

Standard 4: Learning and Teaching

INDEPENDENT OPINION (Comments from Prof. Melvyn C. Branch)

- 4.1 The institution has strong procedures in place to provide oversight of quality of teaching and learning.
- 4.2 Evidence from the initial guidance provided by TIEC and subsequent revisions by PMU, and data from surveys suggests that the student learning objectives meet or exceed the National Qualifications Framework. Consistency will be monitored in the educational programs for future students and new degree programs according to policies already in place.
- 4.3 Course Specifications, Program Specifications Course Portfolios, Field Experience Specifications and associated reports along with student advising protocol indicate that courses taught impart the learning outcomes. As new programs are planned and introduced, they must continue to be monitored for consistency with the learning objectives.
- 4.4 The involvement of PMU in the NCAAA accreditation process and the initiatives to seek other outside program accreditation such as SACS and ABET are indicators of the commitment to periodic program review. These efforts need to be well coordinated to avoid redundancy in compliance review documents and program review protocol.
- 4.5 PMU has an impressive array of assessment tools to provide annual data on achievement of learning outcomes.
- 4.6 PMU has in place many mechanisms for individualized curricular and extracurricular assistance to students in order to accelerate their academic progress. These activities appear to be very important in improving the performance of many students who enter the university in need of academic preparatory assistance.
- 4.7 Course Specifications include a variety of teaching and learning methodologies intended to develop the many learning outcomes. Monitoring the effectiveness of these strategies in future student cohorts will identify weaknesses and suggest needed changes.
- 4.8 The PMU Learning Resource Center was established to assist with faculty professional development and with added preparatory learning for students.
- 4.9 The evidence from review of faculty qualifications is that faculty generally has qualifications for their teaching assignments. PMU has a new faculty orientation program. Additional attention is needed to insure that new faculty continues to receive orientation and support.

4.10 Field experiences are made available to students in a variety of forms. PMU Colleges have meaningful collaboration with surrounding companies to provide internships and to create employment opportunities for students. Faculty collaborate with research departments off campus and training is provided on campus to local employees.

4.11 Although PMU is a relatively new university, there are already strong programs in place to provide outreach and service to the surrounding community and memoranda of understanding with international universities and institutions.

Combined Assessment Overall Opinion:

Numerous mechanisms are in place to monitor the attainment of learning outcomes and collaboration with the KSA and international community are in place.



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**National Commission for Academic Accreditation
& Assessment**

Self Evaluation Scales for Higher Education Programs

**COLLEGE OF COMPUTER
ENGINEERING AND SCIENCE**

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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 an institution or 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 provides self evaluation scales dealing with standards for higher education programs. The standards apply to all programs in public and private universities and colleges, 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.

The standards and self evaluation scales for programs have been presented in generic terms that are applicable to all programs. Separate documents that draw attention to specific requirements for certain fields of study are in preparation and details of these can be obtained from the NCAAA.

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 institutions that are well advanced with the introduction of quality assurance systems will be considered first, and others will be evaluated and accredited as their internal quality assurance systems are put in place.

The Commission has developed a set of standards for quality assurance and accreditation of higher education institutions 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
8. Financial Planning and Management
9. Employment Processes
10. Research
11. Relationships With the Community

These standards are based on what is generally accepted as good practice in higher education throughout the world and adapted to 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, an institution should investigate whether these good practices are carried out and how well this is done. The self evaluation scales have been prepared to assist in this process. In this document the groups carrying out the evaluations within the institution are asked whether the particular practices are followed, and to rate the quality of these practices in the institution on a five point rating scale. Their judgments of quality MUST be based on appropriate evidence including at least some comparisons with 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 an institution cannot be considered for accreditation.

To be granted accreditation it is necessary for an institution to provide evidence of good quality performance in relation to all the eleven general standards and with all of the subsections of those standards. There is one exception. A college offering only undergraduate programs is not expected to have any significant involvement in research though teaching staff must have continuing involvement in scholarly activities in their field of study.

It is not expected that an institution or 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 items are not equal in importance. Their importance will vary according to the mission and objectives of the institution 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 priorities identified by the Commission.

A description of the eleven general standards is provided in this document together with some general explanatory notes and comments on possible performance indicators and kinds of evidence that could be considered in determining quality of performance.

Further guidance on the use of the standards for continuing monitoring of performance and preparations for accreditation is given in the *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.

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 extra curricular 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 staff. Evaluation of these functions in an institutional evaluation would be broad 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. In a program evaluation they would be considered from the perspective of the particular program concerned. For example a library might be very good in many ways, but not have the materials to support a particular program. In that case the provision of learning resources might receive a reasonably high rating in

an institutional evaluation but a low rating in an evaluation from the perspective of the program concerned in the program evaluation.

- 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 with the possibility of identifying significant variations between different programs. In an institutional evaluation part of the consideration for teaching and learning should be the effectiveness of processes for ensuring all programs are of good quality, monitoring performance, and supporting improvements in all programs throughout the institution. An evaluation of learning and teaching for an institutional evaluation 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 standards have been described dealing with the things that should be considered in relation to evaluation of a program. They include the matters described in the second and third of these categories.

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 (eg students, graduates or members of departments who use services provided by central administrative units or centers) and also some who are familiar with that kind of work, but are not directly involved in that service provision. As a further safeguard it is recommended that the final judgments be reviewed and an independent opinion given 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 overall institutional quality on a continuing basis.

Data on these indicators should be collected in standard form and retained 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.

It is the responsibility of every program to monitor and plan for improvement in relation to its own mission and objectives. However the Commission has also identified certain key performance indicators on which information should be collected in all institutions. This requirement has several important objectives. It provides a common set of statistical data that can be used by institutions and by those responsible for programs for comparisons of performance and benchmarking within their own institution and elsewhere within the country. (The Commission will publish information for groups of similar institutions, but individual institutional 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 that makes it possible for the Commission to maintain accreditation of institutions in the interval between major external reviews.

These indicators established by the Commission should be used by institutions and program managers 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 Improvement (Standard 3) and also to the sub-standards for Student Learning Outcomes (Standard 4.1) and Student Assessment (Standard 4. 4).

Application of the Standards to Different Types of Institutions.

The standards are designed for all higher education institutions, that is institutions offering programs described as higher education and leading to higher education qualifications in the National Qualifications Framework.

While the general standards for higher education institutions are the same for all there are some important differences in the circumstances of some types of institutions that affect how the standards should be applied.

- There are some differences in the regulations affecting public and private institutions, including some relating to borrowing, fee payments by students and financial management. Consequently some of the standards specified for these matters are not relevant to some institutions.
- There are expectations for universities relating to involvement in research and post graduate study. These should be reflected in the evaluations in standard 10 dealing with research. Although scholarly activities on the part of faculty should be encouraged in all institutions these requirements for research do not have to be met in private colleges that are not part of universities.
- Some institutions are involved in partnership arrangements with other institutions, either within or outside the Kingdom, under which certain elements of program planning and evaluation are shared. If such arrangements exist processes must be followed that ensure that quality is maintained and the requirements of the Saudi Arabian system are met.
- Some institutions offer programs by distance education. This different form of delivery changes the form of interaction between students and institutions and leads to additional requirements for program delivery and support. The special requirements for distance education programs are set out in a different document.

In the self evaluation scales attention is drawn to some of these differences. If a particular practice is not applicable to the institution concerned the item should simply be marked as not applicable (NA).

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 programs 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 campuses is 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 on each campus and any differences noted and considered in planning what should be done in response. Program reports should show both the evaluations for each campus 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.

A program offered either on-campus or through distance education should also be evaluated in the same way, that is, information collected for each mode of delivery and reported in a way that shows any differences found. However there are a number of additional matters that relate to distance education and these must also be considered using the standards for distance education.

A program may have an early exit point, for example it may be possible for students to complete two years of study and receive an associate degree or to continue for several more years and complete a bachelor degree. If this is done it is essential that the associate degree 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 bachelors 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 are common to both. Similarly, if a student had completed the bachelors degree program and wished to take a post graduate program leading to a masters 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 institutions 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.

An equivalent set of standards has been developed for institutions offering post secondary programs in technical education and training. These standards differ from those for higher education institutions because of important differences in the nature of programs and the processes for program development and delivery. The standards for these institutions are set out in another document, *Standards for Accreditation of Technical Education and Training Institutions*.

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.

In this document information about the standards is presented at two levels. The first is a general statement of the standard as it applies to a broad area of activity and the second is a description of why it is important and the kinds of processes that are expected if the standard is achieved.

This explanatory information is followed for each standard by a number of more specific statements of “good practices” that are typically carried out in a high quality institution with scales to indicate whether and how well the practice is followed.. The scales” are presented in groups that deal with major components or sub-sections of the general standards.

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

Some of these statements are relevant to certain institutions 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 descriptions:

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.

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 and aggregated to give an overview of the quality of programs for a college or for 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 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 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.

Standard 1: Mission, Goals and Objectives

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

Main components in this standard:

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

Comment and General Description of Good Practice

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

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

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

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

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

Evidence and Performance Indicators

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

Standard 1: Mission, Goals and Objectives

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

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

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

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

1.1.1 The mission for the program is consistent with the mission of the institution.

Y	*****
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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	*****
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1.1.3 The mission is consistent with Islamic beliefs and values.

Y	***
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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	***
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Overall Assessment

Comment **ISLAMIC BELIEFS NOT REFERENCED.**

Priorities for improvement _____

Independent Opinion

Comment _____

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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.

1.2.1 The mission statement is sufficiently specific to provide an effective guide to decision-making and choices among alternative planning strategies.

Y	*****
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1.2.2 The mission is achievable through effective strategies within the level of resources expected to be available.

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

1.2.3 The mission statement provides clear criteria for evaluation of progress towards the goals and objectives of the program.

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

Overall Assessment

Comment **THE PROBLEM SHOULD BE CLEARLY ASSESSED WHICH IS NOT DONE YET. TO BRIEF TO JUDGE ACHIEVABILITY.**

Priorities for improvement _____

Independent Opinion

Comment _____

1.3 Development and Review of the Mission

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

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

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

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

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

Overall Assessment

Comment **THERE ARE CONSULTATIONS WITH UNIVERSITIES IN THE SAME REGION SUCH AS KFUPM. MORE CONSULTATIONS WITH EXTERNAL STAKEHOLDERS BENEFICIAL.**

Priorities for improvement _____

Independent Opinion

Comment _____

1.4 Use Made of the Mission Statement

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

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)

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

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

Overall Assessment

Comment **WE HAVE BEEN HERE LONG ENOUGH TO COMMENT 1.4.1**

Priorities for improvement _____

Independent Opinion

Comment _____

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.

1.5.1 Goals for development of the program are consistent with and support the mission.
 1.5.2 Goals are stated with sufficient clarity to effectively guide planning and decision-making in ways that are consistent with the mission.
 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.
 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	****
Y	****
Y	****
Y	***

Overall Assessment

Comment **POINT 1.5.4 SOUNDS CLEAR SINCE THE MEASURABLE INDICATORS ARE NOT AVAILABLE TO FACULTY.**

Priorities for improvement _____

Independent Opinion

Comment _____

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Overall Assessment of Mission Goals and Objectives

1.1 Appropriateness of the Mission	5
1.2 Usefulness of the Mission Statement	4.2
1.3 Processes of Development and Review of the Mission	3.5
1.4 Use Made of Mission Statement	3.3
1.5. Relationship Between Mission, Goals and Objectives	4.0
Combined Assessment	4

Comment _____

Independent Opinion

Comment _____

Indicators Considered _____

Priorities for Improvement _____

Standard 2: Program Administrations

Program administration must provide effective leadership and reflect an appropriate balance between accountability to senior management and the governing board of the institution within which the program is offered, and flexibility to meet the specific requirements of the program concerned. Planning processes must involve stakeholders (eg. students, professional bodies, industry representatives, 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.

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, 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.

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.)	N	**
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	***
2.1.11 Advice 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 **MOST OF THE POINTS ARE NOT ACCESSIBLE THROUGH DOCUMENTATION TO THE FACULTY.**

 Priorities for improvement _____

_____ Independent Opinion _____
 Comment _____

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.

- 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.
- 2.2.2 Plans take full and realistic account of aspects of the external environment affecting demand for graduates and skills required by them.
- 2.2.3 Planning processes provide for appropriate levels of involvement by teaching and other staff, students and other stakeholders.
- 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*.)
- 2.2.5 Plans are effectively communicated to all concerned with impacts and requirements for different constituencies made clear.
- 2.2.6 Implementation of plans is monitored with checks made against short term and medium term targets and outcomes evaluated.
- 2.2.7 Planning provides for reports on key performance indicators to be made on a regular basis to senior management within the institution.
- 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.
- 2.2.9 Risk management is included as an integral component of planning strategies with appropriate mechanisms developed for risk assessment and minimization.

Y	***
Y	****
Y	***
Y	***
Y	***
Y	**
Y	***
Y	**
N	*

Overall Assessment

Comment **MOST OF THE ISSUES ARE NOT COMMUNICATED TO THE FACULTY. SO THE JUDGMENT SHOULD NOT BE REQUESTED.**

_____ Priorities for improvement **SHOULD BE MORE INTERACTION WITH FACULTY.**

 _____ Independent Opinion _____
 Comment _____

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.	<input type="checkbox"/> Y	<input type="checkbox"/> *****
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.	<input type="checkbox"/> Y	<input type="checkbox"/> ****
2.3.3 Male and female sections are adequately represented in the membership of relevant committees and councils.	<input type="checkbox"/> Y	<input type="checkbox"/> ****
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.	<input type="checkbox"/> Y	<input type="checkbox"/> *****
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.	<input type="checkbox"/> Y	<input type="checkbox"/> ****

Overall Assessment

Comment _____ *****

Priorities for improvement _____

Independent Opinion

Comment _____

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.	<input type="checkbox"/> Y	<input type="checkbox"/> ***
2.4.2 Regulations dealing with declarations of pecuniary interest or conflict of interest for faculty and staff are consistently followed.	<input type="checkbox"/> Y	<input type="checkbox"/> ***
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	<input type="checkbox"/> Y	<input type="checkbox"/> ****

Overall Assessment

Comment _____ ***

Priorities for improvement _____

Independent Opinion

Comment _____

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 **FACULTY DO NOT KNOW ABOUT 2.5.5, 2.5.1.....** *******

Priorities for improvement _____

Comment _____ Independent Opinion _____

Overall Assessment of Program Administration

2.1 Leadership	3.5
2.2 Planning Processes	2.9
2.3 Relationships Between Sections for Male and Female Students	4.3
2.4 Integrity	3.6
2.5 Internal Policies and Regulations	3.4
Combined Assessment	3.5

Comment _____

Comment _____

Independent Opinion

Indicators Considered

Priorities for Improvement _____

Standard 3: Management of Program Quality Assurance

Teaching and other staff involved in the program must regularly evaluate their own performance and are 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 is attached to student learning outcomes with each course contributing to the achievement of overall program objectives.

Main Components in this Standard

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

Comment and General Description of Good Practice

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

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

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

Evidence and Performance Indicators

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

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

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

Standard 3: Management of Program Quality Assurance

Teaching and other staff involved in the program must regularly evaluate their own performance and are 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 is 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.		
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	****
3.1.2 Creativity and innovation combined with clear guidelines and accountability processes are actively encouraged.	Y	**
3.1.3 Mistakes and weaknesses are acknowledged, and dealt with constructively, with help given for improvement.	Y	***
3.1.4 Improvements in quality are appropriately acknowledged and outstanding achievements recognized.	Y	***
3.1.5 Evaluation and planning for quality improvement are integrated into normal administrative processes.	Y	****
Overall Assessment		***
Comment _____		

Priorities for improvement _____		

Independent Opinion		
Comment _____		

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.

3.2.1 Quality evaluations deal with all aspects of program planning and delivery including student learning outcomes and facilities and services to support that learning whether they are managed by administrators of the program or by others based elsewhere in the institution.	Y	****
3.2.2 Quality evaluations and reports provide an overview of performance for the program as a whole, including both sections if the program is offered in male and female sections, and all courses	Y	****
	Y	****
3.2.3 Evaluations consider inputs, processes, outcomes and processes, with particular attention to learning outcomes for students.		
3.2.4 Evaluations include both routine activities and strategic priorities for improvement.	Y	***

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

Y

3.2.6 If the program is offered 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 to what is found.

Y

**

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

3.3 Administration of Quality Assurance Processes

Quality assurance arrangements for the program must meet any particular requirements for this program as well as the quality assurance arrangements for the institution as a whole.

3.3.1 Quality assurance processes are fully integrated into normal planning and program delivery arrangements.

Y

3.3.2 Evaluations are (i) based on evidence, (ii) linked to appropriate standards, (iii) include predetermined performance indicators, and (iv) take account of independent verification of interpretations.

Y

3.3.3 Quality assurance processes make use of standard forms and survey instruments for use across the institution with any special additional elements added to meet the particular requirements of the program.

Y

3.3.4 Statistical data on indicators, including grade distributions, progression and completion rates are retained in an accessible central data base and regularly reviewed and reported in annual and periodic program reports.

Y

3.3.5 Responsibility is given to a member of the teaching staff to provide leadership and support for the management of quality assurance processes. The responsible person should involve other staff in planning and carrying out the quality assurance processes.

Y

3.3.6 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

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

Y

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

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.

3.4.1 Information is provided regularly on key performance indicators that are selected for all programs in the institution.	Y	**
3.4.2 Additional performance indicators relevant to the particular program are also identified, used for program evaluations and regularly reported on.	Y	**
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	****
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	***
3.4.5 The format for indicators and benchmarks is consistent with that adopted for the institution as a whole.	Y	***

Overall Assessment

Comment _____ ***

Priorities for improvement _____

Independent Opinion

Comment _____

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.

3.5.1 Self-evaluations of quality of performance are checked against several related sources evidence including feedback through user surveys and opinions of stakeholders such as students and faculty, graduates and employers.	Y	****
3.5.2 Interpretations of evidence of quality of performance are verified through independent advice from persons familiar with the type of activity concerned and impartial mechanisms are used to reconcile differing opinions.	Y	****
3.5.3 Institutional policies and procedures are adhered to for the verification of standards of achievement by students in relation to other institutions and the requirements of the National Qualifications Framework.	Y	***

Overall Assessment

Comment _____ ****

Priorities for improvement _____

Independent Opinion

Comment _____

Overall Assessment of Management of Program Quality Assurance

3.1 Commitment to Quality Improvement in the Program	3.58
3.2 Scope of Quality Assurance Processes	3.3
3.3 Administration of Quality Assurance Processes	3.96
3.4 Use of Performance Indicators and Benchmarks	2.9
3.5 Independent Verification of Standards	3.43
Combined Assessment	3.43

Comment _____

Independent Opinion

Comment _____

Indicators Considered _____

Priorities for Improvement _____

Standard 4: Learning and Teaching

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

Main components of this Standard:

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

Comment and General Description of Good Practice

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

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

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

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

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

and accreditation processes. These reviews should consider changes in the environment affecting the program, identify strengths and weaknesses and trend data that indicates whether standards and quality of processes and support systems are improving or declining, and develop plans for improvement.

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

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

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

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

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

Evidence and Performance Indicators

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

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

Standard 4: Learning and Teaching

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
4.1 Student Learning Outcomes		
Intended student learning outcomes must be consistent with the National Qualifications Framework, and with generally accepted standards for the field of study concerned including requirements for any professions for which students are being prepared.		
4.1.1 Intended learning outcomes are specified after consideration of relevant academic and professional advice.	<input type="text" value="Y"/>	<input type="text" value="***"/>
4.1.2 Intended learning outcomes are consistent with the Qualifications Framework. (covering all of the domains of learning at the standards required)	<input type="text" value="Y"/>	<input type="text" value="***"/>
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.)	<input type="text" value="Y"/>	<input type="text" value="**"/>
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.)	<input type="text" value="Y"/>	<input type="text" value="***"/>
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)	<input type="text" value="Y"/>	<input type="text" value="***"/>
Overall Assessment		<input type="text" value="***"/>
Comment _____		

Priorities for improvement _____		

Independent opinion		
Comment _____		

4.2 Program Development Processes

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

4.2.1 Plans for the delivery of programs and for their evaluation are set out in detailed program specifications that include knowledge and skills to be acquired, and strategies for teaching and assessment for the progressive development of learning in all the domains of learning.	Y	***
4.2.2 Plans for courses are set out in course specifications that include knowledge and skills to be acquired and strategies for teaching and assessment for the domains of learning to be addressed in each course.	Y	***
4.2.3 The content and strategies set out in course specifications are coordinated with other courses and followed in practice to ensure effective progressive development of learning for the total program in all the domains of learning.	Y	***
4.2.4 Planning should include any action necessary to ensure that teaching staff are familiar with and are able to use the strategies included in the program and course specifications.	Y	**
4.2.5 The academic and/or professional fields for which students are being prepared are monitored on a continuing basis with necessary adjustments made in programs and in text and reference materials to ensure continuing relevance and quality.	Y	**
4.2.6 In professional programs continuing advisory panels that include leading practitioners from the relevant profession monitor and advise on content and quality of programs.	Y	***
4.2.7 New program proposals are assessed and approved or rejected by the institution's senior academic committee using criteria that ensure thorough and appropriate consultation in planning and capacity for effective implementation.	Y	***

Overall Assessment

Comment _____

Priorities for improvement _____

Independent opinion

Comment _____

4.3 Program Evaluation and Review Processes

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

4.3.1 Courses and programs are evaluated and reported on annually with information about the effectiveness of planned strategies and the extent to which intended learning outcomes are being achieved.	Y	***
4.3.2 When changes are made as a result of evaluations details of those changes and the reasons for them should be retained in course and program portfolios.	Y	***
4.3.3 Quality indicators that include learning outcome measures are identified and used for all courses and the program as a whole.	Y	***
4.3.4 Records of student completion rates in all courses and the program as a whole are kept and used as quality indicators.	Y	***
4.3.5 Annual reports including quality assurance data are provided and reviewed by senior administrators and quality committees.	Y	***
4.3.6 Course completion, program progression and completion rates, and student course and program evaluations, are retained in central records in a form that can be readily accessed by the department and college, and analysed centrally with summaries and comparative data distributed automatically to departments, colleges, senior administrators and relevant committees at least once each year.	Y	***

4.3.7 If problems are found through program evaluations appropriate action is taken to make improvements	Y	***
4.3.8 In addition to annual evaluations a comprehensive reassessment of the program should be conducted at least once every five years. Procedures for conducting these reassessments should be consistent with policies and procedures established for the institution.	Y	***
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	***
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	***
4.3.11 If the program is offered in sections for male and female students evaluations should provide data for each section as well as for the program as a whole, and any deficiencies in one or the other section dealt with appropriately in recommendations for action.	Y	***

Overall Assessment

Comment _____

Priorities for improvement _____

Independent opinion

Comment _____

4.4 Student Assessment

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

4.4.1 Student assessment mechanisms are appropriate for the forms of learning sought.	Y	***
4.4.2 Assessment processes are clearly communicated to students at the beginning of courses.	Y	***
4.4.3 Appropriate valid and reliable mechanisms are used for verifying standards of student achievement in relation to relevant internal and external benchmarks. The standard of work required for different grades should be consistent over time, comparable in courses offered within a program and college and the institution as a whole, and in comparison with other highly regarded institutions. (Arrangements may include measures such as check marking of random samples of student work by faculty at other institutions, and independent comparisons of standards achieved with other comparable institutions within Saudi Arabia, and internationally.)	Y	***
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	***
4.4.5 Arrangements should be made within the institution for training of teaching staff in the theory and practice of student assessment.	Y	***
4.4.6 Appropriate procedures have been established and are followed to deal with situations where standards of student achievement are inadequate or inconsistently assessed.	Y	***
4.4.7 Effective procedures are followed that ensure that work submitted by students is actually done by the students concerned.	Y	***
4.4.8 Feedback on performance and results of assessments are given promptly to students and accompanied by mechanisms for assistance if required.	Y	***
4.4.9 Assessments of student work should be conducted fairly and objectively.	Y	***
4.4.10 Criteria and processes for academic appeals should be made known to students and administered equitably (see also item 5.3)	Y	***

Overall Assessment

Comment _____

Priorities for improvement _____

Independent opinion
Comment _____

4.5 Educational Assistance for Students

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

4.5.1 Teaching staff are available at sufficient scheduled times for consultation and advice to students. (This must be confirmed, not assumed because times have been scheduled)	Y	***
4.5.2 Teaching resources (including staffing, learning resources and equipment, and clinical or other field placements) are sufficient to ensure achievement of the intended learning outcomes	Y	***
4.5.3 If arrangements for student academic counselling and advice include electronic 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	***
4.5.4 Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	Y	***
4.5.5 Appropriate preparatory and orientation mechanisms are provided to prepare students for study in a higher education environment. Particular attention is given to preparation for the language of instruction, self-directed learning, and bridging programs if necessary for students transferring to the institution with credit for previous studies. Preparatory studies must not be counted within the credit hour requirements for programs.	Y	***
4.5.6 If the language of instruction in the program is English, action is taken to ensure that language skills are adequate for instruction in that language when students begin their studies. (This may be done through language training prior to admission to the program. Language skills expected on entry should be benchmarked against other highly regarded institutions with the objective of skills at least comparable to minimum requirements for admission of international students in universities in English speaking countries. The benchmarking process should involve testing of at least a representative sample of students on major recognized English language tests)	Y	***
4.5.7 If preparatory programs are outsourced to other providers the institution accepts responsibility for ensuring the necessary standards are met and entry requirements to the program are maintained.	Y	***
4.5.8 Systems are in place within the program for monitoring and coordinating student workload.	Y	***
4.5.9 The progress of individual students is monitored and assistance and/or counselling provided to those facing difficulties.	Y	***
4.5.10 Year to year progression rates and program completion rates are monitored, and action taken to help any categories or types of students needing help.	Y	***
4.5.11 Feedback on performance by students and results of assessments is given promptly to students and accompanied by mechanisms for providing assistance if needed.	Y	**
4.5.12 Adequate facilities are provided for private study with access to computer terminals and other necessary equipment.	Y	***
4.5.13 Teaching staff are familiar with the support services available in the institution for students, and refer them to appropriate sources of assistance when required.	Y	***
4.5.14 The adequacy of arrangements for assistance to students are periodically assessed through processes that include, but are not restricted to, feedback from students.	Y	***

Overall Assessment

Comment _____

Priorities for improvement _____

Independent opinion

Comment _____

4.6 Quality of Teaching

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

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

Y

**

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

Y

**

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

Y

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

Y

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

Y

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

Y

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

Y

**

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

Y

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

Y

**

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

Y

**

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

Y

**

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

Y

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

4.7 Support for Improvements in Quality of Teaching

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

4.7.1 Training programs in teaching skills are provided within the institution for both new and continuing teaching staff including those with part time teaching responsibilities.	N	*
4.7.2 Training programs in teaching include effective use of new and emerging technology.	N	*
4.7.3 The extent to which teaching staff are involved in professional development to improve quality of teaching is monitored.	N	*
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.	N	*
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.	N	*
4.7.6 Formal recognition is given to outstanding teaching, with encouragement given for innovation and creativity.	Y	**
4.7.7 Strategies for improving quality of teaching include improving the quality of learning materials and the teaching strategies incorporated in them.	N	*
.	Y	***

Overall Assessment

Comment _____

Priorities for improvement _____

Independent opinion

Comment _____

4.8 Qualifications and Experience of Teaching Staff

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

4.8.1 Teaching staff have appropriate qualifications and experience for the courses they teach. (For undergraduate and masters degree programs this would normally require academic qualifications in their specific teaching area at least one level above that of the program in which they teach.)	Y	***
4.8.2 If part time teaching staff are appointed (for example in a professional program where current industry experience may be sought) there is an appropriate mix of full time and part time teaching staff. (As a general guideline at least 75 % of faculty should be employed on a full time basis.)	Y	***
4.8.3 All teaching staff are involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments.	N	**
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.	N	*
4.8.5 In professional programs teaching teams include some experienced and highly skilled professionals in the field.	N	**

Overall Assessment

Comment _____

Priorities for improvement _____

Independent opinion

Comment _____

4.9 Field Experience Activities

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

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------|
| 4.9.1 In programs that include field experience activities the student learning to be developed through that experience is clearly specified and appropriate steps taken to ensure that those learning outcomes and expected experiences to develop that learning are understood by students and supervising staff in the field setting. | <div style="border: 1px solid black; padding: 2px 10px;">Y</div> | <div style="border: 1px solid black; padding: 2px 10px;">***</div> |
| 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. | <div style="border: 1px solid black; padding: 2px 10px;">Y</div> | <div style="border: 1px solid black; padding: 2px 10px;">***</div> |
| 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) | <div style="border: 1px solid black; padding: 2px 10px;">Y</div> | <div style="border: 1px solid black; padding: 2px 10px;">***</div> |
| 4.9.4 Students are thoroughly prepared through briefings and descriptive material for participation in the field experience. | <div style="border: 1px solid black; padding: 2px 10px;">Y</div> | <div style="border: 1px solid black; padding: 2px 10px;">***</div> |
| 4.9.5 Follow up meetings or classes are organized in which students can reflect on and generalize from their experience. | | |
| 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. | <div style="border: 1px solid black; padding: 2px 10px;">Y</div> | <div style="border: 1px solid black; padding: 2px 10px;">***</div> |
| 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. | <div style="border: 1px solid black; padding: 2px 10px;">Y</div> | <div style="border: 1px solid black; padding: 2px 10px;">***</div> |
| 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. | <div style="border: 1px solid black; padding: 2px 10px;">Y</div> | <div style="border: 1px solid black; padding: 2px 10px;">***</div> |
| 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. | <div style="border: 1px solid black; padding: 2px 10px;">Y</div> | <div style="border: 1px solid black; padding: 2px 10px;">***</div> |

Overall Assessment ***

Comment _____

Priorities for improvement _____

Independent opinion

Comment _____

4.10 Partnership Arrangements With Other Institutions

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

be fully complied with.

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

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

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

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

4.10.2 The effectiveness of the arrangements is regularly evaluated..

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

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

4.10.5 If arrangements involve assessment of student work by the partner in addition to assessments within the institution, final assessments are completed promptly and results made available to students within the time specified for reporting of student results under Saudi Arabian regulations..

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

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.

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.

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

Overall Assessment

Comment _____

Priorities for improvement _____

Independent opinion

Comment _____

Overall Assessment of Learning and Teaching

4.1 Student Learning Outcomes	2.8
4.2 Program Development Processes	2.93
4.3 Program Evaluation and Review Processes	3
4.4 Student Assessment	
4.5 Educational Assistance for Students	2.9
4.6 Quality of Teaching	2.83
4.7 Support for Improvements in Teaching	2.33
4.8 Qualifications and Experience of Faculty	1.9
4.9 Field Experience Activities	2.53
4.10 Partnership Arrangements	2.67

Combined Assessment

Comment _____ **2.65**

Independent Opinion

Comment _____

Indicators Considered _____

Priorities for Improvement _____

Standard 5: Student Administration and Support Services

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

Main Components of this Standard

Student Admissions
Student Records
Student Management
Student Advising and Counseling Services

Comment and General Description of Good Practice

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

Evidence and Performance Indicators

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

Standard 5: Student Administration and Support Services

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
5.1 Student Admissions		
Student admission processes must be reliable, efficient and simple for students to use.		
5.1.1 Admission requirements are consistently and fairly applied for all students.	Y	***
5.1.2 If programs or courses include components offered by distance education, or use of e-learning in blended programs, information is provided before enrolment about any special skills or resources needed to study in these modes. (For distance education programs a separate set of standards that include requirements for that mode of program delivery are set out in a different document, <i>Standards for Quality Assurance and Accreditation of Higher Education Programs Offered by Distance Education</i>)	Y	***
5.1.3 Student advisors familiar with details of course requirements are available to provide assistance prior to and during the student registration process.	Y	***
5.1.4 Rules governing admission with credit for previous studies are clearly specified.	Y	***
5.1.5 Decisions on credit for previous studies are made known to students by qualified teaching or other authorized staff before classes commence.	Y	***
5.1.6 Complete information about the program, including the range of courses, program requirements, costs, services and other relevant information is publicly available to potential students and families prior to applications for admission.	Y	***
5.1.7 A comprehensive orientation program is available for commencing students to ensure thorough understanding of program requirements and reasons for them, the range of services and facilities available to them, and of their obligations and responsibilities.	Y	***
Overall Assessment		***
Comment _____		

Priorities for improvement _____		

Independent Opinion		
Comment _____		

5.2 Student Records

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

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

Y

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

Y

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

Y

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

Y

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

5.3 Student Management

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

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

Y

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

Y

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

Y

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

Y

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

Y

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

Y

**

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

5.4 Student Advising and Counseling Services

Adequate provision must be made for academic advising and counselling services to assist

students in planning their participation in the program and in seeking subsequent employment.

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

Y

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

Y

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

Y

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

Y

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

Overall Assessment of Student Administration and Support Services

5.1 Student Admissions

3

5.2 Student Records

3

5.3 Student Management

2.73

5.4 Student Advising and Counseling Services

3

Combined Assessment

2.93

Comment _____

Comment _____ Independent Opinion _____

Indicators Considered _____

Priorities for Improvement _____

Standard 6: Learning Resources

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

Main Components of this Standard as Applied to Educational Programs

Planning and Evaluation
Organization
Support for Users
Resources and Facilities

Comment and General Description of Good Practice

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

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

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

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

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

Evidence and Performance Indicators

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

Standard 6: Learning Resources

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

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

Good Practices Relating to This Standard

**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.

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

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

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

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

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

Overall Assessment

Comment _____

Priorities for Improvement _____

Independent Opinion

Comment _____

6.2 Organization

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

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

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

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

Overall Assessment

**

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

6.3 Support for Users

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

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

Y

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

Y

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

Y

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

Y

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

Y

Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

6.4 Resources and Facilities

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

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

Y

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

Y

**

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

Y

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

Y

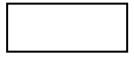
Overall Assessment

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____



Overall Assessment of Learning Resources

6.1 Planning and Evaluation	2.86
6.2 Organization	2.33
6.3 Support for Users	2.93
6.4 Resources and Facilities	2.5
Combined Assessment	2.65

Comment _____

Comment _____ **Independent Opinion** _____

Indicators Considered _____

Priorities for Improvement _____

Standard 7: Facilities and Equipment

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

Main components of this Standard:

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

Comment and General Description of Good Practice

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

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

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

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

Evidence and Performance Indicators

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

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

Standard 7: Facilities and Equipment

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
7.1 Policy and Planning		
Planning processes for the provision of facilities and the acquisition and maintenance of equipment must include consultation with program representatives to ensure clear specification of program requirements. Plans for provision must appropriately balance program requirements with institutional policies to ensure compatibility of systems and resources available.		
7.1.1 Equipment acquisitions meet program requirements and are also consistent with institutional policies to achieve compatibility of equipment and software systems across the institution.	Y	***
7.1.2 Teaching staff are consulted before major equipment acquisitions to ensure that current and anticipated emerging needs are met.	N	*
7.1.3 Equipment planning provides for acquisition, servicing and replacement according to a planned schedule.	Y	**
Overall Assessment		**
Comment _____		
Priorities for Improvement _____		
Independent Opinion		
Comment _____		

7.2 Quality and Adequacy of Facilities and Equipment

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

7.2.1 Facilities meet health and safety requirements and make adequate provision for the personal security of faculty, staff and students.	Y	***
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.	Y	***
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.	Y	***
7.2.4 Adequate facilities are available for confidential consultations between faculty and students)	Y	***
7.2.5 Provision is made for students, faculty and staff with physical disabilities or	N	**

other special needs.

Overall Assessment
Comment _____

Priorities for improvement _____

Independent Opinion
Comment _____

7.3 Management and Administration

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

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

Y

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

Y

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

Y

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

N

**

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

Y

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

Y

Overall Assessment
Comment _____

Priorities for improvement _____

Independent Opinion
Comment _____

7.4 Information Technology

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

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

Y

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

Y

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

Y

7.4.4 Opportunities are available for teaching staff input into plans for acquisition and

N

*

replacement of IT equipment for use in the program.

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.

N

**

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

Y

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

N

*

Overall Assessment

**

Comment _____

Priorities for improvement _____

Independent Opinion

Comment _____

Overall Assessment of Facilities and Equipment

7.1 Policy and Planning	2.11
7.2 Quality of and Adequacy of Facilities	2.67
7.3 Management and Administration	3
7.4 Information Technology	2.16
Combined Assessment	2.48

Comment _____

Independent Opinion

Comment _____

Indicators Considered _____

Priorities for Improvement _____

Standard 8: Financial Planning and Management

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

Main components of this Standard:

Financial Planning and Budgeting
Financial Management

Comment and General Description of Good Practice

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

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

Evidence

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

Standard 8: Financial Planning and Management

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
8.1 Financial Planning and Budgeting		
Funding must be adequate for program requirements and planning must involve full cost estimates and both short and medium term cost projections. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.		
8.1.1 Proposals for new programs, major program changes or other activities, equipment or facilities are accompanied by business plans, which include independently verified cost estimates and cost impacts on other services and activities.	NA	*
8.1.2 If new projects or activities are cross-subsidized from existing funding sources the cost sharing strategy is made clear and intermediate and long term costs and benefits are assessed.	NA	**
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.	NA	**
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	**
Overall Assessment		**
Comment _____		

Priorities for Improvement _____		

Independent Opinion		
Comment _____		

8.2 Financial Management

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

8.2.1 Sufficient delegation of spending authority is given to the program manager (or department chair) for effective program administration	NA	*
8.2.2 Delegations of spending authority are accompanied by appropriate accountability and reporting processes.	NA	**

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

NA
NA
NA
NA

*
**
**
**

Overall Assessment

**

Comment **NOT SURE OF QUESTIONS 8.2.1 AND 8.2.3 BECAUSE THE AUTHORITIES ARE KNOWN FROM THE FACULTY.**

Priorities for Improvement _____

Independent Opinion

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Comment _____

Overall Assessment of Financial Planning and Management

8.1 Financial Planning and Budgeting

4.8

8.2 Financial Management

4.5

Combined Assessment

4.7

Comment _____

Independent Opinion

Comment _____

Indicators Considered _____

Priorities for improvement _____

Standard 9: Employment Processes

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

Main components of this Standard:

Recruitment
Personal and Career Development

Comment and General Description of Good Practice

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

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

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

Evidence and Performance Indicators

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

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

Standard 9: Employment Processes

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

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

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

Overall Assessment

Comment **THE EXPECTATIONS AND JOB DESCRIPTION ARE NOT WELL GIVEN(SECTION 9.1.1)**

9.1.3 NOT BEFORE, 9.1.5 NOT ENOUGH INDUSTRIAL EXPERIENCE.

Priorities for Improvement **GIVE EXTRA WEIGHT TO INDUSTRIAL BACKGROUND IN STAFF EVALUATION.**

Independent Opinion

Comment _____

9.2 Personal and Career Development

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

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

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

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

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

9.2.5 Outstanding academic or administrative performance is recognized and rewarded.

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

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.

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

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

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

Overall Assessment

Comment _____

Priorities for Improvement _____

Independent Opinion

Comment _____

Overall Assessment of Employment Processes

9.1 Recruitment

2.1

9.2 Personal and Career Development

1.7

Combined Assessment

1.9

Comment _____

Independent Opinion

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Evaluators Comment _____

Indicators Considered _____

Priorities for Improvement _____

Standard 10: Research

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

Main components of this Standard as Applied to Educational Programs:

Teaching Staff and Student Involvement in Research
Facilities and Equipment

Comment and General Description of Good Practice in Research

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

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

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

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

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

Evidence and Performance Indicators

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

Performance indicators for research are commonly based on statistics on the volume of research publications per faculty member, the proportions of research-active teaching staff (a term that needs to be defined) and numbers of research citations—These figures should be compared with those at other comparable institutions and departments. In institutions with a commitment to research comparisons may

include the extent to which research and scholarly activities are translated into applications within the academic or professional field concerned.

Standard 10: Research

A research strategy that is consistent with the nature and mission of the institution should be developed. All staff teaching higher education programs are expected to be involved in scholarly activities that ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Faculty teaching in 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.

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
10.1 Teaching Staff and Student Involvement in Research		
Expectations for teaching staff involvement in research and scholarly activities must be made clear and provide for widespread participation. Encouragement and support must be provided to encourage research activity by junior teaching staff and postgraduate students.		
10.1.1 Expectations for teaching staff involvement in research and scholarly activities are clearly specified and considered in performance evaluation and promotion criteria. (For universities criteria require at least some research and/or appropriate scholarly activity of all full time teaching staff).	Y	***
10.1.2 Clear policies are established in the institution for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program. (This normally includes both self-generated and commissioned activity but requires creative original work, independently validated by peers, and published in media recognized internationally in the field of study)	Y	***
10.1.3 Support is provided for junior staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding.	Y	*
10.1.4 Postgraduate research students are given opportunities for participation in joint research projects.	Y	**
10.1.5 When research students are involved in joint research projects their contributions are appropriately acknowledged. When a significant contribution has been made reports and publications carry joint authorship.	Y	**
10.1.6 Assistance is available for teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.	Y	**
10.1.7 Research and scholarly activities of teaching staff that are relevant to courses they teach are reflected in their teaching together with other significant research developments in the field.	Y	**
10.1.8 Strategies are developed for identifying and capitalizing on the expertise of faculty and postgraduate students in providing research and development services to the community and generating financial returns to the institution.	Y	**
Overall Assessment		**
Comment <u>POINT 10.1.4 IS NOT APPLICABLE YET.</u>		

Priorities for Improvement _____

Comment _____

Independent Opinion

10.2 Research Facilities and Equipment

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

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

Y

**

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

Y

**

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

Y

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

Y

**

Overall Assessment

**

Comment _____

Priorities for Improvement _____

Independent Opinion

Comment _____

Overall Assessment of Research

10.1 Teaching Staff and Student Involvement in Research

3.4

10.2 Research Facilities and Equipment

3.4

Combined Assessment

3.4

Comment _____

Independent Opinion

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Comment _____

Indicators Considered _____

Priorities for Improvement _____

Standard 11: Relationships with the Community

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

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

Main Components of this Standard

Institutional Policies on Community Relationships
Interactions with the Community

Comment and General Description of Good Practice

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

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

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

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

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

Institutions should ensure that their activities and services are widely publicized and understood and valued by the community, and that their reputation is enhanced. The reputation of the institution is a vital factor in attracting and retaining high quality students and staff, seeking endowments, attracting research projects

and funding, and in ensuring community support. It is also important in establishing and maintaining the public credibility of the qualifications that students receive.

Evidence and Performance Indicators

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

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

Standard 11: Relationships with the Community

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
11.1 Policies on Community Relationships		
11.1 The service commitment of the program should be defined in a way that reflects the community or communities within which the institution operates, and the skills and abilities of staff teaching in the program.	<input type="text" value="Y"/>	<input type="text" value="***"/>
11.1.2 The contributions to the community made by staff teaching in the program are recorded and reported upon on an annual basis.	<input type="text" value="Y"/>	<input type="text" value="***"/>
11.1.3 Promotion criteria and faculty assessments include contributions made to the community.	<input type="text" value="Y"/>	<input type="text" value="***"/>
11.1.4 Departmental or program initiatives in working with the community should be coordinated with responsible units in the institution to avoid duplication and possible confusion.	<input type="text" value="Y"/>	<input type="text" value="**"/>
Overall Assessment		<input style="border: 2px solid black;" type="text" value="***"/>
Comment _____		

Priorities for Improvement _____		

Independent Opinion		<input type="text"/>
Comment _____		

11.2 Interactions With the Community

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

11.2.1 Staff are encouraged to participate in forums in which significant community issues are discussed.	<input type="text" value="Y"/>	<input type="text" value="***"/>
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.)	<input type="text" value="N"/>	<input type="text" value="**"/>
11.2.3 Local employers and members of professions are invited to join appropriate advisory committees.	<input type="text" value="N"/>	<input type="text" value="**"/>
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	<input type="text" value="Y"/>	<input type="text" value="***"/>

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.)

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.

N

**

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.

N

**

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.

N

**

Overall Assessment

**

Comment _____

Priorities for Improvement _____

Independent Opinion

Comment _____

Overall Assessment of Relationships with the Community

11.1 Institutional Policies on Community Relationships

2.75

11.2 Interactions With the Community

1.38

Combined Assessment

2.06

Comment _____

Independent Opinion

--

Comment _____

Indicators Considered _____

Priorities for Improvement _____

Prince Mohammad Bin Fahd University



**The National Commission for
Academic Accreditation & Assessment**

NCAAA Quality Assurance Accreditation Exercise 2011

**KPI Analysis for
College of Computer Engineering & Science**

Prepared by

*Dr J Alghazo
Dr L Alzubaidi
Dr A Elhassan*

June 2011

1. Soft copy of your college strategic plan

This is a summary of the college's strategic plan for the period from Sep 2009 .

<i>ID</i>	<i>Task Name</i>	<i>Start</i>	<i>Finish</i>	<i>Duration</i>	<i>Resource Names</i>
1	IEEE Chapter	5/31/2010	11/30/2010	132d	VZ
2	ACM Chapter	6/1/2010	12/1/2010	132d	MS
3	Equivalent Course Lists	6/1/2010	12/1/2010	132d	AEH + LZ
4	New Elective Courses	6/1/2010	12/1/2010	132d	MS + LZ
5	Double-Majors Program	9/1/2010	2/1/2011	110d	AEH + LZ
6	MSc in Image Processing	9/1/2010	2/1/2011	110d	VZ
7	MSc Computer Science	9/1/2010	2/1/2011	110d	VZ
8	MSc Networking	9/1/2010	2/1/2011	110d	LZ + MS
9	Research with Aramco	9/1/2010	2/1/2011	110d	VZ
10	BSc SE	12/1/2010	3/1/2011	65d	LZ + JA
11	CE Study Plan Review	12/1/2010	5/30/2011	129d	CC(4)
12	IT Study Plan Review	12/1/2010	5/30/2011	129d	CC(4)
13	Web-Based Course Spec (QA)	12/1/2010	5/30/2011	129d	Web Committee
14	Web-Based Course Report (QA)	12/1/2010	5/30/2011	129d	Web Committee
15	CISCO Academy	12/1/2010	5/30/2011	129d	Zafar
16	IT Academy	12/1/2010	5/30/2011	129d	Zafar

2. Level of alignment of college strategy with PMU strategic plan. Need to show a map of your strategy with PMU strategic plan. Use diagrams.

The alignment of the college mission statement with those of the institute is a critical factor in the laying down of the road map for the college in order to guide it to achieve its mission. This has made the first phases of the program a lot smoother and has jump-started the program. Add to this the fact that the goals, objectives, policy and performance benchmark are all allied in terms of final targets and what we have is a much higher chance of success for this standard. For further info please refer to As in section G_1 of the Periodic Self-Study document.

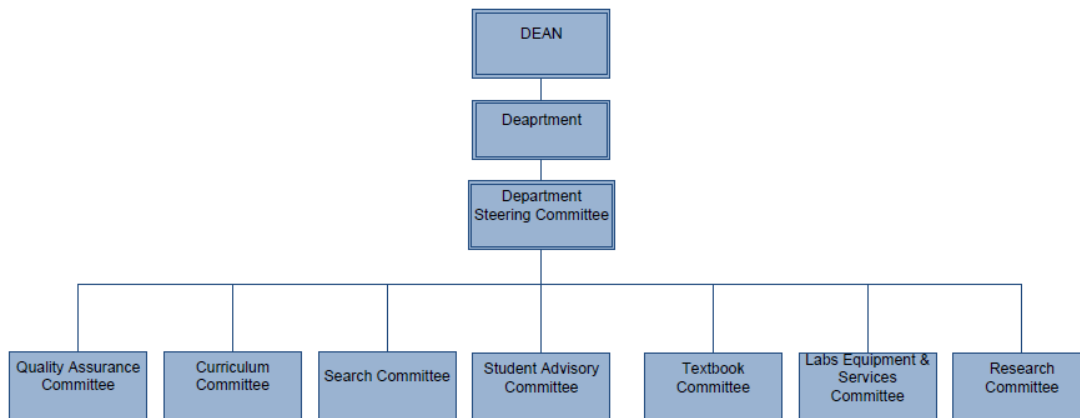
3. Report on your unit’s implementation of PMU guiding principles, core values, strategic goals and strategic initiatives

The College of Computer Engineering & Science has always been implementing and following the PMU guiding principles of encouraging students to be lifetime learners, continuously enhancing the quality of faculty, administrators and staff, and serving the external constituencies of the university. This is evident with the quality of students we have graduated with students being employed in reputable companies such as ARAMCO and SABIC among others. The 6 core values are also strictly followed and abided by the CCES. Where ever applicable the college takes into consideration implementing the strategic goals and strategic initiatives. The CCES college in particular has proven that quality is their main concern and quality includes the implementation of the PMU guiding principles, core values, strategic goals and strategic initiatives.

4. Report on level of engagement of faculty and staff in preparing plans for your unit

As in section of the Self Study documentation, we have all of our faculty participating in a minimum of 2 committees each, some are listed here:

The Dept Organization chart is as follows:



There are seven committees concerned with Quality Management Program all under the supervision of a Steering Committee, as in the schematic diagram explaining this structure shown above. Each committee is responsible for one or more of the eleven quality standards presented in the Report on the periodic Program self study.

For the Self Study program documentation, the CCES college team consisting of 6 members of faculty was formed.

Team membership as follows:

- Dr A Elhassan – Chair
- Dr Richard Min
- Dr Alessandro Agostini
- Ms Reem Naqla
- Mrs. Wesal Ali
- Ms Rana Abou Khamis

This team was then provided with the documentation from the institute and college, such as mission statement, objectives and typical performance indicators. The documentations was sourced from

- QA manuals,
- College literature – Questionnaires (Students/Graduates & Staff)
- Supporting documents & statistics from Student Affairs and Registry
- Institute literature/Activities (Workshops/Seminars)
- TIEC Documentation
- IEEE/ACM online documentation

Information in this report was formulated based on annual program report, course reports, questionnaires (students, graduates and employees), workshops and other official documents and books concerning Prince Mohammad Bin Fahd University, College of Computer Engineering and Science.

In addition to the Quality Assurance Team (above), other committees and groups within IT are as follows:

Steering Committee:

Members:

Dr. Loay Alzubaidi (A/Chair- male side)
Dr. A Elhassan (QA Coordinator)

Tasks:

- To supervise the implementation of the various actions plans decreed through different programs and sub-committees.
- Prepare the mission, vision and the objectives of the Program.
- Oversee the work that relates to Academic Accreditation in the college according to the standards of the National Commission (NCAAA).
- Prepare the visual display of the Department and the Directory of the college.

Curriculum Committee

Members:

Dr. Loay Alzubaidi
Dr. Vesna Zeljkovic
Dr. Ammar El Hassan
Dr. Naya Nagy

Tasks:

- Supervision, follow-up, preparation and collection (program specification, program report, course specification and course report).
- Submit a periodic report on the degree of completion of requirements for academic accreditation.
- develop the current curriculum of the college using the ACM/IEEE standard
- Supervise the preparation of examination forms and answer models of the program courses.

Student Advisory Committee

Members:

Dr. Loay Alzubaidi
Dr. Muhammad Shahabuddin
Dr. Alessandro Agostini
Dr Khalida Ghanem

Tasks:

- To spread awareness of the importance of the Academic Accreditation of the college programs via guidance meetings.
- To maximize the concept of Academic Guidance and the role of the academic guide in directing the student towards his future educational planning.
- To prepare, distribute and collect the necessary questionnaires for the Academic Accreditation pertaining to the Academic Guidance. The Committee is to analyse the results upon which it offers advice to the Program.
- To deepen trust between students and Faculty members.
- To receive and reply to the students' suggestions and complaints.
- To acquaint students with the support services and activities offered by the College and the University and to follow up the availability of study books and means of learning.

Textbook Committee

Members:

Dr A Elhassan - Chair
 Dr Richard Min – Member
 Dr Alessandro Agostini - Member
 Mrs Wesal Ali - Member

Tasks:

- To ensure the availability of the latest editions of designated textbooks in the university bookstore as per the TEIC guidance in each of the modules' syllabi. This also applies to all laboratory handbooks and manuals.
- To work in partnership with the Curriculum committee to make sure that any changes to the study plans of the college are accompanied by contingencies for the prompt supply of the correct textbooks to newly.
- To receive, sort, study, evaluate, prioritize and approve (or deny) faculty requests for changes to designated module textbooks based on College guidelines for textbook amendment/change and raise any approved changes to the College council and then to the appropriate University board/committee.

Laboratories, Equipment and Services Committee

Members:

Mr Bashir Kassim
Mr Zafar Kazimi
Mrs Wesal Ali

Tasks:

- To ensure the availability of all laboratory equipments and students services specific to the Program.
- To ensure the availability of maintenance plans for the laboratories, equipments and students services.
- To submit a periodic report to the Chairman of the Department at the end of each academic year to perform the required repairs/modifications.
- To supervise the availability of Security and Safety Procedures in the laboratories and lecture halls before teaching starts and to submit its report to the Chairman of the department.
- To spread awareness, prepare and distribute guiding publications to the students concerning Security and Safety Procedures pertaining to different risks at the beginning of the academic year.
- To put up signs for Security and Safety Procedures along with emergency telephone numbers at a prominent place in each laboratory and lecture hall.

The Higher Studies and Research Committee

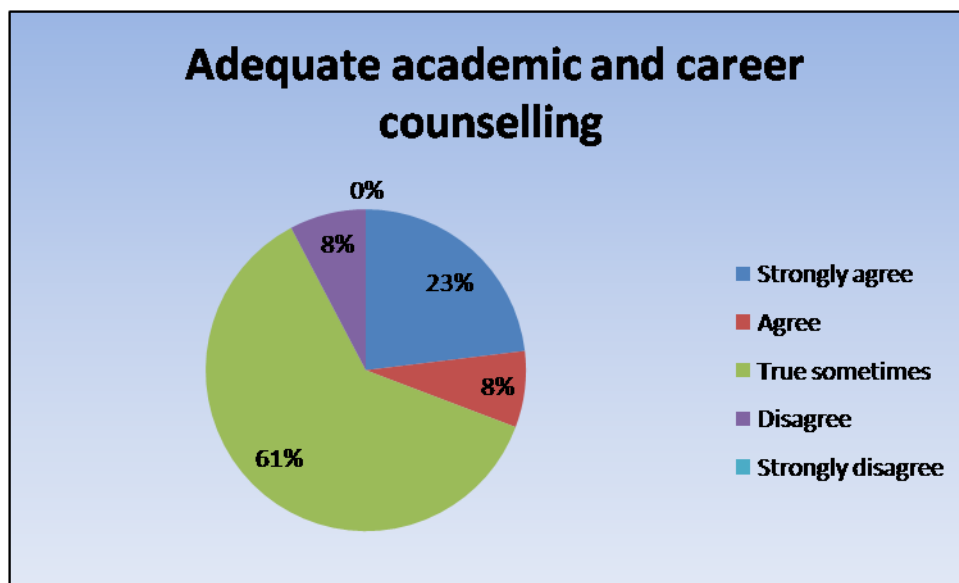
Members:

Dr. Vesna Zeljkovic
Dr. Naya Nagi
Dr. Richard Min
Dr. Ammar El Hassan

Tasks:

- To set a system for the observation, documentation and propagation of scientific research data and the participation in conferences.
- To establish and update a data base for research papers and projects published by Faculty members in the Department.
- To announce a list of the research papers of Faculty members on the department website and updating it annually.
- To register the present research projects and those already finalized in the department and the announcement of their titles on the department website and their return on the community service.
- To list the names of the supervisors of the theses among the Faculty members and their numbers while observing the world ratios in this regard.

5. Program Evaluation Survey (PES). Do not leave any final year student. Need analysis of PES in a report and percentage of participants from total final year students. Plot your PES outcome.



This is a sample chart of many from the PES surveys, the rest are attached in Appendix A. As can be seen in the figure, 61% of the surveyed students strongly agree that there is adequate academic and career counseling at PMU.

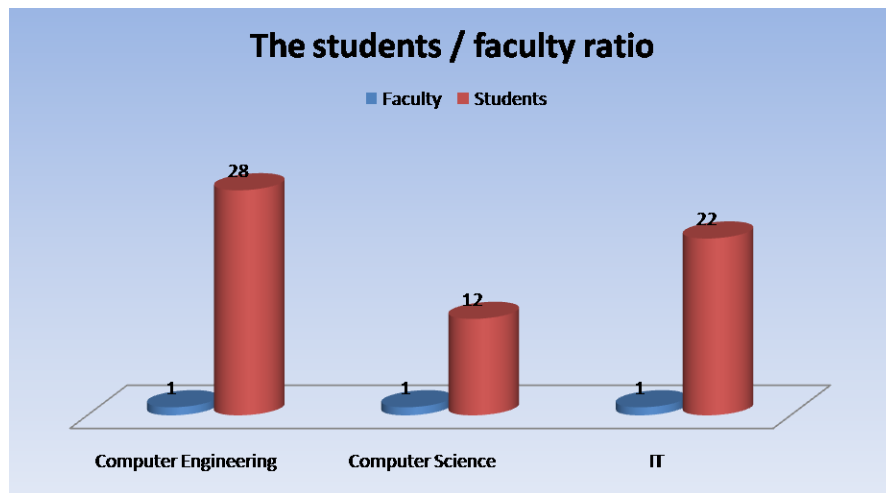
6. Number of full time faculty who received national or international awards as a percentage of the total number of full time faculty in the college

ZERO

7. Students to full time teaching staff ratio in the college

The students / faculty ratio is as follows

Program	Faculty	Students	Ratio
Computer Engineering	6	170	1:28
Computer Science	7	83	1:12
IT	6	134	1:22



The CCES college maintains internationally accepted student to faculty ratios in accordance and compliance with national and international accreditation agencies.

8. Total number of full time teaching staff in the college

Currently, the College faculty team numbers 20, but we are in the process of expanding to cope with the expected increment of student registration for nex

9. Number of full time faculty in the college with verifiable doctoral degree

Faculty Members:

Professors who hold Ph.D. degrees in their respective majors have graduated from American and European well-reputed universities.

- 1) Dr. Jaafar Al-Ghazo
- 2) Dr. Loay Alzubaidi
- 3) Dr. Alessandro Agostini
- 4) Dr. Nazeeruddin Mohammad
- 5) Dr. Ammar El-Hassan
- 6) Dr. Richard Min
- 7) Dr. Shahabbudin Muhammad
- 8) Dr. Marius Nagy
- 9) Dr. Vesna Zeljkovic
- 10) Dr. Khalida Ghanem
- 11) Dr. Naya Nagy
- 12) Dr. Dilek Dustegor

10. Percentage of undergraduate students enrolled in the college who successfully pass the freshman year

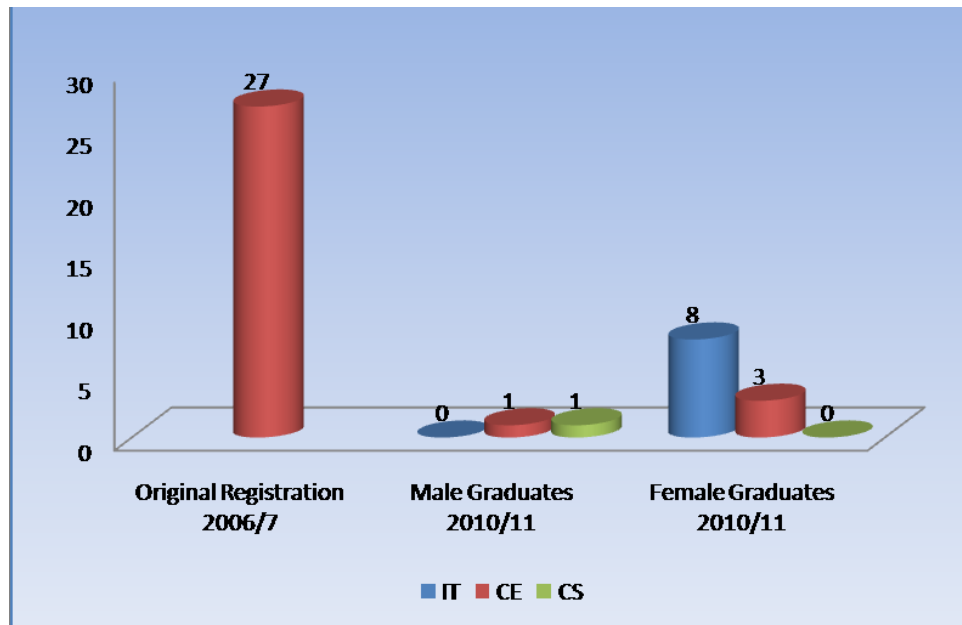
The number of students started n year 1 and continued to start in Year 2 :
M 84% & F 51%

11. Percentage of undergraduate students enrolled in the college who complete their degree within 4 academic years

In 2006 - 07 we had 27 students (Males + Females) as follows:

Program	Original Registration 2006/7	Male Graduates 2010/11	Female Graduates 2010/11
IT	27	0	8
CE		1	3
CS		1	0

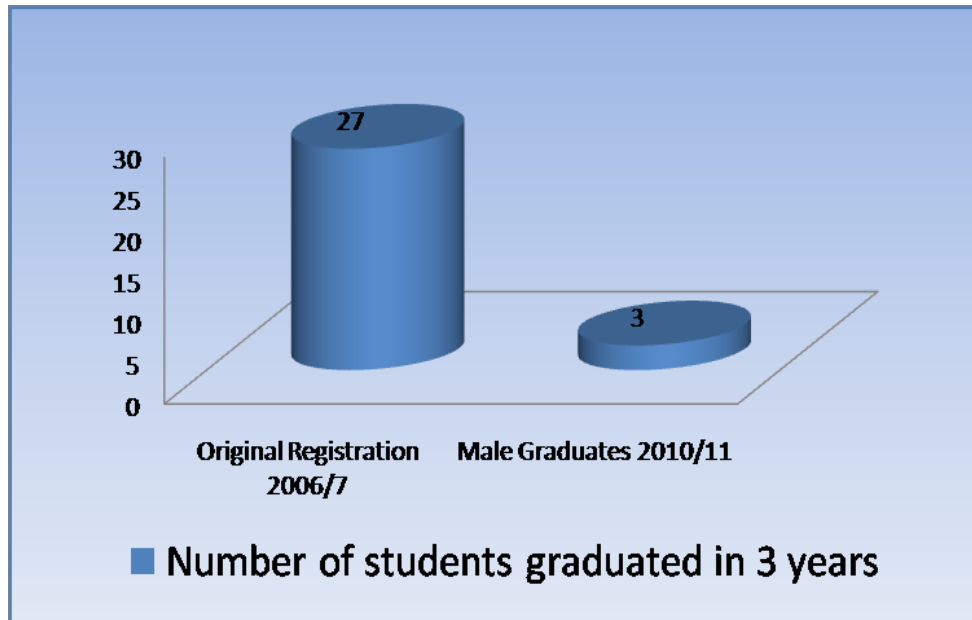
Of those, 13 graduated in 2010-11, thus we have a 50% rate of graduation. This information is only available for one group.



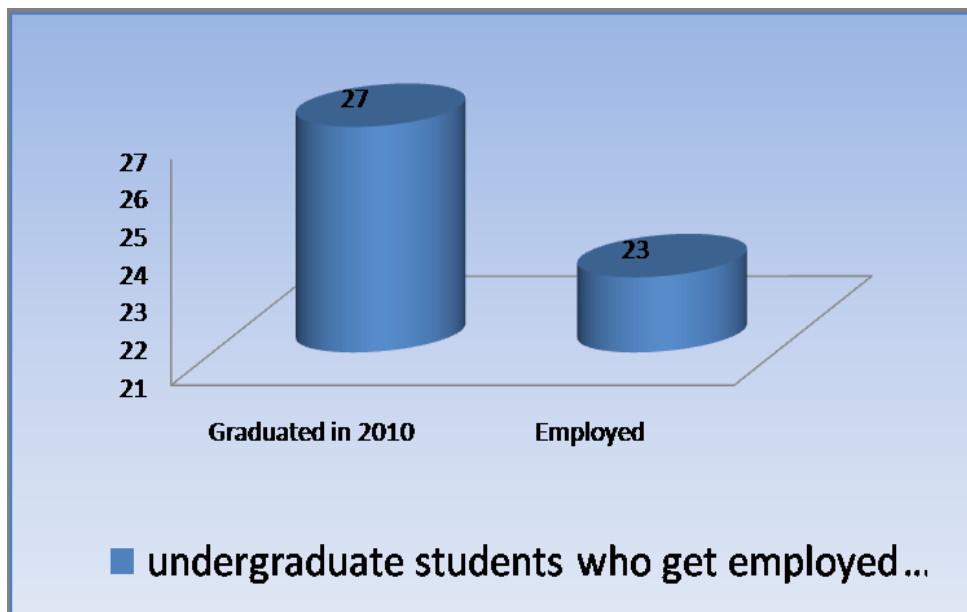
This does not include 4 students who graduated in 2009/10, who originally Credit-Transferred to CCES.

12. The number of students who start at the institution and graduate before the end of 4 academic years is ZERO,

however, we have 3 students who graduated in 3 years, those are transferred students from other institutions whose period of study at the original institution is not counted towards the minimum at PMU. The percentage is 3 out of 27, ie 12%



13. Percentage of undergraduate students who get employed within 6 months of graduation



This is equal to 80%. This is a fairly high percentage and is proof of the quality of Education within the College and service departments.

14. Percentage of undergraduate students who enroll in graduate studies

20%. This number is due to increase as this is only the first cohort to graduate from the CCES college.

15. Percentage of undergraduate students who get employed in professions closely related to their field of study

90% (of the 80% in 13 above). The College is very proud of the fact that some of its graduates got employment in reputable companies such as ARAMCO and SABIC.

16. Percentage of College Programs meeting the NCAAA 11 program standards relative to total number of departments

Although we have not got the NCAAA accreditation approval as yet, we believe that all (3) of our programs within the college are (80%+) ready for the process including the following documents:

- I. Course Specifications
- II. Course Reports
- III. Self-Study Reports
- IV. PES & SES
- V. Course Evaluations
- VI. Annual Reports
- VII. Field Experience Specifications & Reports
- VIII. Program Specification

17. Breakdown of fulltime faculty in terms of academic ranking of TA, Instructor, Assistant, Associate and Full Professor

No.	Faculty Name	Position	Department
1	Dr. Vesna Zelkovic	Associate Professor	Computer Engineering
2	Dr. Khalida Ghanem	Assistant Professor	Computer Engineering
3	Dr. Dilek Dustegor	Assistant Professor	Computer Engineering

4	Ms. Hafsa Nadia	Lab Instructor	Computer Engineering
5	Mr. Abbas Al Mahdi	Lab Instructor	Computer Engineering
6	Dr. Marius Nagy	Assistant Professor	Computer Science
7	Dr. Shahabuddin Muhammad	Assistant Professor	Computer Science
8	Dr. Naya Nagy	Assistant Professor	Computer Science
9	Mr. Bashir Kassim	Instructor	Computer Science
10	Mr. Zafar Kazimi	Instructor/Coordinator	Computer Science
11	Mr. Mohammad Zikria	Lab Instructor	Computer Science
12	Dr. Loay Alzubaidi	Chair -, CCES Asst. Professor	Computer Science and Computer Engineering
13	Dr. Jaafar Alghazo	Dean, CCES	Dean, CCES
14	Dr. Ammar Elhassan	Assistant Professor	Information Technology
15	Dr. Alessandro Agostini	Associate Professor	Information Technology
16	Dr. Richard Min	Assistant Professor	Information Technology
17	Ms. Wesal Ali	Lecturer/Female Lab Coordinator	Information Technology
18	Ms. Reem Naqla	Lab Instructor	Information Technology
19	Ms. Rana Abou Khamis	Lab Instructor	Information Technology
20	Dr. Nazeeruddin Mohammad	Assistant Professor	Computer Science

18. College retention of students (Dropout rate) over the past 4 years

College	Major	STUDENTS DROP OUT										Total	Percent age (%)
		Fall 2009/201 0		Spring 2009/201 0		Fall 2010/201 1		Spring 2010/201 1		M	F		
		M	F	M	F	M	F	M	F				
CCES	IT	3	2	8	3	2	2	5	2	18	9	4.35%	
	CE	3	2	5	1	7	7	7	2	22	12	5.48%	

	CS	0	4	1	3	3	3	2	2	6	12	2.90%
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19. Graduate student enrollment as percentage of total enrollment

Currently, our first MSc program (Network Engineering) is towards its final stages of development, there are other programs as well, however, we presently have no enrolled graduate students.

20. National (Saudi) awards received by college, college faculty or staff in the past 4 years

Amal Al-Ghamdi (IT student) received Prince Mohammad Award for Excellence in 2010

21. International recognition/awards received by the college, college faculty or staff in the past 4 years

Noor Al-Shamas (CE Student) received recognition for her paper at the Women’s Conference on Alternative Energy in Dubai 2011

Fatimah Al-Bahr(CE Student) also received recognition for her paper at the Women’s Conference on Alternative Energy in Dubai 2011

22. Total number of student-faculty interaction hours per week other than class time. The number of interaction hours is enhanced by Student Support Centers as well as office hours and workshops and seminars. It is difficult to put an accurate figure on this, however, we aim to have 6-8 hours of support/interaction per faculty per week.

23. Report on the adequacy of classrooms, facilities and labs within college.

In terms of classrooms, we use the generally available classroom that all other colleges utilize. These are equipped with Smartboard, Teachers Computers and Overhead Projectors in addition to the traditional whiteboards. However, we use program-specific labs as follows:

23.1 NETWORK LAB

The laboratory component of this course consists of a weekly series of activities spanning a period of three hours. The laboratory activities involve demonstrations and practical assignments. The lab facilitates the students with the following practical experience

- A. Coax and twisted pair cabling
- B. Hubs and local area networks (LANs)
- C. Isolated LANs
- D. Isolated wireless LANs
- E. Hubs versus routers

- F. Basic router set up and configuration
- G. Static and dynamic IP addressing
- H. Bus versus star topologies
- I. Internet connectivity of LANs and wireless LANs
- J. Multiple hot spots and portable wireless computing
- K. Performance analysis in wired and wireless LANs
- L. Audio and video streaming
- M. Distributed computing

NETWORK LAB	ROOM NO.
MALE CAMPUS	S-040
FEMALE CAMPUS	G-046

The Lab Equipment consists of the following students

Equipment	Number of items
Dell 760N Desktop	15
Cisco 2800 series Router	2
Cisco 2960 Switch	2
Hp laser jet printer	1
Linksys Router	4
Net gear Wireless NIC Card	4
Cat- 5 and Cat-6 Cables	1 Box Each

Ratio

Desktops to students = 1:1.

23.2 SUN LAB

The SUN LAB is used to provide students with a learning UNIX environment. The Unix Lab has a SPARC T2000 Server and Unix Workstation. The Lab facilitates the students with the following software

1. Sun Solaris 10 OS
2. Bash Shell
3. Java studio
4. Oracle 10

SUNLAB	ROOM NO.
MALE CAMPUS	F-054
FEMALE CAMPUS	G-047

The Lab Equipments consist of the following

Equipment	Number of items
Sun Workstation	17
SPARC T2000 Server	1

Ratio

Desktops to students = 1:1.

23.3 PROGRAMMING LAB

The Programming Lab is used for the purpose of teaching students Object oriented programming. The Lab Consist of thin client's computer from WYSE which is connected to the Citrix Server.

The software provided in the Citrix lab

1. Microsoft Visual Studio 2005
2. Microsoft Office
3. Microsoft Visio
4. Microsoft Project Management

PROGRAMMING LAB	ROOM NO.
MALE CAMPUS	F-086 & F-057
FEMALE CAMPUS	F-142 & F-143

The Lab Equipments consist of the following

Equipment	Number of items
WYSE thin Client F-086	19
WYSE thinClients F-057	16

Ratio

Desktops to students = 1:1.

23.4 GENERAL PURPOSE LAB

The General Purpose lab is built according to TIEC Specification. The Lab is used by students for practicing and installing any software for projects and it consists of the following software

1. Windows XP and Windows 7
2. Microsoft Visual Studio 2005
3. Microsoft Office 2007

GENERAL PURPOSE LAB	ROOM NO.
MALE CAMPUS	S-051

The Lab Equipments consist of the following

Equipment	Number of items
Dell 760N	15

Ratio

Desktops to students = 1:1.

24. Number of computers accessible by students per student in the college

164 Workstations / 400 Students = Approx (1:2)

25. Did you survey your teaching staff on adequacy equipment and facilities in your college? If not, please consider doing so

This is part of our plan for the coming semester Fall 2011/12. It will be supervised by the College Council and implemented by a committee under the admin of the chairs

26. Number of publications per full time teaching staff excluding conference presentations in each year of the past four years

27. Number of citations in referred journals per full time teaching staff in the past 4 years

28. Number of full time teaching staff in the college with at least one referred journal publication as a percentage of total full time teaching staff

All faculty of Ph.D. rank are authors of at least one published paper in a journal, hence this ratio is
100%

29. Total number of papers, reports and academic presentations in the past year per full time teaching staff in the college

Faculty Name	Number of Papers
Dr. Vesna Zelkovic	Computer Engineering
Dr. Khalida Ghanem	Computer Engineering
Dr. Dilek Dustegor	Computer Engineering
Dr. Marius Nagy	Computer Science
Dr. Shahabuddin Muhammad	Computer Science
Dr. Naya Nagy	Computer Science
Dr. Loay Alzubaidi	Computer Science and Computer Engineering
Dr. Jaafar Alghazo	Dean, CCES
Dr. Ammar Elhassan	2
Dr. Alessandro Agostini	Information Technology
Dr. Richard Min	Information Technology
Dr. Nazeeruddin Mohammad	Computer Science

30. Income from research grants to the college per full time teaching staff in the college (SR/Faculty)

ZERO

31. Ratio of SR spent of research to the total operating expenditure of the college. Need to show trend over the past three years or more

The finance department can show exactly total of SR spent on faculty registration and attendance in national and international reputable conferences.

32. Number of published articles produced from students master theses as percentage of total number of graduate students who completed master degree

Our MSc program will start next spring 2012/13 and we expect the first dissertation to be published circa Sept 2013

33. Number of graduate students work that received national or international awards

None, pls see KPI 32

34. SR funds available internally within PMU for research and projects per full time teaching staff in the college

This is something that institute is working on, and we hope to have access to funds for research, initially from outside PMU (KACST) but later from PMU itself. Currently PMU has a large budget for faculty registration and attendance of national and international conferences.

35. SR funds available externally for research and projects per full time teaching staff in the college

The faculty members along with the Deanship of Graduate Studies and Research are working on proposals for external funding for research. Currently we have a 6 million SR endowment from Saudi Aramco for the Saudi Aramco Endowed Chair of Technology and Information Management.

36. Percentage of full time teaching faculty who received internal research/project funds as a proportion to total number of teaching staff in the college

ZERO

37. Percentage of full time teaching faculty who received external research/project funds as a proportion to total number of teaching staff in the college

ZERO

38. Percentage of research published or used on the national or international level as proportion to total number of research published by college

All research published by our faculty is in international journals/conferences. We aim to improve our participation in national events over the next academic year.

39. Number of research projects that was published as patents nationally or internationally per full time teaching staff in the college in the past 5 years

ZERO

40. Percentage of refereed publications that were cited per full time teaching staff (see 27)

0%

41. Faculty members who are active in research and are qualified as thesis advisors for graduate students

100%. All of our Ph.D. faculty are qualified for this task, see item 29 above

42. Extent to which research equipment and facilities are adequate to conduct research in the college. Report in details.

For the research based on theory of computing or related to programming languages and databases, the facilities are adequate, we do have requirements for special software and hardware e.g., XILINX, MATLAB, LabView, Multi-Core machines . Many of these requirements are being addressed with new labs and software, however, some are still to be addressed over the next academic year hopefully.

43. Percentage of full time teaching staff who were active in community service programs over the past 2 years. Please show trend.

Currently, due to the fact that most of our faculty are new in Saudi Arabia, and due to the shortage of staff which leads to high teaching loads for all staff, this has been a lacking area within the college for the past 2 years, even though there have been some services offered by a few faculty members, e.g., participation in Aramco workshops on Cloud Computing & Quality Assurance as well as involvement in Continuing Education Center locally. However, with the recruitment drive that is currently taking place, we are positive that this can be addressed and improved.

The College recently finished one program under MAHER 12/12 in partnership with Microsoft and HRDF in which 100 students were trained and certified in Microsoft.

44. Number of continuing education programs offered to community per number of programs in the college.

One at this stage, new developments coming in including for instance CISCO academy, please see College Strategic Plan.

45. Number of service/design/consultation projects offered as a response to needs of external customers of the college as a proportion to total number of faculty in the college

ZERO

46. Number of nationally or internationally designated/recognized centers in the college

ZERO

47. Detailed report on student field experience showing numbers of students participating and overall report from employers on student performance during the past two academic calendar years

Their was a large number of students that did the field experience in Summer of 2010. They did internships in renowned companies such as ARAMCO, Schlamburger, etc. We received excellent feedback for all the students in CCES who did the field experience.

48. Number of graduating students who were evaluated internally by members of

PMU faculty other than Assessment III instructor during final year as a percentage of total number of final year students among the past two cohorts.

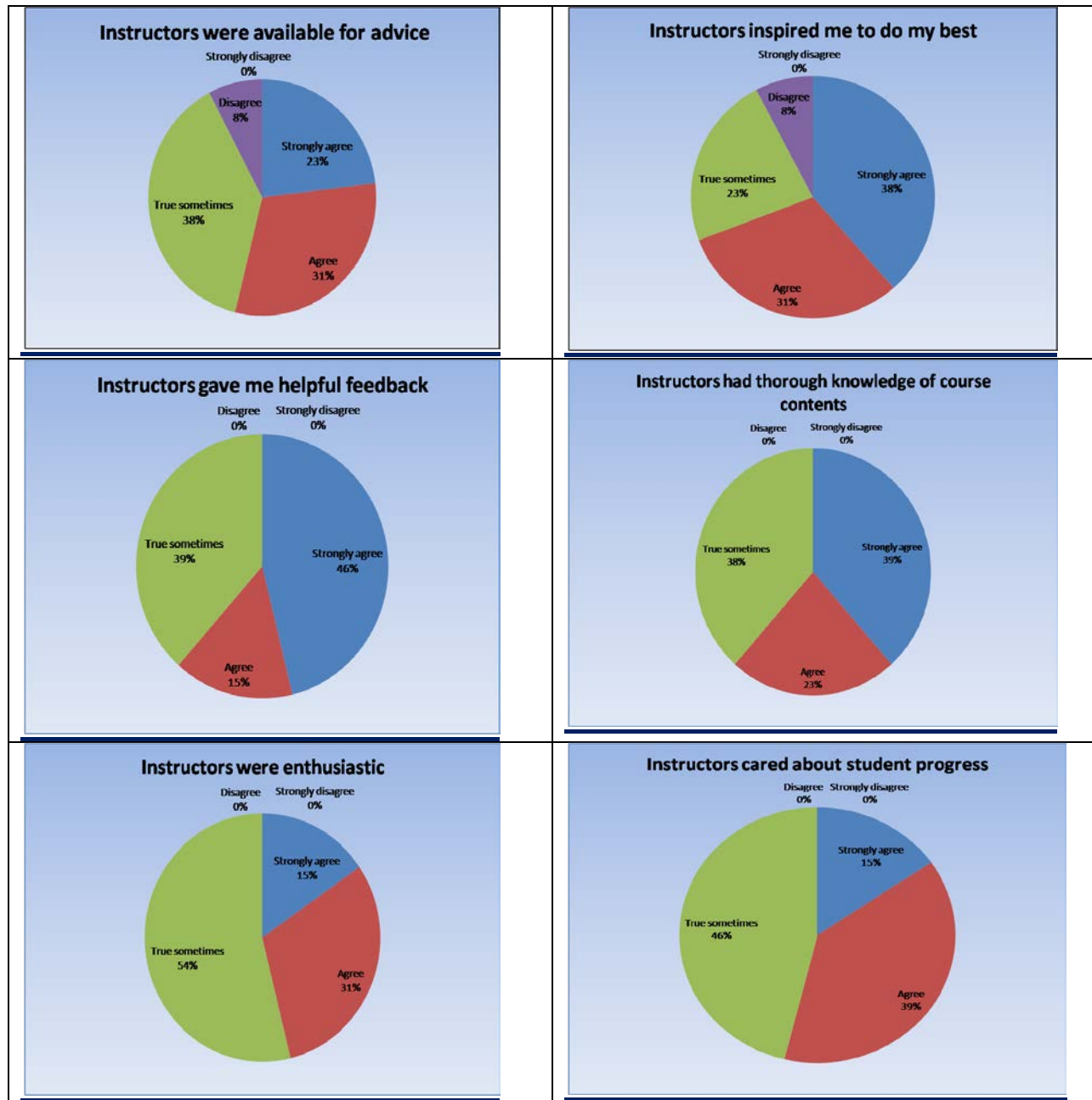
Around 20% of our students get a NON-CCES faculty member on their evaluation committee for Assessment III, however, for other modules, there is no involvement in project evaluations of this type.

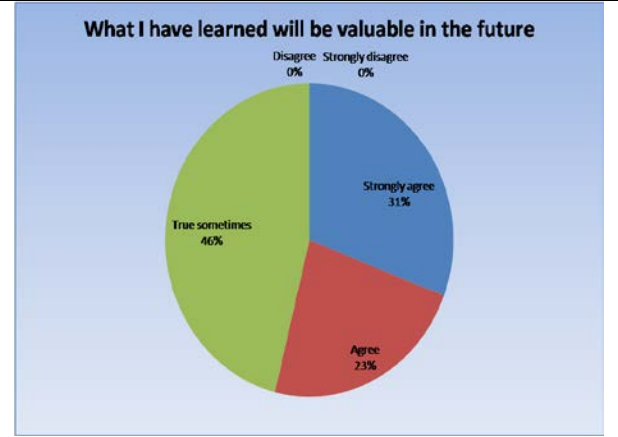
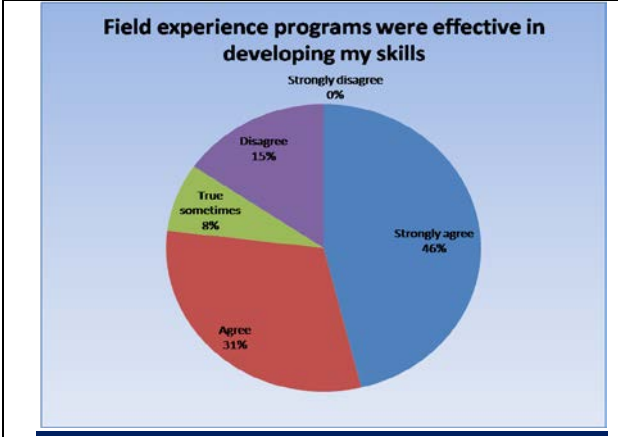
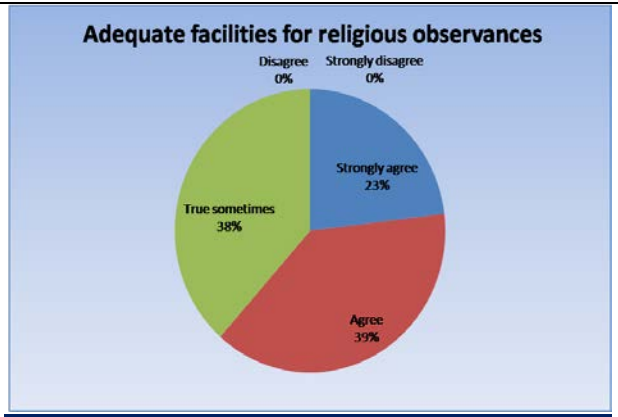
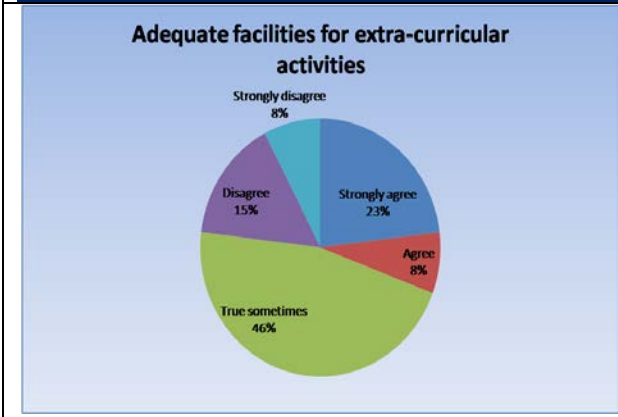
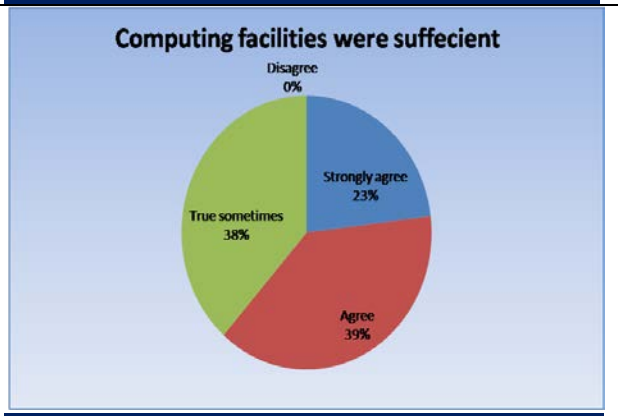
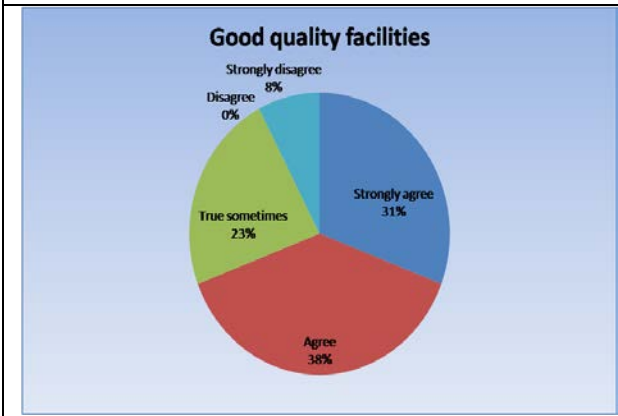
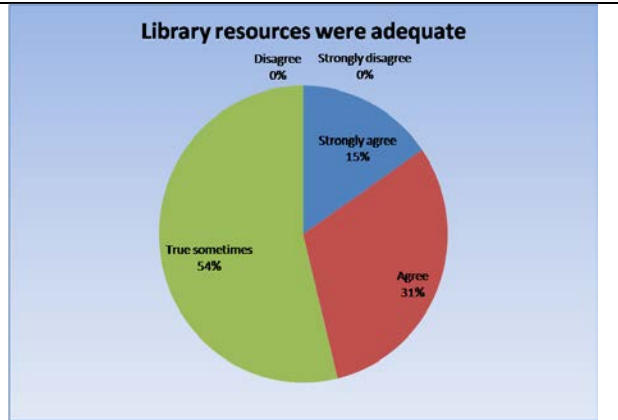
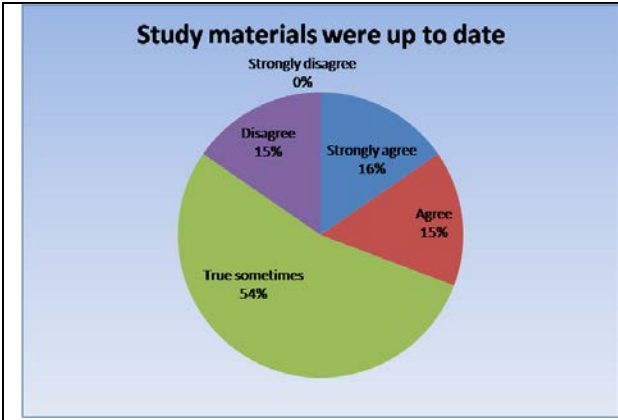
49. Number of graduating students who were evaluation externally by non-members of PMU faculty during final year Assessment III as a percentage of total number of final year students among the past two cohorts

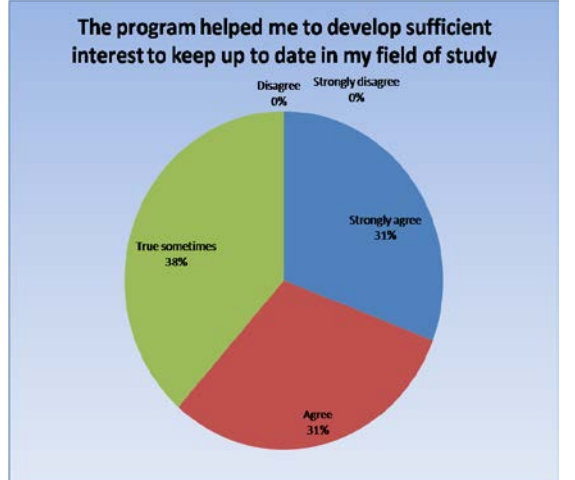
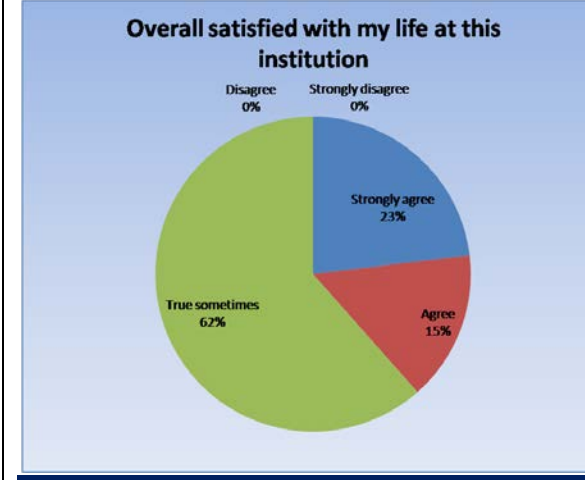
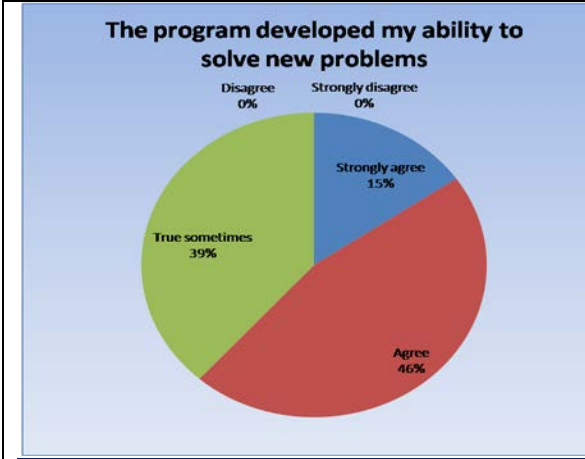
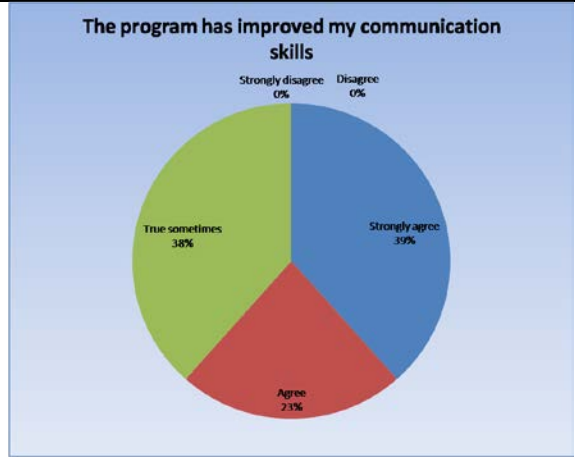
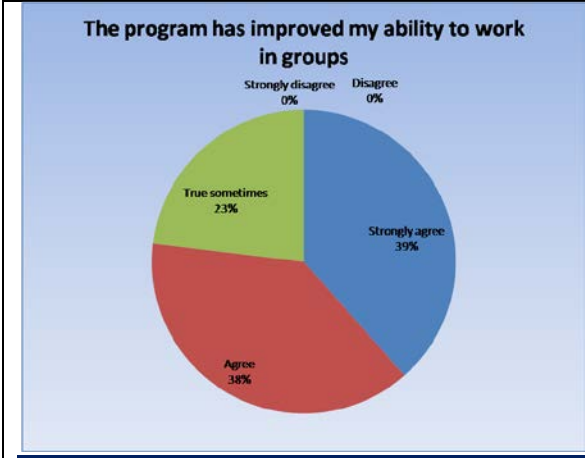
Our college does not have a system of external evaluations for students of Assessment III, as these projects tend to be internally managed by the department and relevant to taught courses rather than targeting specific industrial domains. We plan to involve external evaluation committees within our MSc programs, please refer to the College Strategic Plan document.

50. The success level of CCES in realizing its learning outcomes in its graduates. This KPI was added after NCAAA September 2012 visit and plans to collect data from graduates in the work place are being established. PMU is establishing an Alumni Quality Office under DQA to provide performance data on this KPI for all colleges.

Appendix A PES Survey Charts 2010

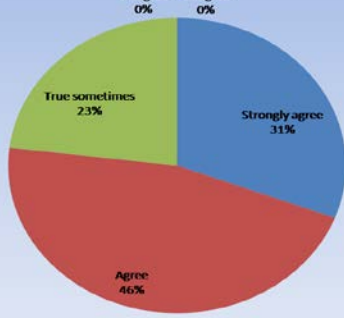






Developed basic skills in technology to investigate issues and communicate

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جامعة الأمير محمد بن فهد
PRINCE MOHAMMAD BIN FAHD UNIVERSITY

**National Commission for Academic Accreditation
& Assessment**

Self Evaluation Scales for Higher Education Programs

**COLLEGE OF BUSINESS
ADMINISTRATION**

**June 2011
Rev. Feb 2012 (DC)**

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 an institution or 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 provides self evaluation scales dealing with standards for higher education programs. The standards apply to all programs in public and private universities and colleges, 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.

The standards and self evaluation scales for programs have been presented in generic terms that are applicable to all programs. Separate documents that draw attention to specific requirements for certain fields of study are in preparation and details of these can be obtained from the NCAAA.

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 institutions that are well advanced with the introduction of quality assurance systems will be considered first, and others will be evaluated and accredited as their internal quality assurance systems are put in place.

The Commission has developed a set of standards for quality assurance and accreditation of higher education institutions 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
8. Financial Planning and Management
9. Employment Processes
10. Research
11. Relationships With the Community

These standards are based on what is generally accepted as good practice in higher education throughout the world and adapted to 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, an institution should investigate whether these good practices are carried out and how well this is done. The self evaluation scales have been prepared to assist in this process. In this document the groups carrying out the evaluations within the institution are asked whether the particular practices are followed, and to rate the quality of these practices in the institution on a five point rating scale. Their judgments of quality MUST be based on appropriate evidence including at least some comparisons with 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 an institution cannot be considered for accreditation.

To be granted accreditation it is necessary for an institution to provide evidence of good quality performance in relation to all the eleven general standards and with all of the subsections of those standards. There is one exception. A college offering only undergraduate programs is not expected to have any significant involvement in research though teaching staff must have continuing involvement in scholarly activities in their field of study.

It is not expected that an institution or 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 items are not equal in importance. Their importance will vary according to the mission and objectives of the institution 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 priorities identified by the Commission.

A description of the eleven general standards is provided in this document together with some general explanatory notes and comments on possible performance indicators and kinds of evidence that could be considered in determining quality of performance.

Further guidance on the use of the standards for continuing monitoring of performance and preparations for accreditation is given in the *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.

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 extra curricular 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 staff. Evaluation of these functions in an institutional evaluation would be broad 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. In a program evaluation they would be considered from the perspective of the particular program concerned. For example a library might be very good in many ways, but not have the materials to support a particular program. In that case the provision of learning resources might receive a reasonably high rating in

an institutional evaluation but a low rating in an evaluation from the perspective of the program concerned in the program evaluation.

- 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 with the possibility of identifying significant variations between different programs. In an institutional evaluation part of the consideration for teaching and learning should be the effectiveness of processes for ensuring all programs are of good quality, monitoring performance, and supporting improvements in all programs throughout the institution. An evaluation of learning and teaching for an institutional evaluation 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 standards have been described dealing with the things that should be considered in relation to evaluation of a program. They include the matters described in the second and third of these categories.

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 (eg students, graduates or members of departments who use services provided by central administrative units or centers) and also some who are familiar with that kind of work, but are not directly involved in that service provision. As a further safeguard it is recommended that the final judgments be reviewed and an independent opinion given 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 overall institutional quality on a continuing basis.

Data on these indicators should be collected in standard form and retained 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.

It is the responsibility of every program to monitor and plan for improvement in relation to its own mission and objectives. However the Commission has also identified certain key performance indicators on which information should be collected in all institutions. This requirement has several important objectives. It provides a common set of statistical data that can be used by institutions and by those responsible for programs for comparisons of performance and benchmarking within their own institution and elsewhere within the country. (The Commission will publish information for groups of similar institutions, but individual institutional 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 that makes it possible for the Commission to maintain accreditation of institutions in the interval between major external reviews.

These indicators established by the Commission should be used by institutions and program managers 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 Improvement (Standard 3) and also to the sub-standards for Student Learning Outcomes (Standard 4.1) and Student Assessment (Standard 4. 4).

Application of the Standards to Different Types of Institutions.

The standards are designed for all higher education institutions, that is institutions offering programs described as higher education and leading to higher education qualifications in the National Qualifications Framework.

While the general standards for higher education institutions are the same for all there are some important differences in the circumstances of some types of institutions that affect how the standards should be applied.

- There are some differences in the regulations affecting public and private institutions, including some relating to borrowing, fee payments by students and financial management. Consequently some of the standards specified for these matters are not relevant to some institutions.
- There are expectations for universities relating to involvement in research and post graduate study. These should be reflected in the evaluations in standard 10 dealing with research. Although scholarly activities on the part of faculty should be encouraged in all institutions these requirements for research do not have to be met in private colleges that are not part of universities.
- Some institutions are involved in partnership arrangements with other institutions, either within or outside the Kingdom, under which certain elements of program planning and evaluation are shared. If such arrangements exist processes must be followed that ensure that quality is maintained and the requirements of the Saudi Arabian system are met.
- Some institutions offer programs by distance education. This different form of delivery changes the form of interaction between students and institutions and leads to additional requirements for program delivery and support. The special requirements for distance education programs are set out in a different document.

In the self evaluation scales attention is drawn to some of these differences. If a particular practice is not applicable to the institution concerned the item should simply be marked as not applicable (NA).

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 programs 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 campuses' is 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 on each campus and any differences noted and considered in planning what should be done in response. Program reports should show both the evaluations for each campus 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.

A program offered either on-campus or through distance education should also be evaluated in the same way, that is, information collected for each mode of delivery and reported in a way that shows any differences found. However there are a number of additional matters that relate to distance education and these must also be considered using the standards for distance education.

A program may have an early exit point, for example it may be possible for students to complete two years of study and receive an associate degree or to continue for several more years and complete a bachelor degree. If this is done it is essential that the associate degree 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 bachelors 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 are common to both. Similarly, if a student had completed the bachelors degree program and wished to take a post graduate program leading to a masters 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 institutions 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.

An equivalent set of standards has been developed for institutions offering post secondary programs in technical education and training. These standards differ from those for higher education institutions because of important differences in the nature of programs and the processes for program development and delivery. The standards for these institutions are set out in another document, *Standards for Accreditation of Technical Education and Training Institutions*.

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.

In this document information about the standards is presented at two levels. The first is a general statement of the standard as it applies to a broad area of activity and the second is a description of why it is important and the kinds of processes that are expected if the standard is achieved.

This explanatory information is followed for each standard by a number of more specific statements of “good practices” that are typically carried out in a high quality institution with scales to indicate whether and how well the practice is followed.. The scales” are presented in groups that deal with major components or sub-sections of the general standards.

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

Some of these statements are relevant to certain institutions 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 descriptions:

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.

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 and aggregated to give an overview of the quality of programs for a college or for 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 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 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.

Standard 1: Mission, Goals and Objectives

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

Main components in this standard:

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

Comment and General Description of Good Practice

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

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

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

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

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

Evidence and Performance Indicators

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

Standard 1: Mission, Goals and Objectives

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

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

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

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

1.1.1 The mission for the program is consistent with the mission of the institution.

Y	5
Y	4

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	3
Y	5

1.1.3 The mission is consistent with Islamic beliefs and values.

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)

Overall Assessment

4

Comment – Both the Prince Mohammad Bin Fahd University (PMU) and the College of Business Administration (COBA) Mission Statement were formulated by Texas International Education Corporation (TIEC) and has not changed since implementation. At this time the University and College did not have the full list stakeholders or student body. It is therefore the goal of COBA to review the Mission and Vision of COBA and seek the feedback from all of COBA / University stakeholders to organically modify the Mission / Vision while yet staying consistent with the overall Mission of University and best practices as outlined in both domestic and international accreditation boards.

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Priorities for improvement – the priority of COBA are the education and information transfer of best practices / standards within the College. Changing our “Lifestyle” that includes these practices and seeking consistent feedback for our stakeholders. In this way COBA can continue to focus on supporting the local – NCAAA accreditation and diligently work toward the AACSB accreditation.

Independent Opinion

Comment - _____

Y	3
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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.

Y	3
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1.2.1 The mission statement is sufficiently specific to provide an effective guide to decision-making and choices among alternative planning strategies.

Y	3
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1.2.2 The mission is achievable through effective strategies within the level of resources expected to be available.

3

1.2.3 The mission statement provides clear criteria for evaluation of progress towards the goals and objectives of the program.

Overall Assessment

Comment – To reiterate both the University and the College Mission was formulated by TIEC and has not changed since implementation. At this time the University and College did not have the full list stakeholders or student body. It is therefore the goal of COBA to review the Mission and Vision statements of COBA and seek the feedback from all of COBA / University stakeholders to organically modify the Mission / Vision while yet staying consistent with the overall Mission of University and best practices as outlined in both domestic and international accreditation boards. By reviewing and modifying the Mission COBA will increase the usefulness of the Mission and pertinent focuses that are incorporating the community, region and international current considerations.

Priorities for improvement – the priority of COBA are the education and information transfer of best practices / standards within the College and to all stakeholders of the College. Changing our “Lifestyle” that includes the “best” practices and seeking consistent feedback from our stakeholders. In this way COBA can continue to grow, increase our effectiveness and contribution to our stakeholders. COBA will focus simultaneously and in coordination to support the local – NCAAA accreditation and diligently work toward the AACSB accreditation.

Independent Opinion

Comment _____

1.3 Development and Review of the Mission

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

- 1.3.1 Major stakeholders associated with the program have been consulted and support the mission.
- 1.3.2 The decision making body responsible for approving the program within the institution formally approved the mission statement.
- 1.3.3 The mission statement is periodically reaffirmed or amended if necessary in the light of changing circumstances.
- 1.3.4 Stakeholders are kept informed about the mission and any changes made to it.

N	2
Y	5
N	2
N	2

Overall Assessment

2

Comment – To reiterate both the University and the College Mission was formulated by TIEC and has not changed since implementation. At this time the University and College did not have the full list stakeholders or student body. It is therefore the goal of COBA to review the Mission and Vision statements of COBA and seek the feedback from all of COBA / University stakeholders to organically modify the Mission / Vision while yet staying consistent with the overall Mission of University and best practices as outlined in both domestic and international accreditation boards. By reviewing and modifying the Mission COBA will increase the usefulness of the Mission and pertinent focuses that are incorporating the community, region and international current considerations.

Priorities for improvement – the priority of COBA are the education and information transfer of best practices / standards within the College and to all stakeholders of the College. Changing our “Lifestyle” that includes the “best” practices and seeking consistent feedback from our stakeholders. In this way COBA can continue to grow, increase our effectiveness and contribution to our stakeholders. COBA will focus simultaneously and in coordination to support the local – NCAAA accreditation and diligently work toward the AACSB accreditation.

Independent Opinion

Comment _____

1.4 Use Made of the Mission Statement

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

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	3
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

Overall Assessment

3

Comment – To reiterate both the University and the College Mission was formulated by TIEC and has not changed since implementation. At this time the University and College did not have the full list stakeholders or student body. It is therefore the goal of COBA to review the Mission and Vision statements of COBA and seek the feedback from all of COBA / University Stakeholders to organically modify the Mission / Vision while yet staying consistent with the overall Mission of University and best practices as outlined in both domestic and international accreditation boards. By reviewing and modifying the Mission COBA will increase the usefulness of the Mission and pertinent focuses that are incorporating the community, region and international current considerations.

Priorities for improvement – the priority of COBA are the education and information transfer of best practices / standards within the College and to all Stakeholders of the College. Changing our “Lifestyle” that includes the “best” practices and seeking consistent feedback from our stakeholders. In this way COBA can continue to grow, increase our effectiveness and contribution to our stakeholders. COBA will focus simultaneously and in coordination to support the local – NCAAA accreditation and diligently work toward the AACSB accreditation. COBA has initiated and information campaign to increase the awareness of Mission to all stakeholders.

Independent Opinion

Comment _____

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.

1.5.1 Goals for development of the program are consistent with and support the mission.	Y	4
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	4
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	3
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	4

Overall Assessment

4

Comment – Overall relationship of COBA goals and objectives from the university have been mapped accurately, reviewed by the college and initiated through each department.

Priorities for improvement – COBA will strive to organically review and change / update where needed the syllabi and text books originally and currently in use.

Comment _____

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Overall Assessment of Mission Goals and Objectives

1.1 Appropriateness of the Mission	4
1.2 Usefulness of the Mission Statement	3
1.3 Processes of Development and Review of the Mission	2
1.4 Use Made of Mission Statement	3
1.5. Relationship Between Mission, Goals and Objectives	4
Combined Assessment	4

Comment – To reiterate both the University and the College Mission was formulated by TIEC and has not changed since implementation. At this time the university and College did not have the full list Stakeholders or student body. It is therefore the goal of COBA to review the Mission and Vision statements of COBA and seek the feedback from all of COBA / University stakeholders to organically modify the Mission / Vision while yet staying consistent with the overall Mission of University and best practices as outlined in both domestic and international accreditation boards. By reviewing and modifying the Mission COBA will increase the usefulness of the Mission and pertinent focuses that are incorporating the stakeholders of community, region, and international current considerations.

Overall relationship of COBA goals and objectives from the University have been mapped accurately, reviewed by the college and initiated through each department.

Priorities for improvement – the priority of COBA are the education and information transfer of best practices / standards within the College and to all stakeholders of the College. Changing our “Lifestyle” that includes the “best” practices and seeking consistent feedback from our stakeholders. In this way COBA can continue to grow, increase our efficiency and effectiveness and contribution to our stakeholders. COBA will focus simultaneously and in coordination to support the local – NCAAA accreditation and diligently work toward the AACSB accreditation. COBA has initiated and information campaign to increase the awareness of Mission to all stakeholders.

COBA will strive to organically review and change / update where needed the syllabi and text books originally and currently in use.

Independent Opinion

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Comment _____

Indicators Considered _____

Priorities for Improvement _____

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.

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.

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	3
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.)	N	2
2.1.3 Program administrators anticipate issues and opportunities and exercise initiative in response.	N	2
2.1.4 Program administrators ensure that when action is needed it is taken in an effective and timely manner.	Y	3
2.1.5 Program administrators have sufficient authority to ensure compliance with formally established or agreed institutional or program policies and procedures.	Y	3
2.1.6 Program administrators provide leadership, and encourage and reward initiative on the part of teaching and other staff.	Y	3
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	3
2.1.8 Regular feedback is given on performance of teaching and other staff by the head of the department	Y	3
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 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	3
2.1.11 Advice and support are made available to faculty and staff in a manner that contributes to their personal and professional development	Y	4
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.	N	2
Overall Assessment		3

Comment – Due to shortages in manpower, leadership is stretched and overloaded, which caused challenges for development and creates a scenario of maintenance, not improvement. Thought the lines of leadership are defined the challenges for new programs and innovation are limited. As new instructors are hired the leadership will have more time and flexibility to become proactive and provide meaningful feedback to faculty and staff.

Priorities for improvement – Hire new faculty, all three departments need to increase the number of qualified faculty, instructors to meet the growing need of our students and all other stakeholders.

Independent Opinion

Comment _____

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.

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	3
2.2.3 Planning processes provide for appropriate levels of involvement by teaching and other staff, students and other stakeholders.	N	2
2.2.4 Planning has a particular focus on intended learning outcomes for students with course content and teaching and assessment strategies that reflect both the background of students and theory and research on different kinds of learning. (For advice on the planning of new programs and review and documentation of existing programs refer to Section 2.4.7 in <i>Handbook for Quality Assurance and Accreditation in Saudi Arabia Part 2, Internal Quality Assurance Arrangements</i> .	Y	4
2.2.5 Plans are effectively communicated to all concerned with impacts and requirements for different constituencies made clear.	Y	3
2.2.6 Implementation of plans is monitored with checks made against short term and medium term targets and outcomes evaluated.	Y	3
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	3
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	3
2.2.9 Risk management is included as an integral component of planning strategies with appropriate mechanisms developed for risk assessment and minimization.	N	2

Overall Assessment

Comment – Currently planning flows top down and horizontally. Committee's are encouraged to support the planning of the College and do focus on the priorities of the organization. Other than the committees involvement by faculty is limited. Leadership does a good job of communicating the plan and strategies, but due to overload in teaching the participation by this stakeholder is again a consideration for improvement.

Priorities for improvement - Hire new faculty, all three departments need to increase the number of qualified faculty, instructors to meet the growing need of our student stakeholders. Hire faculty that have experience in accredited universities so that their knowledge can be used to support the overall process of the college.

Independent Opinion

Comment _____

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.	Y	4
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.	Y	3
2.3.3 Male and female sections are adequately represented in the membership of relevant committees and councils.	Y	3
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.	Y	3
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.	Y	3
2.3.6		
Overall Assessment		3

Comment – Great strides are made to equally support and solicit feedback from both male and female campuses. Staffing challenges for qualified female faculty; as female faculty are not as readily available for hire in this region. As well efforts are made to consistently have representation from both sides.

Priorities for improvement- Hire new female faculty in all three departments to increase the number of instructors who can meet the growing demand of our female student stakeholders. Nominate a female faculty as a COBA coordinator who can act as a liaison, support and communicator for the college. Maintain monthly faculty meetings where communication can pass both ways and any challenges that may arise can be discussed and the college as a whole can become proactive in its dealing.

Independent Opinion		
Comment _____		

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	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

Overall Assessment

4

Comment – COBA has accepted a “Lead by Example” format where faculty uses ethical and responsible actions in and out of the classroom. This includes all aspects of dealing with our student stakeholders as well as all of the universities stakeholders. Includes research, papers, conferences and any or all outside activities that represents the university and college.

Priorities for improvement – Lead by Example needs to happen at all levels and thus our priorities for improving and maintaining ethical standards will come with accurate communications, feedback, training, support from all administration, faculty, staff, student and community stakeholders.

Independent Opinion

Comment _____

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

4

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

Y

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

4

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

Y

4

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

3

Overall Assessment

4

Comment – COBA faculty has access to university policies and regulations both on the university web site, through training, and as part of the Faculty Handbook of which each faculty member receives. Along with the access to the university Policies and Regulation each faculty has a written copy of the COBA Policies and Procedures within the Faculty Handbook; as added; and pertinent information within the handbook, including degree plans, country, regional, and local information is shared. At the end of the Faculty Handbook information specific to living arrangements, contact information, and a folder to be used for updates/copies, and conference details.

Priorities for improvement – COBA needs to proactively review and organically modify policies that are outdated, or no longer are needed. As the world, region and country changes; so should the policies be improved from study and reflection.

Independent Opinion

Comment _____

Overall Assessment of Program Administration

2.1 Leadership	3
2.2 Planning Processes	3
2.3 Relationships Between Sections for Male and Female Students	3
2.4 Integrity	4
2.5 Internal Policies and Regulations	4
Combined Assessment	3

Comment - Leadership is stretched and overloaded which caused challenges for Development, and creates a scenario of maintenance, not improvement. Though the lines of leadership are defined; the challenges for new programs and innovation are limited, and need openness for change.

Planning flows are top down and horizontal. Committee's are encouraged to support the planning of the COBA, and do focus on the priorities of our organization. Other than the committees; involvement by faculty is encouraged.

Great strides are made to equally support and solicit feedback from both the male and female campuses. Staffing challenges for qualified female faculty; as female faculty are not as readily available for hire in this region. Efforts are made to consistently have representation from both the male and female campuses.

COBA has accepted a "Lead by Example" format where faculty uses ethical and responsible actions in and out of the classroom. This includes all aspects of dealing with our student stakeholders as well as all of the universities stakeholders. Including: research, papers, conferences, and any outside activities, that represents the university and college.

COBA faculty has access to university policies and regulations both on the university web site and as part of the Faculty Handbook of which each faculty member receive and acknowledge. Along with the access to the university Policies and Regulation each faculty has a written copy of the COBA Policies and Procedures: within the Faculty Handbook. As added, pertinent information within the handbook: degree plans, country, regional and local information are included. At the end of the Faculty Handbook; information specific to living arrangements, contact information, and a folder to be used for copies/ papers, and conference details.

Independent Opinion

Comment _____

Indicators Considered

Priorities for Improvement

Standard 3: Management of Program Quality Assurance

Teaching and other staff involved in the program must regularly evaluate their own performance and are 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 is attached to student learning outcomes with each course contributing to the achievement of overall program objectives.

Main Components in this Standard

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

Comment and General Description of Good Practice

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

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

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

Evidence and Performance Indicators

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

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

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

Standard 3: Management of Program Quality Assurance

Teaching and other staff involved in the program must regularly evaluate their own performance and are 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 is 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.		
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	3
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	3
3.1.4 Improvements in quality are appropriately acknowledged and outstanding achievements recognized.	Y	3
3.1.5 Evaluation and planning for quality improvement are integrated into normal administrative processes.	Y	3
Overall Assessment		3
Comment – All faculty, perform a self-assessment starting at the conclusion of their first year of service. Each course; has an associated syllabi, which include detail learning outcomes. Evaluation of performance is also performed in the classroom where Department chairs will evaluate and provide feedback.		
Priorities for improvement –Mid year evaluation for faculty as well as review of group and college milestone to check status of college accomplishments, or areas needing improvement.		
Independent Opinion		
Comment _____		

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.

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 3.2.1 Quality evaluations deal with all aspects of program planning and delivery including student learning outcomes and facilities and services to support that learning whether they are managed by administrators of the program or by others based elsewhere in the institution. | Y | 3 |
| 3.2.2 Quality evaluations and reports provide an overview of performance for the program as a whole, including both sections if the program is offered in male and female sections, and all courses | Y | 3 |
| 3.2.3 Evaluations consider inputs, processes, outcomes and processes, with particular attention to | Y | 3 |

learning outcomes for students.

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

3

3.2.6 If the program is offered 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 to what is found.

Y

3

Overall Assessment

3

Comment – Using TIEC programs as an outline and working on improvement, and cultural specifics to modify, COBA has several evaluation processes designed to ensure standards are being met; and consistent application in applied, within both the male and female campus's.

Priorities for improvement – COBA's priority continues to strive for best practices and quality evaluations, of the practices, that are non-gender bias, and recommendations are clear, and supportive.

Independent Opinion

Comment _____

3.3 Administration of Quality Assurance Processes

Quality assurance arrangements for the program must meet any particular requirements for this program as well as the quality assurance arrangements for the institution as a whole.

3.3.1 Quality assurance processes are fully integrated into normal planning and program delivery arrangements.

Y

3

3.3.2 Evaluations are (i) based on evidence, (ii) linked to appropriate standards, (iii) include predetermined performance indicators, and (iv) take account of independent verification of interpretations.

Y

3

3.3.3 Quality assurance processes make use of standard forms and survey instruments for use across the institution with any special additional elements added to meet the particular requirements of the program.

Y

3

3.3.4 Statistical data on indicators, including grade distributions, progression and completion rates are retained in an accessible central data base and regularly reviewed and reported in annual and periodic program reports.

Y

3

3.3.5 Responsibility is given to a member of the teaching staff to provide leadership and support for the management of quality assurance processes. The responsible person should involve other staff in planning and carrying out the quality assurance processes.

Y

3

3.3.6 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

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

Y

3

Overall Assessment

3

Comment – As stated previously; by using the original TIEC programs as an outline and working on improvement and cultural specifics, COBA has several quality evaluation processes designed to ensure standards are being met and consistent in both the male and female campus's. These evaluations such as Student and Program evaluations support the overall assessment.

Priorities for improvement – COBA's priority continues to strive for best practices and quality evaluations of the practices that are non-gender bias and recommendations are clear and supportive.

Independent Opinion

Comment _____

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.

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

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

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

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

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

Overall Assessment

Comment – The university Quality Center supported the COBA in identifying the overall Key Performance Indicators (KPI’s) for the College to review and process. COBA reviewed and completed 44 KPI’s. Within these KPI’s several benchmark indications were used to provide general guidance and direction.

Priorities for improvement – Provide additional education for faculty to better understand and thus support the review and processing of the College KPI’s.

Independent Opinion

Comment _____

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.

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.

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.

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.

Overall Assessment

Comment – As previously mentioned the university Quality Center supported the COB in identifying the overall KPI’s for the College to review and process. COBA reviewed and completed 44 KPI’s. Within these KPI’s several benchmark indications were used to provide general guidance and direction. Overview of Student and Program surveys and faculty evaluations are all part of the information and evidence used to support and verify standards.

Priorities for improvement – COBA will continue to improve the gathering of evidence, transferring of information as it pertains to key performance and benchmarking of other and

similar universities.

Independent Opinion

Comment _____

Overall Assessment of Management of Program Quality Assurance

3.1 Commitment to Quality Improvement in the Program	3
3.2 Scope of Quality Assurance Processes	3
3.3 Administration of Quality Assurance Processes	3
3.4 Use of Performance Indicators and Benchmarks	3
3.5 Independent Verification of Standards	3
Combined Assessment	3

Comment – The university and COBA have several reporting mechanisms that support and ensure program quality; as an example: course reports, student evaluations of the program, and instructor are reviewed and assessed for corrective action. As well the university Quality Center supported the COB in identifying the overall KPI's for the College to review and process. COBA reviewed and completed 44 KPI's. Within these KPI's, several benchmark indications were used to provide general guidance and direction. Overview of Student and Program, surveys and faculty evaluations are all part of the information and evidence used to support and verify standards.

Independent Opinion

Comment _____

Indicators Considered _____

Priorities for Improvement _____

Standard 4: Learning and Teaching

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

Main components of this Standard:

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

Comment and General Description of Good Practice

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

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

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

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

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

and accreditation processes. These reviews should consider changes in the environment affecting the program, identify strengths and weaknesses and trend data that indicates whether standards and quality of processes and support systems are improving or declining, and develop plans for improvement.

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

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

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

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

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

Evidence and Performance Indicators

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

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

Standard 4: Learning and Teaching

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
4.1 Student Learning Outcomes		
Intended student learning outcomes must be consistent with the National Qualifications Framework, and with generally accepted standards for the field of study concerned including requirements for any professions for which students are being prepared.		
4.1.1 Intended learning outcomes are specified after consideration of relevant academic and professional advice.	Y	3
4.1.2 Intended learning outcomes are consistent with the Qualifications Framework. (covering all of the domains of learning at the standards required)	Y	3
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	3
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	3
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	3
Overall Assessment		3
Comment – With the foundation of COBA with the mentorship of the TIEC model; flows international and domestic best practices; which include the requirements for the fields of study for the student. Learning outcomes are introduced in each syllabus.		
Priorities for improvement – As the university is new, and the first graduating class was within one year of this report; the priority was to gather information from this graduating class, solicit feedback from faculty, and assess feedback from employers and other stakeholders.		
Independent opinion		
Comment _____		

4.2 Program Development Processes

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

4.2.1 Plans for the delivery of programs and for their evaluation are set out in detailed program specifications that include knowledge and skills to be acquired, and strategies for teaching and assessment for the progressive development of learning in all the domains of learning.	Y	3
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	3
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	3
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	3
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	2

Overall Assessment

3

Comment – COBA plans are based on the TIEC model. As well using the Student Advising Center, COBA Faculty can properly assist students in planning and course selection. In each syllabus, the course specifications are outlined; including the knowledge and skills that will be acquired. COBA has well developed study plans for each major offered.

Priorities for improvement – Proper introduction of new programs, and qualified advisors are utilized to review, and advice is rendered on the quality and content of any new programs introduced.

Independent opinion

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Comment _____

4.3 Program Evaluation and Review Processes

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

4.3.1 Courses and programs are evaluated and reported on annually with information about the effectiveness of planned strategies and the extent to which intended learning outcomes are being achieved.	Y	4
4.3.2 When changes are made as a result of evaluations details of those changes and the reasons for them should be retained in course and program portfolios.	Y	3
4.3.3 Quality indicators that include learning outcome measures are identified and used for all courses and the program as a whole.	Y	3
4.3.4 Records of student completion rates in all courses and the program as a whole are kept and used as quality indicators.	Y	4
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	Y	3

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.

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

Y	2
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4.3.8 In addition to annual evaluations a comprehensive reassessment of the program should be conducted at least once every five years. Procedures for conducting these reassessments should be consistent with policies and procedures established for the institution.

Y	3
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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	3
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4.3.10 Procedures are followed that ensure that in program reviews information about the appropriateness of learning outcomes sought and the extent to which they are achieved is sought from students and graduates through surveys and interviews, discussions with teaching staff, and other stakeholders such as employers.

Y	3
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4.3.11 If the program is offered in sections for male and female students evaluations should provide data for each section as well as for the program as a whole, and any deficiencies in one or the other section dealt with appropriately in recommendations for action.

Y	3
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Overall Assessment

3

Comment – As mentioned COBA uses the TIEC model. With this said TIEC is involved in review of each course syllabus and text to assure quality and pertinence of the materials. In each syllabus the course specifications are outlined including the knowledge and skills that will be acquired. COBA works hand in hand with Student Affairs to track specific outcomes of courses, student looking for trends and evaluating appropriateness of each program.

Priorities for improvement – Define a more detailed and consistent process for evaluation of programs.

Independent opinion

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Comment _____

4.4 Student Assessment

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

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

Y	4
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4.4.2 Assessment processes are clearly communicated to students at the beginning of courses

Y	4
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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	4
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4.4.4 Grading of students tests, assignments and projects is assisted by the use of matrices or other means to ensure that the planned range of domains of student learning outcomes are addressed.

Y	4
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4.4.5 Arrangements should be made within the institution for training of teaching staff in the theory and practice of student assessment.

Y	4
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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
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4.4.7 Effective procedures are followed that ensure that work submitted by students is actually done by the students concerned.

Y	4
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4.4.8 Feedback on performance and results of assessments are given promptly to students

Y	4
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Y	4
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and accompanied by mechanisms for assistance if required.

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

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

Y

3

Overall Assessment

4

Comment – COBA’s assessment of student has many facets and examples, such as: exams, group case analysis, learning logs, presentations, papers and participation in projects. These assessment process are clearly communicated to the students at the beginning each semester as each course syllabi included the assessment process.

Priorities for improvement – Need more benchmarking of other universities; for comparison and consistency in the industry.

Independent opinion

Comment _____

4.5 Educational Assistance for Students

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

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

Y

4

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

4

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

2

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

Y

2

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

Y

2

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

Y

2

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

Y

3

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

Y

4

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

4

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

Y

4

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

Y

4

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

Y

3

Overall Assessment

3

Comment – All COBA faculty provides a minimum of 4 hours per week to office hours, as well as 2 hours per week at the Academic Support Center and by appointment. All enrolling student attend orientation; and all students in COBA attend information sessions at the beginning of each academic year.

Priorities for improvement – At risk students: early detection and a formulated plan of action to support these students need to be initiated.

Independent opinion

Comment _____

4.6 Quality of Teaching

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

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

Y

3

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

3

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

3

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

3

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

Y

3

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

Y

3

4.6.7 Textbooks 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

3

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

Y

3

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

3

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

3

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

Y

3

Overall Assessment

3

Comment – As mentioned: COBA has a well-developed strategy of teaching and communication with students based on the TIEC model. Evaluation of the course, instructor, and students are all documented, and provide evidence. Learning outcomes are stated in each syllabus; and again can be measure via the class documentation and

assessments. Each faculty has opportunity for professional development, and faculty is encouraged to improve teaching quality, methodologies, and techniques.

Priorities for improvement – Separation of Accounting and Finance into either separate departments or Accounting as a minor. Similar situation for Economics.

Independent Opinion

Comment _____

4.7 Support for Improvements in Quality of Teaching

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

4.7.1 Training programs in teaching skills are provided within the institution for both new and continuing teaching staff including those with part time teaching responsibilities.	Y	3
4.7.2 Training programs in teaching include effective use of new and emerging technology.	Y	3
4.7.3 The extent to which teaching staff are involved in professional development to improve quality of teaching is monitored.		
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	4
4.7.6 Formal recognition is given to outstanding teaching, with encouragement given for innovation and creativity.	Y	2
4.7.7 Strategies for improving quality of teaching include improving the quality of learning materials and the teaching strategies incorporated in them.	Y	3

Overall Assessment

Comment – The Learning Resource Center arrange professional development on a consistent basis. Training sessions are normally taught by fellow academicians from PMU, with expertise or training in specific areas.

3

Priorities for improvement – A more formal or systematic way of recognition for outstanding teaching and contribution to the students and college needs to be implemented.

Independent opinion

Comment _____

4.8 Qualifications and Experience of Teaching Staff

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

4.8.1 Teaching staff have appropriate qualifications and experience for the courses they teach. (For undergraduate and masters degree programs this would normally require academic qualifications in their specific teaching area at least one level above that of the program in which they teach.)	Y	3
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.)	N	NA
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	Y	3

scholarship and research in the fields of study they teach.

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

Y

3

Overall Assessment

3

Comment – COBA seeks faculty who are both academically and professionally qualified in all programs and disciplines.

Priorities for improvement – Continuing the hire of qualified doctorate level instructors. Increase the number of female qualified with doctorate or masters degree as instructors. Stronger retention plan of action is desired by faculty and will save the university: resource wise, by reputation, and economically.

Independent opinion

Comment _____

4.9 Field Experience Activities

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

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

Y

3

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

3

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

3

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

Y

3

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

Y

3

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

3

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

3

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

Y

3

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

Y

3

Overall Assessment

3

Comment – All graduating seniors are required to participate in the internship program. With the cooperation of local companies and government agencies students earn three credit hours, and experience, by successfully completed the requirements of the program.

Priorities for improvement – Establishment of an individual strategic business unit as a committee for student internships at each college, to establish more participation with: local, regional, and international companies.

Comment

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4.10 Partnership Arrangements With Other Institutions

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

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

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

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

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

N

2

4.10.2 The effectiveness of the arrangements is regularly evaluated..

N

2

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

N

2

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

N

2

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..

N

2

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.

N

2

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.

N

2

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.

N

2

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

N

2

Overall Assessment

2

Comment – Some communication is on going with other universities and institution, but no successful and formal arrangement has been established; therefore even though discussions are in play; no formal program has been implemented. Some department such as the MIS department has established relationships with outside organizations, such as: Microsoft.

Priorities for improvement – establish formal arrangements with outside business entities, governmental institutions, and universities.

Independent opinion

Comment _____

Overall Assessment of Learning and Teaching

4.1 Student Learning Outcomes	3
4.2 Program Development Processes	3
4.3 Program Evaluation and Review Processes	3
4.4 Student Assessment	
4.5 Educational Assistance for Students	4
4.6 Quality of Teaching	3
4.7 Support for Improvements in Teaching	3
4.8 Qualifications and Experience of Faculty	3
4.9 Field Experience Activities	3
4.10 Partnership Arrangements	2

Combined Assessment

3

Comment - With the foundation of the college based on the TIEC model: COBA acknowledges and follows international and domestic best practices; in which, with participative business interaction; develop and fulfil stakeholder needs and wants as requirements for the fields of study for the student. Learning outcomes are stated in each syllabus.

Priorities for improvement – With the contacts hours of faculty at risk student can gain the needed support and assistance. COBA support the consistent and periodical training of its faculty. As well maintains a strong Field experience for the students. The needed program is a more formal process of partnerships and relationship with other universities and institutions.

Independent Opinion

Comment _____

Indicators Considered

Priorities for Improvement

Standard 5: Student Administration and Support Services

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

Main Components of this Standard

Student Admissions
Student Records
Student Management
Student Advising and Counseling Services

Comment and General Description of Good Practice

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

Evidence and Performance Indicators

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

Standard 5: Student Administration and Support Services

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
5.1 Student Admissions		
Student admission processes must be reliable, efficient and simple for students to use.		
5.1.1 Admission requirements are consistently and fairly applied for all students.	Y	3
5.1.2 If programs or courses include components offered by distance education, or use of e-learning in blended programs, information is provided before enrolment about any special skills or resources needed to study in these modes. (For distance education programs a separate set of standards that include requirements for that mode of program delivery are set out in a different document, <i>Standards for Quality Assurance and Accreditation of Higher Education Programs Offered by Distance Education</i>)	N	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.		
5.1.4 Rules governing admission with credit for previous studies are clearly specified.	Y	3
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	3
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		3
Comment – COBA has a clearly defined study plan for each major.		3
Priorities for improvement – COBA entrance exams. Stakeholder evaluations need to be conducted to determine the needs and wants of future employers for internships and employment.		
Independent Opinion		
Comment _____		
5.2 Student Records		
Student records must be maintained in a secure and confidential location. Statistical data needed for quality indicators and internal and external reporting requirements and generation of reports on student progress and achievements must be readily available through automated processes that protect the confidentiality of individual student information.		
5.2.1 Automated procedures are in place for monitoring student progress throughout their programs.	Y	4
5.2.2 The student record system regularly provides aggregated statistical data required for planning, reporting and quality assurance.	Y	3
5.2.3 Clear rules are established and maintained governing privacy of information and controlling access to individual student records.	Y	4
	Y	

5.2.4 Eligibility for graduation is formally verified in relation to program and course requirements. 3

Overall Assessment 3

Comment – With the use of Blackboard student records are securely maintained and when properly accessed can provide full documentation and statistical data.

Priorities for improvement – Additional training program for both faculty and student on Blackboard usage.

Independent Opinion

Comment _____

5.3 Student Management

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

5.3.1 Attendance requirements are made clear to students, monitored and enforced. Y 3

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 3

5.3.3 Appeal and grievance procedures protect against time wasting on trivial issues, but still provide adequate opportunity for matters of concern to students to be fairly dealt with and supported by student counselling provisions. Y 3

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 3

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 3

5.3.6 Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating. Y 3

Overall Assessment 3

Comment – COBA has in place Policies and Procedures as well as PMU has Student Policies and Procedures.

Priorities for improvement – A better and systematic process for 5% / 10% and 15% warning letters. Faculty and students need to attend orientation and sign off on orientation of Policies and Procedures training and receipt of Policy and Procedure Handbooks.

Independent Opinion

Comment _____

5.4 Student Advising and Counseling Services

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

5.4.1 Provision is made for academic counselling and for career planning and employment advice within the college, department or another appropriate location within the institution. Y 3

5.4.2 Adequate protection is provided, and supported by regulations or a codes of conduct, to protect the confidentiality of academic or personal issues discussed with Y 3

teaching or other staff or students.

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

Y

3

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

Y

3

Overall Assessment

3

Comment – COBA has the Advising Center where each students needs to visit for consulting on career planning and advice. All information is kept confidential.

Priorities for improvement – Establish greater awareness of the support system available to students. Each student should visit the center and meet with an Academic Advisor with any grade below “B-”.

Independent Opinion

Comment _____

Overall Assessment of Student Administration and Support Services

5.1 Student Admissions

3

5.2 Student Records

3

5.3 Student Management

3

5.4 Student Advising and Counseling Services

3

Combined Assessment

3

Comment – COBA has established administration and support services, an Advising Center, and Admission and Records relationships.

Priorities for improvement – Administration and support services, the Advising Center, and Admission and Records, need to have meetings, where information is shared for enhancement or improvement of all services to the students.

Independent Opinion

Comment _____

Indicators Considered

Priorities for Improvement

Standard 6: Learning Resources

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

Main Components of this Standard as Applied to Educational Programs

Planning and Evaluation
Organization
Support for Users
Resources and Facilities

Comment and General Description of Good Practice

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

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

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

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

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

Evidence and Performance Indicators

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

Standard 6: Learning Resources

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

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

Good Practices Relating to This Standard

6.1 Planning and Evaluation

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

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

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

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

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

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

Is this true?
Y/No/NA

How well is
this done?
(enter stars)

Y	3
Y	3
Y	3
Y	3
Y	3

Overall Assessment

3

Comment- PMU has a state of the art Learning Resource Center, (LRC), dedicated student Academic Center and all classrooms are "Smart Classrooms" where digital data can be shared.

Priorities for Improvement – Adjustment of classroom layouts. Need to increase the number of electronic journals in the LRC. Instructors need to be orientated to the utilization and interface of the "Smart Classroom". Information Technology (IT) needs to check operation of equipment and "Smart Classroom" accessories.

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Independent Opinion

Comment _____

6.2 Organization

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

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

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

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

Y	3
Y	3
Y	3
3	

Overall Assessment

Comment – Classrooms are functional, safe, and clean.

Priorities for improvement – Need to improve internet speed and access in the classroom and campus.

Independent Opinion

Comment _____

6.3 Support for Users

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

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

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

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

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.

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.

Overall Assessment

Comment – The LRC offer consistent training and support.

Priorities for improvement – Additional resources and journals as well as training for access for faculty and students. For example: How can ProQuest, EbscoHost be accessed for research.

Independent Opinion

Comment _____

6.4 Resources and Facilities

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

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

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.

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.

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

Overall Assessment

Comment – LRC provides an adequate amount of resources.

Priorities for improvement – Additional Journals and student orientation to the LRC.

Independent Opinion

Comment _____

Overall Assessment of Learning Resources

6.1 Planning and Evaluation

3

6.2 Organization

3

6.3 Support for Users

3

6.4 Resources and Facilities

3

Combined Assessment

3

Comment - the LRC is providing an adequate amount of service and resources.

Independent Opinion

Comment _____

Indicators Considered

Priorities for Improvement

Standard 7: Facilities and Equipment

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

Main components of this Standard:

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

Comment and General Description of Good Practice

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

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

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

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

Evidence and Performance Indicators

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

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

Standard 7: Facilities and Equipment

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

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

Good Practices Relating to This Standard

Is this true?
Y/No/NA

How well is
this done?
(enter stars)

7.1 Policy and Planning

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

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

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

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

Overall Assessment

Comment – Classrooms are adequate.

Priorities for Improvement – Consistent maintenance and support.

Independent Opinion

Comment _____

7.2 Quality and Adequacy of Facilities and Equipment

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

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

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

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

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

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

Overall Assessment

Comment: Campus well designed - with emergency signs and directional maps at several locations.

Priorities for improvement – more training need for all faculty member including staff and administration. Safety plan (e.g. fire plan) needs to be developed and training implemented.

Independent Opinion

Comment _____

7.3 Management and Administration

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

7.3.1 A complete inventory is maintained of equipment used in the program that is owned or controlled by the institution including equipment assigned to individual faculty or staff for teaching and research.	Y	3
7.3.2 Services such as cleaning, waste disposal, minor maintenance, safety, and environmental management are efficiently and effectively carried out.	Y	3
7.3.3 Provision is made for regular condition assessments, preventative and corrective maintenance, and replacement.	Y	3
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	3
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	3
7.3.6 Arrangements are made for shared use of underutilized facilities with adequate mechanisms for security of equipment.	Y	3

Overall Assessment

Comment – Campus is maintained well, clean and pleasant for both students and faculty; an overall sense of security and safety.

3

Priorities for improvement – Air condition control need to be regulated more accurately in faculty offices and in the classrooms. Faculty needs to sign off on safety plan for electrical plug ins not authorized by university policy.

Independent Opinion

Comment _____

7.4 Information Technology

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

7.4.1 Computing equipment is available and accessible for faculty, staff and students and the adequacy of this provision is regularly assessed.	Y	3
7.4.2 Institutional policies governing the use of personal computers by students are complied with.	Y	3
7.4.3 Technical support is available for teaching staff and students using information and communications technology.	Y	3
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	3

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

3

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

3

Overall Assessment

3

Comment – Classrooms are functional and adequate.

Priorities for improvement – Consistency in repairs of computer equipment. Adequate maintenance program where each classroom is monitored and supported.

Independent Opinion

Comment _____

Overall Assessment of Facilities and Equipment

7.1 Policy and Planning

3

7.2 Quality of and Adequacy of Facilities

3

7.3 Management and Administration

3

7.4 Information Technology

3

Combined Assessment

3

Comment – Classrooms and campus well maintained.

Independent Opinion

Comment _____

Indicators Considered _____

Priorities for Improvement _____

Standard 8: Financial Planning and Management

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

Main components of this Standard:

Financial Planning and Budgeting
Financial Management

Comment and General Description of Good Practice

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

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

Evidence

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

Standard 8: Financial Planning and Management

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
8.1 Financial Planning and Budgeting		
Funding must be adequate for program requirements and planning must involve full cost estimates and both short and medium term cost projections. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.		
8.1.1 Proposals for new programs, major program changes or other activities, equipment or facilities are accompanied by business plans, which include independently verified cost estimates and cost impacts on other services and activities.	N	0
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.	N	0
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.	N	0
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.	N	0
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.	N	0
Overall Assessment		
Comment – Financial information is not available for review or use.		0 / NA
Priorities for Improvement – Transparency in university and college budgets helps stakeholders improve effectiveness and efficiency of the university.		
Independent Opinion		
Comment _____		

8.2 Financial Management		
Financial affairs must be effectively managed with a proper balance between flexibility for the cost center manager and institutional accountability and responsibility.		
8.2.1 Sufficient delegation of spending authority is given to the program manager (or department chair) for effective program administration	N	0
8.2.2 Delegations of spending authority are accompanied by appropriate accountability and reporting processes.	N	0
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.	N	0
8.2.4 The accounting system provides for accurate and continuing monitoring by the	N	0
	N	0

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

N

0

Overall Assessment

0 / NA

Comment – No financial information available.

Priorities for Improvement – Transparency in university and college budgets.

Independent Opinion

Comment _____

Overall Assessment of Financial Planning and Management

8.1 Financial Planning and Budgeting

0

8.2 Financial Management

0

Combined Assessment

0 / NA

Comment - Need transparency in financial budgets for both the university and college.

Independent Opinion

Comment _____

Indicators Considered: _____

Priorities for improvement: _____

Standard 9: Employment Processes

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

Main components of this Standard:

Recruitment
Personal and Career Development

Comment and General Description of Good Practice

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

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

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

Evidence and Performance Indicators

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

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

Standard 9: Employment Processes

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
9.1 Recruitment		
Recruitment processes must be designed to ensure that capable and appropriately qualified teaching and other staff are available for all teaching and administrative functions, administered fairly, and that new staff are thoroughly prepared for their responsibilities.		
9.1.1 Recruitment processes ensure that teaching staff have the specific areas of expertise, and the personal qualities, experience and skill to meet teaching requirements.	Y	3
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	3
9.1.3 References are checked, and claims of experience and qualifications verified before appointments are made.	Y	3
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	3
9.1.5 In professional programs there are sufficient teaching staff with successful experience in the relevant profession to provide practical advice and guidance to students about work place requirements.	Y	3
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	3
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	3
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	3

Overall Assessment

Comment – Recruitment process is getting better; starting to set expectation at a realistic level and attracting qualified and specialize faculty.

3

Priorities for Improvement – A new faculty folder should be designed and delivered to each new faculty member. Faculty should receive an orientation of: culture, university practices, department orientation; and an orientation on safety, grocery stores, and taxi's.

VISA process is difficult, COBA should not bring in faculty on visitor VISA's, only

work or employment Visa. Set expectations at a realistic level. Teacher to student relation is very high, about double when benchmarked to accredited universities.

Independent Opinion

Comment _____

9.2 Personal and Career Development

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

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

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

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

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

9.2.5 Outstanding academic or administrative performance is recognized and rewarded.

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

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.

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

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

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

Overall Assessment

Comment - COBA has established criteria's and processes for performance evaluations.

Priorities for Improvement – Greater assistance in research and conferences attendance. Need to better distribute workloads fairly and evenly.

Independent Opinion

Comment _____

Overall Assessment of Employment Processes

9.1 Recruitment

3

9.2 Personal and Career Development

3

Combined Assessment

3

Comment COBA has great improved over the last year in recruitment and orientation of new faculty. This has greatly supported the growth and challenges mostly on the female campus which is 60% of the student body.

Independent Opinion

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Evaluators Comment _____

Indicators Considered _____

Priorities for Improvement _____

Standard 10: Research

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

Main components of this Standard as Applied to Educational Programs:

Teaching Staff and Student Involvement in Research
Facilities and Equipment

Comment and General Description of Good Practice in Research

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

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

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

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

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

Evidence and Performance Indicators

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

Performance indicators for research are commonly based on statistics on the volume of research publications per faculty member, the proportions of research-active teaching staff (a term that needs to be defined) and numbers of research citations—These figures should be compared with those at other comparable institutions and departments. In institutions with a commitment to research comparisons may

include the extent to which research and scholarly activities are translated into applications within the academic or professional field concerned.

Standard 10: Research

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
10.1 Teaching Staff and Student Involvement in Research		
Expectations for teaching staff involvement in research and scholarly activities must be made clear and provide for widespread participation. Encouragement and support must be provided to encourage research activity by junior teaching staff and postgraduate students.		
10.1.1 Expectations for teaching staff involvement in research and scholarly activities are clearly specified and considered in performance evaluation and promotion criteria. (For universities criteria require at least some research and/or appropriate scholarly activity of all full time teaching staff).	Y	3
10.1.2 Clear policies are established in the institution for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program. (This normally includes both self-generated and commissioned activity but requires creative original work, independently validated by peers, and published in media recognized internationally in the field of study)	Y	3
10.1.3 Support is provided for junior staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding.	Y	2
10.1.4 Postgraduate research students are given opportunities for participation in joint research projects.	N	NA
10.1.5 When research students are involved in joint research projects their contributions are appropriately acknowledged. When a significant contribution has been made reports and publications carry joint authorship.	N	NA
10.1.6 Assistance is available for teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.	Y	2
10.1.7 Research and scholarly activities of teaching staff that are relevant to courses they teach are reflected in their teaching together with other significant research developments in the field.	Y	3
10.1.8 Strategies are developed for identifying and capitalizing on the expertise of faculty and postgraduate students in providing research and development services to the community and generating financial returns to the institution.	Y	4
Overall Assessment		3

Comment – COBA has established policies for research and research committees. Senior faculty mentor and support junior faculty members in peer reviewed research, and paper preparation and submissions.

Priorities for Improvement – Overload has caused challenges for faculty. Time should be allocated for peer reviewed research. Committees within the department need to meet and discuss in open form: topics of research, team orientation for research and

paper preparation, editing, and submission.

Independent Opinion
Comment _____

10.2 Research Facilities and Equipment

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

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

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

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.

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

Overall Assessment

Comment – Research facilities are adequate.

Priorities for Improvement – Need to establish a stronger budget for research. Faculty should be allowed to order books at the universities expense. Budget needs to be established for research. The university will benefit significantly as faculty publishes.

Independent Opinion

Comment _____

Overall Assessment of Research

10.1 Teaching Staff and Student Involvement in Research

3

10.2 Research Facilities and Equipment

3

Combined Assessment

3

Comment - Research within COBA is getting stronger with the hiring of many research focused faculty and growing support from administration.

Priorities for Improvement – Faculty should be allowed to order books at the universities expense. Budget needs to be established for research. The university will benefit significantly as faculty publishes.

Independent Opinion

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Comment _____

Indicators Considered _____

Priorities for Improvement _____

Standard 11: Relationships With the Community

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

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

Main Components of this Standard

Institutional Policies on Community Relationships
Interactions with the Community

Comment and General Description of Good Practice

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

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

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

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

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

Institutions should ensure that their activities and services are widely publicized and understood and valued by the community, and that their reputation is enhanced. The reputation of the institution is a vital factor in attracting and retaining high quality students and staff, seeking endowments, attracting research projects

and funding, and in ensuring community support. It is also important in establishing and maintaining the public credibility of the qualifications that students receive.

Evidence and Performance Indicators

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

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

Standard 11: Relationships with the Community

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
11.1 Policies on Community Relationships		
11.1 The service commitment of the program should be defined in a way that reflects the community or communities within which the institution operates, and the skills and abilities of staff teaching in the program.	<input type="text" value="Y"/>	<input type="text" value="2"/>
11.1.2 The contributions to the community made by staff teaching in the program are recorded and reported upon on an annual basis.	<input type="text" value="Y"/>	<input type="text" value="2"/>
11.1.3 Promotion criteria and faculty assessments include contributions made to the community.	<input type="text" value="Y"/>	<input type="text" value="2"/>
11.1.4 Departmental or program initiatives in working with the community should be coordinated with responsible units in the institution to avoid duplication and possible confusion.	<input type="text" value="Y"/>	<input type="text" value="2"/>
Overall Assessment		<input style="border: 2px solid black;" type="text" value="2"/>
Comment – Community service within COBA has been accomplished predominantly be committee work. No major or consistent efforts have been made in this area.		
Priorities for Improvement – COBA will establish community focused programs whereas faculty can participate and expand service with the local area / region. Outside business and governmental representative should be invited to the COBA to attend and form a practical action committee (PAC), where society, business, and government can address the needs and wants of all stakeholders, so that programs within COBA can be improved or created, and students can enter internships with those PAC members.		
		<input type="text"/>
Independent Opinion		
Comment _____		

11.2 Interactions With the Community		
Relationships should be established with the community to provide needed services and draw on community expertise to support the program.	<input type="text" value="Y"/>	<input type="text" value="2"/>
11.2.1 Staff are encouraged to participate in forums in which significant community issues are discussed.	<input type="text" value="Y"/>	<input type="text" value="2"/>
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.)	<input type="text" value="Y"/>	<input type="text" value="2"/>
11.2.3 Local employers and members of professions are invited to join appropriate advisory committees.	<input type="text" value="Y"/>	<input type="text" value="2"/>

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.)

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.

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.

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.

N

0

Y

2

Y

2

Overall Assessment

2

Comment - Similar to previous section Community Service within COBA has predominantly be committee work. No major or consistent efforts have been made in this area. Outside of the internship program, faculty have little exposure to community.

Priorities for Improvement – COBA will establish community focused programs whereas faculty can participate and expand service with the local area / region. COBA will establish community focused programs whereas faculty can participate and expand service with the local area / region.

Outside business and governmental representative should be invited to the COBA to attend and form a practical action committee (PAC), where society, business, and government can address the needs and wants of all stakeholders, so that programs within COBA can be improved or created, and students can enter internships with those PAC members.

Independent Opinion

Comment _____

Overall Assessment of Relationships with the Community

11.1 Institutional Policies on Community Relationships

2

11.2 Interactions With the Community

2

Combined Assessment

2

Comment - Community service within COBA has predominantly be committee work. No major or consistent efforts have been made in this area. Outside of the internship Programs, faculty have little exposure to community.

Priorities for Improvement – COBA will establish community focused programs whereas faculty can participate and expand service with the local area / region.
COBA will establish community focused programs whereas faculty can participate and expand service with the local area / region.
Outside business and governmental representative should be invited to the COBA to attend and form a practical action committee (PAC), where society, business, and government can address the needs and wants of all stakeholders, so that programs within COBA can be improved or created, and students can enter internships with those PAC members.

Independent Opinion

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Comment _____

Indicators Considered _____

Priorities for Improvement _____



جامعة الأمير محمد بن فهد
PRINCE MOHAMMAD BIN FAHD UNIVERSITY

KEY PERFORMANCE INDICATOR

College of Business Administration



جامعة الأمير محمد بن فهد الأهلية

PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

4. Engagement of Faculty

Action Plan:

COBA engages faculty consistently in the following venues:

1. Monthly College Faculty meetings – Conducted by Dean
2. Monthly Departmental meetings – Conducted by Chairs
3. 6 committees;
 - a. Chair’s Council – meeting one a week
 - b. Undergraduate Committee
 - c. Grade Appeal Committee
 - d. Health & Safety Committee
 - e. Graduate Committee
 - f. Continues Training Committee
4. Community Service
 - a. High School Visitations
 - b. “Coffee Talk” – Open discussion forum with students at local coffee shops
 - c. Lecture series for student body
 - d. Faculty providing sports venues for local community

Time Frame:

Engagement of Faculty is an ongoing process. Activities may change but engagement is a consistent forum for the college.



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PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

5. Program Evaluation Survey - (PES)

Action Plan:

Surveys are taken each semester to review and measure the program;

- a. Help and support in learning
- b. Resources to support learning
- c. Evaluation of learning
- d. Overall evaluation

Faculty is encouraged to support student compliance with the survey. Creative ideas and class time are used to engage students and support.

Time Frame:

PES Surveys are done each semester.



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NCAAA – Key Performance Indicators

Data and Narrative Needs:

6. Number of full time faculty who received national or international awards as a percentage of the total number of full time faculty in the college.

Action Plan

Recruitment practices for upper level performers. Previously the university has been focusing and operating as a teaching university. Currently the university has become more focused on the hiring of PhD instructors who have published and/or experience in publications and participation in international events. These instructions will be given less load to promote their studies and research and participation in both national and international events.

Time Frame

Currently in action the recruitment process is focusing on PhD instructors with Western education with extensive experience in research and conferences.

Recruitment has been consistent for all of 2011. This practice and consistency will continue forward in to 2012.



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NCAAA – Key Performance Indicators

Data and Narrative Needs:

7. Students to full time teaching staff ratio in the college

The KPI for the end of 2010/2011 school year is calculated in the table below.

Number of full time teaching staff	29
Number of students	820
Students to full time teaching staff ratio	28.3

The ratio of the KPI means that there are 28.3 students per one of the College's instructor or professor. This ratio when compared / benchmarked to other AACSB certified universities is not considered adequate. See below benchmarked universities;

Action Plan:

When benchmarked with other universities the student to teaching staff ratio varies;

- Rutgers University in Newark
Student/Faculty Ratio: 13:1
- Columbia College
Day Campus - 14:1
Evening Campus and Extended Campuses - 16:1
- Cornell University
Student-Faculty Ratio 12:1

Consistent recruitment has been undertaken for all of 2011 it is expected the number of new instructors added to the program will effectively decrease the ratio between faculty and students.

For 2011 / 2012 we are projected to hire 14 new faculty, 13 female and 1 male faculty. 2012 / 2013 COB will hire an additional 12 faculty based on this projection. Our ratio in 2012 / 2013 is expected to meet the standard of 15:1 Student to Faculty ratio which is an acceptable standard.

Time Frame:

Ongoing will be reviewed after the 2012 / 2013 school year.



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PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

8. Total Number of full time teaching staff in the college

College of Business: 29 Faculty

Accounting and Finance Department:

Number of Assistant Professors:	4	(60%)
Number of Instructors:	3	(40%)

Business Administration:

Number of Assistant Professors:	7	(40%)
Number of Instructors:	10	(60%)

Management Information System:

Number of Assistant Professors:	5	(100%)
Number of Instructors:	0	(%)

Action Plan:

For 2011 / 2012 we are projected to hire 14 new faculty; 13 female and 1 male faculty. 2012 / 2013 COB is estimating to hire an additional 12 faculty based on student projects projections and the need to reduce the Faculty to Student ratio.

Time Frame:

Ongoing and will be reviewed during the 2012 school year



NCAAA – Key Performance Indicators

Data and Narrative Needs:

9. Number of full time faculty in the college with verifiable doctoral degrees

The College of Business Administration has 18 full-time faculty members out of 29 (62%), who have doctoral degrees verified by the Saudi Arabia Ministry of Cultural Affairs (MCA) in the home country of faculty member. The MCA requires each faculty member submit an original diploma and the registrar's office of their university send official transcripts directly to the MCA. Because of the scrutiny of the MCA on behalf of the Kingdom, an independently verified doctoral degree by the COBA is not necessary.

Although, all faculty members have doctoral degrees from qualified western institutions and maintain their qualifications through academic publications and continuing education activities when they are also professionally qualified, it is recommended that the COBA also receive letters of recommendation from their former institution.

Action Plan:

Beginning with the recruitment season for the academic year 2012-13 (spring 2012), it is recommended that a selection committee of the COBA solicit and receive favorable letters of recommendation before an applicant is advanced in the hiring process.

The chairs will appoint a hiring committee to develop a comprehensive approach to recommending faculty for employment on or before January 15, 2012.

For 2011 / 2012 we are projected to hire 14 new faculty, 13 female and 1 male faculty. 2012 / 2013 COB will hire an additional 12 faculty based on this projection.

Time Frame:

Ongoing into the 2012 school year



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NCAAA – Key Performance Indicators

Data and Narrative Needs:

10. Percentage of undergraduate students enrolled in the college who successfully pass the freshman year.

Currently, the calculation of this KPI cannot be carried out because of the data absence. With an aim to enable it the following actions are supposed to be performed in the 2011/2012 school year:

Action Plan

1. With an assistance of Student Affairs and the university's IT department the evaluation of the Registrar office' student database will be carried out with a goal to evaluate the possibility to automate the query procedures.
2. Provided that College clearly explains what information is needed, the IT department will use programming language to write a query that will enable acquisition of data, required for the KPI calculation.
3. Every year the KPI will be calculated. In the calculations the data received from the automated query processing will be used.

Time Frame

Ongoing, COB is working with Student Affairs, HR and the IT Department to collect this data.



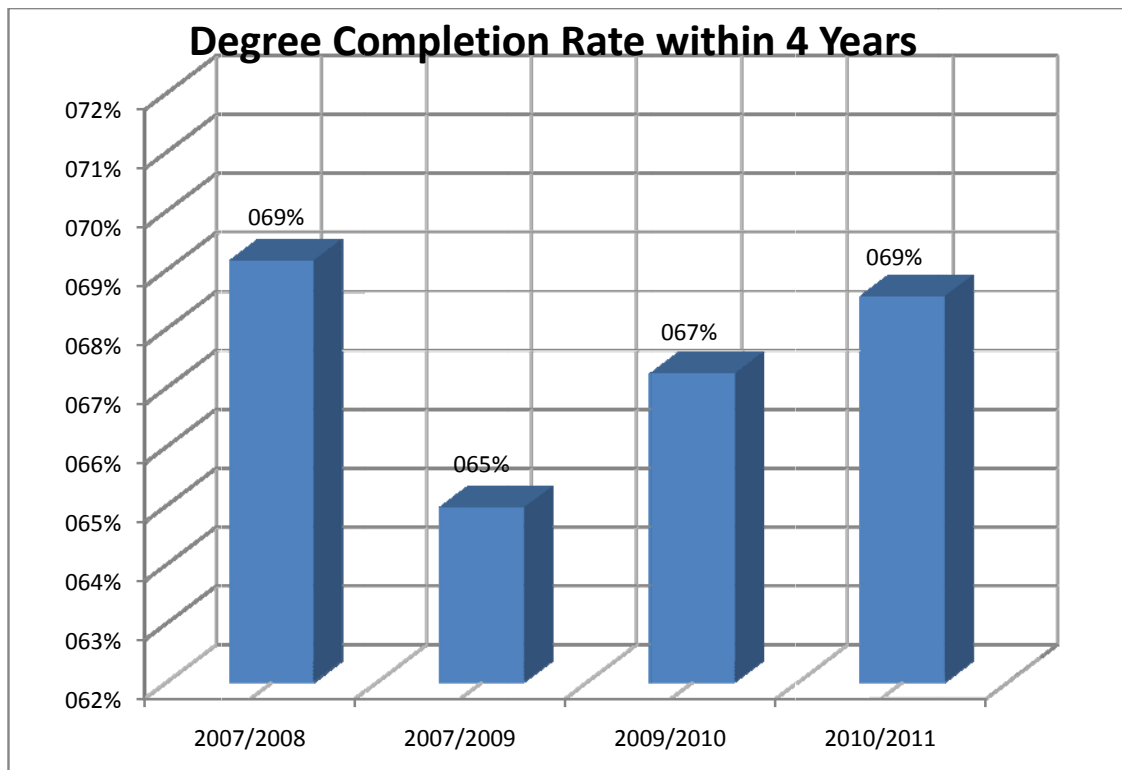
NCAAA – Key Performance Indicators

Data and Narrative Needs:

11. Percentage of undergraduate students enrolled in the college who complete their degree within 4 academic years

The results of the KPI calculation are showed on the graph below.

Action Plan



The KPI's values vary in a narrow range of 65-70% that can be considered as a good result.

Time Frame

Degree completion rates are measured yearly.



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NCAAA – Key Performance Indicators

Data and Narrative Needs:

12. Percentage of graduate students who complete their degree in the minimum time

Currently, the calculation of this KPI cannot be carried out because of the data absence. With an aim to enable it the following actions are supposed to be performed in the 2011/2012 school year:

Action Plan

COB will seek the assistance of Student Affairs and the Registrar office for evaluation of the enrollment report and detailed information need to evaluate the above KPI.

Time Frame

Ongoing, COB is working with Student Affairs to collect this data. Every year the KPI will be calculated.



جامعة الأمير محمد بن فهد الأهلية PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

13. Percentage of undergraduate students who get employed within 6 months of graduation

Currently, the College doesn't monitor the employment of its graduates and has no data that could allow calculating this indicator.

Action Plan:

Starting from the 2011/2012 school year the College is planning to maintain better contact with the graduates. Among other benefits that such contact can provide, the KPI under consideration will be possible to calculate by performing the following systematic actions:

1. Upon graduation every graduate will be asked to provide his or her contact details (e-mail, cell phone, etc.). The contact data will be kept in a special data base maintained either by the College, Student services department or Students council.
2. Annually, a survey with a goal to evaluate the employment rate of the previous year graduates will be organized via e-mail, or phone. Taking into the account the size of the population (annual number of graduates) the sample size of 50-60 persons can be considered as adequate.

Time Frame:

Ongoing - each year the value of this KPI will be calculated, basing on the results of the carried out survey.



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NCAAA – Key Performance Indicators

Data and Narrative Needs:

14. Percentage of undergraduate students who enroll in graduate studies

0% - The first graduating class was June of 2011 and therefore no enrollment information is available.

Action Plan:

COB will work with the Registrar's Office as well as Student Affairs to cumulate the statistics for this KPI.

Time Frame;

We will review this KPI as at September 2012.



جامعة الأمير محمد بن فهد الأهلية
PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

15. Percentage of undergraduate students who got employed in professions closely related to their field of study

The first graduating class was June of 2011 and therefore no enrollment information is available.

Action Plan:

COB will work with the Resistors Office as well as Student Affairs to cumulate the statistics for this KPI.

Time Frame;

We will review this KPI as at September 2012.



جامعة الأمير محمد بن فهد الأهلية

PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

16. Percentage of College Programs meeting the NCAAA 11 program standards relative to total number of departments

Action Plan:

As this is our initial application for NCAAA accreditation each department;

- Business Administration
- Finance and Accounting
- MIS

Our above programs are presently being reviewed to meet the standard of the NCAAA; each department is working in unison with the college to educate the faculty and increase the awareness of each standard. An accreditation committee has been established including members of each department to support the knowledge transfer. KPI's for the College have been discussed and supported to fulfill the measurement of where each department stands per standard.

Submittal of all COBA materials will be through the Quality Center.

Time Frame:

Ongoing process, to be reviewed periodically in line with the standards set, present review as at December 24, 2011



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PRINCE MOHAMMAD BIN FAHD UNIVERSITY

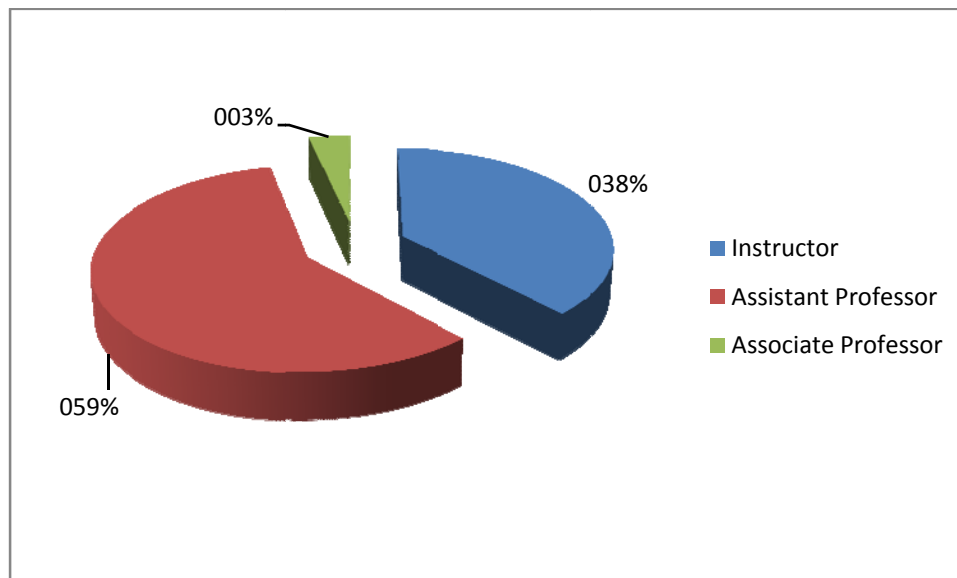
NCAAA – Key Performance Indicators

Data and Narrative Needs:

17. Breakdown of full time faculty in terms of academic ranking of Teaching Assistants, Instructor, Assistant, Associate and Full professor

The total number of fulltime faculty is 29 (one Associate Professor, 17 Assistant Professors and 11 Instructors). The breakthrough of fulltime faculty in terms of academic rankings is provided on the graph below.

Action Plan:



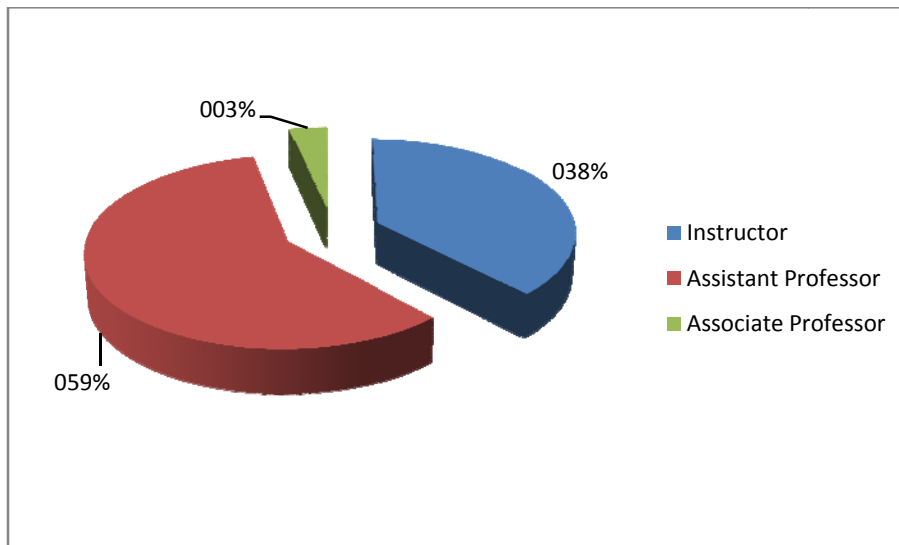
As it can be seen on the graph, more than 60% of fulltime faculty is represented by PhD holders, which provides the College with good research potential.

Time Frame:

Ongoing

KPI 17 (Breakdown of fulltime faculty in terms of academic ranking: Instructor, Assistant, Associate and Full Professor)

The total number of fulltime faculty is 29 (one Associate Professor, 17 Assistant Professors and 11 Instructors). The breakdown of fulltime faculty in terms of academic rankings is provided on the graph below.



As it can be seen on the graph, more than 60% of fulltime faculty is represented by PhD holders, which provides the College with good research potential. However, there are no Full Professors and only one Associate Professor, which can be considered as deviation from the norm [what are the benchmarking?], then....

Action plan:

**College of Business Administration Faculty
Departmental Allocation**

Name	Academic Rank	Department
Dr. Hesham Magd (M)	Associate Professor, Dean	Business Administration
Dr. Ilya Bystrov (M)	Assistant Professor	Business Administration
Dr. Imad Jabir (M)	Assistant Professor	Business Administration
Dr. Kimanthi Thompson (M)	Assistant Professor	Business Administration
Dr. Muhammad Khalid (M)	Assistant Professor	Business Administration
Dr. Shaikh Arifusalam (M)	Assistant Professor	Business Administration
Dr. Sofyan Azaizeh (M)	Assistant Professor	Business Administration
Dr. Syed Jamal Haider (M)	Assistant Professor	Business Administration
Mr. John Ondish (M)	Instructor	Business Administration
Mr. Chris Miller (M)	Instructor	Business Administration
Mr. Douglas Cisneros (M)	Instructor	Business Administration
Mr. Mohammad Ali Mirza (M)	Instructor	Business Administration
Mr. Mohammad B. Abdul-Rahim (M)	Instructor	Business Administration
Mr. Nihad Sakallah (M)	Instructor	Business Administration
Mrs. Kumarashvari Subramaniam (F)	Instructor	Business Administration
Ms. Lee Collins (F)	Instructor	Business Administration
Ms. Rania Mohy El Din Nafie (F)	Instructor	Business Administration
Dr. Malik Saleh (M)	Assistant Professor, Chair	Management Info Systems
Dr. Samer Al Imamy (M)	Assistant Professor	Management Info Systems
Dr. Mohammad Khatib (M)	Assistant Professor	Management Info Systems
Dr. Valentina Korzhova (M)	Instructor	Management Info Systems
Dr. James Wood, CPA (M)	Assistant Professor, Chair	Accounting & Finance
Dr. Dawood Ashraf, CFA (M)	Assistant Professor	Accounting & Finance
Dr. Emmanuel Okey Ntui (M)	Assistant Professor	Accounting & Finance
Dr. Muneer Abbad (M)	Assistant Professor	Finance and Accounting
Dr. Shah Chowdhury (M)	Assistant Professor	Accounting & Finance
Mr. Kan Lam (M)	Instructor	Accounting & Finance
Mr. Mark Mccoy (M)	Instructor	Accounting & Finance



جامعة الأمير محمد بن فهد الأهلية

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NCAAA – Key Performance Indicators

Data and Narrative Needs:

18. College retention of students (Dropout rate) over the past 4 years

	2009/2010		2010/2011	
	Male/Female	Total	Male/Female	Total
• Business Administration:	36 / 39 =	75	20 / 27 =	47
• Finance:	28 / 24 =	52	60 / 48 =	108
• Accounting:	6 / 4 =	10	9 / 11 =	20
• Information Management Systems:	6 / 14 =	20	14 / 9 =	23

College of Business Administration	2009/2010		2010/2011		2008/2009		2007/2008		2006/2007		Dropout Rate
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Business Administration	15	20	21	19	13	15	7	12	56	66	19.68%
Finance	15	15	13	9	18	10	7	7	53	41	15.16%
Accounting	1	3	5	1	1	1	1	3	8	8	2.58%
Management Information Systems	2	9	4	5	6	6	8	3	20	23	6.94%

Action Plan:

1. Increase student academic advisor counseling time
2. Reduce number of learner per advisor ratio
3. Focus on retaining contracted faculty beyond their initial contract for tenure continuity and to increase learner/faculty continuing relationship building

Time Frame:

Ongoing – COB will maintain communication with Student Affairs to track any downward trend in order to proactively assess and act.

Date : March 21, 2011

College	Major	STUDENTS DROP OUT										
		Fall 2009/2010		Spring 2009/2010		Fall 2010/2011		Spring 2010/2011		Total		Percentage (%)
		M	F	M	F	M	F	M	F	M	F	
College of Computer Engineering and Sciences	Information Technology	3	2	8	3	2	2	5	2	18	9	4.35%
	Computer Engineering	3	2	5	1	7	7	7	2	22	12	5.48%
	Computer Science	0	4	1	3	3	3	2	2	6	12	2.90%
College of Engineering	Mechanical Engineering	34	0	30	0	34	0	34	0	132	0	21.29%
	Electrical Engineering	24	0	14	0	20	0	14	0	72	0	11.61%
	Civil Engineering	4	0	5	0	3	0	7	0	19	0	3.06%
	Interior Design	0	13	0	12	0	8	0	10	0	43	6.94%
College of Business Administration	Business Administration	15	20	21	19	13	15	7	12	56	66	19.68%
	Finance	15	15	13	9	18	10	7	7	53	41	15.16%
	Accounting	1	3	5	1	1	1	1	3	8	8	2.58%
	Management Information Systems	2	9	4	5	6	6	8	3	20	23	6.94%
Total Per Semester M/F		101	68	106	53	107	52	92	41			
OVERALL TOTAL		620										
CCES		13.00 %										
COE		43.00 %										
COBA		44.00 %										

Based on the different types of student status namely:

Academic Dismissal, Complete Withdrawal, No Show, Leave of Absence, Deceased, Delay Admittance and Admission Cancelled



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PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

19. Graduate student enrollment as percentage of total enrollment

Table:

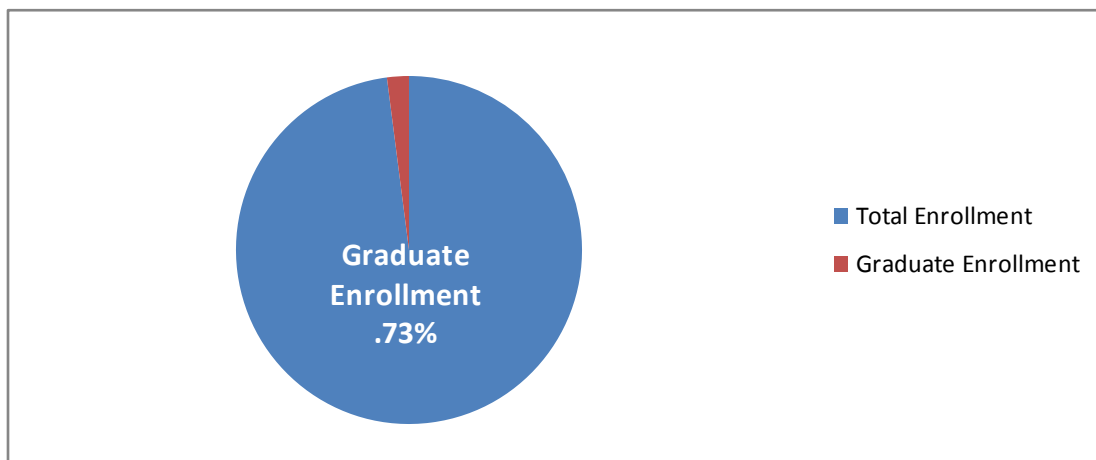
Per Registrar's Statistics 2011-12

Action Plan:

Regular MBA program is currently being proposed for 2012/2013 to improve on this percentage. The Executive Masters Program as it relates to this KPI is as follows:

Total Enrollment	Graduate Enrollment	Graduate
COBA	EMBA	%
820	17	2.07%

Graduate Students As Percentage of Total Enrollment



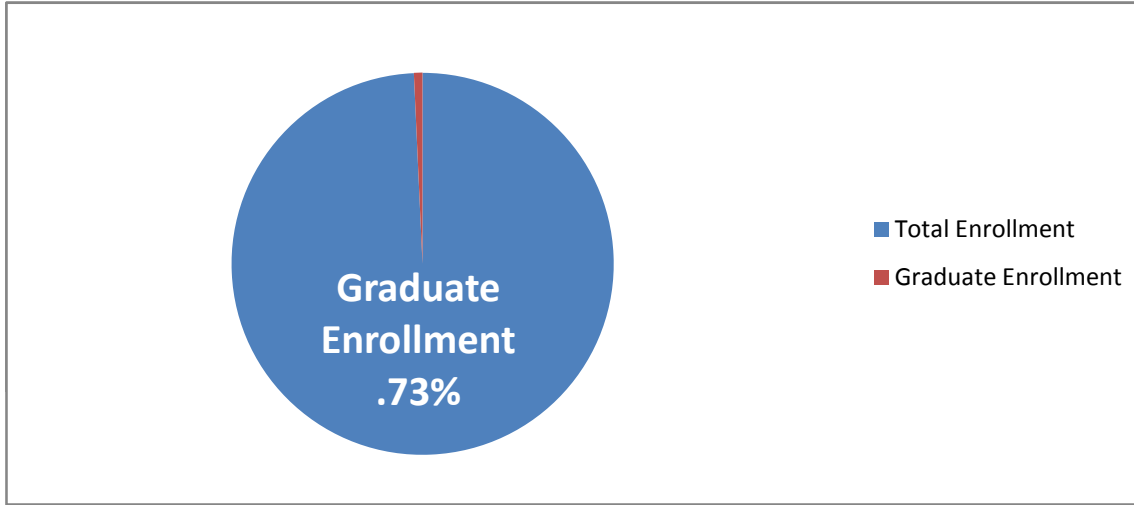
Time Frame:

The enrollment statistics are generated each intake – currently there are

Total Enrollment
2344

Graduate Enrollment
17

Graduate Students As Percentage of Total Enrollment





جامعة الأمير محمد بن فهد الأهلية PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

20. **National (Saudi) awards received by college, college faculty or staff in the past 4 years:**

The COB has 0% award at a National level.

Action Plan

A recruitment practice for upper level performers has been optimized with effect from September 2011.

Currently the university has refocused on hiring of PhD instructors who have experience in publications and participation in international events with emphasizes on Saudis indigents as faculty members equipped with western style education on a 50/50% basis through graduate assistantship program. We will work hand in hand with the dean of research to maintain awareness of the availability of National awards.

Time Frame

Ongoing, this KPI will be reviewed in 2012/2013 school year.



جامعة الأمير محمد بن فهد الأهلية

PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

21. International recognition awards received by college, college faculty or staff in the past 4 years

The COB has 0% award at an International level.

Action Plan

A recruitment practice for upper level performers has been optimized with effect from September 2011. Currently the university has refocused on hiring of PhD instructors who have experience in publications and participation in international events. These instructions will be given less load to promote their studies and research and participation in both national and international events. We will work together with the dean of research to keep aware of international awards and recognitions.

Time Frame

Ongoing, this KPI will be reviewed in 2012/2013 school year.



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NCAAA – Key Performance Indicators

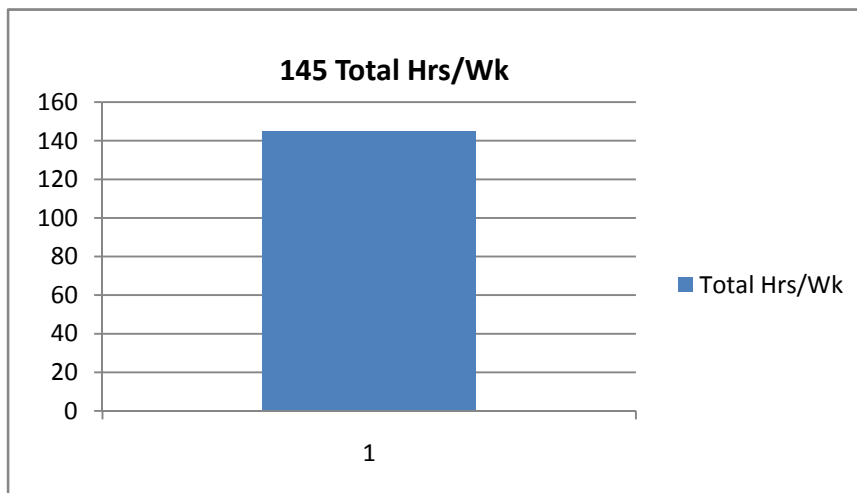
Data and Narrative Needs:

22. Total number of student-faculty iteration hours per week other than class time:

The College of Business currently has;

Faculty	Student	Hours/Wk	Total Hrs/Wk
29	820	5	145

Total Number of Student-Faculty Interaction Hours Per Week



Action Plan:

Currently all instructors maintain advising hours as well as 6 instructors are involved with both club and sport activities with student body. These activities are encouraged and supported by the COB management.

Time Frame:

Ongoing effort to maintain high levels of student – faculty interaction such as participation in clubs, sports and lecture series from Business Faculty.



جامعة الأمير محمد بن فهد الأهلية

PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

23. Report on the adequacy of classrooms, facilities and labs within college

- Classrooms and learning resources are new with current technologies
- Each classrooms is equipped with computer, projector and internet access
- Classroom seats are designed for learning conducive and adequate seats are provided for each student learner.

Action Plan:

- Upgrade for internet bandwidth are being considered to increase the speed from 54 mbps to 200 mbps with fiber optics.
- Mobily, our internet provider has promised to make fiber optics available to our campus

Time Frame:

Ongoing; to be monitored and reviewed continually during the 2012 school year



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NCAA – Key Performance Indicators

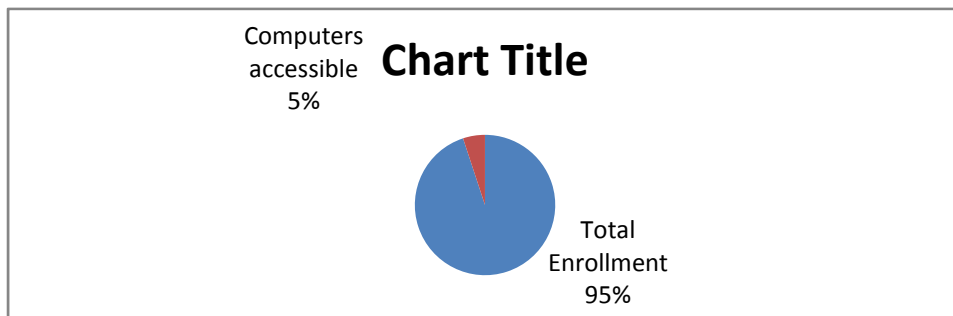
Data and Narrative Needs:

24. Number of computers accessible by students per student in the COBA

COBA students have access to approximately 44 computers throughout the University – 24 in dedicated classrooms for student academic support and 20 in the library. This amounts to one computer per 34 students or approximately 5%. Although this appears on the surface to be minimal, in this age of computers taking the form of laptops, notebooks, netbooks, home desktops and electronic tablets, every student seems to have access to the power of electronic computing and rarely are seen using the computers made available on campus. Because PMU is a technologically advanced campus, should the need for additional computers be raised additional computing capacity is as simple as purchasing them and earmarking classrooms to hold them.

Total Enrollment	Computers accessible
820	44

Computers for Students As Percentage of Total Enrollment



Action Plan:

COB will work with the IT department to monitor and review new technologies and needs of the department.

Time Frame:

Ongoing



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PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

25. Did you survey your teaching staff on adequacy of equipment and facilities in your college?

Action Plan:

- Survey conducted periodically on adequacy of equipment and facilities: Last survey Outcomes:
 - Classrooms and learning resources are new with current technologies
 - Each classrooms is equipped with computer, projector and internet access
 - Classroom seats are designed for learning conducive and adequate seats are provided for each learner.
 - Upgrade for internet bandwidth are being considered to increase the speed from 54 mbps to 200 mbps with fiber optics.
 - Mobile, our internet provider has promised to make fiber optics available to our campus
 - Survey and results from survey are available upon request

Time Frame:

Ongoing/Periodically

AACSB

Faculty Survey

16 respondents

3/5/2011

COBA Mission Review

Student Base

*Key below

What do you expect from your students?

Survey Results

Faculty

<u>Attend classes regular and on time</u>	<u>8</u>	50%
<u>Submit all required work on time</u>	<u>3</u>	19%
<u>Attend classes prepared and ready to work</u>	<u>8</u>	50%
<u>Constructive participation in class</u>	<u>8</u>	50%
<u>Quality learning process</u>	<u>3</u>	19%
<u>Honesty</u>	<u>4</u>	25%
<u>Sharing of knowledge</u>	<u>1</u>	6%
<u>Ask for support if needed</u>	<u>1</u>	6%
<u>Self-Motivated</u>	<u>2</u>	13%
<u>Follow directions</u>	<u>1</u>	6%
<u>Prepared for Exams</u>	<u>1</u>	6%
<u>Homework on time</u>	<u>1</u>	6%
<u>Research capability</u>	<u>1</u>	6%

Are your students meeting your expectations?

<u>Yes</u>	<u>2</u>	13%
<u>Some</u>	<u>12</u>	75%
<u>No</u>	<u>1</u>	6%
<u>Challenges</u>	<u>1</u>	6%
<u>Mathematics</u>	<u>1</u>	6%
<u>English</u>	<u>1</u>	6%
<u>High class capacity</u>	<u>1</u>	6%
<u>Coming late to class</u>	<u>1</u>	6%
<u>Talk in class</u>	<u>1</u>	6%
<u>Lack of perpetration</u>	<u>1</u>	6%
<u>Computer skills</u>	<u>1</u>	6%

Faculty Base

What do you expect from yourselves?

<u>Deliver quality information, (can be used in the work force)</u>	<u>7</u>	44%
<u>Continuously challenge students</u>	<u>2</u>	13%
<u>Open communication with students</u>	<u>2</u>	13%
<u>Establish relationships based on trust and respect</u>	<u>1</u>	6%
<u>Integrity, preparation and cooperation</u>	<u>2</u>	13%
<u>More research, publications, scholarship</u>	<u>4</u>	25%
<u>Required knowledge</u>	<u>1</u>	6%
<u>Timely, pertinent exams evaluated fairly and quick turnaround</u>	<u>3</u>	19%
<u>100% effort and time</u>	<u>1</u>	6%
<u>Administration tasks</u>	<u>1</u>	6%
<u>Solve problems</u>	<u>1</u>	6%
<u>Discipline students attendance</u>	<u>1</u>	6%

What are you doing to meet your own expectations?

<u>Preparation</u>	<u>4</u>	25%
<u>Examples in class</u>	<u>1</u>	6%
<u>Available for all questions</u>	<u>1</u>	6%
<u>Time on learning outcomes</u>	<u>1</u>	6%
<u>Quality information</u>	<u>3</u>	19%
<u>Motivation</u>	<u>1</u>	6%
<u>Work in progress</u>	<u>4</u>	25%
<u>Ice breakers and communications</u>	<u>2</u>	13%
<u>Listening and advising currently and future</u>	<u>1</u>	6%
<u>Positive classroom leaning</u>	<u>1</u>	6%
<u>Blend of theory, concept and application</u>	<u>2</u>	13%
<u>More research</u>	<u>3</u>	19%
<u>Work harder</u>	<u>1</u>	6%
<u>Student participation</u>	<u>1</u>	6%
<u>Using course materials to support student leaning</u>	<u>1</u>	6%
<u>Provide assessment</u>	<u>1</u>	6%

Other comments

Hands on work experience

Field trips

A system that encourages reporting on others, promote cooperation

Reduce load

40% or greater of Faculty agree

39% or less of faculty agree

Issues to be reviewed for concerns



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PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance

Data and Narrative Needs:

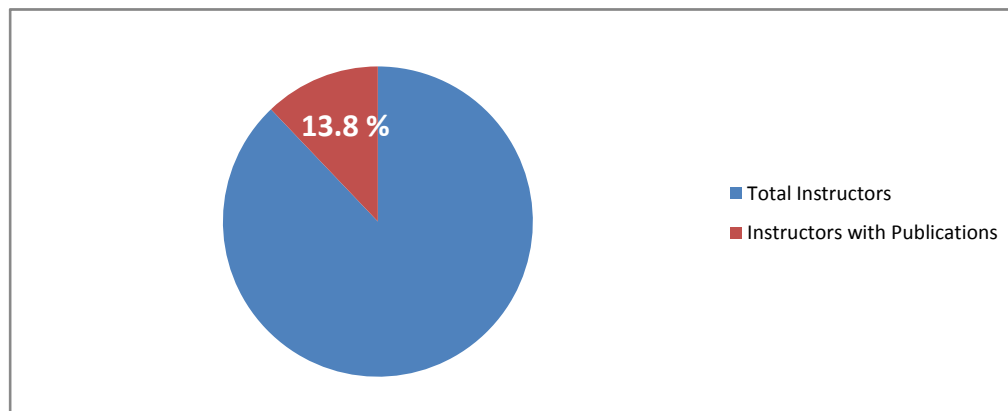
Action Plan:

26. Number of full time teaching staff in the college with at least one referred journal publication as a percentage of total full time teaching staff: 13 [45%]

Total Instructors
29

Instructors with Publications
4

Percentage of Instructors with at least one refereed Journal Publication 13.7931



Action Plan:

COB has initiated support programs such as digital guidelines, group papers, pertinent and regional topic banks as well as periodic email request for submission of papers.

COB will work with the Dean of Research to continue to encourage and add value to faculty research.

Time Frame:

Ongoing – this KPI will be reviewed bi-yearly in order to maintain an update statistics for faculty.

Total Instructors

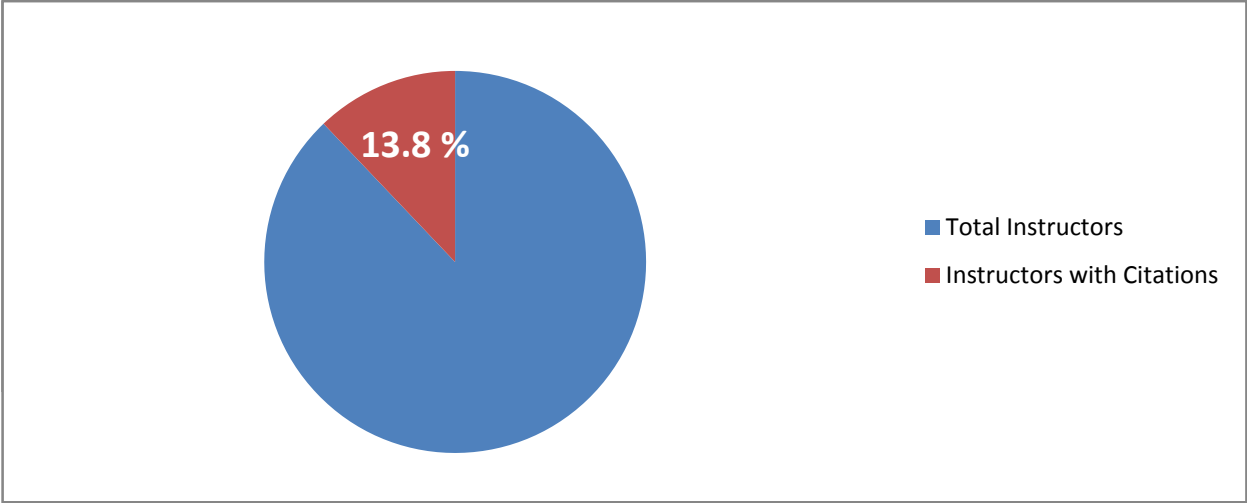
29

Instructors with Citations

4

Percentage of Instructors with Citations in refereed journals

13.7931





NCAAA – Key Performance Indicators

Data and Narrative Needs:

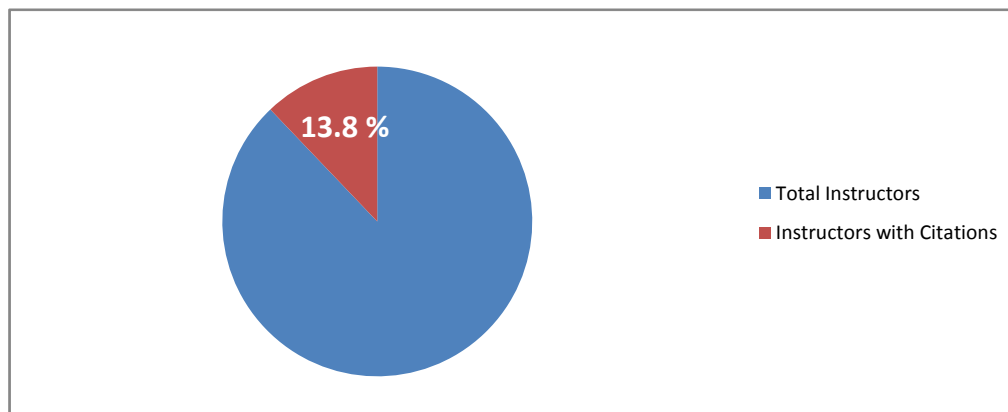
27. Number of citations in refereed journals per full time teaching staff in the past 4 years

Total Instructors
29

Instructors with Citations
4

Percentage of Instructors with Citations in refereed journals

13.7931



Action Plan:

COB has initiated support programs such as digital guidelines, group papers, pertinent and regional topic banks as well as periodic email request for submission of papers.

COB will work with the Dean of Research to continue to encourage and add value to faculty research.

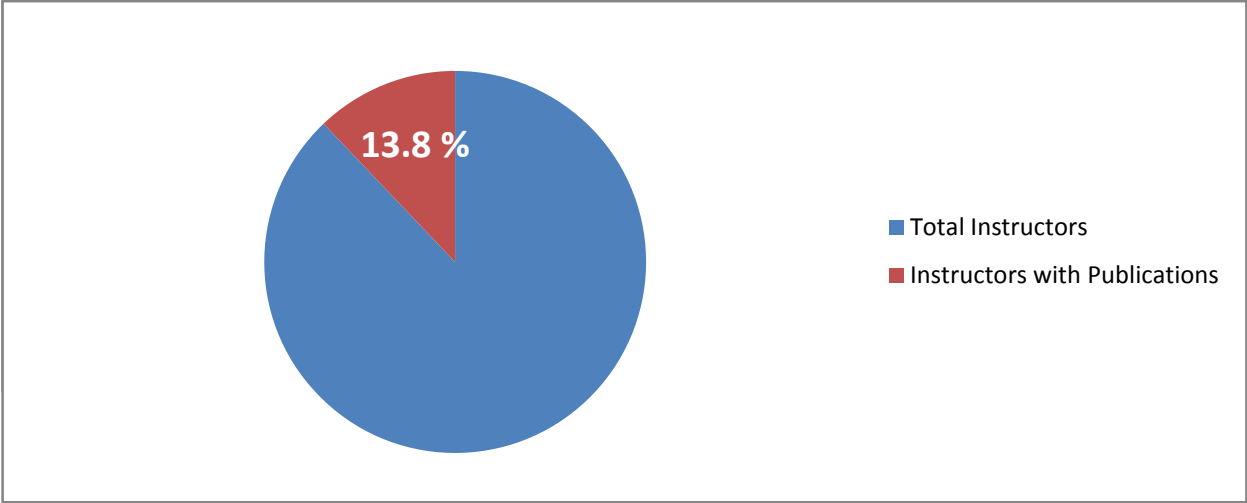
Time Frame:

Ongoing – this KPI will be reviewed bi-yearly in order to maintain an update statistics for faculty.

Total Instructors
29

Instructors with Publications
4

Percentage of Instructors with at least one refereed Journal Publication 13.7931





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PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

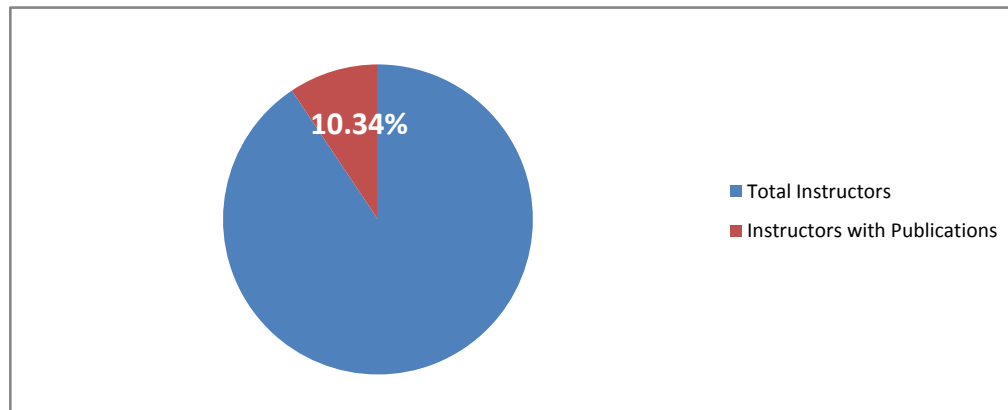
Data and Narrative Needs:

28. Number of full time teaching staff in the college with at least one refereed journal publication as a percentage of total full time teaching staff Faculty Published / Publications

Total Instructors
29

Instructors with Publications
3

Percentage of total full time teaching staff Faculty Published / Publications 10.34483



Action Plan:

COB has initiated support programs such as digital guidelines, group papers, pertinent and regional topic banks as well as periodic email request for submission of papers.

COB will work with the Dean of Research to continue to encourage and add value to faculty research.

Time Frame:

Ongoing – this KPI will be reviewed bi-yearly in order to maintain an update statistics for faculty.

Published Research

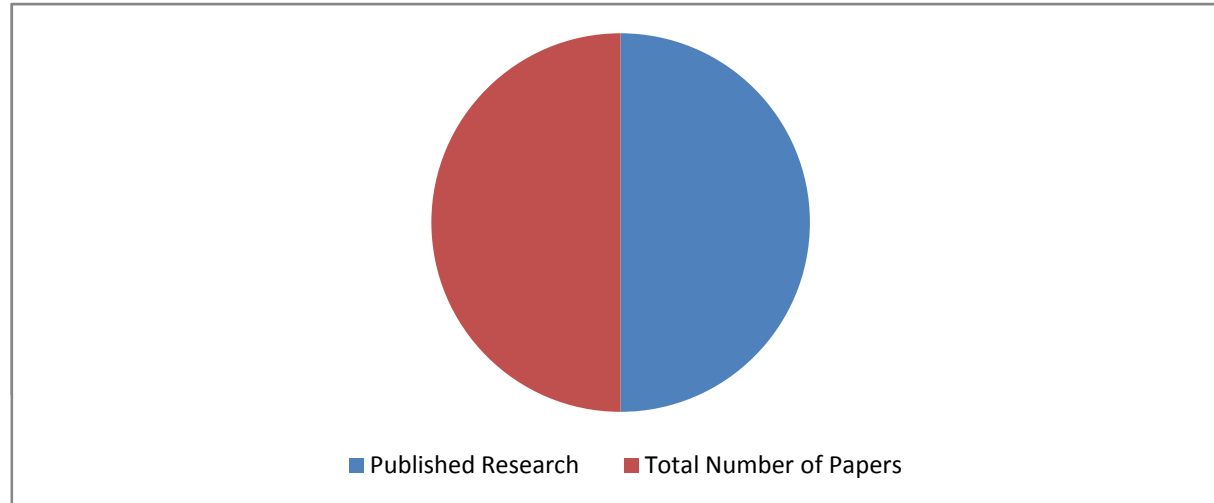
11

Total Number of Papers

11

Percentage of research published of used on the national or international level

100





جامعة الأمير محمد بن فهد الأهلية

PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

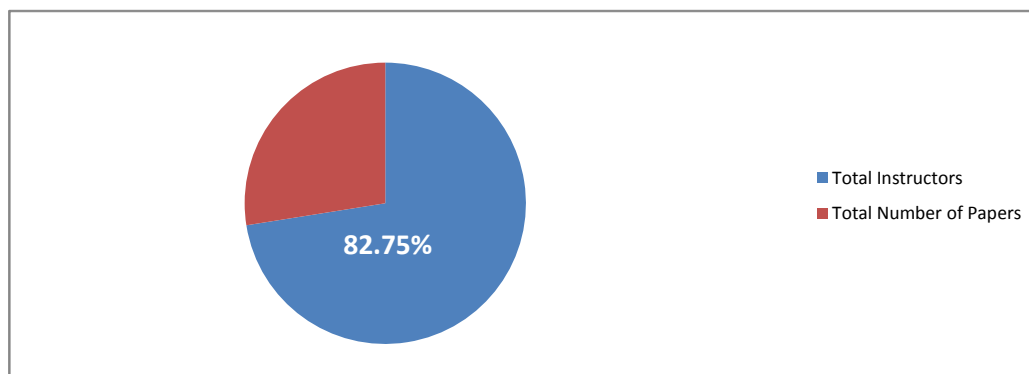
29. Total number of papers, reports and academic presentations in the past year per full time teaching staff in the college.

Total Instructors
29

Total Number of Papers
11

Total number of papers, reports and academic presentations in the past year per full time teaching staff

82.75862



Action Plan:

COB has initiated support programs such as digital guidelines, group papers, pertinent and regional topic banks as well as periodic email request for submission of papers.

COB will work with the Dean of Research to continue to encourage and add value to faculty research.

Time Frame:

Ongoing – this KPI will be reviewed bi-yearly in order to maintain an update statistics for faculty.



جامعة الأمير محمد بن فهد الأهلية
PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

30. Income from research grants to the college per full time teaching staff in the college (SR-faculty)

COB has 0% income from research grants at this time

Action Plan:

1. COBA is to refocus on group project as opposed to individual research initiatives
2. COBA plan to seek for projects from Government agencies, reputable organizations, establishment of entrepreneurial center and to lunch endowed chair in Global Supply Chain to encourage/attract research grants and service remuneration respectively.

Time Frame:

This KPI will be reviewed in 2012/2013 school year.



جامعة الأمير محمد بن فهد الأهلية
PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

31. Ratio of SR spent on research to the total operating expenditure of the college:

COB currently has 0% SR spent on research to the total operations expenditures.

Action Plan:

1. COBA is to refocus on group project as opposed to individual research initiatives
2. COBA plan to seek for projects from Government agencies, reputable organizations, establishment of entrepreneurial center and to lunch endowed chair in Global Supply Chain to encourage/attract research grants and service remuneration respectively.

Time Frame:

This KPI will be reviewed in 2012/2013 school year.



جامعة الأمير محمد بن فهد الأهلية
PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

32. Number of published articles produced from students' master thesis as percentage of total number of graduate students who completed master degree:

COB currently has 0% of articles published produced by master thesis

Action Plan:

A proposal for a Regular Masters of Business Administration program in addition to the Executive Masters of Business Administration graduate degree program is to be submitted to the KSA Ministry of Higher Education.

Time Frame:

Ongoing



جامعة الأمير محمد بن فهد الأهلية

PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

33. Number of graduate students' work that received national or international awards:

COB currently does not have any graduate student that have received national or international awards

Action Plan:

Faculty and administration have initiated a shared point to disseminate publications, seminars and presentation opportunities to faculty and learners.

Membership to fraternities and clubs are being considered for such fraternity as Sigma Iota Epsilon (Zeta Rho chapter – for Business/Management faculties and students with publications and excellent GPA's), and for associations such as the American Management Associations (Middle East edition), in addition to other esteemed Business/Management clubs.

Thesis Advisors have been established to support the graduate students on research.

Time Frame:

Ongoing



جامعة الأمير محمد بن فهد الأهلية PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

34. SR Funds available internally within PMU for research and projects per full-time teaching staff in the COBA

Currently there are no funds available for research and projects.

Action Plan:

PMU has not provided COBA faculty with funding for research. Research is expected within a faculty members overall responsibilities and they are evaluated accordingly. However, PMU does provide complete funding for faculty members who have research papers accepted in order for them to present their research at regional and international conferences of noted merit. Complete funding includes conference fees, travel, accommodations and a per diem for meals and expenses.

Ideally, the COBA would have a budgeted line item for research and projects that would sponsor a faculty member during summer holidays or during a paid sabbatical to conduct research off campus with or without collaboration with other researchers.

It is recommended that the University consider funding off campus research in advance of publication. The funding could be granted on competitive bases with a panel of peer reviews awarding research or project funding based on value to PMU and to the academic discipline.

The dean, in consultation with the administration, could present a proposal to fund research and projects during the academic year 2011-12 with the first awards funded during the summer 2012.

Time Frame:

Initiating in 2012



جامعة الأمير محمد بن فهد الأهلية PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

35. SR funds available externally for research and projects per full time teaching staff in the college:

Currently there are no funds available for research and projects.

Action Plan:

No external fund have be secured or provided to COBA faculty for funding of research. Research is expected within a faculty members overall responsibilities and they are evaluated accordingly.

However, PMU does provide complete funding for faculty members who have research papers accepted in order for them to present their research at regional and international conferences of noted merit. Complete funding includes conference fees, travel, accommodations and a per diem for meals and expenses.

Ideally, COBA will secure funding from outside sources for research and projects that would sponsor a faculty member during summer holidays or during a paid sabbatical to conduct research off campus with or without collaboration with other researchers.

It is recommended that the University consider sourcing outside funding, off campus research in advance of publication. The funding could be granted on competitive bases with a panel of peer reviews awarding research or project funding based on value to PMU and to the academic discipline.

The dean, in consultation with the administration, could present a proposal to secure funding research and projects during the academic year 2011-12 with the first awards funded during the summer 2012.

Time Frame:

Initiating in 2012



جامعة الأمير محمد بن فهد الأهلية PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

36. Percentage of full time teaching faculty who received internal research / project funds as a proportion to total number of teaching staff in the college

Currently there are no funds available for research and projects

Action Plan:

PMU has not provided COBA faculty with funding for research. Research is expected within a faculty members overall responsibilities and they are evaluated accordingly. However, PMU does provide complete funding for faculty members who have research papers accepted in order for them to present their research at regional and international conferences of noted merit. Complete funding includes conference fees, travel, accommodations and a per diem for meals and expenses.

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Time Frame:

Initiating in 2012



جامعة الأمير محمد بن فهد الأهلية PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

37. Percentage of full time teaching faculty who received external research / project funds as a proportion to total number of teaching staff in the college

Currently there are no funds available for research and projects

Action Plan:

No external fund have been secured or provided to COBA faculty for funding of research. Research is expected within a faculty members overall responsibilities and they are evaluated accordingly.

However, PMU does provide complete funding for faculty members who have research papers accepted in order for them to present their research at regional and international conferences of noted merit. Complete funding includes conference fees, travel, accommodations and a per diem for meals and expenses.

Ideally, COBA will secure funding from outside sources for research and projects that would sponsor a faculty member during summer holidays or during a paid sabbatical to conduct research off campus with or without collaboration with other researchers.

It is recommended that the University consider sourcing outside funding, off campus research in advance of publication. The funding could be granted on competitive bases with a panel of peer reviews awarding research or project funding based on value to PMU and to the academic discipline.

The dean, in consultation with the administration, could present a proposal to secure funding research and projects during the academic year 2011-12 with the first awards funded during the summer 2012.

Time Frame:

Initiating in 2012



جامعة الأمير محمد بن فهد الأهلية PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

38. Percentage of research published of used on the national or international level as a proportion to total number of research published by college

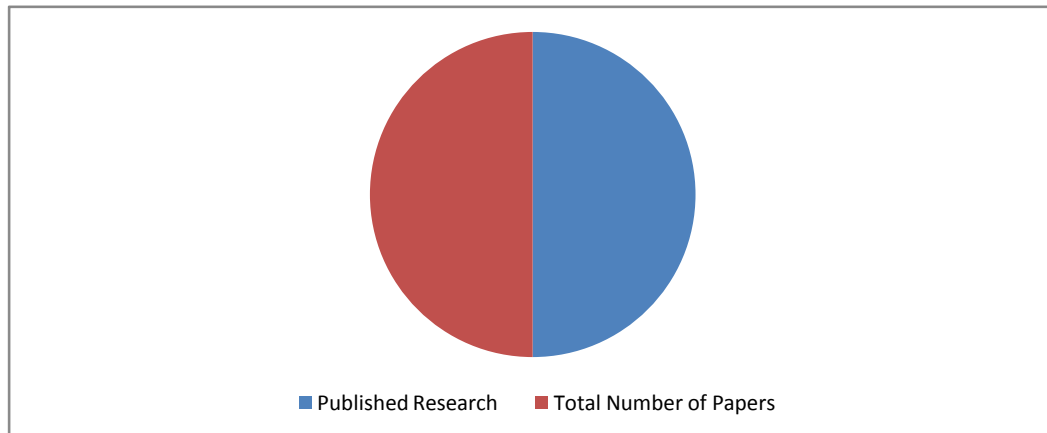
Published Research

11

Total Number of Papers

11

Percentage of research published of used on the national or international level



Action Plan:

COB will continue to support faculty in research and publication.

Time Frame:

Ongoing.

Dr. Kimanthi Ali Thompson

Publication

The Industrial Revolution Is Over for the West, Now What's Next?, International Journal of Management

Working Papers

Customer Service in the Kingdom and Entrepreneurship in Saudi Arabia

Conferences

- Oman 2011 International Business Conference
- Dubai 14th Annual Business Conference.

Community Service

Community Service through committee

- a. COB Undergraduate Committee, Chair
- b. COB Accreditation Committee, Member
- c. Business Admin. Dept Research Collaboration Committee, Chair
- d. Business Admin. Dept Conferences Committee, Member
- e. Business Admin. Dept Certification Committee, Member
- f. Entrepreneur Center, Lead

Dr. Syed Jamal Haider

Publications

- Haider, S.J. (2010). *Transformational Leadership*. VDM Publishing House.
- Haider, S.J. (2011). Organizational Transformation Part I. *Journal of Social Sciences*.

Community Service

Feed the orphan cats of Al-Balad. ☺ (Not sure if NCAAA will accept this as community service. OK, I'll take it out.)



جامعة الأمير محمد بن فهد الأهلية
PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

39. Number of research projects funded as patents nationally or internationally per full-time faculty in the COBA in the past 5 years

COB at this time does not have any project related to patents national or internationally

Action Plan:

COBA does not function in a patent construct in the accepted conventions of business.

Time Frame:

To be reviewed in 2012



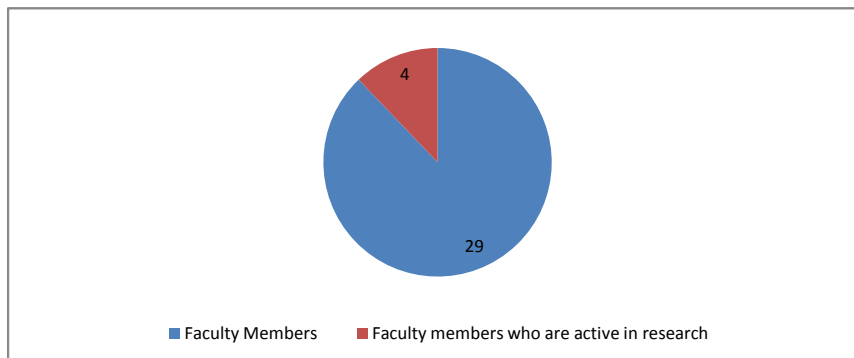
NCAAA – Key Performance Indicators

Data and Narrative Needs:

40. Faculty members who are active in research that were cited per full time teaching staff

Faculty Members 29 Faculty members who are active in research 4

Number of Faculty active in research 13.7931



Action Plan:

COB has initiated support programs such as digital guidelines, group papers, pertinent and regional topic banks as well as periodic email request for submission of papers.

COB will work with the Dean of Research to continue to encourage and add value to faculty research.

Time Frame:

Ongoing – this KPI will be reviewed bi-yearly in order to maintain an update statistics for faculty.

Valentina Korzhova publications for last 4 years

Journals:

- Vasant Manohar, Valentina Korzhova, Yan Qiu, Xuejun Sun, and Dmitry Goldgof. Two-View Mammography Registration using 3D Finite Element Model of the Breast. International Pattern Recognition and Artificial Intelligence (submitted). (36 citations)
- V. Korzhova, D. Goldgof, G. Sisoiev. Model-based Recovery of Fluid Flow Parameters from Video. International Pattern Recognition and Artificial Intelligence. Vol 25, N3 (2011), pp. 309-336. (42 citations)
- G.M. Sisoiev, D.B. Goldgof, V.N. Korzhova. Stationary spiral waves in film flow over a spinning disk. Physics of Fluids, 22, 052106, 2010.(7 citations)
- R. Kasturi, D. Goldgof, P. Soundararajan, V. Manohar, J. Garofolo, R. Bowers, M. Boonstra, V. Korzhova, and J. Zhang, Framework for Performance Evaluation of Face, Text, and Vehicle Detection and Tracking in Video, Data, Metrics, and Protocol. IEEE Trans. Pattern Analysis and Machine Intelligence, v. 31, 1-18, 2009. (17 citations)
- V. Korzhova . G.Sisoiev, and D. Goldgof, The video of fluid flow dynamics. APS/DFD, Video, 2008. (13 citations)

Conferences

- Valentina Korzhova, Viktor Ivanov. On approximate solution of 3D-Navier-Stokes equations. International Mathematical School, Yalta, Ukraine, 2011 (accepted) (3 citations)
- Valentina N. Korzhova, Malik F. Saleh, Viktor V. Ivanov. Mathematical modeling of Information Systems. IMICIC, Orlando, USA, 2011, pp. 223-228 (5 citations)
- V. Korzhova, D. Goldgof, and G. Sisoiev. Reconstructing experimental data from video records for film flow over a spinning disk ECCOMAS-CFD2010, 2010. (8 citations)
- V. Korzhova, D. Goldgof, and G. Sisoiev. Optical Measurement of 3D Fluid Waves in Video. 9th Conference on Optical 3-D Measurement Techniques 2009, pages 1-10, 2009.(12 citations)

Presentations

- First Research and Professional Development Colloquium , Prince Mohammad Bin Fahd University (2011)
- IMICIC conference (2011)
- Colloquium in Pattern Recognition, Computer Science & Engineering Department, University of South Florida (2010)
- ECCOMAS-CFD conference (2010)

Total number of papers, reports and academic presentations in the past year

The total number of papers is 4 for the past year; and the total number of presentations is 4 for the past year

Community services

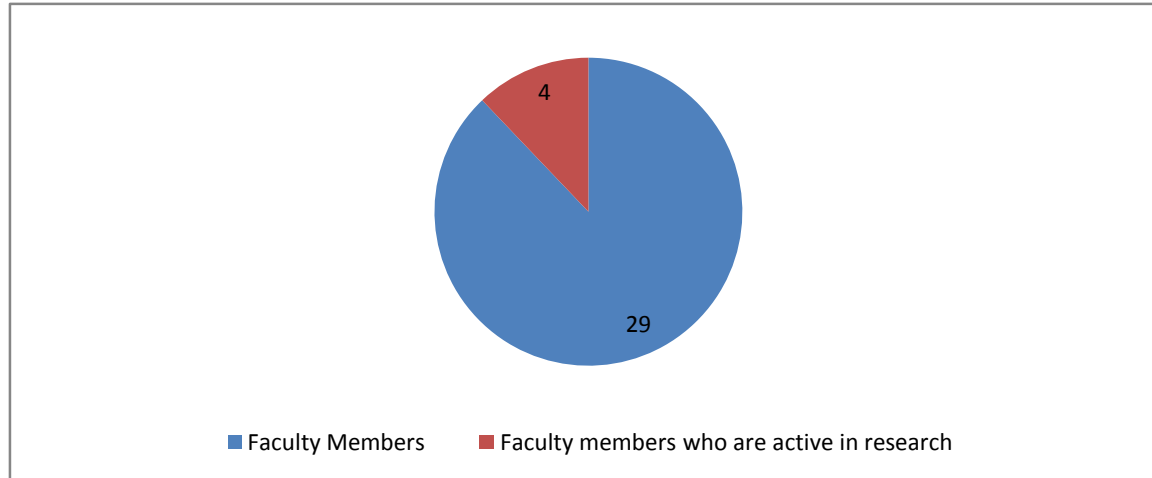
- Serving Student Academic Support Center, College of Business
- Servicing and participation in PMU events, workshops
- Mentoring students during their Assessment III research project
- Reviewing of Plenary Sessions for conferences including the International conference on Pattern Recognition
- Member of the college Grade Appeal committee
-

Faculty Members
29

Faculty members who are active in research
4

Number of Faculty active in research

13.7931





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PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

41. Faculty members who are active in research and are qualified as thesis advisors for graduate students.

COB currently has three faculty who are Thesis Advisors.

Action Plan:

COB has initiated training for Thesis Advisors; to support the process as well as provide the needed documentation such as;

- Instructors check list
- Choosing Research Topics
- Proposal Guidelines
- Research Paper; Steps and Tips
- Research Methods Guide
- Write a Literature Review
- APA Citation
- Common Errors; Things to Avoid

As well as;

- Blackboard Safe Assign training

Time Frame:

Ongoing



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PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

42. Extent to which research equipment and facilities are adequate to conduct research in the college.

The nature of research in the field of economics, management and business administration normally doesn't require any specific equipment and facilities. However, the College's faculty has an online access (through the library facilities) to several electronic databases that contain books and publications in their areas of specialization. Among them are:

Action Plan:

- E-brary: an electronic database that provides access to the full-text of over 60,000 copyrighted books of the leading publishers.
- Such journals and databases, as EBSCO, ABI/INFORM global, ACM digital library.

These resources cover faculty's need in information for any research project to a great extent.

Time Frame:

Ongoing



جامعة الأمير محمد بن فهد الأهلية

PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

43. Percentage of full time teaching staff who were active in community service programs over past 2 years

Currently, the College of Business Administration involvement in realization of community service programs or continuing education programs is through the development and support of two centers. 2011/2012 school year, as it is planned to incorporate a Center of Entrepreneurship and a Center of Continuing Education into the College's structure.

Action Plan:

For both centers the formal proposals have already been developed. They cover all significant issues that need to be solved before their launch and include:

- Mission, vision, values & goals formulation
- General concept of their functioning
- Analysis of different opportunities that can be realized in the frames of their operations
- Set of courses, seminars, and certification programs and similar that will be offered by them
- Benchmarking results

As both centers have already passed the stage of the proposal development, the next steps in the Center of Continuing Education implementation

Time Frame:

Ongoing – both centers are scheduled to open first quarter of 2012.



جامعة الأمير محمد بن فهد الأهلية

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NCAAA – Key Performance Indicators

Data and Narrative Needs:

44 Number of continuing education offered to community per number of programs in the college

Currently, the College of Business Administration involvement in realization of community service programs or continuing education programs is through the development and support of two centers. 2011/2012 school year, as it is planned to incorporate a Center of Entrepreneurship and a Center of Continuing Education into the College's structure.

Action Plan:

For both centers the formal proposals have already been developed. They cover all significant issues that need to be solved before their launch and include:

- Mission, vision, values & goals formulation
- General concept of their functioning
- Analysis of different opportunities that can be realized in the frames of their operations
- Set of courses, seminars, and certification programs and similar that will be offered by them
- Benchmarking results

As both centers have already passed the stage of the proposal development, the next steps in the Center of Continuing Education implementation

Time Frame:

Ongoing – both centers are scheduled to open first quarter of 2012.



جامعة الأمير محمد بن فهد الأهلية
PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

45. Number of service design consultation projects offered as a response to needs of external customers of the college:

COB currently has 2 service design consultation projects; Center for Innovation and Entrepreneurship and the Center of Continuing Education.

Action Plan:

Implementation in advanced stage to incorporate a Center of Innovation and Entrepreneurship and a Center of Continuing Education into the College's structure

Time Frame:

Ongoing – estimated opening during the first quarter of 2012.



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PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

46. Number of nationally or internationally designated/recognized centers in the college

Currently COB does not have any nationally or internationally centers in the college

Action Plan:

It is estimated that within the first quarter of 2012 COBA will have;

1. Center of Innovation and Entrepreneurship
2. Center for Continuing Education

Time Frame:

Ongoing



جامعة الأمير محمد بن فهد الأهلية
PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

47. Detailed report on student field experience showing numbers of students participating and overall report from employers on student performance

See attached 3 documents

Action Plan:

- FIELD EXPERIENCE SPECIFICATION
- FIELD EXPERIENCE REPORTS
- FIELD EXPERIENCE SPECIFICATIONS

Time Frame:

Ongoing

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation &
Assessment

FIELD EXPERIENCE SPECIFICATION

BUSI 4351: INTERNSHIP

Field Experience Specification

Field Experience encompasses fieldwork, professional or clinical placements, internships and other practical experiences in a field location that are part of the formal curriculum within the educational program. For guidance on the completion of this template, refer to section 2.5 of Handbook 2. Internal Quality Assurance Processes and to the Guidelines on Using the Template for a Field Experience Report.

Institution: <ul style="list-style-type: none">■ Prince Mohammad University
College/Department: <ul style="list-style-type: none">■ College of Business Administration

A Field Experience Course Identification and General Information

1. Field experience course title and code: <ul style="list-style-type: none">■ BUSI 4351
2. Credit hours: <ul style="list-style-type: none">■ 3 Credit hours
3. Program(s) in which this field experience activity is offered: <ul style="list-style-type: none">■ Bachelor of Business Administration■ Bachelor of Finance■ Bachelor of Accounting■ Bachelor of Management Information System■ Bachelor of Human Resource Management (Proposed)
4. Name of faculty member responsible for administration of the field experience <ul style="list-style-type: none">■ Dr Hesham Magd (Dean)
5. Duration and time allocation of the field experience activity <ul style="list-style-type: none">■ Eight weeks (40 hours per week, totalling of 320 hours per eight weeks)
6. Level/year at which the field experience is offered <ul style="list-style-type: none">■ Senior level or completion of 87 credit hours
7. Date of approval of field experience specification <ul style="list-style-type: none">■ The internship was approved with all the academic programs approval from the Ministry of Higher Education in 2006

B Aims and Objectives

1. Aims of field experience <ul style="list-style-type: none">■ The role of the internship is to provide students with an appreciation of the types of work involved with their major before they actually enter the job market. The internship also provides students with first hand experience and supplements the theories they have learned in the classroom. It allows them to draw upon various concepts to solve complex, real world problems. It provides the business with an opportunity to have students with fresh ideas work on an issue or a problem currently facing the business. Internships may also provide employers with a risk free chance to try potential employees before actually hiring them
2 Summary description of Intended Learning Outcomes of the field experience in the domains of learning (Refer to description of domains in National Qualifications Framework) (Note that the Field Experience may not be designed to develop learning in all the domains)
a. Knowledge <ul style="list-style-type: none">■ To learn to effectively work in business in the student's major field■ To learn to apply the concepts learned in class in an actual business setting■ To learn how to integrate and utilize concepts from different courses or functional areas to a complex problem
b. Cognitive skills <ul style="list-style-type: none">■ To apply the theoretical concepts acquired through their major to the real life work experience
c. Interpersonal skills and responsibility <ul style="list-style-type: none">■ To develop students' capacity for self study skills■ To enhance students critical thinking skills and oral communication skills■ To enhance the sense of social responsibility
d. Communication, Information Technology and Numerical skills <ul style="list-style-type: none">■ To enhance the utilization of ICT through the Internet and electronic resources■ To enhance students' oral and written communication skills
e. Psychomotor skills (if applicable) <ul style="list-style-type: none">■ NA

C Description of Activity (General description of the field experience in the form to be used for the Bulletin or Handbook should be attached)

1. At what stage or stages during the program does the field experience occur? <ul style="list-style-type: none">■ Senior level or completion of College of Business Requirements
2. Organizational structure (eg. single time block, distributed time blocks, recurrent schedule of XXX days per week) <ul style="list-style-type: none">■ Internship is offered as one single time block during the academic semesters and the summer school (eight weeks – 320 hours)

3. Student Activities Describe the principal activities in which the students will be involved during the field experience.

- Students will work with the assigned supervisor from the internship organization to develop their internship plan for the activities that are required and beneficial for both parties (students and organizations) in accordance to the students major
- Students will be involved in administrative and operational duties at the designated organization

4. Student assignments or reports (if any)

a. Title or description	b. When are these assignments or reports required?
Weekly Log Books	10%
Progress Reports every two weeks	10%
Final Report	60%
Oral Final report Presentation	10%
Evaluation Report	10%

5. Follow up with Students. What arrangements are made for follow up with students to reflect on their experiences and apply what they have learned to future situations? (eg. Seminars or tutorials, individual consultations, reference in subsequent courses, etc.)

- After the completion of the internship, students return back and reflect their experiences with their instructor and class mates through official oral presentation, where class participation and knowledge transfer and sharing take place

6. Responsibilities of Supervisory Staff in the Field. Describe the main responsibilities of supervising staff in the field location. (eg. Planning activities for student’s development of skills, advice to students, assessment of performance)

- Supervisory staff in the field provides students with job guidance, planning activities for the internship duration in order to perform required job tasks and assessment of job performance at the end of the internship

7. Responsibilities of Supervisory Faculty from the Institution. Describe the main responsibilities of supervising faculty from the institution. (eg. Consultation, planning with and advice to field supervisors and students, student assessment, time expectations for visits, etc)

- Maintain a regular contact with the intern and the company/institution supervisor during the internship
- Assist in solving problems that jeopardize the student’s internship experience
- Conduct an on site visit to local interns if a problem is risen
- Continually check the student’s learning log books
- Contact the company/institution supervisor based on feedback from the learning log books to advice on ways to enhance the student’s work experience
- Grade the student’s final report and presentation
- Evaluate the company/institution supervisor’s final report
- Assess the student’s performance and assign the course grade

8. Arrangements for student guidance and support

- Before the initiation of the internship, students are asked to register early for the course and after completion of the early registration, a complete list is provided with their contact details.

- A workshop is performed by the college where information is distributed about the internship explaining their duties and responsibilities
- The email of the assigned advisor is provided to all the interns
- The material is also provided on the blackboard platform for easy access and downloadable, and also the platform is used to place announcements or important issues for all the students

9. What facilities and support are required at the field experience location? (if any)

a. Accommodation

- NA

b Computer resources

- NA

c Learning support materials

- NA

d Other

- NA

D Planning and Preparation

1. Identification of Field Placements. What processes are used to identify appropriate field placements?

The Department of Career Services has built a database of approved companies for internships, and that is categorized per college and per department inside the college if needed. An approval for a company to be listed in the Internship Database is obtained through the College Dean, and the approval process is usually built on a thorough study of the company profile, credentials and readiness (physical and human resources) as well as willingness to run similar programs. Many of the approved companies have signed MOU with the University. The students entitled to take an internship fill a form that reflects their preferences in the selection of the location of the internship. Although this preference is not totally guaranteed, it represents an important part of the process as it involves a real life placement procedure. After this first stage, the Department of Career Services contacts the company to receive placement requirements. Most companies have preferred ranges of GPAs, and conduct interviews to select candidates. This step would ensure that both the university and the company are satisfied with the selection and provides a better and smoother internship program.

2. Preparation of Field Supervisors. Briefly describe and indicate timing of arrangements made to ensure full understanding of roles and responsibilities of supervising faculty/staff in the field setting. (for example, briefing meetings and follow up consultation, training, staff development, notes for guidance.)

- Four weeks before the initiation of the internship, several workshops are held with the internship advisors to provide them with their duties and responsibilities
- Advisors are provided with various templates and detailed instruction related to the internship assessment strategy such as log books, progress reports, final report and oral presentation

3. Preparation of Students. Briefly describe and indicate timing of arrangements made for preparation of students for participation in the field experience activity. (Cross reference to any written notes provided)

- Three weeks before the initiation of the internship, several workshops are held with the internship students to provide them with their duties and responsibilities
- students are provided with various templates and detailed instruction related to the internship assessment strategy such as log books, progress reports, final report and oral presentation
- Students provided with their advisor and brief description about the submission process and the blackboard as a platform for documents and communication tool

4. Risk management ~ Describe process used to identify potential risks to students, persons with whom they work, or facilities where they will be located, and strategies to minimize and protect against those risks (including insurance arrangements).

The internship company selection process ensures that the companies follow recognized quality standards including safety measures. The university does not provide insurance, however, the Saudi Law stipulates that residents are requested to have a proof of insurance as a condition for their Iqama processing, whereas Saudi nationals are insured in all public hospitals.

E Student Assessment

1. Criteria for Assessment

- Weekly Log Books (10%)
- Progress Reports (10%)
- Final Report (60%)
- Oral presentation and reflection (10%)
- Supervisor Evaluation (10%)

2. Assessment of Intended Learning Outcomes. How will achievement of the intended learning outcomes be assessed? (Complete for domains the field experience is intended to develop)

a. Knowledge

- To learn to effectively work in business in the student's major field [[supervisor evaluation](#)]
- To learn to apply the concepts learned in class in an actual business setting [[final report](#)]
- To learn how to integrate and utilize concepts from different courses or functional areas to a complex problem [[final report, oral presentation and reflection and supervisor evaluation](#)]

b. Cognitive Skills

- To apply the theoretical concepts acquired through their major to the real life work experience [[final report, oral presentation and reflection and supervisor evaluation](#)]

c. Interpersonal Skills and Responsibility

- To develop students' capacity for self study skills [[final report, and supervisor evaluation](#)]
- To enhance students critical thinking skills and oral communication skills [[final report, oral presentation and reflection and supervisor evaluation](#)]
- To enhance the sense of social responsibility [[final report, oral presentation and reflection and supervisor evaluation](#)]

d. Communication, Information Technology and Numerical Skills

- To enhance the utilization of ICT through the Internet and electronic resources [[final report, oral presentation and reflection and supervisor evaluation](#)]
- To enhance students' oral and written communication skills [[final report, supervisor evaluation](#)]

e. Psychomotor Skills (if any)

- NA

3. If grades are based on specified activities or reports by students, list them and indicate the weighting for each.

The following are required from the students:

- Weekly log books (10%)
- Progress reports (10%)
- Final report (60%)
- Oral presentation and reflection (10%)

4. Field Supervisors Responsibility for Assessment. Describe the responsibility of supervising staff in field location for student assessment

- Basically the field supervisor guide the students and also evaluate them based on their interaction with employees, supervisors, critical thinking, communication skills, knowledge, attitude ...etc
- At the end of the internship/field experience, the field supervisor assess them and write a report and award the students grade out of 10%

5. Supervising Faculty Responsibility for Assessment. Describe the responsibility of supervising faculty from the institution for student assessment

- Evaluate the log books and award grades
- Evaluate the progress books and award grades
- Evaluate the final report and award grades
- Evaluate the oral presentation and reflection and award grades
- Share the experiences of the students regarding the organization with the student affairs department in order to continue with the organization or not to send any students again

6 Resolution of Differences in Assessments. If supervising staff in the field location and faculty from the institution share responsibility for student assessment, what process is followed for resolving any differences between them?

- NA

F Evaluation of Field Experience

1. Arrangements for evaluation of field experience activity by:

a. Students

- students will be given the opportunity to evaluate the intern organizations after their internship is completed and also during their reflection session, they will be able to provide feedback to their advisors about the intern organization

b. Supervising staff in field setting

- Brief meetings will take place with supervising staff to obtain their opinions about the field experience and students

c. Supervising faculty from institution

- Brief meetings will take place with supervising faculty to obtain their opinions, reflections about the field experience and students. These views will be conveyed to the student affairs department in order to determine whether the university will continue with the specified intern organization

e. Others—(eg. graduates, independent evaluator, etc.)

- NA

3. Process for Reviewing Evaluations and Planning for Improvement.

- Compare syllabi and course description with other universities every five years and report any updates that need to be taken into account
- Biannual meetings of faculty members/advisors to discuss any improvements required
- College of business administration curriculum committee review the internship curriculum periodically and suggest improvements along side with the advisory/industrial board



PMU Quality Center

FIELD EXPERIENCE REPORTS

(Internship, Coop Programs, Summer Training ...etc)

Attachment 2 (k)

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

FIELD EXPERIENCE REPORT

To be completed by the field experience coordinator at the end of each field experience after receiving evaluation information and given to program coordinator.

Field Experience Report

Field Experience encompasses fieldwork, professional or clinical placements, internships and other forms of placement learning and applied learning that are part of the formal curriculum within the educational program. For guidance on the completion of this template, refer to of Handbook 2, Internal Quality Assurance Processes

Institution
College/Department

A General Information

1 Field experience course title and code
2 Program(s) in which this field experience activity is offered
3 Name of faculty member responsible for administration of field experience
4 Year/ semester to which this report applies

B Conduct of Field Experience

1 Changes (if any) from planned arrangements for preparation of students.	Comment (reasons, consequences, implications for future planning)
2 Changes (if any) from planned arrangements for preparation of field supervisors.	Comment (reasons, consequences, implications for future planning)
3 Changes (if any) in organizational arrangements for the field experience	
	Comment (reasons, consequences, implications for future planning)
a. Changes in required activity, tasks or assignments	
b. Changes in arrangements for student support	
c. Other changes (if any)	

C Results

1 Number of students starting the field experience:	<input type="text"/>
2 Number of students completing the field experience:	<input type="text"/>

3 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

	No		%	No	%	No
A		OR	95-100		70-47	
B			90-94		65-69	
C			85-89		60-64	
D			80-84		< 60	
F			75-79			
Denied Entry			Denied Entry			
In Progress			In Progress			
Incomplete			Incomplete			
Pass			Pass			
Fail			Fail			
Withdrawn			Withdrawn			

4 Result Summary:

Passed: No Percent Failed No Percent

Did not complete No Percent

5 Special factors (if any) affecting the results

D Administrative Issues

1 Administrative difficulties encountered either at the institution or in the field situations (if any).

2. Effect of any difficulties on student learning outcomes.

3. Changes needed to avoid these difficulties in future administration of the field experience. (if any)

E Evaluation of Field Experience Activity

1. Student Evaluation of the field experience: (attach survey results)

a. List the most important criticisms and strengths

b. Response of coordinator or field experience team

2 Comments (interviews, survey results etc) from field experience supervisors:

a. List the most important criticisms and strengths.

b. Response of coordinator or field experience team.

F Planning for Improvement

1. Action taken to improve the field experience this semester/year.

Provide a brief summary of significant developments this year, including professional development for faculty or support for field supervisors, modifications to the field experience, and new approaches to quality management.

2 Progress on other action identified in previous action plans:		
a. Items identified last year for action (other than those shown in item 1 above)	State whether completed, the impact, and if not completed, give reasons.	
3. Action Plan for Next Semester/Year		
Actions Required	Planned Completion Date	Person Responsible
4. Recommendations to Program Coordinator (if required)		
Recommendations to program coordinator if any proposed action to improve the field experience would require approval at program, department or institutional level or that might affect other courses in the program.		

Field Experience coordinator

Signature: _____ Date report completed: _____

Date received by Program Coordinator: _____

Attachment 2 (I)

Guidelines on Using the Template for a Field Experience Report

Institution, College/Department	Show the name of the institution and the college or department principally responsible for the course.
A. General Information	
1. Field experience course title and code	Show the title and institutional code number for the course.
2. Program(s) in which this field experience activity is offered	Write the name of the program.
3. Name of faculty member responsible for administration of field experience	Indicate name of coordinator. If report is prepared by a different person also show the name of that person.
4. Year and semester to which this report applies	Indicate the calendar year and semester.

B. Conduct of the Field Experience	
1. Changes (if any) from planned arrangements for preparation of students.	Describe any variations that occurred from what was planned. Comments should include reasons for the changes and the likely effects of those variations. Implications for future planning could include suggestions for avoiding problems that caused changes that were not wanted, or changes in plans if new ideas tried were successful.
2. Changes (if any) from planned arrangements for preparation of field supervisors.	Describe any variations that occurred from what was planned. Comments should include reasons for the changes and the likely effects of those variations. Implications for future planning could include suggestions for avoiding problems that caused changes that were not wanted, or changes in plans if new ideas tried were successful.
3. Changes (if any) in organizational arrangements for the field experience.	Changes referred to under items a. b. or c. below could include either changes that were planned and implemented, or changes that resulted from unanticipated events that prevented plans being followed or created new unexpected opportunities.
a. Changes in required activities, tasks or assignments	Describe change and note reason for it being made, indicate consequences of the change (if any) and comment on implications for the future. Implications for future planning could include suggestions for avoiding problems that caused changes that were not wanted, or changes in plans if new ideas tried were successful.
b. Changes in arrangements for student support.	Describe change and note reason for it being made, indicate consequences of the change (if any) and comment on implications for the future. Implications for future planning could include suggestions for avoiding problems that caused changes that were not wanted, or changes in plans if new ideas tried were successful.
c. Other changes	Describe change and note reason for it being made, indicate consequences of the change (if any) and comment on implications for the future. Implications for future planning could include suggestions for avoiding problems that caused changes that were not wanted, or changes in plans if new ideas tried were successful.

C. Results	
1. Number of students commencing the field experience	Show the number of students commencing the field experience activity.
2. Number of students completing the field experience	Show the number of students who completed the course, including any who completed and failed.
3. Distribution of Grades	Enter numbers in the table to show the distribution of grades or percentage marks. (Follow the grading system used by your institution)
4. Result Summary	Show the numbers and percentages of those who commenced the field experience activity who passed, failed or did not complete.
5. Special factors. (if any) affecting the grade distribution.	Describe any unusual events or special factors that might have affected the numbers or percentages noted above and explain what effect those events or factors might have had.
E. Administrative Issues	
1. Administrative difficulties encountered (if any)	Briefly describe any administrative difficulties that were encountered
2. Effect of any difficulties on student learning outcomes.	Comment on any likely effects on student learning in the field experience as a result of those difficulties.
3. Changes needed to avoid those difficulties in future administration of the field experience	Provide suggestions for future planning that might avoid similar problems emerging in the future.
F. Evaluation of Field Experience Activity	
1. Student evaluation of the field experience.	Attach most recent survey results
a. List the most important criticisms and strengths	List the most common and the most significant criticisms and strengths as shown in the student evaluations
b. Response of coordinator or field experience team	Provide explanation or comment. This may acknowledge or disagree with strengths or areas in need of improvement or provide an explanation or interpretation.
2. Comments from field experience supervisors	
a. List the most important criticisms and strengths	Describe how comments were obtained from supervising staff in the field situation.. List the most common and the most significant criticisms and strengths.
b. Response of instructor or field experience team	Provide explanation or comment including comments from supervising faculty from the institution. These may acknowledge or disagree with strengths or areas in need of improvement or provide an explanation or interpretation.
G. Planning for Improvement	
1. Action taken to improve the field experience activity this semester/year	Provide a summary description of any actions that were implemented to improve the activity in the current semester/year and comment on the results achieved.
2. Progress on other actions proposed.	List other actions to improve the field experience that were proposed in previous years and that have still to be fully implemented. For each one indicate progress made and if not undertaken or completed as planned, give reasons.

3. Action Plan for Next Semester/Year	List action proposed to improve the field experience for the next semester/year noting for each action the planned completion date and the person responsible.
4. Recommendations for Program Coordinator	List recommendations for consideration by the department or program coordinator that would require decision at that level or that might affect other courses in the program.



PMU Quality Center

FIELD EXPERIENCE SPECIFICATIONS

(Internship, Coop Programs, Summer Training ...etc)

Attachment 2 (i)

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

FIELD EXPERIENCE SPECIFICATION

Field Experience Specification

For guidance on the completion of this template, refer to Section 2.6 in Chapter 2 of Part 2 of this Handbook.

Institution
College/Department

A Field Experience Course Identification and General Information

1. Field experience course title and code
2. Credit hours
3. Program in which this field experience activity is offered
4. Name of faculty member responsible for administration of the field experience
5. Duration and time allocation of the field experience activity
6. Level/year at which the field experience is offered

B Objectives

1. Summary of the main learning outcomes for students participating in the field experience activity.
2. Briefly describe any plans for developing and improving the field experience activity that are being implemented.
3. Learning Outcomes in Domains of Learning For the domains of learning shown below indicate: <ul style="list-style-type: none">• A brief summary of the knowledge or skill the field experience is intended to develop;• A description of the teaching strategies to be used in the course to develop that knowledge or skill.• The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned. <p>(Note that the objectives of the field experience may not include all of the domains and the items should be completed only for kinds of learning the field experience activity is intended to develop)</p>
a. Knowledge
(i) Description of the knowledge to be acquired
(ii) What will be done to develop that knowledge
(iii) Methods of assessment of knowledge acquired

b. Cognitive Skills

(i) Description of cognitive skills to be developed

(ii) What will be done to develop these cognitive skills

(iii) Methods of assessment of skills developed

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

(ii) What will be done to develop these skills and abilities

(iii) Methods of assessment of skills and abilities developed

d. Communication, Information Technology and Numerical Skills

(i) Description of the numerical and communication skills to be developed

(ii) What will be done to develop these skills
(iii) Methods of assessment of skills developed
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required
(ii) What will be done to develop these skills
(iii) Methods of assessment of psychomotor skills

C Description of Field Experience Activity (General description in the form to be used for the Bulletin or Handbook should be attached)

1. At what stage or stages during the program does the field experience occur?
2. <u>Organizational structure</u> (eg. single time block, distributed time blocks, recurrent schedule of XXX days per week)

3. Student Activities Describe the principal activities in which the students will be involved during the field experience.

4. Student assignments or reports (if any)	
a. Title or description	b. When are these assignments or reports required?

5. Follow up with Students. What arrangements are made for follow up with students to reflect on their experiences and apply what they have learned to future situations? (eg. Seminars or tutorials, individual consultations, reference in subsequent courses, etc.)

6. Responsibilities of Supervisory Staff in the Field. Describe the main responsibilities of supervising staff working in the field location. (eg. Planning activities for student's development of skills, advice to students, assessment of performance)

7. Responsibilities of Supervisory Faculty from the Institution. Describe the main responsibilities of supervising faculty from the institution. (eg. Consultation, planning with and advice to field supervisors and students, student assessment, time expectations for visits, etc)

8. Arrangements for student guidance and support

9. What facilities and support are required at the field experience location? (if any)

a. Accommodation

b Computer resources

c Learning support materials

d Other

D Planning and Preparation

1. Identification of Field Placements. What processes are used to identify appropriate field placements?

2. Preparation of Field Supervisors. Briefly describe and indicate timing of arrangements made to ensure full understanding of roles and responsibilities of supervising faculty/staff in the field setting. (for example, briefing meetings and follow up consultation, training, staff development, notes for guidance.)

3. Preparation of Students. Briefly describe and indicate timing of arrangements made for preparation of students for participation in the field experience activity. (Cross reference to any written notes provided)

4. Safety and Risk Management Describe process used to ensure safety and identify potential risks to students, persons with whom they work, or facilities where they will be located, and strategies to minimize and protect against those risks (including insurance arrangements).

E Student Assessment

1. Basis for Assessments. List the major performance criteria or matters considered in deciding on student grades. These may include assessments of work performance and personal characteristics and written reports of assignments. If specified weightings are given for different tasks or criteria indicate the weighting given to each component

2. Field Supervisors Responsibility for Assessment. Describe the responsibility of supervising staff in the field location for student assessment

3. Supervising Faculty Responsibility for Assessment. Describe the responsibility of supervising faculty from the institution for student assessment

4 Resolution of Differences in Assessments. If supervising staff in the field location and faculty from the institution share responsibility for student assessment, what process is followed for resolving any differences between them?

F Evaluation of the Field Experience

1. Arrangements for evaluation of field experience activity by:

a. Students

b. Supervising staff in the field setting

c. Supervising faculty from the institution

e. Others—(eg. graduates, independent evaluator, etc.)

2. Describe the planning arrangements for periodically reviewing the effectiveness of the field experience and planning for improvement.

Guidelines on Using the Template for a Field Experience Specification

Institution, College/Department	Show the name of the institution and the college or department principally responsible for the field experience activity
A. Field Experience Course Identification and General Information	
1. Field experience course title and code	Show the title and the institutional code number for the field experience
2. Credit hours	Write the number of credit hours for the field experience activity.
3. Program in which this field experience is offered.	Write the name of the program
4. Name of faculty member responsible for the administration of the field experience	If a single faculty member has been given responsibility for coordinating the field experience activity that persons name should be given. If it is a new program for which a coordinator has not yet been appointed that should be noted and the new appointees name included when it is known.
5. Duration and time allocation of the field experience activity	Indicate the length of time taken in the field experience activity and the amount of time taken. Eg. One semester one day per week, three weeks full time, etc.
6. Level/year at which the field experience is offered	Indicate the year level in the program when the field experience is undertaken.

B. Objectives	
1. Main learning outcomes of the Field Experience	This should be a brief summary of the main purposes only. A more detailed description of intended learning outcomes is requested in 3. below.
2. Plans for developing or improving the field experience activity.	List and briefly describe any plans for major changes or developments of the field experience activity and strategies that are being used to achieve those objectives. <i>For example a pilot program to assess the effect of varying scheduling arrangements for the field experience, introduction of newsletters about the program to field supervisors to improve communication and understanding, field research activities by groups of faculty working in cooperation with field supervisors..</i>

3 Learning Outcomes in Domains of Learning	In this item summarize the learning outcomes expected from the field experience in each of the domains of learning, what will be done to develop that learning and the way student learning will be assessed. The field experience is not expected to contribute to every domain but where important outcomes are expected they should be clearly identified and attention given to how they will be developed and learning assessed.
(a). Knowledge	
(i) Knowledge to be acquired	This should be a description of the knowledge that students should gain as a result of participation in the field experience.
(ii) Teaching strategies	Explain what will be done to ensure that this knowledge is gained. <i>Example—Field supervisors advised of regulations, procedures, safety</i>

	<i>precautions students should learn about and asked to ensure that information is provided. Students complete assignment recording information obtained. Tutorial discussion following completion of field experience to review what students have learned</i>
(iii) Methods of assessment	Describe how learning will be assessed. <i>For example—Student quiz at end of field experience.</i>
(b) Cognitive Skills	
(i) Cognitive skills to be developed	List the thinking and problem solving skills the field experience is intended to develop. As a guide it may be useful to begin with the phrase “The ability to...” The list should include practical skills that involve the use of analysis and problem solving techniques gained in on campus studies and any additional techniques used by practitioners in the field setting.
(ii) Teaching strategies	Describe what will be done to ensure that these skills are developed. <i>Example—Practical tasks carried out in the field setting, Assignment task to be completed with advice of field supervisor.</i>
(iii) Methods of assessment	Describe how cognitive skills will be assessed. <i>Example—Ratings of performance by field supervisor and faculty member. Faculty assessment of assignment task.</i>
(c) Interpersonal Skills and Responsibility	
(i) Skills to be developed	List the objectives of the field experience for improving students’ interpersonal skills, capacity for self directed learning, and personal and social responsibility.
(ii) Teaching strategies	Explain what will be done to improve these abilities. Examples—Advice on procedures by field supervisor followed by involvement in group planning task, independent investigation of an identified issue or problem in the field setting involving discussions with relevant people and other investigations.
(iii) Methods of assessment	Ratings by field supervisor and faculty member on performance in group and research tasks.
(d) Communication, IT and Numerical Skills	
(i) Skills to be developed	Indicate the contribution of this course to students’ numerical and communication skills.
(ii) Teaching strategies	Indicate what will be done to apply and improve these skills. <i>Example-- Use of skills in practical tasks in the field setting with advice as required by field supervisor</i>
(iii) Methods of assessment	Indicate how quality of learning will be assessed. <i>Example--Judgments about effectiveness of analyses and communications incorporated into ratings of performance in the field setting.</i>
(e) Psychomotor Skills	
(i) Skills to be developed	Indicate any psychomotor skills the field experience activity is intended to develop.
(ii) Teaching strategies	Explain how these skills will be improved in the field experience setting.
(iii) Methods of assessment	Explain what will be done to assess quality of performance.

C. Description of Field Experience Activity	
1. At what stage(s) does the field experience occur?	Indicate when during the program the students participate in the field experience.

2. Organizational structure	Describe how the time schedule for the field experience is organized. Eg. One day per week for XXX weeks, three weeks full time, one semester full time, etc.
3. Student Activities	Describe the principal activities in which the students will be involved during the field experience. If their level of responsibility is to be progressively increased during the period, explain how that will be done.
4. Student Assignments or Reports	List any assignments or reports that students are required to prepare and indicate the time when they must be completed.
5. Follow up Activities with Students.	Describe follow up activities with students after completion of the field experience to consolidate and apply learning, reflect on the experience etc.
6. Responsibilities of supervising staff in the field setting	Describe the major responsibilities to be carried by the supervising staff.
7. Responsibilities of supervising faculty from the institution	Describe the responsibilities of supervising faculty from the institution.
8. Arrangements made for student guidance and support	Describe arrangements made for student support and guidance including scheduled contacts and emergency access for advice and assistance.
9. Facilities and support required at the field experience location	Describe what facilities are required including desk or other accommodation at the field site, computer access if necessary, learning support materials and any other requirements.

D. Planning and Preparation

1. Identification of Field Placements	Describe the process followed in identifying placements including principal criteria for selection.
2. Preparation of Field Supervisors	Describe the process followed to brief supervising staff in the field setting on their responsibilities and the processes to be followed with students. Include details of when this will be done and mechanisms for ongoing consultation and emergency contact if required.
3. Preparation of Student	Describe what will be done to prepare students for their participation in the work experience program and the timing of this preparation. Written notes prepared for student guidance should be referred to or attached.
4. Safety and Risk Management	Describe process followed to ensure safety and identify risks for students, clients or others associated with the field experience activity and steps taken to minimize and protect against those risks. If a risk assessment has been prepared a copy should be attached.

E. Student Assessment

1. Basis for Assessment	Describe the principal criteria for the assessment of students performance in the field setting.
2. Field Supervisors Responsibility for Assessment	Describe the responsibility of field supervisors for student assessment. . (eg. assessment of some aspects of work done, overall assessment of performance shared with supervising faculty from institution, etc.)
3. Supervising Faculty Responsibility for Assessment	Describe the responsibility of supervising faculty from the institution for student assessment. . (eg. assessment of some aspects of work done, overall assessment shared with supervising staff in the field location, etc.)
4. Resolution of Differences in Assessments	Explain what process is followed if the field supervisor and the supervising faculty member from the institution differ in their assessment of students performance in the field experience.

F. Evaluation of Field Experience

1. Evaluation of Field Experience by	
a. Students	Describe process for obtaining feedback on the quality of the field experience by the students involved.
b. Supervising staff in the field setting	Describe process for obtaining feedback on the quality of the field experience by the supervising staff in the field setting.
c. Supervising faculty from the institution.	Describe process for obtaining feedback on the quality of the field experience by the supervising faculty from the institution.
d. Others	Describe process for obtaining feedback on the quality of the field experience by other stakeholders. (Eg. former students in surveys of the quality of the program as a whole.).
2. Arrangements for reviewing evaluations and planning for improvements	Describe the process to be followed in reviewing feedback from various sources and planning for improvement. <i>Example—Summary of evaluations prepared and considered by a program planning group including representatives of students and supervisors at the end of each year.</i>



جامعة الأمير محمد بن فهد الأهلية

PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators

Data and Narrative Needs:

48. Number of graduating students who were evaluated internally by members of PMU faculty other than Assessment III instructor

During the 2011 school year graduating students were evaluated by three faculty that were not the Assessment III instructors.

Action Plan:

- COB will continue to encourage faculty to participate in evaluation of Assessment III graduating seniors.
- As well COB faculty will be assigned by the Dean to support the evaluation

Time Frame:

Internal evaluation of graduating students by an interdisciplinary faculty will begin in the Spring Semester 2012.



جامعة الأمير محمد بن فهد الأهلية

PRINCE MOHAMMAD BIN FAHD UNIVERSITY

NCAAA – Key Performance Indicators:

Data and Narrative Needs:

49. Number of graduating students who were evaluated externally by non-members of PMU faculty during final year Assessment III

COB did not have any non-member faculty evaluate graduating students in 2011 school year.

Action Plan:

- COB will engage non-member faculty to participate in evaluation of Assessment III graduating seniors.

Time Frame:

Internal evaluation of graduating students by an non-member faculty will begin in the Spring Semester 2012.



جامعة الأمير محمد بن فهد
PRINCE MOHAMMAD BIN FAHD UNIVERSITY

**National Commission for Academic Accreditation
& Assessment**

Self Evaluation Scales for Higher Education Programs

COLLEGE OF ENGINEERING

June 2011

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 an institution or 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 provides self evaluation scales dealing with standards for higher education programs. The standards apply to all programs in public and private universities and colleges, 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.

The standards and self evaluation scales for programs have been presented in generic terms that are applicable to all programs. Separate documents that draw attention to specific requirements for certain fields of study are in preparation and details of these can be obtained from the NCAAA.

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 institutions that are well advanced with the introduction of quality assurance systems will be considered first, and others will be evaluated and accredited as their internal quality assurance systems are put in place.

The Commission has developed a set of standards for quality assurance and accreditation of higher education institutions 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
8. Financial Planning and Management
9. Employment Processes
10. Research
11. Relationships With the Community

These standards are based on what is generally accepted as good practice in higher education throughout the world and adapted to 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, an institution should investigate whether these good practices are carried out and how well this is done. The self evaluation scales have been prepared to assist in this process. In this document the groups carrying out the evaluations within the institution are asked whether the particular practices are followed, and to rate the quality of these practices in the institution on a five point rating scale. Their judgments of quality MUST be based on appropriate evidence including at least some comparisons with 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 an institution cannot be considered for accreditation.

To be granted accreditation it is necessary for an institution to provide evidence of good quality performance in relation to all the eleven general standards and with all of the subsections of those standards. There is one exception. A college offering only undergraduate programs is not expected to have any significant involvement in research though teaching staff must have continuing involvement in scholarly activities in their field of study.

It is not expected that an institution or 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 items are not equal in importance. Their importance will vary according to the mission and objectives of the institution 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 priorities identified by the Commission.

A description of the eleven general standards is provided in this document together with some general explanatory notes and comments on possible performance indicators and kinds of evidence that could be considered in determining quality of performance.

Further guidance on the use of the standards for continuing monitoring of performance and preparations for accreditation is given in the *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.

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 extra curricular 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 staff. Evaluation of these functions in an institutional evaluation would be broad 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. In a program evaluation they would be considered from the perspective of the particular program concerned. For example a library might be very good in many ways, but not have the materials to support a particular program. In that case the provision of learning resources might receive a reasonably high rating in

an institutional evaluation but a low rating in an evaluation from the perspective of the program concerned in the program evaluation.

- 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 with the possibility of identifying significant variations between different programs. In an institutional evaluation part of the consideration for teaching and learning should be the effectiveness of processes for ensuring all programs are of good quality, monitoring performance, and supporting improvements in all programs throughout the institution. An evaluation of learning and teaching for an institutional evaluation 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 standards have been described dealing with the things that should be considered in relation to evaluation of a program. They include the matters described in the second and third of these categories.

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 (eg students, graduates or members of departments who use services provided by central administrative units or centers) and also some who are familiar with that kind of work, but are not directly involved in that service provision. As a further safeguard it is recommended that the final judgments be reviewed and an independent opinion given 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 overall institutional quality on a continuing basis.

Data on these indicators should be collected in standard form and retained 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.

It is the responsibility of every program to monitor and plan for improvement in relation to its own mission and objectives. However the Commission has also identified certain key performance indicators on which information should be collected in all institutions. This requirement has several important objectives. It provides a common set of statistical data that can be used by institutions and by those responsible for programs for comparisons of performance and benchmarking within their own institution and elsewhere within the country. (The Commission will publish information for groups of similar institutions, but individual institutional 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 that makes it possible for the Commission to maintain accreditation of institutions in the interval between major external reviews.

These indicators established by the Commission should be used by institutions and program managers 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 Improvement (Standard 3) and also to the sub-standards for Student Learning Outcomes (Standard 4.1) and Student Assessment (Standard 4.4).

Application of the Standards to Different Types of Institutions.

The standards are designed for all higher education institutions, that is institutions offering programs described as higher education and leading to higher education qualifications in the National Qualifications Framework.

While the general standards for higher education institutions are the same for all there are some important differences in the circumstances of some types of institutions that affect how the standards should be applied.

- There are some differences in the regulations affecting public and private institutions, including some relating to borrowing, fee payments by students and financial management. Consequently some of the standards specified for these matters are not relevant to some institutions.
- There are expectations for universities relating to involvement in research and post graduate study. These should be reflected in the evaluations in standard 10 dealing with research. Although scholarly activities on the part of faculty should be encouraged in all institutions these requirements for research do not have to be met in private colleges that are not part of universities.
- Some institutions are involved in partnership arrangements with other institutions, either within or outside the Kingdom, under which certain elements of program planning and evaluation are shared. If such arrangements exist processes must be followed that ensure that quality is maintained and the requirements of the Saudi Arabian system are met.
- Some institutions offer programs by distance education. This different form of delivery changes the form of interaction between students and institutions and leads to additional requirements for program delivery and support. The special requirements for distance education programs are set out in a different document.

In the self evaluation scales attention is drawn to some of these differences. If a particular practice is not applicable to the institution concerned the item should simply be marked as not applicable (NA).

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 programs 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 campuses is 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 on each campus and any differences noted and considered in planning what should be done in response. Program reports should show both the evaluations for each campus 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.

A program offered either on-campus or through distance education should also be evaluated in the same way, that is, information collected for each mode of delivery and reported in a way that shows any differences found. However there are a number of additional matters that relate to distance education and these must also be considered using the standards for distance education.

A program may have an early exit point, for example it may be possible for students to complete two years of study and receive an associate degree or to continue for several more years and complete a bachelor degree. If this is done it is essential that the associate degree 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 bachelors 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 are common to both. Similarly, if a student had completed the bachelors degree program and wished to take a post graduate program leading to a masters 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 institutions 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.

An equivalent set of standards has been developed for institutions offering post secondary programs in technical education and training. These standards differ from those for higher education institutions because of important differences in the nature of programs and the processes for program development and delivery. The standards for these institutions are set out in another document, *Standards for Accreditation of Technical Education and Training Institutions*.

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.

In this document information about the standards is presented at two levels. The first is a general statement of the standard as it applies to a broad area of activity and the second is a description of why it is important and the kinds of processes that are expected if the standard is achieved.

This explanatory information is followed for each standard by a number of more specific statements of “good practices” that are typically carried out in a high quality institution with scales to indicate whether and how well the practice is followed.. The scales” are presented in groups that deal with major components or sub-sections of the general standards.

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

Some of these statements are relevant to certain institutions 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 descriptions:

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.

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 and aggregated to give an overview of the quality of programs for a college or for 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 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 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.

Standard 1 Mission Goals and Objectives

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

Main components in this standard:

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

Comment and General Description of Good Practice

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

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

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

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

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

Evidence and Performance Indicators

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

Standard 1 Mission, Goals and Objectives

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
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.		
1.1.1 The mission for the program is consistent with the mission of the institution.	<input type="text" value="Y"/>	<input type="text" value="4"/>
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.	<input type="text" value="Y"/>	<input type="text" value="4"/>
1.1.3 The mission is consistent with Islamic beliefs and values.	<input type="text" value="Y"/>	<input type="text" value="4"/>
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)	<input type="text" value="Y"/>	<input type="text" value="4"/>
Overall Assessment		<input type="text" value="4"/>
Comment <u>The College of Engineering mission is aligned with PMU mission</u>		
Priorities for improvement <u>The College of Engineering mission needs to be updated to be</u> <u>to include graduate academic programs</u>		
Independent Opinion		<input type="text"/>
Comment _____		
1.2 Usefulness of the Mission Statement		
The mission statement must be useful in guiding planning and decision making for the program.		
1.2.1 The mission statement is sufficiently specific to provide an effective guide to decision-making and choices among alternative planning strategies.	<input type="text" value="Y"/>	<input type="text" value="4"/>
1.2.2 The mission is achievable through effective strategies within the level of resources expected to be available.	<input type="text" value="Y"/>	<input type="text" value="4"/>
1.2.3 The mission statement provides clear criteria for evaluation of progress towards the goals and objectives of the program.	<input type="text"/>	<input type="text" value="4"/>
Overall Assessment		<input type="text" value="4"/>
Comment <u>The current mission meets the minimum standards</u>		
Priorities for improvement <u>Input from stakeholders will provide feedback important</u> <u>to introduce changes</u>		

Independent Opinion

Comment _____

1.3 Development and Review of the Mission

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

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

3

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

Y

3

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

Y

3

Overall Assessment

Comment The standard is met, short cycle improvement are warranted to reflect expansions ad growth.

3

Priorities for improvement The institutional due process need to be formalized

Independent Opinion

Comment _____

1.4 Use Made of the Mission Statement

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

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

4

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

4

Overall Assessment

Comment As the College faculty size reached a critical mass, more participation will guarantee quality short and long tem strategic planning.

4

Priorities for improvement _____

Independent Opinion

Comment _____

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.

Y

3

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

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

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.

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

4

Y

4

Y

4

Overall Assessment

4

Comment Corrolation is evident

Priorities for improvement Expand goals and objectives to reflect new strategic planning

Independent Opinion

Comment _____

Overall Assessment of Mission Goals and Objectives

1.1 Appropriateness of the Mission	4
1.2 Usefulness of the Mission Statement	4
1.3 Processes of Development and Review of the Mission	3
1.4 Use Made of Mission Statement	4
1.5. Relationship Between Mission, Goals and Objectives	4
Combined Assessment	4

Comment The College of Engineering has met this standard. Updates are
being introduced as part of the continuous improvement process

Independent Opinion

Comment _____

Indicators Considered _____

Priorities for Improvement _____

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.

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.

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	<input type="text" value="Y"/>	<input type="text" value="4"/>
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.)	<input type="text" value="Y"/>	<input type="text" value="3"/>
2.1.3 Program administrators anticipate issues and opportunities and exercise initiative in response.	<input type="text" value="Y"/>	<input type="text" value="4"/>
2.1.4 Program administrators ensure that when action is needed it is taken in an effective and timely manner.	<input type="text" value="Y"/>	<input type="text" value="4"/>
2.1.5 Program administrators have sufficient authority to ensure compliance with formally established or agreed institutional or program policies and procedures.	<input type="text" value="Y"/>	<input type="text" value="4"/>
2.1.6 Program administrators provide leadership, and encourage and reward initiative on the part of teaching and other staff.	<input type="text" value="Y"/>	<input type="text" value="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.	<input type="text" value="Y"/>	<input type="text" value="4"/>
2.1.8 Regular feedback is given on performance of teaching and other staff by the head of the department	<input type="text" value="Y"/>	<input type="text" value="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.	<input type="text" value="Y"/>	<input type="text" value="4"/>
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.	<input type="text" value="Y"/>	<input type="text" value="4"/>
2.1.11 Advice and support are made available to faculty and staff in a manner that contributes to their personal and professional development	<input type="text" value="Y"/>	<input type="text" value="4"/>
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.	<input type="text" value="Y"/>	<input type="text" value="4"/>
		<input type="text" value="4"/>

Overall Assessment

Comment The College of Engineering Dean and Departments Chairs share

administration responsibilities. All are actively involved in decisions relating to academics, Personnel, and resources. They enjoy the support of PMU administrator.

Priorities for improvement _____

Independent Opinion

Comment _____

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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 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.

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	4
2.2.3 Planning processes provide for appropriate levels of involvement by teaching and other staff, students and other stakeholders.	Y	3
2.2.4 Planning has a particular focus on intended learning outcomes for students with course content and teaching and assessment strategies that reflect both the background of students and theory and research on different kinds of learning. (For advice on the planning of new programs and review and documentation of existing programs refer to Section 2.4.7 in <i>Handbook for Quality Assurance and Accreditation in Saudi Arabia Part 2, Internal Quality Assurance Arrangements</i> .	Y	3
2.2.5 Plans are effectively communicated to all concerned with impacts and requirements for different constituencies made clear.	Y	3
2.2.6 Implementation of plans is monitored with checks made against short term and medium term targets and outcomes evaluated.	Y	3
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	3
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	3
2.2.9 Risk management is included as an integral component of planning strategies with appropriate mechanisms developed for risk assessment and minimization.	N	1

Overall Assessment

3

Comment Planning guidelines and processes are adequate
for enhancements

Priorities for improvement Managed college growth is producing opportunities

Independent Opinion

Comment _____

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

Overall Assessment

Comment The college offers Electrical, Mechanical and Civil Engineering to male students only. The college offers Interior Design to female students only.

N/A

Priorities for improvement There are no immediate plans to offer nay of our programs to both genders.

Independent Opinion

Comment _____

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	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

Overall Assessment

Comment This standards is core to the college of engineering values and professional and ethical conducts

4

Priorities for improvement The University strategic plan includes initiatives that enhances this standard

Independent Opinion

Comment _____

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.	<input type="checkbox"/> Y	<input type="checkbox"/> 3
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.	<input type="checkbox"/> Y	<input type="checkbox"/> 3
2.5.3 Decisions made by committees on procedural or academic matters are recorded and referred to when future similar issues are considered.	<input type="checkbox"/> Y	<input type="checkbox"/> 4
2.5.4 Guidelines, bylaws or regulations are established for recurring procedural or academic issues.	<input type="checkbox"/> Y	<input type="checkbox"/> 3
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.	<input type="checkbox"/> Y	<input type="checkbox"/> 3

Overall Assessment

Comment The college and its departments follow established institutional
academic and administrative policies and procedures 3

Priorities for improvement College faculty staffing plan is being accelerated.

Adding personnel at the college and departments level is an university priority.

Independent Opinion

Comment _____

Overall Assessment of Program Administration

2.1 Leadership	4
2.2 Planning Processes	3
2.3 Relationships Between Sections for Male and Female Students	N/A
2.4 Integrity	4
2.5 Internal Policies and Regulations	3
Combined Assessment	4

Comment The college and university have a good administrative infrastructure in
place. College and its units are striving to accomplish strategic initiatives
that will enhance the college accomplishments.

Independent Opinion

Comment _____

Indicators Considered

Priorities for Improvement

Standard 3. Management of Program Quality Assurance

Teaching and other staff involved in the program must regularly evaluate their own performance and are 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 is attached to student learning outcomes with each course contributing to the achievement of overall program objectives.

Main Components in this Standard

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

Comment and General Description of Good Practice

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

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

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

Evidence and Performance Indicators

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

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

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

Standard 3 Management of Program Quality Assurance

Teaching and other staff involved in the program must regularly evaluate their own performance and are 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 is 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.		
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	3
3.1.4 Improvements in quality are appropriately acknowledged and outstanding achievements recognized.	Y	3
3.1.5 Evaluation and planning for quality improvement are integrated into normal administrative processes.	Y	3
Overall Assessment		3
Comment <u>The college created departmental assessment faculty coordinators and</u>		
<u>improved them to be in charge of their units improvement initiatives</u>		
Priorities for improvement <u>Results from short and long term "closing the loop"</u>		
<u>assessment cycles need to be identified and implemented</u>		
Independent Opinion		<input style="width: 50px; height: 20px;" type="text"/>
Comment _____		

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.

3.2.1 Quality evaluations deal with all aspects of program planning and delivery including student learning outcomes and facilities and services to support that learning whether they are managed by administrators of the program or by others based elsewhere in the institution.	Y	3
3.2.2 Quality evaluations and reports provide an overview of performance for the program as a whole, including both sections if the program is offered in male and female sections, and all courses	Y	3
	Y	3
3.2.3 Evaluations consider inputs, processes, outcomes and processes, with particular attention to learning outcomes for students.		
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	3
3.2.6 If the program is offered 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 to what is found.	N/A	N/A

Overall Assessment	3	
Comment <u>The college faculty are committed to implement best practices that lead to continuous improvement across all academic programs</u>		
Priorities for improvement <u>The college will introduce tools and instruments that will improve collecting and analyzing data.</u>		

Independent Opinion		
Comment _____		

3.3 Administration of Quality Assurance Processes

Quality assurance arrangements for the program must meet any particular requirements for this program as well as the quality assurance arrangements for the institution as a whole.

3.3.1 Quality assurance processes are fully integrated into normal planning and program delivery arrangements.	Y	3
3.3.2 Evaluations are (i) based on evidence, (ii) linked to appropriate standards, (iii) include predetermined performance indicators, and (iv) take account of independent verification of interpretations.	Y	3
3.3.3 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	4
3.3.4 Statistical data on indicators, including grade distributions, progression and completion rates are retained in an accessible central data base and regularly reviewed and reported in annual and periodic program reports.	Y	3
3.3.5 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	4
3.3.6 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
3.3.7 Processes for evaluation of quality should be transparent with criteria for judgments and evidence considered made clear.	Y	3

Overall Assessment	3	
Comment <u>The administration of this standard receives support of the college and university</u>		
Priorities for improvement <u>Appoint a college associate dean for academics and assign him oversight of college and departments quality assurance activities</u>		

Independent Opinion		
Comment _____		

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.

3.4.1 Information is provided regularly on key performance indicators that are selected for all programs in the institution.	Y	3
3.4.2 Additional performance indicators relevant to the particular program are also identified, used for program evaluations and regularly reported on.	Y	3
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	3
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	2
3.4.5 The format for indicators and benchmarks is consistent with that adopted for the institution as a whole.	Y	3

Overall Assessment

Comment The college conducts benchmark studies and developed performance 3

indicators that are being assessed this academic year.

Priorities for improvement College recommendations need to be supported within
the institution

Independent Opinion

Comment _____

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.

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	4
3.5.2 Interpretations of evidence of quality of performance are verified through independent advice from persons familiar with the type of activity concerned and impartial mechanisms are used to reconcile differing opinions.	Y	3
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	2

Overall Assessment

Comment The college has strong ties and partnership with Saudi and International 3

industry and international universities.

Priorities for improvement Industry advisory boards need to be formalized

Independent Opinion

Comment _____

Overall Assessment of Management of Program Quality Assurance

3.1 Commitment to Quality Improvement in the Program	3
3.2 Scope of Quality Assurance Processes	3
3.3 Administration of Quality Assurance Processes	3
3.4 Use of Performance Indicators and Benchmarks	3
3.5 Independent Verification of Standards	3
Combined Assessment	3

Comment The college continuous to allocate personnel and resources
to effectively manage its quality assurance initiatives as identified in this
standard.

Independent Opinion

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Comment _____

Indicators Considered _____

Priorities for Improvement _____

Standard 4. Learning and Teaching

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

Main components of this Standard:

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

Comment and General Description of Good Practice

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

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

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

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

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

and accreditation processes. These reviews should consider changes in the environment affecting the program, identify strengths and weaknesses and trend data that indicates whether standards and quality of processes and support systems are improving or declining, and develop plans for improvement.

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

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

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

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

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

Evidence and Performance Indicators

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

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

Standard 4 Learning and Teaching

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

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

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

4.1 Student Learning Outcomes

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

4.1.1 Intended learning outcomes are specified after consideration of relevant academic and professional advice.	Y	4
4.1.2 Intended learning outcomes are consistent with the Qualifications Framework. (covering all of the domains of learning at the standards required)	Y	4
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	4
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

Overall Assessment

4

Comment All college programs and courses have well developed learning outcomes.

PMU has well developed competencies based on national and international accreditation standards and best practices.

Priorities for improvement Tracking tools and instruments need to be web based and part of university data warehousing and mining office under Institutional Research

Independent opinion

Comment _____

4.2 Program Development Processes

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

4.2.1 Plans for the delivery of programs and for their evaluation are set out in detailed program specifications that include knowledge and skills to be acquired, and strategies for teaching and assessment for the progressive development of learning in all the domains of learning.	Y	3
4.2.2 Plans for courses are set out in course specifications that include knowledge and skills to be acquired and strategies for teaching and assessment for the domains of learning to be addressed in each course.	Y	4
4.2.3 The content and strategies set out in course specifications are coordinated with other courses and followed in practice to ensure effective progressive development of learning for the total program in all the domains of learning.	Y	4
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

4

Comment The college programs are in-compliance with this substandard. The college graduated its first class this academic years. Feedback fro improvement is collected.

Priorities for improvement Develop national and international advisory boards to supplement local industry advisory boards.

Independent opinion

Comment _____

4.3 Program Evaluation and Review Processes

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

4.3.1 Courses and programs are evaluated and reported on annually with information about the effectiveness of planned strategies and the extent to which intended learning outcomes are being achieved.	Y	4
4.3.2 When changes are made as a result of evaluations details of those changes and the reasons for them should be retained in course and program portfolios.	Y	4
4.3.3 Quality indicators that include learning outcome measures are identified and used for all courses and the program as a whole.	Y	4
4.3.4 Records of student completion rates in all courses and the program as a whole are kept and used as quality indicators.	Y	4
4.3.5 Annual reports including quality assurance data are provided and reviewed by senior administrators and quality committees.	Y	3
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	2
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 established for the institution.	Y	3
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	3
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 If the program is offered in sections for male and female students evaluations should provide data for each section as well as for the program as a whole, and any deficiencies in one or the other section dealt with appropriately in recommendations for action.	Y	-

Overall Assessment

3

Comment As the college graduates few more classes, collected data/ feedback will be

essential to implement valid changes that will enhance the academic programs.

Priorities for improvement Course improvements should be implemented within the
department program overall improvements should be implemented within the college

Comment _____ Independent opinion

4.4 Student Assessment

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

4.4.1 Student assessment mechanisms are appropriate for the forms of learning sought.	Y	4
4.4.2 Assessment processes are clearly communicated to students at the beginning of 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	4
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	4
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	3
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	4
4.4.10 Criteria and processes for academic appeals should be made known to students and administered equitably (see also item 5.3)	Y	4

Overall Assessment

Comment The college faculty members use multiple assessment methods and tools
to assess their students performance on assignments, exams, and projects.

Priorities for improvement Introduce engineering professionalism and ethics
starting with the freshman year.

Comment _____ Independent opinion

4.5 Educational Assistance for Students

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

4.5.1 Teaching staff are available at sufficient scheduled times for consultation and advice to students. (This must be confirmed, not assumed because times have been scheduled)	Y	4
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	2
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	2
4.5.4 Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	Y	2
4.5.5 Appropriate preparatory and orientation mechanisms are provided to prepare students for study in a higher education environment. Particular attention is given to preparation for the language of instruction, self-directed learning, and bridging programs if necessary for students transferring to the institution with credit for previous studies. Preparatory studies must not be counted within the credit hour requirements for programs.	Y	3
4.5.6 If the language of instruction in the program is English, action is taken to ensure that language skills are adequate for instruction in that language when students begin their studies. (This may be done through language training prior to admission to the program. Language skills expected on entry should be benchmarked against other highly regarded institutions with the objective of skills at least comparable to minimum requirements for admission of international students in universities in English speaking countries. The benchmarking process should involve testing of at least a representative sample of students on major recognized English language tests)	Y	3
4.5.7 If preparatory programs are outsourced to other providers the institution accepts responsibility for ensuring the necessary standards are met and entry requirements to the program are maintained.	N/A	-
4.5.8 Systems are in place within the program for monitoring and coordinating student workload.	Y	3
4.5.9 The progress of individual students is monitored and assistance and/or counselling provided to those facing difficulties.	Y	3
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	3
4.5.11 Feedback on performance by students and results of assessments is given promptly to students and accompanied by mechanisms for providing assistance if needed.	Y	4
4.5.12 Adequate facilities are provided for private study with access to computer terminals and other necessary equipment.	Y	3
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	3
4.5.14 The adequacy of arrangements for assistance to students are periodically assessed through processes that include, but are not restricted to, feedback from students.	Y	3
Overall Assessment		3

Comment The establishment of the college student academic support center provides academic and professional services to the students

Priorities for improvement The college should make investments in recruiting teaching assistants who can provide assistance in the form of help sessions and tutoring services.

Independent opinion

Comment _____

4.6 Quality of Teaching

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

4.6.1 Effective orientation and training programs are provided for new, short term and part time teaching staff. (To be effective these programs should ensure that teaching staff are fully briefed on required learning outcomes, on planned teaching and assessment strategies, and the contribution of their course to the program as a whole.)	Y	4
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	5
4.6.5 The conduct of courses is consistent with the outlines provided to students and with the course specifications.	Y	5
4.6.6 Textbooks and reference material are up to date and incorporate the latest developments in the field of study.	Y	2
4.6.7 Textbooks and other required materials are available in sufficient quantities before classes commence.	Y	2
4.6.8 Attendance requirements are made clear to students and compliance with these requirements is monitored and enforced.	Y	4
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	3
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	3
4.6.12 Appropriate adjustments are made in plans for teaching if needed after consideration of course reports.	Y	4

Overall Assessment

Comment The college and university have an excellent system in place to achieve effective teaching and learning

4

Priorities for improvement Department and college recommendations for changing textbooks should be granted and implemented.

Independent Opinion

Comment _____

4.7 Support for Improvements in Quality of Teaching

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

4.7.1 Training programs in teaching skills are provided within the institution for both new and continuing teaching staff including those with part time teaching responsibilities.	Y	4
4.7.2 Training programs in teaching include effective use of new and emerging technology.	Y	4
4.7.3 The extent to which teaching staff are involved in professional development to improve quality of teaching is monitored.	Y	3
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	4
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	Y	4

materials and the teaching strategies incorporated in them.

Overall Assessment

Comment University resources include technology tools and personnel 4
in the Learning Resource Center

Priorities for improvement Develop college and university excellence in teaching
awards to faculty

Independent opinion

Comment _____

4.8 Qualifications and Experience of Teaching Staff

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

4.8.1 Teaching staff have appropriate qualifications and experience for the courses they teach. (For undergraduate and masters degree programs this would normally require academic qualifications in their specific teaching area at least one level above that of the program in which they teach.) Y 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 4

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. N/A -

4.8.5 In professional programs teaching teams include some experienced and highly skilled professionals in the field. Y 4

Overall Assessment

Comment The college attracts excellent credential faculty member with excellent 4
academic and industry experience. Access to part time faculty supplement needs for
specialized courses to bring external expertise to strengthen the program.

Priorities for improvement The college will make investments in satisfying the
civil engineering department and interior design department

Independent opinion

Comment _____

4.9 Field Experience Activities

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

4.9.1 In programs that include field experience activities the student learning to be developed through that experience is clearly specified and appropriate steps taken to ensure that those learning outcomes and expected experiences to develop that learning are understood by students and supervising staff in the field setting.	Y	5
4.9.2 Supervising staff in field locations are thoroughly briefed on their role and the relationship of the field experience to the program as a whole.	Y	4
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	3
4.9.4 Students are thoroughly prepared through briefings and descriptive material for participation in the field experience.	Y	5
4.9.5 Follow up meetings or classes are organized in which students can reflect on and generalize from their experience.	Y	3
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	3
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.	Y	2
4.9.9 Preparation for the field experience includes thorough risk assessment for all parties involved, and planning to minimize and deal with those risks.	Y	2

Overall Assessment

3

Comment Each program in the college requires taking an internship course. Internships are conducted in local, national, and international sites with a wide range of small, Medium, and large corporations and institutions.

Priorities for improvement Internship and experiential learning courses should have a faculty to student ratio of 12 to 15 to ensure compliance with this standard.

Independent opinion

Comment _____

4.10 Partnership Arrangements With Other Institutions

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

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

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

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

border provision of education into the country.

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

N/A	-
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4.10.2 The effectiveness of the arrangements is regularly evaluated..

N/A	-
-----	---

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

N/A	-
-----	---

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

N/A	-
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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..

N/A	-
-----	---

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.

N/A	-
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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.

N/A	-
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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.

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

N/A	-
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Overall Assessment

-

Comment The college has no partnership s with any national or international under
which joint courses and/ or programs are offered.

Priorities for improvement The college will seek joint and/ or twinning MS programs

Independent opinion

Comment _____

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Overall Assessment of Learning and Teaching

4.1 Student Learning Outcomes	4
4.2 Program Development Processes	4
4.3 Program Evaluation and Review Processes	3
4.4 Student Assessment	
4.5 Educational Assistance for Students	4
4.6 Quality of Teaching	3
4.7 Support for Improvements in Teaching	4
4.8 Qualifications and Experience of Faculty	4
4.9 Field Experience Activities	4
4.10 Partnership Arrangements	3

Combined Assessment

Comment The college faculty are fully committed to delivering best learning
environment to the students. Curricula are kept updated, students learning,
assessment, and support are adequately addressed and practiced.

Independent Opinion

Comment _____

Indicators Considered

Priorities for Improvement

Standard 5. Student Administration and Support Services

Admission processes must be efficient, fair, and responsive to the needs of students entering the program. Clear information about program requirements and criteria for admission and program completion must be readily available for prospective students and when required at later stages during the program.

Mechanisms for student appeals and dispute resolution are clearly described, made known, and fairly administered. Career advice is provided in relation to occupations related to the fields of study dealt with in the program.

Main Components of this Standard

Student Admissions

Student Records

Student Management

Student Advising and Counseling Services

Comment and General Description of Good Practice

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

Evidence and Performance Indicators

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

Standard 5 Student Administration and Support Services

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
5.1 Student Admissions		
Student admission processes must be reliable, efficient and simple for students to use.		
5.1.1 Admission requirements are consistently and fairly applied for all students.	Y	4
5.1.2 If programs or courses include components offered by distance education, or use of e-learning in blended programs, information is provided before enrolment about any special skills or resources needed to study in these modes. (For distance education programs a separate set of standards that include requirements for that mode of program delivery are set out in a different document, <i>Standards for Quality Assurance and Accreditation of Higher Education Programs Offered by Distance Education</i>	N/A	-
5.1.3 Student advisors familiar with details of course requirements are available to provide assistance prior to and during the student registration process.		
5.1.4 Rules governing admission with credit for previous studies are clearly specified.	Y	4
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	5
Overall Assessment		
Comment <u>University admission criteria for freshman and transfer students</u> <u>are well developed and implemented</u>		4
Priorities for improvement <u>Established college admission criteria.</u>		
Independent Opinion		
Comment _____		

5.2 Student Records

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

5.2.1 Automated procedures are in place for monitoring student progress throughout their programs.	Y	4
----------------------------------------------------------------------------------------------------	---	---

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

Y

3

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

4

Comment The University Registrar’s Office utilizes “Banner” in all its functions to meet this standard

Priorities for improvement Queries for retention, persistence to degree, and identifying students with academic performance issues need to be developed.

Independent Opinion

Comment _____

5.3 Student Management

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

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

Y

5

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

4

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

Y

2

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

4

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

3

Overall Assessment

4

Comment The university student handbook and other web resources explain student academic and behavior conduct. Established policies and procedures dealing with deviations from standards and appeal processes are very well developed and practices streamlining and saving time and effort to arrive at decisions is being implemented.

Priorities for improvement _____

Independent Opinion

Comment _____

5.4 Student Advising and Counseling Services

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

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

Y

4

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

Y

4

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

Y

3

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

Y

2

Overall Assessment

3

Comment College faculty and student affairs professional staff share responsibilities towards standard.

Priorities for improvement Invest in retention programs at the college and university levels. Enhance career placement opportunities for college graduates.

Independent Opinion

Comment _____

Overall Assessment of Student Administration and Support Services

5.1 Student Admissions

4

5.2 Student Records

4

5.3 Student Management

--

5.4 Student Advising and Counseling Services

4

Combined Assessment

3

Comment University and college infrastructure and human resources provide
student services that are key to ensure student academic process and success as well
as career placement opportunities.

Independent Opinion

Comment _____

Indicators Considered _____

Priorities for Improvement _____

Standard 6. Learning Resources

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

Main Components of this Standard as Applied to Educational Programs

Planning and Evaluation
Organization
Support for Users
Resources and Facilities

Comment and General Description of Good Practice

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

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

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

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

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

Evidence and Performance Indicators

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

Standard 6 Learning Resources

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

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

Good Practices Relating to This Standard	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.	<input type="text" value="Y"/>	<input type="text" value="3"/>
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.	<input type="text" value="Y"/>	<input type="text" value="3"/>
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	<input type="text" value="Y"/>	<input type="text" value="3"/>
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.	<input type="text" value="Y"/>	<input type="text" value="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.	<input type="text" value="Y"/>	<input type="text" value="3"/>
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.	<input type="text" value="Y"/>	<input type="text" value="3"/>
Overall Assessment		<input style="border: 2px solid black;" type="text" value="3"/>
Comment <u>College faculty need to be fully empowered to update course content</u> <u>& textbooks to introduce the latest and cutting edge technology into their courses.</u> Priorities for Improvement <u>Utilize direct assessment measures in addition to</u> <u>surveys to identify areas for improvement.</u>		<input type="text"/>
Independent Opinion		<input type="text"/>
Comment _____ _____		

6.2 Organization

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

- 6.2.1 Library and resource centers and associated facilities and services are available for sufficient extended hours to ensure access when required by users in the program.
- 6.2.2 Heavy demand and required reading materials needed in the program are held in reserve collections.
- 6.2.3 Ready access to on-line data-bases and research and journal material relevant to the program is provided for.

<input type="text" value="Y"/>	<input type="text" value="4"/>
<input type="text" value="Y"/>	<input type="text" value="4"/>
<input type="text" value="Y"/>	<input type="text" value="3"/>

Overall Assessment

4

Comment PMU library makes available to student electronic textbooks, references and periodicals on and off campus. PMU Learning Resource Center provides students academic and counseling services to the college students.

Priorities for improvement _____

Independent Opinion

Comment _____

6.3 Support for Users

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

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

Y

3

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

Y

4

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

Y

3

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

4

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

4

Overall Assessment

4

Comment Excellent student and faculty support by library and learning resource center personnel and resources

Priorities for improvement Increase student utilization of library and learning resources

Independent Opinion

Comment _____

6.4 Resources and Facilities

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

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

Y

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 The university continues to make investments in adding print and

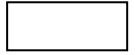
electronic volumes relevant to all engineering disciplines.

Priorities for improvement Introduce library outreach programs that promote

undergraduate students research engagement.

Independent Opinion

Comment _____



✓

Overall Assessment of Learning Resources

6.1 Planning and Evaluation	3
6.2 Organization	4
6.3 Support for Users	4
6.4 Resources and Facilities	4
Combined Assessment	4

Comment The university learning resources are adequate and provide
excellent support to the college faculty and students.

Comment Independent Opinion

Indicators Considered

Priorities for Improvement

Standard 7 Facilities and Equipment

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

Main components of this Standard:

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

Comment and General Description of Good Practice

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

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

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

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

Evidence and Performance Indicators

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

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

Standard 7 Facilities and Equipment

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
7.1 Policy and Planning		
Planning processes for the provision of facilities and the acquisition and maintenance of equipment must include consultation with program representatives to ensure clear specification of program requirements. Plans for provision must appropriately balance program requirements with institutional policies to ensure compatibility of systems and resources available.		
7.1.1 Equipment acquisitions meet program requirements and are also consistent with institutional policies to achieve compatibility of equipment and software systems across the institution.	<input type="text" value="Y"/>	<input type="text" value="4"/>
7.1.2 Teaching staff are consulted before major equipment acquisitions to ensure that current and anticipated emerging needs are met.	<input type="text" value="Y"/>	<input type="text" value="4"/>
7.1.3 Equipment planning provides for acquisition, servicing and replacement according to a planned schedule.	<input type="text" value="Y"/>	<input type="text" value="3"/>
Overall Assessment		<input type="text" value="4"/>
Comment <u>College faculty are in charge of all engineering discipline specific</u>		
<u>equipment acquisitions. PMU policies and practices ensure enforcing</u>		
<u>specifications and standards.</u>		
Priorities for Improvement <u>Streamline process and obtain a quicker turn around time.</u>		
Independent Opinion		
Comment _____		

7.2 Quality and Adequacy of Facilities and Equipment

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

7.2.1 Facilities meet health and safety requirements and make adequate provision for the personal security of faculty, staff and students.	<input type="text" value="Y"/>	<input type="text" value="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.	<input type="text" value="Y"/>	<input type="text" value="4"/>
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.	<input type="text" value="Y"/>	<input type="text" value="3"/>
7.2.4 Adequate facilities are available for confidential consultations between faculty and students)	<input type="text" value="Y"/>	<input type="text" value="4"/>

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

Y

3

Overall Assessment

4

Comment The PMU/ NI Center of Excellence is a state of the art facility consisting of 10 labs in support of electrical and mechanical engineering programs.

Priorities for improvement The college is scheduled to acquire more facilities in support of its educational and research programs.

Independent Opinion

Comment _____

7.3 Management and Administration

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

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

Y

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

3

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

3

Overall Assessment

4

Comment The facilities and equipment are properly accounted for and secured for this use of faculty and students in accordance with local, national and international safety standards.

Priorities for improvement College laboratory instructors/ technicians will assume managing and maintaining the college equipments.

Independent Opinion

Comment _____

7.4 Information Technology

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

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

Y

2

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

Y

3

- 7.4.3 Technical support is available for teaching staff and students using information and communications technology.
- 7.4.4 Opportunities are available for teaching staff input into plans for acquisition and replacement of IT equipment for use in the program.
- 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.
- 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.
- 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	2
Y	2
Y	4
Y	3
Y	4

Overall Assessment

3

Comment The IT Department Personnel are responsible for providing all administrative and academic computing services to the students and faculty.

Priorities for improvement Campus access to high speed internet via fiber optics is expected to provide better and stable service.

Independent Opinion

Comment _____

Overall Assessment of Facilities and Equipment

7.1 Policy and Planning	4
7.2 Quality of and Adequacy of Facilities	4
7.3 Management and Administration	4
7.4 Information Technology	3
Combined Assessment	4

Comment College computing resources need to be enhanced. College web
content and updated can be best achieved by a college web master.

Independent Opinion

Comment _____

Indicators Considered

Priorities for Improvement

Standard 8 Financial Planning and Management

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

Main components of this Standard:

Financial Planning and Budgeting
Financial Management

Comment and General Description of Good Practice

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

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

Evidence

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

Standard 8 Financial Planning and Management

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
8.1 Financial Planning and Budgeting		
Funding must be adequate for program requirements and planning must involve full cost estimates and both short and medium term cost projections. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.		
8.1.1 Proposals for new programs, major program changes or other activities, equipment or facilities are accompanied by business plans, which include independently verified cost estimates and cost impacts on other services and activities.	<input type="text" value="Y"/>	<input type="text" value="4"/>
8.1.2 If new projects or activities are cross-subsidized from existing funding sources the cost sharing strategy is made clear and intermediate and long term costs and benefits are assessed.	<input type="text" value="Y"/>	<input type="text" value="3"/>
8.1.3 Financial resources available for the program are sufficient for good quality program provision and benchmarked against costs of equivalent programs at other similar institutions.	<input type="text" value="Y"/>	<input type="text" value="3"/>
8.1.4 The program coordinator (or department chair or dean) submits annual budget proposals setting out detailed program requirements and follows up as necessary to make adjustments after those proposals have been considered.	<input type="text" value="Y"/>	<input type="text" value="3"/>
8.1.5 Budget proposals support strategic priorities for program development and quality improvement and consider possibilities for possible savings or alternative revenue sources as well as seeking additional funding if necessary.	<input type="text" value="Y"/>	<input type="text" value="3"/>
Overall Assessment		<input type="text" value="3"/>
Comment _____		
Priorities for Improvement <u>Establish</u> _____		
Independent Opinion		
Comment _____		<input type="text"/>

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.

8.2.1 Sufficient delegation of spending authority is given to the program manager (or department chair) for effective program administration	<input type="text" value="Y"/>	<input type="text" value="2"/>
8.2.2 Delegations of spending authority are accompanied by appropriate accountability and reporting processes.	<input type="text" value="N/A"/>	<input type="text" value="-"/>

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

N	-
N	-
Y	3
N	-

Overall Assessment

2

Comment The university has tools to implement college and department levels financial management and accounting standards.

Priorities for Improvement Activate "Banner" financial in support of college and departments financial activities.

Independent Opinion

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Comment _____

Overall Assessment of Financial Planning and Management

8.1 Financial Planning and Budgeting

3

8.2 Financial Management

2

Combined Assessment

2

Comment The university continues to provide adequate financial support to all
college and its departments needs.

Independent Opinion

Comment _____

Indicators Considered

Priorities for improvement

Standard 9 Employment Processes

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

Main components of this Standard:

Recruitment
Personal and Career Development

Comment and General Description of Good Practice

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

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

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

Evidence and Performance Indicators

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

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

Standard 9 Employment Processes

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
9.1 Recruitment		
Recruitment processes must be designed to ensure that capable and appropriately qualified teaching and other staff are available for all teaching and administrative functions, administered fairly, and that new staff are thoroughly prepared for their responsibilities.		
9.1.1 Recruitment processes ensure that teaching staff have the specific areas of expertise, and the personal qualities, experience and skill to meet teaching requirements.	Y	5
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 staff 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	4
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	3
Overall Assessment		4
Comment <u>College is responsible for identifying and verifying faculty candidates</u>		4
<u>credentials. Campus learning resource center runs the orientation faculty orientation program.</u>		
Priorities for Improvement <u>Complete staffing college and its units with faculty and</u>		
<u>staff as per strategic and growth projections.</u>		

Independent Opinion

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Comment _____

9.2 Personal and Career Development

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

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

Y

4

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

4

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

4

9.2.5 Outstanding academic or administrative performance is recognized and rewarded.

N

-

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

3

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

3

Overall Assessment

Comment University and college and policies and practices support faculty and

4

staff professional development.

Priorities for Improvement Continue to support faculty participation in national and

international conferences, workshops and training opportunities.

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Independent Opinion

Comment _____

Overall Assessment of Employment Processes

9.1 Recruitment

4

9.2 Personal and Career Development

4

Combined Assessment

4

Comment The university and college faculty recruitment and professional
development practices are well developed and meet this standard.

Independent Opinion

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Evaluators Comment _____

Indicators Considered _____

Priorities for Improvement _____

Standard 10 Research

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

Main components of this Standard as Applied to Educational Programs:

Teaching Staff and Student Involvement in Research
Facilities and Equipment

Comment and General Description of Good Practice in Research

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

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

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

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

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

Evidence and Performance Indicators

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

Performance indicators for research are commonly based on statistics on the volume of research publications per faculty member, the proportions of research-active teaching staff (a term that needs to be defined) and numbers of research citations—These figures should be compared with those at other comparable institutions and departments. In institutions with a commitment to research comparisons may

include the extent to which research and scholarly activities are translated into applications within the academic or professional field concerned.

Standard 10 Research

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
10.1 Teaching Staff and Student Involvement in Research		
Expectations for teaching staff involvement in research and scholarly activities must be made clear and provide for widespread participation. Encouragement and support must be provided to encourage research activity by junior teaching staff and postgraduate students.		
10.1.1 Expectations for teaching staff involvement in research and scholarly activities are clearly specified and considered in performance evaluation and promotion criteria. (For universities criteria require at least some research and/or appropriate scholarly activity of all full time teaching staff).	Y	4
10.1.2 Clear policies are established in the institution for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program. (This normally includes both self-generated and commissioned activity but requires creative original work, independently validated by peers, and published in media recognized internationally in the field of study)	Y	5
10.1.3 Support is provided for junior staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding.	Y	3
10.1.4 Postgraduate research students are given opportunities for participation in joint research projects.	N/A	-
10.1.5 When research students are involved in joint research projects their contributions are appropriately acknowledged. When a significant contribution has been made reports and publications carry joint authorship.	Y	3
10.1.6 Assistance is available for teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.	Y	4
10.1.7 Research and scholarly activities of teaching staff that are relevant to courses they teach are reflected in their teaching together with other significant research developments in the field.	Y	4
10.1.8 Strategies are developed for identifying and capitalizing on the expertise of faculty and postgraduate students in providing research and development services to the community and generating financial returns to the institution.	Y	5
Overall Assessment		4
Comment <u>PMU Deanship of Graduate Studies and Scientific Research is positioned to enhance and align research opportunities in the College of Engineering.</u>		
Priorities for Improvement <u>Establish focused interdisciplinary applied research to programs that will enhance the involvement of faculty and students.</u>		
Independent Opinion		
Comment _____		

10.2 Research Facilities and Equipment

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

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

Y

3

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

Y

5

Overall Assessment

4

Comment PMU approved the college laboratories acquisition plan for the existing

UG and G academic programs.

Priorities for Improvement Expediate commissions of all remaining lab equipment.

Independent Opinion

Comment _____

Overall Assessment of Research

10.1 Teaching Staff and Student Involvement in Research

4

10.2 Research Facilities and Equipment

4

Combined Assessment

4

Comment The college is embarking on starting several MS programs and adding new faculty hires that should increase research throughout. This standards is set to be in a strong position of compliance.

Independent Opinion

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Comment _____

Indicators Considered _____

Priorities for Improvement _____

Standard 11 Relationships With the Community

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

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

Main Components of this Standard

Institutional Policies on Community Relationships
Interactions with the Community

Comment and General Description of Good Practice

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

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

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

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

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

Institutions should ensure that their activities and services are widely publicized and understood and valued by the community, and that their reputation is enhanced. The reputation of the institution is a vital factor in attracting and retaining high quality students and staff, seeking endowments, attracting research projects

and funding, and in ensuring community support. It is also important in establishing and maintaining the public credibility of the qualifications that students receive.

Evidence and Performance Indicators

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

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

Standard 11 Relationships with the Community

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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
11.1 Policies on Community Relationships		
11.1 The service commitment of the program should be defined in a way that reflects the community or communities within which the institution operates, and the skills and abilities of staff teaching in the program.	<input type="text" value="Y"/>	<input type="text" value="4"/>
11.1.2 The contributions to the community made by staff teaching in the program are recorded and reported upon on an annual basis.	<input type="text" value="Y"/>	<input type="text" value="3"/>
11.1.3 Promotion criteria and faculty assessments include contributions made to the community.	<input type="text" value="Y"/>	<input type="text" value="5"/>
11.1.4 Departmental or program initiatives in working with the community should be coordinated with responsible units in the institution to avoid duplication and possible confusion.	<input type="text" value="Y"/>	<input type="text" value="4"/>
Overall Assessment		<input type="text" value="4"/>
Comment <u>The college and its departments have strong partnerships with community stakeholders.</u>		
Priorities for Improvement <u>Hold open houses to promote engineering disciplines to the youth. Sponsor community projects.</u>		
Independent Opinion		<input type="text"/>
Comment _____		

11.2 Interactions With the Community

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

11.2.1 Staff are encouraged to participate in forums in which significant community issues are discussed.	<input type="text" value="Y"/>	<input type="text" value="5"/>
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.)	<input type="text" value="Y"/>	<input type="text" value="5"/>
11.2.3 Local employers and members of professions are invited to join appropriate advisory committees.	<input type="text" value="Y"/>	<input type="text" value="4"/>
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	<input type="text" value="Y"/>	<input type="text" value="3"/>

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.)

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.

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.

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.

Overall Assessment

Comment _____

Priorities for Improvement _____

Independent Opinion

Comment _____

Overall Assessment of Relationships with the Community

11.1 Institutional Policies on Community Relationships

11.2 Interactions With the Community

Combined Assessment

Comment _____

Independent Opinion

Comment _____

Indicators Considered

Priorities for Improvement

COLLEGE OF ENGINEERING KPI's Report

Data Needed for
Key Performance Indicators
From
All Colleges

Rev. June 21, 2011

Data Needed for Key Performance Indicators from All Colleges

General information: For each of the following items, please provide a one paragraph narrative introducing the item then include charts that are representative of your claimed data that addresses the item. Trend bar charts over past years until this year are highly recommended when applicable. Data available in other departments within PMU should be responsibility of your unit to collect, analyze, plot and report to the Quality Center. If your unit does not collect data regarding these items below, please consider doing so on a periodic basis as applicable. Response to these items is crucial to complete key performance indicators of the self study of PMU for NCAAA Institutional Accreditation.

Important Guidelines: Narratives should be written carefully with claims that are measurable, authentic and can be supported by quantitative evidence. Please avoid statements that reflects opinion, qualitative judgments, and hard to measure achievements. Reviewers always ask “show me” when they read narratives. *Most items below require trend charts over applicable number of years.*

Data and Narratives Needed:

1. Soft copy of your college strategic plan
2. Level of alignment of college strategy with PMU strategic plan. Need to show a map of your strategy with PMU strategic plan. Use diagrams.
3. Report on your unit’s implementation of PMU guiding principles, core values, strategic goals and strategic initiatives
4. Report on level of engagement of faculty and staff in preparing plans for your unit
5. Program Evaluation Survey (PES). Do not leave any final year student. Need analysis of PES in a report and percentage of participants from total final year students. Plot your PES outcome.
6. Number of full time faculty who received national or international awards as a percentage of the total number of full time faculty in the college
7. Students full time teaching staff ratio in the college
8. Total number of full time teaching staff in the college
9. Number of full time faculty in the college with verifiable doctoral degree
10. Percentage of undergraduate students enrolled in the college who successfully pass the freshman year

11. Percentage of undergraduate students enrolled in the college who complete their degree within 4 academic years
12. Percentage of graduate students who complete their degree in the minimum time
13. Percentage of undergraduate students who get employed within 6 months of graduation
14. Percentage of undergraduate students who enroll in graduate studies
15. Percentage of undergraduate students who get employed in professions closely related to their field of study
16. Percentage of College Programs meeting the NCAAA 11 program standards relative to total number of departments
17. Breakdown of fulltime faculty in terms of academic ranking of TA, Instructor, Assistant, Associate and Full Professor
18. College retention of students (Dropout rate) over the past 4 years
19. Graduate student enrollment as percentage of total enrollment
20. National (Saudi) awards received by college, college faculty or staff in the past 4 years
21. International recognition/awards received by college, college faculty or staff in the past 4 years
22. Total number of student-faculty interaction hours per week other than class time
23. Report on the adequacy of classrooms, facilities and labs within college
24. Number of computers accessible by students per student in the college
25. Did you survey your teaching staff on adequacy equipment and facilities in your college? If not, please consider doing so
26. Number of refereed publications per full time teaching staff excluding conference presentations in each year of the past four years
27. Number of citations in refereed journals per full time teaching staff in the past 4 years
28. Number of full time teaching staff in the college with at least one refereed journal publication as a percentage of total full time teaching staff
29. Total number of papers, reports and academic presentations in the past year per full time teaching staff in the college
30. Income from research grants to the college per full time teaching staff in the college (SR/faculty)
31. Ratio of SR spent of research to the total operating expenditure of the college. Need to show trend over the past three years or more
32. Number of published articles produced from students' master thesis as percentage of total number of graduate students who completed master degree
33. Number of graduate students' work that received national or international awards
34. SR funds available internally within PMU for research and projects per full time teaching staff in the college

35. SR funds available externally for research and projects per full time teaching staff in the college
36. Percentage of full time teaching faculty who received internal research/project funds as a proportion to total number of teaching staff in the college
37. Percentage of full time teaching faculty who received external research/project funds as a proportion to total number of teaching staff in the college
38. Percentage of research published or used on the national or international level as a proportion to the total number of research published by college
39. Number of research projects that was published as patents nationally or internationally per full time teaching staff in the college in the past 5 years
40. Percentage of refereed publications that were cited per full time teaching staff
41. Faculty members who are active in research and are qualified as thesis advisors for graduate students
42. Extent to which research equipment and facilities are adequate to conduct research in the college. Report in details.
43. Percentage of full time teaching staff those were active in community service programs over the past 2 years. Please show trend.
44. Number of continuing education offered to community per number of programs in the college
45. Number of service/design/consultation projects offered as a response to needs of external customers of the college as a proportion to total number of faculty in the college
46. Number of nationally or internationally designated/recognized centers in the college
47. Detailed report on student field experience showing numbers of students participating and overall report from employers on student performance during the past two academic calendar years
48. Number of graduating students who were evaluated internally by members of PMU faculty other than Assessment III instructor during final year as percentage of total number of final year students among the past two cohorts
49. Number of graduating students who were evaluated externally by non-members of PMU faculty during the final year Assessment III as a percentage of total number of final year students among the past two cohorts
50. The success level of COE in realizing its learning outcomes in its graduates. This KPI was added after NCAAA September 2012 visit and plans to collect data from graduates in the work place are being established. PMU is establishing an Alumni Quality Office under DQA to provide performance data on this KPI for all colleges.

Item 5

Program Evaluation Survey (PES). Do not leave any final year student. Need analysis of PES in a report and percentage of participants from total final year students. Plot your PES outcome.

Responsibility

Chairs of Departments:

- Dr Emily Jeannine Grantham
- Dr Naser Al-Huniti
- Dr Rakan Chabaan
- Dr Andy Aziz

Outcomes

A comprehensive study has been conducted at the college of engineering to survey the final year students for their feedback on the program. At the time of the survey, three departments out of the existing four at the college had students at their final year. These departments were:

1. Civil Engineering
2. Electrical Engineering
3. Mechanical Engineering.

What follows is the outcome of these surveys.

PES for Civil Engineering Department

A PES survey was conducted to six senior civil engineering students including four graduating students at the end of Spring 2011 semester. The response rate was 100%, and the statistical result of this survey can be seen in the following table.

Table 1: PES for senior Civil Engineering department students.

Questions	Strongly agree	Agree	True Sometimes	Disagree	Strongly Disagree
Help and Support for my Learning					
1. Adequate academic and career counselling was available for me throughout the program.	50%	17%	0%	17%	17%
2. The instructors were available for consultation and advice when I needed to speak with them.	67%	17%	17%	0%	0%
3. The instructors in the program inspired me to do my best.	67%	0%	33%	0%	0%
4. The instructors in the program gave me helpful feedback on my work.	67%	33%	0%	0%	0%
5. The instructors in the program had thorough knowledge of the content of the courses they taught.	67%	17%	17%	0%	0%
6. The instructors were enthusiastic about the program.	67%	33%	0%	0%	0%
7. The instructors cared about the progress of their students.	83%	0%	17%	0%	0%
Resources to Support my Learning					
8. Study materials in courses were up to date and useful.	67%	33%	0%	0%	0%
9. Library resources were adequate and available when I needed them.	83%	0%	0%	17%	0%
10. Classroom facilities (for lectures, laboratories, tutorials etc) were of good quality.	50%	33%	17%	0%	0%
11. Student computing facilities were sufficient for my needs.	50%	0%	50%	0%	0%
12. Adequate facilities were available for extra curricular activities (including sporting and recreational activities).	50%	17%	33%	0%	0%
13. Adequate facilities were available for religious observances.	50%	50%	0%	0%	0%
14. Field experience programs (internship, practicum, cooperative training) were effective in developing my skills. (Omit this item if not applicable to your program)	67%	17%	17%	0%	0%
Evaluation of my Learning					
15. What I have learned in this program will be valuable for my future.	67%	33%	0%	0%	0%
16. The program has helped me to develop sufficient interest to want to continue to keep up to date with new developments in my field of study.	83%	17%	0%	0%	0%
17. The program has developed my ability to investigate and solve new problems.	83%	0%	17%	0%	0%
18. The program has improved my ability to work effectively in groups.	83%	17%	0%	0%	0%
19. The program has improved my skills in communication.	67%	17%	17%	0%	0%
20. The program has helped me to develop good basic skills in using technology to investigate issues and communicate results.	67%	33%	0%	0%	0%
21. I have developed the knowledge and skills required for my chosen career.	83%	0%	17%	0%	0%
Overall Evaluation					
22. Overall I was satisfied with the quality of my learning experiences at this institution.	83%	17%	0%	0%	0%

Open Ended Questions

23. What did you like the most about your studies at this institution?

- a. Using technology & black board
- b. Qualified instructor.

24. What did you dislike most about your studies at this institution?

- a. No labs.

25. What suggestions do you have for improvements in your program at this institution?

- a. More labs & drawing course.

In general it can be concluded that the students were satisfied with the teaching and learning activities at PMU COE Civil Engineering Department. Most of students were satisfied with the teaching technology provided by PMU, such as utilizing black board, smart board for lectures. However, important suggestion was received from this survey and this is mainly due to lack of laboratory facilities for civil engineering teaching activities. Also, a student commented on very poor performance from the faculty on the lack of career counseling during his study in the program.

PES for Electrical Engineering Department

A PES survey was conducted to eleven senior Electrical engineering students including nine graduating students at the end of Spring 2011 semester. The response rate was 100%, and the statistical result of this survey can be seen in the following table.

Table 2: PES for senior Electrical Engineering department students.

Questions	Strongly agree	Agree	True Sometimes	Disagree	Strongly Disagree
Help and Support for my Learning					
1. Adequate academic and career counselling was available for me throughout the program.	67%	11%	22%	0%	0%
2. The instructors were available for consultation and advice when I needed to speak with them.	56%	33%	11%	0%	0%
3. The instructors in the program inspired me to do my best.	44%	33%	22%	0%	0%
4. The instructors in the program gave me helpful feedback on my work.	56%	11%	33%	0%	0%
5. The instructors in the program had thorough knowledge of the content of the courses they taught.	44%	56%	0%	0%	0%
6. The instructors were enthusiastic about the program.	44%	22%	33%	0%	0%
7. The instructors cared about the progress of their students.	67%	11%	22%	0%	0%
Resources to Support my Learning					
8. Study materials in courses were up to date and useful.	33%	33%	33%	0%	0%
9. Library resources were adequate and available when I needed them.	22%	44%	22%	0%	11%
10. Classroom facilities (for lectures, laboratories, tutorials etc) were of good quality.	33%	33%	33%	0%	0%
11. Student computing facilities were sufficient for my needs.	33%	22%	44%	0%	0%
12. Adequate facilities were available for extra curricular activities (including sporting and recreational activities).	22%	11%	56%	11%	0%
13. Adequate facilities were available for religious observances.	56%	22%	33%	0%	0%
14. Field experience programs (internship, practicum, cooperative training) were effective in developing my skills. (Omit this item if not applicable to your program)	22%	33%	33%	11%	0%
Evaluation of my Learning					
15. What I have learned in this program will be valuable for my future.	56%	44%	0%	0%	0%
16. The program has helped me to develop sufficient interest to want to continue to keep up to date with new developments in my field of study.	44%	33%	22%	0%	0%
17. The program has developed my ability to investigate and solve new problems.	33%	56%	11%	0%	0%
18. The program has improved my ability to work effectively in groups.	56%	33%	11%	0%	0%
19. The program has improved my skills in communication.	44%	56%	0%	0%	0%
20. The program has helped me to develop good basic skills in using technology to investigate issues and communicate results.	56%	33%	11%	0%	0%
21. I have developed the knowledge and skills required for my chosen career.	56%	33%	11%	0%	0%
Overall Evaluation					
22. Overall I was satisfied with the quality of my learning experiences at this institution.	44%	44%	11%	0%	0%

Open Ended Questions

23. What did you like the most about your studies at this institution?

- a. Technology
- b. Group work
- c. Instructor availability/friendly
- d. Instructor Quality.

24. What did you dislike most about your studies at this institution?

- a. No labs
- b. Unfair grading, program credit high.

25. What suggestions do you have for improvements in your program at this institution?

- a. Teach more software in ASSE2,3 (Matlab ...)
- b. Complete Labs
- c. Basic course on electric wiring, soldering, using tools,
- d. More field trips
- e. Review/improve study plan
- f. Reduce total credit.

In general it can be concluded that the students were satisfied with the teaching and learning activities at PMU COE Electrical Engineering Department. Most of students were satisfied with the teaching technology provided by PMU, such as utilizing black board, smart board for lectures. However, important suggestion was received from this survey and this is mainly due to lack of laboratory facilities for Electrical Engineering teaching activities.

PES for Mechanical Engineering Department

A PES survey was conducted to twenty two senior mechanical engineering students including nine already graduated students at the end of Spring 2010 semester. The response rate was 100%, and the statistical result of this survey can be seen in the following table.

Table 3: PES for senior Mechanical Engineering department students.

Questions	Strongly agree	Agree	True Sometimes	Disagree	Strongly Disagree
Help and Support for my Learning					
1. Adequate academic and career counselling was available for me throughout the program.	32%	32%	23%	5%	9%
2. The instructors were available for consultation and advice when I needed to speak with them.	55%	32%	14%	0%	0%
3. The instructors in the program inspired me to do my best.	50%	27%	18%	5%	0%
4. The instructors in the program gave me helpful feedback on my work.	68%	14%	14%	5%	0%
5. The instructors in the program had thorough knowledge of the content of the courses they taught.	68%	27%	5%	0%	0%
6. The instructors were enthusiastic about the program.	32%	36%	23%	5%	0%
7. The instructors cared about the progress of their students.	50%	32%	18%	0%	0%
Resources to Support my Learning					
8. Study materials in courses were up to date and useful.	27%	45%	23%	5%	0%
9. Library resources were adequate and available when I needed them.	18%	14%	32%	27%	9%
10. Classroom facilities (for lectures, laboratories, tutorials etc) were of good quality.	41%	14%	32%	14%	0%
11. Student computing facilities were sufficient for my needs.	18%	18%	27%	27%	5%
12. Adequate facilities were available for extra curricular activities (including sporting and recreational activities).	5%	18%	32%	27%	18%
13. Adequate facilities were available for religious observances.	18%	32%	36%	5%	5%
14. Field experience programs (internship, practicum, cooperative training) were effective in developing my skills. (Omit this item if not applicable to your program)	36%	14%	9%	18%	0%
Evaluation of my Learning					
15. What I have learned in this program will be valuable for my future.	50%	23%	18%	5%	0%
16. The program has helped me to develop sufficient interest to want to continue to keep up to date with new developments in my field of study.	36%	18%	36%	9%	0%
17. The program has developed my ability to investigate and solve new problems.	32%	32%	23%	14%	0%
18. The program has improved my ability to work effectively in groups.	36%	32%	23%	5%	5%
19. The program has improved my skills in communication.	41%	36%	14%	5%	5%
20. The program has helped me to develop good basic skills in using technology to investigate issues and communicate results.	36%	36%	14%	9%	5%
21. I have developed the knowledge and skills required for my chosen career.	45%	32%	23%	0%	0%
Overall Evaluation					
22. Overall I was satisfied with the quality of my learning experiences at this institution.	27%	55%	14%	0%	5%

Open Ended Questions

23. What did you like the most about your studies at this institution?

- a. This institution encourages me to investigate new ideas, improve my abilities and achieve my target
- b. Student is the center of information
- c. Work as a group
- d. Enhanced my ability to solve problems and improved my teamwork and communication skills
- e. There was some doctors are helpful for any kind of suggestion that we need and give us some advises that will be helpful in our real life
- f. The facilities available
- g. Encouraging Environment is the most I liked at PMU
- h. Professional development

24. What did you dislike most about your studies at this institution?

- a. Location of this institution
- b. Very long process time for any paper work or management decision.
- c. The number of unrelated courses was more than enough
- d. No field trip for each chapter
- e. As a Mechanical Engineer I'd like to improve my knowledge by visiting valuable fields and we have to have better labs
- f. No labs
- g. Lack of doctors, labs: computer and mechanical only I printer for the whole university
- h. Changing the schedules of student who early registered.
- i. Nothing, except non presence of services in evening
- j. No recreation center.

25. What suggestions do you have for improvements in your program at this institution?

- a. Need of more ME subjects

- b. To meet the student and take their notes
- c. They should develop the Lab and increase the number of courses that are related to the major
- d. Field trips after each chapter
- e. Fully equipped gym, computer labs for each major study halls or rooms where you can drink in them close to the buildings
- f. Bringing more instructors and more qualified professors
- g. Gives the names to the courses rather calling it with strange name, like Mechanical Design courses III it should be called ME Engineering Design but ME Design I it should be called Kinematic of Machine I.

In general it can be concluded that the students were satisfied with the teaching and learning activities at PMU COE Mechanical Engineering Department. Most of students were satisfied with the teaching technology provided by PMU, such as utilizing black board, smart board for lectures. However, important suggestions were received from this survey and this is mainly due to lack of laboratory facilities for Mechanical Engineering teaching activities.

Item 27

Number of citations in refereed journals per full time teaching staff in the past 4 years

Responsibility

All full time teaching staff at the COE:

Outcomes

A survey has been conducted using Google Scholar seeking the number of citation of the full time teaching staff in the past 4 years. The table below list results from this survey for all the participated departments within the college of engineering.

As can be seen from the table below, the number of citation per faculty is around 11 citations. This is considered reasonably good in the field of Engineering and reflects the importance and quality of research conducted by the faculty at the college of engineering.

Table 4: Number of citations per full time faculty.

College of Engineering	Electrical	Civil	Mechanical
22	17	8	18

Item 28

Number of full time teaching staff in the college with at least one refereed journal publication as a percentage of total full time teaching staff

Responsibility

All full time teaching staff at the COE:

Outcomes

All full time teaching staff at the college of Engineering has published a minimum of one journal paper. This gives the percentage of

100%

Item 29

Total number of papers, reports and academic presentations in the past year per full time teaching staff in the college.

Responsibility

All full time teaching staff at the COE.

Outcomes

The entire full time teaching faculty at the college of engineering has contributed to success of the college via publishing papers, writing reports or giving academic presentations. Table 5 lists the average number of publication/ presentation per faculty of the college. It can be seen that each faculty has written 3.2 papers, 1.4 reports and delivered 1.5 presentations during the past year. This is considered a high number when considering the teaching load of 16 credit hours per faculty. Table 6 lists the average number of research output per faculty for the whole college. As it shows, on average each faculty was involved in six research outputs. Again, this is a high figure when considering the teaching load.

Table 5: Total numbers per full time faculty.

	Papers	Reports	Academic Presentations
College of Engineering	3.2	1.4	1.5
Electrical	2.4	0	0.8
Civil	14	1	3
Mechanical	2.4	2.2	1.7

Table 6: Total number of papers, reports and presentations per full time faculty.

College of Engineering	Electrical	Civil	Mechanical
6	3	18	6

Item 40

Percentage of refereed publications that were cited per full time teaching staff

Responsibility

All full time teaching staff at the COE.

Outcomes

The percentage of refereed publications that were cited was found to be 65% for the college of engineering. This value needs to be updated and re-evaluated as the number of publications changes as well as the faculty members.

Table 7: percentage of publications that were cited per full time faculty.

College of Engineering	Electrical	Civil	Mechanical
53.6%	42.1%	33.3%	58.1%

Item 45

Number of service/design/consultation projects offered as a response to needs of external customers of the college as a proportion to total number of faculty in the college.

Responsibility

The Dean, Chairs of Departments, and all Faculty members.

Outcomes

When it comes to service to community outside the university, the number of faculty within the college becomes a major factor. It can be seen from the tables below that Mechanical engineering department is the only department that has the capacity to conduct services. This is due to the availability of more faculty, compared with the other departments, that possess a wider area of application. The numbers shown in the tables reflect a need to recruit more faculty at all departments and reduce the teaching load for the faculty to be able to contribute to the wider community within the Kingdom.

Table 8: Total numbers per full time faculty.

	Service	Design	Consultation
College of Engineering	0.5	0.5	0.3
Electrical	0	0	0
Civil	0	0	0
Mechanical	0.8	0.9	0.6

Table 9: Total number of service, design and consultation per full time faculty.

College of Engineering	Electrical	Civil	Mechanical
1	0	0	2

Item 46

Number of nationally or internationally designated/recognized centers in the college.

Responsibility

The Dean, Director of Quality center, and Chairs of Departments:

- Dr. Jamal Faris Nayfeh
- Dr. Emad Tanbour
- Dr Emily Jeannine Grantham
- Dr Naser Al-Huniti
- Dr Rakan Chabaan
- Dr Andy Aziz

Outcomes

Currently there is one center at the college of engineering “**the Graphical System Design Center of Excellence**”. This centre is a product of close collaboration between college of engineering at PMU and National Instruments.

Item 47

Detailed report on student field experience showing numbers of students participating and overall report from employers on student performance during the past two academic calendar years.

Responsibility

Instructors who were responsible for the field experience during the past two years.

Outcomes

The first major internship program (field experience) has been conducted during summer 2010. Around 27 students went into the engineering field seeking field experience in accordance with the college of engineering requirements. The results from the survey conducted are listed below.

Field Experience for Civil Engineering Department

A field experience survey was conducted to two senior civil engineering students. The response rate was 100%, and the statistical result of this survey can be seen in the following tables.

Table 10: Feedback from industry supervisor report.

Please evaluate the individual's performance or ability by checking the rating on the right.	Satisfactory	Needs improvement	No opportunity to observe
Enthusiasm and interest in work.	100%	0%	0%
Completion of the work assigned to him.	100%	0%	0%
Delivery of quality work output.	50%	50%	0%
Comply with company rules and regulations.	100%	0%	0%
Following instructions.	100%	0%	0%
Applying knowledge of chemistry, physics, geology, differential equations, probability and statistics in completing assignments.	100%	0%	0%
Applying knowledge of solid and fluid mechanics, thermodynamics, and materials properties in completing assignments.	100%	0%	0%
Using writing and speaking skills for professional purposes.	50%	50%	0%
Identifying problems, opportunities, constraints, collecting data and making decisions.	50%	50%	0%
Designing tests, gathering, analyzing and interpreting data.	100%	0%	0%
Using latest techniques, skills, and tools to solve engineering problems.	50%	50%	0%
Designing systems, components, or processes for efficient use of resources.	0%	50%	50%
Applying economic principles to design and decision making.	50%	0%	50%
Working in teams or groups, including multidisciplinary teams.	100%	0%	0%
Focusing more on practical problem-solving techniques than on developing new knowledge.	100%	0%	0%
Initiative in taking tasks to complete.	50%	50%	0%
Learning and searching for information.	50%	50%	0%
Maintaining effective relations with co-workers.	100%	0%	0%
Reporting and presenting his work	100%	0%	0%
Arriving work on time (Punctuality).	100%	0%	0%
Learning new tools and techniques.	50%	50%	0%
Following and understanding professional and ethical responsibilities.	100%	0%	0%
Understanding impact of engineering solutions on culturally diverse global society.	50%	50%	0%
Recognizing political, social, and environmental constraints on solving engineering problems.	50%	50%	0%

Table 11: Student feedback report.

Task	Yes	No
Was nature of work assigned challenging?	1	0
Was your work environment satisfactory?	1	0
Was the work technical in nature?	1	0
Were you treated as a member of a professional team?	1	0
Were you able to learn from others?	1	0
Were you able to talk to your supervisor when needed?	1	0
Would you recommend that we continue to assign students to this company in future?	1	0
Would you work for this company after graduation?	0.5	0.5
Overall, how do you rate the company in providing you with this training?	Excellent	Good
	0.5	0.5
	Satisfactory	Poor
	0	0

Open Ended Questions

1. What new knowledge or skill have you acquired as a result of this internship?

- A. I can work and have the ability to work under hard conditions, like hot weather.
- B. I learned the basic construction concepts and ideas
- C. I improved my leadership and team work skills
- D. Prepare new projects
- E. How to follow up presented projects
- F. How to draw and design by AutoCAD program
- G. How to deal with contractors
- H. How to solve problems in projects

2. Which courses, if any, have helped you in learning the new knowledge, skills and technologies needed to do your work?

- A. Critical thinking
- B. Mechanics of solids
- C. Reinforced concrete
- D. Structural analysis

- E. Statics and dynamics
- F. Hydraulic engineering
- G. Mathematics
- H. Static and dynamics
- I. Reinforced concrete
- J. Hydraulic (especially in pipe projects for water)
- K. Structural analysis
- L. Oral communication and writing research

3. What would have better prepared you for this semester's work?

- A. To link the theory to the real applications as much as I can. Also, improve my knowledge in some areas.
- B. Ways of solving problems
- C. Equations of design structures
- D. Solving problems by using AutoCAD program

4. Suggest ways in which you think the Internship Program, as a whole can be improved:

- A. Prepare schedules or worktable for students who will take internship which contains the ideas or tasks and skills which they have to use and test.
- B. In my opinion the internship program is perfect. Also, it is complete program within topics, information and skills that get by follow the program. But I suggest to let's period of training seven months.

Field Experience for Electrical Engineering Department

A field experience survey was conducted to eight senior civil engineering students. The response rate was 100%, and the statistical result of this survey can be seen in the following tables.

Table 12: Feedback from industry supervisor report.

Please evaluate the individual's performance or ability by checking the rating on the right.	Satisfactory	Needs improvement	No opportunity to observe
Enthusiasm and interest in work.	100%	0%	0%
Completion of the work assigned to him.	100%	0%	0%
Delivery of quality work output.	83%	17%	0%
Comply with company rules and regulations.	100%	0%	0%
Following instructions.	100%	0%	0%
Applying knowledge of chemistry, physics, geology, differential equations, probability and statistics in completing assignments.	100%	0%	0%
Applying knowledge of solid and fluid mechanics, thermodynamics, and materials properties in completing assignments.	67%	0%	33%
Using writing and speaking skills for professional purposes.	50%	50%	0%
Identifying problems, opportunities, constraints, collecting data and making decisions.	33%	50%	17%
Designing tests, gathering, analyzing and interpreting data.	83%	17%	0%
Using latest techniques, skills, and tools to solve engineering problems.	100%	0%	0%
Designing systems, components, or processes for efficient use of resources.	33%	33%	33%
Applying economic principles to design and decision making.	33%	17%	50%
Working in teams or groups, including multidisciplinary teams.	83%	17%	0%
Focusing more on practical problem-solving techniques than on developing new knowledge.	67%	0%	33%
Initiative in taking tasks to complete.	67%	33%	0%
Learning and searching for information.	100%	0%	0%
Maintaining effective relations with co-workers.	100%	0%	0%
Reporting and presenting his work	83%	0%	17%
Arriving work on time (Punctuality).	100%	0%	0%
Learning new tools and techniques.	67%	33%	0%
Following and understanding professional and ethical responsibilities.	100%	0%	0%
Understanding impact of engineering solutions on culturally diverse global society.	67%	0%	33%
Recognizing political, social, and environmental constraints on solving engineering problems.	67%	0%	33%

Table 13: Student feedback report.

Task	Yes	No
Was nature of work assigned challenging?	100%	0%
Was your work environment satisfactory?	100%	0%
Was the work technical in nature?	38%	63%
Were you treated as a member of a professional team?	63%	38%
Were you able to learn from others?	100%	0%
Were you able to talk to your supervisor when needed?	100%	0%
Would you recommend that we continue to assign students to this company in future?	75%	25%
Would you work for this company after graduation?	88%	13%
Overall, how do you rate the company in providing you with this training?	Excellent	Good
	25%	38%
	Satisfactory	Poor
	38%	0%

Open Ended Questions

1. What new knowledge or skill have you acquired as a result of this internship?

- A. The oil industry is a new field to me. All knowledge gained about that area is valuable. However, the concept of logging is the most important knowledge gained.
- B. Handling problems.
- C. Taking the responsibility.
- D. Improving my communication skills in general.
- E. Dealing with people in the field.
- F. Knowing more information about the real life.
- G. I improved my communication skills where acquiring information is needed.
- H. How to do the job in a team work and also to choose the right suggestion.
- I. The new knowledge or skill that I have acquired as a result of this internship, as follows:
 - a. Writing reports

- b. Boiler section and its purpose
 - c. Power generator
 - d. Bus bar
 - e. Circuit breaker
 - f. Switchgear
 - g. Distributed control system
- J. I improved my English
 - K. Being punctual
 - L. Team work
 - M. Work experience
 - N. Responsibilities
 - O. Being punctual
 - P. E-tap program
 - Q. Electrical circuit by power point
 - R. Charts by excel
 - S. I was introduced to control panels and how do they work. I was also introduced to relays and conveyors and I had the chance to see how do they work.

2. Which courses, if any, have helped you in learning the new knowledge, skills and technologies needed to do your work?

- A. Taking safety courses such as CPR and H₂S awareness made me consider how serious and dangerous the work is. Those courses forced to be careful while being at the field.
- B. All the communication courses.
- C. Micro and macro economics
- D. Electric machinery
- E. Micro economics and communication courses, writing courses also helped.
- F. I took some courses from the e-learning website about management also about antenna.
- G. The courses that have helped me in learning the new knowledge and skills are:
 - a. Oral communication
 - b. Writing and research

- c. Technical communication
- d. Digital systems
- e. Circuits I and II
- f. Electronics
- H. Math courses
- I. Microprocessor course
- J. Electronics courses
- K. Circuit courses
- L. Physics courses
- M. Digital system
- N. English courses
- O. Machinery
- P. Electrical circuit
- Q. Electric machinery
- R. Electronics I and II

3. What would have better prepared you for this semester's work?

- A. Getting more attention and support from the university was needed in the process of applying for the internship. For example, preparing a career day would have eased the pressure on the student and gave them a better start.
- B. I think because we are already graduate student we or I did not face any problem, but taking the internship with courses during it is period makes the process hard to deal with.
- C. Since we had no idea where we were supposed to do our internship until the last week of the final period. I would say if PMU is more prepared it would help the students.
- D. Signals and systems
- E. Electronics
- F. Probability
- G. I haven't had any better prepared for this semester's work.
- H. It would be better if I took more courses in microprocessor.
- I. If only I was familiar with the electrical equipment
- J. More labs and more courses could have helped a lot for the internship

4. Suggest ways in which you think the Internship Program, as a whole can be improved:

- A. The university was not well prepared for the internship. The job offers were too limited and the whole system was not organized. I suggest that a list of companies should be provided where the student has a variety to choose.
- B. Making alternative options (companies) to let the student be able to choose what he wants as a job, some people like technical field and others like other fields. But for the time being we got our internship program because there were no other choices available to us.
- C. We, the foreign students, suffered the most since no organization would accept us until the final day. In my opinion PMU has to fix this.
- D. I suggest being the internship program for six months because 3 months is not enough to covering everything.
- E. I suggest for PMU to be more organized in this internship program by doing meeting with advisors and make plans including training schedule details to let students know what their goals are and the steps the they have to follow to achieve their goals in this internship program.
- F. I think it would be better if we have 7 months coop course. My internship was 2 months, it would be better it is 3 months for the summer semester.
- G. It needs more than 3 months.
- H. I think if the internship can be taken after finishing all the other courses it would be more productive.

Field Experience for Mechanical Engineering Department

A field experience survey was conducted to nine senior civil engineering students. The response rate was 100%, and the statistical result of this survey can be seen in the following tables.

Table 14: Feedback from industry supervisor report.

Please evaluate the individual's performance or ability by checking the rating on the right.	Satisfactory	Needs improvement	No opportunity to observe
Enthusiasm and interest in work.	100%	0%	0%
Completion of the work assigned to him.	89%	11%	0%
Delivery of quality work output.	78%	22%	0%
Comply with company rules and regulations.	100%	0%	0%
Following instructions.	100%	0%	0%
Appling knowledge of chemistry, physics, geology, differential equations, probability and statistics in completing assignments.	67%	11%	22%
Appling knowledge of solid and fluid mechanics, thermodynamics, and materials properties in completing assignments.	78%	11%	11%
Using writing and speaking skills for professional purposes.	78%	22%	0%
Identifying problems, opportunities, constraints, collecting data and making decisions.	89%	11%	0%
Designing tests, gathering, analyzing and interpreting data.	67%	11%	22%
Using latest techniques, skills, and tools to solve engineering problems.	78%	0%	11%
Designing systems, components, or processes for efficient use of resources.	78%	0%	22%
Applying economic principles to design and decision making.	78%	0%	22%
Working in teams or groups, including multidisciplinary teams.	100%	0%	0%
Focusing more on practical problem-solving techniques than on developing new knowledge.	56%	44%	0%
Initiative in taking tasks to complete.	89%	11%	0%
Learning and searching for information.	100%	0%	0%
Maintaining effective relations with co-workers.	100%	0%	0%
Reporting and presenting his work	89%	11%	0%
Arriving work on time (Punctuality).	100%	0%	0%
Learning new tools and techniques.	100%	0%	0%
Following and understanding professional and ethical responsibilities.	89%	11%	0%
Understanding impact of engineering solutions on culturally diverse global society.	78%	0%	22%
Recognizing political, social, and environmental constraints on solving engineering problems.	44%	11%	44%

Table 15: Student feedback report.

Task	Yes	No
Was nature of work assigned challenging?	100%	0%
Was your work environment satisfactory?	100%	0%
Was the work technical in nature?	100%	0%
Were you treated as a member of a professional team?	89%	11%
Were you able to learn from others?	100%	0%
Were you able to talk to your supervisor when needed?	89%	11%
Would you recommend that we continue to assign students to this company in future?	100%	0%
Would you work for this company after graduation?	100%	0%
Overall, how do you rate the company in providing you with this training?	Excellent	Good
	78%	11%
	Satisfactory	Poor
	11%	0%

Open Ended Questions

1. What new knowledge or skill have you acquired as a result of this internship?

- A. I learned how to prepare a sample for mechanical testing and how to conduct various types of tests such as hardness, impact, tensile.... I also learned how the failure occurs in materials and how to identify failure and its type.
- B. Communication skills; Technical skill which is it how solve and fix problem.
- C. I have acquired many things such as commitment, materials standard and its observation.
- D. I know how to handle sample.
- E. I get knowledge about failure analysis.
- F. I have learned many skills during my internship.
- G. I have involved in teamwork professional communication. Also, I did learn how to solve and report technical problems.
- H. I understand how the compressed air system works and how the air distribution system works.
- I. Applying engineering calculations to the field.

- J. How projects are worked on AutoCAD techniques.
- K. NDT (Non-Destructive Testing) method, RBI (Risk Bored Inspection), managing the activity, supervision in the work.
- L. How to use my engineering skills in real life.
- M. The Effectiveness of engineering in business
- N. Skills of engineering communications
- O. How does the metering important in business
- P. How does the control valve related to mechanical engineering
- Q. Learnt the very basic and technical aspects of air-conditioning. The various types of air conditioners, like the window unit, split, packaged, etc...

2. Which courses, if any, have helped you in learning the new knowledge, skills and technologies needed to do your work?

- A. Mechanics of Solids
- B. Materials Engineering
- C. Design III
- D. Communication courses and any technical courses that related to tour work.
- E. Actually material and science for engineering and manufacturing method.
- F. Fluid mechanics
- G. Manufacturing design
- H. Mechanic engineering design
- I. HVAC
- J. Fluid mechanics
- K. Heat transfer
- L. Thermodynamics
- M. Fluid mechanics
- N. Mechanics of solids
- O. Corrosion course
- P. Material in design
- Q. The unit members gives some lectures about orifices and ultrasonic flow meter and about proper calibration before going to the vendor to have knowledge about what is going on there.
- R. Thermodynamics I and II
- S. Heat transfer
- T. Fluid mechanics

3. What would have better prepared you for this semester's work?

- A. The only thing that would have prepared me better for the semesters work was having studied the tests in the lab at the University.
- B. To solving a problem
- C. More material labs especially sample things like grinding and polishing
- D. Teamwork skills
- E. Fluid mechanics, Heat transfer
- F. I would say that some help from our instructors and a previous work experience.
- G. By organizing and putting a schedule to achieve my goals.
- H. If I would've taken HVAC prior to internship, it would have given me more ease in understanding the concepts. Nevertheless, it was made clear to me.

4. Suggest ways in which you think the Internship Program, as a whole can be improved:

- A. I hope for the future that the students could have the choice to take a 7 months training (Co-op) program so they can fully have the experience of working with a company.
- B. It is need more time for works, for example six months or above, three months not enough to learn.
- C. More lectures to let us know more about the internship program the company should look interesting department to students.
- D. I suggest allowing students have their internship in outside Saudi Arabia firm that have real high experience in pure science and high quality industry.
- E. I hope before any training we should take a look to the pipes and ducts in campus to have an idea about what we are going to train on.
- F. Provide students with more companies to work with. Giving more lectures in school related to training.
- G. Since ours was the first batch of students that performed internship, I found the whole program satisfactory.

Item 48

Number of graduating students who were evaluated internally by members of PMU faculty other than Assessment III instructor during final year as a percentage of total number of final year students among the past two cohorts.

Responsibility

Instructors who were responsible for the Assessment III course.

Outcomes

Assessment III project at the college of engineering is handled by highly qualified teaching faculty. Students in their senior year are asked to investigate a real life problem and present a written report and deliver an oral presentation at the end of the semester. The three departments at the college have produced their first patch of project. Mechanical Engineering department on the other hand has more than one year experience in this field. The table below shows a percentage of the total number of final year students.

Table 16: Percentage of total numbers of final year students.

	Spring 2010	Fall 2010	Spring 2011
College of Engineering	33	33	90
Electrical	0	0	100
Civil	0	0	100
Mechanical	100	100	67

Item 49

Number of graduating students who were evaluated externally by non-members of PMU faculty during final year Assessment III as a percentage of total number of final year students among the past two cohorts.

Responsibility

Instructors who were responsible for the Assessment III course.

Outcomes

Assessment III project at the college of engineering is handled by highly qualified teaching faculty. Students in their senior year are asked to investigate a real life problem and present a written report and deliver an oral presentation at the end of the semester. The three departments at the college have produced their first patch of project. Mechanical Engineering department on the other hand has more than one year experience in this field. The table below shows a percentage of the total number of final year students.

Table 17: Percentage of total numbers of final year students.

	Spring 2010	Fall 2010	Spring 2011
College of Engineering	33	25	28
Electrical	0	0	0
Civil	0	0	0
Mechanical	100	75	83