

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

REPORT ON INSTITUTIONAL SELF-STUDY

A self-study is a thorough examination of the quality of all of an institution's activities.

Evaluations should be made in relation to the institutions mission and development priorities and the *Standards for Quality Assurance and Accreditation in Higher Education Institutions and the Self Evaluation Scales for Higher Education Institutions* using evidence from indicators specified by the institution and academic and administrative units within it, and comparisons with performance at other comparable institutions.

Important considerations in quality assurance are capacity for change and improvement in response to matters identified in ongoing performance monitoring as needing improvement, and to changes in the environment within which the institution is operating. Consequently the report should include reference to the effectiveness of processes for ongoing self evaluation and planning for improvement, and the extent to which objectives in plans for improvement have been met.

June, 2007

Template for Report on Institutional Self-Study

For guidance on the completion of this template, please refer to Sections 3.6, 3.7 and 3.8 of *Handbook 2 Internal Quality Assurance Arrangements*

A. General Information

Name of Institution
Date of Report

B. Institutional Profile

An institutional profile should be prepared including the following material:

- A brief summary of the institution's history, scale and range of activities;
- A description of the management and organizational structure using an organizational chart, list of colleges and departments, and the names and contact details of key individuals;
- A list of campus locations indicating programs offered and student numbers;
- Faculty, staff and student numbers in total and by college, department, and program;
- Summary information about the institution's accreditation status including the outcomes of any previous institutional reviews, and any conditions that were established;
- A description of the institution's quality assurance arrangements, priorities for development, and any special issues affecting its operations;
- A summary of the institutions strategic plan. (A copy of the actual strategic plan should be available for reference if required.)
- A list of any matters that are of particular interest to the institution and on which the institution is seeking comment and advice in the review.

C. Context of the Self Study

2. Environmental Context.

Summary of significant elements of the external environment in which the institution is operating and changes that have occurred recently or are expected to occur (eg. economic or social developments, population changes, government policies, developments at other institutions with implications for this institution's programs).

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1. Institutional Context.

Brief summary of recent developments at the institution with implications for the review.

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D. Mission, and Goals and Strategic Objectives for quality Improvement

1. Mission

2. Strategic Plan for Quality Improvement (The institutions major goals and strategic objectives for quality improvement should be listed, indicating for each objective, performance indicators and benchmarks or standards of achievement the institution wishes to achieve.)

E Special Emphasis in the Self-Study (if any)

Indicate any special focus or areas of particular concern in the review. (These may relate to responses to changes in the external or institutional environment, to planning priorities that may have been determined as a result of quality assessments or other strategic priorities, to government policies, etc.)

F. Self-Study Process

Provide a brief description of procedures followed and administrative arrangements for the self study. Include an organization chart. Membership and terms of reference for committees and /or working parties should be attached.

G. Progress Towards Major Quality Objectives (Refer to Item D2 above)

Assessment of Institutional Performance in relation to plans to any major quality improvement initiatives in the period under review. These may have been undertaken in response to a previous self study, recommendations or requirements following an external review, or for other reasons. Brief reports should be provided on each major initiative citing the objective(s), the results achieved,

and a comment on reasons for success or failure to achieve the desired results.

1. Objective 1
Result Achieved (Performance in relation to indicators and benchmarks)
Comment
Objective 2
Result Achieved (Performance in relation to indicators and benchmarks)
Comment

Etc (continue for other strategic quality objectives)

H. Performance Evaluation in Relation to Quality Standards

Brief descriptive reports should be given under each of the following sections relating to standards set out in the *Standards for Quality Assurance and Accreditation of Higher Education Institutions*. The reports should refer to areas of strength and weakness as indicated by the rating scales in the accompanying document—*Self Evaluation Scales for Higher Education institutions*. Reference should also be made, where relevant, to other evidence such as performance indicators and surveys of students, graduates, faculty and employers. If specific numerical data is available it should be included or provided in attachments and referred to in the text. Priorities for improvement should be indicated. If priorities for improvement have already been determined in planning, or initiatives already undertaken these should be noted and any initial results reported.

Some of the standards relate to functions that are administered by a central agency for the institution as a whole. Others are decentralized and administered by colleges, departments, or other academic or administrative units in different parts of the institution. Where the functions are decentralized the reports should provide both an overall picture for the institution as a whole, and an indication of areas where quality of performance is particularly good or less than satisfactory. (See suggestions for reporting on decentralized functions in *Handbook 2 Internal Quality Assurance Arrangements*.)

If the institution is operating in different locations or with major separate administrative centers (Eg, a men's and women's campus, or a campus in another city or community) a single report should be provided but any significant differences should be noted and comments made about reasons for the differences and any response that should be made.

Attach completed rating self evaluation rating scales from the Self Evaluation Scales for *Higher Education Institutions*.

1. Mission and Objectives

The institutions mission statement must clearly and appropriately define its principal purposes and priorities and be influential in guiding planning and action within the institution.

Description of process for preparation of report on this standard.

Report on subsections of the standard

1.1 Appropriateness of the Mission

1.2 Usefulness of the Mission Statement

1.3 Development and Review of the Mission

1.4 Use Made of the Mission Statement

1.5 Relationship Between Mission and Goals and Objectives

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

2. Governance and Administration

The governing body must provide effective leadership in the interests of the institution as a whole and its clients, through policy development and processes for accountability. Senior administrators must lead the activities of the institution effectively within a clearly defined governance structure. Their activities must occur within a framework of sound policies and regulations that ensure financial and administrative accountability, and provide an appropriate balance between coordinated planning and local initiative.

Description of process for preparation of report on this standard.

Report on subsections of the standard

2.1 Governing Body

2.2 Senior Management

2.3 Planning Processes

2.4 Relationship Between Sections for Male and Female Students

2.5 Institutional Integrity

2.6 Internal Policies and Regulations

2.7 Organizational Climate

2.6 Associated Companies and Controlled Entities (if applicable)

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

3. Management of Quality Assurance and Improvement

Quality assurance processes must involve all sections of the institution and be effectively integrated into normal planning and administrative processes. Criteria for assessment of quality must include inputs, processes and outcomes with a particular focus on outcomes. Processes must be established to ensure that faculty, staff and students are committed to improvement and regularly evaluate their own performance. Quality must be assessed by reference to evidence based on indicators of performance and challenging external standards.

Description of process for preparation of report on this standard.

Report on subsections of the standard

3.1 Institutional Commitment to Quality Improvement

2.2 Scope of Quality Improvement Processes

2.3 Administration of Quality Assurance Processes

2.4 Use of Indicators and Benchmarks

2.5 Independent Verification of Standards

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

4. Learning and Teaching.

Student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and requirements for employment or professional practice. Standards of learning must be assessed and verified through appropriate processes and benchmarked against demanding and relevant external reference points. Faculty must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies appropriate for different kinds of learning outcomes, and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys, with feedback used as a basis for plans for improvement.

Description of process for preparation of report on this standard.

Report on subsections of the standard

4.1 Student Learning Outcomes

4.2 Program Development Processes

4.3 Program Evaluation and Review Processes

4.4 Student Assessment

4.5 Educational Assistance for Students

4.6 Quality of Teaching

4.7 Support for Improvements in Quality of Teaching

4.8 Qualifications and Experience of Faculty

4.9 Field Experience Activities

4.10 Partnership Arrangements with Other Institutions (If applicable)

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

5. Student Administration and Support Services

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

Description of process for preparation of report on this standard.

Report on subsections of the standard

5.1 Student Admissions

5.2 Student Records

5.3 Student Management

5.4 Planning and Evaluation of Student Services

5.5 Medical and Counseling Services

5.6 Extra-Curricular Activities for Students

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

6. Learning Resources

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

Description of process for preparation of report on this standard.

Report on subsections of the standard

6.1 Planning and Evaluation

6.2 Organization

6.3 Support for Users

6.4 Resources and Facilities

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

7. Facilities and Equipment

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

Description of process for preparation of report on this standard.

Report on subsections of the standard

7.1 Policy and Planning

7.2 Quality and Adequacy of Facilities and Equipment

7.3 Management and Administration

7.4 Research Equipment

7.5 Information Technology

7.6 Student Residences

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

8. Financial Planning and Management

Financial resources must be adequate for the programs and services offered and efficiently managed in keeping with program requirements and institutional priorities. Effective systems must be used for budgeting and for financial delegations and accountability providing local flexibility, institutional oversight and effective risk management.

Description of process for preparation of report on this standard.

Report on subsections of the standard

8.1 Financial Planning

8.2 Financial Management

8.3 Auditing and Risk Management

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

9. Faculty and Staff Employment Processes

Faculty and staff must have the qualifications and experience for effective exercise of their responsibilities and professional development strategies must be followed to ensure continuing improvement in faculty and staff expertise. Performance of all faculty and staff must be evaluated, with outstanding performance recognized and support provided for improvement where required. Effective, fair, and transparent processes must be available for the resolution of conflicts and disputes involving faculty and or staff.

Description of process for preparation of report on this standard.

Report on subsections of the standard

9.1 Policy and Administration

9.2 Recruitment

9.3 Personal and Career Development

9.4 Discipline, Complaints and Dispute Resolution

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action



10. Research

In universities and other institutions with research responsibility, faculty must be encouraged to pursue research interests and to publish the results of that research. This may be done either individually or in cooperation with others at their own or other institutions and in industry. Their contributions must be recognized and reflected in staff evaluation and promotion criteria. Necessary facilities for conduct of research must be available within the limits of available resources. The research output of the institution must be monitored and benchmarked against that of other similar institutions. Clear and equitable policies must be established for ownership and commercialization of intellectual property.

Description of process for preparation of report on this standard.

Report on subsections of the standard

10.1 Institutional Research Policies

10.2 Faculty and Student Involvement in Research

10.3 Commercialization of Research

10.4 Facilities and Equipment

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

11. Institutional Relationships with the Community

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

Description of process for preparation of report on this standard.

Report on subsections of the standard

11.1 Institutional Policies on Community Relationships

11.2 Interactions with the Community

11.3 Institutional Reputation

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

I Independent Evaluations

1. Describe the process used to obtain independent comment on the self study. Processes may include a review of documentation by experienced and independent persons familiar with similar institutions and who could comment on relative standards, consultancy advice or a report by a review panel, or even the results of an accreditation review by an independent agency. An independent evaluation may be conducted in relation to the total self-study, or involve a number of separate comments by different people on different issues.

2. Summary of matters raised by independent evaluator(s)

3. Comment on matters raised by independent evaluator(s) (Agree, disagree, further consideration required, etc.)

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J Conclusions and Recommendations

1. List and briefly describe institutional activities that are particularly successful or that demonstrate high quality.
2. List and briefly describe institutional activities that are less than satisfactory and that need to be improved.
3. Recommendations for an action plan to generate further improvements or overcome problems or weaknesses identified. Matters of greatest urgency or highest priority should be identified. For each action proposed recommendations should be made on who should be responsible for the action, timelines specified, and any necessary resources required.
Action Recommendation 1
Person (s) responsible
Timelines (For total initiative and for major stages of development)

Resources Required
Action Recommendation 2.....
Person(s) responsible
Timelines
Resources Required
Continue for further action recommendations..

Attachments

- Membership and terms of reference for sub-committees and working parties
- Reference list of key reports and other documents cited in the report
- Glossary of acronyms and abbreviations used in the report
- Copy of report(s) by independent evaluator(s)

Documents that should be available for reference if required

- University Handbooks or Calendars.
- Research Report
- Strategic Plan
- Any strategic plans for particular functions such as a research development plan or a quality improvement plan
- Completed self evaluation scales for the institution. (Include on CD)
- Faculty list grouped by department and college showing highest qualifications and date obtained.