Students' Engagement in the Self-Evaluation Process, is it a Useful Visible Step? Saudi Pilot Study

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Abstract

Purpose: to assess the visibility of the nursing students' engagements in the mission & objectives self-evaluation process as part of on going academic accreditation.

Methodology: A structured self-administered questionnaire developed by the National Commission for Academic Accreditation and Assessment (NCAAA) was used for data collection. A pilot sample of senior students representative currently enrolled in 5-year Bachelor of Nursing Science was approached. The institutional mission and objectives standards were rated by the staff as part of ongoing process of accreditation as well as the students. Students' experience was evaluated quantitatively and qualitatively.

Findings: The students were able to perform the evaluation without having more difficulties than the staff and with no inflated scores. The students showed strong positive attitudes and reflections toward their experience in the self-evaluation process. Their experience increased their understanding and awareness of the mission and objectives of the institution as well as their role as responsible party in the education process.

Value: The students' experience provided a useful indicator that assured student maturity and willingness to participate in quality issues, and considered a potential candidate for future wider studies of larger number of students' engagement with different academic level.

Keywords: Students' engagement & perception, accreditation, self-evaluation, NCAAA.

1. Introduction

Accreditation is defined as the formal certification proved that the institution or the program meets required standards (Council for Higher Education Accreditation 2010). The purposes of accreditation in higher education have been described as: fostering quality assurance, facilitating access to state funds, engendering private sector confidence in higher education, and easing transfer of courses and programs among colleges and universities (Eaton 2009). An effective accreditation system is granted to an organization in higher education when it demonstrates certain activities that it is meeting the outset purpose of a program; it has defined mission, vision and objectives; it has standards; and it demonstrates that the program will continue to accomplish its purpose by ensuring to stay abreast of the newest and most up-to-date technologies, innovations and best practices in its field (Baker and Miosi 2010; Davis and Ringsted 2006; Nina et al 2008).

Stakeholder's engagement is a recurring theme in the accreditation process and a key driver in the acceleration of quality performance improvement. In the last decade across Europe, the student's role in the quality assurance of higher education has become recognized as being essential, beneficial and desirable (European Association for Quality Assurance in Higher Education 2006). Benefits of including individual students in the evaluation councils conducting institutional quality level have been acknowledged in several European studies (Froestad & Bakken 2004; H. Alaniska et al. 2006; Irish Higher Education Quality Network 2009)

In Saudi Arabia, The government recognized the important need of the quality assurance along with the accreditation system. Thus the National Commission for Academic Accreditation and Assessment (NCAAA) has been established in 2004 to accredit all post-secondary institutions and programs (NCAAA handbook 2009; Telmesani et al. 2011; Darandari and Hoke 2007). NCAAA encourages the development of internal quality system that has to work with tertiary education institutions, governmental authority, as well as stakeholders such as students, faculty and staff members.

NCAAA stimulated the self-study process with focusing on student engagement as a major stakeholder in the process (Al mughraby 2009). Self-evaluation was defined as students judging the quality of the work, based on evidence and explicit criteria, for the purpose of having better work in the future (Kastrati 2013).

Subsequently, the involvement of the student to improve and enhance their own learning needs has become increasingly noticed. Whether through providing feedback about the courses they are taking (Al Rubaish 2010 & 2011; Gravestock & Gregor-Greenleaf 2008), contributing to the learning and teaching development in their subjected areas through reflecting on their experiences (Abu-Moghli 2005), or presenting their views through representative body in decision making processes in the institution as the college council, the course committee and the student/staff consultative committee.

NCAAA developed 11 standards to be met for accreditation process. Mission & objectives is one of these standards which has to be self-evaluated in the Saudi institutions that are seeking for the national academic

accreditation. It aims to assure that the institution's mission statement is clearly and appropriately defines its principal purposes and priorities and be influential in guiding planning and action within the institution, and highly supported by the major stakeholders (NCAAA handbook 2010).

2. Significant & purpose of the study

A significant lack of studies in Saudi Arabia related to students' engagement in the self-evaluation process, and the absence of full understood by all actors on how and on which levels student should be involved, limit the courage for student engagements. Many programs in higher education are faced with the decision of whether or not to seek student participation in the self-evaluation process. Proponents argue that it is needed to be assured by stakeholders that specific academic programs have upheld quality standards and their engagement is the key to helping students understand their role as responsible party in the educational process (Alaniska et al. 2006). Others take the view that it is redundant and not needed when other stakeholders are already part of the accreditation. They often claim that the excessive efforts, the time required of quality staff to orientate and increase awareness of the students with the successful key points in quality implementation, as well as the expected anomalous input by the students outweigh the benefits. The student evaluation could be impulsive and inflate the scores due to immature judgment (Al mughraby 2009).

Being a quality minded academic institution that accepted the student representative as partner in the academic community, and had the ability to see the situation from the perspective of a student and a learner, because they often have a balanced view of the aim and mission of the academic institution; either on the political and cultural aspects of the academic community, on the institutions' role in society and on the future of the academic development. In addition to adopting Haworth and Conrad perspective of an engagement theory and the quality of an academic program, who highlighted the presence of particular academic area of shared interest will provide a greatest chance of long term success (Haworth & Conrad 1997; Rough 2002). Moreover, the student nurses as health care providers learnt how to apply the reflective thinking based on evidences to improve the care they provided, where reflection indeed is vital to their education as the bridge between experiences and learning (Chan Chong 2009; Ferguson & Day 2005; McGrath 2005; Penz & Bassendowski 2006). Based on the above, the purpose of this study was formulated to assess the visibility and validity of the nursing students' engagements in the mission & objectives self-evaluation process. This study might provide useful observations to other institutions having similar environments and seeking for academic accreditation in higher education.

3. Methodology:

3.1 Study Sitting:

The study was conducted at Saad College of Nursing & Allied Health Sciences, Saudi Arabia. The college offers a 5-year Bachelor nursing science program in collaboration with the University of Ulster, with a student population of 450 students.

3.2 Sampling:

Pilot sample of four senior representatives' students currently enrolled in the Nursing Science program and thirteen staff were selected to evaluate the mission and objectives of the institution. Those students met the needed personality of leadership, honesty, and commitment over the role of at least 2 years as student representative. The students formulated a 24% of the total sample.

3.3 Ethical considerations:

The participants were asked to contribute in the mission & objectives standard self-evaluation as part of accreditation process in the institution. They were asked to do the evaluation based on the evidences which were collected and provided to them, and to reflect their experience quantitatively & qualitatively. They were given a written information sheet that explained the survey aims, process and confidentially and anonymously treatment. Informed consent from participants was obtained to assure that they will share their experiences voluntary and honestly and will discard any given documents after the study.

3.4 Instrumentation:

The study was conducted by two phases. The first part was to conduct the NCAAA self-evaluation of Mission and Objectives standard by the students as well as the staff. A detailed explanatory orientation was conducted to the particpants to explain the process of the self-evaluation. Quality evidences on every requirement were provided. Scoring grid and the evaluation forms which were adopted from NCAAA were provided and well explained. Each participant performed the evaluation individually and independently and was given one week to finish it. The evaluation form covered five quality aspects; appropriate of the mission, usefulness of the mission statement, development and review of the mission, use made of mission statement, and relationship between mission, goals and objectives (NCAAA handbook 2009). The evaluation was based on five scales ranged from one to five stars in order to indicate whether the mentioned practices are followed in the institution or not, and to show how well that specific practice is performed as shown in table 1.

The second phase was to conduct the quantitative and qualitative analysis of the student's perceptions toward

their engagement experience. A student engagement perception survey was prepared. Mixed design was utilized in the survey to define the student perceptions through measurements of open and closed questions. The mixed approach provided the opportunity to efficiently generate greater understanding. Using quantitative approach in this study was useful to create categories and charts easily (Slater & Curwin 2008), while qualitative approach was useful in the open-question part which allowed further elaboration of personal thoughts and experiences (Carpenter et al. 2007). The closed questions measured five quality aspects; quality orientation, self-evaluation experience, quality student engagement, academic accreditation perception, and overall satisfaction. The students should check the closet answer that matches their opinion whether it is: strongly agree, agree, disagree and strongly disagree or uncertainty. While the open question was about the issues most commonly the students reflected from their experience.

Table 1 The Quality Star Scoring Grid approved by NCAAA

Star Scores	Overall evaluation description	Detailed Description
1	Improvement Required	The practice is followed but this may be only done occasionally and the quality is poor
2	Improvement Required	The practice is usually followed but the quality is less than satisfactory
3	Good Performance	The practice is followed most of the time. Evidence of the effectiveness of the activity is usually obtained and indicates that satisfactory standards of performance are normally achieved although there is some room for improvement. Plans for improvement in quality are made and progress in implementation is monitored.
4	High Quality Performance	The practice is followed consistently. Indicators of quality of performance are established and suggest high quality but with still some room for improvement. Plans for this improvement have been developed and are being implemented, and progress is regularly monitored and reported on.
5	High Quality Performance	The practice is followed consistently and at a very high standard, with direct evidence or independent assessments indicating superior quality in relation to other comparable institutions. Despite clear evidence of high standards of performance plans for further improvement exist with realistic strategies and timelines established.

3.5 Data Analysis:

The arithmetic mean for an item was calculated to measure the core image of the distribution of agreement scores that are collected on an ordinal scale. The median and the first quartile were also measured to overcome the inappropriateness of the mean for skewed distribution. These measures for an item imply that at least 50% and 75% of respondents students respectively have assigned that score or higher for the corresponding item.

Given that the ultimate goal is to achieve agreement for each item by at least 80% of students, the performance grading criteria of Rubaish et al. (2010) as presented in table 2 was used to report every item at each of the five measures. The term % satisfied was calculated, it refers to the proportion of students that rated the questionnaire item at 4 or 5 on the 5-point scale.

Qualitative data was subjected to a content analysis in order to identify common themes that characterize the major common positive or negative students' perceptions.

Table 2. The performance grading criteria

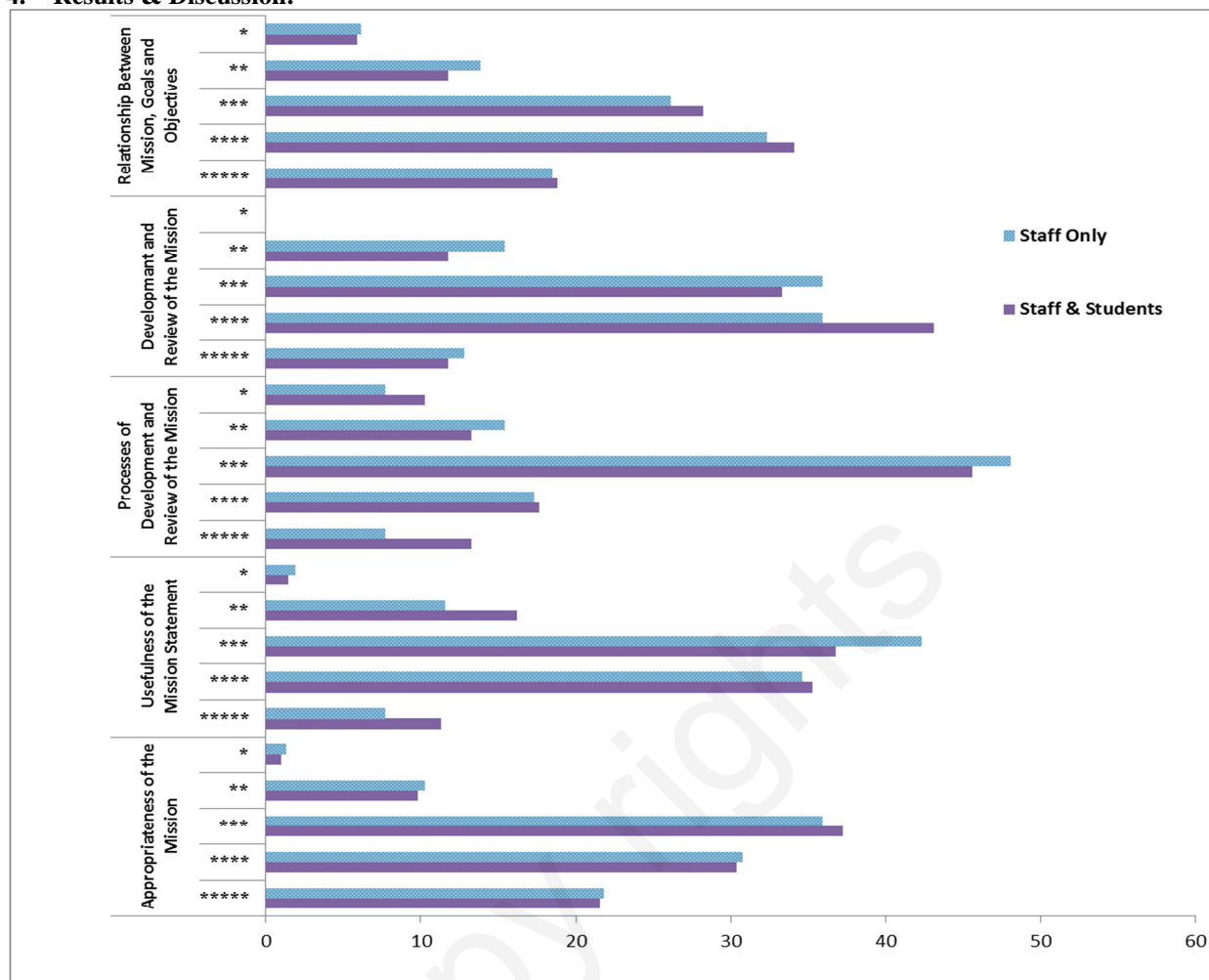| Overall evaluation description	Mean	Median	Cumulative % of students satisfaction With score 4 or 5
Improvement Required	< 3	1 & 2	Less than 60
Acceptable	3	3	60 – 80
High Quality Performance	4 and above	4 & 5	80 & Above

4. Results & Discussion:

Figure 1. Average frequency percentage of the star rating of the staff and the students per each quality aspect of the mission and objectives standard

(* one star, ** two stars, *** three stars, **** four stars, *****five stars)

The arithmetic mean of the responses for each quality aspect was calculated to measure the core image of the distribution of agreement scores that were collected on an ordinal scale. Figure 1 shows the average frequency percentage of the star rating of the staff and the students per each quality aspect of the mission and objectives standard. Participants responded positively over the five quality aspects, where on average at least 77% of the responses had a score of 3, 4 or 5, while only at most 23% of the responses were rated 2 or 1.

Item by item analysis was used to derive more meaningful, more accurate and objective reflection of participants' satisfaction. Table 3 demonstrates the frequency of the staff responses with and without the students rating and the percentage of agreement to the listed items regarding the five quality aspects. Given that the ultimate goal is to achieve agreement for each item by at least 80% of students, the staff did not report any high quality of satisfaction, 18.2% (4 items) of acceptable satisfaction and 81.8% (18 items) of low quality satisfaction that needed improvement. However, adding the students' scores to the staff rated 1 item (4.5%) of acceptable satisfaction, 21 items (95.5%) that needed improvement and again none of high quality.

Based on the frequency of high quality satisfaction, it is very clear that the majority of the items needed improvements. All the cumulative percentage of satisfaction of the items were lower than 60%, that ranged from 40-<60% for 11 items and <40% for 7 items.

Definitely, meaningful clues could be derived from such evaluations to develop and manage sustainable high quality institutional mission & objectives. All the items must be reconsidered. Much attention should be given for the process of mission and objectives development which attained the lowest satisfaction aspect. Staff as well as students responses revealed that the governing body role in reviewing, conforming or amending it in the light of changing circumstances was less than satisfactory and need improvement. Moreover, staff and students as major stakeholders had higher expectation on the quality of communication that kept them consulted and

informed about the mission and any changes in it.

The item that attained the highest satisfaction by the staff as well as the students was "The mission is consistent with the economic and cultural requirements of the Kingdom of Saudi Arabia"

Four items showed acceptable satisfaction needed quality performance indicators with consistant monitoring and reporting to attain high quality of satisfaction. Those items were "The mission statement is consistent with the establishment charter of the institution", "The mission statement is consistent with Islamic beliefs and values", "Goals are stated with sufficient clarity to effectively guide planning and decisionmaking in ways that are consistent with the mission", and "Specific objectives for total institutional initiatives and for internal organizational units are consistent with the mission and broad goals for development".

Lowering the bar of satisfaction to at least 75% increased the high quality items slightly to 4.5% (1 item). Considering the median by lowering the bar of the satisfaction to at least 50% of the students improved the "acceptable" evaluation to "high quality" for 9 items (40.9%) rated by the staff and 12 (54.5%) items with students scores addition. Definitely, decreasing the bar of satisfaction increased the number of items with high quality of performance.

Obviously students engagement in the self-evaluation process did not inflate the scores. 5 items out of 22 had similar percentage of satisfaction for both students and the staff, 7 items attained less students' satisfaction than the staff, while only 10 items attained higher staff satisfaction. Students were confident enough to rate some items with the extreme values of 1 or 5 stars. Students expressed their perceptions honestly and frankly without overwhelming the scores, and deviating the results from reality. Moreover, a drastic positive effect on the students attitudes and institutional culture was obvious. This was very evident on the overall finding of students' perception toward their self-evaluation experience. They showed a high positive agreement in relation to all quality aspects measured. The students showed 100% satisfaction distributed between the agree and the strongly agree on all quality aspects measured. Their strong agreements on quality orientation, self-evaluation experience, quality student engagement and academic accreditation perception were 66.7%, 37.5%, 80%, and 50% respectively.

The students were self-confident and motivated to do the evaluation with high power and commitment to face the challenge. They showed high positive awareness toward the importance of their engagement at the level of their personality and at the institution level. Students were highly agreed on the clarity of the evidences and the scoring grid provided, and agreed on the smooth and the effectiveness of the self-evaluation process. Students were strongly agreed on that their engagement could provide an opportunity for the institution to reflect on their strengths and weaknesses, a better educational level, and a foster for the intellectual quality challenges. At the same time, the students agreed on the importance of the accreditation process which could enhance the institution image and provide the better job opportunities.

The qualitative reflective experience assured the positive attitude of the students toward their experience.

The participated nursing students were able to access, evaluate the evidences and reflect their own formulated decision of satisfaction. The students reflected that their experience increased the understanding and awareness about the mission, and objectives of the institution. It fostered the leadership skills of them. It fostered many morals as evidenced by the following representative quotes:

"It was an interesting experience to be a leader and to have responsibility toward my colleagues through representing them and speaking up for them. It was also an improvement step in my personal and professional abilities. It helped me to be more organized, focused and task-oriented".

"I felt that it was beyond my abilities as a student. However, at the time that I was involved in the process of evaluation, I overcomed all the challenges by my perseverance, then I discovered that the evaluation process is not as hard as I thought. Actually, I used to deal with such issue in my practice as a student nurse, where the concepts of honesty, confidentiality and decision making are fundamentals requirements in nursing profession. Although I just participated in one standard of the elevens, it seemed that this evaluation is very effective for the improvement of my learning needs as a student. I gained more insight about the effort that my college does for support continuing quality improvement."

"Although, the experience itself was somehow frightening as I did not feel competent enough to evaluate the institution. However, after the initiation of the process, it came across my mind the importance of my opinion since students are a huge part of the stakeholders, and they are highly affected by any decision made by the quality improvement, as they are the target of their work."

"As a student representative for more than 2 years in the institution, I can literally state that our voices were well heard from all the departments, our issues were looked at and reviewed periodically and feedbacks were provided continuously. However, assessing the efficacy of students' participation in the quality evaluation is such an opportunity for us that can foster our perception and support our pre-occupied expectations in order to provide a professional and highly-qualified practice. Engagement in this project has challenged our abilities to re-call, assess, evaluate and re-assess how appropriate the institution mission for the objectives in the community in which it is implemented".

Although today students' voices being heard loudly and clearly and their views are being taken seriously and used for institutional planning and improvement (Al Mohaimeed 2012), a number of limitations of students' surveys have been reported (Yorke 2009). The study resolved that, while students' credibility could still be debatable with this small sample size, the impact of the experience that included the quantitative analysis, students' participation and feedback was clearly felt at all levels. The students' role in the self-evaluation was well-recognized for self-improvement at the institution for having a clear systematic approach that dictate the student involvement in this process. Their engagement was considered as the key to helping students understand their role as responsible party, and appreciate their perceptions that provide important useful information for quality improvement. Moreover, They were able to narrow the gap between the students and the institute administration and bringing quality issues of the education processes forward.

The last, with this engagement, the institution distilled several best practice tactics that were highlighted in the review of (Trowler 2010). It developed a shared understanding of institutional mission and objectives, advocated for shared governance, and ensured that students have a prominent voice in the instituition governance.

The students' cabability of assesing, evaluating and reflecting without having more difficulties than the staff, overcomed the argument of some studies that postulated that the lack of students' academic experiences and the lack of understanding of some organizational aspects of an institution are reasons to withhold the students from being accepted as members in the expert committees. Despite the extra time and effort required to maintain student participation in self-evaluation, both parties have felt that it adds a great deal of value to the process.

5. Conclusion

The study presented an account of some of the initial impacts of the first accreditation exercise in the institution. It concludes that in an educational institute, competent students can play a role in quality assessment independently, and with adequate support and orientation can face the challenge with no more difficulties than the staff. Self-evaluation is only part of a continual journey of reflection and improvement, where student involvement in that journey is valuable. Students have shown resilience in their willingness to engage despite an array of obstacles. Students' expectations, what they can achieve and how the self-evaluation process works need to be addressed to enable and maintain their engagement.

6. Recommendations

The small sample size limits the quantitative studies validity.The current challenge is to get as many students involved as possible, in order for the project to become an on-going process. The future study should focus on having bigger sample with different academic level in order to generalize the findings. The institution should focus on having a systematic approach to increase the students' awareness and involvement from the start of their college life in the self-evaluation and the accreditation process. Students has to be encouraged for their engagement in quality improvement projects as part of their daily life in the institution. The institution can develop a web site of resource materials for student representatives and unions to be accessed, can conduct Quality Takes Time events to highlight the accreditation process and student's role, and can provide free hours for quality readings and engagement as part of extra-curriculum activities to avoid the feelings of unnecessarily pressure over and above their academic studies.

7. Acknowledgments

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Table 3. Frequency and percentage of participants' responses (staff and students) to the listed items across the quality aspects, in addition to the percentage of agreement (%S).

Items	Staff Scores Alone						Staff & Students Scores					
	5	4	3	2	1	%S	5	4	3	2	1	%S
Appropriateness of the Mission												
The mission statement is consistent with the establishment charter of the institution (including any objectives or purposes in by-laws, company objectives or comparable documents)	15.4 (2)	46.2 (6)	38.5 (5)	0 (0)	0 (0)	61.6	11.8 (2)	47.1 (8)	35.3 (6)	5.9 (1)	0 (0)	58.3
The mission statement is appropriate for an institution of its type (eg a small private college, a research university, a girl college in a regional community)	30.8 (4)	15.4 (2)	46.2 (6)	7.7 (1)	0 (0)	46.2	29.4 (5)	17.7 (3)	47.1 (8)	5.9 (1)	0 (0)	46.1
The mission statement is consistent with Islamic beliefs and values	23.1 (3)	53.8 (7)	23.1 (3)	0 (0)	0 (0)	76.9	35.3 (6)	41.2 (7)	23.5 (4)	0 (0)	0 (0)	76.5
The mission is relevant to needs of the community of communities served by the institution	23.1 (3)	23.1 (3)	38.5 (5)	15.4 (2)	0 (0)	47	23.5 (4)	29.4 (5)	35.3 (6)	11.8 (2)	0 (0)	52.9
The mission is consistent with the economic and cultural requirements of the Kingdom of Saudi Arabia	15.4 (2)	30.8 (4)	46.2 (6)	7.7 (1)	0 (0)	46.2	11.8 (2)	29.4 (5)	52.9 (9)	5.9 (1)	0 (0)	40.2
The appropriateness of the mission is explained to stakeholders in an accompanying statement commenting on significant aspects of the environment within which it operates (which may relate to local, national or international issues)	23.1 (3)	15.4 (2)	23.1 (3)	30.8 (4)	7.7 (1)	38.5	17.7 (3)	17.7 (3)	29.4 (5)	29.4 (5)	5.9 (1)	35.4
Usefulness of the Mission Statement												
The mission statement is sufficiently specific to provides an effective guide to decision-making and choices among alternative planning strategies	0 (0)	30.8 (4)	46.2 (6)	23.1 (3)	0 (0)	30.8	0 (0)	35.3 (6)	35.3 (6)	29.4 (5)	0 (0)	35.3
The mission statement is relevant to all of the institution's important activities	15.4 (2)	38.5 (5)	38.5 (5)	7.7 (1)	0 (0)	53.9	11.8 (2)	47.1 (8)	29.4 (5)	11.8 (2)	0 (0)	58.9
The mission is achievable through effective strategies within the level of resources expected to be available	7.7 (1)	38.5 (5)	46.2 (6)	7.7 (1)	0 (0)	36.2	11.8 (2)	29.4 (5)	47.1 (8)	11.8 (2)	0 (0)	41.2
The mission statement is clear enough to provide criteria for evaluation of the institution's progress towards its goals and objectives	7.7 (1)	30.8 (4)	38.5 (5)	7.7 (1)	7.7 (1)	38.5	11.8 (2)	29.4 (5)	35.3 (6)	11.8 (2)	5.9 (1)	41.2
Processes of Development and Review of the Mission												
Major stakeholders within the institution and the communities it serves have been consulted and support the mission	7.7 (1)	15.4 (2)	46.2 (6)	23.1 (3)	7.7 (1)	23.1	5.9 (1)	17.7 (3)	41.2 (7)	23.5 (4)	11.8 (2)	23.6
The governing body of the institution formally approved the mission statement	15.4 (2)	30.8 (4)	46.2 (6)	7.7 (1)	0 (0)	47.2	23.5 (4)	23.5 (4)	47.1 (8)	5.9 (1)	0 (0)	47
The governing body periodically reviews the mission statement and confirms or amends it in the light of changing circumstances	0 (0)	15.4 (2)	46.2 (6)	15.4 (2)	23.1 (3)	15.4	11.8 (2)	11.8 (2)	47.1 (8)	11.8 (2)	17.7 (3)	23.6
Stakeholders are kept informed about the mission and any changes in it	7.7 (1)	7.7 (1)	53.9 (7)	15.4 (2)	15.4 (2)	15.4	11.8 (2)	17.7 (3)	47.1 (8)	11.8 (2)	11.8 (2)	29.5
Development and Review of the Mission												
The mission statement is used as a basis for a strategic plan over a medium term planning period. (normally five years)	15.4 (2)	38.5 (5)	46.2 (6)	0 (0)	0 (0)	53.9	11.8 (2)	41.2 (7)	47.1 (8)	0 (0)	0 (0)	53
The mission statement is widely publicized, known about and supported by faculty, staff and students	15.4 (2)	38.5 (5)	38.5 (5)	7.7 (1)	0 (0)	53.9	17.7 (3)	41.2 (7)	35.3 (6)	5.9 (1)	0 (0)	58.9
The mission is used consistently as a guide in resource allocations and consideration of major program and project proposals and policy decisions	7.7 (1)	30.8 (4)	23.1 (3)	38.5 (5)	0 (0)	37.8	5.9 (1)	35.3 (6)	29.4 (5)	29.4 (5)	0 (0)	41.2
Relationship Between Mission, Goals and Objectives												
Medium and long term goals for the development of the institution and its programs and organizational units are consistent with and support the mission	23.1 (3)	30.8 (4)	30.8 (4)	15.4 (2)	0 (0)	53.9	17.7 (3)	35.3 (6)	35.3 (6)	11.8 (2)	0 (0)	53
Goals are stated with sufficient clarity to effectively guide planning and decision making in ways that are consistent with the mission	23.1 (3)	38.5 (5)	15.4 (2)	23.1 (3)	0 (0)	61.6	23.4 (4)	35.3 (6)	23.4 (4)	17.7 (3)	0 (0)	58.7
Goals and objectives are periodically reviewed and reaffirmed or modified as necessary in the light of changing circumstances to ensure they continue to support the mission	7.7 (1)	15.4 (2)	23.1 (3)	15.4 (2)	38.5 (5)	23.1	11.8 (2)	23.5 (4)	17.7 (3)	17.7 (3)	29.4 (5)	35.3
Specific objectives for total institutional initiatives and for internal organizational units are consistent with the mission and broad goals for development	15.4 (2)	46.2 (6)	23.1 (3)	7.7 (1)	7.7 (1)	61.6	11.8 (2)	47.1 (8)	29.4 (5)	5.9 (1)	5.9 (1)	58.9
Statements of major objectives are accompanied by specification of clearly defined and measurable indicators that are used to judge the extent to which objectives and the mission are being achieved	23.1 (3)	30.8 (4)	38.5 (5)	7.7 (1)	0 (0)	53.9	23.5 (4)	29.4 (5)	35.3 (6)	11.8 (2)	0 (0)	52.9

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