



CONCLUSION

On Accreditation of Institutional Capacities of Eurasia International University

General Information about the Institution

Full name of the Institution	“Eurasia International University” LLC
Acronym	EIU
Official address	24/2 Azatutyun str., 0014, Yerevan
Previous accreditation decree and date	Certificate N 111, 25.08.2004 without validity period

LEGAL BASIS

Guided by the regulation on “State Accreditation of RA Institutions and their Educational Programs” approved by the RA Government on 30 June, 2011 N978-Ն decree; by N959-Ն (30 June, 2011) decree on approving RA Standards for Professional Education Accreditation as well as by ANQA Regulation on the Formation of the Expert Panel, ANQA representatives together with the expert panel and ANQA coordinator of the accreditation procedure discussed EIU self-evaluation, expert panel report, the action plan presented by EIU on the elimination of shortcomings mentioned in the expert panel report, and the expert panel opinion about that action plan after which draft conclusion of the ANQA about the institutional capacities of EIU was developed.

As a result of discussion the following was registered:

The main phases of accreditation procedure were carried out within the following periods:

Submission of application	8 October, 2014
Submission of self-evaluation report	29 December, 2014
Site-visit	11-14 May, 2015
Submission of expert panel report	28 July, 2015
Submission of action plan for elimination of shortcomings	25 September, 2015

RESULTS OF PEER REVIEW

The expertise of EIU has been carried out by an independent expert panel¹ formed in compliance with the requirements set forth by the ANQA Regulation on the Formation of Expert Panel. The evaluation has been made according to 10 criteria² of institutional accreditation approved by N959-Ն Decree of the RA Government, 30 June 2011.

EXECUTIVE SUMMARY

The expertise of EIU has been carried out by an independent expert panel³ formed in compliance with the requirements set forth by the ANQA Regulation on the Formation of Expert Panel. The evaluation has been made according to 10 criteria of institutional accreditation approved by N959-Ն Decree of the RA Government, 30 June 2011.

When carrying out the evaluation, it has been taken into account that EIU, according to its vision, strives to “Prepare individuals willing for changes who will become innovative, competitive and socially responsible professionals and exemplary citizens”. EIU outlines its mission in three levels:

1) Teaching: teach according to national standards of quality assurance (QA); implement higher and postgraduate education in Humanities, Social Sciences and IT sectors targeted at labor market demands and needs; create a collaborative environment for stakeholders of education sector fostering the transfer and dissemination of up-to-date knowledge, skills, and competences; develop learning skills among students by means of collaborative methods as well as willingness to adopt novelties and to continuously improve, fostering the assurance of their competitiveness in constantly changing environment.

2) Research: conduct research on modernization and internationalization of education content, as well as on constant development of the University; conduct applied research aimed at the socio-economic development and internationalization of RA.

3) Services to society: familiarize wide layers of the society with the results achieved in teaching and research, thus spreading positive experience and acquired knowledge.

EIU underwent accreditation in 2002 according to the State Accreditation Criteria and Regulation valid until 2011. EIU participated in the current accreditation process based on its own application.

EIU is licensed to carry out 4 BA and 4 MA programs in tertiary education, however currently it has 3 BA (Management, Jurisprudence and Foreign Languages) and 2 MA (Management and Jurisprudence) academic programs. The MA program of Jurisprudence is not

¹ APPENDIX 1: Expert Panel Composition

² APPENDIX 2: Summative evaluation

accredited. The process of describing the courses in line with learning outcomes (knowledge, skills and competences) has just initiated. Actually only one among the academic programs (BA program of Jurisprudence) is elaborated decently due to an external grant program. The academic and course programs, as well as teaching and assessment methods are not clearly directed to the learning outcomes (LOs).

During recent years the student-teacher ratio was from 13 to 15 per teacher, however, now it is 11. Such tendency is worrisome, especially taking into account the fact that EIU has financial shortage as a result of which the University is not able to offer higher salaries in order to encourage the inflow of qualified professionals.

The average age of the teaching staff has increased recently and now it is 44,7 (e.g. in 2011 it was 36.3). The number of specialists having scientific degrees or academic titles is limited. Some members of the teaching staff teach a number of courses. In some cases some contractual specialists are invited who bring their elaborated courses which are not always in line with the demands of curricula of academic programs.

The infrastructure and resources of the University are currently sufficient to provide professional education. Though the University has the opportunity to expand, at present there are certain difficulties related to space; there are not enough conveniences in the sport hall, classes are organized in two shifts, besides, the classes of high school and university are organized simultaneously on the same floor. The main source of financial resources is the education fees of students which are mainly spent on salaries. The small number of students and hence the teacher-student low ratio urges to seek for alternative sources of funding. In this respect the administration of the University is worried about the problem of diversification of financial entries.

EIU is concerned about students' education, student-centered environment and the opinions of students referring to the education provided. The number of applicants has dramatically decreased conditioned by the organization of unified entrance exams. The inflow of students is ensured by the alumni of the Basic College and by transition from part-time to full-time modes of studies. The entrance exams (for part-time and MA studies) at EIU are carried out in the form of interviews. The University manages to reveal the students' education needs through surveys, however, further activities towards meeting those needs are not regulated and targeted. There are certain problems in the procedure of providing additional consultation and assistance to the students. Overall, the students are contented with the University environment, their education and they value the aspiration of the University to provide practical education.

EIU research goals are ambitious albeit not precise. The research is generally not regulated and is circumstantial; there are no topics in the Chairs that would be directly linked to the implementation of academic programs. Though certain steps are undertaken at the

University, the participation of students in research is yet limited, which is conditioned by the limited number of research activities carried out in the University. The aspirations towards internationalization of research are noticeable, yet the results are not tangible. Sufficient financial resources are not allocated and the research does not ensure any kind of financial flows.

EIU administration underlines the importance of international cooperation. EIU wants to position itself as an institution which has a high level of internationalization. The visits and trainings organized throughout the recent years within the framework of International consortiums, contracts of cooperation as well as grant projects have contributed to the development of education environment, academic programs and teaching methods. Teaching in foreign languages is quite limited and the level of knowledge of foreign language is still the major issue impeding the process of internationalization.

The current management system is typical to HEIs and is acceptable. It overall corresponds to the EIU strategic goals and objectives. However, separate subdivisions face the problem of not having sufficient human resources. Certain problems are also present on administrative levels related to the division of functions. The transparency and accountability of management are ensured by the availability of documents, internal system of communication and via website. The involvement in different councils, the surveys, regular meetings, the opportunity to apply to different subdivisions and administrative bodies allows to state that both the teachers and students have an opportunity to express their opinions on administrative procedures. The University highlights the examination of internal environment and factors influencing its activities; it has the necessary toolkit for that and has started carrying out evaluations. From the perspective of the principle of holistic quality management invested in 2014, the phases of planning and implementation are dominant in the management system as compared to the phases of evaluation and improvement.

EIU management and staff underline the importance of quality of education provided, though currently it is more conditioned by the accreditation demands. The system of internal quality assurance is in the phase of development. The QA Centre has necessary material and technical resources acquired within the framework of a grant project “Education Quality and Compliance” and yet there is a lack of human resources both in the Centre and in other subdivisions. The QA policy and procedures are presented in the Quality Assurance Guide of EIU. On the basis of elaborated documents the University can implement regulated procedures of quality assurance.

STRENGTHS

- 1) Reviewed Strategic Plan and Action Plan.

- 2) Acceptable structure of governance typical to university environment with necessary subdivisions for the accomplishment of strategic goals.
- 3) Students' involvement in different governing bodies.
- 4) The readiness of administrative and teaching staff, as well as that of students to change and improve.
- 5) Procedure of multifunctional evaluation of teaching staff: self-evaluation together with student surveys and evaluation by the Heads of Chairs.
- 6) Annual scientific conferences and publication of the results in manuals.
- 7) Existence of classroom, technical, library, program and other necessary conditions for the organization of education process.
- 8) Aspiration for the insurance of transparency and publicity of the activities and active usage of website for the mentioned purpose.
- 9) Visible practical steps directed to the services to the society.
- 10) Aspiration for the establishment of external connections and internationalization.
- 11) Availability of the policy of quality assurance and adopted procedures.

WEAKNESSES

1. Absence of mid-term and long-term planning derived from the Strategic Plan.
2. Overlapping of functions of administrative bodies.
3. Weak correspondence between teaching and evaluation approaches and methods with the LOs of academic programs.
4. Lack of teachers having academic degrees and titles.
5. Vague ambitions and interests in the field of research.
6. Weak involvement of students and teachers in research activities.
7. Lack of research element within the framework of cooperation with other HEIs.
8. Lack of financial means and absence of financial planning according to strategic goals.
9. Absence of general policy and defined directions or priorities of international cooperation.
10. Limited financial and human resources in QA system.

The University is advised to:

Mission and Goals

- 1) To define a vision which will reflect the main directions of development of the University and will be orientational for the reforms carried out in the University.
- 2) To re-elaborate EIU Qualifications Framework, to review and clarify the mission of the University, to amend the action plan. To give a substantiated definition of targeted values

of orientation indicators. To amend the strategic indicators and mechanisms evaluating the effectiveness of accomplishment of strategic goals.

- 3) To ensure involvement of wider range of stakeholders (besides the staff involved in the Governing Board, other potential employers, alumni, NGOs and else) in the processes of elaboration, discussion and approval of Strategic Plan. To clarify and revise the scheme of strategic planning and review, to describe it more precisely involving mechanisms of responsibility and accountability.
- 4) To ensure the close link of the Centre of Career Development and Relation with Employers, the Centre of Quality Assurance, the Department of Public Relations and Advertising, as well as all the Chairs with external stakeholders contributing to their needs assessment and their participation in the process of formation of strategic goals.

Governance and Administration

- 5) To clarify the functions of the Board of Founders and Governing Board by broadening the scope of authorities of the latter ensuring the special autonomy of educational scientific institutions.
- 6) To link the EIU budget with strategic goals in order to prevent the failure of implementation of strategic plan.
- 7) To carry out research and analysis on the effectiveness of management system and the necessity of corresponding reforms.
- 8) To regulate the procedure of applying to different governing bodies and subdivisions (reception hours, reply deadlines and else)
- 9) To clarify mechanisms aimed at assessing and improving the effectiveness of the procedures of internal stakeholders' involvement.
- 10) To turn to multilevel approach of planning by elaborating programs of different duration.
- 11) In addition to regular holistic analysis, to elaborate and implement regulations on monitoring most important factors. To review the frequency of examination and analysis of factors affecting the University.
- 12) With the aim of further improvement of the quality management of administration, to elaborate and implement measurable indicators of evaluation, which will reflect the quality of administration.
- 13) To invest mechanisms of accountability in all levels.
- 14) To foresee the regular implementation of comparative analysis of EIU activities aimed at objective evaluation and improvement of their effectiveness.
- 15) To elaborate mechanisms of evaluating the level of awareness of the stakeholders. To make accessible the information on the content and quality of education programs.

Academic Programs

- 16) To clarify the learning outcomes of academic programs and to ensure the link between the courses and those learning outcomes.
- 17) To give detailed information about the assessment, teaching and learning methods and to substantiate their alignment.
- 18) To justify the weight of assessment components. To make the assessment system and criteria in concord with learning outcomes of the academic programs.
- 19) To elaborate a fundamental procedure of regular review of academic programs by benchmarking. To carry out the procedure of revealing the opinions of partner universities or joint research on the compliance of the content of academic programs.
- 20) To define the principles of GPA calculation.

Students

- 21) To analyze the composition of applicants and to direct the actions aimed at promotion of admission mostly towards potential applicants. To carry out qualitative research of the mechanisms of admission and recruitment with the aim to evaluate the effectiveness of the applied policy.
- 22) To review the procedures aimed at regulating the process of revealing the academic needs of the students by setting precise schedule, developing valid toolkit and determining the mechanisms affecting decision-making. To carry out analysis of the effectiveness of mechanisms revealing the needs of the students.
- 23) To define a regulation and schedule for students to apply to the administrative staff. To elaborate a precise regulation on accepting oral and written appeals from the students, the discussion of the latter and provision of the feedback. Also, to elaborate mechanisms for the evaluation of these procedures, to carry out analysis with the aim to reveal the effectiveness of corresponding policy.
- 24) To elaborate a precise mechanism for involving the students in scientific-research activities. To elaborate mechanisms of encouraging students to be involved in scientific research activities. To establish a Student Scientific Union.
- 25) To reveal and analyze the reasons of low level of awareness and satisfaction of students and to elaborate a program of improvement in accordance with the acquired results.
- 26) To elaborate a mechanism of accountability of the activities of student advocacy which will make it possible to register the results of its activities.
- 27) To elaborate and implement alternative approaches aimed at evaluation of the quality of services to society which will either state or clarify the survey results.
- 28) To establish a unit which will unite the alumni with the aim to enhance the quality of provided education services and to foster students' career development.

Teaching and Support Staff

- 29) To review the current requirements defining precise professional qualities for the teaching staff in accordance with requirement of academic programs.
- 30) To develop mechanisms of evaluating the effectiveness of training among teaching staff with the aim to find out to what extent it promotes teaching and learning.
- 31) To develop mechanism ensuring evaluation, promotion and improvement of the activities of administrative and support staffs.
- 32) To elaborate professional criteria for attestation and improvement mechanisms for administrative and support staffs.
- 33) To examine the necessity of establishing a Trade Union.

Research and Development

- 34) To elaborate a separate strategy on the organization of scientific research activities at the University.
- 35) To activate the implementation of research programs of applied nature considering them not as an expenditure but a means of income. From this prospective to elaborate mechanisms aimed at evaluating the effectiveness of implementation of research programs at the same time evaluating the formation of research competences among learners.
- 36) To pay more attention to the development and implementation of joint research programs.
- 37) To review the distribution of responsibilities for the implementation of scientific research activities at the University considering the opportunity of formation of new cycles.

Infrastructure and Resources

- 38) To develop mechanisms for the examination of teaching staff's satisfaction with resources.
- 39) To carry out financial planning adjacent to the Strategic Plan according to strategic priorities and planned activities as well as foreseeing financial inflows.
- 40) To develop mechanisms aimed at determining the priorities of financial allocation.
- 41) To carry out analysis due to which it will be possible to justify the correspondence of the University's resource base with the requirements of the academic programs and the implementation of Strategic Plan.

Social Responsibility

- 42) To clarify and regulate the mechanisms of accountability of junior administration and the staff.
- 43) To carry out needs assessment among other layers of society (not only students) with the aim of evaluating the effectiveness of mechanisms ensuring publicity.
- 44) To develop mechanisms of promoting feedback, especially those received from employers.
- 45) To develop methods for the evaluation of achievements and the effectiveness of mechanisms applied for formulating links with the society.

External Relations and Internationalization

- 46) To develop a concept or a policy on internationalization of EIU based on which concrete action plans of the subdivisions dealing with internationalization will be elaborated. The action plans will include short-term and long-term activities as well as methodology of monitoring and evaluation of the latter
- 47) To pay more attention to the cooperation with local institutions; firstly with potential employers and scientific educational institutions. To determine the policy of establishing links with local organizations.
- 48) To develop mechanisms aimed at ensuring and evaluating the purposefulness of external links and their connection with the academic process.

Internal Quality Assurance System

- 49) To implement an evaluation of effectiveness of determined QA policy and procedures. To carry out analysis of the effectiveness of QA system at the University.
- 50) To involve teaching staff and student representatives in QA processes. To cooperate with the Student Council and the alumni. To broaden the participation of employers in QA processes. To carry out needs assessment among external stakeholders and make analysis.
- 51) To carry out needs assessment among administrative and support staff and make analysis.
- 52) To carry out analysis of the effectiveness of mechanisms applied for dissemination of information about QA processes.

PEER REVIEW ACCORDING TO THE INTERNATIONAL CRITERIA

The expert panel has carried out peer review as a result of which a number of recommendations are presented from the perspective of the University's ambition to be integrated into the European Higher Education Area (EHEA). The expert panel is positive about the University's activities towards this ambition, and the expert panel believes that the provided recommendations will be followed by the stakeholders of EIU for the continuous development.

Mission

In its Mission Statement, EIU can use Bloom's Taxonomy applied in the Chair of Foreign Languages, to prove that EIU focuses more on Education rather than on "knowledge". This will give the opportunity to clarify the difference between "skills" and "competences". Specific attention could be given to the concepts such as attitude, competences, intended learning outcomes etc.

It would be preferable to make a distinction in the Mission between the educational goals and the used methods.

The EIU should clarify in its Mission Statement why it focuses on "applied" research. More remarks can be found in the point 6.

Using the skills available in the Chairs of Marketing and Foreign Languages, EIU can set up an annual unique communication system to spread the Mission towards the different internal and external stakeholders.

In the annual report the Rector should stress what the genesis of Mission is, how it will be reviewed and what was (not) obtained the previous year and what will be the focus for the next year and why.

Governance and Administration

EIU must analyze the impact of too small student groups on the learning and teaching conditions and the financial resources. EIU must define the minimum number of students in each specific course.

EIU must find a solution if the key positions are not occupied for a long period. The headship Strategic Planning (vice-rector) and the directorate Quality Assurance are such key functions.

Internet communication and volunteering work done by students is not a workable solution. In such cases EIU needs temporary replacement by qualified personnel.

Academic Programs

The Chairs responsible for the implementation of academic programs can agree on the timetable for major adaptations on programs and courses, based on the PDCA cycle that implies to foresee enough time for the implementation of novelties.

The Rector and the Vice-Rector responsible for academic programs should inform the teaching staff that a student-centered approach is more than the use of active teaching methods. The student-centered approach must especially focus on the answer to the educational needs of the students (the program takes into account the obtained competences and the professional expectations of the student).

EIU must make a decision about the specializations provided within the framework of "Management" as a major: the specializations that are offered must be implemented.

Apart from that, the expert notices that Department of Management goes for generalization. This seems to be caused by the specific economic priorities of Armenia. The Armenian society is not promoting professionalism in the small and medium enterprises. Maybe the Department of Management should activate this domain by offering two priorities: either generalization or specialization.

EIU together with the staff of Department of Foreign Languages and professional scope must clarify the "non-teacher" discipline and adapt the program to the requirements of the professional field.

As suggested during the final meeting with the Rector, the assessment can be considered competence-based, if each examiner proves in a matrix the match of the given question and the acquisition of respective competence, as well as the fact that the questions cover all the competences described in the course.

In this case the Leader of the Academic Program can influence the level of competence-based evaluation by analyzing the matrix.

The Vice-Rector responsible for Academic Programs can optimize the assessment criteria set for different professions.

The internal/external evaluators need a template for evaluating the thesis, in order to be sure that the assessment is competence-based / based on intended learning outcomes.

The teaching staff made the impression that the education standards are set without consultation with Universities. A more active position of the University is more than desirable.

In general BA students are supposed to be more prepared to practical works while MA students - prepared for carrying out research. However, EIU stakeholders seem to have the opposite opinion and appreciate the practical competences of MA students.

A problem seems to be the civil appreciation of the Master degree in Jurisprudence. The second level of higher education seems to give no significant advantage as compared to the first level, except a few legal functions and the possibility to start as an independent specialist.

Students

Concerning the actual number of students, there are only two possible consequences:

- either EIU can stop this negative evolution in the nearest future;
- or EIU must consider to cooperate with other universities in terms of implementation of joint programs or student recruitment

EIU is responsible for the objective benchmarking and the evolution of the number of students in compliance with the Armenian situation.

Teaching and Support Staff

EIU should find a solution to select valuable candidates for the teaching staff. The current system where EIU pays more to some new candidates than to the actual staff might cause too much discontent.

The definition of the "EIU Best Teacher Award" is artificial and brings no added value in Western European countries to the whole teaching staff. In our opinion, this reminds Stachanov. We think the use of this technique can result in two possible consequences:

1. the selection of the best teacher can be based on popularity of the teacher, not on competence;
2. very few teaching staff members will find additional motivation for upgrading their competence in case they are not elected.

EIU must define an effective threshold for the general student-teacher ratio and an minimum allowed number of students in each course.

Research and Development

Research and Development seems to be the weakness of EIU.

In order to overcome this weakness in a short period of time EIU can start with a few actions:

1. It is more desirable to put the final responsibility of the implementation of research and development policy on Vice-Rector who will control this domain only.

A 50% of FTE seems sufficient.

2. In each Department, research and development needs additional work force. A 20% FTE seems sufficient.
3. Staff from the mentioned departments together with the Vice Rector for Research and Development (R&D) will form the core of the R&D Council. This Council will differ from the Scientific Council. The Scientific Council can better be renamed to Academic

Council. By doing this, it is clear that the Academic Council is responsible for the implementation of academic programs and the R&D Council is responsible for research.

4. The R&D Council will consist of 3 representatives of the professional field, experienced in research in Armenia.
5. The R&D Council will consist of 2 MA students and 3rd - or 4th - year BA students from the Department Foreign Languages.

Besides the R&D Council, the Rector can ask responsible of each course to provide a list with the following elements:

1. historical research literature discussed with the students during the course;
2. literature of actual (the last 10 years) research that is discussed with the students during the course;
3. topics of research interest that can be chosen by students and teaching staff for research in the nearest future.

EIU can define a few domains that have priority for research. These domains can be defined according to the EIU mission, social needs, the actual competence and motivation of the teaching staff and students, the possibility to finalize and invest the research outputs in social life.

The thesis evaluation is often not valid in terms of formal and non-formal instructions.

The two evaluators must form their final judgments based on the indicators. In such cases a template could be helpful.

The main focus of the thesis evaluation should be the verdict whether the student has obtained the corresponding competences (intended learning outcomes) which are the basis for writing BA/MA thesis.

The actual reports of the two evaluators are too general and these reports do not give the fundamental elements for the final score.

Infrastructure and Resources

The availability of IT component is highly appreciated (2 classrooms, 2 smart boards with projection possibilities, e-library, Wifi, Moodle, ...).

However, it should be mentioned that the classrooms look too “official”. The Chairs can be asked to make the classrooms cozier and to create simulation classrooms for Departments of Management (e.g. mini-enterprise) and Foreign Languages (e.g. language lab).

The international expert is worried about the reducing of the budget for subdivisions. This reduction of about 20% in three years is in direct correlation with the reduction of the number of students.

The expert hopes that the accountant will inform the Rector and the Board very open about the risks of this evolution, in order to take the necessary measures to protect teachers and other staff.

Social Responsibility

The University's annual report should be more complete, more concrete and more attractive and should be presented and published also through the Armenian Media.

EIU can be presented as an exemplary institution responsible for educating citizens. In a world where egocentrism seems the common standard for success, the volunteering activities give human oxygen to the global society. The international expert is touched by this approach and its effect on students, staff and society.

External Relations and Internationalization

EIU can create database with the capacity to develop communication in foreign languages among the staff and students of the University.

Since the indicators of internationalization mentioned in the SER are not reliable, it is difficult to present EIU's intention to double internationalization in PDCA cycle.

One of the possible criteria could be 20/20/20 i.e. participation of 20% students and 20% teaching staff in 2020.

EIU should collect data and set up goals for internationalization.

Internal Quality Assurance

If Quality Assurance is a priority for EIU, then EIU must foresee the replacement of the Vice- Rector for Strategic Planning and the Head of QA Center during their absence in order to be sure that the QA Center activities continue successfully.

Some representatives of the professional field seem to promote the ISO-system. I suppose there are other QA systems that are more appropriate for Universities. Although ISO can be useful for administrative and technical work flows.

The expert suggests informing the Student Council about the results of Student Survey as well as about the activities which are implemented to overcome the weaknesses.

Maybe EIU should set up a procedure to help teaching staff in their professional use of social media.

EIU COMMENTS AND SUGGESTIONS ON THE DRAFT OF EXPERT PANEL REPORT

On 17 July 2015 the University presented its comments and suggestions on the draft of Expert Panel report to ANQA. On 24 July 2015 ANQA organized a meeting with the University representatives and the Expert Panel during which the feedback of the Expert Panel was presented. Taking into consideration University's remarks and explanations, the Expert Panel made some changes in the final Expert Panel report, however, the results of evaluation per accreditation criteria were not changed. Respective changes made by the Expert Panel in the final report are mentioned as a footnote on corresponding pages.

Action Plan of the University on the elimination of shortcomings mentioned in Expert Panel Report

EIU admits that the recommendations presented by the Expert Panel are within the framework of the University's strategy and the University has presented action plan and time schedule for the elimination of shortcomings mentioned in the Expert Panel report. This action plan and time schedule were discussed in EIU Scientific Council and were approved by the Rector on 25.09.2015.

Having examined the University's action plan based on the recommendations presented in the final Expert Panel report, the Expert Panel comes to a conclusion that:

- there is a clear action plan for most of the strategies of respective fields. The recommendations of the Expert Panel per criteria were mainly taken into account, however, for some criteria the recommendations were partially considered.
- the succession of most of the activities in the time schedule is logical. Nevertheless, some activities need to be presented in more details which will

make it easier to organize the implementation of those activities and to understand their logic.

- responsible units and people are clearly mentioned for all the activities. In this respect the action plan does not contain risks.
- corresponding resources are mentioned for the solution of most of the problems. However, there are some risks in terms of provision of resources. Particularly, human resources and in a rare cases financial ones are mainly considered as necessary. Taking into consideration the vast volume of the activities mentioned in the action plan and the limited number of performers, the implementation of the action plan can be put under danger because of lack of resources and motivation. In some cases the involvement of external stakeholders is expected. However, their participation is not guaranteed which again put the proper implementation of the action plan in danger.
- realistic deadlines are set for all the planned activities. Most of the activities are already in the process of implementation and some activities are already completed.
- most of the output of different steps are directed to the accomplishment of the goals of activities. However, as it was already mentioned, some steps need to be clarified as some sometimes the link between the steps and outputs is not visible.
- from the perspective of defining the implementation and impact of each step, the action plan mainly contains risks because for the successful implementation of each steps sometimes only one indicator is used, and for the evaluation of impact no indicators are mentioned.

EIU action plan has the following components for the elimination of shortcomings per accreditation criteria:

1. Mission and Goals. EIU plans to eliminate the shortcoming mentioned in the report mainly during the annual revision of its strategic plan. The QA Guide is planned to be reviewed. All the recommendations of the Expert Panel for this criterion are taking into consideration. The mentioned steps are logical and they make up a whole. The deadlines for their implementation are realistic (some steps are already completed) and the goals are achievable. Responsible people for all the steps are mentioned, working groups has been formed. So in case of proper implementation of the planned activities at EIU will improve its mission, goals and the activities of their accomplishment.

2. Governance and Administration. The recommendations concerning this criterion are mainly taken into account except the following ones: clarify the functions of the Board of Founders and Governing Board broadening the authorities of the latter by ensuring the autonomy typical of scientific education institutions; develop and invest monitoring mechanisms of more important

factors besides regular analysis; review the frequency of study and analysis of factors influencing the University's activities. Activities and steps are defined for the rest of the recommendations. Indicators mainly evaluate the implementation of the steps but not the impact.

3. Academic programs. The improvement of academic programs is a priority for EIU. In the action plan there is a reflection to all the recommendations concerning the academic programs paying attention to all the most important issues. Responsible are people mentioned for all the steps. However, some steps are described in a general way and indicators are not precise and measurable.

4. Students. Activities are planned according to all the recommendations given by the Expert Panel. The steps are mainly clear and justified. The responsible people and deadlines for the implementation of activities are clearly defined. However, the indicators for evaluation are poor and very often they just prove the completeness of the step without evaluating its effectiveness. In general, the activities towards the solution of the problems concerning these criteria are practical enough and are aimed at assurance of visible improvement.

5. Teaching and Support Staff. The recommendations and revealed issues are almost fully taken into consideration directly being reflected in the action plan. The exception is only the recommendation of forming Trade Union. The defined steps are clear and practical enough. The necessary resource base (pointing out only human resources) is poorly defined for the implementation of the mentioned steps. The deadlines for the implementation are realistic. In case of proper implementation of all the planned steps EIU will succeed in forming teaching staff meeting the requirements of the academic programs, functional training system, etc. mainly eliminating the shortcomings mentioned by the Expert Panel for this criterion.

6. Research and Development. The planned activities are mainly in compliance with the recommendations. Some of the activities have already been carried out. However, in the action plan there is no reference to the commercialization of research results. The deadlines of the planned activities are realistic and the resources though partially being not clearly defined, are already provided. Thus in case of proper implementation of the planned activities and continuous provision of resources EIU will ensure favorable environment for the implementation of research activities.

7. Infrastructure and Resources. The planned activities are directed to only some part of the recommendations of the Expert Panel concerning the infrastructure and resources. Particularly, it was suggested to develop mechanisms to examine the satisfaction of the teaching staff with the resources as well as to develop mechanisms determining the allocation of financial resources according to priorities. However, steps in this respect have not been planned by the University. But the University can indirectly solve these problems as a result of the activities mentioned in the action plan. Nevertheless, there is no special reflection to the above mentioned issues, hence

the elimination of those problems is in a danger. In terms of deadlines, responsible people and resources the steps are clear and realistic enough.

8. Social Responsibility. The recommendations referring to this criterion have mainly been taken into account. Activities have not planned only in terms of promoting the development of feedback mechanisms. Some external stakeholders are mentioned as resources, however their participation is not guaranteed which puts the complete implementation of planned activities under risk.

9. External Relations and Internationalization. The only planned activity and its steps are in line with one of the recommendations of the Expert Panel. There are no steps directed to the assurance of cooperation with local institutions. However, some activities are planned concerning other criteria in this respect. In addition, there are no planned activities for the development of mechanisms ensuring and evaluating the link between external relations and education process. As a result, the planned steps though being important improvements can only partially solve the problems which EIU faces regarding this criterion.

10. Internal Quality Assurance System. The planned activities fully correspond to the recommendations presented by the Expert Panel. Steps are not always clear, and external stakeholders are mentioned as resources, however, the issue of ensuring their participation can put the proper implementation of the steps under risk. Deadlines and responsible people for the implementation of the activities are clearly defined. In general, the goals are achievable.

Thus it can be concluded that the action plan for improvement is mainly realistic and precise, and the main part of its implementation does not contain any risks. Successful implementation of the planned activities can significantly foster EIU to overcome the main part of the problems. However, in order to ensure the control over the action plan, the University should review some outcomes and performance indicators.

Based on the aforementioned, ANQA suggests the Accreditation Committee to pay special attention to the implementation of the following activities while making decision:

1. To give urgent solution to the problems existing in the spheres of **Academic Programs, Teaching and Support Staff, Research & Development.**
2. According to the requirements of clause 12 of the Regulation on “State Accreditation of RA Institutions and their Educational Programs” or according to the deadlines set by the Accreditation Committee, regularly present a written report to ANQA on the results of the carried out activities.
3. To review the action plan for the elimination of shortcomings mentioned in the Expert Panel report taking into account the remarks about the action plan mentioned in the current conclusion.

ANQA finds that the presented improvements will foster the fulfillment of the University's ambitions mentioned in the SER and will serve as a basis for the next evaluation.

**Head of ANQA department
of expertise**

Head of the Expert Panel

ANQA Coordinator

EXPERT PANEL COMPOSITION

The external evaluation of EUI institutional capacities was conducted by the following expert panel:

- **Tigran Mnatsakanyan:** PhD in Economics. Armenian State University of Economics: Chair of Management. *Head of the Expert Panel.*
- **Romain Hulpia,** Doctor of philosophy and pedagogy. Expert of VLHORA and VLHUR quality assurance organizations of Belgium and the NVAO in the Netherlands. . *Member.*
- **Mkrtich Avagyan:** PHD in Philosophy, associate professor. Armenian State Pedagogical University after Kh. Abovyan: Head of the Department of Education Reforms and Quality. *Member*
- **Gagik Ktryan:** PhD in Mathematics. Military Aviation Institute after A. Khamperyants. Head of Department, Division of Quality Assurance and Analysis of the Department of Teaching Methodology.
- **Astghik Petrosyan:** 2nd year MA student. Armenian State Pedagogical University after Kh. Abovyan: Education Management. *Member.*

ANQA support staff

- **Anushavan Makaryan-** Head of ANQA Department on Institutional and Program Expertise, Coordinator of EIU Institutional accreditation procedure
- **Srbuhi Jhanjughazyan-** Specialist at ANQA Department on Institutional and Program Expertise, Secretary-stenographer during EIU Institutional accreditation procedure
- **Zaruhi Sghomonyan-** Head of the chair of foreign languages at French University in Armenia, translator

SUMMATIVE EVALUATION ⁴

The expert panel presented its evaluation per accreditation criteria in the following table:

CRITERION	EVALUATION
<i>1. Mission and Goals</i>	SATISFACTORY
<i>2. Governance and Administration</i>	SATISFACTORY
<i>3. Academic programs</i>	UNSATISFACTORY
<i>4. Students</i>	SATISFACTORY
<i>5. Teaching and Support Staff</i>	UNSATISFACTORY
<i>6. Research and Development</i>	UNSATISFACTORY
<i>7. Infrastructure and Resources</i>	SATISFACTORY
<i>8. Social Responsibility</i>	SATISFACTORY
<i>9. External Relations and Internationalization</i>	SATISFACTORY
<i>10. Internal Quality Assurance System</i>	SATISFACTORY

⁴ While carrying out the evaluation the expert panel followed the Regulation on “State Accreditation of RA Institutions and their Educational Programs” and the procedure described in the ANQA Accreditation Manual carrying out firstly evaluation per standards and then per criteria. “Satisfactory” and “Unsatisfactory” evaluation scale was applied

The expert panel followed the below mentioned principles while carrying out the evaluation:

-**unsatisfactory**: if the University does not meet the demands of the criterion and it is not allowed to continue the activities that way and urgent improvements are needed

-**satisfactory**: if the University meets the demands of the criterion yet there might be need for improvements as well