


# ***Guidelines for Self- Assessment of University Programs***

by


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The background of the slide is a solid blue color. In the lower right quadrant, there are several decorative elements consisting of concentric circles in various shades of blue, resembling ripples on water. These circles are centered around the author's name.

# *Presentation Plan*

- Objectives
  - Definitions
  - Assessment Need.
  - Current practice
  - Assessment model.
  - Criteria and standards.
  - Procedure.
  - Closing remarks
- 

# Objectives of Self Assessment

- Improve and maintain academic standards
  - Enhance students' learning.
  - Verify that the existing programs meet their objectives and institutional goals.
  - Provide feedback for quality assurance of academic programs.
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# Assessment

- Assessment is a systematic process of gathering, reviewing and using important quantitative and qualitative data and information from multiple and diverse sources about educational programs, for the purpose of improving student learning, and evaluating whether academic and learning standards are being met.

# Self Assessment


- Self assessment is an assessment conducted by the institution to assess whether programs meet their educational objectives and outcomes with the purpose to improve program's quality and enhancing students learning.

# ***The elements of a successful assessment***

- Purpose identification
- Outcomes identification
- Measurements and evaluation design
- Data collection
- Analysis and evaluation
- Decision-making regarding actions to be taken.

# Self Assessment

## *Desired Outcome*

- To be proactive than reactive.
  - Initiate improvements to achieve academic excellence.
  - Systematize the process of self assessment.
  - To be current and take a leadership role in the country.
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# Accreditation Bodies Requirements.

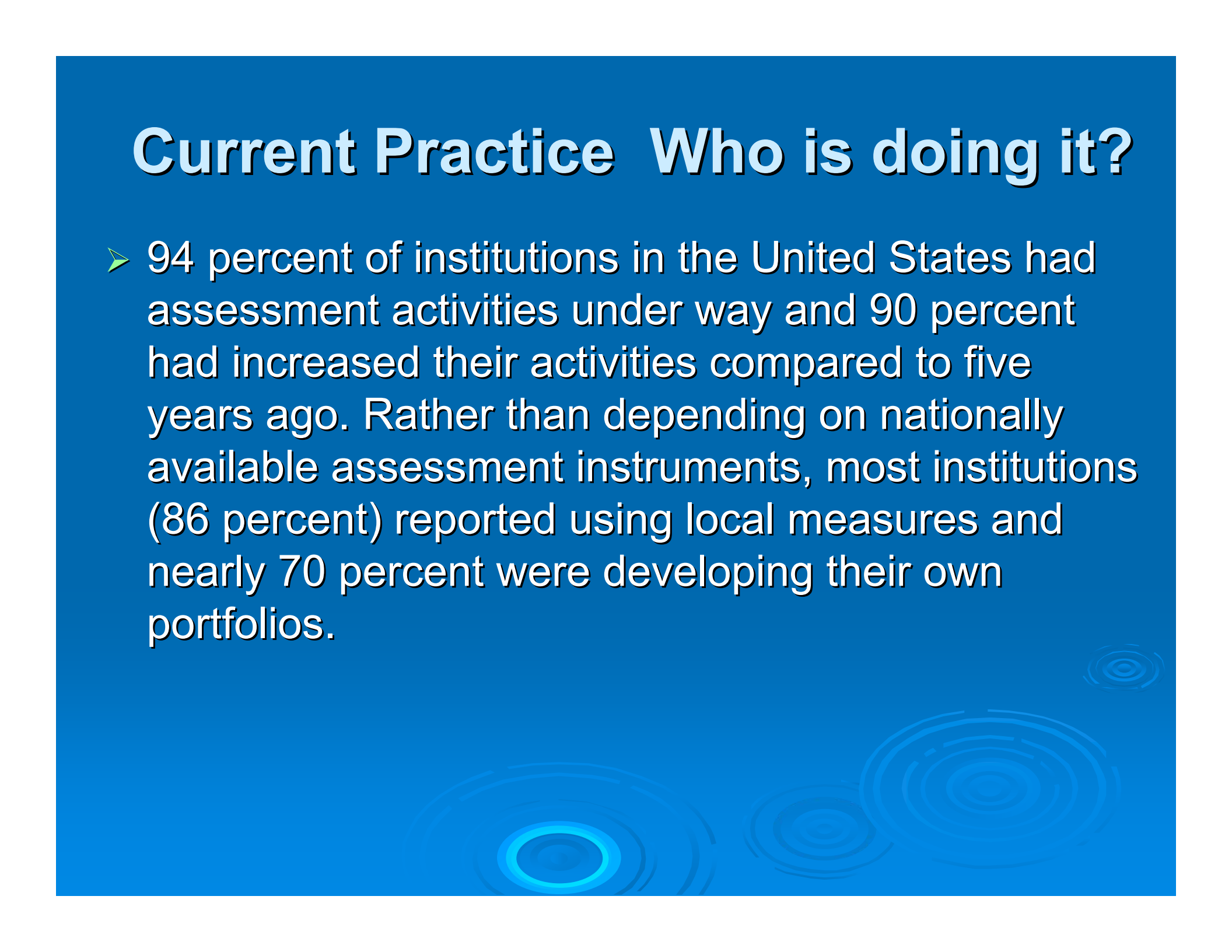
- At the core of ABET Engineering criteria 2000 is an outcome assessment component that requires each engineering program seeking accreditation or re-accreditation to establish its **own internal assessment process** which in turn will be assessed by ABET.
- The Association to Advance Collegiate Schools of Business (AACSB) requires each business school seeking accreditation or re-accreditation to establish its **own internal assessment process**, which in turn will be assessed by AACSB



# Accreditation bodies requirements

- Computer Science Accreditation Board (CSAB) requires programs seeking accreditation or re-accreditation to establish their internal assessment process, which will be assessed by CSAB. The core of all these internal assessment is learning outcomes assessment

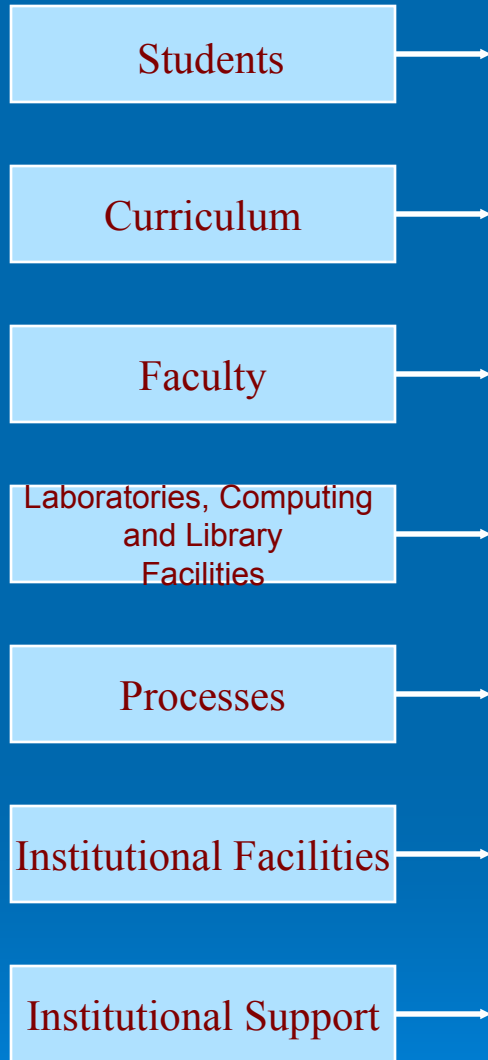
# Current Practice Who is doing it?

- 94 percent of institutions in the United States had assessment activities under way and 90 percent had increased their activities compared to five years ago. Rather than depending on nationally available assessment instruments, most institutions (86 percent) reported using local measures and nearly 70 percent were developing their own portfolios.
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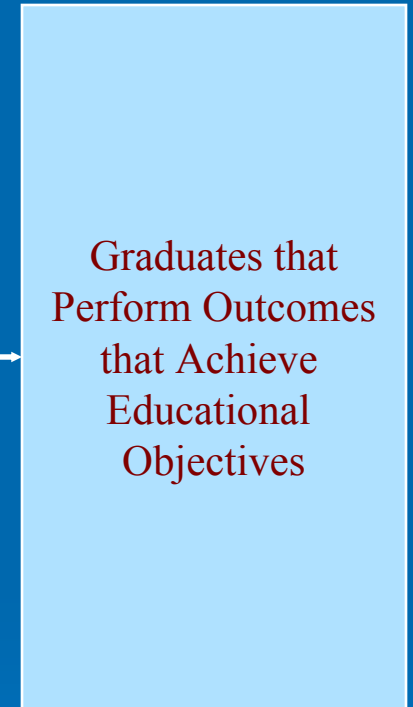
# Current Practice Who is doing it?

- A sample of these universities include: MIT, University of Michigan, University of Illinois at Urbana, University of Wisconsin at Madison, Texas A & M University, University of Texas at Austin, Purdue University, University of Tennessee, Knoxville, Al Ain University at UAE and many others.

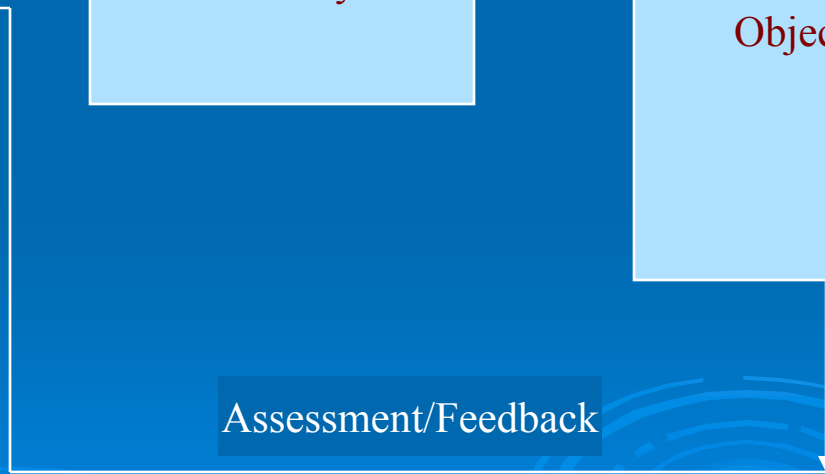
## Inputs



## Output



Assessment/Feedback



## Assessment Model

# Components of The Self Assessment Process

- **Criteria** : Eight Criteria for Self assessment.
- **Procedure**: Specifies the process of initiating, conducting, and implementing the assessment.


# *Criteria*

- **Each criterion has an intent:** A statement of requirements to be met.
- **Each criterion has several standards:** They describe how the intents are minimally met

# Criteria and Standards

- 1. Program Mission, Objectives and Outcomes ( 3 standards).
- 2. Curriculum Design and Organization(7).
- 3. Laboratories and Computing Facilities (2).
- 4. Student Support and Guidance (3)

# *Criteria and Standards*

- 5. Process Control ( 5 )
  - 6. Faculty ( 2 )
  - 7. Institutional Facilities ( 2 )
  - 8. Institutional Support ( 3 )
- 



# Criterion 1: Program Mission, Objectives and Outcomes

- **Intent** : Each program must have a mission, quantifiable measurable objectives and expected outcomes for graduates. Outcomes include competency and tasks graduates are expected to perform after completing the program. A strategic plan must be in place to achieve the program objectives. The extent to which these objectives are achieved through continuous assessment and improvements must be demonstrated.

# ***Criterion 1: Standards***

- **Standard 1-1:** The program must have documented measurable objectives that support departmental and institution mission statements

# *Meeting Standard 1-1*

- Document institution, departmental and program mission statements.
- State program objectives.
- Describe how each objective is aligned with program, departmental and institution mission statements.
- Outline the main elements of the strategic plan to achieve the program mission and objectives.
- Provide for each objective how it was measured, when it was measured and improvements identified and made

# ***Criterion 1: Standards***

- **Standard 1-2** : The program must have documented outcomes for graduating students. It must be demonstrated that the outcomes support the program objectives and that graduating students are capable of performing these outcomes.

# Meeting Standard 1-2

- Describe the means for assessing the extent to which graduates are performing the stated program outcomes/learning objectives.
  1. Conducting a survey of graduating seniors every semester.
  2. Conduct a survey of alumni every two years.
  3. Conduct a survey of employers every two years.

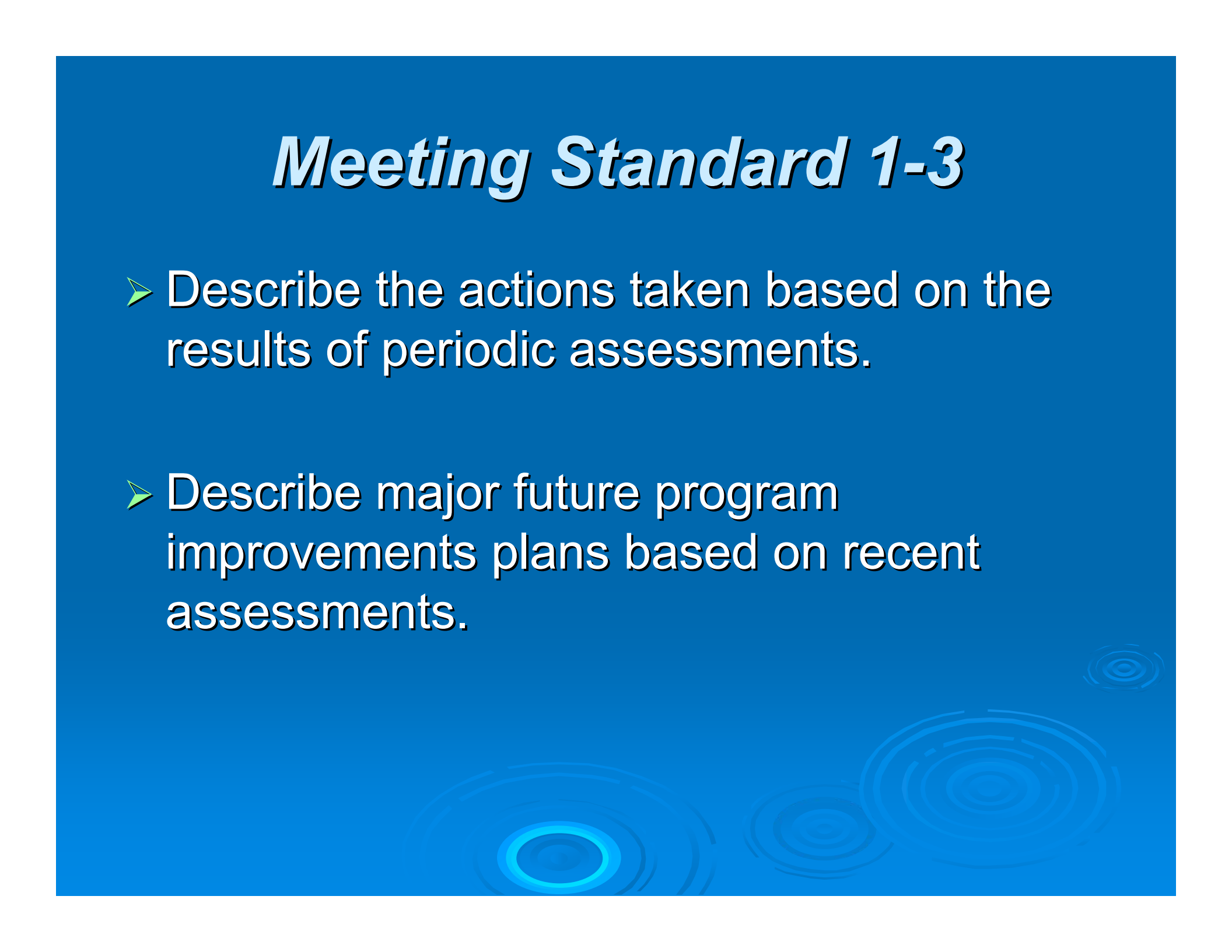
# Meeting Standard 1-2

4. Carefully designed questions asked during cap-stone design projects presentations.
5. Outcome assessment exams

# *Criterion 1 Standards*

- **Standard 1-3:** The results of program's assessment and the extent to which they are used to improve the program must be documented.

# *Meeting Standard 1-3*

- Describe the actions taken based on the results of periodic assessments.
  - Describe major future program improvements plans based on recent assessments.
- 



## ***Criterion 2: Curriculum Design and Organization***

- **Intent:** The curriculum must be designed and organized to achieve the program's objectives and outcomes. Also course objectives must be in line with program outcomes. The breakdown of the curriculum must satisfy the standards specified in this section. Curriculum standards are specified in terms of credit hours of study. A semester credit hour equals one class hour or two to three laboratory hours per week. The semester is approximately fifteen weeks.

## ***Criterion 2: Standards***

- **Standard 2-1:** The curriculum must be consistent and support the program's documented objectives.

## *Meeting Standard 2-1*

- Describe how the program content (courses) meets the program objectives
- Complete the matrix shown in Table 4.4 linking courses to program outcomes. List the courses and tick against relevant outcomes.

# *Meeting Standard 2-1*

<b>Courses or group of courses</b>	<b>Outcomes</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b>				
<b>2</b>				
<b>3</b>				

Table 4.4 Courses versus program outcomes

# ***Criterion 2 Standards***

- **Standard 2-2:** Theoretical background, problems analysis and solution design must be stressed within the program's core material.

# *Meeting Standard 2-2*

- Indicate which courses contain a significant portion (more than 30%) of the elements in standard 2-2.

Elements	Courses
Theoretical background	
Problem analysis	
Solution design	

Table 4.5 Standard 2-2 requirement

# ***Criterion 2 Standards***

- **Standard 2-3:** The curriculum must satisfy the mathematics and basic sciences requirements for the program, as specified by the respective accreditation body.
- **Standard 2-4:** The curriculum must satisfy the major requirements for the program as specified by the respective accreditation body.

# ***Criterion 2 Standards***

- **Standard 2-5:** The curriculum must satisfy humanities, social sciences, arts, ethical, professional and other discipline requirements for the program, as specified by the respective accreditation body.
- **Standard 2-6 :** Information technology component of the curriculum must be integrated throughout the program.
- **Standard 2-7:** Oral and written communication skills of the student must be developed and applied in the program.



# *Meeting Standards 2-6 and 2-7*

- Indicate the courses within the program that will satisfy the standard.
- Describe how they are applied and integrated through out the program.
- Indicate the courses within the program that will satisfy the standard.
- Describe how they are applied.

## ***Criterion 3: Laboratories and Computing Facilities***

- **Intent:** Laboratories and computing facilities must be adequately available and accessible to faculty members and students to support teaching and research activities. To meet this criterion the standards in this section must be satisfied. In addition departments may benchmark with similar departments in reputable institutions to identify their shortcomings if any.

# ***Criterion 3 Standards***

- **Standard 3-1:** Lab manuals / documentation / instructions for experiments must be available and readily accessible to faculty and students.
- **Standard 3-2:** There must be adequate support personnel for instruction and maintaining the laboratories.
- **Standard 3-3:** The University computing infrastructure and facilities must be adequate to support program's objectives.

# *Criterion 5: Process Control*

- The processes by which major functions are delivered must be in place, controlled, periodically reviewed, evaluated and continuously improved. To meet this criterion a set of standards must be satisfied.

# *Criterion 5 Standards*

- **Standard 5-1:** The process by which students are admitted to the program must be based on quantitative and qualitative criteria and clearly documented This process must be periodically evaluated to ensure that it is meeting its objectives.

# *Criterion 5 Standards*

- **Standard 5-2:** The process by which students are registered in the program and monitoring of students progress to ensure timely completion of the program must be documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

# ***Criterion 5 Standards***

- **Standard 5-3:** The process of recruiting and retaining highly qualified faculty members must be in place and clearly documented. Also processes and procedures for faculty evaluation, promotion must be consistent with institution mission statement. These processes must be periodically evaluated to ensure that it is meeting its objectives.

# ***Criterion 5 Standards***

- **Standard 5-4** : The process and procedures used to ensure that teaching and delivery of course material to the students emphasizes active learning and that course learning outcomes are met . The process must be periodically evaluated to ensure that it is meeting its objectives.



# ***Criterion 5 Standards***

- **Standard 5-5:** The process that ensures that graduates have completed the requirements of the program must be based on standards, effective procedures and clearly documented. This process must be periodically evaluated to ensure that it is meeting its objectives.

# *Criterion 6: Faculty*

- Intent: Faculty members must be current and active in their discipline and have the necessary technical depth and breadth to support the program. There must be enough faculty members to provide continuity and stability, to cover the curriculum adequately and effectively, and to allow for scholarly activities. To meet this criterion the standards in this section must be satisfied

## ***Standard 6-1***

- There must be enough full time faculty who are committed to the program to provide adequate coverage of the program areas/courses, continuity and stability. The interests and qualifications of all faculty members must be sufficient to teach all courses, plan, modify and update courses and curricula. All faculty members must have a level of competence that would normally be obtained through graduate work in the discipline. The majority of the faculty must hold a Ph.D. in the discipline.

Program areas	Courses in the area and average number of sections per year	Number of faculty members in each area	Number of faculty with Ph.D
Area 1			
Area 2			
Area 3			
Area 4			
Total			

## *Standard 6-2*

- All faculty members must remain current in the discipline and sufficient time must be provided for scholarly activities and professional development. Also, effective programs for faculty development must be in place.

# *Meeting Standard 6-2*

- State criteria for faculty to be deemed current in the discipline and, based on these criteria and information in the faculty member's resumes, what percentage of the faculty members are current. The criteria should be developed by the department.
- Describe the means for ensuring that full time faculty members have sufficient time for scholarly and professional development.

# ***Meeting Standard 6-2***

- Describe existing faculty development programs at the departmental and university level. Demonstrate their effectiveness in achieving faculty development.
- Indicate how frequently faculty programs are evaluated and if the evaluation results are used for improvement.

## ***Criterion 7: Institutional Facilities***

- Institutional facilities, including library, computing facilities, classrooms and offices must be adequate to support the objective of the program. To satisfy this criterion a number of standards must be met.



# Criterion 7 Standards

- **Standard 7-1** : The institution must have the infrastructure to support new trends in learning such as e-learning.
- **Standard 7-2**: The library must possess an up-to-date technical collection relevant to the program and must be adequately staffed with professional personnel.

# *Criterion 7 Standards*

- **Standard 7-3:** Class-rooms must be adequately equipped and offices must be adequate to enable faculty to carry out their responsibilities.

# ***Criterion 8: Institutional Support***

- **Intent:** The institution's support and the financial resources for the program must be sufficient to provide an environment in which the program can achieve its objectives and retain its strength.

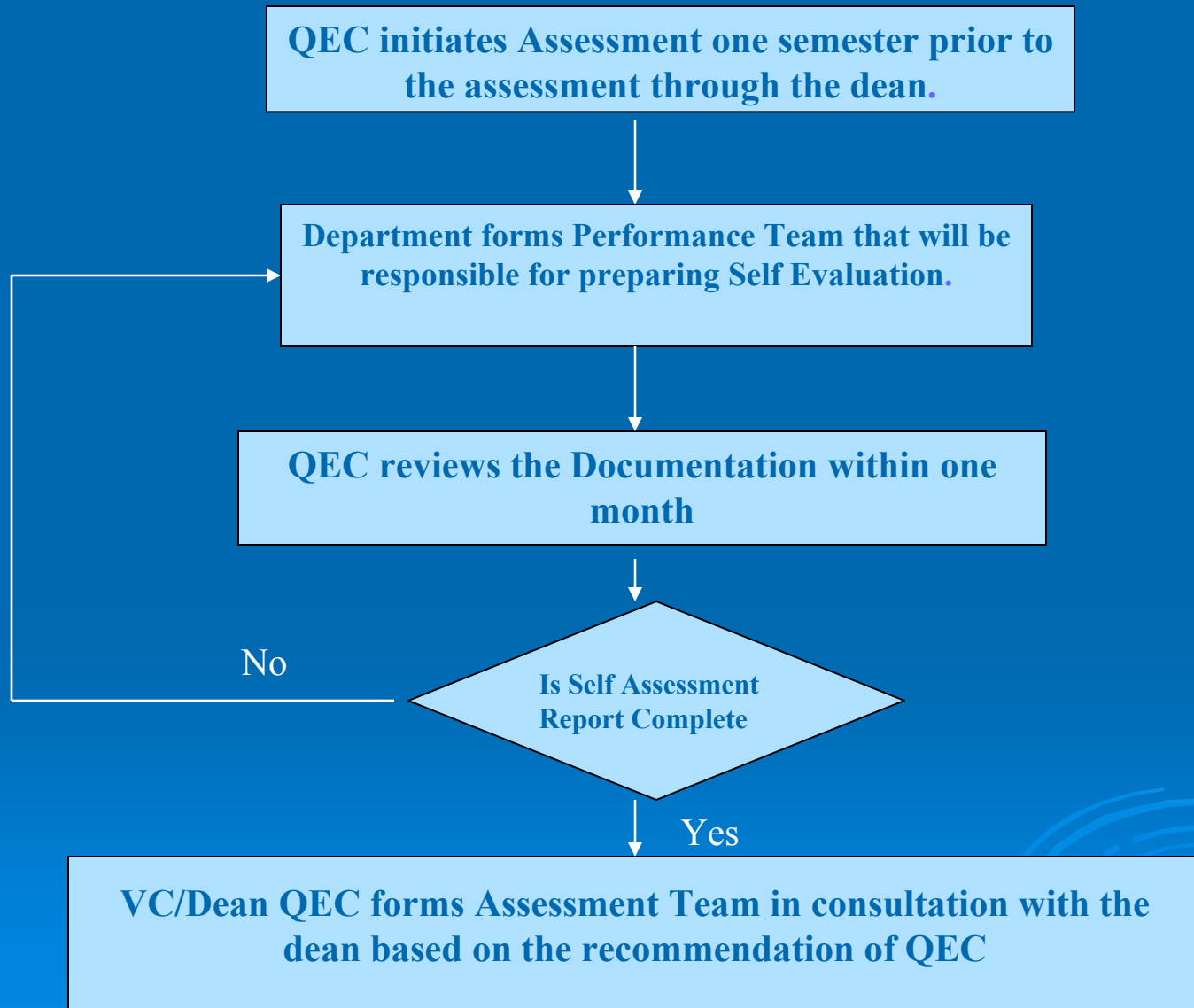
# ***Criterion 8 Standards***

- **Standard 8-1:** There must be sufficient support and financial resources to attract and retain high quality faculty and provide the means for them to maintain competence as teachers and scholars.
- **Standard 8-2:** There must be an adequate number of high quality graduate students, research assistants and Ph.D. students.

# ***Criterion 8 Standards***

- **Standard 8-3:** Financial resources must be provided to acquire and maintain Library holdings, laboratories and computing facilities.

# INTERNAL ASSESSMENT PROCEDURE



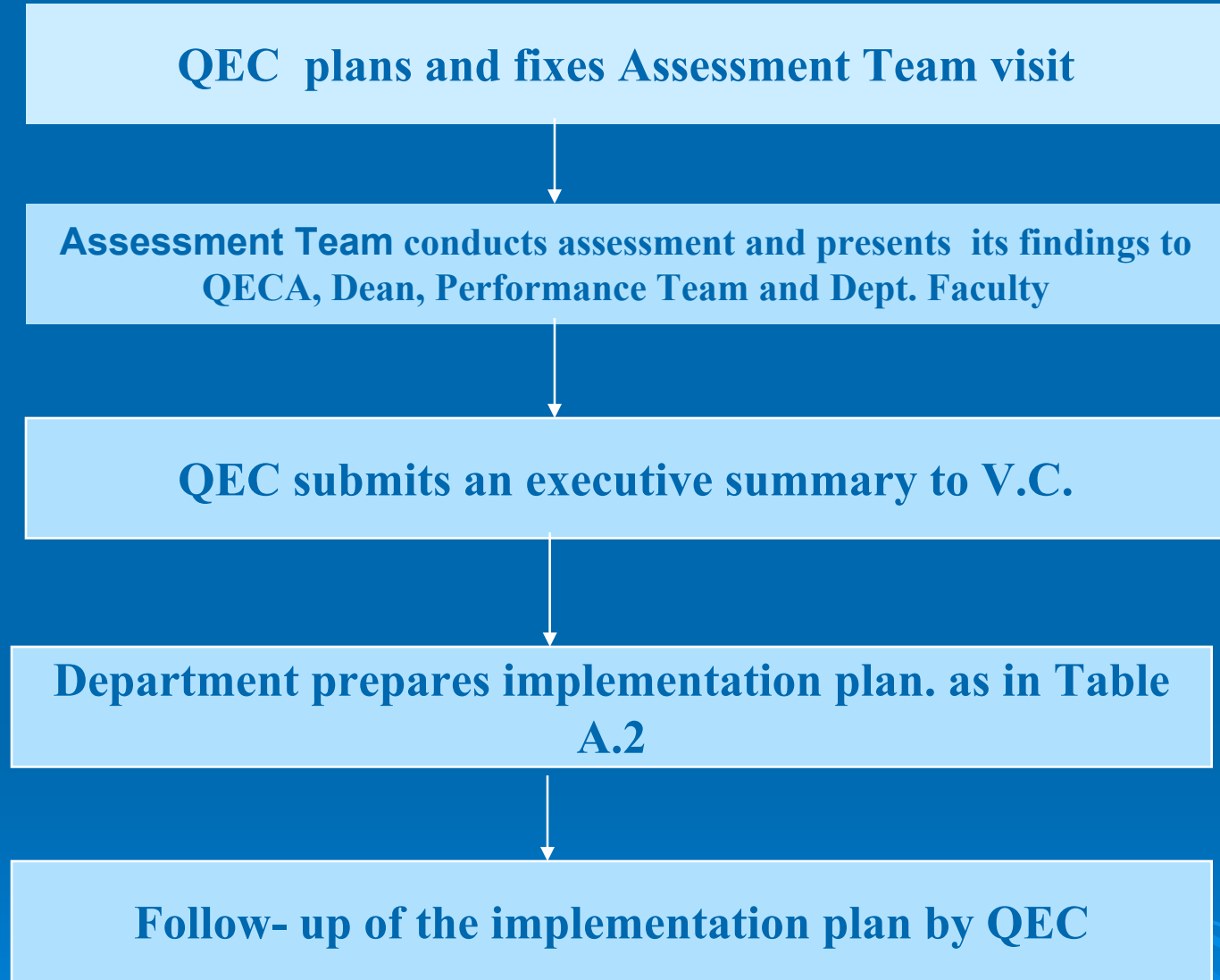
**QEC plans and fixes Assessment Team visit**

**Assessment Team conducts assessment and presents its findings to QECA, Dean, Performance Team and Dept. Faculty**

**QEC submits an executive summary to V.C.**

**Department prepares implementation plan. as in Table A.2**

**Follow- up of the implementation plan by QEC**



**Table A.2 Assessment Results Implementation Plan Summary**

<b>AT Finding</b>	<b>Corrective Action</b>	<b>Implementation Date</b>	<b>Responsible Body</b>	<b>Resources Needed</b>
1				
2				
3				
4				
5				
6				
7				
8				

**Chairman and Dean's comments with name and signature:**

**QEC comments with name and signature:**



# *Concluding Remarks*

- Establishing measurable objectives and evaluating their outcomes are sophisticated activities that are essential to assess if programs' meet their educational objectives.
- Conducting self assessment is expected to enhance learning.

# *Concluding Remarks*

- Self assessment will provide feedback from employers and Alumni and will enable Universities to improve quality and respond effectively to market needs.
- Assessment will require dedication from faculty members and commitment from University Administration.

# *Concluding Remarks*

- Assessing academic programs must be supported by other types of assessment.
- The Dean QEC should take the lead in making faculty members and Administration aware of the big role assessment plays in Education.

# Conclusion

Achieving Quality  
and

Continuous Improvement  
Through

Self Assessment Which Forms The  
Basic for External Assessment.



Thank you

Any

questions/Comments

