



The use of ESG in the evaluation of higher education institutions by CAQA - example of good practice

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Abbreviations

- CAQA – Commission for accreditation and quality assurance
- NCHE – National Council for higher education
- HEI – Higher education institution (university, faculty, higher schools of professional and academic studies)
- SER – self-evaluation report
- EQC – external quality control
- ENQA – European association for quality assurance in higher education
- EQAR – European quality assurance register

Content

1. History and legislation
2. International status
3. Types of evaluations and results
4. Analysis of effects: system-wide, sectorial and thematic analyses
5. Conclusions

- **2005** Law on Higher Education
- **2006** - CAQA was constituted
 - NCHE adopted:
 1. Standards and procedures for accreditation of HEIs and study programs
 2. Standards and procedures for external quality control of HEIs
 3. Standards for self-evaluation of HEIs
- **2007** – Implementation started

European integration of CAQA

- **2008** - CAQA becomes ENQA Associate
- **2010** - CAQA becomes ENQA Candidate
- **2011** - CAQA enters process of external evaluation (*self-evaluation report*)
- **2012** – *site visit* of expert team
- **2013** – CAQA becomes ENQA member
- **2014** – decision on EQAR membership

Types of evaluation run by CAQA

1. Accreditation

Evaluation of the fulfilment of minimum criteria for quality standards resulting in work permit.

1.1. accreditation of study programs

1.2. accreditation of institutions

Outcomes – accreditation, act of warning, rejection

2. External quality control of HEIs

Control of internal mechanisms of HEIs for quality assurance. If HEI does not meet quality standards – follow up procedure

Outcomes – report on EQC, follow-up report

I Accreditation Round (2007-2011) Applications

2007: 78 polytechnics+515 programs

2008: 81 faculties/coll./univ.+928 programs

2009: 60 faculties/coll./univ.+308 programs

2010: 13 faculties/coll./univ.+51 programs

2011: 145 programs

**Total: 232 HEIs+1947 programs submitted
accreditation request**

Results of I Accreditation Round

- **65** (47 state, 18 private) accredited **polytechnics** with **331** study programs (I and II level) for **22.773** students enrolled in the first year
- **16** accredited **universities** (8 state, 8 private)
- **118** accredited **faculties** with **1205** study programs (I, II, III level) for **65.607** students in the first year
- **6** (2 state, 4 private) accredited **colleges** with **17** study programs for **1.112** students in the first year
- **Total: 205 HEIs+1553 programs accredited**
(85% students enroll state, 15% private HEIs)

II Accreditation Round (2012-2016)

2012: 51 polytechn.+**210** programs accredited

2013: 45 HEIs+**532** programs accredited

2014: 39 HEIs+462 programs accredited

21 HEIs+38 programs **expected**

2015: 40 HEIs+300 programs **expected**

2016: 10 HEIs+100 programs **expected**

Enrollment in the first year of study programs:

Academic: 65600=39600 (I)+ 19100 (II, III)

Professional: 23400=18700 (I)+4708 (II)

Accreditation of doctoral programs standards and procedures

- 12 standards
- Competences of HEI: space, equipment, library, scientific achievements, cooperation
- Competences of teachers: papers, participation on projects, scientific area
- Competences of mentors: papers, participation on projects, mentor's achievements
- Competences of students: Papers published on internationally reviewed journals
- Number of students depends on the number of mentors

Results of the I round of accreditation of doctoral studies

- 249 programs for the enrolment of 3755 students in the first year of studies
- At **state universities** – 202 programs for the enrolment of 2459 students in the first year of studies
- At **private universities** 47 programs for the enrolment of 296 students in the first year

Results of the II round of accreditation of doctoral studies

- At **state universities** – 105 programs for the enrolment of 1849 students in the first year of studies
- At **private universities** 18 programs for the enrolment of 111 students in the first year
- 10% programs accredited after act of warning
- 1% programs rejected

First round of external quality control of HEIs (2011-2015): procedure

- Standards for external quality control
- Standards for self-evaluation
- HEI runs self-evaluation
- HEI submits self-evaluation report
- CAQA forms team for the site visit with student and labour market representatives
- Site visit to HEI according to protocol
- CAQA accepts the report on external quality control or the report on follow-up
- Follow-up procedure applied

Results of the first external quality control round

2011: Reports on EQC of 54 HEIs accepted

2012: Reports on EQC of 44 HEIs accepted

2013: Reports on EQC of 41 HEIs accepted

2014: Reports on EQC of 25 HEIs accepted

Follow-up report accepted for 3 HEIs

Action plans of 3 HEIs accepted

22 requests **expected**

2015: 20 requests **expected**

External quality control – some remarks

- Opportunity for HEI to discuss problems during site visit – important for accreditation.
- Good self-evaluation reports
 - Correct SWOT analysis
 - Critical review of weaknesses
 - Well defined measures for alleviation
- Established system of internal QA
- Major impact is better accreditation outcome

Analyses of effects – system wide and thematic analyses

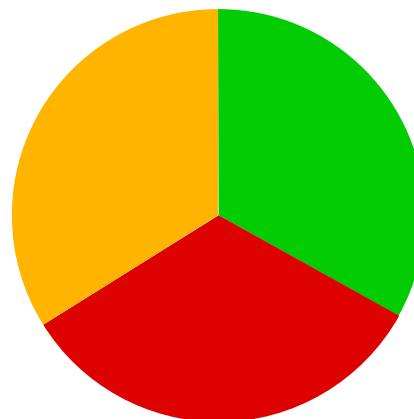
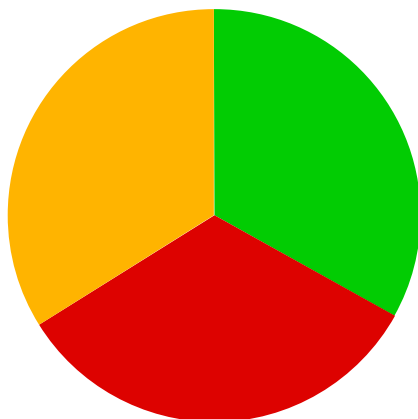
- Comparative analysis of accreditation outcomes in 2 cycles of accreditation
- Analysis of key indicators
- Geographic distribution of HEIs
- Analysis of accredited programs (types, levels, number of students)
- Sectorial analysis – case of higher schools of professional studies (polytechnics)

First accreditation outcomes of polytechnics

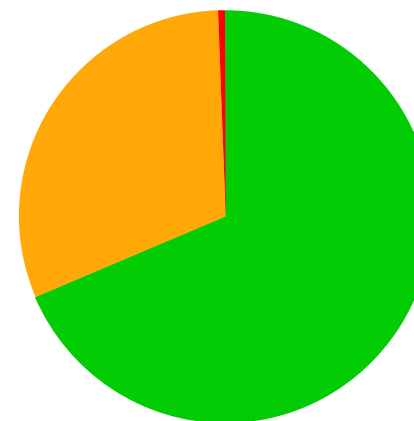
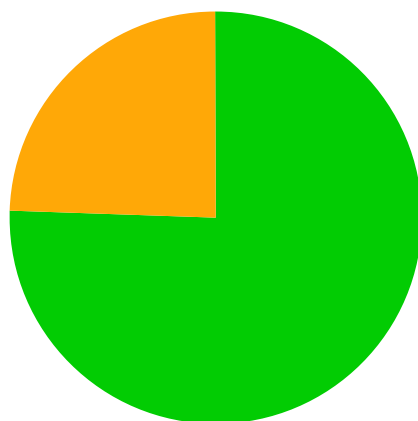
HEI

Study program

2007



2012



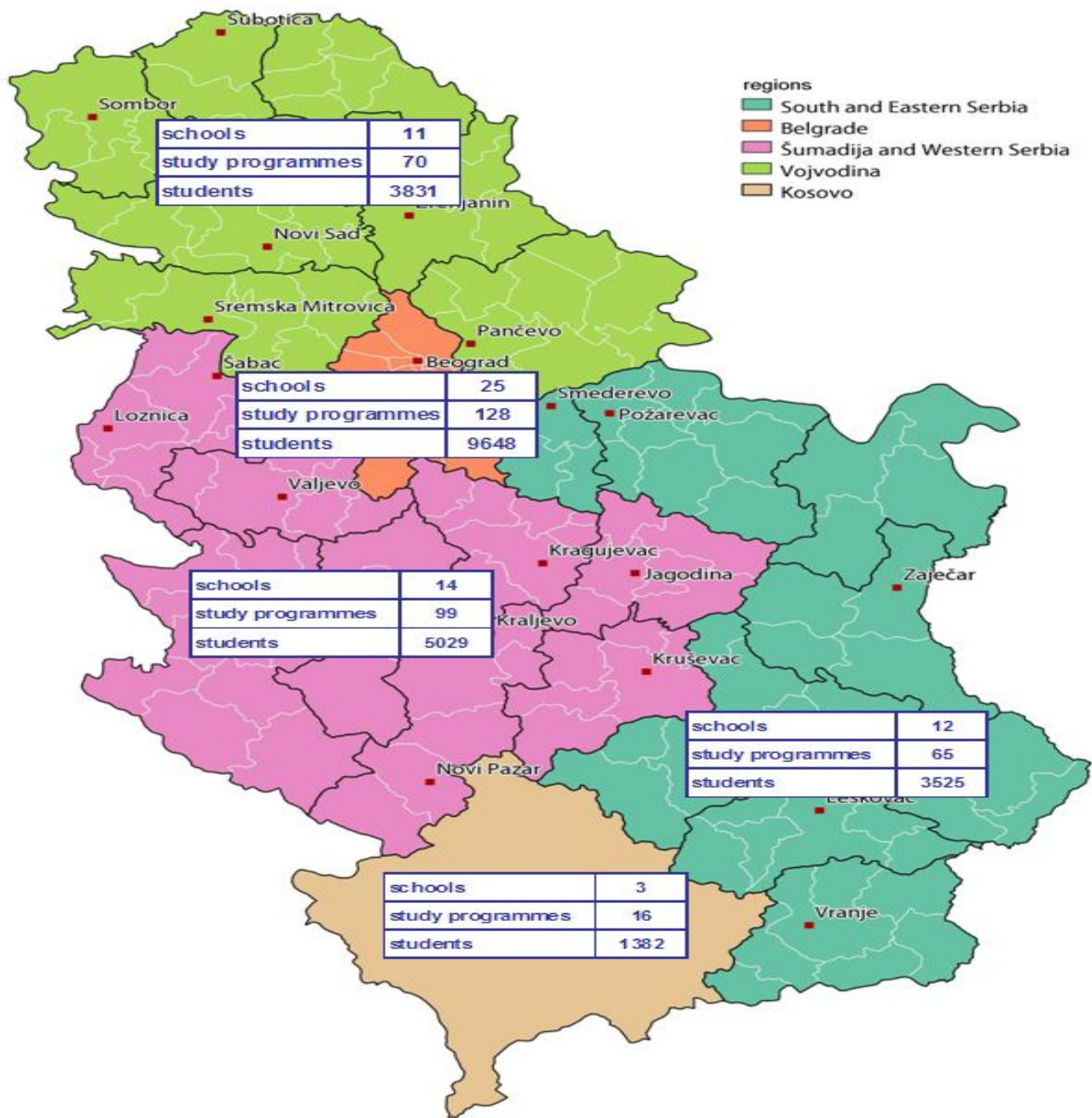
rejected

act of warning

accredited

Accreditation of Polytechnics- System-Wide Analysis

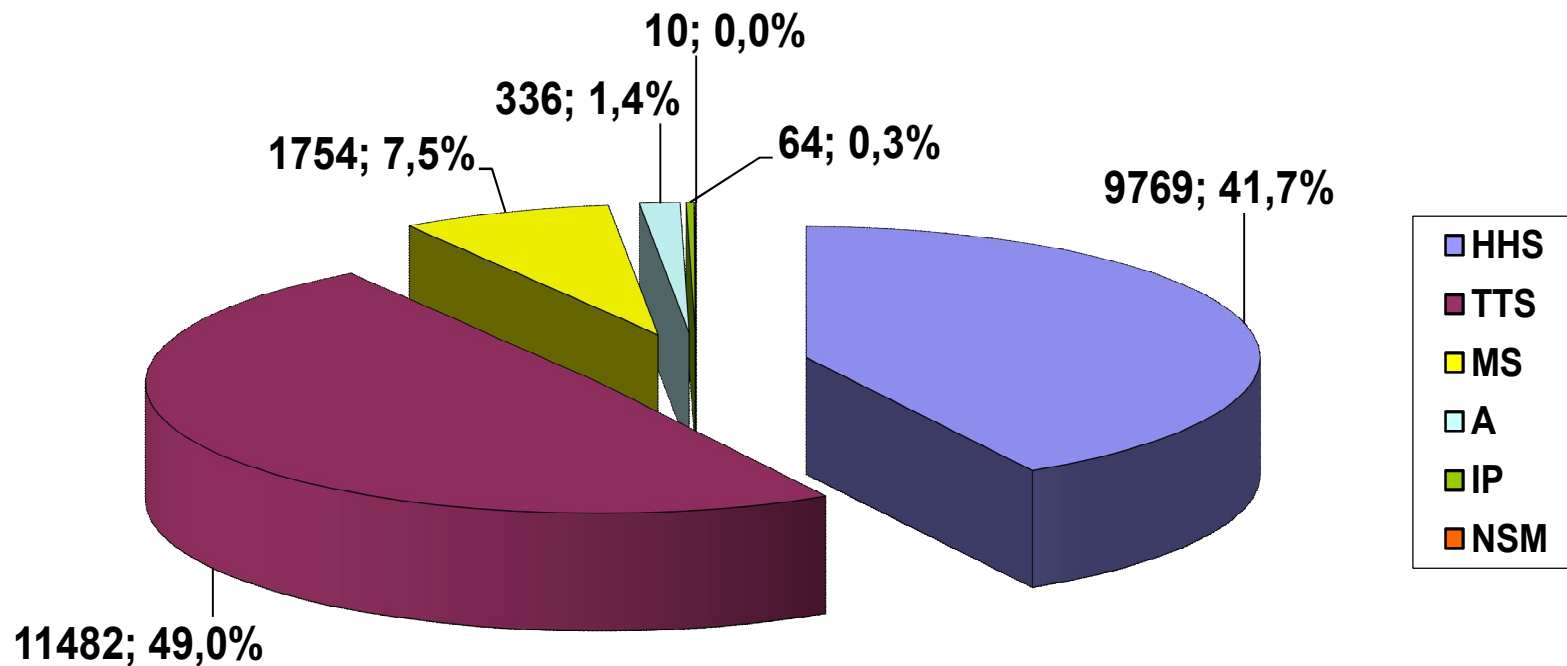
- Regional distribution of HEIs (5 regions)
- Distribution of study programs in five fields
- No. of students enrolled in the first year of basic professional studies (180 ECTS)
- No. of students enrolled in the first year of specialist professional studies (60 ECTS)
- No. of students per professor
- No. of square meters in higher education institution per student





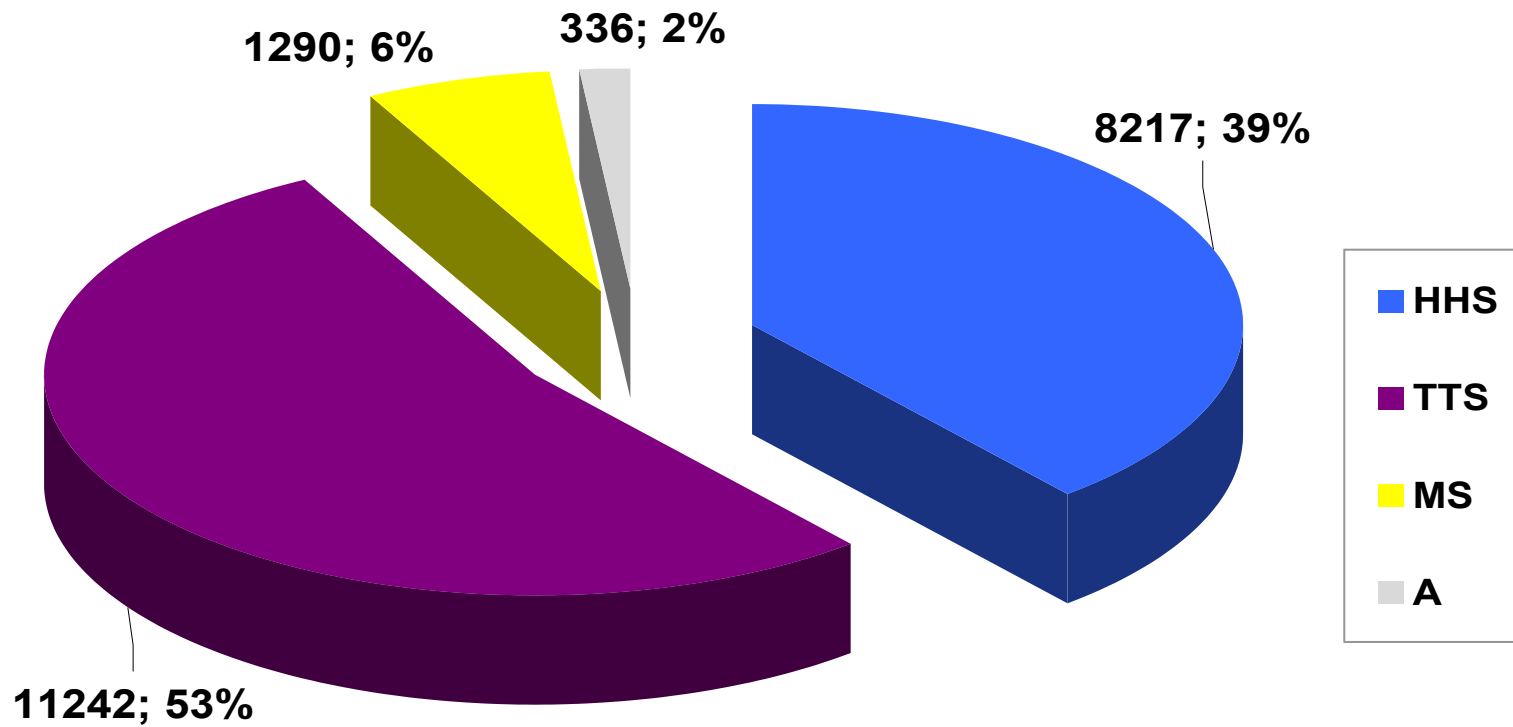
Accreditation of Polytechnics- System-Wide Analysis

Number and percentage of students in different fields



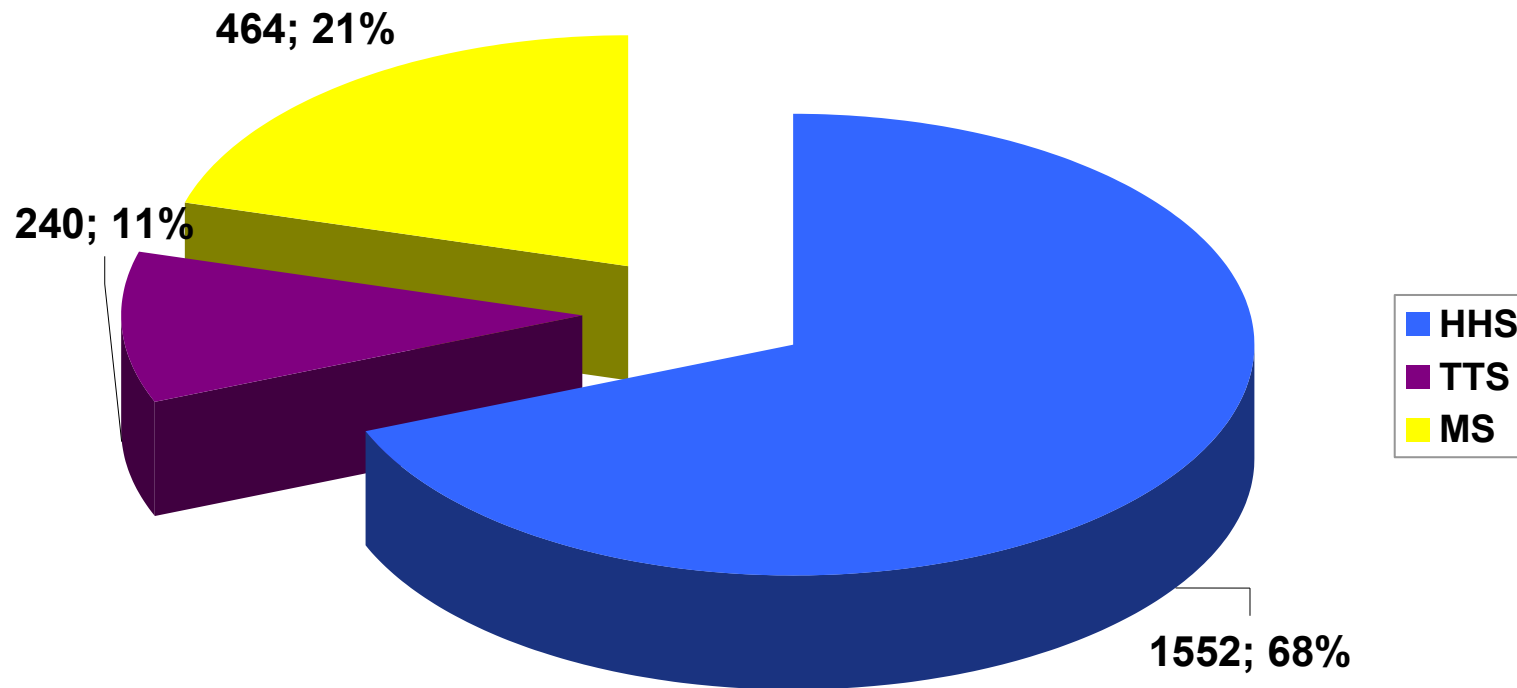
Accreditation of Polytechnics- System-Wide Analysis

Number and percentage of students - state schools



Accreditation of Polytechnics- System-Wide Analysis

Number and percentage of students - private schools



Conclusions of system wide analysis on polytechnics

- Polytechnics are important sector of higher education in Serbia concerning their geographic distribution, type and level of study programs and significant number of students
- After external quality control and second round of accreditation it was confirmed that polytechnics have fully implemented processes of internal quality assurance
- In October 2012 Conference of polytechnics has become a full member of **EURASHE**

Publications

www.kapk.org

- Accreditation and external quality control in higher education (2 editions: 2007 and 2012)
- Self-evaluation report of CAQA
- CAQA Strategy
- System-wide analysis of polytechnics
- System-wide analysis of HEI units
- Number of thematic analyses regarding doctoral studies, distance learning, teacher's competences, pedagogical reform etc.)

Conclusions

- Established external QA system in Serbia
- CAQA successfully implements both external evaluations (a accreditation and external quality control)
- Positive impact on HEIs (better outcome in the second accreditation round, improved resources)
- Established internal QA system in HEIs