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
## Higher Education Landscape

<table>
<thead>
<tr>
<th>PUBLIC INSTITUTION</th>
<th>No. of HEIs</th>
<th>Enrolment</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>20</td>
<td>508,526</td>
<td>104,291</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>30</td>
<td>89,292</td>
<td>33,310</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>70</td>
<td>6,319</td>
<td>6,624</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRIVATE INSTITUTIONS</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>24</td>
<td>202,714</td>
<td>29,319</td>
</tr>
<tr>
<td>University-Colleges</td>
<td>23</td>
<td>40,651</td>
<td>1,269</td>
</tr>
<tr>
<td>Branch Campuses of Foreign Universities</td>
<td>4</td>
<td>8,107</td>
<td>1,353</td>
</tr>
<tr>
<td>Colleges</td>
<td>500</td>
<td>177,501</td>
<td>22,456</td>
</tr>
</tbody>
</table>

*Source: Ministry of Higher Education: Malaysian Higher Education Statistics 2011*
Faculty Strength

Number of Faculty

Percent of Faculty

Public  Private

Public  Private
## Malaysian Rating Systems

<table>
<thead>
<tr>
<th>NO</th>
<th>SYSTEM</th>
<th>YEAR</th>
<th>PRIMARY OBJECTIVE</th>
<th>SYSTEM’S OWNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MyRA</td>
<td>2006</td>
<td>Assess the Research Capacity of Institutions - University and University Colleges</td>
<td>Bahagian Pembangunan Kecemerlangan Institusi, MoHE</td>
</tr>
<tr>
<td>2</td>
<td>HiCOE</td>
<td>2010</td>
<td>Assess the Research Excellence of Units within HEI</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Top Business School</td>
<td>2012</td>
<td>Assess the Quality of Teaching &amp; Learning of Business Schools</td>
<td>Bahagian Pengajian Swasta, MoHE</td>
</tr>
<tr>
<td>7</td>
<td>MyQuest</td>
<td>2011</td>
<td>Assess the Quality of Teaching and Learning of Colleges</td>
<td>Polytechnic Division of MoHE</td>
</tr>
<tr>
<td>4</td>
<td>POLYRATE</td>
<td>2011</td>
<td>Assess the Quality of Teaching and Learning of Polytechnics offering TVET Diploma</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SETARA</td>
<td>2006</td>
<td>Assess the Quality of Teaching and Learning of University and University Colleges</td>
<td>Malaysia Qualification Agency (MQA)</td>
</tr>
<tr>
<td>6</td>
<td>D-SETARA</td>
<td>2012</td>
<td>Assess the Quality of Teaching and Learning of Units in University and University Colleges offering specific disciplines: 1. Hospitality and Tourism 2. Engineering 3. Health Sciences 4. Medicine, Dentistry and Pharmacy</td>
<td></td>
</tr>
</tbody>
</table>
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

RATING OF INSTITUTIONS

TOTAL SCORE

INSTRUMENT

CUT-OFF VALUES

DATA

INSTITUTIONS

EMPLOYERS

TRACER STUDY

DOMAINS

INDICATORS

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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