



National Center for Academic Accreditation & Assessment

Self Evaluation Scales – Group of Colleges Level
(على مستوى مجموعة الكليات)

(Standard 4: Teaching and Learning)

Group of Colleges : Engineering and Computer Science & Information Systems

Including Colleges of :

- 1- College of Engineering**
- 2- College of Computer Science & Information Systems**

Standard 4. Learning and Teaching

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

Sub-Standards:

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

Sub-Standards:	College of Engineering	College of Computer Science & Information Systems	Star Average متوسط النجوم
4.1. Student Learning Outcomes	*****	*****	*****
Comments على مستوى مجموعة الكليات	The intended student learning outcomes are consistent with national qualifications framework (NQF) and clearly defined according to national and international standards. Moreover, the outcomes are well mapped with programs' mission. <ul style="list-style-type: none"> The programs adopted ABET a-k (CS) a-j (IS) outcomes after taking the opinions of all stakeholders. The learning outcomes of the programs meet the local needs. In addition, they fall into three domains of learning (Cognitive skills, Interpersonal Skills & Responsibility, Communication, Information Technology, Numerical) in the National Qualification Framework (NQF). 		

Priorities for improvement على مستوى مجموعة الكليات	<ul style="list-style-type: none"> The programs should have external benchmarking for student learning outcomes Mapping of courses to learning outcomes must be reviewed regularly. Learning outcomes need to be well known by all teachers and students Mapping of the whole program against the learning outcomes. 		
4.2.Program Development Processes	****	****	****
Comments على مستوى مجموعة الكليات	<ul style="list-style-type: none"> Course Specification for all courses are approved by the curriculum committee and program council. Any change in the course specification must be reviewed by the curriculum committee For each course, the programs assigns a course coordinator to make sure that everything at the course level is implemented as planned. The programs are divided into knowledge areas each of which contains courses in the same area. The college and university provide training related to the best educational practices and strategies (teaching and designing exams) in outcomes based education. 		
Priorities for improvement على مستوى مجموعة الكليات	<ul style="list-style-type: none"> More contact and discussion with stakeholders and community should be done to improve the program development processes. Encouraging instructors to adhere to the prescribed course specifications and adjust their strategies to convey the necessary knowledge and skills. 		
4.3.Program Evaluation and Review Processes	****	****	****
Comments على مستوى مجموعة الكليات	<ul style="list-style-type: none"> The programs evaluation and review processes are followed consistently. Online survey system is well established. However, full-loop evaluation has not taken place in all courses. The programs uses various direct and indirect assessment methods to evaluate the attainments of student outcomes and prepare improvement plans. 		
Priorities for improvement	<ul style="list-style-type: none"> Further emphasis must be done to have experienced evaluators and teaching staff from other institutions. 		

على مستوى مجموعة الكليات	<ul style="list-style-type: none"> Centralized system for departmental external examiners must be established for all the programs. Student should be aware of their programs in order to have more influence on the programs evaluation to be reliable. 		
4.4. Student Assessment	****	****	****
Comments على مستوى مجموعة الكليات	<ul style="list-style-type: none"> The exams design is based on a well-developed blue print with psychometric analysis. Currently, the program uses internal benchmarking to improve the achievements of student learning outcomes. We check plagiarism in graduation project. 10 office hours are reserved to answer questions of students about exams and other issues related to their courses. Criteria and processes for academic appeals are known to students through their academic advising unit. 		
Priorities for improvement على مستوى مجموعة الكليات	<ul style="list-style-type: none"> The assessment policy and procedure for the assessment of exams should be clear to all staff and students. Develop a comprehensive and consistent mechanism to monitor whether teaching staff follow the guidelines and mechanisms related to teaching and learning standard. Procedures must be developed and followed to ensure that the work submitted by students is actually done by them. 		
4.5. Educational Assistance for Students	****	****	****
Comments على مستوى مجموعة الكليات	<ul style="list-style-type: none"> For each program in the colleges, academic guidance committee is established and academic advisors are present for each year. Clear policies are in place for students with significant academic difficulties. Therefore, academic advice, learned facilities, monitoring student progress, encouraging high performing students are in place for assisting the student. 		
Priorities for improvement على مستوى مجموعة الكليات	<ul style="list-style-type: none"> Preparatory year is to be monitored to ensure the college programs requirements. After the enrollment of students in the colleges programs, a periodical assessment is to be held for the students' assistance process. More effective mechanism should be developed to deal with students with sub-satisfactory performance. 		
4.6. Quality of Teaching	*****	****	*****
Comments	<ul style="list-style-type: none"> The programs provides workshops on how to prepare your course file including course specification and report for the 		

على مستوى مجموعة الكليات	<p>new faculty members.</p> <ul style="list-style-type: none"> • By the end of each semester, every student must fill out an online course survey to evaluate the quality of teaching in the course. • The academic quality unit is regularly monitoring the quality of teaching. • Most courses have course surveys where student's feedback is obtained about their learning and this evaluation needs to be strictly implemented in all courses. • KPIs were established for monitoring the strategic objectives of the program. 		
Priorities for improvement على مستوى مجموعة الكليات	<ul style="list-style-type: none"> • Teaching strategies are to be reviewed and improved to achieve the college programs learning outcomes. Further improvement could be achieved by making training sessions for the academic staff. • Additional and updated textbooks and references are to be supplied. • Action plan are to be applied and followed to close the loop of continuous improvement. • Encourage quality in teaching by giving a Teaching Excellence Award for the outstanding teacher. 		
4.7. Support for Improvements in Quality of Teaching	****	****	****
Comments على مستوى مجموعة الكليات	<ul style="list-style-type: none"> • The Dean of the college and the head of the programs meet individually with teaching staff who are facing difficulties. They provide the appropriate assistance to solve problems. • The support for improving the quality, skills, and methodology of teaching is a university level service that provided by the deanship of development and quality. • The program provides strategies for improving quality of teaching based on several key performance indicators such as online course survey, CLOs achievements, course reports and student learning outcomes assessment. 		
Priorities for improvement على مستوى مجموعة الكليات	<ul style="list-style-type: none"> • Training programs in teaching skills should focus on the observed weaknesses for the ongoing staff members. • Training sessions for teaching improvement are to be provided at a college level for new teaching staff. • Recognition of excellence in teaching is to be activated by providing 		

	awards for those deserved to be recognized.		
4.8. Qualifications and Experience of Teaching Staff	****	****	****
Comments على مستوى مجموعة الكليات	<ul style="list-style-type: none"> The colleges has a reasonable number of know-how staff members. Most of them were graduated from top international universities. However, some of them are need to be updated by participating in local and international academic events. 		
Priorities for improvement على مستوى مجموعة الكليات	Ample opportunity for education and travel to scientific conferences and meetings should be provided to the faculties and encouraging them to publish their research in high impact international journals.		
4.9. Field Experience Activities	N A	****	****
Comments على مستوى مجموعة الكليات	The evaluation process of field experience is regularly reassessed and changed if necessary based on a consultation with supervisors and student representatives. Irregular visits to training areas are usually done if necessary.		
Priorities for improvement على مستوى مجموعة الكليات	Risk assessment are to be executed for all parties involved along with planning to minimize and deal with risks and hazards in the field. Instead of irregular visits to interns training areas, the visits are to be done regularly each semester by a representative of each program from the college.		
4.10. Partnership Arrangements with Other Institutions	N A	***	***
Comments على مستوى مجموعة الكليات	There are collaborative agreements and twining programs with international universities in the field of engineering. However, many of these agreements are not best utilized especially when it comes to the undergraduate education part.		
Priorities for improvement على مستوى مجموعة الكليات	Best utilization of the agreement is to be activated through strategic plan in the college. Moreover, proper evaluation of the impact of partnership arrangements should be done and proper follow-up of implementation of these agreements should also be done.		



Overall Assessment of Learning and Teaching (على مستوى مجموعة الكليات):

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

Comment (التعليق: أهم الممارسات والانجازات على مستوى مجموعة الكليات في المعيار الرابع):

Student learning outcomes were clearly specified, consistent with the National Qualifications Framework (NQF) and requirements for employment or professional practice. Standards of learning were assessed through appropriate processes and need to be benchmarked against



demanding and relevant external reference points. Teaching staff were appropriately qualified and experienced for their particular teaching responsibilities. Teaching strategies are suitable for different kinds of learning outcomes. Teaching quality and the effectiveness of programs were evaluated through student assessments and graduate surveys.

The overall assessment of learning and teaching seems to be satisfactory.

Priorities for Improvement (اولويات التحسين على مستوى مجموعة الكليات للمعيار الرابع):

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

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