



PMU Quality Center

PERIODIC PROGRAM SELF STUDY

(Material should be prepared by all stake holders in the program: Faculty, Chairs, Students representative sample, employers, advisory board members, parents of current and prospective students, community leaders etc.)

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

REPORT ON PERIODIC PROGRAM SELF STUDY

INTRODUCTORY COMMENTS

A periodic program self study is a thorough examination of the quality of a program taking account of its mission and objectives and for a professional program requirements for the practice of that profession in Saudi Arabia, and the standards for quality assurance and accreditation defined by the NCAAA including the National Qualifications Framework. Conclusions should be supported by evidence, with verification of analysis and conclusions, and advice from others able to offer informed and independent comment.

A self study report should be considered as a research report on the quality of the program. It should include sufficient information to inform a reader who is unfamiliar with the institution about the process of investigation and the evidence on which conclusions are based to have reasonable confidence that those conclusions are sound.

Other documents such as university handbooks should be available separately and completed scales from the *Self Evaluation Scales for Higher Education Programs* should be completed and made available with the self study report. Consequently full details of what is included in these documents need not be repeated in the self study report. However this report should include all the necessary information for it to be read as a complete self contained report on the quality of the program.

The template includes a number of sections and headings to assist in preparing the report. These sections and headings should be followed in the report. However additional information can be included. Throughout the report evidence should be presented in tables or other forms of data presentation to support conclusions, with comparative data included where appropriate, and reference made to other reports or surveys with more detailed information.

The report should be provided as a single page numbered document, single sided, with a table of contents. A list of acronyms used in the report should be attached.

Template for Report on Periodic Program Self-Study

For guidance on the completion of this template, please refer to Sections 2.8, 2.9, and 2.10 of Part two of the *Handbook for Quality Assurance and Accreditation in Saudi Arabia* and to the *Guidelines for Using the Template for a Periodic Program Self-Study*.

Institution
College/ Department

A. General Information

1. Program title and code
2. Credit hours
3. Award (s) granted on completion of the program
4. Major tracks/pathways within the program
5. Professional occupations for which graduates are prepared in the program
6. Name of program coordinator/manager.
7. Name and position of person responsible for leadership/management of the self study.
8. Location of program if not on main campus
9. Date of approval of program specification within the institution
10. Date of most recent self-study (if any)
11. Date of report
Note that a number of other documents giving general information about the program should be provided in addition to the periodic program report. See list at the end of this template.

B. Self-Study Process

Provide a summary description of procedures followed and administrative arrangements for the self-study. Include an organization chart. Membership and terms of reference for committees and /or working parties should be attached.

C. Mission and Goals of the Program

1. Mission of Program

2. Major Goals/Objectives for Development of the Program (This item refers to major goals and objectives for the development and improvement of the program, not the objectives for student learning outcomes) (Goals or objectives should be expressed in terms that are sufficiently specific for achievement to be monitored and assessed, and include timelines for achievement)

3. Key Performance Indicators (List indicators and benchmarks that have been selected to provide evidence of the quality of the program or the achievement of goals/objectives for its development.)

D. Program Context

1. Significant Elements in the External Environment (including any important recent changes)

Summarize any significant features of the external environment including changes affecting the delivery of the program or the skills required for graduates in the period since the last periodic self study or since the program was introduced. (For example: local national or international economic developments, significant recent research in the field, technological changes affecting skill requirements, employment demand, government policies on higher education or on matters affecting the fields for which students are being prepared, national or international developments in professional practice in the field.)

2. Changes in the Institution Affecting the Program.

Summarize any significant changes within the institution affecting the delivery of the program.

3. Note any implications for changes that may be required in the mission and goals, content, or methods of delivery of the program as a result of changes noted under 1 and 2.

E. Program Developments

1. Summary of changes made in the program in the period since the previous self-study or since the program was introduced. This should include such things as courses added or deleted or significant changes in their content, changes in approaches to teaching or student assessment, or program evaluation processes etc.

2. Apparent Program Completion Rate

(Show the number of students successfully completing the program in each of the last three years, and the number of students who started the program in each group----- years previously (Eg. If 120 students finished a four year program in 2009 and 200 students started it in 2005 and the apparent completion rate would be 60%)

Year	Number of Students Completing the Program	Number of Students who Commenced the Program in this Group XXXX Years Previously	Apparent Completion Rate *

* Apparent completion rate is the number of students completing the program as a percentage of the number in that student cohort commencing the program -----years previously.

3. Year to year progression rates. (Latest year)

Proportion of students who commenced each year level in the previous year who passed and continued to a higher year level the current year.

Commenced in Year 1 and continued to commence in Year 2	<input type="text"/>	%
Commenced in Year 2 and continued to commence in Year 3	<input type="text"/>	%
Commenced in Year 3 and continued to commence in Year 4	<input type="text"/>	%

(Note: In programs where there are common first (or first and second) years the figures should include numbers in the early years for the combined group and a note included to explain what has been done)

Comment on trends in year to year progression rates (i.e. Increasing, decreasing, likely reasons for change (if any), significance of trends)

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4. Comparison of planned and actual enrolments.

Year	Planned Enrolments	Actual Enrolments

Comment and explanation if there are significant differences between planned and actual numbers.

F. Program Evaluation in Relation to Goals and Objectives for Development of the Program
(See items C 2 and C 3 above)

(Note: (i) Reports on these items should be expanded as necessary to include tables, charts or other appropriate forms of evidence, including trends and comparisons with past performance, or with other institutions where relevant.)

(ii) Wherever relevant, information should be provided on key performance indicators that relate to the matter discussed.

1. (State goal/objective)

Desired benchmark or standard of performance

Result Achieved

Comment

2. (State goal/objective)

Desired benchmark or standard of performance

Result Achieved

Comment

3. (State goal/objective)

Desired benchmark or standard of performance

Result Achieved

Comment

4. (State goal/objective)

Desired benchmark or standard of performance

Result Achieved

Comment

5. (goal/objective)

Desired benchmark or standard of performance

Result Achieved

Comment

(Continue as required for additional goals/objectives)

G. Evaluation in Relation to Quality Standards (Refer to *Standards for Quality Assurance and Accreditation of Higher Education Programs*)

Reports should be provided under each of the quality standards set out in the *Standards for Quality Assurance and Accreditation of Higher Education Programs*.

- To ensure a full understanding of the report by external reviewers unfamiliar with the institution or this program (either local or international), a brief explanatory note should be included giving background information or explanations of processes relevant to the standard concerned.
- The reports should summarize the process followed in investigating performance in relation to each standard. This should be explained in sufficient detail for an external reviewer to form an opinion on the appropriateness and adequacy of the investigation.
- **A vital element in these reports is to provide specific data to show trends, support conclusions, and make appropriate comparisons with other institutions selected to provide benchmarks for evaluation of performance.** This data can include key performance indicators, other statistical information, figures derived from survey results, student results (with standards verified), numbers of refereed publications or citations, usage rates of services or anything also that provides clear evidence about the matter being evaluated. A simple assertion that something is good, or needs improvement, is not sufficient without evidence to back it up. Quantitative data can be included in summary form or provided in attachments and referred to in the text. If priorities for improvement have been determined or initiatives to deal with areas of concern have already undertaken this should be noted and any initial results reported.
- The report should deal with all locations where the program is offered and the description of procedures should include information about how evaluations were conducted in different locations. This is particularly important if there are different sections for male and female students. The procedures followed in each section should be explained as well as the processes for planning the evaluation and coordination of the final report. If there are significant differences between analyses or evaluations of delivery of the program in different locations (ie. either sections for male and female students or delivery in different locations) these should be noted and comments made about reasons for the differences and any response that should be made because of them. This applies to all the standards, not only to Standard 2 which includes a sub-section dealing with relationships between sections for male and female students.
- It is not necessary to provide a detailed report on every item in every sub section of each standard . The completed self evaluation scales will provide that more comprehensive coverage. However the report must include at least: (a) Items where performance is poor or significantly different in different sections. (b) Items where performance is considered very good and evidence of strong performance can be provided. (c) Items that have been selected for special consideration as a result of strategic planning or previous evaluations. (d) Items that are particularly significant for evaluation of quality such as verification of standards of student achievement, use of appropriate indicators and benchmarks, performance on KPI's in comparisons with selected benchmarks.

Attach completed rating self evaluation scales from the *Standards for Quality Assurance and Accreditation of Higher Education Programs*.

Standard 1. Mission and Objectives (Overall Rating _____ Stars)
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The mission of the program must be consistent with that for the institution and apply that mission to the particular goals and requirements of the program concerned. It must clearly and appropriately define the program's principal purposes and priorities and be influential in guiding planning and action.

Explanatory note about development and use of the mission.

Description of process for investigation and preparation of report on this standard.

Evaluation of Quality of Mission and Objectives. Refer to evidence obtained and provide a report including a summary of particular strengths, areas requiring improvement, and priorities for action.

Standard 2. Program Administration (Overall Rating _____ Stars)

Program administration must provide effective leadership and reflect an appropriate balance between accountability to senior management and the governing board of the institution within which the program is offered, and flexibility to meet the specific requirements of the program concerned. Planning processes must involve stakeholders (eg. students, professional bodies, industry representatives, teaching staff) in establishing goals and objectives and reviewing and responding to results achieved. If a program is offered in sections for male and female students resources for the program must be comparable in both sections, there must be effective communication between them, and full involvement in planning and decision making processes. The quality of delivery of courses and the program as a whole must be regularly monitored with adjustments made promptly in response to this feedback and to developments in the external environment affecting the program.

Explanatory note about program administration arrangements.

Description of process for investigation and preparation of report on this standard.

Evaluation of quality of program administration. Refer to evidence obtained about the subsections of the standard and provide a report including a summary of particular strengths, areas requiring improvement, and priorities for action

Standard 3. Management of Program Quality Assurance (Overall Rating _____ Stars)

Teaching and other staff involved in the program must be committed to improving both their own performance and the quality of the program as a whole. Regular evaluations of quality must be undertaken within each course based on valid evidence and appropriate benchmarks, and plans for improvement made and implemented. Central importance must be attached to student learning outcomes with each course contributing to the achievement of overall program objectives.

Explanatory note. Describe and comment on the quality assurance processes used in the program, particularly relating to indicators and benchmarks of performance and verification of standards.

Description of process for investigation and preparation of report on this standard.

Evaluation of quality of management of program quality assurance. Refer to evidence about the standard and subsections within it and provide a report including a summary of strengths, areas requiring improvement, and priorities for action

Standard 4. Learning and Teaching. (Overall Rating _____ Stars)

Student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and requirements for employment or professional practice. Standards of learning must be assessed and verified through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys with evidence from these sources used as a basis for plans for improvement.

The standard for learning and teaching is the most important consideration in a program self-study. Information provided should include indicators used as evidence of performance and priorities and strategies for improvement. Reference should be made to the results of processes followed. For example if steps were taken to check the standards of student achievement against appropriate external benchmarks, what was done, and what conclusions were reached?

Information provided in reports of surveys or special investigations or in annual program reports need not be repeated but should be summarized and information given about where more detailed information can be seen.

Explanatory notes about processes followed or organizational arrangements relating to the following sections should be included in each section below.

Description of process for investigation and preparation of report on the standard for learning and teaching. (Additional information can be provided in the sub-sections below if necessary.)

Subsection 4.1 Student Learning Outcomes (Overall Rating _____ Stars)

Describe processes for ensuring the appropriateness and adequacy of intended student learning outcomes from the program. Include action taken to ensure consistency of the intended student learning outcomes with professional or occupational employment requirements as indicated by expert advice or requirements of professional bodies or relevant accrediting agencies with the National Qualifications Framework. The report should include the results of the processes, not just conclusions about whether processes were used. (Note that evidence on the standards of student achievement of these intended learning outcomes should be considered in sub-section 4.4 below)

Evaluation of intended student learning outcomes. Refer to evidence about the appropriateness and adequacy of the intended learning outcomes for students in this program and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

Subsection 4.2 Program Development Processes (Overall Rating _____ Stars)

Describe processes followed for developing the program and implementing changes that might be needed.

Evaluation of program development processes. Refer to evidence and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

Subsection 4.3 Program Evaluation and Review Processes (Overall Rating _____ Stars)

Describe processes followed for program evaluation and review.

Evaluation of program evaluation and review processes. Refer to evidence and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

In addition to providing information about the quality of these processes, this section should include conclusions were reached about the quality of the program as a result of using those processes. Reference should be made to data on indicators and survey results as appropriate.

Subsection 4.4 Student Assessment (Overall Rating _____ Stars)

Describe strategies for student assessment in the program and the processes used to verify standards of student achievement. . .

Evaluation of student assessment processes. Refer to evidence about effectiveness of student assessment processes. In addition to evaluation of the processes followed this sub-section should also include evidence about the standards of student learning outcomes achieved in comparison with appropriate benchmarks. The report on this sub-section should include a summary of strengths, areas requiring improvement, and priorities for action.

Subsection 4.5 Educational Assistance for Students (Overall Rating _____ Stars)

Provide a summary of what assistance is provided in relation to the matters listed in this sub-section of the standard (eg. orientation programs, office hours, identification and assistance for students in need, referrals to support services etc.).

Evaluation of processes for educational assistance for students. Refer to evidence about the appropriateness and effectiveness of processes for assistance of students in this program. (eg. Is the assistance what is needed for these students, is it actually provided as planned, and how is it evaluated by students). The report should include a summary of strengths, areas requiring improvement, and priorities for action.

Subsection 4.6 Quality of Teaching (Overall Rating _____ Stars)

Information should be provided about the planning of teaching strategies to develop the intended learning outcomes of the program, for evaluating quality of teaching, and processes for preparation and consideration of course and program reports. This section should include a table indicating the proportion of teaching staff whose teaching is regularly assessed in student surveys (or by other mechanisms).

Evaluation of quality of teaching. Refer to evidence about teaching quality and provide a report including a summary of strengths, areas requiring improvement, and priorities for action. The report should include a summary of data from student surveys used for course and overall program evaluations, with information provided about sample size and response rates on those surveys. Comparative data from other similar surveys should be included.

Subsection 4.7 Support for Improvements in Quality of Teaching (Overall Rating _____ Stars)

Describe strategies for improvement of teaching. Include a table showing the extent staff participation in training and/or other activities designed for the improvement of teaching and other related professional development activities. The description should include processes used for investigating and dealing with situations where evidence suggests there may be problems in teaching quality, and arrangements for recognizing outstanding teaching performance.

Evaluation of arrangements for supporting improvements in quality of teaching. Refer to evidence about the effectiveness of strategies used and provide a report including a summary of strengths, areas requiring improvement, and priorities for action. This evidence could include matters such as trend data in student course evaluations and survey responses from staff participating in programs offered.

Subsection 4.8 Qualifications and Experience of Teaching Staff (Overall Rating _____ Stars)
Comment on qualifications and experience of teaching staff relating to program requirements. A table should be attached listing staff teaching in the program, their highest academic qualification, with an indication beside their names if the courses they teach are within the field of their advanced study)

Evaluation of qualifications and experience of teaching staff. Refer to evidence and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

Subsection 4.9 Field Experience Activities (if used in the program) (Overall Rating _____ Stars)

Describe processes for planning field experience activities and planning for improvement.

Evaluation of field experience activities including evaluation of processes for planning and managing them. Refer to evidence and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

Subsection 4.10 Partnership Arrangements With Other Institutions (if these exist) (Overall Rating _____ Stars)

If partnerships have been established with other institutions to assist with the planning and or delivery of the program describe what is done through those partnerships and explain what has been done to evaluate the effectiveness of those activities.

Evaluation of partnership arrangements. (if any) Refer to evidence and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

Standard 5. Student Administration and Support Services (Overall Rating _____ Stars)

Admission processes must be efficient, fair, and responsive to the needs of students entering the program. Clear information about program requirements and criteria for admission and program completion must be readily available for prospective students and when required at later stages during the program. Mechanisms for student appeals and dispute resolution must be clearly described, made known, and fairly administered. Career advice must be provided in relation to occupations related to the fields of study dealt with in the program.

Much of the responsibility for this standard will rest with institutional rather than program administration and arrangements will differ between institutions. However regardless of who is responsible this standard is important in assessing the quality of the program. In this section comment should be made not only on what is done within the department or program, but also on how the services provided elsewhere in the institution affect the quality of the program and the learning outcomes of students.

Explanatory note about student administration arrangements and support services.

Describe the processes used to evaluate performance in relation to this standard.

Evaluation of student administration arrangements and support services for students in the program. Refer to evidence about the standard and subsections within it and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

6. Learning Resources (Overall Rating _____ Stars)

Learning resource materials and associated services must be adequate for the requirements of the program and the courses offered within it and accessible when required for students in the program. Information about requirements must be made available by teaching staff in sufficient time for necessary provisions to be made for resources required, and staff and students must be involved in evaluations of what is provided. Specific requirements for reference material and on-line data sources, and for computer terminals and assistance in using this equipment will vary according to the nature of the program and the approach to teaching.

Explanatory note about processes for provision of learning resources for the program including . opportunities provided for teaching staff or program administrators to arrange for necessary resources to be made available, information about services provided and times available, equivalence of provisions for different sections, etc..

Describe the processes followed to investigate this standard and summarize the evidence obtained.

Evaluation of learning resources for students in the program. Refer to evidence about the standard and subsections within it and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

7. Facilities and Equipment (Overall Rating _____ Stars)

Adequate facilities and equipment must be available for the teaching and learning requirements of the program. Use of facilities and equipment should be monitored and regular assessments of adequacy made through consultations with teaching and other staff and students.

Much of the responsibility for this standard will rest with institutional rather than program administration. However regardless of who is responsible for provision of facilities and equipment their adequacy can have a significant effect on the quality of a program. In this section comment should be made on matters that impact on the quality of delivery of the program regardless of who has responsibility for them. These matters would include, for example, adequacy of classroom and laboratory facilities, availability and maintenance of equipment, appropriateness for the program of scheduling arrangements, and availability, maintenance, and technical support for IT equipment in meeting program needs.

Explanatory note about arrangements for provision of facilities and equipment.

Describe the processes used to evaluate the quality of provision of facilities and equipment for the program.

Evaluation of facilities and equipment for the program. Refer to evidence about the standard and subsections within it and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

8. Financial Planning and Management (Overall Rating _____ Stars)

Financial resources must be sufficient for the effective delivery of the program. Program requirements must be made known sufficiently far in advance to be considered in institutional budgeting. Budgetary processes should allow for long term planning over at least a three year period. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.

(Much of the responsibility for activities relating to this standard may rest with institutional rather than program administration. However regardless of who is responsible the adequacy of resources and financial planning and management can affect the quality of the program. In this section the effect of financial planning and management arrangements on the program should be considered in this section, as well as matters that are carried out by program administrators themselves.)

Describe the processes used to investigate this standard and the evidence obtained about adequacy for the program.

Explanatory note about financial planning arrangements for the program and the extent of financial responsibility for program managers.

Evaluation of financial planning and management for the program. Refer to evidence about the standard and subsections within it and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

9. Employment Processes (Overall Rating _____ Stars)

Teaching and other staff must have the knowledge and experience needed for their particular teaching or other responsibilities and their qualifications and experience must be verified before appointment. New teaching staff must be thoroughly briefed about the program and their teaching responsibilities before they begin. Performance of all teaching and other staff must be periodically evaluated, with outstanding performance recognized and support provided for professional development and improvement in teaching skills.

(Much of the responsibility for this standard may rest with institutional rather than program administration. However regardless of who is responsible employment processes will have a significant effect on the quality of the program. In this section comment should be made on employment matters that affect the quality of the program regardless of who manages them or determines the policies that affect them. These matters include at least the appointment of appropriately qualified faculty, their participation in relevant professional development and scholarly activities, and their preparation for participation in the program.)

Explanatory note about recruitment and other employment activities that relate to this standard..

Describe processes used to consider quality of performance in relation to this standard.

Evaluation of employment processes for the program. Refer to evidence about the standard and subsections within it and provide a report including a summary of strengths, areas requiring improvement, and priorities for action.

10. Research (Overall Rating _____ Stars)

All staff teaching higher education programs must be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Staff teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate facilities and equipment must be available to support the research activities of teaching staff and post graduate students to meet these requirements in areas relevant to the program. Staff research contributions must be recognized and reflected in evaluation and promotion criteria.

(Expectations for research will vary according to the nature and mission of the institution and the level of the program (eg. college or university, undergraduate or postgraduate program). In this section comment should be made on the extent and quality of research activities of faculty teaching in the program, and on how their research and other current research in the field is reflected in teaching.)

Explanatory note about nature and extent of research activities associated with the program or carried out by staff teaching in it.

Describe the processes used to evaluate performance in relation to this standard.

Evaluation of research activities associated with the program and of staff teaching in it. Provide a report about the standard and subsections within it. Tables should be provided indicating the amount of research activity and other participation in scholarly activity and comparisons with appropriate benchmarks. The report should include a summary of strengths, areas requiring improvement, and priorities for action.

11. Relationships with the Community (Overall Rating _____ Stars)

Significant and appropriate contributions must be made to the community in which the institution is established drawing on the knowledge and experience of staff and the needs of the community for that expertise. Community contributions should include both activities initiated and carried out by individuals and more formal programs of assistance arranged by the institution or by program administrators. Activities should be documented and made known in the institution and the community and staff contributions appropriately recognized within the institution.

Explanatory note about community activities carried out in connection with the program.

Comments should include reference to interactions with the community by faculty associated with the program as well as with program relationships of the kind referred to in subsection 11.2.

Describe the processes used to evaluate performance in relation to this standard and summarize the evidence obtained.

Evaluation of the extent and quality of community activities associated with the program and of staff teaching in it. Provide a report about the standard and subsections within it including tables showing the extent of community activities and a summary of strengths, areas requiring improvement, and priorities for action

H Review of Courses

1. Describe processes followed in reviewing courses. (Eg. Surveys of graduates, faculty, or members of the profession, analysis of student course evaluations, review of course and program reports, interviews with faculty, comparison with similar programs elsewhere, consultancy advice, etc.)

2. Course Evaluations

Summary report on strengths and weaknesses in courses and any other conclusions from the processes described under F1 above.

(Note that individual course reports, student course evaluation reports and the most recent annual program report should be available for reference.)

I Independent Evaluations

1. Describe the process used to obtain independent comment on the quality of the program and the reliability and validity of analyses carried out in the report. Processes may include a review of documentation by an experienced and independent person familiar with similar programs at other institutions and who could comment on relative standards, consultancy advice or a report by a review panel, or even the results of an accreditation review by an independent agency. An independent evaluation may be conducted in relation to the total self-study, or involve a number of separate comments by different people on different issues.

2. Summary of matters raised by independent evaluator(s)

3. Comment on matters raised by independent evaluator(s) (Agree, disagree, further consideration required, action proposed, etc.)

J Conclusions

1. List and briefly describe aspects of the program that are particularly successful or that demonstrate high quality.

2. List and briefly describe aspects of the program that are less than satisfactory and that need to be improved.

K. Action Proposals

These should be based on the matters identified in sections F, G, H, and I above and indicate specific actions proposed to deal with the most important priorities for action identified in those sections.

1. Changes in Course Requirements (if any)

List and briefly state reasons for any changes recommended in course requirements, e.g.

- Courses no longer needed;
- New courses required;
- Courses merged together or subdivided;
- Required courses made optional or elective courses made compulsory;
- Changes in pre-requisites or co-requisites
- Changes in the allocation of responsibility for learning outcomes as shown in the course planning matrix.

2. Action Recommendations.

Recommendations should be made for action to be taken for further improvements or to overcome problems or weaknesses identified. The actions recommended should be expressed in specific terms rather than as general statements. Each action recommendations should indicate who should be responsible for the action, timelines, and any necessary resources.

Action Recommendation 1

Person (s) responsible

Timelines (For total initiative and for major stages of development)

Resources Required

Action Recommendation 2.

Person(s) responsible

Timelines

Resources Required

Continue for further action recommendations.

The Periodic Program Self Study Report should be on A4 paper, unbound, printed on one side, page numbered, and with a table of contents for easy reference. A list of acronyms used in the report should be included as an attachment.

In addition to the self-study report, the following documents should be provided in hard copy and desirably in electronic format as well.

- (i) Completed scales from the *Self-Evaluation Scales for Higher Education Programs*. The completed scales should include star ratings, independent comments, and indications of priorities for improvement as requested in the document., and should be accompanied by a description of the processes used in investigating and making evaluations.
- (ii) The Program Specification
- (iii) An annual program report for the most recent year.
- (iv) A brief summary of the outcomes of previous accreditation processes (if any) including program accreditations and any special issues or recommendations emerging from them.
- (v) A copy of the program description from the bulletin or handbook including descriptions of courses, program requirements and regulations.

Six copies of these documents should be provided to the Commission four months prior to the date of the review.

The following documents should be available for the review panel during the visit. Members of the panel may ask for some of it to be sent to them in advance.

- (vi) Course specifications for courses in the program and annual course and program reports.
- (vii) Faculty handbook or similar document with information about faculty and staffing policies, professional development policies and procedures and related information.
- (viii) CVs for faculty and staff teaching in the program and a listing of courses for which they are responsible. This information should include the highest qualification (and if appropriate other qualifications and experience relevant to their teaching responsibilities).
- (ix) Copies of survey responses from students and other sources of information about quality such as employers, other faculty, etc.
- (x) Statistical data summarizing responses to these surveys for several years to indicate trends in evaluations.
- (xi) Statistical data on employment of graduates from the program.
- (xii) Representative samples of student work and assessments of that work.

If the program is one that is offered by a private institution and that has provisional accreditation a supplementary report should be attached listing requirements of the Ministry or other organization to which it is responsible for special accreditation, and providing details of the extent to which those requirements have been met.

Attachment 2 (n)

Guidelines on Using the Template for a Periodic Program Self Study Report

<p>General Comment</p> <p>A periodic program self study report should be considered as a research report on the quality of a program. It should include sufficient information to inform a reader who is unfamiliar with the institution (local or international) about the process of investigation and the evidence on which conclusions are based to have reasonable confidence that those conclusions are soundly based.</p> <p>Other documents such as general program descriptions in a form provided to students, a program specification, and completed self evaluation scales will be available separately and full details of these need not be repeated in the self study report. However the report should include summary information where necessary and additional explanations about recent developments or special objectives or priorities if required to explain what is done in the program.</p> <p>The template includes a number of sections and headings to assist in preparing the report. These should be followed in the report. However preparation of the report is not just a matter of filling in the spaces in the template. Evidence should be cited in tables or other forms of data presentation to support conclusions, with comparative data included where appropriate, and reference made to other reports or surveys with more detailed information. The writer should take as much space as necessary to provide the information required in a connected descriptive research report.</p>	
Institution, College/Department	Show the name of the institution and the college or department responsible for the program
<p>A. General Information</p>	
1. Program title and code	Write the title and institutional code for the program.
2. Credit hours.	Write the number of credit hours required to complete the program. If there can be variations in the credit hours for different majors or tracks in the program these details should be shown.
3. Award (s) granted on completion of the program	Write the title of the academic award or qualification granted by the institution for students who complete the program.
4. Major tracks/pathways within the program	Write the title of any major tracks or pathways within the program. A major track or pathway is one in which a specified group of courses are undertaken, normally in the second half of a program, and that leads to a specialization that is recognized by the institution. Individual selection by a student among a number of elective courses would not be regarded as a major track or pathway.
5. Professional occupations for which students are prepared in the program	Write the name of any professions or occupations the program is designed to prepare students for. (Note that students may enter other occupations or professions. However this item relates to what the program is designed for, not what individuals may eventually do.)
6. Name of program coordinator	Write the name of the faculty member responsible for coordinating or managing the program. This may be the head of department or another person given that responsibility.
7. Name of person responsible for leadership/management of the self study	Write the name and administrative position of the person given responsibility for leading or coordinating the self study of the program and preparation of this report.

8. Location of program if not on the main campus.	Indicate the location if the program is offered away from the main campus. If it is offered both on the main campus and in one or more other locations details should be provided. If it is offered in several locations (for example in another town or city or separately on both men's and women's campuses) information should be provided separately for each location and evaluations should consider the significance of any differences in quality that are shown.
9. Date of approval of program specification within the institution	Indicate the date on which the program specification was approved.
10. Date of most recent previous self-study (if any)	If a periodic self study of the program has been conducted previously indicate the date (semester and year) when this self study was completed. (This item does not refer to annual program reports)
11. Date of Report	Write the date the report was completed.
B. Self-Study Process	
Summary of procedures followed.	Provide a summary of the arrangements made for the conduct of the self-study. This should include administrative arrangements and time lines, information about working parties or sub-committees established and their responsibilities, and a brief description of procedures followed. Details of membership of sub committees and any other details needed for a reader to understand what was done should be included as attachments.
C. Mission and Goals of the Program	
1. Mission of Program	Write the brief mission statement for the program
2. Major Goals/Objectives for Development of the Program	List the major goals or objectives established for the development of the program. What is wanted here is not the learning outcomes for students which are dealt with separately, but program development goals. They could include such things as reviewing the program to improve provision of needed skills in industry, increasing numbers of students enrolled, increasing completion or progression rates, better orientation and preparation for new students, improvements in qualifications of staff, introducing assessments of teaching or participation of faculty in professional development activities, updated equipment, reductions in differences between quality of program delivery in different locations etc. The goals or objectives should be sufficiently specific for performance to be measured and timelines for achievement should be specified.
3. Performance Indicators	List performance indicators. These may include matters identified by the institution or college, or by those responsible for the particular program, and should also include indicators that have been selected to provide evidence of achievement of the goals or objectives stated under C2. above.
D. Program Context	
1. Significant Changes in the External Environment	Summarize any significant features of the external environment including changes in it affecting the delivery of the program or the skills required for graduates in the period since the last periodic self study or since the program was introduced. (For example: local national or international economic developments, significant recent research in the field, technological changes affecting skill requirements,

	<p>employment demand, government policies on higher education or on matters affecting the fields for which students are being prepared, national or international developments in professional practice in the field.)</p> <p>Note that comments may have already been included in annual program reports. However in this report changes should be considered over a longer time frame and a more in-depth consideration given to implications for changes needed in the program.</p>
2. Changes in the Institution Affecting the Program	Summarize any significant changes within the institution affecting the delivery of the program. Changes could relate to institutional policies and priorities, development of courses or programs in related areas facilities or equipment, staffing or funding issues, introduction of foundation year programs, etc.
3. Consequences for the Program of these Changes in Context	Note any implications of these external influences or changes for the program. These could relate to the mission and goals, methods of delivery, changes in courses or other matters. Some of these things may already have been done as the changes became apparent over the period. However in this item they should still be noted, comment made on any responses that have already been made, and consideration given to whether any further change is needed in response to changes in the environment. Note that the next item (E 1.) a request is made for information about any changes made in the program. This may involve some repetition, but consideration of the two questions raises the issue of whether changes already made are an adequate response to changes in the environment.
E. Program Developments	
1. Changes Made in the Program	Summarize changes made in the program since the program was introduced or since the last periodic self-study. This item refers to changes made for any reason including responses to evaluation or changes in plans and policies for delivery of the program. To provide a full picture changes referred to in D3. should be listed again but should not need explanation.
2. Statistical summary	<p>Complete the table to provide summary information about enrolments and completion rates in the program and trends in those numbers. The table is intended to highlight some key figures relevant to the quality of the program.</p> <p>The apparent completion rate is an indicator rather than an actual rate since some students could take longer than minimum time to complete the program and some could be admitted with advanced standing and take less time. However it provides a useful indicator for initial analysis. If there are special circumstances in any year that affect the apparent completion rate (for example if an unusually high number of students were admitted with advanced standing) this should be noted and the special factors taken into account in interpreting the results.</p>
3. Year to year progression rates	Complete the table to provide information about year to year progression rates in the program. The table asks only for the most recent year. However if there have been significant increases or reductions in the rates over time this should be noted in the section that asks for comments, and the significance and implications of the changes discussed. If
4. Comparison of planned and actual enrolments	This question is relevant for new programs that have been given provisional accreditation on criteria that include the adequacy of

	resources and the viability of the range of courses, both of which are affected by the level of enrolments. For other programs differences between planned and actual enrolments could be significant for the program if significantly more students are enrolled than have been planned for or if students are not enrolling as anticipated.
F. Program Evaluation in Relation to Goals and Objectives for Development of the Program	
	For each of the goals or objectives that were listed in item C 3 show the indicators that were identified to monitor performance, the desired benchmark or standard of performance that was sought, the result that was achieved, and provide a comment about the result. This comment could be an explanation of progress made by the time of the report, or an explanation of events that may have affected the extent to which the objective was achieved. Any implications for future planning should be noted.
G. Evaluation in Relation to Quality Standards.	
	This item deals with evaluations in relation to quality standards specified by the Commission for purposes of quality assurance and accreditation. The template asks for reports in relation to each of the 11 quality standards as they relate to the program, and to each of the sub-sections of the standard for Learning and Teaching. In responding to each item a brief explanation or background information should be included. Completed self evaluation scales will be provided separately and full details of assessments of all items are not required. However items thought to be significant (including those noted in the template) should be discussed and detailed information to support conclusions should be included (in tables or other formats as appropriate) with reference to where more detailed information can be found. Reference should be made to KPIs where they are relevant to the item concerned. Comments should not only relate to processes followed, but also to any specific data resulting from the application of those processes. (eg. results of student surveys). If there are significant differences between sections for male and female students these should be identified and conclusions made about any action that is required to deal with them.
H. Review of Courses	
1. Processes followed in reviewing courses.	Describe the process followed in reviewing courses. This should include the procedures adopted by a working party or sub-committee given this responsibility and a summary of the kind of information considered in the review. The review should consider course evaluations and course reports, responsiveness to this feedback. It should also consider any changes necessary as a result of changing program requirements that might impact on individual courses.
2. Course Evaluations	A brief summary report should be provided giving an overview of areas of strengths and weaknesses and any other conclusions from the processes described under F1 above. Note that individual course reports, student course evaluation reports and the most recent annual program report should be available for reference
I. Independent Evaluations	
1. Process for Independent	Describe the process used to get independent comments on the program,

Review	the reliability and validity of the evaluative information considered and the conclusions drawn from it. Examples of processes that could be used are given in the template. The person providing this evaluation should be an experienced person with knowledge of programs of this type, preferably from another institution.
2. Summary of matters raised by independent evaluator(s)	Include a brief summary of matters raised and comments made by independent evaluators. Copies of any written reports received should be attached.
3. Comment on matters raised	Those preparing the report may agree or disagree with the comments and suggestions made by independent evaluators, but if they disagree sufficient information should be given to explain their different opinion.
J. Conclusions	
1. Successful Aspects of the Program	List and comment briefly on the most successful or high quality aspects of the program as indicated by the evidence considered in the self-study.
2. Aspects of the Program Requiring Improvement	List and comment briefly on aspects of the program most in need of improvement as indicated by the evidence considered in the self-study.
K. Action Proposals	
1. Changes in Course Requirements	List any changes required in courses as a result of all the evidence considered, including changes in the internal or external environment, achievement of program goals and objectives, evaluations in relation to quality standards, and feedback obtained from various sources including the independent evaluators. Changes could involve removal or addition of courses, mergers of courses or separation into separate courses, changes in required courses or in prerequisites or co-requisites. Or any other matters relating to course content or teaching methodology arising from the review of courses.
2. Action Recommendations	Include recommendations for action plans to deal with matters requiring attention as a result of the analysis in the report. In each case the action should be described in specific terms indicating who is responsible, when action should be undertaken and completed. Any resources required should be identified.