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National Commission for
Academic Accreditation & Assessment

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National Commission for Academic Accreditation & Assessment

Self Evaluation Scales for Higher Education Institutions

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Self Evaluation Scales for Higher Education Institutions

Introduction

These self evaluation scales are intended to provide guidance to academic and administrative units 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 and uses rating scales to indicate if those practices are followed and if so how well this is done.

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

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

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

This document deals with standards for higher education institutions. The standards apply to all 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.

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.

> Mission Goals and Objectives
> Governance and Administration
> Management of Quality Assurance and Improvement
> Learning and Teaching
> Student Administration and Support Services
> Learning Resources
> Facilities and Equipment

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Financial Planning and Management
Employment Processes
Research
Institutional 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. This set of self-evaluation scales has been prepared to assist in this process. In this document the committees or sub-committees 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 as far as possible 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 higher education college or university is expected to meet the standards for research (though expectations for research output are considerably higher for a university). However a community college offering only the first two years of higher education is not required to meet the research standards,.
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 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 comments on possible performance indicators and kinds of evidence that could be considered in determining quality of performance in relation to these standards.

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.

Self-Evaluation Scales for Higher Education Institutions,V3, Muharram 1437H, October 2015.

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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 teaching 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 an institution. They include the matters described in all three of these categories, including an overview of the quality of all programs, and the mechanisms used for the institution as a whole to monitor their quality and assist with their improvement.

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. Because of this it is necessary to consider appropriate forms of evidence whenever a judgment is made about quality of performance in relation to standards.

What is appropriate evidence will vary widely for different things that are evaluated and an important element in any quality assessment is to decide on what kind of evidence is appropriate for the matter being considered.

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

Interpretations of evidence can also be unreliable, and to guard against this it is recommended that groups that undertake evaluations in relation to the standards include some people who have been involved in the activity concerned, some who are the recipients of the service provided (eg students, 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 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.

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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 as well as in departments. Summaries and comparative figures should be distributed to departments, colleges, senior administrators and key committees 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 for comparisons of performance and benchmarking 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 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 4.9) 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 4.2) and Student Assessment (Standard 4.5).

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.

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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.

As indicated above there are special requirements affecting universities relating to involvement in research. Although scholarly activities on the part of teaching staff 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 statements of standards and in the related document providing self-evaluation scales attention is drawn to some of these differences. However some flexibility is required in the application of the standards in cases where a particular requirement is not applicable to the institution concerned.

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

Using the Self Evaluation Scales

High quality standards can only be achieved by honest evaluation of performance and commitment to improve, and by action planned and taken throughout an institution. In recognition of this faculty and staff responsible for various activities should evaluate their own performance in comparison with generally accepted standards of good practice. Every effort should be made to form valid and reliable judgments based on evidence. However a number of these evaluations will involve subjective judgments and to avoid an illusion of precision and discourage a misleading aggregation of total numbers in a single "quality score" it is recommended that a starring system be used for rating these quality evaluations.

It is expected that these self evaluation scales will be used by institutions, and by those responsible for programs in their initial quality assessment, their continuing monitoring of performance, and in their more extensive periodic self studies prior to an accreditation review by the Commission.

For each individual item two responses are called for. The first is to indicate whether the practice is

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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, though relevant, is not followed at all. A zero should be recorded on the scale.

One Star – The practice is followed occasionally but the quality 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 at a very high standard, with direct evidence or independent assessments indicating superior quality in relation to other 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 in the self evaluation scales refer to evaluations of quality by students, faculty, or other stakeholders. These may be obtained using survey instruments together with other sources of evidence as appropriate. As a general guide where a five point numerical rating scale is used in a survey 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

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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 academic or administrative units, and when similar functions are carried out by a number of groups, to be aggregated to give an overview of the quality of that function 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.

Combining ratings by simply averaging the number of stars can give a misleading impression if there are significant variations across the institution. Some sections within the institution might meet the standards and others might not. Because of this, comments should be made in evaluations identifying particular areas of strength and weakness when the level of performance varies significantly in different parts of an institution.

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

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It is not expected that every institution 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 that those responsible for each of those areas of activity can have a clearer basis for evaluation in relation to generally accepted standards of good practice. This is intended to help them 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 that has been made 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, and satisfactory performance in relation to this standard is essential for approval and accreditation decisions.

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 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.

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

The term **teaching staff** has been used rather than "faculty" to refer to all individuals responsible for teaching groups of students. It includes faculty or equivalent members of staff as formally defined in Ministry regulations but also anyone else who has been given teaching responsibility. It includes tutors or instructors working with groups of students in a distance education or on-campus program, but does not include laboratory assistants or others who assist with the teaching of classes under the direct supervision of others.

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1. Mission, Goals and Objectives

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.

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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

	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 is consistent with the establishment charter of the institution.(including any objectives or purposes in by-laws, company objectives or comparable documents)

1.1.2 The mission statement is appropriate for an institution of its type. (eg a small private college, a research university, a girls college in a regional community, etc.)

1.1.3 The mission statement is consistent with Islamic beliefs and values.

1.1.4 The mission is relevant to needs of the community or communities served by the institution

1.1.5 The mission is consistent with the economic and cultural requirements of the Kingdom of Saudi Arabia.

1.1.6 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)

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

Comment_____

_____

Priorities for improvement _____

_____

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

Comment_____

_____

1.2 Usefulness of the Mission Statement

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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.

1.2.2 The mission statement is relevant to all of the institution's important activities.

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

1.2.4 The mission statement is clear enough to provide criteria for evaluation of the institution's progress towards its goals and objectives.

Overall Assessment

Comment_____

_____

Priorities for improvement _____

_____

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 within the institution and the communities it serves have been consulted and support the mission.

1.3.2 The governing body of the institution formally approved the mission statement.

1.3.3 The governing body periodically reviews the mission statement and confirms or amends it in the light of changing circumstances.

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

Overall Assessment

Comment_____

_____

 Priorities for improvement_____

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Independent Opinion

Comment_____

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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 is used as a basis for a strategic plan over a medium term planning period. (eg. five years)

1.4.2 The mission is widely publicised, known about and supported by teaching and other staff and students.

1.4.3 The mission is used consistently as a guide in resource allocations and consideration of major program and project proposals and policy decisions.

Overall Assessment

Comment_____

_____

 Priorities for improvement_____

_____

Independent Opinion

Comment_____

_____

1.5   Relationship Between Mission, Goals and Objectives

The mission must be used as a basis for establishment of goals and objectives for development of the institution and organizational units within it.

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

1.5.1 Medium and long term goals for the development of the institution and its programs and organizational units are consistent with and support the mission.

1.5.2 Goals are stated with sufficient clarity to effectively guide planning and decision-making in ways that are consistent with the mission.

1.5.3 Goals and objectives are periodically reviewed and reaffirmed or modified as necessary in the light of changing circumstances to ensure they continue to support the mission.

1.5.4 Specific objectives for total institutional initiatives and for internal organizational units are consistent with the mission and broad goals for development.

Self-Evaluation Scales for Higher Education Institutions,V3, Muharram 1437H, October 2015.

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1.5.5 Statements of major objectives are accompanied by specification of clearly defined and measurable indicators that are used to judge the extent to which objectives and the mission are being achieved.

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

Comment_____

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Priorities for improvement_____

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

Comment_____

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Overall Assessment of Mission, Goals and Objectives

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

Combined Assessment

Comment _____

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Independent Opinion

Comment_____

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Indicators Considered_____

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Priorities for Improvement _____

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2 Governance and Administration

Standard 2: Governance and Administration

The governing body must provide effective leadership in the interests of the institution as a whole and its clients through policy development and processes for accountability. Senior administrators must lead the activities of the institution effectively within a clearly defined governance structure. Their activities must be consistent with high standards of integrity and ethical practice. In sections for male and female students resources must be comparable in both sections, there must be effective communication between them and full involvement in planning and decision making processes. Planning and management must occur within a framework of sound policies and regulations that ensure financial and administrative accountability, and provide an appropriate balance between coordinated planning and local initiative.

Sub-Standards:

2.1 Governing Body
2.2 Leadership
2.3 Planning Processes
2.4 Relationships Between Sections for Male and Female Students
2.5 Integrity
2.6 Internal Policies and Regulations
2.7 Organizational Climate
2.8 Associated Companies and Controlled Entities

Comment and General Description of Good Practice

Systems for governance and administration should be clearly defined, regularly evaluated and improved, and appropriate to the mission of the institution.

In an effectively governed and administered institution the roles of the governing body, the Rector or Dean and the major academic committees are defined and clearly differentiated in regulations and administrative procedures.

The governing body should be responsible for determining policies and strategic directions after receiving advice from the institution's senior management and elsewhere as appropriate, and for major decisions such as approval of budgets. It should operate with effective accountability mechanisms for senior management, and monitor the overall performance of the institution. It should be kept fully informed, ensure that institutional policies are complied with and sometimes refer matters back for further consideration, but should not interfere with detailed academic judgments or management decisions that are the responsibility of internal administrators or academic or administrative units.

Members of faculty or senior administrators who are members of the governing body should, in their roles as members of the governing body, act in the interests of the institution as a whole and the community it serves rather than in support of their sectional interests.

In a private institution there should be a clear distinction between the roles of (a) the owners or a board of directors representing them in relation to the overall financial affairs of the institution and its range of activities, and (b) those of the governing body for determining educational policies in the interests of the community, the institution and its students, and (c) the faculty and administrative staff responsible for managing the institution. The owners, members of the board of directors, or the members of the governing body should not interfere in detailed management or educational decision making within the institution.

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(This constraint would not apply to the exercise of their employment responsibilities by any who are also faculty or members of staff of the institution.)

Governance arrangements within the institution 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 institution. Goals and objectives should be established for the institution as a whole, and within the framework of those broad objectives, by administrative units across the institution. Mechanisms for accountability, risk management and quality assurance should be integral to the planning process.

If there are separate sections for male and female students both sections should be involved in total institutional planning and mechanisms should be established for effective and ongoing communication in relation to teaching and administrative activities.

There should be clearly established and widely known and understood policies and regulations to provide the framework for management, decision making, and accountability at all levels in the organization. Statements of responsibilities, and guidelines or codes of practice should be established for faculty, staff and students.

Effective strategies should be adopted to achieve a positive organizational climate in which the contribution of individuals is recognized and valued. Faculty, staff and students should have a sense of involvement in planning. There should be regular and effective communication about operational matters and significant new developments, and the mission and goals of the institution should be widely understood and supported throughout the institution.

Evidence and Performance Indicators

Evidence about the quality of governance and administration can be obtained from terms of reference for the governing body and major committees, and samples of documents relating to decisions by these bodies. Evidence should be available to indicate that the governing body has evaluated its own effectiveness and taken appropriate action to improve its performance. Evidence, including performance assessments and survey results, should be available to assess the quality of administration. Evidence about the quality of policy and regulations, risk assessment analyses or oversight of controlled entities can be obtained by examination of relevant documents and discussions with teaching and other staff who might be expected to be aware of their contents. Organizational climate can be assessed by survey results or discussion with teaching and other staff and students. 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.

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Standard 2 Governance and Administration

The governing body must provide effective leadership in the interests of the institution as a whole and its clients through policy development and processes for accountability. Senior administrators must lead the activities of the institution effectively within a clearly defined governance structure. Their activities must be consistent with high standards of integrity and ethical practice. In sections for male and female students resources must be comparable in both sections, there must be effective communication between them, and full involvement in planning and decision making processes. Planning and management must occur within a framework of sound policies and regulations that ensure financial and administrative accountability, and provide an appropriate balance between coordinated planning and local initiative.

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

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

2.1 Governing Body

The governing body must operate effectively in the interests of the institution as a whole and the communities it serves.

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

	Is this true? Y/No/NA	How well is this done?
2.1.1 The governing body has as its primary objective the effective development of the institution in the interests of its students and the communities it serves.		
2.1.2 Membership of the governing body provides for the range of perspectives and expertise needed to guide the educational policies of the institution		
2.1.3 Members of the governing body are familiar with the range of activities within the institution and the needs of the communities it serves.		
2.1.4 New members of the governing body are thoroughly inducted into their role with information about the institution and about the role and processes of the governing body itself.		
2.1.5 The governing body periodically reviews the mission, goals and objectives of the institution.		
2.1.6 The governing body ensures that the mission goals and objectives of the institution are reflected in detailed planning and activities.		
2.1.7 The governing body monitors and accepts responsibility for the total operations of the institution, but avoids interference in management or academic affairs. If there are concerns about detailed academic matters these are referred back for further consideration but not changed by the governing body itself.		
2.1.8 Sub committees of the governing body (including members of the governing body, senior faculty and staff, and outside persons as appropriate) are established to give detailed consideration to major responsibilities such as finance and budget, staffing policies and remuneration, strategic planning, and facilities.		
2.1.9 Responsibilities are defined in such a way that the respective roles and responsibilities of the governing body for overall policy and accountability, the senior administration for management, and the academic decision making structures for academic program development, are clearly differentiated, defined, and followed in practice.		
2.1.10 In a private institution the relative responsibilities of the owners or company directors and the governing body are clearly specified and avoid interference in academic matters.		

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2.1.11 In their role as members of the governing body members who are also members of staff of the institution act in the interests of the institution as a whole rather than as representatives of sectional interests.

2.1.12 The governing body regularly reviews its own effectiveness and develops plans for improvement in the way it operates.

Overall Assessment

Comment_____

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Priorities for improvement _____

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Independent Opinion

Comment _____

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2.2 Leadership

The institution's administrators must provide effective and responsible leadership for the development and improvement of the institution.

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

2.2.1 The responsibilities of administrators are clearly defined in position descriptions.

2.2.2 Senior administrators (including the Rector or Dean and others throughout the institution) anticipate emerging issues and opportunities and exercise initiative in response.

2.2.3 Administrators ensure that action needed in their area of responsibility is taken in an effective and timely manner.

2.2.4 The levels of supervision and approval for academic affairs provide for monitoring of quality and approval of major changes by senior administrators and the senior academic committee while allowing appropriate flexibility at course and program levels. (eg. Departments 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 appropriate authority.) (see also section 4.1.3)

2.2.5 Administrators encourage teamwork and cooperation in achievement of institutional goals and objectives within their area of responsibility.

2.2.6 Administrators at all levels in the institution work cooperatively with colleagues in other sections of the institution to ensure effective overall functioning of the total institution.

2.2.7 Administrators at all levels accept responsibility for the quality and effectiveness of activities within their area of responsibility regardless of whether those activities are undertaken by them personally or by others responsible to them.

2.2.8 When responsibilities are delegated to others this is done appropriately within a clearly defined reporting and accountability framework.

2.2.9 Delegations are formally specified in documents signed by the person delegating and the person given delegated authority, and that describe clearly the limits of delegated responsibility and responsibility for reporting on decisions made.

2.2.10 Regulations governing delegations of authority are established for the institution and approved by the governing board. These regulations indicate key functions that cannot be

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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.

2.2.11 Administrators provide leadership and encourage and reward initiative on the part of subordinates within clear policy guidelines

2.2.12 Regular and constructive feedback is given on performance of subordinates in a manner that contributes to their personal and professional development

2.2.13 Senior administrators ensure that submissions to the governing body are fully documented and presented in a form that clearly identifies the policy issues for decision and the consequences of alternatives.

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

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 Priorities for improvement_____

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

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2.3   Planning Processes

Planning processes must be managed effectively to achieve the mission and goals through cooperative action across the institution. 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.

2.3.1 A comprehensive strategic plan has been developed and provides a planning framework for all sections within the institution should be developed for the institution as a whole.

2.3.2 Planning is strategic, incorporating priorities for development and appropriate sequencing of action to produce the most effective short-term and long term-results.

2.3.3.Plans take full and realistic account of aspects of the external environment affecting development of the institution.

2.3.4 The processes for developing major plans for the institution provide for involvement and understanding with stakeholders throughout the institutional community.

2.3.5 When major planning decisions are announced they are effectively communicated to all concerned with impacts and requirements for different constituencies made clear.

2.3.6 Implementation of plans is monitored in relation to short term and medium term targets and outcomes evaluated.

2.3.7 Plans are reviewed, adapted and modified, and corrective action taken as required in response to operational developments, formative evaluation, and changing circumstances.

2.3.8 Information management systems provide regular feedback on both ongoing routine activities and progress in strategic initiatives through key performance indicators and other

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information as required..

2.3.9 Risk management is included as an integral component of planning strategies with appropriate mechanisms developed for risk assessment and minimization.

2.3.10 Strategic planning is integrated with annual and longer term budget processes with capacity for medium term adjustments as required.

Overall Assessment

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Priorities for improvement_____

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Independent Opinion

Comment_____

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2.4 Relationship Between Sections for Male and Female Students

In sections for male and female students the leaders of both sections must participate in institutional governance and be fully involved in strategic planning, decision making, and senior management with effective and continuing communication between sections. Strategic planning should ensure equitable distribution of resources and facilities to meet the requirements of program delivery, research, and associated services in each section as well as 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.

2.4.1 Male and female sections are adequately represented in the membership of relevant committees and councils through processes that are consistent with bylaws and regulations of the Higher Council of Education.

2.4.2   There is effective communication between members of committees and councils and between individuals in the different sections carrying out related activities.

2.4.3   Programs, facilities and services are planned and resources provided that ensure comparable standards are achieved in each section, while taking account of variations appropriate for different needs.

2.4.4   Quality indicators, evaluations and reports show results for both sections indicating similarities and differences as well as overall performance.

Overall Assessment

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Priorities for improvement_____

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Independent Opinion

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2.5 Integrity

The institution must meet high ethical standards of honesty and integrity including avoidance of conflicts of interest and avoidance of plagiarism in its teaching, research and service functions and take action to ensure that these standards are met by staff and students. These standards must be maintained in all of the institution's dealings with its students and teaching and other staff, and its relationships with 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.

2.5.1 Codes of practice for ethical and responsible behaviour have been developed that require that teaching and other staff and students, and all committees and organizations, act consistently with high standards of ethical conduct and avoidance of plagiarism in the conduct and reporting of research, in teaching, performance evaluation and assessment, and in the conduct of administrative and service activities.

2.5.2 The institution regularly reviews and modifies its policies and procedures as necessary to ensure continuing high standards of ethical conduct.

2.5.3 Administrators and others speaking on behalf of the institution represent it honestly and accurately to both internal and external agencies. (Advertising and promotional material is always be truthful, avoids any actual or implied misrepresentations or exaggerated claims, or negative comments about other institutions.)

2.5.4 Regulations are established and are consistently followed dealing with declarations of pecuniary interest or conflict of interest for faculty and staff at all levels of the institution .
(The regulations apply to all staff, the governing board and to all committees and other decision making bodies in the institution.)

2.5.5 Hiring, disciplinary and dismissal practices are clearly documented and administered in a way that ensures fair treatment for all Saudi Arabian and expatriate teaching and other staff, whether appointed on a full time or part time basis.

Overall Assessment

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Priorities for improvement_____

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Independent Opinion

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2.6 Internal Policies and Regulations

Self-Evaluation Scales for Higher Education Institutions,V3, Muharram 1437H, October 2015.

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The institution must have a comprehensive and widely accessible set of policies and regulations establishing the terms of reference and operating procedures for major committees, administrative units and positions within the institution.

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

2.6.1 A policy and procedures manual has been prepared setting out internal regulations and procedures for dealing with major areas of activity within the institution..

2.6.2 Terms of reference or statements of responsibility have been specified for major committees and administrative and academic positions and included in the policy and procedures manual.

2.6.3 Policies and regulations are accessible to teaching and other staff and students including new members of staff, and members of committees.
, and effective strategies used to ensure they are understood and complied with.

2.6.4   Student responsibilities, codes of conduct, and regulations affecting their behaviour are defined and made known to students when they begin studies at the institution.

2.6.5   The institution has a program for the periodic review and amendment of all its policies and regulations over specified time periods.

Overall Assessment

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Priorities for improvement_____

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Independent Opinion

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2.7 Organizational Climate

The institution must implement systems to maintain a positive organizational climate. (defined as one that is characterized by a sense of involvement in decision making, capacity to take initiative and pursue career goals, and a belief among teaching and other staff that their contributions are valued.)

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

2.7.1 A systematic approach is adopted by senior managers to develop and maintain a positive organizational climate.

2.7.2 Opinions of staff on major initiatives are sought and information is provided on how those opinions have been considered and responded to.

2..7.3   Significant achievements and contributions to the institution and the community by staff or students are recognized and appropriately acknowledged.

2.7.4   Information about issues, plans and developments at the institution are regularly communicated to teaching and other staff through means such as newsletters, internal

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publications or electronic communications.

2.7.5 Responsibility is given to a senior administrator or central unit to conduct periodic surveys dealing with issues relevant to organizational climate including such matters as job satisfaction, confidence in future development, sense of involvement in planning and development.

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

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Priorities for improvement_____

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

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2.8 Associated Companies and Controlled Entities

Special Note

The term Controlled Entity is intended to include all arrangements where an institution has established a company, institute or other organization to provide services, academic or technical programs or carry out other activities. It includes, for example, a campus elsewhere in Saudi Arabia or in another country, one or more community colleges, an institute to provide a preparatory year program, companies established to undertake commercial development of patents or research findings, or companies established to provide services such as student or faculty housing or food or IT services.

In all such cases the parent institution (the college or university) must accept ultimate responsibility for what is done and have effective mechanisms for oversight of the quality of activities. Educational organizations such as a community college or a preparatory year program might also undergo separate accreditation, but a self-study of the parent institution and an external review of it for accreditation will consider whether the details of standard 2.8 are met and the extent to which the quality of the controlled entity is maintained and effectively supervised.

2.8 **If institutions establish or control subsidiary corporations for matters such as service provision, publications, or development of intellectual property the institution must maintain effective policy oversight, accountability and risk management processes.**

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

2.8.1 The functions of the controlled entities are appropriate for and consistent with the charter and mission of the institution.

2.8.2 The administrative and financial relationship between the controlled entities and the institution are clearly specified.

2.8.3 Reporting mechanisms are established that ensure that the governing body has effective oversight of the purposes, functions, and activities of the controlled entities

2.8.4 Audited financial reports on the financial affairs of the controlled entities are reviewed

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regularly by the relevant committee of the governing body.

2.8.5   Administrative arrangements and planning mechanisms for activities of the controlled entity should provide for adequate risk assessment including protection for the institution against financial or legal liabilities.

2.8.6   In any arrangement under which an institution contracts out to another organization the provision of services to students or to future students (eg. a preparatory year program) the service contract should include requirements to meet all relevant quality standards. (The institution will be held responsible for ensuring the standards are met.)

Overall Assessment

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Priorities for improvement_____

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Independent Opinion

Comment_____

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Overall Assessment of Governance and Administration

2.1 Governing Body

2.2 Leadership

2.3 Planning Processes

2.4 Relationships Between Sections for Male and Female Students

2.5 Integrity

2.6 Policies and Regulations

2.7.Organizational Climate

2.8 Associated Companies and Controlled Entities

Combined Assessment

Comment _____

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Independent Opinion

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Indicators Considered

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Priorities for Improvement_____

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3. Management of Quality Assurance and Improvement

Standard 3: Management of Quality Assurance and Improvement

Quality assurance processes must involve all sections of the institution and be effectively integrated into normal planning and administrative processes. Criteria for assessment of quality must include inputs, processes and outcomes with a particular focus on outcomes. Processes must be established to ensure that teaching and other staff and students are committed to improvement and regularly evaluate their own performance. Quality must be assessed by reference to evidence based on indicators of performance and challenging external benchmarks. Specific requirements in the institution's quality assurance system should be periodically reviewed to ensure that unnecessary requirements are not included and that data that is provided is actually used in an effective way.

Sub-Standards:

3.1 Institutional Commitment to Quality Improvement
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

A high quality institution should regard itself as a learning organization, one that systematically studies the quality of its own activities on a continuing basis and uses what it learns from that study to improve its operations.

The central focus in these assessments should be the quality and extent of student learning, considered as outcomes-- what students understand and can do as a result of their studies, whether that learning is appropriate to their field, and how well has it been learned. Other important outcomes are research (for institutions with that responsibility) and broader contributions to the community.

A wide range of other activities that provide supporting infrastructure must also be evaluated and progressively improved, and the relative emphasis on these will vary over time in response to the institution's mission, the circumstances in which it finds itself, and its strategic priorities for development.

A senior member of faculty should be given responsibility for leading the quality assurance processes, and a committee drawn from all parts of the organization should be appointed to provide advice and assistance, and oversee what is done. An office should be established within the central administration to coordinate and lead quality assurance activities. Self-assessment and planning for improvement should occur regularly in all parts of the institution, with benchmarks for comparisons of performance selected for the various programs and administrative units. The objectives for each administrative unit should be demanding, but appropriate and achievable.

Quality improvement should be integrated into the institution's normal planning processes in a continuing cycle of planning, implementation, evaluation and review.   The system should involve continuous monitoring of evidence about performance and independent advice on interpretations of that evidence, with adjustments made in activities to ensure that quality of performance meets the benchmarks that have been established. Internal reporting of performance and adjustments in strategies should take place at regular times, normally at least once each year, with more extensive reviews of programs and broader institutional activities at least once every seven years.

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While rigorous standards should be applied the institution should have an atmosphere of encouragement and support in which weaknesses are openly acknowledged and assistance provided to overcome them.

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 across the institution and the adequacy of responses made to evaluations that are made. 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 of the institution and the learning outcomes achieved by students.

Evidence about the processes followed can be obtained from surveys or discussions with staff or students and the quality of reports on performance by units within the institution, including whether they are evidence-based and appropriately benchmarked in relation to external standards. Information about the quality of services provided by a quality centre can be obtained from sources such as client surveys, rates of participation in, and reports on the effectiveness of the center's activities.

The nature of evidence considered and the performance indicators used will vary according to the functions being considered. The key performance indicators identified by the Commission should be used, but additional indicators linked to the particular mission and of the institution should also be used. When goals and objectives are established for the institution or for organizational units within it appropriate performance indicators should be identified as part of that planning process.

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Standard 3 Management of Quality Assurance and Improvement Processes

Quality assurance processes must involve all sections of the institution and be effectively integrated into normal planning and administrative processes. Criteria for assessment of quality must include inputs, processes and outcomes with a particular focus on outcomes. Processes must be established to ensure that teaching and other staff and students are committed to improvement and regularly evaluate their own performance. Quality must be assessed by reference to evidence based on indicators of performance and challenging external benchmarks. Specific requirements in the institution's quality assurance system should be periodically reviewed to ensure that unnecessary requirements are not included and that data that is provided is actually used in an effective way.

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.

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

3.1   Institutional Commitment to Quality Improvement

An institution must be committed to maintaining and improving quality through effective leadership and active involvement of teaching and other staff.

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

3.1.1   The Rector or Dean strongly supports involvement in quality assurance processes.
3.1.2 Adequate resources are provided for the leadership and management of quality assurance processes, and provision of assistance where it is needed.
3.1.3 All teaching and other staff participate in self-assessments and cooperate with reporting and improvement processes in their sphere of activity.
3.1.4 Creativity and innovation combined with clear guidelines and accountability processes are actively encouraged at all levels.
3.1.5 Mistakes and weaknesses are recognized and used as a basis for planning for improvement.
3.1.6 Improvements in performance and outstanding achievements are recognized and appropriately acknowledged.
3.1.7 Evaluation and planning for quality improvement are integrated into normal administrative processes.

Overall Assessment

Comment_____

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Priorities for improvement_____

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Independent Opinion

Comment_____

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3.2 Scope of Quality Assurance Processes

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Quality assurance activities that are necessary to ensure good quality must apply to all functions carried out in the institution and involve teaching and other staff in all parts of the institution in performance evaluations and planning for improvement.

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

3.2.1 All academic and administrative units within the institution (including the governing body, and senior management) participate in the processes of quality assurance and improvement.

3.2.2 Regular evaluations are carried out and reports prepared to provide an overview of performance for the institution as a whole, and for organizational units and functions within it.

3.2.3 Quality evaluations consider inputs, processes and outcomes, with particular attention to quality of outcomes.

3.2.4 Evaluations are carried out for both routine activities and for strategic priorities for improvement.

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

3.2.6 A program of institutional research on quality issues is carried out to investigate and report to the Rector or Dean and the governing body, and inform the institution as a whole on the quality of the institution's activities and achievement of its objectives.

3.2.7   In sections for male and female students detailed evaluations in relation
 to all standards should be carried out in a consistent way in both sections and quality reports on
 those standards should note any significant differences found and make appropriate
recommendations for action in response to what is found.

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

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Priorities for improvement_____

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

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3.3   Administration of Quality Assurance Processes

The institution must make adequate arrangements for the leadership and administrative support for quality assurance processes throughout the organization.

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

3.3.1   A senior member of faculty is assigned responsibility and given a sufficient time allowance to provide guidance and support for the quality processes within the institution.

3.3.2   A quality center is established within the institution's central administration and given sufficient staff and resources to operate effectively.

3.3.3   A quality committee is formed with members drawn from all major sections of the

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institution. As a general guideline this might involve12 to 15 members and in a large institution might require representatives from groups of colleges in similar fields rather than from each college.

3.3.4   The committee is chaired by a member of the institution's senior administration who works closely with the director of the quality center in guiding and supporting quality initiatives throughout the institution.

3.3.5   The roles and responsibilities of the head of the quality centre, the centre itself, and the quality committee are formally defined and their relationship with other planning and administrative units made clear.

3.3.6   If quality assurance functions are managed by more than one organizational unit, the activities of these units are effectively coordinated under the supervision of a senior administrator.

3.3.7   The institution's quality assurance system is fully integrated into normal planning and development strategies in a defined cycle of planning, implementation, assessment and review.

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

3.3.9   Common forms and survey instruments are prepared for use for similar activities across the institution (eg. programs, courses, libraries etc.) and responses used in independent analyses of results including trends over time. (This does not preclude additional questions relevant to different programs or special instruments dealing with particular functions eg. specialized libraries or student services)

3.3.10   Statistical data (including pass rates, progression and completion rates and other data required for indicators) are retained in a central data base and provided routinely and promptly to colleges and departments (normally each semester or at least annually) for their use in preparation of reports on indicators and other tasks in monitoring quality.

3.3.11The administrative arrangements and processes used for quality assurance in the institution are evaluated and reported on in a way that is comparable to the quality assurance processes for other functions and organizational units.

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

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

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Priorities for improvement_____

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

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3.4   Use of Indicators and Benchmarks

Specific indicators must be identified for monitoring performance and appropriate benchmarks selected for evaluation of the achievement of goals and objectives and for the quality of major institutional functions.

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

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3.4.1 A limited number of key performance indicators that are capable of objective measurement have been identified and provide clear objective evidence of quality of performance for sections within the institution (including colleges and departments) and for the institution as a whole.

3.4.2 Additional indicators that provide clear evidence of quality of performance in achieving their objectives are selected by or for each academic and administrative unit within the institution.

3.4.3 When functions that are carried out by different organizational units (eg. teaching, research, community service) some common indicators are selected for all such units as measures of quality and to provide for comparisons of performance.

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

3.4.5 Key performance indicators and benchmarks for major organizational units or functions are approved by the appropriate committee or council within the institution (eg. senior academic committee, university council)

3.4.6 The format for indicators and benchmarks is consistent across the institution and provides specific evidence relating to important objectives.

Overall Assessment

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Priorities for improvement_____

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Independent Opinion

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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 based on several related sources of evidence including feedback through user surveys and opinions of stakeholders such as students and teaching staff, graduates and employers.

3.5.2   Interpretations of evidence of quality of performance are verified through independent advice from persons familiar with the type of activity concerned and impartial mechanisms are used to reconcile differing opinions.

3.5.3 Institutional policies and procedures have been established for the verification of standards of achievement by students in relation to other institutions and the requirements of the National Qualifications Framework.

Overall Assessment

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Priorities for improvement_____

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Independent Opinion

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Overall Assessment of Quality Assurance and Improvement Processes

3.1 Institutional Commitment to Quality Improvement

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

                                        Combined Assessment

Comment _____

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                                        Independent Opinion

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Indicators Considered _____

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Priorities for Improvement_____

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Standard 4: Learning and Teaching

The institution must have an effective system for ensuring that all programs meet high standards of learning and teaching through initial approvals, monitoring of performance, and provision of institution-wide support services. In all programs 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.

Sub-Standards:

4.1   Institutional Oversight of Quality of Learning and Teaching
4.2   Student Learning Outcomes
4.3   Program Development Processes
4.4   Program Evaluation and Review Processes
4.5   Student Assessment
4.6   Educational Assistance for Students
4.7   Quality of Teaching
4.8   Support for Improvements in Quality of Teaching
4.9   Qualifications and Experience of Teaching Staff
4.10   Field Experience Activities
4.11   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

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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

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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.

Special Note

Requirements for distance education programs have been recommended by the National Center for ELearning and Distance Education. The NCAAA has also specified requirements for the accreditation of programs offered by distance education.

Under the Higher Education Council requirements students can no longer be admitted to .distance education programs that do not meet these requirements, and older style distance education programs that do not meet the new requirements must be phased out before September 2015.

An institution offering programs by distance education seeking accreditation by the NCAAA must comply with these requirements and its distance education programs must also meet the NCAAAs standards for distance education programs. However a period of transition is allowed to give a reasonable amount of time for processes used for those programs to be modified.

The following arrangements will apply:

To be eligible for consideration for accreditation the NCAAA's self evaluation scales for distance education programs must have been completed for the distance education program(s) and a strategic plan prepared for transition to meet both the Higher Council regulations and the NCAAA distance education programs before September 2015.

If a program is offered by both distance education and face to face instruction the self evaluation scales must have been completed and the strategic plan must deal with the distance education delivery. Note that programs leading to a degree with the same title will be considered as the same program regardless of whether they are managed by the same or a different organizational unit within the institution.

If other eligibility requirements are met the institution may be considered for accreditation before September 2015. However the certificate of accreditation will indicate that the accreditation does not apply to the distance education programs.

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

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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.

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Standard 4 Learning and Teaching

The institution must have an effective system for ensuring that all programs meet high standards of learning and teaching through initial approvals, monitoring of performance, and provision of institution-wide support services. In all programs 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.

Note: Good practices related to the institutions responsibility for oversight of quality of programs throughout an institution are described under standard 4.1. Standards and good practices applicable to all individual programs and that should be monitored and overseen by the relevant institutional committees and administrative units are described in standards 4.2 to 4.11.

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

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

4.1   Institutional Oversight of Quality of Learning and Teaching

The institution must have effective systems for ensuring that high standards of learning and teaching are achieved in all programs offered, and for supporting their improvement. Institutional processes must be in place to monitor and report on the extent to which the requirements included in the standard for learning and teaching are met for all the programs across the institution. Appropriate action must be taken by the institution to deal with problems and support improvements through general institutional strategies or support for initiatives within particular organizational units where they are needed.

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

4.1.1 New program proposals and proposals for major changes in programs are thoroughly evaluated and approved by the institution's senior academic committee.	☐	☐
4.1.2 The evaluation of new programs or major changes in programs by the senior academic committee includes consideration of the matters described in the standard for learning and teaching, including any special requirements applicable to the field of study concerned and requirements for graduates in that field in Saudi Arabia.	☐	☐
4.1.3 Guidelines are established defining the levels for reviewing indicators and reports on courses and programs. (for example a head of department might consider course reports for all courses and a departmental committee approve minor changes to keep courses up to date. A dean might consider program reports that include summary information about courses. The vice rector responsible for academic affairs, the quality committee and the senior	☐	☐

☐	☐

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academic committee might consider a general summary of program reports and data on key performance indicators, and approve more significant changes in programs.) (See also section 2.2.4)

4.1.4 Guidelines have been established defining the levels for approval of changes in courses and programs. Minor changes required to keep programs up to date and respond to course and program evaluations should be made flexibly and rapidly at departmental level and more substantial changes referred to the relevant senior committees for approval. .(Note that these approvals for changes in courses and programs in sections 4.1.3 and 4.1.4 are under delegations from the university council or other responsible authority and are subject to conditions and constraints that may be set by that council or authority.)

4.1.5 Data on key performance indicators for all programs are reviewed at least annually by senior administrators responsible for academic affairs, the institution's quality committee and the institution's senior academic committee, with overall institutional performance reported to the governing board.

4.1.6 Annual reports are prepared for all programs, and reviewed by department/college committees, with appropriate action taken in response to recommendations in those reports.

4.1.7 Self evaluations using the self evaluation scales for higher education programs are undertaken periodically (eg. every two or three years) for each program and reports prepared for consideration by the quality committee and the relevant academic committees.

4.1.8 Reports on the overall quality of teaching and learning for the institution as a whole are prepared periodically (eg. every three years) indicating common strengths and weaknesses, and significant variations in quality between programs/departments and sections.

4.1.9 Reports by departments to their college, or by departments or colleges to the central administration, are acknowledged with responses made to any queries or proposals made.

4.1.10 The senior administrator responsible for academic affairs takes responsibility, in cooperation with the quality committee and deans/heads of department, for developing and implementing strategies for improvement to deal with common issues affecting programs across the institution.

4.1.11 Colleges/departments cooperate with and participate in general institutional strategies for improvement, and arrange complementary further initiatives to deal with quality issues found in their own programs.

4.1.12 If programs are offered in different sections, including sections for male and female students, or in branch campuses, the standards of learning outcomes, the resources provided (including learning resources and staffing provisions and resources to undertake research) should be comparable in all sections. Data used for evaluations and performance indicators should be provided for all sections as well as for the programs in total.

Overall Assessment

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Priorities for improvement_____

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Independent Opinion

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4.2   Student Learning Outcomes

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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. Programs must be planned in a way that ensures that all courses contribute to program learning outcomes in a coordinated way.

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

4.2.1   Intended learning outcomes are specified after consideration of relevant academic and professional advice.

4.2.2   Intended learning outcomes are consistent with the Qualifications Framework. (covering all of the domains of learning at the standards required).

4.2.3   Intended learning outcomes are consistent with requirements for professional practice in Saudi Arabia in the fields concerned. (These requirements should include local accreditation requirements and also take account of international accreditation requirements for that field of study, and any Saudi Arabian regulations or regional needs)

4.2.4   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.)

4.2.5   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)

Overall Assessment

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Priorities for improvement_____

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Independent opinion

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4.3   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.

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

4.3.1 Plans for the delivery of programs and for their evaluation are set out in detailed

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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.)

4.3.2 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.

4.3.3 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.

4.3.4 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.

4.3.5 The academic or professional fields for which students are being prepared are monitored on a continuing basis with necessary adjustments made in programs and in text and reference materials to ensure continuing relevance and quality.

4.3.6 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.

4.3.7 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.

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

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Priorities for improvement_____

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

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4.4 Program Evaluation and Review Processes

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

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

4.4.1 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.

4.4.2 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.

4.4.3 Quality indicators that include learning outcome measures are used for all courses and programs.

4.4.4 Records of student completion rates are kept for all courses and for programs as a

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whole and included among quality indicators.

4.4.5 Reports on programs are reviewed annually by senior administrators and quality committees. (See also item 4.1 3 relating to the level of detail for these reports at different levels of academic administration)

4.4.6 Systems have been established for central recording and analysis of course completion and program progression and completion rates and student course and program evaluations, with summaries and comparative data distributed automatically to departments, colleges, senior administrators and relevant committees at least once each year.

4.4.7 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.

4.4.8 In addition to annual evaluations a comprehensive reassessment of every program is conducted at least once every five years.

4.4.9 Program reviews involve experienced people from relevant industries and professions, and experienced teaching staff from other institutions.

4.4.10 In program reviews opinions about the quality of the program including the extent to which intended learning outcomes are achieved is sought from students and graduates through surveys and interviews, discussions with teaching staff, and other stakeholders such as employers.

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

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Priorities for improvement_____

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

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4.5   Student Assessment

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

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

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

4.5.2 Assessment processes are clearly communicated to students at the beginning of courses.

4.5.3 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.)

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

4.5.5 Arrangements are made within the institution for training of teaching staff in the theory and practice of student assessment.

4.5.6 Appropriate procedures are followed to deal with situations where standards of student achievement are inadequate or inconsistently assessed.

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

4.5.8 Feedback to students on their performance and results of assessments during each semester is given promptly and accompanied by mechanisms for assistance if needed.

4.5.9 Assessments of students work are conducted fairly and objectively.

4.5.10 Criteria and processes for academic appeals are made known to students and administered equitably   (see also item 5.3)

Overall Assessment

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Priorities for improvement_____

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Independent opinion

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4.6 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.

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

4.6.1 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)

4.6.2 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.

4.6.3 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.

4.6.4 Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.

4.6.5 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 institution with credit for previous studies.

4.6.6   Preparatory studies are not counted within the credit hours for the programs that

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follow.

4.6.7 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.)

4.6.8 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.

4.6.9 Systems are in place within each program throughout the institution for monitoring and coordinating student workload across courses.

4.6.10 Systems are in place for monitoring the progress of individual students and assistance and/or counselling is provided to those facing difficulties.

4.6.11 Year to year progression rates and program completion rates are monitored, and action taken to help any categories or types of students needing help.

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

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

4.6.14 The adequacy of arrangements for assistance to students should be periodically assessed through processes that include, but are not restricted to, feedback from students.

Overall Assessment

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Priorities for improvement_____

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Independent opinion

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4.7 Quality of Teaching

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

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

4.7.1 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

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required learning outcomes, on planned teaching strategies, and the contribution of their course to the program as a whole.)

4.7.2 Teaching strategies are appropriate for the different types of learning outcomes programs are intended to develop.

4.7.3 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.

4.7.4 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.

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

4.7.6 Textbooks and reference materials are up to date with latest developments in the field of study.

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

4.7.8 Student attendance requirements in classes are made clear in student orientations, attendance is monitored, and regulations rigorously enforced.

4.7.9 A comprehensive system, (including but not limited to student surveys) is in place for evaluation of teaching effectiveness in all courses.

4.7.10 The effectiveness of planned teaching strategies in developing learning outcomes is regularly assessed, and adjustments made in response to evidence about their effectiveness.

4.7.11 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.

4.7.12 Appropriate adjustments made in plans for teaching as a result of course reports.

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

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Priorities for improvement_____

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

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4.8   Support for Improvements in Quality of Teaching

The institution must implement appropriate strategies to support continuing improvement in quality of teaching.

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

4.8.1 Training programs in teaching skills are provided for both new and continuing teaching staff including those in part time positions.

4.8.2 Training programs in teaching should include effective use of new and emerging technology.

4.8.3 Adequate opportunities are provided for the professional and academic development

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of teaching staff with special assistance given to any who are facing difficulties.

4.8.4   The extent to which teaching staff are involved in professional development to improve quality of teaching is monitored.

4.8.5   Teaching staff develop strategies for improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.

4.8.6   Formal recognition is given to outstanding teaching, and encouragement given for innovation and creativity.

4.8.7   Strategies for improving quality of teaching include improving the quality of learning materials and the teaching strategies associated with them.

Overall Assessment

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Priorities for improvement_____

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Independent opinion

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4.9 Qualifications and Experience of Teaching Staff

Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities.

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

4.9.1   Teaching staff have appropriate qualifications and experience for the courses they teach.

4.9.2   If part time teaching staff are 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.)

4.9.3   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.

4.9.4   Full time staff teaching postgraduate courses, are themselves active in scholarship and research in the fields of study they teach.

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

Overall Assessment

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Priorities for improvement_____

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Independent opinion

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4.10 Field Experience Activities

 (Field experience includes any work based activity such as internships, cooperative training, practicums, clinical placements or other activities in a work or clinical setting under the supervision of staff employed in that work or professional setting)

In programs that include field experience activities, the field experience activities must be planned and administered as fully integrated components of the program, with learning outcomes specified, supervising staff considered as members of teaching teams, and appropriate evaluation and course improvement strategies carried out.

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

4.10.1 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

4.10.2 Supervising staff in field locations are thoroughly briefed on their role and the relationship of the field experience to the program as a whole.

4.10.3 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)

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

4.10.5   Students should be required to prepare a report on their field experience that is appropriate for the nature of the activity and the learning outcomes expected.

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

4.10.7 Field experience placements are selected because of their capacity to develop the learning outcomes sought and their effectiveness in doing so is evaluated.

4.10.8   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.

4.10.9 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.

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

Overall Assessment

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Priorities for improvement_____

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Independent opinion

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4.11 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 institutions deliver 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.

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

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

4.11.2 The effectiveness of the partnership arrangements is regularly evaluated..

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

4.11.4 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.

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

4.11.6 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.

Self-Evaluation Scales for Higher Education Institutions,V3, Muharram 1437H, October 2015.

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4.11.7 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.

4.11.8 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.

4.11.9 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.

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

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Priorities for improvement_____

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

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Overall Assessment of Learning and Teaching

4.1   Institutional Oversight of Quality of Learning and Teaching

4.2   Student Learning Outcomes

4.3   Program Development Processes

4.4   Program Evaluation and Review Processes

4.5   Student Assessment

4.6   Educational Assistance for Students

4.7   Quality of Teaching

4.8   Support for Improvements in Quality of Teaching

4.9   Qualifications and Experience of Teaching Staff

4.10 Field Experience Activities

4.11 Partnership Arrangements With Other Institutions

Combined Assessment

Comment _____

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Independent Opinion

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Indicators Considered_____

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Priorities for Improvement_____

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Standard 5: Student Administration and Support Services

Administration of admissions and student record systems must be reliable and responsive, with confidentiality of records maintained in keeping with stated policies. Students' rights and responsibilities must be clearly defined and understood, with transparent and fair procedures available for discipline and appeals. Mechanisms for academic advice, counselling and support services must be accessible and responsive to student needs. Support services for students must go beyond formal academic requirements and include extra curricular provisions for religious, cultural, sporting, and other activities relevant to the needs of the student body.

Sub-Standards

5.1 Student Admissions
5.2 Student Records
5.3 Student Management
5.4 Planning and Evaluation of Student Services
5.5 Medical and Counselling Services
5.6 Extra Curricular Activities for Students

Comment and General Description of Good Practice

Student administration and support services must be responsive, reliable, secure and accessible to students and faculty. Policies on access to information must be clearly defined and understood, and where necessary explained courteously to enquirers.

The range of services and means of access to them must be clearly described and made widely known. Students and others seeking advice and help must be responded to courteously, immediately, and reliably by teaching and other staff who are familiar with the rules and regulations of the institution. Mistakes in recording should be rare, but if made should be freely acknowledged and corrected without delay.

Administrative services at peak times such as enrolment, examinations, or graduations must be appropriately staffed to meet requirements without delays, using automated processes wherever possible, with capacity for integrated record keeping and statistical analyses, financial management, and on line responses for routine enquiries.

 Student ratings of efficiency and responsiveness of services should be used as a major indicator of quality.

The institution must recognize that it has responsibility for provision of a range of services to ensure a safe, healthy and secure environment for students, and that in addition to its educational programs, it should contribute to students' cultural social, moral and physical development.

The range and extent of support services will vary with the mission and the nature of the student population, but details should be carefully planned as an integrated element in the institution's activities, and described in ways that are widely accessible to students. The extent of knowledge about what is available and the quality and responsiveness of service delivery should be considered in the quality evaluation and improvement process.

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Evidence and Performance Indicators

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

Standard 5 Student Administration and Support Services

Administration of admissions and student record systems must be reliable and responsive, with confidentiality of records maintained in keeping with stated policies. Students' rights and responsibilities must be clearly defined and understood, with transparent and fair procedures available for discipline and appeals. Mechanisms for academic advice, counselling and support services must be accessible and responsive to student needs. Support services for students must go beyond formal academic requirements and include extra curricular provisions for religious, cultural, sporting, and other activities relevant to the needs of the student body.

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.

	Is this true? Y/No/NA	How well is this done? (enter stars

5.1 Student Admissions

Student admission processes must be reliable, efficient and simple for students to use.

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

	Is this true?	How well
5.1.1 The admission and student registration processes are efficient and simple for students to use.		
5.1.2 Computerized systems used for admission processes are linked to data recording and retrieval systems. (For example to fee payment requirements, the issue of student identity cards, program and course registrations, and statistical reporting requirements.)		
5.1.3 Admission requirements are clearly described, and appropriate for the institution and its programs.		
5.1.4 Admission requirements are consistently and fairly applied.		
5.1.5 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.*		
5.1.6 Student fees, if required, are paid at the time of registration unless deferral has been approved in advance.		
5.1.7 If the institution's regulations provide for deferral of payments, the conditions and dates for payment are clearly specified in a formal agreement signed by the student and witnessed, and opportunities for financial counselling provided.		
5.1.8 Student advisors familiar with details of course requirements are available to provide		

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assistance prior to and during the student registration process.

5.1.9   Rules governing admission with credit for previous studies are clearly specified.

5.1.10   Decisions on credit for previous studies are made known to students by qualified faculty or authorized staff before classes commence.

5.1.11   Complete information about the institution, including the range of courses and programs, program requirements, costs, services and other relevant information is publicly available to potential students and families prior to applications for admission.

5.1.12   A comprehensive orientation program is available for commencing students to ensure thorough understanding of the range of services and facilities available to them, and of their obligations and responsibilities.

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

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Priorities for improvement_____

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

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5.2   Student Records

Student records must be maintained in a secure and confidential location, with automated processes for generation of statistical data needed by the institution, external reporting requirements, and generation of reports on student progress and achievements. The confidentiality of individual student information should be protected.

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

5.2.1 Effective security is provided for student records. (Central files containing cumulative records of each student's enrolment and performance are maintained in a secure area with back up files kept in a different and secure location, preferably in a different building off campus)

5.2.2 Formal policies establish the content of permanent student records and their retention and disposal.

5.2.3   The student record system regularly provides statistical data they require for planning, reporting and quality assurance to departments, colleges, the quality center and senior managers.

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

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

5.2.6   Timelines for reporting and recording results and updating records are clearly defined and adhered to.

5.2.7   Results are finalized, officially approved, and communicated to students within times specified in institutional and Ministry regulations.

5.2.8   Eligibility for graduation is formally verified in relation to program and course

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requirements.

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

Comment_____

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Priorities for improvement_____

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

Comment_____

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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.

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

5.3.1   A code of behaviour is approved by the governing body and made widely available within the institution specifying rights and responsibilities of students.

5.3.2   Regulations specify action to be taken for breaches of student discipline including the responsibilities of relevant officers and committees, and penalties, which may be imposed.

5.3.3   Disciplinary action is taken promptly, and full documentation including details of evidence is retained in secure institutional records.

5.3.4   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.

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

5.3.6   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.

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

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

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

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Priorities for improvement_____

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Independent Opinion

Comment_____

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5.4 Planning and Evaluation of Student Services

Effective processes must be established for the planning, administrative oversight and evaluation of student services and activities.

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

5.4.1 The range of services provided and the resources devoted to them reflect the mission of the institution and any special requirements of the student population.

5.4.2 Formal plans are developed for the provision and improvement of student services and the implementation and effectiveness of those plans is monitored on a regular basis.

5.4.3 A senior member of teaching or other staff is assigned responsibility for oversight and development of student services.

5.4.4 The effectiveness and relevance of services is regularly monitored through processes which include surveys of student usage and satisfaction. Services are modified in response to evaluation and feedback.

5.4.5 Adequate facilities and financial support are provided for the services that are needed.

5.4.6 If services are provided through student organizations, assistance is given in management and organization if required, and there is effective oversight of financial management and reporting.

5.4.7 If student newspapers or other student documents are published there are clear guidelines defining publication standards and editorial policy and the extent and nature of oversight by the institution.

Overall Assessment

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Priorities for improvement_____

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Independent Opinion

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5.5 Medical and Counselling Services

Medical and counselling services appropriate for the needs of the student population must be provided by individuals fully qualified for their responsibilities, with confidentiality maintained and effective follow up processes used for students in need.

The level of compliance with this standard is judged by the extent to which the following

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good practices are followed.

5.5.1 Student medical services are staffed by people with the necessary professional qualifications.

5.5.2 Medical services are readily accessible with provision made for emergency assistance when required. (Fees for services may be charged and they may be provided on a part time basis but emergency access must still be available)

5.5.3 Provision is made for academic counselling and for career planning and employment advice in colleges, departments or other appropriate locations within the institution.

5.5.4 Personal or psychological counselling services are made available with easy access for students from any part of the institution.

5.5.5 Adequate protection is provided, and supported by regulation or a code of conduct, to protect the confidentiality of personal issues discussed with teaching or other staff or students.

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

Overall Assessment

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Priorities for improvement_____

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Independent Opinion

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5.6 Extra-curricular Activities for Students

Adequate provision must be made for extra curricula activities for students

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

5.6.1 Opportunities are provided for participation in religious observances consistent with Islamic beliefs and traditions.

5.6.2 Arrangements are made to organize and encourage student participation in cultural activities such as clubs and societies and in the arts and other fields appropriate to their interests and needs.

5.6.3 Opportunities are provided through appropriate facilities and organizational arrangements for informal social interaction among students.

5.6.4 Participation in sports is encouraged, both for skilled athletes and for others, and appropriate competitive and non-competitive physical activities in which they can be involved are arranged.

5.6.5 The extent of student participation in extra-curricular activities is monitored and benchmarked against other comparable institutions, and where necessary strategies developed to improve levels of participation.

Overall Assessment

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Priorities for improvement_____

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Independent Opinion

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Overall Assessment of Student Administration and Services

5.1   Student Admissions

5.2   Student Records

5.4   Student Management

5.4   Planning and Evaluation of Student Services

5.5   Medical and Counseling Services

5.6   Extra-curricular Activities for Students

Combined Assessment

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Independent Opinion

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Priorities for Improvement_____

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Standard 6: Learning Resources

Learning resources including libraries and provisions for access to electronic and other reference material must be planned to meet the particular requirements of the institution's programs and provided at an adequate level. Library and associated IT facilities must be accessible at times to support independent learning, with assistance provided in finding material required. Facilities must be provided for individual and group study in an environment conducive to effective investigations and research. The services must be evaluated and should be improved in response to systematic feedback from teaching staff and students.

Sub-Standards:

6.1 Planning and Evaluation
6.2 Organization
6.3 Support for Users
6.4 Resources and Facilities

Comment and General Description of Good Practice

Adequate library and other learning resources and services 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 must reflect the requirements of programs offered by the institution, but should go well beyond these 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. In institutions offering postgraduate studies and carrying out or encouraging research these requirements are substantially greater than in those focusing on undergraduate programs.

The role of libraries is 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. In an effective learning resource center information services are given high priority.

New partnerships are evolving in higher education institutions between teaching, resource center, and technical and research staff in providing information services to the institutional community. The provision of services is 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. 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. Conventional indicators of adequacy involving numbers of books and journals are becoming less important and more attention is being paid to other indicators relating to access to information systems, timeliness in finding material, and success rates in information retrieval.

Adequate resources must be provided for the development and upgrading of equipment, collections and cooperative agreements with other agencies.

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,

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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 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.

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Standard 6 Learning Resources

Learning resources including libraries and provisions for access to electronic and other reference material must be planned to meet the particular requirements of the institution's programs and provided at an adequate level. Library and associated IT facilities must be accessible at times to support independent learning, with assistance provided in finding material required. Facilities must be provided for individual and group study in an environment conducive to effective investigations and research. The services must be evaluated and should be improved in response to systematic feedback from teaching staff and students.

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

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

6.1 Planning and Evaluation

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

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

6.1.1 Policies for the development of library and other learning resources and support services give special attention to the particular requirements for programs and research requirements at the institution.

6.1.2 A learning resource strategy has been developed which is directly linked to strategic priorities for program development, and adjusted as required as new programs are introduced.

6.1.3 The adequacy of library and resource center materials is formally evaluated at least once every two years.

6.1.4 Evaluation procedures include user surveys dealing with teaching staff and student satisfaction, extent of usage, consistency with requirements of teaching and learning at the institution, range of services, and comparisons of provision and user satisfaction with other comparable institutions.

6.1.5 Evaluation processes include gathering of information on the extent to which library and other learning resources are used and analysis of this data in relation to teaching and learning requirements for different programs in the institution.

6.1.6   Teaching staff responsible for courses and programs regularly provide advice on materials required to support teaching and learning early enough for appropriate provision to be made.

6.1.7 Reserve book and other reference materials are regularly reviewed with advice from teaching staff to ensure adequate access to necessary materials for courses on offer at any time.

Overall Assessment

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Priorities for Improvement_____

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<center>Independent Opinion</center>

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6.2 Organization

The library or resource center must be managed efficiently to provide required services in a secure environment conducive to effective study.

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

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.

6.2.2 Collections are arranged appropriately and cataloged according to internationally recognized good practice.

6.2.3 Agreements are established for cooperation with other libraries and resource centers for interlibrary loans and sharing of resources and services.

6.2.4 Reliable systems are in place for recording of loans and returns, with efficient follow up for overdue material.

6.2.5 Heavy demand and required reading materials are held in reserve collections.

6.2.6 Ready access to on-line data-bases and research and journal material relevant to the institution's programs is provided

6.2.7 Rules for behavior within the library are established and enforced to ensure maintenance of an environment conducive to effective study and student and staff research.

6.2.8 Effective security systems are in place to prevent loss of materials and inappropriate use of the internet.

<center>Overall Assessment</center>

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Priorities for
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<center>Independent Opinion</center>

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6.3 Support for Users

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

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

6.3.1   Orientation and training programs are provided for new students and other users to prepare them to access facilities and services.

6.3.2   Assistance is available to assist users in conducting searches and locating and using information.

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

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

6.3.5   Users are kept informed of library developments such as acquisition of new materials, training programs, or changes in services or opening hours.

6.3.6   Printed or electronic guides are provided to help users find materials for popular subject areas, compiling reference lists or using data bases.

6.3.7   The library and resource centers are staffed by a sufficient number of people qualified and skilled in relevant fields of librarianship and information technology.

Overall Assessment

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Priorities for improvement_____

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Independent Opinion

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6.4   Resources and Facilities

Resources and facilities must be adequate for the learning and research requirements of the institution.

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

6.4.1 Adequate financial resources are provided for acquisitions, cataloguing, equipment, and for services and system development.

6.4.2   The availability of on line access and inter library loan facilities is not used to reduce commitment to providing adequate physical resources on site.

6.4.3   Adequate facilities are available to house collections in a way that makes them readily accessible.

6.4.4   Up to date computer equipment and software is available to support electronic access to resources and reference material.

6.4.5   Copying facilities supported by efficient payment mechanisms are available for users.

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6.4.6 Adequate facilities are provided for use of personal laptop computers.

6.4.7 Books and journals and other materials are available in Arabic and English (or other languages) as required for the programs taught and research undertaken in the institution.

6.4.8 Sufficient facilities are provided for both individual and small group study and research.

6.4.9 The level of provision of facilities and resources (numbers of books, seats, group study facilities etc.) is benchmarked against provisions at similar good quality institutions and is adequate for the size of the institution and the programs offered.

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

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Priorities for improvement_____

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

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Overall Assessment of Learning Resources

6.1 Planning and Evaluation

6.2 Organization

6.3 Support for Users

6.4 Resources and Facilities

Combined Assessment

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Independent Opinion

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Priorities for Improvement_____

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Standard 7: Facilities and Equipment

Facilities must be designed or adapted to meet the particular requirements for teaching and learning in the programs offered by the college, and offer a safe and healthy environment for high quality education. Use of facilities must be monitored and user surveys used to assist in planning for improvement. Adequate provision must be made for classrooms and laboratories, use of computer technology and research equipment by teaching staff and students. Appropriate provision must be made for facilities for associated services such as food services, extra curricular activities, and where relevant, student accommodation.

Sub-Standards:

7.1 Policy and Planning
7.2 Quality of and Adequacy of Facilities
7.3 Management and Administration
7.4 Information Technology
7.5 Student Residences

Comment and General Description of Good Practice

Specific requirements for facilities and equipment will vary according to the type of institution and its mission, program offerings and scale of operations. However facilities must always provide an attractive, safe and healthy environment for all staff and students, meet normal building and planning requirements, and the requirements of high quality teaching and learning.

New buildings and new campuses should be designed according specifications that outline the intended approach to teaching and learning. They should also provide flexibility to meet changing technology requirements and emerging policies.

Effective asset management necessarily involves choices among alternatives, often supported by groups within the institution with legitimate and sometimes conflicting needs. These should be resolved in an equitable manner in the long-term interests of the institution as a whole, and in keeping with its mission. Conflicting demands for resources should be resolved within a framework of clearly defined policies and management procedures which consider new capital development requirements, environmental management and minor works, maintenance, and the acquisition and replacement of equipment. While long term planning is essential, short-term flexibility is also required.

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

Adequate facilities must be provided for food services and sporting and cultural activities, and where appropriate student accommodation. Consideration should be given to the most efficient and effective ways of providing these facilities and services. Where student accommodation is provided it must be of high standard and include study facilities and necessary services, and arrangements for security, student management and support.

Developments in computing and information technology have major significance for educational programs and the equipment required to support them. These requirements are changing with increasing rapidity and must be responded to. They are substantially greater for institutions with a research role where access to up to date sophisticated equipment is often essential.

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In response many institutions have adopted strategies for leasing, sharing of sophisticated equipment, or outsourcing of capital financing and construction. If this is done these strategies need to be managed as part of a comprehensive financing strategy in the long-term interests of the institution and its students.

Evidence and Performance Indicators

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

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

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Standard 7 Facilities and Equipment

Facilities must be designed or adapted to meet the particular requirements for teaching and learning in the programs offered by the college, and offer a safe and healthy environment for high quality education. Use of facilities must be monitored and user surveys used to assist in planning for improvement. Adequate provision must be made for classrooms and laboratories, use of computer technology and research equipment by teaching staff and students. Appropriate provision must be made for facilities for associated services such as food services, extra-curricular activities, and where relevant, student accommodation.

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.

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

7.1 Policy and Planning

The college must develop and effectively implement master plans for development and management of facilities and equipment to meet its needs. This planning must be carried out in consultation with stakeholders and be responsive to their requirements.

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

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.		
7.1.2 Equipment planning processes include plans and schedules for major equipment acquisitions and for servicing and replacement following a planned schedule.		
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.		
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.		
7.1.5 Business plans are prepared prior to major equipment acquisitions, with evaluation of alternatives of leasing or shared use with other agencies.		
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		

Overall Assessment

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Priorities for Improvement_____

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Independent Opinion

Comment_____

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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, their quality, and services associated with them.

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

7.2.1 Buildings and grounds provide a clean attractive and well maintained physical environment.

7.2.2 Facilities fully meet health and safety requirements

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.

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)

7.2.5 Adequate and accessible facilities are available for confidential consultation between teaching staff and students.

7.2.6 Appropriate facilities are provided for religious observances.

7.2.7 Food service facilities are adequate, and appropriate for the needs of staff and students.

7.2.8 Provision is made for students and staff with physical disabilities or other special needs.

7.2.9 Facilities appropriate for the needs of the students attending the institution are provided for cultural, sporting and other extra curricular activities.

Overall Assessment

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Priorities for improvement_____

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Independent Opinion

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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.

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

7.3.1 A complete inventory is maintained of equipment owned or controlled by the

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institution including equipment assigned to individual staff for teaching and research.

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.

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

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.

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.

7.3.6   Space utilization is monitored and facilities reallocated in response to changing requirements.

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.

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

Overall Assessment

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Priorities for improvement_____

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Independent Opinion

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7.4 Information Technology

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

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

7.4.1   Adequate computing equipment is available and accessible for teaching and other staff and students throughout the institution.

7.4.1   The adequacy of provision of computer equipment and support services is regularly assessed (through surveys or other means and comparisons with other institutions).

7.4.2   Policies are established and effectively implemented governing the use of personal computers by students.

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

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

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replacement of IT equipment.

7.4.5 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.

7.4.6 Security systems are in place to protect privacy of sensitive personal and institutional information, and to protect against externally introduced viruses.

7.4.7 A code of conduct is established relating to inappropriate use of material on the Internet. Compliance with this code of conduct is checked and instances of inappropriate behavior dealt with appropriately.

7.4.8 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.

7.4.9   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.

7.4.10 Internal information systems are compatible and integrated with external reporting requirements.

Overall Assessment

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Priorities for improvement_____

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Independent Opinion

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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.

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

7.5.1   Residences are of appropriate standard, providing a healthy, safe and secure environment for students.

7.5.2   Adequate facilities are available for privacy and individual study.

7.5.3   Facilities that are adequate and appropriate for the students attending the institution are provided for social and cultural and physical activities.

7.5.4   Clearly defined codes of behaviour for student residences are established and formally agreed to by students.

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.

7.5.6   Adequate food, service, and medical facilities are available or readily

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

Overall Assessment

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Priorities for Improvement_____

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Independent Opinion

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Overall Assessment of Facilities and Equipment

7.1 Policy and Planning

7.2 Quality of and Adequacy of Facilities

7.3 Management and Administration

7.4 Information Technology

7.5 Student Residences

Combined Assessment

Comment _____

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Independent Opinion

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Indicators Considered _____

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Priorities for Improvement_____

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Standard 8: Financial Planning and Management

Financial resources must be adequate for the programs and services offered and efficiently managed in keeping with program requirements and institutional priorities. Budgetary processes should allow for long term planning over at least a three year period. Effective systems must be used for budgeting and for financial delegations and accountability providing local flexibility, institutional oversight and effective risk management.

Sub-Standards:

8.1 Financial Planning and Budgeting
8.2 Financial Management
8.3 Auditing and Risk Management

Comment and General Description of Good Practice

Institutions must have sufficient financial resources to support the full range of programs and activities that are offered, at a level of quality at least comparable to the standards of highly regarded institutions with a similar profile elsewhere. However financial responsibility goes beyond the level of funding and requires that whatever resources are available are effectively and efficiently used to maximize benefits to students and the long-term development of the institution.

Annual budget, financial reports, and long term financial projections should be considered in detail in senior committees and approved by the governing body. The governing body should be kept regularly informed of levels of expenditure in relation to budgets and of trends and developments that may affect future financial circumstances.

Appropriate delegations should provide for specified levels of expenditure to be authorized by designated faculty and staff within organizational units across the institution, subject to reporting and accountability requirements. Responsibility for the overall budgeting, accounting and financial management system should be centralized and overseen by a senior member of staff responsible to the Rector or Dean. Regular financial reports should be provided to cost center managers to enable them to compare estimated and actual expenditure and assess any implications for annual financial provision.

Evidence and Performance Indicators

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

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

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Standard 8 Financial Planning and Management

Financial resources must be adequate for the programs and services offered and efficiently managed in keeping with program requirements and institutional priorities. Budgetary processes should allow for long term planning over at least a three year period. Effective systems must be used for budgeting and for financial delegations and accountability providing local flexibility, institutional oversight and effective risk management.

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.

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

8.1 Financial Planning and Budgeting

Financial planning processes must be responsive to institutional goals and priorities, maintain viable revenue/expenditure relationships and take full account of long term and short term funding implications.

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

	Is this true?	How well
8.1.1 Budgeting and resource allocation are aligned with the mission and goals of the institution and strategic planning to achieve those goals.	☐	☐
8.1.2 Annual budgets are developed within a framework of long term revenue and expenditure projections that are progressively adjusted in the light of experience.	☐	☐
8.1.3 Budget proposals are developed by senior academic and administrative staff in consultation with cost center managers, carefully reviewed, and presented to the governing body for approval.	☐	☐
8.1.4 Proposals for new programs or major activities, equipment or facilities are accompanied by business plans that include independently verified cost estimates and cost impacts on other services and activities.	☐	☐
8.1.5 If new ventures are cross-subsidized from existing funding sources the cost sharing strategy is made explicit and intermediate and long term costs and benefits are assessed.	☐	☐
8.1.6 If loans are used debt and liquidity ratios are monitored and benchmarked against commercial practice and equivalent ratios in other higher education institutions.	☐	☐
8.1.7 Ratios of expenditure on salaries to total expenditure are planned and monitored, with variations for colleges or departments with different cost structures.	☐	☐
8.1.8 Borrowing and other long term financing schemes are used sparingly as a strategic financing strategy to improve capacity rather than to meet unanticipated short term operating costs, with obligations to be met from projected additional revenue, or from known existing revenue sources.	☐	☐
8.1.9 Financial planning aims to diversify revenue through a range of activities, which, while consistent with the charter and mission of the institution, reduce its dependence on a single funding source.	☐	☐

Overall Assessment

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Priorities for Improvement_____

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Independent Opinion

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8.2 Financial Management

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

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

8.2.1   The oversight and management of the institution's budgeting and accounting functions are coordinated by a business or financial office responsible to a senior manager.

8.2.2   Sufficient delegation of spending authority is given to managers of organizational units within the institution for effective and efficient administration.

8.2.3   Financial delegations are clearly specified, and conformity with regulations and reporting requirements confirmed through audit processes.

8.2.4   Cost center managers are involved in the budget planning process, and are held accountable for expenditure within approved budgets.

8.2.5   The accounting system provides for accurate monitoring of expenditure and commitments against budgets with reports prepared for each cost center and for the institution as a whole at least once every semester.

8.2.6   Discrepancies from expenditure estimates are explained and impact on annual budget projections assessed.

8.2.7   Accounting systems comply with accepted professional accounting standards and as far as possible attribute total cost to particular activities.

8.2.8   The accounting and reporting systems ensure that funds provided for particular purposes are used for those purposes.

8.2.9   Where possibilities of conflict of interest exist, either actual or perceived, the persons concerned declare their interest and refrain from participation in decisions.

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

Overall Assessment

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Priorities for Improvement_____

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Independent Opinion

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8.3   Auditing and Risk assessment

Risk assessment and auditing processes must provide for effective risk analysis and thorough independent verification of financial processes and reports in keeping with applicable accounting standards.

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

8.3.1   Planning processes include independently verified risk assessment.
8.3.2   Risk minimization strategies are in place and adequate reserves maintained to meet realistically assessed financial risks.
8.3.3   Internal audit processes operate independently of accounting and business managers, reporting directly to the Rector or Dean or chair of the relevant governing board committee.
8.3.4   External audits are conducted annually by an independent government agency or a reputable external audit firm that is independent of the institution, financial, or other senior staff in the institution, and members of the governing body.

Overall Assessment

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Priorities for improvement _____

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Overall Assessment of Financial Planning and Management

8.1 Financial Planning and Budgeting

8.2 Financial Management

8.3 Auditing and Risk Management

Combined Assessment

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Standard 9: Employment Processes

Teaching and other staff must have the qualifications and experience for effective exercise of their responsibilities. Professional development strategies must be followed to ensure continuing improvement in the expertise of teaching and other staff. Performance of all teaching and other staff must be periodically evaluated, with outstanding performance recognized and support provided for improvement when required. Effective, fair, and transparent processes must be available for the resolution of conflicts and disputes involving teaching or other staff. (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:

9.1 Policy and Administration
9.2 Recruitment
9.3 Personal and Career Development
9.4 Discipline, Complaints and Dispute Resolution

Comment and General Description of Good Practice

The effectiveness of any institution is highly dependent on the quality and commitment of its teaching and other staff. While this quality is influenced to a considerable extent by the financial resources available to the institution and by the availability of skilled personnel in various areas of specialization, policies and employment practices can make a significant difference and need to be carefully assessed as part of the quality assurance process.

An institution with effective staff employment processes must have a comprehensive set of policies and procedures for recruitment, retention, and staff development, and succession planning for senior positions. It must adopt strategies and establish the conditions necessary to provide satisfying and professionally rewarding careers and recognition of outstanding achievement. Turnover should be monitored and patterns of movement studied as an indicator of staff satisfaction and continuity. Employment policies should be explicitly linked to the institution's mission, and take account of particular circumstances in the environment in which the institution operates.

A desired faculty and staffing profile should be developed that takes account of financial implications, a balance of experience and new perspectives, and the desired mix of ages, gender, qualifications, levels of seniority, and diversity of background. The profile should reflect broader policy initiatives such as that of Saudization.

Mechanisms should be in place for orientation and support for new teaching and other staff to ensure familiarity with policies and regulations and any special processes followed in the institution, understanding of development strategies, and support and encouragement during early stages of employment.

Arrangements for evaluation of the performance of teaching and other , and support for their improvement, should be used throughout the institution and statistical information on participation reported on within the institution.

Effective, transparent, and equitable processes must be in place for resolution of conflicts and disputes that might arise over staffing and employment matters.

Evidence and Performance Indicators

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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 faculty and staff, and procedures for performance evaluation and support for improvement. Records of assessments of quality of teaching, and 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 staff 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 staff, and incidence of disputes might be selected if there are problems in the institution that need to be monitored.

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Standard 9 Employment Processes

Teaching and other staff must have the qualifications and experience for effective exercise of their responsibilities. Professional development strategies must be followed to ensure continuing improvement in the expertise of teaching and other staff. Performance of all teaching and other staff should be periodically evaluated, with outstanding performance recognized and support provided for improvement when required. Effective, fair, and transparent processes must be available for the resolution of conflicts and disputes involving teaching or other staff. (Note: Teaching staff refers to all staff with responsibility for teaching classes including full and part time staff, faculty, lecturers, and teaching assistants)

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

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

9.1   Policy and Administration

The institution must have clearly defined staffing and employment policies. The policies should include a desired staffing profile (eg. numbers, qualification levels, areas of specialization, experience requirements etc.) and other matters including employment and promotion policies and procedures, workloads, performance evaluations, professional development, delegations of responsibilities and procedures for reporting on performance in relation to these matters.

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

	Is this true? Y/No/NA	How well is this done? (enter stars)
9.1.1 A desired staffing profile appropriate to the mission and nature of the institution is approved by the governing body. (The profile includes matters such as age structure, gender balance where relevant, classification levels, qualifications, cultural mix and educational background, and objectives for Saudization.)		
9.1.2 A comparison of current teaching and other staff provision with the desired staffing profile is maintained and progress towards that profile is monitored on a continuing basis.		
9.1.3 A comprehensive set of policies and regulations is established and made widely available in an employment handbook or manual. (This should include rights and responsibilities of faculty and staff, recruitment processes, supervision, performance evaluation, promotion, counseling and support processes, professional development, and complaints, discipline and appeal procedures.)		
9.1.4 Effective strategies are used for succession planning for senior positions.		
9.1.5 Teaching loads are established equitably across the institution, taking account of the nature of teaching requirements in different fields of study		
9.1.6 Promotion policies and processes are clearly documented and fair.		
9.1.7 The exercise of delegations relating to employment processes is monitored and coordinated to ensure equitable treatment across the institution. (These delegations may relate to matters such as junior appointments, promotions, rewards for outstanding performance, and professional development opportunities.)		
9.1.8 Indicators of successful administration of staffing and employment policies are clearly specified and performance compared with successful practice elsewhere.		

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9.1.9 The governing board studies annual reports from the person with overall responsibility for employment practices on implementation of policies on staffing and employment practices.

Overall Assessment

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Priorities for Improvement_____

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Independent Opinion

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9.2 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 faculty and staff are thoroughly prepared for their responsibilities.

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

9.2.1   Recruitment processes are managed to ensure that teaching staff have the specific areas of expertise, and the personal qualities, experience and skill to meet teaching requirements.

9.2.1   When appointments are to be made through promotion or transfer within the institution rather than by external appointment, the appointments made meet qualifications and skill requirements, and contribute to achievement of the desired staffing profile.

9.2.2   If a particular appointment can be made either from within or from outside the institution the position is publicly advertised, internal candidates are given adequate opportunity to apply, and judgments made are equitable considering the applicants experience, qualifications, and current levels of performance.

9.2.3   Candidates for employment are provided with full position descriptions and conditions of employment, together with general information about the institution and its mission and programs. (The information provided should include details of employment expectations, indicators of performance, and processes of performance evaluation.)

9.2.4   References are checked, and claims of experience and qualifications verified before appointments are made.

9.2.5   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.

9.2.6   In professional programs there are sufficient teaching staff with successful experience in the relevant profession to provide practical advice and guidance to students about work place requirements.

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9.2.7   New teaching staff are given an effective orientation to ensure familiarity with the institution and its services, programs, and student development strategies, and institutional priorities for development.

9.2.8   The level of provision of teaching staff in all programs (ie the ratio of students per teaching staff member calculated as full time equivalents) is adequate for the programs offered and benchmarked against comparable student/teaching staff ratios at good quality Saudi Arabian and international institutions.

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

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Priorities for Improvement_____

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

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9.3 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.

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

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

9.3.2   Consultations about work performance by supervisors (including heads of department, deans, administrative supervisors) are confidential and supportive, and occur on a formal basis at least once each year.

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

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

9.3.5   Outstanding academic or administrative performance at any level of the institution is recognized and rewarded.

9.3.6   All teaching and other staff should be given appropriate and fair opportunities for personal and career development.

9.3.7   Junior teaching and other staff with leadership potential are identified and given a range of experiences to prepare them for future career development.

9.3.8   Promotion criteria include contributions to achievement of the mission of the institution, and in the case of teaching staff include proper recognition of quality of

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teaching and efforts to improve it, and service to the institution and the community as well as research.

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

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

9.3.11   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.

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

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Priorities for Improvement_____

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

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9.4   Discipline, Complaints and Dispute Resolution

Procedures for management of disputes must be efficient and fair to all parties involved.

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

9.4.1   Procedures for dealing with complaints about or by teaching or other staff, and resolving disputes among them, are clearly specified in policies and regulations.

9.4.2   The normal initial step in resolving disputes that cannot be settled by those directly involved is through conciliation by a person independent of the issue, with the possibility if required for referral to a committee or senior officer for determination.

9.4.3   Disciplinary processes for neglect of responsibilities, failure to comply with instructions, or inappropriate behavior, are clearly specified in regulations and consistently followed.

9.4.4   The regulations provide for rights of appeal against decisions to a person or committee at least one level beyond that at which the dispute occurs.

9.4.5   Serious disputes are addressed through quasi-judicial processes including provision and verification of evidence and impartial judgments by a person or persons experienced in such procedures.

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

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Priorities for Improvement_____

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Independent Opinion

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Overall Assessment of Employment Processes

9.1 Policy and Administration

9.2 Recruitment

9.3 Personal and Career Development

9.4 Discipline, Complaints and Dispute Resolution

Combined Assessment

Comment _____

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Independent Opinion

Evaluators Comment_____

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Indicators Considered_____

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Priorities for Improvement_____

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Standard 10: Research

The institution should develop a research strategy consistent with its nature (eg. as a university with research obligations or as an undergraduate college) and its mission. All staff teaching higher education programs must be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Staff teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate facilities and equipment must be available to support the research activities of teaching staff and post graduate students to meet these requirements. In universities and other institutions with research responsibility, teaching staff must be encouraged to pursue research interests and to publish the results of that research. Their research contributions must be recognized and reflected in evaluation and promotion criteria. The research output of the institution must be monitored and reported, and benchmarked against that of other similar institutions. Clear and equitable policies must be established for ownership and commercialization of intellectual property.

Sub-Standards:

10.1 Institutional Research Policies
10.2 Teaching staff and Student Involvement in Research
10.3 Commercialization of Research
10.4 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 range of programs offered. Universities are expected to have substantial involvement in research and scholarship and their prestige in the international environment will depend on this to a major extent. There is also a separate expectation for research and scholarship relating to the teaching of post-graduate programs, particularly those with a significant research component, since the quality of teaching and learning in those programs is directly affected by the extent to which staff teaching in those programs have current research involvement. Staff involved in teaching post-graduate research students or supervising their research projects should themselves be active scholars and researchers in their field.

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

In a good quality institution with a role in research there is a significant investment in research infrastructure. This will include library and internet communication facilities, laboratories, equipment, and other research facilities relevant to the mission and profile of the institution and the fields in which research is conducted. The extent of requirements and the level of resources to support research will vary considerably for different fields of learning. The resources provided should be available for postgraduate research students and staff as part of normal basic provision, though they may be supplemented over time by more advanced and specialized equipment acquired through research grants for particular projects.

Research involvement should be comprehensive, not isolated in research centers or only carried out by a small proportion of faculty. Although there may be significant advantages in concentrating some research in research centers, that does not remove responsibility for other research to be undertaken by teaching staff in departments and colleges throughout a university. Similarly if teaching staff have undertaken

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research at a level that has led to promotion to higher faculty positions their research contributions are expected to continue.

Individual teaching staff, colleges, departments and research centers should be strongly encouraged to establish links with other institutions both locally and internationally, and with industry and appropriate community agencies for cooperative research and development. Arrangements should be made where appropriate for joint ownership or shared access to major equipment required for cooperative research activity.

Commercialization of research should be supported, with assistance provided in investigating the commercial potential of new discoveries. There should be clearly defined policies on the ownership and development of intellectual property arising from staff and student research, and on the acknowledgment of research contributions by other staff, students, and outside agencies.

There are also important implications for staffing structures in colleges and departments. To develop an effective research program the staffing profile must include senior academics capable of carrying out and regularly publishing research, and providing leadership to their junior colleagues. The institution should have staffing and administrative procedures that establish the conditions under which research can be effectively carried out and be recognized within the institution.

A research and teaching institution may focus on basic or applied research (or some combination of both), and may identify priorities in keeping with its mission and the environment within which it is operating. These priorities will influence resource allocation, but should not preclude research and scholarship in other fields that staff may wish to carry out, and which can often be undertaken with little additional resource provision or through cooperative arrangements with other individuals or agencies.

Teaching staff in all teaching fields should be encouraged to pursue research interests, and be recognized for having done so even when additional resources cannot be provided to assist them. Regular reports of the institutions research activities should be prepared, provided to the governing board, and made available in the community.

Evidence and Performance Indicators

Evaluations of the quality of research should include a review of the research strategy and other supporting documents including details of the extent and quality of research output in all colleges and departments and research centers. Documentary evidence about the institution's research strategies can be obtained from documents such as a research development plan, evaluation and promotion criteria, policies on commercialisation of research and ownership of intellectual property and the extent of cooperation with industry and other institutions. 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 number of research publications per faculty member in reputable journals, the proportions of research-active faculty (a term that needs to be defined) and numbers of research citations. These figures should be compared with those at other comparable institutions. Institutions with a commitment to research may include indicators of the extent to which research and scholarly activities are translated into applications within the academic or professional field concerned.

Special Note

The Executive Rules and Technical Procedures for the Bylaws for the Private Colleges published by the Ministry of Higher Education require colleges to support research. However the extent of research support required is not

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defined and for the purposes of accreditation by the NCAAA a judgment is required about the level of support for research that is required.

For a higher education college all subsections of the standard for research are desirable and performance in relation to these matters will be considered in a review. However as a minimum all staff teaching higher education programs must be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Expectations for teaching staff involvement in research and scholarly activities should be specified and performance in relation to these expectations including publications and citations in academic journals considered in performance evaluation and promotion criteria. At least some budget provision should be made available for staff participation in conferences and training programs relevant to developments in their field of study. As a guide at least 1 % of the college's annual budget should be provided for this support.

For a university the expectations are greater and the following notes are intended to provide guidance to both public and private universities, and to external review panels evaluating universities for accreditation. The expectations described below are required as a minimum for ALL universities, regardless of whether their mission focuses on research contributions, or is focussed primarily on undergraduate programs and other services. In all cases data on publications and citations in national and international academic journals should be recorded. Research intensive universities should of course have much greater research involvement. The requirements are presented in two phases, a desirable minimum that will be required in the second phase of accreditation reviews beginning in 2015, and an interim set of requirements that will allow reasonable time for development in recently established public and new private universities.

Minimum Research Requirements for Accreditation of a University		
	Minimum Requirements (beginning 2015	*Interim Requirements (Until 2015)*
Planning	*Strategic Plan for Research Development for at least 5 years.*	*Strategic Plan for Research Development for at least 5 years.*
Breadth of programs *	*At least 5% of students in at least three broad j of study.*	*Programs in at least three broad fields of study*
Level of programs	*PhDs in at lest one field, Masters degrees in a second. At least 5% of students in postgrad programs including at least 2.5 % in research degrees.*	*At least one postgraduate program following MHE approval*
Involvement Research*	*At least 2.5 % of annual budget on research support.*	*At least 2.5% of annual budget spent of researcl support.*
Scholarly Activity	*Faculty teaching PG courses have PhDs and are active scholars evidenced by publications. (Professional programs may include some with extensive professional experience as alternative to PhD.)*	*Faculty teaching PG courses have PhDs and are active scholars evidenced by publications. (Professional programs may include some with extensive professional experience as alternative to PhD.)*
Size of Institution	*Minimum of 2000 students in H Ed programs or alternative special support to ensure viability of postgraduate and research activities.*	*Feasible institutional development plans to achieve necessary scale of activity.*

*Note that the requirement for fields of study relates to areas of study, not to the existence of different colleges.

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Standard 10 Research

The institution should develop a research strategy consistent with its nature (eg. as a university with research obligations or as an undergraduate college) and its mission All staff teaching higher education programs must be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Staff teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate facilities and equipment must be available to support the research activities of teaching staff and post graduate students to meet these requirements. In universities and other institutions with research responsibility, teaching staff must be encouraged to pursue research interests and to publish the results of that research. Their research contributions must be recognized and reflected in evaluation and promotion criteria The research output of the institution must be monitored and reported, and benchmarked against that of other similar institutions. Clear and equitable policies must be established for ownership and commercialization of intellectual property.

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

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

10.1 Institutional Research Policies

An institution with research responsibility must have a comprehensive research development plan based on its mission that includes performance targets, support and development strategies and administrative arrangements that encourage widespread involvement across the institution. It must have mechanisms for ensuring that ethical standards are maintained in the conduct and reporting on research.

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

	Is this true? Y/No/NA	How well is this done?
10.1.1 A research development plans consistent with the nature and mission of the institution and the economic and cultural development needs of the region has been developed and published.	☐	☐
10.1.2 The research development plan includes clearly specified indicators and benchmarks of performance.	☐	☐
10.1.3 Clear policies are established for defining what is recognized as research, consistent with international standards. (This normally includes both self-generated and commissioned activity, but requires creative original work, independently validated by peers, and published in media that are highly regarded by scholars in the field.)	☐	☐
10.1.4 Reports on overall institutional research performance are published annually and records maintained of the research activities of individuals, departments and colleges..	☐	☐
10.1.5 Cooperation with local industry and with other research agencies is actively encouraged. Where appropriate these forms of cooperation may involve joint research projects, shared use of equipment, and cooperative strategies for development.	☐	☐
10.1.6 Mechanisms are established for collaboration and cooperation with international universities and research networks.	☐	☐
10.1.7 The institution has policies that deal with the establishment, accountability,	☐	☐

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and periodic review of research institutes or centers.

10.1.8 The establishment of research institutes or centers does not inhibit research activities of others who are not directly associated with them.

10.1.9 A high level committee is established to monitor compliance with ethical standards and approve research projects with potential impact on ethical issues.

10.1.10 An adequate research budget is provided to enable the achievement of the institution's research plan.

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

Comment_____

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Priorities for Improvement_____

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

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10.2   Teaching Staff and Student Involvement

Expectations for involvement in research and scholarly activities by teaching staff 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.

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

10.2.1   Expectations for teaching staff involvement in research and scholarly activities are clearly specified and considered in performance evaluation and promotion criteria. (For universities there is an expectation of at least some research and/or appropriate scholarly activity of all full time teaching staff).

10.2.2   Support is provided for junior teaching 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 start up funding.

10.2.3   Postgraduate research students are given opportunities for participation in joint research projects.

10.2.4   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.

10.2.5   Assistance is available for teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.

10.2.6   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.

10.2.7   Strategies are developed for identifying and capitalizing on the expertise of teaching staff and postgraduate students in providing research and development services to the community and generating financial returns to the institution.

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Overall Assessment

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Priorities for Improvement_____

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Independent Opinion

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10.3 Commercialization of Research

Commercialization of research should be encouraged, opportunities for commercial development of intellectual property carefully investigated, and help provided to establish appropriate commercial relationships. Policies on ownership of intellectual property must be clearly specified and consistently followed.

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

10.3.1 A research development unit or center is established with capacity to identify and publicize institutional expertise and commercial development opportunities, assist in developing proposals and business plans, preparation of contracts, and when appropriate, development of spin off companies.

10.3.2 Ideas with potential for commercial development are critically evaluated with advice from experienced persons from industry and relevant professions before investment by the institution is authorized.

10.3.3   Intellectual property policies define ownership and establish procedures for commercialization of ideas developed by staff and students, and specify scales for equitable sharing of returns to the inventor(s), and the institution.

10.3.4   A culture of entrepreneurship is actively encouraged throughout the institution, with particular emphasis on teaching staff and postgraduate students.

10.3.5   Regulations are established that require disclosure of pecuniary interest and avoidance of conflict of interest in activities related to research.

Overall Assessment

Comment_____

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Priorities for Improvement_____

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Independent Opinion

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10.4 Research Facilities and Equipment

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

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

10.4.1 Adequate laboratory space and equipment, library and information systems and resources are available to support the research activities of teaching staff and students in the fields in which programs are offered.

10.4.2   An adequate budget is provided for funding of research equipment and facilities in all academic sections of the institution

10.4.3   Arrangements are made for joint ownership or shared access to major equipment items within the institution and with other organizations if appropriate.

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

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

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

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Priorities for Improvement_____

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Overall Assessment of Research

10.1 Institutional Research Policies

10.2 Teaching Staff and Student Involvement

10.3 Commercialization of Research

10.4 Research Facilities and Equipment

Combined Assessment

Comment _____

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Independent Opinion

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Indicators Considered_____

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Priorities for Improvement_____

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Standard 11 Relationships with the Community

Contributing to the community must be recognized as an important institutional responsibility. Facilities and services must be made available to assist with community developments. Teaching and other staff must be encouraged to be involved in the community and information about the institution and its activities made known to the community through public media and other appropriate mechanisms.   Community perceptions of the institution must be monitored and appropriate strategies adopted to improve understanding and enhance its reputation.

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.)

Sub-Standards

Institutional Policies on Community Relationships
Interactions with the Community
Institutional Reputation

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

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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.

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Standard 11 Relationships with the Community

Contributing to the community must be recognized as an important institutional responsibility. Facilities and services must be made available to assist with community developments. Teaching and other staff must be encouraged to be involved in the community and information about the institution and its activities made known to the community through public media and other appropriate mechanisms. Community perceptions of the institution must be monitored and appropriate strategies adopted to improve understanding and enhance its reputation.

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

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

11.1 Institutional Policies on Community Relationship

The institutions commitment to service to the community must be clearly specified, clear in its nature and scope, supported by policies to encourage involvement and regular reports should be prepared on activities that take place.

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

11.1.1 The service commitment of the institution is relevant to the community or communities within which the institution operates, and included in its mission.

11.1.2 Policies on the institution's service role have been approved by the governing body and these policies should be supported in decisions made by senior administrators

11.1.3 Annual reports are prepared on the institutions contributions to the community.

11.1.4 Promotion criteria and faculty assessments include contributions made to the community.

11.1.5   Websites providing details of institutional structures and activities, including news items of potential interest to potential students and members of the wider community, are provided and kept up to date.

Overall Assessment

Comment_____

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Priorities for Improvement_____

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Independent Opinion

Comment_____

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11.2   Interactions With the Community

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

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

11.2.1 Staff are encouraged to participate in forums in which significant community issues are discussed and plans for community development considered..

11.2.2   The institution and its colleges and departments cooperate in the establishment of community support or professional service agencies relevant to the needs of the community, drawing on the expertise of staff members.

11.2.3   A range of community education courses are provided in areas of interest and need.

11.2.4   Relationships are established with local industries and employers to 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.)

11.2.5   Local employers and members of professions have been invited to join appropriate advisory committees considering programs and other institutional activities.

11.2.6   Continuing contact is maintained with schools in the community, offering assistance and support in areas of specialization, providing information about the institution's programs and activities and subsequent career opportunities, and arranging enrichment activities for the schools.

11.2.7   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 developments.

11.2.8   Advantage is taken of opportunities to seek funding support from individuals and organizations in the community for research and other developments in the institution.

11.2.9   A central data-base is maintained in which records are maintained of community services undertaken by individuals and organizations throughout the institution.

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

Comment_____

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Priorities for Improvement_____

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

Comment_____

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11.3 Institutional Reputation

The reputation of the institution in the community must be monitored and enhanced through provision of reliable and accurate information about its activities.

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

11.3.1   A comprehensive strategy has been developed for monitoring and improving the reputation of the institution in the local and other relevant communities.

11.3.2   Clear guidelines have been established for public comments on behalf of the institution, normally restricting such comments to the Rector or Dean or a media office responsible to the Rector or Dean.

11.3.3   Guidelines have been established for public comments on community issues by members of staff, where such comments could be associated with the institution.

11.3.4   An institutional media office has been established with responsibility for managing media communications, seeking information about activities of the institution of potential interest to the community, and arranging for publication.

11.3.5   Community views about the institution and its activities are sought and strategies developed for improving perceptions.

11.3.6   If issues or concerns about operational issues involving the institution are raised in public forums these are dealt with immediately and objectively by the Rector or Dean or other designated senior members of faculty or staff.

Overall Assessment

Comment_____

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Priorities for Improvement_____

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Independent Opinion

Comment_____

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Self-Evaluation Scales for Higher Education Institutions,V3, Muharram 1437H, October 2015.

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Overall Assessment of Relationships with the Community

11.1   Institutional Policies on Community Relationships

11.2   Interactions With the Community

11.3   Institutional Reputation

Combined Assessment

Comment _____

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Independent Opinion

Comment_____

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Indicators Considered_____

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Priorities for Improvement_____

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