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Guide II: Self Evaluation in Higher Education Institution

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I. Introduction

Self-evaluation - sometimes called self-study, self-assessment, departmental review (these terms will be used interchangeably in this guide) - is becoming a feature of academic life in higher education institutions in many countries. Self-evaluation provides systematic feedback to an institution on how it is doing. It is a process of diagnosis and reflection that leads to action. And the more the process is planned and internalized, the more likely that the institution will act on the results.

Planned, systematic self-evaluation is a self-strengthening process – it builds muscles for reflection and learning. And the more you reflect and learn and then act on your learning, the better you do it next time. Self-evaluation creates a habit for continuous improvement.

Self-evaluation is sometimes an external requirement of a national quality agency. Other times, it is an initiative taken within a higher education institution in order to support development and planning or to deal with perceived problems. Whatever the reasons for undertaking self-evaluation, it is a process which requires collective judgments about academic work. It also requires the collection of much information, analysis and debate.

Moreover, it is generally accepted that the self-evaluation phase plays a fundamental role in developing quality within a higher education context.

II. Purpose of Self-Assessment and its Link with Accreditation

The main purpose of the self-assessment process is to help higher education institutions ensure that they meet established standards of quality and that they continually evaluate the extent to which they meet educational quality goals.

From this self-assessment will come recommendations for improvements or enhancements to policies, processes, programs, services, facilities, and human resources.

Self-study is at the heart of the accreditation process. As mentioned before, effective self-assessment serves both internal and external purposes. It is concerned with quality assurance and encourages institutional improvement through rigorous self-analysis

Self-study is more than a document that addresses in depth the various Standards for Accreditation. It is an intensive endeavor involving individuals throughout the institution of higher education in a process of self-examination aimed at institutional improvement.

The self-assessment should not be viewed as an isolated phenomenon in which an institution periodically engages. Rather, if self-assessment is to be valuable, it should be an integral part of the institution's ongoing planning and evaluation efforts. Incorporating self-assessment into the planning process serves the institution in its continuing search for better ways of achieving its objectives. The self-assessment process necessitates thinking about the context in which the institution is operating and in what ways it is affected by its external environment. In addition, higher education institutions have to secure the following necessary conditions for self-evaluation to succeed:

- Adequate Resources: The institution must provide adequate resources including working time and space for those involved in the process, information, and the technology needed to support data gathering and report preparation.

- A safe and non-judgmental environment: Successful self-evaluation requires a safe climate characterized by respect and broad communication. The process requires a widely held understanding of institutional activities and priorities as well as a commitment to the attainment of measurable objectives.

The resulting report from a self-assessment process should present a clear, concise and accurate picture of the institution as a dynamic entity with a sense of its history, an understanding of its present, and a vision of its future. The self-study should demonstrate the institution's capacity for reflective self-examination as a means for improvement. Generally, the self-assessment process is seen as a necessary first step towards an accreditation journey.

III. Expectations for Self-Assessment

The self-assessment efforts exemplify the following general principles. In essence, self-assessment:

- Focuses on the institution as a whole. As mentioned before, self-assessment is generally seen as a necessary first step towards accreditation; and for accredited institutions, by addressing in this process, specific criteria for accreditation, the institution will gain reaffirmation of its accreditation. Because our emphasis in the QAHEL project is institutional not program-specific, the accreditation is for the entire institution rather than specific departments, programs, locations, or means of instruction. However, evaluating an institution in terms of accreditation standards requires that all of the institution's component parts be examined and that all locations and modes of offering its academic program be included. Ultimately, the information gathered through evaluation of each part must be used to formulate an evaluation of the institution as a whole.

- Appraises and assesses institutional effectiveness. While a self-assessment report provides a clear description of an institution's programs, resources, and operations, it also analyzes and determines how well the institution is functioning and the degree to which the institution is meeting its objectives, as well as setting forth the institution's commitments for improvement. By identifying its strengths and those areas in need of.

- Illustrates improvement along with plans for the future. The institution demonstrates the capacity to continue to meet its objectives. Institutional improvement should always be a goal of the process.

- Results in an unbiased and critical self-examination. The key objective of self-evaluation is to evaluate the higher education institution's effectiveness in achieving its mission and in striving towards continuous improvement in quality. The institution will need to:

  a. Ask hard questions.

  b. Identify key strengths and weaknesses.

  c. Evaluate the adequacy of resources and identify key limitations.

  d. Arrive at a clear understanding of the distance to be covered in order to achieve its strategic quality objectives.

- Contributes to a better understanding of the nature of quality in higher education. The self-evaluation process should result in detailed discussions within the institution about the nature of quality in a higher education context. This will support:

  a. Continuous quality improvement within the institution.

  b. Greater understanding of the issues surrounding quality in higher education.

Thus, through self-assessment, the institution demonstrates that it is using information gathered from its evaluative efforts to enhance its ability to meet its goals and fulfill its mission.

IV. Self-Evaluation Process

The self-evaluation process should be integrated into the overall concept of improving quality so as not to overburden the institution. A well-organized and efficient self evaluation should link ongoing processes in strategic management, quality management and teaching management to the process leading ultimately to accreditation.

A self-evaluation process must be prospective and well-structured if the institution is to gain the maximum benefit from the effort involved. Important stages in the self-evaluation process include:

- Selecting the type of self-evaluation model (described briefly in the next section) that will be most useful to the institution in supporting and promoting its particular goals and priorities.

- Establishing and organizing the required committees and campus-wide participation for effective involvement of the entire institutional community.

- Implementing the process.

- Writing a report summarizing the institution's conclusions and recommendations.

- Developing a strategic quality plan to sustain strengths, overcome problems/weaknesses, and address growth areas.

- Institutions interested in initial/continued accreditation: Hosting an evaluation team of peers who review the institution's self-study in the context of the institution's mission.

- Responding to the report of the evaluation team.

- Receiving the accreditation body's decision regarding initial or continued accreditation.

V. Overview of Self-Evaluation Models

There are three major models for self-evaluation. These are the comprehensive model (including a variation involving special emphases), the selected topics model, and the collaborative model. Within these broad models, there are many possible approaches to self-evaluation. This flexibility recognizes the differences in mission, purpose, internal conditions, needs, and external influences at each higher education institution.

A. The Basic Comprehensive Model

This model will be emphasized in this guide because it suits the current needs of the Lebanese higher education sector.

It is actually a comprehensive self-evaluation that enables an institution of higher education to appraise every aspect of its programs and services, governing and supporting structures, resources, and educational outcomes in relation to the institution's mission and goals.

B. The Comprehensive with Emphasis Model

A comprehensive with emphasis self-evaluation is a variant of the basic comprehensive model. It is particularly useful for an institution wishing to give special attention at the outset to selected issues that affect it. Institutions usually select from one to three areas of emphasis within a single self-evaluation in this model.

C. The Selected Topics Model

A selected topics model allows an already accredited institution to devote concentrated attention to selected issues, without having to provide comprehensive analysis of institutional programs and services and without having to address all accreditation standards within the self-evaluation report.

D The Collaborative Model

Almost all institutions of higher education are subject to review and oversight by multiple agencies or organizations. Some institutions find it helpful to coordinate one or more of these reviews with their self-evaluation in order to minimize duplication of effort and to maximize institutional benefit.

The collaborative review is a cooperative review process in which an accredited institution invites institutional, specialized, or professional accrediting agencies, government agencies, or other organizations to join in a review of the institution.

VI. Guidelines

The following recommendations are made with a view to making the self-evaluation run as smoothly as possible:

A. Self-Evaluation Group

Self-evaluation provides a special opportunity for each institution to reach out to all of its constituents. A broad cross-section of an institution's constituencies might include, for example, faculty, students, trustees, administrators, alumni, parents, employers, and legislative representatives.

Such participation is essential because each institution's decision making process can be enriched if it incorporates a wide range of diverse perspectives, ideas, and judgments. Moreover, the institution community will be more prepared to implement any resulting plans.

Accordingly, the institution should appoint a chairman (sometimes called project leader) and a self-evaluation committee (sometimes called steering committee) to mange the process and draft the report. The chair is usually appointed by the university higher council or the university President. It is obvious that the chair should be competent, well respected and committed, suitably qualified and resourced to carry out the work. In some circumstances, it is useful to appoint co-chairs to lead the self-evaluation effort. This arrangement may be particularly useful at large and complex universities or at multi-campus institutions.

Representation on the committee is also a key issue, and should include representatives from key stakeholders groups. It is essential that there be adequate faculty involvement in the self-evaluation process, and appointment of a faculty chair may encourage such participation. Involvement of key administrators is also important, and appointment of an administrator as a chair or co-chair may also be appropriate. The members of the steering committee may be appointed or elected, but they should as mentioned before represent the total institution community and should include adequate faculty representation.

The self-evaluation committee is responsible for providing leadership to the entire self-evaluation process. This includes determining the key issues for self-evaluation, recommending a self-evaluation model that would best reflect those issues, developing a self-evaluation design, establishing and charging subcommittees and coordinating their work on the various issues to be studied, ensuring that the timetable is implemented as planned, assuring communication within the institution about the self-evaluation process, and overseeing the completion of the final self-evaluation report and any other documents relevant to the self-evaluation process.

B. Communication

At an early stage, the self evaluation committee will need to provide a full explanation within the institution about the aims of the self-evaluation process. It must also make sure that its methodologies and its own role in the process are understood and accepted.

Administrators, academic staff and students must be informed about and benefit from a full opportunity to participate in the self-evaluation process. Effective communication with these parties must be maintained throughout the process.

The campus community should have opportunities at various points in the process to learn about and respond to self-evaluation issues and approaches and to review the self-evaluation in draft.

Many institutions effectively use electronic posting of documents and communication via e-mail to facilitate and enhance this process.

C. Methodology

Self-evaluation should take three to six months on average to complete. In view of this, it is advisable to draw up a detailed plan laying down key topics, assigning responsibilities and setting deadlines.

The fundamental stages of the self-evaluation process must be supported by systematic and organized collection of qualitative and quantitative data. This will allow the evaluation of compliance with the set standards. It is therefore strongly recommended that the first step be to define the main sources of information and appoint individuals to take charge of collecting and analyzing data. Various sources (audit reports, results of assessment, questionnaires, statistics etc.) can be used. Making use of available information can save a considerable amount of time. The following criteria should be applied to the self-evaluation methodology:

1. Systematic: The self-evaluation methodology should be well-planned, thorough, and comprehensive. The self-evaluation should be driven by a methodology seeking to answer key questions rather than simple application of a tick-box approach.

2. Objectivity and balance: The methodology used should result in a balanced statement of current strengths and weaknesses, opportunities and threats and a determination of the action needed to address these and maximize potential.

3. Participation: In collecting data and evaluating the results, the methodology should rely on a variety of groups to agree on key conclusions and recommendations. This is not a way of improving objectivity, but also a way of improving communication and commitment to the findings.

D. Timetable

The institution must set up a timetable laying down the various stages of self evaluation:

- Self-evaluation starts

- Set up the self evaluation group

- Give information on the details of the self-evaluation process

- Assign responsibility for collecting and analyzing data

- Data collection and analysis starts

- Basic data collection and analysis ends

- Draft report

- Complete and revise report

The Steering committee is responsible for establishing an overall timeline for completing the self-evaluation that includes dates for completing the tasks of each subcommittee and for supplying necessary documents and information to the self-evaluation committee. Each committee and work group creates a schedule for its own work that supports the overall self-evaluation effort. Progress reports and interactions among the various committees will aid in assuring adherence to the established schedules for completion.

VII. Areas Evaluated and Standards

The generic areas to be evaluated relate mainly to inputs and processes. They refer to the objectives of the institution or program, its strategy, infrastructure and organization, and processes and developments in teaching and research. Standards, discussed in details in the second part of this guide, are formulated for each area and complemented by corresponding points of reference (indicators). These later elements will help the institution or program collect the information needed to assess the standards.

The institution or program can also ask for specific areas or topics to be addressed with a view to developing quality.

VIII- Self-Evaluation Report

The final self-evaluation report should be a concise and readable, but substantial document to be used by its principal readers, the campus community. This audience may include, for example, faculty members, students, trustees, administrators, alumni, parents, employers, and legislative representatives. The design should anticipate that campus constituents will discuss the final draft of the self-evaluation report, that there will be a process to gain general acceptance of the document, and that the faculty, administration, governing board ultimately will take responsibility for the entire report.

The self-evaluation report is both a description and an analysis; it is therefore very important to indicate and separate these two aspects clearly. It must give a global and objective view of the institution, and its overall approach should be constructive.

A reliable, representative, coherent and clear self-evaluation report will make the external evaluation process much easier.

The report must include the following: members of self evaluation group, executive summary introduction, history, mission, vision, university values, priorities, facts and figures (students' distribution, students - faculty distribution, enrolment, full time faculty members, part time faculty members, and total faculty members), development of the strategy, and covered areas.

A. Length

No more than one hundred pages (main text) plus annexes.

B. Format

Usually, self assessment is conducted to obtain institutional or program accreditation. Accordingly, the format should follow the guidelines of the accrediting body.

C. Cover

The cover must show the title of the document (self-evaluation report), the name of the institution and the date of completion.

D. Executive Summary

The self-evaluation report should include an executive summary of no more than 5 pages that briefly describes the self-evaluation process and highlights the major findings and recommendations of the study.

E. List of Members of the Self Evaluation Group

The list must specify the responsibilities of each member.

F. Development of the Strategic Planning

Professional and regional accrediting association criteria place a growing emphasis on an integrated approach to assessment and planning. The Strategic Planning in Higher

Education (SPHE) provides a means to address key planning and change management issues and helps further a culture of continuous assessment and renewal throughout the institution mission and vision. SPHE emphasizes key strategies for effective leadership, communication, and assessment throughout the seven planning phases.

Mission, Vision, and Values – reviewing the organization's guiding principles as a useful reference point for planning, especially when determining how to allocate resources and measure achievements.

Collaborators and Beneficiaries – identifying critical stakeholders, with particular attention to their expectations for the plan's development and implementation.

Environmental Scan – examining cultural issues, resource concerns, and other factors that may impinge on the planning process.

Goals – identifying an organization's aspirations in tangible, achievable, and measurable terms.

Strategies and Action Plans – translating goals into a series of concrete strategies and activities with appropriate timelines.

Plan Creation – describing goals and strategies in a manner that is comprehensive, yet easily understood.

Outcomes and Achievements – monitoring progress and, most importantly, evaluating outcomes.

Areas Evaluated and Standards - The self-evaluation report gives descriptive answers and an analysis based on points of reference (indicators) of each standard. The institution must also give its reasoned opinion on whether the standards have been met for each area. In exceptional cases it may not be possible for the institution to measure a standard; this must be highlighted and explained in the report. Sections covering individual areas must conclude with a summary of the institution's strengths, weaknesses and prospects. The institution may already have made specific proposals for improvement in particular areas. (Refer to Appendix A for a list of the areas and their corresponding indicators.

Sample Questionnaires – Refer to Appendix B for a list of sample questionnaires to obtain feedback from stakeholders. These questionnaires are only suggestive and may be adapted to the institution's needs. The data collected will form an important feedback for quality enhancement of the institution. The institution may devise its own feedback mechanisms to present the data to the peer team during the visit.

Pre-Accreditation Documents - The self evaluation report should include facts and figures about the institution, and generally other documents required for institutional accreditation as will be explained in Appendix C.

IX. Appendix A

Areas Evaluated:
Standards and Indicators

Area 1: Management of the institution

A. Leadership and Organization	
Standard	**Indicators**
Mission and vision statement, objectives	1. The academic institution has a mission statement available to the public which states its educational and research objectives and which describes the position of the institution in its academic and social context.
	2. The mission and vision statements should be approved by the board of trustees
	2. Different faculties within the higher education institution should have their respective mission statements which are compatible with the institutional mission statement.
	3. The mission statement should be periodically reviewed.
Strategic/department plans	1. The institution has a strategic plan enabling it to implement its mission statement.
	2. The institution regularly engages in reflection and planning that allow it to articulate priorities, align its purposes with its resources, and determine future directions
	3. The institution monitors the effectiveness of the implementation of its plans and revise it as appropriate
	4. The institution has planning bodies that meet regularly and have a clear charge and plan to assess the attainment of the institution's educational objectives.
	5. Different faculties within the higher education institution should have their respective plans.
	6. Evidence of planning activities should be demonstrated by the minutes of planning councils, board planning committees…
Preparing for the future	The institution's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.
Internal evaluation	1. The institution has implemented measures for monitoring and internal evaluation.
	2. The institutional should provide : (factbook., program reviews of academic and non-academic units, student course and teaching evaluation forms and reports, students surveys, internal audit)

Area 1: Management of the institution
A. Leadership and Organization

Standard	Indicators
Governance and decision making	1. There is a public chart of the institution governance system: (Board of Trustees, University council, Departmental council, Scientific Board or council)
	2. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.
	3. Decision-making processes, competencies and responsibilities have been determined. The academic staff participates in decision-making processes affecting teaching and research. The students participate in decision-making processes affecting their education and are able to state their opinions.
	4. The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency.
	5. The institutional should have manuals explaining governance policies and procedures (board memberships, minutes of meeting, policy on board evaluation of the president, job descriptions for principal administrators)
Quality assurance system	1. The institution employs measures which help to ensure the systematic quality assurance of and improvements to its teaching and research activities.
	2. The institution has quality assurance processes in place at each level of institutional functioning (including new curriculum and programs, program review, ongoing evaluation, and data collection).
	3. The institution uses the results from quality assurance processes to revise and improve structures, processes, curricula, and pedagogy…

Area 1: Management of the institution	
B. Human Resources	
Standard	**Indicators**
The institution has a human resources policy	1. There is a public organization chart that shows reporting relationships and the formal arrangement of work positions within the institution.
	2. The institution has a policy for the forward planning of faculty positions.
	3. The institution planning integrates objectives regarding external recruitment and internal promotion of faculty/staff.
	4. The institution has a policy for the forward planning of technical and administrative positions.
	5. The institution has regulations governing the employment of temporary staff.
Rights and Responsibilities	1. All faculty/staff members receive a booklet explaining their rights and responsibilities.
	2. All faculty/staff members receive a practical document on social services
The institution has a policy for managing human resources, career paths and conditions of service.	1. The institution has a policy for the management of human resources.
	2. The institution has set up a career development service for its human resources.
	3. The institution has a policy for financial recognition of additional responsibility.
	4. The institution has a policy for staff mobility.
Skills management policy	1. The institution anticipates the development of occupations and skills.
	2. The institution devotes part of the training effort to promoting its human resources.
	3. The institution promotes the training of its teaching, technical and administrative staff and elected management staff.
Welfare Policy	1. The institution has a policy on health and safety.
	2. The institution has a structure for the management of welfare.
	3. The institution offers health benefits to students.
	4. The institution offers health benefits to faculty/staff members

Area 1: Management of the institution	
C. Financial Management	
Standard	**Indicators**
Finance organization	1. The budgeting follows a defined procedure. 2. The budget takes into account the institution strategic plan. 3. The budgeting procedure is described in documents published by the institution.
Resource distribution	1. The institution has the means to apply its financial policy. 2. The institution has clearly identified finance and accounting departments or at least one department with both functions responsibilities. 3. The institution has a transparent system for the internal distribution of resources.
Budget policy	1. The institution has a policy of budgetary and financial care 2. The institution has a procedure for monitoring the budget. 3. The institution has set up financial auditing. Financial management is regularly evaluated, and the results are used to improve the financial management system
Financial Stability	1. The institution ensures that future obligations are clearly identified and plans exist for payment. 2. The institution has policies for appropriate risk management. 3. The institution ensures that cash flow arrangements or reserves are sufficient to maintain stability. 4. The institution has a plan for responding to financial emergencies and unforeseen occurrences
Auxiliary activities and fund raising	Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

Area 2: Partnerships and Cooperation	
Standard	**Indicators**
Environment	1. The institution regularly scans its environment. 2. The institution has a process to inform itself about regional economical development. 3. The institution monitors the employability of graduates. 4. The Areas of synergy, the complement and the competition with the other higher education institutions in the region are followed up and analyzed on a regular basis.
Collaboration policy	1. The institution has defined priorities in its collaboration policy. 2. The institution has many linkages with other organizations to promote: curriculum development, internship, job training, faculty exchange and development, research, consultancy, publication, students exchange and inter-institutional transfer of credits.
Cooperation with other institutions	1. The institution has a strategy of cooperation with the other institutions in the same area. 2. The institution has set up and formalized relations with all other higher education institutions as well as relevant organizations.
International mobility	1. The institution has a policy that encourages international mobility. 2. The institution monitors its involvement in international programs. 3. The institution has implemented measures to help with the mobility of students, doctoral students, teaching staff and other. 4. The institution has a policy for the integration of international students. 5. The institution has a policy for the integration of teaching and research staff coming from abroad.
Cooperation with stakeholders	1. The local communities are invited to participate in the executive and advisory bodies of the institution and to define the educational pathways and research programs. 2. There are partnership and contractual agreements with local and regional communities and with companies. 3. The professional environment participates in the achievement of the mission statement of the institution.

Area 3: Research	
Standard	**Indicators**
Strengths and weaknesses in matters of research.	1. The institution carries out its own evaluations on developing research teams. 2. The institution is aware of all the projects and work of its research teams. 3. The institution has consolidated information on all the financing of the research teams.
3Dynamism and creativity of research.	1. The institution promotes the development of research teams and new projects, and ensures their support. 2. The institution ensures the implementation of collaborative research structures.
Position in the international research context.	1. The institution has a policy of relevant partnerships with universities in other countries. 2. The institution monitors its research. 3. The research of the faculty members is published in international publications. 4. The faculty members are invited to international symposiums.
Definition and implementation of research priorities.	1. The institution has a policy supporting innovation. 2. The research potential is set up in accordance with the priorities set by the institution. 3. The institution recruits faculty members according to the research strategies of the institution.
Communication and publishing of research production.	1. The institution has a policy supporting the organization of seminars and symposiums backed by nationally recognized research organizations. 2. The institution has a publication policy. 3. The institution is involved locally, regionally and nationally in the dissemination of research culture. 4. The research done at the departments is published in well-recognized journals and conference proceedings.
Research culture among faculty and students.	The process of promoting research culture among faculty and students is ensured by facilitating participation in research and related activities, providing resources and other facilities

Area 3: Research	
Standard	**Indicators**
Research coordination	The institution has mechanisms for the governing and organizing research programs and logistics.
Research Strategy	The research conforms to the research plan devised by the department
Research Funding	The research projects are adequately funded by the university, industries, the government, international organizations….etc.
Research budget and Financial Support:	The institution has rules for the governing the coverage of travel and accommodation for attending conferences.
Research references	The institution provide up-dated, well-equipped libraries with IT infrastructure.
Sabbatical leave for faculty members.	The institution has rules for the governing of sabbatical leave for faculty members.
Work load for faculty members	The institution ensures that faculty members have enough time for research work.
Cooperation	The university has links with other national, regional and international research institutions.
Relevance	The research done is relevant to the economy, industries and the society.
Originality	The research contributes to the development of the field of specialization through investigating new areas or reevaluating the progress that has already been achieved.
Citation	The research done at the department is acknowledged at a national and international level by other academics.

Area 4: Graduate Programs	
Standard	**Indicators**
Variety and diversity:	The institution ensures that postgraduate program and research cover a wide range of topics in the field of specialization.
Disciplines	The institution encourages multidisciplinary and interdisciplinary graduate program studies
Quality of graduate students, qualifications at admissions	1. The institution has policies that indicate the scope and nature of postgraduate education at the institution, and stipulate clear admission requirements and procedures. These admission requirements should be compatible with corresponding national (Lebanese Ministry) and international graduate studies standards. 2. The institution has the required policies and criteria for the evaluation and approval of master's and doctoral proposals 3. The institution ensures the students' commitment to postgraduate studies.
Competence of graduates, reports of graduate students'	1. The institution ensures that graduates are qualified for a competitive job market as well as pursuing further research. 2. The institution applies clear criteria against which to evaluate, approve and monitor postgraduate research
Student financial aid: scholarships, fellowship, and research support awards	The institution has: 1. Available and sufficient financial aid programs. 2. Policies and criteria governing access to and allocation of funding for postgraduate education and research; 3. Special funds to support postgraduate research
Supervision:	The institution has: 1. Policies and regulations that specify the role and responsibilities of supervisors of postgraduate research; 2. Policies and criteria for assessment of postgraduate education and research
Examination committee:	The institution provides rules for selecting and forming examination committees for MA and PhD theses (Supervisor, internal and external examiners)
Publication:	1. PhD students are encouraged or supposed to publish part of their dissertations before their defense. 2. The institution has policies and regulations regarding postgraduate publications.

Area 4: Graduate Programs	
Standard	**Standard**
Faculty members	The institution ensures that: 1. Faculty responsible for/involved in the program are well qualified; i.e., have the appropriate academic and/or professional qualifications to support and develop the program according to ministry criteria. 2. Faculty members maintain and update the skills and knowledge appropriate to their discipline through involvement with academic, professional and/or scientific organizations. 3. Faculty members are nationally/internationally recognized for their scholarly and/or professional work. 4. Faculty are successful in obtaining research support
Thesis rules	The institution provides rules governing choice of MA or PhD topics, progress reports and thesis submission and examination.
Manuals	The institution provides a manual for graduate programs available for faculty members and students. This manual includes all regulations as well as programs and curricula
Theses and dissertations database	The institution keeps a database of completed and in progress of theses/dissertations
Program reviews of graduate programs.	The institution adopts regular review of the effectiveness of arrangements for the quality assurance, development and monitoring of the postgraduate programs.

Area 5: Programs and Curricula	
Standard	**Indicators**
Program outcomes	The institution exercises the responsibility to ensure that students have met its stated learning outcomes of programs at all degree levels
Educational objectives	1. The institution has clearly stated goals and objectives that are communicated systematically to all its constituencies. 2. The programs of the institution are consistent with its goals and objectives. 3. Each degree is characterized by corresponding goals and objectives. 4. All individuals involved in teaching and the students must be aware of these goals and objectives. 5. The subjects taught reflect the goals and objectives of the program.
Ranges of programs	1. The institution offers a range of programs leading to academic or professional degrees with stated goals and objectives. They integrate with the existing range of programs of higher education offered by the universities or complement them in a meaningful way. 2. The institution has a wide range of programs offerings that provide adequate academic flexibility
National and International recognition	The Program are nationally recognized by all parties concerned (government, universities, businesses ...) The Programs are internationally recognized by relevant higher education institution and stakeholders
Curriculum	1. Curricula are consistent with the aims and objectives specified at the level of the faculty, the department and the program. 2. Curricula are designed to enable students to acquire subject-specific and transferable skills and to gain and deploy knowledge. 3. Curricula are flexible in terms of prerequisites, offered core and elective courses, concentration areas, and duration until graduation. 4. There is standardization in terms of number of credits per curricula, course, faculty and department. 5. The institution assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological world.

Area 5: Programs and Curricula	
Standard	**Indicators**
Curriculum	6. Curricula are compatible with those offered by other universities in Lebanon in terms of content and requirements (university, faculty, and department).
Design and delivery	Programs are designed and delivered to enhance the students' analytical and critical skills and to prepare them for the next stage in their lives, such as progression to employment or postgraduate study.
Program evaluation	1. The programs offered are evaluated on a regular basis.
	2. The students participate in the evaluation of the programs.
	3. The professional sectors participate in the evaluations.
	4. Results of exams and entrance exams are analyzed and distributed.
	5. The first employment destination of graduates is the subject of ongoing follow-up.
Assessment process	1. The institution has procedures to ensure equitable assessment of students.
	2. Exam rules and conditions are decided by the institution council and are published and understood by all the staff and students.
	3. The detailed regulations that govern all exams are clear and published.
	4. Principles of confidentiality should be respected when giving students access to their results.
	5. Use many assessment methods which most help students to learn; which are as reliable, valid, and fair as possible; and which are appropriate to course goals (Exams and quizzes, Assignments, Term projects, Team work, Presentation, Lab reports, Oral exam, Training).
Multi-disciplinary education	The institution encourage multi-disciplinary programs
Feedback from stakeholders	Feedback from academic peers, students, employers and other stakeholders are used in the initiation, review and redesign of curricula and programs.
Integrity in the award of academic credit	The institution should have a policy on evaluation of transfer credit, policy on student grading, graduation degree audit procedures, contractual relationships involving academic credit, policies and practices regarding academic integrity.

Area 6: Faculty and Staff	
Standard	**Indicators**
Recruiting procedures	1. The institution must have a vision for its requirements of staff members and teaching assistants 2. The procedures for selecting, nominating and promoting academic staff are regulated and made public. For teaching staff, these procedures consider both teaching skills and scientific qualifications.
Teaching load	The institution ensures that the number of credits and number of weekly teaching hours is adequate
Qualifications	1. The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services, as required by ministry criteria 2. The institutional should have manuals explaining faculty policies and procedures (Faculty CVs by department (full-time – part-time, faculty employment contract, promotion and tenure criteria and process, procedures for appointing new faculty, list of faculty development funds and awards, list of teaching support workshops for part-time faculty)
Rank	1. The institution ensures that faculty members are well distributed among different ranks (full professor, associate professor, assistant professor, lecturer, and teaching assistant) 2. The institution ensures that At least 50% of the faculty of each major should have a PhD degree in the field or the highest possible degree in that field.
Involvement in community and professional activities	1. The institution encourages faculty to participate in professional academic programs. 2. The institution promotes faculty participation in consultancy work. 3. The institution is responsive to community needs and conducts relevant extension programs. 4. The institution has sustainable good practices in research, consultancy and extension to achieve academic excellence.
Continuous improvement	1. The institution has policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement. 2. The institution leadership is committed to improvement based on the results of evaluation and assessment

Area 6: Faculty and Staff	
Standard	**Indicators**
Continuous improvement	3. The institution faculty members take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement
Acquisition, discovery, and application of knowledge	The institution promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
Mobility	The mobility of the teaching staff is facilitated.
Assessment	1. The university evaluate teachers on teaching and research performance 2. The institution introduced evaluation of the teachers by the students and the feedback is analyzed and implemented for the improvement of teaching and learning
Facilities and benefits	The institution ensures the availability of well equipped offices, internet and library access, secretarial help, teaching and research assistance, end of service, Social and medical insurance).
Teaching methods	1. The faculty members use innovative, flexible and creative teaching methods and techniques (lectures, case studies, group work and projects…) 2. The institution ensures teaching and learning in electronic environment, internship and onsite training.
IT competence	1. The faculty members have the ability to use IT for teaching and research.
Work load	1. The faculty assignments and workloads are consistent with the institution's mission and purposes. They are equitably determined to allow faculty adequate time to provide effective instruction, advise and evaluate students, contribute to program and institutional assessment and improvement, continue professional growth, and participate in scholarship, research, creative activities and service compatible with the mission and purposes of the institution. 2. The faculty workloads are reappraised periodically and adjusted as institutional conditions change.
Faculty/student ratio	1. The ratio of staff to students must be adequate 2. The faculty members number should be proportional to the number of students: the ratio of students to teachers shouldn't exceed 20:1,

Area 6: Faculty and Staff	
Standard	**Indicators**
Full-time/part-time faculty ratio	1. The institution ensures balance between full-time faculty and part- time faculty
	2. The number of full timers shouldn't be less than a student to full timer ratio of 30:1.

Area 7: Students and Student Infrastructure	
Standard	**Indicators**
Recruitment and admission standards	The conditions for admission to the institution and into the program have been made public.
Retention	1. The institution ensures that the majority of students persist in their studies from one year to the next. 2- The ratio of graduates to entry numbers is high
Extra curricular activities	The Students participate in academic and nonacademic associations.
Communications skills	The students have the ability to communicate effectively both orally to an audience and in writing
Research capabilities	The students are well prepared for a career in academic or industrial research and have the ability to think rigorously and to recognize and question assumptions
Student population	The institution has student statistics for all study programs which show the proportion of male and female students up to doctorate level.
Involvement in the community	The students are engaged in activities that relate to the profession and/or larger community. (Include internships, student organizations, community initiatives, student- projects, and other activities that indicate leadership and/or involvement.)
Financial aid	1. The institution ensures the availability, target groups and rules 2. The institution offers scholarships to students according to their financial conditions. 3. The institution awards teaching assistance to postgraduate students. 4. The institution awards honor scholarships for the top students.

Area 7: Students and Student Infrastructure	
Standard	**Indicators**
Counseling service and guidance	1. The institution ensures that potential and current students have access to counseling services and guidance to the studies. 2. The institution implements measures which allow the students to assess their progression through the program.
Employability	1. The institution encourages the employability. 2. The institution has a specialized careers service. 3. The academic, research and service departments are responsible for implementing this policy.
Ratio of staff to students	1. The number of staff member is fairly proportional to the number of students 2. The ratio of staff to students must be adequate to ensure that the educational goals and objectives of the institution and of its organizational units can be achieved.
Mobility	The mobility of students is possible and is promoted by mutual recognition of credits between universities and between disciplines.
Integration of new students	1. The institution has a policy for the integration of new students. 2. The institution organizes information sessions for secondary school students. 3. The institution organizes contacts between secondary school teachers and its own teaching staff. 4. The institution has a policy for the integration of international students who are enrolled individually. 5. The working hours of the various students' services are compatible with their needs and are clearly posted

Area 8: Services and Facilities	
Standard	**Indicators**
Laboratories	1. The university/institute should provide the necessary labs for each major and identify its capacity in proportion to the number of students who will require the use of the labs. 2. The laboratories are well equipped with the required and up to date instruments. 3. The laboratory sessions are supervised by qualified instructors. 4. The university provides adequate spaces for laboratories. 5. The staff member responsible for the practical work is available for students' enquiries.
Libraries	The institution ensures that: 1. The references for literature review required for postgraduate students are available in the library. 2. New editions of reference books and periodicals are present in the library and requests for new books are easily approved. 3. The personnel in the library is helpful and qualified 4. The access for students is easy and the opening hours for library are adequate. 5. Internet services and an electronic library are offered in the library for staff members and students. 6. The books and periodicals present in the library are well documented and an easy electronic search is available. 7. The printing facilities for students and staff members are offered in the library. 8. The books lending policy for students and staff members is adequate.
Class room environment	1. The institution ensures that lecture rooms are well equipped with the necessary tools for teaching (projectors, video equipments, TV and others) 2. The institution ensures that the lecture rooms are comfortable for students and the number of students per class is adequate

Area 8: Services and Facilities	
Standard	**Indicators**
IT infrastructure	The institution ensures that: 1. Teaching materials (Offered courses, schedule, syllabus, exams and lecture notes) are available online for students. 2. Software packages related to different fields are offered by the university. 3. Adequate number of computer laboratories is available for students. 4. Wide bandwidth internet services are available for staff and students. 5. Online connection between staff members and students. 6. Sufficient number of printers for staff members and internal printing facilities for students. 7. Lectures may be given in form of electronic presentations.
Public disclosure	The institution should have an editorial policy for publications, websites, e-information, reviews of website information..
Campus	The institution ensures that: 1. The physical environment of the campus is characterized by its hygiene and tidiness. 2. The access to parking for staff members and students is easy 3. The architectural institution campus allows easy communications between the different faculties. 4. Healthy food services for staff members and students are offered 5. Enough number of conference rooms is available 6. The courts for sport activities and the green area surrounding the institution are abundant. 7. Accommodation for students are offered 8. First aid services are available on campus in case of accidents and emergencies. 9. Other services include bookshop, ATM machines and post office are present.

Area 8: Services and Facilities	
Standard	**Standard**
Career development center	1. The institution has a Career Development Center that helps in placing graduate students. 2. The institution has links with employers that aid in the process of providing job opportunities
Employment career and alumni	1. The institution alumni has connections with graduate students to attain their feedback and to assist other graduates. 2. The institution organizes a job fair day to introduce senior students to prospective employers.
Maintenance and optimal use of infrastructure	1. The institution allocates budget for the maintenance of its infrastructure (land, furniture, equipments, computers and transport) 2. The maintenance budget is optimally allocated and utilized 3. The institution has staff appointed for maintenance and repair

X. Appendix B

Sample Questionnaires

Annual faculty member activities report

A. General Information:

    a) Name

    b) Address (Residential)   Ph. No.

    c) Designation

    d) Department

    e) Area of Specialization

    f) Date of Appointment

        (i)   in the institution

        (ii)   in the present post

B. Teaching

Credit Hours	No. of Students	Courses		Semester
		Course	UG/PG*	
				Fall
				Spring
				Summer

* UG: Under Graduate, PG: Post Graduate

b) Regularity and Punctuality

c) Details of course teaching plan, synopses of lecturers, and reading lists supplied to students

d) Details of participation in the following:

    (i)   University Education

    (ii)   Internal Evaluation

    (iii)   Paper Setting

    (iv)   Assessment of Home assignments

    (v)   Conduct of Examinations

    (vi)   Evaluation of Dissertation etc.

C. Details of Innovations / Contribution in Teaching, during the year :

 a) Design of curriculum

 b) Teaching methods

 c) Laboratory experiments

 d)   Evaluation methods

 e) Preparation of resource material including books, reading materials, laboratory manuals etc.

 f) Remedial Teaching / Student Counseling (academic)

 g) Any other

D. Research Activities

a) Published Research Papers

b) Research Papers Accepted for Publication

c) Research Papers Accepted for Presentation in Conferences

d) Current Research and Projects

e) Conferences, Workshops

Conferences, Workshops	Organizing institution & Place	Date & Duration	Papers & activities

f) Scientific and Technical Consultations

g) Examiner for M.Sc Thesis and Ph.D Dissertation and books

h) Field and Scientific Trips

i) Meeting and Scientific and General Lectures

j) Published Books

E. Committees

a) Department Committees

b) Faculty Committees

c) Institution/ University Committees

d) Committees outside the Institution/ University

Signature of the Teacher)

Students Accommodation Evaluation Form

Using the scale below, please evaluate to the best of your ability the following aspects

Strongly Agree (A = 5);   Agree (B = 4); Neutral (C= 3); Disagree (D = 2);

Strongly Disagree (E = 1)

Put a circle wherever appropriate

1.	Cleanliness is being observed	5	4	3	2	1
2.	Water and electricity supplies are maintained	5	4	3	2	1
3.	Physical facilities available to the residents in the given circumstances are adequate	5	4	3	2	1
4.	Discipline is strictly maintained.	5	4	3	2	1
5.	Equality and impartiality is observed.	5	4	3	2	1
6.	Administration is always willing to solve the genuine problems of the residents	5	4	3	2	1
7.	Quality of food supplied is up to the mark	5	4	3	2	1
8.	Mess expenses are according to the quality and quantity of the food supplied	5	4	3	2	1
9.	Overall I am happy with my stay	5	4	3	2	1

Faculty Evaluation Form

Student Feedback on Teachers (Separate for each Teacher)

Department: ……………………Course Title: …………………………...

Course Code: ……………   Instructor: ……………………………..

Class: ……..…Section: Academic Year…………………………

Using the scale below, please evaluate to the best of your ability the following aspects

Strongly Agree (A = 5);   Agree (B = 4); Neutral (C= 3); Disagree (D = 2); Strongly Disagree (E = 1)

Put a circle wherever appropriate

1.	Regular and punctual.	5	4	3	2	1
2.	Maintains class discipline.	5	4	3	2	1
3.	Well prepared for his class.	5	4	3	2	1
4.	Presents material in clear and interesting way.	5	4	3	2	1
5.	Explains material with slow and regular steps.	5	4	3	2	1
6.	Encourages student's participation and welcomes questions.	5	4	3	2	1
7.	Behaves decently with students.	5	4	3	2	1
8.	Arouses interest by introducing new ideas and discoveries.	5	4	3	2	1
9.	Willing to give individual assistance outside the class	5	4	3	2	1
10.	Course coverage is consistent with course outline.	5	4	3	2	1
11.	Fair in marking.	5	4	3	2	1
2.	Has good communication Skills (in terms of articulation and comprehensibility)	5	4	3	2	1
3.	Has the ability to integrate course material with environment/other issues, to provide a broader perspective	5	4	3	2	1
4.	Overall rating is excellent	5	4	3	2	1

Course Evaluation Form

Student Feedback on Courses (Separate for each Course)

Department: …………………… Course Title: …………………………...

Course Code: …………   Instructor: ……………………………..

Class: ……………..…Section: ……….. Semester………..

Academic Year…………………………

Using the scale below, please evaluate to the best of your ability the following aspects

Strongly Agree (A = 5); Agree (B = 4); Neutral (C= 3); Disagree (D = 2);

Strongly Disagree (E = 1)

Put a circle wherever appropriate

1.	Recommended text is appropriate	5	4	3	2	1
2.	Course contents are useful in general	5	4	3	2	1
4.	Workload of the course is reasonable	5	4	3	2	1
5.	Referred material is available	5	4	3	2	1
6.	Required equipments are available	5	4	3	2	1
7.	Difficulty level of the course is reasonable	5	4	3	2	1
8.	Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives) are acquired	5	4	3	2	1
9.	Overall rating is excellent	5	4	3	2	1

Students Exit Survey

The survey seeks exit students' input on the quality of education they received in their program of study.

The purpose of this survey is to assess the quality of the academic programs. We seek your help in completing this survey.

A: Strongly agree = 5   B: Agree = 4   C: Neutral = 3   D: Disagree = 2   E: Strongly disagree = 1

Put a circle wherever appropriate

1.	The work in the program is too heavy and induces a lot of pressure	5	4	3	2	1
2.	The program is effective in enhancing team-working abilities	5	4	3	2	1
3.	The program administration is effective in supporting learning	5	4	3	2	1
4.	The program is effective in developing analytic and problem solving skills	5	4	3	2	1
5.	The program is effective in developing independent thinking	5	4	3	2	1
6.	The program is effective in developing written communication skills	5	4	3	2	1
7.	The program is effective in developing planning abilities	5	4	3	2	1
8.	The theoretical content of the program is adequate for pursuing the advanced courses in the program	5	4	3	2	1
9.	Students have the opportunity to develop self-confidence and to work independently or in groups.	5	4	3	2	1
10.	Students are well prepared for a career in academic or industrial research.	5	4	3	2	1
11.	Students have developed the academic, personal and professional skills that equip them for employment in a wide range of professions.	5	4	3	2	1
12	The internship experience is effective in enhancing					

Ability to work in teams	5	4	3	2	1
Appreciation of ethical values	5	4	3	2	1
Professional development	5	4	3	2	1
Time management skills	5	4	3	2	1
The link between theory and practice	5	4	3	2	1

10. What are the best aspects of your program?

11. What aspects of your program could be improved?

Faculty Satisfaction Survey

The purpose of this survey is to assess faculty members, satisfaction level and the effectiveness of programs in place to help them progress and excel in their respective fields. Indicate how satisfied are you with each of the following:

A: Strongly agree = 5   B: Agree = 4   C: Neutral = 3   D: Disagree = 2   E: Strongly disagree = 1

Put a circle wherever appropriate

1.	Your mix of research, teaching and community service	5	4	3	2	1
2.	The intellectual stimulation of your work	5	4	3	2	1
3.	Type of teaching/research you currently do	5	4	3	2	1
4.	Your interaction with students	5	4	3	2	1
5.	Cooperation you receive from colleagues	5	4	3	2	1
6.	The mentoring available to you	5	4	3	2	1
7.	Administrative support from the department	5	4	3	2	1
8.	Providing clarity about the faculty promotion process	5	4	3	2	1
9.	Your prospects for advancement and progress through ranks	5	4	3	2	1
10.	Salary and compensation package	5	4	3	2	1
11.	Job security and stability at the department	5	4	3	2	1
12.	Amount of time you have for yourself and family	5	4	3	2	1
13.	The overall climate at the department	5	4	3	2	1

15. Suggest programs/factors that could improve your motivation and job satisfaction?

Information about faculty member:

1.   Academic rank:

A: Professor   B: Associate Professor   C: Assistant Professor

D: Lecturer   E: Instructor

2. Years of service (in years)

A: 1-Under 5   B: 5- Under 10   C: 10- Under 15

D: 15-Under 20   E: 20 and above

Employer Survey

The purpose of this survey is to obtain employers' input on the quality of education the institution is providing and to assess the quality of the academic program. The survey is with regard to the institution graduates employed at your organization. We seek your help in completing this survey.

A: Strongly agree = 5   B: Agree = 4   C: Neutral = 3   D: Disagree = 2   E: Strongly disagree = 1

Put a circle wherever appropriate

I. Knowledge					
Math, Science and Theoretical skills	5	4	3	2	1
Problem formulation and solving skills	5	4	3	2	1
Collecting and analyzing appropriate data	5	4	3	2	1
Ability to link theory to Practice	5	4	3	2	1
Ability to design a system component or process	5	4	3	2	1
Computer knowledge	5	4	3	2	1
II. Communication Skills					
Oral communication	5	4	3	2	1
Report writing	5	4	3	2	1
Presentation skills	5	4	3	2	1
III. Interpersonal Skills					
Ability to work in teams	5	4	3	2	1
Leadership	5	4	3	2	1
Independent thinking	5	4	3	2	1
Motivation	5	4	3	2	1
Reliability	5	4	3	2	1
Appreciation of ethical values	5	4	3	2	1
IV. Work Skills					
Time management skills	5	4	3	2	1
Judgment	5	4	3	2	1
Discipline	5	4	3	2	1

V. General Comments
Please make any additional comments or suggestions, which you think would help strengthen our programs for the preparation of better graduates.

VI. Information about organization
- Organization Name --
- Type of Business --
- Number of graduates (specify the program) in your organization:

Alumni Survey

The purpose of this survey is to obtain alumni input on the quality of education they received and the level of preparation they had at the institution. The purpose of this survey is to assess the quality of the academic program. We seek your help in completing this survey.

A: Strongly agree = 5   B: Agree = 4   C: Neutral = 3   D: Disagree = 2   E: Strongly disagree = 1

Put a circle wherever appropriate

I. Knowledge					
Math, Science and Theoretical skills	5	4	3	2	1
Problem formulation and solving skills	5	4	3	2	1
Collecting and analyzing appropriate data	5	4	3	2	1
Ability to link theory to Practice	5	4	3	2	1
Ability to design a system component or process	5	4	3	2	1
Computer knowledge	5	4	3	2	1
II. Communication Skills					
Oral communication	5	4	3	2	1
Report writing	5	4	3	2	1
Presentation skills	5	4	3	2	1
III. Interpersonal Skills					
Ability to work in teams	5	4	3	2	1
Leadership	5	4	3	2	1
Independent thinking	5	4	3	2	1
Motivation	5	4	3	2	1
Reliability	5	4	3	2	1
Appreciation of ethical values	5	4	3	2	1
IV. Work Skills					
Time management skills	5	4	3	2	1
Judgment	5	4	3	2	1
Discipline	5	4	3	2	1

V. General Comments
Please make any additional comments or suggestions, which you think would help strengthen our programs. (New courses that you would recommend and courses that you did not gain much from)

VI. Alumni Information
- Name (optional)   ---
- Name of organization   ---
- Job title   ---
- Year of graduation   ---

XI. Appendix C

Pre-Accreditation Documents

Pre-Accreditation Documents

<u>NAME AND ADDRESS OF TEACHING ESTABLISHMENT:</u>

Head of Institution:

Telephone Number:

Fax Number:

E-mail:

Website:

<u>PREMISES AND RESOURCES</u>

1- All premises in which the Institution operates, indicating whether they are owned by the Institutions or leased (give the period of the lease):

2- Classrooms (numbers and capacity):

3- Specialist areas (laboratories, IT suites etc – brief description of each equipment):

4- Study areas (library, self-access IT, private study rooms etc):

5- Academic Equipment (over head projectors, data projectors, video/audio equipment etc)

6- Student social areas (common rooms, cafeterias etc):

CHIEF INSTITUTIONAL OFFICERS		
Function Or Office	**Name**	**Exact Title**
Chair Board of Trustees		
President/Director		
Executive Vice President		
Chief Academic Officer		
Deans of Schools and Colleges		
(insert rows as needed)		
Chief Financial Officer		
Chief Student Services Officer		
Planning		
Institutional Research		
Development		
Library		
Chief Information Officer		
Continuing Education		
Grants/Research		
Admissions		
Registrar		
Financial Aid		
Public Relations		
Alumni Association		
Other		

STUDENTS

1- Number of Full-Time Students (Studying more than 12 hours per week):
2- Number of Part-Time Students:
3- Countries of Origin of students (give approximate percentages):
      Lebanon: Other Countries (list):
4- Minimum Age of Students:
5- Residential accommodation or otherwise assisting students in finding accommodation?
6- Services provided for students: (accommodation, books, teaching materials, stationery, social Program, use of sports equipment, excursion, others)

REQUIRED DOCUMENTATION

1. Documents authenticating the legal status of the institution, including list of Directors/Partners/legal owners

2. Copies of the last three years' audited annual Accounts (if the college has not yet operated for three years, please supply all the available annual accounts)

3. Lease agreement, if premises are leasehold

5. Policy on refunds of student fees

6. Two copies of current prospectus, course brochures, and other marketing materials

7. Two copies of Staff & Student Handbooks or other guidance information

8. Sample staff contract

9. Full CVs for Head of Establishment and Academic Head (if different)

10. Staff list (see Appendix) and CVs of Senior Staff

11. Diagram of management structure

12. Descriptions and relevant data of courses (see Appendix B)

Documents which should be available for Scrutiny during the inspection:

1. Staff files including evidence of qualifications

2. Class registers and evidence that attendance is adequately monitored

3. Student files recording progress

4. Student feedback documents

5. Samples of marked student work

6. In the case of degree programs, agreements with awarding bodies

7. Data from examination results over the last two years

8. Summaries of results/grades awarded for previous three years for each academic program (or less if the course has not been available for that time)

9. Samples and summaries of any student feedback questionnaires

10. Minutes of relevant committee of board meetings

11. Copies of external examiners' reports for the previous two years

12. Copies of annual reports to the awarding bodies for the previous two years

13. Copies of any academic reviews carried out by or on behalf of the awarding body

14. Copies of any policies developed by the institution as a means of quality management

ACADEMIC PROGRAMS

List all current programs offered within the institution (including those with no students enrolled):

Course/award title	Awarding Body	Level(s)	Year first taught	Student Numbers

APPENDIX : ACADEMIC STAFF FOR EACH FACULTY

Name	Qualifications Dates of obtained degrees	specialization	Post Held Full time/part-time	Date Appointed	Academic rank	Subjects Taught

APPENDIX : ACADEMIC STAFF (B)

Number of full-time and part-time members of the teaching staff .			
	Female	**Male**	**Total**
Full-time teachers			
Number of teachers with Ph.D degree as the highest qualification			
Number of teachers with MS degree. as the highest qualification			
Part-time teachers			
Number of teachers with Ph.D degree as the highest qualification			
Number of teachers with MS degree. as the highest qualification			

XII. Appendix D

Glossary

GLOSSARY

Accreditation: Accreditation is the establishment or of the status, legitimacy or appropriateness of an institution, program (i.e. composite of modules) or module of study

Accreditation body: An independent body that develops educational standards, criteria and procedures and conducts expert visits and peer reviews to assess whether or not those criteria are met.

Accreditation of programs: The process by which a qualification, a course or a program comes to be accepted by an external body as of a satisfactory quality and standard. Accreditation involves a periodic audit against published standards of the education provided by a particular course or program. It is essentially a peer review process, undertaken by appropriately qualified and independent panels.

Accreditation of institutions: Accreditation is a formal, published statement regarding the quality of an educational institution, based on external assessment.

Accreditation process: An evaluation or quality assurance procedure, assessing whether a study program or an institution meets or exceeds the academic or professional standards required by the accrediting body.

Admission to higher education institutions and programs: The process which allows qualified applicants entry to pursue higher education studies at a given institution on a given program.

Assessment: It is an evaluation process that may apply to programs, institutions or students.

- With regards to students, it is the total range of written, oral and practical tests, as well as projects and portfolios, used to decide on their progress in the Course Unit or Module. These measures may be mainly used by the students to assess their own progress (formative assessment) or by the University to judge whether the course unit or module has been completed satisfactorily against the learning outcomes of the unit or module (summative assessment).

- With regards to institutions and programs, it is the process of systematic gathering, quantifying and using information to judge the effectiveness and adequacy of a higher education institution or a program. It implies evaluation of core activities. It is a necessary basis for a formal accreditation decision.

Assessment criteria: Description of what the learner is expected to do, in order to demonstrate that a learning outcome has been achieved and to what extent. The criteria are usually related to the cycle and/or level descriptors for the module being studied in the discipline concerned.

Academic year: The academic year is:

- The duration of a specific program of study (which may not last a complete 12 months and is divided into terms, semesters or quarters).

- The start and finish dates of the annual cycle of a university or national higher education system.

Accountability: Accountability is the requirement, when undertaking an activity, to expressly address the concerns, requirements or perspectives of others.

Accreditation duration: Accreditation decisions are usually limited to a fixed and stated period of time, after which the institution or program is required to engage with a more or less rigorous re-accreditation process.

Agency: Agency is, in the context of quality in higher education, shorthand for any organization that undertakes any kind of monitoring, evaluation or review of the quality of higher education.

Aim: An aim is an overall specification of the intention or purpose of a program of study or institutional mission or policy.

Alumnus: An alumnus (plural alumni) is a graduate of an institution.

Assurance: Assurance of quality in higher education is a process of establishing stakeholder confidence that provision (input, process and outcomes) fulfils expectations or measures up to threshold minimum requirements.

Audit: Audit, in the context of quality in higher education, is a process for checking that procedures are in place to assure quality, integrity or standards of provision and outcomes.

Autonomy: Autonomy is being able to undertake activities without seeking permission from a controlling body.

Academic calendar: The schedule of the institution for the academic year giving details of all academic and administrative events.

Assessors: Trained specialists who are peer team members.

Benchmarking: Benchmarking is a process that enables comparison of inputs, processes or outputs between institutions (or parts of institutions) or within a single institution over time.

Best practice: Is a comprehensive, integrated and co-operative approach for the continuous improvement of area/s of performance in an organization: the winning strategies, approaches and processes that produce superior performance leading to a sustainable and successful end result. Benefits often include the assurance of quality results and consistency where the practice is followed

Competence: Proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and/or personal development. In the European Qualifications Framework for lifelong learning, competence is described in terms of responsibility and autonomy.

Course: It may refer to a complete study program or to a single component (such as Unit or Module) of a study program.

Creativity: The ability to produce new ideas, connections and solutions.

Curriculum: Comprehensive description of a study program. It includes learning objectives or intended outcomes, contents, assessments procedures.

Certification: Certification is the process of formally acknowledging achievement or compliance: it can be used to signify the achievement of an individual, such as a student, or of an institution.

Classification: Classification is the process of identifying types of institution based on their core functions or economic status.

Continuing Education: Any form of education, vocational or general, following the initial education. It may include, for example, education for full-time mature students, liberal adult education, part-time degrees and diplomas, post-experience professional education and training courses, staff development, open-access courses and regional development through open and distance learning.

Curriculum design & development: Process of designing and developing appropriate curriculum through a need assessment process and consultation with expert groups based on the feedback from the stakeholders resulting in the development of relevant programs to meet the professional and personnel needs of the students.

Citation index: Citation index of a research paper expresses the number of times it is refereed to by other researchers in referred journals and is a measure of validity of its contents.

Collaboration for research and extension: Formal agreement/ understanding between any two or more institutions for training, student/faculty exchange or extension support.

Counseling: Exhorting, assisting and mentoring students individually or collectively for academic, career, personal and financial decision-making.

Criteria: Pre-determined standards of functioning of an institution of higher education that form the basis of assessment and accreditation.

Diploma: A qualification from an educational institution, at a particular level. It may refer to any qualification or award, but in some countries it characterizes specific awards or titles.

Discipline: A particular area of study, especially a subject of study in a college or university

Doctor: Usually, the holder of a title awarded after successful completion of a Doctorate Program or the delivery and defense of a doctorate thesis. It is sometimes characterized as Ph.D. (Doctor of Philosophy). When used without extension, the title usually refers to a Doctor of Medicine.

Doctorate: A study program towards high level qualification recognized as qualifying someone for research and/or academic work. It will include a substantial amount of original work which is presented in a thesis. In the European Higher Education System it is identified with the third cycle study.

Degree: Degree is the core higher education award, which may be offered at various levels from foundation, through bachelors, masters to doctoral.

Doctoral degree: The doctoral degree is the highest level of award in most higher education systems.

Education: The act, process or art of imparting knowledge, understanding, skills and attitudes normally given by formal education providers like schools, colleges, universities, or other educational institutes. Education may be general or related to specific disciplines (e.g. Engineering education).

Higher Education: All types of study programs at the post-secondary level which are recognized by the competent authorities as belonging to its higher education system.

Higher Education Institution: An establishment providing higher education.

Employability: It is a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in the chosen occupations, which benefits themselves, the workforce, the community and the economy.

Equivalence: The recognition by an organization/competent authority that course units, modules, study programs or degrees awarded by different institutions of higher education are equivalent. When an exact matching cannot be found, equivalence is often qualified as substantial equivalence.

Extra-curricular activity: An activity undertaken outside the formal curriculum of a study program. It may be awarded credits.

Effectiveness: Effectiveness is the extent to which an activity fulfils its intended purpose or function.

Efficiency: Efficiency is the extent to which an activity achieves its goal whilst minimizing resource usage.

Enhancement: Enhancement is a process of augmentation or improvement.

Evaluation: Evaluation (of quality or standards) is the process of examining and passing a judgment on the appropriateness or level of quality or standards.

Excellence: Excellence means exhibiting characteristics that are very good and, implicitly, not achievable by all.

External evaluation: External evaluation is:

- A generic term for most forms of quality review, enquiry or exploration.

- A process that uses people external to the program or institution to evaluate quality or standards.

External evaluation team: External evaluation team is the group of people, including persons external to the program or institution being reviewed, who undertake the quality evaluation.

External examiner: An external examiner is a person from another institution or organization who monitors the assessment process of an institution for fairness and academic standards.

External expert: External expert is someone with appropriate knowledge who undertakes a quality or standards review (of any kind) as part of a team or alone and who is external to the program or institution being reviewed.

External institutional audit: An external institutional audit is a process by which an external person or team check that procedures are in place across an institution to assure quality, integrity or standards of provision and outcomes.

Evaluation process and Reforms : Assessment of learning, teaching and evaluation process and reforms to increase the efficiency and effectiveness of the system

Field of study: The main subject area of a study program (e.g. Engineering).

Faculty: Faculty is:

- The organizational unit into which cognate disciplines are located in a higher education institution

- A shorthand term for the academic (teaching and research) staff in a higher education institution.

Fees: Fees are the financial contribution made by students to their higher education

Feed back on curriculum & curriculum revision: Response from student's academic peers and employers for review and design of curriculum programs.

Financial management & resource mobilization: Budgeting and optimum utilization of financial resources including planning and implementing strategies for augmenting resources.

Format for self-study: Structured framework to enable an institution to collect, compile and present quantitative and qualitative information.

Flexibility: Enables student's greater horizontal mobility with a large number of program options in diverse disciplines.

Grant: Grant has different accepted meanings.

- It can be a sum of money awarded by funding bodies to undertake a project or research.

- Alternatively, it can be awarded to students (e.g. as part of widening participation strategies) to facilitate their progression to or in higher education (sometimes also referred to as a bursary or scholarship).

Grading: Grading is the process of scoring or ranking student academic work as part of assessing student learning.

Graduate: A graduate is someone who has successfully completed a higher education program at least at bachelor degree level.

Human resource Management: The process of assessing the man power requirements, recruiting, monitoring the growth and appraising them periodically and plan the staff development programs for the professional development and provide the necessary incentives and feedback.

Institution: Institution is shorthand for institution of higher education, which is an educational institution that has students graduating at bachelor degree level or above.

Institutional accreditation: Institutional accreditation provides a license for a university or college to operate.

Internal evaluation: Internal evaluation is a process of quality review undertaken within an institution for its own ends (with or without the involvement of external peers).

Internal institutional audit: Internal institutional audit is a process that institutions undertake for themselves to check that they have procedures in place to assure quality, integrity or standards of provision and outcomes across the institution.

Internal sub-institutional audit: Internal sub-institutional audit is a process that an institution has for checking that procedures are in place to assure quality, integrity or

standards of provision and outcomes within a department, faculty or other operational unit or that specific issues are being complied with across the institution.

ICT: The term refers to computer and allied gadgetry that have a bearing on the efficiency of services both academic and administrative, which an institution provides.

Internal quality assurance system: Self regulated responsibilities of the higher education institutions aimed at continuous improvement of quality for achieving academic excellence and administrative reforms.

Innovation: Meaningful change to improve an organization's program, services and processes to create a new value for the organization's stakeholders.

Infrastructure: Physical facilities like building, play fields, hostels etc. which help run an institutional program.

Laboratory: In educational context, practical experimental class where the students are active and supervised by a staff member and/or assistants.

Learning: The process whereby individuals acquire knowledge, skills and attitudes through experience, reflection, study education and/or instruction.

e-Learning: Any structured learning activity using information and communication technologies.

Learning Objectives: The specific knowledge, skills and/or competences which a teaching/learning process aims to achieve.

Learning Outcomes: Statements of what a learner knows, understands and is able to do on completion of a learning process. They usually are defined in terms of knowledge, skills and/or competences. For assessment purposes they may be specified by learning outcomes indicators.

Lecture:

- It is a set piece period of learning delivered by a lecturer to an entire class of students in which s/he imparts essential background and theory (basic concepts or facts) or examples. Typical length of a lecture is two contact hours.

- A talk someone gives in order to teach people about a particular subject, usually at university or college.

Library as a learning resource: The library holdings in terms of titles of books, journals and other learning materials and technology aided learning mechanism, which enable the students to acquire information, knowledge and skills required for their study.

Leadership: Term used for setting direction and create a student-focused, learning oriented climate, clear and visible values and high expectation by ensuring the creation of strategies, system and methods for achieving excellence, stimulating innovation and building knowledge and capabilities.

Master's degree: Master's degree is an award higher than a bachelor's degree.

Mission: A brief statement clearly identifying the educational institution's duty and its role in the development of the surrounding society and the nation, all in light of its strategic goals.

Mobility: Mobility is shorthand for students and academics studying and working in other institutions, whether in the same country or abroad.

Module specification: Module specification is statement of the aims, objectives/learning outcomes, content, learning and teaching processes, mode of assessment of students and learning resources applicable to a unit of study.

Maintenance of infrastructure: The effective mechanism for maintenance of optimal use of infrastructure

Objective: An objective is:

- A specific statement about what students are expected to learn or to be able to do as a result of studying a program: more specifically this is a learning objective

- A measurable operationalization of a policy, strategy or mission: this is an implementation objective.

Outcomes: Outcome is:

- Shorthand for the product or endeavors of a higher education institution (or sector), including student learning and skills development, research outputs and contributions to the wider society locally or internationally (institutional outcomes).

- Shorthand for learning outcome (discussed elsewhere).

Organizational structure: The structure and functions of an institution to co-ordinate academic and administrative planning.

Optimum utilization of infrastructure: The infrastructure facilities are made available to the student for their maximum utilization. E.g. Extended hours for computer center and library, sharing of facilities for interdisciplinary and multidisciplinary programs.

Peer: A person who is of equal standing with another in a group. Increasingly used for "evaluator" or "assessor" in a Quality Assurance and/or accreditation process, to underline that it is a "peer process".

Peer Review:

- External review and evaluation of the quality and effectiveness of an Institution, academic programs, staffing and structure, carried out by a team of external evaluator ("peers") who are specialists in the fields reviewed and knowledgeable about higher education in general. Reviews may be based on self-evaluation and on site visits and referred to standards set by the accredited organizations or quality standards set more broadly.

- The process by which students assess and evaluate the contributions made by their peers to a specified piece of learning, e.g. project. This would normally contribute to the marks for the module/course unity.

Prerequisites: Any prior conditions or specific courses that must be fulfilled before access to another program or part of a program.

Study Program: A course of study recognized by the competent authority, and the completion of which provides the student with a higher education qualification. It has a set of learning outcomes and is composed of compulsory and optional course units/modules which lead to the achievement of a pre-determined set of learning outcomes.

Performance indicators: Performance indicators are data, usually quantitative in form, that provide a measure of some aspect of an individual's or organization's performance against which changes in performance or the performance of others can be compared.

Performance audit: Performance audit is a check on the competence of someone to undertake a task.

Postgraduate: A postgraduate is someone who is undertaking study at post-first degree level.

Process: Process, in the context of quality, is the set of activities, structures and guidelines that:

• Constitute the organization's or individual's procedures for ensuring their own quality or standards.

• Constitute the mechanism for reviewing or monitoring the quality or standards of another entity.

Program evaluation: Program evaluation is a process of reviewing the quality or standards of a coherent set of study modules.

Progress file: A progress file is an explicit record of achievement, an aid to reflecting on the achievement and a mechanism to enable future planning.

Promotion of research and research support system: The process of promoting research culture among faculty and students by facilitating faculty and student participation in research budget allocation, research fellowship and other faculties.

Physical facilities: Infrastructure facilities of the institution to run the educational programs efficiently and the growth of the infrastructure to keep pace with the academic growth of the institution.

Perspective plan and strategic development: Designing and implementing a time-bound strategic perspective vision document for institutional development with prioritized activities and appropriate financial allocations.

Quality in higher education: The extent to which a course unit, the teaching and learning activities and the provider's facilities help students achieve appropriate learning goals of a study program.

Quality Assessment (QA): Process usually carried out by an external body. It assesses the performance of a higher education unit against written objectives that might be determined solely by the higher education unit or by agreement between it and the Assessing Authority.

Quality Assurance: The structure and/or the processes by which an institution maintains the quality of its provision by planned and systematic actions. It is an umbrella term for several instruments which are concerned with the monitoring and development of quality. These instruments include evaluation, accreditation,

benchmarking and quality management tools. National quality assurance systems should include:

- A definition of the responsibilities of the bodies and institutions involved;
- Evaluation of programs or institutions including internal assessment, external review, participation of students and the publication of results;
- A system of accreditation, certification or comparable procedures;
- International participation, cooperation and networking.

Quality Audit: A process carried out periodically by a higher education institution or by external reviewers/bodies to evaluate the institutional quality assurance system and processes in order to determine whether both quality system activities and the results of such activities comply with quality system procedures, that these procedures are implemented effectively, and that these procedures are suitable to achieve quality system objectives.

Quality Control: Internal measurement of quality of an institution or a program referring to a set of operational activities and techniques.

Quality culture: A set of shared, accepted and integrated patterns of quality to be found in the management and all other levels of an institution.

Recognition: The provision by which a body or institution (the recognizer) considers another body or institution (the recognized) appropriate or competent for a certain purpose.

Recruitment: The process by which an academic institution identifies potential students and assesses them for admission to a particular program.

Scholarship: Financial support provided to a high-achieving student to cover, in total or in part, fees and/or living expenses. It may come from national governments, charitable foundations or private sectors.

Re-accreditation: Re-accreditation is the re-establishment or re-statement (usually on a fixed periodic cycle) of the status, legitimacy or appropriateness of an institution, program (i.e. composite of modules) or module of study or of the professional recognition of an individual.

Report: The annual report of the faculty prepared on the basis of reports of its educational program

Research and publication output : Quality research outcome beneficial for the discipline, society and industry and dissemination of knowledge including theoretical and practical findings of research through publication in reputed refereed journals nationally and internationally.

Research: Systematic intellectual investigations aimed at discovering, interpreting and revising human knowledge.

Research grant: Grant generated/ received from different agencies by the institution for conducting research projects.

Syllabus: List of topics (content) of a Course Unit. In the USA it is also used for the content of a Study Program.

Self-assessment: Self-assessment is the process of critically reviewing the quality of one's own performance and provision.

Semester: A semester is a division of the academic year; usually two semesters in a year.

Seminar: A seminar is, ideally, a small-group teaching situation in which a subject is discussed, in depth, by the participants.

Site visit: A site visit is is when an external evaluation team goes to an institution to evaluate verbal, written and visual evidence.

Stakeholder relationship: Affiliation and interaction with groups or individuals (students, alumni, employers....) who have an interest in the actions of the institutions and the ability to influence its actions, decisions, policies, practices or goals of the organization

Strategy development and deployment: Formulation of objectives, directives and guidelines with specific plans for institutional development and their appropriate implementation.

Strategic objectives: A collection of institution-specific objectives that are derived from its mission. They are written in a general manner concentrating on the knowledge and skills that the institution intends to develop in its students.

Student progression: Vertical movement of students from one level of education to the next higher level successfully or towards gainful employment.

Student support: Facilitating mechanism for access to information fee structure and refund policies and also guidance and placement cell with student welfare measures to give necessary learning support to the students.

Student activities: The participation of the students in the activities, which are instrumental in developing various skills to foster holistic personality development.

Social responsibility: Focuses on responsibilities to the public in terms of protection of public health, safety and the environment, the public ethical behavior and the need to practice good citizenship.

Training: Systematic instruction and programs of activities and learning for the purpose of acquiring skills for particular jobs..

Thesis: Thesis is:

- Short hand for doctoral thesis, the outcome of a student research at doctoral level.

- An argument proposing and developing a theory about a substantive or conceptual issue.

- An intellectual proposition.

Teaching-learning process: Learner-centered education through appropriate methodologies to facilitate effective teaching and learning.

Teacher quality: A composite term to indicate the quality of teachers in terms of qualification of the faculty, the adequacy meant for recruitment procedures, professional development, recognition and teachers characteristics.

University: An autonomous higher education institution which offers education at degree level. Courses may be taken at bachelor, master or doctorate level

Undergraduate: Undergraduate is a student who is undertaking a first-level degree program of study, normally a bachelor's degree or equivalent.

Unit of assessment and accreditation: A University/ Autonomous College/ Affiliated College/ Constituent College/ A Department of a University constitutes the unit of assessment and accreditation

Vision: is a clearly articulated statement of what the higher education institution wants to become in the future. A vision is based on a set of reasonable assumptions that will impact the future of the higher education institution.

   A vision is consistent with the higher education institution's values and purposes and takes into account the long-term interests of its members. A vision provides guidance for key strategic plans the higher education institution should pursue in preparing for its future.

Workload: A quantitative measure of the learning activities that may feasibly be required for the achievement of the learning outcomes (e.g. lectures, seminars, practical work, private study, information retrieval, research, examinations)

XIII. References

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