هيئة تقويم التعليم
Education Evaluation Commission
المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 9.

T12. SELF-STUDY REPORT FOR PROGRAMS (SSRP)

Introductory Comments

A program self-study is a thorough examination of the quality of a program. The mission and objectives of the program 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 Programs (SSRP) should be considered as a research report on the quality of the program. It should include sufficient information to inform a reader who is unfamiliar with the program 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 SSRP should include all the necessary information for it to be read as a complete self-contained report on the quality of the program.

The main branch/location campus must complete the entire SSRP together with the required information from all branch/location campuses that offer the program.

Each branch/location campus must complete an abridged, short version, of the SSRP; including the *Periodic Program Profile*, Profile sections (A-H) and standards 3, 4, and 11. After analysis and inclusion of required information, the main branch campus will submit the complete SSRP with the abridged versions to NCAAA.

The Self Study Report for Programs template is for an Undergraduate Program. For guidance on the completion of this template, please refer to the *Handbook for Quality Assurance and Accreditation* and to the *Guidelines for Using the Template for a Program Self-Study*.

A GENERAL INFORMATION **DATE: _____**

Institution
Title of College and Department in which the program is offered
Title of Program
Date of Report
Name and Contact details for Dean
Name of Person Responsible for Preparation of Report (Head of Department) Name and contact details for person to contact for further information about matters discussed in the report and for arrangements for an external review visit. (if different from above)

B. PROGRAM PROFILE INFORMATION

Annual Program Profile: NCAAA requires all programs to annually update their profile information using the Annual Program Profile, template T1.P. Institutional profile information is provided on the Annual Institutional Profile, template T1.I. This information is considered part of the SSRP and is available to the public on the NCAAA website.

Historical Summary

Provide a brief historical summary of the program including such things as:

- when and why it was introduced
- student enrollment history
- relationships with industry or professional advisory groups
- graduate employment outcomes
- major program changes.

Include brief comments about what are believed to be the programs main strengths and accomplishments and any significant problems or concerns that are being addressed.

Preparatory or Foundation Program

Do you offer a preparatory program **Yes** ☐ **No** ☐

If yes, is the preparatory program offered out-sourced? **Yes** ☐ **No** ☐

If a preparatory or foundation year program is provided prior to entry to this program, are all students required to take that program? **Yes** ☐ **No** ☐

If yes, how many Academic credits are granted into the program and included in the * GPA

What is the total number of credits required by the program? _____

NOTE: * Credits granted into the program must be included in the GPA

List the courses that are granted into the program.

_____

_____

Statistical Summary

C. PROGRAM PROFILE ANALYSIS INFORMATION

FOR ALL ANALYSIS SECTIONS A SEPARATE TABLE MUST BE USED FOR EACH BRANCH/LOCATION CAMPUS.

Program profile information and data require analysis and projections that provide predictive knowledge. By anticipating and projecting future information and data, quality improvement can be sustained through appropriate interventions and action plans.

1. Student Enrollment Analysis and Projections						
	Two Years Ago	**Past Year**	**Current Year**	**Next Year**	**Two Years later**	**Three Years later**
Total Enrolment						
Strengths						
Recommendations for Improvement						
Predictions						
Interventions						
Action Plans						

2. PhD Faculty Analysis and Projections						
	Two Years Ago	**Past Year**	**Current Year**	**Next Year**	**Two Years later**	**Three Years later**
Total PhD Faculty						
Strengths						
Recommendations for Improvement						
Predictions						
Interventions						
Action Plans						

3. Faculty Teaching Analysis and Projections (Calculate the average number of credit hours taught by the **full-time faculty** and calculate the average number of students enrolled per class taught).						
	Two Years Ago	**Past Year**	**Current Year**	**Next Year**	**Two Years later**	**Three Years later**
Average Class Size						
Average Teaching Load						
Strengths						
Recommendations for Improvement						
Predictions						
Interventions						
Action Plans						

Average Credit Workload – Add the total number of credit hours taught by each individual teaching faculty member, add them all together, and divide by the full-time or part-time number of faculty members.

Average Class Enrollment – Add the total number of students enrolled in all of the classes taught by each individual teaching faculty member and divide the total by the number of classes taught. Add all the totals together and divide by the total number of faculty members.

4. Faculty to Student Ratio Analysis and Projections

	Two Years Ago	Past Year	Current Year	Next Year	Two Years later	Three Years later
PhD per Student						
Male Student to Faculty						
Female Student to Faculty						
Total Student to Faculty						

Strengths

Recommendations for Improvement

Predictions

Interventions

Action Plans

5. Apparent Student Completion Rate/Graduation Rate Analysis and Projections

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).

Male students					
Graduation year / Students	**Four Years Ago**	**Three Years Ago**	**Two Years Ago**	**Past Year**	**Current Year**
Students enrolled 4, 5, or 6 years ago. (According to duration of the program)					
Number of students that graduated in the specified time.					
Apparent program completion rate					

Strengths

Recommendations for Improvement
Predictions
Interventions
Action Plans

Female students					
Graduation year / Students	**Four Years Ago**	**Three Years Ago**	**Two Years Ago**	**Past Year**	**Current Year**
Students enrolled 4, 5, or 6 years ago. (According to duration of the program)					
Number of students that graduated in the specified time.					
Apparent Program completion rate					
Strengths					
Recommendations for Improvement					
Predictions					
Interventions					
Action Plans					

6. Number of Graduates Analysis and Projections						
	Two Years Ago	**Past Year**	**Current Year**	**Next Year**	**Two Years later**	**Three Years later**
Diploma						
Bachelor						
Higher Diploma						
Master						
Ph.D.						
Total						
Strengths						
Recommendations for Improvement						
Predictions						
Interventions						
Action Plans						

7. Student Mode of Instruction Analysis and Projections						
	Two Years Ago	Past Year	Current Year	Next Year	Two Years later	Three Years later
On Campus Female						
Distance Education Female						
On Campus Male						
Distance Education Male						
Total On Campus						
Total Distance Education						
Strengths						
Recommendations for Improvement						
Predictions						
Interventions						
Action Plans						

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D. Program Faculty Profile Template B: College Data

College: _____ **Department:** _____ **Program:** _____

No	Faculty/ Teaching Staff Names			Nationality	Academic Rank	General Specialty	Specific Specialty	Institution Graduated From	Degree	*Study Mode	List Courses Taught This Academic Year	Full or Part Time	
	Name	M	F									F/T	P/T
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													

Strengths

Recommendations for Improvement

Predictions

Interventions

Action Plans

***(On Campus Programs, Distance Learning)**

NOTE: The number of faculty and teaching academic staff should include:

- Faculty: Assistant, Associate and Full Professors whether involved with teaching, research or both teaching and research.
- Teaching staff: Lectures, Teaching Assistants, Practical Preceptors
- The number should not include Technicians and Laboratory Assistants.

E. Self-Study Process

Provide the following:

- A summary description of the procedures followed and administrative arrangements for the self-study.
- A quality assurance organization flowchart.
- Description of membership and terms of reference for committees and /or working parties.

F. MISSION, GOALS AND OBJECTIVES

1. Mission Statement of the Program

(Insert the Mission Statement).

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

NOTE: A SEPARATE TABLE MUST BE USED FOR EACH BRANCH/LOCATION CAMPUS (This table is not referring to NCAAA KPIs or the program KPIs).

2. Goals	3. Objectives for each goal	4. Performance Indicators	5. Target Benchmarks

Provide a list of the strengths and recommendations for improvement based on an assessment of this data.

GOALS refer to the major program aims, ambitions, and purposes (**What** the program is attempting to accomplish?)

OBJECTIVES refer to specific action points the program has in place to achieve each goal (**How** is the program attempting to accomplish the goals).

PERFORMANCE INDICATORS refer to the measurement criteria used to evaluate each objective.

TARGET BENCHMARK refers to the intended or desired outcome that is anticipated when each goal is complete.

SUMMARY ANALYSIS refers to a study comparing all the target benchmarks with the actual outcomes determined by the performance indicators (Examine all the goals/objectives together and compare and contrast the expected target results with the actual results provided by the performance indicators.). The summary analysis is an overall assessment of the success that the program in achieving its goals/objectives.

2. Program Evaluation in Relation to Goals and Objectives for Development of the Program

NOTE:

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

II. Information should be provided on performance indicators that relate directly in alignment with the mission, goals and objectives

1.State goal/objective Target benchmark or standard of performance Result achieved or actual benchmark Comments and analysis

2. State goal/objective Target benchmark or standard of performance Result achieved or actual benchmark Comments and analysis

3 State goal/objective Target benchmark or standard of performance Result achieved or actual benchmark Comments and analysis

4 State goal/objective Target benchmark or standard of performance Result achieved or actual benchmark Comments and analysis

5 State goal/objective Target benchmark or standard of performance Result achieved or actual benchmark Comments and analysis

G. PROGRAM CONTEXT AND DEVELOPMENTS

1. **Describe** the significant elements in the external environment (including any important recent changes)

2. Enrollment Management and Cohort Analysis Table

Cohort Analysis refers to tracking a specific group of students who begin a given year in a program and following them until they graduate (How many students actually start a program and stay in the program until completion).

A **cohort** here refers to the total number of students enrolled in the program at the beginning of each academic year, immediately after the preparatory year. No new students may be added or transfer into a given cohort. Any students that withdraw from a cohort may not return or be added again to the cohort.

Cohort Analysis (Illustration): **Table 1** provides complete tracking information for the most recent cohort to complete the program, beginning with their first year and tracking them until graduation (students that withdraw are subtracted and no new students are added). The report is to cover the past four years. Update the years as needed.

Enrollment Management and Cohort Analysis Table

Years / Student Categories	*PYP	4 Years Ago	3 Years Ago	2 Years Ago	1 Year Ago	Current Year
1. Total cohort enrollment	*PYP					
2. Retained till year end						
3. Withdrawn						
4. Cohort graduated successfully						
5.Total graduated successfully						

Provide a summary cohort analysis for each of the above cohorts by listing strengths and recommendations for improvement.

*** PYP - Preparatory Year Program**

NOTE: SEPARATE TABLE MUST BE USED FOR EACH BRANCH OR LOCATION CAMPUS. THE ABOVE TABLES SHOULD BE THE DATA FOR THE MAIN CAMPUS.

PROGRAM DEVELOPMENTS

1. Provide a list 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. **Comparison of planned and actual enrollments table**.

Year	Planned Enrollment	Actual Enrollment

Provide analysis and an explanation report if there are significant differences between planned and actual numbers.

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

NOTE FOR SECTION H

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 Programs***.

NOTE: Programs are required to use 70% or more of the suggested NCAAA KPI's. KPI tables are provided throughout the SSRP and directly apply to the entire standard or a specific sub-standard, depending on where they are located. Copy additional KPI tables as needed and paste them under the standard or sub-standard where the evidence applies.

Standard 1. Mission and Objectives (Overall Rating_____ Stars)

The mission of the program must be consistent with that for the institution and apply that mission to the particular goals and requirements of the program concerned. It must clearly and appropriately define the program's principal purposes and priorities and be influential in guiding planning and action.

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

Provide an explanatory report about the development and use of the mission for each of the following sub-standards:

1.1 Appropriateness of the Mission

1.2 Usefulness of the Mission Statement

1.3 Development and Review of the Mission

1.4 Use Made of the Mission

1.5 Relationship Between Mission, Goals, and Objectives

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

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 Mission, Goals and Objectives. 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.

Standard 2. Program Administration (Overall Rating_____ Stars)

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

Provide a description of the process for investigation and preparation of the report.

Provide an explanatory report about the development and use of the program administration for each of the following sub-standards

2.1 Leadership

2.2 Planning Processes

2.3 Relationship Between Sections for Male and Female Students

2.4 Integrity

2.5 Internal Policies and Regulations

Overall Evaluation of Quality of Program Administration. 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.

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

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

Provide a description of the process for investigation and preparation of report.

Provide an explanatory report that describes and analyzes the quality assurance processes used in the program, particularly relating to indicators and benchmarks of performance and verification of standards for each of the following sub-standards.

3.1 Commitment to Quality Improvement in the Program

3.2 Scope of Quality Assurance Processes

3.3 Administration of Quality Assurance Processes

3.4 Use of Performance Indicators and Benchmarks

3.5 Independent Verification of Evaluations

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

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 Management of Program Quality Assurance. 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.

Standard 4. Learning and Teaching. (Overall Rating_____ Stars) *Student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and requirements for employment or professional practice. Standards of learning must be assessed and verified through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys with evidence from these sources used as a basis for plans for improvement.*
Provide an explanatory report about the organizational framework and process arrangements followed to demonstrate that the sub-standards are met (For example, use information provided in reports of survey summaries, KPIs and benchmarking analysis, indirect and direct learning outcome assessments or in annual program reports).
Provide a description of the quality assurance response processes used to verify the organizational framework and processes for learning and teaching are valid (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?).

Subsection 4.1 Student Learning Outcomes (Overall Rating_____ Stars)

Describe the processes used for ensuring the appropriateness and adequacy of intended student learning outcomes from the program. Include action taken to ensure consistency of the intended student learning outcomes with professional or occupational employment requirements as indicated by expert advice or requirements of professional bodies or relevant accrediting agencies with the National Qualifications Framework. (Note that evidence on the standards of student achievement of these intended learning outcomes should be considered in sub-standard 4.4 below)

Use the below table to ***provide all the program learning outcomes*** required for graduation with the appropriate assessment methods and teaching strategies in alignment. Use the learning outcomes in the NQF domains of learning, assessment methods, and teaching strategies identified in the Program Specifications. If there are no learning outcomes required for the psychomotor domain then omit the fifth learning domain.

	NQF Learning Domains and Learning Outcomes	**Teaching Strategies**	**Assessment Methods**
1.0	Knowledge		
1.1			
1.2			
2.0	Cognitive Skills		
2.1			
2.2			
3.0	Interpersonal Skills and Responsibility		
3.1			
3.2			
4.0	Communication, Information Technology, Numerical		
4.1			
4.2			
5.0	Psychomotor (if applicable)		
5.1			
5.2			

Describe the general performance of the program learning outcomes; including external KPIs with benchmarks and analysis assessments from students and employer surveys and a summary of the direct assessment of student learning achievements (How well are the students learning?).

Describe the process and steps used by the program learning outcome assessment system; including a description of the leaders, faculty, committees and responsibilities and the names of people who serve on each committee.

Describe the results and provide an analysis for the complete assessment of all program learning outcomes (see the Annual Program Reports for the past four years).

List the strengths and recommendations for improvement of the learning outcome assessment process (Based on the student performance results, how can the program improve?) (See *Annual Program Reports* for detailed data).

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

Subsection 4.2 Program Development Processes (Overall Rating _____ Stars)

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

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

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

Describe the processes followed for program evaluation and review.

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

List the conclusions that were reached about the quality of the program as a result of using the program evaluation and review processes. Reference should be made to data on indicators and survey results as appropriate.

Subsection 4.4 Student Assessment (Overall Rating _____Stars)

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

Evaluation of student assessment processes. Refer to evidence about effectiveness of student assessment processes. ***Provide an evaluation report*** of the processes followed for this sub-standard; include evidence about the standards of student learning outcomes achieved in comparison with appropriate benchmarks, and how the results of evaluations were used as input for the continuous improvement of the program. The report on this sub-standard should include a list of strengths, recommendations for improvement, and priorities for action.

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

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

Provide an evaluation report of processes for educational assistance for students. Refer to evidence about the appropriateness and effectiveness of processes for assistance of students in this program (e.g. Is the assistance what is needed for these students, is it actually provided as planned, and how is it evaluated by students?). The report should include a list of strengths, recommendations for improvement, and priorities for action.

Subsection 4.6 Quality of Teaching (Overall Rating _____ Stars)

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

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

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.

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

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

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

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

Subsection 4.8 Qualifications and Experience of Teaching Staff (Overall Rating _____ Stars)
Provide an analysis report on the qualifications and experience of teaching staff relating to program requirements (Refer to the *Periodic Program Profile Template B*).

Evaluation of qualifications and experience of teaching staff. Refer to evidence and ***provide a report*** including a list of strengths, recommendations for improvement, and priorities for action.

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

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.				

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

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

Provide an evaluation report of field experience activities including evaluation of processes for planning and managing them. Refer to evidence and provide a report including a list of strengths, recommendations for improvement, and priorities for action.

Subsection 4.10 Partnership Arrangements With Other Institutions (it these exist) (Overall Rating_____ Stars)

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

Evaluation of partnership arrangements (if any). Refer to evidence and ***provide a report*** including a list of strengths, recommendations for improvement, and priorities for action.

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

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.

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

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

Much of the responsibility for this standard may be institutional rather than program administration. However, the program is responsible to assessing the quality of this standard. In this standard analysis should be made not only on what is done within the department or program, but also on how the services provided elsewhere in the institution affect the quality of the program and the learning outcomes of students.

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

Provide an explanatory report about the student administration arrangements and support services for each of the following sub-standards:

5.1 Student Admissions

5.2 Student Records

5.3 Student Management

5.4 Student Advising and Counselling Services

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

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.

Evaluation of student administration arrangements and support services for students in the program. Refer to evidence about the standard and sub-standards within it and ***provide a report*** including a list of strengths, recommendations for improvement, and priorities for action.

6. **Learning Resources (Overall Rating_____ Stars)**

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

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

Provide an explanatory report about processes for provision of learning resources for the program, including opportunities provided for teaching staff or program administrators to arrange for necessary resources to be made available, information about services provided and times available, equivalence of provisions for different sections, etc. Complete this section using the following sub-standards:

6.1 Planning and Evaluation

6.2 Organization

6.3 Support for Users

6.4 Resources and Facilities

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

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.

Evaluation of learning resources for students in the program. Refer to evidence about the standard and sub-standards within it and ***provide a report*** including a list of strengths, recommendations for improvement, and priorities for action.

7. **Facilities and Equipment (Overall Rating_____ Stars)**

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

Much of the responsibility for this standard may be institutional rather than program administration. However, the program is responsible to assessing the quality of this standard. In this standard analysis should be made on matters that impact on the quality of delivery of the program. These matters would include, for example, adequacy of classroom and laboratory facilities, availability and maintenance of equipment, appropriateness for the program of scheduling arrangements, and availability, maintenance, and technical support for IT equipment in meeting program needs.

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

Provide an explanatory report about arrangements for provision of facilities and equipment for the following sub-standards:

7.1 Policy and Planning

7.2 Quality and Adequacy of Facilities and Equipment

7.3 Management and Administration of Facilities and Equipment

7.4 Information Technology

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

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.

Evaluation of facilities and equipment for the program. Refer to evidence about the standard and sub-standards within it and ***provide a report*** including a list of strengths, recommendations for improvement, and priorities for action.

8. Financial Planning and Management (Overall Rating_____ Stars)

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

Much of the responsibility for this standard may be institutional rather than program administration. However, the program is responsible to assessing the quality of this standard. In this standard the effect of financial planning and management arrangements on the program should be analyzed, as well as matters that are carried out by program administrators themselves.

Provide an explanatory report about financial planning and management activities for the following sub-standards:

8.1 Financial Planning and Budgeting

8.2 Financial Management

Evaluation of financial planning and management processes for the program. Refer to evidence about the standard and sub-standards within it and provide a report including a list of strengths, recommendations for improvement, and priorities for action

9. **Employment Processes (Overall Rating_____ Stars)**

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

Much of the responsibility for this standard may be institutional rather than program administration. However, the program is responsible to assessing the quality of this standard. In this standard analysis should be made on employment matters that affect the quality of the program. These matters include the appointment of appropriately qualified faculty, their participation in relevant professional development and scholarly activities, and their preparation for participation in the program.

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

Provide an explanatory report about recruitment and other employment activities for the following sub-standards:

9.1 Recruitment

9.2 Personal and Career Development

Evaluation of employment processes for the program. Refer to evidence about the standard and sub-standards within it and *provide a report* including a list of 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 areas relevant to the program. Staff research contributions must be recognized and reflected in evaluation and promotion criteria.

Expectations for research vary according to the mission of the institution and the level of the program (e.g. college or university, undergraduate or postgraduate program). In this standard an analysis 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.

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

Provide an explanatory report about nature and extent of research activities associated with the program or carried out by staff teaching in it for the following sub-standards:

10.1 Teaching Staff and Student Involvement in Research

10.2 Research Facilities and Equipment

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

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.

Evaluation of research activities associated with the program and of staff teaching in it.

Provide a report about the standard and sub-standards within it. Tables should be provided indicating the amount of research activity and other participation in scholarly activity and comparisons with appropriate benchmarks. The report should include a list of strengths, recommendations for improvement, and priorities for action.

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Education Evaluation Commission

Program Research Information Table

(For all individual branch/location campuses)

Complete the ***Program Research Information Table*** for each branch/location campus that offers the specific program. FTE (full-time equivalent) is calculated as 12 credit hours and should not include research, teaching or laboratory assistants.

Program Branch/Location Campus (City)	Annual Research Budget Total Amount	Annual Research Budget Actual Expenditure	Publications Per FTE Faculty Member Per Year (male)	Publications Per FTE Faculty Member Per Year (female)	Research Conference Presentations Per FTE Faculty Per Year (male)	Research Conference Presentations Per FET Faculty Per Year (female)	Describe Research Activity (past 2 years)
Main Campus							
Branch/Location 1							
Branch/Location 2							
Branch/Location 3							
Branch/Location 4							
Program Totals							

1. Attach the research approval flowchart
2. Attach the program research strategic plan
3. Attach the research policy manual (including research ethics policy)

11. **Relationships with the Community (Overall Rating_____ Stars)**

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

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

Provide an explanatory report about community activities carried out in connection with the program for the following sub-standards:

11.1 Policies on Community Relationships

11.2 Interactions with the Community (Report description should include reference to interactions with the community by faculty)

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

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.

Evaluation of the extent and quality of community activities associated with the program and of staff teaching in it. ***Provide a report*** about the standard and sub-standards within it including tables showing the extent of community activities and a list of strengths, recommendations for improvement, and priorities for action

H. Review of Courses

1. **Describe the processes** followed in reviewing courses (e.g. 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**
Provide a list report on the strengths and recommendations for improvement in courses and any other conclusions from the processes described directly above.

Strengths	Recommendations for Improvement
a.	a.
b.	b.
c.	c.
d.	d.
Conclusions:	

I. Independent Evaluations

1. **Describe the process** used to obtain independent analysis 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). ***Provide a response report*** to each of the recommendations provided by the independent evaluators
3. **Provide an analysis report** on matters raised by independent evaluator(s) (Agree, disagree, further consideration required, action proposed, etc.). Attach or hyperlink the independent evaluation report and CVs.

J. Conclusions

1. **List and briefly describe** aspects of the program that are particularly successful or that demonstrate high quality. 2. **List and briefly describe** aspects of the program that are less than satisfactory and that need to be improved.

K1. Action Proposals

List: Action proposal should be based on the matters identified in sections F, G, H, and I and indicate recommendations for improvement proposed to deal with the most important priorities for action identified in those sections.

1. **Changes in Course Requirements (if any)**

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

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

2. **Action Recommendations**.

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

Action Recommendation 1
Person (s) responsible
Timelines (For total initiative and for major stages of development)
Resources Required

Action Recommendation 2.
Person(s) responsible
Timelines
Resources Required

Continue for further action recommendations.

K2 Program KPI and Assessment

KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis Complete (Y or N)	KPI New Target Benchmark
1							
2							
3							
4							
5							
6							
Analysis of KPIs and Benchmarks (comprehensive analysis of all program KPIs):							

NOTE The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.

KPI refers to the key performance indicators the program used in the SSR and approved by the institution (if applicable at this time). This includes both the NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA suggested KPIs and all others).
Target Benchmark refers to the anticipated or desired outcome (goal or aim) for each KPI.
Actual Benchmark refers to the actual outcome determined when the KPI is measured or calculated.
Internal Benchmarks refer to comparable benchmarks (actual benchmarks) from inside the program (like data results from previous years or data results from other departments within the same college).
External Benchmarks refer to comparable benchmarks (actual benchmarks) from similar programs that are outside the program (like from similar programs that are national or international).
KPI Analysis refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.
New Target Benchmark refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.

ADDITIONAL DETAILS AND IMPORTANT NOTES

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 SSRP 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 SSRP, 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 SSRP.

- ***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 SSRP.

(i) ***Annual Program Report –*** provide two reports for the last two years

(ii) A brief summary of the outcomes of **previous accreditation processes or Mach Review** (if any) including program accreditations and any special issues or recommendations emerging from them.

(iii) A copy of the program description from the **bulletin** or **handbook,** including descriptions of courses, program requirements and regulations.

(iv) Three samples of ***Course Specifications*** for each level; three for each year or twelve altogether.

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.

(v) All ***Course Specifications***, ***Field Experience Specifications***, ***Annual Course Reports*** and ***Annual Program Reports***.

(vi) Faculty handbook or similar document with information about faculty and staffing policies, professional development policies and procedures and related information.

(vii) CVs for faculty and staff teaching in the program and a listing of courses for which they are responsible.

(viii) Copies of survey responses from students and other sources of information about quality such as employers, alumni, other faculty, etc.

(ix) Statistical data summarizing responses to these surveys for several years to indicate trends in evaluations.
(x) Statistical data on employment of graduates from the program.
(xi) Representative samples of student work and assessments of that work (Course file).

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

Authorized Signatures

Dean / Program Chair	Name	Title	Signature	Date
Program Dean, Chair, or Chair of the Board of Trustees. Main Campus.				
Vice Rector for Quality				