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From Accreditation to Assessment and Evaluation: The Current Israeli Experience

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Higher Education in Israel
A Quick Glance: Facts & Figures

INSTITUTIONS   57
- Universities   7
- Open University   1
- Art Academies   2
- Comprehensive Colleges   6
- Engineering Colleges   8
- Teacher's Colleges   26
- Non-Budgeted Colleges   7

Higher Education in Israel
A Quick Glance: Facts & Figures

Students	228,000
Bachelor	182,500
Master	37,500
Ph.D.	8,000
Faculty	11,000
Tech & Admin.	10,000
BUDGET	~$2 billion

Higher Education in Israel
A Quick Glance: Governance

- Some 60% - 70% of the higher education budget comes from the Government
- It is usually based on a 5-year plan

  through …

  – Negotiations between the Finance Ministry and the Planning and Budgeting Committee (PBC) of the Council for Higher Education (CHE)

The Council for Higher Education

The Law

- The framework of the system of higher education in Israel is defined in the Council for Higher Education Law – 1958, with 11 amendments enacted over a period of 40 years.

- This law established the Council for Higher Education and the procedures for the accreditation of institutions of higher education.

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Academic Freedom

Article 15 of the Law guarantees that the institutions of higher education are autonomous in the conduct of their academic and administrative affairs within the framework of their budgets and their terms of accreditation.

The Council's Responsibilities
Accreditation

To grant a permit for the opening and maintenance of an institution of higher education;

To accredit an institution as an institution of higher education;

To revoke the accreditation of an accredited institution.

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Approval of New Degrees & Programs

To authorize an accredited institution to confer an academic degree

To approve new programs of study in existing institutions

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Licensing Foreign Institutions

To license the branches and extensions of foreign institutions of higher education which operate in Israel.

The Planning and Budgeting Committee

The Council delegated to the Planning and Budgeting Committee (PBC) its responsibilities of planning and budgeting.

The PBC is therefore the executive arm of the Council.

The PBC as a Buffer

- To be an independent intermediary body between the Government and the institutions of higher education, in all matters relating to **allocations** for higher education

- To negotiate with the Ministry of Finance the share of higher education in the state budget.

Allocation of Funds

To exclusively allocate the budget to institutions of higher education, taking into account the needs of society and the state, while safe-guarding academic freedom and assuring advancement of research and teaching

Accountability

To ensure that institutional budgets are balanced and executed according to plan

Planning and Coordination

To draw up plans for coordinated and efficient development of higher education on the national level

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Recommendations to the Council

To submit its recommendations to the Council for Higher Education concerning requests to open new institutions or new units in existing institutions, after examination of the planning and budgetary points of view

The CHE Mandate: Summary

TERMS MENTIONED

- Securing funds
- Planning
- Licensing
- Accreditation
- Allocation of funds
- Accountability

TERMS ABSENT

- Review
- Reaccreditation
- Quality assurance
- Evaluation
- Assessment

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CHANGE…

June 2003

The CHE adopts the recommendation of a National Committee to institute Quality Assessment and Assurance throughout the entire Higher Education System

2003/04

CHE establishes a QA unit and the first two disciplines are chosen for evaluation

2004/05

The Process is underway

What prompted this change?
Some major reasons

- Transition to mass higher education
- Internationalization of higher education
- Economic/budgetary pressure
- Pressure from stakeholders
- An inducive / ripe environment
- *Perhaps* . . . a realization by CHE that as part of the expanded accreditation some control may have been lost and another look may be beneficial

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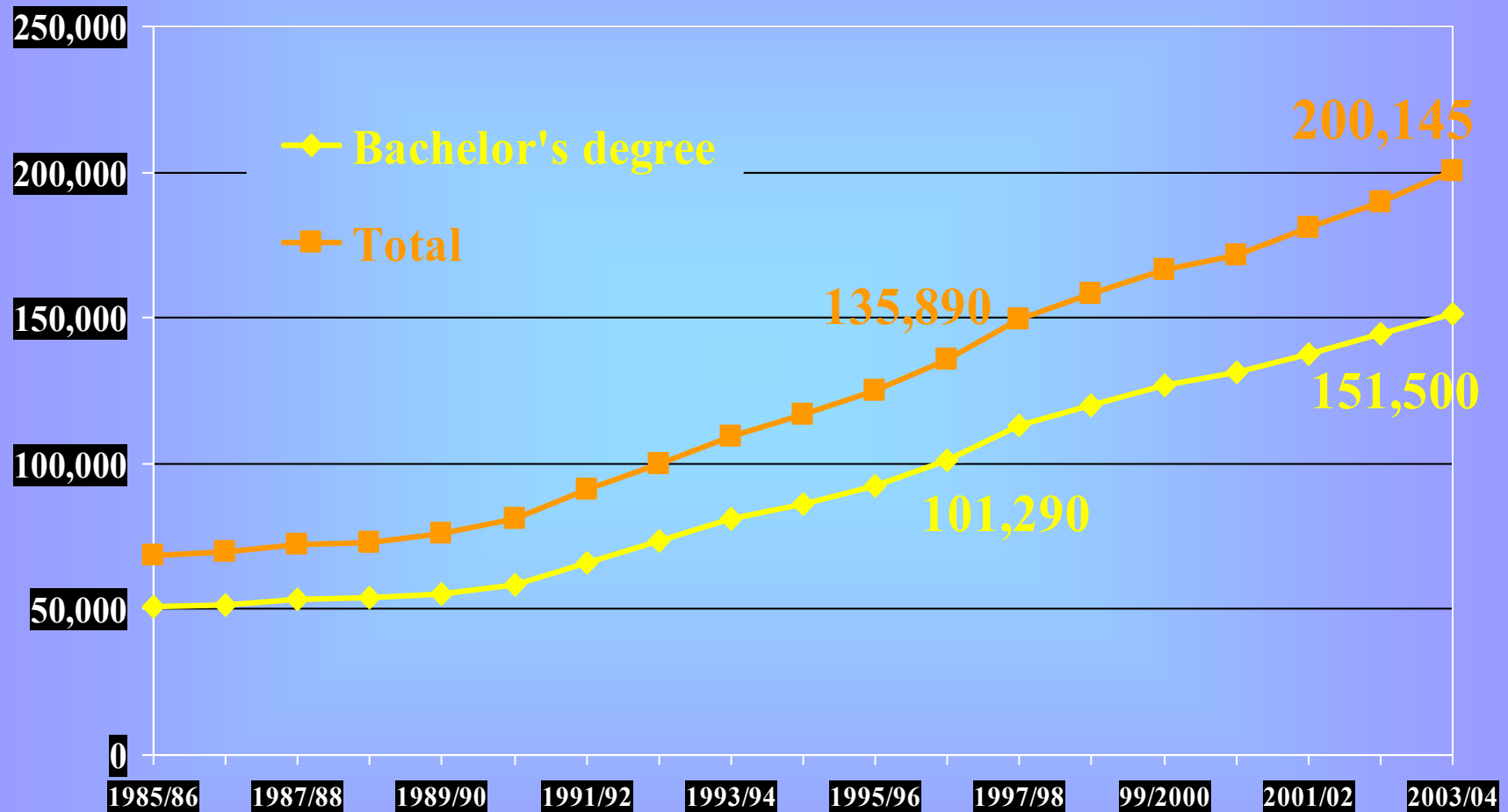
Transition to mass higher education

Institutions	1990	2004
Universities	7	7
Open University	1	1
Art Academies	2	2
Comprehensive Colleges	0	6
Engineering Colleges	2	8
Teachers' Colleges	7	26
Non-Budgeted Colleges	2	7
Total	**21**	**57**

*Students   **89,000**   **228,000**

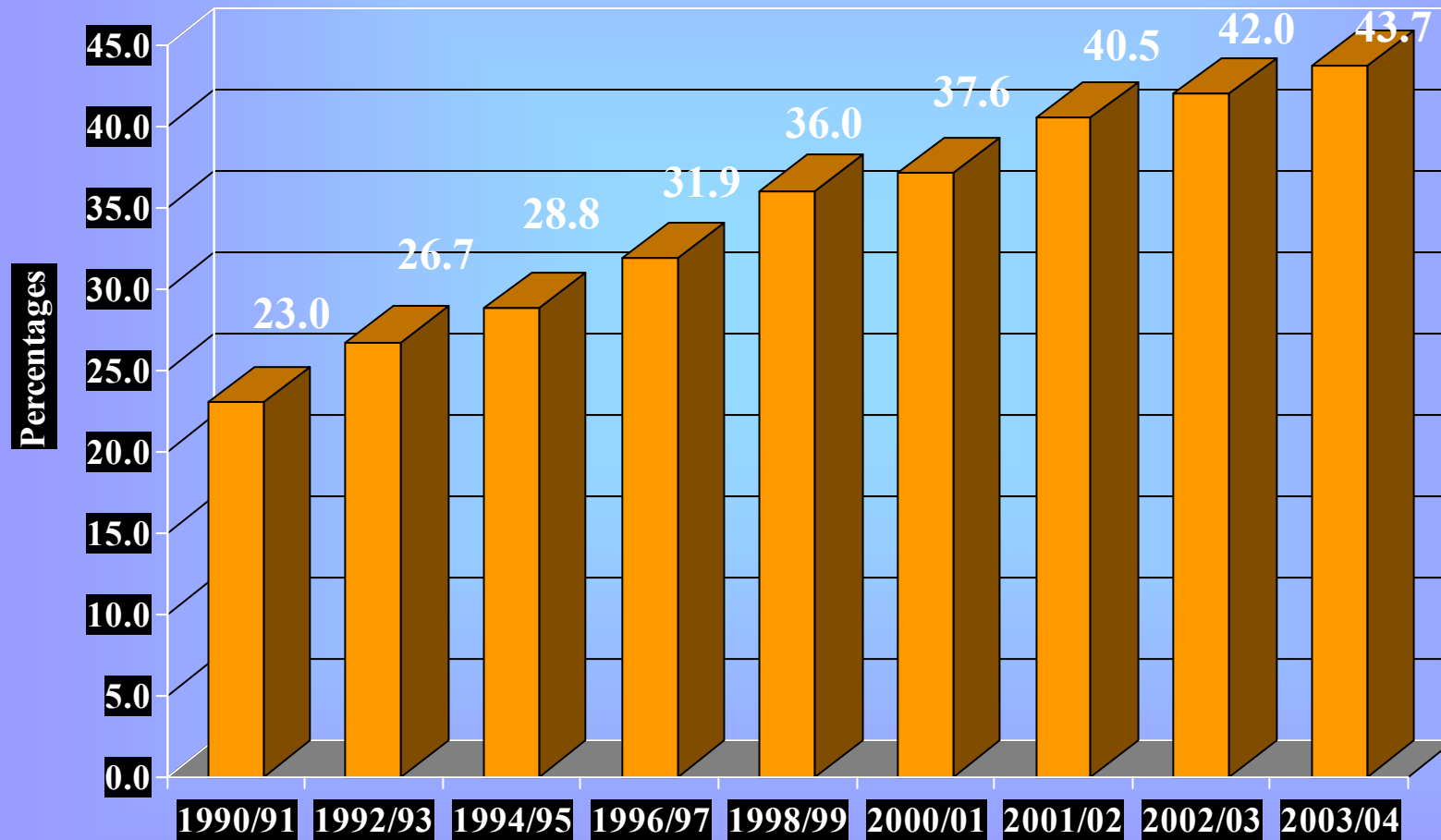*Not including branches/operations of foreign institutions
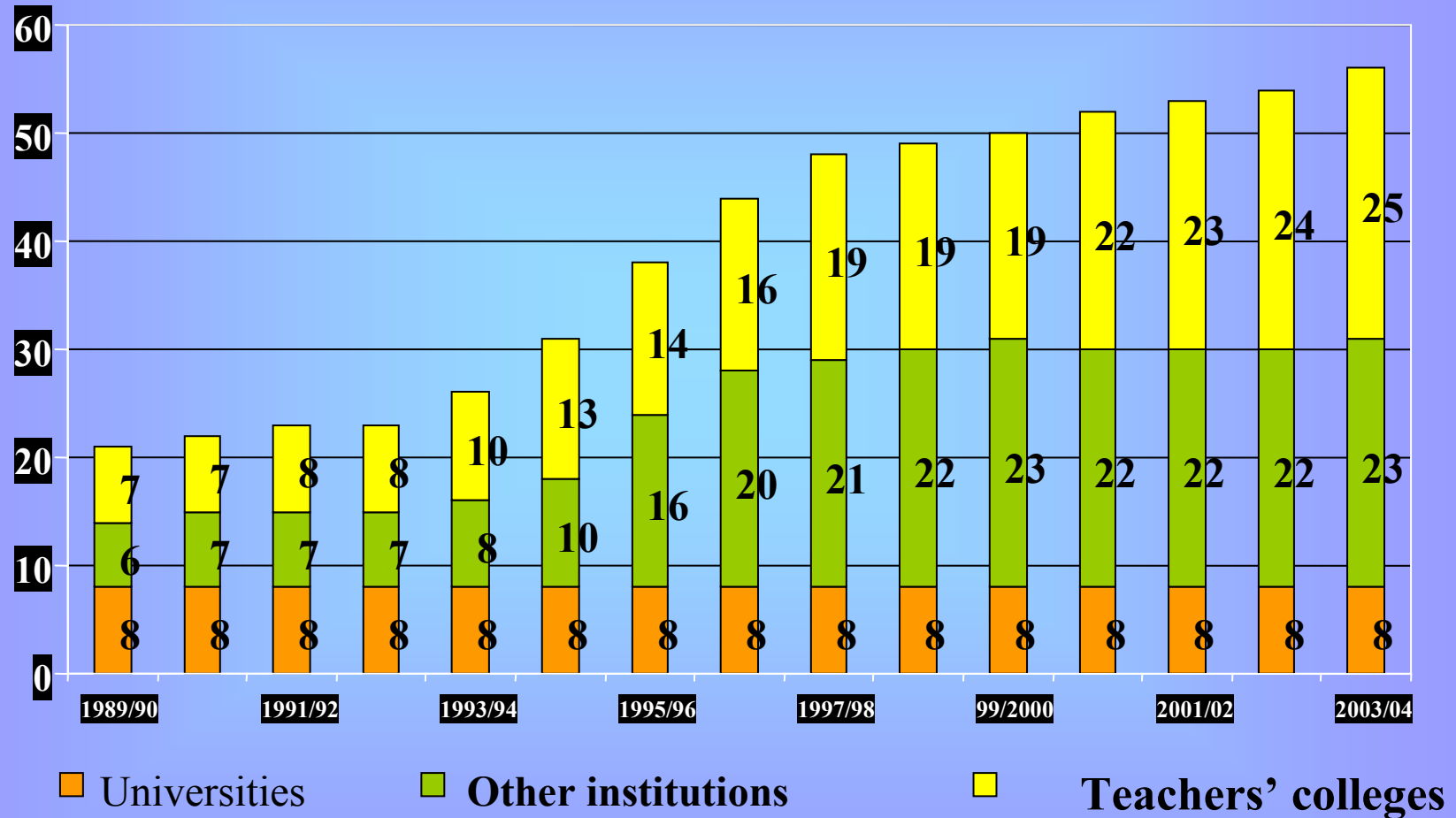
Students in Institutions of Higher Ed.

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# *Proportion of Entering Students in Higher Education in the Average Age Cohort*

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The Growth in the Number of Institutions of Higher Education in the 1990's

Bachelor's Degree Students by District of Study

	1989/90	1994/95	2003/04
Grand total	55,250	86,320	151,500
Percent	100.0	100.0	100.0
Jerusalem	22.7	17.5	13.4
North	..	2.5	6.8
Haifa	21.7	22.0	17.0
Central	4.1	4.3	16.3
Tel Aviv	42.8	42.7	31.6
South	8.7	10.9	15.0

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**Women in Institutions of Higher Education by Level of Degree**

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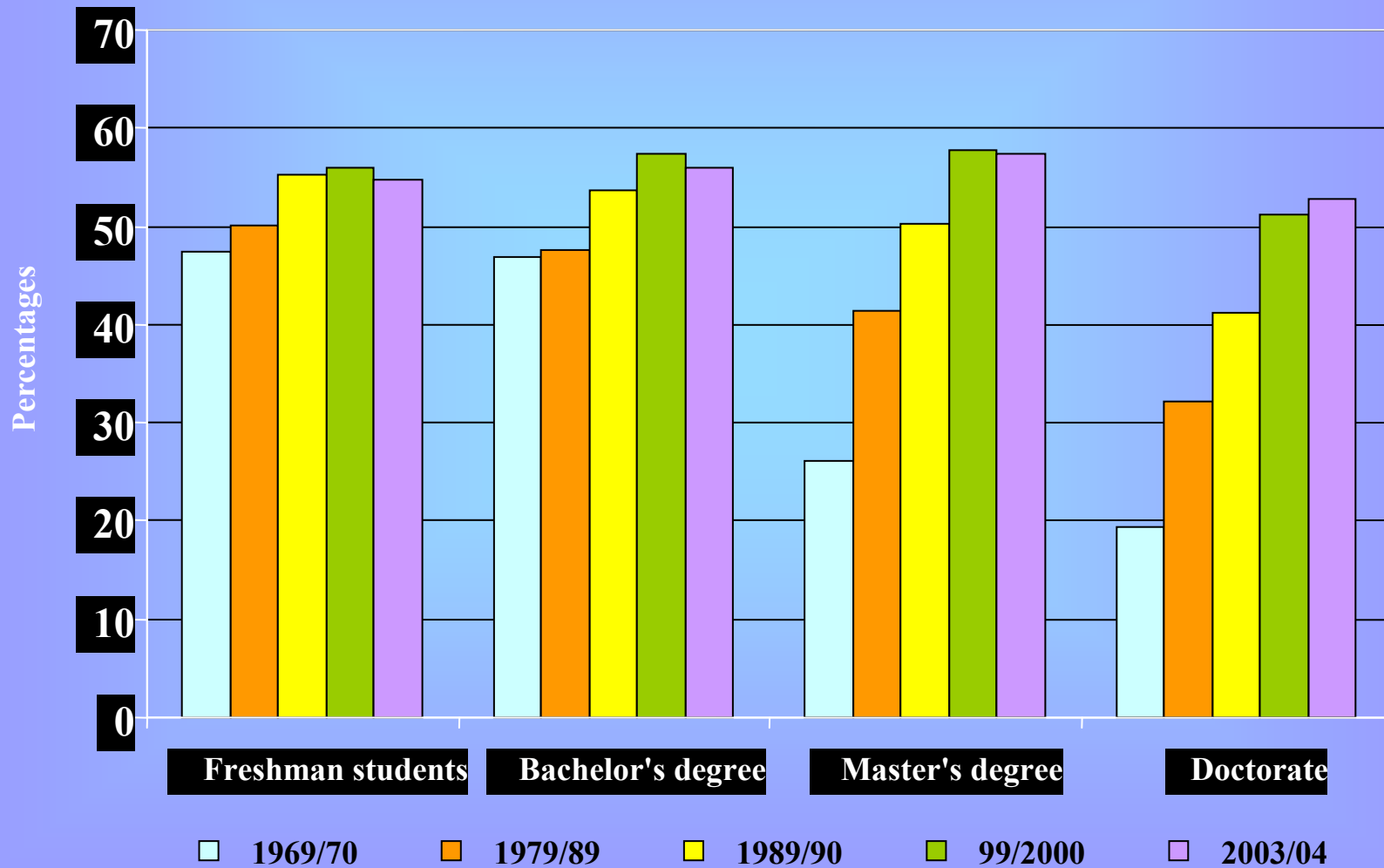
*Arabic Education Graduates (1990/91-2000/01) Entering Higher Ed.**

Grad. year	Total	University	Academic college	Teachers' college	Open University
1990/91	10.7	6.2	0.0	3.5	1.0
1992/93	13.2	7.9	0.1	4.6	0.6
1994/95	15.1	9.0	0.8	4.9	0.4
1996/97	14.1	7.7	1.1	5.0	0.8
1998/99	17.9	9.0	1.3	6.7	0.9
2000/01	19.2	9.3	1.9	7.3	0.7

* Percent of graduates, within 2 years of HS completion

1st Yr. Students in Biotechnology Fields
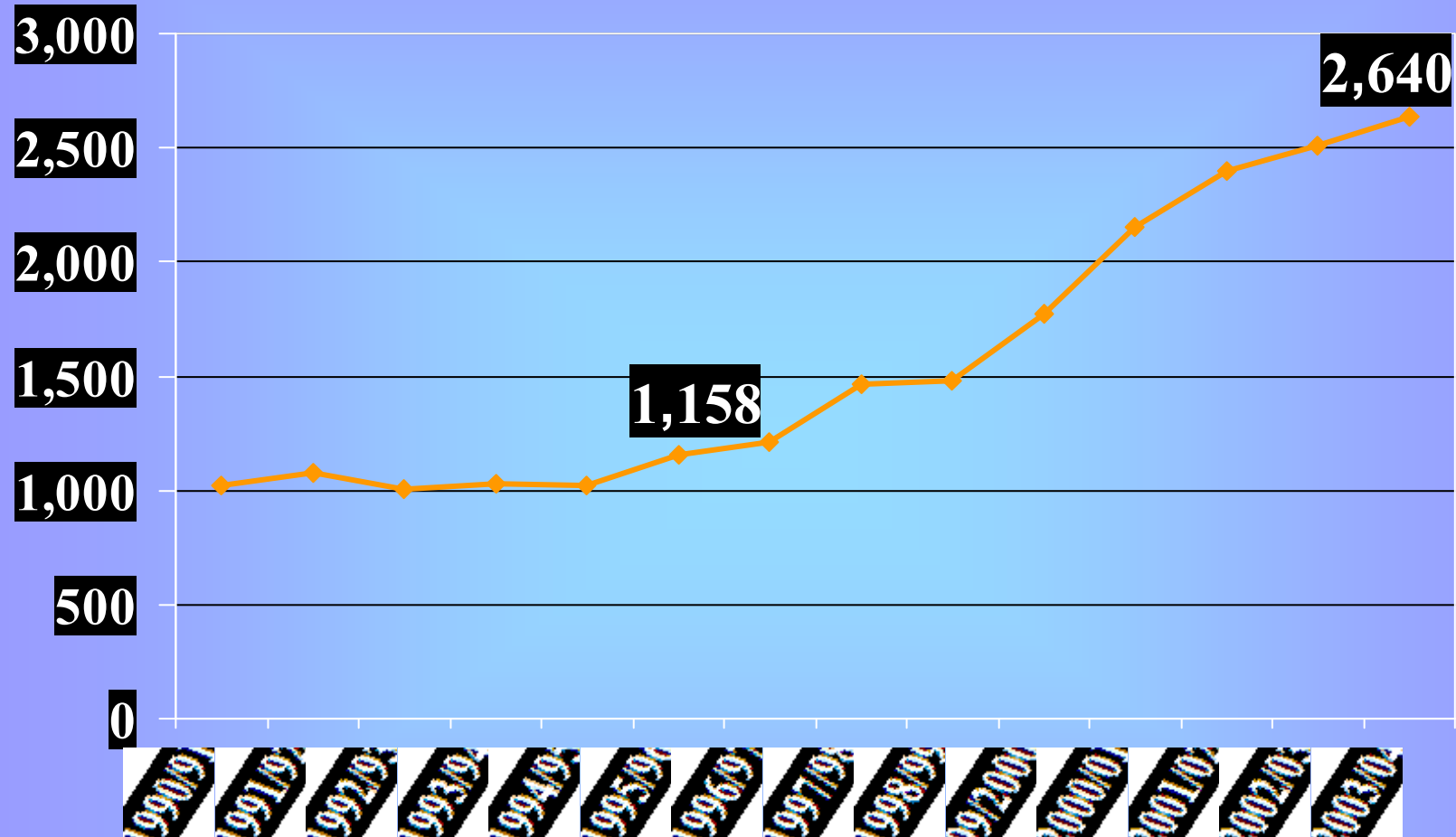
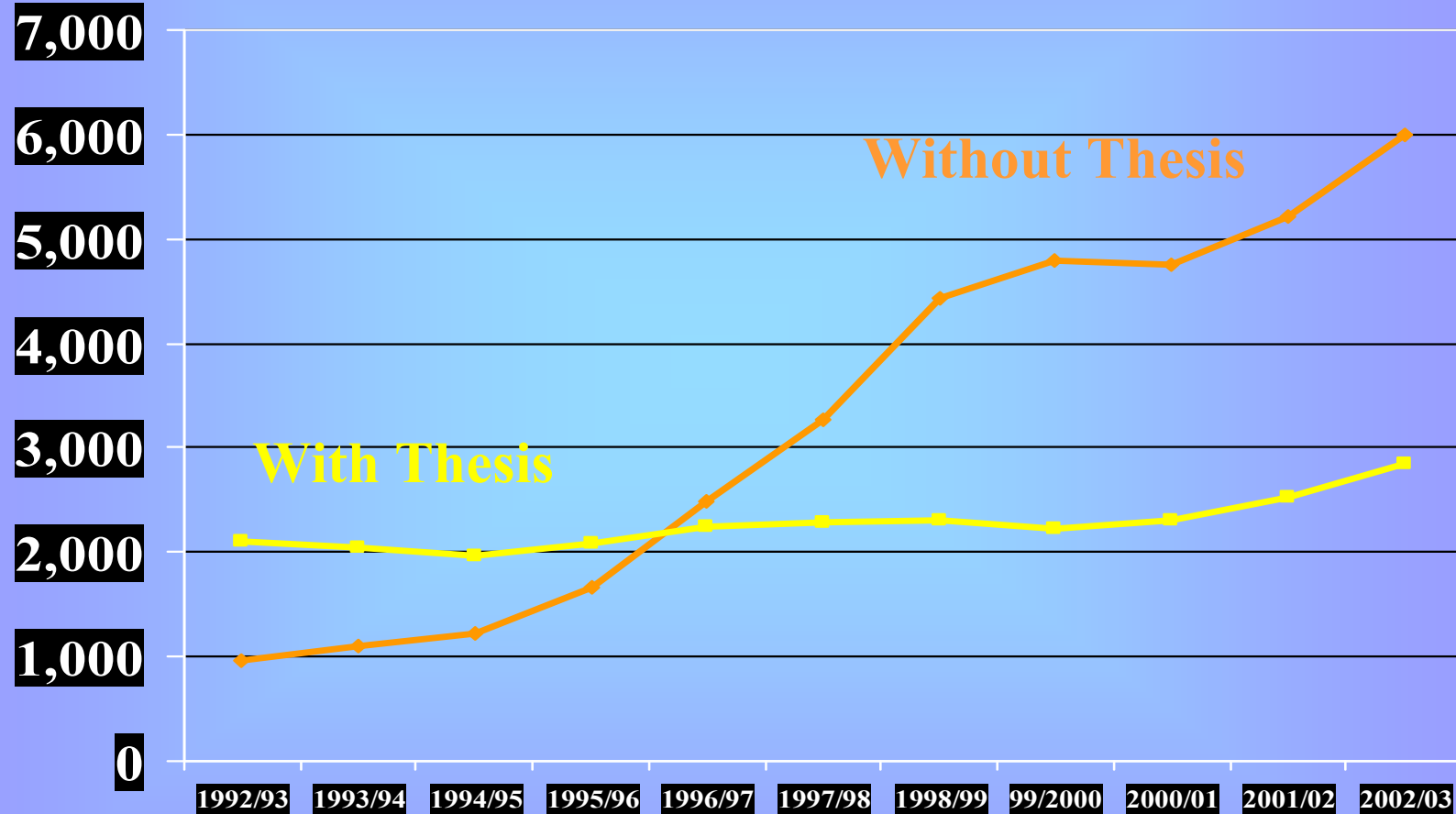Data includes students in the biological sciences, the agricultural sciences, biotechnology engineering and clinical lab sciences.

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Master's Students, 1989/90 – 2003/04

Data includes Master's Degree Students at the Open University.

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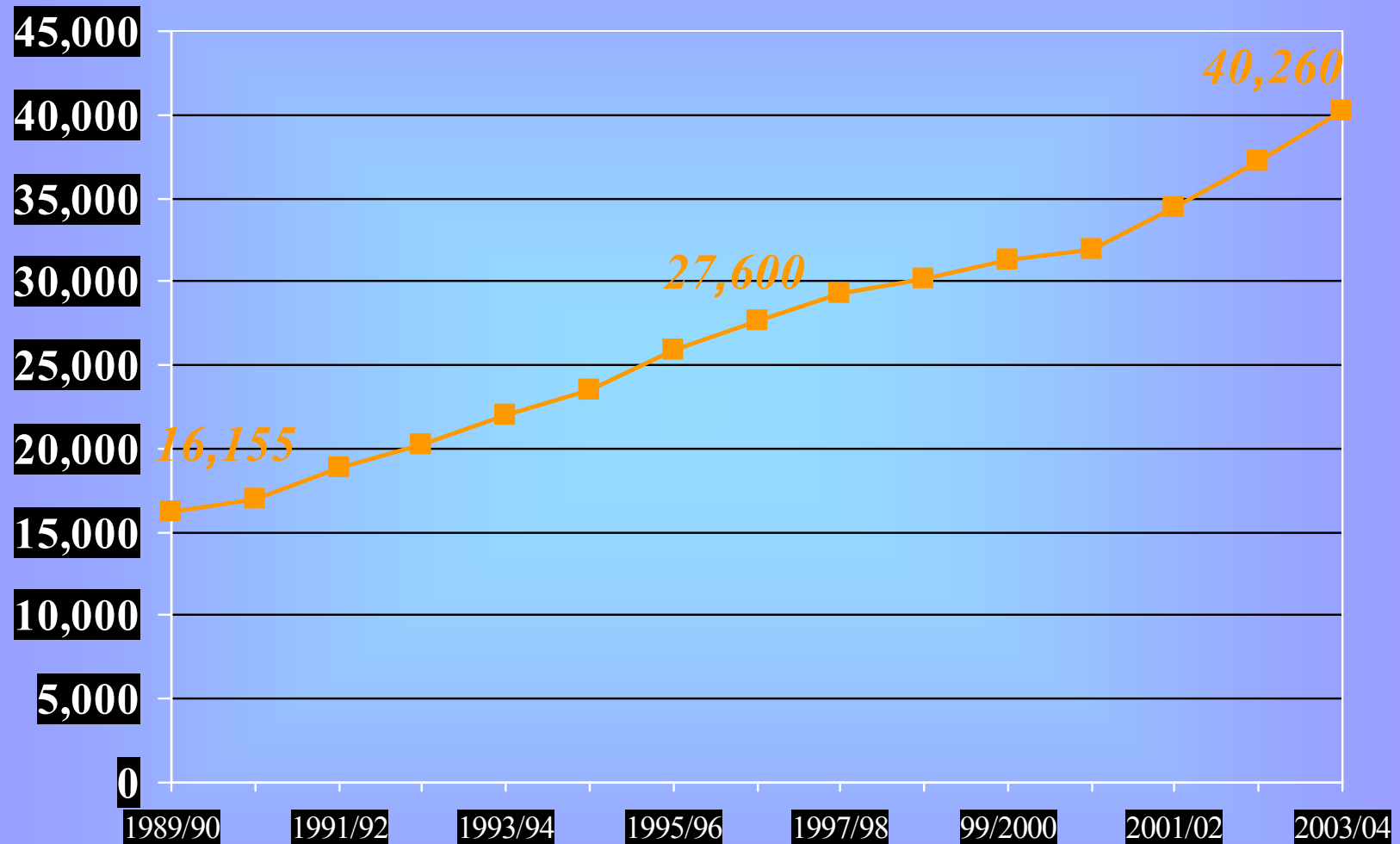
Master's Degree Recipients
with & without Thesis, 1990/91 – 2002/03

Without Thesis

With Thesis

| 7,000 | 6,000 | 5,000 | 4,000 | 3,000 | 2,000 | 1,000 | 0 |

1992/93 1993/94 1994/95 1995/96 1996/97 1997/98 1998/99 99/2000 2000/01 2001/02 2002/03

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Doctoral Students, 1989/90 – 2003/04

Chart showing doctoral student numbers rising from 3,764 in 1989/90 to 5,803 around 1995/96 to 8,720 in 2003/04.

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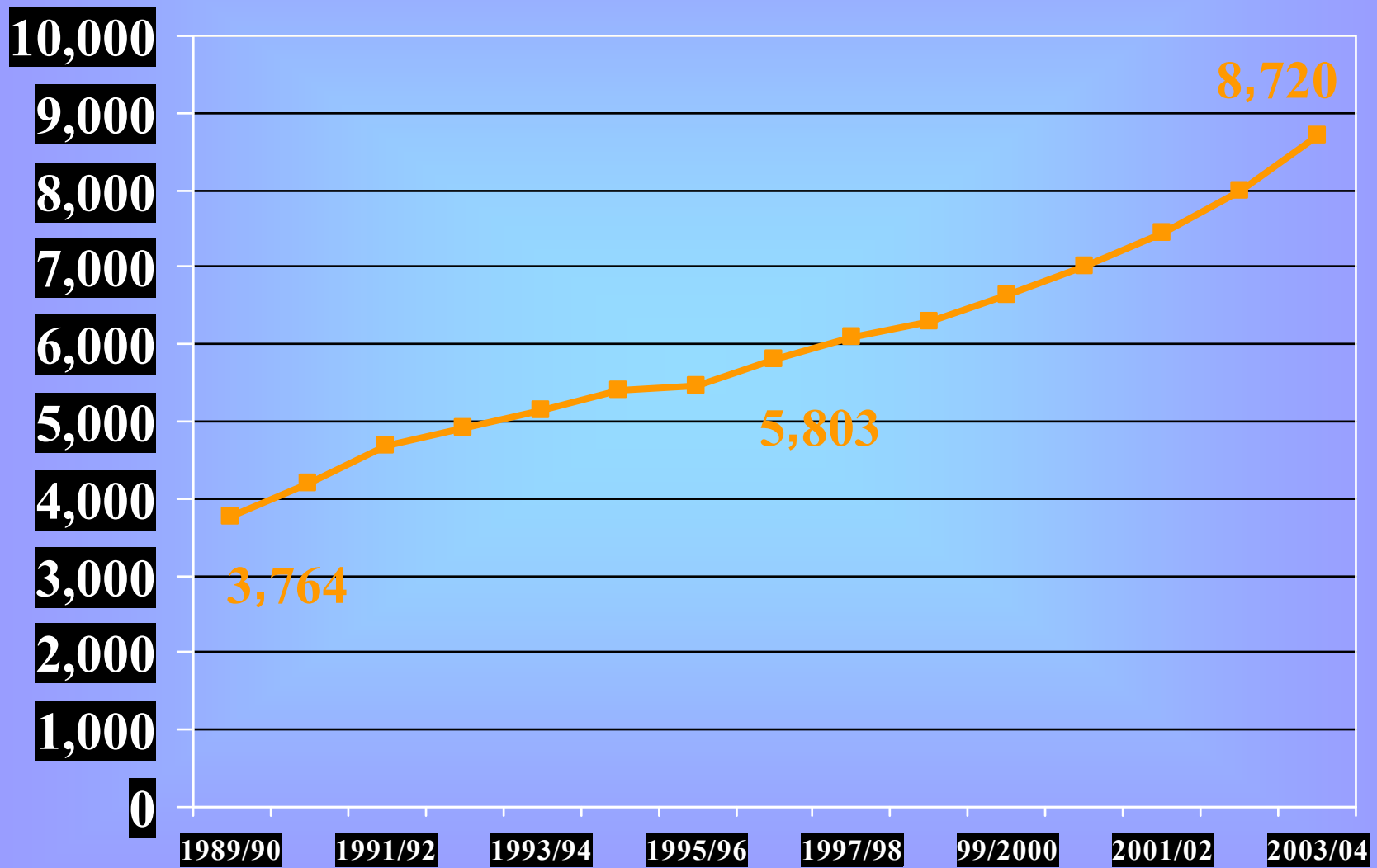
Israeli Scientific publications as % of world publications

Israel

Middle East & North Africa (Exc. Israel)

Percentages

1.20 — 1.00 — 0.80 — 0.60 — 0.40 — 0.20 — 0.00

1988 1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001

Source: Science & Engineering Indicators 2004, US NSF

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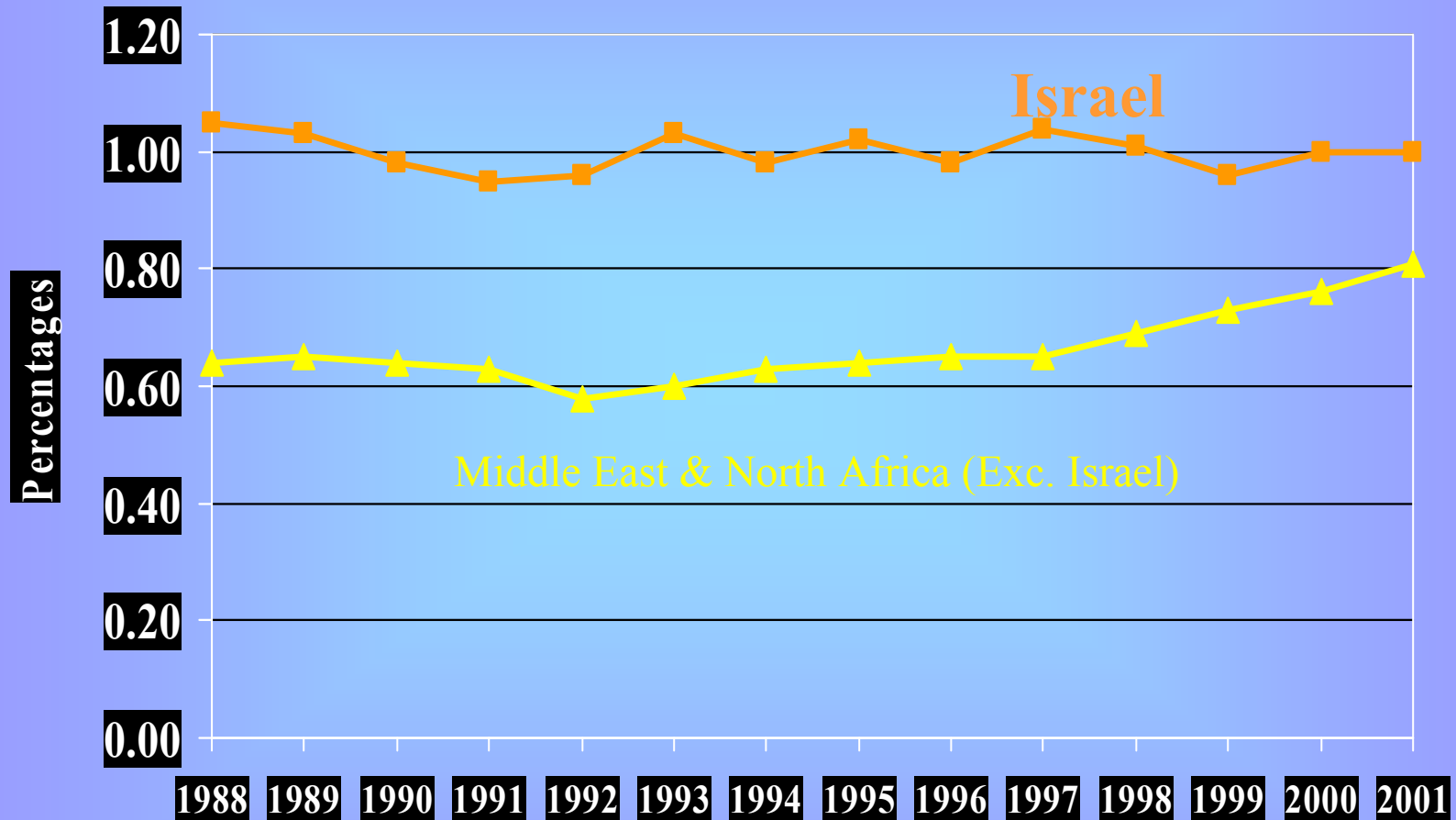
Scientific Publications (1999-2001) & No. of Citations (2001) per Million Population (US=1.00)

Legend:
- ■ (orange) No. of citations in scientific literature per million population - 2001
- □ (yellow) Scientific publications per million population - 1999 - 2001

Countries (top to bottom): Switzerland, Sweden, Israel, Finland, Denmark, United Kingdom, Netherlands, Australia, New Zealand, Canada, United States, Norway, Belgium, France, Germany, Spain

Axis: 0.00, 0.50, 1.00, 1.50, 2.00

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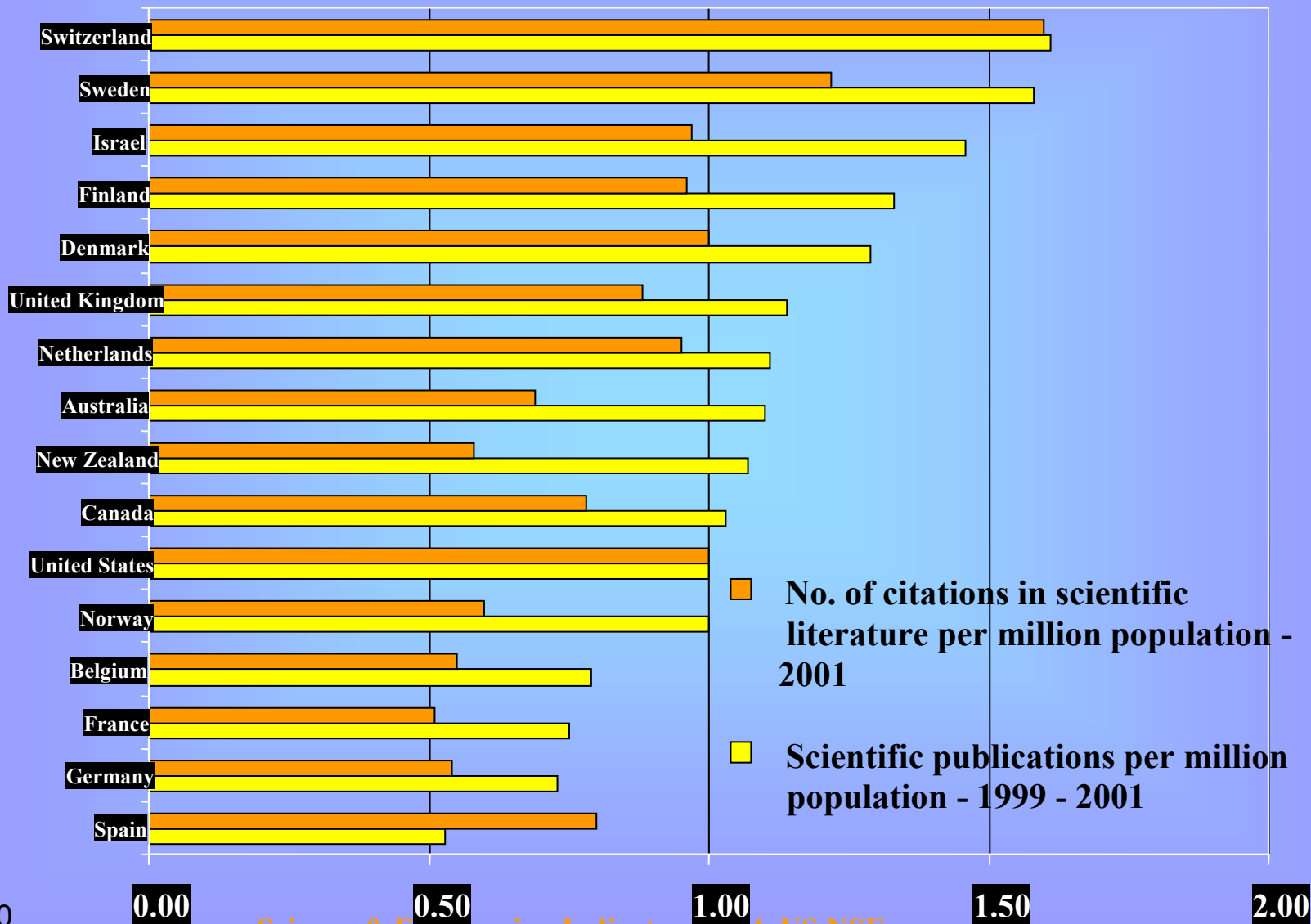
Source: Science & Engineering Indicators 2004, US NSF

Avg. No. of citations per article in Comp. Sc. in selected countries, 1993-1999 (world average = 1.00)

Country	Value
Israel	1.33
United States	1.17
Denmark	1.00
Canada	1.00
Sweden	0.99
Belgium	0.96
Switzerland	0.95
Italy	0.94
United Kingdom	0.92
Norway	0.89
Netherlands	0.88
France	0.88
Japan	0.86
Finland	0.85

0.00 0.20 0.40 0.60 0.80 1.00 1.20 1.40

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Source: European Report on Science & Technology Indicators, 2003
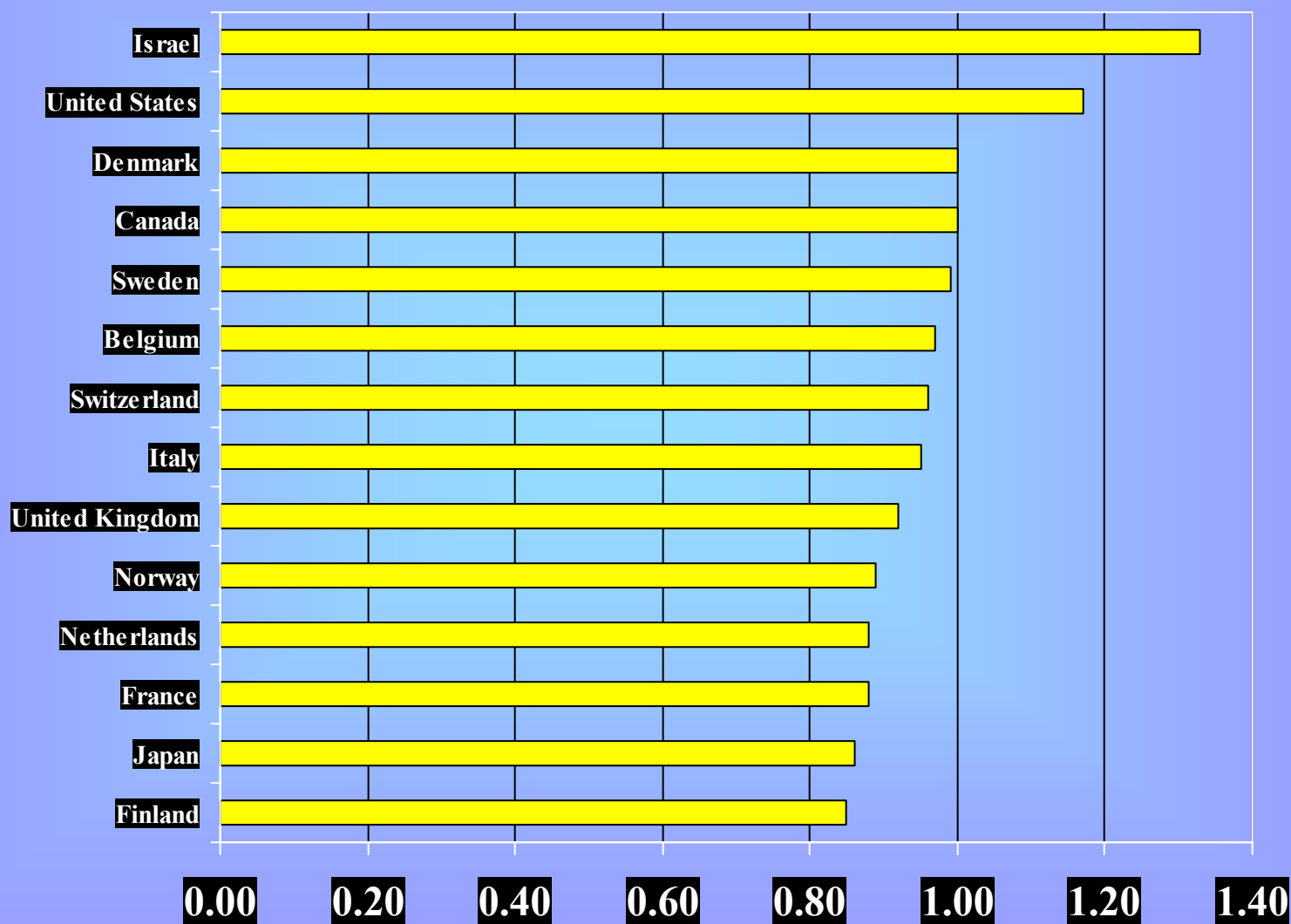
Israel's place in the world rank of relative impact of scientific literature in selected fields – 1994, 2001

	1994	2001
All Fields	14	14
Medicine	19	18
Bio-Medical research	5	3
Biology	8	16
Chemistry	7	5
Physics	9	8
Earth & Space Sciences	14	6
Engineering & Technology	13	13
Mathematics	16	16

Note: Relative impact is calculated as follows: the country's share of total citations in a certain year divided by its share of all world scientific publications in that year

Source: Science & Engineering Indicators 2004, US NSF

Internationalization

- The increasing demand for Higher Education was answered by increased accessibility – more colleges but also through the:
  - Opening of the Higher Education market to international entrepreneurs.

- Thus in the 90s we experienced growing penetration of branches of foreign institutions, some not even <u>accredited</u> in their own countries
  - Clients, Customers seek verification, approval etc.

Economic Budgetary Pressure

- Government budgetary cuts
- Higher education institutions find themselves in the red.
  Some blame:
  - Lack of managerial-*ism*
  - Lack of prioritization
  - Lack of control and accountability

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Pressure from Stakeholders

- Government/ Politicians
- Boards of Trustees
- International Academic Advisory Committees
- Students
- Donors
- International Environment – General
  - Academic
- Industry *("Clients")*

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Inducive/Ripe Environment

- The 80s and 90s brought

  - "In Search of Excellence"
  - Deming et al.
  - "Quality is Free"
  - TQM

- All Sectors – Industry, Public, Defense –
  become heavily involved with Quality

- …Finally Higher Education joins in!

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CHE - Realization

Accreditation ↓

Reaccreditation ↑

Main Features of QA Process Adopted

- All Institutions every 8 years
- All programs every 6 years
- External Review Committee (top in discipline)
  - Appointed by & Reports to CHE
  - On-Site visit by Committee
- Self-evaluation process as basis for review

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Issues evaluated

- Mission, goals
- Study programs – all degrees
- Faculty – achievement, promotion criteria, etc.
- Students ─ admissions, grading, services, etc.
- Organization ─ committees; decision process
- Infrastructure ─ labs, library, IT, etc.
- Community involvement and cooperation

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Review Process Results

- Recommendations

- Implementation
    - Stick & Carrot / Timetable
        - Congratulations – minimal changes
        - Desirable changes   - 5-6 years (by next eval.)
        - Important changes   - 1-3 years
        - Essential change   - immediately, up to 1 year!

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Major Objections

- Older Institutions – We know what we're doing!

- Younger Institutions – We're not yet ready for comparison!

- Top-down – Big brother watching!

- Benchmarking / Standards – What to compare to!

- Paperwork – is this best way to utilize resources?

- Bureaucratization – More forms to fill out!

- Ranking of institutions with different missions

- Potential abuse – Resource allocation

- *Another report for the drawer*

The most convincing argument in favor of …

If nothing else …

The Self Evaluation Study itself:

Looking honestly into the mirror is worthwhile!

THANKS!!!

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