



Umm Al-Qura University's Response to

The Eligibility Document Review

March 2019

Part 1: Executive Summary (No response needed)

Introduction

The purpose of the *T9.1 Notations – Eligibility Document Review* is for the Center to communicate and suggest recommendations for improvement for documents submitted for accreditation eligibility. The Center believes the recommendations provided are important and will significantly advance the quality of the self-study report and other documents if they are implemented successfully.

It must be understood that the basic premise guiding NCAAA is to facilitate a positive and constructive collaboration between institutions and programs and NCAAA. The Center and the institutions or programs are on the same team, have the same goals, and are willing to work hard to achieve the same outcomes. Our goal is to thoroughly prepare all the documents and evidence required for the final evaluation, which is made by an external team of experts.

Summary of the Main Recommendations	
1	It is recommended to complete all required items for eligibility for institutional accreditation in the proper format.
2	It is recommended to have all major documents in English language (such as Student Handbooks, Major Policies and Regulations, Terms of Reference, Faculty Handbook, Strategic Plan, Implementation Plan, Risk Management Plan, Quality Assurance Plan, Surveys, and KPIs). The other documents, which exceed 200 pages, could be included in Arabic with summary report in English for eligibility purposes . Later, external reviewers will ask for all documents in English.
3	The files are too long, taking too much time for downloading. It is recommended to shorten all files (documents) by eliminating all unnecessary pictures, parts written in Arabic language after summarizing them.
4	The SSRI should be augmented with sufficient supporting evidence for its statements and the judgments it contains. All the attachments of SSRI (evidences) need to be provided in English language.
5	It is recommended to check the high-level ratings for all the Standards and Sub-standards.
6	Major documents that need to be approved from individuals, chairs or higher committees; need to have evidence for that (such as signature and name of authorized person, approval date, etc.).
7	Missions of all Programs should be checked for alignment and consistency with the institution mission.
8	Program Goals/objectives for all programs should be properly written together with associated strategies and KPIs.

9	It is recommended that all program and course specifications be reviewed and scrutinized to make sure that learning outcomes are correctly stated under each domain, with appropriate teaching and learning strategies, as well as assessment measures.
10	It is recommended that all notations and recommendations regarding Program Specifications for all programs cited below should be implemented. More or less these notations and recommendations are applied to all Programs' Specifications being offered at UQU University.
11	Notations and recommendations for SSRI should be implemented as soon as possible.
Recommendation & Decision Regarding Eligibility Criteria	
<ul style="list-style-type: none"> - UQU has most of its requirements for eligibility for institutional accreditation as it appears from the SSRI and the submitted documents for eligibility , however most important documents and supporting evidence are in Arabic language. - UQU is given only one month to complete required documents and implement the enclosed notations and recommendations (all Courses' and Programs' Specifications and Reports, SSRI with evidence) in order to accept its eligibility for institutional accreditation and arrange External Review visit. - Most of the programs' and sample of course specifications have undergone deep dive for review, with notations and recommendations for improvement by NCAAA Accreditation Consultant(s) given below. The institution should make the necessary actions to implement these notations and recommendation and resubmit the new revised specifications, together with samples of annual program reports covering different colleges/campuses. - Notations and Recommendations concerning the SSRI are included in this report. If UQU responds positively within one month of receiving NCAAA notations and recommendations on SSRI, then the Institution could be ready for an actual accreditation visit by an external review team by early April 2019. 	

Part 2: Reviewed Documents, Evidence & Related attachments: The documents have been revised and translated.

	Eligibility Documents	Complete	Incomplete	Not Submitted	Notations
1	Final license by approved government institution		X		<ul style="list-style-type: none"> • In Arabic. It is to be summarized and translated to English language.
2	Activities consistent with license or approval		X		<ul style="list-style-type: none"> • Mostly in Arabic. It is to be summarized and translated to English language, identifying the university functions and its scope, colleges and programs offered. • A review process for updating or reviewing the mission statement is needed.
3	Mission approved and consistent with license or approval		X		<ul style="list-style-type: none"> • A summary in English language is needed. •
4	Strategic and actual plans, including a plan for continuous quality assurance		X		<ul style="list-style-type: none"> • Check the typos (e.g., in the Table of contents: External Coljobation, MediAnd Marketing, etc. and page numbering) • Quality assurance plan and risk and safety management plan in English language are needed.

					<ul style="list-style-type: none"> Evidence of approval from the Institution Council in English is required.
5	Availability of policies, regulations and terms of reference		X		<ul style="list-style-type: none"> All policies, regulations, and terms of reference are in Arabic Language. They should be submitted in English language. UQU needs to provide a list and guide/copy of major policies, regulations, committees and councils and their memberships and tasks in the institution in academic and administrative areas (the University Council, committees of the Institute Council, committees responsible for oversight of and approval of programs or major program changes, research development, etc.), and all should be in English.
6	Published guides or handbooks for students		X		<ul style="list-style-type: none"> The document provided is in Arabic. The Institution needs to have student handbook in English. The institution needs to have information in student handbook about available services, student rights and responsibilities, code of conduct, integrity, plagiarism and ethics,

					<p>grievance and complains in English language. English summary is not sufficient.</p> <ul style="list-style-type: none"> • Postgraduate academic procedures Guide, Academic by-laws, Exams by-laws should be in English language.
7	Program specifications for all programs		X		<ul style="list-style-type: none"> • Some program specifications need to be approved from specified individuals and committees, with authorized signatures and dates. • Some program specifications are missing part of required information, or mixing between domains, or having incorrect terminology or information. • Lack of alignments between learning outcome, teaching strategies' and assessment. • Inconsistencies were found between goals, major strategies and measurable indicators. • Methods of Assessment of the program learning outcomes, particularly under Cognitive Skills, should be revisited to reflect the assessment of high level thinking skills.

					<ul style="list-style-type: none"> • Mapping of course learning outcomes with program learning outcomes in all programs need to be done properly. Learning outcomes for field experience need to be reviewed in program specifications to make sure they are written properly.
8	Course specifications		X		<ul style="list-style-type: none"> • All course specifications need to be approved from specified individuals and chairs with signatures and dates. • In general, Course Specifications need to be reviewed and scrutinized to make sure that learning outcomes are correctly stated. • Samples of reports from male and female sections should be provided, assuming that the assessment instruments are the same at the different sections.
9	Regulations and descriptions of processes for program approval, changes, and review		X		<ul style="list-style-type: none"> • What is required is to submit all required documents in English. The documents need to include regulations, description for program and course approval and changes. UQU needs to identify the processes and the various committees responsible

					<p>for the program approval, changes, and review; what kind of changes –major/partial-and who should review them, when, how, etc.</p> <ul style="list-style-type: none"> • Samples of minutes of the meetings of the Higher Curricula Committee that contain major decisions should be summarized in English language.
10	Systems for monitoring quality and improving programs		X		<ul style="list-style-type: none"> • All guide books for monitoring quality and improving undergraduate and postgraduate programs, and quality manual should be in English language. • Samples of KPIs used to review and monitor performance of the institution (main campus and branches) and programs, and measure outputs, and outcomes need to be provided.
11	Central maintenance analysis and reporting of statistical data		X		<ul style="list-style-type: none"> • The document provided is in Arabic. It should be in English language. • Evidence that student’s record system allows for monitoring students’ progress throughout their programs should be provided; statistical data

					<p>required for planning, reporting, and quality assurance, and how university uses it needs to be provided.</p> <ul style="list-style-type: none"> The Institution needs to provide a document that explains validity and reliability of data and types of reports and at what levels, including sample reports of needed statistical data to programs, colleges and central committees of quality. Collected information needs to be explained with samples; such as grade distributions for all courses, mean grade distributions for courses, completion rates, year to year progression rates; total program completion rates for all programs, data required for KPIs, etc.
12	Student surveys		X		All survey questionnaires, the analysis of surveys, and actions for improvement based on the obtained results in English language should be provide.
13	Quality assurance system covering all standards		X		The process of quality assurance covering all standards should be clearly explained in English language.

14	Data on Key Performance Indicators and benchmarks		X		All provided documents should be in English language.
15	Arrangements for comparative benchmarks	X			
16	Systems for maintenance and provision of data, including research (if applicable)		X		Most of the documents are in Arabic language. They should be in English language.
17	Systems for maintenance of data on community service activities		X		<ul style="list-style-type: none"> • A summary report about components of the reporting system that assures availability of all community service data reports and their breaking based on levels and variables needs to be provided, with sample of reports produced for the past 2 years.
18	Students graduated		X		<ul style="list-style-type: none"> • In Arabic language. • Graduation statistics report with complete analysis is required in English language
19	Compliance with standards for accreditation: Self evaluation scales are complete and an initial draft of the SSRI			X	

SSRI Notations & Recommendations

1. EEC-NCAAA			2. Institution Response			3. EEC-NCAAA Feedback					
Pt.	Pg.	Notations and Recommendations	Pt.	Pg.	Responses	1 st		2 nd		3 rd	
						A	R	A	R	A	R
1		<p>General Comments The SSRI is well written and presented. The following notations and recommendations are offered to make the SSRI better presented and informative, particularly for justifying the stated statements and the cited evidence.</p>									
		<p>Since NCAAA Standards are mission-driven and outcome-based (operational outcomes and learning outcomes), the University strategic plan, including vision, mission, strategic goals, objectives, and initiatives/actions is the focal point of writing the SSR. In all sections of the SSRI, including NCAAA Standards and Sub-standards, <u>the report should mention first the related parts of the University mission, goals, or objectives/initiatives and then how they have been achieved.</u></p> <p>UQU needs to show how university mission guided planning and how it was achieved.</p>			<p>Many standards mention university-level strategic planning and how it relates to the area operation. Parts were added to the other standards in order to show how they relate to the strategic planning and vision and mission of the university.</p>						

	<p>The SSRI is too long; the report should be as concise as possible. This means that while it needs to contain all the information that may be needed for the intended audiences, it should also be trimmed of all the unnecessary materials. The report should be self-sufficient, that is, it should be possible to read it on its own, with reference to where the supporting evidence may be found.</p> <p><i>For example, the Completion Rates of Recommendations and the data for KPIs are presented in both tables and graphs; one of them (e.g., table) is sufficient. The other one does not add much information to what has been already depicted.</i></p>		<p>The SSR was revised and edited to eliminate repetitions, and some parts were put in annexes instead of the body of the SSR.</p>							
	<p>The SSRI should provide sufficient supporting evidence, in <u>English language</u>, for its statements and the judgments it contains. This evidence may take the form of data, qualitative information, background documents or any factual information that is relevant to the statements made.</p> <p>The need for conciseness means that this evidence may be mentioned in the</p>		<p>The body of the SSR mentions the relevance of the evidence quoted and then the number of the annex. More evidence has been provided in all standards and integrated with the previous version. Moreover, many documents were translated into English, and some others were summarized in English.</p>							

	<p>body of the report, and then put in an annex or appendix, so it can be consulted when necessary, without interfering with the easiness of reading the report.</p>								
	<p>Since the Institution is operating in different locations and having sections for male and female students, a single report should be provided but any significant differences should be noted and comments made about reasons for the differences and any response that should be made to deal with those differences.</p> <p>The descriptions of procedures should indicate how evaluations were conducted in the different locations/branches.</p> <p>It is important to check that the various campuses' experiences and judgments as well as sections for male and female students are fairly included. It is important not to average conflicting evidence.</p> <p>KPIs need to be reported for male and female sections and then the total, and also for the Main Campus as well as Branch Campuses.</p>			<p>Where relevant, the report mentions the differences between the different campuses and branches, such as, for example Standard 4. Standard 6 also mentions the differences between the library facilities in the different branches. Standard 7 comments on the ongoing projects in different locations. A section was added to the relevant section in the profile to comment on these processes.</p> <p>Moreover, a booklet with detailed questionnaire results and performance indicators data has been prepared.</p>					

<p>SSRI needs to provide more information about Branch Campuses. Comparisons need to be given and could be in attachments with references within SSRI.</p>									
<p>It is recommended to highlight how UQU maintains a unified academic system for applying teaching curricula and research programs for both male and female students and faculty alike in the various campuses. Is each academic department considered a single academic unit or a program in its respective college; hence, its respective department council (containing both female and male faculty) and chairperson are responsible for its academic affairs?</p>			<p>Various measures of unification are discussed in the SSR, including the unified use of NCAAA templates and the unified quality requirements, the internal review visits.</p> <p>There are different structures for departments at UQU. The majority of departments are considered a single academic unit, with departmental councils including both male and female members and offering one or more programs. In some medical colleges, however, different departments participate in offering a single program, but each department is considered an administrative unit, with a chair and a council. This information was added in section 2 of the profile.</p>						
<p>It is recommended to illustrate in detail how UQU integrate the various campuses from the Academic and Administrative perspectives.</p>			<p>The different branches are basically considered colleges, and their deans participate in the university council in the same way the deans of the other colleges do. The staff members and students also participate in the university events and activities. Some</p>						

			supporting deanships, such as the Deanship of Student Affairs and the Deanship of Admission and Registration, have representatives or vice-deans at the branches in order to closely supervise the deanships' duties at the branches. This was also added to section 2 of the profile.						
	<p>Self-Study Process. This section should deal with the self-study process: how it was organized, how the different views were collected and taken into account, the way in which evidence was collected and is now provided as a basis for judgment, indicating who was responsible for drafting the SSR, how it was <u>disseminated and accepted by the different University stakeholders</u>. This section is meant to show the readers of the SSR that the self-study effectively engaged the University community, and thus, the community effectively has a <u>feeling of ownership with regard to its outcomes</u>.</p>		<p>The section of the Self-Study Process mentions briefly the most important aspects of the process and the formation of the standards committees. The section has been expanded with some more details.</p> <p>The university community has been, and will further be, updated about the results of the SSR through a series of events and publications. The feeling of credibility and ownership come from the fact that representatives from all units and colleges were involved in the data collection and writing process, and even at the stage of replying to the latest NCAA comments.</p>						
	<p>The SSR should show how the University is doing with relation to the standards set out by the NCAA. This should be done in such a way that in each case there is an overview of the situation of the University with relation to the</p>		<p>Differences where highlighted, were relevant. However, some standards might not show clear differences between the different branches because of the standardization and centralization of the area of operation,</p>						

<p>standard, plus a short paragraph in which the main differences in <u>each campus</u> can be identified. This means that when analyzing each standard, a <i>profile</i> of the institution is provided, rather than an average, which actually hides both strengths and weaknesses in any given area.</p>			<p>such as Standards 2 and 8, for instance. However, where relevant, the situation on the different campuses was discussed. The discussion based on averages was deleted from the SSR where it masked differences.</p>						
<p>It is recommended to check all tables for consistency, missing data, calculation of percentages and class size for male and female sections, etc.</p>			<p>Checked</p>						
<p>On Pages 125 & 126, “The plan included 3 goals and 5 strategic objectives.” The Third goal “ A university community that is professional in quality” is missing. In Table 3, it is recommended to replace A, B, and C by First, Second, and Third Goal.</p>			<p>Fixed Replaced</p>						
<p>Actions that have been taken to improve the following should be addressed:</p> <ul style="list-style-type: none"> • The low proportion of female faculty members to the number of female students. • The success rate in the first year • The low completion rate of undergraduate students. 			<p>These issues were discussed in different parts of the report, particularly standards 4, and 9. The discussion was enriched with further examples and evidence, mainly (G.9.41, G.4.138, G.4.139). These points will be discussed in the detailed standards responses.</p>						

		<ul style="list-style-type: none"> • The low ratio of students to administrative staff. • The low ratio of operating financial allocations allocated to student services. 								
		Under the heading " <u>Description of the process for the preparation on this standard</u> ", it is recommended to add <u>the specific documents, reports, data and information and how they were collected, the frequency of meetings, etc.</u> the Committee responsible for that particular Standard has used to write it.			Where special forms and arrangements were used, an annex describing the arrangements was attached. (standards 5, 6, 9, and 10). Standard 4 already has a detailed description of the process.					
		Survey data need to be reported particularly on standard 4 with some comparisons across programs, colleges, campuses, females and males, etc.			A report has been attached.					
2	143-155	<p>Standard 1: Mission and Objectives</p> <p>UQU mission statement is " Provision of education, quality scientific research in the service of the community, Hajj and Umrah, and contribution to the development of the knowledge economy in accordance with the 2030 Vision."</p> <p>The inclusion of Vision 2030 in the mission statement might raise questions from the external reviewers, as they are not aware of its content and directions/strategies. It is recommended, for the time being, to</p>			A link to the 2030 Vision has been included in the SSR (profile and Standard 1) for the benefit of the reviewers who are not familiar with the country's project. https://vision2030.gov.sa/en					

		refer to its main characteristics in relation to higher education institutions.									
		<ul style="list-style-type: none"> It is recommended to have all the supporting evidence in English language. 			The major documents have been translated. Most of the less important documents have been summarized in English.						
		<ul style="list-style-type: none"> It is recommended to provide evidence that supports action plans implementations across the university levels (divisions, units) and locations/branches. 	1.2		<ul style="list-style-type: none"> An accomplishment report for 1439 has been attached (G.1.25). Section 1.2 University Annual reports are also attached (G.1.10), and include information of the accomplishments of the different units and the different projects related to the major areas of the mission. In order to follow up the implementation of the strategic plan, the University Rector has established “the Office of Initiative Management and Achievement of the Vision”, which unifies the efforts regarding strategic planning. Annex (G.1.26) and (G.1.27) – Section 1.2 						
		<ul style="list-style-type: none"> It is recommended to provide evidence on linking decisions, 	1.4 1.5		<ul style="list-style-type: none"> Annex G.1.22 includes a list of the university 2030 initiatives 						

		budget and projects with the university mission.			and their operational contracts. (Section 1.5)							
		<ul style="list-style-type: none"> The SES gives this standard 4 stars, while it is 3 stars in the SSR. Explanation is needed. 			Typo fixed to maintain consistency							
		<ul style="list-style-type: none"> In Table 5, UMM Al-Qura University KPI is mentioned under External Benchmark. Please check. 			Fixed							
		<p><i>Usefulness of the Mission Statement:</i> It is recommended that this section deals with how useful the current mission has been in guiding the development of each academic (department/college) and non-academic unit's goals and objectives, with evidence provided about the level of achievement of these goals. It also deals with the strategies to be followed to ensure alignment between the overall strategic objectives and those at the lower levels. In other words, the</p>	1.2		<ul style="list-style-type: none"> The section includes some discussion of how the university mission and strategic objectives have lead to some decisions and how it is the focus and the deriving factor behind many of the university main activities A matrix is provided to show the consistency between the mission statement of the university and that of a sample of university units. (G.1.28) 							

	University needs to establish a mechanism to link the strategic objectives with its organizational units.			<ul style="list-style-type: none"> The different annual reports of the different organizational units used in several parts of the SSRI show the accomplishments of their goals. 						
	It is recommended to provide evidence of strategic objectives achieved, those that were not met completely but are in the process of being achieved (stating intermediate milestones), and those that need further work.	1.2		An accomplishment report for 1439 has been attached (G.1.25).						
	It is recommended that UQU establish a strategic budgeting process whereby resources are allocated based on the strategic importance of the objectives.	1.3		Budgeting is an integral part of strategic planning, and a part discussing this relationship has been added to section 1.4, and a new annex is added (G.1.29)						
	In writing Recommendations for Improvement and Implementation Priorities, be consistent in writing the statements; i.e., start with a verb.			Fixed						
	It is recommended that UQU introduce a more proactive and formal plan to encourage knowledge and use of its Mission to all its stakeholders (internal and external) and monitor feedback to ensure its activities at all levels and within all constituencies are being positively guided in accordance with its strategic plan.	1.3		<ul style="list-style-type: none"> The university takes different measures to make the university aware of its mission statement. It surveys the stakeholders (G.1.18) and publishes the updated vision and mission statements on the website. The process of preparing the new strategic plan TAMKEEN involves the stakeholder much more 						

				<p>actively than before, and a report about the activities done so far is attached (G.1.30) (Section 1.3)</p> <ul style="list-style-type: none"> • The mission consistency matrix (G.1.28) and the accomplishment reports (G.1.25) show awareness among the university units about the mission statement and the universities strategic objectives. 						
		It is recommended that UQU establish a policy to review the Mission, its <u>application and effectiveness</u> , at appropriate but regular intervals.	1.3	<p>The discussion in section 1.3 mentions some arrangements which have been previously taken to review the mission statement, including workshops and surveys. The section has been enriched with the following points:</p> <ul style="list-style-type: none"> • Annual reports and accomplishment reports form a basis for the revision of the mission statement. • The OSM will be responsible for updating the strategic plan, including the mission statement. 						
		It is recommended that the current university-level Mission statement be used to guide operational planning at the local level within various campuses, colleges and departments/ Programs so that these units clearly articulate how their plans will progress the UQU Mission.	1.4	<p>Different parts of the report of Standard 1 illustrate how the mission statement guides operational planning. Some of the examples include the increase in the number of internationally accredited programs (discussed in Standard 3), updating programs (discussed in Standard 4), documenting community</p>						

				service activities (discussed in Standard 11), increased interest in patents (G.1.31) and startup companies, among others. The discussion in section 1.4 has been enriched to include these ideas.						
		All supporting evidences should be in English language.		The major documents have been translated. Most of the less important documents have been summarized in English.						
3	156-171	Standard 2. Governance and Administration								
		All Annexes and supporting evidence should be in English language.		The major documents have been translated. Most of the less important documents have been summarized in English.						
		UQU needs to produce a detailed written description, in <u>English language</u> , for all significant leadership roles throughout its organization, clearly specifying the authority, responsibilities and accountability and reporting relationships (up and down) for each position.	2.2	There are clearly defined organizations guides for the university and for all of the operational units (G.2.1, G.2.44). There is also an Arabic guide for delegation of authority, which clearly explains the different authorities and roles (attached in (G.2.16), and is currently being translated into English. This has been added to section 2.2 of the SSRI.						
		It is recommended that UQU develop and implement an approach for the review of the University Council,	2.7 2,1	Section 2.7 mentions that there is a survey for evaluating the performance of the University Council. A discussion of						

ensuring that this is integrated into institutional quality processes, in order that any weaknesses lead to improvement plans.			this issue is added to section 2.1, together with the recently added surveys of university Vice Rectors and Deans. (G.2.45)						
UQU needs to demonstrate how its risk management system is coordinated between its <u>strategic and budget planning</u> .	2.3		There is a project being prepared for a comprehensive risk management plan (G.2.46), and workshops will be held to discuss and finalise it. This plan has been added to the discussion already in section 2.3						
UQU needs to make sure that appropriately-qualified female faculty members are actively enabled to participate in senior, university- and college-level management committees and meetings, so that their views and expertise are represented in decision-making and they also have access to information-sharing.	2.4		This has been discussed in the introduction of the standard and in section 2.4. The relevant annexes are added to the discussion in the section.						
It is recommended that UQU review its oversight arrangements for the execution of the Strategic Plan, ensuring that the University Council provides appropriate monitoring of strategic implementation. Supporting evidence is needed.	2.3		The University Rector has established “the Office of Initiative Management and Achievement of the Vision”, which unifies the efforts regarding strategic planning. (Annex G.2.47).						
It is recommended that UQU develop a finance sub-strategy in order to align and prioritize available fiscal resources to the university’s strategic ambitions,	2.3		Budgeting is an integral part of strategic planning, and a part discussing this relationship has been added to section 2.3, and a new annex is added (G.2.48).						

	in order to effectively implement its Strategic Plan.									
	It is recommended that UQU introduce an appropriate formal session for all new students, Faculty and Staff upon joining the University, with regard to ethics and integrity.	2.5		There is discussion of this issue in section 2.5. The discussion has been enriched with the efforts the Deanship of Student Affairs does in this regard. Appendix (G.2.49) has been added.						
	It is recommended to make available all UQU policies and regulations, both in <u>English and Arabic</u> , for student affairs, financial affairs, faculty and staff, research and postgraduate studies.			The major documents have been translated. Most of the less important documents have been summarized in English.						
	It is recommended that UQU develop a comprehensive approach to institutional risk management and mitigation, ensuring that this activity is <u>properly resourced</u> .	2.3		There is a project being prepared for a comprehensive risk management plan (G.2.46), and workshops will be held to discuss and finalise it. This plan has been added to the discussion already in section 2.3.						
	It is recommended that UQU set up and implement an appropriate process to ensure periodic review of all its policies and regulations in response to the development processes taken place at the University.	2.6		UQU, as a governmental university, is bound by the government-issued policies. The policies are updated as governmental policies are updated and when need arises. The policies are published on the relevant websites, including https://uqu.edu.sa/en/dsfaculty/59867 This has been added to the discussion in section 2.6.						
	It is recommended that UQU develop, implement, and publish strategies to	2.7		The stakeholder's evaluation of the organizational climate is generally positive, as reflected in the values of API						

	maintain a positive organizational climate.			S2-s2 in section 2.7. The fact that UQU has adopted this indicator as an additional performance indicator shows its interest in maintaining a positive organizational climate. Continuous monitoring of this API will guide the efforts to maintain positivity.						
	It is recommended that KPIs reports include, in addition to the overall level of performance, results for female and male sections as well as different branches, with actions considered based on analyzing the obtained results.			A report has been made and included with the submitted documents.						
	In several additional performance indicators, UQU uses the word “assessment”, e.g., Stakeholders’ assessment of the quality...”. It is recommended to use “evaluation” instead of assessment, as the result is a score/value.			Changed						
	It is recommended to translate Code of Conduct and Code of Conflict-Avoidance as soon as possible to <u>English language</u> .			Translated						
172-214	Standard 3. Management of Quality Assurance and Improvement									
	All supporting documents should be in English language.			The major documents have been translated. Most of the less important documents have been summarized in English.						

	<p>Tables 12 and 13 covering the performance indicators spans 7 pages and does not show much information. It could be included in attached Appendix.</p> <p>Better presentation can be suggested by having the same tables but adding to them the targets, calculated and benchmarked ones, and the new targets, as well as using signal colors (green, yellow, and red), then brief analysis of the illustrative figures.</p>		<p>The tables have been removed and put in an annex.</p>						
	<p>- The SSRI just presents the <u>KPIs for the institution as a whole.</u></p>		<p>A detailed KPI report has been prepared and attached.</p>						
	<p>It is recommended to provide evidence that the academic programs and administrative and academic service units as well as various campuses use selected number of common KPIs through an <u>Annex.</u></p>		<p>KPIs from different academic and administrative units have been attached to the report, such as annex (G.3.53), (G.6.23) and (G.10.14) as well as the main performance indicators manuals, where the data actually was taken from the concerned units.</p>						
	<p>- It is recommended to set up and implement a plan to increase staff awareness and their role in quality assurance, commitment to work, and involvement in evaluation and improvement processes at all levels.</p>	<p>3.1</p>	<p>As mentioned in the report, many faculty members participate in quality processes and committees. Courses are being offered in order to increase their knowledge base and competency. Recently, a plan has been formulated to raise awareness among the general university community, and the plan is</p>						

			attached in (G.3.56). This has been added to section 3.1.						
	UQU has made many improvements through its Quality efforts, however, these will need to be given time to mature. Formal applications for Accreditation will be assessed not only according to whether the policies and procedures exist, but also according to whether they have proven to be effective and sustainable. It is recommended that the University develop and implement a mechanism to continuously monitor the effectiveness of its quality assurance system.	3.3	The UQU quality system has evolved and it includes many components which have been discussed in the report. These components include the internal review system (G.3.6), (G.8.8) and (G.3.33), a KPI system, and QAAS system, and Annex (G.3.57) shows the manuals of those systems.						
	It is recommended to establish complete quality management policies and manuals for academic programs, and administrative and academic services units.		The Quality Manual is attached in (G.3.20) and it explains the roles of colleges and departments as well as the major administrative units. The quality policies have been added to the description of quality arrangements in annex (G.3.58).						
	It is recommended to make sure that for each NCAAA standard and sub-standard, UQU has a set of evidence that is systematically collected, analyzed, reported and used to implement positive changes for improvement. Several evidence of closing-the-loop are needed for proof.	3.5	The internal review reports (G.3.8) and the improvement plans (G.3.59) show evidence of the continuity of the system and of closing the loops.						

	<p>It is recommended that UQU develop a policy and procedures for self-evaluation that ensure that self-evaluation is conducted regularly in a widely participatory manner, leading to focused action plans based on the results, and subsequent implementation of the plans.</p>	3.1	<p>The Quality Manual (G.3.20) includes the policies and procedures of self-evaluation, includes a variety of activities. Also attached is a slide presentation used to discuss the results of the current self-study with the University Council members (G.3.60)</p>						
	<p>It is recommended that UQU develop a systemic approach to communicate to the concerned constituencies the follow-up actions resulting from its quality assurance activities.</p>	3.2	<p>The Quality Manual (G.3.20) includes discussion of the quality and reporting system at various levels. Annex (G.3.61) also shows the survey process, which includes evidence of the communication and reporting processes. This extra supporting evidence has been added to section 3.2.</p>						
	<p>It is recommended that UQU initiate a protocol for Minutes of Meetings that document logistics (e.g. date, time and attendance), decisions and summaries of key deliberations and recommendations, <u>Arabic and English languages</u>.</p>	3.2	<p>An electronic system has been in use for over a year in order to manage the official council meetings. Annexes (G.4.62) and (G.4.63) give an overview of the system. The system is briefly discussed in Standard 2, and the relevant discussion has been added to section 3.2.</p>						
	<p>It is recommended that each administrative and academic service unit define a set of operational outcomes/outputs in line with UQU strategic objectives, assess them, and report on their assessment.</p>		<p>Standard 1 discusses the alignment of the objectives of the different units with the university's mission and objectives. All academic and administrative units prepare annual reports documenting their achievement, as mentioned in several places in the SSRI.</p>						

	<p>It is recommended that UQU extend its quality assurance system to comprehensively address administration and governance.</p>	3.2		<p>The Quality Manual (G.3.20) shows that the quality procedures extend to all types of units, including administrative units. Annex (G.3.64) shows the self-evaluation forms used to evaluate the supporting deanships. This evidence has been added to section 3.2.</p>						
	<p>It is recommended to reflect on the KPIs' results, with identification of cause-and-effect, and the proper actions that have been undertaken. In other wordings, UQU should follow a systematic approach that ensures that root-cause problems are identified and acted upon, (e.g., Tables 14 and 15 with very much fluctuation of results). Again, evidence of closing-the-loop should be provided.</p>			<p>The analyses of the KPIs have been revised to explain the fluctuation.</p>						
	<p>SSRI should provide KPIs data and information on male and female, Main Campus, Branch Campuses. Comparisons need to be given and could be in attachments with references within SSRI.</p>			<p>A detailed KPI handbook has been prepared and attached.</p>						
	<p>Why Actual Benchmark is higher than the new Target Benchmark in some tables?</p>			<p>The typos have been fixed.</p>						
	<p>It is recommended to consider correlating faculty, staff and student satisfaction survey results with UQU overall performance.</p>			<p>The discussion and analysis of the several survey results in the SSRI included how they affect the overall performance of the university,</p>						

				particularly that the values of the performance indicators were taken into account when evaluating the university performance for the purposes of this self-evaluation.						
	<p><i>UQU</i> is recommended to use effectively the central data management system focusing on conducting, collecting and analyzing all quantitative and qualitative data from direct and indirect measures (e.g., surveys, questionnaires, focus groups, etc.) for all UQU academic and administrative units for easy calculation of the exact value of <i>KPIs</i> at the University level, and benchmarking processes.</p>	3.3		<p>The complementarity of the various components of the central data management system is continuously evolving. Recently, the Oracle system has been linked to the survey system and the results of some surveys later appear either on the personal page of staff members (for course evaluation) and or on the oracle system, where the results of all surveys can be accessed at different levels. This is discussed in section 3.3, and further supporting evidence was added including (G.3.65) and (G.3.66).</p>						
5	Standard 4. Learning and Teaching									
215-274	<p>All evidences submitted for reviewing process should be in English language.</p> <ul style="list-style-type: none"> • Titles of all programs should be in English Language. • All surveys and the corresponding results should be in English language. • Sample of Institutional Annual Reports should be in English language. 			<p>The major documents have been translated. Most of the less important documents have been summarized in English.</p>						

	<ul style="list-style-type: none"> • Titles of all evidence should be self-explanatory and in English language. • Samples of Reports on Reviewing the Annual Report of Programs should be in English language. 								
	<p>The policies and initiatives established by UQU for promoting the quality level of learning and teaching should reflect the overall implementation of quality assurance throughout the University, with supporting evidence.</p>	3.1		<p>The policies for controlling the quality of learning and teaching are highly influenced by the requirements of quality assurance as explained different manuals, including the Quality manual (G.4.133), the program updating manual (G.4.134), and the studies and exams by-laws (G.4.47). Many examples of the applications of quality measures are included in the discussion of the standard, including the various reports used, the internal review process, the program updating process, the internal review process, the electronic KPI system, external agreements and partnerships, the encouragement of the programs to obtain international accreditation.</p> <p>There are also different initiatives which have been recently started, as shown in annex (G.4.135). This has been added to section 4.1.</p>					
	<p>Instead of using “the <u>external auditors</u> from National Center for Academic</p>			Done					

	<p>Accreditation and <u>Assessment</u> (NCAAA)", use "the external <u>reviewers</u> from National Center of Academic Accreditation and <u>evAluation</u> (NCAAA)", in the SSRI.</p>								
	<p>In identifying the program learning outcomes, the following is advised to follow:</p> <ul style="list-style-type: none"> • In knowledge domain – use the action verb “demonstrate” instead of the memorizing verbs such as recall, define, list, etc. Such verbs could be used at the course level for the courses offered at the early levels of the curriculum plan. • In other domains, instead of using “illustrate, show, or incorporate”, use action verbs such as “perform”, “communicate”, diagnose”, ... • Within the curriculum, build in practice multiple learning trials for students: introduce, practice, master. <i>Students will perform best if they are introduced to the learning outcome or concept early in the curriculum and then given sufficient practice and reinforcement before</i> 	4.2		<p>A program has been started to train faculty members on identifying and writing learning outcomes, as shown in annex (G.3.136). Moreover, a circulation has been sent to all the departments asking them to revise their learning outcomes (G.4.137). A plan to update all programs and their learning outcomes has been initiated (G.4.138).</p>					

	<p><i>evaluation of their level of mastery takes place. This should be reflected in the Mapping Matrix.</i></p> <ul style="list-style-type: none"> It is important to focus on highly-valued outcomes by including them in multiple courses. Focus on <i>high-priority learning</i>. What are the <i>most important things</i> that students should be able to do after completing your program? What outcomes are <i>faculty passionate</i> about teaching their students?. Therefore, Psychomotor skills should be revisited for all programs. 									
	<p>The learning outcomes for all the programs should be checked thoroughly for consistency with NQF in the various domains of learning.</p>	4.2		<p>Annex (G.3.34) shows a report on the conformity of the programs with the credit hours requirements, as determined by the NQF. The courses given on learning outcomes included information about the NQF and explained what it means for learning outcomes to conform to the framework. The plan to update the learning outcomes (G.3.138) will focus on this issue, too. This plan to update the learning outcomes was added to section 4.2.</p>						

<p>UQU is recommended to present evidence, in English language, on policy and guidelines for the evaluation of teaching effectiveness in delivering the courses for all programs.</p>			<p>The major documents have been translated. Most of the less important documents have been summarized in English. One of the documents which are relevant here is the student surveys, included in (G.3.60).</p>						
<p>Proportion of teaching staff with verified doctoral qualifications is 48.4%, which is very low. It should be around 70%. An action plan should urgently be devised to improve it.</p>	4.9		<p>A plan has been initiated to improve the percentage of PhD holders as a part of a wider plan, as shown in (G.4.139). This is included in section 4.9.</p>						
<p>By examining programs' and courses' specifications, it is recommended that all program and course specifications be reviewed and scrutinized to make sure that learning outcomes are correctly stated under each domain, with appropriate teaching and learning strategies, as well as assessment measures. It is recommended to provide intensive workshops to the faculty on identifying PLOs and CLOs, teaching strategies for the various domains of learning, and the corresponding appropriate assessment measures.</p>			<p>A program has been started to train faculty members on identifying and writing learning outcomes, as shown in annex (G.3.136). Moreover, a circulation has been sent to all the departments asking them to revise their learning outcomes (G.4.137). A plan to update all programs and their learning outcomes has been initiated (G.4.138).</p>						
<p>Table 23 Students' Overall rating on the Quality of their Courses should be supplemented, through an annex, with tables dealing with the main campus</p>			<p>A detailed Performance indicators' booklet has been prepared and attached.</p>						

	and the various branches, so that areas for improvement could be identified and acted upon.									
	It is recommended to ensure that all of UQU's program PLOs are measured against already approved criteria of success and that student achievement of the PLOs in each program is benchmarked internally.	4.5		PLOs are analysed in program reports, and benchmarking is a part of the reports. Some programs assess their students against nationally acknowledge standards, particularly the medical programs. Some further discussion is included in section 4.5.						
	It is recommended that UQU develop clear policies for the diversification of the direct assessment methods of its program LOs.	4.5		The different assessment methods and their variety are discussed in section 4.5.						
	In stead of using the word "assessment" in Average of assessment of the academic program by final year students (on a five-point scale), use "evaluation".			Done						
	It is recommended that UQU encourage academic programs to develop formal processes to identify the educational needs of their students and assist them individually and in groups.	4.6		Section 4.6 discusses various measures for providing assistance to students, including office hours and advising. In addition, some initiatives were started, including the initiative of the Educational Services (G.4.140) and the Deanship of the First Shared Year (G.4.141).						
	In the assessment of PLOs and evaluation of the program objectives, UQU should take into consideration the	4.2 4.4		Many departments have Consultation Boards with some employers and alumni as members, as shown in sections 4.2 and 4.4. An alumni unit has also been						

opinion of alumni and employers, with provided evidence.			established to strengthen the relationship with alumni as explained in section 4.4.						
The first row in Table 34 should be filled.			Done						
UQU should provide evidence on having in place assessment plans and reporting systems on the learning outcomes at university, college, and program levels, and evidence regarding their measurement and level of achievement of them.			The report discussed this issue when discussing the course and program reports written, and samples of these assessment reports are included. These reports are also reviewed by the Unit of Educational Follow-up, and attached are some reports.						
UQU should make sure to provide adequate educational assistance for all campuses and sections of male and female students.	4.6		The study plans are unified among all branches, and help is provided to students at all branches, particularly after the establishment of the Educational Services (G.4.142, G.4.143, and G.4.144).						
UQU should provide more evidence on closing-the-loop; that is actions taken in response to annual program and course evaluation and reports and KPIs' results, together with implementation results.			There are several examples of action taken in response to reports. Some examples are added to the conclusion of the standard.						
UQU should ensure following the NCAA regulations regarding counting the credit hours of the preparatory year courses towards the total credit hours needed to obtain the degree.	4.4		An explanation of the status of the preparatory year at UQU, which has been renamed as the first shared year is added to the conclusion of the standard.						
The institution's mission statement "Provision of education, quality	4.2		The institution's mission statement is an integral part of the UQU identity and is						

		scientific research in the service of the community, Hajj and Umrah, and contribution to the development of the knowledge economy in accordance with the 2030 Vision” should permeate across the institution- division, colleges, administrative and supporting units, programs, courses, and finally students. In order to do that, UQU should first identify clearly a set of graduate attributes that characterize the Institution graduates from others, cast them in a set of learning outcomes that should be included in all programs offered, assessed at program/course level, and report the aggregated results at the program, college, and institution levels.			present at every level, as explained in standard 1. As for the graduates attributes, the graduates are to a great extent influenced by the uniqueness of the university and by some university requirements, as explained in section 4.2.							
		Survey data need to be reported particularly on standard 4 with some comparisons across programs, colleges, campuses, females and males, etc.			A detailed survey and KPI report is prepared and attached.							
6	275-296	Standard 5. Student Administration and Support Services										
		It is recommended to have all cited evidence in English.			The major documents have been translated. Most of the less important documents have been summarized in English.							
		It is recommended that UQU develop and implement a comprehensive			Feedback is provided to students in different forms, as has been explained in Standard 4.							

	approach for providing qualitative formative feedback for all its students.			The students also provide qualitative feedback for the university through the different suggestion forms and through the survey systems, which will be addressed in the following point.						
	<p>It is recommended that UQU conduct satisfaction surveys on all student services and activities it offers at <u>all branches and for male and female sections</u>, present the disaggregated data and then the aggregated one in the SSRI or in <u>Annexes</u>, and show the differences so that the strengths and areas for improvement can be identified.</p> <p>It is recommended that UQU make sure that the effectiveness and relevance of all student services are regularly monitored and evaluated and that student services are regularly improved in response to evaluation. Evidence on closing-the-loop is needed.</p>	5.4		UQU does have surveys on student services and they are available for all students at all branches. This is actually discussed in section 5.4. More reports are being prepared based on these surveys and the data will be published. Other measures taken to ensure continuous monitoring include rounds and complaints boxes. More discussion was added in section 5.4.						
	It is recommended that UQU develop and publish clearly specified rules governing admission with credit from previous studies.	5.1		There are clearly defined regulations, briefly explained in section 5.1, and they are a part of the students' rights and obligations handbook, chapter 2 (G.5.11). Annex (G.5.49) has been added to support the discussion.						
	It is recommended that UQU make sure the orientation process for new	5.1		Orientation programs are held at all UQU branches, as explained in section						

	students is consistently practiced across university branches.			5.1. Reports about events in different branches have been added in (G.5.50).						
	It is recommended that UQU make sure the student record system allows for monitoring student progress throughout their programs and provide such important data to the respective programs to carry out cohort analysis.	5.2		The Oracle system provides the required information to follow up students' progress, and privileges to use the system to view reports are given as needed. Sample screenshots and reports from the system are provided in section 5.2.						
	It is recommended that UQU make sure that its strategic goals/ initiatives (or projects) for provision and improvement of student services and implementation are executed according to the approved action and time plan and that effectiveness of these initiatives are monitored on a regular basis. This should be reflected in the SSRI.	5.4		There are several initiatives in the UQU strategic plan (G.5.52) related to student services, and the implementation is done according to the execution plan (G.5.53). Some discussion of these initiatives is included in section 5.4.						
	UQU is recommended to make sure that adequate provision for academic counselling and for career planning and employment advice is available in all branches, colleges/ departments, male and female sections.	5.5		There are various opportunities for different types of counselling discussed in section 5.5. More evidence is provided in Annexes (G.5.54) and (G.5.55).						
	UQU should provide more awareness sessions for students regarding plagiarism and cheating.	5.3		Several campaigns have been held, including Tabseer, which was a university-wide campaign (G.5.5.16). Some departments hold campaigns, as shown in Annex (G.5.57). Discussion in						

				section 5.3 is enhanced with more examples.						
		UQU is recommended to constantly monitor the extent and effectiveness of student participation in extra-curricular activities, for the main campus and all branches, and provide evidence in the SSRI.	5.6	The effectiveness of extracurricular activities and student participation in student clubs is monitored through participation statistics and surveys, attached in (G.5.56) and (G.5.58)., together with a brief discussion in section 5.6.						
7	297-335	Standard 6. Learning Resources								
		<i>All evidences submitted for reviewing process should be in English language.</i>			The major documents have been translated. Most of the less important documents have been summarized in English.					
		UQU is recommended to conduct Stakeholder evaluation of library and media center survey for <u>all branches and male and female sections</u> , for monitoring, evaluating and improving the quality of library services and resources; present the disaggregated data and then the aggregated one in the SSRI or in Annexes, and show the differences so that the strengths and areas for improvement can be identified.	6.1		The required detailed reports are attached (G.6.107) in section 6.1.					
		UQU is recommended to sustain and increase its commitment to Library and related IT resources, including staff development and up grading, in order			The implementation plan of the Deanship of Library Affairs has been included in the introduction of the standard as Annex (G.6.108).					

		to meet its current Strategic objectives as well as future growth and development plans. This should be set out in a written, detailed and scheduled plan, including financial commitments, as a clear indication of how it will meet this institutional KPI.									
		It is of at most importance to provide adequate number of qualified librarians and staff at the main library and branches, for male and female sections, to help the users.	6.1	As mentioned in section 6.1, there were several requests made out to the university management in this regard, and Annex (G.6.36) shows some of the letters sent.							
8	336-371	Standard 7. Facilities and Equipment									
		UQU is recommended to address the availability of WI-FI throughout the institution (main campus and branches).	7.4	Annex (G.7.34) shows the project of developing internet services, eventhough the services currently cover 95% of the university campuses. Annex (G.7.35) is the execution plan for the Deanship of Information Technology, which also includes sections on improving internet services. This information is added to section 7.4.							
		<i>All evidences submitted for reviewing process should be in English language.</i>		The major documents have been translated. Most of the less important documents have been summarized in English.							
		UQU is recommended to establish and implement an action plan that addresses the identified priorities for	7.1 7.2	There are reports for the progress made in the following priorities:							

		improvement in the SSRI as soon as possible.			<ul style="list-style-type: none"> • Completing the female campus in Abediya (G.7.36), with the completion data set as 20th February 2020 (section 7.1) • Increasing the maintenance budget (G.7.37), (G.7.38), (G.7.39) (section 7.1) • Providing a building for the Deanship of Information Technology (G.7.35) (section 7.4) <p>There are also plans to develop the Directorate of Investment (G.7.40) and (G.7.41) (7.1). Furthermore, the faculty housing system has been improved by following clearly stated policies and guideline, shown in Annex (G.7.42) (introduction).</p>						
		UQU should establish policies and plans for the acquisition of equipment in all campuses and ensure their suitability and adequacy.			UQU applies the same acquisition policies at all its branches. These policies are clarified in Annexes (G.7.5), (G.7.6), (G.7.7), (G.7.8), and (G.7.9).						
		UQU is recommended to implement inventory control for equipment and furniture in a consistent manner throughout the university.	7.3		The measures taken for inventory control are explained in section 7.3. The following Annexes were added: (G.7.43), (G.7.44) and (G.7.45).						
9	372-384	Standard 8. Financial Planning and Management									
		UQU is recommended to develop a comprehensive approach to financial risk assessment, management and mitigation, ensuring that this is	8.3		The following Annexes illustrate the systems used to evaluate and manage risks: (G.8.33), (G.8.35), (G.8.32), and						

	supported with appropriate human and financial resources, and appropriately included in the institution's governance structures.			(G.8.46). The discussion in section 8.3 has been enriched with new evidence.						
	UQU is recommended to consider developing multi-year revenue and expenditure projections informed by a long-term vision of the development of degree programs and student enrollments.	8.1		There are several supporting documents for this practice: (G.8.47), (G.8.48), (G.8.48), (G.8.49), (G.8.50), and (G.8.51). The relevant discussion was included in section 8.1.						
	UQU is recommended to consider developing a budgeting process in which the <u>different campuses</u> , colleges, departments and academic programs are encouraged to develop their own budgets in consultation with the university central leadership, to ensure consistency in operations across campuses.	8.1		Various colleges and departments and units are involved in the budget planning, as explained in section 8.1.						
	UQU is recommended to develop and implement a strategy for diversifying its income streams.	8.1		There is already a plan in progress, as discussed in section 8.1, and the plan is included in Annex (G.8.38).						
	SSRI should explain how the resources for research, education, and community services are determined.			The following Annexes, already used in the discussion, illustrate the way the allocations are made: (G.8.1), (G.8.2), (G.8.8), (G.8.9), (G.8.10), (G.8.11), (G.8.26), (G.8.28), and (G.8.40).						
	UQU is recommended to develop and implement a policy framework that sets out an approach to conflicts of financial interest, ensuring that this includes	8.2		The university follows several policies to eliminate conflict of interest, as explained in section 8.2, and the						

		procedures and regulations covering appropriate steps to mitigate such conflicts.			following Annexes: (G.8.13), (G.8.14), (G.8.25), and (G.8.32).						
10	385-404	Standard 9: Employment Processes									
		UQU is recommended to complete a comprehensive staffing profile for the institution to inform and guide its overall HR activities in line with its strategic plan for educational provision (programs to be offered and estimated student demand) at least the next 5-year period. Who determines the staffing needs for individual colleges and department?	9.1		The employment needs of faculty members are determined by the Vice Rectory of Educational Affairs based on the needs of the different departments and colleges, the cost centers, and the available statistics (G.9.41). A more comprehensive approach to staffing is being developed as a part of the current strategic plan. This discussion has been added to section 9.1.						
		UQU is recommended to make sure that <u>all faculty and staff</u> undergo formal annual appraisal conducted by their immediate superior in which they complete a properly constructed form covering all aspects of their work and performance. SSRI should describe the procedures for performance evaluation and management of poor performance.	9.3		There is a proposed form for the evaluation of faculty members (G.9.42). Non-Saudi faculty and all admin staff are evaluated annually. There is a plan to provide special training for faculty and staff with low evaluation levels. This has been added to section 9.3.						
		All KPIs should be presented as disaggregated data for the various campuses, male and female sections in an Annex, and the aggregated data is			A detailed Performance Indicators and Survey hand book has been prepared and attached.						

	presented in the SSRI with complete analysis.									
	<p>SSRI should explain and provide evidence on:</p> <ul style="list-style-type: none"> a) plans for a more active recruitment strategy, b) effectiveness of the orientation program, c) any attempt in the recruitment process to determine the candidate’s ability or potential as a teacher, d) the mechanism for recruiting distinguished professors, e) the criteria of nominating candidates for attending professional development events (for academic leaders & faculty members), f) satisfaction of male and female faculty members and employee by the rewarding system for outstanding academics or administrative performance, g) the mechanism for recognizing faculty with potential leadership capabilities, h) examples for the major areas of complaints of faculty members, and examples for actions that 	<p>9.2 9.3 9.4</p>		<ul style="list-style-type: none"> a) The Deanship of Faculty and Staff members is currently working on a comprehensive plan for recruitment, which is consistent with Vision 2030. b) Different orientation programs were held and mentioned in the report. As a result of the feedback received, the program has been updated last year, and is still being updated further. c) Determining the candidate’s ability as a teacher happens during the job interviews. This has been added to section 9.2. d) The University recruits distinguished candidates in line with the by-laws and recruitment regulations (G.9.1). e) Nomination for attending professional development events is based on certain criteria, and is done either by the supervisor or by the Deanship overseeing the training, such as the Deanship of Academic Development and Quality of the Deanship of Faculty and Staff. This has been added to section 9.3. 						

		have been taken in some cases (academic leaders)			<p>f) According the Decree of the Minister’s Council about, the Vice Rectorship of Postgraduate Studies and Scientific Research determines the regulations for distinction awards, as shown in (G.9.43). This has been added to section 9.3</p> <p>g) The University is currently working on a system to identify potential leaders, and a committee has been formed to study the nominations for leadership positions (G.9.44). The Deanship of Academic Development and Quality co-ordinates the efforts of training leaders and potential leaders. This has been added to section 9.3.</p> <p>h) The discussion in section 9.4 includes some examples of disputed and disciplinary actions taking. The discussion of this section has been enriched with some new ways to make complaints and suggestions.</p>							
11	405-440	Standard 10. Research										
		<i>UQU is recommended to have its formal institutional research plan</i>			Translated							

	including benchmarked performance indicators and budgeting in English language.									
	All supporting evidence should be in English language.			The major documents have been translated. Most of the less important documents have been summarized in English.						
	UQU is recommended to publish intellectual property policies in English language.			Translated						
	UQU is recommended to establish a well organized and structured database to monitor all the university research activities, <u>internal and external funds</u> , and publications in the University.			Databases have been made to monitor the research activities, and some relevant statistics are in Annexes (G.10.49), (G.10.50), (G.10.51), (G.10.52), (G.10.53), (G.10.61), (G.10.74), and (G.10.75).						
	SSRI should elaborate and provide evidence on:									
	a) any international collaboration specifically supporting research, and to which extent these implemented/ useful/effective are,	10.1		UQU has applied to the International Co-operation Program initiated by Research and Development at the Ministry of Education, and 44 research projects were initially accepted. (G.10.91)						
	b) annual reports published on the overall institutional research performance and <u>action plan and strategies for improvement</u> of percentage of faculty publishing research, research facilities and equipment and	10.1		Annual reports are included in the evidence, see for example Annex (G.10.19) and (G.10.25). Annex (G.10.77) includes the action plan of the Deanship of Scientific Research (added to section 10.1).						

	total annual operating budget for research,									
c)	the rule of research units/centers in colleges; budget for these units,	10.1		There are rules of research centers in (G.10.7).						
d)	data related to male and female research activities and the various campuses,	10.2		The required data is provided in (G.10.78), incorporated in section 10.2						
e)	UG research activities and the various initiatives to encourage joint research between faculty and students,	10.2		Students participate in an annual student research form (G.10.79), and there is a special program to provide support to students going to conferences (G.10.80). (Section 10.2)						
f)	the management process for research proposals, and how these proposals are prioritized,	10.1		The priorities are set according to national needs to support knowledge economy. (Section 10.1 and introduction)						
g)	plans taken to involve industries and external funding resources,	10.3		There are external agreements mentioned in the report. Extra supporting evidence includes (G.10.81), (G.10.82), and (G.10.83). (Section 10.3)						
h)	“Ethics of human / animal research”,	10.1		There is a committee for the ethics of human/animal research, and the adopted bylaws are included in (G.10.84) (section 10.1).						
i)	mechanism UQU uses to investigate fraud or plagiarism,	10.1		There are bylaws for research ethics (G.10.10) as well as a plagiarism detection unit (G.10.85). (Section 10.1)						

	j) any institutional policy specifying the minimum research expectation for faculty members,	10.1		UQU is following the official unified by-laws, and the bylaws of postgraduate supervision (G.10.86) include some requirements. (Section 10.1)						
	k) the support of UQU to its faculty in the area of research in teaching and learning in the various disciplines,	10.1		There is a tree for research specialties, and support for the field of learning and teaching will be included in the support areas in the fourth round of research grants. (Section 10.1)						
	l) teaching load versus time for research activity,	10.1		UQU is following the official unified by-laws, and there is a proposal for counting research as part of the official load (G.10.87) (Section 10.1).						
	m) evaluation of the adequacy of the research facilities/budgeting/ manpower, and equipment made available for faculty to do research,	10.4		The research facilities have been evaluated for the different colleges, as shown in (G.10.88). (Section 10.4)						
	n) the mechanism by which students are included in research: acknowledged, joint authorship.	10.2		There are bylaws for joint publication and protecting the rights of postgraduate studies (G.10.45), as mentioned in section 10.2.						
	o) research policies regarding conflict of interest , ownership of IP and research commercialization,	10.3		The intellectual property bylaws and the mechanisms of research marketing have been discussed in section 10.3. See Annex (G.10.56)						
	p) any action plan to increase the research collaboration with industrial/governmental/private agencies,	10.3		The Deanship has prepared an action plan to increase research collaboration, as can be seen in (G.10.89). Moreover, a proposal has been made to establish an						

				office for technology transfer (G.10.83). (Section 10.3).						
		q) various stakeholders feeling about the university provision of adequate facilities and equipment to support the research activities, and	10.4	The research facilities have been evaluated for the different colleges, as shown in (G.10.88). (Section 10.4)						
		r) comparability of research laboratory facilities and equipment at male and female sections and campuses.	10.4	There is ac committee for labs and facilities (G.10.90). There are also labs for certain colleges as well as the recently opened shared research labs for male and female students. https://uqu.edu.sa/en/App/News/41016						
12	441-454	Standard 11. Institutional Relationships with the Community								
		UQU is recommended to develop a comprehensive policies framework to address the development, monitoring, evaluation, recording, and dissemination of community relationships.	11.1	A proposal has been made to establish a Vice Rectorship for Community Service (G.11.48). This has been included in section 11.1						
		UQU is recommended to pay attention to its reputation by all means, through devising a complete policy and procedures.	11.3	UQU is taking steps towards that, and this is supported by the establishment of the media center (G.11.49) and (G.11.50), and the circulation sent by the Rector about statements to the media (G.11.51). This has been added to section 11.3.						
		UQU is recommended to develop a comprehensive strategy for monitoring	11.3	The UQU strategic plan includes some initiatives on the institution's						

	and improving the reputation of the institution in the local and other relevant communities. A clear strategy on promoting the institution is needed.			reputation. The new strategic plan TAMKEEN will also include initiatives related to this issue.						
	UQU is recommended to set up a mechanism (central database) to document community service activities and engagement at the university level (main campus and branches) and prepare reports on such services.	11.2		A proposal has been made to establish a central data base, as shown in section 10.2, Annex (G.11.2), and the proposal is being followed up. Currently, community service activities are documented in annual reports.						
	UQU is recommended to develop and disseminate policies and procedures for staff covering external communication with the public and media.	11.3		A circulation sent by the Rector about the regulations of faculty members giving statements to the media (G.11.51). This has been added to section 11.3.						
	The SSRI should elaborate and provide evidence on: 1. the processes of registering community services activities, 2. a measure to see how effective these programs through feedback surveys and using the results for improvement, 3. how students are encouraged to participate in community activities, what they do, and what they get out of it, 4. the processes of keeping in touch with its alumni,	11.2		These points have been addressed in the report. However, there has been progress made regarding the relationship with alumni, shown in Annexes (G.11.52), (G.11.53) and (G.11.54). The new supporting evidence has been added to section 11.2.						

	<ul style="list-style-type: none"> 5. strategies in place to increase staff and student participation in community activities, 6. assessing community needs for interactions, 7. engaging the local industries and employers in identifying their needs, 8. monitoring community reactions (i) to UQU outreach activities and (ii) to the university more generally, and 9. encouragement of faculty members to attend seminars or forums that are discussing community issues. 									
13 455	H. Independent Evaluations This section is complete. Attach the reviewers' CVs.			Attached.						

Self- Evaluation Scales Report Recommendations

1. EEC-NCAAA			2. Institution Response			3. EEC-NCAAA Feedback					
Pt .	Pg.	Notations and Recommendations	Pt.	Pg.	Responses	1 st		2 nd		3 rd	
						A	R	A	R	A	R
1		Well done. However, the assigned stars should be revisited.	1		The stars have not been changed because more evidence has been provided to support the self-evaluation.						

Program Specifications Recommendations:

1. EEC-NCAAA			2. Institution Response			3. EEC-HES Feedback					
Pt.	Pg.	Notations and Recommendations	Pt.	Pg.	Responses	1 st		2 nd		3 rd	
						A	R	A	R	A	R
		Folder 7.7 is empty.			Fixed						
1		Program specifications need to be in English with exception to Arabic and Islamic Studies programs. Specs written in Arabic need to have summary in English for each program that includes program name, content, credit hours and learning outcomes.			All programs being taught in Arabic were asked to provide the required summary.						
2		It is recommended to make sure all program specifications are complete because some information is missing from some of them (e.g., Computer Science).			The program specifications were reviewed and the departments were asked to complete the missing sections.						
3		It is recommended to make sure all program specifications are approved by authorized individuals / committees, with name and signature and approval date included, (e.g., Computer Science, Computer Engineering, Medicine & surgery).			All departments have been asked to provide officially approved copies.						
4		The titles of all documents should be in English language.			Done for the attached samples						
5		Learning outcomes for field experience need to be reviewed in program specifications to make sure they are written properly. For example in Mechanical Engineering Program, statements such as “Enhance the individual skills...” , “Gain analytical...” ,and in Nursing Program “Introduce			Targeted feedback was given to the concerned departments and courses on program learning outcomes were offered to faculty members from different colleges.						

	<p>students to..." are learning objectives not Program Learning Outcomes.</p> <p>It is recommended to use measurable action verbs (consult bloom's Taxonomy) in setting the program and field experience learning outcomes for all programs.</p>									
6	<p>The mission statements for the programs should be consistent and aligned with the institutional mission, covering the three main functions of the institutions, according to NCAAA Standards. The goals are derived from the mission statement. The missions and the related goals/objectives of most of the Programs deal <u>only</u> with student learning experience (student education) and learning goals/objectives. It is recommended to revise the mission and goals/objectives for all Programs. Furthermore, the strategies set up to achieve the goals/objectives and the corresponding KPIs should be properly stated and carefully selected. Therefore:</p> <ul style="list-style-type: none"> - It is recommended to revisit all programs' mission and goals, reword, and align them with institution mission. - It is recommended align the objectives with the goal(s). They need to be checked. - Measurable objectives, performance indicators, and major strategies should 			<p>A circulation was sent to the programs asking make sure to revise their mission statements and program specifications accordingly.</p>						

		be aligned, carefully identified and properly written.									
7		It is recommended for all programs to check the inclusion of learning outcomes that cover ethics, leadership practice, and life-long learning, in the Interpersonal Skills & Responsibility Domain.			Programs were asked to make sure this is included in the program specifications, and emphasis was put on this point during the training provided.						
8		<p>In identifying the program learning outcomes for all programs in the Knowledge Domain, it is recommended to use the action verb “demonstrate” instead of the memorizing verbs such as recall, define, list, etc., (e.g., Nursing, Using such verbs at the program level give bad impression about the abilities of the graduates, just remembering and memorizing. However, such verbs could be used at the course level for the courses offered at the early levels of the curriculum plan.</p> <p>All learning outcomes in the Knowledge Domain for all Programs should be rewritten in the proper format. They should cover the main topics (theories, principles, concepts, facts, etc.) dealt with in the curriculum; use “Students/Graduates will be able to demonstrate sound knowledge of”.</p>			This issue was addressed in the training provided.						
9		<i>Alignment of courses’ learning outcomes with the program learning outcomes (mapping) should be done properly. You first introduce the learning outcome, then give the chance to the</i>			All programs were asked to revise their program matrixes. The issue was briefly discussed in the learning outcomes						

		<i>students to practice it, and then to master it. So, use Introduced, Profession or Practice, and Advanced/Emphasized/Mastered, and then where the assessment is carried out.</i>			training courses, and more training will be provided on matrixes and learning outcomes KPIs in the coming weeks.						
10		<i>E. Regulations for Student Assessment and Verification of Standards</i> Needs to be rewritten properly for all Programs . It should deal with assessment of student learning achievement rather than grading. There should be elaboration on verification of standards of achievement, and setting the standard of success.			This issue was brought up during the training and was included in the circulation sent to the programs.						
11		Field Experience learning outcomes should be identified and mapped to the Program learning outcomes.			This issue was brought up during the training and was included in the circulation sent to the programs.						
12		Psychomotor Domain: Psychomotor behaviors are performed actions that are neuromuscular in nature and demand certain levels of physical dexterity. All learning outcomes under psychomotor domain should be rewritten using the proper verbs in all programs that emphasize psychomotor skills.			This issue was brought up during the training and was included in the circulation sent to the programs.						
<i>Notations and Recommendations for samples of programs are given below. However, they are applicable on all programs offered in Arabic or English language.</i>					The comments below were passed on to the respective programs. Intensive workshops were held with these programs, and technical support and guidance were provided to them.						

13		<p>All learning outcomes for all Engineering Programs are based on ABET Criterion 3, which are general criterion related to any graduate from an engineering college.</p> <p>It is recommended to review Curriculum Criterion for each program, and devise 2-4 learning outcomes from it to suit/reflect on the specific discipline undertaken, and then add them to the Criterion 3.</p>			<p>The comments were passed on to the programs. Intensive workshops were held and technical support and guidance were provided to them.</p>						
14		<p>Nursing Program</p> <ul style="list-style-type: none"> • Only one Program Specifications, which is the latest should be provided. • The learning outcomes for Nursing Program should be corrected. “Report efficiently in verbal and written professional communication” is not cognitive skill. “Practice within the ethical, cultural, and professional standards.” Should be under Interpersonal Skills & Responsibility. • Words such as Merge, Learn, and Stick are not measurable action verbs. • “Formulate a nursing care plan based on patient needs assessment. And “Implement the suitable nursing care modalities to meet the patient’s health needs.” Should go under Cognitive Skills. • Program learning outcomes mapping matrix should be done properly. Use 			<p>The comments were passed on to the programs. Intensive workshops were held and technical support and guidance were provided to them.</p>						

		Levels: I = Introduction P = Proficient A = Advanced.									
15		<p>Computer Science and Computer Engineering</p> <ul style="list-style-type: none"> Setting the program learning outcomes in the NQF 5 domains of learning is not done properly. For example, Computer Science Program that adapted ABET a to k learning outcomes, which are actually for Engineering Programs not Computer Science Programs: “an ability to apply knowledge of mathematics, science, and engineering” and “an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice” do not belong to Knowledge Domain of Learning. “an understanding of professional and ethical responsibility” Is not measurable learning outcome. Program learning outcomes mapping matrix should be done properly. Use Levels: I = Introduction P = Proficient A = Advanced. The same comments are applied to Computer Engineering Program. No field Experience for Computer Science Program! 			The comments were passed on to the programs. Intensive workshops were held and technical support and guidance were provided to them.						
16		<p>Dental Medicine and Surgery Program</p> <ul style="list-style-type: none"> The learning outcomes for Dental Medicine and Surgery Program should be 			The comments were passed on to the programs. Intensive workshops were held and						

		<p>revisited. You may consult the following organizations/agencies: Council of European Dentists; European Dental Students' Association; General Dental Council; British Association of Dental Hygiene and Therapy; American Dental Association (ADA); Association for Dental Education in Europe (ADEE); Saudi Council for Qualifications of Health Professions (NQFW); NCAAA.</p> <ul style="list-style-type: none"> • Communication and leadership are missing. • Mapping of course learning outcomes with program learning outcomes is not done properly. 			<p>technical support and guidance were provided to them.</p>						
17		<p>Pharmacy and Pharm D. Programs</p> <ul style="list-style-type: none"> • The verbs "Exhibit, Display, Carry out, Supply, Show, Understand, Know, Engage, Enhance" are not measurable action verbs. Check Bloom's Taxonomy. • Mapping of course learning outcomes with program learning outcomes should be revisited. 			<p>The comments were passed on to the programs. Intensive workshops were held and technical support and guidance were provided to them.</p>						
18		<p>Medicine & surgery Program</p> <ul style="list-style-type: none"> • The Program Specifications should be filled properly. • "Exercise, Commitment, Acknowledge, Give, Display, Consider, Keep, Obtain" is not action verb. It is recommended to use high level thinking verbs in setting 			<p>The comments were passed on to the programs. Intensive workshops were held and technical support and guidance were provided to them.</p>						

		<p>the learning outcomes in the Cognitive Domain.</p> <ul style="list-style-type: none"> • NQF has only five domains. The sixth domain considered should move after correcting the verbs to be under Interpersonal Skills & responsibility. • Measures/methods of Assessment of the program learning outcomes, particularly under Cognitive Skills, should be revisited to reflect the assessment of high level thinking skills. • Curriculum mapping should be filled properly. 								
19		<p>Business Administration Program</p> <ul style="list-style-type: none"> • Specifications should be rewritten. Careful attention should be given in filling the template; • LOs should be revised and casted in the proper format (consult AACSB and NCAAA for examples); • Mapping matrix should be filled properly. 			The comments were passed on to the programs. Intensive workshops were held and technical support and guidance were provided to them.					
20		<p>English Program “Show and Coduct” are not measurable verbs.</p>			The comments were passed on to the programs. Intensive workshops were held and technical support and guidance were provided to them.					
21		<p>Medical Physics Program</p> <ul style="list-style-type: none"> • Knowledge Domain should be corrected. • c1. Summarize the different procedures of imaging. c2- justify the essential parts 			The comments were passed on to the programs. Intensive workshops were held and					

		of different clinical situations and formulate a strategy for the optimum setup of each clinical situation. These are not Interpersonal Skills & Responsibility			technical support and guidance were provided to them.						
22		Chemistry Program <ul style="list-style-type: none"> • Learning outcomes such as “skills in the employment of common conventions and standards in scientific writing”, “data presentation, and referencing literature; “problem-solving skills”, “relating to qualitative and quantitative information” are not properly casted as a learning outcomes. • Mapping is not done properly. • Table for LOs, Teaching Strategies, and Assessment Methods is missing. 			The comments were passed on to the programs. Intensive workshops were held and technical support and guidance were provided to them.						
23		Physical Therapy All learning outcomes need revision. Psychomotor should be checked thoroughly			The comments were passed on to the programs. Intensive workshops were held and technical support and guidance were provided to them.						

Course Specifications Recommendations

1		From examining the submitted courses' specifications from different programs/colleges, the following notations are offered.			The Deanship of Academic Development and Quality has offered several training courses on learning outcomes, giving special emphasis and
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		<ol style="list-style-type: none"> 1. It is recommended to rewrite the course intended learning outcomes (CLOs) under each NQF domain, by using suitable and measurable verbs that reflect the learning outcomes of the course being considered. (Follow the NCAAA instruction on how to write the LOs under each domain). 2. In setting the learning outcomes in the Psychomotor Domain, action verbs such as align, place, balance, repeat, grasp, hold, and repeat can be used. 3. It is recommended to map course learning outcomes with the student (program) learning outcomes (SLOs). This is to ensure that, in aggregate, the Courses address all the Program learning outcomes. 		<p>focus on the points mentioned in the report. The programs were asked to revise their learning outcomes accordingly.</p>
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