



CONCLUSION

ON THE ACCREDITATION OF THE INSTITUTIONAL CAPACITIES OF YEREVAN HAYBUSAK UNIVERSITY

General Information about the Institution

Full name of the Institution:	Yerevan Haybusak University
Acronym:	Not available
Legal Form	LLC
Official address:	6 Abelyan street, Yerevan, 0038 RA
Previous Accreditation decree and date:	Certificate N 122, 2004 without validity period

LEGAL BASIS

Guided by the regulation on “State Accreditation of RA Institutions and their Educational Programs” approved by RA Government decree as of 30 June, 2011 N978-Ն; 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 self-evaluation report presented by Haybusak University, the expert panel report, the action plan presented by Haybusak University 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 Haybusak University was developed.

As a result of discussion **ANQA registered the following:**

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

Submission of application	13 May, 2013
Submission of self-evaluation report	13 December, 2013
Site-visit	21-23 April, 2014 the main campus, 25-26 April, 2014 “Shirakatsi” branch
Submission of expert panel report	02 September, 2014 29 September, 2014

Submission of action plan for elimination
of shortcomings

RESULTS OF PEER-REVIEW

The expertise was carried out by an expert panel¹ formed according to the requirements of ANQA regulation on the Formation of Expert Panel. The evaluation was carried out based on the 10 criteria² of institutional accreditation approved by RA Government decree N 959-Ն as of June 30, 2011.

EXECUTIVE SUMMARY

Yerevan Haybusak University was founded in 1990 and became one of the first private universities of independent Armenia. As an educational, scientific and cultural institution, the University has set knowledge creation, transfer and dissemination as its primary mission. Within the framework of bachelor's and master's degrees established by the RA National Qualifications Framework (ANQF), the University implements 15 study programs, special importance being attached to medical science, economics, design, pedagogy and jurisprudence.

Haybusak University underwent the process of accreditation according to the state standards and regulation operating until 2011. In 2009 Quality Assurance Center was established at Haybusak University, an Alumni Career Development Office was established in 2010 and an International Relations Office in 2011. The aforementioned structural changes have contributed to the institutional development of the University, the introduction of a number of educational quality assurance mechanisms and the acquisition of certain experience in self-assessment of internal quality assurance system operation.

The intended learning outcomes of academic programs implemented at the University are mostly in line with the requirements of ANQF for bachelor's and master's professional skills and competences. As a general goal and outcome of its activities, the University aims at ensuring the indivisible “knowledge-competence-skill” link in order to prepare competitive professionals for the labor market.

The results of research conducted at the University mostly lack essential applicable significance; the current mechanisms of involving students in scientific research are ineffective. The connection between teaching and research is weak in most of the chairs of the University. The financial resources formed basically from the students' tuition fees are mainly spent on current expenditures, thus not serving the purpose of solving such strategic issues as scientific research encouragement, professional growth of the young teaching staff or the continuous quality

¹ **Appendix 1** ` Expert panel composition and ANQA support staff

² **Appendix 2**` Summative evaluation

improvement thereof. The funds allocated for international cooperation are also insufficient, which endangers the stability of the sphere, as well as the international mobility of the lecturers and students.

With the developments taking place in the RA higher education sphere during the recent years, the formulated mechanisms of recruitment, submission and admission of students have not ensured a constant flow of applicants to the University, especially in the full-time BA program. The University has attempted to balance the reduction in the number of BA students by expanding part-time education. The University has not yet conducted a comprehensive evaluation of efficiency of the quality assurance mechanisms of educational, advisory, administrative and other services. The main reason is the imperfection of the constant mechanisms of using feedback from internal and external stakeholders.

The infrastructures and human resources of the University are mainly sufficient for the achievement of the mission and strategic goals. The teaching staff of the University mainly consists of experienced and professional lecturers, who are able to meet the goals of the study programs due to their professional potential. During the 2012-2013 academic year, the University employed 154 lecturers, 78 of which (more than 50 per cent) are full-time employees, while 93 (60 per cent) have scientific degree. However, with the reduction in the number of students, the teaching staff is also being reduced. Low salaries and insufficient incentives for professional development hinder the involvement of young and high-quality professionals. This factor can seriously risk the further improvement of the education quality.

Most members of the teaching staff are involved in scientific research activities, however they have limited opportunities to be published in foreign peer-reviewed periodicals and participate in international conferences organized abroad. Only few members of the teaching staff have international experience. The University has set a goal to raise the level of command of foreign languages and ICT usage, especially among the experienced teaching staff, since this is an integral part of internationalization and assurance of quality development.

To ensure the transparency and availability of its activities, the University tries to apply a number of mechanisms, including capacities of its own website, however it does not yet have necessary bases and tools for identifying the needs of the external stakeholders. Neither does it have an officially approved policy and procedures for public accountability. This has resulted in the formation of the insufficiently productive practice of feedback.

The University aims to regulate and promote the development of external relations and internationalization processes by planning certain partnership cooperation projects. However, the planned steps are mainly on the conceptual level, not being finalized in relevant working documents; the material and financial resources are yet insufficient to provide a proper level of international mobility to the lecturers and students.

The University gives importance to the education quality and quality assurance, which is currently conditioned by external requirements, rather than the internal necessity to improve the governance system of the University. The University provides human, material and financial resources for organizing and implementing quality assurance processes, although these processes are not clearly regulated and planned. The internal quality assurance system is yet at its development stage: relevant quality assurance structures have been formed and some procedures have been developed, however the involvement of the internal and external stakeholders in the system is unsatisfactory, while the main mechanisms are yet to be developed.

STRENGTHS

1. The University applies a regulated governance system and possessed functional subdivisions designed for the solution of issues related to the implementation of academic programs;
2. The components of the academic programs – the curricula and syllabi - are in line with the RA national educational standards. Credit accumulation and transfer systems, as well as new multi-factor grading systems have been introduced;
3. There are teaching and support staffs at the University that are appropriate to fulfill the mission of the University and to implement the academic programs.
4. The University owns campuses and infrastructures, including base polyclinic and training bases, which are necessary for the formation of learning environment;
5. The University used to have and can continue having a competitive edge by preparing professionals in the area of traditional and alternative medicine.

WEAKNESSES

1. The stakeholders, especially the external ones, are insufficiently engaged in the processes of developing University mission, strategic plans and academic programs;
2. Financial management policy and procedures, as well as monitoring mechanisms are missing;
3. The mechanisms of analyzing and summarizing the results of surveys conducted among the stakeholders are underdeveloped;
4. The students are not sufficiently engaged in research activities; the link between research and learning is weak;
5. The teaching staff has limited opportunities for professional development;
6. The financial resources are insufficient for research activities, professional improvement and development of external relations; the University is not included in international scientific research projects;

7. The mechanisms ensuring the social responsibility and accountability of the University are missing;
8. The level of involvement of University's subdivisions and external stakeholders in quality assurance processes is low.

RECOMMENDATIONS FROM THE EXPERT PANEL

Mission and Goals

1. Specify the University's mission, strategic goals and objectives, including in them the three most important fields peculiar to University activities (education, research and service to society).
2. To develop a "Strategic map" which will clearly reflect the University's vision, mission, strategic goals and objectives, core values, academic environment, action plans and performance indicators, taking into account the needs of the internal and external stakeholders.
3. To link the University's mission with its strategic and financial plan.
4. To include performance indicators for strategic goals in the strategic plan which will make the latter more clear and the further activities aimed at the fulfillment of goals- possible.
5. To differentiate major academic programs and their minors in the level of learning outcomes
6. To improve involvement of stakeholders (especially external)
7. To analyze the effectiveness of stakeholders' involvement putting more emphasis on the involvement of alumni and labor market representatives.

Governance and Administration

8. To make relevant adjustments in the organizational structure of the University pursuant to the University's Charter;
9. To develop the University Code of Ethics and bring the decision-making procedures in compliance with them;
10. To create necessary grounds for providing proper human, material and financial resources corresponding to the University's educational and other activities;
11. To clarify the goals, content and implementation mechanisms of the short-, mid- and long-term plans;
12. To conduct a structured analysis of the factors affecting the operations of the University;
13. To ensure the transparency of the decision-making process (specifically for the stakeholders of the branch);
14. To introduce processes coordinated according to the quality management principle on different management levels.

Academic Programs

15. To review the academic programs of the University, applying the "plan-do-check-act" quality management principle;
16. To clearly distinguish the learning outcomes of individual academic programs of BA and MA
17. To specify the assessment procedures and mechanisms of the learning outcomes of academic programs;
18. To introduce modern student-centered teaching and learning methods,
19. To develop and introduce academic programs, curricula and syllabi promoting the academic mobility of the teachers and students.

Students

20. To analyze the efficiency of the procedures and mechanisms of student recruitment, selection and admission, as well as develop improvement plans based on that analysis;
21. To introduce distinct mechanisms of revealing student needs;
22. To develop clear regulation on applying to the administrative staff for providing support and guidance to students, as well as a document reflecting the rights and responsibilities of the students;
23. To analyze the efficiency of mechanisms of protecting students' rights;
24. To make the additional lessons and consultations regular by developing corresponding timetable;
25. To enlarge relations and cooperation with professional fields so that students can develop more practical skills and capacities;
26. To introduce mechanisms of engaging students in research projects;
27. To study the demands of the labor market and make corresponding educational improvements based on the results;
28. Harmonize the activities of the Career and Quality Assurance Centers both at the University and its branch;
29. To promote and formalize the involvement of students with special needs in the governing bodies of the University;
30. To evaluate the effectiveness of the mechanisms of students needs assessment
31. To evaluate to what extent the additional courses and internships foster the acquisition of expected qualifications
32. To develop formal procedure and time-schedule which will help students to turn to the administrative staff with different issues;

33. To interlink research activities of teaching staff and students and to evaluate the effectiveness of research activities;
34. To study the effectiveness of the mechanisms of protection of students' rights and to analyze their impact.

Teaching and Support Staffs

35. To develop certification, peer-review, performance analysis, young teachers' guidance, professional development, promotion and other procedures, which will enable to make a more clear evaluation of the conformity of professional qualifications of the teaching, administrative and support staffs to the academic program goals and expected outcomes;
36. To develop professional development plans for the teaching and support staffs of the University on the department and study program levels;
37. To analyze the turnover of the teaching and support staffs for a period of a few years in order to evaluate the efficiency of the mechanisms aimed to ensure staff stability;
38. To enhance teaching staff's level of proficiency in foreign language in order to promote their international mobility.

Research and Development

39. To specify the policy of fulfilling the University's research interests and ambitions in the University's Strategic Plan;
40. To develop clearly defined short- and mid-term research plans;
41. To develop efficient procedures aimed at the development of research and innovation;
42. To develop a policy on internationalization of research activities;
43. To develop mechanisms to link research activities with the educational process at the University;
44. To review and specify research strategy of the University.
45. To enlarge research activities focusing the efforts mainly on the number of centers of excellence including the investments of universities and education centers within the territory of Armenia and outside it. These centers can foster innovation and can form a basis for the process of further development of teaching and learning methods. This approach can be invested through multidisciplinary courses. The more modern approach to the development of academic programs ensuring horizontal involvement is also promoted.
46. To adopt a policy which will be targeted to the enhancement of external funding for research activities.

47. To enhance the number and quality of publications in internationally peer-reviewed journals to ensure the visibility of the University.
48. To develop tools for implementing research strategy and quality control.
49. To develop policy to ensure that research has become a significant method in academic education. The training of students in terms of research and scientific thinking should become should become an integral part in all academic programs.

Infrastructure and Resources

50. To develop policy on targeted provision and allocation financial resource based on the University's mission and strategic goals.
51. To equip the classrooms and laboratories - especially those at the branch - with modern technical, computational and telecommunication means necessary for the educational environment.
52. To create an actually functioning modern digital library.
53. To provide the stakeholders with sufficient guiding information regarding the University subdivisions and their location.
54. To make the University website more modern and dynamic, replenishing it with comprehensive informational materials reflecting the functions of the University life.
55. To develop a clearly defined and coordinated documentation procedure introduce a digital system of documentation in order to increase the efficiency of information management;
56. To raise financial means and dedicate them to creating necessary condition for students and staff with special needs.
57. To increase the level of educational comfort and fire safety in the branch.

Social Responsibility

58. To develop policy, procedures and mechanisms ensuring actual accountability to the state and public.
59. To analyze the efficiency of the information provided to the public during the last 5 years in terms of the quality improvement of scientific and educational activities conducted at the University.
60. To activate and modernize the tools promoting feedback from public.
61. To develop a trustworthy system of knowledge (value) transfer with functions peculiar thereto.

External Relations and Internationalization

62. To develop a clear strategy of external relations and internationalization; to conduct international benchmarking.

63. To increase the number of teachers and students having command of foreign languages, as well as the number of academic programs taught in foreign languages.
64. To ensure the awareness of lecturers and students about different grant and scholarships and encourage their participation.

Internal Quality Assurance System

65. To develop an internal quality assurance framework on different levels of the University management (strategic and operational goals and issues, action plans, reports, etc.).
66. To introduce performance indicators in the internal quality assurance system.
67. To develop an action plan and time schedule in order to coordinate the works of preparation of quality assurance manual.
68. To train the University staff, involving all the subdivisions of the University (including the branch) according to the materials developed and published by the “RA National Center for Professional Education Quality Assurance Center”.
69. To develop a methodology of conducting surveys within the quality assurance system, as well as procedures for introducing the results of the analyses.
70. To develop mechanisms to ensure the proportional participation of all the stakeholders in the quality assurance phase.

COMPLIANCE WITH EUROPEAN HIGHER EDUCATION AREA

Peer-review according to international standards was carried out aimed at the enhancement of the University's competitiveness and ambition to be integrated in the European Higher Education Area (EHEA).

Observations

- The quality assurance framework (mission, vision, strategic goals and tasks, core values, action plans, performance indicators, etc) is developed rather inadequately. The University's financial and strategic plans are not interrelated. The planning should be more realistic and well-documented.
- The organizational structure of the University is distinctly hierarchical. The stakeholders are insufficiently engaged in the decision-making processes.
- The impact of the National Qualification Framework and the Bologna process is more evident on the course level rather than academic program level.
- Various data are collected, however the true purposes thereof, as well as the further steps based on their results are unclear.

- The academic programs are yet strongly interrelated with the state educational standards. The National (European) Qualification Framework, the needs of labor market and students, the University profile, as well as the benchmarking of other universities have much less impact on the learning outcomes.
- The teaching and learning methods are gradually becoming more in line with not only knowledge but also capacity development.
- The curricula are interrelated, however they are not flexible enough to provide for internationalization.
- Monitoring and regular review procedures of the curricula are not yet developed.
- The students are friendly and sufficiently engaged in the learning process. The level of command of foreign language and ICT needs to be improved.
- The number of students is very little (specifically in the master's degree programs), the passing rates being quite high.
- The University also has foreign students, however this cannot be considered as internationalization in the traditional sense.
- More attention need to be paid to student guidance, support and consulting services.
- The role of the Career Center is positive, however its operations need to be improved both at the main campus and its branch.
- The University lacks the institute of neutral persons (ombudsman), which is peculiar to European universities and is designed to protect the students' rights.
- The services provided to the students need to be improved. Relevant facilities for students with special needs are not in place.
- The University premises include a high school, this being not very expedient in terms of the University culture development.
- The highly professional staff of the University is involved in and devoted to their work.
- Human resource management is missing. Staff evaluation and performance analyses are not performed; professional development plan for the teaching and administrative staff is not in place.
- The research and innovative processes are underdeveloped; no improvement-oriented planning is in place.
- The infrastructures are in a proper sanitary condition; renovation is taking place, however the laboratories lack sufficient modern equipment and computers.
- It is necessary to introduce new technologies, digital library and educational materials.
- No public services are provided.
- The Quality Assurance Center does not coordinate the quality assurance-oriented activities in the whole University.

Recommendations

1. It is necessary to actively involve all the categories of University employees in the processes of defining and reviewing the mission, vision and core values of the institution. The mission, vision and core values of the University should be regularly evaluated and specified by the external stakeholders.
2. The University's vision and mission should be regularly reviewed in accordance with the financial situation.
3. The students should be more involved in the decision-making process.
4. It is essential to have a consulting body on different levels, with the participation of employers, labor market representatives and alumni.
5. The quality improvement system should be introduced on the University operation governance level.
6. Start from the learning outcomes when reviewing the academic programs, paying attention to the assessment of general competencies as well.
7. Provide the students and the staff with more information about the Bologna Process.
8. Train the University staff on student-centered education and on learning outcome-based teaching and assessment.
9. Pay greater attention to final papers (bachelor and master thesis).
10. Implement processes aimed at internationalization. Develop more flexible curricula. Analyze the study load in order to find out the actual correlation between the study load and number of credits.
11. Pay greater attention to passing rates and the average duration of learning.
12. Pay attention to the teaching methodology (specifically to the organization of extra-curricular activities).
13. Pay greater attention to the coordination of actions aimed at quality assurance both at the main University campus and its branch (e.g. develop an internal quality assurance manual).

ACTION PLAN OF THE UNIVERSITY ON THE ELIMINATION OF SHORTCOMINGS MENTIONED IN THE EXPERT PANEL REPORT

Taking into account the recommendations mentioned in the expert panel report Haybusak University has developed action plan on the elimination of shortcomings aiming at the fulfillment of the main recommendations by the expert panel related to the 10 criteria. Having examined the action plan of the University, the expert panel comes to a conclusion that in general the University has comprehended and accepted the recommendations by the expert panel. Most part of the

recommendations requiring urgent change or improvement is involved in the action plan and their implementation is planned for the upcoming 3 years until the end of 2017. However it should be mentioned that a number of issues derived from the recommendations and requiring urgent solution have been left behind or have been presented not sufficiently. It is obvious that the University pays more attention to the implementation of separate actions related to the different spheres of its activities but with no logical interlink. The majority of them are related to the regulation of documentation processes, particularly, the elaboration of some regulations, policy and document packages.

For the activities according to 10 criteria there is no precise action plan, there is no logical sequence of activities, concrete responsible people/groups are mentioned but not for all the activities. Though the deadlines for the implementation of activities are mentioned, not in all cases they are realistic. The implementation of activities requiring urgent change or improvement is planned to carry out during the upcoming 3 years until the end of 2017 which is not that much realistic, taking into consideration University's current potential and the duration of the resolution of problems. For most of the activities additional clarification in terms of their sequence and logically substantiated deadlines is needed.

Though recommendations requiring urgent change or improvement are involved in the action plan, the information concerning what material and financial resources will be needed for the implementation of improvements and what are the possible sources of their formation is missing. Tangible and visible outcomes of the actions towards the fulfillment of the goals are not fixed in the action plan for the elimination of shortcoming. Moreover, indicators for the evaluation of the implementation of activities are not defined, and as a result, it is not obvious, what kind of qualitative changes can occur.

- **“Mission and Goals”**

- It seems that the University should have prioritized the recommendation of the expert panel on the clarification of the University's mission, goals and objectives, the development of “Strategic Map”, the interconnection of University's mission, strategic plan and financial plans, whereas the University plans to develop “Guideline for the Strategic Planning” and mechanisms for the improvement of academic programs, which, according to the expert panel, is not sufficient in terms of evaluating the effectiveness of the perspective development of the University.

- **“Governance and Administration”**

- According to the expert panel it is urgent for the University to make adjustments in the organizational structure of the University in order to clarify the organizational links and management relations between Yerevan “Haybusak” University and Gyumri “Shirakatsi” branch. Leaving this issue behind the University plans to

develop the link between Yerevan “Haybusak” University and Gyumri “Shirakatsi” branch by developing and implementing joint programs. Necessary details about the planned activity are missing (the fields of joint programs, deadline, necessary human and financial resources, criteria for the evaluation of results).

- The expert panel highlighted systematic analysis of factors influencing the activities of the University, establishment of grounds for the alignment of human, material and financial resources for educational and other activities, the clarification of goals, content and implementation mechanisms of short-term, mid-term and long-term plans which the University plans to carry out through the establishment of tools for the analysis of human, material and financial resources, factors having influence on the University’s activities and the results of the trainings with teaching and support staffs. However the logical sequence of interrelated activities towards improvement with concrete deadlines, necessary human and financial resources and responsible people, is missing. Criteria for the evaluation of the results of implemented activities are missing either.
- Concerning the recommendation by the expert panel to make decision making processes and the development of procedures on ethical norms and decision making more transparent, the University plans to develop ethical norms and to use them for the evaluation of the administrative activities. Some details of this planned activities are missing: directions of the plans, deadlines, necessary human, material and financial resources, criteria for the evaluation of results). At the same time it is not clear what concrete steps are planned to make the decision making process transparent.
- Concerning the recommendation by the expert panel on the internal quality assurance the University plans to form quality culture based on the PDCA principle and to introduce it as a system in different levels of management. Yet the logical sequence of activities in this field is not clear
- **“Academic Programs”**
 - In order to eliminate the shortcomings in this field the University plans to develop methodical package which should be piloted for 3 academic programs of the University. However the sequence of the activities for piloting are not clarified, data about the necessary human and financial resources for the solution of the mentioned problems is missing.
- **“Students”**
 - Concerning this criterion it is not clear concretely what plans should be carried out in terms of the directions mentioned in the action plan for the elimination of

shortcomings, what activities and what human and material resources will be needed. Criteria for the evaluation of the effectiveness of activities are also missing.

2. “Teaching and Support Staffs”

— In order to eliminate shortcomings in this field the University plans to develop job descriptions for administrative, teaching and support staffs through which later on their performance will be evaluated and analysed as well as attestations will be carried out. The University also mentioned that currently it implements activities of professional quality development in four directions: upgrading professional knowledge, improvement of pedagogical skills, enhancement of foreign language proficiency and skills of using modern technology. However, planned actions are not justified with appropriate information in terms of deadlines, responsible people, necessary resources, evaluation criteria for results.

3. “Research and Development”

— Though the action plan presented by the University enumerates distinct actions, the activities towards the implementation of the recommendations do not have logical sequence, necessary resources (financial and human), deadlines and clearly defined outcomes and are not coordinated either. The University has also planned to develop clear policy on the internationalization of research activities whereas it is not planned to developed mid-term and long-term plans of coordinated scientific research activities with the involvement of students and young teachers as it was suggested by the expert panel. The planning of actions directed to the development of mechanisms interconnecting research activities and educational process is missing.

• “Infrastructure and Resources”

— Despite the fact that the University enumerates implemented and planned activities based on the recommendations by the expert panel to solve the problems concerning this field, the clearly defined plan of activities directed to the development of policy on the targeted allocation of resources is lacking. The University has planned to evaluate the current infrastructure and resources and based on the results of evaluation make appropriate financial investments for the improvement of infrastructure. However necessary information about the logical sequence of the activities, necessary resources, deadlines, responsible people and evaluation criteria is lacking.

• “Social Responsibility”

— The University mentions that some activities are already being carried out concerning the recommendations by the expert panel for this field, particularly tools promoting feedback from the society are widely used, besides the University plans to develop

special policy on the public relations. Nevertheless, the logical sequence of the activities directed to the development of policy, procedures and mechanisms ensuring real accountability in front of the state and the public which, according to the expert panel are of great importance for the University, is lacking.

- **“External Relations and Internationalization”**

— In order to eliminate shortcomings in this field the University plans to develop clear strategy for external relations and internationalization however the logical sequence of activities, the volume of necessary resources (financial and human), deadlines, responsible people and criteria for the evaluation of results are missing

- **“Internal Quality Assurance System”**

— One of the main points of the recommendations by the expert panel is the development of internal quality assurance circle (strategic and operational goals and objectives, actions plans and time schedules, reports, etc.) and investment of KPIs in the internal quality assurance system. Leaving these two important issues behind, the University plans separate actions which, though in line with the recommendations by the expert panel, do not ensure the logical sequence of the activities. In particular, the University plans to establish a QA unit in Gyumri “Shirakatsi” branch, to develop mechanisms of involving stakeholders in QA processes, to carry out benchmarking with RA and foreign universities to reveal best practice of QA policy, etc. The deadlines for the planned activities/actions, the performers/groups of performers, needed financial and human resources, criteria for the evaluation of results are missing.

Conclusion. The expert panel finds that in the action plan on the elimination of shortcomings some issues requiring urgent solution have been left behind or were not presented properly. As a result, a clear action plan for the improvements in the fields of all ten criteria is not developed; realistic deadlines and responsible people/groups are not mentioned for all the activities.

Taking into account the above mentioned, ANQA suggests the Accreditation Committee in its decision to promote the University:

- 1) To give an urgent solution to the problems existing in the spheres of **Academic Programs, Teaching and Support Staffs, Research and Development, Infrastructure and Resources, External Relations and Internationalization, Internal Quality Assurance System.**
- 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 ambition of the University to be integrated into EHEA, results of peer-review according to international standards and recommendations.
- 4) To take into account the remarks about the action plan mentioned in the current conclusion while reviewing the action plan.

Irina Vanyan, Head of the Expert Panel

Harutyun Marzpanyan, Coordinator

Composition of the Expert Panel

Irina Vanyan, Chair of the expert panel, National University of Architecture and Construction of Armenia (NUACA), PhD in Economics, Associate Professor, Republic of Armenia.

Andre Govaert, Professor in physics Dr. of Science, KaHo Sint-Lieven, Kingdom of Belgium, member of the expert panel

Konstantin Yenkovyan, Yerevan State Medical University, Professor, Doctor of Biology, Republic of Armenia, member of the expert panel

Narine Hekekyan, Yerevan State Linguistic University, PhD in Philology, Associate Professor, Republic of Armenia, member of the expert panel

Armine Yaralova, Armenian State University of Economics, MA Student, Republic of Armenia, member of the expert panel

ANQA support staff

Haroutyun Marzpanyan, the specialist of ANQA Institutional and Program Accreditation Division, coordinator of the accreditation process at Haybusak University.

Niery Grace Bardakjian- translator of the accreditation process at Haybusak University

SUMMATIVE EVALUATION ³

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

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

³ 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