TABLE 1: Matrix for Self-Assessment Report

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|  | **AUN-QA SAR Checklist** | **Documents Needed Based on AUN-QA** | **Relevant iAADS Data Field** |
| 1. **EXPECTED LEARNING OUTCOMES** | | | |
| 1.1 | The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university. | - Programme and course specifications  - Brochure, prospectus or bulletin (Link or PDF attachment)  - Curriculum map  - Skills matrix  - Stakeholders’ input and feedback [respondents are students (SET, exit survey), employers (employer survey), and alumni (graduate tracer survey)]  - University and faculty websites (Link)  - Curriculum review minutes and  - Accreditation (PDF attachment, e.g. CHED COE/COD, PAASCU, PACUCOA) and benchmarking reports |  |
| 1.2 | The expected learning outcomes cover both subject-specific and generic (i.e. transferable) learning outcomes. |
| 1.3 | The expected learning outcomes clearly reflect the requirements of the stakeholders. |
| 1. **PROGRAMME SPECIFICATION** | | | |
| 2.1 | The information in the programme specification is comprehensive and up-to-date. | - Programme and course specifications  - Brochure, prospectus or bulletin (Link or PDF attachment)  - Curriculum map  - Skills matrix  - Stakeholders’ input and feedback [respondents are students (SET, exit survey), employers (employer survey), and alumni (graduate tracer survey)] | I. Data Gathering  1.3 Descriptions and objectives by program (include BS/BA, certificate, diploma, MA/MS, PhD)  3.3 Last curricular review. State program(s) and year last reviewed; describe in general the revisions made, if any (minor changes, new courses or programs instituted, overhaul of curriculum, etc.)  III. Qualitative Appraisal Guide  C. Academic Programs (Undergraduate and Graduate)  Curricular Organization and Content  - How is your program concentration organized and what is the rationale for this organization?  - What are your program's descriptions and objectives?  - Does the curriculum reflect the breadth and depth of the discipline? Are there any gaps in specialized knowledge required by your discipline and if so, what are these?  - Are the courses and programs (e.g. BA and MA, MA and PhD) clearly differentiated?  - Do you think your program is attractive to students? Is it challenging? How does it fare compared to others in the University?  - How much flexibility do faculty have in handling special topics course?  Curriculum Planning  - What efforts have you made to incorporate new knowledge in the discipline/field? Is this effort generaly left to individual faculty to introduce in the courses they teach?  - When did you last review your program? What important changes, if any, did you undertake?  Courses in other Programs  - Does your department depend on courses offered by other units? Do you offer courses required by other programs?  - How do you coordinate these needs with the other units?  III. Qualitative Appraisal Guide  Performance of Graduates  - Do you think you have prepared your graduates adequately for professional life?  - Where do your graduates go? Are they able to find jobs?  - How do the alumni look upon the department? |
| 2.2 | The information in the course specification is comprehensive and up-to-date. |
| 2.3 | The programme and course specifications are communicated and made available to the stakeholders. |  |
| 1. **PROGRAM STRUCTURE AND CONTENT** | | | |
| 3.1 | The curriculum is designed based on constructive alignment with the expected learning outcomes. | Same as above | Same as 2.1 and 2.2 |
| 3.2 | The contribution made by each course to achieve the expected learning outcomes is clear. |
| 3.3 | The curriculum is logically structured, sequenced, integrated and up-to-date. |

TABLE 2: Template for Curricular Mapping

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| **CHARACTERISTICS**  **OF PROGRAM GRADUATES**  **(from Vision / Mission, stakeholders, standards, etc.)** | **PROGRAM/ EXPECTED LEARNING OUTCOMES (PROGRAM COMPETENCIES)**  **FROM CHARACTERISTICS** | **INDICATORS**  **OF PROGRAM COMPETENCIES** | **COURSE AND**  **COURSE OBJECTIVES**  **(COURSE COMPETENCIES)**  **FROM INDICATORS** | **LEARNING DOMAINS OF OBJECTIVES** | | | **LEVEL OF OBJECTIVES** | | |
| **COGNITIVE**  **(√)** | **AFFECTIVE**  **(√)** | **PSYCHOMOTOR**  **(√)** | **INTRODUCTORY**  **(√)** | **EMPHASIS**  **(√)** | **REVIEW**  **(√)** |
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