King Saud University
Department of Food Sciences and Nutrition
Self Evaluation Scales Comment and Rating

Standard 1 : Mission, Goals and Objectives			
	Description	**Comment**	**Independent Opinion : Rating**
1.1	Appropriateness of the Mission	The mission statement of the program is consistent with the mission of the CFAS and the University. It is explained in an accompanying statement that provides information within which it operates.	5
1.2	Usefulness of the Mission Statement	The mission statement provides clear criteria for evaluation of progress regarding the achievement of program objectives.	5
1.3	Development and Review of the Mission	Document shows that major stakeholders were involved in the development of the program. The mission passed through rigorous review prior to its approval by the Council.	4
1.4	Use Made of the Mission Statement	The mission statement serves as basis for planning for continuous quality development of the program.	4
1.5	Relationship Between Mission, Goals and Objectives	Program objectives are appropriately aligned with the mission of the program. Supporting statements provide clear indicators to which objectives will be achieved.	4
	Overall 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.	4.40

Standard 2 : Program Administration			
	Description	**Comment**	**Independent Opinion : Rating**
2.1	Leadership	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.	4
2.2	Planning Process	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.	5
2.3	Relationship Between Sections for Male and Female Sections	Data indicate that human and physical resources are distributed in a comparable manner between the male and female sections of the program. Document also suggests that male and female sections are adequately represented in membership of relevant committees and performance indicators are uniformly applied in both male and female sections.	4
2.4	Integrity	Major stakeholders of the program are governed by national and institutional bylaws and regulations aside from the internal policies established within the college.	4

		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 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.	4
	Overall 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.	4.20

Standard 3 : Management of Program Quality Assurance			
	Description	**Comment**	**Independent Opinion : Rating**
3.1	Commitment to Quality Improvement in the Program	There is sufficient evidence to show that the CFAS and program managers are committed to quality assurance activities. Quality committees have been established and performance indicators have been identified to assess and evaluate quality performance of academic and administrative units.	4
3.2	Scope of Quality Assurance Processes	There is sufficient evidence that all faculty, staff and students are involved in the quality assurance initiatives of the program. Quality evaluations are integrated in their normal planning and program delivery.	3
3.3	Administration of Quality Assurance Processes	Based on interview with the Vice Dean of Quality and Development, quality arrangements meet particular requirements for the program. Evaluations are evidence based; quality indicators are used and evaluated to support quality assurance continuous improvement of the program.	4
3.4	Use of indicators and Benchmarks	There is sufficient evidence in the use of performance indicators to monitor and evaluate performance for continuous program development.	3
3.5	Independent Verification of Standards	Program requirements and policies adhere to the National Qualifications Framework of the NCAAA. There is also evidence that program courses are reviewed and verified by an independent reviewers external to KSU. In 2010, the Agriculture Institute of Canada recommended full accreditation equivalence to the FSN program. This is commendable.	4
	Overall 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-	3.60

		workshops may be required for program managers and faculty to obtain more knowledge about the quality assurance system of the NCAAA.	

Standard 4: learning and Teaching

	Description	Comment	Independent Opinion : Rating
4.1	Student Learning Outcomes	Based on record, intended student learning outcomes are consistent with the National Qualifications Framework (NQF) which covers the different domains of learning of the NCAAA. There is also evidence that program evaluation utilize various mechanisms to provide evidence to which these learning outcomes are achieved. These include surveys of graduating students, employment data, employer feedback and subsequent performance of graduates.	4
4.2	Program Development Processes	Program development processes seem to be well documented. Plans for delivery of program and courses are set out in program and course specifications that include knowledge and skills, strategies for teaching and assessment for the different learning domains. Review of the program and sample course specifications show that documents are well prepared and written.	4
4.3	Program Evaluation and Review Processes	Program and courses are reported annually which includes information about the effectiveness of planned strategies and extent to which intended learning outcomes are being achieved. However, feedback regarding annual reports appear to be minimal.	3
4.4	Student Assessment	Review of mechanisms on student assessment appears to be appropriate for learning outcomes sought. Various forms of assessment are reflected in the course specification for verifying standards of student learning for the different learning outcomes. Students at the beginning of the course are provided with sufficient information about the criteria for grading. Processes for academic appeals seem to be sufficiently documented.	3
4.5	Educational Assistance for Students	There is strong evidence that educational assistance for students is very much in place. Teaching staff provide sufficient times for consultation and advice to students. Based on interview with a group of students, teaching resources are sufficiently provided to them to ensure achievement of learning outcomes. In addition, student performance are regularly monitored and provision of assistance is available when needed.	4
4.6	Quality of Teaching	By and large, teaching appears to be of high quality. At the beginning of the course, all students are informed about course objectives, attendance and work requirements, textbook requirements and assessment process. Students also indicate that the conduct of courses is consistent with the outlines provided to them. In general, appropriate strategies appear to be well planned and developed.	4
4.7	Support for Improvement in Quality of Teaching	Support for improvement in quality of teaching appears to be well established and documented. The Deanship	4

		of Skill Development provides sufficient programs in teaching skills including effective use of new technology. There is evidence that opportunities are provided for professional and academic development of teaching staff.	
4.8	Qualifications and Experience of Teaching Staff	There is sufficient evidence that qualifications and experiences of teaching staff are of high caliber. Records indicate that all faculty members are graduates from American universities and are Ph.D. holders.	5
4.9	Field Experience Activities	Documents regarding field experience activities appear to be well documented. Learning outcomes and expected experiences are clearly specified in the field experience specification. Prior to the actual field experience, students are thoroughly briefed about their role and the relationship of field experience to the program as a whole. Teaching staff of the program regularly visit the field setting to provide oversight consultations with students and field supervisors. Follow-up meetings are also organized in which students can reflect on and generalize from their experience.	4
4.10	Partnership Arrangement with Other Institutions	Partnership arrangements with other similar local universities are established. Responsibilities of local institutions and the partner are clearly defined and documented in formal agreements under the laws of Saudi Arabia. Appropriate mechanisms are in place to insure that program and courses are consistent with the requirements of the NQF and the Ministry of Higher Education (MOHE).	4
	Overall 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.	3.90

Standard 5 : Student Administration and Support Services			
	Description	**Comment**	**Independent Opinion : Rating**
5.1	Student Admissions	Based on interview with the Vice Dean for Academic Affairs, student admission requirements are consistently and fairly applied for all students. Complete information is provided about the program and could be accessed electronically. A comprehensive orientation program is provided to commencing 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	There are clear rules governing confidentiality and access to student records. Automated procedures are in place for monitoring student progress throughout the program.	4
5.3	Student Management	Student policies and regulations are fairly established and consistently applied. Rules regarding student	4

		appeals and grievance procedures are well established. Appropriate policies and procedures are also in place to deal with academic misconduct.	
5.4	Student Advising and Counseling Services	There is sufficient evidence that advising and counseling services are well established and provided to student who need academic support and help. Effective mechanisms are effectively set-up to ensure student welfare and evaluate quality of service.	4
	Overall 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.	4.00

Standard 6 : Learning Resources			
	Description	**Comment**	**Independent Opinion : Rating**
6.1	Planning and Evaluation	There is evidence that teaching staff responsible for courses regularly provide advice on materials required to support teaching and learning. The University has a bookstore where students could buy required learning materials at reduced price.	4
6.2	Organization	Based on on-site visit, the University library has extensive collection of titles, journals, periodicals and databases to meet the requirements of the program. The library system is automated and access to on-line databases and research materials relevant to program are well established.	5
6.3	Support for Users	Orientation program is provided to all commencing students in the program. There is adequate support provided to assist students and teaching staff for effective use of library resources.	4
6.4	Resources and Facilities	Sufficient facilities and resources are provided by the resource center to meet program requirements. There is adequate number of computing equipment and software available to support electronic access to resources and reference material.	4
	Overall 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.	4.25

Standard 7 : Facilities and Equipment			
	Description	**Comment**	**Independent Opinion : Rating**
7.1	Policy and Planning	Planning process involves faculty and staff in the acquisition and maintenance of equipment. Generally,	4

		equipment acquisitions meet program requirements for learning, teaching and research.	
7.2	Quality and Adequacy of Facilities	Generally, facilities meet health and safety requirements. Standards of provision of teaching, laboratory and research facilities are sufficiently adequate and of quality standard. There is also evidence of periodic maintenance of facilities and equipment and feedback from principal users about adequacy and quality of facilities.	4
7.3	Management and Administration	There is evidence of quality management and administration of facilities and equipment to ensure maximum effective utilization of facilities provided.	4
7.4	Information Technology	Computing equipment and software are available and accessible for faculty, staff and students. Interview with staff in the IT department indicates that technical support and training are provided to users.	4
	Overall 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.	4.00

Standard 8 : Financial Planning and Management			
	Description	Comment	Independent Opinion : Rating
8.1	Financial Planning and Budgeting	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	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
	Overall 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.	4.00

Standard 9 : Employment Processes			
	Description	Comment	Independent Opinion : Rating
9.1	Recruitment	Recruitment processes are well established. All new faculty and staff are provided with effective orientation program to ensure familiarity with institution which includes academic and administrative policies and regulations of the college. The Deanship of Skills Development provides continuous training and development for staff to ensure that they keep abreast	4

		of the quality assurance initiatives of the institution.	
9.2	Personal and Career Development	As part of the continuous process of professional development of faculty and staff, employees are expected to attend seminars, workshops, and conferences to keep abreast of the latest knowledge and skills in their field.	4
	Overall 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.	4.00

Standard 10 : Research			
	Description	**Comment**	**Independent Opinion : Rating**
10.1	Teaching Staff and Student Involvement in Research	Individual and collaborative research outputs of teaching staff appear to be substantial. Evidence shows that income drawn from research obtained through external sources are also substantial. In terms of strategic priorities, research has achieved high level of accomplishment.	5
10.2	Research Facilities and Equipment	Research facilities and equipment of the department are sufficiently adequate to support research activities of faculty and students. Security systems are established to ensure safety for researchers and their activities.	4
	Overall 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.	4.5

Standard 11 : Relationship with the Community			
	Description	**Comment**	**Independent Opinion : Rating**
11.1	Policies on Community Relationships	The department has a strong service commitment to the community within which it operates. Faculty assessment includes contribution made to the community in line with promotion criteria.	4
11.2	Interactions with the Community	There is strong evidence to support that the faculty provides consultation, training, workshops and other related services for the community. Records also indicate aside from the university, there is funding support from individuals and organizations in the community for research and other developments associated with the program. Tracking of and support from alumni in need to be intensified.	4

	Overall 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.	4.00