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**Preparation of Self-Evaluation Reports with regard to
accreditation at institutional and study-program level:
Experiences, challenges and lessons learned.**

**Epoka, University
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Preparation of self-evaluation reports key steps

1. Composition of the group
2. Preparation of the methodology and share of responsibilities
3. Review of the necessary documents
4. Writing of the report
5. Consultation of the report
6. Preparation of supplementing evidences
7. Delivery and follow - up

1. Composition of the group

The group is composed from the rector with the suggestions of the Quality Assurance office and of the Departments in the case of the study programs.

The group is usually lead by quality assurance office with the participation of department members, secretary, coordinator of the program and student's representative.

2. Preparation of the methodology and share of responsibilities

Definition of the main methods to be used for the self evaluation and also the share of the responsibilities between the group members since there are members with different experiences and roles.

During the last institutional self evaluation process there was also a training from *ASCAL* since we had to do with different process in some terms. The training was very helpful to clarify the whole process and also the importance of each element.

3. Review of the necessary documents

3.1 Legal documentations and regulations of the institution such as:

- statute,
- strategic plan,
- academic regulation,
- study program regulation
- Licensing information

3.2 Pedagogical documentation related to the study program such as:

- teaching plan,
- syllabuses,
- teaching calendars and schedules,
- final exam and professional practice documents

3. Review of the necessary documents

3.3 The database of the study program:

- admission documentation in accordance with legal framework and regulations requirements.
- student's documentations according to requirements.

3.4 The database of the students:

- Grades, GPA,
- Exams and documentation of specific cases.
- Professional practice
- Employment of the students
- Support services for the students (dean of students, career and alumnae office services)

3.5 Reports and documentation related to students evaluation for teaching and learning

3. Review of the necessary documents

3.5 The database for the academic staff engaged in the study program.

- Documentation related to their qualification and the fit with the course taught.
- Teaching load especially for full time staff
- Research productivity and quality
- Performance appraisal procedures and implementation
- Qualification process and financing
- Contracts and details according to regulations.

3.6 The database for the data related to infrastructure

- Students quota approval procedure
- Equipments, laboratories and other facilities
- Library and availability of materials related to the program
- Financial reports for sustainability of the study programs

3.7 Meetings and interviews with head of departments, staff members and students.

4. Writing of the report based on the data and information collected

5. Consultation and approval of the report

The draft report undergoes a consultation process with the department, and also the Dean and the Rector. And after all suggestions and comments are reflected the report is approved.

6. Preparation of supplementing evidences

A good report is supported usually from all necessary documentations and data.

7. Delivery and follow - up

Best practices

- Cooperation and involvement of all staff members at MBU for the process. The accreditation process is considered a very important process and also perceived as such.
- Full support from the administration and accessibility in all necessary documentation.
- Preparation of a good report, grounded on evidences and indicators makes management departments, staff and students aware of the standard achievement and has improved the decision making for the future in regard to the standards.
- Creating of self-evaluation culture (all human resources in UMB are involved & are more informed for importance of this process)

Challenges

- Dual burden of the staff to engage in frequent internal evaluation processes. With the change of the laws to accredit the programs in years will increase the work of the staff.
- “*Subjectivity*” of the external evaluators not always well trained on the process.
- The procedures of accreditation have been improved little by little every year which means constant change in the documentation preparation.
- Constant change of the laws (lack of bylaws) standards and procedures.
- Constant growing of the institution.