



Doc. 300.1.2

Date: 4.7.2022

Higher Education Institution's Response

- **Higher Education Institution:**
European University Cyprus

- **Town:** Nicosia

- **Programme of study
Name (Duration, ECTS, Cycle)**

In Greek:

«Ηλεκτρολογική και Ηλεκτρονική Μηχανική (4 Έτη/240 ECTS, Πτυχίο)»

In English:

«Electrical and Electronic Engineering (4 Years/240 ECTS, B.Sc.)»

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

1. Study programme and study programme’s design and development
 (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>1.1 The EEC acknowledges the framework within which the collaboration has been formed and the expectations of each side and how any future revisions. Any future programme changes though need to actively engage stakeholders (particularly, engage more with industries with relevance for the Chinese regional digital economy development) on both sides in order to ensure that their views and needs are sufficiently represented and catered for and clearly must take account of local settings and the industry needs within the China context.</p>	<p>The Department of Computer Science and Engineering welcomes this very constructive suggestion of the EEC. Currently the Department capitalises on the input provided by the existing Advisory Boards both at the program and the School level. Nevertheless, it is acknowledged that the program offered at IDEC would considerably benefit from actively engaging stakeholders from the Chinese regional digital economy.</p> <p>To this end, a new Advisory Board, specific to the program offered at IDEC is currently formed. This Advisory Board will include in its majority practitioners from the Chinese regional digital economy. The first meeting will be arranged in the coming Fall 2022 Semester. This new Program Advisory Board will provide consultation on the needs and requirements of the local industry and how these are reflected in the program. Their input will serve as the basis for future curriculum re-development and for enhancing students’ competencies. The Board will convene once a year to consult.</p> <p>Consequently, the programme development will involve both academic institutions as well as the local industry in order to ensure that all views and needs are sufficiently represented and catered for.</p>	<p>Choose an item.</p>

2. Student – centred learning, teaching and assessment
 (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>2.1 We note that admissions follow typical language criteria. Still during the meeting with students it was evident that in-session English language support is necessary. This is especially important in the first year in order to provide students with the language skills needed to make the most of the rest of their programme. Future in-person visits may help more effectively put students' oral and writing skills into perspective.</p>	<p>We fully align with this recommendation, as this is an area for improvement that has also been identified by both Minjiang University and European University Cyprus. As such, we have already started to implement a series of actions for both existing students and for the freshmen.</p> <p>Specifically:</p> <p>(a) Additional English language courses (i.e. College English 1, College English 2, College English 3, College English 4) and oral English courses (i.e. Spoken English 1, Spoken English 2, Spoken English 3, Spoken English 4) will now onwards run across Semesters 1 to 4 to support students in their language proficiency.</p> <p>These additional courses do not form part of 240 ECTS workload of students, but are compulsory for IDEC students to further boost their English language proficiency and facilitate their learning experience.</p> <p>(b) Students are encouraged to actively participate in extracurricular activities, which are delivered in the English language, to further develop their language skills. For instance, at IDEC IELTS courses, for students as a Second Classroom activity are offered or alternatively students can join an English club which regularly meets so as to practice their English language skills in a relaxed and friendly setting. In addition, in this endeavour, students may participate in debates conducted in the English language.</p> <p>Please also note that as noted also by the EEC, next semester courses by EUC</p>	<p>Choose an item.</p>

	<p>faculty will be delivered in person and as per EEC suggestion that will assist with writing and oral skills via interactions in classroom and through office hours to address students' needs.</p>	
<p>2.2 Considering the regional Fujian interest in Digital Economy, there is an opportunity to consider how to best integrate local industry links and benefit the programme overall. Reflecting on the evaluation of the Cyprus based program, there is a clear strategy and approach to the engagement of the industries relevant to Electrical and Electronic Engineering in Cyprus and Europe, more broadly; this could be used as a model for the future engagement of this sector in Fujian.</p>	<p>We embrace this recommendation and the following actions are taken to this effect:</p> <ul style="list-style-type: none"> (a) An Advisory Board specific to this program (as per point 1 above) is being formed (b) The development of a list/pool of local companies and industry experts who can benefit the program. This may be used to facilitate the flow of guest speakers in courses undertaken by both Minjiang and EUC faculty who instruct at IDEC, Minjiang University. For example, we have established student training bases in local companies such as Imperial Vision, Fujian Chaoxing Yunzhou Information Technology Co., Ltd., and Changwan Group. (c) This list of companies may also serve as a basis for collaboration in applied projects, either for specific courses, including internships and/or for the students' thesis. <p>This strong network of collaboration may essentially benefit the program offered in Cyprus as well, as these collaborations in China may further enhance its international perspective.</p>	<p>Choose an item.</p>
<p>2.3 IDEC can potentially reinforce even more the prospects that research brings not just in their learning journey but also as a future career option. The Electrical and Electronic Engineering started already very well on this path but</p>	<p>We thank the EEC for this recommendation. Consequently, to further motivate and enthuse our students for their future career, in addition to the applied projects (stated in 2c) we will create a yearly research forum for students of Year 2 onwards.</p>	<p>Choose an item.</p>

<p>more specific activities such as seminars, research-like student projects on emerging topics, etc. could be envisioned on a systematic basis for the future.</p>	<p>The forum will commence with a presentation of the work-in-progress (research/papers) of selected IDEC instructors, followed by a discussion and potential participation in the research from students.</p>	
<p>2.4 Considering the impact that distance can play in such a partnership, student feedback processes across delivery sites need to be formalised and streamlined more so that both sides can have reliable insights into how the delivery is going. Actions and changes need to be clearly communicated back to the students. The IDEC Teaching Management Workbook discussed might be a model that can help frame such discussions. In the future the two partners should consider processes to ensure the monitoring of student performance at each side and take actions as per necessary if there are significant differences.</p>	<p>In accordance with our student-centered approach, student feedback is considered vital. The following are additional to the efforts/support that each individual instructor and TA of the Department provides to each student, and their aim is for a timely and early enough diagnosis of issues in order to facilitate an effective, early intervention and enhance the students learning.</p> <p>More specifically, in line with the current practice at EUC, student feedback on their learning experience is and will be obtained every semester, for every course, through a structured questionnaire (named Student Feedback on their Learning Experience) administered online. Through the questionnaire the students provide their feedback on a series of encounters, i.e. with instructors, administration personnel, facilities and material that support each course (please see attached in Appendix I relevant policy)</p> <p>This information is currently reviewed by the program coordinator and department chair and the findings inform any changes at the level of instruction and course delivery. These findings will also inform the subsequent Program Evaluation Review (PER) process.</p> <p>To supplement the above process, the IDEC Teaching Management Workbook is currently developed, which will provide guidelines, rules and regulations for teaching and learning activities. An important part of this Workbook pertains to the procedure on student feedback. The</p>	<p>Choose an item.</p>

	<p>Workbook will be reviewed and agreed upon by the two partners and is expected to be implemented in Spring 2023.</p> <p>Additionally, students' academic progress is monitored based on the Low GPA (Grade Point Average) Policy (please see attached in Appendix II the Policy) on a semester basis. Taking into consideration the ECTS load of each student and their semester GPA, Student Advisors at the Advising Centre of the Department of Enrolment come into communication with students to address issues and assist those with low GPA, by monitoring their academic path and discussing ways to improve performance. The same list of students with low GPA's reaches the Schools' program coordinators, Chairpersons, and Dean for their perusal. Each Department closely monitors and supports students with low GPA by following these procedures as these are described in the EUC Internal Regulation on Low GPA. These actions are additional to the efforts/support that each individual instructor of the Department provides to each student, and aim for a timely and early enough diagnosis of the phenomenon in order to facilitate an effective, early intervention and enhance the students learning. Moreover, high achievers are rewarded annually with Academic Excellence Scholarships and Certificates of Excellence (Deans' List).</p> <p>This low GPA Policy and the aforementioned monitoring process, is applied for both the Electrical and Electronic Engineering degree offered in Cyprus and China. Any significant discrepancies between the two sides will be documented by the program coordinators and remedial action will be discussed at the Program Committee Meetings.</p>	
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<p>2.5 As stated: “...the teaching assistants have contributed to significantly to the successful implementation of the program and should be commended”. However, the first year of the program appears to be heavily reliant on these colleagues and thus, careful consideration needs to be given to their workload and the ratio of TA to students, which seems to follow international standards but may be vary across disciplines.</p>	<p>We concur with the EEC’s assertion that overreliance in Teaching Assistants should be avoided, since the main actor who supports the students is the instructor. It is therefore expected that upon return to the (physical) classroom context, the reliance on teaching assistants would be reduced. Hence, from the following semester, F2022, the teaching assistants’ role would be limited to providing valuable help to effectively cope with cultural barriers (or language issues) and will be freed from a series of administrative duties.</p>	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>3.1 Considering the stage of the collaboration, the evidence provided with regards to the investment and commitment of both institutions, the EEC is satisfied with the human resources supporting the program.</p> <p>So far, teaching assistants have played a critical role in student learning and satisfaction. Going forward and as more students are recruited across the four stages of the programme, the two institutions should ensure that such overreliance is avoided, and more senior members of staff are recruited as per necessary.</p>	<p>We concur with the EEC's assertion that overreliance in Teaching Assistants should be avoided, since the main actor who supports the students is the instructor. It is therefore expected that upon return to the (physical) classroom context, the reliance on teaching assistants would be reduced. Hence, from the following semester, F2022, the teaching assistants' role would be limited to providing valuable help to effectively cope with cultural barriers (or language issues) and will be freed from a series of administrative duties.</p> <p>We also agree that there is a potential need in more qualified senior staff. In this regard, we are in the process of hiring more full-time and part-time senior academic staff, who will directly participate in the teaching, research, and student project supervision at IDEC.</p>	<p>Choose an item.</p>
<p>3.2 More involvement of EUC staff in the recruitment of teaching assistants would have been welcome.</p>	<p>We also agree with this EEC's recommendation and to this effect, the recruitment process for Teaching Assistants will be contacted online and will follow all EUC recruitment procedures, to enable the active involvement of EUC staff.</p>	<p>Choose an item.</p>
<p>3.3 The EEC appreciates that most of the focus and attention has been invested in ensuring that the programme is organised and delivered in an effective manner. The EEC would expect that potential synergies between the two sides will inform efforts to bring more research and professional practice into the delivery of the programme.</p>	<p>As research is an important premise in the quality of our programs, we have spearhead such research collaboration amongst EUC and Minjiang University through the Conference on "The Digital Transformation: connecting best practices of Minjiang University & European University Cyprus" which took place in 2022. As a result of this conference, a potential collaboration in the area of Information Communication Technology competencies is currently been explored between the two sides. These efforts are expected to mature with the actual visiting of EUC faculty at IDEC from Fall 2022.</p>	<p>Choose an item.</p>

	<p>It is also expected that as the collaboration further cements that opportunities will be sought for joint calls for research proposals, either emanating from Cyprus, China or EU level.</p> <p>We also concur with the need to maintain a strong connection between research and course delivery. This is why there is a commitment that the faculty that instructs at the program has a strong research record in both basic and applied research.</p> <p>In addition, given that the Electrical and Electronic Engineering programme is offered in Fuzhou, Fujian, China, which is a hub for digitalisation, as noted in point 2, our students may undertake course-specific projects and/or their undergraduate thesis with local companies. This will further cement their involvement in research and bring more research to the program delivery.</p>	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>4.1 The EEC notes that in the first year recruitment was small scale and regionally restricted. As recruitment opens up and number of students admitted IDEC will need to adjust to the increasing demands. The first two years of delivery offer an opportunity to adjust practices and processes so that by the time that the programme runs at full capacity any potential issues and risks are minimised.</p>	<p>Indeed, we constantly monitor the program delivery through the established quality assurance processes and mechanisms to, not only identify but also predict potential risks and issues. Such processes and mechanisms include, but are not limited to:</p> <ul style="list-style-type: none"> ➤ Close collaboration between the two program coordinators. In particular, specific online meetings, will be arranged at predetermined time periods. For instance, at the beginning of the semester, to review midterm performance; and following the Final exams to assess the overall performance of students and compare results across the two sites. ➤ Close collaboration between the instructors and the program coordinators. This collaboration aims to proactively handle operational issues as well as to effectively deal with the challenges faced during the semester and ways of overcoming them. Such issues include for example, the review of Course Outlines, the monitoring of students' performance across courses and collaboration in revising, where necessary, course syllabi. ➤ Close collaboration between instructors and teaching assistants. ➤ Streamline and automate processes and leverage technology to this effect ➤ The Student Feedback on their Learning Experience Survey per course, per semester. ➤ The establishment of a program-specific Advisory Board ➤ The Program Committee Meetings and the PER process ➤ Maintain student-to-faculty ratio to ensure a high level of teaching quality. 	<p>Choose an item.</p>

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p>Where different systems or processes for accessing resources are in place, it may worth considering how to streamline them so that the experience becomes more seamless and overheads for end-users are minimised. Specifically for Electrical and Electronic Engineering, the students should be even more attracted into research- or application-like type of projects, interconnecting Electrical and Electronic Science with other disciplines or programmes of the University.</p>	<p>We agree with the EEC's suggestion that a streamlined experience for accessing resources across different systems is necessary. We therefore provide IDEC students an EUC universal access point for common learning resources (e.g. general academic affairs, library, and electronic learning resources) called My EUC Login by using their EUC email and password.</p> <p>In addition, IDEC Student Science and Technology Innovation Centre will commence operations in the second half of 2022 to provide support for student participation in research- and application-oriented projects. The Centre will provide students with lab place and necessary equipment, such as desktop workstations, oscilloscopes, signal generators, and development boards. Also, supervision from members of teaching staff will be provided.</p>	<p>Choose an item.</p>

6. Additional for doctoral programmes
 (ALL ESG)

N/A

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
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7. Eligibility (Joint programme) (ALL ESG)

N/A

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
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B. Conclusions and final remarks

The Department of Computer Science and Engineering of European University Cyprus wishes to express sincere gratitude to the External Evaluation Committee (EEC) for evaluating the Electrical and Electronic Engineering B.Sc. to be offered at the Minjiang University-European University Cyprus “International Digital Economy College.

It is with great appreciation that the Department and the School of Sciences noted the positive feedback of the EEC; we carefully considered their insightful recommendations. The Committee's recommendations further allowed us to improve the program's quality and implementation at Minjiang University.

In the previous pages, we addressed in detail all recommendations for improvement suggested by the EEC. We provided relevant information and described actions taken to ensure that our Electrical and Electronic Engineering program is of high quality and has considerable impact at Minjiang University and the region. In responding to the summative remarks of the EEC, we note here as well that:

- Teaching Assistants: upon return to the (physical) classroom context, the reliance on teaching assistants would be reduced. Hence, from the following semester, Fall 2022, the teaching assistants' role would be limited to providing valuable help to effectively cope with cultural barriers (or language issues) and will be freed from a series of administrative duties Please see more in section 3.1).
- Student Feedback: in line with the current practice at EUC, student feedback on their learning experience is and will be obtained every semester, for every course, through a structured questionnaire (named Student Feedback on their Learning Experience) administered online. Through the questionnaire the students provide their feedback on a series of encounters, i.e. with instructors, administration personnel, facilities and material that support each course (please see more in section 2.4).
- In-session English language support: three measures have been taken to address this issue. More importantly, additional English language courses (i.e. College English 1, College English 2, College English 3, College English 4) and oral English courses (i.e. Spoken English 1, Spoken English 2, Spoken English 3, Spoken English 4) will now onwards run across Semesters 1 to 4 to support students in their language proficiency (please see more in section 2.1)
- The opportunity to visit Minjiang University in person: EUC and Minjiang University are looking forward to a follow-up visit of the EEC when the circumstances allow this.

As a final note, we would like to say that we found the EEC's candid discussions a constructive learning process. We all believe this review was a positive experience, and we were provided with critical input on moving forward effectively. We have thoroughly reviewed the findings, strengths, and areas of improvement indicated by the EEC following its review and attempted to respond to each item precisely and succinctly. By embracing the EEC's comments and suggestions, we are convinced that our program will effectively ensure its students' learning outcomes and its best quality and implementation at Minjiang University.



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. Panagiotis Papageorgis	Dean, School of Sciences	
Dr. Marina Appiou-Nikiforou	Chair, Department of Computer Science and Engineering	
Dr. Konstantinos Katzis	Program Coordinator	

Date: 4.7.2022



**INTERNAL REGULATION ON
INSTRUCTOR AND COURSE EVALUATION:
UPDATED AND RENAMED VERSIONS OF CONVENTIONAL AND
DISTANCE LEARNING QUESTIONNAIRES**

70th Senate Decision: 13 December 2019

Following a joint meeting of the Committee on the Internal Quality Assurance (C.I.Q.A.) and the Pedagogical Team of Distance Learning Programs of Study the Questionnaire on “Instructor and Course Evaluation” for both Conventional and the Distance Learning courses were updated, aiming at addressing issues raised during the first year of implementation of the Conventional Questionnaires and issues of compatibility of content and procedures of the questionnaires for the two modes of course delivery.

In preparing the updated versions of the questionnaires, during the meeting the two groups reviewed and took into consideration international contemporary approaches and perspectives on students’ evaluation of teaching. Thus, the updated versions of the questionnaires:

- Are renamed to Questionnaire on “Student Feedback on their Learning Experience”
- Issues of gender equity in the content of the two questionnaires were carefully discussed.

The two questionnaires in both Greek and English appear in the following pages.

Questionnaire

“STUDENTS’ FEEDBACK ON THEIR LEARNING EXPERIENCE”

(Conventional Programs of Study)

Dear Students,

The main goal of European University Cyprus is to offer quality academic programs tailored to your needs so that we meet all conditions for acquiring the necessary knowledge and skills, as set out in each program. In this context, we ask for your help and cooperation in evaluating your whole experience in relation to the course you are taking during the current academic semester.

Completing this confidential questionnaire is very important as it gathers useful information for the best possible course design and delivery. Of particular value are the comments that you can include at the end of the questionnaire. Therefore, please take a few minutes to answer the open-ended questions in the last section.

It takes no more than 10-15 minutes to complete the questionnaire.

Thank you for your participation.

Please indicate your opinion by ticking (√) the relevant circle:

A. To what extent do the following statements apply to you on a scale of 0 to 10 (0= Does Not Apply at All and 10= Applies Completely)					
	0 = Does Not Apply at All				10 = Applies Completely
1. The instructor clearly explains the course outline at the beginning of the course (e.g. learning outcomes, weekly material, examinations, grading)					
2. The instructor prepares and organizes the class in a way that facilitates learning					
3. The instructor teaches the course material/content in a clear way					
4. The instructor teaches the course in an interesting way					
5. The instructor is prepared for every class					
6. The instructor seems to enjoy teaching this course					
7. The course learning outcomes and objectives (as stated in the course outline) are met					
8. The course textbook and reading material (books, articles, handouts) are useful					
9. The instructor uses a variety of teaching methods (e.g. group discussions, student presentations, case studies, etc.) to support the learning process					
10. The material and means of teaching (e.g. books, lecture notes, PowerPoint, videos, etc.) are suitable, useful, supportive and up-to-date					

11. The instructor often makes use of technology in his/her teaching					
12. The activities I participated in were suitable in meeting the course objectives					
13. The instructor encourages students to ask questions and participate in discussion					
14. The assignments I completed were suitable for the course objectives					
15. The instructor is available and willing to support students (e.g. during office hours, via email, etc.)					
16. The instructor keeps control of the class during the teaching session					
17. The assessment of course assignments and activities is conducted by the instructor in an objective manner					
18. The feedback provided by the instructor (e.g. corrections, comments, etc.) is constructive and helps me to improve my learning process					
19. The instructor is on time for the beginning and the ending of the class					
20. I would like to take classes from this instructor again					
B. To what extend do the following statements apply to you on a scale of 0 to 10 (0= Does not Apply at All and 10= Applies Completely)					
	0 =Does Not Apply at All				10 = Applies Completely
1. The course content meets my expectations					
2. The course contributed to the development of my ability to think critically					
3. The course provides guidance on how I can develop professional competencies					
4. The course helped me develop abilities and skills related to my program of study and/or my broader education					
The following two questions should be answered only for the practical/lab courses:					
5. The practical/lab sessions correspond to the theoretical content of the course					
6. Students are often provided with the opportunity to work on practical/lab activities throughout the course					
C. To what extend do the following statements apply to you on a scale of 0 to 10 (0= Does not Apply at All and 10= Applies Completely)? OR tick (✓) the last column in case it did not apply to you.					

	0 = Does Not Apply at All				10 = Applies Completely	I DID NOT NEED TO COMMUNICATE WITH
1. I am satisfied with my communication with the program coordinator of my program of studies					
2. I am satisfied with my communication with my Student Advisor					
D. Please respond to the following open-ended questions:						
1. Write down one or two positive characteristics of the course						
2. Suggest one or two changes for the improvement of the specific course						
3. Write down one or two positive characteristics of the instructor of this course						
4. Suggest one or two ways that the instructor of this course can improve his/her teaching						
5. General comments-suggestions-observations (here you can mention anything you consider important about the course that, in your opinion, the questionnaire does not sufficiently cover)						
The following two questions must be answered only for courses with <u>practical/lab sessions</u>						
6. In your opinion, is the duration of the practical/lab sessions and the number of instructors sufficient/adequate?						
7. In your opinion, is the equipment available for the practical/lab sessions sufficient/adequate?						

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ

‘ΑΝΑΤΡΟΦΟΔΟΤΗΣΗ ΦΟΙΤΗΤΩΝ/ΤΡΙΩΝ ΓΙΑ ΤΗ ΜΑΘΗΣΙΑΚΗ ΤΟΥΣ ΕΜΠΕΙΡΙΑ’

(Συμβατικά Προγράμματα Σπουδών)

Αγαπητέ/ή φοιτητή/τρια,

Βασική επιδίωξη του Ευρωπαϊκού Πανεπιστημίου Κύπρου είναι η προσφορά ποιοτικών ακαδημαϊκών προγραμμάτων, προσαρμοσμένων στις ανάγκες των φοιτητών/τριών τους, ώστε να πληρούνται όλες οι προϋποθέσεις για την εξασφάλιση των απαραίτητων γνώσεων και δεξιοτήτων, σύμφωνα με τα όσα ορίζει το κάθε πρόγραμμα σπουδών. Σε αυτό το πλαίσιο, ζητούμε τη βοήθεια και τη συνεργασία σου για την αξιολόγηση της όλης εμπειρίας σου σε σχέση με το μάθημα που παρακολουθείς κατά το τρέχον ακαδημαϊκό εξάμηνο.

Η συμπλήρωση του εμπιστευτικού αυτού ερωτηματολογίου είναι πολύ σημαντική, αφού συγκεντρώνει χρήσιμες πληροφορίες για τον καλύτερο δυνατό σχεδιασμό και προσφορά των μαθημάτων. Ιδιαίτερη αξία έχουν τα σχόλια που μπορείς να συμπεριλάβεις, για αυτό, σε παρακαλούμε, να αφιερώσεις λίγο χρόνο για να απαντήσεις τις ανοικτού τύπου ερωτήσεις στο τελευταίο μέρος του ερωτηματολογίου.

Η συμπλήρωση του ερωτηματολογίου δεν χρειάζεται περισσότερα από 10-15 λεπτά.

Ευχαριστούμε για τη συμμετοχή σου στην επισκόπηση.

Παρακαλώ υπέδειξε την άποψή σου σημειώνοντας √ στο αντίστοιχο κουτάκι:

A. Σε ποιο βαθμό ισχύει το καθένα από τα πιο κάτω για σένα στην κλίμακα 1-10 (όπου 0=Δεν Ισχύει Καθόλου και 10=Ισχύει Απόλυτα);

	0=Δεν Ισχύει Καθόλου				10=Ισχύει Απόλυτα
1. Ο/η διδάσκων/διδάσκουσα εξηγεί ξεκάθαρα το διάγραμμα του μαθήματος στην πρώτη συνάντηση (π.χ. μαθησιακά αποτελέσματα, εβδομαδιαίος προγραμματισμός, εξετάσεις, βαθμολόγηση)					
2. Ο/η διδάσκων/διδάσκουσα προετοιμάζει και οργανώνει το μάθημα με τρόπο που να διευκολύνει τη μάθηση					
3. Ο/η διδάσκων/διδάσκουσα διδάσκει την ύλη/περιεχόμενο μαθήματος με κατανοητό τρόπο					
4. Ο/η διδάσκων/διδάσκουσα διδάσκει το μάθημα με ενδιαφέροντα τρόπο					
5. Ο/η διδάσκων/διδάσκουσα είναι προετοιμασμένος/η σε κάθε μάθημα					
6. Ο/η διδάσκων/διδάσκουσα φαίνεται να απολαμβάνει το μάθημα					

7. Τα μαθησιακά αποτελέσματα και οι στόχοι του μαθήματος (όπως περιγράφονται στο διάγραμμα) επιτυγχάνονται					
8. Το βασικό εγχειρίδιο/εκπαιδευτικό υλικό (βιβλία, άρθρα, φύλλα εργασίας) του μαθήματος είναι χρήσιμο					
9. Ο/η διδάσκων/διδάσκουσα χρησιμοποιεί ποικιλία διδακτικών μεθόδων (συζητήσεις σε ομάδες, παρουσιάσεις φοιτητών, μελέτες περίπτωσης, κλπ.), για να υποστηρίξει τη διαδικασία μάθησης					
10. Τα διδακτικά υλικά και μέσα διδασκαλίας (π.χ. βιβλία, σημειώσεις, PowerPoint, βίντεο, κλπ.) είναι κατάλληλα, χρήσιμα, υποστηρικτικά και ενημερωμένα					
11. Ο/η διδάσκων/διδάσκουσα χρησιμοποιεί συχνά την τεχνολογίες μάθησης στη διδασκαλία του/της					
12. Οι δραστηριότητες στις οποίες συμμετείχα ήταν κατάλληλες για την επίτευξη των στόχων του μαθήματος					
13. Ο/η διδάσκων/διδάσκουσα ενθαρρύνει τους/τις φοιτητές/τριες να υποβάλλουν ερωτήσεις και να λαμβάνουν μέρος στις συζητήσεις					
14. Οι εργασίες που εκπόνησα ήταν κατάλληλες για την επίτευξη των στόχων του μαθήματος					
15. Ο/η διδάσκων/διδάσκουσα είναι διαθέσιμος/η και πρόθυμος/η να υποστηρίξει τους/τις φοιτητές/τριες (π.χ. στις ώρες γραφείου, μέσα από ηλεκτρονική επικοινωνία, κλπ.)					
16. Ο διδάσκων/διδάσκουσα διατηρεί τον έλεγχο της τάξης κατά τη διάρκεια του μαθήματος					
17. Η αξιολόγηση των εργασιών και δραστηριοτήτων του μαθήματος από το/τη διδάσκοντα/ουσα γίνεται με αντικειμενικό τρόπο					
18. Η ανατροφοδότηση που δίνεται από τον/τη διδάσκοντα/ουσα (π.χ. διορθώσεις, σχόλια, κ.λπ.) είναι εποικοδομητική και με βοήθα να βελτιώσω τη διαδικασία της μάθησής μου					
19. Ο/η διδάσκων/ουσα ξεκινά και τελειώνει στην ώρα του/της το μάθημα					
20. Θα παρακολουθούσα μαθήματα ξανά από τον/την ίδιο/α διδάσκοντα/ουσα					
Β. Σε ποιο βαθμό ισχύει το καθένα από τα πιο κάτω για σένα στην κλίμακα 1-10 (όπου 0=Δεν Ισχύει Καθόλου και 10=Ισχύει Απόλυτα);					
	0=Δεν Ισχύει Καθόλου				10=Ισχύει Απόλυτα
1. Το περιεχόμενο του μαθήματος ανταποκρίνεται στις προσδοκίες μου					
2. Το μάθημα συνέβαλε στην ανάπτυξη της ικανότητάς μου να σκέφτομαι κριτικά					

3. Το μάθημα παρέχει κατευθύνσεις για το πώς να αποκτήσω επαγγελματικές δεξιότητες						
4. Το μάθημα με βοήθησε να αναπτύξω ικανότητες και δεξιότητες αναφορικά με το πρόγραμμα σπουδών που παρακολουθώ ή/και τη γενικότερη μόρφωσή μου						
Οι ακόλουθες δύο ερωτήσεις να απαντηθούν μόνο για τα <u>πρακτικά/εργαστηριακά μαθήματα</u>:						
5. Το πρακτικό/εργαστηριακό μέρος του μαθήματος είναι αλληλένδετο με το θεωρητικό του μέρος						
6. Κατά τη διάρκεια του μαθήματος οι φοιτητές/τριες έχουν την ευκαιρία να δουλέψουν με πρακτικές/εργαστηριακές δραστηριότητες						
Γ. Σε ποιο βαθμό ισχύει το καθένα από τα πιο κάτω για σένα στην κλίμακα 1-10 (όπου 0=Δεν Ισχύει Καθόλου και 10=Ισχύει Απόλυτα); Ή σημείωσε ✓ στην τελευταία στήλη σε περίπτωση που δεν χρειάστηκε να επικοινωνήσεις με το αντίστοιχο τμήμα ή μέλος του προσωπικού						
	0=Δεν Ισχύει Καθόλου				10=Ισχύει Απόλυτα	ΔΕΝ ΧΡΕΙΑΣΤΗΚΕ ΝΑ ΕΠΙΚΟΙΝΩΗΣΩ
1. Είμαι ικανοποιημένος/η από την επικοινωνία μου με τον/η Συντονιστή/τρια του Προγράμματος Σπουδών που παρακολουθώ						: : : :
2. Είμαι ικανοποιημένος/η από την επικοινωνία μου με τον/τη Σύμβουλο Σπουδών/Student Advisor μου						: : : :
Δ. Παρακαλώ απάντησε τις ακόλουθες ανοικτού τύπου ερωτήσεις:						
1. Σημείωσε ένα ή δύο θετικά χαρακτηριστικά του μαθήματος						
2. Πρότεινε μία ή δύο αλλαγές, για να βελτιωθεί το συγκεκριμένο μάθημα						
3. Σημείωσε ένα ή δύο θετικά χαρακτηριστικά του/της διδάσκοντα/ουσας του μαθήματος						

4. Πρότεινε μία ή δύο εισηγήσεις, για να βελτιώσει ο/η διδάσκων/ουσα τη διδασκαλία του/της στο συγκεκριμένο μάθημα

5. Γενικά σχόλια – εισηγήσεις – παρατηρήσεις (εδώ μπορείς να αναφέρεις οτιδήποτε θεωρείς σημαντικό για το μάθημα και δεν έχει συμπεριληφθεί– κατά τη γνώμη σου – στο ερωτηματολόγιο)

Οι ακόλουθες δύο ερωτήσεις να απαντηθούν μόνο για τα πρακτικά/εργαστηριακά μαθήματα:

6. Κατά τη γνώμη σου, η διάρκεια και ο αριθμός των εκπαιδευτών των πρακτικών/εργαστηριακών συναντήσεων είναι επαρκής;

7. Θεωρείς πως ήταν επαρκής ο εξοπλισμός στο πρακτικό μέρος/εργαστήριο;

Questionnaire

“STUDENT FEEDBACK ON THEIR LEARNING EXPERIENCE”

(Distance Learning Programs of Study)

Dear Students,

The main goal of European University Cyprus is to offer quality academic programs tailored to your needs so that we meet all conditions for acquiring the necessary knowledge and skills, as set out in each program. In this context, we ask for your help and cooperation in evaluating your whole experience in relation to the course you are taking during the current academic semester.

Completing this confidential questionnaire is very important as it gathers useful information for the best possible course design and delivery. Of particular value are the comments that you can include in the questionnaire. Therefore, please take a few minutes to answer the open-ended questions as well.

It takes no more than 10-15 minutes to complete the questionnaire.

Thank you for your participation.

Please indicate your opinion by ticking (√) the relevant box:

E. To what extent do the following statements apply to you on a scale of 0 to 10 (0= Does Not Apply at All and 10= Applies Completely)?

	0 = Does Not Apply at All				10 = Applies Completely
21. The instructor clearly explains the course outline at the beginning of the course (e.g. learning outcomes, weekly material, examinations, grading)					
22. The instructor prepares and organizes the class material in a way that facilitates learning					
23. The instructor teaches the course material/content in a clear way					
24. The instructor is prepared for each teleconference					
25. The instructor seems to enjoy conducting the teleconferences					
26. The course learning outcomes and objectives (as stated in the course outline) are met					
27. The course textbook and reading material (books, articles, handouts) are useful					
28. The instructor uses a variety of teaching tools and means (e.g. notes, PowerPoint, group discussions, student presentations, case studies, etc.) to support the learning process					

29. The teaching means are suitable, useful, supportive, and up-to-date					
30. The activities I participated in were suitable in meeting the course objectives					
31. The instructor encourages students to ask questions and participate in discussion					
32. The assignments I completed were suitable for the course objectives					
33. The feedback provided by the instructor (e.g. corrections, comments, etc.) is constructive and helps me to improve my learning process					
34. The instructor gives timely feedback (within two weeks) for all assessed coursework (assignments, presentations, etc.)					
35. The instructor is available and willing to support students (e.g. via email, during office hours, or other means of communication)					
36. The assessment of course assignments and activities is conducted by the instructor in an objective manner					
37. The teleconferences helped me to better comprehend the course content					
38. The teleconferences begin on time					
39. The teleconferences are video recorded					
40. In the last teleconference, the instructor informed students about matters related to the final exam					
41. I would take classes from this instructor again					

F. To what extent do the following statements apply to you on a scale of 0 to 10 (0= Does not Apply at All and 10= Applies Completely)?

	0 = Does Not Apply at All				10 = Applies Completely
7. The course content meets my expectations					
8. The course contributed to the development of my ability to think critically					
9. The course provides guidance on how I can develop professional competencies					
10. The course helped me develop abilities and skills related to my program of study and/or my broader education					

G. Please respond to the following open-ended questions:

1. Write down one or two positive characteristics of the course

2. Suggest one or two changes for the improvement of the specific course					
3. Write down one or two positive characteristics of the instructor of this course					
4. Suggest one or two ways that the instructor of this course can improve his/her teaching					
5. General comments-suggestions-observations (here you can mention anything you consider important about the course that, in your opinion, the questionnaire does not sufficiently cover)					
H. Please note down a number or a tick (✓) when answering the following questions:					
1. Give the average weekly study time (in hours) that you devoted to this course:					
2. Give (approximately) the number of times you visit the course page:					
<input type="radio"/> Every day <input type="radio"/> 1-3 times per week <input type="radio"/> 1-3 times per month <input type="radio"/> 1-3 times per semester					
3. Give the approximate study time (in hours) that you devoted or you will devote to preparing for the final exam of this course:					
I. To what extend do the following statements apply to you on a scale of 0 to 10 (0= Does not Apply at All and 10= Applies Completely)?					
	0 =Does Not Apply				10 = Applies Completely
1. I am satisfied with the operation of the Blackboard learning platform					

2. I am satisfied with the tools of the Blackboard learning platform						
3. I am satisfied with the teleconferencing system Blackboard Collaborate						
J. To what extend do the following statements apply to you on a scale of 0 to 10 (0= Does not Apply at All and 10= Applies Completely)? OR tick (✓) the last column in case it did not apply to you.						
						I DID NOT NEED TO COMMUNICATE WITH
1. I am satisfied with my communication with the administrative personnel at the Distance Learning Unit of European University Cyprus					
2. I am satisfied with my communication with the course coordinator of my program of studies					
3. I am satisfied with my communication with my Student Advisor					
4. I am satisfied with the support that I receive from the MIS department (IT Support) of the University					

ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ

‘ΑΝΑΤΡΟΦΟΔΟΤΗΣΗ ΦΟΙΤΗΤΩΝ/ΤΡΙΩΝ ΓΙΑ ΤΗ ΜΑΘΗΣΙΑΚΗ ΤΟΥΣ ΕΜΠΕΙΡΙΑ’

(Εξ Αποστάσεως Προγράμματα Σπουδών)

Αγαπητέ/ή φοιτητή/τρια,

Βασική επιδίωξη του Ευρωπαϊκού Πανεπιστημίου Κύπρου είναι η προσφορά ποιοτικών ακαδημαϊκών προγραμμάτων, προσαρμοσμένων στις ανάγκες των φοιτητών/τριών τους, ώστε να πληρούνται όλες οι προϋποθέσεις για την εξασφάλιση των απαραίτητων γνώσεων και δεξιοτήτων, σύμφωνα με τα όσα ορίζει το κάθε πρόγραμμα σπουδών. Σε αυτό το πλαίσιο, ζητούμε τη βοήθεια και τη συνεργασία σου για την αξιολόγηση της όλης εμπειρίας σου σε σχέση με το μάθημα που παρακολουθείς κατά το τρέχον ακαδημαϊκό εξάμηνο.

Η συμπλήρωση του εμπιστευτικού αυτού ερωτηματολογίου είναι πολύ σημαντική, αφού συγκεντρώνει χρήσιμες πληροφορίες για τον καλύτερο δυνατό σχεδιασμό και προσφορά των μαθημάτων. Ιδιαίτερη αξία έχουν τα σχόλια που μπορείς να συμπεριλάβεις, για αυτό, σε παρακαλούμε, να αφιερώσεις λίγο χρόνο για να απαντήσεις τις ανοικτού τύπου ερωτήσεις του ερωτηματολογίου.

Η συμπλήρωση του ερωτηματολογίου δεν χρειάζεται περισσότερα από 10-15 λεπτά.

Ευχαριστούμε για τη συμμετοχή σου στην επισκόπηση.

Παρακαλώ υπέδειξε την άποψή σου σημειώνοντας \surd στο αντίστοιχο κουτάκι:

A. Σε ποιο βαθμό ισχύει το καθένα από τα πιο κάτω για σένα στην κλίμακα 1-10 (όπου 0=Δεν Ισχύει Καθόλου και 10=Ισχύει Απόλυτα);

	0=Δεν Ισχύει Καθόλου				10=Ισχύει Απόλυτα
1. Ο/η διδάσκων/διδάσκουσα εξηγεί ξεκάθαρα το διάγραμμα του μαθήματος στην πρώτη τηλεσυνάντηση (π.χ. μαθησιακά αποτελέσματα, εβδομαδιαίος προγραμματισμός, εξετάσεις, βαθμολόγηση)					
2. Ο/η διδάσκων/διδάσκουσα προετοιμάζει και οργανώνει το υλικό του μαθήματος με τρόπο που να διευκολύνει τη μάθηση					
3. Ο/η διδάσκων/διδάσκουσα διδάσκει την ύλη/περιεχόμενο μαθήματος με κατανοητό τρόπο					
4. Ο/η διδάσκων/διδάσκουσα είναι προετοιμασμένος/η σε κάθε τηλεσυνάντηση					
5. Ο/η διδάσκων/διδάσκουσα φαίνεται να απολαμβάνει τις τηλεσυναντήσεις					

6.	Τα μαθησιακά αποτελέσματα και οι στόχοι του μαθήματος (όπως περιγράφονται στο διάγραμμα) επιτυγχάνονται					
7.	Το βασικό εγχειρίδιο/εκπαιδευτικό υλικό (βιβλία, άρθρα, φύλλα εργασίας) του μαθήματος είναι χρήσιμο					
8.	Ο/η διδάσκων/διδάσκουσα χρησιμοποιεί ποικιλία διδακτικών εργαλείων και μέσων (π.χ. σημειώσεις, PowerPoint, βίντεο, προσομοιώσεις, μελέτες περίπτωσης, κ.λπ.), για να υποστηρίξει τη διαδικασία μάθησης					
9.	Τα διδακτικά μέσα είναι κατάλληλα, χρήσιμα, υποστηρικτικά και ενημερωμένα					
10.	Οι δραστηριότητες στις οποίες συμμετείχα ήταν κατάλληλες για την επίτευξη των στόχων του μαθήματος					
11.	Ο/η διδάσκων/διδάσκουσα ενθαρρύνει τους/τις φοιτητές/τριες να υποβάλλουν ερωτήσεις και να λαμβάνουν μέρος στις συζητήσεις					
12.	Οι εργασίες που εκπόνησα ήταν κατάλληλες για την επίτευξη των στόχων του μαθήματος					
13.	Η ανατροφοδότηση που δίνεται από τον/τη διδάσκοντα/ουσα (π.χ. διορθώσεις, σχόλια, κλπ.) είναι εποικοδομητική και με βοηθά να βελτιώσω τη διαδικασία της μάθησής μου					
14.	Ο/η διδάσκων/διδάσκουσα δίνει ανατροφοδότηση άμεσα (περίπου εντός 15 ημερών) για όλα τα αξιολογούμενα μέρη του μαθήματος (π.χ. εργασίες, παρουσιάσεις, κλπ.)					
15.	Ο/η διδάσκων/διδάσκουσα είναι διαθέσιμος/η και πρόθυμος/η να υποστηρίξει τους/τις φοιτητές/τριες (π.χ. μέσα από ηλεκτρονική επικοινωνία, στις ώρες γραφείου ή άλλη μορφή επικοινωνίας, κλπ.)					
16.	Η αξιολόγηση των εργασιών και δραστηριοτήτων του μαθήματος από τον/τη διδάσκοντα/ουσα γίνεται με αντικειμενικό τρόπο					
17.	Οι τηλεσυναντήσεις βοήθησαν ώστε να κατανοήσω καλύτερα το περιεχόμενο του μαθήματος					
18.	Οι τηλεσυναντήσεις ξεκινούν στην ώρα τους					
19.	Οι τηλεσυναντήσεις οπτικογραφούνται					
20.	Ο/η διδάσκων/διδάσκουσα κατά την τελευταία τηλεσυνάντηση ενημέρωσε τους/τις φοιτητές/τριες για θέματα σχετικά με την τελική εξέταση του μαθήματος					
21.	Θα παρακολουθούσα μαθήματα ξανά από τον/την ίδιο/α διδάσκοντα/ουσα					
Β. Σε ποιο βαθμό ισχύει το καθένα από τα πιο κάτω για σένα στην κλίμακα 1-10 (όπου 0=Δεν Ισχύει Καθόλου και 10=Ισχύει Απόλυτα);						

	0=Δεν Ισχύει Καθόλου				10=Ισχύει Απόλυτα
7. Το περιεχόμενο του μαθήματος ανταποκρίνεται στις προσδοκίες μου					
8. Το μάθημα συνέβαλε στην ανάπτυξη της ικανότητάς μου να σκέφτομαι κριτικά					
9. Το μάθημα παρέχει κατευθύνσεις για το πώς να αποκτήσω επαγγελματικές δεξιότητες					
10. Το μάθημα με βοήθησε να αναπτύξω ικανότητες και δεξιότητες αναφορικά με το πρόγραμμα σπουδών που παρακολουθώ ή/και τη γενικότερη μόρφωσή μου					
Γ. Παρακαλώ απάντησε τις ακόλουθες ανοικτού τύπου ερωτήσεις:					
11. Σημείωσε ένα ή δύο θετικά χαρακτηριστικά του μαθήματος					
12. Πρότεινε μία ή δύο αλλαγές, για να βελτιωθεί το συγκεκριμένο μάθημα					
13. Σημείωσε ένα ή δύο θετικά χαρακτηριστικά του/της διδάσκοντα/ουσας του μαθήματος					
14. Πρότεινε μία ή δύο εισηγήσεις, για να βελτιώσει ο/η διδάσκων/ουσα τη διδασκαλία του/της στο συγκεκριμένο μάθημα					
15. Γενικά σχόλια – εισηγήσεις – παρατηρήσεις (εδώ μπορείς να αναφέρεις οτιδήποτε θεωρείς σημαντικό για το μάθημα και δεν έχει συμπεριληφθεί – κατά τη γνώμη σου – στο ερωτηματολόγιο)					

Δ. Παρακαλώ σημείωσε ένα αριθμό ή σημείωσε √, για να απαντήσεις τις ακόλουθες ερωτήσεις:

16. Δήλωσε (κατά μέσο όρο) τον εβδομαδιαίο χρόνο μελέτης (σε ώρες) που αφιέρωσες για το μάθημα:

17. Δήλωσε (κατά προσέγγιση) πόσο συχνά επισκέπτεσαι την ιστοσελίδα του μαθήματος:

- Κάθε μέρα
- 1-3 φορές τη βδομάδα
- 1-3 φορές τον μήνα
- 1-3 φορές το εξάμηνο

18. Δήλωσε (κατά προσέγγιση) τον χρόνο μελέτης (σε ώρες) που αφιέρωσες/θα αφιερώσεις για την προετοιμασία σου για την τελική εξέταση αυτού του μαθήματος:

Ε. Σε ποιο βαθμό ισχύει το καθένα από τα πιο κάτω για σένα στην κλίμακα 1-10 (όπου 0=Δεν Ισχύει Καθόλου και 10=Ισχύει Απόλυτα);

	0=Δεν Ισχύει Καθόλου				5	10=Ισχύει Απόλυτα
1. Είμαι ικανοποιημένος/η από τη λειτουργία της μαθησιακής πλατφόρμας Blackboard						
2. Είμαι ικανοποιημένος/η από τα εργαλεία της μαθησιακής πλατφόρμας Blackboard						
3. Είμαι ικανοποιημένος/η από το σύστημα τηλεδιάσκεψης (Blackboard Collaborate)						

Ζ. Σε ποιο βαθμό ισχύει το καθένα από τα πιο κάτω για σένα στην κλίμακα 1-10 (όπου 0=Ισχύει Καθόλου και 10=Ισχύει Απόλυτα); Ή σημείωσε √ στην τελευταία στήλη σε περίπτωση που δεν χρειάστηκε να επικοινωνήσεις με το αντίστοιχο τμήμα ή μέλος του προσωπικού

	0=Δεν Ισχύει Καθόλου				10=Ισχύει Απόλυτα	ΔΕΝ ΧΡΕΙΑΣΤΗΚΕ ΝΑ ΕΠΙΚΟΙΝΩΗΣΩ
3. Είμαι ικανοποιημένος/η από την επικοινωνία μου με το Διοικητικό Προσωπικό της Μονάδας Εξ Αποστάσεως Εκπαίδευσης του Ευρωπαϊκού Πανεπιστημίου Κύπρου					
4. Είμαι ικανοποιημένος/η από την επικοινωνία μου με τον/η Συντονιστή/τρια του Προγράμματος Σπουδών που παρακολουθώ					

5. Είμαι ικανοποιημένος/η από την επικοινωνία μου με τον/τη Σύμβουλο Σπουδών/Student Advisor μου					
6. Είμαι ικανοποιημένος/η από την υποστήριξη που λαμβάνω από το MIS (Σύστημα Τεχνικής Υποστήριξης) του Πανεπιστημίου					



INTERNAL REGULATION ON

**“EUC”s PROCEDURES FOR SUPPORTING STUDENTS WITH LOW GRADE POINT
AVERAGE (GPA)”**

71st Senate Decision: 7 February 2020

Aiming to develop a proposal/framework on the process and actions to be taken, in order to address and reduce the phenomenon of students' low G.P.A. and its effects, the actions to be taken in order to help reduce the phenomenon, are:

- the provision of correct information to all students, namely undergraduate, postgraduate, Conventional and Distance Learning;
- ensure that students are aware of the role of GPA and the impact of low GPA on the progress of their studies;
- increase of the support provided at the Program, Department and School level;
- proper implementation of procedures by the Student Advising Centre.

These actions are additional to the efforts/support that each individual instructor provides to each student and aim for a timely and early enough diagnosis of the phenomenon in order to facilitate an effective, early intervention.

The following steps will be followed for all students (both conventional and distance education):

1. **The Department of Enrollment** provides the Schools at the beginning of each academic semester (e.g. third week of October and February, respectively) with a list of their students with a low GPA (for undergraduate courses: below 1.80 except for the School of Medicine where the threshold has been set to 2.0; for postgraduate courses: below 2.5; for Ph.D. courses the issues concern late progress in completing the Ph.D-see sample letter attached).
2. **The School** (this concerns all undergraduate and postgraduate Conventional and Distance Learning Programs of Study):
 - (1) ***For first year students at the end of the 1st semester of their studies or for students included in the list for the first time:***

Each affected student is called by the Program Coordinator, in order to ensure that, students are aware of the concern of the Department and School, and that students are indeed properly informed that the Department is available to provide support (e.g. Specifically, students are informed about the role and

importance of the GPA, the possible reasons and causes of the low GPA, and ways for improvement of the situation, which may either involve the student (e.g. further effort) or the Department and School).

(2) For new students, which continue to be in the same situation at the end of the second semester of their studies or for students appearing in the list for a second time:

The process presented in Item 1 above is repeated in the presence of the Chairperson of the Department, for further discussion and enhancement of the process, aiming at the most tangible academic targets and the procedures involved. If needed, the Chairperson of the Department and the Program Coordinator will request the presence of the Dean.

(3) For students who exhibit the phenomenon on a continuous basis:

The possibility of sending a letter from the Dean to the student (registered, in the home address) is considered (see attached "Sample" letters).

For the School of Medicine (undergraduate degrees) in more specific: The students with a GPA lower than 2.0 receive a "Letter of Probation" before the beginning of the second academic year of their studies (September). Students who received a "Letter of Probation" and still maintain an unacceptably low GPA will be given only one last opportunity to correct their GPA during the coming semester (Spring). At the end of the Spring semester of their second year of studies,, these students (e.g. those who have already received a letter of warning in the past), and continue to maintain a very low GPA will receive a "Letter of Dismissal", with the option to either change their program of study (e.g. transfer to biology) or to withdraw from the School. Those students who, on the other hand, have not yet received a "Letter of Probation" in the past, but perform unsatisfactorily, will receive a "Letter of Probation" at the end of the Spring semester of their second year of studies, with subsequent consequences should their performance not improve. This option will be provided this one and only time to those students with failures; no other opportunity will be provided to improve "F" grades. Each student will be notified accordingly, depending on their status.

3. The Department of Enrollment:

Each Student Advisor:

- (1) Contacts/communicates with students and ensures that each student is well informed and advised about the University's grading system and the role of GPA ;
- (2) In the case of students not passing a course, the advisor re-registers them to the same course in order to immediately delete the received F, and thus avoid accumulation of F's. This takes places in the exact following semester in case the affected course is a prerequisite to other courses, in order to avoid accumulation of F's;
- (3) Student advisors are in constant communication with the Program Coordinators in order to secure this process.

- Encl.: (1) Sample Letters (Greek and English version)
(2) Sample Letter of Probation (School of Medicine)
(3) Sample Letter of Dismissal (School of Medicine)
(4) Sample Letter for Ph.D. Students (Department of Enrollement)

..... 2020

Προς

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Θέμα: Χαμηλός Μέσος Όρος Βαθμολογίας (G.P.A.)

Αγαπητή/έ.....,

Σε συνέχεια της αναφοράς του/της Προέδρου του Τμήματος και του/της Συντονιστή/τριας του Προγράμματος που παρακολουθείτε κατά το περασμένο ακαδημαϊκό εξάμηνο, παρακαλώ σημειώστε ότι ο μέχρι τώρα μέσος όρος της βαθμολογίας σας (G.P.A.) είναι

Θα ήθελα να σας υπενθυμίσω, επί του προκειμένου, τους κανονισμούς του Πανεπιστημίου μας αναφορικά με τις προϋποθέσεις απόκτησης πτυχίου, οι οποίοι προβλέπουν μέσο όρο βαθμολογίας (G.P.A.) 2.00 και άνω.

Ο/η Πρόεδρος του Τμήματος και ο/η Συντονιστής/τρια του Προγράμματος που παρακολουθείτε μπορούν να σας δώσουν περισσότερες πληροφορίες και σχετική υποστήριξη.

Ελπίζω ότι, κυρίως με την αναβάθμιση των δικών σας προσπαθειών, θα καταστεί δυνατή τόσο μια ποιοτική συνέχιση των σπουδών σας, όσο και η τελική επίτευξη των στόχων σας.

Με εκτίμηση,

.....
Κοσμήτορας,
Σχολή

Κοιν.:

- Συντονιστής/τρια Προγράμματος Σπουδών
- Πρόεδρος Τμήματος

European University Cyprus
6 Diogenous str, 2404 Engomi,
P.O.Box 22006, 1516 Nicosia, Cyprus
Telephone: +35722559514
Fax: +357 22559515

Date XXX

Student's Name: xxxxx
ID: xxxx
Program: Doctor of Medicine, MD

Re: Letter of Probation for G.P.A. of less than 2.0

Dear [Name of Student],

I regret to inform you that, due to your low cumulative Grade Point Average (GPA), you are being placed on academic probation. You will remain on probation and will be subject to dismissal until your cumulative GPA reaches or exceeds 2.00.

Academic Probation status is serious. You must raise your cumulative GPA to 2.00 to return to good standing and to receive your degree. According to European University Cyprus bylaws and the decision outlined by the EUC 48th Senate, students with a GPA lower than 1.7 at the end of their second year (year 2) are subject to dismissal (termination).

The School of Medicine is committed to helping you improve your academic performance so that you can return to good standing and make progress toward your degree. We will provide you with the services and activities to help you achieve academic success. In return, you must commit yourself to work diligently. It is my sincere hope that you will be successful next semester.

Sincerely,

Professor Elizabeth O. Johnson
Acting Dean
School of Medicine
European University Cyprus

CC: Professor Ioannis Patrikios, Chair, Department of Medicine
Professor Loizos Symeou, Vice-Rector of Academic Affairs
Dr. Christos Tsiappas, Director of Enrollment

European University Cyprus
6 Diogenous str, 2404 Engomi,
P.O.Box 22006, 1516 Nicosia, Cyprus
Telephone: +35722559514
Fax: +357 22559515

Date XXX

Student's Name: xxxxx
ID: xxxx
Program: Doctor of Medicine, MD

Re: Letter of Dismissal
Dear [Name of Student],

As you are aware, on [date of probation letter] you were placed on academic probation because your cumulative Grade Point Average (GPA) was below 2.00.

After careful review of your academic performance, the School of Medicine must regrettably inform the Rectorate and Director of Admissions that you have not made satisfactory progress and are recommended for dismissal from the Doctor of Medicine, MD, program.

According to European University Cyprus bylaws and the decision outlined by the EUC 48th Senate, students with a GPA lower than 2.0 will not be eligible for graduation.

While you are being dismissed from the program of Doctor of Medicine, you may wish to explore your options of transferring to another program in Life Sciences, such as Biology, offered by European University Cyprus. We will be happy to assist you in this process. We wish you the best in your future endeavors.

Sincerely,

Professor Elizabeth O. Johnson
Acting Dean
School of Medicine
European University Cyprus

CC: Professor Ioannis Patrikios, Chair, Department of Medicine
Professor Loizos Symeou, Vice-Rector of Academic Affairs
Dr. Christos Tsiappas, Director of Enrollment

..... 2020

Προς

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Αγαπητή κα,

Με την παρούσα επιστολή θα ήθελα να σας ενημερώσουμε για τα παρακάτω:

Η διάρκεια των διδακτορικών σπουδών του Πανεπιστημίου είναι 3-6 χρόνια με τη δυνατότητα χορήγησης αναστολής φοίτησης μέχρι και ένα (1) ακαδημαϊκό έτος.

Είστε εγγεγραμμένη στο πρόγραμμα διδακτορικών σπουδών στις από το Φθινοπωρινό Εξάμηνο 201....., και συνεπώς αναμένεται να ολοκληρώσετε τις σπουδές σας μέχρι το τέλος του Εαρινού Εξαμήνου 202..... Αυτό σας δίνει περιθώριο ακόμη τεσσάρων (4) εξαμήνων φοίτησης. Δείτε αναλυτικά τη σχετική αναλυτική σας βαθμολογία στο συνημμένα.

Επιπρόσθετα, θα ήθελα να σημειώσω ότι είστε εγγεγραμμένη στάδιο υποστήριξης πρότασης διατριβής (PHD801) για έξι (6) συνεχή εξάμηνα (από το S20....).

Με βάση τα πιο πάνω δεδομένα, και επειδή μας προβληματίζει η καθυστέρηση που παρατηρείται στην πρόοδό σας στο Πρόγραμμα, σας ενημερώνω ότι για την εντός του εναπομείναντα χρόνου ολοκλήρωση των διδακτορικών σας σπουδών, απομένουν οι εξής επιλογές:

(α) Μέχρι το επίσημο τέλος του τρέχοντος εξαμήνου (Φθινοπωρινό 20...), θα πρέπει να ολοκληρώσετε επιτυχώς το μάθημα PHD801. Στη συνέχεια θα έχετε στη διάθεσή σας ακόμη τρία (3) εξάμηνα για να ολοκληρώσετε το στάδιο συλλογή και ανάλυση δεδομένων (PHD802) και συγγραφή και υποστήριξη διδακτορικής διατριβής (PHD803).

β) Εάν τυχόν δεν ολοκληρώσετε επιτυχώς το μάθημα PHD801 μέχρι το τέλος του Φθινοπωρινού Εξαμήνου 20..., το Πανεπιστήμιο θα προχωρήσει στην καταχώρηση βαθμολογίας F. Θα μπορείτε να επανεγγραφείτε στον ίδιο κωδικό μαθήματος το επόμενο εξάμηνο με επιπρόσθετο κόστος 1.500 ευρώ. Στη συνέχεια θα έχετε ακόμη τρία (3) εξάμηνα για να ολοκληρώσετε τα μαθήματα PHD801, PHD802, PHD803.

Τέλος, σε περίπτωση που τα πιο πάνω δεν μπορούν να εφαρμοστούν, θα σας δοθεί η δυνατότητα, μετά από υποβολή αίτησης στο Τμήμα Εγγραφών και κοινοποίηση στο/την Πρόεδρο του Τμήματος, να επιλέξετε να μετεγγραφείτε από το διδακτορικό στο οποίο φοιτάτε σε ένα μεταπτυχιακό του Ευρωπαϊκού Πανεπιστημίου Κύπρου με αντιστοίχιση μαθημάτων που έχετε ήδη παρακολουθήσει και παρακολουθήσει των μαθημάτων που υπολείπονται.

Βασική επιδίωξη του Πανεπιστημίου είναι η στήριξη των φοιτητών και φοιτητριών μας με απώτερο σκοπό την ακαδημαϊκή τους πρόοδο και επιτυχή αποπεράτωση των σπουδών τους.

Τόσο εγώ, όσο και η επόπτριά σας, ο συντονιστής του διδακτορικού προγράμματος και ο/η Πρόεδρος του Τμήματος παραμένουμε στη διάθεσή σας για οτιδήποτε περαιτέρω.

Χρίστος Τσιάππας

Διευθυντής Τμήματος Εγγραφών