



National Center for Academic Accreditation & Assessment

Self Evaluation Scales – College Level

(على مستوى الكلية)

(Standard 4: Teaching and Learning)

College: Engineering

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

Sub-Standards:	Program: Civil Engineering	Program: Electrical Engineering	Program: Architecture Engineering	Star Average متوسط النجوم
4.1. Student Learning Outcomes	*****	*****	****	*****
Comments على مستوى الكلية	The intended student learning outcomes are consistent with national qualifications framework (NQF) and clearly defined according to national and international standards. Moreover, the outcomes are well mapped with programs' mission.			

Priorities for improvement على مستوى الكلية	For regular monitoring, evaluation mechanism needs to be supported by Alumni and employer survey. Student learning outcomes should be improved further to meet international standards such as ABET and ASCE.			
4.2.Program Development Processes	****	****	*****	*****
Comments على مستوى الكلية	International consultants were participating in the planning and development of the college programs along with a comprehensive discussion and debate held by academic staff of each program. Moreover, the curriculum of the college programs have been benchmarked with those of international universities. Continuous improvement is also ongoing based on the feedback of students.			
Priorities for improvement على مستوى الكلية	More contact and discussion with stakeholders and community should be done to improve the program development processes. Besides, encouraging instructors to adhere to the prescribed course specifications and adjust their strategies to convey the necessary knowledge and skills.			
4.3.Program Evaluation and Review Processes	****	****	****	****
Comments على مستوى الكلية	The college programs evaluation and review processes are followed consistently. The programs are continuously evaluated internally and externally. Online survey system is well established. However, full-loop evaluation has not taken place in all courses.			
Priorities for improvement على مستوى الكلية	Further emphasis must be done to have experienced evaluators and teaching staff from other institutions. Also, a centralized system for departmental external examiners must be established for all the programs. On the other hand, student should be aware of their programs in order to have more influence on the programs evaluation to be reliable.			
4.4. Student Assessment	****	****	****	****
Comments على مستوى الكلية	For student assessment, the overall assessment is not always based on outcomes. The exam design is based on a well-developed blue print with psychometric analysis			

Priorities for improvement على مستوى الكلية	Rigorous assessment evaluation of all exams should be performed. The assessment policy and procedure for the assessment of exams should be clear to all staff and students.			
4.5.Educational Assistance for Students	****	****	***	****
Comments على مستوى الكلية	For each program in the college, academic guidance committee is established and academic advisors are present for each year. Clear policies are in place for students with significant academic difficulties. Therefore, academic advice, learning facilities, monitoring student progress, encouraging high performing students are in place for assisting the student.			
Priorities for improvement على مستوى الكلية	Preparatory year is to be monitored to ensure the college programs requirements. After the enrollment of students in the college programs, a periodical assessment is to be held for the students' assistance process. Moreover, more effective mechanism is to be developed to deal with students with sub-satisfactory performance.			
4.6. Quality of Teaching	****	*****	****	*****
Comments على مستوى الكلية	The academic quality unit is regularly monitoring the quality of teaching. Most courses have course surveys where student's feedback is obtained about their learning and this evaluation needs to be strictly implemented in all courses. KPIs were established for monitoring the strategic objectives of the program.			
Priorities for improvement على مستوى الكلية	Teaching strategies are to be reviewed and improved to achieve the college programs learning outcomes. Further improvement could be achieved by making training sessions for the academic staff. Additional and updated textbooks and references are to be supplied. Action plan are to be applied and followed to close the loop of continuous improvement.			
4.7. Support for Improvements in Quality of Teaching	****	****	***	****
Comments على مستوى الكلية	The support for improving the quality, skills, and methodology of teaching is a university level service that provided by the deanship of development and quality.			
Priorities for improvement على مستوى الكلية	Training programs in teaching skills should focus on the observed weaknesses for the ongoing staff members. Training sessions for teaching improvement are to be provided at a college level for new teaching staff. Recognition of excellence in teaching is to be activated by providing awards for those deserved to be recognized.			
4.8. Qualifications	****	****	***	****

and Experience of Teaching Staff				
Comments على مستوى الكلية	The college has a reasonable number of know-how staff members. Most of them were graduated from top international universities. However, some of them are need to be updated by participating in local and international academic events.			
Priorities for improvement على مستوى الكلية	Ample opportunity for education and travel to scientific conferences and meetings should be provided to the faculties and encouraging them to publish their research in high impact international journals.			
4.9. Field Experience Activities	****	****	****	****
Comments على مستوى الكلية	The evaluation process of field experience is regularly reassessed and changed if necessary based on a consultation with supervisors and student representatives. Irregular visits to training areas are usually done if necessary.			
Priorities for improvement على مستوى الكلية	Risk assessment are to be executed for all parties involved along with planning to minimize and deal with risks and hazards in the field. Instead of irregular visits to interns training areas, the visits are to be done regularly each semester by a representative of each program from the college.			
4.10. Partnership Arrangements with Other Institutions	****	****		***
Comments على مستوى الكلية	There are collaborative agreements and twining programs with international universities in the field of engineering. However, many of these agreements are not best utilized especially when it comes to the undergraduate education part.			
Priorities for improvement على مستوى الكلية	Best utilization of the agreement is to be activated through strategic plan in the college. Moreover, proper evaluation of the impact of partnership arrangements should be done and proper follow-up of implementation of these agreements should also be done.			

Overall Assessment of Learning and Teaching (على مستوى الكلية):

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 (التعليق: يتضمن أهم الممارسات والانجازات على مستوى الكلية في المعيار الرابع):

Student learning outcomes were clearly specified, consistent with the National Qualifications Framework (NQF) and requirements for employment or professional practice. Standards of learning were assessed through appropriate processes and need to be benchmarked against demanding and relevant external reference points. Teaching staff were appropriately qualified and experienced for their particular teaching responsibilities. Teaching strategies are suitable for different kinds of learning outcomes. Teaching quality and the effectiveness of programs were evaluated through student assessments and graduate surveys.

The overall assessment of learning and teaching seems to be satisfactory



Priorities for Improvement (أولويات التحسين على مستوى الكلية للمعيار الرابع):

- More contact and discussion with stakeholders and community should be done to improve the program development processes
- Student should be aware of their programs in order to have more influence on the programs evaluation to be reliable.
- Preparatory year is to be monitored to ensure the college programs requirements. After the enrollment of students in the college programs
- Further improvement could be achieved by making training sessions for the academic staff.
- Training programs in teaching skills should focus on the observed weaknesses for the ongoing staff members.
- Best utilization of the agreement is to be activated through strategic plan in the college.
- Partnership with other institutions need to be activated.