

Birzeit University



Working Draft Institutional effectiveness manual

Office of Planning and Development

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Table of Acronyms

IEM	Institutional Effectiveness Manual
IPU	
AQAC	Accreditation and Quality Assurance Commission
VPAA	Vice President for Academic Affairs
UC	University Council
POs	Program Outputs
AC	Academic Council
PC	Program Council
DC	Department Chair
FC	Faculty Council
IC	Institute Council
SE	Self Evaluation
GSC	Graduate Studies Council
IRU	Institutional Research Unit
SA	Self-Assessment
SAR	Self-Assessment Report
M&EU	Monitoring and Evaluation Unit
VPPD	Vice President for Planning and Development

1. Introduction

This institutional effectiveness manual (IEM) demonstrates and documents the institutional quality standards, processes and procedures developed by Birzeit University (BZU) to ensure its commitment to maintaining quality education while fostering continuous improvement of its provisions and outputs. The IEM provides a list of assessment standards that underpin the university's academic quality enhancement and institutional effectiveness. It provides clear procedures, processes and guidelines to those involved in the academic quality enhancement and in the institutional effectiveness. The manual takes into account the requirements of the Accreditation and Quality Assurance Commission (AQAC), the Palestinian national agency, for licensure, re-licensure, accreditation, re-accreditation.

The manual is aligned with international criteria if and when external accreditation for existing academic programs is pursued. It also meets the minimum threshold requirements to pursue international certification for quality management systems for any interested department.

2. Terms and definitions

For the purposes of this document, the following terms and definitions apply:

Academic program- referred to as “program”. It is the full range of courses, content, assessment strategies and other components that make up an academic program.

Action plan- is a document that lists what steps must be taken in order to achieve a specific goal. The purpose of an action plan is to specify what resources are required to reach a goal, a timeline for specific tasks to be completed, the personnel responsible for the implementation stages, and the budget allocated for implementation.

Assessment- is a systematic process of gathering, reviewing and using important quantitative and qualitative data and information from multiple and diverse sources about academic programs (academic assessment) or about the university as a whole (institutional assessment) and using the information for measuring overall performance against specific indicators of curricular adequacy of a program or institutional effectiveness of the university as a whole.

Assessment methods- methods for gathering of evidence for assessment such as examinations or coursework or practical performance. There are two types of assessment methods: direct assessment methods and indirect assessment methods.

Assessment plan - A document which outlines how and when selected outcomes are assessed at program and course levels.

Course- A unit within an academic program. It forms the basic unit of learning to accumulate credit hours and fulfill learning outcomes within the overall program. Courses are either classified as mandatory or elective within a specific academic

program.

Course assessment - to determine the extent to which a specific course is achieving its outcomes , as well as, to improve teaching of specific courses or segments of courses.

Course goals –the larger vision behind the course which the instructor aims to achieve.

Course outcome – what the students are expected to be able to know, do or practice by the end of the course.

Curriculum - a comprehensive and coherent set of courses leading to an academic degree upon the successful completion of all levels of the program.

Credit Hour - One credit hour is equivalent to one contact hour/week of lectures, and 3 contact hours/week for laboratories, training and practice, over a period of 15-week semester. Contact hours are adjusted proportionally for the shorter summer session.

Direct assessment methods - documents students' performance clearly and provides compelling evidence of their achievement and may include:

- “Capstone” experiences e.g. graduation projects, research papers, presentations, theses, oral defense, exhibition or performances.
- Portfolio of student work.
- Scores on designed multiple choice tests, written examinations comprising close-ended and/or open-ended questions and/or essay questions against a well-outlined key solution or detailed rubric directly related to the learning outcomes being assessed.
- Score gain between entry and exit standardized tests e.g. language proficiency or professional competency
- Summaries/analyses of electronic discussion threads
- Classroom response systems
- Student own reflections on their values, attitudes and beliefs when those are specified as outcomes of the course.

Direct evidence – A tangible, visible, self-explanatory evidence of what students have and have not learned.

Evaluation – A set of procedures and methods to follow the development of a system and its specific components against a set of established references, standards or benchmarks.

Indirect assessment methods - indicates general students learning achievements without clear identification of what or how much they have learned. Examples include:

- Course final grades

- Coursework grades, if not accompanied by a rubric or scoring guide
- Student ratings of their knowledge and skills based on their own reflections on what they have learned in the course or program
- Questions on end-of-course student evaluation

Indirect evidence – that deduces student achievement of program outcomes through the students’ reported perception of their own learning (program/course evaluation surveys)

Institutional effectiveness – a rigorous assessment of the institution components to determine the extent to which the university is achieving its mission.

Major changes – substantive changes to an academic program that can impact its mission, goals, outcomes and structure. These changes should be reviewed and approved by the university’s Academic Council and submitted for re-accreditation by AQAC. Approved new major changes apply only to new students who join the academic program after re-accreditation, while already enrolled students at various levels follow the original program prior to re-accreditation unless otherwise specified and approved. These changes include:

1. the title of the program;
2. program structure: removing courses, adding new ones, or changing courses names and description in excess of 30% of the overall program or in excess of 50% in any one academic year as outlined in the academic plan;
3. total number of credit hours allocated to the program;
4. introducing new components as non-credit courses; and
5. re-activation of an academic program which has been inactive for a period in excess of its duration.

Minor changes – are changes to existing academic programs during their life cycle to enhance their effectiveness in terms of content and delivery. Such changes are limited in nature and do not significantly modify the program’s goals, program outcomes, or its basic structure. These changes should be reviewed and approved by the university’s Academic Council but do not require prior notification or approval of AQAC. Approved new changes may apply to already enrolled students at those levels within the academic program that allow for their integration into the curricula without compromising student progression and achievement. These changes must be clearly documented and reported. These changes are limited to:

1. removing courses, introducing new ones, or changing courses names and description with maximum of 30% of the overall academic program, and of 50% of the courses in any academic year as outlined in the program academic plan;
2. introducing emphasis tracks within an academic program that are limited to the

- proportions outlined above;
3. amending courses' pre-requisites and co-requisites;
 4. textbooks or other learning resources;
 5. methodologies of internships and training;
 6. admission criteria; and
 7. changes requested by AQAC of certain academic requirements to meet national or international standards.

Outcome – is an objective defined to be specific, measurable, achievable, realistic and time scaled.

Performance indicator - a description of an observable and measurable characteristic or change that represents achievement of an outcome by assigning a score of proficiency in performance.

Program academic plan – A guideline for the duration of the program that outlines students' gradual transition through the program components distributed over the entire period of the academic program.

Program annual monitoring- annual review against set criteria to determine the extent an academic program meets its proclaimed outcomes.

Program goals – broad general statements about what the program wants to accomplish. Program goals describe the knowledge, skills, and values expected of its graduates.

Program mission–defines the broad purpose the program is aiming to achieve, describes the community the program is designed to serve, and states the values and guiding principles which define its standards.

Program outcomes – cover the knowledge, understanding, skills, and competences that an academic program aims to pass to its graduates, expressed in measurable results. Program outcomes should reflect the curriculum, and should be revisited when curriculum evolves. Program outcomes should be recent, relevant, and rigorous: *recent* outcomes reflect current knowledge and practice in the discipline; *relevant* outcomes relate logically and significantly to the discipline; *rigorous* outcomes require an appropriate degree of academic precision and thoroughness to be met successfully.

University requirements (UR): is an essential component of each academic program's curriculum. The goal of the UR is to equip students' with essential basic skills in communication and reasoning to complement their progression in their academic programs. Upon successful completion of the university requirements, students will be able to:

1. Employ various available resources to communicate effectively in Arabic and English;

2. Understand the Palestinian context within the larger regional and international context
3. Apply critical thinking, reasoning and problem solving in its broader context.

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3. Institutional Effectiveness

In order to achieve university goals and continuous enhancement of its structure and activities, Birzeit University has developed an Institutional Effectiveness Manual (IEM) that outlines its processes for monitoring and evaluation pertaining to its academic provisions and institutional outputs.

The IEM aims to spread quality culture and quality enhancement at all levels of the institution. Quality enhancement is the responsibility of all members, units and levels of the university, and it is implemented through bottom-up and top-down processes and feedback. Within the assessment-action cycle, there is the potential for an action to commence at any level/unit within the university structure and to trigger change across part or multiple-parts of the institution .

To achieve this, the university and its community are committed to the following guidelines:

- a. Maintain good understanding and adherence to the quality standards adopted by the institution;
- b. Continuous cycle of planning, monitoring, assessment and improvement is embedded within all levels of the university;
- c. Regular reviews are evidence-based and informed by benchmarking and include rigorous self-assessment, reflection, stakeholder feedback and peer-review that are transparent, inclusive and student-focused;
- d. Foster collaboration, exchange of good practice and encourage ethos of critical self-evaluation;
- e. Devolved to its most effective organizational level, with clear lines of accountability; and
- f. Designed to be efficient and to work within the principles of equity and natural justice.

4. The Office of Planning and Development

The office of Planning and Development is responsible for overseeing and reporting on the quality and consistency of the university provisions and outputs and the efficiency and efficacy of the university processes in achieving its mission.

The office P&D is led by the Vice President of Planning and Development who oversees the following activities within the institution and their alignment with the IEM:

- Strategic planning and related action plans development and implementation against institutional and operational performance indicators;
- Alignment of policies, procedures and organizational charts with internal/external audit reports and recommendations;
- Efficient utilization of human, physical and financial resources within the institution;

- Continuous enhancement of academic provisions based periodic self-assessment and review;
- Efficacy of information and databases in meeting planning and decision-making requirements;
- Reporting on Institutional Effectiveness

The office carries out its work through its three main units as follows:

Institution Research Unit (IRU)

The unit is responsible for all data mining and research at institutional level or any of its parts to ensure quality and consistency. It maintains a compendium of statistics and databases on university activities, resources and performance to support periodic reviews and inform institutional planning, policy formulation and monitoring and evaluation. It reports on institutional and operational performance indicators against identified benchmarks and standards.

Information and Procedures Unit (I&PU)

The unit is responsible for managing university wide repository on polices, regulations, and operation procedures and their continual review and development. It assists in enhancing effectiveness by improving business processes amongst university units and departments. The unit also manages university spaces, facilities and resources and oversees the employment of information technology to enhance university performance.

Monitoring & Evaluation Unit (M&EU)

The M&EU supports the university's strategic objectives and ensures that all benchmarks and standards of quality are met through uniform and timely robust monitoring and evaluation of the quality assurance and enhancement processes. The M&EU role is to oversee the implementation of the developed quality framework and keep it under review. In particular, the unit oversees the processes of self-assessment and review of academic programs and the development and implementation of evidence based assessment in cooperation with IRU and I&PU and monitors the implementation of the improvements recommended in the findings.

5. Assessment

Assessment is the building block of quality assurance and has direct relation to it. In this context, quality assurance refers to an ongoing, continuous process of evaluating the quality of provisions that focuses on both accountability and enhancement.

Self-assessment is carried out by the actors directly involved in the academic program (or the institution); it involves the gathering and analysis of relevant information pertaining to an operation and its comparison against pre-defined standards or criteria, in order to make a decision regarding its adequacy and the need of action for its improvement.

It should be complemented with external evaluation (organized by the university) to validate the findings of the internal review and the corrective measures implementation and efficacy, Figure 1. These two elements are essential and will be carried out entirely within the university,

Further validation for public assurance of quality requires the involvement of external agencies which is beyond the scope of this manual.

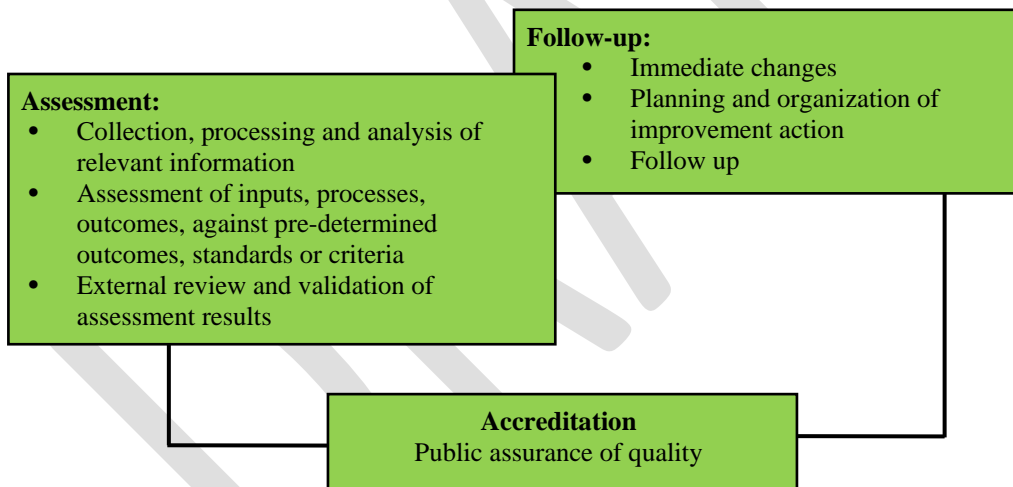


Figure 1: The elements of a quality assurance process

Self-assessment implies identifying and understanding an operation's (whether at academic program/unit level or institutional level) strengths and weaknesses, assuming ownership and responsibility for them and a strong commitment to the development and implementation of remedial action plan. It is not a mechanism for rationalization of human and/or material resources, curricular homogenization, or the evaluation of individual staff members. However, the process may run the risk of rationalizing failings and pinning shortcomings on external elements beyond control.

It is important to point out that all self-assessment is internal, but not all internal assessment constitute self-assessment. The university may decide to evaluate its academic programs, and appoint an internal committee of academics to do so. It is

certainly an internal assessment process, since all those involved belong to the same institution. But, it cannot be considered as self-assessment, since those carrying out the evaluation are not the same people involved in the operation of the program.

Self-assessment is part of a permanent, cyclical process; to be effective, the following conditions must apply:

- a. Stakeholders must have a clear understanding of the process, its scope and limitations.
- b. There are many valid reasons to carry out self-assessment, but it should be driven by internal motivation of staff involved for the results to be effective.. The process should be embedded within the normal operations of the university.
- c. Self-assessment should be complemented by an external review to validate its outcomes and involved stakeholders must be willing to share openly their experience and observations with the external team.
- d. Self-assessment must have the support of institutional leaders, as the process may over-ride other functions or activities within the university, and the institutional commitment to implement the improvement actions resulting from the self-assessment process.
- e. Self- assessment process should be led by a coordinator and a dedicated team who can work with the rest of staff and stakeholders as need arises. It requires sufficient and adequate financial and human resources and the time to complete the cycle.
- f. Information must be made available as evidence where possible and dissemination of findings must be organized through the progress reports and documentation.

Follow up, or management of change, means acting on the outcomes of the assessment exercise, making immediate changes where possible and planning more comprehensive changes within a specific timeline.

External evaluation focuses on the validation of the outcomes of the self-assessment process. It can be carried out by staff/academics from other departments and units as a component of the internal process. External evaluation may focus too strongly on externally defined standards or criteria, and may evolve towards a 'culture of compliance'. The local context of the institution and its immediate environment should always be guiding principles in prioritizing actions to implement change.

5.1. Standards for institutional assessment

The following section provides a summary of the main components which should guide the assessment process at Institutional level. The following set of standards has been developed to guide and inform Birzeit University institutional performance as a Palestinian TEIs. They are aligned with international best practices and AQAC's Licensure and Accreditation standards. They target both the institution and its educational programs, as listed below:

- Standard 1: Mission, organization, and governance
- Standard 2: Planning and effectiveness
- Standard 3: Fiscal resources
- Standard 4: Transparency and integrity
- Standard 5: Faculty and staff
- Standard 6: Quality assurance
- Standard 7: Student affairs and support services
- Standard 8: Learning resources and facilities
- Standard 9: Educational programs
- Standard 10: Scientific research and related activities
- Standard 11: Community engagement

Standard 1: Mission, organization, and governance

The institution recognizes the importance of the mission statement in defining the institution, delineating its characteristics and explaining its ethos. It understands the significance of good governance to realize the full potential of the institution, as stated in its mission and goals, and to achieve these in the most effective and efficient manner that benefits the institution and its stakeholders.

The institution has a distinct and clear mission and vision that define its purpose within the context of higher education and focus on the institution's identity, its goals and the community it serves.

The institution's goals are consistent with its mission, can be realized within the local, regional and international contexts, and are sufficiently flexible to accommodate opportunities and changes.

The institution's organization is extensive and efficient and can deliver on the good governance principles adopted by the institution and its educational activities.

To achieve the above, the institution shall demonstrate the following:

1. The institutional mission is appropriate for its classification, distinguishes it from other HEIs, focuses on its educational activities and the community it serves, and is periodically reviewed by the institution.

2. The institutional vision is consistent with the mission and is articulated for long-term aspirations.
3. The institutional short-term and the long-term goals and their associated objectives are appropriate to the institution's mission and vision, and are achievable within its context.
4. The governance structure includes active governing bodies with sufficient independence and knowledge to assure institutional reliability and effectiveness to fulfill their responsibilities of policy development, decision-making and resources' management.
5. The governing board operates under clear by-laws setting the basis for the board members' selection criteria, roles, functions, term of office and responsibilities.
6. The organizational structure is appropriate to the institution's classification, type and size, covers all aspects and services offered by the institution, outlines the hierarchical and lateral relationships between the different departments in an efficient and transparent manner, and describes the roles, qualifications and responsibilities for each position in the institution.
7. Stakeholders are actively engaged in decision-making processes at institutional and departmental levels through their membership in councils, boards and committees related to both academic and non-academic matters.
8. The policies and procedures governing the institution operations are periodically reviewed and updated for effectiveness and currency and well-disseminated to the institution's community.
9. All operations, activities and decisions are documented and archived for easy reference with access granted to all those concerned within the institution.

Standard 2: Planning and effectiveness

The institution recognizes planning and periodic evaluation as critical to the continuous improvement of the institution and facilitates their implementation in a manner that is broad-based, systematic and appropriate to the institution's mission and vision, involving stakeholders from within and outside the institution.

The institution has in place feedback channels that evaluate its educational operations and other related services and effectively uses this feedback to enhance of the quality within the institution.

The institution has procedures and effective channels to the disseminate its findings and actions throughout the institution.

To achieve the above, the institution shall demonstrate the following:

1. The institution engages all stakeholders in systematic and periodic institutional assessment to evaluate its performance and relevance for compliance with best practices and international standards
2. Strategic planning is exercised on a regular basis, involving all stakeholders in a manner that encourages participation and ownership of its outcomes.
3. Detailed action plan guides implementation and evaluating the institutional strategy and is clearly communicated at every level within the institution for its communal execution.
4. Key performance indicators are used in the systematic and explicit measurement of institutional effectiveness in achieving the institution's mission and enacting counter measures as deemed necessary.
5. Rigorous system of annual and *ad hoc* evaluations and surveys is implemented at every level of the institution to evaluate performance and satisfaction of stakeholders in the operation of the institution, and findings are systematically incorporated in the performance enhancement of the institution.
6. Policies, procedures and processes covering the full-spectrum of the institutional operations are comprehensive, well documented, periodically reviewed and disseminated to stakeholders.

Standard 3: Fiscal resources

The institution recognizes the significance of adequate, sufficient and accessible physical and financial resources in order to successfully implement its operations and accomplish its goals.

The institution understands that acquiring using and managing resources are essential to the institutional sustainability and contribute significantly to the enhancement of its performance.

The institution aims to diversify its financial resources to cover its operational cost and developmental plans through lobbying, fundraising, consultancies, partnerships with other organizations and entrepreneurship activities.

To achieve the above, the institution shall provide the following:

1. The physical facilities are appropriate and sufficient to the classification and size of the institution and well equipped for the delivery of its operations.
2. Financial planning and budgeting processes are aligned with the institution's goals and take into consideration proposed changes and expected demand on its operations and available resources
3. Institutional policies and procedures clearly delineate roles and responsibilities on the management and use of resources at every level of the institution and set out a

- rigorous system of evaluation of their adequacy and sufficiency in carrying out the operations of the institution.
4. Detailed inventory of available resources on campus and off-campus is updated regularly and is disseminated to the departments/persons in charge within the institution.
 5. Development plans are available for the maintenance and expansion of existing resources to meet projected activities in line with the institutional strategy.
 6. Fundraising and resources development activities are designated to specific units within the institution that work in collaboration and participation with other related bodies within and outside the institution.

Standard 4: Transparency and integrity

The institution recognizes academic and intellectual freedom as the defining hallmark of higher education and acknowledges transparency and integrity as the necessary vehicles to deliver on its mission and goals as a higher education institution.

The institution aims to disseminate accurate and concise information regarding all aspects of its operations that directly influence its standing in the community through means accessible to all stakeholders.

The institution demonstrates commitment to adhere to its own policies and procedures and to comply with requirements regulating its function as a higher education institution in the country of its operation.

To achieve the above, the institution shall demonstrate the following:

1. The institution has in place an equity plan for promoting equal opportunity and non-discriminatory measures affecting all decisions regarding students, employees and external relations. The plan is integrated into the policies and procedures of the institution and is periodically reviewed and evaluated.
2. The institution has effective mechanisms for disseminating and communicating up-to-date institutional information, statistics and performance indicators, achievements, modifications or announcements, decisions and decrees to all stakeholders in a candid and open manner. Mechanisms include but are not limited to regular *ad hoc* publications, circulars and newsletters in print and/or digital format as well as an active website with an extensive site map with open access.
3. The institution carries out regular internal and external audits of all its administrative and financial operations in line with best practices and publishes this information to relevant governing bodies.

4. The institution publishes regularly an audited budget outlining all sources of income and expenditure items in a manner that is accessible to its stakeholders and boosts confidence in the institution's operation and management.
5. The institution and its community engage in a code of ethics embedded in all aspects of its educational activities and operations with clear directives regarding its implementation and validation.
6. The institution has a fair and transparent system for handling grievances and complaints accessible to members of its community and their associates with a clear mandate for follow-up and resolution without prejudice.
7. The institution observes a strict privacy protection policy for the release of any records or information regarding its students and employees.

Standard 5: Faculty and staff

The institution recognizes that its faculty and professional staff are the backbone of its educational operations and that their qualifications and performance contribute directly to its academic excellence and successful growth.

The institution strives to maintain and attract qualified faculty and professional staff in sufficient numbers and of diverse backgrounds, and contributes to their further development and advancement to achieve its institutional goals and fulfill its mission.

Faculty and professional staff are fully engaged in the administration and management of the institution and contribute to its governance, planning, evaluation and development.

The institution facilitates and supports faculty members' endeavors to foster the development of educational activities within the institution and to contribute positively to its scholarly environment.

The institution encourages and commends faculty members' engagement in scholarly activities involving the community, professional and academic bodies both locally and internationally to inform their activities within the institution with state-of-the-art knowledge in their field of study.

To achieve the above, the institution shall demonstrate the following:

1. The institution has clear policies on recruitment of new faculty members and career advancement of existing faculty and is committed to their implementation by allocating of financial resources and pursuing cooperation agreements and sponsorships with external agents to fund and support study leaves, scholarships, fellowships and exchanges.
2. Faculty members are actively involved in designing, evaluating and updating educational curricula and advancing the scholarship of teaching and learning.
3. Employees have access to clear documentation of policies and procedures outlining their privileges and responsibilities towards the institution and the

- community, and are provided with detailed job descriptions with regular evaluation and feedback.
4. Employees are engaged in continuous education to expand their knowledge and improve their skills vis-à-vis their work duties with special orientation activities for new recruits.
 5. The institution has a responsible body for handling human resources and following up on all issues regarding recruitment, welfare, career advancement, financial earnings, and records keeping and updating.
 6. The institution provides faculty members with reasonable resources and facilitates external collaborations to support and advance their research activities and the disseminations of their findings to the larger academic community.
 7. The institution takes utmost care in matching between faculty members' qualifications and credentials and their assignment to course offerings; similar care is observed in recruiting part-time faculty members to cover a limited proportion of course offerings and only with reasonable justification
 8. Numbers:
 - Full time faculty member to student ratio:1:30
 - Full time administrative staff to student ratio: 1:50
 - Full time technicians/teaching assistants to student ratio: 1:100
 - Part-time faculty member to full time faculty member ratio: 1:5
 - Load hours for part-time faculty to load hours for full time faculty ratio: 1:5

Standard 6: Quality assurance

The institution recognizes the significance of effective academic quality assurance mechanisms in enhancing its academic performance and the quality of its graduates. Thus, the institution implements quality assurance processes that are impartial and independent of the institution's management with sufficient autonomy and access to information for effective and candid judgment.

The institution engages all stakeholders in systematic and periodic assessment processes to evaluate its educational programs and their output for compliance with best practices and international standards.

The institution has in place specific guidelines to utilize feedback from quality assurance assessments in informing strategic leadership on vital policy changes and reforms necessary to respond to deficiencies and enhance performance within the institution.

The institution strives continuously to enhance the effectiveness of its quality assurances mechanisms and encourages its community to engage in promoting and disseminating quality culture within and outside the institution

To achieve the above, the institution shall demonstrate the following:

1. The institution has in place a Manual for Quality Assurance outlining the role and responsibilities of the quality assurance unit/officer and incorporating all policies and procedures pertaining to periodic assessment of educational programs and enacting measures for improvement.
2. Quality assurance unit/officer is recognized within the hierarchal structure of the institution and is mandated to implement and enhance quality assurance mechanisms and processes at educational program level through qualified personnel.
3. Assessment mechanisms are in line with accreditation criteria and international standards and utilize appropriate quantitative and qualitative tools for their validation in relation to key performance indicators for cumulative and comparative studies.
4. Faculty members responsible for delivering the educational programs lead the processes for an annual audit and periodic self-assessment, seeking feedback and recommendation from stakeholders, and follow-up on measures for their enhancement.
5. For each academic program, assessment results and action plans are documented and disseminated internally to students, faculty members and the institutional community in order to foster quality culture and boost confidence in the internal processes of the institution.

Standard 7: Student affairs and support services

The institution recognizes that students are the core beneficiaries of the institution and that their welfare and overall development are of paramount importance to the success of the institution and the fulfillment of its mission. Therefore, the institution strives to endow its campus with the physical and intellectual environment conducive to students' learning and that contribute to their personal growth and academic achievement.

The institution has in place policies and procedures that are clear, fair and in line with the institutional equity plan and that seek to match students' interests and aptitudes to the rigorous demands of the institution and its educational programs.

The institution encourages students to partake actively in curricular and extracurricular activities and to contribute positively to develop their educational program and the institution as a whole.

The institution follows closely students' academic progress and achievement and provides sufficient support activities and services to counsel students and enhance their performance.

The institution publishes academic requirements, regulations and a code of ethics through effective channels and disseminates their content and any amendments to the student population.

The institution reviews and updates their policies and strategies related to students' admission, progression and achievement regularly to ensure their relevance and fairness in light of institutional growth and the changing local and international context.

To achieve the above, the institution shall demonstrate the following:

1. Orientation is provided for new students to familiarize them with the academic requirements, regulations, academic integrity and the code of ethics enacted by the institution.
2. Students have access to comprehensive information regarding educational programs, academic requirements, regulations, code of ethics and other related matters either in print or digital format.
3. Policies, procedures, regulations, code of ethics and other related matters related to students are reviewed and updated regularly with their active participation.
4. Students are assigned to personal/academic advisors who follow their progress and well-being and provide support and guidance, as deemed necessary.
5. The institution has a unit dedicated to students' affairs, staffed with specialists and coordinators responsible for student counseling, organizing workshops and extra-curricular activities to support student assimilation into their new environment, and enrich their experience.
6. Student committees and societies are encouraged and supported, and their activities are regulated by published policies and procedures developed and approved by the institution.
7. Students representatives serve on institutional committees and contribute to the decision- making process on issues that affect students' experience and expectations
8. The institution provides students with additional services that are both affordable and high quality that include health, career, counseling, dining, residence, transport, and other available services, as deemed necessary.
9. The institution offers financial support schemes, partial and full scholarships for students with hardship in order to alleviate the financial burdens of fees and living costs.

Standard 8: Learning resources and facilities

The institution recognizes the role of learning resources in facilitating academic program delivery and improving classroom interaction in order to achieve the intended learning outcomes.

The institution ensures that the available learning resources are comprehensive and sufficient in quantity, quality and diversity to meet the demands of the curricula and its related coursework.

The institution strives to keep library acquisitions of books, circulars, and journals in print and digital formats current and diverse to meet the needs of academic programs and

research activities and to ensure that library services are digitized and accessible to the academic community at large.

The institution encourages faculty members to use learning resources in their courses and provide guidelines and procedures to ensure their appropriate and fair use within the institution.

To achieve the above, the institution shall demonstrate the following:

1. Financial allocations for maintaining and upgrading learning resources are included in the annual budget for institutional development.
2. Classrooms, laboratories and other facilities are well-equipped with learning resources to meet students' needs and are accessible for teaching.
3. Library resources are accessible, current and upgraded annually and include subscriptions to digitized international databases that cover the full range of educational offerings and research needs in the institution.
4. The library runs regular briefings of its new acquisitions through its website and circulars and offers additional services that include, but are not limited to, tools for detecting plagiarized students work.
5. Comprehensive and updated library policies, regulations and procedures are in place, including library access, circulation policy, acquisition and collection reduction, role and responsibility of the librarian, policy and procedure on material selection, operational matters and services, code of conduct for the use of library resources, and image reproduction and copyright law.
6. The institution maintains a website with a logical organization that spans the full spectrum of its operations and activities, and has a secure portal for students' and employees' services.
7. The institution has a Learning Management System that supports delivery of academic programs and facilitates teacher-learner and learner-learner interaction.
8. The institution maintains and develops policies and procedures for the fair and proper use of its technology resources and entrusts them to the relevant departments for following up and enforcement:
 - Computers and software upgrade/replacement policy
 - Laboratory and instruments' policy
 - Use of technology resources and data security policies
 - Guidelines on available IT services and their proper use
 - IT support and helpdesk
 - Guidelines on confidentiality and integrity of the academic and administrative systems and the institutional network
 - Health and safety policies
 - Special consideration for persons with disabilities
 - Security and emergency policies

Standard 9: Educational programs

The institution recognizes that graduates are the ultimate output of its function as a higher education institution and offers educational programs that are current and rigorous in academic content, relevant to the labor market and academic pursuits, and are in line with its mission and goals.

The institution offers educational programs that have specific intended learning outcomes that span knowledge, understanding and core competencies appropriate to the field of study that are regularly reviewed and updated to ensure their relevance to the educational program mission, goals and the degree level.

The institution scrutinizes the developmental needs within the local and international context for skilled graduates and reflects on its financial, fiscal and human resources in their expansion into new educational programs while seeking collaborations with other institutions, employers and society at large in facilitating and guiding its development and implementation.

The institution ensures that the degree levels it offers reflect in content, delivery and assessment the level descriptors at different levels of attainment in line with the national qualification framework (when ratified) or an internationally recognized system for qualifications (UNESCO-ISCED 2013).

The institution develops and implements diverse and appropriate teaching, learning resources and methodologies, and assessment strategies to measure students' progression and achievement of the intended learning outcomes.

The institution maintains educational program specifications that include program design details, goals, intended learning outcomes, structure, content, teaching and learning techniques, and assessment methods.

The institution strives to provide educational programs with qualified teaching staff and state-of-the-art physical resources to realize the full potential of its educational programs and maximize the learning environment for its students.

The institution has a rigorous evaluation system for educational program revision and updating in terms of curricula content and available physical and human resources with participation of all stakeholders, including students and graduates, and continually demonstrates their content currency, efficient delivery and measurable students' learning outcomes

To achieve the above, the institution shall demonstrate the following:

Educational program rationale

1. The educational program is subjected to an evidence-based feasibility study that includes statistical information and surveys as deemed necessary to demonstrate current market and projected needs for graduates of the educational program and their opportunities for employment or otherwise within the local and international context.

2. The educational program has references to well-recognized benchmarks, developed by academic or professional entities, that demonstrate the educational programs' consistency with the level of the qualification and the effectiveness of its specifications in achieving identified core competencies.
3. The educational program has a mission statement that is consistent with the ultimate mission of the institution, clear and appropriate at the level of the degree, and encourages scientific research and collaboration at the national and the international levels.
4. The educational program's goals are well-articulated, appropriate at the level of the qualification, consistent with its mission, contain clear intended learning outcomes that span knowledge and understanding, core skills, attitudes and ethics appropriate to the field of specialization, and advance personal development in the form of intellectual, professional and practical skills.
5. The educational program has well-articulated intended learning outcomes (ILOs) that are consistent with the program's mission, appropriate at the level of the qualification and derived from the program goals.

Program structure

1. The educational program is in line with the degree specifications as outlined in this standard.
2. The educational program has a clear curriculum that outlines the full range of courses, their content workload, and learning resources and assessment strategies to ensure the fulfillment of the program's intended learning outcomes and students' progression from one level to the next.
3. The educational program's courses are of such breadth and depth to meet the intended learning outcomes at course level and contribute to attaining the overall intended learning outcomes of the program.
4. The educational program's courses have comprehensive detailed syllabi that cover content, workload, a detailed plan for course delivery, assessment and learning resources.
5. The educational program has an academic plan for the duration of the program that facilitates students' gradual transition and achievement without compromising the quality of delivery and learning.
6. The educational program has practical and/or training components, of sufficient weight in the academic plan that are appropriate in depth to the level of the qualification and ensure the delivery of the core competences.
7. The educational program encourages, supports and facilitates scientific research and related activities in a manner that is consistent with the level of the qualification and the delivery of its intended learning outcomes.

Human and physical resources

1. The educational program has a qualified and sufficient number of faculty members to develop, supervise and deliver its content and assess its effectiveness in achieving its mission and goals.

2. The educational program is supported by sufficient and qualified teaching and research assistants and technicians in delivering its mission.
3. The education program has sufficient and well-equipped facilities to cover the full spectrum of its courses and to facilitate student-centered learning.
4. The educational program is supported by library resources that are current, comprehensive, accessible and of sufficient quantity and quality, including textbooks, reference books, manuscripts, periodic journal and multi-media that cover the full breadth and depth of disciplines within the specialization.
5. The educational program has identified training sites and facilities, as appropriate, that accommodate the needs of students and supervising staff, and contribute positively to the student learning, progression and achievement.

Quality assurance processes and procedures

1. Policies and procedures governing educational programs' structure, curricula, delivery, assessment, student progression and achievement are impartial, well documented and communicated to all stakeholders, consistently implemented and periodically reviewed and updated.
2. The educational program implements quality assurance procedures at program and course levels for the evaluation of the program's effectiveness in achieving its intended learning outcomes in relation to specific performance indicators that are continuously monitored, evaluated and updated.
3. Feedback on program effectiveness is sought from all stakeholders, including current students, graduates, faculty members, employers and professional bodies, as relevant; findings are systematically implemented in program development and enhancement

Standard 10: Scientific research and related activities

The institution recognizes the importance of scientific research and related activities in generating and expanding knowledge and seeks to reflect them on the delivery of its educational programs to advance student learning and achievement.

The institution supports and promotes scientific research activities in all its operations: strategic planning, budget allocation, and physical and human resources acquisition and development.

The institution is actively engaged in pursuing high-profile collaborations with centers of knowledge and excellence nationally and internationally to advance its exposure and participation in cutting-edge research and innovation.

The institution encourages and rewards faculty members' research and scholarly activities and promotes their collaborations with other local and international organizations engaged in similar activities.

The institution fosters research methodologies in the delivery of its educational programs at the level of the qualification and encourages students' active participation in such activities through projects, seminars or direct collaborations.

To achieve the above, the institution shall demonstrate the following:

1. Within its hierarchy the institution assigns departments mandates to encourage and support quality scientific research and external collaborations appropriate to its size and classification and directed by qualified active researchers and administrators.
2. Research strategies, policies and procedures are comprehensive and consistent with the institution's mission, and are periodically updated and disseminated to the institution's community.
3. Research ethics constitute a core element of institutional regulations of scientific research, and researchers' compliance is continuously monitored, evaluated and reported.
4. Annual financial budget contains reasonable allocation of fiscal resources to support scientific research activities within the institution with clear directives for research support for faculty members and student.
5. Academic and intellectual freedom is observed at every level in the institution and documented in a clear manner.
6. Regulations regarding intellectual property rights of researchers, collaborators and the institution are in place that delineate rights and responsibilities for all parties.
7. Research collaborations and affiliations with partners nationally and internationally are effective in advancing research activities within the institution and have distinctive outcomes, e.g., conferences and events, exchanges, and fellowships annually, and contribute to the research profile of the institution.
8. The institution clearly defines its expectations for faculty members and students involved in research and scholarly activities and regularly evaluates their research outputs.
9. Research centers and laboratories are established at the institutions that are engaged in theoretical, applied and community-based research with direct links and collaborations with the civil society institutions.

Standard 11: Community engagement

The institution recognizes the community as a partner in developing and enhancing the institution's educational programs, research and services and its role in improving its output and performance.

The institution's community engagement activities are consistent with its mission and aim to facilitate and strengthen collaborations, exchanges and sharing of resources between the institution and the community to maximize benefits to both.

The institution promotes broad community engagement at every level of its operation and encourages its faculty members, staff and students' participation in community-based activities with the public and the private sectors and the civil society at large.

The institution integrates community activities in the faculty and staff members' periodic evaluations and incorporates employers' advice, suggestions and comments related to enhancement of program development and enhancement

To achieve the above, the institution shall demonstrate the following:

1. Community engagement policies, procedures and plans are systematically developed, implemented, and periodically assessed and reviewed to consolidate the roles of the institution and its partners in a meaningful collaboration and output.
2. The institution has within its hierarchy unit/units designated for advancing community engagement at different levels of the institution with clear responsibility and guidelines for planning and implementing general and specific activities to fulfill the institution's mission in this regards.
3. Community partners provide training and placements of students during their study to enhance their learning and competences in direct cooperation with the relevant departments.
4. Faculty members' and staff participation in national committees and expert bodies is supported by the institution and recognized in their evaluation and promotion.
5. Potential employers and professional bodies are actively involved in evaluating and developing educational programs through their formal participation in advisory committees and relevant councils.
6. Students are involved in community-based learning and activities that contribute to their awareness of their surroundings and their good citizenship.

5.2. Standards for Academic Program Assessment

This section presents the standards and their related templates for assessing existing academic programs. The standards provide a foundation for addressing the necessary components to support a quality academic program. They serve as the primary mechanism to self-assessment of an academic provision either for self-initiated internal process of validation and improvement or to meet requirements for external accrediting agencies, whether discipline or regionally-based.

Evidence-based approach shall be utilized and documented to determine whether an existing academic program meets the established standards. The approach will be used in each component of the program starting from course assessment to annual program monitoring to document program performance and progress towards acceptable standards. In some cases, discipline-based accrediting agencies, or regional accrediting agencies may require evidence of internal assessment cycle of academic programs prior to accreditation. While these accrediting agencies typically do not endorse a particular approach towards assessment, they recognize self-assessment as a viable assessment vehicle. It serves as an invaluable tool in preparing for a visit from an accrediting agency

The standards are developed with the following functions:

1. Evidence-based and include specific measurable outcomes that can be considered when assessing an academic program;
2. Used to restructure an existing academic program to achieve better performance;
3. With the capacity to define academic program outcomes and to assess how well they are achieved;
4. Flexible in assessment focus on certain program outcomes of to improve learning within the academic context;
5. Focused on internal assessment with emphasis on self-assessment as a vehicle of change and improvement; and
6. Demonstrate the university's commitment to its stakeholders (e.g. students, employers and the society) to deliver quality academic education and experience.

Each academic program must strive to meet the standards at all times. New academic programs must demonstrate fulfillment of the standards at the time of their development and accreditation. Existing academic programs must provide evidence for meeting the standards while offering the program. In addition, any changes to an existing academic program or pursuance of external accreditation should be aligned with the standards.

Program assessment reports and all evidence collected and analyzed must be properly documented and preserved for all new and existing program with copies deposited with the faculty dean's office, the Vice President for Academic Affairs Office and the Monitoring and Evaluation Unit in the Office of Planning and Development.

Comprehensive information regarding the academic program must be made available to university community, stakeholders and the public by posting on:

- University website: Academic departments should post academic programs specifications with key findings and interventions implemented due to cyclic assessment;
- BZU Academic and Administrative electronic Portal (Ritaj): detailed information on program outcomes, course outcomes, assessment criteria and feedback on course assessment, program assessment and monitoring.
- Orientation pamphlets to increase awareness to new students/current students on important aspect of their academic programs.

The academic standards for academic program assessments are listed below. Examples are *italicized* in blue to demonstrate a specific standard or part of it:

5.2.1. Mission statement

The statement has three main components: purpose of the program including why performing the major activities, primary functions or activities of the program, and stakeholders who will benefit from the academic program.

Example:

“The mission of the bachelor program of biology is to prepare students for employment in various biology-related areas and/or for the pursuit of advanced degrees in biology or health-related professional schools by educating them in the fundamental concepts, knowledge, and laboratory techniques and skills of the life sciences”

5.2.2. Goals

Program goals flow from the program’s mission and provide the framework for determining the more specific outcomes of the program. 4-5 goals are identified of which the program outcomes are derived.

Example:

The goals of the Bachelor in Business Administration is for its graduates to possess the following:

- A. Knowledge of business practices and their impact on global business and society;*
- B. Business writing and oral communication skills;*
- C. Leadership and Interpersonal skills;*
- D. Skills needed to critically analyze information; and*
- E. Ethical attitudes and values*

5.2.3. Outcomes

The program outcomes skills and knowledge based and are derived from the program goals where 3-4 program outcomes can be derived from each program goal. It is recommended a manageable number of 10- 15 program outcomes are used.

Example:

		<i>Program goals (bachelor in business administration)</i>				
		<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
		<i>Knowledge of business practices and their impact on global business and society</i>	<i>Business writing and oral communication skills</i>	<i>Leadership and Interpersonal skills</i>	<i>Skills needed to critically analyze information</i>	<i>Ethical attitudes and values</i>
<i>Program outcomes</i>	1	<i>Demonstrate conceptual knowledge</i>	<i>Written assignments that are coherent, organized, concise, grammatically correct and well presented</i>	<i>Exhibit confidence in abilities</i>	<i>Diagnose and categorize a problem</i>	<i>Identify appropriate values in a given context</i>
	2	<i>Demonstrate technical skill in our core academic areas</i>	<i>Oral presentations that are coherent, organized, concise, engaging and well</i>	<i>Balance interpersonal relations and tasks</i>	<i>Gather and analyze relevant data needed to address the problem</i>	<i>Identify ethical behavior in a given context</i>
	3	<i>Describe the impact certain global business practices have on society in general</i>	<i>Describe the impact certain global business practices have on society in general</i>	<i>Consider other people's ideas or suggestions</i>	<i>Identify and evaluate competing solutions</i>	<i>Distinguish ethical from unethical behavior</i>

5.2.4. Graduate attributes

Graduate attributes are the academic abilities, personal qualities and transferable skills which all students will have the opportunity to develop as part of their BZU experience. The graduate attributes should be centered around the following and clearly indicated in the program outcomes:

- Subject specialists
- Investigative
- Independent and critical thinkers
- Resourceful and responsible
- Effective communicators
- Confident
- Adaptable
- Experienced collaborators
- Ethically and socially aware
- Reflective learners

5.2.5. Curriculum

The table below shows the general format of the program curriculum including beginning with the university requirements:

Program curriculum						
#	Course code	Course name	Course status	# credit hours	Contact hours/week	
					lecture	practical
1	ARAB 135	Arabic language skills 1	UR*	3	3	0
2	ARAB 136	Arabic language skills 2	UR	3	3	0
3	ENGC 141	English communications - (B)	UR	4		
4	ENGC 231	English communications - (A)	UR	3		
5	CULS 331	Modern and contemporary European civilization	UR	3		
6	CULS 332	Modern and contemporary Arab thought	UR	3		
7	PHED 120	Physical education	UR	2		
			FR			
	Total			#		
* UR: university requirement FR: faculty requirement						

5.2.6. Academic plan

The table below shows the general format of one semester of the program academic plan including the university requirements. Each semester must be represented by similar table for the entire duration of the program. The academic plan must list each course of the curriculum.

First semester – first year					Weekly Contact Hours		
S/N	Course Code	Course Title	Total Credits	Pre-req	Theor.	Pract.	Total
1	ARAB 135	Arabic language skills 1	3	-	3	-	3
2	ENGC 141	English communications - (B)	4	-	4	-	4
3							
4							
5							
6							
			#		#	#	#

5.2.7. Assessment tool matrix

Direct assessment method matrix interrelates the program outcomes with selected direct assessment methods.

Example:

Assessment method	POs														
	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3
Exams, Quizzes	€	€			€		€			€	€	€			
Homework Assignment	€	€			€		€					€	€	€	
Laboratories	€	€	€	€	€		€			€	€		€	€	€
Group Projects	€	€	€	€	€	€	€	€	€	€	€	€	€	€	
Oral Presentations							€	€	€	€			€	€	€
Project training	€	€	€	€	€	€	€	€	€	€	€		€	€	€
Capstone	€	€	€	€	€	€	€	€	€	€	€				

5.2.8. Curriculum mapping

Curriculum mapping relates individual courses to program outcomes. Program outcomes are written in the rows. Program courses are written at the top of the columns. A number between (1-3) is placed in the cells to indicate if the program-level outcome is addressed by the teaching a particular course. Leaving the cell blank indicates that the course does not contribute to the particular program outcome.

Example:

Curriculum map relating individual courses to program outcomes									
Program outcomes		Program courses							
Program outcomes (3 = strong emphasis; 2 = some emphasis; 1= little emphasis)*		<i>Course 100</i>	<i>Course 201</i>	<i>Course 301</i>	<i>Course 310</i>	<i>Course 320</i>	<i>Course 330</i>	<i>Course 401 Senior Seminar</i>	<i>Total</i>
<i>A1</i>	<i>Demonstrate conceptual knowledge.</i>	1	2	2	2	3	2	3	6/24
<i>A2</i>	<i>Demonstrate technical skill in our core academic areas</i>	1							
<i>B1</i>	<i>Describe the impact certain global business practices have on society in general</i>	2							
<i>B2</i>	<i>Written assignments that are coherent, organized, concise, grammatically correct and well presented.</i>	1							
<i>C1</i>		3							
<i>C2</i>									
<i>Total</i>		7/15							

* Strong emphasis courses: are courses with major contribution to a specific program outcome and are identified as an appropriate source of evidence for the outcome
 Some emphasis courses: are courses with moderate contribution on a specific program outcome.
 Little emphasis courses: are courses with minor contribution on a specific program outcome

5.2.9. Course syllabus

Faculty of
Syllabus template
2nd sem. 2015/2016

Course information:**Course number:****Course title:****Pre requisite:****Co requisite:****Instructor name:****Lecture:****Lab:****Email:**

Office hours: please observe office hours as posted on Ritaj or make an appointment for a different time.

Course description as it appears in the catalog (credits: lec. contact hours: prac. contact hours):

Course goals:

The main goals of this course are:

Course outcomes:

Upon successful completion of this course, the student will be able to:

1.

Course topics and contents:

Week #	Topic	Assignments and due dates
1		
2		
3		
4		
...		

Teaching and learning methods: (caution!!!! This is generic, please change according to your course)

A combination of various teaching and learning methods will be implemented in order to maximize students' intellectual abilities and develop their learning capabilities:

- Up- to- date technology will be applied during the delivery of each course using power point slides for lectures, up -to- date textbooks, and handouts*

will be provided to disseminate knowledge among students about the different topics of the subject material.

- Guest lecturers and guest speakers will be invited to enhance students' knowledge about specific subject material as necessary.*
- Assignments that demand students to find up-to-date knowledge through the use of library, internet and directed supervision will be included to enhance students' skills in using library and other learning resources.*
- Case studies, work experience, projects, demonstrations, group study, simulations (e.g. computer based), workshops, training, discussions and debate will be implemented through the different courses in order to develop students' capabilities to use ideas and information related to their program of study.*
- In order to facilitate the personal development of the students, self-assessment through activities such as structured group activities with role play will be used in the different courses*
- To develop students' abilities to generate ideas and evidence, students will be encouraged to participate in workshops and research projects*
- To develop the capacity of the students to plan and manage their own learning, students are responsible for developing their course portfolios for every course during their study.*

Course assessment details:

Methods of assessment*	Relative weight %	Outline details
<i>Exam I</i> <i>Exam II</i> <i>Midterm Examination</i> <i>Final Examination</i> <i>Assignments</i> <i>Quizzes</i> <i>Class participation</i> <i>Lab work</i> <i>Poster</i> <i>Project</i> <i>Presentation</i> <i>Case study</i> <i>Training off-campus</i> <i>Debate</i> <i>Research paper</i>		
<i>*choose whatever applicable taking into account level of the course (i.e. 1st year, 2nd year ...etc.)</i>		

Course texts, instructional material and learning resources:

Author	Title	ISBN -13	Edition	Publisher

Grading scale

BZU course grading scale is as follows:

Undergraduate courses	
Mark	Designation
90-100	Excellent
80-89	Very Good
70-79	Good
60-69	Fair
0-59	Fail

Graduate courses	
Mark	Designation
90-100	Excellent
83-89	Very Good
76-82	Good
70-75	Fair
0-69	Fail

5.2.10. Course outcome assessment plan

Course outcomes assessment plan template							
To be filled at the beginning of the semester				To be filled during the semester			
Course outcomes	Performance Standard/benchmark		Timeline		Use of results		
Program outcome with contribution of 3 (with target performance (60% undergraduate courses, 70% graduate courses))	Assessment method (to evaluate expected outcomes (2- 3 methods))	Standard, target performance or achievement level for PO	When data collected during the course	Data analysis	Finding/ results	Action to be taken	Date to be implemented and monitoring (closing the loop)
<i>students will utilize effective study skills to successfully complete course work</i>	<i>Class exercises</i>	<i>70% of the student obtain above than 60%</i>	<i>Weekly,</i>	<i>60% of students obtained above 60%</i>	<i>10% below expectation</i>	<i>Add a group exercise on study skills techniques</i>	<i>Throughout the semester and during the following semester</i>
	<i>Presentation</i>	<i>80% of the student obtain above than 70%</i>	<i>end of semester</i>	<i>82% of the student obtain above than 70%</i>	<i>About expected</i>	<i>----</i>	<i>-----</i>
	<i>research</i>	<i>70% of the student obtain above than 60%</i>	<i>end of semester</i>	<i>50% of the student obtain above than 60%</i>	<i>20% below expected</i>	<i>Add peer evaluation</i>	<i>During the following semester</i>

5.2.11. Alignment of course outcomes with assessment methods

Course outcomes with selected assessment methods											
Assessment Tool	Course Outcomes										
	1	2	3	4	5	6	7	8	9	10	11
<i>Exams, Quizzes</i>	<i>x</i>	<i>x</i>			<i>x</i>		<i>x</i>				
<i>Homework Assignment</i>	<i>x</i>	<i>x</i>			<i>x</i>		<i>x</i>				
<i>Laboratories</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>		<i>x</i>			<i>x</i>	<i>x</i>
<i>Group Projects</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>
<i>Oral Presentations</i>							<i>x</i>				
<i>Project training</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>

5.2.12. Mapping of course outcomes with program outcomes

Course outcomes in relation to program outcomes					
ME 201					
Type of emphasis	Program outcomes	Course outcomes	Assessment method	Evidence/assignment	Minimum competence
<i>strong</i>	<i>A1, B2,</i>	<i>(1) (2)</i>	<i>-Presentation -Course evaluation</i>	<i>Grade of final presentation</i>	<i>60%</i>
<i>some</i>	<i>B1, C1, C2,</i>	<i>(3) (4)...</i>			

5.2.13. Matrix for POs and strong evidence courses

POs and strong evidence courses matrix			
Program outcomes	Strong evidence courses		
<i>A1</i>	<i>ENMC 343</i>	<i>CHEM 102</i>	<i>MATH 111</i>
<i>A2</i>			
<i>B2</i>			

5.2.14. Course assessment evidence table

Identify assessment method with specific assignment on the course as the evidentiary assessment for the program outcome according to the program assessment plan:

Example:

Course assessment evidence		
Strong evidence Course	1-3 items of evidence are identified (Assignments)	Frequency
<i>ENMC 431</i>	<i>-English grading of the final project report -Faculty grading of the final presentation</i>	<i>Collect evidence once a year</i>

5.2.15. Program assessment plan

Program assessment plan is consistent with program academic plan (please see the related standard) which serves course assessment, program annual monitoring and program periodic assessment. Each semester of the academic plan constitute the basis for one semester of course assessment plan. Each year of the program academic plan constitutes the basis for program annual monitoring

Academic program assessment plan		
Year	Semester	Courses
1	1	<i>MATH 332</i> <i>COMP 234</i>
	2	
2	1	
	2	

5.2.16. Program outcome evidence table

Incorporating direct and indirect assessment methods for each of the program outcomes.

It is recommended that 2-3 evidences are tabulated for each program outcome.

Example:

Outcome evidence table sample	
Program outcome	Evidence /performance indicator
<i>A1. Apply the knowledge of basic mathematics, science, and engineering</i>	<i>1. ME 361 Final Exam 2. ME 332 Final Exam</i>
<i>B1. Design and conduct experiments, as well as analyze and interpret data</i>	<i>1. ME 332 Lab Final Project 2. ME 412 Error Experiment 3. Radiation Experiment</i>
<i>C1. Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability</i>	<i>1. ME 471 Design Project 2. ME 412 Design Project</i>
<i>A2. Function on multidisciplinary teams</i>	<i>1. ME 412 Team Building Experiment 2. ME 412 Design Project Team Participation Evaluation 3. ME 481 Design Project Team Participation Evaluation</i>

5.2.17. Mapping of metric program goals evidence

Set a metric goal for each program outcome evidence including minimum competences for all evidences (performance indicators) from the outcome evidence table:

Mapping of metric program goal evidence					
Evidence /performance indicator	Minimum competency	Metric goal	Major finding	Action taken	Date to be implemented and monitoring (closing the loop)
<i>(1)A1. ME 361 Final Exam</i>	<i>60%</i>	<i>80% above minimum competency</i>			
<i>(1)A2. ME 332 Final Exam</i>	<i>60%</i>	<i>80% above minimum competency</i>			
<i>(2)B1. ME 332 Lab Final Project</i>	<i>60%</i>	<i>80% above minimum competency</i>			
<i>(2)C1. ME 412 Error</i>	<i>60%</i>	<i>90% above minimum</i>			

<i>Experiment</i>		<i>competency</i>			
<i>(3)A2. ME 481 Final Oral Presentation Grading</i>	<i>60%</i>	<i>90% above minimum competency</i>			
<i>(4)A1. Alumni survey lifelong education questions</i>		<i>75% positive response</i>			
<i>(4)A2ME 412 Design Project</i>	<i>60%</i>	<i>90% above minimum competency</i>			

5.2.18. Program metric goal outcome evidence table

This table is concluded from the “mapping of metric program goal evidence” table. The assessment data collected here is tabulated for external evaluation team.

Metric goal for outcome evidence	
Evidence	Metric goal
<i>C2: ME 412 design project</i>	<i>90% above minimum competency</i>

5.2.19. Outcome achievement grading table

For inter-departmental/inter-faculty evaluation, the evaluation team is asked to use a grading system (university grading system) to evaluate the achievement of each program outcome by assigning grades. The committee also provides qualitative comments. Based on these grades and comments the committee reports out to the faculty with recommendations for changes. These may be changes in the program to address strengthening the achievement of the outcomes or changes in the assessment process. The faculty approves these changes and implementation is carried out as approved.

Inter-departmental /interfaculty evaluation (outcome achievement grading)	
Program outcome	Achievement grading
<i>C2. Identify, formulate, and solve engineering problems</i>	

6. Institutional processes and procedures

(under development)

7. Academic processes and procedures

This section describes the processes and procedures established by the university for the approval of new programs leading to academic degree and for enhancing or securing external accreditation for existing academic programs. The purpose of these procedures is to ensure that the proposed academic programs of study are consistent with the university's mission and vision and adhere to the rules and regulations of AQAC and/or any other validating body. Furthermore, new academic program developments should reflect the need to maintain the currency and advancement of the university's academic provision. This section documents processes and procedures for:

- New academic programs;
- Changes to academic programs; and
- Securing external accreditation.

7.1. New academic programs

This section of the IEM describes the procedures that are established by the university for the approval of new programs leading to nationally accredited academic degree.

Academic programs are not fully approved and will not be implemented until they have received accreditation by AQAC.

7.1.1. Feasibility of new academic programs

Several contributing sources to the initiation process for an academic program or the proposed changes to the program include:

- Meeting the minimum threshold of the university academic standards and their consistency with AQAC's standards and requirements;
- Benchmarking for the program outcomes;
- Evidence of the program's relevancy;
- Financial viability of the program;
- University policy and the UC plan;
- Changing concepts and techniques in university's education;

- Technological development and/or subject area development;
- The need to maintain the highest possible quality of the program;
- Changes in the employment market and desired skills/knowledge based on students feedback, staff recommendations and market surveys; and
- Feedback from employers, graduates and other relevant sources.

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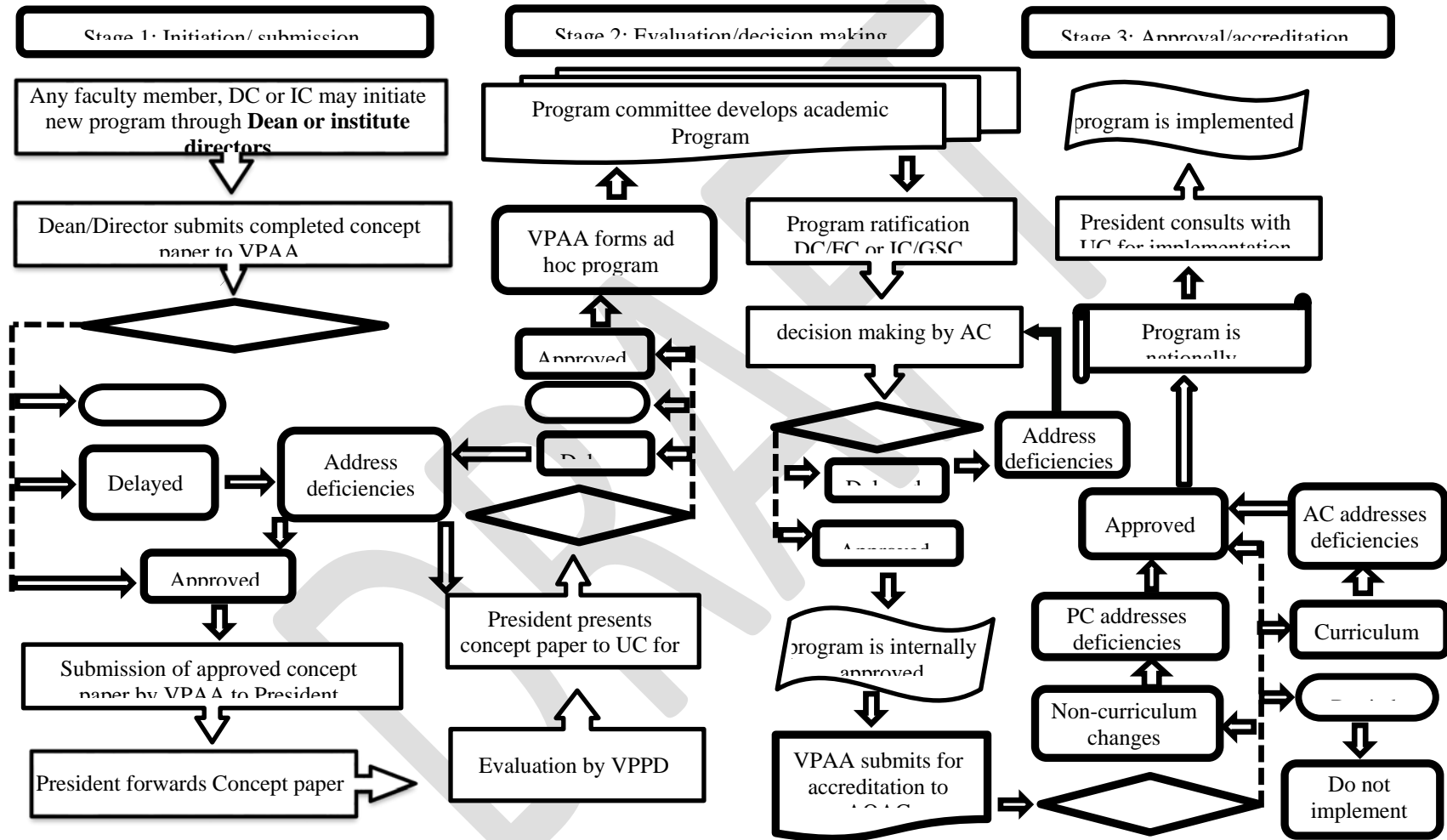
7.1.2. New academic program procedure

The procedure for approval of new academic programs leads to national accreditation takes one academic semester after initiation and can be summarized in three consecutive sequential stages:

New academic program procedure			
Procedures	Responsible party	Forms and instructions	duration
(1) Concept paper submission			4 weeks
· Any faculty member, dean, institute director, may initiate new program thru deans and institute directors	Any faculty member	Concept paper submission guidelines (available)	1 week
· The dean/institute director meets with the VPAA to discuss and submit the concept paper	Dean/institute director		1 week
· The VPAA may request changes to concept paper to be made within 1 week of submission	VPAA		1 week
· If the program is initiated by the UC or any of its members, the university president forwards the proposal directly to the office of planning and development for evaluation	President		2 weeks
(2) Evaluation			4 weeks
· The VPAA submits the approved concept paper to the president who forwards it to VPPD for evaluation.	VPAA		
· The office of planning and development studies the proposal and submits a feasibility study to the president including the availability of fiscal and physical resources	VPPD		1 week
· The president presents the completed concept paper along with feedback from office of planning and development to the UC for initial approval	President		2 weeks
(3) Decision making			6 weeks
· The UC may deny the proposal of new academic program	UC		

<ul style="list-style-type: none"> The UC may require changes prior to approval which should be addressed within two weeks. 			
<ul style="list-style-type: none"> If the UC approves the proposal for starting the proposed new academic program, the VPAA, in consultation with relevant units and employees, forms an ad hoc program committee (PC) to develop the academic program according to the university's regulations and adopted AQAC's standards 	VPAA		1 week
<ul style="list-style-type: none"> The assigned PC develops new academic program and submits it to FC/IC for final discussion and ratification (if applicable) 	PC	-AQAC's licensure and accreditation manual	2 weeks
<ul style="list-style-type: none"> The ratified new academic program is presented to the academic council (AC) for evaluation and approval 	FC/IC		1 week
<ul style="list-style-type: none"> Once approved by the AC, the proposed academic program is internally approved and recommendation is made by the AC to the VPAA for accreditation submission 	AC		1 week
<ul style="list-style-type: none"> The VPAA submits the ratified academic program to the M&EU for final evaluation prior to submitting the proposed academic program accreditation application to AQAC. The application submission process, documents, deadlines and starting dated for programs are completed according to AQAC's rules and regulations. 	VPAA	-AQAC's form for academic program accreditation	1 week
<ul style="list-style-type: none"> After securing program accreditation, the university president consults with UC and decides on the appropriate time and other administrative issues to implement the academic program. 	President/UC		

7.1.3. New academic program chart



7.2. Existing academic programs

7.2.1. Academic Assessment

The main purpose of academic assessment is improving students learning and evaluating whether academic standards are being met. The academic assessment commences immediately with academic program delivery and spans over the duration of the academic program according to the developed and approved academic program assessment plan. One cycle of academic assessment completes when an action plan has been developed and approved for improvement which will serve as part of the next assessment cycle.

Academic assessment is integrated at three levels:

- **Course assessment:** commences as soon as the program is offered, performed once each semester and provides the basis for program annual monitoring;
- **Program annual monitoring:** performed once per academic year and is equivalent to two cycles of course assessment; and
- **Program periodic assessment:** performed during the academic semester immediately following graduating a cohort.

The academic assessment is based on providing evidence by sampling for achieving the programs' outcomes which are in line with AQAC's licensure and accreditation standards.

The academic assessment results with the following achievements:

- Enhancement of student's learning
- Providing feedback for quality enhancement of academic programs.
- Providing information to students, parents and community citizens on the quality of education students receive
- Taking financial decisions based on academic priorities
- Preparing the academic program for external evaluation/external accreditation.

7.2.1.1. Course assessment

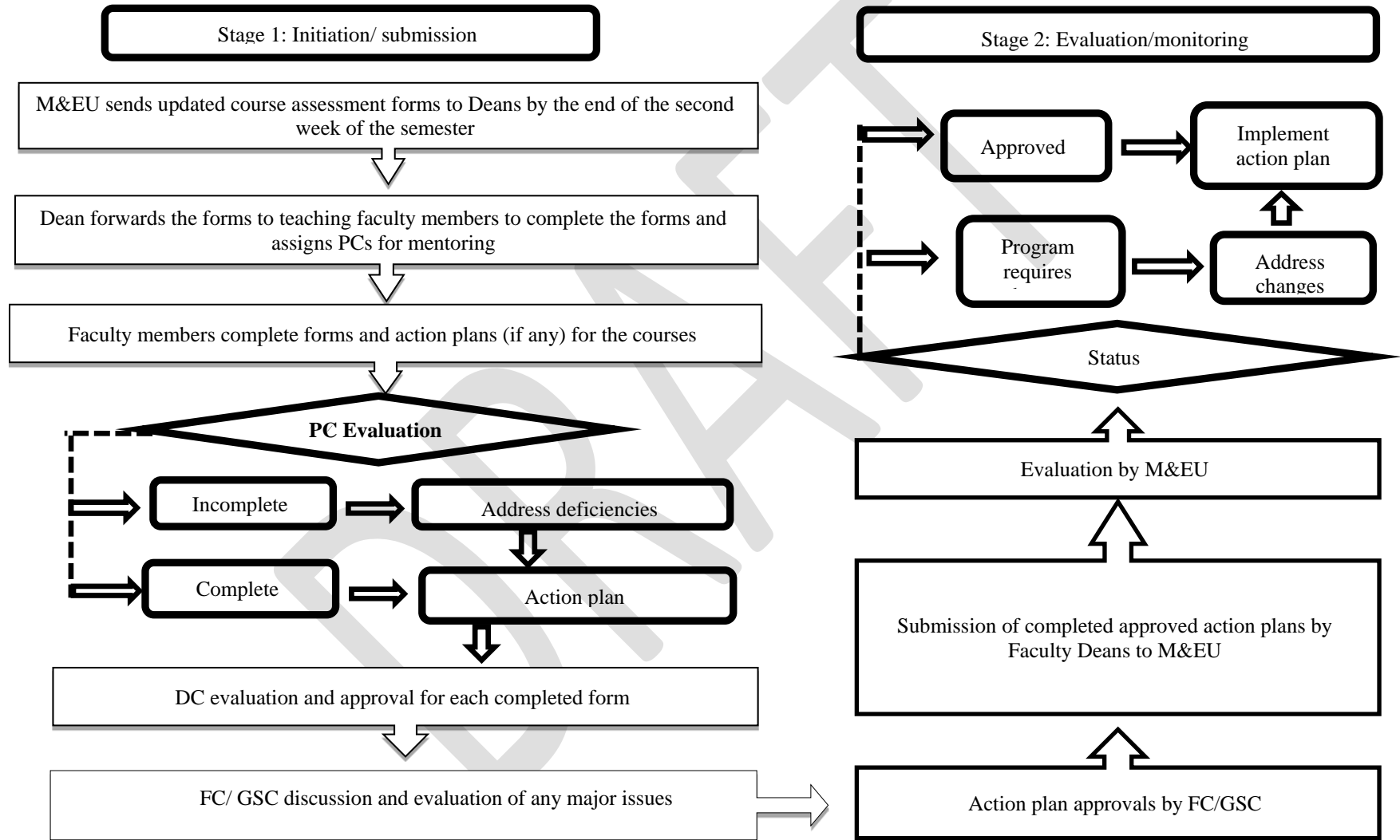
The key elements to course assessment are:

- Establishing course outcomes for the course
- Measuring whether these outcomes have been met
- Using the results to improve teaching and learning in the course.

7.2.1.1.1. Course assessment procedure

Procedures	Responsible party	Forms and instructions	duration
(1) Initiation/submission			20 weeks
<ul style="list-style-type: none"> M&EU sends updated course assessment plan forms to Deans by the end of the second week of each semester. 	M&EU	Course assessment plan form (not available) Course assessment guidelines (not available)	2 weeks
<ul style="list-style-type: none"> Faculty Dean forwards the forms to all teaching faculty members to complete the forms as the semester progresses 	Dean		15 weeks
<ul style="list-style-type: none"> PCs meet to evaluate the completed forms for each active course, address any deficiencies and approve action plans during the first week of the following semester and submits an overall report to the dean 	PC		1 week
<ul style="list-style-type: none"> DC presents finding and recommendations to dean for evaluation and approval 	DC		1 week
<ul style="list-style-type: none"> The FC/GSC meets to discuss and approve any major issues and approves action plans 	FC		1 week
(2) Evaluation/ implementation			2 weeks
<ul style="list-style-type: none"> The completed, initially approved assessment plans along with actions are submitted by the Dean to the M&EU/VPPD for evaluation The M&EU/VPPD reviews the forms, action plans, and document any proposed changes The M&EU/VPPD directs changes as necessary 	M&EU/VPPD		2 weeks

7.2.1.1.2. Course assessment chart



7.2.1.2. Program annual monitoring

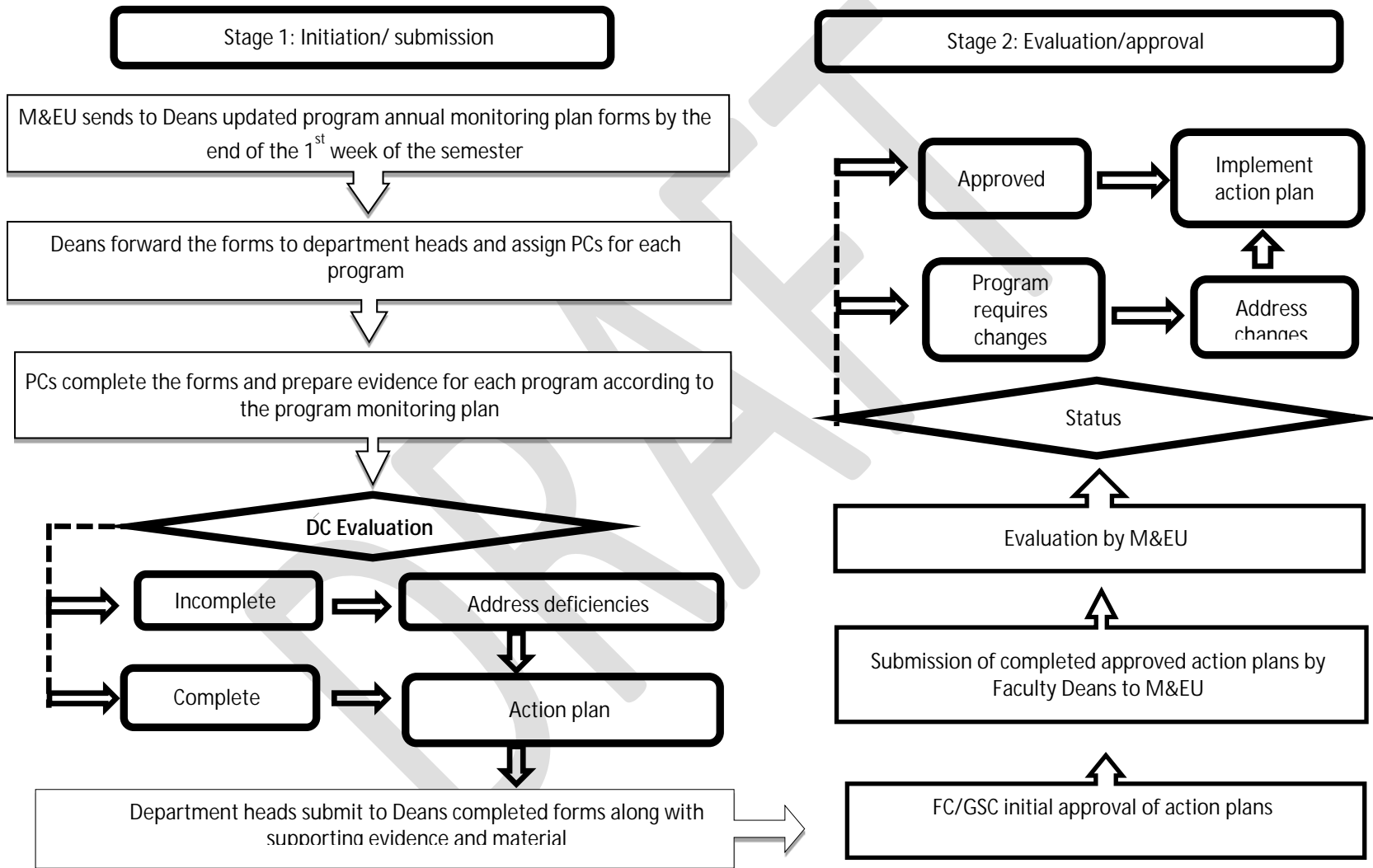
To implement program annual monitoring and sustain a focus on achievement of the program outcomes, the following are essential elements for the monitoring practices:

- Each faculty member has an updated copy of the program annual monitoring plan and/or the plan is stored electronically for all to access.
- The program has a designated person leading the implementation of the monitoring plan. Faculty members are aware of who is leading the monitoring initiatives.
- The program has a formalized data collection process so that faculty are able to easily submit course data as appropriate based on the designated course assessment cycle.
- The program has a structured, formal, annual time to review the program assessment plan and revise or update as needed.
- The program builds time into regular meetings to review and discuss program-wide scoring guides or rubrics.
- The program has a structured, formal, annual time to engage all faculty to review results from program annual monitoring, share data, plan, and discuss recommendations or improvement.
- The program faculty members are committed to sustaining a meaningful and manageable monitoring plan.

7.2.1.2.1. Program annual monitoring procedure

Procedures	Responsible party	Forms and instructions	duration
(1) Initiation/submission			20 weeks
<ul style="list-style-type: none"> M&EU sends updated program monitoring plan forms to Deans by the end of the 1st week of the Second semester along with program outcomes assessment timeline 	M&EU	<ul style="list-style-type: none"> -Program annual monitoring plan form (not available) -Program outcomes assessment timeline (not available) 	1 week
<ul style="list-style-type: none"> Deans forward the forms to department heads and assign PCs for each program 	Dean		1 week
<ul style="list-style-type: none"> PCs meet and discuss the provided forms and prepare supporting materials and evidence for each program during the semester 	PC	<ul style="list-style-type: none"> Course assessment plan form (not available) Course assessment guidelines (not available) 	15 weeks
<ul style="list-style-type: none"> DCs evaluate and approve completed forms along with proposed action plans by the end of the first week of the following semester and submits report to the dean 	DC		1 week
<ul style="list-style-type: none"> The FC/GSC meets to discuss any major issues and approves action plans 	FC		2 week
(2) Evaluation/ implementation			2 weeks
<ul style="list-style-type: none"> The completed, initially approved forms along with action plans are submitted by the Dean to the M&EU/VPPD for evaluation The M&EU/VPPD reviews the forms, action plans, and any proposed changes or recommendations The M&EU/VPPD directs proceeding with any changes as necessary 	M&EU/VPPD		2 weeks

7.2.1.2.2. Program annual monitoring chart



7.2.1.3. Program periodic assessment

This section describes the operation of the university's procedures for academic program periodic assessment. Program periodic assessment takes place on a program basis and aims to review the continuing validity and relevance of the programs' goals and outcomes. Program periodic assessment is based upon updated curriculum documents, delivery evidence, enhancement actions, and a self-assessment report prepared by the program committee.

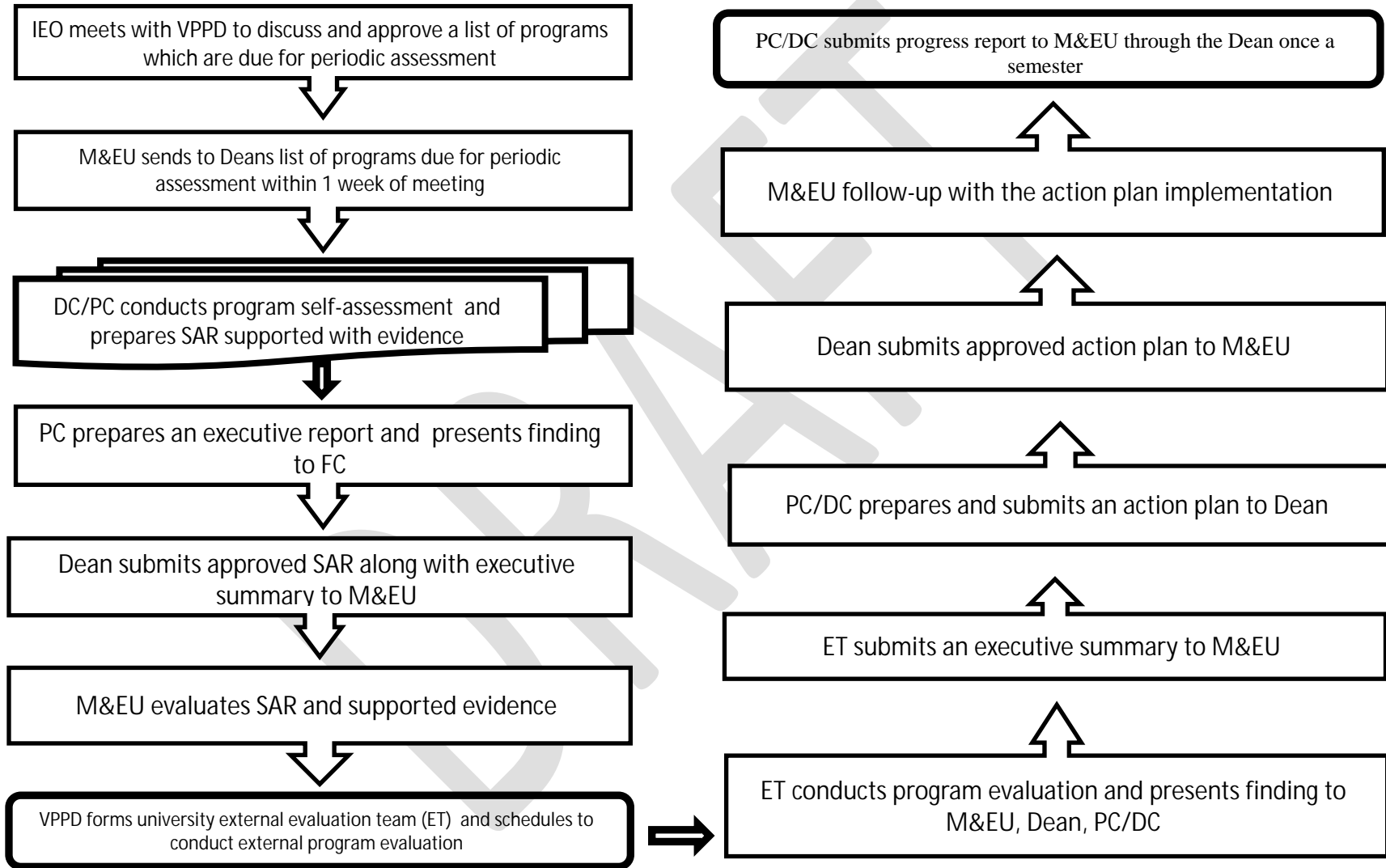
Program periodic assessment takes place during the fall semester immediately after delivering the full program, and is a way by which the university can satisfy itself such that:

- It has the cumulative effect of changes made over time, as a result of annual monitoring to the design and operation of the program;
- Current research and practice in the discipline area and developments in technology are incorporated into the academic programs;
- The program reflect changes in student demand and employment opportunities;
- Program periodic assessment is an accumulation of the program annual monitoring during entire duration of program delivery (i.e. 4, 5, 6 years) collected data.
- The program periodic assessment process is concluded with the completion of the external program evaluation form along with approved action plan for improvement of the program.

7.2.1.3.1. Program periodic assessment procedure

Procedures	Responsible party	Forms and instructions	duration
(1) Initiation/submission			13 weeks
<ul style="list-style-type: none"> M&EU/VPPD prepare a list of programs which are due for periodic assessment M&EU sends to Deans pre-approved list for programs which are due for periodic review by the end of the 2nd week of the fall semester. 	M&EU/VPPD	Program periodic assessment plan form (not available) Program periodic assessment plan guidelines (not available) (not available)	2 weeks
<ul style="list-style-type: none"> Deans forwards the forms to DH and assign PCs for each program 	Dean	Self- assessment form (not-avialble)	1 week
<ul style="list-style-type: none"> PCs conduct self-assessment (SA) and prepare self-assessment report (SAR) supported with relevant material and evidence 	PC		5 weeks
<ul style="list-style-type: none"> PCs prepare an executive report and presents finding to FC for evaluation and approval 	PC	Executive report form	1 week
§ Dean submits approved SAR and the executive summary to M&EU/VPPD	Dean		1 week
§ VPPD forms university external evaluation team (ET) and schedule to conduct external program evaluation	VPPD	External program evaluation form (not available)	2 weeks
§ ET conducts external program evaluation and present findings to M&EU, Dean and PC/DC	ET		1 week
(2) Evaluation/ implementation			3 weeks
<ul style="list-style-type: none"> ET submits an executive summary to M&EU/VPPD 	ET		1 week
<ul style="list-style-type: none"> PC/DC prepares and submits a proposed action plan to the Dean 	PC		1 week
<ul style="list-style-type: none"> Dean submits approved action plan to M&EU/VPPD 	Dean		1 week
<ul style="list-style-type: none"> M&EU follows-up with the action plan implementation and progress reports submitted by PC/DC once a semester 	M&EU		

7.2.1.3.2. Program periodic assessment chart



7.2.2. Changes

This section provides faculty members and administrators with guidance and oversight for academic program, curriculum, and course changes. The university reserves the right to make justified changes in its programs, however such changes require approvals at proper level and must be well documented and announced. In addition, certain changes must be pre-approved by external quality assurance bodies as necessary. Proposals for curriculum changes should originate within the academic department or faculty proposing the change. All changes must be approved at the department and faculty levels. Prior to initiating any curriculum change proposals, the type of change should be reviewed in relation to AQAC's standards to determine whether the change must be reported or approved in advance. The university adheres to the AQAC's regulations and policies and therefore it considers major changes as significant modification or expansion of the nature and scope of an accredited program.

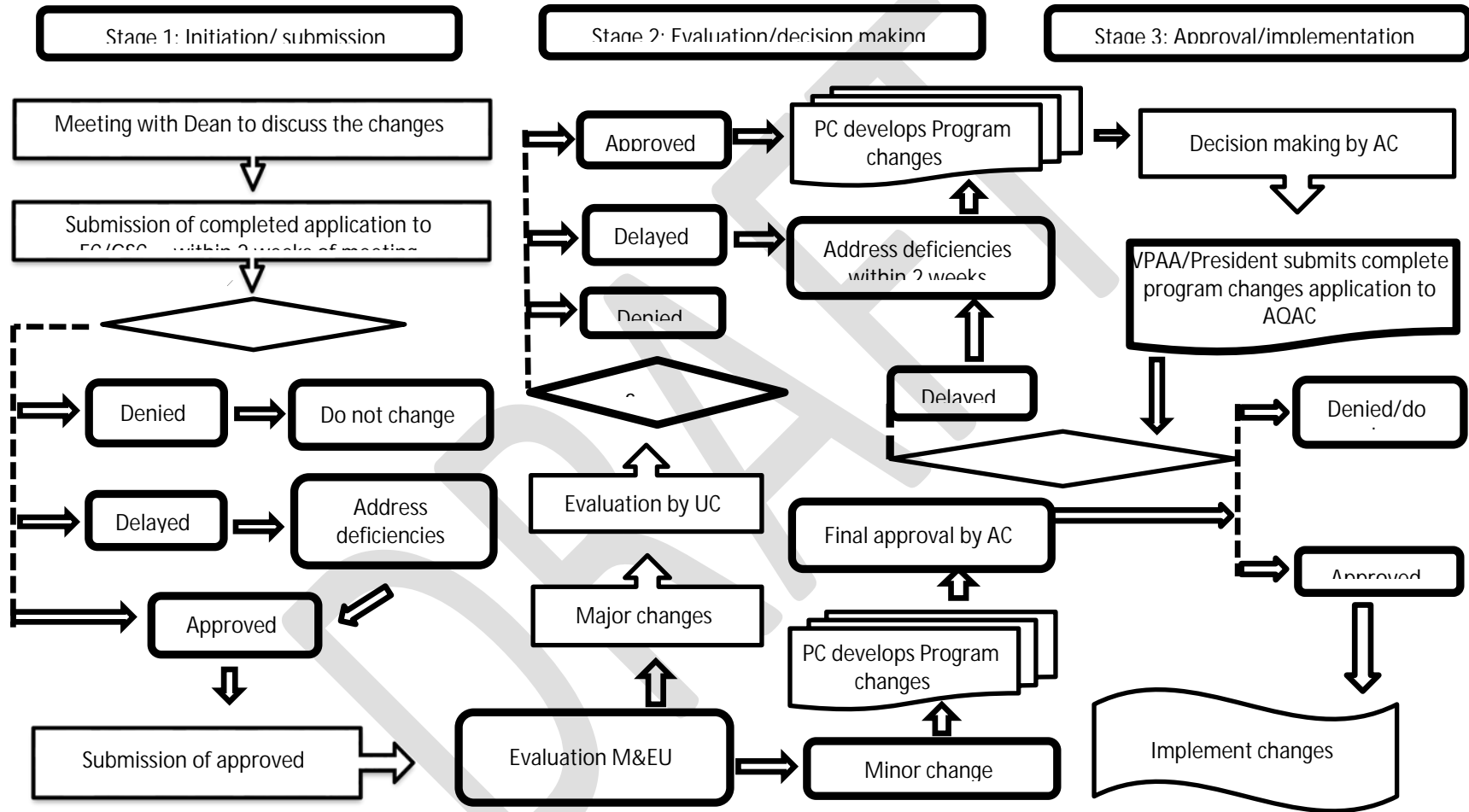
- Proposed changes are categorized according to AQAC's official licensure and accreditation manual.
- All major changes require prior notification and approval. The timeline for implementing any major changes should be consistent with AQAC's requirement (if any).
- Programs proposed changes are the result of programs annual monitoring or as a result of course assessment (which are directly related to program periodic assessment)
- If proposed change(s) is(are) not provided among AQAC's listing, VPPD will direct the propose change as necessary. M&EU process academic program changes on a rolling basis.
- Proposed changes must be submitted using the appropriate curriculum change request form. Copies of forms are available from the M&EU.
- Proposed changes will be implemented after securing relevant official approval according to the nature of the change

7.2.2.1. Program changes procedure

Procedures	Responsible party	Forms and instructions	duration
(1) Initiation/submission			3 weeks
<ul style="list-style-type: none"> Department heads meet with the Faculty Deans or Institute Directors to discuss the proposed program changes. 	Department head		
<ul style="list-style-type: none"> The PC completes academic program changes form and submits it to the dean 	PC	Academic program change form	1 week
<ul style="list-style-type: none"> The dean submits the completed form to FC/GSC for initial approval 	Dean		1 week
<ul style="list-style-type: none"> The FC/GSC evaluates the program changes application for initial approval. 	FC/GSC	AQAC's licensure and accreditation manual	1 week
<ul style="list-style-type: none"> The completed, initially approved application is submitted by the Dean to the M&EU/VPPD for evaluation 	Dean		
(2) Evaluation/decision making			3 weeks/minor 5 weeks/major
<ul style="list-style-type: none"> The M&EU/VPPD reviews and evaluates the application for completeness and screens the proposed changes The M&EU/VPPD evaluates and categorizes the proposed changes as major or minor according AQAC's requirements 	M&EU/VPPD		1 week

Minor changes proposals: · M&EU/VPPD forwards the application to the PC for development of updated program documents	M&EU/VPPD		
· PC develops any required documents and the completed documents are submitted to AC for final approval	PC		2 weeks
Major Changes proposals: · The M&EU/VPPD forwards the proposed major changes to the UC through the President for evaluation and discussion	President		2 weeks
· Once approved by the UC, the application is directed to the PC through the faculty dean for development of the updated program documents	UC		
· PC develops updated program documents and supported material and to AC for final approval	PC		2 weeks
(3) Approval /implementation			2-3 weeks
· The completed application with proposed changes are submitted to the AC by the Dean for final approval and decision making	AC		2 weeks
· Once approved by the AC, minor changes may be implemented immediately after ratification			
· Once approved by the AC, completed application is submitted to AQAC by the VPAA	VPAA		1 week
· After AQAC's approval, the university may implement the program major changes	AQAC	AQAC forms AQAC's licensure and accreditation manual	

7.2.2.2. Program changes chart



7.2.3. External/foreign accreditation

Any validation by other accreditation bodies is not complete until all the relevant procedures have been followed and completed satisfactorily. Prior to pursuing external/foreign accreditation, the existing academic program seeking external accreditation must satisfy the following:

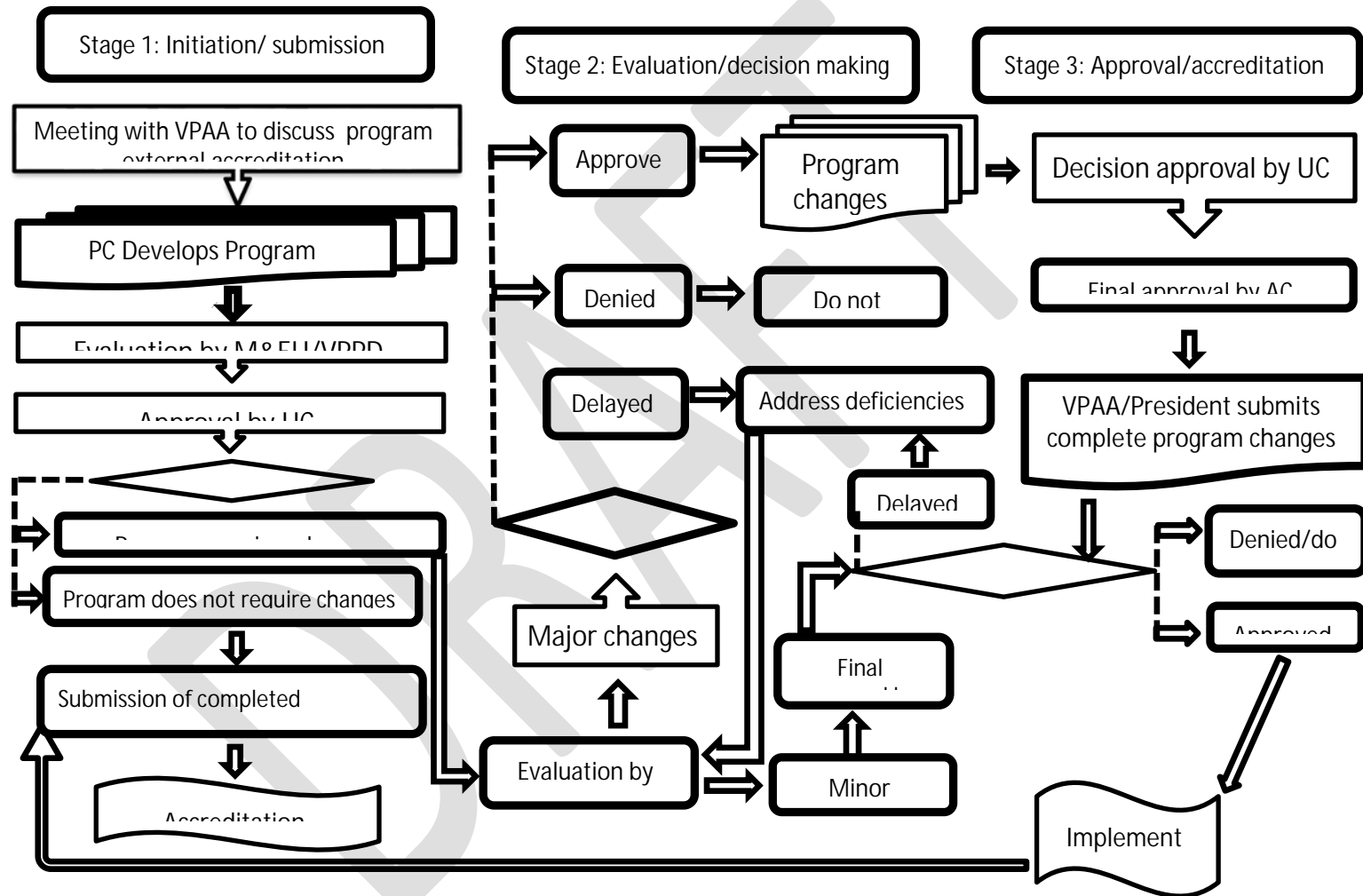
- Must be nationally accredited;
- Graduated at least one cohort;
- Performed periodic assessment; and
- Processed and approved any required changes required by foreign accrediting body

7.2.3.1. External/foreign accreditation procedure

Procedures	Responsible party	Forms and instructions	duration
(1) Initiation/submission			6 weeks
<ul style="list-style-type: none"> Faculty Deans or Institute Directors meet with the QED/VPPD to discuss the external accreditation idea for the program of interest. 	Dean	Degree specification guidelines. (not available)	1 week
<ul style="list-style-type: none"> The Dean forms PC to develop required program documents according to external accreditation agency 	Dean		1 week
<ul style="list-style-type: none"> PC completes academic program external accreditation application is submitted to the dean 	PC	External accreditation guidelines (NA) Program external accreditation form (NA)	1 week
<ul style="list-style-type: none"> Dean submits completed application to the M&EU/VPPD for initial approval 	Dean		1 week
<ul style="list-style-type: none"> VPPD submits external accreditation proposal to UC through the President for evaluation and initial approval 	VPPD		2 weeks
(2) Evaluation			6 weeks +
<ul style="list-style-type: none"> The UC evaluates the application in terms of any required changes preceding securing the external accreditation 	UC		2 weeks
<ul style="list-style-type: none"> No changes prior to securing the external accreditation, the VPPD submits the completed application for external accreditation 	President		2 weeks
<ul style="list-style-type: none"> If the program requires changes, M&EU/VPPD reviews and evaluates the application for completeness and highlights any required changes (major or minor) and any deviations from AQAC's regulations 	M&EU /VPPD		2 weeks

<ul style="list-style-type: none"> • The M&EU/VPPD provides suggestions about required changes and provides directions according to their nature (major or minor changes) to accommodate their impact in-line with the university's and AQAC's regulations • The M&EU/VPPD monitors any required program changes' progress and implementation • After processing the changes, the completed application for external accreditation is submitted by the VPAA's to the University President 	M&EU/ VPPD		Varies/ depending on the required changes
(3) Decision making /program requires major changes			5 weeks
<ul style="list-style-type: none"> • The university president presents the application for external program accreditation to the UC for final decision making highlighting major changes 	President		1 week
<ul style="list-style-type: none"> • The UC evaluates the file for program external accreditation and decides whether to proceed, make changes or stop the pursuance of the external accreditation 	UC		2 weeks
<ul style="list-style-type: none"> • Once approved by the UC, the completed application for external accreditation is submitted to the external accreditation agency by the president 	President		2 weeks
<ul style="list-style-type: none"> • The President directs any correspondence with the external agency as necessary for processing 	President		
<ul style="list-style-type: none"> • After securing the external program accreditation, the university president consults with UC and decides on the appropriate time to implement the program 	President		

7.2.3.2. External/foreign accreditation chart



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