

IMPACT OF INSTITUTIONAL ACCREDITATION ON ARMENIAN HEIS: *AN AI-ASSISTED ANALYSIS FROM 2011 TO 2023*

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WHY?

To impartially and comprehensively evaluate the impact of institutional accreditation on Armenian HEIs development and change of culture after accreditation

- **Through the introduction of text analysis techniques, facilitated by artificial intelligence (AI) particularly ChatGPT**

The sources of the analysis were:

- **The self-evaluation reports of the universities**
- **Expert panel reports**



How?



The Methodology

Questions asked to Chat GPT:

- **In what areas does the university had progress after two/three cycles of accreditation**
- **What has changed in wording when you analyze the SERs of the university and the expert panel reports**
- **How the quality culture has been changed by years**



**The SERs and expert reports of
universities accredited in
2013-2023**

**Universities that have passed
three cycles of accreditation**

**Universities that have passed
two cycles of accreditation**

**Large state
universities**

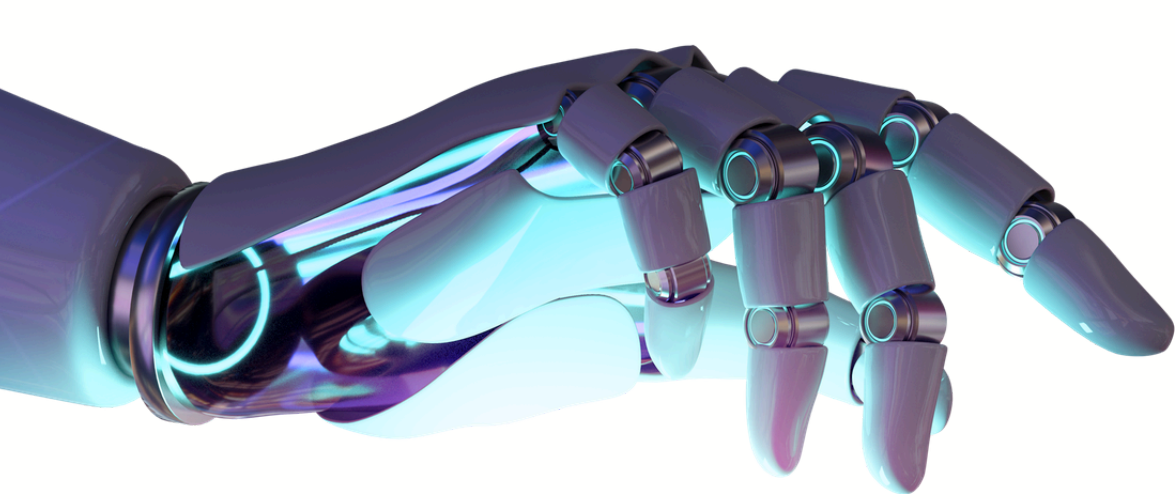
**Small state
universities**

**Private universities that
have had conditional
accreditation and then
received full
accreditation**

**Private universities
that have received
full accreditation**



*Overall 15
universities has
been selected
for analysis*



What?

The Results

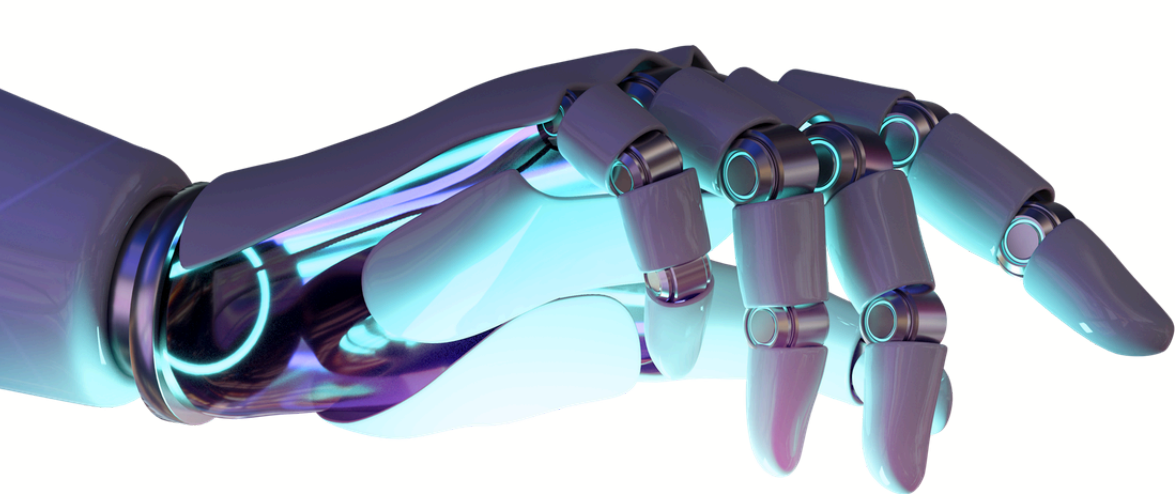
The progress of two different universities on one area: (X university) is a private, and the other (Y university) is a state university.

Academic Programs and Curriculum Development

- **2013:** The accreditation highlighted the need for clearer formulation of program outcomes and alignment with the National Qualifications Framework (NQF).

- **2019/2023:** By 2019 and further into 2023, **X university** made strides in refining its academic programs. This included the enhancement of curriculum development processes, with specific improvements in aligning program outcomes with the NQF and incorporating labor market demands into the curriculum planning.

For example, the introduction of new courses designed to increase students' employability skills and the restructuring of existing programs to include more practical, skills-based training.



Academic Programs in Y university

• **Y university** academic programs were generally in line with the National Qualifications Framework (NQF) in both reports (2015 and 2021). However, the **2015** report noted that the descriptions of specific programs did not clearly reflect their distinct features, including the requirements for resources and methods for assessing learning outcomes .

By 2021 Y university made progress and refined the particular programmes in terms of improving assessment of LOs. Y university had developed comprehensive procedures for the development and implementation of its academic programs.

Progress of one university in the teaching staff area

2015



- The university faced challenges in recruiting high-quality staff due to financial constraints.
- There were issues with faculty stability and workload, with some faculty teaching multiple disciplines.
- The evaluation of faculty was ongoing, but there was a lack of a systematic approach to improving teaching quality and methods.

2018



- The university implemented policies for faculty recruitment, evaluation, and professional development. However, there were concerns about workload distribution and faculty involvement in research.
- The university made use of various mechanisms to encourage staff, including non-monetary awards and participation in training for professional development.
- There were still gaps in the precise mechanism for substituting teaching staff and ensuring their stability.

2023



- Significant progress was made in faculty development, with an increase in the number of full-time staff and a more stable teaching workforce.
- The university focused on professional and methodological training, including opportunities for international exchange through programs like Erasmus+.
- The university also supported the growth and development of new teachers through mentoring and various training programs.

LANGUAGE ANALYSIS IN SELF-EVALUATION REPORTS



2014 Report

The language in this report is **formal** and **straightforward**, focusing on **describing the institution's alignment** with its **mission** and **state academic standards**. It uses a **descriptive approach** to present information about various programs and initiatives.

2018 Report

The wording in the 2018 report shows an evolution towards a more **evaluative** and **responsive** style. It includes more details on stakeholder involvement and feedback processes, reflecting a more dynamic approach to program development and improvement.

2023 Report

The language style in the 2023 report is more **systematic**. It demonstrates a **comprehensive approach** to academic program development and monitoring, including detailed descriptions of new regulations and benchmarking activities. The report seems to be more **focused on continuous improvement** and **quality assurance**, indicating a shift towards a **more strategic** and **evaluative language style**.

LANGUAGE ANALYSIS IN EXPERT PANEL REPORTS



2014 Report

The wording is more focused on **identifying fundamental issues** and **areas requiring significant improvement**, particularly in aligning academic programs with market demands and improving teaching quality.

2018 Report

The language reflects **a shift towards acknowledging efforts made in response to earlier recommendations**, such as **reforming strategic plans** and **enhancing faculty recruitment policies**.

2023 Report

The language indicates **further progress** and **a focus on fine-tuning and consolidating improvements**. It emphasizes stability in teaching staff, advancements in faculty development, and efforts in internationalization, while still acknowledging the need for further enhancements in aligning with international standards and resource development.

ANALYSIS OF WORDING OF EXPERT PANEL REPORTS

2014 Report Wording

Initial Steps and Recognition: The 2014 report's language emphasizes the academy's initial steps towards establishing quality assurance systems and addressing accreditation criteria. Words like "first step," "beginning," and "initiated" highlight the nascent stage of their quality culture and institutional reforms.

2019 Report Wording

Acknowledgment of Efforts: The 2019 report acknowledges the academy's efforts to address previous recommendations. Phrases like "made strides," "efforts to reinforce," and "continued attempts" suggest recognition of the academy's actions towards improvement.

Change of culture



Over the three accreditation cycles, the Z University showed a **commitment to continuous improvement**, responding to the recommendations from each accreditation cycle by **implementing structural changes, enhancing the quality of its academic programs**, and **attempting to better align its operations with the expectations of both the local and international education standards**.

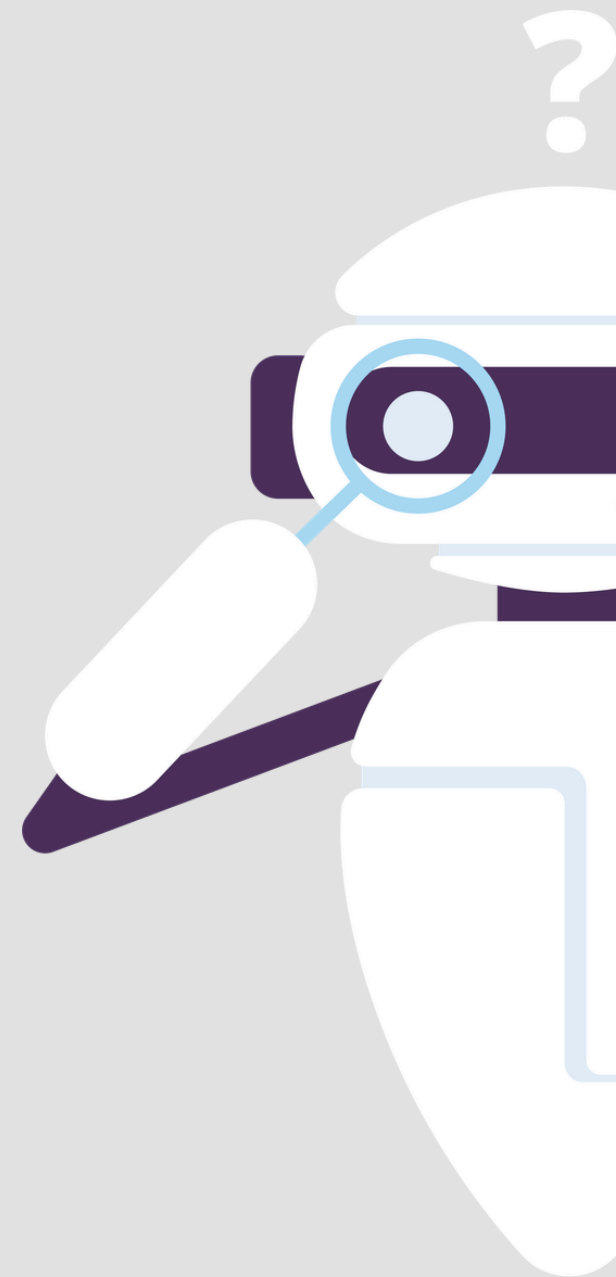


Despite these efforts, the Z University **faced recurring challenges** in fully realizing its **strategic goals, effectively engaging stakeholders**, and **establishing a robust internal quality assurance system**. The **progression** from conditional accreditation in 2020 to the subsequent improvements suggests a **positive trajectory**, albeit **with areas needing ongoing attention** to ensure **sustainable development** and **alignment with best practices in higher education**.

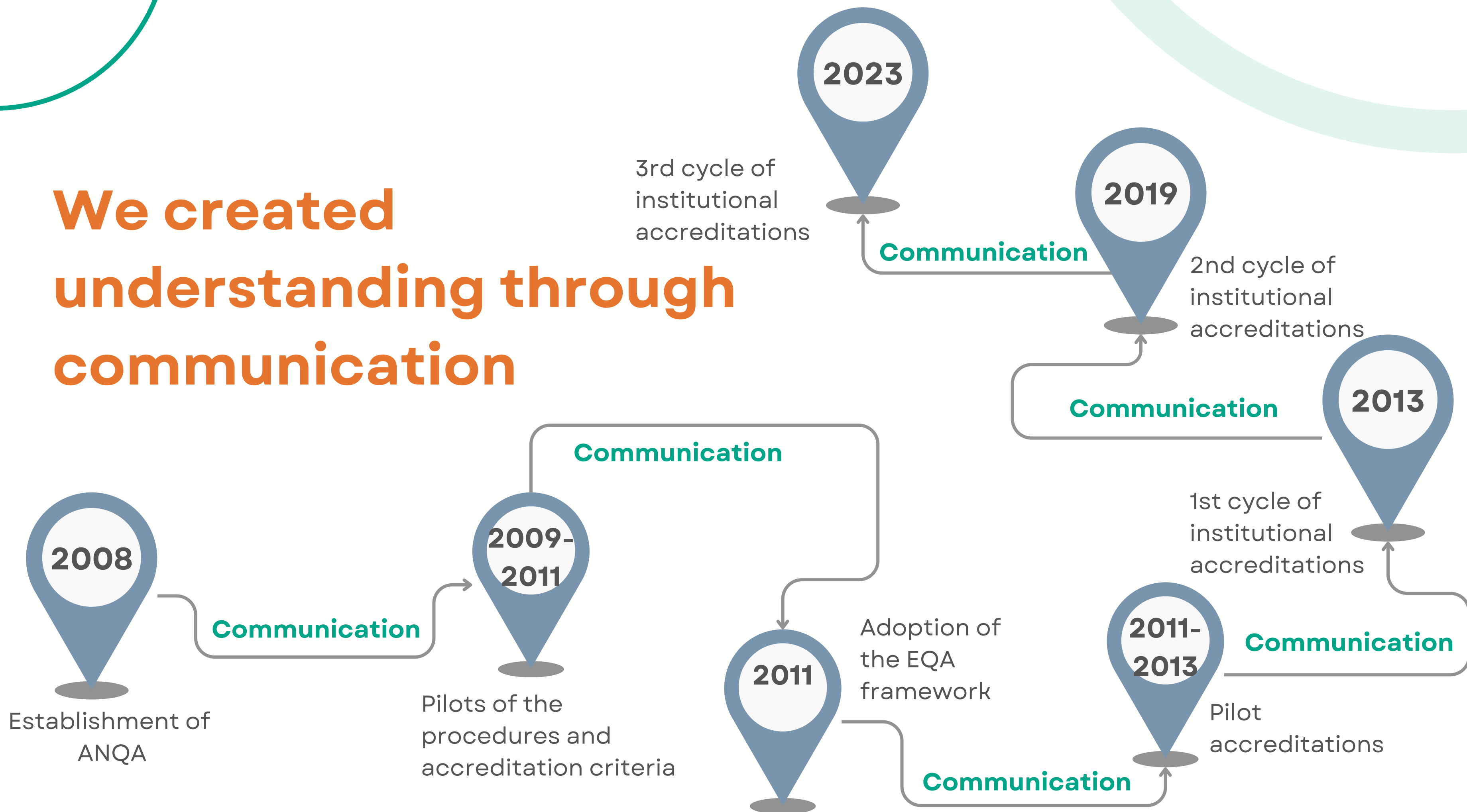
Challenges



The reported regress in the first accreditation in 2015 indicates that despite the university's efforts to address past recommendations, there remain critical areas of concern that impact its overall performance and perceived value. These areas likely pertain to **strategic management, stakeholder engagement, and the clarity and implementation of its mission and strategic goals.**



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