Outcome-based Quality Assurance System

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UNIVERSITAS GADJAH MADA

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Background

UGM and FEB UGM

Assurance of Learning at FEB UGM

Case study: MM FEB UGM

Lesson learned and concluding remarks

Who are we?

- The **oldest** state owned university – established in 19 December 1949 as a response towards Universiteit van Indonesie in Jakarta.
- It has **18 faculties, 1 vocational school, 1 graduate school**, with **251 programs**. It comprises more than 56,000 students, 3,600 lecturers, and 4,300 staffs.
- State-owned university legal entity (**PTN BH**) – manages academic and non academic matters autonomously.

- Universitas Gadjah Mada (UGM)
  - Higher Education Institution Accreditation (AIPT)
  - Accreditation Board for Engineering and Technology (ABET)
  - Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften, der Informatik, der Naturwissenschaften und der Mathematik (ASIIN)
  - Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU)
  - Institution of Chemical Engineers (IChemE)
  - The International Medical Informatics Association (IMIA)
- Faculty of Economics and Business (FEB-UGM)
  - National Accreditation Board-Higher Education (BAN-PT)
  - The Association to Advance Collegiate Schools of Business (AACSB)

Why do we need to make changes?

General Background

Global competitiveness

International dynamics

Technological innovations

Disruptive changes

Emerging millennials

Delivery changes

Which resulted in ...

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Outcome-based?

| Level	Input	Output	Outcome	Impact
Classroom lecture	Course syllabus	Lesson delivered	Students acquired the attitude, skills and knowledge (learning outcomes) of the lesson.	Students used the acquired attitude, skills and knowledge to solve real life problems.
Study Programme	Lab equipment	Number of graduates	Graduates with relevant attitude, skills and knowledge are employed and able to perform as expected.	Graduates contributed to the improvement of the organisations and society.
University	Resources available	Number of graduates and postgraduates	High employability of graduates and quality workforce for the labour markets.	Graduates contributed to the betterment of society and the country.

Faculty of Economics and Business (FEB-UGM)

UNIVERSITAS GADJAH MADA

Mission

Enriched by our vibrant international network but rooted in local wisdom, we develop leaders with the integrity and knowledge needed to serve society. Our contribution to the advancement of knowledge is through quality research and teaching.

Vision

To be the leading faculty of economics and business in Indonesia by rising to international challenges.

Integrity

Professio-nalism

Social Concerns

Values

Academic Freedom

Objectivity and Fairness
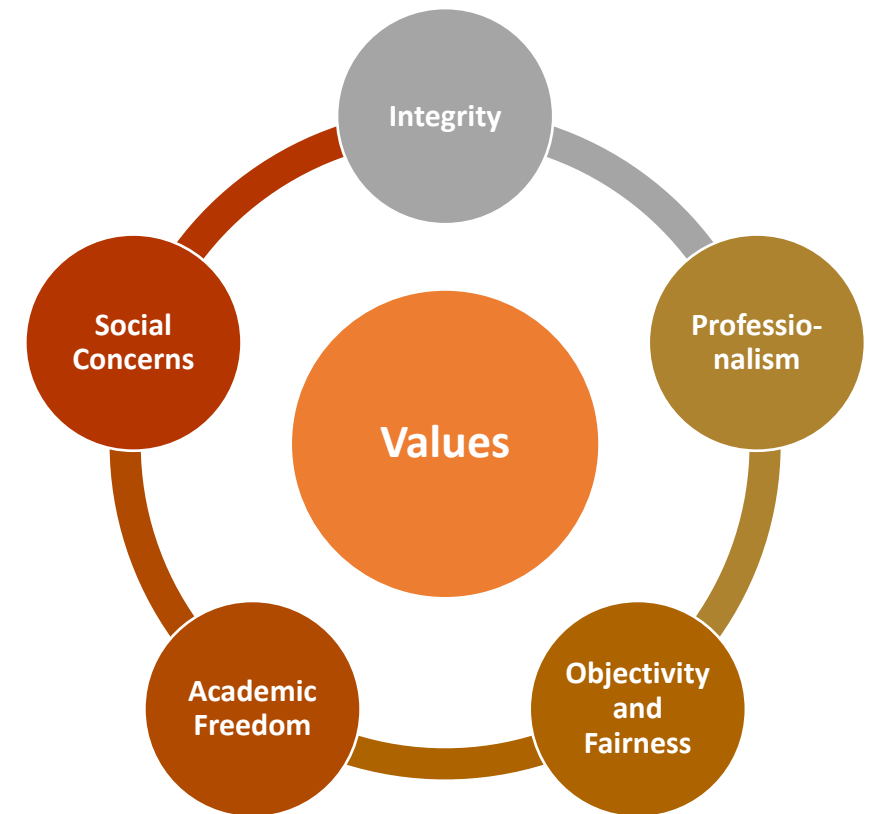
AIPT/BAN-PT

- Vision, Mission, Goals and Objectives
- Output and Impact of "*Tridharma*"
- Teaching
- Research
- Community service
- Students
- Human Resources (HR)
- Finance, Facilities and Infrastructure
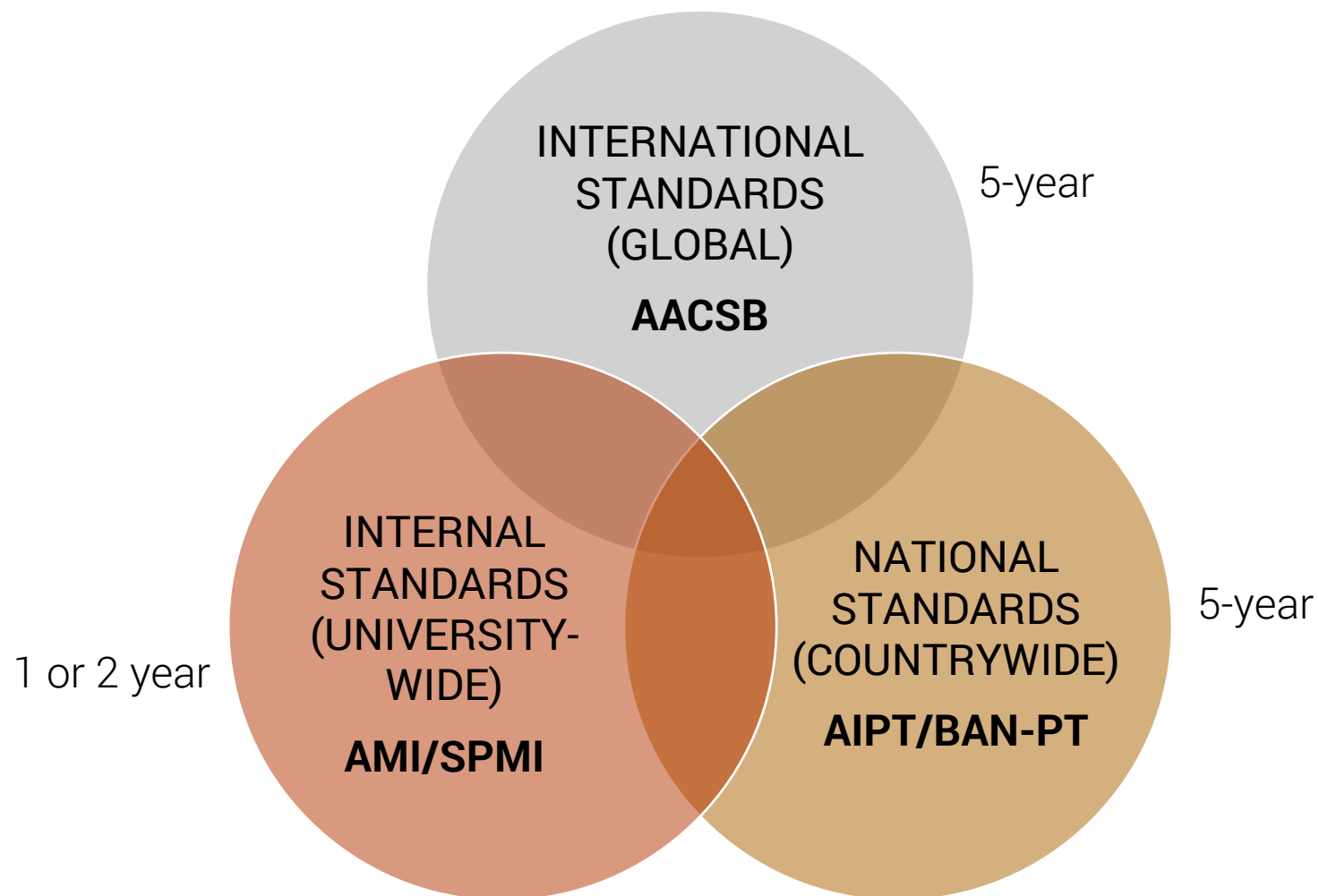- Governance and Cooperation.

AMI-SPMI

- Internal Quality Audit (AMI)
- Internal Quality Assurance System (SPMI)

AACSB

- Strategic Management and Innovation
  - Standard 1: Mission, Impact, Innovation
  - Standard 2: Intellectual Contributions, Impact, and Alignment with Mission
  - Standard 3: Financial Strategies and Allocation of Resources
- Participants – Students, Faculty and Professional Staff
  - Standard 4: Student Admissions, Progression, and Career Development
  - Standard 5: Faculty Sufficiency and Deployment
  - Standard 6: Faculty Management and Support
  - Standard 7: Professional Staff Sufficiency and Deployment
- Learning and Teaching
  - Standard 8: Curricula Management and Assurance of Learning
  - Standard 9: Curriculum Content
  - Standard 10: Student-Faculty Interactions
  - Standard 11: Degree Program Educational Level, Structure, and Equivalence
  - Standard 12: Teaching Effectiveness
- Academic and Professional Engagement
  - Standard 13: Student Academic and Professional Engagement
  - Standard 14: Executive Education
  - Standard 15: Faculty Qualifications and Engagement

"Triple-helix" complexity

INTERNATIONAL STANDARDS (GLOBAL) — **AACSB** — 5-year

INTERNAL STANDARDS (UNIVERSITY-WIDE) — **AMI/SPMI** — 1 or 2 year

NATIONAL STANDARDS (COUNTRYWIDE) — **AIPT/BAN-PT** — 5-year

Our experiences

No	Milestone	Date
1	AACSB Membership	10 March 2006
2	Pre-Accreditation Eligibility Application submission	10 August 2006
3	Eligibility Application accepted	3 November 2006
4	Accreditation Plan submission	15 April 2009
5	Accreditation Plan accepted by PAC and IAC	12 January 2010
6	Assurance of Learning Workshop	29-30 January 2010
7	Progress Report submission to IAC to review (year 1)	22 October 2010
8	Progress Report submission to IAC to review (year 2)	14 October 2011
9	Mentor visit by Michael Tearney	31 January - 2 February 2012
10	Mentor visit by Michael Tearney & Eileen Peacock	28-29 August 2012
11	Progress Report submission to IAC to review (year 3)	28 September 12
12	Assurance of Learning Workshop	10-13 January 2013
13	Invitation by IAC to submit SER and confirm PRT visit	8 August 2013
14	Submission of the Self-Evaluation Report	31 October 2013
15	Mock Team Visit	19 January 2014
16	AACSB Peer Review Team visit	28 February - 3 March 2014

FEB UGM was finally **accredited by AACSB** on May 12, 2014

Our milestones

Year 1 (July 1, 2014 – June 30, 2015)	Year 2 (July 1, 2015 – June 30, 2016)	Year 3 (July 1, 2016 – June 30, 2017)	Year 4 (July 1, 2017 – June 30, 2018)	Year 5 (July 1, 2018 – June 30, 2019)
• Review and Refine Strategic Management Plan • Complete Key Data and Accreditation Data Sections of the Business School Questionnaire for prior academic year	• Review and Refine Strategic Management Plan • Complete Key Data and Accreditation Data Sections of the Business School Questionnaire for prior academic year	• Review and Refine Strategic Management Plan • Complete Key Data and Accreditation Data Sections of the Business School Questionnaire for prior academic year • July 1, 2016 - Submit Continuous Improvement Review Application(s) • December 2016 - January 2017: CIRC/AAC Rules on exclusions and the scope of accreditation visit • February 2017: Scope of Accreditation Confirmed • February 15, 2017: Open date for BSQ data entry • March 9, 2017: Return date and PRT Nomination Form • May 26, 2017: Deadline BSQ • June 2017: Proposed PRT provided to the applicant to identify potential conflict of interest	• Review and Refine Strategic Management Plan • Complete Key Data and Accreditation Data Sections of the Business School Questionnaire for prior academic year • July 2017 - confirmation of team visit date: Applicant advices no known of conflict of interest and invitation is sent; length of time to confirmation and date is dependent on responses • Peer Review Team and visit date confirmed. See Accreditation Policies and Procedures for Volunteer Deployment and Selection • Begin communications with Peer Review Team	• Review and Refine Strategic Management Plan • Complete Key Data and Accreditation Data Sections of the Business School Questionnaire for prior academic year • Distribute Completed Continuous Improvement Review Report(s) 60 Days Prior to Visit (deadline: December 26, 2019) • Accreditation Statistical Reports will be distributed to applicant and team members by AACSB at least 60 days prior to visit date upon request only • Work with PRT Chair to finalize the visit schedule • PRT Visit (February 24-26, 2019)

Assurance of Learning System
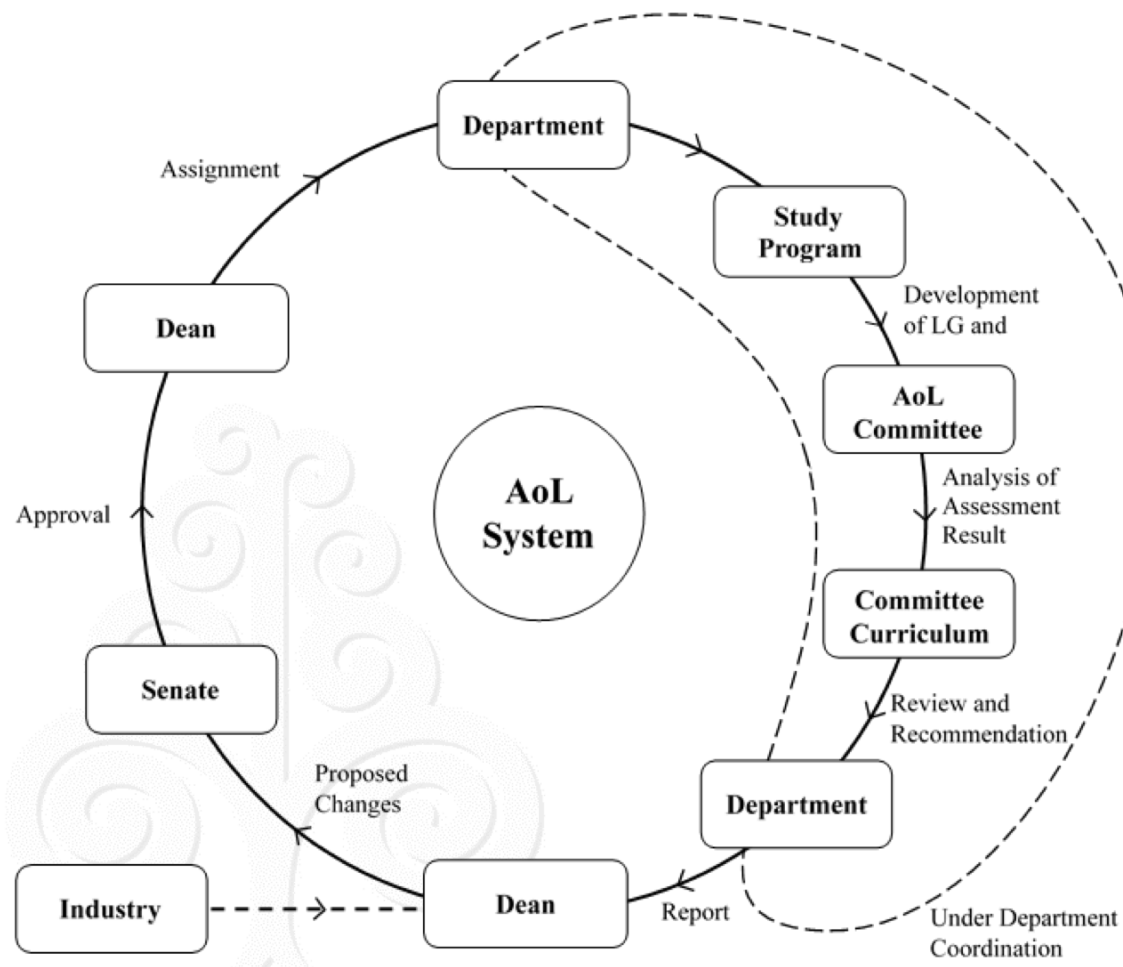
LGs and LOs Development
A. Step 1: Develop and establish the LGs/LOs of each course
B. Step 2: Align the curriculum and course with LGs/LOs that has been agreed and map the relevant LGs/LOs into the course

Measurement
A. Step 3: Develop measurement instruments and appoint measurement schedules
B. Step 4: Conduct measurements, collect, and analyze measurement data

Closing Cycle
A. Step 5: Review the results of the measurements and make recommendations; scrutinize the LGs/LOs measurements attached to specific courses (embedded courses) with relevant faculty members for feedback and suggestions
B. Step 6: Communicate the measurement results along with its recommendations to all faculty members in the department
C. Step 7: Implement decisions of amendments or improvements approved as a result of AoL (close the loop)

Some examples...

- The school has developed **guidelines for theses writing and guidelines for preventing plagiarism** in academic writing

- **Structured soft skills classes** were introduced in 2017 at the undergraduate level, consist of leadership, anti-plagiarism, writing skills, ethics, and presentation skills.

- In Master in Accounting, a number of students' papers based on their thesis are accepted to be presented in accounting conferences. **Thesis writing has shortened** from 10,7 months to 6,8 months.

- An **immersion program has been initiated** at Magister in Management since 2017. This program is designed to provide students with an exposure to the different industries and corporate cultures.

- In accordance with our mission, the students are also required to **attend at least two executive series** during their period of study.

- Our doctorate program has actively **adjusted the curriculum** to become more structured and systematic, and **increases the level of the students' completion time** (max. 5 years) (the average is about 6-7 years).

- Doctorate program also provides **soft skills trainings** such as writing and communication skills.

Case study: MM FEB UGM

GLOBAL ENVIRONMENT
- Business education at the Masters level requires the integration between Being, Knowing, and Doing. It has become the best practice among the best business school in the world.
- The integration between technology, innovation, and sustainability is somewhat mandatory.
- Business school curriculum should be aligned with the mission.

REGULATORY CHALLENGE
- According to the Rector Regulation No. 11 of 2016 regarding Postgraduate Education, the total credit hours for masters program is 40-50, consist of 28-38 lectures and 8-12 thesis writing. The study period is 2-6 semester without any particular provisions for executive and international programme.

AOL FINDINGS
- Our students were failed in several aspects of communication learning goals, such as reasoning in oral communication, argumentation in written communication.
- While they were able to meet the standard in knowledge learning goals, several aspects requires attention, i.e. the ability to apply knowledge.
- With regard to leadership learning goals, the students are lack of the ability to inspire others and to envision organisational changes.

OUR OBSERVATION
- As of January 2016, there was a bottleneck in which 59% of the students were writing their thesis.
- There was 43 students entering the extension period.
- The percentage of students who are able to finish their studies in time is only around 3%.
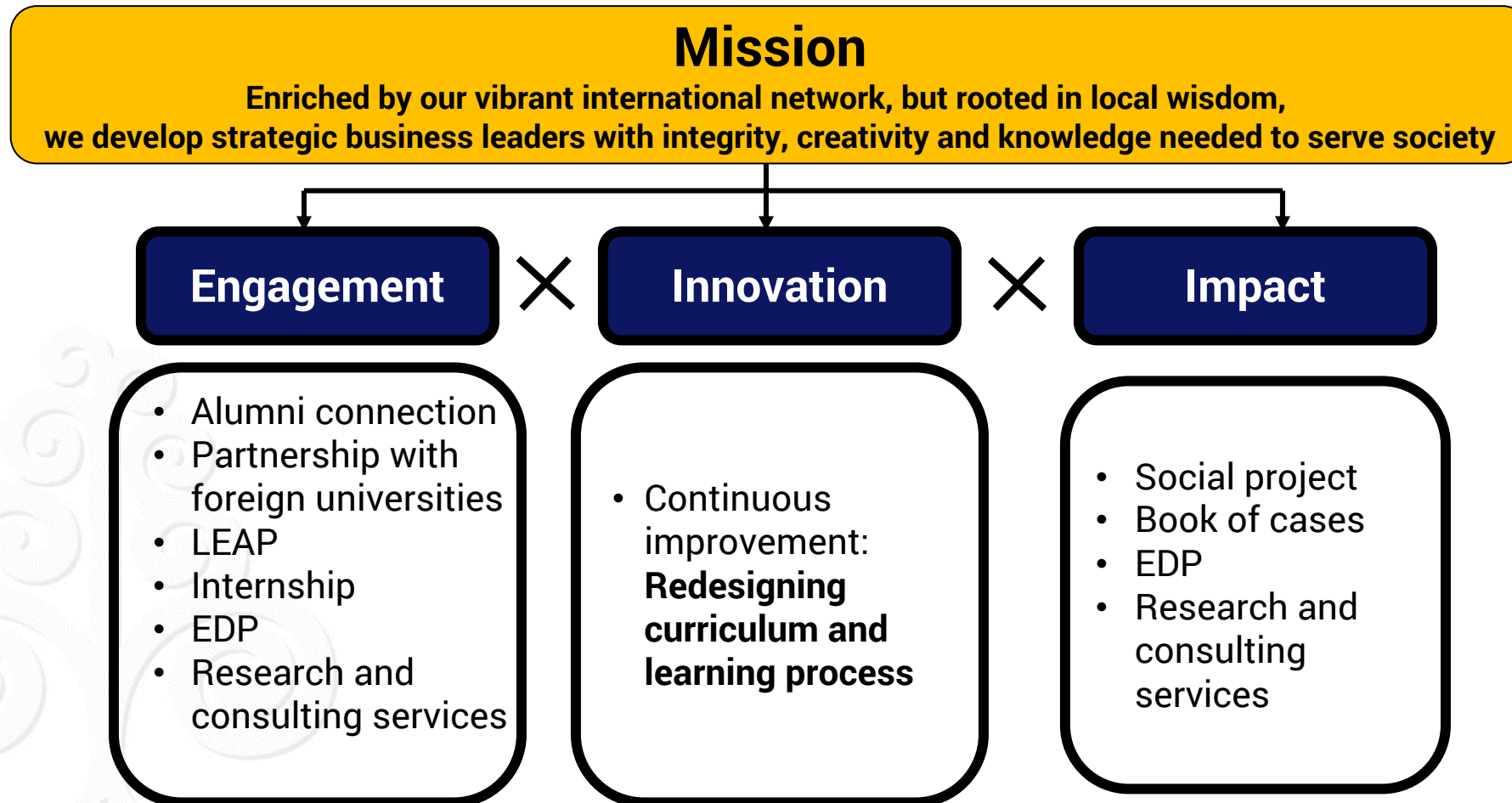
Case study: MM FEB UGM

MISSION: Enriched by our vibrant international network but rooted in local wisdom, we develop **strategic business leaders with integrity, creativity**, and **knowledge needed to serve society**

VISION: To be the **leading graduate** business school in Indonesia in advancing knowledge of business and promoting sustainable and ethical business practices **by rising to the international challenges**

VALUES: Integrity, Professionalism, Objectivity and Fairness, Academic Freedom, Social Concerns

Key Element	Previous Learning Goals	New Learning Goals
Communication	1. Students demonstrate the ability to communicate professionally	1. Students demonstrate the ability to communicate in an **effective, persuasive,** and professional manner
Knowledge	2. Students demonstrate the ability to apply knowledge in the field of management	2. Students demonstrate the ability to **translate business knowledge into action**
Integrity and creativity	3. Students are able to exercise ethical and creative decision making	3. Students demonstrate the ability to make ethical and **responsible** decisions 4. Students demonstrate the ability **to solve practical business problem with creative ideas**
Leadership	4. Students demonstrate the ability to be a transformational leader	5. Students demonstrate the ability to be **a strategic business leader**

Case study: MM FEB UGM

Mission
**Enriched by our vibrant international network, but rooted in local wisdom,
we develop strategic business leaders with integrity, creativity and knowledge needed to serve society**

Engagement ✕ **Innovation** ✕ **Impact**

Engagement
- Alumni connection
- Partnership with foreign universities
- LEAP
- Internship
- EDP
- Research and consulting services

Innovation
- Continuous improvement: **Redesigning curriculum and learning process**

Impact
- Social project
- Book of cases
- EDP
- Research and consulting services

Case study: MM FEB UGM

MISION
Enriched by our vibrant international network but rooted in local wisdom, we develop strategic business leaders with integrity, creativity, and knowledge needed to serve society

VISION
To be the leading graduate business school in Indonesia in advancing knowledge of business and promoting sustainable and ethical business practices by rising to the international challenges

LEARNING GOALS
1. The ability to communicate in an effective, persuasive, and professional manner.
2. The ability to translate business knowledge into action.
3. The ability to make ethical and responsible decisions.
4. The ability to solve practical business problem with creative ideas.
5. The ability to be a strategic business leader.

Being
- **Assessment**
- **Self-awareness**
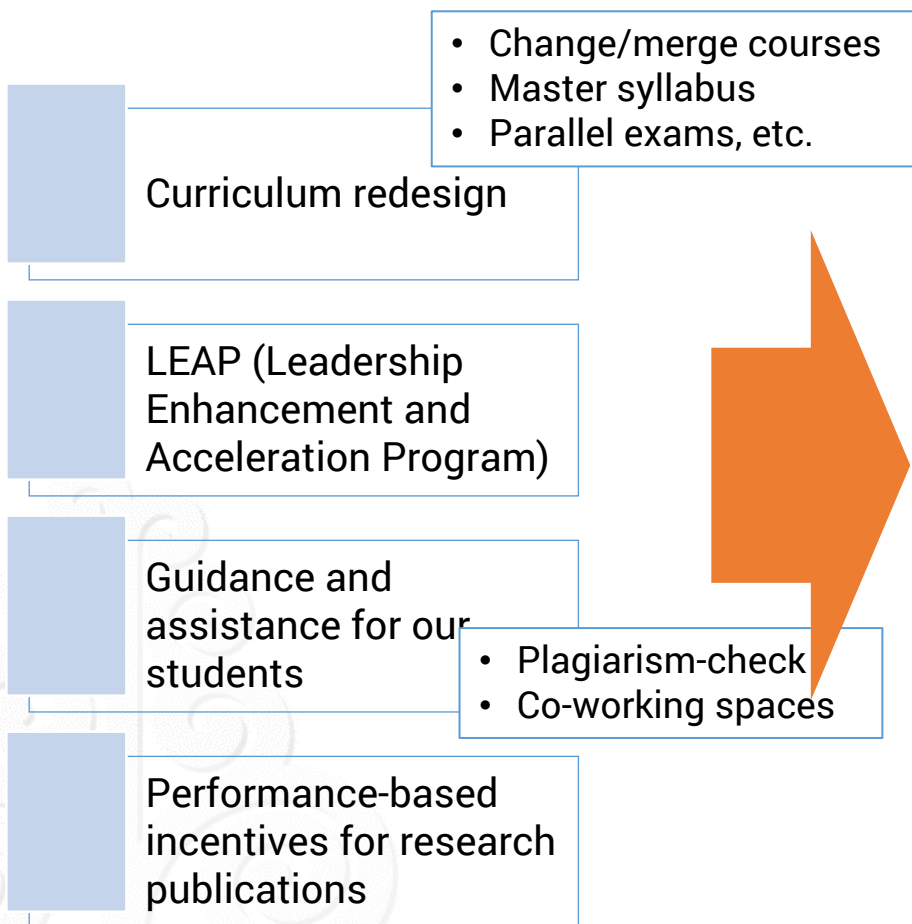- **Leadership autobiography**
- **Personal mission**

Knowing
- **Case Methods**
- **Student Centered Learning**
- **LEAP**

Doing
- **Immersion**
- **Internships**
- **Field projects**
- **Thesis**

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Case study: MM FEB UGM

Curriculum redesign
- Change/merge courses
- Master syllabus
- Parallel exams, etc.

LEAP (Leadership Enhancement and Acceleration Program)

Guidance and assistance for our students
- Plagiarism-check
- Co-working spaces

Performance-based incentives for research publications

- Better engagement and interaction between students, faculty members, business community, and society
- Faculty members provide more significant intellectual contributions
- Positive impact on society through social project and immersion programme
- On average, the students finish school (graduate) faster
- Higher overall student satisfaction surveys

- Faculty qualification systems is also being adopted at university-level
- Performance-based incentives for research publications as well (grants, funding, etc.)

How does it differs?

	National Standard	International Standard
Assessment method	Input-based	Impact-based
Measurement	Standardisation, looking for similarity	Accreditation, embrace diversity
Main focus	Homogeneity	Accountability
Threshold	Very low baseline	High quality baseline
Inclusion criteria	All inclusive, no one left behind	Exclusive, distinguish the best from the rest
Timing	One point at a time	Continuous improvement
Completion stage	Done once the report has been submitted	Never complete
Main actor	Performed by the government or regulatory body	Performed by independent association

Concluding remarks

- Internal **changes** is inevitable, but we can't/couldn't/won't do that
  - International accreditation as a pressure to enforce changes

- If we **focus** on impact and outcomes, the rest will follow
  - Focus on the right, the left follows – better input, better process
  - Self-selection – prospective students, faculty members, university partners, etc.
- It is all about **culture**, changing mindset, and strong commitment
  - It goes beyond labeling and certification
  - "Business-as-usual mentality" is no longer an option
- **Structural** changes is required
  - Calls for convergence between national and international standards
  - Separation between authority/regulatory function and supervisory/advisory function
  - Private schools/universities might face bigger challenges, affirmative action might be necessary

THANK YOU

Questions and comments?
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