Subject Benchmark in ASEAN Universities

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Outline

• Subject Benchmark
• Practices in ASEAN Universities
• Benchmarking in HEIs
• Future Development
Benchmarking

The continuous process of identifying, understanding and adapting best practices and processes that will lead to superior performance

Benchmark

A reference or measurement standard used for comparison
Subject Benchmark Statement

• A benchmark statement, in higher education, provides a reference point against which outcomes can be measured and refers to a particular specification of programme characteristics and indicative standards.
Purposes

• Make more explicit the nature and level of academic standards in higher education

• Describe the nature, characteristics and general expectations of a specific subject
Nature

- Articulate a threshold
- Acknowledge the difference and diversity
- Allow for variety, flexibility and innovation
- Assure subject coherence and identity
- Reflect a consensus
A Typical Subject Benchmark

• Introduction
• Nature and extent of the subject
• Generic skills
• Subject specific skills
• Teaching, learning and assessment
• Benchmark standard

Adapted from “Recognition scheme for subject benchmark statements”, 2nd ed, QAA.
Practices in ASEAN

- AUN was founded in November 1995 by ASEAN Member States. It currently has 26 member universities.
- AUN-QA was originated in 1998.
Case Study 1

Subject Benchmark Practices in ASEAN

• Civil Engineering
• Undergraduate Programme
• Top Universities in Indonesia, Malaysia, Philippine, Singapore, Thailand (AUN Member Universities)
# Subject Benchmark Practices

<table>
<thead>
<tr>
<th>Content</th>
<th>Indonesia</th>
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X: 1) not available; 2) not available online; 3) not available in English.
Examples

• Generic Skills
  • *Mastering the fundamental of sciences application (math, physics, and statistics).*
  • .......

• Subject Specific Skills
  • *Having excellent skill in civil engineering structure design.*
  • *Having good adjustment ability to construction services.*
  • *Having competence to enter the globalization era, both to support the civil engineering development activities and higher education.*
  • .......

Examples

• Assessment and Benchmark

  • Final project is listed on the study plan card;
  • Study achievement has met the requirements (vary for type A, B, C, or D program);
  • Have followed final project seminar in civil engineering department or national seminar for at least 5 times, proven by presence list copies; and
  • Have handed the final project proposal and have been approved by the supervisor.
Case Study 2

Application of Benchmarking in Higher Education Institutions

- Keywords: Higher education, university, benchmarking, best practice, benchmark
- Databases: ScienceDirect, ABI/Inform, Business Source Premier
- Timeframe: 1990-2009 (20 years)
# Search Results

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Database cleanup

- Remove duplications
- Remove studies not on higher education benchmarking
- Total # of verified articles: 135
Trend of Publications

1990/93: 2
1994/97: 11
1998/01: 30
2002/05: 40
2006/09: 52
1990/99: 31
2000/09: 104
# of Publications by Country

- US: 71
- UK: 28
- Australia: 10
- Others: 26
Benchmarking Methods

- Survey: 39%
- Database: 17%
- Public Domain: 14%
- Review: 11%
- Business Excellence Model: 10%
- One-to-One: 5%
- Trial: 4%
Areas of Benchmarking

- Curriculum Design

Others: 24%
University Clinic: 4%
Education: 4%
Campus Development: 4%
Engineering: 5%
Research Performance: 6%
University Overall: 10%
School of Nursing: 11%
School of Business: 14%
Library: 17%
Case Study 3

- Benchmarking in Curriculum Re-design
  - School of Nursing, Oregon Health and Science University
  - Benchmarking with nationally recognized competencies
  - From objectives-based curriculum to competencies-based curriculum

Adapted from Lecuyer, DeSocio et al. (2009), From objectives to competencies: Operationalizing the NONPF PMHNP competencies for use in a graduate curriculum, Archives of Psychiatric Nursing, 23 (3), pp.185-199
Competency-based Curriculum

- Develop a set of related components for each competency
- Design a set of learning activities
- Establish a set of competency demonstrations.
Key Benefits

- Shared sense of ownership and commitment toward the programme and students
- Increased sense of coherence between academic coursework and actual practice
- Increased satisfaction from clinical preceptors
Case Study 4

- Infusing sustainability principles into Mechanical Engineering curriculum
  - Department of Mechanical Engineering, Michigan Technological University
Benchmarking Partners

- National Science Foundation
- Georgia Institute of Technology
- University of Washington
- University of Michigan
- University of Technology, Sydney

Outcome and Practices

- **Promote** student exposure to more hands-on experiences earlier in the degree programme
- **Establish** the Sustainable Futures Institute (SFI) to serve as a campus-wide magnet for research, education, and outreach initiatives related to sustainability
- **Develop** and offer interdisciplinary, sustainability-related course to undergraduate ME students
Future Development

• Set up agency responsible for developing and updating subject benchmark statement
• Harmonise subject benchmark in countries and regions
• Adhere to international standards
• Conduct best practices benchmarking (programme level, institution level, international)
Thank You