**Self Assessment Report (SAR) Format**

Given below is a compiled version of the SAR format based on the Self Assessment Manual (2nd edition) and the presentations by Dr. Adhikary, QAU and Dr. Jahan, KU. This is a suggested format indicating what should ideally be covered in the report.

Apart from the introductory and concluding chapters and the chapter on SWOT analysis, the remaining 9 chapters are addressing the 9 criteria of quality assurance. Under each criterion there are standards and all these standard need to be addressed in the chapter related to the criterion. In the format given below, the standards are grouped into different sections under each criterion.

Your report is going to be based on the evidences you have gathered for each standard through survey, FGD, interview and document consultation. Do not clutter your report with too many tables and graphs. Try to be precise and consistent in your writing. For each standard there is a question in the survey and you also gather other evidences in its favour. We have provided a *List of Evidences Needed* earlier to help you with what evidences to gather. The *Central Document Folder* will also be helpful in this regard. Keep’em handy! You discuss both survey and non-survey evidences (See sample in the end of this document).

In your survey, there are some questions not directly related to any standards but broadly related to the criteria. Discuss those questions in the end of each chapter. Moreover, during your investigation if you come up with some findings that are broadly related to a criterion but not necessarily directly addressing a standard, please do keep them in your discussions.

Please read the **SAM** (Self-Assessment Manual) and especially **Chapter 2** of SAM thoroughly to have a clear understanding of the criteria and the standards. Chapter 2 will also help you to figure out what to look at and how to look at to assess each standard. You can also look at Dr. Jahan’s presentation circulated earlier.

If you are not clear about any part of this document, please contact ahmed.tazmeen@orthsouth.edu or extension 1813.

Happy writing!

**Program Self-Assessment**

|  |
| --- |
|  **REPORT FORMAT** **(Based on Self-Assessment Manual 2nd edition, Annex 6, page: 49-50 and presentations by Dr. Adhikary and Dr. Jahan)****Chapter 1: Introduction** * 1. Significance of Program Self-Assessment : You write about but do not stay limited to … …
* Purposes and scope of Self-Assessment
* How current state of students’ learning can be understood
* Identification of areas and issues that need to be addressed and improved
* Integration of major stakeholders’ opinions for the improvement of students learning
* How SAR would be the basis for external assessment
* How SAR will provide a direction and guidelines to prepare an improvement plan
	1. Process of Assessment: You write about but do not stay limited to … …
* Quality criteria and standards
* Designing and scheduling assessment plan (the Activity Plan)
* Customizing survey tools to measure the standards
* Collection & compilation of information of the entity as well under each QA criteria
* Data collection process – survey, FGD, documents
* Data processing and analysis
* Writing of Self-Assessment Report with proper interpretation of data
	1. Overview of the University: You write about but do not stay limited to … … IQAC IS DOING IT
* Background / purpose of establishment
* Year of establishment
* Vision and mission of the university
* About various entities (schools/ departments/ institutes)
* Degrees offered
* About faculty members (school and department wise number, ranks, with PhD)
* About different facilities provided

For all of the above, source material can be Convocation publication, Orientation publication, Silver Jubilee publication, 24 year Celebration publication, and NSU Website.* 1. Overview of the Program Offering Entity: You write about but do not stay limited to … …
* Background / purpose of establishment
* Year of establishment
* Organogram of the department
* Degrees offered
* Faculty members (number according to ranks, number with PhD)
* Different facilities provided

See the attached table below* 1. Objectives and Intended Learning Outcomes of the Program(s): You get them from the program curriculum.
* Undergraduate program learning objectives and intended learning outcomes
* Graduate program learning objectives and intended learning outcomes
	1. Brief Description of the Program(s) under Review: You get them from the program curriculum.
* Undergraduate program: program requirements (duration of the program, number of hours, number of courses), graduate profile, teaching strategy, assessment strategy (grading scale), course schedule, research component
* Graduate program: program requirements(duration of the program number of hours, number of courses), graduate profile, teaching strategy, assessment strategy (grading scale), course schedule, research component
 |
| **Chapter 2: Governance** 2.1 Program Management: You write about but do not stay limited to … …* Standards 1-1, 1-2, 1-3, 1-5, 1-6, 1-7

2.2. Academic Documentation: You write about but do not stay limited to … …* Standard 1-8

2.3 Peer Observation & Feedback Process: You write about but do not stay limited to … …* Standard 1-11 (students’ evaluation of the teachers, peer evaluation by the teachers)

2.4 Internal Quality Assurance Process: You write about but do not stay limited to … …* Standards 1-4, 1-9, 1-10 (Discuss among others, quality practices with the inception of the IQAC + Self Assessment activities)
 |
| **Chapter 3: Curriculum Design & Review** 3.1 Need Assessment: You write about but do not stay limited to … …* Standard 2-2

3.2 Curriculum Design: You write about but do not stay limited to … …* Standard 2-3

3.3 Curriculum Review Process: You write about but do not stay limited to … …* Standards 2-1

3.4 Curriculum Alignment/Skill Mapping: You write about but do not stay limited to … …* Standard 2-4

3.5 Gaps in Curriculum : Adequacy to Meet the Needs: : You write about but do not stay limited to … …* Standard 2-5

With reference to 3.4 and 3.5, do a short assessment of the curriculum of the programme in terms of vision, mission, objective, outcome, graduate profile, teaching strategy, assessment strategy, course content and their alignment. |
| **Chapter 4: Student Entry Qualifications, Admission Procedure, Progress and Achievements** 4.1 Entry Qualifications: You write about but do not stay limited to … …* Standards 3-1, 3-2

4.2 Admission Procedure : You write about but do not stay limited to … …* Standard 3-3

4.3 Progress and Achievement : You write about but do not stay limited to … …* Standards 3-4, 3-5
 |
| **Chapter 5: Physical Facilities** 5.1 Classroom 5.2 Library Facilities 5.3 Laboratory and Field Laboratories 5.4 Medical Facilities For all of the above, you write about but do not stay limited to … …* Standard 4-1

5.5 Other Facilities: You write about but do not stay limited to … …* Standard 4-2

Discuss various facilities that are available such as common room, cafeteria, theatre, auditorium, washrooms, parking, gym, play ground, prayer room, elevators etc. |
| **Chapter 6: Teaching Learning and Assessment** 6.1 Quality Staff: Make comments over adequacy, knowledge and skills of academic and non-academic (technical and administrative) staff, whether they are fit to meet the requirements of academic standards and strategies of teaching learning6.2 Teaching learning methods: You write about but do not stay limited to … …* Standard 5-1

6.3 Use of lesson Plan: You write about but do not stay limited to … …* Standard 5-6

6.4 Technology integration: You write about but do not stay limited to … …* Standard 5-3

|  |
| --- |
| 6.5 Focus (This section refers to Bloom’s Taxonomy of higher order learning application to creation): You write about but do not stay limited to … …* Standard 5-2

6.6 Skill development mechanism : You write about but do not stay limited to … …* Standards 5-4, 5-5

6.7 Assessment of Student Performance: You write about but do not stay limited to … …* Standards 5-7, 5-8, 5-9, 5-10
 |
| **Chapter 7: Student Support Services** 7.1 Co-curricular and Extra-curricular Activities: You write about but do not stay limited to …* Standards 6-2, 6-3

7.2 Academic Guidance and Counseling: You write about but do not stay limited to … …* Standard 6-1 (Academic guidance + psycho-social counseling)

7.3 Career & Placement: You write about but do not stay limited to … …* Standard 6-4 (Among the evidences look for Job Fairs organized by the departments)

7.4 Alumni Services: You write about but do not stay limited to … …* Standards 6-5, 6-6, 6-7

7.5 Community Services: You write about but do not stay limited to … …* Standard 6-8
 |
| **Chapter 8: Staff and Facilities (Faculty?)** 8.1 Entry Qualifications: You write about but do not stay limited to … …* Standard 7-1

8.2 Recruitment: You write about but do not stay limited to … …* Standard 7-2

8.3 Staff Development: You write about but do not stay limited to … …* Standards 7-3, 7-4, 7-5, 7-6, 7-7

8.4 Key Performance Indicators (Possible areas to consider for KPI: academic excellence, teaching performance, student supervision, research, publication, administrative services, community services). You write about but do not stay limited to … …* Standard 7-8
 |
| **Chapter 9: Research and Extension** 9.1 Policy and program 9.2 Fund and facilities 9.3 Fund hunting For all of the above, you write about but do not stay limited to … …* Standard 8.1 (Among the evidences look for SBE Research Committee, any school level or department level research committee + IQAC funded research workshops + research collaborations)

9.4 Dissemination of research findings: You write about but do not stay limited to … …* Standard 8-2
 |
| **Chapter 10: Process Management and Continuous Improvement** 10.1 Self-assessment: You write about but do not stay limited to … …* Standard 9-2. (Mention that the process started with IQAC and SAC.)

10.2 Improvement plan 10.3 Stakeholders feedback 10.4 Use of peer observation results 10.5 Use of all feedbackFor all of the above, you write about but do not stay limited to … …* Standards 9-1, 9-3
 |
| **Chapter 11: SWOT Analysis** 11.1 Strengths 11.2 Weaknesses 11.3 Opportunities 11.4 Threats This chapter flows from your findings above through survey and non survey (FGD, interview, documentation) evidences. |
| **Chapter 12: Conclusion, Recommendation and Improvement Plan** 12.1 Conclusion 12.3 Recommendation 12.2 Strategic plan for further improvement of the institution  |
| **Appendix**  |

 |

**This is a specimen of how to address each standard in the SAR (Self Assessment Report).**

Standard 1.5: Code of conduct for the students and code of conduct for the staff members and disciplinary rules and regulations are *well defined* and *well communicated*.

(In order to address a standard ask these questions: 1. What is the scope? 2. What is the evidence? 3. Where can we get the evidence? 4. How do we get the evidence? 5. Whom do we talk to for the evidence? 6. What could be the possible problems in gathering the evidence? 7. How do we resolve the problems?)

“We have found that there is a student code of conduct book in place, available in print and electronic form but no specific code of conduct book for the staff. Some elements of code of conduct are addressed by the service rule book, but there are gaps. Often these gaps are addressed by circulars and memos from the VC office and/or HR office.

Along with the existing code of conduct/ service rule book, we collected and inspected those documents to get a comprehensive picture. With support of the VC office, we organized all the relevant documents in several folders.

We had discussions/ FGDs with the VC office, proctor office, students and staff to assess how much of the available documents are comprehended by the users. We have identified the following areas that need to be addressed in order to make the books well defined and comprehensible:

1.

2.

3. … … …

Our survey findings from the five stakeholder groups suggest that … … …

From the perspective of our own program, the code of conduct books need to address … … …

We recommend that:

The VC office takes initiative to develop a comprehensive code of conduct book for the staff in the next six months upon discussion with the stakeholders and taking the above areas into consideration.

The VC office and the proctor office revise and modify the student code of conduct book in line with the areas highlighted above in the next three months. … … …

… … …”

**Data on Academic Staff and Students of the Program Offering Entity:**

|  |  |
| --- | --- |
| Item | Number |
| First year enrollment (recent) |  |
| Average HSC GPA score of enrolled students (recent) |  |
| First year retention rate (recent) |  |
| Average first year retention rate (recent 5 years) |  |
| Average transfer rate (recent 5 years) |  |
| Total number of students at present |  |
| Average pass rate in first year courses (recent 5 years) |  |
| Total enrollment in MS |  |
| Total enrollment in PhD |  |
| Total number of full time academic staff |  |
| Total number of full time academic staff with PhD |  |
| Academic staff on study leave for PhD at home and abroad |  |
| Average number of Graduates passed (recent 5 years) |  |
| Average number of Masters passed (recent 5 years) |  |
| Average number of PhD passed (recent 5 years) |  |
| Total number & amount of external (other than GoB) funded research projects |  |
| Total number & amount of (GoB) funded research projects |  |
| Number of theses/research monographs /publications |  |
| Teacher-student ratio |  |