

NCAAA PLAN



DRAFT PROPOSAL OF PMU STRATEGIC PLAN FOR NCAAA (NATIONAL COMMISSION FOR ACADEMIC ACCREDITATION & ASSESSMENT) ACCREDITATION

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PMU STRATEGIC PLAN FOR NCAAA ACCREDITATION

INTRODUCTION:

NCAAA is the National Commission for Academic Accreditation and Assessment in the Kingdom of Saudi Arabia. As a newly introduced body of the Ministry of Higher Education (MoHE), NCAAA is chartered to regulate, monitor and execute the accreditation and assessment of higher education institutions in the Kingdom. NCAAA system is benchmarked after typical national accreditation bodies in North America and Australia. NCAAA has established the following publications, policies and procedures to be adopted by institutions and programs seeking accreditation in the Kingdom:

- 1- National Qualification Framework (NQF) for Higher Education in the Kingdom of Saudi Arabia (May 2009): “The framework is intended to ensure consistency within the Kingdom in the standards of student learning outcomes regardless of institution attended. It is also intended to make clear the equivalence of those standards with those for equivalent awards granted in other parts of the world”
- 2- Standards for Quality Assurance and Accreditation of Higher Education *Institutions* (June 2009): NCAAA has developed a set of 11 standards for quality assurance and accreditation of higher education. These standards are:

INSTITUTIONAL CONTEXT

- i. Mission Goals and Objectives
- ii. Governance and Administration
- iii. Management of Quality Assurance and Improvement

QUALITY OF LEARNING AND TEACHING

- iv. Learning and Teaching

SUPPORT FOR STUDENT LEARNING

- v. Student Administration and Support Services
- vi. Learning Resources

SUPPORTING INFRASTRUCTURE

- vii. Facilities and Equipment
- viii. Financial Planning and Management
- ix. Employment Processes

COMMUNITY CONTRIBUTION

- x. Research
- xi. Institutional Relationships With the Community



- 3- Standards for Quality Assurance and Accreditation of Higher Education *Programs*: Similar to 2 above but reintroduced for degree programs within institutions.
- 4- KEY PERFORMANCE INDICATORS (KPI): A document that lists key performance indicators for the above standards 3 to 9 and at what level data is required to be furnished upon accreditation application.
- 5- Self Evaluation Scales for Higher Education *Institutions*: A documentation that “provides guidance for institutions and programs in their planning, self –review and quality improvement strategies”. A methodology for rating each of the 11 standards is described in this document.
- 6- Self Evaluation Scales for Higher Education *Program*: Similar to 5 above but for degree programs within institutions
- 7- Handbook for Quality Assurance and Accreditation in Saudi Arabia:
 - a. PART 1: THE SYSTEM FOR QUALITY ASSURANCE AND ACCREDITATION
 - b. PRAT 2: INTERNAL QUALITY ASSURANCE ARRANGEMENTS: This is a handbook to guide higher education institutions to establish internal quality assurance process that meets the NCAAA criteria for quality improvement.
 - c. PART 3: EXTERNAL REVIEWS FOR ACCREDITATION AND QUALITY ASSURANCE: This is a handbook that guides institutions to the process of applying for accreditation, timeline for the process to plan external review, conducting the external review and role and responsibilities of the external review panels.
- 8- Eligibility for Full Accreditation of a Higher Education Institution: This document itemizes the requirements that should be satisfied by institutions before the accreditation process is initiated
- 9- Eligibility Requirements for an Application for Program Accreditation: These are requirements that must be satisfied prior to applying for the accreditation of a degree program.
- 10- Student Evaluation Surveys: NCAAA provides general principles to be followed during student evaluation surveys. NCAAA also lists templates of three student evaluation surveys for three kinds of surveys:
 - a. Course Evaluation Survey (CES): Distributed to students at the end of a course period.

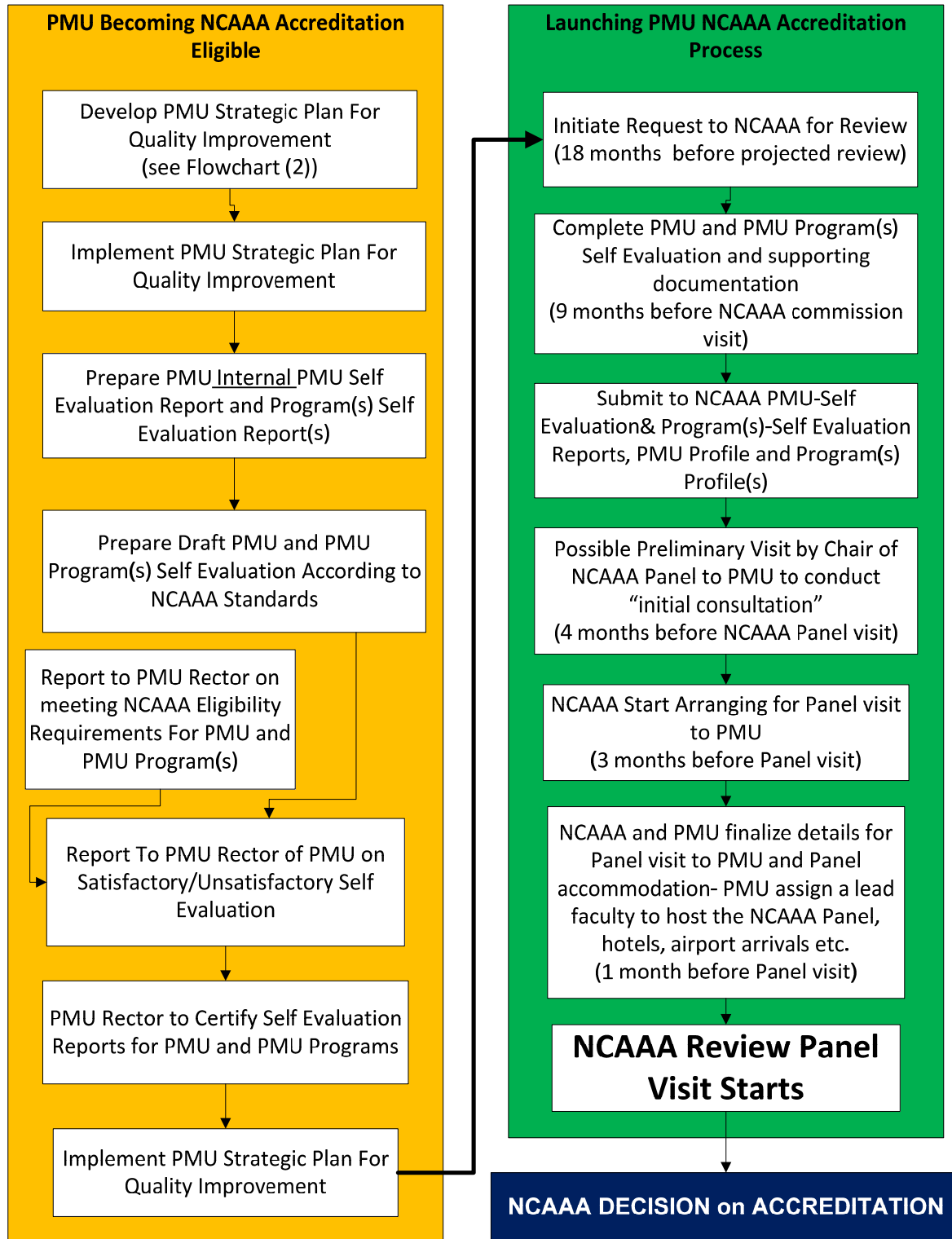
- b. Student Experience Survey (SES): Distributed to students mid-way through their program.
- c. Program Evaluation Survey (PES): Distributed to students at the time they are about to graduate.



SUMMARY OF NCAAA ACCREDITATION PROCESS:

NCAAA accreditation process is aimed at regulating the national accreditation of higher education in the Kingdom by focusing on the learning versus teaching concept. The process is detailed in the published documentation listed in the introduction above. NCAAA offers accreditation for both institutions and degree programs within institutions in the Kingdom. The following flowchart (1) identifies the basic step-by-step process of the NCAAA institutional and program(s) accreditation. These steps are detailed in the later parts of this strategic plan document.

Flowchart (1) PMU NCAAA Institution and Program(s) Accreditation Process



Flowchart (1) Color Scheme:

Flowchart (1) is divided into three major colored sections:

Orange Section: Becoming NCAAA Eligible for Accreditation (Both Institution and Program(s)): This section requires the most efforts and contribution from PMU Administration, Faculty, Colleges Deans and Programs Chairs. Orange section is detailed in the remainder of this strategic plan.

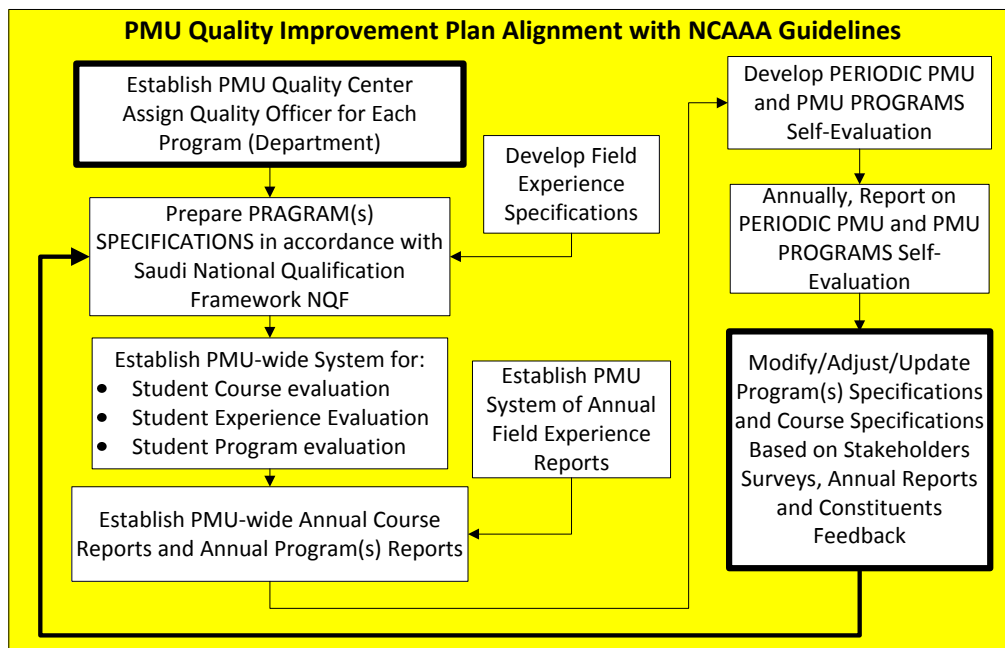
Green Section: Once the orange section is completed to an acceptable level, the green section kicks in. The green section is dependent on the fruits of the orange section. This section is administered by PMU Director of Quality Assurance along with (once established) The Office of Accreditation and Assessment that should report to the Rector of PMU.

Blue Section: This is the section that will include NCAAA review period after conducting the Panel visit to PMU and reporting findings. Upon NCAAA decision of approving accreditation for PMU and PMU Program(s), this is the celebration time on one hand, and on the other hand the beginning of the planning process to maintain accreditation, continue quality improvement and prepare for Reaccreditation in Five years following the approval.

Summary of Strategic Plan for PMU Quality Improvement (NCAAA Requirement)

PMU has established a position of Director of Quality and started building a committee for Quality Improvement. Flowchart (2) summarizes a proposed PMU Strategic Plan for Quality Improvement based on the recommendation outlined in the NCAAA Handbooks.

Flowchart (2) Proposed PMU Strategic Plan for Quality improvement



Later sections of this document will detail the process of planning for quality improvement for PMU. The main purpose of the following sections is to detail action items and recommended approach to fulfill the ORANGE section of the strategic Plan for NCAAA accreditation (Flowchart 1).

BECOMING NCAAA ACCREDITATION ELIGIBLE (INSTITUTIONS AND PROGRAMS):

The following details the steps and action items to achieve the status of “NCAAA Accreditation Ready” for PMU (**orange section**). Whenever applicable in detailing orange section of the strategic plan, a sample example will be provided as a template or benchmark to help execute this plan.

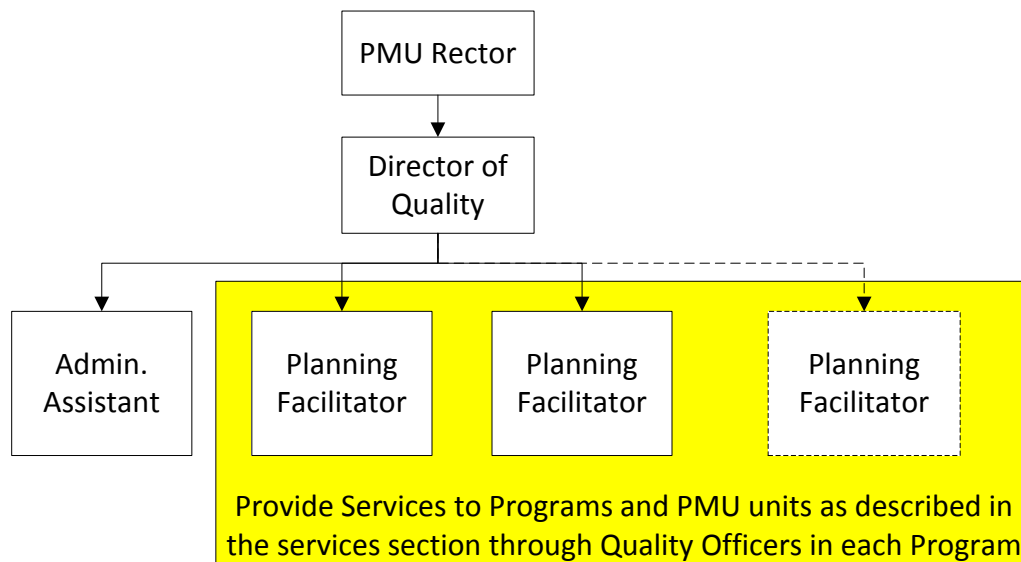
Detailed Action Items for PMU Strategic Plan For Quality Improvement and NCAAA Institution and Program Accreditation:

As summarized in Flowchart (2) above, the quality improvement plan is a gateway to establish continuous improvement process at PMU system and programs. **Action items** for this stage are as follows:

A. Establish PMU Quality Center; assign Quality Officer for Each Program (Department):

PMU to establish a fully staffed Quality and Continuous Improvement (QCI) Center and assign Quality officers in each Program (Department). QCI should be headed by a full time Director of Quality reporting to PMU Rector and staffed with Admin Office Assistant, and a group of Quality Planning Facilitators. A typical Organization Chart for QCI (benchmarking major Midwestern universities in the USA) can look like the following:

Figure (1): Organization chart for PMU QCI Center





QCI Mission:

To be a catalyst for continuously improving quality of Prince Mohammad Bin Fahd University, its operating units and academic programs

QCI Services for PMU Units and Academic Programs:

- Strategic planning for PMU and PMU Program(s) Quality Improvement
- Process improvement
- Project management

QCI facilitators services for PMU Units and Programs:

- Designing and implementing improvement projects
- Strategic, long-range planning
- Identifying annual goals and action plans
- Improving work processes
- Identifying and prioritizing learning outcomes
- Creating data collection systems to survey curriculum improvement
- Strengthening administrative support for departments
- Assist Colleges and Programs in establishing assessment system
- Manage PMU institutional and program(s) domestic and international accreditation policies and procedures
- Assist PMU as a liaison with domestic and international accreditation organizations.

Director of Quality Skills:

Strategic planning, process improvement, transforming curriculum, restructuring programs and departments, developing effective departments, and improving administrative services. Ability to coordinate collaboration between PMU programs and major Kingdom of Saudi Arabia Corporations.

Planning Facilitator Skills:

Ability to help PMU academic and administrative units develop their strategic plans, improve their functions and services, and restructure their organizations - all with the aim of enabling them to carry out their missions effectively and efficiently. Knowledge of Assessment and Accreditation Process is crucial. Formal training and experience in facilitating team projects for quality and continuous improvement is required. This position is usually held by a Ph.D. holder in Educational Administration in major USA schools. For PMU as a starting point, planning facilitators can be tapped from full time faculty members who can go through a set of workshops to be trained as facilitators. Assessment and Accreditation training workshops can also help faculty members implement QCI programs.

NCAAA provides a set of good suggestions for establishing a new quality assurance system for new universities. These suggestions are rewritten below in PMU terms:

- Get Central Support. Keep everyone informed
- Get a good team to work with (e.g. PMU QCI Director, Facilitators and Program quality Officers)
- Evaluate current PMU situation
- Define goals and objective for PMU QCI
- Do some research: Benchmark what is out there. Learn what major universities are doing. check out recourses available from comparable programs
- Develop a strategy, tryout ideas, conduct pilots
- Extend system

B. Prepare PRAGRAM(s) SPECIFICATIONS in accordance with NQF

For each of PMU programs, PROGRAM SPECIFICATIONS should be prepared. NCAAA provided guidelines on how to prepare [program specifications](#) in the NCAAA Handbook for Quality Assurance and Accreditation in Saudi Arabia Part 2. NCAAA provides templates to be used in this process. A NCAAA template for preparing program specifications is included in Appendix A at the end of this document. Guideline to complete this template for a typical university program is provided in NCAAA Handbook Part 2 pages 51 to 59 of March 2008 Draft.

A child of the Program Specifications is the [“Course Specifications”](#). Each PMU Program should develop Course Specifications for each course offered. NCAAA provides templates to be used to prepare [“course specification”](#). A sample template is listed in Appendix B. NCAAA provides guidelines on using course specifications templates (reference pages 87 to 90) of NCAAA Handbook Part 2, March 2008 Draft.

[Field Experience Specifications](#) is another child of Program Specification. Field Experience specifications should document the intended learning objective of field training course (usually off-campus) and indicate what should be done during the internship/co-op period.

C. Establish PMU-wide Evaluation System

NCAAA recommend establishing evaluation system for surveying student feedback on:

- Student Course Evaluation: Conducted at the end of a course period
- Student Experience Evaluation: Conducted mid-way through a program graduation path
- Student Program Evaluation: Conducted at time graduating seniors are about to complete their programs

- Student Field Experience Evaluation: Conducted after graduation through reaching out to PMU Alumni or through surveying students' internship and co-op experience.

Templates of NCAAA suggested Student evaluations are listed in Appendix C, D and E in the above order

D. Establish PMU-wide Annual Course Reports and Annual Program(s) Reports and Field Experience Reports.

PMU Programs to develop a reporting system according to NCAAA reporting requirements. **Course Reports** are prepared each semester they are taught. NCAAA provides template for course report and guidelines to prepare course reports are listed on pages 91 to 100 of NCAAA Handbook Part 2, Draft of March 2008. Appendix G lists NCAAA template for course Report

Program Reports are prepared annually as a compilation of course reports. NCAAA provides template for Program Reports and guidelines to complete these reports on pages 60 to 77 of NCAAA Handbook Part 2, Draft of March 2008

Field Experience Reports are prepared annually to document feedback from students during internship or co-op experience. NCAAA provides template for Field Experience Reports on pages 113 to 121 of NCAAA Handbook Part 2, Draft of March 2008

E. Develop PERIODIC PMU (institutional) and PMU PROGRAMS Self-Study (Evaluation)

Periodic Self-evaluation is the last chain in the continuous improvement loop. NCAAA provides guidelines and templates for institution and programs periodic self-study in Handbook, Part 2, Draft of March 2008. Self-study system is based on published NCAAA Self evaluation Scales for Higher Education of June 2009.

F. Report to NCAAA on Institutional (PMU) and Program(s) Periodic Self-Studies

PMU and PMU programs should establish a system to report periodic self-study outcomes. These reports should act as a research reports for PMU and its programs to assist in closing the continuous improvement loop as shown in Flowchart (2). NCAAA requires that these reports on periodic self-study to be accompanied by completed evaluation scales as published by NCAAA and any other University Handbooks, Colleges' and Programs' Catalogs and other supporting quality improvement documentation. Guidelines and templates to achieve this reporting requirement are listed in NCAAA Handbook, Part 2 pages 122 to 174. These guidelines cover both PMU and PMU Programs.

G. Modify/Adjust/Update Programs and Courses' Specifications

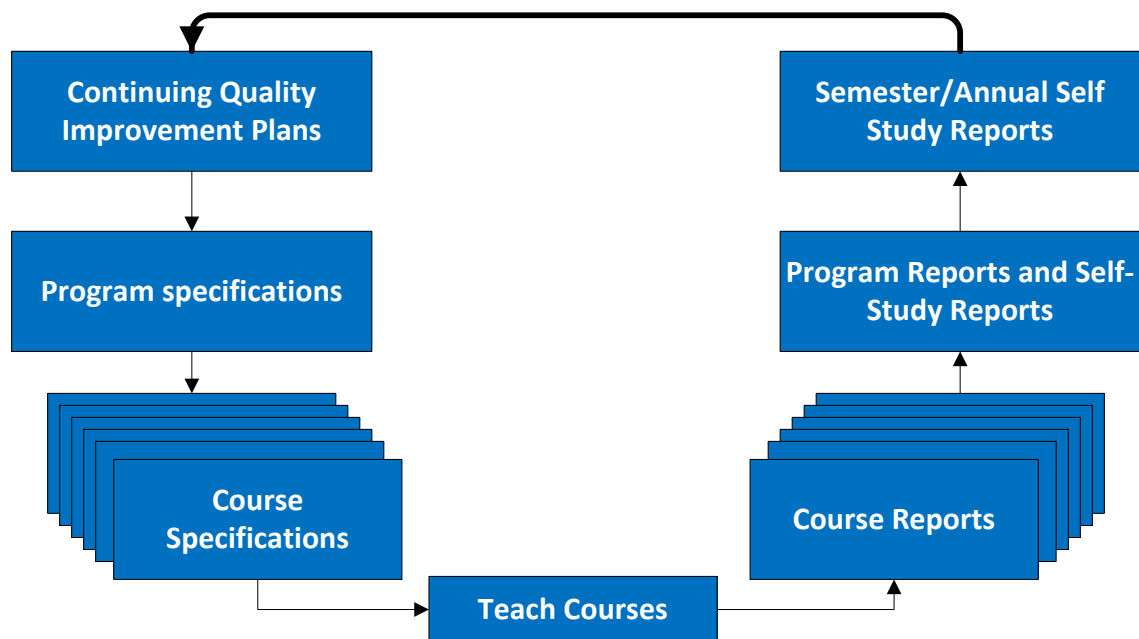
PMU should establish a system to harvest the fruits of annual and periodic self-studies for courses, programs and for PMU as an institution. Upon completing periodic self-study reports (in the format of a RESEARCH document with finding, lessons learned, conclusions and RECOMMENDED course of actions), PMU and PMU Programs should

manage a process of updating. Generally, major USA institutions conduct **break-out workshops** (sessions) to revise periodic self-studies for institution and programs. Members of break-out sessions should be the stakeholders:

- Faculty
- Administration
- Students
- External Experts
- Constituents (PMU customers: people, corporations, organizations who receive recruit and interact with PMU graduates)

Break-out sessions should be conducted for programs self studies outcome and PMU self-studies outcome. NCAAA publishes a flow chart depicting the overall quality improvement planning and review sequence as shown in Flowchart (3) below

Flowchart (3): NCAAA Quality Improvement Planning and Review Sequence



H. A Note on NCAAA Templates and Guidelines:

NCAAA published templates and guidelines for quality improvement in higher education in the Kingdom of Saudi Arabia are provided as a starting point for new institutions and programs. Templates constitute the minimum required information and documentation of quality improvement systems. PMU and PMU programs are encouraged to add and expand these quality improvement and reporting tools to fit PMU's Mission and Vision. More emphasis on good practice in higher education in reputable universities is



acceptable as long as the NCAAA quality improvement and accreditation requirements are fulfilled.



PROPOSED PMU NCAAA ACCREDITATION SCHEDULE (INSTITUTIONS AND PROGRAMS):

PMU will be graduating first cohort in Business this coming fall 2009 semester and first cohort in I.T. and Engineering probably the coming spring 2010 semester. Since the overall process from initiating NCAAA accreditation process to Panel Review visit spans over 18 months, it will be difficult for PMU to achieve accreditation by the time the first cohort is ready to graduate. Given this, it is advised that PMU work towards full accreditation on one path and work on achieving CONDITIONAL accreditation on a parallel path. The CONDITIONAL accreditation can be received from NCAAA by fulfilling the following minimum requirements:

- 1- Receiving Formal Licensure from the MoHE
- 2- Revising Strategic Plans for Quality Improvement and have the first draft ready for NCAAA review as soon as possible
- 3- Revising PMU Strategic Plans and have the first draft ready as soon as possible for NCAAA preliminary review
- 4- Prepare Draft Self Study for PMU and its Programs to reflect the current status with draft plans to remediate any gaps and development needs
- 5- Prepare Draft PMU Reports, Draft PMU Programs Reports and Course Reports to reflect current status at PMU
- 6- Conduct as much as possible student evaluation (course, experience, program and field experience) from the current student body of PMU. A good practice is to use NCAAA already prepared templates to kick-start the data collection
- 7- Conduct at least three break-out sessions to review as much Evaluation Data available before mid-spring 2010 and prepare first draft continuous improvement and program/course reviews.
- 8- Start Faculty, PMU QCI Admin. And Students on Quality Improvement Policies and Procedures of NCAAA
- 9- Foster a culture of appreciation of the Assessment and Continuous Assessment process of the academic environment. Train and educate on the value of feedback and continuous revision of programs, courses mission, vision and learning outcomes of all PMU Units and Colleges.
- 10- Ensure that Policies and Procedures for all colleges and departments are ready and published (made available to all faculty and staff).



- 11- Ensure that Faculty handbook (HR) and Student handbook (Registrar's office) are ready and published (made available to all faculty, staff and students).

Assuming PMU NCAAA strategic plan action items start February 2010, the following timeline schedule (Gantt chart) is proposed to execute NCAAA accreditation plan:

Prepare Documentation for achieving NCAAA Accreditation
PMU Faculty and Staff Workshops on NCAAA
PMU Quality Center Initiate Self-Evaluation Study Process
PMU Quality Center Prepare Report to Rector on PMU Eligibility for NCAAA Institutional Accreditation
PMU Rector Approves/Signs Eligibility Checklist
Initiate Request to NCAAA for Review (18 month period starts)
Complete PMU Institutional and Programs Self-Study + Profile**
Submit to NCAAA Self Evaluation plus PMU Profile**
Visit NCAAA Chair for initial consultation
Arrange for NCAAA panel travel, arrival and hosting
NCAAA Review Process and Accreditation Decision



CURRENT ASSESSMENT OF PMU AND PMU PROGRAMS FOR ELIGIBILITY FOR CONDITIONAL ACCREDITATION:

PMU current record growth of student population is a strong indicator of its progress towards vision fulfillment. As newly established private university in the Kingdom, there are several advantages for PMU, its stakeholders, the community and PMU constituents to pursue NCAAA conditional accreditation. While building towards future fulfillment of NCAAA eligibility for full accreditation, conditional accreditation has the following advantages:

- 1- Conditional Accreditation boosts moral of the upcoming PMU cohorts of graduates in the fall of 2009 and spring of 2010
- 2- NCAAA conditional accreditation paves the way for eligible PMU students to receive MoHE scholarships and grants
- 3- Conditional Accreditation enables PMU faculty and staff to compete on MoHE research grants and collaboration with King Abdul-Aziz City of Science and Technology including joint research initiatives with KACST and other eligible KSA institutions
- 4- Conditional Accreditation facilitates early interaction with NCAAA by building rapport with its staff and members of the commission.
- 5- Early interaction with NCAAA provides guidance, alerts and things to do well to fulfill eligibility requirements
- 6- Conditional Accreditation provides PMU with a dry-run experience on the process and improves effectiveness of the full accreditation process.

PMU ASSESSMENT against NCAAA 11 STANDARDS

PMU strong establishment and professional management of its programs and operation units are evident. The University has achieved the following milestones with regard to NCAAA 11 Standards:

INSTITUTIONAL CONTEXT

1. Mission Goals and Objectives:

PMU Mission Statement and Vision is fully developed and well published. The process to becoming NCAAA accreditation eligible will boost the structure of PMU Mission Statement and identify opportunities for revision, realignment and adjustment. As the PMU QCI programs evolve and data of assessment, program reports and institutional reports become readily available, PMU Mission, Goals and Objectives will be revised, enriched and emphasized.

Current PMU Mission Statement:

Prince Mohammad University's mission is to achieve the following objectives:

- Contribute to advancement of human intelligence and promulgation and development of knowledge.



- Prepare specialized candidates in various fields of human knowledge through utilizing modern technologies in the education process.
- Encourage the graduate to play a pioneering and leading role in the community, by teaching him or her how to take responsibilities and to contribute to the solving of problems through innovative thinking, collective work, reflection and self-development.
- Link academic programs and specializations with actual requirements of the surrounding work environment. This is undertaken by maintaining effective participation and cooperation between the University and local business firms.
- Guide research activities to create solutions for persistent problems in the surrounding communities, through applied research and technical consultation. The importance of performing basic scientific research for enriching human intelligence will be emphasized.
- Provide community service through training and education.

2. Governance and Administration

PMU institutionalized governance and administration is very adequate for becoming eligible for NCAAA accreditation. The initial planning and execution of its charters provided professional standing and promising outstanding future. The organizational structure of PMU is fully developed at the Rector, Vice Rector(S) and College Deans. All PMU Programs organizational structures are fully developed and the recruitment process is underway to fill some of programs leadership positions. With current PMU plan to staff the PMU QCI and kick-start university-wide training on accreditation planning and assessment policies, this will position PMU well in accordance with this second standard. PMU Administrative and Academic Organizational charts are listed in Appendix F.

3. Management of Quality Assurance and Improvement

PMU Strategic Plan for NCAAA accreditation provides establishment of fully staffed Quality and continuous Improvement Office reporting to the Rector of PMU. This plan along with implementing quality and assessment training programs will position PMU in good standing with this third standard.

QUALITY OF LEARNING AND TEACHING

4. Learning and Teaching

PMU program and course specifications and learning outcomes are published in the Undergraduate Core Curriculum Program and all PMU Colleges Curriculum Programs. PMU has developed a methodology for identifying course learning outcomes for the College of engineering based on USA Fundamental of Engineering Exam score system. This methodology can propagate to other PMU Colleges and Programs by basing the methodology on respective USA professional exams related to each Program. This will position course learning outcomes at the USA major reputable universities learning outcomes. Course learning outcomes dictate Programs learning outcomes which shape the PMU learning outcomes to fulfill this fourth standard.



SUPPORT FOR STUDENT LEARNING

5. Student Administration and Support Services

PMU Student Administration and Support Services are positioned well with this standard. Further progress of construction of PMU facilities, housing and other ancillaries will emphasize this position.

6. Learning Resources

Areas of opportunity for improvement is in the completion of the library holding to the targeted level, the completion and operation of engineering labs and other learning resources that are under construction or acquisition by PMU programs.

SUPPORTING INFRASTRUCTURE

7. Facilities and Equipment

PMU newly designed and intended for learning infrastructure positions the university in good standing given major construction components are in place.

8. Financial Planning and Management

PMU business plan execution and prospectus of student enrolment statistics is evident in its fast pace of growth and development. Long term (3 years forward) financial planning is a must to position PMU well with respect to this eighth standard.

9. Employment Processes

PMU teaching and administration staff has the qualifications needed to meet this ninth standard. PMU is seeking to recruit qualified faculty and administration staff to fill remaining open positions as its programs evolve. The quality of recruited faculty (their academic qualifications and teaching, research and industrial experience), in addition to high faculty / student ratio are dominant factors in the accreditation process. PMU has established Learning Resource Center and Professional Development Services to provide career development and professional development for its faculty and staff.

COMMUNITY CONTRIBUTION

10. Research

PMU is planning a Division of Research Development and Continuing education (DRDCE). Plan is to start recruiting research and technical staff during the later part of 2009 and early part of 2010. PMU faculty should be required to stay current with their field by pursuing scientific research and publishing research outcome in refereed journals and institutions.

11. Institutional Relationships with the Community

Evidence of this standard are indicated in documentation on PMU policy for community services, community media releases, community access to PMU facilities and PMU staff participation in community projects, schools and other agencies.



APPENDIX A

NCAAA Program Specification Template

Program Specification

For guidance on the completion of this template, please refer to Chapter 2, section 2.2 of Part 2 of Handbook 2 Internal Quality Assurance Arrangement and to the Guidelines on Using the Template for a Program Specification in Attachment 2 (b).

Institution
College/Department
A. Program Identification and General Information
1. Program title and code
2. Total credit hours needed for completion of the program
3. Award granted on completion of the program
4. Major tracks/pathways or specializations within the program (e.g. transportation or structural engineering within a civil engineering program or counseling or school psychology within a psychology program)
5. Intermediate Exit Points and Awards (if any) (e.g. associate degree within a bachelor degree program)



6. Professions or occupations for which students are prepared. (If there is an early exit point from the program (e.g. diploma or associate degree) include professions or occupations at each exit point)	
7. (a) New Program	<input type="text"/> Planned starting date <input type="text"/>
(b) Continuing Program	<input type="text"/> Year of most recent major program review <input type="text"/>
Organization involved in recent major review (e.g. internal within the institution,	
Accreditation review by _____? Other _____?	
8. Name and position (e.g. department chair person) of faculty member managing or coordinating the program.	
9. Location if not on main campus or locations if program is offered in more than one location.	

B Program Context

1 Explain why the program is needed.
a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.
b. Explain the relevance of the program to the mission of the institution.



2. Relationship (if any) to other programs offered by the institution/college/department.

a. Does this program offer courses that students in other programs are required to take? Yes

No

If yes, what should be done to make sure those courses meet the needs of students in the other programs?

b. Does the program require students to take courses taught by other departments? Yes

No

If yes, what should be done to make sure those courses in other departments meet the needs of students in this program?

3. Do the students who are likely to be enrolled in the program have any special needs or characteristics that should be considered in planning the program? (E.g. Part time evening students, limited IT or language skills) Yes No

If yes, what are they?

4. What should be done in the program to respond to these special characteristics?

C. Mission and Goals of the Program

Program Mission Statement



--

List any major changes or strategic new developments planned for the program within the next three to five years to help achieve its mission. For each change or development describe the major strategies to be followed and list the indicators that will be used to measure achievement.

Major Changes or Developments	Strategies	Indicators

D. Program Structure and Organization

Program Description.

A program or department manual should be available for students or other stakeholders and a copy of the information relating to this program should be attached to the program specification.

This information should include required and elective courses, credit hour requirements and department/college and institution requirements, and details of courses to be taken in each year or semester.

2. Development of Special Student Characteristics or Attributes

List any special student characteristics or attributes beyond normal expectations that the institution, college or department is trying to develop in all of its students. (Normally one or two, up to a maximum of four that directly reflect the program mission and distinguish this program from others in the same field and make it exceptional. E.g. Graduates particularly are good at creative problem solving, leadership capacity, commitment to public service, high level of skills in IT). For each special attribute indicate the teaching strategies and student activities to be used to develop it and the evidence to be used to assess whether it has been developed in all students.

Special Attributes	Strategies or Student Activities to be Used throughout the Program to Develop These Special Attributes
	Strategy



	Evidence
	Strategy
	Evidence
	Strategy
	Evidence
	Strategy
	Evidence

3. Required Field Experience Component (if any) (E.g. internship, cooperative program, work experience)

<p>Summary of practical, clinical or internship component required in the program.</p> <p>Note that a more detailed Field Experience Specification comparable to a course specification should also be prepared in a separate document for any field experience required as part of the program.</p>
<p>a. Brief description of field experience activity</p>
<p>b. List the major intended learning outcomes for the program to be developed through the field experience</p>



c. At what stage or stages in the program does the field experience occur? (e.g. year, semester)
d. Time allocation and scheduling arrangement. (E.g. 3 days per week for 4 weeks, full time for one semester)
e. Number of credit hours

4. Project or Research Requirements (if any)

Summary of any project or thesis requirement in the program. (Other than projects or assignments within individual courses) (A copy of the requirements for the project should be attached.)
a. Brief description
b. List the major intended learning outcomes of the project or research task.



c. At what stage or stages in the program is the project or research undertaken? (e.g. year, semester)
d. Number of credit hours
e. Summary description of provisions for student academic advising and support.
f. Description of assessment procedures (including mechanism for verification of standards)

5. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

The knowledge or skill the program is intended to develop and the level of that knowledge and skill. (as a guide see general descriptions of knowledge and skills in the National Qualifications Framework for the



qualification level of this program;

The teaching strategies to be used in courses in the program to develop that knowledge and those skills. (This should be a general description of the approaches taken throughout the program but if particular responsibility is to be assigned to certain courses this should be indicated.);

The methods of student assessment to be used in courses n the program to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Summary description of the knowledge to be acquired

Teaching strategies to be used to develop that knowledge



Methods of assessment of knowledge acquired

b. Cognitive Skills

(i) Cognitive skills to be developed and level of performance expected



(ii) Teaching strategies to be used to develop these cognitive skills

Methods of assessment of students cognitive skills

c. Interpersonal Skills and Responsibility

Description of the level of interpersonal skills and capacity to carry responsibility to be developed



(ii) Teaching strategies to be used to develop these skills and abilities

Methods of assessment of students interpersonal skills and capacity to carry responsibility



d. Communication, Information Technology and Numerical Skills

(i) Description of the communication, IT and numerical skills to be developed

(ii) Teaching strategies to be used to develop these skills



--

(iii) Methods of assessment of students numerical and communication skills

--

e. Psychomotor Skills (if applicable)

--

Description of the psychomotor skills to be developed and the level of performance required

--



(ii) Teaching strategies to be used to develop these skills
Methods of assessment of students psychomotor skills

6. Admission Requirements for the program

Attach handbook or bulletin description of admission requirements including any course or experience prerequisites.

7. Attendance and Completion Requirements

Attach handbook or bulletin description of requirements for:

- a. Attendance.
- b. Progression from year to year.
- c. Program completion

E. Regulations for Student Assessment and Verification of Standards

- 1. Regulations or policies for allocation and distribution of grades



If the institution, college, department or program has policies or regulations dealing with the allocation or distribution of students' grades, state the policy or regulation, or attach a copy.

2. What processes will be used for verifying standards of achievement (e.g. check marking of sample of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)

F Student Administration and Support

1. Student Academic Counseling

Describe arrangements to be made for academic counseling and advice for students, including both scheduling of faculty office hours and advice on program planning, subject selection and career planning (which might be available at college level)



--

2. Student Appeals

Attach regulations for student appeals on academic matters, including processes for consideration of those appeals.

G. Text and Reference Material

1. What process is to be followed by faculty in the program for planning and acquisition of text, reference and other resource material including electronic and web based resources?

2. What processes are to be followed by faculty in the program for evaluating the adequacy of book, reference and other resource provision?

H. Faculty and other Teaching Staff



1. Appointments

Summarize the process of employment of new teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.

2. Participation in Program Planning, Monitoring and Review

Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.

3. Professional; Development

What arrangements are made for professional development of teaching staff for:

(a) Improvement of skills in teaching?

(b) Other professional development including knowledge of research and developments in their field of teaching?



4. Preparation of New Teaching Staff

Describe the process used for orientation and/or induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.

5. Part Time and Visiting Teaching Staff

Provide a summary of Program/Department/ College/institution policy on appointment of part time and visiting teaching staff. (i.e. Approvals required, selection process, proportion of total teaching staff etc.)

I. Program Evaluation and Improvement Processes

1. Effectiveness of Teaching

a. What processes will be used to evaluate and improve the strategies planned for developing learning in the different domains of learning? (e.g. assessment of learning achieved, advice on consistency with



learning theory for different types of learning, assessment of understanding and skill of teaching staff in using different strategies)

b. What processes will be used for evaluating the skills of teaching staff in using the planned strategies?

2. Overall Program Evaluation

a. What strategies will be used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:

(i) from current students and graduates of the program?



(ii) from independent advisors and/or evaluator(s)?
(iii) from employers and/or other stakeholders.

b. What key performance indicators will be used to monitor and report annually on the quality of the program?



<p>c. What processes will be followed for reviewing these assessments and planning action to improve the program?</p>

Attachments.

Copies of regulations and other documents referred to in template preceded by a table of contents.

2. Course specifications for all courses including field experience specification if applicable.



APPENDIX B

NCAA Course Specification Template

Course Specification

Institution
College/Department

A Course Identification and General Information

1. Course title and code:
2. Credit hours
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course
5. Level/year at which this course is offered
6. Pre-requisites for this course (if any)
7. Co-requisites for this course (if any)
8. Location if not on main campus



B Objectives

1. Summary of the main learning outcomes for students enrolled in the course.
2. Briefly describe any plans for developing and improving the course that are being implemented. (E.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1 Topics to be Covered		
List of Topics	No of Weeks	Contact hours



2 Course components (total contact hours per semester):				
Lecture:	Tutorial:	Laboratory	Practical/Field work/Internship	Other:

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week)



4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

A brief summary of the knowledge or skill the course is intended to develop;

A description of the teaching strategies to be used in the course to develop that knowledge or skill;

The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

(ii) Teaching strategies to be used to develop that knowledge

(iii) Methods of assessment of knowledge acquired

b. Cognitive Skills

(i) Description of cognitive skills to be developed



(ii) Teaching strategies to be used to develop these cognitive skills

(iii) Methods of assessment of students cognitive skills

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

(ii) Teaching strategies to be used to develop these skills and abilities

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility

d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.



(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students numerical and communication skills
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required
(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students psychomotor skills

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g.. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1			



2			
3			
4			
5			
6			
7			
8			

D. Student Support

1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

E Learning Resources

1. Required Text(s)

2. Essential References



3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
4-.Electronic Materials, Web Sites etc
5- Other learning material such as computer-based programs/CD, professional standards/regulations

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.)
2. Computing resources



3. Other resources (specify --e.g.. If specific laboratory equipment is required, list requirements or attach list)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department

3 Processes for Improvement of Teaching



4. Processes for Verifying Standards of Student Achievement (e.g.. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.





APPENDIX C

NCAA Student Course Evaluation Template

Course Evaluation Survey (CES)

Course Title _____ Program _____

Semester _____ Year _____

Feedback from students is very important in trying to improve the quality of courses.

This is a confidential survey. Do not write your name or identify yourself in any way. Your responses will be combined with the responses of others in a process that does not allow any individual to be identified and the overall opinions will be used to plan for course improvements.

Please respond to the following questions by completely filling a response for each of your answers.

Do this

Do not mark in any of these ways



Use a pencil or blue/black pen only

Do not use red, green or yellow

Make heavy marks that fill in your response

Do not use highlighters

- Strongly agree means the statement is true all or almost all of the time and/or very well done.
- Agree means the statement is true most of the time and/or fairly well done.
- True sometimes means something is done about half the time.
- Disagree means something is done poorly or not often done.
- Strongly disagree means something is done very badly or never or very rarely done.

Questions about the start of the course:

1. The course outline (including the knowledge and skills the course was designed to develop) was made clear to me.



2. The things I had to do to succeed in the course, including assessment tasks and criteria for assessment, were made clear to me.





3. Sources of help for me during the course including faculty office hours and reference material were made clear to me.

Questions about what happened during the course:

4. The conduct of the course and the things I was asked to do were consistent with the course outline.

5. My instructor(s) were fully committed to the delivery of the course. (E.g. classes started on time, instructor always present, material well prepared, etc)

6. My instructor(s) had thorough knowledge of the content of the course.

7. My instructor(s) were available during office hours to help me.

8. My instructor(s) were enthusiastic about what they were teaching

9. My instructor(s) cared about my progress and were helpful to me.

10. Course materials were of up to date and useful. (texts, handouts, references etc.)

11. The resources I needed in this course (textbooks, library, computers etc.) were available when I needed them.

12. In this course effective use was made of technology to support my learning.

13. In this course I was encouraged to ask questions and develop my own ideas

14. In this course I was inspired to do my best work.

15. The things I had to do in this course (class activities, assignments, laboratories etc) were helpful for developing the knowledge and skills the course was intended to teach.

16. The amount of work I had to do in this course was reasonable for the credit hours allocated.

17. Marks for assignments and tests in this course were given to me within reasonable time.

18. Grading of my tests and assignments in this course was fair and reasonable.

19. The links between this course and other courses in my total program were made clear to me.

Evaluation of the Course

20. What I learned in this course is important and will be useful to me.

21. This course helped me to improve my ability to think and solve problems rather than just memorize information.



22. This course helped me to develop my skills in working as a member of a team.

23. This course improved my ability to communicate effectively.

Overall Evaluation

24. Overall, I was satisfied with the quality of this course.

Open Ended Items

25. What did you like most about this course?

26. What did you dislike most about this course?

27. What suggestion(s) do you have to improve this course?



APPENDIX D

NCAA Student Experience Evaluation Template

Student Experience Survey (SES)

Program Title _____

Semester _____ Year _____

Feedback from students is very important in trying to improve the quality of learning experiences at higher education institutions.

This questionnaire is designed to gather student opinions about their experiences about half way through their program. The items relate to all your experiences so far, not just to one particular course.

This is a confidential survey. Do not write your name or identify yourself. Your responses will be combined with the responses of others in a process that does not allow any individual to be identified and the overall opinions will be used to plan for improvements in the quality of educational experiences at your institution.

Please respond to the following questions by completely filling a response for each of your answers.

Do this

Do not mark in any of these ways.



Use a pencil or blue/black pen only

Do not use red, green or yellow

Make heavy marks that fill in your response

Do not use highlighters

- Strongly agree means the statement is true all or almost all of the time and/or very well done.
- Agree means the statement is true most of the time and/or fairly well done.
- True sometimes means something is done about half the time.
- Disagree means something is done poorly or not often done.
- Strongly disagree means something is done very badly or never or very rarely done.



Advice and Support

Strongly Agree
Agree
True Sometimes
Disagree
Strongly Disagree

1. It was easy to find information about the institution and its programs before I enrolled at this institution for the first time.
2. When I first started at this institution the orientation program for new students was helpful for me.
3. There is sufficient opportunity at this institution to obtain advice on my studies and my future career.
4. Procedures for enrolling in courses are simple and efficient.

Learning Resources and Facilities

5. Classrooms (including lecture rooms, laboratories etc.) are attractive and comfortable.
6. Student computing facilities are sufficient for my needs.
7. The library staff is helpful to me when I need assistance.
8. I am satisfied with the quality and extent of materials available for me in the library.
9. The library is open at convenient times.
10. Adequate facilities are available for extracurricular activities (including sporting and recreational activities)
11. Adequate facilities are available at this institution for religious observances.

Learning and Teaching

12. Most of the faculty with whom I work at this institution are genuinely interested in my progress.
13. Faculty at this institution are fair in their treatment of students
14. My courses and assignments encourage me to investigate new ideas and express my own opinions.
15. As a result of my studies my ability to investigate and solve new and unusual problems is increasing
16. My ability to effectively communicate the results of investigations I undertake is improving as a result of my studies.
17. My program of studies is stimulating my interest in further learning.



18. The knowledge and skills I am learning will be valuable for my future career.

19. I am learning to work effectively in group activities.

Overall Evaluation

20. Overall I am satisfied with my life as a student at this institution.

Open Ended Questions

21. What do you like most about studying at this institution?

22. What do you dislike most about studying at this institution?

23. What suggestions do you have for improvements at this institution?



APPENDIX E

NCAA Student Program Evaluation Template

Program Evaluation Survey (PES)

Program Title _____

Semester _____ Year _____

Feedback from students is very important in trying to improve the quality of programs.

This questionnaire is designed to gather opinions from final year students about their experiences at the institution throughout their program.

This is a confidential survey. Do not write your name or identify yourself. Your responses will be combined with the responses of others in a process that does not allow any individual to be identified and the overall opinions will be used to plan for improvements.

Please respond to the following questions by completely filling a response for each of your answers.

Do this

Do not mark in any of these ways.



Use a pencil or blue/black pen only

Do not use red, green or yellow

Make heavy marks that fill in your response

Do not use highlighters

- Strongly agree means the statement is true all or almost all of the time and/or very well done.
- Agree means the statement is true most of the time and/or fairly well done.
- True sometimes means something is done about half the time.
- Disagree means something is done poorly or not often done.
- Strongly disagree means something is done very badly or never or very rarely done.



Help and Support for my Learning

Strongly Agree
Agree
True Sometimes
Disagree
Strongly Disagree

1. Adequate academic and career counselling was available for me throughout the program.
2. The instructors were available for consultation and advice when I needed to speak with them.
3. The instructors in the program inspired me to do my best.
4. The instructors in the program gave me helpful feedback on my work.
5. The instructors in the program had thorough knowledge of the content of the courses they taught.
6. The instructors were enthusiastic about the program.
7. The instructors cared about the progress of their students.

Resources to Support my Learning

8. Study materials in courses were up to date and useful.
9. Library resources were adequate and available when I needed them.
10. Classroom facilities (for lectures, laboratories, tutorials etc) were of good quality.
11. Student computing facilities were sufficient for my needs.
12. Adequate facilities were available for extracurricular activities (including sporting and recreational activities).
13. Adequate facilities were available for religious observances.
14. Field experience programs (internship, practicum, cooperative training) were effective in developing my skills. (Omit this item if not applicable to your program)

Evaluation of my Learning

15. What I have learned in this program will be valuable for my future.
16. The program has helped me to develop sufficient interest to want to continue to keep up to date with new developments in my field of study.
17. The program has developed my ability to investigate and solve new problems.
18. The program has improved my ability to work effectively in groups.



19. The program has improved my skills in communication.

20. The program has helped me to develop good basic skills in using technology to investigate issues and communicate results.

21. I have developed the knowledge and skills required for my chosen career.

Overall Evaluation

22. Overall I was satisfied with the quality of my learning experiences at this institution.

Open Ended Items

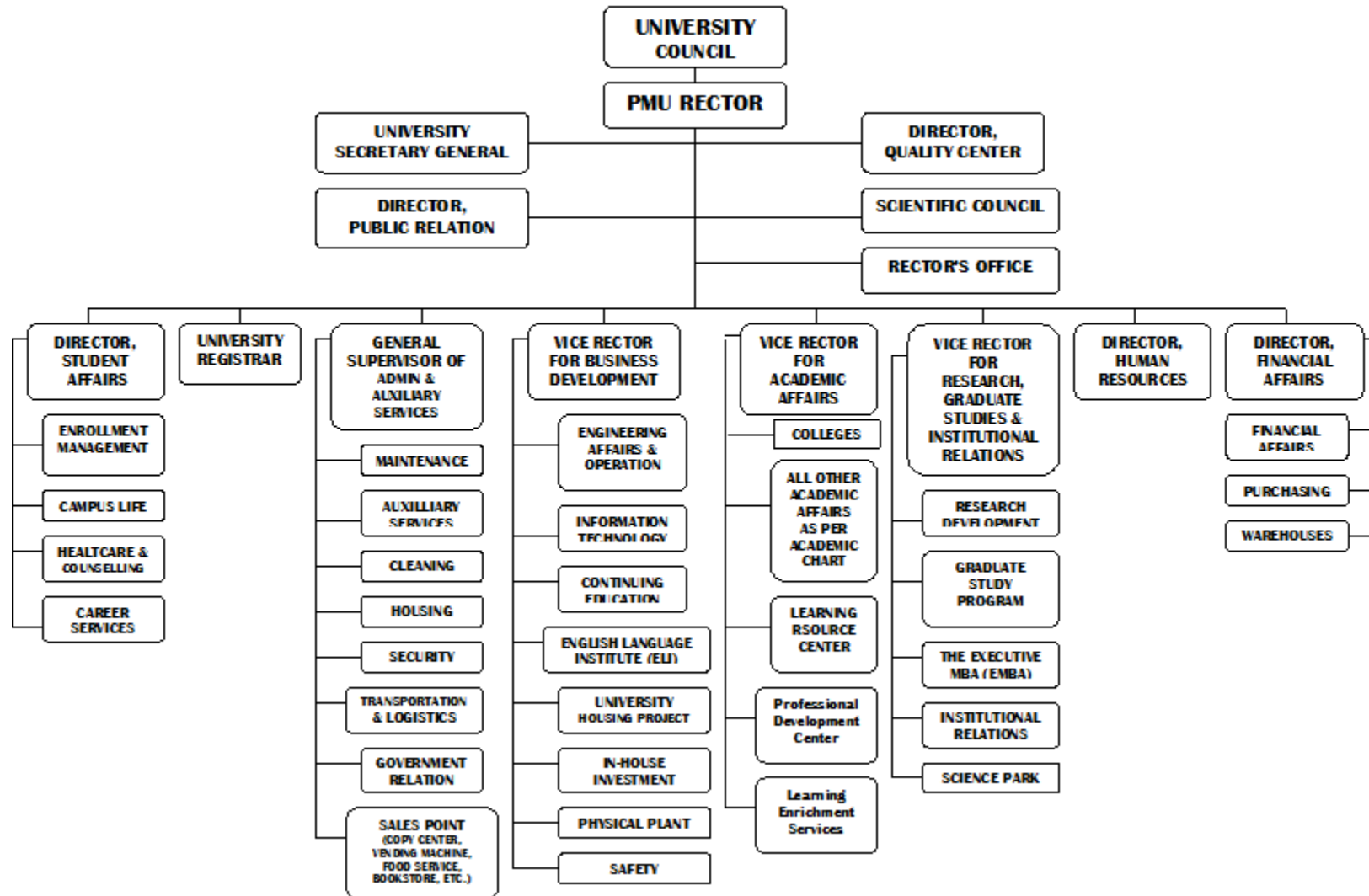
23. What did you like most about your studies at this institution?

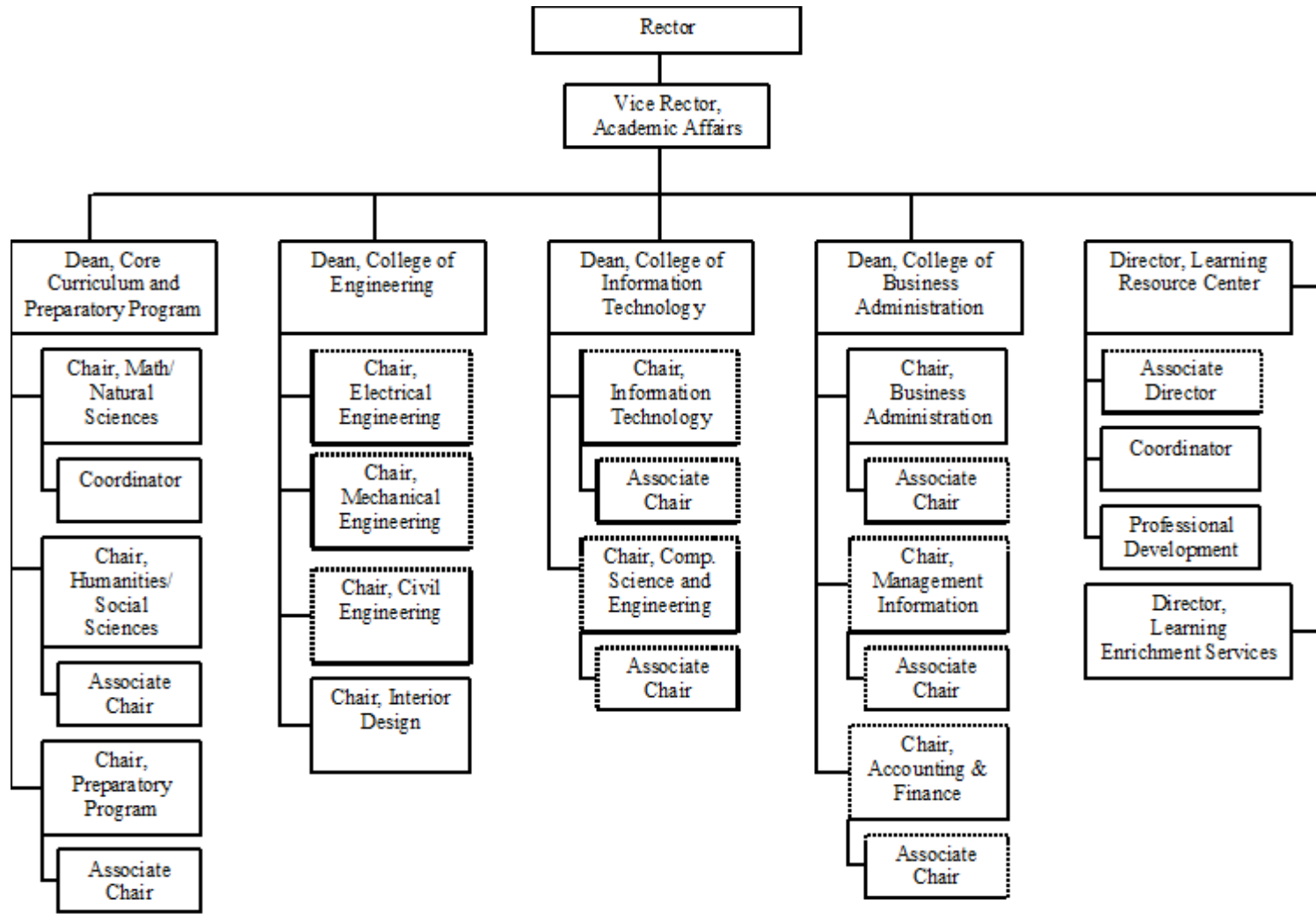
24. What did you dislike most about your studies at this institution?

25. What suggestions do you have for improvements in your program at this institution?

APPENDIX F PMU Organizational Charts

PMU MAIN ORGANIZATIONAL CHART (2008)







APPENDIX G NCAA Course Report Template

Course Report

For guidance on the completion of this template, refer to Section 2.5 of Chapter 2 in Part 2 in NCAA Handbook -Draft of March 2008

Institution
College/ Department

A Course Identification and General Information

1. Course title and code.
2. If course is taught in more than one section indicate the section to which this report applies
3. Year and semester to which this report applies.
4 Location (if not on main campus)

B- Course Delivery

1 Coverage of Planned Program



Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned

2. Consequences of Non Coverage of Topics

For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program



3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

Domains	List Teaching Strategies set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
		No	Yes	
a. Knowledge				
b. Cognitive Skills				
c. Interpersonal Skills and Responsibility				
d. Numerical and Communication Skills				
e Psychomotor Skills (if applicable)				

4. Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.



C. Results

1 Number of students starting the course:	<input type="text"/>
Number of students completing the course:	<input type="text"/>

3 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A		OR	95-100		70-74	
B			90-94		65-69	
C			85-89		60-64	
D			80-84		< 60	
F			75-79			
Denied Entry			Denied Entry			
In Progress			In Progress			
Incomplete			Incomplete			
Pass			Pass			



Fail			Fail	
Withdrawn			Withdrawn	

4 Result Summary:

Passed:	No	<input type="text"/>	Percent	<input type="text"/>	Failed	No	<input type="text"/>	Percent	<input type="text"/>
Did not complete	No	<input type="text"/>	Percent	<input type="text"/>	Denied Entry	No	<input type="text"/>	Percent	<input type="text"/>

5 Special factors (if any) affecting the results

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

Variations (if any) from planned assessment schedule (C5 in Course Specification)



Variation	Reason
b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)	
Variation	Reason

7 Verification of Standards of Achievement (Eg. check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)	
Method(s) of Verification	Conclusion



D Resources and Facilities

1. Difficulties in access to resources or facilities (if any)	2. Consequences of any difficulties experienced for student learning in the course.
---	---

E. Administrative Issues

1. Organizational or administrative difficulties encountered (if any)	2. Consequences of any difficulties experienced for student learning in the course.
---	---

F Course Evaluation

1 Student evaluation of the course: (Attach Survey Results if available)
a List the most important criticisms and strengths



b Response of instructor or course team to this evaluation

2. Other Evaluation -- What evaluations were received?

Specify and attach reports where available. (eg. By head of department, peer observations, accreditation review, other stakeholders etc):

a List the most important criticisms and strengths

b Response of instructor or course team to this evaluation



--

G Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s)	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons.

2. Other action taken to improve the course this semester/year
Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.)

3. Action Plan for Next Semester/Year



Actions Required	Completion Date	Person Responsible
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		

Name of Course Instructor: _____ -

Signature: _____ Date Report Completed: _____

Received by Program Coordinator Date: _____

