Evaluation of internal and external quality of Ph.D. course of Islamic University educational sciences of Tehran research and science branch to provide some related suggestions to guarantee of the course quality

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Abstract: The purpose of the present article is to evaluate internally and externally the quality of Ph.D Program in Educational Sciences Department in Science and Research Branch of Islamic Azad University in Tehran, in order to Provide Suggestions for Quality Assurance and Promotion. The present study is an applied one and the research method it employs is descriptive- analytical one. In the study, quantitative tools (questionnaire) and qualitative ones (interview and observation) are used. The population consists of: 1. head of department 2. Faculty members (N= 4) 3. Students (No=40) 4.Graduates (No=78) 5. Employers (N= 35). Since the sample was small, to make an in- depth examination, complete census was conducted. To analyze the data, the descriptive method of abundance type, average, and scaling the evaluation factors have been applied. Finally, according to the data the extent of desirability of the evaluated factors and the comparability of internal and external evaluations is presented as follows: The first factor- goals, organizational position, management and organization: rather desirable, The second factor- faculty members: desirable, The third factor-students: desirable, The forth factor-courses and the curriculum: rather desirable, The fifth factor-teaching –learning process: rather desirable. The sixth factor-Graduates: desirable. . In conclusion, the overall quality status of the Department in the both internal and external evaluation is desirable with the numeral rate of 2.5.

Keywords: internal evaluation, external evaluation, quality in higher education, quality assurance.

1.Introduction

The high-education along with eight century antecedent is considered as the most key organization paid attention by nations and governments potentially. The accessory to the technology and progressive knowledge accelerating an effective role of research and social-economical movement can be governed merely through optimizing higher-education and quantity, quality planning (Rahimi, 2008). Generally, in higher-education the judgment about quality uses Audit and accreditation approaches. In the statement of educational groups (or the higher-education institutions), the most common applied approach is the pattern of internal test. Of course, the external accreditation should be followed by internal testing (Sanyal, 2009). The testing experience continuously in different countries and fifteen years experience of internal and external testing in Iran show that the measurement of college-bounded quality in educational groups can lead to the recovery of these groups quality (Bazarghan, Eshaqi, 2010).

2. Evaluation:

Evaluation has been come along with the history of mankind during the eras and the similar thoughts and imaginations of qualitative testing as a common process in the whole communities has been presented for years and even centuries (Pound, 2003). In the field of education and training, the applied testing and the appearance of testing meaning recently the thoughts and activities of Taylor and first comprehensive description of educational testing has been given to Taylor. For this reason, he is being often introduced as the father of educational testing (Kiamanesh, 2000). In the late of 21th century, the educational testing can be described as an understanding of cohesive and organized seeking for the judgment or an agreement about the value or importance of an educational phenomenon to make its remedy in the reduction of differences between the recent results and the granted results (Windham, Chapman, 1990. quoted by Bazarghan, 2011, 23). Generally, different approaches can be applied for the testing of educational activities. They have been categorized into different groups. For example (House, 1978, quoted by Bazarghan, 2001), has grouped the testing patterns into eight ranks. There are as following:

Context, input, process, product (CIPP),

1) the pattern of target supplementation
2) management-based pattern (SIPP)
3) free target pattern

4) noble-based theory pattern
5) accreditation pattern (including internal and external testing)
6) defend-based pattern
7) practical-based pattern
8) naturalism and partnership pattern

3. Accreditation pattern:

It is one of the most common patterns including internal and external testing. This process evolves the testing process of external quality which is an intervention case in higher-education in colleges, universities and higher-education planning are being applied to provide and recover the quality (Chea, 2003). The root of accreditation is subjected to the worries of officials in the field of health and public privacy. The related standards can be presented at least in maximum level. The first specific accreditation is a governmental case and the second is emerged in the process of professional institutions (Damme, 2000). This pattern is a fundamental foundation for publishing the culture of quality in the higher-education system. Because the aspect of internal testing has a kind of self mirroring feature. The educational groups can amend and make their recovery after internal testing. Then, the completion of external testing lead to the process of judgment not to be confined only to the comment of official boards of educational group but, the judgment of college experts is achieved than other quality group and its composition factors (internal, process, external and consequence) (Guni, 2009, quoted of Bazarghan and Eshaghi, 2010).

The role of accreditation:

1) quality guarantee:

The accreditation is an essential tool which the colleges, universities and programs make their guarantees for students and people through the same process. The validated status is a sign that these students and people can provide their lesson plan, student's services and libraries. The validated status can be stable only through observations based on the numbers stability by institutions or programs.

2) Using government financial box
3) The attraction of private section trust
4) Transition facility (Eaton, 2006)

Pattern considered some testing approaches related to the people's requirements judging about the process of educational phenomenon, which they are called utilization-focused affairs. The internal and external testing approaches are utilized-focused. The utilized-focused testing is based on this hypothesis that judgment about testing should be achieved based on its real applications and utilizations practically (Patton, 1997).

4. The quality and quality guarantee:

From the beginning of the early 1990s, there have been achieved struggles to apply the comprehensive quality management thoughts in the field of higher-education so that in 1995 more than 2000 educational institutions were carried out in this field in the U.S (Birn and Deshotels, 1999). The importance of attention to the quality in the higher-education in response to the social requirements which pay their educational expenditures and interested in their investments consequences has been increasing felt in this regard. The related sections of the higher-educational such as government, industry and society ask the university systems to make them confident for making students knowledgeable and skillful after graduation having the necessary conditions of educational organizations supplemented at their targets efficiently (Hillman, 1995). The quality at higher-education is a high-potential process with various dimensions changing frequently. This dynamic of the higher-education and its change lead educational planners to cover and optimize the process (Neistani, 1999). In Younseco view, quality at higher-education has a multi-dimensional concept depending on the status of college system, mission or conditions and college field's standards. Based on this view, it cannot be said that the quality is governed from a public theory or a general pattern (Bazarghan, 2011). The quality at higher-education will be increased by accessing to the related targets and obtaining the public standards acceptable in this regard and also the quality assurance meaning an organized planning of an institution to determine the same acceptable standards in education field (Pound, 2002). The guarantee of the quality at institutions and college programs is a combination of internal and external testing and the attention is focused on the carried out testing in analyses and public board norms as well as programs and similar institutions (Sporn, Rhoudes, 2002). Even after making a one internal focused quality system, again the internal testing is the central core of quality guarantee (Yanazava, 2002). In conclusion of this section, it can be said that the concept of quality is also different due to the people's imagination and thinking ways of quality description. Hence, it can be stated that like the word quality in higher-education, the concept of quality in higher-education, the concept of quality guarantee has not also a fixed explanation. It is based on specific policies is different in each college system. Therefore, the present study tries to review and assess the Ph.D. courses of Tehran research and sciences physical training department clarifying the educational purposes, research and specific courses at Ph.D. and their compositions as well. Then, the related quality is being determined

based on internal testing completion and finally suitable approaches and suggestions will be achieved in the supplementation of internal and external testing to optimize the quality guarantee process.

5. International experiences in the field of accreditation and testing of quality in higher-education:

Although the background of students testing can be found simultaneously with the establishment of higher-education centers, but the regular data collection about the struggles and performance of higher-education departments is seem to be a new issue in this regard. The only country which has about half century background is the U.S. (Bazarghan, 2003). The outstanding and considerable features of the accreditation system in the country is that the system has been expanded in three levels of central government, provincial government and accreditation assurance related to the quality of higher-education testing system (Eaton, 2006). Osteriko (2003) stated that the testing of Ph.D. programs has 75 years antecedent in the U.S. the roots of the testing date back to 1925. At that year, 1206 Ph.D. was established from 61 institutions. About 70% of these thesis in sciences fields and 30% were in humanistic sciences. In 1960s, Cartter invented new concept for testing Ph.D. course, which they were applied in testing of research national institution in 1982 and 1993. This attitude was followed by three quantity judgment:

1- The quality of scientific board members in Ph.D. courses.
2- The effectiveness of Ph.D. programs.
3- Changes expected in a one program.

During the study, Cartter stated that more than 19000 students were annually graduated in 150 institutions. The study of research national institution in 1995 tried to consider the qualitative scales in 1982. The tasks of the committee in the study of Ph.D. programs testing were that they wanted to study an approach related to Ph.D. programs testing in 1995 in the U.S. This committee determined the strengths and weakness of the study in 1995. However, hundreds fields of Ph.D. were testified in the U.S higher-education. Today, the U.S is one of the most progressive countries in the field of testing and quality guarantee at higher-education system (Ostriker, et al, 2003). According to the reports of economical development and cooperation organization, Argentina, Chile, Jamaica are the counties which they have tried in the field of testing and quality guarantee in the America continent (The organization of cooperation and development, 2003). European countries found the testing process inevitable during two decades (since 1985). From the year later, some countries have made their struggles

to optimize the higher education quality system in this regard. For example, it can be noted to the "national committee of testing" in France (1985) and "the quality guarantee organization for higher-education" in the UK which established in 1997 (Bazarghan, 2003). The quality testing system is relied on the government in France, achieving its own organizational responsibilities independently. The system is aimed at optimizing the quality culture in the university setting (Bazarghan, 2004). Other considerable experiences of other countries can be subjected to the Australia, universities quality Agency (AUQA) (woodhouse, 2003 quoted of Bazarghan, 2003). In Asia, Japan, South Korea, India and Malaysia have achieved successful activities. Japan has the most efficient systems in the field of education in the world which it has completed several changes from the U.S system in this regard. In Africa, countries like Nigeria, Kenya and Senegal are considerable in this case (lamicy and Jensen, 2001). India has also successfully competed a great constructional field in relation to make a national organization of quality testing. National Assessment and Accreditation council (NAAC) which established in 1994 by the aim of making quality towards the composition elements through the combination of internal and external testing has the most essential role in the encouragement of higher-education institutions to make their planning for optimizing the quality efficiently (Mokhtarian and Mohammadi, 2008). A half glance at the secrets of the successful countries in the field of organizing their testing culture specifies the fact that the establishment of an efficient system of quality testing can be the success reason.

6. The experience of quality testing in Iranian higher-education:

In Iran the process and concept of college quality testing as a new attitude is a process that has been paid attention in 1996 with the completion of pre-research internal assessment planning in the medicine training groups. Science 2000, this approach has been followed in non-medicine training groups so far (Bazarghan et al, 2000). But using the external testing after internal testing has a little background to validate its results and it has been done only a few researches for representing the educational thesis. In this regard, various researches have been fulfilled in the field of M.A and Ph.D. thesis (Baghaiee, 1995; Mirza Mohammadi, 1997; Pazarghadi, 1998; Mohammadi, 2002; Mirzaiee karzan, 2004; Eshaghi, 2006; Salimi, 2006; Sadeqi, 2007; Rahimi 2008). Rahimi (1999) in this M.A thesis by the title of "the internal and external evaluation of the inter-college of Tehran philosophy training", has studied the study of internal and

external assessment. The main purpose of the study is to evaluate Tehran philosophy training group in the field of external and internal assessment. Finally, due to the obtained data, the degree of the each granted factors are as following:

First factor: targets, organizational situation, management and organizations.

Second factor: scientific board: suitable.

Third factor: students: suitable.

Fourth factor: training courses and lesson plan: unsuitable.

Fifth factor: learning process: rather suitable.

Sixth factor: trainees: rather suitable.

Therefore, the researcher aims to respond the following questions:

- What are the purposes of educational, research and specialist services of Ph.D. course in Tehran Islamic Azad University?
- What is the quality of performance compositional elements based on internal pattern completion in educational group?

7. Materials and Methods:

The present study is an applied research due its target but the analysis-descriptive method has been used due to the data collection.

Statistical community:

The statistical community of the research including five groups in a specialist group of Islamic Azad University of Tehran research and sciences branch. These groups are as followings:

A) Group manager (educational sciences group of Islamic Azad university related from the beginning of 1991 to 2012) with one manager of the scientific board of professor group.

B) Scientific board members (this is included 4 scientific board members).

C) Students (the group of Islamic Azad University education sciences of Tehran research and sciences branch with only Ph.D. field including 40 student studying there. In the present study 34 ones volunteered to cooperate.)

D) The graduates were 78 ones related to the years of 1993-2007. In the present study, 61 ones volunteered to cooperate.

E) Job masters (Managers), graduates (35 ones).

Sample a method of sampling:

In this research, the complete statistic method was applied due to the limitation of statistical community.

Data collection tools:

Three groups were used to gather data in the research as following:

A) questionnaire

B) interview form

C) check list

Technical specification of data collection tool:

The obtained measurements of the calculation are along with validity as following:

1- manager questionnaire = 0.82
2- scientific board questionnaire = 0.88
3- students questionnaire = 0.81
4- graduated questionnaire = 0.70

Data analysis method:

In the present study, the descriptive statistical techniques such as distribution mean and weighing methods were used efficiently.

Research findings:

The achievement of a research finding can be given in different forms. The arrangement of given findings should be planned coherently in a research. The best method of arranging the related construction is subjected to the given findings according to research questions (Sarmad et al, 2004).

8. First research question:

What is the educational, research and Ph.D. specialist services purposes in the group of educational sciences (syllabus design and training philosophy) of Tehran Islamic Azad University research and sciences branch?

To extract the purposes, the extraction pattern of educational group targets were used based on five data resources (Hejazi et al, 2008)

University purposes: based on a research carried out by Hosseini (2002), five general purposes of Tehran University are as followings:

Nurturing critical thinking way, providing science (researches) for job vacancy, advanced training and critic and applied knowledge

● Social requirements:

In order to have enough accessibility to social needs in the country's fifth development planning in the field of higher-education

●The structure of knowledge in a specific field:

The main aim is to reach to the philosophy of training and education to determine accurate purposes

● Conditions and facilities of university system:

To be confident of scientific-based of the targets, the facilities and other resources such as human, financial and physical resources should be considered.

● Needs and expectations of "educational friends" in a group:

The aim of educational friends is subjected to the board of college, students, graduated and generally planners of educational users trying to considered the related targets in this regard.

Due to the pattern and group perspective, thesis and their purposes have been specified in three arrangements as following:

● Perspective: directing towards social training and being pioneer in the field of production, publishing and applying the development of educational organizations in the framework of cultural, social and economical development.

● Educational purpose: making necessary backgrounds and opportunities to educate specialists in the field of social training suitable for group skill.

● Research purpose: making necessary backgrounds for research in the field of lesson planning programs and the philosophy of education in this regard to recognize the educational pitfalls and difficulties in the country and giving suitable approaches

● Service purpose: servicing consultation and necessary suggestions and other services in this field and the related groups.

For the implementation of the above-mentioned purposes, the represented targets of the group were considered in three fields of interior, process and exterior as following:

● Interior targets: making up-to-date educational planning to optimize the growth of cognitive, skill and emotional abilities at students and the greatest level of the knowledge in the framework of society expectations and the market.

● Designing and complementing educational planning of service-based education for training and education experts in planning levels and also providing lesson books, attracting skillful scientific boards suitable to group skills and keeping their development abilities

- process purpose: using information technology and communications in the process of learning-training has been applied to recognize the cognition, skill and students conceptual abilities, distributing critic culture of the country among teachers and students through making education and training as discussion sessions can be effective in this regard.

- Exterior purpose: providing necessary background for students to continue their studies and giving services and consultations in the field of lesson planning and philosophy in different social parts particularly educational centers. Giving skillful human forces in the field of education suitable for local, national and international needs

- Second research question: what are the qualities of compositional elements of performance in educational group based on internal assessment pattern completion? In relation to the question, 6 factors, organizational establishment, management, scientific board, students, training process, learning, educational courses and lesson-plan and graduate people, 27 criteria and 77 indicators for internal assessment have been described (Table 1). Due to the determined attachments and through the following three-rank domain, each indicator firstly is determined and then the criteria and the assessment factor and finally the whole group will be calculated:

Table 1: the results of interior assessment based on separate assessment factors

Assessment factor	criteria	indicator	Score	Assessment result
Targets, organizational status, management	10	36	2.1	Fairly suitable
Scientific board	4	10	3	Suitable
Students	3	6	2.67	Suitable
Educational courses and lesson planes	4	10	2.25	Fairly suitable
Learning-training process	4	10	1.75	Fairly suitable
Graduates	2	5	2.5	Suitable
General group status	27	77	2.5	Fairly suitable

According to the obtained scores from the assessment factors, it can concluded that since the factors (targets, organizational situation, management, educational courses and group lesson plans, learning-training process) have been established in 1-3 degree with results fairly suitable and factors (scientific board, students, graduated) have been placed in 1-3 degree with suitable results. The degree of suitableness in the group through the sum of score divided on the number of them can be governed, which due to the above table 3, suitable factors taking score 3 and 3 factors fairly suitable having score 2, their sum, 15 divides by 6: 2.5. Hence, in response to the second question, it can be stated that by calculating the results through assessment factors, the general quality of the group in 1-3 domain will be 2.5 in a suitable level.

Third research question: what is the quality of performance compositional elements in educational group based on the completion external assessment pattern?

To respond the question, a check list prepared in the field of indicators suitableness and their criteria and assessed factors of lesson planning will be given to the team. The members of the team will evaluated the internal

assessment results filling the three option of "confirm", "fairly confirm" and "assessment" and the details in that form.

Table 2: The results of external assessment by separate assessment factors

Assessment factor	Score	Assessment result
Targets, organizational status, management	2	Fairly suitable
Scientific board	3	Suitable
Students	2.33	Suitable
Educational courses and lesson planes	2	Fairly suitable
Learning-training process	2	Fairly suitable
Graduates	2.5	Suitable
General group status	2.5	Suitable

According to the obtained scores from the assessment factors, it can be concluded that since the factors (targets, organizational position, management, educational course and group lesson plans, learning-training process) have been established in 1-3 domain degree with fairly suitable result and factors (scientific board, students, graduated) have been placed in 1-3 domain degree with suitable result. The general suitableness of the group can be governed through the sum of the scores divide by the number of them which is accordance to the above table 3 suitable factors with score 3 and 3 factors of fairly suitable with score 2 that their sum 15 is divided by 6:2.5. Thus, in response to the research third question, it can be stated that by calculation of the obtained results, the general quality of the group will be 1-3 domain towards 2.5 in suitable level. In summery, the result of internal and external assessment in educational sciences group (lesson plan and educational philosophy) is as following:

Table 3. The comparison of internal and external assessment results

Assessment factor	Assessment score		Assessment result	
	internal	external	Internal	external
Targets, organizational status, management	2.1	2	Fairly suitable	Fairly suitable
Scientific board	3	3	Suitable	Suitable
Students	2.67	2.33	Suitable	Suitable
Educational courses and lesson planes	2.25	2	Fairly suitable	Fairly suitable
Learning-training process	1.75	2	Fairly suitable	Fairly suitable
Graduates	2.5	2.5	Suitable	Suitable
General quality status	2.5	2.5	Suitable	Suitable

8. Conclusion:

In the present study, it is carried out the evaluation of internal and external assessment quality of Ph.D. course in Tehran Islamic Azad University, research and science branch to provide suggestions for the optimization of the quality in a 135 samples (group manager, scientific board, students, graduates, job masters). The results representing that: in internal and external assessment, the general quality status is 1-3 domain with 2.5 number value. The results from the homogenous team were also showed. The level of factors suitableness in assessment case is similar in both steps. From the 6 factors assessed, three factors (scientific board, student and graduate) have suitable situation, three other factors (targets, organizational status, management, learning-training process and educational course and lesson plan) have fairly suitable status. In this regard, the need to the optimization of quality is felt. For the reason, during external assessment sessions, some suggestions were recommended for optimizing the quality as following:

- Holding common sessions among students, graduates and group professors with educational officials to think of new approaches in this regard.
- Holding common sessions among the related group with educational sciences groups with other college s
- Holding workshops to get familiar with Ph.D. students for the preparation of I.S.I articles
- Providing conditions for absorbing students in research centers and achieving research plans
- Considering scholarship and study opportunities for high-potential students
- Holding workshops for getting familiar scientific boards with the application of information and data bases through college and university.

- Making approaches for measuring the group and college cultural affairs.

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