

Organizational Guide for the Quality Assurance Department

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Overview

The Quality Assurance Department at Lusail University was one of the first departments to be established and has been closely associated with the establishment and development of the University. In light of the growing openness in higher education and the intense competition among higher education institutions, Lusail University has been committed to building on a solid foundation based on adherence to international and local quality assurance standards, including the National Qualifications Framework, the standards for licensing and accreditation of higher education institutions, the standards for licensing academic programs in the State of Qatar, and the Qatar National Vision 2030..

Definitions

For the purposes of applying this Guide, the following terms shall have the meanings assigned to them:

1. University: Lusail University.
2. University President: The President of Lusail University.
3. Vice President: The Vice President of Lusail University.
4. Department: The Quality Assurance Department at Lusail University.
5. Council: The University Council.
6. Curriculum and Quality Committee: The Curriculum and Quality Committee at Lusail University.
7. Quality Units: The Assessment and Measurement Section and the Accreditation Section..

Institutional Context

Vision

To achieve excellence in quality, planning, and performance improvement.

Mission

To contribute to the development and assurance of academic and institutional performance at Lusail University in accordance with the latest local, regional, and international quality assurance and accreditation standards.

Values and Principles

1. Professionalism, Fairness, and Transparency: Conducting all activities and programs with academic professionalism while ensuring fairness and transparency.
2. Strategic Partnerships and Collaboration: Establishing smart partnerships and fostering collaboration with stakeholders within and outside the University.
3. Renewal, Creativity, and Innovation: Supporting renewal, creativity, and innovation.

Goals

To formulate the general quality policy and develop quality-related programs and procedures for Lusail University, its colleges, departments, and various administrative units, and to monitor, evaluate, and continuously improve their implementation.

Objectives

To promote a culture of quality and accreditation throughout the Lusail University community, including faculty members, staff, and students.

1. To approve and monitor academic and administrative performance standards and indicators across all University units.
2. To evaluate performance in accordance with quality assurance and accreditation indicators for the University's academic and administrative units.
3. To provide support and advice to the University's various units on matters related to quality assurance and academic accreditation.
4. To organize University activities related to the development and implementation of assessment, accreditation, and quality assurance plans.
5. To establish quality assurance and accreditation teams and committees and monitor their activities.
6. To establish academic and professional relationships with distinguished universities and institutions in the fields of quality assurance and accreditation.

7. To enhance efforts to improve the University's academic and professional rankings.
8. To develop distinguished expertise in quality assurance, assessment, and accreditation.
9. To develop and implement awards programs for creativity and excellence in academic and professional performance.
10. To enhance the satisfaction of stakeholders, including students, parents, and employers, and communicate the results to all relevant University units..

Functions and Responsibilities

1. To promote a culture of quality assurance and accreditation.
2. To participate in the development of the University's Strategic Plan and monitor and evaluate its implementation.
3. To establish quality assurance systems and design and develop standards, specifications, and procedures for all University activities.
4. To develop measurable self-assessment standards that take into account national, regional, and international standards for the quality of higher education institutions.
5. To establish quality assurance units in the University's colleges, centers, and various administrative units; supervise and coordinate their activities; and provide them with technical support.
6. To oversee institutional and/or programmatic self-assessment processes and procedures for the University, its components, and its various academic programs.
7. To provide University decision-makers with appropriate information and advice to support continuous improvement processes.
8. To prepare the University, including all its components and activities, for internal and external assessment and accreditation at both institutional and programmatic levels.

9. To contribute to the establishment of databases on the University's workforce, activities, and programs to facilitate and accelerate decision-making and contribute to improving performance.
10. To design, implement, and evaluate professional development programs aimed at enhancing the performance and professional and functional capabilities of university personnel.
11. To contribute to the establishment of awards for creativity and excellence.

Strategies and Tools

To enable the Department to fulfill its mission and achieve its objectives, its strategy is based on ensuring quality and continuously improving performance across all University structures and activities, within the framework of the University's strategy and through strategic partnerships with relevant stakeholders. This will be achieved through the following:

1. Creating a supportive work environment prior to the implementation of the strategy by promoting a culture of planning, assessment, quality assurance, and performance development, and fostering positive attitudes toward these practices among all University personnel.
2. Establishing effective strategic partnerships with relevant entities, stakeholders, and beneficiaries associated with the Department's activities at the local, regional, and international levels.
3. Developing research-based systems and mechanisms to gather the views of beneficiaries and stakeholders, measure their satisfaction with the University's outputs, and identify their interests and expectations.
4. Participating in the formulation of the University's Strategic Plan and in the preparation of its implementation and operational plans in accordance with sound scientific planning methodologies.

5. Designing and developing capacity-building programs to strengthen the institutional and human capacities of the University and enhance their efficiency and effectiveness.
6. Highlighting outstanding activities and achievements in the academic, research, and community service fields to showcase and promote best creative practices within the University

Organizational Structure and Job Descriptions

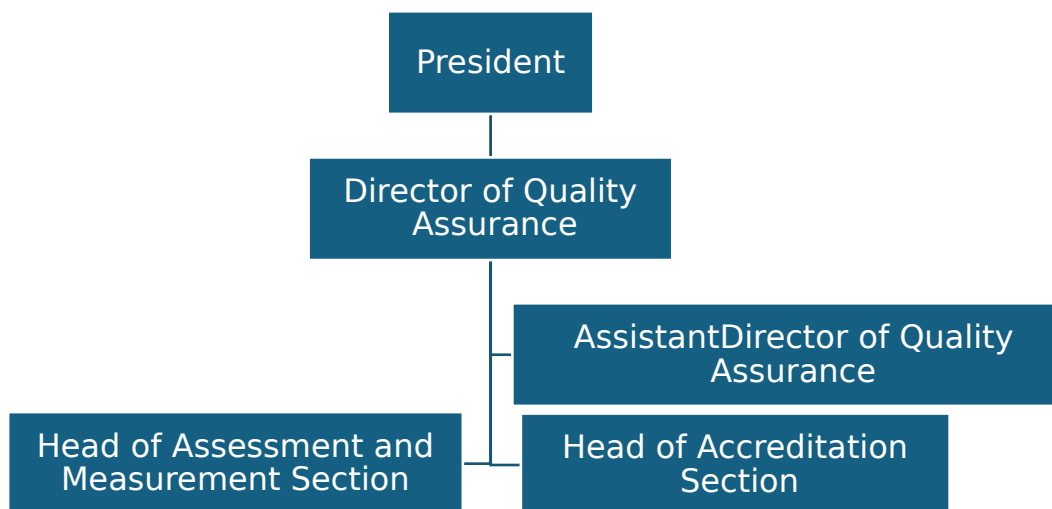


Figure 1: Organizational Structure and Job Descriptions

Director of Quality Assurance

The Director of Quality Assurance is appointed by the University President and serves as the primary official responsible for managing and assuring the quality of academic and administrative activities at Lusail University. The Director's duties include the following:

1. Developing and Implementing Quality Policies: Developing policies and procedures to ensure compliance with academic and administrative quality standards.
2. Monitoring Performance: Monitoring and evaluating academic and administrative performance to ensure compliance with established quality standards.

3. Preparing Reports: Preparing periodic reports on the University's quality performance and submitting them to senior management.
4. Training and Development: Organizing training programs to enhance the quality-related skills and competencies of faculty and staff.
5. Managing Internal Audit Processes: Supervising internal audit processes to ensure compliance with established standards, policies, and procedures.
6. Communicating with External Entities: Coordinating with accreditation and quality assurance bodies to ensure compliance with academic accreditation requirements.
7. Data Analysis: Collecting and analyzing data related to performance quality and using the findings to improve processes and performance.
8. Periodic Monitoring of Reports and Statistics: Regularly reviewing monthly reports and statistical data.
9. Annual Quality Assessment: Conducting an annual assessment of the University's overall quality performance.
10. Problem Management and Resolution: Receiving, analyzing, and addressing problems and providing appropriate solutions.
11. Community Engagement: Contributing to community service activities in accordance with the regulations and instructions of Lusail University.
12. Other Duties: Performing any other duties assigned by the direct supervisor

Assistant Director of Quality Assurance

The Assistant Director of the Quality Assurance Department is responsible for supporting the Director of Quality Assurance in developing and implementing quality strategies. The Assistant Director also assumes the duties and responsibilities of the Director in their absence. The responsibilities include:

1. Directly supervising the work of the departments.

2. Analyzing performance reports and ensuring compliance with applicable standards.
3. Training and developing staff and addressing work-related challenges and problems.
4. Assisting in developing the general framework and implementation plan for Quality Assurance activities.
5. Supervising the implementation of approved plans and timelines for the Department.
6. Coordinating audit processes and preparing reports for senior management, with a focus on continuous improvement, stakeholder satisfaction, and institutional excellence.
7. Preparing and submitting detailed reports on Quality Assurance performance to the Director of Quality Assurance and senior management.
8. Preparing and reviewing self-study reports and annual reports of the Quality Assurance Department.
9. Identifying the training needs of faculty members and administrative staff and proposing appropriate training programs.
10. Organizing and coordinating meetings of the Curriculum and Quality Committee and other committees related to Quality Assurance; documenting minutes and following up on recommendations and outcomes.
11. Maintaining Quality Assurance records and reports and ensuring their accuracy, reliability, and credibility.
12. Facilitating the collection of the data and documentation required for Quality Assurance activities.

Head of the Assessment and Measurement Section

The Head of the Assessment and Measurement Section is responsible for leading and directing the activities of the University's Assessment and Measurement Section. The responsibilities include:

1. **Developing Measurement Tools:** Developing measurement tools to assess various aspects of academic activities, including examinations and surveys.
2. **Measuring Student Satisfaction:** Assessing students' satisfaction with academic programs, field training, courses, faculty members, and related university services.
3. **Measuring Faculty Satisfaction:** Assessing faculty members' satisfaction with the university services provided to them.
4. **Measuring Staff Satisfaction:** Assessing employees' satisfaction with the university services provided to them.
5. **Measuring Stakeholder Satisfaction:** Assessing stakeholders' satisfaction with program outcomes and the performance and competencies of trainees and graduates.
6. **Organizing Training Programs:** Organizing workshops and training programs related to academic assessment tools and their application.
7. **Preparing Reports:** Preparing periodic reports on assessment and measurement results, institutional effectiveness, and institutional performance, and submitting them to senior management to support appropriate decision-making.
8. **Implementing Benchmarking:** Activating and utilizing benchmarking practices to improve academic and administrative performance.
9. **Applying Key Performance Indicators:** Implementing the performance indicators established under the University's Quality Assurance Management System at the institutional level and encouraging Quality Units in colleges to implement and monitor these indicators.
10. Contributing to community service in accordance with the regulations and instructions of Lusail University.
11. Performing any other duties assigned by the immediate supervisor.

The Head of the Accreditation Section is responsible for leading and coordinating efforts to obtain institutional and programmatic accreditation and ensuring compliance with national and international accreditation standards. The responsibilities include:

1. **Developing and Implementing Accreditation Policies:** Developing policies and procedures that ensure compliance with academic accreditation standards.
2. **Monitoring Performance:** Monitoring and evaluating academic and administrative performance to ensure compliance with accreditation standards.
3. **Preparing Reports:** Preparing periodic reports on the University's quality and accreditation status and submitting them to senior management.
4. **Training and Development:** Organizing training programs to enhance the skills of employees and faculty members in the areas of accreditation and quality assurance.
5. **Managing Internal Audit Processes:** Supervising internal audit processes to ensure compliance with applicable standards and procedures.
6. **Communicating with External Bodies:** Coordinating with accreditation and quality assurance agencies to ensure fulfillment of academic accreditation requirements.
7. **Data Analysis:** Collecting and analyzing data related to quality performance and utilizing the results to improve processes.
8. Contributing to community service in accordance with the regulations and instructions of Lusail University.
9. Performing any other duties assigned by the immediate supervisor..

Quality Assurance Framework

In most higher education systems, prospective students, parents, and employers require clear and reliable information about the academic programs offered by universities, as well as the qualifications and experience of faculty members. In addition,

greater transparency is required regarding the standards and levels of achievement expected for the award of academic degrees.

Quality assurance generally requires clearly defined standards that serve as reference points for quality assurance reviews and reports concerning the expectations and performance of academic programs and educational institutions. These standards describe the general requirements that should be implemented across the major components of an institution's structure and operations.

Accordingly, Lusail University has established a set of precise, appropriate, relevant, and measurable quality assurance standards organized into nine major standards. These standards facilitate the collection and analysis of data for institutional self-assessment and external evaluation and are aligned with quality standards adopted by higher education institutions nationally and internationally.

The University's Quality Assurance System is based on the following standards:

- **Student-Related Quality Standards**
- **Faculty-Related Quality Standards**
- **Academic Program Quality Standards**
- **Research and Publication Support Standards**
- **Strategic Planning Standards**
- **Continuous Improvement Standards**
- **Educational Resources and Facilities Standards**
- **Leadership, Governance, and Management Standards**
- **Community Engagement Standards**

Student-Related Standards: Key Indicators

Student Admission

- Ensure that documented admission policies are established and publicly available.
- Ensure that documented policies governing graduation and the awarding of academic degrees are established and publicly available.
- Provide a comprehensive and clear student handbook outlining academic policies and procedures.

Student Transfer

- Ensure documented policies and procedures are in place for internal and external student transfers.
- Ensure documented policies are in place for course equivalency and credit transfer.
- Ensure that transfer and credit equivalency policies are clearly communicated and publicly available.

Student Assessment Methods

- Ensure that documented student assessment policies are established and published.
- Employ multiple methods of student assessment.
- Analyze student assessment results and use the findings to support improvement.

Student Support Services

- Ensure the provision of academic advising and student counseling services.
- Ensure clear procedures are in place to address students' academic and social concerns.

University Regulations

The University has established regulations and procedures covering:

- Student regulations addressing the academic calendar, admission, fees, academic integrity, academic policies, and academic advising.
- Student disciplinary regulations defining violations, penalties, investigation procedures, and appeals.

Faculty Standards: Key Indicators

Faculty Recruitment

- Establish documented and publicly available faculty recruitment policies.
- Ensure appropriate oversight of faculty recruitment processes.
- Establish policies and procedures to ensure that faculty appointments are based on professional qualifications and competence.

- Provide competitive salaries and incentives aligned with the University's mission.

Faculty Evaluation

- Establish documented and publicly available faculty evaluation policies.
- Employ multiple methods for faculty evaluation.
- Analyze and utilize faculty evaluation results to support improvement.

Faculty Development

- Establish clear policies and procedures for faculty promotion.
- Provide professional development programs, training, and workshops.
- Analyze faculty satisfaction and development indicators and use the results to support improvement.

Supporting Regulations

The supporting regulations include:

- Faculty Affairs Regulations covering recruitment, contracts, promotion, evaluation, professional development, and termination.
- Academic Promotion Regulations defining criteria, procedures, timelines, and appeals.
- Faculty retention policies and procedures for contract renewal.
- Faculty performance evaluation systems covering teaching, research, service, and professional responsibilities.

Academic Program Standards: Key Indicators

Program Design

- Develop and continuously improve academic programs.
- Ensure alignment with the University's vision, mission, and strategic goals.
- Maintain clear and coherent study plans.
- Ensure an appropriate curriculum structure.

Program Delivery

- Ensure compliance with international standards for teaching and learning.

- Implement and continuously improve teaching and learning policies.
- Publish and communicate program learning outcomes.
- Manage and evaluate the curriculum effectively.
- Engage relevant stakeholders in program development and delivery.

Program Monitoring and Review

- Establish clear procedures for academic program evaluation and review.
- Incorporate stakeholder feedback into program improvement.

Research Support Standards: Key Indicators

- Establish documented policies supporting research activities.
- Encourage local and international research collaboration.
- Promote publication in peer-reviewed journals and conferences.
- Establish and implement research incentives and recognition policies.

Strategic Planning Standards: Key Indicators

- Establish a clear and approved strategic plan.
- Ensure alignment between strategic objectives and the University's mission and vision.
- Use Key Performance Indicators (KPIs) to monitor institutional performance.
- Conduct periodic review and evaluation of the strategic plan.

Continuous Improvement Standards: Key Indicators

- Promote a culture of quality throughout the institution.
- Measure and monitor quality awareness among faculty and staff.
- Maintain an independent Quality Assurance Unit.

- Implement quality assurance systems across institutional units.
- Conduct institutional self-assessment.
- Develop and implement improvement plans.

Educational Resources and Facilities Standards: Key Indicators

Financial Resources

- Ensure effective financial planning and budget allocation.
- Maintain audited financial statements and reliable financial data.

Human Resources

- Establish documented policies for recruitment, evaluation, and professional development.
- Measure employee satisfaction.

Facilities

- Ensure adequate classrooms, laboratories, libraries, and learning technologies.
- Conduct regular maintenance and ensure compliance with health and safety requirements.
- Provide modern information technology infrastructure and Learning Management Systems.

Leadership, Governance, and Management Standards: Key Indicators

- Clearly define leadership roles and responsibilities.
- Establish appropriate governance structures and committees.
- Conduct regular evaluations of leadership performance.
- Maintain documented institutional policies and procedures.

Community Engagement Standards: Key Indicators

- Develop programs and services that respond to community needs.

- Encourage the active participation of faculty members and students in community engagement activities.
- Integrate community engagement into institutional strategy and faculty evaluation.

The Quality Assurance Standards Framework complements and strengthens the **Institutional Effectiveness Framework** presented below by providing structured standards, measurable indicators, and documented procedures that ensure systematic monitoring, evaluation, and continuous improvement across all academic and administrative functions. Together, these frameworks ensure alignment with the University's mission, strategic priorities, academic excellence, accountability, and student success through evidence-based decision-making and continuous quality improvement.

Institutional Effectiveness Framework

Overview

The Institutional Effectiveness (IE) Framework (Figure 2) is the University's integrated system for planning, assessment, resource allocation, evaluation, and continuous improvement. It ensures alignment among the University's mission, strategic goals, academic programs, administrative processes, and student success initiatives.

The framework provides the structure through which data are collected, analyzed, and used to inform decision-making, improve institutional performance, and ensure achievement of the University's mission. It establishes a systematic and cyclical process that advances institutional priorities and continuously improves academic and administrative performance.

The framework integrates institutional vision, strategic planning, resource allocation, systematic assessment, and evidence-based improvement, creating a **closed-loop process** in which assessment results inform planning and budget decisions while supporting institutional accountability and continuous quality improvement.

The framework is grounded in the University's vision, mission, and values and is implemented through its **Strategic Plan (2025-2030)**, budget development, ongoing assessment, and structured improvement planning.

Multiple sources of evidence are used to assess effectiveness and inform institutional planning and improvement, including student learning outcomes assessment, program and unit reviews, stakeholder surveys, and student success indicators.

Vision, Mission, and Values: Foundational Direction

The University's vision, mission, and values form the foundation of the Institutional Effectiveness Framework. These statements articulate the University's purpose, identity, priorities, and long-term aspirations.

They reflect the University's commitment to student success, academic excellence, community engagement, and institutional effectiveness. All institutional planning activities, assessment processes, and improvement initiatives are aligned with these guiding principles.

The vision, mission, and values guide the development of the strategic plan and ensure that institutional actions remain aligned with the University's fundamental purpose and priorities.

Strategic Plan (2025-2030): Institutional Priorities and Goals

The Strategic Plan translates the University's vision, mission, and values into actionable institutional goals and objectives. It establishes measurable priorities across the following major areas:

- Quality of teaching and learning
- Research culture
- Community and institutional partnerships
- Institutional effectiveness and sustainability

The Strategic Plan serves as the University's central planning document and guides institutional decision-making. It establishes measurable goals and performance indicators that are reviewed

annually and periodically to monitor progress and ensure alignment with institutional priorities.

Findings from assessment and evaluation activities are fed back into the Strategic Plan, ensuring that it remains responsive to institutional needs and emerging challenges.

Budget: Resource Allocation Aligned with Strategic Priorities

The budgeting process operationalizes the Strategic Plan by allocating financial resources to support institutional priorities. Resource allocation decisions are informed by:

- Strategic Plan goals and initiatives.
- Assessment and evaluation results.
- Program and unit needs identified through review processes.
- Improvement plans developed through assessment.

This alignment ensures that resources are directed toward initiatives that enhance student learning, improve operational effectiveness, and advance institutional goals. The budgeting process is integrated with assessment results and improvement planning to support evidence-based decision-making.

Assessment and Evaluation Processes

Assessment and evaluation are essential components of the Institutional Effectiveness Framework. The University conducts annual and periodic assessments to measure effectiveness at multiple levels.

Annual Assessment

Annual assessment activities focus on systematically monitoring student learning, academic performance, student success, and institutional progress toward strategic and operational goals. These assessments provide timely and actionable evidence to support continuous improvement.

Student Learning Outcomes Assessment

Academic programs conduct student learning outcomes assessment to determine the extent to which students achieve defined levels of performance. Faculty members assess both direct and indirect measures of student learning, including examinations, projects, assignments, and other embedded assessment activities.

Assessment results are analyzed to:

- Identify strengths and areas for improvement in student learning.
- Evaluate curriculum effectiveness.
- Improve teaching strategies and course design.

Results are documented and used to implement improvements in curricula, teaching methods, and assessment processes.

Student Course Evaluations

Student course evaluations provide important feedback on teaching effectiveness, course design, the learning environment, and student engagement. These evaluations are conducted at the end of each semester and allow students to assess:

- Clarity and effectiveness of teaching.
- Course organization and relevance of content.
- Faculty responsiveness and support.
- Learning resources and instructional delivery.

Course evaluation results are reviewed by faculty members, colleges, and academic leadership to identify opportunities to improve teaching, guide faculty development initiatives, and enhance overall teaching effectiveness.

Student Performance and Grade Distribution Analysis

Student performance and grade distribution analysis provide quantitative evidence of academic achievement and course-level effectiveness. Academic leadership reviews grade distribution reports, course completion rates, pass/fail rates, and trends in academic performance.

This analysis helps identify:

- Grade inflation or deflation.
- Courses with high withdrawal or failure rates.

- Trends in student academic achievement.
- Potential barriers to student success.
- Opportunities for curriculum or instructional improvement.

Grade analysis supports the early identification of academic risk factors and facilitates targeted interventions to improve student outcomes.

Student Progress Report

Student progress reports track students' academic progress throughout their programs of study. These reports assess key student success indicators, including:

1. Retention rates.
2. Course completion rates.
3. Academic standing and progression milestones.
4. Time to degree completion.

Progress data help identify areas where students may encounter academic barriers and support the development of strategies to improve retention, persistence, and graduation rates.

Student progress reports are reviewed by academic leaders and the Quality Assurance Department to guide planning and improvement efforts.

Academic Advising Report

Academic advising plays a critical role in student success and progression. Advising reports assess the effectiveness of advising services through analysis of:

- Student participation in and engagement with academic advising.
- Academic planning and course selection effectiveness.
- Student perceptions of advising quality.
- Advisor workload and service effectiveness.

These reports help ensure that advising services effectively support student progression, academic planning, and timely degree completion. Advising data are used to improve advising processes, enhance student support services, and ensure alignment with institutional student success goals.

Student Learning Support Center Report

The Student Learning Support Center provides academic support services such as tutoring, supplemental instruction, and academic skills development.

The annual assessment of the Student Learning Support Center evaluates:

- Student utilization of tutoring and support services.
- Effectiveness of tutoring and academic support programs.
- Impact of support services on student academic performance.
- Student satisfaction with learning support services.

Data from the Student Learning Support Center help evaluate the effectiveness of academic support services and inform strategies to enhance student learning and success.

Strategic Plan Progress Report

Institutional units conduct regular assessments to evaluate progress toward the goals and objectives of the Strategic Plan. This includes monitoring performance indicators, outcomes, and the completion of strategic initiatives.

Strategic Plan progress reports ensure:

- Accountability for institutional goals.
- Monitoring of institutional performance.
- Alignment between operational activities and strategic priorities.

These reports provide institutional leadership with critical information to guide decision-making and strategic adjustments.

Periodic Evaluation

Periodic evaluations provide comprehensive reviews of academic programs and administrative units to assess long-term effectiveness.

Academic Program Review

Academic programs undergo systematic periodic review according to the approved academic program review schedule to evaluate:

- Achievement of student learning outcomes.
- Curriculum quality and relevance.
- Student success indicators and academic performance trends.
- Faculty qualifications and teaching effectiveness.
- Alignment with the University's mission and strategic goals.
- Alignment with stakeholder and market needs.

Program reviews identify strengths, opportunities for improvement, and resource requirements.

Non-Academic Unit Review

Administrative and support units undergo periodic review to evaluate operational effectiveness and service quality. These reviews assess:

1. Operational efficiency and effectiveness.
2. Service delivery and quality of support.
3. Alignment with institutional priorities.
4. Stakeholder satisfaction.

These evaluations ensure that administrative functions effectively support institutional operations and student success.

Stakeholder Surveys: Critical Sources of Institutional Evidence

Survey data provide essential feedback from key institutional stakeholders and inform annual and periodic assessment processes.

Key surveys include:

- Graduating Student Survey.
- Alumni Survey.
- Employer Survey.
- Faculty Satisfaction Survey.
- Staff Satisfaction Survey.

These surveys provide insights into institutional effectiveness, educational quality, the work environment, and graduate preparedness. Survey results are analyzed and integrated into assessment, planning, and improvement processes.

Improvement Plan: Evidence-Based Continuous Improvement

The Improvement Plan represents the culmination of assessment and evaluation activities. Improvement plans are developed based on findings from:

- Student learning outcomes assessment.
- Course evaluations.
- Student performance and grade analysis.
- Student progress and academic advising reports.
- Student Learning Support Center assessments.
- Strategic Plan progress reports.
- Program and course reviews.
- Survey results.

Improvement plans identify:

- Areas requiring improvement.
- Specific actions and implementation strategies.
- Responsible units and individuals.
- Required resources.
- Implementation timelines.
- Measurable outcomes.

Improvement plans ensure that assessment findings lead to meaningful and sustainable institutional improvements.

Continuous Feedback Loop and Alignment with the Institutional Mission

The Institutional Effectiveness Framework operates as a continuous feedback loop. Improvement plans directly inform future reviews of the Strategic Plan and resource allocation decisions. This cyclical process ensures:

- **Continuous improvement** of academic programs and services.
- **Strategic and evidence-based resource allocation.**
- **Alignment between the institutional mission and operational activities.**
- **Enhanced student learning and success.**

- **Institutional accountability and effectiveness.**

Assessment results are actively used to enhance institutional performance and strengthen a culture of continuous improvement. Accordingly, **the Institutional Effectiveness Framework provides a comprehensive and integrated system that ensures continuous improvement, accountability, and alignment with the University's mission and strategic priorities.** Through systematic assessment—including student learning outcomes assessment, course evaluations, student performance analysis, progress monitoring, academic advising assessment, learning support services evaluation, program reviews, and stakeholder surveys—the University ensures that data-informed decision-making directly informs planning, budgeting, and improvement initiatives.

This framework enables the University to enhance student learning, improve institutional performance, and effectively achieve its mission while maintaining a strong culture of assessment and continuous improvement.

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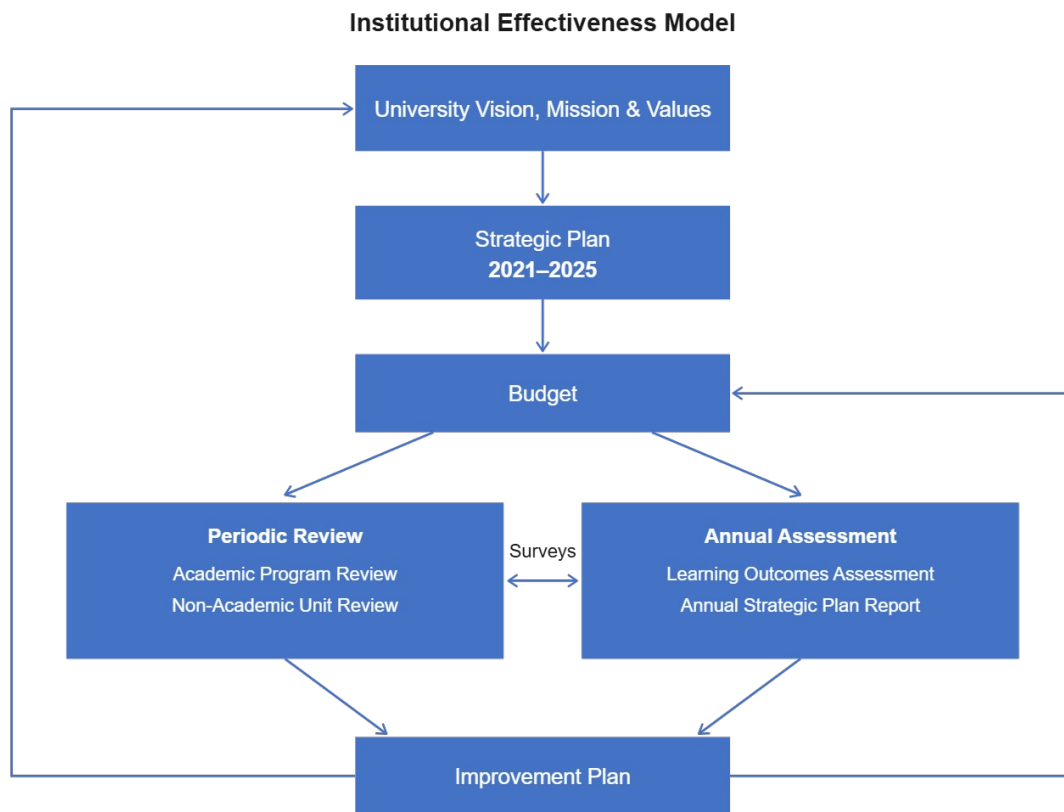


Figure 2. Institutional Effectiveness Model