

HIGHER EDUCATION SUPPORT PROGRAM
CENTRAL EUROPEAN UNIVERSITY

2007/2008 Workshop Series
Higher Education Policy and Management

19-24 February 2008

Institutional Self-Study and other modes of Institutional evaluation

Liviu Matei, Academic Secretary

Matyas Szabo, Curriculum Resource Center Director

Tatiana Yarkova, Senior Program Manager

Host and Venue

Central European University

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Accommodations

CEU Conference Center

Kerepesi út 87, H-1106

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PROGRAM

TUESDAY, 19TH FEBRUARY

ARRIVAL OF PARTICIPANTS

Welcome pack at the reception

CEU Conference Center,
Kerepesi út 87, H-1106,
Budapest, Hungary
Tel: +36-1/3273150

WEDNESDAY, 20 FEBRUARY

9:30 Meeting at the reception of CEU Residence Center (Kerepesi)
Celine Barlet

10:30 – 10:45 **Welcome:** *Liviu Matei, Academic Secretary*

*Room Z311
(Zrínyi utca 14, 3rd
floor)*

Matyas Szabo, Tatiana Yarkova

10:45 – 12:00 Administrative procedure / stipend, travel reimbursement
Reading materials for workshop distributed

*Room Z311
(Zrínyi utca 14,
3rd floor)*

Celine Barlet

12:00 – 12:45 **Tour of university and library**

*Faculty Tower
1st floor*

Afternoon **Free for reading the workshop materials**

THURSDAY, 21 FEBRUARY

9:30 – 11:00

Introduction: Regulatory frameworks, traditions, institutional cultures and the practice of the self-study

*Room Z311
(Zrínyi utca 14,
3rd floor)*

Liviu Matei, Academic Secretary

The practice of the self-study usually occurs and generates real benefits in contexts where external regulatory frameworks (political, legal) and internal (institutional) culture allow collegiality, peer review and “community” to play important roles. Nevertheless, the self-study could be used - and with real benefits as an instrument for self-improvement - even in contexts where there is no tradition of peer review or where management practices allow limited room for “community participation”. This session will introduce the discussion about “self-study”, in order to delineate the concept (and the practice) by analyzing examples from various “contexts”, while focusing on the following topics:

- What is a self-study
- Types of self-study
- Motivations for engaging in a self-study
- Benefits of self-study

11:00 – 11:15

Coffee break

11:15 – 12:45

Introduction: continuation

Room Z311

Liviu Matei, Academic Secretary

12:45 – 14:00

Lunch (not organized)

14:00 – 15:30

Planning a self-study; the self-study design

*Room Z311
(Zrínyi utca 14,
3rd floor)*

Liviu Matei, Academic Secretary

- Linking institutional mission and profile with internal motivations and/or external requirements and pressure for the self-study
- Main elements of a self-study design
- Whose process is this? How to decide what is really important?
- Identifying potential “political” and practical challenges

Conducting a self-study

15:30 – 15:45

Coffee break

15:45 – 17:00

Continuation

Room Z311

Liviu Matei, Academic Secretary

17:45 – 20:30

Dinner - Trofea Grill Restaurant: (Margaret Bridge on Buda side – Margit Krt. 2)

At 17:00 after the session, we leave together the Room Z111 and go to the Restaurant.

FRIDAY, 22 FEBRUARY

- 9:30 – 11:00 **Workshop: imagining a self-study, an exercise**
Liviu Matei, Academic Secretary
Room Z 411
(Zrinyi utca 14,
4th floor)
Participants will be encouraged to develop and discuss a short hypothetical self-study design. This will be based on the discussions from the first day, using a general template including rubrics such as: the type of institution, type of self-study selected, types of expected benefits, potential organizational and other bottlenecks, etc.
- 11:00 – 11:15 Coffee break
- 11:15 – 12:15 **Continuation**
Liviu Matei, Academic Secretary
Room Z 411
- 12:15 – 13:00 **Travel reimbursement : visit to the bank**
- 13:00 – 14:00 Lunch (not organized)
- 14:00 – 15:30 **Institutional research in support of self-study and evaluation**
Guest speaker: Rositsa Bateson, Vice-President of Student Services
Valentina Dimitrova-Grajzl, assistant Professor
Room Z 411
(Zrinyi utca 14,
4th floor)
One of the most important components of any Self-Study is the analysis of institutional data. In this session we will look at some examples of institutional data gathering and analysis from CEU's Student Services Dept. We will discuss student opinion surveying (incoming/outgoing) and a major recent survey of student views on CEU that was organised particularly to inform our recruitment policies but also to provide us with a broader picture of student motivation and satisfaction
- 15: 30 – 15:45 Coffee break
- 15:45 – 17:00 **The context of institutional evaluation: quality cultures and quality enhancement**
Tatiana Yarkova, Senior Program Manager
Room Z 411
(Zrinyi utca 14,
4th floor)
The ultimate purpose of any institutional evaluation is long-term and sustainable quality. However, to achieve this, we first need to put in place long-term and sustainable quality management process. This session will place the self-study in the overall context of contemporary institutional evaluation practices and trends, with a focus on quality cultures, quality enhancement and control. Some of the issues we will discuss here include:
- Evaluation for self-renewal: achieving the 'feedback loop'
 - Measuring quality: direct and indirect indicators
 - Setting the quality standards: international and national benchmarks
 - Institutional learning: achieving a quality culture

SATURDAY, 23 FEBRUARY

9:30 – 11:00

Learning outcomes assessment (parts 1 and 2)

Tatiana Yarkova, Senior Program Manager

*Room Z311
(Zrinyi utca 14,
3rd floor)*

Within this new quality culture, student learning outcomes are the most essential direct indicators of institutional effectiveness. Hence, learning outcomes assessment is a central pillar of any self-study. This session will discuss the requirements placed on the outcomes assessment by some accreditation agencies and demonstrate the best practices in improving and assessing the quality and extent of student learning. Specifically, we will concentrate on the following issues:

- Linking teaching, learning, assessment and evaluation
- Formulating learning outcomes: university mission, departmental profiles and international benchmarks
- Assessing learning outcomes: tips and techniques
- Implementing outcomes assessment: the case of CEU

11:00 – 11:15

Coffee break

11:15 – 12:45

Continuation

Tatiana Yarkova, Senior Program Manager

Room Z311

12:45 – 14:00

Lunch (not organized)

14:00 – 15:30

Faculty evaluation

Matyas Szabo, Curriculum Resource Center Director

*Room Z311
(Zrinyi utca 14,
3rd floor)*

- How to classify faculty work? What are the areas of faculty evaluation? Evaluating teaching and research (publications).
- Goals of an effective faculty evaluation (individual and institutional needs/benefits)
- What are the major types of evaluation being used (peer, student)? What can they measure?
- Examples of CEU faculty evaluation

15:30 – 15:45

Coffee break

15:45 – 17:00

Student's evaluation of courses and teachers – the CEU experience (policies, evaluation forms, students' views, recommendations)

*Room Z311
(Zrinyi utca 14,
3rd floor)*

University-wide focus groups as means to identify possible **institutional success indicators** – a CEU experience

Matyas Szabo, Curriculum Resource Center Director

SUNDAY, 24TH FEBRUARY

DEPARTURE

List of readings materials

Introduction: Regulatory frameworks, traditions, institutional cultures and the practice of the self-study

Planning a self-study; the self-study design

Conducting a self-study

Workshop: imagining a self-study, an exercise

Liviu Matei, Academic Secretary

- David Watson, Elizabeth Maddison. 2005. 'Self-study and organizational learning' in *Managing Institutional Self Study*, Open University Press, 2005
- Guide to the institutional Self-study
- The 2006 Carnegie Classification System For the 2007-08 Institutional Profile
- Rethinking and Reframing the Carnegie Classification
- Self Study report prepared for the Middle States Association of colleges and Schools, CEU, February 2004
- A report to the Faculty, Students, Staff, Administration, and Trustees of Central European University by an Evaluation Team representing the Middle States Association of colleges and Schools
- Self-study Design, Syracuse University, Syracuse NY (provided to: Middle States Association on Higher Education)
- Self-study Design, Submitted to the Middle States Association on Higher Education, September 2007
- Self-study. Creating a useful process and report, Middle States Association on Higher Education

Institutional research in support of self-study and evaluation

Rositsa Bateson, Vice-President of Student Services / Valentina Dimitrova-Grajzl, assistant Professor

- The Functions of Institutional Research 2nd Edition by Joe L. Saupe for Management Research, Policy Analysis, and Planning, AIR, Association for Institutional Research
Available online : <http://www.airweb.org/page.asp?page=85>

The context of institutional evaluation: quality cultures and quality enhancement

Learning outcomes assessment (parts 1 and 2)

Tatiana Yarkova, Senior Program Manager

- Jethro Newton. What is quality?
- Mantz Yorke. Developing a quality culture in Higher Education. *Tertiary Education and Management* 6: 19-36, 2000
- Quality procedures in European Higher Education. An ENQA survey. The Danish Evaluation Institute. *European Network for Quality Assurance in Higher Education – Helsinki*, 2003
- Student Learning, assessment, and accreditation – March 2007 - draft
- Student Learning Assessment Cues for Self-Studies
- Student Learning Assessment Options and Resources, Second Edition – Middle States Commission on Higher Education, 2007
- Characteristics of Excellence in Higher Education – Middle States Commission on Higher Education, 2006

Faculty evaluation

Student's evaluation of courses and teachers

University-wide focus groups

Matyas Szabo, Curriculum Resource Center Director

- Neal, John E. **Faculty Evaluation: Its Purposes and Effectiveness**. ERIC Digest.
 - **University of Tennessee, Knoxville – Manual for Faculty Evaluation** (Appendix A and B)
 - **CEU - Compendium** of Regulations on Rank, Appointment, Promotion and Related Matters
 - **Report** to CEU working group (outcomes assessment) **on faculty evaluation procedures**
 - **Report** to CEU working group (outcomes assessment) **on end-of semester student evaluation of courses and teachers**
 - **Report on students' focus group** discussions on **new course evaluation** forms
 - Proposed **new CEU Course and Instructor Evaluation** form
 - CEU **Business School Evaluation** form
 - CEU **Business School summary tables** of students' evaluation
 - CEU Outcomes Assessment – **Focus-group discussions** (short description and summary tables with clustered data)
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