



AQAC

Accreditation and Quality Assurance Commission



Accreditation and Quality Assurance Commission (AQAC)

Ministry of Education & Higher Education (MoEHE)

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***Measuring Quality as a Key Aspect of
Developing a Culture of Quality
Teaching within the Institution***

Tempus project "ALTAIR"

Alicante University

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Quality Metrics

- It is easier to describe Quality in relative terms than in absolute terms
- Quality has indicators

Thus,

The challenge is to identify measures for various indicators of quality, e.g. good teaching or faculty may be indicators of quality, but how are they measured?

- Efficiency vs. Effectiveness

Depending on the constituent, there may be more or less interest in EFFICIENCY e.g. access, persistence and graduation, than EFFECTIVENESS e.g. improving learning competencies, enhancing the learning environment.





Implications for Measuring Quality

- Quality is complex
- Quality is in the eye of the beholder
- Quality processes are important to stakeholders.





Aspects of Quality:

- Mission
- Access
- Faculty
- Teaching
- Climate
- Diversity.





To develop a quality teaching asses & assure quality of:

- Program**
- Institution**
- System**





Program Quality

*Newly proposed programs:

- Program approval process looks at inputs and process, e.g. faculty and other resources, objectives, assessment.
- Five year joint review looks at whether objectives have been met.

*Continuing programs:

- Campus program review – every 5 – 10 years
- Program accreditation – for some programs, e.g. IT, engineering, etc..





- **Institutional Quality.**

Achieve the four goals of excellence:

- Access

- Academic support services to facilitate success

- Campus environment fostering learning and personal growth

- Efficient and effective utilization of resources

&

- Additional institutional measures





System Quality

Achieve the 6 Goals of Excellence:

- Access
- Persistence and completion
- Learning competencies and critical thinking skills
- Ability to function in a dynamic world community
- Guided research, mentorship and citizenship
- Stewardship of resources





Quality Matrix

Stakeholder	Program Quality	Institutional Quality	System Quality
Public Employers Communities			
State			
Board of Regents			
Parents			
Students			
Faculty			
Accrediting Agency			





Data Sources

Focus Groups

- Students
- Faculty Representatives
- Academic Staff
- Deans & Chairs
- Alumnae
- Prospective Students/Families
- Community Groups





Stakeholders are classified as External & Internal:

- **External Stakeholders**
 - Alumnae
 - Business Leaders
 - Parents
 - Prospective student families
 - Community leaders/members.





- **Internal Stakeholders**

- Board of trustees
- Rector (president) & vice president
- Deans & Chairs
- Faculty Representatives
- Academic Staff
- Student Ambassador.





Balancing Complexity with Simplicity

One strategy is to

Reanalysis by stakeholder clusters, i.e.,
compare internal stakeholders to external
stakeholders

*this gives you a snapshot from two different
perspectives*





Determine Highest Priority

For example, one may find:

- **Internal**
 - Mission
 - Faculty
 - Critical thinking
- **External**
 - Climate
 - Diversity
 - Access





- **In Sum**

- Different constituents identify and prioritize different quality indicators.
- Some aspects of quality are measured at the system level; others must be addressed at the institutional level.
- Make initiatives to address some priorities identified by participants.
- Put new approaches to continue to improve quality. .





How to Use the Data

- Clarify stakeholder thinking about the institution;
- Shape requests for external funding to improve campus climate;
- Provide mission related data to institutions;
- Assist Plan Coordinators with next Phase plans;
- Develop annual objectives.





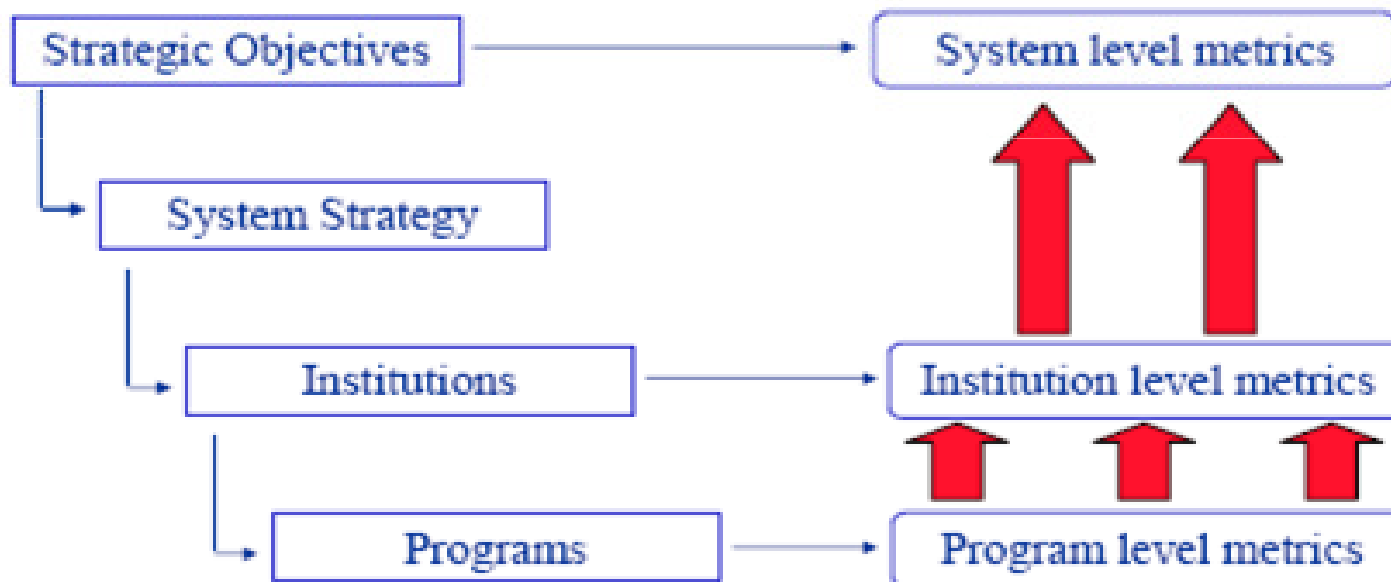
Ways to Improve Quality Teaching

- Make the institution mission sharp and clear;
- Improve balance of faculty contribution: teaching/ research / service
- Make more dramatic inroads toward increasing diversity;
- Provide supportive environment in and out of the classroom;
- Attend to class size in relation to quality instruction.





Strategic Context for Measuring Quality





Quality Inputs & Processes Lead to Quality Outcomes

- Input Quality & Process quality are leading indicators of outcomes quality
- Leading indicators should:
 1. Be linked to quality outcomes
 2. Be measurable





Potential Leading Indicators

1. Student-Faculty Contact
2. Support Services for Students
3. Campus Environment
4. Access .





1. Student-Faculty Contact

Potential Measures:

- Student-faculty ratio
- Average class size
- % SCH taught by faculty





2. Support Services for Students

Potential Measures:

- # of academic advisors per 1000 undergraduates
- Student satisfaction with advising.





3. Campus Environment

Potential Measures:

- Campus safety statistics
- Diversity
- Maintenance backlog





4. Access

Potential Measures:

- Access rate for immediate new freshmen
- Non-traditional student enrollment
- Access rate for low income students.





Thanks

