



INTERNAL REGULATION ON

EUC's PROGRAM EVALUATION REVIEW (P.E.R.) PROCEDURES AND TEMPLATE

62nd Senate Decision: 28 January 2019

Program Evaluation Review (PER) Procedures

1. Rationale and Scope

The Program Evaluation Review (PER) encourages excellence in academic programs by aligning teaching and learning, curriculum, and other academic processes and activities with the mission of individual programs. The process is an essential part of EUC's continued effort to ensure that its mission is met through the delivery of its programs, that EUC programs of study comply, on institutional level, with Standards and Guidelines in the European Higher Education Area, and that EUC programs' structure, content and delivery mode meet stakeholders expectations and needs.

More specifically, the PER's goal is to provide a framework for developing, implementing, and maintaining an ongoing effective program evaluation review process that will:

- Result in the improvement of the program experience of students;
- Follow the standards of the EUC policies and align to accreditation bodies' decisions (e.g. CY.Q.A.A. The Cyprus Agency of Quality Assurance and Accreditation in Higher Education/ΔΙ.Π.Α.Ε. Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης);
- Assess the quality and enhance the overall effectiveness of the Programs, Departments, Schools and University as a whole;
- Identify the strengths and weaknesses in each program under evaluation review and offer opportunities for improvement;
- Establish program action plans and strategies for continuous and ongoing improvement;
- Utilize the information collected through the PER process to better plan and set priorities at the University level.

2. Sources of Information

The aim of every program is to satisfy the needs and expectations of its stakeholders. As a result, continuous monitoring of needs and expectations is essential. The table below shows the way by which the PER process monitors and collects information from the program stakeholders.

STAKEHOLDER	SOURCES OF INFORMATION	DOCUMENTATION
Students	Course Evaluation Questionnaires	Full report of questionnaires output shall be available at the end of each semester
	Program Committee	Students' representation in the Program Committee. Minutes of meetings
Alumni	Alumni Questionnaires (e.g. Έρευνα Αποφοίτων)	Full report of questionnaires output should be available
	Advisory Board	Alumni representation on the Advisory Board. Minutes of meetings.
	Graduate Employment Reports	Reports
Faculty Members	Program Committee	All faculty members teaching in the program are members of the Committee. Minutes of meetings
		Students' representatives in the Committee. Minutes of meetings
Professionals – Industrialists	Advisory Board	Professional Bodies, Industrialists representation on the Advisory Board. Minutes of meetings
	National & International Professional Bodies Curriculum Guidelines	Established guidelines
	National & International Legislative Directives on Program Curricula	Directives on program curricula
University Management	University Strategic Plan	University strategic plan document
	School/Departmental Strategic Plan	School/Dept. Strategic Plan.
Other		

In order to facilitate the collection of information from the stakeholders and the development of the PER report, the following Committees/Bodies need to be in place (additional to those described in the EUC Charter):

(a) Program Committee:

The School Council appoints a Program Committee (as *EUC Charter: Annex 12, Article VII, Section 2,*) that monitors the academic and other issues of each program. The Program

Committee can appoint sub-committee(s) to handle specific thematic areas and/or collect information.

(i) Terms of reference: The Program Committee shall report to the Department and/or School Council accordingly. For the purposes of the PER procedure the Committee meets at least once per semester. It shall have the following specific responsibilities:

- To oversee and monitor the implementation of the Senate policies and guidelines;
- To monitor curriculum development, delivery and assessment; and make recommendations to the School Council for proposed changes in regulations through the development of the PER report;
- To monitor students' admission and progress;
- To monitor the career path of the Alumni and maintain strong ties between the Alumni and the University;
- To receive and consider the minutes of meetings of the Sub-Committee for the program;
- To receive and consider the summary results of students evaluation questionnaires, as available;
- To provide a forum for discussion of general matters relating to the program;
- To submit the PER report of the program to the Department and School Council through the program coordinator.

The Program Committee Chair comprises the following members:

- The Program Coordinator (as *EUC Charter: Annex 12, Appendix B*);
- The Program's full time teaching personnel, plus selective part time teaching personnel, if necessary;
- Representative of the Administration personnel according to the specific administrative needs, if required;
- Student representatives.

(b) School or Department or Program Advisory Board:

Each program sets up an Advisory Board with the following broad terms of reference and membership.

(a) Terms of reference: The aim of the Advisory Board is to support the Undergraduate and Postgraduate Programs of each Department and School of the European University Cyprus through an independent evaluation of its activities, feedback and constructive criticism. Overall, the Advisory Board will review and contribute in several areas, including the following:

1. Improvement(s) on academic teaching;
2. Evaluation and provision of suggestions regarding the Undergraduate and Postgraduate Programs of the Department and School structure and content; thus providing students with an enhanced learning experience and a high quality educational program;
3. Proposition of courses that link the Department's/School's programs with the needs of the local and global industries, promote internationalization, academic and professional qualification and foremost employability of graduates;

4. Develop mutually beneficial relationships between the faculty, the industry, stakeholders and authorities, aiming to facilitate constructive exchange of ideas, as well as strengthen the links between them;
5. Contribution of unique and innovative ideas for research and its implementation;
6. Promotion of the faculty's work profile outside the University.

(b) Membership: C/o School and Departments.

(c) Expert Review Panel (ERP):

The PER process refers to the evaluation of the report by an Experts' panel with the following terms of reference and membership:

(i) Membership

The Program Review Panel comprises of academic and subject experts, namely:

- Two External Faculty members who are experts on the program thematic areas.

The Program Coordinator (on behalf of the Program Committee) appoints the two external experts.

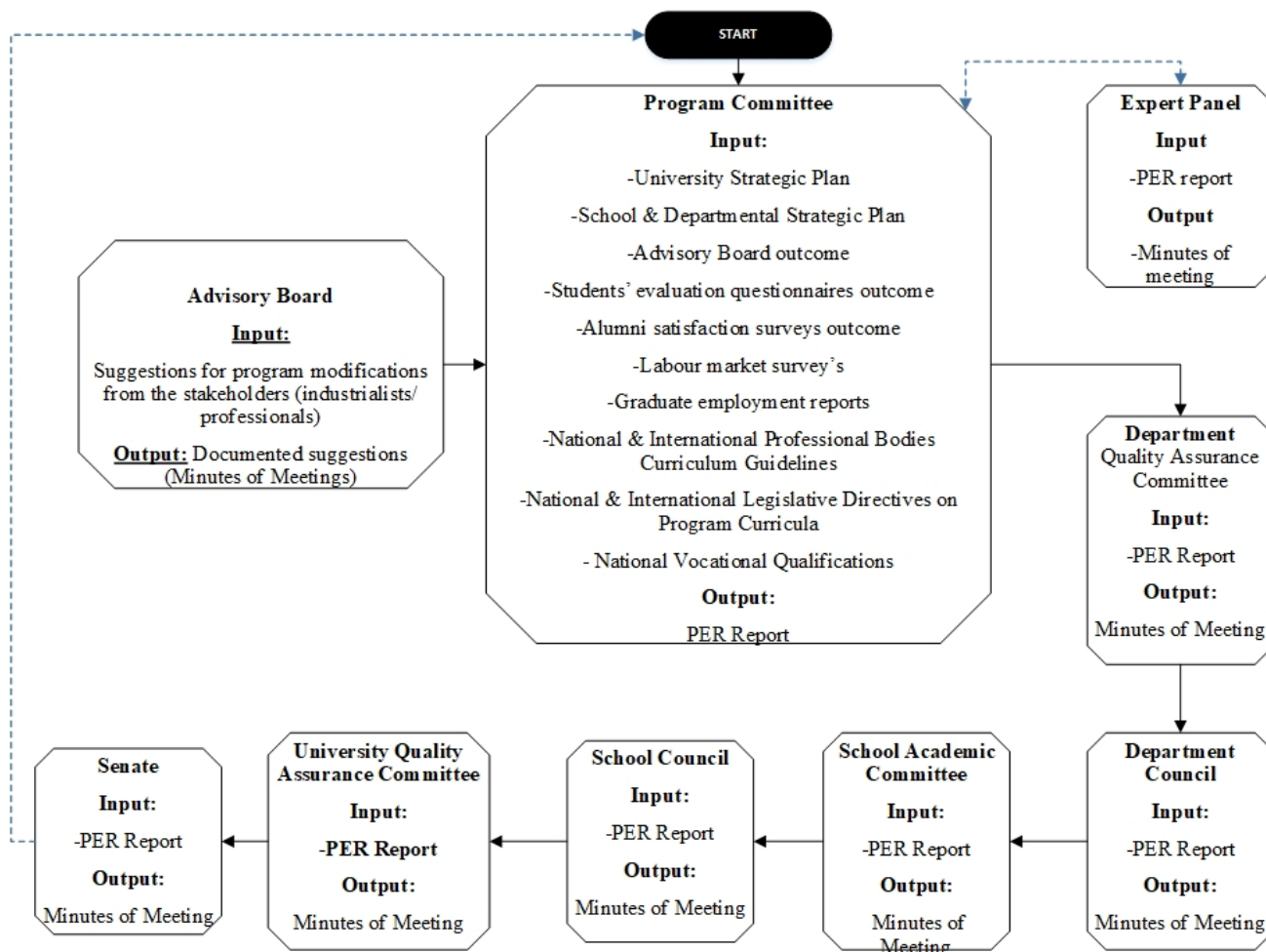
(ii) Terms of reference

The Expert Review Panel provides a written review report by commenting and evaluating the findings and implementation plan presented in the PER, as well as by providing relevant recommendations. The role of the Expert Review Panel is to provide feedback only on the academic elements of the Program Evaluation Review. Decisions about the viability and other aspects of the program remain within the remit of the School and University.

3. The PER Process

The PER process to be followed is illustrated in the diagram below. The PER process is a continuous process. It is expected that each Department implements the PER procedure and prepares the PER report (see Template attached) every five (5) years. The Program Committee can initiate a PER procedure at any time within the five year period suggesting documented program changes.

Diagram: PER Procedure



4. Timeframe

Program Evaluation Review is a continuous process. It is expected that every program should complete a PER process every five (5) years. However, the Program Committee is not restricted with regards to the exact time, as it can initiate a PER report at any time within the five year period suggesting documented program changes.

Schools with a program to be reviewed for the 5 years PER process will be notified by the Office of the Vice-Rector of Academic Affairs **in early July**. Since the review process is an ongoing process, the School shall follow all procedures so that the report with the associated documentation is approved by the Senate in its first meeting of the following calendar year.

Program Evaluation Review (PER) Template

“Program Title”

School of X
Department of X

Last Review Date: DD/MM/YY

1. Background/Contextual Information

Briefly describe the **status** of the Program in review (provide **headline** information in terms of student numbers, profiles and accreditations). Focus on any significant developments since the last program review.

Briefly present the actions taken since the **last Program Review**, and the progress of the suggested Program Action Plan (if any).

(Provide references wherever this is applicable / appropriate, see Section)

2. PER methodology

Briefly describe the **methodology** used for the implementation of this review. Refer to how this review is related to the overall University's QA process.

(Provide references wherever this is applicable/appropriate, see Section ...)

3. PER Data Sets & Other Sources of Information

List the **data sets** and **other sources of information**, which were used for the implementation of this review. Provide as appendix all the documentation.

4. Curriculum Structure, Objectives, and Learning Outcomes

Briefly describe and review the **general structure/content** and **rationale** of the Program Curriculum in Review. Possible review tasks, which may be undertaken, are the following:

- Review the relevance and adequacy of the **current Objectives / Learning Outcomes** of the Program in review in relation to the latest research, professional and technological developments (wherever applicable).
- Review how the Curriculum structure and content **satisfies the current Objectives and Learning Outcomes** of the Program in review (cross-reference matrices of 'Courses vs Learning Outcomes' can be designed / used for this purpose).
- Review how the Curriculum's structure / learning outcomes **satisfy the requirements of international standards and professional organisations, as well as any legislative requirements** (if applicable).
- Review how the Curriculum structure / learning outcomes **address stakeholders'** (students, alumni, professionals) **considerations and expectations**.

Feel free to implement any additional / alternative review task you consider appropriate for the Program in review.

(Provide references this is applicable / appropriate, see Section 2)

5. Teaching and Learning

Briefly describe and review the **teaching and learning methods, teaching and learning materials, academic personnel, resources, and academic support**, which are provided for the Program in review. Possible review tasks, which may be undertaken, are the following:

- Review the relevance and adequacy of the **current teaching, learning, and assessment methods followed**, in relation to international standards, stakeholders' feedback, and current educational trends.
- Review the adequacy of the **Program's current academic personnel** in relation to the teaching and learning needs of the Program Curriculum, international standards, stakeholders' feedback, School and University Strategy, and requirements from professional bodies.
- Review the relevance and adequacy of the Program's current teaching **resources and academic support** in relation to international standards, stakeholders' feedback, and current educational trends.

Feel free to implement any additional / alternative review task you might feel is appropriate for the Program in review.

(Provide references wherever this is applicable / appropriate, see Section 2)

6. Sustainability

Briefly describe and review the **Sustainability** aspects of the Program in review. Possible review tasks, which may be undertaken, are the following:

- Review the **student recruitment / retention policy**, which is followed for the Program in review, in relation to the latest enrolment, retention, and marketing data.
- Review the **employability dimension** of the Program in review, in relation to the latest alumni satisfaction and graduate employment reports, and in relation to the feedback provided by industrial stakeholders.
- Review how the Program in review fits and contributes to the satisfaction of **the School's and University's long-term strategic plans**.
- Review how the Program in review addresses the latest **national and international professional needs and trends**.

Feel free to implement any additional / alternative review task you consider as appropriate for the Program in review.

(Provide references wherever this is applicable / appropriate, see Section 2)

7. SWOT Analysis

Based on your review, please provide a Strengths/Weaknesses/Opportunity/ Threats Analysis for the Program in Review:

Strengths 1. Strength x 2. Strength y	Weaknesses 1. Weakness x 2. Weakness y
Opportunities 1. Opportunity x 2. Opportunity y	Threats 1. Threat x 2. Threat y

8. Proposed Program Modifications

Identify the proposed program modifications by providing the necessary documentation on the following areas:

I. Program modifications:

- (a) Title
- (b) Aim and Objectives
- (c) Learning Outcome(s)
- (d) Curriculum/Program structure
- (e) Entry requirements/criteria

II. Course(s) modifications

- (a) Title
- (b) Aim and Objectives
- (c) Learning Outcomes
- (d) Course Content
- (e) Teaching Methodology
- (f) Assessment Methods
- (g) Recommended Textbook(s)
- (h) Other (ECTS, hours, etc.)

III. Program quality control mechanisms

IV. Other (Specify)

9. Implementation Plan

Describe the proposed action plan for the proposed modifications/changes in a timetable or Gantt Chart.