

EVALUATION EXTERNE

STANDARDS ET LIGNES DIRECTRICES

Programme Evaluation for Transparency and Recognition of Skills and Qualifications

- Training of experts –

Ministère de l'éducation et de l'enseignement supérieur
19 Septembre 2018

DOMAINES D'ÉVALUATION EXTERNE

7 domaines d'évaluation externe

1. Mission, Goals and Governance
2. **Curriculum**
3. Student Services
4. **Assessment and Student Success**
5. **Faculty**
6. Budget, Resources, and Facilities
7. **Continuous Improvement**



Responsabilités identifiables

NOTION DE RÉSULTATS D'APPRENTISSAGE

Il s'agit d'évaluer et d'apprécier la capacité de l'institution (ou des responsables du programme) à évaluer :

- Les acquis des étudiants
- La pertinence des formations par rapport aux besoins
- Les modalités de délivrance

CANEVAS DE L'ÉVALUATION EXTERNE

L'évaluation externe porte sur 3 axes :

- Capacité d'évaluation interne
- Degré de réalisation au regard des attentes des standards
- Pertinence des programmes de formation

Standard ii

Curriculum

Prior to the site-visit

Questions to consider

Sub-standards:

Does the programme provide broad, well-integrated knowledge of the discipline?

Is the programme responsive to changes in the field and does it exhibit a curricular design that ensures graduates demonstrate disciplinary knowledge appropriate to their degree?

Does the programme have specific learning outcomes that are designed to meet the programme's intended purpose?

Do the learning outcomes defined for the courses build together the programme learning outcomes?

Has the programme been successfully aligned with the Lebanese Qualifications Framework?

Aspects identified in the self-evaluation report to be clarified:

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<p>Available evidence:</p> <ul style="list-style-type: none"> • Syllabi • Report from alignment subcommittee • ... 	<p>Missing evidence :</p> <ul style="list-style-type: none"> • ... 	<p>Who to interview?</p> <p>...</p>
After the site-visit		
Strengths		
Aspects for improvement		
Commentary		

Standard iv

Assessment and Student Success

Prior to the site-visit

Questions to consider

Sub-standards:

Does the programme have an appropriate number of students to ensure viability?

Is the retention rate sufficiently high to ensure viable completion number?

Does the programme assess and evaluate student achievement of the programme intended learning outcomes rigorously through direct and indirect methods?

Are the formative and summative assessments being used to inform faculty members and student about student progress in the programme?

Are the assessment results communicated in ways that enable improvements?

Aspects identified in the self-evaluation report to be clarified:

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Standard v

Faculty

Prior to the site-visit

Questions to consider

Sub-standards:

Are the number, qualifications and credentials of faculty members adequate?

Are the faculty resources sufficient to meet teaching, scholarship, service and advising needs of the programme?

Is faculty development assured as appropriate to the teaching and to advance disciplinary knowledge?

Does the programme regularly evaluate the effectiveness of faculty with respect to institution criteria that shall include teaching effectiveness, research, scholarly activity, grants, awards and services?

Aspects identified in the self-evaluation report to be clarified:

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Standard *vii*

Continuous Improvement

Prior to the site-visit

Questions to consider

Sub-standards:

Does the programme engage in periodic self-review? Has it established evaluation procedures and can it show evidence of improvements based on these processes?

Are direct and indirect assessments being used to inform the continuous programme improvement?

Does the faculty and administrators regularly review the effectiveness of the assessment system?

Are the results of assessment available to the stakeholders?

Aspects identified in the self-evaluation report to be clarified:

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