

IQA TOOLS AND PROCESSES USED BY VIETNAMESE UNIVERSITIES: IMPLICATIONS FOR CONTINUOUS IMPROVEMENT AND MANAGEMENT INFORMATION SYSTEM

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Abstract

Based on Martin's and Parikh's (2017) model of quality assurance, this research investigated the extent to which higher education institutions in Vietnam developed IQA processes and tools in five aspects: teaching and learning, students' employability, research, governance, revenues and community services, and international affairs. This study surveyed university leaders, middle managers, faculty members, and support staff from 13 universities. These universities were recruited from 44 universities in a city in Vietnam using a stratified sampling technique. It was found that (a) these universities used two common IQA tools (student course experiences and students' satisfaction) to assure and improve the quality of teaching and learning, (b) most universities developed and used all surveyed IQA tools to assure the quality of student services as well as to promote students' employability, (c) as regards governance related IQA tools, most universities only focused on units' evaluation, and (d) participating universities reported limited use of tools to assure revenues and community services and international affairs. Based on the findings of this study, the paper offers implications for universities in Vietnam to enhance quality and develop a management information system to analyse data collected from these tools for quality improvement.

Biography



Pham Thi Huong holds a Ph.D. in quality assurance and accreditation from Victoria University of Wellington, New Zealand, and is a Fulbright Visiting Scholar at a regional accrediting agency, SACSCOC, in the U.S. She is currently a faculty member of the Department of Education Sciences, Ho Chi Minh City University of Education, Vietnam. She is also a recognized assessor for higher education accreditation and has been a member of external evaluation teams. Her areas of interest include internal and external quality assurance, quality culture and school climate in higher education and K12 education, program development and evaluation, internationalization in education, higher education management and governance, and competence-based assessment.