

# Standard 4: Learning and Teaching

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## 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.**



**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 COMPUTER  
ENGINEERING AND SCIENCE**

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## **Standard 4: Learning and Teaching**

Student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and requirements for employment or professional practice. Standards of learning must be assessed through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes, and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys, with feedback used as a basis for plans for improvement. 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

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

<b>Good Practices Relating to This Standard</b>	<b>Is this true? Y/No/NA</b>	<b>How well is this done? (enter stars)</b>
<b>4.1 Student Learning Outcomes</b>		
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="***"/>
<b>Overall Assessment</b>		<input type="text" value="***"/>
Comment _____		
_____		
Priorities for improvement _____		
_____		
<b>Independent opinion</b>		
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

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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 \_\_\_\_\_

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Priorities for improvement \_\_\_\_\_

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Independent opinion

Comment \_\_\_\_\_

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#### 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

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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

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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

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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

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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

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

Y

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

Y

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

Y

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

Y

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

Y

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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

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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

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

Y

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Overall Assessment

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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	*
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Overall Assessment

Comment \_\_\_\_\_

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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 \_\_\_\_\_

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Priorities for improvement \_\_\_\_\_

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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)

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|--|--|--|
| 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 \_\_\_\_\_

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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

Comment **Combined Assessment** **2.65**

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Comment **Independent Opinion**

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Indicators Considered

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Priorities for Improvement

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**Overall Assessment of Relationships with the Community**

11.1 Institutional Policies on Community Relationships

2.75
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11.2 Interactions With the Community

1.38
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Combined Assessment

<b>2.06</b>
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Comment \_\_\_\_\_

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Independent Opinion

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Comment \_\_\_\_\_

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Indicators Considered \_\_\_\_\_

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Priorities for Improvement \_\_\_\_\_

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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)**



## **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

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

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
<b>4.1 Student Learning Outcomes</b>		
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
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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
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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 \_\_\_\_\_

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**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 \_\_\_\_\_

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**4.8 Qualifications and Experience of Teaching Staff**

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

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.

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
N	2
N	2
N	2
N	2

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.

N	2
N	2
N	2
N	2

Overall Assessment

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.

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**COLLEGE OF ENGINEERING**

**June 2011**

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### **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*

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

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Comment \_\_\_\_\_  
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#### 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.
- 4.4.2 Assessment processes are clearly communicated to students at the beginning of courses.
- 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.)
- 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.
- 4.4.5 Arrangements should be made within the institution for training of teaching staff in the theory and practice of student assessment.
- 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.
- 4.4.7 Effective procedures are followed that ensure that work submitted by students is actually done by the students concerned.
- 4.4.8 Feedback on performance and results of assessments are given promptly to students 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	4
Y	4
Y	4
Y	3
Y	4
Y	3
Y	3
Y	4
Y	4
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	-
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4.10.3 Briefings and consultations on course requirements are adequate, with mechanisms available for ongoing consultation on emerging issues.

N/A	-
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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	-
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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

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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

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Priorities for Improvement

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\_\_\_\_\_

\_\_\_\_\_

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**

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

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Priorities for Improvement

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