

SELF-STUDY REPORT TEMPLATE



SELF-STUDY REPORT OF THE ENTER PROGRAM TITLE HERE

PROGRAM REVIEW COMMITTEE

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Add or delete rows according to the number of Committee members			

Chair of the Committee: Enter title, name and surname

Date: Enter date

I. INTRODUCTION

This report summarizes the findings and analysis of the comprehensive self-assessment of the **Enter program title** offered by ADA University and **[Name of Institution of Higher Education] (complete or delete this field, depending on whether it is a dual degree program)**. The report covers major program areas and makes use of qualitative and quantitative information to substantiate its findings and analysis. It outlines program strengths and weaknesses and provides detailed recommendations and steps for the improvement of the program and of the quality of its offerings to better serve the needs of students, the labor market, and society as a whole.

The program was first offered during the academic year: **Enter academic year**

The program's self-assessment was conducted between **Enter date** and **Enter date**.

During the program assessment, the standards and requirements of **Enter the name(s) of the accrediting agency or agencies** were thoroughly taken into consideration.

The last program self-assessment was conducted: **Enter date - date (or enter "no comprehensive program review so far")**

Program accreditation was last granted by the following accrediting agency on the following date: **Enter name (date) (or enter "no program accreditation so far")**

NOTES:

- Depending on the specific objectives and questions that guided the process of program review (see below), you may add further components, aspects or outcomes of interest to each of the following chapters.
- The process of program review must ensure that the program continues to align with the essential points of reference referred to in chapters 4.1.f and 4.3.f of the University's *Degree Program Development and Modification Policy* and with relevant University documents such as those referred to in chapters 4.4.c and 5.1.g of the same policy.
- The self-study report must reflect the results of the regular process of program monitoring. The improvement plan must furthermore include major improvements that are not yet or not fully implemented and that result from the process of program monitoring, a previous self-study report (if applicable), and/or recommendations received from a relevant accrediting agency (if applicable).
- All relevant documentation (such as the program description, course syllabi and reports) need to be included in the Appendix of the self-study report.

II. EXECUTIVE SUMMARY

A. MAJOR OBJECTIVES AND QUESTIONS OF THE PROGRAM REVIEW

Describe major objectives and key questions that guided the process of program assessment.

B. MAJOR RESULTS OF THE PROGRAM REVIEW

Summarize major outcomes of the process of program assessment.

III. PROGRAM OVERVIEW

A. PROGRAM OBJECTIVES

Briefly describe the program's objectives and the qualifications students will have acquired upon graduation.

B. RELEVANCE OF THE PROGRAM

Briefly elaborate on the relevance of the program in terms of the University's mission, vision and strategy and in the context of the needs of students, the labor market, and society as a whole.

C. PROGRAM LEARNING OUTCOMES

Briefly describe the program's learning outcomes and how their compilation and arrangement relates to the University's core competencies.

D. PROGRAM STRUCTURE

Provide a brief overview of the program's structure, including required courses, electives, and any specializations or concentrations offered.

IV. PROGRAM STATUS

A. ONGOING PROGRAM MONITORING

1. PROGRAM IMPROVEMENTS

Provide a brief overview of major program improvements achieved that resulted from the regular process of program monitoring conducted over the past five years. If the last comprehensive self-assessment was conducted (or if the program was offered for the first time) less than five years ago, provide information accordingly.

2. PENDING IMPROVEMENTS

Provide a brief overview of major program improvements recommended as a result of the regular process of program monitoring referred to above that are only partially or not yet addressed (if applicable).

B. THE LAST PROGRAM REVIEW

1. PROGRAM IMPROVEMENTS

Provide a brief overview of major program improvements achieved that are based on the last program review's implementation plan (if applicable).

2. PENDING IMPROVEMENTS

Provide a brief overview of major program improvements outlined in the last program review's implementation plan that are only partially or not yet addressed (if applicable).

C. PROGRAM ACCREDITATION

1. PROGRAM IMPROVEMENTS

Provide a brief overview of major program improvements achieved as a result of the process of becoming (re-)accredited and/or as a result of the recommendations provided by the accrediting agency (if applicable).

2. PENDING IMPROVEMENTS

Provide a brief overview of major program improvements recommended by the accrediting agency that are only partially or not yet addressed (if applicable).

V. FINDINGS AND ANALYSIS

A. THE CURRICULUM

1. PROGRAM OBJECTIVES

Assess the program's objectives. Pay particular attention to the qualifications and competencies students are expected to have acquired upon graduation. If applicable, address the question whether program objectives are attainable via an online or blended teaching, learning and assessment format. Identify opportunities for improvement (if any).

2. PROGRAM LEARNING OUTCOMES

Assess the program's learning outcomes. Pay particular attention to the question whether these learning outcomes allow students to achieve the program's objectives. If applicable, address the question whether program learning outcomes are attainable via an online or blended teaching, learning and assessment format. Identify opportunities for improvement (if any).

3. LEARNING OUTCOME DISTRIBUTION

Assess the sequential distribution of program learning outcomes across courses and the program's curriculum map. Also consider the question whether course learning outcomes are consistently aligned with program learning outcomes. Identify opportunities for improvement (if any).

4. COURSE COMPOSITION

Assess the significance of each course in the overall context of the program. Pay particular attention to their learning outcomes and content. Identify opportunities for improvement (if any).

5. COURSE SEQUENCE AND PREREQUISITES

Assess the sequence (and potential prerequisites) of courses. Pay particular attention to the question whether the sequence of courses allows for a gradual and smooth learning progress and student progression. Note that this may be closely related to the assessment of course learning outcomes and content. Identify opportunities for improvement (if any).

6. CREDIT DISTRIBUTION AND ASSOCIATED STUDENT WORKLOAD

Assess the distribution of credits across the courses of the program. Pay particular attention to the workload required to complete these credits. Identify opportunities for improvement (if any).

B. TEACHING, LEARNING AND ASSESSMENT

1. FRAMEWORK OF TEACHING AND LEARNING METHODS

Assess the program's framework of teaching methods and learning activities. Pay particular attention to the question whether they are student-centered. Identify opportunities for improvement (if any).

2. FRAMEWORK OF ASSESSMENT METHODS

Assess the program's framework of methods used to evaluate the students' performance and their achievement of learning outcomes. Pay particular attention to the alignment of teaching and learning methods, learning outcomes, and assessment methods and to the effectiveness of the latter methods in evaluating student performance. Identify opportunities for improvement (if any).

3. PROGRAM CONTENT

Assess the program's content. Pay particular attention to the question whether it is up-to-date and informed by the latest research. Identify opportunities for improvement (if any).

4. FRAMEWORK OF TEACHING AND LEARNING MATERIALS

Assess the program's framework of teaching and learning materials. Pay particular attention to the question whether these materials reflect the latest developments in the field and whether they support a student-centered teaching and learning process. Also assess the use of learning technology throughout the program. Identify opportunities for improvement (if any).

C. PROGRAM EFFECTIVENESS

1. STUDENT ENROLLMENT

Assess student enrollment data of the past five years (if available for the entire period). Pay particular attention to issues such as the program's admission (entry) requirements, the level (qualifications, entry scores) of students upon enrollment in the program, different admission routes, and the diversity of the student body. Address the question whether there have been significant changes in the demand for the program over the past five years (if data is available for the entire period). Identify opportunities for improvement (if any).

2. STUDENT PERFORMANCE

Assess the performance of the program's students over the past five years (if data is available for the entire period). This includes student assessment data such as exam scores, their term GPA and cumulative GPA, as well as potential further indicators. Identify opportunities for improvement (if any).

3. STUDENT RETENTION

Assess the program's student retention rate over the past five years (if available for the entire period). Identify opportunities for improvement (if any).

4. STUDENT GRADUATION

Assess student graduation data over the past five years (if available for the entire period). Pay particular attention to issues such as the students' level of achievement upon graduation (cumulative GPA) and the graduation rate. Identify opportunities for improvement (if any).

5. GRADUATE EMPLOYMENT

Assess employment data (and thus the employability of the program's graduates) over the past five years (if available for the entire period). Pay particular attention to the question whether graduates are employed in the field from which they graduated and whether the level of their employment corresponds to the level of their degree. Identify opportunities for improvement (if any).

D. FACULTY

1. THE TEACHING BODY

Assess the composition of the teaching body in terms of faculty positions (such as full-time, adjunct and visiting), faculty turnover, the workload of teachers, and the student/faculty ratio. Pay particular attention to the question whether the program is sufficiently staffed to ensure adequate teaching of high quality. Identify opportunities for improvement (if any).

2. FACULTY QUALIFICATIONS

Assess the qualifications of faculty teaching the program. This should cover formal qualifications (degrees and certifications), professional experience, and continuous professional and pedagogical development. It should in particular address the question whether teachers are sufficiently qualified to provide students with quality education. Identify opportunities for improvement (if any).

3. FACULTY PERFORMANCE

Assess the performance of faculty (this may strongly draw on the results gained during the regular process of program monitoring). This should cover quantitative data (such as student performance data) and qualitative information (such as survey information) as well as the quality and adequacy of teaching, learning and assessment methods and of teaching and learning materials. Particular attention should be paid to the question whether learning outcomes, the teaching process and student assessment are well aligned. Identify opportunities for improvement (if any).

E. RESEARCH

1. RESEARCH OUTPUT

Assess the research output of the faculty teaching the program. Identify opportunities for improvement (if any).

2. RESEARCH AND TEACHING

Assess the question whether research conducted by the faculty teaching the program informs the teaching and learning process. Identify opportunities for improvement (if any).

F. RESOURCES AND STUDENT SUPPORT

1. STUDY RESOURCES

Assess the study resources available to students. Pay particular attention to digital and library resources and whether these are up-to-date and sufficient to ensure a high quality of the teaching and learning process. Identify opportunities for improvement (if any).

2. STUDENT SUPPORT SERVICES

Assess the support and support services available to students. Pay particular attention to the formal structures and processes in place to support students and to the actual support, advice and feedback received from teachers, academic advisors and staff members during their studies. Your findings should strongly draw on input received from current (and potentially former) students of the program. Identify opportunities for improvement (if any).

3. LEARNING ENVIRONMENT

Note that the assessment of the University's infrastructure (such as its facilities and IT infrastructure) is regularly and systematically conducted under the supervision of the University's Facility Management and the Office of IT and Information Services. You may, however, point out any deficits and opportunities for improvement pertaining to your program. This is optional.

G. STAKEHOLDER INPUT AND RECOMMENDATIONS

1. STUDENTS

Provide a detailed overview of meaningful input and recommendations for program improvement received from current students of the program. This information may be gained via formats such as surveys, interviews, focus groups or discussions. It must include input on the students' expectations, needs and satisfaction in terms of the program.

2. GRADUATES

Provide a detailed overview of meaningful input and recommendations for program improvement received from graduates of the program. This information may be gained via formats such as surveys, interviews, focus groups or discussions. It must include any input and recommendations received from the program's graduate on the Program Review Committee.

3. FACULTY

Provide a detailed overview of the input and recommendations for program improvement received from ADA University faculty members (including representatives from faculty members involved in teaching the program that are not part of the Program Review Committee and potentially from faculty of other programs and/or Schools). This information may be gained via formats such as surveys, interviews, focus groups or discussions.

4. EXTERNAL FACULTY

Provide a detailed overview of the input and recommendations for program improvement received from the external faculty consultant(s) on the Program Review Committee and from any other faculty from outside of ADA University (if any).

5. PRIVATE SECTOR

Provide a detailed overview of the input and recommendations for program improvement received from the representative(s) of the private sector on the Program Review Committee and from further such representatives (if any).

6. FURTHER STAKEHOLDERS

Provide a detailed overview of meaningful input and recommendations for program improvement received from further stakeholders (if any). These may (for example) include members of relevant state agencies.

VI. SUMMARY

A. PROGRAM STRENGTHS

Provide a systematic overview of your results in terms of the strengths of the program. You may consider highlighting those areas that are of particular significance to the quality of the program.

B. PROGRAM WEAKNESSES

Provide a systematic overview of your results in terms of the weaknesses of the program. You may consider highlighting those areas that are of particular significance to the quality of the program.

C. RECOMMENDATIONS

Provide a systematic overview of your results in terms of recommendations for program improvement. Prioritize your recommendations based on their potential impact and the feasibility of their implementation.

D. OVERALL EVALUATION

Provide an assessment of the program in terms of its fitness for purpose. This assessment should conclusively draw on the results presented in this self-study report. Pay particular attention to the questions whether the program is up-to-date (thus providing high-quality education and addressing the needs of students, the labor market and society), whether it aligns with the University's mission, vision and strategy, whether it achieves its objectives, and whether its outcomes reflect the objectives set by your School and/or the University.

VII. IMPROVEMENT PLAN

Define program components, aspects and outcomes in need of improvement and specify precise tasks and/or steps required to implement such improvement. Establish clearly defined criteria and/or objectives that indicate the completion of an improvement and the achievement of the envisaged result(s). Allocate each task and/or step to clearly identified actors, and create a timeline for its completion. If applicable, identify any resources, support and/or funding required to enable and/or facilitate its successful completion.

NOTE: The following improvement plan needs to be based on and clearly align with the results of the program analysis outlined above. This applies most particularly to the systematic overview of recommendations provided in chapter VI.C.

IMPROVEMENT NO. ENTER NUMBER	
Component / Aspect / Outcome	
Task(s) / Step(s)	
Criterion/a / Objective(s)	
Actors	
Timeline	
Resources / Support / Funding	

IMPROVEMENT NO. ENTER NUMBER	
Component / Aspect / Outcome	
Task(s) / Step(s)	
Criterion/a / Objective(s)	
Actors	
Timeline	
Resources / Support / Funding	

Copy the sample table above for further improvements and delete this text form field.

VIII. MONITORING AND EVALUATION

Establish mechanisms for the ongoing monitoring and evaluation of the process of program improvement and of its results. These may (for example) include reports and the regular review of results by the School's or program's Curriculum Committee. They must include mechanisms addressing the risk of delayed or incomplete achievement of envisaged results as well as a timeline for regular reporting to the Committee and to the Dean, Associate Dean or Program Director.

NOTE: The Curriculum Committee ought to ensure (as far as is possible) that the implementation of the improvement plan is aligned with the regular and ongoing process of program monitoring as outlined in the University's *Degree Program Monitoring and Review Policy*.

ACKNOWLEDGEMENTS

The following persons contributed significantly to the program review process and/or the development of this self-study report. Not mentioned are members of the Program Review Committee.

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The following sources were consulted during the process of program review and the development of this self-study report.

Source No.	Source Title
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APPENDIX

Attached are all relevant documents (such as the program description, course syllabi and reports) required to substantiate the findings, analysis and results included in the self-study report. They are numbered sequentially and listed in the following table.

Doc No.	Document Title
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