

KINGDOM OF SAUDI ARABIA
Ministry of Higher Education
NAJRAN UNIVERSITY



Collage of Pharmacy

Pharmaceutical Sciences Program

Self Evaluation Scales



Self -Evaluation Scales for Higher Education Programs

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Self Evaluation Scales for Higher Education Programs

Introduction

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

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

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

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

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

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

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

The National Commission for Academic Accreditation & Assessment in Saudi Arabia has developed a set of standards for quality assurance and accreditation of higher education institutions and programs in eleven general areas of activity.

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

11. Relationships With the Community

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

The standards are described with several levels of detail. First, there are general descriptions for each of the eleven major areas of activity. Second, these are broken down into sub-standards dealing with requirements within each of the major areas. Third, within each of those sub-standards there are a number of good practices that are carried out in good quality institutions. To evaluate performance in relation to the standards, a college or department offering the program should investigate whether these good practices are carried out and how well this is done. These self evaluation scales have been prepared to assist in this process. In this document the groups carrying out the evaluation of the program are asked whether the particular practices are followed, and to rate the quality of these practices in the program on a five point rating scale. Their judgments of quality must be based on appropriate evidence including at least some comparisons with other comparable programs in their own and other institutions on important items. The development of internal systems to provide that evidence is an essential requirement for an institution's quality assurance system. Unless adequate sources of evidence are available a program cannot be considered for accreditation.

To be granted accreditation it is necessary for evidence of good quality performance to be provided in relation to all the eleven general standards and with all of the subsections of those standards. There is one exception. A higher education college or university is expected to meet the standards for research (though the expectations for research are considerably higher for a university). However a community college offering only the first two years of higher education is not required to meet the research standards.

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

A description of the eleven general standards as they apply to programs is provided in this document together with some comments on possible performance indicators and kinds of evidence that could be considered in determining quality of performance in relation to those standards. Further guidance on the use of the standards for monitoring performance and preparations for accreditation is given in *Handbook for Quality Assurance and Accreditation in Saudi Arabia* prepared by the Commission.

Relationships between Standards for Institutions and Standards for Programs

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

Activities relating to the standards fall into three categories.

- Those that are institutional and have no impact or only very indirect impact on programs. Examples include the management of extra curricular activities or the attractiveness of buildings and grounds. These are not considered in looking at the application of the standards to programs.
- Those that are general institutional activities with a major impact on programs. Examples would be the provision of learning resources through a library or the processes for employment and promotion of teaching staff. These should be considered in evaluating a program as they impact on the program concerned. For example whether the library provides the services needed for the particular program



being considered, or whether appropriately qualified and experienced faculty and staff are available to teach in the program. The quality of a program is affected by these things regardless of who is responsible for administering them. Evaluation of these functions in an institutional evaluation would be broader and consider the quality of management and services provided for the institution as a whole and how effectively they support all programs throughout the institution.

- Those that relate directly to the planning and delivery of programs. Examples would be the appropriateness of intended learning outcomes for students and the quality of teaching in the program. For an institutional evaluation these things should be looked at within all programs, and then a judgment made about strengths and weaknesses in the institution's programs as a whole. This would normally be done by getting a profile of performance at the level of departments or colleges, and then preparing a report identifying similarities and differences and overall performance for programs in general.

In this document a selection has been made of the things that should be considered in relation to evaluation of programs. They include the matters described in the second and third categories above.

Special Requirements for Specific Fields of Study

These standards are expressed in general terms and apply to all programs in higher education.

In addition it is necessary for programs to meet any special requirements that apply to specific fields of study. This is particularly relevant to professional programs that must prepare students to practice as skilled professionals in their chosen field. For example, a program in medicine must develop all the knowledge and skill required of a medical practitioner, and a program in civil engineering must develop the abilities required of a civil engineer.

The general standards include a requirement that plans for a program are developed after considering relevant academic and professional advice. Consequently for a judgment to be made about the accreditation of individual programs it is also necessary to consider any special requirements that are applicable to particular fields of study.

This can include consideration of what is done at other good institutions offering similar programs or advice from senior staff at such institutions. For a professional program it should also include consultations with experienced professionals in the field of activity familiar with any special requirements for working in the Kingdom of Saudi Arabia. Specific field of study requirements are being developed by the Commission but are not yet available. However an important additional source of advice is the standards set out by relevant international specialist accreditors in a number of different professional fields.

Notes on What Constitutes a Program

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

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

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



A program offered on a remote as well as on an institution's main campus should be dealt with in the same way, that is, information should be obtained about the program in each location and then combined in a single report that identifies any significant variations.

The same principle applies to a program offered either on-campus or through distance education. That is, information should be collected for programs in each mode of delivery, and reported in a way that shows clearly any differences found. There are also a number of additional matters that relate to distance education and the distance education portion of the program must be considered using the standards for distance education that have been developed by the Commission.

If a program on a remote campus or one offered by distance education is specifically designed as a different program from one on an institution's main campus or is offered through distance education processes an institution may request that it be treated as a different program and evaluated separately for accreditation. The Commission may agree to this being done, but will normally require that the academic award granted have a different title, and that all elements of the program have been formally considered and approved by the institutions senior academic committee as a separate program. If this requirement is met and the Commission agrees to consider it as a separate program it will require that all the processes for preparation and review be carried out separately and the decision on accreditation will make clear which program they apply to. In this situation any misrepresentation that a non-accredited program of this sort has been accredited will be regarded as a serious offence.

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

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

A bachelor degree program to prepare a student as a civil engineer would be regarded as a different program from one to prepare a mechanical engineer, even though there may be some courses that are common to both. Similarly, if a student had completed the bachelor degree program and wished to take a post graduate program leading to a master degree or a doctorate in the same general field that would be regarded as a separate program. The test in these examples relates to there being a qualification that is regarded as being complete in itself, and in the case of a professional program, qualifying the person who has taken the program for professional practice in the field. The distinction does not necessarily relate to organization of an institution or college into departments. In the particular example given it is likely that a civil engineering department would offer both the undergraduate and the postgraduate programs. It would also be possible if an institution wished to organize itself in that way for a single department to offer programs in both civil and mechanical engineering.

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

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



Guidance on the planning and review of new and existing programs to meet these requirements is provided in Chapter 2 of Part 2 of the Handbook for Quality Assurance and Accreditation in Saudi Arabia.

Evidence of Performance

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

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

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

Interpretations of evidence can also be unreliable, and to guard against this it is recommended that groups that undertake evaluations in relation to the standards include some people who have been involved in the activity concerned, some who are the recipients of the service provided (e.g. students, or members of other departments for which service courses are provided) and also some who are familiar with that kind of program, but are not directly involved. As a further safeguard it is recommended that the final judgments be reviewed by someone who has not been involved in the initial evaluation as a check on whether the interpretations seem reasonable in the light of the evidence provided.

Performance Indicators

A wide range of kinds of evidence can be considered. However as part of the evidence to be used decisions should be made about some specific items of information that can be expressed in quantitative terms and used as performance indicators. These should be identified in advance as part of planning processes. For example when major goals or objectives are established specific indicators should be specified so achievement of those goals and objectives can be monitored on a continuing basis. It is also important for an institution to identify some key performance indicators that will be used consistently by departments and colleges throughout the institution to monitor their own performance, provide for comparisons of performance between departments and colleges, and permit university committees and senior administrators to monitor the quality of programs throughout the institution on a continuing basis. Data on these indicators should be collected in standard form and retained within the department and also in a central data base so there can be comparisons within the institution and over time. An evaluation of the effectiveness of these processes will consider whether appropriate indicators have been identified, whether the data is consistently collected and recorded, and whether the information is used in monitoring and analysing quality of performance.

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



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

Good Practices Relevant to More than One Standard

Within each standard and sub-standard a number of statements are made about things that should be done if the standard (or sub-standard) is being met. Many of these statements appear in several different places. This should not be regarded as unnecessary duplication, but rather as a result of the fact that a number of practices are relevant to more than one standard. For example, an expectation that teaching staff be involved on a continuing basis with scholarly activities that ensure they remain up to date is relevant to Qualifications and Experience of Teaching Staff (Standard 4.8) and also to Personal and Career Development (Standard 9.3), and an expectation that standards of learning outcomes should be checked against the National Qualifications Framework and standards at other comparable institutions is relevant to the standard for Management of Quality Assurance and Improvement (Standard 3) and also to the sub-standards for Student Learning Outcomes (Standard 4.1) and Student Assessment (Standard 4.4).

Standards for Distance Education Programs

This document has been prepared for programs through conventional and largely campus-based instruction. For programs through distance education methodology there are some different expectations that relate to that mode of teaching. The standards for distance education or dual mode or blended instruction (a combination of conventional and distance education) standards are set out in separate publications available from the Commission.

Using the Self Evaluation Scales

High quality standards can only be achieved by honest evaluation of performance and commitment to improve, and by action planned and taken by those offering the program and providing the services on which it depends. In recognition of this teaching and other staff responsible for various activities should evaluate their own performance in comparison with generally accepted standards of good practice. Although every effort should be made to form valid and reliable judgments based on evidence, a number of these evaluations will involve subjective judgments and to avoid an illusion of precision and discourage a misleading aggregation of total numbers in a single “quality score” it is recommended that a starring system be used for rating these quality evaluations. It is expected that these self evaluation scales will be used by institutions and by those responsible for programs in their initial quality assessment, their continuing monitoring of performance, and in their more extensive periodic self studies prior to an accreditation review by the Commission.

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

The level of compliance with each standard and sub-standard is judged by the extent to which the good practices are followed and how well this is done.

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

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

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

Y – yes, the practice is followed; or

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

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

The evaluations relate to:

The extent and consistency with which processes are followed;

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

The effectiveness of what is done in achieving intended outcomes.

Using Stars for Evaluations

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

Improvement Required

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

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

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

Good Performance

Three Stars—The practice is followed most of the time. Evidence of the effectiveness of the activity is usually obtained and indicates that satisfactory standards of performance are normally achieved although there is some

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

High Quality Performance

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

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

Converting Survey Responses to a Starring System.

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

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

Combining Ratings on Individual Items to Develop a Broader Evaluation

The quality ratings of specific practices can be combined to guide broader judgments about an institution's performance in relation to the groups of items that are shown as components of each general standard, or to each broad standards as a whole. This can be done by averaging the number of stars, ignoring the items marked NA and counting items where the practice is relevant but not followed as zero.

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

Aggregating Evaluations to Obtain an Institution-Wide Overview

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

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

Priorities for Improvement

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

Indicators as Evidence of Performance

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

Expected Standards of Performance

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

While the document is intended primarily to assist in evaluations and planning for improvement within institutions it also establishes levels of performance that are considered necessary for accreditation. For this purpose the basis of judgment will be at the level of the broader standards rather than the precise assessment of performance in relation to each individual practice. In general a one or two star rating on a standard is considered unsatisfactory and three stars is a minimum acceptable level of performance. However as noted above not all functions are of equal importance in accreditation judgments and the particular circumstances of an institution, and its strategies for development, will be taken into account.

Relative Importance of Different Standards

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

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

Independent Verification of Evaluations

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

Provision is made in the scales for independent opinions to be given by a person familiar with the type of

activity, but independent of those responsible for it, and whose judgment is respected. For many items during annual evaluations these independent opinions could be given by a person nominated by a dean or department head, such as a colleague from another department within the institution. For major judgments on important items, for example in a program self study prior to an external review for re-accreditation of a program, greater independence may be required.

Note on Terminology

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

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

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

Standard 1 Mission Goals and Objectives

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

Sub-Standards:

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

Comment and General Description of Good Practice

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

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

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

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

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

Evidence and Performance Indicators

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



Standard 1 Mission, Goals and Objectives

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

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

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

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

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

- | | | |
|---|---|------|
| 1.1.1 The mission for the program is consistent with the mission of the institution. | Y | **** |
| 1.1.2 The mission establishes directions for the development of the program that are appropriate for a program of its type and for the needs of students in the context for which they are prepared. | Y | **** |
| 1.1.3 The mission is consistent with Islamic beliefs and values. | Y | **** |
| 1.1.4 The appropriateness of the mission is explained in an accompanying statement commenting on significant aspects of the environment within which it operates. (which may relate to local, national or international issues) | Y | **** |

Overall Assessment

Comment: The final mission has been developed to meet that of the University through a series of steps. The faculty has made substantial efforts to raise the awareness of students, faculty members, and staff about its mission statement. The vision, mission and intrinsic values were approved by the college board decree number (36/8/33/34) in 19/05/1434 H.

Priorities for improvement: Improve the satisfaction of staff members, labor market with the vision and mission.

Independent Opinion

Comment

You need to provide some evidences and comparative studies to confirm the relation with university mission and the consistency with Islamic beliefs instead of giving opinions

1.2 Usefulness of the Mission Statement

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

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



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

y	****
y	****
y	****

Overall Assessment

Comment: It is evident that the mission statement has contributed to the development of goals of Pharmaceutical Sciences program. For instance, the focus on creative thinking and the optimal use of technology are translated in many activities carried out in the program in addition to the efficacy of projects of the strategic plan.

Priorities for improvement:

Finishing the projects of the second phase of the strategic plan

Independent Opinion

Comment you need to do questionnaires for staff and students asking about clarity, specificity and achievability of the mission. And based on that you can decide about the scores of the above questions

1.3 Development and Review of the Mission

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

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

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

Y	****
Y	****
Y	****
Y	****

Overall Assessment

Comment: The final mission is well understood and is being implemented by the academic departments in the collage. Nonetheless, when comparing with the previous year, it is clear that the level of awareness has improved since efforts have been made to direct attention toward the mission by using posters, bulletin boards, presentations and meetings.

Priorities for improvement: The mission needs to be shortened according to the independent opinion in revision of program specification.

Independent Opinion

Comment show some corrections and modifications done based on the stakeholder opinions



1.4 Use Made of the Mission Statement

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

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

1.4.1 The mission statement is used as a basis for a strategic plan for development of the program over a medium term planning period. (normally five to seven years)

Y

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

Y

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

Y

Overall Assessment

Comment: After the completion of the final wording of the vision, mission and core values of the college, the strategic plan team prepare the operational plan for the implementation of the overall strategy. The academic program is designed to build on the study plan of the College. The operational objectives were also formulated in order to improve the program and fulfill its mission.

Priorities for improvement: The focus should be in involving the students and staff in the implementation of the mission and objectives rather than limiting the focus to raising their awareness.

Independent Opinion

Comment :

Provide some decisions and college board decrees that mention the mission as a reference

1.5 Relationship Between Mission, Goals and Objectives

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

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

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

Y

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

Y

1.5.3 Goals and objectives for the development of the program are reviewed periodically and modified if necessary in response to results achieved and changing circumstances.

Y

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

Y

Overall Assessment

Comment: After the completion of the quadrante analysis of the internal and external environment in addition to the analysis of the gap between reality and the desired future of the college, strategic goals that can transfer the college to the hoped situation and achieve its mission are performed. A teamwork through brainstorming sessions has translated the goals into strategic objectives and



put a number of operational objectives and performance indicators to achieve each strategic objective

Priorities for improvement: raise the percentage satisfaction for performance indicators to achieve each strategic objective

Independent Opinion

Comment

you need to provide a comparative study referring certain goals to certain statements mentioned in the mission and how these goals and objectives cover all dimensions of the vision and mission.

Overall Assessment of Mission Goals and Objectives

1.1 Appropriateness of the Mission

1.2 Usefulness of the Mission Statement

1.3 Processes of Development and Review of the Mission

1.4 Use Made of Mission Statement

1.5. Relationship Between Mission, Goals and Objectives

Combined Assessment

Comment:

- 1- The final mission has been developed to meet that of the University through a series of steps. The faculty has made substantial efforts to raise the awareness of students, faculty members, and staff about its mission statement. The vision, mission and intrinsic values were approved by the college board decree number (36/8/33/34) in 19/05/1434 H.
- 2- It is evident that the mission statement has contributed to the development of goals of Pharmaceutical Sciences program. For instance, the focus on creative thinking and the optimal use of technology are translated in many activities carried out in the program in addition to the efficacy of projects of the strategic plan.
- 3 - The final mission is well understood and is being implemented by the academic departments in the collage. Nonetheless, when comparing with the previous year, it is clear that the level of awareness has improved since efforts have been made to direct attention toward the mission by using posters, bulletin boards, presentations and meetings.
- 4- After the completion of the final wording of the vision, mission and core values of the college, the strategic plan team prepare the operational plan for the implementation of the overall strategy. The academic program is designed to build on the study plan of the College. The operational objectives were also formulated in order to improve the program and fulfill its mission.
- 5- After the completion of the quadrante analysis of the internal and external environment in addition to the analysis of the gap between reality and the desired future of the college, strategic goals that can transfer the college to the hoped situation and achieve its mission are performed. A teamwork through brainstorming sessions has translated the goals into strategic objectives and put a number of operational objectives and performance indicators to achieve each strategic objective

Key Indicators

- 1- %_response to survey to see how will the mission is known.
- 2- Evidence about the quality of the mission " from examination of the mission, copies for the mission and its modification, interview with the staff members and stakeholders"
- 3- Approval decree on the vision and mission of the program.

Independent Opinion

Comment

- 1-Some comments and given grades seems to be not supported by enough evidences
- 2- The mission statement mentioned in the self-study report is mixing between college and program since it mentions the college in many parts (etc: The college also seeks...)
You need to differentiate between mission of the college and that of the program
- 3- when exactly the target bench mark is expected to be achieved
- 4- goals and objectives are not covering the 11 NCAAA standards
- 5- some goals are mixing between research and community involvement

Indicators Considered:

The same indicators contained existing of the self-study.

Priorities for Improvement

- 1- Review objectives and its relation to NCAAA standards
- 2- You need to provide some evidences and comparative studies to confirm the relation with university mission and the consistency with Islamic beliefs instead of giving opinions
- 3- you need to do questionnaires for staff and students asking about clarity, specificity and achievability of the mission. And based on that you can decide about the scores of the above questions
- 4- You should show some corrections and modifications done based on the stakeholder opinions
- 5- Provide some decisions and college board decrees that mention the mission as a reference
- 6- you need to provide a comparative study referring certain goals to certain statements mentioned in the mission and how these goals and objectives cover all dimensions of the vision and mission

Standard 2 Program Administration

Program administration must provide effective leadership and reflect an appropriate balance between accountability to senior management and the governing board of the institution within which the program is offered, and flexibility to meet the specific requirements of the program concerned. Planning processes must involve stakeholders (eg. students, professional bodies, industry representatives, and faculty) in establishing goals and objectives and reviewing and responding to results achieved. . In sections for male and female students resources for the program must be comparable in both sections and there must be effective communication between them and equitable involvement in planning processes. The quality of delivery of courses and the program as a whole must be regularly monitored with adjustments made promptly in response to this feedback and developments in the external environment affecting the program.

Sub-Standards

- 2.1 Leadership
- 2.2 Planning Processes
- 2.3 Relationship between Sections for Male and Female Students
- 2.4 Integrity
- 2.5 Internal Policies and Regulations

Comment and General Description of Good Practice

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

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

Evidence

Evidence and Performance Indicators

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

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



Standard 2 Program Administration

Program administration must provide effective leadership and reflect an appropriate balance between accountability to senior management and the governing board of the institution within which the program is offered, and flexibility to meet the specific requirements of the program concerned. Planning processes must involve stakeholders (eg. students, professional bodies, industry representatives, and faculty) in establishing goals and objectives and reviewing and responding to results achieved. In sections for male and female students resources for the program must be comparable in both sections and there must be effective communication between them and equitable involvement in planning processes. The quality of delivery of courses and the program as a whole must be regularly monitored with adjustments made promptly in response to this feedback and developments in the external environment affecting the program.

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

Is this true?
Y/No/N
A

How well is this done?
(enter stars)

2.1 Leadership

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

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

2.1.1 The responsibilities of program administrators are clearly defined in position descriptions	<input type="text" value="Y"/>	<input type="text" value="****"/>
2.1.2 There is sufficient flexibility at the level of the department or college offering the program to respond rapidly to course and program evaluations and changes in program learning outcome requirements, (e.g. Departments should have delegated authority to change text and reference lists, modify planned teaching strategies, details of assessment tasks and updating of course content as far as possible subject to conditions set by the university council or other responsible authority.)	<input type="text" value="Y"/>	<input type="text" value="****"/>
2.1.3 Program administrators anticipate issues and opportunities and exercise initiative in response.	<input type="text" value="Y"/>	<input type="text" value="***"/>
2.1.4 Program administrators ensure that when action is needed it is taken in an effective and timely manner.	<input type="text" value="Y"/>	<input type="text" value="***"/>
2.1.5 Program administrators have sufficient authority to ensure compliance with formally established or agreed institutional or program policies and procedures.	<input type="text" value="Y"/>	<input type="text" value="***"/>
2.1.6 Program administrators provide leadership, and encourage and reward initiative on the part of teaching and other staff.	<input type="text" value="Y"/>	<input type="text" value="***"/>
2.1.7 Program managers accept responsibility for the effectiveness of action taken within their area of responsibility regardless of whether that action is taken by them personally or by others responsible to them.	<input type="text" value="Y"/>	<input type="text" value="****"/>
2.1.8 Regular feedback is given on performance of teaching and other staff by the head of the department	<input type="text" value="Y"/>	<input type="text" value="**"/>
2.1.9 Delegations of responsibility to program administrators are formally specified in documents signed by the person delegating and the person given delegated authority, that describe clearly the limits of delegated responsibility and responsibility for reporting on decisions made.	<input type="text" value="Y"/>	<input type="text" value="****"/>
2.1.10 Regulations governing delegations of authority are established for the institution and approved by the governing board. These regulations indicate key functions that cannot be delegated, and specify that delegation of authority to another person or organization does not remove responsibility for consequences of decisions made from the person giving the	<input type="text" value="Y"/>	<input type="text" value="****"/>



delegation.

2.1.11 Advice and support are made available to faculty and staff in a manner that contributes to their personal and professional development

Y ****

2.1.12 Proposals for program developments and recommendations on policy issues are presented to the appropriate decision making body in a form that clearly identifies the issues for decision and the consequences of alternatives.

Y ****

Overall Assessment

Comment: It is evident that the college has been improving its management and administrative structure and processes. Several initiatives, which are currently taking place, indicate that the collage is keen on enhancing leadership through periodic training and performance evaluation mechanisms. The strategic Plan is intended to push the collage to a Province status.

Priorities for improvement: Complete the administrative structure of the College in accordance with the organizational structure of the college.

Independent Opinion

Comment

the organizational structure provided does not cover all objectives

2.2 Planning Processes

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

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

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

Y ***

2.2.2 Plans take full and realistic account of aspects of the external environment affecting demand for graduates and skills required by them.

Y ***

2.2.3 Planning processes provide for appropriate levels of involvement by teaching and other staff, students and other stakeholders.

Y ****

2.2.4 Planning has a particular focus on intended learning outcomes for students with course content and teaching and assessment strategies that reflect both the background of students and theory and research on different kinds of learning. (For advice on the planning of new programs and review and documentation of existing programs refer to Section 2.4.7 in *Handbook for Quality Assurance and Accreditation in Saudi Arabia Part 2, Internal Quality Assurance Arrangements*.)

Y ****

2.2.5 Plans are effectively communicated to all concerned with impacts and requirements for different constituencies made clear.

Y ***

2.2.6 Implementation of plans is monitored with checks made against short term and medium term targets, and outcomes evaluated.

Y **

2.2.7 Planning provides for reports on key performance indicators to be made on a regular basis to senior management within the institution.

Y ***

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

Y ***



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

Y

Overall Assessment

Comment: The learning outcomes in domains of pharmaceutical sciences program are prepared depending on the Association of Faculties of Pharmacy of Canada (AFPC) Educational Outcomes for a baccalaureate pharmacy graduate. It was discussed in the committee for preparing the program specification and approved by the decree No. (31/9/34/35) of collage board .

Changes within the institution affecting the program during the past two years which leads to weakness in the level of students in some courses, overloaded faculty members and weakness in student supports are traced.

An exit exam was carried out in order to measure the achievement of the faculty of pharmacy graduates to learning outcomes.

Priorities for improvement: Develop a system to monitor implementation of plans.
e.g.: Action plan for improvement of the learning outcome of the program

Independent Opinion

Comment

- 1-No strategic plan provided in the self-evaluation report
- 2- No evidences of staff, students and stakeholders contribution
- 3- no evidence of SWOT analysis and its results

2.3 Relationship Between Sections for Male and Female Students

..... " Not applicable"

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

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

2.3.1 In sections for male and female students resources, facilities and staffing provisions are provided at comparable levels.

NA

2.3.2 Program administrators in both sections and staff teaching the same courses are fully involved in planning and reporting processes and communicate regularly about the program through processes that are consistent with bylaws and regulations of the Higher Council of Education.

NA

2.3.3 Male and female sections are adequately represented in the membership of relevant committees and councils.

NA

2.3.4 Plans for the program and course specifications require the same standards of delivery and are consistent for both sections, subject to any appropriate variations to meet differing needs of students.

NA

2.3.5 Performance indicators and reports on courses and programs show results for each section, and also overall results for the program as a whole.

NA

Overall Assessment

Comment _____

NA



Priorities for improvement _____

Comment _____

Independent Opinion

NA

2.4 Integrity

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

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

2.4.1 Codes of practice for ethical and responsible behaviour have been developed and are followed dealing with matters such as the conduct and reporting on research, performance evaluation, student assessment, committee decision making, and the conduct of administrative and service activities.

Y

2.4.2 Regulations dealing with declarations of pecuniary interest or conflict of interest for faculty and staff are consistently followed.

Y

2.4.3 Advertising and promotional material are always truthful, avoid any actual or implied misrepresentations or exaggerated claims, or negative comments about other programs or institutions.

Y

Overall Assessment

Comment: This is arising from an approved document of ethics and measuring the % satisfaction of students for staff ethics through a questioner. Challenges that threaten the program were monitored and discussed in the program committee.

Priorities for improvement: action plans were taken to overcome all risks

Independent Opinion

Comment

You should provide evidence of some actual cases to confirm that these codes of ethics are already activated and effective.

2.5 Internal Policies and Regulations

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

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

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

Y



2.5.2 Policies and regulations relating to the program are made accessible to faculty, staff and students, and effective strategies are used to ensure they are understood and complied with.

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

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

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

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

2.5.5 The policies and regulations for the management of the program are periodically reviewed and amended as required in the light of changing circumstances.

Y	***
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Overall Assessment

Comment: 1- The presence of student program and quality assurance unite guides.

2- Establishment of an internal system of quality.

3- Decrees arises from the faculty board and annual meeting of program committee.

Priorities for improvement: Improve the open-door policy and administrative levels helps through improvement of % satisfaction of staff members for the faculty leaders.

Independent Opinion

Comment

- provide approved policies in all fields like teaching and learning and assessment and others
- provide some decisions that refer to policies as reference



Overall Assessment of Program Administration

2.1 Leadership	***
2.2 Planning Processes	***
2.3 Relationships Between Sections for Male and Female Students	N/A
2.4 Integrity	****
2.5 Internal Policies and Regulations	***
Combined Assessment	***

Comment: It is evident that the collage has been improving its management and administrative structure and processes. Several initiatives, which are currently taking place, indicate that the collage is keen on enhancing leadership through periodic training and performance evaluation mechanisms. The strategic Plan is intended to push the collage to a Province status.

The learning outcomes in domains of pharmaceutical sciences program are prepared depending on the Association of Faculties of Pharmacy of Canada (AFPC) Educational Outcomes for a baccalaureate pharmacy graduate. It was discussed in the committee for preparing the program specification and approved by the decree No. (31/9/34/35) of collage board .

Changes within the institution affecting the program during the past two years which leads to weakness in the level of students in some courses, overloaded faculty members and weakness in student supports are traced.

An exit exam was carried out in order to measure the achievement of the faculty of pharmacy graduates to learning outcomes.

This is arising from an approved document of ethics and measuring the % satisfaction of students for staff ethics through a questioner. Challenges that threaten the program were monitored and discussed in the program committee.

The presence of student program and quality assurance unite guides Establishment of an internal system of quality. Decrees arises from the faculty board and annual meeting of program committee.

Key Indicators

- 1- Faculty board approval for the document of job description and organizational structure.
- 2- Credentials of powers
- 3- results of questioner of satisfaction of staff members for faculty leaders.
- 4- % satisfaction of students for staff ethics.



Independent Opinion

Comment

- No action plan of the strategic plan provided in the self-evaluation report
- No evidences of staff, students and stakeholders contribution
- no evidence of SWOT analysis and its results
- some evidences are missing

Indicators Considered:

The same indicators contained existing of the self-study

Priorities for Improvement

- attach strategic plan with its action plan
- Attach SWOT analysis and its results
- provide approved policies in all fields like teaching and learning and assessment and others
- provide some decisions that refer to policies as reference
- You should provide evidence of some actual cases to confirm that these codes of ethics are already activated and effective

Standard 3. Management of Program Quality Assurance

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

Sub-Standards

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

Comment and General Description of Good Practice

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

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

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

Evidence and Performance Indicators

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

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



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



Standard 3 Management of Program Quality Assurance

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

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

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

3.1 Commitment to Quality Improvement in the Program

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

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

3.1.1 All teaching and other staff participate in self-assessments and cooperate with reporting and improvement processes in their sphere of activity.

Y	****
Y	**

3.1.2 Creativity and innovation combined with clear guidelines and accountability processes are actively encouraged.

Y	***
Y	****

3.1.3 Mistakes and weaknesses are acknowledged, and dealt with constructively, with help given for improvement.

Y	**
---	----

3.1.4 Improvements in quality are appropriately acknowledged and outstanding achievements recognized.

3.1.5 Evaluation and planning for quality improvement are integrated into normal administrative processes.

Overall Assessment

Comment: 1- The learning outcome of the program is appropriate to the field of employment.

2- Records of the management committee of the program displays the achievements and improvement plans for weakness.

3- The presence of Annual program report

4- There is a mechanism to support creativity and innovations of outstanding students and excellence of staff members.

Priorities for improvement 1- Activation of mechanisms to support creativity and innovation of outstanding students, and excellence of staff members.

2- Integration of planning for quality improvement to the usual administrative process.

Independent Opinion

Comment:

provide samples of dealing with mistakes in constructive way

3.2 Scope of Quality Assurance Processes

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

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

3.2.1 Quality evaluations deal with all aspects of program planning and delivery including student learning outcomes and facilities and services to support that learning whether they are managed by administrators of the program or by others based elsewhere in the institution.

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

3.2.2 Quality evaluations and reports provide an overview of performance for the total program as a whole as well as components within it, including all courses and both sections if the program is offered in male and female sections.

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

3.2.3 Evaluations consider inputs, processes, outcomes and processes, with particular attention to learning outcomes for students.

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

3.2.4 Evaluations include both routine activities and strategic priorities for improvement.

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

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

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

3.2.6 In sections for male and female students detailed evaluations in relation to all standards are carried out in a consistent way in both sections and quality reports on those standards report on any significant differences found and make appropriate recommendations for action in response.

N/A	N/A
-----	-----

Overall Assessment

Comment: 1- The presence of courses action plans.
2- The presence of Annual program report
3- The presence of Quality program manual

Priorities for improvement: An action plan in order to improve the study plan .

Independent Opinion

Comment

- Provide evidences
- mention some evaluation plans

3.3 Administration of Quality Assurance Processes

Quality assurance arrangements for the program must be effectively administered and coordinated with the quality assurance arrangements for the institution as a whole.

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

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

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

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

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

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

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



3.3.4 Survey data is collected from students and analysed for individual courses, the program as a whole, and also from graduates and employers of those graduates.	Y	****
3.3.5 Statistical data on indicators, including grade distributions, progression and completion rates are retained in an accessible central data base and regularly reviewed and reported in annual program reports.	Y	****
3.3.6 Responsibility is given to a member of the teaching staff to provide leadership and support for the management of quality assurance processes. The responsible person should involve other staff in planning and carrying out the quality assurance processes.	Y	****
3.3.7 The quality assurance arrangements for the program should be regularly evaluated and improved. As part of these reviews unnecessary requirements should be removed to streamline the system and avoid unnecessary work.	Y	***
3.3.8 Processes for evaluation of quality should be transparent with criteria for judgments and evidence considered made clear.	Y	****

Overall Assessment

Comment: 1- The presence of data base for rate of transfer of students.
2- Data base for results of students evaluation in each course.
3- The presence of annual program report.

Priorities for improvement : An action plan in order to improve the activeness of the students to the exit exam

Independent Opinion

Comment
Scores in some of these item seems to be exaggerated

3.4 Use of Performance Indicators and Benchmarks

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

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

3.4.1 Information is provided regularly on key performance indicators that are selected for all programs in the institution.	Y	***
3.4.2 Additional performance indicators relevant to the particular program are also identified, used for program evaluations and regularly reported on.	Y	***
3.4.3 The additional benchmarks for the program are approved by the appropriate senior committee or council within the institution (eg. senior academic committee, university council).	Y	***
3.4.4 Benchmarks for comparing quality of performance (for example with past performance or comparisons with other institutions) are established and achievements in relation to those benchmarks is regularly monitored.	Y	***
3.4.5 The format for indicators and benchmarks is consistent with that adopted for the institution as a whole.	Y	***

Overall Assessment

Comment: 1- The key performance indicators are monitored for each standard.
2- The pharmaceutical science program for faculty of pharmacy, King Saud University is used as an external benchmark.
3- KPIs of Physiotherapy department, faculty of applied medical sciences, Najran University are used as internal benchmarks.

Priorities for improvement: Achievement of a new target benchmark

		Independent Opinion	***
Comment			
<ul style="list-style-type: none"> there are evidences of KPIs KPIs are well written, clear, measurable 			
3.5 Independent Verification of Standards			
Evaluations of performance must be based on evidence (including but not restricted to predetermined performance indicators and benchmarks) and conclusions based on that evidence must be independently verified.			
The level of compliance with this standard is judged by the extent to which the following good practices are followed.			
3.5.1	Self-evaluations of quality of performance are checked against several related sources evidence including feedback through user surveys and opinions of stakeholders such as students and faculty, graduates and employers.	Y	***
3.5.2	Interpretations of evidence of quality of performance are verified through independent advice from persons familiar with the type of activity concerned and impartial mechanisms are used to reconcile differing opinions.	Y	***
3.5.3	Institutional policies and procedures are adhered to for the verification of standards of achievement by students in relation to other institutions and the requirements of the National Qualifications Framework.	Y	****

Overall Assessment

Comment: 1- This is done through indirect evaluation by questionnaire.
2- The KPI are discussed by the program committee and revised by the technical support of the collage quality support unite in the university.

Priorities for improvement: Periodical revision of the program evidences followed by correction actions according to the submitted reports.

		Independent Opinion	***
Comment			
Agree			



Overall Assessment of Management of Program Quality Assurance

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

Comment: 1- The learning outcome of the program is appropriate to the field of employment.
2- Records of the management committee of the program displays the achievements and improvement planes for weakness.
3- The presence of Annual program report.
4- There is a mechanism to support creativity and innovations of outstanding students and excellence of staff members.
5- The presence of course action plans.
6- The presence of Quality program manual
7- The presence of data base for rate of transfer of students.
8- Data base for results of students evaluation in each course.
9- The key performance indicators are monitored for each standard.
10- The pharmaceutical science program for faculty of pharmacy, King Saud University is used as a benchmark.
11- The presence of indirect evaluation by questionnaire.
12- The KPI are discussed by the program committee and revised by the technical support of the collage quality support unite in the university.

Key Indicators: 1- The overall rating of the quality of student learning experience in the program.
2- The percentage of students who were surveyed during the year to evaluate courses and staff members.

Independent Opinion

Comment

- there are evidences of KPIs
- KPIs are well written, clear, measurable
- Scores in some of these item seems to be exaggerated

Indicators Considered:

The same indicators contained existing of the self-study

Priorities for Improvement

- Provide evidences
- mention some evaluation plans

Standard 4. Learning and Teaching

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

Sub-Standards:

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

Comment and General Description of Good Practice

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

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

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

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



The delivery of programs and individual courses should be monitored on a continuing basis, with annual reports on what has happened and consideration of any adjustments that may be needed. More extensive reviews of the quality of teaching and learning for each program, and in summary for the institution as a whole, should be undertaken periodically, at least on a seven yearly basis, to coincide with external review and accreditation processes. These reviews should consider changes in the environment affecting the program, identify strengths and weaknesses and trend data that indicate whether standards and quality of processes and support systems are improving or declining, and develop plans for improvement.

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

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

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

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

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

Evidence and Performance Indicators

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



could be done in several different ways including check marking of samples of students' work and independent assessments of the standards of test questions and students' responses.

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



Standard 4 Learning and Teaching

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

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

Is this true?
Y/No/NA

How well is this done?
(enter stars)

4.1 Student Learning Outcomes

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

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

- 4.1.1 Intended learning outcomes are specified after consideration of relevant academic and professional advice.
- 4.1.2 Intended learning outcomes are consistent with the Qualifications Framework. (covering all of the domains of learning at the standards required)
- 4.1.3 Intended learning outcomes are consistent with requirements for professional practice in Saudi Arabia in the fields concerned. (These requirements should include local accreditation requirements and also take account of international accreditation requirements for that field of study, and any Saudi Arabian regulations or special regional needs.)
- 4.1.4 If an institution has identified special attributes to be developed in students graduating from the institution comprehensive strategies are established for these to be developed. (This means that the attributes to be developed in students are clearly defined, strategies for developing them planned and implemented across the program, and mechanisms for assessing and reporting on the extent to which graduating students have developed them, are in place.)
- 4.1.5 Appropriate program evaluation mechanisms including graduating student surveys, employment outcome data, employer feedback and subsequent performance of graduates are used to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved. (see also sections 4.3 and 4.4 dealing with program evaluation processes and verification of standards of student achievement)

yes	***
yes	***
yes	***
yes	***
yes	****

Overall Assessment

Comment Students Learning out comes are specified after consideration of relevant and academic advise, consistent with the Qualifications Framework, and Saudi Arabian requirements for professional practice in field of pharmacy. There is a matrix for the



program ILOs and courses ILOs and their relation. Evaluation mechanisms including graduating student's surveys, employment outcome data, employer feedback and subsequent performance of graduate are used to provide evidence about the appropriateness of intended learning outcome and extent to which they are achieved. Student assessment mechanisms are appropriate for the student learning outcomes. There is a matrix for the courses ILOs, and the used teaching and assessment methods of the courses. Assessment processes are clearly communicated to students at the beginning of courses. Appropriate procedures have been established and followed to deal with situations where standards of student achievement re inadequate or inconsistently assessed.

Priorities for improvement

1. To increase the degree of program ILOs achievement; some courses needed to increase the 1 credit hour either in practical or theoretical, addition of elective courses to the study plan, inclusion of some courses as pre requested and activation of hours of academic advising and office.
2. Continuing the program evaluation mechanisms including employment outcome data, employer feedback and subsequent performance of graduates.
3. Reevaluation of the used assessment process to be more accurate and precise in determining the degree of achievement of the program ILOs.

Comment	Independent opinion	
1- You should take into consideration the consultation documents about learning outcomes in the pharmacy prepared by NCAAA		***
2- The learning outcomes mentioned in the self-evaluation report are not written properly using the action verbs		

4.2 Program Development Processes

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

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

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



in planning and capacity for effective implementation.

Overall Assessment

Comment Plans for the delivery of the program and for its evaluation are set out in detailed program specifications that include knowledge and skills to be acquired, and strategies for teaching and assessment for the progressive development of learning in all the domains of learning. Also planning of courses are set out in course specifications that include knowledge and skills to be acquired and strategies for teaching and assessment for the domains of learning to be addressed in each course. The content and strategies set out in course specifications are coordinated with other courses and followed in practice to ensure effective progressive development of learning for the total program in all the domains of learning. Planning include action necessary to ensure that teaching staff are familiar with and are able to use the strategies included in the program and course specifications. The academic and/or professional fields for which students are being prepared are monitored on a continuing basis with necessary adjustments made in programs and in text and reference materials to ensure continuing relevance and quality. An advisory panel that include leading practitioners from the relevant profession is present for monitoring and advising on content and quality of programs. The content and design of new programs should be consistent with the mission of the university and college. The process used to establish new programs or revise existing ones is normally initiated as a result of internal and external factors such as increasing ILOs of program, new developments in the field, market demands, national development plans, or accreditation requirements ,
New program proposals will be assessed and approved or rejected by the institution’s senior academic committee using criteria that ensure thorough and appropriate consultation in planning and capacity for effective implementation.

Priorities for improvement

1. Activating the advisory panel work
2. Continuing revising the program courses and their ILOs to ensure continuing relevance and quality

Independent opinion

Comment

The development plans mentioned in the self-evaluation report are not actual developmental activities. Please revise it

4.3 Program Evaluation and Review Processes

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

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

4.3.1 Courses and programs are evaluated and reported on annually with information about the effectiveness of planned strategies and the extent to which intended learning outcomes are being achieved.

yes

4.3.2 When changes are made as a result of evaluations details of those changes and the reasons for them are retained in course and program portfolios.

yes

4.3.3 Quality indicators that include learning outcome measures are identified and used for all courses and the program as a whole.

yes



- 4.3.4 Records of student completion rates in all courses and the program as a whole are kept and used as quality indicators.
- 4.3.5 Annual reports including quality assurance data are provided and reviewed by senior administrators and quality committees.
- 4.3.6 Course completion, program progression and completion rates, and student course and program evaluations, are retained in central records in a form that can be readily accessed by the department and college, and analysed centrally with summaries and comparative data distributed automatically to departments, colleges, senior administrators and relevant committees at least once each year.
- 4.3.7 If problems are found through program evaluations appropriate action is taken to make improvements
- 4.3.8 In addition to annual evaluations a comprehensive reassessment of the program should be conducted at least once every five years. Procedures for conducting these reassessments should be consistent with policies and procedures for the institution.
- 4.3.9 Program reviews conducted within the institution involve experienced people from relevant industries and professions, and experienced teaching staff from other institutions.
- 4.3.10 Procedures are followed that ensure that in program reviews information about the appropriateness of learning outcomes sought and the extent to which they are achieved is sought from students and graduates through surveys and interviews, discussions with teaching staff, and other stakeholders such as employers.
- 4.3.11 In sections for male and female students evaluations provide data for each section as well as for the program as a whole, and any deficiencies in one or the other section dealt with appropriately in recommendations for action.

yes	****
yes	***
yes	**
yes	***
yes	***
yes	***
yes	****
yes	***

Overall Assessment

Comment Courses and programs are evaluated and reported on each semester with information about the effectiveness of planned strategies and the extent to which intended learning outcomes are being achieved. Quality indicators that include learning outcome measures are identified and used for all courses and the program as a whole. Annual and semester reports are made and reviewed by senior administrators and quality committee. If problems are found through program evaluations an appropriate action is taken to make improvements. In addition to annual evaluations a comprehensive reassessment of the whole program has been made in the year 2014 after five years from starting the program to correct and develop it. Procedures for conducting these reassessments should be consistent with policies and procedures for the institution. Accordingly, the program committee determine a number of processes to assure the quality of the program:

1. The program is frequently reviewed and evaluated by curriculum committee.
2. Program evaluation survey is another tool to obtain specific data about program and identify whether they meet their learning objectives, exploring student progress and assessment results and implementing systematic improvement processes.
3. Course evaluation survey is going on with focus on course development.
4. Student experience survey to determine student attitudes towards the skills they have acquired, and the quality of teaching during the program.

Priorities for improvement

- Potentiate the actions taken for found problems through program evaluations.
- Course and program completion, progression and evaluation must be analyzed periodically by the program committee.

Independent opinion

Comment

Is there a specific approved procedure for periodic evaluation of the program? Is it active procedure? Provide some samples



4.4 Student Assessment

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

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

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

yes	****
yes	**
yes	**
yes	**
yes	****
yes	***
yes	****
yes	***
yes	****
yes	***
yes	****
yes	***
Overall Assessment	

Comment At the beginning of each semester, teaching staff member submits course specification containing course ILOs, content, assignments, textbooks, evaluation procedures and schedules, teaching methods, grading standard, and others. This information will be given to students at the first lecture and go to staff member's course file. At the end of the semester, faculty members submit the grades and copies of their quizzes, final exams and other assessment methods to department chairs. Grading of students tests, and assignments is assisted by the use of matrices. Also, training workshops has been made within the institution for training of teaching staff in the theory and practice of student assessment at the Deanship of Skills Development. Moreover Effective means are followed to ensure that work submitted by students is actually done by the students concerned such as discussion of the the assignment with each student. The marks for each exam or assessment as well as feedback on results of assessments are given promptly to students. All teaching staff-members are required to fill in course reports at the end of each semester for all courses they have taught. The report includes course details, and should be accompanied with documents such as course result, attendance sheet, model answer, samples of examination papers, other assignment and/or term papers. Student assessment mechanisms are appropriate for the forms of ILOs. Appropriate valid and reliable mechanisms are used for verifying standards of student achievement in relation to relevant internal and external



benchmarks. The standard of different grades are consistent over time, comparable in courses offered within a program and in comparison with other highly regarded institutions. The program is using direct and indirect assessment methods to measure students' learning achievements and ILOs. Direct assessment methods require students to demonstrate knowledge and skills, and provide data that directly measure the achievement of expected outcomes. These methods include presentations, course-embedded assessments such as assignments, or examination questions that directly link to program-level expected learning outcomes and are scored using established criteria. Furthermore, theoretical, and practical courses are assessed differently, but all assessments take place according to the general framework set by the program's regulations (40% for term work and 60% for final exams). The students are required to maintain a minimum GPA of 2.0 out of 5.0 at each level. They are evaluated in each course, and if they do not achieve 2.0 or its equivalent in the course, they do not pass and must retake the course. A student's Grade Point Average (GPA) is determined by dividing the cumulative point value of all the attended courses over the number of units in the student's semester schedule.

Priorities for improvement

- 1- Use of matrices to ensure that the planned students learning outcomes are addressed.
- 2- Training workshops for teaching staff in the theory and practice of student assessment.
- 3- Continuous release and feedback of the different assessment to students

Independent opinion

Comment

1. Provide clear approved assessment strategy and policies and samples of their actual activation.
2. Use of matrices to ensure that the planned students learning outcomes are addressed.
3. Training workshops for teaching staff in the theory and practice of student assessment.

4.5 Educational Assistance for Students

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

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

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

yes

4.5.2 Teaching resources (including staffing, learning resources and equipment, and clinical or other field placements) are sufficient to ensure achievement of the intended learning outcomes.

yes

4.5.3 If arrangements for student academic counselling and advice include electronic communications through email or other means the effectiveness of those processes is evaluated through processes such as analysis of response times and student evaluations.

yes

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

yes

**

4.5.5 Appropriate preparatory and orientation mechanisms are provided to prepare students for study in a higher education environment. Particular attention is given to preparation for

yes

**



the language of instruction, self-directed learning, and bridging programs if necessary for students transferring to the institution with credit for previous studies.

4.5.6 Preparatory studies are not counted within the credit hour requirements for the program.

4.5.7 If the language of instruction in the program is not Arabic, action is taken to ensure that language skills are adequate for instruction in that language when students begin their studies. (This may be done through language training prior to admission to the program. Language skills expected on entry should be benchmarked against other highly regarded institutions with the objective of skills at least comparable to minimum requirements for admission of international students in universities in countries where that language is the native language. The benchmarking process should involve testing of at least a representative sample of students on major recognized language tests)

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

4.5.9 Systems are in place for monitoring and coordinating student workload.

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

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

4.5.11 Feedback on performance by students and results of assessments is given promptly to students and accompanied by mechanisms for providing assistance if needed.

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

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

4.5.14 The adequacy of arrangements for assistance to students is periodically assessed through processes that include, but are not limited to, feedback from students.

NA	-----
yes	**
yes	**
yes	****
yes	****
yes	***
yes	***
yes	***
yes	***
yes	***
yes	***
yes	***
yes	***
yes	***

Overall Assessment

Comment The program provide services necessary to support and enhance learning and to provide students with opportunities for academic success. The policies, requirements, and procedures in the program are summarized in an undergraduate handbook available to all students. Admission requirements and procedures are summarized at the comprehensive Najran University's admissions website. <http://portal.nu.edu.sa/web/deanship-of-admission-and-registration/admission-requirements>. Students admitted at the University are advised on curriculum matters through orientation programs, which are conducted once at the beginning of the year to prepare students for study in a higher education environment. In the orientation programs, representatives from each college introduce their curriculum and career opportunities.

Adequate tutorial assistance is provided to ensure understanding and ability to apply learning. Particular attention is given to preparation for the language of study and self-directed learning. Since the language of study in the program is not Arabic, action has to be taken to ensure that language skills are adequate for the study in the program. (This may be done through language training prior to admission to the program.) Feedback on performance by students and results of assessments is given promptly to students and accompanied by providing assistance to students if needed. College member is assigned an approximately equal number of students to guide during their presence at the program. College members act as academic mentors who help and counsel students in all professional and curricular matters. A compulsory policy at college is to provide advising and office hours (minimum of 3 hours per week). Throughout each semester, faculty members normally hold regular office hours, which are posted for students. Students may also make appointments with the college if office hours are inconvenient due to work and course schedules. College members are committed to be available at these times. Academic



counselling and advice include electronic communications through email, mobiles and social communication websites such as WhatsApp, Tango and Facebook. Teaching staff are familiar with the support services available in the program for students, and direct them to appropriate sources of assistance when required. The progress of individual students is monitored and counselling is provided to those facing difficulties. Year to year progression rates and program completion rates are monitored, and action is taken to help students needing help.

At the University level, the Deanship of Student Affairs has established students counselling and guidance units at web site: <http://portal.nu.edu.sa/web/deanship-of-admission-and-registration/regulatory-guidelines-for-admission-and-registration>

Furthermore, the Deanship of Student Affairs, in coordination with college implements a comprehensive and diverse program of extracurricular activities, such as sports, community services, training courses in various areas, and so on. Despite these efforts, it was recognized that the provision of advising and counselling is not well developed and maintained.

Priorities for improvement

1. Enhancement of the preparatory and orientation mechanisms provided to prepare students for study in a higher education environment.
2. More actions should be taken to ensure that language skills are adequate for instruction in that language when students begin their studies.

Independent opinion

Comment I Agree

4.6 Quality of Teaching

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

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

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

yes

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

yes

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

yes

yes

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

yes

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

yes

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

yes

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

yes

4.6.8 Attendance requirements are made clear to students and compliance with these

yes

requirements is monitored and enforced.

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

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

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

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

yes	***
yes	***
yes	***
yes	***

Overall Assessment

Comment To ensure the quality of learning and teaching, the program has in place a range of quality assurance mechanisms:

1. Academic staff is assigned responsibility for course content and delivery methods. In all courses, he is required to provide students with course syllabi in the start of the course. In addition, staff members have to fill in course specification forms that identify in detail course goals, content, intended learning outcomes, course resource materials to be used, and methods of assessment. Likewise, at the end of the course, staff members have to complete a course report which is submitted to the program coordinator. This should be attached to the course specification, included in course portfolio, and used for consideration in the review of the program.
2. The program maintain teaching portfolio and develop strategies for improvement of their own teaching and keep a portfolio of evidence of evaluations and strategies for improvement. The course portfolio contains course specification and reports, program teaching philosophy, staff C.V, copy of students' course grades, quizzes, sample of students' achievements, exam papers.
3. The traditional classroom setting is the backbone of college's education. It strives to improve, expand, and upgrade the technology used to support student learning technology as it continues to become more central to education .The college is equipped with the latest smart board technology, computer labs, and Internet wireless connection.
4. Students benefit from the expertise of faculty, advisors, administrators, and support professionals who are available when they are needed.
5. A number of evaluation forms of the program have been developed by different units. These forms are used to evaluate PSP on a regular basis.
6. There is computer lab. All of the faculty labs, lecture rooms and offices have internet connection.
7. The Faculty supports the effective teaching by making sure that the curricular content is designed by qualified faculty members. Strategies for instruction are also designed by faculty members to promote effective teaching. Content is usually determined by faculty members and /or faculty committees at the departmental level, and proposed changes are then forwarded to a college-level curriculum committee.

Priorities for improvement Effective orientation and training programs should be provided

Independent Opinion

Comment

Arranging training programs and then measure its impact in terms of better student satisfaction

4.7 Support for Improvements in Quality of Teaching

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



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

- 4.7.1 Training programs in teaching skills are provided within the institution for both new and continuing teaching staff including those with part time teaching responsibilities.
4.7.2 Training programs in teaching include effective use of new and emerging technology.
4.7.3 The extent to which teaching staff are involved in professional development to improve quality of teaching is monitored.
4.7.4 Opportunities are provided for the professional and academic development of teaching staff with special assistance given to any who are facing difficulties.
4.7.5 Teaching staff are encouraged to develop strategies for improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.
4.7.6 Formal recognition is given to outstanding teaching, with encouragement given for innovation and creativity.
4.7.7 Strategies for improving quality of teaching include improving the quality of learning materials and the teaching strategies incorporated in them.

yes	****
yes	****
yes	*
yes	***
yes	**
yes	***
yes	***
yes	***

Overall Assessment

Comment The program describes the activities that faculty members should undertake to maintain, improve and develop their capabilities to perform their academic tasks. The program development activities are designed on the basis of the priorities of the University system, the University Strategic Plan, and the specific needs of the program. The activities of the program development plan, under the responsibility of the Deanship of Skills Development, are in the areas of:

1. Personal, technical and professional skills of the college staff.
2. Academic teaching and research skills.
3. Leadership and administrative skills of all staff.
4. Active interconnection and communication skills of all college staff.
5. Critical and creative thinking skills.

Priorities for improvement The program should provide educational training programs in teaching skills to all teaching staff.

Independent opinion

Comment

- Provide specific teaching strategy and policies of the college
- Provide decision about teaching issues that refer to the approved policies

4.8 Qualifications and Experience of Teaching Staff

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

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

- 4.8.1 Teaching staff have appropriate qualifications and experience for the courses they teach. (For undergraduate and masters degree programs this would normally require

yes	****
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academic qualifications in their specific teaching area at least one level above that of the program in which they teach.)

4.8.2 If part time teaching staff are appointed (for example in a professional program where current industry experience may be sought) there is an appropriate mix of full time and part time teaching staff. (As a general guideline at least 75 % of faculty should be employed on a full time basis.)

4.8.3 All teaching staff are involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments.

4.8.4 Full time staff teaching in post-graduate courses, are themselves active in scholarship and research in the fields of study they teach.

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

yes	***
yes	**
NA	----
NA	----

Overall Assessment

Comment The program staff members are classified into five categories: teaching assistants, lecturers, assistant professors, associate professors and professors. The program has 27 full-time faculty members, 30% of whom are Saudis. The selection of qualified, experienced teaching staff enhances the program's mission of providing "excellence in education" and "attracting and developing distinguished college". The minimum requirement for a qualified assistant professor is the doctoral degree in a given field of specialization obtained at an outstanding university. 33% of the full-time program members are potential doctorate holders and the remaining 67% hold Master's and bachelor's degrees. The student-to-faculty ratio is 5:1, which is considered adequate and compatible with international standards. In addition, program staff members are required to conduct research, fulfil administrative duties and perform community service. Program evaluation is based on the performance of these duties and responsibilities according to the University evaluation system established for promotion.

Priorities for improvement

1. Identify training needs for faculty members to improve their experience in their field and teaching abilities.
2. The establishment of a scientific association for college students as one of the extra-curricular activities

Independent opinion

Comment

Some specialities of the teaching staff are missing according to table mentioned in the self-evaluation

4.9 Field Experience Activities

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

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



- 4.9.1 In programs that include field experience activities the student learning to be developed through that experience is clearly specified and appropriate steps taken to ensure that those learning outcomes and expected experiences to develop that learning are understood by students and supervising staff in the field setting.
- 4.9.2 Supervising staff in field locations are thoroughly briefed on their role and the relationship of the field experience to the program as a whole.
- 4.9.3 Teaching staff from the program visit the field setting for observations and consultations with students and field supervisors often enough to provide proper oversight and support. (Normally at least twice during a field experience activity)
- 4.9.4 Students are thoroughly prepared through briefings and descriptive material for participation in the field experience.
- 4.9.5 Follow up meetings or classes are organized in which students can reflect on and generalize from their experience.
- 4.9.6 Field experience placements are selected because of their capacity to develop the learning outcomes sought and their effectiveness in doing so is evaluated.
- 4.9.7 In situations where the supervisors in the field setting and faculty from the institution are both involved in student assessments, criteria for assessment are clearly specified and explained, and procedures established for reconciling differing opinions.
- 4.9.8 Provision is made for evaluations of the field experience activity by students, by supervising staff in the field setting, and by faculty of the post secondary institution, and results of those evaluations considered in subsequent planning.
- 4.9.9 Preparation for the field experience includes thorough risk assessment for all parties involved, and planning to minimize and deal with those risks.

yes	****
yes	****
yes	****
yes	****
ves	****
ves	****
yes	****
ves	****
yes	**

Overall Assessment

Comment The field experience activities connects the program with the community in formal and informal ways that include a broad spectrum of internships and public service activities. It is normally offered off campus in an industrial or professional setting and supervised at least in part by individuals outside the institution. Most of it offers students the opportunity to participate in an activity designed to integrate traditional classroom learning with academically related, real world, practical work experience. The purpose of the academic field experience is to reinforce and link the traditional academic curriculum with real world, practical applications. The student and faculty advisor are responsible for selecting potential field practicum sites which are usually available, as well as through the student's own contacts and efforts and those of his advisor. Once the field practice location has been selected, a field preceptor, who should be experienced information professional, will be identified. The student's academic advisor makes an assessment of the appropriateness of the preceptor and the site for the field experience. Before starting the field experience, an orientation program for students is made to identify field practicum outcome, objectives, activities, and specify the deadlines for the completion of projects as well as assessment method. However, the plan for field experience activities will be developed by the three parties: student, preceptor and advisor. This plan will determine field practicum goals, activities, and specify the starting and end dates. Every staff member assigned to supervise students in a field experience should complete a field experience specification form. In addition, the student should at the end of the field experience course complete a field experience report, which is expected to highlight what has been achieved and what improvement is needed.

The supervisor of the field experience in academic programs normally collaborates with the supervisor of the field location to set student training plan, designate appropriate tasks for field experience, monitor students progression, and evaluate the overall student scheme. Faculty members in charge of field experience courses always provide students with thorough information about the field experience course and any additional resources that are



needed at the beginning of the course. The faculty advisor has responsibility for assessing the student's performance with input from the preceptor. The assessment includes reviewing the student's evaluation of field experience, the preceptor's evaluation of student's performance, and the student's summary report.

Furthermore, each student will:

- Meet with the site supervisor to review his evaluation.
- Meet with the faculty supervisor to review the paper and the overall experience.
- Complete and turn in a site assessment form to the fieldwork coordinator.

At the end of the field experience, an exit exam (similar to the carrier exam) is carried out by the program to evaluate the degree of achievement of the program ILOs.

Priorities for improvement Continuous orientation program for students participating in the field experience.

Independent opinion

Comment Agree

4.10 Partnership Arrangements With Other Institutions

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

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

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

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

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

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

4.10.2 The effectiveness of the arrangements is regularly evaluated.

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

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

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

yes	**
yes	*
yes	**
Yes	**
NA	-----



Saudi Arabian regulations.

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

NA -----

4.10.7 Programs and courses are consistent with the requirements of the Qualifications Framework for Saudi Arabia, and in professional programs, include regulations and conventions relevant to the Saudi environment.

yes ****

4.10.8 If courses or a programs developed by a partner institution are delivered in Saudi Arabia adequate processes are followed to ensure that standards of student achievement are at least equal to those achieved elsewhere by the partner institution as well as by other appropriate institutions selected for benchmarking purposes.

yes **

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

yes **

Overall Assessment

**

Comment

1. College is now in preparation for the establishment of a partnership with international
2. academic institutes for cooperation in the fields of education and research. There is a partnership agreement with the National University of Singapore in the field of pharmaceutical sciences and is currently under study and the report of the International Cooperation Unit regarding the proposed agreement and the continuation of activation.
3. Communication with the college of pharmacy - King Saud University for consultation in the details of courses and the criteria for evaluating students is in progress.

Independent opinion

Comment

Agree

**



Overall Assessment of Learning and Teaching

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

Combined Assessment

Comment

Program learning outcomes are mostly specified with the Qualifications Framework and evaluation mechanisms. Program development processes include the plans for the delivery of the program and for its evaluation are set out in detailed program specifications and plans for courses are set out in course specifications, Also the content and strategies set out in course specifications are coordinated with other courses and followed in practice. There are continuous program evaluation and review processes that include courses and program. There are annual and semester reports with information about the effectiveness of planned strategies, student assessment mechanisms and schedules, and teaching strategies. Assessment processes are clearly communicated to students at the beginning of each course. Feedback on performance and results of assessments are given promptly to students. Educational assistance for students by teaching staff are available at sufficient scheduled times and Teaching resources are sufficient. The action taken in quality of teaching are in progress to achieve the highest level, there is an application of appropriate strategies to support the continuous improvement in the quality of teaching. Qualifications and experiences of teaching staff necessary for teaching their courses are present. Field experience activities must be planned and administered as fully integrated component of the program. Effective orientation mechanisms for the students participating in the field experience is also available at the program. Field experience activities are evaluated by the program staff, field supervisor in 6 months period. Also, an exit exam for measuring the program ILOs is carried out by the program committee for the graduating students. The college is in preparation for the establishment of a partnership with international academic institutes for cooperation in the fields of education and research.

Indicators Considered

- 1- Ratio of students to staff members at the level of the program.
- 2- Satisfaction of employers for professional and personal skills for graduates of the program (average mean).
- 3- Overall student evaluation to the quality of courses taught.
- 4- Percentage of faculty members who hold doctorate relative to the total program members.
- 5- The percentage of students entering the program who have successfully completed the first year.
- 6- The percentage of students entering the undergraduate program who have completed the program at the minimum period.



- 7- The proportion of graduates from the program who are in a period of 6 months:
- have a job (not less than 30%) . **Actually 100%** for the program
 - enrolled in the graduate study (not less than 10%). **Actually 0.0%** for the program
 - Do not recruit in a job or research work (not more than 10%). **Actually 0.0%** for the program

Priorities for Improvement

- To increase the degree of program ILOs achievement; some courses needed to increase the 1 credit hour either in practical or theoretical, addition of elective courses to the study plan, inclusion of some courses as pre requested and activation of hours of academic advising and office.
- Continuing the program evaluation mechanisms including employment outcome data, employer feedback and subsequent performance of graduates.
- Reevaluation of the used assessment process to be more accurate and precise in determining the degree of achievement of the program ILOs.
- Enhancement of the preparatory and orientation mechanisms provided to prepare students for study in a higher education environment.
- More actions should be taken to ensure that language skills are adequate for instruction in that language when students begin their studies.
- Activating the advisory panel work
- Continuing revising the program courses and their ILOs to ensure continuing relevance and quality
- Continuous orientation program for students participating in the field experience.
- Course and program completion, progression and evaluation must be analyzed periodically by the program committee.
- Potentiate the actions taken for found problems through program evaluations.
- Use of matrices to ensure that the planned students learning outcomes are addressed.
- Training workshops for teaching staff in the theory and practice of student assessment.
- Continuous release and feedback of the different assessment to students

Independent Opinion

Comment

- You should take into consideration the consultation documents about learning outcomes in the pharmacy prepared by NCAAA
- The learning outcomes mentioned in the self-evaluation report are not written properly using the action verbs
- The development plans mentioned in the self-evaluation report are not actual developmental activities.
- Some specialities of the teaching staff are missing according to table mentioned in the self-evaluation

Indicators Considered:

The same indicators contained existing of the self-study

Priorities for Improvement :

- provide program and course specs of at least two years
- Revise the developmental activities mentioned in the self-evaluation report
- Is there a specific approved procedure for periodic evaluation of the program? Is it active procedure? Provide some samples
- Provide clear approved assessment strategy and policies and samples of their actual activation
- Use of matrices to ensure that the planned students learning outcomes are addressed.
- Training workshops for teaching staff in the theory and practice of student assessment are required.
- Provide specific teaching strategy and policies of the college
- Provide decision about teaching issues that refer to the approved policies

Standard 5. Student Administration and Support Services

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

Sub-Standards

Student Admissions
Student Records
Student Management
Student Advising and Counseling Services

Comment and General Description of Good Practice

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

Evidence and Performance Indicators

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

Standard 5 Student Administration and Support Services

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

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

Is this true?
Y/No/NA

How well is this done?
(enter stars)

5.1 Student Admissions

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

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

5.1.1 Admission requirements are consistently and fairly applied for all students.

5.1.2 For programs or courses that include components offered by distance education, or use of e-learning in blended programs information is provided before enrolment about any special skills or resources needed to study in these modes. (For distance education programs a separate set of standards that include requirements for that mode of program delivery are set out in a different document, *Standards for Quality Assurance and Accreditation of Higher Education Programs Offered by Distance Education*)

5.1.3 Student advisors familiar with details of course requirements are available to provide assistance prior to and during the student registration process.

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

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

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

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

Overall Assessment

Comment: The previous items in admission process are very important. Student admission processes is fulfilled and performed efficiently and well controlled by using SIS (Student Information System) program of the university (Efficiency is more than 95%). The Deanship of Admissions and Registration is responsible for students' admission, which is performed through an Edugate-electronic system. Student admission processes are well controlled by the implementing rules of Najran university. It represents the basis for rapid and ease obtaining the reports to follow up student progress. This help decision maker to establish the rules and system and increase the skills of appliers. Presence of faculty student guide helps students to understand the system.

Priorities for improvement:

1. Establishment of student admission system and its development.
2. Increasing the skills of system appliers.



Independent Opinion

Comment:

- Provide samples of admission requirements are consistently and fairly applied for all students
- Item 5.1.2. is applicable since there are eLearning software on ministry of higher education websites for blended learning
- Provide questionnaires from students about fairness and equity of rules with analysis

5.2 Student Records

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

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

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

Y

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

Y

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

Y

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

Y

Overall Assessment

Comment: The previous items in student records are maintained and performed by using SIS program of the university as an automated process and is formally verified according to program study plan (accompanied draft). The Deanship of Admissions and Registration is responsible for students' records, which is performed electronically through an Edugate-electronic system and E-Register systems, and all of its related operations. The Deanship delegate these responsibilities to the colleges or programs through the Vice Dean for Academic Affairs and to some extents (not all responsibilities) to either college coordinator or academic advisor. Efficiency is more than 95%

Priorities for improvement: Increasing the skills of system appliers

Independent Opinion

Comment

Agree

5.3 Student Management

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



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

5.3.1 Attendance requirements are made clear to students, monitored and enforced.	Y	****
5.3.2 Student appeal and grievance procedures are specified in regulations, published, and made widely known within the institution. The regulations make clear the grounds on which academic appeals may be based, the criteria for decisions, and the remedies available.	Y	****
5.3.3 Appeal and grievance procedures protect against time wasting on trivial issues, but still provide adequate opportunity for matters of concern to students to be fairly dealt with and supported by student counselling provisions.	Y	***
5.3.4 Appeal and grievance procedures guarantee impartial consideration by persons or committees independent of the parties involved in the issue, or who made a decision or imposed a penalty that is being appealed against.	Y	****
5.3.5 Procedures have been developed to ensure that students are protected against subsequent punitive action or discrimination following consideration of a grievance or appeal.	Y	****
5.3.6 Appropriate policies and procedures are in place to deal with academic misconduct, including plagiarism and other forms of cheating.	Y	****

Overall Assessment

Comment: The previous items in student management is completely fulfilled by the program and fulfill the quality and fairness among students. They are also controlled by 1. program study plan 2. the implementing rules of Najran university. 3. Complain rules of the faculty. The Deanship of Student Affairs is responsible for all student activities and services, such as housing and accommodation, transportation, health services, cultural activities, sports, academic and social counseling, training, student rights, etc. The Deanship of Student Affairs is responsible for developing, monitoring, implementing, and following up on the required responsibilities and services for all students of all programs. Najran university has a set of implementation rules that ensure fairness and highly organized administrative procedures for student affairs, with the existence of effective mechanisms to deal with conflicts, complaints, and appeals via independent bodies. The Deanships delegate these responsibilities to the colleges or programs through the Vice Dean for Academic Affairs.

Priorities for improvement: 1. improvement of student complain and suggestions
2. Efforts should be made to improve the student satisfaction.

Independent Opinion

Comment

Provide evidences of student complains and actions taken based on it

5.4 Student Advising and Counseling Services

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

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

5.4.1 Provision is made for academic counselling and for career planning and employment advice within the college, department or another appropriate location within the institution.	Y	****
5.4.2 Adequate protection is provided, and supported by regulations or a code of conduct, to protect the confidentiality of academic or personal issues discussed with teaching or other staff or students.	Y	***



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

Y

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

Y

**

Overall Assessment

Comment: Adequate academic advising and counselling services is very important in order to correct the student pathway in the suitable time and to fulfill the program ILOs (academic advising and counseling guidance rules are accompanied as draft) Student academic counselling is essentially staffed by the same program teaching members in the college with the necessary professional qualifications. They conduct one by one, group workshops and regular meeting with their students and keep a file for each student for effective follow up processes used for students in need. Also, they help their students to get the best results. Moreover, skilful advisors with sufficient information and guidance can participate in smooth sailing of students' academic programs. Academic advisors must be well versed in academic program policies including but not limited to registration, cancellation, addition, and withdrawing of courses. Important dates and deadlines as announced by the Deanship of Admission and Registration. Introducing students to the program's objectives, mission, and academic departments, scope of the program outcomes. Thus, the first step for new students is usually to get hold and converse with an academic counsellor or advisor on a regular basis. The counsellor or advisor help the students to plan their academic calendar, and ensure that the students are taking the courses they need to graduate, in addition to many other types of advises such social, psychological and medical advising. An orientation program is present always for the new students but it needs to be improved.

Three successive reports on academic advising were reported to determine its effectiveness. Also, the effectiveness of student academic counselling is evaluated by using student survey which indicated that there should be plans to provide adequate support for student academic counselling and monitor implementation progress. Moreover, the quality of medical advising needs to be improved.

Priorities for improvement: Increasing the efficiency of academic advising and counseling services through:

1. Decreasing the number of students for each academic advising staff member.
2. Increasing the skills of academic advising persons using training workshops

Independent Opinion

Comment

Cover all student support systems not only that of academic advisory

Overall Assessment of Student Administration and Support Services

5.1 Student Admissions

5.2 Student Records

5.3 Student Management

5.4 Student Advising and Counseling Services

Combined Assessment

Comment:

1. Student admission and management processes is adequately fulfilled, performed efficiently and well controlled by using SIS (Student Information System) program of the university under supervision of both Deanship of Admissions and Registration and Deanship of Student Affairs. The Deanship of Admissions and Registration is responsible for students' admission, which is performed through an Edugate-electronic system. Student admission processes are well controlled by the implementing rules of Najran University. It represents the basis for rapid and ease obtaining the reports to follow up student progress. It is also, responsible for students' records, which is performed electronically through an Edugate-electronic system and E-Register systems. The Deanship of Student Affairs is responsible for developing, monitoring, implementing, and following up the required responsibilities and services for all students of all programs. Najran University has a set of implementation rules that ensure fairness and highly organized administrative procedures for student affairs, with the existence of effective mechanisms to deal with conflicts, complaints, and appeals via independent bodies. The Deanships delegate these responsibilities to the colleges or programs through the Vice Dean for Academic Affairs. The Deanship or Vice Dean for Academic Affairs delegate these responsibilities to some extents (not all responsibilities) to either college coordinator or academic advisor for the ease of work. Efficiency of this standard is more than 90%
2. Presence of faculty student guide helps students to understand the system.
3. Presence of implementing rules of Najran University.
4. Presence of complain rules of the faculty
5. Presence of improvement plan for student complain and suggestions
6. Presence of academic advising and counseling guidance rules and they are applied to correct the student pathway in the suitable time and to fulfill the program ILOs
7. Presence of plan for improvement of academic advising
8. Presence of 3 successive reports on academic advising
9. Presence of student file

- Indicators Considered:**
1. Percent of student to management committee (1:60)
 2. Student evaluation for academic advising (2.7, 2.4, 2.3, 2.2 for the academic, social, psychological and health advising)
 3. Percent of students participating in sport, social and cultural activities
 4. Plan for improvement of student complain and suggestions
 5. Plan for improvement of academic advising
 6. Presence of 3 successive reports on academic advising
 7. Presence of student file

- Priorities for Improvement:**
1. Increasing the skills of system appliers.
 2. Decreasing the number of students for each academic advising staff member.
 3. Increasing the skills of academic advising persons using training workshops.
 4. Automation of the work.

Independent Opinion

Comment:

- Item 5.1.2. is applicable since there are eLearning softwares on ministry of higher education websites for blended learning

Indicators Considered:

The same indicators contained existing of the self-study



Priorities for Improvement :

- Provide samples of admission requirements confirming that they are consistently and fairly applied for all students
- Provide questionnaires from students about fairness and equity of rules with analysis
- Cover all student support systems not only that of academic advisory
- Provide evidences of student complains and actions taken based on it

Standard 6. Learning Resources

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

Sub-Standards

Planning and Evaluation
Organization
Support for Users
Resources and Facilities

Comment and General Description of Good Practice

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

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

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

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

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

Evidence and Performance Indicators

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



Standard 6 Learning Resources

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

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

Is this true?
Y/No/NA

How well is this done?
(enter stars)

6.1 Planning and Evaluation

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

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

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

Y	***
Y	***
Y	***
Y	***
Y	***
Y	***

Overall Assessment

Comment: Planning and evaluation to ensure that resource materials and services supporting student learning are adequate and appropriate for the program is regularly evaluated by program management. This is verified by the following actions 1. The messaging between the program administration and the library. 2. The messaging between the program administration and the dean and university to safe the resources. 3. Staff reports about the library resources and other facilities
4. Student Questionnaire about library and other facilities of the program

Priorities for Improvement: 1. Increasing the efficiency of communication between the program administration and library to obtain the university targeted KBI. 2. Improving and adjusting both the student and staff questionnaires to obtain more precise KBI.

Independent Opinion

Comment:

Agree



6.2 Organization

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

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

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

Y

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

Y

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

Y

Overall Assessment

Comment: The library is managed in a way that meets the requirements of the program for students and staff access and availability of books, references as well as other services. The library is opened for sufficient extended hours.

Priorities for improvement: Increasing the area of the library and efficiency of its organization to be available for larger number of student with more comfort

Independent Opinion

Comment:

Agree

6.3 Support for Users

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

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

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

Y

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

Y

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

Y

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

Y

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

Y

Overall Assessment

Comment The library offers an orientation program for the staff and student for all resources and facilities of the library. Teaching staff and students in the program are kept informed of library developments such as new materials, training programs, or changes in services or opening hours. Electronic automated system with search facilities is available to assist in locating resources within the institution and in other collections.



- Priorities for improvement:
1. Condensing the orientation program for the staff and student
 2. Updating the news about the library resources
 3. Increasing the skills (training) of the responsible persons in the library

Independent Opinion

Comment:

- Condensing the orientation program for the staff and student
- Updating the news about the library resources

6.4 Resources and Facilities

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

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

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

Y

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

Y

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

Y

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

Y

**

Overall Assessment

Comment: Program teaching staff responsible for the program and courses regularly provide advice on materials required to support teaching and learning, and provide regular advice on books that should be saved for the program including titles, editions and number of books. All books are available in English language as required for the program. The list of needed books is well prepared after collection of all department needs and sent to the faculty administration and then to the library. This is verified by the messaging between the program administration and departments and the messaging between the program administration and the dean and university to safe the resources as well as staff reports about the library resources and other facilities. To considerable extent the reference materials for the program are available and facilities in the library are appropriate but still need improvement. The library is well equipped by computers and software is available on a sufficient scale to meet staff and student requirements to support electronic access to resources and reference material. Books and journals are not only available for student learning but also for the research needs.

Priorities for improvement: 1- Increasing the number of books and references available for the program 2. Increasing number of journals available for the program

Independent Opinion

Comment:

- Provide plans to develop learning resources
- Provide need assessment study about the availability and efficiency of the study



Overall Assessment of Learning Resources

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

Comment : 1. Planning and evaluation to ensure that resource materials and services supporting student learning are adequate and appropriate for the program is regularly evaluated by program management. This is verified by a. Messages between the program administration and the library. b. The messaging between the program administration and the dean and university to safe the resources. c. Staff reports about the library resources and other facilities. d. Student Questionnaire about library and other facilities of the program

2. The library is opened for sufficient extended hours.

3. The library offers an orientation program for the staff and student for all resources and facilities of the library.

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

5. Electronic automated system with search facilities is available to assist in locating resources within the institution and in other collections.

6. To considerable extent the reference materials for the program are available and facilities in the library are appropriate for the needs of the program but still need improvement

Areas for improvement:

1. Increasing the efficiency of communication between the program administration and library to obtain the university targeted KBI.
2. Improving and adjusting both the student and staff questionnaires to obtain more precise KBI.
3. Increasing the area of the library and efficiency of its organization to be available for larger number of student with more comfort
4. Condensing the orientation program for the staff and student
5. Continuous updating the news about the library resources
6. Increasing the skills (training) of the responsible persons in the library
7. Increasing the number of books and references available for the program
8. Increasing number of journals available for the program

Indicators Considered: 1. Student evaluation for library services (70.4%)
2. Percentage of the number of books to the number of students (1: 2.2)

Priorities for Improvement: 1. Condensing the orientation program for the staff and student
2. Increasing the number of books and references available for the program
3. Increasing the area of the library and efficiency of its organization to be available for larger number of student with more comfort
4. Increasing the skills of the responsible persons in the library



Independent Opinion

Comment:

The evaluation of learning material should be measured numerically as (% of book titles per speciality etc)

Indicators Considered:

The same indicators contained existing of the self-study

Priorities for Improvement :

- Provide plans to develop learning resources
- Provide need assessment study about the availability and efficiency of the study
- Condensing the orientation program for the staff and student
- Updating the news about the library resources

Standard 7 Facilities and Equipment

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

Sub-Standards:

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

Comment and General Description of Good Practice

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

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

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

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

Evidence and Performance Indicators

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

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



Standard 7 Facilities and Equipment

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

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

Is this true?
Y/No/NA

How well is this done?
(enter stars)

7.1 Policy and Planning

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

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

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

Yes

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

Yes

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

Yes

Overall Assessment

Comment:

There are organized processes and procedures for the acquisition of equipment, including tendering process, procurement and invoicing procedures and inventory logging and tracking system.

There is also a documented system for periodic maintenance and repair of facilities and equipment located throughout the college.

Yearly; departmental needs are submitted to the university for approval.

Priorities for Improvement:

1. Taking in consideration the opinion of teaching staff in the present and future requirements of the program.
2. Importance of feedback from main beneficiary (students, and staff) about adequacy of facilities and equipment.
3. Awareness and training of main beneficiary on the correct use of fundamental and safety facilities.



Independent Opinion

Comment

- You need to provide a long term plan for facility development
- You need to show the relation between this plan and a need assessment studies and questionnaires

7.2 Quality and Adequacy of Facilities and Equipment

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

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

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

Yes

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

Yes

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

Yes

Yes

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

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

Yes

Overall Assessment

Comment:

All classrooms are now smart classrooms. Underutilized labs were restructured and rearranged for better utilization by staff and students. Before the beginning of each semester, the committee of facilities and equipments with the heads of departments revise the adequacy of classroom space, laboratory facilities and equipment availability, access to computing facilities and associated software, private study facilities, and research equipment and raise to the dean with the requirements present in each field. In the next semester, the college will transfer to its new building in the main new campus of NU. In the new building of the college, several small classrooms will be available and supplied with the latest advanced equipments. College expansion in the new building is ongoing and that will provide additional teaching areas, classrooms, labs and recreation areas.



Priorities for improvement:

1. There is an actual need for well-trained and experienced technicians for operating and maintenance of lab equipment and IT facilities.
2. Handicapped facilities are not complete and should be improved.

Independent Opinion

Comment:

You should assess the quality of the rooms, halls, labs and other facilities in terms of specific measurements as area allocated to each student or No. of labs per each course

7.3 Management and Administration

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

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

7.3.1 A complete inventory is maintained of equipment used in the program that is owned or controlled by the institution including equipment assigned to individual faculty or staff for teaching and research.	Yes	****
7.3.2 Services such as cleaning, waste disposal, minor maintenance, safety, and environmental management are efficiently and effectively carried out.	Yes	****
7.3.3 Provision is made for regular condition assessments, preventative and corrective maintenance, and replacement.	Yes	****
7.3.4 Effective security is provided for specialized facilities and equipment for teaching and research, with responsibility between individual faculty, departments or colleges, or central administration clearly defined.	Yes	****
7.3.5 Effective systems are in place to ensure the personal security of faculty, staff and students, with appropriate provisions for the security of their personal property.	Yes	****
7.3.6 Arrangements are made for shared use of underutilized facilities with adequate mechanisms for security of equipment.	Yes	****

Overall Assessment

Comment:

All equipments and instruments in all labs utilized by the program are owned by the college of Pharmacy, NU.

Maintenance of equipment is according to the overall plan of maintenance of equipment for health colleges which is carried out through professional maintenance department.

Maintenance office of all health colleges check all equipments and facilities prior to its final approval to assure quality and compatibility. Complete inventory is kept and regular maintenance is provided.

Security systems are provided throughout the whole NU campus around the clock to



ensure safety of workers and protection of equipments from improper use. Arrangements are made for sharing usage of facilities among the departments of the college and departments of other health colleges.

Cleaning, waste disposal, are collected in a specific bags carefully closed, signed as disposal of chemicals, collected in specific cars of disposals out of the building .

Priorities for improvement:

- 1) Coordination of the staff and administration members in supervision process on the improving the facilities, assurance of maintenance of facilities and safety.

Independent Opinion

Comment

- Show approved policies for shared facilities with samples of its activation.
- Show some approved waste disposal procedure with application documents.
- Show some maintenance agreements with companies.

7.4 Information Technology

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

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

7.4.1	Computing equipment is available and accessible for faculty, staff and students and the adequacy of this provision is regularly assessed.	Yes	****
7.4.2	Institutional policies governing the use of personal computers by students are complied with.	Yes	****
7.4.3	Technical support is available for teaching staff and students using information and communications technology.	Yes	****
7.4.4	Opportunities are available for teaching staff input into plans for acquisition and replacement of IT equipment for use in the program.	Yes	****
7.4.5	Security systems are in place to protect privacy of personal and sensitive personal and institutional information, and to protect against externally introduced viruses.	Yes	****
7.4.6	Compliance with a code of conduct relating to inappropriate use of material on the internet is checked and instances of inappropriate behavior dealt with appropriately.	Yes	****
7.4.7	Training programs are available for faculty and staff to ensure effective use of computing equipment and appropriate software for teaching, student assessment, and administration.	Yes	****

Overall Assessment



Comment:

The utilization of IT available in NU by the program is according to the rules of use of IT. Enhancements were successfully implemented by the IT department of NU such as internet bandwidth expansion and the Learning Management System (LMS), E-learning portal and electronic administrative system. All administrative processes occur through the electronic administration system of the university, which aims to apply paperless administrative processes. Wired internet connection points provide all the college staff and employment offices and lecture halls. In addition to a wireless network access within all over the college with ID access for faculty, employers and students.

1. The number of computers provided for each student: **4.68: 1**.
2. The overall rate of the extent of suitable facilities and equipment through a poll of the staff members: **4.0455**.
3. The percentage of acceptance of students for the availability of laboratories and teaching halls is: **3.1489**.

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

Priorities for improvement:

- 1) Training courses need to be compulsory for all staff and employment members.
- 2) Timely replacement of toners for printers and regular maintenance of audio-visual equipment.
- 3) Timely maintenance of equipment's by trained technicians to maintain the efficiency and sensitivity of the instruments and equipment's.
- 4) Periodic maintenance of audio-visual equipment such and projectors and microphones of large lecture halls.

Independent Opinion

Comment:

Agree

Overall Assessment of Facilities and Equipment

7.1 Policy and Planning	****
7.2 Quality of and Adequacy of Facilities	***
7.3 Management and Administration	****
7.4 Information Technology	****
Combined Assessment	****

Comment:

The overall facilities and equipments available are adequate and in a good condition to fulfill the requirements of the program. All the utilizers are included in processes of evaluation and enhancements of program facilities. Regular maintenance of all equipments is done periodically. All processes of cleaning , waste disposal are well done by the professional members and under the supervision of program management and NU administration. Management of program facilities is done according to the strategic plan and under supervision of the dean and program administration. The program utilize the advance IT provided by NU including the electronic administration system, academic portal system, e-learning and e-library to provide the program utilizers by the most up-to-date information with ease, rapid paperless communication and administration processes. Teaching facilities are controlled by the program management and security is provided at all time. Internet Security systems are installed and code of conduct has been established. Training courses on new equipments are offered.

Indicators considered:

- 1-The average overall rating by the staff to the questions:
 - a) I am satisfied with the available student services.
 - b) The audiovisual aids in the lecture halls are appropriate.
 - c) The lecture halls are appropriate.
- 2-The average overall rating by the students in graduate evaluation survey to the questions:
 - a) The Audiovisual educational aids were suitable.
 - b) Lecture halls were suitable and comfortable.

Priorities for improvement

- 1) Handicapped facilities are not complete should be improved.
- 2) Recreation areas for students need further improvement at the college level while it's reasonable at the university level.

Independent Opinion

Comment

you should assess the quality of the rooms, halls, labs and other facilities in terms of specific measurements as area allocated to each student or No. of labs per each course

Indicators Considered:

The same indicators contained existing of the self-study



Priorities for Improvement :

- You need to provide a long term plan for facility development
- You need to show the relation between this plan and a need assessment studies and questionnaires

- Show approved policies for shared facilities with samples of its activation
- Show some approved waste disposal procedure with application documents
- Show some maintenance agreements with companies

Standard 8 Financial Planning and Management

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

Sub-Standards:

Financial Planning and Budgeting
Financial Management

Comment and General Description of Good Practice

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

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

Evidence

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



Standard 8 Financial Planning and Management

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

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

	Is this true? Y/No/NA	How well is this done? (enter stars)
8.1 Financial Planning and Budgeting		
Funding must be adequate for program requirements and planning must involve full cost estimates and both short and medium term cost projections. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.		
The level of compliance with this standard is judged by the extent to which the following good practices are followed.		
8.1.1 Proposals for new programs, major program changes or other activities, equipment or facilities are accompanied by business plans, which include independently verified cost estimates and cost impacts on other services and activities.	Yes	****
8.1.2 If new projects or activities are cross-subsidized from existing funding sources the cost sharing strategy is made clear and intermediate and long term costs and benefits are assessed.	Yes	****
8.1.3 Financial resources available for the program are sufficient for good quality program provision and benchmarked against costs of equivalent programs at other similar institutions.	Yes	****
8.1.4 The program coordinator (or department chair or dean) submits annual budget proposals setting out detailed program requirements and follows up as necessary to make adjustments after those proposals have been considered.	Yes	****
8.1.5 Budget proposals support strategic priorities for program development and quality improvement and consider possibilities for possible savings or alternative revenue sources as well as seeking additional funding if necessary.	Yes	***
Overall Assessment		****

Comment:

Preparation of the University draft budget carried out according to a financial plan including estimations of required expenses and requirements of financial resources for the operation of all the University units and departments ,accordingly the head of financial affairs department write to deans of faculties to prepare the needs (new staff member, laboratories consumers and equipment.....etc.) of their colleges to be included in the financial plan. Different departments determine their need and then approved by program committee.



Priorities for Improvement:

- 1- Engaging teaching member staff in the process of budget preparation.
- 2- Reconstructing of NU financial planning and management system in order to delegate some level of financial autonomy of the college through the provision of its annual operational expenses budgets.
- 3- Embark on formal cost-benefit and cost effectiveness analysis for the program.
- 4- The financial planning processes should include independently verified risk assessment.
- 5- More flexibility in response for the urgent orders.

Independent Opinion

Comment:

agree

8.2 Financial Management

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

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

8.2.1 Sufficient delegation of spending authority is given to the program manager (or department chair) for effective program administration.

Yes

8.2.2 Delegations of spending authority are accompanied by appropriate

Yes

8.2.3 The program manager/head of department is involved in the budget planning accountability and reporting processes. process, and is held accountable for expenditure within the approved budget.

Yes

8.2.4 The accounting system provides for accurate and continuing monitoring by the program manager of expenditure and commitments against budgets.

Yes

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

Yes

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

Yes

Overall Assessment

Comment:

At the university level in NU, financial delegations are clearly specified. The university financial affairs are subject to internal and external auditing processes. Internal auditing is carried out through the auditing division of finance directorate . The university budget is subjected to external auditing by the general Auditing Bureau of Saudi Arabia which execute auditing on the state's revenues, expenditures, current and fixed assets and oversee the proper utilization and maintenance of these resources. The main task of the Accounting Division at the Financial Directorate is to ensure that funds provided for particular purposes are used for the same purposes and verify that this has occurred. The finance Directorate submits a quarterly report on expenditure and commitments against budgets with reports prepared for each organizational unit and for the University as a whole.



Priorities for Improvement:

- 1- Program specialized financial affairs unit.
- 2- Teaching member staff should be engaged more in the process of budget preparation.
- 3- Flexibility in response for urgent orders.

Independent Opinion

Comment

Define your authority in defining the budget and resource allocation

Overall Assessment of Financial Planning and Management

8.1 Financial Planning and Budgeting

8.2 Financial Management

Combined Assessment

Comment:

More budget proposals support strategic priorities for program development are required.
Delegations of spending authority are accompanied by appropriate

Independent Opinion

Summary of Comments:

Usually most of the programs have no authority to do financial planning or to allocate funds but this is done centrally

Indicators Considered:

The same indicators contained existing of the self-study

Priorities for Improvement :

Provide samples of communication with university indicating some sort of financial planning

Standard 9 Employment Processes

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

Sub-Standards:

Recruitment
Personal and Career Development

Comment and General Description of Good Practice

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

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

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

Evidence and Performance Indicators

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

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



Standard 9 Employment Processes

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



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

9.1 Recruitment

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

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

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

Yes

9.1.2 Candidates for employment are provided with full position descriptions and conditions of employment, together with specific information about expectations for contributing to the program as part of the teaching team. (The information provided should include details of employment expectations, indicators of performance, and processes of performance evaluation.)

Yes

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

Yes

9.1.4 Assessment of qualifications includes verification of the standing and reputation of the institutions from which they were obtained, taking account of recognition of qualifications by the Ministry of Higher Education.

Yes

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

Yes

9.1.6 New teaching staff are given an effective orientation to the institution to ensure familiarity with the institution and its operating procedures, services and priorities for development.

Yes

9.1.7 New teaching staff are given a thorough orientation to the program to ensure they have a thorough understanding of the program as a whole, of the contributions to be made to it through the courses they teach, and of the expectations for coordinated planning and delivery of courses and evaluation and reporting requirements.

Yes

9.1.8 The level of provision of teaching staff (i.e. the ratio of students per teaching staff member calculated as full time equivalents) is adequate for the program and benchmarked against comparable student/teaching staff ratios at good quality Saudi Arabian and international institutions.

Yes

Overall Assessment



Comment:

There is a well-developed employment process. Credentialing of all employees is checked verified. The college has been able recently to attract distinguished staff with high academic calibre. There are many opportunities for professional development for academic and non-academic staff. Faculty development at the college level is handled by the scientific departments. A survey of the needs and expectations of the staff has been conducted. Based on that, a full educational and training program has been planned and executed. Feedback on each activity is collected and improvement plans carried out. There is difficulty in hiring skilled supporting staff.

Indicators considered:

- 1) Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.
- 2) Proportion of teaching staff participating in professional development activities during the past year.
- 3) Proportion of Academic staff participating in professional development activities during the past year.

Priorities for improvement:

- 1) Improve training programs for supporting staff (identified as a strategic priority for the college).
- 2) Constructing a new faculty development unit
- 3) Support the university's plans to develop the academic track system.

Independent Opinion

Comment:

Agree

9.2 Personal and Career Development

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

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

9.2.1	Criteria for performance evaluation are clearly specified in advance and made known to teaching and other staff.	Yes	****
9.2.2	Consultations about work performance are confidential and supportive, and occur on a formal basis at least once each year.	Yes	****
9.2.3	If performance is considered less than satisfactory clear requirements are established for improvement.	Yes	****
9.2.4	Formal performance assessments of teaching and other staff are kept confidential but are documented and retained. Faculty and staff have the opportunity to include on file their own comments relating to these assessments, including points of disagreement.	Yes	****
9.2.5	Outstanding academic or administrative performance is recognized and rewarded.	Yes	***
9.2.6	All teaching and other staff are given appropriate and fair opportunities for personal and career development.	Yes	****
9.2.7	Junior teaching and other staff with leadership potential are identified and given a range of experiences to prepare them for future career development.	Yes	***
9.2.8	Assistance is given in arranging professional development activities to improve skills and upgrade qualifications.	Yes	***



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

Yes

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

Yes

Overall Assessment

Comment:

All faculty members are expected to participate in some form of career development every semester. At a minimum, they are expected to stay current in their fields of expertise and maintain satisfactory levels of performance.

The Deanship of quality assurance and Development provides workshops and activities that target a wide-range of skills, such as personal, technical and professional skills of the faculty and staff. In addition, leading, administrative, and active communication skills are also among the targeted areas. Moreover, there are other faculty and staff development activities that are held at colleges and departments' levels, such as monthly scientific seminars.

Although all the workshops that are organized by the Deanship of quality assurance and development are evaluated by participants, there is no feedback on its impact on the staff and faculty performance from the Deanship of quality assurance and development yet.

The University has started adopting a policy to reward outstanding academic and administrative performance. Such rewards include recognition of their merit by announcing it on the website and in the University newspaper. Websites of deanships display the picture and the name of —the employee of the year in recognition of his outstanding performance. Other forms of rewards include providing valuable prizes given to those who launched their personal pages on the NU faculty website.

Excellence in teaching was publicly recognized and rewarded at the levels of the department and the college. Criteria for selecting winners are clearly documented and made available on the website. In addition, faculty members whose research is published in international journals are financially rewarded and recognized.

Priorities for Improvement:

- 1) Improve training programs for supporting staff (identified as a strategic priority for the college).
- 2) Support the university's plans to develop the academic track system.
- 3) Conducting workshops for new teaching staff to oriented about whole the college, the program and rules controlling their work.

Comment

Agree

Independent Opinion



Overall Assessment of Employment Processes

9.1 Recruitment

9.2 Personal and Career Development

Combined Assessment

Comment:

There is a well-developed employment process. Credentialing of all employees is checked verified. The college has been able recently to attract distinguished staff with high academic caliber. There are many opportunities for professional development for academic and non-academic staff. Faculty development at the college level is handled by the scientific departments. A survey of the needs and expectations of the staff has been conducted. Based on that, a full educational and training program has been planned and executed. Feedback on each activity is collected and improvement plans carried out. There is difficulty in hiring skilled supporting staff.

Indicators considered:

- 1) Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.
- 2) Proportion of teaching staff participating in professional development activities during the past year.
- 3) Proportion of Academic staff participating in professional development activities during the past year.

Priorities for improvement:

- 4) Improve training programs for supporting staff (identified as a strategic priority for the college).
- 5) Constructing a new faculty development unit
- 6) Support the university's plans to develop the academic track system.

Independent Opinion

Comment

You should have a long term recruitment plan matched with workload in terms of credit hours

Indicators Considered:

The same indicators contained existing of the self-study

Priorities for Improvement :

- Define the training needs through questionnaires of students and staff and through SWOT analysis
- Arrange an efficient training program
- You need to provide a plan for five years indicating the recruitment priorities and the faculty vision about recruitment
- You need a specific procedure and regulations for recruitment approved from faculty council

Standard 10 Research

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

Sub-Standards:

Teaching Staff and Student Involvement in Research
Facilities and Equipment

Comment and General Description of Good Practice in Research

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

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

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

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

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

Evidence and Performance Indicators

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

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

Standard 10 Research

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

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

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



developments in the field.

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

Y

**

Overall Assessment

Comment:

- A list of publication of the staff members is prepared each year.
- The publications of the staff members are announced and discussed in the departments .
- There is a research for few staff members either separately or in group, there is no postgraduate research.
- Clear policies are established in the institution.
- Support is provided for junior staff

Priorities for Improvement:

1. Establish of research center(s) especially for research and development services to the community .
2. Establish a program for postgraduate research

Independent Opinion

Comment:

- 1- Focus on the research work that service the educational program
- 2- Also focus on research conducted by students rather than that done by staff alone
- 3- Show graduation research projects if applicable

10.2 Research Facilities and Equipment

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

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

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

Y

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

Y

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

Y

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

Y

Overall Assessment

Comment:

1. An inquiry of chemicals and equipment required submitted each year.
2. Establish adequate laboratory spaces and equipment, library etc. to support the research activities.
3. Also there is a need for more enrichment with equipment.

Priorities for Improvement:

1. establishment of more laboratories, equipment.
2. More budget and facilities for research.
3. A new laboratories for research in the new campus from the beginning of the next year will be available.

Independent Opinion

Comment:

Agree

Overall Assessment of Research

10.1 Teaching Staff and Student Involvement in Research

10.2 Research Facilities and Equipment

Combined Assessment

Comment :

A list of publication of the staff members is prepared each year. The publications of the staff members are announced and discussed in the department . There is a research for few staff members either separately or in group, there is no postgraduate research. Clear policies are established in the institution. Support is provided for junior staff. An inquiry of chemicals and equipment required submitted each year. Establish adequate laboratory spaces and equipment, library etc. to support the research activities. Also there is a need for more enrichment with equipment.

Independent Opinion

Comment:

The standard is mainly concerned with research that develops program or done by students

Indicators Considered:

The same indicators contained existing of the self-study

Priorities for Improvement:

- 1- Focus on the research work that service the educational program
- 2- Also focus on research conducted by students rather than that done by staff alone
- 3- Show graduation research projects if applicable
- 4-establishment of more laboratories, equipment



Standard 11 Relationships with the Community

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

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

Main Components of this Standard

Policies on Community Relationships
Interactions with the Community

Comment and General Description of Good Practice

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

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

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

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

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



Institutions should ensure that their activities and services are widely publicized and understood and valued by the community, and that their reputation is enhanced. The reputation of the institution is a vital factor in attracting and retaining high quality students and staff, seeking endowments, attracting research projects and funding, and in ensuring community support. It is also important in establishing and maintaining the public credibility of the qualifications that students receive.

Evidence and Performance Indicators

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

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



Standard 11 Relationships with the Community

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

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

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

11.1 Policies on Community Relationships

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

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

11.1 The service commitment of the program should be defined in a way that reflects the community or communities, within which the institution operates, and the skills and abilities of staff teaching in the program.

Y

11.1.2 The contributions to the community made by staff teaching in the program are recorded and reported upon on an annual basis.

Y

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

Y

11.1.4 Departmental or program initiatives in working with the community are coordinated with responsible units in the institution to avoid duplication and possible confusion.

Y

**

Overall Assessment

Comment: There is a contribution to the community to meet and fulfill their needs, and these contributions are reported and recorded.
There is a plan for community services to fulfill its needs has been Established.

Priorities for Improvement: 1. More coordination with the responsible units in the University is required.
2. Activating the community services through holding relation with the community organizations.



Independent Opinion

Comment

You need to provide:

- 1- Study and questionnaires and meetings to define the community needs
- 2- The community service priorities
- 3- The time limited community service plan

11.2 Interactions With the Community

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

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

11.2.1 Staff are encouraged to participate in forums in which significant community issues are discussed.

Y

11.2.2 In a professional program relationships are established with local industries and employers to participate on advisory committees and assist program delivery. (These may include, for example, placement of students for work-study programs, part time employment opportunities, and identification of issues for analysis in student project activities.)

Y

11.2.3 Local employers and members of professions are invited to join appropriate advisory committees.

Y

11.2.4 Contacts are established with schools in the region offering assistance and support in areas of specialization, providing information about the program and subsequent career opportunities for graduates, and arranging enrichment activities for students at the schools. (If a section within the institution has responsibility for coordinating these relationships these contacts are arranged in consultation with that section.)

Y

11.2.5 Regular contact is maintained with alumni, keeping them informed about institutional developments, inviting their participation in activities, and encouraging their financial and other support for new initiatives.

Y

11.2.6 Opportunities are taken in cooperation with institutional administrators to seek funding support from individuals and organizations in the community for research and other developments associated with the program.

Y

11.2.7 Records are maintained of community services undertaken by individuals and centers or other organizations within the department and provided regularly for recording in a central data base within the institution.

Y

Overall Assessment

Comment: There are contacts with the schools and the staff are encouraged to Participate, also regular contact with alumni is maintained There is a Participation from the students and staff members each year in increasing the community awareness with the common medicine they are used to use and this participation held on the hypermarket of the Najran society.



Priorities for Improvement:

1. More invitation and encouragement of the Alumni are required.
2. More relationships and contacts with pharmaceutical Industries are required
3. establish of annually meeting with the Alumina

Independent Opinion

Comment:

Agree

Overall Assessment of Relationships with the Community

11.1 Policies on Community Relationships

11.2 Interactions With the Community

Combined Assessment

Comment

There is a contribution to the community to meet and fulfill their needs, and these contributions are reported and recorded. There is a plan for community services to fulfill its needs has been established.

There are contacts with the schools and the staff are encouraged to Participate, also regular contact with alumni is maintained There is a Participation from the students and staff members each year in increasing the Community awareness with the common medicine they are used to use and this participation held on the hypermarket of the Najran society.

Independent Opinion

Comment:

The community service should be based on need assessment and within a plan and not random individual efforts

Indicators Considered:

The same indicators contained existing of the self-study

Priorities for Improvement:

- 1- Study and questionnaires and meetings to define the community needs
- 2- The community service priorities
- 3- The time limited community service plan