

Self-assessment methodology



Achim Hopbach



Self assessment process comprises 5 steps:

- **Preparation**
 - **Collecting information**
 - **Analysing information**
 - **Evaluating**
 - **Writing the assessment report/enhancement plan**
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**1st step:
preparation**

Selecting and training the assessment committee



4 preconditions for success

- **Clear Motivation and Purpose**
 - **Ownership**
 - **Committment**
 - **Envisaged Consequences**
-

Assessment committee: selection

The assessment committee would normally consist of

The person responsible for the programme

4 members of the teaching staff

1 administrative staff

2 students

3 members of the quality unit's staff

Members need to be

- **committed (voluntary?)**
 - **well-informed**
 - **accepted as peers and experts**
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Assessment committee: training

Experts don't have to be educated but trained!

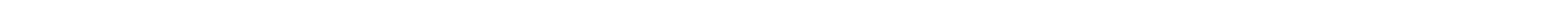
Training means

- **Explaining the exact purpose of the review**
 - **Explaining the exact remit of the review**
 - **Clarifying the composition of the team and the roles/tasks/responsibilities of each member**
 - **Explaining the instruments**
 - **Explaining the steps and developing a time table**
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2nd step

collecting information



Collecting information

Self assessment process is based on an analysis of the teaching situation

Quantitative data

- give basic information of the situation**
 - Show the development of relevant indicator
(completion rates, students per teacher, resources
etc.)**
 - Collect only relevant information!**
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INSTITUTIONAL ASSESSMENT PROGRAMME	Code
Catalogue of tables and indicators	RH – 07

INDICATOR	Summary of the results of the research activity				
DEFINITION	Global report on the results of the research activity by the academic personnel involved in the educational programme				
	CALENDAR YEARS	x-3	x-2	x-1	x
	Articles in magazines with pair review				
	Patents				
	Books and Monographs (1)				
	Work Documents (2).				
	Minutes of National Conferences (3)				
	Minutes of International Conferences (3)				
	Invited conferences in national meetings				
	Invited conferences in international meetings				
	Doctoral theses directed by academic personnel from the educational programme				
	Research projects from public or private announcements				
	Collaboration with companies contracts				
	Scientific prizes				

Collecting information

Self assessment process is based on an analysis of the teaching situation

Qualitative information are important for the contextualisation of quantitative information

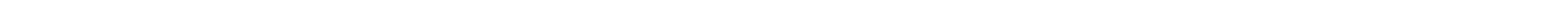
- **documents like mission statement, programme description**
- **other self reflexive documents (evaluation reports)**

Collect only relevant information!



3rd step

analysing information



Analysing information

**The self-assessment committee analyses in detail the given information with respect to each and every criterion/feature
(Maybe additional information has to be gathered.)**

Quantitative data need to be contextualised! You can't measure quality in teaching and learning by counting figures!

“We tend to value what we measure rather than measure what we value”



4th step
evaluating

Description of the situation

Note:

**Self assessment comprises reflection and description!
The committee has to agree upon a description of the situation.**

The description is to be derived from the analysis of the gathered information.

Evaluation of the (sub-)criteria

The descriptions forms the basis for the evaluation of the teaching situation against every criterion/feature.

Note: There is no monocausal link between the description and the evaluation. This is a qualitative decision based on partly quantitative information. The committee has to find a consensus!

The conclusions have to be motivated!

Evaluation of the (sub-)criteria

The evaluation may lead to the following conclusion:

A, excellent: The sub-criterion is complied with systematically and in an exemplary manner with regards to all the aspects to be evaluated.

B, good: the sub-criterion is usually complied with for all the aspects to be evaluated, although possible improvements exist.

C, average: the sub-criterion is partially complied with in the majority of the aspects to be evaluated.

D, deficient: the sub-criterion is vaguely complied with for a minority of the aspects to be evaluated.

E, insufficient

Outlining Strengths and weaknesses

A and B are strengths

C and D are weaknesses

The committee has to agree upon proposals for

- improving the strengths**
- turning the weaknesses into strengths**

Prioritisation of the proposals is crucial!



5th step

Writing the assessment report

Writing the self assessment report

The report

- **has to be comprehensive (address every criterion);**

Note: Also mention positive aspects

- **has to be based on facts (include references)**
 - **has to contain description and analysis**
 - **has to be motivated as far as the analysis and the recommendations are concerned**
 - **has to be enhancement oriented**
 - **has to be frank**
 - **has to be agreed upon by the committee**
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Writing the self assessment report

Recommendations:

Keep it short! (Add references)

Mind the addressees in terms of content, language and style.



Thank you for your attention!

Dr Achim Hopbach
www.akkreditierungsrat.de
www.enqa.eu
hopbach@akkreditierungsrat.de
