Subtheme (3): Ensuring and promoting trust in a globalized context

Promoting Trust through Student Engagement in the Process of Quality Assurance: the Case of Taiwan

Presenter

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Student engagement?

- Student's **understanding** of their **education rights** and **supports**
- Student's **voice** in searching for **quality education**
- Student's **action** in **improving** their education

- The foundation of internal quality assurance of the institution
- Trust in the higher education the student received

Why is this study unique?

- Student engagement:
  - From West to East.
- The culture and value system

- The case of Taiwan
- HEEACT: Student Interview and Student Survey

About today's presentation

This is a pilot study conducted as part of the case study of student engagement under the INQAAHE research and innovation project in 2019.

The Aim of the Research

- To understand the **expectation** from the Taiwanese students' perspective of how a trusted and quality higher education should be provided and assured.

- To **examine** the current situations of student engagement in the process of university internal and external quality assurance in Taiwan.

- To **explore** how a national quality assurance agency can help in promoting and encouraging efficient student engagement.

Research Questions

- What are the current states of student engagement within the process of quality assurance in Taiwan?

- What are the expectations of quality culture from the students?

- How can quality assurance agency, i.e. HEEACT, provide support to the students for the enhancement of their engagement in the quality assurance process?

Research Methods

- Mix method: Questionnaires & Focus group (in full study)

- Quantitative methods: 2 survey

- **Questionnaires of Student Survey I**: 85 universities, sample size of 3143 students participants.

- **Questionnaires of Student Survey II**: (After the on-site visit) 33 higher education institutions and 218 samples.

Findings (SSI)

- ✓ Student's understanding of the university's vision and mission

- ✓ Student's learning support

- ✓ Student support

- ✓ Student engagement in HEI activities

- ✓ Student learning outcome

- Private vs. Public vs. Other

Findings (SSI)

	Types of Uni	Number	Mean	S	F	Post Hoc
Student's learning support	Public	1485	11.01	2.31	47.70*	Other > Private
	Private	1304	11.61	2.43		Other > Public
	Other	354	12.25	2.51		Private > Public
		3143	11.40	2.42		
Student learning outcome	Public	1482	7.17	1.62	69.06*	Other > Private
	Private	1301	7.48	1.72		Other > Public
	Other	353	8.27	1.60		Private > Public
		3136	7.42	1.69		
Student support	Public	1484	10.72	2.29	42.96*	Other > Private
	Private	1304	11.30	2.35		Other > Public
	Other	352	11.88	2.42		Private > Public
		3140	11.09	2.36		
Student's understanding of the university's vision and mission	Public	1481	7.15	1.73	176.57*	Other > Private
	Private	1302	7.56	1.67		Other > Public
	Other	354	8.76	1.37		Private > Public
		3137	7.50	1.74		
Student engagement	Public	1483	6.81	1.94	84.07*	Other > Private
	Private	1304	7.26	1.97		Other > Public
	Other	354	8.20	1.81		Private > Public
		3141	7.15	1.99		

Findings (SSI)

- Students from "Other" (military, open university and religion) are more likely to be engage in most of the QA process and have higher expectation of their school.

- Students from public university are less likely to be engaged in the QA process and have lower expectation of their school.

Findings (SSII)

- Student's comments and expectation on their engagement in HEEACT's institutional accreditation.

- Student's awareness of the institutional accreditation

- Student's understanding of accreditation results of their university

- Private vs. Public vs. Other

Findings (SSII)

General Responses

	Interview Schedule	Way of the Interview (One-to-one)	Interview Length
Strongly Agree	37 (18.8%)	43 (21.8%)	39 (19.9%)
Generally Agree	124 (63.0%)	112 (56.9%)	103 (52.6%)
Neutral	30 (15.2%)	38 (19.3%)	46 (23.5%)
Generally Disagree	1 (0.5%)	0 (0.0%)	2 (1.0%)
Strongly Disagree	0 (0.0%)	0 (0.0%)	0 (0.0%)
Other	5 (2.5%)	4 (2.0)	6 (3.0%)
total	197 (100.0%)	197 (100.0%)	196 (100.0%)

Findings (SSII)

Survey Question	School Type	N	M	SD	F	Post hoc
Interview Schedule	National	70	2.16	0.93		
	Private	73	1.97	0.78	1.44	
	Others	60	1.95	0.57		
Ways of Interview (one-to-one)	National	70	2.13	0.96		
	Private	73	1.92	0.66	1.66	
	Others	60	1.93	0.58		
Interview Length	National	69	2.33	1.20		
	Private	73	1.95	0.68	3.60*	Private > National
	Others	60	2.07	0.61		

*p<0.05

Findings (SSII)

- **58.7**% of the students were aware of the changes the university made in promoting the Second Cycle of Institutional Accreditation.

- over **68.9**% of the students are satisfied with the accreditation result of their institution.

- Accreditation Result:
  - **50% school website announcement**
  - 28% teacher or peers,
  - Over 10% the website of HEEACT.
  - Around 9% other media and resources.

Findings (SSII)

- Students from "Other" universities are more likely to be aware of the changes the school made to promote the institutional accreditation.

- Students from "Other" universities are more likely to agree with the result of the institutional accreditation of their school.

Short Conclusion

- Students from "Other" universities (military, open and religion) have higher level of engagement in the QA process of their university, they also tend to have higher expectation of the education quality of their universities.

- Focus groups of students from the three types of universities will help clarify the reasons why the engagement in QA process is higher among students from "Other" universities and potentially lower in student from "Public" universities.

Thank you!