Operational Guidelines for Utilizing Estibana to prepare Survey Reports and monitor the quality of Academic Programs at IAU

2023-2024 Academic year

Vice-Deanship of Quality



Introduction:

All the academic programs at IAU must evaluate their quality assurance processes using direct and indirect methods. The direct methods adopted include assessing learning outcomes and evaluating the Key Performance indicators using factual data. The indirect assessment consists of an analysis of stakeholders' feedback surveys. All the data are analyzed using appropriate statistical, quality, and managerial tools to bring out underlying factors that impact the quality of the Program. Based on the identified factors, all the relevant stakeholders prepare corrective action plans by deploying the required resources. The entire process of this assessment cycle, measuring of performance, development of action plan, and the review of improvements obtained is carried out each semester by closing the quality loop. To collect survey data, the Deanship of Quality and Academic Accreditation (DQAA) has designed a web-based application, 'Estibana' to generate feedback from the students, faculty members, and other external stakeholders like alumni and employers.

A. Overview of Surveys in the Estibana Application.

Stakeholders' feedback about the various aspects of academic programs is systematically recorded and monitored, timely feedback is provided to them, and corrective actions are made where and whenever necessary. The monitoring system at IAU includes a feedback survey from four categories of stakeholders, and it consists of:

- 1. Students
- 2. Teaching and Administrative staff
- 3. Employers
- 4. Alumni



IAU developed the following survey instruments to capture the feedback from stakeholders viz. Students-centered surveys include (i) Course Evaluation Surveys (CES); (ii) Students Experience Surveys (SES); (iii) Program Evaluation Surveys (PES) and (iv) Students Survey on Lecturing Skills (SSLS). Similarly, Faculty Centered surveys include the Academic Job Satisfaction Survey (AJS). Additionally, there is a separate survey tool for external stakeholders, such as alumni and employers, to capture their perceptions. Moreover, specific questionnaire tools are in place to capture user satisfaction with facilities and learning resources separately. All these surveys are administered through an online application entitled 'Estibana' (formerly, UDQuest'), and specific timelines are in place to guide the implementation of these surveys (Table 1). Besides, the university has established clear procedures to assess the student's achievement of learning to ensure programs' quality. Learning outcomes pertaining to all five domains of learning as stipulated by the National Qualification Framework are indirectly assessed at the program level using an exclusive PLO survey.



Table 1: Common Surveys administered through Estibana Application

S No.	Survey Respondents		When to administer?		
1	Academic Job Satisfaction	All teachers	Once a year, at the end of the year		
2	Course Evaluation Survey	All students	Every Term		
3	Program Evaluation Survey	Final year students	Once a year, before graduation		
4	Student Experience Survey	Students who reached half the program	Once a year, Term 1 or Term 2		
5	Student Survey on Lecturing Skills	All students	Every Term		
6	Final Year Students' Survey	Final year students	Once a year, before graduation		
7	Orientation Program Survey	New students	Once a year, at the beginning of the year		
8	Student Affairs Survey	All students	Once a year, at the end of the year		
9	Library User Satisfaction Survey	All students & and teachers	Once a year, at the end of the year		
10	Alumni survey to whom the link was sent.	All Alumni	Specified intervals up to 2 years after graduation		
11	Vision, Mission, and Values Survey	All students & teachers	Once a year, at the end of the year		
12	Admin Job Satisfaction Survey	All IAU admin and medical staff	Once a year, at the end of the year		
13	Student Satisfaction Survey About Academic Advisor	All students	Once a year, at the end of the year		
14	Filled by Employers to whom the link was sent.	External Entity	As and when required by the colleges		
15	Student Support Practices Survey	All Students	Once a year, at the end of the year		
16	Student Clinical Education Satisfaction Survey	Nursing Students	It is conducted by the College of Nursing for every term.		
17	Internship Satisfaction Survey	Internship Students (at the end of the last term)	As and when required by the colleges		
18	Medical Intern Evaluation of Internship Rotations.	Internship Students of the College of Medicine (at the end of the last term)	It is conducted by the College of Medicine every year.		
19	Quality of Community Services Survey	All students & and faculty (Internal) and community members (external)	Once a year, Term 2		
20	Institutional Learning Outcomes Assessment Survey	Final year students	Once a year, before graduation		
21	Vision, Mission, Values, and Strategic Goals	All students & and faculty (Internal) and community members (external)	Periodical, as per the need.		



Table 2: Utility of Surveys to measure the performance of various aspects of Academic Programs at IAU

#	Aspects of Quality measured	Name of Survey utilized			
1		PES measures the Program's quality at the end of the academic program			
	Quality of the Program	SES measure the quality of the Program at the mid-way through the Program			
		Employer's survey of Program graduate's quality			
		Alumni Survey of the Program's Quality			
2	Quality of the Course	Course Evaluation Surveys (CES)			
3	Quality of the Learning Resources	Library User Satisfaction Survey			
4	Quality of Teaching/Lecturing Skills of Faculty	Students Survey of Lecturing Skills			
5	Quality of Academic Advising Facilities in the Program	Student Satisfaction Survey about Academic Advisor			
6	Job Satisfaction	Academic Job Satisfaction Survey for teaching staff			
		Administrative Job Satisfaction survey for administrative staff			
7	Quality of Alumni & Career	Final Year Students Survey to evaluate the			
	Development Center	services of the Alumni & Career Development Centre, and/or the Alumni Unit in the college			
8	Quality of Orientation Programs Offered in the University	Orientation Program Survey (OPS)			



B. Guideline for preparing survey reports from the data retrieved from Estibana

Each Vice Deanship of quality in coordination with the quality coordinator of academic programs in the colleges has to adopt the following steps to prepare Survey Reports.

1. Go to the Estibana Website and log in using the university username and password https://estibana.iau.edu.sa/



2. Once log in, you will be redirected to the home page, now find the menu bar on top of the page, in which you need to click the "Analysis & Results" tab.





3. Under the tab "Analysis & Results" you will see all the surveys that are required to generate in an Excel file.

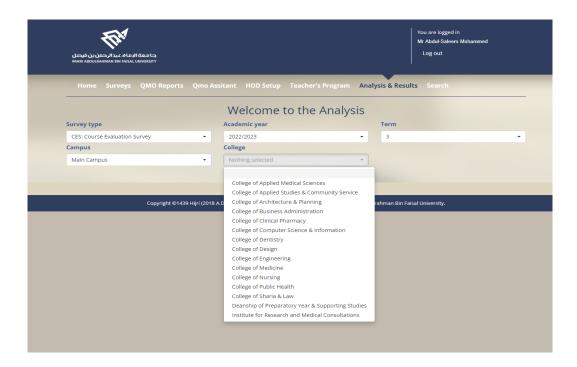
Select "CES" from the Survey type dropdown menu as shown in the picture.

Select Year from the Academic Year menu.

Select the semester from the Term dropdown menu.

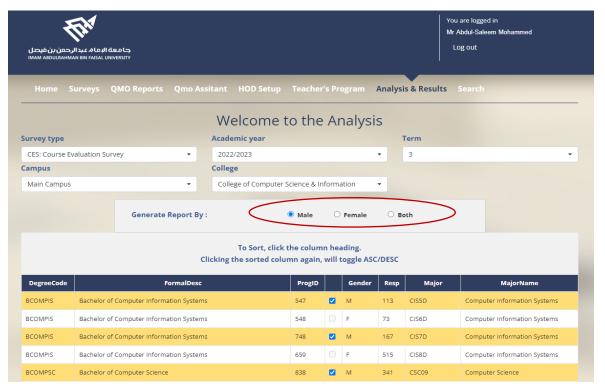
Select your college from the Unit/College dropdown menu.

Select your location from the campus dropdown menu.

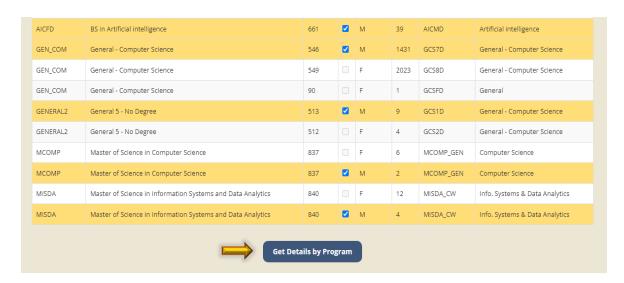




4. Here, select 'Generate Report By' Male, Female, or Both from the Radio button as in the captured image.

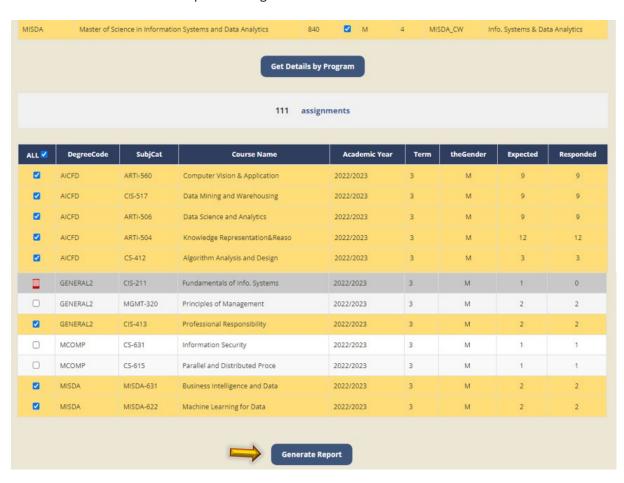


5. Click on the "Get Details by Program" button and it will display the details of courses under the selected programs from the grid.



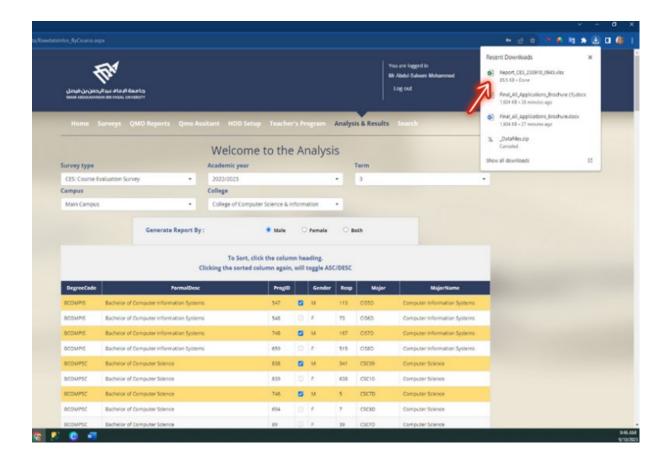


6. Here, select courses by checking the checkboxes and clicking the "Generate Report" button as in the captured image.



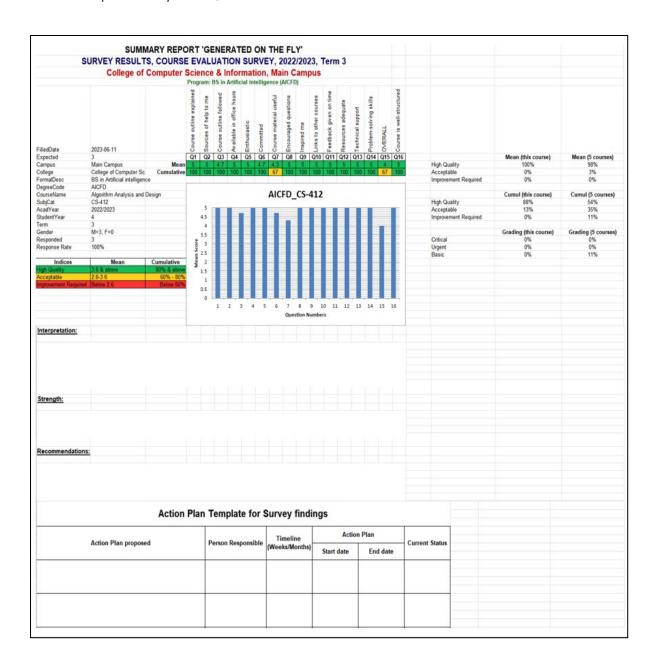


7. Based on your selected criteria, the Excel report is generated by the Estibana system.





8. After downloading the data in the Excel sheet, prepare a survey report using the template provided by the DQAA.





C. How to interpret the Survey Findings

The interpretation for each survey has to be prepared based on the following sequential steps:

1. Upon downloading the Excel sheet, the Estibana application will provide the survey findings, which are uniformly graded using a pre-determined grading scale as shown in Table 3 below:

Table 3: Grading of Students' responses during Surveys administered at the Graduates' Program

Performance	Criteria used to grade surveys Responses				
Grading	Mean	Median	First Quartile	Cumulative of 4 or 5%	
High Quality	3.6 & above	4 & 5	4 & 5	80 & above	
Acceptable	2.6 - 3.6	3	3	60 - 80	
Improvement	Less than	1 & 2	1 & 2	Less than 60	
Required	2.6				

2. Each Quality Coordinator has to use the Excel sheet and the performance grading as shown by three color codes (red, yellow, and green) to prepare the interpretation for the surveys. The interpretation has to be prepared carefully by addressing those items that need improvement (red color code) as well as items that are rated as acceptable (yellow color-coded items). Also, it is obligatory to comment on the data trend indicating the reasons for both the drop (decrease) and spike (increase) in the performance of each item in the questionnaire.



D. Guideline for utilizing the survey findings to develop a correction action plan

1. On completion of the survey findings, the Program quality coordinators in consultation with the Program Chair (for program-related surveys) and the Course coordinators (for course-related surveys) carry out a SWOT (Strength-Weakness-Opportunities-Threat) analysis and develop a list of recommendations from the survey findings. The criteria for carrying out the SWOT analysis is given in table 4 below:

Table 4: SWOT analysis criteria employed in categorizing the survey findings

STRENGTHS Items rated by Stakeholders as "High-Quality Performance" Mean range >3.6 Cumulative % >80%	OPPORTUNITIES Items rated by Stakeholders as "Acceptable Performance" Mean range 2.6 to 3.6 Cumulative % range from 60%-80%
WEAKNESS Items rated by Stakeholders as "Improvement Required" Mean range < 2.6 Cumulative % < 60%	THREATS (Obstacle you face) Responder Fatigue Poor Response rate Opened ended response External Environment Influence

2. The program quality coordinators (for a program-related survey), as well as course coordinators (for CES and SSLS), are instructed to complete both the 'strength' and 'recommendations' sections in the downloaded Excel based on the color-coded items of the questionnaire as per the criteria shown in table 4.



3. From the recommendations received through survey findings, program quality coordinators (for program-related surveys) as well as course coordinators (for CES and SSLS) are instructed to develop priorities to design an action plan for seeking improvement in their courses. A similar exercise is undertaken by the Program quality coordinator for all the program-level surveys. DQAA at the university level gave two approaches for all the academic programs to develop priorities from the recommendations and it is given in Table 5 below:

Table 5: Approaches used by Academic Programs in choosing priorities for developing action plans

Direct Approach (Data-Driven Method)	Indirect Approach (Alternate Method)	
Focus on all the weaknesses pointed out by stakeholders and convert those items as a priority for improving the quality of a course or Program	Review all the items, analyze performance through brainstorming, and then, develop a priority list for seeking	
Also, focus on items pointed out by stakeholders as "Improvement required" and then convert it into a Priority List based on the trend data (by comparing the previous year's performance)	improvements	

Usually, the mean score of those items marked as less than 2.5 on the Likert scale (or below 60% in the case of cumulative percentage) from the survey findings are to be included as a recommendation. These are the items to be given as priority in the action plan.



- 4. From the chosen priorities, the academic program chooses some of the most important items and includes them in the action plan. This selection is based on the fulfillment of certain criteria. Both Program quality coordinators and the course coordinators are advised to choose items from the priority list subject to the fulfillment of either one or all of the following conditions:
 - Not all Priorities are converted to Action Plan
 - Explore each item with its importance and its contribution to the overall quality of the course/Program learning outcomes
 - Nature of the problem identified from the Stakeholder's survey.
 - Consistent poor performance of specific item (a particular issue) in the last 3 years (Data Trend)
 - Resources required to accomplish the list of Priorities identified by the Stakeholders
 - Timelines required for accomplishing the priorities identified by the stakeholders.
 - Any Problem affecting the Mission of the Program needs immediate attention.
- 5. Based on the chosen priorities, each academic program chair establishes action plan(s) for addressing the weakness identified from the survey findings. This is usually carried out by the Quality committee both to implement and monitor action plans. For each action plan, responsible personnel will be allocated, required resources will be provided; timelines have to be set and appropriate support has to be offered to accomplish it on time. At the program level, two options are given to the Program Quality coordinators to prepare an action plan for surveys:

Option 1: An action plan table is completed by each course coordinator for his or her course separately; then, all the tables can be presented together as a cumulative action plan for the Program.



Option 2: The Program can consolidate the findings of all the courses, and other program-related surveys and develop a unique table as given below and append it as an evidence file with the Annual Program report.

Table 6: Standard Template for Developing Action Plan for the Recommendations arising out of Surveys

#	Recommendation derived from survey findings	Action Plan proposed	The person responsible for the action plan	Timeline (Duration) proposed for completion (Weeks/Months)	Action Plan		Current
					Start date	End date	Status

Implementation of the Action Plan

The implementation of the action plan requires a coordinated effect of faculty members, course coordinators, the Vice-Deanship of Development, the Vice Dean of Academic Affairs, Curriculum committee members, the Program chair, and the Dean of the College. In some occasions, it may extend up to the Vice President for Academic Affairs of the university in which any major change needs to be carried out in the curriculum based on the achievement of students learning outcomes and to fulfill the external environmental requirements (i.e., employer's requirements, National Qualification Framework, and skills set required by the licensing & accreditation body). While implementing the action plan, appropriate timelines are prepared for each one of the tasks using a Gantt chart, and designated personnel are allocated to monitor it in an effective manner. Further, it is the responsibility of the Program Chair and the Dean to provide the required resources in the form of money, manpower, and materials for the smooth accomplishment of the action plan.



Closing the Loop, Results dissemination & Follow-up

The purpose of assessment is to help determine whether or not the program is effective and to document and demonstrate continuous improvement based on assessment results. Therefore, "closing the loop" implies that the university's planning and evaluation process and the individual program/College have completed a cycle from administering surveys to using assessment results in the next planning and assessment cycle. Survey results should be disseminated widely across different stakeholders with confidentiality, evaluated thoroughly, and used to improve the quality of courses, programs, and other academic and administrative services. The Vice Dean of Quality should communicate the results along with an improvement plan to each program chair and the university's top management because the next step would involve the collaborative efforts of all parties. It is vital for planning purposes to share the successes and the shortcomings to generate effective action plans to propose remedial measures for seeking improvements. The action plan should include specific suggestions for increasing the likelihood of success during the next assessment cycle. Moreover, an action plan involves inter-department/program cooperation and collaboration, should consist of an estimated cost, if applicable, and should be listed by order of priority.

It is noteworthy that closing the survey assessment loop may require additional resources beyond current budgets. The survey assessment loop is only closed if actions are taken to make modifications where necessary. The implementation of the proposed action plan is a shared responsibility. Each academic program should complete a survey assessment report in a uniform format with a brief discussion of the results and how the results are to be used to make changes to improve the quality of the course and the program.

After securing the department council's approval for the survey reports, the Program Chair should submit the survey assessment report to the Dean of each respective College and a copy to the Deanship of Quality and Academic Accreditation.



The Dean of each respective college submits the survey assessment report (in the form of APR) to the Vice Presidency for Academic Affairs, who then forward it to the University President. The President and the University Council will review & and discuss the annual program reports & and the proposed action plans and approve the same for implementation, including a detailed timeline and the responsibility charter to aid the implementation process.

Further, the agreed action plans are forwarded to the directorate of Budgeting and planning, which utilizes this as input for the next year's budget planning cycle. The Dean of respective Colleges, the Program Chairman, and the DQAA should monitor this implementation process and review any remedial action plans. Each academic program should adopt the above institutional guideline while closing its quality evaluation process concerning stakeholders' surveys.
