National Commission for Academic Accreditation & Assessment

Agricultural Economics Department

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Ministry of Higher Education

Saudi Arabia

Self-Evaluation Scales for Higher Education Programs

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Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

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Self Evaluation Scales for Higher Education Programs

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Self Evaluation Scales for Higher Education Programs

Introduction

These self evaluation scales are intended to provide guidance to program administrators and staff in higher education institutions in their planning, self-review, and quality improvement strategies.

Evaluations of quality in post secondary education are made with reference to generally accepted standards of good practice that serve as criteria for evaluative judgments. This document draws attention to practices that are commonly followed in high quality institutions and adapted to the particular circumstances of higher education in the Kingdom of Saudi Arabia. The scales call for responses to indicate if those practices are followed and if so how well this is done.

The National Commission for Academic Accreditation & Assessment has been established by the Higher Council of Education in Saudi Arabia with responsibility to establish standards and accredit institutions and programs in post secondary education.

The system for quality assurance and accreditation is designed to support continuing quality improvement and to publicly recognize programs and institutions that meet required quality standards. The objective is to ensure good international standards in all post secondary institutions and in all programs offered in Saudi Arabia.

Students, employers, parents and members of the community should be able to have complete confidence that what has been learned by students, the research conducted, and the services provided are equivalent to good international practice. Accreditation of a program will give public recognition that these standards have been achieved. Saudi Arabian qualifications should be accepted without question anywhere in the world.

This document deals with standards for higher education programs. The standards apply to programs in all public and private universities and, including those responsible to the Ministry of Higher Education and to any established or regulated by other ministries or agencies. The only exception is for military education which is administered under different arrangements.

There is considerable variation in the amount of experience that higher education institutions have had with quality assurance processes and the system of higher education is expanding rapidly. In recognition of this the system for accreditation will be introduced progressively over a transition period of several years. During this time programs may be considered for accreditation in institutions that are well advanced with the introduction of quality assurance systems, and others will be evaluated and accredited as their internal quality assurance systems are put in place.

The National Commission for Academic Accreditation & Assessment in Saudi Arabia has developed a set of standards for quality assurance and accreditation of higher education institutions and programs in eleven general areas of activity.

1. **Mission Goals and Objectives**
2. **Program Administration**
3. **Management of Program Quality Assurance**
4. **Learning and Teaching**
5. **Student Administration and Support Services**
6. **Learning Resources**
7. **Facilities and Equipment**

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8. **Financial Planning and Management**
9. **Employment Processes**
10. **Research**
11. **Relationships With the Community**

These standards are based on what is generally considered good practice in higher education throughout the world and adapted to meet the particular circumstances of higher education in the Kingdom of Saudi Arabia.

The standards are described with several levels of detail. First, there are general descriptions for each of the eleven major areas of activity. Second, these are broken down into sub-standards dealing with requirements within each of the major areas. Third, within each of those sub-standards there are a number of good practices that are carried out in good quality institutions. To evaluate performance in relation to the standards, a college or department offering the program should investigate whether these good practices are carried out and how well this is done. These self evaluation scales have been prepared to assist in this process. In this document the groups carrying out the evaluation of the program are asked whether the particular practices are followed, and to rate the quality of these practices in the program on a five point rating scale. Their judgments of quality must be based on appropriate evidence including at least some comparisons with other comparable programs in their own and other institutions on important items. The development of internal systems to provide that evidence is an essential requirement for an institution's quality assurance system. Unless adequate sources of evidence are available a program cannot be considered for accreditation.

To be granted accreditation it is necessary for evidence of good quality performance to be provided in relation to all the eleven general standards and with all of the subsections of those standards. There is one exception. A higher education college or university is expected to meet the standards for research (though the expectations for research are considerably higher for a university). However a community college offering only the first two years of higher education is not required to meet the research standards.

It is not expected that a program will achieve a high rating for every "good practice" described within the sub-sections of the standards. They are not a simple check list, and are not equal in importance. Their importance will vary according to the mission and objectives of the program and the institution within which it is offered, and its stage of development. However it is desirable that all are met and some are essential. In the initial stages of the introduction of the quality assurance and accreditation system the Commission will indicate a number of items to which special attention will be given. The judgment about whether accreditation should be granted will be an overall assessment by an experienced peer review panel taking account of the mission, objectives and stage of development of the institution and the program and the priorities identified by the Commission.

A description of the eleven general standards as they apply to programs is provided in this document together with some comments on possible performance indicators and kinds of evidence that could be considered in determining quality of performance in relation to those standards. Further guidance on the use of the standards for monitoring performance and preparations for accreditation is given in *Handbook for Quality Assurance and Accreditation in Saudi Arabia* prepared by the Commission.

Relationships between Standards for Institutions and Standards for Programs

General standards have been developed for higher education institutions and programs. They cover the same general areas of activity but there are some differences that reflect a total institutional overview on the one hand and the perspective of just one specific program on the other. In addition, some general institutional functions are not considered in a program evaluation.

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Activities relating to the standards fall into three categories.

- Those that are institutional and have no impact or only very indirect impact on programs. Examples include the management of extracurricular activities or the attractiveness of buildings and grounds. These are not considered in looking at the application of the standards to programs.

- Those that are general institutional activities with a major impact on programs. Examples would be the provision of learning resources through a library or the processes for employment and promotion of teaching staff. These should be considered in evaluating a program as they impact on the program concerned. For example whether the library provides the services needed for the particular program being considered, or whether appropriately qualified and experienced faculty and staff are available to teach in the program. The quality of a program is affected by these things regardless of who is responsible for administering them. Evaluation of these functions in an institutional evaluation would be broader and consider the quality of management and services provided for the institution as a whole and how effectively they support all programs throughout the institution.

- Those that relate directly to the planning and delivery of programs. Examples would be the appropriateness of intended learning outcomes for students and the quality of teaching in the program. For an institutional evaluation these things should be looked at within all programs, and then a judgment made about strengths and weaknesses in the institution's programs as a whole. This would normally be done by getting a profile of performance at the level of departments or colleges, and then preparing a report identifying similarities and differences and overall performance for programs in general.

In this document a selection has been made of the things that should be considered in relation to evaluation of programs. They include the matters described in the second and third categories above.

Special Requirements for Specific Fields of Study

These standards are expressed in general terms and apply to all programs in higher education.
In addition it is necessary for programs to meet any special requirements that apply to specific fields of study. This is particularly relevant to professional programs that must prepare students to practice as skilled professionals in their chosen field. For example, a program in medicine must develop all the knowledge and skill required of a medical practitioner, and a program in civil engineering must develop the abilities required of a civil engineer.

The general standards include a requirement that plans for a program are developed after considering relevant academic and professional advice. Consequently for a judgment to be made about the accreditation of individual programs it is also necessary to consider any special requirements that are applicable to particular fields of study.

This can include consideration of what is done at other good institutions offering similar programs or advice from senior staff at such institutions. For a professional program it should also include consultations with experienced professionals in the field of activity familiar with any special requirements for working in the Kingdom of Saudi Arabia. Specific field of study requirements are being developed by the Commission but are not yet available. However an important additional source of advice is the standards set out by relevant international specialist accreditors in a number of different professional fields.

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Notes on What Constitutes a Program

A program is regarded as an integrated package of courses and activities in an academic or professional field leading to a qualification. However organizational arrangements in institutions differ and there are sometimes questions about what should be considered as a program.

A program includes all of the courses a student is required to take, including courses that are required by an institution or a college as well as those required by a department, and including any general education courses as well as those in a professional or academic field. It includes courses that may be offered as service courses by another department or college.

A program offered on both men's and women's sections are a single program and should be evaluated as such. However since there may be significant differences in facilities, resources, experience of faculty, employment of graduates or other matters evidence should be obtained about what happens in each section and any differences noted and considered in planning what should be done in response. Program reports should show both the evaluations for each section and a combined result.

A program offered on a remote as well as on an institution's main campus should be dealt with in the same way, that is, information should be obtained about the program in each location and then combined in a single report that identifies any significant variations.

The same principle applies to a program offered either on-campus or through distance education. That is, information should be collected for programs in each mode of delivery, and reported in a way that shows clearly any differences found. There are also a number of additional matters that relate to distance education and the distance education portion of the program must be considered using the standards for distance education that have been developed by the Commission.

If a program on a remote campus or one offered by distance education is specifically designed as a different program from one on an institution's main campus or is offered through distance education processes an institution may request that it be treated as a different program and evaluated separately for accreditation. The Commission may agree to this being done, but will normally require that the academic award granted have a different title, and that all elements of the program have been formally considered and approved by the institutions senior academic committee as a separate program. If this requirement is met and the Commission agrees to consider it as a separate program it will require that all the processes for preparation and review be carried out separately and the decision on accreditation will make clear which program they apply to. In this situation any misrepresentation that a non-accredited program of this sort has been accredited will be regarded as a serious offence.

A program may have an early exit point, for example it may be possible for students to complete two years of study and receive a diploma or to continue for several more years and complete a bachelor degree. If this is done it is essential that the diploma be planned so that it provides a complete and useful qualification in its own right. For example it might include significantly more practical and applied work in the field than students would normally undertake in the first two years of a bachelor degree program. It is not acceptable for such an award to be granted simply because students fail or drop out after the early parts of a longer program.

The distinction between what is regarded as a single program or a cluster of related programs is difficult to define and may be best explained through examples.

A bachelor degree program to prepare a student as a civil engineer would be regarded as a different program from one to prepare a mechanical engineer, even though there may be some courses that

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are common to both. Similarly, if a student had completed the bachelor degree program and wished to take a post graduate program leading to a master degree or a doctorate in the same general field that would be regarded as a separate program. The test in these examples relates to there being a qualification that is regarded as being complete in itself, and in the case of a professional program, qualifying the person who has taken the program for professional practice in the field. The distinction does not necessarily relate to organization of an institution or college into departments. In the particular example given it is likely that a civil engineering department would offer both the undergraduate and the postgraduate programs. It would also be possible if an institution wished to organize itself in that way for a single department to offer programs in both civil and mechanical engineering.

The title of an academic award is not necessarily a useful guide to what should be regarded as a program. For example general titles such as Bachelor of Arts, or Business, or Science, could include many different programs. In an Arts degree there could be programs in history and or social sciences, in psychology, in social work, or many others. A Business degree could include separate programs for accountants, for economists, or for management and administration, and these would be different programs leading to quite different occupational skills.

The programs that have been used in these examples are separate entities, and will be accredited as such. However this does not prevent groups of related programs being considered together by an external review team in the accreditation process provided it is possible for external review panels to include the necessary expertise. A panel might consider an undergraduate and a post graduate program in the same field at the same time. However the institution's self-study and the reports of the review panel will deal separately with each program and it would be possible for one such program to be accredited and not the other.

Guidance on the planning and review of new and existing programs to meet these requirements is provided in Chapter 2 of Part 2 of the Handbook for Quality Assurance and Accreditation in Saudi Arabia.

Evidence of Performance

Judgments about quality based on general impressions could be accurate, but they could also be badly distorted for a number of reasons. Consequently general opinions without supporting evidence cannot be relied on in making assessments of quality in relation to specified standards. Because of this it is necessary to consider appropriate forms of evidence whenever a judgment is made about quality of performance in relation to standards.

What is appropriate evidence will vary widely for different things that are evaluated and an important element in any quality assessment is to decide on what kind of evidence is appropriate for the matter being considered.

In many cases several different forms of evidence should be considered to make a reliable judgment, and the evidence will need to be interpreted. For example high average grades in a course could mean that students have achieved very high standards because of excellent teaching. Alternatively they could mean that standards are low and grades have been inflated. To draw valid conclusions it would be necessary to check that tests were sufficiently rigorous and that criteria for allocating grades were appropriate and fairly administered.

Interpretations of evidence can also be unreliable, and to guard against this it is recommended that groups that undertake evaluations in relation to the standards include some people who have been involved in the activity concerned, some who are the recipients of the service provided (e.g. students,

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or members of other departments for which service courses are provided) and also some who are familiar with that kind of program, but are not directly involved. As a further safeguard it is recommended that the final judgments be reviewed by someone who has not been involved in the initial evaluation as a check on whether the interpretations seem reasonable in the light of the evidence provided.

Performance Indicators

A wide range of kinds of evidence can be considered. However as part of the evidence to be used decisions should be made about some specific items of information that can be expressed in quantitative terms and used as performance indicators. These should be identified in advance as part of planning processes. For example when major goals or objectives are established specific indicators should be specified so achievement of those goals and objectives can be monitored on a continuing basis. It is also important for an institution to identify some key performance indicators that will be used consistently by departments and colleges throughout the institution to monitor their own performance, provide for comparisons of performance between departments and colleges, and permit university committees and senior administrators to monitor the quality of programs throughout the institution on a continuing basis. Data on these indicators should be collected in standard form and retained within the department and also in a central data base so there can be comparisons within the institution and over time. An evaluation of the effectiveness of these processes will consider whether appropriate indicators have been identified, whether the data is consistently collected and recorded, and whether the information is used in monitoring and analysing quality of performance.

While it is the responsibility of every program to monitor and plan for improvement in relation to its own mission and objectives the Commission has also identified certain key performance indicators on which information should be provided by all institutions. This requirement has several important objectives. It provides a common set of statistical data that can be used by programs for comparisons of performance within their institution and benchmarking with other programs within the country. (The Commission will publish information for groups of similar institutions, but individual institutional and program data will be confidential to each institution) It assists the Commission and other relevant Ministries and organizations in monitoring the quality of performance of the system of higher education as a whole, and it provides a sample of important information about institutions and programs that makes it possible for the Commission to maintain accreditation of institutions and programs in the interval between major external reviews.

These indicators established by the Commission should be used by institutions and departments administering programs as part of their quality assurance processes, but they are also encouraged to add additional indicators which they select for themselves that relate to their own mission and objectives and their priorities for improvement.

Good Practices Relevant to More than One Standard

Within each standard and sub-standard a number of statements are made about things that should be done if the standard (or sub-standard) is being met. Many of these statements appear in several different places. This should not be regarded as unnecessary duplication, but rather as a result of the fact that a number of practices are relevant to more than one standard. For example, an expectation that teaching staff be involved on a continuing basis with scholarly activities that ensure they remain up to date is relevant to Qualifications and Experience of Teaching Staff (Standard 4.8) and also to Personal and Career Development (Standard 9.3), and an expectation that standards of learning outcomes should be checked against the National Qualifications Framework and standards at other comparable institutions is relevant to the standard for Management of Quality Assurance and

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Improvement (Standard 3) and also to the sub-standards for Student Learning Outcomes (Standard 4.1) and Student Assessment (Standard 4.4).

Standards for Distance Education Programs

This document has been prepared for programs through conventional and largely campus-based instruction. For programs through distance education methodology there are some different expectations that relate to that mode of teaching. The standards for distance education or dual mode or blended instruction (a combination of conventional and distance education) standards are set out in separate publications available from the Commission.

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Using the Self Evaluation Scales

High quality standards can only be achieved by honest evaluation of performance and commitment to improve, and by action planned and taken by those offering the program and providing the services on which it depends. In recognition of this teaching and other staff responsible for various activities should evaluate their own performance in comparison with generally accepted standards of good practice. Although every effort should be made to form valid and reliable judgments based on evidence, a number of these evaluations will involve subjective judgments and to avoid an illusion of precision and discourage a misleading aggregation of total numbers in a single "quality score" it is recommended that a starring system be used for rating these quality evaluations. It is expected that these self-evaluation scales will be used by institutions and by those responsible for programs in their initial quality assessment, their continuing monitoring of performance, and in their more extensive periodic self-studies prior to an accreditation review by the Commission.

The lists of specific practices are intended primarily as a guide for those responsible for a program to draw attention to things that are generally regarded as good practice, and to assist them in their self-evaluations.

The level of compliance with each standard and sub-standard is judged by the extent to which the good practices are followed and how well this is done.

Some of these statements are relevant to certain institutions or programs but not to others.   Where an item is not applicable it should be simply marked NA, and ignored.

For each individual item two responses are called for. The first is to indicate whether the practice is followed in the institution. The possible responses are:

NA -- the practice is not applicable or relevant for the institution or unit making the response.
Y – yes, the practice is followed; or
N – no, the practice is relevant but not followed.

The second response is called for in cases where the practice is relevant to the institution (i.e. a "Y" or "N" response). It involves the use of a five-point rating scale to evaluate on a how consistently and how well the practice is carried out. Stars, rather than a numeric or alphabetic rating scale, are used for this purpose.

The evaluations relate to:

The extent and consistency with which processes are followed;
The quality of the service or activity as assessed through systematic evaluations;
The effectiveness of what is done in achieving intended outcomes.

Using Stars for Evaluations

Performance should be assessed by allocating from zero to five stars in accordance with the following notes:

Improvement Required

No Star – The practice is relevant but not followed at all. A zero should be recorded on the scale.
One Star – The practice is followed occasionally but quality of the activity is poor or not evaluated.
Two Stars -- The practice is usually followed but the quality is less than satisfactory.

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Good Performance

Three Stars—The practice is followed most of the time. Evidence of the effectiveness of the activity is usually obtained and indicates that satisfactory standards of performance are normally achieved although there is some room for improvement. Plans for improvement in quality are made and progress in implementation is monitored.

High Quality Performance

Four Stars—The practice is followed consistently. Indicators of quality of performance are established and suggest high quality but with still some room for improvement. Plans for this improvement have been developed and are being implemented, and progress is regularly monitored and reported on.

Five Stars—The practice is followed consistently and at a very high standard, with direct evidence or independent assessments indicating superior quality in relation to other comparable institutions. Despite clear evidence of high standards of performance plans for further improvement exist with realistic strategies and timelines established.

Converting Survey Responses to a Starring System.

In a number of cases the individual items refer to evaluations of quality by students, faculty, or other stakeholders. The wording of survey instruments and items in rating scales can influence results significantly and interpretations of the data and independent verification of conclusions is important. However as a general guide where a five point rating scale is used with possibilities of positive and negative assessments evenly balanced, an overall rating from respondents to a survey might achieve star ratings as follows:

Above 4.5   Five stars
3.6-4.5   Four stars
2.6-3.5   Three stars
1.6-2.5   Two stars
1.5 or below   One star

Combining Ratings on Individual Items to Develop a Broader Evaluation

The quality ratings of specific practices can be combined to guide broader judgments about an institution's performance in relation to the groups of items that are shown as components of each general standard, or to each broad standards as a whole. This can be done by averaging the number of stars, ignoring the items marked NA and counting items where the practice is relevant but not followed as zero.

However the individual items are not necessarily of equal importance and if individual items are combined to form an overall assessment consideration should be given to weighting certain items more heavily than others and adjusting the overall rating accordingly.   Space is provided on the forms to note when this kind of adjustment is made.

Aggregating Evaluations to Obtain an Institution-Wide Overview

The rating scales are presented in a form that enables them to be used for individual programs. However they can be aggregated to give an overview of the quality of programs for a college or for

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the institution as a whole. When aggregated in this way the scales should assist in the conduct of an institutional self-study, and provide useful information for external review panels as they carry out their independent institutional reviews.

It is recommended that in an institutional review programs within a department or college be looked at together noting both similarities and any significant differences between them, and then at a second stage the reports on programs within colleges brought together to give an overall picture for the institution. It is possible in these processes to simply work out an average number of stars for various functions. However if there are significant differences the overall average is much less important than variations between programs or colleges. Consequently these variations should be identified and reported on, and considered carefully when suggestions are made for improvements.

Priorities for Improvement

An important outcome of the self-assessment carried out through the use of the rating scales is to identify areas for improvement. It is rarely possible to do everything at once and priorities have to be established. Space is provided on the forms to indicate particular items that are considered the highest priorities for improvement.

Indicators as Evidence of Performance

As far as possible evaluations should be based on direct evidence that practices are followed, and that desired levels of quality are achieved rather than general post hoc impressions. This consideration of evidence need not be a major undertaking but it does require some advance planning and selection of indicators that will be used as evidence of performance. The performance indicators should be specified in advance and data gathered and considered as part of continuing monitoring processes. (This does not preclude consideration of other evidence that may emerge) The document includes space for the selected performance indicators to be noted.

Expected Standards of Performance

It is not expected that every program will rate at the highest level on all dimensions of activity. That would be unrealistic, and setting up such expectations is not the purpose of the document. Instead it is intended to provide descriptive performance standards in many different forms of activity, so there can be a clearer basis for evaluation in relation to generally accepted standards of good practice. This is intended to help those responsible for programs in their self-evaluations and planning for improvement, and to help the institution as a whole to identify areas of relative strength and weakness, and to work towards improvement in spheres of activity that are considered priorities for development.

While the document is intended primarily to assist in evaluations and planning for improvement within institutions it also establishes levels of performance that are considered necessary for accreditation. For this purpose the basis of judgment will be at the level of the broader standards rather than the precise assessment of performance in relation to each individual practice. In general a one or two star rating on a standard is considered unsatisfactory and three stars is a minimum acceptable level of performance. However as noted above not all functions are of equal importance in accreditation judgments and the particular circumstances of an institution, and its strategies for development, will be taken into account.

Relative Importance of Different Standards

The point about some items in the rating scales being more important than others applies to the

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broader standards as well, and the relative importance will vary for different institutions. The place of research is a good example of this. In some institutions, particularly universities seeking international recognition the quality and extent of participation in research is vitally important and international ratings of universities give considerable weight to research performance. In others, such as a college concentrating on quality of undergraduate programs, research may be of little significance though it is still important that faculty participate in scholarly activities to ensure that their teaching is up to date with latest developments.

The quality of learning and teaching will always be of primary importance since this is normally the primary function of an educational institution. Satisfactory performance in relation to this standard is essential for accreditation.

Independent Verification of Evaluations

Although direct evidence of quality of performance should be obtained wherever possible, many of the judgments have to involve some subjective opinions. When self-evaluations are made by an individual or a group this can mean unduly harsh or overly generous assessments and some action should be taken to correct for this.

Provision is made in the scales for independent opinions to be given by a person familiar with the type of activity, but independent of those responsible for it, and whose judgment is respected. For many items during annual evaluations these independent opinions could be given by a person nominated by a dean or department head, such as a colleague from another department within the institution. For major judgments on important items, for example in a program self-study prior to an external review for re-accreditation of a program, greater independence may be required.

Note on Terminology

The term **governing body** is used as a general descriptive title for the highest policy making body or committee in a post-secondary institution. This would be the university council in a public university, or a board of trustees in many private colleges.

The term **rector or dean** is used in this document to refer to the head of an institution. Rector is the title normally used in Saudi Arabia for the head of a public university, and dean is typically used as the administrative head of a smaller institution or a private college. The term dean is also used for the head of a college within a university, and a private university or college may use other terms for the administrative head such as president or director. In this document reference is made to rector or dean, and it should be possible from the context of the reference to avoid confusion with the position of dean of a college within a university.

The term "teaching staff" has been used rather than "faculty" to refer to all individuals responsible for teaching groups of students. It includes faculty or equivalent members of staff as formally defined in Ministry regulations but also anyone else who has been given teaching responsibility. It includes tutors or instructors working with groups of students in a distance education or on-campus program, but does not include laboratory assistants or others who assist with the teaching of classes under the direct supervision of others.

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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.

Sub-Standards:

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.

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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

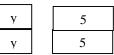| **Good Practices Relating to this Standard**	**Is this true? Y/No/NA**	**How well is this done? (enter stars)**

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	5
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	2
1.1.3 The mission is consistent with Islamic beliefs and values.	y	5
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	5

4.25

Overall Assessment

Comment: Appropriateness of the mission and relevance for its institutional counterpart has been articulated in the SSRP under standard 1. The main thrust there was that the program's mission was designed to be in line with that of the institution; it has also been established that the goals of the program are in complete synergy with the strategic objectives of the institution. It was concluded that the mission of the program supports that of the institution. In regards to item (1.1.2) above, the mission statement does establish an excellent basis for guidance for development; however an important element would be the establishment of a culture of using the program's mission, on a more regular basis, as a tool for planning and development. Going through the process of accreditation and the tasks involved would hopefully lend a push in that direction.

Priorities for improvement
- Establish a routine of continually revising and using the mission for planning and program development.

Independent Opinion

Comment: The mission of the program is well stated. It is very much aligned with the College of Food and Agricultural Sciences (CFAS) and the University mission statement.

4.00

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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	4
1.2.2 The mission is achievable through effective strategies within the level of resources expected to be available.	y	4
1.2.3 The mission statement provides clear criteria for evaluation of progress towards the goals and objectives of the program.	y	2
		3.33

Overall Assessment

Comment:
The usefulness of the mission has been established in the SSRP under standard 1. While the mission is fairly specific in providing guidance for the decision making processes as well providing clear criteria for evaluation, and while there is a fairly strong conviction that the mission is achievable using the relevant strategies, and that resources are not considered a limiting factor, however the practice of actually relying on and consulting the mission as a decision tool is not quite established yet. As preceded in the above comment in (1.1), the exercise of going through the accreditation process helps develop the habit of using the mission as an important basis for decision making.

Priorities for improvement:
* More consistent use should be made of the mission in planning and decision making

3.00

 Independent Opinion
Comment__ The mission statement serves as a useful guide in the evaluating of progress towards the goals and objectives of the program. It focuses on the quality of education, research and community service.

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	3
1.3.2 The decision making body responsible for approving the program within the institution formally approved the mission statement.	Y	5
1.3.3 The mission statement is periodically reaffirmed or amended if necessary in the light of changing circumstances.	y	4
1.3.4 Stakeholders are kept informed about the mission and any changes made to it.	y	5

Overall Assessment

4.00

Comment:
Department faculty members and employees both fully support the mission as they have witnessed and have been essential parties in its development.   Likewise the college quality unit did partake in the deliberations that lead to the mission development to make sure of its consistency with its college and institution's counterparts. The department's advisory board has been briefed on most program aspects including mission. As time passes it is expected

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that more consultations of stakeholders from the business community will take place. Also, more frequent periodic examination of the mission needs to be performed.

Priorities for improvement:

- Expand the realm of consultation with other stakeholders such as a wider group of industry representatives, and some related governmental agencies about the mission.
- Perform periodic examination and revision of the mission more frequently.

<div align="center">Independent Opinion</div>

4.00

Comment: The mission was formulated through the department involving the participation of the teaching staff. Evidence shows that this mission was reviewed by an external body in 2010.

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	3
1.4.2 The mission statement is known about and supported by teaching and other staff and students.	y	4
1.4.3 Consistency with the mission is listed among criteria for consideration of program and project proposals by committees and decision makers.	y	3

<div align="center">Overall Assessment</div>

3.33

Comment: As mentioned above the habit of using the mission as a planning tool is not yet rooted as a practice. Some limited use has been made to draw some medium to long term plans. The mission statement, however, enjoys strong support from teaching staff and employees. The practice of linking the approval of project proposals to consistency with the mission is not yet developed whether at the institutional or external levels. It can be argued however that things are going in that direction; the institution is pushing its constituents to pay more attention to such matters.

Priorities for improvement:

- Establish the practice of regularly using the mission for strategic planning.
- Pay more attention to closely linking new project proposals to the mission statement.

<div align="center">Independent Opinion</div>

3.00

Comment: There is evidence that the mission statement is used as basis for the continuous improvement of the program. This is very much reflected in the strategic plan of the college.

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.

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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	5

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	3

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	2

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	5

Overall Assessment

3.75

Comment:
The alignment between program goals and mission has been articulated in the SSRP under standard 1. It can be reiterated that there is strong consistency and synergy between these two components. It should be reiterated again that the culture of revisiting and revising goals is not well established yet. The fact that the decision making process is highly centralized in the institution contributes to minimization of the role of units and departments in making decisions based on their own missions, goals, and objectives and making plans based on these important tools.

Priorities for improvement:
Pursue some autonomy for decision making and planning regarding at least some aspects of the program.
- Establish a mechanism for reviewing the alignment between mission and goals more frequently.

Independent Opinion

4

Comment: Evidence shows that the statements of program objectives are very much aligned with the mission of the program.

Overall Assessment of Mission Goals and Objectives

1.1 Appropriateness of the Mission	4.25
1.2 Usefulness of the Mission Statement	3.33
1.3 Processes of Development and Review of the Mission	4.00
1.4 Use Made of Mission Statement	3.33
1.5.Relationship Between Mission, Goals and Objectives	3.75
Combined Assessment	3.73

Comment: Centralization of most processes in the institution is a major reason for such limitations as infrequent use of mission as a guide for planning. As the decision making becomes more autonomous such limitations are bound for improvement.

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Independent Opinion

3.60

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

Indicators Considered: (see annex 1.1)
1. Stakeholders (faculty and employees) opinion regarding familiarity with mission: average rating of how well the mission is known on a scale of (1 – 5). The average rating turned out to be (3.72),
2. A comparison of program's mission and goals with their institutional counterparts.

Priorities for Improvement:
- More consultations in with a wider group of stakeholders, namely employers, managers, and administrators in relevant governmental and non-governmental agencies, in the process of revising the mission.
- More use of the mission statement in decision making and strategic planning.
- Make the process of reviewing and revising the mission and realigning program goals and objectives with it more frequent.
- Seek to convince higher administration regarding the need for some autonomy and therefore a reasonable decentralization to the decision-making process

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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.

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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 (e.g. 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.

	Is this true?	How well is this done?
2.1.1 The responsibilities of program administrators are clearly defined in position descriptions	Y	5
.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.)	Y	3
2.1.3 Program administrators anticipate issues and opportunities and exercise initiative in response.	y	4
2.1.4 Program administrators ensure that when action is needed it is taken in an effective and timely manner.	Y	4
2.1.5 Program administrators have sufficient authority to ensure compliance with formally established or agreed institutional or program policies and procedures.	Y	5
2.1.6 Program administrators provide leadership, and encourage and reward initiative on the part of teaching and other staff.	y	4
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.	Y	4
2.1.8 Regular feedback is given on performance of teaching and other staff by the head of the department	Y	4
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.	y	4
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.	y	5
2.1.11Advice and support are made available to faculty and staffin a manner that contributes to their personal and professional development	Y	3
2.1.12 Proposals for program developments and recommendations on policy issues are presented to the appropriate decision making body in a form that clearly identifies the	Y	4

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issues for decision and the consequences of alternatives.

Overall Assessment

4.08

Comment: Institutional by-laws and regulations provide detailed descriptions of responsibilities. While there are clear channels of communication throughout the administrative hierarchy the system may not be rapid enough to respond to matters raised by downstream components.   Initiatives mostly come from upstream in the hierarchy; while unit leaders may anticipate issues, however, there are limitations as far as taking initiatives is concerned

Priorities for improvement:

- Seek more flexibility and independence to enable unit leaders to take initiatives and raise issues rather than just react to issues.

Independent Opinion

4.00

Comment: The College Dean as well as the department head provides strong and effective leadership in carrying-out their duties and responsibilities in the management of the program. The process of selecting candidates for the position is formally established and appointments are made with clearly defined position description. All leaders are provided with a general orientation and several leadership development programs arranged by the Deanship of Skill Development. This is to ensure that responsibilities are clear to new appointees. This is commendable.

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	3
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
2.2.3 Planning processes provide for appropriate levels of involvement by teaching and other staff, students and other stakeholders.	y	4
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 *Handbook for Quality Assurance and Accreditation in Saudi Arabia Part 2, Internal Quality Assurance Arrangements.*	y	3
2.2.5 Plans are effectively communicated to all concerned with impacts and requirements for different constituencies made clear.	y	5
2.2.6 Implementation of plans is monitored with checks made against short term and medium term targets, and outcomes evaluated.	y	4
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	5
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	4
2.2.9 Risk management is included as an integral component of planning strategies with appropriate mechanisms developed for risk assessment and minimization.	y	5

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Overall Assessment

| 3.89 |

Comment: Minimum leverage is allowed for units (programs) to make independent plans; the planning process is largely centralized. While feedback from units is sometimes solicited it is hard to say if it is effective. For instance enrollment is not planned by respective programs; students are accepted in various disciplines and programs based on performance in certain exams/evaluations in high school; they go to different discipline based on their achievements. Staff needs are also allocated by the institution.

Priorities for improvement:
- Work with other programs on devising a formula for more involvement of program administrations in at least some maters of relevance e.g.; enrollment planning and operating budgets.

Independent Opinion

| 4.00 |

Comment: The planning process of formulating the 5 year strategic plan of the college is well explicated in the document. It appears that there was wide participation from major stakeholders of the college.

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

Comment: Currently there is no female section in the program. The recent trends of Saudization of labor markets in the kingdom, however, constitute a driving force for the consideration of establishing a female section; in fact this may provide a practical solution to the low enrollment problem already experienced by most programs in the college.

Priorities for improvement:
- Explore, develop plans, and set in motion a process for assessing the feasibility of establishing a female section;

Independent Opinion

Comment: Not Applicable.

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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	4
2.4.2 Regulations dealing with declarations of pecuniary interest or conflict of interest for faculty and staff are consistently followed.	y	4
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	4

<div align="center">Overall Assessment</div>

<div align="right">4</div>

Comment: Various publications by the institution deal with ethics and codes of practice in the university community.   Additionally, faculty are expected and encouraged to share these codes with students through a series of electronic pamphlets sent to faculty by the Deanship of Skills Development at the beginning of each term.

Priorities for improvement:
- More work is needed in the area of pecuniary and conflicts of interest in terms of raising awareness and communicating the existing regulations constituents as well as the mechanisms of enforcement.
-

<div align="right">4.00</div>

<div align="center">Independent Opinion</div>

Comment: Based on a number of well-established laws and regulations within the University as well as in the college and department level, it appears that integrity is highly valued and maintained by faculty, staff and students.

_____

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	5
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	4
2.5.3 Decisions made by committees on procedural or academic matters are recorded and referred to when future similar issues are considered.	Y	5
2.5.4 Guidelines, bylaws or regulations are established for recurring procedural or academic issues.	Y	5
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	4

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Overall Assessment

<div style="text-align:right">4.6</div>

Comment: Guidelines and terms of reference for various committees in the department are available and updated. Such guidelines are usually set by the institution and disseminated to colleges, departments, and programs. At the beginning of each term these guidelines are usually handed out together with the formation of the departmental committees. Also various committees usually keep record of meetings deliberations.

Priorities for improvement:

- Better/faster response to changing circumstances.

<div style="text-align:right">4.00</div>

Independent Opinion:
Comment: Program policies and regulations are clearly defined and established in written form and are accessible to all faculty, staff and students.

Overall Assessment of Program Administration

2.1 Leadership	4.08
2.2 Planning Processes	3.89
2.3 Relationships Between Sections for Male and Female Students	NA
2.4 Integrity	4.00
2.5 Internal Policies and Regulations	4.6
Combined Assessment	3.96

Comment: The planning process, as explained earlier, is highly centralized including enrolment planning and staffing needs planning.

Independent Opinion

<div style="text-align:right">4.00</div>

Comment: Program administration provides an 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 (see annex 2.1.3).

- Evaluation of university by-laws and regulations governing various administrative issues.
- Evaluation of terms of reference for university, college, and department's committees.

Priorities for Improvement

- Better alignment between written procedures and terms of reference and actual practice by various committees.
- More rapid response to environment changes as they impact program policies and governing regulations.
- Pursue some flexibility and independence for the college programs in taking initiatives and raising issues rather than just reacting to them.
- Explore the feasibility of establishing a female section in the program.
- Seek more leverage for unit leaders in making decision in some relevant matters, e.g.; enrolment planning.

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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

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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? Y/No/NA	How well is this done? (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 participate in self-assessments and cooperate with reporting and improvement processes in their sphere of activity.	Y	4
3.1.2 Creativity and innovation combined with clear guidelines and accountability processes are actively encouraged.	y	3
3.1.3 Mistakes and weaknesses are acknowledged, and dealt with constructively, with help given for improvement.	Y	4
3.1.4 Improvements in quality are appropriately acknowledged and outstanding achievements recognized.	Y	4
3.1.5 Evaluation and planning for quality improvement are integrated into normal administrative processes.	Y	3

Overall Assessment

Comment: Various committees are set up for SSR involving all department personnel. A SWOT analysis was conducted with full accounts of weaknesses and plans of action (attached). A quality unit in the program assumes the responsibility planning and administering quality standards. Once again the central nature of decision making may curb new ideas and initiatives.

3.6

Priorities for improvement:
- More integration of quality assurance in normal administrative processes.
- More room for initiatives and ideas is needed.

4

Independent Opinion

Comment: There is strong evidence that faculty and staff are committed to quality improvement in the program. Quality assurance practices seem to be integrated into normal academic and administrative processes.

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.

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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	5

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	5

3.2.3 Evaluations consider inputs, processes, outcomes and processes, with particular attention to learning outcomes for students.

y	4

3.2.4 Evaluations include both routine activities and strategic priorities for improvement.

y	3

3.2.5 Processes are designed to ensure both that acceptable standards are met, and that there is continuing improvement in performance.

y	4

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.

NA	

<div align="center">Overall Assessment</div>

4.2

Comment: Quality evaluation covers all aspects of the program: students learning outcomes are given high importance (see mapping of outcomes, strategies, and assessment methods in the program specification template). Each individual course also provides a mapping of learning outcomes, strategies, and assessment methods (see course specification templates). As for strategic priorities more emphasis needs to be put in that regard.

Priorities for improvement:
- Design processes to include strategic planning in the quality evaluation routines.
- More use should be made of the quality efforts in terms of using the feedback and the indicators for improvements.

3

<div align="center">Independent Opinion</div>

Comment: Documents show that both academic and administrative units participate in the processes of quality assurance. Annually, faculty members submit reports to the College Dean through the department head. However, review and feedback on these reports seem to be lacking.

3.2   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	4

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	5

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	5

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	5

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

y	4

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annual Program reports.

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	5
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
3.3.8 Processes for evaluation of quality should be transparent with criteria for judgments and evidence considered made clear.	y	5

<div align="center">Overall Assessment</div>

<div align="right">4.6</div>

Comment: Quality processes are regularly observed throughout the academic year; at the end of each semester various evaluation forms are given out, data collected, analyzed, and statistics retained. Standards achieved are then contrasted with internal and external benchmarks. There are unified forms used at the college level as well as forms specific to the program. There are course evaluation surveys (NCAAA) where students get to evaluate each course at the end of each semester. All these processes are overseen by the program's quality management unit head (a faculty member) who heads a six-member committee; other staff members who are not in the committee are also involved in the quality management process in various ways.

Priorities for improvement:
- Plan on more frequent revision of the quality assurance arrangements.

<div align="center">Independent Opinion</div>

Comment: There is a quality assurance center in the college. A Vice Dean for Quality and Development is appointed who is responsible for quality management system of the college. In addition a quality assurance director is assigned to coordinate quality assurance activities across programs. Arrangement for quality assurance appears to be very established and performance is regularly evaluated.

<div align="right">4.00</div>

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.	y	4
3.4.2 Additional performance indicators relevant to the particular program are also identified, used for program evaluations and regularly reported on.	y	5
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).	y	5
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.	y	5
3.4.5 The format for indicators and benchmarks is consistent with that adopted for the institution as a whole.	y	5

<div align="right">4.8</div>

<div align="center">Overall Assessment</div>

Comment: The program quality management unit regularly collects data on selected key performance indicators and these should regularly be compared to preset internal/local/external benchmarks. It could be argued that the exercise of collecting data, analyzing the data, and calculating indicators for performance is practice to a satisfactory level.

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It remains however for such collected data and indicators to be employed in meaningful ways.
Priorities for improvement:
- Work on refining the KPI's by consulting a wider group of stakeholders.
- Work on benchmarking to make the process more meaningful and useful.

Independent Opinion

Comment: Quality indicators are identified and are reflected in the 5 year strategic plan of the college. However, there is a need to strengthen benchmarking with other comparable local and international institutions.

3.00

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		5

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		5

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		5

Overall Assessment

5

Comment: Various user surveys are utilized including: students (three forms prescribed by NCAAA, namely student experience survey SES, course evaluation survey CES, and program evaluation survey PES); faculty; graduates; and employers.   Some efforts have been put into having the program evaluated by independent external experts; the process, however, needs to be formalized and performed on a periodic manner.

Priorities for improvement:
- Have the program go through independent evaluation more often and in a more formal manner.

Independent Opinion

3.00

Comment: In 2010, self-assessment has been verified by the Agriculture Institute of Canada (AIC) and the program has been given full equivalency. This is commendable.
As a whole, requirements of the NCAAA regarding the National Qualifications Framework (NQF) are adhered to by the college. Other approaches to verification of standards in teaching and assessment should be explored in the department.

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Overall Assessment of Management of Program Quality Assurance

3.1 Commitment to Quality Improvement in the Program

3.6

3.2 Scope of Quality Assurance Processes

4.2

3.3 Administration of Quality Assurance Processes

4.6

3.4 Use of Performance Indicators and Benchmarks

4.8

3.5 Independent Verification of Standards

5.00

Combined Assessment

4.44

Comment : The program, college, and institution all have well-functioning quality management apparatus in place. All aspects of program are covered by quality evaluation processes and a high importance is accorded to students learning outcomes.   Various evaluation forms and surveys are utilized to collect data at the end of each semester. Some of these forms are standardized throughout the college others are specific to the program.

There is a need for a more formal and frequent independent evaluation of the program. There is also room for more incorporation of quality management routines in regular processes. Also, the management quality unit of the program perform its duties over and above the other regular (teaching, research, and community service) activities of its members; as such and considering current teaching loads the unit could use a much needed full time help as well as timely technical advice from experts in assessment and learning theory. The current efforts at the institutional level of providing such technical advice are a step but need to be boosted and incorporated as a routine or required element.

Independent Opinion

3.4

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 (see annexes G.4, 3.5.1)
- Evaluation of quality assurance and administration by stakeholders.
- Students' evaluation of their learning experience.
- The number (proportion) of courses which undergo quality evaluation every semester.

Priorities for Improvement
- Augment the efforts of the quality management unit by full time assistance as well as timely technical advice.
- More integration of quality assurance practices and strategic planning in normal administrative processes.
- More frequent revision of the quality assurance arrangements.
- Put more structure and usefulness on KPI's and on benchmarking.
- Have the program go through independent evaluation more often and in a more formal manner.

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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. Required standards for male and female sections must be the same, equivalent resources provided, and evaluations must include data for each section.

Sub-Standards:

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 including 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

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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 indicate 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.

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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. Required standards for male and female sections 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

	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.

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

	Is this true?	How well is this done?
4.1.1 Intended learning outcomes are specified after consideration of relevant academic and professional advice.	y	5
4.1.2 Intended learning outcomes are consistent with the Qualifications Framework. (covering all of the domains of learning at the standards required)	Y	5
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.)	Y	5
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.)	y	5
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)	Y	4

4.8

Overall Assessment

Comment: Program learning outcomes were formulated in reference to NCAAA guidelines as well as those of the Agricultural Institute of Canada (AIC) which certified the program recently.   A number of survey are conducted including NCAAA's students' experience survey (SES), program evaluation survey (PES), and courses evaluation survey (CES); additionally other surveys are used such as the faculty and employers surveys. Connections need to be made with other stakeholders on a more regular basis including employers and the business community in general.

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Priorities for improvement:
- Get more data on evaluation of employers and their views on alignment between program's intended learning outcomes and labor market needs.

Independent opinion

Comment: Intended student learning outcomes are consistent with the National Qualifications Framework (NQF) covering the learning domains of the NCAAA. They are well documented in the program and course specifications of the Agricultural Economics program.

| 4 |

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.

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

4.2.1 Plans for the delivery of the program and for its 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 | 5 |

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 | 5 |

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 | 2 |

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 |

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 | 3 |

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 | 3 |

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 | 4 |

Overall Assessment

| 3.71 |

Comment: A complete set of learning outcomes (across all relevant domains of the NCAAA) together with teaching strategies as well as assessment procedures is in place for the program and for all its individual courses. Coordination is minimal with industry and other professional quarters. The department's advisory council's role is also minimal regarding program contents. Through a chain involving department committees, department council, college committees and council new program proposals are discussed and approved and submitted to the university administration for final approval.

Priorities for improvement:
- Need to develop a course matrix to assess and ensure more coordination between different courses
- Increase involvement of advisory council.
- More monitoring of program courses, texts, references to ensure continual relevance and to cope up with labor market developments.

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Independent opinion

<div style="text-align:right">| 4 |</div>

Comment: There is evidence that program development processes are well planned. Program courses are prepared in course specifications which include knowledge and skills to be acquired, strategies for teaching and assessment for the different domains of learning. Sample documents indicate that program and course specifications are well formulated.

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.

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

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	5
4.3.2 When changes are made as a result of evaluations details of those changes and the reasons for them are retained in course and program portfolios.	Y	4
4.3.3 Quality indicators that include learning outcome measures are identified and used for all courses and the program as a whole.	Y	5
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	5
4.3.5 Annual reports including quality assurance data are provided and reviewed by senior administrators and quality committees.	Y	4
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	3
4.3.7 If problems are found through program evaluations appropriate action is taken to make improvements	Y	4
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 for the institution.	y	2
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	5
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	3
4.3.11 In sections for male and female students evaluations 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	

Overall Assessment

<div style="text-align:right">| 4 |</div>

Comment: The program regularly collects various types of data relating to its performance and general well being. Quality assurance data, however, is not complete and therefore evaluations reports may not be effectively used for fixing problems; the process is also not centralized throughout the college and therefore there are problems of accessing data regarding various programs in the college; this could partly be attributed to the understaffing of the college quality unit. The unit for instance direly needs a specialized statistics unit. Another deficiency relates to formal and comprehensive assessment of the program on some regular basis; all efforts so far are sporadic and not comprehensive or formal.

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Priorities for improvement: Better management for quality assurance data to increase accessibility and assure continuity.

- More use of quality assurance reports needed to correct problems.
- Arrange for periodic formal and comprehensive program reviews.
- Include more expertise from other institutions and industries in program reviews.

<div align="center">Independent opinion</div>

3

Comment: Program evaluation and review process appear to be well documented. Program and course are evaluated and reported annually with information about effectiveness of planned strategies and extent to which intended learning outcomes are being achieved. However, feedback from management regarding annual reports seems to be very minimal.

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.

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

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

y	4

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

y	4

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	3

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 outcomes are addressed.

y	3

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

y	5

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	3

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

y	4

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

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

y	3

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

y	5

<div align="center">Overall Assessment</div>

3.8

Comment: There are reasonably acceptable assessment procedures for students' performance in place. However, cross independent verification of students work is not done as a routine task. Currently there are no formal procedures to establish authenticity of students submitted work; there are some precautionary measures that are usually taken though including educating students on issues of plagiarism and ethics. Also, corrective measures for underachievement by students are not well formalized in practice; all efforts

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in this regard are self-motivated all be it widely observed. There is also a need to augment assessment of student work by introducing some independent cross checking of the current practices.

Priorities for improvement: Device formal procedures for establishing authenticity of students' work.

- Formalize and regularize cross independent verification of students achievements.
- Use matrices in grading students work to assure attainment of the various learning outcomes

<p align="center">Independent opinion</p>

Comment: Based on review of sample course specifications, assessment mechanisms appear to be appropriate for the forms of learning. At the beginning of classes in every semester, assessment processes are clearly communicated to students. Interview session with students indicate that feedback on performance are given promptly to students with mechanism for assistance if required. However, independent verification of standards of achievement appears to be lacking.

	3

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.

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

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	3
4.5.2 Teaching resources (including staffing, learning resources and equipment, and clinical or other field placements) are sufficient to ensure achievement of the intended learning outcomes.	y	3
4.5.3 If arrangements for student academic counselling and advice include electronic communications through email or other means the effectiveness of those processes is evaluated through processes such as analysis of response times and student evaluations.	y	3
4.5.4 Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	y	3
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.	y	3
4.5.6 Preparatory studies are not counted within the credit hour requirements for the program.	y	5
4.5.7 If the language of instruction in the program is not Arabic, 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 countries where that language is the native language. The benchmarking process should involve testing of at least a representative sample of students on major recognized language tests)	NA	
4.5.8 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.	NA	
4.5.9 Systems are in place for monitoring and coordinating student workload.	y	5
4.5.9 The progress of individual students is monitored and assistance and/or counselling provided to those facing difficulties.	y	5

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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 |

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 | 2 |

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

| y | 2 |

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 | 5 |

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

| y | 5 |

Overall Assessment

| 3.69 |

Comment: The quality management unit in the college as well as institution monitors staff availability at office hours throughout the year and particularly at the beginning of semesters.   The current teaching load structure, among other things, may interfere however with actual availability of faculty during posted hours.   There are some pronounced problems of placing students regarding the practical experience component albeit some attempts are being exerted to refine the process. Registration and class room allocation at the beginning of each term exhibit some inefficiencies: usually the first week is assigned for additions/deletions in student scheduled courses, however, this process sometimes extends into the second week; during this period students rarely show up at classes since schedules are not finalized yet. There are also some issues related to tutorial assistance where for some courses which do not have a lab component students may need some assistance: such courses are usually not accorded the necessary tutorial component. Prior to the introduction of the preparatory college students were not happy with the orientation programs, this may be changing now that there is a preparatory year.

The language of instruction in the program is Arabic: while this has obvious advantages in terms of better understanding by students, yet problems arise from unavailability of sufficient up to date materials (textbooks, journal, references,…, etc.) in Arabic. This adds more burdens on instructors in terms of translation of current material from the web or other sources.

There is insufficiency in facilities such as well-established reading rooms for students. Likewise there is a lack as discussed earlier in corrective assistance provided for students' performance, namely lack of tutorial help and special assistance to problematic cases. There have been, however, some recent initiatives to utilize services of graduate students in that regard, particular those who are on scholarship from the university.

Priorities for improvement:
- Increase efficiency of student registration and class room allocation at the beginning of the term.   Device means by which such processes are finalized before the onset of the semester.
- Improve staff availability during office hours more ostensibly by addressing issues of teaching loads.
- Seek better placement students regarding the practical experience component.
- Increase efficiency of registration and class room allocation at the beginning of semesters.
- Provide necessary tutorial assistance for courses which do not have a lab component.
- Address issues of availability of up to date reference materials in Arabic.
- Assign and furnish a student reading room with some reference material and computer terminals.
-

Independent opinion

| 4 |

Comment: Through the Vice Dean of Student Affairs, mechanisms are in place for assisting student learning through academic advice, study facilities, and continuous monitoring of

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student's academic performance. Interview with a group of students indicate that aside from having a student advisor, students appreciate the assistance provided by individual faculty during and outside their consultation hours in the department. This is commendable.

4.6   Quality of Teaching

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

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

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	5
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
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
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
4.6.5 The conduct of courses is consistent with the outlines provided to students and with the course specifications.	y	4
4.6.6 Textbooks and reference material are up to date and incorporate the latest developments in the field of study.	y	4
4.6.7 Text books and other required materials are available in sufficient quantities before classes commence.	y	3
4.6.8 Attendance requirements are made clear to students and compliance with these requirements is monitored and enforced.	y	5
4.6.9 Effective systems are used for evaluation of courses and of teaching.	y	4
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
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
4.6.12 Appropriate adjustments are made in plans for teaching if needed after consideration of course reports.	y	4

<div align="center">Overall Assessment</div>

	4.08

Comment: The Deanship of Skills Development organizes a series of orientation lectures and short training workshops for new teaching staff throughout the year to introduce them to the university community and different processes including teaching strategies. Syllabi given out at the beginning of the term include all necessary information needed by student regarding topics to be taught, expectations for learning, teaching methods to be used, students evaluation methods, grade distribution, university policies regarding attendance, …etc. _as far as textbooks and references are concerned, there are pronounced problems as referred to earlier of timely availability of current Arabic textbooks.

Priorities for improvement:
- Better use of course reports as a guide for adjustments in teaching plans.
- There is need for better planning of finding/acquiring reasonable Arabic text books in a timely manner
- Automation of the attendance/warning process.

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Independent Opinion | 4

Comment: Based on reviewed documents and reports, it appears that quality of teaching is maintained and documented. Appropriate strategies for teaching and learning are used for the different kinds of learning outcomes. Based on student interview, the conduct of courses is consistent with the outline provided to them.

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.

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

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 | 5

4.7.2 Training programs in teaching include effective use of new and emerging technology. | y | 5

4.7.3 The extent to which teaching staff are involved in professional development to improve quality of teaching is monitored. | y | 4

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. | y | 4

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 | 3

4.7.6 Formal recognition is given to outstanding teaching, with encouragement given for innovation and creativity. | y | 3

4.7.7 Strategies for improving quality of teaching include improving the quality of learning materials and the teaching strategies incorporated in them. | y | 4

Overall Assessment | 4

Comment: The relevant deanships at the institution encourage and reward those who develop new innovative teaching strategies. However the central nature of the process does not allow for detecting and recognizing such endeavors: such responsibility should be placed on colleges and departments. There are probably some issues regarding the timing frame of the training programs in teaching skills: teaching loads and other assignments usually preclude making full use of such programs.

Priorities for improvement:
- More emphasis on the planning and provision of training in teaching skills in a timely manner and on formalizing the process.
- Set in more effective mechanisms within the program for detecting and rewarding teaching excellence.

Independent opinion | 4

Comment: Support for improvements in quality of teaching appear to be well documented both at the university and college levels. Through the Deanship of Skills Development, teaching staff are provided with continuous training and development to ensure that teaching and research skills including critical thinking are integrated in the teaching and learning process.

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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.

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

4.8.1 Teaching staff have appropriate qualifications and experience for the courses they teach. (For undergraduate and master's 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	5
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	5
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	3
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
4.8.5 In professional programs teaching teams include some experienced and highly skilled professionals in the field.	y	3
		4

Overall Assessment

Comment: While research is supposedly an essential component of the trio of faculty responsibilities beside teaching and community service; however the load structure of the last two components is not extremely conducive to assist in realizing the desired research outcome. Therefore, little disproportionate time is left for fostering an ongoing excellent research track. Also, collaborative research efforts are minimal. It should be mentioned that within these binding constraints the department staff are doing a commendable job at the research front. Recent changes in the institution seem to be in favor of putting more emphasis (and hence some de-emphasis on teaching—mainly by reducing overall enrollment) on research outcome, however this need to be augmented by devising a reasonable but explicit allocation of time between the three responsibilities. Thus far the institution does not specify a distribution format that allocates faculty time between teaching, research, and community service.

The program also needs to incorporate and enlist help from the professional community: at least some speakers could be invited in class rooms to give some applied perspectives.

Priorities for improvement:
- Seek better allocation of staff time in order to put more time to research endeavors.
- Increase cooperation and collaboration efforts in joint research projects.
- Target outlets with good outstanding to elevate the quality of research.
- Recruit graduate students with excellent qualifications to contribute more meaningfully to the research efforts.
- Seek approval for employing a full time research associate.

Independent opinion

4

Comment: One of the major strengths of the CFAS is the qualification and experience of teaching staff. To date, all teaching staff are involved in a continuing basis of professional development and scholarly activities that they remain up-to-date with latest development in their respective field. This is commendable

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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)

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

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
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	5
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	5
4.9.4 Students are thoroughly prepared through briefings and descriptive material for participation in the field experience.	y	4
4.9.5 Follow up meetings or classes are organized in which students can reflect on and generalize from their experience.	y	4
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
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
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.	v	5
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.	NA	

Overall Assessment

4.38

Comment: The format of the field experience component has recently been redesigned. The name and most importantly the contents have changed; earlier there was a "field training" course (APEC 401) currently students will be required to take instead (APEC 410) which offers more exposure to practical experiences as it requires students to take a full semester and a summer to get some applied experience. APEC 401, for which the above assessment applies, has served its purposes well; students would be assigned to one of the partner agencies where they would spend one day per week for duration of a full semester at that agency. Each student or group of students will have two co-supervisors one from the program and another from the training institution; through weekly reports and a final presentation in addition to field visits students are assessed.   Thus far students have been given the choice between the two options, but as more agreements are signed with potential trainers in the business community the option of (APEC 401) will be gradually retracted. As such the setup for the new format is well designed but it remains to be tested in the field and more data is required to evaluate it. Little if any risk is foreseen in the process as students generally transport themselves to and from the training centers; also the nature of training involves office work and dealing with computers and software. Accordingly, it is determined that item (4.9.9) does not apply here.

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Priorities for improvement:
Work on innovative ways to have more companies agree to train students.

Independent opinion

3

Comment: Field experience activity appears to be order. Appropriate guidelines and requirements for the implementation of the course appear to be well established.

4.10 Partnership Arrangements With Other Institutions (this is to be changed from NA to some starring pending the collection of some institutional data)

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.

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

4.10.1 Responsibilities of the local institution and the partner are clearly defined in formal agreements enforceable under the laws of Saudi Arabia.	y		4
4.10.2 The effectiveness of the arrangements is regularly evaluated.	y		4
4.10.3 Briefings and consultations on course requirements are adequate, with mechanisms available for ongoing consultation on emerging issues.	NA		
4.10.4 Teaching staff who are familiar with the content of courses visit regularly for consultation about course details and standards of assessments.	NA		
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 made available to students within the time specified for reporting of student results under Saudi Arabian regulations.	NA		
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		
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		
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		
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	NA		

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provided in advance about relevant Ministry regulations and NCAAA requirements for the National Qualifications Framework and requirements for program and course specifications and reports.

<div align="center">Overall Assessment</div>

<div align="right">4.00</div>

Comment: Currently there are no such arrangements at either institutional or program levels. The only relevance that can be drawn here regards agreements on research partnerships. In this regard KSU fosters various agreements and memoranda of understanding with various national, regional, and international institutions where responsibilities of the local institution and the partner are clearly defined. Also, the effectiveness of such arrangements is regularly evaluated. Items (4.10.3 through 410.9) specifically refer to arrangements regarding teaching and course design and little if any such arrangements are practiced. Accordingly it was determined that only the first two items apply here.

Priorities for improvement
- Seek to establish departmental collaborative agreements with other renowned departments regionally and internationally.

<div align="center">Independent opinion</div>

<div align="right">NA</div>

Comment: None

Special Note

Programs offered with the same title in different parts of an institution, for example in male and female sections, on a central and a branch campus, by daytime, evening or parallel classes, or by face to face or distance education, delivery will normally be considered as the same program and must be considered together in the self study and external review.   The Commission MAY consider treating them as separate programs in exceptional circumstances but this will require special approval in advance, and normally a difference in the title of the award to make it clear that they are intended to be different programs.

If programs are offered in different parts of the institution the self study will have to show clearly any differences between the sections concerned and strategies to respond to any differences in quality found.

Requirements for distance education programs have been recommended by the National Center for ELearning and Distance Education and approved by the Higher Council of Education.   The NCAAA has also specified requirements for the accreditation of programs offered by distance education.

Under the Higher Education Council requirements students can no longer be admitted to .distance education programs that do not meet these requirements, and older style distance education programs that do not meet the new requirements must be phased out before September 2015.

If a program is offered by distance education it must meet both the Higher Council regulations and the standards for higher education programs offered by distance education.

A program offered by distance education must have been formally approved for delivery in that mode by the institutions senior academic committee after considering it in relation to the required standards. This must be done whether the program is considered as the same program as one delivered face to face, or as a different program.

If a program is offered by distance education as well as by face to face instruction the distance education arrangements must meet both the requirements of the Ministry of Higher Education and the distance education standards of the NCAAA, and the on campus arrangements must meet the general requirements for higher education programs. However a period of transition is allowed to give a reasonable amount of time for processes used for those programs to be modified.

The following arrangements will apply:

To be eligible for consideration for accreditation the NCAAA's self evaluation scales for distance education programs must have been completed for the distance education program(s) and a strategic plan prepared for transition to meet both the Higher Council regulations and the NCAAA distance education programs before September 2015.

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Overall Assessment of Learning and Teaching

4.1 Student Learning Outcomes

| 4.80 |

4.2 Program Development Processes

| 3.71 |

4.3 Program Evaluation and Review Processes

| 4.00 |

4.4 Student Assessment

| 3.80 |

4.5 Educational Assistance for Students

| 3.69 |

4.6 Quality of Teaching

| 4.08 |

4.7 Support for Improvements in Teaching

| 4.00 |

4.8 Qualifications and Experience of Faculty

| 4.00 |

4.9 Field Experience Activities

| 4.38 |

4.10 Partnership Arrangements With Other Institutions

| 4.00 |

Combined Assessment

| 4.05 |

Comment: Both NCAAA guidelines as well as those of the Agricultural Institute of Canada (AIC) which certified the program recently were largely consulted in formulating program learning outcomes. A number of survey are conducted including NCAAA's students' experience survey (SES), program evaluation survey (PES), and courses evaluation survey (CES); additionally other program surveys are used such as the faculty and employers surveys. The program learning outcomes which cover all relevant domains are combined with teaching strategies as well as assessment procedures is in place-- for the program as well as all its individual courses. Through a chain involving department committees, department council, college committees and council new program proposals are discussed and approved and submitted to the university administration for final approval.

Various types of performance data are regularly collected by the program albeit such data is not complete or comprehensive. Therefore evaluation reports might be less effective for fixing problems; the process is also not centralized throughout the college and therefore there are problems of accessing data regarding various programs in the college; understaffing of the college quality unit is the main culprit for such shortcomings. for instance, the unit direly needs a specialized statistics unit. Another deficiency relates to formal and comprehensive assessment of the program on some regular basis; all efforts so far are sporadic and not comprehensive or formal.

Students' performance assessment procedures are reasonable. However, cross independent verification of students work is not done as a routine task. Also, there are no formal procedures in place to establish authenticity of students submitted work; some precautionary measures are usually taken such as raising students awareness on issues of plagiarism and ethics. Additionally, corrective measures for underachievement by students are not well formalized in practice; all efforts in this regard are self- motivated albeit widely observed. There is also a need to augment assessment of student work by introducing some independent cross checking of the current practices.

The quality management unit in the college as well as institution monitors staff availability at office hours throughout the year and particularly at the beginning of semesters. The current teaching load structure, among other things, may interfere however with actual availability of faculty during posted hours. There are some pronounced problems of placing students regarding the practical experience component albeit some attempts are being exerted to refine the process. Registration and class room allocation at the beginning of each term exhibit some inefficiencies: usually the first week is assigned for additions/deletions in student scheduled courses, however, this process sometimes extends into the second week; during this period students rarely show up at classes since schedules are not finalized yet. There are also some issues related to tutorial assistance where for some courses which do not have a lab component students may need some assistance: such courses

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are usually not accorded the necessary tutorial component.   Prior to the introduction of the preparatory college students were not happy with the orientation programs, this may be changing now that there is a preparatory year.

The language of instruction in the program is Arabic: while this has obvious advantages in terms of better understanding by students, yet problems arise from unavailability of sufficient up to date materials (textbooks, journal, references,…, etc.) in Arabic.   This adds more burdens on instructors in terms of translation of current material from the web or other sources.

There is insufficiency in facilities such as well-established reading rooms for students. Likewise there is a lack as discussed earlier in corrective assistance provided for students' performance, namely lack of tutorial help and special assistance to problematic cases. There have been, however, some recent initiatives to utilize services of graduate students in that regard, particular those who are on scholarship from the university.

 The Deanship of Skills Development organizes a series of orientation lectures and short training workshops for new teaching staff throughout the year to introduce them to the university community and different processes including teaching strategies. Syllabi given out at the beginning of the term include all necessary information needed by student regarding topics to be taught, expectations for learning, teaching methods to be used, students evaluation methods, grade distribution, university policies regarding attendance, …etc. _as far as textbooks and references are concerned, there are pronounced problems as referred to earlier of timely availability of current Arabic textbooks.

The relevant deanships at the institution encourage and reward those who develop new innovative teaching strategies. However the central nature of the process does not allow for detecting and recognizing such endeavors: such responsibility should be placed on colleges and departments. There are probably some issues regarding the timing frame of the training programs in teaching skills: teaching loads and other assignments usually preclude making full use of such programs.

While research is supposedly an essential component of the trio of faculty responsibilities beside teaching and community service; however the load structure of the last two components is not extremely conducive to assist in realizing the desired research outcome. Therefore, little disproportionate time is left for fostering an ongoing excellent research track. Also, collaborative research efforts are minimal. It should be mentioned that within these binding constraints the department staff are doing a commendable job at the research front. Recent changes in the institution seem to be in favor of putting more emphasis (and hence some de-emphasis on teaching—mainly by reducing overall enrollment) on research outcome, however this need to be augmented by devising a reasonable but explicit allocation of time between the three responsibilities.   Thus far the institution does not specify a distribution format that allocates faculty time between teaching, research, and community service.

The program needs to incorporate and enlist help from the professional community: at least some speakers could be invited in class rooms to give some applied perspectives. The format of the field experience component has recently been redesigned. The name and most importantly the contents have changed; earlier there was a "field training" course (APEC 401) currently students will be required to take instead (APEC 410) which offers more exposure to practical experiences as it requires students to take a full semester and a summer to get some applied experience. APEC 401, for which the above assessment applies, has served its purposes well; students would be assigned to one of the partner agencies where they would spend one day per week for duration of a full semester at that agency. Each student or group of students will have two co-supervisors one from the program and another from the training institution; through weekly reports and a final presentation in addition to field visits students are assessed. Thus far students have been given the choice between the two options, but as more agreements are signed with potential trainers in the business community the option of (APEC 401) will be gradually retracted. As such the setup for the new format is well designed but it remains to be tested in the field and more data is required to evaluate it.

Coordination is minimal with relevant industry and other professional quarters. Likewise the department's advisory council's role is also minimal regarding program contents.

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Independent Opinion

3.67

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
- Students/teaching staff ratio;
- Students' overall evaluation of courses;
- Proportion of teaching staff with doctorate degrees;
- Percentage of undergraduate students successfully completing first year of program.
- Percentage of undergraduate students successfully completing the program in minimum time.
- Percentage of graduate students successfully completing the program in specified time.
- Proportion of B. Sc. graduates who are employed within six month.
- Proportion of B. Sc. students who pass (average across all offered courses in a semester).
- Proportion of B. Sc. students whose grade is 75% or better (average across all offered courses in a semester).

Priorities for Improvement:
- Consistently collect more data on evaluation of employers and their views on alignment between intended learning outcomes and labor market needs.
- Develop a course matrix to assess and ensure more coordination between different courses.
- Increase the realm of involvement of advisory council.
- Have program courses, texts, references monitored on a more regular periodic basis.
- Design a better scheme for management of quality assurance data (ideally hire a statistics graduate even if on a shared basis with other departments).
- Device ways to make more use of quality assurance reports to correct problems.
- Arrange for periodic comprehensive program review.
- Include more expertise from other institutions and relevant industries in program reviews.
- Device formal procedures for establishing authenticity of students' work.
- Formalize and regularize cross independent verification of students achievements.
- Use matrices in grading students work.
- Increase efficiency of student registration and class room allocation at the beginning of the term so that such processes are finalized before the onset of the new semester.
- Better utilization of course reports as a guide for adjustments in teaching plans.
- Better planning of finding/acquiring reasonable Arabic text books a head of academic year.
- Device an automated regime of the students' attendance/warning process.
- More emphasis on better coordination of training in teaching skills and on formalizing the process.
- Seek better allocation of staff time in order to put more time to research endeavors.
- Increase cooperation and collaboration efforts in joint research projects.
- Target outlets with good outstanding to elevate the quality of research.
- Recruit graduate students with excellent qualifications/English language skills to contribute more meaningfully to the research efforts.
- Seek approval for employing a full time research associate.
- Work on innovative ways to have more companies agree to train students.

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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 must be provided in relation to occupations related to the fields of study dealt with in the program.

Sub-Standards

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.

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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 must be 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

	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.

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

	Is this true? Y/No/NA	How well is this done?
5.1.1 Admission requirements are consistently and fairly applied for all students.	y	5
5.1.2 For programs or courses that 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	
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	4
5.1.4 Rules governing admission with credit for previous studies are clearly specified.	y	5
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	4
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	3
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	3

Overall Assessment

Comment: Before a decision is made on credits previously earned elsewhere students are required to provide course syllabi that would be sent to respective instructors to compare and contrast topics and if a satisfactory level of equivalency is found then the earned credits would be accepted and students immediately notified. No active efforts are adopted by the department to market the program and this is a direct result of the central nature of admission to the college. There are noticeable shortages in student's orientation in the department: the current efforts need to be formalized and put into a coherent orientation program.

	4

Priorities for improvement:
- Devise ways to proactively present the program to high school students probably in their second or final year.
- Put more structure in the students' orientation program.

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Independent Opinion

Comment: Student admission process is centralized and conducted electronically through the Deanship of Admissions and Registration (DAR) of the university. Rules governing admission and registration are posted through the website. Based on student interview, orientation is provided to all commencing students to ensure that they have thorough understanding of the program, its academic policies and range of services, including their obligations and responsibilities as students. On the other hand, Increasing the number student enrollees in the college as whole needs to be addressed accordingly.

| | 4 |

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.

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

5.2.1 Automated procedures are in place for monitoring student progress throughout their programs.	y	5
5.2.2 The student record system regularly provides aggregated statistical data required for planning, reporting and quality assurance.	y	5
5.2.3 Clear rules are established and maintained governing privacy of information and controlling access to individual student records.	y	5
5.2.4 Eligibility for graduation is formally verified in relation to program and course requirements.	y	5

Overall Assessment

| | 5 |

Comment: Student academic advisors have access to their advisees' records and can hence monitor their progress. However, one consequence of the automated registration processes is that they do not encourage students to consult with their academic advisors prior to registration. The registration office staff keeps comprehensive records that can be used for various types of analysis.

Priorities for improvement:
- Make student consultation with academic advisor mandatory at least before finalizing their registration each semester.

| | 4 |

Independent Opinion

Comment: Student records are maintained and properly secured under the supervision of the DAR. In the CFAS, the office of the Vice Dean for Academic Affairs has access to these student records to monitor student's academic performance.

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.

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

5.3.1 Attendance requirements are made clear to students, monitored and enforced.	y	5
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
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	y	5

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dealt with and supported by student counselling provisions.

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
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	4
5.3.6 Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating.	y	4

<div align="center">Overall Assessment</div>

	4.67

Comment: Attendance policy is usually given out to students as part of the syllabi; they are enforced by instructors who are required to report those who pass the university set threshold.

Priorities for improvement:

- Automate the attendance process as well as the warning of for those who are approaching the threshold limit.

<div align="center">Independent Opinion</div>

	4

Comment: Program policies and regulations are well established and adhered to by the students. Based on interview with the students, class requirements are discussed and made clear to them at the beginning of the course. Attendance is monitored and strictly enforced.

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.

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

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	3
5.4.2 Adequate protection is provided, and supported by regulations or a code of conduct, to protect the confidentiality of academic or personal issues discussed with teaching or other staff or students.	y	4
5.4.3 Effective mechanisms are established for follow up to ensure student welfare and to evaluate quality of service.	y	4
5.4.4 An effective student support system is available to identify students in difficulty and provide help with personal, study related, financial, family, and psychological or health problems.	y	5

	4

<div align="center">Overall Assessment</div>

Comment: As mentioned above, the automated registration process does not allow for close contacts between students and their academic advisors regarding registration issues. As for students facing academic problems the department's chair closely monitors such cases and assigns them to faculty members to closely monitor their progress and provide necessary corrective advice. Counseling for career and employment purposes is minimal and sporadic.

Priorities for improvement:

- Devise ways to make it mandatory students to meet their academic counselors at least a given number of times during the semester.
- Increase and formalize career and employment counseling.

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<div align="center">Independent Opinion</div>

4

Comment: Interview session with students indicates high satisfaction level regarding student advising and counseling by the faculty advisor and the teaching staff. This is highly commendable.

Overall Assessment of Student Administration and Support Services

5.1 Student Admissions	4.00
5.2 Student Records	5.00
5.3 Student Management	4.67
5.4 Student Advising and Counseling Services	4.00
Combined Assessment	4.42

Comment: Credits previously earned elsewhere are allowed based on a satisfactory level of equivalency being established; the process is generally expeditious. No active efforts are adopted by the department to market the program and this is a direct result of the central nature of admission to the college. There are noticeable shortages in student's orientation in the department: the current efforts need to be formalized and put into a coherent orientation program.

Student academic advisors have access to their advisees' records and can hence monitor their progress. However, one consequence of the automated registration processes is that they do not encourage students to consult with their academic advisors prior to registration. As for students facing academic problems the department's chair closely monitors such cases and assigns them to faculty members to closely monitor their progress and provide necessary corrective advice. Counselling for career and employment purposes is minimal and sporadic.

The registration office staff keeps comprehensive records that can be used for various types of analysis. Attendance policy is usually given out to students as part of the syllabi; they are enforced by instructors who are required to report those who pass the university set threshold.

<div align="center">Independent Opinion</div>

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
- Students/administrative staff ratio.
- Students' evaluation of counselling services.

Priorities for Improvement
- Devise ways to proactively present the program to high school students probably in their second or final year.
- Put more structure in the students' orientation program.
- Automate the attendance process as well as the warning of for those who are approaching the threshold limit.
- Devise ways to make it mandatory students to meet their academic counselors at least a given number of times during the semester.
- Increase and formalize students' career and employment counseling.

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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.

Sub-Standards

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.

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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)

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.

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

	Is this true?	How well
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.	y	4
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	y	5
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.	y	3
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.	y	4
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.	y	4

4

Overall Assessment

Comment: Through the equipment committee teaching staff can always convey their needs and recommendations. Students and faculty surveys are regularly used to get feedback on adequacy of resources. Electronic resources have greatly minimized the need for reserve resources. Little attention is given, however, to usage statistics for learning resources.

Priorities for Improvement:
* Accord more attention to gathering data on usage of resources.

4

Independent Opinion

Comment: There is evidence that teaching staff provide advice on materials required to support learning and teaching. Verbal responses provided by students during the interview session regarding learning resources indicate that there is adequacy and satisfaction of services provide to them.

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.

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

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	4
6.2.2 Heavy demand and required reading materials needed in the program are held in reserve collections.	y	4
6.2.3 Ready access to on-line data-bases and research and journal material relevant to the program is provided for.	y	4

<div align="center">Overall Assessment</div>

	4

Comment: Students' opinion regarding the availability of library and facilities is a bit of a surprise as the hours are generally convenient sufficient and are usually extended at times of extra need (during exams).

Priorities for improvement:

- Establish a proper departmental library to be populated with most of the frequently used resources.

	4

<div align="center">Independent Opinion</div>

Comment: Site visit regarding the University Library shows that associated facilities and services are available for sufficient extended hours which start from 8:00 am until 12 midnight. Access to on-line databases and e-journal materials are also available.

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.

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

6.3.1 Orientation and training programs are provided for new students in the program to prepare them to access facilities and services.	y	3
6.3.2 Assistance is available to assist faculty and students in the program in conducting searches and locating and using information.	y	3
6.3.3 A reference service is available through which in-depth questions are answered by qualified librarians.	y	4
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	5
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	5

<div align="center">Overall Assessment</div>

	4

Comment: While the central library staff are generally available for help, more focused assistance in the form of departmental research staff to cater for faculty and students' needs.

Priorities for improvement:

- Establish a research assistance unit in the department with full time staff.

<div align="center">Independent Opinion</div>

	4

Comment: Site visit and interview with the Vice Dean of Library Affairs and IT department indicate that support for users is adequately provided with regard to the use of learning resources. Electronic and automated systems are in place to provide easy access to information needed by faculty and students.

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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,

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

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

| y | | 4 |

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 | | 4 |

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 | | 4 |

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

| y | | 4 |

Overall Assessment

| **4** |

Comment: While all academic resources including books, journals, bulletins, …etc.; are available there might be a need to combine a database (of databases) that shows what is available and in what form; for instances there is a need to sort all electronic data from governmental and international sources and provide brief descriptions of what sort of relevant information is contained in those sources. In this regard a recent initiative by the department chair assigned a departmental committee with the task of creating a database of relevant governmental, regional, and international statistics available through various sources.

Priorities for improvement:
- Build a database of available data sources with a concise brief description on relevant contents.

Independent Opinion

| 4 |

Comment: Interview with students reveal that there is wide access to electronic learning resources for the program. Faculty and students are provided with sufficient number of learning resources appropriate for the program. Laboratories have sufficient equipment and other useful instruments for teaching and research

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Overall Assessment of Learning Resources

6.1 Planning and Evaluation	4
6.2 Organization	4
6.3 Support for Users	4
6.4 Resources and Facilities	4
Combined Assessment	4

Comment: Teaching staff can always convey their needs and recommendations. Students and faculty surveys are regularly used to get feedback on adequacy of resources. Electronic resources have greatly minimized the need for maintaining reserve resources. More attention needs to be given to usage statistics for learning resources. Students' negative opinion regarding the availability of library and facilities is a bit of a surprise as the hours are generally convenient sufficient and are usually extended at times of extra need (during exams).

Independent Opinion	4

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
- Number of periodical subscriptions available;
- Faculty and students' evaluation of resources and facilities and services.

Priorities for Improvement
- Accord more attention to gathering data on usage of resources.
- Establish a proper departmental library to be populated with most of the frequently used resources.
- Establish a research assistance unit in the department with full time staff.
- Build a database of available data sources with a concise brief description on relevant contents.

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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.

Sub-Standards:

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.

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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)

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.

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

	Is this true?	How well
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.	y	5
7.1.2 Teaching staff are consulted before major equipment acquisitions to ensure that current and anticipated emerging needs are met.	y	4
7.1.3 Equipment planning provides for acquisition, servicing and replacement according to a planned schedule.	y	4
		4.33

<div align="center">Overall Assessment</div>

Comment: While all the above practices are centralized within the college, however, programs are involved in the planning to a reasonable extent through their representatives on college committees; additionally department chairs can always raise relevant issues at college council meetings or directly with the dean.

Priorities for Improvement
- Seek autonomy over some operational budget to facilitate equipment/software acquisition decisions to minimize bureaucracy.

<div align="center">Independent Opinion</div>

	4

Comment: Generally, equipment acquisitions meet program requirements. Interview

with the teaching staff indicates faculty are consulted about equipment acquisition to

ensure that requirements for teaching are met..

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.

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

7.2 1 Facilities meet health and safety requirements and make adequate provision for the personal security of faculty, staff and students.

| v | 4 |

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.

| v | 3 |

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.)

| v | 4 |

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

| v | 5 |

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

| v | 3 |

Overall Assessment

| | 3.8 |

Comment: The University Safety and Security Department is in charge of such provisions; they generally keep university staff abreast on all relevant information. In recent buildings, health and safety requirements are reasonably maintained, however, in some old buildings the standards of safety might need some boost.

Priorities for improvement:
Increase safety measures in some old facilities.

Independent Opinion

| | 4 |

Comment: Based on site visit to facilities, instructional and research facilities are generally adequate.

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.

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

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 | 5 |

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

| y | 4 |

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

| y | 4 |

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 | 5 |

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 | 4 |

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

| y | 4 |

| | 4.33 |

Overall Assessment
Comment: All above practices are centrally managed; to the extent that they affect the program they are reasonably provided for.

Priorities for improvement:
- Seek independent inventory management within the program for better planning.

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Independent Opinion

4

Comment: Site visit and interview conducted with the lab supervisors indicate that

adequate maintenance and technical support for users are provided. Hardware and

software equipment are up-to-date

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.

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

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

y		4

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

y		5

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

y		4

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		3

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		4

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		4

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		4

Overall Assessment

4

Comment: Technical support and maintenance of computing equipment and software are centrally provide in the university through the Customer Care Management administration of the Deanship of e-transactions and Communications. While the level of services is generally satisfactory more specialized, conveniently located units at the program levels are needed

Priorities for improvement:
- Establish a program-resident IT unit run by a qualified manager.

Independent Opinion

4

Comment: Computing equipment is available and accessible to faculty, staff and

students. Aside from the technical support that is provided to users, training

programs on the use new computing equipment and software are also provided.

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Overall Assessment of Facilities and Equipment

7.1 Policy and Planning

4.33

7.2 Quality of and Adequacy of Facilities

3.8

7.3 Management and Administration

4. 33

7.4 Information Technology

4.00

Combined Assessment

4.12

Comment: All practices under the policy and planning sub- standard (7.1) are centralized within the college, however, programs are involved in the planning to a reasonable extent through their representatives on college committees; additionally department chairs can always raise relevant issues at college council or directly with the dean. Likewise for the management and administration substandard (7.3) all practices are centrally managed; to the extent that they affect the program they are reasonably provided for.

The University Safety and Security Department is in charge of provision of personal security of faculty, staff, and students; university staff are always kept abreast on all relevant information. In recently established buildings health and safety requirements are reasonably maintained, however, in some old buildings the standards of safety might need some boost.

Independent Opinion:

4

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
- Number of accessible computer terminals per student.
- Faculty evaluation of quality and adequacy of facilities.

Priorities for Improvement:
- Seek autonomy over some operational budget to facilitate equipment/software acquisition decisions to minimize bureaucracy.
- Increase safety measures in some old facilities.
- Seek independent inventory management within the program for better planning.
- Establish a program-resident IT unit run by a qualified manager.

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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 is provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.

Sub-Standards:

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.

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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)

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.

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

	Is this true?	How well
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.	y	4
	y	3
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.		
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.	y	4
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.	NA	
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.	NA	
		3.67

Overall Assessment

Comment: Matters of financial planning and budgeting are the sole responsibility of the university. Allocations of certain items to departments within the college are to some extent practiced by the college. However, the program is disadvantaged by the practice that definitions of equipment is narrowly restricted to only include such items of biological and chemical nature; this has the effect of depriving the program's computer labs from allocations specifically marked for lab equipment.

Priorities for Improvement_
- Seek autonomy for at least a portion of the running budget to provide for some needed flexibility in resource allocation.
- Seek a wider definition for lab equipment to enable program to benefit from within college allocation of lab equipment.

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<div align="center">Independent Opinion</div>

Comment: Document on financial planning and budgeting from the University Financial Affairs appear to be sound. Financial resources available for the program appear to be sufficient. Budget proposals and approvals support strategic priorities for program development.

4

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.

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

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.

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. .

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

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.

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

y	3
y	4
NA	
y	4
y	4
NA	

3.75

<div align="center">Overall Assessment</div>

Comment: As preceded in (8.1) above, all matters related to budgeting and financial management are centralized.   There is no financial planning or budgeting that takes place at the program/department levels.   Funding for given items (e.g.; lab equipment) is predetermined and allocated to the college where a college committee oversees its allocation between programs/departments (note the program disadvantage referred to in comment for (8.1) above.

Priorities for Improvement:
- Seek autonomy for programs to practice some budgeting/spending authority at least over certain items (e.g.; software, workshops, and seminars).

<div align="center">Independent Opinion</div>

Comment: Although financial management is highly centralized, the university allocates a specific budget to the college. The college on the other hand, strictly adheres to accounting procedures and reporting processes to ensure quality of financial spending.

4

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Overall Assessment of Financial Planning and Management

8.1 Financial Planning and Budgeting

| 3.67 |

8.2 Financial Management

| 3.75 |

Combined Assessment

| 3.71 |

Comment: Matters of financial planning and budgeting are the sole responsibility of the university. Allocations of certain items to departments within the college are to some extent practiced by the college. However, the program is disadvantaged by the practice that the definition of equipment is narrowly restricted to only include such items of biological and chemical nature; this has the effect of depriving the program's computer labs from allocations specifically marked for lab equipment.

Independent Opinion

| 4 |

 Comment: Generally, financial resources are sufficient for the effective delivery of the program. Program requirements for teaching, learning and research are well supported by management

Indicators Considered:

Priorities for improvement
- Seek autonomy for programs to practice some budgeting/spending authority at least over certain items (e.g.; software, workshops, and seminars).
- Seek a wider definition for lab equipment to enable program to benefit from within college allocation of lab equipment.

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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)

Sub-Standards:

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.

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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)
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 staffs are thoroughly prepared for their responsibilities.		
The level of compliance with this standard is judged by the extent to which the following good practices are followed.		
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	4
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	4
9.1.3 References are checked, and claims of experience and qualifications verified before appointments are made.	y	5
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	5
9.1.5 In professional programs there are sufficient teaching staffs with successful experience in the relevant profession to provide practical advice and guidance to students about work place requirements.	y	4
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	5
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	4
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	5
		4.5

Overall Assessment

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Comment: The recruitment and hiring practices of new faculty members are well defined and designed to ensure hiring the best candidates who meet the requirements. Newly hired faculty members receive a properly structured orientation program to assure smooth incorporation in the program. Similar recruitment practices need to be utilized in hiring new TAs as well. The student/teaching staff ratio is among the best and is comparable to other regional and international institutions mainly due to low enrolment figures.

Priorities for Improvement:
- More refinement and extra stringency need to be put in the process of hiring new TAs (seeds for future national faculty members).

Independent Opinion

| 4 |

Comment: The process of recruitment is well established in a policy guideline. There is a system for verifying qualification and reputation of institution from which candidates earned their degrees. New teaching staffs are given a thorough orientation regarding the university and the college to ensure familiarity with the institution, its procedures, services and priorities for development.

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.

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

9.2.1 Criteria for performance evaluation are clearly specified in advance and made known to teaching and other staff. | y | 5 |

9.2.2 Consultations about work performance are confidential and supportive, and occur on a formal basis at least once each year. | y | 4 |

9.2.3 If performance is considered less than satisfactory clear requirements are established for improvement. | y | 5 |

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. | y | 5 |

9.2.5 Outstanding academic or administrative performance is recognized and rewarded. | y | 3 |

9.2.6 All teaching and other staff are given appropriate and fair opportunities for personal and career development. | y | 3 |

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 | 3 |

9.2.8 Assistance is given in arranging professional development activities to improve skills and upgrade qualifications. | y | 4 |

9.2.9 Appropriate professional development activities are provided to assist with new programs or policy initiatives. | y | 4 |

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 | 4 |

   Overall Assessment

| 4 |

Comment: Generally performance criteria are clear and well known to teaching and other staff members. Also program chair provides notes on performance to faculty

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and staff in a confidential manner. Annual evaluation forms are prepared by program chair and respective faculty and staff are notified and are free to express dissent in a written form. As discussed elsewhere recognition of outstanding performance needs to be formalized and programs or college should work on setting clear criteria and procedures in that regard. Opportunities for personal and career development need to be standardized across the board. Junior teaching staff at the very beginning of their academic careers needs to be allocated more resources in terms of seed money for research as well as reasonable teaching and administrative loads for them to get reasonable track records in quality publications.

Priorities for Improvement:
- Set in place formal guidelines and procedures for recognizing and rewarding outstanding achievements by faculty and staff.
- Need more universal procedures that govern access to personal and career development opportunities.

<div align="center">Independent Opinion</div>

3

Comment: Through the Deanship for Skills Development, career development opportunities are provided. Annually, all teaching and staff are expected to participate in some form of career development. However, there is lack of documentation regarding participation of teaching staff in training activities provided by the DSD.

Overall Assessment of Employment Processes

9.1 Recruitment

4.5

9.2 Personal and Career Development

4

<div align="center">Combined Assessment</div>

4.25

Comment: The recruitment and hiring practices of new faculty members are well defined and designed to ensure hiring the best candidates who meet the requirements. Newly hired faculty members receive a properly structured orientation program to assure smooth incorporation in the program. Similar recruitment practices need to be utilized in hiring new TAs as well. The student/teaching staff ratio is among the best and is comparable to other regional and international institutions mainly due to low enrolment figures.

Performance criteria are generally clear and well known to teaching and other staff members. Also program chair provides notes on performance to faculty and staff in a confidential manner. Annual evaluation forms are prepared by program chair and respective faculty and staff are notified and are free to express dissent in a written form. As discussed elsewhere recognition of outstanding performance needs to be formalized and programs or college should work on setting clear criteria and procedures in that regard. Opportunities for personal and career development need to be standardized across the board. Junior teaching staff at the very beginning of their academic careers needs to be allocated more resources in terms of seed money for research as well as reasonable teaching and administrative loads for them to get reasonable track records in quality publications.

<div align="center">Independent Opinion</div>

3.5

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. Staff should take advantage of these professional development activities to keep them abreast of the latest knowledge and current practices in the field.

<u>Indicators Considered</u>

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- Proportion of teaching staff participating in professional development activities.

Priorities for Improvement:
- More refinement and extra stringency need to be put in the process of hiring new TAs (seeds for future national faculty members).
- Set in place formal guidelines and procedures for recognizing and rewarding outstanding achievements by faculty and staff.
- Need more universal procedures that govern access to personal and career development opportunities.

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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 postgraduate 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.

Sub-Standards:

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 postgraduate 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 postgraduate research students or supervising their research are themselves active scholars and researchers in their field.

At other institutions, particularly those offering only undergraduate programs there are lesser expectations for research. However research should be encouraged. Teaching staff 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. The institution 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.

Teaching staff 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. Regular reports of the research activities of staff 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

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Overall Assessment

3.75

Comment: While expectations for research activities are well known and are an integral part in the promotion process, however, it is accorded a disproportionate weight given the current structure (or lack thereof) of time allocation between teaching, research, and community service. It is apparent that teaching and community service consume most of the time while most of the emphasis in evaluation (e.g.; for promotion) is accorded to research. It is to be noted that currently quality of research is perhaps more affected by this than quantity. The current emphasis can and should be maintained yet the faculty time distribution structure need to be clearly specified upon hiring and faculty assignments need to be balanced accordingly. More attention needs to be given for junior faculty to develop research programs.

Priorities for Improvement:
- For each faculty member define a reasonable time distribution plan between the teaching, research, and community service responsibilities and set their assignments accordingly.
- Design ways to give junior faculty members a head start in developing their research programs.

Independent Opinion

4

Comment: Research is considered as one of the major strengths of the department. 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.

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

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 | 4 |

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

| y | 4 |

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 | 4 |

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

| y | 4 |

Overall Assessment:

4

Comment: Laboratory and library facilities and equipment are generally adequate throughout the institution. Most library services are central. Likewise security and safety aspects are adequate. There is a need, as mentioned earlier, for a small library/reading room at the program level.

Priorities for Improvement:
- Establish a small departmental library to provide some of the more frequently used references.

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Independent Opinion

4

Comment: There are adequate facilities and equipment for research in the program. In addition, library resources and information technology for research are available to support research activities of students and faculty.

_____

Overall Assessment of Research

10.1 Teaching Staff and Student Involvement in Research

3.75

10.2 Research Facilities and Equipment

4.00

Combined Assessment

3.88

Comment: Currently there is no formal institutional or departmental expectation on how a faculty's time or load of responsibilities should be allocated. There is an obvious need to strike a balance between the actual allocation of faculty time between teaching, research, and community services and between an expected assignment structure (to be devised) regarding these three responsibilities. More attention needs to be given for junior faculty to develop research programs.

Laboratory and library facilities and equipment are generally adequate throughout the institution. Most library services are central. Likewise security and safety aspects are adequate. There is a need, as mentioned earlier, for a small library/reading room at the program level.

Independent Opinion

4.00

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
- Number of refereed publication in the previous year per full time equivalent member of teaching staff.
- Proportion of full time member of teaching staff with at least one refereed publication during the previous year.

Priorities for Improvement:
- For each faculty member define a reasonable time distribution plan between the teaching, research, and community service responsibilities and set their assignments accordingly.
- Design ways to give junior faculty members a head start in developing their research programs.
- Establish a small departmental library to provide some of the more frequently used references.

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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 extracurricular 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

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 postsecondary 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.

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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.

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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)

11.1 Policies on Community Relationships

Commitment to service to the community by the department or program must be clearly specified, clear in its nature and scope, consistent with the community service policies of the institution and appropriate for the particular skills and knowledge of staff teaching in the program. The service commitment should be supported by policies to encourage involvement and regular reports prepared on activities that take place.

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

	Is this true?	How well
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	5
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	5
11.1.3 Promotion criteria and faculty assessments include contributions made to the community.	y	5
11.1.4 Departmental or program initiatives in working with the community are coordinated with responsible units in the institution to avoid duplication and possible confusion.	y	3

Overall Assessment

Comment: Program faculty involvement in community service is satisfactory and well documented. There is a need to widen the scope of the current services provided to the community and to explore joint programs.

4.5

Priorities for Improvement:

- Increase and publicize the range of community services provided.

4

Independent Opinion

Comment: There is sufficient evidence of active involvement of faculty in community service. Promotion criteria and faculty performance assessment are linked to community services rendered by faculty.

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11.2 Interactions With the Community
Relationships must be established with the community to provide needed services and draw on community expertise to support the program.

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

11.2.1 Staff are encouraged to participate in forums in which significant community issues are discussed. | y | 4

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 | 5

11.2.3 Local employers and members of professions are invited to join appropriate advisory committees. | y | 5

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 | 3

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 | 3

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 | 4

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 | 4

Overall Assessment

4

Comment: A limited effort is put into contacting schools in the area and showcasing the program to potential enrollees. Likewise the contact with alumni is limited and not maintained in a continuous and formal manner.

Priorities for Improvement:
- Intensify contacts with high schools in the area.
- Establish a formal alumni structure and utilize it for maintaining good relations with this important category.

Independent Opinion

4

Comment: Teaching staff are highly encouraged to participate in forums where significant community issues are discussed. There is an advisory committee composed of practitioners in the field to bridge the gap between academic and community needs. Tracking of and support from alumni need to be intensified

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Overall Assessment of Relationships with the Community

11.1   Policies on Community Relationships

4.5

11.2 Interactions With the Community

4.00

Combined Assessment

4.25

Comment: Program faculty involvement in community service is satisfactory and well documented.   There is a need to widen the scope of the current services provided to the community and to explore joint programs.   A limited effort is put into contacting schools in the area and showcasing the program to potential enrolees. Likewise the contact with alumni is limited and not maintained in a continuous and formal manner.   It should be mentioned, however, that both issue of alumni and program showcasing are not rooted in the institution's culture; nevertheless an initiative, within reasonable confines, should be taken.

Independent Opinion

4.00

 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
- Proportion of full time teaching and other staff actively engaged in community service activities

Priorities for Improvement:
- Increase and publicize the range of community services provided.
- Intensify contacts with high schools in the area.
- Establish a formal alumni structure and utilize it for maintaining good relations with this important category.