Fundamentals of Quality Assurance

A Conference Program

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Quality Assurance

Is a General Term which Includes a Range of Evaluation Activity in Higher Education:

- Assessment
- Audit
- Accreditation
Accreditation

Attests to the Quality Determined Upon An External Review of an Institution (Or A Program) Which Meets Certain Standards (Criteria for Evaluation) for A Designated Period of Time
Global Practice In Accreditation

1. DEVELOPMENT OF STANDARDS

2. SELF-EVALUATION

3. EXTERNAL REVIEW

4. ACCREDITATION DECISION
QUALITY ASSURANCE

- Defines Higher Education
- Assists in Reform Efforts
- Provides a Structure for Educational Improvement
- Helps Plan for the Future
- Maximizes Communication Across Higher Education
- Assists Users to Make Good Decisions (Students, Staff, Funders, Government, Etc.)
USES OF ACCREDITATION

By Government:
- To Define Higher Education Country-wide
- To Assure Quality Higher Education For The Citizenry
- To Assure A Quality Labor Force
- To Determine Which Institutions And Programs Receive Public Funding
- To Accept Into Civil Service Only Those Graduated From Accredited Institutions
- To Determine Which Institutions Receive Research Funding

By Students:
- To Assist In Selecting An Institution For Study
- To Ensure Transfer Between Accredited Institutions
- To Ensure Admission At The Graduate Level In A Different Institution From Undergraduate Degree
USES OF ACCREDITATION

By Students (cont.):
- To Assist In Employment, Particularly In Government And In The Professions

By Employers:
- To Assure Qualified Employees

By Funding Organizations:
- To Determine Eligible Institutions

By Institutions Of Higher Education:
- To Improve Institutional Information And Data
- To Enhance Institutional Planning
- To Determine Membership In Certain Organizations
- To Facilitate Transfer Schemes
- To Assure A Qualified Student Body
Top 3 Necessary Ingredients of Accreditation Decision Making

1. Independence
2. Independence
3. Independence
The scope and status of agencies vary, depending on countries. The list is not exhaustive, especially where there are rapidly growing movements as governments face pressing needs to establish a quality assurance agency.
Types Of National Organization Of Accreditation

(All Have Institutional Involvement At Every Level)

- Centralized Governmental
- Quasi-governmental (Paid For By Government, Owned By Institutions)
- Independent And Non-Governmental
- Combined Governmental And Independent
What Institutions Are Quality Assured?

All Degree Granting Institutions of Higher Education:

- State Funded
- People’s Founded
- Private
- Foreign
Dual Purposes of Accreditation

• Assessment

• Improvement
Types of Accreditation

• Institutional
• Programmatic
Institutional Accreditation

Attests To The Quality Of An Institution Of Higher Education As A Whole, Including:

- Mission
- Governance And Management
- Academic Program
- Teaching Staff (Faculty)
- Learning Resources
- Students
- Student Services
- Financial Resources
- Physical Resources
PROGRAM ACCREDITATION CHARACTERISTICS

Discrete Standards

Joint Educators-Practitioners

Professional Expectations

Educational Program Review:

• Teaching Staff
• Course Structure
• Learning And Assessment
• Facilities And Support
• Quality Assurance (Continuous)
• Faculty Development
Self Study

(1) Mission and Goals?

(2) Appropriate and Timely?

(3) Are all Institutional Activities Consistent With the Mission?

(4) Are Program Goals and Objectives Congruent With Activities Designed To Achieve Them?

(5) Is There Solid Evidence That They Are Being Achieved?

(6) Are There Adequate Human, Physical And Fiscal Resources Now? For The Future?
Main Questions

1. What are you trying to do?
2. Why are you trying to do it?
3. How are you trying to do it?
4. Why are you doing it that way?
5. Why do you think that is the best way of doing it?
6. How do you know it works?
7. How do you improve it?
SITE VISITORS
(SUBJECT SPECIALISTS)

- Credible (Nationally Or Internationally Recognized)
- Without Conflicts Of Interest
- Flexible And Empathetic To Different Educational Contexts
- Fair And Objective
- Advisory And Consultative
Role of External Review

To Visit Institution Of Program Once Self-Study Is Done To Afford Third Party Assurance That The Institution/Program Has Responded To The Standards And Is Indeed Doing What It Claims:

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On-Site Visit:

- Governing Body
- Chief Management
- Academic:
  - Department and Faculty Heads
  - Cross-section Teaching Staff
- Students:
  - Cross-section Students
  - Student Services
- Learning Resources
  - Library
  - Laboratories
  - Education Technology
- Physical Facility
- Financial Management
Objectives of Training

- Socialization To Process
- Develop Collegiality
- Provide Forum for Continuing Interpretation of Standards
- Provide Continuity in Interpretation and Application of Standards
Content of Training

a. Context (national, regional, global)

b. Site Visit

• Pre-Visit contact with institution
• Role of Chair
• Specific team assignments
• Do’s and Don’t’s
  – Conflicts of interest
  – Confidentiality
  – Subjective and objective judgment
  – Data gathering (interview techniques)
  – Role of consulting
  – When to call the Secretariat
  – Exit interview
• Writing the report
• Making recommendations to national q.a. body
RESPONSIBILITIES OF NATIONAL ACCREDITATION BODY

- Develop Standards Of Quality In Consultation With Institutions
- Develop And Update Policy Manuals Of Accreditation For National Body And Institutional Use
- Develop Registry Of External Reviewers (Peer Evaluators)
- Schedule External Reviews Of Institutions
- Maintain Records Of Accreditation Activity
- Maintain National Database Of Comparative Institutional Data
- Conduct Training Programs:
  - National Commission
  - Institutions (Self-Evaluation)
  - External Reviewers
- Coordinate Specialized Committees for Professional Education (Engineering, Medicine, Business, Etc.)
- Cooperate With Regional And International Quality Assurance Bodies
- Publicize Quality Assurance Decisions
- Evaluate And Renew Accrediting Process
Regional QA Organizations

- ENQA, ECA – EUROPE
- CCA – CENTRAL AMERICA
- APQN – ASIA PACIFIC
- AAAC – CANADA
- ASPA, CHEA, IRAC – USA
Transnational Policy Development

**World Bank** – Funding Activity for Capacity Building in Quality Assurance

**INQAAHE** – Principles of Good Practices
(www.inqaahe.org)

**UNESCO – OECD** – Guidelines on Cross Border Quality Higher Education
OECD
http://www.oecd.org/document/52/0,2340,en_2649_34549_29343796_1_1_1_1,00.html

UNESCO
http://portal.unesco.org/education/en/ev.php-
  URL_ID=29228&URL_DO=DO_TOPIC&URL_SECTION=201.html