Technology Supported Change: The Experience of the Holy Spirit University of Kaslik – USEK
Outline

- Change: Towards a World Class University
- Change Areas
- Technology supporting Change
  - Course Evaluations System
  - Planning and Assessment System
  - E-portfolio and E-learning
  - Faculty Portfolio
  - E-forms
- Outcomes
Change: Towards a World Class University

• Main purpose for changes: Engage in the process of continuous quality improvement and accreditation

• European University Association – Institutional Evaluation Program in 2008

• Institutional Accreditation granted by evalag in October 2012 for a five year duration

• Current challenge: to become an American-style institution by fulfilling the requirements of US regional accreditation and reaching audacious goals set in USEK strategic planning
I am wedded to the values but not the practice. I can change the practice as long as I am true to the values.
Change Areas– The to do List

Four leading areas of change in USEK experience that have improved Governance framework toward a higher level of transparency, accountability and institutional effectiveness:

- Governance
- Academic
- Management
Change Area - Governance

• Trusteeship and the shift toward a shared Governance framework
• Setting audacious strategic directions and goals
• Mapping strategic planning to unit practices and assessment
• Expanding the university network
Change Area - Academic

• Development of Teaching and learning through different faculty professional development programs
• Redesigning program framework to be based on identified competences and mapped learning outcomes
• Rethinking the General educational framework
• Assessment for programs outcomes and student learning experience assessment
• Enhanced Faculty Recruitment and assessment Processes
Change Area - Management

Toward a higher level of accountability and efficiency

• Implementation and efficient use of the supporting technology
• Assessment of management effectiveness in administrative units
• Rethinking data collection and data management
• Enhancing the implementation of procedures and regulations
Achieving our Vision

Our vision is to become a world class institution, engaging Mission driven people graduating creative and innovative students able to lead the society of tomorrow and the economy of brains where innovation is the key of success of individuals and institutions
Technology Supporting Change

- Course Feedback by Students
- Programs and Courses management
- Strategic Planning and Assessment
- E-portfolio
- E-learning
- E-forms
Course Feedback System

• Web based software, IT integrated, mainly targeted at academic institutions for the automation of course evaluations gathering, analysis and reporting
• Adopted by USEK since Spring 2011-2012 to gather course feedback by students
Blue Characteristics

• Full integration with Banner SIS,

• Easy access from any device (PC, Laptop, Mobile, etc.),

• Ability to offer multi-language questionnaire: English/French

• Distribution of easy access and user-friendly reports for instructors and deans.

In fall 2014-2015, the participation rate in the Course Feedback by Students reached 92%
Other Surveys

• Well-being at the campus
• End of Programs Exit Survey
• Course Self-Assessment by Faculty
• Full-time faculty self-reflection
• Performance Evaluation of Full-Time Faculty Members
• Employee self-reflection
• Employee Performance Evaluation
Course Portfolio

Indirect Assessment

Student Feedback  Faculty Self Reflection  Peer Review

Course Assessment

Need for direct assessment and more!
Planning and Assessment System

• Tk20 is a comprehensive assessment, planning, and reporting system designed for collecting and managing academic and non-academic departmental assessment activities to create a culture of evidence throughout the campus.

• Adopted by USEK since 2014 to support decision making and accreditation
Tk20 – Catalogue and Programs Management

• Used to generate the University Catalogue by collecting programs information and course descriptions

• Program information includes: mission, educational objectives, outcomes and relative performance indicators, and program’s curriculum map

• Allows the gathering of measures and assessment data to evaluate the attainment of program outcomes
## Programs Curriculum Map

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Number of Credits</th>
<th>Classify literary works and explain basic concepts of literature.</th>
<th>Analyze literary works critically.</th>
<th>Distinguish and explain basic linguistic concepts.</th>
<th>Use linguistic knowledge to analyze real life situations critically.</th>
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<tr>
<td>ELL210</td>
<td>Introduction to Linguistics</td>
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<td>Category: N/A</td>
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<td>Mandatory</td>
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<td>ELL211</td>
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<td>ELL212</td>
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<td>Group: M</td>
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</table>
Indirect and Direct Assessment

Indirect Assessment

- Student Feedback
- Faculty Self Reflection
- Peer Review

Direct Assessment

- Exams, Projects
- Assessment Rubrics

Course material, outcomes, delivery mode

Course Assessment

Improvements

Quality Assurance and Institutional Effectiveness Office - May 2015
Tk20 – Strategic Planning and Assessment

• Used to gather and assess academic and non-academic units’ objectives and activities in alignment with the University Strategic Goals and Directions

• Promotes the culture of planning and assessment throughout the campus

• Provides evidence on the University continuous improvement
USEK Strategic Planning Levels Alignment

Planning Period: 2015-2018


University Strategic Directions

University Goals

Unit Goals

Unit Objectives

Unit Activities
Derived Results and Reporting

- Unit 1 Goal for Research
- Unit 2 Goal for Research
- Unit 3 Goal for Research

University Goal for Research

Report on Research with derived activities from units
**E-Portfolio**

- An E-Portfolio is a collection of electronic evidence assembled and managed by a user on the Web.
- It may include text, electronic files, images, multimedia, blog entries, hyperlinks.
- Mahara is a fully featured electronic portfolio, weblog, resume builder and social networking system, connecting users and creating online communities.
- Adopted by USEK since Fall 2014-2015.
Profile information

- **First name:** Andree
- **Last name:** Affiech
- **Town:** Kaslik
- **Country:** Lebanon
- **City/Region:** Jounieh
- **Business phone:** +961 (0) 3 600 021
- **Occupation:** Assistant Professor & Academic Secretary of the Faculty of Letters
  - Faculty of Letters
  - Department of Interpretation and Translation
  - P.O. Box 446 Jounieh, Lebanon
- **Email address:** andreeaffiech@usll.edu.lb

About me

Dr. Andree Affiech is an Assistant Professor of Terminology and Translation. She holds a High Diploma of Translator from USLL, a Master of Advanced Studies in Foreign Languages and Cultures and a Ph.D. in Multilingual Lexicology and Terminology, translated from the University of Lyon II in France.

She is a member of the network of researchers Lexicology, Terminology, Translation and the European Association for Terminology, a visiting professor at the University of Lyon II, and an invited researcher at the University of Malta-Tunisia. Moreover, she is a translator and advisor of translations. She was awarded in 2003 a grant scholarship by the French Ministry of Higher Education and Research.

She is the author of three books, scientific contributions, book reviews, and articles on translation and terminology published in national and international journals.

She is involved in many cultural activities and conferences, and is an invited guest to many national and international cultural events.

Books and publications

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<th>Title</th>
<th>Year</th>
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<tr>
<td>Verbal and Non-Verbal Representation in the Popularized and the Semi-Popularized Technical Discourse</td>
<td>Forthcoming-2015</td>
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<tr>
<td>Problems of Learning and Translating Collocations From English into Arabic (in Arabic)</td>
<td>Forthcoming-2015</td>
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<td>Arabic Digital Content (in French)</td>
<td>2016</td>
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<td>Aspects of Rupture and Resistance in the Arabic Technical and Scientific Vocabulary of the 20th Century (in French)</td>
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<td>Multilingual Terminology: How It Can Contribute to the Perception of the Universe and the Understanding of Concepts (in Arabic)</td>
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<td>Loan Terms in the Specialized Arabic Vocabulary: Yesterday and Today (in French)</td>
<td>2011</td>
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<td>The Metaphor in the Technical Discourse of Internet and Its Translation from English into Arabic (in French)</td>
<td>2011</td>
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<td>The Arabic Terminology of Internet: Rupture and Continuity (in French)</td>
<td>2011</td>
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<td>The Translator from the East</td>
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<td>Can we speak of a Neology of Acronyms in Arabic? Thoughts and Observations Through Technical and Scientific Domains: the Case of Internet Domain (in French)</td>
<td>2010</td>
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<td>When the Translator Renders the Etymological Meaning: Example of the Translation from English into Arabic of Greco-Latin Formants of the Internet Domain (in French)</td>
<td>2010</td>
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<tr>
<td>Rephrasing: A Dynamic Process of Knowledge Acquisition. The Case of the Arabic Technical Discourse of Internet</td>
<td>2009</td>
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<tr>
<td>Translator of An Example of Linguistic Submission. The Translation of Affixes and Greco-Latin Formants into Arabic</td>
<td>2005</td>
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<td>Nusser Jemila</td>
<td>2004</td>
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<td>Review of Kyo Kagawa book, The Dynamics of Terminology: A Descriptive Theory of Term Formation and Terminological Growth (in English)</td>
<td>2003</td>
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Quality Assurance and Institutional Effectiveness Office - May 2015
A campus, with e-portfolios in place as flexible space for faculty and students to archive and synthesize the evidence of their work, is well-positioned for assessment...
E-Learning

- Active Learning
- Group-based learning
- Course management
- Evidence on student progress
- Capacity Building for Teachers

Moodle
Faculty Administrative Portfolio

- Quality Assurance and Instrumental Effectiveness Office - May 2015
E-forms

- Use of Technology to manage all procedures in the University
- Available on the Web
- Email Notifications
- Effective monitoring and evaluation of responsibilities of actors
- Reduction in the waste of time and paper
- Optimization in the quality of services offered to students and human resources
Outcomes of the technology supported change

- Improved decision making based on Evidence
- Establishment of a culture of accountability and continuous improvement
- Improved collaboration with stakeholders
- Improved communication
- Better students learning experience
Quality Culture

“You can tell the quality of an institution by the quality of the inside debate”
Thank you