

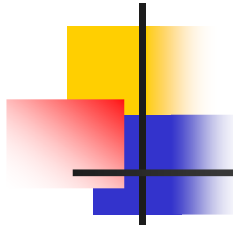


INSTITUTIONAL SELF-ASSESSMENT OF EDUCATIONAL PROCESS AND RESULTS

**Workshop III- Moi University,
August 2009**

**Olusola Oyewole
Association of African Universities
Accra, Ghana**





Introduction

- Self Assessment is a quality assurance tool whereby institutions subject themselves to an internal diagnostic process of self evaluation of their strength and weakness and following this, develop appropriate improvement plans for excellence

The Process

CREDIBILITY CONTENT

Starts with the
Institution

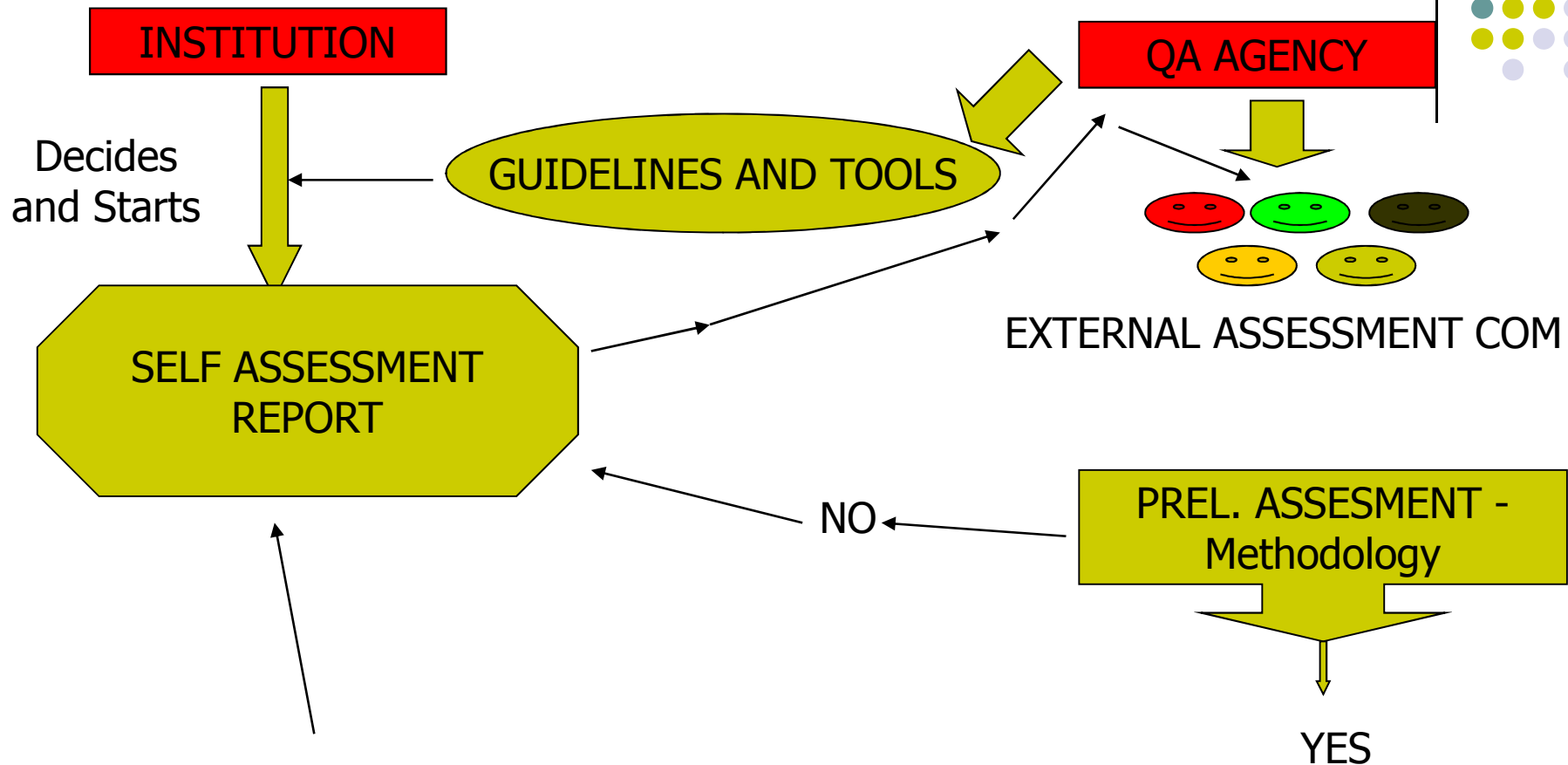
✓ Improvement Action
Plan put in place;

- a) Tasks to be carried out;
- b) Responsibilities defined for the actors;
- c) Resources required and sources
- d) Monitoring Indicators
- e) Expected benefits

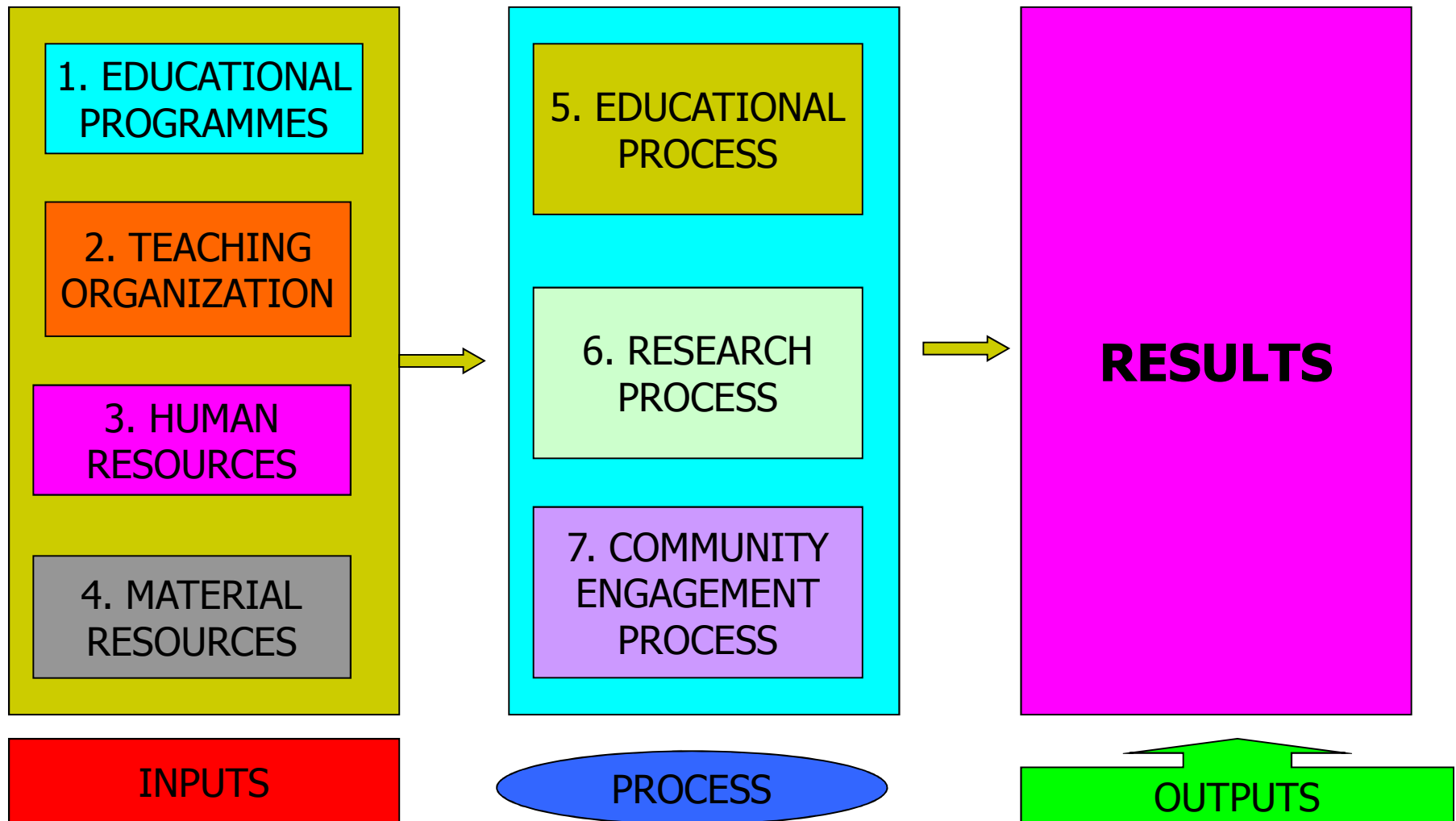
FINAL PHASE

1. Yields a SELF EVALUATION REPORT, which is subjected to EXTERNAL ASSESSMENT by a group of ETERNAL ASSESSORS, named and supervised by NATIONAL / REGIONAL QA AGENCY, but acceptable to Institution. They :
 - (a) Analyze Self Assessment Report
 - (b) Visit evaluation units
 - (c) Issues recommendations and suggest improvements

ACTORS



SELF ASSESSMENT CRITERIA/ FOCUS

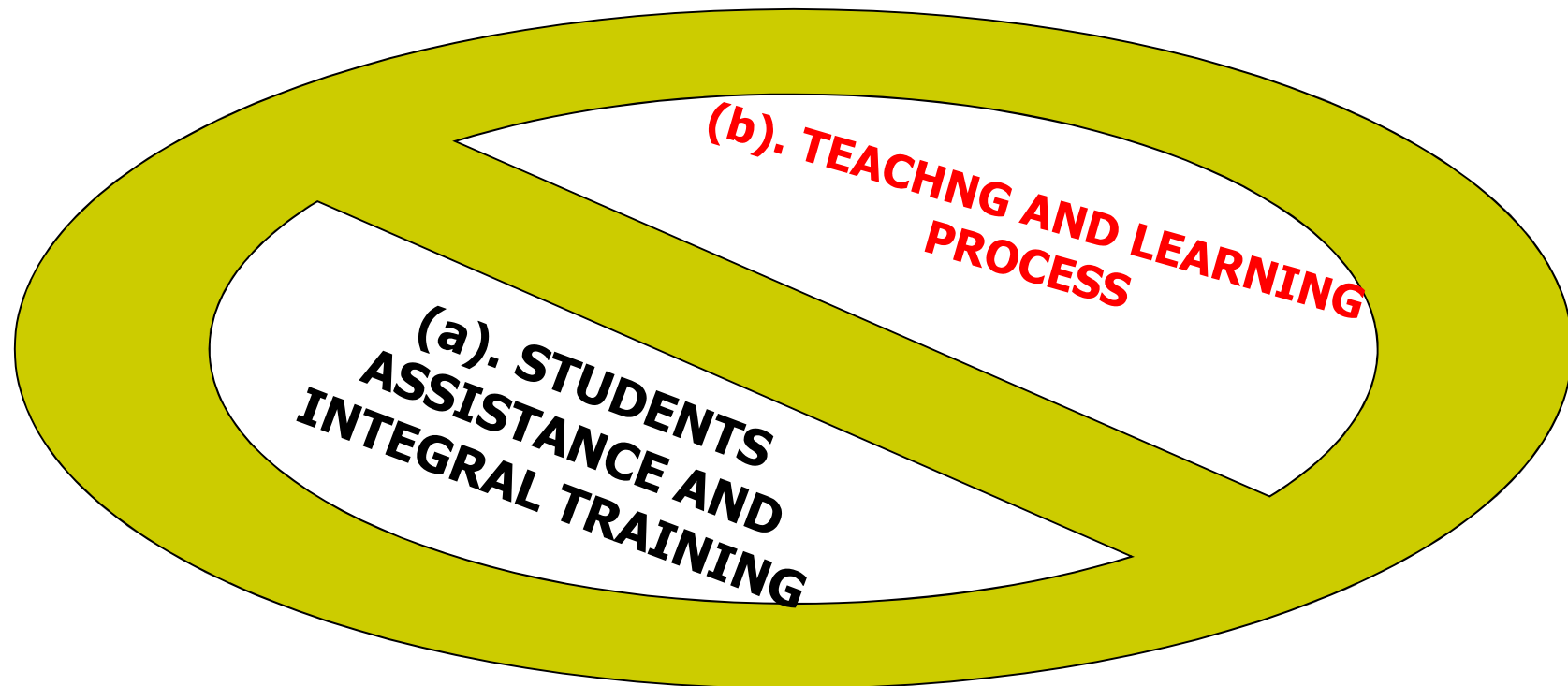


THE EDUCATIONAL PROCESS

Programmes and activities that support the institutional major raw materials (STUDENTS ASSISTANCE AND INTEGRAL TRAINING) and help the institution to fulfil its core mandate of imparting knowledge (**TEACHING AND LEARNING PROCESS**)



EDUCATIONAL PROCESS CRITERIA



(a). STUDENT SUPPORT PROGRAM

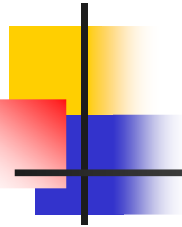
- Programs and activities that support or assist students and their integral training



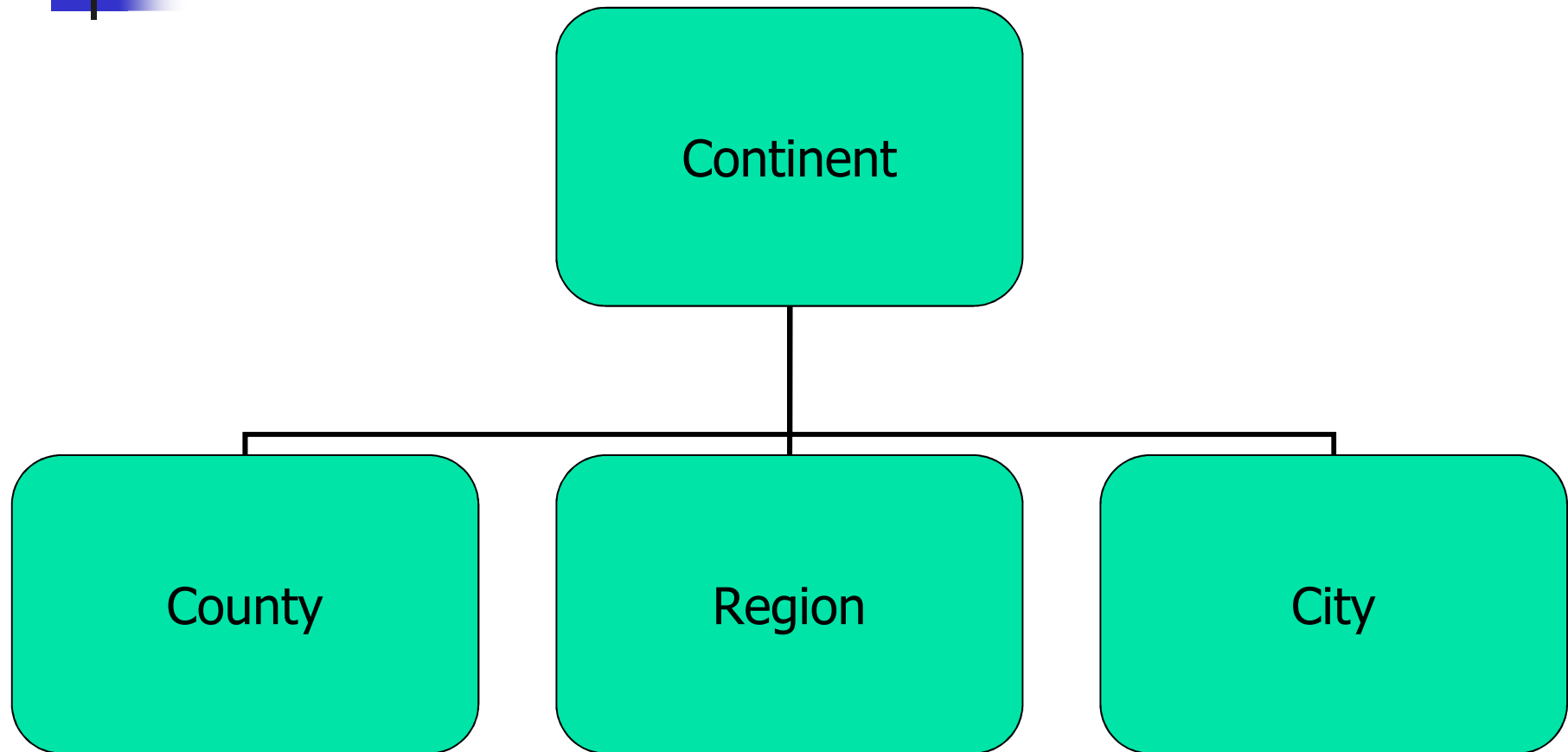
(b) TEACHING AND LEARNING PROCESS

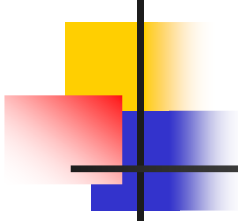
- Include the methodologies, activities and strategies that facilitate the delivery, acquisition, application and dissemination of knowledge to and by the students





Sub-Criteria

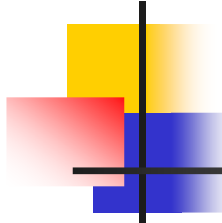




Student Assistance and Integral Training Sub-Criteria

In this sub-criterion the following is evaluated:

- I. Student capture processes that the educational programme has in place.
- II. Welcome and learning support programmes that favour student adaptation and facilitate their work.
- III. The existence of professional orientation programmes.
- IV. The existence of a tutorial action programme that offers the student adequate academic orientation.
- v. Integral training activities directed towards the student.



Teaching – Learning Process

In this sub-criterion the following is evaluated:

- I. The teaching-learning methodology used for facilitating the acquisition of knowledge and skills by the students.
- II. The appropriateness of the evaluation methodology, its coherence with the aims of the educational programme and the consistency between the two.
- III. Processes for developing external practicals and mobility, as well as the relationship of these practicals and that these stay within the aims of the educational programme.

Student Assistance
and
Integral Training Sub-Criteria

5.1.STUDENTS ASSISTANCE AND INTEGRAL TRAINING

5.1.1STUDENTS CAPTURE (attraction) is in line with the laid down admission profile.

Aspects to evaluate to check compliance with the sub-criterion:

- ✦ **The existence of new student capture processes.**
- ✦ **Consistency between these and the ideal admission profile defined by the educational programme**

Information on which the analysis is based include:

73. List of abilities and skills that constitute the ideal admission profile for undertaking the educational program.

92. List of Students capture (Attraction) process

43.(See PF-16) – Raw data and indicators: e.g No of place offered, No Reg for 1st option

Reflections:

- ✓What are the student capture procedures? Who manages them?
- ✓Are they directed at a wide percentage of the population?
- ✓Are the capture processes directed at students that fulfil the intake profiles
- ✓Do publicity mechanisms exist for the educational programme?

5.1.STUDENTS ASSISTANCE AND INTEGRAL TRAINING

5.1.2Student welcome actions orientate them to the functioning and organisation of everything related to the educational program

Aspects to evaluate to check compliance with the sub-criterion:

- The existence of effective student welcome actions that orientate them to the functioning and organisation of everything related to the educational programme, the centre, the university services, and everything related to external practicals outside the university and integral training activities.
- Aims and contents of the welcome actions.

Information on which the analysis is based include:

78. List of the new intake student welcome and orientation actions, including at least the description of the programme, aims, contents, level of participation, those in charge and the satisfaction of the participants.

Reflections:

- Do welcome actions exist for the new intake student?
- Do the welcome actions orientate the student in everything related to the educational programme?
- Is student participation in the welcome actions high?
- Are students satisfied with the welcome actions?
- How are the welcome actions managed? Do mechanisms exist to measure the efficiency of the welcome actions?

5.1.STUDENTS ASSISTANCE AND INTEGRAL TRAINING

5.1.3 Support programmes are developed that are orientated towards the improvement in student learning

- **Aspects to evaluate to check compliance with the sub-criterion:** Mechanisms for detecting the need for support programmes orientated towards the improvement of student learning.
- **Support programmes are developed that are orientated towards improvement in student learning. Aims and content of these.**

Information on which the analysis is based include:

88. List of the support programmes orientated towards the improvement of student learning, including at least a description of the programme, its aims, content, those in charge, actions, and level of participation and satisfaction

Reflections:

- Do support programmes orientated towards the improvement of learning exist?
- Do studies exist to show what needs to be carried out in these programmes?
- Have people been appointed to take charge of these tasks?
- Are the students satisfied with support programme orientated towards the improvement of student learning?
- Do the results of the support programmes orientated towards the improvement of student learning have an impact on the results of the educational programme?
- Do mechanisms exist to measure the efficiency of the support programme? Is it adequately publicised?

5.1.STUDENTS ASSISTANCE AND INTEGRAL TRAINING

5.1.4. The Students professional orientation programmes facilitate graduate insertion into the labour market

Aspects to evaluate to check compliance with the sub-criterion:

The university or the centre carries out professional orientation programmes for the student

Information on which the analysis is based include:

89. List of the professional orientation programmes for the student, including at least a description of the programmes, aims, content, those in charge, actions, level of participation, participant satisfaction and results.

Reflections:

- Is there a student professional orientation programme?
- Do studies exist to show what needs to be carried out in these programmes?
- Have people been appointed to take charge of these tasks?
- Are the students satisfied with the professional orientation programme?
- Do mechanisms exist to measure the efficiency of the professional orientation programme? Is it adequately publicised?

5.1.STUDENTS ASSISTANCE AND INTEGRAL TRAINING

5.1.5. The tutorial action programme orientates and motivates the students in matters related to the educational programme and the organization of their curriculum itinerary

Aspects to evaluate to check compliance with the sub-criterion:

The existence of a tutorial action programme that orientates and motivates the students in matters related to the content of the educational programme and the possibilities that this offers when it comes to organising the curricular itinerary. (Curricular tutorials are not considered).

Information on which the analysis is based include:

61. Tutorial action programme report, which includes at least a description of this, its aims, content, those in charge, actions, level of participation, satisfaction and results.

Reflections:

- Does a tutorial programme exist that orientates and motivates the student in matters related to the educational programme and to the organisation of their curricular itinerary?
- Do studies exist to show what needs to be carried out in these programmes?
- Have people been appointed to take charge of these tasks?
- Are the students satisfied with the tutorial programme?
- Do systems exist to evaluate the efficiency of the tutorial programme? Is it adequately publicised?

5.1.STUDENTS ASSISTANCE AND INTEGRAL TRAINING

5.1.6. Activities for the integral training of the students are consistent with the aims of the educational programme and help to achieve its aims.

Aspects to evaluate to check compliance with the sub-criterion:

- **The existence of activities designed for the integral training of the student, these being cultural, sporting, recreational, cooperative and voluntary, health and safety related, etc.**
- **Promotion of the students' participation in these types of activities.**

Information on which the analysis is based include:

79: List of the activities designed for the integral training of the student, these being cultural, sporting, recreational, cooperative and voluntary, health and safety related, etc., including at least a list of these activities, the aims, content, actions, those in charge, the level of participation, the satisfaction of the participants and the results.

Reflections:

- Are activities established for the integral training of the student? Is their participation encouraged?
- Do studies exist to show what needs to be carried out in these programmes?
- Have people been appointed to take charge of these activities?
- Are the students satisfied with the integral training activities that take place?
- Do mechanisms exist to measure the efficiency of the integral training activities? Are these adequately publicised?

Teaching – Learning Process

5.2 Teaching – Learning Process

5.2.1. The methods and techniques used in the teaching-learning process allow the aims of the educational programme to be achieved

Aspects to evaluate to check compliance with the sub-criterion:

- The methodology used in the teaching-learning process.
- The appropriateness of this teaching-learning process to the aims of the educational programme.
- Check that the teaching-learning methodology introduces innovations.
- The methods and techniques used allow for the development of the initially planned material.
- Level of use of the curricular tutorials.

Information on which the analysis is based include:

Information on which the analysis is based

15 Official document where the aims of the educational programme appear.

90 List of the types of teaching-learning methodology used PF-17.

75 List of teaching experiences specifically used for developing the educational programme, such as participation in teaching innovation projects, publications related to innovation and prizes or distinctions for teaching

5.2 .1 contd

Information on which the analysis is based include ☹️ Cotd)

innovation.27The existence of specific innovation programmes and updating teaching-learning methodology in teachers.30Student guide or similar document that includes information related to the basic elements of all of the subjects.11Documentation that includes information on the level of use of curricular tutorials.

Reflections:

Does the teaching-learning process methodology respond to the aims of the educational programme?

Is the teaching-learning methodology varied, and does it allow for the development of different abilities and introduce innovations?

Is the choice of the teaching-learning methodology based on teaching research?

Does the choice of methodology take into account the characteristics of the students and the disciplines?

What is the level of compliance with the contents of this area? Does the teaching-learning methodology allow for the use of the initially planned material?

5.2 Teaching – Learning Process

5.2.2 The learning evaluation process is consistent with the aims of the educational programme and with the teaching-learning methodology

Aspects to evaluate to check compliance with the sub-criterion:

- The learning evaluation methods used in the teaching-learning process.
- The adaptation of these evaluation methods to the aims of the educational programme.
- The adaptation of these evaluation methods to the teaching-learning methodology.
- The existence of specific methods for evaluating the knowledge and skills acquired by the students in external internships.

Information on which the analysis is based include:

15. Official document where the aims of the educational programme appear.

90. List of the types of teaching-learning methodology used PF-

91. .List of the evaluation methods used PF-18.

30 Student guide or similar document that includes information related to the basic elements of all of the subjects.

5.2.2 contd

Information on which the analysis is based include ☹️ Cotd)

Reflections:

- Are the evaluation methods used consistent with the aims of the educational programme?
- Does a variety of evaluation methods exist? Do the evaluation methods make it possible to evaluate the skills as well as knowledge?
- Is the methodology used in the teaching-learning process consistent?
- Do specific methods exist for evaluating external practicals?

5.2 Teaching – Learning Process

5.2.3 The professional internships in companies and institutions are consistent with the aims of the educational programme

Aspects to evaluate to check compliance with the sub-criterion:

- **The existence of the mechanisms necessary to effectively encourage internships in companies and institutions for students.**
- **The existence of mechanisms to recognise external internships with curricular credits.**
- **The existence of procedures for evaluating and periodically reviewing these mechanisms.**
- **The appropriateness of the internships to the aims of the educational programme.**

Information on which the analysis is based include:

15. Official document where the aims of the educational programme appear.

74. List of agreements with other institutions via which the students in the educational programme carry out internships.

84 List of the mechanisms necessary for effectively encouraging internships in companies and institutions for students, including at least a description of these, the internship offer, aims, content, those in charge, actions, level of participation, satisfaction and results

5.2 .3

Information on which the analysis is based include ☹Cotd)

42. Indicator “Number of students that carry out non-obligatory external internships” PF-19.

68 Procedure for evaluating and periodically reviewing external internships.

59 Mechanisms for recognising the curricular credits in the external internships.

Reflections:

- ❖ Do the mechanisms necessary for encouraging student internships in companies and institutions exist?
- ❖ What is the level of curricular recognition of these?
- ❖ Are the internships consistent with the aims of the educational programme?
- ❖ Are the internships offered to a wide range of students?
- ❖ Do mechanisms exist in which the satisfaction of the student is taken into account in order to periodically review and evaluate the external internships?

5.2 Teaching – Learning Process

5.2.4. The periods of time that the students spend in national and international institutions are consistent with the aims of the educational programme, and recognized in curricular terms.

Aspects to evaluate to check compliance with the sub-criterion:

- **The existence of the mechanisms necessary to encourage national and international student mobility and the reception of foreign students.**
- **The existence of procedures for evaluating and periodically reviewing these mechanisms.**
- **The adaptation of these mobility mechanisms to the aims of the educational programme.**
- **Equivalent recognition of the periods that result from the application of these mobility mechanisms.**

Information on which the analysis is based include:

15. Official document where the aims of the educational programme appear.

83. A list of the mechanisms necessary to encourage national and international student mobility, including at least a description of the programme, aims, content, actions, level of participation, satisfaction and results.

39. Indicator “Student mobility” PF-20.

5.2 .4

Information on which the analysis is based include☹Cotd):

64 Norms and regulations that cover the curricular recognition of the periods that result from the application of the national and international student mobility mechanisms.

- ❖ Are there methods for encouraging the time that the students spend in companies or institutions? What is the level of curricular recognition of these?
- ❖ Is this time consistent with the aims of the programme?
- ❖ Are the internships offered to a wide range of students?
- ❖ Do procedures exist in which satisfaction is taken into account in order to periodically review and evaluate the student time in

RESULTS OF THE EDUCATIONAL PROGRAMME

The results criterion is structured in three sub-criteria:

- **6. 1. Results of the educational programme**
- In this sub-criterion the following is evaluated:
- The time that the student takes to complete the educational programme.
- Student satisfaction with the educational programme.
- **6. 2. Graduate results**
- This sub-criterion evaluates:
- Compliance with the graduate profiles, graduate satisfaction and the existence of follow-up studies on the insertion of graduates into the labour market.

RESULTS OF THE EDUCATIONAL PROGRAMME

6. 3. Academic staff results

- In this sub-criterion the following is evaluated:
- Academic staff satisfaction with the educational programme.

● 6. 4 Results in society

- In this sub-criterion the following is evaluated:
- The satisfaction of employers and other groups of interest with the knowledge and skills of the graduates.
- The existence of activities that link the educational programme with society.

Educational Programmes

6.1 RESULTS OF THE EDUCATIONAL PROGRAMME

6.1.1 The Students finish their studies in the time planned within the educational program

Aspects to evaluate to check compliance with the sub-criterion:

- **The students' academic progress.**
- **Average duration of studies.**

Information on which the analysis is based include:

46. Indicator: "Efficiency rate" R-21.

47. Indicator: "Success rate" R-22.

44. Indicator: "Average duration of studies" R-23.

45.Indicator: "Success rate" R-24.

63. Student registration and permanence norms in the educational programme.

6.1.1

Information on which the analysis is based include ☹️ Cotd)

Reflections:

- Is the result of the “success rate” acceptable?
- Does the student finish their studies in the planned time?
- Is the “drop-out rate” high?
- Do the registration and permanence norms interfere with academic progress?

6.1 RESULTS OF THE EDUCATIONAL PROGRAMME

6.1.2 The Student is satisfied with the educational programme

Aspects to evaluate to check compliance with the sub-criterion:

- **Existence of procedures to collect opinions from the students. Aims, frequency and use of the results.**
- **Existence of procedures to evaluate the satisfaction of the students. Aims, frequency and use of the results.**
- **Existence of procedures to collect student suggestions and complaints. Response aims and mechanisms.**
- **The satisfaction shown by the students with various aspects of the educational programme:**
- **with the organisation of the teaching (distribution, times, load, practicals),**
- **with the installations and infrastructures used in the Educational Process (classrooms, laboratories, library, work spaces, collaborator and assistance centres),**
- **with the studies plan and its structure (contents, consistency, flexibility, updates...),**
- **with the attention they receive (welcome programmes, orientation, learning support, complimentary activities), and**
- **with the teaching-learning process itself (methodology, tutorials, mobility, external internships...).**

Information on which the analysis is based:

86. List of the procedures for collecting student opinions, including at least a description of the mechanism, aims, frequency, level of participation and use of the results.

85 List of the procedures for evaluating student satisfaction, including at least a description of the mechanism, aims, frequency, level of participation and use of the results.

87. List of the procedures for collecting student suggestions and complaints, including at least a description of the mechanism, aims, frequency, level of participation and use of the results.

55. Results of the survey used to discover the satisfaction of the student, as well as reply validity, trustworthiness and rate.

Reflections:

- Do procedures exist to measure student opinion?
 - Are the existing procedures sufficient? Are they widely used?
 - Are studies carried out to measure student satisfaction with the educational programme?
 - What are the results of the survey on student satisfaction with the educational programme?
 - Are the results of these procedures taken into account in order to implement improvement actions?

Graduate Results

6.1 GRADUATE RESULTS

6.2.1 The profile of the graduate matches the graduate profiles outlines in the educational programme

Aspects to evaluate to check compliance with the sub-criterion:

- **The existence of graduate knowledge and skills, as well as the graduates' professional profiles.**
- **Consistency between the graduate profiles and those foreseen in the educational programme, with regards to knowledge acquired, and skills and abilities developed.**
- **Satisfaction that one year after graduating, and three years after that, the graduates from the educational programme show they are using: the acquired knowledge, and the skills (abilities, attitudes...) developed.**
- **The existence of periodic and systematic studies of the graduates that study their insertion into the labour market.**
- **Results of the studies carried out and the actions taken as a result of these.**

6.

Information on which the analysis is based include ☹Cotd)

72. List of knowledge and skills of the graduates, as well as the graduates' professional profiles.

53. Documented justification that the students acquire the specified knowledge and skills (exam models, list of qualifications, practical tests...).

56. Results of the survey used to discover the satisfaction of the graduate, as well as reply validity, trustworthiness and rate.

23. Graduate monitoring studies. Frequency, results and conclusions.

1. Actions carried out as a result of the employment insertion studies.

REFLECTIONS:

Does the graduate comply with the ideal graduate profile?

➤ Are surveys carried out to discover graduate satisfaction?

➤ What are the results of the graduate satisfaction surveys?

➤ Are graduate monitoring studies carried out? Is the frequency of these adequate?

➤ Are the results of the graduate monitoring survey good?

What conclusions are derived from these studies?

➤ Are the results of the surveys taken into account in the decision making process and in the implementation of improvements?

6.3. ACADEMIC STAFF RESULTS

6.3.1 The Academic staff are satisfied with the educational programme

Aspects to evaluate to check compliance with the sub-criterion:

- **Existence of procedures to collect opinions of the academic staff. Aims, frequency and use of the results.**
- **Existence of procedures to evaluate the satisfaction of the academic staff. Aims, frequency and use of the results.**
- **The academic staff's satisfaction with the different aspects of the educational programme:**
 - **with the organisation of the teaching (distribution, times, load, practicals),**
 - **with the installations and infrastructures used in the Educational Process (classrooms, laboratories, library, work spaces, collaborator and assistance centres),**
 - **with the studies plan and its structure (contents, consistency, flexibility, updates...),**
 - **with the teaching-learning process itself (methodology, tutorials, mobility, external internships...).**

6.

Information on which the analysis is based include ☹Cotd)

98. List of the procedures for collecting the opinion of the academic staff, including at least a description of the mechanism, aims, frequency, level of participation and use of the results.

99. List of the procedures for evaluating the satisfaction of the academic staff, including at least a description of the mechanism, aims, frequency, level of participation and use of the results.

100. List of the procedures for collecting suggestions and complaints from the academic staff, including at least a description of the mechanism, aims, frequency, level of participation and use of the results.

101. Results of the survey used to discover the satisfaction of the academic staff, as well as reply validity, trustworthiness and rate.

Reflections:

- Is the satisfaction of the academic staff measured with respect to different aspects of the educational programme?
 - What are the results?
 - Are improvement actions carried out based on the results?

RESULTS IN SOCIETY

6.4.1 RESULTS IN SOCIETY

6.4.1 The satisfaction of employers and other groups of interest, with the knowledge and skills of graduates

Aspects to evaluate to check compliance with the sub-criterion:

The satisfaction of employers and other groups of interest (administration, families, sponsors, any type of student, staff, visitors...) with the use of: the knowledge acquired by graduates from the educational programme, and their skills (abilities, attitudes...).

Information on which the analysis is based include:

- 57.** The results of the survey used to discover the satisfaction of employers and other groups of interest, as well as their validity, trustworthiness and response rate.

6.4.1

Information on which the analysis is based include ☹️ Cotd)

Reflections:

- Is the satisfaction of employers and other groups of interest with the knowledge and skills of the graduates measured?
- What are the results?
- Are improvement actions carried out based on the results?

6.4. RESULTS IN SOCIETY

6.4.2 : The activities that link the educational programme with society in the national and international realm produce results

Aspects to evaluate to check compliance with the sub-criterion:

The results of the link between the educational programme and society:

- **agreements with other universities and public and private bodies,**
- **links with professional and business organisations,**
- **links with professional colleges and collegiate organisations,**
- **agreements and links with collaborating and assistance centres,**
- **links with associations,**
- **other activities: forums, conferences, debates, university for older people, summer courses, grants and awards from external bodies, links with secondary schools, etc...**

6.4.2

Information on which the analysis is based include ☹Cotd)

80. List of the different activities that link the educational programme with society.

25. Studies and reports on the educational programme's social links (surveys, questionnaires, etc.).

93. Results of agreements and contracts with other universities, public or private bodies, professional and business organisations, associations, collaborating and assistance centres, that show the link with society.

Reflections:

- What are the activities that link the educational programme with society?
 - Are these activities adequate and sufficient?
 - Do they produce specific results?

6.1 RESULTS OF THE EDUCATIONAL PROGRAMME

5.2.2

Aspects to evaluate to check compliance with the sub-criterion:

Information on which the analysis is based include:

6.

Information on which the analysis is based include ☹️ Cotd)

Reflections: