

Developing and Accreditation the Proposed a Model for Evaluation Educational Quality for PNU University

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Abstract: Purpose of this study is presenting a model for Evaluation Educational Quality for PNU University. Statistical population included: sources and documents related to quality assessment and All universities compared with the PNU Iran, Experts and professors of higher education, Presidents of universities PNU and departments and faculty members PNU. In the present study, using Grounded Theory (Strauss and Corbin) the axial coding and selective 38 categories were classified into 7 main categories are as follows: educational, academic staff, research, student, graduates, courses and curricula, credits and facilities. Finally, the seven main categories based on six dimensions of paradigm as model as with terms of causal (3 categories). The main categories (Quality assessment), Strategy (1 category), Field (1 category), confounding environmental conditions (1 category) and and outcomes (1 category). Build relationships between categories and integrate it shows that educational quality is affected by terms of causal (of educational, research, academic staff). educational quality under the influence of the causal conditions, leading to the formation of courses and curricula to action. In addition this action in the context of funding and resources and at the same time form the underlying condition (student) affected. Finally, the consequences of such actions and reactions that causes graduates. Finally, the validity and utility of the proposed model educational quality assessment of PNU was determined by experts.

Key words: Criteria, indicators, grounded theory, validity and utility, educational quality assessment

INTRODUCTION

At the beginning of the twenty-first century, the scientific quality measurement universities and higher education institutions are of particular importance. Today, Including mechanisms that can be considered to improve the quality, evaluation mechanism is created. By assessment we can ensure extent to which system function and educational institutions. In accordance with, the needs of the planned and realized. Comparative study of higher education shows universities are successful that of a academic life cycle namely: system planning and development, maintenance system assessment and production and distribution system have. This system, sees key role in assessment and considers it a revival of university life. One of the main policies of developed countries in recent years has been to increase access to higher education and the public it and so countries are determined to expand the system of higher education to the extent possible and the development of higher education in its educational policymaking priorities have

been (Bornmann *et al.*, 2010). A feature of the education system since the Islamic Revolution of Iran has been growth and expansion of higher education in deprived areas of the country that over the years, mostly been done from PNU University. Now the number of 3 million and 790 thousand and 859 students at the universities, more than a million students are studying in PNU University. In general, 14% of students in Ministry of Science, 30% in Payam Noor University, 10% at the University of Applied Science, 35% in Azad University, 4% in Universities affiliated to the Ministry of Education, 3% in Universities Affiliated to the Ministry of Health, 5% are studying in higher education institutions independent (Available in www.pnu.ac.ir). Due to the complexity of the higher education system and increasing that in quantitative terms and especially expansion of educational centers PNU University (From 28 centers in 1367-500 centers in 1390) as well as the need for a balanced and harmonious growth of both qualitative and quantitative parallel to each other, the universities are expected to provide good education quality

(Alyshavandi, 2011). So in order to improve the quality of universities and educational institutions, it is necessary to evaluation of educational quality university comes to act. In evaluation pay attention to objectives, plans, processes, results and outcomes considered to be. Evaluation of the policies that can facilitate the quality issues, strategies to identify the current status will lead to transparency of current situation and in its shadow, authorities also aware of the success of the program, the opinions of Fellowship Training (beneficiaries, interested, relevant) been informed and if you see any issues and problems or the selection of appropriate and timely solutions, move on to the quality of the activities, products, services and successful act (Dorrani and Salehi, 2006). Actually any system is to survive and maintain their dynamics need to improve of quality and evaluation could play an important role in improving of quality that system. Must say one of the main mission of any university is improve educational quality and one of ways to accomplish this mission is evaluation of educational quality. Therefore, in the process of evaluating the quality of educational for University PNU evaluation factors, evaluation criteria and indicators to be considered by which data will be collected about current situation and analyzing and interpreting it to pay judgment. Since improvement quality of universities, including the major policies and special missions of higher education system in the country therefore to achieve this goal is the need for a quality evaluation system. Therefore, researcher decided to by doing a study identify components, criteria and indicators for evaluation educational quality of PNU University and to developing a proposed model act for educational quality evaluation of PNU University. Educational quality evaluation any structured activities that result in judgments about the quality of the system (input, process and output), institution or higher education program. Also, criteria, characteristics of education is that reveals suitability of educational quality PNU. Indicators, parameters that are required for data collection in order to judgment about criteria are used. In other words, indicators, criteria are for evaluation educational quality of PNU University.

MATERIALS AND METHODS

Since the results of this research can lead to executive decisions and perform a series of actions for evaluation educational quality for PNU University. The purpose and nature of the present study is an applied research. In terms of research method is a descriptive-survey study.

Statistical population: The statistical population this study consisted of: sources and documents related to quality assessment and all universities are comparable to PNU Iran. Group of scientific experts in Iran including

prominent experts in the field of higher education, experts and professors of higher education in University of Allameh Tabatabai, Tehran University, Beheshti University and Faculty members of the Institute of Research and Planning in Higher Education, Payam Noor University Chairman, Heads of the Educational Departments and Faculty members PNU University.

Sample and methods of sampling: Current study is in terms of methodological partial of mixed research projects. Therefore, in this study, sampling combined approach namely combination of both qualitative and quantitative sampling or in other words taking into account both dimensions purposefully and likelihood of being used. The purpose of quantitative sampling being reagents and purpose of qualitative sampling is saturation information. Sample of present study consisted of: England academic community, India, America, Japan and Australia, sources and documents related to quality assessment specially quality assessment PNU University, prominent experts in the field of higher education (Experts and professors of higher education in University of Allameh Tabatabai, Tehran University, Beheshti University (50 persons) and Faculty members of the Institute of Research and Planning in Higher Education (30 persons) Payam Noor University Chairman, Heads of the Educational Departments and Faculty members PNU University is. Order to sampling of population documents, University community are comparable to PNU Iran and Higher Education Experts is used purposive sampling chains method. According to this type of sampling, for collecting information, researcher with resources and people will contact that in subject area under investigation or aspects of it have adequate information and understanding are. The informationists based on specific research objectives are selected. Homann, the sample size in purposive sampling chains for homogeneous groups of 6-8 people suggest. Therefore, in this study for each of the aforementioned groups 6-8 people will be selected for purposive sampling chains. However, sampling and data collection will continue as long as process analysis and exploration to reach theoretical saturation. Thus that "When researcher conclude that responses or interviews with group get are similar enough to each other that leading to duplicate responses or interviews and there is no new data in those, number of interviews is considered enough and we another interview not doing". In order to accreditation the proposed model of mentioned population using stratified random sampling method and determining sample size based on Krejcie and Morgan table an example as follow is selected: professors of higher education (44 people), experts of Institute of Research and Planning in Higher Education (28 people), Payam Noor University Chairman, Heads of the Educational Departments and Faculty Members PNU

University. Should be noted that of chairman statistical population, heads of the educational departments and faculty members PNU University because of span PNU University centers and also focus more and study more deeply this subject by available sampling method, chairman, heads of the educational departments from different disciplines (47 people) and faculty members PNU University (73 people) was selected as study sample.

Instruments: In this study, due to the nature of the subject of several instruments, including: taking notes, interviews and questionnaire were used. To extract components, criteria and indicators, literature quality evaluation, especially criteria and indicators for assessing the quality of universities was examined and with some scholars, guided and semi-structured interviews were conducted. In order to accreditation the proposed model, In order to comments ask of experts, researcher-made and closed-response questionnaire was designed and used. Draft of model of evaluation educational quality for PNU University in the form of a questionnaire of 40 questions was designed. Then, in order to determination amount of accreditation the proposed model of informants (192 people) survey was conducted. To supply validity, after design questions, questionnaire In the form of content validity form were provided to 10 professors and experts and their corrective perspectives were taken and based on Their comments were improved questionnaire shortcomings. In order to determination of reliability from internal correlation method (Cronbach's alpha) was used. Therefore, to providing internal reliability in a pilot study, questionnaire was completed by 30 experts and Cronbach's alpha coefficient was calculated. Value obtained for whole questionnaire 0.808 was calculated. As regards value obtained was >0.70 , reliability of measuring instruments was considered acceptable. Also amount of alpha was calculated for each factor. Amount of alpha for academic staff factor 0.702, factor research 0.805, factor educational 0.755, factor student 0.755, factor graduates 0.855, courses and curricula 0.808 and credits and facilities 0.755 was calculated.

Execution and data collection methods: Developing components, criteria and indicators Educational Quality Assessment for PNU University was performed the following steps: drafting criteria and indicators of resources available (Sources and documents related to quality assessment, reviews university of comparable with Payam Noor University in Iran, reviews theoretical frameworks, reviews National and international experiences, reviews theses, domestic and international experiences and theories about components, criteria and indicators educational quality assessment for PNU University), refining, draft of criteria and indicators by

experts, achieving experts consensus on a set of refined criteria and indicators (Accreditation model). As previously described, after determining validity and reliability of questionnaire, In order to and accreditation the proposed model for evaluation educational quality for PNU University, mentioned questionnaire was completed by 192 experts. In order to drafting components, criteria and indicators and present an proposed model for evaluation educational quality for PNU University from qualitative analysis and grounded theory method was used. Accreditation of model were analyzed by content validity and content validity index.

RESULTS AND DISCUSSION

In order to extraction components, criteria and indicator in the first phase, beginning conceptual aspects and original components using information resources and by referring to mentioned documents obtained the factors and criteria for quality assessment using available resources were identified. In the second stage, draft of components and the criteria were set in the form of an interview and by interview (Guided and semi-structured) with experts and using Grounded Theory (Open coding, axial coding and selective coding) necessary modifications in components, criteria and indicators was performed. Analysis of qualitative data based on the guidance provided by Strauss and Corbin that contain three main steps, Open coding, Axial coding and selective coding is took place. In this study, using analytical techniques of Strauss and Corbin concepts as the analysis unit in interview texts levels were noted and by separating interview text border to elements with a message within lines and paragraphs are attempts to open codeings are extraction and finally was reached to 104 concepts. In the axial coding stage, beginning main categories were determined, Then other components In the form of five large cluster, causal, strategies, background factors, environmental conditions and outcomes were classified. During the process of selective coding and and the combination process, text interviews were studied several times and phrases and ideas that indicative relationships between main and subsidiary components is was considered. Accordingly, relationship between the components and educational quality assessment model formed. Finally, using integrating diagram theory formed and results of analysis with this approach in the form of components (7 components), criteria (38 criteria), indicators (48 indicators) and within the framework of Educational Quality Assessment Model for PNU University that Contains elements: causal, strategies, background factors, environmental conditions and outcomes is was written. Open and axial coding results with subcategories is presented in Table 1.

Table 1: CVR (content validity ratio) and CVI (content validity index) indicators of educational quality evaluation PNU for accreditation of proposed model

Questions	The number of respondents N	Items needed CVR	Items of related being CVI	Items of simplicity CVI	Items of being clarity CVI
"The amount of compliance training program with the mission and goals of Payam Noor University" In order to quality evaluation of PNU	10	.100	.90	.70	.80
"Number of training courses Was established in PNU Separated by School groups" In order to quality evaluation of PNU	10	.80	.70	.80	.80
"The amount of quality Educational space for different courses academic"	10	.80	.90	.90	.90
"Ratio of teaching's incomes to the entire current university credit". In order to quality evaluation of PNU	10	.80	.80	.70	.90
"Number of management's assessment of the educational situation in PNU In the year" in order to quality evaluation of PNU	10	.80	.70	.70	.80
"Ratio of faculty full-time to students in total and accordingto academic rank in PNU" In order to quality evaluation of PNU	10	.100	.80	.80	.90
"The number of full-time faculty members with degrees trainer, assistant professor". In order to quality evaluation of PNU	10	.100	.80	.90	.80
"The number of projects, papers and books academic staff". In order to quality evaluation of PNU	10	.80	.70	.70	.80
"Existence of a codified method for selecting academic staff, criteria for the selection of academic staff and invitee instructors". In order to quality evaluation of PNU	10	.80	.70	.80	.70
"The amount of satisfaction of academic staff PNU of granted facilities in scientific fields". In order to quality evaluation of PNU	10	.80	.70	.80	.80
"The number of proposals submitted in research fields to Ministry of Science" In order to quality evaluation of PNU	10	.80	.80	.80	.80
"The number of publications Scientific-research". In order to quality evaluation of PNU	10	.80	.80	.90	.80
"The number of papers published by academic staff in internal Scientific-research journals". In order to quality evaluation of PNU	10	.100	.90	.90	.90
"The percentage research Credits PNU of total credits the Ministry of Science". In order to quality evaluation of PNU	10	.60	.70	.70	.80
"The number of seminars and scientific conferences PNU per year". In order to quality evaluation of PNU	10	.60	.80	.70	.70
"The number of titles journals and research publications printed by PNU"	10	.100	.80	.80	.90
"Ratio acceptance of students PNU in levels of postgraduate and doctorate at universities of country" In order to quality evaluation of PNU	10	.80	.80	.80	.90
"Distributionof students admitted in PNU based on gender and grade". In order to quality evaluation of PNU	10	.80	.90	.80	.70
"GPA semester of educational and total GPA PNU students". In order to quality evaluation of PNU	10	.80	.70	.70	.70
"The amount of familiarity academic staff with findings of new Scientific specialized field" In order to quality evaluation of PNU	10	.100	.90	.90	.80
"The amount of interaction of students with academic staff in PNU". In order to quality evaluation of PNU	10	.80	.80	.80	.80
"Cost ratio of per capita student in PNU based on grade and educational groups". In order to quality evaluation of PNU	10	.70	.70	.70	.70
"The amount of Satisfaction PNU students of how the select unit, textbooks, books content, academic staff"	10	.80	.80	.90	.90
"Graduates Ratio PNU absorbed in public sector and non-governmental"	10	.60	.70	.80	.90
"The amount of satisfaction of graduates from educational quality PNU and academic staff"	10	.80	.80	.80	.80
"The amount of satisfaction of the labor market of graduates PNU and their scientific level"	10	.70	.80	.70	.70
"Acceptance ratio undergraduate and graduate PNU in public universities"	10	.70	.80	.70	.80

Table 1: Continue

Questions	The number of respondents N	Items needed CVR	Items of related being CVI	Items of simplicity CVI	Items of being clarity CVI
"The amount of interest graduates PNU to continue to study"	10	.70	.80	.70	.80
"The amount of satisfaction of graduates from evidence PNU"	10	.70	.70	.70	.80
"The amount of familiarity academic staff with new scientific findings of specialized field"	10	.80	.70	.80	.90
"Existence documented program for evaluation the objectives, programs and textbooks PNU"	10	.80	.80	.80	.80
"The amount of attention to national development plans in compiling lessons and content of books "	10	.60	.70	.80	.80
"The amount of proportionality evaluation method courses PNU lessons content"	10	.80	.80	.80	.80
"Ratio of using academic staff from traditional methods of teaching and lectures to new methods"	10	.80	.70	.80	.70
"Percent of educational and research Credits PNU of total Credits the Ministry of Science" In order to quality evaluation of PNU	10	.80	.70	.70	.70
"The mouny of satisfaction of academic staff and students from spaces training,equipment and laboratories" In order to quality evaluation of PNU	10	.80	.70	.70	.70
"The mount of per capita student educational space (classroom, library space, workshops, laboratories and ..."	10	.70	.70	.70	.70
"Per capita amount of research graduate students Separately in postgraduate and phd PNU". In order to quality evaluation of PNU	10	.70	.80	.70	.80
"The percentage Credits spent in research affairs PNU of total Credits Ministry of Science". In order to quality evaluation of PNU	10	.70	.80	.70	.70
"The per capita student Credits". In order to quality evaluation of PNU	10	.80	.70	.70	.80

Results table open coding and axial: component (main components and sub)

Educational: Training programs (the amount of compliance training program with the mission and goals of Payam Noor University) training courses (No. of training courses was established in PNU separated by school groups), Training Rules (The amount of compatible educational rules and regulations with general conditions and realities university) training facilities (The amount of quality educational space for different courses academic), educational quality (Number of management’s assessment of the educational situation in PNU in the year, ratio of teaching’s incomes to the entire current university credit, percent departments have programs of total educational departments in PNU), Educational and Graduates (The amount of effect of education and teaching styles on entrepreneurship and creativity graduates).

Academic staff: The composition and distribution of faculty members in PNU (The number of full-time faculty members with degrees trainer assistant professor as sociate professor and professor, Ratio of faculty full-time to students in total and according to academic rank in PNU, verage of semester courses). How to select the academic staff in PNU (Existence of a codified method for selecting academic staff, criteria for the selection of

academic staff and invitee instructors), projects, articles, books and patents academic staff in PNU University (The number of projects, papers and books academic staff), Professors’s work quality in PNU level of familiarity academic staff with new scientific discoveries specialized field), welfare status academic staff, the amount of academic staff satisfaction for Facilities granted in scientific fields (Laboratory equipment, computers, library).

Student: Distribution of students in PNU (Distribution of admitted students based on gender and degree in PNU), student’s academic achievement in PNU University (Ratio acceptance of a master’s degree and doctorate at the University of Payam Noor University in Iran, Academic semester GPA and total average students of PNU), Student relationship with academic staff in PNU (The amount of students interact with academic staff at the University of Payam Noor), opinion’s student about (Familiarity academic staff with new scientific findings specialized field, Payam Noor University student’s satisfaction of how to select units, textbooks including books, type of teachers), teacher to student ratio in PNU (Ratio of academic staff full-time to students in total and according to academic rank in PNU), credits and student facilities in PNU (Per capita expense ratio students in PNU segregated schools and educational groups).

Research: The research activities of PNU (The exchange of professors and students of Payam Noor University with other universities in the world, The number of proposals in the field of research to the Ministry of Science), journal of PNU (The number of Scientific-research journals, the number of articles published academic staff in scientific journals of national and international journals to assessing the quality of PNU, number of journals and research publications published by PNU) research budget PNU (Percent of research credits PNU of total credits Ministry of Science), patents, awards and seminars in PNU University (The number of seminars and scientific conferences have been held in country by PNU in per year).

Graduates: Graduates jobs PNU, opinion graduates PNU about this University (The amount of satisfaction Graduates of educational quality PNU and academic staff), labor market and graduates PNU (The amount of Satisfaction labor market of Graduates of PNU and their scientific level), graduates PNU and higher academic degree (Acceptance of undergraduate and graduate programs of PNU University in public universities, level of interest graduates to continue their education in PNU University).

Component (main components and sub)

Courses and curricula: The purpose and mission of PNU (There are documented program to evaluate the objectives, programs and textbooks in PNU), Quality assessment PNU (The overall quality classes PNU), Methods of evaluation of students in PNU (The amount of proportion Method of assessment of students with Lessons content), content textbooks in PNU (The comprehensiveness and quality of the content of textbooks PNU, attention to national development plans. In compiling content of courses and books), teaching strategies (Academic staff's familiarity with new scientific findings discipline), educational aids (The utilization ratio academic staff from traditional methods of teaching and lectures to new methods).

Credits and facilities: Higher education credits (Credit ratio PNU to the entire Higher Education Credits, (The amount of satisfaction teachers and students of PNU from spaces satisfaction of training, equipment and laboratories in PNU University), educational credits (Educational credits percent PNU of total credit Ministry of Science), credit assigned to cultural activities (The percentage of credit spent on cultural affairs program

relative to other credit), student credits (The per capita student learning environment (classroom), space, workshops, laboratories in PNU, the per capita student credits PNU), research funding (The percentage of research funding PNU from total credits of Ministry of Science, the number of computers in every faculty, quality and number of laboratory-speed internet and projectors in classrooms in PNU) credits and performance management

During the encoding process (open coding, axial and selective coding), finally, 7 main components in the form of 6 dimension of paradigmatic model Under the title Causal conditions (3 kategori), central component), quality evaluation (strategies (1 kategori), background factors (1 kategori), environmental conditions (1 kategori), outcomes (1 kategori) were assigned. The details of the process is presented in Fig. 1.

Shaped pattern "Evaluation Educational Quality for PNU University". In accordance with the dimensions model of Strauss and Corbin is presented in Fig. 2. Because is used of grounded theory methodology In a manner Strauss and Corbin, The framework consists of the following components: the relationships between the components of educational quality Which is provided in the form of a paradigmatic model can be as stating that educational quality under the influence of causal conditions (educational factor, research, academic staff) is quality evaluation influenced by causal conditions leads to formation actions educational courses and curricula. In addition, actions are formed in the substrate the credits and facilities and at the same time affected of background factors (students). Finally, such actions and reactions Cause outcomes of university graduates.

In order to determine accreditation the proposed a model for evaluation educational quality for PNU University. The draft model was designed in the form of a questionnaire of 40 questions and of the person who are aware (192 person) poll was conducted. To providing validity, after design questions, questionnaire in the form of a form of content validity available 10 professors and experts it placed and their correction views were taken and on the basis of their comments were resolved deficits questionnaire. After obtaining validity, In order to determination accreditation of model, the proposed model with experts was laid to argue. For implementation, higher education experts and members of PNU were chosen. Issues raised in this model to form of semi structured questionnaire was designed and were requested of experts, express their agreement and disagreement. Finally, expert's opinions were collected and after

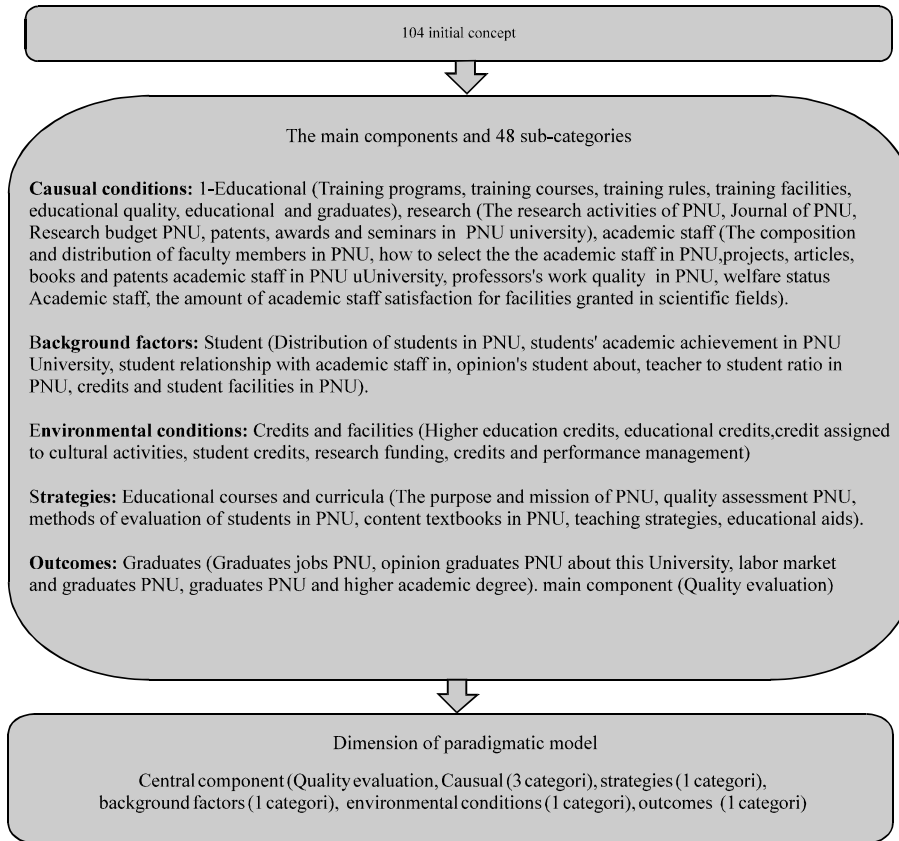


Fig. 1: The evolution of the model in three phases of encoding

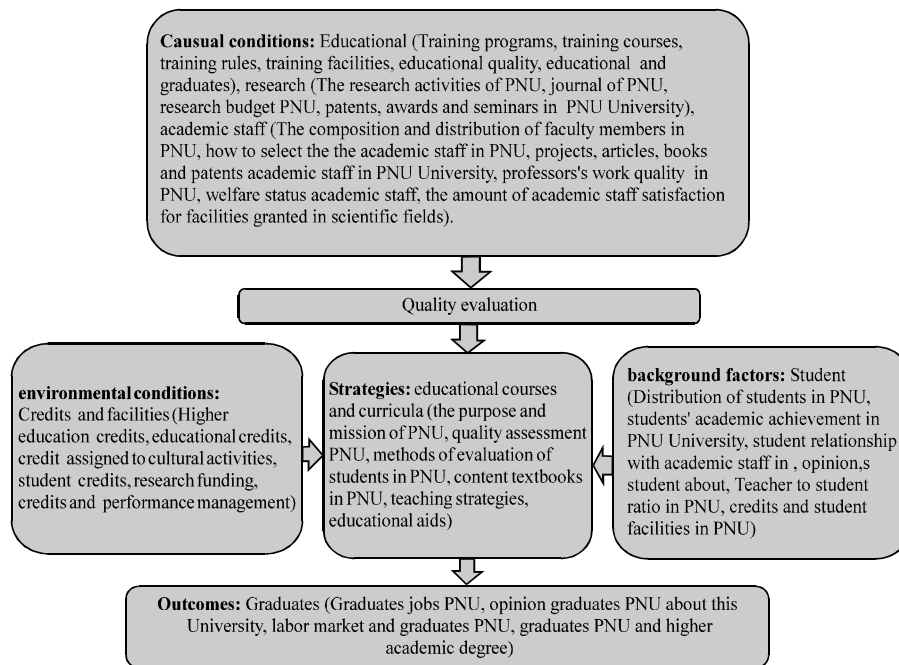


Fig. 2: Educational quality assessment model PNU

analyzing Comments by using CVR (Content Validity Ratio) and CVI (Content Validity Index), proposed model was modified. The analysis of questionnaires returned by CVR (Content Validity Ratio) and CVI (Content Validity Index) is presented in Table 1.

As mentioned, for determining The desirability of proposed model from Content Validity Ratio (CVR) and Content Validity Index (CVI) was used. So, the questionnaire was completed by 192 experts and Content Validity Ratio (CVR) and Content Validity Index (CVI) was calculated. As can be seen in Table 1 because the value obtained Content Validity Ratio (CVR) and Content Validity Index (CVI) all indicator was >0.70 , the proposed model was considered acceptable for educational quality assessment PNU.

Educational quality including the concerns that universities always strive to achieve it. Is continuous quality improvement in higher education is requires the use of educational evaluation. According Silver educational quality is meant to eliminating errors and avoiding mistakes, providing services by institution and teaching cadres, continuous improvement of the teachings and learning and is. Assembly and Stensicker, Amirhosein (2000), the most important component of quality assurance in higher education Knows subject evaluation, information resources, standards, references and judges, type and method of evaluation activities such as internal or external, frameworks, guidelines, goals of evaluation, how to report, how to follow up and results (Frasatkah and Itteh, 2007). Dubis says that universities are evaluated and evaluate themselves so they can manage better, to achieve their goals, realize their mission and to the question of how you can have the best quality in higher education to respond. In this regard, in this study, educational quality of PNU been investigated. As stated universities and institutions of higher education, including PNU despite quantitative development, in qualitative dimension experience serious challenges. Overview Studies conducted in conjunction with developments of higher education in Iran and how Expansion centers of higher education and universities is indicative of lack of pay attention to quality evaluation process. During the past two decades, universities have had quantitative considerable growth. But today, universities are faced with many qualitative problems. Prerequisite of dynamism and quality of universities and their development is formulation and implementation of programs consistent with the university's internal and external conditions. Because of importance evaluation in upgrade educational activities, more than a decade, Iran's Ministry of Higher Education and the National Education Measurement and Evaluation Organization in order to

development and enrichment culture of evaluation and correction of weaknesses have had activities in higher education. And evidence of this done more than 400 projects of internal evaluation in different centers of higher education is (National Education Measurement and Evaluation Organization in 2006). Farasatkah with research in the field examine how qualitative and quantitative promotion access to higher education, know necessities such as the institutionalization of the evaluate and validation of the factors affecting quantitative and qualitative improvement of education in universities. In conjunction with evaluation of educational quality for PNU. In the present study identified three components that would provide educational quality for PNU. Main components of "educational" "research " and "Academic Staff" are of causal conditions phenomenon of quality evaluation. Bazargan states factors considered in evaluation include: organizational structure of organization and management, academic staff-educational, students, teaching-learning process, facilities and financial resources of the Department and) graduates. In this regard, Mirza Mohammadi in a study with Title evaluation and designing an appropriate model for internal evaluation of educational quality in the Ministry of Energy, factors considered in evaluation know include: organizational structure of organization and management, academic staff-educational, students, teaching-learning process, facilitate and finance departments) and graduates. In the present study educational component refers to learning programs, educational strings, educational law, educational facilities, educational quality, educational and graduates. mentioned components, provides tools by which we can somehow evaluates educational quality of PNU. The second component in this study is research component.

Sub-components: academic Journal of PNU, approval process and publication of scientific and research works in the PNU, PNU research funding, patents, awards and seminars PNU (number of seminars and scientific conferences held in the country by PNU in year), research facilities PNU (library facilities, internet, etc.), research activities of academic staff PNU (the number of proposals submitted to the Ministry of Science in the field of research, the number of papers published by academic staff in scientific journals of national and international journals) is from other factors identified for research factor. Another important component that became apparent in data was "Academic Staff Factor". Abbaspour and Sharifi (2011) with the aim of development and quality assurance department of Management and Educational Planning of Allameh Tabatabaei University through

internal evaluation was conducted, after the stipulated goals in three levels of educational, farmed and professional services, the number seven factor was determined. These factors include: objectives, management and organization, academic staff, students, educational courses and curriculum, teaching-learning process, graduates, educational facilities and research. In the present study components such as composition and distribution of academic staff in PNU, how to choose academic staff at PNU, projects, articles, books and patents PNU professors, academic staff interact with each other in PNU, PNU work quality teachers, academic staff welfare status, Attract participation academic staff in PNU are features identified for academic staff factor. educational quality under the influence of causal conditions mentioned above educational”, “research” and “Academic Staff”, leads to the formation of action (strategies) educational courses and curricula. According to point of view participants in the research, actions and reactions in order to quality evaluation done in two ways in the form of main categories “educational courses and curricula” summarized. Educational courses consists of sub-components such as purpose and mission is PNU and quality evaluation. First category of this component is include purpose and mission PNU that covers concepts such as “there is documented program for evaluation objectives, programs and textbooks PNU”. Quality evaluation of PNU was other sub-categories that became apparent from data. This category is includes concepts such as overall quality of classes in PNU and evaluation practices PNU students. Phrases such as “educational quality assessment the first step in upgrade of quality”, “Organizing of higher education system affected by quality evaluation” and similar items were shaping these concepts. another important category is Curricula. The curriculum refers to decisions taken in relation to curriculum and textbook of courses PNU that the path of predetermined marks designs for students. Subsidiary components of curriculum is including content of textbook, teaching strategies and educational aids. component “content of textbook” is include concepts such as comprehensiveness and quality of textbooks content PNU, attention to programs of national development, lessons and content of books. Other subsidiary categories of teaching strategies is concept of academic staff familiarity with new scientific findings. Educational aids with concept ratio of using academic staff form traditional methods of teaching and lectures to new methods is latest subsidiary components. Actions are formed in the context funds and facilities, management and planning and simultaneous are affected from context conditions (students). Educational quality affected by

context which context conditions shape that and its effects will appear in strategies and outcomes. Analysis of data obtained from interviews show that sub-components of student provides occurrence context conditions of education quality. Asgarinejad and beheshti in year 2010 through descriptive method pay to developing accreditation standards of humanities faculty. results of their research has been including 171 functional indicator in 5 Sections, public sector, educational, students, research and cultural. In this regard, Pazargadi *et al.* (1383) in a study with title, micro and macro evaluation of higher education in islamic republic of Iran by relying on global experience and native experts opinion, macro evaluation indicators of higher education announced including: overall indicators, educational, research, student, cultural, funds and facilities. In another study with titled “developing and standardization of quality evaluation and accreditation indicators for curricula of baccalaureate degree nursing education in Iran”, Aliyari *et al.*, (2012) ended to Suggestion 9 factor, 39 criteria, 143 indicators for quality evaluation and accreditation curricula of baccalaureate degree nursing education. In this study, factor, criteria and indicators in order to quality evaluation and accreditation curricula of baccalaureate degree nursing education with several characteristics including: observance international standards of nursing curriculum, attention to all curriculum elements, observance of curriculum rules, accreditation and determining the weight factors, criteria is. Subsidiary subcategories apparent for main factor of student is including: distribution of students in PNU, student’s academic achievement in PNU University, student relationship with academic staff in, opinion’s student about with teacher to student ratio in PNU, credits and student facilities in PNU and graduates PNU. The academic is deemed desirable and qualitative that students are active in educational and research activities and finally graduates as output university have capabilities of activity in labor market. As mentioned one of sub-component for student factor is student’s academic achievement in PNU University. Alongside other sub-components, graduates PNU is other sub-components of quality evaluation for Universities. Based on analysis of expert’s perceptions, sub-components of university graduates reveal another dimension of student factor that is originating from concepts such as proportion of graduates employed PNU in governmental and non-governmental sectors. Other sub-components is credits and facilities. Analysis of the interviews show in addition to the conditions that directly affects educational quality there are other factors that are associated with this conditions, Strauss and

Corbin knows this conditions, environmental conditions that in the present study were consists of “credits and facilities” and “programs and regulations PNU. Credits and facilities including the environmental conditions that directly affects educational quality. Based on the analysis of the interviewees, universities for enhance of qualitative and quantitative require a variety of credits allocation to higher education such as educational credits, research credits, student credit and credits culture are. Amount of credit, Addition to being is used in quality evaluation of universities and their ranking, also influenced satisfaction of academic staff and students. Of responses of interviewees, concepts “credit ratio PNU to the entire Higher Education Credits. The amount of satisfaction teachers and students of PNU from spaces satisfaction of training, equipment and laboratories in PNU University. The percentage of credit spent on cultural affairs program relative to other credit” Shaped. Educational credits, research credits, student credits and cultural is credits another component in factor of credits and facilities. Student credits refers to “the per capita student learning environment (classroom), space, workshops, laboratories in PNU”, “The per capita student credits PNU” research credits refers to “research credits percent PNU of total credit Ministry of Science, the number of computers in every faculty, quality and number of laboratory-speed internet and projectors in classrooms in PNU, the amount of per capita Research of masters and PhD graduate students separately in PNU. Educational credits refers to “educational credits percent PNU of total credit Ministry of Science” and cultural credits refers to “the percentage of credit spent on cultural affairs program relative to other credit”. Analysis of interviews shows for create a dynamic learning environment is necessary supply of credit various sectors of educational, research, cultural and welfare of students and planning for promotion the infrastructure.

Evaluation educational quality under the influence of causal conditions, background conditions and environmental conditions, leads to emergence of various outcomes. According to model of Strauss and Corbin any doing or failure to doing of action in response to problem or in order to managing or maintain a position of the person or persons be selected would occur intentionally or unintentionally consequences. Graduates Including the consequences that placed part of output factors and ultimately emerges in donating quality to University. “Opinion graduates PNU about this University” is the first consequence of graduates component which is consists of sub-components”the amount of satisfaction graduates of educational quality PNU and academic staff, the amount of satisfaction graduates of evidence PNU. Based on the amount of

satisfaction graduates and students of educational quality PNU, curriculum and many other aspects can be paid to qualitative evaluation of university. “The amount of satisfaction labor market of Graduates of PNU and their scientific level” from concepts that shape sub-components “Labor market and graduates PNU”. Another component is Graduates PNU and higher academic degree. This component is including “acceptance of undergraduate and graduate programs of PNU University in public universities, level of interest graduates to continue their education in PNU University”.

The results of analysis in the form of factor, criteria, indicators and in the framework of model of evaluation educational quality for PNU university that is contains elements causal conditions, main component, strategies, background factors, confounding environmental conditions and and outcomes was developed. In other words, during open coding and axial coding, model of quality evaluation was developed. This model is consists of causal conditions, main component, strategies, background factors, confounding environmental conditions and and outcomes. Selective coding choice main component and will relevancy communicate this component with other components. In general, procedures of data analysis which leads to creation of theoretical model are consists of causal conditions, main component, strategies, background factors, confounding environmental conditions and outcomes that explains main component “educational quality”. In model main component are affected by causal conditions and itself affect on strategies. So strategies influenced by background factors and confounding environmental conditions shape consequences related to phenomenon under study. With regards to complexity of higher education system and expansion of its in terms of quantitative and especially expansion of educational centers PNU and as well as need for a balanced and tunable growth is necessary that be conducted evaluation of educational quality PNU. Quality evaluation will help to improving and upgrading of quality and information necessary provides for university managers in order helping to control and improve their programs (Coates, 2005). In evaluation is considered purposes, plans, processes and outcomes. evaluation is one of the policies facilitator quality donate to affairs that by identifying existing situation, discover strengths and weaknesses and explaining the effects intentionally or unintentionally of program or institution leads to transparency of existing situation and by its, authorities. In addition to awareness of the amount of program success, informed views of stakeholders and in case seeing any issues and problems,

in motion in order to quality donate to activities, products, services will act successful (Dorrani and Salehi, 2006). So addressing to issue of quality evaluation as one of important components performance evaluation of universities including the PNU is noteworthy.

CONCLUSION

Therefore, so since large share of students and graduates of higher education accounted PNU students, so is recommended doing quality evaluation of PNU. It is hoped that results of this study to ministry responsible managers of Science, especially custodians of PNU help that the current situation of quality education PNU in relation to factors, criteria and indicators compiled, evaluate and through will be caused upgrading quality of PNU. So, strengths and weaknesses are identified and be provided strategies for maintaining and upgrading of strengths and eliminate weaknesses PNU.

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