THE SELF ASSESSMENT

WHAT INFORMATION IS NEEDED AND HOW TO COLLECT??
Type of information

- Quantitative, statistical data
  - Student intake
  - Number of students
  - Number of graduates/pass rate
  - Drop out
  - Average study time
  - Number of academic staff
  - Number of support staff
  - Qualifications of the staff
Type of information

- Qualitative data
  - Satisfaction of the student
  - Satisfaction of alumni
  - Opinion of the academic staff
  - Satisfaction of the labour market
Intake and total number of students

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
</tbody>
</table>

Table 1: Intake of first-year students

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
</tbody>
</table>

Table 2: Total number of students (last 5 academic years)
Pass rates and drop out

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Size cohort *</th>
<th>% first degree after</th>
<th>% dropout after</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3 year</td>
<td>4 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt;4 years</td>
<td>1 year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 years</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&gt;3 years</td>
</tr>
</tbody>
</table>

* numbers must be the same as in the intake Table 10
** percentages are cumulative.

Table 1: Student performance (last 8 to 10 cohorts)
<table>
<thead>
<tr>
<th>Category</th>
<th>M</th>
<th>F</th>
<th>Total People</th>
<th>FTEs *</th>
<th>Percentage of PhDs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visiting lecturers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* FTE stands for Full Time Equivalent. This is a unit to calculate the investment of time. 1 FTE is equal to about 40 hours per week (full-time employment). A staff member with a weekly appointment of 8 hours is 0.2 FTE.

Table 1: Number of staff (specify reference date)

<table>
<thead>
<tr>
<th>Total FTE for the training*</th>
<th>Number of Students2)</th>
<th>Number of graduates Year:</th>
<th>Number of students per FTE-training</th>
<th>Number of graduates per FTE-graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Realistically estimate of the number of FTEs used for the training. The number of students enrolled in the programme at the beginning of the 2005/2006 academic year. If this number is not considered to be representative, please specify what it should be made in the text.

Table 2: Staff/student ratio and staff/graduate ratio (please specify the year)
QUALITATIVE DATA

- **Source:**
  - Students
  - Staff
  - Alumni
  - Employers

- **Instruments:**
  - Questionnaire
  - Interviews
  - Discussion panel
Conditions for questionnaire

- Relevant questions
- Representative sample of the target group
- Anonymous (at least for students)
- Do not ask information you will not use
Examples of information to be asked from students

- GENERAL
  - About expected learning outcomes
  - About the coherence and redundancy of the program
  - The way of delivering of the courses
  - The study load
  - The examinations
  - The facilities

- WELL KNOWN BOTTLE NECKS
Examples of information to be asked from the staff

- Agreement about the goals and aims of the program
- Opinion about the role of his/her course in the curriculum
- Opinion about management and organization of the curriculum
- Opinion about the facilities
- Opinion about relation teaching and research
- Opinion about the workload
Examples of information to be asked from alumni

- The value of the program they have followed
- Acceptance of the degree by the labour market
- Proposed changes in the program
- What did they miss in their training?
- How long did it take to find a job?
Examples of information to be asked from employers

- Opinion about the graduates
- Link between the program and the expectations of the labour market
- Employability of the graduate
- What did you miss in the training?
- What changes like you to propose
ASSIGNMENT

You are a member of the self-assessment committee and in charge of collecting the qualitative information.

The coming 60 minutes will be used to make a rough draft of a questionnaire to collect information from:

- Students (group 1)
- The staff (group 2)
- The employers (group 3)