



# THE INTERSECTIONS OF PLANNING, QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

A Series of Workshops

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Education

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## WHAT ARE WE GOING TO DO?

- 1. GLOBAL CONTEXT FOR QUALITY ASSURANCE & ACCREDITATION**
- 2. STRATEGIC PLANNING & QUALITY ASSURANCE LANGUAGE FAMILIARIZATION**
- 3. TOOLS FOR QUALITY ASSURANCE AT KSU**
- 4. INTERNATIONAL BENCHMARKING & ACCREDITATION**



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## WHY ARE WE HERE?

### QUALITY IMPERATIVES:

- **NATIONALLY**
- **REGIONALLY**
- **GLOBALLY**



# WHAT IS THE CENTER FOR QUALITY ASSURANCE IN INTERNATIONAL EDUCATION?

## 3 Primary Purposes

- 1.** Develops national and regional capacity for quality assurance
- 2.** Promotes globalization of the professions
- 3.** Monitors quality issues as education crosses borders



# CQAIE GLOBAL ACTIVITY: NATIONAL QUALITY CAPACITY BUILDING

## ASIA

*Cambodia, China, East Timor, Hong Kong,  
Indonesia, Japan, Malaysia, Thailand, Vietnam*

Regional Coordination: World Bank, UNDP, OECD,  
Chinese Society for Evaluation of Education,  
Asia Pacific Quality Network





# CQAIIE GLOBAL ACTIVITY: NATIONAL QUALITY CAPACITY BUILDING

## EUROPE

*Balkans, Bulgaria, Estonia, Greece, Romania, Russia,  
Sweden, Switzerland*

Regional Cooperation: The World Bank, UNESCO,  
Council of Europe, OECD, Soros Foundation,  
U.S. Department of State





# CQAIE GLOBAL ACTIVITY: NATIONAL QUALITY CAPACITY BUILDING

## MIDDLE EAST

*Israel, Jordan, Oman, Palestine (West Bank & Gaza), Saudi Arabia, United Arab Emirates*

**Regional Cooperation: GCC, World Bank, Arab States Quality Assurance Agencies in Higher Education**





## CQAIIE GLOBAL ACTIVITY: NATIONAL QUALITY CAPACITY BUILDING

### AFRICA

*Egypt, Mauritius, Morocco, Namibia, South Africa,  
Tanzania, Zambia*

**Regional Cooperation: Association of African  
Universities, South African Universities Vice  
Chancellor's Association, Carnegie Found.**





# CQAIIE GLOBAL ACTIVITY: NATIONAL QUALITY CAPACITY BUILDING

## AMERICAS

*Argentina, Bolivia, Canada, Chile, Colombia, Costa Rica, English Speaking Caribbean, Mexico*

**Regional Cooperation: RIACES, Organization of American States, Inter-American Press Association, Assoc of Accrediting Agencies of Canada, CARIBE**





# ***KNOWLEDGE***

**has become the  
single most  
important  
factor in  
economic development  
and  
global competitiveness**



# Higher Education Concerns

1. **Appropriate Objectives**
2. **Good Management**
3. **Effective Operations**

=

**Quality Assurance**

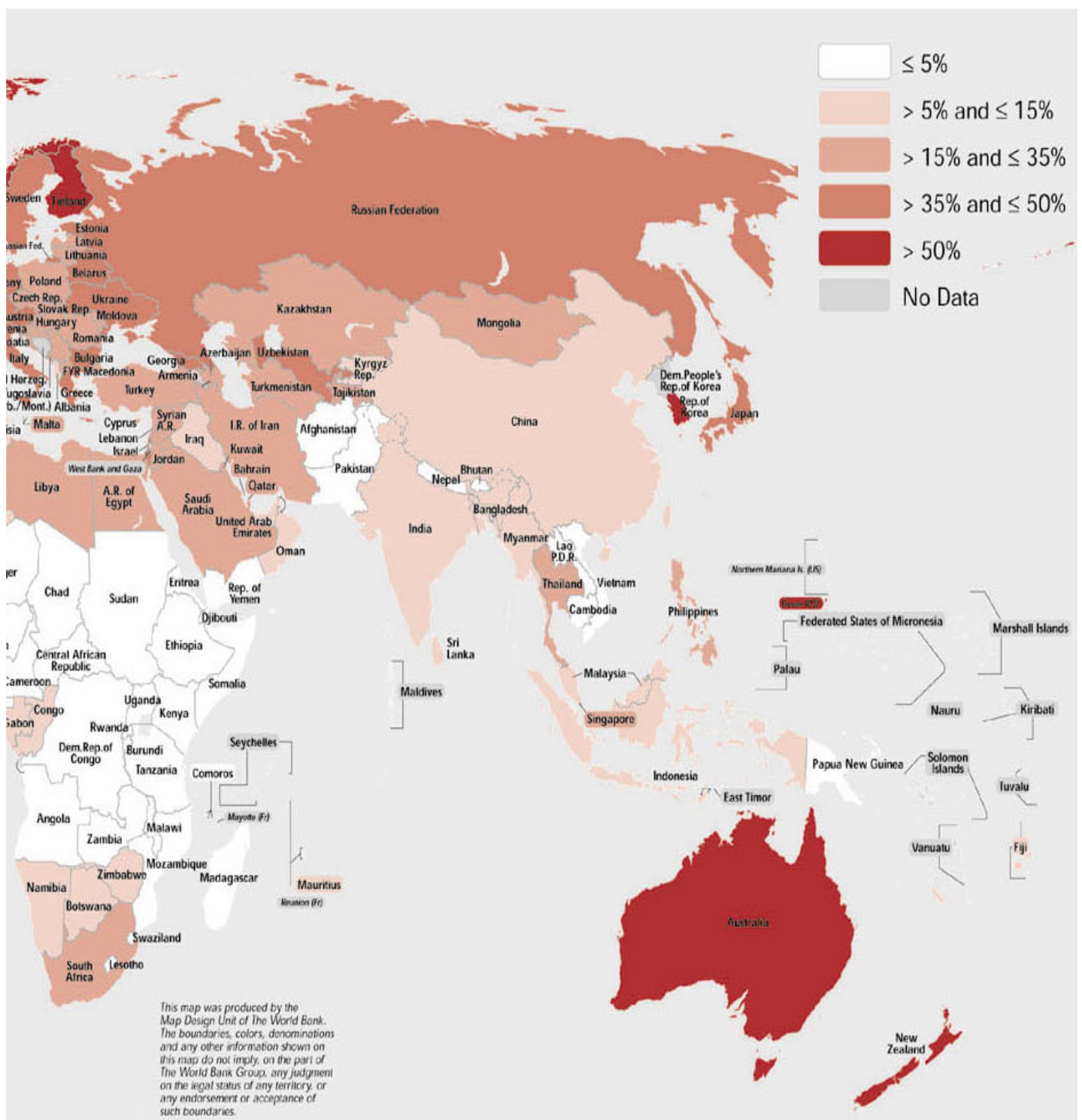


**GPS #1: ACCESS**

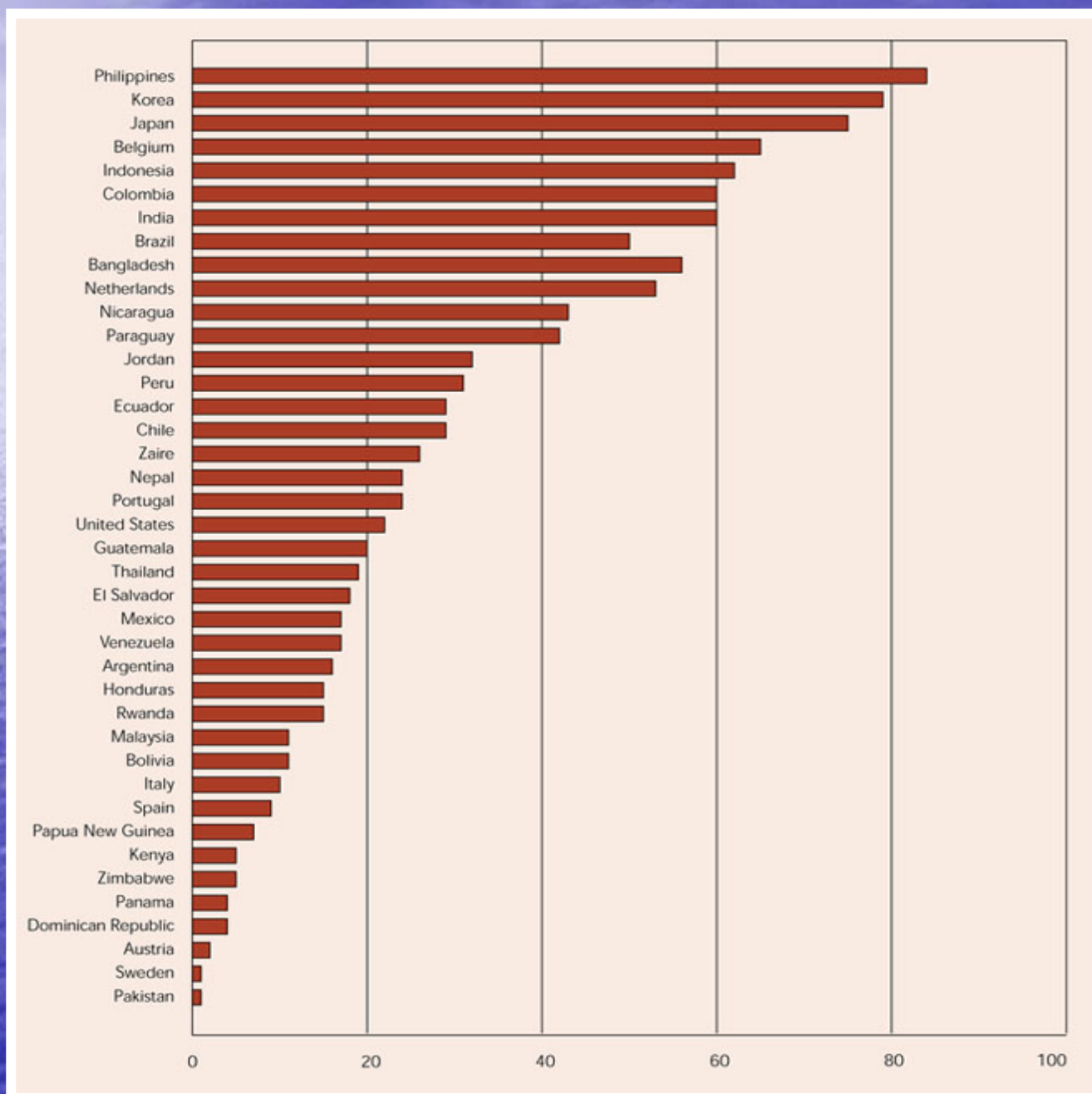
**GPS #2: MOBILITY**

**GPS #3: QUALITY**

# Tertiary Enrollment Ratios, 1995



# Share of Enrollment in Private Higher Education (percent)



*Note: In the few Western European countries which have a high proportion of enrollments in private institutions (for example, Belgium and the Netherlands), higher education continues to be almost entirely financed by the state which subsidizes both public and private higher education institutions.*

*Source: World Bank 2003*

# Transnational Education

- Branch Campuses
- Study Abroad
- Franchises
- Twinning
- Single Purpose
- Distance Education
- Corporate Programs
- Schools

# Largest Exporters

- **Australia**      **5 billion US\$**
- **United Kingdom**    **5 billion US\$**
- **United States**    **14 billion US\$**
- **India in Arab States**



**GPS #1: ACCESS**

**GPS #2: MOBILITY**

**GPS #3: QUALITY**

# **Impact of Trade Agreements on Higher Education**

- **National higher education policy liberalization;**
- **Equivalent standards for professional education;**
- **Cross-border provision on higher education by private providers; and**
- **Mutual recognition of academic credentials**



**MUTUAL  
RECOGNITION  
AGREEMENTS  
(Professions)**

**- MRA's -**

# Global Definitions of Professions

- **Engineering – Washington Accord**
- **Architecture – 2008**
- **Accounting – WTO**
- **Nurse Anesthesia – IFNA**

# Regional Free Trade Agreements: Toward MRA's



**MERCOSUR**

Engineering, Medicine, Agronomy



**EU**

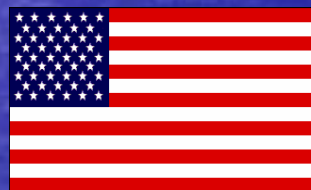
European Consortium for  
Accreditation in Higher Education  
(ECA)

# Regional Free Trade Agreements: Toward MRA's



## APEC

Engineering & Architecture



## US-CANADA

Medicine, Engineering, Dentistry,  
Accountancy

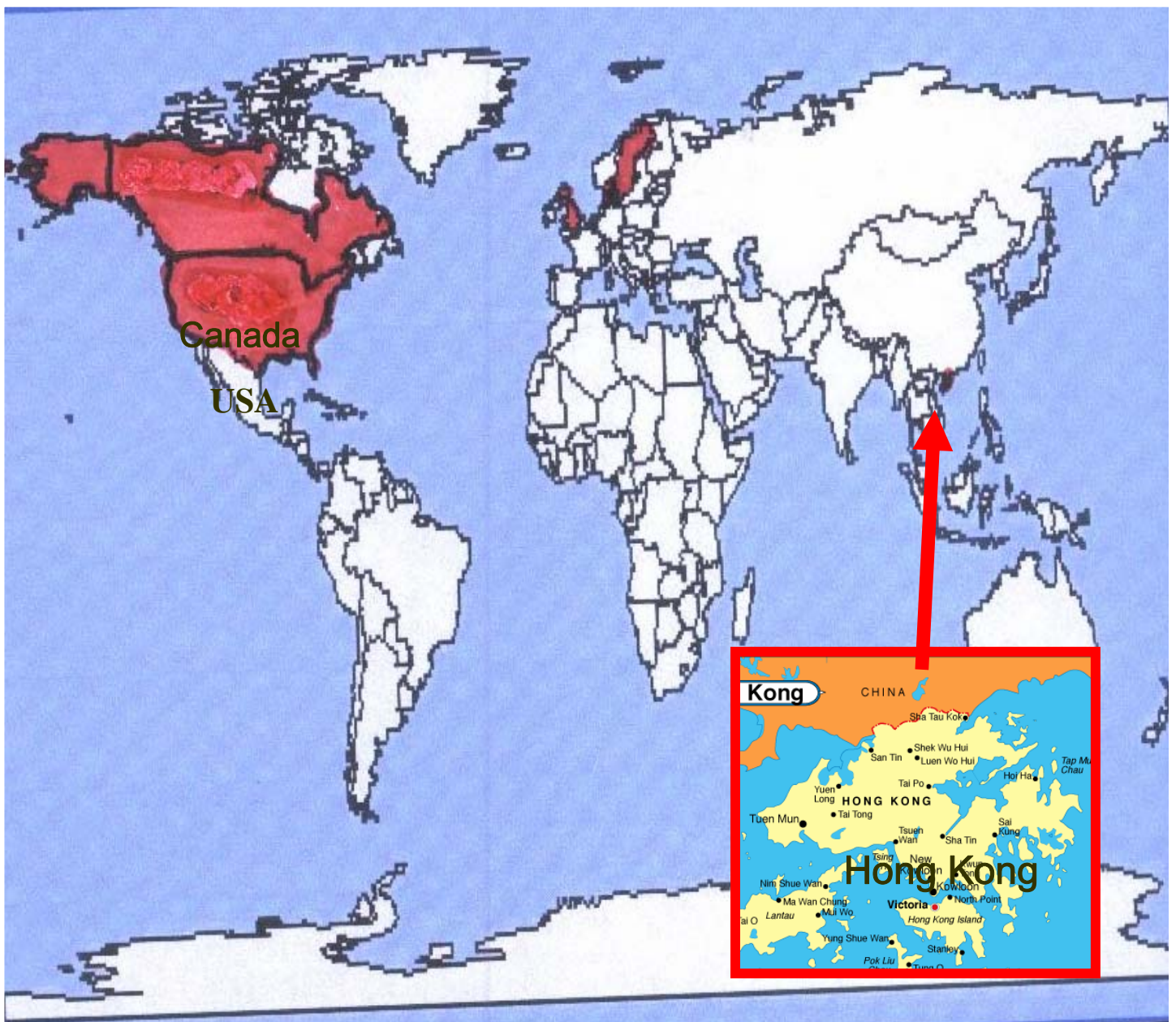


**GPS #1: ACCESS**

**GPS #2: MOBILITY**

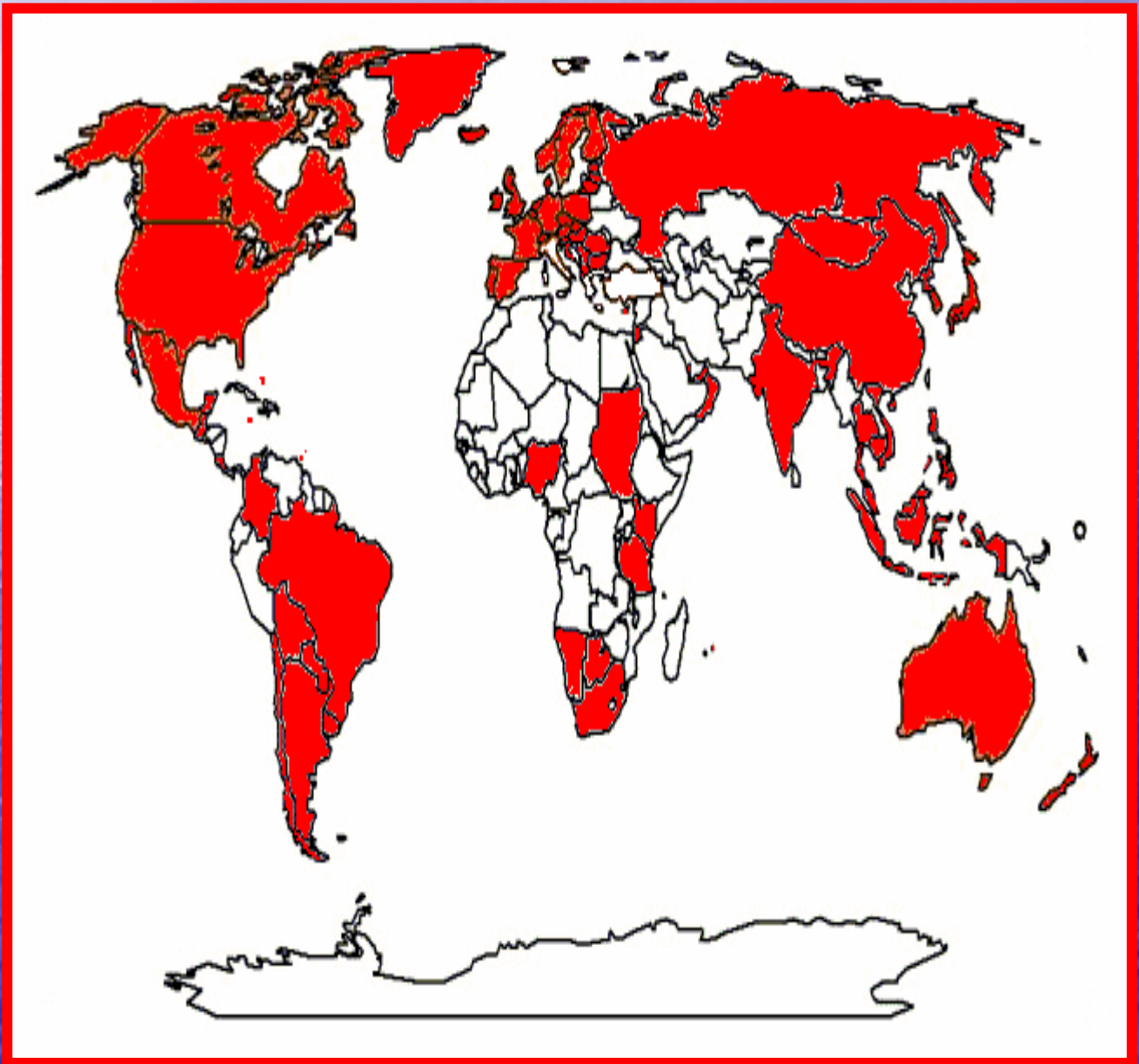
**GPS #3: QUALITY**

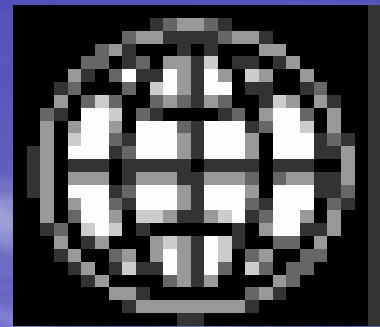
# National Quality Assurance Agencies: A Global View 1991



# National Quality Assurance Agencies: A Global View 2005

## Plus Most Arab States by 2008





# 2004 World Bank Publication

**Strengthening  
World Bank Support  
for  
Quality Assurance  
and  
Accreditation  
in Higher Education**



# Development Grant Program

*For Replication Globally*

- **Regional Information Clearinghouse**
- **Regional Staff Exchanges**
- **Regional Quality Assurance Services**
- **Regional Pool of External Reviewers**
- **Regional Training and Development**
- **Liaison Functions with Regional and Global Organizations**

# Regional QA Networks

Oldest to Newest:

- US: Associations of Institutional Accreditors (late 19<sup>th</sup> century) and Specialized Accreditors (1930's)
- Canada: Provincial Associations of Institutional Accreditors and National Association of Specialized Accreditors (1994 with NAFTA)

# Regional QA Networks

- **European Association for Quality Assurance in Higher Education (early 1990's)**
- **Central and Eastern European Network (early 1990's)**
- **Caribbean Area Network for Quality Assurance in Tertiary Education (meeting since 1990's)**
- **Asia Pacific Quality Network (World Bank DGF 2004)**
- **Eurasian Education Quality Assurance Network (2004)**

# Regional QA Networks

- **Iberoamerican Quality Network  
(Received World Bank DGF 2005)**
- **Arab States Network of Quality  
Assurance Agencies in Higher  
Education (2005)**
- **African Network organized through  
the Association of African  
Universities (2006)**



# INQAAHE

International Network of  
Quality Assurance Agencies  
in Higher Education

*1991: 8 countries*

*2004: 70+ countries*

[www.inqaahe.org](http://www.inqaahe.org)

Principles of Good Practice

# THE LANGUAGE OF QUALITY ASSURANCE & ACCREDITATION

## QUALITY ASSURANCE :

- A continuous process of evaluating, maintaining and improving the quality of a higher education system, institution or program.
- It focuses on both accountability & improvement.
- It can be internal (to an institution) or external (accrediting body).



## WHAT IS ACCREDITATION?

**Accreditation attests to the quality of an organization upon an external review which meets certain external standards (criteria for evaluation) for a designated period of time.**



## Accreditation Answers What General Questions?

- 1. Does the organization have appropriate objectives?**
- 2. Is the organization managed well?**
- 3. Are the organization's operations effective now & expected to be into the future?**



# DUAL PURPOSES OF ACCREDITATION

- 1. ASSESSMENT (Present)**
- 2. IMPROVEMENT (Future)**



# HOW DOES ACCREDITATION WORK GLOBALLY? (including NCAAA of the KSA)

- 1. DEVELOPMENT OF STANDARDS**
- 2. SELF-EVALUATION**
- 3. EXTERNAL REVIEW**
- 4. ACCREDITATION DECISION**



# **DEVELOPMENT OF STANDARDS BY MAJOR STAKEHOLDERS**

- **MISSION**
- **GOVERNANCE**
- **MANAGEMENT**
- **ACADEMIC PROGRAM**
- **TEACHING STAFF**
- **LEARNING RESOURCES**
- **STUDENTS & STUDENT SERVICES**
- **PHYSICAL FACILITIES**
- **FINANCIAL RESOURCES**



# **SELF-EVALUATION**

**Institution's internal process  
based on quality assurance  
and planning activities  
culminating in a report  
which compares itself to  
the Standards of  
Accreditation**



## EXTERNAL REVIEW

Site visit of the institution, utilizing the Self- Evaluation Report by peers and/or a cadre of domestic and/or international professionals selected for their credibility, objectivity, fairness and lack of conflict of interest.

Outcome: a report on compliance with the Standards which culminates in a recommendation for accreditation.



**ACCREDITATION  
DECISION  
BY ACCREDITING  
BODY**

**NCAAA for SAUDI  
ARABIA**



## NATURE OF THE NCAAA

CENTRALIZED GOVERNMENTAL

QUASI-GOVERNMENTAL (PAID FOR BY GOVT)  
BUT INDEPENDENT

NON-GOVERNMENTAL (WHEN INSTITUTIONS &  
PROGRAMS PAY)

\*\*\*\*\*

INSTITUTIONAL ACCREDITATION ONLY

PROGRAM ACCREDITATION ONLY

COMBINED INSTITUTIONAL & PROGRAM  
ACCREDITATION



### ROLE OF ACCREDITING BODY

- *Develops Standards Of Quality*
- *Develops And Updates Policies & Procedures*
- *Develops Pool of External Reviewers*
- *Schedules External Reviews*
- *Maintains Records Of Accreditation Activity*
- *Maintains National Database Of Comparative Organizational Data*
- *Conducts Training Programs:*
  - *National Commission/Accreditation Decision Makers & Staff*
  - *Organizations (Self-Evaluation)*
  - *External Reviewers (On-Site Visit)*
- *Cooperates with relevant public & private interest groups*
- *Publicizes accreditation decisions to public*
- *Periodically evaluates and reviews accrediting Standards and process*



## WHAT DOES ACCREDITATION DO?

*Creates fair & transparent processes  
for standard setting & decisions*

*Defines higher education nationally or  
internationally*

*Provides a structure for improvement*

*Helps plan for the future*

*Maximizes communication across  
sector*

*Promotes mobility of services among  
accredited institutions, at least  
nationally*

*Assists users to make good decisions*



# USERS AND USES OF ACCREDITATION

## Government:

- *Defines the sector*
- *Consumer protection*
- *Determinate for public funding*
- *Improves national/international information about the sector*



# USERS OF ACCREDITATION

## *STUDENTS*

- *To assist in selecting a higher education institution*
- *To ensure transfer between accredited institutions*



# USERS OF ACCREDITATION

## General Public:

*Assures accountability  
(consumer protection)*

- *Assures quality of services*

## Funding Organizations:

- *Assures eligibility for funds*



# USERS OF ACCREDITATION

## *Institutions Themselves:*

- *To assure continuous improvement*
- *To provide quality services, including*
- *To define qualified students, administrators and teaching staff*
- *To enhance planning*

# THE LANGUAGE OF STRATEGIC PLANNING

## WHAT IS PLANNING?

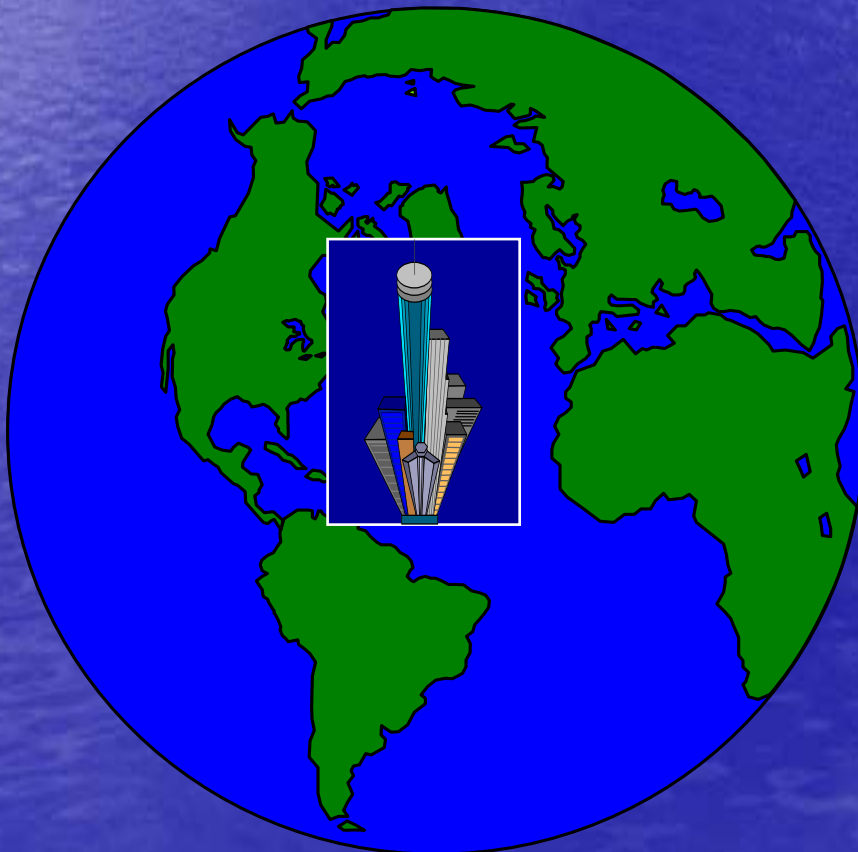
- A framework & clear direction to guide & support management
- A shared vision & purpose among institution's shareholders
- An increased level of commitment to the institution and its goals
- Improved quality of programs and services for stakeholders (e.g., students) and a means of measuring the service

## WHAT IS STRATEGIC PLANNING? CONTINUED

- Improved quality of programs and services for stakeholders (e.g., students) and a means of measuring the service
- A foundation for justifying funding and for fund raising
- The ability to set priorities & to match resources to opportunities
- Improved ability to deal with risks from the external environment
- A process to help with crisis management

# What is Strategic Management?

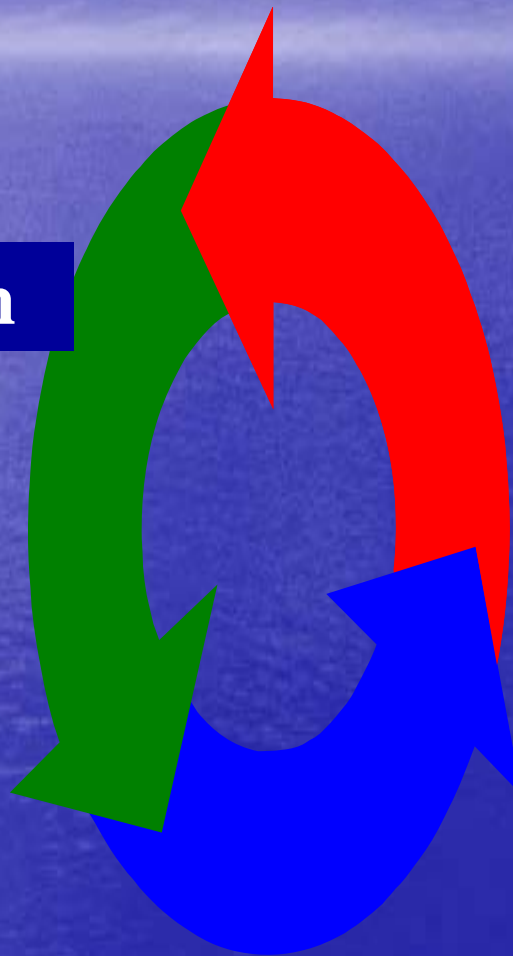
A process by which to position the organization within its industries, markets and societies to meet its major objective of sustainability



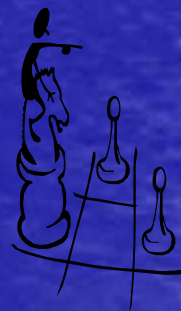
# Steps in Strategic Management

**Formulation**

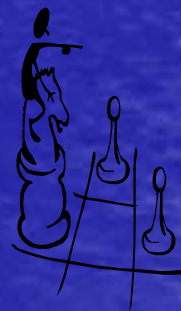
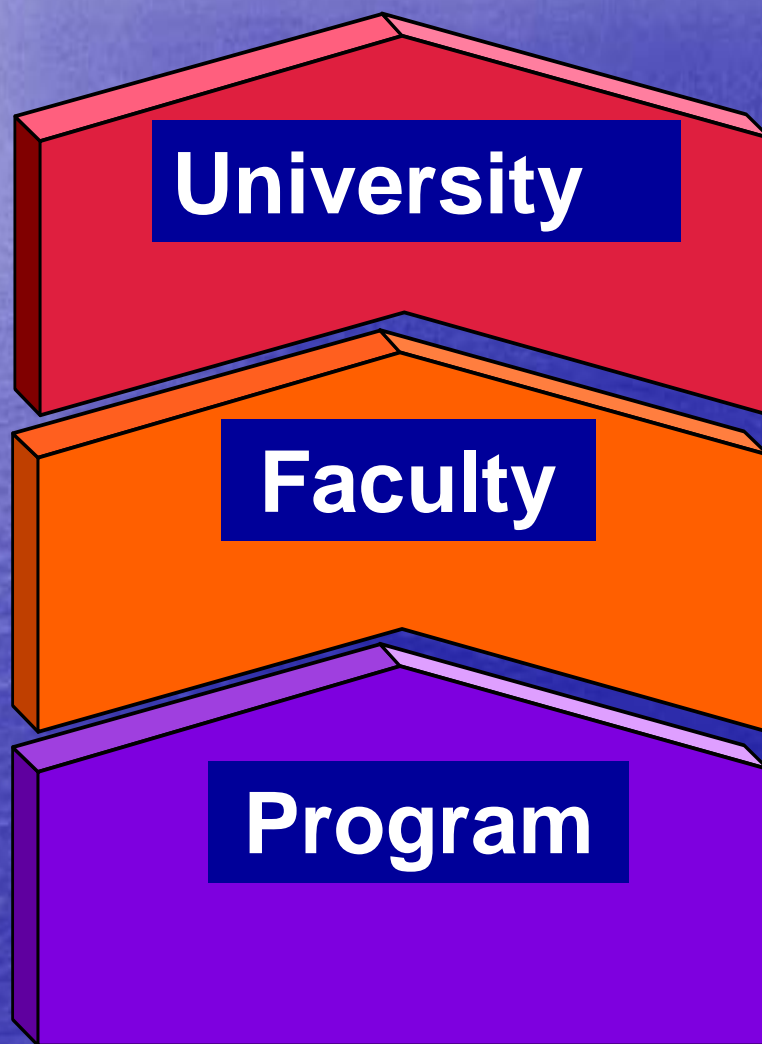
**Evaluation**



**Implementation**

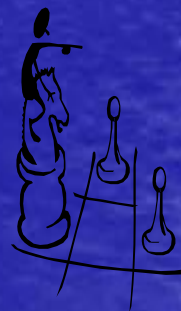


# Levels of Strategy

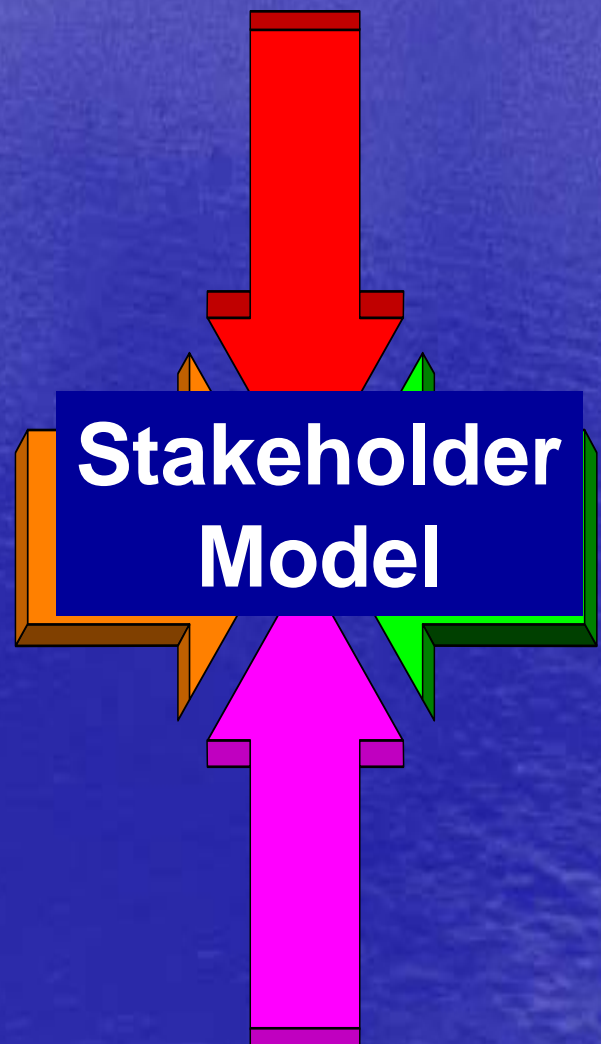
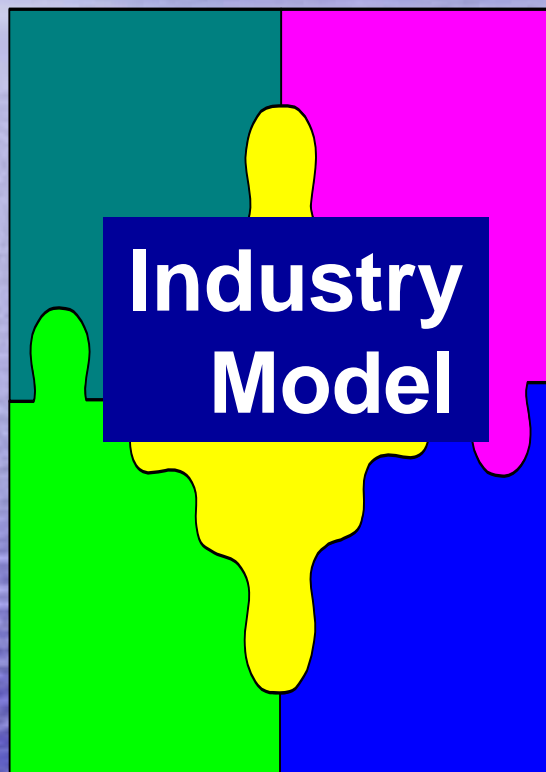


# Thinking Strategically

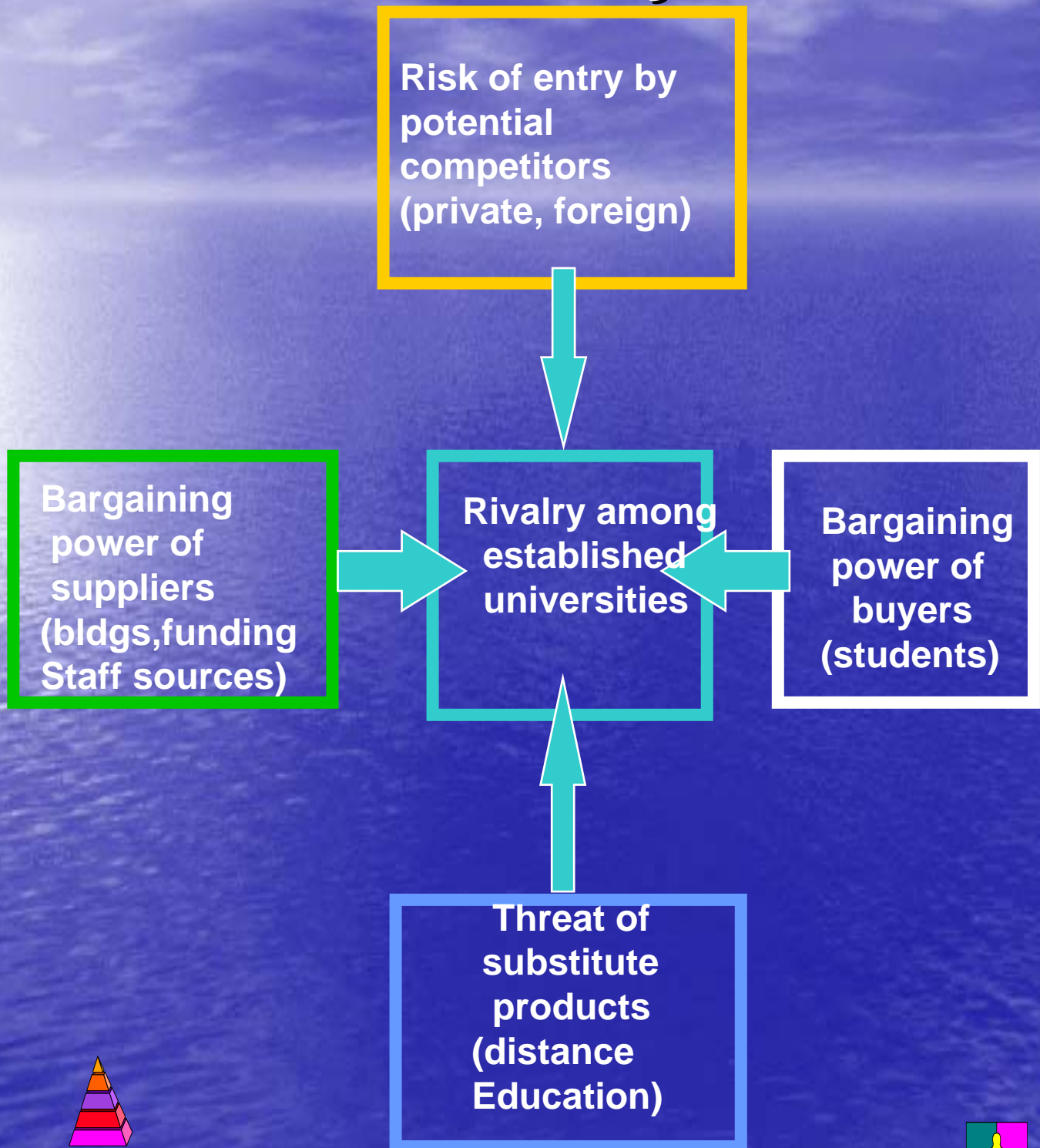
- ✓ Broaden your perspective
- ✓ Employ a systematic analytical framework
- ✓ Focus on a future position
- ✓ Anticipate competitor moves
- ✓ Maintain a flexible approach
- ✓ Play with gusto



# Two Analytical Models



# Five Forces Model of an Industry



# Structural Analysis and Competitive Strategy

## *POSITIONING*

*Becoming less dependent on  
suppliers:*

- *Build income from sources other than government & tuition*
- *Recruit staff from range of geographical areas*
- *Consider alternative suppliers for construction, food, texts, etc.*



# Structural Analysis and Competitive Strategy

*EXPLOITING CHANGE*

*Finding gaps not filled:*

- Older students
- International students
- Exporting education
- Importing education



# Structural Analysis and Competitive Strategy

## *DIVERSIFICATION*

*Expanding to diversify  
foundation:*

- Different student populations
- Altering financial situation
- Creating partnerships in industry, international higher education



# STAKEHOLDER MODEL

## University Social Responsibility

A commitment by the university to fulfill its obligations to society through policies and programs directed toward the well-being of its various stakeholders.

[Balance with responsibility  
to self]



# Stakeholder Model: The Macro Environment

## MACRO



# Stakeholder Analysis

1. Who are our stakeholders?  
External? Internal?

2. What are their stakes in the university?

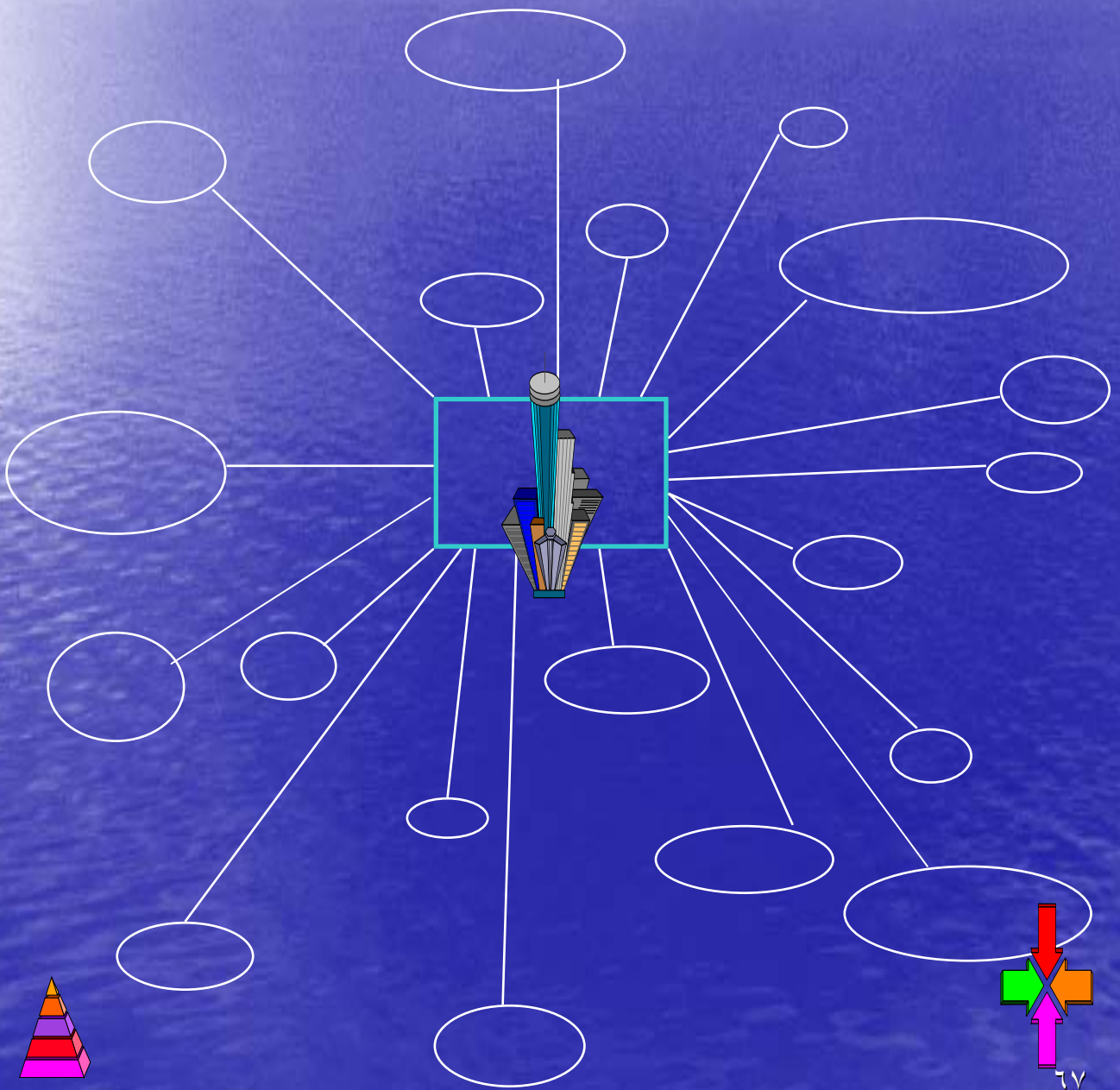
3. What responsibilities does the university have to them?

4. What opportunities and challenges do they present?

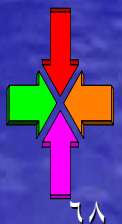
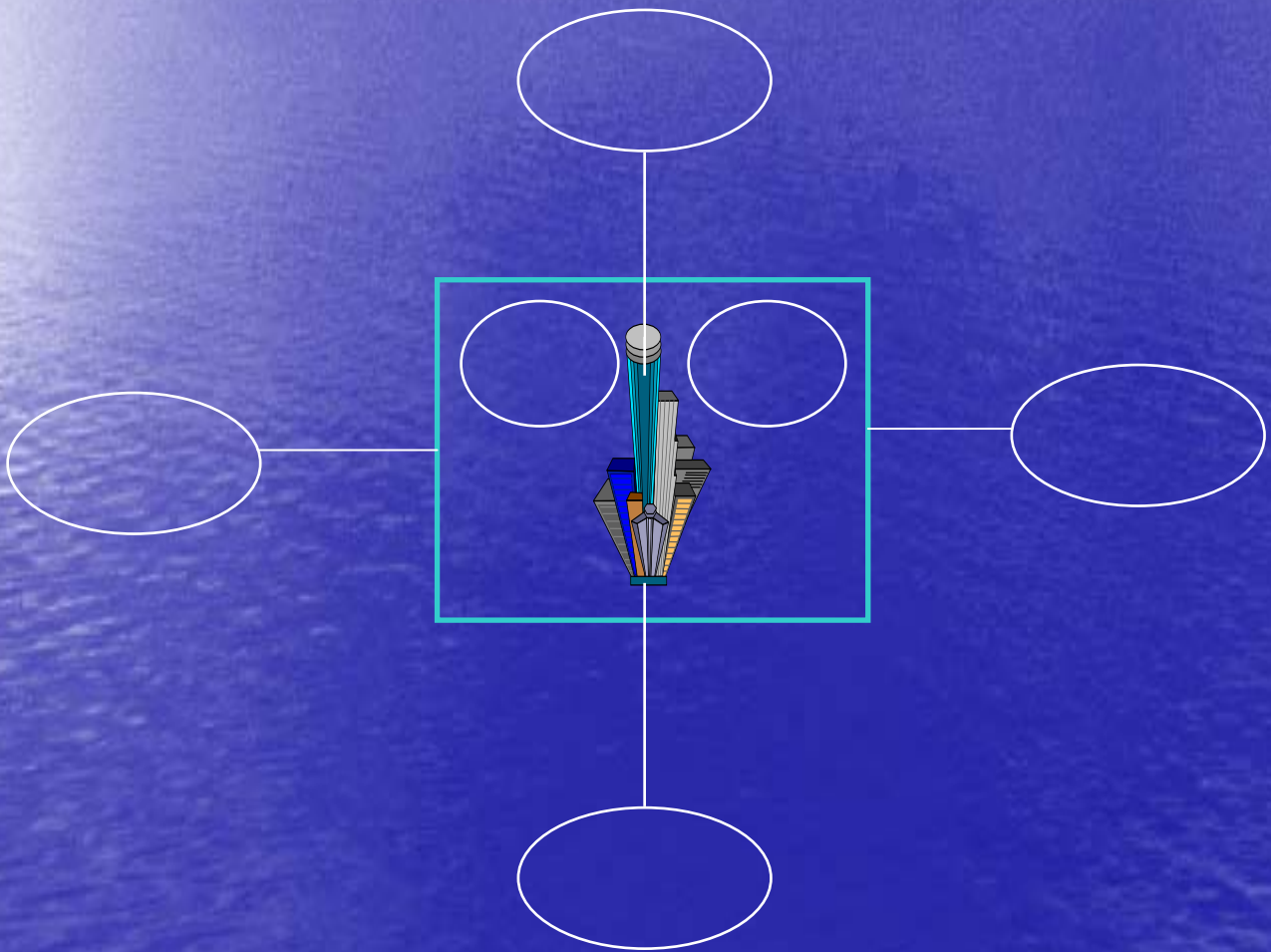
5. What strategies should we employ to address these opportunities and challenges?



# External Stakeholders of the University



# Primary Internal Stakeholders of the University



# III. BASIC STEPS IN STRATEGIC PLANNING

## 1. GETTING READY

- Is leadership committed?
- Create Planning Committee through Quality Unit
- Develop Organizational Profile
- Identify information that must be collected to make sound decisions
- Set timetable

## 2. ARTICULATING MISSION AND VISION

- Purpose, Business, Values

# **III. BASIC STEPS IN STRATEGIC PLANNING, Continued**

## **3. ASSESSING THE SITUATION**

- Discussions with internal and external stakeholders to clarify mission/vision and establish goals**

## **4. DEVELOPING STRATEGIES, GOALS AND OBJECTIVES**

- Determine feasibility of goals achievable within 5 year period and sustainability thereafter**

## **5. WRITE THE STRATEGIC PLAN**

## **6. PREPARE FOR EXTERNAL REVIEW**

# ROLE OF THE QUALITY UNIT

- Provide coordinating services internal to the institution for purposes of self-evaluation and quality improvement
- Provide a focal point for institutional planning, including new program development. (This does not necessarily mean that the Quality Unit will do these particular functions, but it should be very aware of the various institution functions and how they fit together to make a quality institution of tertiary education.)

# **ROLE OF THE QUALITY UNIT**

## **Continued**

- As planning activities designed to serve all are created in the areas of management and teaching/learning improvement, fund raising, etc., provide notification to appropriate sectors of the institution**
- Provide liaison services to external quality assurance processes (eg, NCAAA) for coordination of reports and external reviews**

# **ROLE OF THE QUALITY UNIT**

## **Continued**

### **BUILDING AN EFFECTIVE QUALITY UNIT**

- Support of institution’s leadership for coordination/monitoring of various forms of institutional self-evaluation**
- Identify existing centers of academic and administrative planning and work in cooperation**
- Don’t do this alone; form a Steering Committee or Quality Unit Advisory Board of those key to institutional planning Steering Committee of small number of individuals (combination of “visionaries” and “actionaries”)**<sub>v3</sub>

# **PLANNING SHOULD BE AN INCLUSIVE PROCESS**

## **INCLUDE KEY STAKEHOLDERS**

### **INTERNAL:**

- Governing Board**
- Senior Management**
- Key Administrative Offices**
- Faculties and Programs**
- Students**

# PLANNING SHOULD BE AN INCLUSIVE PROCESS Continued

## INCLUDE KEY STAKEHOLDERS

### EXTERNAL:

- Alumni
- Community
- Employers
- Industry
- Parents
- Government
- Funders
- Suppliers
- Quality Assurance Agencies

# TOWARD A STRATEGIC PLAN FOR THE UNIVERSITY

Specifically, your institution is being asked to develop a 5 year strategic plan over a 6 month period toward quality improvement which :

- Is supported by senior institutional leadership
- Is led by a management team with specific responsibilities and regular meetings
- Clearly defines the mission and vision/primary goals of the institution
- Involves a broad spectrum of administrative offices and academic programs

# TOWARD A STRATEGIC PLAN FOR THE UNIVERSITY

## Continued

- Is initiated with needs assessments either through surveys and/or broad-based meetings designed to achieve specific outcomes
- Provides documentation establishing quality assurance systems in all faculties, including the internal university provision for training of the faculties in the process of quality assurance
- Undergoes an institutional SWOT analysis with achievable opportunities and identifies primary goals and objectives

# TOWARD A STRATEGIC PLAN FOR THE UNIVERSITY

## Continued

- Produces a Strategic Plan, the detailed implementation of which:
  - Is linked to the SWOT analysis
  - Incorporates the major key areas of institutional context (eg ,management and leadership, teaching and learning, students, research, learning resources, physical and financial resources)
  - Provides concrete ways in which certain goals/deliverables will be achieved
  - Assures that the goals are realistic given human and financial resources, time and leadership
  - Utilizes existing mechanisms in the institution for planning
  - Creates a specific monitoring process so progress can be measured; and
  - Is sustainable

# WHAT SHOULD A STRATEGIC PLAN DOCUMENT LOOK LIKE?

**I. Introduction by the Chief Executive Officer**

**II. Institutional Profile and History**

**III. Mission and Vision Statements**

**IV. The Strategic Planning Process**

**A. Role of the Quality Unit and Steering Committee**

**B. Internal and External Stakeholder Participation and Timetable**

# WHAT SHOULD A STRATEGIC PLAN DOCUMENT LOOK LIKE?

**V. Goals and Objectives for the Five  
Year Period 2008-2013**

**VI. Monitoring and Continuous  
Quality Improvement**

**Appendix**

# MISSION STATEMENT

**Briefly communicate the essence of your institution of higher education/program to your stakeholders and the public.**

# Content of a MISSION STATEMENT

## Questions to Ask

- My institution/department exists for what purpose?
- What is distinctive or unique?
- What are its primary services?
- What are our collective core values?
- Who are the primary “customers”?
- What other constituencies have interests in what we do?

# Content of a MISSION STATEMENT

## Values Statement:

- What values do the institution's stakeholders hold in common and endeavor to put into practice? (What basic beliefs do we hold as an organization?)
- Who are the beneficiaries

- OR -

## Mission Questions in Brief:

1. What is the need your institution is trying to address?
2. What makes your institution unique?
3. Who are the beneficiaries of your institution's work?

## CRITERIA FOR EVALUATING A MISSION STATEMENT

- Clearly understandable by internal and external stakeholders
- Succinctly describes the purpose of the institution
- Succinctly describes the client served
- Provides sufficient focus for decision makers to reference
- Mentions particular results to be achieved
- Conveys a strong public image

(McNamara)

## VISION STATEMENT

### FOCUS OF A VISION STATEMENT:

*WHAT DOES YOUR INSTITUTION  
WANT TO BECOME IN THE NEXT  
5 YEARS?*

\* \* \* \* \*

### PURPOSE OF VISION STATEMENT:

*TO ACT AS DIRECTION &  
MOTIVATION FOR  
INSTITUTIONAL  
STAKEHOLDERS THROUGH THE  
IDENTIFICATION OF COMMON  
GOALS*

## CRITERIA FOR EVALUATING VISION STATEMENT

- Depicts the future state of the institution and its clients within 5 years Clarifies purposes and sets directions
- Is clearly understandable by internal and external stakeholders
- Inspirational/motivational to members of the institution
- Depicts the environment in which the institution operates and how clients benefit from its services
- Depicts the strengths and opportunities offered by the institution

(McNamara)

## WHEN WRITING THE MISSION/VISION STATEMENTS

- Have small committee draft the initial statements (one person designated as the writer)
- Committee shares statements with internal stakeholders and external stakeholders
- Small committee revises statements as process progresses

## OBJECTIVES OF MEETINGS WITH INTERNAL AND EXTERNAL STAKEHOLDERS

- Broadens knowledge of strategic planning exercise for quality assurance purposes
- Provides opportunity to discuss and modify mission/vision statements based on the discussions
- Conduct survey/needs assessment of institution's strengths, weaknesses, opportunities and threats
- Teach the process to Faculties and Programs for replication
- Ultimately have the stakeholders come to a general consensus of institution's directions

## SWOT PROCESS

### STRENGTHS:

Significant factors that allow the institution to take advantage of opportunities or reduce the impact of barriers

### WEAKNESSES:

Significant factors that can stand in the way of an institution taking advantage of opportunities or reducing the impact of barriers

# SWOT PROCESS

## OPPORTUNITIES:

Significant factors that allow the institution to take action

## THREATS:

Significant factors that stand in the way of the institution's efforts to achieve its goals

# SWOT PROCESS WORKSHEET

<b>INTERNAL</b>	<b>EXTERNAL</b>
<b>Strengths</b>	<b>Opportunities</b>
<b>Weaknesses</b>	<b>Threats</b>

(Pearce & Robinson)

# SWOT DO's and DO NOT's

**FOCUS ON ISSUES AND ACTIVITIES  
WHICH ARE:**

**DO:**

**Important/  
Broad**

**With Basis**

**Feasible**

**Clearly stated**

**DO NOT:**

**Unimportant/  
Narrow**

**Without Basis**

**Impossible**

**Fuzzily stated**

# **INSTITUTIONAL FOCUS on GOALS**

**Mission & Objectives**

**Governance & Administration**

**Management of Quality Assurance &  
Improvement**

**Learning and Teaching**

**Student Administration & Support  
Services**

**Learning Resources**

**Facilities and Equipment**

**Financial Planning & Management**

**Faculty & Staff Employment Process**

**Research**

**Institutional Relationships with  
Community**

**[Note these are the same as the NCAAA  
accreditation standards]**

# KEY QUESTIONS FOR IDENTIFYING GOALS

1. What are you trying to achieve?
2. What are you trying to preserve?
3. What are you trying to avoid?
4. What are you trying to eliminate?

- Or -

1. What do you want that you don't have? (Achieve)
2. What do you want that you already have? (Preserve)
3. What do you not have and do not want? (Avoid)
4. What do you have now that you don't want? (Eliminate)

# ACHIEVABLE GOALS GRID OVER 5 YEARS

CREATE A GRID WITH AT LEAST THE  
FOLLOWING ELEMENTS AND  
INCLUDE IT IN YOUR STRATEGIC  
PLAN

GOAL

OBJECTIVE(S)

RESPONSIBLE PARTY

TIMELINE

FINANCIAL RESOURCES

# EVALUATING YOUR GOALS FOR EFFECTIVENESS

CONVEY GOALS AND METHODS THAT:

- ARE UNDERSTANDABLE
- ARE CONSISTENT WITH MISSION & VISION
- REFLECT UNDERSTANDING OF STRENGTHS, WEAKNESSES, OPPORTUNITIES & THREATS
- HAVE CLEAR TIMETABLE FOR ACTION
- ARE CLEARLY DELEGATED FOR ACTION
- ARE ACHIEVABLE WITHIN 5 YEARS
- ARE FINANCIALLY FEASIBLE
- BENEFIT THE STAKEHOLDERS
- ARE SUSTAINABLE

# BENCHMARKING FOR QUALITY

REFERENCE THE FOLLOWING IN YOUR  
PLAN IF ACHIEVED BY TIME OF  
EXTERNAL REVIEW:

HAS THE COLLEGE OR ANY OF ITS  
PROGRAMS BENCHMARKED ITSELF  
WITH OTHER  
INSTITUTIONS/PROGRAMS  
THROUGH:

- INTERNATIONAL QUALITY REVIEW?  
(eg, external examiners)
- INTERNATIONAL ACCREDITATION?
- INTERNATIONAL OR DOMESTIC  
PARTNERSHIP?

# **EVALUATION TEMPLATE: INSTITUTIONAL STRATEGIC PLAN FOR QUALITY ASSURANCE**

**The purpose of this template is to provide guidance to the development and external evaluation of the University's Strategic Plan for Quality Assurance. It has been divided into 5 major sections: 1. Vision and Mission; 2. Commitment and Leadership; 3. Institutional Self-Awareness (SWOT); 4. Broad Institutional Participation; and 5. Continuous Self-Evaluation and Planning.**

**Substitute "Program" for "Institution" as relevant.**

# EVALUATION TEMPLATE: INSTITUTIONAL STRATEGIC PLAN FOR QUALITY ASSURANCE

## 1. VISION AND MISSION

The institution of higher education that can articulate its primary purposes and can state that these purposes are generally held by its key stakeholders is on firm footing for strategic planning, including quality improvement.

\_\_\_\_\_ Does the strategic plan state a *vision and mission* of the institution?

\_\_\_\_\_ Are these *clearly stated and appropriate* to the institution's resources and needs of the institution's constituents? (Are they generally accepted and widely understood?)

\_\_\_\_\_ Is there a *summary description of the institution* which includes such basic information as size, academic scope, type of student, etc.?

# **EVALUATION TEMPLATE: INSTITUTIONAL STRATEGIC PLAN FOR QUALITY ASSURANCE**

       Is there any mention or evidence presented in the vision or mission statements which indicate a level of commitment to continuous improvement and quality enhancement?

## **2. COMMITMENT AND LEADERSHIP**

The benefits of a Strategic Plan for Quality Assurance are proportional to the commitment with which it is undertaken. To achieve these benefits, the leadership of the institution (governing body, chief executive and academic officers, and senior administrative and teaching staff) need to play a continuous, positive and creative role. The visible support of the institution's head to the quality planning

# EVALUATION TEMPLATE: INSTITUTIONAL STRATEGIC PLAN FOR QUALITY ASSURANCE

process will give clarity that this is an institutional priority. This leadership can establish a climate of trust and promote internal motivation for the process. Making specific who in the institution has overall and specific responsibility for institutional quality assurance assists in achieving successful outcomes.

\_\_\_\_\_ Does the Strategic Plan provide evidence that the *senior leadership of the institution is actively supportive* of its goals and objectives?

\_\_\_\_\_ Is there a *clearly defined management team/office* with clearly designated implementation and/or monitoring responsibilities?

\_\_\_\_\_

# EVALUATION TEMPLATE: INSTITUTIONAL STRATEGIC PLAN FOR QUALITY ASSURANCE

\_\_\_\_\_ Is there evidence of *regular meetings* between the institutional leadership and those responsible to measure progress and distribute roles? When was the last meeting? Are the progress reports available from that meeting? When is the next meeting?

## 3. INSTITUTIONAL SELF-AWARENESS (SWOT)

The Strategic Plan for Quality Assurance enables the campus community to examine the institution's strengths and weaknesses, to develop solutions to problems, and to identify opportunities for growth and development. The aim is to understand, evaluate and improve, not

# EVALUATION TEMPLATE: INSTITUTIONAL STRATEGIC PLAN FOR QUALITY ASSURANCE

to simply describe or defend.

\_\_\_\_\_ Is there evidence that the institution has examined its *strengths, weaknesses, opportunities and threats* (SWOT)?

\_\_\_\_\_ Is the SWOT analysis quantifiable and clearly stated ?

\_\_\_\_\_ Are the opportunities achievable?

\_\_\_\_\_ Is there a *solid link* between this SWOT analysis and the actual strategic planning? Does it appear *clear* to the institution why it *needs* a quality strategy?

## 4. WIDE INSTITUTIONAL PARTICIPATION

Although a core office/group of responsible people may be steering the

# EVALUATION TEMPLATE: INSTITUTIONAL STRATEGIC PLAN FOR QUALITY ASSURANCE

Strategic Plan for Quality Assurance, all constituents of a university should have a clear understanding of the process and its purposes. The university community should not only be kept informed but also closely involved in the planning process as much as is possible, including the implementation of the internal quality assurance (self-evaluation) process. Wide institution participation promotes the ownership of the process; improves information flow; and contributes to the sustainability of the strategic planning and quality enhancement.

\_\_\_\_\_ Does the Strategic Plan for Quality Assurance provide a detailed plan establishing an internal quality assurance (self-study) system process in at least x number of faculties?

# EVALUATION TEMPLATE: INSTITUTIONAL STRATEGIC PLAN FOR QUALITY ASSURANCE

\_\_\_\_\_ Does the plan provide a detailed plan for the training of faculty/staff within its first 2-3 years of implementation?

\_\_\_\_\_ Are the following general areas incorporated into the specific planning goals:

- Teaching and Learning
- Student Involvement
- Research
- Learning Resources (laboratories, library, educational technology)
- Physical Resources
- Financial Resources
- Management and Leadership

\_\_\_\_\_ Is there participation in the process from external stakeholders?

# EVALUATION TEMPLATE: INSTITUTIONAL STRATEGIC PLAN FOR QUALITY ASSURANCE

## 5. CONTINUOUS SELF-EVALUATION AND PLANNING

In the process of developing an institutional capacity for quality assurance, it is critical that the institution work with a systematic realistic plan and adhere to time schedules. Roles should be clearly delineated and tasks discussed and agreed upon. Careful planning enables the institution to optimize its resources and get the maximum benefits of this internal self-evaluative process. The strategic plan for quality assurance needs physical, financial and human resources and the support structure to be sustainable.

\_\_\_\_\_ Did the Strategic Plan for Quality Assurance begin with a *needs assessment*

# EVALUATION TEMPLATE: INSTITUTIONAL STRATEGIC PLAN FOR QUALITY ASSURANCE

\_\_\_\_\_ Does the plan provide *concrete ways* in which certain goals (deliverables) will be achieved? Does it clearly state who is responsible for accomplishing what with which resources by what time target?

\_\_\_\_\_ Are *existing mechanisms* in the institution being utilized in the planning process?

\_\_\_\_\_ Is the *role of the quality center/responsible body clearly defined* in relationship to the goals to be achieved?

\_\_\_\_\_ Are there *specific time targets* and are these *realistic*?

\_\_\_\_\_ Do the *financial resources exist* to support the implementation of the goals?

# EVALUATION TEMPLATE: INSTITUTIONAL STRATEGIC PLAN FOR QUALITY ASSURANCE

\_\_\_\_\_ Is a *monitoring system* in place to measure progress? Are the performance indicators clear so that progress can be measured?

\_\_\_\_\_ Are the planning *goals realistic* given human and financial resources, time and leadership?

\_\_\_\_\_ Given all the above, is the planning for internal quality assurance *sustainable*?

# **RELATIONSHIP BETWEEN STRATEGIC PLANNING, INTERNAL QUALITY ASSURANCE AND EXTERNAL ACCREDITATION**

## **4 STAGES OF QUALITY ASSURANCE**

- 1. ACCREDITATION STANDARDS AND PLANNING/QA GOALS SHOULD BE PARALLEL**
- 2. SELF-EVALUATION SHOULD BE CONTINUOUS, NOT JUST PERIODIC**
- 3. EXTERNAL REVIEW CAN TAKE PLACE IN ALL 3 PROCESSES**
- 4. THE QUALITY DECISION (OUTCOME OF THE PROCESSES) SHOULD BE CONSISTENT WITH EACH OTHER**

**IF PLANNING & INTERNAL QA PROCESSES ARE DONE CORRECTLY, THERE SHOULD BE NO SURPRISES IN ACCREDITATION.**

# WHAT IS INTERNAL QUALITY ASSURANCE & IMPROVEMENT?

## WHAT IS QUALITY?

QUALITY IS "FITNESS FOR PURPOSE", OR  
WHAT THE CUSTOMER (STUDENT)  
WANTS FROM YOUR SERVICES  
WHICH IS SATISFYING

## WHAT IS QUALITY ASSURANCE?

A PROCESS OF FEEDBACK ON INPUTS TO  
IMPROVE OUTPUTS

## WHAT IS QUALITY IMPROVEMENT?

A PROCESS OF PLANNING TO ACHIEVE  
IMPROVEMENT IN INPUTS AND  
OUTPUTS

# INFORMATION IS KEY TO QUALITY

IT IS DIFFICULT TO IMPOSSIBLE TO MAKE  
ADEQUATE DECISIONS WITHOUT GOOD  
DATA/INFORMATION

IF NO ONE HAS BEEN MONITORING THE  
DECLINE OF X, ITS DECLINE SHOULD NOT  
BE SURPRISING – OR – IF NO ONE HAS  
BEEN MONITORING A SURGE OF  
ACTIVITY, IT WILL BE DIFFICULT TO  
DETERMINE SUSTAINABILITY

INFORMATION IS POWER

INFORMATION IS NECESSARY TO ASSURING  
QUALITY

# QUALITY IS NOT A DESTINATION; IT IS A JOURNEY

IT IS A PROCESS WHICH IS SHARED; NOT  
CONFINED TO THE QUALITY CENTER AND  
NOT CONFINED TO CERTAIN  
INDIVIDUALS

TO USE INDUSTRIAL LANGUAGE: QUALITY IS  
THE JOB OF EVERYONE WHO DESIGNS,  
PROCESSES, MANUFACTURES, PACKAGES,  
TRANSPORTS, LOADS AND UNLOADS THE  
PRODUCTS OR PROVIDES THE SERVICE.  
EVERYONE!

## **YOU CAN DEPEND ON EVERYONE ASSURING QUALITY IF STAFF ARE:**

- **Trained in practical quality improvement**
- **Are empowered to make decisions for purposes of improvement**
- **Kept informed so they understand the benefits & consequences of actions**
- **Rewarded for work well done**
- **Given avenues for easy communication, including decision-making across university**
- **Trained to both give and receive feedback**
- **Provided good database/information on which to make decisions**

# **QUALITY IS A WAY OF THINKING**

**NOT HOLDING ONTO THINGS WHICH  
DON'T MAKE SENSE ANYMORE**

**UNLEARNING OLD HABITS**

**VIEWING THINGS IN A HOLISTIC  
MANNER**

**MAKING SELF-EVALUATION FOR  
QUALITY ASSURANCE &  
IMPROVEMENT A CONTINUOUS NEW  
HABIT**

# QUALITY SYSTEMS AND HIGHER EDUCATION

## QUALITY CONTROL

THE OUTPUT OF A PROCESS IS  
SUBJECTED TO A SEPARATION OF  
THE GOOD PRODUCTS FROM THE  
BAD

PROBLEM FOR HIGHER EDUCATION: NO  
RECOURSE FOR THE BAD OTHER  
THAN REJECTION

# QUALITY SYSTEMS AND HIGHER EDUCATION

## QUALITY ASSURANCE

IS A CONTINUOUS PROCESS AT ANY STAGE OF "PRODUCTION" WHICH PROVIDES FEEDBACK TO IMPROVE THE PROCESS AND ASSURES THAT THE OUTCOME IS ALWAYS MEETING THE STANDARD OR REQUIREMENT

### EXAMPLES:

- STUDENT ASSESSMENTS
- FACULTY EVALUATIONS
- UPDATING READING LIST WITH BOOKSTORE AND LIBRARY
- STUDENTS AND INSTITUTIONAL FOOD

# QUALITY SYSTEMS AND HIGHER EDUCATION

**ALL COMPONENTS OF AN INSTITUTION  
ARE INTERDEPENDENT**

**"THE STRENGTH OF A CHAIN IS FOUND  
IN ITS WEAKEST LINK"**

# **QUALITY TARGETS (OBJECTIVES)**

**TO ASSURE QUALITY, IT IS CRITICAL  
TO IDENTIFY THE DESIRED  
TARGETS**

**KSU'S STRATEGIC PLAN WILL INCLUDE  
A VISION OF QUALITY TARGETS  
FOR THE FUTURE:**

- IMPROVED INSTITUTIONAL  
INFORMATION/DATABASES**
- IMPROVED ACADEMIC RESEARCH**
- NEW MAJORS FOR NEW REALITIES**
- BROADENED DEVELOPMENT  
OPPORTUNITIES FOR STAFF**
- PROGRAMS ACHIEVING  
INTERNATIONAL RECOGNITION**
- CHANGES IN PHYSICAL NEEDS**

# QUALITY TARGETS

QUALITY TARGETS SHOULD BE BASED  
ON LOTS OF GOOD INFORMATION  
AND SHOULD BE ACHIEVABLE

KSU RFP FOR COLLECTING  
INSTITUTIONAL DATA

AS DATA IS ACQUIRED, IT SHOULD BE  
DISCUSSED BROADLY  
THROUGHOUT THE UNIVERSITY,  
INCLUDING BOTH INTERNAL  
STAKEHOLDERS AS WELL AS  
EXTERNAL STAKEHOLDERS

# QUALITY TARGETS

EXAMPLE 1:

DEVELOPMENT & EVALUATION OF  
LEARNING PROGRAMS

QUALITY TARGET/STANDARD:

**THERE IS A SYSTEM FOR DEVELOPING  
COHERENT TEACHING PROGRAMS  
AND FOR THEIR EVALUATION BY  
BOTH INTERNAL AND EXTERNAL  
STAKEHOLDERS**

# DEVELOPMENT & EVALUATION OF LEARNING PROGRAMS

## A. PROGRAM SELECTION

TO ASSURE THAT THE PROGRAMS:

1. MEET THE INSTITUTIONAL MISSION, VISION AND STRATEGIC PLAN
2. MEET THE NEEDS OF THE PROFESSION/USERS
3. MEET THE NEEDS OF THE STUDENTS
4. ARE FINANCIALLY VIABLE & SUSTAINABLE

## B. PROGRAM APPROVAL

TO ASSURE THAT THE DEVELOPMENT OF THE CURRICULUM ARE TO A STANDARD WHICH MEETS INSTITUTIONAL AND PUBLIC NEEDS

# DEVELOPMENT & EVALUATION OF LEARNING PROGRAMS

## C. ACCREDITATION

ASSURE THAT ALL ACCREDITATION  
REQUIREMENTS ARE MET OR  
SURPASSED

## D. INSTITUTIONAL PROGRAM REVIEW

ASSURE THAT ALL PROGRAMS ARE  
CONTINUOUSLY IMPROVED TO  
REMAIN EDUCATIONALLY SOUND  
AND THAT ALL STAKEHOLDERS ARE  
INVOLVED IN SUCH A REVIEW

## E. INTERNAL APPROVAL AND ACCREDITATION AND ACCREDITATION SYSTEM REVIEW

ASSURE THAT EXISTING SYSTEMS ARE  
REVIEWED FOR IMPROVEMENT AND  
CONTINUALLY IMPROVED

# **PREREQUISITES FOR QUALITY IMPROVEMENT**

**A MISSION AND VISION**

**BROAD-BASED PARTICIPATION**

**REPETITIVE PDCA CYCLE (PLAN –  
DO – CHECK – ACT)**

**A RIDDING OF WASTES**

# PREREQUISITES FOR QUALITY IMPROVEMENT

## A RIDDING OF WASTES, CONTINUED:

- OBSOLETE PROCEDURES
- UNNECESSARY BUREAUCRACY
- STAFF COMPLACENCY
- INABILITY TO LEARN NEW DEVELOPMENTS (IT)
- SPENDING TOO MUCH (TOP 10 COST UNITS)
- INEFFICIENT LABOR (MORE LABOR THAN OUTCOMES)
- LOSS IN COMPETITIVENESS (RESEARCH, STUDENTS, BUDGET)
- DUPLICATION

# SYSTEMATIC QUALITY IMPROVEMENT

1. WHAT DO YOU WANT TO IMPROVE?
2. WHY DO YOU WANT TO IMPROVE IT?
3. WHAT FORCES ARE ENCOURAGING IMPROVEMENT?
4. DO YOU HAVE ENOUGH INFORMATION ON WHICH TO BASE JUDGMENT?
5. WHAT ARE THE BENEFITS IF IMPROVED? CAN YOU QUANTIFY THESE?
6. WHAT ARE THE CONSEQUENCES IF YOU DO NOT IMPROVE?

# TOWARD QUALITY ASSURANCE

1. SELECT THE STANDARD YOU WISH TO APPLY (NCAAAA, International Accreditation, ISO 9000)
2. PERFORM A SELF-AUDIT TO IDENTIFY GAPS
3. DEVELOP A PLAN TO REDUCE THOSE GAPS
4. REPEAT THE PROCESS PERIODICALLY

# **MAKING QUALITY ASSURANCE ROUTINE**

- 1. INCLUDE IT ON ALL JOB DESCRIPTIONS**
- 2. ORIENT NEW STAFF TO THE PROCESS**
- 3. CONDUCT PERIODIC PROFESSIONAL DEVELOPMENT PROGRAMS**
- 4. ASSURE THAT ALL MANAGEMENT LEVELS ARE COMMITTED TO THE PROCESS**

# **IDRUS QUALITY ASSURANCE QUESTIONNAIRES**

<b>VISION &amp; MISSION</b>	<b>71</b>
<b>ORGANIZATION INFRASTRUCTURE</b>	<b>72</b>
<b>FACULTY REGULATIONS</b>	<b>74</b>
<b>CURRICULUM DEV. &amp; MAINTENANCE</b>	<b>75</b>
<b>SYLLABUS DEV. &amp; MAINTENANCE</b>	<b>76</b>
<b>RESEARCH</b>	<b>77</b>
<b>TEACHING AND LEARNING</b>	<b>78</b>
<b>COMPUTER CENTERS</b>	<b>80</b>
<b>LIBRARIES</b>	<b>81</b>
<b>EDUCATIONAL TECHNOLOGY</b>	<b>82</b>
<b>LABORATORIES</b>	<b>83</b>
<b>STUDENT ADMISSIONS</b>	<b>86</b>
<b>STUDENT COUNSELING &amp; ADVISING</b>	<b>89</b>
<b>STUDENT ASSESSMENTS</b>	<b>91</b>
<b>STUDENT SATISFACTION</b>	<b>93</b>
<b>CAREER DEVELOPMENT</b>	<b>94</b>
<b>GRADUATES</b>	<b>95</b>
<b>STAFF RECRUITMENT &amp; SUPPORT SYSTEM</b>	<b>96-97</b>
<b>OVERSEAS COOPERATION</b>	<b>100</b>
<b>MAINTENANCE: BUILDING, GROUNDS &amp; HOUSEKEEPING</b>	<b>101-103</b>
<b>SPACE PLANNING</b>	<b>104</b>

# INTERNATIONAL BENCHMARKING & ACCREDITATION FOR QUALITY ASSURANCE

## HOW DO YOU KNOW THAT YOUR INSTITUTION/PROGRAM IS GOOD?

- Self-declared quality?
- Domestic opinion, often historical, but not based on objective data?
- If a public (or private) institution, assumption is that you are good?
- Faculty have good credentials – ie, international or not?
- You associate with “good” institutions/programs? (eg, AACSB membership vs AACSB accreditation)
- Your research is known nationally, regionally, internationally?

# INTERNATIONAL BENCHMARKING FOR QUALITY ASSURANCE

## HIERARCHY OF BENCHMARKING:

1. "STUDY TOUR MENTALITY" – WE HAVE SEEN WHAT IS GOOD
2. PARTNERSHIPS WITH GOOD INSTITUTIONS/PROGRAMS
3. SELF-EVALUATION AGAINST STANDARDS (FOR WHICH THERE IS BROAD-BASED AGREEMENT)
4. EXTERNAL REVIEW:
  - A. DOMESTICALLY BY PEERS
  - B. REGIONALLY BY PEERS
  - C. INTERNATIONALLY BY PEERS
5. DOMESTIC & INTERNATIONAL ACCREDITATION

# INTERNATIONAL BENCHMARKING FOR QUALITY ASSURANCE

## WHY SHOULD WE BE CONCERNED?

- The Professions are Globalizing
- Countries Need to Keep Pace
- Growing Reliance on World Standard Professional Practice/Global Competencies
- Need to Strengthen Capacity in National Professional Bodies and Associations related to Disciplines
- Domestic academic and professional mobility is as important as international mobility

# INTERNATIONAL BENCHMARKING FOR QUALITY ASSURANCE

## 10 FORCES THAT FLATTENED THE WORLD (T.Friedman, The World is Flat)

1. 9 November 1989 – “When the walls came down and the windows went up”
  - Berlin Wall falls = adjustment from the 2 systems of capitalism & communism
  - Quick rise of computer use
2. 9 September 1995 – “When Netscape went public”
  - First website
  - First mainstream browser woke up internet

# INTERNATIONAL BENCHMARKING FOR QUALITY ASSURANCE

## 10 FORCES THAT FLATTENED THE WORLD

3. International software enables electronic banking, surgery, government, commerce, and **EDUCATION!**
4. Open source chat rooms = building from bottom up rather than (corporate model) top-down = anybody can participate at any time
5. Outsourcing – India was ready to take up Y2K slack because Nehru in 1950's committed to educating the masses (India Institutes of Technology)

# INTERNATIONAL BENCHMARKING FOR QUALITY ASSURANCE

## 10 FORCES THAT FLATTENED THE WORLD

### African Proverb

Every morning in Africa, a gazelle wakes up.

It knows it must run faster than the fastest lion or it will be killed.

Every morning in Africa, a lion wakes up.

It knows it must outrun the slowest gazelle or it will starve to death.

It doesn't matter whether you are a lion or a gazelle.

When the sun comes up, you better start running.

# INTERNATIONAL BENCHMARKING FOR QUALITY ASSURANCE

## 10 FORCES THAT FLATTENED THE WORLD

6. 11 December 2001 – China joins the WTO and everyone starts running

China is:

- A threat
- A customer
- An opportunity

7 -8 "Supply-Chaining" & "Insourcing" which change the nature of doing business

9. "In-forming" – Google, Yahoo, etc where individual can educate self & effect change directly

10. "The Steroids" = digital, virtual, mobile

# BENCHMARKING IN THE PROFESSIONS: CENTER FOR QUALITY ASSURANCE IN INTERNATIONAL EDUCATION ACTIVITY

Allied Health	Latin America, Europe, Arab States, NAFTA
Medicine	Eastern Europe, Arab States, US-Canada
Nursing	Asia, NAFTA, Arab States
Nurse Anesthesia	Global
Management, Accounting, Finance & Banking	Global, C/E Europe, Arab States
Engineering	Global, Asia, Arab States
Architecture	Global
Counseling	Global
Law	Eastern Europe, Arab States
Psychology	NAFTA
Dietetics	Global
Journalism	Latin America
Music	Asia, Europe, GCC
Teacher Education	Global, Arab States



**“WHEN THE SUN COMES UP, YOU  
BETTER START RUNNING”**

**CQAIE IN ARAB STATES**

**Egypt – Strategic Planning for QA**

**Jordan – Accounting, Banking, Finance**

**Oman – Infrastructure development**

**Saudi Arabia – National and Institutional  
Capacity Building**

**United Arab Emirates – National Capacity  
Building**

**West Bank and Gaza – National Capacity  
Building**

**Bahrain, Kuwait, Qatar, Saudi Arabia, UAE  
– Teacher Education  
Accreditation/Recognition**



## **3 FORMS OF EFFECTIVE BENCHMARKING FOR QUALITY ASSURANCE:**

- 1. SELF-REVIEW AGAINST  
STANDARDS**
- 2. EXTERNAL REVIEW  
AGAINST STANDARDS**
- 3. INTERNATIONAL  
ACCREDITATION**



THE CENTER FOR  
QUALITY ASSURANCE IN  
INTERNATIONAL EDUCATION

# International Activities of U.S. Accrediting Bodies

A Publication of the Center for Quality  
Assurance in International Education

Original Purpose: Analysis of Opportunities for  
Australian Universities



# International Activities of U.S. Accrediting Bodies

## 3 USEFUL PARTS:

**PART I: THE TRADE AGREEMENTS,  
EDUCATION SERVICES & PROFESSIONAL  
MOBILITY**

**PART II: INTERNATIONAL ACTIVITY OF U.S.  
ACCREDITATION AGENCIES**

**PART III: COMPENDIUM (DIRECTORY) OF  
U.S. ACCREDITORS**



# **Why (Australian) University Interest in U.S. Accreditation?**

- **Quality Assurance**
- **International Marketing**
- **Market Access**
- **Graduate Mobility**
- **Prestige**



# **International Activity of U.S. Accrediting Agencies**

- **Internationally Shared Standards**
- **Internationally Shared Process**
- **International Engagements with Professional Counterparts**
- **Involvement in Bilateral or Multilateral Agreements**

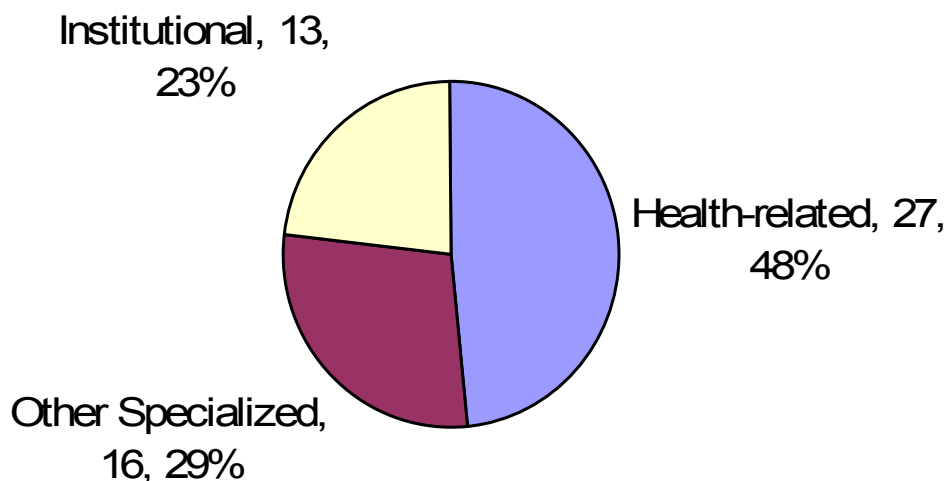
# **International Activity of U.S. Accrediting Agencies**

- **Accreditation Outside of the US**
- **Accreditation of Foreign  
Inst/Programs Inside the US**
- **Willingness to Accredit Foreign  
Institutions/Programs**



# Accrediting Bodies Surveyed by Type

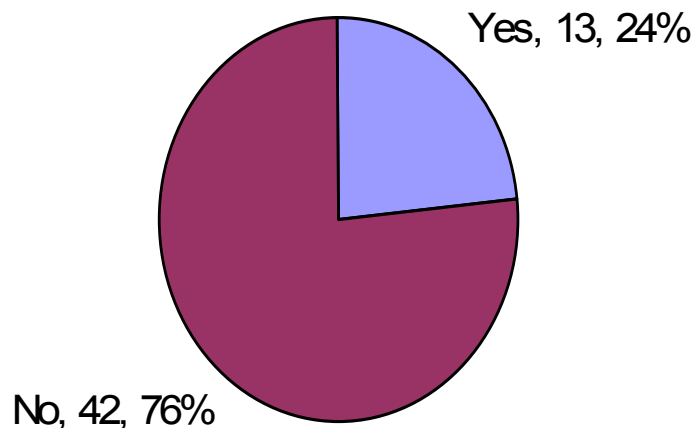
## Accrediting Bodies Surveyed by Type





# Internationally Shared Accrediting Standards

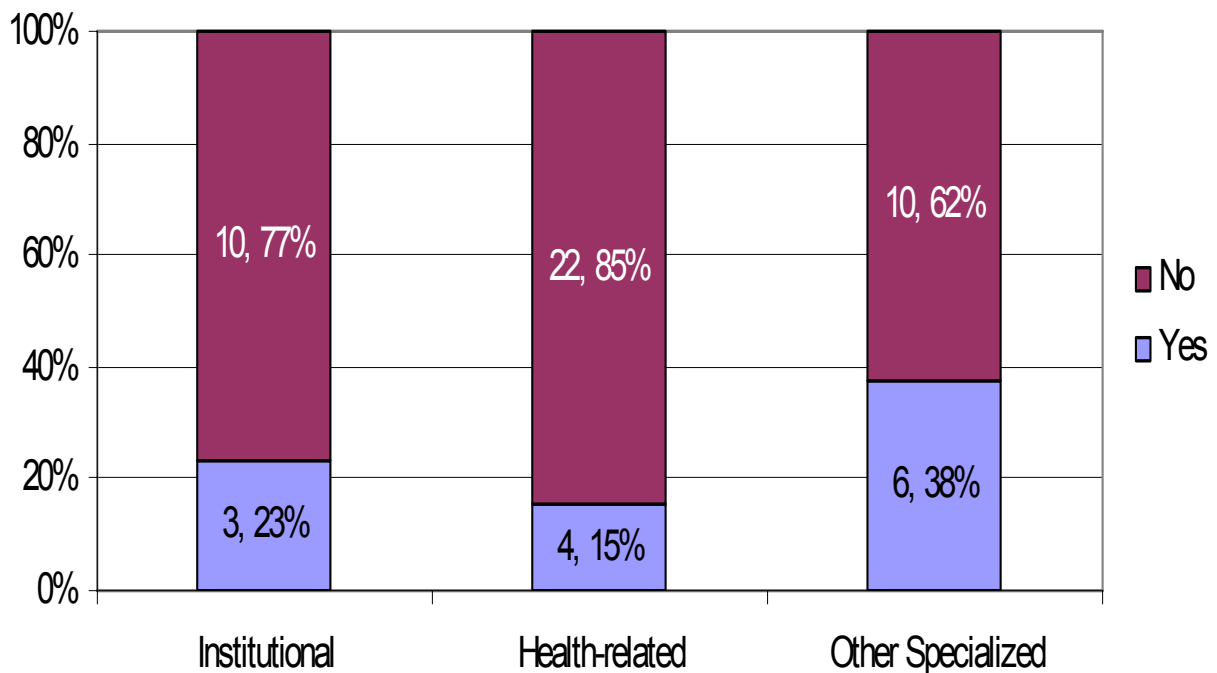
Are you aware of any other countries that share your agency's  
accrediting standards?





# Internationally Shared Accrediting Standards

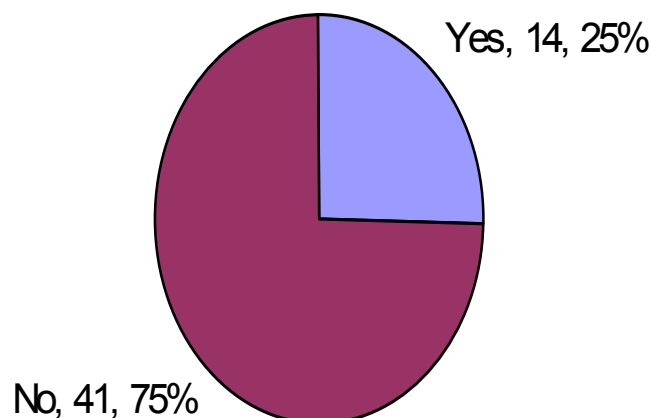
Are you aware of any other countries that share your agency's accrediting standards?





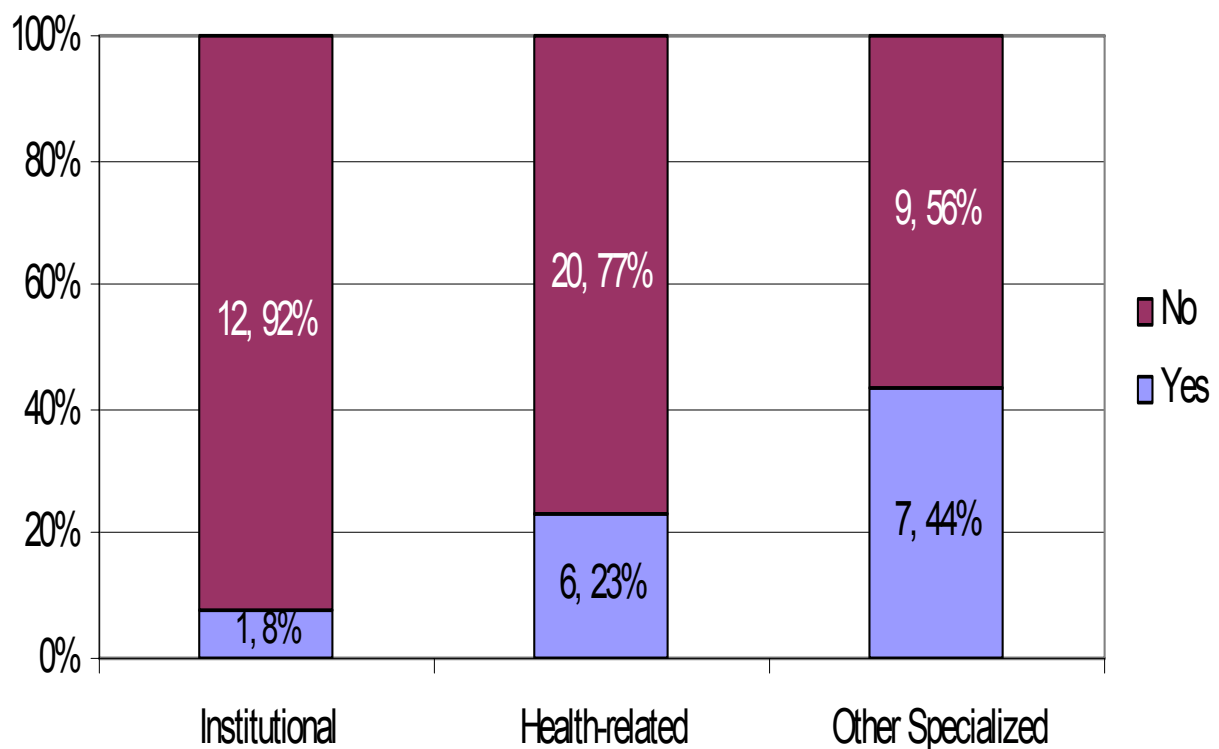
# Internationally Shared Accrediting Process

Are you aware of any other countries that share your agency's  
accrediting process?



# Internationally Shared Accrediting Process

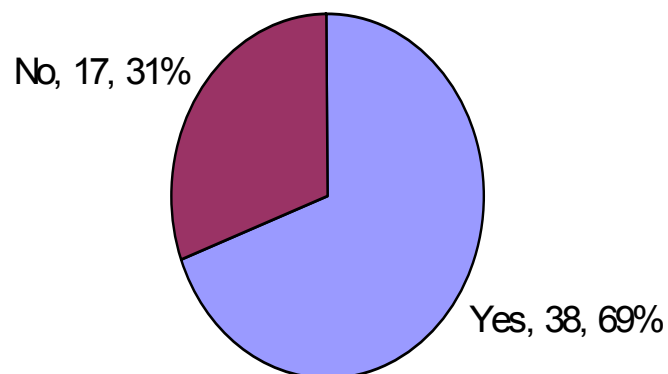
Are you aware of any other countries that share your agency's accrediting process?





# International Engagement with Professional Counterparts

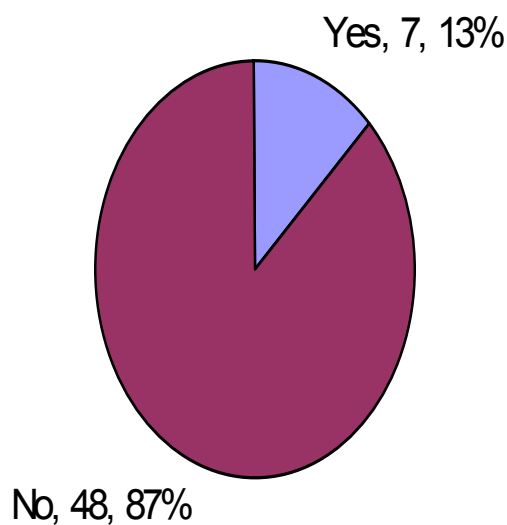
Is your agency involved in discussions with international organizations representing the profession?





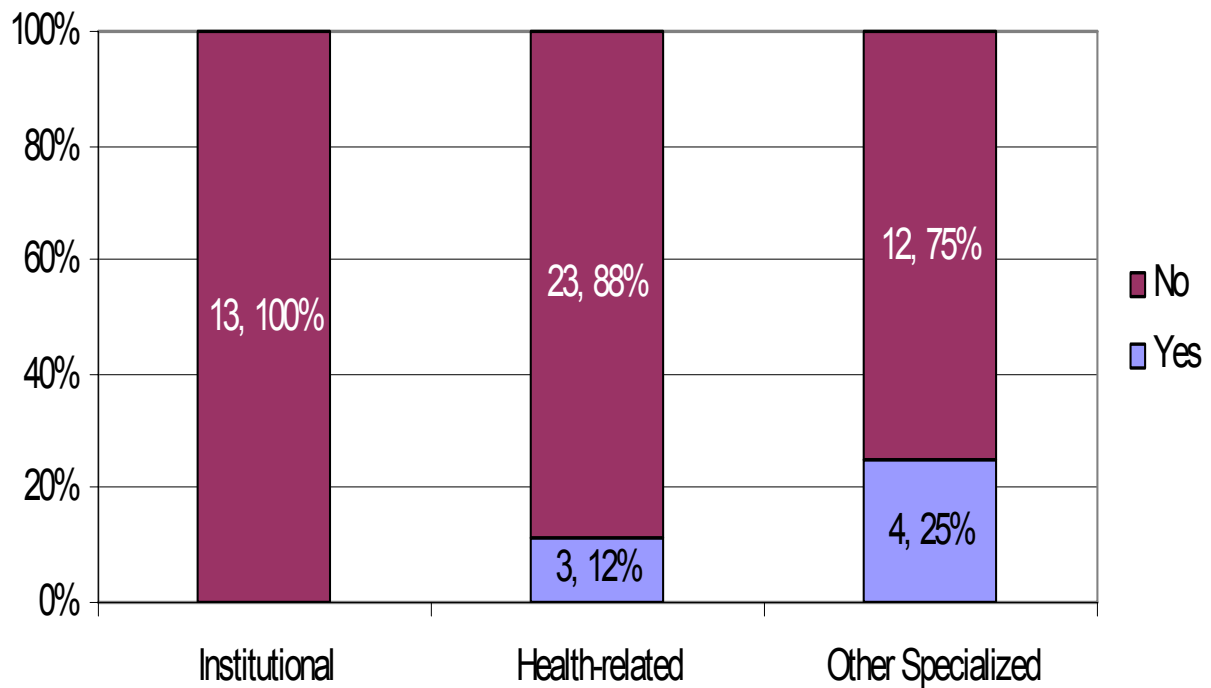
# Involvement in Bilateral or Multilateral Agreements

Has your agency or profession entered into any agreement with a foreign counterpart organization on a bilateral or multilateral basis?



# Involvement in Bilateral or Multilateral Agreements

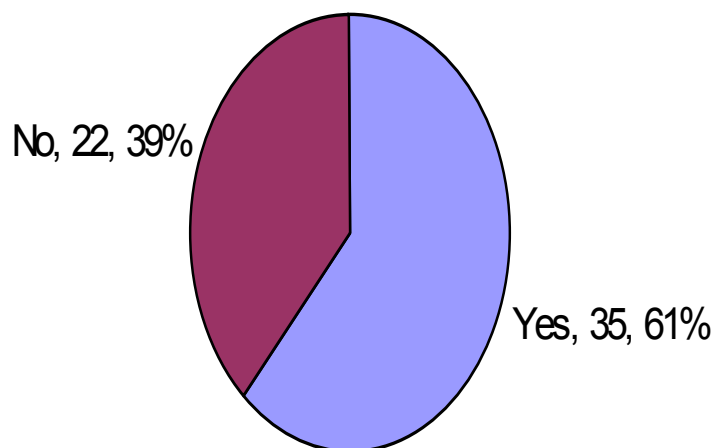
Has your agency or profession entered into any agreement with a foreign counterpart organization on a bilateral or multilateral basis?





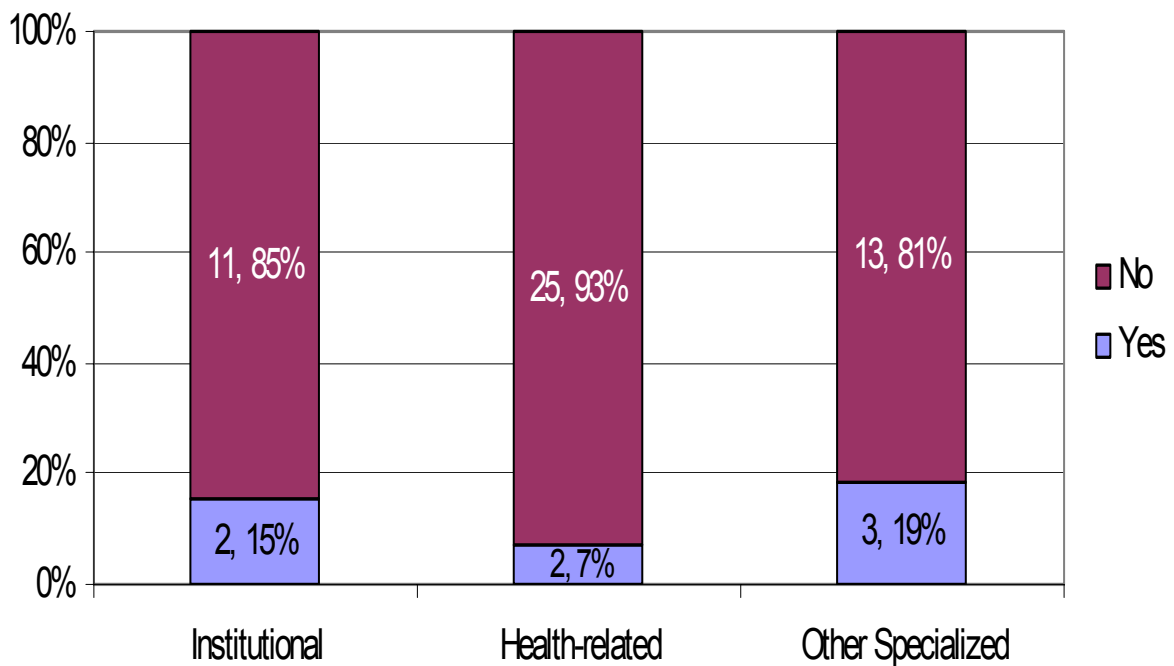
# Accreditation of Institutions or Programs Operating Outside the U.S.

Do you accredit foreign institutions or programs operating outside the United States?



# Accreditation of Foreign Institutions or Programs Operating Inside of the U.S.

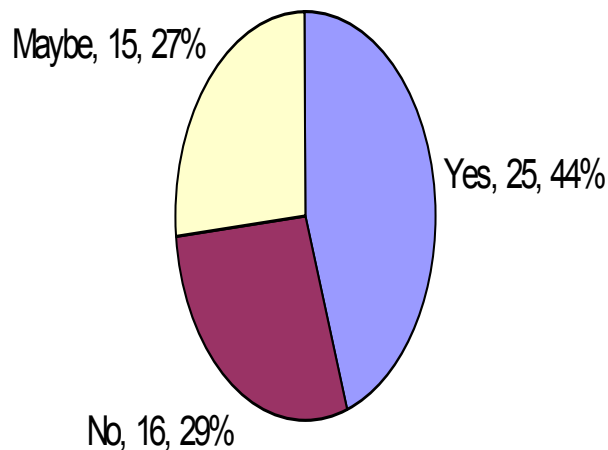
Do you accredit foreign institutions or programs operating inside the United States?





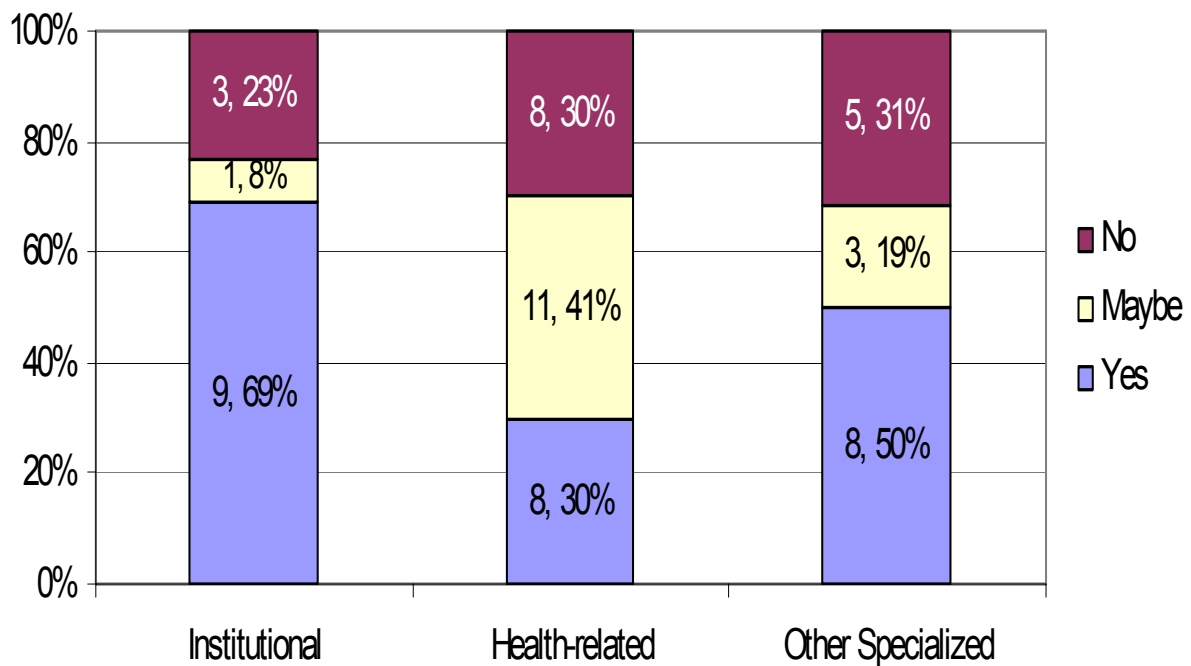
# Willingness to Accredite Australian Institutions or Programs

Would you consider accrediting Australian institutions or programs  
in the future?



# Willingness to Accredite Australian Institutions or Programs

Would you consider accrediting Australian institutions or programs in the future?





# **U.S. Accrediting Agencies**

**Blood Banks**

**Business**

**Family & Consumer Sciences**

**Liberal Education**

**Law**

**Medical Assistants**

**Psychoanalysis**

**Engineering & Technology**

**Funeral Service Education**

**Acupuncture & Oriental Medicine**

**Construction Education**

**Continuing Education & Training**

**Career Schools & Colleges of Technology**



# **U.S. Accrediting Agencies**

**Journalism & Mass Communication**

**Culinary**

**Nurse-Midwifery**

**Optometric Education**

**Pharmacy Education**

**Perfusion Education**

**Osteopathy**

**Psychology**

**Anesthesiologist Assistant Education**

**Medical Illustrator**

**Physician Assistant**

**Surgical Technology**

**Audiology & Speech-Language Pathology**



# **U.S. Accrediting Agencies**

**Microbiology**

**Veterinary Technician**

**Veterinarian**

**Aviation**

**Counseling**

**Dietetics**

**Health Informatics & Information Management**

**Ophthalmic Medicine**

**Physical Therapy Education**

**Chiropractic**

**Nursing**

**Naturopathic Medicine**



# **U.S. Accrediting Agencies**

**Dental**

**Opticianry**

**Nurse Anaesthesia**

**Occupational Therapy**

**Emergency Medical Services**

**Exercise Sciences**

**Healthcare Management Education**

**Kinesiotherapy**

**Marriage & Family Therapy**

**Polysomnographic Technologist**

**Respiratory Care**

**Osteopathy**



# **U.S. Accrediting Agencies**

**Massage Therapy**

**Rehabilitation Education**

**Podiatric Medical Education**

**Cytotechnology**

**Cytopathology**

**Social Work**

**Distance Education & Training**

**Environmental Health Science & Protection**

**Interior Design**

**Athletic Training**

**Cardiovascular Technology**

**Diagnostic Medical Sonography**



# **U.S. Accrediting Agencies**

**Electroneurodiagnostic Technology**

**Nuclear Medicine Technology**

**Radiologic Technology**

**Landscape Architecture**

**Medical Education**

**Montessori Teacher Education**

**Institutional Accreditation (multiple bodies)**

**Architecture**

**Cosmetology Arts & Sciences**

**Music**

**Public Affairs & Administration**

**Theater**



# **U.S. Accrediting Agencies**

**Teacher Education**

**Orthodic & Prothetic Education**

**Recreation & Park**

**Planning**

**Forestry**

**English as a Second Language**

**Surgical Assistant**

**Teacher Education**

**NOTE: IF IT IS NOT ON THE LIST,  
BENCHMARKING ACTIVITIES  
ARE AVAILABLE IN NON-  
ACCREDITATION FORM**



# **U.S. Accrediting Agencies**

## **3 Primary Forms of Service:**

**1. Consultative**

**2. Informal International  
External Review**

**3. Accreditation**



# External Review Process: Informal or Formal

- 1. Utilizes Standards**
- 2. Self-Evaluation**
- 3. Site Visit and Report**
- 4. Decision – Formal Only**



# Making Contact

- **When there is agreement in the Faculty/Department or when the specialized educators from several institutions of higher education wish to move forward**
- **When you know what you want: ie, consultation, international review, accreditation**
- **If you are unsure exactly how you wish to proceed, ask for assistance from an organization such as CQAIE**



# Making Contact

Consult KSU Quality Center

- **Make Direct Contact – or -**
- **Ask CQAIE to Coordinate the Process:**

**[lennm@cqaie.org](mailto:lennm@cqaie.org)**