

Part III: Evaluation & Accreditation Procedures
ECIU/EQRC Self-evaluation 2K
European Consortium of Innovative Universities (ECIU)
ECIU Quality Review Council (EQRC) (ver. June 2000)

Introduction

An ECIU/EQRC review seeks to identify the 'quality features' of a study program in an international context. Three issues are of particular interest:

- The international credibility of the program objectives and outcomes: how they were initially defined, and how they are actually realized in the study program.
- Provisions for assessment at the student and program level.
- The use of assessments to plan, maintain, and improve a study program.

The EQRC offers a self-evaluation and accreditation process, each designed to serve a variety of European higher education programs up to the Masters level or the equivalent. These programs may lead to what are variously described as "basic" or "advanced-level," or in the post-Bologna environment, "undergraduate-" and "graduate-level" degrees. Programs may be innovative, interdisciplinary, traditional, or non-traditional.

The self-evaluation provides a tool for initial program planning, for evaluating the accreditation capability of new or existing programs, and it becomes a primary source of information for an accreditation review. The questions posed in the self-evaluation correspond to the criteria of the EQRC and contemporary accrediting agencies.

Schedule: A target date for the self-evaluation will be determined at the outset. There is some flexibility in scheduling when the self-evaluation is done as a stand-alone activity. However, when the self-evaluation is part of a full accreditation process it must be submitted not less than 90 days prior to the agreed visit date. Further procedural details may be found in Part I, "Organization and Policies."

Copies: Provide one paper copy of the self-evaluation and supporting materials for the following persons: the EQR team chairperson; each member of the review committee; and for the EQR Director, both a paper and electronic copy.

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Overview of EQR Self-Evaluation

The self-evaluation is divided into three parts and an appendix.

- Part I, Institutional Information
- Part II, Information on the responsible faculty
- Part III, Information on the program under review
- Appendix: sample formats for data on the institution and faculty

This document outlines the desired content of the self-evaluation, but it is intended to be a flexible outline. It is possible that much of the information can be found in, or adapted from existing reports. Faculties should use existing materials as much as possible, focusing on the issues raised in this document more than the exact format.

I. The Institution (Criteria II-A,G)

An ECIU/EQRC review focuses on the study program and responsible faculty. However, a certain amount of institutional information is needed to demonstrate that the program is situated in a well-managed and stable environment. Information prepared for a recent recent institutional audit or review may be used where appropriate.

I-A. Identification

Name and address of the institution. Name and official position of the person submitting the completed self-evaluation. Name and title of the chief executive officer of the institution (chancellor, president, rector, etc.). If executive authority is vested in a board or committee, provide the names and titles of its members.

I-B. Overview of the Institution [Criteria IIG]

1. **Mission:** Briefly outline the institutional mission, goals, and the key points of any institutional "vision statement." This information may be extracted from the standard annual report (transcribed in English). State how the program under review complements the goals of the institution.
2. **Academic Scope:** Describe the institution in terms of size, distribution of students by faculty and program, the scope of its programs and degrees, and how the degrees granted by the institution and faculty under review are similar to, or differ from, other degrees of the country and region.

I-C. Institutional Support, Control, and Recognition [Criteria IIG]

1. **Support:** Describe the manner in which the institution is supported and regulated (e.g., public, private, religious, federal, state or provincial funding and regulation).
2. **Governance: [*data point]** Provide a chart or table of the institutional governance bodies and their members. Describe how decisions made by these bodies relate to the faculty and program under review. [e.g., Board of Trustees, Executive Boards or Committees, and governance bodies that include deans and department heads].
3. **Institutional & Degree Authorization:**
 - * **Data point:** Provide a list of all academic units within the institution that offer bachelor or master-level degrees. Include the titles of programs and degrees for which each unit is responsible. Name the agencies and organizations that authorize, review, or recognize these study programs at present.
4. **External Review:** Briefly describe the process used by external agencies or organizations for any recent reviews that involved the faculty responsible for the

program under review. Indicate the focus of review (institutional, faculty, program-level), characteristics of the review teams, significant standards for approval or recognition, and how quality is assured by these reviews.

5. **Institutional Quality Management:** Briefly describe any *institutional-level* policies and practices for quality control, assurance, or quality improvement.

Finance: [*data point] Provide a translated copy of the institutional financial statements for the last three years and a statement of the budgeted expense and income for the current year. These may include an overall financial statement, as well as statements of expense/revenue, and program support expenditures. The objective is to show the stability of the institution and program.

I-D. Faculty & Student Information [Criteria IIG]

1. **Numbers:** Provide faculty and student counts for the most recent academic year and the two previous years for the institution and its Faculties. Include all categories of faculty and students. If possible the counts should be given both in head count and full-time-equivalent (FTE). [See sample format in Appendix]
2. **Trends:** Discuss current enrollment trends, their impact on the institution, and how the programs under review complement the institutional enrollment strategy.

Part II. The Academic Unit [Criteria IIA]

The “academic unit” is the entity responsible for the program under review. In some institutions this may be a “Faculty” or department, or it could be a specialist group within a Faculty or department. In that case, provide information on both the Faculty and responsible specialist group.

II-A. Preparation for review

1. **Process:** Describe the process leading up to the EQRC review. How was the decision made to seek review, who was involved, when did preparations begin, and did any factors help or hinder the process? What does the faculty want to learn from the review, and how will the information be used to manage the program?
2. **Other Reviews:** Indicate whether this review precedes, follows, or coincides with any other institutional or faculty reviews, whether internal or external.
3. **Issues:** Briefly describe any issues raised by the self-evaluation process, how these were resolved, and any benefits realized from the self-evaluation.

II-B. Faculty Organization & Overview [Criteria II-A]

1. **Responsibility:** Define the faculty unit responsible for the program(s) under review. Provide a chart showing the position of the unit within the institution and relative to other academic units. [feel free to use existing institution and faculty organization charts]
2. **Working Relationships:** If the teaching unit is part of a larger administrative entity, such as a division, faculty, school, college, etc., describe the working relationship and any effect that this arrangement has on control, management, or budget processes.
3. **Key Personnel:** Identify the principal faculty administrative officers and outline their responsibilities to the faculty and program under review. [Criteria IV-D]
4. **Leadership:** Discuss how the leadership of the institution, school, division, or faculty has helped the program under review to meet its objectives.

5. **Committees:** Identify the principal faculty committees and provide the names and titles of committee members. Describe the powers and responsibilities of such committees as they relate to the program under review. [Criteria IV-D,F]
6. **Describe the academic unit, including the following points:**

Unit History & development	Present mission & objectives	Depth and breadth of academic interests [see research, below]
size & scope of operations	Strengths & limitations	Curriculum or program development efforts, actual or planned
Teaching & support staff	Teaching & research facilities	Other points, as needed to give a full and balanced picture

[Note: The information requested in *Part I, The Institution*, includes the titles of all programs, options, and degrees or diplomas awarded. Indicate there which programs within this faculty are under review]

II-C. Departments or Specialist Groups [Criteria II-A]

Provide a concise description of any departments or specialist groups within the faculty, and describe how these units relate to the program under review.

II-D. Graduate Studies [Criteria II-A]

Identify any "graduate" or "advanced-level" programs offered by the faculty [i.e., studies leading to what is regarded as an advanced-level degree for the students who are being served. Normally these will be Masters-level programs, although a university faculty may have Masters and Doctoral study programs.

II-E. Research (if applicable) [Criteria II-A]

1. Outline the research interests supported within the faculty. Briefly state how these research activities complement the educational program.
2. List any local, national, or international research affiliations, institutes, or consortia in which the faculty is a participant. Indicate those in which the faculty plays a leadership role.
3. Identify the major sources of research funding and the contribution from each source. [e.g., funding sources might include: central government or university funds; regional or national research organizations; or third-party contracts, commissions, grants or gifts for education and research. Additional data on research funding and expenditures may be included with the faculty financial data]

II-F. Faculty-Level Quality Improvement Efforts [Criteria IIC3, IIF]

The objective is to demonstrate that the faculty has processes in place for quality assessment, maintenance, and improvement. Recent quality improvement efforts may be an indication that such processes are working

1. Describe the process that is used to determine, maintain, and improve the quality of study programs within the faculty or department.
2. Describe any recent internal reviews, or external reviews by government agencies, non-governmental, educational, or professional organizations, that specifically focused on the faculty, its study programs, or research. Summarize the findings in terms of areas of strength and recommended improvements.
3. Describe any corrections or improvements, *considered or actually undertaken*, within the faculty and program. State why the correction or improvement was undertaken, the desired result, who was involved, and any tangible results.

II-G. Quality of Graduates [Criteria IIC3, IIF]

The purpose is to give the reviewer a more specific idea of how the quality of graduates is determined, maintained, and how the graduates are regarded by employers.

1. Outline the **graduation requirements** for all programs and degrees offered by the faculty. For the program under review, indicate any differences in terms of required credits, grades, specific projects, internship or work assignments, thesis research, or other assignments.
2. **Consistency:** Describe what is done to ensure that each program graduate meets the graduation requirements.
3. **Placement:** Provide information on the distribution of job placements by industry and job types, and if possible, include the names of specific employers. [Where a new program is under review, job placement data for existing programs may help to show how employers regard the faculty and its graduates]
4. **Follow-Up:** Describe any efforts of the institution and/or faculty to obtain qualitative and quantitative information on the employment and career progress of graduates. (This may involve surveys of alumni and employers)
5. **Response:** Describe any changes in program content, teaching, selection or advising procedures made in response to job placement data and comments from alumni and employers.

II-H. Recent and Future Developments

1. Describe any **recent developments** at the national or campus level that have had, or will have, an impact on the faculty and program under review.
2. Describe any **future plans** at the national, institutional, or faculty level that may have an impact on the faculty and program under review. [e.g., the development of other programs, organizational changes within the institution, mergers, changes in the institutional mission or clientele, shifts in national education policy, etc.]

II-I. Program Administration & Support [Criteria IIG]

1. **Faculty Administrators:** Furnish current summary curriculum vitae for the administrative head of the responsible faculty unit and any persons responsible for key functions of the faculty. The summary curriculum vitae may be limited to one page and may be included among the faculty CV's. [see sample]
2. Define the **categories and ranks of teaching, research, and support personnel** employed within the faculty and the responsibilities of personnel in each category. [Assume that the review team is not well-acquainted with the personnel or budget practices of the institution and faculty]
3. **Staff & Students:** For the responsible faculty, provide **current-year data** that shows the number and proportion of full- and part-time faculty (in head count and FTE), support personnel, and the number of full- and part-time students enrolled. Discuss any significant changes over the three years preceding the review. (See table below)
4. **Support Services and Facilities: Educational and Technical** [Criteria IIG]
 - a. Describe the **educational** support services available to all students served by the faculty, including those in the program under review. [i.e., mentors, tutors, language training, study & review groups, use of learning technologies, etc.]

Teaching & Support	Full Time Head count	FT/ FTE	Part-time head count	PT/ FTE
Faculty administrators [included within the faculty ranks, below]				
Full Professor				
Associate Professor/ Senior Lecturer				
Assistant Professor/ Junior lecturers				
Instructors & academic support personnel with faculty status				
Laboratory & research support personnel with faculty status				
Ph.D./Graduate student assistants				
Undergraduate student assistants				
Non-Teaching: Office, Technicians, Specialists; without faculty status				
Student Enrollment				
Bachelor (undergraduate or first degree)				
Master (as a first or graduate degree)				
Higher degrees (beyond level of 5-year Master)				

[Add rows if more categories of faculty or staff must be recognized]

- b. Describe the *library (information)* services and facilities that the students and faculty must use, in general, and for the program. State how these services respond to the needs of the program, its faculty, and students. [Include central or faculty libraries and any computer-based information resources that complement or replace printed materials].
- c. **Laboratory and Computer Facilities:** Outline the physical facilities available to students in the program under review (e.g., laboratories and lab equipment; computer hardware/ software/ systems). How do these resources support the program objectives and allow students to acquire the competencies needed by graduates?
- d. Describe the technical assistance provided to users of these facilities. Outline the institutional and/or faculty policy for the maintenance and updating of laboratory and computing facilities and equipment.

II-J. Budget Management [Criteria IIA,G]

1. **Responsibility:** Who is responsible for and involved in budget development within the faculty? What is the process leading to final approval of program budgets?
2. **Financial Policy & Support:** Discuss how the fiscal policies and practices of the institution and faculty contribute to the stability of the program and its ability to meet objectives. [Data points, items 3-6]
3. **Faculty-level financial data:** Provide the standard year-end financial data for the *faculty* as it appears in institutional reports. Using that format, provide the audited year-end figures for the past two years and the budgeted amounts for the

current year (the year of the review). Include all of the expense and income categories that are recognized in the institutional accounting process. Provide any explanations needed to properly explain the faculty financial situation.

4. Provide data on **program support** expenditures by, or for the faculty and teaching unit responsible for the program. [This may be included within the overall faculty expense report]. Include budgeted outlays for the current year and the two (2) most recent audited fiscal years. *See Appendix for sample format.*
5. **Salary:** Provide information on the salary ranges and averages for personnel with faculty status. (see format in Appendix) If government policies govern promotion and salary improvement, provide a table of the grades and salary steps. Indicate where the program faculty fall within the salary ranges.
6. **Indicators:** If the institution and/or faculty makes use of performance indicators, provide that information for a three-year period. Institution-level performance indicators may be placed in Part 1, and faculty-level indicators in Part 2.

II-K. Personnel Management [Criteria IIA,G]

1. **Responsibility:** Who is responsible for faculty hiring and termination, supervision, and decisions related to promotion, tenure, and salary adjustments? What discretion does the Dean of Faculty have in these matters?
2. **Policies:** Summarize the faculty policies for hiring, salary administration, promotion in rank, tenure, and termination. Do any government or institutional regulations take precedence over faculty-level policies? [Criteria IIE]
3. **Temporary Faculty:** Outline the policy for the supervision and evaluation of adjunct, contract, or part-time teaching staff. [Criteria IIE]
4. **Communication:** Describe faculty policies regarding the communication skills of new and current faculty members. [Criteria IIE]
5. **Development:** Outline the policy on the continuing professional development of faculty. Is support available for faculty professional development, including training programs and attendance at professional meetings? [Criteria IIE]
6. **Faculty Workload:** Give the faculty definition of what constitutes a full- or part-time faculty work load. Describe how the faculty workload is distributed among teaching, research, administration, and service activities. [Criteria IIE]

II-L. Faculty Enrollment and Degree Data [Criteria IIA}

***Data point:** Provide data on the number of students enrolled by year in, and graduating from, each degree program offered by the faculty. Cover the two years preceding the year of the review and the current year. [May be an extension of the institutional data requested in item I-D, above. See format in Appendix]

Part III. Program Information

III-A. General Information

1. **Program and Degree Titles:** Specify the title of the program(s) to be reviewed, any study options, and the title of the degrees or diplomas that are awarded to graduates of the program(s).
2. **Study Format:** State the formats in which the program or option is offered: e.g., day and/or night, full- and/or part-time, at remote locations, with the use of ICT and distance learning technology, etc.

3. **Calendar, Credit Unit, Workload:** To assist reviewers in interpreting the curricular plan and student records, first explain the formula used to define a credit, unit, or study point. Explain how the academic year is structured and how the student work load is calculated, including the study hours and units that students are expected to complete per week, term, or year. Indicate whether the the 'official' number of hours in the student workload reflects only contact hours, or whether study time and project work outside of class are included. Estimate the proportions of lecture, laboratory, and practical hours in the study program.
4. **Supporting Academic Departments:** Identify and briefly describe any other faculties or departments that provide instruction for students in the program under review. *[see format in Appendix].*
5. **Other Support Units:** Briefly describe any academic or non-academic support units that serve the faculty and program under review.

III-B. Selection of Students and Credit Policies [Criteria IIF]

1. **Selection:** Describe the selection criteria and procedures for students seeking admission to programs in the academic unit responsible for the program under review. Discuss how the selection criteria and procedures meet the requirements of the program under review.
2. **Entry Profile: [*data point].** Trace the entering profile (qualifications) of students drawn directly from secondary school or from universities over the last five (5) years, or to the extent possible for new programs. Explain any significant changes in the entry profile.
3. **Transfer:** Describe any policies for the admission, academic evaluation, and placement of transfer students. If applicable, provide recent selection data. *["Transfer" refers to students who attended other institutions after secondary school, regardless of whether those studies qualify for credit]*
4. **Credit:** If applicable, describe the policies and procedures for granting credit or advanced standing for course work done at other institutions

III-C. Program Coherence, Level, and Objectives [Criteria IIC]

The objective is to educate the reviewers about the rationale for the program design.

1. **Program Objectives:** State the educational objectives of the program under review. *[A typical program may have 5-6 over-arching objectives, not to be confused with the more specific learning outcomes or results that indicate fulfillment of the various program-level objectives.]*
2. **Process:** Describe the process that produced the program objectives. Was there input concerning needs and objectives from constituents, including persons within the institution, students and alumni, government and employers, and if applicable, graduate schools?
3. **Entry and Graduation Level:** What are the basic assumptions of the program design in terms of the students' secondary school qualifications, or in the case of advanced-level programs, their higher education background? In turn, what is the academic level that the faculty seeks to achieve by the end of the program? (See Part II, advisory note on Masters- or advanced-level programs)

4. **Coherence and Structure:** Show how the work progresses from fundamental to advanced subject matter in the courses, projects, and activities that form the the program. A table of courses may be used to illustrate this progression. *[The same table can be used to show the connection between courses, outcomes, and objectives].*
5. **Integration:** Describe what the faculty does within its courses, projects, or activities to achieve an integration of theory and practice. Describe how these experiences help students to acquire the *competencies* expressed in the program objectives. *[Often a final project, report, or thesis is used to assimilate previous knowledge with new learning, and theory with practice].*
6. **Realization:** Discuss how the stated objectives are realized through the courses, projects, and activities that form the study program.

III-D. Professional and Career Context [Criteria IIC2]

1. **Professional and Disciplinary Demands:** Identify the demands and standards of the profession, the discipline, or higher studies. *[The faculty is expected to be aware of, and to apply contemporary disciplinary and professional standards in planning and conducting the program]*
2. Show how these standards or demands are reflected in the program objectives, stated outcomes, and in the courses, projects, and educational activities that form the program.
3. **Employment Outcome:** Briefly describe the occupations that the students are being prepared for and are most likely to enter as graduates. How does the program prepare graduates for at least entry-level professional employment?
4. **Professionalism:** In a broad sense, all graduates are expected to function as "professionals," whether in business, industry, or scholarly pursuits. How does the program cultivate professional attitudes and work skills?

III-E. Program Outcomes & Assessment [Criteria IIC3]

1. **Outcomes or Intended Results:** State the specific results, that if achieved, will indicate that each program objective has been fulfilled.
2. **Mapping:** Provide a chart or table in which the courses and educational activities are connected to the intended results, and in turn, to the program objectives that depend on each of the intended results. *[The table prepared to show coherence and structure can be used to illustrate these connections]*
3. **Descriptions:** Provide a set of course, project, or activity descriptions. Each description should indicate the learning outcomes that students are expected to achieve, and the program objectives that correspond to those results.
4. **Internal Assessment:** Outline the *internal* assessment practices and procedures of the program. This may include the normal evaluation and grading of student work, the periodic review of a broader sample of student work, and student evaluations of courses and teaching.
5. **External Assessment:** Describe any *external* assessments conducted by the faculty. *[e.g., surveys of alumni and employers to determine whether the program objectives and results are valid, to determine their satisfaction, and to identify areas for improvement].*

6. **Use of Assessment Data:** Discuss how assessment data, whether quantitative or qualitative, validates the program objectives, and how such information is used to manage and improve the program.
7. **Promotion:** Describe any assessments or evaluations that determine whether a student meets standards for promotion within the study program (e.g., certain examinations, projects, reports, etc.).

III-F. Curriculum Content [Criteria IID]

1. A study program might be divided into the five areas shown below, or into areas designated by the faculty. How are the program objectives supported by studies in these areas? [Students in an advanced-level program may obtain part of this background in their previous education].
 - Basic or general education courses taken by all students in the division, faculty, or study program. [e.g., communications, humanities & language, general social sciences, non-technical subjects]
 - Basic courses that support the chosen field(s) of study. [e.g., the mathematics, basic science, and engineering fundamentals courses taken by all students in an engineering faculty.
 - Courses specific to the major program, including seminal and specialized courses in the discipline.
 - Laboratory and computing experience, appropriate to the field of study.
 - Integration: may include project-based education, a thesis, internship or other practical experience.
2. **Core:** Indicate the courses that you deem to be the disciplinary or professional core of the program. These are the studies that are critical in terms of competency in the discipline or professional field.
3. **Breadth:** Describe when and how the students are exposed to *topics in other disciplines* that relate to their professional competency or potential for success in advanced studies.
4. **Communication:** Describe where and how oral and written communication skills are developed and practiced in the study program, whether in the national language or other languages that must be used to meet the program objectives. Refer to specific courses, projects, and activities that develop writing, speaking, and presentation skills.
5. **Application and Problem-Solving:** Describe the classroom exercises, projects, or other learning activities in which students must *apply their knowledge to solve problems*, working individually or in teams. If a research-oriented thesis is required, discuss how the topics and methodology prepare students to solve the problems that they are likely to encounter as working professionals or advanced-level students.

Basis for judging final project(s):

- To what extent a project draws upon previous learning and integrates theory and practice.
- To what extent a project or research experience reflects the demands of the occupations or higher studies contemplated for graduates.
- The extent to which communication skills must be exercised.
- The development of teamwork skills, where appropriate.

6. **Laboratory Work:** *Where laboratory experience is essential*, describe how that is provided and how it prepares students for experimental work in the occupations or higher studies they are likely to enter.
7. **Computer:** *Where the graduates must have computing skills*, discuss how the program helps students to develop computing skills that are adequate in terms of the discipline, study level, and intended occupations. (i.e., the ability to use computer hardware, software applications, and programming tools.
8. **Professional Issues:** Describe how the program deals with the ethical, social, economic, and environmental concerns of the professions that the graduates are likely to enter. These issues may be integrated in course lectures, assignments, seminars, project work, etc.
9. **Work Experience:** *Where an internship or work project is required*, specify the competencies that students are expected to acquire. Connect those results to the appropriate program objectives. Describe how the work experience is evaluated, including the role of faculty and employers.

Note: The faculty or a central support office may have actual or sample job descriptions based on the work projects of past students. This type of information can help reviewers and it can be used to advise students.

III-G. Program Faculty: Number, Qualifications, Adequacy [Criteria IIE]

1. **Number:** Demonstrate that the program has at least four (4) full-time-equivalent faculty members, and that the actual number of faculty is sufficient to meet the program objectives.
2. **Qualifications:** Discuss how the educational background, experience, and teaching skill of the faculty supports the stated objectives of the program, at present and for the foreseeable future.
3. **Utilization:** Discuss how the FTE total, the balance of full- and part-time members, and the way in which they are assigned provides adequate curricular control and coverage, student-faculty interaction, advising support, and a workable distribution of responsibility.
4. **Faculty Development Policy:** [see Section 2, above, Academic Unit]
5. **Evaluation of program faculty, points for consideration:**
 - the level and type of academic training
 - the mix of faculty backgrounds, including teaching and outside experience
 - communication skills in pertinent languages
 - interest in program and quality improvement
 - scholarship, as shown by scientific and professional publications
 - participation in professional, scientific, and learned societies
 - participation in faculty professional development activities
 - interaction with students.

III-H. Quality Control: Students & Graduates [Criteria IIF]

1. **Intake:** Discuss how the program recruitment and selection policies correspond to the program objectives and the actual demands made upon students. Provide evidence that students who meet the published selection requirements can succeed. [Criteria IIF]

In order to succeed in a given program, students may need to have specific preparation in computing, math, science, language, etc. Describe where and how the entering

students acquire such prerequisites, whether in secondary school or in a bachelors-level program. [Criteria IIF]

2. **After Intake:** Describe the procedure used to verify that the newly-admitted students actually have the necessary preparation. Describe the corrective actions that will be taken if it is determined that a new student has weaknesses in preparation. [Criteria IIF]

Describe the faculty procedure for tracking the performance of each class and student admitted under a given set of standards. (This procedure should accomplish three things: first, to validate the selection standards; second, to provide timely information on the progress of students; and third, to enable the faculty to take prompt corrective action when problems arise).

Describe what is known about the validity of the selection standards, and describe any changes which have been made to maintain quality.

3. **Responsibility:** [Criteria IIF]
 - a. Identify the faculty committee or individuals responsible for **recruitment and selection**. Briefly describe their powers and functions.
 - b. Identify the faculty committee or individuals responsible for **academic standards, advising, assessment and grading practices, and graduation**. Briefly describe their powers and functions. Provide any published policy statements on grading and graduation, assessments of student work; and on procedures for correcting deficiencies in student performance.
4. **Advisory Role:** Effective academic and career advising is initially a faculty responsibility, although various central or faculty-level offices may be involved. Describe the student advising system and how this responsibility is met. [Criteria IIF]
5. **Ongoing Quality Control:** Does the faculty have a formal or informal procedure for gathering and analyzing representative samples of student work (e.g., exams, homework, lab exercises, design projects, reports, portfolios, constructions, etc.)? Does this sampling procedure enable the faculty to monitor the quality of student work and to take corrective action? [Criteria IIF]

If a system of standard performance indicators is being used, describe that system and comment on its effectiveness as a quality assurance device. Does it provide information that the faculty can use to target and plan improvements? (if possible, provide a list of the performance indicators currently in use)

Does the faculty have a procedure for student evaluations of courses and teaching? If so, how does this work in practice? How is the information actually used to effect improvements?

6. **Follow-Up:** Describe any follow-up surveys that have been, or will be done, to determine the progress of program graduates in employment or higher studies. Such surveys would involve alumni, employers, and graduate school advisors. Describe the results of past inquiries and how they were used to effect improvements. [Criteria IIF]

Note: For new programs, just producing their first graduates, a follow-up procedure should be ready for implementation. For programs in operation for more than one full cycle, the results of follow-up inquiries should be included here.

III-I. Advisory Information: Masters or Advanced-Level Programs [Criteria IIC1b]

The following is an advisory statement that should be considered when responding to questions about the academic level of the program.

Characteristics of a European Masters- or Advanced-Level Program:

- It provides additional depth in a primary discipline; it may provide depth in cultural, social, management or technical subjects that relate to the primary discipline or to the occupations contemplated for graduates.
- All parts of an Masters-level interdisciplinary program will rise above the level of bachelors-level studies.
- Entering students will have an appropriate “undergraduate” (bachelors) degree or the equivalent, completed at another institution or done as an integral part of the study program under review. The bachelors may be an actual or virtual degree, the key point being the completion of first-cycle education.

The content of a Masters or “advanced-level” program should represent at least the equivalent of:

- one year of study beyond the 4-year bachelor’s degree in non-European university systems, not including review content;
- or one year beyond a European four-year university degree, not including review content;
- or two years beyond the “undergraduate” or “university bachelors” degree in the new European university model;
- two or more years beyond the level of a higher professional school diploma, subject to national or institutional policies on mobility between higher education sectors;
- or the level of final-year courses in a European five-year MSc (or its equivalent).

These are minimal definitions. Additional studies may be required to resolve differences between systems, to ensure that all students are properly prepared, and to meet the specific objectives of the Masters program.

Appendices

I. Writing Program Objectives and Outcomes

A. Examples, Program Objectives: These are examples of program objective statements that can be linked to the results (outcomes) that will be realized in specific courses and projects.

- To teach students how to identify, formulate, and solve the technical problems that specialists in _____ (the field of study) will confront.
- To teach students how to design _____ (devices, systems, policies, programs, publications, research projects, etc.)
- To give the students a working grasp of the economic, ethical, and social problems that they are likely to confront in _____ (the occupations for which they are being prepared).
- To produce graduates who have a working grasp of the issues of public health, safety, and the environment, pertinent to the occupations considered for graduates of the program.
- To ensure that students understand the resources for continuing education and have the capacity for lifelong learning.

The next step is to state the results that will fulfill the program objectives.

B. Examples, Program Outcomes

This is an illustration of the language used to express outcomes. This type of language can be adapted to programs in various disciplines. Graduates will have:

- An ability to apply the basic and specialized knowledge acquired in the study program.
- An ability to design and conduct experiments, and to analyze and report the results.
- An ability to design a component, policy, procedure, process, system, or technique to meet stated needs
- An ability to function on multi-disciplinary teams and to communicate effectively
- An ability to identify, formulate, and solve the problems that practitioners in the field will normally encounter
- An understanding of the effects of decisions made by working practitioners, of professional and ethical responsibility, and of contemporary issues.
- An understanding of the need for, and methods of, life-long learning
- An ability to use the techniques and tools of a technically-current professional.

It should be possible to connect each result to certain courses, projects, or activities within the study program. The faculty should then decide how each intended result will be evaluated and proven. This may be based upon examinations, papers, projects, presentations, class participation, a thesis, evaluations by internship supervisors, etc. Whatever assessments are devised should point to specific results and objectives.

c. A note about competencies: These 'outcomes' statements imply competencies, such as problem-solving, design and communication. However, the actual competency lies at the next level of detail. It is an ability demonstrated by the completion of a specific task. An outcome such as design skill may consist of several competencies: technical knowledge, analysis, problem-solving, communication, teamwork, etc.

B. Enrollment History: Institution, Faculty, Program

This sample of an enrollment table shows annual Fall-term student counts by discipline and type of degree. For example, Degree Type A might be a 5-year MSc; Type B might be a four-year degree; and Type C might be a three-year "bachelor's" degree. Feel free to use an existing institutional report which covers the same information.

Enrollment by Faculty & Degree Program	95-96	96-97	97-98	98-99	Current Year
Degree Type A					
Chemical Technology	591	570	489	475	
Electrical Engineering	478	508	456	450	
Informatics	452	460	440	602	
Mathematical Sciences	215	221	197	183	
Mechanical Engineering	804	795	717	794	
Applied Physics	431	431	412	399	
Degree Type B					
Civil Engineering & Management	389	447	494	513	
Management Studies	1094	1054	959	992	
Business Information Technology	181	234	267	295	
Health Sciences	100	150	200	250	
Degree Type C					
Applied Communication Science	58	97	135	235	
Educational Science & Technology	348	352	303	265	
Facilities Planning & Management	26	41	34	26	
Public Administration & Public Policy	826	762	684	637	
Auditors and visitors	848	140	107	124	
Degree Type D: International Masters					
Industrial Design & Manufacturing			25	44	
Laser Technology			20	46	
International Management			26	40	
Program now under review	?	?	?	?	?
Totals	6841	6262	5894	6370	

C. Curricular Distribution

The curriculum may be divided into five groups (other other categories chosen by the faculty)

1. Basic or general education courses for all students in the division, faculty, or study program.
2. Basic courses that support the field of study; e.g., the mathematics, basic science, and fundamentals courses taught for all students in an engineering faculty.
3. Seminal and specialized courses necessary within the discipline and major program.
4. Laboratory and computing experience, appropriate to the field of study.
5. Integration: may include project-based education, a thesis, internship or other practical experience.

Use this format to display the sequence from the first through final term, with the credits or study points for each course or activity.

Year, Term	Course, Project, Educational Activity Title, Department, Number	Group 1 Credits	Group 2 Credits	Group 3 Credits	Group 4 Credits	Group 5 Credits
	[Add rows as needed...]					
	Total Number of Required Courses					
	Total Credits or Study Points					
	Percentage of the Total	%				

D. Course Size and Activity Distribution (Current Year)

Course Number	Course or Activity Title	Number of Sections	Mean Class Size	% Time* Lecture	% Time Lab & practical	% Time Recitation & Work Group	% Time Project	% Time Other
C104	Organic Chemistry	2	25	60	30	10		
E344	Chemical Process & Plant Design	1	24	45	30		25	
P300	Public Policy Research & Development	1	28	65			35	
Etc.								
"								
"								
"								
	Expand as needed....							

* Estimate the percentage of time spent on various learning activities within a course. (e.g., 75% lecture, 25% lab).

The objective is to give the reviewers a way to quickly visualize the balance of learning activities.

E. Faculty & Student Count for Institution

School Year: Faculty Ranks: Descending Order	HEAD COUNT		FTE ²
	FT	PT	
1. Most senior tenured rank			
2. Next most senior tenured rank			
3. Tenured rank			
4. Tenured rank			
5. Tenured rank			
6. Highest non-tenured rank			
7. Other non-tenured teaching faculty			
8. Adjunct, part-time, contract faculty			
9. Student Teaching Assistants			
10. Other			
First-degree Students			
Graduate/Doctoral Students			
Non-Degree Continuing Education Professional Development Lifelong Learning			

Insert rows, as needed, for additional ranks at any given level.

F. Faculty & Student Count for the Overall Faculty Unit and Program

Faculty Ranks: In descending order	Total Faculty Head Count FT	Total Faculty Head Count PT	Total Faculty FTE ²	Program Head Count FT	Program Head Count PT	Total Program Faculty FTE ²
1. Most senior tenured rank						
2. Next most senior tenured rank						
3. Tenured rank						
4. Tenured rank						
5. Tenured rank						
6. Highest non-tenured rank						
7. Other non-tenured teaching faculty						
8. Adjunct, part-time, contract faculty						
9. Student Teaching Assistants						
Total Administrators with faculty rank, included above						
First-degree Students						
Graduate/Doctoral Students						
Non-Degree, Continuing Education Professional Development Lifelong Learning						

1. The faculty and student count should be for the Fall term in which the visit is taking place, or the previous Fall term.
2. Indicate whether graduate teaching or research assistants are included in the Faculty budget and FTE count. Describe how FTE's are computed for such personnel. For regular faculty members, 1 FTE equals what the institution defines as a full-time load.
3. From among the faculty in all ranks, give the number of faculty who are considered administrators, and estimate the FTE load for administrative duties. [e.g., Dean of Faculty, vice-deans, program directors, research director, etc.]

G. Faculty Workload Summary for Program Under Review

Faculty Member (Name)	FT or PT	Courses Taught: Title and Credits Term and Year ¹ [current academic year]	Total Activity Distribution		
			Teaching	Advising & Service	Research
Leibniz	F	Course A	25%		
Leibniz		Course B	25%		
Leibniz		Other duties: advising, committees, etc.		25%	25%
Descartes	F	Course C	30%		
Descartes		Course D	30%		
Descartes		Other duties		10%	30%
da Vinci	PT	Course E	25%	10%	
da Vinci		Other duties			25%
		expand as needed...			

Activity can be expressed as a percentage of time, so that the total for a faculty member equals 100%.

H. Institutional & Faculty Financial Summary

This is an example of a financial report that uses the same categories for the institution and individual Faculties. We assume that the standard format of your institution will cover similar items, perhaps in a different order.

Expense	End 97	End 98	End 99	Budgeted 2000
Personnel Costs				
Scaled salaries	8982	9051		
Office salaries, temp & outside workers	110	118		
Total Remuneration	9092	9168		
Mandatory social security paid	2690	2840		
Pass-on salary charges	(167)	724		
Indirect personnel cost	214	343		
Total Personnel	11829	13075		
Total Office Space/Building Use	1217	1098		
Charges for space	644	606		
Building depreciation				
Other space & building use	573	492		
Total Equipment	432	429		
Equipment: depreciation	221	276		
Equipment acquired	211	153		
Total Materials	734	789		
Combined education use	419	466		
Materials & supplies	8	9		
Administrative equipment	307	314		
Total Other Costs	978	1141		
Rental equipment	0	0		
Maintenance of inventory	42	77		
Communications equipment	130	132		
Computer operating cost	21	63		
Meetings, travel & lodging	450	423		
Outside work, third parties	58	162		
Memberships	144	190		
Consultants and advisors	67	(105)		
Administration cost	87	213		
Internal service charges	(21)	(16)		
Total of 'Other' Costs				
Result: Normal Operations	209	(185)		
Total Operating Cost	15398	16346		
Total Revenue & Support	End 97	End 98	End 99	Budgeted 2000
Central Funding				
Faculty allocation	274	283		
Normative funding formula	12257	11991		
Central support	211	216		
Non-normative support	204	314		
External support	25			
Central Reserve - Facilities	513	997		
Expected income	--	--		
Total Central Funding	13484	13801		

Third-Party Income	End 97	End 98	End 99	Budgeted 2000
Work done for external clients				
Second stream	630	451		
Third stream	708	431		
Changes in work contracts				
Second stream	33	40		
Third stream	(60)	147		
Total work for third parties	1311	1070		
Other receivables	389	858		
Total third-party Income	1700	1928		
Estimated internal income	109	495		
Special internal income & expense	106	122		
Total MST Support & Income	15398	16346		

I. Support Expenditures: This illustrates how an institution or its individual Faculties might report expenditures for the support of education. Items that are not in the institutional budget may be covered in the faculty budget, and vice-versa.

FY 1995 - 1998	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year
Expenditure Category	1995 final	1996 final	1997 final	1998 final	1999 Budgeted
(1) Operations (not including staff)					
Direct charges - for space	629	644	606	629	
Other space & building usage	536	573	492	473	
Materials: combined education use	434	419	466	427	
Materials & supplies	16	8	9	--	
Maintenance of inventory	25	42	77	57	
Computer operating cost	136	21	63	153	
Memberships	n/a	144	190	128	
(2) Meetings & Travel - paid by institution	435	450	423	289	
(3) Major Equipment - not research	616 total	648 total	599 total	505 total	
Equipment Purchase	179	211	153	87	
Administrative equipment	347	307	314	301	
Communications equipment	90	130	132	117	
(4) Equipment obtained from grants and gifts	Nil	nil	Nil	nil	
(5) Graduate Teaching Assistants	n/a	58	59	59	
(6) Part-time non-teaching personnel					
All regular and temp office workers Including temp workers	161	110	118	90	
Work done by third parties, consultants	76	125	162	126	

J. Faculty Salary Data

An overview of faculty salaries will help to demonstrate the stability of the institution and the faculty. Include all full- or part-time staff with academic rank. Indicate whether salaries are paid on a 12-month or academic year basis, and whether the aggregate salary figures given below are before or after deductions.

1. The institution, for the year preceding the visit:

Year:	Professor	Associate Professor	Assistant Professor	Instructor
Number				
High				
Mean				
Low				

2. For the responsible faculty unit as a whole

Year:	Professor	Associate Professor	Assistant Professor	Instructor
Number				
High				
Mean				
Low				

3. Average Percent Salary Increases

Include a brief statement on the average percent salary increases granted to Faculty Members on Regular Appointments over the past three years. Explain the underlying policy and any differences between the various ranks. If salary scales and increments are determined by the government, include a copy of the published salary scales.

K. Faculty Unit Enrollment and Degree Data

Enrollment Data for the Overall Faculty Unit: all programs

Enrollment and Degrees Awarded	Last Full Academic Year		Enrollment by Academic Level [class year]					Total First Degree, UG or BSc	Total Graduate, MSc or "Advanced" Level	Degrees Awarded		
			1 st	2 nd	3 rd	4th	5th			Bachelor	Master	Doctor
All Bachelor Programs In Faculty		FT										
		PT										
All Master Programs In Faculty		FT										
		PT										
All PhD Programs In Faculty		FT										
		PT										
All Other Programs in Faculty		FT										
		PT										

Give official fall term enrollment figures (head count) for the current and preceding five academic years and undergraduate and graduate degrees conferred during each of those years. The "current" year means the academic year preceding the fall visit. Provide data in the first left-hand block of spaces for the entire engineering educational unit and in separate blocks thereafter for each program being submitted for evaluation. FT--full time; PT--part time

L. Faculty Profile

List all members who teach courses for the Faculty, indicating those who teach courses for the program under review. Include members of other faculties who provide courses for the program.

Name	Age	Rank	FT or PT	Highest Degree	Highest Degree: Institution, Discipline, and Year

Next, list only members of the faculty who have **actual responsibilities to the program** under review. Indicate the level of non-teaching activities on a 5-point scale: 5=high, 0=none

Name	Years of Experience			Activity Level		
	Government or Industry	Total Faculty Experience	Experience at this Institution	Professional & Scholarly Organizations	Research	Consulting
Expand as needed...						

M. Sample Faculty CV

Prof.dr. Max Werker

Date of birth : August/27/1949
Age : 48
Rank : Full Professor
FT-PT : full-time

Degree: Metaphysical Management
Institution: Universiteit Zuid Ardennes
Date of degree: 6/27/74
Years at current institution: 9

Professional Experience:

Assistant professor, University of Friesland (74-78); Visiting Scholar, University of California, Berkeley (75-76); Associate professor, University of the Vosges (78-84); Professor of Intuitive Micromanagement, Murmansk University (84-88); Visiting professor, Univ. of the Baltic (87); Professor, Center for Intuitional Management, University of Jutland (88-)

Principal publications (up to 5, preferably relevant to field of study program)

- A
- B
- C
- D
- E

Memberships of Professional and Scholarly Organizations (up to 5)

International Institute for Intuition in Public Policy, Secretary	Institute of Intuitive Management, Vice-President for Research	Society for Mysticism in Management, President, 1996-98
---	--	---

Courses taught in academic year 1999 / 2000:

<i>Number</i>	<i>Course name</i>	<i>Term</i>	<i>Study Points</i>	<i>U/G</i>	<i>Number of Sections</i>
153015	A	spring	3	U	1
153016	B	winter	3	U	2
153055	C	spring	3	U	2
150610	D	autumn	3	G	1
150730	E	autumn	3	G	1
150740	F	autumn	3	G	1

Supervision:

Training: 7 students Project: 7 students PhD students: 3 students

Special Tasks & Assignments:

- International Masters, Instinctive Management; Chair, Admission Committee, graduate & advanced studies. Member, Industrial Liaison Committee
- For M&M faculty: Chair, Examination Committee; Chair, Continuing Education Program Development Group

Time investment:

Consulting: other university departments; North Sea Public Policy Meditation Centre; European Agency for Management Training by Internet, Brussels, etc

Teaching : 0.40 fte
Research : 0.45 fte
Other : 0.15 fte

N. Sample Course Description Format: This example combines items found in the ECTS format with items concerning objectives, outcomes, and the assessments that will be used to verify the fulfillment of objectives.

Program: Masters, Industrial Design & Manufacturing

ME 411B Manufacturing Engineering & Technology

Compulsory / Optional:	Compulsory	Credit / study points:	40
When taught:	Term 3	Theory/Lecture %	65
Faculty:	Mechanical	Practical / Project %	20
Faculty member:	Grimbergen	Laboratory %	15
Total hours:		ECTS credits:	

1. Specific Prerequisites or Co-requisites in the Program:

- a. (course number and short name)
- b.
- c., d., etc.

2. Knowledge Prerequisites: a. Design methods, b. Mechanical behavior of materials, c. Thermodynamics and heat conduction, d. Fluid mechanics, f. Statistics and applications

3. Published Description: Fundamentals and applications of manufacturing engineering. Advantages and limitations of various manufacturing processes; implications for product design; dimensional accuracy and tolerances; design and planning of manufacturing processes and systems.

Topics:

1. Introduction to Manufacturing	2. Manufacturing: Dimensions and Tolerances
3. Solidification Processing	4. Deformation Processing
5. Material Removal Processing	6. Polymer and Composites Processing
7. Powder Processing	8. Joining

4. Textbook/Reference: Kalpakjian, S., Manufacturing Processes for Engineering Materials, Addison-Wesley, 1997.

5. Laboratory / Field / Computer-Based Work: Two team-based plant visits, with an evaluation of the manufacturing process, and both written and verbal reports. Use of Computer for statistical analysis, preparation of charts, and text.

6. Connection to Overall Program Objectives:

This course supports the following overall program objectives: a. training in analytical methods; design process skills; c. communication and teamwork skills

7. Intended Results of the Course

- a. Students will be able to identify the major manufacturing processes and equipment
- b. Students will understand the basic concepts of the major manufacturing processes
- c. Students will know the capabilities and limits of major manufacturing processes
- d. Students will be able to analyze the major manufacturing processes and determine which process is appropriate for a given situation.
- e. Students will acquire skills in teamwork and professional communications.

8. Basis for Evaluation: Exams (results a,b).; Assigned exercises (c,d)., Design exercises (d).; Written and verbal reports on plant visits (d,e).