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SETARA: Malaysian Experience with Rating

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PENANG

AGENDA

- Introductory Remarks
 - ❑ Malaysia – Socio-Economic Profiles
 - ❑ Current Higher Education Scenario
- Rating Exercise & Instruments Currently in Use
- SETARA – An Instrument to Assess Quality of Learning & Teaching
- Lesson learnt from SETARA exercise

MALAYSIA



KUALA LUMPUR



Socio-Cultural Profile

- **The Country:** a federation of 13 states
- **Land Mass:** 329,847 sq. km. (127,355 sq mi)
- **Population:** 28.31 million people;
- **Ethnic Groups:** 50.4% Malays; 23.7% Chinese; 7.1% Indian
- **Religion:** Islam (60.4%), Buddhism (19.2%), Hinduism (6.3%), Christianity (9.1%)

Economic Profile

Key Economic Indicators

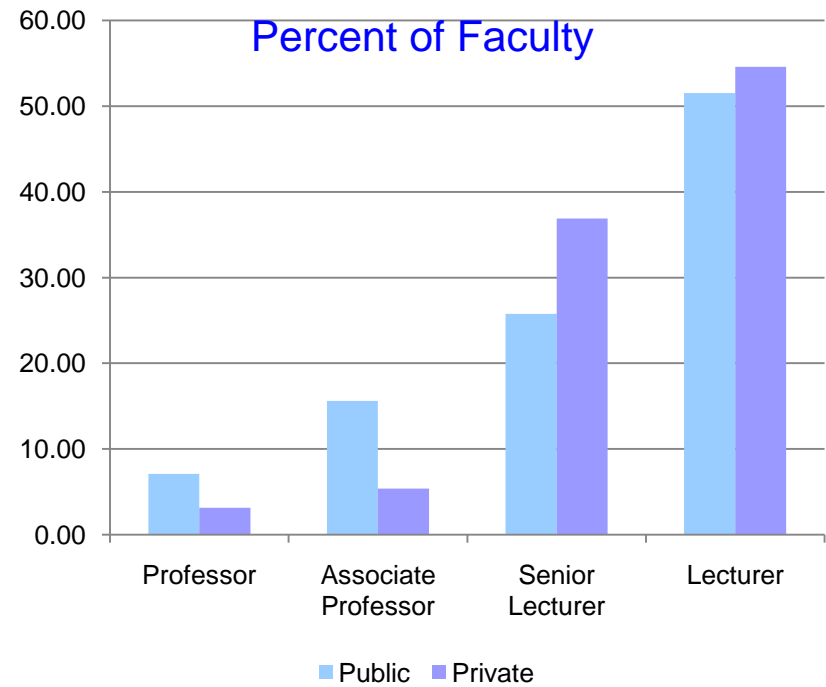
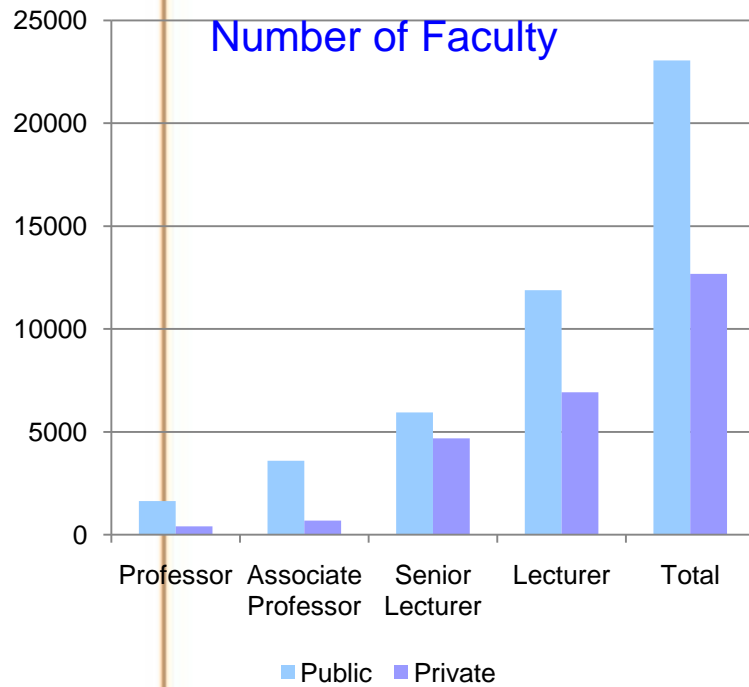
GDP per capita, PPP (current international \$)	14,012.0
GDP (US\$ billions)	193.1

Higher Education Landscape

PUBLIC INSTITUTION	No. of HEIs	Enrolment	Graduates
University	20	508,526	104,291
Polytechnics	30	89,292	33,310
Community Colleges	70	6,319	6,624
PRIVATE INSTITUTIONS			
University	24	202,714	29,319
University-Colleges	23	40,651	1,269
Branch Campuses of Foreign Universities	4	8,107	1,353
Colleges	500	177,501	22,456

Source: Ministry of Higher Education: Malaysian Higher Education Statistics 2011

Faculty Strength



Malaysian Rating Systems

NO	SYSTEM	YEAR	PRIMARY OBJECTIVE	SYSTEM'S OWNER
1	MyRA	2006	Assess the Research Capacity of Institutions - University and University Colleges	Bahagian Pembangunan Kecemerlangan Institusi, MoHE
2	HiCOE	2010	Assess the Research Excellence of Units within HEI	
3	Top Business School	2012	Assess the Quality of Teaching & Learning of Business Schools	
7	MyQuest	2011	Assess the Quality of Teaching and Learning of Colleges	Bahagian Pengajian Swasta, MoHE
4	POLYRATE	2011	Assess the Quality of Teaching and Learning of Polytechnics offering TVET Diploma	Polytechnic Division of MoHE
5	SETARA	2006	Assess the Quality of Teaching and Learning of University and University Colleges	Malaysian Qualification Agency (MQA)
6	D-SETARA	2012	Assess the Quality of Teaching and Learning of Units in University and University Colleges offering specific disciplines: <ol style="list-style-type: none"> 1. Hospitality and Tourism 2. Engineering 3. Health Sciences 4. Medicine, Dentistry and Pharmacy 	

Features of Rating Systems

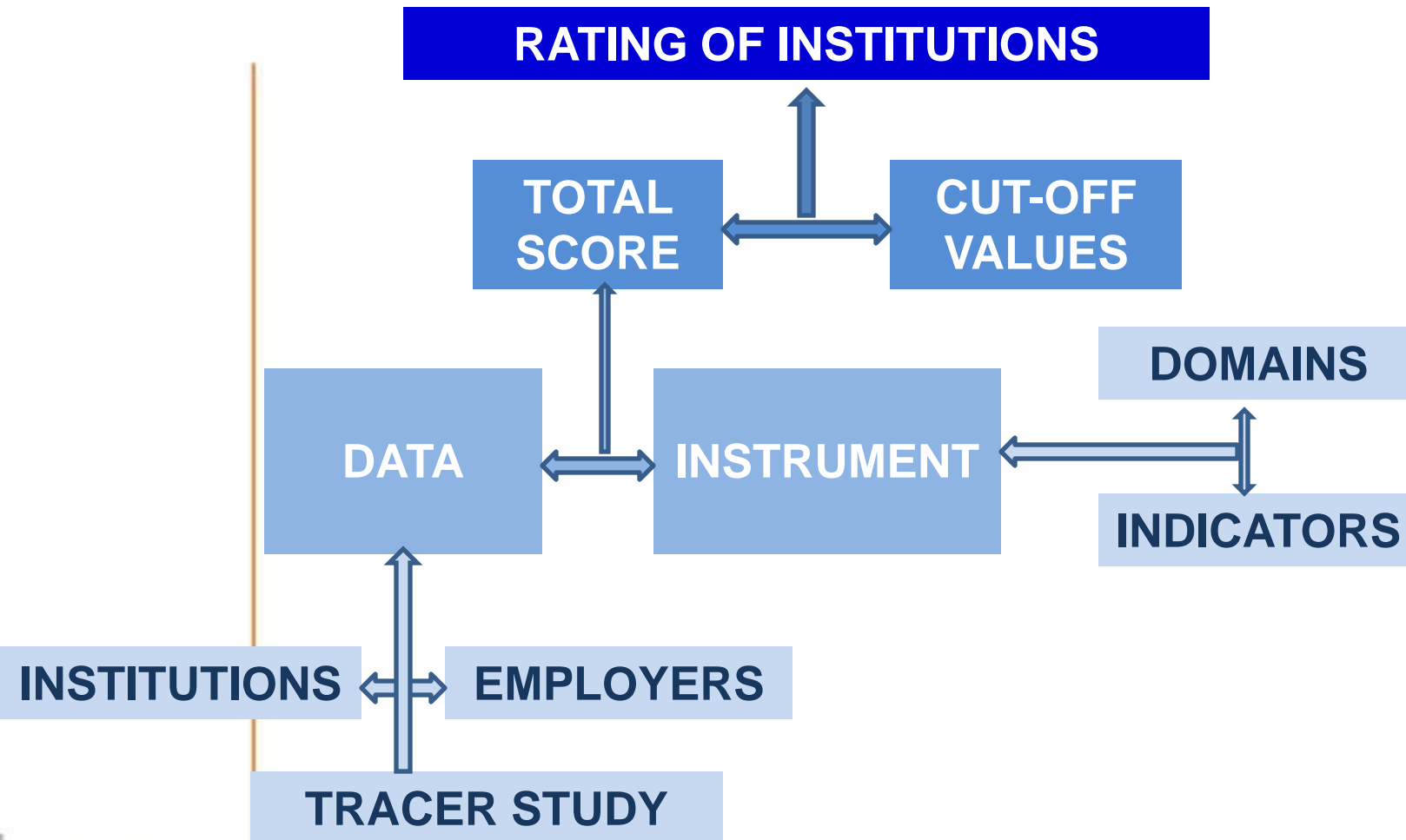
- Features
 - Rating
 - Government or its Agencies' Initiative
 - Verified Data
 - Coverage:
 - Specific – subject matter; type of HEIs



Overview of SETARA

- Objectives
- Principles
- Instrument Development
 - Guiding Framework of Instrument
 - Stakeholders' Buy-in
 - International Comparison – Literature & ASEAN Benchmarks
 - Scoring System – Benchmarks
- Data Entry & Collection
- Verification – Processes & Data
- Dealing with missing data
- Analysis and Categorization

The SETARA Framework



Principles used in Developing the SETARA Instrument

- **Validity and Reliability:** Data used must be valid and reliable
- **Relevant and comparable :** internationally and locally (previous SETARA)
- **Parsimony:** minimal indicators to avoid data fatigue;
- **Data reuse:** use of readily available databases (when appropriate, e.g. MyMOHES, Tracer Study, COPIA)
- **Scoring System:** Be readily incorporated into the other rating scoring system
- **Verifiability:** Be subject to verification in terms of methods and data (Independent Verification Committee)
- **Normalization & Equalization:** For missing data

Generic Framework

INPUT

Talent

- Faculty
- Student

Resources

- Physical
- Non-physical

Governance

- Autonomy
(conducive institutional climate)

PROCESS

- Curriculum Design
- Delivery/Pedagogy
- Assessment
- Accreditation
- Monitoring
- Ancillary activities
(Counseling, Internship/Outreach, Exchange program)

OUTPUT

- Employability
- Graduate Satisfaction
- Employers' Satisfaction
- Generic Student Attributes

Instrument

hierarchy

- International Initiatives
 - Compared against Chalmers' Framework (for Australia), UK and THES-QS
- ASEAN Comparison
 - Countries of Indonesia and Thailand

- Domains & Dimensions
 - Are we missing any significant domains and dimensions?
 - Are there domains unique in Indonesian Higher education?
- Items
 - Are the items reflective of the domains/dimensions?
- Weight
 - Are the weights assigned in the instrument appropriate?
 - Would the weights be different from that in Indonesia?
- Benchmark Figures
 - Are the benchmark figures appropriate?
 - Would the same benchmark figures apply in Indonesia/Thailand?

International Benchmarking ASEAN Comparisons

- Do you think such a rating exercise can be undertaken for Indonesian/Thai HEIs?
- If yes,
 - Would the SETARA Instrument be appropriate? What modifications do you think is necessary?
 - If the SETARA instrument is used, which HEIs in Indonesia/Thailand will be in the TOP 5?
- If No, what would be the objections/obstacles?

- **Outcome**

- Likelihood of Using the SETARA Instrument: They are already doing something similar particularly in Indonesia; but felt that SETARA is more comprehensive for T&L Quality
- Domains in the Instrument: Consensus being they are agreeable; Thailand may want to include Socio-cultural heritage issues
- Weights: They may attribute some variations of the weights

Chalmers 2008 (Australia)

Outcome indicator	Sub indicator
Graduate satisfaction	Overall satisfaction Good teaching satisfaction Generic skills satisfaction
Employer satisfaction	
Stakeholder satisfaction	
Learning outcomes	Motivation for lifelong learning Student achievement scores Student involvement and engagement Student participation
Student literacy level	
Graduate competencies	

Chalmers (cont.)

Level	INPUT	OUTPUT	OUTCOME	PROCESS
National	Resource provision Infrastructure Curriculum committees Staff qualifications/ experience Student/staff ratio Enrolment rates by type of student Explicit goals and standards	Graduate employment data Student progress rate Retention rate Graduation rate Research higher degree productivity rate	Graduate employment status Evaluation of teaching performance Student feedback Student acquisition of generic skills Student engagement	Appropriate balance of staff time in teaching, research, administration, consulting and community activities Active and collaborative learning Study/work environment
Institution	Enrolment rate Student/staff ratio Provision of support services Teaching experience/ qualifications	Graduate employment rate Retention rate Graduation rate Citation/publication rate of research	Stakeholder satisfaction/ engagement Value of graduates Quality of research	Mission statement Academic innovation and creativity Visionary leadership Accommodation for student/staff diversity Link research to teaching Learning community Institutional climate

Chalmers (cont.)

Level	INPUT	OUTPUT	OUTCOME	PROCESS
Department/ Program	Enrolment rate Student/staff ratio Teaching experience/ qualification s Explicit learning outcomes	Retention rate Citation/publicatio n rate of research	Stakeholder satisfaction/ engagement Value of graduates Quality of research	Accommodation for student diversity Student centred approach Use of current research in informing teaching and curriculum content Specific, continuous and timely feedback Community engagement /partnership

International benchmarking: International Initiatives

- THES-QS: currently using
 - Student-staff ratio
 - International student %
 - Faculty quality (research)
 - Employers' survey
 - Collecting data on
 - Employability
 - Students' satisfaction
 - Exchange student rate
 - Expenditure

Comparison with Others: Source: HEFCE – Higher Education Funding Council England (2008)

Table 2 Indicators and weightings

Indicators	<i>The Guardian</i>	<i>The Times*</i>	<i>Sunday Times*</i>	<i>THES World University Rankings</i>	<i>SJTU ARWU[†]</i>
Student survey (NSS)	15% (Teaching: 10% Feedback: 5%)	17%	16%		
TQA/Subject Review			7%		
Head teacher survey			4.5%		
Entry standards	17%	11%	23%		
Spending	17%	11%			
Value added	17%				
Good Honours		11%	9%		
Completion/dropout		11%	Variable: bonus/ penalty mark		
Graduate prospects	17%	11%			
Unemployment			9%		
Research assessment		17%	18%		
Student:staff ratio	17%	11%	9%	20%	
Recruiter survey				10%	
Peer survey			4.5%	40%	
International staff				5%	
International students				5%	
Nobel laureates (staff)					20%
Nobel laureates (alumni)					10%
Highly cited researchers					20%
Articles published					20%
Articles cited				20%	20%
Size					10%
Total	100%	100%	100%	100%	100%

Stakeholders Meeting

HEP

- **Primary Purpose**
 - Update the Stakeholders (HEP) of the results of the International Benchmarking,
 - Changes in the Instrument - inclusion of GSA as one domain in the OUTPUT, with a Weight of – 10%, at the expense of Inputs
 - Other Changes – reduction in data requirement, only 2009 data, removal of redundant indicators, other sources of data
 - Request for Institutional Data

Data Collection Procedures

- **Four Sources of Data**
 - KPT – Tracer Study
 - JPT – My3S for GSA
 - MQA – APA scores
 - Employers ‘Survey
 - HEIs – Some basic Institution data regarding staff, students, finance
- **Issues with Data Collection**
 - Incomplete – particularly in the OUTPUT, tracer study, employers survey and My3S
 - Timeliness

Verification

- **Verification Team:**
 - Independent committee to verify (a) the procedures, and (b) data
- **Verification of Procedures**
 - Consensus – approval of the procedures and system used to rate the HEIs
- **Verification of Data**
 - Some minor changes requested by HEIs
 - A number of HEIs changing their data upon request for supporting documents

Dealing with Missing Data

- Predictive Approach
 - Correlation
 - Regression
- Normalization & Equalization
 - Against the Total
 - Within Domain

Impact of SETARA

- **Does SETARA 09 has in any way contribute towards to better quality of learning experience ?**
 - **Stakeholders perspective**
 - **Certainly there is reaction**
 - **Clarify and Demystify the public vs. private dichotomy**
 - **PSPTN perspective**
 - **IPTS Roadmap – Vision of Level Playing Field**

Lesson Learned

- **Transparency and Engagement of Stakeholders**
- **Credibility & Independence**
- **Communications with Stakeholders – particularly the larger agenda of the HE education landscape of the future is critical**
- **Data Verifiability**
- **Mechanisms for Ensuring Minimal Missing Data & Accuracy of Data Submission**
- **Timeliness**
- **Mindful of Impact of Public Perceptions**

Way Forward

- **SETARA 2011**
 - Aggregating with Research and Services ?
 - Rating philosophy
 - Maintenance of Instrument
 - Improved Mechanisms
 - Greater transparency particularly policy implications
 - Enhanced employers survey & Tracer Study
 - My3S validity accuracy
 - APA mechanisms – reducing audit fatigue

- **D'SETARA**
 - Discipline based – pilot for Healthcare; Engineering; and Hospitality

- **Information based system**

THANK YOU