

Appendix II: Self-Evaluation Assessment Form

The purpose of this Appendix is to facilitate the Institutional Self-Evaluation process by providing a systematic approach to follow. Tables are provided for each criterion below. When writing the Self-Evaluation Report (SER), it is expected that the HEI will produce tables of similar format; modifications can be made based on the need. Tables included with the SER could replace the column heading of “suggested data/evidence” to “available data/evidence”, and list the data/evidence which would be made available for External Review process.

- Criterion 1: Governance & Planning
- Criterion 2: Teaching, Learning & Research
- Criterion 3: Staffing
- Criterion 4: Facilities & Resources
- Criterion 5: Admission, Records & Student Services
- Criterion 6: Quality Assurance

Each table consists of the following columns: (1) question; (2) suggested data/evidence, (3) “yes”, (4) “somewhat”, (6) “no” and (7) remarks.

- Question: This column includes questions regarding specific aspects of the relevant criterion
- Suggested data/evidence: This column suggests data or evidence that the institution could collect to substantiate the answer provided to the respective question in the first column. Suggested data/evidences could be both quantitative (statistical) or qualitative (e.g. policies, procedures, systems, institutional statements and plans) The HEI may include documentary evidence in a separate appendix attached to the Self-Evaluation Report.
- Yes: Select “Yes” if the aspect asked in the respective question has been addressed fully by your institution
- Somewhat: Select “Somewhat” if the aspect asked in the question has been achieved partially by your institution
- No: Select “No” if the aspect asked in the question is not addressed by your institution
- Remarks: This could include strengths and weaknesses and plans for future improvements.

Criterion 1: Governance & Planning

Planning

Question	Suggested Data/evidence	Yes	Somewhat	No	Remarks
Do we have a clearly defined mission statement?	HEI's mission statements				
Is the mission supported by a strategic or action plan with a specific duration, goals/objectives, strategies or actions? Is policy development and planning guided by systematic research?	HEI's strategic or action plan				
Is our planning guided by systematic research?	Example of prior research				
Is our plan communicated to all members of the institutions (academic and administrative staff, and students) and are these stakeholders involved in achieving the plan?	Evidence of meetings/discussions (e.g. minutes of meetings) on plan implementation.				
Is our institution achieving its goals/objectives on the plan?	HEI performance review reports. Statistical indicators (e.g. number and type/focus of academic programmes, graduation data, student enrolment data) that illustrate achievement of goal.				

Criterion 1: Governance & Planning (Continued)

Governance

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we have an appropriate and effective governance and organizational structure?	Organogram and its description.				
Is there a body that oversees the all administrative and academic matters of our institution? If so, provide details under remarks.	Mandate or terms of reference and composition of the governing body.				
Is the governance and management structure suitable for our institution in terms of size and nature (public or private)?	Organogram. Mandate of governing body. Benchmarking in relation to similar institutions of good international reputation.				
Do we have a set of principles, codes, or values that govern our institution? Provide details under remarks.	Documentary evidence of the principles and values that govern the institution. Policy documents of the governing body.				
Is our governing body active? If so, indicate how often it meets per year and examples of some issues attended by the governing body under remarks.	Schedule of meetings (past three years). Non-confidential minutes (sample).				

Criterion 1: Governance & Planning *(Continued)*

Governance

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
<p>Do we have a qualified and competent Vice-Chancellor, Rector, Dean, or a Director who is the chief executive officer of our institution? Summarize key responsibilities of the CEO under remarks.</p>	<p>Organogram/organizational structure. Job description of the chief executive officer (CEO). Minimum qualifications required of the CEO.</p>				
<p>Is the relationship of CEO to the governing body, and other boards and committees of the institution defined well? Provide details under remarks.</p>	<p>Policy and criteria of appraising the performance of the CEO. Documentary evidence of how CEO relates to, and works with other relevant bodies of the institution, such as Academic Board/Committee.</p>				

Criterion 1: Governance & Planning

(please use additional sheets if required)

Descriptions and analysis (including strengths and weaknesses)	Future Plans

Criterion 2: Teaching, Learning & Research

Academic Programme Development and Review

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we have a specific body that advises the governing body in setting academic policies, and vested with the authority to undertake oversight responsibilities for academic matters of our institution? Summarize mandate under remarks.	Mandate or terms of reference of the body responsible for academic oversight responsibility, e.g., Academic Senate, Academic Board, or Academic Committee. Composition of the relevant body. Non-confidential sample minutes of meetings of the relevant body				
Are there defined responsibilities undertaken by the academic senate/board/committee undertake to ensure the (1) integrity of our academic programmes, credits and qualifications awarded; (2) to set standards of student achievement; and (3) to ensure systematic and effective academic planning? Summarize details under remarks.	Mandate or terms of reference of Academic Senate, Academic Board, or Academic Committee and Non-confidential sample minutes of meetings of the taken.				
Do we have a system in place for (1) designing new academic programmes, and (2) institutionally approving academic programmes before submitting for MQA approval?	Documentary evidence of policies and procedures within the institution in new academic programme development, including institutional process obtaining approval before submitting for MQA approval.				

Criterion 2: Teaching, Learning & Research (Continued)

Academic Programme Development and Review

Question	<i>Suggested Evidence/Data</i>	Yes	Somewhat	No	Remarks
Do we review our academic programmes on a regular cycle by considering evidence of student success and program effectiveness? Mention who undertakes this responsibility and how is such reviews conducted under remarks.	Documentary evidence of policy and procedures for reviewing academic programmes on a regular basis. Reports of academic programme review over the past 3 years.				

Criterion 2: Teaching, Learning & Research (Continued)

Teaching, Learning & Research

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we publish sufficient details of learning goals/objective/outcomes (knowledge, skills, competencies) for each academic programme, for the benefit prospective students?	Information on website, catalogues, prospects, and pamphlets. Policy on publishing of academic programme information.				
At the beginning of programmes and modules, do we inform students about programme/module objectives/learning outcomes, schedule of topics, methods of teaching, the types of assessments, weightage of assessments, timelines for assessments and issuing of results?	Samples of programme/module outlines that are distributed to students at the beginning of programmes or module (all levels).				
Do we ensure that we have qualified staff for academic programmes, including those who can teach research methodology and undertake graduate supervision, if graduate level programmes are offered?	Policies on qualifications of academic staff. List of current academic staff with qualifications and the programs and modules they teach. Policy or guideline on supervision of graduate students.				

Criterion 2: Teaching, Learning & Research (Continued)

Teaching, Learning & Research

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we regularly monitor teaching of modules to ensure that all teaching and assessing of learning outcomes adhere to that standards for which approval was granted by MQA?	System and process in place to monitor teaching and for academic staff appraisal. Sample of non-confidential reports of staff appraisal.				
Do we provide a mix of both formative and summative assessments, including examinations? Under remarks, summarize the mechanisms/arrangements in place for setting, moderating, marking, grading, monitoring and evaluating the assessment methods (examinations and assigned work) for academic programmes and awards	Module outlines. Sample of assignment outlines. Sample examinations. Descriptions of assessment methods used. Policies, procedures and guidelines in place regarding setting, moderating, marking, and grading student assessments.				

Criterion 2: Teaching, Learning & Research (Continued)

Teaching, Learning and Research

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we provide constructive and timely feedback for students as an opportunity to improve by reflecting on their own learning?	Policy and procedures on providing feedback to students on academic progress, and for performance on assignments, projects and examinations.				
Do we ensure that students are well informed of the codes of conduct for submission of assignments, project work, and for sitting examinations?	Policies, procedures and guidelines provided to students regarding academic conduct, including plagiarism, and the consequences of academic misconduct.				
Do we have disciplinary procedures in relation malpractices such as copying, plagiarism and violation of codes of conduct?	Include related policies				
Do we have a system to ensure that all module and programme outcomes (including credit and contact hours) are fulfilled by students, before awarding respective qualifications?	Policies, procedures, guidelines or directives on (1) accounting for credit hours completed by students, (2) accounting for module and programme outcomes, and (3) vetting of fulfilling programme requirements of individual students before granting awards.				

Criterion 2: Teaching, Learning & Research

(please use additional sheets if required)

Descriptions and analysis (including strengths and weaknesses)	Future plans

Criterion 3: Staffing

Staffing

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we have a policy on student-academic staff ratio? If so, include the ratio and justification for the policy under remarks.	Policy on student to academic staff. Current student to staff ratio.				
Do we have an institutional policy on recruiting qualified academic staff?	Staff recruitment policy, including qualifications required for teaching various levels of courses?				
Are all staff members provided with employment contracts in adherence to existing national laws and regulations?	Relevant statistics: number of full-time and part-time staff with contracts. Those without contract, if it is the case. Sample contract.				

Criterion 3: Staffing (Continued)

Staffing

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we have institutional policies on staff appraisal, promotion, leave, rewards and recognition, grievances, teaching workload, teaching conduct, and dress codes? If so, summarize them under remarks.	Policies on staff appraisal, promotion, leave, recognition, grievances, teaching load, teaching conduct, dress code, and so on. Samples of staff appraisal forms. Current teaching load of staff members, by levels or programmes of study				
Do we have a system to assess training needs, and provide sufficient opportunities for professional development of academic and professional staff members?	Training need assessment reports Examples of professional development activities provided in the recent years, including numbers and summary content of training.				

Criterion 3: Staffing

(Please use additional sheets if required)

Descriptions and analysis (including strengths and weaknesses)	Future plans

Criterion 4: Facilities & Resources

Physical Facilities

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we provide adequate physical facilities and resources at all locations where we conduct teaching?	Size, numbers, and capacity of facilities. Description of facilities and usage				
Are our facilities safe and secure, and provide a conducive learning and working environment?	Description of safety measures. Aspects such as air-conditioning and availability of facilities such as Wifi and space that facilitate learning.				
Do we plan and evaluate the utilization and effectiveness of our facilities and equipment regularly?	Facilities planning or evaluation documents, if available				

Criterion 4: Facilities & Resources (continued)

Technological Facilities

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we have adequate technological facilities (hardware, software and technical staff) to facilitate learning?	Type, number and capacity of facilities. Description of teaching software and online or technological learning platforms.				
Do we have adequate technological facilities for operational activities (e.g. staff and student record keeping)?	Description of hardware and software that supports institutional operations				
Do we plan and update technology to ensure that our technological infrastructure remains adequate to support our mission, operations, academic programmes, and student services?	Documentary evidence of future plans. Documentary evidence of past evaluations or reviews of facilities.				
Do we provide relevant instructional support and training for our academic and administrative staff and students in using technology driven systems and learning platforms related to our academic programmes, student services, and institutional operations?	Documentary evidence of future training activities or development of instructional materials. Documentary evidence of past training and instructional products developed (past three years)				

Criterion 4: Facilities & Resources (continued)

Financial Resources

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we have sufficient financial resources to support and sustain its academic programs and services?	Documentary evidence (e.g. financial statements) that shows that the institution has sufficient cash flow and reserves to maintain stability, and for contingency purposes in case unforeseen occurrences.				
Do we ensure that our financial resources are distributed adequately to support the academic activities, student services, physical facilities, maintenance, and planned development activities?	Documentary evidence (e.g. financial statements) that shows distribution of financial resources. HEI may also analytically justify the distribution.				
Do we undertake regular internal and external financial auditing?	Accounting standards used. Frequency of internal auditing and external financial auditing. Most recent audited financial statement.				
Does our institution prepare financial statements in accordance with accounting national standards?	State the standards followed.				

Criterion 4: Facilities & Resources (continued)

Financial Resources

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we engage in realistic multi-year financial planning? Under remarks, state why the financial planning is realistic, based on identified sources of revenue?	Documentary evidence of multi-year financial planning. Most recent budget. Pro forma financial projections or projected financial statements.				
Do we ensure the integrity of our finances through appropriate internal control mechanisms, risk assessment, and timely financial reporting to the governing body?	Governing bodies directives or guidelines regarding financial control and risk management. Description of institutional practices in financial control and risk management.				
Do we have sufficient and qualified staff available to handle its finances?	Qualifications and role of the designated person responsible for financial management and controls.				

Criterion 4: Facilities & Resources

(please use additional sheets if required)

Descriptions and analysis (including strengths and weaknesses)	Future plans

Criterion 5: Admission, Student Records & Student Services

Admission

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we have a well-defined student recruitment and admission policy, with relevant procedures, that meet MQA's entry requirements?	Recruitment and admission policy and procedures.				
Are our recruitment and admission policies and procedures clearly communicated to all prospective students?	Description of how recruitment and admission policies and procedures are made public, i.e., website and in printed forms.				
Through our recruitment and admission policies, do we provide accurate and comprehensive information about fees, other financial obligations, and refund possibilities?	Recruitment and admission policy and procedures.				

Criterion 5: Admission, Student Records & Student Services (continued)

Admission

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we have a published policy on providing advanced standing or transfer of credit?	Policy on advanced standing and transfer of credits.				
Do we have a secure and consistent mechanism to handle student application, making offers of admissions, and for payment of fees?	Documentary evidence of the relevant mechanism, or description of the process or mechanism.				
Do we ensure that our new students are provided with orientation or induction programmes regarding the rules and regulations, facilities, teaching and assessment practices, and facilities available for them?	Agenda of past induction events or programmes. Documentary evidence of planned induction events or activities.				
Does our admission process identify students who may need additional support?	Documentary evidence of procedure in place for identification of students who need additional support during the admission process, and how such support is provided.				

Criterion 5: Admission, Student Records & Student Services (continued)

Student Records

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we have a system to maintain student records permanently, securely, and confidentially, that includes secure backup (regardless of printed or digital form records)?	Description and documentary evidence of student record keeping system and its features.				
Do we have designated person or unit charged with the responsibility for ensuring timely collection of student records, maintaining of records, and ensuring the credibility of the records?	Job description of the person responsible for collecting and keeping secure academic records of students.				
Do we have policies and procedures in place for releasing of student records and transcripts?	Published policy and procedures on releasing student records, including transcripts.				
Do we analyze and make available enrolment and graduation statistics, segregated by year, academic programs, level of qualifications, gender, and academic achievements?	Relevant and current statistical data on enrolment and graduation.				

Criterion 5: Admission, Student Records & Student Services (continued)

Student services

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we provide a set of co-curricular activities that are suitable for the socio-educational experience of our students? What are they?	Agenda, minutes, or description of co-curricular activities.				
Do we provide appropriate academic advising to support student development and academic success? How is it organized?	Job description of designated person for academic advising or counselling. Documentary evidence of academic advising, i.e., information on website or catalogue or prospectus.				
Do we provide financial support (under special circumstances), awards and scholarships?	Policies and procedures on providing financial support, if applicable. Awards and scholarships available for students, including criteria. Statistical details of awards and scholarships and financial support offered.				

Criterion 5: Admission, Student Records & Student Services (continued)

Student services

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we provide opportunities for student leadership and contributing to institutional decision making and governance?	Composition of institutional boards and committees with student representation. Documentary evidence of how student association functions.				
Do we allocate adequate staff, with training, for student services functions?	List and roles of staff involved in student services related roles.				

Criterion 5: Admission, Records & Student Services

(please use additional sheets if required)

Descriptions and analysis (including strengths and weaknesses)	Future plans

Criterion 6: Quality Assurance

Quality Assurance

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we have an institutional policy on internal quality assurance?	Related policy documents on quality assurance.				
Do we have a system/strategy/mechanism in place for internal quality assurance?	Decisions of the governing body, academic senate/board, and related minutes of meetings. Description of the processes (e.g., information gathering, data collection, surveys, evaluations, consultative meetings) that are undertaken for quality assurance.				
Do we have key bodies (councils/boards/committees) and institutional leaders involved the internal quality assurance system? Summarize how these bodies relate to quality assurance, under remarks.	Mandates or terms of references of relevant bodies that are involved in quality assurance. Description of the respective role played by various institutional bodies and members of senior management.				

Criterion 6: Quality Assurance (continued)

Quality Assurance

Question	Suggested Evidence/Data	Yes	Somewhat	No	Remarks
Do we have a well-defined scope for our quality assurance? Under remarks, summarize the specific functions of the institutions that are covered under quality assurance?	Description of the functions (e.g. admission, student induction, teaching, assessment, learning outcomes, technological usage, and so on) covered under internal quality assurance.				
Is our internal quality assurance process inclusive?	Description of the respective roles of key academic staff, administrative and students involved in quality assurance				
Do we utilize the outcomes/findings of our quality assurance processes? How?	Description of how quality assurance findings are used.				

Criterion 6: Quality Assurance

(please use additional sheets if required)

Descriptions and analysis (including strengths and weaknesses)	Future plans