Council for Higher Education in Israel

Guide to the Development of the Institutional Self-Assessment Report

2023

Table of Contents

Introduction

This document contains information related to the process for developing the report of the Institutional Self-Assessment (ISA) prior to a Quality Assurance (QA) Review. (For clarification, the ISA includes the data collected in support of the Institution's responses to each item.) It should be made available to individuals participating in the self-assessment process. For an overview of the QA process, refer to the *Guidelines for the Planning and Conduct of CHE Quality Assurance Survey Visits*, available on the CHE website.

Purpose of QA and Self-Assessment

The Council for Higher Education (CHE) QA Review ensures that medical education programs remain in Compliance with Standards for Medical Education and their associated Elements. The QA Review is designed to determine if Medical Schools are in Compliance with the Standards for Medical Education in Israel while providing CHE with a detailed assessment of their needs, strengths, and challenges - with short and long-term recommendations for their improvement.

In the process of conducting its self-assessment, a medical school brings together representatives of the administration, faculty, student body, and other constituencies to: (1) collect and review data about the medical education program, (2) identify both institutional strengths and challenges that require attention, and (3) define strategies to ensure that the strengths are maintained, and any problems are addressed effectively.

The usefulness of the Self-Assessment Report as a guide for planning and change is enhanced when participation in its development and review is broad and representative, when the participants have engaged in a thoughtful process of institutional self-analysis and reflection, when concrete plans have been created to address identified problems, and when the results and conclusions are widely disseminated for review and consideration.

Standards of Medical Education

The ISA is directly linked to the CHE Standards for Medical Education and their associated Elements. The CHE Standards and Elements used for gauging Compliance with Standards of Israeli medical education programs are available on the CHE website. Medical education programs should ensure that they have the most up-to-date Standards and Elements as they are subject to periodic review and updating.

There are 11 overarching Standards with 53 Elements. Medical schools are expected to demonstrate compliance with each of the 11 Standards. Compliance with a Standard, as determined by the CHE, will be based on performance in the Elements associated with the Standard.

Faculty Lead

Upon receipt of a notification of a planned QA Review from CHE, deans must designate a faculty lead (FL) to manage the Self-Assessment process. The FL should be a senior faculty member who may also hold an administrative position and who is knowledgeable about the medical school and its educational program and familiar with the meaning and interpretation of the CHE Standards and Elements for Medical Education.

The FL should be able to identify institutional policies and information sources, and to ensure participation by members of the administration, faculty, and student body. The school must ensure that the FL has appropriate administrative support, financial resources, and release time from other duties in order to accomplish the responsibilities associated with this role.

The FL has a wide variety of responsibilities related to the Self-Assessment and Survey Visit processes, including ensuing accurate and complete preparation of the ISA and associated data, coordinating the activities of the Self-Assessment Task Force, (SATF) and ensuring that the Self-Assessment report is completed on schedule. For more information about the role of the FL, refer to the *Guidelines for the Planning and Conduct of CHE Survey Visits*, available on the CHE website.

Institution Quality Assurance Coordinator (IQAC)

The FL will work alongside and in coordination with the Institutional Quality Assurance Coordinator (IQAC), the permanent Quality Assurance Coordinator employed by the institution.

General Steps in the Self-Assessment Process

The QA Review process consists of Institutional Self-Assessment (ISA) with supporting data and peer review. Information provided by the medical school is considered by both the institution and Survey Team in the context of the Elements associated with each Standard. The Self-Assessment process requires the participation of administrators, faculty members, students, and others associated with the medical education program, its clinical affiliates, and, if relevant, its parent institution.

The general steps leading to the creation of the Self-Assessment report are as follows:

1. Completion of the ISA and the Student Survey Analysis, and compilation of supporting data and documents.
2. Analysis of the ISA and other information sources, including the Student Survey, by an institutional Self-Assessment Task Force (SATF) that identifies institutional strengths, challenges related to performance in Standards and Elements, and strategies to address these challenges.

Each step is described below.

Self-Assessment Analysis and Report Development

The SATF is responsible for conducting the Self-Assessment, supported by the FL and IQAC. The Task Force should review the Standards and Elements, the ISA, data, Student Survey and Student Survey Analysis report, and other sources to create the final set of strengths, challenges/concerns about performance related to Elements, and strategies to address the identified concerns. The ISA report is submitted along with other documents for review by the Survey Team and the CHE.

Completion of the ISA, Student Survey and Compilation of Supporting Documents
Complete ISA documents available on the CHE website.

There are questions in the ISA and requests for data and documents that are linked to each of the Elements. The questions should be answered, and the relevant data and documents compiled by the persons most knowledgeable about each of the topics. In completing the ISA, the school should take care to ensure that the data and descriptive information are current and accurate, and that the terminology is consistent across the ISA. It is critical that the FL ensure that the completed ISA undergoes a comprehensive review to identify any inaccuracies, missing data or question responses, or inconsistencies in reported information. See the *Glossary of Terms* for the CHE's definitions of terms.

While the ISA are being completed, medical students will conduct the Student Survey, the independent survey of student satisfaction with the educational program, student services, the learning environment, and other areas of relevance to students. Students will independently collect and analyze the data from the survey of students in all classes and reach independent conclusions about areas of strength and areas that require attention. While the administration may provide logistical support, the Student Analysis is the responsibility of the students.

The FL and IQAC will assemble additional relevant materials for review by the SATF and later by the survey team.

Completing the *Institutional Self-Assessment* (ISA)

The ISA is organized according to the 11 CHE Standards:

Standard 1 (mission, planning, organization, and integrity)
Standard 2 (leadership and administration)
Standard 3 (academic and learning environments)
Standard 4 (faculty preparation, productivity, participation, and policies)
Standard 5 (educational resources and infrastructure)
Standard 6 (competencies, curricular objectives, and curricular design)
Standard 7 (curricular content)
Standard 8 (curricular management, evaluation, and enhancement)
Standard 9 (teaching, supervision, assessment, and student and patient safety)
Standard 10 (medical student selection, assignment, and progress)
Standard 11 (medical student academic support, career advising, and educational records)

The ISA is available from the CHE website. The FL should distribute sections of the ISA (by Standard, Element, or questions) to those individuals best able to provide accurate and current information. Individuals should then complete and return their sections of the ISA to the FL within two or three months. The FL will review the ISA responses to ensure the information is complete and accurate and all questions are answered; the FL will then use the submissions to complete a draft ISA.

Conducting the Self-Assessment

The Self-Assessment Task Force

The ultimate responsibility for preparing the final Self-Assessment report rests with the Self-Assessment Task Force, coordinated by the FL. This group is responsible for reviewing the information in the documents described above and creating the final list of strengths, challenges, and strategies.

The CHE expects that the Self-Assessment Task Force is broadly representative of the constituencies of the medical school and its medical education program. It should include some combination of individuals from the following categories:
- Medical school administrators (academic, fiscal, managerial)
- Department chairs and heads of sections
- Junior and senior faculty members
- Medical students
- Medical school graduates in residency programs at the institution
- Representatives of clinical affiliates

Additionally, the Task Force could include other residents involved in medical student education, and community physicians. The Self-Assessment Task Force might be chaired by the dean or by a vice dean, senior associate dean, department chair, or senior faculty member. With help from the IQAC, the FL should manage the Self-Assessment process to facilitate the timely completion of Task Force work.

Preparation of the Self-Assessment Report

It is the responsibility of the Self-Assessment Task Force to review the documentation (e.g., ISA and supporting data, Student Survey Analysis) to make evidence-based determinations about Performance in Elements. This analysis is the basis of the Self-Assessment report, which contains a description of institutional strengths, challenges related to performance in Elements, and strategies to address the specific identified challenges.

Members of the Self-Assessment Task Force may find it helpful to refer to the *Survey Report Template for Survey Visit Reports,* which is used by survey team members to compile the survey report. The document is available on the publications page of the CHE website.

Structure of the Self-Assessment Report

The report should begin with a brief introduction describing how the Self-Assessment process was conducted. A complete list of Task Force members and their functions should be included in an Appendix.

The remainder of the Self-Assessment report should be organized into sections of institutional strengths, challenges/areas of concern related to performance in Elements, and specific activities undertaken or planned to address each of the challenges/areas of concern. The concerns may reference a single element or group of related elements (e.g., elements related to curriculum management).

If the Self-Assessment summary report was written by a subset of the task force, the full task force should review it and must affirm that they agree with its conclusions.

Appendix

In the Appendix, list the Self-Assessment task force members, their institutional titles/positions (e.g., medical student in year X of the curriculum, chair of the Department of X, associate dean for X), and their email addresses.

Assistance from the CHE QA Division

The FL and IQAC are encouraged to contact the CHE QA Division with questions about the Self-Assessment process. School personnel with core responsibilities should attend the preparation sessions available to schools with upcoming visits. The webinars provide information about the intent of Elements and the conduct of the Self-Assessment and give participants an opportunity to discuss specific issues with members of the CHE QA Division. The Survey Prep Workshop is held prior to CHE distributing the ISA, survey visit logistics, the Student Analysis, and CHE Standards and Elements. The CHE QA team is also available to meet with task force members related to the meaning and intent of CHE Elements as the Task Force is conducting its analysis of the related information.