

National Commission for Academic Accreditation & Assessment



Self-Evaluation Scales for Higher Education Programs

Department of Animal Production

College of Food and Agriculture Sciences

King Saud University

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Self Evaluation Scales for Higher Education Programs

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Self Evaluation Scales for Higher Education Programs

Standard 1. Mission Goals and Objectives

The mission of the program must be consistent with that for the institution and apply that mission to the particular goals and requirements of the program concerned. It must clearly and appropriately define the programs principal purposes and priorities and be influential in guiding planning and action.

Main components in this standard:

- 1.1 Appropriateness of the Mission
- 1.2 Usefulness of the Mission Statement
- 1.3 Processes of Development and Review of the Mission
- 1.4 Use Made of the Mission Statement
- 1.5 Relationship Between Mission, Goals and Objectives.

Comment and General Description of Good Practice

Effective and coordinated planning and development normally requires that a program have a succinct mission statement, summarizing in a few sentences what it is trying to achieve as a guide to detailed planning and development.

The mission statement should establish priorities for development and quality improvement and be key element in the quality assurance process. Consequently it should be prepared in a way that generates a sense of ownership on the part of all those involved with the program, be periodically reviewed as a major policy issue, and consistently referred to as a basis for planning and evaluation. It should be consistent with the charter establishing the institution, and realistic in relation to the capacity of the institution in the environment within which it is operating, but at the same time present challenges for development and improvement.

Goals should be thought of as applications of the mission to specific activities. They establish directions for detailed planning though they are usually expressed in general terms.

Objectives should be linked through strategic planning processes to the mission and goals They should be more specific and include intended results to be achieved within a stated time period.

This standard relates to the way the mission statement has been developed and is expressed, to its effectiveness in guiding the development of the program, and to the relationships between the mission and the goals and objectives.

Evidence and Performance Indicators

Evidence about the quality of the mission could be obtained from examination of the mission statement itself, copies of papers proposing the mission or modifications in it, interviews with teaching and other staff and students to find out how well it is known and supported, and consideration of other reports, proposals and statements to see the extent to which the mission is used as a basis for decisions. Indicators that could be used include responses to questions on surveys to see how well the mission is known and supported, or the proportion of policy decisions that refer to the mission among criteria for the decision made.



Standard 1. Mission, Goals and Objectives

The mission of the program must be consistent with that for the institution and apply that mission to the particular goals and requirements of the program concerned. It must clearly and appropriately define the programs principal purposes and priorities and be influential in guiding planning and action.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

Good Practices Relating to this Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
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1.1 Appropriateness of the Mission

The mission statement must be appropriate for the institution and for a program of its type in Saudi Arabia.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

1.1.1 The mission for the program is consistent with the mission of the institution.	Y	****
1.1.2 The mission establishes directions for the development of the program that are appropriate for a program of its type and for the needs of students in the context for which they are prepared.	Y	****
1.1.3 The mission is consistent with Islamic beliefs and values.	Y	****
1.1.4 The appropriateness of the mission is explained in an accompanying statement commenting on significant aspects of the environment within which it operates. (which may relate to local, national or international issues)	Y	****

Overall Assessment

4.00

Comment: The mission clearly addresses the functions of the program in teaching, research and community services and it meets the needs of the agricultural community.

Priorities for improvement: A system will be developed for benchmarking and analysis of the mission performance.

Independent Opinion

4.00

Comment: The mission statement is appropriate for the program and is consistent with the mission of the CFAS and the University.

1.2 Usefulness of the Mission Statement

The mission statement must be useful in guiding planning and decision making for the program.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

1.2.1 The mission statement is sufficiently specific to provide an effective guide to decision-making and choices among alternative planning strategies.	Y	****
1.2.2 The mission is achievable through effective strategies within the level of resources expected to be available.	Y	****
1.2.3 The mission statement provides clear criteria for evaluation of progress towards the	Y	****



goals and objectives of the program.

Overall Assessment

4.00

Comment: The mission is being used by staff and faculty members and students as a guide in their all day activities to fulfill the department main objectives, namely education, research, and community services. The goals and objectives of the program have been clearly derived from the mission and their fulfillment will lead to realization of the program mission.

Priorities for improvement: The decision maker should keep using the mission statement in the decision making and planning processes.

Independent Opinion

4.00

Comment: The mission provides a clear guide in planning and decision making. It also provides clear criteria for evaluation of progress towards goals and objectives of the program.

1.3 Development and Review of the Mission

The mission must be developed through consultative processes and formally adopted and periodically reviewed.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

1.3.1 Major stakeholders associated with the program have been consulted and support the mission.

Y

1.3.2 The decision making body responsible for approving the program within the institution formally approved the mission statement.

Y

1.3.3 The mission statement is periodically reaffirmed or amended if necessary in the light of changing circumstances.

Y

1.3.4 Stakeholders are kept informed about the mission and any changes made to it.

Y

Overall Assessment

4.00

Comment: The mission is well known among staff, students and other stakeholders and is posted in the department web page.

Priorities for improvement: The mission will be reviewed every 4 years in consultation with program stakeholders.

Independent Opinion

4.00

Comment: There is strong evidence that the development of the mission involved major stakeholders of the program and college.

1.4 Use Made of the Mission Statement

The mission must be used consistently as a basis for planning and major policy decisions.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

1.4.1 The mission statement is used as a basis for a strategic plan for development of the program over a medium term planning period. (normally five to seven years)

Y

1.4.2 The mission statement is known about and supported by teaching and other staff and

Y

students.

1.4.3 Consistency with the mission is listed among criteria for consideration of program and project proposals by committees and decision makers.

Y

Overall Assessment

4.00

Comment: The mission statement is used as a basis for the strategic plan to develop the ANPR Bachelor program and is being used by students, staff and faculty members in their all day activities.

Priorities for improvement: Encouragement of the staff and students to express the mission in their all day academic activities.

Independent Opinion

4.00

Comment: The mission statement is used as basis for formulating the strategic plan for the CFAS

1.5 Relationship Between Mission, Goals and Objectives

The mission must be used to guide the establishment of goals and objectives and strategic plans for the development of the program.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

1.5.1 Goals for development of the program are consistent with and support the mission.

Y

1.5.2 Goals are stated with sufficient clarity to effectively guide planning and decision-making in ways that are consistent with the mission.

Y

1.5.3 Goals and objectives for the development of the program are reviewed periodically and modified if necessary in response to results achieved and changing circumstances.

Y

1.5.4 Statements of major objectives should be accompanied by specification of clearly defined and measurable indicators that are used to judge the extent to which objectives are being achieved.

Y

Overall Assessment

3.75

Comment: The mission is reflected on the main goals of the program and the objectives are in parallel with the goals.

Priorities for improvement: Goals and objectives for the development of the program should be periodically reviewed and modified in response to changing circumstances.

Independent Opinion

4.00

Comment: Goals for development of the program are clearly stated to effectively guide in planning and decision making. Measurable indicators are used to evaluate the extent to which these goals are being achieved.



Overall Assessment of Mission Goals and Objectives

1.1 Appropriateness of the Mission	4.00
1.2 Usefulness of the Mission Statement	4.00
1.3 Processes of Development and Review of the Mission	4.00
1.4 Use Made of Mission Statement	4.00
1.5. Relationship Between Mission, Goals and Objectives	3.75
Combined Assessment	3.95

Comment

Strengths:

- 1- The vision, mission, and objectives are clear and appropriate.
- 2- The mission covers the main functions of the department.
- 3- The mission is in aligning with the college and university mission.
- 4- The mission is well known among staff, students and employees.

Areas for improvement:

- 1- A system will be developed for benchmarking and analysis of the mission performance (Proposed system is attached)
- 2- Encouragement of the staff and students to express the mission in their all day academic activities.
- 3- The decision maker should keep using the mission statement in the decision making and planning processes.
- 4- Enhance the awareness of the employers about the program mission.
- 5- Take advantage of the department graduates in promoting the program mission.

Priorities for action:

- 1- The mission will be reviewed every 4 years in consultation with students and other stakeholders.
- 2- The program mission should be publicized locally and regionally.
- 3-

Independent Opinion

4.00

Comment: The program mission statement is well established and is aligned with the CFAS. The program mission also serves as a useful guide in evaluating program goals and objectives.

Indicators Considered _____

Priorities for Improvement _____

Standard 2. Program Administrations

Program administration must provide effective leadership and reflect an appropriate balance between accountability to senior management and the governing board of the institution within which the program is offered, and flexibility to meet the specific requirements of the program concerned. Planning processes must involve stakeholders (eg. students, professional bodies, industry representatives, and faculty) in establishing goals and objectives and reviewing and responding to results achieved. In sections for male and female students resources for the program must be comparable in both sections and there must be effective communication between them and equitable involvement in planning processes. The quality of delivery of courses and the program as a whole must be regularly monitored with adjustments made promptly in response to this feedback and developments in the external environment affecting the program.

Sub-Standards

- 2.1 Leadership
- 2.2 Planning Processes
- 2.3 Relationship between Sections for Male and Female Students
- 2.4 Integrity
- 2.5 Internal Policies and Regulations

Comment and General Description of Good Practice

Management arrangements between the program administrators and senior institutional management and for faculty and staff within the program should provide for appropriate delegations of responsibility with clear guidelines setting out the scope and limits of responsibility, allowing for creativity and innovation within policy guidelines, and with clearly defined mechanisms for accountability.

Mechanisms should exist for effective coordination of planning within the program and for ensuring consistent action by individuals in keeping with the plans that are made. Goals and objectives should be established for the program as a whole, and within the framework of those goals and objectives for planning and delivering individual courses. Plans for courses should include not only the subject matter of each course but plans for teaching that will contribute to the development of the required range of learning outcomes for the program as a whole. Mechanisms for accountability and quality assurance include regular reports on what is done, plans changes that may be needed and follow up action to ensure that planned adjustments are made.

Evidence

Evidence and Performance Indicators

Evidence about effective management could include documents setting out policies, terms of reference and operating procedures for major committees and administrative positions, responses to surveys of teaching and other staff and students about procedures followed, and opinions of senior administrators in the institution to which program administrators are responsible. Evidence of dissemination of integrity expectations should include information on websites, advertisements and awareness of requirements on the part of staff and students in interviews or surveys.

Indicators could be based on responses to surveys by teaching and other staff and students.



Standard 2. Program Administration

Program administration must provide effective leadership and reflect an appropriate balance between accountability to senior management and the governing board of the institution within which the program is offered, and flexibility to meet the specific requirements of the program concerned. Planning processes must involve stakeholders (eg. students, professional bodies, industry representatives, and faculty) in establishing goals and objectives and reviewing and responding to results achieved. In sections for male and female students resources for the program must be comparable in both sections and there must be effective communication between them and equitable involvement in planning processes. The quality of delivery of courses and the program as a whole must be regularly monitored with adjustments made promptly in response to this feedback and developments in the external environment affecting the program.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

Is this true?
Y/No/NA

How well is this done?
(enter stars)

2.1 Leadership

Program administrators must provide effective and responsible leadership for the development and improvement of the program.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

2.1.1 The responsibilities of program administrators are clearly defined in position descriptions	<input type="text" value="Y"/>	<input type="text" value="****"/>
2.1.2 There is sufficient flexibility at the level of the department or college offering the program to respond rapidly to course and program evaluations and changes in program learning outcome requirements, (e.g. Departments should have delegated authority to change text and reference lists, modify planned teaching strategies, details of assessment tasks and updating of course content as far as possible subject to conditions set by the university council or other responsible authority.)	<input type="text" value="Y"/>	<input type="text" value="***"/>
2.1.3 Program administrators anticipate issues and opportunities and exercise initiative in response.	<input type="text" value="Y"/>	<input type="text" value="****"/>
2.1.4 Program administrators ensure that when action is needed it is taken in an effective and timely manner.	<input type="text" value="Y"/>	<input type="text" value="****"/>
2.1.5 Program administrators have sufficient authority to ensure compliance with formally established or agreed institutional or program policies and procedures.	<input type="text" value="Y"/>	<input type="text" value="****"/>
2.1.6 Program administrators provide leadership, and encourage and reward initiative on the part of teaching and other staff.	<input type="text" value="Y"/>	<input type="text" value="****"/>
2.1.7 Program managers accept responsibility for the effectiveness of action taken within their area of responsibility regardless of whether that action is taken by them personally or by others responsible to them.	<input type="text" value="Y"/>	<input type="text" value="****"/>
2.1.8 Regular feedback is given on performance of teaching and other staff by the head of the department	<input type="text" value="Y"/>	<input type="text" value="****"/>
2.1.9 Delegations of responsibility to program administrators are formally specified in documents signed by the person delegating and the person given delegated authority, that describe clearly the limits of delegated responsibility and responsibility for reporting on decisions made.	<input type="text" value="Y"/>	<input type="text" value="***"/>
2.1.10 Regulations governing delegations of authority are established for the institution and approved by the governing board. These regulations indicate key functions that cannot be delegated, and specify that delegation of authority to another person or organization does not remove responsibility for consequences of decisions made from the person giving the delegation.	<input type="text" value="Y"/>	<input type="text" value="****"/>
2.1.11 Advice and support are made available to faculty and staff in a manner that contributes to their personal and professional development	<input type="text" value="Y"/>	<input type="text" value="****"/>
2.1.12 Proposals for program developments and recommendations on policy issues are	<input type="text" value="Y"/>	<input type="text" value="****"/>



presented to the appropriate decision making body in a form that clearly identifies the issues for decision and the consequences of alternatives.

Overall Assessment

3.83

Comment: The administration of the program is mostly in compliance with this sub standard

Priorities for improvement: More authority and support to program administrators is required for a significant improvement.

Independent Opinion

4.00

Comment: Administration officials provide effective and responsible leadership in the exercise of their duties and responsibilities. This occurs within a framework of sound policies and regulations that ensure administrative accountability.

2.2 Planning Processes

Planning processes must be managed effectively to achieve the mission and goals of the program through cooperative action by the instructional team, and program and course reporting and decision making. Planning must combine coordinated strategic planning with flexibility to adapt to results achieved and changing circumstances.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

2.2.1 Planning is strategic, incorporating priorities for development and appropriate sequencing of action to produce the most effective short-term and long term-results.	Y	****
2.2.2 Plans take full and realistic account of aspects of the external environment affecting demand for graduates and skills required by them.	Y	****
2.2.3 Planning processes provide for appropriate levels of involvement by teaching and other staff, students and other stakeholders.	Y	***
2.2.4 Planning has a particular focus on intended learning outcomes for students with course content and teaching and assessment strategies that reflect both the background of students and theory and research on different kinds of learning. (For advice on the planning of new programs and review and documentation of existing programs refer to Section 2.4.7 in <i>Handbook for Quality Assurance and Accreditation in Saudi Arabia Part 2, Internal Quality Assurance Arrangements</i> .)	Y	****
2.2.5 Plans are effectively communicated to all concerned with impacts and requirements for different constituencies made clear.	Y	****
2.2.6 Implementation of plans is monitored with checks made against short term and medium term targets, and outcomes evaluated.	Y	****
2.2.7 Planning provides for reports on key performance indicators to be made on a regular basis to senior management within the institution.	Y	***
2.2.8 Plans are reviewed, adapted and modified, with corrective action taken as required in response to operational developments, formative evaluation, and changing circumstances.	Y	***
2.2.9 Risk management is included as an integral component of planning strategies with appropriate mechanisms developed for risk assessment and minimization.	Y	****

Overall Assessment

3.67

Comment: Planning process is considered adequate to achieve missions and goals of the program.

Priorities for improvement: Giving more room for students and other stakeholders in the planning processes, and immediate revision and modification of plans in response to



changing circumstances.

Independent Opinion

5.00

Comment: Based on the strategic plan document, planning is strategic that involved many stakeholders of the college. Key performance indicators are identified with respect to the major focus areas of the strategic plan. This is commendable

2.3 Relationship Between Sections for Male and Female Students

In sections for male and female students the program coordinators and teaching staff in both sections must participate fully in cooperative planning, decision making and program and course reporting. There must be equitable distribution of resources and facilities to meet the requirements of program delivery, research, and associated services in each section and quality evaluations must consider both performance in each section as well as the program as a whole.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

2.3.1 In sections for male and female students resources, facilities and staffing provisions are provided at comparable levels.

NA

2.3.2 Program administrators in both sections and staff teaching the same courses are fully involved in planning and reporting processes and communicate regularly about the program through processes that are consistent with bylaws and regulations of the Higher Council of Education.

NA

2.3.3 Male and female sections are adequately represented in the membership of relevant committees and councils.

NA

2.3.4 Plans for the program and course specifications require the same standards of delivery and are consistent for both sections, subject to any appropriate variations to meet differing needs of students.

NA

2.3.5 Performance indicators and reports on courses and programs show results for each section, and also overall results for the program as a whole.

NA

Overall Assessment

NA

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

2.4 Integrity

Teaching and other staff involved with the program must meet high ethical standards of honesty and integrity including avoidance of conflicts of interest and avoidance of plagiarism in their teaching, research, administrative and service functions. These standards must be maintained in all dealings with students, teaching and other staff, and in relationships with other internal and external agencies including both



government and non government organizations.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

2.4.1 Codes of practice for ethical and responsible behaviour have been developed and are followed dealing with matters such as the conduct and reporting on research, performance evaluation, student assessment, committee decision making, and the conduct of administrative and service activities.

Y ****

2.4.2 Regulations dealing with declarations of pecuniary interest or conflict of interest for faculty and staff are consistently followed.

Y ****

2.4.3 Advertising and promotional material are always truthful, avoid any actual or implied misrepresentations or exaggerated claims, or negative comments about other programs or institutions.

Y ****

Overall Assessment

4.00

Comment: The integrity of the department and its program is satisfactorily maintained.

Priorities for improvement: Activation of the system dealing with underperforming staff.

Independent Opinion

4.00

Comment: There is evidence to indicate that teaching staff and students maintain their level of integrity as they are guided by well established code of academic practice and behavior. These rules cover wide areas of academic performance which include teaching, assessment, research, and other service activities within the college and university.

2.4 Internal Policies and Regulations

Policies and regulations must be established that clearly define the major responsibilities and procedures for the administration of the program and for committees and teaching and other staff and students involved.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

2.5.1 The terms of reference and operating procedures for major committees and academic and administrative positions associated with the program are clearly specified and included in the policy and procedures manual.

Y ****

2.5.2 Policies and regulations relating to the program are made accessible to faculty, staff and students, and effective strategies are used to ensure they are understood and complied with.

Y *****

2.5.3 Decisions made by committees on procedural or academic matters are recorded and referred to when future similar issues are considered.

Y ****

2.5.4 Guidelines, bylaws or regulations are established for recurring procedural or academic issues.

Y ****

2.5.5 The policies and regulations for the management of the program are periodically reviewed and amended as required in the light of changing circumstances.

Y ***

Overall Assessment

4.00

Comment: The policies and regulations are available on the university web site and are satisfactory for the management of the program.



Priorities for improvement: More frequent revision and updating of policies and regulation in the light of changing circumstances is required.

Independent Opinion

4.00

Comment: Program policies and regulations are very well established and accessible. The terms of reference and standard procedures are clearly specified in a policy manual.

Overall Assessment of Program Administration

2.1 Leadership	3.83
2.2 Planning Processes	3.67
2.3 Relationships Between Sections for Male and Female Students	NA
2.4 Integrity	4.00
2.5 Internal Policies and Regulations	4.00
Combined Assessment	3.88

Comment

Strengths:

1. The integrity of the department and its program is maintained by adopting the laws and regulations of the KSU, the polices of Higher Education Ministry, Laws of Civil Service, Financial Bylaws, Student Academic Regulations.
2. The regular meetings organized by head department for staff, employees and students have a positive reflect on teaching and research.
3. All University policies, rules and regulations concerning program administration are easily accessible on the KSU website.
4. Several Leadership, administrative and academic skills development programs are regularly offered for the Department Heads, faculty members, new staff and other academic administrators by KSU Skills Development Deanship

Areas for improvement:

1. Relevant external stakeholders including the ministry of agriculture officials, the Saudi commission for wildlife and animal production private sectors and associations should be consulted.
2. Activation of the system dealing with underperforming staff.
3. Provision of more administrative authorities for the head department.

Priorities for action:

1. Development of a plan for administrative management and financial responsibilities giving more room for the head department.
2. Creation of an efficient administrative chart.

Independent Opinion

4.25

Comment: Program administration provides effective leadership in the management of the college and program to ensure that goals and objectives are achieved. Planning is strategic which incorporates specific actions and performance indicators.

Indicators Considered

Priorities for Improvement

Standard 3. Management of Program Quality Assurance

Teaching and other staff involved in the program must regularly evaluate their own performance and be committed to improving both their own performance and the quality of the program as a whole. Regular evaluations of quality must be undertaken within each course based on valid evidence and appropriate benchmarks, and plans for improvement made and implemented. Quality must be assessed by reference to evidence and include consideration of specific performance indicators and challenging external benchmarks. Central importance must be attached to student learning outcomes with each course contributing to the achievement of overall program objectives.

Sub-Standards

- 3.1 Commitment to Quality Improvement in the Program
- 3.2 Scope of Quality Assurance Processes
- 3.3 Administration of Quality Assurance Processes
- 3.4 Use of Indicators and Benchmarks
- 3.5 Independent Verification of Standards

Comment and General Description of Good Practice

The central focus in the evaluation of the quality of a program is the quality and extent of student learning, considered as outcomes--what students understand and can do as a result of their studies, and whether that learning is appropriate to their field? Other services, facilities and activities are evaluated according to the extent that they contribute to that learning.

The management of quality assurance for a program should involve evidence from a number of sources with mechanisms for interpreting that evidence and using the results in planning for improvement. This evidence should include systematic feedback from students about the quality of the program they have participated in, but this must be considered as only one element in a system that also includes independent assessments of what they have learned. Student assessment tasks are a direct measure of learning outcomes, but use of students' results as evidence of program quality must be combined with other evidence such as comparisons with standards at other good quality institutions. Appropriate external benchmarks should be established as a basis for evaluations of program quality.

Quality improvement strategies should be integrated into normal planning processes in a continuing cycle of planning, implementation, evaluation and review. This involves reports on the teaching of each course with information arising from those course reports considered to assess their significance for the program as a whole. The standard for management of quality assurance and improvement includes the use of conclusions arising from evidence in those reports in planning and implementing progressive improvements over time. It also includes an expectation that appropriate performance indicators will be used for purposes of reporting on quality to senior management within the institution.

Evidence and Performance Indicators

Evidence about the quality of management of quality assurance processes can be obtained by looking at the extent of involvement in quality assurance processes by teaching and other staff and the adequacy of responses made to evaluations that are made in program and course reports and other reports prepared. The outcomes of those processes can be assessed by examining trend data to see whether there has been progressive improvement in the planning and administration and the learning outcomes achieved by students.

Evidence about the quality processes followed can be obtained from surveys or discussions with staff or students and the quality of reports prepared by program administrators, including whether the quality evaluations are evidence-based and appropriately benchmarked in relation to external standards.

The key performance indicators identified by the Commission should be used, but additional indicators linked to the particular mission of the institution and the program should also be used when needed. When goals and objectives are established for the development and improvement of the program appropriate performance indicators should be identified as part of that planning process



Standard 3. Management of Program Quality Assurance

Teaching and other staff involved in the program must regularly evaluate their own performance and be committed to improving both their own performance and the quality of the program as a whole. Regular evaluations of quality must be undertaken within each course based on valid evidence and appropriate benchmarks, and plans for improvement made and implemented. Quality must be assessed by reference to evidence and include consideration of specific performance indicators and challenging external benchmarks. Central importance must be attached to student learning outcomes with each course contributing to the achievement of overall program objectives.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

Good Practices Relating to This Standard	Is this true?	How well is this done?
	Y/No/NA	(enter stars)

3.1 Commitment to Quality Improvement in the Program

Program administrators and teaching and other staff must be committed to maintaining and improving the quality of the program.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

3.1.1 All teaching and other staff participates in self-assessments and cooperates with reporting and improvement processes in their sphere of activity.

Y

3.1.2 Creativity and innovation combined with clear guidelines and accountability processes are actively encouraged.

Y

3.1.3 Mistakes and weaknesses are acknowledged, and dealt with constructively, with help given for improvement.

Y

3.1.4 Improvements in quality are appropriately acknowledged and outstanding achievements recognized.

Y

3.1.5 Evaluation and planning for quality improvement are integrated into normal administrative processes.

Y

Overall Assessment

3.80

Comment: Faculty members are involved in the quality improvement processes through their participation in the SSR subcommittees and through the discussion of the quality improvement issues in meetings of the department council, in addition to the organization of workshops for the faculty members by inviting quality assurance experts.

Priorities for improvement: Constructive dealing with the acknowledge program weaknesses through implementation and follow-up of the action plans formulated to improve them.

Independent Opinion

4.00

Comment: Quality improvement strategies appear to be well integrated into normal planning processes. All teaching staff participate in self assessment. Weaknesses are acknowledged and dealt with constructively in order to improve performance.

3.2 Scope of Quality Assurance Processes

Quality assurance activities that are necessary to ensure good quality must apply to all aspects of program planning and delivery including provision of related services, and to all teaching and other staff involved in those processes.



The level of compliance with this standard is judged by the extent to which the following good practices are followed.

3.2.1 Quality evaluations deal with all aspects of program planning and delivery including student learning outcomes and facilities and services to support that learning whether they are managed by administrators of the program or by others based elsewhere in the institution.	Y	****
3.2.2 Quality evaluations and reports provide an overview of performance for the total program as a whole as well as components within it, including all courses and both sections if the program is offered in male and female sections.	Y	***
3.2.3 Evaluations consider inputs, processes, outcomes and processes, with particular attention to learning outcomes for students.	Y	****
3.2.4 Evaluations include both routine activities and strategic priorities for improvement.	Y	****
3.2.5 Processes are designed to ensure both that acceptable standards are met, and that there is continuing improvement in performance.	Y	****
3.2.6 In sections for male and female students detailed evaluations in relation to all standards are carried out in a consistent way in both sections and quality reports on those standards report on any significant differences found and make appropriate recommendations for action in response.	N	NA

Overall Assessment

3.80

Comment: The quality assurance process is satisfactory in the animal production program and appropriate recommendation reported for improving the program quality

Priorities for improvement: Increasing the number of courses evaluated every year and inclusion of international benchmark for more accuracy quality assurance.

Independent Opinion

4.00

Comment: The scope of quality assurance processes appears to be extensive. This is demonstrated in many aspects of program planning, implementation and delivery of academic and support services provided by teaching and administrative staff.

3.3 Administration of Quality Assurance Processes

Quality assurance arrangements for the program must be effectively administered and coordinated with the quality assurance arrangements for the institution as a whole.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

3.3.1 Quality assurance processes are fully integrated into normal planning and program delivery arrangements.	Y	****
3.3.2 Evaluations are (i) based on evidence, (ii) linked to appropriate standards, (iii) Include predetermined performance indicators, and (iv) take account of independent verification of interpretations.	Y	****
3.3.3 Quality assurance processes make use of standard forms and survey instruments for use across the institution with any special additional elements added to meet the particular requirements of the program.	Y	****
3.3.4 Survey data is collected from students and analysed for individual courses, the program as a whole, and also from graduates and employers of those graduates.	Y	****
3.3.5 Statistical data on indicators, including grade distributions, progression and completion rates are retained in an accessible central data base and regularly reviewed and reported in annual program reports.	Y	***
3.3.6 Responsibility is given to a member of the teaching staff to provide leadership and support for the management of quality assurance processes. The responsible person should involve other staff in planning and carrying out the quality assurance processes.	Y	****



3.3.7 The quality assurance arrangements for the program should be regularly evaluated and improved. As part of these reviews unnecessary requirements should be removed to streamline the system and avoid unnecessary work.

Y

3.3.8 Processes for evaluation of quality should be transparent with criteria for judgments and evidence considered made clear.

Y

Overall Assessment

3.75

Comment: The processes used for the administration of the program quality assurance are satisfactory.

Priorities for improvement: Development of a systematic database for the program performance indicators, and regular evaluation and improvement of the arrangements for the program quality assurance.

Independent Opinion

4.00

Comment: The department appears to be highly committed to maintain quality and continuous improvement in the program. There is regular evaluation of performance that is evidence based. Through the Vice Dean for Quality and Development, a committee for Quality and Development is established headed by the Department Head which ensures quality arrangement for program meet standard requirements.

3.4 Use of Performance Indicators and Benchmarks

Specific indicators must be identified for monitoring performance and appropriate benchmarks selected for comparative evaluation of the achievement of goals and objectives and quality of performance more generally.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

3.4.1 Information is provided regularly on key performance indicators that are selected for all programs in the institution.

3.4.2 Additional performance indicators relevant to the particular program are also identified, used for program evaluations and regularly reported on.

3.4.3 The additional benchmarks for the program are approved by the appropriate senior committee or council within the institution (eg. senior academic committee, university council).

3.4.4 Benchmarks for comparing quality of performance (for example with past performance or comparisons with other institutions) are established and achievements in relation to those benchmarks is regularly monitored.

3.4.5 The format for indicators and benchmarks is consistent with that adopted for the institution as a whole.

Overall Assessment

3.60

Comment: A strategic and quality plans were developed together with indicators and benchmarks.

Priorities for improvement: Approval of the additional program relevant performance indicators by senior academic committee and comparing the quality of the program performance with an external benchmarks.



Independent Opinion

3.00

Comment: Performance indicators are identified within the program for the purpose of assessing its performance. This is reflected in the strategic plan of the college. There is, however, a need to enhance benchmarking activities against local and international institutions .

3.5 Independent Verification of Standards

Evaluations of performance must be based on evidence (including but not restricted to predetermined performance indicators and benchmarks) and conclusions based on that evidence must be independently verified.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

3.5.1 Self-evaluations of quality of performance are checked against several related sources evidence including feedback through user surveys and opinions of stakeholders such as students and faculty, graduates and employers.

Y

3.5.2 Interpretations of evidence of quality of performance are verified through independent advice from persons familiar with the type of activity concerned and impartial mechanisms are used to reconcile differing opinions.

Y

3.5.3 Institutional policies and procedures are adhered to for the verification of standards of achievement by students in relation to other institutions and the requirements of the National Qualifications Framework.

Y

Overall Assessment

3.67

Comment: Verification of the standards has been approved by the Canadian Institute of Agriculture as an independent reviewer.

Priorities for improvement: Regular verification of the standards and independent advice from external persons or institutions familiar with the activity of the program.

Independent Opinion

5.00

Comment: In June 2010, the program was reviewed and verified by the Agricultural Institute of Canada and the program was given full accreditation equivalence. This is commendable.

Overall Assessment of Management of Program Quality Assurance

3.1 Commitment to Quality Improvement in the Program	3.80
3.2 Scope of Quality Assurance Processes	3.80
3.3 Administration of Quality Assurance Processes	3.75
3.4 Use of Performance Indicators and Benchmarks	3.60
3.5 Independent Verification of Standards	3.67
Combined Assessment	3.72

Comment

Strengths:

1. The establishment and support for the Quality and Development Committee by the College within the quality unit.
2. A strategic and quality plans were developed together with indicators and benchmarks.
3. Course Evaluation Summary and program reports are regularly submitted to the Department Head.
4. Program, courses, staff evaluation surveys are continuously conducted by students and graduates.
5. Department members' are periodically evaluated by the Department Head (Annex 3.5.1)
6. The positive feedback of field and cooperative training in the program (Annex 3.5.2).

Areas requiring improvement:

1. Increasing the number of courses evaluated every year for more accuracy.
2. Attracting more students to increase the number of students enrolled in the program.
2. Increases the current periodic meeting of faculty members with students, alumni and employees.
3. Regional and international benchmarks should be included to improve the quality of the program.

Priorities for action:

1. Developing a systematic database for reviewing the indicators and benchmarks.
2. Involving all members of the faculty staff, employers and graduates in self-evaluations.
3. Encouraging the cooperation with the governmental and private sectors.

Independent Opinion

4.00

Comment: There is strong commitment to quality assurance and improvement in the program. By and large, under the supervision of the Vice Dean for Quality and Development, the academic quality unit provides assistance to the department to meet standards and requirements for quality assurance. There is however, a need to improve the physical resources of the quality assurance unit in the college. In addition, a more systematic and organized system of quality assurance database should be set-up not only at the program level but also for the college. Moreover, additional seminar-workshops may be required for program managers and faculty to obtain more knowledge about the quality assurance system of the NCAAA.

Indicators Considered

Priorities for Improvement

Standard 4. Learning and Teaching

Student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and requirements for employment or professional practice. Standards of learning must be assessed through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes, and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys, with feedback used as a basis for plans for improvement. If the program is offered in different sections for male and female students required standards must be the same, equivalent resources provided, and evaluations must include data for each section.

Main components of this Standard:

- 4.1 Student Learning Outcomes
- 4.2 Program Development Processes
- 4.3 Program Evaluation and Review Processes
- 4.4 Student Assessment
- 4.5 Educational Assistance for Students
- 4.6 Quality of Teaching
- 4.7 Support for Improvements in Quality of Teaching
- 4.8 Qualifications and Experience of Teaching Staff
- 4.9 Field Experience Activities
- 4.10 Partnership Arrangements with Other Institutions

Comment and General Description of Good Practice

The quality of learning and teaching should be central to the institution's planning and quality assurance processes. The focus should be on quality of learning outcomes, which must cover a range of kinds of learning, with knowledge, skills and patterns of behaviour that are assessed within the program, and continue to be reflected in personal and professional lives after graduation.

Different types of learning as described in the Qualifications Framework require different ways of teaching and different forms of student assessment, and these must be used in a systematic way in educational programs. Consequently teaching strategies and methods of assessment that are appropriate for different kinds of learning should be planned and described in program and course specifications. Where an institution has identified any special skills or student attributes that it wants to develop in its students, this adds an additional requirement for planning how those special abilities will be developed in the courses and programs that are taught.

Generic skills such as group participation, capacity for self directed learning, commitment to sound moral and ethical principles, and the effective use of numerical and communication skills should be reinforced and built upon in all courses. Although units of work or specific courses may focus particularly on learning of this kind, all teaching staff include any on part time appointments should be aware of the learning objectives of the program as a whole and contribute to those outcomes in their teaching.

In an institution or program with high standards of teaching and learning a number of sources of evidence are used to assess the quality of students' learning and the effectiveness of the strategies used to develop these abilities. These include such things as student questionnaires about teaching effectiveness, observations of teaching by "critical friends", questionnaires for graduates and employers, and external check assessments of the quality of students' performance on tests and assignments. In most cases these sources of evidence must be interpreted since many factors could influence ratings on surveys and evaluative judgments. Consequently several different sources of evidence are often used, with interpretations of the evidence verified by an independent person.

The delivery of programs and individual courses should be monitored on a continuing basis, with annual reports on what has happened and consideration of any adjustments that may be needed. More extensive reviews of the quality of teaching and learning for each program, and in summary for the institution as a whole, should be undertaken periodically, at least on a seven yearly basis, to coincide with external review and accreditation processes. These reviews should consider changes in the environment affecting the program, identify strengths



and weaknesses and trend data that indicates whether standards and quality of processes and support systems are improving or declining, and develop plans for improvement.

Quality of teaching is vital, and this involves appointment of teaching staff with appropriate levels of knowledge and skill for the programs to be taught, and thorough orientations so the necessary strategies for development of the range of learning outcomes and methods of assessment of those outcomes are understood. In many cases assistance may be needed for faculty to develop expertise in the particular strategies to be used, and students may need to be prepared for ways of teaching and learning that may be unfamiliar to them. Members of teaching staff must have flexibility to draw on their particular strengths, and to respond to the needs of the particular students with whom they work. However they must also see themselves as members of instructional teams who collectively and cooperatively work to develop a wide range of abilities and patterns of behaviour in their students.

Assessment of the adequacy of qualifications and experience of teaching staff involves not only possession of qualifications at appropriate levels, but also the specific knowledge and skill required for particular courses of study. For programs in professional fields this normally includes some teaching by experienced members of those professions, and in courses that involve consideration of recent developments in theory and research, teaching by staff who are themselves active scholars or researchers in the field.

Mechanisms for the support of students' learning include access to teaching staff for counselling and advice, and sufficient high quality equipment and learning materials. The specific requirements vary according to the field of study and the teaching strategies used. The adequacy of provision should be assessed by student evaluations, independent peer reviews, and comparisons with other highly regarded institutions. Individual student progress should be monitored, and those in difficulty identified and assisted.

There are some special considerations that apply to situations where institutions are involved in partnerships with others in the development and delivery of programs. The specification of program content and the description of course outlines is only one small element in the quality of a program. What is critically important is the resources and services available to students in the local environment, the quality of faculty and staff with whom they interact, the experiences in which they are involved, and the quality and relevance of learning that students achieve. A relationship with another institution to provide details of courses or programs, or to provide quality assurance services may add to the effectiveness of local quality assurance mechanisms, but does not replace them.

A second special consideration relates to the quality of teaching and learning provided through distance education or packaged learning materials. Teaching processes through electronic means have developed rapidly and distance education strategies can offer valuable services to students who might not otherwise have access to study opportunities. Packaged materials can also supplement conventional on-campus instruction in a variety of useful ways and increasingly institutions are utilizing these materials in their teaching programs. A separate document is available dealing specifically with the delivery of programs through distance education.

Evidence and Performance Indicators

Evidence about the quality of learning and teaching may be obtained from ratings by students, graduates and employers of the quality of programs, statistics on course and program completions and employment outcomes, ratios of students to teaching staff, and statistics on teaching staff qualifications. Important sources of evidence might include independent expert advice on the appropriateness of teaching strategies and assessments for the different domains of learning in the *National Qualifications Framework*. Evidence should be available about the results of benchmarking of standards of learning outcomes in relation to appropriate external reference points. This could be done in several different ways including check marking of samples of students' work and independent assessments of the standards of test questions and students' responses.

The selection of performance indicators for quality of learning and teaching requires use of data in a form that can be quantified and used in comparisons across the institution, with other institutions, and with past performance.



Standard 4. Learning and Teaching

Student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and requirements for employment or professional practice. Standards of learning must be assessed through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes, and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys, with feedback used as a basis for plans for improvement. If the program is offered in different sections for male and female students required standards must be the same, equivalent resources provided, and evaluations must include data for each section.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

Good Practices Relating to This Standard

**Is this true?
Y/No/NA** **How well is this done?
(enter stars)**

4.1 Student Learning Outcomes

Intended student learning outcomes must be consistent with the National Qualifications Framework, and with generally accepted standards for the field of study concerned including requirements for any professions for which students are being prepared.

4.1.1 Intended learning outcomes are specified after consideration of relevant academic and professional advice.

4.1.2 Intended learning outcomes are consistent with the Qualifications Framework. (covering all of the domains of learning at the standards required)

4.1.3 Intended learning outcomes are consistent with requirements for professional practice in Saudi Arabia in the fields concerned. (These requirements should include local accreditation requirements and also take account of international accreditation requirements for that field of study, and any Saudi Arabian regulations or special regional needs.)

4.1.4 If an institution has identified special attributes to be developed in students graduating from the institution comprehensive strategies are established for these to be developed. (This means that the attributes to be developed in students are clearly defined, strategies for developing them planned and implemented across the program, and mechanisms for assessing and reporting on the extent to which graduating students have developed them, are in place.)

4.1.5 Appropriate program evaluation mechanisms including graduating student surveys, employment outcome data, employer feedback and subsequent performance of graduates are used to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved. (see also sections 4.3 and 4.4 dealing with program evaluation processes and verification of standards of student achievement)

Overall Assessment

4.00

Comment

The strengths includes:

- 1- The integration of all elements of education process into assessment starting from department level to university headquarter level.
- 2- The integration of different personal from the field training coordinator, graduate employees and their employers to head of department, dean of faculty and university council headed by the chancellor.



- 3- Assessment process is entitled to change according the major request by employers and their direct and continuous interactions with the department

Areas requiring improvement:

- 1- To reflect accurate assessment of learning outcomes, evaluation methods need utilising tool more than employers evaluation survey, such that developing an achievement and progress report of graduates in work.

Priorities for action:

- 1- Internal permanent committee is needed to be established the learning outcome assessment in department level.

Independent opinion

4.00

Comment: Based on documents regarding program and course specifications, student learning outcomes are consistent with the learning domains of the NCAAA. The program utilizes appropriate evaluation mechanisms to provide evidence on the extent to which learning outcomes are achieved.

4.2 Program Development Processes

Programs must be planned as coherent packages of learning experiences in which all courses contribute in planned ways to the intended learning outcomes for the program.

4.2.1 Plans for the delivery of programs and for their evaluation are set out in detailed program specifications that include knowledge and skills to be acquired, and strategies for teaching and assessment for the progressive development of learning in all the domains of learning.

Y

4.2.2 Plans for courses are set out in course specifications that include knowledge and skills to be acquired and strategies for teaching and assessment for the domains of learning to be addressed in each course.

Y

4.2.3 The content and strategies set out in course specifications are coordinated with other courses and followed in practice to ensure effective progressive development of learning for the total program in all the domains of learning.

Y

4.2.4 Planning should include any action necessary to ensure that teaching staff are familiar with and are able to use the strategies included in the program and course specifications.

Y

4.2.5 The academic and/or professional fields for which students are being prepared are monitored on a continuing basis with necessary adjustments made in programs and in text and reference materials to ensure continuing relevance and quality.

Y

4.2.6 In professional programs continuing advisory panels that include leading practitioners from the relevant profession monitor and advise on content and quality of programs.

Y

4.2.7 New program proposals are assessed and approved or rejected by the institution's senior academic committee using criteria that ensure thorough and appropriate consultation in planning and capacity for effective implementation.

Y

Overall Assessment

4.00



Comment:

The strengths includes:

1. Including cooperative training course as a main part of the new curriculum which was designed to acquire better learning outcomes.
2. Considering achievement of international universities of good learning outcomes.

Areas requiring Improvement:

1. The curriculum development is needed to match the internal benchmarks, international and national requirement for learning outcomes.
2. Exchange experience of assessment methods of good learning outcomes with other well known national or international universities and research institutes.

Priorities for Action:

- Consortium of one international and /or national institute(s) should be formulated for learning outcome assessments.

Independent opinion

4.00

Comment: Program specification appears to be well written and comprehensive, covering all domains of learning in the national qualifications framework of the NCAAA. In addition, program courses are set out in course specification that includes knowledge and skills to be acquired, strategies for teaching and assessment for the different domains of learning.

4.3 Program Evaluation and Review Processes

The quality of all courses and of the program as a whole must be monitored regularly through appropriate evaluation mechanisms and amended as required, with more extensive quality reviews conducted periodically.

4.3.1 Courses and programs are evaluated and reported on annually with information about the effectiveness of planned strategies and the extent to which intended learning outcomes are being achieved.

Y ****

4.3.2 When changes are made as a result of evaluations details of those changes and the reasons for them should be retained in course and program portfolios.

Y ***

4.3.3 Quality indicators that include learning outcome measures are identified and used for all courses and the program as a whole.

Y ****

4.3.4 Records of student completion rates in all courses and the program as a whole are kept and used as quality indicators.

Y ***

4.3.5 Annual reports including quality assurance data are provided and reviewed by senior administrators and quality committees.

Y ***

4.3.6 Course completion, program progression and completion rates, and student course and program evaluations, are retained in central records in a form that can be readily accessed by the department and college, and analysed centrally with summaries and comparative data distributed automatically to departments, colleges, senior administrators and relevant committees at least once each year.

Y ***

4.3.7 If problems are found through program evaluations appropriate action is taken to make improvements

Y ****

4.3.8 In addition to annual evaluations a comprehensive reassessment of the program should be conducted at least once every five years. Procedures for conducting these reassessments should be consistent with policies and procedures established for the

Y ****



institution.

4.3.9 Program reviews conducted within the institution involve experienced people from relevant industries and professions, and experienced teaching staff from other institutions.

Y	***
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4.3.10 Procedures are followed that ensure that in program reviews information about the appropriateness of learning outcomes sought and the extent to which they are achieved is sought from students and graduates through surveys and interviews, discussions with teaching staff, and other stakeholders such as employers.

Y	****
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4.3.11 If the program is offered in sections for male and female students evaluations should provide data for each section as well as for the program as a whole, and any deficiencies in one or the other section dealt with appropriately in recommendations for action.

NA	NA
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Overall Assessment

3.50

Comment:

Strengths:

1. Good evaluation process including internal evaluation based on students and program surveys.
2. It was assumed to rate high level in a national comparison with similar programs at other national universities.

Areas requires improvement

1. A continuous process for assessment of learning outcomes considering course and subjects Portfolios.
2. Students and annual evaluation urveruys must be fully considered in whole evaluation process.

Priorities for improvement

- A frequent updating based on evaluation process of learning outcomes.

Independent opinion

3.00

Comment Records indicate that the program as well as courses are evaluated and reported annually. However, feedback regarding these reports from management appears to be very minimal. Quality indicators are identified and measured to determine the extent to which learning outcomes are being achieved. The use of surveys appears to well documented.

4.4 Student Assessment

Student assessment processes must be appropriate for the intended learning outcomes and effectively and fairly administered with independent verification of standards achieved.

4.4.1 Student assessment mechanisms are appropriate for the forms of learning sought.

Y	****
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4.4.2 Assessment processes are clearly communicated to students at the beginning courses.

Y	****
---	------

4.4.3 Appropriate valid and reliable mechanisms are used for verifying standards of student achievement in relation to relevant internal and external benchmarks. The standard of work required for different grades should be consistent over time, comparable in courses offered within a program and college and the institution as a whole, and in comparison with other highly regarded institutions. (Arrangements may include measures such as check marking of random samples of student work by faculty at other institutions, and independent comparisons of standards achieved with other comparable institutions within Saudi Arabia, and internationally.)

Y	***
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4.4.4 Grading of students tests, assignments and projects is assisted by the use of matrices or other means to ensure that the planned range of domains of student learning

Y	****
---	------



outcomes are addressed.

4.4.5 Arrangements should be made within the institution for training of teaching staff in the theory and practice of student assessment.

Y ****

4.4.6 Appropriate procedures have been established and are followed to deal with situations where standards of student achievement are inadequate or inconsistently assessed.

Y ***

4.4.7 Effective procedures are followed that ensure that work submitted by students is actually done by the students concerned.

Y ****

4.4.8 Feedback on performance and results of assessments are given promptly to students and accompanied by mechanisms for assistance if required.

Y ***

4.4.9 Assessments of student work should be conducted fairly and objectively.

Y ****

4.4.10 Criteria and processes for academic appeals should be made known to students and administered equitably (see also item 5.3)

Y ****

Overall Assessment

3.70

Comment:

Strengths:

- The student assessment processes are verified and assessed at department level.
- Assessment strategies are clearly identified to both students and instructors.

Areas requiring Improvement:

- 1- The standards of the achieved student learning outcomes should be matched with new benchmarks.
- 2- Using of advance and learning technologies and applications that help in assessing students' performance.

Priorities for Action Improvement:

- 1- Course instructor should use electronic evaluation tools in order to manage better assessment process.
- 2- Training programs for instructors towards efficient use of Electronic teaching tools.

Independent opinion

4.00

Comment: Based on course specifications, student assessment appear to be appropriate for the intended learning outcomes to be achieved. Sample examinations and other forms of assessment appear to be valid and reliable for verifying student achievement. Accordingly feedback on performance and results of assessment are provided to students within reasonable time.

4.5 Educational Assistance for Students

Effective systems must be in place for assisting student learning through academic advice, study facilities, monitoring student progress, encouraging high performing students and provision of assistance when needed by individuals.

4.5.1 Teaching staff are available at sufficient scheduled times for consultation and advice to students. (This must be confirmed, not assumed because times have been scheduled)

Y *****

4.5.2 Teaching resources (including staffing, learning resources and equipment, and clinic or other field placements) are sufficient to ensure achievement of the intended learning outcomes.

Y *****

4.5.3 If arrangements for student academic counselling and advice include electronic

Y *****



communications through email or other means the effectiveness of those processes is evaluated through processes such as analysis of response times and student evaluations.

4.5.4 Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.

Y *****

4.5.5 Appropriate preparatory and orientation mechanisms are provided to prepare students for study in a higher education environment. Particular attention is given to preparation for the language of instruction, self-directed learning, and bridging programs if necessary for students transferring to the institution with credit for previous studies. Preparatory studies must not be counted within the credit hour requirements for programs.

Y *****

4.5.6 If the language of instruction in the program is English, action is taken to ensure that language skills are adequate for instruction in that language when students begin their studies. (This may be done through language training prior to admission to the program. Language skills expected on entry should be benchmarked against other highly regarded institutions with the objective of skills at least comparable to minimum requirements for admission of international students in universities in English speaking countries. The benchmarking process should involve testing of at least a representative sample of students on major recognized English language tests)

NA NA

4.5.7 If preparatory programs are outsourced to other providers the institution accepts responsibility for ensuring the necessary standards are met and entry requirements to the program are maintained.

Y ****

4.5.8 Systems are in place within the program for monitoring and coordinating student workload.

Y ****

4.5.9 The progress of individual students is monitored and assistance and/or counselling provided to those facing difficulties.

Y ****

4.5.10 Year to year progression rates and program completion rates are monitored, and action taken to help any categories or types of students needing help.

Y ****

4.5.11 Feedback on performance by students and results of assessments is given promptly to students and accompanied by mechanisms for providing assistance if needed.

Y *****

4.5.12 Adequate facilities are provided for private study with access to computer terminals and other necessary equipment.

Y *****

4.5.13 Teaching staff are familiar with the support services available in the institution for students, and refer them to appropriate sources of assistance when required.

Y *****

4.5.14 The adequacy of arrangements for assistance to students is periodically assessed through processes that include, but are not restricted to, feedback from students.

Y ****

Overall Assessment

4.62

Comment:

Strengths:

- 1- All faculty members are full time employees and available at pre-scheduled times to enhance educational assistance for students.
- 2- The integration between human resources and facilities provide good quality of education.
- 3- Student affairs committee, at the department level, consists of faculty members who are entitled to look after students' needs and listen to their suggestions about effective ways to maximize educational assistance.

Areas requiring improvements:

- Increasing contact time between faculty members and students. This can be achieved by using different communication systems such as electronically social communication tools system; (e.g. Twitter, Facebook, Blackboard), where students using mobile computing may stay in touch with the faculty members.

(See the following URL: <http://icochise.com/faculty/SevenContact.html>).



- Better traveling means for student from/to educational farm in Al-Ammareiah district.
- Annual report stating the proportion of students entering preparatory year as compared to those who passed onto next year.

Priority for actions:

- The advance communication tools should be comprehensively used between faculty members and students. Such that Electronic Learning (EduGate, Black Board) and Short text messages (SMS).

Independent opinion

5.00

Comment: There is strong evidence that students are provided with appropriate educational assistance. Mechanisms seem to be well established for assisting student learning through academic advice, student facilities, counseling, monitoring and additional academic assistance when needed. Teaching staff provide sufficient time for consultation and follow-up to ensure that student progress is monitored especially to those facing academic difficulties. This is commendable

4.6 Quality of Teaching

Teaching must be of high quality with appropriate strategies used for different categories of learning outcomes.

4.6.1 Effective orientation and training programs are provided for new, short term and part time teaching staff. (To be effective these programs should ensure that teaching staff are fully briefed on required learning outcomes, on planned teaching and assessment strategies, and the contribution of their course to the program as a whole.)

Y ****

4.6.2 Appropriate strategies of teaching are planned and used for the different kinds of learning outcomes the program is intended to develop.

Y *****

4.6.3 The strategies of teaching and assessment set out in program and course specifications are followed by teaching staff with flexibility to respond to the needs of different groups of students.

Y ****

4.6.4 Students are fully informed about course requirements in advance through course descriptions that include knowledge and skills to be developed, work requirements and assessment processes.

Y *****

4.6.5 The conduct of courses is consistent with the outlines provided to students and with the course specifications.

Y *****

4.6.6 Textbooks and reference material are up to date and incorporate the latest developments in the field of study.

Y ****

4.6.7 Textbooks and other required materials are available in sufficient quantities before classes commence.

Y *****

4.6.8 Attendance requirements are made clear to students and compliance with these requirements is monitored and enforced.

Y *****

4.6.9 Effective systems are used for evaluation of courses and of teaching.

Y ****

4.6.10 The effectiveness of different planned teaching strategies in achieving learning outcomes in different domains of learning is regularly reviewed and adjustments are made in response to evidence about their effectiveness.

Y ****

4.6.11 Reports are provided to program administrators on the delivery of each course and these include details if any planned content could not be dealt with and any difficulties found in using the planned strategies

Y ****

4.6.12 Appropriate adjustments are made in plans for teaching if needed after consideration of course reports.

Y ****

4.6.13

Overall Assessment

4.42



Comment:

Strengths:

- 1- Satisfaction indicated high quality of teaching.
- 2- Deanship of Skills Development (DSD) training programs are reflected in the quality of teaching.
- 3- Better quality and efficient teaching process using Smart Blackboards.
- 4- Policy and procedure for students' evaluations are applied.
- 5- Teaching staff is with high verified doctoral qualifications.

Areas requiring improvements:

- 1- Course reports should be frequently analysed to monitor the academic quality.
- 2- E-learning courses should be introduced.

Priorities of action:

- The permanent committee of assurance and quality in the department should be in charge of monitoring teaching quality and other related subjects.

Independent Opinion

4.00

Comment: There is strong evidence that quality of teaching is paramount to achieve the goals of the program. At the beginning of the course, all students are fully informed about course requirements, assessment processes, attendance, grading system, including required reference materials for the course. Course specification indicates that appropriate strategies of teaching are used for the different kinds of learning outcomes. Also, based on interview with the students, the conduct of courses appears to be consistent with the course outlines provided to them by the faculty.

4.7 Support for Improvements in Quality of Teaching

Appropriate strategies must be used by the program administrators and teaching staff to support continuing improvement in quality of teaching.

4.7.1 Training programs in teaching skills are provided within the institution for both new and continuing teaching staff including those with part time teaching responsibilities.

Y	****
Y	****

4.7.2 Training programs in teaching include effective use of new and emerging technology.

4.7.3 The extent to which teaching staff are involved in professional development to improve quality of teaching is monitored.

Y	****
Y	****

4.7.4 Opportunities are provided for the professional and academic development of teaching staff with special assistance given to any who are facing difficulties.

4.7.5 Teaching staff are encouraged to develop strategies for improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.

Y	****
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4.7.6 Formal recognition is given to outstanding teaching, with encouragement given for innovation and creativity.

Y	****
Y	****

4.7.7 Strategies for improving quality of teaching include improving the quality of learning materials and the teaching strategies incorporated in them.

4.7.8

Overall Assessment

4.00



Comment:

Strengths:

- 1- Continuous faculty development programs provided by DSD.
- 2- The diversity of excellent backgrounds and qualification of faculty members.

Area of Improvement:

- 1- Faculty member should continue developing his skills throughout his academic career.
- 2- Faculty member skills that have been developed need a periodic analysis.

Priorities of Action:

- Faculty members should join a certain number of development activities every year.
-

Independent opinion

4.00

Comment: There is sufficient evidence to indicate that training programs are provided to teaching staff to support continuing improvement in quality of teaching. This also includes training on effective use of new technologies in education. Moreover, the extent to which teaching staff are involved in professional development to improve quality of teaching is monitored.

4.8 Qualifications and Experience of Teaching Staff

Teaching staff must have qualifications and experience necessary for teaching the courses they teach, and keep up to date with academic and/or professional developments in their field.

4.8.1 Teaching staff have appropriate qualifications and experience for the courses they teach. (For undergraduate and masters degree programs this would normally require academic qualifications in their specific teaching area at least one level above that of the program in which they teach.)

Y

4.8.2 If part time teaching staff are appointed (for example in a professional program where current industry experience may be sought) there is an appropriate mix of full time and part time teaching staff. (As a general guideline at least 75 % of faculty should be employed on a full time basis.)

Y

4.8.3 All teaching staff are involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments.

Y

4.8.4 Full time staff teaching in post-graduate courses are themselves active in scholarship and research in the fields of study they teach.

Y

4.8.5 In professional programs teaching teams include some experienced and highly skilled professionals in the field.

Y

Overall Assessment

4.80

Comment:

Strengths:

1. Qualified faculty members.
2. All faculty members are full time employees.
3. Unlimited support by the University for All Faculty Members.
4. Visiting Scientists program that facilitates Scientists to visit KSU for collaborations tasks (Annex 4.82.).
5. Distinguish scientist fellowship program that facilitates highly cited Scientists to visit KSU for experience sharing and exchanges (Annex 4.8.3).



Areas for improvement:

- 1- Encouraging the faculty members to spend a sabbatical leave in international universities to teach and conduct research.
- 2- Encouraging cultural exchange with international universities to improve quality of teaching and research.

Priorities for improvement:

- Sabbatical leave regulations should be modified and updated.

Independent opinion

5.00

Comment: Qualification and experience of teaching staff appear to be highly documented. All teaching staff are involved in a continuing basis in scholarly activities that ensure they keep abreast with the latest developments in their respective field. This is commendable

4.9 Field Experience Activities

In programs that include field experience activities, the field experience activities must be planned and administered as fully integrated components of the program, with learning outcomes specified, supervising staff considered as members of teaching teams, and appropriate evaluation and course improvement strategies carried out. (Field experience includes any work based activity such as internships, cooperative training, practicums, clinical placements or other activities in a work or clinical setting under the supervision of staff employed in that work or professional setting)

4.9.1 In programs that include field experience activities the student learning to be developed through that experience is clearly specified and appropriate steps taken to ensure that those learning outcomes and expected experiences to develop that learning are understood by students and supervising staff in the field setting.

Y ****

4.9.2 Supervising staff in field locations are thoroughly briefed on their role and the relationship of the field experience to the program as a whole.

Y ****

4.9.3 Teaching staff from the program visit the field setting for observations and consultations with students and field supervisors often enough to provide proper oversight and support. (Normally at least twice during a field experience activity)

Y ****

4.9.4 Students are thoroughly prepared through briefings and descriptive material for participation in the field experience.

Y ****

4.9.5 Follow up meetings or classes are organized in which students can reflect on and generalize from their experience.

Y ****

4.9.6 Field experience placements are selected because of their capacity to develop the learning outcomes sought and their effectiveness in doing so is evaluated.

Y ****

4.9.7 In situations where the supervisors in the field setting and faculty from the institution are both involved in student assessments, criteria for assessment are clearly specified and explained, and procedures established for reconciling differing opinions.

Y ****

4.9.8 Provision is made for evaluations of the field experience activity by students, by supervising staff in the field setting, and by faculty of the post secondary institution, and results of those evaluations considered in subsequent planning.

Y ****

4.9.9 Preparation for the field experience includes thorough risk assessment for all parties involved, and planning to minimize and deal with those risks.

Y ****

Overall Assessment

4.00

Comment:

Strengths:

6. Qualified faculty members.
7. All faculty members are full time employees.



8. Unlimited support by the University for faculty members.
9. Visiting Scientists program that facilitates Scientists to visit KSU for collaborations tasks.
10. Distinguished scientist fellowship program that facilitates highly cited scientists to visit KSU for experience sharing and exchanging.

Areas for improvement:

- 3- Encouraging the faculty members to spend a sabbatical leave in an international university to teach and conduct research.
- 4- Encouraging cultural exchange with international universities to improve quality of teaching and research.

Priorities of Action:

- Sabbatical leave regulations and teaching curriculum development should be modified and updated.

Independent opinion

4.00

Comment: Field experience activities appear to be well established and learning outcomes are clearly specified. Supervising staff provide adequate orientation to students prior to the actual field experience to ensure that learning outcomes and expected experiences are clearly understood. Teaching staff provide periodic visit to field setting for observation and consultation with students

4.10 . Partnership Arrangements With Other Institutions

In situations in which local institutions deliver programs through cooperative arrangements with another institution these arrangements must be clearly specified, enforceable under Saudi Arabian law, and all requirements for programs in the Kingdom of Saudi Arabia must be fully complied with.

Educational programs or courses offered by international organizations including on line or other distance education programs or courses, must not be used unless they have been accredited or otherwise quality assured and approved by the relevant government authorized educational quality assurance agency in the country of origin. Any such programs must be adapted as needed to suit the needs of students in this country, and must meet all Saudi Arabian requirements regardless of where and by whom materials are developed.

If an institution delivers programs using materials developed by another institution, the institution granting the academic award must accept full responsibility for the quality of the program including the materials used and the teaching and other services provided.

An institution based in another country and delivering programs in Saudi Arabia through a Saudi Arabian agent or local institution, and for which it grants an academic award, must meet all Saudi Arabian requirements for standards of educational provision and for cross border provision of education into the country.

4.10.1 Responsibilities of the local institution and the partner are clearly defined in formal agreements enforceable under the laws of Saudi Arabia.

4.10.2 The effectiveness of the arrangements is regularly evaluated..

4.10.3 Briefings and consultations on course requirements are adequate, with mechanisms available for ongoing consultation on emerging issues.

4.10.4 Teaching staff who are familiar with the content of courses visit regularly for consultation about course details and standards of assessments.

4.10.5 If arrangements involve assessment of student work by the partner in addition to assessments within the institution, final assessments are completed promptly and results

NA	NA
NA	NA
NA	NA
NA	NA
NA	NA



made available to students within the time specified for reporting of student results under Saudi Arabian regulations..

4.10.6 If programs are based on those of partner institutions, courses, assignments and examinations are adapted to the local environment, avoiding colloquial expressions, and using examples and illustrations relevant to the setting where the programs are to be offered.

NA

NA

4.10.7 Programs and courses are consistent with the requirements of the Qualifications Framework for Saudi Arabia, and in professional programs, include regulations and conventions relevant to the Saudi environment.

NA

NA

4.10.8 If courses or a programs developed by a partner institution are delivered in Saudi Arabia adequate processes are followed to ensure that standards of student achievement are at least equal to those achieved elsewhere by the partner institution as well as by other appropriate institutions selected for benchmarking purposes.

NA

NA

4.10.9 If an international institution or other organization is invited to provide programs, or to assist in the development of programs for use in Saudi Arabia full information is provided in advance about relevant Ministry regulations and NCAAA requirements for the National Qualifications Framework and requirements for program and course specifications and reports.

NA

NA

Overall Assessment

NA

Comment: _____ NA _____

Priorities for improvement: _____ NA _____

Independent opinion

NA

Comment: _____



Overall Assessment of Learning and Teaching

4.1 Student Learning Outcomes	4.00
4.2 Program Development Processes	4.00
4.3 Program Evaluation and Review Processes	3.50
4.4 Student Assessment	3.70
4.5 Educational Assistance for Students	4.62
4.6 Quality of Teaching	4.42
4.7 Support for Improvements in Teaching	4.00
4.8 Qualifications and Experience of Faculty	4.80
4.9 Field Experience Activities	4.00
4.10 Partnership Arrangements	NA
Combined Assessment	4.12

Comment: The student learning outcomes are clearly identified and consistent with requirements of the NQF of the NCAAA. The program development, evaluation and review process well described and efficiently applied. Teaching staff are highly qualified and experienced for the Teaching, assessing and supporting students. Therefore, learning outcomes have good reputation at professional life and work level.

Independent Opinion

4.00

Comment: Overall, student learning outcomes are clearly specified and consistent with the NQF of the NCAAA. Teaching staff are highly qualified and experienced for the courses they teach. Learning objectives are aligned with teaching strategies and appropriate assessment tools are applied.

Indicators Considered

KPI: # 1: Students overall rating for evaluation on the quality of their learning experiences at the institution.

KPI: #4: Student overall rating on the quality of their courses.

KPI: # 5: Proportion of teaching staff with verified doctoral qualifications.

KPI: #9: The overall rating of the employers on the performance quality of the program graduates.

KPI: #10: Student Evaluation of academic and career counseling.

KPI: # 13: Proportion of teaching staff leaving the department in the past year for reasons other than age retirement.

KPI: # 16: proportion of full time member with at least one refereed publication during the previous years.



Priorities for Improvement:

- Internal permanent committee in the department is needed to be established the learning outcome assessment considering international and /or national institute's experiences.
- Training programs for instructors towards efficient use of Electronic teaching tools and advance communication tools should be comprehensively used between faculty members and students.
- Faculty members should join a certain number of development activities every year and encouraged for sabbatical leave.



Standard 5. Student Administration and Support Services

Admission

processes must be efficient, fair, and responsive to the needs of students entering the program. Clear information about program requirements and criteria for admission and program completion must be readily available for prospective students and when required at later stages during the program. Mechanisms for student appeals and dispute resolution are clearly described, made known, and fairly administered. Career advice is provided in relation to occupations related to the fields of study dealt with in the program.

Main Components of this Standard

Student Admissions
Student Records
Student Management
Student Advising and Counseling Services

Comment and General Description of Good Practice

The standard for student administration and support services as it relates to educational programs deals with matters that directly relate to the administration of the program or that are the responsibility of program managers and staff in the program. These include provision of information and advice about the program for prospective students and mechanisms for dealing with disputes and appeals. Provision of advisory services in relation to careers in the field of study may be provided by staff within the program or within a central career advisory unit within the institution. However even where the service is provided centrally faculty involved in the program should be able to assist in relation to requirements in their professional field.

Evidence and Performance Indicators

Evidence about the quality of student administration and support services can be obtained from surveys of students about the quality and responsiveness of services provided, usage rates for particular services, response times for communicating decisions on admissions and results and the frequency and results of discipline procedures. Performance indicators can be based directly on this information, but additional evidence in a review might include such things as visits to facilities and discussions with students and staff.



Standard 5. Student Administration and Support Services

Admission processes must be efficient, fair, and responsive to the needs of students entering the program. Clear information about program requirements and criteria for admission and program completion must be readily available for prospective students and when required at later stages during the program. Mechanisms for student appeals and dispute resolution are clearly described, made known, and fairly administered. Career advice is provided in relation to occupations related to the fields of study dealt with in the program.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

Good Practices Relating to This Standard

Is this true?
Y/No/NA

How well is this done?
(enter stars)

5.1 Student Admissions

Student admission processes must be reliable, efficient and simple for students to use.

5.1.1 Admission requirements are consistently and fairly applied for all students.

Y

5.1.2 If programs or courses include components offered by distance education, or use of e-learning in blended programs, information is provided before enrolment about any special skills or resources needed to study in these modes. (For distance education programs a separate set of standards that include requirements for that mode of program delivery are set out in a different document, *Standards for Quality Assurance and Accreditation of Higher Education Programs Offered by Distance Education*)

NA

NA

5.1.3 Student advisors familiar with details of course requirements are available to provide assistance prior to and during the student registration process.

Y

5.1.4 Rules governing admission with credit for previous studies are clearly specified.

Y

5.1.5 Decisions on credit for previous studies are made known to students by qualified teaching or other authorized staff before classes commence.

Y

5.1.6 Complete information about the program, including the range of courses, program requirements, costs, services and other relevant information is publicly available to potential students and families prior to applications for admission.

Y

5.1.7 A comprehensive orientation program is available for commencing students to ensure thorough understanding of program requirements and reasons for them, the range of services and facilities available to them, and of their obligations and responsibilities.

Y

Overall Assessment

4.33

Comment: The Deanship of Admission and registration provides all the required information regarding registration process for the new applicants online through the web site (<http://dar.ksu.edu.sa>), in addition to pamphlets for all students arrive at the office.

Priorities for improvement: The program seeks other alternatives for attracting more students to be enrolled. Achievements, projects, exhibitions and opportunities of the program must be disseminated in publicly. The online procedure of registration has to be maintained following the most advanced and updated channels for communication.

Independent Opinion

4.00

Comment: Based on interview with a group of students, admission process appears to be efficient and simple. Complete information about the program is publicly available to potential students prior to application for admission. On the other hand, Increasing the number student enrollees in the college as whole needs to be addressed accordingly.



5.2 Student Records

Student records must be maintained in a secure and confidential location. Statistical data needed for quality indicators and internal and external reporting requirements and generation of reports on student progress and achievements must be readily available through automated processes that protect the confidentiality of individual student information.

5.2.1 Automated procedures are in place for monitoring student progress throughout their programs.

Y

5.2.2 The student record system regularly provides aggregated statistical data required for planning, reporting and quality assurance.

Y

5.2.3 Clear rules are established and maintained governing privacy of information and controlling access to individual student records.

Y

5.2.4 Eligibility for graduation is formally verified in relation to program and course requirements.

Y

Overall Assessment

5.00

Comment: All records and progress reports of the students are kept in secure electronic and hard-copy filing system by the registration and admission office. Annual reports and statistical information are always provided for planning and quality assurance.

Priorities for improvement: Additional training courses are needed to elevate the standard of the working staff to be aware of the operating system aiming at achieving the target objectives.

Independent Opinion

4.00

Comment: Student records are centralized at the university level and are maintained in a secure location. Student records are fully automated and clear rules are established and maintained governing privacy of information and controlling access to individual student records. These records are accessed through the Vice Dean for Academic Affairs.

5.3 Student Management

Policies and regulations must be established for fair and consistent processes of student management, with effective safeguards for independent consideration of disputes and appeals.

5.3.1 Attendance requirements are made clear to students, monitored and enforced.

Y

5.3.2 Student appeal and grievance procedures are specified in regulations, published, and made widely known within the institution. The regulations make clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available.

Y

5.3.3 Appeal and grievance procedures protect against time wasting on trivial issues, but still provide adequate opportunity for matters of concern to students to be fairly dealt with and supported by student counselling provisions.

Y

5.3.4 Appeal and grievance procedures guarantee impartial consideration by persons or committees independent of the parties involved in the issue, or who made a decision or imposed a penalty that is being appealed against.

Y

5.3.5 Procedures have been developed to ensure that students are protected against subsequent punitive action or discrimination following consideration of a grievance or appeal.

Y

5.3.6 Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating.

Y

Overall Assessment

4.50

Comment: King Saud University has established a very concrete regulations and policies regarding student management that keep fairness, consistency and independency all the time.

Priorities for improvement: The administration has to be more strictly with the students regarding attendance requirements and penalties must be applied firmly.

Independent Opinion

4.00

Comment: Students rights and responsibilities are clearly defined with transparent and fair procedures available for discipline and appeals. These are specified in regulations, published and are widely disseminated to all students in the program.

5.4 Student Advising and Counseling Services

Adequate provision must be made for academic advising and counselling services to assist students in planning their participation in the program and in seeking subsequent employment.

5.4.1 Provision is made for academic counselling and for career planning and employment advice within the college, department or another appropriate location within the institution.

Y

5.4.2 Adequate protection is provided, and supported by regulations or a codes of conduct, to protect the confidentiality of academic or personal issues discussed with teaching or other staff or students.

Y

5.4.3 Effective mechanisms are established for follow up to ensure student welfare and to evaluate quality of service.

Y

5.4.4 An effective student support system is available to identify students in difficulty and provide help with personal, study related, financial, family, psychological or health problems

Y

Overall Assessment

4.75

Comment: The program provides adequate academic counseling for students. This is achieved through devoting of a faculty staff member to follow up a student throughout his study and giving advices when need arises. Also the institution grants monthly payments for each student, in addition to medical insurance, accommodation and other associated services.

Independent Opinion

4.00

Comment: There is strong evidence that mechanisms for academic advice, counseling and support services are accessible and responsive to student needs.

Indicators Considered:

Priorities for Improvement:



Overall Assessment of Student Administration and Support Services

5.1 Student Admissions

4.33

5.2 Student Records

5.00

5.3 Student Management

4.50

5.4 Student Advising and Counseling Services

4.75

Combined Assessment

4.65

Comment:

Strengths:

- 1- The institution provides suitable environment for quality academic performance, counselling, financial and social supports for students.
- 2- Accessibility and ease of instructions of online services regarding information about the programs and procedures of admission and registrations.
- 3- Adoption of an independent body serves students' rights.

Areas Requiring Improvement:

2. Continuous updating and revision of the academic guidance system must be performed with reference to staff and students feedbacks.
3. Steps must be taken towards raising awareness of students about the importance of course and staff evaluations.

Priorities for improvement:

- 1- Activate the academic counselling to track academic performance of students day by day and providing advices all the time and quick intervention when signs of deterioration appear.
- 2- Initiation of periodic seminars and workshops for staff and students discussing the issues regarding rights and duties. Participation of specialists in such fields is absolutely imperative.

Independent Opinion

4.00

Comment: Student administration and support services are responsive to the needs of Students in the program. Program policies and regulations are well established for the Students. Mechanisms for student appeals are clearly explicated, made known to students and faculty. Extra-curricular activities should also be expanded for greater benefits in personal growth and development of the students

Indicators Considered:

Priorities for Improvement:



Standard 6. Learning Resources

Learning resource materials and associated services must be adequate for the requirements of the program and the courses offered within it and accessible when required for students in the program. Information about requirements must be made available by faculty in sufficient time for necessary provisions to be made for resources required, and faculty and students must be involved in evaluations of what is provided. Specific requirements for reference material and on-line data sources, and for computer terminals and assistance in using this equipment will vary according to the nature of the program and the approach to teaching.

Main Components of this Standard as Applied to Educational Programs

Planning and Evaluation
Organization
Support for Users
Resources and Facilities

Comment and General Description of Good Practice

Adequate library and other learning resources and services for the needs of the program are essential requirements, and are particularly important in programs designed to develop capacity for independent learning and creative application of ideas. Collections must be up to date and regularly enhanced as new material becomes available, and there must be ready access to information located elsewhere.

Basic collections should be adequate for the program, but go well beyond the immediate needs to provide access to research reports, data bases and journal and internet publications that capture the latest thinking in related areas of inquiry. If the program is postgraduate there must be adequate resources for research by students and by faculty in this and related fields.

Orientation programs should be available to ensure that new students know how to make proper use of library and resource center facilities. Ongoing assistance should be available to help students as they use these resources for studies in the program.

Requirements for library services are changing in keeping with the rapid development of information technology and developments in flexible delivery of courses. Libraries are recognized as being not simply collections of books and periodicals, but gateways to information required for research and investigation in an international context. Evaluation of a program includes the availability of the range of services and materials that are needed to support it.

The provision of services should be planned cooperatively between program developers, other faculty, and resource centre staff, so that the resources and services provided are matched to the requirements for teaching and learning and associated research and investigations. Proposals for new or substantially modified courses and programs should include an independent statement from the library or resource centre indicating cost and availability of the information resources required.

Evidence and Performance Indicators

Evidence about the quality of learning resource provision and performance indicators derived from this evidence can be obtained from user satisfaction surveys, success rates for students in accessing course reference material, documents describing processes for identifying and responding to course requirements, and details of times when facilities are available for use by students and teaching staff. Information should be available about provision of orientation programs for new students and other users, and responsiveness to requests from groups of stakeholders. The institution should be able to provide information about comparisons of level of provision through books, periodicals and web-based resources with comparable institutions offering similar programs and an appropriate performance indicator would be whether that level of provision was equalled or exceeded.



Standard 6. Learning Resources

Learning resource materials and associated services must be adequate for the requirements of the program and the courses offered within it and accessible when required for students in the program. Information about requirements must be made available by faculty in sufficient time for necessary provisions to be made for resources required, and faculty and students must be involved in evaluations of what is provided. Specific requirements for reference material and on-line data sources and for computer terminals and assistance in using this equipment will vary according to the nature of the program and the approach to teaching.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

Good Practices Relating to This Standard

6.1 Planning and Evaluation

Policies and procedures must be in place to ensure that resource materials and services needed to support student learning are adequate and appropriate for the program, regularly evaluated, and kept up to date as required.

6.1.1 Teaching staff responsible for the program and for courses within it regularly provide advice on materials required to support teaching and learning.

6.1.2 Teaching staff and students participate in user surveys dealing with adequacy of resources and services, extent of usage, consistency with requirements for teaching and learning

6.1.3 Data on the extent of usage of learning resources for the program are used in evaluations of learning and teaching in the program.

6.1.4 In addition to participation in surveys program representatives have opportunities to provide input to evaluations of forward planning for provision of resources and services.

6.1.5 Teaching staff provide regular advice on material that should be held in reserve to ensure access to necessary materials and this advice is responded to.

Is this true?
Y/No/NA (enter stars)

How well is this done?

Y

Y

Y

Y

Y

Overall Assessment

3.80

Comment: The institution as well as the program performs a regular revision of the policies and procedures to maintain a top quality of learning materials and resources.

Priorities for Improvement: Participation of staff members and students in the evaluation of the process is badly needed. Feedbacks from all beneficiaries must be considered for evaluation and future planning.

Independent Opinion

4.00

Comment: In general, teaching staff responsible for the courses they teach provide advice on materials required to support learning and teaching.

6.2 Organization

The library or resource center must be managed in a way that meets the requirements of the program for student access and availability of resources and services.

6.2.1 Library and resource centers and associated facilities and services are available for sufficient extended hours to ensure access when required by users in the program.

Y

6.2.2 Heavy demand and required reading materials needed in the program are held in reserve collections.

Y

6.2.3 Ready access to on-line data-bases and research and journal material relevant to the program is provided for.

Y



Overall Assessment

4.67

Comment: Satisfactory library resources and services are available for students and staff members in term of working time, books and on line data base.

Priorities for improvement Special departmental library beside the main library must be established.

Independent Opinion

4.00

Comment: Based on the site visit to the University Library, it is evident that resource center is very well managed. Library hours are provided for 16 hours daily from 8 – 12 pm. There is ready access to online databases and research and journal materials relevant to the program.

6.3 Support for Users

Adequate support must be provided to assist students and teaching staff to make effective use of library services and resources.

6.3.1 Orientation and training programs are provided for new students in the program to prepare them to access facilities and services.

Y

6.3.2 Assistance is available to assist faculty and students in the program in conducting searches and locating and using information.

Y

6.3.3 A reference service is available through which in-depth questions are answered by qualified librarians.

Y

6.3.4 Electronic and/or other automated systems with search facilities are available to assist in locating resources within the institution and in other collections.

Y

6.3.5 Teaching staff and students in the program are kept informed of library developments such as acquisition of new materials, training programs, or changes in services or opening hours.

Y

Overall Assessment

4.40

Comment: Sufficient information for effective using of library resources and services are provided by the librarians as direct guidance or through printed pamphlets.

Priorities for improvement: Training programs for efficient use of the library resources and materials must be adopted.

Independent Opinion

4.00

Comment: There is evidence that orientation programs are provided to new students to ensure proper use of library and resource center facilities. There is sufficient number of library staff to provide assistance to student who needs help in the use of library resources for studies in their program.

6.4 Resources and Facilities

Adequate reference material for the program must be available and facilities in the library or resource center must be appropriate for the needs of the program,

6.4.1 Adequate books journals and other reference material including on line resources are available to meet program requirements.

Y

6.4.2 Up to date computer equipment and software is available on a sufficient scale to meet program requirements to support electronic access to resources and reference material.

Y



6.4.3 Books and journals and other materials are available in Arabic and English (or other languages) as required for the program and associated research.

Y

6.4.4 Sufficient facilities are provided for both individual and small group study and research as required for the program.

Y

Overall Assessment

3.75

Comment: Recent and up to date reference books have to be offered continuously. The library resources face lack of Arabic reference books.

Priorities for improvement: Promoting translation of foreign books into Arabic and writing references books in Arabic for the benefit of students. In addition, software programs specialized for animal production study should be provided.

Independent Opinion

4.00

Comment: Based on ocular visit to the University Library and interview session with the Vice Dean for Library Affairs, evidence suggests that there is adequate library and learning resources for the needs of the Animal Production program.



Overall Assessment of Learning Resources

6.1 Planning and Evaluation	3.80
6.2 Organization	4.67
6.3 Support for Users	4.40
6.4 Resources and Facilities	3.75
Combined Assessment	4.16

Comment:

Strengths:

1. Availability of assorted learning resources and materials.
2. Continuous and eager efforts are exerted to develop learning resources.
3. Rising of the Deanship of E-learning.

Areas requiring improvements:

- 1- Availability of updated reference books.
- 2- Encouraging the translation of reference books into native language to facilitate imbibitions of knowledge by students.

Priorities for improvement:

- Establishing a departmental library.
- Providing the library with periodicals and scientific journals on a regular basis.

Independent Opinion

4.00

Comment: There are sufficient learning resource materials and support services for the requirements of the program and courses offered. Establishing a satellite library for the CFAS will be beneficial for the faculty, staff and students

Indicators Considered _____

Priorities for Improvement _____



Standard 7. Facilities and Equipment

Adequate facilities and equipment must be available for the teaching and learning requirements of the program. Use of facilities and equipment should be monitored and regular assessments of adequacy made through consultations with faculty, staff and students.

Main components of this Standard:

Policy and Planning
Quality of and Adequacy of Facilities
Management and Administration
Research Equipment
Information Technology

Comment and General Description of Good Practice

Facilities should always provide an attractive, safe and healthy environment for faculty, staff and students, meet normal building and planning requirements, and the requirements for high quality teaching and learning in the program.

The use of facilities should be monitored and there should be processes to ensure that underutilized facilities are made available for alternative uses, subject to necessary arrangements for protection of expensive and easy to damage equipment.

In programs that require laboratory or other technical equipment including computing facilities, maintenance provisions should be effective and include routine maintenance schedules. Necessary technical support should be available and there should be an immediate response capacity in case of equipment breakdowns.

For all classrooms media needed for effective instruction should be provided with appropriate technical support available.

Evidence and Performance Indicators

Evidence about the quality of provision of facilities and equipment can be obtained from planning documents, user satisfaction surveys, comparisons of provision with comparable institutions offering similar programs and direct observations by independent evaluators.

Condition assessments and maintenance schedules provide information about the quality and maintenance of facilities and major equipment. Regulations and codes of practice relating to the use of facilities and expensive equipment provide evidence of sound management practices and security arrangements. Performance indicators could include such things as ratings on surveys of user satisfaction, statistics on equipment breakdowns, comparisons of provision in relation to other institutions.



Standard 7. Facilities and Equipment

Adequate facilities and equipment must be available for the teaching and learning requirements of the program. Use of facilities and equipment should be monitored and regular assessments of adequacy made through consultations with faculty, staff and students.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

Good Practices Relating to This Standard

Is this true?
Y/No/NA

How well is this done?
(enter stars)

7.1 Policy and Planning

Planning processes for the provision of facilities and the acquisition and maintenance of equipment must include consultation with program representatives to ensure clear specification of program requirements. Plans for provision must appropriately balance program requirements with institutional policies to ensure compatibility of systems and resources available.

7.1.1 Equipment acquisitions meet program requirements and are also consistent with institutional policies to achieve compatibility of equipment and software systems across the institution.

7.1.2 Teaching staff are consulted before major equipment acquisitions to ensure that current and anticipated emerging needs are met.

7.1.3 Equipment planning provides for acquisition, servicing and replacement according to a planned schedule.

Overall Assessment

Comment: Satisfactory to some extend.

Priorities for Improvement: Developing a short and long term plan for the equipments acquisitions with staff member consultation.

Independent Opinion

Comment: There is evidence that planning processes for the provision of facilities and acquisition of equipment include consultation with the faculty. This is to ensure that specification of program requirements are met accordingly.

7.2 Quality and Adequacy of Facilities and Equipment

Facilities and equipment must be of good quality with effective strategies used to evaluate their adequacy for the program, their quality and the services associated with them.

7.2.1 Facilities meet health and safety requirements and make adequate provision for the personal security of faculty, staff and students.

7.2.2 Quality assessment processes include both feedback from principal users about the adequacy and quality of facilities, and mechanisms for considering and responding to their views.

7.2.3 Standards of provision of teaching, laboratory and research facilities are adequate for the needs of the program and benchmarked through comparisons with other comparable institutions. (This includes such things as classroom space, laboratory facilities and equipment, access to computing facilities and associated software, private study facilities, and research equipment.

7.2.4 Adequate facilities are available for confidential consultations between faculty and students)

7.2.5 Provision is made for students, faculty and staff with physical disabilities or other special needs.



Overall Assessment

4.00

Comment: Regular assessment usually conducted to evaluate the quality of facilities and equipments.

Priorities for improvement: _____NA_____

Independent Opinion

4.00

Comment: Based on site inspection of program facilities and equipment, quality is demonstrated. Standards of provision of teaching, laboratory and research facilities are adequate for the needs of the program.

7.3 Management and Administration

Management and administration of facilities, equipment and associated services must be efficient and ensure maximum effective utilization of facilities provided.

7.3.1 A complete inventory is maintained of equipment used in the program that is owned or controlled by the institution including equipment assigned to individual faculty or staff for teaching and research.

Y

7.3.2 Services such as cleaning, waste disposal, minor maintenance, safety, and environmental management are efficiently and effectively carried out.

Y

7.3.3 Provision is made for regular condition assessments, preventative and corrective maintenance, and replacement.

Y

7.3.4 Effective security is provided for specialized facilities and equipment for teaching and research, with responsibility between individual faculty, departments or colleges, or central administration clearly defined.

Y

7.3.5 Effective systems are in place to ensure the personal security of faculty, staff and students, with appropriate provisions for the security of their personal property.

Y

7.3.6 Arrangements are made for shared use of underutilized facilities with adequate mechanisms for security of equipment.

Y

Overall Assessment

3.50

Comment: Need revision and decision to be taken for an improvement.

Priorities for improvement: _____NA_____

Independent Opinion

4.00

Comment: Provision for regular condition assessment, corrective and maintenance appear to be in place. There is also evidence of continuous training assistance provided by staff in the use of new equipment for learning and teaching.

7.4 Information Technology

Computing equipment and software and related support services must be adequate for the program and managed in ways that ensure secure, efficient and effective utilization.

7.4.1 Computing equipment is available and accessible for faculty, staff and students and the adequacy of this provision is regularly assessed.

Y

7.4.2 Institutional policies governing the use of personal computers by students are complied with.

Y

7.4.3 Technical support is available for teaching staff and students using information and communications technology.

Y



7.4.4 Opportunities are available for teaching staff input into plans for acquisition and replacement of IT equipment for use in the program.

Y

**

7.4.5 Security systems are in place to protect privacy of personal and sensitive personal and institutional information, and to protect against externally introduced viruses.

Y

7.4.6 Compliance with a code of conduct relating to inappropriate use of material on the internet is checked and instances of inappropriate behavior dealt with appropriately.

Y

7.4.7 Training programs are available for faculty and staff to ensure effective use of computing equipment and appropriate software for teaching, student assessment, and administration.

Y

Overall Assessment

3.86

Comment: Satisfactory and especial emphasis made to assure an efficient and effective utilization of the computing equipment.

Priorities for improvement: Training program needed for student and staff members for efficient use of the computing equipments.

Independent Opinion

4.00

Comment: Computing equipment is available and accessible for faculty staff and students. There is sufficient number of staff to provide technical support for users of the IT.



Overall Assessment of Facilities and Equipment

7.1 Policy and Planning	4.00
7.2 Quality of and Adequacy of Facilities	4.00
7.3 Management and Administration	3.50
7.4 Information Technology	3.86
Combined Assessment	3.84

Comment:

Strengths:

1. The existence of updated documented and electronic systems for equipment.
2. The presence of Education farm In Al-Ammareiah district.
3. The Department has two well-equipped teaching and many other research labs.
4. The rapid development in IT systems, hardware and wireless network.
5. All lecturer rooms are equipped with smart classrooms.

Areas requiring improvement:

- 1- Improving the maintenance system of the equipment and facilities.
- 2- Increasing the frequency of training programs for technicians.
- 3- Emergency exits should be regularly checked.
- 4- Acquiring the work risk allowance for faculty, staff and technicians.
- 5- Improvement of the efficiency of fire fighting facilities and chemical protection areas.

Priorities for improvement:

- 1- Establishing a schedule forms to arrange the use of the equipment.

Independent Opinion

4.00

Comment: By and large, adequate facilities and equipment are available to support teaching and learning requirements of the program. Teaching staff are consulted prior to any major equipment acquisition to ensure requirements for teaching are met.

Indicators Considered

Priorities for Improvement



Standard 8. Financial Planning and Management

Financial resources must be sufficient for the effective delivery of the program. Program requirements must be made known sufficiently far in advance to be considered in institutional budgeting. Budgetary processes should allow for long term planning over at least a three-year period. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.

Main components of this Standard:

Financial Planning and Budgeting
Financial Management

Comment and General Description of Good Practice

Sufficient financial resources must be available to support the effective delivery of the program. This means both maintenance of routine and continuing activities and at least some provision for new initiatives do develop the program and improve its quality. Funds are not unlimited and resources must be effectively managed to avoid waste and adjust allocations when necessary from low priority to high priority items if required, or if possible to seek alternative supplementary funding opportunities. Some guide to adequacy can be obtained by considering funding levels for comparable programs in other similar institutions. However if this is done any such comparisons must take into account any variations in circumstances that may affect funding requirements.

This standard relates not only to the adequacy of funding but also to the efficiency and flexibility of financial management by program managers. To provide for this flexibility and for appropriate accountability, delegations should provide for specified levels of expenditure to be authorized by the program manager subject to reporting and accountability requirements. Regular management reports should be provided to the program manager from the financial accounting system to permit monitoring of expenditure in relation to budget projections.

Evidence

Evidence about the quality of financial planning and management can be obtained from budget statements and audit reports. Faculty surveys can provide information about whether resources considered by them to be necessary for the program are available. Comparisons of funding provisions with similar programs elsewhere can provide useful evidence of adequacy of provision provided care is taken to take account of any differences in the management of financial systems. Reports on risk assessment should be available together with strategies for risk minimization.



Standard 8. Financial Planning and Management

Financial resources must be sufficient for the effective delivery of the program. Program requirements must be made known sufficiently far in advance to be considered in institutional budgeting. Budgetary processes should allow for long term planning over at least a three-year period. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
8.1 Financial Planning and Budgeting		
Funding must be adequate for program requirements and planning must involve full cost estimates and both short and medium term cost projections. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.		
8.1.1 Proposals for new programs, major program changes or other activities, equipment or facilities are accompanied by business plans, which include independently verified cost estimates and cost impacts on other services and activities.	<input type="text" value="Y"/>	<input type="text" value="NA"/>
8.1.2 If new projects or activities are cross-subsidized from existing funding sources the cost sharing strategy is made clear and intermediate and long term costs and benefits are assessed.	<input type="text" value="Y"/>	<input type="text" value="4.00"/>
8.1.3 Financial resources available for the program are sufficient for good quality program provision and benchmarked against costs of equivalent programs at other similar institutions.	<input type="text" value="Y"/>	<input type="text" value="4.00"/>
8.1.4 The program coordinator (or department chair or dean) submits annual budget proposals setting out detailed program requirements and follows up as necessary to make adjustments after those proposals have been considered.	<input type="text" value="Y"/>	<input type="text" value="4.00"/>
8.1.5 Budget proposals support strategic priorities for program development and quality improvement and consider possibilities for possible savings or alternative revenue sources as well as seeking additional funding if necessary.	<input type="text" value="Y"/>	<input type="text" value="4.00"/>
Overall Assessment		<input type="text" value="4.00"/>
1. Comment The University has very well organized financial budgeting along with strict monitoring and follow up procedure.		
Priorities for Improvement: Budgeting system can be improved effectively by giving the opportunity to the departments to share in planning their own budgets. Such a change requires a restructuring of the current budgeting system at the university.		<input type="text"/>
Independent Opinion		
Comment		



8.2 Financial Management

Financial affairs must be effectively managed with a proper balance between flexibility for the cost center manager and institutional accountability and responsibility.

Y

4.00

8.2.1 Sufficient delegation of spending authority is given to the program manager (or department chair) for effective program administration

8.2.2 Delegations of spending authority are accompanied by appropriate accountability and reporting processes.

Y

5.00

8.2.3 The program manager/head of department is involved in the budget planning process, and is held accountable for expenditure within the approved budget.

Y

4.00

8.2.4 The accounting system provides for accurate and continuing monitoring by the program manager of expenditure and commitments against budgets.

Y

5.00

8.2.5 Where possibilities of conflict of interest exist, either actual or perceived, the persons concerned declare their interest and refrain from participation in decisions.

Y

5.00

8.2.6 Financial carry-forward provisions are sufficiently flexible to avoid rushed end of year expenditure or disincentives for long term planning.

Y

4.00

Overall Assessment

4.5

Comment: The University financial affairs executive rules are comprehensive and written in clear and practical terms to ensure a clear division of work.

Priorities for Improvement ___NA_____

Independent Opinion

NA

Comment



Overall Assessment of Financial Planning and Management

8.1 Financial Planning and Budgeting

4.00

8.2 Financial Management

4.50

Combined Assessment

4.25

Comment: Restructuring of the planning system and financial management at King Saud University in order to give some financial independence for colleges to enable planning and submission of their annual operating budgets.

Independent Opinion

NA

Comment: _____

Indicators Considered: _____

Priorities for improvement: _____



Standard 9. Employment Processes

Teaching and other staff must have the knowledge and experience needed for their particular teaching responsibilities and their qualifications and experience must be verified before appointment. New teaching staff must be thoroughly briefed about the program and their responsibilities before they begin. Performance of all faculty and staff must be periodically evaluated, with outstanding performance recognized and support provided for professional development and improvement in teaching skills. (Note: Teaching staff refers to all staff with responsibility for teaching classes including full and part time staff, faculty, lecturers, and teaching assistants)

Main components of this Standard:

Recruitment
Personal and Career Development

Comment and General Description of Good Practice

Faculty must be appropriately qualified and must have the detailed knowledge and experience necessary for their particular teaching responsibilities. Relevant professional experience is particularly important in professional programs. Qualifications and experience must be verified before appointments are made.

Faculty should be recruited for particular roles in the program and should be given detailed information about the program and their role as a member of a teaching team. This should also be done before appointment with further detailed orientation given by the program coordinator/manager before they begin their work. They should see themselves as members of a teaching team within a carefully planned and delivered comprehensive program, not just as instructors in a discrete subject specialty.

For all faculty and staff associated with the program feedback on performance should be provided in a constructive and supportive way and assistance given for improvements in both teaching skills and knowledge of their field.

Evidence and Performance Indicators

Evidence about quality of employment processes can be obtained from documents setting out employment and promotion processes and criteria, descriptions of orientation programs for new teaching and other staff, and procedures for performance evaluation and support for improvement. Records of assessments of quality of teaching, and teaching and other staff participation in professional development activities relevant to their employment can provide valuable evidence, particularly when they include ratios of participation and assessments of the value of those activities by the participants. Data on faculty turnover in parts of the institution can be used to indicate stability or instability in staffing. Regulations on dispute resolution combined with records of the incidence and outcomes of disputes can provide evidence about the effectiveness of those processes.

Performance indicators almost always include student/teaching staff ratios and proportions of teaching staff with levels of qualifications. However a number of others that can also be readily quantified are important such as participation ratios in professional development and scholarly activities. Some others such as rates of turnover of teaching and other staff might be selected if there are problems in the institution that need to be monitored.



Standard 9. Employment Processes

Teaching and other staff must have—the knowledge and experience needed for their particular teaching responsibilities and their qualifications and experience must be verified before appointment. New teaching staff must be thoroughly briefed about the program and their responsibilities before they begin. Performance of all faculty and staff must be periodically evaluated, with outstanding performance recognized and support provided for professional development and improvement in teaching skills. (Note: Teaching staff refers to all staff with responsibility for teaching classes including full and part time staff, faculty, lecturers, and teaching assistants)

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions.

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
9.1 Recruitment		
Recruitment processes must be designed to ensure that capable and appropriately qualified teaching and other staffs are available for all teaching and administrative functions, administered fairly, and that new staff is thoroughly prepared for their responsibilities.		
9.1.1 Recruitment processes ensure that teaching staff have the specific areas of expertise, and the personal qualities, experience and skill to meet teaching requirements.	Y	****
9.1.2 Candidates for employment are provided with full position descriptions and conditions of employment, together with specific information about expectations for contributing to the program as part of the teaching team. (The information provided should include details of employment expectations, indicators of performance, and processes of performance evaluation.)	Y	****
9.1.3 References are checked, and claims of experience and qualifications verified before appointments are made.	Y	****
9.1.4 Assessment of qualifications includes verification of the standing and reputation of the institutions from which they were obtained, taking account of recognition of qualifications by the Ministry of Higher Education.	Y	****
9.1.5 In professional programs there are sufficient teaching staff with successful experience in the relevant profession to provide practical advice and guidance to students about work place requirements.	Y	****
9.1.6 New teaching staff are given an effective orientation to the institution to ensure familiarity with the institution and its operating procedures, services and priorities for development.	Y	****
9.1.7 New teaching staff are given a thorough orientation to the program to ensure they have a thorough understanding of the program as a whole, of the contributions to be made to it through the courses they teach, and of the expectations for coordinated planning and delivery of courses and evaluation and reporting requirements.	Y	****
9.1.8 The level of provision of teaching staff (i.e. the ratio of students per teaching staff member calculated as full time equivalents) is adequate for the program and benchmarked against comparable student/teaching staff ratios at good quality Saudi Arabian and international institutions.	Y	****
Overall Assessment		4.13
Comment: Recruitment policies are very clear and well documented.		
Priorities for Improvement:	NA	
Independent Opinion		4.00



Comment: There is evidence that provision for effective recruitment process is adhered to and a department committee is assigned to examine documents of applicants, conduct interview and recommend candidates for hiring

9.2 Personal and Career Development

Processes for personal and professional development must be fair to all teaching and other staff, designed to encourage and support improvements in performance and recognize outstanding achievements.

9.2.1 Criteria for performance evaluation are clearly specified in advance and made known to teaching and other staff.

Y	****
Y	****

9.2.2 Consultations about work performance are confidential and supportive, and occur on a formal basis at least once each year.

Y	***
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9.2.3 If performance is considered less than satisfactory clear requirements are established for improvement.

Y	****
Y	****

9.2.4 Formal performance assessments of teaching and other staff are kept confidential but are documented and retained. Faculty and staff have the opportunity to include on file their own comments relating to these assessments, including points of disagreement.

9.2.5 Outstanding academic or administrative performance is recognized and rewarded.

9.2.6 All teaching and other staff are given appropriate and fair opportunities for personal and career development.

Y	****
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9.2.7 Junior teaching and other staff with leadership potential are identified and given a range of experiences to prepare them for future career development.

Y	****
Y	****

9.2.8 Assistance is given in arranging professional development activities to improve skills and upgrade qualifications.

Y	****
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9.2.9 Appropriate professional development activities are provided to assist with new programs or policy initiatives.

9.2.10 Teaching staff are expected to participate in activities that ensure they keep up to date with developments in their field and the extent to which they do so is monitored.

Y	****
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Overall Assessment

3.90

Comment: New faculty members are required to attend orientation programs designed and conducted by the Deanship of Skills Development (DSD).

Priorities for Improvement: Periodical training of other staff members especially technicians

Independent Opinion

4.00

Comment: Performance of all faculty and staff are evaluated. They are clearly specified in advance to ensure that they know the criteria involve in the performance evaluation. There is strong evidence of support provided to faculty and staff to engage in professional development activities to keep themselves up-to-date with latest knowledge and skills in their field of specialty.



Overall Assessment of Employment Processes

9.1 Recruitment

4.13

9.2 Personal and Career Development

3.90

Combined Assessment

4.02

Comment

Strengths:

1. New faculty members are required to attend orientation programs designed and conducted by the Deanship of Skills Development (DSD).
2. Faculty members are encouraged to spend sabbatical leave at international universities.
3. Newly appointed teaching assistants are provided with scholarships for studying abroad.
4. Recruitment policies are clear and well documented.

Area of Improvement:

1. There is a need for plans to overcome some restrictions imposed by the government employment policies.

Priorities for improvement:

1. The short-period training programs of non-academic employees should be considered in their promotion process.
2. Highly qualified technicians should be attracted.

Independent Opinion

4.00

Evaluators Comment: Teaching staff are highly qualified and experienced. They are thoroughly briefed about the college and the program and their responsibilities. All teaching staff are given opportunities for professional development activities.

Indicators Considered: _____

Priorities for Improvement: _____

Standard 10. Research

A research strategy that is consistent with the nature and mission of the institution should be developed. All staff teaching higher education programs are expected to be involved in scholarly activities that ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Faculty teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate facilities and equipment must be available to support the research activities of faculty and postgraduate students in areas relevant to the program. Staff research contributions must be recognized and reflected in evaluation and promotion criteria.

Main components of this Standard as Applied to Educational Programs:

Teaching Staff and Student Involvement in Research
Facilities and Equipment

Comment and General Description of Good Practice in Research

Expectations for research involvement vary with the nature of an institution and the kind of program. Universities are expected to have substantial involvement in research and scholarship and their prestige in the international environment will depend on this to a major extent. There is also a separate expectation for research and scholarship relating to the teaching of post-graduate programs, particularly those with a significant research component, since the quality of teaching and learning in those programs is directly affected by the extent to which faculty have current research involvement. It is important that faculty involved in teaching post-graduate research students or supervising their research projects are themselves active scholars and researchers in their field.

At other institutions offering undergraduate programs there are lesser expectations for research. However faculty must still be familiar with the latest developments in their field and the institution should expect them to be involved in appropriate forms of scholarly activity. It should provide an environment in which this is encouraged, and monitor the extent to which it occurs.

If there is a research expectation for faculty or students in the program, either because of the nature of the institution or the particular program concerned there must be an adequate research infrastructure. This will include library and internet communication facilities, laboratories, equipment, and other research facilities relevant to the program. These resources provided must be available for postgraduate research students and faculty as part of normal basic provision.

Faculty should be encouraged to establish links with other institutions both locally and internationally, and, depending on the nature of the program, with industry and appropriate community agencies for cooperative research and development.

In all higher education programs faculty should be encouraged to pursue research interests, and be recognized for having done so even when additional resources cannot be provided to assist them. Regular reports of the research activities of faculty should be prepared, provided to the governing board, and made generally available in the institution..

Evidence and Performance Indicators

Evaluations of the quality of research should include a review of the research strategy for the department or the college, and other supporting documents including details of the extent and quality of research output by staff associated with the program. Evidence about involvement in research can be obtained from staff and from departmental research reports and staff evaluation and promotion criteria. Further evidence can be obtained by consideration of agreements for cooperative research and for shared use of major equipment items. Staff and student surveys can provide evidence about the adequacy of provisions for research facilities and equipment.

Performance indicators for research are commonly based on statistics on the volume of research publications per faculty member, the proportions of research-active teaching staff (a term that needs to be defined) and numbers of research citations-These figures should be compared with those at other comparable institutions and departments. In institutions with a commitment to research comparisons may include the extent to which research and scholarly activities are translated into applications within the academic or professional field concerned.



Standard 10. Research

A research strategy that is consistent with the nature and mission of the institution should be developed. All staff teaching higher education programs are expected to be involved in scholarly activities that ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Faculty teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate facilities and equipment must be available to support the research activities of faculty and postgraduate students in areas relevant to the program. Staff research contributions must be recognized and reflected in evaluation and promotion criteria.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
10.1 Teaching Staff and Student Involvement in Research		
Expectations for teaching staff involvement in research and scholarly activities must be made clear and provide for widespread participation. Encouragement and support must be provided to encourage research activity by junior teaching staff and postgraduate students.		
10.1.1 Expectations for teaching staff involvement in research and scholarly activities are clearly specified and considered in performance evaluation and promotion criteria. (For universities criteria require at least some research and/or appropriate scholarly activity of all full time teaching staff).	<input type="checkbox"/> Y	<input type="text" value="****"/>
10.1.2 Clear policies are established in the institution for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program. (This normally includes both self-generated and commissioned activity but requires creative original work, independently validated by peers, and published in media recognized internationally in the field of study)	<input type="checkbox"/> Y	<input type="text" value="****"/>
10.1.3 Support is provided for junior staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding.	<input type="checkbox"/> Y	<input type="text" value="****"/>
10.1.4 Postgraduate research students are given opportunities for participation in joint research projects.	<input type="checkbox"/> Y	<input type="text" value="****"/>
10.1.5 When research students are involved in joint research projects their contributions are appropriately acknowledged. When a significant contribution has been made reports and publications carry joint authorship.	<input type="checkbox"/> Y	<input type="text" value="****"/>
10.1.6 Assistance is available for teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.	<input type="checkbox"/> Y	<input type="text" value="****"/>
10.1.7 Research and scholarly activities of teaching staff that are relevant to courses they teach are reflected in their teaching together with other significant research developments in the field.	<input type="checkbox"/> Y	<input type="text" value="****"/>
10.1.8 Strategies are developed for identifying and capitalizing on the expertise of faculty and postgraduate students in providing research and development services to the community and generating financial returns to the institution.	<input type="checkbox"/> Y	<input type="text" value="****"/>
Overall Assessment		<input type="text" value="4.00"/>

Comment: The department has well experienced researches as well as outstanding young researchers who have a diverse international background.

- The members of the department are able to attract research funds from public and private institutional sectors.

Priorities for Improvement: Activate the Department strategic plan for applying and marketing the research outputs.

Independent Opinion

5.00

Comment: Involvement of teaching staff in research appears to be one of the major strengths of the department. There is sufficient evidence that research contribution and scholarly activities are recognized and reflected in faculty evaluation and promotion criteria. Document also indicates that a significant number of research outputs have been published recently from 2011 to present. This is highly commendable.

10.2 Research Facilities and Equipment

Adequate facilities and equipment appropriate for research in the program field of study must be available for use by teaching staff and postgraduate students. Clear policies must be established for ownership and care for specialized facilities and equipment obtained through research grants or cooperation with industry.

10.2.1 Adequate laboratory space and equipment, library and information systems resources are available to support the research activities of faculty and students in the field in which the program is offered.

Y

10.2.2 Security systems are established that ensure safety for researchers and their activities, the institutional community and the surrounding region.

Y

10.2.3 Policies are established to make clear the ownership and responsibility for maintenance of equipment obtained through faculty research grants, commissioned research or other external sources.

Y

10.2.4 Adequate budget and facilities for the conduct of research at a level consistent with institutional, program and departmental policies should be provided.

Y

Overall Assessment

4.00

Comment: The department has highly equipped laboratories and well-structured and developed animal experimental units for large animals and poultry in educational farm at Al- Ammareiah district.

Priorities for Improvement: Development of central lab that serves all faculty members at the animal production department and must be managed with high quality technicians.

Independent Opinion

4.00

Comment: There is adequate laboratory space and equipment, library information resources to support research activities of faculty. Funds for research are obtained both from the university or grants from outside sources.



Overall Assessment of Research

10.1 Teaching Staff and Student Involvement in Research

4.00

10.2 Research Facilities and Equipment

4.00

Combined Assessment

4.00

Comment:

Strengths:

- 1- The department has well experienced researches as well as outstanding young researchers who have a diverse international background.
- 2- The department has highly equipped laboratories and well-structured and developed animal experimental units for large animals and poultry in educational farm at Al- Ammareiah district.
- 3- The department has many joint research projects with many relevant national and international institutions.
- 4- The members of the department are able to attract research funds from public and private institutional sectors.
- 5- The high number of ISI publication relative to the faculty members.

Areas for improvement:

- 1- The research supporting infrastructure such as rooms for equipment doesn't support the strategic plan of the department.
- 2- Development of central lab that serves all faculty members at the animal production department and must be managed with high quality technicians.
- 3- Activate the Department strategic plan for applying and marketing the research outputs.
- 4- Priority in research should be synchronized with the sustainable development plan of the country.

Priorities for improvement:

- 1- Continuing the programs of training on use and management of equipment for the students and technicians.
- 2- Development of central lab that serve all faculty members at the animal production department and must be managed with high quality technicians
- 3- Develop a strategic plan for marketing and applying the research outputs.
- 4- Continuing support and encouragement of the staff and students for publication in ISI journals.

Independent Opinion

4.50

Comment: Teaching staff are actively involved in research and scholarly activities to remain up-to-date with developments in the field. Further, there is high success rate in obtaining research grants and publications. A major reason for this success is the adequacy of funding and acquisition of appropriate equipment from the university and/or through grants from government and private institutions.

Indicators Considered _____

Priorities for Improvement _____

Standard 11. Relationships with the Community

Significant and appropriate contributions must be made to the community within which the institution is established drawing on the knowledge and experience of staff and the needs of the community for that expertise. Community contributions should include both activities initiated and carried out by individuals and more formal programs of assistance arranged by the institution or by program administrators. Activities should be documented and made known in the institution and the community, and staff contributions appropriately recognized within the institution.

For the purposes of this standard contributions to the community should include services and activities to assist individuals, organizations or communities outside the institution (i.e. they would not include such things as financial assistance or extra curricular activities for enrolled students or the provision of academic programs leading to qualifications) but could include participation in research or development projects, and community education programs provided either with or without charge.

Main Components of this Standard

Institutional Policies on Community Relationships
Interactions with the Community

Comment and General Description of Good Practice

As influential members of the community institutions should recognize an obligation shared with other community members to cooperate for mutual benefit. However the responsibility of post secondary institutions goes well beyond that general obligation. By their nature they are service organizations whose central responsibility is to provide educational services that are required. In most cases they are established or approved to operate because that service is recognized as being needed in the community. Many receive substantial government support, which is a community contribution to their activities, either directly or through financial support for students.

The mission of an institution should make clear the nature of its contribution to the communities it is intended to serve and should be developed following an analysis of the needs of those communities and the capacity of the institution to respond.

Higher education institutions have special capacity to contribute because of the skills of their faculty in a number of different occupational or professional fields and academic disciplines, and because of the facilities they have for teaching, research and cultural activities. As a result it is common for them to provide for community access to cultural activities, to establish clinics or services for the benefit of the community, to develop research or consultancy programs focusing on requirements of local communities, and to encourage staff to take an active role in aspects of community life that are relevant to their special expertise. The role of higher education institutions in providing assistance and support to other education institutions including schools can be extremely important to those other institutions, as well as providing benefits to the higher education institution itself by improving its capacity to attract high quality students.

A post secondary institution should clearly identify its potential contributions to the community, provide for those contributions in appropriate ways in its mission, develop institutional policies and strategies for response, and monitor and report on what is done.

While the geographic region surrounding an institution is particularly significant, the concept of community should be interpreted broadly, to include the academic and professional communities with which it interacts, locally, nationally, and internationally. Contributions to these communities are all important, and as is the case for the local general community, effective interaction has significant benefits for the institution as well.

Institutions should ensure that their activities and services are widely publicized and understood and valued by the community, and that their reputation is enhanced. The reputation of the institution is a vital factor in attracting and retaining high quality students and staff, seeking endowments, attracting research projects and funding, and in ensuring community support. It is also important in establishing and maintaining the public credibility of the qualifications that students receive.



Evidence and Performance Indicators

Evidence about quality of community relationships can be obtained from documents describing policies on service to the community, criteria for staff evaluation and promotion that include community contributions, and guidelines and processes for community media releases and other public comments on behalf of the institution. Reports on community relationships that include such matters as community use of institutional facilities, participation of staff on community committees or development projects and interactions with schools and other agencies can provide relevant information. The extent of community service activity, including formal courses and other services provided by the department or individuals within it should be documented and reported so records can be retained in a central data system. Community views about the quality of the institution and its standing as a respected member of the community can be obtained from surveys.

A number of these forms of evidence include ratings that can be used directly as performance indicators. However in this area in particular the mission of the institution and the community within which it operates is important in deciding what aspects of performance should be closely monitored.



Standard 11. Relationships with the Community

Significant and appropriate contributions must be made to the community within which the institution is established drawing on the knowledge and experience of staff and the needs of the community for that expertise. Community contributions should include both activities initiated and carried out by individuals and more formal programs of assistance arranged by the institution or by program administrators. Activities should be documented and made known in the institution and the community, and staff contributions appropriately recognized within the institution.

The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

Good Practices Relating to This Standard

Is this true?
Y/No/NA

How well is this done?
(enter stars)

11.1 Policies on Community Relationships

11.1 The service commitment of the program should be defined in a way that reflects the community or communities within which the institution operates, and the skills and abilities of staff teaching in the program.

Y

11.1.2 The contributions to the community made by staff teaching in the program are recorded and reported upon on an annual basis.

Y

11.1.3 Promotion criteria and faculty assessments include contributions made to the community.

Y

11.1.4 Departmental or program initiatives in working with the community should be coordinated with responsible units in the institution to avoid duplication and possible confusion.

Y

Overall Assessment

3.50

Comment: Satisfactory but need an improvement to achieve a significant community relationships.

Priorities for Improvement: Establish a solid link between the department and the community through the seminars, workshops, field trips and conferences, meeting and pre-scheduled visits.

Independent Opinion

5.00

Comment: The University has clear policies regarding service role to the community. Similar to research, the contribution to the community provided by teaching staff is reflected in the promotion criteria. Service contribution to the community appears to be well documented.

11.2 Interactions With the Community

Relationships should be established with the community to provide needed services and draw on community expertise to support the program.

11.2.1 Staff is encouraged to participate in forums in which significant community issues are discussed.

Y

11.2.2 In a professional program relationships are established with local industries and employers to participate on advisory committees and assist program delivery. (These may include, for example, placement of students for work-study programs, part time employment opportunities, and identification of issues for analysis in student project activities.)

Y

11.2.3 Local employers and members of professions are invited to join appropriate

Y



advisory committees.

11.2.4 Contacts are established with schools in the region offering assistance and support in areas of specialization, providing information about the program and subsequent career opportunities for graduates, and arranging enrichment activities for students at the schools. (If a section within the institution has responsibility for coordinating these relationships these contacts are arranged in consultation with that section.)

Y

11.2.5 Regular contact is maintained with alumni, keeping them informed about institutional developments, inviting their participation in activities, and encouraging their financial and other support for new initiatives.

Y

11.2.6 Opportunities are taken in cooperation with institutional administrators to seek funding support from individuals and organizations in the community for research and other developments associated with the program.

Y

11.2.7 Records are maintained of community services undertaken by individuals and centers or other organizations within the department and provided regularly for recording in a central data base within the institution.

Y

Overall Assessment

3.29

Comment: The department conduct many research project to solve problems facing community in different areas, but more communications with all sectors related to animal production for better cooperation.

The location of the department facilitates such activities in and around the capital city.

Regulation of university that support and encourage such relationships, visits and cooperation activities

Areas require input:

A coordination plan for community services is required. Moreover, a significant contact with the alumni is required.

Independent Opinion

4.00

Comment: There is evidence that teaching staff provide various community services in forms of consultation, workshops, and research. Tracking of and support from alumni in need to be intensified.



Overall Assessment of Relationships with the Community

11.1 Institutional Policies on Community Relationships

3.50

11.2 Interactions With the Community

3.29

Combined Assessment

3.40

Comment:

Strengths:

1. Faculty members have significant contribution in community services.
2. Community service is considered in the promotion of teaching staff.

Areas for improvement:

1. Community services should be activated more with Ministry of Agriculture.
2. Develop a significant contact with the alumni.
3. Develop a coordination plan for community services.

Priorities for improvement:

1. Activate the alumni program.

Independent Opinion

4.50

Comment: Teaching staff provide significant contributions to the community based on their knowledge and expertise. Mostly, there are engaged in consulting, training, seminars, workshops, research. Tracking of and support from alumni need to be intensified

Indicators Considered: _____

Priorities for Improvement: _____
