

National Commission for Academic Accreditation & Assessment

ANNUAL PROGRAM REPORT

Annual program reports should be prepared by the program coordinator in consultation with faculty teaching in the program or a program committee. The reports are provided to the head of department or college, and used as the basis for any modifications or changes that are required in the program. They should be retained on file to provide a record of developments in the program for use in periodic program self-studies and external reviews for accreditation.

Where reference is made to advice or comment from an independent evaluator, advice should be obtained from a person familiar with the program who is not directly involved in its delivery.

Annual Program Report

Institution
College/ Department

A. General Information

Program title and code
Name of program coordinator
Date of report
Academic year to which this report applies.
Location if not on main campus or locations if program is offered in more than one location.

B Statistical Information

1. Number of students who started the first year of the program this year: <input style="width: 50px;" type="text"/>
2. Number of students completing the program in the year for which the report is prepared:
(a) Completing the final year of the program: <input style="width: 50px;" type="text"/>
(b) Completing major tracks within the program
Title.....No <input style="width: 50px;" type="text"/>
Title.....No <input style="width: 50px;" type="text"/>
Title.....No <input style="width: 50px;" type="text"/>
Title..... No <input style="width: 50px;" type="text"/>
(c) Completing an intermediate award specified as an early exit point (if any) <input style="width: 50px;" type="text"/>
3. Apparent completion rate.
(a) Percentage of students completing the full program <input style="width: 50px;" type="text"/> (Number shown in 2 (a) as a percentage of the number that started the full program in that student intake.
(b) Percentage of students completing an intermediate award (if any) <input style="width: 50px;" type="text"/> (eg. Associate degree within a bachelor degree program) (Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that

student intake.)

Comment on any special or unusual factors that might have affected the apparent completion rates. (Eg. Transfers between intermediate and full program, transfers to or from other programs)

4. Number and percentage of students passing each year of the program.

	Number Starting	Number Completing and Passing	Percent Completing and Passing
Year 1			
Year 2			
Year 3			
Year 4			

5. Year to year progression rates.

Proportion of students who started each year level in the previous year who passed and continued to a higher year level the current year.

Started in Year 1 and continued to start in Year 2	%	<input type="text"/>
Started in Year 2 and continued to start in Year 3	%	<input type="text"/>
Started in Year 3 and continued to start in Year 4	%	<input type="text"/>

6. Special factors outside the control of the program (if any) affecting the numbers completing the year and continuing in the following year.

7. Destination of graduates as shown in survey of graduating students (Include this information in years in which a survey of employment outcomes for graduating students is conducted)

Date of Survey

Number Surveyed Number Responding Response Rate %

Destination	Not available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number					
Percent of Respondents					

Comment on significance of percentages. (eg. Comparison with past results, results at other institutions, nature of job market, implications for program planning)

C. Program Context

1. Significant changes within the institution affecting the program (if any) during the past two years.

Implications for the program

2. Significant changes external to the institution affecting the program (if any) during the past two years.

Implications for the program

D. Course Information Summary

1. Course Results
Attach a list of all courses taught during the semester/year showing for each course the number commencing, the number completing, and the distribution of grades (A, B, C, etc.)

2. Analysis of Unusual Results.
List any courses where the proportion completing or passing the course, or the distribution of grades, was unusually high or low, or departed from policies on grades or assessments. For each such course indicate what was done to investigate, the reason for the difference, and what action has been taken as a result. (Include or attach additional summaries if necessary)

a. Course	Variation
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Investigation Undertaken	
Reason for Difference	
Action Taken (if Required)	
b. Course	Variation
Investigation Undertaken	
Reason for Difference	
Action Taken (if Required)	
c. Course	Variation
Investigation Undertaken	
Reason for Difference	
Action Taken (if Required)	

(Attach additional summaries if necessary)

4. Delivery of Planned Courses

(a) List any courses that were planned but not taught and indicate the reason and what will need to be done if any compensating action is required.		
Course title and code	Explanation	Compensating action if required

(b) Compensating Action Required for Units of Work Not Taught in Courses that were Offered.
 (Complete only where units not taught were of sufficient importance to require some compensating action)

Course	Unit of work	Reason
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Compensating action if required

Course	Unit of work	Reason
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Compensating action if required

Course	Unit of work	Reason
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Compensating action if required

Course	Unit of work	Reason
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Compensating action if required

E. Program Management and Administration

List difficulties (if any) encountered in management of the program	Impact of difficulties on the achievement of the program objectives	Proposed action to avoid future difficulties in Response

F. Summary Program Evaluation

<p>1. Graduating Students Evaluation (To be reported on in years when surveys are undertaken)</p> <p>Date of Survey <input type="text"/></p> <p>Attach survey results</p>	
<p>a. List most important criticisms, strengths and suggestions</p>	<p>Comment (Eg. Valid comment, action already taken, other considerations, etc.)</p>
<p>b. Changes proposed in program (if any) in response to this feedback.</p>	

2. Other Evaluation (Eg. Evaluations by employers or other stakeholders, external review))			
Describe evaluation process			
a. List most important criticisms, strengths and suggestions		Comment (Eg. Comment is valid and action will be taken, action already taken, other considerations, etc.)	
b. Changes proposed in program (if any) in response to this feedback.			
2. Ratings on Quality Standards (Refer to <i>Quality Standards for Higher Education Programs.</i>)			
(a) Attach rating scales for Learning and Teaching, and other scales used for program evaluation. (To be reported on in years when rating scales are first completed and in later years when a comprehensive evaluation is undertaken)			
(b). List sub-scales selected for annual monitoring. (normally those where the practice is not followed but is considered a priority for development, or which were assessed as in need of improvement (rating of less than three stars) Indicate action proposed to improve performance (if any).			
Sub-Scale	Practice Followed (Y/No)	Star Rating	In first year in which scales are completed indicate action proposed In later years, comment on performance in the year of the report.

(Add items or attach list if necessary)					

<p>2. Effectiveness of teaching strategies. Comment on the effectiveness of teaching strategies planned for use in courses for the type of learning involved in each of the domains of learning. (See description of domains in National Qualifications Framework and the proposed strategies in item D 2. in the Program Specification.) (Note <u>this question is not an assessment of the skills of instructors, but an evaluation of the planned strategies based on instructors course reports.</u>)</p>	
<p>Summary of comments by instructors or other feedback on the effectiveness of teaching strategies for domains of learning outcomes indicating any difficulties encountered, and suggestions for improvement.</p>	<p>Planned response to comments (Eg. training and assistance provided, modification in planned strategies) (When appropriate refer to particular courses where changes are to be made)</p>
a. Knowledge	
b. Cognitive skills	
c. Interpersonal skills and responsibility	
d. Communication, IT and numerical skills	
e. Psychomotor skills (if applicable)	

<p>3. <u>Orientation programs for new teaching staff</u></p>			
Orientation programs provided	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If offered, how many participated? <input type="checkbox"/>

a. Brief Description

b. Summary of evaluations by staff who participated in the orientation program.

c. If orientation programs were not provided, give reasons.

4. Professional Development Activities for Teaching and Other Staff	How many Participated	
	Teaching Staff	Other Staff
a. Activities Provided		

b. Summary comments on usefulness of activities based on participants evaluations

H. Independent Opinion on Quality of the Program after Considering Draft Report
 (eg. head of another department offering comment on evidence received and conclusions reached) (Attach notes)

1. Matters Raised by Person Giving Opinion	Comment by Program coordinator on Matters Raised
2. Implications for Planning for the Program	

I. Action Plan

Progress on Implementation of Previous Year's Action Plans			
Actions Planned	Completion Date	Person Responsible	Completed or not completed
a.			
Reason if not completed as planned.			
b.			

Reason if not completed as planned			
<hr/>			
c.			
Reason if not completed as planned			
<hr/>			
d.			
Reason if not completed as planned			
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2. Proposals for Program Development			
a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other)			
b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc.)			
c. Development Activities for Teaching and Other Staff			

3. New Action Plan for Academic Year _____		
Actions Required	Completion Date	Person Responsible

Program Coordinator: _____ -

Signature: _____ **Date Report Completed:** _____

Received by _____ (Dean/Department Head)

Date _____

Attachments

Copy of all course reports

Rating scales applicable to the program from the *Self Evaluation Scales for Higher Education Programs* that were completed this year (See Item E 2)

Summary of any evaluations by graduates or other stakeholders in this year (See item E 1)

Independent evaluators report