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## A Decade of Quality Assessment in Iran's Agricultural Higher Education: Successes and Failures

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In response to local, national and international developments and challenges many countries have developed quality assurance as a new approach and institutional innovation during last three decades. Self-assessment is considered as a base of quality assessment in higher education. First experience of implementing selfassessment by an agricultural educational department was 1998. In the early of 2000s, National Education Measurement Organization has introduced selfassessment nationwide. National Education Measurement Organization efforts led to hegemony of self-assessment in the 2000s. After a decade these questions are raised: 1) how was the trend of implementing self-assessment? 2) Which factors affecting success and failure of implementing self-assessment? 3) What is lost ring of quality assessment in Iran's higher education? The research method was qualitativequantitative mixed method design. Data have been gathered through documents content analysis, interview and questionnaire. Participants in the qualitative phase were self-assessment committee members while population of quantitative phase consisted of all faculty members of agricultural departments which implemented self-assessment. Results revealed that in spite of successful implementation of selfassessment in several departments but many of other departments facing problems that led to delay or pausing in implementing self-assessment. Conflicts in the educational departments as well as losing motivation by executive committee members are main determinants of failure in implementing self-assessment.

**Key Words:** quality assurance, self-assessment, external assessment, agricultural education.

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