Doc. 300.1.3

Date: 26 August 2022

Feedback Report from EEC Experts

- **Higher Education Institution:**
  American College

- **Town:** Nicosia

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

In Greek:
Πληροφορική (2 έτη, 120 ECTS, Δίπλωμα)

In English:
Computer Science (2 years, 120 ECTS, Diploma)

- **Language(s) of instruction: English / Greek**

- **Programme's status: Currently Operating**

- **Concentrations (if any):**

   In Greek: Concentrations
   In English: Concentrations

A. External Evaluation Committee (EEC)

Name	Position	University
Christina Lioma	Professor	University of Copenhagen
Eleni Mangina	Professor	University College Dublin
Michail Giannakos	Professor	Norwegian University of Science and Technology
Name	Position	University
Name	Position	University
Name	Position	University

B. Guidelines on content and structure of the report

The EEC based on the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) and the Higher Education Institution's response (Doc.300.1.2), must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.

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

EEC's final recommendations and comments on the HEI's response

Findings **by EEC**	Actions Taken by the Institution	For official use Only
The program is subject to quality assurance procedures by the College. These procedures have a formal status, operationalised by an Internal Quality Assurance Committee. This committee has clearly defined tasks and procedures. However, there is a divergence between the formal procedures and their implementation, because no student representative seems to have attended recent meetings of this committee. Students have the opportunity to be involved in the design of the program through their representation in the Internal Quality Assurance Committee, which however is not actually implemented at all times.	To ensure the students' involvement in the work of the Quality Assurance Committee a clause was added that at least one student must be present in the meetings of the Committee. If both students are absent, then the meeting is postponed (Annex 1 – Quality Assurance).	Συμμόρφωση
Currently there is no specific policy of review process of the program to include the external stakeholders' input. It is recommended to specify a policy with a target to have the program review panel and aim on reviewing the curriculum. The scope of this reviewing should include an analysis of the content of each module regarding the market needs in Computer Science.	Annex 1 (Quality Assurance) has been revised as to include external stakeholders as permanent and equal members of the Quality Assurance Committee. Hence, external stakeholders have an input in all stages of a program's development and a program's revision, bringing-in their industry expertise, current trends, and market needs.	Συμμόρφωση
Special focus should be on the purpose of specific electives and the content of the 40 ECTS Math modules (especially with focus on the progression of the majority of the students).	With a focus on specific electives and the 30 ECTS of Mathematics courses, we have decreased the Mathematics requirements to 24 ECTS. The five mathematics courses are still offered, but students are required to	Συμμόρφωση

	complete 24 instead of 30 ECTS (see Annex 2 – Revised Curriculum).	
It is recommended to keep the minutes of the meeting in detail for the future panel to trace the reason for these updates.	In a Quality Assurance Meeting dated 17/06/2022 (Annex 4 – Minutes) it has been decided that more detailed minutes are prepared for all Quality Assurance Committee meetings, including justifications and reasoning for any program revisions and developments.	Συμμόρφωση
The industry external committee member should have an active role in the reviews, since the role of the courses needs to be more strategic in the context of the program in consideration of the current expectations of employers.	The revisions made in Annex 1 (Quality Assurance) ensure that external stakeholders have an active role in the reviews with the aim that the context of the program takes into account the current expectations of employers.	Συμμόρφωση
The EEC recommends that student representation is ensured in the internal quality review process (including meetings) at all times. If a student representative is not present, the meeting should not take place.	To ensure the students' involvement in the work of the Quality Assurance Committee a clause was added that at least one student must be present in the meetings of the Committee. If both students are absent, then the meeting is postponed (see Annex 1 – Quality Assurance).	Συμμόρφωση
In terms of the courses available per semester, it is not clear which courses have prerequisites and which do not, as well as how many courses a student is allowed to fail in each semester in order to be able to progress.	Prerequisites of courses can be found in Annex 2 – Course Descriptions of the Application for Accreditation submitted prior to the EEC visit. Nevertheless, in Annex 5 – Courses and Prerequisites we present all the courses in the revised curriculum and the prerequisites of every course, if any. Further, a student can progress in the subsequent semester(s) independently of the failed courses, assuming any prerequisite requirements are met. So if a student fails course X which happens to be a prerequisite of course Y, he/she cannot take course Y until he/she passes course X but can progress and take other course for	Συμμόρφωση

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	which he/she successfully completed their prerequisites.	
The EEC recommends that the college enhances the quality assurance practices by engaging and receiving feedback from international or local industry experts in the related field, in order to assure that the program is enriched with hot topics in the field. This will also contribute to the attractiveness of the program.	The revisions made in Annex 1 (Quality Assurance) ensure that external stakeholders have an active role in the reviews with the aim that the program is enriched with hot topics in the field, which will eventually contribute to the attractiveness of the program.	Συμμόρφωση
The programme director needs to communicate in a systematic manner relevant statistics (e.g., number of applicants, student drop-out rate, examination pass rates, etc.) to all related faculty and staff in order to facilitate ongoing monitoring and improvement of the program.	On 15/06/2022 the Academic Committee decided that (Annex 6 – Minutes) following the end of each academic year the program director of each program will collect student data such as the number of students applied, enrolled, withdrew, progressed, graduated, moved to other programs, were employed, broken down per year, gender and nationality status (Cypriot, EU, non-EU) and will also collect statistical information related to the letter grades of each course (number and percentages of As, Bs, Cs etc) from various sources such as the Admissions Office, Registrar's Office, Student Welfare Office, Alumni and prepares statistical reports. The statistical reports will then be communicated to and discussed with faculty members teaching in a program of study and the Admissions Office to facilitate ongoing monitoring and improvement of a program of study.	Συμμόρφωση
Especially given the male dominant student intake, the programme review panel should consider actions to attract more female students.	To attract more female students, in addition to the promotional activities currently implemented by the College (described below), we have decided to engage alumni as student ambassadors to promote the College to their female friends, promote STEM programs to female students when we participate in	Συμμόρφωση

	international educational fairs, and promote scholarships to single mothers through local organizations (e.g. http://singleparentscy.org/) and international agents.	
Given the low intake, this is a point of concern and threatens the sustainability of the program. The EEC recommends that a strategy should be defined and implemented in order to increase student intake in the near future. The EEC recommends that a strategy should be defined and implemented in order to increase the intake of female students in the near future.	In addition to the activities above to attract more female students, to increase the intake of students in the program, the College is participating in local and international educational fairs, we are engaging alumni as student ambassadors to communicate to friends and contacts and promote the College, we use social media such as facebook, linkedin, and youtube, to communicate news and information, and we use agents abroad to help with the recruitment of students and assistance in filling all necessary documents and applications. A strategy to increase the intake of female students in the future is designed and described in the above paragraphs.	Συμμόρφωση
The EEC recommends that a strategy should be defined and implemented in order to increase the local intake of students to the program.	Further to the above strategic actions, to increase the intake of Cypriot students, we are implementing the following: • participation in educational fairs in Cyprus • holding contests to offer scholarships through partner organizations • visits to high schools to present our programs of study • advertisements in TV and Radio • Billboards • open days to high schools • offer of free consultation and completion of an	Συμμόρφωση

	Employment Orientation Test • use social media such as facebook, linkedin, and youtube, to communicate news and information (e.g. https://www.youtube.com/watch?v=uvayRrBynHQ&t=23s) • engage alumni as student ambassadors to communicate with friends and contacts and promote the College.	
The EEC therefore recommends that industrial elements are integrated into the program in novel ways that do not breach the national legislation and that make it clear that non-EU students are neither employed, nor financially compensated for their exposure to industrial elements.	As the national legislation prohibits non-EU students to be employed or be financially compensated for their exposure to industrial elements, the following are some of the ways we implement as to integrate industrial elements into the program: • use case studies and scenario analysis based on real market conditions • invite guest speakers and faculty who have extensive industry experience to link theory to practice • assign individual and group projects requiring students to work with/on a real organization • support students to base their Final Year project on a real situation or to work with/on a real organization.	Συμμόρφωση
Regarding the curriculum, the EEC has the following recommendations for specific courses: • Offering 5 mandatory Math courses is a high ECTS contribution to a 2-year diploma study program, and combining this with the 4 GE/FE courses that are not	Regarding the curriculum: • We have decreased the Mathematics requirements to 24 ECTS. The five mathematics courses are still offered but students are required to complete 24 instead of 30 ECTS (see	Συμμόρφωση

connected with essential CS competencies, leaves not much room for important CS courses.

- "CSC103 Computer Programming" is the typical CS1 programming course offered to every CS study program. Renaming it to "Introduction to Programming" would better convey the meaning of the course. The course coordinators can also extend the LOs, describing that the course will be offered in Python.

- "CSC112 Computer Programming II" can be renamed to "Introduction to Object-Oriented Programming".

- "Programming in Java" can be renamed to "Advanced Object-Oriented Programming", and as a selective course can help students who want to advance with OOP and Java.

- In the current set up students can take only 2 courses from the "Major Requirements". It is recommended to allow students to take some of the "Major Requirements" courses as GE/FE.

- English Communication (6 ECTS) and English Writing (6 ECTS) are at a very low academic level, considering that they are worth 6 ECTS points each, and also considering that students need to have acquired basic English qualifications before they can be admitted to the program. These courses

Annex 2 – Revised Curriculum).

- The College teaching personnel discussed EEC's suggestions for renaming "CSC103 Computer Programming" to "CSC103 Introduction to Programming", "CSC112 Computer Programming II" to "CSC112 Introduction to Object-Oriented Programming" and "CSC310 Introduction to Java Programming" to "CSC310 Advanced Object-Oriented Programming" but decided that it was better not to rename these courses as the renaming will cause confusions to those students who have already taken courses of the current curriculum (which will be revised after the reaccreditation of the Diploma in Computer Science) such as "CSC401 Object-Oriented Programming". Renaming would also cause confusions to the readers of the academic transcripts of the above students. The Learning Outcomes of CSC103 Introduction to Computing (Annex 3 – CSC103 Syllabus) have been extended thus to describe that the course will be offered in Python.

- We have increased Major Requirements from 66 ECTS to 72 ECTS. To allow students to select more Major courses, we have transferred CSC312 Human Computer Interaction from the Major Elective courses

need to be upgraded so that the level is higher than what it currently is, and also so that they are equivalent to 6 ECTS (which translates to approximately 165 hours of work for each student).

- Modern Greek I, Modern Greek II, European History and History of Cyprus should not be offered to Cypriot students. Currently there is no formal restriction as to who can take those courses. In addition, Modern Greek I, Modern Greek II, and European History should not be offered to Greek students. European History should not be offered to EU students.

- We suggest removing 1-2 GE/FE (which are largely irrelevant to the learning outcomes of the program) and adding courses that will enable students to develop important relevant skills, for instance, Software Engineering, Web Technologies (and having CSC210 as advanced web development) and App development.

to the Major compulsory courses and increased the Major Elective courses hence to allow students to select courses based on the interests and personal traits (see Annex 2 – Revised Curriculum). With the revised curriculum student can take more than two of the four important courses (HCI, Web Programming, Internship, JAVA).

- ENG101 English Communication and ENG102 English Writing have been revised so that the level is higher than what it currently is and higher than the English language proficiency admission level, and also so that they are equivalent to 6 ECTS (Annex 7 – ENG101 Syllabus; Annex 8 ENG102 Syllabus). According to the ECTS Framework, 1 ECTS credit is equal to 25-30 hours of student work; therefore, we consider the 150 hours of student workload for a 6 ECTS course to be consistent with the ECTS Framework.

- The Academic Committee has decided that Modern Greek I, Modern Greek II, and European History will not be offered to Cypriot or Greek students, History of Cyprus will not be offered to Cypriot students and European History will not be offered to EU students (Annex 6 – Minutes; Annex 2 – Revised Curriculum).

- The Academic Committee has also decided to remove PHI101 Introduction to Philosophy and POL101

	Political Studies from the General Education Requirements which are considered least relevant to the learning outcomes of the program, and to add CSC307 Software Engineering, CSC311 Mobile Computing Programming, and CSC313 Advanced Web Programming, which will enable students to develop important relevant skills (Annex 6 – Minutes; Annex 2 – Revised Curriculum; Annexes 9-11 for the syllabi of the courses added).	
It is very unfortunate that the EEC was given data only for 2017-2020, considering that the program was first accredited in 1999. When the program has been running for more than 20 years, why were only data on the last 4 years provided? It is not clear to the EEC if such data exists or not.	In Annex 12 you may find a table with the number of students enrolled, withdrew, progressed, graduated, moved to other programs, became employed, broken down per year, gender and nationality status (Cypriot, EU, non-EU) for the academic years 2013-2014 to 2016-2017. It was difficult to collect accurate information for the years prior to 2013-2014. This table along with the corresponding table for the years 2017-2018 to 2020-2021 we have previously provided to the EEC means that we have provided the requested statistical data for the past 8 academic years.	Συμμόρφωση
The college was also asked by the EEC to provide statistics on the number of students taking a course, per course. The statistics provided by the college did not come with any indication as to the year they refer to, nor as to the semester they refer to, in case a course is offered more than once per year. The statistics provided did not include all courses of the program either. No reason was provided for this. In addition, the numbers provided diverge	In Annex 13 we provide a list of the number of students enrolled in each course during the academic year 2021-2022. For each course we indicate the Year and the Semester in which the course is offered. It should be noted though that the courses presented in the table are based on the current curriculum and not the revised one. It should also be noted that the statistics presented on student intake and progression (see statistical table for the years	Συμμόρφωση

notably from the statistics on student intake and progression that were also supplied by the college to the EEC. With an average student intake of approximately 7 students per year (up to 2021), and an average of 0.5% dropout or failure of a year (up to 2021), it is not clear how there can be 12 students from this Diploma taking Computer Programming II, or 12 students from this Diploma taking Calculus, for instance. The statistics on student intake and progression do not agree with the statistics on the number of students per course.	2017-2018 to 2020-2021 we have previously provided to the EEC) are consistent with Annex 13. The table with the statistics on student progression shows that 7 students were enrolled in year 1 during 2020-2021. These 7 students progressed to Year 2, and enrolled in Year 2 courses (see Annex 13); Those 12 students enrolled in Year 1 courses are the new students enrolled during 2021-2022 academic year.	
In addition, the statistics on the number of students per course do not agree with the accounts of the students that the EEC interviewed. Specifically, according to the accounts of the students that the EEC conversed with, currently there is only one student taking the courses: Programming II, Logic, and one of the two English courses. However, no course appears to have less than 10 students taking it according to the data provided by the college.	The correct number of enrolments are the ones presented in Annex 13. Only a few students were interviewed during the remote accreditation.	Συμμόρφωση
The EEC recommends that the process of collecting, analysing and communicating student and other statistics is upgraded, so that it is digitized, different sources of information are cross-referenced so that contradictions, errors and gaps are rectified, and constructive analytics can be communicated efficiently.	Our student database system was edited in order to maintain information about each student's English language qualification. We have recorded the English language qualification for all our students so that we can extract relevant statistical reports from our database.	Συμμόρφωση

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

EEC's final recommendations and comments on the HEI's response

Findings **by EEC**	Actions Taken by the Institution	For official use Only
Although the panel could assess the feedback from the students based on the previous curriculum, the T&L process has shown that the programme considers different modes of delivery although a variety of pedagogical methods is not provided to facilitate the achievement of planned learning outcomes. The implementation of student-centered learning and teaching has not been shown to the panel during the online visit. From the interviews with the students, the panel noticed some variation with respect to how the students experienced past teaching and learning, something that seems to have been affected by the number of students participating in the courses.	It was decided to enrich our teaching methods with a mixture of contemporary and innovating methods. These methods include lectures, power point presentations (offline and online teaching), problem solving, class discussion, group work, individual assignments, groups projects, case study discussion, simulation exercises, article and case discussion and project presentations. In addition, we utilize class practical trainings, practical trainings in laboratories, social media integrations in class, guest speakers, and field trips. Another teaching technique that we have adopted is the formative assessment to provide immediate feedback, understanding and evaluation before the end of taught material. This promotes active learning in between the lessons. Moreover, we are creating learning stations when it is feasible to the class size, by splitting the students and by rotating them as we consider this an effective learning technique. Stations could for instance contain either participating to a lecture, watching videos, reading an article, or completing an exercise or puzzle. Then, we conclude with a class discussion or allocate questions to students. Furthermore, another teaching technique we have adopted is experiential learning which allows students to comprehend theory and academic content and how the taught content is applied to real-life experiences. Additionally, we apply the blended learning technique that combines classroom instructions with online learning resources and content and related software to	Συμμόρφωση

	deeper grasp the essence of the communicated material. The above are presented in the 'Pedagogical Issues Orientation' offered prior to the beginning of every semester. These sessions are compulsory for new faculty and optional for all faculty members.	
The updated curriculum contains the internship course, which is a very positive addition to the programme. A rigorous process of logbook and weekly task allocation with predefined student obligations is also added. It is recommended by the EEC to also include the industry hosting organization obligations (in terms of insurance, hours of work, expectations etc.).	In addition to the MAJ101 Internship documents (Syllabus, Internship Guide, Internship Obligations form, Internship Logbook, and Internship Evaluation form) –which were submitted to the EEC post the accreditation visit- we have also added the 'General Contract of Employment' (Annex 14), describing in details all terms and conditions of the employment agreement, as to adequately include the industry hosting organization obligations. This document needs to be signed by the employer and the student before the start of the internship to ensure comprehension of the terms, obligations and employment conditions. The 'General Contract of Employment' is a document issued by the Department of Labor, Ministry of Labor, Welfare and Social Insurance of the Republic of Cyprus, hence is a comprehensive document with all necessary employment issues covered.	Συμμόρφωση
The program could be reviewed in terms of T&L approaches to promote student-centered learning and increase student autonomy and confidence, which is of high importance for the market needs in Computer Science.	The enriched teaching methods mentioned is Section 2 above provide more opportunities for a more personalized learning experience especially to small size classes. Thus, we are utilizing more in-class activities such as problem solving, simulation exercises, case discussion, practical trainings in laboratories, video discussion, exercises and quizzes, and discussion on real life scenarios.	Συμμόρφωση
The students need to be exposed to different operating systems (i.e. Linux) through the available servers and desktops.	We have installed Virtual Box on our PC in our computer laboratories, enabling teaching personnel and students to run any operating	Συμμόρφωση

	system, including Linux Ubuntu, in our windows desktop. The ISO file for Linux Ubuntu has been downloaded, and installed inside the virtual machine Virtual Box. Additionally, we have revised the syllabuses of CSC101 Fundamentals of Information Technology, CSC203 Management Information Systems, and CSC307 Software Engineering, so to cover operating systems, including Linux. The revised syllabuses are found in Annexes 15, 16, and 9.	
The programme should consider the investment on iMacs as well for the students to familiarize with iOS.	Through the Virtual Box installed, apart from the ability to run Linux, we are also able to run Mac OS X 10.5.6, in our window desktop. We have downloaded the ISO for Mac OS virtual machine, which we have installed inside the virtual machine Virtual Box, so students can become familiarized with iOS in CSC307 Software Engineering.	Συμμόρφωση
Formal advisory board for the curriculum review should be in place to provide feedback to update the curriculum to the international standards, and inclusion of industry representatives should be mandatory and appropriate minutes to be taken at each meeting.	The Academic Committee on the 15/06/2022 (Annex 6 - Minutes), has decided to form a Teaching and Learning Committee, as an advisory committee to the Academic Committee. The role of the Advisory Teaching and Learning Committee is to advise on all issues relative to teaching, learning and assessment practices in the College. All details on the Teaching and Learning Committee can be found in Annex 17 - Teaching and Learning Committee.	Συμμόρφωση
Rigorous internal reporting in terms of the pipeline year on year of students graduating and alumni for future data analysis is highly recommended. This reporting should include the student's progression to industry and academia after the graduation or the advancement of their current career.	The Academic Committee has decided that (Annex 6 – Minutes) following the end of each academic year the program director of each program collects student data such as the number of students applied, enrolled, withdrew, progressed, graduated, moved to other programs, were employed, broken down per year, gender and nationality status (Cypriot, EU, non-EU) and statistical information related to the letter grades of each	Συμμόρφωση

	course (number and percentages of As, Bs, Cs etc) from various sources such as the Admissions Office, Registrar's Office, Student Welfare Office, Alumni and prepares statistical reports. The statistical reports are then communicated to and discussed with faculty members teaching in a program of study and the Admissions Office to facilitate ongoing monitoring and improvement of a program of study.	
A minimum form of basic pedagogical training should be compulsory to all new staff before they begin teaching. There is a need for this. The video lectures that the EEC watched were not engaging and showed no use of pedagogical tools. The recorded lecture did not include elements of student engagement, active student-learner interaction, student-student interaction, to mention but a few.	It was decided by the Academic Committee (Annex 6 – Minutes) that all new faculty need to attend both the 'Orientation Meeting for New Faculty Members' and the 'Pedagogical Issues Orientation' offered prior to the beginning of every semester. These sessions are compulsory for new faculty and optional for all faculty members. Further, it was decided that it is compulsory for new Faculty to attend all training sessions and seminars organized by the College, for the first 2 years of their employment.	Συμμόρφωση
Overall, assessment is appropriate, however all grades should be accompanied by written feedback that makes it clear why the specific grade was awarded and that supports the students in learning what their mistakes were and how they could be rectified. This should be standard practice for all courses and all forms of homework or examination.	A Student Feedback policy was recently introduced (Annex 18 - Student Feedback Policy) outlining the importance of providing adequate feedback to students, the principles and standards of feedback, and the responsibilities of faculty members. Apart from disseminating the policy to the faculty members, to safeguard comprehension and implementation of the policy, the Student Feedback Policy along with other policies will be presented in the biannual Orientation Meetings for new faculty.	Συμμόρφωση
However, we advise that the college should take the necessary actions to strengthen students' social learning and agency (e.g., encouraging students to take active roles), and connect the teaching and learning	To foster social engagement of students the following activities are recommended to be implemented by faculty members. It should be noted that the actions below were communicated to all faculty and will	Συμμόρφωση

with real-life challenges and experiences (e.g., highlight the possibilities for internship, offer some problem/project based teaching and learning).	also be part of the topics discussed during the Orientation meetings for new faculty prior to the commencement of every new semester: • engage students in the collection of primary data both for research conducted by faculty but also for research projects of peer students; • support and guide students to work with and on an organization for their individual and group projects; • create discussion groups with classes with large audiences and monitor argumentation so to ensure key topic points are covered; • encourage and motivate students to share their personal experiences in-class so that peer students can learn from each other and also to conveniently link theory and practice; • give polls during class about matters relevant to the class and/or course content and promptly discuss findings and opinions; • discuss significant issues and provide feedback on findings out of individual or group projects. Feedback is provided for all findings (anonymously) so students can learn from others' weak points and strong elements; and • assign specific roles and area/sub-topic of responsibility in group-based projects.	

3. Teaching staff
(ESG 1.5)

EEC's final recommendations and comments on the HEI's response

Findings **by EEC**	Actions Taken by the Institution	For official use Only
The procedures regarding promotion take into account the quality of teaching and research activity of the staff. It is not clear to the EEC if they also take into account the development of teaching skills and mobility of the staff.	The procedures regarding promotion take a holistic view on the performance and progress on faculty members. Among other related issues discussed during the online visit and among additional documentation presented post evaluation, all faculty members prepare a report called 'Faculty Self-Evaluation and Suggestions Report', with the purpose of assisting in their overall evaluation. The report provides an account of their activities, carried out during the evaluation period in various areas, including acquired skills, professional development, and other academic matters, such as mobility, college service and community service. The report is submitted to the College Director whom in turn completes a 'College Service and Skills Evaluation' form and the 'Faculty Overall Evaluation' form encompassing all aspects mentioned above, including Skills Evaluation and other Academic Matters. These details are described in the 'Organization, Administration and Faculty Handbook'; an extract of these are found in Annex 19 - Faculty Evaluation (extract from the Organization, Administration and Faculty Handbook). Additionally, the 'College Service and Skills Evaluation' form, the 'Faculty Self-Evaluation and Suggestions Report', and the 'Faculty Overall Evaluation' form are found in Annexes 20-22.	Συμμόρφωση
It is not clear how much, if any at all, of the teaching of this program is done by visiting staff. A significant amount of the teaching is done by	Although we have visiting faculty in other programs of study (such as in the Bachelor in Business Administration) we do not have	Συμμόρφωση

staff who have yearly contracts with the college.	visiting faculty in this program. However, our part-time faculty teaching in the program are practitioners who bring their expertise and experiences in the program. For instance, Dr Dimitris Constantinou has nearly 20 years of experience in teaching of computer science courses, and more than 15 years in designing and developing software and computer science consulting. He was employed in various organizations and held positions as a development engineer, product specialist, analyst programmer, software consultant, and project leader. Also, Dr Thomas Photiadis has an extensive work background beyond his research and teaching experience, gained when employed both in the private (e.g. Karma Developers, Demari Developers), and public sectors (e.g. Ministry of Education and Culture as an Inspector, and on Communication Systems Support at the Cyprus Telecommunications Authority).	
According to the information provided to the committee, the number of the teaching staff is adequate to support the programme of study, however more teaching staff with core CS background should be recruited if the college expands the number of courses and students participating in CS study programs.	Although, as stated by the EEC, the number of the teaching staff is currently adequate to support the programme of study, there are plans to recruit at least two additional teaching staff if there is a significant student increase.	Συμμόρφωση
The EEC recommends a transparent workload model process to be adopted in the School for all staff members with clear admin/teaching/research activities allocation and to be shared at the beginning of each academic year to all academic staff.	A transparent workload model exists for all faculty, encompassing, clear administration, teaching and research activities allocation. The teaching load and expected research output for faculty depends on their rank, with Department Heads to receive a teaching relief of 6 hours per academic year. Faculty are expected to teach as scheduled by the College, while maintaining 5 hours as office hours per week,	Συμμόρφωση

	spread in 3 days. Office hours are communicated to students, staff and faculty, through College announce boards, on the Course Outlines, at the Reception area and via emails. Office hours might be used for student visits, advising on academic or coursework matters, and for student enrolment into courses during non-teaching periods. The details for the above faculty workload is found in Annex 23 - Faculty Duties (extract from the Organization, Administration and Faculty Handbook).	
The School has recruited new academic staff and professional development activities for teaching staff focused on the Teaching and Learning skills will prove impactful in the years to follow on the quality of the teaching and learning in the programme and the reputation of the programme.	At American College we believe that in order to increase and improve the quality of education of the programs of study offered, faculty should also continuously upgrade their knowledge and skills. In that framework, we implement specialised in-house training seminars and workshops throughout the year, addressed to all faculty ranks and positions. Faculty members are also encouraged to participate in relevant external seminars. The participation in external seminars is subsidized by the College assuming the eligibility criteria are met (e.g. topic relevance). The in-house and external seminars usually cover either pedagogical aspects (teaching, student assessment, course design, curriculum development etc.) which are applicable for faculty member of all disciplines, topics such as using technology in teaching, or intelligence gathering in higher education which has analysed all stages in data gathering, analysis, and dissemination of results, or aspects related to a particular discipline. In the latter case such seminars are applicable for faculty members teaching the particular	Συμμόρφωση

	discipline. Recent examples of seminars and training events in which members of our faculty participated in are:	
	• Teaching Models (23 June 2021)	
	• Equity, Diversity and Inclusion in Higher Education (22 June 2022)	
	• Tourism: The Next Day (29 June 2022). Conference organized by The Association of Cyprus Tourist Enterprises (ACTE)	
	• Creating rich interactive content with H5P (compulsory for Faculty teaching Distance Education courses) (4 July 2022)	
	In addition, members of our faculty will also participate in the upcoming seminar titled 'Student-centred learning, teaching and assessment', organized by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), on the 6-7 September, 2022. Other future training sessions organized by the College for the upcoming semester (Fall 2022) are:	
	(a) Orientation Meeting (compulsory for new Faculty) (late September 2022)	
	(b) Pedagogical Issues Orientation (compulsory for new Faculty) (early October 2022)	
	(c) Strategies for Online Teaching and Learning (compulsory for Faculty teaching Distance Education courses) (late October 2022)	
	(d) Creating and evaluating student group work in	

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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	Higher Education (middle November 2022) (e) Leading Educational Innovation (compulsory for Department Heads) (middle December 2022). Lastly, as explained above in Section 1, it was decided by the Academic Committee on the 15/06/2022 (Annex 6 - Minutes) that all new faculty need to attend both the 'Orientation Meeting for New Faculty Members' and the 'Pedagogical Issues Orientation' offered prior to the beginning of every semester (the most recent orientation seminar took place on Wednesday, 2 February 2022). These sessions are compulsory for new faculty and optional for all faculty members. Further, it was decided that it is compulsory for new Faculty to attend all training sessions and seminars organized by the College, for the first 2 years of their employment.	
The panel would advise as well in the future rounds of recruitment to review the curriculum needs of the programme and the research strategy of the School in order to identify candidates with potential to progress within your institution.	When seeking to fill a vacancy at the College, the purpose is to recruit faculty members who not only share the same teaching approach and orientation with our Institution, but also those who have the potential to progress within our institution, are aligned with our research philosophy and can contribute to meet any curriculum and research gaps. We are in accord with the EEC's recommendation and we will continue on that grounds in regards to our recruitment practice.	Συμμόρφωση
The college tries to improve the teaching skills of the teaching staff through activities such as optional seminars, for instance. These efforts are appreciated. As pointed out in the previous section, such efforts should be structured in a more	As explained above in Section 1, it was decided by the Academic Committee (Annex 6 - Minutes) that all new faculty need to attend both the 'Orientation Meeting for New Faculty Members' and the 'Pedagogical Issues Orientation'	Συμμόρφωση

formal way and be made compulsory to new or inexperienced teachers, in order to ensure that no staff begins teaching without a minimum of pedagogical training.	offered prior to the beginning of every semester. These sessions are compulsory for new faculty and optional for all faculty members. Further, it was decided that it is compulsory for new Faculty to attend all training sessions and seminars organized by the College, for the first 2 years of their employment.	
When it comes to the CS study programs, and in particular the program that is under evaluation, the college is in a transitional phase, with recruiting new people, initiating core CS courses and going through an accreditation process. The amount of planning and preparations of the college (e.g., new courses starting from the Spring 2022, getting the programs being evaluated) is tremendous. The majority of those updates have not affected the students' experience and learning yet, therefore, we would like to highlight that the college and the relevant teaching staff need to implement those updates with care by ensuring the quality and sustainability of teaching and learning (e.g., evaluate and conduct minor adjustments when needed).	In the cases of major developments in a program of study, such as in the particular program under re-accreditation, we always act in a way to least affect the normal operation of students' studies and progress and always take all the necessary measures for a smooth transition to the new curriculum. These might include for example offering a course in Fall and Spring semester that is normally offered only in one semester to satisfy student needs for taking a particular course, or offering courses of the old curriculum to students who are in their last semester. Nevertheless, our extensive experience and careful planning when transitioning to a new curriculum safeguard that students' experience and learning will not be affected.	Συμμόρφωση

4. Student admission, progression, recognition and certification
(ESG 1.4)

EEC's final recommendations and comments on the HEI's response

Findings **by EEC**	Actions Taken by the Institution	For official use Only
Admission requirements are in place: A Secondary (High) School Leaving Certificate or equivalent qualifications and proof of English language proficiency (i.e. an average grade of 5.0 in the IELTS examination), which is clearly communicated, but the panel finds that there should be a minimum level of School Leaving Certificate and the language proficiency at a higher level.	The Admission requirements (a Secondary (High) School Leaving Certificate or equivalent qualifications and an average grade of 5.0 in the IELTS examination) we have in place are the minimum admission requirements for entry in a Higher Education Institution in Cyprus, as set by the Cyprus Ministry of Education, Sports and Youth. The requirements we have in place are in line with those of private higher education institutions in Cyprus. If the number of applications for entry in the program significantly grows, then we will consider increasing the entry requirements of the program.	Μη Συμμόρφωση
There are very few female students. The gender gap is a general and important issue to be addressed. A strategy should be designed and implemented to address this.	To attract more female students, in addition to the promotional activities currently implemented by the College (described above in Section 1), we have decided to engage alumni as student ambassadors to promote the College to their female friends, promote STEM programs to female students when we participate in international educational fairs, and promote scholarships to single mothers through local organizations (e.g. http://singleparentscy.org/) and international agents.	Συμμόρφωση
There are pre-defined regulations regarding the selection and intake of students. The number of students is determined, however, the study program's intake seems to be low.	Furthermore, to increase the intake of students in the program, the College is participating in local and international educational fairs, we are engaging alumni as student ambassadors to communicate to friends and contacts and promote the College, we use social media such as facebook, linkedin, and youtube, to communicate news and information, and we use agents	Συμμόρφωση

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	abroad to help with the recruitment of students and assistance in filling all necessary documents and applications. Moreover, to address the local market, we participate in educational fairs in Cyprus, we hold contests to offer scholarships through partner organizations, we regularly visit high schools to present our programs of study, we offer of free consultation and completion of an Employment Orientation Test, and we place Billboards and advertisements on local TV and Radio.	
As a result, the panel recommends for the program review committee to revise the minimum English language requirements.	As stated above, the English Language requirements for admission we have in place are the minimum English Language admission requirements for entry in a Higher Education Institution in Cyprus set by the Cyprus Ministry of Education, Sports and Youth. The requirements we have in place are in line with those of private higher education institutions in Cyprus. If the number of students enrolled and the number of applications for entry in the program significantly grows, then we will consider raising the English Language entry requirements.	Μη Συμμόρφωση
The teaching staff (given the early career level) could be supported from the Institution with career development skills in Teaching and Learning.	As described earlier in this report, we implement specialised in-house training seminars and workshops throughout the year, addressed to all faculty ranks and positions. Faculty members are also encouraged to participate in relevant external seminars. The participation in external seminars is subsidized by the College assuming the eligibility criteria are met (e.g. topic relevance). The in-house and external seminars usually cover either pedagogical aspects (teaching, student assessment, course design, curriculum development etc.) which are applicable for faculty member of all	Συμμόρφωση

	disciplines, topics such as using technology in teaching, or intelligence gathering in higher education which has analysed all stages in data gathering, analysis, and dissemination of results, or aspects related to a particular discipline. In the latter case such seminars are applicable for faculty members teaching the particular discipline. Lastly, as explained above in Section 1, it was decided by the Academic Committee on the 15/06/2022 (Annex 6 - Minutes) that all new faculty need to attend both the 'Orientation Meeting for New Faculty Members' and the 'Pedagogical Issues Orientation' offered prior to the beginning of every semester (the most recent orientation seminar took place on Wednesday, 2 February 2022). These sessions are compulsory for new faculty and optional for all faculty members. Further, it was decided that it is compulsory for new Faculty to attend all training sessions and seminars organized by the College, for the first 2 years of their employment.	
The panel also recommends the development of a 5-10-year plan for the programme and the capacity of intake year on year, in order to plan for recruitment activities in EU and abroad and increase the number of applicants and of enrolled students over the next years. Some initiatives could be devised to help attract more female applicants.	As stated previously in the report, to increase our students' intake, and especially females and Cypriots, a series of promotional activities have been established, such as: • participation in educational fairs both locally and Internationally • visits to high schools, • advertisements on the mass media, • open days to high school graduates, • free career consultation, • utilization of social media, such as facebook and youtube, • alumni engagement in the recruitment process, • special scholarships to single mothers, and	Συμμόρφωση

	• employment of international agents.	
To attract larger numbers of students, it may be helpful to review the modules taught with content highly relevant with current Computer Science market needs, and to actively promote and advertise the positive values and high potential of this program to prospective students and relevant stakeholders.	When implementing the above promotional activities, a great emphasis will be given on promoting the benefits deriving from the various courses taught in the particular program of study, and the linkage of these courses and their learning outcomes with the needs of the market in the area of Computer Science and Information Technology.	Συμμόρφωση
To attract larger numbers of students, it may be helpful to review the courses taught (as advised in Section 1) with content highly relevant with the current IT industry. As described in the presentation of the college, there is a demand of IT personnel in the IT industry who can serve as web-developers, software engineers and programmers in general; therefore, the college has an opportunity to provide the needed competencies in its study program and support the Cypriot (and beyond) society with adequately trained personnel.	The revised program is going to be more attractive and the College will be able to recruit more students as the program is more up to date and in line with major evolving sectors of the Computer Science industry. The revisions arose from the comments of the EEC will also make the program more relevant with the current IT industry, equipping graduates with compact knowledge and skills.	Συμμόρφωση

5. Learning resources and student support
(*ESG 1.6*)

EEC's final recommendations and comments on the HEI's response

Strengths **by EEC**	Actions Taken by the Institution	For official use Only
Student welfare mechanisms for monitoring the sufficiency of student support are in place. Nevertheless, it is recommended to introduce an Equality Diversion Inclusion (EDI) Committee that will strengthen this area, especially with a history of diverse student population and a lack of gender equality.	Following EEC recommendations, an Equality Diversion Inclusion (EDI) Committee was established by the College Council on the 20/6/2022 (Annex 24 – Minutes) having executive responsibility for the development and implementation of Equality, Diversity and Inclusion strategy, aiming at providing strategic oversight of the College's progress and performance on promoting Equality, Diversity and Inclusion for staff, faculty and students, on behalf of the College Council. Details on the EDI Committee are found in Annex 25 - Equality, Diversion, and Inclusion Committee.	Συμμόρφωση
Library services are available but it is recommended to review the database sources the department has access to, in terms of the most impactful sources for Computer Science.	There is a constant review of the databases sources available in the library, with most of them remotely available to students. Recently though, we have added CiteSeer (https://citeseer.ist.psu.edu/index) and The Online Books Page (https://onlinebooks.library.upenn.edu/), to the online library facilities already available to students, which include Scholarly Journals, Magazines, Blogs and Podcasts, Industry Reports, newspapers and others through the ABI/INFORM Global.	Συμμόρφωση
It is to be commented that the labs' needs are reviewed every couple of years to promote requests for the continuous upgrading and maintenance of laboratories and equipment. The panel felt that the review of resources at the labs is adequately planned and ensures the provision of the H/W available but it	We frequently review the labs' needs hence to continuously upgrade our laboratories and equipment to meet student needs. Nevertheless, following EEC suggestions, we have installed Virtual Box, enabling us to run any operating system, including Linux Ubuntu, in our window desktop. The	Συμμόρφωση

is advised for the labs to provide access to different operating systems.	ISO file for Linux Ubuntu has been downloaded, and installed inside the virtual machine Virtual Box. Additionally, we have downloaded the ISO for Mac OS virtual machine, which we have installed inside the virtual machine Virtual Box, so students can also become familiarized with iOS. Through the Virtual Box we installed, students are also able to run Mac OS X 10.5.6, in their window desktop.	
Linux operating systems should be included in the servers and/or on some desktops.	We have installed Virtual Box, enabling us to run any operating system, including Linux Ubuntu, in our window desktop. The ISO file for Linux Ubuntu has been downloaded, and installed inside the virtual machine Virtual Box. Additionally, we have revised the syllabuses of CSC101 Fundamentals of Information Technology, CSC203 Management Information Systems, and CSC307 Software Engineering, so to cover operating systems, including Linux. The revised syllabuses are found in Annexes 15, 16, and 9.	Συμμόρφωση
The panel recommends in the future to invest on the teaching staff professional development, especially at the early stage of their career, in order to enable growth for progress.	As described earlier in this report, we implement specialised in-house training seminars and workshops throughout the year, addressed to all faculty ranks and positions. Faculty members are also encouraged to participate in relevant external seminars. The participation in external seminars is subsidized by the College assuming the eligibility criteria are met (e.g. topic relevance). The in-house and external seminars usually cover either pedagogical aspects (teaching, student assessment, course design, curriculum development etc.) which are applicable for faculty member of all disciplines, topics such as using	Συμμόρφωση

	technology in teaching, or intelligence gathering in higher education which has analysed all stages in data gathering, analysis, and dissemination of results, or aspects related to a particular discipline. In the latter case such seminars are applicable for faculty members teaching the particular discipline. Lastly, as explained above in Section 1, it was decided by the Academic Committee on the 15/6/2022 (Annex 6 – Minutes) that all new faculty need to attend both the 'Orientation Meeting for New Faculty Members' and the 'Pedagogical Issues Orientation' offered prior to the beginning of every semester (the most recent orientation seminar took place on Wednesday, 2 February 2022). These sessions are compulsory for new faculty and optional for all faculty members. Further, it was decided that it is compulsory for new Faculty to attend all training sessions and seminars organized by the College, for the first 2 years of their employment.	
In terms of student support, a potential solution could be a "buddy coder" mentor system in order for students to reach out to students at more advanced years of study.	We have implemented 'Peer Mentoring for students' as a buddy coder" mentor system for increased student support. Students in the 3rd or final year act as mentors of 1st year students to help them settle and familiarize with the College and the City. Student mentors went through an orientation meeting so to get acquainted with their new role's tasks and activities to ensure effective support to newcomers. Orientation meetings for new Student Mentors will be held biannually, prior to the commencement of a new semester.	Συμμόρφωση
The panel also recommends a formal T&L Committee to monitor the T&L processes, curriculum review and	The Academic Committee (Annex 6 - Minutes), has decided to form a Teaching and Learning Committee,	Συμμόρφωση

resources at all stages taking into account the student and staff feedback with inclusion of an official industry advisory Board and External examiner.	as an advisory committee to the Academic Committee. The role of the Advisory Teaching and Learning Committee is to advise on all issues relative to teaching, learning and assessment practices in the College. The members of the T&L Committee include student representatives and external stakeholders -whose presence is compulsory for a meeting to be conducted- so to have an input in diverse areas such as student assessment, faculty training, infrastructure, curriculum changes, and more. All details regarding the Teaching and Learning Committee can be found in Annex 17 - Teaching and Learning Committee.	
It is recommended to have in place procedures, appropriate training, guidance and support, for teaching personnel, to enable personnel to efficiently support the educational process.	At American College we believe that in order to increase and improve the quality of education of the programs of study offered, faculty should also continuously upgrade their knowledge and skills. In that framework, we implement specialised in-house training seminars and workshops throughout the year, addressed to all faculty ranks and positions. Faculty members are also encouraged to participate in relevant external seminars. The participation in external seminars is subsidized by the College assuming the eligibility criteria are met (e.g. topic relevance). The in-house and external seminars usually cover either pedagogical aspects (teaching, student assessment, course design, curriculum development etc.) which are applicable for faculty member of all disciplines, topics such as using technology in teaching, or intelligence gathering in higher education which has analysed all stages in data gathering, analysis, and dissemination of results, or aspects related to a particular discipline. In the latter case such	Συμμόρφωση

	seminars are applicable for faculty members teaching the particular discipline. Recent examples of seminars and training events in which members of our faculty participated in are:	
	• Teaching Models (23 June 2021)	
	• Equity, Diversity and Inclusion in Higher Education (22 June 2022)	
	• Tourism: The Next Day (Tuesday, June 29th, 2022). Conference organized by The Association of Cyprus Tourist Enterprises (ACTE)	
	• Creating rich interactive content with H5P (compulsory for Faculty teaching Distance Education courses) (4 July 2022)	
	In addition, members of our faculty will also participate in the upcoming seminar titled 'Student-centred learning, teaching and assessment', organized by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), on the 6-7 September, 2022. Other future training sessions organized by the College for the upcoming semester (Fall 2022) are:	
	(a) Orientation Meeting (compulsory for new Faculty) (late September 2022)	
	(b) Pedagogical Issues Orientation (compulsory for new Faculty) (early October 2022)	
	(c) Strategies for Online Teaching and Learning (compulsory for Faculty teaching Distance Education courses) (late October 2022)	
	(d) Creating and evaluating student group work in Higher Education (middle November 2022)	

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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	(e) Leading Educational Innovation (compulsory for Department Heads) (middle December 2022). Lastly, as explained above in Section 1, it was decided by the Academic Committee on the 15/06/2022 (Annex 6 - Minutes) that all new faculty need to attend both the 'Orientation Meeting for New Faculty Members' and the 'Pedagogical Issues Orientation' offered prior to the beginning of every semester (the most recent orientation seminar took place on Wednesday, 2 February 2022). These sessions are compulsory for new faculty and optional for all faculty members. Further, it was decided that it is compulsory for new Faculty to attend all training sessions and seminars organized by the College, for the first 2 years of their employment.	
The students are provided with a departmental email account, but communications are not re-enforced through this email, which should be imposed as the official channel of email communication with the students.	In regards to students' email communication, we have intensified efforts to re-enforce communications through their College email account. At first, we have replaced students' College Moodle account email with the institutional one, to promote the College email account and to emphasize the importance of using their College email. Further, when communicating with students using emails (as we also use alternative means of communication depending on the situation, i.e. SMS, via social media, etc.), we are now only using their College email and not their personal one. By these actions, we believe students will be encouraged to use their institutional email in all their communications relative to the College and their studies.	Συμμόρφωση
The School should consider a rigorous process of data collection in terms of reviewing the pipeline and	The Academic Committee has decided that (Annex 6 – Minutes) following the end of each academic	Συμμόρφωση

year on year alumni of the students. There is an under-representation of female students and actions should be taken in order to change the picture of the program, where the students and the staff can identify themselves within the Computer Science sector.	year the program director of each program collects student data such as the number of students applied, enrolled, withdrew, progressed, graduated, moved to other programs, were employed, broken down per year, gender and nationality status (Cypriot, EU, non-EU) and the statistical information related to the letter grades of each course (number and percentages of As, Bs, Cs etc) from various sources such as the Admissions Office, Registrar's Office, Student Welfare Office, Alumni and prepares statistical reports. The statistical reports are then communicated to and discussed with faculty members teaching in a program of study and the Admissions Office to facilitate ongoing monitoring and improvement of a program of study. The data collected are further expected to assist in monitoring the representation of female students in the program, and if necessary to intensify the suggested measures and promotional activities directed to female students (see Section 1). To attract more female students, in addition to the promotional activities currently implemented by the College (described above), we have decided to engage alumni as student ambassadors to promote the College to their female friends, promote STEM programs to female students when we participate in international educational fairs, and promote scholarships to single mothers through local organizations (e.g. http://singleparentscy.org/) and international agents.	

6. Additional for doctoral programmes
(ALL ESG)

__EEC's final recommendations and comments on the HEI's response__

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7. Eligibility (Joint programmes)
   (ALL ESG)

__EEC's final recommendations and comments on the HEI's response__

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C. Conclusions and final remarks

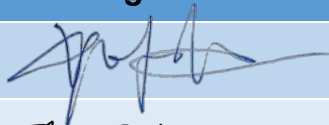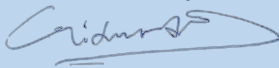*The EEC must provide final conclusions and remarks, with emphasis on the correspondence with the EQF.*

EEC's final conclusions and remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
The EEC recommends that a specific policy of review of the program that includes the external stakeholders' input is established and implemented.	A specific policy of review of the program is established and implemented that includes obtaining external stakeholders' input as members of both the Quality Assurance Committee and the Teaching and Learning Committee.	Συμμόρφωση
The EEC recommends that student representation is practically ensured at all meetings of the internal quality assurance committee.	To ensure students' involvement in the work of the Quality Assurance Committee a clause was added in the meeting procedures of the committee that at least one student must be present in the meetings of the Committee. If both students are absent, then the meeting is postponed.	Συμμόρφωση
The EEC recommends that the number and gender balance of admitted students is subject to a targeted strategy aiming to improve it. A similar strategy to the above should be established to attract higher numbers of students in general, and higher numbers of local students more specifically. Currently the number of student enrolments is much lower than the target set out by the college.	A multifaceted strategy is established with specific promotional tactics to target larger numbers of candidates, especially tailored to Cypriot students and female students as the latter are underrepresented in the program.	Συμμόρφωση
The EEC recommends a series of changes to the curriculum to ensure that courses not related to the learning outcomes of the program are reduced, the workload of all courses agrees with their corresponding ECTS, and that the naming and content of courses that	In regard to the Curriculum, we have: • decreased the Mathematics requirements, • extended the learning outcomes for CSC103	Συμμόρφωση

are necessary and relevant to the learning outcomes of this program is streamlined and up-to-date.	Introduction to Computing to include Python, • increased Major Requirements to allow students select more Major courses based on their interests and personal traits, • revised the ENG101 English Communication and ENG102 English Writing so that the level is higher than what it currently is and higher than the English language proficiency admission level, • revised the curriculum requirements so that Modern Greek I, Modern Greek II, and European History will not be offered to Cypriot or Greek students, History of Cyprus will not be offered to Cypriot students and European History will not be offered to EU students, • removed PHI101 Introduction to Philosophy and POL101 Political Studies from the General Education Requirements, and • added CSC307 Software Engineering, CSC311 Mobile Computing Programming, and CSC313 Advanced Web Programming to the curriculum, which will enable students to develop important relevant skills.	
The EEC recommends that the collection, analysis and communication of data such as student statistics by the college is digitised and integrated more closely into the management of the college and of the program.	Following a decision by the Academic Committee, student data and statistical reports will be disseminated to related faculty and staff in order to facilitate ongoing monitoring and improvement of the program. Further, our student database system was edited in order	Συμμόρφωση

	to maintain information about each student's English language qualification so that we can extract relevant statistical reports from our database.	
The EEC recommends that the college provides compulsory didactic training to all newly hired or inexperienced teaching staff. This is expected to improve the teaching delivery and lead to higher student engagement and interaction, which is currently relatively weak.	Upon EEC recommendations, in addition to all training offered to all faculty, it has been decided by the Academic Committee that all new faculty need to attend both the 'Orientation Meeting for New Faculty Members' and the 'Pedagogical Issues Orientation' offered prior to the beginning of every semester. These sessions are compulsory for new faculty and optional for all faculty members. Further, it is compulsory for new Faculty to attend all training sessions and seminars organized by the College, for the first 2 years of their employment.	Συμμόρφωση
The EEC recommends that a transparent and clearly communicated workload model is implemented to all teaching staff.	A transparent workload model exists for all faculty, encompassing clear administration, teaching and research activities allocation which is described in the Organization, Administration and Faculty Handbook.	Συμμόρφωση

D. Signatures of the EEC

Name	Signature
Christina Lioma	
Eleni Mangina	*Eleni Mangina*
Michail Giannakos	
Click to enter Name	
Click to enter Name	
Click to enter Name	

Date: 26 August 2022