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Introduction

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

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

1. MISSION AND GOALS
2. PROGRAM MANAGEMENT AND QUALITY ASSURANCE

3. TEACHING AND LEARNING
4. STUDENTS
5. TEACHING STAFF
6. LEARNING RESOURCES, FACILITIES, AND EQUIPMENT

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

This document contributes to the development of a common language between the staff of the educational program, the external reviewers, and the National Center for Academic Accreditation and Evaluation. This document describes the levels of the good performance of the higher education programs, thus determining satisfactory or unsatisfactory performance. Furthermore, it helps higher education programs to know exactly what is required under each standard, and the performance



Self-Evaluation Scales For Higher Education Programs

expected of them in a descriptive, gradual manner that makes it easy to determine its current level. In addition, it benefits the external reviewers and independent evaluators during the review processes, to accurately identify the performance of programs for each of the programmatic areas. Finally, this document serves as the guide and orientor for planning processes to improve the quality of performance based on self and external evaluation according to these scales.

Elements of Evaluation:

In order to achieve the highest degree of accuracy in the evaluation, the Center has developed specific elements that the evaluation processes depend on for all the criteria listed under each standard. The evaluation of the quality level is based on the extent to which the criterion meets its elements, and effectively closes the quality loop (planning, implementation, review, and improvement). The performance evaluation takes into consideration the nature of the criterion, and the existence of

practices that demonstrate any aspect of excellence and creativity in the program performance, that is in line with what many programs of higher education have reached and what they aspire to reach.

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

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

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

Essential Criteria:

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



Steps for Evaluation:

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

First Step: Evaluation of the criterion

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

Option 1: Not Applicable

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

Option 2: Applicable

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

A. Unsatisfactory Performance:

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

Level 1 (Non-Compliance):

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

Level 2 (Partial Compliance)

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

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

Level 3 (Compliance):

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

Level 4 (Perfect Compliance):

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

Level 5 (Distinctive Compliance):

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

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

Levels of Evaluation Elements of Evaluation	NA	Unsatisfactory Performance		Satisfactory Performance		
		Non-Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
		1	2	3	4	5
Extent of availability of elements and components of the criterion		<ul style="list-style-type: none"> • There are no available elements of the criterion • Or there are few available elements 	<ul style="list-style-type: none"> • Most of the elements of the criterion are available 	<ul style="list-style-type: none"> • All of the elements of the criterion are available 	<ul style="list-style-type: none"> • All of the elements of the criterion are available 	<ul style="list-style-type: none"> • All of the elements of the criterion are available

Quality level of application for each element		<ul style="list-style-type: none"> The elements of the criterion are not applied at all, (or) are applied at a very low level 	<ul style="list-style-type: none"> The elements of the criterion are applied at low level 	<ul style="list-style-type: none"> The elements of the criterion are applied at good level 	<ul style="list-style-type: none"> The elements of the criterion are applied at perfect level 	<ul style="list-style-type: none"> The elements of the criterion are applied at distinct level
Regularity of application and assessment, and availability of evidence		<ul style="list-style-type: none"> Rarely applied 	<ul style="list-style-type: none"> Applied irregularly, (or) there is no assessment, or it is there but is irregular, (or) there is insufficient evidence 	<ul style="list-style-type: none"> Applied regularly, There is a regular and effective assessment, Sufficient evidence is available 	<ul style="list-style-type: none"> Applied regularly, There is a regular and effective assessment, Sufficient and varied evidence is available 	<ul style="list-style-type: none"> Applied on a regular basis, There is a regular, effective, and excellent assessment, and Various, comprehensive, and cumulative evidence is available,
Continuous improvement and level of results in the light of indicators and benchmarking		-----	<ul style="list-style-type: none"> There may be some limited improvement procedures 	<ul style="list-style-type: none"> There are regular improvement procedures and good results. 	<ul style="list-style-type: none"> There are regular procedures for improvement and higher results compared to previous results. 	<ul style="list-style-type: none"> There are regular procedures for improvement and distinct results compared to other programs
Excellence and creativity in practices of the elements of the criterion		-----	-----	-----	-----	<ul style="list-style-type: none"> There is creativity in the practices of the elements of the criterion.

Examples of Measurement Scales for Evaluation of Criteria

First Example: Criterion (3-2-10)

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

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



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Second Example: Criterion (6-0-1)

The program implements clear policies and procedures that ensure the adequacy and appropriateness of learning resources and services provided to support student learning.

Level	Description of Performance

(1) Non Compliance	The program does not have any policies or procedures to provide learning resources, or it has learning resources, but they are limited and insufficient or unclear, or they are not fully applied, or are applied rarely or at a very low level.
(2) Partial Compliance	The program has policies and procedures to provide most learning sources in an acceptable manner, or they are applied at a low or irregular level, or they are not assessed, or assessed on an irregular basis, and there are limited procedures for their development.
(3) Compliance	The program has policies and procedures to ensure adequate learning resources and all are appropriate to ensure the availability of an acceptable level of support for student learning, and the program is committed to applying them well and regularly, and there is sufficient evidence to do so. Most of them are subject to periodic assessment and development.
(4) Perfect Compliance	The program has policies and procedures to ensure adequate learning resources and all are appropriate to ensure the availability of a high quality level of support for student learning, and the program is committed to applying them at a high level on a regular basis, and there is sufficient and varied evidence. All of them are subject to periodic assessment and development with the existence of high results for improvement.
(5) Distinctive Compliance	Any distinction and creativity in the practices of the elements of the criterion



Self-Evaluation Scales For Higher Education Programs

Second Step: Evaluation of the Standard

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

Quality Rating/Level of Standard		Average
Level	Overall Rating	
Distinctive Compliance	Five Points	≥ 4.5
Perfect Compliance	Four Points	From 3.5 to < 4.5
Compliance	Three Points	From 2.5 to < 3.5

Partial Compliance	Two Points	From 1.5 to < 2.5
Non-Compliance	One Point	< 1.5

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

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

Levels of Evaluation	Criteria	N A	Not Satisfactory		Satisfactory		
			Non Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5

2-1	Program Management						
2-1-1	The program is governed by specialized councils (College Council, Department Council) with defined tasks and authorities.				✓		
2-1-2	The program leadership has the appropriate academic and administrative experience to achieve its mission and goals.				✓		
2-1-3	The program has the sufficient number of qualified staff to perform its administrative, professional and technical tasks, and they have defined tasks and authorities.					✓	
2-1-4	The program management acts to provide an organizational climate and supportive academic environment.				✓		
2-1-5	There are appropriate mechanisms for integration and effective participation among branches offering the same program.			✓			
2-1-6	The program is committed to applying the institutional regulations governing the educational and research partnerships (if any) in order to ensure the quality of all aspects of the program, including courses, educational resources, teaching, student achievement standards, and offered services.			✓			
2-1-7	The program assesses the effectiveness of its educational and research partnerships (if any) on a regular basis and makes appropriate decisions accordingly.			✓			
2-1-8	The program management monitors its commitment to implement its role in the community partnership plan of the institution through specific performance indicators.				✓		
2-1-9	The program management monitors its commitment to implement its role in the research plan of the institution through specific performance indicators.				✓		
2-1-10	There is a sufficient amount of flexibility and authorities that allows program leadership to bring about the necessary development and				✓		

	changes, in response to the recent events and to the results of periodic evaluation of the program and its courses.						
2-1-11	The program management applies mechanisms ensuring integrity, fairness, and equality in all its academic and administrative practices, and between the male and female student sections and branches (if any).				✓		
2-1-12	The program forms an advisory committee, comprised of members of professionals and experts in the program specialization, to contribute to its evaluation, development, and performance improvement.					✓	
2-1-13	The program management is committed to developing and improving professional skills and capabilities of the supportive technical and administrative staff to keep up with modern developments.				✓		
2-1-14	The program management provides reliable and publicly disclosed information to the community about the program description, performance, and achievements that suits the needs of the stakeholders.				✓		
2-1-15	The program management encourages the developmental initiatives and proposals.				✓		
2-1-16	The program implements an effective system to evaluate the performance of leaders, teaching staff, and employee according to clear, published standards and mechanisms that ensure fairness, transparency, and accountability; and the results of the evaluation are used to provide feedback, improvement, and development.				✓		
2-1-17	The program management is committed to activating the values of the scientific integrity, intellectual property rights, rules of ethical practices, and proper conduct in all academic, research, administrative, and service fields and activities.				✓		

2-1-18	The program management applies the systems, regulations, and procedures that are approved by the institution/college, including those related to grievance, complaints, and disciplinary cases.					✓	
2-1-19	The program has adequate financial funding to achieve its mission and goals, along with existence of mechanisms for prioritizing expenditures.				✓		

2-2	Program Quality Assurance						
2-2-1	The program management implements an effective quality assurance and management system that is consistent with the institution quality system.				✓		
2-2-2	The teaching staff, employee, and students participate in planning, quality assurance, and decision-making processes.					✓	
2-2-3	The program management approves key performance indicators that accurately measure the program performance and coordinates to provide regular data on them.					✓	
2-2-4	The program analyzes the evaluation data annually (e.g., performance indicators and benchmarking data, student progress, program completion rates, student evaluations of the program, courses and services, views of graduates and employers); and results are used in planning, development, and decision making processes.			✓			
2-2-5	The program conducts a periodic, comprehensive evaluation (every three / five years) and prepares reports about the overall level of quality, with the identification of points of strength and weakness; plans for improvement; and follows up its implementation.				✓		

Overall Evaluation of the Standard	
Total Sum of Evaluation of Criteria	
Number of Applicable Criteria 24	(Total Sum of Points) 73
Average Evaluation of the Standard 3.04	
Overall Quality Rating of the Standard 3	

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

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

Independent Opinion:

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

Self-Evaluation Scales for Program

1-0-1	The program has a clear, appropriate, approved and publicized widely mission that is consistent with the mission of the institution and the college/department; and is consistent with the needs of the society and the national trends.*				✓	✓	
1-0-2	The program goals are linked to its mission, consistent with the goals of the institution/college, and characterized by being clear, realistic and measurable.					✓✓	
1-0-3	The program mission and goals all its operations and activities (e.g., planning, decision-making, resources allocation, curriculum development).				✓✓		
1-0-4	The program goals and its implementation needs are linked to appropriate operational plans that are consistent with the institution/college plans.				✓✓		
1-0-5	Program managers monitor the extent to which its goals are achieved, through specific performance indicators, and take the necessary actions for performance improvement. *				✓✓		
1-0-6	The program mission and goals are reviewed periodically with the participation of relevant stakeholders, and are developed accordingly.				✓✓		
Overall Evaluation of the Standard							
Total Sum of Evaluation of Criteria (Total Sum of Points)				19 20			
Number of Applicable Criteria				6 6			
Average Evaluation of the Standard				3.2 3.3			
Overall Quality Rating of the Standard				3 3			

* Essential Criteria

Strengths:

1. The vision, mission, and values of the program are clear.
2. The mission statement is consistent with the university as well as the faculty of science missions statement.
3. The goals and the mission statement are achievable through effective strategies that can be implemented within the level of resources expected to be available.

Areas for Improvement:

1. The use of the mission and the goals to provide an effective guide for decision-making and choices among alternative planning strategies, and guide all its operations and activities.
2. Full implementation of the program goals through an appropriate operational plans.
3. Full implementation of the proposed action plans for performance improvement.
4. Increase the students and all stakeholder involvement in developing and reviewing the mission statement, at all levels.
5. Improve the students and staff and all the stakeholders awareness about the use made of the mission, and its evolution.
6. The Mathematics program should make more efforts to publicize the mission statement and objectives among all internal and external stakeholders especially in main campus through multiple means.

Priorities for Improvement:

1. The Mathematics program should make more efforts to publicize the mission statement and objectives among all internal and external stakeholders especially in main campus through multiple means.
2. Full implementation of the proposed action plans for performance improvement.
3. Full implementation of the program goals through an appropriate operational plans.
4. The use of the mission and the goals to provide an effective guide for decision-making and choices among alternative planning strategies, and guide all its operations and activities.

Independent Opinion:

In most respects the mission and goals of the Program are connected well to those of the department, college, and university, and are leading to aligned strategies and operational plans. The Program, itself (see above) judges that there is more that could be done to publicize the mission and to further strengthen loop closure on planning. These assessments are well founded, and suggest that those charged with leading the department and Program can be relied on to move forward with relevant improvements.

2. PROGRAM MANAGEMENT AND QUALITY ASSURANCE

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

Levels of Evaluation Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
2-1	Program Management						
2-1-1	The program is governed by specialized councils (College Council, Department Council) with defined tasks and authorities.				✓	✓	
2-1-2	The program leadership has the appropriate academic and administrative experience to achieve its mission and goals.				✓✓		
2-1-3	The program has the sufficient number of qualified staff to perform its administrative, professional and technical tasks, and they have defined tasks and authorities. *				✓	✓	
2-1-4	The program management acts to provide an organizational climate and supportive academic environment.				✓✓		
2-1-5	There are appropriate mechanisms for integration and effective participation among branches offering the same program.				✓✓		
2-1-6	The program is committed to applying the institutional regulations governing the educational and research partnerships (if any) in order to ensure the quality of all aspects of the program, including courses, educational resources, teaching, student achievement standards, and offered services.	NA					

2-1-7	The program assesses the effectiveness of its educational and research partnerships (if any) on a regular basis and makes appropriate decisions accordingly.	NA					
2-1-8	The program management monitors its commitment to implement its role in the community partnership plan of the institution through specific performance indicators.				✓	✓	
2-1-9	The program management monitors its commitment to implement its role in the research plan of the institution through specific performance indicators.				✓	✓	

2-1-10	There is a sufficient amount of flexibility and authorities that allows program leadership to bring about the necessary development and changes, in response to the recent events and to the results of periodic evaluation of the program and its courses.				✓✓		
2-1-11	The program management applies mechanisms ensuring integrity, fairness, and equality in all its academic and administrative practices, and between the male and female student sections and branches (if any).				✓✓		
2-1-12	The program forms an advisory committee, comprised of members of professionals and experts in the program specialization, to contribute to its evaluation, development, and performance improvement. *				✓✓		
2-1-13	The program management is committed to developing and improving professional skills and capabilities of the supportive technical and administrative staff to keep up with modern developments.				✓✓		

2-1-14	The program management provides reliable and publicly disclosed information to the community about the program description, performance, and achievements that suits the needs of the stakeholders.				✓✓		
2-1-15	The program management encourages the developmental initiatives and proposals.				✓✓		
2-1-16	The program implements an effective system to evaluate the performance of leaders, teaching staff, and employee according to clear, published standards and mechanisms that ensure fairness, transparency, and accountability; and the results of the evaluation are used to provide feedback, improvement, and development. *				✓✓		
2-1-17	The program management is committed to activating the values of the scientific integrity, intellectual property rights, rules of ethical practices, and proper conduct in all academic, research, administrative, and service fields and activities. *				✓✓		
2-1-18	The program management applies the systems, regulations, and procedures that are				✓	✓	

	approved by the institution/college, including those related to grievance, complaints, and disciplinary cases.						
2-1-19	The program has adequate financial funding to achieve its mission and goals, along with existence of mechanisms for prioritizing expenditures.				✓✓		
2-2	Program Quality Assurance						

2-2-1	The program management implements an effective quality assurance and management system that is consistent with the institution quality system.				✓✓		
2-2-2	The teaching staff, employee, and students participate in planning, quality assurance, and decision-making processes.				✓✓		
2-2-3	The program management approves key performance indicators that accurately measure the program performance and coordinates to provide regular data on them.				✓✓		
2-2-4	The program analyzes the evaluation data annually (e.g., performance indicators and benchmarking data, student progress, program completion rates, student evaluations of the program, courses and services, views of graduates and employers); and results are used in planning, development, and decision making processes. *				✓	✓	
2-2-5	The program conducts a periodic, comprehensive evaluation (every three / five years) and prepares reports about the overall level of quality, with the identification of points of strength and weakness; plans for improvement; and follows up its implementation.				✓✓		
Overall Evaluation of the Standard							
Total Sum of Evaluation of Criteria (Total Sum of Points)				68 70			
Number of Applicable Criteria				22 22			
Average Evaluation of the Standard				3.1 3.2			
Overall Quality Rating of the Standard				3 3			

* Essential Criteria

Strengths:

1. Good organizational climate and supportive academic environment.
2. High integrity, fairness, and equality in all its academic and administrative practices, and between the male and female student sections.
3. The program management applies the systems, regulations, and procedures that are approved by the institution/Faculty

Areas for Improvement:

1. The program management implement and monitor its role in the community partnership plan of the institution through specific performance indicators.
2. The program may enhance the performance of the advisory committee to contribute more to its evaluation, development, and performance improvement.
3. The program should make more active use of the evaluation results in planning, development, and decision-making processes.
4. The program should increase the involvement of employee, and students in planning.

Priorities for Improvement:

1. Use the results of evaluation data in planning, development, and decision-making processes.
2. The program management implement and monitor its role in the community partnership plan of the institution through specific performance indicators

Independent Opinion:

Overall, the Program operates within a well established framework of management at institution and college levels. A properly planned approach to community engagement would be beneficial. The advisory committee exists, but it is relatively new and needs support to generate best results. Quality assurance is generally sound.

3. TEACHING AND LEARNING

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

Levels of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
3-1	Graduate Attributes and Learning Outcomes						
3-1-1	The program identifies its graduate attributes and intended learning outcomes that are consistent with its mission, and aligned with the graduate attributes at the institutional level; and they are approved, publicly disclosed, and periodically reviewed.			✓	✓		
3-1-2	The graduate attributes and learning outcomes are consistent with the requirements of the National Qualifications Framework (NQF) and with academic, professional, and labor market requirements.				✓✓		
3-1-3	The program identifies the learning outcomes for the different tracks (if any).	✓✓					
3-1-4	The program applies appropriate mechanisms and tools for measuring the graduate attributes and learning outcomes, and verifying their achievement according to specific performance levels and assessment plans. *				✓✓		
3-2	Curriculum						

3-2-1	The program is committed to the institutional policies, standards, and procedures in the design, development and modification of the curriculum.				✓	✓	
3-2-2	The curriculum design considers fulfilling the program goals and learning outcomes, and the educational, scientific, technical and professional developments in the field of specialization; and is periodically reviewed.*				✓	✓	
3-2-3	The study plan ensures the balance between the general and specialty requirements, and between theoretical				✓✓		

	and applied aspects; and it takes into account the sequencing and integration of the courses.*						
3-2-4	The construction of the program study plan considers the identification of exit-points requirements (if any).	✓✓					
3-2-5	The program study plan considers the adequate requirements for the different tracks (if any) in accordance with international practices and similar programs.	✓✓					
3-2-6	The curriculum includes integrated curricular and extracurricular activities that contribute to the achievement of the program learning outcomes.				✓✓		
3-2-7	The learning outcomes in the courses are aligned with the program learning outcomes (e.g., Matrix for the alignment of the learning outcomes of the courses with program learning outcomes).*				✓✓		

3-2-8	Teaching and learning strategies and assessment methods are aligned with the intended learning outcomes at the program and course levels.				✓✓		
3-2-9	Teaching and learning strategies are student- centered and encourage active learning.				✓✓		
3-2-10	Teaching and learning strategies and assessment methods in the program vary according to its nature and level, enhance the ability to conduct research, and ensure students' acquisition of higher cognitive thinking and self-learning skills.				✓✓		
3-2-11	The learning outcomes of the field experience activities are aligned with the learning outcomes of the program; and appropriate strategies for training, assessment, and training venues are identified in order to achieve these outcomes.	✓✓					
3-2-12	Both the program field-experience supervisor and the field supervisor are informed with the intended learning outcomes and the nature of the tasks entrusted to each of them (supervision, follow-up, student assessment, evaluation and development of field experience); and their commitment is followed up according to specific mechanisms.	✓✓					
3-2-13	The program ensures a unified application of its study plan as well as the program				✓✓		

	and the course specifications offered at more than one site (sections of male and female students and different branches).*						
3-3	Quality of Teaching and Students' Assessment						

3-3-1	The program monitors the commitment of the teaching staff to the learning and teaching strategies and assessment methods included in the program and course specifications through specific mechanisms.*				✓✓		
3-3-2	The necessary training is provided for the teaching staff on learning and teaching strategies and assessment methods identified in the program and course specifications, along with the effective use of modern and advanced technology; and their use is monitored.				✓✓		
3-3-3	At the beginning of each course, students are provided with comprehensive information about the course, including learning outcomes, teaching and learning strategies, and assessment methods and dates, as well as what is expected from them during the study of the course.				✓✓		
3-3-4	The courses are periodically evaluated for ensuring the effectiveness of the teaching and learning strategies and assessment methods, and reports are prepared on them.				✓✓		
3-3-5	The program applies mechanisms to support and motivate excellence in teaching, and encourages creativity and innovation of the teaching staff.				✓✓		
3-3-6	The program implements clear and publicized procedures to verify the quality and validity of the assessment methods (e.g., their specifications, diversity, and comprehensiveness to cover the learning outcomes, distribution of grades and accuracy of marking), and to ensure the level of student achievement.				✓✓		
3-3-7	Effective procedures are used to verify that the work and assignments of students are of their own.				✓✓		
3-3-8	The feedback is provided to students about their performance and evaluation results at a time that allows them to improve their performance.				✓✓		
Overall Evaluation of the Standard							

Total Sum of Evaluation of Criteria (Total Sum of Points)	59 62
Number of Applicable Criteria	21 21
Average Evaluation of the Standard	2.8 3
Overall Quality Rating of the Standard	3 3

* Essential Criteria

Strengths:

- 1- The program is committed to the institutional policies, standards, and procedures in the design, development and modification of the curriculum.
- 2- The curriculum design considers fulfilling the program goals and learning outcomes, and the educational, scientific, technical and professional developments in the field of specialization; and is periodically reviewed.
- 3- Students' learning experiences are reflected well on the students' satisfaction. 4- The quality of the courses satisfaction rate presents a good level among the students.

Areas for Improvement:

- 1- Regularly update all of the learning resources.
- 2- Provide faculty members of feedback on their teaching through multiple means. 3- The Mathematics Program should hold intensive revisions to first year students to fill in the gaps in their mathematical background and allow them to easily fit into the university system.
- 4- First year students should write basic skill exams to investigate areas of weaknesses. 5- Action plans have to be prepared to reduce the number of students per class especially at Umluj campus.
- 6- Appropriate mechanism for developing graduate professional skills based on the market needs, such as training and preparation for interviews.
- 7- Setting up a database for graduate students to keep the program in continuous

communications with them and be updated about their caries progression.

8- The Mathematics Program must have an action plan in place to address the dropout and low performance issues of all students.

Priorities for Improvement:

1- Action plans have to be prepared to reduce the number of students per class especially at Umluj campus.

2- Regularly update all of the learning resources.

3- Provide faculty members of feedback on their teaching through multiple means. 4- The Mathematics Program should have an action plan in place to address the dropout and low performance issues of all students.

5- The Mathematics Program should hold intensive courses to first year students to fill in the gaps in their mathematical background and allow them to easily fit into the university system.

Independent Opinion:

There are some general issues of student progression and retention that need addressing. Most importantly, there are inequities between the main campus and the Umluj campus that need urgent planning and rectification.

4. STUDENTS

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

Levels of Evaluation Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
4-0-1	The program has approved and publicly disclosed criteria and requirements for the admission and registration of students that are appropriate to the nature of the program, and are applied fairly.				✓	✓	
4-0-2	The number of students admitted to the program is compatible with the available resources for the program (e.g., teaching staff, classrooms, labs, and equipment)				✓✓		
4-0-3	The program provides basic information to students, such as study requirements, services, and financial fees (if any), through various means.				✓✓		
4-0-4	The program applies fair and approved policies and procedures for students transferring to the program and the equivalency of what students had previously learned.				✓✓		
4-0-5	The program provides comprehensive orientation for new students, ensuring their full understanding of the types of services and facilities available to them.				✓	✓	

4-0-6	The program informs students about their rights and duties, the code of conduct, and grievance, complaints, and discipline procedures, using a variety of means; and applies them fairly.*				✓✓		
4-0-7	Students are provided with effective academic, professional, psychological, and social guidance, and counseling services through qualified and sufficient staff.*				✓✓		
4-0-8	Mechanisms are applied to identify gifted, creative, talented, and underachieving students in the program, and appropriate programs are available to care for, motivate, and support each group of them.				✓	✓	
4-0-9	Students in the program are offered extracurricular activities in variety of fields to develop their abilities and skills, and the program takes appropriate actions to support and motivate their participation.				✓	✓	
4-0-10	The students and alumni of the program are provided with additional activities for their professional development, consistent with the intended learning outcomes, and labor market developments.				✓✓		
4-0-11	The program implements effective procedures to monitor students' progress and to verify their fulfilment of graduation requirements.				✓✓		
4-0-12	The program implements an effective mechanism to communicate with its alumni and involve them in its events and activities, explore their views, and benefit from their expertise and support; and provides updated and comprehensive databases about them.			✓	✓		
4-0-13	Effective mechanisms are applied to evaluate the adequacy and quality of services provided to students and measure their satisfaction with them; and the results are used for improvement.*				✓✓		
4-0-14	The program takes into consideration the special needs of its students (e.g., students with disabilities and international students).				✓✓		

4-0-15	The program implements effective mechanisms to ensure the regularity of students' attendance and their active participation in the course and field experience activities.				✓✓		
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4-0-16	There is an appropriate representation for students in relevant councils and committees.				✓		
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Overall Evaluation of the Standard							
Total Sum of Evaluation of Criteria							
(Total Sum of Points) 48 49							
Number of Applicable Criteria 16 16							
Average Evaluation of the Standard 3 3.1							
Overall Quality Rating of the Standard 3 3							

* Essential Criteria

Strengths:

1. The admission procedure is easy, straightforward and all relevant information is available to students.
2. The program has a well-established academic advising and counselling services.
3. The program inform students the about their rights and duties.

Areas for Improvement:

1. The program should establish an effective communication mechanism and professional support to alumni.
2. The program should ensure representation of students in more relevant councils and committees.
3. The program should enhance career advising provided to students.
4. The mathematics program must consider students satisfaction with services as one of its high priorities in its planning.

5. Umloj campus must be provided with all the required facilities.
6. More data need to be collected to have a complete and accurate idea about specific and urgent student's needs.
7. A feedback mechanism must be in place to let students know that the program is concerned about their needs.

Priorities for Improvement:

1. Umloj campus must be provided with all the required facilities.
2. The program should enhance career advising provided to students.
3. The program should establish an effective communication mechanism and professional support to alumni.

4. The program should ensure representation of students in more relevant councils and committees.
5. The mathematics program must consider students satisfaction with services as one of its high priorities in its planning.
6. More data need to be collected to have a complete and accurate idea about specific and urgent student's needs.
7. A feedback mechanism must be in place to let students know that the program is concerned about their needs.

Independent Opinion:

Generally, this is all sound and compliant. The Program can benefit from much more elaborate and structured alumni relations. Addressing the current inequities of student experience between the main and Umluj campuses is the most urgent concern.

5. TEACHING STAFF

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

Levels of Evaluation Elements of Evaluation		NA	Not Satisfactory		Satisfactory		
			Non Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
			1	2	3	4	5
5-0-1	The program applies appropriate recruitment policies and procedures to attract faculty members, and retains the distinguished ones.			✓	✓		
5-0-2	The program has an adequate number of faculty members at all sites where it is offered (e.g., male and female student sections, branches).*				✓✓		
5-0-3	The faculty members have the necessary competency (e.g., qualifications, certificates, professional licenses, experience required), and effective teaching skills; and appropriate mechanisms are applied for verification.*				✓	✓	
5-0-4	The program provides appropriate orientation for new and adjunct teaching staff to ensure their understanding of the nature of the program, their rights, tasks, responsibilities, and workload.				✓✓		
5-0-5	The teaching and adjunct staff in the professional programs include some experienced and highly skilled professionals in the field of the program.	✓			✓		
5-0-6	The teaching staff regularly participate in academic activities (e.g., participation in conferences and group discussions, research projects, arbitration of theses and research) to ensure their awareness of the latest developments in their fields of specialization; and their participation in these activities and scientific production are considered in their criteria for evaluation and promotion.				✓✓		

5-0-7	Faculty members effectively participate in research activities and scientific production; and their participation in these activities is considered as one of the criteria for their evaluation and promotion.				✓✓		
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5-0-8	Teaching staff participate in community partnership activities; and their participation in these activities is considered as one of the criteria for their evaluation and promotion.			✓	✓		
5-0-9	Teaching staff participate in professional and academic development programs in accordance with a plan that meets their needs and contributes to the development of their performance.				✓✓		
5-0-10	Teaching staff participate in assessment and development activities of the program and institution.				✓✓		
5-0-11	Effective mechanisms are applied to evaluate the adequacy and quality of the services provided to the teaching staff and to measure their satisfaction with them.				✓✓		
5-0-12	The performance of the teaching staff is regularly assessed according to specific and published criteria; feedback is provided to them; and the results are used in improving the performance.				✓✓		

Overall Evaluation of the Standard

Total Sum of Evaluation of Criteria

(Total Sum of Points) **34 37**

Number of Applicable Criteria 11 12

Average Evaluation of the Standard 3.1 3.1

Overall Quality Rating of the Standard 3 3

* Essential Criteria

Strengths:

1. Faculty members have the necessary competency and qualifications.
2. Diversity of faculty members in specialisation in pure and applied mathematics as well as in cultural background.
3. Faculty members effectively participate in research activities and scientific production.
4. The total number of faculty members is quite satisfactory, where the overall students to teaching staff ratio is 1:18.
5. The program has a teaching and research evaluation surveys to evaluate teaching quality and provide feedback to faculty members.

Areas for Improvement:

1. The mathematics program must consider increasing the number of teaching staff at Umolj campus.
2. The Mathematics Program must have in place appropriate policies and mechanisms to retain teaching staff at the main campus.
3. The distribution of faculty members over the different campuses must be appropriate.
4. The program should encourage faculty members to participate in local and international conferences.
5. The mathematics program should consider holding international workshops/conferences every one or two years.
6. The Mathematics Program must prepare and implement plans for community oriented programs.
7. The Mathematics Program in collaboration with UT should consider adopting adequate policies to retain its faculty members and attract more highly skilled faculty members.
8. The program should have appropriate policies in place to encouraging members at Umloj campus as well as the male campus to be more involved in research.
9. More data need to be collected through personal meeting to understand the obstacles that facing faculty members that are not yet involved in research activities.
10. The program should provide more professional training in research for all members especially at Umloj Campus.

Priorities for Improvement:

1. The mathematics program must consider increasing the number of teaching staff at Umloj campus.
2. The program should have appropriate policies in place to encouraging members at Umloj campus as well as the male campus to be more involved in research.
3. More data need to be collected through personal meeting to understand the obstacles that facing faculty members that are not yet involved in research activities.
4. The program should provide more professional training in research for all members especially at Umloj Campus.
5. The Mathematics Program must have in place appropriate policies and mechanisms to retain teaching staff at the main campus.
6. The distribution of faculty members over the different campuses must be appropriate.

7. The program should encourage faculty members to participate in local and international conferences.
8. The mathematics program should consider holding international workshops/conferences every one or two years.
9. The Mathematics Program must prepare and implement plans for community oriented programs.
10. The Mathematics Program in collaboration with UT should consider adopting adequate policies to retain its faculty members and attract more highly skilled faculty members.

Independent Opinion:

Generally the Program is compliant in this area. More focus needs to be placed on community engagement and greater attention to activating currently-underperforming faculty in research is needed.

6. LEARNING RESOURCES, FACILITIES, AND EQUIPMENT

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

Levels of Evaluation		Elements of Evaluation	NA	Not Satisfactory		Satisfactory		
				Non Compliance	Partial Compliance	Compliance	Perfect Compliance	Distinctive Compliance
				1	2	3	4	5
6-0-1	The program implements clear policies and procedures that ensure the adequacy and appropriateness of learning resources and services provided to support student learning.			✓	✓			
6-0-2	The program implements effective procedures for the management of resources and reference materials needed to support teaching and learning processes.			✓	✓			
6-0-3	The Library has a sufficient number of various resources that are easily accessible and appropriate to the needs of the program and the number of students; are made available in adequate and appropriate times for male and female student sections; and are updated periodically.*				✓✓			
6-0-4	The program has specialized electronic resources (e.g., digital references, multimedia, software), and appropriate databases and electronic systems that allow beneficiaries to access the information, research materials, and scientific journals from within or outside the institution.				✓✓			

6-0-5	The program has laboratories, computer and technology equipment, and materials that are suitable to the specialty and sufficient to conduct research and scientific studies according to the program goals; and applies appropriate mechanisms to maintain and update them.*				✓✓		
6-0-6	The teaching staff, students, and employee of the program have the appropriate orientation and technical training and support for the effective use of resources and means of learning.				✓✓		
6-0-7	The program has the suitable classrooms and facilities for its needs.				✓	✓	

6-0-8	All health, and general and professional safety requirements are available in the facilities, equipment, and the educational and research activities.*				✓		
6-0-9	Standards for safety, environmental conservation, and hazardous waste disposal are applied efficiently and effectively.	✓✓					
6-0-10	The program has the sufficient number of qualified technicians and specialists for the operation and preparation of laboratories.				✓✓		
6-0-11	The program has facilities, equipment, and services suitable for those students, teaching staff, and employee with disabilities.				✓✓		
6-0-12	The program has the appropriate technologies, services, and environment for courses offered through distance or e learning according to their own specific standards.				✓	✓	

6-0-13	The program evaluates the effectiveness and efficiency of learning resources, facilities, and equipment of all types; and the results are used for improvement.				✓✓		
Overall Evaluation of the Standard							
<p>Total Sum of Evaluation of Criteria (Total Sum of Points) 37 41</p> <p>Number of Applicable Criteria 13 13</p> <p>Average Evaluation of the Standard 2.9 3.2</p> <p>Overall Quality Rating of the Standard 3 3</p>							

* Essential Criteria

Strengths:

1. The program has the appropriate technologies, for distance learning.
2. The program has the suitable classrooms and facilities for its needs.

Areas for Improvement:

1. A departmental Library must be established, and equipped with sufficient number of various resources.
2. A computer lab must be established and equipped with sufficient number of various resources.
3. The program should provide more facilities and resources to students with disabilities.

4. All the needed Learning resources and services should be provided to students at Umloj campus.

5. More teaching staff should be recruited at Umloj campus.

Priorities for Improvement:

1. A departmental Libraries must be established, and equipped with sufficient number of various resources at all campuses.

2. Computer labs must be established and equipped with sufficient number of various resources at all campuses.
3. The program should provide more facilities and resources to students with disabilities at all campuses.
4. More teaching staff should be recruited at Umloj campus.

Independent Opinion:

Generally, the Program is compliant in this area. However, better arrangements for oversight and planning of learning resources is needed. There are particular problems at the Umluj campus that must be addressed to ensure equity of experience in this area of learning resources.