

Student Learning Outcomes/Achievements

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Focal Topic

- How is accountability for **student learning outcomes or achievement** being addressed in Egypt?
- **Answer:** addressed through;
 - **PMU/MOHE:** Prepare Institutions for Accreditation
 - **NAQAAE:** Accredits all public and private institutions that offer educational services. Public universities that completed the preparatory phase for accreditation will be eligible to apply

Key questions

- How big an **issue** this student achievement is?
- What is the **reaction** of higher education institutions?
- Have **country-wide practices** related to student achievement been put into place?
- In general, to what extent **student outcomes are a key factor** in Egypt's accountability discussions?

How big an issue this student achievement is?

- It is **central** to the whole Egyptian accreditation process
- Developing Intended Learning Outcomes (**ILOs**) for every individual course and program is **mandatory**
- Debate about its **effectiveness**
- Required **extensive awareness** visits to colleges, individually and/or collectively
- **Management commitment** (Deans, Vice Deans, Heads of Departments), in so many cases, was not sufficient to persuade faculty members to develop ILOs for their courses
- **Deficiency in Student Assessment** requiring extensive training programs on modes of assessment

What is the reaction of higher education institutions?

- **Varied level of resistance** during implementation of the first phase of reform 2003-2008:
 - Very high resistance 2003 - 2005
 - Moderate resistance 2005 - 2006
 - Declining resistance 2006 - 2008
- About **300 colleges** in the Egyptian Higher Education System, **146 colleges participated** during the first phase (2003 - 2008) the rest are planned to participate during the second phase of reform (2007 - 2012)
- Over **100 programs** offered in colleges finalized their ILOs

Have country-wide practices related to student achievement been put into place? **Yes**

- **Evaluation framework for the QA system** in H.E. Institutions including nine components with academic standards being central addressing ILOs, Curricula, Student assessment and achievement
- **Guidelines established** for Institutions and Peer Reviewers
- **Academic Standards** including ILOs, curricula, student assessment and achievement

The Evaluation Framework of the Quality Assurance System in Egyptian Higher Education Institutions

1. The Institution Mission
2. Governance and Administration
3. Human Resources (staffing)
4. Educational Programs
- 5. *Academic Standards***
6. *Quality of Teaching and Learning Opportunities*
7. *Efficiency of the Quality Management System*
8. *Research and Other Scholarly Activities*
9. *Community Services*

An Action Plan comprising all the above nine elements

Academic Standards

Include the following Elements:

1. **Intended Learning Outcomes (ILOs)**

2. **Curricula**

3. Student **assessment**

4. Student **achievement**

Academic Standards

Intended Learning Outcomes (ILOs) *Criteria*

“The institution has intended learning outcomes for its programs that are mission-related, reflect the use of relevant external reference standards, and are at an appropriate level”

From the statistics produced in the program report, the institution comments on the overall achievement of academic standards

- Identify any examples of **high program achievement**, together with examples of **good practice** which could be replicated in other programs
- Identify any examples of **programs falling short of the reference standards**, give reasons and proposed remedies

Academic standards compared with reference standards:

- **General standards** and their relationship to the **reference standards**
- To what extent **is the program current** to recent academic developments?
- Have the **aims of the programs been achieved**, if not why not?
- Have the **program intended learning outcomes** been achieved, if not why not?
- How appropriate are the **design and structure of the curricula in achieving reference standards**? Are there any recommendations for improvement?

Student achievement

Criteria

“Levels of students’ achievements are maintained with due regard to the use of external reference points, moderation and evaluation of achievement”

Student achievement, including employment opportunities and take-up

- From the statistics produced in the program reports, the institution comments on the achievement of students, in respect of the number and percentages of final grades
- Identify programs where achievement is high and identify the reasons and any elements of good practice, which could be replicated in other programs

- Identify programs where achievement is disappointing, indicate reasons and make proposals for improvement
- What is the vision of the academic institution with respect to the employment opportunities for the graduates in relation to:
 - The availability of appropriate employment opportunities
 - Appropriateness of the opportunities to the academic qualification
 - New specialties required by the job market, which are not currently included in the educational programs of the institution
 - Is the institution producing graduates in specialties, in excess of the job market requirements?
- Propose any remedial measures which might be required

External evaluation of the performance of students and the academic standards achieved

- Opinions of **external evaluators**
- Opinions of other **stakeholders, employers, industrial representative**

Self Evaluation Report Analysis

Intended for **internal and external review**, the following prompts support the compilation and quality assurance of the self-evaluation report and its subsequent analysis by external reviewers in preparation for the site visit



Academic Standards

Intended learning outcomes (ILOs):

For the evaluation of the intended learning outcomes in relation to the broad aims of the provision and to any applicable external reference points,

Reviewers should ask:

- * What are the intended learning outcomes for a program?*
- * How do they relate to the overall aims of the provision as stated by the institution?*
- * Are they appropriate to the aims?*
- * How do they relate to external reference points including, where applicable, relevant reference standards and any requirements by professional organizations?*

Potential sources of information and evidence

Will include the following:

- ***self-study*** report,
- ***program specifications***,
- *the most recent **annual reports***,
- ***curricular documents***,
- *subject **benchmark statements***, and
- *professional **organizations requirements***

Review activities

may also include:

Analysis of program content and discussions with members of the teaching staff

Evaluation of the intended learning outcomes against the aims of the provision as described in the self-evaluation and against relevant external reference points

As a result of these activities reviewers should be able to judge:

- whether the intended learning outcomes are clearly stated;

- whether they reflect appropriately the overall aims of the provision and relevant benchmark statements or other external references



Student achievement

Student achievement

Evaluation of student achievement of appropriate standards

Reviewers should ask:

What evidence is there that the standards achieved by students/graduates meet the minimum expectations for the award, as measured against the intended learning outcomes, relevant reference standards and any other applicable requirements?

Sources of information and evidence will include the program specification, external evaluators' reports, examination board minutes, records of pass rates, and samples of student work. Relevant reference standards will be an important point of comparison

Review activities may also include discussions with teaching teams and the program leader/group and the examiners. They should then evaluate whether student achievement meets or exceeds the minimum expectations. As a result of these activities, reviewers should be able to judge whether appropriate standards are being achieved

In general, to what extent student outcomes are a key factor in Egypt's accountability discussions?

- **Central** to the whole system of accreditation
- Debate on the **usefulness of ILOs** and their implementation
- Concern about the **quality of ILOs** developed
- Student **assessment is a weakness** in the system (requires continuous training and capacity building)
- **Student achievement needs more attention** in the evaluation process
- **Public disclosure** about the evaluation results is mandatory
- **Community awareness** and **culture of quality** are essential elements to support the whole process of accreditation