

# TEMPUS - TLQAA CONSORTIUM MEETING

*Launching the Workpackage 2  
on Standards*

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# WP 2 - Timetable

2

WP Type	Deliverable / Activity Ref. N°	Activities (as indicated in the LFM)	Duration (weeks)
DEV	WP.2-1	Survey Standards and Procedures	12
DEV	WP.2-2	Draft Standards and Procedures	11
DEV	WP.2-3	Roundtable Standards and Procedures	8

# Phases

3

- Phase I: First draft
  1. Survey
  2. Trends and discussion-Rationale
  3. Drafting a first set of standards and procedures
- Phase II: Consultation; Drafting second draft; Local round table (LRT)
- Phase III: Third draft (Roundtable and discussion)
- Phase IV: Final set of standards and procedures



# Survey: Countries and Agencies

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- USA: NEASC-CIHE, MSCHE, NCA-HLC, SACS, WASC
- UK: QAA
- France: AERES
- Spain: ANECA
- Egypt: NAQAA
- UAE: CAA

# Lists

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1. By country
2. By standard

# List by Country

Country	Agency		Standards	
	Full name	Abbreviation	Number	Grouping
<b>USA</b>	New England Association of Schools and Colleges - Commission on Institutions of Higher Education	NEASC-CIHE	11	No grouping
<b>USA</b>	Middle States Association of Colleges and Schools - Middle States Commission on Higher Education	MSCHE	14	2: Institutional context- Educational Effectiveness
<b>Egypt</b>	National Authority for Quality Assurance and Accreditation الهيئة القومية لضمان الجودة والاعتماد	NAQAA		
<b>UAE</b>	Commission for Academic Accreditation لجنة الاعتماد الاكاديمي	CAA	11	No grouping

# List by Standard

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#	Standard	Agencies
1.	Mission	<b>NEASC, Middle States</b>
2.	Goals and Objectives	<b>NEASC, Middle States</b>
3.	Planning	<b>NEASC, Middle States</b>
4.	Organization	<b>NEASC</b>
5.	Evaluation/Institutional evaluation	<b>NEASC , Middle States</b>
6.	Innovation/institutional	<b>Middle States</b>
7.	Governance	<b>NEASC, Middle States</b>
8.	Leadership	<b>Middle States</b>
9.	Integrity	<b>NEASC, Middle States</b>
10.	Disclosure	<b>NEASC</b>
11.	Administration	<b>Middle States</b>
12.	Resources-all	
13.	Resources-institutional	<b>Middle States</b>



# List by Standard

#	Standard	Agencies
14.	Resources- IT, Libraries	<b>NEASC</b>
15.	Resources-financial	<b>NEASC</b>
16.	Resources-physical	<b>NEASC</b>
17.	Academic Programs	<b>NEASC</b>
18.	Faculty	<b>NEASC, Middle States</b>
19.	Students	<b>NEASC</b>
20.	Students-admission and retention	<b>Middle States</b>
21.	Students-Support services	<b>Middle States</b>
22.	Students-evaluation	<b>Middle States</b>
23.	General Education	<b>Middle States</b>
24.	Teaching	<b>Middle States</b>
25.	Educational offerings	<b>Middle States</b>
26.	Related Educational Activities	<b>Middle States</b>

# Structure of Standards

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## **Variations:**

- In terminology
- In grouping
- In elaboration for assessment

## **Samples:**

- NEASC-CIHE
- MSCHE
- CAA

# NEASC-CIHE Structure

## **New England Association of Schools and Colleges Commission on Institutions of Higher Education (NEASC-CIHE) – U.S.**

- The title of the Standard is followed by a Statement of the Standard.
- This is then followed by numbered paragraphs that articulate the considerations in determining the fulfillment of the Standard. The final paragraph (as is the case for each standard) is related to institutional effectiveness.

### NEASC STANDARD ONE

# MSCHE Structure

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## **Middle States Association of Colleges and Schools - Middle States Commission on Higher Education (MSCHE) – U.S.**

- Each Standard is followed by separate sections for “Context,” “Fundamental Elements,” and “Optional Analysis and Evidence”. The individual standard is expressed in one or two sentences. The standard is followed by narrative text, under the heading “Context”, that addresses the topic of the standard, its context and values; provides guidance and definition; and builds a bridge to the Fundamental Elements. The narrative is not considered part of the actual standard.
- The Fundamental Elements explain the standard and specify its particular characteristics. Optional Analysis and Evidence provides additional examples of documentation and analyses that might be carried out by the institution.

### MSCHE STANDARD ONE

# CAA Structure

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## Commission for Academic Accreditation (CAA) – U.A.E.

- The *Standards for Licensure and Accreditation* (2011 edition) provide the threshold requirements that an institution must meet for licensure, the renewal of licensure, for accreditation and the renewal of accreditation.
- For some of the *Standards*, there are *Stipulations* that provide greater detail as to the expectations that the Commission holds for licensed and/or accredited institutions or programs.
- These *Stipulations* carry the weight of the *Standards* themselves and, when called for through either the process for licensure or accreditation, the *Stipulations* must be adhered to.
- The standards are 11 in total, with sub-divisions (sub-standards) and criteria. Criteria for each of the eleven *Standards* determine whether the institution fulfills that standard, and each criterion must be met to achieve licensure. The second section of these *Standards*, *Quality Assurance*, relates to all other *Standards* and is at the heart of the Commission's determination to assure and enhance high quality.
- The *Standards*, *Stipulations* and associated criteria are to be used as the basis for the two processes of institutional licensure and program accreditation.

### CAA STANDARD ONE

# Procedures

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## **Variations:**

- Mention of procedures as linked to standards vary by agency
- Generally, the term refers to administrative procedures and steps

## **Samples:**

- NEASC-CIHE
- MSCHE
- CAA

# NEASC-CIHE Procedures

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## **New England Association of Schools and Colleges Commission on Institutions of Higher Education (NEASC-CIHE) – U.S.**

Reference to Procedures is made under the title “Policies and Procedures”, with links to a list of a selection of frequently used policies and procedures, grouped by subject area (candidacy, comments and complaints, commission practices, institutional effectiveness, and substantive change).

# MSCHE Procedures

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## **Middle States Association of Colleges and Schools - Middle States Commission on Higher Education (MSCHE) – U.S.**

- Reference to procedures is made under the general title “Policies, Guidelines & Procedures” which discuss:
  - I: General Accreditation Policies, Guidelines, and Procedures
  - II: The Peer Review Process
  - III: Institutional Programs and Services
  - IV: Public and Government Relationships and Communication
  - V: International Programs
  - VI: Commission Administrative Procedures
  - VII: Complaints, Comments, and Appeals
- These policies and procedures address the responsibilities of the Commission and its member institutions. They include general accreditation policies, as well as those that refer specifically to the peer review process, the programs and services offered by member institutions, and administrative procedures of the Commission.
- All of the policies and procedures are either elaborations of the standards for accreditation or they describe procedural requirements for institutions and for the Commission. Guidelines are based on best practices and provide advice to members for implementing the accreditation standards.



# CAA Procedures

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## Commission for Academic Accreditation (CAA) – U.A.E.

### PROCEDURAL GUIDELINES

- The Commission has developed a set of four *Procedural Guidelines* linked to the *Standards* and designed to help institutions prepare for these separate processes.
  1. Initial Institutional Licensure (IL)
  2. Licensure (L) and Renewal of Licensure (RL)
  3. Initial Program Accreditation (IA)
  4. Accreditation (A) and Renewal of Accreditation (RA)
  
- The *Standards, Stipulations* and associated criteria are to be used as the basis for the two processes of institutional licensure and program accreditation.
  
- The *Procedural Guidelines* will assist institutions to focus on the required sections and sub-sections of the *Standards* and develop comprehensive applications for Commission review and approval.