



Doc. 300.1.4

Date: 8/12/2021

Follow-up Report

(for a CYQAA accredited Institution/Department/ Programme of study)

- **Higher Education Institution: European University Cyprus**
- **Town: Nicosia**
- **Type of Evaluation: Programmatic**
- **Accredited on CYQAA Council's Summit Number: 67th Summit**
- **Date of Accreditation: 18/02/2021**

If applicable:

- **School/Faculty: Sciences**
- **Department: Computer Science and Engineering**
- **Programme of Study Name (Duration, ECTS, Cycle)**
Programme Bachelor
In Greek:
“Μηχανική Υπολογιστών (4 Έτη/240 ECTS, Πτυχίο)”
In English:
“Computer Engineering (4 Years/240 ECTS, B.Sc.)”
- **Programme's type: Conventional**
- **Language (s) of instruction: English**



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021] and the European Standards and Guidelines (ESG).

A. Internal Quality Assurance Committee

Name	Position	Rank
Prof. Loizos Symeou	Vice Rector of Academic Affairs, Chair of Committee on Internal Quality Assurance	European University Cyprus
Prof. Theodoros Xanthos	Professor, Faculty Representative, School of Medicine	European University Cyprus
Dr. Vasiliki Gkretsi	Associate Professor, Faculty Representative, School of Sciences	European University Cyprus
Dr. Georgia Petroudi	Assistant Professor, Faculty Representative, School of Humanities, Social and Education Sciences	European University Cyprus
Dr. Christiana Markou	Assistant Professor, Faculty Representative, School of Law	European University Cyprus
Dr. Christakis Sourouklis	Assistant Professor, Faculty Representative, School of Business Administration	European University Cyprus
Dr. Pieris Chourides	Associate Professor, Quality Assurance Expert	European University Cyprus
Dr. Ioannis Karis	Adjunct Assistant Professor, Quality Assurance Expert	European University Cyprus
Ms Athanasia Ktena	Administrative Head, Office of the Vice Rector of Academic Affairs, Administration Representative	European University Cyprus
Mr Andreas Maliappis	Student Representative, (Undergraduate Student)	European University Cyprus
Mr Michalis Katsouris	Student Representative, (Graduate Student)	European University Cyprus

B. Guidelines on content and structure of the Follow-up Report

- *CYQAA has a consistent follow-up process for considering the action taken by the institution toward the improvement and further development of the CYQAA externally evaluated and accredited institution / department / programme of study. The present Follow-up Report should recount, synoptically, institutional action taken toward the implementation of the remarks indicated in the CYQAA Final Report.*
- *The Follow-up report should provide evidence (via website links) and appendices at the end of the report on how the remarks of the Council of CYQAA have been adhered to.*
- *The remarks indicated in the CYQAA Final Report should be copied from the corresponding report and be followed by the institution's response.*
- *The institution may add any other institutional action taken towards the implementation of ESG aiming at the improvement of the institution / department / programme of study.*

1. Remarks on the CYQAA Final Report

The Council of the Cyprus Agency of Quality Assurance and Accreditation of Higher Education, during its 67th Summit on 24th May 2021, on the basis of Article 20 (2)(f) (i) of the "Quality Assurance and Accreditation in Higher Education and the Establishment and Operation of an Agency on Related Matters Laws" of 2015 and 2016 [N. 136 (I) / 2015 and N.47 (I) / 2016], and on the basis of the suggestions of the External Evaluation Committee, the comments of the institution on the report and the feedback from the External Evaluation Committee, decided that the program is accredited to be delivered in English.

According to the recommendations of the EEC and the decision of the Agency, the institution is required, within six months to provide evidence and data confirming compliance with the following:

Based on 1.7 and 1.8 ESG standards and guidelines for internal quality assurance you should ensure that:

1.1. You collect, analyse and use relevant information for the effective management of the programme and other activities.

1.2. You publish information about programme's activities, which is clear, accurate, objective, up-to date and readily accessible.

Based on 1.3 ESG standards and guidelines for internal quality assurance you should ensure that the programme is delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.

2. Institution's Response

Based on 1.7. and 1.8 ESG standards and guidelines for internal quality assurance you should ensure that:

1.1. You Collect, analyse and use relevant information for the effective management of the programme and other activities.

To comply with ESG 1.7, we use various indicators relating to the performance of students, their satisfaction with the program, the support they have from various resources, and the path they follow in their career after graduation. These are listed below:

Key performance indicators capturing Student Progression, success, and drop-out rate:

Table 1 shows the total enrolment, the new enrolment at the beginning of the academic year, the number of students who completed their studies, and the drop-out rate and percentage.

During the initial years of studies at a university, a student's poor performance can lead to her/his drop-out, as this is well-known from international statistics, especially in STEM-related programs of study. The drop-out rate of the program might appear at first instance as relatively high. However, as stated in our previous response, when compared with other local and international statistics for STEM degrees this is within the average/normal range. For instance, based on a recent article¹, the American Society for Engineering Education (ASEE) found that 40% to 50% of engineering students drop out or change their majors.

It must be noted in addition, that the number of students enrolled in the Computer Engineering Program during Fall 2021 has significantly increased due to the recent collaboration of the European University Cyprus with Minjiang University in China. Through this collaboration, the Computer Engineering program has registered additional students in Minjiang University, China.

Table 1 Statistics for Computer Engineering program

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021 -2022
Total Enrolment	55	43	41	40	30	24	69
New Enrolment	5	7	11	12	8	8	56
Drop-out	8	6	8	10	9	5	-
Completed Studies	11	5	6	7	5	-	-
Drop-out/%	15%	14%	20%	25%	30%	21%	

Low GPA student policy, Absences Mechanism, and Participation Grade

Another indicator of academic performance is the Low GPA Policy. Students' academic progress is monitored based on their GPA (Grade Point Average) on a semester basis. Taking into consideration the ECTS load of each student and their semester GPA, Student Advisors at the

¹ "What Prevents Many EE Students from "Making It" to Professional Careers?", April 08, 2020, Tyler Charboneau available at: <https://www.allaboutcircuits.com/news/what-prevents-many-ee-students-from-making-it-to-professional-careers/#:~:text=The> American Society for Engineering, out or change their majors

Advising Centre of the Department of Enrolment come into communication with students to address issues and assist those with low GPA, by monitoring their academic path and discussing ways to improve performance. The same list of students with low GPA's reaches the Schools' program coordinators, Chairpersons, and Dean for their perusal. The Department closely monitors and supports students with low GPA by following these procedures for supporting students with low GPA as these are described in the EUC Internal Regulation on Low GPA (more information about the processes involved appear in the discussion below; for more details of the procedure please also see the Internal Regulation on "EUC's Procedures For Supporting Students With Low Grade Point Average (GPA)" that appears in Appendix 1). This policy outlines a framework providing the process and actions to be taken. Information for low GPA students is provided by the Department of Enrolment (per Department and per program of study) twice per year in the beginning of each semester. The policy ensures: 1) the provision of correct information to all students, namely undergraduate, postgraduate, Conventional and Distance Learning students; 2) that students are aware of the role of GPA and the impact of low GPA on the progress of their studies; 3) increased support provided at the Program, Department and School level; 4) proper implementation of procedures by the Student Advising Centre.

When the process is initiated the following steps are followed for all students:

- The Department of Enrolment provides the Schools at the beginning of each academic semester with a list of their students with a low GPA (for undergraduate courses 2.0). This includes first year students and students included in the list for the first time.
- The Program Coordinator communicates with each affected student, in order to ensure that students are aware of the concern of the Department and School, and that students are indeed properly informed that the Department is available to provide support (e.g. students are informed about the role and importance of the GPA, the possible reasons and causes of the low GPA, and ways for improvement of the situation, which may either involve the student (e.g. further effort) or the Department and School).
- All student cases are also presented to the Chairperson of the Department, for further discussion and enhancement of the process, aiming at the most tangible academic targets and the procedures involved.

Last semester we have initiated this process in February-early March and it was repeated after the announcement of the Spring 2021 grades in June. It will also be repeated = after the final exams of Fall 2021 in January 2022. Please note that based on the information collected, high achievers are rewarded annually with Academic Excellence Scholarships and Certificates of Excellence (Deans' List).

Further actions are taken by each individual instructor/advisor, aiming for a timely and early enough diagnosis of the phenomenon of drop-outs and facilitating an effective, early intervention. For example, a policy followed by Faculty is the reporting of absences of students to their Student Advisors. Students' absences for three continuous class meetings are reported by Faculty to Student Advisors who investigate and take further action. This close communication of students with Student Advisors promotes early identification of problematic cases and prevents students from leaving the program. In addition, the number of absences is calculated for each student and are used as part of the students' participation grade, which is stated on all syllabi of the courses of the Computer Engineering Program. Thus, this mechanism motivates students to attend class.

Grade Distribution of students

Another indicator for assessing the performance of students is to aggregate the grades of students from all Computer Engineering Courses and find the number of students who received A, B/B+, C/C+, D/D+ and F. Figures 1 and 2 show these percentages for the past 2 academic years. Comparing F2019 with S2021 it can be seen that the biggest fluctuation exists with Grade B/B+ students and F students. The percentage of students getting a B/B+ has increased from 17% to 25% and the percentage of students getting an F has decreased from 30.6% to 24%. This trend indicates that our current policies and procedures in place help to improve student grades and decrease the number of students failing.

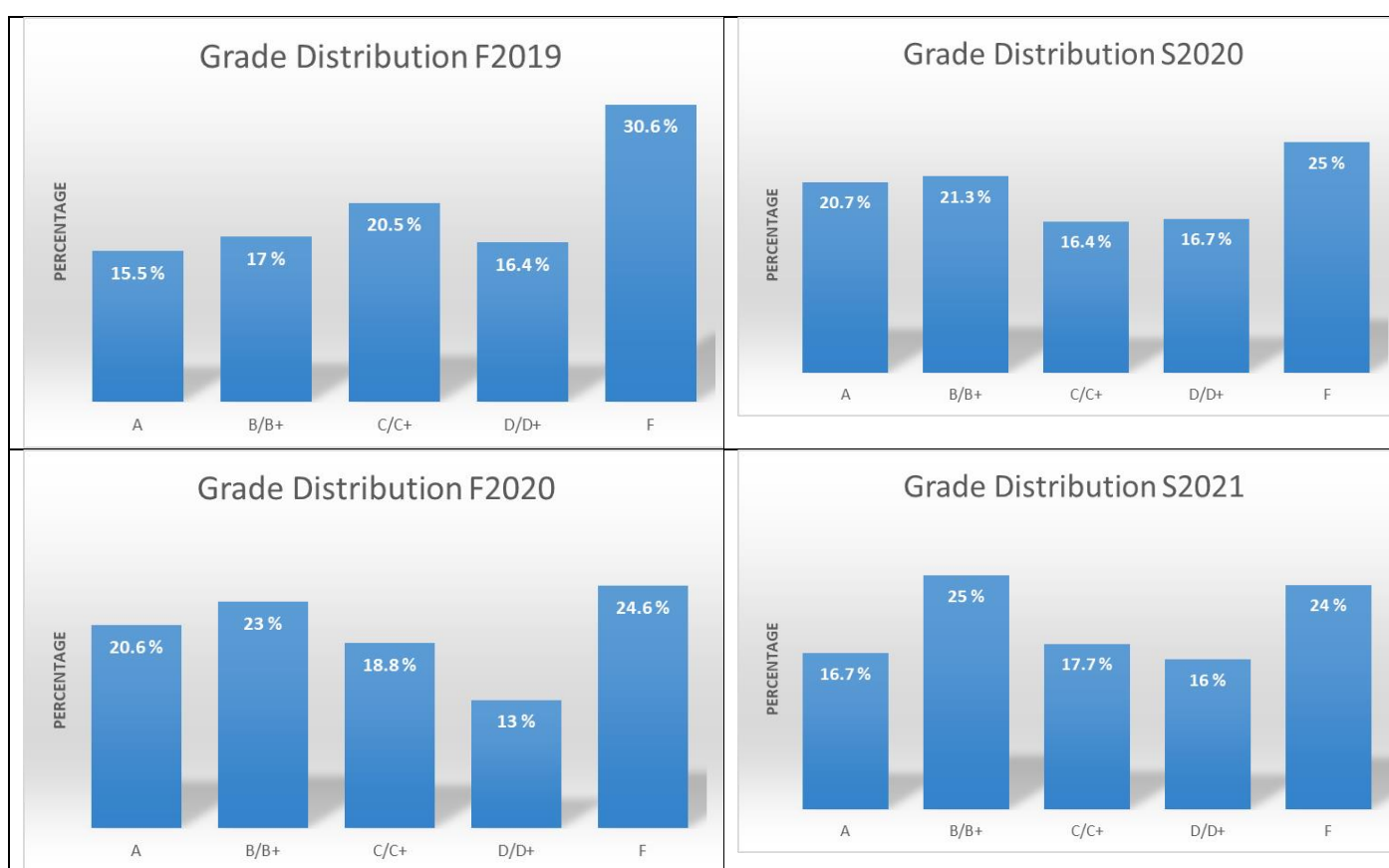


Figure 1 Grade Distribution for Fall 2019 through Spring 2021

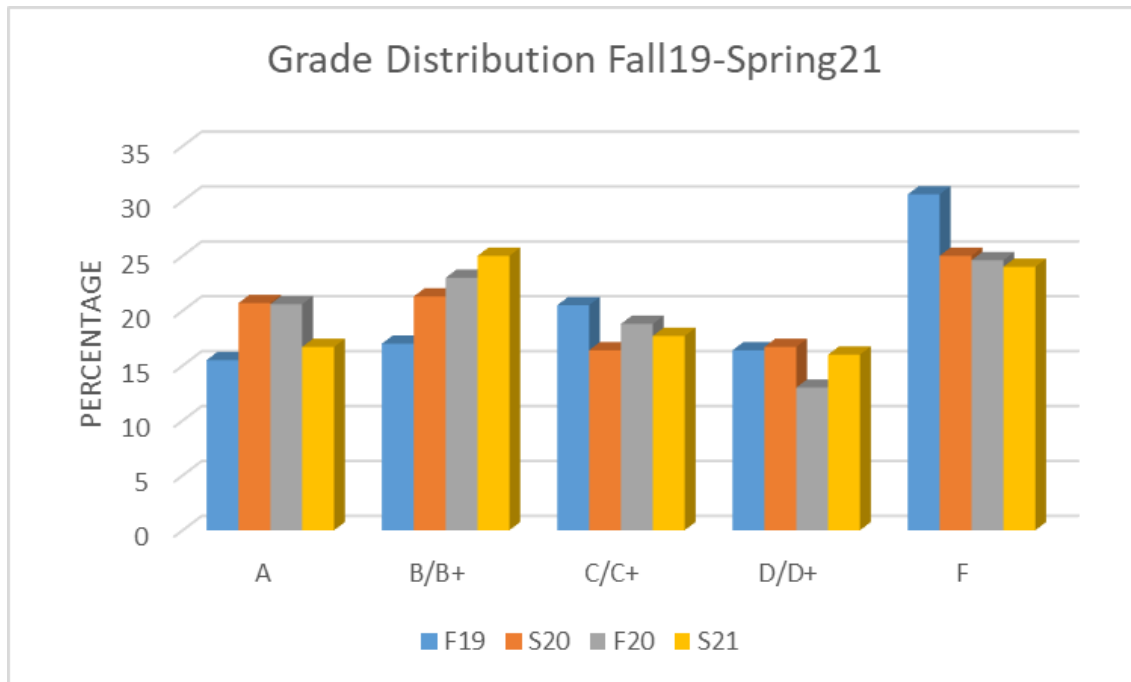


Figure 2 Comparison of Grade Distribution for the past 2 years (F19-S21)

Profile of student population

In order to get more insight on our student pool, we profile the type of students we receive based on statistics from the admissions office. Table 2 summarizes the profile of students for years 2018 to 2020 and also shows the admission ratio (i.e., the percentage of students registered as compared to the applications received). It can be seen that International students and students from Greece constitute an important element when it comes to the overall number of students. Thus, we need to boost further our recruitment methods in foreign countries. In addition, our female students are few. We need to find means to encourage more female students to become computer engineers. Lastly, it should be noted that not all the students who apply are accepted into the program. In 2019 less than half students that applied got registered into the program (the numbers below do not include the 50 Chinese students that registered into the program this semester due to our recent collaboration with Minjiang University).

Table 2 Profile of Applicants and Admissions Ratio

Year	Nationality			Gender		Admissions Ratio	
	Cypriot	Greek	International	Male	Female	Applications	Registrations
2018	5	5	3	12	1	16	13
2019	4	-	2	6		13	6
2020	3	2	5	10		11	10

Student satisfaction with the program

As mentioned during the accreditation process, a mechanism is already in place to obtain input from students regarding their courses. Towards the end of each semester, the students are asked to evaluate each of their courses online. Submission is anonymous and the time it takes to fill out the evaluation form is around 10-15 minutes. The survey pertains all aspects of the course and the overall learning experience of the student (hence named the Survey on 'Student Feedback on their Learning Experience' (SFLE), such as the course structure and content, the faculty performance, the facilities involved, the administrative support, etc. (please see the Fall 2020 version of the Survey in Appendix 2 and its associated Framework in Appendix 3). The information received are aggregated in a different way based on the type of question. Questions that have a specific scale of grading (e.g., from 0-5) are averaged. All answers to questions that require text input are simply appended as one large paragraph. These results are then forwarded to faculty to review and act accordingly. The Chairperson of the Department also reviews the aggregated information per course and makes recommendations where needed. A detailed description of the procedures involved is provided Appendix 4.

In Table 3, we present the survey's questions and the average scores of the previous *SFLE* (Fall 2020 and Spring 2021) for all courses of the Computer Engineering program under evaluation. The percentage difference comparing semester evaluations is also presented. Positive percentages indicate improvement whereas negative percentages indicate possible dissatisfaction from the students. Inspecting the percentage changes for all questions it is evident that more of the percentages are positive than negative and thus, the students are happier and more satisfied with regards to the various items being asked.

Table 3 Student Feedback on their Learning Experience

QUESTION	Average score		% change (S21-F21)/F21
	F2020	S2021	
1. Enrolled students per course (average class size)	14	13	
2. Responded to the survey (average)	8	6	
1a. Enrolled students (%)	96.7%	94%	
2a. Responded to the survey (%)	53.1%	45%	
Q2: How satisfied are you in general? (1-5)	3.7	4.0	8%
Q3a.1. I am satisfied with my communication with the administrative personnel of my School (0-10)	7.6	7.8	3%
Q3a.2. I am satisfied with my communication with the course coordinator of my program of studies	7.9	8.3	5%
Q3a.3. I am satisfied with my communication with my Student Advisor	8.1	8.6	6%
Q3a.4. I am satisfied with the support that I receive from the MIS department (IT Support) of the University	7.6	7.5	-1%
I am satisfied with the operation:			

Q3b.5. of the Blackboard learning platform (for those who had their classes on Blackboard Learn)	7.9	7.9	0%
Q3b.6. of the Moodle Learning platform (for those who had their classes on Moodle)	8.0	8.5	6%
I am satisfied with the tools:			
Q3b.7. of the Blackboard learning platform (for those who had their classes on Blackboard Learn)	7.9	7.7	-3%
Q3b.8. of the Moodle Learning platform (for those who had their classes on Moodle)	7.9	8.4	6%
Q3b.9. I am satisfied with the teleconferencing system Blackboard Collaborate	7.9	8.4	6%
Q4: How satisfied are you in relation to the information that was provided to you by the University regarding the mode of delivering of this course during Fall Semester 2020? (1-5)	3.9	4.2	8%
Q5: How satisfied are you in relation to guidance provided by your instructor regarding the delivery of this course during Fall Semester 2020? (1-5)	4.0	4.1	2%
Instructor			
1. The instructor clearly explains the course outline at the beginning of the course (e.g. learning outcomes, weekly material, examinations, grading)	8.4	8.8	5%
2. The instructor prepares and organizes the class in a way that facilitates learning	8.2	8.3	1%
3. The instructor teaches the course material/content in a clear way	8.0	8.1	1%
4. The instructor teaches the course in an interesting way	7.7	7.6	-1%
5. The instructor is prepared for every class	8.3	8.8	6%
6. The instructor seems enthusiastic and enjoys teaching this course	8.3	8.5	2%
7. The course learning outcomes and objectives (as stated in the course outline) are met	8.2	8.5	4%
8. The course reading materials (books, articles, handouts) are useful	8.0	8.3	4%

9. The instructor uses a variety of teaching methods (e.g. group discussions, student presentations, case studies, etc.) to support the learning process	7.7	7.5	-3%
10. The material and means of teaching (e.g. books, lecture notes, PowerPoint, videos, etc.) are suitable, useful, supportive and up-to-date	8.2	8.5	4%
11. The instructor often makes use of technology in his/her teaching	8.5	8.4	-1%
12. The activities I participated in, were suitable in meeting the course objectives	8.1	8.2	1%
13. The instructor encourages students to ask questions and participate in discussion	8.5	8.9	5%
14. The assignments I completed, were suitable for the course objectives	8.2	8.2	0%
15. The instructor is available and willing to support students (e.g. during office hours, via email, etc.)	8.5	9.0	6%
16. The instructor keeps control of the class during the teaching session	8.7	9,1	
17. The assessment of course assignments and activities is conducted by the instructor in an objective manner	8.3	8.5	2%
18. The feedback provided by the instructor (e.g. corrections, comments, etc.) is constructive and helps me to improve my learning process	7.9	8.2	4%
19. The instructor is on time for the beginning and the ending of the class	8.5	9.0	6%
20. I find the Instructor's attitude towards students respectful and polite	8.4	9.1	8%
21. I find that the instructor demonstrated professionalism in interactions with me and/ or other students	8.4	9.1	8%
22. I find that the instructor shows genuine concern for my learning	8.3	8.5	2%

23. I would take classes from this instructor again	7.5	7.9	5%
Course			
1. The course content meets my expectations	8.0	8.0	0%
2. The course contributed to the development of my ability to think critically	7.6	7.9	4%
3. The course provides guidance on how I can develop professional competencies	7.7	7.7	0%
4. The course helped me develop abilities and skills related to my program of study and/or my broader education	7.7	8.0	4%
5. The practical/lab sessions correspond to the theoretical content of the course	7.2	7.9	10%
6. Students are often provided with the opportunity to work on practical/lab activities throughout the course	6.8	7.6	12%

Career path of graduates

It has been difficult to profile our graduates for the past 2-3 years as they have not given consent to be able to contact them for surveys after they graduate. Based on GDPR we are not allowed to do so since we do not have permission. Overall, we had 12 graduates the past 2 years. Out of the 12 graduates we could only communicate with 5 alumni who provided their consent. One person is unemployed, one is working as a Sales person in the manufacturing sector, and 3 are working in a computer related field (e.g., computer programming, information service activities, network communications).

It should be mentioned that some of our students are employed as part timers in the Management Information Systems (MIS) unit which is responsible for the IT support of the entire university. This gives them the opportunity to enrich their experiences and better prepare them for the other employment opportunities.

1.2. You publish information about programme's activities, which is clear, accurate, objective, up-to date and readily accessible.

Various activities and mechanisms are in place at the European University Cyprus to disseminate information about the program in a clear, concise, and timely-manner.

EUC Website: News and events are being posted at the European University main page (euc.ac.cy) under the tabs of Careers and Campus life. News specific to the Computer Engineering Program are also added to the Program's website at (<https://euc.ac.cy/en/programs/bachelor-computer-engineering/>)

The Careers Center provides support through Career days, internship placements, faculty mentoring, on-campus company visits and alumni networks. It maintains strong links with industry leaders and dynamic partnerships with employers to secure high graduate employment rates. Figure 3 shows a screen capture of the various topics covered under the Careers tab.

The Career Center encourages and inspires graduates to search for employment opportunities all across Europe, as part of its firm belief is that the employment market extends well beyond Cyprus. The Career Center also joined the EURES Network in October 2019. EURES is a cooperation network designed to facilitate the free movement of workers within the EU 28 countries plus Switzerland, Iceland, Liechtenstein and Norway. The network is composed of the European Coordination Office (ECO), the National Coordination Offices (NCOs), EURES Partners and the Associated EURES Partners.

This semester a team from EURES network has contacted the Careers Center and expressed interest to recruit our students to work in Germany based on an initiative from the Berlin Chamber of Commerce. They visited EUC in October 2021 and a presentation was made to the students regarding IT related opportunities in Germany.

Another company, Wargaming, has also recently requested from the Career Center to meet with our students, present its activities, and discuss with students employment opportunities. This is scheduled in December 2021.

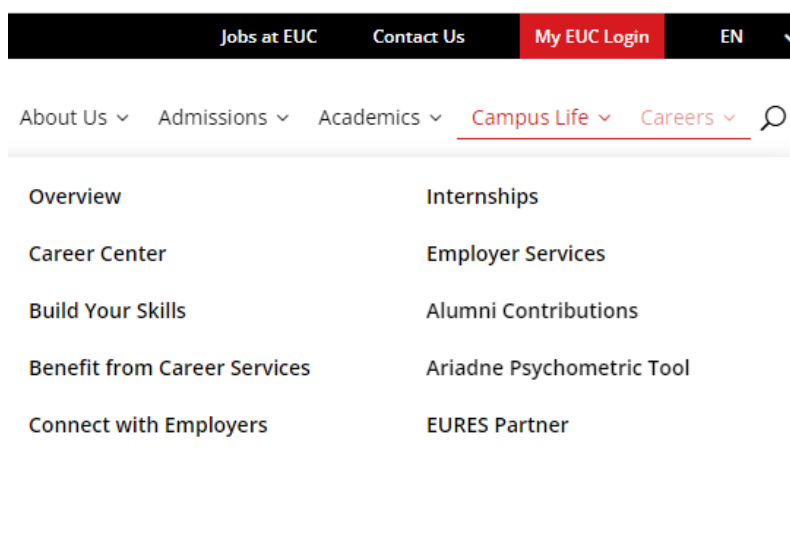


Figure 3 Career Topics

The Campus Life information page (see screen capture in Figure 4) gives the opportunity to students to experience a learning environment and a full student life that goes well beyond the classroom. The campus community and the general public enjoy daily activities including exhibitions, conferences, job fairs, distinguished speakers, social and cultural events. Extra-curricular activities and student clubs contribute greatly to an active student life and campus culture, offering plenty of opportunity for making lasting memories and friendships. Further, students that enter university athletic teams participate in national and international leagues, and train in some of the best athletic facilities in the country.

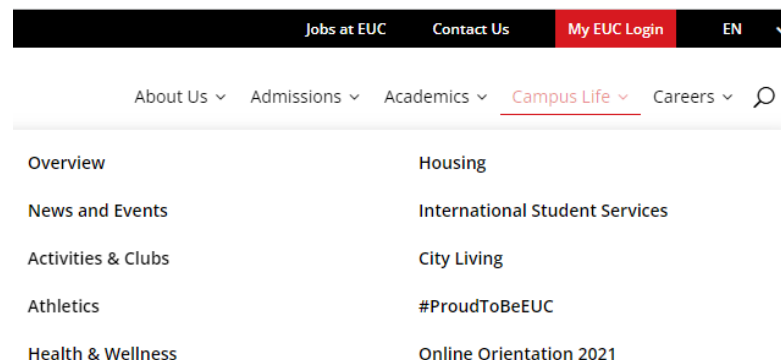


Figure 4 Campus Life Topics

Erasmus+: Information regarding Erasmus+ is given to the students through the EUC Erasmus+ website (<https://erasmus.euc.ac.cy/>). Erasmus+ invests in the education and training of people of all ages and backgrounds, to boost personal development, skills, and job prospects. European University Cyprus participates in the program since its beginning, and is a holder of the Erasmus Charter for Higher Education 2021-2027. EUC’s modernization and internationalization strategy is described in the Erasmus Policy Statement (please see Appendix 5). It should be noted that due to Covid-19 (Fall 2020-Spring 2021), no exchange of students and faculty took place.

Online Group for Computer Engineers Announcements: In order to have a direct way of reaching out to our students we have also established a group on Blackboard Learn with all our computer engineering students. The group is called “ECE1 Computer Engineering Program News” and aims to do just that – i.e., communicate to students any news, events, or activities of the program or the Department.

Activities through Clubs: Students can get involved in activities carried out by the IEEE organization and the Robotics club.

The IEEE EUC Student club is part of and promotes membership to the Institute of Electronic and Electrical Engineers the biggest international academic and professional organization in the areas of Computer Science and Engineering. The club aims to introduce students to the latest in the forefront of technology and promote their active involvement with the subject, by participation to student competitions, lectures, seminar and field trips. Student subscription to IEEE is covered by the university. This semester we had a total of 20 new registrations bringing the total number of members to 54 students. Pictures from an IEEE teachers in Service Training event are shown in Figure 5.



Figure 5 IEEE teachers in Service Training

The Robotics Club helps student members to acquire the programming skills and knowledge of the hardware required to build and program robots capable of executing tasks autonomously. The Club also organizes on-campus competitions between members' robot creations, as well as taking part in international contests (please see Figure 6).



Figure 6 Pictures from Robotics Club Activities

Department Events: Typically, every semester we organize a couple of events where we take the opportunity to socialize with our students. This event may also include a presentation from a key note speaker from industry or another university. Due to Covid-19 we decided to postpone these events from October 2021 to Spring 2022. Instead the coordinator of each program visited freshman students briefly during class period and talked to them in person. Two formal department events are already allocated in the budget for Spring 2022.

Marketing - Continuous updating of our website: We have met with the Marketing Department of EUC in September 2021 and discussed ways of updating the Computer Engineering Program website. Among others relating to the structure and means of presentation of material, we agreed on the production of a series of short videos. These videos will be incorporated in the advertising campaign, as well. The intention is to show the student journey at the university and also how the various activities translate to finding good jobs in the industry.

Other means of communication: In addition to the aforementioned means of communication, we also maintain a Departmental website (<https://cse.euc.ac.cy/>) and a Department Facebook page (<https://www.facebook.com/cse.euc.ac.cy/>) for announcements that are of interest to students in all three undergraduate programs of the Department (i.e., Computer Engineering, Electrical Engineering, Computer Information Systems, and Computer Science). In addition, students are directed to read news regarding research projects, conferences, presentations, and other activities that are posted on the websites of the respective research groups of the Department listed below.

Research Groups of the Department:

- **Center of Excellence: Center for Risk and Decision Sciences**



- **Telecommunications Research Lab**
- **Research Laboratory in ICT-Enhanced Education**



- **Cyber.EUC – Cyber Security**

- **Aristarchus Research Center**



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2. Based on 1.3 ESG standards and guidelines for internal quality assurance you should ensure that the programme is delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach. Student-centered learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process

The Department wishes to confirm that it will continue to make every effort to fully implement the European Standards and Guidelines, and in particular the student-centered approach to the design and implementation of its studies, with regards to the objectives and the planning of the activities, as well as the evaluations of students.

In this context, we present some indicative standard practices of the Department:

- Students have the opportunity to evaluate their courses before the end of each semester, through the completion of anonymous questionnaires (see previous section). The results of this evaluation are sent to the Chair of every Department and communicated to each faculty member. Based on the feedback of the students, courses are reviewed and redesigned.
- Students actively participate in many different ways (e.g. filling in questionnaires, participating in interviews, etc.) in various committees during the process of Program Evaluation Review (P.E.R.) (e.g. Committee on the Internal Quality Assurance, Advisory Board, Department Council), which is applied to each program of study of the Department (as described in the initial re-evaluation application submitted -200.1, please see PER Process in Appendix 5). Additionally, students can participate in other committees such as the School council committee, the Senate council committees, Academic Programs Committees, Grievance committee, etc.
- Students are provided with alternative options of introduction of new knowledge and content (e.g., readings, teleconferencing, slide notes, pre-recorded videos, links to external content). They are also given the opportunity to produce authentic work (e.g., conducting small research projects in activities, assignments that avoid reproduction of literature, but entail practical/implementation sections)
- Students get involved in activities where the learning process involves participation in group activities. Based on the recommendation of the EEC during the accreditation process, we have introduced additions to the teaching methodology in the computer engineering program courses to specifically give emphasis to group related activities, such as group lab activities, mini group project, etc. Group activities for theoretical or mathematically-oriented courses can investigate solutions, execute surveys, or work on problem. Similarly, group activities for lab-based courses could include group work for the investigation, design, and development of systems, for practical proof of concept of various design aspects, or for experimentation. Students can develop personal and professional experiences and can build knowledge and skills needed to be able to work effectively within a group. Please find below the relevant text that has been added to most of the syllabi of computer engineering courses, which is communicated to the students at the beginning of the courses (and are available on the website of each course on the e-learning platform):

Group activities aim to motivate students to work within a group, develop critical thinking, improve their communication and decision-making skills, and promote active learning. The students in this course will be expected to work

on group activities, such as projects, assignments, literature reviews that may deal with the investigation and solution of a problem or with the design and/or implementation of a system.

This change has been applied to all the Computer Engineering program courses, except for cases where it involved Individual Project work, such as in the courses ECE 400 Computer Engineering Design, ECE495 Senior Design Project, and ECE418 Internship Project. More specifically, the syllabi of a total of 15 out of 18 computer engineering courses were modified. A complete list of computer engineering courses with group work is offered in Appendix 7.

- To ensure that Department's staff is informed and trained on student-centered approaches, and especially on issues related to the flexibility and diverse needs of the students, the Department in collaboration with the Professional Development Committee of the University has arranged to offer different seminars in the framework of Professional Staff Development, which focus on topics such as: Educational Measurement and Evaluation, Universal Design for Learning and Differentiation, Interactive Activities in online and e-learning contexts, Online course design (theoretical principles and practices) (please see in Appendix 8 the Seminar Programme Professional Staff Development for the academic year 2020-21).
- Students that disagree with the evaluation of the final exam (any format) have the opportunity to request re-evaluation. The evaluation is done by a second evaluator (blind review/second examiner process) through a specific process based on the regulations of the University. Based on this process, prior to making this request for re-evaluation, the students must have exhausted all attempts to resolve their disagreement with their instructor (including their right to discuss the content and the answers of the final exam). If these attempts do not resolve the dispute, then students can submit a written request to re-evaluate their exam through the Registration Office within a period of four (4) weeks from the date of announcement of the final exam grades. The Registration Office forwards the request to the Department Head, who after confirming that there is no procedural, typographical or any other technical error, assigns the re-evaluation of the exam to a second evaluator. The re-evaluation is carried out anonymously. In case there is a large grade discrepancy between the two evaluations, the average of the two scores is given as the final grade of the final examination. The grade change that occurs as a result of this procedure must be approved by the Dean of the School.
- Each instructor dedicates a minimum of six hours of counselling every week through the institution policy of 'Office Hours'. These hours are distributed across weekdays and are communicated from the beginning of the semester to the students. Students are actively encouraged to make the most of this opportunity to meet with their instructor and discuss any issues, problems, ideas, etc.
- In addition to the above institutionalized practices there is a multitude of other established practices adopted by the Department to promote and strengthen the student-centered learning. One example is the multiple options for engagement that are offered. A student can have regular contact with the instructor through consultation meetings, and with coordinators(s) of the programmes, for topics such as their performance or the course of their studies. Another example is the continuous polling of students by both Faculty and Student Advisors to assist them in their courses, or in any other issues branching from their academic



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or personal life. These supporting activities of Faculty and Student Advisors aim to keep students involved, interested, and happy.



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



C. Other institutional action taken towards the implementation of ESG aiming at the improvement of the institution / department / programme of study.

N/A

Click to enter text.

D. Signatures of the Internal Quality Assurance Committee

Name	Signature
Prof. Loizos Symeou, Vice Rector of Academic Affairs, Chair of Committee on Internal Quality Assurance	
Dr. Theodoros Xanthos, Professor, Faculty Representative, School of Medicine	
Dr. Vasiliki Gkretsi, Associate Professor, Faculty Representative, School of Sciences	
Dr. Georgia Petroudi, Assistant Professor, Faculty Representative, School of Humanities, Social and Education Sciences	
Dr. Christiana Markou, Assistant Professor Faculty Representative, School of Law	
Dr. Christakis Sourouklis, Assistant Professor, Faculty Representative, School of Business Administration	
Dr. Pieris Chourides, Associate Professor, Quality Assurance Expert	
Dr. Ioannis Karis, Adjunct Assistant Professor, Quality Assurance Expert	
Ms Athanasia Ktena, Administrative Head, Office of the Vice Rector of Academic Affairs, Administration Representative	<i>Athanasia Ktena</i>
Mr Andreas Maliappis, Undergraduate Student	
Mr Michalis Katsouris, Graduate Student	

Date: 8/12/2021



INTERNAL REGULATION ON

“EUC”s PROCEDURES FOR SUPPORTING STUDENTS WITH LOW GRADE POINT AVERAGE (GPA)”

71st Senate Decision: 7 February 2020

Aiming to develop a proposal/framework on the process and actions to be taken, in order to address and reduce the phenomenon of students' low G.P.A. and its effects, the actions to be taken in order to help reduce the phenomenon, are:

- the provision of correct information to all students, namely undergraduate, postgraduate, Conventional and Distance Learning;
- ensure that students are aware of the role of GPA and the impact of low GPA on the progress of their studies;
- increase of the support provided at the Program, Department and School level;
- proper implementation of procedures by the Student Advising Centre.

These actions are additional to the efforts/support that each individual instructor provides to each student and aim for a timely and early enough diagnosis of the phenomenon in order to facilitate an effective, early intervention.

The following steps will be followed for all students (both conventional and distance education):

1. **The Department of Enrollment** provides the Schools at the beginning of each academic semester (e.g. third week of October and February, respectively) with a list of their students with a low GPA (for undergraduate courses: below 1.80 except for the School of Medicine where the threshold has been set to 2.0; for postgraduate courses: below 2.5; for Ph.D. courses the issues concern late progress in completing the Ph.D-see sample letter attached).
2. **The School** (this concerns all undergraduate and postgraduate Conventional and Distance Learning Programs of Study):
 - (1) ***For first year students at the end of the 1st semester of their studies or for students included in the list for the first time:***
Each affected student is called by the Program Coordinator, in order to ensure that, students are aware of the concern of the Department and School, and that students are indeed properly informed that the Department is available to provide support (e.g. Specifically, students are informed about the role and

importance of the GPA, the possible reasons and causes of the low GPA, and ways for improvement of the situation, which may either involve the student (e.g. further effort) or the Department and School).

(2) For new students, which continue to be in the same situation at the end of the second semester of their studies or for students appearing in the list for a second time:

The process presented in Item 1 above is repeated in the presence of the Chairperson of the Department, for further discussion and enhancement of the process, aiming at the most tangible academic targets and the procedures involved. If needed, the Chairperson of the Department and the Program Coordinator will request the presence of the Dean.

(3) For students who exhibit the phenomenon on a continuous basis:

The possibility of sending a letter from the Dean to the student (registered, in the home address) is considered (see attached "Sample" letters).

For the School of Medicine (undergraduate degrees) in more specific: The students with a GPA lower than 2.0 receive a "Letter of Probation" before the beginning of the second academic year of their studies (September). Students who received a "Letter of Probation" and still maintain an unacceptably low GPA will be given only one last opportunity to correct their GPA during the coming semester (Spring). At the end of the Spring semester of their second year of studies,, these students (e.g. those who have already received a letter of warning in the past), and continue to maintain a very low GPA will receive a "Letter of Dismissal", with the option to either change their program of study (e.g. transfer to biology) or to withdraw from the School. Those students who, on the other hand, have not yet received a "Letter of Probation" in the past, but perform unsatisfactorily, will receive a "Letter of Probation" at the end of the Spring semester of their second year of studies, with subsequent consequences should their performance not improve. This option will be provided this one and only time to those students with failures; no other opportunity will be provided to improve "F" grades. Each student will be notified accordingly, depending on their status.

3. The Department of Enrollment:

Each Student Advisor:

- (1) Contacts/communicates with students and ensures that each student is well informed and advised about the University's grading system and the role of GPA ;
- (2) In the case of students not passing a course, the advisor re-registers them to the same course in order to immediately delete the received F, and thus avoid accumulation of F's. This takes places in the exact following semester in case the affected course is a prerequisite to other courses, in order to avoid accumulation of F's;
- (3) Student advisors are in constant communication with the Program Coordinators in order to secure this process.

- Encl.: (1) Sample Letters (Greek and English version)
(2) Sample Letter of Probation (School of Medicine)
(3) Sample Letter of Dismissal (School of Medicine)
(4) Sample Letter for Ph.D. Students (Department of Enrollement)

..... 2020

Προς

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Θέμα: Χαμηλός Μέσος Όρος Βαθμολογίας (G.P.A.)

Αγαπητή/έ.....,

Σε συνέχεια της αναφοράς του/της Προέδρου του Τμήματος και του/της Συντονιστή/τριας του Προγράμματος που παρακολουθείτε κατά το περασμένο ακαδημαϊκό εξάμηνο, παρακαλώ σημειώστε ότι ο μέχρι τώρα μέσος όρος της βαθμολογίας σας (G.P.A.) είναι

Θα ήθελα να σας υπενθυμίσω, επί του προκειμένου, τους κανονισμούς του Πανεπιστημίου μας αναφορικά με τις προϋποθέσεις απόκτησης πτυχίου, οι οποίοι προβλέπουν μέσο όρο βαθμολογίας (G.P.A.) 2.00 και άνω.

Ο/η Πρόεδρος του Τμήματος και ο/η Συντονιστής/τρια του Προγράμματος που παρακολουθείτε μπορούν να σας δώσουν περισσότερες πληροφορίες και σχετική υποστήριξη.

Ελπίζω ότι, κυρίως με την αναβάθμιση των δικών σας προσπαθειών, θα καταστεί δυνατή τόσο μια ποιοτική συνέχιση των σπουδών σας, όσο και η τελική επίτευξη των στόχων σας.

Με εκτίμηση,

.....
Κοσμήτορας,
Σχολή

Κοιν.:

- Συντονιστής/τρια Προγράμματος Σπουδών
- Πρόεδρος Τμήματος

European University Cyprus
6 Diogenous str, 2404 Engomi,
P.O.Box 22006, 1516 Nicosia, Cyprus
Telephone: +35722559514
Fax: +357 22559515

Date XXX

Student's Name: xxxxx
ID: xxxx
Program: Doctor of Medicine, MD

Re: Letter of Probation for G.P.A. of less than 2.0

Dear [Name of Student],

I regret to inform you that, due to your low cumulative Grade Point Average (GPA), you are being placed on academic probation. You will remain on probation and will be subject to dismissal until your cumulative GPA reaches or exceeds 2.00.

Academic Probation status is serious. You must raise your cumulative GPA to 2.00 to return to good standing and to receive your degree. According to European University Cyprus bylaws and the decision outlined by the EUC 48th Senate, students with a GPA lower than 1.7 at the end of their second year (year 2) are subject to dismissal (termination).

The School of Medicine is committed to helping you improve your academic performance so that you can return to good standing and make progress toward your degree. We will provide you with the services and activities to help you achieve academic success. In return, you must commit yourself to work diligently. It is my sincere hope that you will be successful next semester.

Sincerely,

Professor Elizabeth O. Johnson
Acting Dean
School of Medicine
European University Cyprus

CC: Professor Ioannis Patrikios, Chair, Department of Medicine
Professor Loizos Symeou, Vice-Rector of Academic Affairs
Dr. Christos Tsiappas, Director of Enrollment

European University Cyprus
6 Diogenous str, 2404 Engomi,
P.O.Box 22006, 1516 Nicosia, Cyprus
Telephone: +35722559514
Fax: +357 22559515

Date XXX

Student's Name: xxxxx
ID: xxxx
Program: Doctor of Medicine, MD

Re: Letter of Dismissal
Dear [Name of Student],

As you are aware, on [date of probation letter] you were placed on academic probation because your cumulative Grade Point Average (GPA) was below 2.00.

After careful review of your academic performance, the School of Medicine must regrettably inform the Rectorate and Director of Admissions that you have not made satisfactory progress and are recommended for dismissal from the Doctor of Medicine, MD, program.

According to European University Cyprus bylaws and the decision outlined by the EUC 48th Senate, students with a GPA lower than 2.0 will not be eligible for graduation.

While you are being dismissed from the program of Doctor of Medicine, you may wish to explore your options of transferring to another program in Life Sciences, such as Biology, offered by European University Cyprus. We will be happy to assist you in this process. We wish you the best in your future endeavors.

Sincerely,

Professor Elizabeth O. Johnson
Acting Dean
School of Medicine
European University Cyprus

CC: Professor Ioannis Patrikios, Chair, Department of Medicine
Professor Loizos Symeou, Vice-Rector of Academic Affairs
Dr. Christos Tsiappas, Director of Enrollment

..... 2020

Προς

.....

Αγαπητή κα,

Με την παρούσα επιστολή θα ήθελα να σας ενημερώσουμε για τα παρακάτω:

Η διάρκεια των διδακτορικών σπουδών του Πανεπιστημίου είναι 3-6 χρόνια με τη δυνατότητα χορήγησης αναστολής φοίτησης μέχρι και ένα (1) ακαδημαϊκό έτος.

Είστε εγγεγραμμένη στο πρόγραμμα διδακτορικών σπουδών στις από το Φθινοπωρινό Εξάμηνο 201....., και συνεπώς αναμένεται να ολοκληρώσετε τις σπουδές σας μέχρι το τέλος του Εαρινού Εξαμήνου 202..... Αυτό σας δίνει περιθώριο ακόμη τεσσάρων (4) εξαμήνων φοίτησης. Δείτε αναλυτικά τη σχετική αναλυτική σας βαθμολογία στο συνημμένα.

Επιπρόσθετα, θα ήθελα να σημειώσω ότι είστε εγγεγραμμένη στάδιο υποστήριξης πρότασης διατριβής (PHD801) για έξι (6) συνεχή εξάμηνα (από το S20....).

Με βάση τα πιο πάνω δεδομένα, και επειδή μας προβληματίζει η καθυστέρηση που παρατηρείται στην πρόοδό σας στο Πρόγραμμα, σας ενημερώνω ότι για την εντός του εναπομείναντα χρόνου ολοκλήρωση των διδακτορικών σας σπουδών, απομένουν οι εξής επιλογές:

(α) Μέχρι το επίσημο τέλος του τρέχοντος εξαμήνου (Φθινοπωρινό 20...), θα πρέπει να ολοκληρώσετε επιτυχώς το μάθημα PHD801. Στη συνέχεια θα έχετε στη διάθεσή σας ακόμη τρία (3) εξάμηνα για να ολοκληρώσετε το στάδιο συλλογή και ανάλυση δεδομένων (PHD802) και συγγραφή και υποστήριξη διδακτορικής διατριβής (PHD803).

β) Εάν τυχόν δεν ολοκληρώσετε επιτυχώς το μάθημα PHD801 μέχρι το τέλος του Φθινοπωρινού Εξαμήνου 20..., το Πανεπιστήμιο θα προχωρήσει στην καταχώρηση βαθμολογίας F. Θα μπορείτε να επανεγγραφείτε στον ίδιο κωδικό μαθήματος το επόμενο εξάμηνο με επιπρόσθετο κόστος 1.500 ευρώ. Στη συνέχεια θα έχετε ακόμη τρία (3) εξάμηνα για να ολοκληρώσετε τα μαθήματα PHD801, PHD802, PHD803.

Τέλος, σε περίπτωση που τα πιο πάνω δεν μπορούν να εφαρμοστούν, θα σας δοθεί η δυνατότητα, μετά από υποβολή αίτησης στο Τμήμα Εγγραφών και κοινοποίηση στο/την Πρόεδρο του Τμήματος, να επιλέξετε να μετεγγραφείτε από το διδακτορικό στο οποίο φοιτάτε σε ένα μεταπτυχιακό του Ευρωπαϊκού Πανεπιστημίου Κύπρου με αντιστοίχιση μαθημάτων που έχετε ήδη παρακολουθήσει και παρακολουθήσει των μαθημάτων που υπολείπονται.

Βασική επιδίωξη του Πανεπιστημίου είναι η στήριξη των φοιτητών και φοιτητριών μας με απώτερο σκοπό την ακαδημαϊκή τους πρόοδο και επιτυχή αποπεράτωση των σπουδών τους.

Τόσο εγώ, όσο και η επόπτριά σας, ο συντονιστής του διδακτορικού προγράμματος και ο/η Πρόεδρος του Τμήματος παραμένουμε στη διάθεσή σας για οτιδήποτε περαιτέρω.

Χρίστος Τσιάππας

Διευθυντής Τμήματος Εγγραφών

Questionnaire

APPENDIX 2

“STUDENTS’ FEEDBACK ON THEIR LEARNING EXPERIENCE”

(Conventional Programs of Study)

Dear Students,

The main goal of European University Cyprus is to offer quality academic programs tailored to your needs so that we meet all conditions for acquiring the necessary knowledge and skills, as set out in each program. In this context, we ask for your help and cooperation in evaluating your whole experience in relation to the course you are taking during the current academic semester.

Completing this confidential questionnaire is very important as it gathers useful information for the best possible course design and delivery. Of particular value are the comments that you can include at the end of the questionnaire. Therefore, please take a few minutes to answer the open-ended questions in the last section.

It takes no more than 15 minutes to complete the questionnaire.

Thank you for your participation.

Section Q

Please indicate your answer by ticking (√) the relevant box:

Q1: What is the mode with which you attend this course F2020 semester:

1. Fully online
2. Blended (some sessions online and some face-to-face on campus)
3. Fully face-to-face on-campus
4. Mixed modalities according to the COVID-19 conditions (i.e. it started in one way and during the semester it changed)

Thinking of your overall educational experience at European University Cyprus during Fall 2020 Semester:

Q2: How satisfied are you in **general**?

Very Dissatisfied 1	Rather Dissatisfied 2	Neutral 3	Quite Satisfied 4	Very Satisfied 5

Q3: a. To what extent do the following statements apply to you on a scale of 0 to 10 (0= Not at all satisfied at All and 10= Completely Satisfied)? OR tick (√) the last column in case it did not apply to you.

	0 =Not at All Satisfied				10 = Completely Satisfied	I DID NOT NEED TO COMMUNICATE WITH
1. I am satisfied with my communication with the administrative personnel of my School					
2. I am satisfied with my communication with the course coordinator of my program of studies					
3. I am satisfied with my communication with my Student Advisor					
4. I am satisfied with the support that I receive from the MIS department (IT Support) of the University					

b. And to what extent do the following statements apply to you on a scale of 0 to 10 (0= Not at all satisfied and 10= Applies Completely)?

	0 =Not at All Satisfied				10 = Completely Satisfied
5. I am satisfied with the operation of the Blackboard learning platform (for those who had their classes on Blackboard Learn)					
6. I am satisfied with the operation of the Moodle Learning platform (for those who had their classes on Moodle)					
7. I am satisfied with the tools of the Blackboard learning platform (for those who had their classes on Blackboard Learn)					
8. I am satisfied with the tools of the Moodle Learning platform (for those who had their classes on Moodle)					
9. I am satisfied with the teleconferencing system Blackboard Collaborate					

Thinking of this particular course:

Q4: How satisfied are you in relation to **the information** that was provided to you by the University regarding **the mode of delivering of this course** during Fall Semester 2020?

Very Dissatisfied 1	Rather Dissatisfied 2	Neutral 3	Quite Satisfied 4	Very Satisfied 5
------------------------	--------------------------	--------------	----------------------	---------------------

Q5: How satisfied are you in relation to **guidance** provided by your instructor regarding the **delivery of this course** during Fall Semester 2020?

Very Dissatisfied 1	Rather Dissatisfied 2	Neutral 3	Quite Satisfied 4	Very Satisfied 5

Section A. To what extend do the following statements apply to you on a scale of 0 to 10 (0= Does Not Apply at All and 10= Applies Completely)					
	0 =Does Not Apply at All				10 = Applies Completely
1. The instructor clearly explains the course outline at the beginning of the course (e.g. learning outcomes, weekly material, examinations, grading)					
2. The instructor prepares and organizes the class in a way that facilitates learning					
3. The instructor teaches the course material/content in a clear way					
4. The instructor teaches the course in an interesting way					
5. The instructor is prepared for every class					
6. The instructor seems enthusiastic and enjoys teaching this course					
7. The course learning outcomes and objectives (as stated in the course outline) are met					
8. The course reading materials (books, articles, handouts) are useful					
9. The instructor uses a variety of teaching methods (e.g. group discussions, student presentations, case studies, etc.) to support the learning process					
10. The material and means of teaching (e.g. books, lecture notes, PowerPoint, videos, etc.) are suitable, useful, supportive and up-to-date					
11. The instructor often makes use of technology in his/her teaching					
12. The activities I participated in, were suitable in meeting the course objectives					
13. The instructor encourages students to ask questions and participate in discussion					
14. The assignments I completed, were suitable for the course objectives					
15. The instructor is available and willing to support students (e.g. during office hours, via email, etc.)					
16. The instructor keeps control of the class during the teaching session					
17. The assessment of course assignments and activities is conducted by the instructor in an objective manner					
18. The feedback provided by the instructor (e.g. corrections, comments, etc.) is constructive and helps me to improve my learning process					

19. The instructor is on time for the beginning and the ending of the class					
20. I find the Instructor's attitude towards students respectful and polite					
21. I find that the instructor demonstrated professionalism in interactions with me and/ or other students					
22. I find that the instructor shows genuine concern for my learning					
23. I would take classes from this instructor again					
Section B. To what extent do the following statements apply to you on a scale of 0 to 10 (0= Does not Apply at All and 10= Applies Completely)					
	0 =Does Not Apply at All				10 = Applies Completely
1. The course content meets my expectations					
2. The course contributed to the development of my ability to think critically					
3. The course provides guidance on how I can develop professional competencies					
4. The course helped me develop abilities and skills related to my program of study and/or my broader education					
The following two questions should be answered only for the practical/lab courses:					
5. The practical/lab sessions correspond to the theoretical content of the course					
6. Students are often provided with the opportunity to work on practical/lab activities throughout the course					

Section C. Please respond to the following open-ended questions:

1. Write down one or two positive characteristics of the course

2. Suggest one or two changes for the improvement of the specific course

3. Write down one or two positive characteristics of the instructor of this course

4. Suggest one or two ways that the instructor of this course can improve his/her teaching

5. General comments-suggestions-observations (here you can mention anything you consider important about the course that, in your opinion, the questionnaire does not sufficiently cover)

The following two questions must be answered only for courses with practical/lab sessions

6. In your opinion, is the duration of the practical/lab sessions and the number of instructors sufficient/adequate?

7. In your opinion, is the equipment available for the practical/lab sessions sufficient/adequate?

Questionnaire

“Student Feedback on their Learning Experience”

Overview

Evaluation of learning and teaching processes and practices is essential to enable the European University Cyprus (EUC) to continuously improve student learning outcomes and learning experience. EUC has developed a questionnaire titled *Student Feedback on their Learning Experience (SFLE)* as a source of information for receiving feedback by students on their learning experiences, per course and per academic semester. The findings from the analysis of the questionnaire survey are utilized in various ways, including:

- a. the Program Evaluation Review (PER) process of programs of study, which aims at programs’ ongoing monitoring and evaluation. The SFLE findings complement other data sources gathered during the PER process, such as reflective practice, expert/peer review, student assessment results, teaching portfolios, etc. which all provide valuable information in reviewing EUC programs of study evaluation (for more about the PER procedure, please see PER Internal Regulation).
- b. In addition to the use of the *SFLE* findings in the process of changes and development of EUC programs of study, the *SFLE* provides a key component in academic staff professional development leading to enhanced quality of learning and teaching at EUC. More specifically the results from the individual reports are discussed between the Instructors, the Chairperson of the Department and if needed with the Dean of the School in a climate of peer review and if needed support and guidance is provided.
- c. Moreover, *SFLE* findings are used to guide faculty support through the EUC Faculty Professional Development program. More specifically selected results from these evaluations are taken into consideration when new seminars and training sessions are scheduled by the Office of the Vice-Rector of Academic Affairs.

Scope

This procedure applies to all EUC students attending undergraduate and master programs of study (both conventional and distance learning). The procedure provides the basis for the collection and analysis of *Student Feedback on Learning Experience (SFLE)* and reporting these results to Faculty members, Chairs, Deans, the Rectorate Office, and relevant University bodies to enable improvement and amendment of teaching practices.

Strategic View

The University’s strategic teaching goals, as described in the University Strategic Plan, are supported by achievements in academic programs, course design and teaching practices. The *SFLE* process is designed to offer students’ perspective on the way courses are being taught which is an essential element of Quality Assurance processes. As with most university worldwide, students are considered as key stakeholders at EUC.

Quality View

The *SFLE* provides valid, reliable information/data on the impact and resource effectiveness of learning and teaching, as well as on instructor related issues, thus contributing on the continuous improvement of academic programs. In addition, the process's rationale is to provide information/data about learning and teaching experience objectives. The survey questions address not only the course and the instructor, but also the unique features of particular forms of learning and teaching such as: digital enhanced learning, clinical/lab teaching, the use of technology, as well the interaction and communication with all learning services provided by the University.

Management of Information/Data

The design, conduct and reporting of *SFLE* respect the rights, privacy and dignity of those contributing to and assessed by the evaluation. *SFLE* information is available to the Faculty member and to the relevant Dean and Chair of Department and is used internally through PER process and Program Committee.

Student responses are anonymous and confidential.

Frequency

The *SFLE* takes place for limited period (two last weeks prior final exam period) in accordance of the semester's schedule.

Monitoring

The *SFLE* process is monitored by the Office of Vice-Rector of Academic Affairs, which informs the Rectorate Committee, as well as the Internal Quality Committee, to ensure it enhances the quality of learning experience at the University.

Responsibilities

Vice Rector

- The Vice-Rector of Academic Affairs is responsible for the management of *SFLE*.
- Initiates *SFLE* per academic semester.
- Evaluates and monitors the *SFLE* procedure.
- In conjunction with the Internal Quality Committee is responsible for the appropriate design, delivery, evaluation and improvement of the *SFLE* methodology.

Deans of Schools – as per Annex 13 of University Charter

- Determine the appropriate learning and teaching evaluation program for the academic staff and programs.

Chairs of Department - as per Annex 13 of University Charter

- Communicate the outcomes of the *SFLE* to all instructors discuss critical issues.

Program coordinators - as per Annex 13 of university Charter

- Each program coordinator must incorporate and present the *SFLE* results in it's PER report.

Instructors - as per Annex 13 and Appendix F of university Charter

- All instructors are responsible to engage students in filling in the *SFLE*.
- Full time faculty members must include the *SFLE* findings in their promotion applications, as well as in their bi-annual self-performance evaluation and personal development, as per University Charter guidelines.

Students

- Are responsible for providing constructive feedback on the their learning and teaching experience by filling in the *SFLE*.

An example of the data that are reviewed by Departments

F2020

School of Humanities, Social and Education Sciences

Department of Education Sciences

QUESTION	Average score
1. Enrolled students per course (average class size)	16.0
2. Responded to the survey	11.3
1a. Enrolled students (%)	92.89
2a. Responded to the survey (%)	72.45
Q2: How satisfied are you in general? (1-5)	4.06
Q3a.1. I am satisfied with my communication with the administrative personnel of my School (0-10)	7.83
Q3a.2. I am satisfied with my communication with the course coordinator of my program of studies	8.04
Q3a.3. I am satisfied with my communication with my Student Advisor	8.09
Q3a.4. I am satisfied with the support that I receive from the MIS department (IT Support) of the University	7.61
I am satisfied with the operation:	
Q3b.5. of the Blackboard learning platform (for those who had their classes on Blackboard Learn)	7.97
Q3b.6. of the Moodle Learning platform (for those who had their classes on Moodle)	8.46
I am satisfied with the tools:	
Q3b.7. of the Blackboard learning platform (for those who had their classes on Blackboard Learn)	8.04
Q3b.8. of the Moodle Learning platform (for those who had their classes on Moodle)	8.33
Q3b.9. I am satisfied with the teleconferencing system Blackboard Collaborate	8.09
Q4: How satisfied are you in relation to the information that was provided to you by the University regarding the mode of delivering of this course during Fall Semester 2020? (1-5)	4.16
Q5: How satisfied are you in relation to guidance provided by your instructor regarding the delivery of this course during Fall Semester 2020? (1-5)	4.36
Instructor	
1. The instructor clearly explains the course outline at the beginning of the course (e.g. learning outcomes, weekly material, examinations, grading)	8.70
2. The instructor prepares and organizes the class in a way that facilitates learning	8.65
3. The instructor teaches the course material/content in a clear way	8.60

4. The instructor teaches the course in an interesting way	8.44
5. The instructor is prepared for every class	8.98
6. The instructor seems enthusiastic and enjoys teaching this course	8.76
7. The course learning outcomes and objectives (as stated in the course outline) are met	8.71
8. The course reading materials (books, articles, handouts) are useful	8.80
9. The instructor uses a variety of teaching methods (e.g. group discussions, student presentations, case studies, etc.) to support the learning process	8.69
10. The material and means of teaching (e.g. books, lecture notes, PowerPoint, videos, etc.) are suitable, useful, supportive and up-to-date	8.77
11. The instructor often makes use of technology in his/her teaching	8.67
12. The activities I participated in, were suitable in meeting the course objectives	8.66
13. The instructor encourages students to ask questions and participate in discussion	8.96
14. The assignments I completed, were suitable for the course objectives	8.84
15. The instructor is available and willing to support students (e.g. during office hours, via email, etc.)	8.87
16. The instructor keeps control of the class during the teaching session	9.07
17. The assessment of course assignments and activities is conducted by the instructor in an objective manner	8.69
18. The feedback provided by the instructor (e.g. corrections, comments, etc.) is constructive and helps me to improve my learning process	8.65
19. The instructor is on time for the beginning and the ending of the class	9.06
20. I find the Instructor's attitude towards students respectful and polite	9.09
21. I find that the instructor demonstrated professionalism in interactions with me and/ or other students	8.91
22. I find that the instructor shows genuine concern for my learning	8.93
23. I would take classes from this instructor again	8.61
Course	
1. The course content meets my expectations	8.48
2. The course contributed to the development of my ability to think critically	8.49
3. The course provides guidance on how I can develop professional competencies	8.58
4. The course helped me develop abilities and skills related to my program of study and/or my broader education	8.56

5. The practical/lab sessions correspond to the theoretical content of the course	n/a
6. Students are often provided with the opportunity to work on practical/lab activities throughout the course	n/a

Procedures on 'Student Feedback on their Learning Experience'.

Evaluation of learning and teaching processes and practices is essential to enable the European University Cyprus to continuously improve student learning outcomes and learning experience. The University has developed a questionnaire titled *Student Feedback on their Learning Experience (SFLE)* as a source of information for receiving feedback by students on their overall learning experiences, per course and per academic semester. The *SFLE* takes place during the two last weeks prior the final examination period according to the semester's schedule.

The Scope of SFLE: The *SFLE* procedure applies to all EUC students attending undergraduate and master programmes of study (both conventional and distance learning). The procedure provides the basis for the collection and analysis of the *SFLE* data and the reporting of these results to Faculty members themselves, the respective Chairpersons and Deans, and the Rectorate Office, to enable improvement and amendment of teaching practices.

The Strategic View of SFLE: The *SFLE* process is part of the University's Strategic Plan and is designed to offer students' perspective on the way courses are being taught as an essential element of internal quality assurance processes. As with most universities worldwide, at EUC students are considered key stakeholders.

The *SFLE* provides valid, reliable information/data on the impact and resource effectiveness of learning and teaching, as well as on instructor-related issues, thus contributing to the continuous improvement of academic programmes. The survey questions assess not only the course and the instructor, but also the unique features of particular forms of learning and teaching (such as digital enhanced learning, clinical/practical/laboratory teaching methodologies, the use of technology), as well the interaction and communication with all support services provided by the University and the overall EUC culture and structures for supporting students' learning experience.

The findings from the analysis of the questionnaire survey are utilized in various ways, including:

a. the Programme Evaluation Review (PER) process of programmes of study, which aims at programmes' ongoing monitoring and evaluation (*for further information please see Appendix 5; Internal Regulation on EUC's Programme Evaluation Review*). The *SFLE* findings complement other data sources gathered during the PER process, such as programme and Department relevant documents and Minutes, reflective documents, expert/peer reviews, student assessment results, teaching portfolios, etc. which all provide valuable information in reviewing EUC programmes of study.

b. In addition to the use of the *SFLE* findings in the process of changes and development of EUC programmes of study, the *SFLE* provides a key component in academic staff's professional

development leading to enhanced quality of learning and teaching at EUC. More specifically the findings from the individual reports are discussed between the instructors, the Chairperson of the Department and if needed with the Dean of the School in a constructive peer review manner, thus feedback, support and guidance are provided to the involved instructors. It must be noted here that the contract renewal of part-time academic staff each semester takes into serious consideration students' feedback by the *SFLE*. In this way, there is a continuous improvement of teaching quality in the Department.

c. Moreover, *SFLE* findings are used to guide faculty support through the EUC Faculty Professional Development programme. More specifically selected findings from the *SFLE* findings are taken into consideration when new seminars and training sessions are scheduled by the Office of the Vice-Rector of Academic Affairs, as well during the planning of in-School/Department academic staff professional development activities.

The Management of Information/Data of SFLE: The design, conduct and reporting of *SFLE* respect the rights, privacy and confidentiality of all parties involved. Student responses are anonymous.

The Monitoring of SFLE: The *SFLE* process is monitored by the Office of Vice-Rector of Academic Affairs, which informs the Rectorate Committee, as well as the University's Internal Quality Committee, to ensure it enhances the quality of learning experience and culture at the University.

Responsibilities of stakeholders involved in the implementation of SFLE:

- a. The Office of the Vice-Rector of Academic Affairs is responsible for the management of *SFLE*.
- b. The Dean of each School and the Chairpersons of each School's Departments communicate the outcomes of the *SFLE* to all instructors and discuss with them critical issues concerning overall findings.
- c. Each programme coordinator incorporates and presents the *SFLE* results in each programme's PER report.
- d. All instructors are responsible for engaging students in filling in the *SFLE*. Additionally, full-time faculty members include the *SFLE* findings in their promotion applications, as well as in their bi-annual self-performance evaluation, as per University Charter guidelines.
- e. Students are responsible for providing their feedback on their learning experience for each course they attend by participating in the *SFLE* process.

Erasmus Policy Statement

International engagement is a key educational strategy for improving the quality of teaching and research at European University Cyprus (EUC), in turn enhancing the University's overall reputation.

Following its award of University status in 2007, EUC has advanced to become one of the leading universities in Cyprus and has developed a network of international partnerships/networks with EU and non-EU states. EUC is a comprehensive University, which comprises five Schools (Medicine, Sciences, Law, Business Administration and Humanities, Social and Education Sciences) and a Distance Education Unit. EUC has one of the three Schools of Medicine and the only program in Dentistry on the island. Research activity at the University has increased by a factor of around 10 in the last decade, as measured by publications in peer-reviewed journals and external research funding. The University hosts the only Microsoft Innovation Center in Cyprus, one of 110 in the world. EUC is also one of around 500 organizations in Europe which have been awarded the EU 'HR Excellence in Research' badge.

The Partnerships and Networks of the University have been chosen on the basis of:

- a. Proven innovative capacity,
- b. Confirmed efficacy of knowledge and experience,
- c. Demonstrated commitment to 'quality service' for students and society,
- d. The significant competence and skills they bring to the overall workforce,
- e. Pursuit of excellence, in line with its academic mission and strategic priorities.

The University has developed a Strategic Plan, following consultations with academic staff, students, the senior management team and members of the University Council. Based on the founding principle of being an open university, EUC promotes internationalization in accordance with its distinctive qualities.

Moreover, EUC has entered into international cooperation agreements with the EU, Mediterranean, Pacific Rim and Eurasia regions that are at the forefront of Cyprus' international strategy. Meanwhile, EUC promotes internationalization within local communities by taking advantage of the state's geographical location in the Eastern Mediterranean. The Office of the Vice Rector of Research and External Affairs, in close cooperation with the Committee on International Relations, Programs and Mobility which includes representatives from all Schools of the University and key Administrative Departments, drives EUC's internationalization strategy, fostering network memberships and partnerships and promoting international mobility for students and staff. More specifically, part of the EUC's Internationalization Strategy is to offer its staff and students a strong platform for international recognition, research collaboration and joint transdisciplinary programs, workshops and student opportunities in Europe and the rest of the world. It does this through membership/partnership with principal institutions, which, consequently, have an immense range of target groups.

The EUC internationalization strategy identifies seven key drivers for the institution to continue to be amongst the leading universities of the region:

1. Embed internationalization into EUC core activities,
2. Attract the best students, academics and researchers through sustainable recruitment processes,
3. Develop new forms of cross-border synergy,
4. Increase and sustain high quality strategic academic and professional partnerships/networks,
5. Build learning and teaching mobility more systematically into curricula,
6. Continue to internationalize the curriculum,
7. Cultivate our international alumni to develop a strong network of EUC graduates around the world, contributing to and benefitting from their close connection with our university.

There is currently a remarkable diversity of international partnerships in place across the University. The aim is to develop at least three prominent international partnerships per year. These will be expanded at a number of educational levels and will combine research, learning and teaching.

As the global research and innovation scene is changing rapidly, EUC has adopted a strategy aiming at:

- a. Building and promoting a knowledge triangle (education, research and society/business),
- b. Efficient mechanisms for supporting excellence.

Synergy with EU and non-EU countries is accomplished through a number of major university memoranda. Special weight is given to joint activities, which are important for the development of new programs, particularly at graduate level. Many bilateral and multilateral projects, including EU funded projects, identify EUC as an internationally acclaimed institution both in teaching and research. EUC has participated in more than 250 projects in recent years, funded by a number of national, EU and international programs and organizations. Current sources of funding include Horizon 2020,

Erasmus+, Directorates General of the European Commission, the European Space Agency, the Cyprus Research and Innovation Foundation, and other governmental bodies.

Whilst working to promote teaching and training, the EUC strategy for the organization and implementation of international projects focuses on:

1. A cooperation model for development, which aims to meet regional needs.
2. An educational strategy generated by the academic community to meet the needs of EU and non-EU institutions.
3. Training for lecturers and professionals from EU and non-EU countries.
4. Carrying out cutting-edge joint teaching programs with organizations, research groups and researchers.

The EUC strategy places exceptional emphasis on promoting the development of joint interdisciplinary programs. EUC maintains excellent relations with domestic and international academic institutions and has established regular cooperative mechanisms for personnel exchanges and/or running joint projects that perform innovative education activities. The faculty members have accumulated rich international experience by paying visits to, or teaching in, foreign universities, teaching in joint programs and participating in international conferences. In addition, every year EUC sends an increasing number of undergraduate and graduate students abroad. A vast number of distinguished scholars, domestically and internationally, serve as honorary, visiting or guest professors at EUC.

Under the internationalization strategy and, primarily, within the “EU Modernization Agenda for Higher Education”, EUC energetically pursues major multilateral projects through mobility and cross-border synergies. As synergies bring excellence, they also link research, teaching and learning programs with business. Meanwhile, they provide staff and students with opportunities for a dynamic contribution in multidisciplinary projects both at regional and international level. Consequently EUC, by adopting the priorities of the “Modernization Agenda”, has a strong regional and international impact on the networks/partnership programs offered in all disciplines.

This successful cross-organizational synergy has been realized through, inter alia:

- a. Incentives for multidisciplinary, and
- b. Reduction of regulatory and administrative barriers to affiliations between EUC and public-private stakeholders.

However, more is needed to maximize the contribution of Europe's higher education systems to innovative, sustainable and inclusive growth, and modernization of their policy objectives is therefore needed. Thus, EUC has adopted the five priorities of the “Modernization Agenda” so as to remain an attractive institution and partner of choice.

Additionally, EUC governance fosters efficient and up to date methods of management, based on an accurate appraisal of the educational environment in which universities operate, in Cyprus and abroad. In addition to the expected impact, we intend to continuously accomplish positive transformation as a result of the “Modernization Agenda”:

1. In strengthening quality through mobility and cross-border actions, some matters are prioritized, whilst others occur organically,
2. The systems by which Departments and Schools accomplish specific goals differ noticeably. Some aspects, for instance, of the “Modernization Agenda” seem simpler than others. Frequently, when procedures are examined in isolation, they appear to be the logical way to accomplish the priorities, but complexities emerge from the interactions between the actors. Some of these interactions hide divergences in the priorities of different actors,
3. One essential reason that the knowledge triangle is of pressing concern is the perpetuation of a severe economic crisis. Despite the fact that the triangle promises many benefits for improving quality and efficiency, its strategic execution can be very convoluted, particularly for business actors, due to problems of cost.

EUC will continue to expand and enhance priorities within the “Modernization Agenda” to further:

- a. Advance and improve international exchange and cooperative arrangements,
- b. Promote internationalization in parallel with the ‘knowledge triangle’
- c. Carry out cutting-edge joint research with EU and non-EU organizations, groups and researchers,
- d. Accept first-class students and faculty,
- e. Integrate international perspectives into all study and research programs and administrative support matters.



INTERNAL REGULATION ON

EUC's PROGRAM EVALUATION REVIEW (P.E.R.) PROCEDURES AND TEMPLATE

62nd Senate Decision: 28 January 2019

Program Evaluation Review (PER) Procedures

1. Rationale and Scope

The Program Evaluation Review (PER) encourages excellence in academic programs by aligning teaching and learning, curriculum, and other academic processes and activities with the mission of individual programs. The process is an essential part of EUC's continued effort to ensure that its mission is met through the delivery of its programs, that EUC programs of study comply, on institutional level, with Standards and Guidelines in the European Higher Education Area, and that EUC programs' structure, content and delivery mode meet stakeholders expectations and needs.

More specifically, the PER's goal is to provide a framework for developing, implementing, and maintaining an ongoing effective program evaluation review process that will:

- Result in the improvement of the program experience of students;
- Follow the standards of the EUC policies and align to accreditation bodies' decisions (e.g. CY.Q.A.A. The Cyprus Agency of Quality Assurance and Accreditation in Higher Education/ΔΙ.Π.Α.Ε. Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης);
- Assess the quality and enhance the overall effectiveness of the Programs, Departments, Schools and University as a whole;
- Identify the strengths and weaknesses in each program under evaluation review and offer opportunities for improvement;
- Establish program action plans and strategies for continuous and ongoing improvement;
- Utilize the information collected through the PER process to better plan and set priorities at the University level.

2. Sources of Information

The aim of every program is to satisfy the needs and expectations of its stakeholders. As a result, continuous monitoring of needs and expectations is essential. The table below shows the way by which the PER process monitors and collects information from the program stakeholders.

STAKEHOLDER	SOURCES OF INFORMATION	DOCUMENTATION
Students	Course Evaluation Questionnaires	Full report of questionnaires output shall be available at the end of each semester
	Program Committee	Students' representation in the Program Committee. Minutes of meetings
Alumni	Alumni Questionnaires (e.g. Έρευνα Αποφοίτων)	Full report of questionnaires output should be available
	Advisory Board	Alumni representation on the Advisory Board. Minutes of meetings.
	Graduate Employment Reports	Reports
Faculty Members	Program Committee	All faculty members teaching in the program are members of the Committee. Minutes of meetings
		Students' representatives in the Committee. Minutes of meetings
Professionals – Industrialists	Advisory Board	Professional Bodies, Industrialists representation on the Advisory Board. Minutes of meetings
	National & International Professional Bodies Curriculum Guidelines	Established guidelines
	National & International Legislative Directives on Program Curricula	Directives on program curricula
University Management	University Strategic Plan	University strategic plan document
	School/Departmental Strategic Plan	School/Dept. Strategic Plan.
Other		

In order to facilitate the collection of information from the stakeholders and the development of the PER report, the following Committees/Bodies need to be in place (additional to those described in the EUC Charter):

(a) Program Committee:

The School Council appoints a Program Committee (as *EUC Charter: Annex 12, Article VII, Section 2,*) that monitors the academic and other issues of each program. The Program

Committee can appoint sub-committee(s) to handle specific thematic areas and/or collect information.

(i) Terms of reference: The Program Committee shall report to the Department and/or School Council accordingly. For the purposes of the PER procedure the Committee meets at least once per semester. It shall have the following specific responsibilities:

- To oversee and monitor the implementation of the Senate policies and guidelines;
- To monitor curriculum development, delivery and assessment; and make recommendations to the School Council for proposed changes in regulations through the development of the PER report;
- To monitor students' admission and progress;
- To monitor the career path of the Alumni and maintain strong ties between the Alumni and the University;
- To receive and consider the minutes of meetings of the Sub-Committee for the program;
- To receive and consider the summary results of students evaluation questionnaires, as available;
- To provide a forum for discussion of general matters relating to the program;
- To submit the PER report of the program to the Department and School Council through the program coordinator.

The Program Committee Chair comprises the following members:

- The Program Coordinator (*as EUC Charter: Annex 12, Appendix B*);
- The Program's full time teaching personnel, plus selective part time teaching personnel, if necessary;
- Representative of the Administration personnel according to the specific administrative needs, if required;
- Student representatives.

(b) School or Department or Program Advisory Board:

Each program sets up an Advisory Board with the following broad terms of reference and membership.

(a) Terms of reference: The aim of the Advisory Board is to support the Undergraduate and Postgraduate Programs of each Department and School of the European University Cyprus through an independent evaluation of its activities, feedback and constructive criticism. Overall, the Advisory Board will review and contribute in several areas, including the following:

1. Improvement(s) on academic teaching;
2. Evaluation and provision of suggestions regarding the Undergraduate and Postgraduate Programs of the Department and School structure and content; thus providing students with an enhanced learning experience and a high quality educational program;
3. Proposition of courses that link the Department's/School's programs with the needs of the local and global industries, promote internationalization, academic and professional qualification and foremost employability of graduates;

4. Develop mutually beneficial relationships between the faculty, the industry, stakeholders and authorities, aiming to facilitate constructive exchange of ideas, as well as strengthen the links between them;
5. Contribution of unique and innovative ideas for research and its implementation;
6. Promotion of the faculty's work profile outside the University.

(b) Membership: C/o School and Departments.

(c) Expert Review Panel (ERP):

The PER process refers to the evaluation of the report by an Experts' panel with the following terms of reference and membership:

(i) Membership

The Program Review Panel comprises of academic and subject experts, namely:

- Two External Faculty members who are experts on the program thematic areas.

The Program Coordinator (on behalf of the Program Committee) appoints the two external experts.

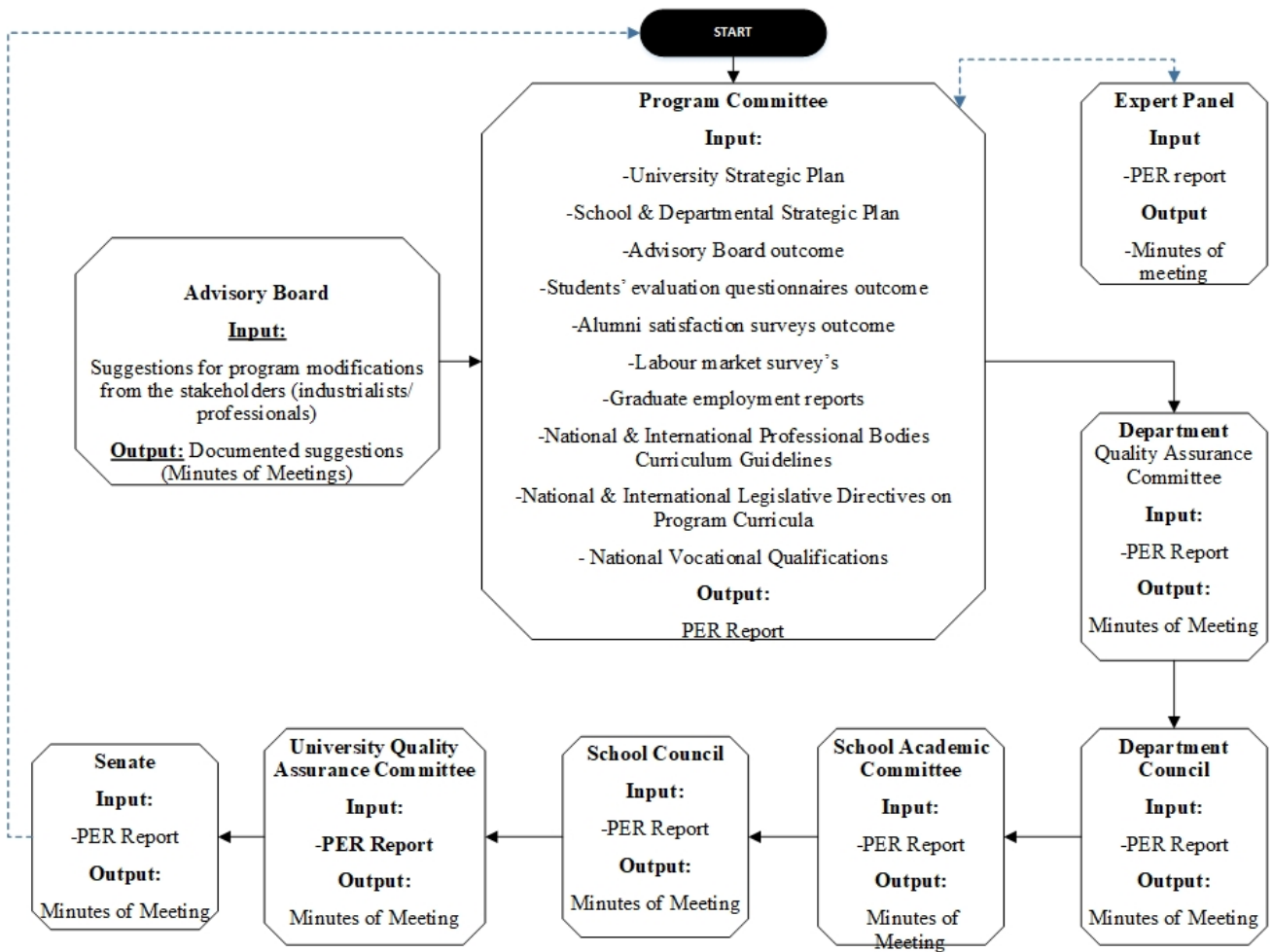
(ii) Terms of reference

The Expert Review Panel provides a written review report by commenting and evaluating the findings and implementation plan presented in the PER, as well as by providing relevant recommendations. The role of the Expert Review Panel is to provide feedback only on the academic elements of the Program Evaluation Review. Decisions about the viability and other aspects of the program remain within the remit of the School and University.

3. The PER Process

The PER process to be followed is illustrated in the diagram below. The PER process is a continuous process. It is expected that each Department implements the PER procedure and prepares the PER report (see Template attached) every five (5) years. The Program Committee can initiate a PER procedure at any time within the five year period suggesting documented program changes.

Diagram: PER Procedure



4. Timeframe

Program Evaluation Review is a continuous process. It is expected that every program should complete a PER process every five (5) years. However, the Program Committee is not restricted with regards to the exact time, as it can initiate a PER report at any time within the five year period suggesting documented program changes.

Schools with a program to be reviewed for the 5 years PER process will be notified by the Office of the Vice-Rector of Academic Affairs **in early July**. Since the review process is an ongoing process, the School shall follow all procedures so that the report with the associated documentation is approved by the Senate in its first meeting of the following calendar year.

Program Evaluation Review (PER) Template

“Program Title”

**School of X
Department of X**

Last Review Date: DD/MM/YY

1. Background/Contextual Information

Briefly describe the **status** of the Program in review (provide **headline** information in terms of student numbers, profiles and accreditations). Focus on any significant developments since the last program review.

Briefly present the actions taken since the **last Program Review**, and the progress of the suggested Program Action Plan (if any).

(Provide references wherever this is applicable / appropriate, see Section)

2. PER methodology

Briefly describe the **methodology** used for the implementation of this review. Refer to how this review is related to the overall University's QA process.

(Provide references wherever this is applicable/appropriate, see Section ...)

3. PER Data Sets & Other Sources of Information

List the **data sets** and **other sources of information**, which were used for the implementation of this review. Provide as appendix all the documentation.

4. Curriculum Structure, Objectives, and Learning Outcomes

Briefly describe and review the **general structure/content** and **rationale** of the Program Curriculum in Review. Possible review tasks, which may be undertaken, are the following:

- Review the relevance and adequacy of the **current Objectives / Learning Outcomes** of the Program in review in relation to the latest research, professional and technological developments (wherever applicable).
- Review how the Curriculum structure and content **satisfies the current Objectives and Learning Outcomes** of the Program in review (cross-reference matrices of 'Courses vs Learning Outcomes' can be designed / used for this purpose).
- Review how the Curriculum's structure / learning outcomes **satisfy the requirements of international standards and professional organisations, as well as any legislative requirements** (if applicable).
- Review how the Curriculum structure / learning outcomes **address stakeholders'** (students, alumni, professionals) **considerations and expectations**.

Feel free to implement any additional / alternative review task you consider appropriate for the Program in review.

(Provide references this is applicable / appropriate, see Section 2)

5. Teaching and Learning

Briefly describe and review the **teaching and learning methods, teaching and learning materials, academic personnel, resources, and academic support**, which are provided for the Program in review. Possible review tasks, which may be undertaken, are the following:

- Review the relevance and adequacy of the **current teaching, learning, and assessment methods followed**, in relation to international standards, stakeholders' feedback, and current educational trends.
- Review the adequacy of the **Program's current academic personnel** in relation to the teaching and learning needs of the Program Curriculum, international standards, stakeholders' feedback, School and University Strategy, and requirements from professional bodies.
- Review the relevance and adequacy of the Program's current teaching **resources and academic support** in relation to international standards, stakeholders' feedback, and current educational trends.

Feel free to implement any additional / alternative review task you might feel is appropriate for the Program in review.

(Provide references wherever this is applicable / appropriate, see Section 2)

6. Sustainability

Briefly describe and review the **Sustainability** aspects of the Program in review. Possible review tasks, which may be undertaken, are the following:

- Review the **student recruitment / retention policy**, which is followed for the Program in review, in relation to the latest enrolment, retention, and marketing data.
- Review the **employability dimension** of the Program in review, in relation to the latest alumni satisfaction and graduate employment reports, and in relation to the feedback provided by industrial stakeholders.
- Review how the Program in review fits and contributes to the satisfaction of **the School's and University's long-term strategic plans**.
- Review how the Program in review addresses the latest **national and international professional needs and trends**.

Feel free to implement any additional / alternative review task you consider as appropriate for the Program in review.

(Provide references wherever this is applicable / appropriate, see Section 2)

7. SWOT Analysis

Based on your review, please provide a Strengths/Weaknesses/Opportunity/ Threats Analysis for the Program in Review:

Strengths 1. Strength x 2. Strength y	Weaknesses 1. Weakness x 2. Weakness y
Opportunities 1. Opportunity x 2. Opportunity y	Threats 1. Threat x 2. Threat y

8. Proposed Program Modifications

Identify the proposed program modifications by providing the necessary documentation on the following areas:

I. Program modifications:

- (a) Title
- (b) Aim and Objectives
- (c) Learning Outcome(s)
- (d) Curriculum/Program structure
- (e) Entry requirements/criteria

II. Course(s) modifications

- (a) Title
- (b) Aim and Objectives
- (c) Learning Outcomes
- (d) Course Content
- (e) Teaching Methodology
- (f) Assessment Methods
- (g) Recommended Textbook(s)
- (h) Other (ECTS, hours, etc.)

III. Program quality control mechanisms

IV. Other (Specify)

9. Implementation Plan

Describe the proposed action plan for the proposed modifications/changes in a timetable or Gantt Chart.

Major Computer Engineering courses where group work as has been added:

Code	Title	ECTS
ECE105	Problem-Solving Fundamentals & Measurements	6
ECE200	Digital Systems I	6
ECE205	Circuits & Electronics I	6
ECE210	Computer Organization & Architecture	6
ECE220	Circuits & Electronics II & Laboratory	12
ECE230	Signals & Systems Theory	6
ECE300	Digital Systems II & Laboratory	12
ECE305	Advanced Computer Organization and Architecture	6
ECE310	Embedded Systems & Laboratory	12
ECE405	Wireless & Mobile Networks	6

Computer Engineering Major Electives

Code	Title	ECTS
ECE361	Network Fundamentals	6
ECE362	Routing & Switching	6
ECE425	Digital Signal Processing	6
ECE430	Parallel & Distributed Computing	6
ECE450	Contemporary Topics	6

Πρόγραμμα Επαγγελματικής Ανάπτυξης Φθινόπωρο 2022

No.	Faculty Development Seminar Topic (F2020 Series)	Date	Offered by
1	EUC LMS Platforms: Creating and managing Moodle Courses	22.9.2020	Militades Hadjioannou, MIS
	EUC LMS Platforms: Creating and managing Blackboard Courses	23.9.20	Militades Hadjioannou, MIS
2	Welcome All New Academic Staff Meetings	25.9.2020	Professor Loizos Symeou, Vice Rector of Academic Affairs
3	Preparing for your Courses and your Course Outline	25.9.2020	Professor Loizos Symeou, Vice Rector of Academic Affairs
4	Pedagogical Approaches to Online Teaching and Learning	25.9.2020	Dr. Loucas Louca, Department of Education Sciences
5	Designing an online course: Tools and practices	20.10.2020	Professor Maria Meletiou, Dr. Maria Papazachariou, Dr. Philippe Jogleux, Dr. Lycourgos Hadjiphanis, Dr. Andreas Avgerinos, EUC academic staff
6	Inclusive Education in the Context of Higher Education and supporting services	27.11.2020	Dr Katerina Mavrou and Dr. Maria Tsakiri, Department of Education Sciences/ Dr. Panagiotis Parpottas & staff of CSSEN Ms Yianna Christofi and Ms Ioanna Ioannou
7	Assessment in online teaching	16.12.2020	Professor Loizos Symeou, Professor

			Marios Vryonides and Dr. Eleni Theodorou, Department of Education Sciences
8	Framework of implementation exams in online teaching (F2020)	29.10.2020	Dr. Loucas Louca, Department of Education Sciences & Mliatiades Hadjioannou, MIS
9	The implementation of the HyFlex Course Model delivery: The Docking Station	14-25.9.2020	Mliatiades Hadjioannou, MIS
10	The EUC Distance Learning Fundamental Principles, Pedagogical Model and Infrastructure	28.9.2020	Dr Paraskevi Chatzipanagiotou, Director of DEU
11	Design and delivery of a distance learning course, the educational material and the digital transformation of the educational material, e-assessment and feedback in distance learning	29.10.2020	Dr. Ioanna Vekyri, Scientific Collaborator, Department of Education Sciences

Πρόγραμμα Επαγγελματικής Ανάπτυξης Άνοιξη 2021

No.	Faculty Development Seminar Topic (S2021 Series)	Date	Offered by
1	Interactive activities in online and distance education teaching and learning	3.2.2021	Distance Education Unit
2	Research Ethics	17.3.21	Professor Constantinos Phellas, Chairman of the Cyprus National Bioethics Committee & Professor A. Efstathiou Vice Rector of External Affairs and Research,
3	Personal data management in Research	12.4.21	Mr. Alexandros Schizas, University Data Protection Officer
4	Internationalization in Higher Education	12.5.21	Professor A. Efstathiou, Vice Rector of Research and External Affairs & Ms Efi Michael, Erasmus Advisor
5	Introduction to Open Science: Fundamental concepts, Importance, Incentives, and Barriers to the Open Science Movement	9.6.2021	Discussant: Professor Maria Meletiou Mavrotheris & Dr. Christos Dimopoulos, EUC

			Facilitator: Professor Andreas Efstathiou, Vice Rector of Research and External Affairs.
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