

EXTERNAL EVALUATION REPORT

Technological Educational Institution (T.E.I.) of Athens

DEPARTMENTS:

DASTA

Career/Alumni/Extension

Innovation & Entrepreneurship

Internship/Practicum

14 January 2012

External Evaluation Committee

The Committee responsible for the External Evaluation of the Technical University of Crete consisted of the following three (3) expert evaluators.

1. Loukas Kalisperis, PhD, Professor (Chair)
Penn State University
2. Elza Mylona, PhD, Professor and Associate Dean
Stony Brook University Medical Center, State University of New York
3. Georgia Bizios, FAIA, Professor
North Carolina State University

Visit Schedule:

Wednesday, 11 January 2012

- 09:15– Arrival at TEI Athens – Main Administration Building - Egaleo Campus
- 09:15–09:30 Morning Briefing and Interview with Institution Administration
- 09:30–10:30 Presentation Session and Discussion with Institution Administration on Overall
Program Goals and Objectives
- 10:30–15:00 Presentation and Discussion with Administration, Faculty, Staff and Students on
All Program Goals/Objectives, and Completed Tasks
- 15:00–16:30 Working Lunch and Discussion on Program’s Goals and Objectives – Future Plans
- 16:30 Departure

List of Meeting Participants:

Morning Briefing and Interview with Institution Administration

Νίνος Δημήτριος, Πρόεδρος του ΤΕΙ Αθήνας, Επιστημονικός Υπεύθυνος του έργου «Δομή Απασχόλησης και Σταδιοδρομίας του ΤΕΙ Αθήνας».

Μπρατάκος Μιχαήλ, Αντιπρόεδρος του ΤΕΙ Αθήνας, Επιστημονικός Υπεύθυνος του έργου «Πρακτική Άσκηση του ΤΕΙ Αθήνας».

Βουδούρης Κωνσταντίνος, Αν. Καθηγητής Τμήματος Ηλεκτρονικής ΤΕΙ Α, Επιστημονικός Υπεύθυνος του έργου «Γραφείο Διασύνδεσης του ΤΕΙ Α».

Νασιόπουλος Αθανάσιος, Καθηγητής Τμήματος Ηλεκτρονικής του ΤΕΙ Αθήνας, Επιστημονικός Υπεύθυνος του έργου «Μονάδα Καινοτομίας και Επιχειρηματικότητας (ΜΟΚΕ) ΤΕΙ Αθήνας».

Αναστασάκου Ιφιγένεια, Προϊσταμένη Τμήματος Ερευνητικών Προγραμμάτων ΤΕΙ Αθήνας, Προϊσταμένη Υπηρεσιών της ΔΑΣΤΑ.

Presentation Session and Discussion with Institution Administration on Overall Program Goals and Objectives, and Completed Tasks

Εκπαιδευτικό Προσωπικό

Μπρατάκος Μιχαήλ, Αντιπρόεδρος του ΤΕΙ Αθήνας, Επιστημονικός Υπεύθυνος του έργου «Πρακτική Άσκηση του ΤΕΙ Αθήνας».

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Νασιόπουλος Αθανάσιος, Καθηγητής Τμήματος Ηλεκτρονικής του ΤΕΙ Αθήνας, Επιστημονικός Υπεύθυνος του έργου «Μονάδα Καινοτομίας και Επιχειρηματικότητας (ΜΟΚΕ) ΤΕΙ Αθήνας».

Φουντά Ιφιγένεια, Καθηγήτρια Τμήματος Πληροφορικής ΤΕΙ Αθήνας, Πρόεδρος της Επιτροπής παρακολούθησης και παραλαβής του Πληροφοριακού Συστήματος της ΔΑΣΤΑ.

Χατζηδιάκος Πρασκευάς, Καθηγητής Τμήματος Ηλεκτρονικής του ΤΕΙ Αθήνας, Υπεύθυνος ανάπτυξης οδηγού επιχειρηματικότητας (e learning μέσω ιστοτόπου) του έργου «ΜΟΚΕ ΤΕΙ Α».

Παναγιάρης Γεώργιος, Διευθυντής της Σχολής Γραφικών Τεχνών και Καλλιτεχνικών Σπουδών του Ιδρύματος, Συντονιστής του προγράμματος «Erasmus».

Διοικητικό Προσωπικό

Αναστασάκου Ιφιγένεια, Προϊσταμένη Τμήματος Ερευνητικών Προγραμμάτων ΤΕΙ Αθήνας, Προϊσταμένη Υπηρεσιών της ΔΑΣΤΑ.

Φραγκούλη Θεοδώρα, Διοικητική Υπάλληλος ΤΕΙ Αθήνας, Ομάδα επικοινωνίας και δημοσιότητας της ΔΑΣΤΑ.

Βουρλάκος Αναστάσιος, Διοικητικός Υπάλληλος ΤΕΙ Αθήνας, Ομάδα επικοινωνίας και δημοσιότητας της ΔΑΣΤΑ.

Αγγελοπούλου Μαρία, Διοικητική Υπάλληλος ΤΕΙ Αθήνας, Διοικητική Υποστήριξη του Γραφείου Διασύνδεσης.

Εξωτερικοί Συνεργάτες

Κονδύλη Δανάη, εξωτερική συνεργάτης της ΔΑΣΤΑ, Ομάδα Διαχείρισης.

Χύτας Βασίλειος, εξωτερικός συνεργάτης της ΔΑΣΤΑ, υπεύθυνος δικτυακού τόπου.

Παπαδόπουλος Ξενοφών, εξωτερικός συνεργάτης της ΔΑΣΤΑ, υπεύθυνος για το Πληροφοριακό Σύστημα.

Παναγιωτίδη Ευστρατία, εξωτερική συνεργάτης της ΔΑΣΤΑ, Ομάδα τεχνικής στήριξης.

Κακούρου Ελένη, εξωτερική συνεργάτης του έργου «Πρακτική Άσκηση του ΤΕΙ Αθήνας», Διοικητική Υποστήριξη του έργου.

Αργυράτου Κωσταντζα, εξωτερική συνεργάτης του έργου «Πρακτική Άσκηση του ΤΕΙ Αθήνας», Διοικητική Υποστήριξη του έργου.

Παπαθεοδώρου Αντώνιος, εξωτερικός συνεργάτης του έργου «Πρακτική Άσκηση του ΤΕΙ Αθήνας», Τεχνική Υποστήριξη του έργου.

Χατζηδάκης Ανδρέας, εξωτερικός συνεργάτης του Γραφείου Διασύνδεσης, Υπεύθυνος Συνεργασίας με Φορείς Απασχόλησης.

Γιαννοπούλου Νικολέττα, εξωτερική συνεργάτης του Γραφείου Διασύνδεσης, Σύμβουλος Επαγγελματικής Σταδιοδρομίας.

Γεώργας Ηρακλής, εξωτερικός συνεργάτης του Γραφείου Διασύνδεσης, Διαχείριση Υπηρεσιών Δικτύου του έργου.

Παπαδούλη Βιργινία, εξωτερική συνεργάτης του Γραφείου Διασύνδεσης, Δημοσιότητα και Προβολή του έργου.

Βελτσίστας Κωνσταντίνος, εξωτερικός συνεργάτης του Γραφείου Διασύνδεσης, Σύμβουλος Μεταπτυχιακών Προγραμμάτων.

Βουρνά Παρασκευή, εξωτερική συνεργάτης του Γραφείου Διασύνδεσης, Διοικητική Υποστήριξη του έργου.

Καπίρης Παναγιώτης, εξωτερικός συνεργάτης του έργου «Μονάδα Καινοτομίας και Επιχειρηματικότητας (ΜΟΚΕ) ΤΕΙ Αθήνας», Υπεύθυνος Πληροφοριακού Συστήματος του έργου.

Τσιφτιλή Βασιλική, εξωτερική συνεργάτης του έργου «Μονάδα Καινοτομίας και Επιχειρηματικότητας (ΜΟΚΕ) ΤΕΙ Αθήνας», Διοικητική Υποστήριξη του έργου.

GENERAL COMMENTS

The report that follows is based on careful review of all the written materials supplied prior to and during the visit and on the visiting committee's experience of institutions and universities offering equivalent programs and services abroad. The External Evaluation Committee (EEC) interviewed administrative personnel, faculty and students and visited appropriate facilities.

We appreciate the warm welcome we have received. The commitment and professionalism of all participants in the process are commendable. We are grateful for their cooperation and collaboration. The planning and support of the review process and site visits was of the highest professional caliber, in line with established international standards.

Assessment:

The activities completed to date have not matured according to the original timetable, due to the delays in the commencement of the DASTA initiative. Thus, this evaluation process has taken place somewhat early in the completion cycle. The comments presented in this report are therefore, general in nature, but applicable to the activities. They are presented in the spirit of constructive feedback to assist the institutions, in the development of the proposed activities and to achieve the DASTA initiative goals.

In the EEC's assessment: (not in order of priority)

- The DASTA goals/concept to integrate the three existing units (Career/Alumni/Extension, Innovation & Entrepreneurship, and Internship/Practicum) did not instigate creative, innovative, best practice approaches. The formulation of the request for proposals (funding call) led to the adaptation of existing administrative structures that support and extend existing programs, some of them already in other funding streams. Supporting and capacity building for the existing units is sorely needed, but the Committee has not been able to clearly discern how the DASTA funds have contributed in new ways utilizing best practices.
- The DASTA funding has the opportunity to promote efficiencies and excellence in achieving each unit's mission through collaboration and integration. Innovative thinking and collaborative approaches to implementing much needed services for the students and delivering them in a timely, synergetic, and cost efficient manner, are not evident to date in the programs/units that were reviewed.
- The development of distinct and overlapping websites and electronic informational systems (databases) have become the overall major goal of each unit rather than a method for achieving some of the goals, for communicating, and for publicizing the units' services and activities.
- The implementation of the activities and initiatives are much localized and lack a broader European and/or a global approach and point of view. Moreover, the DASTA funded initiatives

that were reviewed did not emphasize networking, communication and collaboration with other similar projects within the Greek and European Higher Education institutions.

- The administrative structures that have been initiated to manage the programs are cumbersome and repetitive, including several oversight committees. The percentage of funds allocated to the administrative tasks and oversight for each unit is disproportionately high to the actions and resulting benefits.
- The existing units (Career/Alumni/Extension, Innovation & Entrepreneurship, and Internship/Practicum) have maintained their independence even after the establishment of DASTA in each institution. This creates dysfunctionality and waste of resources including high personnel cost. Although there are distinct programs and services that each unit needs to provide, there are many overlapping activities among them. DASTA funds must be used to support the common activities and information needed in an efficient and comprehensive manner. Such strategy has the potential to benefit all units as well as other units and programs within each institution.
- DASTA has not defined its goals and objectives clearly and in measurable terms. In addition, the institutional proposals have not defined their deliverables precisely and in measurable terms. Metrics for the assessment of each activity and overall program evaluation have not been established.
- The reports required by the funding agencies and prepared by the units are unnecessarily long and verbose. Critical information regarding progress toward the goals is often not included or difficult to find.
- The current economic climate presents significant challenges in achieving the DASTA goals. At the same time, the difficult economic situation creates opportunities for innovative thinking and collaborative actions.

Recommendations:

The EEC recommends the following: (presented not in order of priority)

- Utilize DASTA funds to create sustainable programs and services that become part of the basic services that will continue to exist beyond current external program based funding. DASTA funds should be granted and expended as “seed” resources expecting that the funded institutions invest them in ways and programs that can be sustained by the institution in the long term.
- Establish a comprehensive system of support that require collaboration among the three units and supply each institution with services, such as:

Data collection/Statistics & Analysis

Evaluation and Assessment Processes and Instruments & Tools
Informational and Communication Technologies
Dissemination and Communication

- Require succinct progress reports, summarizing the goals, activities, timetable of completion, funds budgeted and expended per activity. Establish concise formats, including executive summaries annually.
- Place significant emphasis on alumni development. Initiate activities such as connecting with existing informal units of alumni societies, lecture series, alumni awards and social events. Successful examples of such units and their activities can be found in prominent academic institutions worldwide. Alumni can play an essential role in achieving the DASTA goals.
- Clearly define DASTA roles and responsibilities in order to avoid confusion and misinterpretation.
- Recognize DASTA as an opportunity for each institution to reconsider its role within the local community and find ways to strengthen its ties. The development of extension and service programs that connect academic institutions in support of the public interest can significantly enrich academic learning and serve the public. Best practice examples exist in many universities abroad and particularly in the US.
- Require that funded institutions adopt and implement rigorous assessment processes, metrics, timelines and scheduled periodic evaluations for all DASTA funded activities.
- Organize seminars and workshop sessions (faculty development) to provide the faculty with the necessary knowledge and skills regarding the development of measurable outcomes (goals and objectives) as well as methods of program evaluation.
- Request that institutions develop and implement concrete plans of action rather than research projects, and become responsible for maintaining these activities as part of their mission without the need for additional funds. Such integration is critical in achieving excellence in higher education.
- Request that deans and department chairs examine carefully the involvement of their faculty in “new projects” and activities to avoid work overload and to ensure successful, timely completion of the work. Standards for Full Time Equivalency (FTE) (person hours per week/ month/ year) that include course teaching loads as well as committee service responsibilities will greatly contribute to transparency and appropriate workload to monetary compensation.
- Encourage Deans and department chairs to provide junior faculty with the opportunity to get involved in new projects, assume responsibilities and grow professionally.
- Utilize DASTA monetary and human resources in the most efficient manner for maximum short and long-term benefit.

Technological Educational Institution (T.E.I.) of Athens – Individual Program Comments, Strengths and Challenges:

CAREER/ALUMNI/EXTENSION Unit:

Strengths:

- It is a well organized unit with systems in place that could be easily extended to serve even better the students and the community at large. They can be developed and documented to serve as examples for other institutions.
- The office has positively responded to the fundamental needs of the students and has provided services that are fundamental to the institution.

Challenges/Recommendations:

The EEC observed the following:

- It is very difficult to discern the efforts that have been solely supported by DASTA funding.
- A small number of students, based on total enrollment, have benefited from the services. No plans/strategies to increase the number of students served were presented.
- A significant portion of the funding has been used to cover administrative costs instead of actual products or services.
- Limited efforts have been made in getting input from the stakeholders (i.e., students, faculty, professional community and the community in general) about the development and expansion of the program and their continuous involvement and quality improvement to reach levels of international best practices.
- The faculty is aware of the challenges and interested in addressing issues and improving the programs.

INTERNSHIP/PRACTICUM Unit:

Strengths:

- It is a well organized activity. The office responsible for the implementation has the ability to carry on the task efficiently. The institution uses a well-thought template to keep track of the student's efforts, which may be utilized by other institutions assigned with similar tasks.
- Some evidence of evaluative efforts was presented regarding the effectiveness of the activity and its impact. The EEC does not have enough information whether the data were presenting results from last year or a longer period of time.
- The location of the institution and its long history as well as the human resources available provides an opportunity to become a Center of Excellence in this domain fulfilling DASTA's purpose, creating innovative ideas and sustainable practices.
- The faculty is aware of the challenges and interested in addressing issues and improving the programs.

Challenges/Recommendation:

The EEC observed the following:

- DASTA funds for internship have been used to off-set expenditures for an existing internship program. This approach has created a two-tier system regarding the selection of students that

benefit significantly one of the groups since the monetary rewards for those funded through DASTA are considerably higher.

- There is a high administrative cost to run this activity with no direct evidence/link to the benefit of the students.
- The way the program has been structured creates a culture that promotes monetary motivation for student participation and puts less emphasis on the educational value. The practice of providing students with salary for their participation in the internship activity is sending the wrong message regarding the importance and benefits that such activity could provide. Efforts should be made to closely integrate the activity with the requirements of the educational program.
- The internship requirement holds a tenuous position in the curriculum. Although it is required it is not graded. Also the program does not have the ability to efficiently place all students in internships. These realities create difficulties for faculty and do not serve the students well. We are not sure how students who are not placed are able to complete this requirement.
- The program has not been able to create significant numbers of internships abroad.
- The faculty is interested in finding ways to fully integrate graded internship requirements into the curriculum. The ECC fully supports the institution's interest in this effort.

INNOVATION & ENTREPRENEURSHIP Unit:

Strengths:

- The scientific committee is consisted of faculty representatives from all 5 departments that encourage the exchange of ideas.
- The website (although still under construction) is innovative and interactive and has the capacity to attract student's attention.
- Some of the ideas about the future goals/activities have merit and potential (i.e., summer school, integration with internship). The EEC encourages those in charge and the funding source to put the energy and support to develop and implement as many of these ideas as possible.
- The faculty is aware of the challenges and interested in addressing issues and improving the programs.

Challenges/Recommendations:

- Most of the proposed actions are scheduled to be completed in the future. Therefore, it is very difficult to assess their effectiveness at the present time.
- Some of the proposed activities are not necessarily new ideas. The faculty responsible for the program, need to familiarize themselves with the existing best practices at other institutions in Greece and abroad, and to put their energies in developing the future goals/activities mentioned in their report.