THE EXTENT OF APPLYING NCATE ACADEMIC ACCREDITATION STANDARDS IN FACULTY OF EDUCATION AT KUWAIT UNIVERSITY

Meznah S. Kh. Al Azmi*

THIS study aims at investigating the extent to which the programs offered at the College of Education are linked with the conceptual framework of the college and the extent of applying the six standards of Ankit: "programs offered, evaluation and assessment system, field experiences, diversity, training of faculty members, their performance and professional development, management, and resources" at the Faculty of Education from the perspective of faculty members. To achieve this goal, a questionnaire consisting of 56 items, distributed on seven axes, was designed and applied on a random sample (n = 30). The study reached several conclusions chief among which are: The degree of satisfaction of faculty members of the extent to which the programs offered at the College of Education are linked with the conceptual framework of the college was medium, while the extent of applying the six standards for Ankit at the Faculty of Education was between middle-level and weak. In light of the results the researcher came out with a number of recommendations and proposals that would benefit the College of Education in the application of NCATE standards.

Key Words: Accreditation, Higher Education Institution (HEI), National Council for Accreditation of Teacher Education (NCATE).

Introduction

Higher education has recently witnessed a number of developments and changes that put institutions of higher education in front of great challenges which necessitated qualitative improvements in teaching and education on the part of institutions of higher education, establishment of mechanisms to ensure the quality of academic and educational programs, and development of standards for accreditation that institutions should take into account to achieve high level objectives in performance (Kharabsheh et al., 2010). Academic accreditation is one of the most important mechanisms on which many countries depend in order to maintain the quality of higher education. Academic accreditation is defined as a process by which a program or an educational institution is accredited depending on established standards that assure that the program or institution has a qualitative level of education that meets the expected goals of the program or institution "(Majeed and Al Ziadaat, 2008). It also means", that high standard of the process of external evaluation of quality which is used by education in order to achieve quality assurance in educational institutions programs (Drendri and Hook, 2008). Accreditation refers to the processes that are used to ensure that the educational institutions of all levels are working in accordance with quality standards that aim to improve the quality of inputs, processes, outputs, management and the services provided (Dill and Williams, 1996). Some believe that academic accreditation is "a formula or a certificate granted to an institution or an educational program that meet standards issued by academic and professional bodies and organizations at the local or regional levels, which makes them gain the confidence of the academic community and the targeted audience" (Dahshan, 2007.124)

---

* Assistant Professor, Department of Foundation of Education, Faculty of Education, Kuwait University, Keifan, State of Kuwait.

There are three types of accreditation:

1. Institutional accreditation: this type gives a preliminary accreditation to the educational institution as total operating units. This represents the first necessary step to start working and make sure that the institution has generally met the overall requirements, standards and levels (Al Mahdi, 2009).

2. Programs accreditation: It is called specialized accreditation, and is intended to assess the programs of the institution, and ensure the quality of these programs and their suitability to the level of the certificate granted (Tu'aima, 2006).

3. Specialized professional accreditation: It is intended to accredit practicing of a certain profession in the light of specific criteria issued by specialized bodies and organizations at the local, regional, and international levels (Coffey and Millsaps, 2004).

Among the most important elements of academic accreditation are: (Hussein, 2006.265)

1. Availability of an institutional mission appropriate to its level as an educational institution besides having educational objectives consistent with its mission.

2. Availability of appropriate sources and resources to achieve the mission and educational goals.

3. Availability of a system to document student work that is related to educational objectives, and evidence that the institution achieves its objectives.

4. Guaranteeing that the institution can continue achieving its mission and objectives.

Accreditation procedures require previewing the institution on site, and previewing the individual programs within it using the standards of the Council. A group of examiners known as the Body of Examiners visits the institution, and assesses the performance of its programs and its effectiveness. In the first step of the assessment a form is filled to get accreditation from the Council. It will be signed by the Executive Director and Head of Education Unit in it. This form provides main information on the institution. Then the institution is considered a candidate for accreditation, and after paying the annual fee reports and letters are exchanged till the institution meets the conditions to become an official candidate for accreditation from NCATE (Aoun, 2010), which is an acronym for the National Council for Accreditation of Teacher Education. It is an American institution that grants teacher preparation programs an accreditation that gives them local quality, improvement and worldwide recognition (Hilali and Al Sayed, 2009).

Accreditation procedures can be summarized in the following steps (NCATE, 2001):

1. **Setting of standards:** The accreditation body shall cooperate with the institution to build up standards that will be used to evaluate educational institutions.

2. **Conducting a self-study:** It involves submission of evidence that the institution or program is keen to adopt the standards established by the accreditation body.

3. **On-site evaluation:** A team selected by the accreditation body conducts a field visit to the institution. Based on this study, they prepare their reports and pass their judgments on the institution and they submit them to the accreditation body. They also check the availability of the standards established by the Council.

4. **Publication:** At this stage, when the accreditation body is convinced that the applicant for accreditation meets the specified criteria, it grants the institution accreditation and lists it on the official list of accredited organizations and programs, which is made public and disseminated.

5. **Monitoring:** The accreditation body shall monitor the institution that has been accredited to ensure that it continues to meet the required standards during the accreditation period.

6. **Re-evaluation or re-accreditation:** The accreditation body shall re-evaluate the institution

that was granted accreditation on a regular basis and determine whether it continues to meet the required standards of accreditation through the provision of a self-study or a field visit over periods ranging between three to five years.

It can be noted that the purpose of accreditation procedures is to ensure a level of quality in educational programs offered by the diverse educational institutions to their customers, and to assist in achieving the continuing development of educational programs offered by institutions of higher education to meet the different needs of their beneficiaries. It should be noted that the accredited programs that have received certification have undergone strict corrective actions over long periods and so they deservedly fulfilled the necessary requirements of accreditation, and their graduates have become internationally qualified to take their professions (Khatib and Jabir, 1999).

NCATE has set six standards for the preparation of educational cadre. Each institution requesting educational accreditation should meet those standards, which are as follows (NCATE, 2008):

 – The first standard, "the programs offered": This includes all aspects related to learning outcomes, and quality of education. It focuses on students gaining a wide range of skills and educational knowledge that develop their character and prepares them for their scientific and professional lives.

 – The second standard "assessment and evaluation system in the college": Colleges should have a system of evaluation and assessment that includes the collection and analysis of data about the capabilities of students and graduates performance as well as a system to evaluate the college and the development of its programs.

 – The third standard, "field experience": Students practice skills and knowledge in the field under organized supervision and follow-up. Training objectives, students' tasks and their roles in the training field are identified clearly. This also includes regulations and responsibilities of field training.

 – The fourth standard: "diversity": Colleges design programs in a way that takes into account the diversity of admitted students, their background and tasks performed by graduates besides the diversity in the stages of education.

 – The fifth standard: "training of faculty members and their performance and professional development": College faculty members are specialists and qualified academically and educationally. They are employed according to specific criteria. The college holds programs for professional and self development that includes follow-up and performance evaluation.

 – The sixth standard: "Administration and Resources": Colleges have educational facilities and equipment besides other related services and means that ensure the security and safety of students and faculty.

The Faculty of Education is currently seeking academic accreditation from NCATE. This council is one of the most famous bodies of academic accreditation, with which most colleges of education in most countries of the Arabian Gulf, including the Faculty of Education at the University of Kuwait work since working with this institution will help colleges develop standards of performance and improve management systems and rationalize their budgets. Obtaining this accreditation will make the institution achieve its organizational excellence and earn confidence in the local community and around the globe in its performance. Work has begun to get academic accreditation through arranging for the establishment of the Office of Academic Accreditation in the Faculty of Education on 06/14/2003. The Office of accreditation was established officially by virtue of the chancellor's decision number 1453 on 08.06.2008. Some of the tasks and procedures undertaken by the office in order to achieve its objective are (Faculty of Education, 2006):

 ● Activating the academic accreditation project that is adopted by the University of Kuwait at the level of all colleges.

- Contacting the institutions of academic accreditation, which were chosen in order to follow up the procedural steps required to obtain academic accreditation and evaluating college programs, fact sheets, and preparing and following-up evaluation system and portfolio.

- Collecting data and documents relating to the accreditation process and representing the College in international conferences. The Unit has played a raising awareness role that focuses on spreading cultural and educational awareness of the requirements of academic accreditation. The Unit coordinates visits of the delegations of academic accreditation and arbitrators from abroad and makes all the necessary arrangements for the arbitration and evaluation process.

The academic accreditation unit has prepared and adopted the conceptual framework of the College which is: "an intellectual and referential system for the Faculty of Education, on which all of its planning, evaluation and implementation activities are based. Its job is to guide the college's programs, curricula, teaching processes, the performance of learners, the performance of faculty members and their activities and scientific services, and the system of accountability" (Faculty of Education, 2006.5). This framework has helped to develop a program of reference for the development and evaluation and a clearly defined mapping strategy. It consists of seven elements as follows: the philosophical basis, college vision, college mission, goals and objectives, the knowledge basics, college commitments, the learning model adopted by the college and finally the evaluation system. The unit of academic accreditation reviewed and updated the college's programs and graduation fact sheets as well as developing training programs and field experience (Faculty of Education, 2006).

Problem Statement

The current study seeks to identify the correlation of the programs offered at College of Education to the conceptual framework of the college and the extent of applying the six standards of NCATE at the Faculty of Education from the perspective of faculty members by answering the following questions:

(1) What is the correlation of the programs offered at the College of Education to the conceptual framework of the College from the perspective of faculty members?

(2) To what extent have the six standards of NCATE been applied at the Faculty of Education from the point of view of faculty members?

Matrials and Methods

Study population and sample

The study population consisted of all members of the Faculty of Education at Kuwait University who are teaching the summer semester of the academic year 2009/2010. The study sample was selected in a simple random sample, which gives each individual in the study population equal opportunities. The sample consisted of (30) faculty members.

Instrument

The study relied on givens from previous studies and educational literature in developing the study instrument especially Aoun's study (2010) whose instrument was adopted and developed to suit the academic accreditation standards used by the Faculty of Education at the University of Kuwait. The questionnaire comprised 56 items, distributed on seven axes. The first axis is related to the conceptual framework and includes (6) items. The programs offered standard (students knowledge, skills and attitudes) consists of (11) items while the assessment and evaluation system standard consists of (8); field experience standard of (6). The fifth standard deals with diversity and has (3) items. Qualifying faculty members and their performance and professional development standard consists of (8) items; management and resources standard consists of (13) items.

The instrument has two parts: The first part deals with the extent of the presence of these items or not. If they do not exist, the respondent does not need to answer the second part, but if they exist

the respondent determines the degree of satisfaction using Likert's Scale. There are five degrees of satisfaction, namely (very high; high; medium; weak; very weak). Very high was given five marks; high four marks; medium three marks; weak two marks and very weak one mark only.

For the purpose of analysis and identifying the respondents degree of satisfaction, after reviewing the previous studies, the items of faculty members assessment of the extent of applying NCATE standards at the Faculty of Education were classified into three levels: High(from 3.66-5.00), medium(from 2.33-less than 3.66) and weak(1.00-less than 2.33).

To verify the validity of the questionnaire, it was presented to a group of arbitrators at the Faculty of Education at the University of Kuwait to judge the appropriateness of the items in terms of wording, suitability to the axis, and the degree of achieving the target it is set for. The arbitrators' views were taken into consideration and some deletions, modifications and addendums were made to come out with the final draft of the questionnaire.

Reliability was established by using Cronbach's alpha coefficient for analyzing the results of a pilot study. The results prove that the questionnaire was reliable as the level of reliability reached 0.982.

Results and Discussion
Following are the findings of the study ordered according to questions:

First: Results related to the first question: "What is the correlation of the programs offered at the College of Education to the conceptual framework of the College from the perspective of faculty members?"

To determine the degree of satisfaction of the faculty members of the correlation of the programs offered at the College of Education to the conceptual framework percentages, means, standard deviations, the degree of satisfaction, and rank were calculated as shown in Table 1.

It can be seen from the table that the responses of faculty members of the correlation of the programs offered at the College of Education to the conceptual framework of the College are average to all items. This proves that the college should make more efforts to link the college's programs to the conceptual framework in a practical and realistic way, not only in written form. It should be noted that the first item (vision, mission and objectives of the department are consistent with those of the Faculty of Education and the university) got 6.2% on the 'Doesn't exist' scale', which may indicate that some faculty members believe that the mission, vision and objectives of the department have been formed in a formal way only and they are far from the vision and mission of the college and the university. These results are consistent with the observations reported by the academic accreditation delegation on April 2, 2008, which pointed to the need to reconsider the conceptual framework to fit philosophically with the mission and objectives of the university and the State of Kuwait. On the other hand, we find that most respondents believe that this item does exist. 56.3% chose 'high'; 25%, medium and 12.5% low. This is a good sign that most of the sample felt that the vision and objectives of the department are consistent with the vision, mission and objectives of the College and University. As for the second item (vision, mission and objectives of the department are clear) 25.1%, 43.8%, and 31.1% of the respondents opted for high, medium and low respectively. This indicates that the mission of the department and its objectives and vision lack clarity-- an indication of blurry vision and mission of the department and they have to be re-formulated more clearly. The item (vision, mission, and objectives of the department are flexible to accommodate changes in international standards) shows that the department is flexible to change its vision, mission, and objectives according to global developments as 43.8%, 25%, 31.3% selected high, medium, and low respectively. For the item (the College makes its vision and mission known to all elements of the educational system), 12.4%, of the respondents said that it does not exist. They believe that the college does not make enough efforts to delineate its vision and mission to all

Table 1: Percentages, means, standard deviations, the degree of satisfaction, and rank of the responses of faculty members at the Faculty of Education of the correlation of the programs offered at the College of Education to the conceptual framework of the College

No	Item	Doesn't exist	Exists Level of Satisfaction			Mean	Standard Deviation	Degree of Satisfaction	Rank
			High %	Medium %	Low %				
1.	Vision, mission and objectives of the department are consistent with those of the Faculty of Education and the university	6.3	56.3	25	12.5	3.25	1.438	average	1
2.	Vision, mission and objectives of the department are clear	–	25.1	43.8	31.1	2.94	0.998	average	4
3.	Vision, mission and objectives of the department are flexible to accommodate changes in international standards	–	43.8	25	31.1	3.00	1.265	average	3
4.	The College makes its vision and mission known to all elements of the educational system	12.4	31.3	31.3	25	2.65	1.580	average	5
5.	The conceptual framework of the College provides a specific description of the specifications of its graduates	–	56.3	6.3	37.4	3.31	1.448	average	2
6.	The elements of the conceptual framework are highlighted in all College activities and programs	6.3	25	50	18.7	3.00	1.211	average	3

elements of the educational system. However, the majority of faculty members think that the college makes its vision and mission known to all elements of the educational system with 31.3 'high', 31.3% 'medium', and 25% 'low'. As can be seen in the Table 1, 56.3% of the respondents indicated that the item (the conceptual framework of the College provides a specific description of the specifications of its graduates) exists. This is clear evidence that the conceptual framework provides a specific description of the specifications of its graduates. Finally 6.3% only thought that "the elements of the conceptual framework are highlighted in all College activities and programs' do not exist. They believe that the college should make more efforts to highlight the results of the elements of the conceptual framework. Still the majority see that the college highlights the results of the elements of the conceptual framework in all College activities and programs in a moderate way (50%), which is an indication that the college should make greater efforts to activate this item.

Second: Results related to the second question: "What is the extent of application of the six standards of ANCATE at the Faculty of Education from the point of view of faculty members?"

To answer this question, percentages, averages, and standard deviations of the sample responses were calculated for each standard of the six standards as follows:

Results related to the first standard (Programs Offered)
To determine the degree of satisfaction of faculty members of the extent of the application of the Faculty of Education of the items related to the sixth standard VI (programs offered), percentages, means, standard deviations, and the degree of satisfaction and rank were calculated as shown in Table 2.

It is clear from the above table that the college does not play its role well in the application of this standard items. The degree of satisfaction of applying this standard ranges from average to weak according to the views of faculty members. Therefore, the college must put in more efforts the application of these items so that it can obtain academic accreditation as this standard is related to NCATE, the organization that the Faculty of Education deals with in the State of Kuwait for academic accreditation. The College must focus on item number (2), which states: "the programs offered are linked with required future jobs in accordance with the strategic plans" and item number (4), which states: "programs develop human relations and support the language of dialogue among faculty members and students" and item number (9), which states: "programs allow the student to identify ways of information collection, categorization, and documentation and using information technology and communications" as these items got a low degree. It should be noted that they are significantly associated with the student, who is the primary recipient of the educational process and for whom the college has been established.

Results related to the second standard (Evaluation and Assessment System)
To determine the degree of satisfaction of faculty members of the extent of the application of the Faculty of Education of the items related to the second standard (Evaluation and Assessment System), percentages, means, standard deviations, the degree of satisfaction, and rank were calculated as shown in Table 3.

It is clear from the table above that the degree of satisfaction of the items related to the second standard (Evaluation and Assessment System) ranges between medium and weak. This proves that the college does not apply items of this standard as required. These results are consistent with the observations reported by the academic accreditation delegation on April 2, 2008, which pointed out that this is the most common unachieved standard. Despite the passage of two years on these observations this standard is still unrealized in the form required. Therefore, the College represented by the academic accreditation unit should make greater efforts to apply these items, especially items number (6), and number (8), as the degree of their application was low. Another item indicates a dangerous situation – the first item, which states: "students are evaluated in a reliable and objective way" as 56.3% of the respondents believe that students are not evaluated in a reliable and

Table 2: Percentages, means, standard deviations, the degree of satisfaction, and rank of the responses of faculty members at the Faculty of Education of the extent of the application of the Faculty of Education of the items related to the first standard (Programs Offered)

No	Item	Doesn't exist	Exists Level of Satisfaction			Mean	Standard Deviation	Degree of Satisfaction	Rank
			High %	Medium %	Low %				
1.	Programs of undergraduate and graduate studies (study plans) represent the conceptual framework of the department and the college	6.3	43.7	18.8	31.2	2.94	1.340	average	3
2.	The programs offered are linked with required future jobs in accordance with the strategic plans	6.3	12.5	31.2	50	2.31	1.250	weak	7
3.	Programs offered enable students to acquire skills like situation analysis, self-learning, and decision-making	–	25	31.3	43.7	2.69	1.014	average	5
4.	Programs develop human relations and support the language of dialogue among faculty members and students	12.5	18.8	31.3	37.5	2.25	1.342	weak	8
5.	Programs have integrated educational curricula that ensure the good preparation of students	–	31.3	31.2	37.5	3.06	1.063	average	2
6.	Programs identify the behavioral objectives for courses	12.5	43.8	12.5	31.2	2.81	1.601	average	4
7.	Programs describe courses using standard forms	12.5	50	18.7	18.8	3.19	1.642	average	1
8.	Programs provide guidance and full advising to students	–	25.1	12.5	62.4	2.38	1.310	average	6
9.	Programs allow the student to identify ways of information collection, categorization and documentation and using information technology and communications	6.3	18.7	18.7	56.3	2.25	1.183	weak	8
10.	Programs enable faculty members to use various educational activities and techniques	–	43.8	18.8	37.5	3.06	1.289	average	2
11.	Programs include course titles and their relative weights and credits in the study plan in accordance with the conceptual framework of the College (the exact description of compulsory and elective courses)	6.3	50.1	6.3	37.6	3.06	1.769	average	2

Table 3: Percentages, means, standard deviations, the degree of satisfaction, and rank of the responses of faculty members at the Faculty of Education of the extent of the application of the Faculty of Education of the items related to the second standard (Evaluation and Assessment System)

No	Item	Doesn't exist	Exists Level of Satisfaction			Mean	Standard Deviation	Degree of Satisfaction	Rank
			High %	Medium %	Low %				
1.	Students are evaluated in a reliable and objective way	—	18.8	25	56.2	2.44	1.031	average	6
2.	Students' evaluation includes two or more methods (such as practical tests, oral presentations, written tests).	6.3	43.8	6.3	6.3	3.38	1.408	average	1
3.	Evaluation results are recorded on a regular basis in logs inside the university	—	43.7	18.7	37.6	3.13	1.204	average	2
4.	The program includes clear and declared standards to assess individual and field students' work	—	25	31.3	43.8	2.88	1.147	average	3
5.	There are clear and declared criteria to assess all elements of the program (curriculum, teaching aids, faculty members).	6.3	12.5	25	56.2	2.50	1.211	average	5
6.	There is an administrative system to monitor the quality of all programs and activities periodically	6.3	18.8	18.8	56.2	2.25	1.183	weak	7
7.	There is a system for self-evaluation and faculty members evaluation in the college	6.3	31.3	18.8	43.8	2.56	1.263	average	4
8.	Programs are improved and developed in the light of the periodic evaluation results	6.3	12.5	18.8	62.6	2.13	1.088	weak	8

objective way. Again these results are consistent with the observations reported by the academic accreditation delegation on April 2, 2008, which pointed to the fact that the faculty member's assessment of the student should be accurate, especially in describing the student's achievements and the ability to predict the student's ability to succeed in a fair way.

Results related to the third standard (Field Experiences)
To determine the degree of satisfaction of faculty members of the extent of the application of the Faculty of Education of the items related to the third standard, (Field Experiences) percentages, means, standard deviations, the degree of satisfaction, and rank were calculated as shown in Table 4.

It can be noted that the degree of satisfaction of the items related to the third standard (field experiences) was average. It is also better than the previous two standards perhaps because it is related to field training, which is an applied program provided by college to students every semester since its inception. Consequently observations made by the trainees are taken into account to develop and improve the program on an ongoing basis. Besides the fact that when the academic accreditation unit at the Faculty of Education began, it has set its priorities to work on the development of practical educational programs, and field experiences, as well as to take advantage of academic accreditation observations in the report of April 2, 2008. Therefore, we find that the implementation of the items of this standard was good, but more attention must be paid to item (5), which states: "The program provides a guide to field experiences at college" because it received the lowest degree with mean of (2.94) and a standard deviation of (1.181).

Results related to the fourth standard (Diversity)
To determine the degree of satisfaction of faculty members of the extent of the application of the Faculty of Education of the items related to the fourth standard, (Diversity) percentages, means, standard deviations, the degree of satisfaction, and rank were calculated as shown in Table 5.

It is clear from the table above that the degree of satisfaction of the items related to the fourth standard (diversity) ranges between medium and weak. The degrees are close to 'weak'. This proves that the college does not apply items of this standard as required, and that the college lacks a system to help diversity, so the college, represented by the academic accreditation unit, should work harder to activate the items of this standard and strive to achieve diversity in the college through the development of a document and clear programs that help diversity as set by NCATE.

Results related to the fifth standard (training of faculty members and their performance and professional development)
To determine the degree of satisfaction of faculty members of the extent of the application of the Faculty of Education of the items related to the fifth standard, (training of faculty members and their performance and professional development) percentages, means, standard deviations, the degree of satisfaction, and rank were calculated as shown in Table 6.

It is clear from the table above that the degree of satisfaction of the items related to the fifth standard (training of faculty members and their performance and professional development) was average nearly for all items except for item number (8), which states that: "The College offers plans for professional development for faculty members including (training courses, workshops, etc.), which was 'weak'. This is an indication that the level of planning of professional development for faculty members does not fit with their development needs. Again these results are consistent with the observations reported by the academic accreditation delegation on April 2, 2008, which pointed to the need to facilitate holding workshops for faculty development to find ways to make use of the application of constructivism theory in the classroom. This theory, is adopted by the College of Education and underpins most of the teaching and learning processes at the college. It can be seen that this item is linked to item (7) which states: "The College takes into account the development needs of faculty members". Therefore, the College has to pay attention to professional development

Table 4: Percentages, means, standard deviations, the degree of satisfaction, and rank of the responses of faculty members at the Faculty of Education of the extent of the application of the Faculty of Education of the items related to the third standard, (Field Experiences)

No	Item	Doesn't exist	Exists Leve of Satisfaction			Mean	Standard Deviation	Degree of Satisfaction	Rank
			High %	Medium %	Low %				
1.	The program offers students applied, practical education (field training)	—	31.3	37.5	31.3	3.06	0.929	average	4
2.	The program identifies training field regulations that determine rules and responsibilities	—	43.8	31.3	25	3.31	1.014	average	1
3.	The program identifies duties and roles of students in field training in a clear and declared way	—	30.3	37.5	31.3	3.13	1.204	average	3
4.	The program identifies clear goals for the field training	—	37.6	43.8	18.8	3.19	0.981	average	2
5.	The program provides a guide to field experiences at college	6.3	31.3	37.5	25	2.94	1.181	average	6
6.	The program puts courses theories and concepts into practice	—	31.3	37.5	31.3	3.00	0.816	average	5

Table 5: Percentages, means, standard deviations, the degree of satisfaction, and rank of the responses of faculty members at the Faculty of Education of the extent of the application of the Faculty of Education of the items related to the fourth standard, (Diversity)

| No | Item | Doesn't exist | Exists Leve of Satisfaction | | | Mean | Stan-dard Devia-tion | Degree of Satis-faction | Rank |
			High %	Medium %	Low %				
1.	The College provides equal opportunities for all people concerned (students, faculty, and administrators, etc. ...)	6.3	25	25	43.7	2.56	1.315	average	2
2.	The College has a document for diversity and equal opportunities that achieves the conceptual framework of the College	6.3	18.7	25	50	2.31	1.195	weak	3
3.	Programs offered achieve diversity in the (courses and lesson plans, teaching activities, scientific research, professional practices and methods of evaluation)	6.3	25.1	37.5	31.1	2.63	1.360	average	1

Table 6: Percentages, means, standard deviations, the degree of satisfaction, and rank of the responses of faculty members at the Faculty of Education of the extent of the application of the Faculty of Education of the items related to the fifth standard, (training of faculty members and their performance and professional development)

No	Item	Doesn't exist	Exists Leve of Satisfaction			Mean	Standard Deviation	Degree of Satisfaction	Rank
			High %	Medium %	Low %				
1.	Specific standards and requirements for the recruitment of faculty members are announced in accordance with the conceptual framework of the College and efficiency standards	12.5	31.3	25	31.3	2.56	1.504	average	5
2.	Teaching staff (faculty members in college) have the required qualifications and competence	—	43.8	37.5	18.8	3.38	0.957	average	2
3.	Teaching staff (faculty members in college) have the required educational qualifications	—	43.8	31.3	25	3.38	1.088	average	2
4.	Faculty members participate in professional councils and associations and various committees	—	68.8	12.5	18.8	3.56	0.892	average	1
5.	The college has clear criteria for evaluating faculty members including (self-assessment, head of department assessment, students' evaluation)	6.3	18.8	37.5	37.5	2.56	1.413	average	5
6.	Faculty members contribute in the abundance and quality of scientific research and studies undertaken by them to serve the university and the community	—	43.8	25	31.3	31.3	1.258	average	3
7.	The college takes into account the development needs of faculty members	6.3	37.5	18.8	37.5	2.81	1.328	average	4
8.	The college offers plans for professional development for faculty members including (training courses, workshops, etc. ....)	6.3	12.5	25	56.3	2.25	1.065	weak	6

for faculty members in a way that goes with the recent trends and developments. Moreover, the College has to pay more attention to item number (5) which states: "The college has clear criteria for evaluating faculty members (including self-assessment, head of department assessment, students' evaluation"). Evaluation must not depend only on the prevailing assessment, students' evaluation, but there should be clear and just standards to assess the faculty member.

Results related to the sixth standard (Management and Resources):
To determine the degree of satisfaction of faculty members of the extent of the application of the Faculty of Education of the items related to the sixth standard (Management and Resources), percentages, means, standard deviations, the degree of satisfaction, and rank were calculated as shown in Table 7.

It is clear from the Table above that the degree of satisfaction of the faculty members of the extent of the application of the Faculty of Education of the items related to the sixth standard (Management and Resources) was average for most of the items although some of them tend to be 'weak', which is reflected in the percentages. Also item number (6) which states: "Information is available to all parties with transparency and clarity "was weak. This is proof that the College administration lacks transparency in providing information to the faculty member. Therefore, more attention should be given to this item. Also the College should take care of items of (1-4), as well as item number (13). Although these items were average, they are close to weak. If the College of Education seeks academic accreditation, It should pay more attention to these items.

Conclusion
As it is seen above, we find that the college should make more efforts to link the college's programs to the conceptual framework in a practical and realistic way, not only in written form. Also the college's application of the six items of NCATE has ranged between average and weak, which indicates that the college does not perform its role well in terms of the application of these criteria. Moreover, the college has not benefited from the remarks of the report of the Accreditation Agency dated April 2, 2008. If the college continues in this way, it will be late to obtain accreditation from NCATE. This entails spending more money, which affects the college's budget.

Recommendations
In light of the results of the study, the researcher recommends the following:

  – The need to establish an independent body for academic accreditation that belongs to higher education in the State of Kuwait that evaluates and controls quality in higher education institutions in line with international standards, especially after the increase in the number of private universities.

  – The Faculty of Education is a college in Kuwait University, which is a well-known and reputed state university, so the researcher recommends that there is no need to spend large sums of money by the College for accreditation if the college is not able to get academic accreditation during that academic year. Academic accreditation is really needed for private universities which are seeking to obtain recognition and local and global community confidence.

  – Faculty members should be involved in the projects of academic accreditation. Also standards for accreditation should be announced to faculty members, as some faculty members have no idea about the procedures and steps taken by the college in order to obtain accreditation.

  – The role of the accreditation unit should be more active and this unit should do a self-study of the College on an ongoing basis to evaluate the performance of the College in light of the standards for NCATE accreditation. The researcher recommends reorganizing of the structure of this unit and a new unit that monitors the quality of performance should be created. Therefore, the researcher suggests that there be a more comprehensive unit (called quality assurance and accreditation unit), each of which performs specific tasks aiming ultimately at improving the performance of the

Table 7: Percentages, means, standard deviations, the degree of satisfaction, and rank of the responses of faculty members at the Faculty of Education of the extent of the application of the Faculty of Education of the items related to the sixth standard

No	Item	Doesn't exist	Exists Level of Satisfaction			Mean	Standard Deviation	Degree of Satisfaction	Rank
			High %	Medium %	Low %				
1.	Organizational structure is determined clearly in accordance with the conceptual framework for college and university	12.5	31.3	12.5	43.8	2.38	1.408	average	6
2.	All parties concerned are involved in the decision-making process	6.3	18.8	31.3	43.8	2.38	1.204	average	6
3.	Policies, laws and guidelines and regulations of the university are clearly indicated in a guiding manual	12.5	25	37.5	25.1	2.56	1.315	average	5
4.	There are clear ways of the budget allocation between colleges and departments	12.5	25.1	12.5	50.1	2.38	1.408	average	6
5.	There is a clear and declared system to accept students	6.3	50	18.8	25	3.19	1.328	average	2
6.	Information is available to all parties with transparency and clarity	12.5	18.8	18.8	50.1	2.13	1.310	weak	7
7.	Rights, responsibilities and duties of all those responsible for the management of the college are determined	6.3	31.3	25	37.6	2.63	1.408	average	4
8.	Teaching infrastructure such as lecture halls, laboratories, libraries are available and well equipped	6.3	43.8	12.5	37.5	2.88	1.500	average	3
9.	Students are trained to use equipment and tools effectively	–	43.8	18.8	37.5	3.19	1.109	average	2
10.	There is a good and an integrated system for security and safety within the college	–	50	31.3	18.8	3.25	0.931	average	1
11.	There is an equipped team for technical support that is related to means and various devices	–	50.1	25	25.1	3.25	1.065	average	1
12.	There are efficient communication channels (internal and external)	6.3	18.8	37.5	37.6	2.63	1.240	average	4
13.	The college makes available an administrative system to follow up and evaluate programs plans and goals periodically	6.3	18.8	25	50.1	2.83	1.310	average	6

College. the researcher has developed a vision of a proposal for the establishment of quality assurance and accreditation unit at the Faculty of Education at the University of Kuwait, as follows:
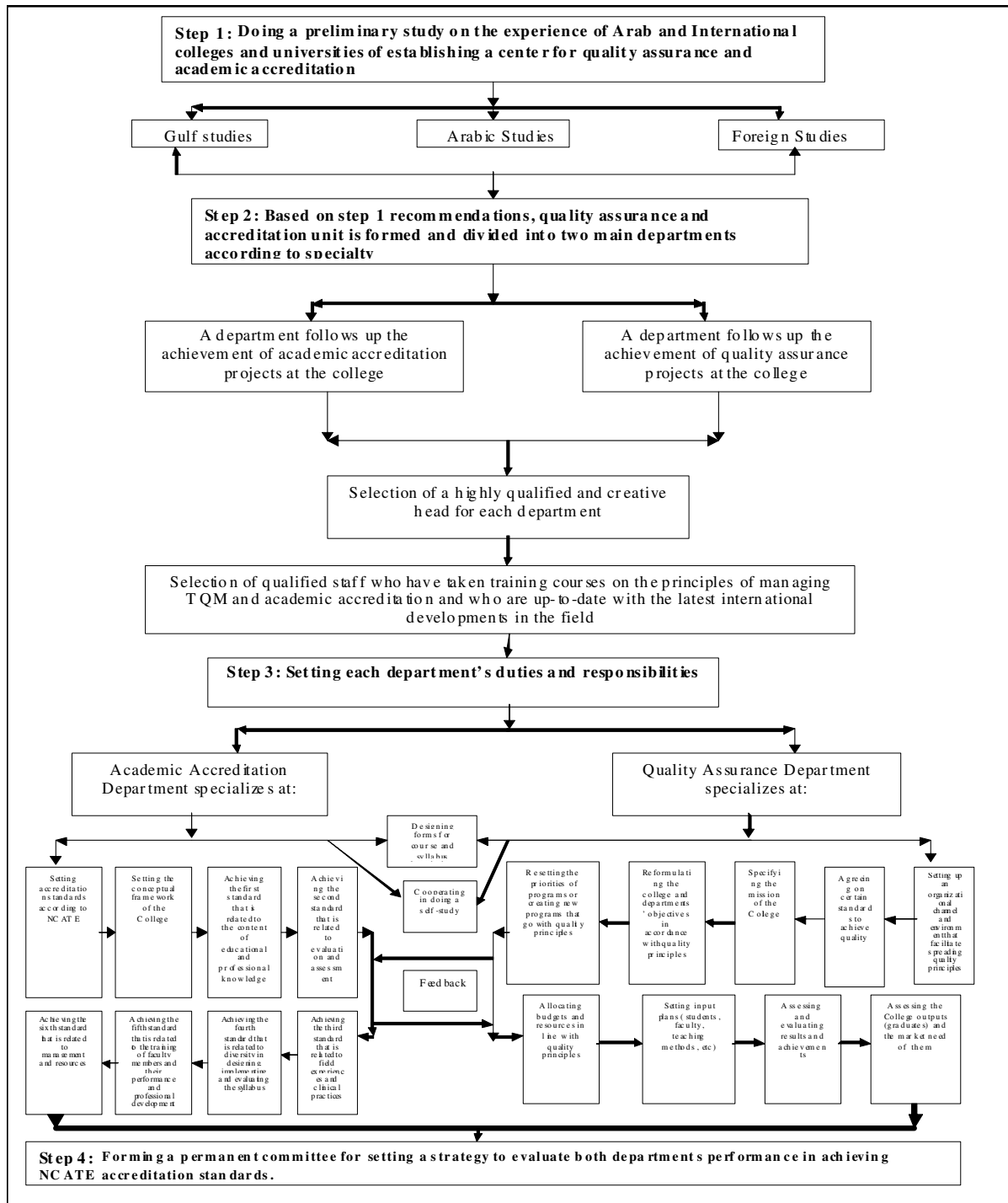

Figure 1: A proposal for the establishment of quality assurance and accreditation unit at the Faculty of Education at the University of Kuwait (designed by the researcher).

References

Al Mahdi, Susan, (2009), Arab and International Experiences in the Management of Accreditation Systems of Higher Education Institutions and its Capability in Egypt, A Paper Submitted to the Annual Conference (First International - IV Arab) for the Accreditation of the Academic Institutions and Programs of Higher Education in Egypt and the Arab World, Reality and Expectations held in April 8-9.

Aoun, Wafaa (2010), An Evaluative Study of the Extent of Applying NCATE Standards in the College of Education for Girls, King Saud University, Research Presented to a Seminar of Higher Education for Females - Dimensions and Expectations, January 4 to 6 at the University of Tiba, Al Medina Al Mounoura.

Coffey, K. and Millsaps, E. (2004), Handbook to Guide Educational Institutions Through the Accreditation Process: The ABC of Accreditation, New York, The Edwin Mellen Press.

College of Education (2006), Conceptual Framework for the College of Education, Kuwait University, University Press Admin.

Dahshan, Jamal (2007), Academic Accreditation: Foreign Expertise and Local Experience, A Paper Submitted to the Second Annual Conference of the Standards of Quality Assurance and Accreditation in Quality Education in Egypt and the Arab World, Faculty of Education, Mansoura University, Egypt.

Dill, D. and Williams, M. (1996), Accreditation and Academic Quality Assurance: Can We Get there From Here? Change, Vol. 28, pp.16-24.

Drendri, Iqbal Zine El Abidine and Hook, Tahira (2008), Survey of the Views of Some Officials and Faculty Members on the Procedures of Applying Assessment Processes and Quality Assurance in Saudi Universities, Research Presented at the Fourteenth Annual Conference of the Saudi Association of Psychological and Educational Sciences (Justin), Al-Qassim, Kingdom of Saudi Arabia.

"Hilaly, El Sherbini and Al Sayed, Ahmed (2009), Accreditation Standards in Academic Institutions of Higher Education (Reality and Expectations, Faculty of Education, Mansoura), A Paper Submitted to the Annual Conference (First International - Arab IV) for Academic Accreditation of Institutions and Programs of Higher Education in Egypt and the Arab World: Reality and Expectations, Egypt.

Hussein Salama (2006), Contemporary Trends in Education Systems, Alexandria, Al Wafaa for Printing and Publishing.

Kharabsheh, Omar and Alhbahba, Abdullah and Aldjaafarh, Asmaa (2010), Standards of Academic Accreditation and Quality Assurance in Colleges of Education in Institutions of Higher Education in Jordan, A Paper Submitted to the Eighth Conference of the Faculty of Education, Yarmouk University, Jordan.

Khatib, Mohammed and Aljabr, Abdullah (1999), Management of Academic Accreditation in Education (Case Study), *Journal of Arab Gulf Mesage*, Vol. 15, pp.65-73.

Majeed, Susan and Al Zidaat, Mohammed (2008), Quality and Accreditation of Public and University Institutions, Amman, Dar Al-Safa for Publication and Distribution.

Tu'aima, Rushdie, (2006), TQ in Education between items of Excellence and Accreditation Standards, Principles and Applications, Amman, Dar Al Maseera for Publication and Distribution.

National Council for Accreditation of Teacher Education (NCATE) (2001), Standards for Professional Development Schools, Retrieved on February 25, 2010 from *http://:www.Ncate.org/documents/pdsstandars.pdf.*

National Council for Accreditation of Teacher Education (NCATE) (2008), Professional Standards for the Accreditation of Teacher Preparation Institution, Retrieved on February 25, 2010 from *http://: www.Ncate.org/institutions/ publicationsbooks.asp?ch=49&book=standards.*