



Buraydah Private Colleges (BPCs)

Evaluation Report on Quality Procedures for NCAAA Institutional Accreditation

April 2019

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Reviewed Accreditation documents, evidences and related attachments: The following eligibility requirements should be reviewed and provided;

	Eligibility Documents	Complete	Incomplete	Not Submitted	Notations
1	Final license by approved government institution	√			If possible: One-page as summary in English needs to be submitted.
2	Activities consistent with license or approval		√		<ol style="list-style-type: none"> 1. One-page as summary in English needs to be submitted. 2. Identify the Colleges functions and show how offered Programs are aligned with license. 3. Approvals for all Academic Programs at the colleges need to be provided.
3	Mission approved and consistent with license or approval			√	<ol style="list-style-type: none"> 1. BPCs official approval of its Mission\SP 2. A brief report on its consistency with the Colleges license and institution type should be provided.
4	Strategic and actual plans, including a plan for continuous quality assurance.		√		<ol style="list-style-type: none"> 1. Evidence of approval from BoT is required. 2. Operational Plans and Action plans need to be submitted in English, with specified actions, timelines, responsibilities and budgets attached. 3. The Quality plan and the risk management plan need to be submitted in English.
5	Availability of policies, regulations and terms of reference		√		<ol style="list-style-type: none"> 1. Summary in English needs to be submitted. 2. BPCs is encouraged to provide a list and guide/copy of major policies, regulations, committees and Councils\Boards and their memberships and tasks in the Colleges in academic and administrative areas (this includes BoT and College Council, committees responsible for oversight of and approval of programs or major programs changes, research development, etc.). 3. The NCAAA required a detailed report on the compatibility and consistency between any regulations in the BPCs (scientific promotions and recruitments of the Academic staff for example) with the main regulations of private Universities and Colleges

					which officially designed and issued by the MOE.
6	Published guides or handbooks for students		√		<ol style="list-style-type: none"> 1. All of documents were provided in Arabic. BPCs is encouraged to have them in English. 2. BPCs is encouraged to have information in student handbooks about available services; student rights and responsibilities, code of conduct; integrity, plagiarism and ethics, grievance and complains.
7	Program specifications for all programs		√		<ol style="list-style-type: none"> 1. All Programs specifications need to be approved, with authorized signatures and dates. 2. BPCs is encouraged to provide all its Programs specifications in English.
8	Course specifications		√		<ol style="list-style-type: none"> 1. All course specifications need to be approved from specified individuals and chairs with signatures and dates. 2. BPCs is encouraged to provide all its Programs Courses specifications in English with exception to Arabic and Islamic Courses.
9	Regulations and descriptions of processes for program approval, changes, and review		√		BPCs is encouraged to provide all this eligibility requirements in English.
10	Systems for monitoring quality and improving programs			√	<ol style="list-style-type: none"> 1. Document in Arabic. BPCs is encouraged to provide summary in English, and later a guide in English. 2. The document provided is a guide that includes collections from many websites (this is not acceptable by NCAAA). 3. BPCs is encouraged to show a reasonable system that: handles monitoring and evaluation of Programs\Courses quality and oversees teaching and learning strategies, quality monitoring mechanisms, and all activities of standard 4 are monitored within that system, with samples.
11	Central maintenance analysis and reporting of statistical data		√		<ol style="list-style-type: none"> 1. BPCs is encouraged to provide all this eligibility requirements in English. 2. Evidence that student record system allows for monitoring student progress throughout their programs; provides statistical data required for planning, reporting and quality assurance and how university uses it need to be provided.

12	Student surveys			√	<ol style="list-style-type: none"> 1. BPCs is encouraged to submit all this eligibility evidences in English. 2. What is provided is a copy of the NCAAA main surveys without any analyses! 3. BPCs is encouraged to provide institutional arrangements, sample sizes and time of implementation, types of reports across several levels, data compared and how data is used for evaluation. 4. Levels of reports and comparisons need to be explained showing how results are analyzed and interpreted: Programs, and institutional levels (Male\Female). 5. Maintaining representation, validity and reliability issues need to be addressed. 6. Programs Annual Reports of last 2 years need to be provided.
13	Quality assurance system covering all standards		√		<ol style="list-style-type: none"> 1. BPCs is encouraged to submit all this eligibility evidences in English. 2. Reference back to notations added to eligibility number 10! 3. More notations added in Std 3.
14	Data on Key Performance Indicators and benchmarks		√		The summary report needs to provide KPIs breakdown by Programs, gender (Male\Female).
15	Arrangements for comparative benchmarks			√	A summary report needs to be provided about both internal and external benchmarking system; (KPIs comparisons with previous years and across units) need to be provided with sample of reports produced for past 2 years.
16	Systems for maintenance and provision of data, including research (if applicable)		√		<ol style="list-style-type: none"> 1. BPCs is encouraged to submit all this eligibility evidences in English. 2. More notations added in Std 10.
17	Systems for maintenance of data on community service activities		√		BPCs is encouraged to submit all this eligibility evidences in English.
18	Students graduated			√	BPCs is encouraged to submit all this eligibility evidences in English.



19	Compliance with standards for accreditation: Self-evaluation scales are complete and an initial draft of the SSRI	√			
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General Notes about the Buraydah Colleges SESR and the Eligibility Requirements

Through reviewing the BPCs eligibility requirements for the institutional accreditation, and meetings with BPCs leaders, sample of the Colleges faculty members, sample of the Colleges graduates (Alumni), sample of the Colleges Employers and sample of the Colleges Students, it is obvious that great efforts were exerted by the Quality center and Assessment members of the team formed for the preparation of the these requirements and the accreditation eligibility requirements. These requirements show that BPCs has taken effective step to show the BPCs commitments to quality development, most importantly is the establishment of the Vice GS for Development and Quality. This in turn has carried out series of important initiatives for the development of the Colleges quality.

This independent opinion report is done based on:

1. NCAAA accreditation eligibility requirements (19 Folders) and evidences sent by the Quality center at the Colleges.
2. The interviews done on the 8 April 2019.

Below each standard and substandard, recommendation(s) are written that will help the BPCs to achieve the institutional accreditation.

I hope that BPCs will take the comments and the recommendations seriously.



The following are observations and recommendations about the Buraydah Colleges Quality Assurance and activities according to the National Center for Academic Accreditation and Assessment (NCAAA) Standards:

1. The language in which the most SSRI/SESR supporting evidences have been submitted in Arabic. This may cause some difficulties as the NCAAA requires submitting each report and all related evidences in English (as possible).
2. It is important to prepare an acceptable action plans at the end of each standard. These plans should refer to the weaknesses and priorities for improvement. It is highly recommended to add to the SESR report the strengths and detailed and acceptable action plans to each priority for improvement of each standard.
3. It is highly recommended to revise the average scoring of each standard and sub-standard reported in the SESR where there is an inconsistency between what is mentioned in the evidences and that of the SESR. Stars in the SESR and related comments on the each practice should be reported based on evidences.

Standard	Sub-Standards	Independent opinion rating	Notations
Mission Goals and Objectives Combined Assessment: ***	1.1 Appropriateness of the Mission	***	<ol style="list-style-type: none"> 1. The Mission statement is appropriate for the institution in the community in which it is operating. The BPCs Mission statement appropriateness is being explained to stakeholders by using posters and banter. Workshops and presentations about the Colleges strategic plan and its Mission statement are planned to be held next academic year 1440/1441 H. 2. The BPCs is encouraged to add evidences about consistency/ how the four Colleges/Programs/ Missions Statements/Goals and Objectives are aligned with the BPCs level. 3. Patient (health) care needs be covered in the BPCs Mission statement. This can be further elaborated as what exactly the medical education Programs graduate will be capable of doing in this area while on job. 4. Research: level of expectation needs to be covered in the BPCs Mission statement or goals. Most of the BPCs Programs Missions/Goals via Programs specifications reports indicated the support the academic searches.
	1.2 Usefulness of the Mission Statement	***	<ol style="list-style-type: none"> 1. The strategic plan has been completed, but it doesn't indicates that the Mission statement was specific and detailed enough to guide the planning and decision making in the institution (especially in the development of

			<p>medical education Programs, community service in the field of healthcare and clarifying the level of the Colleges expectations in research).</p> <p>2. Although the identity of BPCs is educational (teaching) and not competitive in scientific research, the achievement of the NCAAA Standard 10 is a one of the requirements for the institutional accreditation. The importance of scientific research in the BPCs case is important in the faculty development academically and professionally as well as scientific research is one of the most important requirements for scientific promotions.</p>
	1.3 Development and Review of the Mission	***	The mission statement was developed through consultative processes and formally adopted in general, but there is no indication that is widely publicized in the health sector.
	1.4 Use Made of the Mission	***	It wasn't clear what is the process of reviewing and updating the BPCs Vision and Mission periodically (copy of any official document: for example: every two years as a minimum) in order to adapt to different changes.
	1.5. Relationship Between Mission, Goals and Objectives	***	<ol style="list-style-type: none"> 1. BPCs may wish to consider providing one or two examples in the SSR to show that the Mission statement was used "as a basis for all strategic planning processes". (For example, the project to expand and improve the dental clinics in the dentistry Program, starting enrolling Female students in some Programs, the development of academic Programs and possibly to provide post-graduate Programs, expansion and improvement of infrastructures and learning resources such as the new library project). 2. The BPCs Strategic Plan achievement report or annual reports is required as evidence. 3. The Mission statement is used as a basis for establishment of goals and objectives for development of the institution and organizational units within it. 4. The BPCs is encouraged to provide its implementation plans for its strategic plan including comprehensive analysis about achieving its strategic goals/objectives and initiatives.
<p>Governance and Administration</p> <p>Combined Assessment: ***</p>	2.1 Governing Body	***	<ol style="list-style-type: none"> 1. The BPCs is encouraged to clearly update and define the roles and responsibilities of its General Supervisor (GS), its three Vice GSs of the Learning and Teaching, Executive Affairs, and Quality and Development, and the Colleges Deans in the SSRP (15.G1.2.2_BPCs' Executive Guide needs to be translated to English). 2. The governing body needs to annually review its own effectiveness and develop plans for improvement in the way it operates.

	2.2 Leadership	***	The BPCs administrators provide effective and responsible leadership for the development and improvement of the institution. Nevertheless, policies and procedures are dispersed in several documents (\Eligibility list BPC's- 27-3-2019\5 Availability of policies, regulations and terms of reference\ لوائح كليات بريدة Pdf). It is recommended to assemble (collate) them in a Policy Handbook, including administrative flow chart and job responsibilities and present stakeholders' evaluation of this handbook. It was mentioned in "Figure (13)" that stakeholder evaluated the Policy Handbook, including administrative flow chart and job responsibilities. The mentioned "Policy handbook" is not included in the evidences!
	2.3 Planning Processes	**	<ol style="list-style-type: none"> 1. BPCs may wish to consider the establishment (or development) of the Colleges IT division system that provides periodic feedback on progress of strategic initiatives (projects) through key performance indicators. The system will allow for monitoring and reviewing the implementation of plans in relation with short-term and medium-term targets. 2. The strategic plan has been developed and provides a planning framework for all sections within the BPCs. Nevertheless, the follow-up process needs several enhancements including risk management. The risk management process needs to include appropriate mechanisms for risk assessment and minimization.
	2.4 Relationships Between Sections for Male and Female Students	***	Relationship between Male and Female students' sections is exemplary in the Saudi framework. Both sections are adequately represented in the membership of relevant committees and councils (as far as possible), and resources are provided that ensure comparable standards are achieved in each section.
	2.5 Integrity	***	The BPCs meet high ethical standards of honesty and integrity.
	2.6 Policies and Regulations	**	<ol style="list-style-type: none"> 1. BPCs is encouraged to provide a list and guide/copy of major policies, regulations, committees and Councils\Boards and their memberships and tasks in the Colleges in academic and administrative areas (this includes BoT and Colleges Council, committees responsible for oversight of and approval of Programs or major Programs changes, research development, etc.) in English. 2. The NCAAA required a detailed report on the compatibility and consistency between any regulations in the BPCs (scientific promotions and recruitments of the Academic staff for example) with the main regulations of private Universities and Colleges which officially designed and issued by the MOE. 3. BPCs is encouraged to develop a comprehensive manual for policies and

			procedures and to undergoes an ISO audit in the near future and have such Policies and Procedures Manual ISO certified.
	2.7.Organizational Climate	***	The institution implemented systems to maintain a positive organizational climate. Nevertheless, the use of periodic surveys (39.G2.7.2_Job Satisfaction Survey) to ensure regular feedback is somewhat without analysis.
Management of Quality Assurance and Improvement Combined Assessment: ***	3.1 Institutional Commitment to Quality Improvement	***	<ol style="list-style-type: none"> 1. BPCs is encouraged to establish a systematic approach for all day to day QA processes applied in the BPCs needs, and to review and update its QMS "G3.2.6_Quality management system". 2. It wasn't clear how the Colleges Deans communicate with the Vice GSs of the Learning and Teaching and Quality and Development. How they ensure the quality improvements in the BPCs and its academic Programs. 3. More KPIs need to be developed for measuring Mission achievability in its three pillars (teaching/community services including health care/research) as example: measuring the achievement of all domains OF Learning Outcomes and other KPIs to assure achieving high quality education. 4. Creativity and innovation related guidelines need to be defined and communicated clearly.
	3.2 Scope of Quality Assurance Processes	***	<p>At the end of each semester, faculty at each Program is supposed to submit their Courses reports regarding students' learning. The reports cover the contents, assessments, weaknesses and strategic priorities for improvement (SSRP, page number 113). The BPCs needs to add more explanations and clarifications with evidences about the following:</p> <ol style="list-style-type: none"> 1. How the BPCs ensure that its Programs LOs are consistent (covering all the domains) with the NQF or SQF. 2. Is there any special attribute that a graduate should have (required by the BPCs/Colleges/Programs)? Are they incorporated as PLOs? 3. For the purpose of appropriateness and the achievement of the BPCs Programs LOs, do the Colleges/Programs have a mechanism by which it utilizes external stakeholders' views (alumni, employers, exit surveys) or (surveys, focus groups, formal meetings)? 4. What external reference points do the Colleges/Programs use to benchmark its Standards of learning? "for example, employers" 5. How do the Colleges/Programs monitor, assess and give feedback on

			<p>Programs and Courses specifications?</p> <p>6. Evidence about discussing the questionnaire results and evaluating them during the periodic meetings with Colleges/Programs/Faculty members/Colleges councils.</p> <p>7. Evidence about setting executive plans for improvement and development.</p>
	3.3 Administration of Quality Assurance Processes	***	<p>1. Quality assurance arrangements for the BPCs is effectively administered and coordinated with the quality assurance arrangements for the Colleges. However, the good practices related to this Sub-Standard need to be enhanced especially those related to statistical data on KPIs, student's achievement of Programs LOs/CLOs, Surveys statistics and analysis, Research productivity and community/Healthcare services which should be retained in an accessible central data base and regularly reviewed and improvement of quality assurance arrangements each Program.</p> <p>2. The BPCs is encouraged to establish electronic databases in the Colleges/Programs for easier access and periodically reviewing it to get required statistics accurately.</p> <p>3. The BPCs is encouraged to provide evidence about the involvement of the Programs faculty members and the like fulfill their role in improving and developing the Colleges/Programs. The required standards of Colleges/Programs quality assurance and the improvement and development processes are met and supervised by Vice GSs of the Learning and Teaching, and Quality and Development through the Quality Assurance center/Team which should entrusted with the following tasks:</p> <ul style="list-style-type: none"> ➤ Communicating the culture of quality and accreditation in the Colleges/Programs through: For examples: <ul style="list-style-type: none"> • Setting up awareness activities, assigning a week for quality, holding orientation meetings for fresh students in the Colleges, and alumni meeting. • Encouraging students to participate in the quality activities and setting up students' friends of quality committee. ➤ Supervising the development of the academic plans: <ul style="list-style-type: none"> • Reviewing all Programs/Courses specifications and learning outcomes templates periodically. (Assessment cycle). • Reviewing all Programs/Courses reports by academic committees,

			<p>discussing difficulties and problems that obstruct the learning process and suggesting solutions.</p> <ul style="list-style-type: none"> ➤ Taking part in visits to several local universities to benefit from their experience in accreditation • Visiting local/ international Universities.
	3.4 Use of Indicators and Benchmarks	***	<ol style="list-style-type: none"> 1. The BPCs has utilized some KPIs suggested by the NCAAA. However, the scope of use KPIs and the analyses need to be reviewed, checked and enhanced, and further KPIs analyses are needed for formulating external benchmarking locally and internationally according to the Colleges/Programs Vision and Mission. 2. All KPIs analyses in the SSRP and in the KPIs reports: The internal benchmarking should be made by comparing the KPIs findings historically M/F (i.e. for the last two years data). 3. The BPCs is encouraged to provide a plan about the external benchmarking processes according to its Vision and Mission.
	3.5 Independent Verification of Standards	***	<ol style="list-style-type: none"> 1. Evaluations of performance are based on evidences and conclusions based on that evidence are independently verified to some extent. The process has just started and needs verifications and revision of the surveys. 2. The BPCs is encouraged to set mechanisms of reviewing its Programs curricula and measuring the achievement of its Programs LOs periodically to include the following: <ul style="list-style-type: none"> • Programs LOs are consistent with National Qualification Framework. • Courses assessments are carried out through QA team. 3. A student satisfaction questionnaire has been done to measure the procedures and mechanics of electronic assessment process in order to improve quality.
Learning and Teaching Combined Assessment: ***	4.1 Institutional Oversight of Quality of Learning and Teaching	***	<p>The BPCs is encouraged to provide more explanations with evidence about the following:</p> <ol style="list-style-type: none"> 1. PLOs/CLOs/ Mapping matrixes/ assessment methods/ the alignment between teaching strategies and assessment methods with PLOs supposed to re-examined by external examiner according to NCAAA and NQF requirements. 2. Evidence about PLOs achievements are required by using direct and

			indirect assessments and by using KPIs and comparison benchmarks with similar Programs locally or externally.
4.2	Student Learning Outcomes	***	The BPCs is encouraged to submit its assessment Plan (process of follow-up the assessment methods and the alignments between the two Male/Female campuses). The evaluation processes and procedures and results in Courses reports analyses should demonstrate a realistic analysis and action plans of the learning outcomes of each Program.
4.3	Program Development Processes	***	The BPCs is encouraged to establish Medical education units in the two medical education Colleges.
4.4	Program Evaluation and Review Processes	***	The BPCs is encouraged to utilize and evaluate KPIs for curricular and non-curricular achievements.
4.5	Student Assessment	***	<ol style="list-style-type: none"> 1. The BPCs is encouraged to develop a mechanism for internal and external benchmarking of student achievement. 2. Faculty development activities in relating to assessment of PLOs/CLOs should be a regular feature of the Colleges/Programs and not merely one-time activity.
4.6	Educational Assistance for Students	***	<ol style="list-style-type: none"> 1. The BPCs is encouraged to review the analyses of the student progression and completion rate according to the cohort analysis for each Program. Results need to be updated with internal (for the last 3 years) and external benchmarking (if possible). 2. There is a strong Student counseling and advisory program exists in the BPCs, but there is no evidence about the impact on student progress and student satisfaction. The BPCs is encouraged to add examples of communications between the counselor and the students through emails, and records of actual counseling sessions along with the Student satisfaction survey with the advisory program. 3. How is the preparation of Programs students in the Preparatory year monitored? Self-directed learning, motivation, other basic courses to bridge the gap between high school and higher education! 4. Do the BPCs Programs get involved in the PY Orientation program? 5. It wasn't clear if credit hours of English language in PY are enough for the student to be sufficiently proficient in the English language. 6. Collaboration with the PY may help monitor the students and see how well PY program is preparing the students.
4.7	Quality of Teaching	***	<ol style="list-style-type: none"> 1. Faculty Development Programs over past 3 years, Orientation programs for new faculty and training sessions with the preceptors are needed as evidences (KPIs).

			<ol style="list-style-type: none"> 2. Course plan and Course description are provided to the students at the beginning of each semester and student Survey show their satisfaction. 3. Textbooks, reference material other required materials (clinical) need to be reviewed according to recommendations highlighted in Programs/Courses reports. 4. Examples of changing teaching strategies to see improvement in the PLOs/CLOs achievement are required as evidence. 5. The BPCs is encouraged to provide appropriate analysis to explain the workload and class enrollment for each Program, and to explain how this issue was addressed at the Programs. 6. Average Credit Workload and Average Class Enrollment were not mentioned in Programs specification/Reports. The leakage of faculty members especially PhD holders in some Programs (Dentistry for example) is a real problem and required an immediate and effective action plan. 7. KPI: Ratio of students to faculty results average of the last 3 years is very important evidence.
	4.8 Supports for Improvements in Quality of Teaching	***	The BPCs is encouraged to add examples of recent new book purchases for all levels, new teaching methods adapted to the faculty, and training programs provided to faculty to use new teaching techniques.
	4.9 Qualifications and Experience of Teaching Staff	***	<ol style="list-style-type: none"> 1. The BPCs recruit's faculty through procedures where degrees of the faculty members are verified, and appropriate faculty is hired, however the BPCs is encouraged to update its recruitment and retention plan. 2. The BPCs is encouraged to provide more development workshops to the faculty members in how to write and assess PLOs/CLOs, teaching strategies and new technologies.
	4.10 Field Experience Activities	***	<ol style="list-style-type: none"> 1. The BPCs is encouraged to submit the co-operation and summer training programs/annuals for all its academic programs including the assessment methods and its policy to ensure that all the field experience's learning outcomes are assessed. 2. Field experience program, Cooperative programs or summer training forms an integral part of all Colleges/Programs. Analyses of the outcomes of such programs need to be carried out annually and the results should be used in a systematic way to improve those programs.

Student Administration and Support Services Combined Assessment: ***	5.1 Student Admissions	***	<ol style="list-style-type: none"> 1. Student admission processes seems to be reliable, efficient and simple through the online E-Register (http:// bpc-portal.com). Nevertheless, student evaluation of the adequacy of the system is not presented. The BPCs website, on the other hand, is comprehensive but needs more frequent updates. 2. The BPCs is encouraged to clearly define the admission criteria for enrolling bridging students.
	5.2 Student Records	***	Appropriate security is provided for both hard and soft copies of student records.
	5.2 Student Management	***	<ol style="list-style-type: none"> 1. Policies and regulations that ensure fair and consistent processes of student management, with proper protections for independent consideration of disputes and appeals and in line with the pertinent MOE bylaws are in place. 2. Student appeal and grievance system needs some improvements specified in detail to students and automated through online system. 3. The BPCs is encouraged to add more clarification and explanation about the following: <ul style="list-style-type: none"> • Who is responsible for assembling student progress statistics for quality assurance processes? • How are students made aware of the College's code of behavior (provide a copy of that document)?
	5.4 Planning and Evaluation of Student Services	***	<ol style="list-style-type: none"> 1. Effective processes are established for planning administrative oversight and the evaluation of student services and activities. 2. The BPCs is encouraged to enhance the mechanisms of student feedback (surveys) to be online to increase reply rate.
	5.5 Medical and Counseling Services	***	<ol style="list-style-type: none"> 1. Medical and counseling services are appropriate for the needs of the student population. The BPCs is encouraged to response to the mentioned Recommendations for improvement (page 185) with action plans. 2. Career advising is a critical issue and should be addressed by academic advisors for graduating students and an organized career day.
	5.6 Extra-curricular Activities for Students	***	Adequate provision is made for extra curricula activities for students. The extent of student participation in extra-curricular activities does not seem to be monitored and benchmarked against other comparable institutions.
Learning Resources	6.1 Planning and Evaluation	***	Library and learning resources are adequate to support student learning for Programs offered by the BPCs. The BPCs is encouraged to response to the

Combined Assessment: ***			mentioned Recommendations for improvement (SSRI, page 208) with action plans.
	6.2 Organization	***	<ol style="list-style-type: none"> 1. It is expected that the library and the new library project to manage efficiently to provide required services in a secure environment conducive to effective study. 2. The BPCs is encouraged to enhance the online resources and data basis.
	6.3 Support for Users	***	BPCs is encouraged to use the suggested KPIs by NCAAA.
	6.4 Resources and Facilities	***	Resources and facilities are adequate for the learning but not for research requirements.
Facilities and Equipment Combined Assessment: ***	7.1 Policy and Planning	***	<ol style="list-style-type: none"> 1. Facilities and equipment are of good quality and fully meet health and safety requirements. Good availability of required general facilities and equipment's to all employees at the Colleges/Programs. 2. The BPCs is encouraged to develop a particular survey to get the feedback from facility users. 3. The BPCs program of Security and safety maintains the security and safety are adequate. 4. The BPCs is encouraged to enhance the students' restaurants and cafeterias. 5. BPCs does not have specialized research laboratories or any research facilities.
	7.2 Quality of and Adequacy of Facilities	***	<ol style="list-style-type: none"> 1. External benchmarking with comparable Program is required to improve the quality and adequacy of all activities in this sub-Standard especially regarding planning of measure the quality and adequacy of facilities and equipment, computer labs, research facilitate and e-learning services. 2. One of the x ray imaging labs in the Male students' clinics needs improvements according to safety requirements.
	7.3 Management and Administration	***	The BPCs needs to add more details about the annual expenditure on Clinics, requirements and maintenance budget.
	7.4 Information Technology	***	Computing equipment, software and related services are adequate for the institutions needs and are managed in ways that ensure secure, efficient and effective utilization.
	7.5 Student Residences		Not Applicable

<p>Financial Planning and Management</p> <p>Combined Assessment: ***</p>	8.1 Financial Planning and Budgeting	***	<ol style="list-style-type: none"> 1. The BPCs is encouraged to conduct appropriate benchmarking with similar Programs internally and externally to improve the planning and budgeting processes. 2. The BPCs is encouraged to establish a long/mid/short term financial plan for all its activities including research, and for its academic Programs. (Planned and approved budget for the medical education Colleges and the teaching Clinics).
	8.2 Financial Management	***	The BPCs is encouraged to give careful attention to the financial affairs and effectively manage them, with a proper balance between local flexibility and institutional accountability and responsibility, especially with respect to the balance between Male/Female faculty members between the two campuses, and with regard to requirements of scientific research and community services (this should include healthcare services). There are also promising projects such as the new library and the provision of modern laboratory simulations to the medical education Programs such as Pharmaceutical science Program.
	8.3 Auditing and Risk assessment	***	The BPCs is encouraged to review its risk assessment strategy and mitigation plans.
<p>Employment Processes</p> <p>Combined Assessment: ***</p>	9.1 Policy and Administration	***	<p>The BPCs may wish to consider the following:</p> <ol style="list-style-type: none"> 1. Develop and implement indicators of successful administration of staffing and employment policies. 2. Develop a system to monitor the process of delegations relating to employment processes. 3. Develop a monitoring system to compare current teaching and other staff with the required profile.
	9.2 Recruitment	***	<ol style="list-style-type: none"> 1. The BPCs have sufficient Faculty members with successful experience in their fields. However, Table 1" Buraydah Private Colleges Programs Data" showed that recruiting more faculty members with doctoral qualifications is a continues challenges in some Programs. This issue may be considered as the main reason of the unstable working load especially those faculty members should involve in scholarly activities and commonly services. 2. The BPCs is encouraged to conduct appropriate external benchmarking with similar Institutions/Programs locally or internationally at Program level to improve quality and number of faculty members (faculty members with doctoral qualifications). 3. The BPCs may wish to consider the following:

			<ul style="list-style-type: none"> • Improve the orientation process for BPCs faculty and staff. • Improve and benchmark the student to faculty ratio by recruiting and hiring adequate number of teaching staff.
	9.3 Personal and Career Development	***	The development of faculty members and their scientific promotions and the annual awards for best performance are apparently not carried out in the BPCs.
	9.4 Discipline, Complaints and Dispute Resolution	***	Procedures for management of disputes are efficient and fair to all employee involved.
Research Combined Assessment: ***	10.1 Institutional Research Policies	***	<ol style="list-style-type: none"> 1. The BPCs is encouraged to develop and implement a comprehensive research plan and related policies (such as ethics and the ISI and the international/National publishing requirements). The plan needs to be revised and industrial partnerships should be intensified. It should be made clear to faculty that research is as important as teaching activities. 2. The BPCs research plan should include the following: <ul style="list-style-type: none"> • Research funds: The BPCs should consider the effectively increase the engagement and productivity of research staff. • Full Time Research Scholars. • Research output Expectations and research Priorities for the next five years. • The BPCs needs a better develop its uses of statistical data and KPIs (per Programs) for measuring research activities improvements and to develop benchmarking plan against similar Programs externally. • A research interest survey. • A research priorities questionnaire.
	10.2 Teaching Staff and Student Involvement	***	<ol style="list-style-type: none"> 1. Expectations for teaching staff involvement in research and scholarly activities need to be clearly specified and considered in performance evaluation and promotion criteria. 2. Polices should allow reducing the teaching load of faculty members who are actively involved in research. Also, publications in high impact journals should be recognized and rewarded.
	10.3 Commercialization of Research		It was mentioned that this sub-Standard is not applicable, but it is required by NCAAA. The advice here is to make sure through a formal correspondence with the NCAAA on the requirements of this sub-Standard and its applicability to the private Institutions.
	10.4 Research Facilities and Equipment	***	<ol style="list-style-type: none"> 1. More research funds need to be sought from KACST and other research supporting organizations.

			<ol style="list-style-type: none"> 2. The BPCs is encouraged to recruit skilled technicians and engineers for research labs. 3. The BPCs needs to encourage faculty researchers to submit research proposals to KACST or any other research centers locally or internationally which will enrich the BPCs equipment's lists, publications and research activities.
<p>Institutional Relationships with the Community</p> <p>Combined Assessment: ***</p>	11.1 Institutional Policies on Community Relationship	***	<ol style="list-style-type: none"> 1. The BPCs Mission statement is including community engagement as an integral component. 2. The BPCs commitment to service to the community is clearly specified and is supported by policies to encourage involvement of students and faculty. Nevertheless, services to the community needs to be intensified in the form of community-oriented research activities, free-of-charge healthcare/ professional services, workshops, seminars, awareness campaigns, etc.
	11.2 Interactions with the Community	***	The BPCs is encouraged to develop a community services/healthcare data base and the BPCs website should be updated to reflect this aspect.
	11.3 Institutional Reputation	***	Several activities are recommended to enhance the institution image including enhanced community services, healthcare services, community-based research, academic environment conducive to learning; Job market-oriented programs and established relations with industries and top ranked institutions.