



THE HIGHER EDUCATION ACCREDITATION PROCESS IN THE USA

PRESENTED BY: KEVIN ROLWING

ASSISTANT DIRECTOR

WORLD EDUCATION SERVICES



Presentation Contents

- Origin of accreditation in the U.S.
- Accreditation in the US today
- Pre-eminent role of “Regional Accreditation”
- Basic elements of the accreditation process
- Role of government in accreditation
- Who recognizes the accreditors?
- Programmatic accreditation and professional licensure
- Current issues and proposals for the future of accreditation

Accreditation Definition

- The process by which an **academic institution** or **academic program** submits to a qualitative/performance review by a designated external (accreditation) agency
- An academic institution/program earns the status of “accredited” when it satisfies the accrediting agency that it has met the benchmark standards

Two Basic Types of Accreditation

1. **Institutional Accreditation**—an entire academic institution is accredited by an institutional accrediting agency
2. **Programmatic (or Specialized) Accreditation**—a particular degree program (e.g. electrical engineering, law) is accredited by a programmatic accrediting agency



Origins of Accreditation in the US

- Started circa 1900 as a response to a lack of standards and perceived low quality in schools and colleges and in professional degree programs
- Strong growth in colleges and secondary schools with no national standards across large geographical expanse
- Higher education landscape dominated by small private colleges



Origins of Institutional Accreditation in the US

- Regional university/school associations had emerged (New England, Middle Atlantic, North Central and Southern states)
- North Central Association began by certifying acceptable secondary schools in 1905
- North Central Association followed up by issuing a list of “accredited” colleges in 1913



Basics of Early Institutional Accreditation

- Decisions based on information supplied by institutions themselves concerning resources, academic programs and policies
- No inspection visits
- Only included secondary schools and colleges and universities
- Academic institutions used accreditation to make sound student admissions decisions



The Origins of Programmatic Accreditation circa 1900

- Many medical schools were graduating poorly trained physicians
- American Medical Association (AMA) developed in 1907 a list of acceptable medical schools
- The AMA developed standards of good practice and carried out inspection visits
- The AMA's list of acceptable medical schools was made public
- Other professions followed suit



US Accreditation Today

- No ministry of education in the U.S. that directly supervises higher education sector
- Accreditation by independent, non-governmental, accrediting bodies
- Accreditation is the basic benchmark of legitimacy for academic institutions and for professional degree programs
- 19 institutional accrediting bodies and 61 programmatic accrediting bodies
- 7,000 accredited HEI's and 19,000 accredited degree programs

U.S. Dept of Education and CHEA Recognized Accrediting Bodies

- 19 **institutional** accrediting bodies
 - Regional (8)
 - Faith-related (4)—national accreditors
 - Career-related (7)—national accreditors
- 61 **programmatic** accrediting bodies
 - Law
 - Pharmacy
 - Nursing
 - and 58 other professional areas

The Regional Accrediting Agencies

- “Regional Accreditation” is considered the “gold standard” in institutional accreditation
- Accredited 3,000+ public and private higher education institutions
- Accredited all major research universities, private 4-year liberal arts colleges, 2-year community colleges, state colleges and universities

The Regional Accrediting Agencies

- New England Association of Schools and Colleges
- Middle States Association of Colleges and Schools
- Southern Association of Colleges and Schools (SACS)
- North Central Association of Colleges and Schools
- Western Association of Schools and Colleges
- Northwest Commission on Colleges and Universities

Map of Regional Accrediting Agencies



Regionally Accredited Higher Education Institutions

- Educate more than 18 million students
- Include all the “world class” universities in the U.S.
- Attract almost all of the more than 600,000 international students

Who Recognizes the Accreditors?

- The U.S. Dept of Education
- The Council of Higher Education Accreditation-CHEA, a private not-for-profit agency created by universities
- Most accrediting bodies are recognized by both the US Dept. of Education and CHEA



Essential Elements of Accrediting Processes Maintained since Origins

- **Self-assessment**--higher education institution/program assesses its strengths and weaknesses in achieving its mission and objectives
- **External evaluation (peer review)**--review of self-assessment followed by a visit from a specialized team composed of competent academics and administrators (institutional) and practitioners, academics and administrators (programmatic)
- **Final Result** —accreditation (full -- conditional -- denial) with detailed results of external review issued in a confidential report
- **Periodic review** (up to 10 years) and re-accreditation

Roles of Government and the Accreditors in U.S Higher Education

- The **individual U.S. states** license the operation of academic institutions
- **Accrediting bodies** provide quality assurance
- The **federal government** disburses financial aid to students and research monies to universities and colleges
- The U.S. Department of Education provides financial aid to students attending accredited institutions

Role of Government

- Individual **U.S. states** provide basic (operational) funding to public institutions
- **Federal government** provides financial aid (grants and loans) to students at both public and private institutions and supports research and many special initiatives
- 50% of all students receive financial aid
- Accreditation is generally required to qualify for federal or state financial assistance

Programmatic Accreditation and Professional Licensing

- Accrediting agencies play a major role in setting curricula and standards for professional programs
- An academic degree from an accredited professional program is generally required to qualify for professional licensure in the 50 U.S. states

Issues and Proposals in Accreditation

- Put less emphasis on “inputs” (resources), more emphasis on “outputs” or “value-added” via measurement of student learning outcomes
- Efficiency (example--degree completion rate)
- Evaluation of online education
- Off-shore branch campuses
- Making accreditation processes more open to public scrutiny; making the (presently confidential) final accreditation reports public

The Takeaway

- Public is assured that universities are held accountable
- Universities are motivated to improve services and correct deficiencies
- Public is insured that professionals have been educated in reputable university degree programs
- University officials must assess and update their professional degree programs to ensure that they meet current standards set by professionals and experts in the field

Resources

- US Department of Education Directory of Post-Secondary Accredited Institutions and Programs <http://ope.ed.gov/accreditation/>
- Council for Higher Education Accreditation (US)—CHEA www.chea.org/
- *Accreditation in the USA: origins, developments and future prospects.*
Author: Elaine El-Khawas:
unesdoc.unesco.org/images/0012/001292/129295e.pdf
- *Texas Education Agency (map of regional accrediting agencies)*
<http://www.tea.state.tx.us/index2.aspx?id=4594>
- *Oregon Student Assistance Commission Office of Degree Authorization (for information on non-accredited HEI's and diploma mills)*
<http://www.osac.state.or.us/oda/unaccredited.aspx>

¡Gracias por su atención!

Thank you for your attention!

For additional questions please contact,
Kevin Rolwing

krolwing@wes.org

HIGHER EDUCATION IN MEXICO: RECOGNITION AND ACREDITATION

Tailwind for the Internationalization of
Mexican Universities.

Dra. Norma Angélica Juárez Salomo



SUMMARY



- SUPERIOR EDUCATION IN MEXICO
- AUTORIZATION OR RECOGNITION
- EVALUATION OR ACCREDITATION NATIONAL SYSTEM.
- CIEES
- COPAES
- ADVANCES REPORT 2001-2008
- TAILWIND FOR INTERNATIONALIZATION



SUPERIOR EDUCATION SYSTEM



- ✿ THE HIGHER EDUCATION SYSTEM (SES, FOR ITS INITIALS IN SPANISH), HAS NEAR 2,000 PRIVATE AND PUBLIC INSTITUTIONS (UNIVERSITIES, PUBLIC AUTONOMOUS UNIVERSITIES, TECHNOLOGICAL INSTITUTES, TECHNOLOGICAL UNIVERSITIES, INSTITUTIONS OF RESEARCH AND POST GRADES, NORMAL SCHOOLS AND OTHERS).
- ✿ THE SES OFFERS EDUCATIONAL PROGRAMS OF HIGHER EDUCATION TECHNICIAN OR ASSOCIATE PROFESSIONAL, BACHELOR DEGREES, SPECIALTY AREAS, MASTER'S AND DOCTORAL DEGREES.
- ✿ SOME OF THE INSTITUTIONS THAT CONFORM THE SYSTEM OFFER SENIOR HIGH SCHOOL PROGRAMS.
- ✿ MORE THAN 2'500,000 HIGHER EDUCATION STUDENTS (2009)



ORGANISM THAT REGULATES THE SUPERIOR EDUCATION



SECRETARÍA DE EDUCACIÓN PÚBLICA (SEP –MINISTRY OF
EDUCATION-) THROUGH THREE UNDERSECRETARY'S OFFICES:

- ✿ EDUCACIÓN SUPERIOR E INVESTIGACIÓN CIENTÍFICA (SEIC).

 - SUPERIOR EDUCATION AND SCIENTIFIC RESEARCH-

- ✿ EDUCACIÓN E INVESTIGACIÓN TECNOLÓGICA (SEIT).

 - SUPERIOR EDUCATION AND TECHNOLOGICAL RESEARCH-

- ✿ EDUCACIÓN BÁSICA (QUE DEPENDE DE LA EDUCACIÓN NORMAL).

 - ELEMENTARY SCHOOLS-

- ✿ SECRETARÍA DE PLANEACIÓN Y COORDINACIÓN.

 - BUDGET; FINANCIAL REGULATION AND CONTROL; CONTROL OF

NATIONAL

STATISTICS -.



COMMON PROBLEMATIC AMONG UNIVERSITIES IN THE WORLD



DIAGNOSIS 2001-2006:

- ✿ LACK OF INTERNAL POLITICS FOR INTERNATIONALIZATION DEVELOPMENT

(ACADEMIC, LEGAL-FINANCIAL, SOCIAL SERVICE, ETC.)

- ✿ NARROWNESS IN STUDY PROGRAMS, HOMOLOGATION AND/OR ACKNOWLEDGEMENT.

- ✿ POOR CLARITY IN INTERNAL AND EXTERNAL POLITICS AND PROCEDURES FOR THE FULFILLMENT OF ACTIVITIES RELATED TO INTERNATIONALIZATION.

- ✿ WRONG CONCEPT OF INTERNATIONALIZATION AS ONLY A TYPE OF MOBILITY PROGRAM.

- ✿ SCHEDULE AND SUPPORT PROBLEMS TO DO OUT OF WORK OR EVEN WEEKEND ACTIVITIES.

- ✿ A WEAK BUDGET.



Founding Programs



THE UNDERSECRETARY'S OFFICE OF SUPERIOR EDUCATION AND SCIENTIFIC RESEARCH (SESI) GRANTS SOME FINANCIAL SUPPORT FOR PUBLIC AUTONOMOUS AND TECHNOLOGICAL INSTITUTIONS CONSIDERING THE QUALITY OF THE PROGRAMS, NUMBER OF STUDENTS AND QUALITY OF TEACHING AND RESEARCH. SOME OF THE PROGRAMS ARE:

FOMES

FONDO PARA LA MODERNIZACIÓN DE LA EDUCACIÓN SUPERIOR.

- FUND FOR MODERNIZATION OF SUPERIOR EDUCATION -

PIFI

PROGRAMA INTEGRAL DE FORTALECIMIENTO INSTITUCIONAL.

- INTEGRAL PROGRAM OF INSTITUTIONAL FORTIFICATION -

FIUPEA-ANUIES

FONDO DE INVERSIÓN DE UNIVERSIDADES PÚBLICAS ESTATALES CON EVALUACIÓN.

- INVESTMENT FUND OF STATE PUBLIC UNIVERSITIES WITH EVALUATION -



AUTHORIZATION OR RECOGNITION



CONSIDERING THE MEXICAN NATIONAL REGULATIONS:

- A) ELEMENTARY SCHOOL, HIGH SCHOOL AND NORMAL SCHOOLS, AUTHORIZATION IS GIVEN BY THE STATE;
- B) HIGH SCHOOL AND SUPERIOR EDUCATION INSTITUTIONS ARE RECOGNIZED THRU REVOE (OFICIAL VALIDATION AND RECOGNITION OF STUDIES).



¿WHAT IS THE REVOE?



This recognition is granted when the institutions fulfill certain requirements like:

- ✿ Convenient level of the teachers.
- ✿ Infrastructure
- ✿ High Quality of Plans and Programs



IMPACT OF MEXICAN EVALUATION AND ACREDITATION SYSTEM



CONACYT

Consejo Nacional de Ciencia y Tecnología (posgrado).

COSNET

Consejo del Sistema Nacional de Educación Tecnológica (sistema tecnológico).

CENEVAL

Consejo Nacional para la Evaluación de la Educación Superior (exámenes de ingreso y egreso–EXANI y EGEL-).

CIEES

Comités Interinstitucionales para la **Evaluación** de la Educación Superior.

COPAES

Consejo para la **Acreditación** de la Educación Superior.

FIMPES

Federación de Instituciones Mexicanas Particulares de Educación Superior.

PNP-PFPN

Padrón Nacional de Posgrado y el Programa para el Fortalecimiento del Posgrado Nacional

Interinstitutional Diagnoses Evaluation of Superior Education



Comités Interinstitucionales para la
Evaluación de la Educación Superior

National System of Evaluation for Superior Education



A. Self-evaluation (IES)

B. Interinstitutional Evaluation

CIEES

C. Systems and Sub-systems of evaluation (SEP)

Qualities

- Academic and moral authority
- Institutional Formative Function
- Objectivity
- Immediate Action
- Exchange of Experiences
- Promotion of the institutions
- Non contaminated perspective by the day a day work
- Freedom respect to internal commitments

commitments

2009

Interinstitutional committees for Evaluation of the Superior Education



I. ACADEMIC COMMITTEE (DISCIPLINARIANS)

1. ARCHITECTURE, DESIGN Y URBANISM
2. ARTS, EDUCATION Y HUMANITIES
2. AGRICULTURAL SCIENCES
3. NATURE AND EXACT SCIENCES
4. HELD SCIENCES
5. SOCIAL AND ADMINISTRATIVE SCIENCES
6. ENGINEERING AND TECHNOLOGY

II. FUNCTION COMMITTEE

8. ADMINISTRATION AND INSTITUTIONAL MANAGEMENT
9. DIFFUSION, ENTAILMENT AND CULTURE EXTENSION



Diagnostic Evaluation

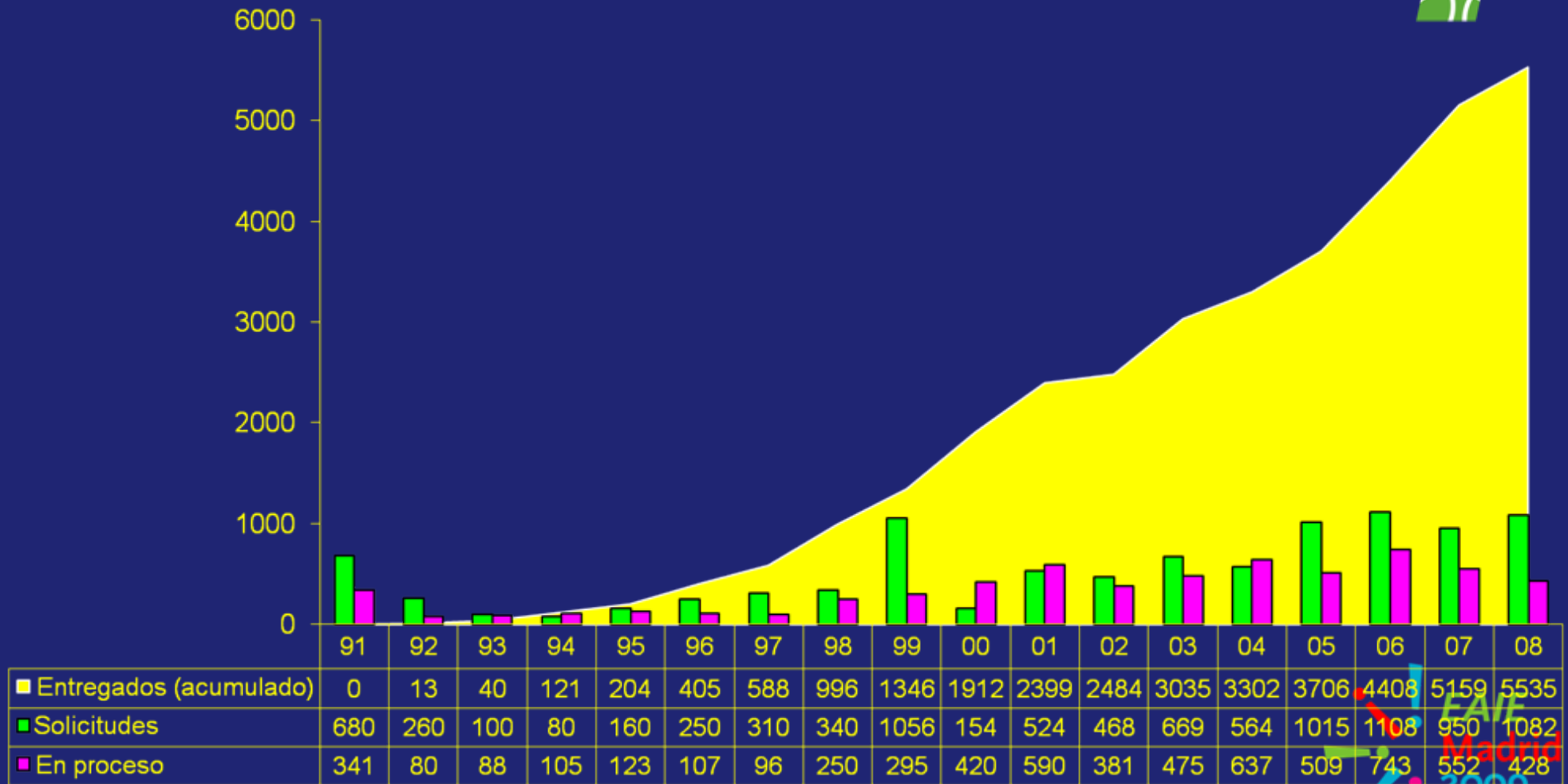


Characteristics:

- 1) Integral
- 2) Constructive
- 3) Collective (collegiate)
- 4) Volunteer
- 5) Confidential
- 6) Oportune

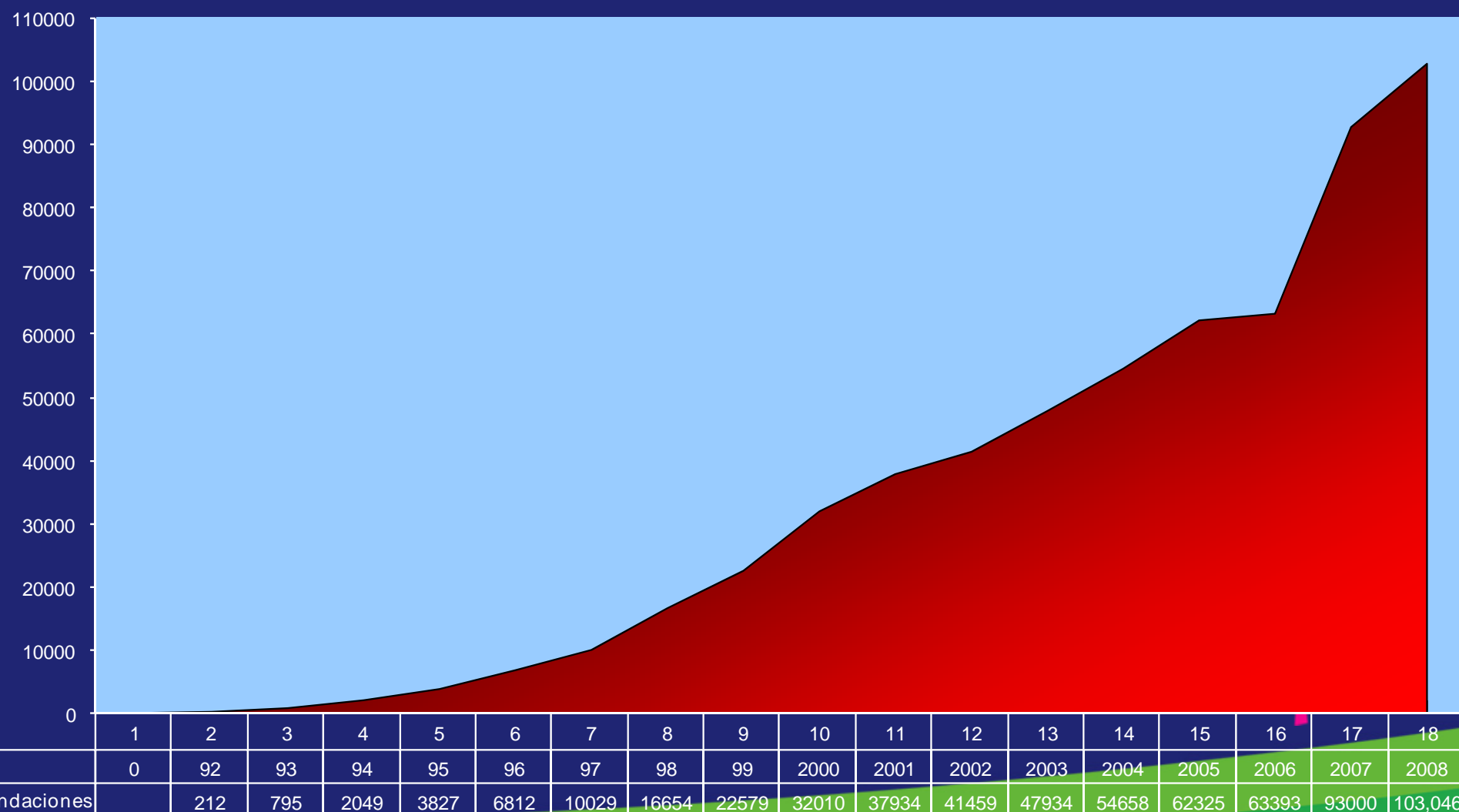


Request, Given information of evaluation and in process of the CIEES. Mexico 1991-2008



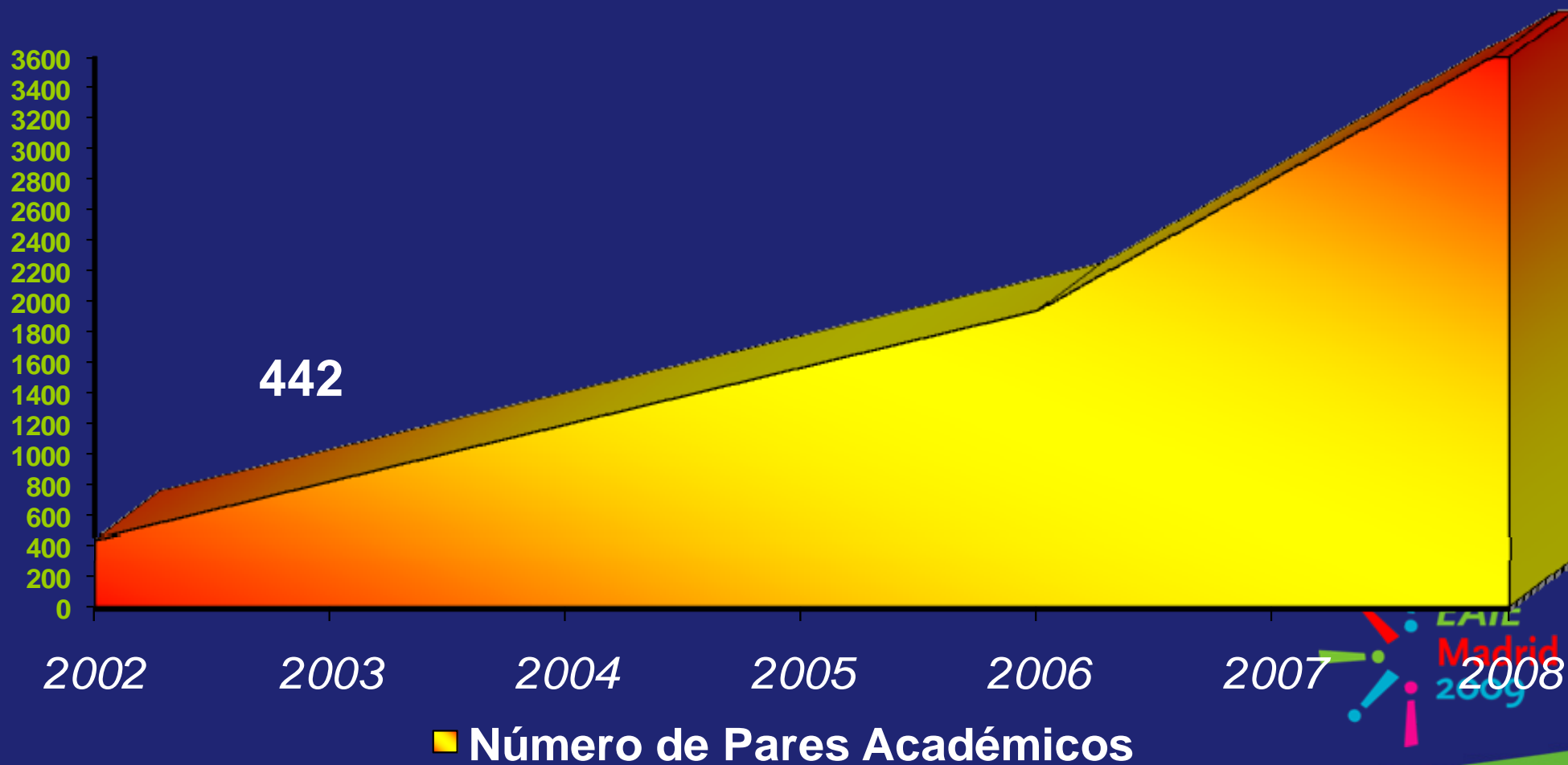
Fuente: CIEES, diciembre de 2008

Number of recommendations of the CIEES to the evaluated programs. Mexico 1991-2008



Invited pairs and evaluators

E A I E
3,660



Fuente: CIEES, diciembre de 2008



Accreditation of the Superior Education in Mexico

¿Wat is the COPAES?



Council for the Accreditation of Superior Education (COPAES):

- Created in 2000, it is the only one official organism in charge to grant the recognition of the accreditation organisms of the educative programs.
- The COPAES is a civil association.



Objetives of COPAES



1. Increase the quality of Superior Education, through the development of effective and reliable processes of accreditation.
2. Formal recognition of accreditators.
3. Supervision of accreditation organisms recognized (academic rigor and impartiality).
4. To provide information to the society about indicators of superior education quality.





Advances of the National System of Accreditation.

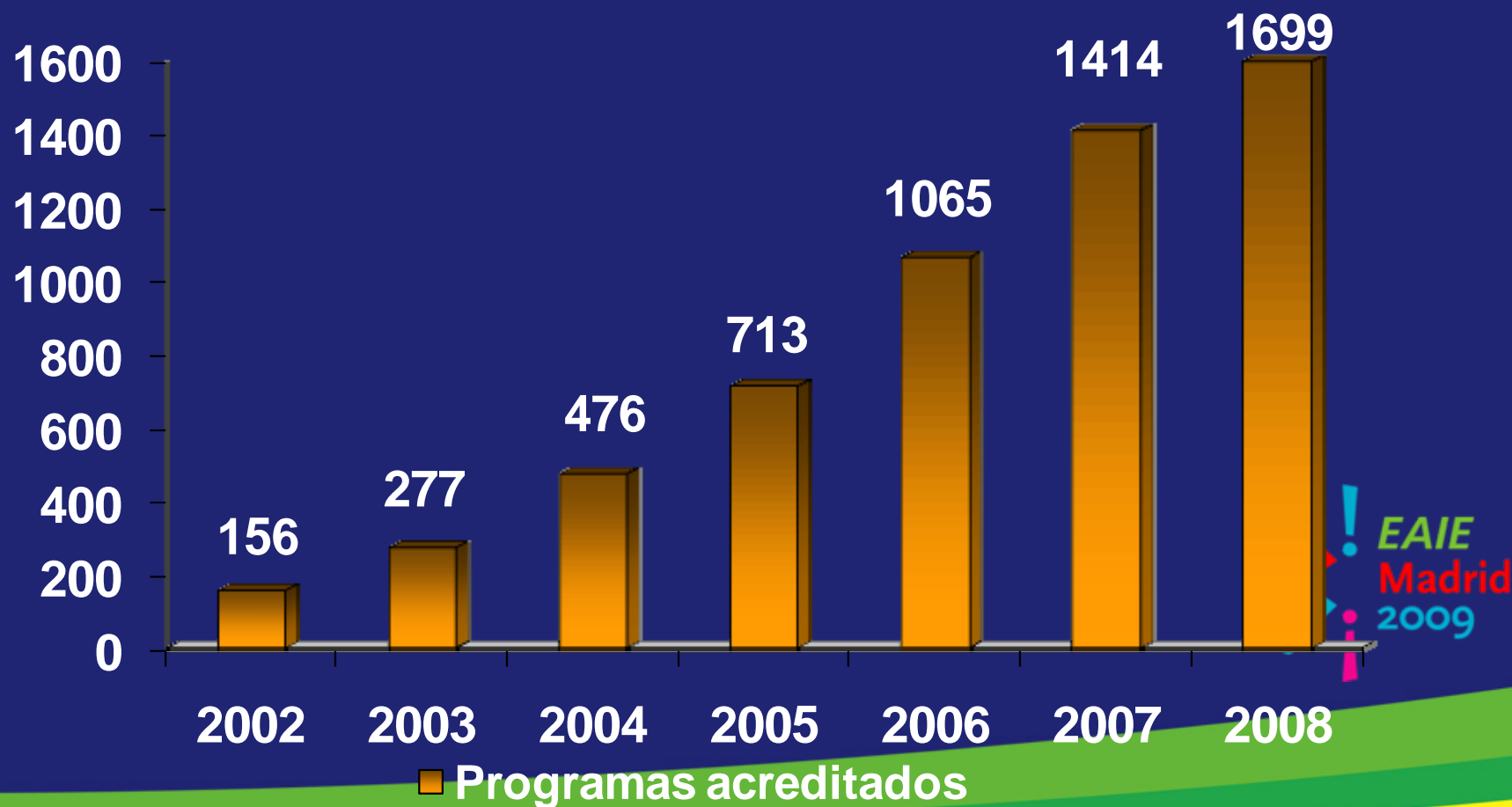
2001-2008



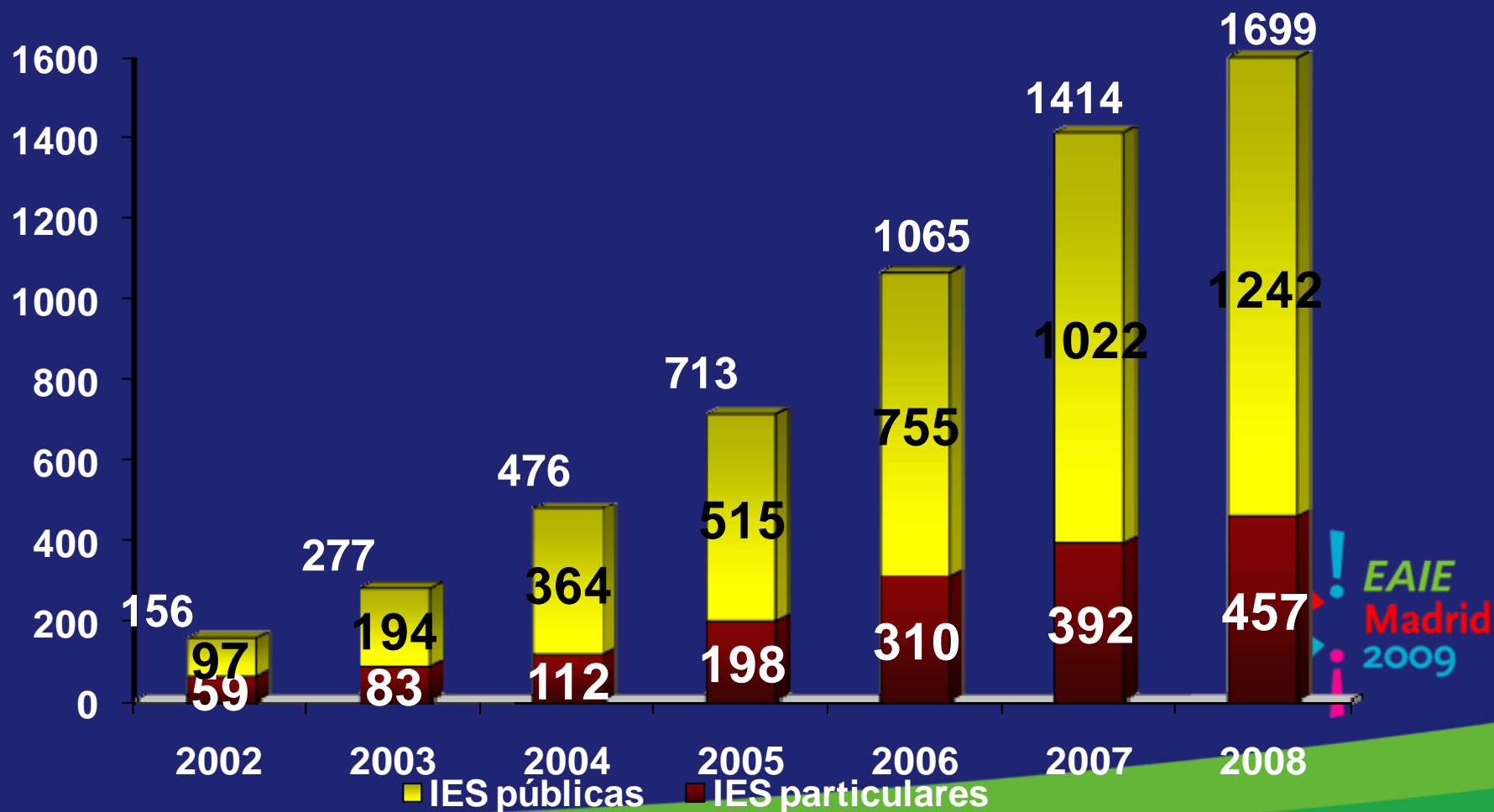
Accreditation organisms recognized by COPAES 2002-2008



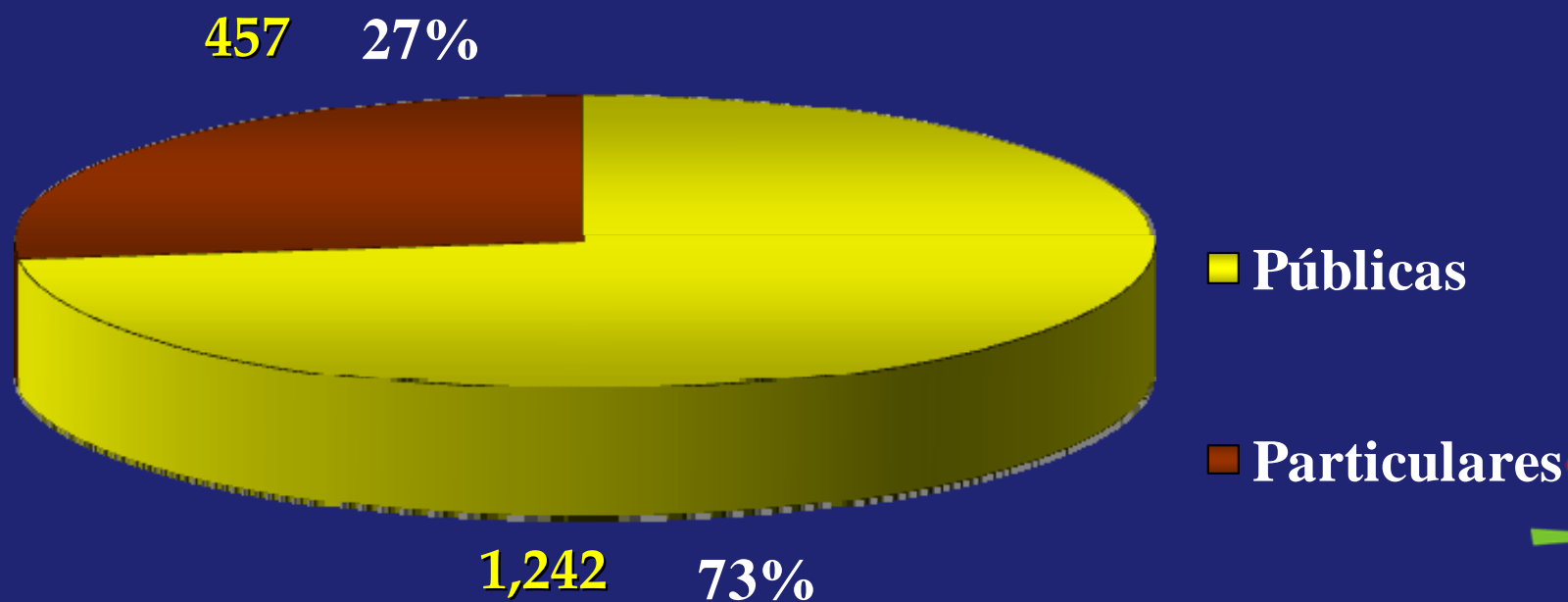
Programs credited by accreditation organisms recognized by the COPAES 2002-2008



Programs credited by accreditation organisms recognized by the COPAES, type of institution. 2002-2008



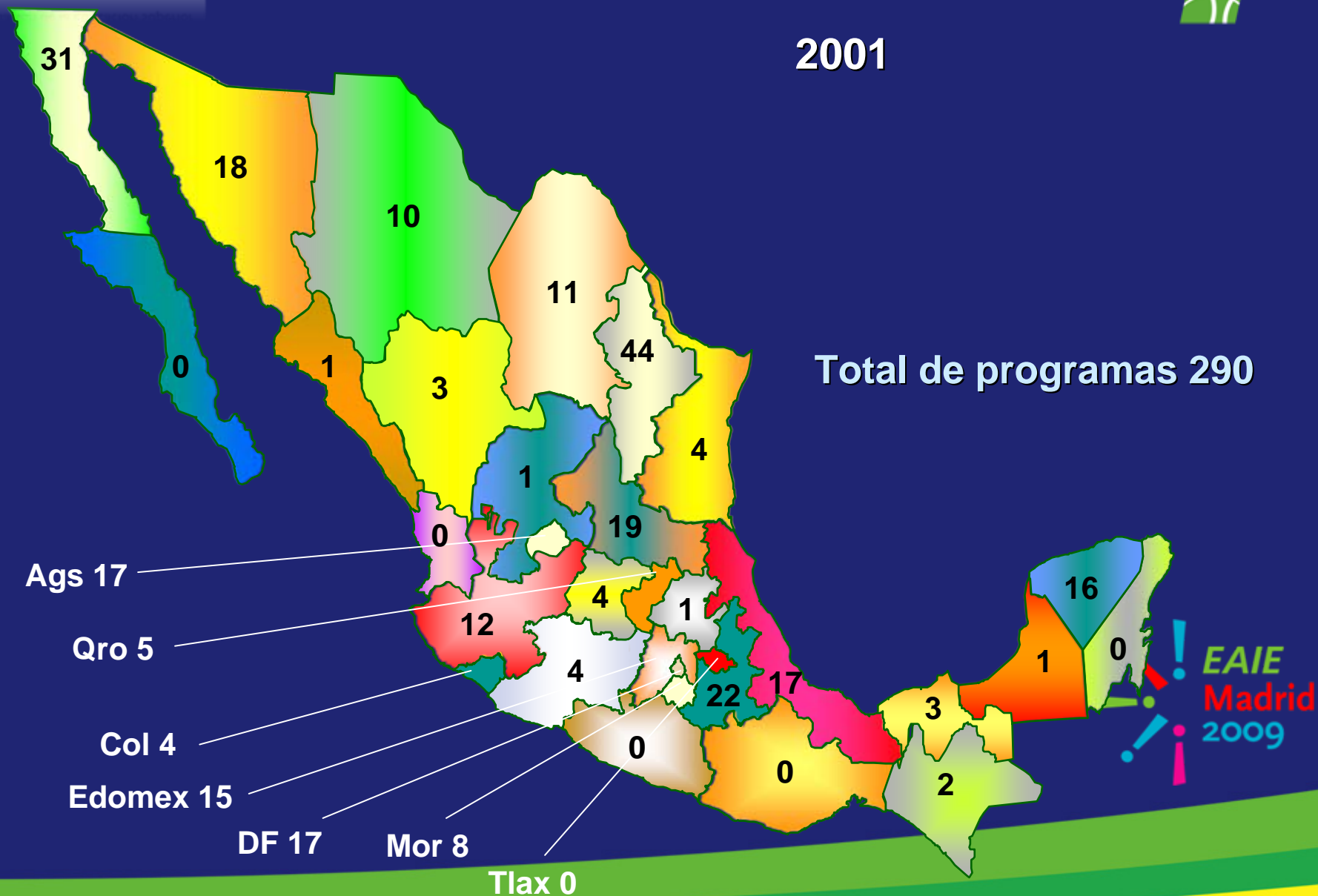
Programs credited by accreditation organisms recognized by the COPAES, type of institution. 2008



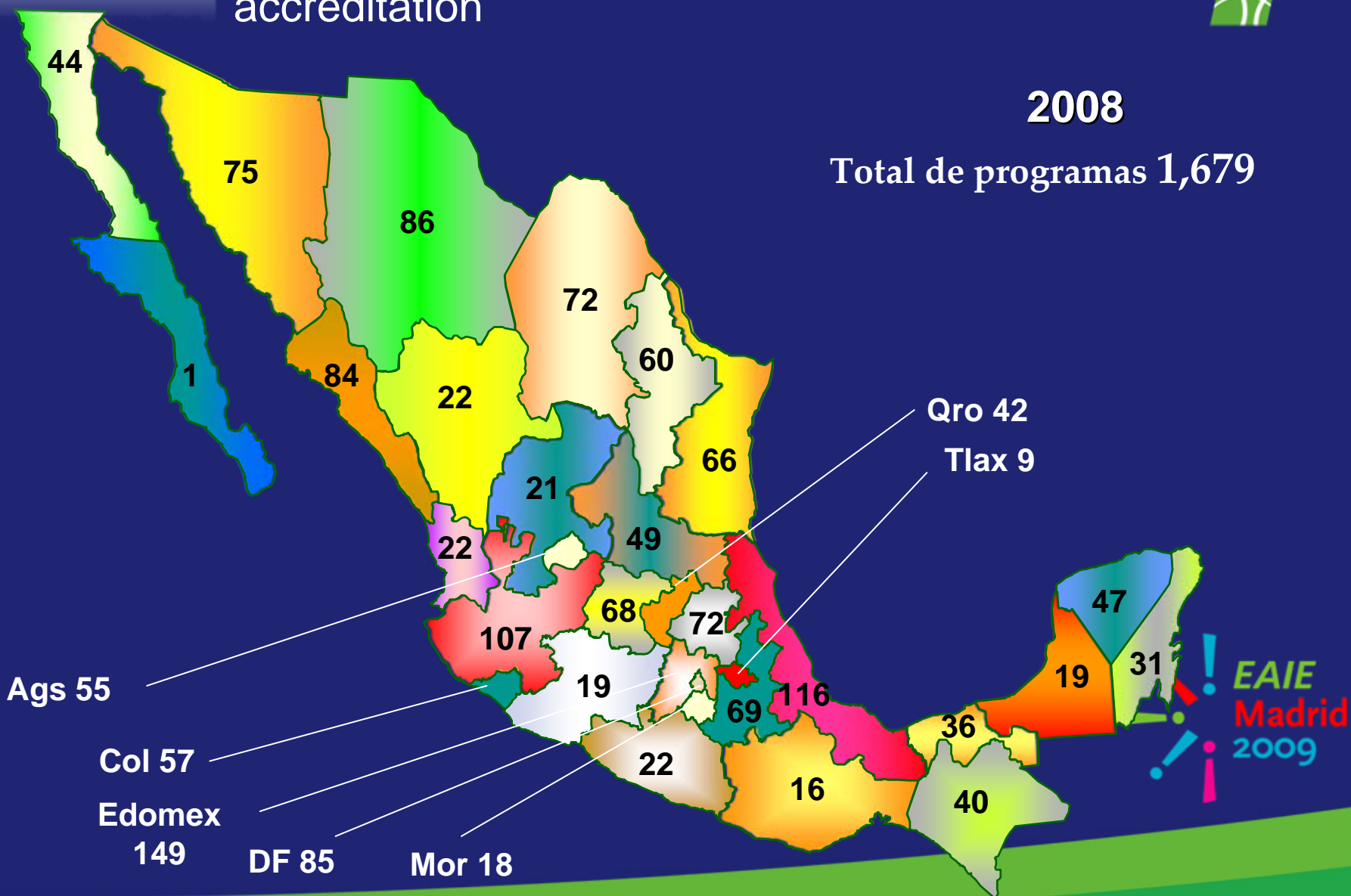
Total de programas: 1,699

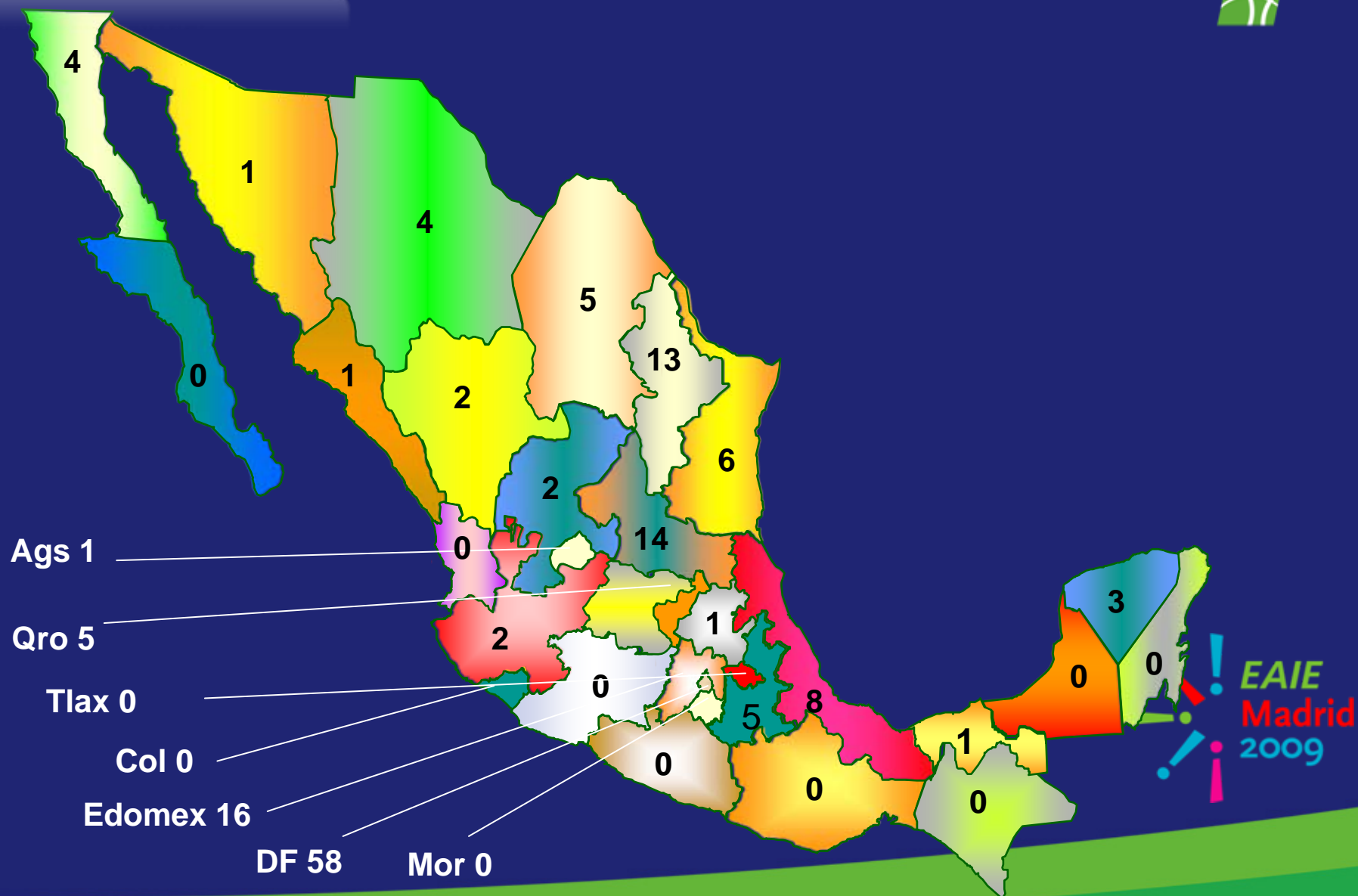
2001

Total de programas 290

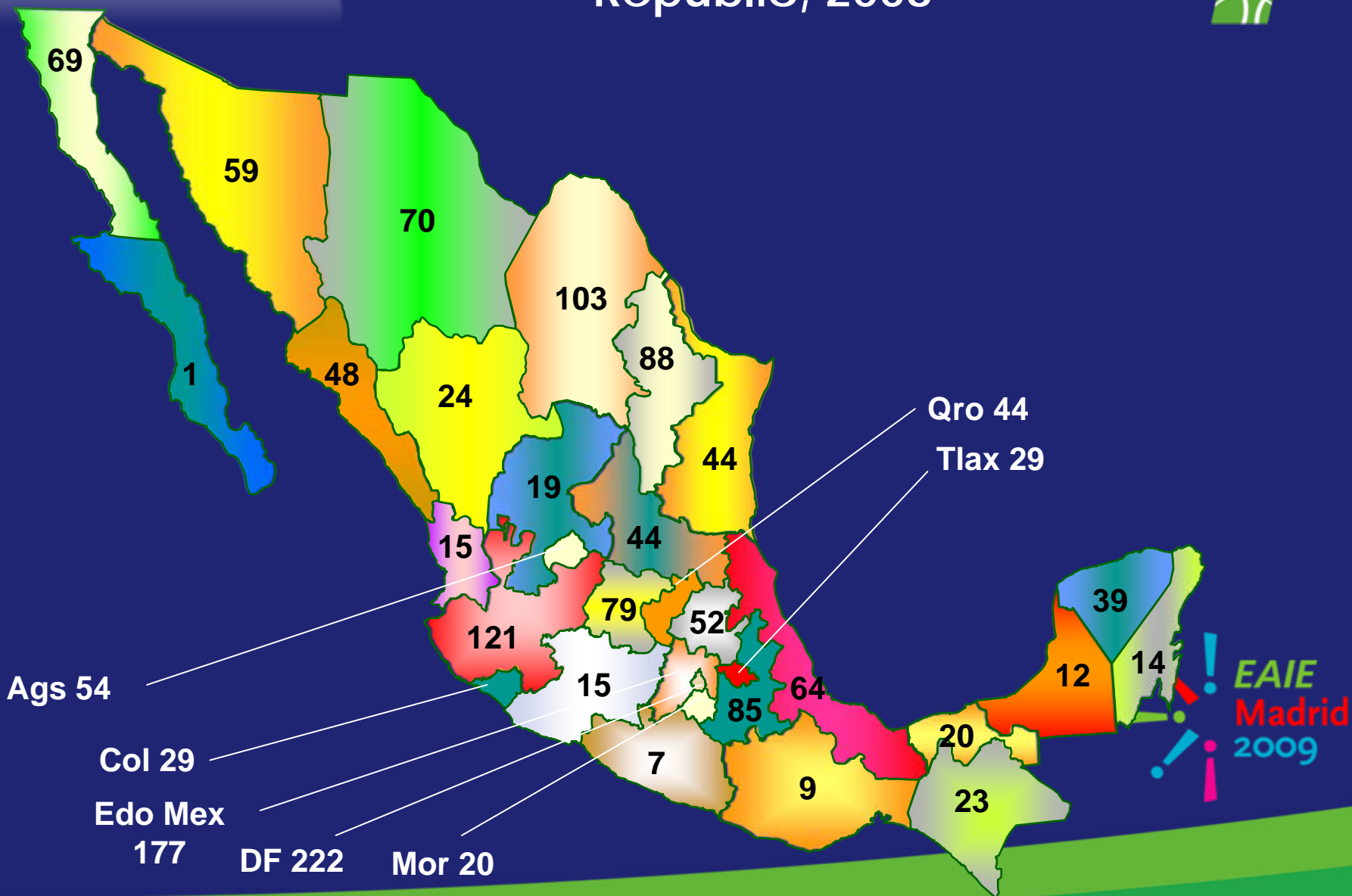


Programs of Degree and University Superior Technician evaluated by the CIEES and classified in level 1 in relation to the accreditation





The Accreditation in the Mexican Republic, 2008



Tailwind: How can this information be useful?

- It allows a more objective election of institution to collaborate with.
- It facilitates the accomplishment of projects based on strengths and weaknesses.
- To raise projects with international recognition.
- It helps to develop strong collaboration networks.



Muchas Gracias

Dra. Norma Angélica Juárez Salomo
Directora de Cooperación y Desarrollo
Universidad Autónoma del Estado de Morelos
salomo@uaem.mx





UNIVERSIDAD DEL ROSARIO

EAIE
European Association for International
Education
Madrid, Spain

QUALITY ASSURANCE SYSTEM IN COLOMBIA
Jeannette Vélez
Chancellor



CONTENT



- ❑ The system of higher education in Colombia
- ❑ Legal framework
- ❑ Model
- ❑ Goals and development
- ❑ Perspectives



Local Regulations

- **Law 30 of 1992 and Articles 28 and 29 of the Political Constitution :**

Grant universities the autonomy to:

- **Establish their own bylaws.**
- **Appoint their own academic and administrative authorities.**
- **Develop their academic programs.**
- **Design and organize their own academic structure (teaching staff, scientific and cultural activities).**
- **Recruit faculty members.**
- **Define admission procedures for students.**

Define mechanisms for accountability.



HIGHER EDUCATION SYSTEM IN COLOMBIA



CONSULTING AGENCIES

National Council of Higher Education,
CESU
Policy definition and follow-up

Inter-institutional National Commission
for the Quality Assurance of Higher
Education- CONACES
Definitions of policies for Quality Assurance

National Council For Accreditation ,
CNA
High Quality Accreditation

Ministry of Education

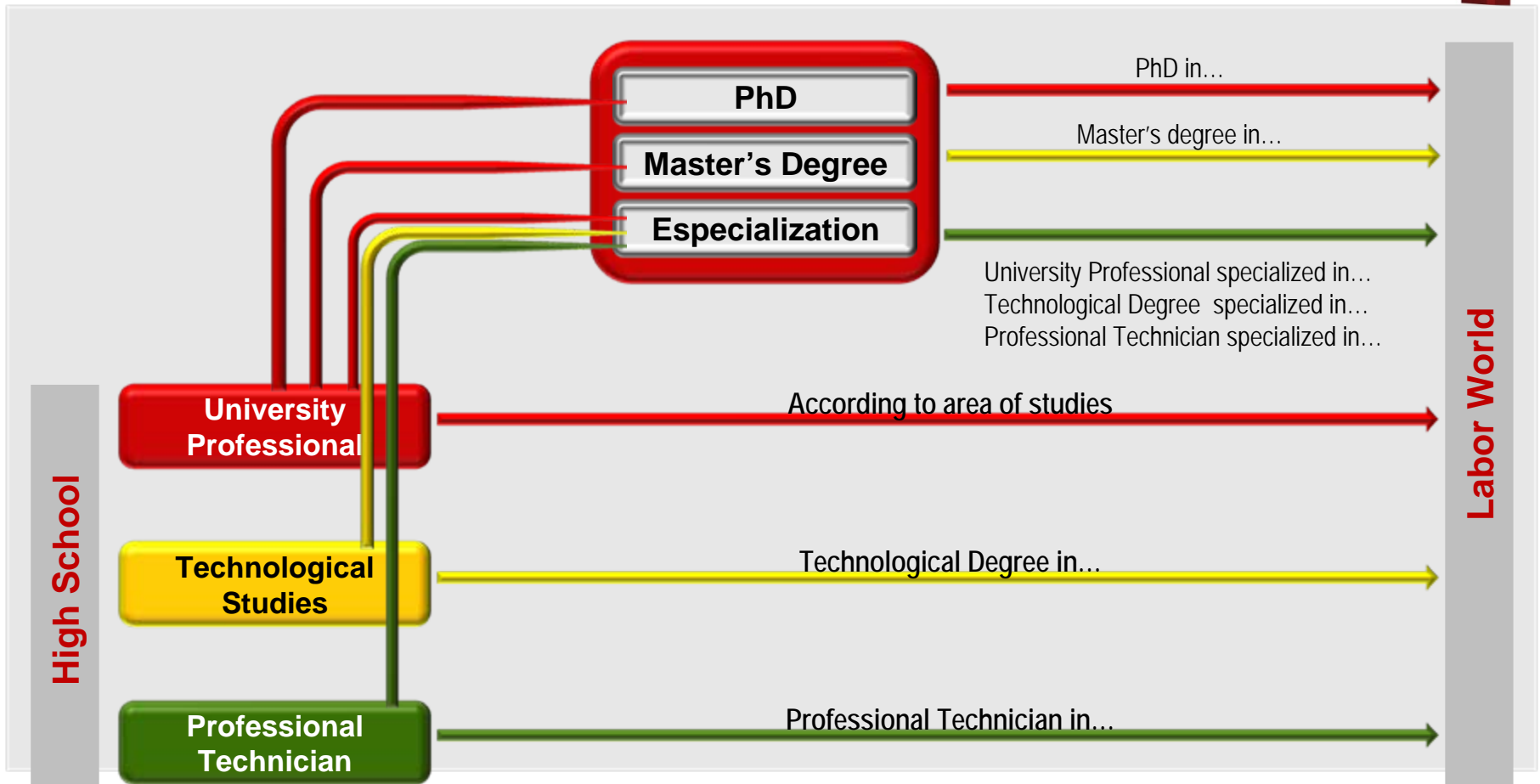
SUPPORT AGENCIES

Colombian Institute for the Promotion of
Higher Education , ICFES
Assessment of the quality of education

Colombian Institute for the Development of
Science and Technology, COLCIENCIAS
*Fostering and Promoting science and
technology in Colombia*

Colombian Institute for Educational
Loans and Technical Studies Abroad –
ICETEX
Scholarships for international cooperation

HIGHER EDUCATION SYSTEM IN COLOMBIA



HIGHER EDUCATION SYSTEM IN COLOMBIA



Types of Institutions (defined according to their field of action)

1. **Professional Technical Institutions** → undergraduate programs at a professional technical level, and specialization programs in technical fields.
2. **Technological Institutions** → undergraduate programs at a professional technical level in technological fields, and specialization programs in technical and technological fields.
3. **University Institutions or Technological Schools** → undergraduate programs at three levels, as well as graduate, specializations and master's degree programs.
4. **Universities** → undergraduate programs at the three levels, and all the graduate programs modalities (specializations, master's degree and PhD).

Public or Private Institutions with the academic and administrative autonomy granted by the Political Constitution of Colombia.



QUALITY ASSURANCE SYSTEM

Law 30 of 1992. Article 53



- **Fundamental objective:**

“To guarantee society that the institutions of higher education that make part of the system comply with the highest quality standards and attain their purposes and objectives.”

It is an instrument to promote quality in higher education, rather than inspection and control.



CONCEPT OF QUALITY



The concept of QUALITY, applied to higher education as a public service, allows institutions to set the relative distance between the way in which they render the service and the ideal inherent to their nature.



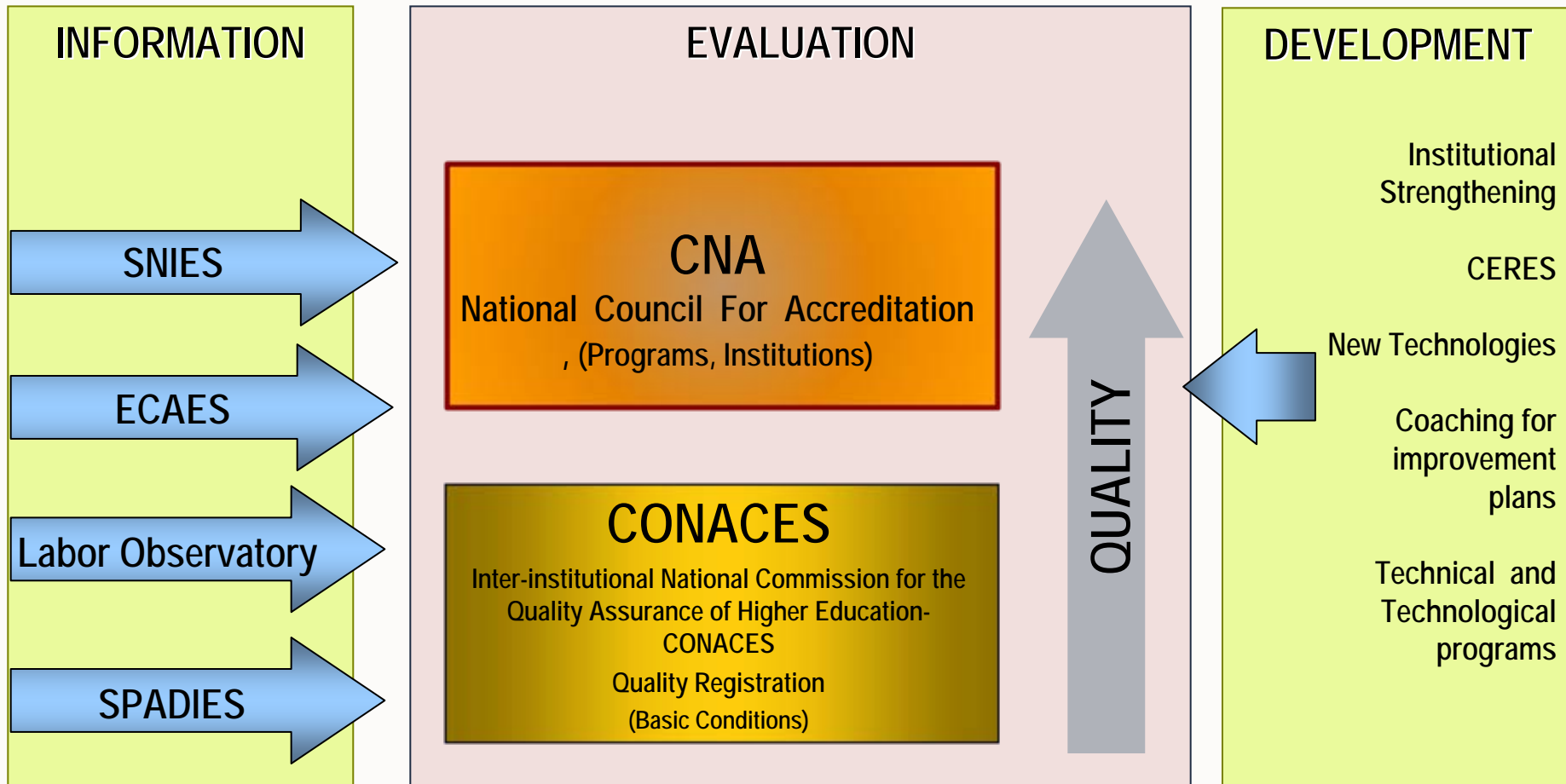
QUALITY AS A PROCESS:



- **Implies displaying policies, strategies and resources integrated to development plans, in order to promote the fulfillment of a mission and strive for excellence.**
- **Requires permanent efforts of the institutions to accomplish responsibly the demands and expectations of their substantial roles.**



QUALITY ASSURANCE SYSTEM



TYPES OF EVALUATION



- **Basic Standards Certificate (Certificación de Estándares Básicos) that leads to the compulsory Quality Registration (Registro Calificado) - CONACES.**
- **High Quality Accreditation - optional (Acreditación de Alta Calidad): CNA**
This process takes place at two levels:
 - Accreditation of Programs
 - Institutional Accreditation

The model for the Accreditation of Post-graduate programs is being developed.



INFORMATION



SNIES	NATIONAL SYSTEM OF HIGHER EDUCATION INFORMATION
OLE	LABOR OBSERVATORY FOR EDUCATION
SACES	HIGHER EDUCATION QUALITY ASSURANCE INFORMATION SYSTEM
SPADIES	SYSTEM FOR THE PREVENTION AND ANALYSIS OF DROP OUT RATES IN HIGHER EDUCATION INSTITUTIONS



CNA'S ACCREDITATION MODEL

"Guidelines for Accreditation"



The model includes the following elements:

- ✓ **Criteria**: Conduct guidelines to define the Ethical Framework.
- ✓ **Factors**: Broad areas of institutional development that reflect the elements on which institutions rely, as well as their academic programs.
- ✓ **Characteristics**: dimensions of the Quality of a Program or institution regarding each Factor. They describe a desired level of achievement.
- ✓ **Aspects**: Attributes or descriptors of the characteristics.
- ✓ **Indicators**: Empirical quantitative, qualitative and verifiable points of reference, that allow institutions to measure each aspect or characteristic.



FACTORS



AREAS OF ANALYSIS: “Institutional evaluation implies a holistic assessment of the entire organization.”

1. Mission and Institutional Project
2. Students
3. Faculty members
4. Academic Processes
5. Research
6. Pertinence and Social Impact
7. Self Evaluation and Self Regulation
8. Institutional Welfare
9. Organization, management and administration
10. Academic Support Resources and Facilities
11. Financial Resources

Segments of the institutional reality to facilitate the empirical approach process and the institutional assessment.



ELEMENTS OF THE MODEL



Characteristic

Aspects

Indicators

Characteristic 2: Approaches and strategies of the institutional Project: The institutional project guides the planning, administration, evaluation and self-regulation of the fundamental functions and the way they articulate. They are also fundamental reference in the decision-making processes, regarding teaching, research, extension or social projection, institutional welfare, facilities and financial resources.	6	Guidelines for planning, administration and evaluation within the institutional project	13	Verifiable information in the documents of the institutional project, regarding strategies and mechanisms for the development of these processes.
	7	Procedures for the decision- making process within the institution.	14	Verifiable information regarding the mechanisms and authorities in charge of making strategic decisions: policies and institutional management.
INSTRUMENTS: DOCUMENTS, MINUTES, POLLS...				



ACCREDITATION PROCESS



1. SELF -EVALUATION

It is an internal study carried out by each institution or academic program, following the model established by the CNA.

The institution highlights its commitment to quality standards. The results are expected to become tools for the formulation and development of actions for improvement.



ACCREDITATION PROCESS



2. External Evaluation or Peer Evaluation

The academic peers verify the coherence between what the self-assessment report shows and what is actually found in the institution.

Their appraisal includes aspects that were not taken into account during the self-assessment stage.



ACCREDITATION PROCESS



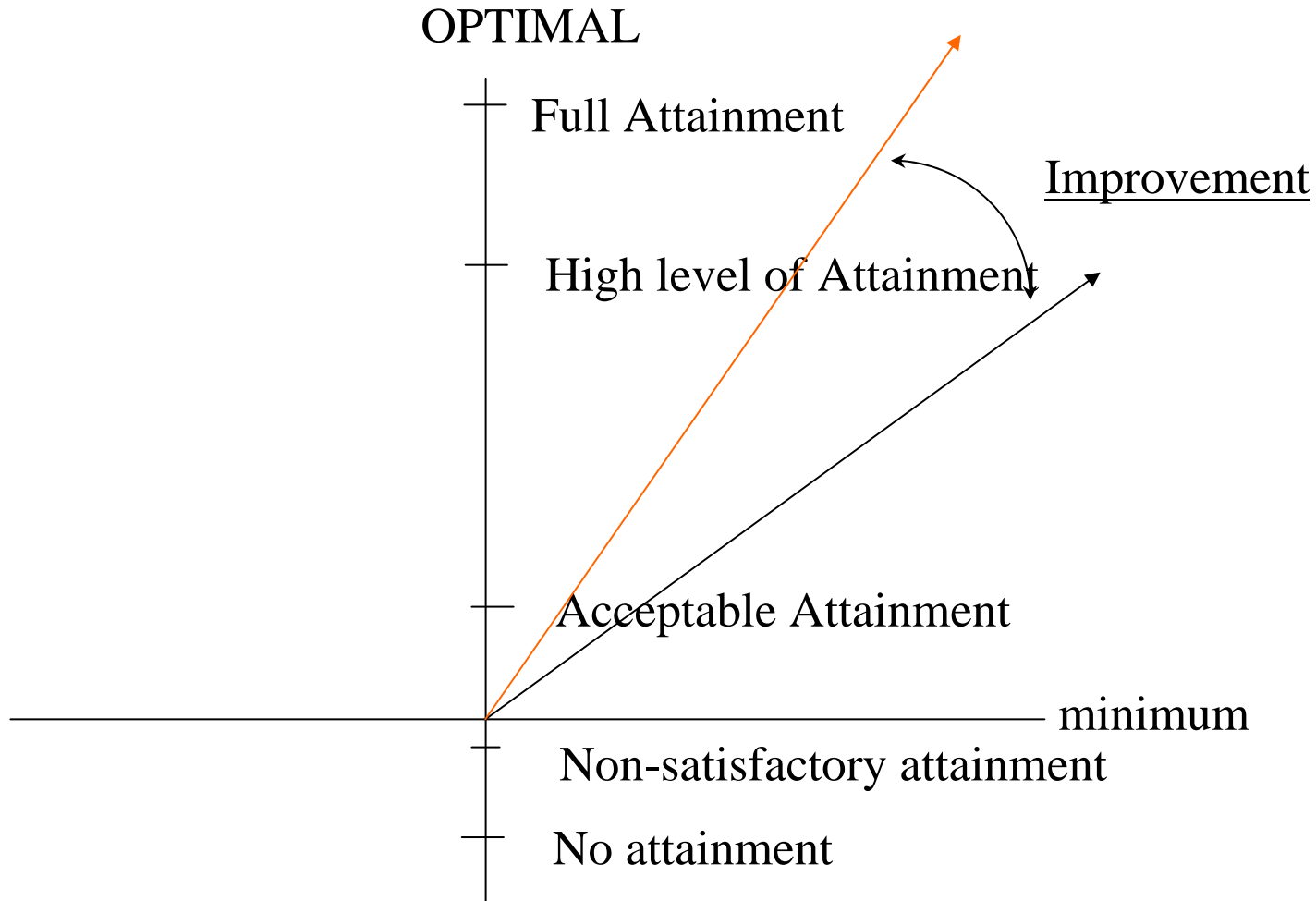
3. The Final Assessment

It is the final statement issued by the CNA, based on the self-assessment, the peers report and the actions taken by the institution. The CNA makes recommendations regarding the period for accreditation, which is no less than 4 and no more than 10 years.

The Accreditation Act is issued by the Ministry of Education, based on the CNA recommendation.

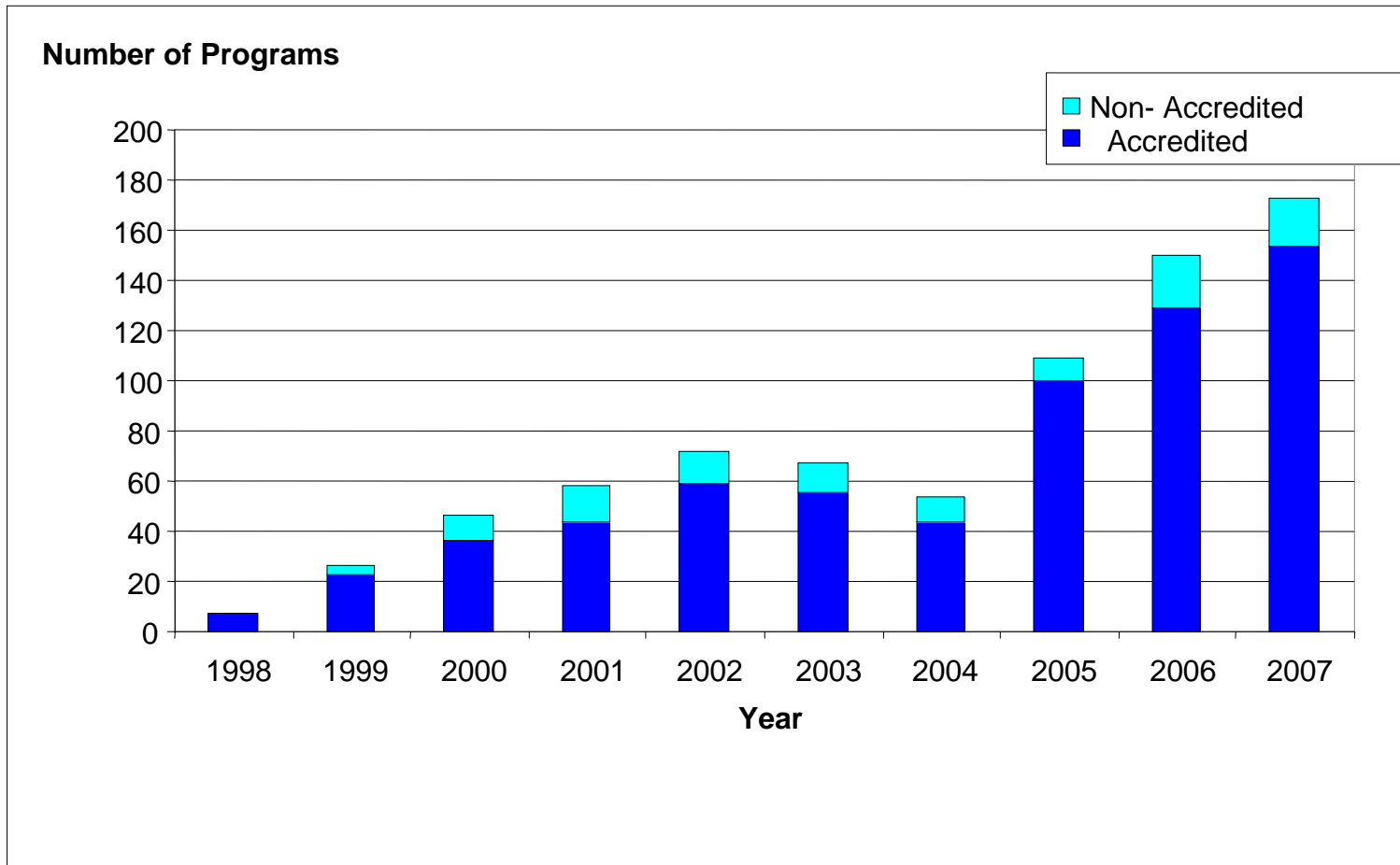


ASSESSMENT LEVELS: QUALITY REACHED BY A PROGRAM



CNA: BALANCE

Number of evaluated and accredited Programs per year: 1998-2007



Chaparro, F. (2008), Evolución de la Acreditación de Alta Calidad en Colombia (1998-2008) **Evolution of High Quality Accreditation in Colombia**

ACCREDITED PROGRAMS



Area of Knowledge:	Number of Programs with Quality Registration CONACES* (A)	Number of Programs Accredited by CNA (B)	Number of Programs in process CNA (C)
AGRONOMY, VETERINARY SCIENCE AND RELATED PROGRAMS	326	28	1
FINE ARTS	301	20	5
SOCIAL SCIENCES, LAW, POLITICAL SCIENCES	683	96	19
HUMANITIES AND RELIGIOUS SCIENCES	219	15	5
EDUCATION SCIENCES	960	52	7
HEALTH SCIENCES	718	106	17
ECONOMY, ADMINISTRATION, ACCOUNTING AND RELATED PROGRAMS	1.869	113	20
ENGINEERING, ARCHITECTURE, URBANISM AND RELATED PROGRAMS	1.352	253	42
MATHEMATICS AND NATURALSCIENCES	267	48	4
TOTAL	6.695	731	120



ACCREDITED UNIVERSITIES (COLOMBIA)

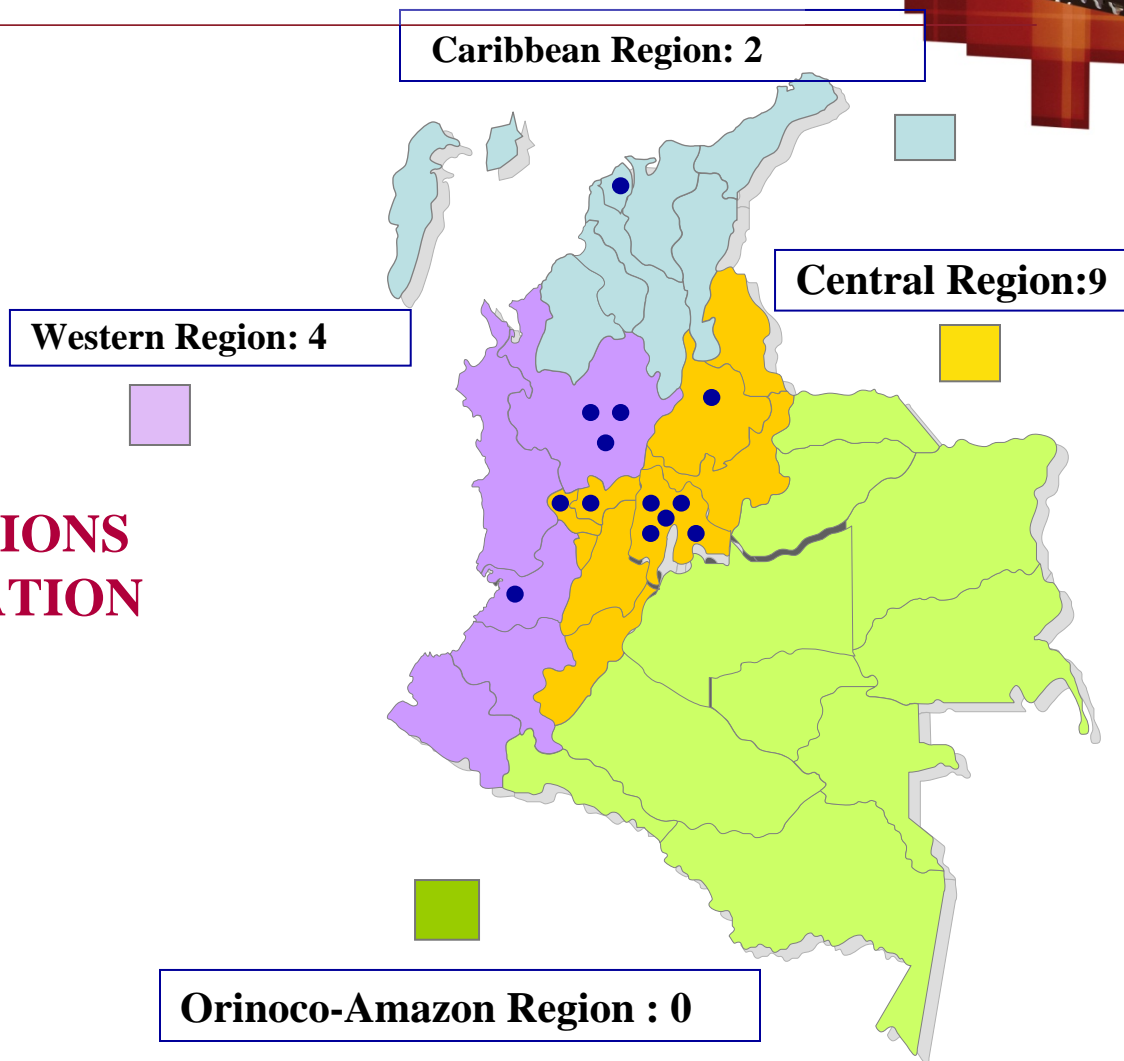


1. Pontificia Universidad Javeriana 2003
2. Universidad del Norte 2003
3. EAFIT- 2003
4. Universidad de Antioquia 2003
5. Universidad Externado de Colombia 2004
6. Universidad Industrial de Santander 2005
7. Universidad del Valle 2005
8. Universidad Tecnológica de Pereira 2005
9. Universidad de los Andes 2005
10. Universidad Colegio Mayor de Nuestra Señora del Rosario 2005
11. Universidad de la Sabana 2006
12. Universidad Pontificia Bolivariana 2006
13. Universidad de Caldas 2007
14. Escuela Naval de Suboficiales – Arc 2008
15. Universidad de la Salle 2008
16. Universidad de Medellin 2009



REGIONAL DISTRIBUTION

**ACCREDITED INSTITUTIONS
CNA : 15 HIGHER EDUCATION
INSTITUTIONS**



PERSPECTIVES, CHALLENGES AND TENDENCIES



- ✓ **Many programs have been accredited in a short period of time and the number of accredited institutions is growing.**
- ✓ **Criteria and quality assessment mechanisms have clear procedures.**
- ✓ **The quality of peer appraisers is not the same in all cases and, on many occasions, there are ethical, interest and perspective conflicts upon what the academic programs and higher education institutions are and ought to be.**
- ✓ **Governmental mechanisms in many cases, are not swift and may run the risk to drown in red tape.**



PERSPECTIVES, CHALLENGES AND TENDENCIES



- ✓ **Doubts on the use of a sole accreditation model for programs in different knowledge domains are posed.**
- ✓ **The use of different models by different countries hinder the comparability between institutions and programs, making it difficult to acknowledge accreditation certificates among institutions from different countries and regions.**
- ✓ **In many cases the accreditation processes respond to academic interests, neglecting those of the real sector, the productive sector and society itself.**
- ✓ **These processes embed the danger of bulky documentation in institutions that does not reflect genuine quality processes.**



PERSPECTIVES, CHALLENGES AND TENDENCIES

- ✓ In many cases, accreditation processes do not actually respond to continuous self-evaluation, self-regulation and ongoing improvement processes, but rather to projects that are carried out merely for the achievement of external quality certificates.
- ✓ Procedures must be adjusted to the complexity and nature of the higher education institutions as knowledge organizations.
- ✓ Assessment processes must be oriented in a formative way, respecting the subsidiarity principle and acknowledging the value of quantitative indicators.

Weber, L. (2007), Quality Assurance in European Higher Education, from adolescence to maturity.





TOWARDS THE ASSURANCE OF QUALITY



“Although the reports of internal and external quality assessment exercises play an important role in the maintenance and improvement of the quality of higher education, the most critical phase of this job is the interiorization and the follow up that higher education institutions make of the conclusions.

Quality assuring exercises and improvement activities must focus on the perspective of future, which demands leadership and management and should focus as well on the institutional ability to implement change, that requires a culture of quality and adequate resources.”

(translated from Spanish.)

L. Purser, 2007

