ATTACHMENT 10.

T11. SELF STUDY REPORT FOR INSTITUTIONS (SSRI)

هيئة تقويم التعليم
Education Evaluation Commission

Self Study Report for the Institution

An institutional self-study is a thorough examination of the quality of an institution. The mission and objectives of the institution and the extent to which they are being achieved are thoroughly analyzed according to the standards for quality assurance and accreditation defined by the NCAAA.

A Self Study Report for the Institution (SSRI) should be considered as a research report on the quality of the institution. It should include sufficient profile information to inform a reader about the process of investigation and the evidence on which conclusions are based to have reasonable confidence that those conclusions are sound. Conclusions should be supported by evidence, with verification of analysis and advice from others able to offer informed and independent comments.

This SSRI should include all the necessary information for it to be read as a complete self contained report on the quality of the institution.

The SSRI template includes sections, headings, and tables to assist in preparing the report. Throughout the report evidence should be presented in tables or other forms of data presentation to support conclusions, with comparative data and reference made to other reports or surveys.

Key performance indicators (KPIs) are integral to the SSRI.

Institutional KPIs for the SSRI have two purposes. The first purpose is to provide reasonable and scientific evidence that the institution meets NCAAA standards. The second purpose is for the institution to identify specific KPIs that are utilized to demonstrate quality assurance for each of its programs.

First, in order to successfully demonstrate that the institution meets NCAAA standards, KPI tables with benchmarking and analysis, are located throughout the SSRI. The KPI tables are aligned with specific NCAAA sub-standards and are used to show evidence that the institution meets or exceeds the expected quality assurance level. Institutions are required to use 70% or more of the suggested NCAAA KPIs and are encouraged to develop a reasonable number of their own KPIs that scientifically validate compliance to standards or a given sub-standard. Additional KPIs and KPI tables may be used as evidence to demonstrate quality performance throughout the SSRI (copy and paste a complete KPI table wherever it is appropriate).

Second, the institution is required to demonstrate that it has developed an administrative quality assurance system for all of its programs as part of the institutional requirements for Standard 3. In order to complete this requirement, institutions are to select 6 to 8 KPIs, with target benchmarks, that it requires all of its programs to separately complete by providing their own internal benchmarking and analysis. Each program is to return its KPI report to the institution's quality assurance unit to be aggregated, analyzed, and included in the SSRI, Standard 3.

Further details and instructions are in the SSRI template.

The SSRI 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.

For further guidance on the completion of this template, please refer to the NCAAA guidebooks and the Accreditation Management System (AIMS).

A. General Information

1. Name of Institution	
2 Name of Rector	**3. Contact Information** **Address** **Telephone** **Email**
4 Name of Vice Rector/s	**5. Contact Information** **Address** **Telephone** **Email**
	Contact Information **Address** **Telephone** **Email**
	Contact Information **Address** **Telephone** **Email**
	Contact Information **Address** **Telephone** **Email**
6. Name of Dean of Quality Assurance	**7. Contact Information** **Address** **Telephone** **Email**

B. Institutional Profile

The Institutional Profileis a summary of information and statistical data that provides a clear picture of the institution.

1. A brief summary of the institution's history, brief description of branch campuses/ locations, total number of colleges, programs, institutes, research units /research chair /research centers, medical hospitals and centers, plus descriptions of scale and range of activities
2. A description of the management and organizational structure using an organizational chart
3. Summary information about the institution's accreditation status including the outcomes of any previous institutional reviews, and any conditions that were established
4 A description of the institution's quality assurance arrangements, priorities for development, and any special issues affecting its operations
5 A summary of the institution's strategic plan (a copy of the actual strategic plan should be available**)**
6. A list of the institution's achievements, awards, and significant accomplishments

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Periodic Institutional Profile Template A1: Programs Data

Institution _____ College _____ Date _____

NCAAA requires each college within the applying institution to complete Template A1 and A2 as part of the accreditation eligibility process.

No.	Program Name	Start Date	Total Student Enrollment		No. of Ph.D. Faculty				No. of Teaching Staff				Ratio of Total Students to Teaching Faculty	Ratio of Male Students to Teaching Faculty	Ratio of Female Students to Teaching Faculty	Average Class Size		Average Teaching Load	
					Saudi		Others		Saudi		Others								
			M	F	M	F	M	F	M	F	M	F				M	F	M	F
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			

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Periodic Institutional Profile Template A2: Programs Data

Institution _____ College _____ Date _____

Preparatory or Foundation Programs

Streams or Sections	Male Students	Female Students	Total Students	Number of Teaching Staff (full time as defined by *the Comprehensive Regulations of Saudi Faculties and Similar Staff Affairs*)

Number of Graduates in the Most Recent Year

	Undergraduate Students	Post Graduate Masters Students	Post Graduate Ph.D. Students
Male			
Female			
Totals			

Mode of Instruction – Student Enrollment (excluding preparatory program)

Students	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male						
Female						
Totals						

Note: FTE (FTE means "full-time equivalent" according to MOE definitions, see the by-laws regulating university staff and faculty members).

Mode of Instruction – Teaching Staff (excluding preparatory program)

Number of Teaching Staff	On Campus Programs			Distance Education Programs		
	Full time	Part time	FTE	Full time	Part time	FTE
Male						
Female						
Totals						

Note: Teaching staff includes tutors, lectures, and assistant, associate and full professors. This does not include research, teaching, or laboratory assistants. Academic staff who oversee the planning and delivery of teaching programs are included (e.g. head of department, dean for a college, rector and vice rectors).

Apparent Student Completion Rate: The number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort four, five, or six years previously (e.g. for a four year program the number of students who graduated as a percentage who commenced the program four years previously).

Undergraduate Programs. **Academic Year:**

Students	Students enrolled 4, 5, or 6 years ago, in accordance with duration of the program.	Number of students that graduated in the specified time, in accordance with duration of the program.	Apparent program completion rate
Male			
Female			
Totals			

Master Programs. **Academic Year:**

Students	Students enrolled 2, 3, or 4 years ago, in accordance with duration of the program.	Number of students that graduated in the specified time, in accordance with duration of the program.	Apparent program completion rate
Male			
Female			
Totals			

Doctorate Programs. **Academic Year:**

Students	Students enrolled 3,4, or 5 years ago, in accordance with duration of the program.	Number of students that graduated in the specified time, in accordance with duration of the program.	Apparent program completion rate
Male			
Female			
Totals			

Land and Building Summary

	Total Land Area (Square Meters)	Land Area per Student (Square Meters)	Total Building Space (Square Meters)	Building Space per Student (Square Meters)
Main Campus				
a. Branch/Location				
b. Branch/Location				
c. Branch/Location				
d. Branch/Location				
e. Branch/Location				
f. Branch/Location				
g.Branch/Location				
Totals				

C. Self-Study Process

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

D. Context of the Self Study

1. **Environmental Context.**

Provide a summary of significant elements of the external environment in which the institution is operating and changes that have occurred recently or are expected to occur (e.g. economic or social developments, population changes, government policies, developments at other institutions with implications for this institution's programs).

2. **Institutional Context.**

Provide a brief summary of recent developments at the institution with implications for the review.

E. Mission, Goals and Strategic Objectives for Quality Improvement

1. Mission of the Institution (Insert the Mission Statement)

2. Provide a summary for the Strategic Plan for Quality Improvement and complete the below table.

Summary:

Use the following table and write clear, goals and measurable objectives and align each one with quality performance indicators and the target benchmark.

Major Goals	Strategic Objectives	Performance Indicators	Target Benchmarks	Actual Benchmarks
a.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
b.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
c.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
d.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Analysis (List the strengths and recommendations for improvement of the Strategic Plan).				

F. Progress towards Quality Objectives

Provide an assessment of institutional performance in relation to plans or any major quality improvement initiatives in the period under review. These may have been undertaken in response to a previous self-study, recommendations or requirements following an external review, or for other reasons.

G. Evaluation in Relation to Quality Standards

The main branch/location campus must complete the entire SSRI together with the required information from all branch/location campuses.

Response reports should be provided under each of the quality sub-standards set out in the ***Standards for Quality Assurance and Accreditation of Higher Education Institutions***.

- To ensure a full understanding of the SSRI an explanatory report should be included; giving background information or explanations of processes relevant to the standard concerned.
- The reports should summarize the processes followed in investigating performance in relation to each standard and sub-standard.
- A vital element of the SSRI is to provide specific data, 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 or anything 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.

1. Mission and Objectives (Overall Rating _____Stars)

The institution's mission statement must clearly and appropriately define its principal purposes and priorities and be influential in guiding planning and action within the institution.

Provide an explanatory report about the development and use of the mission.

Provide a description of the process for the preparation on this standard.

Report on sub-standards

1.1 Appropriateness of the Mission

1.2 Usefulness of the Mission Statement

1.3 Development and Review of the Mission

Complete the KPI Table for sub-standard 1.3.

KPI Table

KPI:		**NCAAA KPI Reference Number: _____** **Institutional KPI Reference Number: _____**		
Actual Benchmark	**Target Benchmark**	**Internal Benchmark***	**External Benchmark****	**New Target Benchmark**
Analysis (list strengths and recommendations):				
*** Explain:** 1. Why this internal benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the internal benchmark provider.				
**** Explain**: 1. Why this external benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the external benchmark provider.				

1.4 Use Made of the Mission Statement

1.5 Relationship Between Mission, Goals, and Objectives

Overall Evaluation of Quality Standard 1. Refer to evidence obtained and ***provide a report***based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

2. Governance and Administration (Overall Rating _____Stars)

The governing body must provide effective leadership in the interests of the institution as a whole and its clients, through policy development and processes for accountability. Senior administrators must lead the activities of the institution effectively within a clearly defined governance structure. If there are separate sections for male and female students' resources must be comparable in both sections, there must be effective communication between them, and full involvement in planning and decision making processes. Planning and management must occur within a framework of sound policies and regulations that ensure financial and administrative accountability, and provide an appropriate balance between coordinated planning and local initiative.

Provide an explanatory report about aspects of governance and administration that are relevant to the matters referred to in this standard and are not already explained in the institutional profile.

Provide a description of the process for the preparation on this standard.

Report on sub-standards

2.1 Governing Body

2.2 Leadership

Complete a KPI Table for sub-standard 2.2.

KPI Table

KPI:		**NCAAA KPI Reference Number: _____** **Institutional KPI Reference Number: _____**		
Actual Benchmark	**Target Benchmark**	**Internal Benchmark***	**External Benchmark****	**New Target Benchmark**
Analysis (list strengths and recommendations):				
*** Explain:** 1. Why this internal benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the internal benchmark provider.				

**** Explain**:
1. Why this external benchmark provider was chosen?

2. How was the benchmark calculated?

3. Name of the external benchmark provider.

2.3 Planning Processes

Complete a KPI Table for sub-standard 2.3.

KPI Table

KPI:		**NCAAA KPI Reference Number: _____** **Institutional KPI Reference Number: _____**		
Actual Benchmark	**Target Benchmark**	**Internal Benchmark***	**External Benchmark****	**New Target Benchmark**
Analysis (list strengths and recommendations):				

*** Explain:**
1. Why this internal benchmark provider was chosen?

2. How was the benchmark calculated?

3. Name of the internal benchmark provider.

**** Explain**:
1. Why this external benchmark provider was chosen?

2. How was the benchmark calculated?

3. Name of the external benchmark provider.

2.4 Relationship Between Sections for Male and Female Students

2.5 Institutional Integrity

2.6 Internal Policies and Regulations

2.7 Organizational Climate

2.6 Associated Companies and Controlled Entities (if applicable)

Overall Evaluation of Quality of Standard 2. Refer to evidence obtained and ***provide a report*** based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

3. Management of Quality Assurance and Improvement (Overall Rating _____Stars)

Quality assurance processes must involve all sections of the institution and be effectively integrated into normal planning and administrative processes. Criteria for assessment of quality must include inputs, processes and outcomes with a particular focus on outcomes. Processes must be established to ensure that teaching and other staff and students are committed to improvement and regularly evaluate their own performance. Quality must be assessed by reference to evidence based on indicators of performance and challenging external standards.

Provide a descriptionof the process for the preparation on this standard.

Provide a summary explanation of arrangements for quality assurance including major committees and organizational unit(s) and activities carried out at different levels of the institution (including colleges or departments).

Provide a complete list of the institutional KPIs that are utilized in the SSRI to demonstrate that the institution meets NCAAA standards. Institutions are required to use 70% or more of the suggested NCAAA KPIs. Detailed individual KPI tables are located throughout the SSRI for institutions to demonstrate scientific evidence that a given standard or sub-standard is met.

KPI No.	Standard / Sub-Standard the KPI applies to:	KPI

Provide a summary and analysis of the institutional KPI outcomes (list strengths and recommendations for improvement based on an assessment of all the KPIs).

Institutional KPIs for all Programs

Institutions are required to demonstrate that they have developed an administrative quality assurance system for all of their programs as part of the institutional requirements for Standard 3. In order to complete this requirement, institutions are to select 6 to 8 KPIs, with target benchmarks, that it requires for all of its programs to separately complete by providing their own internal benchmarking and analysis. Each program is to return its KPI report to the institution's quality assurance unit to be aggregated, and analyzed.

For the purpose of the SSRI, institutions should report a **sample** of the administrative quality assurance system results. The institution should collect and report sample KPI tables from at least 2 of the programs from each of its colleges. For example, if an institution has 12 colleges and 10 programs in each college, all 12 colleges must complete KPI table reports from at least 2 of their 10 programs. Therefore the sample will include all 12 colleges and 24 programs out of a possible 120 programs at the institution.
Institutions must provide KPI samples for standards 3, 4, 10, and 11.

Provide detailed KPI summary information for each of your internal quality assurance KPIs by using the below template.

Institutional KPI Table for all Programs
(data table for aggregated program data and analysis)

KPI:		**NCAAA KPI Reference Number: _____** **Institutional KPI Reference Number: _____**		
Actual Benchmark (average result from sample programs)	**Target Benchmark** (for all programs)	**Internal Benchmark*** (actual sample program benchmarks)	**External Benchmark**** (actual average result from a similar institution)	**New Target Benchmark** (for all programs—based on the analysis)
KPI Analysis (list strengths and recommendations):				
*** Explain:** 1. Why this internal benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the internal benchmark provider.				
**** Explain**: 1. Why this external benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the external benchmark provider.				

Report on subsection-standards

3.1 Institutional Commitment to Quality Improvement

3.2 Scope of Quality Improvement Processes

3.3 Administration of Quality Assurance Processes

3.4 Use of Indicators and Benchmarks

3.5 Independent Verification of Standards

Overall Evaluation of Quality Standard 3. Refer to evidence obtained and ***provide a report*** based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

4. Learning and Teaching. (Overall Rating _____Stars)

The institution must have an effective system for ensuring that all programs meet high standards of learning and teaching through initial approvals on their plans, monitoring of performance, and provision of institution-wide support services. In all programs student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and (for professional programs) 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 appropriate 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 feedback used as a basis for plans for improvement.

Note: See *Periodic Program Profiles, Program Specifications,* and *Annual Program Reports*. The institution should demonstrate that these reports are complete and current. Based on a summary and analysis of these documents, the institution should proceed to complete its report on this standard and the sub-standards.

Note: For Standard 4 the institution must provide 5 or more KPI tables to demonstrate quality assurance. KPI tables are required for sub-standards 4.2, 4.5, and 4.7. Copy and paste additional tables and place them in the SSRI in the appropriate sub-standard.

Provide a description of the process for the preparation on this standard.

Report on sub-standards

(In sub-standard 4.1 a description should be given of the institution's processes for oversight of quality of learning and teaching. In each other sub-standard include an explanatory statement describing what is done throughout the institution. If common procedures are not followed this should be indicated and an explanation given of major variations and how the institution as a whole monitors quality of performance.)

4.1 Institutional Oversight of Quality of Learning and Teaching

4.2 Student Learning Outcomes (for all Programs)

Complete a KPI Table for sub-standard 4.2.

KPI Table

KPI:		**NCAAA KPI Reference Number: _____** **Institutional KPI Reference Number: _____**		
Actual Benchmark	**Target Benchmark**	**Internal Benchmark***	**External Benchmark****	**New Target Benchmark**

Analysis (list strengths and recommendations):
*** Explain:** 1. Why this internal benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the internal benchmark provider.
**** Explain**: 1. Why this external benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the external benchmark provider.

4.3 Program Development Processes

4.4 Program Evaluation and Review Processes

4.5 Student Assessment

Complete a KPI Table for sub-standard 4.5.

KPI Table

KPI:		**NCAAA KPI Reference Number: _____** **Institutional KPI Reference Number: _____**		
Actual Benchmark	**Target Benchmark**	**Internal Benchmark***	**External Benchmark****	**New Target Benchmark**
Analysis (list strengths and recommendations):				
*** Explain:** 1. Why this internal benchmark provider was chosen?				

2. How was the benchmark calculated?

3. Name of the internal benchmark provider.

**** Explain**:
1. Why this external benchmark provider was chosen?

2. How was the benchmark calculated?

3. Name of the external benchmark provider.

4.6 Educational Assistance for Students

4.7 Quality of Teaching

Complete a KPI Table for sub-standard 4.7.

KPI Table

KPI:		**NCAAA KPI Reference Number: _____** **Institutional KPI Reference Number: _____**		
Actual Benchmark	**Target Benchmark**	**Internal Benchmark***	**External Benchmark****	**New Target Benchmark**
Analysis (list strengths and recommendations):				
*** Explain:** 1. Why this internal benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the internal benchmark provider.				
**** Explain**: 1. Why this external benchmark provider was chosen?				

2. How was the benchmark calculated?

3. Name of the external benchmark provider.

4.8 Support for Improvements in Quality of Teaching

4.9 Qualifications and Experience of Teaching Staff

4.10 Field Experience Activities

4.11 Partnership Arrangements with Other Institutions (If applicable)

Overall Evaluation of Quality of Standard 4. Refer to evidence obtained and ***provide a report*** based on that evidence about the extent to which the requirements of the standard of learning are met throughout the institution. The evidence of performance should be summarized and referred to in other documents; including KPIs, survey summary reports and other relevant sources of evidence.

Provide a general conclusion that includes a list of particular strengths, recommendations for improvement, and priorities for action.

5. Student Administration and Support Services (Overall Rating _____Stars)

Administration of admissions and student record systems must be reliable and responsive, with confidentiality of records maintained in keeping with stated policies. Students' rights and responsibilities must be clearly defined and understood, with transparent and fair procedures available for discipline and appeals. Mechanisms for academic advice, counselling and support services must be accessible and responsive to student needs. Support services for students must go beyond formal academic requirements and include extracurricular provisions for religious, cultural, sporting, and other activities relevant to the needs of the student body.

Note: For Standard 5 the institution must provide 3 or more KPI tables to demonstrate quality assurance. A KPI table is required for sub-standard 5.4. Copy and paste additional tables and place them in the SSRI in the appropriate sub-standard.

Provide an explanatory report about the student administration arrangements and support services, including functions carried out centrally and those managed in colleges or departments. For those managed in departments or colleges, refer to any relevant institution-wide policies or regulations and describe the processes used by the institution to monitor how effectively local services are provided.

Provide a description of the process for the preparation on this standard.

Report on sub-standards

5.1 Student Admissions

5.2 Student Records

5.3 Student Management

5.4 Planning and Evaluation of Student Services

Complete a KPI Table for sub-standard 5.4.

KPI Table

KPI: **NCAAA KPI Reference Number: _____** **Institutional KPI Reference Number: _____**				
Actual Benchmark	**Target Benchmark**	**Internal Benchmark***	**External Benchmark****	**New Target Benchmark**
Analysis (list strengths and recommendations):				

*** Explain:**
1. Why this internal benchmark provider was chosen?

2. How was the benchmark calculated?

3. Name of the internal benchmark provider.

**** Explain**:
1. Why this external benchmark provider was chosen?

2. How was the benchmark calculated?

3. Name of the external benchmark provider.

5.5 Medical and Counseling Services

5.6 Extra-Curricular Activities for Students

Overall Evaluation of Quality Standard 5. Refer to evidence obtained and **provide areport** based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

6. Learning Resources (Overall Rating _____Stars)

Learning resources including libraries and provisions for access to electronic and other reference material must be planned to meet the particular requirements of the institution's programs and provided at an adequate level. Library and associated IT facilities must be accessible at times to support independent learning, with assistance provided in finding material required. Facilities must be provided for individual and group study in an environment conducive to effective investigations and research. The services must be evaluated and improved in response to systematic feedback from teaching staff and students.

Provide an explanatory report about the provision of learning resources within the institution. This should include information about the extent to which library services are provided centrally or within colleges. If they are provided in different locations, descriptions should be given of any overall institutional coordination and performance monitoring.

Provide a description of the process for the preparation on this standard (if library services are provided in different locations this investigation should deal with provisions throughout the institution and draw conclusions about overall performance and variations between different locations).

Report on sub-standards

6.1 Planning and Evaluation

Complete a KPI Table for sub-standard 6.1.

KPI Table

KPI: **NCAAA KPI Reference Number: _____** **Institutional KPI Reference Number: _____**				
Actual Benchmark	**Target Benchmark**	**Internal Benchmark***	**External Benchmark****	**New Target Benchmark**
Analysis (list strengths and recommendations):				
*** Explain:** 1. Why this internal benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the internal benchmark provider.				

**** Explain**:
1. Why this external benchmark provider was chosen?

2. How was the benchmark calculated?

3. Name of the external benchmark provider.

6.2 Organization

6.3 Support for Users

6.4 Resources and Facilities

Complete a KPI Table for sub-standard 6.4.

KPI Table

KPI:		**NCAAA KPI Reference Number: _____** **Institutional KPI Reference Number: _____**		
Actual Benchmark	**Target Benchmark**	**Internal Benchmark***	**External Benchmark****	**New Target Benchmark**
Analysis (list strengths and recommendations):				
*** Explain:** 1. Why this internal benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the internal benchmark provider.				
**** Explain**: 1. Why this external benchmark provider was chosen?				

2. How was the benchmark calculated?

3. Name of the external benchmark provider.

Overall Evaluation of Quality of Standard 6. Refer to evidence obtained and ***provide areport*** based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

7. Facilities and Equipment (Overall Rating _____Stars)

Facilities must be designed or adapted to meet the particular requirements for teaching and learning in the programs offered by the institution, and offer a safe and healthy environment for high quality education. Use of facilities must be monitored and user surveys used to assist in planning for improvement. Adequate provision must be made for classrooms and laboratories, use of computer technology and research equipment by faculty and student and appropriate provision made for associated services such as food services, extra-curricular activities, and where relevant, student accommodation.

Note: For Standard 7 the institution must provide 2 or more KPI tables to demonstrate quality assurance. A KPI tables is required for sub-standard 7.2. Copy and paste additional tables and place them in the SSRI in the appropriate sub-standard.

Provide an explanatory report about the administration of arrangements for planning, development and maintenance of facilities and equipment. This should include cross references to other more detailed facilities planning documents.
Provide a description of the process for the preparation on this standard.

Report on sub-standards

7.1 Policy and Planning

7.2 Quality and Adequacy of Facilities and Equipment

Complete a KPI Table for sub-standard 7.2.

KPI Table

KPI:		**NCAAA KPI Reference Number: _____** **Institutional KPI Reference Number: _____**		
Actual Benchmark	**Target Benchmark**	**Internal Benchmark***	**External Benchmark****	**New Target Benchmark**
Analysis (list strengths and recommendations):				
*** Explain:** 1. Why this internal benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the internal benchmark provider.				

**** Explain**:
1. Why this external benchmark provider was chosen?

2. How was the benchmark calculated?

3. Name of the external benchmark provider.

7.3 Management and Administration

7.4 Information Technology

7.5 Student Residences

Overall Evaluation of Quality of Standard 7. Refer to evidence obtained and **provide areport** based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

8. Financial Planning and Management (Overall Rating _____Stars)

Financial resources must be adequate for the programs and services offered and efficiently managed in keeping with program requirements and institutional priorities. Effective systems must be used for budgeting and for financial delegations and accountability providing local flexibility, institutional oversight and effective risk management.

Provide an explanatory report describing budgeting, financial planning and funding submission processes and arrangements for an audit. The explanation should include a list of financial reports that are prepared. Information should be given about levels of financial delegation within the institution with reference to other documents that set out institutional policies and regulations relating to these delegations.

Provide a description of the process for the preparation on this standard.

Report on sub-standards

8.1 Financial Planning

Complete a KPI Table for sub-standard 8.1.

KPI Table

KPI:		**NCAAA KPI Reference Number: _____** **Institutional KPI Reference Number: _____**		
Actual Benchmark	**Target Benchmark**	**Internal Benchmark***	**External Benchmark****	**New Target Benchmark**
Analysis (list strengths and recommendations):				
*** Explain:** 1. Why this internal benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the internal benchmark provider.				
**** Explain**: 1. Why this external benchmark provider was chosen? 2. How was the benchmark calculated?				

3. Name of the external benchmark provider.

8.2 Financial Management

8.3 Auditing and Risk Management

Overall Evaluation of Quality of Standard 8. Refer to evidence obtained and ***provide areport*** based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

9. Employment Processes (Overall Rating _____Stars)

Teaching and other staff must have the qualifications and experience for effective exercise of their responsibilities and professional development strategies must be followed to ensure continuing improvement in faculty and staff expertise. Performance of all faculty and staff must be evaluated, with outstanding performance recognized and support provided for improvement where required. Effective, fair, and transparent processes must be available for the resolution of conflicts and disputes involving faculty and or staff.

Provide an explanatory report about the processes for employment and professional development of teaching and other staff. The explanation should include a description of how colleges and departments are involved in the selection of teaching staff, a description of institutional policies on staff development and promotion, and indicators used for monitoring the quality of staff management processes throughout the institution,

Provide a description of the process for the preparation on this standard.

Report on sub-standards

9.1 Policy and Administration

Complete a KPI Table for sub-standard 9.1.

KPI Table

KPI:		**NCAAA KPI Reference Number: _____** **Institutional KPI Reference Number: _____**		
Actual Benchmark	**Target Benchmark**	**Internal Benchmark***	**External Benchmark****	**New Target Benchmark**
Analysis (list strengths and recommendations):				
*** Explain:** 1. Why this internal benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the internal benchmark provider.				
**** Explain**: 1. Why this external benchmark provider was chosen? 2. How was the benchmark calculated?				

3. Name of the external benchmark provider.

9.2 Recruitment

9.3 Personal and Career Development

9.4 Discipline, Complaints and Dispute Resolution

Overall Evaluation of Quality Standard 9. Refer to evidence obtained and **provide areport** based on that evidence; including a list of particular strengths, recommendations for 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 universities and other institutions with research responsibility, teaching staff must be encouraged to pursue research interests and to publish the results of that research. Their research contributions must be recognized and reflected in evaluation and promotion criteria. The research output of the institution must be monitored and benchmarked against that of other similar institutions. Clear and equitable policies must be established for ownership and commercialization of intellectual property.

Provide an explanatory report describing the nature and extent of research involvement of the institution and of teaching staff within it. The explanation should include a description of organizational arrangements for developing and monitoring research activity across the institution; including any research centers and activities to encourage research by individual staff members. Indicators used for monitoring research performance should be listed.

Provide a description of the process for the preparation on this standard.

Report on sub-standards

10.1 Institutional Research Policies

10.2 Faculty and Student Involvement in Research

Complete a KPI Table for sub-standard 10.2.

KPI Table

KPI:		**NCAAA KPI Reference Number: _____** **Institutional KPI Reference Number: _____**		
Actual Benchmark	**Target Benchmark**	**Internal Benchmark***	**External Benchmark****	**New Target Benchmark**
Analysis (list strengths and recommendations):				
***** **Explain:** 1. Why this internal benchmark provider was chosen?				

2. How was the benchmark calculated? 3. Name of the internal benchmark provider.
**** Explain**: 1. Why this external benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the external benchmark provider.

10.3 Commercialization of Research

10.4 Facilities and Equipment

Complete a KPI Table for sub-standard 10.4.

KPI Table

KPI:		**NCAAA KPI Reference Number: _____** **Institutional KPI Reference Number: _____**		
Actual Benchmark	**Target Benchmark**	**Internal Benchmark***	**External Benchmark****	**New Target Benchmark**
Analysis (list strengths and recommendations):				
*** Explain:** 1. Why this internal benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the internal benchmark provider.				

**** Explain**:
1. Why this external benchmark provider was chosen?

2. How was the benchmark calculated?

3. Name of the external benchmark provider.

Overall Evaluation of Research Performance. ***Provide a report***:

1) for a university, the report should include statistical data on the extent and quality of research activities; including competitive grants, publications and citations and other relevant information benchmarked against appropriate institutional benchmarks;

2) for a college, this information can be included but the report must include data on professional or scholarly activities that ensure teaching staff are up to date with developments in their teaching field. The report should include summary analysis that lists strengths, recommendations for improvement, and priorities for action.

11. Institutional Relationships with the Community (Overall Rating _____Stars)

Contributing to the community must be recognized as an important institutional responsibility. Facilities and services are made available to assist with community developments, teaching and other staff must be encouraged to be involved in the community and information about the institution and its activities made known. Community perceptions of the institution must be monitored and appropriate strategies adopted to improve understanding and enhance its reputation.

Provide an explanatory report about institutional policies for community service activities and media or other contacts to develop community understanding and support. The explanation should include information about how contributions to the community are recognized within the institution.

Provide a description of the process for the preparation on this standard.

Report on sub-standards

11.1 Institutional Policies on Community Relationships

11.2 Interactions with the Community

Complete a KPI Table for sub-standard 11.2.

KPI Table

KPI:		**NCAAA KPI Reference Number: _____** **Institutional KPI Reference Number: _____**		
Actual Benchmark	**Target Benchmark**	**Internal Benchmark***	**External Benchmark****	**New Target Benchmark**
Analysis (list strengths and recommendations):				
*** Explain:** 1. Why this internal benchmark provider was chosen? 2. How was the benchmark calculated? 3. Name of the internal benchmark provider.				
**** Explain**: 1. Why this external benchmark provider was chosen?				

2. How was the benchmark calculated?

3. Name of the external benchmark provider.

11.3 Institutional Reputation

Overall Evaluation of Quality Standard 11. Refer to evidence obtained and ***provide a*report** based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

H. Independent Evaluations

1. **Describe the process** used to obtain an independent analysis on the self-study. Processes may include a review of documentation by experienced and independent persons familiar with similar institutions and who could comment on specific standards and sub-standards, consultancy advice or a report by a review panel, or analyze 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. **Provide a list** of recommendations and other matters raised by independent evaluator(s)
3. **Provide a response report** on recommendations and other matters raised by independent evaluator(s) (Agree, disagree, further consideration required, action proposed, etc.)

I. Conclusions

1. **List and briefly describe** institutional activities that are particularly successful or that demonstrate high quality.
2. **List and briefly describe** institutional activities that are less than satisfactory and that need to be improved.

J. Action Recommendations

Action recommendations are based on the recommendations for improvement and other matters identified earlier in the SSRI. Choose major action recommendations and indicate specific actions that are proposed to deal with the most important priorities for action that have been identified. Priorities of greatest urgency should be identified. For each proposed action recommendations there should be a person responsible for the action, a specified timelines, and any necessary resources required.

No.	Action Recommendations	Person(s) Responsible	Timelines	Resources Required
1				
2				
3				
4				
5				

The following documents should be provided as **ONE** hard copy and also in an electronic format using a USB or CD. This information must be submitted to the NCAAA at least four months prior to the date of the review.

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

ATTACHMENTS – IMPORTANT NOTES

Where evidence is provided for each section of the SSRI, such as attachments, it is recommended that these documents be contained in the NCAAA portal and hyperlinked to the relevant section in the document.

ENSURE THAT THE ATTACHMENTS PROVIDED ARE RELEVANT AND RELATED TO THE SSRI.

- ***Attachments must be current and not less than 2 years old***
- ***Use a short descriptive file names to identify the contents of each attachment.***
- ***Photos, excessive letters, emails, notes, memos, surveys, and files are not encouraged. These types of documents can be shown when the review team arrives at the institution.***
- ***It is important that the following documents are submitted as a minimum with the SSRI.***

ATTACHMENTS

In addition to the SSRI, the following documents should be provided:

I. Membership and terms of reference for sub-committees and working parties
II. Reference list of key reports and other documents cited in the report
III. Glossary of acronyms and abbreviations used in the report
IV. **Copy of report(s) by independent evaluator**
V. A copy of the institution's strategic plan.
VI. A copy of the institution's strategic plan for quality improvement (if not included within the broader institutional strategic plan).
VII. Current student catalogue, prospectus, bulletin or handbooks; including descriptions of the curriculum, admissions requirements, degree completion requirements, and related information.
VIII. For large universities, 5 samples of ***Program Specifications*** and ***Annual Program Reports*** and for smaller universities all ***Program Specifications*** and samples of the most recent ***Annual Program Reports***.
IX. For all institutions, 3 samples from each of the 4 levels, course and field experience specifications and reports.

DURING 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.

I. Faculty handbook or similar document with information about staffing policies, professional development policies and procedures and related information.
II. Administrative and financial policies manual or similar document; including the institution's by-laws and regulations, roles and responsibilities of administrative and academic officers and major committees, and an explanation of the institutions governance and administrative structure.
III. (Quality assurance manual or description of procedures including information about the institution's system of assessing programs and services, the role of the institution's quality center and systems for gathering and analyzing data on quality of performance and planning for improvement.
IV. Current data on faculty and other teaching staff including tables with numbers by academic rank, by highest qualification, teaching staff/student ratios for each department and college, and for the institution as a whole. For a university information should be provided on research output for each department, college and for the institution as a whole. Current teaching staff CVs should be on file and available (2 page summary including the last 5-year publications).

Authorized Signatures

	Name	Title	Signature	Date
Rector or Chair of the Board of Trustees Main Campus				
Vice Rector for QA				