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**
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| 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**
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| 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 Gathering1.3 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 GuideC. 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 GuidePerformance 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**
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| 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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