

**Guide for
Assessment & Quality
Enhancement for
Universities in
the Islamic World**

Section -I

INTRODUCTION & BACKGROUND OF KPIS

1.1. INTRODUCTION OF KEY PERFORMANCE INDICATORS (KPIs):

Higher education plays a vital role in developing the knowledge based economies of modern arena. An efficient, quality oriented and strong higher education system is required for this take-off phase of uplifting the economies of the Islamic World. The role of higher education in developing the economies of the Islamic World can be recognized in three major dimensions such as 1) higher education is major determinant of economic growth and prosperity of Islamic countries. 2). It improves labor productivity, entrepreneurial vigor, and quality of life by harnessing the potential and skills of the people. 3) Further, higher education increases social mobility, encourages socioeconomic participation, strengthens civil society and promotes good governance. The Knowledge serves as a catalyst for rapid development and socioeconomic growth reflected through improved living standards and reduced poverty.

Higher education is a basic requirement for grooming of scientists, engineers, doctors, educators, and other stakeholders to help invention adoption and operation of modern technology in all sectors of the economy. Higher education enables them to actively participate in vital areas of economic activity such as industrial expansion, infrastructure development, health and nutrition improvements, technological advancement and environmental protection.

The key factors influencing the quality of higher education are the quality of faculty, curriculum standards, technological infrastructure available, research environment, accreditation regime and the administrative policies and procedures implemented in institutions of higher learning. It is absolutely critical to monitor and regulate growth of sub-standard institutions of higher learning. A comprehensive multi-level mechanism of assessment against pre-defined KPIs is to be developed to ensure provision of quality education.

The Islamic faith focus on the quest for knowledge therefore, the Islamic World is fully sensitized about the importance of knowledge and its pursuit that has also become critical now to gain the desired results of knowledge based economies of the modern era. Hence, Muslim Leaders are also aware of the critical role and impact of higher education in the socioeconomic development and equipping of the future generations with higher standards of knowledge, skill, experience and relevance to compete in the international market. However, in the Organization of Islamic Cooperation (OIC) countries, the ground realities are different from other region's challenges which are manifold such as limited financial resources, poor infrastructure, limited provision of faculty and staff development, lack of skill-based training, inadequacy of physical, financial and technical resources required to improve the teaching quality, and scarcity of research facilities and finances for them. The higher education systems of the member states need to be strengthened and prioritized in terms of financial allocations within available budgets to cope with the present challenges of innovation, development and technological advancements featured in the higher education systems.



Once the significance of higher education is fully recognized by the Islamic World the impact of higher education in the shape of desired outcomes cannot be dissociated from quality assurance and enhancement. Therefore, the OIC member states are also focusing on initiatives for quality improvements across the board with capacity to provide a strong base for knowledge based economies of the Islamic countries. Moreover, the quality of education and research being carried out at the universities of Islamic World is categorically emphasizing to achieve excellence and international competitiveness. The increased public spending to carry out the essential higher education development initiatives call for increased accountability and transparency in the academic world. Therefore, comprehensive, relevant and contextual policies and processes are being developed and implemented to evaluate the performance of its universities. These performance based evaluations of the universities of the Islamic World are required not only to ensure accountability for increased public spending in higher education but also to gain understanding in the international academic community with recognition of the high standards of knowledge being imparted in these universities.

The process of gaining organizational effectiveness in higher education is yielding increasing interest in measures of accountability. The objective of performance efficiency can be achieved through developing KPIs, implementation of these KPIs, with appropriate monitoring and evaluation to assess the performance of these KPIs and sharing of results with public and international community to get recognition for the improved standards of quality in higher education. The growing interest in performance indicators of higher education provides an opportunity for universities to strengthen existing management processes, remove the weaknesses of the systems, and seek improvement in governance, teaching, learning, and research. These improvements will be reflected in the improved quality of graduates, faculty, research output and the socioeconomic impact of the universities in the communities. However, the biggest challenge is to find the best ways to manage reliability and validity of the performance measuring process.

1.2. BACKGROUND OF KPIs FOR UNIVERSITIES OF THE ISLAMIC WORLD:

It is important to highlight that how the KPIs for the universities of Islamic World were developed and what were the steps taken to reach across the OIC region consultation aiming at the ownership for the developed KPIs. The regional consultation across all Islamic countries and mutual consensus was considered important for the purpose of successful implementation of the KPIs and ease of achieving these KPIs by the universities of Islamic World looking forward to attain a significant level of global compatibility in the higher education sector. The road map for developing the KPIs for universities of Islamic World was started with the milestone of adopting the Vision 1441 on Science and Technology by the 10th Session of the Islamic Summit held in Malaysia in 2003 which declared that the OIC member states will become a community that values knowledge, and is competent in advancing Science and Technology and in utilizing them to enhance the socioeconomic well-being of their people.

The updating of the said strategy for Science, Technology and Innovation for the Islamic World was done by the 4th Islamic Conference of the Ministers of Higher Education and Scientific Research held at Republic of Azerbaijan, in October 2008, primarily regarding appropriate investment in human capital development through desirable attributes of development through standards of knowledge, potential, drive, skills and participation to meet the challenges of 21st century with a distinguished Islamic perspective. Further progress was made by the Third Extraordinary Islamic Summit held in Makkah-al-Mukaramah in December 2005 that adopted the OIC Ten-year Programme of Action for effectiveness of the educational institutions and curricula in OIC member states through quality improvements. It was realized that universities of the OIC countries need to be encouraged to improve their standards of quality, especially the universities with potential to become world class universities to be ranked amongst Top 500 World Universities.

The compliance of the said session was led by an informal meeting of the Ministers of Higher Education held in Kuwait City, the State of Kuwait on 20 November 2006 in which the procedures and mechanisms of improvement of universities' performance were discussed and a technical expert's team was constituted.

Subsequently a Technical Experts' Meeting was convened in Tehran, the Islamic Republic of Iran on 19 – 21 February 2007 to draft a ranking document containing proposed ranking criteria and methodology for the universities in the OIC region. The consultation continued with representatives of the OIC member states and resulted in the amended document for discussion in the Fourth Islamic Conference of Ministers Higher Education and Scientific Research, held in October 2008, in Republic of Azerbaijan. Since the 37th Council meeting of Foreign Ministers of the OIC member states held in Arab Syrian Republic in May 2009 requested the OIC General Secretariat to convene an extraordinary meeting of the Ministers of Higher Education and Scientific Research, in collaboration with the “Islamic Educational, Scientific and Cultural Organization” (ISESCO), to invite the feedbacks for revision and finalization of the document. The Kingdom of Saudi Arabia hosted the Extraordinary Meeting of the Ministers of Higher Education and Scientific Research in Riyadh. The university rankings document drafted during the technical experts' meeting was discussed in detail it was reshaped for OIC university rankings as “Key Performance Indicators for Universities in the Islamic World to compete with world class universities”.

The document was further reviewed by the 5th Islamic Conference of Ministers of Higher Education and Scientific Research in Kuala Lumpur, 19 – 20 October 2010 and the OIC General Secretariat and ISESCO was requested to draft a document on “Key Performance Indicators for the Universities in the Islamic World”.(Appendix-I)

This document was presented in the Extraordinary Session of the Islamic Conference of the Ministers of Higher Education and Scientific Research held at Riyadh, Kingdom of Saudi Arabia. The Implementation of the document on “Key Performance Indicators (KPIs): Guidelines for Assessment, and Quality Enhancement for Universities in the Islamic World” approved for adoption is now required to be followed-up in a systematic way.



The implementation of the KPIs documents calls for developing the “*Guide for Assessment and Quality Enhancement for Universities of the Islamic World*” for the purpose of capacity building of the universities of the Islamic World with a strong understanding of the defined KPIs and their implementation in the academic activities and research environment of these universities. The observance of these KPIs will lead towards improving the quality of education and research carried out in these universities and will enhance the international compatibility of the member states’ universities to obtain significant representation in world rankings.

1.3. Rationale for the Guide:

This Guide summarizes a comprehensive set of policy instruments and processes recommendable for Quality Assurance and Enhancement at the universities in the Islamic World. The document is complete with QA Guidelines, Outcomes, IQA (Internal Quality Assurance), EQA (External Quality Assurance) policies with special focus on KPIs (Key Performance Indicators) approved by the member states for implementation. The Guide will help in guiding the universities of the OIC countries and member states through defining precise and efficient processes and procedures of quality assurance that can play an important role in building capacity of all those who are directly or indirectly involved in quality assurance in higher education. These partners and stakeholders include universities/ higher education institutions, the QA professionals, QA agencies, the faculty, the management, the researchers, the students (current and perspective), the graduates and alumni, funding organizations, the employers of graduates; and society.

The QA policies and processes outlined in the *Guide* refer to globally practiced academic standards and frameworks for assessment and evaluation of academic quality assurance and its enhancement. It offers a set of guidelines and the processes primarily to facilitate the execution of approved KPIs and functioning of the universities of the Islamic World in the context of overall Quality improvements. Further, the guidelines and processes defined in the Guide aim to improve the quality of teaching, learning and research and to promote a “*Quality Culture*” in the universities of the member states. Moreover, the Guide is developed to further strengthen the efficiency and effectiveness of the universities of the member states in understanding and achieving the KPIs aiming at improved standards of education being imparted in the universities of the member states. A strong understanding of KPIs and success in achieving desired results in terms of these KPIs will facilitate the universities of the Islamic World to attain significant international compatibility.

1.4. What is there in the Guide?

The *Guide* focuses on the introduction and the significance of the Quality Assurance policies and processes in higher education required to build the knowledge economies essential to the modern era, provides background about the advancements that took place in the OIC member states in the context of Quality Assurance. It highlights the

significance of the development of Key Performance Indicators (KPIs) for assessing the performance of universities of the Islamic World and building the capacity of these universities to implement these KPIs. After enlightening the academia of the Islamic World on QA contexts and international perspectives, the Guide provides a detailed discussion of the nature and implementation methodology of the approved KPIs.

The *Guide* will help in building the capacity of the universities of the Islamic World and QA practitioners of the OIC member states not only to understand the importance of KPIs, their desired outcomes, and international practices of university assessment but will also help in implementing the KPIs. Moreover, it will enable the universities of the Islamic World to develop their national level quality assurance system capable of addressing the new QA challenges through the guidelines provided in the document. The document also highlights the future QA notions for inviting the attention of Member States on rethinking the QA strategies matching with global advancements.

Section -II

STRATEGIC QA INITIATIVES

2.1 An overview of Higher Education in the OIC Member States:

An overview of the OIC Member States informs that the size, scope, financial strength and impact of higher education sector is highly diversified in these countries. The enrollment, Public spending on Education, literacy trends vary amongst Islamic countries as do the population trends. Thus the KPIs or any other system of Quality Assurance to be developed for these countries needs to be contextual and flexible enough to be adapted according to national priorities of each country and the stage of development of the higher education sector of respective country.

The statistics presented below provides a view of the higher education sector in these countries in terms of few critical indicators:

Country	Populations	Education Expenditure, Public, % of GDP	Higher Education Enrollment	Literacy Rate, Youth, Total (%)
	2009-10	2009-10	2009-10	2009-10
Afghanistan	34385068		95185	
Albania	3204284			
Algeria	35468208		1144271	
Azerbaijan	9054332	3.22	180727	
Bahrain	1261835		35848	99.98
Bangladesh	148692131	2.23	1582175	75.45
Benin	8849892	4.51		54.33
Brunei	398920	2.05	5776	99.69
Burkina Faso	16468714		51166	
Cameroon	19598889	3.48	220331	
Chad	11227208	2.78	22130	46.26
Comoros	734750		5091	85.27
Cote d'Ivoire	19737800			66.55
Djibouti	888716		3159	
Egypt	81121077			
Gabon	1505463			97.61
Gambia	1728394	4.99		65.47
Guinea	9981590			61.07
Guinea-Bissau	1515224			70.88
Guyana	754493	3.72	7939	
Indonesia	239870937	4.56	5001048	
Iran	73973630	4.67	3790859	
Iraq	32030823			82.66
Jordan	6047000		266881	
Kazakhstan	16323287	3.06	610264	99.82
Kuwait	2736732			
Kyrgyzstan	5447900	6.23	294349	99.75



Country	Populations	Education Expenditure, Public, % of GDP	Higher Education Enrollment	Literacy Rate, Youth, Total (%)
Lebanon	4227597	1.79	202345	
Libya	6355112			99.85
Malaysia	28401017	5.79	1000694	98.55
Maldives	315885	8.71		
Mali	15369809	4.47	81188	
Mauritania	3459773	4.33	14536	67.69
Morocco	31951412	5.38	418833	79.47
Mozambique	23390765			70.87
Niger	15511953	3.85	17096	
Nigeria	158423182			71.8
Oman	2782435	4.38	78063	
Pakistan	173593383	2.37		
Palestine	3905364		196625	99.23
Qatar	1758793		13846	97.76
Saudi Arabia	27448086		903567	97.6
Senegal	12433728	5.63	92106	65.01
Sierra Leone	5867536			57.61
Somalia	9330872			
Sudan	33603637			85.92
Suriname	524636			
Syria	20446609			94.43
Tajikistan	6878637	4.01	159137	99.87
Togo	6027798	4.45		
Tunisia	10549100		360172	
Turkey	72752325		2924281	97.81
Turkmenistan	5041995			99.83
Uganda	33424683	3.18	123887	
United Arab Emirates	7511690	0.99	87006	
Uzbekistan	28562400		300782	99.93
Yemen	24052514			84.12

Figure 2.1(a): Populations, Education Expenditure, and Higher Education Enrolment & Literacy Rate in OIC Countries (Sources: SESIRC Statistics and Databases)

The overview of public expenditure reflected through GDP spending on education again reflects on challenges for higher education in these countries as the financial health of the universities is dependent on the GDP spending on higher education and it is directly related to access to higher education as well. The share of GDP percentage on education for the majority of these countries remains low thus higher education receives less share

of the total financial allocation to education as compared to developed countries. The GDP spending on higher education is also linked to the resources allocated for the improvement of quality standards. Thus the variation in the GDP spending and resources available for education overall reflects on the resources available for improving quality standards including KPIs. Thus access to higher education in these countries remains low due to multiple factors including lack of prioritization of higher education.

The diversity of the higher education sector prevailing in these countries is further reflected through a large variance of the size of higher education sector. The number of universities in these countries varies from a large number of universities i.e. up to more than 120 universities in countries like Turkey, and Pakistan to a single university in countries like Chad, Djibouti, Gambia, and Guyana. The diversified higher education sector of the OIC Member States is illustrated below:

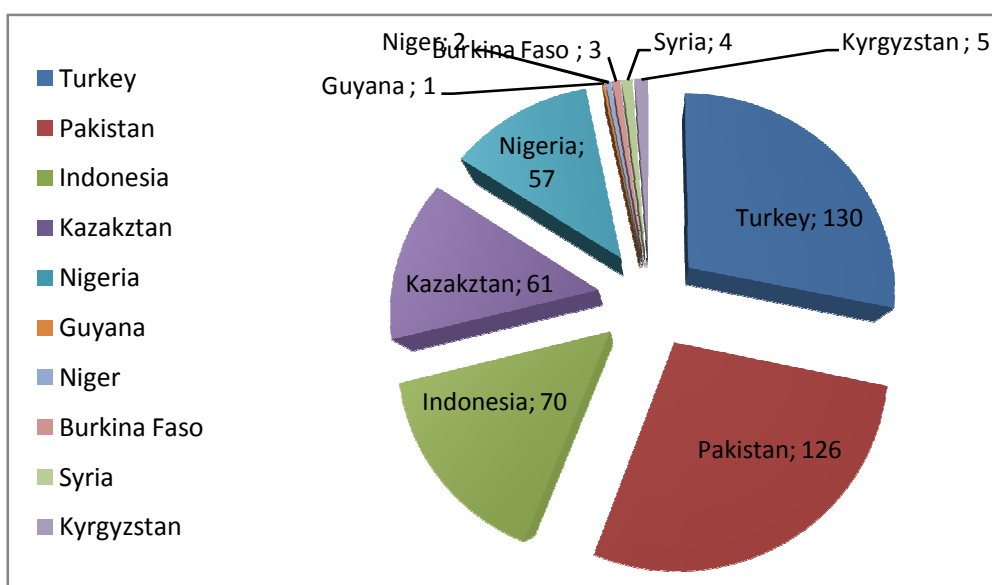


Figure 2.1(b):Diversity in Number of Universities in OIC Countries
(Sources: SESIRC Statistics and Databases)

2.2 Role of KPIs in Quality Assurance:

A Quality oriented, efficient and accessible higher education system provides a wide range of quality options to people for study and employment. The effectiveness of higher education sector facilitates international mobility of students & faculty and is closely related to observance of the internationally acceptable performance standards.

The leaders of the Islamic countries are willing to face the challenges of 21st century. Therefore, higher education is being prioritized to play its role effectively in developing the economies of Islamic World. The potential impact is expected in the form of more skilled labor, a better educated work force, graduates who are equipped groomed and



trained through extending the boundaries of knowledge and research and establishing internationally compatible academic standards based on pre-defined KPIs (Key Performance Indicators).

Indeed, by increasing access to higher education without enhancing its quality the member states cannot be expected to achieve the goal of developing the knowledge based economies needed. The quality aspect has therefore dominated the decision making regarding developing the KPIs for the universities of the Islamic World. Quality is recognized as a central theme behind all relevant initiatives be it faculty development, infrastructure development, curriculum development or the improvement of the learning environment or governance issues at the universities.

To assess the Universities of Islamic World with a global perspective, reviewing these universities against international quality benchmarks has gained importance. Thus KPIs are developed and approved and these KPIs must be adapted to take into account the diversity of situations, and the academic culture in the countries in the Islamic World. The need to develop a culture of evaluation is inseparable from the concept of quality, itself intimately bound up with the successful democratization of the higher education system. Both internal self-evaluation and external performance reviews are vital components of any well-developed quality assurance system that is also required to be tested in the OIC Member States where it is yet to be realized.

2.3 Strategic QA Initiatives required for KPIs:

The approval of KPIs is linked with successful implementation of these KPIs in the universities of OIC Member States. There are certain strategic QA initiatives to be taken before implementation of the KPIs. These strategic QA initiatives has two main dimensions i.e. Internal QA related Initiatives (IQA) and External QA relate Initiatives (EQA).

Both of the dimensions of these QA initiatives aim at overall improvement of quality standards and are linked with efforts to be made at various levels. These QA initiatives are mainly categorized into following three key levels:

- I.** Regional Level (QA Experts Committee/ OIC/ ISESCO/ other line organizations)
- II.** National Level (Governments of the OIC Member States)
- III.** Institutional Level (Universities of the OIC Member States)

2.3.1. Regional Level:

The regional level efforts are required to ensure the smooth implementation of the KPIs and consistency of follow up of compliance of these KPIs. For the purpose of guidance and capacity building of the Member States some initiatives to be taken at regional level through the QA Experts Committee/ ISESCO/ OIC or any other relevant line organization are enlisted below:

- Provision of guidelines for compliance of KPIs
- Periodic revisions of the guidelines to address new QA developments
- Capacity Building initiatives for the Member States through workshops, conferences and seminars etc
- Sharing of Good practices among Member States for mutual experience based learning
- Sharing of lessons learned from QA practices in the Member States

2.3.2. National Level:

Whereas the national level initiatives are expected to play a leading role to drive the universities towards QA based university assessment and consistent quality enhancement through implementation of KPIs. The national level QA initiatives are the responsibility of the respective Governments as these initiatives are to be taken as per national priorities without compromising on quality assurance standards prescribed as minimum set of KPIs for the universities. The national level QA initiatives are proposed to be focused on External Quality Assurance (EQA) related tasks as follows:

- Establishment of national level QA system
- Development of national level QA Framework
- Capacity building initiatives at national level
- Including QA initiatives in national priorities for higher education to ensure provision of required minimum resources

2.3.3. Institutional Level:

The institutional level QA initiatives provide the fundamentals of QA system therefore, need to be focused and supported for successful compliance of the KPIs. The institutional level QA efforts are primarily concerned composed of Internal Quality Assurance (IQA) related initiatives.

2.4 PREREQUISITES FOR KPIs:

Although, all three level QA efforts are important to play a vital role for quality assurance and enhancement in the universities however, the national and institutional level initiatives are discussed here as prerequisites for KPIs with further details aiming at guiding the Member States and universities to proceed further. The implementation of KPIs needs these preconditions to be ensured therefore; the capacity both at the national and institutional level is required to be built through provision of practicable and compatible guidelines. Thus guidelines on few of the key prerequisites for KPIs are discussed below:

2.4.1 National Quality Assurance System:

A well-established Quality Assurance System is one of the pre-requisite for KPIs. The developmental stage and capacity of the system may vary but its importance and existence in a higher education system cannot be compromised. Although majority of the OIC Member States have already established their national quality assurance system to overview the quality of education being provided by the universities in the country however, the general guidelines are discussed for the countries where the Quality Assurance System could not be established yet due to certain reasons.

The national quality assurance system is based primarily on establishment of national level quality assurance body. The national level QA bodies are established not only by the developed countries of other regions but also exist in OIC Member States under the titles of Quality Assurance Agency (QAA), and Commission for Standards/ Quality Assurance/ Accreditation etc. Regardless of the title of the national level QA body its functions remain same being custodian of the overall standards and quality of the higher education being imparted in the country. Generally the internal quality assurance practices and reports of the universities correspond to the success and effectiveness of the national body national level quality assurance system. Particularly the quality of graduates being produced by the universities is a key reflection of the efficiency of the national QA body.

The National QA Framework is related with developing the External Quality Assurance System (EQA) by the respective Governments through the Ministries of Higher Education/Education for the universities within these countries. The respective QA bodies/ Agencies (QAAs), and Accrediting/ Academic Auditing Bodies stand responsible for EQA practices. Internationally recognized EQA practices include University Performance Reviews/Assessment as per agreed KPIs, Academic Reviews/Audit, and Accreditation processes etc. The title of these bodies may vary in the member states but their functions and scope remain similar to perform the role of external assessment and ensuring quality to bring the universities of Islamic World at par with regional and global standards subsequently.

Some of the critical evidence for the existence and functionality of the National Quality Assurance Framework in the Member States are enlisted below:

- Existence of QA bodies/agencies like QAAs responsible for EQA
- Adoption and implementation of agreed KPIs
- Development of Monitoring systems to assess the progress of universities on KPIs
- Establishment of respective accreditation/ professional councils
- Doctrines/ Guidelines/ Manuals for developing the EQA practices including KPIs

2.4.2 National Quality Assurance Framework:

Once the National Quality Assurance System is established through the respective government and the national level QA bodies are functional to assure and enhance the quality of higher education it leads towards certain responsibilities of EQA related tasks to be performed by the national level QA bodies.

The national QA body is responsible for establishment of Quality Assurance Framework by setting up of minimum Quality Assurance *Standards and Criteria* through national level consultation to ensure the desired level of engagement and ownership in QA initiatives of all stakeholders. The minimum standards are to be defined nationally under QA framework however these standards may be made further stringent by the universities looking for further improvements and quality enhancement. Some of the critical evidence of the effectiveness of National QA Framework are enlisted below:

- Standards for Quality Assurance in higher education
- Qualifications Framework
- Standards for establishment of universities within the country
- Standards for degrees being awarded by the universities
- Standards for appointment of Faculty in the universities
- Standards for academic programme/ professional Accreditation
- Standards for Tran-national education
- EQA Doctrines/ Manuals/ Guidelines for standards development and implementation

2.5 INSTITUTIONAL QUALITY ASSURANCE FRAMEWORK:

The institutional QA Framework is proposed to guide the universities of the member states where IQA system is yet to be formalized and universities are facing difficulties in establishing this significantly important aspect of the QA system. The institutional QAF is mainly focused on Internal Quality Assurance (IQA) efforts to be made by the universities to assure and enhance the quality of education, learning, teaching and research. The institutional QA framework is sensitive for the mission of the university as per written mission statement and the expected outcomes of the institutional framework are to be defined accordingly. The institutional QA framework is designed to guide academic management, faculty, students and all other practitioners of QA in universities of the OIC member states.

Some critical confirmations of the institutional QA Framework are enlisted below:

- IQA system set-up at the universities
- Self-Assessment System/ Manual (A template of Self-Assessment Protocols for Institutional and Faculty Reviews¹ is provided as **Appendix-IV** of the Guide for helping universities developing their Self-Assessment systems)
- Self-Assessment Reports of the universities
- IQA Doctrines/ Guidelines for developing the IQA policies and practices (Few templates of Self-Assessment Preformae are provided as **Appendix-II**.)

¹ Ministry of Higher Education, Afghanistan, 2012

2.5.1. IQA and Self-Assessment

The QA framework is generally reflected by developing the Internal Quality Assurance System (IQA) at the universities. The universities stand responsible for setting up of IQA at their own realizing the significance of integrating quality into all tiers of academic activities. The IQA is distinguished with the development of Self-Assessment system at the universities. The Self-Assessment system is to be developed internally within each university to assess the efficiency of academic and management systems and to monitor the progress through university activities as per defined mission, goals and objectives.

The Self-Assessment system needs to be streamlined prior to any external QA system as the Self-Assessment reports(SARs) compiled through the internal QA system correspond to the External QA System including assessment through KPIs to be carried out by external bodies. The development of a QA culture within the universities of these countries will depend primarily on the existence of self-assessment system in the universities. The Self-Assessment Reports should be collected, reviewed and integrated in the future planning for quality improvements internally and facilitate the process of external university assessment. The self-assessment results are used by the external reviewers, evaluators or assessment bodies as an evidence of the efficiency of the internal QA system of the universities.

Few of the QA templates and SA proformae² that may be used as tools for Self-Assessment by the universities are enlisted below which may help in developing the IQA system at the universities to correspond further to the KPIs related performance assessment of these universities. The templates for these proformae are enclosed with the Guide as **Appendix II** to facilitate the universities of member states to evolve their IQA system tools with provision of flexibility of amending these proformae as per national context and needs:

1. Student Course Evaluation
2. Faculty Course Evaluation
3. Teacher Evaluation Form
4. Survey of Graduating Students
5. Progress Review Form for Research Students
6. Faculty Survey
7. Alumni Survey
8. Employer Survey

²<http://www.hec.gov.pk/InsideHEC/Divisions/QALI/QualityAssuranceAgency/Pages/ProformaeForSelfAssessment.aspx>

2.6 HOW TO DEVELOP INTERNAL QUALITY ASSURANCE (IQA) SYSTEM:

As discussed earlier, the IQA is considered a prerequisite for the KPIs thus universities of the member states need to develop the IQA system to be functional internally. Few of the general Guidelines to develop a generic kind of Internal QA System (IQA) at the universities are provided below³:

- The IQA office or Self-Assessment unit/office needs to be established in each university of the Islamic world to be headed by a QA Professional whose services will be dedicated for all self-assessment and KPIs related tasks within the university. The status of IQA head will be equivalent to a Dean and the reporting authority for this position will be University president/ Vice Chancellor/Rector. He/she will be the corresponding with the external QA bodies and responsible for internal QA system development and monitoring as well.
- The IQA Office/unit will be responsible to develop the process for implementation of defined KPIs for the universities and facilitate the faculty and management to understand the KPIs and importance of implementation of these to achieve compatibility both at national and international level.
- It will assume the responsibility of monitoring the progress of implementation of the KPIs through consistent assessment and strengthen the university systems to get efficient results on implementation of KPIs.
- The IQA unit/office will be responsible to build public confidence that the quality and standards of the quality of graduates, award of degrees, management and overall quality of education and knowledge being imparted by the university is enhanced and safeguarded as per defined KPIs.
- It will be responsible for the review of academic affiliations with other institutions in terms of observing the standards and quality of academic programmes
- It will be responsible for defining clear and explicit internal standards as points of reference to the university assessment/ reviews to be carried out as per KPIs.
- It will be responsible to develop quality assurance and university assessment processes to affirm that the quality of provision and the standard of awards are being maintained and to foster curriculum, subject and faculty development, together with research and other scholarly activities of the university.
- It will assume the responsibility of ensuring that university's quality assurance procedures are designed to fit in with the arrangements in place nationally and globally for maintaining and improving the quality of Higher Education.

³[http://www.hec.gov.pk/InsideHEC/Divisions/QALI/QualityAssurance/QADivision/Documents/Quality%20Assurance%20Manual%20For%20Higher%20Education%20in%20Pakistan\[1\].pdf](http://www.hec.gov.pk/InsideHEC/Divisions/QALI/QualityAssurance/QADivision/Documents/Quality%20Assurance%20Manual%20For%20Higher%20Education%20in%20Pakistan[1].pdf)



- Its staff will be enabled through capacity building training received from recognized QA resources/ bodies available within the developed Islamic countries or from any other suitable country with the objective to perform its responsibilities with globally comparable standards. And it will replicate the training as master trainers for the capacity building of the faculty, management and other stakeholders.

2.7 PROCESSES TO BE CARRIED OUT THROUGH INSTITUTIONAL IQA SYSTEM:

The IQA office/ unit will facilitate and develop processes for the following:

- Improvement of existing academic programmes and approval of new programmes in consultation with already existing body responsible for the task at university.
- Annual monitoring and self-assessment including programme monitoring, faculty assessment, and students' perception etc.
- Compilation of Self-Assessment Reports (SARs)
- Developing an information/ data source for provision of accurate information regarding quality assurance which will be deliverable to all stakeholders.
- Departmental reviews/ assessment as per KPIs.
- Students' feedback.
- Employers' feedback.
- Quality assurance of degree programmes.
- Facilitation for Professional Subject reviews/ rankings to be carried out by the respective professional councils such as for medical and engineering etc.
- Facilitation for Institutional reviews/ assessments/ international compatibility reflections
- Overall quality improvements in institutional management, governance and academic leadership.

Section -III

ILLUSTRATION OF KPIS

3.1 KEY PERFORMANCE INDICATORS FOR THE UNIVERSITIES OF ISLAMIC WORLD:

The previous section discussion refers to considering the variety of stages of QA development for the universities of Islamic World as these vary from each other in this context. The QA system and implementation of KPIs depends upon the QA development phase through which a particular university is passing through. Thus the QA needs may vary not only for each Islamic country but it may vary to some extent within the country.

Key performance indicators (KPIs) are part of EQA practices therefore, keeping in view the specific needs of the Islamic World and the contextual background of these countries certain KPIs are developed and approved for implementation within the OIC member states. These KPIs are indigenous in nature matching the national needs of the Islamic countries without losing international compatibility. All major KPIs are considered important to be addressed as quality indicators of the universities at international level.

The universities are classified into two boarder categories i.e. Research and Teaching universities. Although, the functions and aims of the universities may overlap with each other within these two categories but there is a difference in assessment standards for the categories of the universities based on their focus, scope and outcomes to be measured. The KPIs vary for teaching and research universities in response to variance in the functions of these universities.

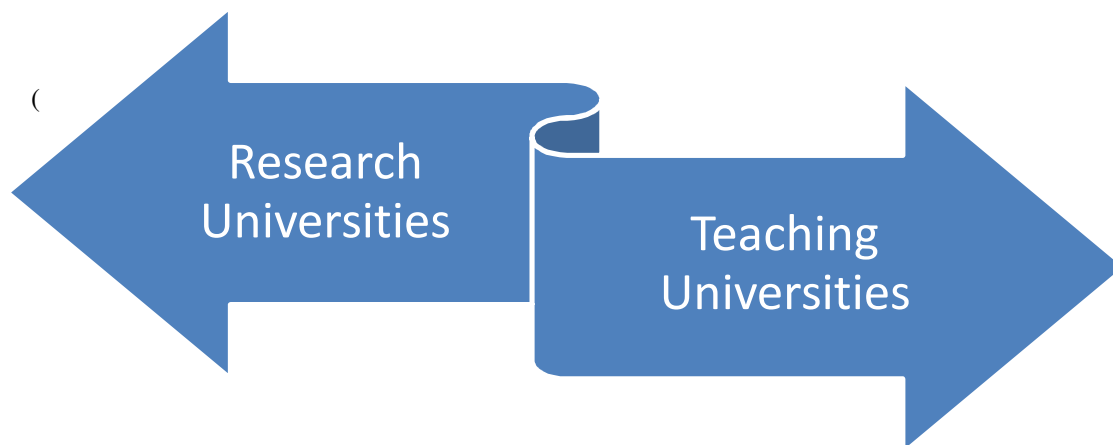


Figure 3.1: Classification of universities for determination of KPIs)

3.2 APPROVED CRITERIA FOR KPIS DEVELOPMENT:

The University assessment system is based on major assessment criteria and KPIs are the measuring tools originated from five major criteria defined and approved for assessment of the universities(**Appendix-I**).The five major criteria are enlisted below out of which each one is measured by a set of KPIs developed for the purpose:



1. Research
2. Teaching
3. International Outlook
4. Facilities, Resources and Supporting Staff
5. Socioeconomic Impact

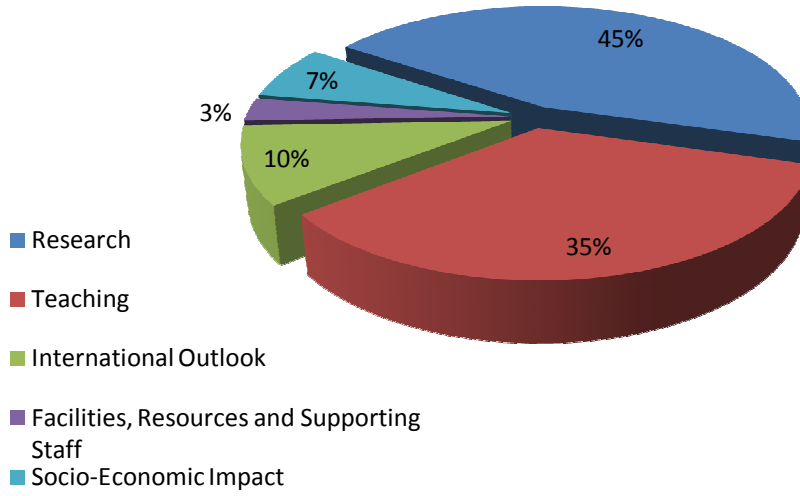
These are the five approved key criteria for assessment of the organizational efficiency of the universities and these remain almost similar with minor variation of titles across the world. The performance of the universities is assessed against the above mentioned criteria but in order to carry out the assessment process each criterion is reflected by certain KPIs which are discussed further for guidance of the universities in the **Appendix-V**.

3.3 FLEXIBILITY OF THE PROCESS FOR KPIS BASED UNIVERSITY ASSESSMENT:

The measurement of university performance against KPIs need quantification process and some scores need to be assigned to each KPI to measure the performance of the universities of member states even if it is desired to be done internally as a part of self-assessment process and no external assessment is involved. These scores need to be assigned to the performance assessment criteria as per their significance and relevance in the country context thus universities are urged to assign the scores as per institutional mission, national priorities and needs. The decision to assign the scores is quite flexible both at the level of a Member States or at the level of university keeping in view the diversity of higher education system in these countries and variance of developmental stages however, the scores are essential to be assigned to see the actual performance of the universities against KPIS internally and externally.

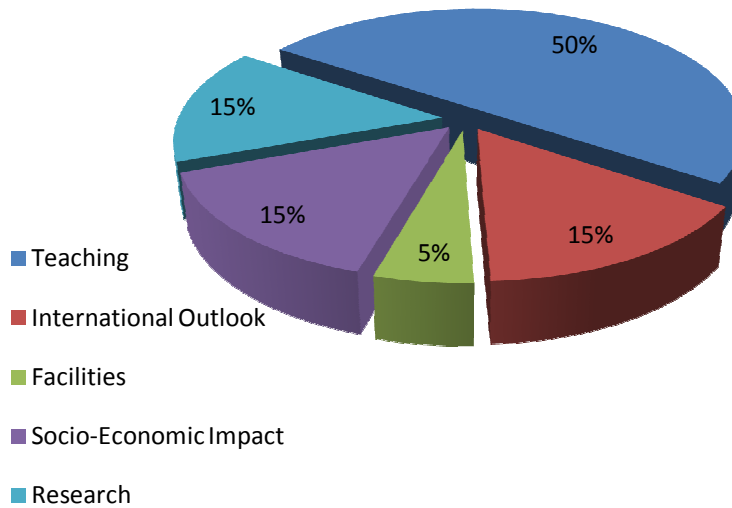
Therefore, the scores are also proposed for the basic assessment criteria approved for the universities of Islamic World and these are kept closer to the international practices for the purpose of worldwide competitiveness. The allocation of scores to the basic criteria is illustrated below separately for the Research based and Teaching Universities in the (Figure 3.2) for common understanding and to get an overview of the criteria mapping.

Criteria & Proposed Scores for Research Universities



(Figure 3.2 (a): Assessment Criteria& Proposed Scores for Research Universities

Criteria & Proposed Scores for Teaching Universities



(Figure 3.2 (b): Assessment Criteria& Proposed Scores for Teaching Universities

3.4 AUXILIARY TO APPROVED KPIS:

The five approved KPIS are meant to initiate the assessment process for universities of Member States with minimum KPIS to be implemented keeping in view the diversity of the developmental stages of these universities and particularly giving time for establishment of internal QA system to the universities where it is yet to be formalized. However, the scope of these KPIS may be expanded for the universities already acquiring a mature stage of university assessment and aiming at further quality enhancement. Thus two newly added KPIS are proposed only for the universities interested in raising the standards further based on earlier performance, resource base, and relevance to institutional mission.

These two KPIS are included because of their significance for observance of high quality standards required to be met to achieve excellence in teaching, learning, research and community engagements. These KPIS may also be considered by the universities interested in relevant areas highlighted through sub-components of these KPIS but these will not be included in the bare minimum set of KPIS already approved. These two KPIS are enlisted below and their sub-components are discussed in detail in the **Appendix-V** of the Guide along with sub-components of approved KPIS:

- Excellence in Leadership, Governance and Management
- Improved Fiscal sustainability

3.5 KPIS & SUB-COMPONENTS:

Although, majority of the universities of the Member States have already worked out the processes of university assessment through KPIS however, for the purpose of guiding the universities needs capacity building to implement the approved KPIS and developing the processes and procedures required to implement these KPIS a proposed set of sub-components is provided at **Annexure V** of the Guide.

The proposed sub-components are discussed in detail that how these can be measured and can be achieved and these are presented in a tabulated form as well in **Appendix V**. Each major KPI is further sub divided into sub-components and these sub-components are proposed with flexibility offered to the implementing universities to further add on or remove the sub-components as per institutional mission and national priorities.

3.6 PRECAUTIONS REGARDING UNIVERSITY ASSESSMENT THROUGH KPIS:

As the university performance assessment policies and practices have been already tested in to majority of the universities of the developed and few of the developing countries as well therefore, the lessons learned by these countries through their university assessment systems are highlighted below to be kept in mind by the universities of the OIC Member States initiating the implementation of KPIS for the purpose of quality assurance and enhancement:

- Meeting the pre-requisites for the implementation of KPIs such as existence of national level QA system and QA framework
- Adequacy of required reliable data for the assessment purpose
- The culture of evidence based assessment needs to be promoted through repeated assessment through KPIs
- Consistency/ Regularity of assessment of universities to be maintained to drive those towards increased international compatibility and recognitions
- Simultaneous institutional level efforts towards developing the Academic Programme based assessment to facilitate the informed decision making by the stakeholders including parents and students etc.
- A combination of Quantitative as well as Qualitative KPIs and data to be collected to see the overall quality of the education being imparted in these universities and the quality of graduates produced to serve the society at large.

Section -IV

FUTURE QUALITY ASSURANCE NOTIONS

4.1 UNIVERSITIES AND SOCIETAL DEVELOPMENT:

The justification for existence of a university is that it must make a difference to the life of people, and to the socioeconomic conditions of society. Even if the universities argue that we are meant only for pursuing knowledge for its own sake, these remain still responsible for the development of society. Sooner or later the universities have to realize the need of producing graduates that society needs that are capable to contribute effectively in building modern civil society and sustainable development of people.

The academic leadership can play the key role in inculcating the idea of producing such graduates as final outcome of the whole activity of the universities. The university must set its own house in order if it really means to provide leadership in sustainable development and building a modern Islamic civil society distinguished with Islamic democratic values. Defining the social and ethical dimensions of sustainable development and producing required leadership is a key role of the universities to be played on priority. If our universities fail to provide such leadership in the shape of desired graduates for sustainable development then higher education strategies to be revisited in these countries.

The universities receive a wide and diversified range of students coming from different backgrounds, school systems, social & economic status. The teaching learning processes and environment of the universities need to build on these foundation attributes and skills of the students to shape them up in the personality, character and capacity desired by the society. The relevant vision of the university, well translated into goals, efficient processes to emerge learning outcomes, and community engagements reflecting impact of existence of a university on human life are the critical factors to realize the mission of producing such graduates.

The initiative has already been taken up by the universities of developed countries and practices in this regard have been set by the universities of the world. The resource base and quality of input for graduate programmes may vary but the core academic aims remain similar even across geographical boundaries. The universities have liberty of diversification of processes and resources to achieve the said goal but the graduates finally produced need to be groomed and trained to face the challenges of real life and to impact positively on society.

4.2 GRADUATE ATTRIBUTES DESIRED BY THE SOCIETY:

All the academic, curricular and extracurricular activities of the universities need to be responsive towards this core responsibility of focusing on the quality of graduates. The Mirror Test for the success may be a self-assessment at the level of academic leadership mainly the presidents/ rectors/ Vice Chancellors to think for a while about hiring of their own graduates being an employer of the future.



The attributes that parents, employers, and society wish to see in the graduates are the Real Graduate Attributes to be acquired through effective university education. The aim of education is far beyond than producing skilled doctors, engineers and professionals of the respective fields, it aims at the building human beings leading modern civic societies participating efficiently in sustainable development focusing at improving the standards of life of people.

The academic leadership need to emphasize that graduates must be aware of the needs, problems and prevailing resources of the community in which the university located in specific and needs of the society in general. This awareness and mindfulness to the ground realities, problems, social issues and economic avenues will help them in playing their effective role to impact the community and society by enlarge. The community engagement component of the teaching learning practices can address such threats to community life and related issues by equipping the students and inviting them on creative leadership role for solutions of the socioeconomic problems. Stronger the emphasis of a university on community engagement greater would be its impact on society and fairer would be justification of its manifestation in the area.

4.3. PROPOSED STRATEGY TO ACHIEVE THE DESIRED GRADUATE ATTRIBUTES:

The societies of Islamic Word dreams certain standards of Islamic civilization, civic sense, mindfulness to values& culture, sustainable development, and ethical principles in our graduates but as a university we never focus on building the required process, curricula, and learning environment which are indispensable to make this dream true. Thus the time arrived to draw a roadmap for the purpose and to put our focused efforts in this direction. The knowledge created and the boundaries of knowledge extended by the universities becomes insignificant in real terms if it does not have an integrate element of knowledge sharing with the communities and the societies.

There are multiple approaches to achieve the real graduate attributes that society needs and one of the proposed strategy is outlines below:

4.3.1. The Strategy:

Build on the foundation skills and attributes acquired from schools, colleges, and real life to produce the university graduates that society needs.

4.3.2 The Aims:

- Developing agreeable set of real graduate attributes
- Acquiring skills, building capacities, refining character, and concerning values
- Pursuing the above mentioned attributes and skills through relevant curricula, learning environment, teaching and active students' participation, learning environment
- Enabling the graduates to respond to demands and complexities of life with a stronger impact on society through active participation.

4.3.3. Key Dimensions of the Graduates to be produced:

- Studentship and Sovereignty
- Creativity and Initiative
- Consciousness to Values and Culture
- International Awareness and Compatibility
- Knowledge sharing

4.4. STUDENTS' PARTICIPATION:

The desired graduate attributes cannot be achieved without ensuring that students are provided with opportunities to actively participate in the academic decision making across board. The active students' participation is required to be reflected not only in building an agreeable learning environment at the universities of Member States but also in Governance of these universities.

Active students' participation will not only facilitate the academic leadership in informed decision making based on students' feedback but will also harness the future leadership potential of the graduates to enable them to lead their societies through best of their abilities. Although, the students' participation in whole academic process and decision making is generally agreed however, it is difficult to streamline through inbuilt processes like representation of students in the statutory bodies of the universities such Board of Governors, Syndicate, Student Affair Offices/ councils/ boards etc. This needs to be establishing at university level through required legislation to achieve the desired results.

The level and scope of students' participation may vary from country to country and even from university to university within the same country however, its need remains important to ensure the desired results of quality assurance enhancement efforts in academia. Thus the process of rethinking of QA Strategies in the OIC Member States may also consider Students' participation as part and parcel of the Good Governance to be further prioritized by the universities.

4.5. ADEQUACY AND RELIABILITY OF STATISTICS OF HIGHER EDUCATION:

All QA efforts, policies and successful implementation of these initiatives including KPIs depends largely on access to availability of reliable statistical data of higher education in the OIC countries that remains a challenge. The required segregated data of higher education is not available for statistical analysis at the first place and in case of availability of partial data the reliability of the data is questionable. The access and reliability of statistical data of higher education is crucial for efficient planning and assessment. The future planning for higher education both at institutional and national level is dependent on accuracy and adequacy of data.



The Member States are encouraged to establish specialized bodies for collection, provision and analysis of reliable statistics of higher education where these bodies are yet to be established. Although, the resources constraint and other national priorities may define that highly professional and technological body like HESA-UK (Higher Education Statistical Agency) may not be recommendable for the OIC Member States however, the existence of a specialized unit/ division or body under the ministries of higher education or autonomously working, cannot be compromised if the quality of higher education is aimed to be improved through IQA and EQA practices and consistent university assessment through approved KPIs.

Regardless of the status of the statistical units the functions remain similar as follows:

- Data need analysis for the stakeholders
- Collection of required periodic statistical data of higher education from universities of the country
- Verification of the provided data
- Analysis of the data based on current status and future planning needs of the stakeholders
- Provision of statistical reports to the stakeholders
- Updating the data periodically
- Building the capacity of universities to compile and provide the statistical data in desired format with reliability
- Facilitating the databases development aiming at electronic submission of the data at the university end
- Provision of benchmarking data
- Promoting the use of statistical data by publishing it through print and electronic media

Section -V

GLOSSARY FOR THE GUIDE



KPIs: Key Performance Indicators

QA: Quality Assurance

QAA: Quality Assurance Agency

QAF: Quality Assurance Framework

IQA: Internal Quality Assurance

EQA: External Quality Assurance

SA: Self-Assessment

SARs: Self-Assessment Reports

ILOs: Intended learning outcomes

HEFCE-UK: Higher Education Funding Council-UK

AUQA: Australian Universities Quality Assurance Agency

TEQSA: Tertiary Education Quality & Standards Agency

HEMIS: Higher Education Management Information System

APA: Academic Performance Audit

GSA: Generic Student Attributes

HEIs: Higher Education Institutions

HoD: Head of the Department

Section –VI

APPENDIXES

Appendix-I: KPIs Approved Document

Appendix-II: QA Templates and SA Proformae (08)

Appendix-III: Course Evaluation Guidelines & Templates

Appendix-IV: Self-Assessment Protocols for Institutional & Faculty Reviews

Appendix-V: KPIs and Sub-Components

Appendix I

KEY PERFORMANCE INDICATORS: GUIDELINES FOR ASSESSMENT AND QUALITY ENHANCEMENT FOR UNIVERSITIES IN THE ISLAMIC WORLD (KPIs)

(Approved by the EO-ICMHESR)

(See Part II pp 17-37)

Appendix-II

QA TEMPLATES AND SA PROFORMA

1. Student Course Evaluation Form

(To be filled by each Student at the time of Course completion)

Department _____ Course No _____
 Course Title _____ Teacher Name: _____
 Year of Study _____ Semester / Term _____

Please give us your views so that Course quality can be improved. You are encouraged to be frank and constructive in your comments

Core Questions

Course Content and Organization	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. The course objectives were clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The Course workload was manageable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Course was well organized (e.g. timely access to materials, notification of changes, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Comments					

Student Contribution	<input type="checkbox"/> <20%	<input type="checkbox"/> 21-40%	<input type="checkbox"/> 41-60%	<input type="checkbox"/> 61-80%	<input type="checkbox"/> >81%
	Strongly Agree	Agree	uncertain	Disagree	Strongly Disagree
5. Approximate level of your own attendance during the whole Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I participated actively in the Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I think I have made progress in this Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Comments					

Learning Environment and Teaching Methods	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
9. I think the Course was well structured to achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The learning and teaching methods encouraged participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The overall environment in the class was conducive to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Classrooms were satisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Comments					



Learning Resources	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
14. Learning materials (Lesson Plans, Course Notes etc.) were relevant and useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Recommended reading Books etc. were relevant and appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The provision of learning resources in the library was adequate and appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The provision of learning resources on the Web was adequate and appropriate (if relevant)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Comments					

Quality of Delivery	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
19. The Course stimulated my interest and thought on the subject area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The pace of the Course was appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Ideas and concepts were presented clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Comments					

Assessment	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
23. The method of assessment were reasonable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Feedback on assessment was timely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Feedback on assessment was helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Comments					

Additional Core Questions

Instructor / Teaching Assistant Evaluation	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
27. I understood the lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. The material was well organized and presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. The instructor was responsive to student needs and problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Had the instructor been regular throughout the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tutorial	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
30. The material in the tutorials was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I was happy with the amount of work needed for tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. The tutor dealt effectively with my problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practical	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
33. The material in the practical was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. The demonstrators dealt effectively with my problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Evaluation
35. The best features of the Course were:
36. The Course could have been improved by:

Equal Opportunities Monitoring (Optional)
37. The University does not tolerate discrimination on any irrelevant distinction (e.g. race, age, gender) and is committed to work with diversity in a wholly positive way. Please indicate below anything in relation to this Course which may run counter to this objective:

Demographic Information: (Optional)			
38. Full/part time study:	Full Time <input type="checkbox"/>	Part Time <input type="checkbox"/>	
39. Do you consider yourself to be disabled:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
40. Domicile:			
41. Gender:	Male <input type="checkbox"/>	Female <input type="checkbox"/>	
42. Age Group:	less than 22 <input type="checkbox"/>	22-29 <input type="checkbox"/>	over 29 <input type="checkbox"/>
43. Campus:	Distance Learning/ Collaborative <input type="checkbox"/>		



2. Faculty Course Review Report

(To be filled by each teacher at the time of Course Completion)

For completion by the course instructor and transmission to Head of Department of his/her nominee (Quality Officer) together with copies of the Course Syllabus outline

Department:			Faculty:		
Course Code		Title			
Session:		Semester:	Autumn	Spring	Summer
Credit Value:		Level:		Prerequisites:	
Name of Course Instructor:		No. of Students Contact Hours	Lectures	Other (Please State)	
			Seminars		
Assessment Methods: give precise details (no & length of assignments, exams, weightings etc)					

Distribution of Grade/Marks and other Outcomes: (adopt the grading system as required)

Undergraduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	F	No Grade	Withdrawal	Total
No. of Students										
Post-Graduate	Originally Registered	%Grade A	%Grade B	%Grade C	D	E	No Grade	Withdrawal	Total	
No of Students										

Overview/Evaluation (Course Co-coordinator's Comments)

Feedback: first summarize, and then comment on feedback received from:
(These boxes will expand as you type in your answer.)

1) Student (Course Evaluation) Questionnaires

2) External Examiners or Moderators (if any)

3) Student /staff Consultative Committee (SSCC) or equivalent, (if any)

4) Curriculum: comment on the continuing appropriateness of the Course curriculum in relation to the intended learning outcomes (course objectives) and its compliance with the HEC Approved / Revised National Curriculum Guidelines

5) Assessment: comment on the continuing effectiveness of method(s) of assessment in relation to the intended learning outcomes (Course objectives)

6) Enhancement: comment on the implementation of changes proposed in earlier Faculty Course Review Reports

7) Outline any changes in the future delivery or structure of the Course that this semester/term's experience may prompt

Name: _____ Date: _____
(Course Instructor)

Name: _____ Date: _____
(Head of Department)

3. Survey of Graduating Students

(To be filled out by graduating students in last semester / year before the award of degree)

The survey seeks graduating students' input on the quality of education they received in their programme and the level of preparation they had at university. The purpose of this survey is to assess the quality of the academic programmes. We seek your help in completing this survey.

A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied

1. The work in the program is educative.

A B C D E

2. The program is effective in enhancing team-working abilities.

A B C D E

3. The program administration is effective in supporting learning.

A B C D E

4. The program is effective in developing analytical and problem solving skills.

A B C D E

5. The program is effective in developing independent thinking.

A B C D E



6. The program is effective in developing written communication skills.
A B C D E
7. The program is effective in developing planning abilities.
A B C D E
8. The objectives of the program have been fully achieved
A B C D E
9. Whether the contents of curriculum are advanced and meet program objectives
A B C D E
10. Faculty was able to meet the program objectives
A B C D E
11. Environment was conducive for learning
A B C D E
12. Whether the Infrastructure of the department was good.
A B C D E
13. Whether the program was comprised of Co-curricular and extra-curricular activities
A B C D E
14. Whether scholarships/ grants were available to students in case of hardship

Answer question 9 if applicable.

9. The internship experience is effective in enhancing
- | | | | | | |
|---|-----|-----|-----|-----|-----|
| a. Ability to work in teams | (A) | (B) | (C) | (D) | (E) |
| b. Independent thinking | (A) | (B) | (C) | (D) | (E) |
| c. Appreciation of ethical Values | (A) | (B) | (C) | (D) | (E) |
| d. Professional development | (A) | (B) | (C) | (D) | (E) |
| e. Time management skills | (A) | (B) | (C) | (D) | (E) |
| f. Judgment | (A) | (B) | (C) | (D) | (E) |
| g. Discipline | (A) | (B) | (C) | (D) | (E) |
| h. The link between theory and practice | (A) | (B) | (C) | (D) | (E) |

10. What are the best aspects of your program?

11. What aspects of your program could be improved?

4. Research Students Progress Review Form

(To be filled out by Masters/ M.Phil / Ph.D Research Students on six monthly basis)

To be submitted by the HoD / IQA Office

For Research Student to Complete:

1. Date of admission to the department
2. Date of initiation of research
3. Date of completion of Course work
4. Number of credit hours completed
5. Date of Synopsis Defense
6. Cumulative Grade Point Average (CGPA) secured
7. Please outline details of progress in your research since your last review (including any research publications):
8. Do you have any comments on the level of supervision received?
9. What do you plan to achieve over the next 6 months?
10. Do you have any comments on generic or subject-specialist training you may have received or would like to receive internally and / or externally?
11. Do you have easy access to sophisticated scientific equipment?
12. Do you have sufficient research material / commodities available?

Student _____

Date: _____



Supervisory Committee Comments

(Please comment on and benchmark the student's progress against your University's internal and external HEC Quality Criteria for Master/PhD/MPhil Studies)

Principal Supervisor: _____ Date: _____

Co-Supervisor: _____ Date: _____

Co-Supervisor: _____ Date: _____

Head of Department Comments:

Signature: _____ Date: _____

Director, Board of Research Studies (or equivalent) Comments:

Signature: _____ Date: _____

Dean/Director/HoD /QA Officer Action: (including monitoring of Follow-up action) Date: _____

5. Faculty Survey

(To be submitted on annual basis by each faculty member)

The Purpose of this survey is to assess faculty members' satisfaction level and the effectiveness of programs in place to help them progress and excel in their profession. We seek your help in completing this survey and the information provided will be kept in confidence. **Indicate how satisfied are you with each of the following aspects of you situation at your department?**

A: Very satisfied B: Satisfied C: Uncertain D: Dissatisfied E: Very dissatisfied.

1. Your mix of research, teaching and community service.
A B C D E
2. The intellectual stimulation of your work.
A B C D E
3. Type of teaching / research you currently do.
A B C D E
4. Your interaction with students.
A B C D E
5. Cooperation you receive from colleagues.
A B C D E
6. The mentoring available to you.
A B C D E
7. Administrative support from the department.
A B C D E
8. Providing clarity about the faculty promotion process.
A B C D E
9. Your prospects for advancement and progress through ranks.
A B C D E
10. Salary and compensation package.
A B C D E



11. Job security and stability at the department.
A B C D E
12. Amount of time you have for yourself and family.
A B C D E
13. The overall climate at the department.
A B C D E
14. Whether the department is utilizing your experience and knowledge
A B C D E
15. What are the best programs / factors currently available in your department that enhance your motivation and job satisfaction:

16. Suggest programs / factors that could improve your motivation and job satisfaction?

Information about faculty member

i. Academic rank:

A: Professor B: Associate Professor C: Assistant Professor D: Lecturer E: Other

ii. Years of service:

A: 1-5 B: 6-10 C: 11-15 D: 16-20 E: >20

Name: _____ Signature: _____ Date: _____

6. Alumni Survey

(To be filled by Alumni - after the completion of each academic year)

The purpose of this survey is to obtain alumni input on the quality of education they received and the level of preparation they had at University. The purpose of this survey is to assess the quality of the academic program. We seek your help in completing this survey.

A: Excellent B: Very good C: Good D: Fair E: Poor

I. Knowledge

1. Math, Science, Humanities and professional discipline, (if applicable) (A) (B) (C) (D) (E)
2. Problem formulation and solving skills (A) (B) (C) (D) (E)
3. Collecting and analyzing appropriate data (A) (B) (C) (D) (E)
4. Ability to link theory to practice. (A) (B) (C) (D) (E)
5. Ability to design a system component or process (A) (B) (C) (D) (E)
6. IT knowledge (A) (B) (C) (D) (E)

II Communications Skills

1. Oral communication (A) (B) (C) (D) (E)
2. Report writing (A) (B) (C) (D) (E)
3. Presentation skills (A) (B) (C) (D) (E)

III Interpersonal Skills

1. Ability to work in teams. (A) (B) (C) (D) (E)
2. Ability to work in arduous /Challenging situation
3. Independent thinking (A) (B) (C) (D) (E)
4. Appreciation of ethical Values (A) (B) (C) (D) (E)

IV Management /leadership Skills

1. Resource and Time management skills (A) (B) (C) (D) (E)
2. Judgment (A) (B) (C) (D) (E)
3. Discipline (A) (B) (C) (D) (E)



V General Comments

Please make any additional comments or suggestions, which you think would help strengthen our programs. (New courses that you would recommend and courses that you did not gain much from)

VI. Career Opportunities

VII. Department Status

- | | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|
| 1. Infrastructure | (A) | (B) | (C) | (D) | (E) |
| 2. Faculty | (A) | (B) | (C) | (D) | (E) |
| 3. Repute at National level | (A) | (B) | (C) | (D) | (E) |
| 4. Repute at international level | (A) | (B) | (C) | (D) | (E) |

VIII Alumni Information

1. Name (Optional)_____
2. Name of organization_____
3. Position in organization_____
4. Year of graduation_____

7. Employer Survey

(To be filled in by Employer - after the completion of each academic year)

The purpose of this survey is to obtain employers' input on the quality of education University of _____ is providing and to assess the quality of the academic program. The survey is with regard to University of _____ graduates employed at your organization. We seek your help in completing this survey.

A: Excellent B: Very good C: Good D: Fair E: Poor

I. Knowledge.

1. Math, Science, Humanities and professional discipline, (if applicable) (A) (B) (C) (D) (E)
2. Problem formulation and solving skills (A) (B) (C) (D) (E)
3. Collecting and analyzing appropriate data (A) (B) (C) (D) (E)
4. Ability to link theory to Practice (A) (B) (C) (D) (E)
5. Ability to design a system component or process (A) (B) (C) (D) (E)
6. Computer knowledge. (A) (B) (C) (D) (E)

II. Communication Skills

1. Oral communication (A) (B) (C) (D) (E)
2. Report writing (A) (B) (C) (D) (E)
3. Presentation skills (A) (B) (C) (D) (E)

III. Interpersonal Skills

1. Ability to work in teams (A) (B) (C) (D) (E)
2. Leadership (A) (B) (C) (D) (E)
3. Independent thinking (A) (B) (C) (D) (E)
4. Motivation (A) (B) (C) (D) (E)
5. Reliability (A) (B) (C) (D) (E)
6. Appreciation of ethical values (A) (B) (C) (D) (E)

IV. Work skills

1. Time management skills (A) (B) (C) (D) (E)
2. Judgment (A) (B) (C) (D) (E)
3. Discipline (A) (B) (C) (D) (E)



VI. General Comments

Please make any additional comments or suggestions, which you think would help strengthen our programs for the preparation of graduates who will enter your field. Did you know as to what to expect from graduates?

VII. Information About Organization

1. Organization Name _____
2. Type of Business _____
3. Number of Graduates (specify the program) in your Organization:

8. Teacher Evaluation Form

(To be filled by the students)

Course Title and Number: _____

Name of Instructor: _____ Semester _____

Department: _____ Degree _____

Use the scale to answer the following questions below and make comments

A: Strongly Agree B: Agree C: Uncertain D: Disagree E: Strongly Disagree

Instructor:					
The Instructor is prepared for each class	A	B	C	D	E
The Instructor demonstrates knowledge of the subject	A	B	C	D	E
The Instructor has completed the whole course	A	B	C	D	E
The Instructor provides additional material apart from the textbook	A	B	C	D	E
The Instructor gives citations regarding current situations with reference to Pakistani context.	A	B	C	D	E
The Instructor communicates the subject matter effectively	A	B	C	D	E
The Instructor shows respect towards students and encourages class participation	A	B	C	D	E
The Instructor maintains an environment that is conducive to learning	A	B	C	D	E
The Instructor arrives on time	A	B	C	D	E
The Instructor leaves on time	A	B	C	D	E
The Instructor is fair in examination	A	B	C	D	E
The Instructor returns the graded scripts etc. in a reasonable amount of time	A	B	C	D	E
The Instructor was available during the specified office hours and for after class consultations	A	B	C	D	E
Course:					
The Subject matter presented in the course has increased your knowledge of the subject	A	B	C	D	E
The syllabus clearly states course objectives requirements, procedures and grading criteria	A	B	C	D	E
The course integrates theoretical course concepts with real-world applications	A	B	C	D	E
The assignments and exams covered the materials presented in the course	A	B	C	D	E
The course material is modern and updated	A	B	C	D	E



Comments:

Instructor: _____

Course: _____

Appendix-III

COURSE SPECIFICATION GUIDELINES & TEMPLATES

Appendix-III

Annex-A

GUIDELINES FOR COMPILING A COURSE SPECIFICATION

General Precepts

1. The institution should have a file for each course “Course File” containing the course specification, samples of previous examination sheets, and results of student evaluation of the course as well as the percentages of students dropping out, passing, and failing the course. The file should include any other relevant information.
2. The institution should ensure the existence of two copies of the course file, one for the course lecturer and the other for the head of the department or program coordinator. This will help in performance follow-up.
3. The institution should provide a system for course evaluation.
4. The Department / Programme Committee/ Council should approve the course specification when preparing/reforming/developing an educational programme and before authorization of the programme by higher authority or, in case of reviewing a course to cope with novel topics or to add/ delete some of programme academic standards.

A-Basic Information

1. Programme Title:

Write the title of the programme(s) which contain the course, and identify If major/ minor elements, where relevant.

2. Department offering the programme(s):

Write the name of the department responsible for programme(s)

3. Department responsible for the course:

Write the name of the department responsible for teaching the course.

4. Course code:

Write the code (the letter(s) and the number that identify the course in the faculty by – laws). If there is no code, leave the space blank.



5. Year / Level:

Write the year of the programme for the students in the case of a daily scheduling system or the level in a credit- hour system.

6. No. of hours/units:

Referring to the faculty by – laws, write the number of weekly contact hours of the course for the daily scheduling system and credit hour units for credit hour system divided into lectures, exercise and lab.

7. Authorization date of course specification:

Write the year in which the course specification has been authorized.

B- Professional Information

1. Course aims:

Overall course aims should be expressed as the outcomes to be achieved by students completing the course as significant and assessable qualities.

2. Intended Learning Outcomes from the course: Express the ILOs of the course in terms of:

a. Knowledge and understanding

The main information to be gained and the concepts that should be understood from the course.

b. Intellectual skills

Explain the intellectual skills, which the course will assist in developing in the students such as; analysis, capability for creative thinking, problem identification, and solving...etc.

c. Professional skills

These skills demonstrated by the ability of the student, after completing the course, to apply and adopt the topics into professional applications.

d. General and transferable skills

Skills of a general nature, which can be applied in any subject area, including: written and oral communication, the use of new technological tools, ICT, group working, problem solving, management...etc.

3. Course content:

Write in the main course topics, the number of semester hours allocated for teaching each topic for lectures as well as for seminars, tutorials, exercises, laboratory work, etc. The topics should comply with the content written in the faculty by – laws.

4. Teaching and learning methods:

Identify the methods used in delivering the course such as lectures, discussion sessions, information collection from different sources, practical, research assignment, field visits, and case studies etc.

5. Student assessment:

- a. Write down the assessment methods used, such as written examinations (mid term, regular, at the end of term) class activities (reports, discussion, practical... etc.). Match the methods used with the course ILOs (item No. 3).
- b. Time Schedule: identify the percentage of marks allocated to teach assessment tool mentioned above
- c. Formative only assessment are those, which do not contribute to the overall grading system, but are important in the learning process.

6. List of text books and references:

- a. Lectures notes: When notes are available, specify whether they are prepared in the form of a book authorized by the department or are handed out to the students part by part.
- b. Essential books (text books): When the lecturer uses one book that covers most of course contents, specify the book.

When the lecturer uses more than one book, which contains parts of the course specify the books and the topics covered by each.

- c. General references, journals, periodicals, newspapers, web sites, which enrich the learning process should also be listed.

The references that should be identified in the above items should be written in a standard way (publisher, edition, year, author(s)...etc. Refer also to locations for reading or buying the specified references.

7. Facilities required for teaching and learning:

The facilities include: appropriate teaching accommodation, including teaching aids, laboratories, laboratory equipment, computers etc. facilities for field work, site visits etc. which are necessary for teaching the course.



Annex-B

GUIDELINES FOR WRITING COURSE REPORTS

General Precepts

1. The academic institution should have a file for each authorized programme containing the specification of its courses. Two copies should be available, one with the academic coordinator and the other with the vice dean for education and student affairs.
2. The institution should provide the necessary mechanisms to ensure continuous reviewing and updating of the programmes including readjustment of the structure, adding/deleting specific skills form the courses, ILOs...etc.
3. The institution should have clear academic standards and benchmarks for each education programme.
4. At the end of the semester/year, the lecturer/ coordinator of a course should submit a course report to the head of the department.

A – Basic Information

1. Course title and code:

Write the title and the code (the letter(s) and the number that identifies the course in the faculty by - law). If there is no code, leave the space blank.

2. Programme:

Write the title of the programme(s) to which the course contributes.

3. Year / Level:

Write the programme year(s) of the students attending the course in the case of a daily scheduling system or the level in credit –hour systems.

4. No. of hours/ units:

Referring to the faculty by-laws, write the number of weekly contact hours of the course for the daily scheduling system and credit hour units for credit hour system divided to lectures, exercises and lab.

5. Teaching staff:

Write the name(s) of lecturer(s) teaching the course.

B- Statistical Information

1. No. of students starting the course:

Write the number of students starting the course at the beginning of the semester.

2. Results of students' assessment:

Write the number and percentage of pass students as well as fail students.

3. Distribution of passed students according to:

Fill in the allocated space, the number, as well as the percentage of students for each grade.

C- Professional Information

1. Course topics taught:

In the first column of the table, write the topics actually covered in the semester/year. In the second column of the table, write the actual hours spent in covering each topic. In the third column, write the name of the lecturer covering each topic.

Write in the space provided the percentage of the specified topics actually covered. State the reasons for the failure to cover any of the specified topics. If topics, not included in the course specification, were taught, justify this action.

2. Teaching and learning methods:

Tick in the appropriate rectangle, the method used. Write any comments.

Lectures.....	<input type="checkbox"/>
Practical training / lab.....	<input type="checkbox"/>
Discussion sessions.....	<input type="checkbox"/>
Class activities	<input type="checkbox"/>
Case studies	<input type="checkbox"/>
Other assignments.....	<input type="checkbox"/>

3. Student assessment

- a. Methods of assessment Tick in the appropriate place the method(s) used.
- b. State the rules applied for the selection of the examination committee. State the names of the members of the examination committee.
- c. State the involvement of the external evaluator in :



- The match between the examination and the topics taught.
- The existence of grading criteria in examination sheets.
- The allocation and distribution of marks and weighting.
- Effectiveness of the overall assessments in measuring the achievement of the intended learning outcomes (ILOs).

4. Facilities and teaching materials:

Tick the boxes provided to indicate whether or not the facilities for learning and teaching materials are adequate. If there are any inadequacies, identify them, together with any problems in the delivery of the course or achieving the ILOs, which resulted.

5. Administration constraints:

State any administrative constraints related to teaching and learning (lack of: some facilities or funds, teaching aids, site visits, qualified personnel for laboratory and administration). Also mention any management problems or regulations, which impeded the delivery of the course and the achievement of the ILOs.

6. Results of course evaluation by students:

State the main points resulting from the analysis of students' evaluation of the course, and the response to any criticisms by the faculty members delivering the course, together with their proposals for dealing with those issues.

7. External evaluator' comments:

State the issues raised by the external evaluator and the responses from the faculty members delivering the course, together with their proposals for dealing with those issues.

8. Course enhancement:

- a. List the issues identified in the action plan from the previous year and whether or not they have been dealt with effectively. When issues have not been effectively dealt with, give reasons, and include in the current year's action plan. Write the issues not handled from those raised in the previous report and the reasons for overlooking such issues.
- b. Action plan for programme enhancement over the next academic year: List:
 - a. Issues and actions required
 - b. Time schedule
 - c. Persons(s) responsible for the successful achievement of the specified action.

The action plan is fundamental to the success of the quality system. It appears at the end of the report, because it is the result of all of prior analysis. Enhancement can only take place if issues are identified and then acted upon and resolved. The action plan identifies the issues, prioritizes them, and dictates the necessary action to be taken. It is also clearly places the responsibility for the implementation of the action and the resolution of the associated issues, in a given time scale on named individuals.



Annex-C

TEMPLATE FOR COURSE SPECIFICATIONS

University Faculty Course specifications

Programme(s) on which the course is given

Major or minor element of programmes

Department offering the programme

Department offering the course

Academic year/Level

Date of specification approval

A-Basic Information

Title:

Code:

Credit hours:

Lectures:

Tutorial:

Practical:

Total:

B- Professional Information

1. Overall aims of course

.....
.....
.....

2. Intended learning outcomes of course (ILOs)

a. Knowledge and understanding:

i.

ii.

iii.

- b. Intellectual skills**
 - i.
 - ii.
 - iii.
- c. Professional and practical skills**
 - i.
 - ii.
 - iii.
- d. General and transferable skills**
 - i.
 - ii.
 - iii.

3. Contents:

Topic	No. of hours	Lecture	Tutorial/Practical

4. Teaching and learning methods

- a.
- b.
- c.
- d.

5. Student assessment methods

- a..... to access.....
- b..... to access.....
- c..... to access.....
- d..... to access.....



Assessment schedule

Assessment 1 Assessment 2
 Assessment 3 Assessment 4
 Week Week
 Week Week

Weighting of assessments	%
Final-term examination	%
Oral examination	%
Practical examination	%
Semester work	%
Other types of assessment	%
Total	100

Any formative only assessments

6. List of references

- a. Course notes
- b. Essential books(text books).....
- c. Recommended books.....
- d. Periodicals, Websites, etc.....

7. Facilities required for teaching and learning.....

.....

**Course coordinator:
Department**

Head of

Date: //

Date: //

Annex-D

TEMPLATE FOR ANNUAL COURSE REPORTS

University Faculty Department.....

Course Report

A- Basic Information

1. Title and code:
2. Programme(s) on which this course is given:
3. Year /Level of programmes:
4. Units/ Credit hours:

Lectures Tutorial / Practical Total

5. Names of lecturers contributing to the delivery of the course

a.

b.

c.

Course coordinator

External evaluator

B- Statistical Information

No. of students attending the course: No. %

No. of students completing the course: No. %

Results:

Passed: No % Failed: No. %



Grading of Successful Students:

Excellent: N° Very Good: N° % Good N°:

C- Professional Information

1. Course teaching:

Topics actually	No. of hours	Lecturer

Topics taught as a percentage of the content specified:

>90% 70-90% <70%

Reasons in detail for not teaching any topic

.....

If any topics were taught which are not specified, give reasons in detail

.....

2. Teaching and learning methods:

Lectures:

Practical training/laboratory:

Seminar /Workshop:

Class activity:

Case Study:

Other assignment/homework:

If teaching and learning methods were used other than those specified, list, and give reasons:

.....

.....

3. Student assessment:

Method of assessment	Percentage of Total
Written examination	<input type="text"/>
Oral examination	<input type="text"/>
Practical /laboratory work	<input type="text"/>
Other assignments/class work Total	100%

Members of examination committee

.....
.....
.....

Role of external evaluator

.....
.....

4. Facilities and teaching materials:

Totally adequate to some extent Inadequate

List any inadequacies

.....
.....

5. Administrative constraints

List any difficulties encountered

.....
.....

6. Student evaluation of the course:

Response of course team

List any criticisms

.....
.....
.....



7. Comments from external evaluator(s):

Response of course team

.....
.....
.....

8. Course enhancement : Progress on actions identified in the previous year's action plan:

Action

State whether or not completed and give reasons for any non-completion

.....
.....
.....

9. Action plan for academic year 200X – 200Y

Actions required	Completion date	Person responsible
.....
.....

Course coordinator: Signature:Date: //

Appendix-IV

SELF-ASSESSMENT PROTOCOLS FOR INSTITUTIONAL & FACULTY REVIEWS

Appendix-IV

SELF-ASSESSMENT PROTOCOL FOR INSTITUTIONAL AND FACULTY REVIEWS

Introduction:

This protocol is designed to assist and guide universities and institutes as they carry out their self-assessments. It is intended to provide a framework for faculty and university teams and institutional leadership. It is based on similar documents used in other quality assurance efforts and reflects a general consensus about what are regarded as key elements to be reviewed in making a quality assessment of a faculty, program, or institution. Through its use, key areas are identified and a framework is provided to help you assess the performance of departments, programs, faculties, and the institution as a whole. The goal of this exercise is to identify strengths, weaknesses, and areas for future development in ways that facilitate quality improvement in higher education. The *Criteria* listed below lay out the range of areas that should be covered in self-assessment. Each is elaborated to help clarify what is intended.

Suggested Rating for Topics in the Worksheet:⁴

Self Review Rating Importance to address at this time

1= We do this well; area of strength for us

A= High priority

2= Aspects of this need our attention

B= Lower priority

3= This item needs significant development

C= Does not need to be addressed

0= Does not apply

Criteria

1. Mission and purpose

- Defines the distinctive character of the institution/faculty and its goals
- Address the needs of society
- Gives direction to the activities of the university/faculty.
- Provides direction for improving the institution's effectiveness.

⁴Chart adapted from Western Association of Schools and Colleges; Commission for Senior Colleges & Universities, "Worksheet for Preliminary Self-Review under the Standards." 2008.



2. Governance and Administration

- Facilitates achievement of mission and goals
- Encourages teaching, research, and service
- Encourages participation in the appropriate levels of governance.
- Authority of each is clearly defined.
- Promotes gender equity and ensures equal and fair opportunities for all those who are eligible for admission including the poor, the physically challenged, rural people, and others who have been disadvantaged in the past.
- Promotes effective functioning of the institution/faculty.
- Has a full time chief executive whose primary responsibility is the institution.

3. Academic Programs

- Academic programs are consistent with its mission
- The institution/faculty works to assess student learning and regularly reviews programs
- The institution works systematically to improve academic quality
- Undergraduate programs are at the appropriate level and designed to give broad knowledge of theory, methods, and substantive knowledge in the field.
- Graduate programs (where they exist) are at the appropriate levels and prepare graduates for a competitive global environment.

4. Faculty members

- Faculty qualifications, numbers, and performance are sufficient to achieve the mission of the institution or the faculty.
- The institution has an open and transparent process of recruitment and appointment.
- The promotion processes and procedures are merit based.
- Faculty workloads are reasonable and fairly distributed.
- The institution avoids dependence on part-time faculty.
- The institution fosters and protects academic freedom.
- The institution promotes quality teaching.
- Faculty members pursue scholarly research and keep up in their field(s).
- Teaching is evaluated on a regular basis
- Recruitment and promotion of women are encouraged with a goal of gender equity among faculty members.
- The institution/faculty assists faculty members in finding research support and opportunities.

5. Students

- Standards for admission are clear and administered fairly.
- Academic standing is based on clearly specified standards and goals.
- Students have access to advising, health, academic, and recreational services.
- Students are treated in a fair and ethical manner.
- Gender equity is promoted and equal opportunities are fostered for all segments of society including the poor, rural students, physically challenged, and other disadvantaged groups.
- The institution/faculty regularly evaluates its student services.
- Student outcomes are evaluated periodically (e.g. employment, knowledge gained, satisfaction).
- Students are satisfied with their programs
- Students have computer skills
- Students have an opportunities to learn a foreign language such as English

6. Library and Other Information Resources

- The institution/faculty has sufficient information resources to meet its mission.
- Students and faculty have adequate access to appropriate information technology, such as the Internet.
- The institution/faculty assures appropriate access to the library and information technology.

7. Physical and Technological Resources

- The institution's physical and technical resources, including classrooms, laboratories, infrastructure, buildings, and grounds are adequate for its mission.
- The safety of students, staff, and faculty members is assured
- The institution has an effective plan to maintain and improve these resources.
- The institution provides recreational facilities for its students.

8. Financial Resources

- The institution's financial resources are adequate to sustain its educational objectives in the future (at least through the next two years).
- The institution/faculty is financially stable.
- The institution's resources are devoted primarily to teaching, research, and service.
- The institution/faculty insures the integrity of its finances.
- The institution/faculty carries out multi-year financial planning that is based on reasonable expectations of revenue and expenses.



9. Strategic Planning and Evaluation

- The institution/faculty engages in ongoing strategic and financial planning and has a current strategic plan.
- The institution has an ongoing process to evaluate its programs and take remedial action when needed.

10. Quality Assurance and Improvement

- The institution has an ongoing process to review its quality and take remedial action when necessary.
- Evidence is provided of quality improvement initiatives in the past two years.
- The university/institute/faculty strives to create an atmosphere of quality on campus.

11. Contribution to Society and Development

- The mission and goals of the institution/faculty include contributions to society and development.
- The institution/faculty provides evidence of its contributions to society and national development.
- Faculty members are involved in research or service that fosters societal or national development.

12. Integrity, Public Disclosure and Transparency

- The institution/faculty truthfully represents its goals, programs, and services to students, faculty, and the public.
- The institution faculty members and staff work to insure academic honesty and integrity.
- The institution/faculty works actively to prevent corruption, favoritism, or nepotism in grading, employment, or other decision-making.
- The institution makes public its course offerings, grading system, requirements for diplomas, degrees, and graduation.
- The governance system operates in a fair and transparent manner.
- The institution/faculty has an effective mechanism by which grievances and complaints can be heard and resolved for faculty members, staff, students, and the public.
- The institution publishes its mission, goals, and objectives as well as its catalogue of courses and requirements or makes them available on its Web site.

Appendix-V

PROPOSED SUB-COMPONENTS OF MAJOR KPIs

Appendix V

PROPOSED SUB-COMPONENTS OF MAJOR KPIS:

The basic university assessment criteria as enlisted above and their respective KPIs to be used to measure the performance and quality of the universities of Islamic World are illustrated below in table format to review at a glance:

S#	Major KPIs	Sub-Components
1	Research	Research Quality
		Research Performance
		Research Volume
		Patent
		External Research Grants and Chairs
2	Teaching	Graduate employability
		Student enrolment and retention
		Student success in standardized and professional examination
		Frequency of curriculum reviews and development
		Modernity of teaching references and textbooks
		Ratio of expenditure on non-salary items to total budget such as teaching training, equipment, IT & Library services and student related expenditure
		Assessment of teaching quality
		Ratio of faculty members with PhD to total number of faculty
		Ratio of faculty to students
		Faculty members with awards
3	International Outlook	Ratio of International faculty to total
		Ratio of International students to total students
		Ratio of faculty members with foreign higher degrees to total number of faculty members with local degrees
		International cooperation
		International conferences organized
		International Exchange Programs



S#	Major KPIs	Sub-Components
4	Improved Fiscal Sustainability	Number of universities having well-functioning offices of university advancement
		Number of qualified staff hired to administer the Office of Advancement and Financial Aid
		Requirements for universities to establish dedicated advancement offices and hire staff are set
		SharePoint and Scholarship Calendar have been expanded to give access to all universities
		Number of National conferences on university advancement and financial aid
		National professional organization to support higher education advancement is established with a leadership structure in place
		Number of outreach activities to raise public awareness of the need for raising private funds for higher education
		Number of training workshops provided for new university advancement staff
		Benchmarks for university fund raising are established, including timelines and amounts of money raised
5	Excellence in Leadership, Governance and Management	Number of university Administrators undergoing training courses
		Number of Vice Chancellors appointed through the Search Committee process
		Number of universities adopting the Tenure Track System of appointment
		Number of institutions publishing standardized annual reports
		Number of institutions preparing Business Plans
		Number of institutions using the Financial Planning and Management
		Number of institutions publishing IPSAS compliant annual financial reports
		Number of universities having ISO 9000 certification
		Percentage of projects rated as “Good” by Government
		Monitoring Teams for projects being undertaken by the Universities

S#	Major KPIs	Sub-Components
		Number of universities deploying HEMIS for their management automation
		Number of universities deploying VOIP equipment as well as its utilization
		Number of universities internationally ranked by Times Higher Education
		Number of procurement training programs conducted
		Number of Medals in each category won at National Sports Championships
		Number of Medals won a International Sports Events
		Number of universities adopting facilities and services to automate their business processes and routine activities
6	Facilities, Resources and Supporting Staff	Number of holdings and book titles per students
		Number of accessible up-to-date journals/periodicals (hard and soft copies)
		Availability and diversity of learning materials and resources
		Adequacy of research, learning and teaching related infrastructures/ laboratories
		University experience enhancement opportunities
		Adequacy of trained and skilled supporting technical and office staff
7	Socioeconomics Impact	Lifelong learning and community engagements
		Industrial linkages and coop programs
		Entrepreneurship programs
		Number of Market linked academic majors
		Size of university Endowments
		Alumni-University links
		The universities success in meeting relevant national developmental demands

How to Achieve and Measure the KPIs:

Each KPI is further sub divided into set of indicators through which the performance of a university can be assessed. The quantitative analysis of the KPIs and respective indicators or benchmarks provide the performance based results of the universities and these results are helpful for self-improvement of the universities to direct the universities in the right direction for planning. Even if the focus is to be kept on self-assessment for the initial stage of university assessment linked with the stage of its development the KPIs and respective indicators inform about the strengths and weaknesses of the universities to be assessed internally and to rectify for future improvements in quality standards.

The major KPIs and their respective sets of indicators need to be discussed individually in the context of its significance, relevance, scores and methodology to achieve it. Thus the Guidelines to achieve these KPIs are provided along with the proposed method and scores to see the performance against these KPIs one by one as discussed below:

3.5.1. Research:

This criterion is related to overall quality of the research to be assessed against different KPIs. The KPIs generally considered it important to assess the research quality which is one of the important criteria to enhance the institutional performance internationally comparable as research is one of the key function of the HEIs to extend the boundaries of knowledge and to solve the problems of human life and provide its member states with solutions developed indigenously and matched with national conditions of these countries. The scores proposed for the KPI of Research may be amended as per the nature of the university as the research universities may assign more scores to research KPIs but the teaching universities may go with lower scores for research to gain an appropriate reflection of the teaching activities focused on by the teaching universities. The scores are considered thus flexible as per the nature and functions of the universities.

Few of the proposed indicators of research are discussed below:

I. Research Quality:

The research quality can be assessed as per following KPIs:

- Institution wise citations per faculty can also be added under this component as also considered by QS international rankings and other university assessment systems. This is one of the valuable indicators of the research produced by the faculty of the university reflecting upon the research culture prevailing at the university under assessment. The self-assessment based scoring of this indicator will guide the university management to see the research productivity results for future decision making.

- Institutional Peer review within the OIC member states as QS does, initially to drive the HEIs of OIC member states towards international compatibility which is desired for the universities of Islamic world.

II. Research Performance:

Following KPIs can be used to assess the Research Performance:

- Research papers presented in International Conferences, separate scores can be assigned for Science and technological and Social Sciences fields. The university needs to promote the international participation of the faculty members to reach desired standards of international competitiveness. Thus the performance of universities assessed against this indicator as per assigned and achieved scores will reflect on the ground realities and will help in guiding the university management towards further encouragement of the research travel grants etc.
- Research papers published in International journals/impact factor publications is also one of the important indicators for research performance as the quality and numbers of internationally acceptable publications reflect on research productivity and also promote the culture of publishing more on national and international issues proposing solutions and extending the boundaries of knowledge in the area.

III. Research Volume:

Along with looking at the quality of the research and publications produced by the universities the numbers of the papers and research publications produced by the university through its faculty, scholars and researchers also represent a significant value for the achievements of university performance in terms of extending the boundaries of knowledge which is key function of the universities.

The Research Volume of the universities can be assessed as per KPIs given below:

- Total number of papers published nationally/ internationally.
- Total number of papers presented in national/international conferences.

IV. Patents:

The patents need to be encouraged particularly in the research universities and generally in the teaching universities to promote applied research and linking up the research with industry and society at large.

V. External Research Grants and Chairs:

The research grants also provide a reflection of the high standards of research work being done at the university through its faculty and research scholars therefore, needs to be considered for the purpose of assessment of the performance of universities.



3.5.2. Teaching:

The criterion of teaching is considered important in almost all kind of university assessment systems including rankings keeping in view the significance of faculty in developing the academic culture in the universities and to educate and train the students as per high standards of quality. Therefore, teaching acquires more scores to cover all possible aspects of teaching quality and its impact on overall performance of the universities.

Major KPIs reflecting teaching quality are discussed below:

I. Graduate Employability:

This component can ideally be assessed by having student's placement data preferably for more than one year so that trend can also be assessed. However most of the HEIs in Islamic world do not have this data available therefore, need to be sensitized to maintain and update this data. It is one of the key components which may drive the universities of Islamic World towards getting strong reflection in the international compatibility.

II. Student Enrolment and Retention:

The access to higher education is directly linked with the number of students enrolled in the universities and HEIs and it ultimately aims at improved economic development of the country through education work forces, skilled graduates and enlightened leadership to serve the society at large. This component can be assessed through dropout rate of students as explained below:

- Total program wise students enrolled/got admitted in the universities and their drop out over the completion of the programme i.e. for a 4 year Bachelor programme, students got admitted and their drop out till 4th year/final year of the programme.

III. Students Success Rates in Standardized and Professional Examinations:

Student Success rate can be assessed as given below:

- Ratio of students passed/graduated to Total students appeared in the final examination for the award of degree i.e. students graduated/passed for final award of degree/total students appeared in the examination.

IV. Frequency of Curriculum Reviews and Development:

It is considered important for the universities of Islamic World to keep the curriculum updated as per scientific and technological advancements experienced by the world without compromising on the Islamic perspective of the curriculum thus it is also linked with appropriate scores to get streamlined through mechanism of curriculum reviews.

- Percentage of curricular viewed/revised each year
- Percentage of curriculum developed for new programs each year

V. Modernity of Teaching References and Textbooks:

VI. Ratio of Expenditure on Non-Salary Items to Total Budget Such as Teacher Training, Equipment, IT & Library services, and Student-Related Expenditure:

The universities spend a major of their funds on salary items. That is alarming for the universities of Islamic World as well because it leaves less funds available for research and other academic and teaching activities therefore; a balance needs to be maintained reflected through the achieved scores against its indicators as mentioned.

VII. Assessment of Teaching Quality:

This KPI can be assessed through teaching/course evaluation studies conducted by institutions; however such systems are not currently in place across the board in all universities of Islamic World particularly where multiple programmes in multiple subjects are being offered. Sample forms, guidelines and templates for the teacher and course evaluation process to be developed at the universities is provided in the *Appendix-II* and *III* of the *Guide* for the purpose of inviting attention towards this important component.

Initially it can be started as:

- Number of programmes (subjects) courses evaluated/ Total number of programmes (subjects) offered by the university. OR
- Number of full time faculty members evaluated/total full time faculty members.

VIII. Ratio of Faculty Members with PhD to Total Faculty:

- Total full time PhD faculty/ Total full time faculty
(Need to exclude the visiting faculty teaching at universities which does not provide the core academic strength of the universities)

IX. Ratio of Faculty to Students:

- Total Full time Students/Total Full time Faculty



X. Ratio of Faculty Members with Awards:

- National awards received by Full time Faculty members
- International awards received by Full time faculty members

XI. Ratio of faculty members with terminal degrees from other institutions to total faculty

3.5.3 International Outlook:

The criterion of international outlook of the universities reflects the international linkages of the universities in terms of students and faculty mobility across countries. The students and faculty move towards the rest of the countries from OIC region as well as reciprocate the number of faculty and students coming to Islamic countries from other developed countries remain less therefore, the scores assigned to be reviewed as per prevailing situations of countries like Malaysia and Turkey etc. where student mobility and faculty mobility remains higher in both directions. The criterion is assessed as per following KPIs:

I. Ratio of international faculty to total faculty:

- Total Full time International Faculty/ total full time faculty

II. Ratio of International Students to Total Students:

- Full time international students enrolled/Total Full time students enrolled in the university

III. Ratio of Faculty Members with Foreign higher degrees to Total Faculty Members with Local Degrees:

- It reflects on higher ratio for foreign higher degree holders than to local degree holders.

IV. International Cooperation:

- Active Exchange agreements

V. International Conferences Organized:

- Number of international conferences organized by university/ total FTE faculty
*FTE: Full Time Equivalent Faculty i.e. Total Full time faculty + 1/3(Part time faculty)

VI. International Exchange Programmes:

- Number of International linkages/Research collaborations implemented

3.5.4. Improved Fiscal Sustainability:

The criterion of improved fiscal sustainability reflects about the strong financial health of the university in terms of both internal and external financial resources acquired through public funding, private funds or through competitive/ other research grants etc. The criterion is assessed through following KPIs:

I. Number of Universities having Well-functioning Offices of University Advancement:

Scoring bar needs to be defined by the universities as per context.

- Having well-functioning offices of university advancements
- In process of establishment of these university advancement offices

II. Percentage of qualified staff hired to administer the Office of Advancement and Financial Aid:

- Percentage of staff hired by Qualification/experience

III. Requirements for Universities to Establish Dedicated Advancement Offices and Hiring Staff are Set:

IV. SharePoint and Scholarship Calendar have been Expanded to give Access:

V. Percentage of National Conferences on University Advancement and Financial Aid:

Scores may be assigned for increased participation in national conferences on university advancement and financial aid in a year and thresholds may be defined accordingly.

VI. National Professional Organization to Support Higher Education Advancement is Established with a Leadership Structure in Place:

VII. Percentage of outreach activities to raise public awareness of the need for raising private funds for higher education:

Percentage of outreach activities organized for public/mass awareness.

Percentage of private funds generated out of total funds.



VIII. Percentage of training workshops provided for new university advancement staff:

- Number of training organized in a year.
- Number of participants from an institution benefitted

IX. Benchmarks for University Fundraising are Establish, including Timelines and Amounts of Money Raised:

3.5.5. Excellence in Leadership, Governance & Management:

I. Percentage of University Administrators Undergoing Training Courses:

- Designation of the number of participants undergoing local training courses from every university.
- Designation of the number of participants undergoing foreign training courses from every university.

II. Existence of Merit based process for selection of the vice Chancellors

Scores are linked if the appointment of VC made through the search committee or any appropriate process in place for the purpose as university leadership is a critical factor to make progress across board with the optimum utilization of available resources and to create enabling teaching, learning, and research environment at the universities.

III. Percentage of University departments/ centres Publishing regular Annual Reports:

The departments of the universities or centres of excellence or other line organizations are required to publish standardized annual reports to record their progress and to inform the parents, students and stakeholders regarding university's current and future plans. Thus it is also taken as one of the indicator for assessment to motivate universities towards this direction.

IV. Ratio of projects rated as "Good" by Government:

Number of projects rated as good / total number of projects

V. Monitoring Teams for Projects being Undertaken by the Universities:

Ratio of projects monitored in a year.

VI. Percentage of Procurement Training Programmes Conducted:

Scores will be given if training programmes following national procurement guidelines be conducted in an institution annually/biannually.

VII. Number of Medals in each Category Won at National Sports Championships:

Relative Scores may be given on the basis of national sports championships won by each department

VIII. Number of Medals Won at International Sports Events:

Relative Scores may be given on the basis of international sports championships won by each department

3.5.6 Facilities, Resources and Supporting Staff:

This criterion is related with the overall physical facilities of the universities, physical resources, infrastructure and provision of supporting staff for administration and laboratory work as well. This criterion contributes significantly towards developing an enabling teaching, learning and research environment for the management, faculty, students and staff to work with peace of mind. The criterion is reflected through following KPIs:

I. Ratio of library holdings and book titles to students:

- Number of books available (in hard form) per student.

II. Ratio of accessible up-to-date journals/periodicals (hard and soft copies):

- Ratio of local journals (including e-journals) available.
- Ratio of Foreign journals (including e-journals) available.

III. Availability and diversity of learning materials and resources:

IV. Adequacy of learning and teaching-related infrastructures:

V. University experience enhancement opportunities:

VI. Adequacy of trained and skilful supporting technical and office staff:

Number of training organized by the institution for supporting staff to enhance IT and writing skills etc reflects on acquaintance of the university systems with the modernization and technological advancements.

3.5.7 Socioeconomic Impact:

I. Lifelong learning and community engagements

II. Industrial linkages and Cooperative Programmes implemented:

- Ratio of national industrial linkages and cooperation programmes implemented
- Ratio of international industrial linkages and cooperation programmes implemented



III. Ratio of Entrepreneurship Programmes:

IV. Ratio of market linked academic majors:

V. Size of university endowments:

- Endowments amount % to the total asset value.

VI. Alumni-university links:

VII. The Universities' success in meeting relevant national developmental needs: