

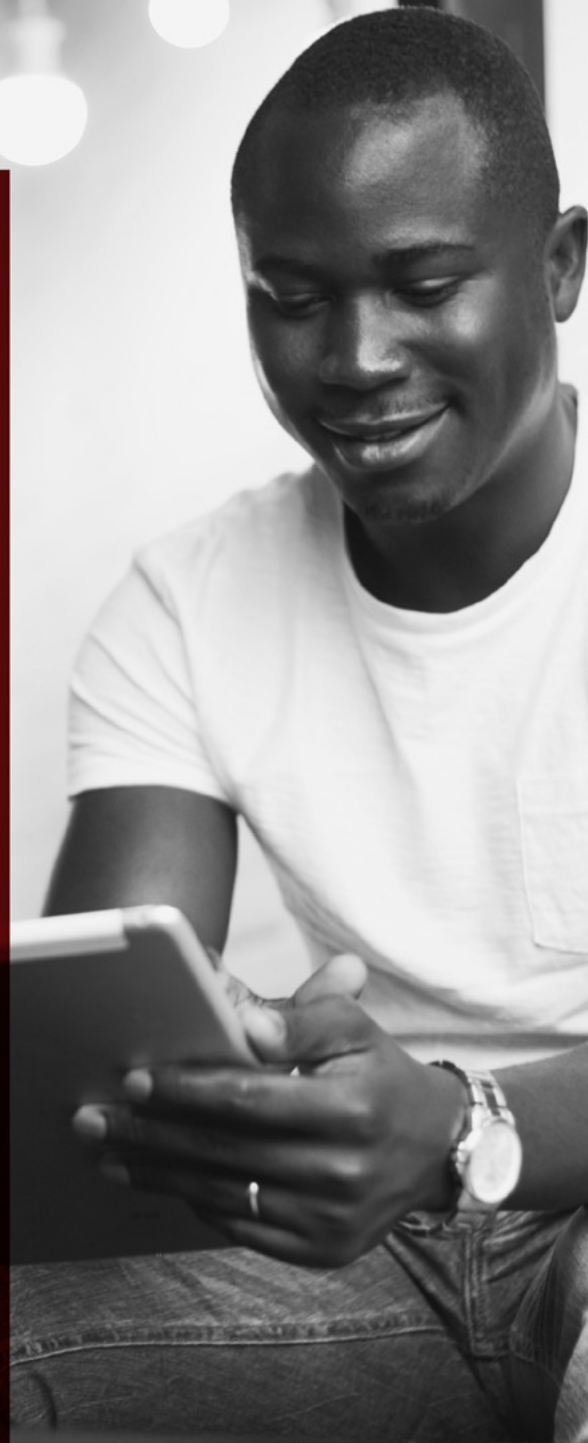


American Higher
Education Alliance

Q
A

QUALITY ASSURANCE MEASURES

FOR GLOBAL EDUCATION





American Higher Education Alliance (AHEA) was founded to facilitate interactions within the global higher education community to enhance the international learning experience and contribute to the development of future leaders. By connecting higher education institutions and students from around the world, it is AHEA's goal to provide students from all walks of life access to quality education. That is why we have developed our Quality Assurance Measures (QAMs).

These measures are based on superior education and accreditation principles from around the world. They ensure colleges and universities have met mutually accepted quality standards to make student mobility and the transferring of credits easier and more consistent. They also help establish and solidify a place where colleges and universities can collaborate and share best practices, both domestically and abroad.

Listed below are AHEA's Quality Assurance Measures. Also detailed are the requirements, and appropriate documentation needed to demonstrate that each higher education institution meets these distinct standards.

1. INTEGRITY AND TRANSPARENCY

REQUIREMENTS

1.1

The institution accurately demonstrates, through policy and actions that its goals, operations, programs, and finances reflect integrity and transparency.

DOCUMENTATION

- Board policy
- Written statement of the CEO
- Complaint and resolution practices
- Institutional Audits
- Public documents reflecting change in programs, admission policies, tuition, accreditation status, and reports.

1.2

Even when supported by external organizations, the institution operates with autonomy and integrity.

DOCUMENTATION

- Board minutes
- Personnel decisions
- Audits
- Conflict of interest policies

1.3

The institution has an independent governing board or similar authority that is consistent with its legal and fiduciary status; exercises appropriate oversight over all institutional operations; is governed by Board Bylaws or similar regulations; and hires and evaluates the chief executive officer.

DOCUMENTATION

- Board Policies
- Board Minutes
- CEO Evaluation
- Audits
- Board Bylaws

2. INSTITUTIONAL CHARACTERISTICS

REQUIREMENTS

2.1

The board-approved statement of purpose (mission statement) is consistent with the degree granting authority, legal status and is appropriate for an institution of higher education.

DOCUMENTATION

- Copies of licenses or other documents reflecting authorization to operate a degree granting institution.
- Mission approval documents

2.2

The organization publishes and demonstrably implements a clear organization structure, and possesses qualified leaders and officers that are appropriate for their responsibilities.

DOCUMENTATION

- Description of and documentation for personnel including transcripts, resumes, and evaluation where appropriate.
- Organization chart
- Measures of institutional effectiveness based on assessment and evaluation.

2.3

The institution reports data concerning student admission, retention, graduation, and learning to appropriate governmental or external third-party agencies.

DOCUMENTATION

- Board Policies
- Board Minutes
- CEO Evaluation
- Audits
- Board Bylaws

3. EDUCATIONAL CHARACTERISTICS

REQUIREMENTS

3.1

The institution's admission and academic policies (including awarding of credit) are clearly articulated, published and easily accessible.

DOCUMENTATION

- Catalogs or similar publications
- Faculty handbooks or similar publications.
- Web based information
- Public documents describing complaint and resolution practices.

3.2

The institution's educational programs are appropriate in content and rigor for the degree awarded, regardless of the mode of delivery.

DOCUMENTATION

- Peer program comparisons
- External evaluations
- Programmatic accreditations, where applicable.

3.3

All degrees offered by the institution are clearly defined in terms of entry-level, student progression, and graduation requirements.

DOCUMENTATION

- Policies related to credit hours, prior learning, dual degrees, study abroad, transfer of credit, etc.

3.4

Graduate program objectives are differentiated from those of undergraduate programs in terms of admission requirements, curricula, and student outcome performance.

DOCUMENTATION

- Assessment measures
- Course syllabi
- Catalogs

3.5

Graduate programs require the student to have demonstrated knowledge of discipline, literature, methodology, research and professional practice.

DOCUMENTATION

- Course and program performance requirements
- Assessment measures
- Course descriptions
- Theses, dissertation, clinical performance evaluations

REQUIREMENTS (Continued)

3.6

The institution regularly evaluates the quality of its academic programs and courses through appropriate internal and third-party processes, including contractual agreements.

DOCUMENTATION

- Contractual Agreements
- Meeting minutes or other documentation of the review
- Internal assessments
- Programmatic accreditations including status and reports

3.7

The institution ensures that all students receive timely, useful, and complete program information through advisement.

DOCUMENTATION

- Evidence of sequential progress through registration and enrollment
- Advisement policies and schedules

3.8

An institution that offers distance learning ensures that distance-learning students receive the same program, instructional content, and academic credit as those enrolled in traditional programs.

DOCUMENTATION

- Multiple written assignments
- Testing Controls
- Spot quizzes, skype, monitored exams

3.9

An institution that offers distance learning informs students in writing if there are fees or costs in addition to the regular institutional tuition and fees.

DOCUMENTATION

- Form Letter

3.10

Degrees, courses, and credit hours can be described demonstrating equivalence, and that distance students receive instruction, services, and resources comparable to those received by traditional students.

DOCUMENTATION

- Multiple written assignments
- Testing Controls
- Spot quizzes, skype, monitored exams

4. STUDENT LEARNING/SERVICES

REQUIREMENTS

4.1

The institution collects and analyzes student achievement, learning outcome, and assessment data and uses the results to suggest and implement improvements to curricula, instruction, technology, or personnel.

DOCUMENTATION

- Listing of improvements made related to data analysis
- Program completion data
- Program assessment and accreditation reports/data

4.2

The institution provides and evaluates extracurricular or culturally relevant support services for domestic and international students consistent with its mission.

DOCUMENTATION

- Student handbooks or publications
- Web based information
- Student surveys
- Catalogs

4.3

The institution identifies the characteristics of its students; assesses their preparation, customary and unique needs, and experiences; and uses these data to provide supportive and responsive services appropriate for study abroad students.

DOCUMENTATION

- Data related to student demographics such as age, gender, ethnicity, economic status, disability, etc.
- Student surveys

4.4

The institution disseminates student conduct and complaint policies, procedures, and data.

DOCUMENTATION

- Student Handbooks
- Web information
- Conference records/minutes
- Institutional Reports
- Regulatory reviews

REQUIREMENTS (Continued)

4.5

The institution takes reasonable steps to provide a healthy, safe, and secure environment for students and all members of the campus community.

DOCUMENTATION

- The institution has a safety plan, a crisis plan, and emergency procedures and conducts exercises and drills.
- Health and safety inspection reports.
- Student, faculty and staff surveys
- Communication and notification procedures
- Health certifications where appropriate

4.6

The institution operates and maintains physical facilities and technology that serve the needs of students and all members of the campus community.

DOCUMENTATION

- Physical facility and maintenance plans.
- Student, faculty and staff surveys
- Technology plans.

4.7

Should the institution serve transfer students, the institution should provide clear and timely treatment to ensure that students are not disadvantaged in the transfer process.

DOCUMENTATION

- Data collection on the number of transfer students and the number of credits transferred



5. FACULTY AND STAFF

REQUIREMENTS

5.1

The institution employs sufficient qualified faculty and staff. Consideration includes the evaluation of degree attainment, appropriate experience, competence, and effectiveness.

DOCUMENTATION

- Employee transcripts
- Resumes
- Evaluations
- Student surveys
- A process for foreign credential review.

5.2

The faculty and staff adhere to sound ethical practices in the implementation of institutional programs and services.

DOCUMENTATION

- Evaluations
- Faculty records
- Complaint records and reports

5.3

The institution encourages and supports ongoing research and professional development activities for faculty and staff.

DOCUMENTATION

- Employee handbook
- Institutional data
- Faculty development reports/records

5.4

The institution has an acceptable number of employees who assist with student services.

DOCUMENTATION

- Number and qualifications of student service personnel.
- Personnel evaluations
- Student surveys
- Evaluations

5.5

The institution has an acceptable number of qualified staff to assist with library, information, and educational resources.

DOCUMENTATION

- Number and qualifications of employees.
- Evaluations

6. FINANCIAL AND PHYSICAL RESOURCES REQUIREMENTS

6.1

The institution has been in operation for a minimum of two years and can produce independent financial audits for these years.

DOCUMENTATION

- Two years of independent audits reflecting financial stability

6.2

The institution has full time chief executive and academic affairs officers, and such other academic, student, and financial affairs officers with appropriate credentials sufficient to implement its mission.

DOCUMENTATION

- Transcripts
- Resumes
- Evaluations

6.3

The institution exercises appropriate control over its financial resources and demonstrates financial stability.

DOCUMENTATION

- Board Policies
- Board Minutes

6.4

The institution demonstrates appropriate multi-year budgetary and operational planning that addresses the academic, technology, library/learning resource, physical facility, and maintenance needs of the institution.

DOCUMENTATION

- Master Plan
- Financial income and expense projections
- Financial assumptions
- Prescribed monthly monitoring.



REQUIREMENTS (Continued)

6.5

The institution maintains control over external grants and contracts.

DOCUMENTATION

- Audit

6.6

The institution provides a statement of financial position of unrestricted net assets, exclusive of plant assets, which represents the change in unrestricted net assets attributable to operations for the most recent year.

DOCUMENTATION

- Statement of financial position

American Higher Education Alliance provides an opportunity to utilize the knowledge and skills of our staff to positively impact global education through consultation, publications, information, interinstitutional partnerships, and organizational relationships.

Should an institution not be regionally accredited in the United States, or be a member of a similar international organization, a self-study will be required to address, satisfy, and document the requirements included in the Quality Assurance Measures. AHEA assumes that institutional visitations may be needed to verify these requirements; however, each institutional situation is addressed on an individual basis.

To help make your membership registration experience as seamless as possible, our staff is available to assist your institution with developing a process for documenting compliance with these assurance measures and QAM standards.

About AHEA

American Higher Education Alliance (AHEA) is a nonprofit educational organization that seeks to lower barriers to international education through content, connection, leadership, and technology, and stand by institutions of higher education to make a difference in their students' academic and career success. To learn more visit ahealliance.org.

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