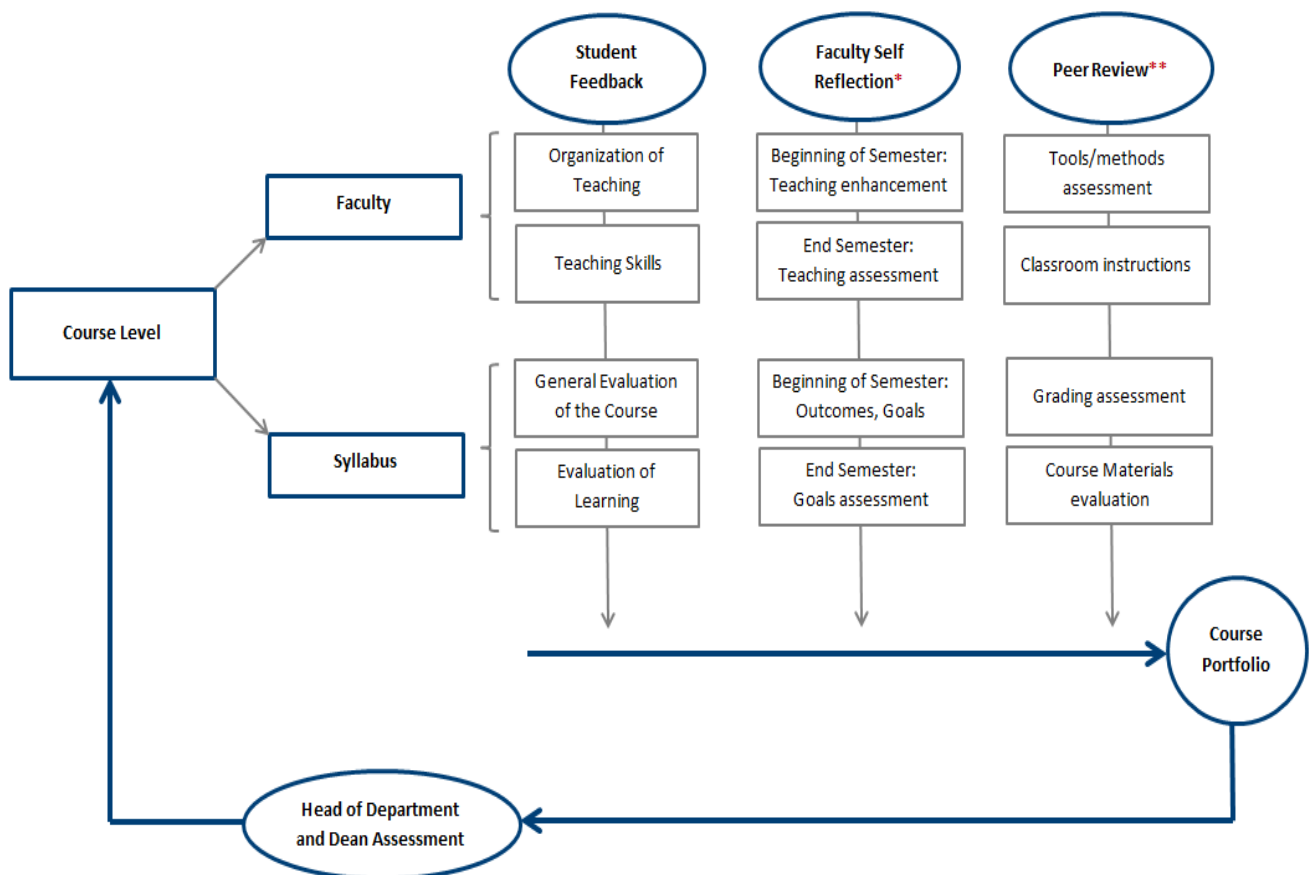


This process is developed to sustain a continuous improvement process at the level of course design and delivery. It is based on three main sources of feedback gathered in a systematic movement:

- Course Feedback by Students (CFS)
- Course Self-Assessment by Faculty (CSAF)
- Peer Review of Teaching (PRT)



* Faculty self-reflection should be gathered using a web application, then imported into the course assessment system

** Peer Review is done by an assessment commission

I. Course Feedback by Students (CFS)

The objective of students' feedback is to perceive the quality of the teaching sessions given by an instructor within a semester or an academic year, to ensure the optimal transition of knowledge.

The outcomes of this evaluation adopted by the BLUE are sent to the President, the heads of academic units as well as the instructors.

The evaluation uses a scale from 1 to 4 and is based on the following criteria:

- Students' self-reflection questions

- General evaluation of the course
- Organization of teaching course content by the instructor
- Teaching skills of the instructor
- Evaluation of learning methods adopted by the instructor
- Overall satisfaction of the course delivered by the instructor

For more details, see the online CFS survey “USEK-QAIE-F01”.

II. Course Self-Assessment by Faculty (CSAF)

This part aims to incite faculty reflection about the course effectiveness and environment that affect teaching. The goal is to encourage coming across with ideas and rules that inform the practice of instruction. This reflection will be discussed to commend strengths, identify areas for development, and focus on planning for improvement in at least one area of instructional performance. It helps the faculty to evaluate the course learning outcomes described in the *Syllabi*. Therefore, honesty is encouraged and no risk is involved.

Instructors can complete the “Course Self-Assessment by Faculty” survey for each of their courses taught at the end of the semester. Answers are determined in terms of instructional activities in the given course or based on the general approach taken to teaching.

The self-assessment by faculty includes the following criteria:

- Faculty qualifications related to this course
- Professional development
- Classroom instructional performance
- Achievement of objectives / Demonstration of outcomes
- Recommended changes for improvement
- Other comments and ideas by the faculty

For more details, see the online CSAF survey “USEK-QAIE-F05”.

III. Peer Review of Teaching (PRT)

Peer Review of Teaching (PRT) is an important form of assessment in which instructors give feedback to one another on teaching and learning in their courses. PRT offers the unique perspective of another instructor who knows well the program and the field of study, and who has experience in working with students. This perspective positions the peer reviewers to focus on features of teaching and learning that are distinct from features that might be identified from other perspectives such as student feedback or other.

The “Instructional Environment” and the “Course Materials Evaluation” are the main review focuses of PRT. For more details, see the PRT survey “USEK-QAIE-F06”.

Peer reviewers eligibility: A full-time or part-time instructor with primarily teaching and advising responsibilities with the following credentials can be eligible peer reviewer:

- **Experienced:** Have more than three years of teaching experience in the higher education.
- **Knowledgeable in the field:** Raters should understand the criteria to be used in the peer review process, and to a reasonable extent, the broad discipline of the course being reviewed if not the specific course content.
- **Unbiased:** Individuals who have strong personal or philosophical differences with a faculty colleague should not be asked to serve as peer reviewers for that colleague. If they are asked to do so, they have an ethical responsibility to decline.

Designation of peer reviewers per academic unit: At the start of each semester, deans in collaboration with heads of departments assign for each course one peer reviewer hereunder called observer.

Guidelines for an effective PRT

a. Initial meeting between observer and instructor: The observer meets with the instructor to discuss his goals for the course, arrange one or two class observation dates, specify the course materials to be collected (Syllabi, handouts, representative lecture notes, assignments and tests, and grade distributions), and go over the rating form.

b. Peer classroom visit: The observer visits the classroom at the predefined date in the initial meeting and observes the class while writing his opinion on the “Peer Review of Teaching” form.

c. Course material evaluation: At the end of the semester, the observer should have full access to the course portfolio and the specified course materials that include course syllabus, study questions/review materials, textbooks, supplementary reading lists, exams; an ungraded & graded copy, lecture outlines provided students, individually developed materials, visual materials, handouts which elaborate or supplement course content, written descriptions of assignments. The observer independently fills out the relative part in the PRT form.

d. Feedback meeting between observer and instructor: The observer meets again with the instructor to discuss and sign the findings and then draft a report summarizing the findings.

e. Evaluation review and improvement measures: The observer submits the PRT form to the head of department who discusses the evaluation and formulates measures for the areas that need improvement, if needed, in the presence of the observer and the instructor.