WORKSHOP ON QUALITY ASSURANCE STANDARDS IN HIGHER EDUCATION AND ACADEMIC ADVISING USING A.D.R.I MODEL

at College of Computer Science and IT

Report on First Day Group Activities, held on TUESDAY, March 1, 2011 (26/3/1432 H)

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Advisor to Dean of Information Technology,
(Led the group discussions, recorded and presented the summaries to all members as the group leader for both the activities of day 1 on separate sessions)

Contents

Title

Activity 1 - 'Standards for Quality Assurance in Higher Education'

Activity 2 - 'ADRI – A Quality Assurance Model for Self Assessment of Teaching and Learning'

Organizers

◆ KFU Senior Management & Administration

◆ Deanship of Quality Assurance & Academic Accreditation

Facilitated by

Dr. Nasir Ahmad Khan

HOD-Quality Assurance,

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Introducing my group (same for both the activities)

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- The participants were divided into 7 groups, including female members.

You are a member of the Quality Assurance Committee. It is your first meeting and the basic aim of the meeting is to come to a mutual understanding of the concept of "quality".

Tasks:

◆ Define quality in your own words with meaning in the field of HE

◆ How do you visualize to assure quality in your university, and why?

◆ There are many players in the quality field (government, academic world, students, labour market, and society at large) are there differences in the requirements set by the players?

◆ Your son or daughter will do master programme at another college/university. What are for you the criteria to see if the college/university is a good one?

◆ Identify at least five important characteristics of quality in higher education to your view and explain them why you consider these to be important

Keeping the above scenario and questions in mind, our group discussed in detail and summarized for me to present to all the participants as well as for responding at the feedback questions by other participants. (30 minutes for activity plus 30 minutes for feedback session were given)

The group leader, M. Shahul Hameed, in his speech after Greetings, gave brief analysis of the scenario and the questions with highlights of the key points discussed during our group discussion. Key points are the following:

◆ In our group's view, the quality in the field of Higher Education (HE) is :

'A continuous act or ongoing process that is consistently striving for exceeding the expectations of students and society in facilitating the learning and knowledge sharing for the benefit of the community, that includes:

- Fitness for purpose of learning and knowledge sharing

- Feedback and continuous improvement

◆ In order to consider the quality expectations of many different players in the quality field, we had identified the key focus of each player groups (as given below) based on the perceived expectations at large:

- Government's main focus is on getting Leaders & Good Citizens

- Students key focus is his best Career

- Industry's majority would be focusing on Professionals & Entrepreneurs

- Society would be interested in Free Education & Community Services

◆ God Almighty's expectation would be to see Humanity is prevailed!

◆ In order to assure quality in the field of HE, we visualize that the following approach is considered with involvement of all stakeholders (i.e top management to bottom line staff and third-party service providers):

- Detailed specifications of requirements with quality expectations

- Use of best practices for establishing policies, procedures, standards

- Benchmarking and Gap Analysis (this part was suggested and discussed at length during various discussion, with thanks to the facilitator)

- Feedback sessions

- Analysis, Planning and Follow-up Actions for continuous improvement using KPIs for measuring and motivating.

◆ The FIVE important characteristics of quality in HE in our view are:

- Reputation (Accreditation, Industry rating, Web ranking etc.)

- Curriculum (Subjects of key importance to the society and intl. community)

- Faculty (The scholarly levels, Qualifications, and References)

- Facilities

- Students (Past students who are currently leaders would speak for the university by themselves)

◆ The last point that we gave as response to the 6th question, after giving responses to all the questions as above is the following:

◆ Our basic criteria for selecting the college or university for our son or daughter would be depending on the following:

- The student's learning attitude and interest in particular field
- The possible range of courses based on the academic advises relating to the interest of the students
- The availability of such course
- And then the evidence of such kind of characteristics and quality aspects that can be identified from the college/universities as per given criteria on the previous page.

◆ Thanks & Questions were discussed and answered at this time.

◆ From the next page, we shall proceed to view the reporting of the 2nd Activity…….

Student Assessment of Teching

Our university has standardized assessment of teaching programme in place for 2 years. The surveys use quantitative and qualitative questions. The survey is being conducted in the last week of each semester. It was reviewed last year by quality committee from Quality Deanship, who commended it as one of "best practice". Mean results rate are considerably above average. Our staff development programmes are planned to build on various areas of weakness identified through aggregate results of the survey.

Tasks:

◆ Use ADRI model to analyse for commenting on each dimension (Approach, Deployment, Results and Improvement).

◆ As a member of QA, what do you conclude about the scenario? Does it represent good practice? What improvements can be suggested. If you were external reveiwer, what further information would you require? How would you get it?

Keeping the above scenario and questions in mind, our group discussed in detail and summarized for me to present to all the participants as well as for responding at the feedback questions by other participants. (30 minutes for activity plus 30 minutes for feedback session were given)

The group leader, M. Shahul Hameed, in his speech after Greetings, gave brief analysis of the scenario and the questions with highlights of the key points discussed during our group discussion. Key points are the following:

◆ In our group's view, though the scenario touched upon certain key process for student assessment of teaching, there is no clear evidence of usage of best practice in complete form, eg, ADRI model.

◆ As the outcome of our detailed analysis and review, including the complete walk through of the process in light of ADRI model, using the ADRI worksheet, we were able to explain the gaps and areas of concern that require attention and finally the improvement. Highlighted points are given below:

◆ APPROACH

  ▪ Mission/Vision statement:
    • 'Best in class (or world class) faculty
  ▪ Values: Faith, Ethics, Culture, Knowledge and Wisdom

◆ APPROACH: (continued)

- Policies & Resources to include:
  - Quality selection and recruitment of Faculty
  - Training on innovative teaching methods
  - Facilities (Library & Laboratory) and Teaching aids
  - Arrangement for Guest lectures via Video conferencing & multi-media
  - Awards and honors for faculty members based on evaluation

- Target: a measurable target must be decided during the approach phase (eg. > 90% of excellent rating for all members)

◆ DEPLOYMENT

As the given scenario is focusing on surveys of qualitative and quantitative questions, we would recommend the following:

- Discussions with groups of students
- Analysis of students feedback and their own examination results for checking unbiased inputs
- Bench marking

We will also ensure if the questionnaire is designed adequately for catering the

Need for providing range of measures (eg. 1 poor …….5 Excellent) and various criteria for analysis (eg. Relevancy to subject matters, Communication skills, Interactive mode of conducting the teaching, how good the faculty is able to relate the theory into practice of today and future etc.)

◆ RESULTS:

- Ensure the % of collected results are at good size to arrive at conclusion
- Causal relationship exist
- Comparable with benchmarks
- KPIs are SMARTR

◆ IMPROVEMENT (the following shall be the outcome of a detailed review)

- Increasing the training for faculty
- Upgrade library and laboratory & teaching aids
- Improve faculty selection criteria and increase pay scales
- Establish focus groups incorporating faculty and students
- Keep the Faculty/Students ratio to be smaller

Thank you !