

# TEMPUS PROJECT

## TOWARDS THE LEBANESE QUALITY ASSURANCE AGENCY (TLQAA)

### External Evaluation Reporting

Prepared by  
Diane Nauffal, Ph.D.  
Director of Institutional Research and Assessment  
Lebanese American University

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# What do reviewers look for in evaluating the self-study report?

- Has the report successfully identified the key requirements or elements of the standard that must be addressed?
- Does the report identify areas of special interest to the institution that relate to the standard?
- Where there are identified institutional goals relative to the standard how does the institution assess whether and how it is meeting those goals?
- Does the existing documentation used as evidence in the report relate to the standard?
- Does the report relay what new research has the institution undertaken in response to exhibiting meeting the standard?

# Characteristics of the Final Evaluation Report

- Relate directly to the standards
- Concentrate on the essentials
  - Laud significant achievements
  - Recognize good and innovative practices
  - Commend special exhibits and documents of quality
  - Signal out areas in need of special attention
- Suggest non-binding recommendations to
  - Reflect review team's recommendations for improvement
  - When the institution appears to be at risk of failing to meet the standards
  - In case an institution is failing to comply with the standard the evaluation report may suggest binding follow-up actions to ensure compliance in the future

# How should the report be written?

- It is the responsibility of the chair to write the final evaluation report.
- It should be well-organized and well-structured.
- It should be written in a tactful, persuasive and decisive manner.
- It should be written in a positive and supportive tone addressing peers.
- Reflect the views of the review team gained through the self-study report and impressions formed during the site honestly.
- Provide evidence and a rationale for the review team's recommendations.

# What the report should not be ?

- Indicate differences of opinion among review team members.
- Identify individual review team members.
- Name individuals in praise or blame.
- Advocate for any institutional or program accrediting agency.
- Advocate for the theories and beliefs of any of the review team's members
- Highly prescriptive to leave room for the adopt corrective measures and strategies it finds appropriate.

# Common Elements in Self-study Report

- Strategic planning to give direction for action which facilitate attainment of goals
- Communication and participation to enhance belongingness and ownership of the teaching learning process
- Developing a culture of evidence using qualitative and quantitative methods
- Demonstrating attainment of learning outcomes at the course and program level
- Developing assessment plans to ensure the systematic evaluation of their attainment
- Diversifying the student experience
- Emphasizing the importance of research in curricula
- Improving student support services
- Giving students a voice in the decision making processes