

## Higher Education in Lebanon:

- Mainly privately financed
- Little regulation from the state
- No formalised continuous quality assurance processes
- No national accreditation body or agency
- Universities in competition with each other

## Competitive factors:

- Study fees
- Study portfolio
- Reputation/recognition
- Quality of studies
- Quality of staff
- Facilities

**Universities are looking for solutions to differentiate themselves from each other**

**External assessment becomes motor for improvement**

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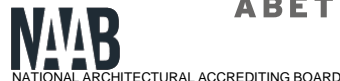
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### Foreign Accreditation:

- Subject-related:



- Institutional:





**HOLY SPIRIT  
UNIVERSITY  
OF KASLIK**

- Founded in 1938 by the Maronite Order, recognised as university in 1961
- Situated in Jounieh, about 20 km North of Beirut
- About 7,300 students, 7 faculties, 2 centres

## Timeline

1997	American Credit system adopted
2009	EAU-IEP: institutional evaluation
2012	ESG <sup>2005</sup> : institutional assessment & accreditation (evalag)
2016	ABET programme accreditation: computing and engineering
2017	ESG <sup>2015</sup> : institutional re-accreditation, programme accreditation: humanities (evalag)
2018	ABET programme accreditation: applied and natural sciences, civil engineering AACSB business accreditation (ongoing)
2019	NAAB recognition of master's programme architecture WFME programme accreditation (tepdad): medical education
2023	ESG <sup>2015</sup> : institutional re-accreditation and programme re-accreditation combined (evalag)

*What is the university trying to do?  
How is the university trying to do it?  
How does the university know that it works?  
How should the university change in order to improve?*



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### Standards

- Institutional profile and strategy
- Governance
- Teaching and learning
- Research
- Services to society
- Internationalisation
- Quality assurance
- Resources



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## Criteria

- I General Criteria
  - Students
  - Program Educational Objectives
  - Student Outcomes
  - Continuous Improvement
  - Curriculum
  - Faculty
  - Facilities
  - Institutional Support
- II. Program Criteria



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### Standards

- Institutional profile and strategy
- Governance
- Resources
- Teaching and learning
- Research
- Institution and society
- Quality assurance

### Standards

- Programme profile
- Curriculum
- Student assessment
- Organisation of the study programme
- Resources
- Quality assurance



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## Standards

### Strategic Management and Innovation

- Strategic Planning
- Physical, Virtual, and Financial Resources
- Faculty and Professional Staff Resources

### Learner Success

- Curriculum
- Assurance of Learning
- Learner Progression
- Teaching Effectiveness and Impact

### Thought Leadership, Engagement, and Societal Impact

- Impact of Scholarship
- Engagement and Societal Impact



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| 2018 | ABET programme accreditation: applied engineering<br>AACSB business accreditation (ongoing)           |
| 2019 | NAAB recognition of master's programme<br>WFME programme accreditation (temporary)                    |
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### Standards

- Mission and Outcomes
- Curriculum
- Assessment of Students
- Students
- Academic Staff/Faculty
- Educational Resources
- Quality Assurance
- Governance and Administration





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### Standards

- Institutional profile and strategy
- Governance
- Resources
- Research
- Institution and society
- Quality assurance
- Programmes profiles
- Curriculum
- Student assessment
- Organisation of the study programmes



## Lessons learned from 15 years of external assessments

- Recommendations of the first evaluations (2009)  
*Organisational reform, Strategic Advisory Board, University strategy for teaching.*
- ESG institutional assessment (2012):  
*Review of the new governance structure, recommendations on internationalisation and research.*
- ABET accreditations from 2016:  
*Self-reflection process on faculty level with focus on teaching and learning success*  
➔ *Effects in other disciplines: humanities go for accreditation, student services go for MATRIX*
- Recommendations of ESG institutional re-accreditation (2017):  
*Form fewer and larger faculty units (faculties), Develop a research strategy*
- *The ongoing AACSB accreditation introduces concrete performance indicators into QA system*
- 2023: Combined re-accreditation of institution & humanities programmes:  
*Strong interaction between institutional governance and teaching*



## *Opportunities* from 15 years of external assessments

One could say:

- Originally, **quality assurance was understood primarily as a factor for competitive advantage** in the higher education market.
- The various assessment procedures carried out over the past 15 years at both institutional and programme level have resulted in **regular self-reflection, introduced at all levels**, and a standards-, criteria- and indicator-led approach to all areas and activities of the HEI.
- This could now be called a **quality culture**.