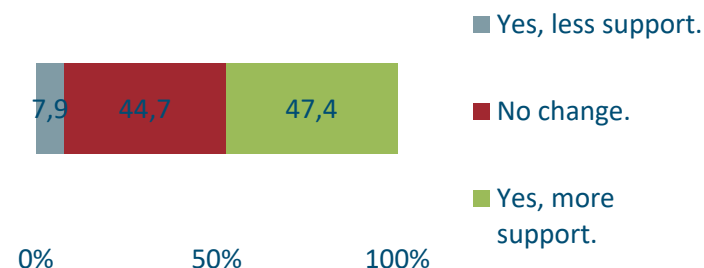
The experience with EQA (writing self-reports, on-site visits) is what mainly triggers a change in the attitude, followed by experience with IQA (course surveys, module evaluations) and peer reports.

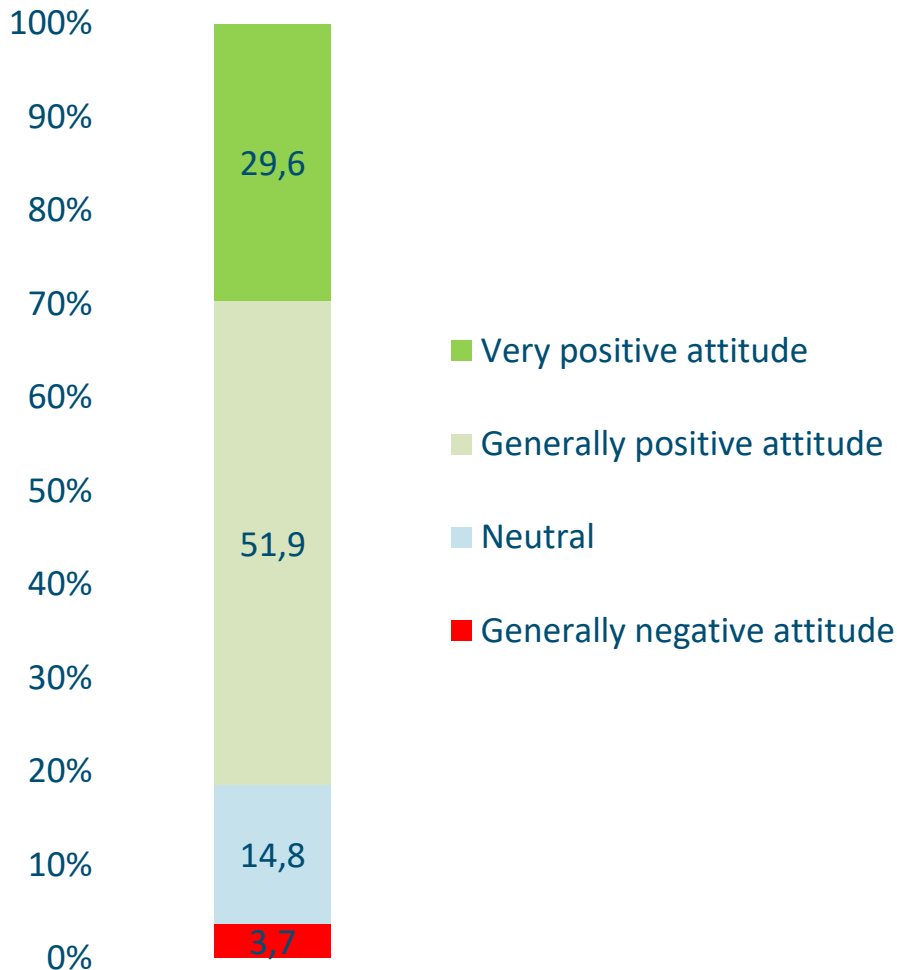


The assessment of the attitude of HEI leadership towards QA seems related to the EQA

The more time -> more positive assessment

Furthermore, half of them say there is more support towards QA



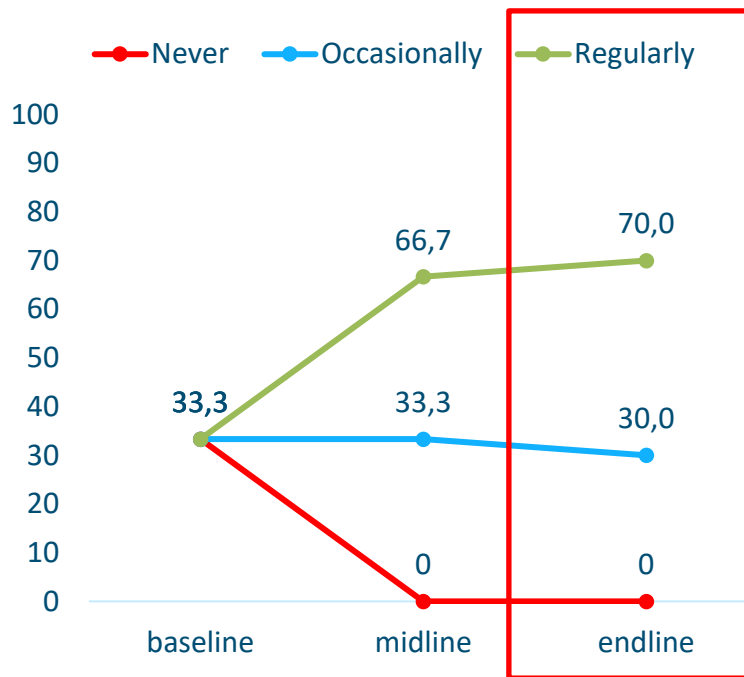


Good attitude (“Apostles of QA” ;-)

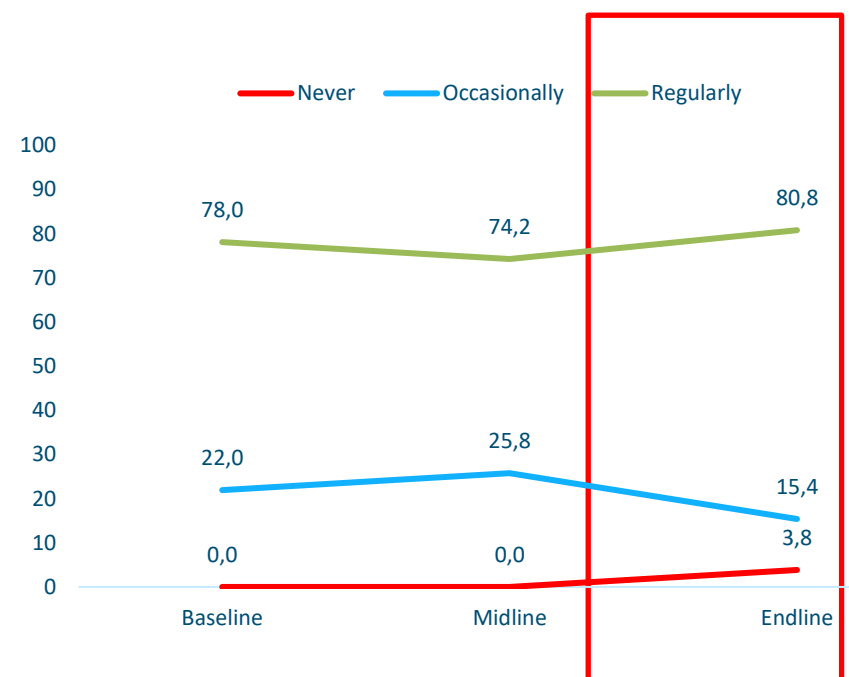
- 73% state they have not changed their attitude last year.
- The other 27% state they have changed it in a positive direction.



STUDENTS

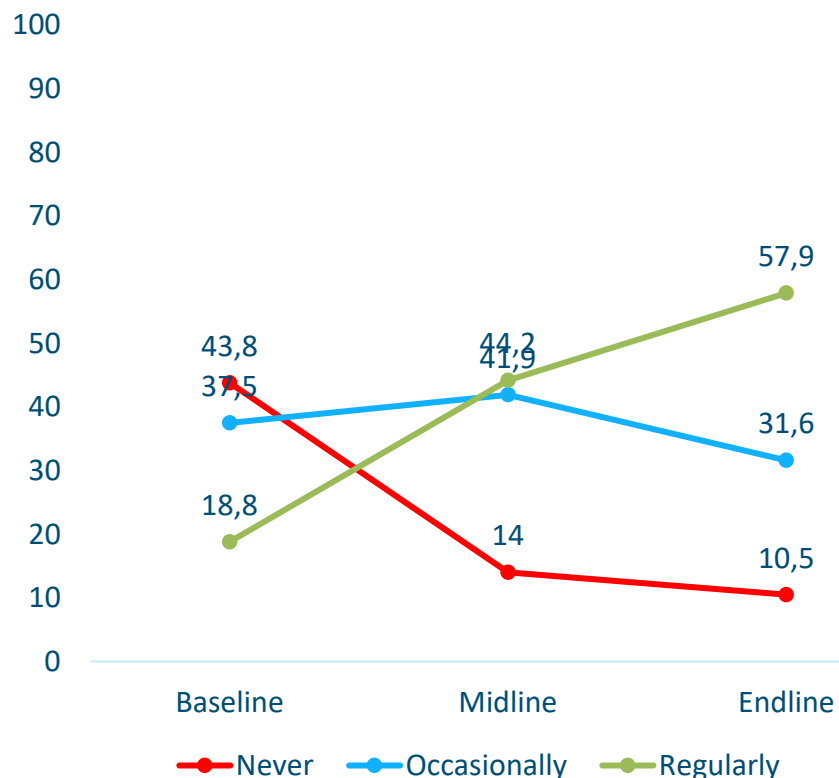


TEACHERS

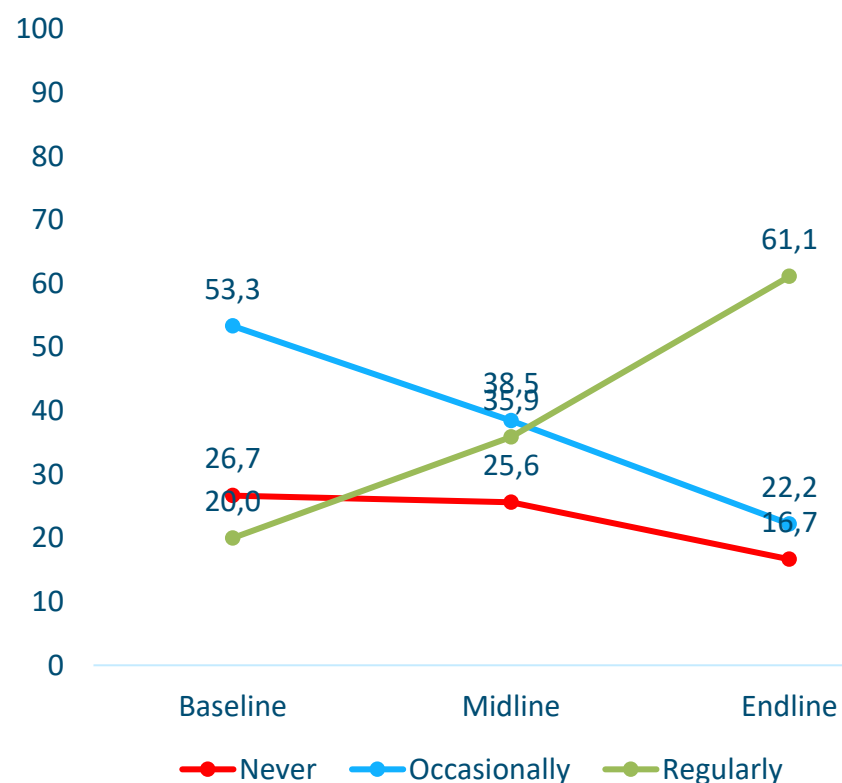


Increase in the knowledge of the regular use of student surveys in the monitoring of the program

Observation of performance indicators



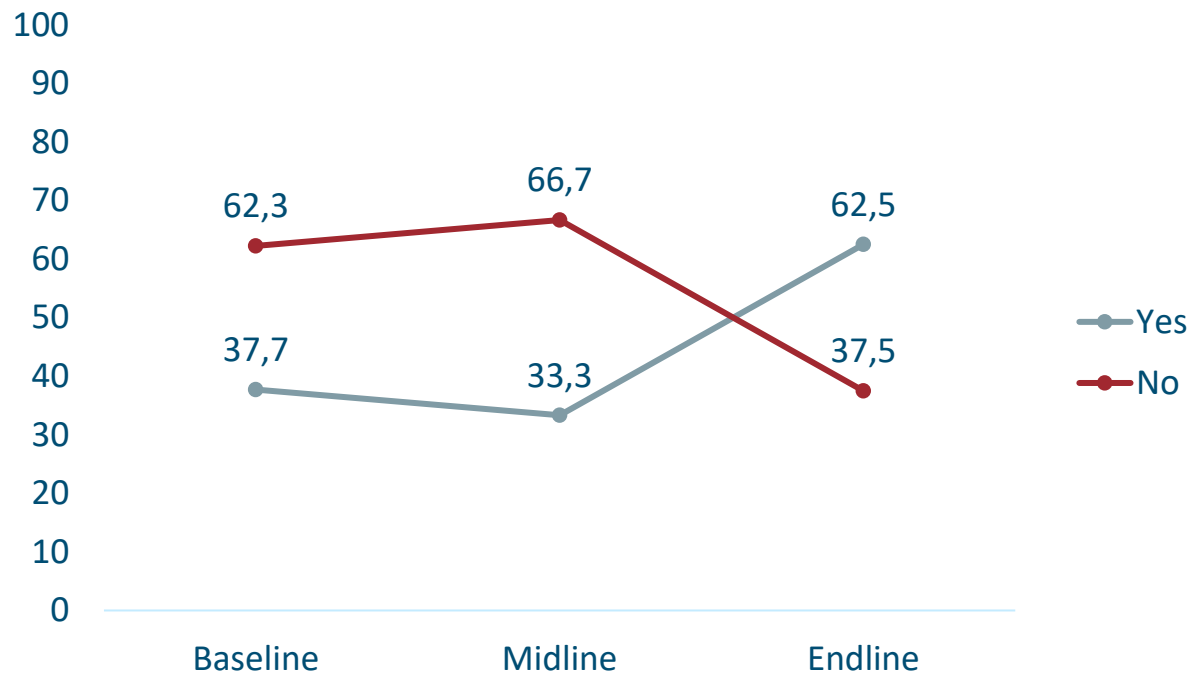
Written reports



Steep increase in the knowledge of the regular use of both performance indicators and written reports in the study program

Teachers:

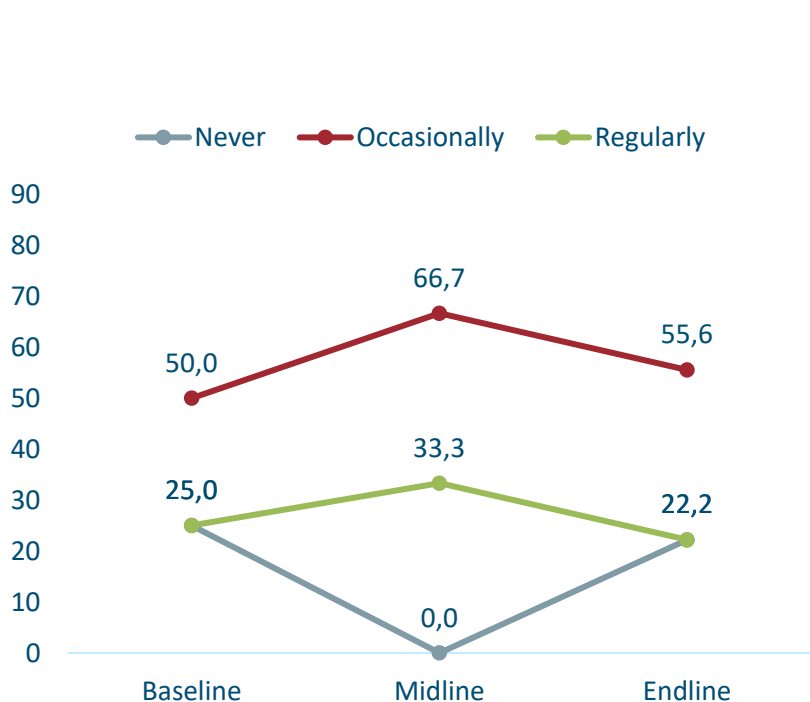
Are the responsibilities in the QA processes transparent?



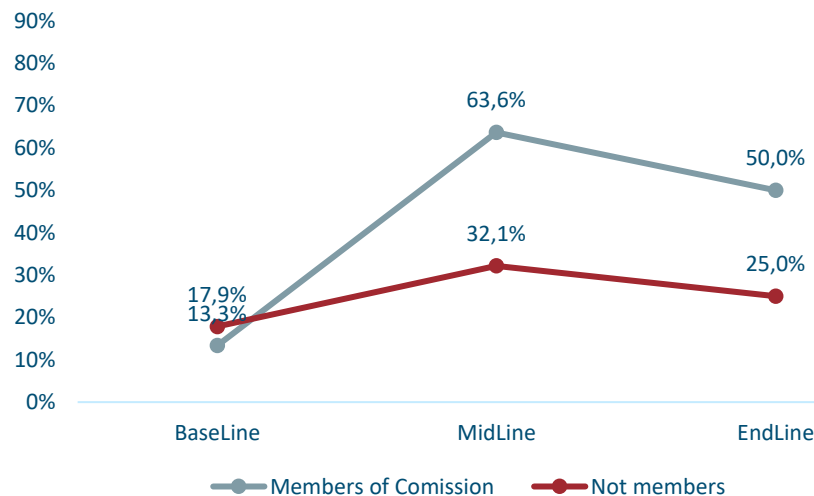
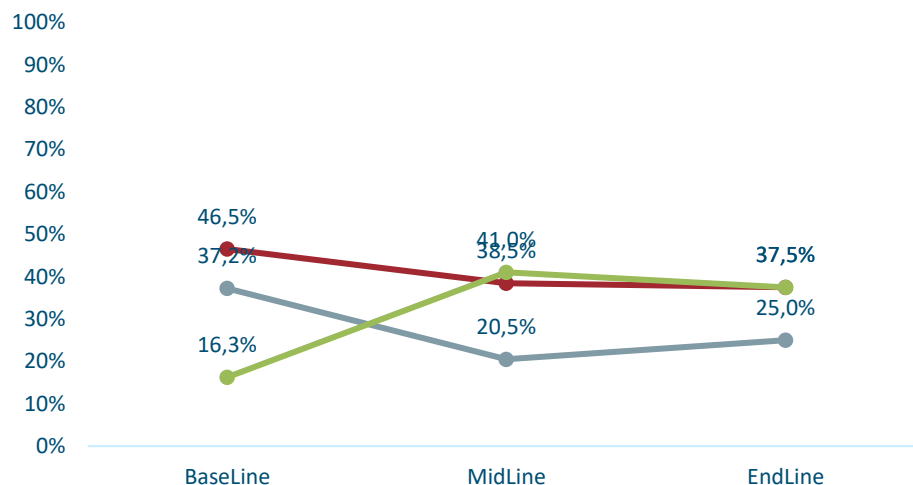
In the endline, 2/3 of teachers believe that responsibilities in QA are transparent. This is a clear improvement compared with previous phases.

Meetings with focus on QA

STUDENTS

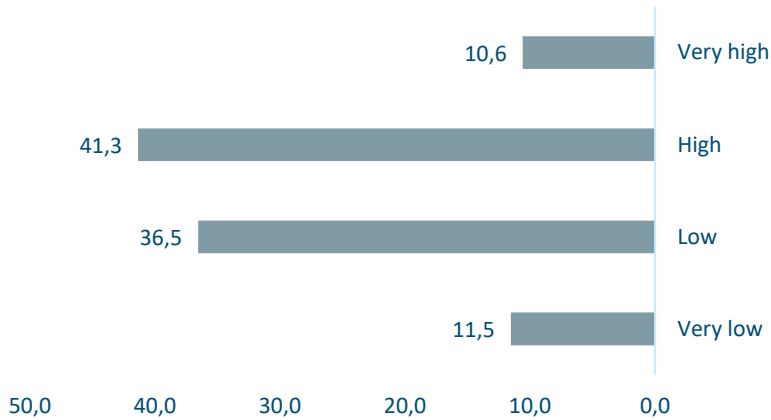


TEACHERS

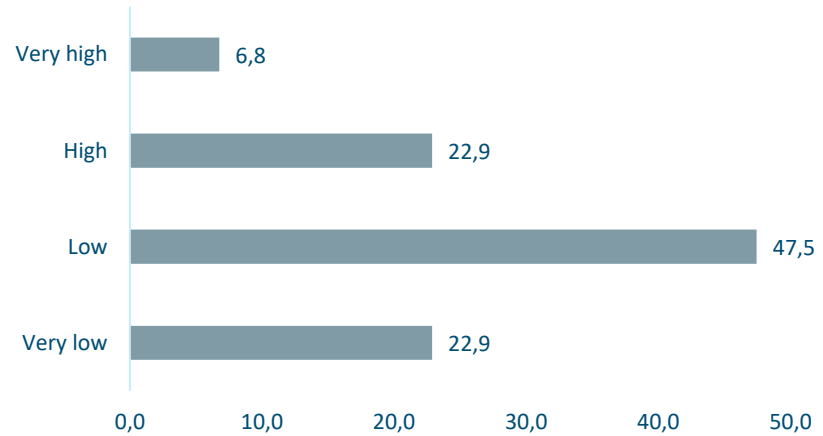


Students -> honey moon effect
 Teachers: % state there are regularly meetings is clearly associated with the fact that they are members of the Commission of the Study program

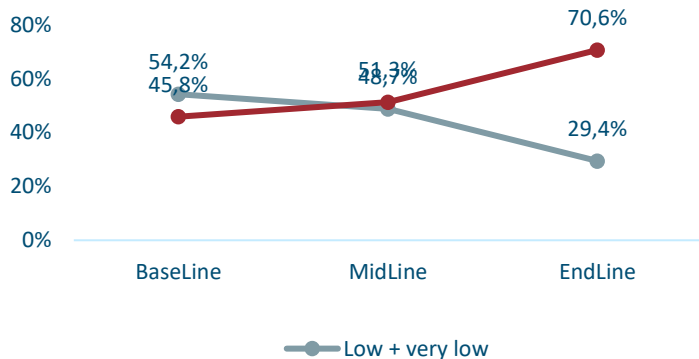
Expenditure



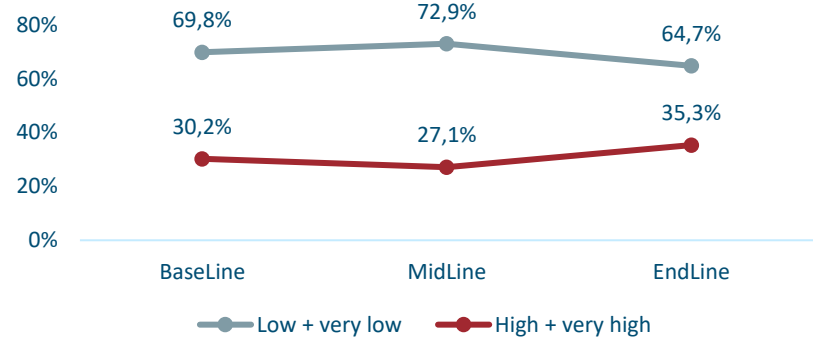
Benefit

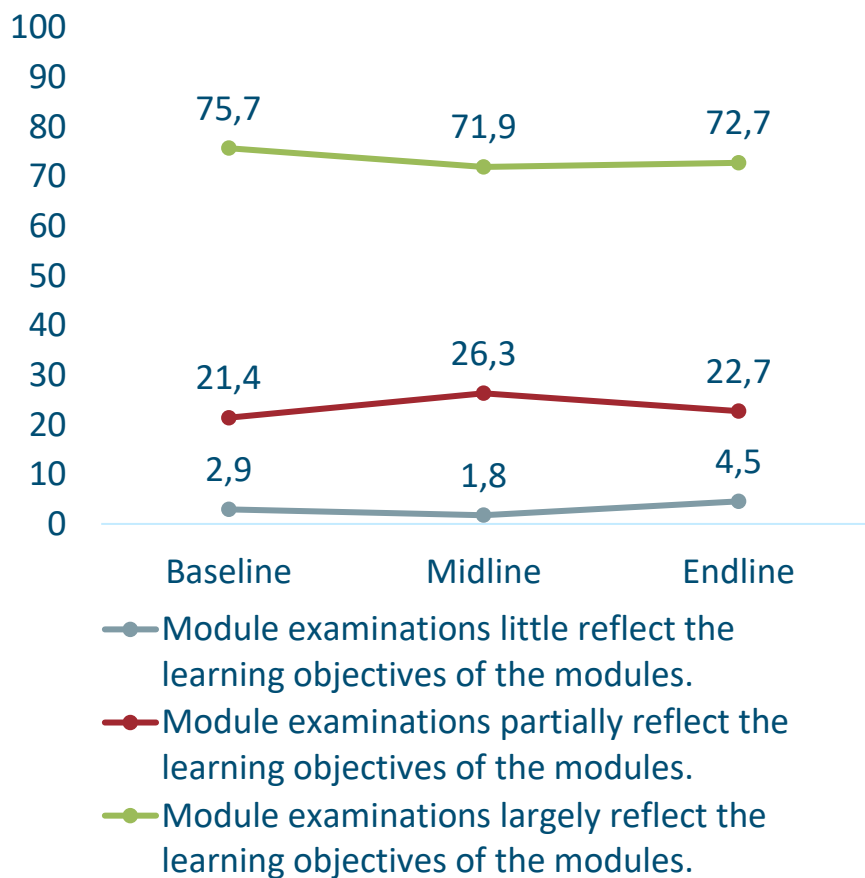


Perception of expenditure and time

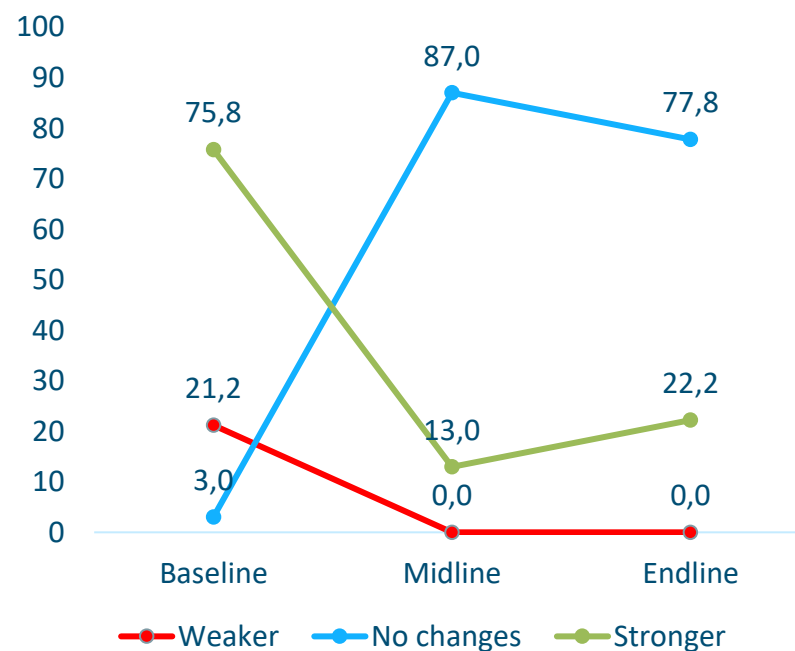


Perception of benefit and time





No clear tendency between EQA phase and coherency between exams and LO



Changes happened during the baseline. When happen, they are towards stronger relationship between LO and examinations-



STUDENTS

*“Most students would like to **know and notice the impact** of quality processes”*

TEACHERS

*“Put into **value the quality of teaching**, the degree coordination and faculty meetings”*

*“The simplification of **administrative** procedures would benefit quality assurance processes”*

*“The **process is positive** as it allows a profound reflection to improve the quality of studies”*

*“There is not an equal **recognition for teaching quality** as it is for research ”*

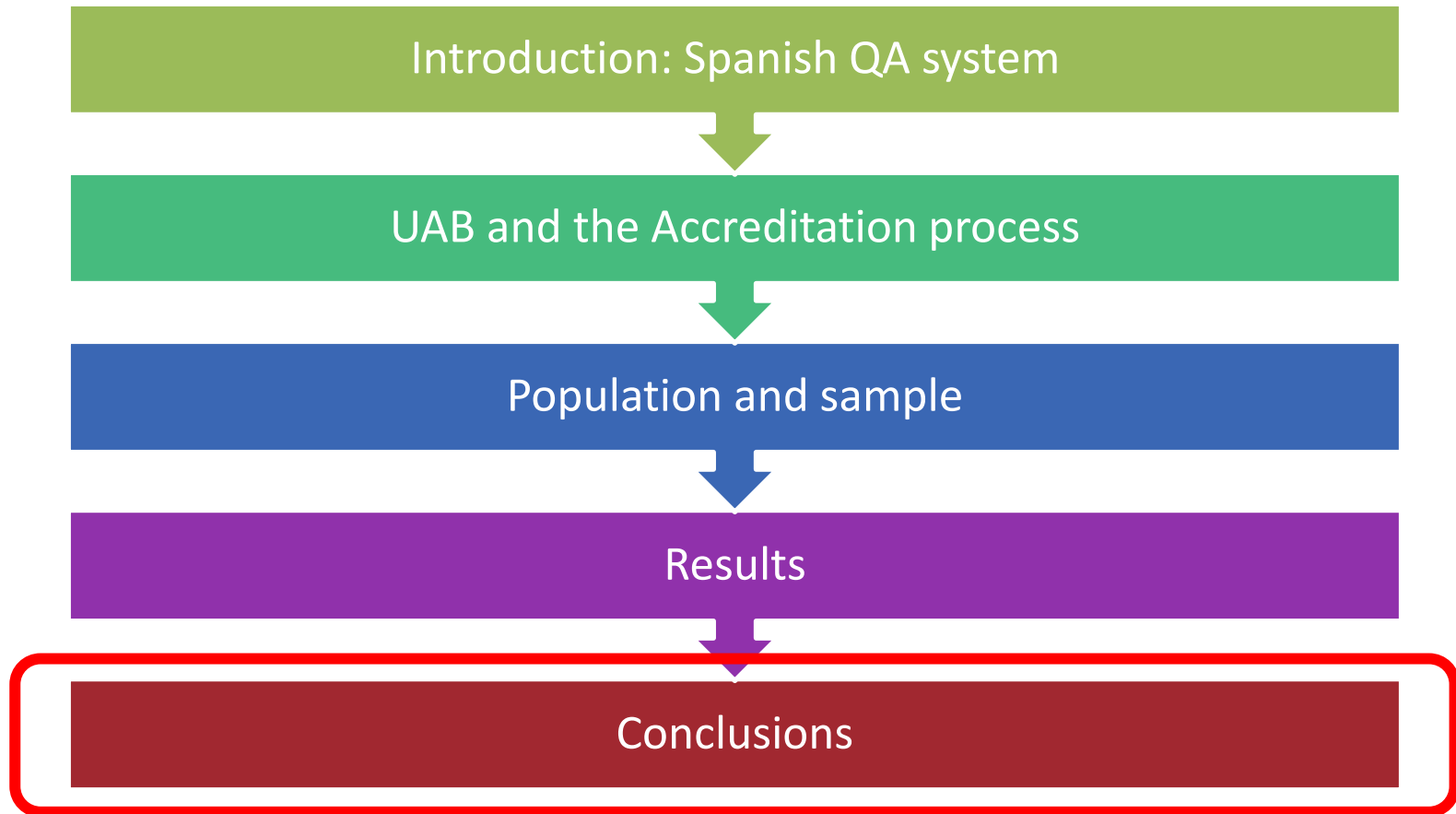


QUALITY ASSURANCE STAFF

*“The support of the **government team** is a key factor to develop processes and quality assurance”*

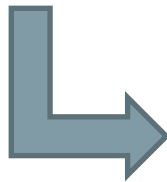
*“Quality process awareness should be **increased** within the faculties and among all stakeholders”*





- In Spain, **main changes of the study program occur necessary in the baseline**, since it is not allowed to change de program during the accreditation
- There is a relation between the phase of the EQA procedure and stakeholders attitude towards its usefulness and its worth
- There is also a relation between the phase of EQA and the perception of the commitment of HEI leadership towards QA
- For teachers, attitude towards IQA is more positive than attitude towards EQA
- Teachers do perceive higher costs than benefits regarding the accreditation process
- Need of a major closeness between faculties, teachers and leadership

- The **involvement in Study Commissions is associated with a better perception of EQA**, and more accurate perception of existing IQA instruments
- The **experience with external and internal Quality Assurance is also associated with positive changes in attitude**



Participation in Quality assessment overcomes initial skepticism over QA



Volume 39, Issue 5, 2013
Trullen, Rodríguez (2011).
Faculty perceptions of instrumental and improvement reasons behind QA

Participating in the IMPALA project has been a highly enriching experience

But this is only the beginning ...

Thank you for your attention

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