Kingdom of Saudi Arabia

National Commission for Academic Accreditation and Assessment

SELF-EVALUATION SCALES FOR HIGHER EDUCATION PROGRAMS (SSP)

PHYSICS PROGRAM

2014/2015

Self-Evaluation Scales for Higher Education Programs (SSP)

Contents

		Pages
	Introduction	3
1.	Mission Goals and Objectives	17
2.	Program Administration	23
3.	Management of Program Quality Assurance	31
4.	Learning and Teaching	39
5.	Student Administration and Support Services	59
6.	Learning Resources	66
7.	Facilities and Equipment	72
8.	Financial Planning and Management	78
9.	Employment Processes	82
10	Research	87
11	Relationships With the Community	92

Self-Evaluation Scales for Higher Education Programs (SSP)

Introduction

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

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

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

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

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

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

The standards and self-evaluation scales for programs have been presented in generic terms that are applicable to all programs. Separate documents that draw attention to specific

requirements for certain fields of study are in preparation and details of these can be obtained from the NCAAA.

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

The Commission has developed a set of standards for quality assurance and accreditation of higher education institutions in eleven general areas of activity.

1. Mission Goals and Objectives
2. Program Administration
3. Management of Program Quality Assurance
4. Learning and Teaching
5. Student Administration and Support Services
6. Learning Resources
7. Facilities and Equipment
8. Financial Planning and Management
9. Employment Processes
10. Research
11. Relationships With the Community

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

The standards are described with several levels of detail. First, there are general descriptions for each of the eleven major areas of activity. Second, these are broken down into sub-standards dealing with requirements within each of the major areas. Third, within each of those sub-standards there are a number of good practices that are carried out in good quality

institutions. To evaluate performance in relation to the standards, an institution should investigate whether these good practices are carried out and how well this is done. The self-evaluation scales have been prepared to assist in this process. In this document the groups carrying out the evaluations within the institution are asked whether the particular practices are followed, and to rate the quality of these practices in the institution on a five point rating scale. Their judgments of quality MUST be based on appropriate evidence including at least some comparisons with other institutions on important items. The development of internal systems to provide that evidence is an essential requirement for an institution's quality assurance system. Unless adequate sources of evidence are available an institution cannot be considered for accreditation.

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

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

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

Further guidance on the use of the standards for continuing monitoring of performance and preparations for accreditation is given in the *Handbook for Quality Assurance and Accreditation in Saudi Arabia* prepared by the Commission.

Relationships Between Standards for Institutions and Standards for Programs

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

Activities relating to the standards fall into three categories.

- Those that are institutional and have no impact or only very indirect impact on programs. Examples include the management of extra curricular activities or the attractiveness of buildings and grounds. These are not considered in looking at the application of the standards to programs.
- Those that are general institutional activities with a major impact on programs. Examples would be the provision of learning resources through a library or the processes for employment and promotion of staff. Evaluation of these functions in an institutional evaluation would be broad and consider the quality of management and services provided for the institution as a whole and how effectively they support all programs throughout the institution. In a program evaluation they would be considered from the perspective of the particular program concerned. For example a library might be very good in many ways, but not have the materials to support a

particular program. In that case the provision of learning resources might receive a reasonably high rating in an institutional evaluation but a low rating in an evaluation from the perspective of the program concerned in the program evaluation.

- Those that relate directly to the planning and delivery of programs. Examples would be the appropriateness of intended learning outcomes for students and the quality of teaching in the program. For an institutional evaluation these things should be looked at within all programs, and then a judgment made about strengths and weaknesses in the institution's programs as a whole with the possibility of identifying significant variations between different programs. In an institutional evaluation part of the consideration for teaching and learning should be the effectiveness of processes for ensuring all programs are of good quality, monitoring performance, and supporting improvements in all programs throughout the institution. An evaluation of learning and teaching for an institutional evaluation would normally be done by getting a profile of performance at the level of departments or colleges, and then preparing a report identifying similarities and differences and overall performance for programs in general.

In this document standards have been described dealing with the things that should be considered in relation to evaluation of a program. They include the matters described in the second and third of these categories.

Evidence of Performance

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

What is appropriate evidence will vary widely for different things that are evaluated and an important element in any quality assessment is to decide on what kind of evidence is appropriate for the matter being considered. Information from course and program reports should be a major source of this evidence.

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

Interpretations of evidence can also be unreliable, and to guard against this it is recommended that groups that undertake evaluations in relation to the standards include some people who have been involved in the activity concerned, some who are the recipients of the service provided (eg students, or members of departments who use services provided by central administrative units or centers) and also some who are familiar with that kind of work, but are not directly involved. As a further safeguard it is recommended that the final judgments be reviewed and an independent opinion given by someone who has not been involved in the initial evaluation as a check on whether the interpretations seem reasonable in the light of the evidence provided.

Performance Indicators

A wide range of kinds of evidence can be considered. However as part of the evidence to be used decisions should be made about some specific items of information that can be expressed in quantitative terms and used as performance indicators. These should be identified in advance as part of planning processes. For example when major goals or objectives are established specific indicators should be specified so achievement of those goals and objectives can be monitored on a continuing basis. It is also important for an institution to

identify some key performance indicators that will be used consistently by departments and colleges throughout the institution to monitor their own performance, provide for comparisons of performance between departments and colleges, and permit university committees and senior administrators to monitor overall institutional quality on a continuing basis. Data on these indicators should be collected in standard form and retained in a central data base so there can be comparisons within the institution and over time. An evaluation of the effectiveness of these processes will consider whether appropriate indicators have been identified, whether the data is consistently collected and recorded, and whether the information is used in monitoring and analysing quality of performance.

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

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

Good Practices Relevant to More than One Standard

Within each standard and sub-standard a number of statements are made about things that should be done if the standard (or sub-standard) is being met. Many of these statements appear in several different places. This should not be regarded as unnecessary duplication, but rather as a result of the fact that a number of practices are relevant to more than one standard. For example, an expectation that teaching staff be involved on a continuing basis with scholarly activities that ensure they remain up to date is relevant to Qualifications and Experience of Teaching Staff (Standard 4. 8) and also to Personal and Career Development (Standard 9.3), and an expectation that standards of learning outcomes should be checked against the National Qualifications Framework and standards at other comparable institutions is relevant to the standard for Management of Quality Assurance and Improvement (Standard 3) and also to the sub-standards for Student Learning Outcomes (Standard 4.1) and Student Assessment (Standard 4. 4).

Application of the Standards to Different Types of Institutions.

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

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

- There are some differences in the regulations affecting public and private institutions, including some relating to borrowing, fee payments by students and financial management. Consequently some of the standards specified for these matters are not relevant to some institutions.
- There are expectations for universities relating to involvement in research and post graduate study. These should be reflected in the evaluations in standard 10 dealing with research. Although scholarly activities on the part of faculty

should be encouraged in all institutions these requirements for research do not have to be met in private colleges that are not part of universities.

- Some institutions are involved in partnership arrangements with other institutions, either within or outside the Kingdom, under which certain elements of program planning and evaluation are shared. If such arrangements exist processes must be followed that ensure that quality is maintained and the requirements of the Saudi Arabian system are met.
- Some institutions offer programs by distance education. This different form of delivery changes the form of interaction between students and institutions and leads to additional requirements for program delivery and support. The special requirements for distance education programs are set out in a different document.

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

Notes on What Constitutes a Program

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

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

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

A program offered on a remote as well as on an institution's main campus should be dealt with in the same way.

A program offered either on-campus or through distance education should also be evaluated in the same way. However there are a number of additional matters that relate to distance education and these must also be considered using the standards for distance education.

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

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

A bachelor degree program to prepare a student as a civil engineer would be regarded as a different program from one to prepare a mechanical engineer, even though there may be some courses that are common to both. Similarly, if a student had completed the bachelor degree program and wished to take a post graduate program leading to a master degree or a doctorate

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

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

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

An equivalent set of standards has been developed for institutions offering post-secondary programs in technical education and training. These standards differ from those for higher education institutions because of important differences in the nature of programs and the processes for program development and delivery. The standards for these institutions are set

out in another document, Standards for Accreditation of Technical Education and Training Institutions.

Self-Evaluation Scales

High quality standards can only be achieved by honest evaluation of performance and commitment to improve, and by action planned and taken throughout an institution. In recognition of this faculty and staff responsible for various activities should rate their own performance. Although every effort should be made to form valid and reliable judgments based on evidence, a number of these evaluations will involve subjective judgments and to avoid a spurious illusion of precision it is recommended that a using a starring system be used for rating these quality evaluations. It is expected that these self-evaluation scales will be used by institutions and by those responsible for programs in their initial quality assessment, their continuing monitoring of performance, and in their more extensive periodic self-studies prior to an accreditation review by the Commission.

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

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

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

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

Using the Rating Scales

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

NA -- the practice is not applicable or relevant for the institution or unit making the response.

Y – yes, the practice is followed; or

N – no, the practice is relevant but not followed.

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

The evaluations relate to:

The extent and consistency with which processes are followed;

The quality of the service or activity as assessed through systematic evaluations;

The effectiveness of what is done in achieving intended outcomes.

Using Stars for Evaluations

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

Improvement Required

No Star – The practice is relevant but not followed at all. A zero should be recorded on the scale.

One Star – The practice is followed occasionally but quality of the activity is poor or not evaluated.

Two Stars -- The practice is usually followed but the quality is less than satisfactory.

Good Performance

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

High Quality Performance

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

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

Converting Survey Responses to a Starring System.

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

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

Combining Ratings on Individual Items to Develop a Broader Evaluation

The quality ratings of specific practices can be combined to guide broader judgments about an institution's performance in relation to the groups of items that are shown as components of

each general standard, or to each broad standards as a whole. This can be done by averaging the number of stars, ignoring the items marked NA and counting items where the practice is relevant but not followed as zero.

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

Aggregating Evaluations to Obtain an Institution-Wide Overview

The rating scales are presented in a form that enables them to be used for individual programs and aggregated to give an overview of the quality of programs for a college or for the institution as a whole. When aggregated in this way the scales should assist in the conduct of an institutional self-study, and provide useful information for external review panels as they carry out their independent institutional reviews.

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

Priorities for Improvement

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

considered the highest priorities for improvement.

Indicators as Evidence of Performance

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

Expected Standards of Performance

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

While the document is intended primarily to assist in evaluations and planning for improvement within institutions it also establishes levels of performance that are considered necessary for accreditation. For this purpose the basis of judgment will be at the level of the broader standards rather than the precise assessment of performance in relation to each individual practice. In general a one or two star rating on a standard is considered unsatisfactory and three stars is a minimum acceptable level of performance. However as

noted above not all functions are of equal importance in accreditation judgments and the particular circumstances of an institution, and its strategies for development, will be taken into account.

Relative Importance of Different Standards

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

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

Independent Verification of Evaluations

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

Provision is made in the scales for independent opinions to be given by a person familiar with the type of activity, but independent of those responsible for it, and whose judgment is respected. For many items during annual evaluations these independent opinions could be

given by a person nominated by a dean or department head, such as a colleague from another department within the institution. For major judgments on important items, for example in a program self-study prior to an external review for re-accreditation of a program, greater independence may be required.

Note on Terminology

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

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

The term **program manager** is used to refer to the person given responsibility for the planning and administration of a program. This will frequently be a head of department, or in a department offering a number of programs could be the individuals responsible for planning and administration of each program.

Standard 1: Mission Goals and Objectives

The institution's mission statement must clearly and appropriately define its principal purposes and priorities and be influential in guiding planning and action within the institution.

Sub-Standards:

1.1 Appropriateness of the Mission

1.2 Usefulness of the Mission Statement

1.3 Development and Review of the Mission

1.4 Use Made of the Mission

1.5 Relationship Between Mission, Goals and Objectives

Comment and General Description of Good Practice

Effective and coordinated planning and development normally requires that an institution have a succinct mission statement, summarizing in a few sentences its principal policy objectives as a guide to detailed planning and development.

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

Goals relating to functions and administrative units throughout the institution should be thought of as applications of the mission to specific activities. They establish directions for detailed planning though they are usually expressed in general terms.

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

This standard relates to the way the mission statement has been developed and is expressed, to its effectiveness in guiding the development of the institution and its programs, and to the relationships between the mission and the goals and objectives established by or for administrative units and activities throughout the institution.

Evidence and Performance Indicators

Evidence about the quality of the mission could be obtained from examination of the mission statement itself, copies of papers proposing the mission or modifications in it, interviews with teaching and other staff and students to find out how well it is known and supported, and consideration of other reports, proposals and statements to see the extent to which the mission is used as a basis for decisions.

Indicators that could be used include responses to questions on surveys to see how well the mission is known and supported, or the proportion of policy decisions that refer to the mission among criteria for the decision made.

Standard 1: Mission Goals and Objectives

The institution's mission statement must clearly and appropriately define its principal purposes and priorities and be influential in guiding planning and action within the institution.

Sub-Standards:

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

Comment and General Description of Good Practice

Effective and coordinated planning and development normally requires that an institution have a succinct mission statement, summarizing in a few sentences its principal policy objectives as a guide to detailed planning and development.

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

Goals relating to functions and administrative units throughout the institution should be thought of as applications of the mission to specific activities. They establish directions for detailed planning though they are usually expressed in general terms.

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

This standard relates to the way the mission statement has been developed and is expressed, to its effectiveness in guiding the development of the institution and its programs, and to the relationships between the mission and the goals and objectives established by or for administrative units and activities throughout the institution.

Evidence and Performance Indicators

Evidence about the quality of the mission could be obtained from examination of the mission statement itself, copies of papers proposing the mission or modifications in it, interviews with

teaching and other staff and students to find out how well it is known and supported, and consideration of other reports, proposals and statements to see the extent to which the mission is used as a basis for decisions.

Indicators that could be used include responses to questions on surveys to see how well the mission is known and supported, or the proportion of policy decisions that refer to the mission among criteria for the decision made.

Standard 1 Mission, Goals and Objectives

The institution's mission statement must clearly and appropriately define its principal purposes and priorities and be influential in guiding planning and action within the institution.

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

Good practices relation to this standard	**Is this true? Y/No/NA**	**How well is this done?(enter stars)**

1.1 **Appropriateness of the Mission**

The mission statement must be appropriate for the institution in the community in which it is operating.

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

1.1.1	The mission statement of the program is consistent with the mission of the institution	Yes	****
1.1.2	The mission statement establishes directions for the development of the program that are appropriate for a program of its type and for the needs of students in the context for which they are prepared	Yes	****
1.1.3	The mission statement is consistent with Islamic beliefs and values.	Yes	*****

1.1.4	The appropriateness of the mission is explained to stakeholders in an accompanying statement commenting on significant aspects of the environment within which it operates. (which may relate to local, national or international issues)	Yes	***

Overall Assessment	Yes	**** 4.0

Comment:

Good performance but there is some room for improvements especially in item 1.1.3 .

Priorities for improvement:

The item1.1.3 as the priority for improvement, then item 1.1.1 then 1.1.2.

Independent Opinion		

Comment:

1.2 Usefulness of the Mission Statement

The mission statement must be useful in guiding planning and decision making in the institution.

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

1.2.1	The mission statement is sufficiently specific to provide-an effective guide to decision-making and choices among alternative planning strategies.	Yes	****
1.2.2	The mission is achievable through effective strategies within the level of resources expected to be available.	Yes	***
1.2.3	The mission statement provides clear criteria for evaluation of progress towards the goals and objectives of the program.	Yes	***

Overall Assessment	Yes	*** 3.3

Comment

High quality performance but with still some room for improvements especially the item 1.2.1

Priorities for improvement

The item 1.2.3 has the priority for improvement, then item 1.2.2 and finally the item 1.2.1**.**

Independent Opinion		

Comment

1.3 Development and Review of the Mission

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

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

1.3.1	Major stakeholders associated with the program have been consulted and support the mission	No	**
1.3.2	The decision making body responsible for approving the program within the institution formally approved the mission statement.	Yes	*****
1.3.3	The mission statement is periodically reaffirmed or amended if necessary in the light of changing circumstances.	Yes	****
1.3.4	Stakeholders are kept informed about the mission and any changes made to it.	No	**

Overall Assessment	Yes	*** 3.25

Comment

Good performance but there is some room for improvements especially in item 1.3.1

Priorities for improvement

The item 1.3.1 and 1.3.4 has the priority for improvement, then the item 1.3.3

Independent Opinion		

Comment:

1.4 Use Made of the Mission

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

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

1.4.1	The mission statement is used as a basis for a strategic plan for development of the program over a medium term planning period. (normally five to seven years)	Yes	****
1.4.2	The mission statement is known about and supported by teaching and other staff and students	Yes	***
1.4.3	Consistency with the mission is listed among criteria for consideration of program and project proposals by committees and decision makers	Yes	****

Overall Assessment	Yes	**** 3.67

Comment

Priorities for improvement

The item 1.4.2 has the priority for improvement, then item 1.4.1 and finally the item 1.4.2

Independent Opinion		

Comment

1.5 Relationship Between Mission, Goals and Objectives

The mission must be used to guide the establishment of goals and objectives and strategic plans for the development of the program.

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

1.5.1	Goals for development of the program are consistent with and support the mission.	Yes	****
1.5.2	Goals are stated with sufficient clarity to effectively guide planning and decision-making in ways that are consistent with the mission.	Yes	****
1.5.3	Goals and objectives for the development of the program are reviewed periodically and modified if necessary in response to results achieved and changing circumstances.	Yes	****
1.5.4	Statements of major objectives should be accompanied by specification of clearly defined and measurable indicators that are used to judge the extent to which objectives are being achieved	Yes	***

Overall Assessment	Yes	**** 3.75

Comment

Good performance but there is some room for improvements especially the item 1.5.1

Priorities for improvement

The item 1.5.4 has the priority for improvement, then the item 1.5.2 then item 1.5.3.

Independent Opinion		

Comment

Overall Assessment of Mission Goals and Objectives

1.1	Appropriateness of the Mission	Yes	**** 4.0
1.2	Usefulness of the Mission Statement	Yes	*** 3.3
1.3	Development and Review of the Mission	Yes	*** 3.25
1.4	Use Made of the Mission	Yes	**** 3.67
1.5	Relationship Between Mission, Goals and Objectives	Yes	**** 3.75

Combined Assessment	Yes	*** 3.594

Comment

Good performance but there is some room for improvements especially the item 1.1which has the priority for improvement, then the item 1.2 then the item 1.3 then item 1.4 and finally the item 1.5.

Area requiring improvement:

1) The mission statement is not periodically reaffirmed amended if necessary in the light of changing circumstances.
2) Stakeholders are not always kept informed about the mission and any changes made to it.

3) Statements of major objectives are not accompanied by specification of clearly defined and measurable indicators that are used to judge the extent to which objectives are being achieved.

Priorities for action:

1) Exertion of more efforts and organization of meetings and events with stockholders aiming for explanation of appropriateness of the program mission in an accompanying statement commenting on significant aspects of the environment within which it operates. (which may relate to local, national or international issues)
2) The vision, mission, objectives and values of the program need to be periodically reviewed in the light of the newest (nationally, regionally and internationally) and changes in the physics field in collaboration with Major stakeholders associated with.
3) Consistency with the mission should be considered among criteria for program and project proposals by committees and decision makers.
4) Inclusion of a clause stating the consistency of the program mission with the future important organizing and administrative decisions and changes in the study plan that will be taken in the program.

Independent Opinion		

Comment

Indicators Considered

Priorities for Improvement:

Standard 2 Program Administration

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

communication between them and equitable involvement in planning processes. The quality of delivery of courses and the program as a whole must be regularly monitored with adjustments made promptly in response to this feedback and developments in the external environment affecting the program.

Sub-Standards

2.1 Leadership

2.2 Planning Processes

2.3 Relationship between Sections for Male and Female Students

2.4 Integrity

2.5 Internal Policies and Regulations

Comment and General Description of Good Practice

Management arrangements between the program administrators and senior institutional management and for faculty and staff within the program should provide for appropriate delegations of responsibility with clear guidelines setting out the scope and limits of responsibility, allowing for creativity and innovation within policy guidelines, and with clearly defined mechanisms for accountability.

Mechanisms should exist for effective coordination of planning within the program and for ensuring consistent action by individuals in keeping with the plans that are made. Goals and objectives should be established for the program as a whole, and within the framework of those goals and objectives for planning and delivering individual courses. Plans for courses should include not only the subject matter of each course but plans for teaching that will contribute to the development of the required range of learning outcomes for the program as a whole. Mechanisms for accountability and quality assurance include regular reports on what is done, plans changes that may be needed and follow up action to ensure that planned adjustments are made.

Evidence and Performance Indicators

Evidence about effective management could include documents setting out policies, terms of reference and operating procedures for major committees and administrative positions, responses to surveys of teaching and other staff and students about procedures followed, and opinions of senior administrators in the institution to which program administrators are responsible. Evidence of dissemination of integrity expectations should include information on websites, advertisements and awareness of requirements on the part of staff and students in interviews or surveys.

Indicators could be based on responses to surveys by teaching and other staff and students.

Good practices relation to this standard	**Is this true? Y/No/NA**	**How well is this done?(enter stars)**

2.1 Leadership

Program administrators must provide effective and responsible leadership for the development and improvement of the program.

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

2.1.1	The responsibilities of program administrators are clearly defined in position descriptions	Yes	****
2.1.2	There is sufficient flexibility at the level of the department or college offering the program to respond rapidly to course and program evaluations and changes in program learning outcome requirements, (e.g. Departments should have delegated authority to change text and reference lists, modify planned teaching strategies, details of assessment tasks and updating of course content as far as possible subject to conditions set by the university council or other responsible authority.)	Yes	***
2.1.3	Program administrators anticipate issues and opportunities and exercise initiative in response.	Yes	***
2.1.4	Program administrators ensure that when action is needed it is taken in an	Yes	***

	effective and timely manner.		
2.1.5	Program administrators have sufficient authority to ensure compliance with formally established or agreed institutional or program policies and procedures.	Yes	***
2.1.6	Program administrators provide leadership, and encourage and reward initiative on the part of teaching and other staff.	Yes	***
2.1.7	Program managers accept responsibility for the effectiveness of action taken within their area of responsibility regardless of whether that action is taken by them personally or by others responsible to them.	Yes	****
2.1.8	Regular feedback is given on performance of teaching and other staff by the head of the department.	Yes	***
2.1.9	Delegations of responsibility to program administrators are formally specified in documents signed by the person delegating and the person given delegated authority, that describe clearly the limits of delegated responsibility and responsibility for reporting on decisions made.	Yes	***
2.1.10	Regulations governing delegations of authority are established for the institution and approved by the governing board. These regulations indicate key functions that cannot be delegated, and specify that delegation of authority to another person or organization does not remove responsibility for consequences of decisions made from the person giving the delegation.	Yes	***
2.1.11	Advice and support are made available to faculty and staff in a manner that contributes to their personal and professional development.	Yes	***
2.1.12	Proposals for program developments and recommendations on policy issues are presented to the appropriate decision making body in a form that clearly identifies the issues for decision and the consequences of alternatives.	Yes	****

Overall Assessment	Yes	*** 3.25

Comment:

The practice is followed most of the time ,evidence of the effectiveness of the activity is usually obtained and indicates that satisfactory standards of performance are normally achieved and there is some room for improvement.

Priorities for improvement:

Preparing regular meeting between the leadership of the faculty and the program with the staff member for discussing the opinion of staff member, advices and support.

Independent Opinion		

Comment

2.2 Planning Processes

Planning processes must be managed effectively to achieve the mission and goals of the program through cooperative action by the instructional team, and program and course reporting and decision making. Planning must combine coordinated strategic planning with flexibility to adapt to results achieved and changing circumstances.

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

2.2.1	Planning is strategic, incorporating priorities for development and appropriate sequencing of action to produce the most effective short-term and long term-results.	Yes	****
2.2.2	Plans take full and realistic account of aspects of the external environment affecting demand for graduates and skills required by them.	Yes	***
2.2.3	Planning processes provide for appropriate levels of involvement by teaching and other staff, students and other stakeholders.	No	**
2.2.4	Planning has a particular focus on intended learning outcomes for students with course content and teaching and assessment strategies that reflect both the background of students and theory and research on different kinds of	Yes	***

	learning. (For advice on the planning of new programs and review and documentation of existing programs refer to Section 2.4.7 in Handbook for Quality Assurance and Accreditation in Saudi Arabia Part 2, Internal Quality Assurance Arrangements.		
2.2.5	Plans are effectively communicated to all concerned with impacts and requirements for different constituencies made clear.	Yes	***
2.2.6	Implementation of plans is monitored with checks made against short term and medium term targets, and outcomes evaluated.	Yes	***
2.2.7	Planning provides for reports on key performance indicators to be made on a regular basis to senior management within the institution.	Yes	***
2.2.8	Plans are reviewed, adapted and modified, with corrective action taken as required in response to operational developments, formative evaluation, and changing circumstances.	Yes	***
2.2.9	Risk management is included as an integral component of planning strategies with appropriate mechanisms developed for risk assessment and minimization	No	**

Overall Assessment	Yes	*** 2.88

Comment

The practice is followed occasionally but quality of the activity 2.2.9 is poor or not evaluated

Priorities for improvement

- Involvement of stakeholders teaching staff, students and employers for good planning about the program.
- Prepare a plan for risk management to decrease risk and planning strategies to developed appropriate mechanism developed for risk assessment and minimization

Independent Opinion		

Comment

2.3 Relationship Between Sections for Male and Female Students

In sections for male and female students the program coordinators and teaching staff in both sections must participate fully in cooperative planning, decision making and program and course reporting. There must be equitable distribution of resources and facilities to meet the requirements of program delivery, research, and associated services in each section and quality evaluations must consider both performance in each section as well as the program as a whole.

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

2.3.1	In sections for male and female students resources, facilities and staffing provisions are provided at comparable levels.	Yes	****
2.3.2	Program administrators in both sections and staff teaching the same courses are fully involved in planning and reporting processes and communicate regularly about the program through processes that are consistent with bylaws and regulations of the Higher Council of Education.	Yes	***
2.3.3	Male and female sections are adequately represented in the membership of relevant committees and councils.	Yes	***
2.3.4	Plans for the program and course specifications require the same standards of delivery and are consistent for both sections, subject to any appropriate variations to meet differing needs of students.	Yes	***
2.3.5	Performance indicators and reports on courses and programs show results for each section, and also overall results for the program as a whole.	Yes	****

Overall Assessment	Yes	*** 3.4

Comment

- The staff members are relevant in council and committee.
- Very good achievements of course file and course report for all courses nearly .

Priorities for improvement

- Relationship between both male and female sections is good but more development is required to reach a higher level of quality.
- A uniform regular exams and final exams are preferred for both sections should be organized.

Independent Opinion		

Comment

2.4 Integrity

Teaching and other staff involved with the program must meet high ethical standards of honesty and integrity including avoidance of conflicts of interest and avoidance of plagiarism in their teaching, research, administrative and service functions. These standards must be maintained in all dealings with students, teaching and other staff, and in relationships with other internal and external agencies including both government and non-government organizations.

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

2.4.1	Codes of practice for ethical and responsible behaviour have been developed and are followed dealing with matters such as the conduct and reporting on research, performance evaluation, student assessment, committee decision making, and the conduct of administrative and service activities.	Yes	****
2.4.2	Regulations dealing with declarations of pecuniary interest or conflict of interest for faculty and staff are consistently followed.	Yes	***
2.4.3	Advertising and promotional material are always truthful, avoid any actual or implied misrepresentations or exaggerated claims, or negative comments	Yes	***

about other programs or institutions.		

Overall Assessment	Yes	*** 3.33

Comment

The practice is followed most of the time, evidence of the effectiveness of the activity is usually obtained and indicates that satisfactory standards of performance are normally achieved and there is some room for improvement.

Priorities for improvement

- Plan for regular evaluation of research product of staff member to ensure follow ethical and responsible behaviour.
- Regular information about fund supplement to avoid any conflict.

Independent Opinion		

Comment

2.5 Internal Policies and Regulations

Policies and regulations must be established that clearly define the major responsibilities and procedures for the administration of the program and for committees and teaching and other staff and students involved.

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

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

2.5.2	Policies and regulations relating to the program are made accessible to faculty, staff and students, and effective strategies are used to ensure they are understood and complied with.	Yes	****
2.5.3	Decisions made by committees on procedural or academic matters are recorded and referred to when future similar issues are considered.	Yes	***
2.5.4	Guidelines, bylaws or regulations are established for recurring procedural or academic issues.	Yes	***
2.5.5	The policies and regulations for the management of the program are periodically reviewed and amended as required in the light of changing circumstances.	Yes	***

Overall Assessment	Yes	*** 3.2

Comment

The practice is usually followed but the quality is less than satisfactory

Priorities for improvement

Preparing guidelines bylaws and regulations for recurring procedural or academic issues.

Independent Opinion		

Comment

Overall Assessment of Governance and Administration

2.1	Leadership	Yes	*** 3.08
2.2	Planning Processes	Yes	** 2.9
2.3	Relationships Between Sections for Male and Female Students	Yes	*** 3.4

2.4	Integrity	Yes	*** 3.33
2.5	Policies and Regulations	Yes	*** 3.2

Combined Assessment	Yes	*** 3.212

Comment

The practice is usually followed but the quality is less than satisfactory .

Areas requiring improvement:

1- The stakeholder of the program should be aware and oriented with different department plans. The impacts and retirements for different constituencies of these plans should also make clear to them.

2- The need for developing of monitoring mechanisms to checks the implementation and execution of plans against short term and medium term targets and also for outcomes evaluation.

3- Preparation of periodical reports on key performance indicators for the planning process of different issues and presenting them to senior management within the institution on regular time

Priorities for action.

1. The stakeholder of fee program should be aware and oriented wife different department plans. The impacts and requirements for different constituencies of these plans should also make clear to them.
2. Planning processes must involve stakeholders (eg. students, professional bodies, industry representatives, faculty) in establishing goals and objectives and reviewing and responding to results achieved.
3. The need for developing of monitoring mechanisms to checks the implementation and execution of plans against short term and medium term targets and also for outcomes evaluation.

Independent Opinion		

Comment

Indicators Considered

Priorities for Improvement

Standard 3. Management of Program Quality Assurance

Teaching and other staff involved in the program must regularly evaluate their own performance and be committed to improving both their own performance and the quality of the program as a whole. Regular evaluations of quality must be undertaken within each course based on valid evidence and appropriate benchmarks, and plans for improvement made and implemented. Quality must be assessed by reference to evidence and include consideration of specific performance indicators and challenging external benchmarks. Central importance must be attached to student learning outcomes with each course contributing to the achievement of overall program objectives.

Sub-Standards

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

Comment and General Description of Good Practice

The central focus in the evaluation of the quality of a program is the quality and extent of student learning, considered as outcomes--what students understand and can do as a result of

their studies, and whether that learning is appropriate to their field? Other services, facilities and activities are evaluated according to the extent that they contribute to that learning.

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

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

Evidence and Performance Indicators

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

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

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

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 relation to this standard	**Is this true? Y/No/NA**	**How well is this done?(enter stars)**

3.1 Commitment to Quality Improvement in the Program

Program administrators and teaching and other staff must be committed to maintaining and improving the quality of the program.

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

3.1.1	All teaching and other staff participate in self-assessments and cooperate with reporting and improvement processes in their sphere of activity.	Yes	***
3.1.2	Creativity and innovation combined with clear guidelines and accountability processes are actively encouraged.	No	**
3.1.3	Mistakes and weaknesses are acknowledged, and dealt with constructively, with help given for improvement.	Yes	***

3.1.4	Improvements in quality are appropriately acknowledged and outstanding achievements recognized.	Yes	***
3.1.5	Evaluation and planning for quality improvement are integrated into normal administrative processes.	Yes	***

Overall Assessment	Yes	*** 2.8

Comment:

Good performance but there is some room for improvements especially the item 3.1.2

Priorities for improvement:

The item 3.1.1has the priority for improvement, then item 3.1.3then the item 3.1. and finally the item 3.1.5.

Independent Opinion		

Comment

3.2 Scope of Quality Assurance Processes

Quality assurance activities that are necessary to ensure good quality must apply to all aspects of program planning and delivery including provision of related services, and to all teaching and other staff involved in those processes.

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

3.2.1	Quality evaluations deal with all aspects of program planning and delivery including student learning outcomes and facilities and services to support that learning whether they are managed by administrators of the program or by others based elsewhere in the institution.	Yes	***
3.2.2	Quality evaluations and reports provide an overview of performance for the total program as a whole as well as components within it, including all	Yes	****

	courses and both sections if the program is offered in male and female sections.		
3.2.3	Evaluations consider inputs, processes, outcomes and processes, with particular attention to learning outcomes for students.	Yes	***
3.2.4	Evaluations include both routine activities and strategic priorities for improvement.	No	**
3.2.5	Processes are designed to ensure both that acceptable standards are met, and that there is continuing improvement in performance.	Yes	***
3.2.6	In sections for male and female students detailed evaluations in relation to all standards are carried out in a consistent way in both sections and quality reports on those standards report on any significant differences found and make appropriate recommendations for action in response.	Yes	***

Overall Assessment	Yes	*** 3.0

Comment

Good performance but there is some room for improvements especially the item 3.2.4, which must be improved with more other practices.

Priorities for improvement

The item 3.2.4 has the priority for improvement, then item 3.2.3 then the item 3.2.5, then the item 3.2.6 and finally the item 3.2.1.

Independent Opinion		

Comment

3.3 Administration of Quality Assurance Processes

Quality assurance arrangements for the program must be effectively administered and

coordinated with the quality assurance arrangements for the institution as a whole.

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

3.3.1	Quality assurance processes are fully integrated into normal planning and program delivery arrangements.	No	**
3.3.2	Evaluations are (i) based on evidence, (ii) linked to appropriate standards, (iii) include predetermined performance indicators, and (iv) take account of independent verification of interpretations.	No	**
3.3.3	Quality assurance processes make use of standard forms and survey instruments for use across the institution with any special additional elements added to meet the particular requirements of the program.	Yes	***
3.3.4	Survey data is collected from students and analysed for individual courses, the program as.a whole, and also from graduates and employers of those graduates.	No	**
3.3.5	Statistical data on indicators, including grade distributions, progression and completion rates are retained in an accessible central data base and regularly reviewed and reported in annual. program reports.	Yes	***
3.3.6	Responsibility is given to a member of the teaching staff to provide leadership and support for the management of quality assurance processes. The responsible person should involve other staff in planning and carrying out the quality assurance processes.	Yes	***
3.3.7	The quality assurance arrangements for the program should be regularly evaluated and improved. As part of these reviews unnecessary requirements should be removed to streamline the system and avoid unnecessary work.	Yes	***
3.3.8	Processes for evaluation of quality should be transparent with criteria for judgments and evidence considered made clear.	No	**

Overall Assessment		** 2.5

Comment:

The practice is not satisfactory enough and need really more improvements

Priorities for improvement

The item 3.3.1 has the priority for improvement, then item 3.3.2 , then the item 3.3.4 , then the item 3.3.8 then the item 3.3.7, then the item 3.3.6 and finally the item 3.3.5.

Independent Opinion		

Comment

3.4 Use of Performance Indicators and Benchmarks

Specific indicators must be identified for monitoring performance and appropriate benchmarks selected for comparative evaluation of the achievement of goals and objectives and quality of performance more generally.

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

3.4.1	Information is provided regularly on key performance indicators that are selected for all programs in the institution.	No	**
3.4.2	Additional performance indicators relevant to the particular program are also identified, used for program evaluations and regularly reported on.	No	**
3.4.3	The additional benchmarks for the program are approved by the appropriate senior committee or council within the institution (eg. senior academic committee, university council).	No	**
3.4.4	Benchmarks for comparing quality of performance (for example with past performance or comparisons with other institutions) are established and achievements in relation to those benchmarks is regularly monitored.	No	**
3.4.5	The format for indicators and benchmarks is consistent with that adopted for the institution as a whole.	Yes	***

Overall Assessment		** 2.2

Comment: The practice is not satisfactory enough and need really more improvements.

- Using of performance indicators and benchmarks is followed occasionally but the quality is poor

Priorities for improvement

The item 3.4.1has the priority for improvement, then item 3.4.2, then the item 3.4.3, then the item 3.4.4 and finally the item 3.4.5**.**

Independent Opinion		

Comment

3.5 Independent Verification of Standards

Evaluations of performance must be based on evidence (including but not restricted to predetermined performance indicators and benchmarks) and conclusions based on that evidence must be independently verified.

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

3.5.1	Self-evaluations of quality of performance are checked against several related sources evidence including feedback through user surveys and opinions of stakeholders such as students and faculty, graduates and employers.	Yes	***
3.5.2	Interpretations of evidence of quality of performance are verified through independent advice from persons familiar with the type of activity concerned and impartial mechanisms are used to reconcile differing	No	**

	opinions.		
3.5.3	Institutional policies and procedures are adhered to for the verification of standards of achievement by students in relation to other institutions and the requirements of the National Qualifications Framework.	Yes	***

Overall Assessment	Yes	*** 2.66

Comment

The independent verification of standards is followed occasionally but the quality is poor

Priorities for improvement

The item 3.5.2 has the priority for improvement, then item 3.5.1 ,and finally the item 3.5.3

Independent Opinion		

Comment

Overall Assessment of Management of Program Quality Assurance

3.1	Commitment to Quality Improvement in the Program	Yes	*** 2.8
3.2	Scope of Quality Assurance Processes	Yes	*** 3.0
3.3	Administration of Quality Assurance Processes	Yes	** 2.5
3.4	Use of Performance Indicators and Benchmarks	Yes	** 2.2
3.5	Independent Verification of Standards	Yes	*** 2.66

Combined Assessment	Yes	*** 2.63

Comment

The practice is usually followed but the quality is less than satisfactory and need serious improvements The quality of management of program quality assurance is less than satisfactory and there is some room for improvements especially the items 3.4 and 3.3which have the priorities for improvement, then the item 3.5, then the item 3.1 and finally the item 3.2.

Area requiring improvement:

1- Using of key performance indicators and benchmarks is followed occasionally but the quality is poor.
2- Additional key performance indicators relevant to foe program are needed also more information is needed to be provided regularly on the key performance indicators that are selected for all programs in the *institution.*
3- Benchmarks for comparing quality of performance are not completely established and achievements in relation to those benchmarks needing further monitoring.
4- Additional benchmarks for the program should be approved by the appropriate senior committee or council within the institution .
5- The format for indicators and benchmarks of the program is not fully consistent with that adopted for the institution as a whole.
6- There is a need for further action to improve performance in proceedings the interpretations of evidence of quality of performance that verified through independent advice from persons familiar with foe type of activity concerned and impartial mechanisms are needed to reconcile differing opinions.

Priorities for action.

I. Specific indicators need to be identified, monitoring performance and additional benchmarks selected for comparative evaluation of foe achievement of goals, objectives and quality of performance is required.

II. Evaluations of performance must be based on evidence and conclusions based on that evidence must be independently verified.

Independent Opinion		

Comment

Standard 4 Learning and Teaching

Student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and (for professional programs) 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. In different sections for male and female students required standards must be the same, equivalent resources must be 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.

It is a vital function of all higher education institutions to maintain systems to ensure that high standards of learning and teaching are maintained in all programs offered. This involves approval processes for new programs and major changes in programs, monitoring and regularly considering reports on programs, and taking appropriate action to support improvements in programs provided by colleges and departments.

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 faculty 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 faculty 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 faculty 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 faculty 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 faculty 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 of study 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.

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 relation to this standard	**Is this true? Y/No/NA**	**How well is this done?(enter stars)**

4.1 Student Learning Outcomes

Intended student learning outcomes must be consistent with the National Qualifications Framework, and with generally accepted standards for the field of study concerned, including requirements for any professions for which students are being prepared.

4.1.1	Intended learning outcomes are specified after consideration of relevant academic and professional advice.	Yes	***
4.1.2	Intended learning outcomes are consistent with the Qualifications Framework. (Covering all of the domains of learning at the standards required).	Yes	****
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	No	**

	international accreditation requirements for that field of study, and any Saudi Arabian regulations or regional needs)		
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 all programs, and mechanisms for assessing and reporting on the extent to which graduating students have developed them are in place.)	No	**
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 4.5.2 dealing with processes for program evaluation and verification of standards of student achievement)	No	**

Overall Assessment	Yes	*** 2.6

Comment:

Now, it has been prepared continuing advisory panel that including leader practitioner in professional and academic specialists for monitoring and advices on content and quality of our program.

Priorities for improvement:

1- The gradual shift from traditional methods of teaching and education emphasizing the notion of teaching centred approach to be learning and student centre approach .This modern methods concentrate on how student learn information and skills by himself in the sense that the student is the centre of the learning process and not teaching staff.

2- Organizing training courses and workshops for staff members of the department on this concept and use of modern teaching .learning , assessment and evaluation methods that

satisfy these concept such as (brain storming, active learning, tern work role-play, cooperative learning ,E-learning ,scenarios ,seminars presentations)(continuous assessment throughout the year or semester and not focus on the last year assessment alone by application of the student portfolio).

3- The use of modem methods of assessment in practical courses, and courses which have the training field to measure all the skills set forth in the course description and academic advising booklet.

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. (These should 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)	Yes	****
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.	Yes	****
4.2.3	The content and strategies set out in course specifications are coordinated to ensure effective progressive development of learning for the total program in all the domains of learning.	Yes	***
4.2.4	Planning includes any actions necessary to ensure that teaching staff are familiar with and are able to use the strategies included in the program and course specifications.	Yes	****
4.2.5	The academic or professional fields for which students are being prepared	Yes	***

	are monitored on a continuing basis with necessary adjustments made in programs and in text and reference materials to ensure continuing relevance and quality.		
4.2.6	In professional programs practitioners from the relevant occupations or professions are included in continuing advisory committees that monitor and advise on content and quality of programs.	No	**
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..	Yes	***

Overall Assessment	Yes	*** 3.28

Comment

It is clear that, the procedures of the program specification and descriptions formulation with the preparation of a self-study report and the determination of the criteria and indicators for measuring and periodically reviewing the quality performance items are proceeding satisfactorily

Priorities for improvement

1. Establishment of a consultation committee in the department whose members include academic personnel (from the department) and professionals (experts in the field of industry and labor market) as well as international experts from similar regional and international universities and programs for annually reviewing program specifications, courses specifications, the learning outcomes of the program and all included courses (ILOs) and verifying the suitability of the teaching strategies and assessment methods conducted for achieving these ILOs.
2. Develop a plan for a benchmarking with similar national or international programs in order to determine the extent of the program level with programs that preceded us in accreditation.

3. Develop a plan for getting independent opinion from specialists affiliated to other academic programs within the university to ascertain and verify the extent to which the process of program evaluation and development are practiced.

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 and reports include information about the effectiveness of planned strategies and the extent to which intended learning outcomes are being achieved.	Yes	***
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.	No	**
4.3.3	Quality indicators that include learning outcome measures are used for all courses and program. .	Yes	***
4.3.4	Records of student completion rates are kept for all courses and for programs as a whole and included among quality indicators.	Yes	****
4.3.5	Annual reports including quality assurance data are provided and reviewed by senior administrators and quality committees	Yes	***
4.3.6	A 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	Yes	****

	committees at least once each year.		
4.3.7	If problems are found through program evaluations appropriate action is taken to make improvements, either within the program concerned or through institutional action as appropriate.	No	**
4.3.8	In addition to annual evaluations a comprehensive reassessment of every program is conducted at least once every five years.	Yes	***
4.3.9	Program reviews involve experienced people from relevant industries and professions, and experienced teaching staff from other institutions.	No	*
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.	No	*
4.3.11	In sections for male and female students evaluations provide data for each section as well as for the program as a whole, and any deficiencies in one or the other section dealt with appropriately in recommendations for action.	Yes	***

Overall Assessment	Yes	*** 2.63

Comment

From the above rating, it is clear that the student assessment standard is considered and implemented satisfactory and high quality performance

Priorities for improvement

1. Develop a plan for a benchmarking with similar national or international programs in order to determine the extent of the program level with programs that preceded us in accreditation.
2. Develop a plan for getting independent opinion from specialists affiliated to other academic programs within the university to ascertain and verify the extent to which the process of program evaluation and development are practiced

Independent Opinion		

Comment

4.4 Student Assessment

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

4.4.1	Student assessment mechanisms are appropriate for the forms of learning sought.	Yes	***
4.4.2	Assessment processes are clearly communicated to students at the beginning of courses.	Yes	***
4.4.3	Appropriate, valid and reliable mechanisms are used in programs throughout the institution 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 for verifying standards may include measures such as check marking of random samples of student work by teaching staff at other institutions, and independent comparisons of standards achieved with other comparable institutions within Saudi Arabia, and internationally.)	No	**
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.	Yes	***
4.4.5	Arrangements are made within the institution for training of teaching staff in the theory and practice of student assessment.	No	**
4.4.6	Appropriate procedures are followed to deal with situations where	Yes	***

	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.	Yes	***
4.4.8	Feedback to students on their performance and results of assessments during each semester is given promptly and accompanied by mechanisms for assistance if needed.	Yes	***
4.4.9	Assessments of students work are conducted fairly and objectively.	Yes	****
4.4.10	Criteria and processes for academic appeals are made known to students and administered equitably (see also item 5.3)	Yes	***

Overall Assessment	Yes	*** 2.9

Comment

From the above rating, it is clear that the student assessment standard is considered and implemented with very satisfactory and high quality performance

Priorities for improvement

- Organization of symposium and workshops in the department by educational specialists and experts in the field of forms of teaching and different and modern ways for assessment. These courses aimed for staff training in these areas and for increase their teaching and educational experience and capabilities. They also assist teaching staff on how to select learning strategies appropriate for each course and assessment methods appropriate for the teaching methods used.
- Develop a plan for a benchmarking with similar national or international programs in order to conduct comparison between the students achievement level in the program with those achieved by the students in similar accredited program in accordance with the standard approved by NCAAA .
- Develop a plan for getting independent opinion from specialists affiliated to other academic programs within the university to ascertain and verify the mechanisms followed by the department to check the levels of student achievement .It also evaluate the realistic

&credibility of the obtained grades and their consistency and compatibility with the level of achievement. These independent assessments are done through access to a course specification and student portfolio, reports of question formulation committee, reports of check marking committee, direct student meeting their marks and their satisfaction by their final grade.

-

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 is confirmed, not simply scheduled, and if there are part time as well as full time students the scheduled times provide for access by both groups)	Yes	****
4.5.2	Teaching resources (including staffing, learning resources and equipment, and clinical or other field placements) should be sufficient to ensure achievement of the intended learning outcomes.	Yes	***
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 means such as analysis of response times and student evaluations.	Yes	****
4.5.4	Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	Yes	***
4.5.5	Appropriate preparatory and orientation mechanisms are used 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 transition programs if necessary for students transferring to the	Yes	***

	institution with credit for previous studies.		
4.5.6	Preparatory studies are not counted within the credit hours for the programs that follow.	Yes	NA
4.5.7	For any programs in which the language of instruction is not Arabic, action is taken to ensure that language skills are adequate for instruction in that language before students begin their higher education studies. (This may be done through language training prior to admission to the program. Language skills expected on entry should be benchmarked against other highly regarded institutions with the objective of skills at least comparable to minimum requirements for admission of international students in universities in countries where that language is the native language. (Verification of standards should involve testing of at least a representative sample of students on a major recognized language test.)	Yes	***
4.5.8	If preparatory programs are required but outsourced to other providers the institution accepts responsibility for ensuring the quality of these programs and ensures that required standards for entry are met.	Yes	***
4.5.9	Systems are in place within each program throughout the institution for monitoring and coordinating student workload across courses.	Yes	****
4.5.10	Systems are in place for monitoring the progress of individual students and assistance and/or counselling is provided to those facing difficulties.	Yes	****
4.5.11	Year to year progression rates and program completion rates are monitored, and action taken to help any categories or types of students needing help.	Yes	****
4.5.12	Adequate facilities are available for private study with access to computer terminals and other necessary equipment.	Yes	****
4.5.13	Teaching staffs are familiar with the range of support services available in the institution for students, and refer them to appropriate sources of assistance when required.	Yes	***
4.5.14	The adequacy of arrangements for assistance to students should be	Yes	***

periodically assessed through processes that include, but are not restricted to, feedback from students.		

Overall Assessment	Yes	*** 3.46

Comment

From the above rating, it is clear that the educational assistance for student standard is considered and implemented with very satisfactory and high quality performance.

Priorities for improvement

1- Expansion in conducting awareness and familiarity workshops to all department member about services available in the faculty and university for students
2- Assigning reading room in the department, for students, supplied with computers connected to the internet and the information databases in a way that allow them privacy.
3- Recommendation from the department council to the faculty board to provide English language test that should be passed as essential requirement for admission to study the college and the program
4- Encourage students to attend extra courses specialized in learning English language, computer skills, learning skills, creative thought, communication skills, leadership and other skills. These activities should be added within extra-curricular activities where student who interested by them will be reward by additional marks or give him the opportunity to amend some of his bad marks semester activities.
5- Future plans for purchasing, renewing and maintenance of the labs equipment and signing maintenance contracts with good reputation and higher efficient companies.
6- Future plans for the purchase of educational books and other teaching aids as educational video. CDs and multimedia.

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 staff. (To be effective these programs should ensure that faculty are fully briefed on required learning outcomes, on planned teaching strategies, and the contribution of their course to the program as a whole.)	No	**
4.6.2	Teaching strategies are appropriate for the different types of learning outcomes programs are intended to develop.	Yes	***
4.6.3	Strategies of teaching and assessment set out in program and course specifications are followed by teaching staff with flexibility to meet the needs of different groups of students	Yes	***
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.	Yes	****
4.6.5	The conduct of courses is consistent with the outlines provided to students and with the course specifications.	Yes	***
4.6.6	Textbooks and reference materials are up to date with latest developments in the field of study.	Yes	***
4.6.7	Textbooks and other required materials are available in sufficient quantities before classes commence.	Yes	***
4.6.8	Student attendance requirements in classes are made clear in student orientations, attendance is monitored, and regulations rigorously enforced.	Yes	****
4.6.9	A comprehensive system, (including but not limited to student surveys) is in place for evaluation of teaching effectiveness in all courses.	Yes	***
4.6.10	The effectiveness of planned teaching strategies in developing learning	Yes	***

	outcomes is regularly assessed and adjustments made in response to evidence about their effectiveness.		
4.6.11	Regular (at least annual) reports are provided to program administrators on the delivery of each course including any material that could not be covered and any difficulties found in using planned strategies.	No	**
4.6.12	Appropriate adjustments made in plans for teaching as a result of course reports.	No	**

Overall Assessment	Yes	*** 2.9

Comment

From The above rating, It is clear that the quality of teaching standard is considered and implemented with very satisfactory and high quality performance

Priorities for improvement

1- Preparation of statistical statement by numbers of books recommended and used in teaching courses and their publication year.
2- Develop a plan for a benchmarking with similar national or international programs in order to confirm the effectiveness of teaching and assessment strategies used for achievement of pre-planned ILOs

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 for both new and continuing teaching staff including those in part time positions.	Yes	***
4.7.2	Training programs in teaching should include effective use of new and	Yes	***

	emerging technology.		
4.7.3	Adequate opportunities are provided for the professional and academic development of teaching staff with special assistance given to any who are facing difficulties.	Yes	***
4.7.4	The extent to which teaching staff are involved in professional development to improve quality of teaching is monitored.	Yes	***
4.7.5	Teaching staff develop strategies for improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.	Yes	***
4.7.6	Formal recognition is given to outstanding teaching, and encouragement given for innovation and creativity.	Yes	***
4.7.7	Strategies for improving quality of teaching include improving the quality of learning materials and the teaching strategies associated with them.	Yes	***

Overall Assessment	Yes	*** 3

Comment

The practice is followed consistently with indicators of quality performance are established and suggested a high quality and plans for improvement have been developed.

Priorities for improvement

1. Encouragement and provision opportunities for department members to attend specialized courses in the area of improvement of quality of teaching which organized by the university represented by the Deanship of university development and quality.
2. Organizing more training courses in the area of modern strategies and skills of teaching within the department & college by inviting experts and specialists to give lectures and workshops to allow a largest number of faculty members to attend these meetings and benefit from training.

3. Co-ordinate and support effective transfer of good practice, working closely with the inspectorate to ensure that it is disseminated effectively, and that there are clear messages to the system about what constitutes excellence.
4. Develop further its web based Teaching and Learning Communities portal to provide online resources and case studies to support and facilitate the exchange of good practice in teaching, training and learning

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 academic and /or professional developments in their fields

4.8.1	Teaching staff have appropriate qualifications and experience for the courses they teach.	Yes	****
4.8.2	If part time teaching staff is needed there is an appropriate mix of full time and part time teaching staff. (As a general guideline at least 75 % of teaching staff should be employed on a full time basis.)	Yes	***
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.	Yes	***
4.8.4	Full time staff teaching postgraduate courses are themselves active in scholarship and research in the fields of study they teach.	Yes	***
4.8.5	In professional programs teaching teams include some experienced and highly skilled professionals in the field.		***

Overall Assessment	Yes	***

		3.2

Comment

The practice is followed consistently with indicators of quality performance are established and suggested a high quality and plans for improvement have been developed

Priorities for improvement

- All the staff member in the program are highly qualified, employed in a full time bases and remain up to date with the latest related knowledge.
- All staff members sharing in weekly scientific lecture in order to update their information in research.
- Staff member share in annual conferences and workshops
- Planning to organize periodical scientific meetings and annual conferences of the department and to invite of experts (internationally regional and nationally) in various areas of the field of specializations to provide the newest and up to dates in the area of specialization by providing lecture and training through specialized workshop

Independent Opinion		

Comment.

4.9 Field Experience Activities

In programs that includes field experience activate, 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 or

other activities in a work 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	NA	
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.	NA	
4.9.3	Teaching staff from the institution should 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).	NA	
4.9.4	Students are thoroughly prepared through briefings and descriptive material for participation in the field experience.	NA	
4.9.5	Follow up meetings or classes are organized in which students can reflect on and generalize from their experience.	NA	
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.	NA	
4.9.7	In situations where the supervisors in the field setting and teaching staff from the institution are both involved in student assessments, criteria for assessment are clearly specified and explained, and procedures established for reconciling differing opinions	NA	
4.9.8	Provision is made for evaluations of the field experience activity (i) by students, (ii) by supervising staff in the field setting, and (iii) by staff of the institution, and results of those evaluations considered in subsequent planning.	NA	
4.9.9	Preparation for the field experience includes thorough risk assessment for all parties involved, and planning to minimize and deal with those risks.	NA	

Overall Assessment	NA	

Comment

The sub standard level is not applicable due to the training summer course is not established up to now.

Priorities for improvement

- Set up for field activities will be include careful assessment of the risks of any student or supervisors, including planning to reduce the risk of exposure, and the ways to deal with them if they occur
- Work and organizing meetings after field activity or lectures to give the students the opportunity to reflect with experience in the field of similar contexts
- The physics department evaluate the field activities by students, supervisors, and faculty members in the department, to ensure that the results of this assessment are taken into account in the planning of field activities.
- The evaluation criteria should be clearly, in those cases involving supervisors signed with members of field activity in student assessment and supervisor in the physics departments to explaining the standards evaluation of students.
- Provide supervisors in field locations with clear information and handouts to be fully aware of their role and are aware also of the relationship between activity and the program as a whole.
- Providing the students by the information that they need bright in the nature of the work and the relationship with the field activity
- Choose field experience as capacity of these places on the development of the learning outcomes and assess the effectiveness of these places in the development of these outputs
- Specify clearly the expected knowledge and skills learned by students through their field experience and take the necessary steps to ensure that the learning outcomes and expected development of expertise understandable to both students and their supervisors

Independent Opinion		

Comment

4.10 Partnership Arrangements With Other Institutions

In situations in which local institutions deliver programs through cooperative arrangements with another institution the 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 all aspects 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.	NA	
4.10.2	The effectiveness of the partnership arrangements is regularly evaluated.	NA	
4.10.3	Briefings and consultations on course requirements are adequate, with mechanisms available for ongoing consultation on emerging issues.	NA	
4.10.4	Teaching staff from the partner institution who are familiar with the content of courses visit regularly for consultation about course details and standards of assessments.	NA	
4.10.5	If arrangements involve assessment of student work by the partner in addition	NA	

	to assessments within the institution, final assessments are completed promptly and results made available to students within the time specified for reporting 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.	NA	
4.10.7	Programs and courses are consistent with the requirements of the Qualifications Framework for Saudi Arabia, and when relevant include regulations and conventions relevant to the Saudi environment.	Yes	****
4.10.8	If courses or programs developed by a partner institution are delivered in Saudi Arabia adequate processes should be followed to ensure that standards of student achievement are at least equal to those achieved elsewhere by the partner institution as well as by other appropriate institutions selected for benchmarking purposes.	NA	
4.10.9	If an international institution or other organization is invited to provide programs, or to assist in the development of programs for use in Saudi Arabia full information should be provided in advance about relevant Ministry regulations and NCAAA requirements for the National Qualifications Framework and requirements for program and course specifications and reports.	NA	

Overall Assessment	Yes	**** 4

Comment

The committee noted that there is no partnership with other departments or institution.

Priorities for improvement

1. Establishment the management of domestic and international cooperation and set up an integrated implementation regulations include all related and of signing with similar departments universities based on the cooperation between Saudi Arabia and friendly Countries and States.
2. Activate in the notes of joint cooperation programmes that agreements clearly define the responsibilities of the organization and responsibilities of the organization participate in the formal agreements under the laws of the Kingdom of Saudi Arabia.
3. The management should be develop the regulation describes the process of engagement with external institutions.
4. Establish the roles for evaluating the effectiveness of twinning, cooperation and participation regularly include questionnaires, analytical forms for application of both sides.
5. The agreements should be include regular meetings to ensure effective discussion and consultation courses requirement with a mechanism to communicate constantly to discuss the recent developments.
6. The agreement should be include the visits of members staff in the participating institutions, who have knowledge of the specific level of courses, to the Foundation regularly to consult on the details of courses and evaluation criteria

Independent Opinion		

Comment

Overall Assessment of Learning and Teaching

4.1	Student Learning Outcomes	Yes	*** 2.6
4.2	Program Development Processes	Yes	*** 3.43

4.3	Program Evaluation and Review Processes	Yes	*** 2.54
4.4	Student Assessment	Yes	*** 3.1
4.5	Educational Assistance for Students	Yes	*** 3.46
4.6	Quality of Teaching	Yes	*** 2.9
4.7	Support for Improvements in Quality of Teaching	Yes	*** 3
4.8	Qualifications and Experience of Teaching Staff	Yes	*** 3.2
4.9	Field Experience Activities	NA	
4.10	Partnership Arrangements With Other Institutions	Yes	**** 4

Combined Assessment	Yes	*** 3.14

Comment

Independent Opinion		

Comment

Indicators Considered

Priorities for Improvement

Standard 5 Student Administration and Support Services

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

Sub-Standards

Student Admissions

Student Records

Student Management

Student Advising and Counseling Services

Comment and General Description of Good Practice

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

Evidence and Performance Indicators

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

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 relation to this standard	Is this true? Y/No/NA	How well is this done?(enter stars)

5.1 Student Admissions

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

5.1.1	Admission requirements are consistently and fairly applied for all students.	Yes	****
5.1.2	If programs or courses include components offered by distance education, or use of e-learning in blended programs information is provided before enrolment about any special skills or resources needed to study in these modes. (For distance education programs a separate set of standards that include requirements for that mode of program delivery are set out in a different document, Standards for Quality Assurance and Accreditation of Higher Education Programs Offered by Distance Education	Yes	***
5.1.3	Student advisors familiar with details of course requirements are available to provide assistance prior to and during the student registration process.	Yes	****
5.1.4	Rules governing admission with credit for previous studies are clearly specified.	Yes	****
5.1.5	Decisions on credit for previous studies are made known to students by qualified faculty or authorized staff before classes commence.	Yes	****
5.1.6	Complete information about the program, including the range of courses, program requirements, costs, services and other relevant information is publicly available to potential students and families prior to applications for admission.	Yes	***

5.1.7	A comprehensive orientation program is available for commencing students to ensure thorough understanding of program requirements and reasons for them, the range of services and facilities available to them, and of their obligations and responsibilities	Yes	***

Overall Assessment	Yes	*** 3.28

Comment:

There are some shortcomings in the approval process and registration of students and this process requires further development and putting in place mechanisms to activate its role in raising awareness of new applicants.

Priorities for improvement:

Establishing a central unit includes members from all section of the college is to provide direction and guidance to new application

Independent Opinion		

Comment

5.2 Student Records

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

5.2.1	Automated procedures are in place for monitoring student progress throughout their programs.	Yes	****
5.2.2	The student record system regularly provides aggregated statistical data required for planning, reporting and quality assurance.	Yes	****
5.2.3	Clear rules are established and maintained governing privacy of information	Yes	****

	and controlling access to individual student records.		
5.2.4	Eligibility for graduation is formally verified in relation to program and course requirements.	Yes	****

Overall Assessment	Yes	**** 4

Comment

The registration process for students and monitor their own progress is applied, but there are some aspects of non-satisfactory performance.

Priorities for improvement

Surveys reflecting the different views to resolve the extent of satisfaction of the beneficiaries of the department of registry.

Independent Opinion		

Comment

5.3 Student Management

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

5.3.1	Attendance requirements for students are made clear to students, monitored and enforced.	Yes	****
5.3.2	Student appeal and grievance procedures are specified in regulations, published, and made widely known within the institution. The regulations make clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available.	Yes	***
5.3.3	Appeal and grievance procedures protect against time wasting on trivial	Yes	***

	issues, but still provide adequate opportunity for matters of concern to students to be fairly dealt with and supported by student counselling provisions.		
5.3.4	Appeal and grievance procedures guarantee impartial consideration by persons or committees independent of the parties involved in the issue, or who made a decision or imposed a penalty that is being appealed against.	Yes	***
5.3.5	Procedures have been developed to ensure that students are protected against subsequent punitive action or discrimination following consideration of a grievance or appeal.	Yes	***
5.3.6	Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating.	Yes	***

Overall Assessment	Yes	*** 3.16

Comment

Regulations include rules on the attendance of students, but it is not published for students. There are defects in the work of the committees, and there is reliance on the individuals.

Priorities for improvement

Disseminating the rules and times of grievance and appeal for students to be available to them. The consideration of these grievances and discussion of the results with students is through specialized committees.

- Announcing regulation and penalties for branching good conduct or misbehaviour.
- More severe penalties for plagiarism and cheating
-

Independent Opinion		

Comment

5.4 Student Advising and Counseling Services

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

5.4.1	Provision should be made for academic counselling and for career planning and employment advice within the college, department	Yes	***
5.4.2	Adequate protection should be provided, and supported by regulations or a codes of conduct, to protect the confidentiality of academic or personal issues discussed with teaching or other staff or students.	Yes	***
5.4.3	Effective mechanisms should be established for follow up to ensure student welfare and to evaluate quality of service.	Yes	***
5.4.4	An effective student support system is available to identify students in difficulty and provide help with personal, study related, financial, family, psychological or health problems	Yes	***

Overall Assessment	Yes	*** 3

Comment

There are some unsatisfactory aspects in the process of academic support. The process of academic guidance is limited only by the scope of students support.

Priorities for improvement

Expand the circle of academic guidance and plans to improve the standard of care for students and quality control services.

Follow us after counseling needs improvement may be activation

Independent Opinion		

Comment

Overall Assessment of Student Administration and Support Services

5.1	Student Admissions	Yes	*** 3.28
5.2	Student Records	Yes	**** 4
5.3	Student Management	Yes	*** 3.16
5.4	Student Advising and Counseling Services	Yes	*** 3

Combined Assessment	Yes	*** 3.36

Comment

Satisfactory standards of performance are normally achieved although there is some room for improvement.

Priorities for Improvement

1- Establishing a central unit includes members from all sections of the college to provide direction and guidance to new applicants. One of this central committee first task is putting a future plan for the development of student management performance.

2- Developing a student survey for the beneficiaries of this administration to identify shortcomings in the previous period and what is proposed to achieve the best results. The surveys should reflect the different views to resolve the extent of satisfaction of the beneficiaries of the deanship of admission and registration.

Independent Opinion		

Standard 6 Learning Resources

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

Sub-Standards

Planning and Evaluation
Organization
Support for Users
Resources and Facilities

Comment and General Description of Good Practice

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

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

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

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

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

Evidence and Performance Indicators

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

Good practices relation to this standard	Is this true? Y/No/NA	How well is this done?(enter stars)

Planning and Evaluation

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

6.1.1	Teaching staff responsible for the program and for courses within it regularly provide advice on materials required to support teaching and learning.	Yes	***
6.1.2	Teaching staff and students participate in user surveys dealing with adequacy of resources and services, extent of usage, consistency with requirements for teaching and learning	Yes	***
6.1.3	Data on the extent of usage of learning resources for the program are used in evaluations of learning and teaching in the program.	Yes	***
6.1.4	In addition to participation in surveys program managers or teaching staff representatives have opportunities to provide input to evaluations of forward planning for provision of resources and services.	Yes	***
6.1.5	Teaching staff provide regular advice on material that should be held in reserve to ensure access to necessary materials and this advice is responded to	Yes	***

Overall Assessment	Yes	*** 3

Comment:

Evidence of the effectiveness of the activity is usually obtained and indicates that satisfactory standards of performance are normally achieved although there is some room for improvement.

Priorities for improvement:

- Increased the survey evaluation about the adequacy of resources and services
- Prepared a list of the up-to-date of textbooks references required to support student learning

Comparisons of provision and user satisfaction with other comparable institutions

Independent Opinion		

Comment

6.2 Organization

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

6.2.1	Library and resource centers and associated facilities and services are available for sufficient extended hours to ensure access when required by users in the program.	Yes	****
6.2.2	Heavy demand and required reading materials needed in the program are held in reserve collections.	Yes	***
6.2.3	Ready access to on-line data-bases and research and journal material relevant to the program is provided for.	Yes	****

Overall Assessment	Yes	**** 3.66

Comment

Plans for improvement in quality are made and progress in implementation is monitored

Priorities for improvement

Increased the working hours to ensure access when required by users in the program.

Prepare available large area fir library including internet service.

Establish cooperation with other libraries and resource centers for interlibrary loans and sharing of resources and services.

Independent Opinion		

Comment

6.3 Support for Users

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

6.3.1	Orientation and training programs are provided for new students in the program to prepare them to access facilities and services.	Yes	***
6.3.2	Assistance is available to assist faculty and students in the program in conducting searches and locating and using information.	Yes	****
6.3.3	A reference service is available through which in-depth questions are answered by qualified librarians.	Yes	***
6.3.4	Electronic and/or other automated systems with search facilities are available to assist in locating resources within the institution and in other collections.	Yes	***
6.3.5	Teaching staff and students in the program are kept informed of library developments such as acquisition of new materials, training programs, or changes in services or opening hours.	Yes	***

Overall Assessment	Yes	*** 3.2

Comment

Good support to assist students and teaching staff to make effective use of library services and resources. Evidence of the effectiveness of the activity is usually obtained and indicates that satisfactory standards of performance are normally achieved although there is some room for

improvement. Plans for improvement in quality are made and progress in implementation is monitored

Priorities for improvement

1- Rehabilitation of sufficient number of people qualified and skilled in relevant fields of librarianship and information technology.
2- Workshop to increase the ability to search , locate and use of formation
3- Using internet service inside the library to assist in locating resources within institution and other collections

Independent Opinion		

Comment

6.4 Resources and Facilities

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

6.4.1	Adequate books journals and other reference material including on line resources are available to meet program requirements.	Yes	***
6.4.2	Up to date computer technology is available on a sufficient scale to meet program requirements to support electronic access to resources and reference material.	Yes	****
6.4.3	Books and journals and other materials are available in Arabic and English (or other languages) as required for the program and associated research.	Yes	***
6.4.4	Sufficient facilities are provided for both individual and small group study and research as required for the program.	Yes	***

Overall Assessment	Yes	*** 3.25

Comment

Plans for improvement in quality are made and progress in implementation is monitored and house collections not available. Rules of networked information available to students and teaching staff through the Library.

Priorities for improvement

- Prepare the list of up to date reference, textbooks, and journals related to the field.
- Up to date computer technology will be an available to encounter the learning.
- Preparing a special labs for research.
- Consolidation of resources.

Independent Opinion		

Comment

Overall Assessment of Learning and Teaching

6.1	Planning and Evaluation :	Yes	*** 3
6.2	Organization	Yes	*** 3.66
6.3	Support for Users	Yes	*** 3.2
6.4	Resources and Facilities	Yes	*** 3.25

Combined Assessment	Yes	*** 3.28

Comment

1. Assigning reading room in the department, for students, supplied with computers connected to the internet and the information databases in a way that allow them privacy.
2. Preparing a future plans for the purchase of educational books and other teaching aids as educational video, CDs, multimedia and models.
3. Expansion in conducting awareness and familiarity workshops to ail department members about the support services available in the faculty and university for students. Preparing a future plan for purchasing, renewing and maintenance of the labs equipment's and signing maintenance contracts with a good reputation and high efficient companies.

Independent Opinion		

7. Facilities and Equipment (**Overall Rating 3. 50 Stars**)

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

Introduction

Facilities at the College of Applied Science including Department of Physics include sufficient space and state of the technology which allow faculty to deliver effective and efficient learning-centred teaching through a variety of instructional methods and approaches in a conducive learning environment, while good use of these facilities and equipment enable students to take responsibility for their own learning. The use of these facilities and equipment are assessed regularly in terms of their suitability for all stakeholders, i.e. students, faculty and staff.

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

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

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

Umm Al-Qura University has attempted to introduce policies so that the planning, acquisition and maintenance of all its colleges' facilities and equipment are efficient and useful. Thus, clearly organised processes exist for the acquisition of facilities which includes tendering processes, procedures for procurement and invoicing systems to log and track inventories. There is also a documented system throughout the University for the maintenance and repair of facilities, as well as a well-defined system for planning and budgeting, involving certain academic and administrative units in Umm Al-Qura University.

Sub-Standards:

Policy and Planning

Quality of and Adequacy of Facilities

Management and Administration

Information Technology

Student Residences

Evidence and Performance Indicators

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

Condition assessments and maintenance schedules provide information about the quality and maintenance of facilities and major equipment. Regulations and codes of practice relating to the use of facilities and expensive equipment provide evidence of sound management practices and security arrangements. Performance indicators could include such things as ratings on

surveys of user satisfaction, statistics on equipment breakdowns, comparisons of provision in relation to other institutions.

Describe the processes used to evaluate the quality of provision of facilities and equipment for the program:

The working group had:

- Reviewed facilities and equipment policy and planning at the Department of Physics, College of Applied Science, Umm Al-Qura University.
- Meet and interviewed the Deanships of E-transactions, E-learning, Distance Education, the Assistant of Vice Rector for Projects, general administrations for procurement, finance, strategic planning, maintenance, and university assets.
- Reading and analyzing reports and official documents pertaining to facilities and equipment.

7.1 Policy and Planning

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

7.1.1	The institution has a long-term master plan approved by the governing body that provides for capital developments and maintenance of facilities.	Yes	****
7.1.2	Equipment planning processes include plans and schedules for major equipment acquisitions and for servicing and replacement following a planned schedule.	Yes	****
7.1.3	Future users of facilities or major equipment are consulted prior to acquisitions or development to ensure that current and anticipated future needs are accurately met.	Yes	***
7.1.4	The institution has an equipment policy designed to ensure to the greatest feasible extent, compatibility of equipment and systems across the institution.	Yes	***

7.1.5	Business plans are prepared prior to major equipment acquisitions, with evaluation of alternatives of leasing or shared use with other agencies.	Yes	****
7.1.6	Proposals for leasing of major facilities and for outsourced building and management of facilities are fully evaluated in the long-term interests of the institution and managed in a way that ensures effective quality control and financial benefits	Yes	****

Overall Assessment		**** 3.66

Comment:

Satisfactory standards of performance are normally achieved although there is some room for improvement. There is defect in maintenance provisions as it does not include a routine maintenance schedules.

Priorities for improvement:

Develop a plan for the devices condition assessments and maintenance schedules that provide information about the quality of these facilities. Development of indicators to measure the quality of performance.

Independent Opinion		

Comment

7.2 Quality and Adequacy of Facilities and Equipment

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

7.2.1	Buildings and grounds provide a clean attractive and well maintained physical environment.	Yes	****
7.2.2	Facilities fully meet health and safety requirements.	Yes	****
7.2.3	Quality evaluation processes include both feedback from principal users about the adequacy and quality of facilities, and mechanisms for considering and responding to their views.	Yes	****
7.2.4	Standards of provision of teaching, laboratory and research facilities are benchmarked against equivalent provisions at other institutions (This includes such things as classroom space, laboratory facilities and equipment, access to computing facilities and associated software, private study facilities, and research equipment).	Yes	****
7.2.5	Adequate and accessible facilities are available for confidential consultation between teaching staff and students.	Yes	****
7.2.6	Appropriate facilities are provided for religious observances.	Yes	****
7.2.7	Food service facilities are adequate, and appropriate for the needs of staff and students.	Yes	***
7.2.8	Provision is made for students and staff with physical disabilities or other special needs.	Yes	***
7.2.9	Facilities appropriate for the needs of the students attending the institution are provided for cultural, sporting and other extra curricular activities.	Yes	***

Overall Assessment		**** 3.66

Comment

Still there is some room for improvement especially in the field of teaching facilities.

Priorities for improvement

Provide more teaching facilities specially lecture room desktop and printing devices in addition to providing a means of communication allows confidential consultations between faculty and students.

Independent Opinion		

Comment

7.3 Management and Administration

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

7.3.1	A complete inventory is maintained of equipment owned or controlled by the institution including equipment assigned to individual staff for teaching and research.	Yes	****
7.3.2	Services such as cleaning, waste disposal, minor maintenance, safety, and environmental management are efficiently and effectively carried out under the supervision of a senior administrative officer.	Yes	****
7.3.3	Provision is made for regular condition assessments, preventative and corrective maintenance, and replacement.	Yes	***
7.3.4	Effective security is provided for specialized facilities and equipment for teaching and research, with responsibility between individual faculty, departments or colleges, or central administration clearly defined.	Yes	****
7.3.5	Effective systems are in place to ensure the personal security of teaching or other staff and students, with appropriate provisions for the security of their personal property.	Yes	****
7.3.6	Space utilization is monitored and facilities reallocated in response to changing requirements.	Yes	***

7.3.7	Scheduling of general-purpose facilities is managed through an electronic booking and reservation system, and the extent and efficiency of use is monitored and reported.	Yes	****
7.3.8	Arrangements are made for shared use of underutilized facilities with adequate mechanisms for security of equipment.	Yes	****

Overall Assessment		**** 3.75

Comment

There is a lack of mechanisms to assess the status of devices on a regular basis. The procedures exist for the organization of the shared use of underutilized facilities is less than satisfactory.

Priorities for improvement

Develop a plan for optimum utilization of underutilized equipment and facilities, taking into account the provision of adequate protection for these devices with the development of specific measures to assess the status of the equipment on a regular basis.

Independent Opinion		

Comment

7.4 Information Technology

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

7.4.1	Adequate computing equipment is available and accessible for teaching and other staff and students throughout the institution.	Yes	*****
7.4.2	The adequacy of provision of computer equipment and support services is regularly assessed (through surveys or other means and comparisons with other institutions).	Yes	****

7.4.3	Policies are established and effectively implemented governing the use of personal computers by students.	Yes	***
7.4.4	Technical support is available for staff and students using information and communications technology.	Yes	****
7.4.5	Opportunities are available for teaching staff input into plans for acquisition and replacement of IT equipment.	Yes	****
7.4.6	An institution-wide acquisitions and replacement policy is established for software and hardware to ensure that systems remain up to date and that compatibility is maintained as replacements are made.	Yes	***
7.4.7	Security systems are in place to protect privacy of sensitive personal and institutional information, and to protect against externally introduced viruses.	Yes	****
7.4.8	A code of conduct is established relating to inappropriate use of material on the Internet.	Yes	****
7.4.9	Compliance with this code of conduct is checked and instances of inappropriate behavior dealt with appropriately.	Yes	****
7.4.10	Training programs are provided for teaching and other staff to ensure effective use of computing equipment and appropriate software for teaching, student assessment, and administration	Yes	****
7.4.11	Effective use is made of information technology for administrative systems, reporting, and communications across the institution. Software systems are coordinated to ensure compatibility where relevant.	Yes	****
7.4.12	Internal information systems are compatible and integrated with external reporting requirements.	Yes	****

Overall Assessment		**** 3.91

Comment

The practice is followed most of the time. Plans for improvement in quality are made and progress in implementation is monitored.

Priorities for improvement

Starting in the implementation of plans for improvement in quality and the development of indicators to measure the quality of performance.

Independent Opinion		

Comment

7.5 Student Residences

If student residential accommodation is provided it should be a healthy and secure environment with all the facilities and services necessary for students studying at the institution.

7.5.1	Residences are of appropriate standard, providing a healthy, safe and secure environment for students.	Yes	***
7.5.2	Adequate facilities are available for privacy and individual study.	Yes	***
7.5.3	Facilities that are adequate and appropriate for the students attending the institution are provided for social and cultural and physical activities.	Yes	***
7.5.4	Clearly defined codes of behaviour for student residences are established and formally agreed to by students.	Yes	***
7.5.5	The residences are effectively supervised by staff with the experience, expertise and authority to manage the facility as a secure and supportive learning environment.	Yes	***
7.5.6	Adequate food, service, and medical facilities are available or readily accessible.	Yes	***

7.5.7	Adequate and appropriate religious facilities are provided and maintained.	Yes	***
7.5.8	The residences are close to the campus or adequate transport facilities are provided to ensure easy access.	Yes	***

Overall Assessment		*** 3

Comment

Providing suitable student residence without outing during Hajj time.

Priorities for improvement

Independent Opinion		

Comment

Overall Assessment of Learning and Teaching

7.1	Policy and Planning		**** 3.66
7.2	Quality of and Adequacy of Facilities		**** 3.66
7.3	Management and Administration		**** 3.75
7.4	Information Technology		**** 3.91
7.5	Student Residence		*** 3

Combined Assessment		*** 3.59

Comment

There are some shortcomings in the sequence of the educational institution to use the facilities and the development of timetable for the process of equipment maintenance and follow-up status. Plans for improvement in quality are made but not yet implemented. Indicators of quality of performance are not established.

Independent Opinion		

Comment

Indicators Considered

Priorities for Improvement

Setting conditions for companies providing scientific equipment need to conform to the schedule of periodic maintenance of devices. Putting the evidence about the quality of provision of facilities, equipment and software. Start in the implementation of plans for improvement in quality and the development of indicators to measure the quality of performance.

Establishment of a committee for tools and equipment for experimental physics.

Priorities for improvement

1- Setting conditions for companies providing scientific equipment need to conform to the schedule of periodic maintenance of devices.
2- Putting the evidence about the quality of provision of facilities, equipment and software.
3- Start in the implementation of plans for improvement in quality and the development of indicators to measure the quality of performance.
4- Establishment of a committee for tools and equipment for experimental physics.

5- Develop a plan for the devices condition assessments and maintenance schedules that provide information about the quality of these facilities.
6- Development of indicators to measure the quality of performance.
7- Provide more teaching facilities specially lecture room desktop and printing devices in addition to providing a means of communication allows confidential consultations between faculty and students.
8- Develop a plan for optimum utilization of underutilized equipment and facilities, taking into account the provision of adequate protection for these devices with the development of specific measures to assess the status of the equipment on a regular basis.
9- Starting in the implementation of plans for improvement in quality and the development of indicators to measure the quality of performance.

Independent Opinion		

Comment

Indicators Considered

Priorities for Improvement

Standard 8 Financial Planning and Management

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

Sub-Standards:

Financial Planning and Budgeting

Financial Management

Comment and General Description of Good Practice

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

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

Evidence

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

Good practices relation to this standard	**Is this true? Y/No/NA**	**How well is this done?(enter stars)**
8.1 Financial Planning and Budgeting		

Funding must be adequate for program requirements and planning must involve full cost estimates and both short and medium term cost projections. Sufficient flexibility must be

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

8.1.1	Proposals for programs, major program changes or other activities, equipment or facilities are accompanied by business plans, which include independently verified cost estimates and cost impacts on other services and activities.	Yes	***
8.1.2	If new projects or activities are cross-subsidized from existing funding sources the cost sharing strategy is made clear and intermediate and long term costs and benefits are assessed.	Yes	***
8.1.3	The amount of financial resources available for the program should be sufficient for good quality program provision and benchmarked against costs of equivalent programs at other similar institutions.	Yes	***
8.1.4	The program coordinator (or department chair or dean) submits annual budget proposals setting out detailed program requirements and follows up as necessary to make adjustments after those proposals have been considered.	NA	
8.1.5	Budget proposals support strategic priorities for program development, quality improvement and the maintenance and replacement of equipment. Proposals should consider possibilities for savings or alternative revenue sources as well as seeking additional funding if necessary.	Yes	***

Overall Assessment	Yes	*** 3

Comment:

The department does not plan an independent budget. All the financial issues are dealt with by other divisions of the university.

Priorities for improvement:

Independent Opinion		

Comment

8.2 Financial Management

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

8.2.1	Sufficient delegation of spending authority is given to the program manager (or department chair) for effective program administration	Yes	***
8.2.2	Delegations of spending authority are accompanied by appropriate accountability and reporting processes.	Yes	***
8.2.3	The program manager/head of department is involved in the budget planning process, and is held accountable for expenditure within the approved budget.	Yes	***
8.2.4	The accounting system provides for accurate and continuing monitoring by the program manager of expenditure and commitments against budgets.	Yes	***
8.2.5	Where possibilities of conflict of interest exist, either actual or perceived, the persons concerned declare their interest and refrain from participation in decisions.	Yes	***
8.2.6	Financial carry-forward provisions are sufficiently flexible to avoid rushed end of year expenditure or disincentives for long term planning.	No	**

Overall Assessment	Yes	*** 2.83

Comment

The department does not have an independent budget. All the financial issues are dealt with by other divisions of the university

Priorities for improvement

Independent Opinion		

Comment

Overall Assessment of Learning and Teaching

8.1	Financial Planning and Budgeting	Yes	*** 3
8.2	Financial Management	Yes	*** 2.83

Combined Assessment	Yes	*** 2.91

Comment

The department does not have an independent budget. All the financial issues are dealt with by other divisions of the university

Priorities for improvement

- Funding must be adequate for program requirements and planning must involve full cost estimates and both short and medium term cost projections. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.
- The department does not plan an independent budget. All the financial issues are dealt with by other divisions of the university.
- Financial affairs must be effectively managed with a proper balance between flexibility for the cost center manager and institutional accountability and responsibility.
- The department does not have an independent budget. All the financial issues are dealt with by other divisions of the university

Independent Opinion		

Standard 9 Employment Processes

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

Sub-Standards:

Recruitment
Personal and Career Development

Comment and General Description of Good Practice

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

Faculty should be recruited for particular roles in the program and should be given detailed information about the program and their role as a member of a teaching team. This should also be done before appointment with further detailed orientation given by the program

coordinator/manager before they begin their work. They should see themselves as members of a teaching team within a carefully planned and delivered comprehensive program, not just as instructors in a discrete subject specialty.

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

Evidence and Performance Indicators

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

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

Good practices relation to this standard	**Is this true? Y/No/NA**	**How well is this done?(enter stars)**
9.1 Recruitment		

Recruitment processes must be designed to ensure that capable and appropriately qualified teaching and other staff are available for all teaching and administrative functions, administered fairly, and that new staff are thoroughly prepared for their responsibilities.

9.1.1	Recruitment processes ensure that teaching staff have the specific areas of expertise, and the personal qualities, experience and skill to meet teaching requirements.	Yes	****
9.1.2	Candidates for employment are provided with full position descriptions and conditions of employment, together with specific information about expectations for contributing to the program as part of the teaching team. (The information provided should include details of employment expectations, indicators of performance, and processes of performance evaluation.)	Yes	****
9.1.3	References are checked, and claims of experience and qualifications verified before appointments are made.	Yes	****
9.1.4	Assessment of qualifications includes verification of the standing and reputation of the institutions from which they were obtained, taking account of recognition of qualifications by the Ministry of Higher Education.	Yes	****
9.1.5	In professional programs there are sufficient teaching staffs with successful experience in the relevant profession to provide practical advice and guidance to students about work place requirements.	Yes	****
9.1.6	New teaching staff are given an effective orientation to the institution to ensure familiarity with the institution and its operating procedures, services and priorities for development.	Yes	**
9.1.7	New teaching staff are given a thorough orientation to the program to ensure they have a thorough understanding of the program as a whole, of the contributions to be made to it through the courses they teach, and of the expectations for coordinated planning and delivery of courses and evaluation and reporting requirements.	Yes	**
9.1.8	The level of provision of teaching staff (i.e. the ratio of students per teaching staff member calculated as full time equivalents) is adequate for the program	Yes	***

and benchmarked against comparable student/teaching staff ratios at good quality Saudi Arabian and international institutions.		

Overall Assessment	Yes	*** 3.37

Comment:

The qualifications and exams (where applicable) is saved for each employee in the department. The policies upon which the recruitment procedure relies are announced clearly by the Ministry of Higher Education

Priorities for improvement:

Revision of the policy in regularly with taking into account the opinion of all faculty members

Teaching loads and administrative work should have higher weight in the promotion policy

Independent Opinion		

Comment

9.2 Personal and Career Development

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

9.2.1	Criteria for performance evaluation are clearly specified in advance and made known to teaching and other staff.	Yes	****
9.2.2	Consultations about work performance are confidential and supportive, and occur on a formal basis at least once each year.	Yes	**
9.2.3	If performance is considered less than satisfactory clear requirements are established for improvement.	Yes	***
9.2.4	Formal performance assessments of teaching and other staff are kept	Yes	****

	confidential but are documented and retained. Faculty and staff have the opportunity to include on file their own comments relating to these assessments, including points of disagreement.		
9.2.5	Outstanding academic or administrative performance is recognized and rewarded.	Yes	****
9.2.6	All teaching and other staff are given appropriate and fair opportunities for personal and career development.	Yes	****
9.2.7	Junior teaching and other staff with leadership potential are identified and given a range of experiences to prepare them for future career development.	NA	
9.2.8	Assistance is given in arranging professional development activities to improve skills and upgrade qualifications.	Yes	**
9.2.9	Appropriate professional development activities are provided to assist with new programs or policy initiatives.	Yes	***
9.2.10	Teaching staff are expected to participate in activities that ensure they keep up to date with developments in their field and the extent to which they do so is monitored.	Yes	****

Overall Assessment	Yes	*** 3.33

Comment

The policy regulation these issues is announced. The recruitment for staff from outside the Kingdom takes place by the dean alone, which may not give the best outcome if no member from the department participates in this process. The situation varies between Boys section and Girls section. For example, the ratio of student/teaching member will not be accurate as it differs significantly between these sections.

Priorities for improvement

More explanation is needed for announced policies. The department should be more involved in recruitment staff members from outside the Kingdom. The ration of student/staff member should be tuned between boys and girls sections.

Independent Opinion		

Comment

Overall Assessment of Learning and Teaching

9.1	Recruitment	Yes	*** 3.37
9.2	Personal and Career Development	Yes	*** 3.33

Combined Assessment	Yes	*** 3.35

Priorities for improvement

- The Policies and Regulations for the issues mentioned in this Standard are announced by the Ministry of Higher Education. The recruitment for staff from outside the Kingdom takes place by the dean alone, which may not give the best outcome if no member from the department participates in this process.
- The staff/student ratio varies between Boys section and Girls section.

Independent Opinion		

Standard 10 Research

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

Sub-Standards:

Teaching Staff and Student Involvement in Research
Facilities and Equipment

Comment and General Description of Good Practice in Research

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

At other institutions, particularly those offering only undergraduate programs there are lesser expectations for research. However research should be encouraged. Teaching staff must still be familiar with the latest developments in their field and the institution should expect them to

be involved in appropriate forms of scholarly activity. The institution should provide an environment in which this is encouraged, and monitor the extent to which it occurs.

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

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

In all higher education programs faculty should be encouraged to pursue research interests, and be recognized for having done so. Regular reports of the research activities of staff should be prepared, provided to the governing board, and made generally available in the institution.

Evidence and Performance Indicators

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

Performance indicators for research are commonly based on statistics on the volume of research publications per faculty member, the proportions of research-active teaching staff (a term that needs to be defined) and numbers of research citations.–These figures should be compared with those at other comparable institutions and departments. In institutions with a commitment to research comparisons may include the extent to which research and scholarly activities are translated into applications within the academic or professional field concerned.

Good practices relation to this standard	Is this true? Y/No/NA	How well is this done?(enter stars)

Teaching Staff and Student Involvement in Research

10.1 Expectations for teaching staff involvement in research and scholarly activities must be made clear and provide for widespread participation. Encouragement and support must be provided to encourage research activity by junior teaching staff and postgraduate students.

10.1.1	Expectations for teaching staff involvement in research and scholarly activities are clearly specified and considered in performance evaluation and promotion criteria. (For universities criteria require at least some research and/or appropriate scholarly activity of all full time teaching staff).	Yes	***
10.1.2	Clear policies are established in the institution for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program. (This normally includes both self-generated and commissioned activity but requires creative original work, independently validated by peers, and published in media recognized internationally in the field of study).	Yes	****
10.1.3	Support is provided for junior staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding.	Yes	***
10.1.4	Postgraduate research students are given opportunities for participation in joint research projects.	Yes	***

10.1.5	When research students are involved in joint research projects their contributions are appropriately acknowledged. When a significant contribution has been made reports and publications carry joint authorship.	Yes	***
10.1.6	Assistance is available for teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.	Yes	***
10.1.7	Research and scholarly activities of teaching staff that are relevant to courses they teach are reflected in their teaching together with other significant research developments in the field.	Yes	***
10.1.8	Strategies are developed for identifying and capitalizing on the expertise of faculty and postgraduate students in providing research and development services to the community and generating financial returns to the institution.	No	**

Overall Assessment	Yes	*** 3

Comment:

Our physics department adopts the strategic priorities of the national plan for science and technology.

The post graduate students are conducting scientific dissertation and contribute to the research projects.

Priorities for improvement:

- Staff members should be teaching courses that related to their research
- Prepare a cooperation protocol with developed collaborative researches with international institute.

Independent Opinion		

Comment

10.2 Research Facilities and Equipment

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

10.2.1	Adequate laboratory space and equipment, library and information systems resources are available to support the research activities of faculty and students in the field in which the program is offered.	Yes	***
10.2.2	Security systems are established that ensure safety for researchers and their activities, the institutional community and the surrounding region.	Yes	***
10.2.3	Policies are established to make clear the ownership and responsibility for maintenance of equipment obtained through faculty research grants, commissioned research or other external sources.	No	**
10.2.4	Adequate budget and facilities are provided for the conduct of research at a level consistent with institutional, program and departmental.	Yes	***

Overall Assessment	Yes	*** 2.75

Comment

Indicators of performance are established and acceptable but with still need some improvement.
There is no budget for research in the department but there is a local and national projects.
There is no good scientific research laboratory are found in the female section

Priorities for improvement

- The devolvement of the scientific laboratory in female section should be taken in consideration

- The scientific instruments should be maintenance regularly by technicians.
- purchase modern instruments to conduct high quality research in the subdirectory students.
- Increase the cooperation with other institutes for scientific research
- Reduce hours of teaching faculty members to conduct scientific research
- Prepare available large area library including internet service

Independent Opinion		

Comment

Overall Assessment of Learning and Teaching

10.1	Teaching Staff and Student Involvement in Research	Yes	*** 3.0
10.2	Research Facilities and Equipment	Yes	*** 2.75

Combined Assessment	Yes	*** 2.88

Comment

- There should be enough time for member staff for research.
- There is significant activity of the faculty members through participation in research projects, supervising dissertation, publications and patent despite there is an opportunity for improvement
- Plans for improvement in quality are made and progress in implementation is monitored

Independent Opinion		

Comment

Indicators Considered

Priorities for Improvement

Standard 11 Relationships with the Community

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

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

Main Components of this Standard

Policies on Community Relationships

Interactions with the Community

Comment and General Description of Good Practice

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

which is a community contribution to their activities, either directly or through financial support for students.

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

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

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

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

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

staff, seeking endowments, attracting research projects and funding, and in ensuring community support. It is also important in establishing and maintaining the public credibility of the qualifications that students receive.

Evidence and Performance Indicators

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

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

Good practices relation to this standard	**Is this true? Y/No/NA**	**How well is this done?(enter stars)**

11.1 Policies on Community Relationships

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

involvement and regular reports prepared on activities that take place.

11.1.1	The service commitment of the program should be defined in a way that reflects the community or communities, within which the institution operates, and the skills and abilities of staff teaching in the program.	Yes	***
11.1.2	The contributions to the community made by staff teaching in the program are recorded and reported upon on an annual basis.	Yes	***
11.1.3	Promotion criteria and faculty assessments include contributions made to the community.	Yes	****
11.1.4	Departmental or program initiatives in working with the community are coordinated with responsible units in the institution to avoid duplication and possible confusion.	Yes	**

Overall Assessment	Yes	*** 3

Comment:

The practice is usually followed but the quality is less than satisfactory and plans for improvement have been developed**.**

Priorities for improvement:

- Coordination between all units responsible for community services to avoid duplications.
- Preparing evaluation survey about quality and quantity of community services.
- The contributions to the community made by staff must be recorded and reported upon on an annual basis.

Independent Opinion		

Comment

11.2 Interactions with the Community

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

11.2.1	Staff are encouraged to participate in forums in which significant community issues are discussed.	Yes	***
11.2.2	In a professional program relationships are established with local industries and employers to participate on advisory committees and assist program delivery. (These may include, for example, placement of students for work-study programs, part time employment opportunities, and identification of issues for analysis in student project activities.)	No	**
11.2.3	Local employers and members of professions are invited to join appropriate advisory committees.	No	**
11.2.4	Contacts are established with schools in the region offering assistance and support in areas of specialization, providing information about the program and subsequent career opportunities for graduates, and arranging enrichment activities for students at the schools. (If a section within the institution has responsibility for coordinating these relationships these contacts are arranged in consultation with that section.)	Yes	***
11.2.5	Regular contact is maintained with alumni, keeping them informed about institutional developments, inviting their participation in activities, and encouraging their financial and other support for new initiatives.	No	**
11.2.6	Opportunities are taken in cooperation with institutional administrators to seek funding support from individuals and organizations in the community for research and other developments associated with the program.	Yes	***
11.2.7	Records are maintained of community services undertaken by individuals and centres or other organizations within the department and provided regularly for recording in a central data base within the institution	No	**

Overall Assessment	No	** 2.42

Comment

The interactions with the community is followed but the quality is less than satisfactory and plans for improvement have been developed**.**

Priorities for improvement

- Preparing regular meeting for local employer and members of profession associated with the program to join appropriate advisory committees.
- Work to prepare relationship with local industries and employers to participate in assessment of student activities.
- Encourage the relation between the program and community organizations to seek fund support from community organizations.
- Regular contact with alumni must be maintained.

Independent Opinion		

Comment

Overall Assessment of Learning and Teaching

11.1	Policies on Community Relationships	Yes	*** 3.00
11.2	Interactions With the Community	No	** 2.42

Combined Assessment	Yes	*** 2.71

Comment

Independent Opinion		

Comment

Indicators Considered

Priorities for Improvement