



## **The national Commission of measurements and academic accreditation**

### **Riyadh - Saudi Arabia**

#### **Introduction:**

The periodic self-assessment program is a meticulous examination of the quality of the program, taking into consideration the mission and objectives of the program, as well as the requirements of the professional program to practice that career/ job in Saudi Arabia.

It also caters for ensuring accreditation criteria as it has been defined the National Authority for Assessment and Accreditation, and included in the document of national qualifications. The evaluation results should be strengthened with evidence, and the analysis and conclusions, as well as receiving consultancy from those people who are able to contribute with independent constructive comments.

The self-assessment report is considered as a survey/research report about the quality of the program. This program should include enough information to let the unfamiliar reader with the institution know/ have a glimpse of, **research** procedures and collect evidence upon which the results were built so that to be of strong credibility.

There should be also separate documents, such as "university guide", together with the use of all questionnaires of assessing standards, built-on "self-assessment programs for higher education standards" and attach it with a report of self-assessment. Therefore, there is no need for the repetition of all details as those documents contained in the self-evaluation report. However, this report should contain all the necessary information as it has to be read as a full report about all quality aspects of the program.

The model includes a number of parts and headlines to help in the preparation of the report. However, those parts and addresses should be followed as they are in the report. However, this does not prevent the attachment of the additional information. Evidence has to be presented in the form of tables or any form of data presentation in order to support the results as well as mentioning any data for comparison when this was appropriate, referring to the reports or questionnaires for more information. The report, accompanied by a list of acronyms, is provided as one document printed on one side, with an index of the contents.

## A Sample report of self-study program

Institution: MajmaahUniversity
College:/ Department: College of Education AzZulfi / Chemistry
<b>General information</b>
1. Course title and Course Code: Chem. Chemistry
2. Credit hours: 144 hours
3. Certificate awarded upon the completion of program: Bachelor of Education - Chemistry
4. The most important specialized program: There is no specific specialty in program
5. jobs that graduates of the graduates are prepared for: higher education, public education, research centers, to work for analysis laboratories, hospitals and water factories .
6. Name of the Director / Program Coordinator: Dr.Gehan abd alaziza aelaemaery
7. Name of faculty member responsible for the management and implementation of self-evaluation. Dr. Jihan Abdel-Aziz
8. Location if not on main campusThe program is implemented inside the main building.
9. Course Specification Approved Date:
10. The Approval Date for the most recent self-assessment _ (if any): 1434 This self assessment is the second
11. Approval Date for the report: Safar 1435
Note: a number of other documents that contain general information about the _ in addition to the periodic report for the program should be provided. See the list at the end of this form

### B. The Process of Self-Evaluation

The committee has studied all the standards listed in the self-assessment mode and their numbers is 11 criterion. The assessment of the quality of the program and approval of those standards and indicators was evaluated through the Calendar star topology. The Committee submitted the proofs and evidence on each of the criteria and indicators and have been included as annexes. The calendar year of the program was done through the collection of the number of

stars and dividing them on the number of indicators of the criterion . Observations of the effects has been fulfilled and a developed plan was set to improve falling indicators. Observations were made about the fulfilled effects, and a developed plan was set to improve falling effects.

**The steps involved in the process of self-assessment:**

**1-The announcement of the launch of the academic accreditation project.**

Initially, an announcement was made at the university and in different sections about the preparation of the self-study and distribution of a number of

files in Arabic and English. These files include a description of the necessary steps to fill in model standards of self-assessment, prepare a self-study report, collect, and provide the required evidence and documents.

<b>Name</b>	<b>Degree</b>	<b>Position</b>	<b>Signature</b>
<b>Dr. Jihem Al Amiri</b>	<b>Associate Professor</b>	<b>President</b>	
<b>Dr. NawelMahjoub</b>	<b>Assistant Professor</b>	<b>Member</b>	
<b>Dr. Ameni Hassan</b>	<b>Associate Professor</b>	<b>Member</b>	
<b>Dr. Manel Mohamed</b>	<b>Assistant Professor</b>	<b>Member</b>	
<b>Mrs. Ibtihej Hassan</b>	<b>Lecturer</b>	<b>Member</b>	
<b>Lecturer EmnaShtwi</b>	<b>Lecturer</b>	<b>Member</b>	
<b>Mrs. Ines Al jihni</b>	<b>Teacher Assistant</b>	<b>Member</b>	
<b>Teacher Assistant Rabe Al Madid</b>	<b>Teacher</b>	<b>Member</b>	
<b>Teacher Assistant WidedSekiyani</b>	<b>Teacher</b>	<b>Member</b>	

**2- The setting of the committees at the level of the college:**

The establishment of the committees at the level of both college and the sections so that to accomplish the tasks associated with the academic accreditation in each section of the College and coordinate with the various college committees as in the following figure:

## Organizational Structure

Vice Dean for quality  
and development

The Quality Unit in  
the college

The English  
Language

Domestic  
Economy

Computer  
Science

The Arabic  
Language

Special  
Education

Mathematics

Physics

The Studies

Chemistry

E-learning  
Committee

Accreditation  
Committee

Committee for  
Scientific

The supervising  
committee

the Committee on  
safety and security

Committee of  
Assessment and  
Measurement

The quality  
Committee

Graduates  
Committee

The Academic  
Advisory  
Committee

Committee of  
Advisory and  
guidance

The  
Committee  
on the study  
plans

The department established a working group to verify the standards set by the

National Commission. During the distribution of tasks, we made sure the participation of all members of the teaching staff as well as female students.

	<b>The context</b>	<b>Criterion</b>	<b>م</b>	<b>Name</b>
	<b>institutional context</b>	<b>Vision and objectives learning and education</b>	١	<b>Lecturer Inas al-Juhani 1 letter</b>
		<b>management authorities</b>	٢	<b>Dr. Amani Hassan</b>
		<b>Quality assurance and improvement</b>	٣	
	<b>The quality of education and teaching</b>	<b>Learning and Education</b>	٤	<b>Dr. Manal Mohamed</b>
	<b>Supporting Students; learning</b>	<b>department of students' affairs</b>	٥	<b>Lecturer Ruba al madid</b>
		<b>Learning source</b>	٦	<b>Lecturer Ibtihej al hassan</b>
	<b>infrastructure support services</b>	<b>Equipment</b>	٧	<b>Lecturer Wided al Sakyeni</b>
		<b>Financial Planning financial management</b>	٨	<b>Lecturer Emnashtiwi</b>
		<b>Recruitment process</b>	٩	<b>Lecturer Emna shtiwi</b>
	<b>Serving the community</b>	<b>Scientific Research</b>	١٠	<b>Lecturer Emna shtiwi</b>
		<b>Relation with Society</b>	١١	

### 3-Collection of information and evidence:

A committee was formed for accreditation and quality in order to coordinate between the different departments with regard to the providing of necessary data and evidence and indicators related to the model standards of both self-assessment as well as a report of self-assessment of the program in each department separately. A commission has been set up to collect data and information. The commission which includes members of the teaching staff, the staff of the College was set up in order to assist the committees in accessing the necessary information to fulfill the tasks assigned to it.

In the department, the teams filled in the model of self-assessment standards in the part related to the criteria, which is specific to each commute. The committee has completed the model with a report covering all the strengths and weaknesses of the aspects of the standards.

The committee has also provided an illustrative description of the followed procedures regarding the criteria of what is actually happening in the department.

The models were collected in a separate model to provide the necessary details in the preparation of a self-assessment report.

### 4- The writing of the self-assessment report:

After the teams finished their works, the two coordinators of the current and the previous department compiled them by writing the self-assessment report based on models of self-assessment standards.

A plan was set for the improvement and development of the program based on the results and recommendations of the self-assessment report.

The plan includes a clear definition of the steps, and tasks which are meant to be done, and members of the department for them as well as the exact time to finish it.

The implementation plan will followed up and review its progress regularly in Section

In line with the recommendations of the report.

In the department, the executive plan will be followed up and reviewed its process regularly in accordance with the recommendations of the report.

### 5- The Mission and the objectives of the program

#### **The mission of the program**

The Chemistry Department seeks to give an advanced education that combines between knowledge and innovation in the field of chemistry to prepare a new generation of qualified graduates to match with work place demands according to quality standards.

2- The most important objectives (Specific and General) related to the development of the program (This item refers to the most general and specific objectives in order to develop, improve the program and not only to the goals which are related to the learning outcomes of students).

Goals should be precisely mentioned/expressed to allow the monitoring and assessment of what is being done, and the time schedules for this achievement has to be stated.

**Objectives:**

Achieving an advance academic level for graduates in the scope of quality standards.

- Preparing specialized competencies in the field of chemistry that contributes in serving the society through programs & development plans in the fields of Education, Health, Industry and Scientific Research.
- The contribution in the advancement of science and knowledge through scientific and academic research.
- The participation in spreading the scientific culture through holding seminars and conferences.
- Offering services for society for both public and private sectors through the awareness of chemistry program and the exchange of experiences.
- Employing the use of electronic programs to present the latest educational programs in the field of chemistry .
- Developing the performance of staff Members through training courses, seminar and scientific conferences participation.

The main performance indicators (state the indicators and standards of excellence which have been chosen to represent evidence on the quality of the program or the achievement of the objectives of the Program toward its further development).

Level of the data	Indicators of the major performance	Critrium
the program, The college, the institution	1- Overall assessment of the quality of the students' learning experiences in the enterprise (average estimates of students O-year appreciation of five points final year students	<b>-↖The assurance and improvement</b>

		<b>of the quality</b>
The program, the college, the institution	-٢ The proportion of curricula in which students are assessed during they ear	
The program, the college, the institution	-٣ The proportion of programs that have independent certification standards of the students' achievement by people from within the institution	
The program, the college, institution	-٤ The proportion of programs that have independent certification standards of the students' achievement by people from outside the institution	
The program, the college, the institution, the detailed data of female and male students then their society	-٥ The ratio of students to the teaching staff (with full time or equivalent)	<b>Learning and Education</b>
The program, the college, the institution, the detailed data of female and male students then their society	-٦ The general students' appreciation of the quality of the courses (average students' estimates on a discretionary five-point scale for the overall assessment of the courses)	
The program, the college, the institution, the detailed data of female and male	٧ Percentage of the teaching staff who hold qualifications of a certified Ph.D.	



students then their society		
The program, the college, the institution, the detailed data of female and male students then their society	<p style="text-align: right;">-٨</p> <p>The percentage of students included in the programs who have completed successfully first year</p>	
The program, the college, the institution, the detailed data of female and male students then their society	<p style="text-align: right;">-٩</p> <p>The percentage of students enrolled in the bachelor's degree programs who have completed in the minimum of the period</p> <p style="text-align: right;">٥</p>	
The program, the college, the institution, the detailed data of female and male students then their society	<p style="text-align: right;">-١٠</p> <p>The percentage of students enrolled in the postgraduate programs who have completed in time</p>	
The program, the college, the institution, the detailed data of female and male students then their society	<p style="text-align: right;">-١١</p> <p style="text-align: right;">-ج</p> <p>The proportion of graduates of the bachelor's degree programs who, in the span of 6 months from graduation:</p> <p style="text-align: right;">a. Have been employed</p>	

	b. Have enrolled in a course c. Have not looked for employment or study	
Institution	۱۲ The ratio of students to the administration staff	
Institution	-۱۳ The percentage of the operational budget (without the amounts of students' rewards and housing) allocated for student services	
Institution	-۱۴ The students' evaluation of the vocational and academic counseling (the average estimates of the degree of appropriateness of the psychological and vocational counseling on a five-point annual scale of final-year students )	<b>-۵ The Department of student support services</b>
Institution	-۱۵ The number of titles in the library in proportion to the number of students	<b>-۶ Learning Sources</b>
Institution	-۱۶ Number of subscriptions online resources in proportion to the number of existing programs	
Institution	-۱۷ The number of subscriptions to periodicals in proportion to the number of programs offered	

Institution	-١٨ -The students' assessment of library services (average estimates of the extent of appropriateness of library services on an annual discretionary five-point scale for final-year students)	
Institution	-١٩ Annual expenditure on information technology in proportion to the number of students	
Institution	-٢٠ Number of computers provided for each student	
The institution, the detailed data of female and male students then their society	-٢١ The overall rate of the suitability of facilities and equipment through a survey of the views of the teaching staff	
Institution	-٢٢ The bandwidth for each user of the Internet	<b>-٧Facilities and equipments</b>
Institution	-٢٣ Total expenditures for each student (without the amounts of the students' rewards students and housing)	<b>- ٨Planning and Financial administration</b>
College, institution	-٢٤ The proportion of the teaching staff who left the university in the previous year for	<b>-٩Recruitment processes</b>

	reasons other than retirement age	
College, institution	Percentage of the teaching staff involved in the activities of professional development last year	٢٥
College, institution	Percentage of the teaching staff involved in the professional development last year	-٢٦
College, institution	The number of what was published in the accredited scientific journals by each member of the teaching staff with full-time or equivalent in the previous year	-٢٧
College, institution	-The proportion of members of the teaching staff (full-time) who have at least one accredited research in the previous year	٢٨
College, institution	-٢٩ Number of working papers or reports of conferences during the past year for each of the members of the teaching staff full-time or equivalent	
College, institution	-	
College, institution	Ratio of total operational funding spent on research	-٣١
College, institution	The proportion of members of the	-٣٢
		<b>-١٠ Scientific research</b>
		<b>-١١ Relation with society</b>

	teaching staff and other staff who have done activities of community service	
College, institution	-३३ Number of programs of community education submitted by numbers of .	

The main performance indicators:

- ✓ The opinions that were elicited by asking members about their opinion in the vision, and the proportionality of this mission and aspirations with the needs of the community.
- ✓ The opinions of the members of the department and decision-makers in the program about the usefulness of "" the mission" to the process of decision-making.
- ✓ awareness of the faculty members and participants in the mission of the program and their support to it..
- ✓ the proportion of the important decisions made with reference to the mission.
- ✓ contain criteria for the evaluation of proposals specific to the establishment of courses on a clause stating the harmony of the proposed courses the vision program.
- ✓ The View of the supreme authority members in the effectiveness of the Council (or the administration) with regard to the policy of the program and supervision, the extent of their understanding of the necessary strategies to achieve the goals, and the extent of convergence of opinion among the various groups that make up the Council of Administration.
- ✓ The existence of reports of self-examination issued by the program's administration and the main administrative to improve this performance, and plan the improvement of this performance.
- ✓ Form meeting schedules, papers, record meetings related to the administration and minutes of meetings management, which could indicate the presence of a clear focus on general issues and the strategy, or the absence of this focus.
- ✓ The extent to which the goals set are achieved in the annual work plans.
- ✓ Containment of the job description, or the authority of the main committees on the responsibility and clear accountability mechanisms, as well as clear mechanisms for evaluating performance.
- ✓ A number of times in which a Department shall notify all employees with both; the developments in the department, and the topics that interest the Department in the present time. .
- ✓ Responses of members of the teaching staff and workers of the department to questionnaires regarding things that were informed by the department. This reveals their awareness of the developments in the department, and the issues that the former is concerned with.
- ✓ The extent to which the department teaching staff , students and employees are aware of the existence of rules, policies which concern and affect them, and affect them, the extent of their knowledge of these rules
- ✓ Reactions of the teaching staff members to the program and the opinion polls for the atmosphere of the department.

- ✓ The extent of the existence of plans which are meant to improve the quality including and points of comparison at the level of the program.
- ✓ The percentage of the faculty teaching members supporting the strategies adopted by the program for improving the quality.
- ✓ The percentage of the teaching staff members whose teaching is evaluated by the students.
- ✓ The degree of compatibility between the objectives and indicators in the program, and the extent in performing measurable outputs.
- ✓ The degree of compatibility between the form of the objectives and indicators in the program, and the extent to perform, to measurable outputs.
- ✓ Students' satisfaction with their experience in the program.
- ✓ Average grade of students' satisfaction about their experiences in the program.
- ✓ The percentage of students who were surveyed during the year.
- ✓ The percentage of programs in which they verify the assessment criteria (institutional only)
- ✓ Students 'opinions about the quality of teaching.
- ✓ Students' estimations as it was recorded in the questionnaires about the quality of the programs, developing the necessary skill by the labor markets, and the extent of the realization of the fields of knowledge determined by "Qualifications Framework", as well as any other special capabilities, the program selected.
- ✓ The employers' assessment of the quality of graduates' performance, the skills, and characteristics as determined by the qualifications framework.
- ✓ The percentage of the number of students to the number of employees in the program , and in the various fields of study.
- ✓ The percentage of the number of students to the number of faculty members.
- ✓ Graduates Employment rates
- ✓ Transition rates from the first year to the second year of study .
- ✓ The rates of finishing courses successfully in less than a specified time and within a year of the lowest rates of the time.
- ✓ The rates of accepted graduates to study in graduate programs at recognized universities.

- ✓ Independent evaluation of the programs according to standards " framework of qualifications " .
- ✓ Appropriateness of teaching methods according to students' assessment, external observers , and faculty members for each of the areas of learning , as contained in the " framework of qualifications " .
- ✓ The amount of time devoted by the teaching staff to the individual students' consultancy.
- ✓ Student Assessment of the presence of faculty members for consultancy and academic advisory.
- ✓ The percentage the teaching staff holding qualifications at the level of bachelor's and master's degrees and doctorates.
- ✓ Appropriateness of the qualifications and experience of the members of the teaching staff with the courses they teach.
- ✓ External observers estimate of the quality of textbooks for the extent of coverage of the recent research and theories.
- ✓ Students' estimates for books prescribed in terms of their understanding, and in terms of their usefulness in understanding the courses.
- ✓ The percentage of faculty members who have published their research in the previous year.
- ✓ Number of published research for each member of the faculty members.
- ✓ An assessment of the quality and usefulness of courses by advisory commissions from industrial and professional sector as well as other social sectors.
- ✓ The participation rates of faculty members in professional development activities related to teaching methods.
- ✓ Students' satisfaction with effectiveness of teaching in the program
- ✓ percentage of students who succeeded this year (for example, the percentage of students who have registered for 4 years and they completed their studies if the time of the study 4 years)
- ✓ The percentages of students who were appointed.
- ✓ The percentage of graduates who have obtained the highest training or postgraduate studies.
- ✓ The percentage of students who have completed their academic year with acceptable grade.
- ✓ The Number of respondents to the questionnaires for graduates ( only at the level of institution)
- ✓ Standard deviation and average rate of cumulative rate for students, as well as estimates given (at the level of programs and colleges).
- ✓ Opinion polls about the quality and range of students' services, rates and the use of the students' services.
- ✓ The financial share devoted to the student's services for the total operating expenses.
- ✓ Number of cases in which the disciplinary action was taken.
- ✓ Number of cases in which students appealed against disciplinary decisions.
- ✓ Average time the response takes to the request for information from a student or a member of the society in which it operates.
- ✓ Number of cases in which students were to appeal against disciplinary decisions.
- ✓ Average time it takes to respond to a request information from the student or member of the community in which the institution operates.

- ✓ The percentage of students participating in extra-curricular activities.
- ✓ Time for completion of assessment of students, and informing them about the results of this assessment.
- ✓ Polls conducted on the satisfaction of users.
- ✓ The percentage of students who succeed in obtaining the scientific seminar subject which they need in their courses.
- ✓ Average time for accessing the materials required from other libraries participating in the library service.
- ✓ Number of publications and journals in the field of study.
- ✓ The percentage of financial quotas allocated for spending on educational materials and equipment.
- ✓ The average time it takes to collect educational materials to the student borrowed from other internal libraries.
- ✓ Opinion polls on the satisfaction of users of classrooms, laboratories, equipment and facilities information.
- ✓ Rate of number of computers that can be used for each student (only institutional).
- ✓ Rates of the use of space for teaching.
- ✓ The size of land built for the number of full-time students, and the use of this space for particular purposes, such as areas of teaching, and the laboratories, and so on.
- ✓ Percentage of the number of hours reserved for various teaching facilities compared to the number of hours that have already been used.
- ✓ The existence of a good plan for the mission.
- ✓ There are reports on the results of assessing the status of devices and installations.
- ✓ Agenda showing the number of maintenance works which have not been carried out yet.
- ✓ Expenses for repair.
- ✓ Replacement rate of devices.
- ✓ Percentages of total financial income from different sources of funding.
- ✓ Observational reports on external financial audit.
- ✓ Income from commercial activities.
- ✓ The dividend income from commercial activities as compared to the size of assets.
- ✓ The volume of assets that can be disposed of as compared to the size of debt.
- ✓ Liquidity ratio.
- ✓ The size of the salaries compared to the total income.
- ✓ Change rates members of teaching staff and administrative bodies.
- ✓ The number of job applications that offer in response to employment ads.
- ✓ The number and percentage of faculty members who hold official positions in international organizations, academic, or professional, or research.
- ✓ The number of formal complaints made by members of the teaching staff and management, compared to the total number of complaints and disputes.
- ✓ The percentage of members of the teaching staff who obtained a doctorate.
- ✓ Diversity of background of members of the teaching staff in the country, from which they obtained the highest certificate, and in terms of ethnicity (ie, sex, or race ).
- ✓ Percentage of faculty members who gave a positive assessment of the institution, in the opinion polls, in which the faculty member's name is not registered.
- ✓ Percentage of faculty members who participated in the development of professional skills courses.



- ✓ Evaluation of new faculty members to the feasibility of the setting and counseling sessions.
- ✓ Evaluation of faculty performance evaluation of the feasibility of the assessment of performance.
- ✓
- ✓ The Relationship of the scientific research with the mentioned priorities in the mission of the program, or in the scientific research plan.
- ✓ The relationship of applied scientific research done by faculty members with recent subject.
- ✓ The independent evaluation of the adequacy of the facilities and equipment of scientific research.
- ✓ Faculty members' evaluation of the adequacy of adequacy scientific research equipment and facilities. .
- ✓ Percentage of faculty members who have produced scientific researches with defined specifications.
- ✓ The number of published scientific research in refereed scientific journals compared to the number of teaching members with full-time.
- ✓ Success rate in obtaining research grants.
- ✓ Proportion of members of the teaching staff who have been successful in obtaining research grants is open to competition.
- ✓ The average number of times in which faculty members' scientific research cited in comparison with faculty members.
- ✓ Funds obtained through the granting of scientific research.
- ✓ Funds obtained through the investment of intellectual property rights.
- ✓ Number of patents in comparison to the number of members of the teaching staff working full-time.
- ✓ Patent number compared to the number of teaching staff members working full-time.
- ✓ Number of joint research projects with industry, or with teaching staff in international or local institutions.
- ✓ Percentage of students enrolled in graduate studies and research programs.
- ✓ The number of students enrolled in postgraduate programs research graduates in the past year.
- ✓ The rates of students who successfully finished graduate research programs.
- ✓ The rate of income obtained from Research for each member of the teaching staff full-time.
- ✓ The proportion of the number of students participating in the research of the total number of students (according to the school level )
- ✓ The average time required for graduation rate (according to the school level ).
- ✓ The percentage of the teaching staff members supervisors students researchers.
- ✓ The number of working papers, which were presented in Conferences (A)on the local level (B) and on a global level.
- ✓ The percentage of teaching staff supervisors researchers student body members
- ✓ Poll results of the teaching staff and outside the institution's about the percentage of the university research facilities.
- ✓ success rate in obtaining research grants

- ✓ Average citations (citations and research) of each faculty member working full-time (at the level of disciplines)
- ✓ The average of patents for each faculty members working full-time. (at the level of disciplines)
- ✓ Services provided by the program compared to the needs of the community.
- ✓ The extent of the program's linkage to society, as shown in (for example) the funds allocated, and the number of members of the faculty and administration bodies participating in social activities, community service and take into account when evaluating faculty members.
- ✓ The extent of the program's relation to society, as shown in the allocated funds, and the number of faculty members and administrative bodies participating in social activities, community service taking into account the evaluation faculty members.
- ✓ The provision of services in response to the specific needs of the community (for example, the health, and the development of small businesses, projects, urban planning, and education).
- ✓ The way the program is presented positively and negatively in the media.
- ✓ The community's view about the quality as well as reputation of the program quality reflected in opinion polls.
- ✓ Society's view about the community services provided by the program. of community services.
- ✓ The views of the students who are about to finish their secondary education on the program and what it offers for students wanting to register in it.
- ✓ The proportion of top students from the region who express their willingness to enroll in the program first choice.
- ✓ The participation of entrepreneurs in the cooperative education, and programs of learning during the job.
- ✓ The number of times, in which the members of the community attended activities provided by the program.
- ✓ The proportion of graduates of the program who participate in activities sponsored by the program.
- ✓ The level of care or financial contribution provided by community.

#### **D. The program's environment**

Important elements in the external environment of the program (it includes the most important and the most recent changes).

It outlined the important features of the external milieu, including influential changes in the provision of program or the acquiring of the required skills by graduates during the last periodic self-assessment or since the beginning of the programs such as;

- The local and global economic developments
- New scientific and important research in the field.
- Technical changes affecting the required skills.
- The demand for employment.
- The government policies on higher education or issues affecting in certain areas in which they prepare students for.
- The local or international developments in professional practice for this area.

## **The environmental external elements of the program:**

### **Variables and positive features in the external environment**

The development in the higher education sector: the expansion in higher education has started in recent years and so many universities were established in the United Kingdom, which include many colleges in different areas of education.

The research encouraged by the government:

The government is working to support projects through the provision of financial support and advisory.

The increase of the governmental spending on higher education where the budget of higher education represented one third of the Saudi Arabia budget.

The inclination of the Ministry of Higher Education and the National Assessment and Accreditation to the development, quality and its quest to unify efforts between institutions of higher education for the acquiring of academic accreditation

In various academic programs and the adoption of a number of courses and workshops that contribute to the support those efforts.

The need of Labor market for college graduates and partnership with the private sector

The private sector preference for graduates with various skills like computer science, the English language and required knowledge and skills, which comply with the program outputs.

The negative impact of the external factors on the environment of the program.

There are many factors affecting the program and in particular acquiring the graduates with required professional skills. It can be summarized as follows:

1- The increase inclination towards Higher Education.

One of the concrete observations about the educational sector is the growing tendency the higher to higher education in the past years.

The Higher Education has become a burden on institutions of Higher Education and in particular

Public universities so that to provide appropriate environment for education.

This led to the establishment of a number of governmental universities and licensing of a number of new private universities by the Ministry of Higher Education to meet these requirements.

### **2. The absence of a trend toward professional education**

In the Kingdom of Saudi Arabia, the labor market is suffering from a clear inflation in the number of university graduates and shortage of technical personnel. This problem was due to some social, economic, and educational elements and it has influenced the number of male and female students applying for these colleges.

3- Lack of harmony between higher education requirements and the needs of markets.

-There is no harmony between higher education graduates and the needs of local, national, and regional labor markets in addition to the lack of harmony with the trends and potential future labor markets.

It is noticeable that the lack of institutional methodology for coordination between the outputs of higher education and market requirements.

In general, companies are not satisfied with local and regional graduates. There is a lack of satisfaction of the companies from the local private sector related mainly to the capabilities of local graduates. That was due to the inclination of the employers to rely on the foreign work force which is less paid and more competent.

These are the major challenges facing the quality of higher education in the Kingdom:  
The challenges facing the admission policies are the following:

### **Admission policies**

Weak harmonization between the performance of students in public secondary education and their choice of specialization. The performance of students in the high school exam and test measurement are the only factors that take into consideration the admission of academic programs which led to the restriction of institutions of higher education with the input of its programs and quality achieved to ignore quality factor in the admission policies, in particular in private universities in admission programs of the parallel education in the official universities.

### **The teaching staff:**

The challenges related to teaching in the Saudi institutions of higher education are the following:

The difficulty in recruiting qualified faculty staff in some professional specializations.

The phenomenon of brain drain: they bring many qualified staff to come and work in the Saudi universities in the private sector with higher salaries.

### **Scientific research:**

The challenges facing higher education in the Kingdom:

-Low budgets for scientific research, complexity and the length of the procedures associated with getting financial support.

The limited scientific research activities conducted by members of the teaching staff because of the loads of teaching, administrative and successive quality without the assistance of the Administrative Staff

College, as well as to the lack of scientific research facilities in many areas.

### **Administration**

The challenges related to the administration are the following:

Lack of harmony between the university management style and the requirements of the development of modern institutions of higher education.

The delays and the slow development of strategic planning in most institutions of higher education.

The non- development of a comprehensive and unified strategy for the outputs of higher education plan, which prompted \_

Universities to rely on subjective and automatic limited interpretations and thus the output decline.

The absence of the participation principle in some important aspects of scientific management of departments and colleges do not participate in the planning and financial operations in most universities.

## 2. Changes in the educational institution affecting the program

### The important changes affecting the Organization in presenting the program.

Renovations inside the main building and the provision of internet to members and a blackboard interactive laptop for each member of the teaching staff, guest service parameter (Renewal of gas connections-and-warning systems and airy, and maintenance of the floors )  
Change in the academic plan of the program.

### Proposals on the program

The developing the labs section and the establishment of a research laboratory.

- Establishment of a library for the section
- Private Room for administrative staff.

Important changes from outside the institution, which affect the program (if any), during the past two years.

- The environment surrounding and social conditions do not allow students to communicate with the institution that need them as a team.
- The low level of passing the program.
- Big turnout for Higher Studies.
- Proposals on the program.
- Allowing visits to the field of relevant institutions such as factories, hospitals and the possibility of opening new areas of work.
- The communication with the Office of the service to know imbalance in the recruitment of female graduates, despite the lack of parameters Chemistry School.
- Studying some courses of the program in English.
- The work of a workshop on improving program outputs.
- **Workshop done on improving program outputs.**
- Dealing between the private sectors and the program.
- Not accepting the program without requesting desire, with the corresponding need for personal before acceptance of female students in the section.

**3. mention any proposals for changes that might be required in the letter and goals, or content, or ways of presenting the program as a result of the changes mentioned in 1 and 2 above.**

**H- The development of the program**

The changes in the program during the period since the last periodic self-assessment or since the submission of the program: This should cover, inter alia such as: add courses or deleted, or significant changes in the content, or changes in teaching methods or the Calendar students, or in the evaluation of the program, etc.

The development of a plan for the program, which was an increase in the number of hours of some decisions and lack of others.

**The rate of the virtual completion of the program:**

(Indicate the number of students who have successfully completed the program in each of the last three years, and the number of students who began the program in each group prior years ago .... (Example: If 120 students have completed a four-year program in 2009, while 200 students began the same program in 2005, the completion rate here is 60%)

Virtual rate of completion of the program	Number of students who started the program in this group since previous years	The number of students who finished the program	Year
		Not available	

\* Virtual rate of completion of the program is a percentage of the number of students who have completed the program compared to the number who from previous years.

Transition rates from year to year. (In the last academic year)

The percentage of students who started in each academic level each year and succeeded and continued at the higher level this year.

They started in the first year and continued insider in the second year,  
 started in the second year and continued insider in the third year,  
 started in the third year and continued insider in the fourth year of %

(note: in programs that will be the first year (or first and second) Joint, should include figures on the number of students in the first years of the fully group fully with codification note explaining this division).

They commented on the trends in the transition rates from one year to another (example: increasing, decreasing, and potential causes and differences (if any), and the importance of these trends.

4. The comparison between the number of enrolled planned actual number.

The year	The number of plans	The actual number
١٤٣١/١٤٣٢	٥٠	
١٤٣٢/١٤٣٣	٥٠	
١٤٣٣/١٤٣٤	٥٠	
١٤٣٤/١٤٣٥	٥٠	
.		

**There was a fundamental difference between the actual planned number**

The evaluation of the Program with regard to the general objectives and aimed at the development of the program  
(see items C(2) and C(3) above)

(Note: (1) Reports of these items should be expanded to include research agendas, or diagrams, or otherwise of pictures of evidence, and also include trends and comparisons with previous performance, or with the performance of other institutions.  
(2) should be information on performance indicators associated with the subject of the study).

<p style="text-align: center;">) .Select general objective or private..\'(</p> <p style="text-align: center;"><b>standard of excellence or performance indicator desired</b></p> <p style="text-align: right;"><b>outcome</b></p> <p style="text-align: right;"><b>comment</b></p>
<p style="text-align: center;">) Select the public and private sectors\'(</p> <p style="text-align: center;"><b>standard of excellence or performance indicator desired</b></p> <p style="text-align: right;"><b>outcome</b></p> <p style="text-align: right;"><b>comment</b></p>
<p><b>1. (\'Select the public and private sectors)</b></p> <p><b>2. standard of excellence or performance indicator desired</b></p> <p><b>3. outcome</b></p> <p><b>4. comment</b></p>
<p><b>5. (\'Select the public and private sectors)</b></p> <p><b>6. standard of excellence or performance indicator desired</b></p> <p><b>7. outcome</b></p> <p><b>8. comment</b></p>
<p><b>9. ) .ξSelect general objective</b></p> <p><b>10. the standard of excellence or performance indicator desired.</b></p> <p><b>11. outcome</b></p> <p><b>12. comment</b></p> <p><b>13. continued as necessary to add more general objectives and private(</b></p>



**G. Evaluation with regards to the standards of quality** *(For more details, check to “The Standards of Quality Assurance and Academic Accreditation of Higher Education programs”)*

All reports on the following quality standards should follow the guidelines indicated in *The Standards of Quality Assurance and Academic Accreditation of Higher Education programs*.

Each report should include an explanatory note which contains a brief background or an explanation of the processes related to the standard appointed in order to make it understandable for external reviewing committees (be they local or international) who have no knowledge of the institution or the program. Reports should summarize the processes followed to examine the level of performance with respect to each standard. There should be a full explanation presented to the external committee so that they are able to evaluate the adequacy of those reviews and the level of performance.

Reports should provide accurate data to make the evaluation process reliable. This is to say that these reports should provide specific data to show trends, supporting the conclusions, and making comparisons with other institutions in order to present indicators and excellence standards to assess the performance. This data can include key achievement indicators, other statistical information, digital information taken from the results of the questionnaire, the results of the students (with verification of standards), a number of peer-reviewed journals or rates of use of services, or anything that could provide clear evidence on the achievement which is evaluated. A simple confirmation is not enough that this thing is good, or needs to be developed without providing evidence to prove it. In addition, quantitative data (numerical) can be presented. In case the priorities are identified or initiatives are proposed to address important issues, they should be mentioned, with recording any preliminary results.

The report should deal with all the sites where the program is offered, and contain a description of the procedures of how to carry out assessments in different sites. This is particularly important in the case of the existence of different sections; one for males and another for females. These sites describe the procedures followed in each section, and they show plans of assessments and coordination in the final report. If there are significant differences between the analyses or evaluations of the program achievement in different places (e.g. between male and female sections or between various sites in which the program is taught), this should be clarified along with the reasons of these difference. Moreover, any replies should be based on such explanations. This applies to all standards and not only Standard No. (2), which contains a sub-part dealing with relations between male and female students sections.

It is not necessary to submit a detailed report on each item in each sub-part of each standard. This is because the completion of the self-assessment standards will provide more comprehensive coverage. However, the report must include at least:

- ✓ Items where achievement is weak or significantly different among the different sections.
- ✓ Items where achievement is very good, and can provide evidence of strong achievement.
- ✓ Items that have been selected to be the subject of consideration and study, as a result of a strategic planning or previous assessments.
- ✓ Items that are of importance to assess the quality, such as verification of the student levels of achievement, and the use of indicators and criteria to assess quality in order to check up the level of students' performance and use indicators of performance which are compatible with the "key achievement indicators" compared to the selected criteria of excellence

### **Standard 1. Mission and Objectives**

**(Degree of overall assessment \_\_\_\_\_ 3.93 star)**

The program mission should be in consistence with that of the academic institution, and this mission is applied on the goals and requirements specific for the program appointed. This mission must specify very clearly and appropriately the objectives and the basic purposes of the program. Also, they should be influential in the planning and working on the program.

#### **Explanatory note regarding the development and use of this mission:**

The verification process was carried out through:

1. The plan of the chemistry program.
2. Consistency matrix between the college mission and program mission
3. Conducting Polls to collect the students opinions on in the vision, mission and goals
4. Meeting administrators to discuss the vision, mission and goals.
5. Conducting meetings to reformulate the vision, mission and goals
6. Questionnaire to collect employers' opinions on the vision, mission and goals
7. Council for the accreditation of the vision, mission and objectives of the program
8. Report for reviewing the goals of the program.
9. Consistency matrix between learning outcomes and program objectives
10. Consistency matrix between learning outcomes of the program and learning outcomes of the National Commission for the evaluation and accreditation.
11. methods of measuring learning outcomes.
12. Measurement of evaluation of learning outcomes.
13. posing the mission at the university website and social networking sites
14. consistency between the mission of the program and the Strategic Plan.
15. Matrix consistency between the Mission and Objectives.

## **Evaluating the quality of programs implementation.**

Check the evidence that has been reached about the subsections of the Standards and present a short report containing certain strength points, areas that need to be developed, and priorities for implementation.

### **Strengths:**

1. The program mission is consistent with that of the educational institution.
2. The mission identifies trends in the development of the program that suit the nature of the program, and the needs of students in Saudi Arabia.
3. The mission is consistent with Islamic beliefs and values.
4. The mission is clarified for the students of the program in ways that show its suitability.
5. The mission formula is identified enough to be influential in guiding the decision-making processes and the selection of alternative planning strategies.
6. The mission is determined, in consultation with those who have a direct relationship with the program), and with support from them.
7. The program mission is formally authorized by the relevant authority within the institution
8. The mission is periodically reviewed, adjusted and confirmed as required in the light of changing circumstances..
9. The program' mission is identified for those who benefit from and are notified of any changes happen..
10. The mission is widely announced among those involving in the program, with taking the necessary measurements to ensure that the mission is well-informed and enjoys the backing and support of the staff, administrators and students.
11. The goals of the development of the program are consistent with its mission and they support it.
12. The program goals are clearly so formulated that they are employed in the planning and decision-making processes, in a manner which is consistent with the program mission..
13. The program objectives are periodically reviewed and adjusted as necessary based on the results of the reviews in the light of changing circumstances.
14. Formulating the main objectives, accompanied by the characterization of specific and measurable indicators which are clearly used to verify the extent to which the objectives can be achieved..

**Weaknesses:**

1. The mission formula is achievable through effective strategies which can be applied within the limits of the resources provided.
2. The mission formula is clear enough to serve as a basis to evaluate the progress towards the means and objectives of the program.
3. The mission is used as a basis for strategic planning in the medium term.
4. The mission is used as a basis to consider any main proposals related to the program.

**Implementation priorities:**

1. Making effective strategies for the mission which can be achievable within the level of resources.
2. The mission should be a sufficiently clear and specific formula.
3. Linking the goals and aspirations of the mission through the planning processes within a period of time.
4. The mission formula is clear and is connected with the objectives of the program and used in any proposal for the program.

**Standard N 2 the administration of the program****The overall degree 3.82**

2.1 Leadership	<b>3.51</b>
2.2 The planning processes	<b>3.1</b>
2.3 The relationship between the male and female sections	<b>Non Applicable</b>
2.4 Ethical commitment	<b>5</b>
2.5 Policies and regulations	<b>3.6</b>
Total	<b>3.81</b>

In the In the chemistry program, the responsibilities of those who are in charge of the program have been clearly defined in the descriptions of work-related tasks. The program supervisors also consider potential issues and opportunities for which they take appropriate initiatives.

Feedback processes, regarding the performance of faculty members and female employees, are done by the head of the department. In addition, we find that the specific mandates officially defined in the documents which are signed by an authorized person. This authorization describes clearly the limits of

responsibilities and issuing reports. The scope of the authorization for the work of the main program committees was also determined.

Planning processes include the preparation of organized reports on the key performance indicators presented to the senior leaderships in the institution.

We find that the faculty, employees and students in the program are committed to the rules of conduct relating to ethical practices in all respects. The scope of authorization and the executive procedures that define the work of key committees and administrative jobs in the program have been developed. The documents of policies and regulations are kept in places which are accessible and available to all members of the teaching staff. Proposals to develop the program, and recommendations regarding the relevant issues and policies are submitted to the committees tasked to take decisions so clearly in order to identify those issues.

**Explanatory note :** The agenda provides descriptions and comments on arrangements for the implementation of the program. It also deals with particular performance indicators and performance standards as well as achieving the required level to manage the program.

#### **tion of the verification process**

1. Assigning a supervising committee for the program.
2. The sessions' official records of the committees' meetings.
3. Photocopies of letters of assigning various committees in the program.
4. The evaluation form of faculty members.
5. The guideline of authorization, mandates, and terms of reference for the college of Education in Zulfi Forms of authorizations in the program.
6. Strategic Plan for the department of Chemistry
7. The decision to assign a working group of the Strategic Plan.
8. The records of the meetings of the Strategic Plan Team.
9. The first and second operational plan and the Strategic Plan
10. The form of improvement plan.
11. Schedule of activities of improvement plan
12. Matrix of program learning outcomes.
13. Consistency matrix of learning program outputs with the program's objectives
14. Consistency Matrix between the mission and the objectives of the program.
15. Consistency Matrix between the objectives of the program and the outcomes of learning program.
16. Consistency matrix between outcomes of learning program and outcomes of the national Commission.
17. Regulations, guideline and the courses of the program.

## **Strengths**

1. The responsibilities of those who are in charge of the program have been clearly defined in the descriptions of work-related tasks.
2. The program supervisors also consider potential issues and opportunities for which they take appropriate initiatives.
3. The program supervisors ensure that in the case of the need for implementing a procedure that, it can be taken effectively and in a timely manner.
4. The supervisors of the educational program assume the responsibility for the effectiveness of activities and tasks that are within the scope of their authority, regardless of whether such acts carried out by them personally or by others working under their responsibility.
5. Feedback processes, regarding the performance of faculty members and female employees, are done by the head of the department.
6. Mandates are formally defined in the documents which are signed by the authorized person. The authorization is described clearly.
7. Proposals to develop the program and other recommendations are presented to decision-makers in a clear and effective way that enables them to make their decisions.
8. Planning processes involve a preparation of regular reports about key performance indicators which are submitted to senior leaderships in the institution.
9. Teaching staff, employees and students in the program are committed to the rules of conduct relating to ethical practices when conducting research in the field of teaching and evaluation and when they are involved in different activities in the program.

Financial interests should be declared-in case there are any. However, there should be no inconsistency or contradiction among the different transactions carried out by teachers and faculty staff.

11. The advertisements and materials used in the promotion of the program give an honest and realistic picture of it, as they are free from any misleading or exaggerating expressions. Moreover, these ads contain no negative or castigating remarks about other institutions or departments.

## **Areas that need to be developed:**

1. More availability at the level of departments or college to allow rapid responses to evaluate and reform the courses, programs and learning outcomes (for example, the departments must have the authorization to change the textbooks and reference lists. In addition, they should be able to adjust the planned teaching strategies and, and update the content of courses.
2. Those in charge of the program should have sufficient authority to ensure that the program and those working on it abide by the rules set by the institution and the political authorities.

٣. The organizers of the program encourage, reinforce and reward the initiatives of teachers and faculty staff.

٤. There are rules and regulations that govern power distribution within the institution. These are approved by the Supreme Administrative Council of the Educational Institution (The University Council or the Board of Trustees). These specify which powers cannot be delegated, and they also show that the delegation of authority to another person or institution does not eliminate the person's or institution's responsibility from bearing the consequences of the decisions taken.

٥. Planning is characterized as strategic, and includes priorities for the development and a suitable sequence for all work to be done, in order to get the best results, whether in the short or long term.

6. The plans should take full account of the external environmental factors which affect the extent of the demand for graduates, and the skills they need.

٧. Planning processes allow the participation of teaching staff, students, employers, and others who have a direct relationship with the program.

٨. The planning process focuses on the desired outcomes for students and the content of courses and strategies of learning, teaching and assessment that reflect both the background of the students, theories and research about the different learning styles.

9. All members who are in charge of plans of the program are notified of them, with clarifying the effects of these plans and what are being required from the various agencies related to the program.

١٠. The application of plans are fully monitored to ensure the extent of achieving the short and medium-term objectives, with outcomes being thus evaluated.

11. Plans are revised developed and adjusted with taking the corrective decisions as needed, in response to developments that occur on implementation, results of formative assessment, and on variable circumstances.

١٢. The planning includes risk management as being a key component in the planning of the program.

13. Laws for the recurrent problems have already been passed.

14. Regularly revise and amend laws and policies.

### **Standard No (3) The administration of the quality assurance of the program**

#### **The overall evaluation for the administration of the quality assurance of the program**

<b>3.1</b> Commitment to improving the quality of the program.	<b>3.8</b>
<b>3.2</b> The scope of the processes of quality assurance.	<b>3.2</b>
<b>3.3</b> Management of the processes of quality assurance.	<b>3.83</b>

3.4 The use of performance indicators and comparisons benchmarks.	3.4
3.5 The independent verification of evaluation	3.33
Total	3.51

To ensure the quality of the program, all faculty members participate in self-evaluation processes and cooperate in the preparation of reports and improving the performance in the areas of their activities. innovation and creativity are encouraged in the framework of policies and clear guidelines. In addition, the processes of verification are also carried out transparently. Faculty members, administrators and other participants in the program are to develop their performance on the one hand and improve the quality of the program as a whole on the other hand. The performances and achievements being improved should be appreciated.

We find that the processes of quality evaluation gives a general picture of the quality aspects of the program as a whole and in each of its components as well. The procedures of quality assurance are regularly evaluated and improved, with excluding the non-essential requirements. The information, regarding key performances, which is regularly required by the academic institution is provided. Periodic assessments of quality within each course based on valid evidence and the standards of appropriate measurement are also carried out. The Self-evaluation of the quality of performance operations rely on multiple sources of related evidence and standards, including feedback through questionnaires, polls and opinions of the beneficiaries from the program, for example, the students, the faculty and external teams.

**Memorandum** : the memorandum provides a description and comments on the quality assurance processes in place, particularly relating to the indicators and standards of excellence of performance and achievement required.

#### **Description of the standard checking process:**

1. Photocopy of the faculty members' signature upon receiving of standards of the self evaluation.
2. designing questionnaires to faculty members.
3. designing questionnaires fitting the female students' level in the program.
4. A photocopy of honoring the most readiness programs for academic accreditation in the year 1433-1434.
5. photocopies of the sessions of the supervising committee on the programs.
6. photocopies of the sessions of committee of quality and academic accreditation in the program.
7. Photocopies of thank-you certificates of and plaques.



8. An analysis of the results of the questionnaires.
9. faculty members' timetables of academic advising schedules.
١٠. a photo of the first page of the academic system portal.
١١. photocopies of sessions of female academic advisors .
١٢. photocopies of the academic advisory file for the follow-up of female students.
١٣. A photocopy of the course description in Arabic - English
١٤. photocopies of certificates of training sessions for faculty members.
١٥. certificates of excellence and innovation.
١٦. integrated schedule of training courses attended by faculty members and administrators of the department.

**Assessing the quality of the program implementation:** In order to assess the quality of the program, the pieces of evidence that have been obtained are referenced to, and then a short report is prepared ,containing the strengths of the standards as well as the areas which need to be improved.

#### **Strengths:**

1. All faculty members and employees in the program participate in the processes of self-evaluation, and there is great cooperation in the preparation of reports and improvement of the performance in the area of their activities.
2. Innovation and creativity are encouraged in the framework of policies , guidelines and clear verification processes .
3. The performance and outstanding achievements are appreciated.
4. The evaluation processes give an overall overview of the quality aspects of the program as a whole and in each of its components.
5. The evaluation of the quality of inputs, processes, outputs, with attention to learning outcomes of students in particular.
6. The evaluation processes are (a) based on the evidence , (b) associated with the appropriate standards, (c), including a pre-defined performance indicators, and (d) taking into account the independent verification of the verification of the results.
7. Quality assurance processes are used in the program of standardized forms and survey tools that are used in the academic institution, as well as in the gathering of the data required by the program.

8. One of the program staff members is assigned to be responsible for the leadership and support of the processes of quality assurance. This member should ask the program staff and administrators to participate in the activities of quality assurance in the Centre.

9. The procedures of ensuring the quality of the program are subject to the evaluation with the unnecessary requirements being eliminated to simplify the system and avoid any unimportant actions.

10. Information about key performance indicators are regularly provided, which are required by the academic institution.

11. Formula and shape of indicators, and the standards of referencing comparison which are used in the program are unified with those used in all parts of the academic institution.

13. The processes of the self-evaluation of the quality of performance depend on multiple sources of relevant evidence including feedback through polls and the opinions of beneficiaries (interested parties), such as students, faculty, administrators, alumni and recruiters (for graduates of the program).

#### **Areas that need to be developed:**

1. Mistakes and weaknesses are admitted by administrators, and the resulting information is used as a basis when planning for improvement.

2. Evaluation and planning processes for improvement are integrated in the usual planning process of which they become part.

3. The processes of quality assurance cover all aspects of the program planning and implementation, including activities and resources offered by other departments in the institution.

4. The processes of quality assurance cover the performance evaluation relating to the continuing usual activities (routine), and strategic objectives.

5. The processes of quality assurance ensure the availability of the required quality standards and ensure that there is a continuous improvement of performance.

6. Quality assurance processes are fully integrated in the usual program as planning processes and in the arrangements for implementation.

7. Performance indicators and points (standards) are selected compared to a private additional reference to the program selected, and are used in the evaluation of programs and in preparing for their own reports.

8. The referencing points (standards) are approved for comparison for the program by the higher Commission or the Council authorized in the educational institution (such as a senior academic Committee, or the University Council), as it is considered part of its decision to approve the program.

9. A number of referencing points (standards) are selected, for comparing the quality of current performance with that of past performance, and comparing the program with other similar programs in other institutions, and used in the evaluation and issuing reports.

10. Interpretations of the evidence and indicators for quality are verified through independent consultations from people who are familiar with the type of activity. The impartial mechanisms are used as well to eliminate the discrepancy between the different views .

### **Implementation Priorities**

1. Assigning a committee to manage the quality of the program, headed by a member of the teaching staff in the program with the involvement of some female students in the committees of quality management.

2. Integrating the evaluation and planning processes in order to improve the usual planning processes and become a part of them . The processes of quality assurance should cover all aspects of the program planning and implementation , including activities and resources offered by other departments in the institution..

3. Working on comprehending the processes of quality assurance to evaluate the performance related to the usual activities , and strategic objectives

4. Specifying the standards and indicators needed to ensure the quality of the program , the most importantly, the development of the performance of the faculty members and periodic assessments of the academic advising in the program.

5. Integrating the processes of quality assurance in the processes of usual planning for the program and in the arrangements of its implementation , so that they become an integral part of them.

6. Seeking with the higher authorities which are responsible for the program in order to approve the referencing standards for the specific comparison in the program. This is done by the Higher Commission or the authorized Council such as ( the academic institution , or the University Council), as a part of its decision to approve the program and then work on the selection of a number of referencing standards , with comparing the quality of current performance with that of the past performance of the program as well as comparing the program with other similar programs in other institutions, these standards are used in evaluating and designing the reports.

## **Standard 4. Learning and Teaching**

### **The degree of overall assessment 3.5**

You should clearly define the learning outcomes of students, in line with the "National Framework for Qualifications " and the requirements of the labour market or professional practice. We should evaluate and verify learning standards through processes and standards suitable for corresponding to relevantly external referencing standards. The faculty members should be well prepared and provided with the expertise properly in order to meet their responsibilities, and the use of teaching strategies which can be fit with different types of learning outcomes, and involving them in activities designed to develop effective education. The quality of teaching and the extent of the effectiveness of programs also should be assessed through the processes of evaluation done by the students, alumni and employers using opinion polls and the conclusion of evidence from such sources as the basis for development .

The standard of learning and teaching is the most important factor in any self-assessment of the program. The Information provided should include indicators used as indicators of performance, and also include priorities and strategies of development . it's worth pointing to the results of operations followed. For example: what if steps have been taken to make sure the student level of achievement in comparison with appropriate external referencing standards, what are those steps and what are the results that have been reached?

There is no need to repeat the information contained in the reports and opinion polls or inquiries or in the annual reports of the program, so this information should be presented in a summary, with pointing to resources where detailed information is available .

Each section should include explanatory notes regarding the processes used or regulatory procedures relating to the following sections.

#### **Description of verification process and preparing a report on the standards of learning and teaching. (more information can be provided in the subsections below, if necessary)**

1. Designing questionnaires and surveys in order to elicit the opinions of students and faculty members.
2. Providing course description for all courses and the program in the department .
3. Reviewing the description of courses by educational experts from the college.
4. There are reports of all the courses in the department.
5. Assigning a consultancy team for the program.
6. matching the characteristics of graduates from the program with the characteristics of graduates in the Framework of National Qualifications.

7. Involving all staff members in the training courses each semester by the unit of quality.
8. developing the plan of the department; the old and new plan which was modified by academics from other universities.
9. Reviewing the program with the assistance of experienced experts from other universities.
10. The qualifications of the staff are suitable with the level of the teaching program, and this is documented in the members' profiles, where the certificates are there and approved by the Saudi Consulate.
11. All faculty members are working as full-time staff members, and there are no part-time staff members.
12. Analyzing statistical data.
13. students are polled for availability of faculty members for academic counseling and guidance for the program.

#### **Sub-section 4.1 The students' learning outcomes:**

The description of assurance procedures which are suitable for the characterization and adequacy of learning outcomes of students desired from this program.

Write the procedures followed to ensure consistency with the desired requirements with the career or professional work, as defined by the terms or recommendations of the experts or professional commissions or institutions responsible for the accreditation related to the framework of the National Qualifications. The report should include the results of the procedures employed, and not just the outcomes of whether or not they have been followed. (Note: The evidence of the level of student performance within the desired learning outcomes should be seen in the sub-section 4.4 below)

**Assessing the learning outcomes of students.** Point to the pieces of evidence of the adequacy of the desired learning outcomes of this program, and present a report containing a summary of the strengths and areas need to be developed as well as implementation priorities.

#### **Strengths:**

1. Programs that lead to professional qualifications develop learning outcomes that meet professional practice requirements in Saudi Arabia in relevant fields (These requirements include national accreditation requirements, and they also take into account the global accreditation requirements for this field of study, and any Saudi systems or regional needs).
2. The inclusion of students' characteristics, determined by the educational institution of their graduates or by the program, within the target learning outcomes in all relevant courses in the required student activities, and education strategies and the types of appropriate student assessment are also employed.

3. Consistency of learning outcomes with the national framework of qualifications.
4. Graduates and employers were polled.

**Areas that need to be developed:**

- 1 –Desired learning outcomes have been identified after considering the opinion of relevant academic experts.
- 2- Designing questionnaires to companies and other employing institutions on a larger scale.
- 3-Activating the role of the academic experts from inside and outside the university to give an independent opinion about the identification of target learning outcomes.
- 4-Identifying desired learning outcomes after considering the opinion of relevant academic experts and professionals.

**Implementation Priorities:**

1. Activating the role of the academic experts from inside and outside the university in order to give an independent opinion about the identification of desired learning outcomes .
- 2.Designing questionnaires to companies and other employing institutions.

**Subsection 4.2 procedures of program development. (Degree of overall assessment \_3.4\_ star)**

The evaluation of procedures of program development. Point to the evidence and present a report containing a summary of the strengths and areas that require development and implementation priorities.

**Strengths:**

- 1- Plans are made in order to evaluate and present the program in detail, so as to include the knowledge and skills to be acquired, and methods of education as well as assessment strategies for gradual progress in all areas of learning.
- 2-plans are put in the course descriptions, so as to include the required knowledge and skills, in addition to strategies of teaching and assessment which are appropriate to the areas of learning that will be focused in each course.

**Areas that need to be developed:**

- 1- The process of program planning should include the necessary measures to ensure the members' familiarity with teaching strategies identified in the course description and the program.

2-Assigning permanent counseling teams for the program in which elite practitioners and professionals participate to provide continuous follow-up for the quality and content of the program .

3-Using the appropriate sessions by conducting consultations about plans and the ability to effectively be implemented, based on the evaluation and proposals of the higher academic committee at university.

### **Implementation priorities:**

1.Implementing training courses by specialists in the course description and the programs for the new members of faculty

2. Making coordination between the content and strategies that have been developed in the course descriptions, with ensuring their applicability to enhance gradual and effective progress of learning in all areas of learning in the program.

3-Planning process (of the program) includes any action necessary to ensure that faculty members are familiar with specific strategies in the course description and able to be used.

4.Assigning a committee to follow up the academic and professional work, which is prepared for students..

5.Activating the role of the advisory team in counseling and the follow-up and constantly.

6.Identifying clear and appropriate strategies as well as plans to ensure constructive consultations which accept or reject the amendments by higher university academic committee.

### **Sub-section 4.3 program evaluation and checking processes . (Degree of overall assessment --- 3.6 --- Star)**

Describe the processes used to assess and review the program.

**Assessing the processes of evaluation reviewing the program.** Point to the evidence, and present a report containing a summary of the strengths and areas that require developments and implementation priorities.

In addition to providing information about the quality of these processes , this part should include conclusions about the quality of the program as a result of the use of these processes. It is worth referencing to the information related to the indicators and the results of surveys, as required.

### **Strengths**

1. Courses, programs and reports are evaluated on an annual basis, and these reports include sufficient information about the effectiveness of the strategies planned, and the extent to which the desired learning outcomes are achieved.

2- Details of the amendments that are made are kept in the courses and files of the program when these changes are made as a result of the assessment.

3. Developing and using indicators for quality which include measures of learning outcomes and for all courses of the program as well as for the programs as a whole.

4- students' academic records are kept for all courses and for the program. They are placed within the quality indicators. In addition, annual reports are reviewed annually by higher heads and committees of quality in the educational institutions.

4-Students and graduates' opinions about the quality of the program are considered through interviews and polls as well as through discussions with faculty and with other relevant people such as employers.

#### **Areas that need to be developed:**

1- Appropriate and reliable mechanisms are employed in order to verify students' achievement levels compared to the referencing levels, whether at the local or global level.

2. Matrix, or any other means are also used when correcting the students' exam papers and homework to ensure the coverage of all areas of learning outcomes as planned for students

3. The use of appropriate and effective measures to verify that the activities and achievements are done by students themselves

#### **Implementation priorities:**

1-Using appropriate and reliable mechanisms which can be used to check levels (standards) of student s' achievement points compared to referencing (standards or levels) which are relevant, both at the domestic or external level. In addition, the various levels of work required to give different estimates are consistent and do not change with time. They are also equivalent with courses offered in the program, the college and the whole institution. Furthermore, they are identical with those of other prestigious institutions. (levels of verification may include measurements such as a review of the exams, which have been corrected, taken from random samples of students' work by the staff members from other equivalent educational institutions inside the kingdom and on the international level).

2. The use of matrix or any other means when correcting students' exams, homework and projects to ensure that all areas of learning outcomes of students have been covered as planned.



3. Taking the necessary measures to train faculty in both theoretical and practical sides from students' assessments.

4- Policies and procedures include business activities that can be followed to deal with cases where students' achievements are inappropriate or are evaluated inconsistently .

5-The use of effective measures to verify that the achievements are done by students themselves

#### **Subsection 4.5 . Educational assistance provided to students. (Degree of overall assessment (\_\_\_ 3.2\_\_ star**

Provide a summary of the kind of the assistance provided according to the points listed in this sub-part of the standard (e.g, orientation programs, office hours, determining the needs and the actual assistance, referrals to available supporting services... etc.

Evaluation of educational assistance to students. Point to the pieces of evidence on the extent of the effectiveness of educational assistance presented to the students in this program. (Example: Is it a help that students really need ? Are they offered as planned? How are they assessed by students?) The report should include a summary of the strengths and areas that require improvements as well as implementation priorities.

#### **Strengths:**

1. The academic staff members are available in sufficient and specific timetables to provide advice and guidance appropriate for the wholly and partially regular students (this must actually be verified, and not assuming its existence as there are plans and tables in place .

٢. Teaching sources (including the availability of staff , learning resources, equipment and training in clinics or in other field locations) are sufficient to ensure the achievement of the desired learning outcomes.

٣. The progress of students' performance is tracked individually, and assistance or guidance is provided to those who are facing difficulties.

Students' progress from one year to another is also pursued and , and the rates of completion of the program are successfully analyzed to identify the levels of students who may face difficulties, and to provide them with assistance.

٤. Students are given feedback on their performance, as they are given the results of their evaluation, without delaying , with the presence of mechanisms to provide them with assistance when needed.

٥. The staff members have adequate knowledge of different types of support services to students in the institution, and they refer students to appropriate sources of support when needed.

### **Areas that need to be developed:**

1. The effectiveness of counseling and academic guidance processes are evaluated through the use of electronic means and data which are available, such as the analysis of the response and the results of students' evaluation. This is carried out through the inclusion of counseling and academic guidance procedures for the student using electronic communications by e-mail or other means.

2. Providing additional lessons (private) suitable for helping students to ensure their understanding and their ability to apply what they are learning.

3. Suitable strategies for preparing and qualifying students to study in the higher education environment, with particular attention to preparing them to adapt to the language of instruction, self-directed learning, and bridging programs necessary for the students, having previous credit hours, who are transferred to the academic institution. The preparatory studies should not be calculated within the required credit hours in the program.

4. Taking the necessary measures to ensure the students' appropriate language skills, if the language of instruction in the program is English when students start to study (this can be done through training students prior to being admitted to the program. Expected benchmarking skills should be compared to those prestigious academic institutions, when students start to study, with considering language skills to be similar of minimum extent to those of admission requirements for foreign students in universities in states where English is the language of instruction. Benchmarking standards should include at least a sample representing the students in a recognized English tests.

5. Academic institution offering tutorial responsible for verification to ensure the required standards, and maintaining the acceptance of the terms of the program, in the case of a preparatory programs by parties other than the educational institution.

6. Providing suitable facilities for individual study to the extent that allows privacy, and providing laboratories or centers of computers and other facilities needed.

7. The adequacy of assistances presented to the students are assessed periodically through processes of feedback from students besides other processes..

### **Implementation priorities:**

1. Activating academic counseling by means of electronic communication between students and academic advisor.

2. Placing a clear and specific program of additional lessons which are appropriate for students facing difficulty in study.

۳. Providing suitable facilities for individual study, with providing laboratories required for each specialization .

۴. Providing adequate resources of teaching such as laboratories which are well- equipped to ensure the achievement of the desired learning outcomes.

**Subsection 4.6 point to the quality of teaching. (Degree of overall assessment \_\_3.75\_\_ (star)**

Information regarding teaching strategies to develop the desired learning outcomes should be provided in this program in order to assess the quality of teaching, prepare reports, and evaluate the curricula and programs. This section should include a table showing the percentage of staff members whose styles of teaching are evaluated on a regular basis through surveys with (students (or through other mechanisms).

**Assessing the quality of teaching:** Point to the pieces of evidence on the quality of teaching. The report should include a summary of the strengths and areas which need to be developed, as well as implementation priorities. The report also should include a summary of the surveys which are conducted to the students to be used in the overall evaluation of the program and courses, with providing information on the sample size and the response rate to the questionnaires. Information from similar questionnaires is also provided for comparison purposes..

**Strengths:**

۱. Setting up effective programs for innovating and training for new teaching staff
2. Teaching strategies match with different types of desired learning outcomes of program .
۳. The commitment of teaching members with strategies of teaching and assessment which exist in the course description and the program with sufficient flexibility to meet the needs of different groups of students.
۴. Students are informed in advance and completely about the requirements of courses through the course description which include the knowledge and skills which are required for improvement and requirements needed to be performed.
۵. Teaching courses is consistent with vocabulary given to the students and with the description of courses.
۶. providing modern and referenced textbooks which include the latest developments in the field of study.
۷. The requirements of students' attendance in curriculums are clarified in the courses, as student's commitment to requirements are strictly observed..

^.Effective systems are used to evaluate the courses and teaching.

9. Supervisors the program are provided with reports on the teaching of each course, these reports include details on the contents of the courses which are being taught, and any difficulties encountered when planned teaching strategies are used.

10. Appropriate amendments in plans of teaching courses, if necessary, based on the reports.

### **Areas that need to be developed:**

1. Referenced textbooks and other requirements are available in sufficient quantities before the start of the study.

2. Reviewing the effectiveness of various used educational strategies, as they were planned before, and the achievement of learning outcomes in different areas of learning. Appropriate amendments are also carried out in the light of the available body of evidence and proofs on the effectiveness of those strategies.

### **Implementation priorities:**

1. Providing and updating referenced textbooks and references for students.

2. Reviewing the effectiveness of various used teaching strategies as well as developing appropriate mechanisms for this purpose.

### **Subsection 4.7 support to improve the quality of teaching. (Degree of overall assessment \_3.71\_ star)**

Describe the strategies of development of the quality of teaching, and include a table showing the extent of workers' participation in training and / or other activities designed to develop teaching, and other related professional activities. The description should include processes followed to check and deal with cases in which evidence suggests the existence of problems in the quality of teaching. In addition, the description should include arrangements for assessing the outstanding teaching performance.

**Evaluating the processes aimed at developing the quality of teaching**. Point to the evidence of the effectiveness of the strategies used, and present a report containing a summary of the strengths, areas that require improvements and implementation priorities. Evidence can include topics such as information about the general trends in students' assessments of the curriculum as well as the responses received in the questionnaires of the participants in the program presented.

### **Strengths:**

- ١. educational institution provides training programs in teaching skills to all members of the faculty, whether new or continuing, including part-time teaching members.
- ٢ training programs in the field of education include effective use of new and developed technology.
- ٣. the participation of faculty in professional development activities is monitored to improve the quality of their teaching methods.

### **Areas need to be developed:**

1-Adequate opportunities for additional professional and academic development for staff members, with special assistances being provided to those facing difficulties.

2- Encouraging staff members to develop appropriate strategies to improve their teaching performance, and retain documentary files (Portfolio) containing evidence and arguments on the assessment and improvement strategies which are carried out by the faculty.

3.The official recognition and appreciation for outstanding performance in teaching, with the encouragement of creativity and innovation .

### **Implementation priorities:**

1.Teaching staff members are encouraged to develop appropriate strategies to improve the performance of the teaching staff, and to retain documentary files (Portfolio) containing evidence and arguments on the evaluation and improvement strategies which they are carried out by them.

٢. Official recognition and appreciation for outstanding performance in teaching, with the encouragement of creativity and innovation.

3.Strategies of improving the quality of education include improving the quality of educational assisting materials and strategies.

### **Subsection 4.8 qualifications and professional experiences. (Degree of overall assessment \_4.5\_ star)**

Comment on the qualifications and experiences of staff members, related to the requirements of the program. You should include a table containing a list of staff members of the program, and higher academic qualifications they hold, with reference to the side of their names if or not the courses they teach lie in their field of higher studies.

Assess the qualifications and experiences of teachers. Point to the evidence, and submit a report containing a summary of the strengths and areas that require developments

**Strengths:**

1- The staff members have appropriate qualifications and experiences about the courses they teach. Undergraduates' and masters programs usually require that academic qualifications lie in the teachers' areas of interest .

2- The teaching staff consists of a balanced proportion of members who work in full-time and those who work in part-time, and in the case of employing part-time teaching members (in vocational programs that require the expertise from the labor market, for example). (As a general rule, the percentage of staff members who work in full-time should not be less than 75%).

3- All members of the faculty participate in scientific activities on an ongoing basis that ensure that they are familiar with the latest developments in the areas of their specializations, so that they can engage students in learning which includes these developments .

4-Teaching team includes some experienced and highly skilled professionals in vocational programs in these areas.

**Areas that need to be developed:**

The full-time staff members who teach postgraduate courses participate in scientific and research activities in the areas of their specializations.

**Implementation priorities:**

1. All staff members participate in scientific activities on an ongoing basis that ensure that they are familiar with the latest developments in the areas of their specializations, so that they can engage students in learning which includes these developments .

2-developing suitable strategies for the participation of faculty members and students on an ongoing basis in scientific activities, seminars and various conferences ..

**Subsection 4.9 activities of field experience (training). (Degree of overall assessment \_\_3.37 \_\_ star)**

Describe the planning procedures for the activities of field experience (training), and plan for development.

Evaluation of field experience activities. Submit a report containing a summary of the strengths and areas that require improvements and implementation priorities.

**Strengths**

1. Field supervisors examine accurately the nature of the tasks assigned to them and the relationship of field experience activities with the program as a whole in the sites.
2. The staff members in the institution make visits to places of training to provide the observations and consulting for students and so many times enough to provide supervision and support. (Usually at least twice during the activity of field experience)
3. Students are prepared to participate fully in the activities of field experience through meetings, and explanatory material.
4. Holding meetings or lectures for the follow-up purposes and through which the students express their opinions about what has been done and to include general conclusions of the activities of field experience, and how to apply that experience in situations that may be encountered when they are employed after graduation.
5. Determining and explaining the criteria of students' performance assessment and placing specific procedures which reconcile the different views when the training supervisors are involved in the field with faculty members in assessments of students
- 6- The opportunity to evaluate the activities of field experience are also provided for the students themselves, with the assistance of training supervisors in the field, and the staff members of the academic institution. The results

**Areas that need to be developed:**

1. Places of field training are chosen that can achieve the desired learning outcomes and their effectiveness is assessed in developing the learning processes.
2. Preparing for the activities of field experience which include a accurate assessment of the risks that might be exposed to any of the involved teams . Plans and ways are also developed to reduce these risks to deal with them when they occur.

**Implementation priorities:**

1. The desired learning outcomes are determined through field experience thoroughly (in the programs that include field experiences), effective steps are also to taken to ensure the students' and supervisors' understanding of learning outcomes and strategies used to develop the learning processes.
2. Places of field experience are chosen which have the ability to achieve the desired learning outcomes and are effective in the development of the learning assessment.
3. Preparing for the activities of field experience which include an accurate assessment of the risks that might be exposed to by the involved teams . Plans and ways are also developed to reduce these risks to deal with them when they occur.

**Subsection 4.10 . Joint processes with other educational institutions if any.( the degree of overall assessment 2.3 star)**

If there are partnerships with other institutions to assist in planning for the implementation of the program, you should describe what has been done through these partnerships, and explain what has been done to evaluate the effectiveness of those activities.

**Evaluation of joint processes** . (If any) point to the evidence and submit a report containing a summary of the strengths and areas need to be developed as well as implementation priorities.

**Strengths:**

1- The responsibilities of the participating academic institution and the local academic institution are clearly determined through formal agreements formulated according to the laws of Saudi Arabia.

2- Courses , assignments and tests are consistent with the local environment, with avoiding the use of unfamiliar colloquial expressions, so examples and explanations related to the local environment in which programs provided are used, as the program is based on a program prepared by a participating educational institution. This may require educational materials which are modified or complementary, or both, in addition to additional lessons (private) to assist in applying learning processes in the local environment.

3-courses and programs are consistent with the requirements of the "National Framework for Qualifications " in Saudi Arabia as well as technical or professional programs include the rules and regulations that are consistent with the environment of Kingdom of Saudi Arabia .

**Areas that need to be developed:**

1.Revising the partnership regulations effectively and periodically.

2. Making consultations about the requirements of courses and programs sufficiently and there are adequate and appropriate mechanisms for continuous consultation on emerging issues

3.The staff members of the participating institution, who are familiar with the content of the courses that are offered through partnership arrangements, visit the local educational institution regularly to consult on the details of courses and standards of students' assessment.

4.There are procedures to make sure that the final assessments are accomplished urgently, and that the results are made available to students during the specified time according to the regulations that are followed in Saudi Arabia in the cases that require evaluation of students'



work by the participating educational institution to participate, as well as assessments of local educational institution.

5. Appropriate procedures are taken to ensure that the levels (standards) of students' achievements at least equal to those achieved in other places, or by appropriate educational institutions which are chosen for benchmarking comparison . This is in case of providing courses or programs implemented in the Kingdom by a participating educational institution .

6. Sufficient information is provided in advance about the systems and regulations of relevant ministry, and about the requirements of the National commission for academic Assessment and Accreditation which is connected to the national framework of the requirements for the course and program description. This is in the case of receiving a call from an international institution or other institutions to provide programs or to assist in the development of programs to be used in Saudi Arabia.

### **Standard 5: Students' Affairs and Students Support Services Administration**

**(The overall assessment degree =4.47= \*\*\*\* star)**

The student admission procedures should be characterized by effectiveness, justice and meets the need of the students who joined the program. Clear information should be available about the conditions and standards of admission of the program, for those who wish to apply in the program. Also the grievances and disputes settlement mechanisms must be clear and declared for all and being implemented fairly. Consultation must be provided on the career that related to occupations of the areas of the study which is handled in the program. A large part of this responsibility is located on the shoulder of educational institutions administration rather than on programs administration. With considering the difference of procedures from one institution to another. Regardless of who is responsible this standard is of great importance in evaluating the quality of the program. In this part we should have to comment not only about what is going on in the department or program but also on the impact of providing services in another place of institution on the quality of the program and the student learning out.

#### **Strengths:**

1. Admission requirements should be applied on a regular and fair basis.
2. Identify clearly the rules that organize the admission which contains the credit hours of their last studies.
3. Make student know about taken decisions related to calculated hours of their previous studies by faculty members or authorized administrators before the start of the study.
4. The information related to the institution should be available for all, including the special information about program courses, program requirements, financial costs and services, all these should be handed to students and their families before submitting the application forms.

5. A comprehensive guidance program should be provided to the new female students to ensure the full understanding of kinds of services. Their available capabilities, duties and responsibilities.
6. Automatic programmed procedures are found to follow up female students' progression throughout their study in the program.
7. There is a distinctive academic advisory in the program, there are girl guiders form faculty members assist female students before and within registration process.
8. The female students should have recognition about taken decisions which concern the calculated credit hours in their previous studies by faculty members before the starting of the study.
9. There a confidentiality of information and rules commitment to control the process of access to individual academic records of female students.
10. An official realization is done in the legitimacy of female students' graduation according to the programmed courses requirements.
11. There are explicit provisions including the right of female students take appeal procedures.
12. There are procedures protect female students from being exposed to punishment, injustice or discrimination due to the injustice cases and appealing that they introduced.
13. The academic advisory, professional planning and career guidance are offered by department in the university.
14. There are an effective follow up mechanics to ensure the female students' care and to evaluate the quality of provided services, in addition to an effective financial and moral support system.

**Evidence:**

- Admission general conditions
- Admission guidelines
- New female students definition meeting invitation
- Academic advisory schedules of the faculty members
- Department academic plan
- University executive base
- Copy of the university academic system porter
- Copies of female students academic records
- Copies of academic semester warning
- University executive plan
- Re- correction application copy
- Female students cases committee
- Female students guidance meeting record

- Limitation of outstanding and stumbling female students and those who suffering from health problems
- Fraud case record
- Copy of faculty members office with academic advisory schedules
- Guidance and counseling unit

**Areas that to need to be improved:**

1. Availability of study through distance education to provide the program with information and skills.
2. Provide comprehensive and intensive programs to the new female students before and after registration to ensure their understanding to their duties, responsibilities and provided services.
3. Create an electronic system for guidance and counseling to the female students who are suffering from personal, psychological, health, scholastic, family and financial problems and assist them by providing solutions in a confidential way.
4. Expand the range of program definition, its regulations, admission and registration systems through social networking, e- learning systems and mobile phone applications.

**Improvement priorities:**

- Present a joined work between the faculty and the deanship of admission and registration about the statistical data.
- Work on taking the support system from cultural and scientific activities of the female students
- Provide special facilities to enable appropriate protection for confidential topics which are discussed with faculty members, staff and students.

**Standard.6 : Learning Resources:**

**(overall assessment degree 2.77)**

Learning resources and their services should be sufficient to meet the needs of the program and its courses. For the faculty members the learning resources needs were demanded earlier to be supplied. The faculty members and the students must share in evaluation of the supplied resources. The needs are varied from referential materials, electronic data bases, to access computers by technical aid for operation this can done according to the nature of the program and the applied method of teaching. The faculty members who are responsible for program and its courses should introduce a regular consultation about required subjects to support teaching and learning. Faculty members should involve female students in views of users about the sufficiency of learning resources and its services. The data related to the use of learning resources are used in assessing the process of teaching and learning in the program. An effective access is facilitated to get electronic data bases, research materials and scientific journals related

to the program. There are electronic systems with research capabilities to help in the access of information resources in the university. There are also the modern computational technologies which are sufficient to meet the needs of the program in supporting an electronic access to references and referential materials.

**The process verifies through:**

- Department books request applications
- Letters of needs
- Satisfaction questionnaire of faculty members and students about facilities.
- Copy of books data base in department website. Questionnaire of modules assessment.
- University data bases.

**Strengths:**

1. The faculty members revise regularly the department needs of learning resources and the applications of shortage to the responsible authorities.
2. Library, learning resources, services and other facilities are available for sufficient hours fitting applications needs.
3. Availability of existing books data base in the department.
4. Supporting the main library with modern computers to support the electronic access to references and referential materials.
5. Inform the faculty members and students in the program with new developments in the library such as possession of referential materials or conducting training programs or any changes in the library services and in its working hours.

**Weaknesses:**

1. No special library in the section ( some books)
2. No reserved section for references of chemistry in the main library.
3. No sufficient numbers of books and references concern the program in the main library.
4. No available facilities for study and scientific research.

**Improvement priorities:**

- Establishing special section library provided with special references (Arabic & English).
- Utilize data related to the use of learning resources in the program to evaluate teaching and learning process.
- Establishing a distinctive electronic system which helps in access to information resources.
- Establishing a reserved section in the library for the most readable books and references.
- Provide sufficient equipments and facilities for study and scientific research.

## **Standard .7 Facilities and Equipment:**

**(overall assessment degree \*\*\* 3.06)**

In facilities and equipment the requirements of health and safety were achieved with appropriate training to the users. Also there is availability of high security procedures characterized with efficiency of facilities and equipment protection dedicated to teaching and scientific research. The program has complete lists of used equipment in the program which possessed and managed by educational institution including the equipment under the care of faculty members for the purpose of teaching and scientific research. As a part of information technology, computers and software are available to the faculty members and female employees. As a part of training, the training courses were conducted to the faculty members and female staff to ensure an effective utilization of computers and software in the field of teaching and evaluating of female students.

The verification process of facilities and equipment quality and efficiency achieved through:

- Beneficiaries satisfaction survey for the faculty members, students and administrators about program.
- Copies of security and safety committee records to limit the needs of program from facilities and equipment.
- Applications copies models of maintenance and purchase.
- Copies of security and safety equipment in laboratories.
- Copies of emergency exits.
- Copies of fire extinguishers and alarm bells.
- Copies of things under care of faculty members.
- Personal computers are given to each faculty members in the program.
- Copies of official letters of demanding a technical support.
- Copies of training courses certificates to the staff teaching members.
- Antivirus should be installed in computer devices.

### **The assessment of facilities and equipment in the program:.**

#### **Strengths:**

- Health and safety are realized in facilities and equipment with appropriate training of users.
- There are complete lists of equipments used in the program, possessed or controlled by the educational institution.
- Certain procedures were followed to evaluate the equipment condition in a regular way by providing the preventive and corrective maintenance and exchange when it is necessary.

- There are security procedures to protect the facilities and equipments allocated to teaching and scientific research with a clear limitation of responsibilities of faculty members, sections/departments, faculties and central administration.
- Computer devices and software were available to faculty members, staff and students in the program.
- There is a security system to protect the privacy of personal information, institutional information and protection from the viruses.
- Cases of inappropriate utilization of materials are treated with in an appropriate manner.
- Provide training courses to the faculty members and staff to ensure an effective utilization of computer devices and software in the field of teaching, Students' assessment and administrative affairs.

### **Weaknesses:**

- Not consulting the faculty members before purchasing the essential equipment to ensure their adequacy to the needs expected in present time and in the future.
- Insufficiency in planning and schedules for purchasing and maintenance processes and exchanging according to the specific schedules.
- The lack of equipment for scientific research.
- Unavailability of sufficient facilities to the students for privacy consultation, teaching staff and the staff of physical disability and other special needs.
- The non- existence of highly efficient systems to ensure personal safety to faculty members, staff and students.
- The weakness of organization of joint utilization procedures of the less utilized facilities.
- No sufficient opportunities for the faculty members to expose their views about planning for purchase, maintenance and exchange computational equipment and software in the institution.

### **Implementation priorities:**

- Provide equipment and facilities for the scientific research.
- Provide special facilities to the disabilities with special needs.
- Provide modern laboratories with distinctive specifications to serve graduate studies and scientific research.
- Provide facilities for special consultation by female students.
- Provide specialized software for chemistry program.
- Have periodic maintenance to the security and safety equipment of the program.
- Multi meetings should be held by faculty members to put schedule for purchasing and maintenance processes for the equipment and program needs.

## **Standard .8: Planning and Financial Administration:**

**(overall assessment degree 1)**

### **Introduction:**

Financial resources should be sufficient to ensure an effective program progression. The program also should be priority well known with an ample time to be included in the budget plan of the educational institution. The processes of budget preparation should allow planning for the long term not less than three years. Also there should be a sufficient flexibility to ensure an effective management of the budget to respond to the unexpected events. The flexibility should be accompanied by a high degree of accountability and reporting mechanisms.

### **This process is verified through:**

- A letter of financial estimates.

### **Weaknesses:**

1. Do not grant financial spending permissions to the one who manages the program or head department to realize an effective administration of the program.
2. In budget planning process the participation is limited to program administrator and the head department.
3. The available financial resources are insufficient to provide high quality programs especially that related to scientific research.

### **Improvement priorities:**

- Heads of the departments should participate in putting a suitable budget to their sections.
- There must be a special budget for the faculty to be distributed to the sections.
- Activating participation of the faculty dean and heads of the departments in budget planning.
- Construct a financial and technical planning of the program updated activities in the university.
- Provide corollary financial resources to support the program scope and presented activities.

## **Standard9: Recruitment Processes**

**(The degree of overall assessment 3:46)**

### **Introduction:**

The faculty members and staff in the program must have necessary knowledge and experience to do the teaching duties and other responsibilities, and must verify their qualifications and experience prior to their appointment. And new faculty members must begin in a clear idea about the program and about teaching responsibilities before they begin their work. All faculty members and other staff must perform, periodically evaluate, and appreciate outstanding performance, with support for professional development and the development of teaching performance of faculty members.

### **The verification process:**

You can get evidence and arguments on the quality of recruitment through the documents governing the recruitment, promotion operations. This Can also be obtained from the descriptions of the configuration and orientation programs for new faculty members and staff, and support the development and performance evaluation procedures. It can also be obtained on the important evidence of the quality of teaching and faculty posts in professional development activities related to the field of their members to assess, especially when the records contain ratios posts and assess the benefits of such activities by the participants. It can also be used to replace the faculty at the institution parts to refer to job stability or lack thereof in the faculty rate. It can provide systems and procedures for resolving disputes, as well as incidents of conflicts and their records, evidence of the effectiveness of these procedures.

- faculty members' certificates copies.
- letter of the Vice Dean for Academic Affairs of the meeting with new members of the faculty.
- Calculate the proportion of faculty members of the program, to the proportion of female students.
- evaluation model of the employee.
- evaluation model of faculty member.
- Certificates of thanks and appreciation to the faculty members in the program.
- Commissioning of new demonstrator oversee the college worshiper.
- Correspondences from the section on the provision of advanced electronic programs concerned with the program.

### **Strengths:**

- Emphasis on employment on the qualifications, experience and personal attributes process.
- Organize the creation of the new members of the faculty at the beginning of the work



programs.

- There is care on documenting certificates and qualifications to ensure credibility.
- Having Criteria for evaluating the performance of the faculty members and staff define them in advance.
- The job performance evaluation is characterized with positive and confidentiality.
- There is some appreciation of academic and administrative outstanding performance.
- Making clear efforts for professional development, especially with regard to the development of new programs.

**Weaknesses:**

- 1) The lack of preparation of faculty members and the need for new members section to ease teaching load and raise the efficiency and quality of the program.
- 2) It does not provide candidates for the recruitment with a full data on job specifications and conditions of appointment in the institution and its mission and programs, and a detailed statement about the program, which appointed it.
- 4) The requirements of performance improvement are not clearly determined
- 5) The definition of faculty members and staff with benchmarks of performance evaluation at the suitable time.

**Improvement Priorities :**

- Put job descriptions and full data about the job at the announcement of jobs.
- Provide a sufficient numbers of experienced faculty members to suit the work specialties.
- Provide a package of material and moral incentives to attract the distinctive members of the staff and the faculty members.
- Determine the necessary requirements to improve performance clearly in light of the evaluation results.

**Standard10.Scientific Research**  
**(overall assessment degree 3.37star)**

All professors of higher education programs should participate in appropriate and adequate scientific activities, so as to ensure their survival abreast of the latest developments in their field. This is reflected on their teaching. The professors of Graduate Studies, or supervisors of the research to gain higher grades to participate in research activity in their respective fields. It should provide adequate facilities and equipment to support the research activities of faculty and graduate students to meet these needs in the relevant program areas. They should also recognize their contributions and that this is reflected in their assessment, promotion standards.

(Different from what is expected from this research depending on the nature and mission of the institution and the program level. (Example: College or a University, the program Bachelor or

postgraduate program). In this part, there should be a comment on the size and quality of the research activities of faculty members in the program, and the reflection of such research, and other ongoing research in the same field on the process of teaching).

**Explanatory note on the nature and size of the relevant program or research activities carried out by professors participants in the program:**

Describe the processes used to assess the performance with respect to this criterion

**The participation of faculty and students in scientific research**

Determine expectations regarding the contributions of faculty in research and scientific activities, clearly, is a performance, compared to those expectations, within the performance evaluation criteria and promotion

**The employment regulation of Saudis and non-Saudis**  
The educational institution has a clear policy defining what is recognized as a quest scientific manner consistent with international standards, and what is customary in the field of study program

**Scientific research regulation of Majmaah University**

**Research Plan, Department of Chemistry 35-36**

**Supported Research Procedures Manual**

**Research guide, Department of Chemistry 1435**

Provide support to the body of new faculty members(with ranks least scientifically) to assist them in the development of research programs through a variety of mechanisms such as personal guidance to provide them by their colleagues from the faculty of experienced staff, and their involvement in research teams, and help them develop their research project, and to provide the necessary financial support to start in a new research projects.

-Be made available to researchers from the Graduate students opportunities to participate in joint research projects

-Are appropriately recognition and full contributions of graduate students in the joint research projects, and remember their names in the reports and published works within the authors' names in the case of the existence of their clear contributions.

**They participated in the supported researches(some lectures and demonstrators in Chemistry Department) published these researches in international journals**

**Deanship of Scientific Research conduct a symposium(ways to improve the chances of acceptance of research projects), Faculty of Education Zulfi**

-Provides assistance to faculty members to do joint research agreements with their colleagues in other local educational institutions or international..

### **A faculty member from King Saud University participated with one accepted supported research in the program**

-Faculty members are encouraged to include their courses they teach information related to their research and scientific activities, the relevant decisions they teach, in addition to important developments in their field of specialty.

-There are strategies to identify faculty members and graduate students with experience and investment expertise in conducting research and providing developmental services to the local community, and to provide financial revenues to the institution.

### **Research facilities and equipment:**

-A sufficient number of laboratories and equipment available, and libraries and information systems and resources to support the most active research faculty members and students in the fields of the programs offered by the educational institution.

-There are security systems to ensure the safety of researchers and research activities, as well as others within the institution and in the community surrounding the institution.

-In the educational institution are policies or general rules clearly define the ownership of the facilities and equipment and responsibility for maintenance, which was obtained through research grants for faculty members, or by research commissioned by others, or through cooperative projects with the industrial sector or the outside community

### **Supported Research Projects contracts:**

-The provision of budget and facilities is sufficient and appropriate to conduct research to fit with the organization's policies, and the section, and the program.

Evaluation of the relevant program of research activities and professors based on teaching .Presented a report about this standard and sub-parts. The report must contain the size of the research activities and other scientific reviews, and comparisons with appropriate benchmarks. The report must include a summary of points of a certain strength, and areas that need development, and implementation priorities.

Members of the Department of Chemistry has participated in the development and research department plan over three years from 1433 to 1436. Faculty members have provided the department lectures during the previous years, as they participated in scientific research university day and a week of scientific research faculty in various activities including lectures, posters and brochures printed. As they attended many courses and workshops. As well as members of the poison has participated in some of the conferences either by presenting scientific papers or by attending these conferences. As well as members of the department at subsidized by the university research has participated over the four previous years. As for the dissemination of research department there are 18 research published in local and international journals. And there is participation in the field of scientific associations.

### Faculty Members Researches:

Percentage of faculty members who have at least one peer reviewed research.

#### Work submitted to the conference papers in 34-35 Chemistry Department

percentage	Nb. work papers	Nb. staff members
2:5	2	5

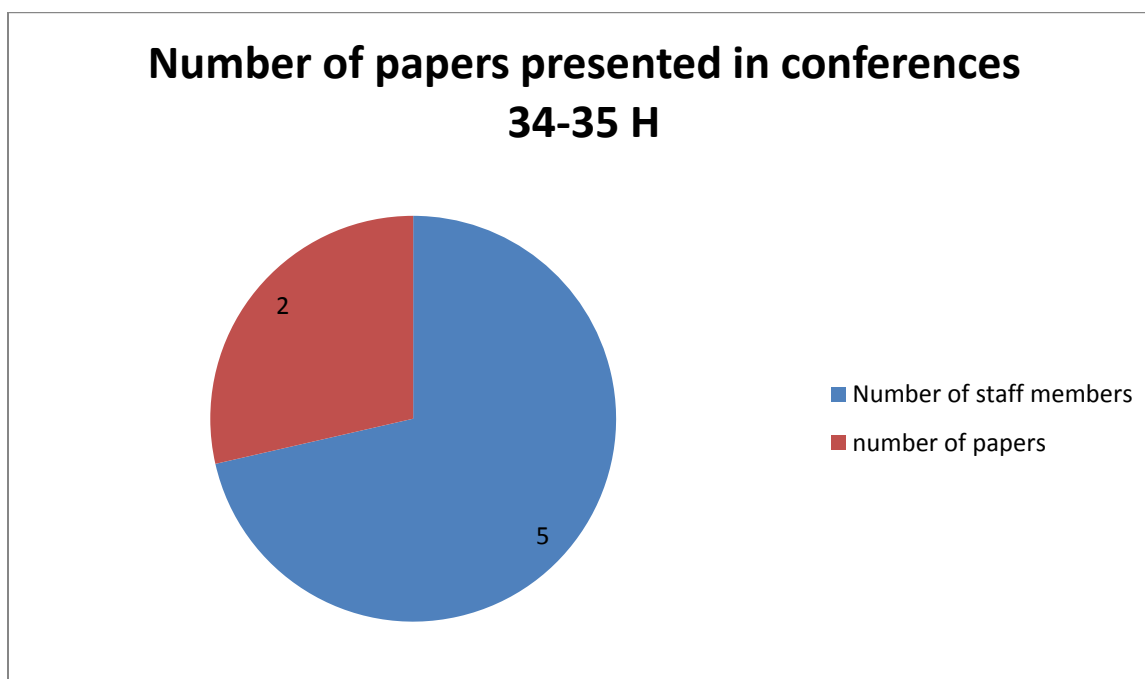


Figure 1 Numbers of papers presented to conferences journals.

#### Percentage of faculty members who have at least one arbitrated research chemistry department

percentage	Number of staff members of one arbitrated research	Total number of faculty members
3:4	3	4

## Number of staff members who have published in peer reviewed journals

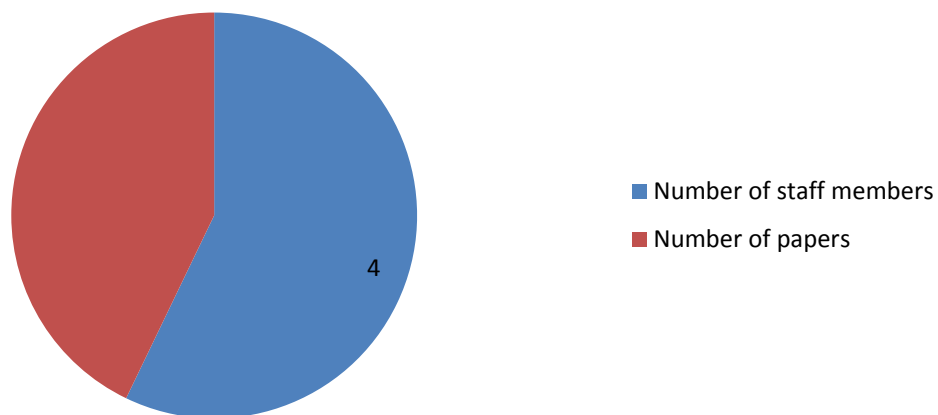


Figure 2 Percentage of faculty members who have at least one arbitrated research chemistry department

### Comparison between faculty members' number and the published researches chemistry department 1435-1436 h

percentage	Researches number	Staff number
4:1	16	4

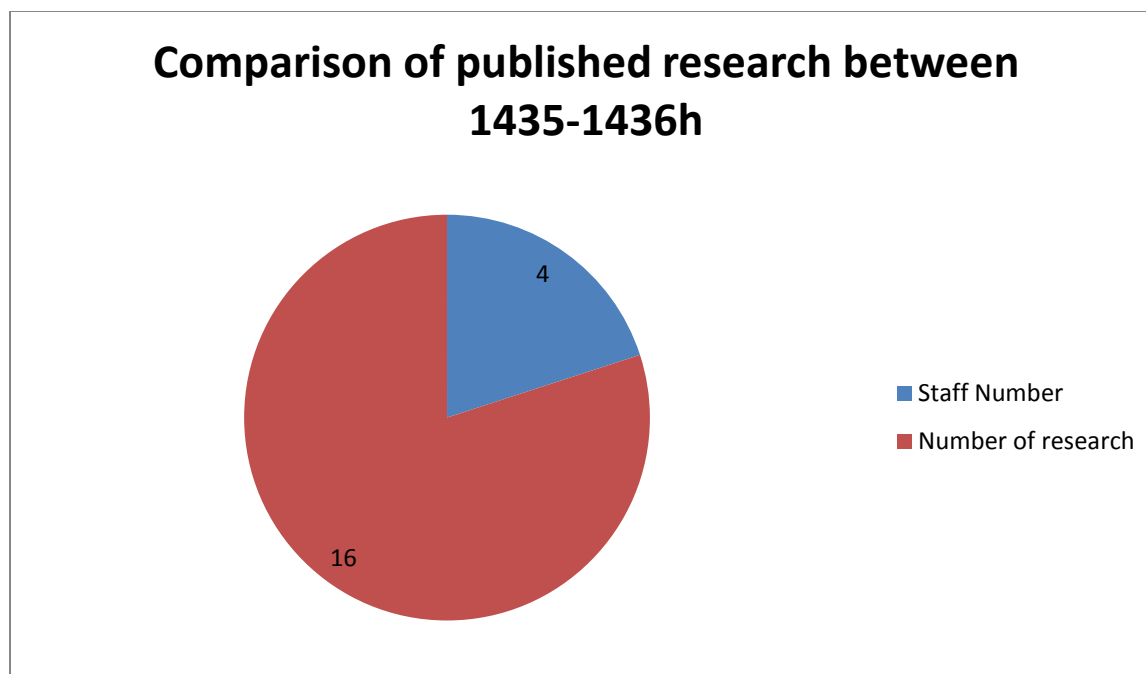


Figure 3: Comparison of published research between 1435-1436h

#### Number of faculty members and published researches chemistry department 1435-1436 h

No	Staff Name	Number of published researches	Lecturer's Name	Number of published researches
1	Dr. Gihan Abdul azizAlOmeri	7	Ustaz. AmnaSheteiwi	2
2	Dr. NawalMahjoub Suleiman	6	Ustaz. Ibtihaj Al Hassan	2 shared with Nawal
3	Dr. Amani Hassan Salih	-	Ustaz. Inas Al Gahni	-
4	Dr. Manal Mohamed Salim	3		2
	<b>Total</b>		<b>18</b>	

#### Strengths:

Increase the number of published research for faculty members in peer reviewed journals

- Faculty members are involved in supported research projects by the university annually
- Involve teaching assistants and lecturers in supported research projects
- There are the institution's policies determine the ownership of the facilities and equipment acquired by the faculty members of the research grants

- There are security systems to ensure the safety of researchers and research activities, as well as others within the institution community

### **Areas that need to be developed**

- Encourage faculty members to include their courses, information on their research and scientific activities, the relevant decisions they teach, in addition to important developments in their field of specialty.
- Create studies program so that faculty members should include the courses they teach and information on their research and scientific activities
- A clear strategies to identify faculty members and graduate students and experienced investment expertise in conducting research and providing developmental services to the local community, and to provide financial returns for the organization.
- A sufficient appropriate budget and facilities to conduct research to fit with the institution's policies, department, and program
- Research Library and a private lab program to support the most activities research of the faculty members and students in the fields of the programs offered by the institution.

### **Implementation priorities.**

- Claim advanced research work by most devices needed by the researcher
- Weekly action workshop in the section for discussion of scientific research issues
- Action Plan for postgraduate program
- Print a regulation of university scientific research and distributed to the faculty members
- Folder for university research priorities at hand
- assess the current status of the laboratories and equipment by faculty members

### **Standard 11.Community Relations:** **(degrees overall assessment 2.53star)**

The institution must make a significant and appropriate contributions to the community who created it, depending on the knowledge and expertise of its employees and the community needs it. These should include the contributions in the community on all of the activities that began in and keep out individuals, the most formal and programs organized by the institution or program managers to help. It should be documented these activities and declares among the institution and the community that recognizes the contributions of researchers based their institution.

### **Explanatory note on the nature of activities belonging to the community that have been implemented and are relevant to the program:**

Comments should include the reference to the size of the interaction of the teaching program staff with the community, as well as with program relations of the kind referred to in subsection 11.2.

Describe the processes used to assess the performance with respect to this criterion, and outlined what has been reached from the evidence.

Submit annual reports on the contributions of community service provided by faculty members.

### **Report on community service in 34-1435h**

Upgrade faculty members and evaluate their performance on the contributions they make to serve the community

Benchmarking program for the Department of Chemistry of 30-35 report

Upgrade model for the faculty member.

The percentage of faculty members involved in community service

-Coordination with the relevant units of the educational institution on community service initiatives offered by the department or program, so as to avoid duplication and potential confusion.

### **Interaction with the community**

Encourage faculty members to participate in seminars where important issues in society are discussed.

### **Give a certificate of participation or attendance**

-relationships are establishing with the local industrial sector employers, when providing professional software to help in delivering those programs. (For example, append students with programs provide work experience, and partial employment opportunities, and identify issues that need to be analyzed in the student project activities).

-Inviting employers and owners of related professions to join the program to the appropriate advisory committees that consider the program to other educational institution and activities.

-the educational institution links with ongoing schools in the area, and provide them with help and support in the areas of specialization, and provide information on programs and activities and future employment opportunities, also organizes enrichment activities for schools

Conduct lectures and seminars in schools, as there are many activities that provide schools, whether cultural or scientific also invited schools to attend some of the programs established by Chemistry Department

Letters of Education Director of Zulfi

-Maintain contact with graduates on a regular basis, and to inform them of the developments of the program, and invite them to participate

In activities, and encourage them to provide financial support and other forms of support for new initiatives

### **The proportion of graduates of the program participants in the plan.**

-Take advantage of opportunities to request financial support from individuals or from community organizations for the purposes of scientific research and other developments.

-Keep the community service records performed by individuals, centers or organizations



affiliated to the department, and present regularly to be recorded in a central data base within the institution

### **Community service records.**

Evaluate the size and quality of community-based activities related to the program, and faculty members. Presented a report about this standard and sub-parts. The report must also indicate the size of the community and a summary of activities strengths and areas in need of development, and implementation priorities.

### **Strengths:**

- A unit of community service at the program level
- A unit of the graduates at the program level
- The program links to school with strong relations and provide them with help and support in the areas of specialization

### **Areas that need to be developed**

- The absence of a committee or unit to serve the community college coordinate between departments, as well as with external institutions level
- Lack of special community service records carried out by individuals and centers or departments of the organizations
- Find all the services needed by the local community and then conduct seminars , lectures and research to resolve those issues
- Urged faculty members to submit periodic reports on the services they provide to the community
- Demand a work unit in college to serve the community to avoid duplication in programs offered
- To encourage faculty member with a financial support paid for participation in the services provided to serve the community
- take advantage of opportunities to request financial support from individuals or from community organizations for the development of scientific research related to the community
- Activating communication intensively with graduates and ask for support in the new initiatives
- inviting employers and the professions owners related to the program to join the program advisory committees in the program

### **Implementation priorities.**

- establishing database to record all information on community service
- inviting employers (Ministry of Education) to participate in the program advisory committee
- Follow up the implementation of the community plan and report for each program after implementation
- Invite graduates and schools to participate in the programs offered to serve the community
- inviting employers to join the program advisory committees
- establishing relations with the Ministry of Education, schools and factories.