

# The National Commission for Academic Accreditation & Assessment

## REPORT ON PERIODIC PROGRAM SELF STUDY

A self study is a thorough examination of a program by those involved in its delivery, with verification of analysis and conclusions, and advice from others able to offer informed and independent comment. It should be assumed that the reader will have access to the program specification, the program description in the bulletin or handbook and the latest annual program report. Consequently descriptive information can be kept to the minimum necessary to make the report understandable as a separate document.

Evaluations should be made in relation to:

- the *Quality Standards for Post Secondary Institutions* that are applicable to the delivery of programs (in particular the standards for learning and teaching);
- expectations for learning outcomes in the domains of learning and at the required for the qualification to be awarded as set out in the *National Qualifications Framework*; and
- consistency with theory and research and the requirements for employment and professional practice in the field of study concerned.

Important considerations in quality assurance are responsiveness to feedback and planning for improvement. Consequently descriptive comments should include reference to matters that had been identified in annual reports as requiring improvement and the effectiveness of responses to those concerns.

June 2007

# 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 *Handbook 2 Internal Quality Assurance Arrangements 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

## **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**

<p>1. Mission of Program</p>
<p>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)</p>
<p>3. Performance Indicators (List any indicators and benchmarks that have been selected to provide evidence of achievement of goals/objectives).</p>

## D. Program Context

### 1. Significant Changes in the External Environment

Summarize any significant changes in the external environment 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. Statistical summary (Provide figures beginning with the current year and for the previous four years)

Year	Students Commencing	Total Enrolments	Students Completing	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  %

Commenced in Year 2 and continued to commence in Year 3  %

Commenced in Year 3 and continued to commence in Year 4  %

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

4 . Comparison of planned and actual enrolments. (For a new program that has provisional accreditation and is seeking full accreditation)

Year	Planned Enrolments	Actual Enrolments

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

### **E. Program Evaluation**

1. Evaluation in Relation to Goals and Objectives for Development of the Program(See item C 3 above)

i) (State goal/objective)

Desired benchmark or standard of performance

Result Achieved

Comment

(ii) (State goal/objective)

Desired benchmark or standard of performance

<p>Result Achieved</p> <p>Comment</p>
<p>(iii) (State goal/objective)</p> <p>Desired benchmark or standard of performance</p> <p>Result Achieved</p> <p>Comment</p>
<p>(iv) (State goal/objective)</p> <p>Desired benchmark or standard of performance</p> <p>Result Achieved</p> <p>Comment</p>



(v) (goal/objective)

Desired benchmark or standard of performance

Result Achieved

Comment

## 2. Effectiveness of Program Improvement Initiatives

List matters identified in recent annual program reports as priorities for improvement, either as sub-scales of the Quality Standards for Postsecondary Institutions identified for annual monitoring, or in action plans. For each matter listed provide a brief report on results achieved.



## 2. Governance and Administration

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

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

## 3. Management of Quality Assurance and Improvement

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

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

#### 4. Learning and Teaching.

The standard for learning and teaching is the most important consideration in a program self-study. Completed rating scales from the *Self Evaluation Scales for Higher Education Programs* should be attached, and comments made on each subsection citing 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. However significant conclusions should be noted and reports referred to and attached.

##### 1. Subsection 4.1 Student Learning Outcomes (Overall Rating \_\_\_\_\_ Stars)

Describe the process used to identify intended student learning outcomes, and the procedure used to evaluate the quality of outcomes achieved.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action.

2. Subsection 4.2 Program Development Processes (Overall Rating \_\_\_\_\_ Stars)  
Describe the process used for program planning , and the procedure used for evaluating the effectiveness of those processes.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

3. Subsection 4.3 Program Evaluation and Review Processes (Overall Rating \_\_\_\_\_ Stars)  
Describe the processes used for evaluation and review of the program and the mechanism used in this self study to evaluate the quality of those processes.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

4. Subsection 4.4 Student Assessment (Overall Rating \_\_\_\_\_ (Stars))

Describe the strategies used for assessment of student achievement and for verifying the standards achieved by them.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action in dealing with student assessment processes.

5. Subsection 4.5 Educational Assistance for Students (Overall Rating \_\_\_\_\_ (Stars))

Describe the major processes for providing educational assistance for students and the process used in this self study to evaluate their effectiveness.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action in providing educational assistance for students..

6. Subsection 4.6 Quality of Teaching (Overall Rating \_\_\_\_\_ (Stars))

Describe the processes used to plan for the use of appropriate teaching strategies to develop learning in the program and to evaluate the effectiveness of those processes.

This section should include a table indicating the proportion of faculty whose teaching is regularly assessed in student surveys, and a comment on the effectiveness of teaching strategies used across courses to develop the range of learning outcomes in different domains. A summary of data from student evaluations of teaching should be attached.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action in planning and monitoring the effectiveness of teaching in the program.

7. Subsection 4.7 Support for Improvements in Quality of Teaching (Overall Rating \_\_\_\_\_ (Stars))

Include a table summarizing faculty participation in training and/or other activities designed for the improvement of teaching.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

8. Subsection 4.8 Qualifications and Experience of Faculty (Overall Rating \_\_\_\_\_ Stars)  
Provide a summary comment on the adequacy and appropriateness of faculty qualifications and experience in the program.

(A table should be provided listing faculty teaching in the program, their highest academic qualification, and a tick beside their name if the courses they teach are within the field of their advanced study)

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

9. Subsection 4.9 Field Experience Activities (if relevant) (Overall Rating \_\_\_\_\_ Stars)  
Summarize arrangements for planning and evaluating the effectiveness of field experience activities in the program, and the procedure used in this self study for evaluating the effectiveness of those arrangements.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action



10. Subsection 4.10 Partnership Arrangements with Other Institutions (if relevant) (Overall Rating \_\_\_\_\_ Stars)

Briefly describe the nature and purpose of any partnership arrangements with other institutions in the delivery of the program and the procedure used in this self study to evaluate the effectiveness of those arrangements.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

5. Student Administration and Support Services (Refer to Standard 5 in the *Self Evaluation Scales for Higher Education Programs*. (Overall Rating \_\_\_\_\_ Stars)

Describe the process used in this self study for evaluating the quality of student administration and support services for the program.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

6. Learning Resources (Refer to Standard 6 in the *Self Evaluation Scales for Higher Education Programs*. (Overall Rating \_\_\_\_\_ Stars)

Information should be provided on the appropriateness and adequacy of learning resource provisions for the program, and the opportunities provided for faculty or program administrators to arrange for necessary resources to be made available. Describe the process used in this self study for evaluating the quality of learning resources for the program.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

7. Facilities and Equipment (Refer to Standard 7 in the *Self Evaluation Scales for Higher Education Programs*. (Overall Rating \_\_\_\_\_ Stars)

Describe the process used in this self study for evaluating the quality of facilities and equipment for the program.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

8. Financial Planning and Management (Refer to Standard 8 in the *Self Evaluation Scales for Higher Education Programs*. . (Overall Rating \_\_\_\_\_ Stars)

Describe the process used in this self study for evaluating the quality of financial planning and management for the program.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

9. Faculty and Staff Employment Processes (Refer standard 9 in the *Self Evaluation Scales for Higher Education Programs*. . (Overall Rating \_\_\_\_\_ Stars)

Describe the processes used for faculty and staff employment for the program and the procedures used in this self study for evaluating their effectiveness.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

10. Research (Refer to subsection 10.2 (Refer to Standard 6 in the *Self Evaluation Scales for Higher Education Programs*).

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.

Summarize the extent and nature of research activity of faculty in the program or otherwise associated with the program (for example through relevant research centers) and describe the process used in this self study for evaluating the extent and quality of that research.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

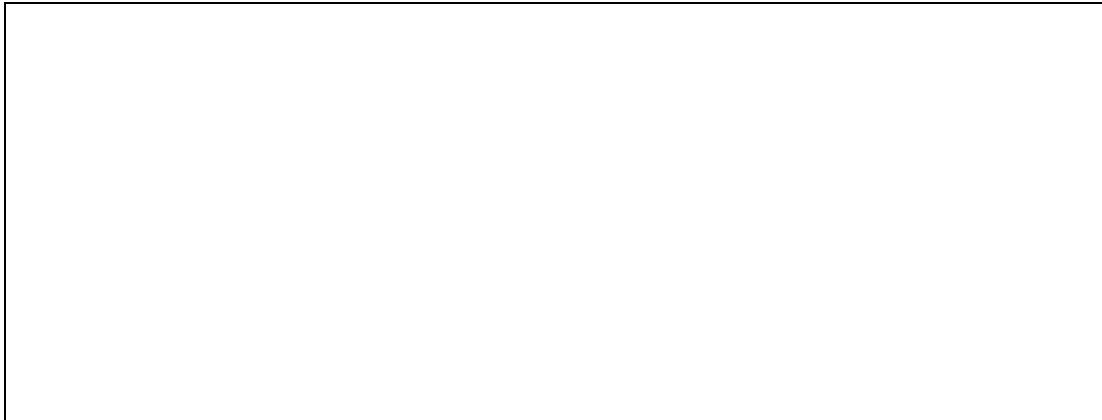
11. Institutional Relationships with the Community (Refer to the *Self Evaluation Scales for Higher Education Programs*.)

Describe community related activities associated with the program and the procedures used in this self study to evaluate its quality and effectiveness.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

F 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 reports should be provided on each course including at least the following matters:

- Quality of teaching as reflected in student evaluations and other evidence of learning achieved;
- Appropriateness of course content for the objectives of the program;
- Appropriateness of teaching strategies used for the content of the course and the domains of learning to be developed in the program;
- Responsiveness of course planning and delivery to feedback from annual course evaluations;
- Recommendations for changes relating to these or other matters arising from the review of the course.

## 3. Changes in Course Requirements

Provide a brief description and reasons for any changes recommended in course requirements as a result of this self study. 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

## G 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, etc.)

## H Conclusions and Recommendations

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.

3. Recommendations for an action plan to generate further improvements or overcome problems or weaknesses identified. For each action proposed recommendations should be made on who should be responsible for the action, timelines specified, and any necessary resources specified.

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 (For total initiative and for major stages of development)
Resources Required



Action Recommendation 3.....
Person(s) responsible
Timelines (For total initiative and for major stages of development)
Resources Required
Continue for further action recommendations if required.

### Attachments

The following documents should be attached:

Program description from bulletin or handbook  
 Program Specification

The following documents should be available for reference if required

Course specifications and reports

Completed self evaluation scales from the Self Evaluation Scales for Higher Education Programs. (Include on CD) (Note—If the program is offered for different campuses or sections scales should be available for reference if required for each campus or section  
 Program description and course descriptions from bulletin or handbook

List of faculty teaching in the program indicating qualifications and teaching responsibilities.

Summary research report (Required for universities and institutions with research responsibilities)

Most recent annual program report

Summary of responses to surveys of graduates and or employers of graduates

Copy of report(s) by independent evaluator(s)

Institutional profile section of institutional self study report

Copy of faculty and institutional handbook or calendar