

The Self-Evaluation Document

(SED)

What is the SED about?

- The institution is asked to **reflect, in a constructively self-critical manner**, on its performance against the criteria in the CHED monitoring and evaluation framework.
- It is an opportunity for the institution to reflect on **what** it is doing, **why** it is doing it, and why it does it in that particular **way**.
- It is also an opportunity to **judge for itself** the extent to which it is succeeding in its vision, mission, and objectives.

What is the SED about?

- This document can be a means of **promoting continuous improvement** within the institution.
- A complete and well-organized document will make the task of reviewers easier and, thus, **place a minimum burden on the institution when the visit is made.**
- Otherwise, more inquiries will be made and more proofs will be required by the reviewers.

Characteristics

It should:

- Be *reflective and evaluative*, rather than merely descriptive
- Be *structured to address the criteria of the CHED monitoring and evaluation framework*
- Draw upon *robust internal review procedures* of the institution
- Indicate where *supporting evidence* may be found (e.g. within specified institutional documents)
- Provide purely factual information in *annexes*, rather than in the main text

Suggestions to the HEIs

- Begin with a statement of the *mission of the institution* in order to give context to the document as a whole.
- **Involve other stakeholders** in answering the key questions. Brainstorm and then focus the answers.
- Follow with a discussion of **institutional performance against each criterion** in the CHED monitoring and evaluation framework.

Suggestions to the HEIs

- Reflect on
 - how the key result area relates to the mission of the HEI
 - how the outcomes meet the goals
 - how the outcomes can be improved, through the systems and processes of the HEI
- The statements regarding each of the criteria should be supported by a list of **evidences**. These evidences should be made available to the reviewers.

Suggestions to the HEIs

- Include data that will be useful to the reviewers such as those about student recruitment, progression, and performance:
 - Student enrolment figures
 - Cohort survival rates
 - Graduation rates
 - Performance in licensure examinations
 - Employment rates

Suggestions for the HEIs

- Aggregate data for the whole institution should be presented for:
 - All students
 - Students enrolled on priority courses
 - Disadvantaged students
 - Foreign students
- Data broken down by program should be available to reviewers on request.
- Use simple but clear language for the narrative.
- Organize the supporting documents.

Monitoring and evaluation begins with a good Self-Evaluation Document.

- Answers should be
 - honest
 - reflective
 - focused
- Organized presentation of evidences

Structure

Key Result Areas (5 KRAs)



Indicators (12)



Criteria



Elements

Key Result Area

- Core Indicator → IQuAME framework
- Criterion → IQuAME framework
- Elements (grid) → answers by the HEI in SED
- Sources of Evidence → provided by HEI;
studied by review team
- Evaluation of Evidence → review team
- Judgment → review team

Key Result Areas

- Governance and Management
- Quality of Teaching and Research
- Support for Students
- Relations with the Community
- Management of Resources

Core Indicators (8)

Governance and Management:

- Governance
- Management

Quality of Teaching and Research:

- Setting and Achieving Program Standards

Support for Students:

- Equity and Access
- Student Services

Core Indicators (8)

Relations with Community:

- Relevance of Programs

Management of Resources:

- Faculty Profile
- Use of ICT and Learning Resources

Other Indicators (4)

Quality of Teaching and Research:

- Research Capability

Relations with Community:

- Networking and Linkages
- Extension Programs

Management of Resources:

- Resource Generation

Support for Students

Core Indicator: Student Services

Criterion: The institution has programs for student services, to support the non-academic needs of the students.

Elements of Student Services

	Remarks	Possible Sources of Evidence
<i>Guidance is provided to students, including special groups, to support them in their studies and to assist them in overcoming any non-academic problems that may be affecting their ability to study.</i>		Guidance programs Report on student affairs

Elements of Student Services

	Remarks	Possible Sources of Evidence
<i>There are special programs that help enhance the students' development.</i>		Special programs Report on student affairs

Elements of Student Services

	Remarks	Possible Sources of Evidence
<i>Career orientation and job placement programs address the needs of students, including special groups.</i>		Job Placement programs Industry linkages

Elements of Student Services

	Remarks	Possible Sources of Evidence
<i>The institution looks after student welfare by providing opportunities for their participation in program planning and policy formulation.</i>		Student Handbook Minutes of meetings Report on student involvement

Elements of Student Services

	Remarks	Possible Sources of Evidence
<i>Other relevant information:</i>		

Mission

- XY University aims to be a Center of Excellence for training teachers and health care professionals in the region. It seeks to prepare its students for gainful employment in education and health care, to contribute to national development through the pool of professionals for nation, and to contribute to research that can be used for the development of the region.

Outcomes of Student Services

- Exit interviews of graduates and FGD of alumni indicate high level of satisfaction with the volunteer and practicum programs as well as with the efforts on improving services of the canteen, infirmary, and athletics.
- Although we run exit interviews and FGDs, **we need to improve system for exit interviews to gather more comprehensive data.**
- The students have representation in policy planning, **but we can improve on the criteria for choosing student representatives.**

Elements of Student Services

	Remarks	Possible Sources of Evidence
<p><i>Guidance is provided to students, including special groups, to support them in their studies and to assist them in overcoming any non-academic problems that may be affecting their ability to study.</i></p>	<p>With our aim to be a COE for training teachers and health care professionals in the region, we have programs that help in the value formation of our students:</p> <ul style="list-style-type: none"> ● Guidance program for each year level ● Career counseling program in Year 4 ● Practicum Program 	<p>Report/ brochures of Guidance Office Placement Office Report of Office of Student Affairs</p>

Elements of Student Services

	Remarks	Possible Sources of Evidence
<i>There are special programs that help enhance the students' development.</i>	<p>About 80% of our students have availed of the following special programs:</p> <ul style="list-style-type: none">● Volunteer program for Medical Missions and Tutorials for GK- develops students' social involvement● Ecumenical prayer groups – develops inner strength of students	<p>Report of Coordinator for Volunteer Programs Report of Chaplain Report of Office of Student Affairs</p>

Elements of Student Services

	Remarks	Possible Sources of Evidence
<p><i>Career orientation and job placement programs address the needs of students, including special groups.</i></p>	<p>The Placement Office takes care of:</p> <ul style="list-style-type: none"> ● Developing/ monitoring linkages where practicum and placement can be attained ● Career counseling availed by 85% of students <p>However, we need to improve system for exit interviews to gather more comprehensive data.</p>	<p>Report of Placement Office on</p> <ul style="list-style-type: none"> ● Practicum program ● Linkages with hospitals

Elements of Student Services

	Remarks	Possible Sources of Evidence
<i>The institution looks after student welfare by providing opportunities for their participation in program planning and policy formulation.</i>	<p>There is a yearly dialogue between the Dean and the students.</p> <p>Students have representation in the Planning and Development Committee of the university.</p> <p>We have yet to develop a better system in determining who the student representatives should be.</p>	<p>Student Handbook</p> <p>Minutes of meetings</p> <p>Report on student involvement</p>

Elements of Student Services

	Remarks	Possible Sources of Evidence
<p><i>Other relevant information:</i></p> <p><i>There is Director of Student Affairs also takes care of personal development needs such as Canteen, Infirmary, and Athletics.</i></p>	<p>The Director of Student Affairs is in charge of streamlining the student services.</p> <p>Our area for improvement is the supervision of Student Residences, since they are administered by a concessionaire.</p>	<p>Annual report of the Director of Student Affairs</p>

Elements of Student Services

	Remarks	Possible Sources of Evidence
<p><i>Other relevant information:</i></p> <p><i>We have tried to focus our programs on those that will help form good teachers and HCPs.</i></p>	<p>During Exit interviews, our graduates have expressed satisfaction with the practicum and volunteer programs. Likewise, interviews with alumni show that these non-academic programs help them to succeed as teachers and HCPs.</p>	<p>Minutes of exit interviews of graduates and FGD for alumni</p>

How will the evidence be evaluated?

- Presence of systems, processes, and mechanisms
- Extent of implementation
- Quality of outcomes
- Effectiveness of implementation, based on outcomes