Standard 2 Program Administration

Program administration must provide effective leadership and reflect an appropriate balance between accountability to senior management and the governing board of the institution within which the program is offered, and flexibility to meet the specific requirements of the program concerned. Planning processes must involve stakeholders (eg. students, professional bodies, industry representatives, faculty) in establishing goals and objectives and reviewing and responding to results achieved. . If a program is offered 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.

Main Components in this Standard
2.1 Leadership
2.2 Planning Processes
2.3 Relationship Between Sections for Male and Female Students
2.4 Institutional 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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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)
2.1 Leadership Program administrators must provide effective and responsible leadership for the development and improvement of the program.		
2.1.1 The responsibilities of program administrators are clearly defined in position descriptions	Y	****
.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, (eg. Departments should have authority to change text and reference lists, modify planned teaching strategies, details of assessment tasks and updating of course content.)	Y	***
2.1.3 Program administrators anticipate issues and opportunities and exercise initiative in response.	Y	***
2.1.4 Program administrators ensure that when action is needed it is taken in an effective and timely manner.	Y	****
2.1.5 Program administrators have sufficient authority to ensure compliance with formally established or agreed institutional or program policies and procedures.	Y	****
2.1.6 Program administrators provide leadership, and encourage and reward initiative on the part of teaching and other staff.	Y	***
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	***
2.1.8 Regular feedback is given on performance of teaching and other staff by the head of the department	Y	****
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	***
2.1.10 Regulations governing delegations of authority are established for the institution and approved by the governing board. These regulations should 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	***
2.1.11Advice and support are made available to faculty and staff in a manner that contributes to their personal and professional development	Y	****
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 issues for decision and the consequences of alternatives.	Y	***
Overall Assessment		***

Comment: Program administrators do not have full control over the direction of the program. Although program changes can take place, not independently by the program   _

Priorities for improvement: Give more flexibility for program administrators to make changes as long as they are for the improvement of the program. Specifically, technical issues related to the program should be handled by the department administrators

<table>
<tr><td>Independent Opinion
Comment: Based on the organizational set-up, responsibilities of program managers are clearly defined in position descriptions with sufficient authority to ensure compliance with formally established policies and procedures.</td><td></td><td>****</td></tr>
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2.2 Planning Processes

Planning processes must be managed effectively to achieve the mission and goals of the program through cooperative action by the instruction 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.

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

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

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

Comment: The process is very slow

Priorities for improvement: Specialized and well trained employee should be responsible for this activity. Overall, when it comes to administrating these types of activities, more training is needed.

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

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

Comment:
There is a comprehensive strategic plan that was formulated by the CFAS covering the Food Science and Nutrition Program. Major stakeholders participated in the planning process including external stakeholders and it is officially approved by management.

2.3 Relationship Between Sections for Male and Female Students

In programs offered 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 overall.

2.3.1 When programs are offered in both male and female sections resources , facilities and staffing provisions are offered 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 | |

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

Comment: The female section is connected to the department in terms of graduate studies (Msc and PhD). Females are represented in committees and have their own program coordinator. Female students are benefitting from the expertise of the male section in terms of labs and graduates research committees. According to KSU Rector's decision in May 2008, female Vice Deans participate in College Council and female faculty members participate in Department, College and University Councils with their male counterparts, sharing in decision making and voting

Priorities for improvement: Conduct a periodic study dealing with issues relevant to the organizational structure, work environment, job satisfaction and confidence in future development in order to be able to measure the improvement in these areas. That can be accomplished by developing strategic plan, and reviewing civil servant laws, and frequent contact between leadership and staff

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

Comment: NA

2. 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.

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

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

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

Overall Assessment

Comment: This type of culture is not wide spread

****

Priorities for improvement: Workshops are needed to broaden this activity

Independent Opinion

****

Comment:
Major stakeholders of the program are governed by national and institutional bylaws and regulations aside from the internal policies established within the college. These laws and regulations protect the integrity of the institution as well as its human resources as they preserve and uphold them in their practice of profession.

2.5 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.

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

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

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

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

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

Overall Assessment

****

Comment: policies and regulations associated with the program are made accessible to faculty, staff and students, and follow up procedures were used to certify they are understood and complied with. Regulations are amended as needed.

Priorities for improvement: The need for periodic studies dealing with issues relevant to organizational climate, job satisfaction and confidence in future development.

Independent Opinion

****

Comment:
    Policies and regulations are well established in the CFAS as well as at the program level. There are made accessible to all faculty, staff and students and appear to be effectively implemented.

Overall Assessment of Program Administration

2.1 Leadership

*****
***

2.2 Planning Processes

****

2.3 Relationships Between Sections for Male and Female Students

*****

2.4 Integrity

****

2.5 Internal Policies and Regulations

*****

Combined Assessment

****

Comment: Adaptation and application of the ISO 9001: 2008 in all college departments including the food science and nutrition department, since September, 2010. The administrative structure of the college is defined with clear responsibilities, authorities, job descriptions, and reporting lines. The integrity of the department, college and university is protected by abiding by all laws, regulations, and policies of the Ministry of Higher Education. The integrity is further ensured by follow-up systems and internal financial auditing.

Independent Opinion

****

Comment:

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

Indicators Considered

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

Indicators Considered

Staff satisfaction survey result

Priorities for Improvement
1- The need for periodic studies dealing with issues relevant to organizational climate, job satisfaction and confidence in future development.
2- Proper recognition of distinguished staff members and employees is deficient.
3- Budget allocation for both the college and the department