



CONCLUSION

ON INSTITUTIONAL CAPACITIES OF MKHITAR GOSH ARMENIAN-RUSSIAN INTERNATIONAL UNIVERSITY

GENERAL INFORMATION ABOUT THE INSTITUTION

Full name of the Institution: Mkhitar Gosh Armenian-Russian International
University
Acronym: MGU
Official address: 30a Tigran Mets street, Vanadzor, RA
Previous Accreditation decree and date: Certificate N025, 17.10.2002
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 MGU self-evaluation report, expert panel report, the action plan presented by MGU on the elimination of shortcomings mentioned in the expert panel report, and based on the expert panel opinion about that action plan drafted the conclusion of ANQA about the institutional capacities of MGU.

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	12 June, 2013
Submission of self-evaluation report	13 December, 2013
Site-visit	21-23 April, 2014 Vanadzor 25-26 April, 2014 Yerevan
Submission of expert panel report	02 September, 2014
Submission of action plan for elimination of shortcomings	01 October, 2014

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

While conducting the evaluation the expert panel took into account the fact that the mission of Mkhitar Gosh International University is to ensure the employability of the alumni as well as to provide students with affordable education. It should be mentioned that MGU pay attention also to the trends of economic and social development both in Vanadzor and in Yerevan.

MGU underwent the process of accreditation according to the state standards and regulation operating until 2011.

MGU provides academic programs in two levels: bachelor and master. The programs cover such spheres as humanities, social-economic and medical sciences and research in different fields. 5 faculties of MGU were combined because of the lack of financial and human resources. Nowadays MGU has 2 faculties instead of 5:

1. Faculty of Economics and Pedagogy
2. Faculty of Law, Foreign Languages and Medicine.

It should be mentioned that the links of academic programs with research are very weak. In spite of the fact that research component is involved in MA programs most students are not involved in research activities. On the level of learning outcomes the University has still works to do as learning outcomes of the academic programs are very generic. The involvement of internal and external stakeholders in the development and review of the academic programs is limited. Teaching methods are weakly linked with assessment principles. The expert panel finds that the transition to student centered education is not completed yet and the University should make additional efforts in this respect. Written examinations do not assure and guarantee academic honesty and absence of plagiarism. During the meetings, the stakeholders themselves mentioned that the assessment policy and procedures need to be reviewed.

In order to accomplish all the points of MGU's mission the University does not have necessary resources. The libraries in Vanadzor and Yerevan campuses are not enriched with contemporary literature and ICT, the number of books and journals is limited. Foreign language

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

² **Appendix 2** Summative evaluation

literature is very limited; there are no international journals in spite of the fact that some of the courses at the University require international journals.

Techniques are not sufficient for the organization of teaching with new methodology. Having electronic (digital) library is currently considered a not real action by the University as there is a lack of financial and human resources. Library and education center are important components in the formation of research environment and culture however the resource base is very limited. The University hardly uses IT in its internal procedures in spite of the fact that in the Strategic Plan of the University the investment of IT is a separate objective. Strategic priorities and goals do not contain clearly planned financial resources. Despite the clear distribution of the budget it gives little opportunities for new initiatives hence MGU should try and find ways of fund raising.

MGU has teaching staff appropriate for the implementation of the academic programs. Teaching staff recruitment is carried out according to regulatory acts however clear description of professional qualities of the teaching staff per academic program is missing in the available documents. The University has classified positions of the teaching staff according to the regulation on the formation of the teaching staff but the university doesn't have a clear regulation on the promotion of the teaching staff. There is little involvement in research activities. Very few cases of teaching staff mobility have been registered. Regular trainings based on the needs assessment of the teaching and support staffs are not developed and conducted at the University. The trainings will enhance the professional qualifications of the teaching staff and will foster the better accomplishment of goals of academic programs.

There are criteria in MGU for student recruitment, selection and admission, the selection policy is transparent but not targeted. Profession orientation activities as well as activities for raising the awareness of the University's educational opportunities are organized, but there is no policy set for it. One of the teachers of professional courses is attached to the students as a consultant. The result analysis of the surveys among students showed that students highly appreciate the work and advice of these consultants. There is also a schedule for the consultancy hours. Yet the mentioned mechanism does not fully reveal the effectiveness of consultancy and there is no basis for the comparison of students' needs and the effectiveness of the provided services. Some of the services provided to the students by the Career Center are planned or in process and there are differences of organization of the mentioned process in Vanadzor and Yerevan. Some of the students were familiar with the works and functions of course instructors but some of them were unaware of that system which states that the instructors' institute is not fully made yet. The participation of students in QA and evaluation processes is not clearly regulated in MGU, and the mechanisms of QA implementation /surveys, suggestion and complaints box/ are not generalized and analyzed.

The real picture of MGU's management functions is not clear and comprehensive, which is illustrated by the fact that the duty assignment of MGU management functions and the decision making process are not explicit enough and transparent. Decision making generally has a nature of

situational solutions. MGU's management as well as QA system is not justified/logical in terms of workload. MGU has a problem in actively involving external and internal stakeholders in the decision making procedures and there are gaps in the communication mechanisms. The needs of the region are observed, but the collected information is treated and used ad hoc without formal procedure for transforming it into well motivated actions on the curricula and the educational processes.

Most of the QA activities at MGU are in the planning phase. The awareness of stakeholders of the management problems as well as of plan-do-check-act cycle and its functioning is low.

MGU's QA manual which has been elaborated by MGU staff introduces documents regulating the internal QA process in details but it does not give the information about what kinds of best practice were chosen to put at work the mentioned policy and approaches and to monitor to which extent the stakeholders are aware of it and satisfied. Nevertheless quality culture is not fully introduced at MGU because the existing QA human and professional resources and their expertise level are insufficient to carry out a good QA job, the majority of stakeholders are not aware of the University's processes, the QA mechanisms do not function clearly, and the mechanisms evaluating the efficiency of the internal QA system are absent.

Strengths

- 1) MGU plays an important educational and social role and addresses the regional problems. MGU fulfills its mission, fully taking into consideration the local context in which it operates.
- 2) MGU has a very motivated and devoted teaching and support staff.
- 3) MGU has guides for the development of academic programs and most of the academic programs are developed based on the learning outcomes.
- 4) MGU has developed a number of documents and internal procedures for the quality management.

Weaknesses

- 1) Management mechanisms and policy do not ensure sufficient involvement of internal and external stakeholders in decision making and quality assurance processes.
- 2) There is a lack of financial means at the University for the implementation of academic programs.
- 3) The link between the teaching aims, teaching methods and the assessment is not strong.
- 4) Not all academic programs have clear learning outcomes defined according to the guideline developed by the University.
- 5) MGU doesn't sufficiently use the current resources according to strategic goals.
- 6) There is a lack of professional literature in the MGU library and the electronic library needs much more financial and human resources.

- 7) Current resources are not sufficient for carrying out research. Research component in MA programs is weak. Research activities are limited with respect to involvement of both the teaching staff and the students.
- 8) MGU's website does not provide full information about the University's activities and regular updates.
- 9) The competences and professional awareness of MGU QA staff are not sufficient for fulfilling their duties.
- 10) MGU buildings are not adjusted to the needs of students with special needs.

The University is advised to

Mission and goals

- 1) Write a brief and clear vision and a realistic mission statement involving MGU's main features, describing in what concrete aspects MGU wants to reach excellence and how MGU wants to be perceived by others. What is the characteristic through which MGU wants to be known not only among its peers and the society but also at the international level? How will the university reflect its mission in the curricula, modules and teaching methods? What are the distinctive features for the alumni of MGU, etc?
- 2) Review the strategic plan. The mission and strategy of the University should be relevant to the University's opportunities and compatible with the resources.
- 3) Expand, formalize and improve the process of keeping the stakeholders aware of the university's strategic plan /first of all internal stakeholders/.
- 4) Improve, introduce and implement a regulated policy on revealing stakeholders' needs to ensure on the one hand the reliability of surveys and other mechanisms of feedback, on the other hand the transparency and justification of the decisions made on the basis of the survey results.
- 5) Along with the review of MGU's strategic plan and mission, plan and differentiate expected outcomes of the activities and indicators for the evaluation of their quality and performance, in order to outline necessary human and financial resources.

Governance and administration

- 6) Review the organizational structure, clearly define and approve functions, duties and responsibilities of all structural units/departments and the regulations and mechanisms of staff selection and recruitment. If possible, the nature of these structural units have to be mentioned (e.g. it is designed to have a participatory function or decision making function or management function or other)
- 7) Complement non formal communication through formal documentation /protocols, reports, etc. / to fill the gaps of communication (only non-formal communication is insufficient for

- guaranteeing a sustainable PDCA cycle). ICT methods will have to be implemented to respond to this recommendation /in addition to the current non formal communication/.
- 8) Develop a code of ethics which has to be in line with the University's mission/vision.
 - 9) Develop and formalize the study of factors influencing the activities of the University.
 - 10) Replenish short-term plans with mid-term and long-term ones with the appropriate indicators for measuring the expected outcomes.
 - 11) Organize regular formal meetings with the representatives of the professional field outside the University with the aim of gathering the opinion of external stakeholders.
 - 12) Regularly give feedback to the stakeholders about the results of the surveys and the gathered information, using encouraging methods.
 - 13) Thoroughly and deeply study the best practice on education management, to adapt it as well as train MGU administrative staff in this respect that will have a large impact on the development of the University's governance and administration.
 - 14) Disseminate the principles of PDCA cycle mentioned in the QA manual of the University among the stakeholders.

Academic programs

- 15) Actively involve external stakeholders in the formation and review of educational programs, possibly to develop and implement joint programs with other universities (internationally), as a means to import extra expertise and boost common research.
- 16) Develop procedures and a policy on doing comparative analysis of best experiences which will foster the increase of compatibility of educational programs at the international level as well as the mobility of students.
- 17) Take steps and activities to ensure the alignment of learning outcomes of academic programs with teaching, learning and assessment methods.
- 18) Implement a regular evaluation of MGU's educational programs, agree on a fixed procedure for their further development based on the principles of the plan-do-check-act cycle, disseminate the results in an open, systematic and transparent way, and incentivize the stakeholders for putting the results and improvement decisions into practice.
- 19) Foster the development of critical thinking among students, particularly in defining their role and rights in the university. Learning outcomes and teaching methods should contribute to the development of such features among students.

Students

- 20) Enhance the efficiency of the unit dealing with issues of graduates and career, for better coordination of the activities in the faculties related to the career of graduates, labor market

demands, information gathering and disseminating. The development and implementation of a united policy on students' internships and career services is of great importance.

- 21) Take steps to involve students in different research activities.
- 22) Take steps for the enhancement of the procedure concerning the protection of student' rights.
- 23) Review the procedure on providing consultancy to the students based on its analysis and evaluation, in order to extract lessons for the enhancement of the university's governance and functioning.

Teaching and support staffs

- 24) Encourage the teaching staff to be involved in scientific-research activities.
- 25) Involve more teachers from other universities for extending the expertise and ensuring extra professional development of the teaching staff.
- 26) Inform the stakeholders about the results of the evaluation of the teaching staff using flexible mechanisms of encouragement and disseminating better practice.
- 27) Form and develop systems for the formation, selection, promotion and qualification improvement of MGU teaching staff.
- 28) Clarify the research component in the contracts with the teaching staff, letting the more talented staff spend more time on research, and take into consideration the results of their research in promotions and evaluation of their career.

Research and development

- 29) Develop regulations on the evaluation of research activities, on academic honesty and on research ethics. Plagiarism is mentioned in the self-evaluation report as a threat. This threat can be reduced by appropriate available software programs, regulation on research ethics and other mechanisms. Plagiarism is only one specific aspect of academic honesty mentioned earlier.
- 30) Choose one concrete direction in research field that can be developed and brought to excellence /e.g. pedagogy, stomatology, law, language and literature, management, etc/.
- 31) Take steps for encouraging publications made by the university staff in internationally peer reviewed journals (e.g. co-publications with international partners – see also next recommendation)
- 32) The research component in the University's strategy should refer to the formation of mechanisms for choosing precise research areas, for organizing research activities, for identifying financial sources for research, for applying the research results and commercialize it as well as for the enhancement of students' involvement in research activities.

Infrastructure and resources

- 33) Develop a primary plan for the improvement of the academic environment giving priority to phased investments in ICT and the provision of academic resources (e.g. better access to journals and books, possibly in the framework of interlibrary exchange agreements). The ICT deployment plan includes trainings for the teaching, support and administrative staffs.
- 34) Based on the analysis and comparison of best practices, and new financial incomes (e.g. foreign student tuition fees, as was explained during the visit), continuously improve university's library, classrooms, environment for interactive teaching and learning, including all this in the strategic plan of the university.
- 35) Plan the use of indicators evaluating resources which will describe the quantity, quality, change of resources, the effectiveness of their use, and the mechanisms of defining the needs and priorities for specific new resources.
- 36) Take steps for the enhancement of external funding of the University and invest in projects for the increase of financial flows.

Social responsibility

- 37) Finalize and summarize the University's planned actions referring to the social responsibility and develop indicators for their evaluation.
- 38) Besides governing bodies, banks and lawyer's offices, activate internships in a number of other spheres /e.g. industry, business, small and medium enterprises/.
- 39) Strengthen and improve the mechanisms of feedback, to enlarge and develop links with the private and social sectors.
- 40) Regulate professional orientation activities in different schools and other institutions, make them targetly organized and relevant to the needs and feedback of stakeholders.
- 41) There is an urgent need to review MGU's website content and make it more informative, usable and user-friendly.
- 42) Gradually develop a strategy for technology and knowledge transfer which will not only help the graduates to find a work (some initial examples were described already) but also has to foster the flow of extra financial income to the university. This will give an opportunity to be involved in international research projects as well as in grant projects fostering students' and teachers' mobility.

External relations and internationalization

- 43) Develop a concept of University's internationalization and/or strategy with short-term and long-term activities and methodology for monitoring progress. Start with developing appropriate regulatory documents involving internal and external stakeholders.
- 44) Encourage the participation of teaching and administrative staff in the international exchange and training programs.

- 45) Develop international and interuniversity links, evaluate the effectiveness of such links and define some indicators (proxies) evaluating the progress of the planned activities.
- 46) Review the contracts of international collaboration /international contracts should provide some privileged agreements, for example financial resources for students' exchange, tuition fee waivers, housing at reduced costs, .../ and ensure that they help solving your own urgent problems, e.g. solving the eventual problem of language, lack of human and other resources /literature, ICT, etc./.
- 47) Increase the mobility of the teaching staff and students giving an opportunity to participate in trainings or exchange programs, and improve the policy on internationalization and make it more relevant to new developments.
- 48) Taking into consideration that the number of contracts with international universities is increasing in MGU, joint publications can also be initiated in such contracts to make the price of publishing in international journals lower as well as creating an opportunity to be involved in the international research area.
- 49) It is of high importance for the international relations department to find new opportunities and disseminate that information among all the stakeholders of the university (mostly among students and the teaching staff).

Internal Quality Assurance

- 50) Urgently take steps for the study of gained experience, for the evaluation of effectiveness of QA system and for the further development of that system based on the evaluation results.
- 51) Review the professional requirements set for the staff of the QA department and organize regular trainings and courses with evaluation mechanisms of their effectiveness.
- 52) Make precise the mechanisms of surveys, their analysis, publication of results in the university, continuously improving the reliability of feedback.
- 53) Develop and introduce mechanisms for the evaluation and improvement of the quality assurance system based on the results of periodic and precise evaluation.
- 54) Take urgent steps to enhance the transparency and involvement of stakeholders in internal evaluation procedures.
- 55) Develop and apply a realistic plan for the development of a quality culture and the enhancement of its effectiveness.

PEER REVIEW ACCORDING TO INTERNATIONAL STANDARDS.

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

- MGU's vision is not clear and realistic. The strategic plan does not comprise university's priorities and while setting strategic directions the limitations of the University budget were not taken into account. The internal stakeholders are highly satisfied with MGU internal procedures, but their satisfaction does not mean that their needs are taken into consideration and that the internal procedures fulfill the requirements of sound University governance.
- The effectiveness of the management system is linked with a common understanding of the organizational structure. MGU's organizational structure is not simple and clear. An example is the Scientific Council. It has an important role in the internal activities of the University but it is not described as such in the organizational structure. Quality assurance is not mentioned in the charter of the Scientific Council, but functionally the Scientific Council has an important role in the education management and has to make sure that the University is in control of the PDCA cycle at all levels of internal governance. A description of the function, responsibility and authority of all entities of the organizational structure should be provided as well as the formal communication flows between them should be available for the stakeholders. The organizational structure itself should be simplified, clarified and a distinction should be made between academic and logistic/administrative units.
- The flow of information is not clear, as the responsibilities of all the bodies were not formally set. The system of information provision as well as formal communication is missing.
- The students lack in critical thinking. The University administration should pay attention to the involvement of components such as self-confidence and independent thinking in the learning outcomes of academic programs. The students should be able to contribute to the implementation of innovations, the creation of new models and social activities and hence develop skills for disruptive thinking.
- There are numerous mechanisms for data collection but they are mostly paper versions which make the data analysis difficult and limit the effectiveness. There are no systems for data management and analysis based on ICT resources.
- The learning outcomes are mainly defined on the course (module) level, and during the site visit it became clear that the global learning outcomes of the academic programs are not always known by the staff participating in these programs and by the program coordinators.

- The training courses provided by MGU are not elaborated sufficiently, and currently the teaching staff is supposed to solve this issue on a personal basis.
- There are no financial resources for meaningful research activities. Hence there is little opportunity to be published in international journals.
- The University's Scientific Review is a good initiative and it gives opportunity to the students and teachers to publish articles at the local level and to practice their writing skills.
- The digital library is not digital at all and does not meet international standards. There are courses in MGU that require international literature which is not available in MGU library. The proper functioning of a digital library requires serious and sufficient financial and human resources. MGU needs a more professional library with modern literature.
- The MGU study center is more like a reading hall and does not give students an opportunity to work there. The number of desks and the environment are not comfortable enough and do not give an opportunity of socializing. The library and education center are considered to be important elements for the creation of a research community and culture and for studying in groups.
- The computer center has a limited number of computers and the center closes at 17:00 taking into consideration the issues of security. But this is not a suitable time schedule for students. We suggest putting the responsibility to manage access and security on the Student Council.
- ICT resources are very limited taking into consideration the fact that the University considers the development of ICT resources as a priority.
- MGU has already taken steps to enrich its budget, particularly by recruiting international students. The number of international students in 2014 has reached to 130 which will foster the internationalization.
- The services delivered to industry and government (e.g. through internships) are not providing the University with extra financial income. In the EHEA, these are generally providing extra income to the university.

Recommendations

- 1) Write a brief and clear vision and a realistic mission statement involving MGU's main features.
- 2) The mission and strategy of the University should be relevant to the University's resources.
- 3) Make the communication with the internal stakeholders more transparent and formal using ICT.
- 4) Create a new organizational structure, where all the academic, administrative and management units are defined clearly.

- 5) Clearly define and approve functions, duties and responsibilities of all structural units/departments and the regulations and mechanisms of their selection and recruitment.
- 6) The students should learn about critical thinking, especially when defining their role in the University. Learning outcomes and teaching methods should contribute to the development of such features among students.
- 7) In order to build up financial resources, projects with external funding should be acquired.
- 8) Create opportunities for the teaching staff to publish in internationally peer-reviewed journals.
- 9) Emphasize the research component in the contracts with the teaching staff letting them spend more time on research and take into consideration the results of their research for promotion and evaluation of their career.
- 10) Involve students and teaching staff in international research projects and grant projects fostering their mobility.
- 11) Develop a phased plan for the ICT infrastructure and procedures, including training for the administrative and other staff.
- 12) The career center does not yet operate fully. It can play a central role in all aspects, for internships outside the University (also in industry, small and medium enterprises, etc.), starting collaboration for international internships as well as career direction.
- 13) The QA center should be empowered to organize the QA coherently and university-wide.

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

MGU 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 approved by the Rector on 01.10.2014.

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

According to the action plan the University plans to follow the recommendations of the expert panel in all 10 fields. All the recommendations that need urgent solution are included in the action plan. However it should be mentioned that according to the expert panel there are some recommendations the planned activities for which do not give a sufficient depiction of the steps to be taken by the University.

- E.g. in the field of “Mission and goals” it would be desirable that the University clearly mentions what especially will be reviewed in the current 2011-2015 Strategic Plan.
- It would be preferable to mention what material resources are going to be allocated for getting the desired results per each goal.
- In the field “Academic programs” it should be mentioned how the accomplishment of other goals can be reflected in the successful implementation of the academic programs which is not of less importance in terms of evaluating the outcomes of the academic program. What other indicators besides the evaluation of international experts are planned?
- In the field “Internal Quality Assurance System” instead of often implemented activities it would be preferable to mention concrete regularity and deadlines.

In general the action plan is linked with the strategies of respective fields, it ensures the logical succession of the actions however deadlines are not mentioned for some activities. Not in all the cases the responsible people are mentioned. The allocated resources do not identify their sufficiency for the solution of all the problems in some cases only indefinite human resources are mentioned.

The action plan mainly defined realistic period for each action however in some cases only the launch of the activity is mentioned and the feasibility can't be evaluated. From the combination of results of actions it can be concluded that goals of activities are achievable. Indicators of evaluation mainly allow defining the implementation and result of each action but they do not define the impact they have on other actions.

***Conclusion:** The expert panel finds that implementation of the main part of the action plan does not contain any risks. The implementation of the planned activities will give an opportunity to improve the documents regulating the University's activities. In case of provision of planned resources the main processes will have been started within two years. After that period their impact and evaluation of the effectiveness can be reflected.*

Based on the aforementioned, ANQA suggests the Accreditation Committee to draw MGU's attention especially to the implementation of the following activities while making decision:

- 1) To give an urgent solution to the problems existing in the spheres of **Academic Programs, Teaching and Support Staffs, Research and Development, Governance and Administration, Internal Quality Assurance System, Infrastructure and Resources.**
- 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.

Vahan Sargsyan

Head of the expert panel

Varduhi Gyulazyan

Coordinator of the expert panel

EXPERT PANEL COMPOSITION

- **Vahan Sargsyan** -Head of the practice department at Armenian State Pedagogical University, candidate of psychological sciences, associate professor, Head of the expert panel
- **Jan Cornelis**- Vice-rector on international relations at Vrije Universiteit Brussel, doctor of physics and mathematical sciences, expert panel member
- **Karen Grigoryan**- Associate professor in the chair of macroeconomics at Armenian State University of Economics, candidate of economical sciences
- **Geghecik Grigoryan** – Dean of the law faculty at Haybusak university, associate professor in the chair of law at State University of Economics, candidate of law sciences
- **Arusyak Harutyunyan**- MA 1st year student in the chair of Education Management at Armenian State Pedagogical University

ANQA SUPPORT STAFF

- **Varduhi Gyulazyan** -Specialist at ANQA institutional and program accreditation department, Coordinator of MGU institutional accreditation process.
- **Ani Mazmanyan** -Coordinator at the Center for Quality Assurance at Yerevan Brusov State University of Languages and Social Sciences, translator of MGU Institutional accreditation procedure

SUMMATIVE EVALUATION ³

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

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