

EACEA project IMPALA, with the support of the Lifelong Learning Programme of the European Union

IMPALA INTERNATIONAL CONFERENCE

“Impact Evaluation of Quality Management in Higher Education. A Contribution to Sustainable Quality Development of the Knowledge Society”

Barcelona, 16-17 June 2016

Impact Evaluation of Institutional and Program Accreditation at Technical University of Civil Engineering Bucharest

ROMANIA

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TIME Schedule:

- **Baseline Study – October 2014**
- **External Evaluation of UTCB by ARACIS:**
- **Oct.2014 – July 2015 (synergy of funding: *project QUALITAS*” - POSDRU/155/1.2/S/141894)**
- **Midline Study – December 2015**
- **Endline Study – May 2016**

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External Evaluation of UTCB by ARACIS Oct.2014 – July 2015:

- Institutional (“Audit”)**
- Seven Study programs
(1 st Cycle - “Licență”)**

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Site Visit: 26-28 March 2015

Evaluators:

1 – Director of mission

1 - Coordinator

7 – for Study Programs (RO)

1 – Institutional

1 – Foreign (Univ. of Zenica)

2 – students

1 – Consultative commission

+ 1 Technical secretary (ARACIS staff)

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Domains of Evaluation:

Institutional Capacity

Educational Efficiency

Quality Management

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Objectives:

- Certification of Quality of Education and Research, Institutional structures, Administration, Management**
- Academic Performance: Building Confidence of Public in Diplomas and Qualifications Awarded**
- Identifying Progress in Comparison with the Previous External Evaluation**

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Strong points:

- Modern and adequate teaching and research facilities, new research equipment**
- Easy access of students to teaching, research and information resources**
- University oriented towards quality enhancement**

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Weak points:

- Students judge that practical work is still insufficient**
- Communication with Faculty registrars should be more flexible**

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Final conclusions (1):

- All “Normative requirements” met**
 - Educational process – efficient**
- Increased participation of students and employers at developing curricula**

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Final conclusions (2):

- Growth of Research Output**
- Comparison with previous external
evaluation results: positive trends**

FINAL JUDGMENT:

HIGH DEGREE OF CONFIDENCE

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Results of IMPALA study:

**Is the academic community aware
that Quality Assurance should be a
day-to-day activity?**

**Are there “white spots” in that
sense?**

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Data analysis and interpretation of case study at TUCEB



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1. General information

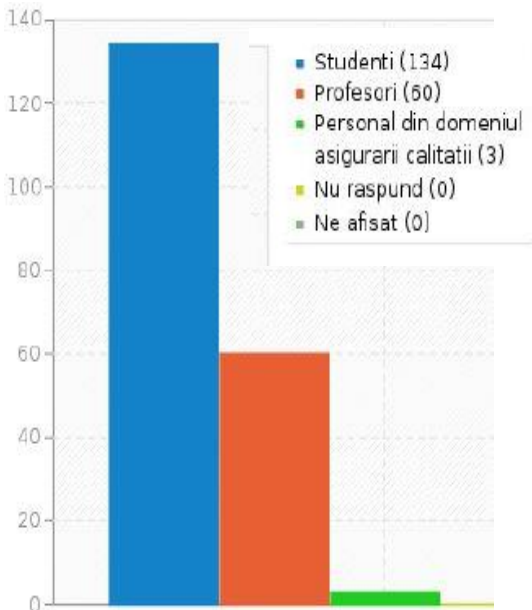


External evaluation: May 2013 – by EUA
External evaluation: March 2015 – by ARACIS

Baseline survey (October 2014):

Number of records in the survey: **197**

Member of the study commission of their program: 25 (of 197)

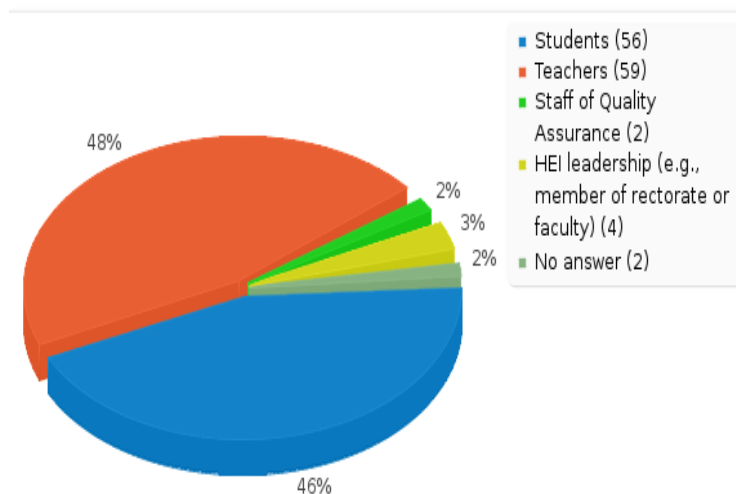


Midline survey (Dec 2015):

Number of records in the survey: **129**

Participants at baseline survey: **40 (32.5%)**

Member of the study commission of their program: 21 (of 119)

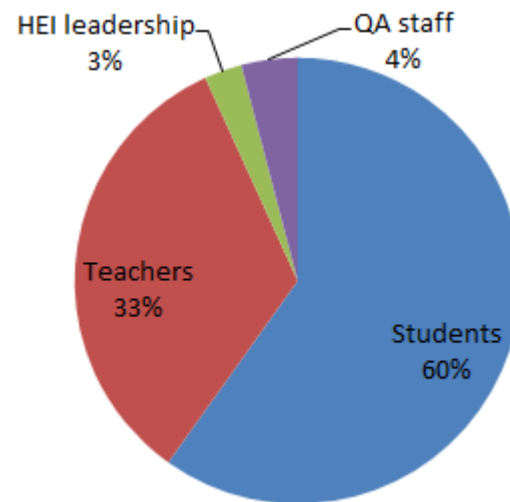


Endline survey (May 2016):

Number of records in the survey: **147**


Participants at midline survey: **37 (25%)**

Member of the study commission of their program: 20 (of 147)





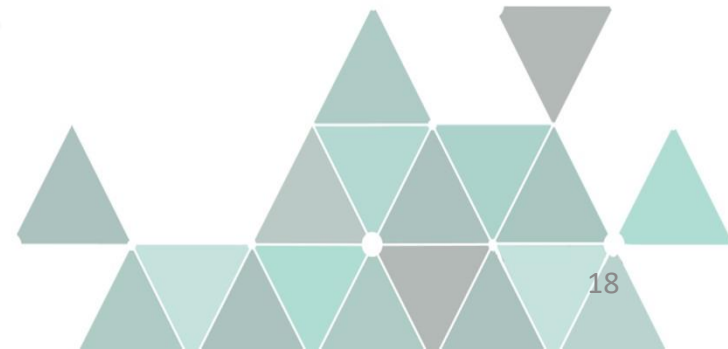
Baseline survey vs. Midline survey vs. Endline survey:

- 
- The respondents (sample) are not the same => **many contradictions between the surveys** and it is **hard to make a comparative analysis** and to track the evolution; **decreases and increases of perspectives** observed
 - Different views based on the stakeholders involvement (students vs. staff)
 - More important changes could be observable on long term
 - Lack of responses in the endline survey (especially for students => knowledge about QA procedures, involvement etc.)
 - Similar results & interpretations with other HEIs

2. Students survey



Courses used in your study program	Baseline survey		Midline survey		Endline survey	
Frontal teaching	Partially/ Mainly	47/45 %	Mainly	58%	Mainly	44.3%
Interactive courses	Partially	44%	Partially	43%	Partially	37.5%
Courses with practice-related elements	Partially	44%	Not at all	41%	Partially	34%
Project-based courses	Mainly	46%	Partially/ Mainly	47/45 %	Mainly	37.5%
Online courses	Not at all	59%	Partially/ Not at all	43%	Not at all	40%
Changes observed in the used kinds of courses	No	54%	No	61%	No	52%

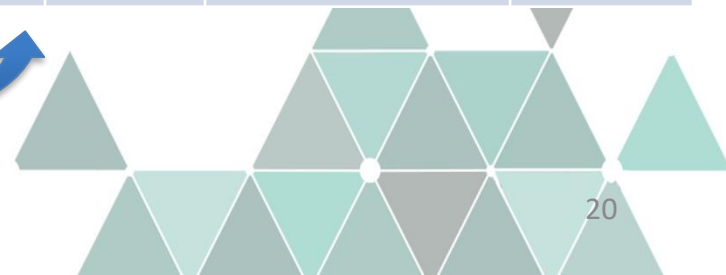




Changes observed in the last year	Baseline survey		Midline survey		! Endline survey	
Frontal teaching	Decrease	50 %	Increase/ Decrease/ No change	33%	No response	88%
Interactive courses	Increase	74%	Increase	66%	No response	88%
Courses with practice-related elements	Increase	54%	Increase	58%	No response	88%
Project-based courses	Increase	76%	Increase	67%	No response	88%
Online courses	Not change	64%	Decrease	42%	No response	88%




Change factors	Baseline survey		Midline survey		! Endline survey	
Initiative of students	Partially/ Mainly	33/31 %	Partially	50%	No response	88%
Initiative of teaching staff	Mainly	44% →	Partially	40%	No response	88%
Initiative of HEI management	Partially/ Mainly	26/26 %	Partially	34%	No response	88%
External QA	Partially	24% →	Partially	42%	No response	88%
Internal QA	Partially	21% →	Partially	58%	No response	88%
Legal requirements	No answer	64% !	No answer	67%	No response	88%
External stakeholders	No answer	67%	No answer	58%	No response	88%





Instruments of QA used in your study program	Baseline survey		Midline survey		Endline survey	
Survey of students	Occasionally	49 %	Occasionally	64%	Occasionally	42 %
Survey of teaching staff	Occasionally	37%	Occasionally	43%	No answer/ Never	42/ 28%
Survey of employers	No answer/ Never	65/ 20%	No answer/ Never	63/ 20%	No answer/ Never	46/ 32%
Meetings with the focus QA and quality development	No answer/ Occasionally	41/ 28%	No answer/ Occasionally	37/ 35%	No answer/ Occasionally	30/ 28%
Observation of performance indicators	No answer/ Occasionally	57/ 19%	No answer/ Occasionally	47/ 31%	No answer/ Occasionally	39/ 20%
Written reports	No answer/ Never	66/ 19%	No answer/ Never	41/ 27%	No response	61%

- ✓ Mainly the students **didn't observed changes in the used kind of courses**
- ✓ Mainly the students are using in **their study program the following courses: frontal teaching and project-based courses**
- ✓ Mainly the students observed in **both baseline and midline surveys that "frontal teaching" is decreasing and the other courses types are increasing (interactive, courses with practice-related elements, project-based courses)**, but the **percentage of increase is smaller in the midline survey**; lack of responses in the endline survey

- 
- ✓ It can be observed that **the students have more knowledge about EQA and IQA in the midline survey and they think that these are partially important change factors. Other partially important change factors are initiative of students and initiative of teaching staff.** They have a lack of knowledge about legal requirements and external stakeholders, so most of them didn't respond to the questions.
 - ✓ **The most used instruments of QA in students view are the: survey of students and survey of teaching staff which have an in increased percentage in the midline survey.** The most of the students observed a lack of other instruments of QA (lack of knowledge about QA too)



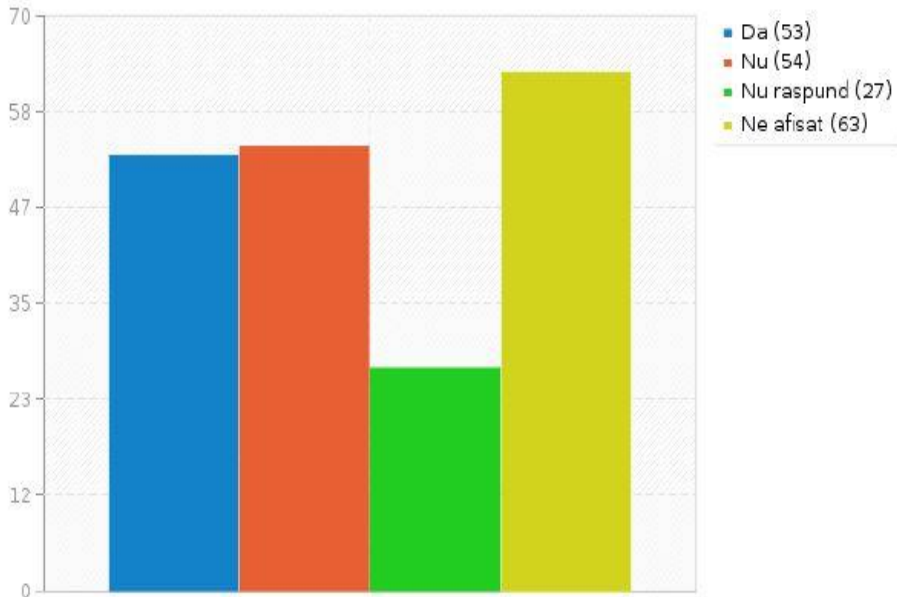
Change factors for the attitude towards QA and quality development	Baseline survey		Midline survey		Endline survey !	
	Experience with IQA	Mainly	56 %	! Partially	50%	No response
Experience with EQA	Partially	40	Partially/ Not at all	41/ 36%	No response	80%
Taking note of peer reports	Partially/ No answer	37/33%	Partially	45%	No response	80%



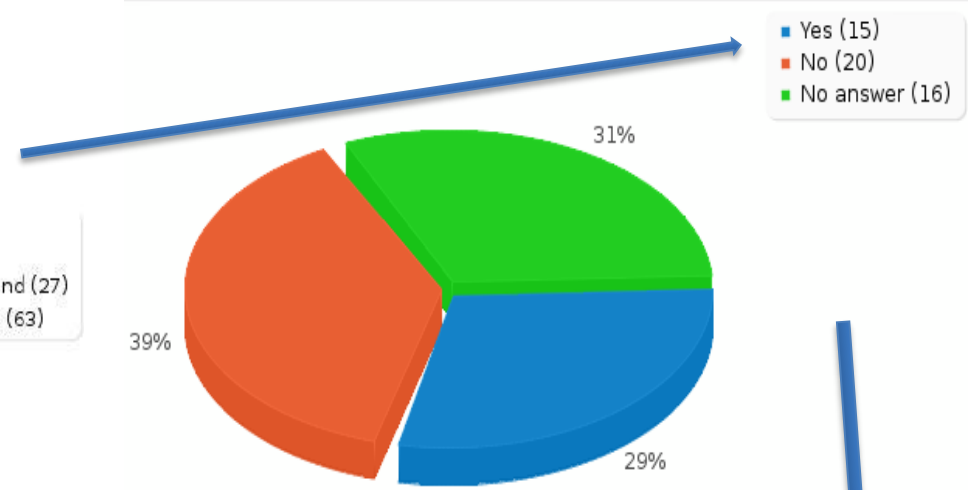
lack of visibility and involvement

Do the procedures of QA and quality development in learning and teaching **have effects which are observable for you?**

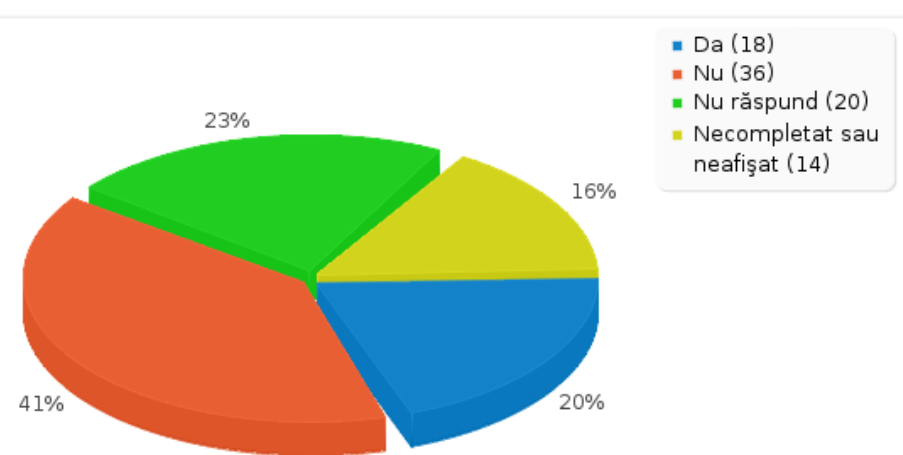
Baseline survey:



Midline survey:

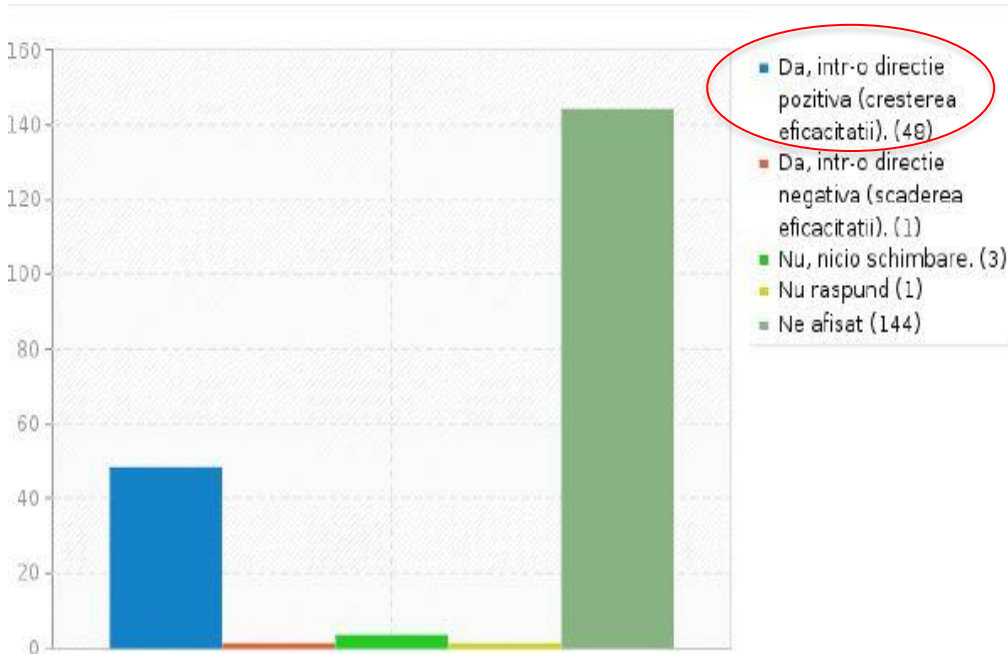


Endline survey:



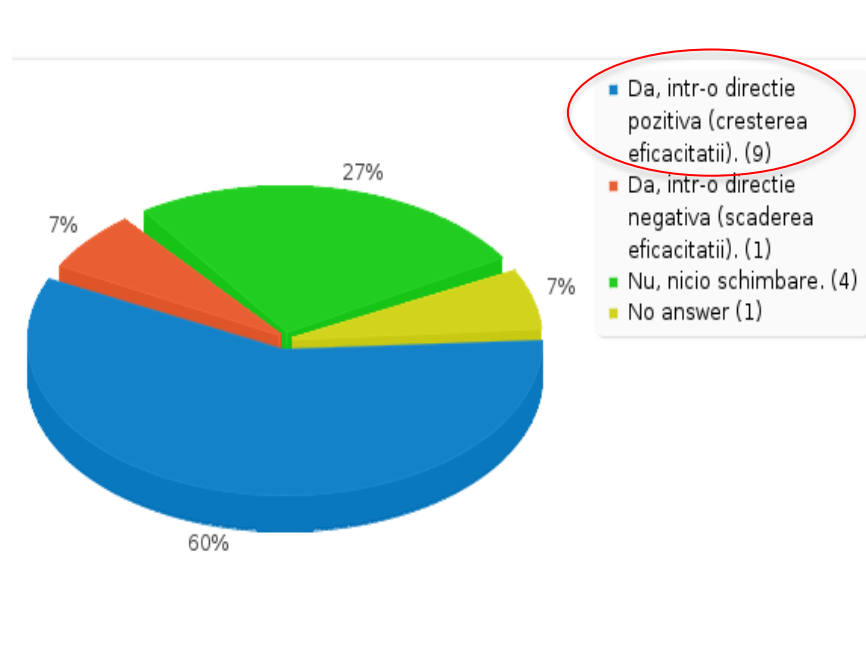
Baseline survey:

Have these effects changed in the last year?



Midline survey:

Have these effects changed in the last year?



Endline survey:

No response – 83%

3. HEI staff survey



Courses used in your study program	Baseline survey		Midline survey		Endline survey	
Frontal teaching	Mainly !	78 %	Mainly	83%	Mainly	75%
Interactive courses	Partially	68%	Partially	53%	Partially	59%
Courses with practice-related elements	Partially	40%	Partially	53%	Partially	59%
Project-based courses	Partially !	45%	Mainly	39 %	Partially	41%
Online courses	Partially !	35%	Not at all	37%	Not at all	45%
Changes observed in the used kinds of courses	Da	62%	No	58%	No	55%





Changes observed in the last year	Baseline survey		Midline survey	
Frontal teaching	Decrease	43%	Decrease	44%
Interactive courses	Increase	89%	Increase !	94%
Courses with practice-related elements	Increase	65%	Increase	75%
Project-based courses	Increase	46%	Increase	62%
Online courses	No answer/ Increase	38/35%	No answer/ Increase	63/31%



Endline survey:

No response – 65%

Change factors	Baseline survey		Midline survey	
Initiative of students	Partially	49 %	Partially	50%
Initiative of teaching staff	Mainly	76%	Mainly	87.5%
Initiative of HEI management	Partially	49%	Partially !	50%
External QA	Partially	35%	Partially	62%
Internal QA	Partially	40%	Mainly	44%
Legal requirements	Not at all/ No answer	46/43%	No answer	44%
External stakeholders	Not at all/ No answer	38/32%	No answer	38%

Endline survey:



No response – 70-98%





Instruments of QA used in your study program	Baseline survey		Midline survey		Endline survey	
Survey of students	Regularly !	68 %	Regularly	66%	Occasionally	49%
Survey of teaching staff	Occasionally	36%	Occasionally	27%	Occasionally	59%
Survey of employers	No answer/ Occasionally	42/ 30%	No answer/ Never	41/ 27%	No answer/ Never	39/ 31%
Meetings with the focus QA and quality development	Occasionally !	45%	Regularly	53%	Occasionally	39%
Observation of performance indicators	Regularly	50%	Regularly	53%	Regularly/ Occasionally	37/ 37%
Written reports	Occasionally	37%	No answer/ Regularly	36/ 29%	Occasionally	51%

- **Unlike students view, the staff observed changes in the used kind of courses in the baseline (62%), but in the midline and endline surveys they didn't observed any changes, same as the students.**
- Mainly the **members of the HEI staff** are using in their study program the following courses: **frontal teaching** and **interactive courses**
- Mainly the **members of HEI staff observed in both baseline and midline surveys that “frontal teaching” is decreasing and the other courses types are increasing** (interactive, courses with practice-related elements, project-based courses), **same as the students**. It is interesting to emphasize that the **percentage are bigger than in students view**, so the staff view isn't correlated with the students view (there is not the intended cause-effect relation). Lack of responses in endline survey.

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- It can be observed that, in the staff opinion, **the impact of EQA on changes is bigger in the midline survey (62% to 35%)**. Also, the **main change factors are the initiative of teaching staff (bigger percentage in relation to students view), the initiative of students and initiative of HEI management. Lack of responses in the endline survey.**
 - The **most used instruments of QA in the staff view are the: survey of students, the observation of performance indicators and meetings with the focus QA and quality development.** The most of the staff members observed a **lack of surveys of teaching staff and a lack of surveys of employers.**

Baseline survey:

Module examinations largely reflect the learning objectives of the modules: **85%**



Midline survey:

Module examinations largely reflect the learning objectives of the modules: **83%**

percentage bigger than the students view

Changes between examination and learning objectives in the last year: **No changes: 53%**

Endline survey:



Module examinations largely reflect the learning objectives of the modules: **75%**

percentage bigger than the students view



Changes between examination and learning objectives in the last year: **No changes: 53%**



Changes between examination and learning objectives in the last year: **Yes, the examinations are now stronger oriented on learning objectives: 50%; No changes: 42%**



Change factors	Baseline survey		Midline survey	
Initiative of students	Partially	53 %	Partially	57%
Initiative of teaching staff	Mainly	83%	↔ Mainly	95%
Initiative of HEI management	Partially	43%	Partially	43%
External QA	Partially !	50%	→ Partially !	33%
Internal QA	Partially	43%	Mainly	38%
Legal requirements	No answer/ Not at all	53/40%	No answer/ Not at all	53/38%
External stakeholders	No answer	53%	No answer/ Not at all	43/33%



Endline survey:

No response – 66%





Change factors for the attitude towards EQA	Baseline survey		Midline survey	
Experience with IQA procedures	Mainly	55 %	Partially	61%
Experience with EQA procedures	Mainly/Partially	44/50% ←→	Mainly/Partially	39/39%
Taking note of peer reports	Mainly/Partially	33/33%	Mainly	45%



Endline survey:

No response – 63-70%



Change factors for the attitude towards IQA	Baseline survey		Midline survey	
Experience with IQA procedures	Mainly	68 %	Mainly	60 %
Experience with EQA procedures	Partially	59% →	Mainly/Partially	35/40%
Taking note of peer reports	Partially	45%	Mainly/Partially	35/30%



Endline survey:

No response – 57-71%

Baseline survey:

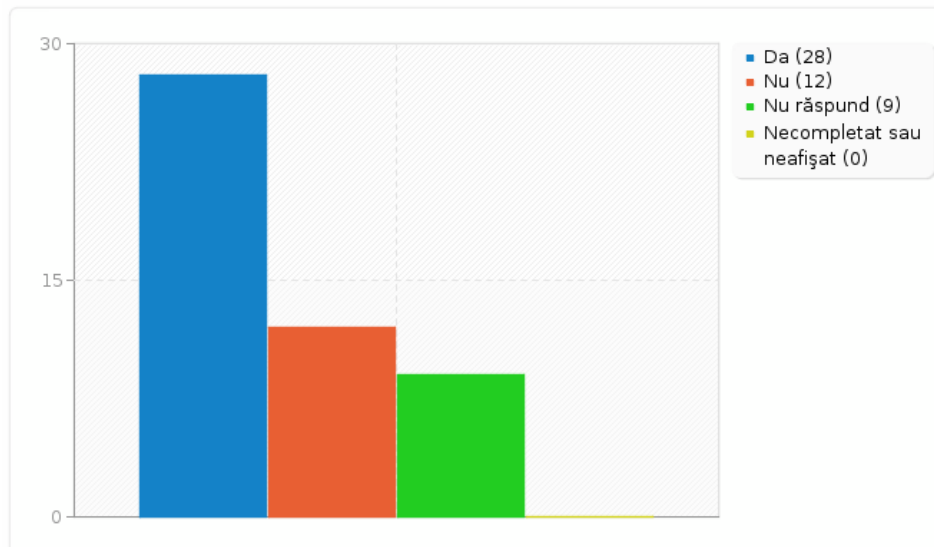
Do the procedures of QA and quality development in learning and teaching have effects which are observable for you? - **YES**

Midline survey:

Do the procedures of QA and quality development in learning and teaching have effects which are observable for you? - **YES**

Endline survey:

Do the procedures of QA and quality development in learning and teaching have effects which are observable for you? – **YES (57%)**





Baseline survey:



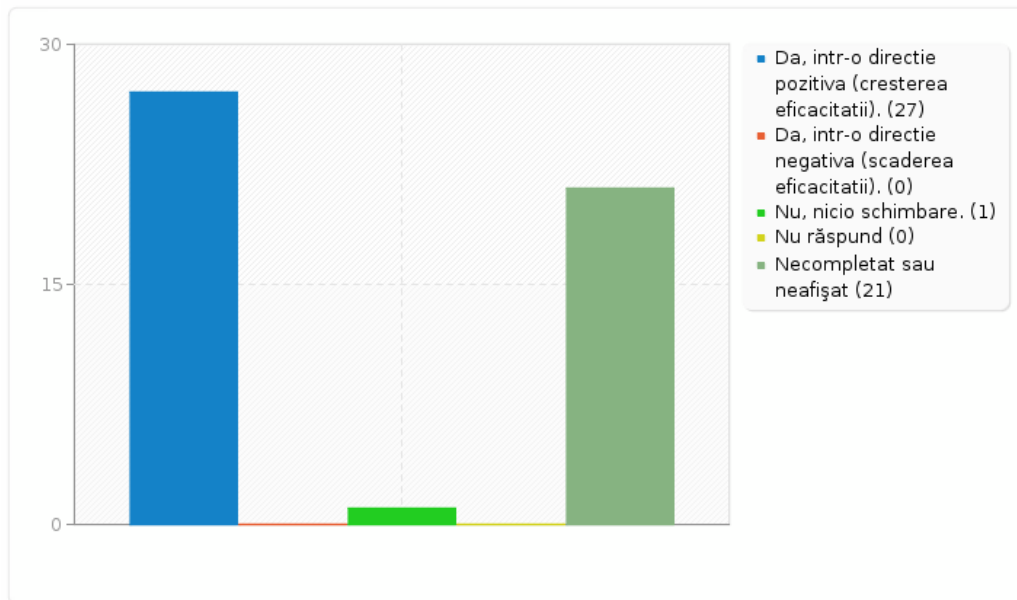
Have these effects changed in the last year?
– **Yes, in a positive direction**

Midline survey:

Have these effects changed in the last year?
– **Yes, in a positive direction**

Endline survey:

Have these effects changed in the last year?
– **Yes, in a positive direction**



Baseline survey:

Transparency in QA processes:
Yes (66%)



Planning major changes in the study program: **No 63%**



Midline survey:

Transparency in QA processes: **Yes (53%),**

Planning major changes in the study program: **No 44%**

Endline survey:

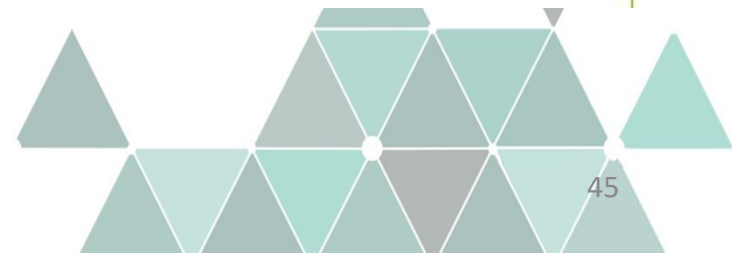
Transparency in QA processes: **Yes (57%),**

Planning major changes in the study program: **No 59%**



Which changes are planned?

Answer	Count	Percentage
Optimisation of equipment (financial, material, personell) of learning and teaching (1)	6	37.50%
Introduction/ modification of student admission procedures (2)	5	31.25%
Check of the adjustment of workload and ECTS credit points (3)	5	31.25%
Revision of the definition of learning objectives (4)	12	75.00%
Adjustment/ alignment of examination formats and learning objectives (5)	10	62.50%
Optimisation of modules (6)	10	62.50%
Personel development measures (e.g., further education offers for teachers) (7)	10	62.50%
Changes in view of Employability (8)	7	43.75%
Introduction of instruments and processes of quality assurance (9)	11	68.75%
Other (10)	0	0.00%





- **Main proposals (students & HEI staff):**

- continuous assessment / improvement / adaptation of the curricula
- need of interactive courses, more practice, internship
- balance between frontal teaching (oral) and presentations (ppt)
- more involvement in IQA and EQA procedures (all stakeholders); promote IQA and EQA procedures/ activities and results (increase of visibility) = > change in attitude



Promoting QA instruments, QA rapports, QA results and QA needs could **improve the stakeholders involvement** in QA procedures implementation and awareness and could lead to great results ! (visibility)

The **results of EQA could be disseminated** with HEI staff and students in order to find solutions and establish tasks or even deadlines

The information from QA procedures/processes could be used to **asses the effects of QA interventions related to a cause**; the cause could be discovered and eliminated or improved.

Supporting **structured interviews** with selected participants could be useful in order to **asses better the stakeholders opinions** about IQA and EQA and their intended effects; The interview could have the same topics like in the surveys and it could be a good opportunity for broader discussions !



It can be observed a **lack of involvement**) in case of students and staff also.

The **statistical analysis is not necessary relevant**; it could appear contradictions because of different samples of respondents, because the small number of respondents and also because of the short time between the surveys.

Students and teachers generally **do not see big changes** after applying quality assurance processes. Their attitude is generally positive.

It can be also noticed a **lack of knowledge about QA** procedures and results.

Lack of responses in the endline survey!

Small number of respondents in case of HEI leadership and QA Staff in order to achieve a statistical analysis.

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Thank you for your attention!



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