Consultation Questionnaire

1. Main Questions When Considering the Proposed Second Cycle of the Monitoring Process
2. How relevant and applicable are the proposed *Standards?*

1. Will the implementation of the revised *Standards for Institutional Quality Assurance Policies* allow the gaps identified in the first cycle to be addressed?

1. To what extent could one conclude that institutions are achieving quality if they have addressed each of these Standards?

1. Will the proposed monitoring process, through which the Commission would validate (and report on) the extent to which each institution has successfully implemented the Standards, satisfy stakeholders that university education in the region is of high quality? Are there specific changes the Commission should consider making to the proposed approach? Or are there more effective alternatives to the monitoring process to reach the objectives outlined in the paper?

1. How closely aligned are the universities' QA frameworks with the proposed Standards? What changes might be required to improve the alignment?

1. How else could the Commission provide assistance to institutions to build a culture of quality in all aspects of their operations, and more specifically as it pertains to student learning, outcomes and success?

1. How else could the Commission, and institutions, provide the public with assurances as to the quality of education in this region’s universities?

1. Specific Questions
2. Are the Standards meeting their intended purpose?

1. Are different policies or approaches required to assess non-academic units and programs? What would the main features of these approaches be?

1. Should all non-academic units and programs be assessed? Which ones should be assessed? Which ones should not be and on what basis?

1. What other standards/ processes, other than those presented herein, do universities rely on to ensure educational quality/ the quality of the student’s experience?

1. What changes or alternatives should be considered?

*With regards to section V. - Components of an Institutional Quality Assurance Policy*

1. How relevant and applicable are the proposed components of an institutional quality assurance policy?

1. Are these components equally appropriate for the review of non-academic units and programs as for the review of academic units and programs?

1. Most assessment processes are centered on the unit or discipline. Are degrees (B.A., B. Sc., M.A., etc.) reviewed? Would the proposed approach work equally well for the review of degrees?

1. What changes or alternatives should be considered?

*With regards to section VI. – Program or Unit Assessment Standards – Academic Units and Programs*

1. How relevant and applicable are the revised assessment standards for academic programs and units?

1. Are there omissions? Are corrections or clarifications required?

1. Are there other standards institutions rely on to assess learning and the student’s experience? If so, what are they and how are they used for improvement?

1. What role do institutions play in evaluating the quality of teaching and learning?

*With regards to section VI. – Program or Unit Assessment Standards – Non-Academic Units and Programs*

1. How relevant and applicable are the assessment standards for the review of non-academic units and programs?

1. Are there omissions? Are corrections or clarifications required?

1. What other assessment standards should be considered? To what extent can the quality of very diverse units and services be assessed through common standards?

1. Are the objectives, emphasis, and key steps of the monitoring process appropriate and attainable?

1. What would make the monitoring process more likely to achieve its stated goal? Why?

1. Which considerations or questions should guide the reporting?

Please submit your response to the above questions no later than **February 15, 2013**, by:

Responses to “Students at the Heart: Quality Assurance at Maritime Universities”

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Online questionnaire: http://www.mphec.ca/resources/Consultation\_Questionnaire.docx