Higher Education Institution's response

- **Higher education institution:**

  American College

- **Town:** Nicosia

- **Programme of study (Name, ECTS, duration, cycle)**

  In Greek: Πτυχίο στην Πληροφορική

  In English: Bachelor Degree in Computing and

  Information Technology

- **Language of instruction:** English / Greek

- **Programme's status**
  New programme: √
  Currently operating:

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A. Guidelines on content and structure of the report

- *The Higher Education Institution based on the External Evaluation Committee's evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *All comments, observations, and recommendations of the EEC have to be answered.*
- *The structure of the response has to follow the systematic recording of the comments, observations, and recommendations of the EEC and the response of the institution after each of the EEC's comments.*

1. Study programme and study programme's design and development
   (*ESG 1.1, 1.2, 1.8, 1.9*)

We have studied the report of the External Evaluation Committee (EEC) consisted of Prof. Philippe Bonnet, Prof. Schahram Dustdar and Prof. Yehuda Afek regarding the educational evaluation-accreditation of the Bachelor Degree in Computing and Information Technology carefully and thoroughly. Below we refer to all the issues noted in the report providing us with recommendations for improvements and revisions. Below we also refer to issues we felt they needed us to provide clarifications or further information. The revisions/improvements we made have already been implemented and they are fully documented below and in the appendices provided. EEC's comments, observations and recommendations are shown in blue color italics letters.

There was no presentation prepared or made by the AC staff, rather, we were expected to jump right into the discussion of the program.

In terms of the External Evaluation Committee's (EEC) comment: "There was no presentation prepared or made by the AC staff, rather, we were expected to jump right into the discussion of the program." we would like to clarify that: We did not prepare a power point presentation to present the program of study under accreditation but we presented the purpose and objectives, intended learning outcomes, curriculum, syllabi, academic staff and many others aspects of the program orally while at the same time referring to the Application for educational evaluation – accreditation that included all aspects of the program. All members of the EEC were provided with a copy of the application.

The program web-pages, updated with the relevant supplementary material is somewhat problematic. For example, the Bachelor course on Computing and Information Technology is published online on the AC website, even based on our information from the agency, this should not be the case.

During the EEC's visit we explained to the committee and we would like to restate it here that the information published in our website concern our old BSc in Computer Science which is an out of date non-accredited program of study registered with the Cyprus Ministry of Education and Culture. According to the current legislation any non-accredited programs of study for which no application for educational evaluation – accreditation is submitted by 1/7/2019 will be deleted from the registry of registered programs of study maintained by the Cyprus Ministry of Education and Culture. Our College will not apply for accreditation of our old bachelor degree in Computer Science therefore, it will soon be deleted from the registry and will not exist. We are legally entitled to publish information in our website related to a registered program.

The individual course webpages would be based on Moodle, but we have not verified their existence, since the program has not yet started.

Faculty members of the College use Moodle to upload anything prepared and used for the teaching of a course such as the course outline, lecture notes they use to deliver their teaching (e.g. PowerPoint presentations, handouts), specific project/assignment guidelines and requirements, case studies, exercises, revision notes and other useful relevant material (e.g. videos). Moodle is used in all our courses and our students enjoy the ease of accessing and the abundance of the material uploaded related to their courses. Once this program starts

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operating the teaching personnel of the program will upload the above material for all the courses of this program of study.

However, there is no clear connection between the program and the Cypriot labor market and society, neither in the documents that we reviewed or in the discussions we had during our visit. The program is clearly aimed at the segment of the international student market that can afford a 4 years program.

In terms of the connection between the program and the Cyprus labor market, Cypriot and European Union (EU) students of this program will be placed in the industry to do internships during their studies. This will allow them to get valuable experience that will help with the rest of their studies and also in their search for employment once they graduate. For non-EU students the same will apply provided the relevant legislation permits it. At the moment the relevant legislation does not permit the employment of non-EU students in the information technology sector in Cyprus.

The program is managed by the head of Computer Science, Dr. Yianna Danidou. This double role is justified, as teaching is the dominant activity in the department.

According to our long-term policy, Department Heads get a relief of 3 teaching hours per semester for carrying out their administrative duties. This policy is described on page 17 of our Organization, Administration and Faculty Handbook, a copy of which was provided to the EEC during their visit at the College.

The program is defined as a two year extension of the existing diploma program. Teaching activities is shared between diploma and bachelor students, specially in the first two years. This is not good academic practice. The level of teaching naturally goes to the minimum level of the students.

The program is not a two-year extension of our existing diploma program. Naturally, there are common courses between the two programs of study but the first two years of the bachelor degree are not identical to those of the diploma program. Below you may find the courses taken in Year 1 and 2 of the bachelor degree program. The courses in bold letters are different than those taken in the first two years of the diploma program.

BACHELOR DEGREE IN COMPUTING AND INFORMATION TECHNOLOGY	
Recommended Course Sequence	
Year One	
Fall Semester	Spring Semester
CSC101 Introduction to Computing (6)	CSC105 Digital Logic (6)
CSC102 Computer Applications (6)	CSC112 Computer Programming II (6)
CSC103 Computer Programming (6)	ENG102 English Writing (6)
ENG101 English Communication (6)	MTH102 Statistics (6)
MTH103 Calculus (6)	MTH104 Discrete Mathematics (6)
Year Two	
Fall Semester	Spring Semester
CSC202 Data Structures and Algorithms (6)	**CSC205 Systems Analysis and Design (6)**
CSC203 Management Information Systems (6)	CSC206 Computer Organization and Architecture (6)
ENG201 Advanced English (6)	**CSC302 Databases (6)**
MTH203 Linear Algebra (6)	MTH202 Calculus II (6)
SOC101 Principles of Sociology (6)	**HST102 History of Cyprus (6)**

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In addition, the admission requirements for both programs of study are the same so there is no difference between the quality of the Diploma students and the Bachelor degree students.

A BSc program was submitted by the AC to the ministry many years ago (no precise date was given during the interview) but never accredited. No students were accepted on that BSc program. The list of courses for this BSc program was available online during our site visit so that we could compare the years-old proposal with the current proposal: major requirements are essentially unchanged, electives have been added.

The Bachelor of Science in Computing and Information Technology differs compared to the old outdated Bachelor degree in Computer Science. Apart from the fact that the syllabus of the courses of the new program are up to date while those of the old program are out of date, the following courses are included in the curriculum of the program under accreditation but they do not exist in the curriculum of the old Bachelor degree in Computer Science:

- CSC205 Systems Analysis and Design
- CSC206 Computer Organization and Architecture
- CSC210 Web Programming
- CSC311 Mobile Computing Programming
- CSC312 Human Computer Interaction
- CSC313 Distributed Systems
- CSC407 Data Communications and Computer Networks
- CSC414 Computer Science Project I
- CSC415 Computer Science Project II
- CSC416 Network Security
- CSC417 Cloud Computing, IoT and Wearable Technologies
- CSC418 Data Mining and Web Mining

Nevertheless, we believe that the Bachelor of Science in Computing and Information Technology needs to be evaluated on its own merits.

A key difference between the years-old proposal and the current proposal is that the course "Theory of Computation" has been dropped, because of the high failure rate among diploma students. However, such a course is a necessary foundation for Bachelor students in Computing and Information Technology.

A course such as "web designing" is outdated and is not appropriate for a Bachelor program in Computing and Information Technology.

The courses computer programming and computer programming II are based on C++. Introducing programming to bachelor students through a different programming language (e.g., Python) would require a separation between diploma and bachelor courses.

The syllabi of several course such as, Data Bases, Computer Networks, Object Oriented Programming, Computer Programming I & II, and Web design are out of date and should be revised and updated. Some important courses are missing and their addition should be considered: Obligatory: Distributed Systems, Basic theory of Computer Science, seminar (where students read a paper or report and present it to the class).

After taking into account the comments found in the EEC's report we made the following changes in terms of the curriculum and syllabi of the program of study:

- We have added CSC309 Theory of Computation in the major compulsory courses. In **Appendix 1** you may find the syllabus of CSC309.
- The course CSC210 Web Designing was renamed to Web Programming to match the actual content of the course. Rather than taking this course out of the curriculum we made it a major <u>elective</u> course compared to what it was before - a major <u>compulsory</u> course. This course is dedicated into presenting the Web technologies currently used, and teach HTML 5 and CSS3 to students allowing them to learn how to code a website from zero. It is true that WordPress and other website designing tools can help anyone build a website, however if customization is needed in the level of coding, then HTML5 is definitely needed. We strongly believe that Web Programming is an asset for students that will graduate from the Bachelor in Computing and Information Technology. In **Appendix 2** you may find the syllabus of CSC210.
- The syllabi of both programming courses CSC103 Computer Programming and CSC112 Computer Programming II was revised and is now based on Python programming language. In **Appendix 3 and 4** you may find the revised syllabus of CSC103 and CSC112 respectively.
- CSC302 Databases course syllabus was enhanced with new material with special attention to web programming applications in relation to databases, databases security and information security aspects. We feel that these domains are particularly important and students will learn to identify the main database security threats with a discussion on SQL injection attacks and prevention techniques. In **Appendix 5** you may find the revised syllabus of CSC302.
- CSC407 Data Communications and Computer Networks course syllabus was updated and now topics include Networking principles, Transmission Control Protocol/Internet Protocol, naming and addressing (Domain Name System), data encoding/decoding techniques, link layer protocols, routing protocols, transport layer services, congestion control, quality of service, network services, Software Defined Networks (SDNs), programmable routers and overlay networks, wireless and mobile networking, security in computer networks, multimedia networking, cloud computing and network management. In **Appendix 6** you may find the revised syllabus of CSC407.
- The course CSC401 Object-Oriented Programming was taken out from the revised curriculum as per EEC's oral recommendations during their visit.
- CSC313 Distributed Systems was added in the major compulsory courses of the revised curriculum as per EEC's recommendation. This course provides an understanding of how modern distributed systems operate. The focus of the course is on distributed algorithms and on practical aspects that should be considered when designing and implementing real systems. In **Appendix 7** you may find the revised syllabus of CSC313.
- The syllabus of CSC209 Visual Programming and especially its learning objectives were revised to match EEC's oral comments, during their visit, that visual programming should be linked with the Databases course. Students will be able to work on a project using databases in visual programming and apply the knowledge they have acquired up to that point. In **Appendix 8** you may find the revised syllabus of CSC209.

In **Appendix 9** you may find the revised Table 1: Structure of the Program of Study, Table 2: Course Distribution per Semester, Table 3: Teaching Personnel, Courses and Teaching Periods in the Program of Study, Table 4: Teaching Personnel, Qualifications and Total Teaching Periods and Curriculum based on the revised curriculum and the new academics.

In addition to the above syllabi revised, we made the following revisions regarding the required book of courses.

The previous book of CSC105 Digital Logic was replaced by the following more up to date book:

Title:	Logic and Computer Design Fundamentals
Author(s):	M. Morris Mano, Charles R. Kime, Tom Martin
Publisher:	Prentice Hall
Edition:	5th
Year:	2017

The following up to date book was added to the existing book of CSC205 Systems Analysis and Design:

Title:	Systems Analysis and Design
Author(s):	Scott Tilley and Harry J. Rosenblatt
Publisher:	Cengage
Edition:	11th
Year:	2016

There is project work in some courses, but the only independent project work making possible for students to apply what they have studied in separate courses is the 4th year project. A project course for Bachelor students in the 2th year would not be shared with diploma students.

Students are required to do project work (assignments etc.) in most of their courses. In addition, in their final year they have two 6-credit courses CSC414 Computer Science Project I and CSC415 Computer Science Project II (one is taken in Fall semester and the other one is taken in the Spring semester) where students are expected to do independent project work and to apply what they have studied until then. These two courses along with many others are only for the bachelor degree students. We consider the project work required for this bachelor degree program to be adequate.

Students are admitted to the program three times a year. Students that start their study in the spring semester might have to follow computer programming II before computer programming I, or computer science project II before computer science project I. This is unacceptable.

Students are admitted to the program three times a year. At all times students can take courses provided that they have completed any prerequisites e.g. a student starting this program in Spring semester will take CSC103 Computer Programming in his/her first semester and CSC112 Computer Programming II in his/her second semester. That is why these two courses are offered in both Fall and Spring semester. This fact was also taken into account in terms of the teaching load of the faculty member teaching these particular courses.

The languages of study for the program are English and Greek. At this time, all courses are proposed in English. AC plans to give courses in both English and Greek if the demand materializes. This would require a significant increase of the teaching staff, which is already seriously understaffed.

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We agree with EEC comment that if demand materializes to offer the program in Greek language too then this will require a significant increase of the teaching staff. If demand materializes we are planning to increase the number of qualified teaching staff to adequately serve the additional teaching needs.

A guideline is described for the quality assurance process in the submitted document. It describes the process for the development of new programs, the monitoring of the education offered as well as the review/modification/discontinuation of existing programs. Our visit established that business considerations drove decisions in the preparation of this new BSc program.

The preparation of the curriculum and syllabi of the Bachelor of Science in Computing and Information Technology and all the revisions that took place based on the EEC's report are purely an academic matter and they were therefore prepared by the teaching personnel involved in the teaching of the particular program of study.

2. **Teaching, learning and student assessment** (*ESG 1.3*)

We cannot verify if the program of study applies an effective policy for the prevention and detection of plagiarism. The documents do not mention this and also there was no mention of this in the interviews.

In terms of prevention and detection of plagiarism please note that we consider plagiarism a major offence and this fact is communicated to all our students at the beginning of their studies. More specifically, all American College students are provided with hard copies of our Referencing Guidelines (see **Appendix 10**) which explain the importance of proper referencing and how to properly reference academic work. Moreover, all our students are provided with our Academic Regulations which explain what academic dishonesty is including plagiarism. In addition, to the above our students are asked to submit their written assignments in Microsoft Word format so that our teaching personnel can use Plagium (www.plagium.com), our plagiarism detection platform to check student's written assignments for plagiarism. Finally, students found to have plagiarized are penalized according to our regulations. Our plagiarism prevention and detection policy was described in page 2 of Annex 5 of our Application for educational evaluation - accreditation.

We cannot verify if the program of study provides satisfactory mechanisms for complaint management and for dispute resolution.

Our academic regulations make it possible for complaint management and for dispute resolution. For example, in our grade appeal procedure if a student thinks that the final grade he/she received in a course does not represent a fair evaluation of his/her performance, he/she can appeal against it. In addition, students can complain about anything including issues related to College facilities or teaching personnel to their academic advisor and Student Welfare Officer. The academic advisor and Student Welfare Officer will then raise the issue to the appropriate Department Head, administrator or committee in order for it to be properly addressed and resolved. Finally, students can express any dissatisfaction through the completion of the Students' Faculty and Course Evaluation form (see **Appendix 11**) that takes place every semester for each course they took during the semester and through the completion of the Student Facilities and Services Evaluation form (see **Appendix 12**) which takes place once a year.

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3. Teaching Staff (*ESG 1.5*)

Let us be clear, that while we have major concerns with the application we found some of the teachers and staff as competent and highly motivated, such as, Dr Yianna Danidou, Dr Giannos Antoniou, and others. These people are doing their very best, work very hard, and did the maximum possible for its success. In a way they were given a task that requires a larger team with higher qualities. It seems to be beyond their capabilities without additional personal.

Taking into account the comments of the EEC in relation to the need of having a larger team of teaching staff with higher qualities in the area of computer science we have added the following academics:

Dr Avgousta Kyriakidou-Zacharoudiou
BSc in Computer Science
MSc in Analysis, Design and Management of Information Systems
PhD in Information Systems

Dr Thomas Photiadis
Bachelor's Degree in Product and Industrial Design, Engineering
Master Degree in Online Brand Identity Promotion Embedding Human-Computer Interaction
PhD in Virtual Well-Being

Dr George Dekoulis
BEng (Hons) in Communications Engineering
PhD in Communications Systems

All the above academics have excellent qualifications, research experience and publications. In **Appendix 13** you may find their CVs and the signed agreements with the above academics. In Table 3 of **Appendix 9** you may find the courses all the academics will be teaching including the above 3 academics.

Issues with the document include the fact that 14 faculty members are listed as contributors to this program, while there only 4 IT currently employed teachers (and one currently being considered for being hired based on the acceptance of this program).

In our Application for educational evaluation – accreditation we listed 14 faculty members with 5 of them in the information technology area. This is natural since 2 of these faculty members are teaching in the preparatory English language program that is not directly related to this program of study and a number of others are only teaching 1 to 3 General education courses each (e.g. POL101 Political Studies, GRE101 Modern Greek). A more objective statistical presentation of the faculty members and the courses taught is the following:

- 2 faculty members are teaching preparatory English language courses,
- 6 faculty members are teaching 12 General education courses (11 are required by the curriculum),
- 1 faculty member is teaching 5 Mathematical courses (which are consider as major importance courses for this program of study) and
- 5 faculty members are teaching 26 major courses (16 compulsory courses + 4 out of 10 optional courses).

Nevertheless, now with the addition of the above new academics we have a total of 17 academics and all the above statistics remain the same except from the teaching of major courses that it is now revised to:

- 8 faculty members are teaching 27 major courses (16 compulsory courses + 4 out of 11 optional courses).

Another significant issue is the curriculum vitae of Pavlos Panayi. It lists three publications, two of which are just one (that appears twice in exactly the same way, looks like a copy and paste fail, but a too gross for a typo). While we were able to find and verify these publications on the web and in the mentioned journals, they appear to have been published by a different set of authors. Pavlos Panayi is not listed as one of the authors of either publication as recorded by these journals. This must be explained or corrected in a new application, if one is to be submitted. In the same way, all other information provided in the entire document must be verified and checked correct.

In terms of Pavlos Panayi's curriculum vitae the third publication is a copy paste mistake of the second listed publication and the first two publications are publications in which Dr Panayi was a member of the research team that worked on these publications despite the fact that his name is not listed as one of the authors. In order to have a more objective presentation of himself in his CV and since Dr Panayi is not listed as one of the authors, despite his work for the particular publications, we asked Dr Panayi to remove the publications from his CV (he has done it already). Moreover, with the additions of the above new academics with research experience and publications and the reallocation of courses to faculty members (see Table 3 of **Appendix 9**), Dr Pavlos Panayi's role in the program under accreditation was restricted to teaching only CSC105 Digital Logic which is a first year basic course.

The intended Bachelor program on Computing and Information Technology cannot ensure that teaching and learning are adequately "enlightened by research". The reasons are manifold. As a college in which there are in total of five teachers who focus on the main obligatory technical courses, it cannot be expected that teaching is based on recent technical research.

We cannot confirm that results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, and publications. There is some evidence of publications of personnel mainly during their respective PhD years, but it is not very impressive.

In Annex 3 - Detailed Biographical Notes and in Annex 3b – Research Activity and Publications of our Application for educational evaluation – accreditation we provided a list of the research activity and publications of all our faculty members including the initial information technology teaching personnel. Three of the five initial information technology faculty members are active in research and have research publications. With the addition of the 3 new academics the teaching hours allocated to each faculty members have been reduced allowing more time for research. The addition of the 3 new academics who have a good research experience and publications (see **Appendix 13**) will ensure that teaching and learning are adequately "enlightened by research". The whole team of academics teaching on the program ensures that teaching will be based on recent technical research where appropriate. Finally, Annex 3 and Annex 3b of our application lists publications of our initial academic personnel in international peer-reviewed journals and conferences. This is further reinforced by the addition

of the 3 new academics. The whole information technology team has an adequate experience in publishing in international peer-reviewed journals and conferences.

Internal funding, of the academic personnel's research activities, is very moderate. Roughly 10,000 Euro per year for all academic personnel was mentioned by the AC director, Dr Americanos. That amount would need to be split between all teaching staff. This is not enough.

The policy for, indirect or direct, internal funding of the academic personnel's research activity is not specified in detail. It appears to be on the basis of "per request". We have no indication to believe that there is any participation of students in research activities. Student training in the research process is not specified and therefore, not sufficient.

The College Academic Committee, following EEC's report in its 24/5/2019 meeting decided the following in terms of the internal funding of our academic personnel's research activities. The policy below applies as from the date of the academic committee's meeting and it aims to enhance the research activities of our faculty members and to help them in networking with other academics in other institutions.

Every academic year each tenured full-time faculty member is entitled to the following:

	€
Membership subscription in a professional association	100
Local or International conference subscription fee	150
Presentation of a paper at a conference held in Cyprus	350
Presentation of a paper at an international conference held abroad	1.100

The academic year starts on 1st September and ends on 31st August.

With the above policy our academic personnel knows that specific internal funding is available to them every academic year.

Furthermore, we could not verify that the teaching personnel are provided with training opportunities in teaching methods, in adult education, and in new technologies on the basis of a structured learning framework.

The College organizes faculty development seminars in the areas of the programs of study offered by the College and on general issues such as pedagogical / student assessment issues. Our faculty members are invited in such seminars. For example, the following seminars were organized by American College during the academic year 2018-2019:

Seminar Title: Methods and Teaching Techniques

Date: 26 September 2018

The seminar was organized by American College and its main aims focused on the teaching methods and techniques used in tertiary education. It looked into the concept of learning, through learning theories and models, with reference to Bloom's Taxonomy of Learning, investigative-based learning, role play etc. The participants had the opportunity to discuss about teaching methods and techniques that can be used in all thematic areas.

Seminar Title: Student population needs

Date: 4 October 2018

This seminar was organized by American College. It concentrated on the study of various needs of the student population, which included modern academic classes, such as students with special educational needs, different linguistic and cultural backgrounds, different socio-economic background, etc. The concepts of multiculturalism and diversity were discussed, as well as the model of 'Universal Design Learning' which was developed as a model that can meet the needs of all students independently, regardless of their educational needs.

Moreover, during EEC's visit at the College we provided EEC's members with a list of our Staff Development Activities in the recent years. In addition, our college notifies its faculty members about other seminars offered in Cyprus and abroad. The expenses for attending such seminars are fully or partly subsidized by the College.

4. **Students** (*ESG 1.4, 1.6, 1.7*)

5. **Resources** (*ESG 1.6*)

Moderate learning resources are available to the students, including the facilities such as the library, the general infrastructure, student welfare, and academic mentoring, as far as we can judge. Judging from what we were shown, we cannot say that the facilities are modern and adequate, but rather moderate.

It is safe to say that only moderate facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.

There are some books and journals supporting the program of the application, however, we could not verify the quality level of them. The library consists of one rather small room for all topics and we did not have the means to verify individual books or journals. There is a supportive internal communication platform based on Moodle. The facilities are moderately adequate in number and size. The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.

Our college has a library of 120 m^2. The library is well-equipped with a wide range of books, academic journals, periodicals and electronic and digital material in order to meet the educational needs of students as well as the professional needs of the faculty staff. We consider our library to be adequate for the number of our students.

American College subscribes to online learning resources. The resources contain thousands of online books from reputable commercial and academic presses and millions of citable journal, magazine and newspaper articles on various subjects. In addition, the online resources provide its users with advanced tools for research and writing such as search tools and automatic generation of bibliographies. More specifically, our library, subscribes to ProQuest ABI/INFORM Global online library resources (https://www.proquest.com/products-services/abi_inform_complete.html). These online resources are available to all our students and teaching personnel twenty-four hours a day via the Internet. Our library and online library

resources provide our teaching personnel and students with a rich resource for researching and carrying out assignments.

The computer facilities include 4 well-equipped computer laboratories, a computer network laboratory and a computer help desk which is available to assist students, faculty and administration staff. Every computer found in our computer laboratories provides access to an extensive portfolio of up to date software such as widely used commercial application software, programming languages and other software necessary to cater the specialized needs of all our programs of study. All computer laboratories are equipped with a heavy-duty network laser printer, a video projector and an electrical projection screen. 1 of the computer laboratories is always free from classes and this laboratory along with the rest of the computer laboratories (when they are free from classes) are available to the students for carrying out their assignments, practicing, researching and/or for browsing the Internet.

Our computer network laboratory is equipped with all the devices, tools and materials computer network professionals use in the actual field of work, from a simple screwdriver to a complex metal detector. Having in mind the latest technology trends, the lab is equipped with Cisco routers and switches, a firewall, wireless access points and many more. Furthermore, the lab consists of installation and testing tools for every communication medium used today in network communications, from a simple coaxial cable to the more complex fiber optic cable. Finally, state of the art workstations with all required software utilities for programing, testing and emulation are also installed.

In section 12 - Student welfare mechanisms for monitoring the sufficiency of student support of the application for educational evaluation – accreditation for this program of study we describe our student welfare services offered to our students.

The College is focused on offering a large variety of services for better support, guidance and to improve the quality of life for students. Such services include orientation of new students, accommodation, issuance and renewals of residence permits to international students, academic and personal counseling, organizing sports activities, facilitating the various activities of the numerous clubs and societies, employment and career advising and others. Apart from 4 members of the administration staff who deal with the above services most faculty members serve as student advisors and each one of them is allocated a number of students. A student can contact his/her advisor for assistance on academic and personal matters. Students who are unsure of their educational goals, or who are in need of academic advice, can turn to their advisor for constructive help. Every semester/session student advisors help students select appropriate courses and plan their class schedules.

The management and allocation of the financial resources of the program of study, for the development of the program and of the academic / teaching personnel is purely based on business considerations. If decisions are based on academic excellence or needs of the teaching personnel (as it should) cannot be verified.

The allocation of financial resources as regards to academic matters, is not in responsibility of the relevant academic departments but rather solely the decision of Dr Americanos.

The management and allocation of the financial resources of all our programs of study including teaching personnel, library acquisitions and needs for other resources is based on an agreed

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

budget between the Director and Department Heads. Department Heads are responsible, among other things, for:

1. Development and managing of the College budget on academic issues; and
2. Identification and recommendation of recruitment needs in new faculty staff.

Department Heads responsibilities including the above are describe on page 8 of our Organization, Administration and Faculty Handbook a copy of which was provided to the EEC during their visit at the College.

We cannot verify if the remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus. Salaries were not disclosed.

The remuneration of our teaching and administration personnel is in line with that of respective institutions in Cyprus.

6. Additional for distance learning programmes *(ALL ESG)*

Not applicable

7. Additional for doctoral programmes *(ALL ESG)*

Not applicable

8. Additional for joint programmes *(ALL ESG)*

Not applicable

B. Conclusions and final remarks

We believe that we have documented all the implementations of the revisions/improvements made. We hope that the revisions/improvements we made described and the comments provided above are found to be satisfactory.

Finally, we would like to thank the members of the accreditation team for their constructive report.

C. Higher Education Institution academic representatives

Name	Position	Signature
Yianna Danidou	Computer Science Department Head	

Date: 31/5/2019