Standard 1 **Mission and Objectives (Overall Rating **** Stars)**

Explanatory note about development and use of the mission. This is first time of self-assessment for the program mission. The program mission was approved after consultation with all the stakeholders (faculty, alumni, industry, students, and employee) (see Annex H.1.1.1). The program mission was revised by the Department Council in the beginning of the year 2006-2007 (see Annex H.1.1.2). The University mission emphasizes for the building of a *knowledge community* and the importance of *accreditation process* which were added respectively to the program new mission.

The program mission statements are readily translated into measurable performance indicators that would test how well the program is fulfilling its mission. The new mission statement clearly specifies goals that meet with the program objectives and learning outcomes which is *to be a pioneer in physics education and research, and in building a knowledge community* Table (1.2) (see Annex H.1.1.3).

The program mission are clearly defined and disseminated through the department website.http://mu.edu.sa/en/colleges/college-science-al-zulfi/physics-department-0

Description of process for investigation and preparation of report on this standard.

The process used to prepare this Standard includes the following:

- Creating a taskforce led by Dr.Hassan Hanafy , the program coordinator
- Conducting meetings with the Program Chairman and Head of Quality Unit at the College level to discuss the requirements for this standard
- Making use of the following documents:-Self-Evaluation Scales for Higher Education Institutions, 2013- NCAAA -College Strategic Plan (see Annex H.1.1.4)
- Reviewing updated records and information in relation to the program mission and objectives.

Use of evidence and indicators

The following evidences has been used for the self-Assessment of this standard:

- The program mission is consistency with the college mission and College mission is consistency
  With the University mission (see Annex H.1.1.3).
- Improvement plan of the department (see Annex H.1.1.5)
- Strategic plan of the college (see Annex H.1.1.4)
- The program website (see Annex H.1.1.6) http://mu.edu.sa/en/colleges/college-science-al-zulfi/physics-department-0

Program Mission **Program of physics is promoting an excellence in physics education through building knowledge, creating skills, conducting research and collaborating with society.**						
Program Objectives		**Educational Exultance**	***Building knowledge***	***Creative skills***	**Conducting Research**	**Collaborating with Society**
Program Objectives	**Physics graduates should have:**					
	1. **Foundations and contemporary knowledge in Physics**	√	√			
	2. **Skills of handling problems on the basis of physics principles**	√		√	√	√
	3. **Foundation for basic scientific research in Physics.**		√	√	√	√
	4. **Ability to cooperate as individuals or in groups with the society to solve Physics related problems.**	√		√	√	√

Table: H.1 ***Consistency between Program Missions and Program Objectives***

The following key performance indicator was used in connection with this standard

Survey results of faculty over the mission and objectives

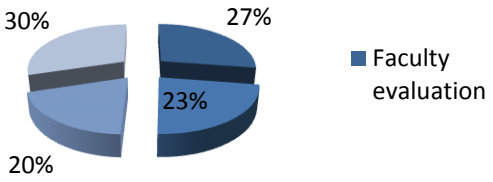
Table 1.1 shows the results of the surveys for the faculty overall evaluation of the program mission and objectives (see Annex H.1.1.3).The survey was carried out in 2014/2015 (after the amendment of the program mission).The results of the survey report based on the average rating on a five point scale.

From this table, it can be seen that faculty are well aware of the program mission and objectives. However, while most of faculty seem to guide their research projects with the program mission and goals, there is rule for improvement. The current score of 3.6 could be improved. We think one reason

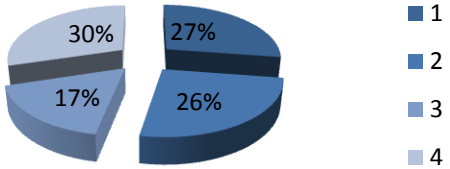
for the relatively low score is the lack of sustainable research funds, faculty members tend occasionally to work in areas that are not necessarily in line with the program

mission or objectives. The issue of lack of sustainable research funds is an important one and part of the solution of this problem lies with the university research administration. This issue will be discussed in more detail in the standard about research.

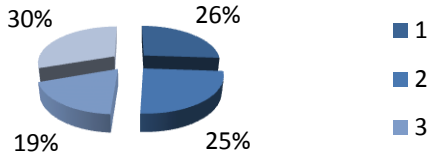
1.The mission of the program contains key words related to develop education, scientific research, ethic responsibility and Society partnership.



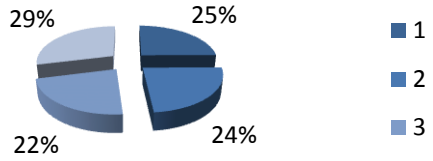
2.The mission for the program is consistent with the mission of the institution.



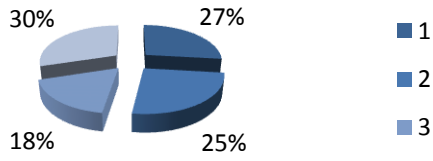
3.The mission should establish directions for the development of the program that are appropriate for a program of its type and the needs of students in Saudi Arabia.



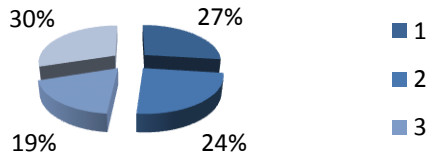
4.The mission statement should be sufficiently specific to provide an effective guide for decision-making and choices among alternative planning strategies.



5.The mission statement should be achievable through effective strategies that can be implemented within the level of resources expected to be available.



6.The mission statement should be clear enough to provide criteria for evaluation of progress towards the achievement of the program goals and objectives.



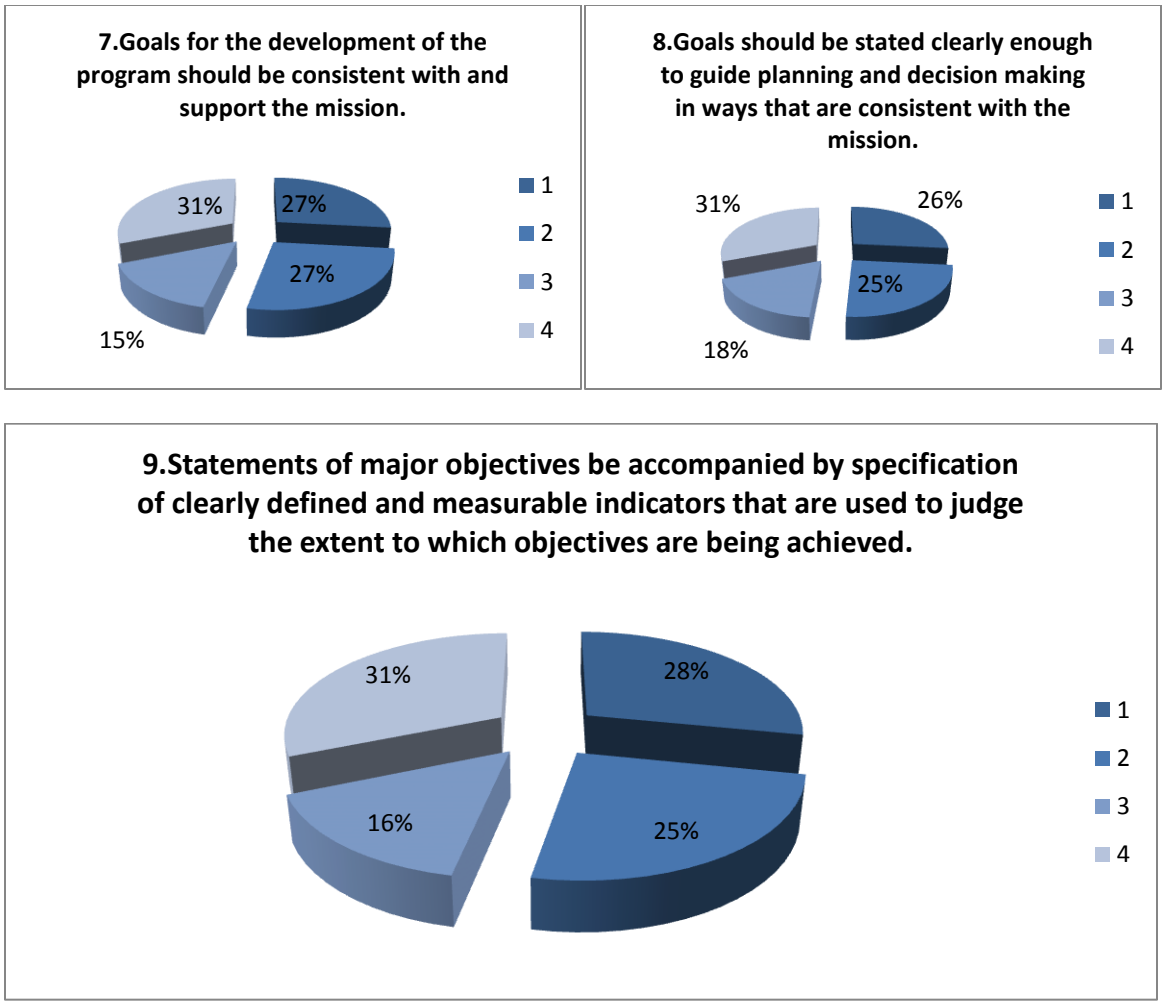


Figure H.1.1Results of the survey of evaluation of the program mission, Goal, and Objectives

Evaluation of Quality of Mission and Objectives.

The new program mission is consistent with the College mission and the College mission is consistent with the University mission. The program has made some efforts to raise the awareness of students, Faculty members, and staff about its mission statement. The mission is being posted into the department college website. http://mu.edu.sa/en/colleges/college-science-al-zulfi/physics-department-0

Report on subsections of the standard

1.1 Appropriateness of the mission (***)

The University, College and Program missions are made explicit references to the following three aspects: education, research, and community service. The program mission responds to regional factors. Quality in education through accreditation is becoming important as Kingdom Saudi Arabia graduates are expected to compete with graduates from other Saudi universities.

Innovative research is also important as the Kingdom Saudi Arabia tries to move to a knowledge based society and economy. The program is also expected to contribute to the progress of the scientific research profession and serves the local community.

1.2 Usefulness of the mission statement (***)

It is evident that the mission statement has contributed to the development of the program goals as depicted in the strategic plan of the department. These are some aspects in which the mission was useful:

- In the field of education, providing skills, which there is increasing use of technology in form of "smart classes" e.g. smart boards by faculty and staff. There is also a growing attendance of faculty members of professional development courses organized by the Deanship of Skills Development.
- Staff members are encouraged to use innovative teaching methods in their classes. This was reflected by the reception of two faculty members of grants sponsored by the Dean of College for Excellence in Learning and Teaching (see Annex H.1.1.7).
- The department is very active in innovative research that a research groups are constructed one in Radiation Physics and the other is Material Science Research group.
  http://mu.edu.sa/en/colleges/college-science-al-zulfi/research

1.3 Development and Review of the Mission (****)

This is the first time program mission has been restated. The program mission was approved after consultation with all the stakeholders (faculty, alumni, and industry, graduating students). Following changes in the mission of the Institution, the mission was revised by the Department Council in the beginning of the year 2014-2015 (see Annex H.1.1.8).

1.4 Use Made of the mission statement (****)

The most important use of the program mission is in the Program Strategic Objectives (illustrated in the Program improvement Plan and College Strategic plan). The program objectives are guided by the mission statement. The mission statement together with these objectives helps to measure the program learning outcomes.

The following aspects show the use of the mission statement:

- Teaching/Learning: Faculty members are encouraged to use of 'smart boards', virtual classes and the utilization of faculty members' websites as a means of communication with students, posting material, results, and interaction.
- Research: Faculty members are encouraged to be active in research, as part of the overall goal of the institution to help develop knowledge based economy.
- Community Service and progress of the physics science profession: Faculty are encouraged to be active in community services through consultation. and to work closely with the Saudi Society for Chemical Engineers to provide lectures to chemical engineers on different technical and nontechnical topics.

1.5 Relationship Between mission and Goals and Objectives (****)

The program goals and objectives are directly interconnected to the mission statement. The specific objectives within each goal are intended to achieve the desired goal. The strategic plan for the college has been approved in the second semester, 2013-2014. It is required that all the department projects should be aligned with the mission of the

College. Since the department mission is largely in line with that of the college, we anticipate that most of the program projects will serve the program mission. The following table 1.2 shows the alignment of program goals, objectives with the mission.

Table H.1.2: Alignment of program goals, objectives with the mission

Goal	Objectives	Outlearning		Relationship with the Mission
Graduates should have the standing for further education, teaching, and research in physics.	Foundations and contemporary knowledge in Physics	a1	Recognize the knowledge of fundamental concepts in physics	Educational Excellence and building knowledge
		a2	Outline mathematical tools in physics	
		a3	Understand the importance of physics laws and its limitations	
	Skills of handling problems on the basis of physics principles	b1	Perform experiments, data acquisition, and data analysis and draw results and conclusions.	Educational Excellence Creative skills , conducting research and collaborating with society
		b2	Develop the skill for analyzing/solving the physics based problems.	
		b3	Explain to general audience the physical principles that underlie our understanding of nature.	
		d1	Think creatively about scientific problems and their solutions, both orally and in written.	
		d2	Locate and retrieve scientific information, using modern computer tools	
		d3	Learn how to collect and classify the required topics using internet communication tools.	
Skilled graduates that have the capability to conduct studies and research individually as well as in group for the solution of physics based problems.	Foundation for basic scientific research in Physics.	b1	Perform experiments, data acquisition, and data analysis and draw results and conclusions.	Building knowledge, Creative skills , conducting research and collaborating with society
		c1	Communicate and work effectively in groups as well as individually	
		c2	Be aware of professional and ethical responsibilities	
		d1	Think creatively about scientific problems and their solutions, both orally and in written.	
		d2	Locate and retrieve scientific information, using modern computer tools	
		d3	Learn how to collect and classify the required topics using internet communication tools.	
	Ability to cooperate as individuals or in groups with the society to solve Physics related problems.	b3	Explain to general audience the physical principles that underlie our understanding of nature.	Educational Excellence Creative skills , conducting research and collaborating with society
		c1	Communicate and work effectively in groups as well as individually	
		c2	Be aware of professional and ethical responsibilities	
		d3	Learn how to collect and classify the required topics using internet communication tools.	

Strengths

The strength of the program from a clear mission and the involvement of the program faculty members, students and alumni in the three aspects (education, research, community service).

The positive changes taking place at the University have helped the program fulfilling its mission. These include the following:

- Expansion of research funds to the Department
- The Department focuses on practical research toward yielding useful and commercially important products. For example there is research centre in the department sponsored by the leading petrochemical company SABIC and two research chairs on catalysis and reaction engineering.
- The Department continues to attract distinguished faculty and staff with diverse backgrounds and experience.
- The Department is increasing making use of technology (e.g. Smart boards, virtual learning) in learning and teaching.

Areas Requiring Improvement

- The program objectives are just started to be implemented (see annexures). Financial support is needed and should be accelerated.
- The department should periodically review the department goals and objectives
- The involvement of the program alumni as links with the job market should be encouraged.

Priorities for Action

- Start implementing some goals/objectives of the Improvement Plan.
- Facilitate cooperation with students, staff, and faculty and alumni initiatives relating to promotion of the awareness of mission and increase their involvement in the program mission implementation and strategic plan.
- There should be an explicit reference to Islamic beliefs and values in the program mission in order To be in line with the mission of the institution.

KPI'S H.1.Physics Program Key Performance Indicators Table

NCAAA Standards	KPI Code	Key Performance Indicator	Target Bench Mark	Actual Benchmark	Internal Bench Mark	External Bench Mark	Analysis	New Target Benchmark
Standard 1 Mission & Objectives	S1.1	**1. Stakeholder evaluation ratings of the Mission Statement and Objectives**	**97%**	**95%** 4.7/5 *****	**N/A**	**N/A**	**At End**	**97%**

Evidence list

Annexes		Available	Not available
H.1.1.1	Program Mission Survey	√	
H.1.1.2	Old program mission	√	
H.1.1.3	Consistency Matrix	√	
H.1.1.4	College Strategic plan	√	
H.1.1.5	Improvement plan	√	
H.1.1.6	Department website	√	
H.1.1.7	Excellence awards		
H.1.1.8	Department advisory		

Area of improvement

standard	Activities	The implementation period		Resources require	Performance indicators	Responsibility for implementation		Responsibility for follow-up
		From	To			Basic	Support	
1.1	Regularly Seminars and workshops focused on explaining and understanding program mission, and how to activating the program mission	1436	1437	Seminar room, Lecture, and invitation	Mission survey	Vice Deanship for Quality and Development	University Deanship of Quality and Skills	Dean of the college
1.2	Regularly Seminars and workshops focused on explaining and understanding program mission, and how to activating the program mission	1436	1437	Seminar room, Lecture, and invitation	Mission survey	Vice Deanship for Quality and Development	University Deanship of Quality and Skills	Dean of the college
1.3	Facilities and financial support report (Standard 7and 8)	1435	1436	Program facilities and Laboratories (project lab.)	1.Program alumni number 2.Research scope	Head of the department	Dean of the college	Head of the department
1.4	One each year	1436	1436	Formation Committee beside Program Plan committee	Internal report	Head of the department	Dean of the college	Head of the department
1.5	Two or three meeting between job market and program alumni	1436	1437	Support the meeting by (e.g. Trip, workshop, party invitation,)	Number of job from program alumni	Vice Deanship for Quality and Development	University Deanship of Quality and Skills	Dean of the college

Standard 2

Program Administration
(Overall Rating **** Stars)

Standard 2. Program Administration (Overall Rating -3- Stars)
Program administration must provide effective leadership and reflect an appropriate balance between accountability to senior management and the governing board of the institution within which the program is offered, and flexibility to meet the specific requirements of the program concerned. Planning processes must involve stakeholders (e.g. students, professional bodies, industry representatives, teaching staff) in establishing goals and objectives and reviewing and responding to results achieved. If a program is offered in sections for male and female students resources for the program must be comparable in both sections, there must be effective communication between them, and full involvement in planning and decision making processes. The quality of delivery of courses and the program as a whole must be regularly monitored with adjustments made promptly in response to this feedback and to developments in the external environment affecting the program

An explanatory report

The program administration starts at the level of Board of college, which carries the responsibilities, has the legal authority, and includes the department heads. The Dean has the responsibility of handling administration cycle inside the college and departments as shown in the following organizational chart as seen in Figure (2.1). The covering laws and rules are defined in the higher education laws manual.

The department is led by the head of the department and usually the program is chaired by a well-qualified senior member of College who usually has a good experience in administration. He is supported by the 13 departmental assigned committees as in the internal QMS, and other committees when needed, which are dealing with different matters of administration and academic issues as shown in the chart in Section B. These 13 committees are supervised by the high steering committee.

The assignment of these committees aims to involve all College members in running the department and share them in the decision-making process. These committees are dealing with different matters of administration and academic issues (e.g. teaching load, staff promotion, postgraduate and research affairs, Society affairs, Laboratories and equipment's facilities, Quality Assurance and Accreditation). Different members of the committees look at the matters in their domain and see if the program is working effectively and report the shortcomings and advice on methods of improvement to the staff council. These matters are then looked into and appropriate steps taken. QMS shows the responsibilities of each committee. The head of the department and Department College council report directly to the top-administration of the college (The Dean and his vice-Deans)

In addition, there is a program coordinator who is assigned by the Department council and is responsible to coordinate and facilitate the teaching and learning issues of

Physics Program. The standard criteria for choosing the coordinator is based mainly on being an active staff with good reputation and experience in the quality assurance and accreditation field.
The program coordinator represents the program and the department in the college QA unit, and is responsible for coordination between the department and the QA unit and College administration in developing and implementation of quality strategy; follow up towards the mission and objective of the program to be achieved and to supervise in the preparation of the annual self-evaluation report.

According to Quality Management System approved by the College council, the head of the department and the Steering Committee carry the responsibility to perform the following:

1. Interviewing samples of College members and employees.
2. Examining the records and reports for related events and committees, the Colleges Annual Report 1433- 1434H and job descriptions.
3. Examining University and College Strategic Plan.
4. Examining samples of documents from departments (committee minutes, decisions, missions and goals, plans, etc.) and data available at the college website.
5. Completing self-evaluation scales based on results of indicators and information available, and identifying strengths, weaknesses, and priorities for improvement.
6. Referring to the report and suggested action plan of the external reviewers, and responding to their recommendations.
7. Writing a first draft of SSR.
8. Discussing the drafted of the SSR in the department meeting, modifying it as required and approves the last version.

Evaluation of Quality of program administration. Refer to evidence obtained about the
Subsections of the standard and provide a report including a summary of particular
Strengths, areas requiring improvement, and priorities for action Strength:

1. The responsibilities of Chairman are clearly defined in position descriptions
2. The Chairman is usually supported by different assigned committees, which are dealing with different matters of administration (e.g. teaching load committee, distinguished students committee, etc.).
3. Regular feedback is given on performance of teaching and other staff by the head of the Department.
4. The academic staff participates in Departmental meetings and take decisions concerning all aspects of the program.

5. Decisions concerning the program aspects are first taken in the department council and subsequently communicated through the chairman to the college administration (Dean, Vice dean, etc.).
6. Course registration and students grades submission are accomplished electronically through the **educate** portal on internet.
7. Plans for development of the Program have a particular focus on intended learning outcomes for students with course content and teaching and assessment strategies that reflect both the background of students and theory and research on different kinds of learning.

Use of evidences:

1. Administrative organizational charts.
2. Roles and Responsibilities of administrative personnel.
3. Policies, by-laws, rules and regulations of different sectors/situations that are available on the University/College websites.
4. CV's of senior management personnel available at the University websites.
5. Annual Institutional report of achievements in administration, teaching, research and community service.
6. Surveys conducted to record views and good practice in governance and administration.
7. Documents of the Skills Development Deanship showing workshops for senior managers and number of managers attending the events.

Key Performance Indicators (KPIs) considered

• The average ratings of staff refer to the following questions in staff satisfaction survey

I. The administration is understanding and cooperative.
ii. The administration department is easily accessible.
iii. The head of my department is understanding and cooperative.
iv. My head of department is easily accessible at all times.

2.1 Leadership

Formal appointment procedures, through nomination, have been initiated by the University Rector for Deans and Heads of department, a procedure to delegate authority at all levels of has been approved, and management responsibilities, which are listed in a detailed guidebook, are clear to all Deans and Heads of department.

The new appointment policy involves the following: The Head of the Department of Physics is nominated by the Department's Council; acting on the Council's authority, the Head of the Department has responsibility for the educational, financial and administrative activities of the Department and also ensures that the Department's functions take place according to policies and regulations established by MU, College of Science and Department of Physics. Roles, Responsibilities and duties of the Dean, Vice deans and Head of the department). The Department's needs and concerns are passed on to the Council by the Head while the Chair provides facilitates Program and curriculum planning, as well as monitoring quality.

The Council is the lead in the governing board of the Department and comprises College members and the Head of the Department; it makes sure that the Head has the decision-making authority required to lead the Department in achieving its mission and was instrumental in the Department functioning smoothly during the two-year transition period. The Head has responsibility for making key decisions on issues put before it by standing committees, changes in policy, specific student-based issues, and business related to the academic running of the Department. The Chair is responsible for leading on and managing all matters relating to the Program with the help of the standing committees; a description of the duties and responsibilities of each committee are clear but the Head of the Department can establish other, ad hoc committees as necessary to deal with temporary matters of nature. The Chair to the relevant standing committee, which meets and then takes action or makes recommendations, which are discussed in the Council, can delegate various issues; these are reported to the Dean and the College Board for approval.

The Department's Council meets at least twice a month. However, if there is an urgent necessity, a special meeting is arranged. The Council discusses and resolves matters brought to its attention and procedures, such as reporting systems, valuation and review processes, and appeal and grievance procedures, exist to ensure internal accountability.

The Department of Physics attempts to involve all College members in the Department's governance and the most important mechanisms to ensure this happens are the Department Council and departmental committees. It is planned to extend this shared governance to include external communities, which will be entrusted with identifying important issues, especially in terms of opportunities and threats. The Department Advisory Board and the Alumni Board constitute mechanisms to allow the involvement of external communities.

Planning Process

The Physics program is intensively involved in determining and improving the effectiveness of its educational and service efforts at all levels. These efforts begin with an annual planning process, including specific completion deadlines. They also include program-wide and divisional planning goals based on the mission of the program. Both areas of the process informed by a cycle that comprises the identification and filtering of issues, the implementation of changes and the monitoring of their success.

The Strategic Plan in the College which is the basis of planning in all programs has been formulated with the wide consultation and participation of all stakeholders (Strategic Plan of the College). The strategic plan offers a method of prioritizing funding, evaluating progress and improving communication, and this, together with the Department's vision, provides clearly oriented goals. The Strategic Plan, as a four-year overlapping cycle, is a clear and well-focused set of initiatives that are devised to advance the College including all the programs in key areas, serving as a roadmap for the Department of Physics vision. Based on QMS, the Steering Committee of the Department to gather with the team of each initiative are responsible for developing and overseeing progress.

The process for the development of initiatives is comprehensive and is similar to the process used to develop the mission, vision and value statements: Analysis, meetings, focus groups and interviews are conducted with students, College, staff, administrators, alumni and key figures in public and private organizations so that the developed initiatives are specific, measurable, achievable and move the Department towards fulfilling its goals.

The Strategic Plan 2013-2014 is formulated in the context of MU by planning to fulfil the Department's high aims while initiating comprehensive changes in Higher Education and research in order to confront present and future challenges. Thus, future goals and targets are identified, and then an action plan is devised to map how these goals and targets can be implemented.

2.3 Institutional Integrity

Although, ethical values dealing with matters such as the conduct and reporting on research, performance evaluation, student assessment, committee decision making, and the conduct of administrative and service activities, are applied but the codes of these values need to be written.

The integrity of the Department of Physics is measured by the extent to which the Department achieves its mission and goals through the academic program, extracurricular activities and conductive environment.

Integrity is a central value at the heart of all the activities of the Department of Physics and its policies and procedures are there to ensure all the Department's practices meet the highest standards of such integrity. This is upheld by being aware of and abiding by the laws and regulations of the Civil Service, and the policies, bylaws and regulations of the Ministry of Higher Education, as well as financial bylaws, student regulations and all other guidelines from governing and regulating bodies. This pervading sense of integrity is also safeguarded through follow-up systems and internal financial auditing.

Furthermore, open and honest relationships are maintained with internal and external communities, relationships which are nurtured through clear policies and procedures, regular reporting, and external reviews and audits. Students are provided with a course syllabus that outlines the objectives, outcomes, grading and assessment procedures of their course. The Department also makes sure that its College members understand the policies, rules and regulations of their institution, as well as making sure its own mission and goals are known to its communities. Among the strategies to ensure that the Physics communities are aware of its goals are the Department webpage (http://mu.edu.sa), Departmental and College handbooks, and meetings with, College members, administrative personnel, students, alumni and the wider community which allow the mission, goals and objectives to be widely disseminated and discussed. The Department responds in a proactive manner to student complaints and student/staff grievances via bylaws concerning students' rights; clear policies and grievance procedures for student are established and complaints are given high priority.

Moreover, the Head of the Department has generic email accounts; these are accessible to students and are used to respond to grievances; periodic meetings are also held between Department Head and students where concerns may be voiced. The Department's Head has an "open-door" on all working, he holds at least one open meeting every semester for all supporting staff and students, and a meeting with College members through the Departmental Council at least once every month, to discuss general issues and to allow attendees to provide ideas and offer constructive input. The climate of the campus is conducive to teaching and learning, while also reflecting the harmonious relationships among College, students and administrative staff by providing a safe and comfortable working environment where suggestions are welcomed and participation in decision-making processes is encouraged.

The performance of Physics members is evaluated annually as discussed in Standard 4. Department Chairs identify staff that is thought to be falling short of expectations and then develop plans in an effort to address such problems. A Student Handbook is given to each student at the start of the academic year. This explains the rights of students to access academic records, outlines the appeals' procedures regarding certain academic issues, and describes services for students with disabilities; it also includes information on course requirements, credit hours, completion levels and- certification

2.4 Internal Policies and Regulations

MU has written policies applying to students, College members and other employees that are clear and fair; these are detailed and explain the processes for almost all issues and concerns. Policies and regulations are regularly updated to reflect MU's new vision and any policy changes are thoroughly discussed before being approved by the University Council; indeed, a new, recently drafted, Code of Conduct is awaiting final approval. MU makes every effort to be clear about what is deemed acceptable behaviour for all members of the university community. The policies, which are publicly available, can be accessed online at: http://mu.edu.sa/en/colleges/college-science-al-zulfi/students-services

Internal Policies and Regulations are available in the Department Secretary, and any new Policies or Regulations received from the Dean's office will be circulated to all members through their e-mails.

2.1 Governing Body

The governing body must operate effectively in the interests of the institution as a whole and the communities it serves.

2.1.1 The governing body has as its primary objective the effective development of the institution in the interests of its students and the communities it serves. [*****]

One of the primary objectives of the department is the effective development of the institution in the interests of its students and the communities it serves. (Annex H.2.1.1)

2.1.2 Membership of the governing body provides for the range of perspectives and expertise needed to guide the educational policies of the institution [*****]

An advisory board has been established to guide the educational policies of the department (Annex H.2.1.2)

2.1.3 Members of the governing body are familiar with the range of activities within the institution and the needs of the communities it serves. [****]

A regular meeting are arranged to discuss the different activities within the department (Annex H.2.1.3)

2.1.4. New members of the governing body are thoroughly inducted into their role with information about the institution and about the role and processes of the governing body itself. [****]

The New members of the governing body attend the department meetings directly

2.1.5. The governing body periodically reviews the mission, goals and objectives of the institution. [****]

The department members review the mission, goals and objectives of the department in the department meeting (Annex H.2.1.5)

2.1.6 The governing body ensures that the mission goals and objectives of the institution are reflected in detailed planning and activities. [*****]

The department planning and activities are built depending on the mission goals and objectives (Annex H.2.1.6)

2.1.7 The governing body monitors and accepts responsibility for the total operations of the institution, but avoids interference in management or academic affairs. [*****]

The department meeting discuss the total operations of the department

2.1.8 Sub committees of the governing body (including members of the governing body, senior faculty and staff, and outside persons as appropriate) are established to give detailed consideration to major responsibilities such as finance and budget, staffing policies and remuneration, strategic planning, and facilities. [****]

Sub committees of the governing body are established. (Annex H.2.1.3)

2.1.9 Responsibilities are defined in such a way that the respective roles and responsibilities of the governing body for overall policy and accountability, the senior administration for management, and the academic decision making structures for academic program development, are clearly differentiated, defined, and followed in practice. [***]

All responsibilities are defined. (Annex H.2.1.9)

2.1.10 in a private institution the relative responsibilities of the owners or company directors and the governing body are clearly specified and avoid interference in academic matters. N/A

2.1.11 in their role as members of the governing body members who are also members of staff of the institution act in the interests of the institution as a whole rather than as representatives of sectional interests. [*****]

2.1.12 the governing body regularly reviews its own effectiveness and develops plans for improvement in the way it operates. [*****]

A regular meeting are arranged to discuss the different activities within the department (Annex H.2.1.3)

2.2:Leadership

The institution's managers must provide effective and responsible leadership for the development and improvement of the institution.

2.2.1. The responsibilities of managers are clearly defined in position descriptions. [*****]

All responsibilities are clearly defined (Annex H.2.1.9)

2.2.2 Managers (including the Rector or Dean and others throughout the institution) anticipate emerging issues and opportunities and exercise initiative in response. [****]

Emerging issues and opportunities are anticipate.

2.2.3 Managers ensure that action needed in their area of responsibility is taken in an effective and timely manner. [****]

Regular department meeting are arranged to ensure that action needed is taken in an effective and timely manner (Annex H.2.1.3)

2.2.4 The levels of supervision and approval for academic affairs should provide for monitoring of quality and approval of major changes by senior administrators and the senior academic committee while allowing appropriate flexibility at course and program levels. [*****]

(E.g. to change text and reference lists, modify planned teaching strategies, details of assessment tasks and updating of course content.) (Annex 4.1.3)

2.2.5 Managers encourage teamwork and cooperation in achievement of institutional goals and objectives within their area of responsibility. [*****]

Sub committees are formatted depending on teamwork cooperation

2.2.6 Senior managers and managers at all levels in the institution work cooperatively with colleagues in other sections of the institution to ensure effective overall functioning of the total institution. [*****]

Department regular meetings are arranged to ensure work cooperatively with colleagues in other sections of the department (Annex H.2.1.3)

2.2.7 Managers at all levels accept responsibility for the quality and effectiveness of activities within their area of responsibility regardless of whether those activities are undertaken by them personally or by others

A good collaboration of members with quality's committee is anticipated

2.2.8 When responsibilities are delegated to others this is done appropriately within a clearly defined reporting and accountability framework. [****]

Responsibilities are delegated to others according to roles and responsibilities handbook (Annex H.2.1.9)

2.2.9 Delegations are formally specified in documents signed by the person delegating and the person given delegated authority, and that describe clearly the limits of delegated responsibility and responsibility for reporting on decisions made. [****]

Delegations are formally specified in to roles and responsibilities handbook (Annex H.2.1.9)

2.2.10 Regulations governing delegations of authority should be established for the institution and approved by the governing board. These regulations should indicate key functions that cannot be delegated, and specify that delegation of authority to another person or organization does not remove responsibility for consequences of decisions made from the person giving the delegation.

Delegation documents are clearly defined. (Annex H.2.2.10)

2.2.11 Managers provide leadership and encourage and reward initiative on the part of subordinates within clear policy guidelines [****]

Annual Rewards Handbook are defined (Annex H.2.2.11)

2.2.12 Regular and constructive feedback is given on performance of subordinates in a manner that contributes to their personal and professional development Staff annual feedbacks are established by Head of department
Annual Rewards Handbook are defined (Annex H.2.2.12)
2.2.13 senior managers ensure that submissions to the governing body are fully documented and presented in a form that clearly identifies the policy issues for decision and the consequences of alternatives. [*****]
All submissions and documents are presented to department secretary officially.

2.3:Planning Processes

Planning is strategic, incorporating priorities for development and appropriate sequencing of action to produce the most effective short-term and long term-results.
2.3.1 .A comprehensive strategic plan has been developed and provides a planning framework for all sections within the institution should be developed for the institution as a whole. [****]
A strategic plan of the college has been developed and provides a planning framework for all sections within the institution (Annex H.2.3.1)
2.3.2. Plans take full and realistic account of aspects of the external environment affecting development of the institution [****]
The processes for developing major plans for the institution provide for involvement and understanding with stakeholders throughout the institutional community. (Annex H.2.1.2)
2.3.3. When major planning decisions are announced they are effectively communicated to all concerned with impacts and requirements for different constituencies made clear. [*****]
Decisions are announced electronically (Annex H.2.1.3)
2.3.4. Implementation of plans is monitored in relation to short term and medium term targets and outcomes evaluated.
Plans is monitored every semester and annually (Annex H.2.1.6)
2.3.5. Plans are reviewed, adapted and modified, and corrective action taken as required in response to operational developments, formative evaluation, and changing circumstances. [*****]
Plans are reviewed in department meetings (Annex H.2.1.6)
2.3.6. Information management systems provide regular feedback on both ongoing routine activities and progress in strategic initiatives through key performance indicators and other information as required. [*****]
Information management systems provide regular feedback through university website (Annex H.2.3.7)
2.3.7. Risk management is included as an integral component of planning strategies with appropriate mechanisms developed for risk assessment and minimization. [*****]
An appropriate mechanisms developed for risk assessment and minimization
2.3.8. Strategic planning is integrated with annual and longer term budget processes with capacity for medium term adjustments as required. [****]
2.4 Relationship between Sections for Male and Female Students N/A

2.5 Integrity

The institution must meet high ethical standards of honesty and integrity including avoidance of conflicts of interest and avoidance of plagiarism in its teaching, research and service functions and take action to ensure that these standards are met by staff and students. These standards must be maintained in all of the institution's dealings with its students and teaching and other staff, and its relationships with external agencies including both government and non-government organizations.

2.5.1 Codes of practice for ethical and responsible behaviour have been developed that require that teaching and other staff and students, and all committees and organizations, act consistently with high standards of ethical conduct and avoidance of plagiarism in the conduct and reporting of research, in teaching, performance evaluation and assessment, and in the conduct of administrative and service activities. [*****]

Ethics and responsibilities are clearly defined (Annex H.2.1.9)

2.5.2 The institution regularly reviews and modifies its policies and procedures as necessary to ensure continuing high standards of ethical conduct.

The institution regularly reviews and modifies its policies (Annex H.2.5.2)

2.5.3 Administrators and others speaking on behalf of the institution represent it honestly and accurately to both internal and external agencies. (Advertising and promotional material is always be truthful, avoids any actual or implied misrepresentations or exaggerated claims, or negative comments about other institutions.) [*

Administrators represent it honestly.

2.5.4 Regulations are established and are consistently followed dealing with declarations of pecuniary interest or conflict of interest for faculty and staff at all levels of the institution. (The regulations apply to the governing board and to all committees and other decision-making bodies in the institution.)

Regulations are consistently followed

2.6 Policies and Regulations

The institution must have a comprehensive and widely accessible set of policies and regulations establishing the terms of reference and operating procedures for major committees, administrative units and positions within the institution.

2.6.1 A policy and procedures manual has been prepared setting out internal regulations and procedures for dealing with major areas of activity within the institution.[*****]

A policy and procedures manual has been clearly defined (Annex H.2.1.9)

2.6.2 Terms of reference or statements of responsibility have been specified for major committees and administrative and academic positions. [****]

A major committees responsibility handbook has been clearly defined (Annex H.2.1.9)

2.6.3 Policies and regulations are accessible to teaching and other staff and students including new members of staff, and members of committees, and effective strategies used to ensure they are understood and complied with. [****]

Policies and regulations are accessible to teaching and other staff and students through department website (Annex H.2.6.3)

Subsidiary corporations or other controlled entities for matters such as service provision, assistance with program delivery, publications, or development of intellectual

property. This requirement includes any arrangement where an institution contracts out to another organization the provision of services to students or future students, such as a preparatory year or a preparatory English language program. In such cases the institution contracting out the service must establish supervisory and reporting requirements that ensure that all relevant standards are met and will be held responsible for the results.

If institutions establish or control subsidiary corporations for matters such as service provision, publications, or development of intellectual property the institution must maintain effective policy oversight, accountability and risk management processes

2.6.4 Student responsibilities, codes of conduct, and regulations affecting their behaviour are defined and made known to students when they begin studies at the institution. [****]

Student responsibilities, codes of conduct, and regulations affecting their behaviour are defined through department website (Annex H.2.6.3)

2.6.5 The institution has a program for the periodic review and amendment of all its policies and regulations over specified time periods. [****]

2.6 Organizational Climate

The institution must implement systems to maintain a positive organizational climate. (Defined as one that is characterized by a sense of involvement in decision making, capacity to take initiative and pursue career goals, and a belief among teaching and other staff that their contributions are valued.)

2.7.1 A systematic approach is adopted by senior managers to develop and maintain a positive organizational climate. (Defined as one that is characterized by a sense of involvement in decision making, capacity to take initiative and pursue career goals, and a belief among faculty and staff that their contributions are value.) [****]

Staff are involved in decision making through department meeting moments (Annex H.2.1.3)

2.7.2 Opinions of staff on major initiatives are sought and information is provided on how those opinions have been considered and responded to. [*****]

Staff are involved in decision making through department meeting moments (Annex H.2.1.3)

2.7.3Significant achievements and contributions to the institution and the community by staff or students are recognized and appropriately acknowledged. [****]

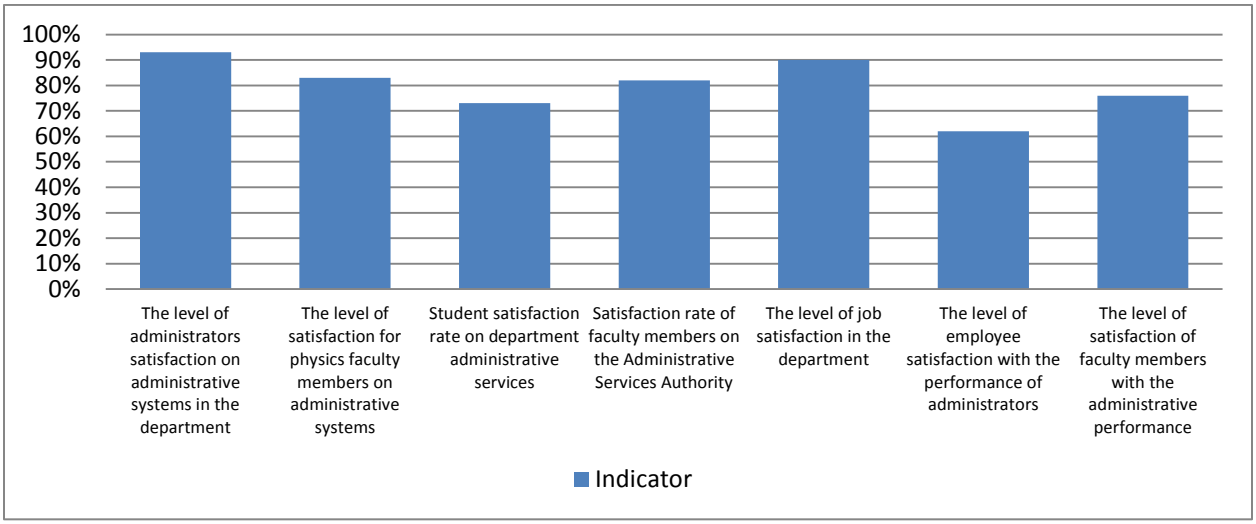
An annual acknowledged is established (Annex H.2.2.11)

2.7.4 Information about issues, plans and developments at the institution are regularly communicated to teaching and other staff through means such as newsletters, internal publications or electronic communications. [****]

Information concerning department, college, and university announced periodically through university website (Annex H.2.3.7)

2.7.5 Responsibility is given to a senior administrator or central unit to conduct periodic surveys dealing with issues relevant to organizational climate including such matters as job satisfaction, confidence in future development, sense of involvement in planning and development. [****]

A job satisfaction survey is conducted annually (Annex H.2.7.5)



2.8 Associated Companies and Controlled Entities

This section applies to any situation in which an institution has established or controls

2.8.1. The functions of the controlled entities are appropriate for and consistent with the charter and mission of the institution. [*****]

2.8.2. The administrative and financial relationship between the controlled entities and the institution are clearly specified. [*****]

Roles and responsibilities are clearly (Annex H.2.1.9)

2.8.3 Reporting mechanisms are established that ensure that the governing body has effective oversight of the purposes, functions, and activities of the controlled entities [***]

Reporting mechanisms are established but not activated effectively yet to all committees (Annex H.2.1.3)

2.8.4 Audited financial reports on the financial affairs of the controlled entities are reviewed regularly by the relevant committee of the governing body. [****]

2.8.5 Administrative arrangements and planning mechanisms for activities of the controlled entity should provide for adequate risk assessment including protection for the institution against financial or legal liabilities. [****]

2.8.6. In any arrangement under which an institution contracts out to another organization the provision of services to students or to future students (egg. a preparatory year program) the service contract should include requirements to meet all relevant quality standards. (The institution will be held responsible for ensuring the standards are met.) [*****]

The preparatory year plans are clearly defined (Annex H.2.1.6)

Summary of strengths:

1- Decisions concerning the program aspects are first taken at the secretary of the Department Council and documented in the meeting minutes.
2- Planning for the delivery of the program at the beginning of every academic year and establishing the required committees.
3- Decisions taken by the Department Committees on procedural issues are used as a reference for decisions of similar cases in the future.

1- Course registration and students grades submission are accomplished electronically through the education system.

Areas requiring improvement:

1. Involving major stakeholders in program planning and its future development.
2. Planning needs to incorporate priorities for development and appropriate sequencing of action to produce the most effective short-term and long-term results.
3. Plans should take full and realistic account of aspects of the external environment affecting demand for graduates and skills required by them.
4. Implementation of plans needs to be more obviously monitored in relation to short term and long-term targets.
5. The terms of reference for all committees and administrative staff should be written and clearly specified.

Priorities for action:

1. Consulting employers and graduates in program planning and its development periodically.

Planning to cope with risks and establishing risk management system. **KPI's**

KPI's H.2.Physics Program Key Performance Indicators Table

NCAAA Standards	KPI Code	Key Performance Indicator	Target Benchmark	Actual Benchmark	Internal Benchmark	External Benchmark	Analysis	New Target Benchmark
Standard 2 Governance Administration	**S2.1**	2. Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities.	90%	**82% 4.1/5 *****	N/A	N/A	At End	**90%**
11 Standards and 33 KPIs Programs and Institutions are to complete 70% of the NCAAA KPIs.								

Practice Number	Evidence
Educational Assistance for Students	
H.4.5.1.1	Sample of faculties timetables.
H.4.5.2.1	College guide.
H.4.5.2.2	Physics guide.
H.4.5.5.1	Deanship of preparatory year, objectives. (http://mu.edu.sa/en/deanships/deanship-preparaty-year/objectives)

H.4.5.7.1	Study plan of preparatory year.
H.4.5.8.1	Deanship of administration and registration/university-system (http://mu.edu.sa/en/deanships/deanship-administration-and-registration/university-system)
H.4.5.8.1	Study plan of Physics BS program.
H.4.5.9.1	Handbook of academic counselling unit.
H.4.5.12.1	College guide.
H.4.5.14.1	Survey of students regarding services available.
H.4.5.14.2	Documents of the student's annual general meeting.

Area of improvement

Initiatives	Activities	The implementation period		Performance indicators	Responsibility for implementation		Responsibility for follow-up
		From	To		Basic	Support	
2.1	Establishment of a committees who responsible to review and study the department rules and responsibility every year	1435	1436	Committees reports	Staff	Program management unit	Head of department
2.2.	Significant achievements and contributions to the institution and the community by staff or students are recognized and appropriately acknowledged.	1435	1436	Honour certificates	Program management unit	Head of department	Dean of faculty
	Periodic surveys dealing with issues relevant to organizational climate including such matters as job satisfaction, confidence in future development, sense of involvement in planning and development.	1435	1436		Quality	Program management unit	Head of department
2.3	Periodic surveys dealing with issues relevant to organizational services provision	1435	1436		Quality	Program management unit	Head of department

Standard 3 Management of Program Quality Assurance

(Overall Rating*** Stars)

Management and improvement of quality assurance

3.1 Institutional Commitment to Quality Improvement (Overall Score is *)**

Majmaah University is committed to sustaining quality and continues improvement in quality. All stakeholders, students, teachers and administrative staff including rector of the university strongly support and participate in the processes of quality assurance, through the provision of financial incentives, and relieving team members of quality assurance of the burden of teaching and work, enabling them to execute the required tasks of quality assurance and improvement. Dean and vice dean of faculty of sciences and quality and skill development regularly attend the relevant meeting of each department (particularly department of Physics) and their feed backs are also reflect the strong commitment towards the quality management and improvement.

Majmaah University through the dean of sciences and dean of quality and skill development always provide all sort of financial, material, human support and assistance to quality assurance and academic accreditation units on most important priorities. This led to the strong enthusiasm and backing of the university administration, dean of sciences and dean of quality and skill development with all concern faculty members in the department of Physics in the processes of quality assurance. As a result all faculty member and staff of the department of Physics participate in the self-evaluation processes and they cooperate in the processes of improvement and preparation of self-study report.

To encourage the staff and faculty members to take interest in this regard Majmaah University offered different packages of awards for individual and organizational units for their innovation and creativity with clear policies based on numerical calculation of points score.

All concern authorities of the Majmaah University never show any reservations in acknowledging any errors and weaknesses. Being a comparatively new university, indication of errors and mistakes consider as blessing for improvements in performance. Evaluation and planning for quality improvement are integrated through dean ship of quality and skill development with the help of respective dean of faculties and teaching and administrative staff. Beside this all future and strategic planning only activated if that care about the quality improvement and assurance.

Department of Physics also welcomes the independent verification of their quality. In this regards internal (dean of quality and skill development) and external survey are conducted independently on standards of self-study reports.

3.2 Scope of Quality Assurance Processes: (Overall score is **)**

The University is struggling to achieve a high level of quality in all offered programs. Majmaah University is public university, so all facilities and learning services are supported by the university through the proper channels. Therefore quality evaluations

that consider all aspect of offered program is fully supported by the university and own by all its stakeholders.
Department of Physics male section is administratively under the dean of Sciences whereas women section is administratively under the dean of education. So this report and all the evaluations discussed here are only for male section (department of Physics).

3.3 Administration of Quality Assurance Processes (Overall score is ***)

To ensure the quality education Majmaah University is dedicated a dean for quality and assurance. Organizational chart shows it is fully integrated into normal planning and play the role towards the outcome of program.
Department also conduct the independent verification of its program by requesting its program evaluation from outside the university and internal evaluation from the dean of quality and skill development.
There are standard survey forms (including some especial amendment with respect to the Physics Program) written in English and Arabic for clear understanding of its objective and reply. At the moment surveys are blend of manual and internet based.
We are suggesting, for future need and to avid the manual survey an internet based surveys (Quality Information Management System) must be arrange for the evaluations required in all categories of standards. Secondly that must kept in some well written database software for analysis etc. This act surely leads the overall performance of this standard.

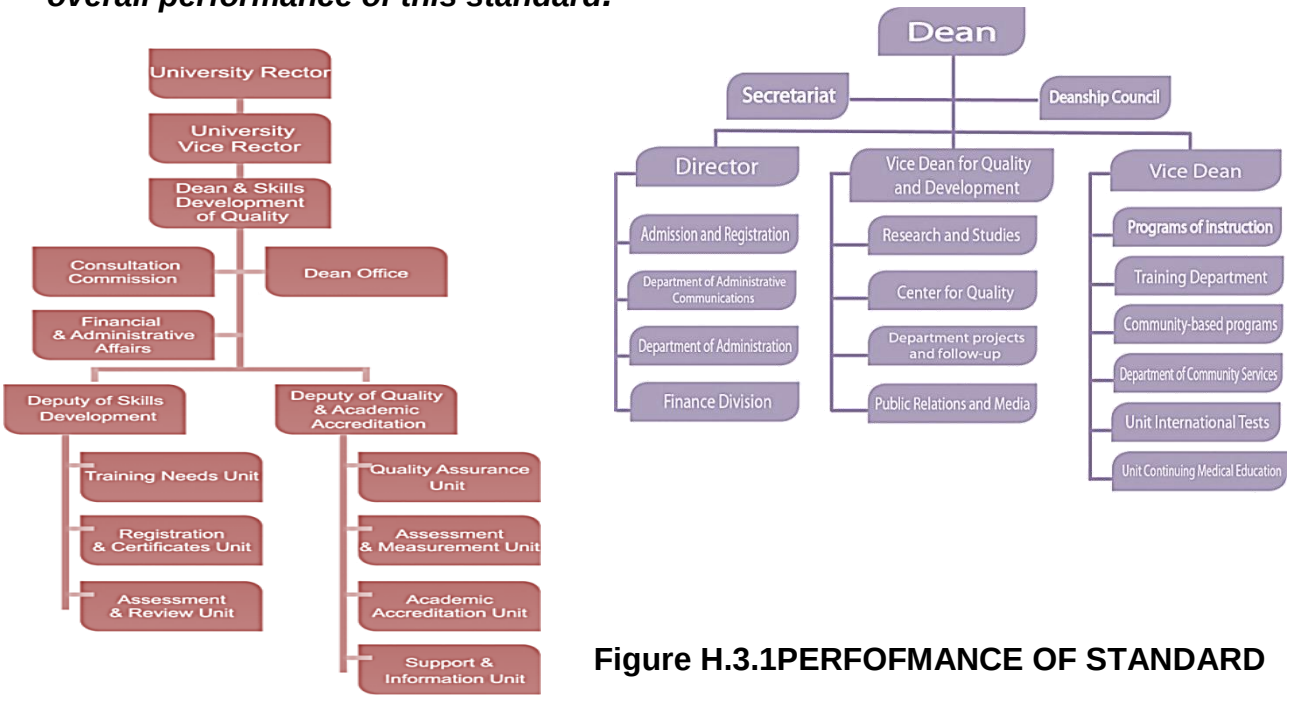


Figure H.3.1PERFOFMANCE OF STANDARD

3.4 Use of indicators and benchmarks :(Overall score is ***)

Department of Physics is keen to measure its performance and outcomes through quantitative performance indicators according to the standards of the National

Commission for Assessment and Accreditation in all offered courses at all level and for overall program.
There are some key performance indicators (KPIs) for the university as a whole, as well as some additional indicators through the strategic plan at the academic unit level which gives clear evidence for the scope of achieving its objectives and quality. Every offered subject sets his benchmark against all the key performance indicators (KPIs).
At the moment comparison of past achievements against all key performance indicators (KPIs) are still not in practice that must be introduce after studying the current outcomes, benchmarks and logical links.

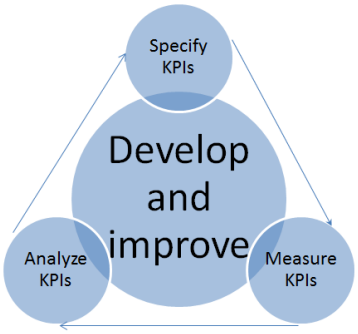


Figure H.3.4.1 Department KPIs Measurement System

3.5 Independent verifications of standards (Overall score is ***)

Independent verifications of standards of Physics department at the Majmaah University are based on clear evidences and proofs. There are our presents and past students, beneficiaries such as employees of the department participate in the feedback process via the quality assurance committees of faculty. Department also have some external (independent) reports having same program in the Kingdom of Saudi Arabia and some general feedback.

College	Department	accreditation bodies
College of science	Physics department	ASIIN

Table H.3.5.1 Program evaluation by external reviewers from accreditation bodies

Summary:
Succeeding overall score of 3-Stars (***) in standard: “Management and improvement of quality assurance” by newly established university with limited experience of supervising and maintaining the quality and standards shows a good reasonable level of quality.
Anyhow sub-standard 3.2 achieved 4-Stars (****) therefore except this all other sub-standard require some care to score 4-Stars performance in future.

- **Strengths:**
  1. All faculty members of the Physics department participated in quality assurance processes.
  2. Administration of university, faculty and department fully cooperate each other for the performance, evaluation and outcomes of this program. On the other side students and beneficiaries from the department willingly support the conduction of relevant surveys.
  3. Actual benefit goes to the university and the forthcoming students in the form of upgrading of standards and starting the higher degree programs.

- **Areas that need to be developed:**
    1. A quantitative method for comparison of similar other program in KSA and in other part of world.
    2. Assessing performance and making comparisons.
    3. Internet based Quality Information Management System.
- **Implementation priorities**

Evidence

Evidence	Evidence Type
H3.1-1.1	Hard Copy
H3.1.1.2	Hard Copy
H3.1.2	http://www.mu.edu.sa/en/node/12468
H3.1.3	Improvement Plan after reviewing course files and course repot file.
H3.1.5	Hard Copy
H3.2.1	Hard Copy
H3.2.3	Hard Copy
H3.2.4	Analysis Report: Hard copy
H3.2.5	Analysis Report: Hard copy
H3.3.1	Hard copy of minutes of one meeting
H3.3.2	Hard copy of Course Specifications as one example
H3.3.3	Hard copy of Course Specifications
H3.3.4	Analysis report: Hard Copy
H3.3.5	Analysis Report: Hard Copy
H3.3.6	Hard Copy
H3.3.7	Course Report: Hard Copy
H3.3.7	Analysis Report: Hard Copy
H3.4.1	Report
H3.4.1	Analysis Report
H3.4.3	Analysis Report
H3.4.4	Analysis Report
H3.4.5	Analysis Report
H3.5.1	Attendance of the meeting
H3.5.2	Hard Copy of Internal Report/ External Report
H3.5.3	Hard Copy of MPU-5

KPI's h.3 .Physics Program Key Performance Indicators Table

NCAAA Standards	KPI Code	Key Performance Indicator	Target Benchmark	Actual Benchmark	Internal Benchmark	External Benchmark	Analysis	New Target Benchmark
3.1	**S3.1**	3. Students overall evaluation on the quality of their learning experiences at the institution.	91%	85% **4.2/5 *****	60%	100%		**91%**
	S3.2	4. Proportion of courses in which student evaluations were conducted during the year.	90%	70%	50%	100%		**90%**
	S3.3	5. Proportion of programs in which there was independent verification within the institution of standards of student achievement during the	100 %	100%	100%	100%		**100%**

11 Standards and 33 KPIs Programs and Institutions are to complete 70% of the NCAAA KPIs.

Improvement plane

Area of Improvement								
Initiatives	Activities	The implementation period		Resources required	Performance indicators	Responsibility for implementation		Responsibility for follow-up
		From	To			Basic	Support	
3.1	• Analyse the quality related studies • Administration to implement quality enhancing program	1435	1436	Skilled Manpower	Will be set as per required after establish	University	• Dean of Sciences • Dean of Quality and Skill Development	• Dean of the college • Majmaah University
3.2	• Software development. • System Management.	1435	1436	Computers Network and software. Skilled Manpower	Will be set as per required after establish	University	• Dean of Sciences • Dean of Quality and Skill Development	• Dean of the college • Majmaah University

Standard 4

Learning and Teaching.
(Overall Rating 4 Stars)

4.1 Learning and Teaching. (Overall Rating *** Stars)

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. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities; they 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 evidence from these sources used as a basis for plans for improvement

4.1.1 Relevant academic and professional advice should be considered when defining intended learning outcomes. (***)

Forming a committee of academic experts from inside and outside the university to pioneer the learning outcomes targeted. And Taking initiative in identifying and resolving problems and issues both at the individual and group levels, exercising leadership in pursuit of innovative and practical solutions. (Annex H.4.1.1.) http://mu.edu.sa/en/colleges/college-science-al-zulfi/department-advisory-board

Physics Department Advisory Board

م	الاسم	الصفة	جهة العمل	E. mail
1	د/ثامر بن شليح الحربي	رئيس المجلس	جامعة المجمعة	t.alharbi@mu.edu.sa
2	د/ابراهيم شعراني حجي محمود	امين المجلس	جامعة المجمعة	i.shaarany@mu.edu.sa
3	د/ ناصر عبدالرحمن الخمشي	عضوا	مدينة الملك عبد العزيز للعلوم والتقنية	khomashi@kacst.edu.sa
4	ا.د/فهد بن سليمان الشايع	عضوا	جامعة الملك سعود	Fahad442@yahoo.com
5	د/سامر خليل الزبيدي	عضوا	جامعة المجمعة	s.alzobaidi@mu.edu.sa
6	د/محمد خيري ابوشايب	عضوا	جامعة المجمعة	m.abushayeb@mu.edu.sa
7	د/محمد السيد عوض جعفر	عضوا	جامعة المجمعة	m.gaafar@mu.edu.sa
8	د/حسن سعد حنفي	عضوا	جامعة المجمعة	h.hanafy@mu.edu.sa
9	ا. احمد عبدالمحسن المقحم	عضوا	ادارة التربية والتعليم بالزلفى	mighm@gmail.com

4.1.2 Intended learning outcomes should be consistent with the National Qualifications Framework. (Covering all of the domains of learning at the standards required). (*****)

Consistency between Student Learning Outcomes and NCAAA Outcomes. (Annex H.4.1.2) http://mu.edu.sa/sites/default/files/1/Zulfi/physics/MPU05_phys.pdf

Table H.4.1.1 Student Learning Outcomes and NCAAA Outcomes

			NCAAA Outcomes																			
			A NCAAA				B NCAAA						C NCAAA					D NCAAA			E NCAAA		
			a	a	a	a	b	b	b	b	b	b	c	c	c	c	c	d	d	d.	e	e	e..
Student Learning Outcomes	A	a1	√																				
		a2	√																				
		a3		√	√	√																	
	B	b1					√																
		b2						√	√	√		√											
		b3									√												
	C	c1											√	√	√								
		c2														√	√						
	D	d1																√	√				
		d2																		√			
		d3																		√			
	E	e1	///	///	///	///	///	///	///	///	///	///	///	///	///	///	///	///	///	///	///	///	///////
		e2	///	///	///	///	///	///	///	///	///	///	///	///	///	///	///	///	///	///	///	///	///////

Table : H 4.1.2 Selected Courses for Measuring Student Learning Outcomes

		Student Learning Outcomes													
		A			B			C		D			E		
		a1	a2	a3	b1	b2	b3	c1	c2	d1	d2	d3	e1	e2	e..
	PHYS303										√				
	PHYS304					√									
	PHYS321							√							
	PHYS322		√												
	PHYS332							√		√					
	PHYS392				√										
	PHYS393				√										
	PHYS342					√									
	PHYS351					√									
	PHYS352									√					
	PHYS423								√						

	PHYS452									√					
	PHYS454									√					
	PHYS471										√				
	PHYS481					√									
	PHYS495						√								
	PHYS496	√			√										
	PHYS497				√										
	PHYS499			√			√								

Student Learning Outcomes:

Domain	Code	*learning outcomes*
A	a1	**Recognize the knowledge of fundamental concepts in physics**
	a2	**Memorize mathematical tools in physics**
	a..	**Understand the importance of physics laws and its limitations**
B	b1	**Perform experiments, data acquisition, data analysis and draw results and conclusions.**
	b2	**Develop the skill for analyzing/solving the physics based problems.**
	a..	**Explain to general audience the physical principles that underlie our understanding of nature.**
C	c1	**Communicate and work effectively in groups as well as individually**
	c2	**Be aware of professional and ethical responsibilities**
D	d1	**Think creatively about scientific problems and their solutions, both orally and in written.**
	d2	**Locate and retrieve scientific information, using modern computer tools**
	d..	**Learn how to collect and classify the required topics using internet communication tools.**
E	e1	//
	e2	//

4.1.3 Programs leading to professional qualifications should develop learning outcomes that meet requirements for professional practice in the Kingdom of Saudi Arabia in the fields concerned. (These requirements should include local accreditation requirements and also take account of international accreditation requirements for that field of study, and any Saudi Arabian regulations or special regional needs.) N/A

4.1.4 Any special student attributes specified by the institution for its graduates, or in the program, should be incorporated as intended learning outcomes in all relevant courses and required student activities, and appropriate teaching strategies and forms of student assessment used for them. (****)

This is part from department mission to develop the program. Annex (H.4.1.4.) http://mu.edu.sa/sites/default/files/1/Zulfi/physics/MPU03_phys_0.pdf

Consistency between Program Missions and Program Objectives

Program Mission					
Program of physics is promoting an excellence in physics education through building knowledge, creating skills, conducting research and collaborating with society.					
Program Objectives	**Educational Exultance**	***Building knowledge***	***Creative skills***	**Conducting Research**	Collaborating with Society
Program Objectives	Physics graduates should have:				
5. **Foundations and contemporary knowledge in Physics**	√	√			
6. **Skills of handling problems on the basis of physics principles**	√		√	√	√
7. **Foundation for basic scientific research in Physics.**		√	√	√	√
8. **Ability to cooperate as individuals or in groups with the society to solve Physics related problems.**	√		√	√	√

4.1.5 Appropriate program evaluation mechanisms including graduating student surveys, employment outcome data, employer feedback and subsequent performance of graduates should be used to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved. (see also sections 4.3 and 4.4 dealing with processes for program evaluation and verification of standards of student achievement)(**)

1**- Improving students'** learning achievements to enable them to compete for winning jobs the overall learning outcome is measured by the continual student's assessment, quizzes, tutorial participation, and presentations delivery, active participation in during classes, small group discussions midterm exams and final exams. Although all courses have goals and objectives included in block manuals, the achievement of these goals is assessed through a vigorous evaluation process. To ensure that we are teaching the appropriate knowledge, skills, and attitudes, the following are currently being applied and there are some in the process of implementation:

1) Individual course objectives and intended learning outcomes are defined for all courses and are made known to all students.
2) Adequate training is in place for all staff involved in assessment to improve their skills and attitudes towards excellence in the assessment system.

This normally carried out at the end of each semester. It aims to measure satisfaction and performance with teaching from the students' perspective. All courses, taught in the

first and second semesters in 1433-1434 H, are evaluated electronically through the University educate system. Each instructor can access the results of these surveys for his courses via the University website. The College of Science firmly acknowledges the importance of using teaching methods and practices which will allow students to develop their reasoning skills and so it has called upon all academic departments to use methods that will encourage students to expand their knowledge and then to apply what they have learned in a logical and questioning manner. Students, therefore, must be seen as partners in the processes of learning and teaching; they must take on the role of the instructor at times and must learn how to search for information, make decisions regarding how this information can be sued, and reconstruct results accordingly. Thus, the faculty role is not to cram students' heads with information, but to teach students how to search for information, follow up their progress, and help them to organize their own thinking. The Physics Program includes a course that attempts to improve the critical thinking skills of research students in such a way that enables them to project what they have studied in theory in order to promote scientific criticism in research. This course is PHYSICS 499 (Research Project). Each student chooses a faculty member to supervise his project and they meet regularly 3 hours per week to discuss the student's performance in his project. At the end of the semester the student have to present and defend this project before an examining committee of faculty members assigned by the Department for this purpose to evaluate this project. This has a significant effect on students' communications skills. This also proved to be most effective in motivating students to take part in discussion, in enhancing the development of thinking skills, and in raising awareness of the importance of technology in teaching.

Points of Strengths

1–Putting programs that lead to professional qualifications of learning outcomes meet the requirements of professional practice in the Kingdom of Saudi Arabia in the fields of disciplines involved. (These include the requirements of national accreditation requirements, and take into account the requirements of the global dependence of the field of study, and any systems or Saudi Arabia regional needs)

2–Including any student characteristics determined by the educational institution for its graduates, or determined by the program to them, within the targeted learning outcomes in all relevant courses and in student activities required, and using learning strategies and the types of student assessment appropriate. Areas need to be developed:

1-Outcomes determined (outputs) targeted learning after studying the opinion of experts, academics and professionals with the relationship.

2-consistent with the targeted learning outcomes "National Qualifications Framework" (which covers all areas of learning at the required level).

1- Using appropriate mechanisms, especially the assessment of the program-including surveys of students, graduates and graduate employment data, the views of employers and the subsequent performance of the graduates-so as to provide the evidence on the appropriate learning outcomes and the extent of the target achieved .

Implementation priorities:

1- Forming a committee of academic experts from inside and outside the university to

Pioneer the learning outcomes targeted.

2- Designing the questionnaires to companies, graduates and other employers

4.2 Program Development Processes (Overall Rating ***** Stars)

Programs must be planned as coherent packages of learning experiences in which all courses contribute in planned ways to the intended learning outcomes for the program.

The level of compliance with this standard is judged by the extent to which the following good practices are followed

4.2.1 Plans for the delivery of the program and for its evaluation are set out in detailed program specifications that include knowledge and skills to be acquired, and strategies for teaching and assessment for the progressive development of learning in all the domains of learning. [*****]

The department implement this criterion by the program specification, see annex H.4.2.1

Table H.4.2.1.1 Consistency between Student Learning Outcomes and Program Objectives

SLO's			*Objective (1)*	*Objective (2)*	*Objective (3)*	*Objective (4)*
Student Learning Outcomes	**A**	a1	√			
		a2	√			
		a3	√			
	B	b1		√	√	
		b2		√		
		b3		√		√
	C	c1			√	√
		c2			√	√
	D	d1		√	√	
		d2		√	√	
		d3		√	√	√
	E	e1	NA	NA	NA	**NA**
		e2	NA	NA	NA	**NA**

N	**Program Objectives**
Physics graduates should have:	
1	Foundations and contemporary knowledge in Physics
2	Skills of handling problems on the basis of physics principles
3	Foundation for basic scientific research in Physics.
4	Ability to cooperate as individuals or in groups with the society to solve Physics related problems.

4.2.2 Plans for courses are set out in course specifications that include knowledge and skills to be acquired and strategies for teaching and assessment for the domains of learning to be addressed in each course. [*****]

The department implement this criterion by the teaching strategies and course specifications, see annex H.4.2.2.A & H.4.2.2.B

NQF Learning Domains and Learning Outcomes		Teaching Strategies	Assessment Methods
A		**Knowledge**	
a1	apply knowledge of fundamental concepts in physics	1- Lectures. 2- Conduct scientific research and the follow-up of all new topics. 3- Seminars 4- Class work and in class discussions.	1- Short tests and quizzes. 2- Homework. 3- Research 4- Exams
a2		utilize mathematical tools into physics	
a3		understand the importance of physics laws and its limitations	
B		**Cognitive Skills**	
b1	perform experiments, data acquisition, data analysis and draw results and conclusions.	Solving problems. Homework. Dialogues and discussions. Lectures Looking in the internet. Using computers and software's to understand and analyze data and using simulation programs. Experimental work and its outcomes.	Oral and written tests Seminars Discussions. Lab. Reports Presentation
b2		develop the skill for analyzing/solving the physics based problems.	
b3		explain to general audience the physical principles that bring about the understanding of nature.	
C		**Interpersonal Skills & Responsibility**	
c1	work effectively in groups as well as individually	Awareness of time management in completing their reports. Encourage students to help each other Group assignments Small group work. Lab. demonstrations. Whole group discussion.	Respecting deadlines. Helping each other in doing their experiments. Giving clear and logical arguments Lab. Exam Oral exams.
c2		be aware of professional and ethical responsibilities	
D		**Communication, Information Technology, Numerical**	
d1	think creatively about scientific problems and their solutions, both orally and in written.	By direct lecturing. Computer labs. Soft wares. Smart Boards. PowerPoint.	Surveys Practical exams. Written exams. E – learning home work
d2		locate and retrieve scientific information, using modern computer tools	
d3		learn how to collect and classify the required topics using internet communication tools.	

4.2.3 The content and strategies set out in course specifications are coordinated with other courses and followed in practice to ensure effective progressive development of learning for the total program in all the domains of learning. [*****]
The department implement this criterion by the teaching strategies and course specifications, see annex H.4.2.3.A & H.4.2.3.B

4.2.4 Planning should include any action necessary to ensure that teaching staff are familiar with and are able to use the strategies included in the program and course specifications. [*****]
The department implement this criterion by the program specification, see annex H.4.2.4

4.2.5 The academic and/or professional fields for which students are being prepared are monitored on a continuing basis with necessary adjustments made in programs and in text and reference materials to ensure continuing relevance and quality. [*****]
The department implement this criterion by the program handbook, see annex H.4.2.5

4.2.6 In professional programs continuing advisory panels that include leading practitioners from the relevant profession monitor and advise on content and quality of programs. [*****]
The department implement this criterion by the program handbook, see annex H.4.2.6

4.2.7 New program proposals are assessed and approved or rejected by the institution's senior academic committee using criteria that ensure thorough and appropriate consultation in planning and capacity for effective implementation. [*****]
The department implement this criterion by the program handbook, see annex H.4.2.7
Evidence

Annex	Evidence
H.4.2.1	http://mu.edu.sa/en/colleges/college-science-al-zulfi/physicsprogramspecification
H.4.2.2.A	http://mu.edu.sa/sites/default/files/1/Zulfi/physics/NQF_Learning_Domains.pdf
H.4.2.2.B	http://mu.edu.sa/en/colleges/college-science-al-zulfi/courses-specification-1
H.4.2.3.A	http://mu.edu.sa/sites/default/files/1/Zulfi/physics/NQF_Learning_Domains.pdf
H.4.2.3.B	http://mu.edu.sa/en/colleges/college-science-al-zulfi/courses-specification-1
H.4.2.4	http://mu.edu.sa/en/colleges/college-science-al-zulfi/physicsprogramspecification
H.4.2.5	http://mu.edu.sa/sites/default/files/1/Zulfi/physics/Program_Handbook.pdf
H.4.2.6	http://mu.edu.sa/sites/default/files/1/Zulfi/physics/Program_Handbook.pdf
H.4.2.7	http://mu.edu.sa/sites/default/files/1/Zulfi/physics/Program_Handbook.pdf

4.3. Program Evaluations and Review Processes (**** Stars)

Describe the processes followed for program evaluation and review.

4.3.1 Courses and programs should be evaluated and reported on annually and reports should include information about the effectiveness of planned strategies and the extent to which intended learning outcomes are being achieved.(****)
Program Evaluation is a mandatory tool to help the Physics Department learn about the quality of the programs that the University offers, to know whether they meet the needs

of the students and those of the community at large. It is a systematic approach that assists in discovering what a student in Physics Department thinks of the learning and teaching process, their progress, and assessment results. Moreover, it assesses the effectiveness and efficiency of the courses, identifying what measures are required to improve them. (H.4.3.1.1)

The College of Science consolidated its strategic plan, which expires in 1436 as a goal to provide an academic service on a high degree of quality and certification according to the requirements of national and global, another target is to increase the efficiency of institutional performance, which includes targeting sub goals that revolves around the development of courses and programs in light of the quality standards. Reviewing the quality of programs and courses at the College are collected on a regular basis through the appropriate instruments to evaluate the program level or at the level of courses which are as follows: (H.4.3.1.2)

1- Students are given annual questionnaires about their courses prepared by the NCAAA.
2- Course report prepared by a faculty member at the end of each semester.
3- The program is evaluated through a final poll of student's experiences in their final year on the program they have studied.
4- Program Evaluation form prepared by the NCAAA.
5- Surveyed students about the quality of educational experiences during the program that they have studied by a questionnaire evaluating the student's experience applied once a year.
6- Program file.
7- Course file.

4.3.2 When changes are made as a result of evaluations, details of those changes and the reasons for them should be retained in course and programs portfolios.(***)

At the undergraduate level, multiple assessment methods including direct and indirect assessments methods are used to measure students' achievement. Direct assessment includes tests and examinations, portfolio evaluation. In tests and examinations approaches, which is used by most faculty members at the Department in association with cognitive goals in order to review student achievement with regard to a general body of knowledge associated with the program. It intends to measure whether students have gained a definite process and content related knowledge. While, in portfolio evaluation, faculty member collect exam papers, (multiple choice or essay examinations) quizzes, midterms and final, samples of students' answer sheets, and the course report. These files are available in the accreditation unit in the Physics Department. Indirect assessments methods, on the other hand, includes students' surveys, Alumni Surveying, employer surveying as it is mentioned in sub-section 4.1...

The programs keep files for each course in which changes are reserved because of the assessment process in which the results of the cycle report of the Rapporteur and students and some of the changes that have been through the process of evaluating courses. (H.4.3.2.1)

4.3.3 Quality indicators that include learning outcome measures are identified and used for all courses and programs as a whole (****).

Accordingly, The Physics Department has put in place a number of processes to help ensure the quality of its programs:

1.The Program Review process is a very broad review aimed at providing information at a strategic level. The program of Physics Department is frequently reviewed and evaluated by curriculum committees. This review was part of a developmental program sponsored by NCAAA.

2. Program Evaluation Survey (PES) is another instrument that is being utilized in order to obtain specific data about programs and whether they meet their learning objectives, exploring student progress and assessment results and implementing systematic improvement processes. (H.4.3.3.1)

3. Course Evaluation Survey has been going on since 2000 with focus on course development. (H.4.3.3.2)

4. The Student Experience Survey (SES) has a main objective of determining what graduates think of the coursework program that they have completed, including their attitudes towards the skills they have acquired, and the quality of teaching provided to them during their program. (H.4.3.3.3)

The use of quality indicators includes measures of outcomes (outputs) and learning to all courses and programs in the institution as a whole.

4.3.4 Records of student completion rates should be kept for all courses and for programs as a whole and included among quality indicators (****).

The annual reports of the programs are reviewed through the head of the Physics department and dean of the college and the Committee on Quality of the educational institution, which is called the General Committee of the quality of reporting to the Supreme Committee for Quality headed by Dean. (H.4.3.4.1)

The Physics department Quality Council, which is responsible for establishing policies and overseeing the quality assurance system, is chaired by the dean, and the Vice Dean for Quality and Development is largely responsible for supervising all aspects of quality at a college level. Most faculty members report on their own activities and participate in self-assessment, while quality improvements are acknowledged and achievements recognised. Evaluating the planning and delivery of the Program, which includes students' learning, outcomes, facilities and services, is dealt with by the quality unit; it also supports learning through the evaluation of faculty members, courses and Programs in order to ensure the quality of all aspects of the Program's inputs, processes and learning outcomes. Quality planning and reports etc. are discussed by the departmental council for improvement and these evaluations and reports provide a comprehensive overview of performance for all courses. Statistical data (e.g. indicators, grade distributions, and progression and completion rates) are reviewed regularly and reported on in the annual report. (H.4.3.4.2)

Records of completion rates of the students are kept in all courses in the program as a whole, and are used within the performances indicators

4.3.5 Annual reports including quality assurance data are provided and reviewed by senior administrators and quality committees (****).

The Report is reviewed about the programs annually by senior officials and by the senior management committees quality in the educational institution (see paragraph 4.1.3 about the level of detail relating to these reports at different levels in academic administration. (H.4.3.5.1)

4.3.6 Course completion, program progression and completion rates, and student course and program evaluations, are retained in central records in a form that can be readily accessed by the department and college, and analysed centrally with summaries and comparative data distributed automatically to departments, colleges, senior administrators and relevant committees at least once each year (***)

A recent Program Evaluation Survey (PES), which was conducted in the first semester of 1434-1435 and distributed to the students, revealed that approximately 90% of students of the Physics Department were satisfied about the quality of their educational experience at college of Science. Almost 95 % of them indicated that the program has helped them develop sufficient interest to update their knowledge in the field of their studies. Nearly 95 % indicated that their program developed the necessary knowledge and skills for their future career. Furthermore, almost 95 % of students thought that the program has improved their communication skills.

Performance indicators are used to compare the quality of all programs at the enterprise level through most software project readiness for adoption facility and the results of the project for 33-44 year from 34 to 35 H. The College of Science in the process of

selecting a reference to compare these results to universities that are selected. (H.4.3.6.1)

4.3.7 If problems are found through program evaluations appropriate action is taken to make improvements (***).

The reputed data analyses suggest that the program of Physics Department is undergoing continual improvement. A new curriculum plan with sufficient breadth and depth to prepare our students for the job market, citizenship, and a fulfilling life, and the Prep Year's ambition to build students' basic skills and link them to their academic field of study, are some example of Physics Department commitment to enhance the learning and teaching process.

The Physics Department believes that best practices in program evaluation require that a systematic planned process of evaluation using a variety of evaluation strategies and tools will provide the most comprehensive picture of how well a program is meeting its objectives and the students' needs. This is one of the College of science stop priorities, and is included in its 1433-1436 Strategic Plan. Within the coming two years, the Physics Department should be developed as a step towards achieving academic accreditation.

4.3.8 In addition to annual evaluations a comprehensive reassessment of every program should be conducted at least once every five years. Procedures for conducting this reassessment should be consistent with policies and procedures for the institution (****).

The entire Physics program offered within the College of Science shall be subject to a comprehensive program review through a regular five years continuous program review cycle to identify program strengths and weaknesses and to identify areas of improvement.

For example, the need to improve students' communication skills has been identified from surveys and meetings between students and faculty. Thus, students are now required to carry out oral and written presentations; they are also trained to think for independently, and examine and solve the problems, instead of being exposed to the static teaching and examination of factual knowledge. This is also aimed to develop their desire to embark on life-long learning. All students in the Physics Department of are required to undertake a "Preparatory Year" in order to develop these skills. Evaluation in Department of Physics currently carried out internally and scheduling are reviewed by academic Plan Committee. This committee is responsible for organizing faculty and student surveys, analysing the resulting data, and developing recommendations. Further feedback is sought and received using a variety of means including an Annual Program Review, a Program Evaluation Survey, a Course Evaluation Survey, Alumni Survey, Employer Survey and a Student Experience Survey (SES). (H.4.3.8.1)

Comprehensive assessment of each scientific program is being done once at least every five years, in addition to the annual calendars. The skills that should be available to students in the scientific program to fulfil the requirements of the development through the year. The courses that are taught at the Preparatory Year are needed.

4.3.9 Program reviews should involve experienced people from relevant industries and professions, and experienced faculty from other institutions (****).

In this regard the Colleges and programs have prepared a survey form which would be placed online to obtain the graduates feedback
Although, this site is relatively new, the following table demonstrates proportion of graduates of the Bachelor in Physics who within six months of graduation are: (a) employed (b) enrolled in further study (c) not seeking employment or further study, obtained from that site.
Some experts who specialize in the profession participate in the evaluation of programs, where they review the programs with the help of experts in the field related with the help of faculty members and is done during the preparation of the program plan viewing on expert and through the advisory board, which includes a group of specialists and faculty members with experience from other educational institutions as independent auditor

4.3.10 Procedures are followed that ensure that in program reviews information about appropriateness of learning outcomes sought and extend to which they are achieved is sought from students and graduates through surveys and interviews, discussions with teaching staff, and other stakeholders such as employers(***).

Accordingly, The Physics Department has put in place a number of processes to help ensure the quality of its programs:
1. The Program Review process is a very broad review aimed at providing information at a strategic level. All the program is frequently reviewed and evaluated by curriculum committees. In 1434-1435h a comprehensive internal program evaluation was conducted by the academic department, and results were reported in their departmental self-studies. This review was part of a developmental program sponsored by NCAAA. (H.4.3.10.1)
2. Program Evaluation Survey (PES) is another instrument that is being utilized in order to obtain specific data about programs and whether they meet their learning objectives, exploring student progress and assessment results and implementing systematic improvement processes.

3. Course Evaluation Survey has been going on since 2000 with focus on course development.
4. The Student Experience Survey (SES) has a main objective of determining what graduates think of the coursework program that they have completed, including their attitudes towards the skills they have acquired, and the quality of teaching provided to them during their program.
Evaluation of program evaluation and review processes. Refer to evidence and provide a report including a list of strengths, areas recommendations for improvement, and priorities for action.
The benefit from the views of students and alumni about the quality of the program during audits on programs is being done, including the extent to which the targeted learning outcomes through questionnaires and interviews and through discussions with faculty members and other beneficiaries, such as employers.

Strong points

1 file exist for decisions
2 the existence of a public committee for the Department quality
3 Review of learning outcomes

4 performance indicators to measure learning outcomes exist
5 programs are reviewed periodically at the Department

Weak points

1 lack of hiring in professional sectors and engineering in programs Review
2 the lack of a system that allows the application and analysis of the results of statistical analysis questionnaires quality on a regular basis 3 weak in preparing the program file

Priorities for improvement

Getting help from professional sectors and engineering programs in reviewing the program1 .

22. Provide a system that allows the application and analysis of the results of the statistical analysis of the questionnaires quality on a regular basis

1. Weak in preparing the program file

Evidences

(H.4.3.1.1)	**. http://eforms.mu.edu.sa/form/154** http://mu.edu.sa/sites/default/files/Copy%.
(H.4.3.1.2)	**20of%20Program%20specification.pdf**
(H.4.3.2.1)	**http://mu.edu.sa/en/colleges/college-science-al zulfi/ physics program specification** **http://eforms.mu.edu.sa/form/154.**
(H.4.3.3.1)	**http://eforms.mu.edu.sa/form/153**
(H.4.3.3.2)	**http://eforms.mu.edu.sa/form/155**
(H.4.3.3.3)	**http://mu.edu.sa/sites/default/files/1/Zulfi/csi** **/Annual%20Report%20College%20of%20** **Sciences%20.pdf**
(H.4.3.4.1)	**http://mu.edu.sa/en/colleges/college-science-al-zulfi/values-and-objectives**
(H.4.3.4.2)8	**http://mu.edu.sa/sites/default/files/1/Zulfi/csi/** **Annual%20Report%20College%20of%20** **Sciences%20.pdf**
(H.4.3.5.1)9	**http://eforms.mu.edu.sa/form/134** **http://eforms.mu.edu.sa/form/155**
(H.4.3.6.1)10	**http://ncaaa.org.sa /**

4.4 Student Assessment (Overall Rating *** Stars)

Student assessment processes must be appropriate for the intended learning outcomes and effectively and fairly administered with independent verification of standards achieved.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.4.1. Student assessment mechanisms are appropriate for the forms of learning sought. (***)

At the beginning of each semester, each faculty member submits course syllabus comprising information about course learning objectives, pre-requisites, description,

content, assignments, textbook, readings, evaluation procedures, teaching methods, grading standard, faculty's office hours (Annex (H-4-4-2-1)).

4.4.2. Assessment processes are clearly communicated to students at the beginning of courses. (****)

College organizes welcome parties for fresh students during which students get acquainted with the culture of assessment and testing mechanisms. At the end of the semester, faculty members submit the grades and copies of their quizzes and exams to department chairs. This information will be given to students and go to faculty member's course file (Course Portfolio).

4.4.3. Appropriate valid and reliable mechanisms are used for verifying standards of student achievement in relation to relevant internal and external benchmarks. The standard of work required for different grades should be consistent over time, comparable in courses offered within a program and college and the institution as a whole, and in comparison with other highly regarded institutions. (Arrangements may include measures such as check marking of random samples of student work by faculty at other institutions, and independent comparisons of standards achieved with other comparable institutions within Saudi Arabia, and internationally.(***)

We plan to implement check marking of random samples of student work by faculty at other institutions and by external reviewers. This process is planned to go on to include in the program in the next year.

4.4.4. grading of students tests, assignments and projects is assisted by the use of matrices or other means to ensure that the planned range of domains of student learning outcomes are addressed.(***)

All teaching staff-members are required to fill in course reports at the end of each semester for all courses they have taught. The report includes course details, showing the latest updating of its different entries. It should be accompanied with documents (Course Portfolio) such as course outline, samples of examination papers (Annex (H-4-4-1-1)).

In Physics program, we use multiple direct and indirect assessment methods to measure students' learning achievements. Direct assessment methods (Annex (H-4-4-4-1)) require students to demonstrate knowledge and skills, and provide data that directly measure the achievement of expected outcomes. These methods include senior-level projects, papers, presentations, or research evaluated by faculty or external review teams. Additionally, course-embedded assessments such as projects, assignments, or examination questions that directly link to program-level expected learning outcomes and are scored using established criteria. Indirect assessment methods, such as surveys ask students to reflect on their learning in and outside the classroom. Mechanisms of measuring students' learning outcomes vary from one course to another within the program, depending on the nature of the course.

4.4.5. Arrangements are made within the institution for training of teaching staff in the theory and practices of student assessment. (***)

Accordance with the students' evaluation which has been set up by the Deanship of Admission and Registration, Department Chairs identify staff member whose is thought to be falling short of expectations and then develop plans in an effort to address such problems.

4.4.6. Appropriate procedures are followed to deal with situations where standards of student achievement are inadequate or inconsistently assessed. (***)

Student Handbook is given to each student at the start of the academic year. This explains the rights of students to access academic records, outlines the appeals' procedures regarding certain academic issues, and describes services for students with disabilities; it also includes information on course requirements, credit hours, completion levels and certification (Annex (H-4-4-6-1)).

4.4.7. Effective procedures are followed that ensure that work submitted by students is actually done by the students concerned. (***)

There are diverse testing systems used to assess students' achievements, in addition to assessing syllabi set up by the Deanship of Admission and Registration, and which fix up 60 marks required to finish the term, and 40 marks for other operating procedures.

With the introduction of Register and the Educate system, faculty members have instant access to their student demographic information, transcripts, current registration and academic history through a password-protected feature on the Deanship of Admission and Registration website. Faculty members can use this information to evaluate the student's academic performance and progress toward degree completion. Additionally, faculty members can submit students' grades electronically, monitor their students' progress and also electronic examination (Annex (H-4-4-7-1)) can be made on D2L system to ensure the work submitted by students is actually done by students concerned.

4.4.8. Feedback on performance and results of assessments are given promptly to students and accompanied by mechanisms for assistance if required. (***)

The University considered a direct electronic system to inform students of their performance immediately after testing them, and this system makes it possible for them to log on to their page on the University website to get informed about their results and performances, as well as averages related to their success or failure. Also, through its Deanship of Admission and Registration section, the University offered to every single student, on the first day of the academic year, a personal page on which he finds the schedule and all the courses he will take. The student can also get in touch, electronically or face-to-face, with his teacher who will tutor him. He can equally get assistance from the Academic Advisor recorded on his electronic page.

4.4.9. Assessments of student work should be conducted fairly and objectively. (****)

The Students' performance is assessed objectively in the light of mechanisms set up by the University on the student web page. Students can have an idea about the assessment procedures by referring to the Student Guidebook if ever they have doubts concerning a particular subject or grade. In conformity with that, the university established organization standards which made it possible for every college to form an ad hoc committee to examine students' complaints. On its part, the University Agency for Educational Affairs published an exam document to enquire about fairness and objectivity when evaluating students. Last but not least, the University set up electronic networks to enhance communication between students and the teaching staff.

4.4.10 Criteria and processes for academic appeals are made known to students and administered equitably. (***)

Admission information is described clearly on the website, including the requirements and procedures (Annex (H-4-4-10-1)). The Deanship also conducts an open-day for new students and welcomes potential students to visit the University colleges and answer their questions

Report

AIN the beginning of each semester, each faculty member submits course syllabus comprising information about course learning objectives, prerequisites, description, content, assignments, textbook, readings, evaluation procedures, teaching methods, grading standard, faculty's office hours (Annex (H-4-4-2-1)). This information will be given to students and go to faculty member's course file. At the end of the semester, faculty members submit the grades and copies of their quizzes and exams to department chairs.

All teaching staff-members are required to fill in course reports at the end of each semester for all courses they have taught. The report includes course details, showing the latest updating of its different entries. It should be accompanied with documents (Course Portfolio) such as course outline, samples of examination papers (Annex (H-4-4-1-1)). In Physics program, we use multiple direct and indirect assessment methods to measure students' learning achievements. Direct assessment methods (Annex (H-4-4-4-1)) require students to demonstrate knowledge and skills, and provide data that directly measure the achievement of expected outcomes. These methods include senior-level projects, papers, presentations, or research evaluated by faculty or external review teams. Additionally, course-embedded assessments such as projects, assignments, or examination questions that directly link to program-level expected learning outcomes and are scored using established criteria. Indirect assessment methods, such as surveys ask students to reflect on their learning in and outside the classroom. Mechanisms of measuring students' learning outcomes vary from one course to another within the program, depending on the nature of the course. With the introduction of Register and the Educate system, faculty members have instant access to their student demographic information, transcripts, current registration and academic history through a password-protected feature on the Deanship of Admission and Registration website. Faculty members can use this information to evaluate the student's academic performance and progress toward degree completion. Additionally, faculty members can submit students' grades electronically, monitor their students' progress and also electronic examination (Annex (H-4-4-7-1)) can be made on D2L system to ensure the work submitted by students is actually done by students concerned. On the other hand, students can register, withdraw, access registered courses, print course schedule, print academic record, maintain academic progress, etc. The Deanship of Admission and Registration, by providing personal passwords to students, gave them free access to its web page related to the academic system. Students can then have an idea about their schedules all along the eight levels, and get in touch with their Academic Advisor. On this page, students keep on being informed about their performance and evaluation by their teachers. Likewise, members of the

teaching committee can upload their students' assessments so that every student can keep track with his performance, as part of an evolving academic system.
A Student Handbook is given to each student at the start of the academic year. This explains the rights of students to access academic records, outlines the appeals' procedures regarding certain academic issues, and describes services for students with disabilities; it also includes information on course requirements, credit hours, completion levels and certification (Annex H.4.5.4).

Strong Points:

- The existence within the University of an Academic Advisory System.
- The existence of an electronic system that permits the evaluation of the teaching staff by students.
- The existence of preparatory programs for fresh students.
-

Improvement points:

- Non-implementation to its best of the academic advisory system by students as well as members of the teaching committee.
- Non-taking of the necessary measures against the members of the teaching committee who were deemed satisfactory and unsatisfactory

Improvement priorities:

- Work to appropriately include the academic advisory system with the University programs so that it reaches students who will recognize its importance.
- Set up new structures for the members of the teaching committee who obtained unsatisfactory ratings by their students, and schedule training sessions for them to acquire new teaching skills.
- Conducting surveys among students to assess the degree of their satisfaction with the university academic advisory system.

Evidences

Annex	Evidence
H-4-4-1-1	Sample of exam papers
H-4-4-2-1	Samples of Course specification.
H-4-4-4-1	Sample of direct assessments.
H-4-4-6-1	Student Handbook
(H-4-4-7-1):	Sample of Electronic Quiz on D2L system.
(H-4-4-10-1	http://mu.edu.sa/en/deanships/deanship-admission-and-registration/requirements-admission

Area of improvement								
Initiatives	Activities	The implementation period		Resources required	Performance indicators	Responsibility for implementation		esponsibility for follow-up
		From	To			Basic	Support	
4.1	Conducting surveys among students	1435	1436	Letter to be send to the Head of departme	Satisfaction with the university academic advisory	Academic advisory unit	quality assura nce	Dean of the college

				nt	system			
4.2	rovide more benchmarking of other universities .	1435	1436	Letter to be send to the College examination committee	enchmarking of other universities .	College's examination committee	quality assurance	Dean of the college

4.5. EDUCATIONAL Assistance for Students (Overall Rating****Stars)

Effective systems must be in place for assisting student learning through academic advice, study facilities, monitoring student progress, encouraging high performing students, and providing assistance when needed by individuals.

The level of compliance with this standard is judged by the extent to which the following good practices are followed.

4.5.1 Teaching staff should be available at sufficient scheduled times for both full time and part time students as appropriate consultation and advice to students. (Availability of staff should be confirmed, not just assumed because times have been scheduled). [*****]

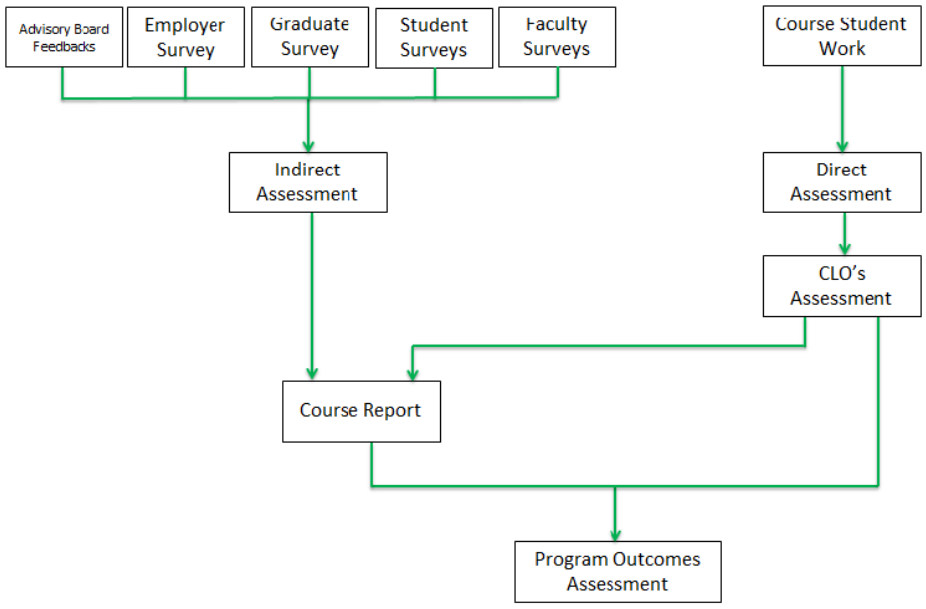


Figure: H.4.5 The assessment flow-chart

Part of the teaching process is to write office hours in the timetable of each faculty member. These office hours are assigned for all type of consultations and advices that students require. (See annex H.4.5.1.1)

4.5.2 Teaching resources (including staffing, learning resources and equipment, and clinical or other field placements) should be sufficient to ensure achievement of the intended learning outcomes. [****]

The number of teaching staff in Physics department compared to the number of its students is around 5.5 students for each faculty member. The department is well

equipped with 9 undergraduate laboratories, in addition to 2 research laboratories. The college of science contains also a library of sufficient books, journals and reference materials. It also contains a clinic that provides the basic medical services for students, faculty members and employees. (See annexes H.4.5.2.1 and H.4.5.2.2)

4.5.3 If arrangements for student academic counselling and advice include electronic communications through email or other means the effectiveness of those processes should be evaluated through means such as analysis of response times and student evaluations.[**]

The main student counselling and advice are given during the office hours. Some individual practices might use e-mails or other electronic communications. The reason behind the weakness of this practice is due to the difficulty of dealing with some problems in writing. Some procedures need to be done face to face.

4.5.4 Adequate tutorial assistance should be provided to ensure understanding and ability to apply learning. [**]

Although the faculty members appreciate the importance of this practice in improving the students' academic development, this practice is not effective till now. The student's culture does not encourage them to stay for longer hours in campus to attend the tutorials. Another reason is the lack of graduate students who usually take the responsibility of giving tutorials.

4.5.5 Appropriate preparatory and orientation mechanisms should be provided to prepare students for study in a higher education environment. Particular attention should be given to preparation for the language of instruction, self-directed learning, and bridging programs if necessary for students transferring to the institution with credit for previous studies. Preparatory studies must not be counted within the credit hour requirements for programs. [***]

The student is forced to take a preparatory year before joining his department. The main gaol of this year is to close the gap between general education and university education (see annex H.4.5.5.1). The main course of this year focuses on improving the students' English language to be able to continue with his undergraduate studies effectively.

The credit hours of this year, however, are part of the credit hours required for the program. Although this practice is not advisable, Physics department had to include the preparatory year in its credit hours requirement so that the student finishes his BS in Physics in 4 years and 5 years.

4.5.6 If the language of instruction in the program is other than Arabic, action should be taken to ensure that language skills are adequate for instruction in that language when students begin their studies. (This may be done through language training prior to admission to the program. Language skills expected on entry should be benchmarked against other highly regarded institutions with the objective of skills at least comparable to minimum requirements for admission of international students in countries where that language is the native language. The benchmarking process should involve testing of at least a representative sample of students on major recognized language tests) [***]

Preparatory year was implemented to deal mainly with the language difficulties of the students. See comments in practice 4.5.6. Language skills prior to entry are not required.

4.5.7 If preparatory programs in other languages or other areas of learning are outsourced to other providers the institution should still accept responsibility for ensuring the necessary standards are met and entry requirements to the program are maintained. [****]

There is a deanship of preparatory year that supervise the program. The study plan put have taken into consideration the needs of engineering and science students. Some course specifications such as in Physics course was put in accordance to the BS program of Physics. (See annex H.4.5.7.1)

4.5.8 Systems should be established for monitoring and coordinating student workload across courses. [*****]

There is a maximum limit of 20 credit hours that the student is allowed to register every semester (see annex H.4.5.8.1). In addition, Physics study plan distributed the courses on eight semesters with a maximum load of 18 credit hours per semester (see annex H.4.5.8.2). Students with poor performance should not be allowed to register more than 16 credit hours.

4.5.9 Progress of individual students should be monitored and assistance and/or counselling provided to those facing difficulties. [***]

The academic counselling unit is responsible for listing students with poor performance and contacting them personally to discuss the reasons behind their weak performance, and try to solve these problems. (See annex H.4.5.9.1)

4.5.10.Year to year progression rates and program completion rates should be monitored, and analysed to identify and provide assistance to any categories of students who may be having difficulty.[***]

Statistics of the number of students admitted and graduated every year is available at the deanship of registration.

4.5.11. Feedback on performance by students and results of assessments should be given promptly to students and accompanied by mechanisms for providing assistance if needed. [*****]

The policy of Physics department is to declare the results of the midterm exams on the department's announcement board after each exam. The teacher usually solves the exam for the students or a model answer is delivered to them in order to recognize their mistakes. Similar procedures are used for quizzes, reports, homework and any class work.

.4.5.12Adequate facilities should be provided for private study with access to computer terminals and other necessary equipment. [*****]

The building is equipped with a library where students can stay there for their private study. They also have an access to the internet and are allowed to use the computers during the libraries office hours (see standard 6). In addition, the college is provided with seats all over the building, and class room are always open. (See annex H.4.5.2.1)

4.5.13.Teaching staff should be familiar with the range of support services available in the institution for students, and should refer them to appropriate sources of assistance when required.[****]

All teaching staff are familiar with the range of support available for the students. Teachers are directed to the services available in college in their first week of joining the department. It is the teacher's job to direct his students to such services. Although this

practice is followed nicely, a more organization and documentation are needed to improve it.

4.5.14. The adequacy of arrangements for assistance to students should be periodically assessed through processes that include, but are not restricted to, feedback from students. [***]

This rule needs improvement since no clear method of assessment is clear regarding this practice. Some surveys are collected from students. However, these surveys need to be modified since they don't cover the whole type questions needed for this type of surveys (see annex H.4.5.14.1). An annual open meeting with all Physics students is organized. All topics related to their studies are discussed with them. (See annex H.4.5.14.2)

Evidences

Practice Number	Evidence
Educational Assistance for Students	
H.4.5.1.1	Sample of faculties timetables.
H.4.5.2.1	Students-services. (http://mu.edu.sa/en/colleges/college-science-al-zulfi/students-services)
H.4.5.2.2	Physics Handbook (page 93)
H.4.5.5.1	Deanship of preparatory year, objectives. (http://mu.edu.sa/en/deanships/deanship-preparaty-year/objectives)
H.4.5.7.1	- Study plan (http://mu.edu.sa/en/colleges/college-science-al-zulfi/study-plan-5)
H.4.5.8.1	Deanship of administration and registration/university-system (http://mu.edu.sa/en/deanships/deanship-administration-and-registration/university-system)
H.4.5.8.2	- Study plan (Physics program)- http://mu.edu.sa/en/colleges/college-science-al-zulfi/study-plan-5
H.4.5.9.1	Academic counselling unit.
H.4.5.14.1	- Students Questionnaire .(http://mu.edu.sa/en/departments/college-science-al-zulfi/student-questionnaire-0)
H.4.5.14.2	- Student activities (http://mu.edu.sa/sites/default/files/1/Zulfi/physics/Student_Cellabration.pdf).

Area of improvement

Initiatives	Activities	The implementation period		Resources required	Performance indicators	Responsibility for implementation		Responsibility for follow-up
		From	To			Basic	Support	
4.5.1. 4.5.2	Contact the library and provide it with required references	Current	On-going process	New books, journals, magazines, electronic references…etc.	Increasing the number of references and updating it.	Library	Department	

4.5.3	Encourage students to correspond with their teacher through e-mail.	Current	On-going process	--	E-mails between student and teacher.	Faculty member	Student.	
4.5.4	Department needs to organize and supervise tutorial classes.	Current	On-going process	Graduate students or MSc holders.	Existence of tutorial classes.	Department	College administration.	
4.5.5	A new study plan should be implemented, or preparatory year be modified.	After 3 years	1 year after starting.	--	New curriculum or modification made to preparatory year.	Department	Department	
4.5.7	An English language placement test should be done.	Next Academic year	On-going process	English language professionals.	Put a placement test.	College	English department	
4.5.9	Certain forms need to be filled to document the student's improvement.	Current	On-going process	Official counselling forms.	To have a file for each student with filled follow-up forms.	Counselling unit.	Department	
4.5.10	Collecting and analysing progression rates.	Current	On-going process	Committee to analyses data.	Statistics are available	Department	Student's affair.	
4.5.14	Assess and document the adequacy of arrangements.	Current	On-going process	Assessment forms	Periodic assessment forms.	College	Department	

4.6 Quality of Teaching **(Overall Rating **** Stars)**

Provide information about the planning of teaching strategies to develop the intended learning outcomes of the program, for evaluating quality of teaching, and processes for preparation and consideration of course and program reports. This section should include a table indicating the proportion of teaching staff whose teaching is regularly assessed in student surveys (or by other mechanisms).

4.6.1 Effective orientation and training programs are provided for new, short term and part time teaching staff. (To be effective these programs should ensure that teaching staff are fully briefed on required learning outcomes, on planned teaching and assessment strategies, and the contribution of their course to the program as a whole.)

4.6.2 Strategies of teaching are planned for the different kinds of learning outcomes the program is intended to develop.

4.6.3 The strategies of teaching and assessment set out in program and course specifications are followed by teaching staff with flexibility to respond to the needs of different groups of students

4.6.4 Students are fully informed about course requirements in advance through course descriptions that include knowledge and skills to be developed, work requirements and assessment processes.

4.6.5 The conduct of courses is consistent with the outlines provided to students and with the course specifications.

4.6.6 Textbooks and reference material should be up to date and incorporate the latest

4.6.7 Textbooks and other required materials should be available in sufficient quantities before classes commence.

4.6.8 Attendance requirements should be made clear to students and compliance with these requirements monitored and enforced.

4.6.9 Effective systems should be used for evaluation of courses and of teaching. 4.6.10 the effectiveness of different planned teaching strategies in achieving learning outcomes in different domains of learning should be regularly reviewed and adjustments should be made in response to evidence about their effectiveness.

4.6.11 Reports are provided to program managers on the delivery of each course and these include details if any planned content could not be dealt with and any difficulties found in using the planned strategies. Appropriate adjustments should be made in plans for teaching if needed after consideration of course reports.

Table H.4.6.1 Student Learning Outcomes to Courses Matrix

		Student Learning Outcomes													
		A			B			C		D			E		
	Code	a1	a2	a3	b1	b2	b3	c1	c2	d1	d2	d3	e1	e2	e..
courses	PMTH112		√			√			√	√					
	PMTH127		√			√		√		√					
	PENG111						√	√							
	PENG121			√			√	√							
	PENG123	√			√			√		√					
	PPHS128	√	√	√		√		√							

	PSSC114									√	√	√			
	SALM101							√	√						
	SALM102							√	√						
	SALM103							√							
	ARAB101							√	√						
	PHYS201	√	√		√	√		√			√				
	MATH201		√	√		√									
	PHYS202		√	√	√	√		√		√					
	MATH202		√	√		√					√				
	PHYS211		√	√		√			√	√					
	PHYS231	√	√			√		√			√				
	PHYS241	√		√	√			√							
	PHYS291	√			√			√				√			
	PHYS303	√	√			√		√			√				
	MATH310		√			√									
	PHYS321	√	√			√		√			√				
	PHYS332	√				√		√		√					
	MATH324		√			√		√				√			
	PHYS351	√		√		√		√		√					
	PHYS304		√			√		√		√					
	PHYS393				√			√	√		√				
	PHYS342	√	√			√		√			√				
	PHYS392	√			√			√		√					
	PHYS352	√	√			√			√	√					
	PHYS322	√		√		√			√	√					
	PHYS361	√				√		√				√			
	PHYS362	√				√		√		√					
	PHYS423	√			√	√				√					
	PHYS452	√	√			√			√	√					
	PHYS495						√	√	√	√	√	√			
	PHYS481	√				√		√			√				
	PHYS471		√	√		√		√			√				
	PHYS496	√			√			√				√			
	PHYS454			√		√		√		√					
	PHYS497		√	√	√	√		√		√					
	PHYS494	√			√			√			√				
	PHYS499						√	√	√	√	√	√			
	PHYS473	√	√			√		√			√				
	PHYS472	√				√		√				√			
	PHYS482	√		√		√		√			√				
	PHYS474	√	√			√		√			√				
	PHYS406	√		√		√			√	√					
	PHYS485	√		√		√			√	√					

Student Learning Outcomes:

Domain	Code	*learning outcomes* The students will be able to:
A	a1	Recognize the knowledge of fundamental concepts in classical physics (mechanics, electrodynamics, thermo-dynamics, vibrations, waves and optics) and modern physics (quantum, atomic and molecular, nuclear, elementary particle and solid state physics)
	a2	Recall the appropriate mathematical tools used in physics
	a3	Understand the importance of physics laws and its limitations, their inherent relation and mathematical formulation
B	b1	Perform experiments, data acquisition, data analysis and draw results and conclusions.
	b2	Develop the skill for analyzing/solving the physics-based problems in the fields of mechanics, electromagnetism, solid state and nuclear physics.
	b3	Explain to a general audience the physical principles of mechanics, electromagnetism, solid state and nuclear physics that underlie our understanding of nature.
C	c1	Communicate and work effectively in groups as well as individually
	c2	Be aware of professional and ethical responsibilities
D	d1	Think creatively about scientific problems and their solutions, both orally and in written.
	d2	Locate and retrieve scientific information, using modern computer tools
	d..	Learn how to collect and classify the required topics using internet communication tools.

Comment

Deanship of Quality and Skills Development (DQSD) arranges training program for quality trainers (TQT). Training sessions are normally taught by fellow academicians from MU, with expertise or training in specific areas. The major initiative in supporting quality of teaching at MU is the establishment of the Deanship of E-learning and Distance Education. This Deanship aims:

1) Supporting the development of University courses in electronic form.
2) Providing an environment to stimulate electronic communication between faculty members and students.
3) Providing faculty members with advice and technical support for the development of educational sites.
4) Developing faculty member skills to enable them to convert their courses into e-courses.
5) Providing the appropriate environment and training to enable faculty members to carry out their tasks related to students' evaluation and monitoring and deal effectively with the Learning Management System at the MU.
6) Promoting the culture of e-learning at MU

- Deanship of Quality and Skills Development arranged Training programs in teaching skills for both new and continuing teaching staff to improve the following skills:
  1) Personal, technical and professional skills of the teaching faculty.
  2) Academic teaching and research skills.
  3) Critical and creative thinking skills.

4) Faculty members and students' self-learning and on-going education skills**.**

(http://mu.edu.sa/en/deanships/deanship-quality-and-skills-development)

- Deanship of E-learning and Distance Education took initiative in supporting quality of teaching at MU in views of e-learning as a promising vehicle to achieve learning objectives effectively. Its major aims are:

1) Supporting the development of University courses in electronic form.
2) Providing faculty members with advice and technical support for the development of educational sites.
3) Providing an environment to stimulate electronic communication between faculty members and students.
4) Developing faculty member skills to enable them to convert their courses into e-courses.
5) Providing the appropriate environment and training to enable faculty members to carry out their tasks related to students' evaluation and monitoring and deal effectively with the Learning Management System (LMS) at the University.
6) Creating incentives for faculty members who show excellence in e-learning application in the learning and teaching process.
7) Promoting the culture of e-learning at MU.

(http://mu.edu.sa/en/deanships/deanship-e-learning-and-distance-learning)

- Faculty in colleges maintain teaching portfolio and develop strategies for improvement of their own teaching and keep a portfolio of evidence of evaluations and strategies for improvement. The portfolio contains course specification and reports, faculty teaching philosophy, faculty C.V, copy of students' course grades, quizzes, sample of students' achievements; exam papers.

(http://mu.edu.sa/en/colleges/college-science-al-zulfi/quality-assurance-unit)

- Deanship of Quality established the Teaching Excellence Award. The University recognizes outstanding teaching through award to acknowledge and encourage excellence in teaching while providing an opportunity for faculty to further their careers and share their good practice with others.

(http://mu.edu.sa/en/deanships/deanship-student-affairs/organizing-distinguished-employee-award

Report

In order to ensure the quality of learning and teaching, MU has in place a range of quality assurance mechanisms like; all newly appointed faculty members involved in learning and teaching delivery should attend initial professional development programs, which ensure that they are appropriately prepared for their defined roles in learning and teaching and research degree supervision, and can demonstrate that they have met the relevant level (Annex H.4-7-1-1).
Deanship of E-learning and Distance Education (Annex H.4-7-2-1) took initiative in supporting quality of teaching at MU. Their aims are:

1) Supporting the development of University courses in electronic form.
2) Providing faculty members with advice and technical support for the development of educational sites.
3) Providing an environment to stimulate electronic communication between faculty members and students.
4) Developing faculty member skills to enable them to convert their courses into e-courses.
5) Providing the appropriate environment and training to enable faculty members to carry out their tasks related to students' evaluation and monitoring and deal effectively with the Learning Management System (LMS) at the University.
6) Creating incentives for faculty members who show excellence in e-learning application in the learning and teaching process.
7) Promoting the culture of e-learning at MU.

Faculty in colleges maintain teaching portfolio and develop strategies for improvement of their own teaching and keep a portfolio of evidence of evaluations and strategies for improvement. The portfolio contains course specification and reports, faculty teaching philosophy, faculty C.V, copy of students' course grades, quizzes, sample of students' achievements; exam papers (Annex H.4-6-5-1).

Effective teaching is highly valued within MU. The University recognizes outstanding teaching through award to acknowledge and encourage excellence in teaching while providing an opportunity for faculty to further their careers and share their good practice with others. Furthermore, a key focus of the award is to identify and reward teaching practices that are student-focused and committed to promoting effective learning. It is an annual award at three levels: department level, college level, and university level. The candidate faculty must meet specific and precise criteria in order to be eligible for it (Annex H.4-6-6-1). MU constantly provides support to allow the award winners to continue developing their teaching practice in ways that support and enhance their own professional development and the learning opportunities available to their students. In addition, at the beginning of each academic year, the top ten teachers based on students evaluations and the top ten researchers based on ISI publications receive an appreciation letter and certificate from the Dean.

MU realizes that keeping abreast with technology is vital to contemporary higher learning, which is one of the main goals of the University. It supports effective teaching by ensuring that technology has been incorporated into most aspects of teaching for virtually all faculty members at MU. The University and the colleges have responded vigorously to provide the technology and the necessary support for effective use. MU provides different works stations

Equipped with the newest technology available and multiple software packages for student and faculty academic use. Software in the labs varies from specialized engineering, art, software to the more general and popular software. In addition, extensive multimedia centers and technology-based classrooms have been constructed to support teaching. The E-Transactions and Communications Deanship supports the educational needs of the MU community by providing a variety of computing, networking and telecommunication services. It manages the campus network and telephone system, and offers a number of services, including Internet access, public computer labs, electronic mail, computer consulting, technology support, and repair

List of evidences

Practice Number	Evidences
Support for Improvements in Quality of Teaching	
Annex H.4-6-1-1	http://mu.edu.sa/en/deanships/deanship-quality-and-skills-development
Annex H.4-6-2-1	http://mu.edu.sa/en/deanships/deanship-e-learning-and-distance-learning
Annex H.4-6-5-1	http://mu.edu.sa/en/colleges/college-science-al-zulfi/quality-assurance-unit

Area of improvement								
Initiatives	Activities	The implementation period		Resources required	Performance indicators	Responsibility for implementation		Responsibility for follow-up
		From	To			Basic	Support	
4.6.1	Revise the activities of the Faculty Development Plan.	1435	1436	Letter to be send to the deanship of Quality and Skills Development	Update Development Plan.	College's Quality and Skills Development committee	quality assurance	Dean of the college
4.6.2	Organize Forums and workshops on e-learning.	1435	1436	Letter to be send to deanship of E-learning and distance education.	Enhance the communication between faculty members and the students.	Deanship of E-learning and distance education.	quality assurance	Dean of the college
4.6.3.	Organize Forums and workshops	1435	1436	Letter to be send to the deanship of Quality and Skills Development	Monitor effectiveness of professional development	deanship of Quality and Skills Development	evaluation and feedback for quality assurance	Dean of the college
Annex H.4-6-6-1		http://mu.edu.sa/en/deanships/deanship-student-affairs/organizing-distinguished-employee-award						

4.7 Supports for Improvements in Quality of Teaching (Overall Rating 4 Stars)

Provide a report that describes the strategies for the improvement of teaching. Include a table showing staff participation in training and/or other activities designed for the

improvement of teaching and other related professional development activities. The description should include processes used for investigating and dealing with situations where evidence suggests there may be problems in teaching quality, and arrangements for recognizing outstanding teaching performance.

4.7.1 Training programs in teaching skills should be provided for both new and continuing teaching staff including those in part time positions.(****)

Physics department adopted the concepts and practices of on-going self-development for the professional skills of the faculty, lecturers, teaching assistants, the academic and administrative leaders, and the development of the students' skills in order to improve the quality of teaching outcomes in a way that contributes to the provision of a suitable environment and ease of achieving academic development.

Faculty development activities are designed on the basis of the priorities of the college. Strategic Plan,

The Development in the areas of:

1) Personal, technical and professional skills of the faculty
2) Academic teaching and research skills.
3) Critical and creative thinking skills.
4) Students' self-learning and on-going education skills.

All newly appointed faculty members involved in learning and teaching delivery should attend initial professional development programs, which ensure that they are appropriately prepared for their defined roles in learning and teaching and research degree supervision, and can demonstrate that they have met the relevant level (Annex H 4.7.1.Workshops).

4.7.2 Training programs in teaching should include effective use of new and emerging technology. (****)

‘physics department fully support the training programs in teaching and devolving skills (Annex H.4.7.2.website)

1) Supporting the development of University courses in electronic form (Annex H.4.7.2) D2L.

2) Providing faculty members with advice and technical support for the development of educational sites (Annex H.4.7.2) faculty website .

3) Providing an environment to stimulate electronic communication between faculty members and students (Annex H.4.7.2) faculty website .

4) Developing faculty member skills to enable them to convert their courses into e-courses. (Annex H.4.7.2) faculty website

7) Promoting the culture of e-learning at (Annex H.4.7.2) faculty website

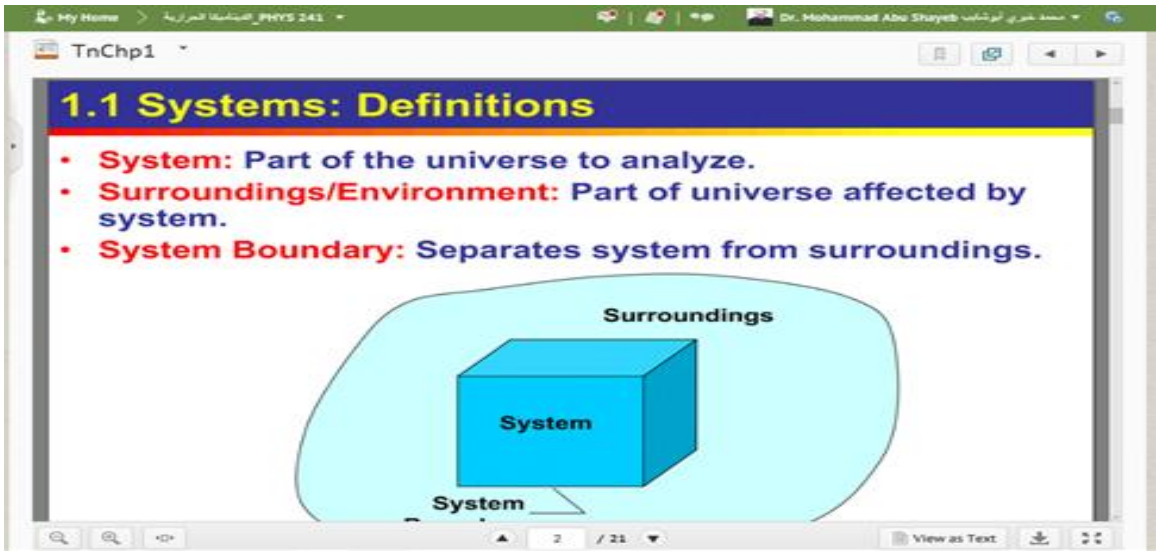


Figure H.4.7.2 sample of e course

4.7.3 Adequate opportunities should be provided for additional professional and academic development of teaching staff, with special assistance given to any who are facing difficulties.(***)

Recently, the University introduced a process for handling difficult classroom situations (Annex: H4.4.7.3).

4.7.4 The extent to which teaching staff are involved in professional development to improve quality of teaching should be monitored. (****)

Since the creation of The Deanship of Quality and Skills Development, it has organized about workshops. These training courses were aimed at developing personal skills for faculty, administrators, staff, and students both male and female.

Although these figures indicate that there is some progress in developing teaching skills of MU faculty, it is obvious that more systematic skills development plans need to be established. MU is encouraging all faculty members to actively participate in these skills development workshops. It plans to links these skills development workshops with incentives and promotion requirements of faculty members. MU will create greater professional development opportunities for its faculty by establishing a Teaching Institute, enabling attendance of key conferences in the discipline, and promoting sabbaticals for completion of major research. The Deanship of Quality and Skills Development is planning to evaluate the effectiveness of these training courses on overall learning and teaching process. However, the impact of such a process requires more time to be measured.

4.7.5 Teaching staff should be encouraged to develop strategies for improvement of their own teaching and to maintain a portfolio of evidence of evaluations and strategies for improvement. (***)

Quality assurance guide

4.7.6 Formal recognition should be given to outstanding teaching, and encouragement given for innovation and creativity. (****)

Excellence Award for the Faculty are awarded by the Faculty of Science to stimulate creativity in teaching

جائزة التميز بالكلية

4.7.7 Strategies for improving quality of teaching include improving the quality of learning materials and the teaching strategies associated with them. (****)
دورات التعليم والتعلم++دوراة موقع ويلي
Priorities of Action

- 4.7.6 and 4.7.3 follow up

Annexes

Practice Number	Evidences
H.4.7.2	**http://mu.edu.sa/en/search/node/%D8%AF%D9%88%D8%B1%D8%A**
H.4.7.2.1	D2L
H.4.7.2.2	http://el.mu.edu.sa/
H4.4.7.3	http://mu.edu.sa/en/staff_services

Improvement plane

Area of improvement								
Initiatives	Activities	The implementation period		Resources required	Performance indicators	Responsibility for implementation		Responsibility for follow-up
		From	To			Basic	Support	
4.7.6 and 4.7.3	Follow up	1435	1436	Follow-up		E learning unit	E learning unit	Head of department

4.8. Qualifications and Experience of Teaching Staff
(Overall 4 stars)

Teaching staff should have qualifications and experience necessary for teaching the courses they teach, and keep up to date with academic and/or professional developments in their field.

4.8.1. Teaching staff should have appropriate qualifications and experience for the courses they teach. (For undergraduate and master's degree programs this would normally require academic qualifications in their specific teaching area at least one level above that of the program in which they teach.) ***

All the teaching stuff are qualified from high level universities from different countries (Annex H.8.1) http://mu.edu.sa/en/colleges/college-science-al-zulfi/staff

4.8.2 **If part time teaching staff are appointed there should be an appropriate mix of full time and part time teaching staff. (As a general guideline at least 75 % of faculty should be employed on a full time basis.)** N/A

4.8.3 All teaching staff should be involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments. (****)

All the teaching stuff are involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments**(AnnexH.4.8.3.)** **http://mu.edu.sa/en/colleges/college-science-al-zulfi/staffcv**

4.8.4 Full time staff teaching post-graduate courses should be active in scholarship and research in the fields of study they teach. N/A

4.8.5 In professional programs teaching teams should include some experienced and highly skilled professionals in the field. N/A

Points of Strengths:

The following are points which are good enough.

1- Teaching staff have appropriate qualifications and experience for the courses they teach. (For undergraduate and master's degree programs this would normally require academic qualifications in their specific teaching area at least one level above that of the program in which they teach.)

2- If part time teaching staffs are appointed (for example in a professional program where current industry experience may be sought) there is an appropriate mix of full time and part time teaching staff. (As a general guideline at least 75 % of faculty should be employed on a full time basis.)

Evidences:

1. The minimum requirements for teaching were satisfied by all the faculty members as it was clear from their employment files in the personnel affaires deanship and the CVs files in the quality unit.
2. There are no part-time faculty members. All of them are fulltime faculty members.

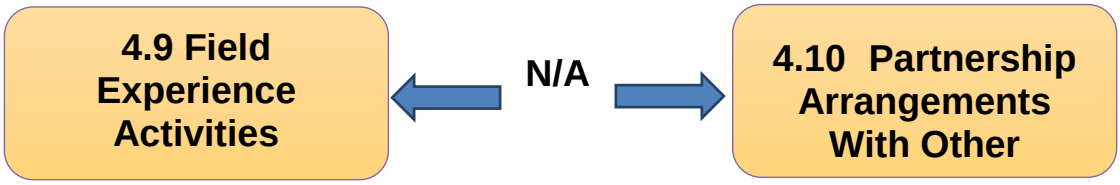
Points need to be in fellow up:

1- All teaching staff is involved on a continuing basis in scholarly activities that ensure they remain up to date with the latest developments in their field and can involve their students in learning that incorporates those developments.

a) The deanship must cover the journal publishing charges for publication.

b) Standard of recognition and formal appreciation must be clear, realistic and equally based for each faculty member.

Evidence teaching stuff CV



KPI's H.4 Physics Program Key Performance Indicators Table

Standard 4 Learning and Teaching	S4.1	**7. Ratio of students to teaching staff. (Based on full time equivalents)**	**5:1**	**5:1**	**10:1**	**17:1**		**4:1**
	S4.2	8. Students overall rating on the quality of their courses.	95%	84% **4.2/5**	60%	100%		**95%**
	S4.3	9. Proportion of teaching staff with verified doctoral qualifications.	94%	95%	75%	87%		**95%**
	S4.4	10. Percentage of students entering programs who successfully complete first year.						
	S4.5	11. Proportion of students entering undergraduate programs who complete those programs in minimum time.						
	S4.6	12. Proportion of students entering post graduate programs who complete those programs in specified time.	N/A	N/A	N/A	N/A		**N/A**
	S4.7	**13.Proportion of graduates from undergraduate programs who within six months of graduation are:** **(a) employed** **(b) enrolled in further study** **(c) not seeking employment or further study**	**N/A**	**N/A**	**N/A**	**N/A**		**N/A**

Standard 5

Student Administration and Support Services
(Overall Rating **** Stars)

Admission processes must be efficient, fair, and responsive to the needs of students entering the program. Clear information about program requirements and criteria for admission and program completion must be readily available for prospective students and when required at later stages during the program. Mechanisms for students' appeals and dispute resolution must be clearly described, made known, and fairly administered. Career advice must be provided in relation to occupations related to the fields of study dealt with in the program.

Report on subsections of the standard

5.1 Student Admissions

Student admission is performed electronically through the website of the Deanship of Admissions and registration (Annex H.5-2-1-1). All admission information is described clearly on the website, including the requirements and procedures (Annex H-5-1-1-1, Annex H-5-1-2-1, and Annex H-5-1-6-1). The Deanship also conducts an open-day for new students and welcomes potential students to visit the University colleges and answer their questions. Overall, admission practices are documented (Annex H-5-1-4-1) and followed most of the time. Evidence of the effectiveness of student admissions services (Annex H-5-1-1-1) indicates satisfactory standards of performance are normally achieved.

Improvements could be done in this area such as:

1. The admission requirements need to be clearly described and appropriate college specific perquisite requirements (language, computer, general knowledge ...etc.) identified.
2. Holding workshops & training programs to enhance university staff's communication skills, processes and administrative capabilities.
3. Holding open days for potential students and their families, to answer all their questions regarding different disciplines and colleges through meeting academic staff and students.
4. Updating the information with the admission advisors (Annex H.5.1.3.1) regarding all disciplines, through annual meetings between academic staff and admission staff and advisors.

5.2 Student Records

Student records are maintained in a secure and confidential location (Annex H.5-2-1-1), with automated processes for generation of statistical data needed by the University, external reporting requirements, and generation of reports on student progress and achievements. The confidentiality of individual student information is protected. The administration of student records found to be responsive and reliable on a satisfactory level. However, there are opportunities for improvement in many of the items listed in this area. Efforts should be made to improve the automation processes for generating statistical data needed by the University, external reporting requirements, and generating reports on students' progresses and achievements. In addition, hi-tech updates for the automated procedures to monitor student progress needs to be continuous. Finally, the effectiveness and relevance of services must be fully monitored through processes which include surveys of student usage and satisfaction; services are modified in response to evaluation and feedback.

5.3 Student Management

Policies and regulations are established for fair and consistent processes of student management (Annex H-5-1-4-1, Annex H. 5-3-6-1), with effective safeguards for independent consideration of disputes and appeals. The implementation of such policies and regulations are followed with satisfactorily. However, interviews with key personnel revealed the following:

1. A code of behaviour is approved by the governing body and made widely available within the University specifying student rights and responsibilities of students.
2. Regulations specify actions to be taken for breaches of student discipline, including the responsibilities of relevant officers & committees and penalties, which may be imposed.
3. Disciplinary action is taken promptly and full documentation, including details of evidence, is retained in secure institutional records.

Strengths:

1) Evidence about the quality of student's administration arrangements and support services indicates that good levels of performance are normally achieved in all main components or areas of this standard (Student Administration and Support services).

2) A high level of effective security of student records, clear rules for governing privacy of information and controlling access to student records,

eligibility for graduation, and opportunities for students' participation in religious, cultural, sports and physical activities.
3) Procedures at the University have been developed that are effective in ensuring that students are protected against subsequent punitive action or discrimination following consideration of a grievance or appeal.
4) University works to create opportunities for the discharge of the duties imposed as religious beliefs and Islamic traditions and encourages them to post Students in all categories in sports activities, and organize sports activities and other competitive and non-competitive participate.
5) The presence of qualified staff to carry out counselling services and medical students.

Areas Requiring Improvement:

1) Weakness of the monitoring of student participation in extra-curricular activities and not to make comparisons with other universities to develop a benchmark.
2) Not equipment with adequate facilities to facilitate social interaction.
3) Lack of diversity of extension services including academic, professional career, psychological and personal for students.
4) Lack of clarity of rules of conduct that maintain the confidentiality of personal matters that are discussed with faculty, staff, or students.

Priorities for Action:

1) Develop a plan to activate the extra-curricular activities and guidance programs services, including the academic, career, vocational, psychological and personal guidance activities for students.
2) Establish procedures and policies to ensure adequate protection for students.
3) A mechanism must be identified and implemented to review and assess the outcomes, in terms of students' attainments and achievements, of the counselling processes in order to ensure that the benefits and practices of these processes are actually effective.
4) Monitor effectiveness and relevance of services through surveys of student usage and satisfaction; and modified service in response to evaluation and feedback.

Annexes

Annex	Evidence
Annex H-5-1-1-1	Students questionnaire and their response
Annex H-5-1-2-1	Admission procedures through the internet (http://mu.edu.sa/en/deanships/deanship-admission-and-registration/requirements-admission).
Annex H-5-1-3-1	List of student advisors.

Annex H-5-1-4-1	Information regarding admission (Student Handbook) http://mu.edu.sa/en/colleges/college-science-al-zulfi/students-services.
Annex H-5-1-6-1	Complete information about the program (study plan).
Annex H.5-2-1-1	Electronic academic services system (Edu Gate) (http://edugate.mu.edu.sa/mu/init).
Annex H. 5-3-6-1	Policies and procedures dealing with academic misconduct, including plagiarism and other forms of cheating (Discipline Regulations).

Improvement Plan

1.The Admissions Managers will revise the online application and guidelines and to include newly required fields in compliance with departmental needs as well as MOHE most recent requirements.

2.Frequently asked questions (FAQ) forum, to be made available online for admission process.

- More efforts must be exerted by the College's examination committee to supply the student record system with all the up-to-date statistical data required for planning, reporting and quality assurance.
- All members of staff to provide information to continually update; Policies & Procedure document.
- Forums and workshops are essential for both the students and the staff-members to be familiar with the Appeal and grievance procedures.
- Formalized policies to protect student identity are not advanced and are to be developed for specific sensitive cases.
- Examine and adjust Department of Physics admissions policy for continuous improvement.
- Monitor effectiveness and relevance of services through surveys of student usage and satisfaction; and modified service in response to evaluation and feedback.
- The Department of Physics should establish policies and procedures regarding the review of student academic performance.

- A mechanism must be identified and implemented to review and assess the outcomes, in terms of students' attainments and achievements, of the counselling processes in order to ensure that the beliefs and practices of these processes are actually effective.

Area of improvement								
Initiatives	Activities	The implementation period		Resources required	Performance indicators	Responsibility for implementation		Responsibility for follow-up
		From	To			Basic	Support	
1. Update online registration in compliance with departmental needs as well as ministry of higher education most recent requirements	Revise the online application and guidelines	1435	1436	Letter to be send to the deanship of admission and registration	Revise online registration	The Admissions Manager	Registration and admission	Dean of the college
2. Need to supply the student record system with all the up-to-date statistical data required for planning, reporting and quality assurance.	Regularly provide the student record system with updated statistical data.	1435	1436	Letter to be send to the College examination committee	Update statistical data.	College's examination committee	quality assurance	Dean of the college
3. Both the students and the staff-members should be familiar with the Appeal and grievance procedures.	Organize Forums and workshops	1435	1436	Letter to be send to the deanship of admission and registration	Enhance the awareness about appeal and grievance procedures	deanship of admission and registration	students and the staff-members	Dean of the college
4. Monitor effectiveness and relevanc of services t	Surveys of student usage	1435	1436	Letter to be send to the Head of	Monitor effectiveness of student	Staff members	evaluation and feedback for	Head of department

evaluation a feedback.	and satisfacti on			departme nt	services		quality assuranc e	

Evidences

- Clear information about program requirements and criteria for admission and program completion are readily available for prospective through the deanship of admission and registration on the following website: http://mu.edu.sa/en/deanships/deanship-admission-and-registration/requirements-admission

- There are many Services provided by the Deanship of Admission and Registration (http://mu.edu.sa/en/content/services-provided-deanship-admission-and-registration):

1. **Admission, Internal Transfer, External transfer to outside the university, change of specialization and identify the tracks.**
2. **Automatic registration for students, deletion, addition, Apology, withdrawal from university and course apology.**
3. **Student Services that include: University ID cards, letters of identification, medical reports and files.**

4. Students' remunerations that are periodically and regularly paid.

5. **Documents & Graduates Affairs.**
6. **Teaching Staff Portal.**
7. **Male & Female Students Portal. The benefits of these services are for all the university regular students**

- Student Handbook is available for every student via webpage (http://mu.edu.sa/en/colleges/college-science-al-zulfi/students-services). This Handbook can be guide to academic requirements, our residential system, and the many activities that take place outside the classroom. You will also find in these pages the broad outlines of the concentrations and secondary fields offered by the College. Importantly, the Handbook clarifies the values and standards we hold as a community and that we expect you to honour in your conduct as a student in the College.

- **Enrollment and Registrations are available via webpage (**http://mu.edu.sa/en/colleges/college-science-al-zulfi/students-services**)**This list forms a committee to follow up the application of the Regulations called (the Standing Committee of anti-smoking) headed by Vice-President of the University and following entities

- **Implementation Rules of Undergraduate Study and Examinations** are also **available via webpage (**http://mu.edu.sa/en/colleges/college-science-al-zulfi/students-services**)**The University Council determines the number of students to be admitted for the upcoming academic year on the basis of the recommendations presented by the College Councils and the respective departments at the college
- **Discipline Regulations** are also **available via webpage(**http://mu.edu.sa/en/colleges/college-science-al-zulfi/students-services**)**

  Based on the Royal Decree number 8/M on 1416/6/4AH. High Board of Ministry of High Education has decided to be set with the following Articles for violators of the laws and regulations, which are in force in the University

- **The By-Law of Study and Tests for the University Stage**

  Amended by the decree of the University Council No"14/62/1432" decided on the sixty second session of the Council of Higher Education held on 29/12/1431 corresponding 5/12/2010 ,honored by the sanction of the Custodian of the Two Holy Mosques, the Prime minister , and President of Higher Education Council.

KPI's.H.5 Physics Program Key Performance Indicators Table

Standard 5 Student Administration and Support Services	**S5.1**	**14. Ratio of students to administrative staff**	**7:1**	**10:1**	**9:1**	**N/A**		**7:1**
	S5.2	15. Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services.	N/A	N/A	N/A	N/A		**N/A**

	S5.3	**16. Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five point scale).**	**90%**	**78% 3.9/5 *****	**65%**	**53%**		**90%**

11 Standards and 33 KPIs Programs and Institutions are to complete 70% of the NCAAA KPIs.

Standard 6

Learning Resources
(Overall Rating **** Stars)

Learning resource materials and associated services must meet all requirements of the program. The courses offered within it and accessible when required for students in the program. Information about requirements must be available by teaching staff in sufficient time for necessary provisions to be made for required resources, staff and students must be involved in evaluations of what is provided. Specific requirements for reference material, on-line data sources for computer terminals and assistance in using this equipment will vary according to the nature of the program and the teaching approaches

Report on subsections of standard (6)

This report is written mainly based on the information and practices related to the library of the college of science in Al-Zulfi. Some results might differ from the Majmaah University Self-Study Report, since the latter is a comprehensive report that deals with all MU libraries.

6.1 Planning and Evaluation:

6.1.1 Teaching staff responsible for the program and for courses within it regularly provide advice on materials required to support teaching and learning.

The course specifications were written so that all references and textbooks are up to date. However, faculty members review their course specifications and course reports at the end of each semester. Their updates, if needed, should include any suggestions to change references and textbooks (see Annexes H.6.1.1.1 and H.6.1.1.2). Any suggested updates will be discussed and reported in a department meeting (see Annex H.6.1.1.3).

6.1.2 Teaching staff and students participate in user surveys dealing with adequacy of resources and services, extent of usage, and consistency with requirements for teaching and learning

The deanship of libraries affairs has provided many surveys on the website of MU. These surveys deals with measuring the satisfaction of the users about: the quality of the service (see annex H.6.1.2.1), the database

provided (see annex H.6.1.2.2), Saudi digital library (see annex H.6.1.2.3), books available (see annex H.6.1.2.4), and newspapers and magazines available (see annex H.6.1.2.5).
All of these surveys are provided in Arabic language. To ensure better services to all faculty members the surveys must be in English too. In addition, the surveys need to be revised periodically in terms of the type and format of questions asked.
Teaching staff and students are not fully aware of the surveys, which explains the reason behind the small number of participants, if any, who fill these surveys. Librarians should require the filling of these surveys by sending a reminder e-mail or distributing the surveys on the students when visiting the library.

6.1.3 Data on the extent of usage of learning resources for the program should be used in evaluations of learning and teaching in the program.

Due to the lack of data collected from the surveys mentioned in practice 6.1.2, this practice needs critical improvement. This must be done by collecting surveys, analysing it, and then reporting the data to the concerned departments.

6.1.4 In addition to participation in surveys program administrators and teaching staff should have opportunities to provide input to evaluations of forward planning for resources and services.

Based on the feedback collected from the impression of the teaching staff during their teaching process and based on the results obtained from the e-learning resources, an additional input to valuations of forward planning for resources and services could be suggested. This practice, however, is not active and need to be stressed upon. It is the responsibility of the department to activate this practice.

6.1.5 Teaching staff provide regular advice on material that should be held in the library to ensure access to necessary materials and this advice should be responded to appropriately.

This practice is a result of the previous two practices 6.1.3 and 6.1.4, the weakness in the upper two practices reflects the performance of this practice. Although, course specification and course reports deals with the suggested new materials, the correspondences between the department and the library are not proper and need to be improved.

6.2.1 Library and resource canters and associated facilities and services should be available for sufficient extended hours to ensure access when required by users in the program.

The library in the college of Science, as all MU libraries, is open every working day from 8:00 am to 2:00 pm (see annexes H.6.2.1.1 and H.6.2.1.2)

6.2.2 Heavy demand and required reading materials required for the program should be held in reserve collections.

Not applicable at this stage.

6.2.3 Provision should be made for reliable and efficient access to on-line data-bases and research and journal material relevant to the program.

Newly integrated library software has been acquired in order to access the universally known online databases such as Saudi digital library. (See appendixes H.6.2.3.1 and H.6.2.3.2)

6.3.1 Orientation and training programs should be provided for new students and other users to prepare them to access facilities and services.

Based on the recent University Self-Study Report item 6.3.1, the center library hosts special tours for those who want to learn about library services and collections. However, and except for some individual efforts conducted by senior students and some faculty members, orientation does not practically take place in the beginning of the academic year or semester, to guide the new students to the library's location and its services provided.

6.3.2Assistance should be available to help users in conducting searches and locating and using information.

Library deanship affairs of MU offer many electronic services to its users. Examples of these services are:

1) Electronic catalogue. (See appendix H.6.3.2.1)
2) Electronic database. (See appendix H.6.3.2.2)
3) Saudi Digital Library. (See appendix H.6.3.2.3)
4) Loan service and e-booking. (See appendix H.6.3.2.4)

In addition, at least 3 employees exist regularly in the library to assist faculty members and students in conducting searches and locating and using information.

6.3.3 A reference service should be provided through which in-depth questions can be answered by qualified librarians.

Qualified librarians are present all the time and can answer all questions asked by the users regarding how to use the library’s facilities. They can also help users how to search for books and references in the e-library. For

questions at any time a contact information of a reference service is provided (see annex H.6.3.3.2)

6.3.4 Electronic and/or other automated systems with search facilities should be available to assist in locating resources within the institution and in other collections.

The library is provided with equipment that helps in electronic search of references. See the website of the electronic catalog (http://maktabat.mu.edu.sa/).

6.3.5 Teaching staff and students in the program should be kept informed about library developments such as acquisition of new materials, training programs, or changes in services or opening hours.

This practice needs improvement. Communication between the library and faculty members is relatively weak except for some individual practices.

6.1.1 Adequate books, journals and other reference material including on line resources should be available to meet program requirements.

The book list provided by the library (see annex H.6.4.1.1) contains many of the basic books and textbooks required for the program requirements in addition to the hundreds of reference titles in both Arabic and English languages. Saudi Digital Library (see annex H.6.2.3.2) is another on line resources that provides thousands of useful books, journals and other reference materials to both faculty members and students. Open access to internet is also available in the whole building for everyone.

6.1.2 Up to date computer equipment and software should be available on a sufficient scale to meet program requirements to support electronic access to resources and reference material.

Computers with internet, printing and scanning facilities are available in the library for the students use. Physics department has also provides a Computational Physics laboratory that is equipped with up-to-date computers, software and internet facility to Physics students. Classrooms are all equipped with computers and internet connections.

6.4.3 Books and journals and other materials should be available in Arabic and English (or other languages) as required for the program and associated research.

See practice 6.4.1.

6.4.4 Sufficient facilities should be provided for both individual and small group study and research as required for the program.

Physics department is equipped with 8 undergraduate laboratories, 1 computational physics laboratory, 2 research laboratories and a conference room. The facilities are quite sufficient for all Physics students.

Evidence

Practice Number	Evidence
6.1 Planning and Evaluation	
H.6.1.1.1 **H.6.1.1.2** **H.6.1.1.3**	- Course specifications. - Course reports. - Meeting agendas of the Physics department regarding course revision and curriculum modification.
H.6.1.2.1 **H.6.1.2.2** **H.6.1.2.3** **H.6.1.2.4** **H.6.1.2.5**	http://eforms.mu.edu.sa/form/60 http://eforms.mu.edu.sa/form/62 http://eforms.mu.edu.sa/form/63 http://eforms.mu.edu.sa/form/66 http://eforms.mu.edu.sa/form/69
6.2 Organization	
H.6.2.1.1 **H.6.2.1.2**	MU libraries annual report, 1433/1434H Library deanship affairs introductory brochure (http://mu.edu.sa/en/deanships/ deanship-library-affairs/introductory-brochures)
H.6.2.3.1 **H.6.2.3.2**	- Unified electronic index for MU libraries ((http://maktabat.mu.edu.sa/) - Saudi Digital Library (www.sdl.edu.sa)
6.3 Support for users	
H.6.3.2.1 **H.6.3.2.2** **H.6.3.2.3** **H.6.3.2.4**	- Electronic catalogue (http://mu.edu.sa/en/deanships/deanship-library-affairs/electronic-catalog) - Electronic database (http://mu.edu.sa/en/deanships/deanship-library-affairs/electronic-databases-0) - Saudi Digital Library (www.sdl.edu.sa) - Loan service and e-booking (http://mu.edu.sa/en/deanships/deanship-library-affairs/loan-service-and-e-booking)
H.6.3.3.1 **H.6.3.3.2** **H.6.3.3.3**	- Provide documents of all training courses of the librarians. - Contact information of a reference service is provided on the following website (http://mu.edu.sa/en/deanships/deanship-library-affairs) - See the electronic guide on the website (http://mu.edu.sa/en/deanships/deanship-library-affairs/electronic-guide)
H.6.3.4.1 **H.6.3.4.2**	- The library is provided with equipment that helps in electronic search of references. - See the website of the electronic catalog (http://maktabat.mu.edu.sa/)
6.3.5	--

6.4	Resources and Facilities
H.6.4.1.1	- Book list.
H.6.4.2.1	- Physics Lab. Guide

6.1 Planning and Evaluation

- Continue to increase the size of the collection particularly in the area of electronic reference resources
- Although user surveys are posted on the website of the Deanship of Library affairs (http://www.mu.edu.sa/en/deanships/deanship-library-affairs/surveys), teaching staff and students are not aware of it. Librarians should require the filling of this survey by sending a reminder e-mail or distributing the surveys on the students when visiting library.
- There should be more focus on dealing with the data collected from the surveys, by assigning a special committee for analysing data and reporting results to the department.
- The link between the department and the library is weak, the department should correspond with the library on a regular bases to update it with the materials requires.

6.2 Organization

For the current assessment stage available practices are quite sufficient due to the small number of students involved in the program. An extended office hours of the library should be considered.

6.3 Support for users

- Student's orientation does not exist. Only individual efforts are conducted by senior students and some faculty members. Academic guidance unit must start an orientation week at the beginning of the academic year or semester, to guide the new students to the library's location and its services provided.
- Services and new materials provided by the library need to be declared, either by a workshop organized by the librarians or flyers or any update documentations.

6.4 Resources and Facilities

Periodic updating of books, journals, software programs and computers are required

Area of improvement								
Initiatives	Activities	The implementation period		Resources required	Performance indicators	Responsibility for implementation		Responsibility for follow-up
		From	To			Basic	Support	
6.1 Planning and Evaluation Continue to increase the size of the collection particularly in the area of electronic reference resources		Current	On-going process	Books, journals, magazines, electronic references …etc.	Increasing the number of references.	Library	Department	
Although user surveys are posted on the website of the Deanship of Library affairs (http://www.mu.edu.sa/en/deanships/deanship-library-affairs/surveys), teaching staff and students are not aware of it. Librarians should require the filling of this survey by sending a reminder e-mail or distributing the surveys on the students when visiting library.	Faculty members and students must be directed to fill up the related surveys.	Current	On-going process		Filled surveys by faculty members and students.	Library	A committee assigned by the department to analyse data	
There should be more focus on dealing with the data collected from the surveys, by assigning a special committee for analysing data and reporting results to the department.	The assigned committee should collect and analyses the data gathered from the surveys.	Current	On-going process		Data analysis of the filled surveys must be shown.	A committee assigned by the department to analyse data	Department	

Faculty members should use their feedback from the classical and e-learning techniques, to suggest new inputs to evaluations of forward planning.		Current	On-going process		Reports provided by the department.	Department	Department	
The link between the department and the library is weak, the department should correspond with the library on a regular bases to update it with the materials requires.		Current	On-going process		Frequent corresponding between library and departmnt should exist.	Library and departm ent	--	
6.2 Organization Extended office hours of the library should be considered.		Current	On-going process		Extend office hours.	Library		
Support for users Student's orientation does not exist. Only individual efforts are conducted by senior students and some faculty members. Academic guidance unit must start an orientation week at the beginning of the academic year or semester, to guide the new students to the library's location and its services provided.	During the first week of study students will be gathered in the orientation day or week to explain to them all information needed to start their academic life.	Beginning of each semester			An orientation week should be implemented.	College administrate-ion and departm ent	Academic guidance unit.	

Services and new materials provided by the library need to be declared, either by a workshop organized by the librarians or flyers or any update documentations.		Current	On-going process		Flyers or any documentation should be provided.	Library	Department	
6.4 Resources and Facilities Periodic updating of books, journals, software programs and computers are required annually.		Current	On-going process		Periodical reports from the department and library should be provided.	Library and department	College administrate-on.	

Standard 7

Facilities and Equipment
(Overall Rating_4_ Stars)

Adequate facilities and equipment must be available for the teaching and learning requirements of the program. The use of facilities and equipment should be monitored and evaluated regularly through other teaching staff consultations.
Much of the responsibility for this standard may be institutional rather than program administration. However, the program is responsible to assess the quality of this standard. In this standard analysis should be made on matters that impact on the quality of delivery of the program. These matters would include, for example, adequacy of classroom and laboratory facilities, availability and maintenance of equipment, appropriateness for the program of scheduling arrangements, and availability, maintenance, and technical support for IT equipment in meeting program needs.

Provide an explanatory report about arrangements for the provision of facilities and equipment for the following sub-standards: Annex Facilities at Department of Physics include sufficient space and state-of-the-art technology which allow Department t of Physics to deliver efficient learning and high quality research-centered teaching through a variety of instructional methods and approaches in a conducive learning environment, In addition, it has a good use of these facilities and equipment which enable students to take responsibility for their own learning. The use of these facilities and equipment are assessed regularly in terms of their suitability for all stakeholders, i.e. students, faculty members.

Comments and a general description of good practice: The facilities must provide a consistent, safe, and attractive healthy environment for students. Faculty members and all those involved in the educational institution must conform to the terms of the normal planning and construction; those meet all teaching- learning high quality requirements.

Educational institution must relay the use of facilities; there are procedures to ensure conversion utilities to use a few purposes after doing the necessary arrangements for the protection of valuable equipment and easy disrepair.

In the programs that require laboratories or technical equipment which include computing facilities must be provided of effective maintenance and include regular maintenance schedules. There must be a technical support that must be available at any time of emergency; in case of any equipment breakdown.

It must provide the classroom needs of all media to support an effective learning with appropriate technical support.

Evidence and performance indicators can be obtained to provide evidence high quality facilities; equipment; software and documentation for a well-planning process, The polls for user satisfaction and the availability of equipment offer similar programs compared to other educational institutions, as well as , it offers direct observations by the evaluator.

Providing assessments of the status of equipment and maintenance schedules information about the quality and maintenance of the facilities and infrastructure. Regulations and codes of conduct for the use of facilities and equipment are expensive evidence on the quality of management practices such as facilities, equipment, and security arrangements. Performance indicators and available statistics on crashes devices are compared to the availability of equipment in the educational institution to those found in other similar institutions.

Report on subsections of the standard:

Policy and Planning: Representatives must participate in the program planning process for the provision of facilities and equipment and maintenance, and to ensure the development of appropriate specifications for the needs of the program. Checking the provision of facilities and equipment balance between the needs of the program and policies of the educational institution in order to ensure compatibility of systems and resources available. (**H.7.1.1).**

Optimization

The University provided our department a number of laptops and every faculty member in our department has a laptop computer. In addition, it provides a number of desktop computers to ensure work continuity. So that, they can avoid some expected faults.

The Department of Physics Council is frequently consulted by all faculty staff of what to purchase approved books which are planned to be taught in the program .Then, compile all the books to be submitted to Dean to take the approval. P.S textbooks should be published after 2010 is taken in consideration**. (H.7.1.2)**

Documenting all maintenance records for faculty members to avoid faults and to keep a high quality teaching process.

Committee's recommendation

Faculty members should be consulted seriously before buying the facilities and equipment. It should make a timetable for the procurement processes and equipment to be clear to all faculty members. **(H.7.1.3)**

Laptops must be replaced every 5 years to go over the software difficulties and to specify special drivers for the Department of Physics program.

Providing a sufficient number of important equipment to ensure quality such as photocopiers, scanners, regular printing machines and colourful printers.

Quality of and Adequacy of Facilities

Facilities and equipment must have a high degree of quality with the use of effective strategies to assess the adequacy of the need for the program, quality and some other related services.

Optimization

Security and Safety Unit Committee at the Department of Physics constructed a full inventory of equipment contents and facilities belonging to faculty members, students and workers. They built a new administration which moved it to the beginning of the academic year 1432 - 1433 H and it constructs illustrative maps for faculty offices, classrooms for the department, a public library and the mosque to facilitate the process and make it accessible to them. (**H.7.2.1)**

Creating computer Lab. was for the students in the Physics program and prepares a place for students to receive counselling from the privacy of faculty.

Committee's recommendation

The feedback of operations must be continued to assess the quality of the user based on the adequacy, quality of facilities. In addition to specific mechanisms to deal with these views and respond to them.

Must be continued with the operations which improve facilities for students, staff and faculty members with physical disabilities**. (H.7.2.4)**

The following table demonstrates a side of the main learning facilities in Department of Physics:

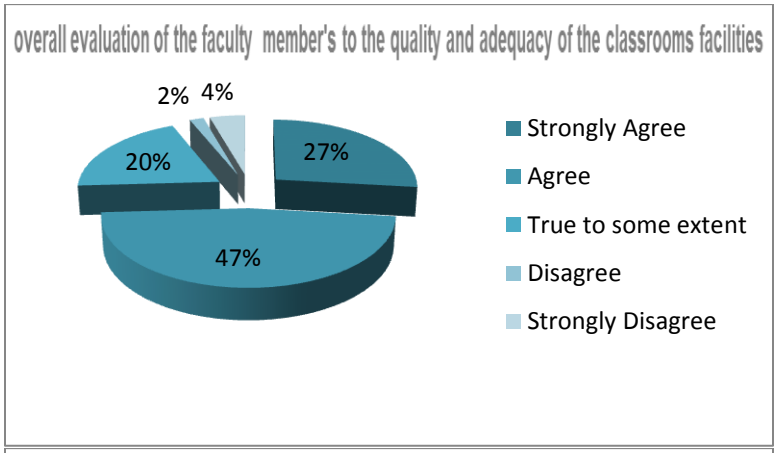
Class rooms	Physics Lab.	Video conference room
*5	9	1

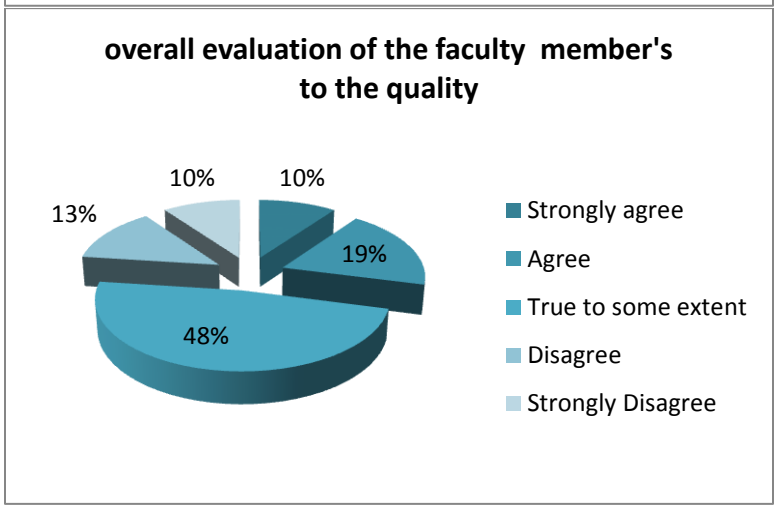
*7 of them are equipped with smart boards. Besides that, each faculty member has a special office equipped with a PC with required software. (**H.7.2.3)**

Figures **|H7.1 and H7.2** show the overall evaluation of the faculty member's to the quality and adequacy of the classrooms facilities at Science College at Majmaah University and KSU and its tables. These data are published onto each University Website.

Strongly Agree	Agree	True to some extent	Disagree	Strongly Disagree
30	53	22	2	5
Strongly agree	**Agree**	**True to some extent**	**Disagree**	**Strongly Disagree**
10	19	48	13	10

Figures |H7.1 and H7.2





As part of the Questionnaire for faculty's assessment for the College Readiness for the first semester of the academic year 1435/1436H assured that the classrooms and laboratories they use were ready for faculty members.

Safety requirements

1- The Safety and Security department in the University provides security systems and guards to secure the facilities, cameras are available thought the facilities with 24 hours monitoring.
2- Fire evacuation policy and fire drills are practiced in all places.
3- First aid kits are available in all faculties.
4- The College has emergency plans, safety signs, emergency exit signs and laboratory safety manuals.

Management and Administration

Management must have facilities, equipment and support services to ensure effective use of the facilities available.

All equipment's in the Department as well as those with the faculty members are recorded in lists in the main store in the University. **(H.7.3.1)**

The maintenance of this equipment is available through the main workshop in the University, as well as, the workshop in the College. Equipment which is out of service can be replaced according to the University regulations. **(H.7.3.2)**

Security systems are available to protect privacy of sensitive personal and institutional information against electronic threats. Moreover, the security of the equipment's is monitored electronically, as well as, through the security men who are available 24 hours on all exit gates in the buildings of the College.

Cleaning services for the infrastructure in the Department as well as getting rid of the wastes are available and effective.

Optimization

The college staff completes lists of equipment for the department with the provision of cleaning and waste disposal adequate and effective.

The department committee constructs tabulator procedures for utility regulations to cope with what the department plans to serve most of the scientific departments in the branch and the whole University.

Committee's recommendation

Must be following specific accurate procedures to assess the state of equipment on a regular basis with the provision of the actual maintenance branch with the possibility of substitution in the case of strong breakdown.

The main equipment needed for the research purposes for all faculty members in the Department of Physics are PC computers, which are available for all faculty members in their offices, and uploaded with required software and connected to internet specific points. Moreover, these requirements are available in the computer Labs. In the Department.

Information Technology

Computers, software, related support service exists are suitable for the program and can be managed to ensure optimal use, effective and safe to them. IT department was an area of improvement in the past. So, it is one of the priorities of the strategic plan. Working in accordance with the strategic plan, significant additions and enhancements were successfully implemented like: **(H.7.4.1)**

1) Install the latest hardware.
2) Network infrastructure.
3) Internet bandwidth expanded and services upgraded.
4) An upgrade to smart classrooms throughout the University.

Each faculty member is provided with a laptop computer and the College is supported with a wide wireless internet service. Technical Support is provided around the clock. Security systems are in appropriate places to protect the privacy of sensitive personal and institutional information and to protect against any external introduced viruses.

Optimization

The College provides all faculty members with portable computing devices providing some special services as smart boards. **(H.7.4.2)**

The College created a computer lab to a special section so that all students of the program are associated to the use of automated ancestry and Internet. **(H.7.4.2)**

The College provided for each faculty member speed Internet.

The Department of Physics organizes some technical workshops among faculty members about how to use some websites to improve e-learning. **(H.7.4.2)**

Committee's recommendation

Opportunities for faculty must be available to present their views regarding the plans for the purchase, maintenance and replacement of equipment and software in the enterprise.

Evaluation of facilities and equipment for the program

1- Computer Labs. Are equipped with computers and software.

2- Classrooms equipped with both blackboards and smart boards.

3- Existence of Video conference rooms.

4. Existence of information security systems against electronic threats.

Comment:

Students' residence must be given some attention. The Administration of Supplies must control students' residence by implementing database inventories.

KPI's H.7

Standard 7 Facilities and Equipment	**S7.1**	**20. Annual expenditure on IT budget, including: a) Percentage of the total Institution, or College, or Program budget allocated for IT; b) Percentage of IT budget allocated per program for institutional or per student for programmatic; c) Percentage of IT budget allocated for software licenses; d) Percentage of IT budget allocated for IT security; e) Percentage of IT budge allocated for IT maintenance.**	**N/A**	**N/A**	**N/A**	**N/A**		**N/A**
	S7.2	21. Stakeholder evaluation of the IT services. (Average overall rating of the adequacy of: a) IT availability, b) Security, c) Maintenance, d) Accessibility e) Support systems, f) Software and up-dates, g) Age of hardware, and h) Other viable indicators of service on a five- point scale of an annual survey.)	90%	76% **3.8/5** *****	N/A	N/A		**90%**
	S7.3	**22. Stakeholder evaluation of a) Websites,**	**90%**	**74% 3.7/5 *******	**N/A**	**N/A**		**90%**

		b) e-learning services c) Hardware and software d) Accessibility e) Learning and Teaching f) Assessment and service g) Web-based electronic data management system or electronic resources (for example: institutional website providing resource sharing, networking & relevant information, including e-learning, interactive learning & teaching between students & faculty on a five point scale of an annual survey).						

Area of improvement

Initiatives	Activities	The implementation period		Resources required	Performance indicators	Responsibility for implementation		Responsibility for follow-up
		From	To			Basic	Support	
1. - Work to provide the department with the latest equipment, which had to be employees of the program to	Provide the Administration with the requirements of the program.	10/10/1435	8/10/1436 H	17 desktop 17 printing machine 8 smart Whiteboard tools 1 Copier quality 1 scanner	Provide the required needs.	quality unit	resources and equipment committee	Head of department

achieve its objectives.								
2. Prepare a plan, in cooperation with the competent authorities to develop and maintain and preserve the devices department	A Committee of members of the program with a mandate to prepare a plan in cooperation with the competent authorities.	10/10/1435	8/10/1436 H	Provision of spare parts and cables for the smart Board while providing all the necessary teaching resources	A maintenance plan and follow-up, and stick to them.	quality unit	resources and equipment	quality unit
3. Provide Labs and classrooms for all the decisions of the program achieve goals set equipped.	Raise the request to the competent authorities of these requirements and follow up is required.	10/10/1435	8/10/1436 H	Following completion of the processing plant for students suffice students associate math program	Provide Labs and classrooms for all the decisions of the program corresponding to the needs of the program.	quality unit	resources and equipment	quality unit

4. Place the maintenance plan and the development of the periodic review and evaluation.	Flexible date for the periodic evaluation of the plan, the end of the semester, for example, and stick to it.	10/10/1435	8/10/1436 H	Provide tools and smart Board cable, and retained when the Secretary of the section to facilitate routine maintenance	Evaluation of total assessment plan	quality unit	resources and equipment	quality unit
5. seek to know the scientific research equipment and facilities and circulated to faculty and students in the program can take advantage of them.	Contact the competent authorities to obtain information.	10/10/1435	8/10/1436H	Bulletin of the latest computer hardware and software for math courses	Provide this information and take advantage of them.	quality unit	resources and equipment	quality unit
6. To	Select	10/10/1	8/10/14			qu	resourc	quality

provide effective substantive support to the employees of the program and its students.	the technical support at the University and make it available to staff and students	435	36		Measuring the degree of satisfaction of beneficiaries of services.	ality unit	es and equipment	unit
	Provide the competent authority with feedback on the performance of the services provided by the technical support department to upgrade their performance.	10/10/2012	10/8/1434	Effective communication after graduation and opened ways for the solution of problems faced by employees of the Department after graduation		quality unit	resources and equipment	quality unit

Standard 8

Financial Planning and Management
(Overall Rating_3- Stars)

Rating 3 Stars)

Financial resources must be sufficient for the effective delivery of the program. Program requirements must be made known sufficiently far in advance to be considered in institutional budgeting. Budgetary processes should allow for long term planning over at least a three year period. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.

NOTE: we have copied this standard from the university self-study due to the shortage of information

Much of the responsibility for this standard may be institutional rather than program administration. However, the program is responsible to assessing the quality of this standard. In this standard the effect of financial planning and management arrangements on the program should be analysed, as well as matters that are carried out by program administrators themselves.

Provide an explanatory report about recruitment and other employment activities for the following sub-standards:
8.1 Financial Planning and Budgeting

8.2 Financial Management

8.3 Auditing and Risk assessment
The University Council oversees and is ultimately responsible for the University's financial affairs. Financial Directorate, Budget and Follow up Directorate, and Procurement and Storage Directorate run day to day responsibilities of the University's financial affairs.
They all report directly to the Vice Rector. The financial planning is under the Developmental Planning Directorate. It reports directly to the Vice Rector for Development and Quality.

Process for the Preparation of the Report

The following process was followed for preparation of this report on financial planning and management at MU:
1. A committee was formed from two male and one female.
2. Tasks were identified, and the list of evidences necessary for the compilation of the report brought together.
3. The committee meets weekly to discuss the framework for writing the report and collecting the evidences.
5. Reviewed official documents related to the financial management and planning.
6. Conducted interviews with the staff concerned with budgeting, financial planning and management.
7. The star rating of the self-evaluation scales were based on the analyses of the data which is collected.

8.4 Institution specified Key Performance Indicators

1. Total operating expenditure (other than accommodation and student allowances) per student (NCAAA 23 – Amount and level achieved)
2. Operating expenses in the library system, computers and information center in proportion to the total number of fulltime students (SR per capita)
3. Evaluation of risk management practices as implemented (Means average and Level achieved based on survey)

Describe the processes used to consider quality of performance in relation to this standard.

8.1 Financial Planning and Budgeting

8.1.1 Budgeting and resource allocations in the institution, college or program should be aligned with the mission and goals of the institution, college or program and strategic planning to achieve those goals.

The Executive Rules for Financial Affairs (see Annex H.8.1.1) issued by the Decision of the Higher Education Council No. 6/2 dated 11/6/1416h and approved by the Royal Order No. 7/B/9045 dated 27/6/1416H. Article 2 of Chapter one of the Executive Rules stated that the University revenues consist of the following:

1. State allocated budget.
2. Funds from individuals in the form of donations, and endowments.
3. Revenues from the University owned property

The state allocated budget is the largest component of the University income. However, the University is working to develop strategies to diversify revenue through a range of activities to reduce its dependence on a single funding source. University has a desire to create management in the future for the development of its financial resources. The Higher Education Fund established in 2000 aims to diversify the sources of funding and their development mechanisms to enable the Saudi universities to further rationalize and manage the rewards, invest their money, benefit from the proceeds of the provided services and the contributions of the private sector in financing scholarship programs and centers in the framework of these universities. Standard 8 of this report elaborate on research grants, contract income and academic services rendered by the University to external parties respectively.

Executive Rules for Financial Affairs at the University (Articles # 4) states that the University allocated budget has four expenditure sections:

- Section one: Salaries, allowances and wages
- Section two: Operation expenditures
- Section three: Programs and contracts of maintenance, cleaning and guards
- Section four: Projects

Table H.8.1 shows the comparison between the university goals, outlined in its three – year-plan (1433- 1436), enclosed hereunder, and the locations of financial resources across the 1433/1434H fiscal year budget, enclosed hereunder, which shows that these allocations are compatible with the
University goals.

Table H.8.1. Goals of the University and corresponding budget items for 1433/1434H.

Thousands of riyals

Goals of the University	**Items**	**allocations**
The first strategic objective; Provide a service academy on a high degree of quality and accreditation, in accordance with the requirements of national and international, for the development of the competitiveness of the students and university students in the	Salaries, allowances and wages	**123500**
	Operation expenditures	**197366**
	Programs and contracts of maintenance, cleaning and guards	**27034**
	Projects	**145183**
	The grand total	**493083**

labour market, thereby contributing to building community partnership**.** **The second strategic objective:** The development of human and intellectual ability of the University (quantity and quality) to achieve high levels of quality and excellence in the fields of the future of education, scientific research, and community service **The third Strategic Objective:** Raise the efficiency of institutional performance, and the development of infrastructure and technical environment to support the transformation of electronic transactions including university position to achieve its mission and objectives. **The fourth strategic Objective:** The expansion of economic development for the University to meet the requirements of sustainable development for the local environment.		

It is evident from the above that budget allocated to the Operation expenditures received a large proportion of last year's budget. This is in alignment with the mission and goals of the university in providing the first Strategic Objective .The second priorities is projects and this is in alignment with the mission and goals of the university in providing the third Strategic Objective.

Be established within a framework of long term revenue and expenditure projections, which are progressively adjusted in the light of experience.

Preparation of the University draft budget is a financial plan including estimations of required expenses and requirements of financial resources for the operation of all the University units and departments. A letter from the Ministry of Finance includes the date set for the submission of the University draft budget for the next year to the Ministry (Annex H8.1.2.1: Copy of the Draft budget).

In the light of that the General Directorate for Planning, Budget, and Follow-up prepare

the proposed budget for the next fiscal year.

They are guided by the University's operation plan, which is prepared by the Development and Planning Directorate, based on their consultations with the University's organizational units. The approved plan is announced by the Ministry of Economy & Planning.

8.1.3 Budget proposals of the institution, college or program should be developed by senior academic and administrative staff in consultation with cost centre managers, carefully reviewed, and presented to the governing body for approval.

The first of the budget preparation steps involves consultation with the organizational units including- but not limited to- the University Vice Rectors, Projects General Department, Financial Department, Procurements General Department, Deanship of Faculty and Staff Affairs. This process helps to ensure the adequacy of funds for programs and services to be provided for the next year. During the budget preparation, consultation with the Rector and Vice Rector is maintained to obtain their guidance. The draft budget with a brief memorandum on it will be submitted to the University Council for approval. Once the proposal is approved by the Council, it will be submitted to the Ministry of Finance with copies of the same to the Ministry of Civil Service and the Ministry of Economy & Planning. A date will be set for discussing the draft budget with the Ministry. The Directorate has to prepare all required data for holding discussions on the budget proposal with the Ministry of Finance. After the University budget is approved, it is announced and disseminated. In this regard, the University has formed a standing committee called the Committee for the preparation of the budget and the follow-up clauses consists of ten members, headed by general supervisor of the administrative and financial affairs(Annex H8.1.4.1: Copy of the decree of the nomination of this committee).

8.1.4 Proposals for new programs or major activities, equipment or facilities in the institution, college or program should be accompanied by business plans that include independently verified cost estimates and cost impacts on other services and activities.

University units when need to buy equipment or facilities raises a purchase order for the financial management shows the expected cost of each item and the technical specifications for this item, then raise the financial management of this request in the form of tender, and by comparing the companies' offers are chosen offer the lowest cost and highest specifications.

It is required that for a proposed project or program to explain the expected cost and maintenance expenditure be explained. The department of financial affairs is considering the conducting of formal cost benefit and cost-effectiveness analysis for proposed projects and programs. The cost benefit analysis should extend to all goods or services that exceed a set monetary value to ensure efficient resource allocation.

8.1.5 The amount of financial resources available for the institution, college or program should be sufficient for quality programs offer, and if loans in the institution, college or program are used, the debt and liquidity ratios and cost equivalent should be monitored and benchmarked against commercial practice and equivalent ratios in other higher education institutions.

The University is not entitled to borrow funds to meet the unpredictable financial burdens. Funds provided for particular item should be used for those purposes only and

the University accountants verify that this has been occurred. If transfer between budgetary items is needed then it should be in accordance with previously agreed upon regulations, and it requires the support of the Ministry of Finance. At times this imposes some constraints on the University.

8.1.6 Ratios of expenditure on salaries and other major expense categories relative to total expenditure of the institution, college or program should be monitored allowing appropriate variations for colleges or departments with different cost structures.

The following table shows the distribution of salaries and allowances item and pay for the entire budget of the university for the fiscal year 1433/1434 AH, where it is clear that the salaries of civil servants representing 68%, and allowances of civil servants representing 24% .

It is worth mentioning that the total salaries and allowances item and wages accounting for 25% of the budget of the University during this fiscal year.

Thousands of riyals

The item	1431/1432	1432/1433	1433/1434
the salaries of civil servants	42800	36000	85000
allowances of civil servants	11421	19000	30000
Salaries cut	3308	5000	4500
Workers' wages	1970	8000	4000
Total	59499	68000	123500

Note: Table above shows that the total expenses increases by 81 percent from year 1432/1433 to 1433/1434. Moreover, projects' actual expenses increase by 75 percent for the same period.

8.1.7 Borrowing and other long term financing schemes of the institution, college or program should be used sparingly as a strategic financing strategy to improve capacity rather than to meet unanticipated short term operating costs, and financial planning should ensure that obligations can be met from projected additional revenue or from known existing revenue sources.

The University is not entitled to borrow funds to meet the unpredictable financial burdens. Funds provided for particular item should be used for those purposes only and the University accountants verify that this has been done. If transfer between budgetary items is needed then it should be in accordance with previously agreed upon regulations, and it requires the support of the Ministry of Finance. At times this imposes some constraints on the University

8.1.8 Budget proposals should support strategic priorities for the institution, college or program development and quality improvement with strategies developed to diversify revenue through a range of activities, which, while consistent with the charter and mission of the institution, college or program reduce its dependence on a single funding source.

University was established Prince Salman Institute, which aims to bridge the link between the university and the community of other units to provide services to the university academic and research expertise and training to achieve a fee for those units to their needs and aspirations, and develop the resources of the university financial and moral.

It also provides Deanship of Community Service and Continuing Education a number of educational programs and training to community views, as well as the establishment of the Women's Community Training Centre, which operates the diversity of sources of income for the university.

Deanship of Community Service and Continuing Education obtained the approval of the Ministry of Civil Service to establish nearly thirty educational programs in various scientific disciplines and professional, has begun the deanship in collaboration with academic departments in the college planning and implementation of those programs.

Distribution of programs between educational and training programs and numbered about (16) program, and reached the number of beneficiaries during the past three years (about 8840), student, and community service programs such as the management of creative problem solving, and effective marketing for charitable projects, and differentiated management for charitable work.

8.2 Financial Management

8.2.1 Oversight and management of the institution, college or program budgeting and accounting functions should be done by a business or financial office or senior faculty responsible to a senior manager or dean.

Financial delegations are clearly specified in article # 9, 10 and 11 of the statutes governing the financial affairs in universities and the rector's decree.

And in this regard, and in furtherance of that has issued Rector administrative decision No. (696) for the year 1434 AH commissioned by the supervisor to manage the budget of the General Administration for Administrative Affairs and Finance. (AnnexH8.2.1.1: Rector decree).

8.2.2 Sufficient delegations of spending authority should be given to managers of organizational units within the institution, college or program for effective and efficient administration.

The Finance Department manages and supervises the independent accounts of the University (endowments, abundances, research chairs…etc.). (AnnexH8.2.2.1: Rules and procedure of spending from independent accounts and payment mechanism).

8.2.3 Details of any financial delegations should be clearly specified, and conformity with regulations and reporting requirements confirmed through audit processes.

Financial delegations are clearly specified in article # 9, 10 and 11 of the statutes governing the financial affairs in universities and the rector's decree No (696). (Annex H.8.2.1). This is further supported by the Vice Rector’s letter Annex H.8.2.2) in which he delegates some of his powers, including the delegation of authority, to the General Manager of Finance Department to supervise all the University financial affairs and apply all the governmental accounting procedures to its financial transactions.

8.2.4 Cost centre managers of institution, college or program should be involved in the budget planning process, and be held accountable for expenditure within approved budgets.

The main task of the Accounting Division at the Financial Directorate is to ensure that funds provided for particular purposes are used for the same purposes and verify that this has occurred. The Finance Directorate submits a quarterly report on expenditure and commitments against budgets with reports prepared for each organizational unit and for the University as a whole.

Directorate submits a quarterly report on expenditure and commitments against budgets with reports prepared for each organizational unit and for the University as a whole. The report also discusses any discrepancies between projected and actual expenditure. As Executive Rules for Financial Affairs at the University articles # 30, the University Council, based on the Rector's nominations, should appoint a financial accountant. The accountant's main task is to review the University accounts and submit a quarterly report to the Rector. In addition, the account should submit annual report on the financial

Position of the University within two months after the end of the financial year.

8.2.5 There should be accurate monitoring of expenditure and commitments against budgets with reports prepared for each cost centre and for the institution, college or program as a whole at least once each semester.

The accountant's main task is to review the University accounts and submit a quarterly report to the Rector. In addition, the accountants should submit annual report on the financial position of the University within two months after the end of the financial year. As per article # (38) of the statutes governing the financial affairs in universities, accounting systems at universities should comply with the financial instructions of budgeting and accounting, contain all requirements of internal control, and help provide the governing body and competent authorities with the reports required. These procedures ensure that the University accounting systems comply with accepted professional accounting. The university report of financial situation of the budget each month stating the item, the appropriation and transfers him and him and dependence after transfers and expense and the remaining count and rates of exchange, and attach a statement of the financial situation of the budget for the year 1434/1435 AH dated 13-8- 1435H.

8.2.6 Any discrepancies from expenditure estimates should be explained and their impact on annual budget projections assessed.

Directorate submits a quarterly report on expenditure and commitments against budgets with reports prepared for each organizational unit and for the University as a whole. The report also discusses any discrepancies between projected and actual expenditure.

8.2.7 Accounting systems should comply with accepted professional accounting standards and as far as possible attribute total cost to particular activities.

As per article # 38 of the statutes governing the financial affairs in universities, accounting systems at universities should comply with the financial instructions of budgeting and accounting, contain all requirements of internal control, and help provide the governing body and competent authorities with the reports required. These procedures ensure that the University accounting systems comply with accepted professional accounting

8.2.8 Funds provided for particular purposes should be used for those purposes and the accounting systems should verify that this has occurred.

University Finance Directorate checks the expenditure to ensure that expenditures are within the limits allocated.

University point service does not aim to make a profit and serves the major free so there is no urgent need for the establishment of centers of costs, but receive the General Administration of Administrative Affairs and Finance a confidential letter from the units

that require machines and equipment by the approximate costs and technical specifications, and prepare that speech basis in comparing offers from companies
Currently the University is examining the possibility of creating costs centers where departments contribute more to the formulation of the college budgets and monitoring expenditure.

8.2.9 Where possibilities of conflict of interest exist or may be perceived to exist, the persons concerned should declare their interest and refrain from participation in decisions.

Where possibilities of conflict of interest exist, either actual or perceived, the persons concerned declare their interest and refrain from participation in decisions regarding financial affairs. Instead, decisions made must serve the public interest.

8.2.10 Financial processes should be managed so that carry forward provisions are sufficiently flexible to avoid rushed end of year expenditure or disincentives for long term planning

Article VI of the Rules of the Organization for Financial Affairs at universities provides that: the transfers between items or between sections of the budget will be according to the budget required by the decree . As Article VII that it is not permissible except in accordance with exchange on the link earlier, but the link may not be within the limits of the provisions included in the budget, or after the issuance of the decision of the competent authority modified. The director general of administrative and financial affairs raises when the desire to transport items between the speech of His Excellency the Undersecretary of the Ministry of Finance for the budget and the organization of the request for approval of this transfer (attached a request for transfer between items)

8.3 Auditing and Risk Management

8.3.1 Financial planning processes in the institution, college or program should include independently verified risk assessment.

The University financial affairs are subject to internal and external auditing processes. Internal auditing is carried out through the auditing division of the Finance Directorate. As Executive Rules for Financial Affairs at the University articles # 20 and 21, the University Council, based on the Rector's nominations, should appoint a financial controller. The controller's main task is to verify that all the financial transactions of the University conform to the Higher Education Council regulations and statutes. (Article #22). The Ministry of Finance scrutinizes the University allocated funds to ensure that funds provided for particular purposes are used for those purposes and conforms to the State financial statutes.

8.3.2 Risk minimization strategies in the institution, college or program should be in place and adequate reserves maintained to meet realistically assessed financial risks.

Budget & Follow-up ensure adequate reserves maintained to meet realistically-assessed financial risks. Planning processes include verified risk assessment albeit not to the standards expected of the University especially with the start of major new

funding programs and projects. However, plans have been prepared to improve risk assessment process (Annex H8.3.2.2: Copy of the Plan).

8.3.3 Internal audit processes in the institution, college or program should operate independently of accounting and business managers, and report directly to the Rector or Dean or chair of the relevant governing board committee.

Internal auditing is carried out through the auditing division of the Finance Directorate. As Executive Rules for Financial Affairs at the University articles # 20 and 21, the University Council, based on the Rector's nominations, should appoint a financial controller. The controller's main task is to verify that all the financial transactions of the University conform to the Higher Education Council regulations and statutes. (Article #22). In this regard, we annex the decision of Rector No. (900) dated 24/04/1435 AH commissioned by the Director of the Internal Audit (Annex H8.3.3.1).

8.3.4 External audits in the institution, college or program should be conducted annually by an independent government agency or a reputable external audit firm that is independent of the institution, college or program, its financial or other senior staff and members of the governing body.

The university budget, as other governmental body's budget, is subjected to external auditing by the General Auditing Bureau of Saudi Arabia which execute auditing on the state's revenues, expenditures, current and fixed assets and oversee the proper utilization and maintenance of these resources.

(Annex H8.3.4.1: Executive Rules for Financial Affairs at the University articles # 1).

Evaluation of **Financial Planning and Management**؛ Refer to evidence about the standard and sub-standards within it and ***provide a report*** including a list of strengths, recommendations for improvement, and priorities for action.

Summary

Evaluating MU's financial planning and management system showed that the University budgeting and resource allocation process reflects its mission and goals guided by its five-year plan. The state allocated budget is the largest component of the University's income. However, the University is encouraged to develop strategies to diversify revenue through a range of activities to reduce its dependence on a single funding source.

The General Directorate for Planning, Budget, and Follow-up prepares the proposed budget for the next fiscal year.

The main task of the Accounting Division at the Financial Directorate is to ensure that funds provided for particular purposes are used for the same purposes and verify that this has occurred.

The Finance Directorate submits a quarterly report on expenditure and commitments against budgets with reports prepared for each organizational unit and for the University as a whole.

The University monitors liquidity ratios continuously through the allocation book kept by its Finance directorate and considers variations between colleges and departments of different cost structures in terms of their allocations (salaries, wages, and allowances).

The University financial affairs are subject to internal auditing through the auditing division of the Finance Directorate and external auditing processes through the Ministry of Finance and General Auditing Bureau of Saudi Arabia.

Strengths:

1. Agreement accounting system used for the university with financial accounting standards generally accepted professionally.
2. Post an independent government agency or a reputable audit firm unrelated to the university in the financial audit of the accounts of the university

Areas Requiring Improvement

1. Inexperience university because it arising out of the University in determining their income and their agreement on the long-term.
2. There are no plans for the analysis and risk assessment.

Priorities for action

1. 1. Put the annual budget of the university through the framework of the scheme takes into account the expectations of the university about their income and spending in the long term, as well as modify these expectations on an ongoing basis in the light of the experiences of the growing university.
2. The presence of procedures and strategies for the analysis and risk assessment

Standard 9

Employment Processes
Overall Rating_4_ Stars

Teaching and other staff must have the knowledge and experience needed for their particular teaching or other responsibilities and their qualifications and experience must be verified before appointment. New teaching staff must be thoroughly briefed about the program and their teaching responsibilities before they begin. Performance of all teaching and other staff must be periodically evaluated, with outstanding performance recognized and support provided for professional development and improvement in teaching skills.

Report on subsections of the standard:

9.1 Recruitment

Majmaah University has clear formal recruitment processes. These processes deal with the employment of Saudi, non-Saudi and non-academic staff. On the University Website the detailed processes of recruitment are announced. (Annex 9.1.1).

At the departmental level, the Alumni affairs and employment committee discuss every documents and recommendations of candidate. This then has to be approved by the Department Council, then by the College Board, and then by the Committee of Teaching Assistants and Lecturers headed by the Vice Rector for Graduate Studies and Research. The final decision is for the Scientific Council. For non-academic staff the process also starts at the departmental level but goes directly to Dean, and then to the personnel department in the College, and then to the university personnel department.

Even though department of physics has not yet documented its desired staffing profile, which should be approved by the governing body, there are clear indications that the department of Physics has a clear plan that will aid the department in realizing its mission and attaining its vision (Sections of the MU 2013 Straight Plan) (See Annex H.9.1.3)

Positions are publicly advertised at local newspapers and the University website. Some professional recruitment services have also been used. The advertisements include job title and means to apply. Detailed description of the job, selection criteria, indicators of performance, and processes of

performance evaluations are not consistently included in the advertisements. However, they can be looked up in the regulations of the Ministry of Higher Education or the regulations of the Ministry of civil service on the University website. Moreover, the University has established several programs and units to recruit distinguished professors and scholars, including Nobel Prize laureates. The University is strict about verifying the standing and reputation of the institutions from which degrees were obtained. The process undoubtedly includes considering if the institution is recognized by the Ministry of Higher Education.

Careful attention is given to appoint qualified and skilled faculty staff. Final decisions for professorial-level appointments are made by the Scientific Council. All other appointments are confirmed by the Committee for Teaching Assistants and Lecturers. There are a number of specialized units and programs to recruit internationally-renowned scholars and researchers. A process of qualifications and reference checking is in place. For the last three years, orientation and induction has been provided at the University level to new faculty members at the beginning of each academic year by the Deanship of Development. Colleges provide additional orientation to new faculty members.

Questionnaire was conducted by a group of department faculty staff members about the processes for employment and professional development of teaching and other staff. The results were presented as follows:

Staff (9) Employment process

Employment process	**Staff (16)**
Strongly agree	**15%**
Agree	**40%**
True to some extent	**28%**
Disagree	**15%**
Strongly disagree	**2%**

Table H.9.1: percentage of Staff opinion on the employment process

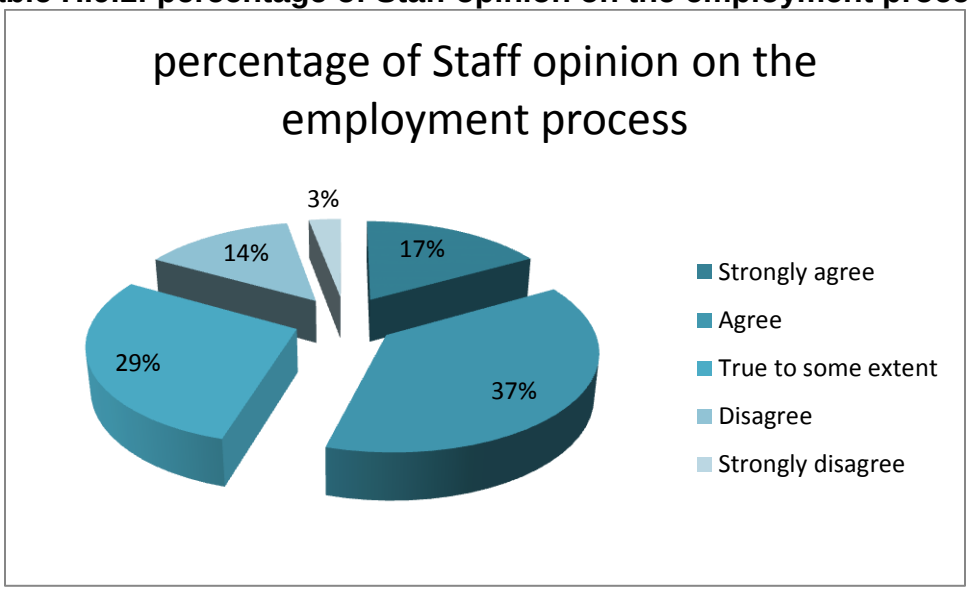


Figure H.9.1: percentage of Staff opinion on the employment process

9.1 Personal and Career Development

There are clearly staffing and employment policies and regulations at MU which are made publically available to the employees. The policies are comprehensive and cover faculty rights and responsibilities, promotion, teaching loads, discipline and appeal procedures (see Annexes H.9.1.1 and H.9.1.2).

Majmaah University provides its employees with opportunities to build satisfying careers to enable them to contribute to the University's mission. It does this by making available career and personal development opportunities to faculty, teaching and administrative staff. In this regard, Majmaah University has established a Deanship for Skills Development which organizes workshops and seminars, and also identifies the needs of faculty and staff, while planning strategies to meet the identified needs. Saudi and non-Saudi faculty members are encouraged to attend national and international conferences in their own areas of expertise. In fact, it is expected that all faculty members will participate in some form of career development annually and, as a minimum, it is expected that they will remain up-to-date in their specialist field and sustain a satisfactory level of performance.

An orientation and induction Program for new faculty members has been provided in Majmaah University by the Deanship of Skills Development. This Deanship also monitors participation in skills development activities and faculty are expected to attend a minimum of two

workshops each academic year; in fact, a new regulation, announced by the Rector, states that those who fail to meet this requirement may not be eligible to receive the teaching allowance. In contrast, those attending more than two workshops are given the opportunity to be nominated for other special workshops or conferences. Feedback has been sought via surveys regarding the timing of these activities in order to increase participation. The Deanship of Skills Development provides activities covering a wide range of skills: for example, workshops designed to enhance the personal, technical and professional skills of both faculty and staff. Although these workshops are evaluated by participants, no feedback from the Deanship of Skills Development regarding the impact of these activities on the performance of staff and faculty is currently available. In 1435/1436H the total number of faculty members who participated in skills development programs were 15 including male Annual Report of Deanship of Skills Development).

In 1434/1435H the number of full-time faculty members at Department of Physics was 18. However, as pointed out in Table: 1, three of them left the Department in the past year for reasons other than age retirement.

Table H.7.2: Proportion of faculty member leaving the Department in the past year for reasons other than age retirement

Number Faculty of members as in 1435/1436H	Number of leaving	Proportion of faculty member leaving the Department
19	**0**	**0**

Performance criteria for evaluation at MU are clearly specified; these have recently been published on the website of the Deanship of Faculty and Personnel Affairs and a standard form for performance evaluation is used; this form is familiar to all teaching and other staff and is usually completed confidentially by the department chair once a year. The evaluation criteria used for faculty members' accord greater weight to research than to other important faculty roles. In the Department of Mathematics, if an employee's performance is judged unsatisfactory, he/she is given the opportunity to improve his performance based on the weakness (is) noted out on the evaluation form. Although the evaluation is not usually discussed with employees, faculty members have the right to see their evaluation report and the administration emphasizes that all evaluation reports must now be signed by the employee before the report is submitted to the Deanship; staff have the right to make a formal complaint if they are not satisfied.

Majmaah university has recently adopted a policy to reward outstanding

academic and administrative performance with such recognition of merit being announced on the University's website and in Majmaah university's newspaper; the criteria for choosing winners are clearly documented on the website of the Deanship of Quality (http://mu.edu.sa/en/colleges/college-science-al-zulfi/alumni- unit) and Deanship of Faculty and Personnel Affairs (www.mu.edu.sa).

The following table shows the percentage of full-time faculty members participating in professional development activities during the year 1434 H. (Annex 9.2.1).

Number Faculty of members as in 1435/1436H	Number of researches	Proportion of faculty members to the number of researches being published.
19	**24**	**1:1.2**

As another form of reward, laptops were provided for those who launched their own personal homepages on the University's website while excellence in teaching is rewarded and recognized at a department, college and institutional level. In addition, faculty members are financially rewarded if their research is published in international journals.

Lecturers and teaching assistants in Department of Physics are given considerable assistance by the University via a support unit which helps them to gain acceptance at universities abroad and which provides information to aid them in pursuing their education. This unit, by activating cooperation agreements which exist between foreign universities, also introduces junior teaching staff to other well-recognized research and education institutions.

Summary of strengths:

(1) There is a well-developed employment process.
(2) Credentialing of all employees is checked and verified.
(3) Ensure that recruitment processes (recruitment) that has the required expertise of the
Faculty in their fields, and the personal traits and characteristics appropriate,
Experience and skills that meet the requirements of teaching in the program.

(4) Examine the recommendations of reference and are validated qualifications and
Experience of candidates prior to their appointment.
(5) Check in the credibility of the qualifications of applicants for jobs using the
Procedures to make sure the standing and reputation of the institutions that have
Obtained their qualifications them, and taken recognition of the Ministry of Higher
Education these qualifications in mind.
(6) Available in professional programs of a sufficient number of faculty members with
Successful experience in the professions concerned providing practical advice and
Guidance to students about the requirements of employers.
(7) The college has been able to attract distinguished staff with high international
Calibre.
(4) Faculty members at The Department of Physics participated in skills development programs.

Areas for further improvement

1. Suitable arrangements should be made to conduct interviews of all applicants.
2. Faculty and staff should be informed formally (in writing) of what is expected from them and how exactly this will affect their evaluation.
3. Confidential consultations are needed on regular basis (at least once a year) to discuss work performance and the means to attain expectations.
4. Faculty and staff evaluations should be detailed and reflect reality.
5. Evaluations should be routinely accessible to all faculty and staff.
6. The Department of realized the lower participation of faculty members in The Mission statements of the Department of physics on three pillars; Education, Research and Community Service. Research as one of the main pillars of the mission of the College of Science has reflected in at least four of its strategic priorities, namely:
Strategic priority 1: To Achieve Excellence in Higher Education, Scientific Research, and Community Service.
Strategic priority 2: The Optimal Use of Resources and Modern Technology

Strategic priority3: To Establish Effective Partnerships Locally and Globally.

Priorities for action:
Suitable arrangements should be made to conduct interviews of all applicants
The Department of Physics should has a systematic plan to involve all faculty members and supporting staff in skills development programs**.**

KPI's H.9

Standard 9 Faculty and Staff Employment Processes	**S9.1**	**24. Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.**	**5%**	**12%**	**10%**	**N/A**		**5%**
	S9.2	**25. Proportion of teaching staff participating in professional development activities during the past year.**	**80%**	**60%**	**80%**	**30%**		**80%**

Practice Number	**Evidence**
9 Employment Processes	
H.9.1 **H.9.1.1** **H.9.1.2** **H.9.1.3**	**- A web site of MU http://www.mu.edu.sa/en/departments/deanship-faculty-and-staff. (Deanship of faculty and staff)"job descriptions regulations".** **-Status Governing the Employment of Saudi Faculty and Staff universities, Ministry of High Education and the regulations of the Ministry of Civil Services.** **- Status Governing the Employment of Non-Saudis in universities.** **-MU Strategic Plan.**
H.9.2	**-Researches links of the physics department staff members.** **Link of Dr. Abdu Idris Omer Publications:** http://eujournal.org/index.php/esj/issue/view/113 2- http://eujournal.org/index.php/esj/issue/view/1232- **Link of Shaker Khan List of Publications:** **http://link.springer.com/article/10.1007/s12665-013-2538-1** **http://www.nipne.ro/rjp/2014_59_1-2.html**

	http://nopr.niscair.res.in/handle/123456789/16565 **Link of Mohamed Ali Zaidi Publications:** http://issuu.com/iosrjournals/docs/f06422734 e-ISSN: 2278-4861 http://www.scopus.com/record/display.url?eid=2-s2.0-84907820735&origin=results list & sort = plf-f&src=s&st1=zaidi&st2=m.a&nlo=1&nlr=20&nls=count-f&sid=E0FEEBE6DD http://www.sensorsportal.com Effect http://link.springer.com/article/10.1134%2FS10 DOI: 10.1016/j.jallcom.2013.06.181 **Link of Adam publications:** http://link.springer.com/chapter/10.1007/978-3-319-03002-9_159#page-1

Improvement plane

Form a plan to improve the standard 9(Employment Processes) for the year 1435-1436
Faculty of Science –
Zulfi Program: Bachelor of Physics
Department: Physics

Area of improvement

Initiatives	Activities	The implementation period		Resources required	Performance indicators	Responsibility for implementation		Responsibility for follow-up
		From	To			Basic	Support	
Suitable arrangements should be made to conduct interviews of all applicants	Applicant's documents have to be reviewed by all staff members before the interview.	12/04/1436H	8/10/1436 H	Nothing	The regulations and laws found at the university website.	quality unit	resources and equipment committee	Head of department

Faculty and staff evaluations should be detailed and reflect reality.	A plan of the evaluation process has to be discussed and approved by the department.	12/04/1436	8/10/1436 H	Nothing	The regulations and laws found at the university website.	quality unit	resources and equipment	quality unit
Evaluations should be routinely accessible to all faculty and staff.	A plan of the evaluation accessibility process has to be discussed and approved by the department.	12/04/1436	8/10/1436 H	Nothing	The regulations and laws found at the university website.	quality unit	resources and equipment	quality unit

Standard 10

Research
(Overall Rating_3_Stars)

All staff teaching higher education programs must be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Staff teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate facilities and equipment must be available to support the research activities of teaching staff and post graduate students to meet these requirements in areas relevant to the program. Staff research contributions must be recognized and reflected in evaluation and promotion criteria. Also, there should be a clear policies for security systems.

The level of compliance with this standard is judged by the extent to which the following good practices are followed:

10.1 Teaching **Staff and Student Involvement in Research**

10.1.1 **Expectations for teaching staff involvement in research and scholarly activities are clearly specified and considered in performance evaluation and promotion criteria. (For universities criteria require at least some research and/or appropriate scholarly activity of all full time teaching staff.)**[****]

All the teaching staff is familiar with this and it is a global practice for promotion criteria. (See annex H.10.1.1)

10.1.2. **Clear policies are established in the institution for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program. (This normally includes both self-generated and commissioned activity but requires creative original work, independently validated by peers, and published in media recognized internationally in the field of study.)** [**]

The program needs a clear policy for the scientific research and needs to activate the postgraduate program.

10.1.3. Support is provided for junior staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding.[**]

There should be clear policies for the development of proposals and funding.

10.1.4 **Postgraduate research students are given opportunities for participation in joint research projects.** [**]

The postgraduate program should be activated.

10.1.5 **When research students are involved in joint research projects their contributions are appropriately acknowledged. When a significant contribution has been made reports and publications carry joint authorship** [*****]

There should be some research students as JRF, SRF, and R.A.

10.1.6 **Assistance is available for teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.** [***]

The details of the assistance are available. (See annex H.10.1.6)

10.1.7 **Research and scholarly activities of teaching staff that are relevant to courses they teach are reflected in their teaching together with other significant research developments in the field.** [**]

The research and scholarly activities may not be reflected at the graduate level properly. It may fully reflect at the postgraduate level.

10.1.8 **Strategies are developed for identifying and capitalizing on the expertise of teaching staff and postgraduate students in providing research and development services to the community and generating financial returns to the institution.**[***]

The details of the strategies are available. (See annex H.10.1.8)

10.2 Research Facilities and Equipment

10.2.1 **Adequate laboratory space and equipment, library and information systems resources are available to support the research activities of teaching staff and students in the program.** [****]
The details are available. (See annex H.10.2.1)

10.2.2 **Security systems are established that ensure safety for researchers and their activities, the institutional community and the surrounding region.** [**]

The program needs to have clear security system according to the standard concerning the labs security systems.

10.2.3 **Policies are established to make clear the ownership and responsibility for maintenance of equipment obtained through faculty research grants, commissioned research or other external sources.**[***]

The details are available. (See annex H.10.2.3)

Expectations for research vary according to the mission of the institution and the level of the program (e.g. college or university, undergraduate or postgraduate program). In this standard an analysis should be made on the extent and quality of research activities of faculty teaching in the program, and on how their research and other current research in the field is reflected in teaching.
Provide an explanatory report about nature and extent of research activities associated with the program or carried out by staff teaching in it for the following sub-standards:
Explanatory notes:
There are only two research groups in the department:
1. Nuclear Physics
2. Solid State Physics (Materials Science)

From the recommended strategies, that the faculty staff discuss the main outline of their field of research during graduate classes and give hints to undergraduate students about the new areas of research.
Funding for recently research carried out by staff members are obtained from the following channels:

Deanship of Scientific Research at Majmaah University.
King Abdul-Aziz City for Science and Technology (KACST)

The colleges and research centers also have peer reviewed journals (KSU press). Faculty members publish their research in these journals as well as the other international journals.

The Committee of development and quality assurance is responsible for the evaluation of this standard. Strategy for research standard is in planning.
The department has contracted to have equipment's to be available for the department members. New equipment includes:

SEM, XRD, FTIR, DSC, press machine, photo luminescence (PL & PLE), extruder machine, polarized light optical microscope (PLOM), UV-Vis spectrophotometer, Ultrasonic flaw detector and many other important laboratory setup.

There are few members of the department who are actively making search works but independently (working separately), which means that there are no strategies for search working.

a. Teaching Staff and Student Involvement in Research

Most academic staff is graduated from world top universities. Researchers are familiar with research methodology and techniques. In 2013 M: (1433H) full-time faculty of this Department published 2016 M: (1437H) manuscripts in ISI indexed journals. The ratio of ISI publication per fulltime (staff).

Table H.10.1: Total articles, number of faculty of Science each department and ratio of publications per year.

Department	Total Articles	No. of Staff members	Ratio 3 year
Mathematics	84	21	4
Physics	100	19	5.2
Computer Science	40	20	2

Total articles, number of faculty of Science each department and ration of publications for each faculty in each department in 2008-2015M.

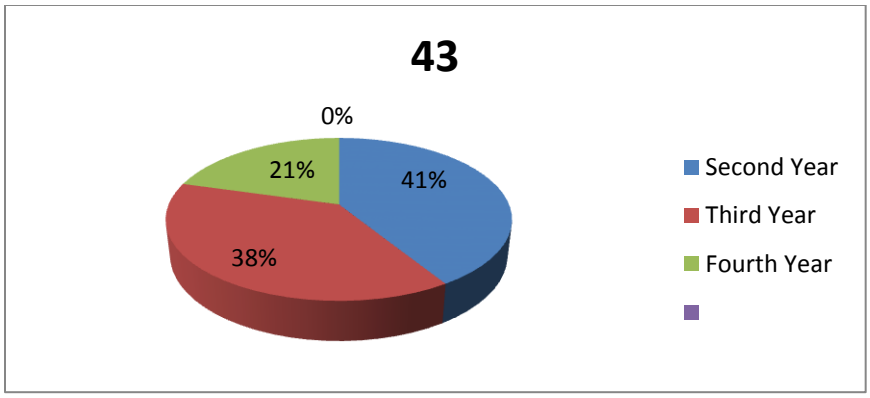


Figure H.10.1: Ratio of publications for all Departments

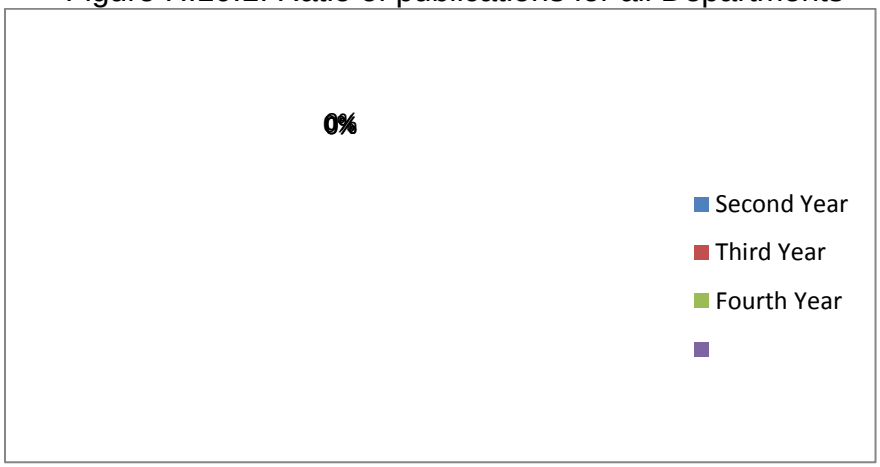


Figure H.10.2.total articles for each department of College of Science in: (2008-2015):

(1429-1437A H)

In 1435-1437 H, the Faculty of Science and its researchers has great share of the University awards for excellence in scientific publications. The College comes first in scientific productivity among MU departments.

MU encourages and supports the junior Saudis faculty members only to establish and develop their research programs. "Pioneer Program" is one of the initiative programs supported by Deanship of Scientific Research that aims to generously support the junior faculty members to carry out high-quality research projects evaluated and reviewed by national and international peer reviewers.

Research article states that the priority of the Deanship is to stimulate faculty members to conduct original research and to find ways or channels to encourage individuals and institutions to support and fund their research projects.

University of bundled support for scientific research are very few and not encouraging faculty members to attend international conferences and local

and regional as well not bother to open graduate programs for MSc. and PhD. In addition, it provides the Department of MSc. program and this program was accepted and admired body.

Involvement of the students:

The MU did not provide support for research projects University for students and did not provide enough time for a decision of the project where the term is not enough to bring out the project remarkable student and library poor in books that serve the project in the Department of Physics (as well as the MU does not support research and scientific research evidence failure to approve the masters and doctoral programs under the pretext that it University developing)...

10.2 Research Facilities and Equipment

Basic research requirements in the Department are the computer labs, PC in the staff offices, e-databases and e-journals. The Central Library subscribed to a large number of databases and scholarly e-journals which can be accessed through the libraries.

Security policy and arrangements are carried out in coordination with the department of security and safety of the university. In order to accomplish these objectives, the following safety measures are usually taken in all facilities:

1-Security: the Department of Safety and Security provides security systems and guards to secure the facilities, Cameras are available thought the facilities with 24 hours monitoring.

2-Fire Safety: Fire evacuation policy and fire drills are practiced in all laboratories,

3-First Aid: First aid kits are available in all laboratories

4-Personal Protective Equipment: Laboratories are equipped with personal Protective equipment according to the needs in every laboratory such as coats, masks, safety goggles, safety gloves, earmuffs, and helmets.

5-Others: The College also has emergency plans, safety signs, emergency exit signs and laboratory safety manuals. Finally, safety aspects are taken into consideration when purchasing new machinery and equipment.

All equipment's are regularly maintained through a very detailed system supervised by the college represented by scientific workshops. The website of the college of Science: These workshops are Carpentry workshop, mechanics workshop, electronics workshop, glass shop, blacksmith shop, plastic workshop. The electronics workshop is concerned with the maintenance of all electronic devices. A form for service request need should be filled to perform the maintenance for any device. In general,

funding for research is achieved in the Physics Department through one of the resources presented in the following table.

Table H.10.2 Sources for research funding and approximate funding

Sources	Department	Funding in Riyals	No. of projects Funded	Date
Majmaah University	Mathematics	132000	6	1434-1435H
	Physics	180000	5	1434-1435H
	Computer Science	25000	1	1434-1435H

In spite of all the above, research infrastructure needs more improvement in the College especially in terms of supporting staff. Jobs for researchers, research assistants, and lab technologists have been secured.

3. Evaluation of research activities associated with the program and of staff teaching in it.

Areas of Strengths:

1-The Department of Physics has outstanding researchers in pure and applied Physics.

2- The members of the have excellent national and international researchers.

5- The research process is supported by the University through the Deanship of Scientific Research as well as several supporting programs.

Areas for improvement:

1-A research strategic plan for the future should be identified as a main priority for the Department of Physics.

2-The research supporting infrastructure needs more improvement. This is mainly needed in electronic databases.

3- Overall, research must be further encouraged and enhanced as the number of ISI publications from the Department doesn‘t match its great potential.

4-Development Strategies for identifying and capitalizing on the expertise of faculty and postgraduate students in providing research and development services to the community and generating financial returns to the institution.

Priorities of action:

1-A research strategic plan for the future should be identified as a main strategic priority for the Department.

2-Continue support and enhancement of the students and residents research days.

3-Start a new incentive encouragement program for research to increase quantity and quality of current research output.

5- The research supporting infrastructure needs more improvement. This is mainly needed in the supporting staff, lab space, and electronic database systems.

KPI's H.10.

Standard 10 Research	S10.1	**26. Number of refereed publications in the previous year per full time equivalent member of teaching staff. (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)**					
	S10.2	27. Number of citations in refereed journals in the previous year per full time equivalent teaching staff.					
	S10.3	28. Proportion of full time member of teaching staff with at least one refereed publication during the previous year.					
	S10.4	29. Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff.					
	S10.5	30. Research income from external sources in the past year as a proportion of the number of full time teaching staff members.					
	S10.6	**31. Proportion of the total, annual operational budget dedicated to research.**					

Annex	
H.10.1.1:	1- Deanship of scientific research at the university 2- Scientific publications 3- Deanship of scientific research at the college of science 4- Scientific research handbook
H.10.1.6:	1. Deanship of scientific research at

	the university 2. Scientific publications 3. Deanship of scientific research at the college of science 4. Scientific research handbook
H.10.1.8:	1. Deanship of scientific research at the university 2. Scientific publications 3. Deanship of scientific research at the college of science 4. Scientific research handbook
H.10.2.1:	1.Scientific research handbook
H.10.2.3:	1. Scientific research handbook

Area of improvement

Initiatives	Activities	The implementation period		Resources required	Performance indicators	Responsibility for implementation		Responsibility for follow-up
		From	To			Basic	Support	
1. Clear policies for the scientific research at the college.	The vice dean of the college for Scientific research provides a clear policies for the future research directions.	10/10/1436	8/10/1437 H	1. Communication with the society in order for the scientific research to serve. 2. Encouraging the department staff to proceed with their researches according	1. The presence of the Advisory council committee. 2. Presence of Scientific research groups. 3. Number of publish	Vice dean for the college for scientific research.	Scientific research units	Head of department

				to their specifications.	ed research papers.			
2. Students should be encouraged to be involved in the research projects.	Involvement of undergraduate students in the research works during their graduation projects.	10/10/1436	8/10/1437 H	Provision of clear policy for how to teach undergraduate students about the basic scientific research projects and how to publish them.	Number of published research projects in ISI journals or conferences.	Department Staff.	Scientific research units	Head of department
3. Postgraduate programs should b activated.	Activation of the post graduate program.	10/10/1436	8/10/1437 H	Encouraging postgraduate students proceed in their careers in scientific research.	Presence of post graduate programs.	College committee	Vice dean for the college for scientific research.	Head of department
4. The program needs to have clear security system according to the standard concerning the labs security	Activation of the security system according to the standards.	10/10/1436	8/10/1437 H	Provision of the labs security systems.	The presence of the labs security systems.	College committee	Vice dean for the college for scientific research.	Head of department

systems .								

Standard 11

Relationships with the Community
(Overall Rating_3_Stars)

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

Report on subsections of the standard

11.1 Institutional Policies on Community Relationships

11.1.1 The service commitment of the institution, college or program should be relevant to and that reflects the community or communities within which it operates through the skills and abilities of its staff and included in its mission.

PHYSICS DEPAERTMENT vision, mission, values and Strategic Goals include the following statements regarding the relationships with the Community :(Annex:H.11.1.1)http://mu.edu.sa/en/colleges/college-science-al-zulfi/about-department

Vision: To ensure that PHYSICS DEPARTMENT is a conducive academic environment of high quality capable of providing graduates with promising future to contribute in achieving the sustainable development objectives (Annex :(H.11.1.1) http://mu.edu.sa/en/colleges/college-science-al-zulfi/about-department

Mission: To provide educational and research services via an academic system that is capable of competing with an eye on the market demands and the society partnership (Annex :(H.11.1.1) http://mu.edu.sa/en/colleges/college-science-al-zulfi/about-department

Values: **PHYSICS DEPARTMENT** committed to:
Mastery & Quality: Exerting efforts to do quality work and commitment to continuous improvement via mixing knowledge, skills, practical application, reflection, practice, inquiry and exploration to be linked to community benefit.

Teamwork: Common or co-operative processes carried out by a group of individuals so that each sacrifices his own personal interests, viewpoints and opinions in favour of his workgroup's unity and effectiveness in a way supporting its ongoing efforts to achieve a final common goal.

Originality: Respect and care for societal values, customs, traditions and heritage in addition to continuous development of the society's culture and support for its sustainability.

Creativity: Generation or invention of new ideas, alternatives or suggestions that may practically benefit in problem-solving, communication and interaction with others as well as achieving desired welfare either for individuals or the society as a whole.

Justice: The extent to which the person commits himself to virtue and righteousness in his different actions in addition to enjoying the ability of equity, non-bias and adherence to his different rights and duties.

Initiative: It's the ability to start ideas and projects, have persistence, take initiative, shoulder responsibility to accomplish desired tasks, purse performing required plans or tasks as well as enjoy readiness to quickly respond to various surrounding changes.

4. Strategic Goals and Objectives

The main purposes of the department are:

- Physics Teaching(H.11.1.1.2)

- Physics Research(H.11.1.1.3)
- Physics and society(H.11.1.1.3)

11.1.2 Policies on the institution, college or program service role should be developed and these policies should be supported in decisions made by senior administrators of the institution, college or program and coordination with responsible units in the institution to avoid duplication and possible confusion.

- By analysing **PHYSICS DEPARTMENT** ' mission, vision, values and Strategic Goals, the following can be concluded:
- The mission of **PHYSICS DEPARTMENT** has been relevant to the community or communities within which it operates, and includes a commitment to contribute to them
- **PHYSICS DEPARTMENT** has policies on the role of service development, and these policies have been supported in decisions made by senior administrators.
- The annual reports (H.11.1.2) for **PHYSICS DEPARTMENT** units represented the services introduced to the community (evidence section illustrated examples of these reports).
- Advisory boards have been formed at PHYSICS DEPARTMENT levels. These boards are PHYSICS DEPARTMENT(Annex H.11.1.2.4 (Decision of Formation of University advisory boards)
- According to the **PHYSICS DEPARTMENT** will benefit from external funding resources through research chairs to fulfil community needs.
- The annual faculty members' evaluation form allocates points for their participation in community service through their publications (Annex H.11.1.2.6Faculty Members Evaluation Form).
- The promotion criteria of MU state that the contributions to the community should constitute (-15 % of all requirements (Annex H.11.1.2.6 Promotion standards for faculty members)

11.1.3 Annual reports should be prepared on the institution, college or program contributions to the community.

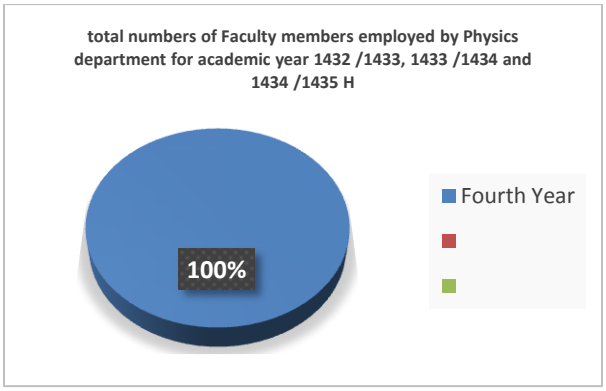
The **PHYSICS DEPARTMENT** provides an annual report that reflects all the university Educational, research and community activities Annex: H.11.1.3.1: MU reports, 1434H-1435H) .Deanship of Community Service

and Continuous learning (DCSCL)provides an annual report that reflects all the Educational, Training and community activities Annex: H.11.1.3.2: DCSCL reports, 1433H, 1434H, 1435H).
PHYSICS DEPARTMENT faculty participates in community service as part-time consultants and seconded in Computer Sciences Diploma" (See Table H.11.3.1).

Table H.11.1. Number of part-time consultants to the total numbers of Faculty members employed by MU's Colleges for academic year 1433 /1434 H.

Department	1432/1433	1433/1434	1434/1435
Physics Department Stuff Number	1	4	4
Hours	3	12	12

Figure H.11.1.Histograms representing the number of total numbers of Faculty members employed by Physics department for academic year 1432 /1433, 1433 /1434 and 1434 /1435 H.



The annual reports for college of Science represented the services introduced to the community (evidence section illustrated examples of these reports).

Table .H.11.2: Proportion of Full time faculty members actively engaged in community service activities

College	Number of college faculty engaged in community service activities	*Number of college faculty*	Proportion of college faculty engaged in community service activities
Zulfi, College of Sciences	50	89	56.18
Hours	150		

Interactions with the Community

11.2.1 Teaching and other staff should be encouraged to participate in forums in which significant community issues are discussed and plans for community development considered.

- The annual MU members' evaluation form allocates points for their participation in community service through their publications.
- MU priorities in funded researches until 1440 H Included:

1. Role of the university in the development of the local community.
2. Problems and issues of the local community.
3 cities impact on industry and business development of the local community.
4. Availability of services provided to people with special needs.

(AnnexH.11.2.1.1:http://mu.edu.sa/en/deanships/deanship-scientific-research/publications-deanship-scientific-research

THIS ITEM NEEDS MORE IMPROVEMENT

11.2.2 The institution and its colleges and departments should cooperate in the establishment of community support or professional service agencies relevant to the needs of the community, drawing on the expertise of staff members.

PHYSICS DEPARTMENT as will MU interacts with the community through training programs Annex :(H. 11.2.2.1:http://www.mu.edu.sa/en/deanships/deanship-community-service)

PHYSICS DEPARTMENT and MU faculty's members participate in community service in Training, Educational and community programs presented by Deanship of Community Service and Continuous learning **(see Table H.11.2.1).**

Table H.11.3. Faculty members participate in community service and training programs they share in in academic year 1434/435

College	*Number of college faculty*	Faculty Members Participate in Training	Training Program title
Zulfi, College of Sciences	*89*	22	

11.2.3 A range of community education courses by the institution, college or program should be provided in areas of interest and need.

Deanship of Community Service and Continuous learning (DCSCL) is an active member of MU in providing professional, Educational and Social programs to all members of the community:

– Training program, which provides training courses in different subjects of interest to community members. These subjects include Islamic culture, administration and finance, languages, health, engineering, education and computer science. But physics courses not active for all programs.
THIS ITEM NEEDS MORE I MPROVMENT

11.2.4 Relationships should be established with local industries and employers to assist program delivery. (These may include, for example, placement of students for work-study programs, part time employment opportunities, and identification of issues for analysis in student project activities.)

Physics department started new Procedures for the project graduated student to work with the Industrial community and factories in the city of al Zulfi.

Some project has been made with the help of factories for the graduated student which can help for the improvement of the products for the industrial sector. (H.11.2.4)http://mu.edu.sa/en/colleges/college-science-al-zulfi/graduation-projects-unit

11.2.5 Local employers and members of professions should be invited to join appropriate advisory committees considering programs and other institutional activities.

Advisory boards have been formed at PHYSICS DEPARTMENT and college levels. These boards are designed to render advice to deans and department chairs on any matter affecting the college and department. Some members of the board are Members of the population of Al Majmaah and Zulfi provinces to have otherwise demonstrated an interest in serving both the colleges and the community in which they reside (Annex H.11.2.5.1 Board of the advisory Committee of Physics Department).

11.2.6 Continuing contact should be maintained with colleges in the community, offering assistance and support in areas of specialization, providing information about the institution's programs and activities and subsequent career opportunities, and arranging enrichment activities for the colleges.

MU signed cooperation agreements with the departments of education in Majmaah and Zulfi include the provision of training and educational programs for workers. The following table shows the number of beneficiaries of the educational programs offered by the Deanship of community service and continuing education of teachers during the years 1432, 1433.1434 H

Table H.11.4.Number of beneficiaries of the educational programs offered by the Deanship of community service and continuing education of teachers during the years 1432, 1433.1434 H

The program		The number of beneficiaries of teachers		
	1435	1434H	1433H	1432H
General Education Diploma	362	352	320	256
Guidance and counselling students Diploma	370	350	385	370
Measurement and Evaluation Diploma	326	311	290	255
Special Education Diploma	0	0	120	150

11.2.7 Regular contact should be maintained with alumni, keeping them informed about institutional developments, inviting their participation in activities, and encouraging their financial and other support for new developments.

MU Board approved the establishment of alumni unit in its meeting. The unit commenced its activity by building a database for alumni. The database includes contact details of the alumni. Links for the contact with the alumni of the colleges. Alumni unit has been formed at some colleges to keep track of the alumni and their contributions to the community. Alumni units at colleges hold “career Day” annually, many colleges Participated in this day, For example: Majmaah, Community College , Majmaah, College of Education and Zulfi, College of Education.

11.2.8 Advantage should be taken of opportunities to seek funding support from individuals and organizations in the community for research and other developments in the institution.

MU provides financial support for research projects concerned with issues of society, Research chairs and research initiatives have strong scientific relationships with community. Research chairs are approved based on a detailed community needs assessment at the level of the university. All research chairs have significant community based work that includes patient education, community wellness programs, and other community activities.

11.3 Institutional Reputation

11.3.1 A comprehensive strategy should be developed by the institution, college or program for monitoring and improving the reputation of the institution, college or program in the local and other relevant communities.

THIS ITEM NEEDS MORE IMPROVEMENT QUESTIONNAIRES.

11.3.2 Clear guidelines should be established by the institution, college or program for public comments on behalf of the institution,

normally restricting such comments to the Rector or Dean or a media office responsible to the Rector or Dean.

The Public Relations Administration at MU is in charge of the image of the University, and informs the public about its role in the comprehensive development of the country. If concerns about Operational issues are raised in public, those are dealt with immediately by the Rector, Dean, or other designated member of staff (a media spokesman).

11.3.3 Guidelines should be established by the institution, college or program for public comments on community issues by members of staff, where such comments could be associated with the institution.

All MU members have been repeatedly informed by an electronic notification that public comments on community issues are responsibility of the General Directorate of Public Relations and media university spokesman (11.3.3.1: Copy of the Notification).

11.3.4 An institutional media office should be established by the institution, college or program with responsibility for managing media communications, seeking information about activities of the institution of potential interest to the community, and arranging for publication.

The Public Relations Administration at MU is in charge of the image of the University, and informs the public about its role in the comprehensive development of the country (Annex H11.3.4.1: http://www.mu.edu.sa/en/departments/public-relations

11.3.5 Community views about the institution, college or program and its activities should be sought and strategies developed for improving perceptions.

THIS ITEM NEEDS MORE I MPROVMENT QUESTIONNAIRE

11.3.6 If issues or concerns about operational issues involving the institution, program or college are raised in public forums these should be dealt with immediately and objectively by the Rector or Dean or other designated senior members of faculty or staff.

If concerns about operational issues are raised in public, those are dealt with immediately by the Rector, Dean, or other designated member of staff (Annex H11.3.6.1. Media Coverage - http://mu.edu.sa/en/content/media-coverage). The Media coverage of public relations includes:

1. **Contacting with all media apparatus on all raised issues and responding to all questions and inquiries.**
2. **Following up all University news published in different media apparatus and websites and respond to them if deemed necessary**

Summary

Community services comprise a major component of the "mission" of PHYSICS DEPARTMENT. Iin addition to provision of education and research, it shows its formal commitment to serve the community by clearly specifying and supporting policies to encourage involvement of PHYSICS DEPARTMENT staff and students in activities of community benefit. These policies are established by the governing board and supported by senior administrators. The Deanship of Community Service and Continuous Education make arrangements with different faculties to provide different services for the community.

Several Key Performance Indicators (KPI) emphasize PHYSICS DEPARTMENT role in the community. The services cover a wide range of activities. These include educational activities (e.g. lectures on local and current problems or developments, training courses, workshops, scientific lectures, library facilities, book stores, academic consultancy).

There are several strong points that confirm the commitment of Physics department to community services, and show the wide-ranging activities organized by staff and students. However, further improvement is required at several fronts. For instance, facilities and services should be made available to assist with community developments, teaching and other staff should be encouraged to get involved in the community, and the community should be informed about the institution and its activities through the media and other appropriate mechanisms. It is expected that efforts will be made to overcome these weaknesses in the forthcoming academic year.

KPIs

Table (H.11.5) show the KPIs that best supports the program meets this standard.

Standard 11 Community Service	S11.1	**32. Proportion of full time teaching and other staff actively engaged in community service activities.**	80%	20%	20%	20%	30%	80%
	S11.2	33. Number of community education	**3:1**	**2:1**	**1:1**	**1:1**	**3**	3:1

		programs provided as a proportion of the number of departments.						

Strengths

1. **University regularly monitors its community services**
2. **MU has established lately new facilities such as: Electronic Training Caravan, alumni associations, and research chairs that help to strengthen the relationship with the community, allow for obtaining direct feedback for the services provided, and enable members of the community to participate in improving educational and community services provided by the University**
3. **The PHYSICS DEPARTMENT contacts high schools in the region to inform them about the intake opportunities along with admission conditions and procedures.**
4. **The PHYSICS DEPARTMENT supports the activities of all community services programs, which execute its mission, vision and objectives.**
5. **The faculty assessment and promotion criteria include a weight for participation in community service.**
6. **University established a Public Relations Administration and media spokesmen.**

Areas Requiring Improvement

1. A system to identify the employment needs of the community must be developed (must be done through Alumni unit).
2. A system to credit the staff or the students involved in community services must be developed (e.g. letter of appreciation or monitory benefit or others).
3. Staffs should be encouraged to participate in forums in which significant community issues are discussed (giving them time for serving the community as part of their job, making Invitations (announcement) to staff and students to contribute to community services).
4. The community service provided by Deanship of Community Services and Continuous Education should be publicized or announced to target beneficiaries and documented.

5. The annual report of **PHYSICS DEPARTMENT** must be prepared with more details about the activities conducted by community service units in comparison to previous years.

Priorities for Action

1. Deanship of community service and continuing education should have clear strategies, work plans and rules that provide the methodologies they follow in providing services.
2. Rules and mechanisms should be established to encourage participation of staff in joint community service activities and projects.
3. MU members need to be further encouraged to provide community services through an increase of the bonus level allocated for community service activities.
4. Informative campaigns should be prepared to announce and publicize the different types of services provided to the community.
5. The annual report of the colleges and MU should be prepared in a timely fashion so that their information is made available to the teams preparing the SSR.

List of evidence

H.11.1.1	(http://mu.edu.sa/en/colleges/college-science-al-zulfi/about-department
H.11.1.1	http://mu.edu.sa/en/colleges/college-science-al-zulfi/about-department
H.11.1.1	http://mu.edu.sa/en/colleges/college-science-al-zulfi/about-department
H.11.1.1.2	Physics Teaching
H.11.1.1.3	Physics Research
H.11.1.1.4	Physics and society
H.11.1.2.1	http://mu.edu.sa/en/colleges/college-science-al Zulfi/program annual report
H.11.1.2.6	Faculty Member Evaluation form)
H.11.1.2.6	Promotion standards for faculty members)
H.11.1.3.1	MU reports, 1434H-1435H).

H.11.2.1.1	http://mu.edu.sa/en/deanships/deanship-scientific-research/publications-deanship-scientific-research

Form a plan to improve the standard 11 (Relationship with the community) for the year 1435-14
Faculty of Science – Zulfi Program:
Bachelor of Physics

Area of improvement

Initiatives	Activities	The implementation period		Resources required	Performance indicators	Responsibility f implementation	
		From	To			Basic	Sup
1. Community views about the institution, college or program and its activities should be sought and strategies developed for improving perceptions.	QUESTIONNAIRE distributed to develop the program	1435	1436	QUESTIONNAIRE	Provide the required needs.	quality unit	Rel nsh with con ee
2. A comprehensive strategy should be developed by the institution, college or program for monitoring and improving the reputation of the institution, college or program in the local and other relevant communities.	QUESTIONNAIRE distributed to develop the program	1435	1436	QUESTIONNAIRE		quality unit	Rel nsh with con ee
A range of community education courses by the institution, college or program should be provided in	Physics Course needed for			Approval from university		quality unit	Rel nsh with con ee

areas of interest and need.							

H Review of Courses

1. Describe the processes **followed in reviewing courses (e.g. Surveys of graduates, faculty, or members of the profession, analysis of student course evaluations, review of course and program reports, interviews with faculty, comparison with similar programs elsewhere, consultancy advice, etc.).**

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.

1. **Internal evaluation for the program is mostly done every year.**
2. **Program evaluations are described by some axis such as:**
    a) **Graduate Students questioner, which present in fig.**
    b) **Department compare with the same other institute programs**
3. **Through this evaluation a comparison with other well-known international institutions are discussed departmentally.**
4. **The following table present the comparison were the intended learning outcome appears.**
5. **Consistency of the expected learning outcomes of the program with the National Qualifications Framework and Benchmarking**

Comparison Items	Knowledge ; Facts ; Concepts ; Theories ;Actions
National Qualifications for High Education	1. Knowledge of certain facts 2. Knowledge of the concepts and principles and specific theories. 3. Knowledge of certain procedures
University of California Santa Barbra	1) Apply the basic laws of physics in the areas of classical mechanics, Newtonian gravitation, special relativity, electromagnetism, geometrical and physical optics, quantum mechanics, thermodynamics and statistical mechanics.

	2) Recognize how observation, experiment and theory work together to continue to expand the frontiers of knowledge of the physical universe. 3) Apply basic mathematical tools commonly used in physics, including elementary probability theory, differential and integral calculus, vector calculus, ordinary differential equations, partial differential equations, and linear algebra.
Physics Program (My)	a) Know the student to key concepts and theories and the basics of all the decisions of the program, which covers all areas of General Physics and gradually b) Knowledge of other specialized areas, which have a relationship such as mathematics and physics, statistics and computer.
Result	Consistency
Comparison Items	**Cognitive skills**
National Qualifications for High Education	1) The application of the conceptual perception of the concepts, and principles, and theories. 2) The application of the methods included in the critical thinking and creative solution to the problems, whether it's at the request of others, or when faced with new situations and unexpected. 3) The study of topics and problems in the field of study using a range of diverse sources and draw valid conclusions.

University of California Santa Barbra	a) Use basic laboratory data analysis techniques, including distinguishing statistical and systematic errors, propagating errors, and representing data graphically. b) Convert a physical situation articulated in English to a mathematical formulation, and then analyse it quantitatively. c) Exercise the use of physical intuition, including the ability to guess an approximate or conceptual answer to a physics problem and recognize whether or not the result of a calculation makes physical sense. d) Apply more advanced mathematical tools, including Fourier series and transforms, abstract linear algebra, and functions of a complex variable. e) Use classic experimental techniques and modern measurement technology, including analogy electronics, computer data acquisition, and laboratory test equipment, optics, lasers, and detectors.
Physics Program (My)	1) Perception and understanding of the concepts the student different physical and the ability to distinguish between them and criticize them and resolve issues related to the applications of these principles. 2) Ability to use various references to different conclusions and the search for appropriate solutions to the problems of relatively complex.
Result	Consistency
Comparison Items	**Relationship and Responsibility**
National Qualifications for High Education	1) Take responsibility for their own learning and self-continuing personal and professional development. 2) Work effectively in a group and exercise leadership when needed. 3) Act responsibly in personal and professional relationships. 4) Behave ethically and commitment to ethical values high on the scale of personal and social
University of California Santa Barbra	Access information on a topic from a variety of sources, and Be able to learn new things on one's own.
Physics Program	a) Contribute to provide constructive solutions in masse, whether a member or leadership.

My)	b) To take responsibility for self-learning and the use of methods of analysis necessary to accomplish the tasks assigned to him. c) To deal with all the issues in an ethical and professional...
Result	Consistency
Comparison Items	**Communication skills**
National Qualifications for High Education	1) Oral and written communication effectively. 2) The use of telecommunications and information technology. 3) The use of computational methods and basic statistical
University of California Santa Barbra	1. Communicate verbally, graphically, and/or in writing the results of theoretical calculations and laboratory experiments in a clear and concise manner that incorporates the stylistic conventions used by physicists worldwide. 2. Access information on a topic from a variety of sources, and be able to learn new things on one's own.
Physics Program (My)	a) To determine the statistical and computational methods to study the issues and problems. b) The ability to communicate effectively verbally and in writing. c) The ability to use more information and communication technologies is appropriate in the collection and interpretation of information routinely.
Result	Consistency

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

In general, the Physics program serves the community through different channels including:

1-The Department organized with cooperation with Saudi Association Sciences an internal conference on "teaching Physics in general educational stages".

Teaching all the Physics courses required by other departments in the college (like Statistics and Operations Research and Physics (

3. Evaluation of the extent and quality of community activities associated with the program and of staff teaching in it.

Strengths

- **Part of promotion Tenure decisions at Department of Physics are based on evaluations of faculty contributions to teaching, to research, community service.**
- **The Department of Physics presently offers educational services to The Surrounding community and region and anticipates appreciable growth in the near future.**

Areas for improvement

1- **There is no coordinated plan for all community activities at the Department of physics**
2- **The Physics Program should improve communication between the Program and its surrounding community.**
3- **Physics Program should develop appropriate assessment instruments to demonstrate and enhance the effectiveness of the program's community outreach efforts.**
4- **The Physics Program should provide educational and innovative programming for its community.**
5- **More utilization of the Department's alumni is needed.**

Priorities of action

1. Finalize the community needs assessment plan.
2. Put an effective alumni program.

2. Course Evaluations

Provide a list report on the strengths and recommendations for improvement in courses and any other conclusions from the processes described directly above.

All courses have course specification formulated in NCAAA template. Course specification document includes: general information about the course, the course content, general and specific objectives, methods of teaching and assessment, learning resources, facilities requires and finally evaluation and improvement processes. These documents are written by the course coordinator after consultation of all faculties sharing in the course. The course coordinators are trained by Vice Dean of development and quality represented by the quality unit. The course specifications are posted on the website to be available for the

students and distributed to all people involved in teaching the course.

At the end of the course student surveys (overall course satisfaction and specific faculty evaluations) are carried out by the students. Policies and procedures for students' evaluation for the courses and staff members were developed. The response is voluntary. All results are analyzed by the Department (Assessment and Accreditation Committee). Results of students 'evaluations of faculty are presented in the annual program report.

At the end of the course, the course coordinators prepare the course report tha contains: general information about the course, the course delivery, effectiveness of planned teaching strategies for intended learning outcomes, students' result any difficulties in resources availability or administration issues, course evaluation and finally planning for improvement of the course. Each course organizer has been trained to fill this report. All course reports are received and analyzed by the Assessment and Accreditation Committee. A copy also goes to the student's Academic Study Plans committee and the Vice Dean for Academic Affairs.

The course reports are discussed in the council of the department meeting and comments sent to the Assessment and Accreditation Committee for any changes or improvements in the course based on the course report. Any major changes in the course must be reflected in the course specifications again.

Table: H.H.1.Statistics Results of the students and their estimates

				احصائيات بنتائج الطلاب وتقديراتهم										
				الفصل الدراسى الاول لعام 1435- 1436										
م No.	اسم المقرر Course Name	رقم ورمز المقرر Course code/No	رقم الشعبة Section No	استاذ المقرر Prof	عدد الطلاب اللذين بدووا Registered Student No	غياب Absent	منسحب Withdrawn	محروم Denied Entry	نسبة النجاح Succeed %	عدد الطلاب اللذين اتموا Students Complete	Number of students who achieved grade D or more عدد الطلاب الحاصلين علي تقدير D فأكثر	Success % نسبة النجاح	Number of students who achieved grade B or more عدد الطلاب الحاصلين علي تقدير B فأكثر	Excellence % نسبة التمييز
1St Level first year														
2nd Level first year														
1	General Physics 1	PHIS 101	754, 571, 818	Samir Al-zobaidi	8	0	1	1	83.33 %	6	5	83%	1	17%

Total					**8**		**1**	**1**	**83.33 %**	**6**				
3rd Level second year														
2	**General Physics 2**	**PHYS 202+PHYS225**	**906**	**Dr. M.S. Khan**	**5**	**0**	**1**	**1**	**100.00%**	**3**	3	100 %	1	33%
3	**General Physics 1**	**PHYS 216**	**674**	**Samir Al-zobaidi**	**14**	**0**	**6**	**0**	**62.50 %**	**8**	5	63%	2	25%
5	**Thermodynamics**	**PHIS 241**		**Mohd abu shayeb**	**5**	**0**	**2**	**0**	**100.00%**	**2**	2	100 %	0	0%
6	**Waves & Vibrations**	**PHIS228**	**684**	**Dr. Adam A Bahishti**	**9**	**1**	**3**	**1**	**50.00 %**	**4**	2	50%	1	25%
Total					**33**	**1**	**12**	**2**	**#DIV/0!**	**17**				
4th Level second year														
7	**Electromagnetism 1**	**PHYS221 + PHIS326**	**619 + 1031**	**Dr. Adam A Bahishti**	**9**	**0**	**0**	**1**	**75.00 %**	**8**	6	75%	2	25%
8	**Mathematical Physics 1**	**PHYs 303**	**608+1029**	**Prof. Dr. Abdul Majid**	**7**	**0**	**0**	**1**	**83.33 %**	**6**	5	83%	2	33%
9	**Classical Mechanics**	**PHYS 212+211**	**617+683**	**Mohd abu shayeb**	**10**	**0**	**0**	**0**	**76.60 %**	**13**	10	77%	1	8%
10	**Thermodynamics Lab.**	**Phys291**		**Mahmoud Ahmad**	**3**	**0**	**0**	**0**	**100.00%**	**3**	3	100 %	3	100%
11	**Physical Optics**	**PHYs 232**		**K. B. Abdessalem**	**11**	**0**	**0**	**0**	**72.73 %**	**11**	8	73%	1	9%
12	**Health Physics**	**PHYs 234**		**Dr. Mohamed Gafaar**	**5**	**0**	**0**	**1**	**50.00 %**	**4**	2	50%	1	25%
Total					**45**	**0**	**0**	**3**	**457.66%**	**45**				
5th Level third year														
13	**Statistical Physics**	**PHYS 342**		**Ahmed Adel**	**5**	**0**	**0**	**0**	**80.00 %**	**5**	4	80%	2	40%
14	**Modern Physics**	**PHYs 351**	**1034-636**	**Mahmoud Ahmad**	**9**	**0**	**1**	**0**	**100.00%**	**8**	8	100 %	2	25%
16	**Quantum 1**	**Pys353+352**	**544+647**	**Prof. Dr. M.A. Zaidi**	**8**	**0**	**0**	**0**	**100.00%**	**8**	8	100 %	0	0%
17	**Mathematical Physics 2**	**PHYs 302**	**633-540**	**Mahmoud Ahmad**	**9**	**0**	**1**	**1**	**85.71 %**	**7**	6	86%	0	0%
Total					**31**	**0**	**2**	**1**	**92.86 %**	**28**				
6th Level third year														
19	**Electromagnetism 2**	**PHYs 323**	**634**	**Elassad jemii**	**4**	**1**	**1**	**0**	**100.00%**	**3**	3	100 %	0	0%
20	**Mathematical Physics 3**	**PHYs 305**	**541-644**	**Elassad jemii**	**7**	**1**	**1**	**0**	**100.00%**	**6**	6	100 %	0	0%
21	**Nuclear 1**	**PHIS 381**		**Ahmed Adel**	**2**	**0**	**0**	**0**	**100.00%**	**2**	2	100 %	0	0%
22	**Modern Physics 2**	**PHIS 352**	**546**	**Elassad**	**2**	**0**	**0**	**0**	**100.00%**	**2**		0%		0%

				Jemii										
23	Optics Lab	PHYS 393		K. B. Abdessalem	2	0	0	0	100.00%	2	2	100%	0	0%
24	Electromagnetism Lab	PHYS 392	649	Samir Al-zobaidi	4	2	1	1	100.00%	2	2	100%	2	100%
25	Modern Physics Lab	PHYS 393	778	Dr. Adam A Bahishti	3	0	0	0	100.00%	3	3	100%	2	67%
26	BioPhysics	PHYS 361		K. B. Abdessalem	6	0	1	0	60.00%	5	3	60%	1	20%
Total					30	4	4	1	92.00%	25				
7th Level fourth year														
27	Electronics	PHYS422	654	Dr. Abdu Idris	4	0	0	0	100.00%	4	4	100%	1	25%
28	Solid State Physics I	PHYS 471	657	Prof. Dr. Abdul Majid	6	0	0	0	100.00%	6	6	100%	1	17%
29	Quantum 2	PHYs 452+PHIS 454	549+656	Prof. Dr. M.A. Zaidi	4	0	0	0	100.00%	4	4	100%	2	50%
30	Nuclear 1	PHYs 481		Ahmed Adel	5	0	0	0	100.00%	5	5	100%	3	60%
31	Nuclear 2	PHIS 482		Thamer Alharbi	1	0	0	0	100.00%	1	1	100%	0	0%
32	Nuclear Physics Lab	PHYS 497	665	Dr. M.S. Khan	2	0	0	0	100.00%	2	2	100%	2	100%
Total					22	0	0	0	6	22				
8th Level fourth year														
33	Solid state 2	PHYS 472		Dr. Mohamed Gaffar	5	0	0	0	100.00%	5	5	100%	1	20%
34	Atomic and Molecular Physics	PHYS 455		Dr. Hassan	7	0	0	0	100.00%	7	7	100%	1	14%
	Atomic and Molecular Spectra	Phis 455		Dr. Hassan	1	0	0	0	100.00%	1	1	100%	0	0%
35	Solid state Lab	PHIS 495		Dr. Mohamed Gaffar	3	0	0	0	100.00%	3	3	100%	3	100%
36	Neutron Physics	PHIS 487	566	Elassaad Jemii	2	0	0	0	100.00%	2	2	100%	0	0%
38	Electronics 2	PHIS 425	557	Abdu Idris	1	0	0	0	100.00%	1	1	100%	0	0%
39	Low Temperature	PHIS 473		K. B. Abdessalem	1	0	0	0	100.00%	1	1	100%	0	0%
40	Materials Science	PHYS 474	670	Dr. M. Arshad Kamran	2	0	0	0	100.00%	2	2	100%	1	50%

41	**Semiconductors**	**PHYS 473**	**667**	**Dr. M. Arshad Kamran**	**6**	**1**	**1**	**0**	**100.00%**	**5**	5	100 %	0	0%
Total					**28**	**1**	**1**	**0**	**#DIV/0!**	**27**				
Overall Total					**197**	**#REF!**	**#REF!**	**#REF!**	**#REF!**	**170**	149	88%	39	23%

Table : H.H.2.The number of students each estimate

م .No	اسم المقرر Course Name	رقم ورمز المقرر Course code/No	عدد الطلاب بكل تقدير The number of students each estimate									عدد الطلاب اللذين اتموا Students Complete
			A+	**A**	**B+**	**B**	**C+**	**C**	**D+**	**D**	**F**	
1St Level												
2nd Level												
1	**General Physics 1**	**PHIS 101**	**0**	**0**	**1**	**0**	**1**	**2**	**0**	**1**	**1**	**6**
Total			**0**	**0**	**1**	**0**	**1**	**2**	**0**	**1**	**1**	**6**
3rd Level												
2	**General Physics 2**	**PHYS 202+PHYS225**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**2**	**0**	**3**
3	**General Physics 1**	**PHYS 216**	**1**	**0**	**1**	**0**	**0**	**0**	**0**	**3**	**3**	**8**
4	**Classical Physics**	**PHYs 211**										**0**
5	**Thermodynamics**	**PHIS 241**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**0**	**2**
6	**Waves & Vibrations**	**PHIS228**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**1**	**2**	**4**
Total			**1**	**0**	**2**	**1**	**0**	**2**	**0**	**6**	**5**	**17**
4th Level												

7	**Electromagnetism 1**	**PHYS221 + PHIS326**	**0**	**1**	**0**	**1**	**1**	**1**	**0**	**2**	**2**	**8**
8	**Mathematical Physics 1**	**PHYs 303**	**1**	**0**	**1**	**0**	**2**	**1**	**0**	**0**	**1**	**6**
9	**Classical Mechanics**	**PHYS 212+211**	**0**	**1**	**0**	**0**	**4**	**0**	**1**	**4**	**3**	**13**
10	**Thermodynamics Lab.**	**Phys291**	**0**	**0**	**3**	**0**	**0**	**0**	**0**	**0**	**0**	**3**
11	**Physical Optics**	**PHYs 232**	**1**	**0**	**0**	**0**		**1**		**6**	**3**	**11**
12	**Health Physics**	**PHYs 234**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**1**	**2**	**4**
Total			**2**	**2**	**4**	**2**	**7**	**3**	**1**	**13**	**11**	**45**
5th Level												
13	**Statistical Physics**	**PHYS 342**	**0**	**0**	**2**	**0**	**1**	**0**	**1**	**0**	**1**	**5**
14	**Modern Physics**	**PHYs 351**	**1**	**0**	**1**	**0**	**0**	**2**	**2**	**2**	**0**	**8**
15	**فيزياء حديثة 1**	**PHIS 351**										**0**
16	**Quantum 1**	**Pys353+352**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**6**	**0**	**8**
17	**Mathematical Physics 2**	**PHYs 302**	**0**	**0**	**0**	**0**	**2**	**0**	**1**	**3**	**1**	**7**
18	**Electromagnetism 2**	**PHiS 323**					**0**	**0**	**0**	**0**		**0**
Total			**1**	**0**	**3**	**0**	**3**	**3**	**5**	**11**	**2**	**28**
6th Level												
19	**Electromagnetism 2**	**PHYs 323**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**1**	**0**	**3**
20	**Mathematical Physics 3**	**PHYs 305**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**5**	**0**	**6**
21	**Nuclear 1**	**PHIS 381**	**0**	**0**	**0**	**0**	**1**	**0**	**1**	**0**	**0**	**2**
22	**Modern Physics 2**	**PHIS 352**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**0**	**2**
23	**Optics Lab**	**PHYS 393**	**0**	**0**	**0**	**0**	**1**	**1**	**0**	**0**	**0**	**2**
24	**Electromagnetism Lab**	**PHYS 392**	**0**	**0**	**0**	**2**	**0**	**0**	**0**	**0**	**0**	**2**
25	**Modern Physics Lab**	**PHYS 393**	**0**	**0**	**1**	**1**	**0**	**1**	**0**	**0**	**0**	**3**
26	**Biophysics**	**PHYS 361**	**0**	**1**	**0**	**0**	**0**	**1**	**0**	**1**	**2**	**5**
Total			**0**	**1**	**1**	**3**	**3**	**6**	**2**	**7**	**2**	**25**
7th Level												
27	**Electronics**	**PHYS422**	**0**	**1**	**0**	**0**	**1**	**0**	**1**	**1**	**0**	**4**
28	**Solid State Physics I**	**PHYS 471**	**0**	**1**	**0**	**0**	**0**	**1**	**0**	**4**	**0**	**6**
29	**Quantum 2**	**PHYs 452+PHIS 454**	**0**	**0**	**1**	**1**	**0**	**0**	**0**	**2**	**0**	**4**
30	**Nuclear 1**	**PHYs 481**	**1**	**0**	**1**	**1**	**0**	**0**	**1**	**1**	**0**	**5**
31	**Nuclear 2**	**PHIS 482**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**1**
32	**Nuclear Physics Lab**	**PHYS 497**	**0**	**0**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**2**
Total			**1**	**2**	**3**	**3**	**2**	**1**	**2**	**8**	**0**	**22**
8th Level												
33	**Solid state 2**	**PHYS 472**	**1**	**0**	**0**	**0**	**0**	**2**	**1**	**1**	**0**	**5**
34	**Atomic and Molecular Physics**	**PHYS 455**	**0**	**1**	**0**	**0**	**1**	**0**	**0**	**5**	**0**	**7**

	Atomic and Molecular Spectra	**Phis 455**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**1**
35	**Solid state Lab**	**PHIS 495**	**1**	**1**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**3**
36	**Neutron Physics**	**PHIS 487**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**1**	**0**	**2**
37	**Nuclear Lab**	**PHYs 498**										**0**
38	**Electronics 2**	**PHIS 425**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**1**
39	**Low Temperature**	**PHIS 473**	**0**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**1**
40	**Materials Science**	**PHYS 474**	**0**	**1**	**0**	**0**	**0**		**1**	**0**		**2**
41	**Semiconductors**	**PHYS 473**	**0**	**0**	**0**	**0**	**2**	**1**	**1**	**1**	**0**	**5**
42	**Project**	**PHIS 496+ PHYs 499**										**0**
Total			**2**	**3**	**0**	**1**	**4**	**5**	**3**	**9**	**0**	**27**
Overall Total			**7**	**8**	**14**	**10**	**20**	**22**	**13**	**55**	**21**	**170**

Table .H.H.3 Student Learning Outcome Assessment

		1	2	3	4	5
	Learning Domains for Learning Outcomes Rating Scale					
A1	Recognize the knowledge of fundamental concepts in physics				√	
A2	Outline mathematical tools in physics			√		
A3	Understand the importance of physics laws and its limitations				√	
B1	Perform experiments, data acquisition, and data analysis and draw results and conclusions.				√	
B2	Develop the skill for analyzing/solving the physics based problems				√	
B3	Explain to general audience the physical principles that underlie our understanding of nature.				√	
C1	Communicate and work effectively in groups as well as individually				√	
C2	Be aware of professional and ethical responsibilities				√	
D1	Think creatively about scientific problems and their solutions, both orally and in written				√	
D2	Locate and retrieve scientific information, using modern computer tools				√	

D3	Learn how to collect and classify the required topics using internet communication tools					√
	total %			**9%**	**81%**	**9%**
	Analysis of Student Learning Outcomes (Provide strengths and recommendations for improvement): ***NOTE : student learning outcome average measured as below*** ***1%-20% =1 21%-40%=2 41%-60%=3 61%-80 =4*** ***81%-100 =5***					

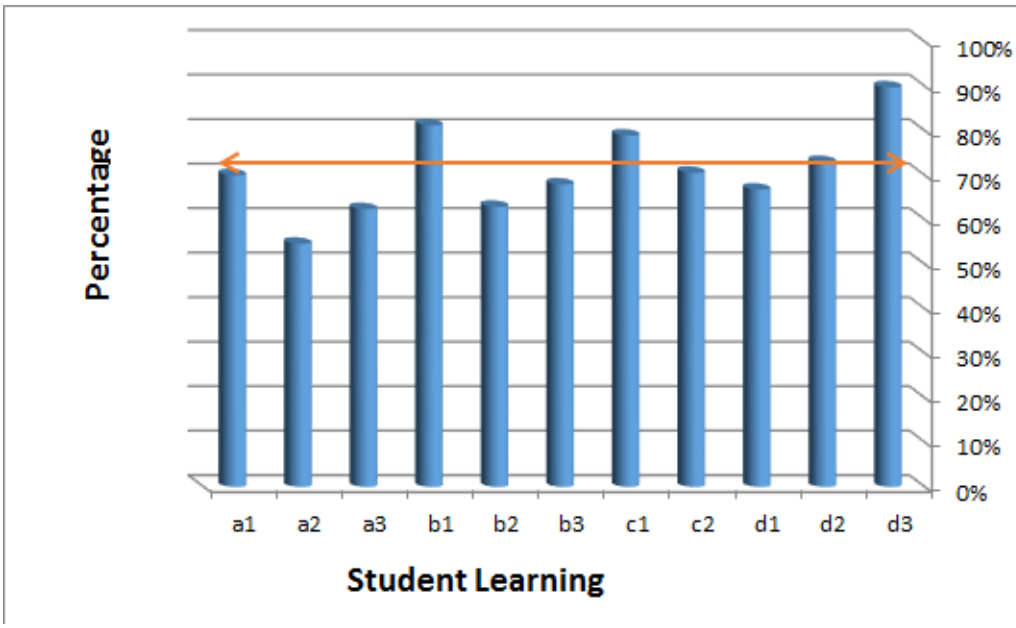


FIGURE .H.K1.1Student Learning Outcome Assessment

I. Independent Evaluations

3. <u>Describe the process</u> used to obtain independent analysis on the quality of the program and the reliability and validity of analyses carried out in the report. Processes may include a review of documentation by an experienced and independent person familiar with similar programs at other 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.

4. Summary of matters raised by independent evaluator(s). *Provide a response report* **to each of the recommendations provided by the independent evaluators**

5. Provide an analysis report **on matters raised by independent evaluator(s) (Agree, disagree, further consideration required, action proposed, etc.).**

Attach or hyperlink the independent evaluation report and CVs

J Conclusions

1. List and briefly describe **aspects of the program that are particularly successful or that demonstrate high quality.**

Employment :

- **All the graduate of our program are currently employed and no record of unemployment among them all over the history of the department.**
- **Many graduate of the program hold leading position in the government and private sector.**
- **Nanotechnology/ nanoscience/nanophysics research programs have been launched this year.**

Facilities

- **High speed internet has been installed in each part of the department and made accessible for all personal at the department including student graduates and undergraduates.**
- **The department helped in establishment of many other physics departments nationwide.**
- **There is currently a collaboration between the department and institute of Max Planck in Germany.**

- **Mission statement is clearly stated directed the planning process for the program development and it is consistent with the mission statement of the university and faculty of science (science college)**
- **Physics program will be more effective if male and female sections are work on the same track under one head ship in all aspects of program exam evaluation**
- **Effective system in dealing with students registration process and grades (The educate system)**
- **The study plan of the program is comparable with Physics programs offered in good international universities.**
- **Diversity of Faculty members in their specialties, nationalities and their graduated.**
- **The majority of the teaching staff have good teaching and research experiences.**
- **Evaluating students' achievements through unified exams and group grading for multi section courses.**
- **Availability of teaching facilities: Central library with good number of text books, high speed internet accessible for both staff and students, the majority of class rooms are equipped with video facilities.**
- **Existence of graduate programs for M.SC. and Ph.D. degrees**
- **Department is providing service courses teaching assistant to other programs in the college of science and to other colleges of the University. (Nearly, 1000 student every semester).**
- **Department is providing service to local community in areas relevant to Physics and its application.**
- **A new program on B.Sc. level in the field of material science (semi conductance of nanotechnology (Hopefully in the academic year 2015 - 2016.**
-

2.**List and briefly describe aspects of the program that are less than satisfactory and that need**

To be improved.

1. **High teaching load, academic / administration load o give proper time**

for research.
2. **Shortages in high qualified technical staff and research assistants.**
3. **Shortages in instrumentation crucial for advanced research and development.**
4. **Need to advertise effectively to catch more students in our offered program.**
5. **Not enough number of qualified applicants for the TA positions in the department for the Saudi Citizens especially in male section.**
6. **Comparisons with the benchmark**
7. **Need of collaboration with other institutions to put department on the map of research, there will be M.S and Ph.D. research program.**

K1. Action Proposals

Action proposal should be based on the matters identified in sections F, G, H, and I and indicate recommendations for improvement proposed to deal with the most important priorities for action identified in those sections.

1. Changes in Course Requirements (if any)

List and briefly state reasons **for any changes recommended in course requirements, e.g.**

- **Courses no longer needed;**
  Classical Mechanics 2 Phys 212
- **New courses required;**
  Nanotechnology
- **Courses merged together or subdivided;**
  Thermal Lab.
- **Required courses made optional or elective courses made compulsory;**
  Solid state 2, Nuclear Physics 2, Mathematics 3
- **Changes in pre-requisites or co-requisites**
  N0
- **Changes in the allocation of responsibility for learning outcomes as shown in the course planning matrix.**
- **No**

2. Action Recommendations**.**

Recommendations for improvement are made for action to be taken to overcome problems or weaknesses identified. The actions recommended should be expressed in specific, measurable for terms for assessment, rather than as general statements. Each action recommendation should indicate who should be responsible for the action, timelines, and any necessary resources.

Action Recommendation 1 Already the changes done
Person (s) responsible Head of the department
Timelines (For total initiative and for major stages of development) Done
Resources Required Done

Program KPI and Assessment

KPI refers to the key performance of program indicators which is used in the SSR and approved by the institution (if applicable at this time). This includes both the NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA suggested KPIs and all others).
Target Benchmark refers to the anticipated or desired outcome (goal or aim) for each KPI.
Actual Benchmark refers to the actual outcome determined when the KPI is measured or calculated.
Internal Benchmarks refer to comparable benchmarks (actual benchmarks) from inside the program (like data results from previous years or data results from other departments within the same college).
External Benchmarks refer to comparable benchmarks (actual benchmarks) from similar programs that are outside the program (like from similar programs that are national or international).
KPI Analysis refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.
New Target Benchmark refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.

Physics Program

Key Performance Indicators (KPI) and Benchmarking

Review Report

Contents

2. The KPI Achievements for the Physics Program Compared With the External Benchmarks
3. Program KPI Assessment, Analysis and Comparison with the External Benchmarks
4. List of Recommendations Based On the Analysis of KPI and Benchmarks
5. Action Proposals

1. List of Selected KPIs

1. Stakeholder evaluation ratings of the Mission Statement and Objectives
2. Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities
3. Students overall evaluation on the quality of their learning experiences at the institution.
4. Proportion of courses in which student evaluations were conducted during the year.
5. Proportion of programs in which there was independent verification within the institution of standards of student achievement during the year.
6. Proportion of programs in which there was independent verification of standards of student achievement by people external to the institution during the year.
7. Ratio of students to teaching staff (Based on full time equivalents)
8. Students overall rating on the quality of their courses.

9. Proportion of teaching staff with verified doctoral qualifications.

10. Percentage of students entering programs who successfully complete first year.

11. Proportion of students entering undergraduate programs who complete those programs in minimum time.

12. Proportion of students entering post graduate programs who complete those programs in specified time.

13. Proportion of graduates from undergraduate programs who within six months of graduation are:

(d) employed

(e) enrolled in further study

(f) not seeking employment or further study

14. Ratio of students to administrative staff

15. Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services.

16. Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five point scale).

17. Stakeholder evaluation of library and media center. (Average overall rating of the adequacy of the library & media center, including:

a) Staff assistance

b) Current and up-to-date

c) Copy & print facilities

d) Functionality of equipment

e) Atmosphere or climate for studying

f) Availability of study sites

18. Number of web site publication and journal subscriptions as a proportion of the number of programs offered.

19. Stakeholder evaluation of the digital library. (Average overall rating of the adequacy of the digital library, including:

a) User friendly website

b) Availability of the digital databases

c) Accessibility for users

d) Library skill training

20. Annual expenditure on IT budget, including:

a) Percentage of the total Institution, or College, or Program budget allocated for IT

b) Percentage of IT budget allocated per program for institutional or per student for programmatic.
c) Percentage of IT budget allocated for software licenses.
d) Percentage of IT budget allocated for IT security;
e) Percentage of IT budge allocated for IT maintenance.

21. Stakeholder evaluation of the IT services. (Average overall rating of the adequacy of:
a) IT availability
b) Security
c) Maintenance
d) Accessibility
e) Support systems
f) Software and up-dates
g) Age of hardware

22. Stakeholder evaluation of
a) Websites
b) e-learning services
c) Hardware and software
d) Accessibility
e) Learning and Teaching
f) Assessment and service
g) Web-based electronic data management system or electronic resources

23. Total operating expenditure (other than accommodation and student allowances) per student.

24. Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.

25. Proportion of teaching staff participating in professional development activities during the past year.

26. Number of refereed publications in the previous year per full time equivalent member of teaching staff

27. Number of citations in refereed journals in the previous year per full time equivalent teaching staff

28. Proportion of full time member of teaching staff with at least one refereed publication during the previous year

29. Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff

30. Research income from external sources in the past year as a proportion of the number of full time teaching staff members.

31. Proportion of the total, annual operational budget dedicated to research.

32. Proportion of full time teaching and other staff actively engaged in community service activities

33. Number of community education programs provided as a proportion of the number of departments

2. The KPI Achievements for Physics Program Compared With External Benchmark

Physics Program Key Performance Indicators Table

NCAAA Standards	KPI Code	NCAAA KPI	Target	Actual Phys. Dep. 1435H	Internal Phys. Dep. 1434H	Internal Math. Dep. 1434H	External Qassim uni. Phys. Dep. 1434H	New Target
Standard 1 Mission & Objectives	**S1.1**	1. Stakeholder evaluation ratings of the Mission Statement and Objectives	**80%**	**67%**	**60%**	**N/A**	**N/A**	80%
Standard 3 Management of Quality Assurance and Improvement	**S3.1**	3. Students overall evaluation on the quality of their learning experiences at the institution.	**90%**	**75%**	**70%**	**60%**	**100 %**	90%
	S3.2	4. Proportion of courses in which student evaluations were conducted during the year.	**90%**	**64%**	**50%**	**50%**	**100 %**	90%
	S3.3	5. Proportion of programs in which there was independent verification within the institution of standards of student achievement during the year.	**100 %**	**100 %**	**N/A**	**100 %**	**100 %**	100%
	S3.4	6. Proportion of programs in which there was independent verification of standards of student achievement by people external to the institution during the year.	**100 %**	**100 %**	**N/A**	**100 %**	**100 %**	100%
Standard 4 Learning and Teaching	**S4.1**	7. Ratio of students to teaching staff.	**5:1**	**5:1**	**20:1**	**10:1**	**17:1**	4:1
	S4.2	8. Students overall rating	**90%**	**79%**	**60%**	**60%**	**100**	90%

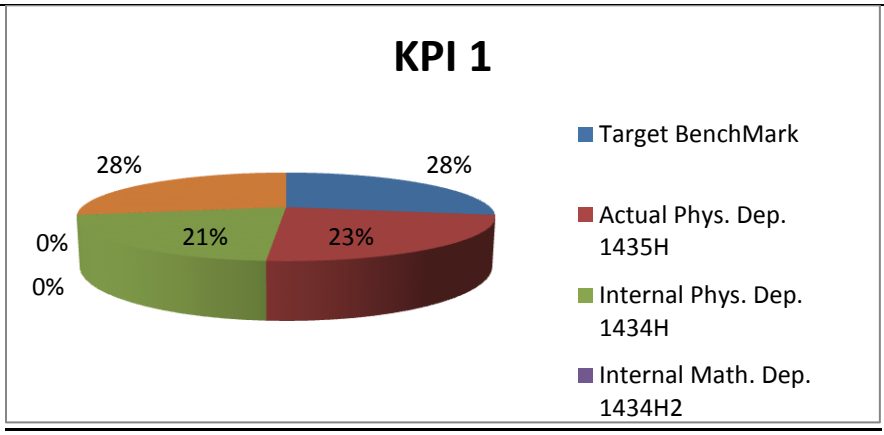
		on the quality of their courses.					**%**	
	S4.3	9. Proportion of teaching staff with verified doctoral qualifications.	**94%**	**95%**	**92%**	**75%**	**87%**	96
	S4.5	11. Proportion of students entering undergraduate programs who complete those programs in minimum time.	**20%**	**10%**	**10%**	**20%**	**30%**	40%
	S4.7	13. Proportion of graduates from undergraduate programs who within six months of graduation are: **(a)** employed **(b)** enrolled in further study **(c)** not seeking employment or further study	**a)70 %** **b)20 %** **c)10 %**	**a)55 %** **b)0 %** **c)45 %**	**a)50%** **b)5%** **c)45%**	**a)70 %** **b)10 %** **c)20 %**	**a)30 %** **b)N/A** **c)N/A**	a)80 % b)10 % c)10 %
Standard 5 Student Administration and Support Services	**S5.1**	14. Ratio of students to administrative staff	**7:1**	**10:1**	**10:1**	**9:1**	**N/A**	7:1
	S5.3	16. Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five point scale).	**90%**	**85%**	**70%**	**65%**	**53%**	90%
Standard 6 Learning Resources	**S6.2**	18. Number of web site publication and journal subscriptions as a proportion of the number of programs offered	**35**	**30**	**30**	N/A	N/A	40
Standard 9 Faculty and Staff Employment Processes	**S9.1**	24. Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.	**5%**	**12%**	**4%**	**10%**	N/A	5%
	S9.2	25. Proportion of teaching staff participating in professional development activities during the past year.	**80%**	**60%**	N/A	**80%**	**30%**	80%
Standard 10 Research	**S10.1**	26. Number of refereed publications in the previous year per full time equivalent member of teaching staff.	**12**	**6**	N/A	**19**	**13**	12
	S10.2	27. Number of citations in refereed journals in the previous year per full time equivalent teaching staff.	**15**	**4**	**N/A**	**19**	**50**	15

	S10.3	28. Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	**100 %**	**50%**	**N/A**	**N/A**	**55%**	100%
	S10.4	29. Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff.	**8**	**4**	**N/A**	**N/A**	**N/A**	8
	S10.5	30. Research income from external sources in the past year as a proportion of the number of full time teaching staff member.	**2 M SR**	**0 M SR**	**0 M SR**	**N/A**	**N/A**	2 M SR
Standard 11 Community Service	**S11.1**	32. Proportion of full time teaching and other staff actively engaged in community service activities.	**80%**	**20%**	**20%**	**20%**	**30%**	80%
	S11.2	**33. Number of community education programs provided as a proportion of the number of departments.**	3:1	2:1	1:1	1:1	3	3:1

3. Program KPI Assessment, Analysis and Comparison with the External Benchmarks

NCAAA KPI Reference Number **S1.1**
Institution/Program Reference Number S1.1
KPI: 1. Stakeholder evaluation ratings of the Mission Statement and Objectives (Average rating on how well the mission is known or the proportion of policy decisions that refer to the mission among criteria for the decision made the on a five point scale).

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Assume Uni. Phys. Dep. 1434H	**New Target** Benchmark
80%	**67%**	**60%**	**N/A**	**N/A**	**80%**



Analysis:

Stakeholder evaluation ratings of the Mission Statement and Objectives have been measured via the average ratings of staff members and students to the questionnaire

1- "The mission statement should be clear enough to provide criteria for evaluation of progress towards the achievement of the program goals and objectives."
2- "Statements of major objectives should be accompanied by specification of clearly defined and measurable indicators that are used to judge the extent to which objectives are being achieved."
3- "The mission should establish directions for the development of the program that are appropriate for a program of its type and the needs of students in Saudi Arabia."
4- "Goals for the development of the program should be consistent with and support the mission."

Strengths:

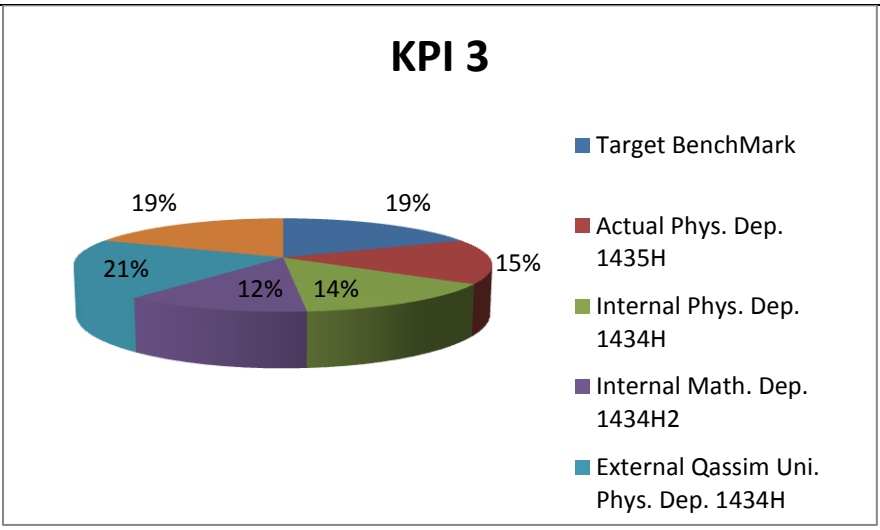
1- The mission statements and objectives are clear and appropriate.
2- The mission coincides with the main functions of the college.
3- The mission is aligned with the university mission.
4- The mission has been developed after wide consultation with internal and external stakeholders.
5- The mission is the main base of full strategic and operational plan.

Recommendations:

1- Presenting the university mission, college and department and its objectives for new students in the first week of each semester.
2- University, college and department missions and objectives should be posted in the front of campus entrance as well as in restaurant, sport club and community services unit room.

NCAAA KPI Reference Number S3.1
Institution/Program Reference Number S3.1
KPI 3. Students overall evaluation on the quality of their learning experiences at the institution.

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
90%	**75%**	**70%**	**60%**	**100%**	**90%**



Analysis:

Students overall evaluation on the quality of their learning experiences at physics program have been measured via the average ratings of question **no. 22** in program evaluation survey (PES) " Overall I was satisfied with the quality of my learning experiences at this intuition."

The average response to this item was **75%** only in the male section while the target benchmark was **90%.** This percentage is lower than expected which indicate that there is some drawbacks in students' learning experience. While the external benchmarks is **100%**.

Strengths:

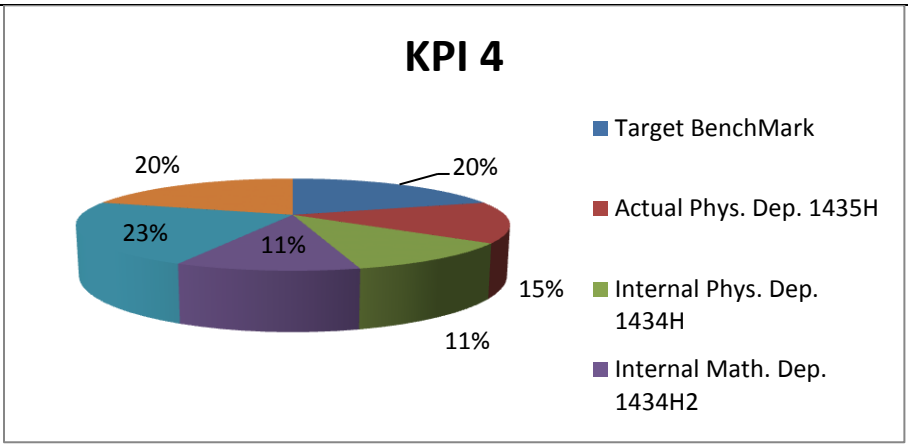
1- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content.
2- The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide students through learning progressions, and promote each student's achievement of content standards.
3- The teacher engages students in applying methods of inquiry and standards of evidence used in the discipline.

Recommendations:

1- Improve the student level of both subjects: English and mathematics.
2- Linking the process of teaching with the practical application domain as possible

NCAAA KPI Reference Number S3.2
Institution/Program Reference Number S3.2
KPI: 4. Proportion of courses in which student evaluations were conducted during the year.

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
90%	**64%**	**50%**	**50%**	**100%**	**90%**



Analysis:
Proportion of courses in which student evaluations were conducted during the year has been calculated using the last physics study plan, where **86** credit hours have been evaluated out of **136** credit hours. This is due to physics program contain **50** credit hours in the preparatory levels which is out of the campus as well as its out of our authority.

Strengths:

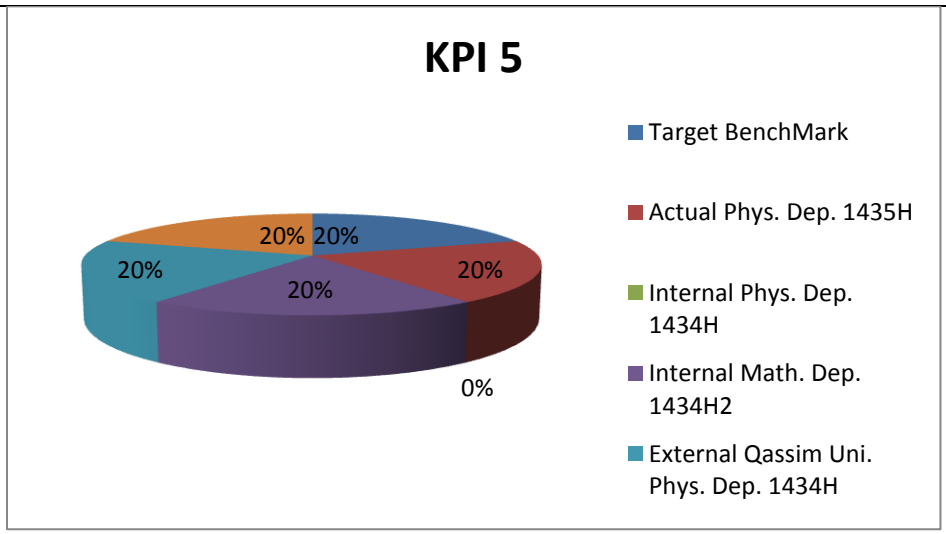
1- It seems that 64% of the courses have been evaluated worth results; however it is mean that 100% of the courses teach in campus have been evaluated.

Recommendations:

1- Official and authorized contact should be made with the dean of preparatory college, in order to supply physics program with remain credit hours evaluation survey results.

NCAAA KPI Reference Number S3.3
Institution/Program Reference Number S3.3
KPI:5. Proportion of programs in which there was independent verification within the institution of standards of student achievement during the year.

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
100%	**100%**	**N/A**	**100%**	**100%**	**100%**



Analysis:
Proportion of programs in which there was independent verification within the institution of standards of student achievement during the year has been calculated upon the report from the dean of the quality unit.

Strengths:

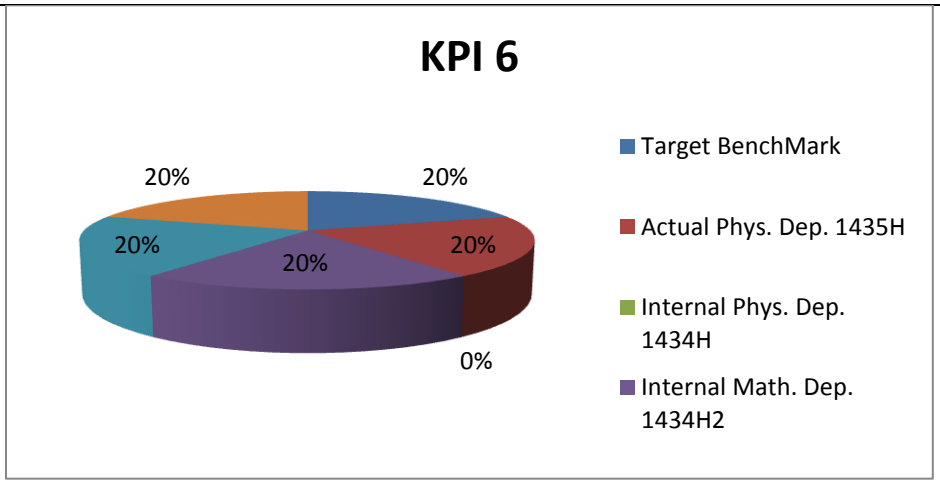
1- An independent verification internally by the dean of quality unit in order to evaluate the most standby programs in the college.
2- Although there is independent verification internally, there still difficulty to convert his qualitative opinions to quantity percentage.

Recommendations:

1- An internal committee should be formed from all departments in order to verify the student's achievement.

NCAAA KPI Reference Number S3.4
Institution/Program Reference Number S3.4
KPI: 6. Proportion of programs in which there was independent verification of standards of student achievement by people external to the institution during the year.

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
100%	**100%**	**N/A**	**100%**	**100%**	**100%**



Analysis: Proportion of programs in which there was independent verification of standards of student achievement by people external to the institution during the year has been calculated upon the report from an external audit and advisor Dr L. Abu Salah.

Strengths:

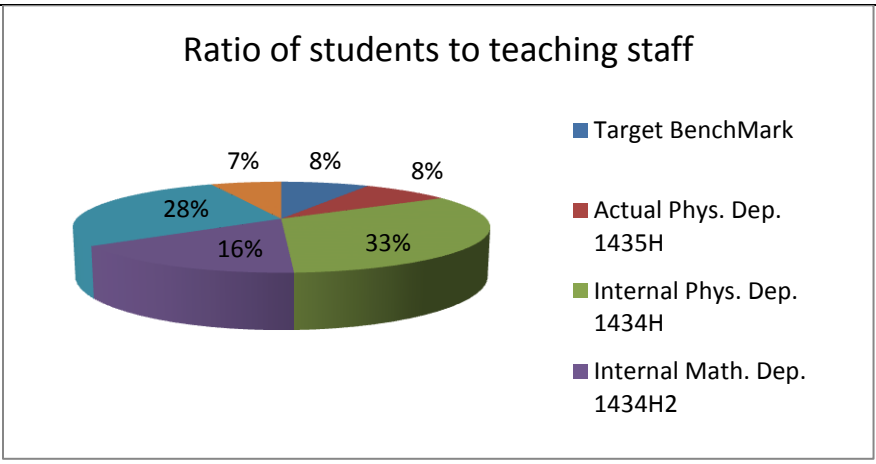
1- An independent verification externally by external audit and advisor of Majmaah University Dr L. Abu Salah in order to evaluate the physics program accreditation development.
2- Although there is external independent verification, there still difficulty to convert its qualitative opinions to quantity percentage.

Recommendations:

1- Verifications of students achievements in each program should be send to an audit outside university in order to gain more special feedbacks.

CAAA KPI Reference Number S4.1
Institution/Program Reference Number S4.1
KPI:7. Ratio of students to teaching staff (Based on full time equivalents)

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
5:1	**5:1**	**20:1**	**10:1**	**17:1**	**4:1**



Analysis

Appropriateness of students-teaching staff ratio has been calculated in first term 1435/1436. Where the physics program consists of 17 teaching staff + 1 demonstrator. At the same semester the total enrolled students were 72 students.

Strengths:

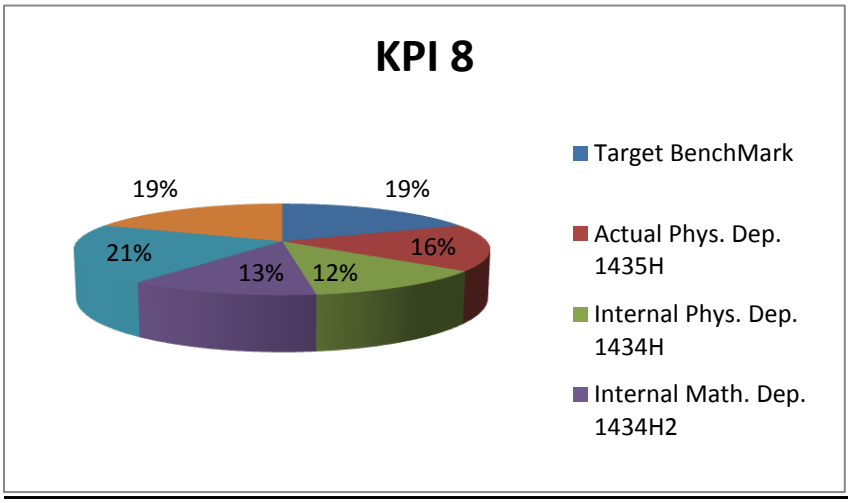
1- The teaching staff will have more time for student.
2- The students will have more hands-on time with his teacher
3- Different teaching strategies and learning styles can be accommodated.
4- Increasing the social and mental Student-teacher values.

Recommendations:

1- Increase students-teaching staff ratio next year to verify new target benchmark.

NCAAA KPI Reference Number S4.2
Institution/Program Reference Number S4.2
KPI:8. Students overall rating on the quality of their courses.

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
90%	**79%**	**60%**	**60%**	**100%**	**90%**



Analysis:

Evaluation of the Students overall rating on the quality of their courses have been

accounted via the average ratings of students to the course evaluation survey :

1- The course outline (including the knowledge and skills the course was designed to develop) was made clear to me
2- Sources of help for me during the course including faculty office hours and reference material, were made clear to me
3- My instructor(s) were fully committed to the delivery of the course. - e.g. classes started on time, instructor always present, material well prepared
4- Course materials were of up to date and useful. - Texts, handouts, references etc.
5- Overall, I was satisfied with the quality of this course

Strengths:

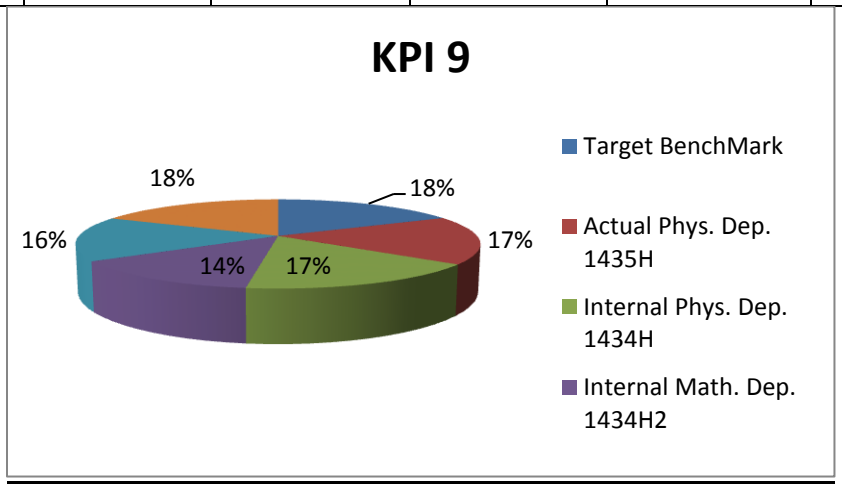
1- Courses outlines were made clear to most of students.
2- Most of staff members were available at office hour's periods.
3- Actual benchmark reflects personal students' decisions about their satisfactions of courses qualities.

Recommendations:

1- The process of course evaluation should varied widely in terms of the responsibility for developing questionnaires and the formality of the process for their approval
2- A committee should be formed to develop and propose new questions based on extensive research on teaching experiences as well as in reference to existing questionnaire.
3- The evaluations should be administered before final exams and the submission of final grades

NCAAA KPI Reference Number S4.3
Institution/Program Reference Number S4.3
KPI:9. Proportion of teaching staff with verified doctoral qualifications

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
95%	**94%**	**92%**	**75%**	**87%**	**96**



Analysis:

The proportion of teaching staff with verified doctoral qualifications have been calculated in first term 1435/1436H-2014/2015. Where it has been found that 94% of the teaching staff has a verified doctoral qualification.

Strengths:

1- Teaching staff with verified doctoral qualifications have more experience of education process.
2- Various highly skilled teaching staff within the education process earns it much

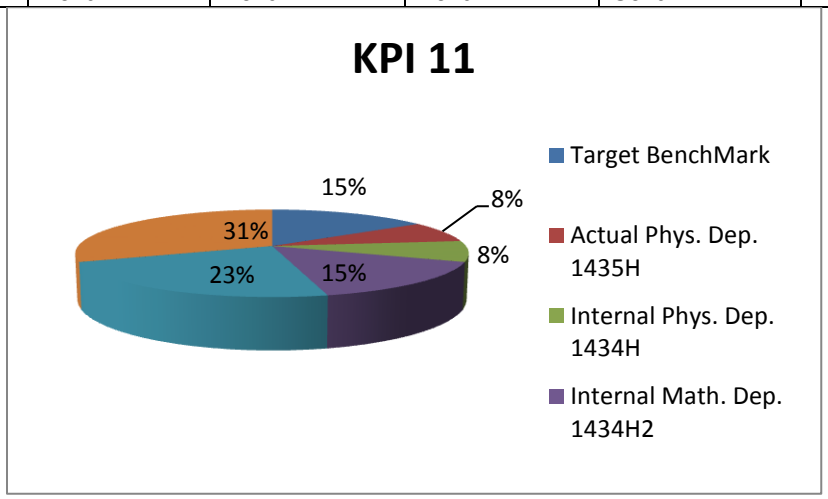
effectiveness.

Recommendations:

1- It is great opportunity to established postgraduate program in physics department due to the majority of highly qualified teaching staff exist.

NCAAA KPI Reference Number S4.5
Institution/Program Reference Number S4.5
KPI:11. Proportion of students entering undergraduate programs who complete those programs in minimum time.

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
20%	**10%**	**10%**	**20%**	**30%**	**40%**



Analysis:

The Proportion of students entering undergraduate programs who complete those programs in minimum time have been calculated in the period from first 1431 to second semester 1435 H. It is found that five graduates have passed their study at minimum time, However only one student have been counted in the previous year. The actual benchmark written here is the estimated value. This is due to that, in credit hours programs it is so difficult to follow each student enrolment individually because some postponed courses or/and excuses, withdraw etc happened during each semester.

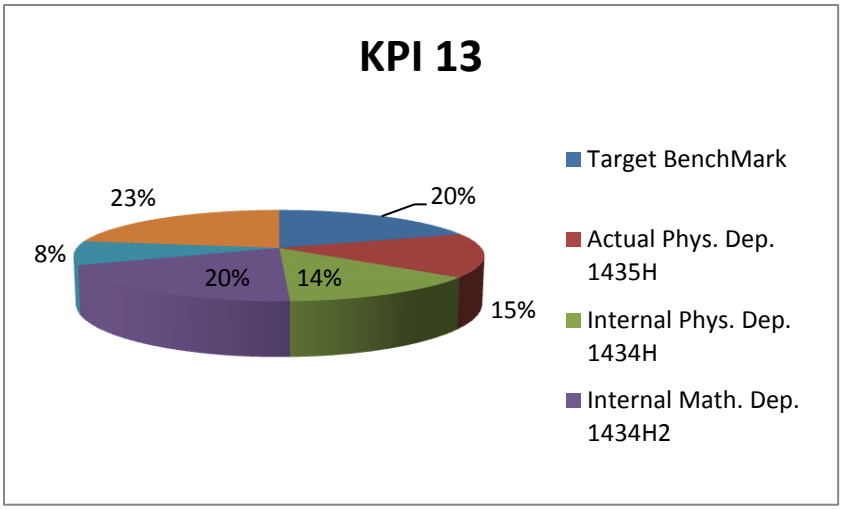
Recommendations:

1- Require formal, on-time completion plans for every student, updated annually.

NCAAA KPI Reference Number S4.7
Institution/Program Reference Number S4.7
KPI:13. Proportion of graduates from undergraduate programs who within six months of graduation are: (a) employed (b) enrolled in further study (c) not seeking employment or further study

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
a)70% **b)20%**	**a)55%** **b)0%**	**a)50%** **b)5%**	**a)70%** **b)10%**	**a)30%** **b)N/A**	**a)80%** **b)10%**

c)10%	c)45%	c)45%	c)20%	c)N/A	c)10%



Analysis:

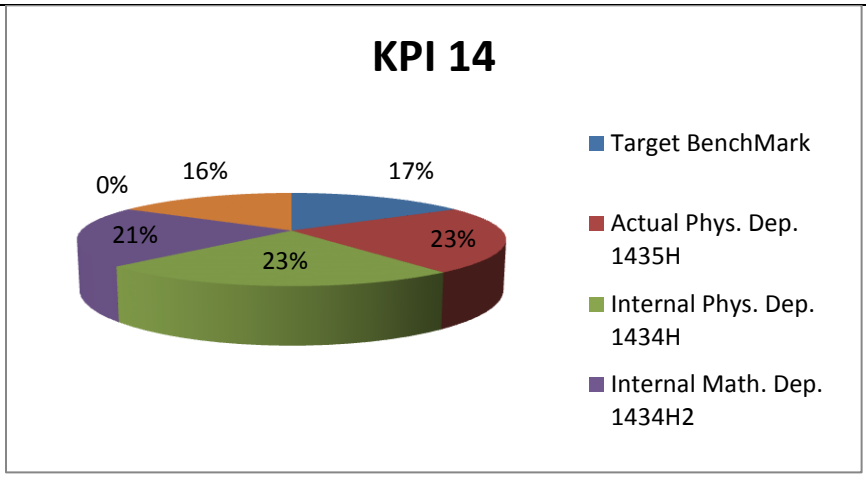
The proportion of graduates from undergraduate programs who within six months of graduation are: (a) employed (b) enrolled in further study (c) not seeking employment or further study have been calculated upon the statistics given by alumni unit. These results reflect that the nature of the local community of the city of Zulfi, which usually has a lack of employment opportunities available in the local market.

Recommendations:

- Develop alumni unit to support them and follow up their activities.
- Support the graduated student with some specialized high-level training courses that helps to raise the employment opportunities for our graduated students.
- Work to set up partnerships with the business sector.
- Work to organize various events such as Career Day (career absolvent) so that our students explore different opportunities.

NCAAA KPI Reference Number S5.1
Institution/Program Reference Number S5.1
KPI:14. Ratio of students to administrative staff

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
7:1	**10:1**	**10:1**	**9:1**	**N/A**	**7:1**



Analysis

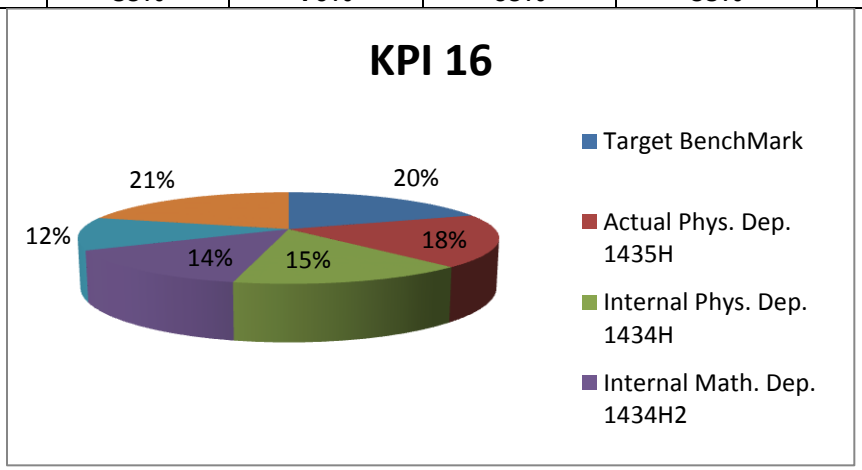
The ratio of students to administrative staff has been calculated in the first semester 2014-2015. The actual benchmark is quite good, however increase the number of direct support staff is required. For example number of Science technicians to help staff as well as students carries out research, testing and experiments in physical sciences.

Recommendations:

1- Increasing number of science technicians.

NCAAA KPI Reference Number S5.3
Institution/Program Reference Number S5.3
KPI: 16. Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five point scale).

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
90%	**85%**	**70%**	**65%**	**53%**	**95%**



Analysis:

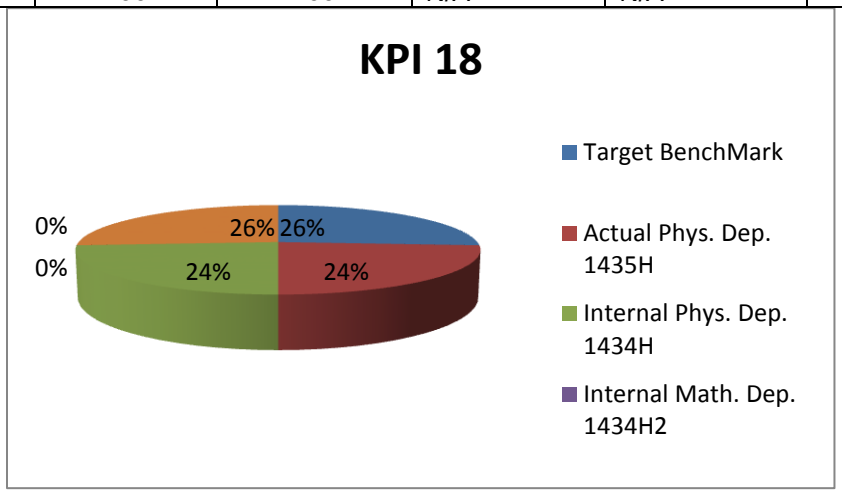
The result of this KPI was obtained from NCAAA Program Evaluation Survey (PES) – item number 1, answers on "Adequate academic and career counselling was available to me throughout my program." The average rate for this indicator is 85%. This percentage is still far away from the target benchmark (90%). While the external benchmarks were 53%

Recommendations:

1- Keep tracking of the Academic Advising activities and improve its work.

NCAAA KPI Reference Number S6.2
Institution/Program Reference Number S6.2
KPI: 18. Number of web site publication and journal subscriptions as a proportion of the number of programs offered

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
110	**100**	**100**	N/A	N/A	**110**



Analysis:
The Number of web site publication and journal subscriptions as a proportion of the number of programs offered has been calculated with the information given by the dean of information technology. Where it has been found that 300 websites are established at **mu.edu.sa** domain. The actual number of websites as a proportion of number of program offered is 100.

Strength:

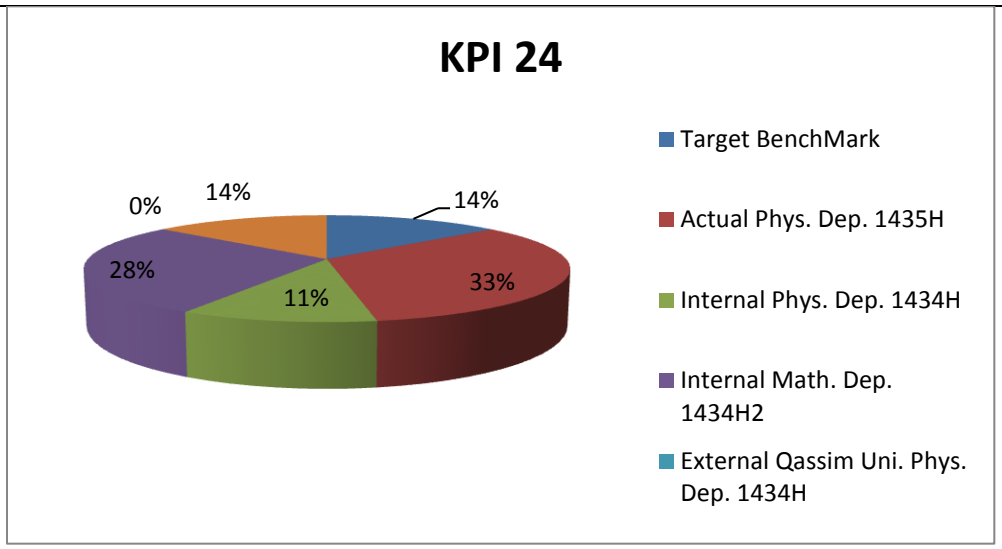
1- Teaching staff, student, and administrates have access to existing web sites.
2- Information technologies have beneficial role at physics program and its applications

Recommendation

1- Improvements of the established websites by updating information weekly or as soon as possible
2- Increase the number of student-related web sites in order to enhance the education process.

NCAAA KPI Reference Number S9.1
Institution/Program Reference Number S9.1
KPI: 24. Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
5%	**12%**	**4%**	**10%**	N/A	**5%**



Analysis

This KPI calculated upon the statistics given by Dr. A. Idris, who is responsible for the standard (9). The calculated actual benchmark was 12% which still way from target benchmark.

Strength:

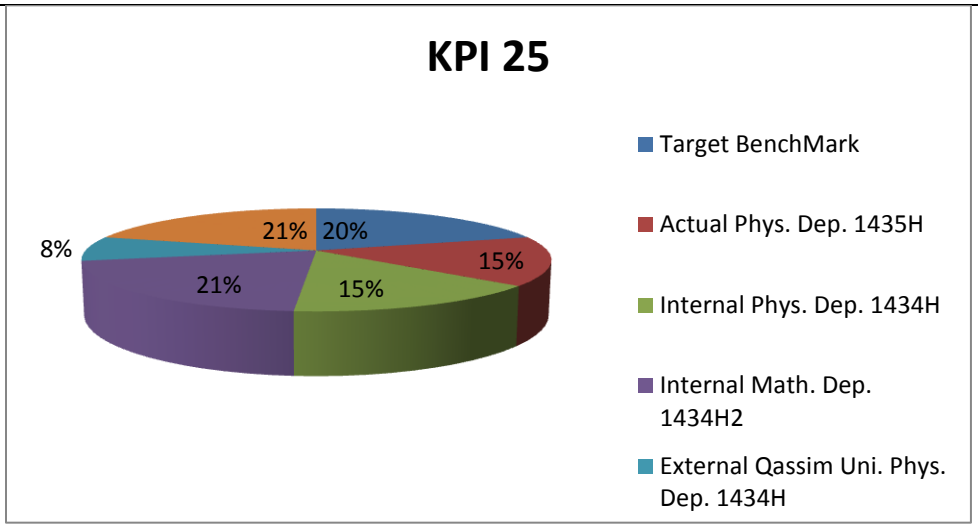
1- Attract and retain a high quality staff and Faculties, (Distinctive Faculty) has been applied.

Recommendation

- Improve the support for new and existing faculty members through establishment of better tenure, and rewarding system.
- Establish a program for assessment of salaries of the faculties and doing benchmarking with other peer colleges

NCAAA KPI Reference Number S9.2
Institution/Program Reference Number S9.2
KPI: 25. Proportion of teaching staff participating in professional development activities during the past year.

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
80%	**60%**	**60%**	**80%**	**30%**	**80%**



Analysis:
The result of this KPI was obtained from the Deanship of Skill Development unit. Where it found that 60% of faculty staff participated in development activities.

Strength:

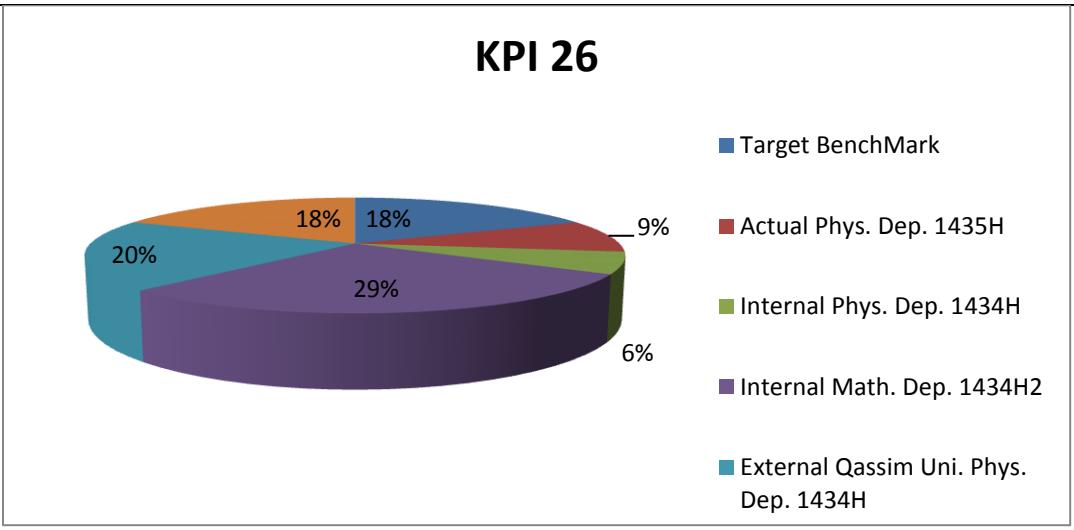
1- A good link with the Deanship of Skill Development is established in order to verify the involvement of the college with their training programs.

Recommendation:

- Maximize the follow up of quality assurance activities.
- Ensure the achievement of strategic plan's goals periodically.
- Develop the implemented Majmaah university handbook of Quality.
- Develop the link with the Deanship of Skill Development to maximize the involvement of the college with their training programs.

NCAAA KPI Reference Number S10.1
Institution/Program Reference Number S10.1
KPI: 26. Number of refereed publications in the previous year per full time equivalent member of teaching staff. (Publications based on the formula in the Higher Council Bylaw excluding conference presentations)

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
12	**6**	**4**	**19**	**13**	**12**



Analysis

Most academic staff is graduated from world top universities. Researchers are familiar with research methodology and techniques. In 2013 M : (1433H) full-time faculty of this Department published 2015M: (1436H) manuscripts in ISI indexed journals. The ratio of ISI publication per fulltime (staff)

Strengths:

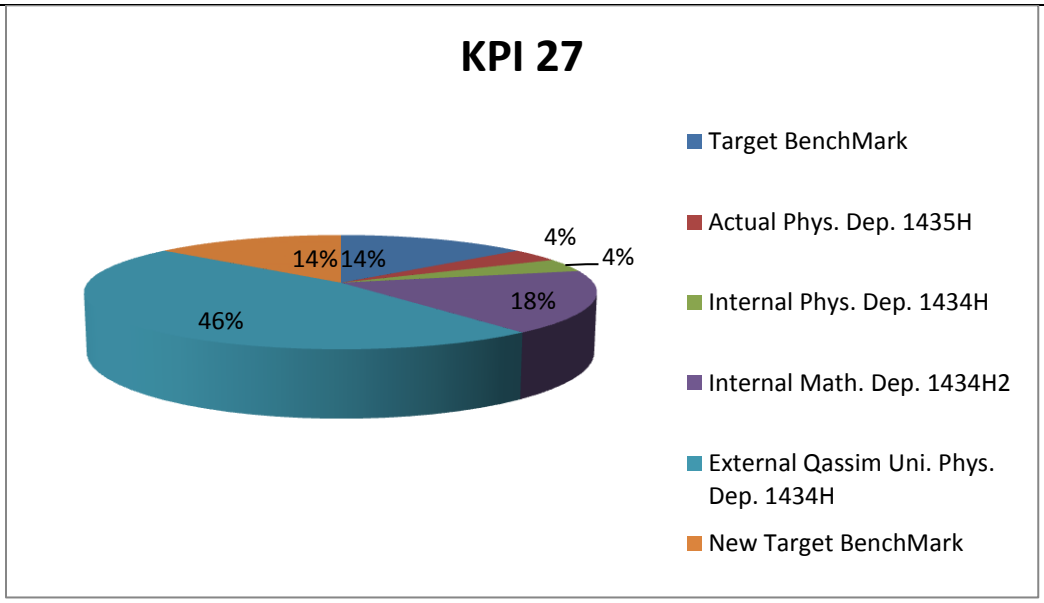
1- The Department of Physics has outstanding researchers in theoretical and applied physics
2- The members have excellent national and international researchers.
3- The research process is supported by the University through the Deanship of Scientific Research as well as several supporting programs.

Recommendations:

- A research strategic plan for the future should be identified as a main priority for the Department of Physics.
- The research supporting financial needs extra supports.
- Overall, research must be further encouraged and enhanced as the number of ISI publications from the Department doesn't match its great potential.

NCAAA KPI Reference Number S10.2
Institution/Program Reference Number S10.2
KPI: 27. Number of citations in refereed journals in the previous year per full time equivalent teaching staff

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
15	**4**	**4**	**19**	**50**	**15**



Analysis:
The results for this KPI show that the number of refereed publications is low compared with our target benchmark. Many reasons behind this result such as: Preoccupation of the faculty members with an administrative work that is related to the development of departments and programs.

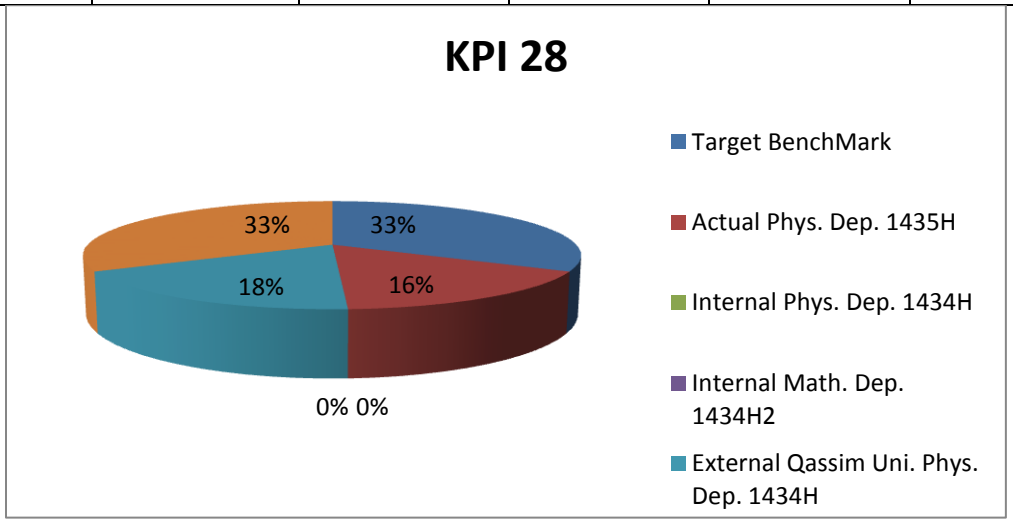
Recommendations:

- Development of the research groups.
- Establish postgraduate programs

NCAAA KPI Reference Number S10.3
Institution/Program Reference Number S10.3

KPI: 28. Proportion of full time member of teaching staff with at least one refereed publication during the previous year.

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
100%	**50%**	N/A	N/A	**55%**	**100%**



Analysis:

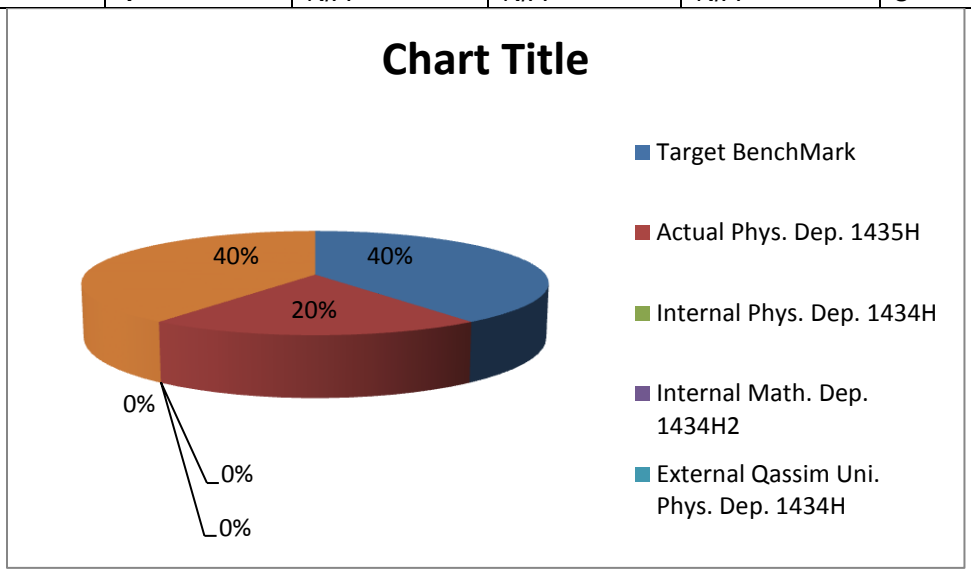
The actual benchmarks result of this KPI was 50% which is low compared with the target benchmarks 100%.

Recommendations:

1- Development of the research groups.
2- Establish postgraduate programs.

NCAAA KPI Reference Number S10.4
Institution/Program Reference Number S10.4
KPI: 29. Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
8	**4**	N/A	N/A	N/A	**8**



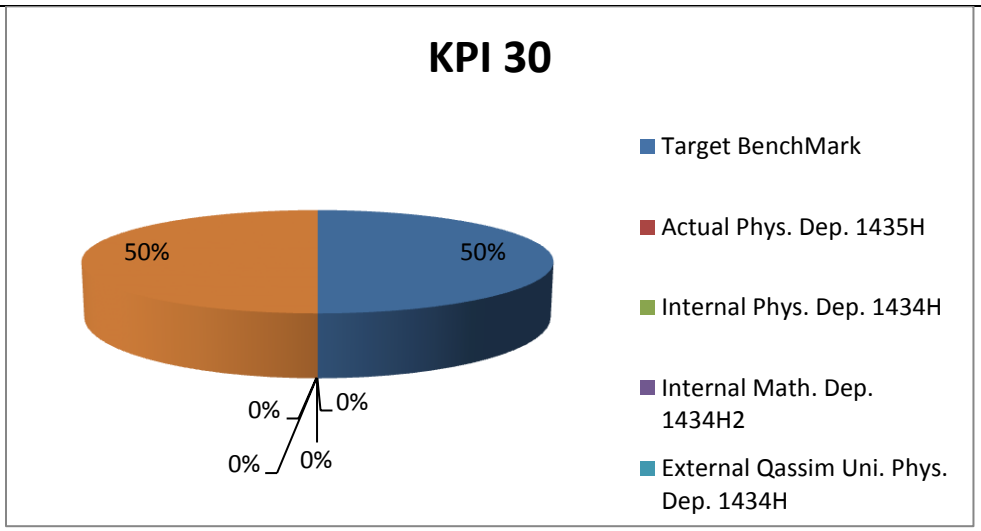
Analysis
The actual benchmarks result of this KPI is 4 which denote to The number of presentations, it should be divided by the number of full time members of teaching staff
the results of this KPI show that the number of conference publications is 5/17=0.36 compared with our target benchmark 8.

Recommendations

1- Encouraging faculty staff to develop research work and research groups.
2- Establish postgraduate programs.

NCAAA KPI Reference Number S10.5
Institution/Program Reference Number S10.5
KPI: 30. Research income from external sources in the past year as a proportion of the number of full time teaching staff members

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
2 M SR	0 M SR	0 M SR	N/A	N/A	2 M SR



Analysis

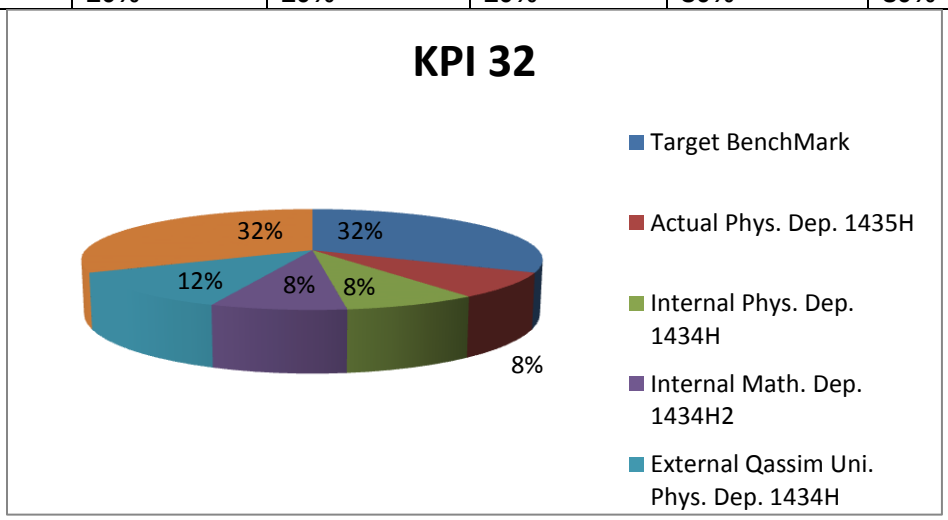
There is no research income from external sources in the past year.

Recommendation

- increase research income from external sources of funding
- maximize the achievement of research which is world leading or meets international standards of excellence
- continue to develop strategic external partnerships in order to exploit research synergies and build multidisciplinary research teams

NCAAA KPI Reference Number S11.1
Institution/Program Reference Number S11.1
KPI: 32. Proportion of full time teaching and other staff actively engaged in community service activities

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
80%	**20%**	**20%**	**20%**	**30%**	**80%**



Analysis

As a proportion of the total number of teaching staff the result of this KPI was 20%. However, this result is still away from the target benchmark, which is 80%. But when compared with external

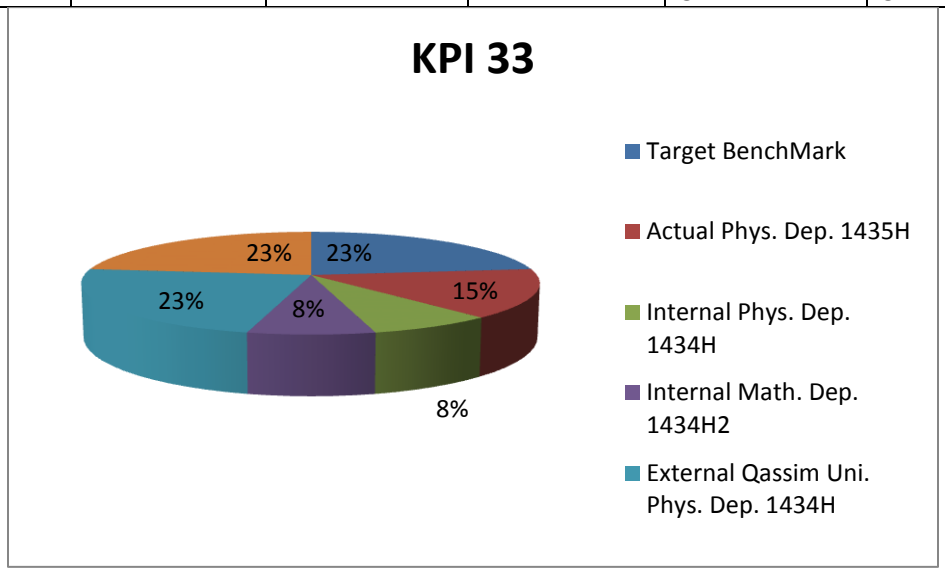
benchmarks of Qassim university it is seem close to our actual benchmarks. This low percentage may come from the following reasons:

Recommendations

1. Develop the link with the community.
2. Establishment of a strategic plan for community services in the program
3. Develop the established unit for community service.

NCAAA KPI Reference Number S11.2
Institution/Program Reference Number S11.2
KPI: 33. Number of community education programs provided as a proportion of the number of departments.

Target Benchmark	**Actual** Phys. Dep. 1435H	**Internal** Phys. Dep. 1434H	**Internal** Math. Dep. 1434H	**External** Qassim uni. Phys. Dep. 1434H	**New Target** Benchmark
3	**2**	**1**	**1**	**3**	**3**



Analysis:

The numbers of community education programs provided are two programs namely bridging, and skilling. In Arabic language (Tagsser and kfaat). Where the college contain three departments. So the percentage of community education programs to the number of departments has been calculated for physics program to be 66%.

Recommendation

1. Maximum Use of Resources: The physical, financial, and human resources of every community should be interconnected and used to their fullest if the diverse needs and interests of the community are to be met.
2. increasing the ability of individuals and groups to influence issues that affect them and their communities
3. Localization of Services, programs, events, and other community involvement opportunities.

4. List of Recommendations Based On the Analysis of KPI and Benchmarks

Action Recommendation

• Presenting the university mission, college and department and its objectives for new students in the first week of each semester. • University, college and department missions and objectives should be posted in the front of campus entrance as well as in restaurant, sport club and community services unit room.
Person (s) responsible
• Program coordinator • Quality and accreditation committee
Timelines
• Each semester
Resources Required
• Available

Action Recommendation
• Improve the student level of both subjects: English and mathematics. • Linking the process of teaching with the practical application domain as possible
Person (s) responsible
• Program coordinator • Quality and accreditation committee
Timelines
• End of first semester 1435-1436H
Resources Required
• Available

Action Recommendation
• Official and authorized contact should be made with the dean of preparatory college, in order to supply physics program with remain credit hours evaluation survey results.
Person (s) responsible
• Program coordinator
Timelines
• Annually

Resources Required
• Available

Action Recommendation
• An internal committee should be formed from all departments in order to verify the student's achievement
Person (s) responsible
• Program coordinator • Quality and accreditation committee
Timelines
• Each semester
Resources Required
• Available

Action Recommendation
• Verifications of students achievements in each program should be send to an audit outside university in order to gain more special feedbacks.
Person (s) responsible
• Program coordinator • Quality and accreditation committee
Timelines
• Annually
Resources Required
• Available

Action Recommendation
• Increase students-teaching staff ratio.
Person (s) responsible
• Program coordinator
Timelines
• Annually upon requirements
Resources Required
• University finance

Action Recommendation
• The process of course evaluation should varied widely in

terms of the responsibility for developing questionnaires and the formality of the process for their approval • A committee should be formed to develop and propose new questions based on extensive research on teaching experiences as well as in reference to existing questionnaire. • The evaluations should be administered before final exams and the submission of final grades
Person (s) responsible
• Program coordinator • Quality and accreditation committee
Timelines
• Annually
Resources Required
• Available

Action Recommendation
• Established postgraduate program in physics department due to the majority of highly qualified teaching staff exist.
Person (s) responsible
• Program coordinator
Timelines
• Next Year
Resources Required
• Available

Action Recommendation
• Require formal, on-time completion plans for every student, updated annually.
Person (s) responsible
• Program coordinator • Student affairs unit
Timelines
• Each semester
Resources Required
• Available

Action Recommendation
• Develop alumni unit to support them and follow up their activities. • Support the graduated student with some specialized high-level training courses that helps to raise the employment opportunities for our graduated students. • Work to set up partnerships with the business sector. • Work to organize various events such as Career Day (career absolvent) so that our students explore different opportunities
Person (s) responsible
• Dean of the college • Program coordinator • alumni unit
Timelines
• Each semester
Resources Required
• Available

Action Recommendation
• Increasing number of science technicians.
Person (s) responsible
• Dean of the college • Program coordinator
Timelines
• Next year
Resources Required
• University finance

Action Recommendation
• Keep tracking of the Academic Advising activities and improve its work.
Person (s) responsible
• Program coordinator • Quality and accreditation committee
Timelines
• Annually

Resources Required
• **Available**
Action Recommendation
• **Improve the support for new and existing faculty members through establishment of better tenure, and rewarding system.** • **Establish a program for assessment of salaries of the faculties and doing benchmarking with other peer colleges**
Person (s) responsible
• **Dean of the college** • **Program coordinator**
Timelines
• **Annually**
Resources Required
• **Available**

Action Recommendation
• **Maximize the follow up of quality assurance activities.** • **Ensure the achievement of strategic plan's goals periodically.** • **Develop the implemented Majmaah university handbook of Quality.** • **Develop the link with the Deanship of Skill Development to maximize the involvement of the college with their training programs.**
Person (s) responsible
• **Dean of of Skill Development unit** • **Program coordinator** • **Quality and accreditation committee**
Timelines
• **Annually**
Resources Required
• **Available**

Action Recommendation
• **A research strategic plan for the future should be identified as a main priority for the Department of Physics.**

• The research supporting financial needs extra supports. • Overall, research must be further encouraged and enhanced as the number of ISI publications from the Department doesn‘t match its great potential.
Person (s) responsible
• Program coordinator • Research groups
Timelines
• Annually
Resources Required
• Available

Action Recommendation
• Development of the research groups. • Establish postgraduate programs
Person (s) responsible
• Program coordinator • Research groups
Timelines
• Annually
Resources Required
• Available

Action Recommendation
• increase research income from external sources of funding • maximize the achievement of research which is world leading or meets international standards of excellence • continue to develop strategic external partnerships in order to exploit research synergies and build multidisciplinary research teams
Person (s) responsible
• Program coordinator • Research groups
Timelines
• Annually
Resources Required
• Available

Action Recommendation
4. **Develop the link with the community.** 5. **Establishment of a strategic plan for community services in the program** 6. **Develop the established unit for community service.**
Person (s) responsible
• **Program coordinator** • **Quality and accreditation committee**
Timelines
• **Annually**
Resources Required
• **Available**

Action Recommendation
• **Maximum Use of Resources: The physical, financial, and human resources of every community should be interconnected and used to their fullest if the diverse needs and interests of the community are to be met.** • **increasing the ability of individuals and groups to influence issues that affect them and their communities** • **Localization of Services, programs, events, and other community involvement opportunities.**
Person (s) responsible
• **Program coordinator** • **Quality and accreditation committee** • **community services unit**
Timelines
• **Annually**
Resources Required
• **Available**

5. Action Proposals

Physic Program Action Plan Table

Directions: Based on the “Analysis of KPIs and Benchmarks” provided in the above physics Program KPI and Assessment Table, list the recommendations identified below.

No	Action Points	Assessment Criteria	Responsible Person	Start Date	End Date
1.	Presenting the university mission, college and department and its objectives for new students in the first week of each semester	1- Overall rating of the university mission, college and department and its objectives	Program coordinator Quality and accreditation committee		
	University, college and department missions and objectives should be posted in the front of campus entrance as well as in restaurant, sport club and community services unit room.				
2.	Improve the student level of both subjects: English and mathematics.	1- The achievement level of the intended learning outcomes by direct using indirect assessment methods 2-The students	Program coordinator Quality and accreditation committee		
	Linking the process of teaching with				

	the practical application domain as possible	level of satisfaction 3-The independent committee feedback 4-The verification of standard achievements 5- The comparison with the external and internal benchmarks. 6-The satisfaction level of employer on the graduates 7-Students assessments of field experience training 8-Students overall satisfaction on the program			
3.	Official and authorized contact should be made with the dean of preparatory college, in order to supply physics program with remain credit hours evaluation survey results.	Proportion of courses in which student evaluations were conducted during the year will reach the new target benchmark.	Program coordinator		
4.	An internal committee should be formed from all	Proportion of programs in which there was independent verification within	Program coordinator Quality and accreditation		

	departments in order to verify the student's achievement	the institution of standards of student achievement during the year will be improved	committee		
5.	Verifications of students achievements in each program should be send to an audit outside university in order to gain more special feedbacks.	Proportion of programs in which there was independent verification of standards of student achievement by people external to the institution during the year will be improved	Program coordinator Quality and accreditation committee		
6.	Increase students-teaching staff ratio.	The students-teaching staff ratio will reach the new target benchmark	Program coordinator		
7.	The process of course evaluation should varied widely in terms of the responsibility for developing questionnaires and the formality of the process for their approval	Students overall rating on the quality of their courses will reach the new target benchmark	Quality and accreditation committee		

	A committee should be formed to develop and propose new questions based on extensive research on teaching experiences as well as in reference to existing questionnaire.				
	The evaluations should be administered before final exams and the submission of final grades				
8.	Established postgraduate program in physics department due to the majority of highly qualified teaching staff exist.		Program coordinator		
9.	Require formal, on-time completion plans for every	Proportion of students entering undergraduate programs who complete those			

	student, updated annually.	programs in minimum time			
10	Develop alumni unit to support them and follow up their activities.	The number of graduates who employed will increased	Alumni unit		
	Support the graduated student with some specialized high-level training courses that helps to raise the employment opportunities for our graduated students.				
	Work to set up partnerships with the business sector.				
	Work to organize various events such as Career Day (career absolvent) so that our students explore different				

	opportunities				
11.	Increasing number of science technicians.	Science technicians will help staff as well as students carries out research, testing and experiments in physical sciences	Program coordinator		
12.	A research strategic plan for the future should be identified as a main priority for the Department of Physics.	Number of refereed publications will increased Number of funded projects will increased Number of citation will increased	Program coordinator Research groups		
	The research supporting financial needs extra supports.				
	Overall, research must be further encouraged and enhanced as the number of ISI publications from the Department doesn‘t match its great				

	potential				
13.	Develop the link with the community. Develop the established unit for community service Establishment of a strategic plan for community services in the program	Proportion of full time teaching and other staff actively engaged in community service activities will reach the new target benchmark	Community development unit		
14.	Maximum Use of Resources: The physical, financial, and human resources of every community should be interconnected and used to their fullest if the diverse needs and interests of the community are to be met. Localization of Services, programs, events, and other community	Number of community education programs will increased The ability of individuals and groups to influence issues that affect them and their communities will increased	Community development unit		

	involvement opportunities.				
	increasing the ability of individuals and groups to influence issues that affect them and their communities				

Additional details and important notes

The following documents should be provided as **ONE** hard copy and also in an electronic format using a USB or CD. This information must be submitted to the NCAAA at least four months prior to the date of the review.

The SSRP should be on A4 paper, unbound, printed on one side, page numbered, and with a table of contents for reference. A list of acronyms used in the report should be included as an attachment.

ATTACHMENTS – IMPORTANT NOTES

Where evidence is provided for each section of the SSRP, such as attachments, it is recommended that these documents be contained in the NCAAA portal and hyperlinked to the relevant section in the document.

ENSURE THAT THE ATTACHMENTS PROVIDED ARE RELEVANT AND RELATED TO THE SSRP.

- ***Attachments must be current and not less than 2 years old***
- ***Use a short descriptive file names to identify the contents of each attachment.***
- ***Photos, excessive letters, emails, notes, memos, surveys etc. and numbers of files are not encouraged. These types of documents can be shown when the review team arrives at the institution.***

It is important that the following documents are submitted as a minimum with the SSRP.

I. **Completed *Self-Evaluation Scales* template for programs.** The completed scales should include star ratings, independent comments, and indications of priorities for improvement as requested in the document, and should be accompanied by a description of the processes used in investigating and making evaluations.
II. ***Program Specifications***
III. ***Annual Program Report –*** provide two reports for the last two years
IV. A brief summary of the outcomes of **previous accreditation processes or Mach Review** (if any) including program accreditations and any special issues or recommendations emerging from them.
V. A copy of the program description from the **bulletin** or **handbook,** including descriptions of courses, program requirements and regulations.
VI. Three samples of ***Course Specifications*** for each level; three for each year or twelve altogether.
VII. A completed ***Periodic Program Profile***.

The following documents should be available for the review panel during the visit. Members of the panel may ask for some of it to be sent to them in advance.

VIII. All ***Course Specifications***, ***Field Experience Specifications***, ***Annual Course Reports*** and ***Annual Program Reports***.

IX. Faculty handbook or similar document with information about faculty and staffing policies, professional development policies and procedures and related information.

X. CVs for faculty and staff teaching in the program and a listing of courses for which they are responsible.

XI. Copies of survey responses from students and other sources of information about quality such as employers, other faculty, etc.

XII. Statistical data summarizing responses to these surveys for several years to indicate trends in evaluations.

XIII. Statistical data on employment of graduates from the program.

XIV. Representative samples of student work and assessments of that work.

If the program is one that is offered by a private institution and that has provisional accreditation a supplementary report should be attached listing requirements of the Ministry or other organization to which it is responsible for special accreditation, and providing details of the extent to which those requirements have been met.

Authorized Signatures

Dean / Program Chair	Name	Title	Signature	Date
Program Dean or Chair of the Board of Trustees Main Campus				
Vice Rector				