

**HIGHER EDUCATION ENHANCEMENT
PROJECTS IMPACT ASSESSMENT
OPERATIONAL MANUAL**

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INTRODUCTION

The purpose of this practical manual is to offer a comprehensive, practical description of all the processes that we are going to use to implement the system developed for HEEP impact assessment.

It is intended to be a standard manual on the methods to be used to implement the system and a point of reference for all those who are going to be engaged on its application. Nevertheless, every university can readjust this manual to its local situation.

This introduction will be followed by the steps to be carried out to implement the system, and the corresponding steps in the model will be specified at each step:

1. Teams recruitment (Step 5)
2. Study the framework matrix and select the indicators (steps 1 and 2).
3. Plan the sampling procedure and select the sample (step 3)
4. Revise the tools and adjust it to the local situation (step 4)
5. Develop and implement the training modules (Step 5).
6. Carry out data collection and data processing (Step 5)
7. Data Presentation (Step 6)
8. Implement monitoring and evaluation (Step 7)
9. Report writing, dissemination and Sustainability (Step 8 and 9)

Since it is a dynamic model, the order of the steps of the implementation might differ from that of the system. Therefore, some of the activities related to the previously mentioned steps will be carried out simultaneously or in different order from that of the system.

The system was tested in Zagazig University; examples from the application will be presented whenever appropriate.

The full presentation of the application in Zagazig University will be presented in a separate report.

DEVELOP PLAN OF ACTION

The plan of action will involve the specification of all the steps needed to follow to establish the implementation of the system.

1. Recruitment of the central team.

The first step in the process would be the selection of the central team since they will be responsible for all subsequent steps needed for the establishment of the system.

2. Define the time line (Gant Chart) for the schedule of implementation of the system:

After the selection of the central team, the first item of the plan of action will be to develop the time line of the different activities. It will be as follows:

- a. Teams Recruitment: this will be accomplished in two weeks
- b. Revise the framework matrix and select the indicators; this is estimated to be carried out in 4 weeks.
- c. Plan the sample; this can be accomplished in two weeks.
- d. Revise the tools for data collection; this would be carried in 4 weeks
- e. Develop the plan for the implementation:
 - i. Training; time needed for the development of needed material and implementation is 4 weeks
 - ii. Pilot study; 2 weeks
 - iii. Data collection; to be completed in 5 weeks
 - iv. Data processing; to be completed in 4 weeks.
 - v. Monitoring and evaluation; the monitoring will be continuous while the evaluation will be completed in 2 weeks.
- f. Writing report, plan for dissemination and sustainability: will be carried out in 4 weeks

As it is evident, some of the activities can be carried out simultaneously, as there are many areas in which work can be carried out in a parallel way. The system will be implemented in a yearly basis; therefore, all activities will be accomplished over 16 weeks in the first round. However, in subsequent years, data collection can be completed in only 10 weeks. It is suggested that the implementation of the system will be carried at the beginning of every academic year.

The following will be the planning for subsequent round:

1. Revise training and the whole process within one week
2. Data Collection to be accomplished in 4 weeks
3. Data Processing in 4 weeks
4. Report Writing and Dissemination in 4 weeks

(Appendix 1)

3. Teams Recruitment:

Three teams will be recruited: one for data collection, one for data processing and one for quality control. The central team will carry out the selection according to specific selection criteria. The three teams will work simultaneously in order to accomplish their tasks in a suitable time according to schedule.

4. Revise the framework matrix and select indicators

This activity will be carried out by the central team to revise the matrix and identify the indicators most suitable for collecting data about.

5. Plan for the sampling selection

Identify the sample to be selected at all levels starting from the level of the faculty, to the department, staff, graduates and students. All steps will be carried out according to the sampling procedure mentioned in the handbook.

6. Revise the tools for data collection

Suggested tools in the model of impact assessment should be revised to identify the need for any modification to suit the local situation.

7. Develop the plan for the implementation

The plan of implementation will cover the following:

1-Training: the planning will include the development of schedule for training as well as developing needed educational material.

2-Pilot study: to test tools, to test logistics of field and as an opportunity for training.

3-Data collection: the schedule and sequence of carrying of the data collection will be planned.

4-Data processing: the data processing will start shortly after the beginning of the data collection.

5-Monitoring and evaluation: The planning for the monitoring will start immediately after the start of the data collection. The supervisors will carry it. At the end quality control will be implemented to evaluate the quality of the data collected.

8. Plan for report writing, dissemination and sustainability

Writing of the report will start with the end of data collection and will be continued while the schedule for dissemination and sustainability will be put into action.

TEAMS RECRUITMENT

(Step 5)

Our suggestion would be the establishment of an impact assessment unit at the central level of the university to be affiliated to the University Project Management Unit (UPMU). It will be responsible for the development and implementation of the whole system.

1-Central Team:

We have to start with the selection of the central team, as this team will guide the whole process all through. However, selection of the central team is one of the most important and delicate issues. Therefore, full transparency is needed in appointing the members of the team. It must be carried out by advertising in all faculties of the university stating that the university needs to establish a central unit that will be responsible for carrying and sustaining the impact assessment in the university over the years. A committee, appointed by the president of the university, will carry out the selection of the central team. Although every university can specify its own criteria of selection, a tentative list can be suggested as follows:

1-The head of the team:

1. Young senior staff (Professor or assistant professor).
2. Has previous experience in working in projects, preferably relating to monitoring and evaluation.
3. Willing to dedicate his full time to the job.

2-Coordinators:

One or two coordinators are needed depending on the size of the university; the suggested criteria of selection will be as follows:

1. Junior staff, a lecturer.
2. Previous experience in working in projects, especially field work.
3. Willing to dedicate his full time to the job.
4. Has good communication skills and is able to solve problems of the field work.

3-Statistician:

The statistician should have the following qualification:

1. Qualified in statistics (at least a Master degree).
2. Has previously participated in survey design and analysis.
3. Able to carry out and supervise data handling and processing.

4. Has some experience in the impact assessment or monitoring and evaluation related topics.

Following the selection of the central team, establishing of the unit will be taking place and the university has to provide the following:

- 1-A place to be assigned for the unit, preferably as part of the UPMU or separate according to each university situation.
- 2-A well equipped room for the training of other teams.
- 3-Equipment such as computer, printer and data show to assist in the training and the implementation of the system.

2- Recruitment of the implementation teams:

Three teams are needed:

1. Team for data collection
2. Team for data processing
3. Team for quality control.

These three teams will preferably be recruited from different faculties of the university as this will allow the identification of the most suitable ones as well as the provision of experiences of various disciplines. Also, this will highlight that any staff member can share and thus avoid the hostile environment due to bias selection of the teams. The number and qualification, which should be specified clearly and published by suitable means, will be identified according to the type of job.

However, when organizing the teams, it should be beared in mind the following:

- What motivate them to accept to share in this process?
- In the past, have they worked in any related projects?
- And finally are they able to work as member of a team?

Once the teams are recruited, the next step will be to define their duties, training needs, needed resources and above all to specify the plan of action.

3-Assign duties to members of the team:

The duties of each member of the team will be specified according to the task they are going to perform. Therefore, at this stage it is needed to draw an **organizational chart** showing the various teams and how they relate to one another

(See Appendix 2).

In other words, it is important to answer the following:

1. What is each person's role?

2. Who answers to whom in each team? Are lines of authority clear?
3. Can they spot potential role conflicts?
4. Do team members recognize the roles of others?

To answer these questions, the following must be considered:

- *For any task to be performed the following should be specified:*
 1. Define the task in full details and specify the expected outputs.
 2. Put alternative solutions to problems that might arise while working.
 3. Define needed resources for each specific task.
 4. Get the job done in time and within budget.

- *Assign responsibilities:*

The role of every team member should as well be specified. In the three teams, those who are going to work as supervisors should be specified, as well as those who are going to carry out the data collection and data entry, and those who are going to carry out the qualitative data collection. However, sometimes, one person may assume multiple roles according to the situation. Clear cut boundaries of every job can avoid much of the conflicts that might arise.

- *Relationship inside the teams:*

Communication within the team is a very important issue that can affect the performance of the whole system. Therefore, the relationship and the interaction within the team are very important to maintain cooperation. Communication can be direct, through meetings, one to one discussion, or indirect by e-mails, or memos.

- *Conflict resolution.*

Resolve conflicts by concentration on the issues. Do not take it personally or become defensive. Depersonalize the problem, discuss it, identify its sources, and put solutions. Arrive at a solution by group consensus. Finally, encourage those who did not agree to voice their perspectives and try to reach a compromise that all will agree upon.

APPLICATION:

1-The central team in Zagazig University was not developed. Instead the team responsible for the development of the system was the one who assumed the roles of the central team.

- 2-The implementation teams were recruited mostly from the department of Public Health, Faculty of Medicine as they have already shared in the pilot of the project last year.
- 3-For every questionnaire, 2 to 4 data collectors were assigned headed by a senior supervisor.
- 4- The in-depth and Focus group discussion were carried out by two teams formed of one senior staff and one or two junior staff members. The senior staff carried out the discussion while the junior staff carried out the writing.
- 5-Review documentation was carried out as well by two junior staff members and the collected check lists were revised by a senior staff. Same was done for the staff performance check-list.
- 6-Supervisors revised all collected questionnaires before submitting it and those having missing data were returned back to the data collectors.
- 7-Data Processing and analysis were carried out centrally. If any inconsistency or incompleteness were identified in the questionnaires, there were returned back and were revised once more by the data supervisor and collectors.
- 8-Simple frequency tables (number and percentage) were supplied regularly in order to make sure of the validity of the collected data.

REVISION OF THE DEVELOPED FRAMEWORK MATRIX AND INDICATORS

(Step 1, 2)

The framework matrix developed and presented in part one of the impact handbook is a comprehensive one that covers almost all performance indicators that would reflect the outcome and impact of the HEEP.

As a first step, the central team should start by revising the matrix to determine the following:

1. The suitability of the matrix to the local situation; whether it describes the real situation or not.
2. The identification of the areas, according to second developed matrix, that is suitable to the situation in the university.
3. Decide on the number of indicators that the team is going to measure to identify the impact.
4. The possibility of collecting the data needed to measure the selected indicators.
5. Selection of indicators that can be collected in the first round of data collection to form the needed base line data.

Upon finishing this revision; the central team should be able to provide a modified matrix and a list of selected indicators which will be used during the implementation of the system. This list of indicators can be revised at different stages of work and its readjustment should be carried out frequently as much as it is needed.

APPLICATION:

1-It was evident that the matrix and indicators were possible to collect from Zagazig University. Nevertheless it was too early to try to collect impact indicators; outcome indicators were the only feasible ones to collect.

2-It was possible to collect data that describe the indicators but we have to bear in mind that:

1. Differentiation between beneficiaries and non-beneficiaries was not always possible and this differentiation will soon disappear.
2. Differentiation between the different HEEP components impact was somewhat difficult and mostly we will be able to assess the overall impact.

3. Review documentation needs special consideration since as expected the quality of documentation is somewhat poor.

According to the previous consideration, the list of indicators that was developed was identified.

1. Being collecting data for the first time, the indicators will be considered as the base line data for the subsequent measurements.
2. Data collection reflecting before and after projects; were possible to collect and they reflect change over time.
3. Therefore, we were able to collect, besides the base line data some of the changes that occurred in the academic community and which we can attribute mostly to HEEP. The presentation of data will highlight these findings.

PLAN THE SAMPLING PROCEDURE AND SELECT THE SAMPLE

(Step 3)

Sample Selection Procedure:

1-Population frame: in order to design a sample plan that will represent the key features of the population, a list of all colleges must be provided, upon which the central team could define at least two clusters e.g. sciences and arts colleges.

2- A random sample of at least 2 colleges from each will be selected (primary sampling unit PSU).

3- The colleges (PSU) could be stratified according to number of projects upon the assumption that number of projects will be one of the major factors reflecting "impact" otherwise we could disregard this assumption and assuming that colleges with projects and colleges without projects only. The last assumption can be justified by considering what is really reflecting the "impact", is existing or non-existing of projects and not necessary how many of such projects!

4- The number of selected colleges from each stratum should be at least "2" or proportional to the number of colleges with projects to those without projects of course we could go to the level of departments with and without projects.

5- Assuming fixed cost for data collection in each stratum "Per sampling unit", the final unit of data collection will be specified.

6- Total sample size for beneficiaries (non-beneficiaries) "students, faculty members and staff, and administrative" will be computed under the following assumptions:

(i) 95% confidence level, which means that all our results are true in only 95% of the cases, more clearly if we take another 100 samples from the same population almost 95 of them will agree with our findings and may be 5% will disagree. "This is a consequence of randomization".

(ii) An observed error "d" represents the deviation from the true value of the population (unknown) and the estimated value from our sample (known) accuracy = $d = | \text{true} - \text{estimated} |$.

(iii) for large populations $\left(\frac{\text{sample size}}{\text{population size}} \leq 0.05 \right)$

sample size will be equal to (approximately) = $\frac{1}{d^2}$ (only for 95%)

for example $d = 0.1$ then $n = 100$

$$d = 0.01 \quad \text{then} \quad n = 10,000$$

$$d = 0.05 \quad \quad \quad n = 400$$

This means that a desire for more accuracy will require a larger sample size and more cost of course.

To sum up (i) ----- (iii)

If for example the percentage of beneficiaries is estimated to be 76% with an accuracy of 0.10 and a confidence level 95%: What does this mean?

It means in the population as a whole it is expected that (%) of beneficiaries will be between 66% and 86% in 95% of the cases.

7- When selecting the sample at the level of faculties; the total sample size could be allocated to secondary sampling units (SSU) randomly (systematically) either equal number (balanced) or unequal number (proportion to size) of SSU from each strata.

8- From each included faculty, a number of departments will be included depending on their number in the faculty. The estimated sample should be at least 5 % of the number of departments with a minimum of two departments.

Illustrative example:

Consider the following hypothetical population:

A- Sample plan:

Population frame:	two clusters				Total
	arts colleges		sciences colleges		
No of colleges	10		15		25
No of PSU	4		4		8
	with project	without	with project	without	
	2	2	2	2	8
Sample size of students	250	250	250	250	1000

B- Proportion to size plan:

	arts		sciences	
	10		15	25
No of colleges	3		5	8
	\swarrow with	\searrow without	\swarrow with	\searrow without
	2	1	3	2
No of students	250	125	375	250
				1000

Please note:

- 1- The total sample size 1000 must be increased by at least 10% (100) to cover for non sampling error.
- 2- The total sample size 1000 does not include the pilot sample which must be used to test for the tools after adapted by each university. The pilot sample size suggested should be at least 2% up to 5% of the total sample size i.e.: for our example between 20 and 50.

APPLICATION:

1-The total number of faculties in Zagazig University is 19. The stratum of sciences is formed of 9 faculties and that of arts are formed of 10 faculties.

2-Therefore, we took two from each stratum:

- Pharmacy and Engineering for the sciences stratum
- Arts and laws for the arts stratum.

3-Almost all faculties have now projects, therefore differentiation by projects will not be feasible.

Sample Size:

The sample size that is representative of the university will be as follows:

1-For the students, their total number in Zagazig University is about 100,000 students, assuming that the accepted accuracy is 0.014 , with a confidence level of 95%, the sample size is estimated to be 5000 students, which represents a sampling fraction of 5% of the population. This sample will cover the six components of HEEP.

2-For the staff members, their total number is about 5000, a level of accuracy of 0.03 is acceptable (less variability and more consistency in their perception than the

students) the sample size is estimated to be 1000 staff members from different levels. This represents a sample fraction of 20% of the population.

3-For the graduates, the sample size is estimated to be 1500, a level of accuracy 0.025 is acceptable assuming that the graduates represent approximately 30 % of the sample of undergraduates.

(For details of sampling see previous document)

For phase I, it will be sufficient to limit the sample to about 25% of that estimated for the main study (Phase II) due to the following reasons:

- We need a sufficient sample to cover the different aspects of the components of HEEP.
- In each component the target groups are numerous and we need a sufficient sub-sample for each group.

The distribution of the sample, for phase one will be as follows:

-Staff:	250
-Students:	800
-Graduates:	400

Thus, we will have a total of: $1450 \pm 10\%$.

SOURCES OF DATA COLLECTION AND REVISION OF TOOLS

(Step 4)

During the planning phase, it is necessary to decide on the data sources that should be used for collecting the information needed as well as to develop the needed tools.

The sequence of collecting data is very important as one step leads to the other.

Therefore, the order of data collection will be as follows:

1. Template filling: to develop the data base of all the projects as well as all basic data of the university.
2. In-depth and focus group discussion: to allow the collection of data that will help to formulate the needed questionnaires.
3. Check-lists: to review documentations that will collect data from the UPMU, Faculty and included departments; and performance check-list to evaluate the staff performance.
4. Questionnaires: to collect data from staff, graduates and students will be formulated.

In order to be able to produce proper statistical tables and measures that fulfill the objectives, questions must be in one of the following formats:

1-Scaled (Lickert)

2-Yes, no

3- Multiple choices (with possibly all alternatives) which can be guided by the pilot, focus group and/or in-depth interview.

4-Open-ended questions (if any) and must be coded.

5- Questionnaire main format could be divided into main sections according to number of objectives and each main section includes number of items that will cover the corresponding objectives.

All developed tools should be translated to Arabic as this will make the questionnaires more standardized and prevents at the same time personal interpretation.

Nevertheless, the following must be taken in consideration about the collected data:

First, it should be noted that any lack of information about population statistics may cause an absence of reliable population information. As a result, comparisons of survey data and official figures are likely to be greatly hindered.

Second: A full description of the population under study (at the time of the survey) must be provided in the template form including college name, departments in each,

number of staff members and students according to status and level of study, in addition to higher administration personnel. This will form the main form of the target population under study. (See Appendix 3).

Thirdly: Due to some circumstances, which always exist, all data about target population is not available and we have to select samples from a target population that is missing some of its data. All sample results will be reflecting only indicators about the sampled population (may be the target one if no much difference exists). Limitation of all figures and statistics will reflect not only the population under study but also the period at which sample was selected and results can not go beyond that.

Fourthly: The sampling unit and the reporting unit have to be defined, are they the same? In most cases they are the same.

DEVELOPED TOOLS

The tools that were developed are the following:

1-In-depth Interview and the focus groups discussion:

Guidelines are developed to collect mostly qualitative data that will provide insight on perspectives, opinions, attitudes of higher administrative authority, staff, graduates and students.

The guidelines will include the following:

- Whether they shared in any of the projects? Which one? And the form of their participation.
- Their opinions about the unmet needs in the department/faculty. Why they are considered unmet needs? How much of these needs were fulfilled by HEEP projects?
- What they think of staff, students' performance quality? How they rate them?
- How would they rate the staff-students relationship?
- What are the changes about e-technology that can be attributed to ICTP?
- What is the level of satisfaction about speed and flow of information of the faculty network?
- What is the change noticed in the overall performance of the administration that can be attributed to the HEEP?
- What is the change noticed in the overall performance of the employees that can be attributed to the HEEP?

In-depth Interview: The in-depth interview will be carried out by a senior staff that will carry out the discussion, while a junior staff will write the conversation.

To carry out the in-depth interview the following steps should be considered:

- 1-Introduce yourself so as to create a friendly atmosphere i.e. break the ice
- 2-Explain the reasons for the interview and stress the point that you are counting on him to clarify.
- 3-Introduce your topic and elaborate on the needed information
- 4-Use open-ended questions and give him the opportunity to express himself without interruption
- 5-Do not talk too much and do not state your opinion as not to influence his.
- 6-Summarize at the end and ask him if he wants to add any thing and thank him for his time.

Focus-group discussion:

It is usually carried out among a homogenous group, formed of 6-8 persons of similar background: staff or graduates or students and the duration is usually between one hour to one and half hours.

Usually three persons are leading the discussion: one acts as a moderator to carry out the discussion, the second is writing every thing and the third is observing and recording mostly the facial expressions and controlling the time.

The following are the steps to be used:

- 1-Introduce the topic: clearly define the problem in a simple way, stating why it is important to discuss it and how it is going to be handled it.
- 2-Show the participants that you are convinced about the topic's importance and that you are enthusiastic about tackling it.
- 3-Make the participants concentrate on the topic and during the discussion helps them to focus and if the discussion becomes diverted, redirect them again to focus on the topic.
- 4-Sometimes, some of the participants do not share; you have to help them sharing by:
 - Arranging the seats in a suitable way: U-shape or round so that every one is seeing the others.
 - Informing them about the topic in advance so that they come prepared.
 - Pay special attention to them and try to involve them in a friendly

way.

5-Use probing questions so that the discussion will be maintained and do not talk too much; give the attendees the chance to express themselves without interruption.

6- To finish the discussion; warn them about the time and ask them to wrap up and finish the presentation.

7-Ask one of them to summarize and make a presentation

8-Give your presentation and summarize and highlight the most important points.

2-Check-list for review documentation:

The review documentation tools were formed of three files: one for the University as a whole, one about the faculties included and the third one about included departments. Data collection for the first one will be from the UPMU, while the other two will be from the faculty and department respectively.

- *For the University:* it will include data about total number of proposals submitted as well as granted to HEEPF over the four cycles. From the computer center the number of the following will be collected:
 - Downloaded scientific papers
 - Thesis abstract published on the university web site
 - Scientific papers published on the university web site
 - Books abstracts published on the university web site
 - Video conference and streaming through faculties.
- *At the level of Faculty:* the collected data will include the total number of:
 - Staff and assistant staff
 - Under-graduate students
 - Under-graduate foreign students
 - Post-graduate students
 - Post-graduate foreign students
 - Number of grants received by faculty
 - Number of conjoint projects with national organization
 - Number of conjoint projects with international organization
 - Data will be also collected regarding the presence of the following:
 - Mission, vision and objectives of the faculty

- Self study report
- Internet facility
- Web site of the faculty
- Digital library
- Automated services of administrative affairs

For the previous items, data will be collected about their quality, about source; about who initiate it and whether a corrective action was needed or not and was done or not.

- Percent of students who had very good to excellent grades over their years of study in the faculty.
- *For the department:* data will be collected about the presence of the following, when it started and its source:
 - Web site of the department
 - Projects with outside organization
 - Written mission, vision and objectives
 - Written curriculum
 - Written updated curriculum
 - Written new modules
 - Written e-learning courses
 - Written schedule for teaching
 - Written schedule for evaluation
 - Writing training courses
 - Written methods of teaching:
 - Lecture
 - Tutorial, section, seminar
 - Practical. Clinical
 - Others (specify)
 - Written methods of students evaluation:
 - Essay
 - Short questions
 - Oral
 - Problem solving
 - Practical (clinical)
 - Others

3-Check list for staff performance:

The staff performance can be assessed through observing their performance in actual work. After asking the staff permission to attend their session, one junior staff will attend the session and through the use of a special check-list he or she will be able to evaluate the quality of the performance of the staff. The check-list will be filled by observation as well as asking the attending students.

- The first part of the check-list data will be collected about: grade, gender, type of session, type of educational aids used, whether the staff member shared in any of HEEP. It will be filled by interviewing the staff member as well as by observation.
- The second part will identify the quality of performance of the staff member; it will cover the following:
 - Personal Competency:
 - He or she starts in time,
 - Introduces himself,
 - His personal outlook is satisfactory
 - Level of efficiency in using technology
 - Well organized
 - Use time efficiently
 - Values the importance of getting feedback from students
 - Able to control class efficiently in a friendly way.
 - Teaching materials and methods:
 - Learning outcomes are clear
 - Contents are logically organized
 - Knows well the subject
 - Uses the appropriate methods according to subject
 - Students understand him well
 - Knows how to convey knowledge
 - Able to train students on needed skills
 - Able to influence students' attitude
 - Adjusts the pace of teaching to the capabilities of the students.

4-Questionnaires:

Three types of questionnaires were developed: the first one for the staff members, the second for the graduates and the third for the students. The method used for filling the questionnaires will be through structured interview as it will provide a more accurate data.

However in order to develop the needed *questionnaire*, some general rules have to be considered:

- 1-Define the type of information that it needs to be collected; it should cover the intended indicators to cover.
- 2- Make a complete list of indicators that you need to collect information about.
- 3-Include one or more questions for each indicators, organize them by topics and the topics by the flow of ideas that you want to present to the respondent.
- 4-All questions must be relevant to the study's goals as well as to the respondent i.e. ensure that the respondent will be able to answer the questions easily and adequately.
- 5-A selection must be made between open ended and close ended questionnaires, each type has its advantages:

-Advantages of close-ended questionnaires:

- Answers are standard and can be compared from person to person.
- Answers are easier to code and to be entered in computer.
- Data are easier to analyze.
- All answers can be completed.
- Respondents are clear about the meaning of the question.
- Answers are simpler for respondents to complete.

-Advantages of open-ended questionnaires:

- Can be used when all response categories are not known.
- Allow the respondent to answer adequately and in great detail.
- Can be used when there are too many potential answer categories to list.
- Are preferable for complex issues.
- Allow more opportunity for self-expression.

-Potentials pitfalls in asking questions:

- Wording is too long or too complicated.

- Two questions in one or double-barreled questions.
- Use of ambiguous terms.
- Leading the respondents with non-neutral information.
- Ask sensitive or threatening questions.
- Categories of responses are not mutually sensitive.
- Order of questions:
 - Ask easy questions first.
 - Put open ones last
 - Ask information needed for subsequent questions first.
- Vary questions in length and type to avoid boring.
- Do not make the questionnaire too long

1-Questionnaire for staff:

The questionnaire will start by asking about: grade, gender, sharing in any of HEEP and if yes to pick its name.

The questionnaire is divided into sections:

- Collaboration with the community in the form of curriculum addressing community needs, and the presence of vocational training addressing work needs.
- E-technology in the form of use of internet, and e-mail facilities of the faculties.
- Research and thesis as regards topics, references, quality of methodology used and publication in international journals.
- Curriculum writing in the form of writing course specification, writing curriculum using credit hours system, and writing intended learning outcomes for programs or courses.
- Methods of teaching used whether traditional or new methods of teaching and types of teaching aids used.
- Methods of assessment used whether traditional or new methods.
- Quality assurance reflected by awareness of mission and vision and objectives, performing according to it and writing reports.
- Organizational changes as regards capabilities to carry out administrative, decision making, managing legal and financial issues.

2-Questionnaires for graduates:

The questionnaire started by personal information such as specialty, gender and share in any of the projects.

Similar to that of the staff, the questionnaire was divided into sections:

- Attendance of courses, training and workshops whether in Egypt or in foreign universities.
- Collaboration with the community in the form of curriculum addressing community needs, and presence of vocational training addressing work needs.
- E-technology in the form of use of internet, and e-mail facilities of the faculties, use of self and distant learning.
- Scientific Research as regards publication in international journals.

3-Questionnaires for students:

The first section of the questionnaire included data about academic year of the students, gender and whether he or she shared in any of HEEP.

The second part covers the following:

- Use of electronic facilities from the faculty such as internet and e-mail.
- Students' satisfaction about staff performance and staff students' relationship.
- Types of attended courses such as e-learning courses, new updated courses and self-learning.
- Use of faculty facilities such as computer lab and digital libraries.

All these developed tools are suggestive and according to every local situation and after each round of data collection, it must be revised and adjusted.

(See Appendix 3).

APPLICATION:

- 1- We started by developing tools to be tested in the pilot study, some of data collected reflected outputs as well as outcomes. This way we have tried to identify the occurrence of outputs so that it would be possible that the outcomes would occur.
- 2- Following the implementation and analysis of the pilot study, the new developed tools were tested over two phases: in the first one we used detailed questionnaires in order to test the feasibility and the quality of yielded data.

- 3- However, it was obvious that it was too long; especially the one for the staff since it needed more than 45 minutes to be filled. It was boring and thus the quality of collected data was affected.
- 4- Several meetings were held with the data collectors, supervisors and their feedbacks about the questionnaires were recorded.
- 5- Revision of the tools after phase one was carried out and the following was done:
 - a. Irrelevant questions were omitted.
 - b. Grouping of different categories were revised and adjusted so that the flow of questionnaires are easier.
 - c. Some duplication of questions was removed.
 - d. Importance of filling the codes was stressed as it might affect the data processing later on.
 - e. The tool for the review documentation was difficult to fill due to lack of proper documentation and some confusion in the form itself. The forms were revised and readjusted.
- 6- The revised questionnaires were then used to collect data for phase two. The tools proved to be much better and it did yield better quality of data and data collectors complaint almost disappeared.

Therefore, repeated testing of the developed tools and readjustment must be carried out repeatedly in order to reach the so called “best” tools. Listening to all those who are involved, especially the data collectors and data processors is very important.

TRAINING

(Step 5)

The training is directed to data collectors and data processors teams. It will be carried out for both groups separately. The central team will carry out the training of both.

Let us start first by giving an overview on how to carry out a training session in general:

At the start we will explain how to decide on the sequence and topics of the session:

First you have to decide about what you want your participants be able to do by the end of the session.

Second you need to decide on the methods that will best fit the need of your participants.

Third you need to decide on how you are you going to run the session, in other words what are the sequences of the session

Forth you have to decide on the way you are going to use to evaluate the success of the session. In other words you have to answer the question: Did the participants benefit and to what extent?

1- Data collectors training:

- **Intended Learning Outcomes:**

By the end of this training your participants will be able to:

1. Understand the meaning of impact assessment.
2. Carry out the data collection using the developed tools.
3. Communicate efficiently with the interviewees

- **Trainers:**

The head of the central team and the two coordinators will carry out the training.

- **Attendees:**

The attendees will be the data collectors and the field supervisors.

- **Procedure:**

The training will be formed of a combination of presentations delivered by the head of the central team followed by practical application in the form of role play moderated by the two coordinators. At the end of each day wrapping up of the two sessions will be carried out by one of the moderators.

The training will be carried out for five days. Every day is formed of two sessions.

However, the training will not stop by the end of these five days, but will be followed by the pilot study which is another opportunity for the continuation of the training.

Repeated meetings between team members, supervisors and central team will be carried regularly to monitor their performance.

- **Evaluation:**

Simple pre-post test will be used to evaluate the success of the session

(See Appendix 4)

Schedule for training

Day Schedule	Duration
<p>Day 1:</p> <p>Session 1:</p> <ul style="list-style-type: none"> • Pre-test 	10 minutes
<ul style="list-style-type: none"> • Introduction: 	15 minutes
<ul style="list-style-type: none"> -Definition of impact assessment 	15 minutes
<ul style="list-style-type: none"> -Objective of the study 	60 minutes
<ul style="list-style-type: none"> - Steps of carrying impact assessment 	60 minutes
<ul style="list-style-type: none"> • Open discussion 	30 minutes
<p>Coffee Break</p>	
<p>Session 2:</p> <ul style="list-style-type: none"> • How to carry out an interview? 	5 minutes
<ul style="list-style-type: none"> ○ Introduce yourself 	15 minutes
<ul style="list-style-type: none"> ○ Reasons for the interview 	20 minutes
<ul style="list-style-type: none"> ○ The sequence of the interview 	10 minutes
<ul style="list-style-type: none"> ○ Answer questions 	10 minutes
<ul style="list-style-type: none"> ○ Consent to participate 	30 minutes
<ul style="list-style-type: none"> • Role play of an interview 	30 minutes
<ul style="list-style-type: none"> • Open discussion 	30 minutes
<p>Day 2:</p> <p>Session 1:</p> <ul style="list-style-type: none"> • Presentation of guidelines of Qualitative data collection 	120 minutes
<ul style="list-style-type: none"> • Open Discussion 	30 minutes
<p>Coffee Break</p>	

<p>Session 2:</p> <p>Role play:</p> <ul style="list-style-type: none"> • In-depth interview • Focus group discussion • Open discussion 	<p>60 minutes</p> <p>60 minutes</p> <p>30 minutes</p>
<p>Day 3:</p> <p>Session 1:</p> <ul style="list-style-type: none"> • Review Documentation • Performance check list • Open discussion <p>Coffee Break</p> <p>Session 2:</p> <ul style="list-style-type: none"> • Overall review of the three questionnaires • Open discussion 	<p>60 minutes</p> <p>60 minutes</p> <p>30 minutes</p> <p>30 minutes</p> <p>90 minutes</p> <p>30 minutes</p>
<p>Day 4:</p> <p>Session 1:</p> <p>Role Play</p> <ul style="list-style-type: none"> • Staff Questionnaire <p>Coffee Break</p> <p>Session 2:</p> <ul style="list-style-type: none"> • Graduates questionnaires • Open Discussion 	<p>120 minutes</p> <p>30 minutes</p> <p>120 minutes</p> <p>30 minutes</p>
<p>Day 5:</p> <p>Session 1:</p> <p>Role Play</p> <ul style="list-style-type: none"> • Students Questionnaires • Revision of all tools <p>Coffee Break</p> <p>Session 2:</p> <ul style="list-style-type: none"> • Final Remarks and discussion • Post-test 	<p>90 minutes</p> <p>90 minutes</p> <p>30 minutes</p> <p>80 minutes</p> <p>10 minutes</p>

How to carry out an interview?

1. Start by greeting the interviewee, be nice.
2. Introduce yourself and ask him to introduce himself as well.
3. Explain to him the reasons for this interview and the needs for it.
4. Show him the permission from the university authority.
5. Ask him whether he likes to participate or not.
6. If he refuses, try to convince him but without pressure; if he insists thank him and leave.
7. Start the interview in a relaxed way, stop to answer his questions.
8. Probe, if you feel he did not understand you; but do not give your own opinion.
9. Do not use leading questions.
10. Ask him at the end, if he needs to add any thing; show interest in what he says and listen carefully.
11. End the interview by thanking him for his time.

Role Play:

1. The first step will be to divide the group into small groups according to the tool they are going to use to collect data.
2. For about 15 minutes the group assigns role to one another: one will act as a data collector while the second one will play the role of respondent.
3. A presentation will be delivered by every team followed by comments from the rest of attendees to correct their performance.
4. Comments will be written on the blackboard and discussed.
5. The demonstration will be presented for the second time after correcting mistakes and pitfalls of the previous one.
6. It would be preferable that every group responsible for data collection of a specific tool be the one who carry out the presentation of this specific tool while the rest of teams will observe and share in the discussion.

2-Data Processing Training:

• Intended Learning Outcomes:

By the end of this training the participants will be able to:

1. Understand the basics technicality of computers.
2. Know how to carry out correct data entry

3. Know how to check on the data entry.

• **Trainers:**

The statistician, who is a part of the central team, will carry out the training with the help of the two coordinators.

• **Attendees:**

The attendees will be the data operators who are going to carry out the data processing and their supervisor.

• **Procedure:**

The training will be mostly practical, using computers, to understand the process of data entry and checking.

The training will be carried out over three days, two sessions per day, six hours every day.

• **Evaluation:**

Simple pre-post test will be used to evaluate the success of the session

(See Appendix 4)

Schedule for Training

Day	Duration
<p>Day 1:</p> <p>Session 1:</p> <ul style="list-style-type: none"> ○ Pre-test • Introduction to impact assessment • Computer Files: <ul style="list-style-type: none"> ○ Introduction to basics of computers. ○ Introduction to computers Files <p>Coffee Break</p> <p>Session 2:</p> <ul style="list-style-type: none"> • Review Documentation (Demonstration) • Practical application on computers • Wrapping and Demonstration 	<p>10 minutes</p> <p>20 minutes</p> <p>30 minutes</p> <p>30 minutes</p> <p>30 minutes</p> <p>30 minutes</p> <p>120 minutes</p> <p>30 minutes</p>

<p>Day 2:</p> <p>Session 1:</p> <ul style="list-style-type: none"> • Computer Files: <ul style="list-style-type: none"> ○ Staff files (Demonstration) ○ Graduates (Demonstration) ○ Students (Demonstration) • Practical Application on Staff File <p>Coffee Break</p> <p>Session 2:</p> <ul style="list-style-type: none"> • Practical Application on Graduates and Students Files • Wrapping and Discussion 	<p>15 minutes</p> <p>15 minutes</p> <p>15 minutes</p> <p>60 minutes</p> <p>30 minutes</p> <p>120 minute</p> <p>35 minutes</p>
<p>Day 3:</p> <p>Session 1:</p> <ul style="list-style-type: none"> • Computer Files: <ul style="list-style-type: none"> ○ Staff Performance Files • Practical Application on File • Wrapping and Demonstration <p>Coffee Break</p> <p>Session 2:</p> <ul style="list-style-type: none"> • Revision of all Computers files • Open Discussion • Post-test 	<p>15 minutes</p> <p>90 minutes</p> <p>30 minutes</p> <p>30 minutes</p> <p>90 minutes</p> <p>35 minutes</p> <p>10 minutes</p>

3-Training for the Supervisors (Data Collection and Processing):

- The training for the supervisors, to both those concerned with the data collection and data processing, will be together; as this will ensure their understanding of the role of one another and subsequently their cooperation.
- The training will be in one day over two sessions: one for the data collection and the second for data entry. Since every one of them, according to his job, attended the corresponding training, therefore this part of the training will stress only on their corresponding duties.

- For the field supervisor (data collection), the training will stress on the following:
 - Importance of follow-up of data collectors in actual work
 - Importance of revision of the forms before submitting it for data processing.
 - Importance of coding: missing is not allowed.
 - Importance of meeting with the data collectors as well as the data processing supervisor to get feedback that should be taken in consideration if possible.
 - Importance of regularly keeping the coordinators informed
- A special training will be needed for the data processing supervisor so as to train him on how to check on the data entry process. It will be formed of the following:
 1. How to do simple frequency tables on different variables?
 2. How to identify the file with the wrong entry to refer back to the hard copy?

Similarly, to the field supervisor, the data processing supervisor will be asked to keep in contact with both the field supervisor and the coordinator in order to ensure the smooth flow of work.

APPLICATION

A-Data Collection Training:

1-The training in Zagazig University was carried out by the project manager with the help of two senior staff who were at the same time the field supervisors.

2-The schedule mentioned previously was implemented and the training was mostly in the form of role play.

3- The attendees were divided into 5 groups:

- First group: for the review documentation
- Second group:: for the Staff Performance
- Third group:: for Staff Questionnaire
- Forth group:: for the Graduates Questionnaire
- Fifth group:: for the Students Questionnaire

4-Every team stressed during the training on the tool that they are mostly going to be responsible for.

5- The most important part of the training was the open discussion about the flow of questions, the time needed to fill the questionnaires, the easiness of the questions, their relevance to the related indicators, the length of the questionnaires and the degree to which probing and explaining of the meaning of the questions is allowed.

6- After, reaching consensus about all details, finalization of the questionnaires according to feedback of the training was carried out.

7-Testing of 5-6 questionnaire forms of each type was carried out in between the different groups to make sure that the training was completed.

8-The importance of filling the questionnaires without leaving as much as possible any missing data was stressed again. Also, it was made clear that any questionnaire with missing data on the coding will not be accepted.

9-Finally, the role of every one was revised and the schedule of work was as well specified.

B-Data Processing Training:

The data processing training was carried out centrally; it involved the following:

1. A rapid introduction about the study was explained to the data entry operators.
2. The data base to be used for data entry was reviewed with the data operators and any inquiry about it was dealt with.
3. The computer files, in English and Arabic were sent electronically to those responsible for the data processing, either by e-mail or on a CD.
4. Since the data processing operators had previous experience on how to handle data, the training was mainly in the form of revising the computer files and pinpointing difficulties that might be faced.
5. Variables were defined and a computer filing system with data checking was created taking into consideration the different sections of the questionnaires.
6. Testing of data entry was carried out by the data operators under supervision of the data processing supervisor to make sure of their understanding of the whole process.
7. Stressing the data processing supervisor on the importance of not leaving any missing data, especially the part related to the coding.

PILOT STUDY, DATA COLLECTION AND DATA PROCESSING

(Step 5)

The data collection and data processing constitute the core of the system. Through the data collection and processing, the needed information is obtained.

After completing the formation of the team for data collection, and after finishing the training, the data collectors are now ready to start acting in the field.

The pilot study will be carried out and thus will be used as a second opportunity for completing the training.

I-Pilot Study:

The first part of the data collection will start by carrying out the pilot study. It is very important to be carried out as it allows to:

1. Test the developed tools
2. Test the logistics of the field
3. Identify difficulties and obstacles
4. Complete the training
5. Help team to get acquainted and thus promotes team work
6. Make sure that every member understands well his or her role.

Steps of Pilot Study:

1. Decide on the number of questionnaires forms that each team will fill. Usually, it is needed to fill from 10 to 15 questionnaires forms from each type. The collected questionnaires during the pilot will not be included in the actual data collection of the main study.
2. Field work:
 - 1- The survey itself will be conducted on a face to face basis in the respondent's location.
 - 2- The following survey guide lines must be followed:
 - i- All interviewers are fully briefed in details on the following:
 - a- Respondent selection and procedure for call backs and substitution.
 - b- Use of questionnaire and details of filtering.
 - c- Instructions including recording any open-ended answers.

All briefings should be carried out face to face and conducted by the field supervisor with a member of the central team. Usually he will be one of the coordinators, present all through.

- ii- Fifteen percent of the completed interviews will be subjected to back check (Quality control) by re-collecting data from the same interviewed person.
3. Each team member will record the following:
 - a. Difficulties encountered during data collection.
 - b. Time needed to fill the questionnaire.
 - c. Questions that were difficult and need rephrasing.
 - d. Flow of the questions and whether it needs readjustment.
 - e. Whether yielded information is what was needed to collect or not.
 4. Field supervisors will try to observe the performance of the data collectors in action; thus they can identify pitfalls and mistakes that they need to correct.
 5. Upon completion of data collection, questionnaires are revised by the field supervisors to detect errors and drawbacks.
 6. A meeting is to be held and attended by all data collectors, field supervisors and central team to review and evaluate what has been accomplished.
 7. The central team and field supervisors will readjust according to findings and meet again with the data collectors and discuss what was accomplished and get ready for the actual data collection.
 8. Meanwhile, the questionnaires will be forwarded for data processing to be revised and thus to find out the difficulties and constrains.
 9. Data entry of the collected questionnaires will be carried out to test its easiness, sources of errors and find possible solutions.
 10. Suggested solutions will be discussed with data collectors' supervisors to reach consensus on how to finalize the questionnaires.
 11. Simple frequency distribution tables will be done to test the yielded information so as to be sure of the feasibility of the collected data.

APPLICATION:

The pilot study was carried out in Zagazig University as a first step in testing the system for HEEP impact assessment. This was the first step in paving the way for the development and testing of the whole system. The following are some aspects:

1-The aim of the HEEP impact pilot study carried out in Zagazig University, was to explore the development of the impact assessment model.

2-Two Faculties were included: Faculty of Medicine and Faculty of Commerce. The Faculty of Medicine has six HEEPF projects and one QAAP, while the Faculty of Commerce has no projects at the time of carrying the pilot.

3-Data collection included both quantitative and qualitative methods:

a-The qualitative methods included the following:

- In-depth semi-structured interview (one to one): this was carried out to get feed back and perspectives of higher administrators and some of the staff members. Data was collected from the deans, vice deans, and some of the heads of departments of faculty of both faculties.
- Focus Group: to get feedback and perspectives of staff members and students. In the faculty of Medicine, four focus groups discussions were carried out (two for beneficiaries' staff, and students and two for the same groups but non-beneficiaries). Similarly, two were carried out in the faculty of Commerce: one from staff and one from students.

The qualitative methods of data collection helped to identify areas of interest that would help to refine the questionnaires used for quantitative data collection; also it threw some lights on the attitude and perspectives of staff members and students.

B- The quantitative methods included the following:

- Review Documentation: to collect data about changes in infra structure that is attributed to HEEP, developed training courses, methods used for communications and documentations developed by HEEP. Five departments were included from faculty of Medicine and three departments from the faculty of Commerce.
- Structure interview: collecting data on the different indicators measuring the impact. The data were collected from staff, graduates and students. The number of staff included from the faculty of Medicine was 25 and from faculty of Commerce were 18, the number of included graduates was 25 from faculty of Medicine and 21 from faculty of Commerce. Finally the students' number was 45 from faculty of Medicine and 16 from faculty of Commerce.

4-The developed tools were used to identify outputs/outcomes that can be attributed to different HEEP components. The pilot study allowed testing the developed tools as well as allowing continuing training of the data collectors.

5-The most important findings of the pilot study were as follows:

1-The data that collected in the pilot study were mostly outputs of the projects rather than outcomes. This was actually needed to get a proper insight of the accomplishment of outputs and its quality as perceived by the academic community.

2-The qualitative data had revealed an appreciable level of awareness among the staff. Nevertheless, this level of awareness starts to decrease when we go from the graduates to the students. It is clear that awareness of the students about the impact of HEEP is still limited.

3-The different aspects of the education and learning process as well as the competencies that were acquired by the staff during their training in the different HEEP have lead to some improvement in both faculties that was appreciated especially by the staff members.

4-The situation in the faculty of Medicine was slightly better than the faculty of Commerce which could be attributed to the presence of HEEPF projects (6 projects) in contrast to no projects in the faculty of commerce.

6-Lessons learned from the pilot study:

According to the stated objectives for the pilot study, the following can be deduced:

1-The use of combined approach of qualitative and quantitative methods of data collection is the best approach that will lead to a good impact assessment.

2-The tools used in the pilot study for data collection were mostly able to reveal outputs and not outcomes and therefore it needs to be readjusted.

3-The training of the data collectors was completed and they were able to deal with the non-cooperation of the interviewed person which was the most important constrain they faced.

4-Finally, in spite of the fact that this pilot study collected data on the outputs rather than the impact, it helped to get a good insight on how the tools for the main study will be developed.

Therefore, according to the previous mentioned findings, proceeding to the next phase of data collection was possible.

II-Data Collection:

The field work will start after completion of the pilot study and analyzing its findings. Each team responsible for special task will start collecting the needed information, according to the following steps:

1. Finalization of the questionnaires and setting the coding system:

After finishing the pilot study, all questionnaires and check-lists will be revised and presented in a meeting attended by all teams and headed by the head of the central team. During this meeting the following will be stressed upon:

1. The importance of filling the coding system. No forms will be accepted by the data entry team when any of the coding is missing.
2. The importance of carrying out the interview face to face to make sure that the questionnaires are filled properly.
3. The necessity of signing the forms by the data collectors and data supervisors so as to make the return of the forms to the responsible person upon revision easy.

After all agree on the final version of tools. The data collection for the main study will start.

2. Field Work:

Upon starting of the field work, the following must be considered:

- 1-Assignment of team members
- 2- Specification on how to carry out the actual data collection.

1-Assignment of the team members:

1. For the review documentation: two data collectors and a field supervisor will be responsible for its collection.
2. For the staff performance check list: two data collectors and a field supervisor will be responsible (same field supervisor who is supervising the review documentation).
3. For each of staff, graduates and students questionnaires: four data collectors and one field supervisor will be assigned. Their number might change according to the number of questionnaires to be filled and time allocated.

2-Specification on how to carry out the actual data collection:

1. Template:

The template is the first form to be filled. It will form a data base for all basic knowledge about different projects.

Also, it covers all needed information for the development of data base for the university, which is very much needed for the sampling procedure.

2. *Review Documentation:*

- The review documentation is formed of three forms: (See Appendix 3)
 - a. The first one will be filled centrally from the UPMU and the university computer center.
 - b. The second one will be filled from Faculty.
 - c. The third one will be filled from the departments included in the study.
- The coding system will be as follows:
 - a. University code ##
 - b. Faculty Code ##
 - c. Department Code ##

So that there will be a unique identifier for each department in each faculty in each university: ##, ##, ##.

- The data will be collected by examining the records with the help of those responsible for its recording.
- Each form should be signed by both the data collector and the supervisor.
- Upon completion of the filled forms, revision by the field supervisor will be done and if the following was identified, forms should be returned to the data collectors:
 - Inconsistency
 - Missing data, specially the developed codes
 - Illogic information
- After revision of the forms they will be forwarded for data processing.

3. *Staff performance:* (See Appendix 3)

- The staff performance check-list is formed of three sections. The first one is concerned with the personal information and this will be collected from the staff member himself. The second and third parts which are about personal competency and teaching methods and materials used, will be asked by dual inquiries, by observation and by asking attending students.
- Before attending the session, permission from the staff will be obtained after explaining the reason of attendance.
- The observer has to attend the whole session in order to be able to judge the staff performance in an adequate way.
- The assessment of the performance of the staff will be as follows:

a. *Personal competency:*

- Starting in time will be graded good if he started within 10 minutes from the time of the session.
- Introducing himself, if it is not his first session, will be recorded according to the students' opinion.
- His personal outlook will be judged by his general appearance and whether or not he has all needed equipment.
- Well organized and use time efficiently will be identified by his pace of talking at the start and at the end and whether he covered all what he intended to cover or not.
- As regards communication with students and getting feedback from students, it will be judged by allowing the students to ask questions during and especially at the end of the session. Also by respecting what the students are saying even it is not relevant. This information will be collected by both observing and asking students.
- Finally as regards controlling the class rooms efficiently, it will be judged by the degree of noise, side talks, his need for shouting and the attitude of the students with him (respecting and listening to him).

b. *Materials and teaching methods:*

- The first item to be noticed whether the Intended Learning Outcomes were mentioned or not at the beginning of the session or at least can be deduced by the students.
- The contents are organized and he knows well his subject. It can be identified by the smooth flow of the session and by not needing to go back to a part that he already has finished.
- Use the appropriate method; whether he uses the educational aids in an efficient way (suitable to the topic). If educational aid is not present in this session, his use of aids will be mostly identified by asking students.
- As for understanding him as well as his ability to convey knowledge, influence students' attitudes or train them on

skills; the information will be collected mostly, if observing the session did not reveal it, by asking the attending students.

- Finally, his ability to adjust his teaching according to the level of the majority of students, will be identified dually by observing the level of attention of students during the session and by asking students.
- After finishing, the observer will thank the staff member and ask him about any comments related to the study.

4. *Questionnaires:*

(See Appendix 3)

- Three forms of questionnaires: for staff, graduates and students were developed. As was mentioned earlier, the interview will be carried out face to face. The number of data collectors needed, will vary according to the number of forms needed to be filled.
- Carrying on of the interview will follow the standard procedure mentioned earlier when training was dealt with.
- The collected forms will be revised by the field supervisors and sent to the team of the data processing or returned back to the data collectors if not satisfactory.
- The revision by the field supervisor should stress on the following:
 - Proper filling of coding.
 - No missing data as much as possible.
 - No illogic information or inconsistencies.
 - Signature of the data collectors.
- When the data collector supervisors are satisfied, the forms are to be sent to the data processing team.

APPLICATION:

1-The application for data collection in Zagazig University, was carried out as part of **Phase one**, where all developed tools and selected methods for data collection were tested.

2- **Four faculties** were included to cover all components of HEEP; namely:

- Faculty of Medicine
- Faculty of Commerce
- Faculty of Education

-Higher Institute of commercial technology.

These four Faculties allows to finally test all aspects of the developed system.

3-**Data collection** included both qualitative and quantitative methods:

A-Qualitative Method:

- In-depth semi-structured interview (one to one): the same as was carried in the pilot study was repeated in Phase I.
- The following are the number of in-depth interviews:
 - 1-Faculty of Medicine: 11
 - 2-Faculty of Commerce: 8
 - 3-Faculty of Education: 6
 - 4-Technical College: 6
- Focus Group : the same as was carried in the pilot study was repeated in Phase I.
- The following are the number of focus group discussions:
 - 1-Faculty of Medicine: 4
 - 2-Faculty of Commerce: 2
 - 3-Faculty of Education: 3
 - 4-Technical College: 2

B-Quantitative Methods:

They included the following:

- Review Documentation: Same as what was done in the pilot study.
- Staff Performance check-list: to collect data about the staff performance whether by observation or questioning of students or by both ways
- Structured interview: collecting data from staff, graduates and students about the changes that they experienced and can be attributed to HEEP projects.

-Data were actually collected data from:

- 233 staff members,
- 311 graduates,
- 833 students

So the total sample was 1377

3-Upon collection of the forms, all **field supervisors revised** the forms and if found to be satisfactory, it was forwarded for data processing. If the forms were not

satisfactory, they were returned back for further updating or were totally discarded if proved to be of low quality.

4-**Open ended questions** if present were coded; however they were intentionally almost not present to make sure that all questionnaires were coded.

5-Some **non-response** did occur due to refusal of some of staff members to participate. This was accounted for by increasing the number of forms by 10 %.

III-Data Processing:

1. The first step of the data processing should start by discussing all forms with the data collection supervisors and the central team.
2. Changes in the questionnaires should be carried out to make the questionnaires suitable for data entry so as to minimize data entry errors.
3. The second step in the data processing is the development of Computer files for data entry. They should be available from the time of the training.
4. The computer files can be developed on Statistical Package for Social Sciences (SPSS) or any other statistical package. For each data form a separate data entry file is used.
5. Trained data entry persons should be capable to do the following:
 - 1-Edit, code and make data base for all questionnaires.
 - 2- Clean and filter data.
 - 3-Handle data to be numeric and single as expected from SPSS users
6. Accordingly, data processing are handled for each main section and sub-item, numbers and percentages for each category will be provided (frequency tables) to check the consistency of data and pick up errors
7. If important mistakes are noticed, referral to hard copy is to be carried out to check out whether this mistake is due to data entry or data collection. Necessary action is to be taken accordingly.

APPLICATION:

1-Before starting the data entry in Zagazig University, several meetings were held with the central team and data collection supervisor to revise all forms and adjust it for data entry before the start of data collection. Data collection did not start except after an agreement was reached between the data collectors team and the data entry teams about the forms.

2- A meeting was then held with the data collection supervisor to organize the flow of arrival of forms for data entry.

3- A sample of each type of forms was sent to the data entry site so that testing of data entry was carried out to pick up difficulties. Hence, any problems could be solved before the actual flow of data forms arrived to the site of data entry.

4-Before starting the actual data entry, data entry operators and supervisor revised the forms manually; looking specifically for:

1. Codes in the forms whether were complete or not. If there is any missing code, the forms were returned back to the data collection supervisor.
2. Generally missing data were not accepted. However, forms in which more than 10% of the questions were missing; were not accepted and were returned back to the data collection team.
3. Illogic data and inconsistencies were revised and forms were sent back to the data collectors' team.

5-Simple frequency tables were repeated at regular intervals to find out errors and referral to forms was done to identify the source of errors and action was taken to handle it.

DATA PRESENTATION

(Step 6)

The data presentation will cover how the findings are presented in order to answer the study objectives.

- **Preliminary statistical analysis will be carried out according to the following steps:**

1-Handling and building a data base for each questionnaire, including data file for each form (data entry).

2-Sorting each question in each questionnaire according to its categories with numbers and percentages forming basic descriptive statistics including if needed means and standard deviations (if applicable).

3-Forming suitable cross tables to conclude interrelationships between corresponding categories.

4-Testing for statistical significance for differences between categories (if needed) and testing for significant relationships (statistical inference).

5-Graphs: Bar chart- pie chart and histograms may be performed to support descriptive measures (graphical techniques).

6-Confidence intervals (95%) can be constructed to provide lower and upper bounds for major indicators with the reported confidence level.

- **The presentation of the findings will be as follows:**

A-Tables:

Tables will help to highlight the change in the indicators that can be attributed to the projects; tables should have a title that describes its contents and columns should be clearly labeled.

1- At the first round of data collection:

1) Simple Frequency Tables:

Items	%	%

- Simple frequency tables will present description of the situation, or comparison between faculties/departments, staff/students/graduates etc.
- The simple frequency table is usually the first format for the data presentation. It helps in revealing relationship and paves the way for more elaborate way of findings presentation.

- It highlights the most important findings in an easy and understandable way.
- Sometimes data can be represented as mean value.
-

2) Cross-Tabulation:

Indicators	Before Projects	During and after Projects	Difference (% of change)

- This format allows the identification of changes between the before projects and during and after projects.

Indicators	Non-Beneficiaries	Beneficiaries	Difference (% of change)

- This table allows the differentiation between those who shared in the projects (Beneficiaries) and those who did not share (Non-beneficiaries)

Indicators	Actual level	Source	Quality Rate

- This format allows identifying the source of change and to rate its quality.

These formats can be changed according to the situation, some items may be omitted while others may be added.

2) At the subsequent measurement:

(A)

Indicators	Previous Measurement	Current Measurement	Difference (% of change)

(B)

Indicators	Current Measurement	Target level	Difference (%)

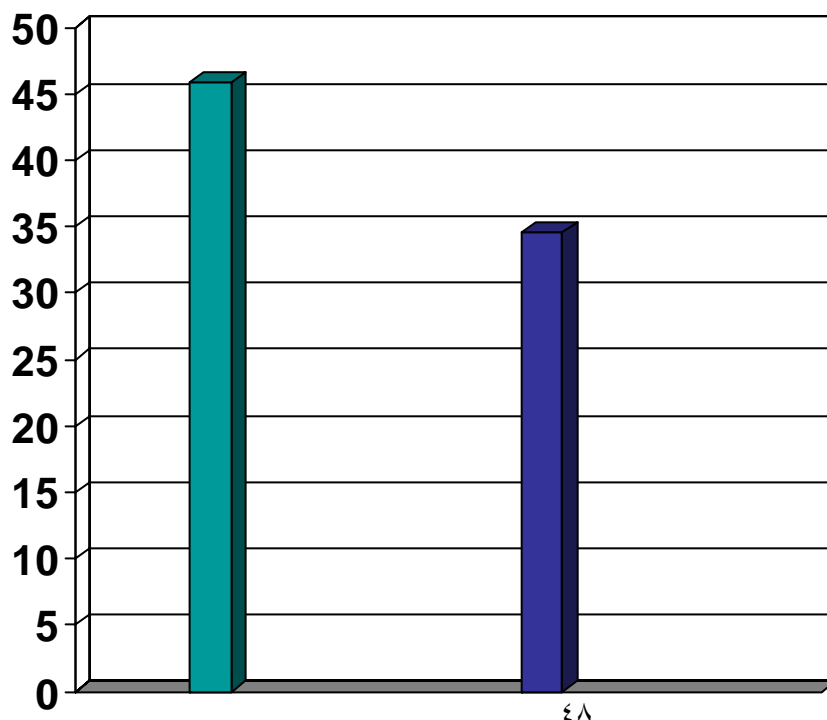
The previous presentations will allow in format (A) the comparison with the previous measurement. While in format (B), difference with target will be identified.

B-Graphs:

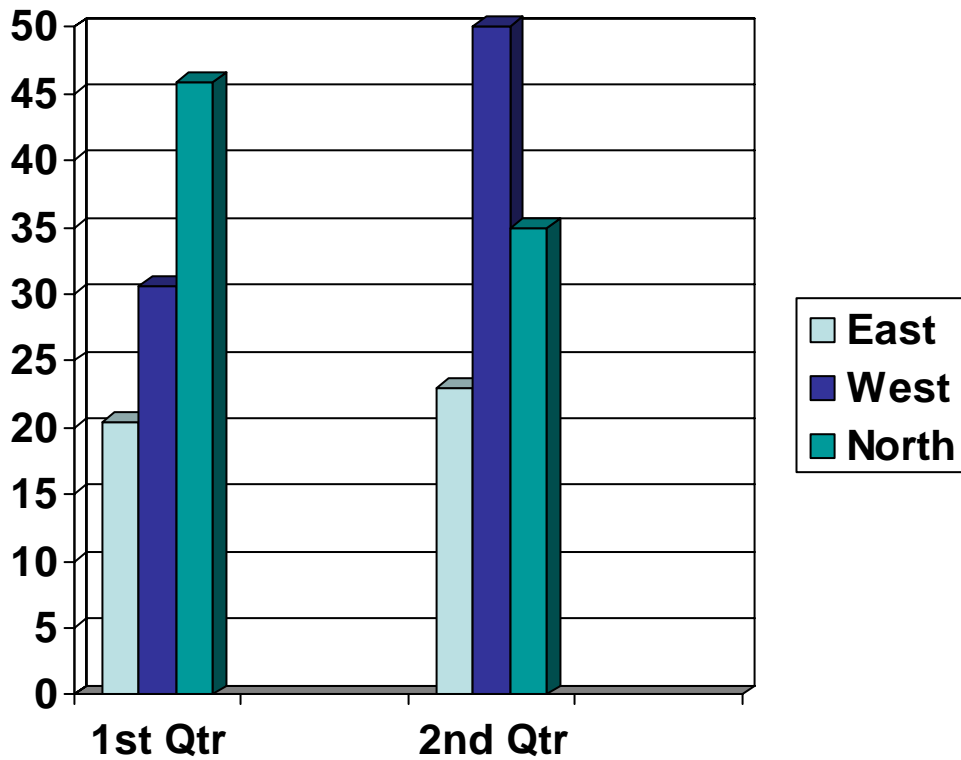
Graphs are the simplest and easiest way to present findings. It can summarize a lot of information in a single figure, it is very informative.

1-Bar Chart:

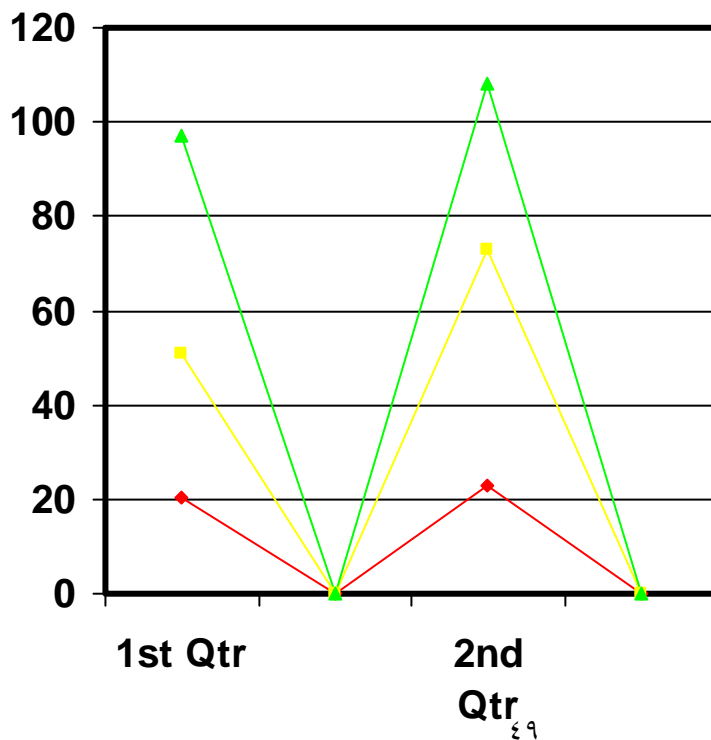
a- Simple bar chart will present simple percent distribution. It is analogous to simple frequency distribution table:



b- A more complex chart would be the *cluster chart* which allows the comparison of several items. Same can be done with the use of *component chart*.



c- Another way of data presentation can be by line graph, which may explain trends over time.



APPLICATION:

Application of the model was carried out in phase one of the project in Zagazig University. This allowed us to test the validity of the model and whether it measured what it intends to measure. Comments that interpret some of the findings were mentioned to explain the meaning of the findings.

- **An example of some of these findings will be presented.**

1-Example of simple frequency table:

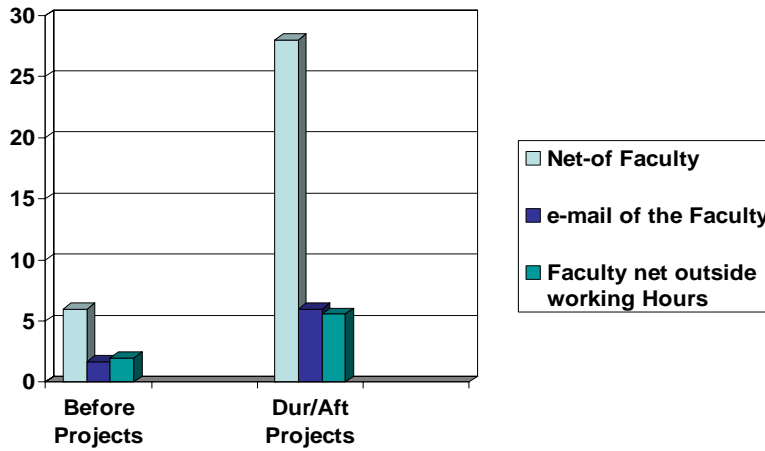
Table (1) Characteristics of the sampled staff

Items	% N=233
<u>1) Faculty:</u>	
-Medicine	67.8
-Commerce	16.3
-Faculty of education	12.0
-Technology college	3.9
<u>2)Grades:</u>	
-Professor	14.6
-Assistant professor	15.0
-Lecturer	18.9
-Assistant Lecturer	25.8
-Demonstrator	25.7
<u>3-Gender:</u>	
-Male	36.0
-Female	64.0
<u>4-Participation in HEEP Projects:</u>	
-No	18.0
-Yes	79.8
-HEEP	(26.3)*
-FLDP	(97.8)
-QAAP	(18.3)
-ICTP	(5.9)
-FOEP	(15.1)#
-ECTP	(4.8)#

* Percentage out of those who shared.

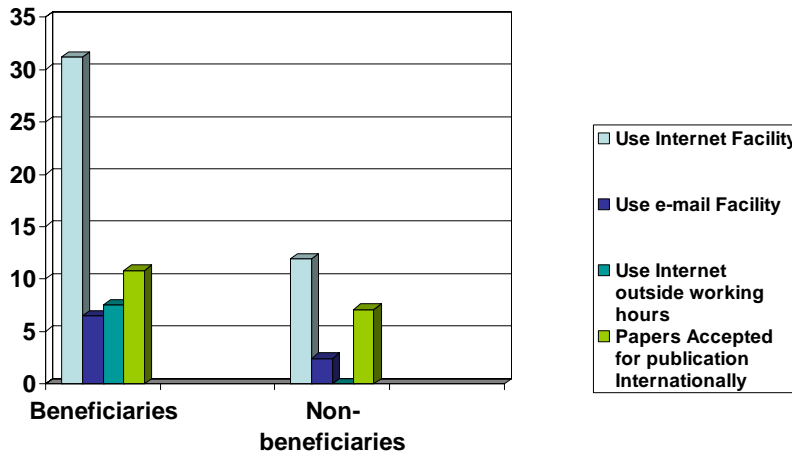
Number included from Faculty of Education and Technology College

Fig4: Use of Faculty Internet



The use of the faculty internet, e-mail was significantly higher during and after project compared to before projects. However, use of faculty internet outside working hours although was higher during and after project, yet the difference was not significant.

Fig5: Technology changes among Beneficiaries and non-beneficiaries



The technology changes that the faculty experienced its impact were significantly more noticed among beneficiaries of projects than among non-beneficiaries except for papers accepted for publication internationally.

Table (2): Curriculum related Indicators Before and during/after projects

Indicators	Before Projects	During and after Projects	Difference (% of change)
1) Percent of Staff who wrote course specification	10.0	21.0	11.0
2) Percent of staff who wrote curriculum	13.8	20.6	6.8
3)Percent of staff who wrote curriculum using Credit hours system	2.6	10.7	8.1
4)Percent of staff who wrote Intended Learning Outcomes	8.6	18.0	9.4
5) Percent of staff who wrote reports	9.4	22.3	12.9

Writing curriculum, intended learning outcomes, curriculum using credit hours system, course specification and reports were significantly more during and after the implementation of the projects than before.

Table (3):Curriculum related Indicators among beneficiaries and non-beneficiaries

Indicators	Non-Beneficiaries	Beneficiaries	Difference (% of change)
1) Percent of Staff who wrote course specification	21.4	22.0	0.6
2) Percent of staff who wrote curriculum	26.2	21.5	-4.7
3)Percent of staff who wrote curriculum using Credit hours system	7.1	12.9	5.8
4)Percent of staff who wrote Intended Learning Outcomes	9.5	26.9	17.4
5) Percent of staff who wrote reports	14.3	19.4	5.1

The same was noticed among beneficiaries and non-beneficiaries but to a lesser extent and the difference was significant only as regards Intended Learning Outcomes.

Table (4) : Sources of change in curriculum related indicators

Indicators	Source				
	HEEPF	FLDP	QAAP	ICTP	Others
1) Percent of Staff who wrote course specification	5.2	4.7	4.3	0.4	12.4
2) Percent of staff who wrote curriculum	3.0	3.9	3.0	0.4	16.3
3)Percent of staff who wrote curriculum using Credit hours sytem	4.3	2.1	1.3	0.0	6.0
4)Percent of staff who wrote Intended Learning Outcomes	6.0	3.9	4.7	0.4	9.0
5) Percent of staff who wrote reports	6.0	3.0	4.7	0.9	14.2

The highest source was related to others which included: self, colleagues, attending workshops, which denoted that the effect of the projects is not yet realized.

Table (5): Source of indicators and Quality

Indicators	Actual level	% who qualified it as good
1) Percent of Staff who wrote course specification	22.7	20.6
2) Percent of staff who wrote curriculum	23.2	-
3)Percent of staff who wrote curriculum using Credit hours system	12.0	9.4
4)Percent of staff who wrote Intended Learning Outcomes	19.7	15.5
5) Percent of staff who wrote reports	24.5	16.3

Indicators related to the percent of staff who wrote items related to curriculum ranged from 12% to 24.5%. The highest was related to report writing and the lowest was related to writing curriculum with credit hours. As regards quality, however, 20% of the staff rated the quality of writing course specification as good while only 9% qualified the writing of credit hours curriculum to be good.

MONITORING AND EVALUATION

(Step 7)

Monitoring should start very early from the beginning of the study, it must go hand in hand with the development and implementation of the whole system.

Quality Control is an important issue that we must bear in mind all through. The monitoring will therefore ensure the application of the principles of quality while implementing the system.

Planning for Monitoring and Evaluation:

The planning for monitoring and evaluation will start with the planning of the whole system. It will be carried out as follows:

- 1- Recruitment and training of the team.
- 2- Monitoring of the performance of the implementation team
- 3- Revision of the used tools according to feedbacks of team members
- 4- Monitoring of the collected data
- 5- Reporting all findings to central team.
- 6- Carrying out the quality control process
- 7- Writing out the monitoring and evaluation report.

1-Team Development:

The central team will be responsible for the selection of the quality control team. The team for the monitoring will be part of the implementation team, while that for the evaluation and quality control will preferably be a separate one. However, if this is not possible a shift can make and those responsible for one form will collect the quality control data for another form. Again, at each level, responsibility must be very clear and well specified.

The needed team will be formed of two data collectors, and one field supervisor.

Training and orientation will be carried out by the central team.

The *training* duration will be in the form of one day and will cover the following:

- 1- Data to be collected
- 2- When to be collected
- 3- Who will collect what.
- 4- For whom to report.

2-Monitoring of the performance of the implementation team:

The monitoring of the performance of the teams will cover mainly the monitoring of the data collectors while collecting data. This will be carried out by the field supervisors.

Field supervisor will accompany every one of the data collectors' team at least once during their performance. The field supervisor has to comment on the following:

- How the data collector introduces himself and starts the interview.
- How he explains the reason of the interview and takes a verbal consent for acceptance of participation.
- How he carries out the interview:
 - Does he just read the question as it is?
 - Does he try to probe to reach the right information when needed?
 - Does he talk too much?
 - Does he use leading questions?
 - To what extent he tries to influence the interviewee?
- How he ends the interview and thanks the interviewee

The field supervisor will convey his remarks to the data collectors and if there are substantial mistakes, the data collectors will be asked to readjust his way. The field supervisor will accompany him once more and if he still makes the same mistakes, the data collectors should be dismissed.

As for the data processing team, their performance will be mainly monitored by the mistakes they are going to do during the data entry.

3-Revision of the used tools:

As part of the quality control, feed backs about the quality of the tools will be obtained from the data collectors. This process will start as early as possible from the time of training. It involves the following:

- The flow of questions
- The phrasing and the understandability of the questions.
- The sequence of the questionnaire.
- The difficult questions
- The illogic questions

Readjustment of the questionnaires will be carried out after these comments were considered and consensus of its importance was reached. Several meetings might be needed to carry out this readjustment.

4-Monitoring of the collected data:

A-Data Collection:

The collected forms will be submitted to the field supervisors who will carry out the revision of the forms as regards coding, inconsistencies, missing data and the signature of the data collectors. This must be carried out before being sent for data processing:

If any of the forms is considered to be of poor quality, it must be sent back to the data collectors for revision. If this was noticed to be present always with one specific data collector; the field supervisor should contact him and explain to him his mistakes. He should be kept under close supervision to make sure he has adjusted his performance.

B-Data Processing:

The data processing monitoring will be carried out by the data processing supervisor who should have a good knowledge of the simple statistical procedure needed to check data with. He will carry out simple frequency distribution of different variables, especially the codes used; this will allow him to pick the wrong entry. Referral of wrong entry will be conveyed to the data operators to find out whether it is a mistake that originated from the data collection or the data entry.

If the same mistakes are repeated frequently, especially from the same data operator, he must be notified and should be kept under close supervision.

5-Report all findings to central team:

The central team must be kept informed about the whole process and continuous reporting must be ensured. This will allow the central team to take appropriate decision whenever needed, it will help him very much during the planning and implementation of the evaluation.

6-Carry out the quality control process

The quality control process will imply two things:

- 1- Assigning and training of the team that is going to carry the quality control.
As it was mentioned earlier we have two options; either the teams are shifted to carry out data collection other than the one they were appointed to them or to develop a new team who is going to be responsible only for the quality control.

2- Select randomly a certain proportion (10-15 %) of collected forms and recollect data. However, there are several problems that might be encountered. This will be mostly noticed for the staff performance and the rest of questionnaires for the following reasons:

- i. The collected questionnaires and performance check list are anonymous, which will make it difficult to reach the same person once more.
- ii. The students and graduates are sometimes difficult to track as they may be moved to other department.
- iii. There may be resistance and even refusal from staff to re-answer the same questions once more.

• **To overcome such problems, the following can be done:**

- 1- For the check list of staff performance, one department will be selected at random and the same number of staff forms will be recollected taking into consideration:
 - a. Staff grade
 - b. Type of session
 - c. And if possible same topics.
- 2- For the questionnaires of the staff members the same way as that of the staff check-list of performance will be used. As for the graduates, tracking them in same the department will be done. If they have left to another department they will be tracked there. The same as that done for the graduates will be done for the students.
- 3- A random selection of the specified number of staff, graduates and students will be included in condition that they have shared in the previous data collection. This will be identified by asking them before re-interviewing them.
- 4- As regards the review documentation, the recollection of data will not be difficult. Selection of one department at random will do.
- 5- Finally, to identify agreement between previously collected data and the quality control data; statistical analysis using special techniques such as Kappa test can be used to detect level of agreement.

7- Write out the monitoring and evaluation report.

Upon completion of data collection for monitoring and evaluation, discussion of the findings must be carried out at all levels before submitting the final reports.

Appropriate action must be taken immediately if possible.

As part of the final report, the monitoring and evaluation report will be submitted. Special consideration will be taken into account as it can reveal some problems in the system that might need readjustment.

APPLICATION:

1-The monitoring of the team performance was carried all through the study in Zagazig University as follows:

1- The field supervisors carried out the following:

- They attended the data collection in the field with most of the data collectors and they conveyed their remarks to the data collectors; among these remarks, the following were stated:
 - 1- There was some difficulties faced by the data collectors while carrying out the interview, especially with the staff members. It was due mainly to the fact that the questionnaires was too long, complicated and asked some questions that need memory recall. These findings were conveyed to the central team and readjustment of the questionnaires was done.
 - 2- The check list for the staff performance was difficult to carry on by just attending once. This was overcome by dual data collection by asking students as well as by filling the check list.
 - 3- Poor quality of documentation, especially at the level of the department was a problem. Nevertheless, the data collectors have done their best to collect as much data as possible.
 - 4- Some of the data collectors did not follow the standard procedure and were asked to readjust their performance.
 - 5- Every field supervisor revised the forms submitted to him from the data collectors. Some mistakes were noticed such as:
 - a. Missing of some of the codes.
 - b. After stating "NO" as an answer, the rest of questions were completed.
 - c. Some of the important data were missing.
 - d. Some of the marks they used were unclear.

All these remarks were pointed out to the data collectors and the unaccepted forms were returned to correct or even to discard totally.

- 2- The data processor supervisors revised the submitted questionnaires and have noticed the following difficulties:
 1. The staff questionnaire was too long and complicated for the data entry.
 2. Same thing was noticed for the review documentation.
 3. Graduates and students forms were better and needed slight readjustment
 4. Some of the codes were missing

These findings were conveyed to the data collection field supervisors and appropriate measures were taken.

- 3- Several meetings were held between the central team and data collectors and data entry supervisors to organize the flow of work and make sure that most of the difficulties encountered were taken into consideration specially when preparing for phase two.

REPORT FINDINGS, DISSEMINATION AND SUSTAINABILITY (Step 8 and 9)

Report findings, dissemination and sustainability are three interrelated issues that need special consideration as they denote the success or failure of any developed system.

Report findings can take several forms; among the most important of them is writing the **final report** as it will be the first to demonstrate the validity, reliability and feasibility of the developed system.

The final report gets its importance from being the first document that handles the findings. The final report will cover, with lots of details, the steps that should be used to implement the system. The steps for writing a report were mentioned in part one.

Writing the final report that is going to be submitted to involved parties is an important step in dissemination of the findings that will allow its proper use. Using the findings will ensure as well the sustainability of the system.

As regards **dissemination**, it can take several forms as was mentioned in part one, but to ensure effective dissemination we should take into consideration the suitability of the methods used to the target audience. Carrying out workshops may be suitable for staff members but would not be feasible for students for example. While using of web site to disseminate information will be more attractive for students.

Sustainability of the system will be best ensured if stakeholders are convinced of its importance. Motivation for its use is another issue that needs to be considered.

Incentives and enforcement by laws are among the effective means of ensuring sustainability.

Therefore, in order to get the highest benefit from the collected information, we need to consider the following:

- 1-To whom the material is sent
- 2-The suitable format
- 3-Time

A-Report:

1-To whom should the report be sent:

The report should be sent to:

- Highest authority in the university.
- UPMU director
- Deans and Vice-deans of all faculties.

- Directors of HEEP

Just sending the report is not enough, but follow up and personal communication to get feedback can help for the proper use of the findings.

2-The suitable Format of the report:

An elaborate detailed report may be important but sometimes it is difficult to be read by a busy recipient. Therefore, final report that is going to be submitted should contain a good comprehensive executive summary that will allow busy reader to get a comprehensive idea about what is going on. If the executive summary is properly written in an attractive and informative way, it can attract them to read the rest of the report.

3-Time of sending the report:

Sending an out of date report is worse than not sending it at all. Too old information that most probably had already changed may create confusion and perplexity that can cause more harm than good. Reports should be sent in due time so that maximum benefit can be gained from the findings.

B-Newsletters:

1-To whom the newsletter is sent:

The newsletters should be sent to almost all beneficiaries, as it is easy to read and comprehend and thus the needed information will be easily understood.

2-The suitable Format of the newsletter:

The newsletter must contain minimum wording in a simple way with more illustrations that can convey the needed information to all with different educational levels.

3-Time of sending the newsletter:

The newsletter should be distributed as early as possible to ensure its use. Continuous propagation of the newsletter will promote the implementation and maintenance of the system.

C-Web Site:

1-To whom the web site is directed:

The web site use necessitates knowledge of how to use the internet. Therefore those who are going to use it will be mainly students and some of the staff. The web site will be a very effective way to convey the needed information to students.

2-The suitable format of the web site:

The web site, besides containing the information about the system, it should contain an interactive part that will allow responding to questions and inquiries asked by users.

3-Time of developing the web site:

The web site should be established as early as possible and must be updated with new information regularly.

D-Workshops:

1-Who should attend the workshop:

Workshops should be attended by those who are going to be responsible for the implementation of the system. It will give them an important opportunity for training on how to implement the system. The number attending should range from 25 to 30 attendees to ensure maximum benefit.

2-The suitable format of the workshop:

The workshop should be interactive, it should be used as an opportunity for dissemination as well as for motivation for use and thus ensure sustainability.

3-Time of carrying out the workshops:

The time for carrying out a workshop should be selected so that to ensure proper attendance by those concerned. It should not be at the busiest time of the academic year especially at the time of involvement of staff in teaching or in examinations.

Therefore, it is evident that in order to convey findings, to ensure dissemination and sustainability, collaboration of all parties is a must in addition to the proper approach at the right time and at the right place using the right means.

APPLICATION:

1-Report Writing:

The first report about implementation of phase one in Zagazig University was already submitted; it covered all aspects of the implementation. Since phase one of the study was mainly directed to validation of the system before finalizing it; the report was not disseminate yet to all concerned parties.

However, it did cover all sections of a report; following is part of the executive summary of Phase one:

EXECUTIVE SUMMARY

The overall goal of Impact Assessment is to identify whether HEEP projects have efficiently achieved their planned goals.

Impact assessment results will explain the overall efficient impact of **HEEP** on the reform of Higher Education.

HEEP is formed of six components that address the identified needs for enhancement of higher education. They are:

- 1- Faculty/Staff and Leadership Development Project (FLDP).
- 2- Information and Communication Technology Project (ICTP).
- 3- Quality Assurance and Accreditation Project (QAAP).
- 4- Faculty of Education Project (FOEP).
- 5- Egyptian Technical Colleges Project (ETCP).
- 6- Higher Education Enhancement Project Fund (HEEPF)

Pilot study:

The first step that we carried out was a pilot study which had for aim to explore the process of the impact assessment that is most suitable for the development of the needed system. At the end of the pilot study, in spite of the fact that the collected data were mainly on the outputs rather than the outcome, we were able to get a good insight on how the tools for the main study will be developed. Also the pilot study served us to identify that:

- The use of combined approach of qualitative and quantitative methods of data collection is the best approach that will give us a good impact assessment.
- The tools used in the pilot study for data collection were mostly able to reveal outputs and not outcomes and therefore it had to be readjusted.
- The training of the data collectors was completed and they were able to deal with the non-cooperation of the interviewed person which was the most important constrain they faced.

PHASE ONE OF MAIN STUDY:

Phase 1 of main study objective is to develop a system that can be applied in different settings and be able to measure the impact of the overall HEEP as well as each of its component.

Methodology:

The following are the faculties and institute that were included in phase one:

- faculty of commerce as representative of theoretical faculty
- faculty of medicine as representative of practical faculties.
- faculty of education where the FOEP was implemented
- technical college of commerce where the ECTP was implemented.

1-Conceptual framework matrix:

To develop the needed system, our first step was to develop the framework matrix that included the goals, specific objectives, expected outcomes and indicators that measure these outcomes for each of the six HEEP components.

2- Study design and sample procedures (methods and size):

Our study design will be a cohort approach. We have three cohorts:

- A cohort of staff
- A cohort of graduates
- A cohort of students

After the first measurement, repeated measurement should be carried out at the beginning of each academic year so as to identify the changes that can be attributed to the HEEP impact.

3-Data collection included both quantitative and qualitative methods

1- The qualitative data collection was in the form of in-depth interviews for leaders and in the form of focus group discussion for the rest of staff and students. We carried out: 31 in-depth interviews and 11 focus groups.

2-For the quantitative data collection, a structure interview was used to collect data from staff (233), graduates (311) and students (833). Check lists were used to collect data about staff performance and to review documentation.

The needed tools were developed, tested during data collectors training and small pilot study that was carried out before the actual data collection.

Results

► Out of the implementation of phase one the following can be concluded:

1-The areas that were covered by this phase included: general aspects, technology, curriculum, teaching methods, students' evaluation, quality assurance, organizational changes and thesis.

2-Data collected on the outcomes indicators revealed the following:

A-Over all impact:

The outcomes indicators that were measured revealed the following:

- There are appreciable changes in the academic environment that was revealed by changes in the teaching methods and students' evaluation with a shift towards more modern methods.
- There are also changes in technology available and used in the university.
- Aspects related to quality assurance, organizational changes and thesis were all towards improvement.

Nevertheless, most of the staff attributed these changes to “others”, which mostly were considered to be related to self changes or training in department, non-governmental organization etc, any thing but the HEEP. A finding that can reflect the denial of the staff of the HEEP impact as was evident from their feedback in the qualitative data. However, in spite of this denial, it can be postulated that the changes observed due to HEEP had influenced the rest of staff to realize the importance of improvement.

- Performance of staff did not show consistency which reveals that the changes taking place are still not well established and that it needs more time to become a part of the staff usual performance. Therefore, identification of the final outcomes will need more time.
- Comparison of changes between beneficiaries and non-beneficiaries and between before and during/after projects revealed a significant difference.
- The graduates were less aware of these changes, but all general aspects as well as their use of technology was significantly different (in most of these aspects) between beneficiaries and non-beneficiaries and also before projects and during /after projects.
- Finally as regards the impact among students their level of awareness, as revealed from the qualitative data, was very low. The use of computers lab, other types of lab, use of digital library, the new updated courses and some improvement in staff students relationship were the aspects the students are realizing they have changed. Nevertheless, according to them it was not always attributed to HEEP.

- The quality of documentation at all levels was defective. Therefore, changing the quality of documentation is going to be very difficult. We were not able to properly fill the developed template. The faculty of Medicine, where a quality assurance project, funded by HEEPF, was implemented showed a totally different situation, where most of the data was available. It seems that for the impact of QAAP, is still too early to try to identify it.

B-Individual Projects:

- The four projects: HEEPF, FLDP, QAAP and ICTP had many overlapped areas, which made the differentiation of the impact of each of them is very difficult. Another cause of this difficulty is that their beneficiaries are not cut clear, and any one can be a beneficiary to more than one project.
- Nevertheless, we can state with some confidence that changes in areas related to technology can be attributed to ICTP, while changes in performance of staff in teaching, students' evaluation, and organizational changes can be attributed to FLDP.
- The impact of QAAP, since proper documentation is one of its main activities, still needs time. The documents have to be developed and then the staff has to realize its importance and then they may perform according to quality standards.
- As for HEEPF , it is almost impossible to differentiate its impact from the rest of components as it has funded almost all types of projects.
- The faculty of education and the technical college has a special situation since they are now at the stage of developing infrastructure and therefore, their impact is still not realized.

► Drawbacks and Limitations

At this stage, it is very important to identify drawbacks and limitations which will allow the proper implementation of the developed system while acknowledging its weakness:

1-The first drawback that has been faced is the lack of proper impact assessment design and lack of base line data.

2-Among the drawbacks that we have faced and need to be addressed is the defective state of documentations at all levels.

3-Non-cooperation of the staff was one of the limitations that affected our work. A hostile environment is present against the projects.

4- The time of the implementation of data collection is another drawback that we have faced and made our work more difficult than expected.

5-Some of the projects' manager at the centre level of HEEP did not show much collaboration and did not provide us with the needed information.

6- Lastly, we have to bear in mind that the impact that we were actually collecting data about is only limited to the short term effect (the outcome), which only will give an idea that is restricted to a limited effect.

7-Finally, cost analysis was not considered, an issue that must be considered and the proper planning for its assessment must not be ignored.

► Recommendations:

1- The template that we have developed and we were unable to fill properly, need to be filled through a mechanism that should be activated at all levels.

2- Careful consideration of the time of the implementation of the data collection is very crucial and need to be selected at the proper time.

3-According to some findings, revision of the approach of some projects can improve very much its outcome.

4-Among the recommendations that might improve the situation, is the motivation of different beneficiaries to share.

5-Repeated measurements at fixed intervals can provide the developmental processes reflecting the real changes that the academic community is experiencing.

6-Among the aspects that need special consideration is the quality of scientific publication.

2-Dissemination and Sustainability:

1-As part of the process of the development of the HEEP Impact assessment, it was planned to carry out workshops in order to disseminate the progress in its development. So far, two workshops have been carried out.

2-Some publication has been disseminated through the HEEPF conference that was held recently in El Azhar University.

3-Also, some publications were made available on the web site of HEEP.

4-The sustainability will be ensured by the commitment of higher administration in the Faculty of Higher Education, to ensure its implementation.

TO SUM UP:

To sum up, it is clear that the following should be considered:

1. The first step to carry should be the central team recruitment, as the team will be responsible for most of the following steps.
2. Develop the plan of action will help to identify the sequences that should be followed to properly implement the system.
3. Revision of the developed framework matrix, and indicators is very important as it will help to specify exactly what can be accomplished.
4. Determination of the sample size, the sources of data collection and revision of tools are all necessary steps that should be carried out before starting the actual work.
5. Carry out the training and the pilot study, are the last steps in the planning procedure before starting the actual data collection. The pilot study's importance is in the fact that it highlights the difficulties and problems in real situation.
6. Monitoring should go hand in hand, from the beginning, with all the steps of work as it will provide a good guarantee against pitfalls and problems that if identified late it can be difficult to deal with.
7. Quality control through the implementation of evaluation is very important to make sure that the process was carried out in an efficient way.
8. Finally report findings, dissemination and sustainability should be carried out by the most suitable ways so as to ensure the gaining of the best benefit from the implementation of the Impact Assessment system.

APPENDICES

APPENDIX 1

TIME LINE

GANT CHART

1-Time Line for first round:

Activities	Weeks															
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	13 th	14 th	15 th	16 th
1-Teams Recruitment:	_____	_____														
2-Revise the framework matrix and select the indicators	_____	_____	_____	_____												
3-Plan the sample		_____	_____	_____												
4-Revise the tools			_____	_____	_____	_____										
5-Develop the plan for the implementation:																
-Training					_____	_____	_____	_____								
-Pilot study							_____	_____								
-Data collection;									_____	_____	_____	_____	_____			
-Data processing;										_____	_____	_____	_____			
6-Monitoring and evaluation;	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
7-Writing report, dissemination and													_____	_____	_____	_____

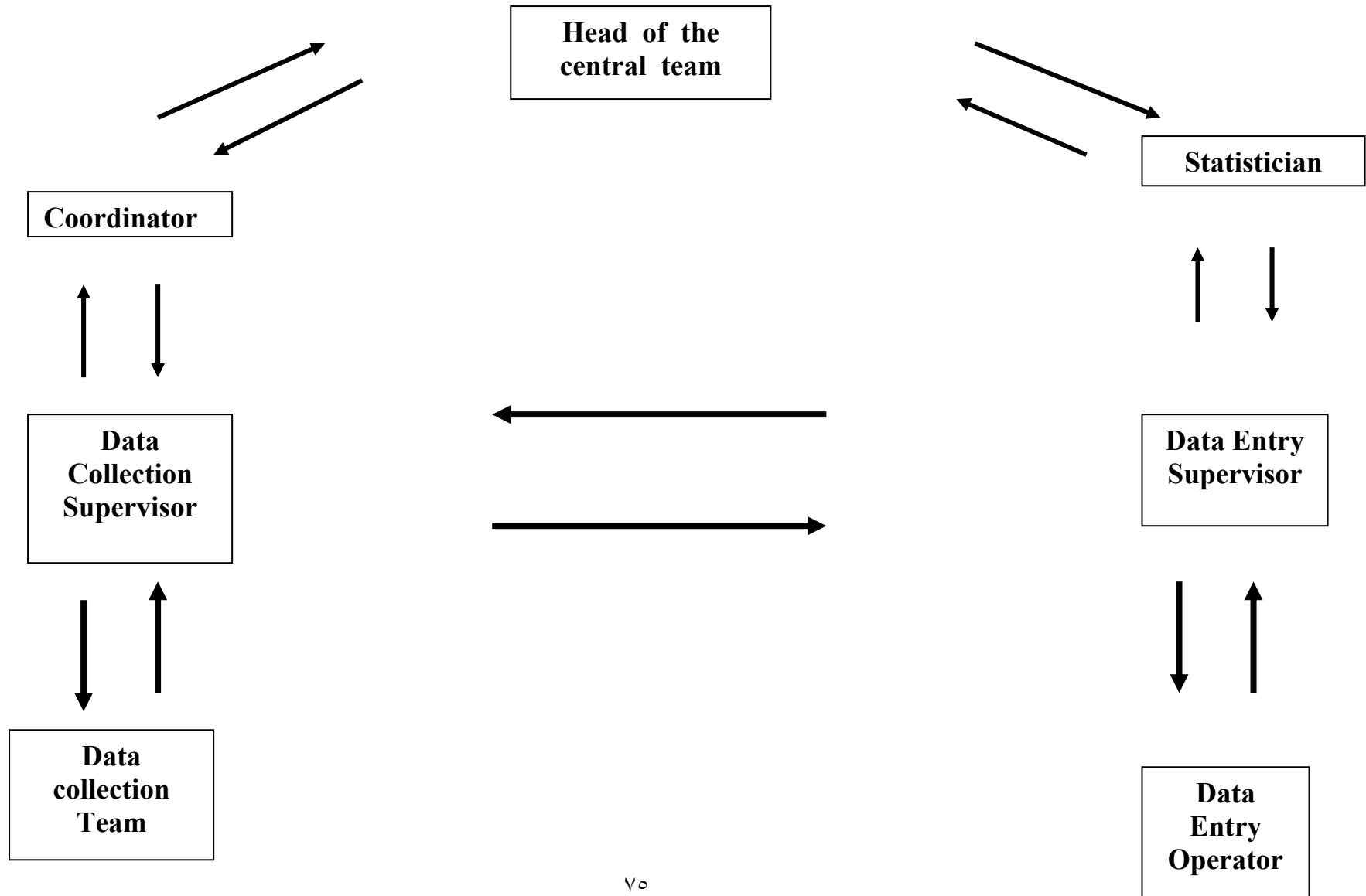
sustainability																	
----------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

2-Time Line for Subsequent Rounds:

Activities	1st week	2nd week	3rd week	4th week	5th week	6th week	7th week	8th week
1-Training	_____							
2-Data collection		_____	_____	_____	_____			
3-Data Processing			_____	_____	_____	_____		
4-Monitoring and evaluation;						_____		
5-Writing report, dissemination and sustainability					_____	_____	_____	_____

APPENDIX 2
ORGANIZATIONAL CHART

ORGANIZATIONAL CHART



APPENDIX 3
TOOLS FOR DATA COLLECTION

_____ :

:

(_____) _____ :

_____ :

_____ :

_____ :

						-
						-

_____ :

_____ :

						/

_____ :

_____ :

						/
						/

In-depth and focus groups guidelines

1- Have you shared by any means in any of HEEP project?

هل شاركت فى أى من مشاريع تطوير التعليم؟

2- If yes; is this project in your department or outside it?

إذا كانت الأجابة بنعم ، هل كان ذلك فى قسمك أو خارجه؟

3- In what form?

1- PM

2- Management team

3- Beneficiaries

هل كنت:

- مدير مشروع
- من فريق التنفيذ
- مستفيد

4- In your opinion what are the unmet needs in your dept/faculty?

فى رأيك ماهى الاحتياجات التى يحتاجها القسم / الكلية والتى لم تسطع الكلية معالجتها؟

5-Why do you think these needs are not fulfilled?

لماذا لم يتم تحقيق هذه الأحتياجات؟

6-How much of these unmet needs were covered by the HEEP projects?

Give a percentage?

كم من هذه الأحتياجات استطاعت مشروعات التطوير أن تغطيها فى رأيك؟ حدد نسبة %؟

7-Do you think that writing proposal has improved after the HEEP projects?

Give a percentage

هل تعتقد أن كتابة مقترح مشروع بحثى قد تحسن بعد مشروعات التطوير؟ حدد نسبة %

8-What –do you think of students performance in your department/faculty?

ماهو رأيك فى اداء الطلاب فى القسم / الكلية؟ أعطى درجة %

9-What –do you think of staff performance in your department/faculty?

ماهو رأيك فى اداء أعضاء هيئة التدريس فى القسم / الكلية؟ أعطى درجة %٥

10- What is your opinion about staff- students' relationship in the department/faculty?

مارأيك فى علاقة أعضاء هيئة التدريس والطلاب فى قسمك/ كليتك ؟ أعطى درجة % لجودة العلاق

11- What are the changes that you perceived about e-technology in faculties before and after ICTP implementation?

ماهى التغيرات التى لاحظتها خاصة فى التقنية التكنولوجية قبل وبعد مشروعات التطوير؟

12- To what extent are you satisfied with the speed, flow of information of network in your faculty/department?

Do you acknowledge the importance of information and communication?

الى أى مدى أنت راضى عن سرعة تدفق المعلومات فى شبكة المعلومات فى قسمك / كليتك؟ أعطى %
هل تعتقد بأهمية المعلومات والتواصل؟

13- To what extent, do you think that the overall performance of the administration has improved over the last two years? Give a %.

الى اى مدى تعتقد أن هناك تحسن فى اداء الإدارة فى الكلية/ الجامعة خلال العامين الماضيين؟
حدد نسبة مئوية؟

**14-To what extent the performance of employees in the administration has changed after the start of HEEP projects.
Do you think the quality of work has changed?**

الى مدى تغير اداء الإداريين بعد مشروعات تطوير التعليم؟ أعطى %
وهل تعتقد أن جودة العمل قد تغيرت؟

REVIEW DOCUMENTATION

This will be collected from the Project Management unit:

FACULTY NAME:

FACULTY CODE:

CYCLE	NO OF PROPOSALS SUBMITTED			TOTAL	NO OF PROPOSAL GRANTED			TOTAL
	HEEPF	QAAP	OTHERS		HEEPF	QAAP	OTHERS	
1 ST								
2 ND								
3 RD								
4 TH								
TOTAL								

If Present put \checkmark If number is not possible If Not present put: \times

This will be collected from the Computer centers of University / Faculty

FACULTY NAME:

FACULTY CODE:

Items	Presence of Web for University	No of scientific papers downloaded	No of thesis abstract published on web site	No of Scientific papers published on web site	No of Books abstract published on web site	No of video conference and streaming through faculties
2001						
2002						
2003						
2004						
2005						
2006						
TOTAL						

Check Documentation at the level of Faculty

FACULTY NAME:

FACULTY CODE:

Year	Total No of Staff	Total No of undergraduate Students	Total No of foreign undergraduate Students	Total No of post graduate Students	Total No of foreign post graduate Students	Total No of grants received by faculty	Total No of conjoint projects with national organizations	Total No of conjoint projects with international organizations
2001								
2002								
2003								
2004								
2005								
2006								
TOTAL								

Faculty Name:

Faculty Code:

	Absent	Present ➔	Quality		Source							Corrective action taken		
			Good	Poor	HEEPF	FLDP	QAAP	ICTP	FOEP	ETCP	Others	No	Yes	Not needed Not Applicable
Mission, Vision and Objectives														
Self study														
Internet Facility														
Web site for Faculty														
Digital Library														
Automated Services of Administrative Affairs														

Faculty Name:

Faculty Grade:

Year	% of total students with grades very good and excellent						
	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year	Total
2001							
2002							
2003							
2004							
2005							
2006							
Total							

Check Documentation At the level of Department

Faculty Name:

Faculty Code:

Department Name:

Department Code:

Items	Absent	Present ➔	Year it was done	Source						
				HEEPF	FLDP	QAAP	ICTP	FOEP	ETCP	Others
<u>1- Web Site</u>										
<u>2- Projects</u>										
<u>3-Written Mission, Vision and Objectives</u>										
<u>4-Written curriculum</u>										
<u>5-Written Updated curriculum</u>										
<u>6- Written New module</u>										
<u>7- Written E learning courses</u>										
<u>8- Written Schedule for teaching</u>										

<u>9- Written Schedule of evaluation</u>										
<u>10- Written Training courses</u>										
<u>11- Written Methods of teaching</u>										
1-lecture										
2-Tutorial, section, seminar										
3-Practical, clinical										
4-Others (specify)										
<u>12- Written Methods of assessment</u>										
1-Essay										
2-Short questions										
3-Oral										
4-Problem solving										
6-Practical (clinical)										
7-Others (Specify)										

Name of data collector:

Name of supervisor:

Performance of Staff according to Quality standards

Faculty Name:

Faculty Code:

Department Name:

Department code:

1-Grade:

Professor

Assistant Professor

Lecturer

Assistant Lecturer

Demonstrator

2-Gender:

Male

Female

3-Type of Session:

Lecture

Tutorial

Practical

Others

4-Type of Aids:

None

Blackboard

Data Show

Others

5-Did you attend or share in any projects:

Yes

No

7-If Yes which one:

HEEPF

FLDP

QAAP

ICTP

FOEP

ETCP

PERFORMANCE CHECKLIST

ITEMS	Not Applicable	NO	YES	Rating		
				Bad	Fair	Good
A- Personal Competency						
1-Starts in time (within 10 minutes)						
2-Introduces himself (known to students)						
3-His personal outlook is satisfactory						
4-Efficient in using technology in teaching (computers, data show etc)						
5-Well organized						
6-Uses time efficiently						
7-Communicates well with students						
8-Values the importance of getting feedback from students						
9-Able to control class efficiently in a friendly way (leadership)						

ITEMS	Not Applicable	NO	YES	Rating		
				Bad	Fair	Good
B-Materials and teaching methods:						
1-Intended Learning outcomes are clear (stated or can be deduced)						
2-Contents are logically organized						
3-Knows well the subject						
4-Uses the appropriate methods of teaching according to the subject						
5-Students understand his/her way of teaching						
6-Undersands how to convey knowledge to students						
7-Able to train students on needed skills.						
8-Able to influence students' attitude						
9-Adjusts the pace of his teaching to the capabilities of the majority of students.						

Name of Data collectors:

Name of supervisors:

QUESTIONNAIRE FOR STAFF HEEP IMPACT ASSESSMENT

FACULTY NAME:

FACULTY CODE:

DEPARTMENT NAME:

DEPARTMENT CODE:

STAFF: Professor

Assistant Professor

Lecturer

Assistant Lecturer

Demonstrator

GENDER:

Male

Female

Did you attend or share in any projects:

Yes

No

-If Yes which one:

HEEPF

FLDP

QAAP

ICTP

FOEP

ETCP

I don't know

1- HEEPF 2-FLDP 3-QAAP 4-ICTP 5-FOEP 6-ETCP

	-I don't know -I don't remember	No	Yes	Time		Quality Level			Source (done by)	
				Before project	During/ after Project (since 2003)	Poor	Fair	Good	Select from HEEP from 1to 6	Others
<u>A-Post graduates Studies and scientific research:</u>										
1-Post graduates Curriculum is addressing community needs										
2- Vocational training aims to acquire knowledge and skills applicable to specific job										
3- I had made Post-graduates courses for self-learning and distant-learning use.										
4- I have papers published or accepted for publications in international journals										
°-Got a degree from foreign faculties										
ˆ-Thesis topics are now up to date and not repeated										
˘-Quality of references have improved (in No and new).										
ˆ- Research and thesis are using correct methodology										
ˆ- Some of my research are addressing community needs.										
1ˆ-I work in conjoint projects with the other sectors of the community.										

1- HEEPF 2-FLDP 3-QAAP 4-ICTP 5-FOEP 6-ETCP

	-I don't know -I don't remember	No	Yes	Time		Quality Level			Source (done by)	
				Before Project	During/ after Project (since 2003)	Poor	Fair	Good	Select from HEEP from 1to 6	Others
<u>B--E-Technology:</u>										
1-I am using internet facilities of faculty /University										
2-I am using e-mail facilities from the faculty/university										
3-I am using faculty internet facilities outside working hours										
4-I am using e-mail facility from Faculties outside working hours										
5-I am still using private e-mail facility										
<u>C-Curriculum:</u>										
1-I wrote course specification										
2-I wrote curriculum using credit hours system										
3-I wrote Intended Learning outcomes.										
4- I wrote reports										

1- HEEPF 2-FLDP 3-QAAP 4-ICTP 5-FOEP 6-ETCP

	-I don't know -I don't remember	No	Yes	Time		Quality Level			Source (done by)	
				Before Project	During/ after Project (since 2003)	Poor	Fair	Good	Select from HEEP from 1to 6	Others
<u>D-Methods of teaching</u>										
1-I am using traditional methods of teaching (lecture, blackboard etc)										
2-I use small group teaching										
3- I use technological aids in teaching (data show, computers etc)										
4- I use role play in teaching										
5-I use films in teaching										
6-I use other new methods										
<u>E-Methods of Assessment:</u>										
1- I use traditional methods of students' evaluation (essay, short questions etc)										
2- I use MCQ in students' evaluation										
3-I use Problem solving in students evaluation										
4-I use others new methods										

1- HEEPF 2-FLDP 3-QAAP 4-ICTP 5-FOEP 6-ETCP

	-I don't know -I don't remember	No	Yes	Time		Quality Level			Source (done by)	
				Before Project	After/During Projects (since 2003)	Poor	Fair	Good	Select from HEEP from 1to 6	Others
<u>F-Quality Assurance:</u> 1-I am aware of the presence of mission, vision and objectives of Dept/Faculty										
2- It reflects a real situation in the Dept/Faculty										
3- I am performing according to it										
<u>H- Organizational Changes:</u> 1-I carry administrative duties										
2- I take Decision about issues in Dept/Faculty										
3- I solve problems of every day work										
4- I manage Legal issues.										
5- I manage Financial issues										

Name of data collector:

Name of Supervisor:

QUESTIONNAIRE FOR GRADUATES

Faculty name:

Faculty Code:

Department Name:

Department Code:

Specialty:

Gender:

Male

Female

Did you attend or share in any projects:

Yes

No

If Yes which one:

HEEPF

FLDP

QAAP

ICTP

FOEP

ECTP

I don't know

1-HEEPF 2-FLDP 3-QAAP 4-ICTP 5-FOEP 6-ECTP

	I don't know I don't remember	No	Yes	Time		Quality Level			It is done by (source)	
				Before Project	During/ After Project (since 2003)	Poor	Fair	Good	Select from HEEP (1 to 6)	Others
<u>A-Attendant Courses:</u>										
1-In Egypt I attended Workshop,										
2-course,										
3Conference										
4-Joined foreign university for post-graduates studies, courses, workshop, conferences										
5-Got a degree from foreign faculties										
<u>B-Post –graduate studies:</u>										
1-Curriculum is addressing community needs										
2- Vocational training aims to acquire knowledge and skills applicable to specific job										
3- Post-graduates students are using self-learning facilities in Faculty										

1-HEEPF 2-FLDP 3-QAAP 4-ICTP 5-FOEP 6-ECTP

	-I don't know -I don't remember	No	Yes	Time		Quality Level			Source (done by)	
				Before Project	After/During projects (since 2003)	Poor	Fair	Good	Select from HEEP (1 to 6)	Others
4- Post-graduates students are using distant-learning facilities in Faculty										
5-I had papers that were accepted for publication or published in international journal										
<u>C-E-Technology:</u> 1-I am using internet facilities of faculty /University										
2-I am using e-mail facilities from the faculty/university										
3-I am using internet facilities outside working hours										
4-I am using e-mail facility from Faculty outside working hours										
5-I am still using private e-mail facility										

Name of Data collector:

Name of Supervisor:

QUESTIONNAIRES FOR STUDENTS

Faculty Name:

Grade (Academic Year):

Gender:

MALE

FEMALE

Projects:

1- HEEPF

2- FLDP

3- QAAP

4- ICTP

5- FOEP

6- ECTP

<u>Items</u>	I don't know	No	yes	Time		Quality level			Source	
				Before Project	During or after Project (since 2003)	Poor	Fair	Good	One of HEEP (Select from 1 to 6)	Other
<u>A-Electronic Facilities:</u>										
1-I am using internet facilities of faculty /University										
2-I am using internet facilities of Faculty outside study hours										
3- I am using e-mail facilities from the faculty/university										
4- I am using faculty e-mail facility outside working hours										
5-I am still using private e-mail facility										

Projects: 1- HEEPF 2- FLDP 3- QAAP 4- ICTP 5- FOEP 6- ECTP

	I don't know	No	Yes	Time		Quality Level			Source	
				Before Project	During or after Project (since 2003)	Poor	Fair	Good	One of HEEP (Select from 1 to 6)	Other
<u>B-Students' Satisfaction:</u>										
1- Staff performance is satisfactory										
2-Students performance is satisfactory										
3-Staff-students relationship is satisfactory										
<u>C-Course Attendance and use of Facilities:</u>										
1) I had e- learning Courses										
2) I had Accredited course										
3)I had New updated courses										
4)I use Computer lab in the faculty										
5)I use Digital library in the faculty										
6) I am using other self-learning facilities in the faculty										

Name of Data Collector:

Name of Supervisor:

مراجعة الوثائق

كود الكلية:

اسم الكلية:

١- سيتم جمع هذه البيانات من وحدة ادارة المشروعات

المجموع	عدد المشروعات التي مولت			المجموع	عدد مقترح الأبحاث التي قدمت			الدورة
	أخرى	مشروع الجودة والأتماد	صندوق تطوير التعليم		أخرى	مشروع الجودة والأتماد	صندوق تطوير التعليم	
								الأولى
								الثانية
								الثالثة
								الرابعة
								المجموع

إذا كان موجود ضع علامة √ إذا كان العدد غير متاح × وإذا لم يوجد ضع علامة ×

سيتم جمع هذه البيانات من مركز الحاسب الألى بالجامعة

اسم الكلية:

كود الكلية:

عدد مؤتمرات الفيديو من خلال الشبكة	عدد ملخصات الكتب الموجودة على شبكة الجامعة	عدد الأبحاث المنشورة على شبكة الجامعة	عدد ملخصات الرسائل الموجودة على شبكة الجامعة	عدد أوراق البحث التي حصل عليها من خلال الشبكة	توجد شبكة الكترونية للجامعة	
						٢٠٠١
						٢٠٠٢
						٢٠٠٣
						٢٠٠٤
						٢٠٠٥
						٢٠٠٦
						المجموع

مراجعة الوثائق على مستوى الكلية

اسم الكلية:

كود الكلية:

السنة	مجموع اعدد أعضاء هيئة التدريس	مجموع طلاب الكلية	مجموع الطلاب المغتربين في الكلية	مجموع طلاب الدراسات العليا	مجموع طلاب الدراسات العليا المغتربين	عدد المنح التي حصلت عليها الكلية	عدد المشروعات المشتركة مع هيئات وطنية	عدد المشروعات المشتركة مع هيئات أجنبية
٢٠٠١								
٢٠٠٢								
٢٠٠٣								
٢٠٠٤								
٢٠٠٥								
٢٠٠٦								
المجموع								

اسم الكلية:

كود الكلية:

- 1- صندوق تطوير التعليم ٢- تنمية قدرات أعضاء هيئة التدريس ٣- الجودة ٤- تكنولوجيا المعلومات والاتصالات ٥- تطوير كليات التربية
٦- تطوير المعاهد التكنولوجية

لا	أخذت إجراءات تصحيحية		المصدر		جودة		موجود	غير موجود	
	نعم	لا تحتاج	مشروعات أخرى	أحدى مشروعات تطوير التعليم (حدد من ١-٦)	ضعيف	جيد			
									رؤية-رسالة-وأهداف
									دراسة تقييم ذاتي
									الشبكة الإلكترونية متاحة في الكلية
									هناك موقع للكلية على الشبكة الإلكترونية
									مكتبة رقمية
									مكنة خدمات الإدارة وشنون العاملين

اسم الكلية:

كود الكلية:

١- صندوق تطوير التعليم ٢- تنمية قدرات أعضاء هيئة التدريس ٣- الجودة ٤- تكنولوجيا المعلومات والاتصالات ٥- تطوير كليات التربية ٦- تطوير المعاهد التكنولوجية

% الطلاب بتقدير جيداً الى امتياز							السنة
المجموع	السنة السادسة	السنة الخامسة	السنة الرابعة	السنة الثالثة	السنة الثانية	السنة الأولى	
							٢٠٠١
							٢٠٠٢
							٢٠٠٣
							٢٠٠٤
							٢٠٠٥
							٢٠٠٦
							المجموع

مراجعة الوثائق على مستوى القسم

كود الكلية:

اسم الكلية:

كود القسم:

اسم القسم:

- ١- صندوق تطوير التعليم ٢- تنمية قدرات أعضاء هيئة التدريس ٣- الجودة ٤- تكنولوجيا المعلومات والاتصالات ٥- تطوير كليات التربية
٦- تطوير المعاهد التكنولوجية

المصدر		السنة التي تم فيها	موجود	غير موجود	
غير ذلك حدد	مشروع تطوير (حدد من ١-٦)				
					<u>١- موقع على الشبكة</u>
					<u>٢- مشروعات</u>
					<u>٣- يوجد رؤية-رسالة وأهداف مكتوبة</u>
					<u>٤- يوجد منهج مكتوب</u>
					<u>٥- يوجد منهج محدث مكتوب</u>
					<u>٦- يوجد مقرر محدث مكتوب</u>

					<u>٧- يوجد مقررات الكترونية مكتوبة</u>
					<u>٨- يوجد جدول التدريس مكتوب</u>
					<u>٩- يوجد جدول للأمتحانات</u>
					<u>١٠- توجد دورات تدريبية مكتوبة</u>
					<u>١١- طرق التدريس مكتوبة:</u> ١- محاضرة
					٢- مجموعات صغيرة
					٣- عملي
					٤- أخرى
					<u>١٢- طرق تقييم:</u>
					١- أسئلة المقالة
					٢- أسئلة قصيرة
					٣- شفوي
					٤- حل مشاكل
					٥- عملي
					٦- أخرى

اسم المراجع:

اسم جامع البيانات:

قائمة الملاحظة

الدرجة			نعم	لا	لا ينطبق	
جيد	متوسط	سئ				
						١-المهارات الشخصية: ١- يبدأ في موعده (خلال ١٠ دقائق)
						٢-يعرف نفسه (معروف للطلاب)
						٣-مظهره الخارجى ملائم
						٤-ماهر فى استخدام الأساليب التكنولوجية
						٥-منظم
						٦-يوظف الوقت بمهارة
						٧-يتواصل بطريقة جيدة مع الطلاب
						٨-يقدر الحصول (التعرف) على رد فعل الطلاب
						٩-قادر على السيطرة على الطلاب بطريقة ودية

الدرجة			نعم	لا	لا ينطبق	
جيد	متوسط	شئ				
						٢-التدريس: ١- الأهداف التعليمية واضحة
						٢- المحتوى منظم بطريقة منطقية
						٣-يعرف جيدا المادة
						٤-يستخدم الطريقة الملائمة لشرح الموضوع
						٥- الطلاب يستوعبون طريقته في التدريس
						٦-يعرف كيف يوصل المعلومة الى الطلاب
						٧-قادر على تدريب الطلاب على المهارات اللازمة
						٨- قادر على التأثير على توجهات الطلاب
						٩-يضبط معدل (سرعة) التدريس على حسب قدرات الغالبية من الطلاب

اسم المراجع:

اسم جامع البيانات:

استبيان خاص بأعضاء هيئة التدريس

اسم الكلية:

كود الكلية:

اسم القسم:

الصفة:

معيد

مدرس مساعد

مدرس

أستاذ مساعد

أستاذ

النوع:

أنثى

ذكر

هل حضرت أو شاركت فى أى من مشروعات التطوير:

لا

نعم

٢- تنمية قدرات أعضاء التدريس

إذا كانت الأجابة بنعم فأى من هذه المشروعات: ١- صندوق تطوير التعليم

٥- تطوير كليات التربية

٤- تكنولوجيا الاتصالات والمعلومات

٣- الجودة

٦- تطوير المعاهد التكنولوجية

- ١- صندوق تطوير التعليم ٢- تنمية قدرات أعضاء التدريس ٣- الجودة ٤- تكنولوجيا الاتصالات والمعلومات ٥- تطوير كليات التربية
٦- تطوير المعاهد التكنولوجية

المصدر	درجة الجودة			الوقت		نعم	لا	لا- أعرف لا- أذكر	
	جيد	متوسط	ضعيف	أثناء أو بعد المشاريع (من ٢٠٠٣)	قبل المشاريع				
أخرى	أحدى مشروعات تطوير التعليم (اختار من ١-٦)								١- البحث العلمي والدراسات العلية: ١- منهج الدراسات العليا موجه لاحتياجات المجتمع ٢- التدريب التأهيلي في الكلية يهدف الى اكتساب معلومات ومهارات خاصة بمجال عمل محدد ٣- كتبت مقرارات في الدراسات العليا للتعليم عن بعد والتعلم الذاتي ٤- لدى أبحاث قبلت للنشر أو نشرت في دوريات أجنبية ٥- حصلت على شهادة من جامعة أجنبية ٦- موضوعات الرسائل أصبحت حديثة وغير مكررة ٧- جودة المراجع أصبحت أفضل (من حيث العدد والحدثة) ٨- طرق البحث المستخدمة في الرسائل والبحث العلمي أصبحت جيدة

- ١- صندوق تطوير التعليم ٢- تنمية قدرات أعضاء التدريس ٣- الجودة ٤- تكنولوجيا الاتصالات والمعلومات ٥- تطوير كليات التربية
٦- تطوير المعاهد التكنولوجية

	لا أعرف	لا	نعم	الوقت		درجة الجودة		المصدر
	لا أتذكر			قبل المشاريع	أثناء أو بعد المشاريع (من ٢٠٠٣)	متوسط	ضعيف	أخرى
٩- بعض أبحاثي موجهة لاحتياجات المجتمع						جيد		احدى مشروعات تطوير التعليم (اختار من ١-٦)
١٠- أعمل في مشروعات مشتركة مع هيئات أخرى في المجتمع								
ب- التعلم الإلكتروني: ١- استعمل شبكة الانترنت في الكلية								
٢- استعمل البريد الإلكتروني الخاص بالكلية/الجامعة								
٣- استعمل شبكة الانترنت في الكلية في غير ساعات العمل الرسمية								
٤- استعمل البريد الإلكتروني الخاص بالكلية في غير ساعات العمل الرسمية								
٥- ما زلت استعمل البريد الإلكتروني الخاص								
ج- المنهج: ١- كتبت توصيف مقرر								
٢- كتبت مقرر باستخدام ساعات معتمدة								
٣- كتبت أهداف المقرر التعليمية								

- ١- صندوق تطوير التعليم ٢- تنمية قدرات أعضاء التدريس ٣- الجودة ٤- تكنولوجيا الاتصالات والمعلومات ٥- تطوير كليات التربية
٦- تطوير المعاهد التكنولوجية

المصدر	درجة الجودة			الوقت		نعم	لا	لا أعرف لا أتذكر	
	جيد	متوسط	ضعيف	أثناء أو بعد المشاريع (من ٢٠٠٣)	قبل المشاريع				
أخرى	احدى مشروعات تطوير التعليم (اختار من ١-٦)								
									٤- كتبت تقارير
									ح- طرق التدريس: ١- استعمل الطرق التقليدية في التدريس (المحاضرة، السيورة)
									٢- استخدم التدريس في مجموعات صغيرة
									٣- استعمل معينات تكنولوجية (كمبيوتر- عرض الكروني)
									٤- استعمل العرض التمثيلي في التدريس
									٥- استعمل عرض أفلام في التدريس
									٦- استعمل طرق أخرى حديثه
									خ- طرق التقييم: ١- استعمل طرق التقييم التقليدية (المقالة- الأسئلة القصيرة)
									٢- استخدم الأسئلة متعددة الأجابة
									٣- استعمل أسلوب حل المشاكل في تقييم الطلاب

- ١- صندوق تطوير التعليم ٢- تنمية قدرات أعضاء التدريس ٣- الجودة ٤- تكنولوجيا الاتصالات والمعلومات ٥- تطوير كليات التربية
٦- تطوير المعاهد التكنولوجية

المصدر	درجة الجودة			الوقت		نعم	لا	لا أعرف لا أتذكر	
	أخرى	احدى مشروعات تطوير التعليم (اختار من ١-٦)	جيد	متوسط	ضعيف				
									٤- استعمل طرق تقييم أخرى حديثة
									د- تأكيد الجودة: ١- أعلم بوجود رؤية- رسالة وأهداف للقسم/ الكلية
									٢- تعكس وضع حقيقى فى القسم/الكلية
									٣- أعمل وفقهم
									ذ- التغييرات الإدارية: ١- أقوم بمهام ادارية
									٢- أتخذ قرارات خاصة بالقسم /الكلية
									٣- أقوم بحل مشاكل العمل اليومى
									٤- أقوم بالتعامل مع المشاكل القانونية
									٥- أم بالتعامل مع المشاكل المالية

اسم المراجع:

اسم جامع البيانات:

استبيان خاص بالخرجين

<u>اسم الكلية:</u>	<u>اسم القسم:</u>	<u>التخصص:</u>
<u>النوع:</u>	<input type="checkbox"/> ذكر	<input type="checkbox"/> أنثى
<u>سنة التخرج:</u>	<input type="checkbox"/> قبل ٢٠٠٣	<input type="checkbox"/> من ٢٠٠٣
<u>هل حضرت أو شاركت فى أى من مشروعات التطوير:</u>	<input type="checkbox"/> نعم	<input type="checkbox"/> لا
<u>إذا كانت الأجابة بنعم فأى من هذه المشروعات:</u>	<input type="checkbox"/> صندوق تطوير التعليم	<input type="checkbox"/> تنمية قدرات أعضاء التدريس
<input type="checkbox"/> الجودة	<input type="checkbox"/> تكنولوجيا الاتصالات والمعلومات	<input type="checkbox"/> تطوير كليات التربية
<input type="checkbox"/> تطوير المعاهد التكنولوجية	<input type="checkbox"/>	

١-صندوق تطوير التعليم ٢- تنمية قدرات أعضاء التدريس ٣- الجودة ٤- تكنولوجيا الاتصالات والمعلومات ٥- تطوير كليات التربية ٦- تطوير المعاهد التكنولوجية

تمت بواسطة (المصدر)	بدرجة جودة			الوقت		نعم	لا	لا-أعرف لا-أتذكر	
	أخرى	احدى مشروعات تطوير التعليم (اختار من ١-٦)	جيد	متوسط	ضعيف				
									أولاً:- حضور دورات: ١- فى مصر حضرت -ورش عمل ٢-دورات
									٣-مؤتمرات
									٤- التحقت بجامعة أجنبية لحضور دراسات عليا أو ورش عمل أو مؤتمرات
									٥- حصلت على شهادة من جامعة أجنبية
									ثانيا- دراسات عليا: ١-منهج الكلية موجه لأحتياجات المجتمع
									٢-التدريب التاهيلى فى الكلية من أجل أكتساب معلومات ومهارات فى مجال عملى
									٣- يستعمل طلاب الدراسات العليا فى الكلية وسائل التعلم الذاتى

١- صندوق تطوير التعليم ٢- تنمية قدرات أعضاء التدريس ٣- الجودة ٤- تكنولوجيا الاتصالات والمعلومات ٥- تطوير كليات التربية ٦- تطوير المعاهد التكنولوجية

تمت بواسطة (المصدر)	بدرجة جودة			الوقت		نعم	لا	لا- أعرف لا- أتذكر	
	جيد	متوسط	ضعيف	أثناء أو بعد المشاريع (من ٢٠٠٣)	قبل المشاريع				
أخرى	احدى مشروعات تطوير التعليم (اختار من ١-٦)								
									٤- يستعمل طلاب الدراسات العليا في الكلية وسائل التعلم عن بعد
									٥- لدى أبحاث قبلت للنشر أو نشرت في مجلات علمية خارجية
									<u>ثالثا- التعلم الإلكتروني:</u> ١- استعمل شبكة الانترنت في الكلية
									٢- استعمل البريد الإلكتروني الخاص بالكلية/الجامعة
									٣- استعمل شبكة الانترنت في الكلية في غير ساعات العمل الرسمية
									٤- استعمل البريد الإلكتروني الخاص بالكلية في غير ساعات العمل الرسمية
									٥- مازلت استعمل البريد الإلكتروني الخاص

اسم المراجع:

اسم جامع البيانات:

استبيان خاص بالطلاب

اسم الكلية:

الفرقة (السنة) الدراسية:

النوع:

ذكر

أنثى

مشروعات التطوير

١- صندوق تطوير التعليم

٢- تنمية قدرات أعضاء التدريس

٣- الجودة

٤- تكنولوجيا الاتصالات والمعلومات

٥- مشروع تطوير كليات التربية

٦- مشروع تطوير المعاهد التكنولوجية

المصدر	بدرجة جودة			الوقت		لا أعرف	لا	نعم	
	أحد مشروعات التطوير (اختار من ١ الى ٦)	جيد	مقبول	ضعيف	أثناء أو بعد المشاريع (من سنة ٢٠٠٣)				
أخرى									أولاً:- الوسائل الإلكترونية:
									١- استعمل شبكة الأنترنت الخاصة بالكلية/الجامعة
									٢- استعمل شبكة الأنترنت الخاصة بالكلية خارج ساعات الدراسة
									٣- استعمل البريد الإلكتروني الخاص بالجامعة/الكلية
									٤- استعمل البريد الإلكتروني الخاص بالجامعة/الكلية خارج ساعات الدراسة
									٥- مازلت أستخدم البريد الإلكتروني الخاص

١- صندوق تطوير التعليم ٢- تنمية قدرات أعضاء التدريس ٣- الجودة ٤- تكنولوجيا الاتصالات والمعلومات

٥- مشروع تطوير كليات التربية ٦- مشروع تطوير المعاهد التكنولوجية

المصدر	بدرجة جودة			الوقت		نعم	لا	لا أعرف	
	أحد مشروعات التطوير (اختار من ١ الى ٦)	جيد	مقبول	ضعيف	قبل المشاريع (من سنة ٢٠٠٣)				
									٢-ثانيا- رضى الطلاب: ١- أداء أعضاء هيئة التدريس مرضى -
									٢-أداء الطلاب مرضى
									٣- العلاقة بين هيئة التدريس والطلاب مرضية
									<u>ثالثا- حضور مقررات واستخدام امكانيات الكلية:</u>
									١- درست مقررات الكترونية
									٢- درست مقررات معتمدة
									٣- درست مقررات جديدة مطورة
									٤- استخدم معمل كمبيوتر الكلية
									٥- استخدم المكتبة الرقمية بالكلية
									٦- استخدم وسائل تعلم ذاتى أخرى فى الكلية

اسم جامع البيانات:

اسم المراجع:

APPENDIX 4
PRE-POST TEST

PRE-POST TEST FOR DATA COLLECTORS TRAINING

Put \checkmark in the appropriate column:

ITEMS	T	F	S
1-The impact of a project is its ultimate outcome	\checkmark		
2-Qualitative data collection can be through In-depth interview	\checkmark		
3-Among the advantages of a closed ended questionnaires answers are easy to code	\checkmark		
4-While carrying out a good interview it is important that you give your opinion.		\checkmark	
5-Secondary Sources of data collection can be carried out from Structure interview		\checkmark	
6-The impact assessment is what beneficiaries are able to do at the end of a project		\checkmark	
7-Among the advantages of close-ended questions is the fact that data are easier to analyze	\checkmark		
8-Open ended questionnaires can be used when all response categories are not known	\checkmark		
9-Primary Sources of data collection can be carried out from review documentation.		\checkmark	
10-The impact of a project are the goods and services produced through training activities		\checkmark	
11-The Focus group discussion needs the presence of one person who will act as a moderator.		\checkmark	
12-Indicators are variables that measure achievement.	\checkmark		
13-Use of double-barrel questions make data collection easier.		\checkmark	
14-The number of participants in Focus group discussion range between (10-15) participants.		\checkmark	
15-Use of Qualitative data collection allows the collection of perception and opinion of participants.	\checkmark		
Total			## out of 15

T= True

F=False

S=Score

**PRE-POST TEST FOR DATA PROCESSORS
TRAINING**

Put \checkmark in the appropriate column:

ITEMS	T	F	S
1)Missing codes do interfere with the data processing	\checkmark		
2) Frequency tables should only be done at the end of the date entry		\checkmark	
3)Entering data means typing the appropriate responses in the blanks on the screen	\checkmark		
4)Forms containing more than 10% missing data are accepted for data entry.		\checkmark	
5)The impact of a project is its ultimate outcome	\checkmark		
6)Data entry should be numeric	\checkmark		
7)Keeping back-up of data files is very important	\checkmark		
8)Frequency tables can reveal errors by pinpointing values outside range of data	\checkmark		
9) Errors in data entry is almost always due to data collection		\checkmark	
10) A special data base must be build up for multiple answers questions	\checkmark		
Total			# # out of 10

T= True

F=False

S=Score