



## Self-Evaluation Scales For Postgraduate Programs

<b>Institution</b>	
<b>Program</b>	
<b>Report Date</b>	..... / ..... / .....

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## **Introduction**

In order to emphasize the vital role played by the Center in supporting higher education institutions and programs, and in enhancing their ability to meet the standards of quality assurance and academic accreditation, the Center has prepared the Self-Evaluation Scales for postgraduate programs. This document aims at assisting quality assurance officials in educational institutions to conduct evaluation objectively based on the Center's quality assurance standards for postgraduate programs. This document can also be used for planning, self- review, and support quality improvement strategies of these programs in higher education institutions.

This document provides Self-Evaluation Scales for programmatic quality assurance and academic accreditation standards, which include the following standards:

1. MISSION AND GOALS
2. PROGRAM MANAGEMENT AND QUALITY ASSURANCE
3. TEACHING AND LEARNING
4. STUDENTS
5. FACULTY MEMBERS
6. LEARNING RESOURCES, FACILITIES, AND EQUIPMENT
7. RESEARCH AND PROJECTS

The quality assurance and continuous improvement of postgraduate programs is based on the self-evaluation carried out by the program and its various units based on the quality performance criteria. The faculty and staff responsible for the various activities in the program evaluate the level of performance according to these criteria and based on suitable evidence and proofs, with the support of performance indicators and benchmark comparisons with other programs of high-quality performance, especially in areas of high importance. This self-evaluation is supported by independent opinion through an independent evaluator or evaluators from outside the institution; to enhance the credibility, objectivity and accuracy of the evaluation.

This document contributes to the development of a common language between the staff of the academic program, the external reviewers, and the National Center for Academic Accreditation and Evaluation. This document describes the levels of the good performance of the postgraduate programs, thus determining satisfactory or unsatisfactory performance. Furthermore, it helps academic programs to know exactly what is required under each standard, and the performance expected of them in a descriptive, gradual manner that makes it easy to determine its current level. In addition, it benefits the external reviewers and independent evaluators during the review processes,

to accurately identify the performance of programs for each of the programmatic areas. Finally, this document serves as the guide and orientor for planning processes to improve the quality of performance based on self and external evaluation according to these scales.

### **Elements of Evaluation:**

In order to achieve the highest degree of accuracy in the evaluation, the Center has developed specific elements that the evaluation processes depend on for all the criteria listed under each standard. The evaluation of the quality level is based on the extent to which the criterion meets its elements, and effectively closes the quality loop (planning, implementation, review, and improvement). The performance evaluation takes into consideration the nature of the criterion, and the existence of practices that demonstrate any aspect of excellence and creativity in the program performance, that is in line with what many programs of higher education have reached and what they aspire to reach.

The elements of evaluation of the criteria are composed of the following:

- Extent of availability of elements and components of the criterion
- Quality level of application for each element.
- Regularity of application and assessment, and availability of evidence.
- Continuous improvement and level of results in the light of indicators and benchmarks
- Excellence and creativity in practices of the elements of the criterion.

The evaluations of the program should be based on evidence and indicators of quality, not on unsubstantiated impressions not supported by evidence.

### **Essential Criteria:**

Due to the importance of some of the criteria, a set of criteria has been identified, which represent essential criteria. These criteria have been marked with an asterisk (\*) and written in bold face. Such criteria must be evaluated at the level of at least 3 points out of 5, when the program applies for accreditation.

## **Steps for Evaluation:**

The quality of the performance is evaluated by evaluating the criterion first, and then evaluating the standard as a whole, as follows:

### **First Step: Evaluation of the criterion**

Starting with determining the extent of applicability of the criterion to the program using one of the two options:

#### **Option 1: Not Applicable**

That is, the program is not required to apply the criterion because it is not suitable for its nature and activities. If this is the case, the criterion is not counted within the criteria included in the evaluation of the standard.

#### **Option 2: Applicable**

That is, the criterion is related to the nature and activities of the program, and it is important to provide it. If this is the case, the criterion is evaluated using a five-point scale (1 to 5). The quality of performance can be judged by:

#### **A. Unsatisfactory Performance:**

This includes two levels: (1 and 2), as follows:

##### **Level 1 (Non-Compliance):**

There are no or few available elements of the criterion, (or) the elements of the criterion are not applied at all, (or) are applied at a very low level, (or) are rarely applied.

##### **Level 2 (Partial Compliance)**

Most of the elements of the criterion are available, (or) that the elements of the criterion are applied at low level (or) are applied irregularly, (or) there is no assessment or it is there but is irregular, (or) there is insufficient evidence, and there may be some limited improvement procedures.

#### **B. Satisfactory Performance:**

It includes three levels: (3, 4, and 5), detailed as follows:

##### **Level 3 (Compliance):**

All elements of the criterion are available, all of which are applied at a good level and regularly, there is a regular and effective assessment, sufficient evidence is available, and there are regular improvement procedures and good results.

##### **Level 4 (Perfect Compliance):**

All the elements of the criterion are available, all of which are applied at a perfect level and regularly, there is a regular and effective assessment, sufficient and varied evidence is available, and there are regular procedures for improvement and higher results compared to previous results.

**Level 5 (Distinctive Compliance):**

All the elements of the criterion are available, all of which are applied at a distinct level, on a regular basis, there is a regular, effective, and excellent assessment, and various, comprehensive, and cumulative evidence is available, there are regular procedures for improvement and distinct results compared to other programs, and there is creativity in the practices of the elements of the criterion.

The elements used for evaluation at the criterion level can be summarized according to the following table:

Levels of Evaluation Elements of Evaluation	NA	Unsatisfactory Performance		Satisfactory Performance		
		Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
		1	2	3	4	5
<b>Extent of availability of elements and components of the criterion</b>		<ul style="list-style-type: none"> <li>There are no available elements of the criterion</li> <li>Or there are few available elements</li> </ul>	<ul style="list-style-type: none"> <li>Most of the elements of the criterion are available</li> </ul>	<ul style="list-style-type: none"> <li>All of the elements of the criterion are available</li> </ul>	<ul style="list-style-type: none"> <li>All of the elements of the criterion are available</li> </ul>	<ul style="list-style-type: none"> <li>All of the elements of the criterion are available</li> </ul>
<b>Quality level of application for each element</b>		<ul style="list-style-type: none"> <li>The elements of the criterion are not applied at all, (or) are applied at a very low level</li> </ul>	<ul style="list-style-type: none"> <li>The elements of the criterion are applied at low level</li> </ul>	<ul style="list-style-type: none"> <li>The elements of the criterion are applied at good level</li> </ul>	<ul style="list-style-type: none"> <li>The elements of the criterion are applied at perfect level</li> </ul>	<ul style="list-style-type: none"> <li>The elements of the criterion are applied at distinct level</li> </ul>
<b>Regularity of application and assessment, and availability of evidence</b>		<ul style="list-style-type: none"> <li>Rarely applied</li> </ul>	<ul style="list-style-type: none"> <li>Applied irregularly,</li> <li>(or) there is no assessment, or it is there but is irregular,</li> <li>(or) there is insufficient evidence</li> </ul>	<ul style="list-style-type: none"> <li>Applied regularly,</li> <li>There is a regular and effective assessment,</li> <li>Sufficient evidence is available</li> </ul>	<ul style="list-style-type: none"> <li>Applied regularly,</li> <li>There is a regular and effective assessment,</li> <li>Sufficient and varied evidence is available</li> </ul>	<ul style="list-style-type: none"> <li>Applied on a regular basis,</li> <li>There is a regular, effective, and excellent assessment, and</li> <li>Various, comprehensive, and cumulative evidence is available,</li> </ul>
<b>Continuous improvement and level of results in the light of indicators and benchmarking</b>		-----	<ul style="list-style-type: none"> <li>There may be some limited improvement procedures</li> </ul>	<ul style="list-style-type: none"> <li>There are regular improvement procedures and good results.</li> </ul>	<ul style="list-style-type: none"> <li>There are regular procedures for improvement and higher results compared to previous results.</li> </ul>	<ul style="list-style-type: none"> <li>There are regular procedures for improvement and distinct results compared to other programs</li> </ul>
<b>Excellence and creativity in practices of the elements of the criterion</b>		-----	-----	-----	-----	<ul style="list-style-type: none"> <li>There is creativity in the practices of the elements of the criterion.</li> </ul>

## Examples of Measurement Scales for Evaluation of Criteria

### First Example: Criterion (3-3-1)

Teaching and learning strategies and assessment methods in the program vary according to its nature and level, enhance the ability to conduct research, and ensure students' acquisition of higher cognitive thinking and self-learning skills.

Level	Description of Performance
(1) <b>Non-Compliance</b>	The program does not have teaching and learning strategies, and assessment methods to develop the ability to conduct scientific research, and to ensure students' acquisition of higher cognitive thinking and self-learning skills, or they exist but are inappropriate or incompatible with the nature and level of the program, or that they are not fully applied or are applied rarely or at a very low level.
(2) <b>Partial Compliance</b>	The program has limited teaching and learning strategies and assessment methods to develop the ability to conduct scientific research, and to ensure students' higher cognitive thinking and self-learning skills, or only some of them are compatible with the nature and level of the program, or they are poorly or irregularly applied, or they are not subject to assessment or some of them are irregularly assessed, and there are limited procedures for their development.
(3) <b>Compliance</b>	The program has diverse teaching and learning strategies and assessment methods, compatible with its nature and level, all of which are applied at a good level on a regular basis, for enhancing the ability to conduct scientific research and ensuring students' acquisition of higher cognitive thinking and self-learning skills. There is sufficient evidence to do so. Most of them are subject to periodic evaluation and development.
(4) <b>Perfect Compliance</b>	The program has diverse and developed teaching and learning strategies and assessment methods, all of which are of a high quality compatible with its nature and level, all of which are applied at a high level on a regular basis, enhancing the ability to conduct scientific research and ensuring students' acquisition of higher cognitive thinking and self-learning skills. There is ample and varied evidence to do so. All are subject to periodic evaluation and development with the existence of high results for improvement.
(5) <b>Distinctive Compliance</b>	Any distinction and creativity in the practices of the elements of the criterion



### Second Example: Criterion (7-1)

The program is committed to carry out its role in the research plan of the institution in the light of specific indicators.

Level	Description of Performance
<b>(1)</b> <b>Non-Compliance</b>	The program does not have an operational research plan, or it exists but is not appropriate or inconsistent with the strategic plan of the university, or is not fully implemented or implemented rarely or at a very low level.
<b>(2)</b> <b>Partial Compliance</b>	The program has an operational research plan, some of which are consistent with the strategic plan of the university. Some of which are implemented in the light of specific performance indicators, at a weak level or irregular, or it is not assessed or assessed irregularly, and there are limited procedures for its monitoring and development.
<b>(3)</b> <b>Compliance</b>	The program has an appropriate operational research plan based on the strategic plan of the university and is implemented in the light of specific performance indicators, at a good level and on a regular basis, and there is sufficient evidence to do so. It is subject to periodic monitoring, assessment and development.
<b>(4)</b> <b>Perfect Compliance</b>	The program has an appropriate operational research plan based on the strategic plan of the university and is implemented in the light of specific performance indicators, at a high level and on a regular basis, and there is sufficient and varied evidence to do so. All of it are subject to periodic evaluation and development with the existence of high results for improvement.
<b>(5)</b> <b>Distinctive Compliance</b>	Any distinction and creativity in the practices of the elements of the criterion

## Second Step: Evaluation of the Standard

The evaluation shall be at the level of the standard as a whole, by collecting the points of evaluation for all the related criteria according to their level of quality. The average shall then be calculated by dividing the sum of these points by the number of the applicable criteria on the **program**. The performance level of the standard shall be calculated according to the following table:

Quality Rating/Level of Standard		Average
Level	Overall Rating	
Distinctive Compliance	Five Points	$\geq 4.5$
Perfect Compliance	Four Points	From 3.5 to $< 4.5$
Compliance	Three Points	From 2.5 to $< 3.5$
Partial Compliance	Two Points	From 1.5 to $< 2.5$
Non-Compliance	One Point	$< 1.5$

It is to be noted that no program shall be admitted for accreditation unless it has obtained at least Compliance level (3 points) in each of the six standards and in each of the essential criteria.

**An illustrative example of how to calculate the average to evaluate the standard:**

Levels of Evaluation  Criteria		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
<b>2-1</b>	<b>Program Management</b>						
2-1-1	The program is governed by specialized councils (College Council, Department Council, Postgraduate committee) with defined tasks and authorities.				✓		
2-1-2	The program leadership has the appropriate academic and administrative experience to achieve its mission and goals.				✓		
2-1-3	The program has the sufficient number of qualified staff to perform its administrative, professional and technical tasks, and they have defined tasks and authorities.					✓	
2-1-4	The program management acts to provide an organizational climate and supportive academic environment.				✓		
2-1-5	The program is committed to applying the institutional regulations governing the educational and research partnerships (if any) in order to ensure the quality of all aspects of the program, including courses, educational resources, teaching, student achievement standards, and offered services.			✓			
2-1-6	The program assesses the effectiveness of its educational and research partnerships (if any) on a regular basis and makes appropriate decisions accordingly.			✓			
2-1-7	The program management monitors its commitment to implement its role in the community partnership plan of the institution through specific performance indicators.			✓			
2-1-8	There is a sufficient amount of flexibility and authorities that allows program leadership to bring about the necessary development and changes, in response to the recent events and to the results of periodic evaluation of the program and its courses.				✓		
2-1-9	The program management applies mechanisms ensuring integrity, fairness, and equality in all its academic and administrative practices, and between the male and female student sections and branches (if any).				✓		
2-1-10	The program forms an advisory committee, comprised of members of professionals and experts in the program specialization, to contribute to its evaluation, development, and performance improvement.				✓		
2-1-11	The program management is committed to developing and improving professional skills and capabilities of the supportive technical and administrative staff to keep up with modern developments.				✓		
2-1-12	The program management provides reliable and publicly disclosed information to the community about the program description, performance, and achievements that suits the needs of the stakeholders.					✓	
2-1-13	The program management encourages the developmental initiatives and proposals.				✓		

Levels of Evaluation  Criteria		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
2-1-14	The program implements an effective system to evaluate the performance of leaders, teaching staff, and employee according to clear, published standards and mechanisms that ensure fairness, transparency, and accountability; and the results of the evaluation are used to provide feedback, improvement, and development.				✓		
2-1-15	The program management is committed to activating the values of the scientific integrity, rules of ethical practices, and proper conduct in all academic, research, administrative, and service fields and activities.				✓		
2-1-16	The program management applies the systems, regulations, and procedures that are approved by the institution/college, including those related to grievance, complaints, and disciplinary cases.				✓		
2-1-17	The program has adequate financial funding to achieve its mission and goals, along with existence of mechanisms for prioritizing expenditures.				✓		
<b>2-2</b>	<b>Program Quality Assurance</b>						
2-2-1	The program management implements an effective quality assurance and management system that is consistent with the institution quality system.				✓		
2-2-2	The teaching staff, employee, and students participate in planning, quality assurance, and decision-making processes.					✓	
2-2-3	The program management approves key performance indicators that accurately measure the program performance and coordinates to provide regular data on them.					✓	
2-2-4	The program analyzes the evaluation data annually (e.g., performance indicators and benchmarking data, student progress, program completion rates, student evaluations of the program, courses and services, views of graduates and employers); and results are used in planning, development, and decision-making processes.			✓			
2-2-5	The program conducts a periodic, comprehensive evaluation (every three / five years) and prepares reports about the overall level of quality, with the identification of points of strength and weakness; plans for improvement; and follows up its implementation.				✓		
<b>Overall Evaluation of the Standard</b>							
<b>Total Sum of Evaluation of Criteria (Total Sum of Points)</b>		<b>66</b>					
<b>Number of Applicable Criteria</b>		<b>22</b>					
<b>Average Evaluation of the Standard</b>		<b>3</b>					
<b>Overall Quality Rating of the Standard</b>		<b>3</b>					

### **Identification of strengths and aspects that need to be improved and priorities for improvement:**

The Self-Evaluation Scales document includes parts that require the staff of the program to identify the strengths in each standard based on the high performance criteria in the program, in addition to the need to identify areas that need improvement (weaknesses), and then the guidance to focus on priorities for improvement, to be a fundamental basis for building improvement plans.

### **Independent Opinion:**

The Self-Evaluation Scales document includes an independent opinion part to support self-evaluation processes with an evaluation carried out by a person(s) outside the institution, which addresses the accuracy and objectivity of the results of the self-evaluation undertaken by the program, based on available evidence and performance indicators, with attachment of detailed report about the evaluation.

## **Self-Evaluation Scales for the Postgraduate Program**

## 1. MISSION AND GOALS

The program must have a clear and appropriate mission that is consistent with the mission statements of the institution and the college/department, and support its application. The mission must guide program planning and decision-making processes. The program goals and plans must be linked to it, and it must be periodically reviewed.

Levels of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
Elements of Evaluation			1	2	3	4	5
1-1	The program has a clear, appropriate, approved and publicized widely mission that is consistent with the mission of the institution and the college/department; and is consistent with the needs of the society and the national trends.*						
1-2	The program goals are linked to its mission, consistent with the goals of the institution/college, and characterized by being clear, realistic and measurable.						
1-3	The program mission and goals guide all its operations and activities (e.g., planning, decision-making, resources allocation, curricula development).						
1-4	The program goals and its implementation needs are linked to appropriate operational plans that are consistent with the institution/college plans.						
1-5	Program managers monitor the extent to which its goals are achieved, through specific performance indicators, and take the necessary actions for performance improvement.*						
1-5	The program mission and goals are reviewed periodically with the participation of relevant stakeholders, and are developed accordingly.						
<b>Overall Evaluation of the Standard</b>							
<b>Total Sum of Evaluation of Criteria</b> (Total Sum of Points)							
<b>Number of Applicable Criteria</b>							
<b>Average Evaluation of the Standard</b>							
<b>Overall Quality Rating of the Standard</b>							

\* Essential Criteria

### Strengths:

- 1.
- 2.

### Areas for Improvement:

- 1.
- 2.

### Priorities for Improvement:

- 1.
- 2.

### Independent Opinion:

## 2. PROGRAM MANAGEMENT AND QUALITY ASSURANCE

The program must have effective leadership that implements the institutional systems, policies and regulations. The program leadership must plan, implement, monitor, and activate quality assurance systems that achieve continuous development of program performance in a framework of integrity, transparency, fairness and within a supportive organizational climate.

Levels of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
Elements of Evaluation			1	2	3	4	5
2-1	<b>Program Management</b>						
2-1-1	The program is governed by specialized councils (College Council, Department Council, Postgraduate committee) with defined tasks and authorities.						
2-1-2	The program leadership has the appropriate academic and administrative experience to achieve its mission and goals.						
2-1-3	<b>The program has the sufficient number of qualified staff to perform its administrative, professional and technical tasks, and they have defined tasks and authorities.*</b>						
2-1-4	The program management acts to provide an organizational climate and supportive academic environment.						
2-1-5	The program is committed to applying the institutional regulations governing the educational and research partnerships (if any) in order to ensure the quality of all aspects of the program, including courses, educational resources, teaching, student achievement standards, and offered services.						
2-1-6	The program assesses the effectiveness of its educational and research partnerships (if any) on a regular basis and makes appropriate decisions accordingly.						
2-1-7	The program management monitors its commitment to implement its role in the community partnership plan of the institution through specific performance indicators.						
2-1-8	There is a sufficient amount of flexibility and authorities that allows program leadership to bring about the necessary development and changes, in response to the recent events and to the results of periodic evaluation of the program and its courses.						
2-1-9	The program management applies mechanisms ensuring integrity, fairness, and equality in all its academic and administrative practices, and between the male and female student sections and branches (if any).						
2-1-10	<b>The program forms an advisory committee, comprised of members of professionals and experts in the program specialization, to contribute to its evaluation, development, and performance improvement.*</b>						
2-1-11	The program management is committed to developing and improving professional skills and capabilities of the supportive technical and administrative staff to keep up with modern developments.						



Levels of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
Elements of Evaluation			1	2	3	4	5
2-1-12	The program management provides reliable and publicly disclosed information to the community about the program description, performance, and achievements that suits the needs of the stakeholders.						
2-1-13	The program management encourages the developmental initiatives and proposals.						
2-1-14	<b>The program implements an effective system to evaluate the performance of leaders, teaching staff, and employee according to clear, published standards and mechanisms that ensure fairness, transparency, and accountability; and the results of the evaluation are used to provide feedback, improvement, and development.*</b>						
2-1-15	<b>The program management is committed to activating the values of the scientific integrity, rules of ethical practices, and proper conduct in all academic, research, administrative, and service fields and activities.*</b>						
2-1-16	The program management applies the systems, regulations, and procedures that are approved by the institution/college, including those related to grievance, complaints, and disciplinary cases.						
2-1-17	The program has adequate financial funding to achieve its mission and goals, along with existence of mechanisms for prioritizing expenditures.						
2-2	<b>Program Quality Assurance</b>						
2-2-1	The program management implements an effective quality assurance and management system that is consistent with the institution quality system.						
2-2-2	The teaching staff, employee, and students participate in planning, quality assurance, and decision-making processes.						
2-2-3	The program management approves key performance indicators that accurately measure the program performance and coordinates to provide regular data on them.						
2-2-4	<b>The program analyzes the evaluation data annually (e.g., performance indicators and benchmarking data, student progress, program completion rates, student evaluations of the program, courses and services, views of graduates and employers); and results are used in planning, development, and decision-making processes.*</b>						
2-2-5	The program conducts a periodic, comprehensive evaluation (every three / five years) and prepares reports about the overall level of quality, with the identification of points of strength and weakness; plans for improvement; and follows up its implementation.						
<b>Overall Evaluation of the Standard</b>							
<b>Total Sum of Evaluation of Criteria</b> (Total Sum of Points)							

Levels of Evaluation  Elements of Evaluation	NA	Not Satisfactory		Satisfactory		
		Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
		1	2	3	4	5
Number of Applicable Criteria						
Average Evaluation of the Standard						
Overall Quality Rating of the Standard						

\* Essential Criteria

**Strengths:**

- 1.
- 2.

**Areas for Improvement:**

- 1.
- 2.

**Priorities for Improvement:**

- 1.
- 2.

**Independent Opinion:**

### 3. TEACHING AND LEARNING

Graduate attributes and learning outcomes at the program level must be precisely defined, consistent with the requirements of the Saudi Arabia Qualifications Framework (SAQF) and with the related academic and professional standards, and the labor market requirements. The curriculum must conform to professional requirements. The teaching staff must implement diverse and effective teaching and learning strategies and assessment methods that are appropriate to the different learning outcomes. The extent of achievement of learning outcomes must be assessed through a variety of means and the results are used for continuous improvement.

Levels of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
Elements of Evaluation			1	2	3	4	5
3-1	<b>Graduate Attributes and Learning Outcomes</b>						
3-1-1	The program identifies its graduate attributes and intended learning outcomes that are consistent with its mission, and aligned with the graduate attributes at the institutional level; and they are approved, publicly disclosed, and periodically reviewed.						
3-1-2	<b>The graduate attributes and learning outcomes are consistent with the requirements of the Saudi Arabia Qualifications Framework (SAQF) and with academic, professional, and labor market requirements.*</b>						
3-1-3	The program identifies the learning outcomes for the different tracks (if any).						
3-1-4	The identification of learning outcomes takes into consideration the development of competencies and competitive capabilities that reflect excellence, creativity and innovation among graduates.						
3-1-5	<b>The program applies appropriate mechanisms and tools for measuring the graduate attributes and learning outcomes, and verifying their achievement according to specific performance levels and assessment plans. *</b>						
3-2	<b>Curriculum</b>						
3-2-1	The program is committed to the institutional policies, standards, and procedures in the design, development and modification of the curriculum.						
3-2-2	<b>The curriculum design considers fulfilling the program goals and learning outcomes, and the educational, scientific, technical and professional developments in the field of specialization; and is periodically reviewed.*</b>						
3-2-3	<b>The study plan maintains the balance between the theoretical and applied aspects, the research component (if any), and the scientific depth, and takes into consideration the sequence and integration between the academic courses and the educational activities.*</b>						
3-2-4	The construction of the program study plan considers the identification of exit-points requirements (if any).						
3-2-5	The program study plan considers the adequate requirements for the different tracks (if any) according to national and international references.						

Levels of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
Elements of Evaluation			1	2	3	4	5
3-2-6	The learning outcomes of the courses and research activities are aligned with the program learning outcomes (e.g., Matrix for the alignment of the learning outcomes of the courses and research activities with program learning outcomes).*						
3-2-7	Teaching and learning strategies and assessment methods are aligned with the intended learning outcomes at the program and courses levels.						
3-2-8	The learning outcomes of the field experience activities (if any) are aligned with the learning outcomes of the program; and appropriate strategies for training, assessment, and training venues are identified in order to achieve these outcomes.						
3-2-9	Both the program field-experience supervisor and the field supervisor (if any) are informed with the intended learning outcomes and the nature of the tasks assigned to each of them (supervision, follow-up, student assessment, evaluation and development of field experience); and their commitment is followed up according to specific mechanisms.						
3-2-10	The research components (if any) of the program plan are clearly defined.						
3-3	<b>Quality of Teaching and Students Assessment</b>						
3-3-1	Teaching and learning strategies and assessment methods in the program vary according to its nature and level, enhance the ability to conduct research, and ensure students' acquisition of higher cognitive thinking and self-learning skills.*						
3-3-2	The program monitors the commitment of the teaching staff to the learning and teaching strategies and assessment methods included in the program and course specifications through specific mechanisms.*						
3-3-3	The necessary training is provided for the teaching staff on learning and teaching strategies and assessment methods identified in the program and course specifications, along with the effective use of modern and advanced technology; and their use is monitored.						
3-3-4	At the beginning of the course or educational activities (including research , applied, and field activities), students are provided with comprehensive information including: learning outcomes, teaching and learning strategies, assessment methods and timelines, and what is expected of them during the study of the course.						
3-3-5	The courses are periodically evaluated for ensuring the effectiveness of the teaching and learning strategies and assessment methods, and reports are prepared on them.						
3-3-6	The program applies mechanisms to support and stimulate excellence in teaching and scientific						

Levels of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
Elements of Evaluation			1	2	3	4	5
	supervision, and encourages creativity and innovation of faculty.						
3-3-7	The scientific production of faculty contributes to enriching the course content in the program.						
3-3-8	The program implements clear and publicized procedures to verify the quality and validity of the assessment methods (e.g., their specifications, diversity, and comprehensiveness to cover the learning outcomes, distribution of grades and accuracy of marking), and to ensure the level of student achievement.						
3-3-9	Effective procedures are used to verify that the work, assignments, and research products provided by students are of their own.						
3-3-10	The feedback is provided to students about their performance and evaluation results at a time that allows them to improve their performance.						
3-3-11	The program encourages the enrichment of students' experiences by providing diverse opportunities for student exchange, visits and joining the distinguished research and training centers.						
<b>Overall Evaluation of the Standard</b>							
<b>Total Sum of Evaluation of Criteria</b> (Total Sum of Points)							
<b>Number of Applicable Criteria</b>							
<b>Average Evaluation of the Standard</b>							
<b>Overall Quality Rating of the Standard</b>							

\* Essential Criteria

**Strengths:**

- 1.
- 2.

**Areas for Improvement:**

- 1.
- 2.

**Priorities for Improvement:**

- 1.
- 2.

**Independent Opinion:**



## 4. STUDENTS

The criteria and requirements for student admissions in the program must be clear and publicly disclosed, and must be applied fairly. The information about the program and the requirements for completion of the study must be available, and students must be informed about their rights and duties. The program must provide effective counseling services to its students, and evaluate the quality of all services and activities offered to its students and continuously improve them. The program must follow up its graduates.

Levels of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
Elements of Evaluation			1	2	3	4	5
4-1	The program has approved and publicly disclosed criteria and requirements for the admission and registration of students that are appropriate to the nature of the program, and are applied fairly.						
4-2	The number of students admitted to the program is compatible with the available resources for the program (e.g., faculty, classrooms, labs, and equipment)						
4-3	The program provides basic information to students, such as study requirements, services, and financial fees (if any), through various means.						
4-4	The program applies fair and approved policies and procedures for students transferring to the program and the equivalency of what students had previously learned.						
4-5	The program provides comprehensive orientation for new students, ensuring their full understanding of the types of services and facilities available to them.						
4-6	<b>The program informs students about their rights and duties, the code of conduct, and grievance, complaints, and discipline procedures, using a variety of means; and applies them fairly.*</b>						
4-7	<b>Students are provided with effective academic, professional, psychological, and social guidance, and counseling services through qualified and sufficient staff.*</b>						
4-8	The program implements effective procedures to monitor students' progress and to verify their fulfilment of graduation requirements.						
4-9	The program implements an effective mechanism to communicate with its alumni and involve them in its events and activities, explore their views, and benefit from their expertise and support; and provides updated and comprehensive databases about them.						
4-10	<b>Effective mechanisms are applied to evaluate the adequacy and quality of services provided to students and measure their satisfaction with them; and the results are used for improvement.*</b>						
4-11	The program takes into consideration the special needs of its students (e.g., students with disabilities and international students).						
4-12	The program implements effective mechanisms to ensure that its students are regularly attending and actively participating in educational and research activities.						

Levels of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
Elements of Evaluation			1	2	3	4	5
4-13	There is an appropriate representation for students in relevant councils and committees.						
<b>Overall Evaluation of the Standard</b>							
<b>Total Sum of Evaluation of Criteria</b> (Total Sum of Points)							
<b>Number of Applicable Criteria</b>							
<b>Average Evaluation of the Standard</b>							
<b>Overall Quality Rating of the Standard</b>							

\* Essential Criteria

**Strengths:**

- 1.
- 2.

**Areas for Improvement:**

- 1.
- 2.

**Priorities for Improvement:**

- 1.
- 2.

**Independent Opinion:**



## 5. FACULTY MEMBERS

The program must have sufficient numbers of qualified faculty members with the necessary competence and experience to carry out their responsibilities. The faculty members must be aware of current academic and professional developments in their fields of specialization, participate in research and community service, and in improving the program and institutional performance. Performance of faculty members must be evaluated according to specific criteria, and the results of these evaluations must be used for development.

Levels of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
Elements of Evaluation			1	2	3	4	5
5-1	The program applies appropriate recruitment policies and procedures to attract faculty members, and retains the distinguished ones.						
5-2	<b>The program has a sufficient number of faculty members, including all areas of specialization in the program.*</b>						
5-3	<b>The faculty members have the necessary competency (e.g., qualifications, certificates, professional licenses, experience required), and effective teaching skills; and appropriate mechanisms are applied for verification.*</b>						
5-4	The program provides appropriate orientation for new and adjunct faculty members to ensure their understanding of the nature of the program, their rights, tasks, responsibilities, and workload.						
5-5	The faculty members and adjunct faculty in the professional programs include some experienced and highly skilled professionals in the field of the program.						
5-6	<b>The faculty members regularly participate in academic activities (e.g., participation in conferences and group discussions , research projects, arbitration of theses and research) to ensure their awareness of the latest developments in their fields of specialization; and their participation in these activities and scientific production are considered as part of the criteria for their performance evaluation and promotion.*</b>						
5-7	Faculty members participate in community partnership activities; and their participation in these activities is considered as one of the criteria for their performance evaluation and promotion.						
5-8	Faculty members participate in professional and academic development programs in accordance with a plan that meets their needs and contributes to the development of their performance.						
5-9	Faculty members participate in assessment and development activities of the program and institution.						
5-10	Effective mechanisms are applied to evaluate the adequacy and quality of the services provided to the faculty members and to measure their satisfaction with them.						
5-11	The performance of the faculty members is regularly assessed according to specific and published criteria; feedback is provided to them; and the results are used in improving the performance.						

Levels of Evaluation  Elements of Evaluation	NA	Not Satisfactory		Satisfactory		
		Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
		1	2	3	4	5
<b>Overall Evaluation of the Standard</b>						
<b>Total Sum of Evaluation of Criteria</b> (Total Sum of Points)						
<b>Number of Applicable Criteria</b>						
<b>Average Evaluation of the Standard</b>						
<b>Overall Quality Rating of the Standard</b>						

\* Essential Criteria

**Strengths:**

- 1.
- 2.

**Areas for Improvement:**

- 1.
- 2.

**Priorities for Improvement:**

- 1.
- 2.

**Independent Opinion:**

## 6. LEARNING RESOURCES, FACILITIES, AND EQUIPMENT

Learning resources, facilities, and equipment must be adequate to meet the needs of the program, its courses, and its research activities and projects; and must be available to all beneficiaries using an appropriate arrangement. Faculty members and students must participate in identifying such resources based on their needs, and in assessing their effectiveness.

Levels of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
Elements of Evaluation			1	2	3	4	5
6-1	The program implements clear policies and procedures that ensure adequate and appropriate learning resources, scientific research and services provided to support student learning and scientific and research activities.						
6-2	The program implements effective procedures for the management of resources and reference materials needed to support teaching and learning processes, and research.						
6-3	<b>The Library has a sufficient number of various resources that are easily accessible and appropriate to the needs of the program and the number of students; are made available in adequate and appropriate times for male and female student sections; and are updated periodically.*</b>						
6-4	<b>The program has specialized electronic resources (e.g., digital references, multimedia, software), and appropriate databases and electronic systems that allow beneficiaries to access the information, research materials, and scientific journals from within or outside the institution.*</b>						
6-5	<b>The program has laboratories, computer and technology equipment, and materials that are suitable to the specialty and sufficient to conduct research and scientific studies according to the program goals; and applies appropriate mechanisms to maintain and renew them.*</b>						
6-6	The teaching staff, students, and employee of the program have the appropriate orientation and technical training and support for the effective use of resources and means of learning.						
6-7	The program has the suitable classrooms and facilities for its needs.						
6-8	<b>All general and occupational health and safety requirements are available in the facilities, equipment and educational and research activities.*</b>						
6-9	Standards for safety, environmental conservation, and hazardous waste disposal are applied efficiently and effectively.						
6-10	The program has the sufficient number of qualified technicians and specialists for the operation and preparation of laboratories.						
6-11	The program has facilities, equipment, and services suitable for those students, teaching staff, and employee with disabilities.						

Levels of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
Elements of Evaluation			1	2	3	4	5
6-12	The program has the appropriate technologies, services, and environment for courses offered through distance or e-learning according to their own specific standards.						
6-13	The program evaluates the effectiveness and efficiency of learning resources, facilities, and equipment of all types; and the results are used for improvement.						
<b>Overall Evaluation of the Standard</b>							
<b>Total Sum of Evaluation of Criteria</b> (Total Sum of Points)							
<b>Number of Applicable Criteria</b>							
<b>Average Evaluation of the Standard</b>							
<b>Overall Quality Rating of the Standard</b>							

\* Essential Criteria

**Strengths:**

- 1.
- 2.

**Areas for Improvement:**

- 1.
- 2.

**Priorities for Improvement:**

- 1.
- 2.

**Independent Opinion:**

## 7. RESEARCH AND PROJECTS

The program must adhere to the implementation of the institutional plan for research and play a prominent role in encouraging faculty members and students for the production of research and innovation, publishing their results in specialized scientific journals, and pursuing research activities. The program must implement mechanisms to evaluate, develop, and improve these activities

Levels of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
Elements of Evaluation			1	2	3	4	5
7-1	The program is committed to carry out its role in the research plan of the institution in the light of specific indicators.						
7-2	The program identifies research priorities in line with the mission of the institution, national trends, and development plans.						
7-3	Financial support, equipment, and the supportive and encouraging environment for research activities are available in the program.						
7-4	The program has enrichment activities to develop the skills of research, the exchange of experience and results of research.						
7-5	The program stimulates funding of research from donors and investment entities.						
7-6	The program provides a mechanism to support research cooperation with distinguished universities and research centers.						
7-7	<b>Specific academic and administrative procedures for the approval of scientific theses and research projects are applied in the program within an appropriate time frame.*</b>						
7-8	The program has clear, publicized and available instructions and guidelines for the preparation and evaluation of research, scientific theses, and projects.						
7-9	<b>The program applies specific mechanisms to ensure the follow-up and efficiency of scientific supervision of theses, research and projects, and the feedback is used for improvement.*</b>						
7-10	The program monitors the fairness, objectivity, and credibility of research evaluation and discussion of scientific theses and their approval.						
7-11	The originality of research, knowledge enrichment, and innovation are taken into consideration in students' research accordance with the level of qualification and international standards.						
7-12	The program develops and motivates students to meet the requirements of publishing in scientific journals.						
7-13	The program offers incentives for outstanding students.						
7-14	<b>The program follows the commitment of researchers to the regulations and ethics of</b>						

Levels of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
Elements of Evaluation			1	2	3	4	5
	scientific research, according to appropriate mechanisms.*						
7-15	The program observes copyright, intellectual property, and patent registration of research products for faculty members and students.						
7-16	The program provides an updated database to document the research production of faculty members and students, and this database is benefited from.						
7-17	The program applies mechanisms to market the scientific production of faculty and students.						
7-18	The program implements mechanisms to evaluate research activities and projects and works on developing and improve them.						
<b>Overall Evaluation of the Standard</b>							
<b>Total Sum of Evaluation of Criteria</b> (Total Sum of Points)							
<b>Number of Applicable Criteria</b>							
<b>Average Evaluation of the Standard</b>							
<b>Overall Quality Rating of the Standard</b>							

\* Essential Criteria

**Strengths:**

- 1.
- 2.

**Areas for Improvement:**

- 1.
- 2.

**Priorities for Improvement:**

- 1.
- 2.

**Independent Opinion:**