



SELF STUDY REPORT FOR INSTITUTION OF BURAYDAH PRIVATE COLLEGES (SSRI-BPCs)

November 2019

Eligibility for Institutional Accreditation Checklist

Name of Institution **Buraydah Private Colleges (BPCs)**, Date: **14/11/2019**

All eligibility criteria will need to be met before consideration can be given to accreditation. Tick the column beside each criterion to indicate if it is met or write in the next column the date by which that criterion will be met. (Must be no later than one month)

| Eligibility Check List | | Criteria Met | Required Evidence | Confirmed (NCAAA) |
|------------------------|---|--------------|--|-------------------|
| 1. | Final license by approved government institution | ✓ | Copy - Attached Folder (1) | |
| 2. | Activities consistent with license or approval | ✓ | Document/ Report to support consistency - Attached Folder (2) | |
| 3. | Mission approved and consistent with license or approval | ✓ | Documents/Copy of the decision/ copy of the approved strategic plan. - Attached Folder (3) | |
| 4. | Strategic and actual plans, including a plan for continuous quality assurance | ✓ | A copy of the approved strategic plan. - Attached Folder (4) | |
| 5. | Availability of policies, regulations and terms of reference | ✓ | Copy - Attached Folder (5) | |
| 6. | Published guides or handbooks for students | ✓ | Copy - Attached Folder (6) | |
| 7. | Program specifications for all programs | ✓ | Copy of each - Attached Folder (7) | |
| 8. | Course specifications | ✓ | Sample (three courses from each level) - Attached Folder (8) | |
| 9. | Regulations and descriptions of processes for program approval, changes, and review | ✓ | A Copy of approved manual or documents - Attached Folder (9) | |
| 10. | Systems for monitoring quality and improving programs | ✓ | Guidebook for the internal quality system - Attached Folder (10) | |
| 11. | Central maintenance analysis and reporting of statistical data | ✓ | Evidence and reports about the analysis of results - Attached Folder (11) | |

| No. | Eligibility Check List | Criteria Met | Required Evidence | Confirmed (NCAAA) |
|-----|---|--------------|--|-------------------|
| 12. | Student surveys | ✓ | Summary Reports - Attached Folder (12) | |
| 13. | Quality assurance system covering all standards | ✓ | Reports/ manual - Attached Folder (13) | |
| 14. | Data on Key Performance Indicators and benchmarks | ✓ | Reports-Attached Folder (14) | |
| 15. | Arrangements for comparative benchmarks | ✓ | Reports- Attached Folder (15) | |
| 16. | Systems for maintenance and provision of data, including research (if applicable) | ✓ | Reports- Attached Folder (16) | |
| 17. | Systems for maintenance of data on community service activities | ✓ | Reports- Attached Folder (17) | |
| 18. | Students graduated | ✓ | Alumni Guidebook or Graduation Data - Attached Folder (18) | |
| 19. | Compliance with standards for accreditation: Self-evaluation scales are complete and an initial draft of the SSRI | ✓ | Completed self-evaluation-scales report and the first draft of the SSRI - Attached Folder (19) | |

Name & Signature of University Rector (or Dean for Private Colleges)

Dr. Abdulfah Saleh Al-Shezawy

Date: 18 - 8 - 2019




DIEE :

 كليات بريدة
 الدكتور الفاضل صالح الشعوي

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A. General Information

1. **Name of Institution:** Buraydah Private Colleges (BPCs)

2. **Name of Chairman of the Board of Trustees**

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2. **Contact Information**

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List of Abbreviations

| No. | Abbreviations | Explanation |
|-----|---------------|---|
| 1 | Ar | Arabic |
| 2 | ALMU | Al-Maarfa University |
| 3 | ARP | Annual Program Report |
| 4 | ARU | Admission and Registration Unit |
| 5 | BoTs | Board of Trustees |
| 6 | BPCs | Buraydah Private Colleges |
| 7 | CAH | College of Administration and humanities |
| 8 | CAMS | College of Applied Medical Science |
| 9 | CDP | College of Dentistry and Pharmacy |
| 10 | CEIT | College of Engineering and Information Technology |
| 11 | CEE | Core Electrical Engineering |
| 12 | CSCEC | Community Services and Continuous Education Center |
| 13 | DAS | Direct Assessment Sheet |
| 14 | En | English |
| 15 | GES | General Engineering Sciences |
| 16 | GS | General Supervisor |
| 17 | ICLOs | Intended Course Learning Outcomes |
| 18 | ILOs | Intended Learning Outcomes |
| 19 | ISNC | Ibn Sina National Medical Colleges |
| 20 | IPLOs | Intended Program Learning Outcomes |
| 21 | KPIs | Key Performance Indicators |
| 22 | LOs | Learning Outcomes |
| 23 | MBS | Mathematics and Basic Sciences |
| 24 | MoE | Ministry of Education |
| 25 | MOHE | Ministry of Higher Education |
| 26 | NCAAA | National Center for Academic Accreditation and Evaluation |
| 27 | NQF | National Qualifications Framework |
| 28 | PIs | Performance Indicators |
| 29 | QA | Quality Assurance |
| 30 | QDAC | Quality and Development Center |
| 31 | QDC | Quality Development Center |
| 32 | QDUs | Quality and Development Units |
| 33 | QMS | Quality Management System |
| 34 | Q. | Questions |
| 35 | QU | Qassim University |

Continued List of Abbreviations

| No. | Abbreviations | Explanation |
|-----|---------------|--|
| 36 | SAQF | Saudi Academic Qualifications Framework |
| 37 | SAU | Students Affairs Unit |
| 38 | SDL | Saudi Digital Library |
| 39 | SEE | Sub-discipline Electrical Engineering |
| 40 | SESRI | Self-Evaluation Scales Report for Educational Institutions |
| 41 | SLOs | Students Learning Outcomes |
| 42 | S. | Standard |
| 43 | St. | Students |
| 44 | SSRI | Self-Study Report Institutional Accreditation |
| 45 | SWOT | Strengths, Weaknesses, Opportunities and Threats |
| 46 | T.s | Teaching Staff |



B. Buraydah Private Colleges (BPCs) Profile

1. Brief History of Buraydah Private Colleges (BPCs)

The Ministry of Higher Education (MOHE) granted a preliminary license No. 15168 to BPCs, under the title of "Al Zarkaa Colleges" in 2004. This followed, in 2005, the authorization to establish an educational corporate entity called "Buraydah Colleges" in Buraydah City under "The Saudi Private Higher Education Article" with tenure of fifty years. Thus, the legal formalities to establish a private educational institution were completed. MOHE's authorization stipulated two sections for BPCs, one for girls, and the other for boys. Following registration of "Buraydah Colleges Company", MOHE approved the change of name from "Al Zarkaa Colleges" to "Buraydah Colleges". In the same year (2005), MOHE consented to "Buraydah Colleges" offering twenty academic programs distributed over four constituent colleges.

The Honorable Minister for Higher Education approved the first "Board of Trustees" on 23/03/2008.

The female section of Buraydah Colleges admitted its first group of nine students in the second semester of the academic year 2007/08 whilst the first group of male students was admitted in the following academic year.

In 2009, MOHE approved study plans, prepared by the "King Abdullah Institute for Research and Consulting Studies Centre" at King Saud University, for the following four colleges:

1. The College of Applied Medical Sciences
2. The College of Administrative Sciences and Humanities
3. The College of Pharmacy and Dentistry
4. The College of Engineering and Information Technology

The Honorable Minister for Higher Education, in 2010, granted the "General Accreditation" for five years with a maximum capacity of 1000 students for each college.

Academic Sectors:

Presently, BPCs has been organized into 3 academic sectors offering 11 academic programs distributed over the following four colleges:

I. The Medical Sector:

It contains the College of Applied Medical Sciences, and the College of Pharmacy and Dentistry.

A: Programs offered by the College of Applied Medical Sciences are:

- Nursing
- Physical Therapy
- Health Information Management

B: Programs offered by the College of Pharmacy and Dentistry:

- Dentistry
- Pharmacy.

II. The Commercial and Humanities Studies:

Programs offered by the College of Administrative Sciences and Humanities are:

- Accounting
- Human Resources management
- English translation
- Law

III. The Engineering and Information Technology (IT) Sector:

The Programs offered are:

- Electrical Engineering
- Computer Engineering

2. Description of the management and organizational structure

“BPCs’ organizational guide” delineates the current governance structure of BPCs. It highlights the chain of command, key positions, important councils and main committees ([Annex B1](#)).

Collectively, the four constituent colleges form the main academic corpus of BPCs. Each constituent college has its own “Board of Trustees”, which acts as the highest administrative authority for its respective college. Hence, four constituent colleges have

their own “Boards”. The Honorable Minister for Higher Education has formally approved these “Board” ([Annex B2](#)).

The authority to appoint the General Supervisor (GS) lies with the Board of Trustees. GS is the first executive ultimately accountable to the Board of Directors for all administrative, and financial outcomes of the entire institution. The General Supervisor is assisted by three deputy GSs each in charge of one of the following three areas viz. educational, Executive Affairs, and Quality and Development. Below the GS lie the Community Service Centre and research Center, the Computer Center and Information Technology, and different Department. Furthermore, the GS has a coordination relationship with Deans of Colleges as show In Organizational Structure for the BPCs in Figure 1 (a, b, c and d).

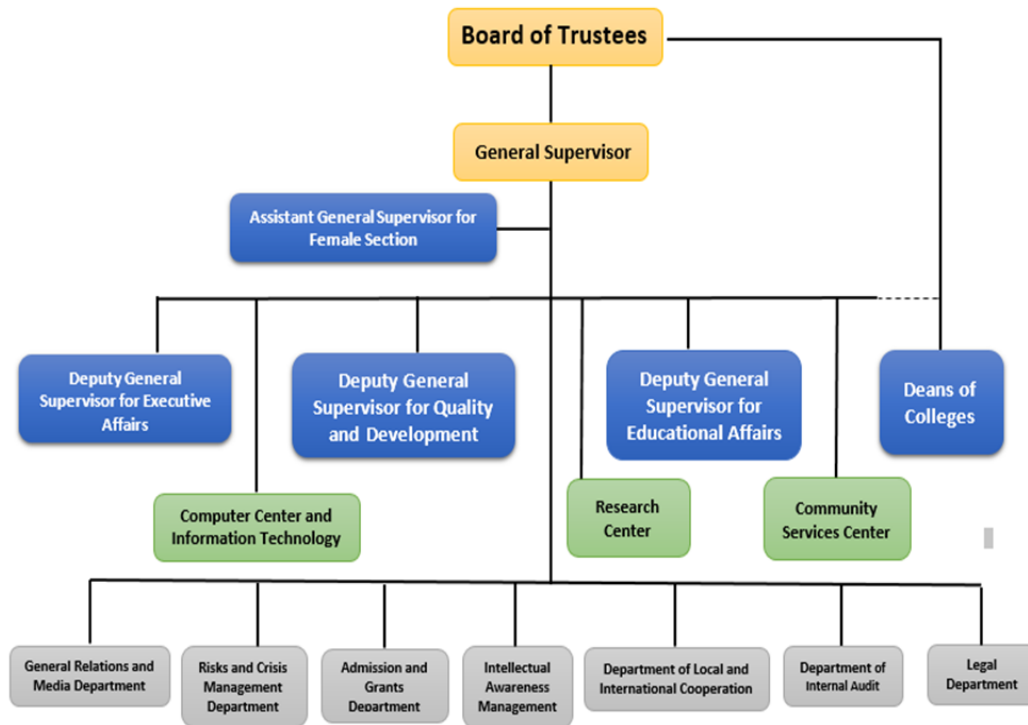


Figure 1a: Organizational chart for the BPCs.

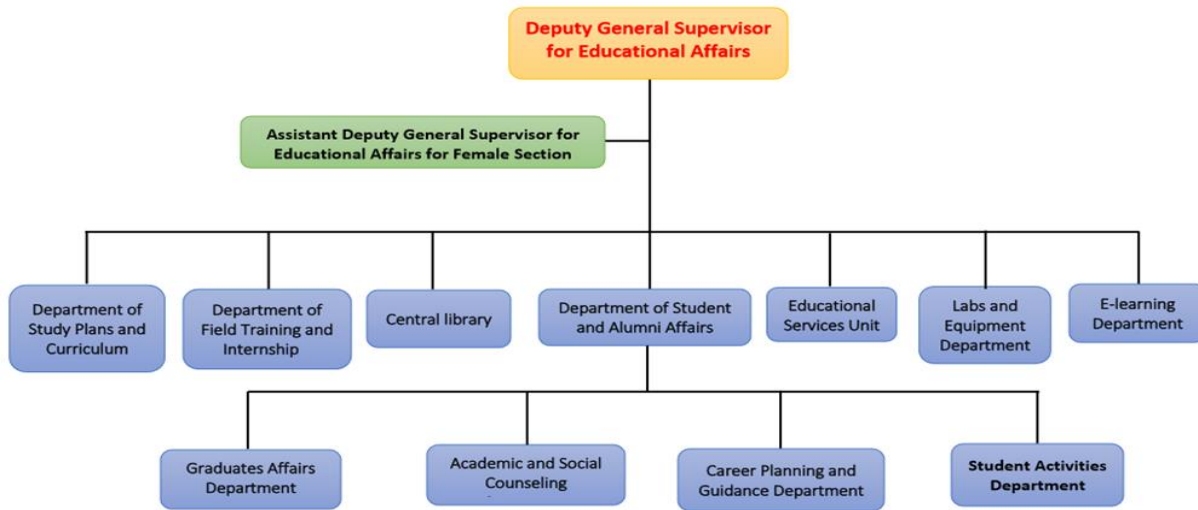


Figure 1b: Organizational chart for the BPCs (Deputy general supervisor of Educational affairs).

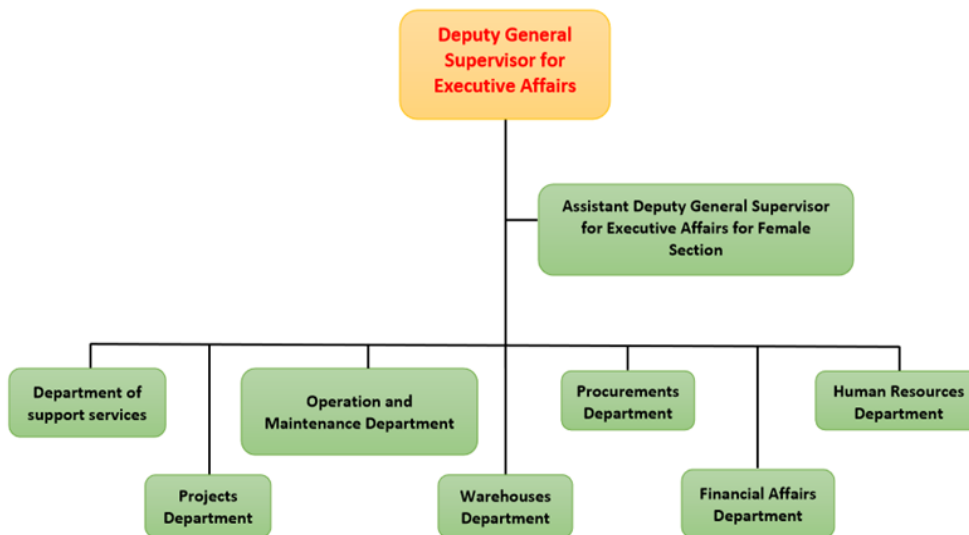


Figure 1c: Organizational chart for the BPCs (Deputy General Supervisor for Executive Affairs).

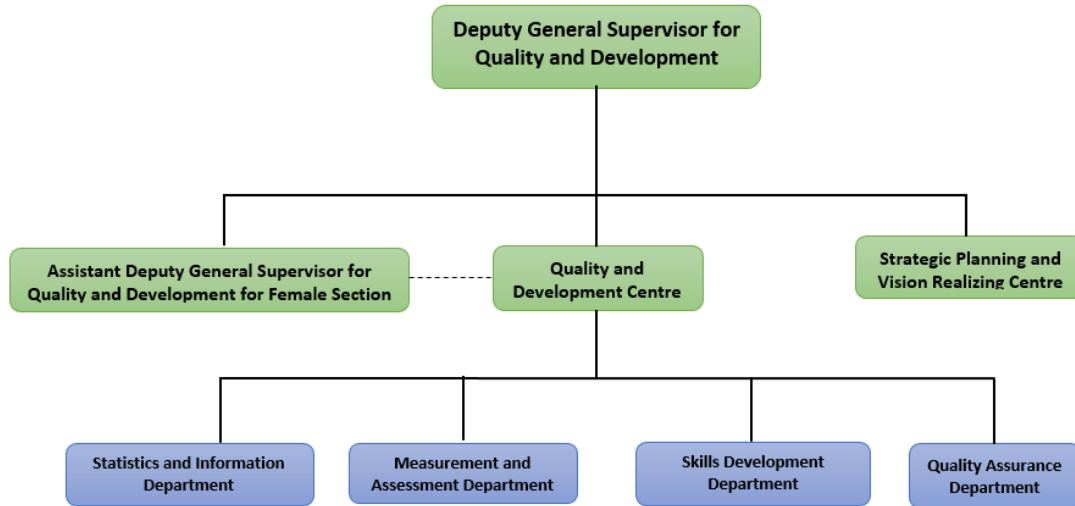
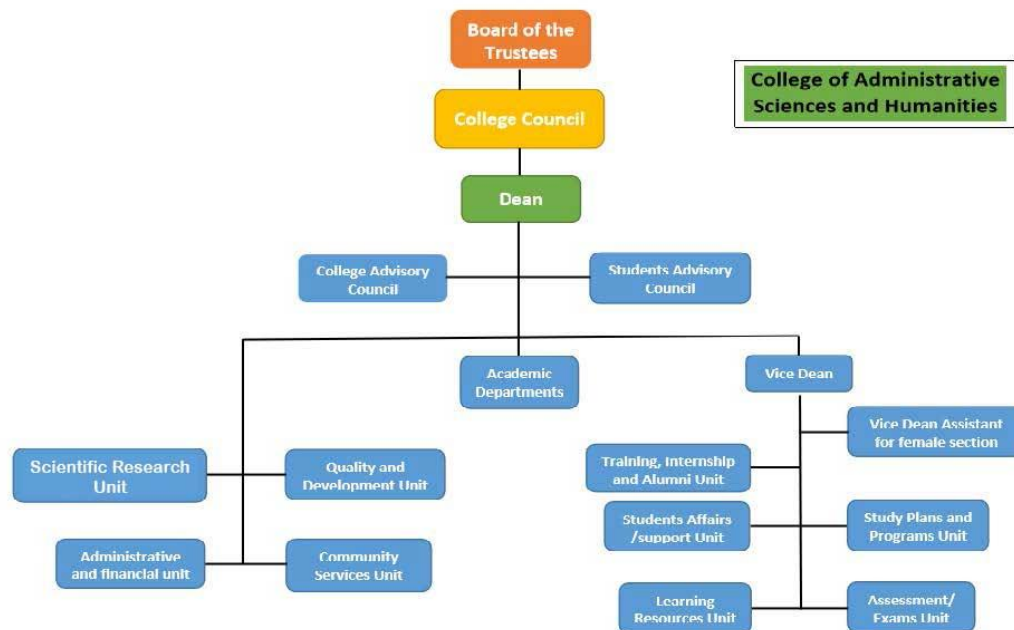


Figure 1d: Organizational chart for the BPCs (Deputy General Supervisor for Quality and Development).

Periodic review of the organizational structure is a continuous process at BPCs. (Figure 1) shows the resulting organizational structure following the implementation of one of the projects “Developing and updating the BPCs organizational structure in light of the regulations of higher education in general and private higher education in particular, and reflecting a managerial role for female sections in BPCs organizational structure” emerging out of the strategic plan. A number of factors led to Buraydah Colleges opting for an organizational structure that was closer to a university than a college. The main reason, however, was the presence of the entire complex of Buraydah Colleges inside one campus. Naturally, it required a vast physical infrastructure comprising road networks, water and electricity supply, sanitation and sewage disposal system, playgrounds, a gymnasium, a central library, banquet halls, laboratories and clinics etc. This structure practically resembled a university, therefore, precluding the need for administrative fragmentation.

For each constituent college, the Board of Trustees represents the legal authority. It supports its respective college and offers guidance on matters of strategic importance. The College Board headed by the college Dean is the level of hierarchy succeeding the

Board of Trustees. Two administrative academics (male and female) assist the Dean. The next layer in the organizational hierarchy comprises the departments, units, and college councils and committees. Figure 2 shows a separate organizational chart for each constituent college.



constituent college.

Figure 2: Organizational chart for each college of the BPCs.

3. BPCs Accreditation Status

BPCs are applying for the national accreditation for the first time. They have never submitted the SSRI to NCAAA, previously.

4. BPCs Quality Assurance Arrangements

The Quality Management System (QMS) at BPCs was launched as a strategic initiative and comprises:

- The higher Committee for Quality and strategic plan.
- The Quality and Development Centre.
- College's advisory council.
- Student advisory council for the four constituent colleges

- Four Quality and development Units: one each for the four constituent colleges.
- Four permanent higher Quality committees: one each for the four constituent colleges.
- Eleven specific committees each meant to monitor, investigate, and evaluate one of eleven Quality Standards' published by the NCAAA in "Standards for Higher Education Institutions, 2017".
- The Strategic Planning and vision realizing Center.
- Four strategic Planning Committees for four constituent colleges.
- Student Advisory council for four constituent colleges.
- Institution-wide dissemination and awareness raising program about quality issues to spread the culture of quality.
- Deploying the culture of strategic planning.
- Academic Development of the staff members.

Priorities for development to strengthen the QMS at BPCs included:

- a. Developing an effective academic planning system.
- b. Installing a competent administrative system reflecting the organizational structure for achieving functional efficiency. This administrative structure ensured a meaningful participation of the female section in all academic and managerial matters.
- c. Revamping the entire operation of BPCs to meet the NCAAA-recommended quality standards.
- d. Developing a well-defined decision support system that includes:
 - an effective data collection system based on, among other things, objective evidence collected through surveys
 - efficient academic and managerial databases
 - feedback mechanisms
 - An efficient reporting system acting as decision support mechanism based on feedback processes.

- e. Student Support system, which includes:
 - supporting the operation of student affairs/support unit to achieve their strategic objectives
 - shoring up educational services provided to students to achieve academic excellence
 - Offering a wide variety of learning resources to augment the learning experience.
- f. Developing the BPCs' evaluation system that includes:
 - reliable statistical processes
 - objectively designed evidence collection processes
 - a special set of KPIs for BPCs including the NCAAA principle indicators
 - institutional benchmarking processes
 - Comprehensive rubrics for rating and comparing performance, and other related indicators.
- g. Developing an assessment system for the entire institution, especially for measuring learning outcomes.
- h. Developing a number of handbooks, such as BPCs' Handbook, Student Handbook, Faculty Handbook, HR Handbook etc.
- i. Standardizing a range of procedures by developing a variety of "Regulations and Procedures Manuals" such as: Human Resources Regulations, Financial Regulations, the Maintenance Regulations and Procedures Manual, Security and Safety Regulations and Procedures Manual, Library Regulations, Public Relations Procedures Manual and Student Affairs Regulations and Procedures Manual,.....,etc.
- j. Developing documentation system for quality processes.
- k. Installing processes enabling the faculty and staff to adjust and conform to the documents: The processes include controlling (documentation flow), reviewing, modifying, releasing, maintaining and approving processes.

- l. Developing processes related to safekeeping, retrieving, and maintaining students' files.
- m. Developing processes related to safekeeping, retrieving, and maintaining personal files of employees.
- n. Pursuing the strategic objective of introducing institution-wide paperless work environment using the electronic workflow.
- o. Integrating educational, administrative and financial functions of male and female section. The current communication system between male and female sections is computer based. A wide range of electronic services are available such as: Voice over IP, video over IP, monitoring system over IP using digital cameras, and a sub-system for attendance using face and fingerprint recognition. Using the communication networks both male and female sections can organize joint lectures, workshops and the other training activities.

Developing computer-based managerial and academic communication processes. This process includes further developing the current communication system, which links male and female sections.

5: A Summary of Strategic Plan of BPCs

The strategic plan of BPCs was commissioned in 2018. It had a life span of five years. It also serves as the master plan for all administrative and academic activities.

Vision: Excellence among Saudi Private Higher Education Institutions.

Mission: Providing higher education that contribute to meeting needs of the labor market and achieving community partnership, in accordance with the national quality standards.

BPCs are committed to the following:

- Preparing professionals enhanced with the necessary knowledge, skills and values who would be able to contribute effectively to their communities' development in health, engineering, computer and business sectors.

- Developing the capabilities of teaching and other staff members in a way that effectively contribute to achieving total quality standards.
- Promoting effective communication with local community through offering training and awareness-raising services, and life-long learning programs.

Slogan: “Our Students Are Our Pride”.

Values: Inspired by Islamic ideals the faculty, staff and students of BPCs is committed to the values that include:

- Leadership
- Excellence
- Discipline
- Creativity
- Transparency
- Justice
- Integrity.
- Diversity
- Team work
- Responsiveness.

The following strategic objectives, initiatives and projects have been identified to achieve the vision and mission of BPCs:

I. The first strategic objective and its strategies and projects:

Improving the efficiency of the colleges’ institutional system to promote its competitive position and varying investment and income resources.

Strategy 1.1 Developing BPCs' institutional administrative Performance.

1.1.1 Achieving the national institutional academic accreditation.

1.1.2 Developing an advisory council for each constituent college and another council for each independent program.

1.1.3 Recruiting and developing the senior administrative staff performance.

Strategy 1-2 Applying electronic management to all academic and administrative functions and dealings.

1.2.1 Establishing a department for e-learning services and E-government.

1.2.2 Developing BPCs' website.

1.2.3 Developing technical support services.

Strategy 1.3 Expansion and diversification of funding sources.

1.3.1 Establishing a training center.

1.3.2 Establishing languages center.

1.3.3 Establishing specialized medical units and clinics.

1.3.4. Investing in BPCs facilities and properties.

II. The second strategic objective and its strategies and projects:

Improving quality of education in all academic programs according to quality standards.

Strategy 2.1 Developing study plans and academic programs according to the requirements of national development and the labor market needs.

2.1.1 Surveying the needs of the labor market.

2.1.2 Re-assessing the feasibility of current academic programs and suggesting other feasible ones.

2.1.3 Updating courses and programs specifications for National Program Accreditation for all academic programs.

2.1.4 Completing the procedures for acquiring the National Academic Accreditation for all academic programs.

2.1.5. Establishing scientific research unit.

2.1.6 Developing cooperative training programs and field experience training

Strategy 2.2 Developing teaching strategies and assessment methods.

2.2.1 Evaluating and improving teaching and evaluation techniques.

2.2.2 Developing and diversifying learning resources.

2.2.3 Preparing and implementing E-learning and distance learning programs.

- 2.2.4 Training students to use E-Learning
- 2.2.5 Developing BPCs' main library.

III. The third strategic objective and its strategies and projects:

Enhancing competitive capabilities of BPCs' graduates to meet the needs of the labor market.

Strategy 3.1 Excellence in admission and registration processes.

- III.1.1 Activating initiatives and approaches to attract students.

Strategy 3.2 Excellence in student performance.

- 3.2.1 Improving academic performance of students.
- 3.2.2 Motivating outstanding and creative students.
- 3.2.3 Enhancing students' volunteering work.

Strategy 3.3 Excellence in student services.

- 3.3.1 Developing extracurricular activities
- 3.3.2 Developing student counselling services, including the psychological guidance.
- 3.3.3 Developing student advisory councils.
- 3.3.4 Caring for students with special needs.

Strategy 3.4 Excellence in BPCs Alumni services.

- 3.4.1 Participating in graduates' fairs (Job Fairs).

IV. The fourth strategic objective and its strategies and projects:

Developing capabilities and skills of teaching and other staff, and improving the services provided to them.

Strategy 4.1 Developing the process of staff attracting and motivating, and provided services.

- 4.1.1 Developing the performance assessment mechanisms.
- 4.1.2. Developing a system for encouragement of excellence, innovation and creativity.

V. Fifth strategic objective and its strategies and projects:
Promoting partnership with the local community.

Strategy 5.1 Diversification of cooperation and partnership with community institutions.

5.1.1 Promoting partnerships with the community institutions for training and qualifying students, teaching and administrative staff.

5.1.2 Signing collaborative agreements to improve academic programs and promoting academic services exchange.

5.1.3 Developing the Community Service and Life-long Learning Center.

Strategy 5.2 Developing services provided to the local community.

5.2.1 Providing and supporting community awareness-raising services.

5.2.2 Providing training, consultation and life-long learning services.

VI. Sixth strategic objective and its strategies and projects:
Developing and maintaining the colleges' infrastructure.

Strategy 6.1 Completing and improving BPCs' infrastructure

6.1.1 Developing medical educational clinics.

6.1.2 Establishing BPCs health club.

Strategy 6-2 Sustaining and maintaining BPCs' infrastructure.

6.2.1 Developing facilities maintenance processes.

6.2.2 Developing equipment maintenance processes.

Note: A timetable for the implementation of the projects of the strategic objectives (2018-2023) is shown in the BPCs strategic plan document ([Annex B3](#)).

6. A list of BPCs achievements, awards, and significant accomplishments

This list is prepared in accordance with the NCAAA's standards:

First standard

1. Updating the Colleges, mission and vision.
2. Preparing the Colleges second strategic plan (2018-2023).

Second standard

3. Developing and updating the BPCs organizational structure in light of the regulations of higher education in general and private higher education in particular, and reflecting a managerial role for female sections in BPCs organizational structure.
4. Development of an organizational guide for BPCs.
5. Developing BPCs rules and regulations to reflect an effective participation by male and female sections at all stages of planning, implementation and decision-making

Third standard

5. The Colleges' commitment to the Saudi National Framework for Qualifications through applying quality standards of the National Centre for Academic Accreditation and Evaluation.

Fourth standard

7. The colleges (BPCs) committing to maintaining learning and teaching, and graduating distinguished students.
Ministry of Education representatives' visits to the colleges and their positive reports and feedback on the Colleges' performance.
8. Re-engineering all programs to cope with modernization and market needs.
9. Developing cooperative training programs and field experience training
10. Developing program advisory councils for all academic programs.
11. Developing advisory councils of students.

Fifth standard

12. Establishing a database of students.
13. Developing BPCs website.
14. Developing technical support services.
15. Activating the role of Courses and Schedules Unit.
16. Developing and automating the admission and registration procedures.

17. Developing extracurricular activities.
18. Developing student-counselling services, including the psychological guidance.
19. Caring the students with special needs.
20. Equipping BPCs graduates with language skills and preparing them for national professional tests.
21. Establishing the alumni office and promoting communication with BPCs graduates.
22. Developing language, computer and engineering laboratories.
23. Equipping laboratories.
24. Completing sports facilities.

Sixth standard

25. Developing BPCs main libraries, including the completion of the special accreditation requirements.

Seventh standard

26. Developing and evaluating facility maintenance processes.
27. Developing and evaluating equipment maintenance processes.

Tenth standard

28. Developing BPCS' Scientific Research rules and Guide.
29. Developing BPCS' Scientific Research Ethics code.

Eleventh standard

30. Developing the Community Service and Continuous Learning Centre.

Periodic Institutional Profile Template A1: Programs Data

Institution: Buraydah Private Colleges Date 2018-2019

Table 1: Buraydah Private Colleges Programs Data.

| No. | Program Name | Start Date | Total Student Enrolment | | No. of Ph.D. Faculty | | | | No. of Teaching Staff | | | | Ratio of Total Students to Teaching Faculty | Ratio of Male Students to Teaching Faculty | Ratio of Female Students to Teaching Faculty | Average Class Size | | Average Teaching Load | |
|-----|-----------------------------|-------------------------------|-------------------------|-----|----------------------|---|--------|---|-----------------------|---|--------|----|---|--|--|--------------------|----|-----------------------|------|
| | | | M | F | Saudi | | Others | | Saudi | | Others | | | | | M | F | M | F |
| | | | | | M | F | M | F | M | F | M | F | | | | | | | |
| 1 | Human Resources | 1 st Semester 2009 | 370 | 152 | 2 | 0 | 7 | 4 | 4 | 2 | 8 | 5 | 1:27 | 1:31 | 1:22 | 23 | 21 | 12.5 | 9.8 |
| 2 | Accounting | 1 st Semester 2009 | 99 | - | 0 | - | 4 | - | 1 | - | 4 | - | 1:20 | 1:20 | - | 9 | | 16.75 | - |
| 3 | English and translation* | 1 st Semester 2009 | 0 | 138 | 0 | 0 | 2 | 3 | 0 | 4 | 9 | 5 | 1:8 | - | 1:8 | - | 14 | 16.1 | 17.7 |
| 4 | Law | 1 st Semester 2009 | 437 | 135 | 1 | 2 | 15 | 6 | 2 | 2 | 16 | 6 | 1:22 | 1:24 | 1:17 | 23 | 17 | 12 | 12 |
| 5 | Nursing | 1 st Semester 2009 | 66 | 92 | 1 | 0 | 2 | 5 | 1 | 0 | 6 | 9 | 1:10 | 1:9 | 1:10 | 10 | 11 | 16.28 | 18.1 |
| 6 | Physical Therapy** | 2 nd Semester 2007 | 79 | 108 | 0 | 0 | 4 | 3 | 1 | 1 | 7 | 6 | 1:12 | 1:10 | 1:15 | 12 | 17 | 18.1 | 17.4 |
| 7 | Health information System** | 1 st Semester 2009 | 46 | - | 0 | - | 3 | - | 0 | 0 | 5 | 0 | 1:9 | 1:9 | - | 6 | - | 17.5 | - |
| 8 | Pharmacy** | 1 st Semester 2009 | 219 | 102 | 1 | 0 | 8 | 6 | 2 | 0 | 13 | 11 | 1:12 | 1:14 | 1:9 | 24 | 12 | 11 | 11 |
| 9 | Dentistry** | 1 st Semester 2009 | 107 | 82 | 1 | 0 | 1 | 3 | 1 | 3 | 13 | 15 | 1:6 | 1:8 | 1:5 | 15 | 14 | 18 | 15 |
| 10 | Electrical Engineering | 1 st Semester 2009 | 167 | - | 1 | - | 8 | - | 1 | 0 | 13 | 0 | 1:12 | 1:12 | - | 10 | - | 16 | - |
| 11 | Computer Engineering | 1 st Semester 2009 | 57 | - | 1 | - | 4 | - | 1 | - | 5 | - | 1:10 | 1:10 | - | 7 | - | 11 | - |

* in this program there are no students in male section, but female section courses are taught by teaching staff members in both sections and some other programs as a preparation courses.

** Some of courses are taught in different programs by teaching faculty staff from other disciplines outside the programs <as examples: pharmacology and introductory of Anatomy and physiology.

The following figures present the data given in the previous table in comparative bar-charts in all programs being offered by BPCs. Figure 3 shows “Ratio of Total Students to Teaching Faculty”, and Figure 4 shows “Ratio of Male Students to Teaching Faculty”, while Figure 5 shows “Ratio of Female Students to Teaching Faculty”.

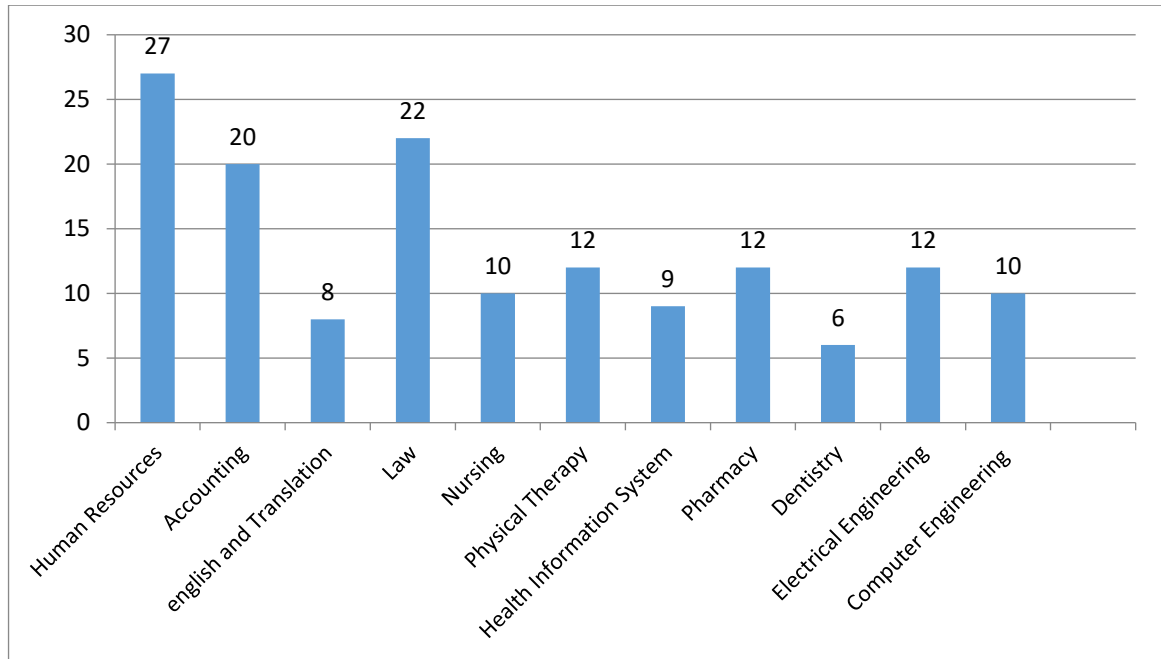


Figure 3: Ratio of Total Students to Teaching Faculty

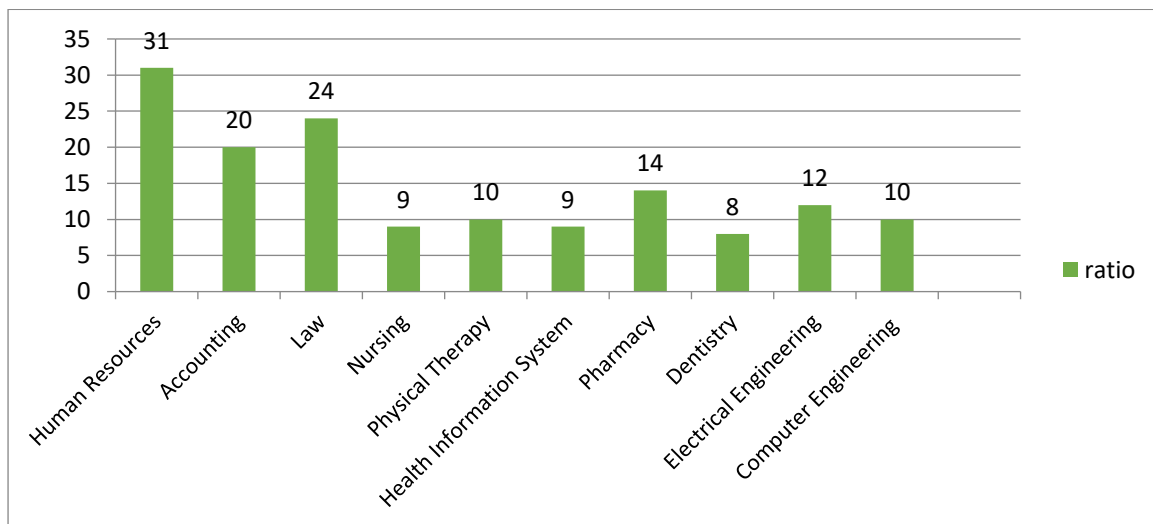


Figure 4: Ratio of Male Students to Teaching Faculty

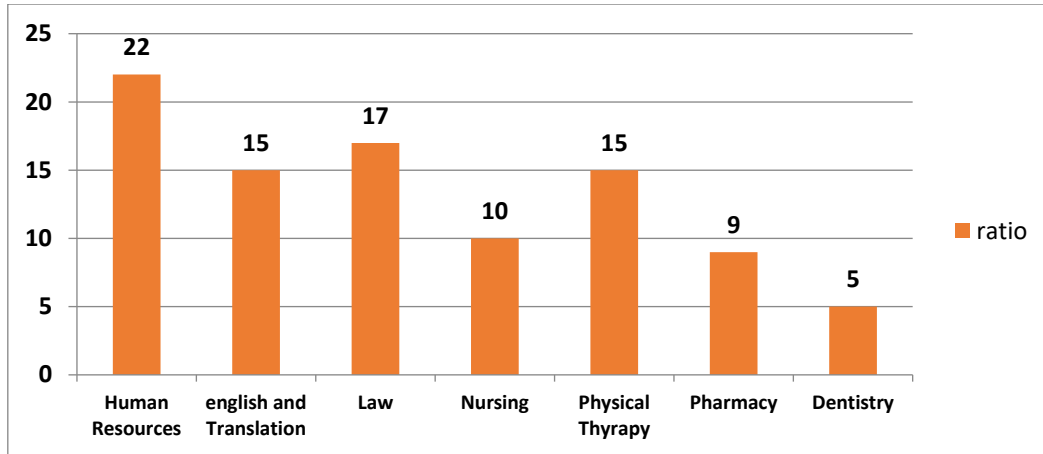


Figure 5: Ratio of Female Students to Teaching Faculty

Periodic Institutional Profile Template A2: Programs Data

Institution: Buraydah Private Colleges **Date** 2018-2019

Preparatory or Foundation Programs (Not Applicable)

| Streams or Sections | Male Students | Female Students | Total Students | Number of Teaching Staff (full time equivalent equals teaching 15 credit hours per week) |
|---------------------|---------------|-----------------|----------------|--|
| NA | NA | NA | NA | NA |

Table 2; Number of Graduates in the Most Recent Year (2017-2018)

| Sections | Undergraduate Students | Post Graduate Masters Students | Post Graduate Students | Ph.D. |
|----------|------------------------|--------------------------------|------------------------|-------|
| Male | 507 (65%) | Not Applicable | Not Applicable | |
| Female | 269 (35%) | | | |
| Totals | 776 (100%) | | | |

The data given in the previous table is shown in a pie chart in Figure 6

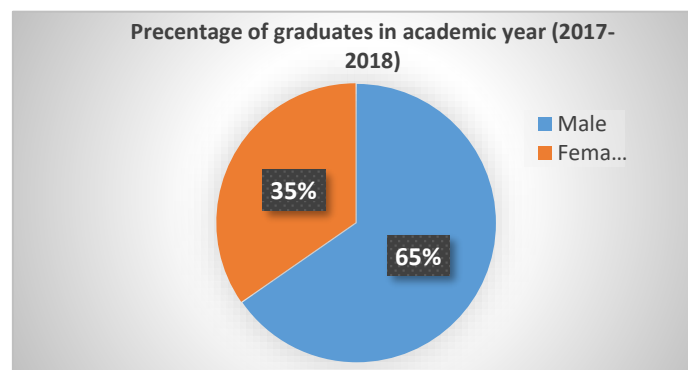


Figure 6: Number of graduates in academic year (2017-2018)

Table 3: Mode of Instruction - Students Enrolment (excluding preparatory program)

| Students | On Campus Programs | | | Distance Education Programs | | |
|----------|--------------------|----------------|----------------|-----------------------------|----------------|----------------|
| | Full time | Part time | FTE | Full time | Part time | FTE |
| Male | 1719 | Not Applicable | Not Applicable | Not Applicable | Not Applicable | Not Applicable |
| Female | 901 | | | | | |
| Totals | 2620 | | | | | |

Note: FTE (full time equivalent) for part time students assume a full time load is 15 credit hours and divide the number of credit hours taken by each student by 15 (use this formula only for part time students).

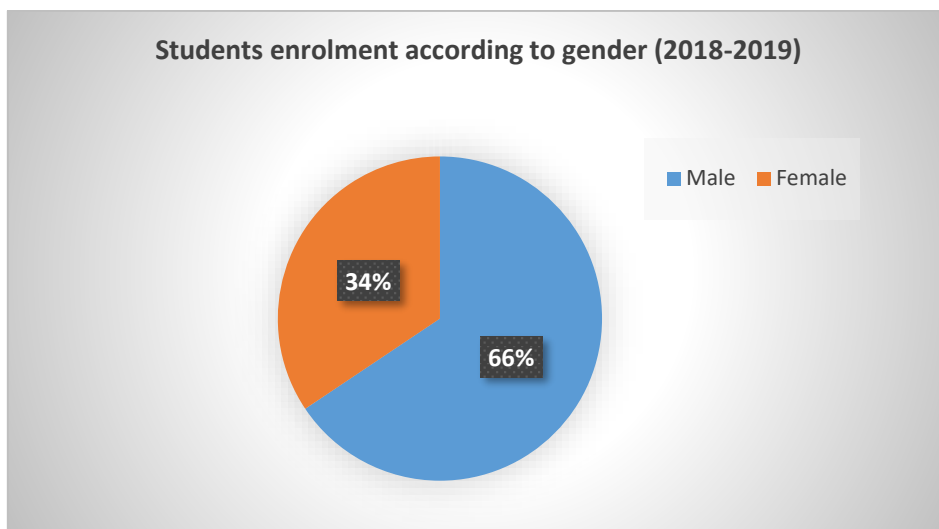


Figure 7: Students enrolment according to gender

Table 4: Mode of Instruction – Teaching Staff (excluding preparatory program)

| Number of Teaching Staff | On Campus Programs | | | Distance Education Programs | | |
|--------------------------|--------------------|----------------|----------------|-----------------------------|----------------|----------------|
| | Full time | Part time | FTE | Full time | Part time | FTE |
| Male | 113 | Not Applicable | Not Applicable | Not Applicable | Not Applicable | Not Applicable |
| Female | 65 | - | - | - | - | - |
| Totals | 178 | - | - | - | - | - |

Note: Teaching staff includes tutors, lectures, and assistant, associate and full professors. This does not include research, teaching, or laboratory assistants. Academic staff who oversee the planning and delivery of teaching programs are included (e.g. head of department, dean for a college, rector and vice rectors).

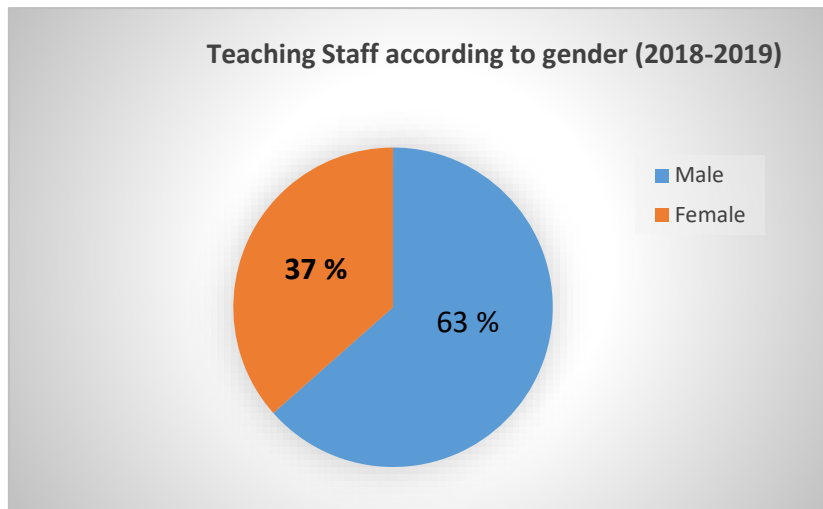


Figure 8: Teaching staff according to gender

Apparent Student Completion Rate: The number of students who graduated in the most recent year as a percentage of those who commenced those programs in that cohort four, five, or six years previously (e.g. for a four year program the number of students who graduated as a percentage who commenced the program four years previously).

Table 5: Apparent Student Completion Rate

| Students | Students enrolled 4, 5, or 6 years ago, in accordance with duration of the program. | Number of students that graduated in the specified time, in accordance with duration of the program. | Apparent program completion rate |
|----------|---|--|----------------------------------|
| Male | 337 | 184 | 55% |
| Female | 212 | 151 | 71% |
| Totals | 549 | 335 | 61% |

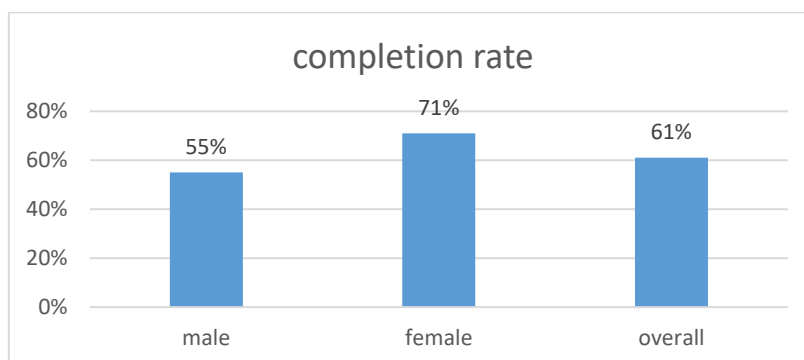


Figure 9: Apparent Student Completion Rate

Table 6: Land and Building Summary

| Main Campus | Total Land Area (Square Meters) | Land Area per Student (Square Meters) | Total Building Space (Square Meters) | Building Space per Student (Square Meters) |
|------------------------------|---------------------------------|---------------------------------------|--------------------------------------|--|
| a. Branch/Location (Males) | - | - | 28908 | 16.8 |
| b. Branch/Location (Females) | - | - | 25101 | 27.86 |
| Total | 307938.51 | 117.53 | 54009 | 20.6 |

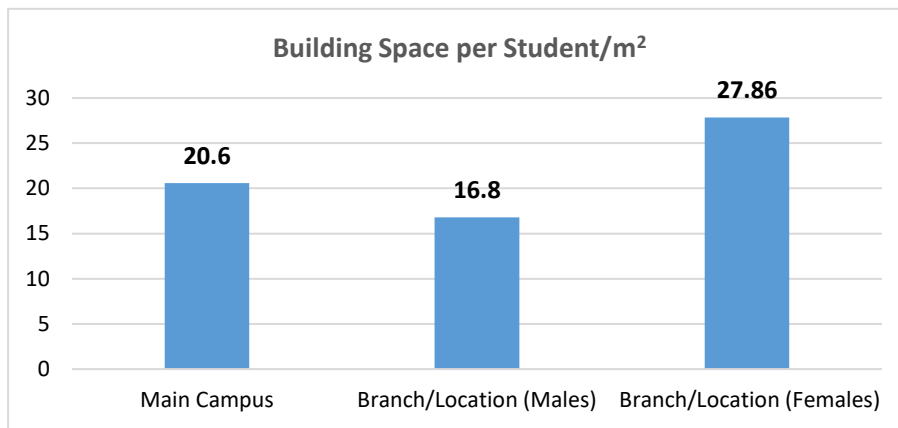


Figure 10: Building Space per Student/m²



Figure 11: BPCs Buildings Map (2018-2019)

C. Self-Study Process

Self-Study Process was done across three stages as following:

The first stage:

The chairman of the "Board of trustees" issued a decree forming the higher committee for supervising on institutional accreditation ([Annex C1](#)).

For a proper performance of the implementation, the following steps are carried out:

1. Eleven additional teams were formed by Deputy of General Supervisor for Quality and Development to investigate the status of BPCs according to NCAAA quality standards ([Annex C2](#))
2. Forming focus groups at all academic and administrative levels, and incorporating representatives of the stakeholders (faculty - student – administrative staff) ([Annex C3](#)).
3. Assigning a team for checking and validating the evidence and checking its compatibility with the NCAAA recommended practices related to standards and sub-standards ([Annex C4](#)).
4. Forming a team to prepare the BPCs' Key Performance Indicators KPIs ([Annex C5](#)).

The second stage:

The directive of June 2012 by the Honorable Minister for Higher Education was the trigger to prepare BPCs' self-evaluation report.

Five types of questionnaires were distributed to all stakeholders to identify the actual status of BPCs. Results thus obtained helped gauge the internal and external environments of BPCs by ascertaining strengths, weaknesses, opportunities and threats (SWOT). BPCs' strategic plan (2018-2023) was predicated, among other things, on the analyses of these data.

To prepare the preliminary institutional self-study report, a main team chaired by chairman of the Boards of Trustees was formed. Eleven additional teams were created to investigate the status of BPCs vis-à-vis NCAAA quality standards. Each of the 11 teams was assigned a specific task as per details given below. The eleven teams individually assessed the following:

1. Standard 1: Mission, Goals and Objectives
2. Standard 2: Governance and Administration
3. Standard 3: Management of Quality Assurance and Improvement
4. Standard 4: Learning and Teaching
5. Standard 5: Student Administration and Support Services
6. Standard 6: Learning Resources

7. Standard 7: Facilities and Equipment
8. Standard 8: Financial Planning and Management
9. Standard 9: Employment Processes
10. Standard 10: Research
11. Standard 11: Relationships with the Community

The third stage:

After the completion the second of BPCs' strategic plan (2018-2023):

BPCs prepared their strategic plan that also included the "strategy for quality". The "Board of Trustees" approved the plan on 12/12/2018. Concurrently, chairman of the "Board of Trustees" approved the roadmap for institutional accreditation. It consisted of thirteen steps focusing on fulfilling the institutional accreditation requirements. The preparation of "self-study report" was the last step in the project. The thirteen steps included:

- 1- Updating all regulations, procedures and manuals used in BPCs ([Annex C6](#)).
- 2- Developing BPCs' information system based on the three modules of the e-register software covering academics, finance and accounting, and human resources.
- 3- Establishing the second BPCs' strategic plan (2018- 2023) ([Annex C7](#)).
- 4- Disseminating the culture of quality throughout BPCs.
- 5- Forming eleven teams to implement the self-evaluation scales according to the NCAAA template, echoing NCAAA's eleven quality standards. Each team was allocated one quality standard ([Annex C2](#)).
- 6- Preparing institutional KPIs and benchmarks for BPCs.
- 7- Preparing the BPCs' institutional profile.
- 8- Completing progress reports needed to evaluate programs and courses.
- 9- Forming focus groups (including representatives from the female' branch and stakeholders) at the institutional level ([Annex C3](#)).
- 10- Identifying reliable tools for data collection (questionnaire, records, database, etc.)
- 11- Preparing the self-evaluation report conforming to NCAAA scales.
- 12- Reviewing of the self-evaluation report by an independent evaluator.
- 13- Finally, forming a team to prepare the BPCs' SSRI.

The methodology SSRI committee followed to prepare reports

According to timetable of the taskforce, the committee held a series of meetings to discuss results prepared by the teams according to their allocated tasks. These meetings reviewed and scrutinized outputs of teams and gave feedback that was used to amend their respective reports. Overall, the outcome of this positive communicative relationship was twofold; collectively, the development of a deeper understanding of the committee goals and bringing clarity about the role of each participant in results achievement.

D. Context of the Self Study

1. Environmental Context.

Buraydah Private Colleges seek to excel in the private education sector at both the local (Qassim) and national levels (Kingdom of Saudi Arabia), especially in learning and teaching and community services. BPCs aspire to develop their ability to compete with other private institutions based on the quality standards set by the NCAAA. Additionally, as an institution it covets to produce graduates that are able to compete with and outshine others in the labor market.

The KSA has thirty-nine private colleges and ten private universities whereas four private colleges work in Qassim region. This indicates a huge competition among private institutions, which results in lots of pressure on BPCs to perform exceptionally well. Compared with other private institutions (ISNC and ALMU), BPCs has achieved some of the best KPIs such as “Students overall evaluation on the quality of their learning experiences at the institution (4.09 out of five, Table 27)

As a private institution the difficult issue for the BPCs is how to improve the achievement of learning outcomes and quality of the graduates without increasing tuition fees? This aspect also impinges on the financial matters. In the other words, it limits the financial options of BPCs. As a counterweight, the strategy of BPCs focuses to maintain a reasonable profit margin that is reinvested for supporting talented students, distinguished faculty and administrative staff

The organizational structure reflects that the female section is fully involved in all intuitional matter functionally, a computer based network links the female section and male sections. Also, the distribution of resources between two sections is well balanced.

The national education policy requires educational institutions to increase professional and vocational disciplines compared to the theoretical education. Therefore, as a matter of policy the theoretical programs at BPCs do not exceed 25% of the total academic programs offered. Equally, the government restricts new admission to dentistry programs and stopped new admission to special education program to avoid over-supply. BPCs are, therefore, operating within this policy framework.

The environmental context also offers some opportunities that help BPCs to acquire national institutional accreditation whilst some factors pose a threat.

Opportunities:

1. Changes in admission policies in public universities towards reducing the percentage of acceptance
2. The establishment of six Saudi economic cities places greater emphasis on knowledge-based industries. This may recruit a good number of BPCs' graduates.
3. Support provided by the NCAAA (the National center for Academic Accreditation and evaluation) including documents, templates, advice, guidelines and training programs in preparation for academic accreditation.
4. A number of competent and experienced staff members who are fully aware of the systems and standards of the National Center for Academic Accreditation and Evaluation)
5. Equality between public and private universities graduates in their opportunities to get a job through Ministry of Civil Service and Ministry of Labor.
6. The increasing development in distance and Electronic learning offers self-development for academic and teaching staff members.

Threats

1. Poaching of BPCs teaching staff members by other public and private universities.
2. A number of high school and diploma graduates don't meet the admission requirements of some majors.
3. Sudden changes of labor market which may require specific majors.
4. The Kingdom's Vision 2030, prioritizing of vocational education and professional training
5. Public and private universities attracting well-experienced staff members in the field of quality.

2. Institutional Context.

There are multiple factors which contribute effectively in developing BPCs' programs, for examples the list of achievements mentioned in part 6 and the following strength points:

1. Academic cooperation agreements between BPCs and local universities and organizations.
2. Availability of training programs for raising efficiency of BPCs' employees.
3. The positive assessment from Ministry of Education for some majors in BPCs.
4. Sufficient number of teaching and assistant academic staff specialized in different theoretical and scientific fields.
5. Availability of locally and internationally experienced members in quality domain.
6. Increasing the rate of success in the Saudi Commission for Health Specialties' Exam for BPCs' graduates of Dentistry, Pharmacy, and Applied Medical Sciences.
7. Availability of course specifications for all programs and courses

E. Mission, Goals and Strategic Objectives for Quality Improvement

1. Mission of the Institution:

Mission: Providing higher educationa that contribute to meeting needs of the labor market and achieving community partnership, in accordance with the national quality standards.

Mission of Quality and Development Centre:

“Applying quality standards at all BPCs’ levels to achieve continuous improvement”.

2. A Summary of the Strategic objectives for quality improvement

Strategic Plan for Quality includes two Goals:

1. Merging quality into all practices throughout the institution and its programs.
2. - Raising the quality level in the Colleges.

Four Strategic Objectives, 6 Strategies and 17 Projects for Quality Improvement:

1. The first strategic objective: Promoting quality culture in the colleges.

Strategy (1-1): Dissemination of quality culture.

- 1-1-1. Improving the level of awareness for quality culture.
- 1-1-2. Developing Training and technical support for Quality assurance units.

2. The second strategic objective: Improving Planning Systems.

Strategy (2-1): Creating high quality planning system.

- 2-1-1. Developing strategic planning at all colleges and units.
- 2-1-2. Surveying the needs of the labor market.
- 2-1-3. Re-assessing the feasibility of current academic programs and suggesting other feasible ones.

3. The third strategic objective: Improving Academic and Institutional performance

Strategy 3-1: Developing BPCS' general administrative system.

Projects:

- 3-1-1. Updating the regulations and rules to ensure an effective participation of Female section with male one in all stages of planning, implementation, and decision-making
- 3-1-2. **Improving** an advisory council for the Colleges and another one for each constituent college.
- 3-1-3. **Improving** Students advisory councils.

Strategy 3-2: Improving Academic Performance in the Colleges.

Projects:

- 3-2-1. Establishing a system for stimulating excellence, innovation and creativity.
- 3-2-2. Continuous improvement of professional development programs for the Colleges' faculty and academic administrators.

4. The fourth strategic objective: Qualifying BPCs to attain programs and institutional accreditation.

Strategy 4-1: Availability of institutional accreditation requirements according to the requirements of the National Center for Academic Accreditation and Evaluation.

Projects:

- 4-1-1. Attaining the National Academic Institutional Accreditation.
- 4-1-2. Improving the Colleges' main library.
- 4-1-3. Improving the student's advisory councils.

Strategy 4-2: Preparing the requirements of Programs Accreditation according to standards of the National Center for Academic Accreditation and Evaluation.

- 4-2-1. Attaining the national programs accreditation for each academic programs.
- 4-2-2. Completing and updating academic programs plans.
- 4-2-3. Developing teaching and assessment methods.
- 4-2-4. developing and diversifying of learning resources.

Table 7: Strategic objectives and performance indicators

| Major Goal | Strategic Objective | Performance Indicators | Target Benchmark | Actual Benchmark Results |
|--|--|--|------------------|--------------------------|
| 1. Merging quality into all practices throughout the institution and its programs. | The first strategic objective:- Promoting quality culture in the Colleges. | 1. Stakeholder's satisfaction of quality in the Colleges. | 85% | 86.1% |
| | | 2. Proportion of courses in which student evaluations were conducted during the year | 100% | 90% |
| | The fourth strategic objective:- Qualifying BPCs to attain programs and institutional accreditation. | 1-Ratio of completing program accreditation requirements | 100% | 80% |
| | | 2-Ratio of completing institutional accreditation requirements. | 100% | 100% |
| II. Raising the quality level in the Colleges | The second strategic objective: improving Planning Systems. | 1-Average of employee satisfaction regarding to the organizational atmosphere. | 4 | 3.06 |
| | | 2- Ratio of stakeholders' satisfaction regarding the internal regulations and rules at BPCs. | 75% | 66% |
| | The third strategic objective: improving Academic and Institutional Performance: | 1- Ratio of attending quality training courses and workshops. | 75% | 67.5% |
| | | 2- Ratio of teaching staff satisfaction regarding to the quality of training courses and workshops. | 80% | 79% |
| | | 3- Ratio of satisfaction regarding to the availability of supportive administration for quality and development at BPCs. | 75% | 74.4% |

Analysis:

Strength points

1. Preparing the second BPCs' strategic plan (2018-2023).
2. Preparing the Execution plan for the institutional strategic plan.

3. Developing the organizational structure; to reflect the participation of female section in all planning and decision-making processes; and to reflect the main functions depending on NCAAA Quality standards.
4. Development of BPCs rules and regulations to reflect the active participation of females' sections in all stages of planning, implementation and decision-making
5. Activation of the student advisory council.
6. Activation of the program advisory council.
7. Installing of an organizational division headed by the deputy General Supervisor for Quality and Development
8. Academic cooperation agreements between BPCs and local and international universities which include Ain Shams ([Annex C8](#)), Qassim University ([Annex C9](#)), and Majmaah University ([Annex C10](#)), which allows to benefit from the experiences of these universities in support of the trend towards quality adoption.
9. Developing the KPIs and Benchmarks of BPCs.
10. Developing tools of data collection (questionnaires, records, database, etc.).

Weaknesses and Recommendations:

We can conclude the priority of improvement and recommendations as the following:

1. First objective: Promoting of a culture of quality in colleges.

| S.N | Weaknesses | Recommendations |
|-----|--|--|
| 1 | Insufficient lectures on quality concepts in colleges. | Extra efforts should be made to carry out the main program, including contribution of more experienced specialists. Amending schedule to include two hours for quality activities. |
| 2 | Low quality material dissemination, such as booklets and brochures | Increase the number of booklets and brochures |
| 3 | Few professional development programs for faculty and other staff members and academic leaders to meet the requirements of the institutional strategic plan. | -Setting a time plan for professional development |

2. The second objective: Improving Planning Systems.

| S.N | Weaknesses | Recommendations |
|-----|---|--|
| 1 | need to provide more qualified personnel with internal quality audit experience | Appointment of properly qualified persons to manage activities of the internal audit unit. |
| 2 | Developing a system to motivate faculty members and administrative staff toward adoption of quality. It contains Excellence | Motivated system toward quality should be developed. |

| | | |
|--|---|--|
| | Awards, financial Incentives and reward systems). | |
|--|---|--|

3. The third objective: improving Academic and Institutional Performance:

| S.N | Weaknesses | Recommendations |
|-----|--|--|
| 1 | Deficiency in effective marketing mechanisms to attract students. | -Improving the effective marketing mechanisms to attract students. -Increasing advertisements for the Colleges' programs |
| 2 | low retention rate of talented teaching staff | -Provide a system to motivate talented teaching staff to be stable in BPCs. -Providing the appropriate working atmosphere for stimulating talented teaching staff to be stable in BPCs. |
| 3 | A need for the effective application of Performance Excellence Award for teaching staff, administrative staff and technicians. | Developing policies and mechanisms to reward outstanding performance |

4. The fourth objective: Qualifying BPCs to get programs and institutional accreditation.

| S.N | Weaknesses | Recommendations |
|-----|--|---|
| 1 | A need for more effective ways of communications with BPCs Alumni. | Establishing a follow-up unit for graduates |

F. Progress towards Quality Objectives

Quality achievements could be named, in light of the objectives of the previous period, as follows:

- The installation of an organizational division headed by the deputy General Supervisor for Quality and Development.
- Design professional development programs for faculty and other staff members and academic leaders
- Activate quality committees at the level of all programs in each college.
- The Board of Trustees is briefed about all quality processes and participates in issues affecting overall institutional performance.
- Purchasing a reliable system to collect, keep and retrieve the various academic, financial and human resources data.
- All processes used to judge the quality of academic programs are based on NCAAA forms and procedures and are very transparent to all participants.
- The colleges formed committees in the area of improving the educational process to set the academic point of reference for the academic degrees that are awarded in all the programs of the colleges.
- Improve the specification of all programs and courses.

- Training of faculty members on how to use templates of National Center for Academic

Table 8: Introduction list of annexes

Accreditation and evaluation, and continuous updating of templates.

- Uniformity of questionnaires at the level of each college.
- Establishing an entity for strategic planning for the Colleges and their units.
- Building systems for data analysis, collecting and classifying the different evidences, and a comprehensive system of performance indicators KPIs
- Building the BPCs' information system in the academic, financial and human resources fields, based on e-register software (Three modules).
- Updating the organizational structure.
- Disseminating the quality culture throughout BPCs.

G Evaluation in Relation to Quality Standards

| No. | Codes | Annexes Names |
|-----|-------|--|
| 1 | B1 | BPCs Organizational guide |
| 2 | B2 | MoE Approval on Constituent Colleges Board of Trustees |
| 3 | B3 | BPCs' Second Strategic Plan (2018- 2023). |
| 4 | C1 | A decision for forming the higher committee for supervising on institutional accreditation. |
| 5 | C2 | Decision No. 11 Forming standards committees. |
| 6 | C3 | A decision for forming focus groups at all academic and administrative levels, and incorporating representatives of the stakeholders (faculty - student – administrative staff). |
| 7 | C4 | A decision for forming a committee to check and review the validity of evidences and their concordance with their practices. |
| 8 | C5 | A decision for forming a committee for preparing BPCs' Key Performance Indicators “KPIs”. |
| 9 | C6 | A decision for forming a committee for updating all regulations, procedures and manuals used in BPCs. |
| 10 | C7 | A decree for forming the higher committee of quality and strategic planning |
| 11 | C8 | Agreements with Ain Shams h University |
| 12 | C9 | Agreements with Qassim University |
| 13 | C10 | Agreements with Majmaah University |

1. Mission and Objectives (*Overall Rating **** Star*)

The institution's mission statement must clearly and appropriately define its principal purposes and priorities and be influential in guiding planning and action within the institution.

Introduction

Buraydah Colleges Company was mandated to establish a private higher education institution in 2005. Simultaneously, the Minister of Higher Education permitted Buraydah Private Colleges (BPCs) to start as a private academic institution through its letter No. 35378. In 2008, the Board of Trustees was established and approved by the Minister of Higher Education in the same year. It was authorized to govern and manage affairs of BPCs.

As in the last strategic plan (2013-2018) ([Annex G1.i.1b](#)), the current strategy plan (2018-2023) was developed, especially mission and objectives, based on the initial feasibility report, environmental analysis and opinions of stakeholders. It is worth mentioning that the Colleges first strategic plan (2013-2018) is considered a master plan for BPCs second strategic plan (2018-2023), and inevitably drafting the Colleges mission statement. This plan is considered the master for whatever came later, not only for its guidance and control of the main procedures, regulations, priorities and decisions taken in that life span of five years (from 2013 to 2018), but also as its projects and initiatives implementation report represented the base for BPCs second strategic plan (2018-2023) and the drafting of the colleges mission statement ([Annex G1.i.5](#)). The results and recommendations of this report was considered a major input for building the second strategic plan (2018-2023) and wording the Colleges updated mission statement draft. This is tremendously obvious in those twenty nine projects, that were partially implemented in the first plan life span, had been considered ongoing; and therefore they have been imported to the Colleges' second strategic plan (2018-2023). ([Annex G1.i.5](#))

The mission statement reflected BPCs' deep rooted desire to achieve excellence in education and community services. These strategic elements facilitate BPCs to cope with the various political, economic, social and cultural changes that might shape the environment and community. The wording of draft mission statement emerged out of a systematic, participative and consultative process involving a number of faculty members, employees and students. Its harmony with Islamic values and beliefs was ensured. The final mission statement, among other things, addressed the process by which the main objectives could be achieved.

Moreover, the mission statement clearly lends support to the aspects of BPCs that ensures the development of well-defined objectives that, in turn, enable BPCs to sustain its vision (*Excellence among Saudi private higher education institutions*). The strategic plan committee led by the chairman of the Board of Trustees used all elements of the mission statement in developing six strategic objectives. Thus, BPCs exercised utmost degree of perfection in ensuring that the mission statement forms the base for the development of long and/or short term strategic plans. Should it be needed, during the strategic plan period, an overall revision to BPCs strategic plan will take place in light of the different changes that happen in its internal and external environments.

1. Report on Sub- Standards

(To prepare a report on this standard the steps that have been described in section C. self-study processes in its first stage were followed as mentioned in page no.36).

1.1 Appropriateness of the Mission (****)

- BPCs paid great attention to the development of its mission and strategic objectives ensuring their harmony with the decree that established BPCs (Annexes [G1.1.1](#) and [G1.1.2](#)): Excellence in education and community services.
- Based on the globally oriented changes in the higher education environment and the continued emphasis on knowledge economy, the strategic planning committee developed strategic objectives that reflect BPCs' commitment to contribute to the country's drive towards meeting the needs of Saudi labor market ([Annex G1.1.3](#)). As a result, the mission statement was aligned with the decree under which BPCs was established. Concomitantly, it also responded positively to the increased demand for higher education graduates to amplify productivity and competitiveness in the community ([Annex G1.1.4](#)).
- The data reflecting opinions of stakeholders indicated that the mission statement is appropriate for fulfilling needs of the constituent community and complies with Saudi Arabia's cultural and religious values (Annexes [G1.i.4](#) and [G1.1.1](#)). Results of statistical analysis for stakeholders opinions on the appropriateness of the mission revealed a high percentage of approval for the Colleges mission statement; 83% for teaching staff ; 100% for administrative staff, 89.1% for BPCs students, 74.6% for recruiters and students' parents 91.5%.
- BPCs mission and objectives were developed based on the initial feasibility, environmental analysis studies and stakeholders opinions (Annexes [G1.1.5](#) and [G1.1.3](#) and

[G1.i.4](#)). The mission statement was developed with the awareness of achieving excellence in education and community services that are in sync with the various political, economic, social and cultural changes that may affect the BPCs environment and the community (Annexes [G1.1.6](#) and [G1.1.7](#)). The strategic objectives were disseminated among the administrators, faculty members and students so that they could guide the allocation of resources, decision making and encourage active participation in the provision of community services (Annexes [G1.1.8](#), [G1.1.8a](#), [G1.1.9](#), [G1.i.3](#) and [G1.i.4](#)). BPCs has publicized its mission among all its employees, staff, and stakeholders, and in all academic programs, including medical departments. Using posters and banners for showing the Colleges mission, vision, and strategic objectives for stakeholders, employees, and students. (Annexes [G1.1.1](#) and [G1.1.4](#)). Moreover, Workshops and presentations are planned to be held next academic year 1440/1441 H.

Table (9) KPI: Stakeholders' awareness ratings of the Mission Statement and Objectives.

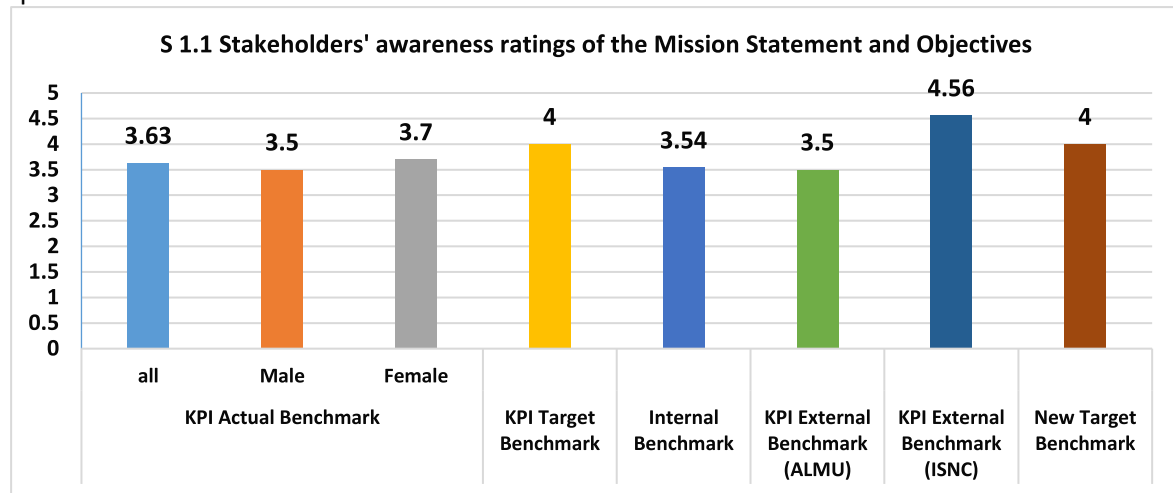
NCAAA KPI Reference No.: S1.1

Institutional KPI Reference No: 1

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 3.63 | 4 | 3.54 | 3.5 | 4.56 | 4 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 3.5 | | | 3.7 | | |

The actual KPI value have been calculated by:

The average rating of satisfaction for both teaching staff and students in Q1 of institutional activity questionnaire



KPI analysis:

Strengths:

1. The obtained results show a slight enhancement (1.8%) in the awareness of stakeholders about the institution mission,
2. Equal awareness level in both male and female sections.

Recommendations:

1. Mission statements and objectives should be effectively announced through brochures.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

1.2 Usefulness of the Mission Statement (****)

BPCs' mission statement focuses mainly on higher education that contributes effectively and permanently in satisfying demands of the labor market in the Kingdom. This can be achieved by the implementation of standards that ensure achievement of excellence in education and community service. In addition, the mission statement encourages individuals, information technology, business systems and human capital development to work as an integrated whole. Consequently, it clearly reflects the necessity of the basic processes that should be applied to direct the processes for decision making and strategic planning in all activities of BPCs (Annexes [G1.2.1](#), and [G1.2.2](#))

The mission statement contributes to the development of the strategic objectives, which are being pursued through different projects funded from the institutional budget. The mission statement has been translated into practical assignments and is being used in managing and directing the various activities such as: the use of e-register programs for students' registration, students' attendance, lectures rooms and laboratory coordination, posting of students results and a lot of other administrative issues that reflect integration through effective use of information technology ([Annex G1.2.3](#)). Likewise, scientific research has been promoted through the inclusion of a strategic sub-goal in the Colleges strategic plan (2018 - 2023), "4-1-2 Establishing a strategic planning and vision realizing center and developing a system for promoting Faculty's scientific research, excellence, innovation and creativity". (Annexes [G1.1.3](#) and [G1.2.7](#))

The professional development training workshops provided to the faculty members for the introduction of smart boards in some of the lectures rooms reflect the institution's commitment to follow the mission statement to attain excellence in education ([Annex G1.2.4](#)). Also, the establishment of the community services Centre is an initiative to implement the mission statement. Additionally, it is quite remarkable in the Colleges activities report that community services, especially healthcare activities, have been prioritized. (Annexes [G1.4.1a](#) & [G1.2.5](#))

These initiatives testify that the mission statement is a valuable and useful guide for both the institution and functionaries. It helps in assessing the achievement objectives that have been formulated under its umbrella. (Annexes [G1.2.6](#), [G1.1.3](#) and [G1.1.5](#))

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

The attention paid by BPCs to the participation of stakeholders in the development of the mission reflects its commitment to take all stakeholders on board and be as consultative as possible. Therefore, the Strategic Planning and vision realizing Centre continuously endeavors to carry out extensive consultations throughout the period meant for development of the mission. This reflected BPCs' desire to pursue its vision of becoming an excellent private higher education institution locally.

The planning committee held open meetings with stakeholders using a questionnaire to increase participation and collect primary data that contributed to the formulation of the draft mission statement (Annexes [G1.i.4](#), [G1.i.2a](#) and G1. i.3).

In addition, analyses of the operating environment were carried out to identify strengths and weaknesses in the internal environment and opportunities and potential threats inherent in the external environment. Then, a series of workshops were organized in which the data thus collected were discussed and results were translated into the first version of the mission statement that was finally approved by the Board of Trustees. Concomitantly, the resolution of forming the follow- up committee for strategic planning are modified to review the Colleges' vision and mission every two years to adapt to different changes in internal and external environments. (Annexes [G1.3.3a](#), [G1.3.3b](#), [G1.3.1](#), [G1.i.1a](#), [G1.i.2a](#) and [G1.1.8](#)).

1.4 Use Made of the Mission Statement (*)**

BPCs' mission statement focuses mainly on attaining standards of excellence related to the education process and community services.

The strategic planning process used the mission statement in developing the strategic objectives that have been included in the strategic plan (2018-2023) ([Annex G1.1.3](#)). This exercise provided evidence that the mission statement plays the important role of a strategic guide for all planning and operational activities. The vision, mission and objectives have been widely disseminated through brochures, handbooks, pamphlets and the BPCs' website to increase awareness among the academic community and the general public about the establishment charter of the institution (Annexes G1.1.8 and [G1.1.9](#)).

BPCs uses the approved mission statement as an effective guide for resource distribution and decision making at all levels. The introduction of smart boards in some of the classrooms, encouragement of the faculty members to attend professional development training

workshops, the electronic documentation of student activities and the effective utilization of the e-register as part of the teaching process reflect the institutional commitment to adopt world-class education standards and align all educational and managerial activities with the mission statement. Additionally, other strategic projects such as obtaining the national institutional accreditation, securing the national accreditation for all the academic programs, and establishing special units for providing services to the community testify to the institutional desire to pursue achievement of the mission statement (Annexes [G1.2.6](#), [G1.2.5](#), [G1.4.1a](#), [G1.4.2a-f](#), [G1.4.2g-h](#), [G1.4.2i](#) and [G1.4.3a](#)).

In effect, the mission statement guides the strategic planning process that results in the development of strategic objectives that, in turn, help attain the vision of BPCs.

1.5 Relationship between Mission, Goals and Objectives (**)**

BPCs understand the significance of conformity between its mission, goals and objectives. Therefore, strategic objectives developed in compliance with the mission statement have been clearly stated in the strategic plan (2018-2023), which includes a system to monitor and evaluate the implementation of the plan (Annexes [G1.1.3](#) and [G1.2.6](#)).

The strategic objectives emphasize the provision of quality education and active interaction with community.

The clarity of the strategic objectives should make them be used effectively in areas of the decision making (Annexes G1.i.4 and [G1.1.3Ar.](#)/ page 80 in BPCS Strategic Plan)

As mentioned above, the strategic plan includes a system to monitor and evaluate the implementation of the plan. The Strategic Planning and vision realizing Center is entrusted to carry out periodic assessments and the Strategic Planning Committee will make the required amendments when necessary and convenient (Annexes [G1.2.6](#), [G1.5.1a](#), [G1.i.1a](#), [G1.5.1b](#), [G1.i.2a](#), [G1.5.2a](#) and [G1.5.2b](#)).

It is worth mentioning that BPCs programs' mission, vision, and strategic objectives have been updated to be in alignment with the institution mission, vision, and goals). All BPCs academic programs mission have a high level of alignment with the Colleges institutional mission; they are considered practical translation for BPCs mission. (Annex [G1.5.3](#))

Furthermore, As shown in the following table, which summarizes the relationship between the mission, strategic objectives and strategy for each objective, the strategic objectives for the development of the institution and its programs and organizational units are consistent

with and support the BPCs mission. The table also shows the relative weight of each strategic objective and strategy in its achievement of BPCs mission (Annexes [G1.1.3](#) and [G1.i.1b](#)).

Mission

Providing higher education that contribute to meeting needs of the labour market and achieving community partnership, in accordance with the national quality standards.

BPCs is committed to the following

- Preparing professionals enhanced with the necessary knowledge, skills and values who would be able to contribute effectively to their communities' development in health, engineering, computer and business sectors.
- Developing the capabilities of teaching and other staff members in a way that effectively contribute to achieving total quality standards.
- Promoting effective communication with local community through offering training and awareness-raising services, and life-long learning programs.

Table (10): Objectives distribution

| objectives | Matching with mission (%) |
|---|---------------------------|
| First objective: Improving the efficiency of BPCs' institutional system to promote its competitive position. | 30% of the mission |
| • Strategy (1-1): Developing BPCs institution-wide administrative performance. | 20% |
| • Strategy (1-2): Applying electronic management to all academic and administrative functions and dealings. | 5% |
| • Strategy (1-3): Expansion and diversification of funding sources. | 5% |
| • Second objective: Improving quality of education (learning and teaching) in all academic programs according to the national standards. | 8% of the mission |
| • Strategy (2-1): Developing study plans and academic programs according to the requirements of the national development and the labour market needs. | 5% |
| • Strategy (2-2): Developing teaching strategies and assessment methods. | 3% |
| • Third objective: Enhancing competitive capabilities of BPCs graduates to meet the needs of the labour market. | 12% of the mission |
| • Strategy (3-1): Excellence in admission and registration processes. | 3% |
| • Strategy (2-3): Excellence in student performance. | 3% |
| • Strategy (3-3): Excellence in student services. | 3% |
| • Strategy (3-4): Excellence in student services after graduation. | 3% |
| • Fourth objective | 10% of the mission |
| • Improving abilities and skills of faculty and other staff members of BPCs and improving the services provided to them. | |
| • Strategy (4-1): Promoting motivation and retention mechanisms and HR services. | 10% |

| | |
|---|-----------------------|
| <ul style="list-style-type: none"> • Fifth objective • Promoting cooperation and partnership with local community. | 10% of the mission |
| <ul style="list-style-type: none"> • Strategy (5-1): Diversification of cooperation and partnership with local community institutions. | 5% |
| <ul style="list-style-type: none"> • Strategy (5-2): Developing community services | 5% |
| <ul style="list-style-type: none"> • Sixth objective • Improving, and maintaining the infrastructure. | 30% Of the mission |
| <ul style="list-style-type: none"> • Strategy (6-1): Completing and improving BPCs' infrastructure. | 20% |
| <ul style="list-style-type: none"> • Strategy (6-2): Sustaining and maintaining BPCs infrastructure. | 10% |

The Strategic Planning and vision realizing Center will annually review the mission statement and the strategic objectives. During the 5-year planning period changes in the internal and external contexts may make it inevitable to review and amend the mission, strategic objectives and/or the related projects. The Strategic Planning Committee will make the required amendments when necessary and convenient ([Annex G1.i.2a](#))

Specific objectives for institutional initiatives and internal organizational units are consistent with the mission and strategic objectives. For example, getting the institutional academic accreditation as a specific objective of one of the institutional initiatives is consistent with the mission and it is part of the institution's first strategic objective viz. "To improve the efficiency of BPCs' institutional system in order to improve its competitive position". In the meantime, it is consistent with the mission of the Quality and Development Centre, viz. "Disseminating the quality culture; and applying the quality standards throughout the institution and its programs in order to achieve the continuous improvement to support the institution's mission and to achieve its strategic objectives", while the initiative is part of one of its strategic objectives, viz. "Qualifying BPCs for academic accreditation (institutional and programs)" (Annex G1.5.2 a & b).

The implementation plan of the strategic plan includes clearly defined and measurable indicators for all of its projects. It is used to judge the extent to which objectives and mission are being achieved ([Annex G1.2.6](#)).

Overall Evaluation of Quality Standard 1

The mission and objectives were developed to realize the BPCs vision which purports to achieve excellence amongst private higher education institutions in Saudi Arabia. The vision, mission and objectives have been placed on BPCs' website to increase awareness of the academic community and general public about the establishment charter of BPCs. The strategic objectives have also been communicated to the administrators to guide them in

decision making and allocation of resources. Also, the strategic objectives have been adequately communicated to the faculty members and students. This awareness would encourage them to actively participate in providing community services. The expectation is that the contribution of the faculty members and students in the community services will reflect how the mission was used to effect positive changes towards attaining institutional objectives.

Particular strengths:

- The development of mission statement was based on stakeholders' participation and environmental analyses.
- The use of the mission statement as a base for the strategic planning and development of six strategic objectives.
- The extensive dissemination of the mission statement guided all stakeholders to actively cooperate and participate in the activities that aim to achieve the strategic objectives.

Recommendation for Improvement:

- Establishment of well-structured plans and appropriate mechanisms to review achievement of goals and objectives periodically.

Priorities for Action:

- Having detailed implementation plans for the Colleges strategic goals and their initiatives and projects according to predetermined time framework.
- Quarterly reports of implementation have to be analyzed as an authentic feedback for the feasibility and appropriateness of the proposed projects and initiatives to eventually ensure the achievement of the Colleges' strategic goals and hence the Colleges' mission and vision.

Table 11: Standard 1 list of annexes

| No. | Codes | Evidence Names |
|-----|---------|---|
| 1 | G1.i.1a | Resolution of forming the higher committee for SSRI preparation. (Arabic Version) |
| 2 | G1.i.1b | Strategic Projects Achievement Report |
| 3 | G1.i.2a | Updated Resolution for Higher Committee of Quality and Strategic Planning. |
| 4 | G1.i.3 | A copy of stakeholder interviewing questionnaire |
| 5 | G1.i.4 | Analysis Results of Stakeholder Opinions |
| 6 | G1.i.5 | Integration and Correlation between BPCs' two Strategic Plans Report |
| 7 | G1.1.1 | Colleges Mission Statement |
| 8 | G1.1.2 | Colleges License Decree. |
| 9 | G1.1.3 | BPCs Strategic Plan for the time period (2018-2023). |
| 10 | G1.1.4 | Colleges Manual. |
| 11 | G1.1.5 | Economic Feasibility Study |
| 12 | G1.1.6 | Economic Development Plan. |
| 13 | G1.1.7 | Human resources policies and labor market. |
| 14 | G1.1.8 | Formal Announcement for PBCs' Employees with the Strategic Plan. |
| 15 | G1.1.8a | Workshop for Spreading Quality Culture. |
| 16 | G1.1.9 | Mission Statement Brochure. |
| 17 | G1.2.1 | Organizational Chart |
| 18 | G1.2.2 | BPCs' Organizational Guide. |
| 19 | G1.2.3 | E-Register System. |
| 20 | G1.2.4 | A Workshop for Professional Development. |
| 21 | G1.2.5 | Organizational Chart/ Strategic Planning and vision realizing Center. |
| 22 | G1.2.6 | Execution Plan |
| 23 | G1.2.7 | BPCs' Faculty Research Accomplishment Report |

Continued Table 11: Standard 1 list of annexes

| No. | Codes | Evidence Names |
|-----|-----------|---|
| 24 | G1.3.1 | Meeting minutes concerning mission approval. |
| 25 | G1.3.3a | First Strategic Plan 1434 Before Amendment. |
| 26 | G1.3.3b | First Strategic Plan 1434 After Amendment. |
| 27 | G1.4.1 | Execution Plan Projects |
| 28 | G1.4.1a | Community Service Activities. |
| 29 | G1.4.2a-f | Samples of Technological Resources. |
| 30 | G1.4.2g-h | Samples of Meeting Minutes and Decisions of Board of Trustees. |
| 31 | G1.4.2i | Penalties Applied on Students Who Violate Rules or Regulations. |
| 32 | G1.4.3a | Samples of BPCs' Expenditure |
| 33 | G1.5.1 | Organizational Chart/ Community Services Center |
| 34 | G1.5.1a | Meeting Minutes for Strategic Planning Committee. |
| 35 | G1.5.1b | Evaluation of External Judgment on Vision and Mission. |
| 36 | G1.5.2a | Meeting Minutes for Board of Trustees for Approval of Strategic Plan Amendments. |
| 37 | G1.5.2b | Meeting Minutes for Strategic Planning Committee for Approval of Strategic Plan Amendments. |
| 38 | G1.5.3 | Range of Alignment between BPCs' Mission and Academic Programs Missions. |

2. Governance and Administration (Overall Rating **** Stars)

The governing body must provide effective leadership in the interests of the institution as a whole and its clients, through policy development and processes for accountability. Senior administrators must lead the activities of the institution effectively within a clearly defined governance structure. If there are separate, sections for male and female students' resources must be comparable in both sections, there must be effective communication between them, and full involvement in planning and decision making processes. Planning and management must occur within a framework of sound policies and regulations that ensure financial and administrative accountability, and provide an appropriate balance between coordinated planning and local initiative.

Provide an explanatory report about aspects of governance and administration that are relevant to the matters referred to in this standard and are not already explained in the institutional profile.

Introduction

BPCs' governing body provides effective leadership in the interest of the colleges and the community it serves, through policy development and introduction of accountability processes. BPCs are committed to Private Colleges Bylaws ([Annex G2.i.1](#)). According to this, each college at BPCs (Administrative Sciences and Humanities, Applied Medical Sciences, Engineering and Information Technology, Dentistry and Pharmacy) has its Board of Trustees and all of these four Boards of Trustees held at one time to discuss the shared agenda, then Board of each College is to vote only for the decisions pertaining to it ([Annex G2.i.2](#)).

Deans, vice deans and senior administrators operate effectively within a clearly defined governance structure, and through specific regulations. These regulations will be elaborated in the following sub-standards. Effective communication exists between male and female sections to meaningfully involve both sections in teaching and administrative activities and to ensure a balanced distribution of resources and associated services. BPCs have established policies and regulations to provide an efficient framework for management, decision making and accountability at all levels in the institution ([Annex G2.i.3](#)) Meanwhile, statements of responsibilities, and guidelines or codes of practice have been established for faculty, staff and students. BPCs are committed to meet high ethical standards of honesty and integrity in dealing with students, instructors and other staff, and in its relationships with external institutions. Furthermore, one of the strategies included in the first strategic objective, "improving the efficiency of BPCs' institutional system to promote its competitive

position”, in the strategic plan (2018-2023) is “developing BPCs' institution-wide administrative performance ([Annex G2.i.4](#))

Report on sub-standards

(To prepare a report on this standard the steps that have been described in section C. self-study processes in its first stage were followed as mentioned in page no.36).

2.1 Governing Body (**)**

Boards of Trustees are the highest governing body within BPCs. Primarily; they aim to effectively develop BPCs in order to serve the interests of students and the community. They include members with a wide range of perspectives and expertise needed to guide the educational policies of the institution ([Annex G2.1.1](#)). The governing body ensures that the detailed planning and implementation reflect the mission and objectives of BPCs ([Annex G2.1.2](#)).

Various sub-committees of the governing body have been established with specific tasks to oversee major responsibilities such as finance and budget, strategic planning and programs' development ([Annex G2.1.3](#)). In BPCs, the respective roles and responsibilities have been fairly distributed. The governing body is responsible for the overall policy and accountability, the senior administration for management, and the academic decision making structures for academic programs ([Annex G2.1.4](#)). In addition, the responsibilities of the owners of BPCs and the governing body have been clearly specified and to avoid interference in academic matters (Annexes [G2.1.4](#) and [G2.i.1](#)). According to private Higher Education Bylaw, the owners of BPCs should do not interfere in academic and administrative affairs. On the other hand, the dean has full and complete authority in the management of educational and administrative matters and s/he can also appeal to the Board of Trustees in some decisions ([Annex G2.1.5](#)).

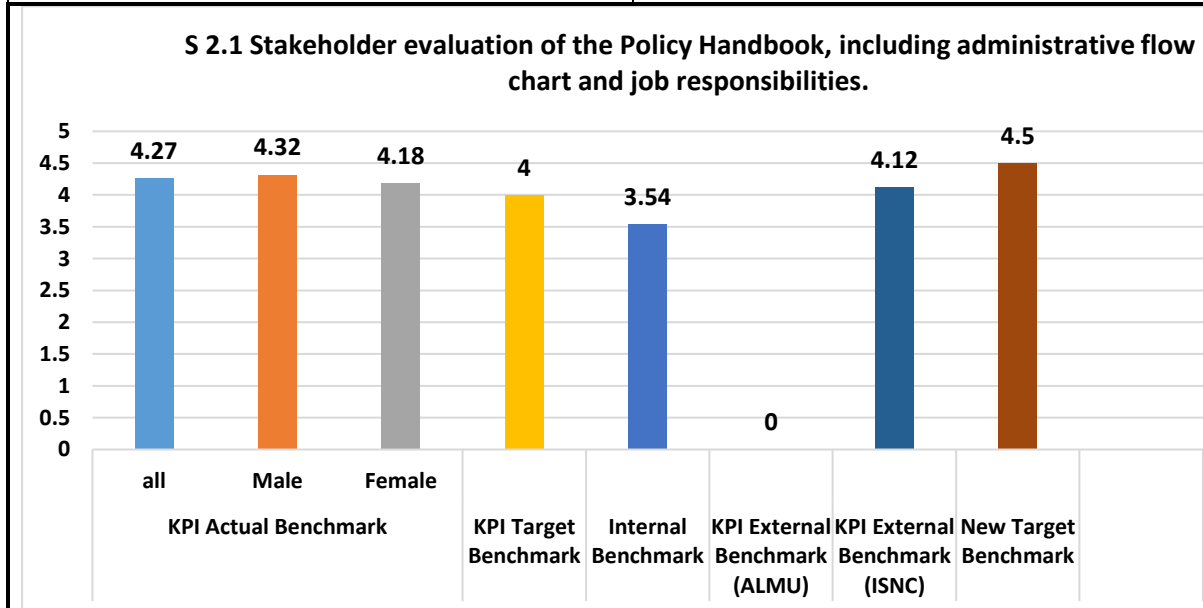
The principal evidence about the quality of several practices in this substandard is “BPCs' organizational guide” that contains terms of reference for the governing body and all major administrative units (Annexes [G2.i.3](#), [G2.1.6](#) and [G2.1.4](#)).

Table (12) KPI: Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities

NCAAA KPI Reference Number : S2.1

Institutional KPI Reference Number: 2

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 4.27 | 4 | 3.74 | Not Available | 4.12 | 4.5 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 4.32 | | | 4.18 | | |



KPI analysis:

Strengths:

1. The result shows that there is a significant enhancement (10.6%) in stakeholders' evaluation for policy handbook.
2. The actual benchmark value is greater than that for external benchmark.

Recommendations:

1. Increase the awareness of policy handbook in female section.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

2.2 Leadership (****)

BPCs developed institutional bylaws that cover all responsibilities and Delegation, which ensuring effective leadership which is able to force emerging issues and meet new challenges and opportunities, thus contributing to the development and improvement of the institution (Annexes [G2.i.3](#), [G2.i.1](#) and [G2.1.6](#)).

Responsibilities of administrators are clearly defined in Job Description Manual (Annex [G2.1.4](#)). Senior administrators and senior academic committees coordinate with the colleges' councils in order to monitor quality and approval of major academic changes, which allow appropriate flexibility permitted for course and program minor changes (Annex [G2.2.1](#)) Teamwork and cooperation in achieving institutional goals and objectives is strongly encouraged in BPCs with clear policy guidelines (Annex [G2.2.2](#)). Administrators at all levels work cooperatively with their colleagues in other sections to ensure effective functioning of the institution. Delegations are formally specified in signed documents including responsibilities when it is required (Annex [G2.2.3](#)). Regulations governing delegations of authority are established for the institution and approved by the governing body (Annexes [G2.i.3](#), [G2.i.4](#), and [G2.1.6](#)). BPCs encourage and reward initiative on the part of teaching and administrative staff within clearly defined guidelines (Annex [G2.2.4](#)). Constructive feedback is given on the performance of teaching and administrative staff regularly ([Annex G2.2.5](#)).

2.3 Planning Processes (***)

Planning processes aim to achieve the vision, mission and strategic objectives of the institution. Several good practices are followed to comply with this standard. There is a comprehensive five-year strategic plan (2018-2023), which provides a planning framework for all departments and units in the institution (Annex [G2.3.1](#)).

Extensive surveys and SWOT analysis were applied to prepare the strategic plan, which incorporates priorities for development and appropriate actions to produce the most effective short-term and long term-results. It takes into account factors of the external environment that affect the development of the institution (see standard 1 for more details). The processes for developing major institutional plans usually provide for the involvement of stakeholders. Moreover, planning processes reflect awareness and involvement of stakeholders and external community.

BPCs are keen that both sides (Male and Female) share in overall planning process and decision-making (Annex [G2.3.2](#)). When major planning decisions are announced, they are

communicated and disseminated to all who are concerned. Implementation plan has been set out to implement the strategic plan considering short-term and medium-term targets. Plans are monitored, evaluated, reviewed, and corrective actions taken as required in response to operational developments and changing circumstances (Annexes [G2.3.3](#), [G2.3.4](#), and [G2.3.5](#)).

2.4 Relationship between Sections for Male and Female Students (**)**

BPCs offer several educational programs to both male and female students. Due to cultural and social considerations, there is physical separation between them within the campus (Annex [G2.4.1](#)). However, leaders of both male and female sections participate in the institutional governance and they are always involved in decision making processes (Annex [G2.2.1](#)). They are also responsible for conducting the administrative and academic process inside BPCs. Both sections are adequately represented in the membership of relevant committees and councils (Annex [G2.4.2](#)).

In BPCs there is a general supervisor who has three deputies: one for academic affairs, one for executive affairs, one for quality and development and a female section assistant for general supervisor. A female assistant deputy of academic affairs has assigned and she oversees and supervises female students' affairs. The female assistant deputy for executive affairs oversees the administrative matters for both staff members and students. The female assistant deputy for quality and development follows up programs' improvement plans in female campus (Annex [G2.4.3](#)). A number of female vice dean's assistant, program directors have been appointed in various colleges to support deanship (Annexes [G2.i.3](#) and [G2.4.4](#)).

Male and female sections are represented in the membership of different committees and councils (Annex [G2.4.5](#)). There is effective communication between them carrying out related activities using modern communication equipment and IT facilities (Annex [G2.4.6](#)). In addition, there is a staff member assigned for transferring and delivering documents between both sections. Moreover, in some colleges' female staff, students usually attend meetings physically at the male side based on their desire.

Programs, facilities and services are well planned and adequate resources are provided to both sections so that comparable standards are fulfilled. Frequent surveys analysed for male and female separately to assure the comparable results in both sides, if there is any differences the quality assurance unit raise the issue to the concerned bodies.

Similarities and differences between both sections are indicated through annual program evaluations and exit exams reports (Annex [G2.4.7](#)).

2.5 Institutional Integrity (*)**

BPCs are committed to meet high ethical standards of honesty and integrity including avoidance of conflicts of interest and avoidance of plagiarism in its teaching and services functions. Codes of practice for ethical and responsible behavior have been developed that require instructors, administrative staff and students to consistently demonstrate high standards of ethical conduct (Annexes [G2.5.1a](#), [G2.5.1b](#) and [G2.5.1c](#)).

Academic departments at BPCs ensure that students are provided with a syllabus for each course that outlines course expectations and assessment techniques (Annex [G2.5.2](#)). BPCs are responsive to students' appeals and student/staff complaints through committees specially-formed to deal with these issues (Annex [G2.5.3](#)).

Deans and general administrators follow an open-door policy that encourages staff and students to come for discussing concerns or problems that may arise during working hours. BPCs reviews and modifies their policies and procedures when necessary to ensure continuing high standards of ethical conduct. In Each college website there is a window to communicate with college administration for any comment, complain, and suggestions.

Administrators and others speak on behalf of the institution represent it honestly and accurately to both internal and external agencies (Annex [G2.5.4](#)). Practices of appointment, discipline and sacking from service are clearly documented and administered in a way that ensures fair treatment for all teaching and other staff (Annex [G2.5.5](#)).

2.6 Internal Policies and Regulations (**)**

BPCs has prepared policy and procedures manual that set out internal regulations and procedures for dealing with major areas of activity within the institution ([Annex G2.1.5](#)). Terms of reference or statements of responsibility have been specified for major committees and administrative and academic positions and included in the policy and procedures manual (Annexes [G2.1.4](#) and [G2.i.3](#)).

Policies and regulations are available for teaching staff and students including new members of staff. Student responsibilities, codes of conduct, and regulations affecting their behaviour are defined and made known to students when they begin studies at BPCs (Annexes [G2.5.1b](#),

[G2.6.1](#) and [G2.6.2](#)). These regulations are applicable to them during their studies. There are sufficient evidences ensuring that these good practices are always followed and all administrative units at BPCs comply with this standard ([G2.6.3](#)).

The current self-study represents the second review of all internal procedures and regulations in BPCs. It provides a good opportunity to revise and complete all necessary documents and guidebooks.

2.7 Organizational Climate (*)**

Board of Trustees, General Supervisor and Deans at BPCs is keen to develop a positive organizational climate throughout the institution. As mentioned earlier, the open-door policy is adopted by top managers, which encourages staff and employees to express their opinions and talk about their initiatives. Also, there is a regular meeting during the academic year with teaching and other staff members to exchange ideas in an open discussion (Annex [G2.7.1](#)).

Almost all teaching staff is involved in decision making through their membership in departments' councils and committees (Annex [G2.4.5](#)). Surveys and questioners are another way to consider teaching and other staff's views, and this makes them feel that their contributions are valued. Responsibility is given to Quality and Development Centre to conduct periodic surveys dealing with issues relevant to organizational climate including such matters as job satisfaction, confidence in future development, sense of involvement in planning and development (Annex [G2.7.2](#)).

Significant achievements and contributions to the institution and the community by staff or students are recognized and appropriately acknowledged through financial and non-financial rewards (Annexes [G2.7.3](#), [G2.1.5](#) and [G2.2.4](#)). Information about issues, plans and developments at BPCs is usually communicated to teaching and other staff through e-mail, SMS messages, or printed flyers (Annex [G2.7.4](#)).

2.8 Associated Companies and Controlled Entities

- Not applicable

Overall Evaluation of Quality of Standard 2.

- Refer to evidence obtained and provide a report based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

Standard 2 (Governance and Administration) in BPCs has gained a lot of attention and development over the last 3 years. BPCs has been improving their administrative structure and processes. Quality of this standard was quite realistically assessed using self-evaluation scales set by NCAAA. Serious efforts have been made to form valid and reliable judgments based on evidences. The overall evaluation has given 3 stars (***) to the standard 2. Sub-standards (2.1) and (2.4) have got (****) stars, while the remaining, applicable sub-standard have got (***) stars. This means that practices of standard 2 are satisfactorily followed most of the time, and good quality for this standard has been achieved. However, there are areas for improvement.

Particular strengths:

- BPCs have an efficient and supportive governing body.
- Existence of a 5-year strategic plan prepared using a scientific methodology.
- Responsibilities of administrators are clearly defined in job descriptions.
- Spirit of teamwork and cooperation exist among the administrators at all levels.
- Interactive meaningful communication exists between male and female sections.
- Equitable distribution of resources and facilities to meet program requirements in each section as well as for the BPCs as a whole.
- Development of codes of practice for ethical and responsible behavior.
- Preparation of a manual of internal regulations for dealing with major areas of activities within BPCs.

Recommendations for improvement:

- Development of an employee evaluation system with comprehensive feedback that contributes to the process of personal and professional development.
- Act on improving the mechanism for announcing grand plans, and participating in the implementation and monitoring.
- Linking the plans directly with software systems that provide regular and continuous feedback.
- Develop mechanisms for risk assessment and document these mechanisms and training BPCs staff to deal with these risks occurrence.
- Involvement of officials from both male and female sections in all councils and committees at BPCs.
- Periodic review of the state of ethical conduct and professional ethics.
- Developing a model that can be applied to all decision makers, indicates their financial outlay and expense, and be confidentially reviewed by external auditor.
- Develop a mechanism for annual review of all colleges' procedures and its internal regulations.

Priorities for action:

- Development of an employee evaluation system based on a comprehensive feedback to employees that contributes to the process of personal and professional development.
- Developing mechanisms for risk assessment, documenting these mechanisms, and training to deal with these risks occurrence.
- Involvement of officials from both sections of male and female students in all councils and committees at BPCs.

Table 13: Standard 2 list of annexes

| No. | Codes | Evidence names |
|-----|---------|---|
| 1 | G.2.i.1 | Bylaws: Private Colleges |
| 2 | G.2.i.2 | Decisions of the formation of the Boards of trustees for colleges |
| 3 | G.2.i.3 | Organizational Guide for Colleges |
| 4 | G.2.i.4 | Summary of the Strategic Plan |
| 5 | G.2.1.1 | Decisions of the formation of the Boards of trustees for colleges + CVs for members |
| 6 | G.2.1.2 | Examples of meeting minutes for of the Boards of trustees for colleges |
| 7 | G.2.1.3 | Decision of the Higher Committee for Quality and Strategic Planning of Colleges |
| 8 | G.2.1.4 | Job description guide |
| 9 | G.2.1.5 | Financial and Administrative Policy Manual |
| 10 | G.2.1.6 | Delegation of authority guide |
| 11 | G.2.2.1 | Guide to plans and programs |
| 12 | G.2.2.2 | A sample of the decisions of the formation of various committees (representing the female component) |
| 13 | G.2.2.3 | Sample of Delegations from Deans |
| 14 | G.2.2.4 | Staff Regulations |
| 15 | G.2.2.5 | Annual Evaluation Form for Faculty Members |
| 16 | G.2.3.1 | The Strategic Plan |
| 17 | G.2.3.2 | A sample of decisions containing male and female members |
| 18 | G.2.3.3 | Executive Plan of the Strategic Plan |
| 19 | G.2.3.4 | The completion of the Strategic Plan reports |
| 20 | G.2.3.5 | Sample of the meetings of the Higher Committee for Strategic Planning. |
| 21 | G.2.4.1 | Map of the student building male / female |
| 22 | G.2.4.2 | High Committee for Plans and Programs + Decision of the Higher Committee for Quality and Strategic Planning of Colleges |
| 23 | G.2.4.3 | Decisions to appoint the Deputies of the General Supervisor + Their assistants |
| 24 | G.2.4.4 | A sample of the decisions of assigning members of the female section |

Cornuted Table 13: Standard 2 list of annexes

| No. | Codes | Evidence names |
|-----|----------|---|
| 25 | G.2.4.5 | A sample of the Minutes of meetings of the boards of colleges + Sections Councils and formation of committees |
| 26 | G.2.4.6 | Photos of networks in male and female |
| 27 | G.2.4.7 | Comparison between the results of male students and Female students |
| 28 | G.2.5.1a | Professional Ethics guide |
| 29 | G.2.5.1b | Student Guide |
| 30 | G.2.5.1c | Employee's Guide |
| 31 | G.2.5.2 | Courses plans |
| 32 | G.2.5.3 | Discipline students |
| 33 | G.2.5.4 | Work Procedures Manual in the Department of Public Relations |
| 34 | G.2.5.5 | Models of faculty contracts + annual evaluation |
| 35 | G.2.6.1 | Study Regulations |
| 36 | G.2.6.2 | Models of student affairs |
| 37 | G.2.6.3 | Faculty Member guide |
| 38 | G.2.7.1 | A letter for celebration at the beginning of the year |
| 39 | G.2.7.2 | Job Satisfaction Survey |
| 40 | G.2.7.3 | A Sample of certificates of appreciation for faculty members |
| 41 | G.2.7.4 | A sample of e-mail & SMS messages containing instructions and instructions |

3. Management of Quality Assurance and Improvement (Overall Rating ****Stars)

Quality assurance processes must involve all sections of the institution and be effectively integrated into normal planning and administrative processes. Criteria for assessment of quality must include inputs, processes and outcomes with a particular focus on outcomes. Processes must be established to ensure that teaching and other staff and students are committed to improvement and regularly evaluate their own performance. Quality must be assessed by reference to evidence based on indicators of performance and challenging external standards.

Introduction

This section provides a broad overview of Quality management system (QMS) (Annex [G3.2.3](#)) and its elements. These elements include the organizational Structure, the administrative and managerial system, Planning System (PS), the Quality Assurance hierarchy and its processes, the Assessment and Evaluation processes, the Academic Development System and its processes and Statistics and Information System.

Efforts were made in order to develop and use a group of KPIs and Benchmarks according to NCAAA guidelines. Simultaneously, sufficient efforts have been put in to develop the BPCs assessment system.

Description of the process for the preparation on this standard.

- To prepare a report on this standard the steps that have been described in section C. self-study processes in its first stage were followed as mentioned in page no.36.
- In addition, the 3rd standard team work was addressed to perform the undermentioned tasks:
 - Examine and validate the evidence and assess its compatibility with the practices, standards and sub-standards.
 - Prepare the BPC's Key Performance Indicators.
 - Prepare the BPC's Benchmarking System.
 - Assign specific weightage to various practices according to the NCAAA template.
 - Establish contact with accredited private universities for external benchmarking we have received a positive feedback from Ibn Sina National College for Medical Studies (ISNC) and ALMAAREFA University (ALMU)
 - Review data sources in soft, and hard copies, records and files, academic and financial databases, and questionnaires.
 - Collect required data for calculating the actual value of each KPI.
 - Program report. (Annex [G3.i.1](#))

- For data entry.
 - For statistical analysis.
 - For evaluating quality standards as well as utilizing the existing evidences, KPIs, weightage, and benchmarks.
 - Prepare improvement plans aiming for improving the weaknesses points and enhancing the BPC's performances.
- **Evaluation of the 3rd Quality Standard based on the mentioned files below:**
- Planning files, which contain the Institutional Strategy, Strategy for Quality, Operational and Annual Plans for the Quality and Development Centre.
 - Academic files, which contain all course and program specifications, annual progress reports for courses and programs including field experience.
 - Administrative files which contain the Organizational Chart, Job Descriptions, Regulations, Policies, Handbooks, Managerial Directives guidelines.
 - Measurement and Evaluation files, which contain Questionnaires, Academic records, Human Resources data and Financial Data, benchmarks and KPIs.

How BPCs manages quality and development processes?

Functionally, the quality processes usually undergoes through the established hierarchy of committees for both the institution and college level. Simultaneously, the quality and development processes are managed through different organizational levels, from the Sector at the Central Level, to the Quality and Development Units at the level of constituent colleges and the executive affairs sector. Furthermore, the females are actively involved in the planning and executing different processes of quality and development activities.

The quality Committees:

I. Higher Committee for Quality and strategic plane

This committee is headed by the chairman of the Board of Trustees. This committee includes the Deans of the constituent colleges, representatives of female section along with the main academic and administrative units (Annex [G3.i.2](#)).

Tasks of the committee are the following: -

- Develop and adopt a strategic, executive plan for BPCs. (Annexes [G3.i.3](#) and [G3.i.4](#))

- Develop information system and support decision making.
- Supervise developing and approval master plan for application of quality standard and other accredited mechanism to improve the quality of educational activities.
- Approval of working procedures and performance that are utilized in all educational activities at the level of constituent colleges.
- Approval of educational quality evidence within the colleges.
- Development of the organizational structure for the Quality and development Units of the constituent colleges along with its responsibilities and authorities.
- Supervise quality insurance mechanism at the institution and program level.
- Dissemination of quality culture among all the faculty members at different job profiles and levels.
- Establishment of Quality and development units in the constituent college aiming to improve the performance within this college and follow-up its work.
- Approval of continuous development plan for the faculty members in line with their needs.
- Authorizing quality improvement plan at the BPCs level.
- Working to ensure the implementation of periodic self-evaluation in all academic and administrative units of the constituent colleges in addition to the independent reviews.
- Develop an integrated system of continuous self-evaluation.
- Develop an award system for creativity and deserving in academic and job performances.

II. Specific Quality Committees:

These quality committees are established mainly for assessment of quality standards, and are considered as sub-committees related to the Higher Committee. Each sub-committee consists of representatives from both male and female sections. Each sub-committee has to assess only one quality standard according to the NCAAA standards.

These sub -committees are for:

1. Standard of mission, goals and objectives.
2. Standard of governance and administration.

3. Standard of management of quality assurance and improvement.
4. Standard of learning and teaching.
5. Standard of student administration and support services.
6. Standard of learning sources.
7. Standard of financial planning and management.
8. Standard of facilities and equipment.
9. Standard of Employment process.
10. Standard of research.
11. Standard of institution's relationship with the community.

III. Committee of Quality Officers (Mid-level):

This permanent committee plays an integral role in implementing the strategic quality plan within the constituent colleges. It consists of all Quality Officers of constituent colleges from both male and female section. It is considered as an effective means for sharing experiences between its members. The committee held a meeting at least once a month to discuss the common issues and recommendations for continuous improvement. Some recommendations are outside the purview of this committee is submitted to the Higher Committee for Quality and strategic plan for decision (Annex [G3.i.2](#)).

IV. The College Quality Committees:

The higher quality committee of the college (Annex [G3.i.5](#)) comprises of representatives from constituent colleges and headed by the dean and occasionally co-opted members. The committee usually discusses issues related to the college departments and programs with a view to implement the philosophy of continuous improvement. The following chart represents the structure of a college quality committee:

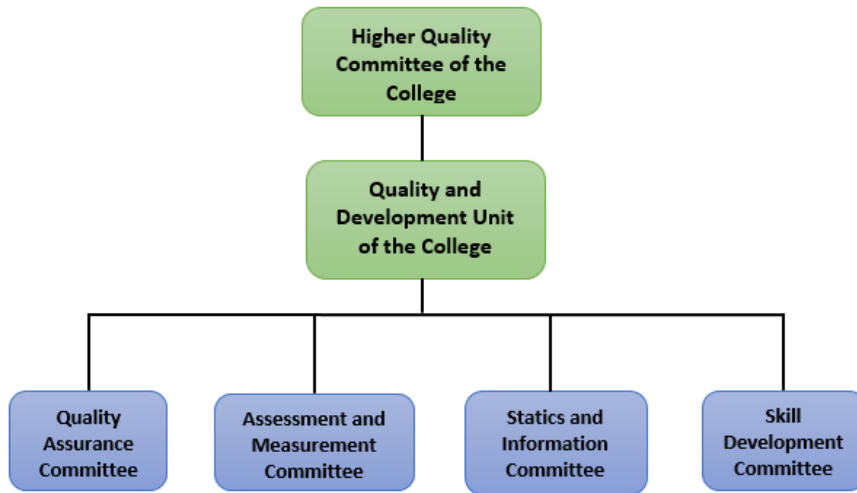
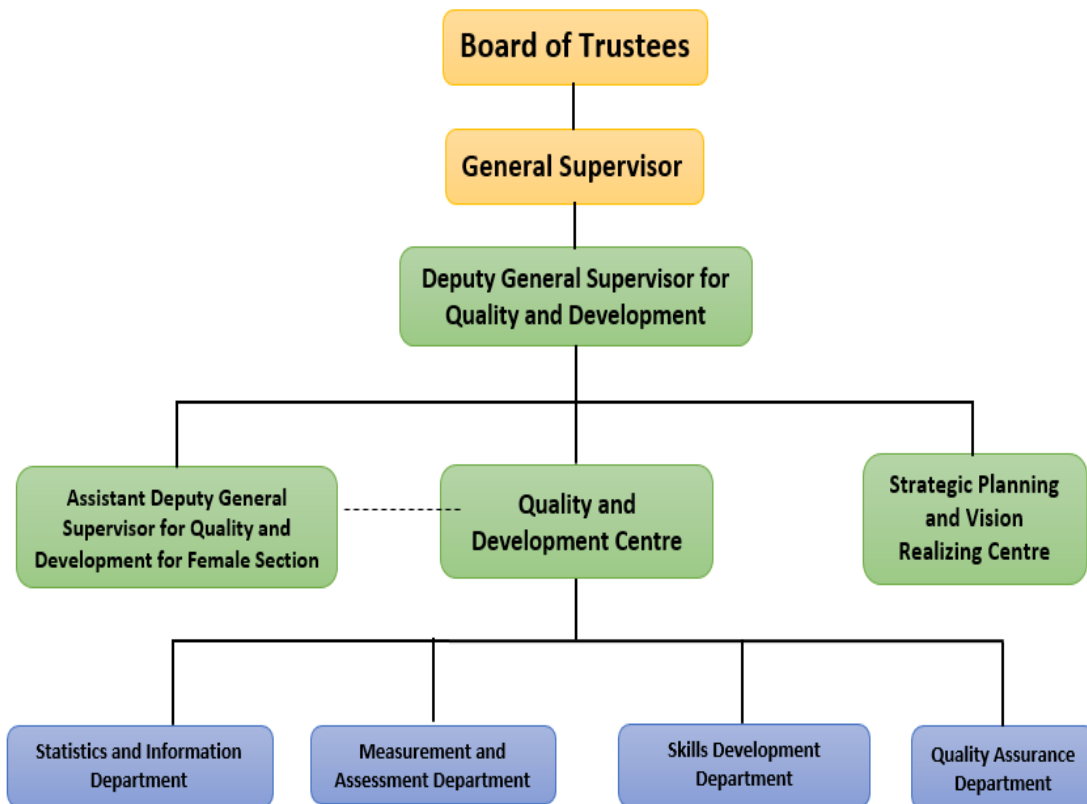


Figure 12: Structural chart of the college quality committee

The Quality and development Sector: The following figure shows the organizational structure of the quality and development center and its location within the organizational



structure of the BPCs:

Figure 13: Structural chart of the Quality and Development Sector

As it is evident from the structure above, the Quality and Development Sector is supervised by the deputy general supervisor for quality and development. This sector consists of two main Centers:

- A. The Strategic Planning and Vision Realizing Centre.
- B. The Quality and Development Centre.

A. The Strategic Planning and Vision Realizing Centre: (Annex [G3.i.6](#))

It is entailed with the following tasks:

1. Develop executive and operational plans for the efficient implementation of the strategic proposal.
2. Coordinate planning and executive processes amongst the various colleges and units.
3. Develop strategic and operational plans for the constituent colleges.
4. Develop and modify performance ratings for executive plans of the constituent colleges.
5. Follow-up and evaluate the actual performance in accordance with the strategic plan.
6. Prepare an annual report on the achievements of the strategic planning.
7. Serve as a technical secretariat to the Higher Committee for Strategic Planning.

B. Quality and Development Centre (QDC)

Quality and development center structure consists of four departments in which both males and females are represented. These departments are (Annex [G3.i.7](#))

- 1- Quality Assurance Department.
- 2- Measurement and Assessment Department.
- 3- Information and Statistics Department.
- 4- Skills Development Department.

Males and females equally contribute to carry out the needed functions. However, culture and traditions demand that the functions are shared between the two branches using IT facilities.

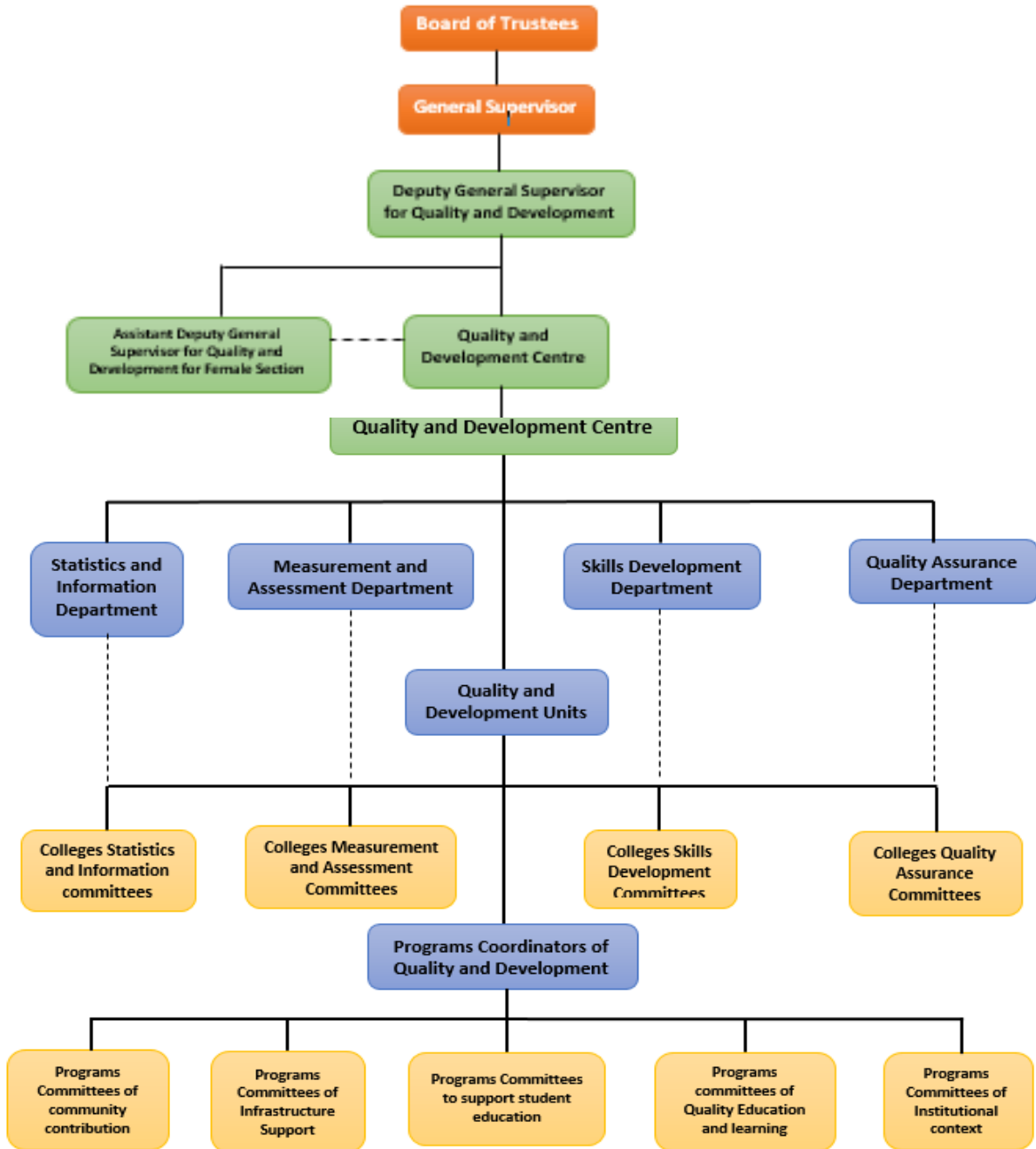


Figure 14: Organizational chart of Quality and Development Center

(1) Quality Assurance Department:

The term "quality assurance" is applied to those processes that are followed to ensure the achievement of acceptable levels of quality standards in order to gain confidence of stakeholders and other concerned parties related to the educational process. It lends credence to all institutional and programmatic activities. Additionally, it guarantees that the

quality of educational and managerial activities is at a par with other comparable institutions and that there is a continuous effort to improve.

This department has been mandated to achieve the following:

1. Disseminate the culture of quality throughout BPCs.
2. Promote awareness to the employees at all levels, regarding the importance of quality assurance and knowledge of the strategies needed to achieve it.
3. Carry out the follow-up of the implementation of quality assurance practices in educational and administrative units.
4. Continuous communication with stakeholders (faculty / students /administrative staff / employers / parents), and seek to find out their opinions and advice regarding quality development strategies.
5. Prepare annual reports on quality assurance.

- **Internal Audit committee:**

The Quality Assurance committee was, on a temporary basis, responsible for the Internal Audit Section to achieve the following:

- Improve the efficacy and quality of documentation, evidence, applications and sub-directories associated with it.
- A achieve a high quality of performance related directly to quality and efficiency.
- Support efforts to obtain objective evidence about the effectiveness of policies, procedures and instructions relating to quality to achieve the goals.
- Raise the levels of knowledge and skills of graduates, community services and research.
- Provide an effective input into the management review to improve its qualitative performance.

(2) Measurement and assessment Department

This department has been tasked to:

1. Identify and build standards and criteria for measurement and evaluation.
2. Dissemination of culture of measurement and evaluation culture by holding training courses, workshops, lectures and seminars for faculty members and concerned members of Measurement and Evaluation Commission.

3. Provide technical support to the various units by improving the quality of activities.
4. Provide assistance in the preparation of quality improvement processes and assessment of educational and administrative units.
5. Assist departments, colleges and administrative units to carry out measurement and evaluation.
6. Work on the diversity of measurement methods and adopt modern methods in the field of measuring and evaluating performance.
7. Follow-up evaluations in units of various constituent colleges.
8. Contribute to the modernization and development of methods and measurement tools on scientific foundations.
9. Design questionnaires, data measurement tools, data collection, and preparation and implementation of the feedback mechanism.
10. Follow the development of education and its economics.

(3) Statistics and Information Department:

The tasks of this department are:

- Analyze the academic data files created by e-register recording to the system.
- Create and update the statistical reports.
- Conduct surveys, data analysis, and provide feedback on various colleges and units with results.
- Compute various key performance indicators (KPIs) and performance indicators (PIs) related to sufficiency, efficiency and effectiveness.
- Use indicators in reference to the benchmark comparison.
- Offer training in statistics and information management.
- Prepare the BPCs Statistical Year Book.
- Provide technical support for colleges to prepare its own annual statistical reports.
- Prepare the BPCs annual progress report.

(4) Skill Development Department:

It is a specialized administration for:

- Providing general orientation to the new faculty and staff, and to provide them with BPCs' regulations and rules related to different academic and administrative fields.

- Determining the training needs of the faculty members, and designing appropriate training programs.
- Planning the training course based on requirements highlighted by the results of the annual assessment of courses and programs.
- Designing special training programs to overcome weaknesses.
- Coordinating with the different authorities, especially the NCAAA, regarding implementation of the training programs.
- Helping the faculty to improve their capabilities in assessing learning outcomes, teaching strategies and assessment methods.
- Working on the development of departmental training log files.

Quality Units

There are five quality units, one for each constituent college, in addition one for executive affairs sector. These units are: (see figure, 12) (Annex [G3.i.8](#))

- Quality and Development Unit of Applied Medical Sciences College.
- Quality and Development Unit of the Pharmacy and Dentistry College.
- Quality and Development Unit of Engineering and Information Technology College.
- Quality and Development Unit of Administrative and Humanities College.
- Quality and Development Unit of executive and administrative affairs sector.

The tasks of the Quality and Development Unit:

- Dissemination of a quality culture throughout college and its administrative units.
- Evaluating the level of performance in the college.
- College Strategic plan follow up.
- College Implementation and follow up evaluation processes.
- Developing and implementing operation plans for the college.
- Identifying and proposing possible improvements necessary to educational process.
- Collecting and documenting data and information on a continuous basis for quality activities in college and unit.
- Preparing periodic reports on the levels of quality performance and satisfaction of teachers and student in every educational activity.
- Performing other tasks assigned to the unit in terms of quality and application.

A complete list of the BPCs' institutional KPIs:

The NCAAA suggested 33 key performance indicators (KPIs) for universities in their self-evaluations. BPCs as a higher educational institution have adopted 30 KPIs out of them (90.9 %) in its self-assessment. Moreover, BPCs has chosen additional 10 KPIs. A complete list of 40 KPIs was approved by the higher committee of quality in its meeting dated in 28 /5 /2015

Table 14: list of the BPCs' institutional KPIs

| No. | NCAAA KPIs code | KPI Standard | KPI |
|-----|-----------------|-----------------|---|
| 1 | (1) S1.1 | 1 st | Stakeholders' awareness ratings of the Mission Statement and Objectives. |
| 2 | (2) S2.1 | 2 nd | Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities. |
| 3 | (3) S3.1 | 3 rd | Students overall evaluation on the quality of their learning experiences at the institution. |
| 4 | (4) S3.2 | 3 rd | Proportion of courses in which student evaluations were conducted during the year. |
| 5 | (5) S3.3 | 3 rd | Proportion of programs in which there was an independent verification, within the institution, of standards of student achievement during the year. |
| 6 | (6) S4.1 | 4 th | Ratio of students to teaching staff. |
| 7 | (7) S4.2 | 4 th | Students overall rating on the quality of their courses (Average rating of students on a five point scale on overall evaluation of courses. |
| 8 | (8) S4.3 | 4 th | Proportion of teaching staff with verified doctoral qualifications. |
| 9 | (9) S4.4 | 4 th | Percentage of students entering programs who successfully complete first year. |
| 10 | (10) S4.5 | 4 th | Proportion of students entering undergraduate programs who completed those programs in the minimum time. |
| 11 | (11) S4.7a | 4 th | Proportion of graduates from undergraduate programs who within six months of graduation are employed. |
| 12 | (12) S4.7b | 4 th | Proportion of graduates from undergraduate programs who within six months of graduation are enrolled in further study. |
| 13 | (13) S5.1 | 5 th | Ratio of students to administrative staff. |
| 14 | (14) S5.2 | 5 th | Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services. |
| 15 | (15) S5.3 | 5 th | Students' evaluation of academic and career counselling. |

Continued Table 14: list of the BPCs' institutional KPIs

| No. | NCAAA KPIs code | KPI Standard | KPI |
|-----|--------------------|------------------|---|
| 16 | (16) S6.1 | 6 th | Students evaluation of library services. |
| 17 | (17) S6.2 | 6 th | Number of web-site subscriptions as a proportion of the number of programs offered. |
| 108 | (18) S6.3 | 6 th | Stakeholder evaluation of the digital library. |
| 19 | (19) S7.1 | 7 th | Annual expenditure on IT budget allocated per student. |
| 20 | (20) S7.2 | 7 th | Stakeholder evaluation of the IT services. |
| 21 | (21) S7.3a | 7 th | Stakeholder evaluation of website. |
| 22 | (22) S7.3b | 7 th | Stakeholder evaluation of e-learning services. |
| 23 | (23) S8.1 | 8 th | Total operating expenditure (other than accommodation and student allowances) per student. |
| 24 | (24) S9.1 | 9 th | Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement. |
| 25 | (25) S9.2 | 9 th | Proportion of teaching staff participating in professional development activities during the past year. |
| 26 | (26) S10.1 | 10 th | Number of refereed publications in the previous year per a full-time member of teaching staff. |
| 27 | (27) S10.3 | 10 th | Proportion of full time member of teaching staff with at least one refereed publication during the previous year. |
| 28 | (28) S10.6 | 10 th | Proportion of the total, annual operational budget dedicated to research. |
| 29 | (29) S11.1 | 11 th | Proportion of full time teaching and other staff actively engaged in community service activities. |
| 30 | (30) S11.2 | 11 th | Number of community education programs provided as a proportion of the number of departments. |

In addition to the previous list of 30 KPIs, there is another list of PIs generated in order to measure some specific issues as the following:

Table 15: List of additional performance indicators

| No. | Coding | Standard | Performance Indicators |
|-----|----------|------------------|---|
| 1 | BPCS4.1 | 4 th | Graduates' evaluation for quality of programs they studied, and skills and knowledge they have acquired. |
| 2 | BPCS4.2 | 4 th | Rating of students' satisfaction with receiving marks of assignments and tests in the courses within a reasonable time. |
| 3 | BPCS4.3 | 4 th | Proportion of the part-time teaching staff (collaborators) to the full-time teaching staff. |
| 4 | BPCS4.4 | 4 th | Proportion of programs in which learning outcomes are directly assessed. |
| 5 | BPCS5.1 | 5 th | Ratio of students' satisfaction with support services. |
| 6 | BPCS6.1 | 6 th | Ratio of book titles held in the library to the number of students. |
| 7 | BPCS7.1 | 7 th | Number of accessible computers per student. |
| 8 | BPCS7.2 | 7 th | Average overall rating of adequacy of facilities and equipment in a survey of users. |
| 9 | BPCS8.1 | 8 th | Expenditure on the following items in comparison to the total spending (learning and teaching, research, community service. |
| 10 | BPCS11.1 | 11 th | Number of individuals benefited from Buraydah private colleges community service programs. |

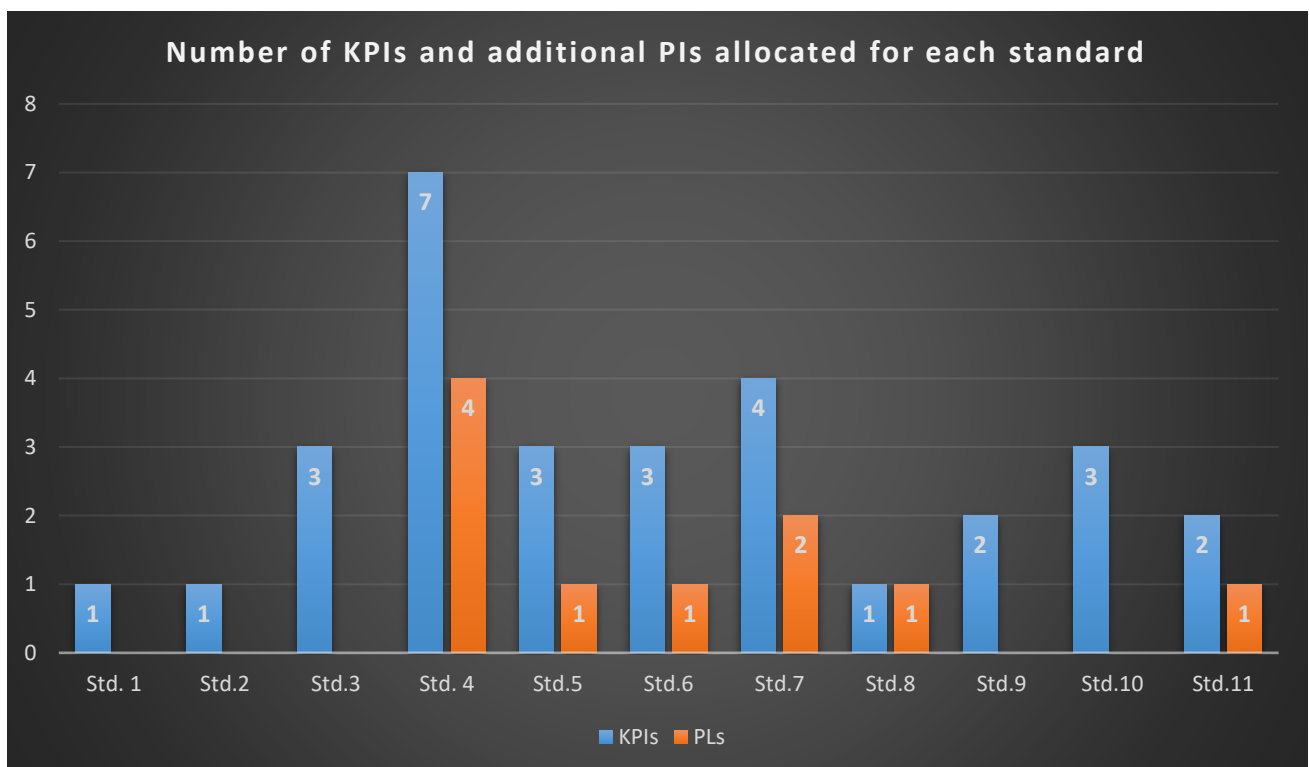


Figure 15: Number of KPIs and additional PIs allocated for each standard

The following table shows a summary of KPIs institutional values (actual benchmark) internal benchmark values and variation parameter between the two values. Based on the calculated values of variation parameters, a colour has been assigned to each KPI according to following criteria:

Green colour for KPIs with positive variation parameter (enhancement). The improvement process should be continued for variation parameter lower than 10%. For significant enhancement (variation parameter greater than 10%), an acknowledgment letter may be issued to the corresponding units or individuals.

Yellow colour for KPIs with negative variation parameter (degradation) less than 10%. This may be considered as an alarm for the corresponding units to execute an action plan to steer the value back into the enhancement region.

Red colour for KPIs with negative variation parameter more than 10% (significant degradation). In this case, improvement in this area is considered as a high priority and an action plan should be started as soon as possible.

Table 16: Summary of the institutional KPIs

| No. | KPIs Std. | KPIs code | KPIs Statements | Actual benchmark | Internal benchmark | Variation parameter |
|-----|-----------|-----------|---|------------------|--------------------|---------------------|
| 1 | 1 | S1.1 | Stakeholders' awareness ratings of the Mission Statement and Objectives. | 3.63 | 3.54 | 1.8% enhancement |
| 2 | 2 | S2.1 | Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities. | 4.27 | 3.74 | 10.6% enhancement |
| 3 | 3 | S3.1 | Students overall evaluation on the quality of their learning experiences at the institution | 4.09 | 4.09 | 0 |
| 4 | 3 | S3.2 | Proportion of courses in which student evaluations were conducted during the year. | 95% | 90 % | 5% enhancement |
| 5 | 3 | S3.3 | Proportion of programs in which there was an independent verification, within the institution, of standards of student achievement during the year. | 81.81% | 72.72% | 9.1% enhancement |
| 6 | 4 | S4.1 | Ratio of students to teaching staff. | 13.8 : 1 | 18:1 | 23.33% enhancement |
| 7 | 4 | S4.2 | Students overall rating on the quality of their courses (Average rating of students on a five point scale on overall evaluation of courses. | 4.34 | 4.33 | 0.2% enhancement |
| 8 | 4 | S4.3 | Proportion of teaching staff with verified doctoral qualifications. | 53.8% | 63 % | 9.2% degradation |
| 9 | 4 | S4.4 | Percentage of students entering programs who successfully complete first year. | 85% | 62.37% | 22.63% Enhancement |
| 10 | 4 | S4.5 | Proportion of students entering undergraduate programs who completed those programs in the minimum time. | 61% | 48.97% | 12% Enhancement |
| 11 | 4 | S4.7a | Proportion of graduates from undergraduate programs who within six months of graduation are employed. | 46.32% | 46.32% | 0 |
| 12 | 4 | S4.7b | Proportion of graduates from undergraduate programs who within six months of graduation are enrolled in further study. | 6% | 6% | 0 |
| 13 | 4 | BPCS4.1 | Graduates' evaluation for quality of programs they studied, and skills and knowledge they have acquired. | 4.13 | 4.01 | 2.4% Enhancement |

Continued Table 16: Summary of the institutional KPIs

| S.N | KPIs Std. | KPIs code | KPI | Actual benchmark | Internal benchmark | Variation parameter |
|-----|-----------|-----------|---|------------------|--------------------|---------------------|
| 14 | 4 | BPCS4.2 | Rating of students' satisfaction with receiving marks of assignments and tests in the courses within a reasonable time. | 4.33 | 4.29 | 0.8% Enhancement |
| 15 | 4 | BPCS4.3 | Proportion of the part-time teaching staff (collaborators) to the full-time teaching staff | 0.04 | 0.01 | 3% Enhancement |
| 16 | 4 | BPCS4.4 | Proportion of programs in which learning outcomes are directly assessed. | 81.81% | 72.72% | 0 |
| 17 | 5 | S5.1 | Ratio of students to administrative staff. | 31: 1 | 19.1:1 | 38.7% Degradation |
| 18 | 5 | S5.2 | Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services. | 22% | 15.18% | 6.82% Enhancement |
| 19 | 5 | S5.3 | Students' evaluation of academic and career counseling. | 4.21 | 4.1 | 2.2% Enhancement |
| 20 | 5 | BPCS5.1 | Ratio of students' satisfaction with support services | 4.07 | 3.25 | 16.4% Enhancement |
| 21 | 6 | S6.1 | Students evaluation of library services | 4 | 3.12 | 17.6% enhancement |
| 22 | 6 | S6.2 | Number of web-site subscriptions as a proportion of the number of programs offered. | 0.8 | 0.5 | 37.5% Enhancement |
| 23 | 6 | S6.3 | Stakeholder evaluation of the digital library. | 3.6 | 3.28 | 6.4% Enhancement |
| 24 | 6 | BPCS6.1 | Ratio of book titles held in the library to the number of students. | 4: 1 | 3.52:1 | 12% Enhancement |
| 25 | 7 | S7.1 | Annual expenditure on IT budget allocated per student | 850 SAR | 1432 SAR | 40.64% degradation |
| 26 | 7 | S7.2 | Stakeholder evaluation of the IT services. | 3.75 | 3.32 | 8.6% Enhancement |
| 27 | 7 | S7.3a | Stakeholder evaluation of website. | 3.78 | 3.64 | 3.7% Enhancement |
| 28 | 7 | S7.3b | Stakeholder evaluation of e-learning services | 3.79 | 3.65 | 2.8% Enhancement |

Continued Table 16: Summary of the institutional KPIs

| No. | KPIs Std. | KPIs code | KPI | Actual benchmark | Internal benchmark | Variation parameter |
|-----|-----------|-----------|---|--|--|--|
| 29 | 7 | BPCS7.1 | Number of accessible computers per student | 0.244 | 0.21 | 13.9% Enhancement |
| 30 | 7 | BPCS7.2 | Average overall rating of adequacy of facilities and equipment in a survey of users | 3.96 | 3.98 | 0.4% Degradation |
| 31 | 8 | S8.1 | Total operating expenditure (other than accommodation and student allowances) per student. | 22,298 SAR/st. | 25,097SR/St | 11.1% Degradation |
| 32 | 8 | BPCS8.1 | Expenditure on the following items in comparison to the total spending (learning and teaching, research, community service. | Learning and Teaching 39.52% Research 1.24% Community Services 0.47% | Learning and Teaching 36.37% Research 0.12% Community Services 0.12% | 3.15% 1.12% 0.35% Enhancement |
| 33 | 9 | S9.1 | Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement. | 9.6% | 8.98 % | 0.62% Enhancement |
| 34 | 9 | S9.2 | Proportion of teaching staff participating in professional development activities during the past year. | 75% | 72.07 % | 2% Enhancement |
| 35 | 10 | S10.1 | Number of refereed publications in the previous year per a full-time member of teaching staff. | 0.21 : 1 | 0.36:1 | 41.6% Degradation |
| 36 | 10 | S10.3 | Proportion of full time member of teaching staff with at least one refereed publication during the previous year. | 13.4% | 24.2% | 10.8% Degradation |
| 37 | 10 | S10.6 | Proportion of the total, annual operational budget dedicated to research. | 1.24% | 0.12 % | 1.12% Enhancement |
| 38 | 11 | S11.1 | Proportion of full time teaching and other staff actively engaged in community service activities. | 0.2 | 0.2 | 0 |
| 39 | 11 | S11.2 | Number of community education programs provided as a proportion of the number of departments. | 5.27 | 2.09 | 60.34% Enhancement |
| 40 | 11 | BPCS11.1 | Number of individuals benefited from Buraydah private colleges community service programs. | 3954 | 1000 | 74.7% Enhancement |

Particular Strength:

According to the obtained values, we can conclude the following Strengths:

1. BPCs consider the attitude about the mission and vision is satisfactory.
2. Stakeholder evaluation of the policy handbook is satisfactory.
3. Relatively high students' satisfaction with their learning experiences at BPCs.
4. BPCs aim to provide high quality courses in both sections of male and female.
5. Ratio of students to teaching staff, (Based on full time equivalence) is a satisfying rate for BPCs and this ratio have been improved by 23% compared by previous academic year.
6. The BPCs' learning outcomes are going in the right way. It means also that the skills and characteristics of BPCs graduates met the requirements needed by National Qualifications Framework aiming to provide a highly competitive graduate to labor market.
7. The BPCs is interested to directly assess learning outcomes of most programs.
8. BPCs pays attention to support learning resources by providing financial support as well as high qualified librarians.
9. Programs completion rate in minimum time has been increased by 12% compared with previous academic year, which reflects a significant improvement in learning and teaching domain.
10. The number of community services activities provided by BPCs has been significantly increased as well as number of beneficiaries.

Recommendation for improvement:

According to the obtained values, the following improvements may be suggested:

1. Verification of student achievement with appropriate system to be compared with similar institutions
2. Improvement plan containing activation of alumni following up unit, and establishment of Professional and standardized exam center.
3. It is planned to apply the direct assessment for all programs in the next 2 years as a part of a complete cycle of assessment. It needs further assessment, where there is no external benchmark to compare with it.
4. Encouragement and support the faculty members to attend professional development activities nationally and internationally to refresh, build and update their knowledge.

5. Full time staff members with doctoral degree should be recruited to improve the student / teaching staff ratio.
6. All new students should receive induction orientation on the program structure and the courses to improve their performance.
7. All admitted students in English program should obtain the minimum English proficiency skills required by each specialty as measured by one of the standardized tests.
8. The number of administrators should be increased
9. A formal policy for community engagement needs to be established to increase the beneficiaries from community services
10. Most textbooks are available but as part of the continuous quality checks of the library, a checklist of text availability as compared to the recent course specification documents should be performed and based on the findings the library books should updated and printed book should be increased to be compatible with number of students.
11. The library should ensure that most of textbooks are available online.
12. The use of effective electronic technologies should be stressed and number of web-site subscriptions should be increased to be compatible with students' numbers.
13. The Research Center should focus on creating the policies, procedures and action plans needed to implement the best practices in commercializing the research efforts and to encourage a culture of entrepreneurship.
14. Teaching staff should be encouraged to engage in more research activities.
15. Improvement of student services to be more attractive to students.
16. Annual expenditure on IT budget should be increased.

Institutional KPIs for all programs

The following steps show how BPCs applied the institutional KPIs for all programs:

1st step: Choosing the appropriate KPIs for standard 3 and 4:

Eight KPIs were chosen as a sample; these KPIs are:

1. Students overall evaluation on the quality of their learning experiences at the institution, (S3.1).
2. Proportion of courses in which student evaluation were conducted during the educational year, (S3.2).
3. Ratio of students to teaching staff, (S4.1).

4. Students overall rating on quality of their courses (Average rating of students on a five-point scale on overall evaluation of courses), (S4.2).
5. Proportion of teaching staff with verified doctoral qualifications, (S4.3).
6. Proportion of students entering undergraduate programs who completed those programs in the minimum time, (S4.5).
7. Graduate`s evaluation for quality of programs they studied. Skills and knowledge they have acquired, (BPCS 4.1).
8. Student`s evaluation of academic and career counselling, (S5.3).

2nd Step: BPCs Programs:

Table 17: A list of all programs and acurrently activated programs in BPCs

| College | No. | All Programs | No. | Currently activated Programs |
|--|-----|----------------------------|-----|------------------------------|
| Administrative Sciences and Humanities | 1 | Human Resources | 1 | Human Resources |
| | 2 | English and Interpretation | 2 | English and Interpretation |
| | 3 | Law | 3 | Law |
| | 4 | Special Education | - | - |
| | 5 | Accounting | 4 | Accounting |
| Applied Health Sciences | 6 | Nursing | 5 | Nursing |
| | 7 | Physical Therapy | 6 | Physical Therapy |
| | 8 | Radiology | - | - |
| | 9 | Health Information System | 7 | Health Information System |
| | 10 | Clinical Laboratories | - | - |
| Pharmacy and Dentistry | 11 | Pharmacy | 8 | Pharmacy |
| | 12 | Dentistry | 9 | Dentistry |
| Engineering and Information technology | 13 | Computer Science | - | - |
| | 14 | Computer Engineering | 10 | Computer Engineering |
| | 16 | Electrical Power | 11 | Electrical Power |

3rd Step: KPIs Calculation for chosen sample (the actual achievements):

Table 18: List of KPIs actual achievement for chosen program

| colleges | programs | KPIs | | | | | | | |
|-----------------------|-------------------------------|--|---|--|--|---|--|--|---|
| | | 1. Students overall evaluation on the quality of their learning experiences at the institution | 2. Proportion of courses in which student evaluation were conducted during the educational year (%) | 3. Ratio of students to teaching staff (Ratio) | 4. Students overall rating on quality of their courses (Average rating of students on a five point scale on overall evaluation of courses) | 5. Proportion of teaching staff with verified doctoral qualifications (%) | 6. Proportion of students entering undergraduate Programs who completed those programs in the minimum time (%) | 7. Graduate's evaluation for quality of programs they studied. Skills and knowledge they have acquired | 8. Student's evaluation of academic and career counseling |
| CEIT | Electrical Engineering | 3.73 | 100% | 12.9:1 | 4.23 | 70.3% | 52% | 4.23 | 4.55 |
| | Computer Engineering | 3.86 | 100% | 9.75:1 | 4.66 | 83.3% | 33% | 4.27 | 4.50 |
| Overall values | | 3.8 | 100% | 12.15:1 | 4.34 | 74.7% | 47.36% | 4.25 | 4.52 |
| CDP | pharmacy | 3.82 | 100% | 14.1:1 | 4.36 | 68.9% | 44% | 3.98 | 3.89 |
| | Dentistry | 3.81 | 100% | 6.2:1 | 4.13 | 13.1% | Not available | 4.06 | 3.97 |
| Overall values | | 3.81 | 100% | 9.75:1 | 4.27 | 36.8% | 44% | 4 | 3.91 |
| CAMS | Physical Therapy | 4.33 | 100% | 16:1 | 4.71 | 56.5% | 66% | 4.31 | 4.57 |
| | Nursing | 3.77 | 100% | 9:1 | 4.13 | 33.3% | 52% | 3.66 | 3.55 |
| | Health Information Management | 4.33 | 100% | 6.5:1 | 4.39 | 60.0% | 29% | 3.94 | 4.17 |
| Overall values | | 4.12 | 100% | 10.8:1 | 4.46 | 45% | 55.7% | 4 | 4.13 |
| CAH | Law | 4.38 | 100% | 24.6:1 | 4.45 | 87.5% | 68% | 4.36 | 4.45 |
| | Human Resources | 3.95 | 100% | 27.5:1 | 4.25 | 70.6% | 64% | 3.95 | 4.07 |
| | English and Translation | 3.86 | 100% | 7.4:1 | 4.27 | 29.7% | 76% | 3.98 | 4.15 |
| | Accounting | 4.65 | 100% | 20.2:1 | 4.74 | 80.0% | 56% | 4.61 | 4.62 |
| Overall values | | 4.15 | 100% | 20.23:1 | 3.78 | 65.9% | 66.5% | 4.16 | 4.25 |

Table 19; KPI: NCAAA KPI Reference Number: S3.1

Institutional KPI Reference Number: 3

Student's overall evaluation on the quality of their learning experiences at the institution (Programs level).

| Actual Benchmark (Average result from 11 programs) | Target Benchmark | Internal Benchmark | External Benchmark | New Target Benchmark |
|---|------------------|--------------------|--------------------|----------------------|
| 4.09 out of 5 | | | | |
| 4.12 College of Applied Medical Science (CAMS) | 4 | 3.7 | 4.2 (ALMU) | |
| 3.81 College of Dentistry and Pharmacy (CDP) | | | 3.89 (ISNC) | |
| 3.80 College of Engineering and Inform. Techno. (CEIT) | | | | |
| 4.15 College of Administration and Humanities (CAH) | | | | |

Analysis (List strengths and recommendations):

The students' satisfaction with their learning experiences at BPCs of the 11 programs was 4.09 out of 5 (79.6%) which is higher than the internal benchmark 3.7 (74%) of BPCs that was achieved in 2017-2018, however, it is still slightly lower than the target benchmark value (4). This means that the students' satisfaction with their learning experiences is improved but it still is need more improvements to achieve target benchmark. On the other hand, the target benchmark value of this KPI was achieved in the programs of CAH (4.15 (84.1%)) and in the programs of CAMS (4.12 (82.8%)). But, this target benchmark value of this KPI was not achieved in the programs of CDP (3.81) and in the programs of CEIT (3.80).

1. Students overall evaluation on the quality of their learning experiences at the institution in previous academic year (2017/2018) was set as internal bench mark (3.7).
2. The Internal benchmark was chosen base on available data from previous year
3. The benchmark value was calculated by using the program evaluation questionnaire (Q22)" for 2017/2018 to compute the average response rate of students

Strengths:

1. The actual KPI is higher in comparison to the external benchmark ISNC
2. BPCs have already achieved the target benchmark of 4.0 in two colleges (CAMS and CAH) but still not achieved in others two colleges (CEIT and CDP) and this is due to the limited dissemination of a culture of quality for students of that colleges.

Recommendations:

Conducting more study on the reasons of this decrease and the variation data between the BPCS. The stakeholders should come up with new strategies and policies in order to enhance the quality of learning experience of the students.

Explain:

1. Why the internal benchmark provider was chosen?

The internal benchmark was adopted in order to evaluate self with the previous year performance of BPCs.

2. How was the benchmark calculated?

Average rating of the overall quality on a 5-point scale in an annual survey of the final year students = Sum of scores / Total number of students who responded to the survey.

3. Name of the internal benchmark provider?

All the constituent programs of BPCs

Explain:

1. Why the external benchmark provider was chosen?

Respecting and acknowledging the good reputation of the colleges, the stakeholders decided to take their values as benchmarks. Other parameters which was taken in to the consideration was:

- They are the private institutions which are accredited by NCAAA.

2. How was the benchmark calculated?

Average rating of the overall quality on a 5-point scale in a program survey of the final year students = Sum of scores / Total number of students who responded to the survey in 11 programs of BPCS.

(those who were present in the final of the program in the academic year of 2018/2019)

3. Name of the external benchmark provider?

- Al Maarefa University
- Ibn Sina National Medical College

Table 20; KPI: NCAAA KPI Reference Number: S3.2

Institutional KPI Reference Number: 4

Proportion of courses in which student evaluation were conducted during the educational year % (Programs level).

| Actual Benchmark (Average result from 11 programs) | Target Benchmark | Internal Benchmark | External Benchmark | New Target Benchmark |
|---|------------------|--------------------|--------------------------|----------------------|
| 95 % | | | | |
| 95% College of Medical Applied Science (CAMS) | 100% | 90% | 31.89 % (ALMU) | |
| 95% College of Dentistry and Pharmacy (CDP) | | | | |
| 95% College of Engineering and Inform. Techn. (CEIT) | | | 100% (ISNC) | |
| 95% College of Administration and Humanities (CAH) | | | | |

Analysis (List strengths and recommendations):

Courses evaluated by students in the academic year 2018/2019 were counted for the KPI. This number was divided by the total number of courses taught in that semester to yield the value of this KPI which came higher than the internal benchmark. This indicates that most of the students and teaching staff are keen to participate in quality improvement processes. BPCs' KPI value is (95%) which is much better than ALMU (31.89%) which is a private university accredited by the NCAAA and almost reach to ISNC (100%).

1. Proportion of courses in which student evaluations were conducted during the year (2016/2017) was set as internal bench mark (90%).
2. The Internal benchmark was chosen base on available data from previous year (2016/2017)

Strengths:

1. The actual benchmark (95%) is more than the internal benchmark (90%) and it is far better than the Al Mareefa University.
2. The survey was homogeneously distributed amongst all the existing courses of BPCs.

Recommendations:

1. Though the overall response rate is good, there is a good chance of improvement, if we consider the new target benchmark (100%).
2. The mode of survey should shift from hard to soft copies completely and the students must be encouraged to participate in the survey.

Explain:

4. Why the internal benchmark provider was chosen?

The internal benchmark was adopted in order to evaluate self with the previous year performance of BPCs.

5. How was the benchmark calculated?

Proportion of courses in which student evaluations were conducted during the year = Number of courses evaluated / Total number of existing courses.

6. Name of the internal benchmark provider?

Quality and development units in the colleges

Explain:

4. Why the external benchmark provider was chosen?

The selected benchmark providers have a history of good practice in the field of professional education. Other factors on basis of which they were selected are:

- Availability of data which we are seeking of NCAAA.
- Related infrastructure requirements for the concerned programs in BPCs.

5. How was the benchmark calculated?

Proportion of courses in which student's evaluations were conducted during the year = Number of courses evaluated / Total number of existing courses.

6. Name of the external benchmark provider?

- Al Maarefa University
- Ibn Sina National Medical College

Table 21; KPI: NCAAA KPI Reference Number: S4.1
Institutional KPI reference Number: 6
Ratio of students to teaching staff (Programs level).

| Actual Benchmark (Average result from 11 programs) | Target Benchmark | Internal Benchmark | External Benchmark | New Target Benchmark |
|---|------------------|--------------------|-----------------------|----------------------|
| 13.8 : 1 | | | | |
| 10.80:1 College of Medical Applied Science (CAMS) | 10:1 | 21:1 | 18:1 (ALMU) | |
| 9.75:1 College of Dentistry and Pharmacy (CDP) | 10:1 | | | |
| 12.15:1 College of Engineering and Inform. Techn. (CEIT) | 17:1 | | | |
| 20.23:1 College of Administration and Humanities (CAH) | 22:1 | | 10:1 (ISNC) | |

Analysis (List strengths and recommendations):

This KPI should be compared with Target Benchmark for each college individually. The values of this KPI were lower than the target benchmark in the programs of CDP (9.75:1 w.r.t target 10:1), in the programs of CEIT (12.15:1 w.r.t target 17:1) and in the programs of CAH (20.23:1 w.r.t target 22:1). This means that the target benchmark values of this KPI in the programs of CDP, CEIT, and CAH are achieved. But the KPI target benchmark value CAMS (10:1) was not achieved in BPCs programs (10.80:1).

Strengths:

- The students to teaching staff ratio is compatible with national figures for different specialization.
- Enough human resources for learning and teaching.

Recommendations:

- Improve the hiring policy to maintain enough teaching staff according to needed specializations.

Explain:

1. Why the internal benchmark provider was chosen?

Both of Human resource department and student's affairs/support unit keep regularly all data about students and teaching staff.

2. How was the benchmark calculated?

$$KPI\ value = \frac{number\ of\ st.\ (381) + number\ of\ st.\ (382)}{number\ of\ Ts.\ (381) + number\ of\ Ts.\ (382)}$$

3. Name of the internal benchmark provider?

Human resource department and student's affairs/support unit

Explain:

4. Why the external benchmark provider was chosen?

The selected benchmark providers have a history of good practice in the field of professional education. Other factors on basis of which they were selected are:

- Availability of data which we are seeking of NCAAA.
- Related infrastructure requirements for the concerned programs in BPCs.

5. How was the benchmark calculated?

The ratio of students per teaching staff is the total number of regular students enrolled in academic year 2018-2019 divided by the total number of staff members in the same academic year

6. External benchmark provider?

- Al Maarefa University
- Ibn Sina National Medical College

Table 22: KPI: NCAAA KPI Reference Number: S4.2

Institutional KPI reference Number: 7

Students overall rating on the quality of their courses (Programs level).

(Average rating of students on a five-point scale for overall evaluation of courses).

| Actual Benchmark (Average result from 11 programs) | Target Benchmark | Internal Benchmark | External Benchmark | New Target Benchmark |
|---|------------------|--------------------|--------------------|----------------------|
| 4.34 out of 5 | | | | |
| 4.46 College of Applied Medical Science (CAMS) | 4 | 3.7 | 4.2 (ALMU) | |
| 4.27 College of Dentistry and Pharmacy (CDP) | | | | |
| 4.34 College of Engineering and Inform. Techno. (CEIT) | | | 4.03 (ISNC) | |
| 3.78 College of Administration and Humanities (CAH) | | | | |

Analysis (List strengths and recommendations):

The average rating of students on a five-point scale for overall evaluation of courses for the 11 programs of BPCs was 4.34 which is higher than the target benchmark value 4 and higher than the internal benchmark 3.7 of BPCs achieved in 2017-2018. This means that the average rating of students on a five-point scale for overall evaluation of courses is improved. On the other hand, the target benchmark value of this KPI was not achieved in the programs of CAH (3.78).

Strengths:

- Very Good evaluation for quality of courses by students

Explain:

1. Why the internal benchmark provider was chosen?

Quality and development units supervise all survey processes (distribution, collecting data and analysis)

2. How was the benchmark calculated?

Average overall rating of Q24 in course evaluation survey

3. Name of the internal benchmark provider?

Quality and development units in colleges

Explain:

4. Why the external benchmark provider was chosen?

- NCAAA accreditation,
- Comparability of infrastructural facilities required for the programs being provided
- Availability of learning data.

5. How was the benchmark calculated?

Obtained from available data by benchmark provider.

6. Name of the external benchmark provider?

ALMU and ISNC.

Table 23; KPI: NCAAA KPI Reference Number: S4.3
Institutional KPI reference Number: 8
Proportion of teaching staff with verified doctoral qualifications (Programs level).

| Actual Benchmark (Average result from 11 programs) | Target Benchmark | Internal Benchmark | External Benchmark | New Target Benchmark |
|---|------------------|--------------------|----------------------|----------------------|
| 53.8% | | | | |
| 45.0 % College of Applied Medical Science (CAMS) | 75 % | 50 % | 46% (ALMU) | |
| 36.8 % College of Dentistry and Pharmacy (CDP) | | | | |
| 74.7 % College of Engineering and Inform. Techno. (CEIT) | | | | |
| 65.9 % College of Administration and Humanities (CAH) | | | | |
| | | | 68.06% (ISNC) | |

Analysis (List strengths and recommendations):

The target benchmark value of this KPI was not achieved in the different programs. In addition, the average actual value of the KPI of BPCs (55.6%) is lower the target benchmark value (75%). However, the KPI values (65.9 % in the programs of CAH) and (74.7% in the programs of CEIT) are improved when compared with the internal benchmark value achieved in 2017-2018 (50%).

Strengths:

- KPI actual value is greater than all external benchmarks of ALMU.
- Relatively enough qualified teaching staff have been hired.

Recommendations:

- Increasing proportion of teaching staff with verified PhD to national figure value.

Explain:

1. Why the internal benchmark provider was chosen?

Human Resources department keeps all records and certificates of hired staff, and it also follow a regular procedure to make verification of teaching staff certificates.

2. How was the benchmark calculated?

KPI actual value = $\frac{\text{teaching staff with verified Phd.}}{\text{total number of teaching staff.}}$

3. Name of the internal benchmark provider?

Human resource department

Explain:

4. Why the external benchmark provider was chosen?

- NCAAA accreditation,
- Comparability of infrastructural facilities required for the programs being provided
- Availability of learning data.

5. How was the benchmark calculated?

Obtained from available data by benchmark provider.

6. Name of the external benchmark provider?

ALMU and ISNC.

Table 24; KPI: NCAAA KPI Reference Number: S4.5

Institutional KPI reference Number: 10

Proportion of students entering undergraduate programs who completed those programs in the minimum time (Programs level).

| Actual Benchmark (Average result from 11 programs) | Target Benchmark | Internal Benchmark | External Benchmark | New Target Benchmark |
|---|------------------|--------------------|--------------------|----------------------|
| 61 % | | | | |
| 55.70% College of Applied Medical Science (CAMS) | 50% | 48.97% | 51% (ALMU) | |
| 44.00% College of Dentistry and Pharmacy (CDP) | | | | |
| 47.36% College of Engineering and Inform. Techno. (CEIT) | | | 78% (ISNC) | |
| 66.50% College of Administration and Humanities (CAH) | | | | |

Analysis (List strengths and recommendations):

The average actual value of this KPI for the 11 programs of BPCs was 61 % which is higher than the target benchmark value 50% and higher than the internal benchmark 45% of BPCs achieved in 2017-2018. This means that the proportion of the students entering undergraduate programs who completed those programs in the minimum time is improved. On the other hand, the target benchmark value of this KPI (50%) was not achieved in the programs of CDP (44%) and in the programs of CEIT (47.36%).

Strengths:

- KPI actual value in all BPCs programs is greater than that of ALMU.

Recommendations:

- Apply active procedures to reduce rates of students' leakage.
- Apply academic counseling procedures.

Explain:

1. Why the internal benchmark provider was chosen?

E-register records all students' transaction since their enrolment.

2. How was the benchmark calculated?

KPI actual value = $\frac{\text{number of students who completed the program in minimum time}}{\text{total number of students who enrolled together in a certain point}}$

3. Name of the internal benchmark provider?

e-register

Explain:

1. Why the external benchmark provider was chosen?

- NCAAA accreditation,
- Comparability of infrastructural facilities required for the programs being provided
- Availability of learning data.

2. How was the benchmark calculated?

Obtained from available data by benchmark provider.

3. Name of the external benchmark provider?

ALMU and ISNC.

Table 25; KPI: BPCS KPI Reference Number: BPCS4.1

Institutional KPI reference Number: 13

Graduates' evaluation for programs they studied, and skills and knowledge they have acquired (Programs level).

| Actual Benchmark (Average result from 11 programs) | Target Benchmark | Internal Benchmark | External Benchmark | New Target Benchmark |
|---|------------------|---------------------|---------------------|----------------------|
| 4.13 out of 5 | | | | |
| 4.00 College of Applied Medical Science (CAMS) | 4 | No Available | Not Provided | |
| 4.00 College of Dentistry and Pharmacy (CDP) | | | | |
| 4.25 College of Engineering and Inform. Techno. (CEIT) | | | | |
| 4.16 College of Administration and Humanities (CAH) | | | | |

Analysis (List strengths and recommendations):

The actual values of this KPI for different college programs of BPCs and consequently the average actual value were higher than the target benchmark value 4.

Strengths:

- KPI actual value reflects good impression by graduated students about their skills.

Recommendations:

- These records should be compared by direct assessment results to check its [validity](#).

Explain:

1. Why the internal benchmark provider was chosen?

Quality and Development units supervise and conduct the process of distributing surveys as well as collecting and analysing results.

2. How was the benchmark calculated?

The average score of Q15: Q21 in program evaluation survey

3. Name of the internal benchmark provider?

Quality and Development units in colleges.

Explain:

4. Why the external benchmark provider was chosen?

- NCAAA accreditation,
- Comparability of infrastructural facilities required for the programs being provided
- Availability of learning data.

5. Name of the external benchmark provider?

- ALMU and ISNC.

**Table 26; KPI: NCAAA KPI Reference Number: S5.3
Institutional KPI Reference Number: 19
Student's evaluation of academic and career counseling (Programs level).**

| Actual Benchmark (Average result from 11 programs) | Target Benchmark | Internal Benchmark | External Benchmark | New Target Benchmark |
|---|-------------------|--------------------|---------------------|----------------------|
| 4.21 out of 5 | | | | |
| 4.13 College of Applied Medical Science (CAMS) | 4 out of 5 | 3.7 | Not Provided (ALMU) | |
| 3.91 College of Dentistry and Pharmacy (CDP) | | | | |
| 4.52 College of Engineering and Inform. Techno. (CEIT) | | | | |
| 4.25 College of Administration and Humanities (CAH) | | | | |
| | | | 3.97 (ISNC) | |

KPI Analysis:

The internal benchmark was adopted in order to evaluate self with the previous year performance of BPCs. So that the overall rate for academic and career counseling was 4.21 which is higher than target benchmark and higher than internal and external benchmark. Although the value of this KPI is higher than the internal benchmark 3.7 of BPCs achieved in 2017-2018, it is still slightly lower than the target benchmark for the programs of CDP.

Strength

- The rate of the quality of academic and career counseling for all programs was 4.20. This was a higher rate than that of the previous year.
- The rate of the quality of academic and career counseling for all studies programs exceeded the external benchmark.
- A high rate of student satisfaction with academic and career counselling, surpassing even the external benchmark values.
- BPCs are aware of the importance of academic and career counselling, and sufficient human and financial resources have been assigned for this purpose.

Explain:

1. Why was this internal benchmark provider chosen?

KPI were devised by SSRI committee. Academic and social counseling is responsible for related KPIs, evaluations for the academic and career counseling

2. Name of the internal benchmark provider?

Academic and social counseling

3. How was the benchmark calculated?

- Data for this KPI was obtained by collecting responses to the 1st question on "program evaluation survey" designed by NCAAA.
- Average rating of the adequacy of academic and carrier counselling offered at BPCs on a five point scale in an annual survey of students = Sum of the scores of items in survey /No of students who responded to the survey

3. Why the external benchmark provider was chosen?

- The external benchmark was based on the following criteria:
 - NCAAA accreditation,
 - Comparability of infrastructure and facilities required for the programs.
 - Availability of data.

4. How was the benchmark calculated?

As the internal benchmark

5. Name of the external benchmark provider?

- Al Maarefa University (not Provided)
- Ibn Sina National Medical College

Report on Sub-Standards

3.1 Institutional Commitment to Quality Improvement (***)

All stakeholders agree that the top management usually supports the QMS (4.1 out of 5), with a slight difference between males and females (males 4.01, and females is 4.19 out of 5).

In addition to that, following evidences support their claim:

- 1) Presence of the Higher Committee for Quality and strategic plane headed by the chairman of the trustees' board at BPCs level (Annex [G3.i.5](#)). At the College level presence of high Quality committee of the college, that headed by college dean (Annex [G3.i.8](#)). Moreover, there is quality and development unit which consist of four committees in which male and female are representative (figure 14) (Annexes [G3.i.8](#))
- 2) There is established Quality and Development Center in BPCs staffed with qualified cadres (Annex [G3.1.1](#)) who are able to provide technical assistance when needed regarding quality assurance processes. There is clear quality organizational chart (Annexes [G3.1.2](#)). There is financial support for the Quality and development centre. (Annex [G3.1.3](#))
- 3) In BPCs, faculty and students are encouraged to participate in assessment surveys (i.e., student and staff questionnaire (Annex [G3.1.4](#)), regarding quality issues. This was documented in the self-evaluation which was performed in 1436-37H, and it was updated in the year 1439-40H across all the constituent colleges within the institution.
- 4) The top management fosters an open organizational culture. It encourages all the concerned members to acknowledge their weaknesses and strength and enhancing their performance. For instance, the SWOT analysis is performed for building up the strategic plan.
- 5) Integration of the evaluation and planning of quality improvement in all day to day QA processes applied. In BPCs. For example, BPCs strategic plan including strategic quality and operational plan. (Annexes [G3.i.3](#) and [G3.i.7](#))
- 6) Workshops and lectures were conducted to disseminate the culture of quality (Annex [G3.1.5](#)).

3.2 Scope of Quality Assurance Processes (***)

All academic and administrative units within the institution, including the "Board of Trustees", deanships and the other senior administrators are involved in the process of quality assurance (Annexes [G3.i.2](#), [G3.i.5](#), [G3.2.1](#), and [G3.2.2](#)). Commitment has been initiated for continuing improvement in the performance of activities and maintains the college mission

and strategic objectives considering the social demand. The college initiate Quality Management System Model (QMS) to assess and improve the quality performance of the BPCs. (Annexes [G3.2.3](#)).

The results of the institutional SWOT analysis (Annex [G3.2.4](#)); focus group responses analysis and the results of the different types of surveys show that there is a vibrant cycle of the quality improvement. The following figure represents the cycle of quality improvement processes in BPCs:

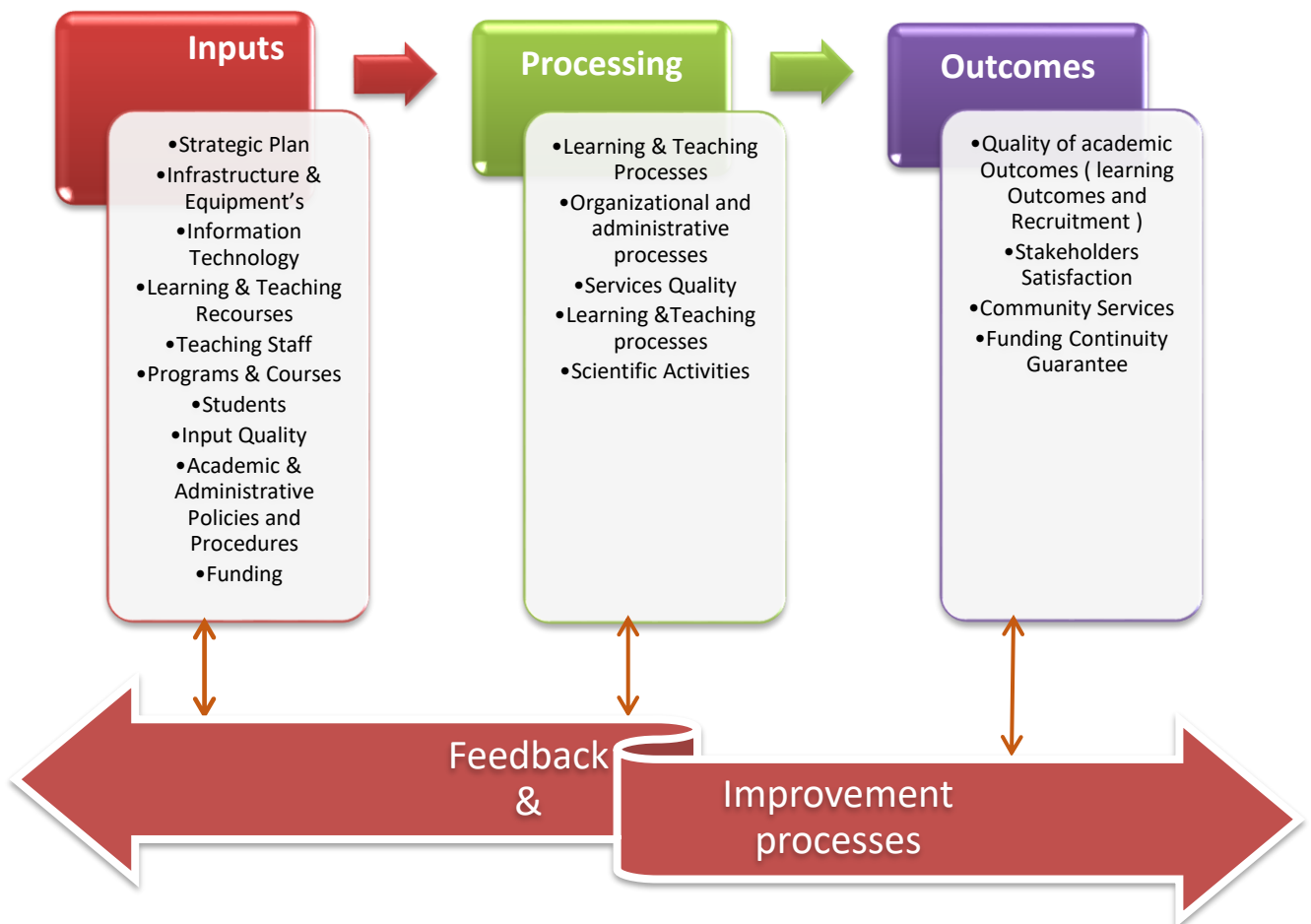


Figure 16: The cycle of quality improvement processes in BPCs

The figure represents a closed cycle. All three segments of the cycle, i.e. inputs, processes, and outcomes are subjected to evaluation process according to the standard and criteria of NCAAA. They have the potential to monitor the weaknesses and analysis the risks. Self-evaluation and independent review play an important role to detect the opportunity of improvement actions.

- This evaluation is conducted at various levels on a regular basis. In addition to that preparation of reports that showed performance and functionality of the colleges and organizational units annually (Annexes [G3.i.1](#) and [G3.2.5](#)).
- BPCs implement quality assurance activities that are necessary to ensure a high level of quality in all the tasks as well as perform functions in colleges including departments and organization units. Male and female sections have same opportunities to participate in the quality assurance and improvement process through their representation in quality organization. (Annexes [G3.i.8](#) and [G3.2.6](#))
- Direct assessment of learning outcomes and a series of surveys are usually conducted every semester or year to collect information about indirect assessment. Questionnaire results of faculty members and administrators about their satisfaction of the performance of quality unit support the participation of the members of the faculty in the improvements and quality assurance processes. The students' questionnaires showed their views that contribute to the quality of the educational process (Annexes [G3.2.7](#) and [G3.1.4](#)).
- BPCs have set their own list of KPIs (Table 16) which approved by the higher quality committee (Annex [G3.2.8](#)) to evaluate the periodic achievement of the institute. The aggregated actual raw data were compared with internal and external benchmark. The external benchmarks were obtained from Almaarafa University, and Ibn Sina National Medical College. The comparison results were taken in consideration for improvement.
- Annual course and program reports are prepared for the academic program (Annexes [G3.i.1](#) and [G3.2.9](#)), in the light of the operational plans of each according to the criteria and standard of national accreditation. A detailed self-study evaluation reports of program (SSRP) were designed to recognize the extents of the set targets have been achieved as well as to identify strengths and weakness that need improvement (Annex [G3.2.10](#))
- The BPCs have a strategic and operational plan (Annexes [G3.i.3](#) and [G3.i.4](#)) updated each five years. According to this strategic plan evaluations are carried out for both routine activities and strategic projects for improvement.(Annex [G3.2.11](#))
To evaluate the quality of academic programs, numbers of relevant KPIs are used; among the student experience evaluation survey.

Table (27) KPI: Students overall evaluation on the quality of their learning experiences at the institution.

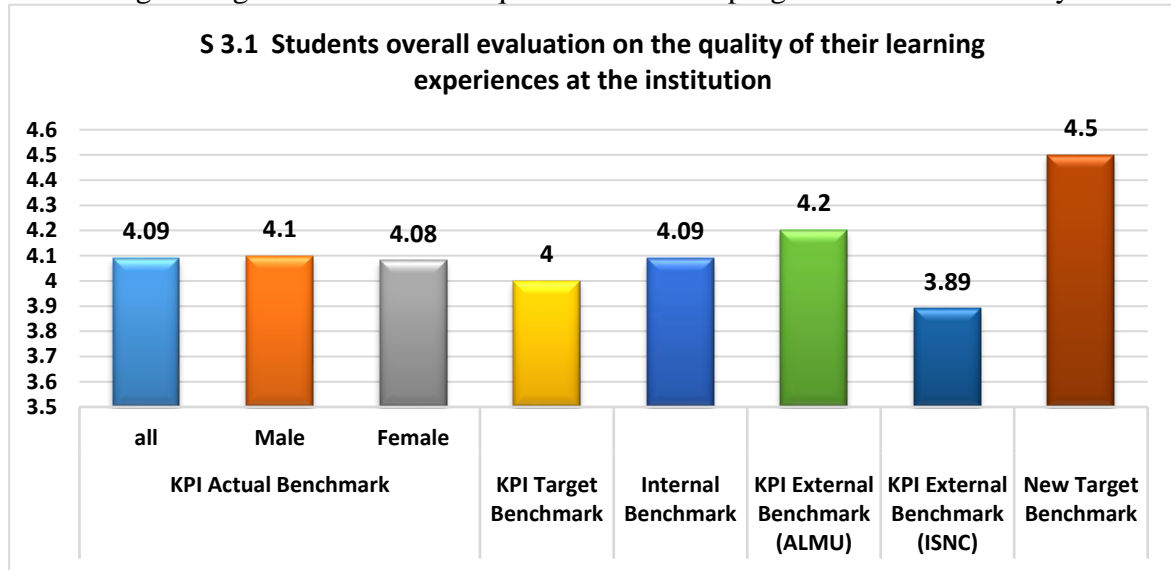
NCAAA KPI Reference Number : S3.1

Institutional KPI Reference Number: 3

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 4.09 | 4 | 4.09 | 4.2 | 3.89 | 4.5 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 4.1 | | | 4.08 | | |

The actual KPI value have been calculated by:

The average rating of satisfaction for question no. 22 in program evaluation survey



KPI analysis:

Strengths:

1. The results show acceptable overall level of quality of students' learning experience in institution and it is equal to the value internal benchmark.
2. The actual benchmark value is greater than that for external benchmark.
3. Equal awareness level in both male and female sections.

Recommendations:

1. A focused students groups are to be formed to investigate the factors that effect on students opinions regarding their learning experience in institution.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

3.3 Administration of Quality Assurance Processes (****)

In BPCs College, there is a senior member of faculty with sufficient experience is appointed as a Deputy General Supervisor for quality and development Center (Annex [G3.3.1](#)). He granted sufficient time and authority to manage and monitor the quality processes. He reports directly to the General Supervisor of the Colleges and works closely with the director of the quality and development center in guiding and supporting quality initiatives throughout the institution.

The quality and development center is established in BPCs in 1433 H and it operate through adequate resources and well trained personnel (Annex [G3.1.1](#))

A higher committee for quality and strategic plane is formulated from members representing all colleges and major administrative units (Annex [G3.i.2](#)). Also, Assistant Deputy General Supervisor for Quality and Development for Female Section is appointed (Annex [G3.3.2](#)).

Quality assurance is an integral part of institution activity. Quality and development Centre were a constituent part of the organization structure of the BPCS (Annex [G3.3.3](#)). Quality committees, units and department have a clear organization and function structure at both the institutional and program levels (Annex [G3.1.2](#)). Staff and administrators with formally defined duties, responsibilities and relationships (Annex [G3.3.4](#)) have contributed to effective planning, implementation and follow-up of quality activities. The institution's quality system is fully integrated into all aspect of academic planning and strategies development activities. There is a clear relationship of these committees with other administrative unit.

Quality units and committees operate in accordance with the strategies and public policies of BPCs, which would contribute to the achievement of the vision, mission and objectives of BPCs (Annex [G3.i.3](#)). The Deputy General supervisor is tasked to work in a manner that would allow the BPCs obtain institutional and program accreditation as well as reaching excellence and maintaining the highest standards of quality in a manner that strengthens and enhances the status of colleges and the competition both on the institutional and programmatic level.

BPCs Organizational guide (Annex [G3.3.4](#)) includes guidance information that describes the entities associated with the Quality units as well as the functions, authorities and duties of deputy general supervisor of Quality. The Manual consists of instructions covering the quality practices of BPCs that lead to the proper performance of the tasks, thus achieving its

objectives effectively and efficiently. Also, BPCs job description guide give a brief idea about the main tasks, duties and responsibilities of all members.

BPCs QMS (Annex [G3.2.3](#)) has high efficiency planning system depends on the existence of a strategic plan that includes strategic objectives and implementation of strategies. The level of implementation was monitored and the performance indicators were calculated (Table 16)

Quality system of Academic programs and administrative units are evaluated according to specific checklist which based on the standards and criteria of qualification for national academic accreditation. Evaluation processes depend on evidence and documentation as well as the measurement of relevant KPIs (Table 16) and take account of independent verification.

For evaluation process data collected for different sources across all faculties. The specific surveys for students, staff members and administrative are designed to conduct across the institution like course evaluation survey, the student satisfaction with the qualities of teaching, satisfaction of staff members with Educational Services in College, etc. The responses used for independent analyses including all trends over time (Annex [G3.3.5](#)).

Statistical and academic data that used in evaluation are kept in high-efficiency data collection system as E-Register and provided routinely and promptly to college's members to use in reports and indicators and other tasks of quality monitoring (Annex [G3.3.6](#)).

3.4 Use of Indicators and Benchmarks

KPI Measurement is considered as one of the important elements of the quality system because of its great role in identifying the extent to which objectives have been accomplished and the level of quality practices at the BPCs. KPI measurements go through four major stages: KPI specification, KPI measurement at all levels (males and females), analysis of results and preparation of reports, and use of results in development and improvement processes (Annex [G3.4.1](#)).

The QMS requires all academic and administrative processes to be evaluated with officially approved indicators and benchmarks. In BPCs, all academic programs and courses are routinely investigated and evaluated in details by using NCAAA questionnaires. 40 key performance indicators were used for measuring BPCs' objectives. These KPI have been selected to provide clear objective evidence of quality performance within the institution

(including colleges and departments). The selected key performance indicators have been approved by higher quality committee (Annex [G3.2.8](#))

The BPCs set these KPIs for monitoring and evaluating the institutional and the academic performance. Each academic program has identified some indicators according to NCAAA that provide clear evidence of quality performance. There is actual available measurement data with the internal and external benchmarks that can be used in making comparison between male and female sections in different activities (e.g. teaching, research, community service). Final reports were submitted to administrative and quality units (Annex [G3.4.1](#)).

Benchmarks for comparing quality performance are established. The achievements in relation to those benchmarks are regularly monitored. The internal benchmark was adopted in order to make a comparison with the previous year performance of BPCs. The external benchmark providers have a history of good practice in the field of professional education. Other factors on basis of which they were selected are (availability of data which we are seeking of NCAAA and Related infrastructure requirements for the concerned programs in BPCs.) Al Maarefa University (ALMU), and Ibn Sinai National Medical College (ISNC) were selected as external benchmark (Annexes [G3.4.1](#) and [G3.4.2](#)). The format for indicators and benchmarks is consistent across the institution and provides specific evidence relating to important objective.

3.5 Independent Verification of Standards (**)**

Self-evaluations of quality performance based on several evidences, including feedback through questionnaires, views of stakeholders and beneficiaries such as students, faculty, graduates, and employer. The results of student questionnaires are the main measure that serves to inform program development and student attainment of learning outcomes and achievements (Annex [G3.5.1](#))

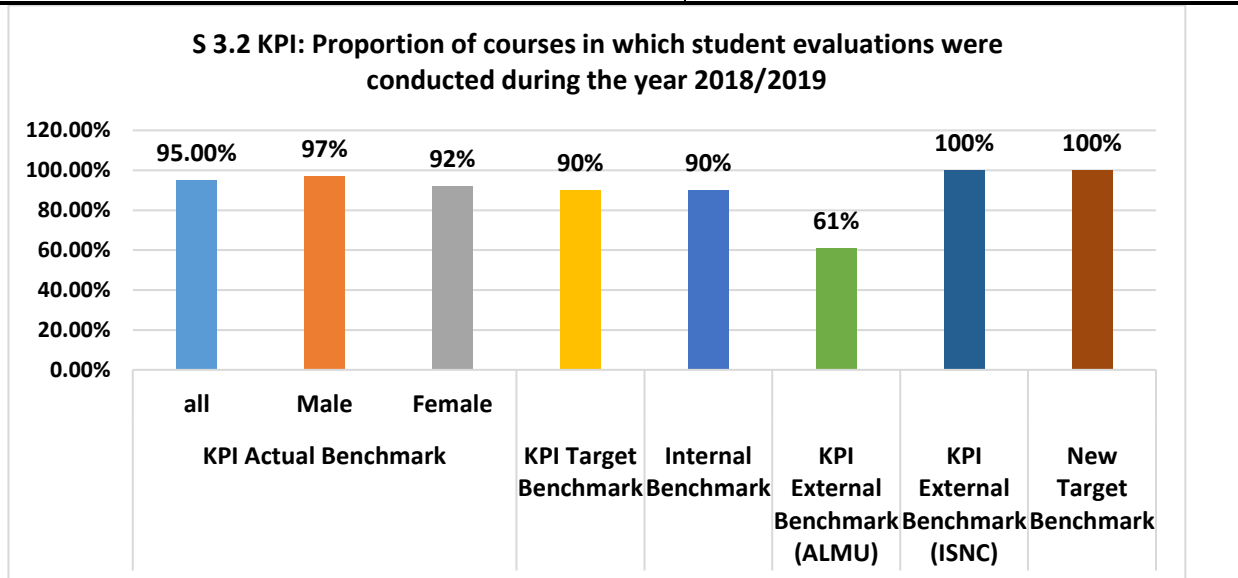
Some colleges of BPCs make verification of their program through independent evaluation. There is an emphasis for good practices such as from the University deanships and some faculties for verification of their program through evaluation by independent evaluator and accreditation committee (Annex [G3.5.2](#)).

Table (28) KPI: Proportion of courses in which student evaluations were conducted during the year..

NCAAA KPI Reference Number : S3.2

Institutional KPI Reference Number: 4

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 95% | 90% | 90% | 61% | 100% | 100% |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 97% | | | 92% | | |



The actual KPI value have been calculated by:

Dividing number of courses in which questionnaires have been conducted over total number of delivered courses.

KPI analysis:

Strengths:

1. There is a significant enhancement (5%) in actual value of KPI.

Recommendations:

1. More efforts should be exerted regarding conducting course evaluation surveys especially in female section.
2. Course evaluation surveys should be conducted in all courses.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

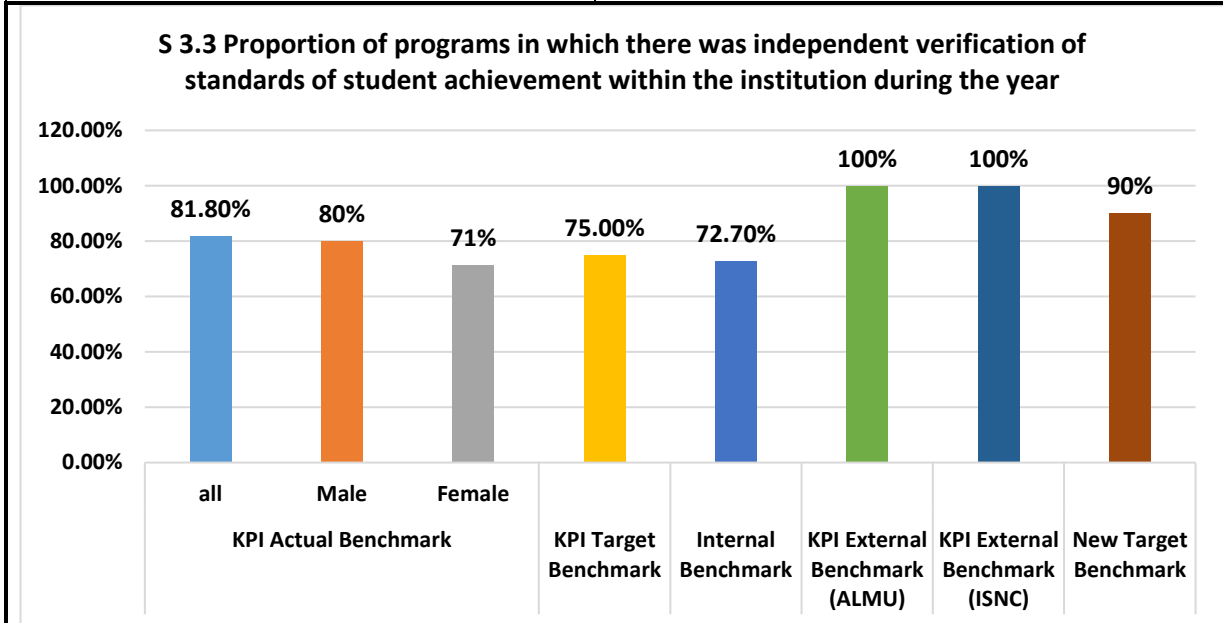
- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

Table (29) KPI: Proportion of programs in which there was an independent verification, within the institution, of standards of student achievement during the year.

NCAAA KPI Reference Number : S3.3

Institutional KPI Reference Number: 5

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 81.81% | 75% | 72.72% | 100% | 100% | 90% |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 80% | | | 71% | | |



KPI analysis:

Strengths:

1. Verification committees are formed in all programs, and one of the main responsibilities of it is to make verification of students' results and achievement rates.

Recommendations:

1. BPCs is encouraged also to make verification for students results by independent evaluator from outside the colleges.
2. The verification committees should perform their tasks in both sections equally.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

Overall evaluation of the quality standard 3:

Overall evaluation of the quality of mission, goals and objectives refer to obtained evidence and provide a report based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action. The overall evaluation is very good (****) according to actual achievement for all sub standards.

Particular strengths:

- "Board of Trustees", deanships and the other senior administrators are briefed about all quality processes and participate in issues affecting overall institutional performance.
- A senior faculty member with sufficient experience is appointed as a Deputy General Supervisor for quality and development.
- Quality committees and units have a clear organization and function structure at both institutional and program levels.
- Main Quality Committee is formulated from members representing all colleges and major units.
- All quality processes of academic programs are based on NCAAA forms and they are very transparent to all participants.
- Statistical and academic data that are used in quality evaluation are kept in high efficiency data collection through E-Register system.

Recommendations for improvement:

- More integration the quality system in all institutional planning and evaluation processes.
- Formal communication with similar universities and colleges aiming to exchange additional data which used as benchmark for calculating the KPI.
- Verification of student achievement with appropriate system to be compared with similar institutions
- Prepare a regulation list of awards and prizes for excellence.
- Develop a plan for conducting research on the quality issues of the colleges as one of quality and development centre projects.
- Expand the participants in quality and planning processes of self-evaluation.
- Develop internal audit entity in the field of quality.

Priorities for action:

There is administration department for statistics and information under quality and development center collecting all data base of KPIs, student's achievement of Programs LOs/CLOs, Surveys statistics and analysis, research productivity and community / Healthcare services. This department will be developed and supported with manpower in the next improvement plan during next academic year.

Table 30: Standard 3 list of annexes

| No. | Codes | Evidence names |
|-----|---------|--|
| 1 | G3.i.1 | Samples of annual Program report (APR) |
| 2 | G3.i.2 | Higher Committee for Quality and strategic plane |
| 3 | G3.i.3 | Strategic plane of BPCs 1439 1444 H |
| 4 | G3.i.4 | BPCs Operational Plan 1439 1444 H |
| 5 | G3.i.5 | The higher quality committee of the college |
| 6 | G.3.i.6 | The decision to appoint the supervisor of Strategic Planning and Vision Realizing Centre |
| 7 | G3.i.7 | Quality departments of BPCs |
| 8 | G3.i.8 | Decision to form quality Units and quality committees in colleges |
| 9 | G3.1.1 | Employment of full-time qualified cadres in Quality and Development center |
| 10 | G3.1.2 | Organizational Structure of Quality and Development Center |
| 11 | G3.1.3 | Financial support for the Quality |
| 12 | G3.1.4 | students and staff members surveys |
| 13 | G3.1.5 | Quality workshops and lectures |
| 14 | G3.2.1 | Decisions of the higher Committee of Plans and Programs |
| 15 | G3.2.2 | Decisions of Planning and Budgeting committee |
| 16 | G3.2.3 | BPCs Quality management system (QMS) |
| 17 | G3.2.4 | SWOT analysis for strategic planning |
| 18 | G.3.2.5 | Samples of annual achievement reports for colleges |
| 19 | G3.2.6 | Representation of males and female in quality committees |
| 20 | G.3.2.7 | Student experience survey |
| 21 | G3.2.8 | Minutes of higher quality committee meeting to approve KPI list. |
| 22 | G3.2.9 | Samples of annual course reports |

Continued Table 30: Standard 3 list of annexes

| No. | Codes | Evidence names |
|-----|----------|---|
| 25 | G.3.2.10 | Samples of Self-study evaluation reports of program (SSRP) |
| 26 | G.3.2.11 | A achievement report of strategic plan |
| 27 | G3.3.1 | Decision to appoint the Deputy General Supervisor for quality and development |
| 28 | G3.3.2 | Decision to appoint the Assistant deputy general supervisor of Quality and Development for Female section |
| 29 | G3.3.3 | Organization and function structure OF BPCs |
| 30 | G3.3.4 | Organizational guide of BPCs |
| 31 | G3.3.5 | Program evaluation survey |
| 32 | G3.3.6 | E-Register |
| 33 | G3.4.1 | Institutional KPIs Report |
| 34 | G3.4.2 | External benchmarking |
| 35 | G3.5.1 | Sample of direct measurement Reports of learning outcomes for academic programs |
| 36 | G3.5.2 | Independent evaluator Reports |

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

The institution must have an effective system for ensuring that all programs meet high standards of learning and teaching through initial approvals on their plans, monitoring of performance, and provision of institution-wide support services. In all programs student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and (for professional programs) requirements for employment or professional practice. Standards of learning must be assessed and verified through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies appropriate for different kinds of learning outcomes, and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys, with feedback used as a basis for plans for improvement.

Introduction

Administrators at BPCs have strived to introduce an atmosphere of lifelong quality learning by nurturing meritorious practices since inception. This motivates the institutional drive towards steady improvements and innovations that are being continuously strengthened by the existing quality management system (QMS) introduced in 2012.

All programs and courses follow the NCAA recommended design and structure. Students are exposed to well-planned learning experiences that are regularly assessed through different evaluation stages and methods. All programs and courses have well defined learning outcomes that have been covered in each component of the syllabi. These learning outcomes were formulated in accordance with scientific procedures that comply with the national qualification framework (NQF).

Reports on sub-standards

(To prepare a report on this standard the steps that have been described in section C. self-study processes in its first stage were followed as mentioned in page no.36).

4.1 Institutional Oversight of Quality of Learning and Teaching (***)

All colleges' deans are members in The Board of Trustees, which is considered the highest governing body of Buraydah Private Colleges (BPCs). The Board of Trustees is responsible for developing, monitoring and reviewing all educational policies and strategies as well as managing the quality of learning standards inside the institution (Annex [G4.1.1](#)).

Curriculum and programs planning committees in colleges are responsible for preparing proposals for new programs plans or proposing major changes in existing programs to be approved, first by colleges council and then by Board of trustees. BPCs developed a curriculum

and study plans manual to be used as a guideline for designing curricula that comply with the NCAAA requirements. Therefore, all programs, curricula and related infrastructure are based on student centred learning environment. Thus, the utilization of well-defined learning outcomes is a unified approach that governs the delivery of curricula at BPCs (Annex [G4.1.2](#)), (Annex [G4.1.3](#)) and (Annex [G4.1.4](#)).

There are well defined procedures for reviewing approved course reports as well as program reports that may include any minor changes in courses study plans. Colleges' and Departments' councils review the data related to key performance indicators, learning and teaching strategies and improvement plans of all programs annually (Annex [G4.1.5](#)).

BPCs ensure continuous improvement in academic programs by following a cycle shown in the figure below.



Figure (17): Continuous Improvement Cycle

The continuous improvement cycle works as follows:

- The department council decides the inputs of an academic program (courses, learning outcomes, teaching methods and assessment methods) (Annex [G4.1.6](#)).
- Teaching faculty staff delivers courses related to the academic program using various different teaching methods. Following completion of teaching, the levels of student achievements of learning outcomes are assessed.
- Results of student assessment are analyzed to note strengths, weaknesses, priorities for improvements. (Annex [G4.2.7](#))

- Based on this analysis, the teaching faculty staff prepares improvement plans for the program and its courses (Annex [G4.2.7](#)). These plans are discussed and approved by the department council. The improvement plans may include new inputs (e.g. a new teaching method or a new assessment method, etc.)(Annex [G4.1.5](#)).

The department council and its chairman follow up the execution of the approved improvement plans (Annex [G4.1.8](#)). This execution of improvement action plan is analyzed to assess the effectiveness in order to recommend further improvement so, the cycle continues. A manual for delegations and authorities has been issued by the Board of Trustees. It clearly defines the level of approval of changes in courses and programs that are necessary to keep programs up to date with contemporary issues in the field of study (Annex [G4.1.9](#))

Quality and Development center oversees the program quality through preparation of program self-study report periodically every 3 years. This process is important in preparing an institutional report regarding evaluation of learning and teaching quality.

Reports by departments are appropriately acknowledged by college administration, but as an improvement action it should be acknowledged by the higher quality and development committee to ensure that rational responses have been taken.

There is a consistent cooperation between different departments within BPCs in quality issues, especially in implementing improvement strategies (Annex [G4.1.10](#)). Programs have an equitable distribution of learning resources, teaching staff, classrooms, scientific laboratories and clinics for both Male and female sections. To investigate the equity of learning process outcomes and resources, key performance indicators related to learning and teaching are provided for both sections as well as for the program as whole (Annex [G4.1.11](#))

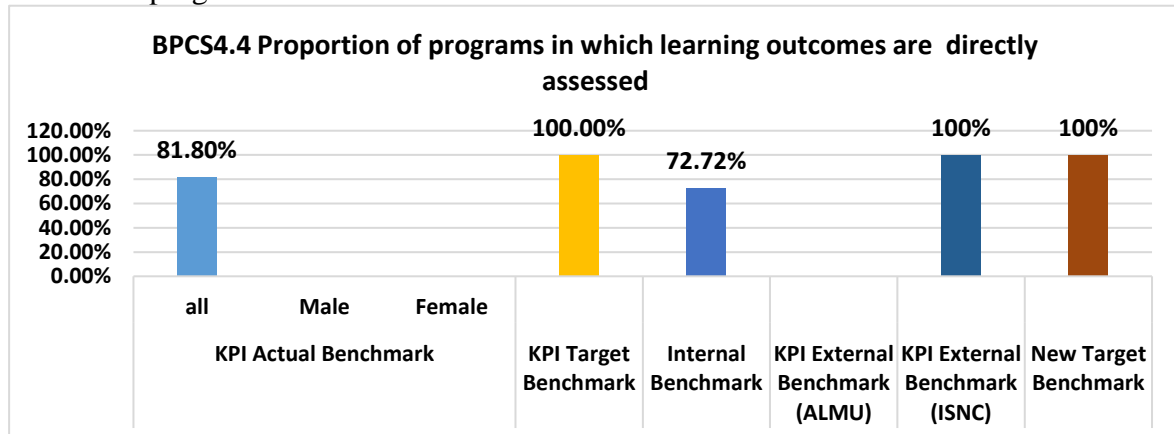
Table (31) KPI: Proportion of programs in which learning outcomes are directly assessed.

NCAAA KPI Reference Number : BPCS4.4 Additional PI Reference Number: 4

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|----------------------|----------------------|--------------------|------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 81.80% | 100% | 72.72% | Data not available | 100% | 100% |

The actual KPI value have been calculated by:

Dividing number of programs in which learning outcomes are directly assessed by the total number of programs.



KPI analysis:

Strengths:

1. 9 programs out of 11 programs make direct assessment for their learning outcomes, moreover, by the end of academic year 2019/2020, other BPCs programs will assess their learning outcomes.

Recommendations:

1. BPCs is looking forward to make conduct direct assessment process in all its academic program
2. Unify the assessment procedures in all programs.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

4.2 Student Learning Outcomes (*)**

Students learning outcomes (SLOs) may be defined as the statements which describe what a student should be able to do or perform at the end of a learning process. According to the national qualification framework (NQF), SLOs have been divided into five learning domains; knowledge, cognitive, interpersonal and responsibility, communication and IT and numerical

and psychomotor skills. The NQF also specifies that graduates at higher education institutions in KSA are expected to demonstrate a range of attributes such as initiative in identifying problems and designing suitable solutions, and demonstrating leadership qualities in practical situations (Annex [G4.2.1](#)).

All academic programs at BPCs have specific intended learning outcomes (ILOs) (Annex [G4.2.2](#)) as well as their graduates' characteristics (Annex [G4.2.3](#)). These outcomes are to be redeveloped to comply with the requirements of Saudi Arabia Qualification Framework (SAQF) which classifies the learning domain into three categories; knowledge, skills and competences (Annex [G4.2.4](#)).

Independent Evaluator opinions have been examined regarding the consistency of program ILOs with the requirement of NQF and labor market needs especially for programs which gear to a professional practice and the improvement plan was provided and priorities of action were implemented and followed (Annexes [G4.2.5](#)).

In all courses, the intended course learning outcomes (CLOs) have been developed in accordance with intended program learning outcomes (PLOs) (Annex [G4.2.6](#)).

Mapping between PLOs and courses is clearly demonstrated in program mapping matrix while the importance of mapping will arise in learning outcomes direct assessment process (Annex [G4.2.2](#)).

Teaching staffs continuously participate in the assessment measurement and evaluation of student performance to obtain a credible understanding of what student have learned. These measures help to avoid any biases or weaknesses in the applied assessment methods. The assessment results are regularly analyzed and improvement processes are continuously followed (annexes [G4.1.7](#) and [G4.1.8](#))

One of these measures is the students' course evaluation survey. At the end of each semester, students evaluate all courses that they have studied. The purpose of the course evaluation survey is to measure teaching performance from students' perspective. The results that will be demonstrated here have been derived form course evaluation surveys conducted in the semesters 381 and 382 of the academic year 1438/1439.

Another measurement tool which is applied on graduate students is the program evaluation survey. The aim of that survey is to allow teaching faculty staff and administrative staff at BPCs to better understand the experiences of graduates.

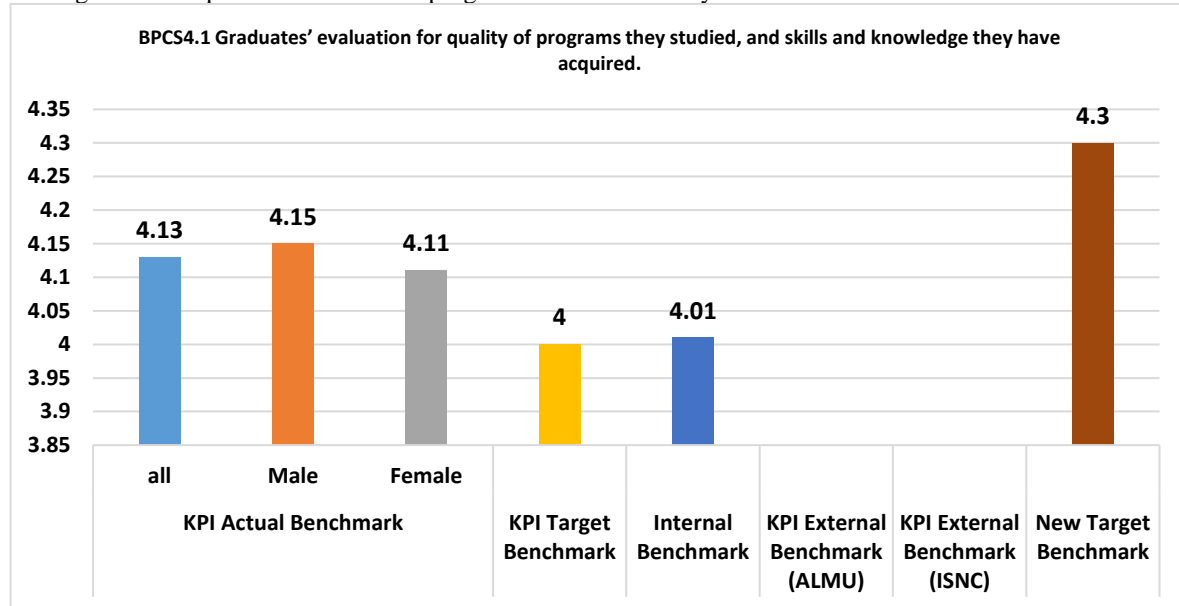
Table (32) KPI: Graduates' evaluation for quality of programs they studied, and skills and knowledge they have acquired.

NCAAA KPI Reference Number : BPCS4.1 Additional PI Reference Number: 1

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 4.13 | 4 | 4.01 | Data not available | | 4.3 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 4.15 | | | 4.11 | | |

The actual KPI value have been calculated by:

Average score of questions 15 to 21 in program evaluation survey.



KPI analysis:

1. The obtained results reflect that there is a slight improvement (2.4%) in students' opinion regarding their programs quality.
2. Also it can be noticed that there is no difference between female and male KPI values which may reflect equity of resources in both sections.

Recommendations:

1. This higher satisfaction level should be verified by investigating employers opinion regarding the graduates' knowledge and skills.
2. Assessment results from professional exams should be collected, analysed and compared to this satisfaction levels.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

Direct assessment of learning outcomes:

Learning outcome assessment is based on analyzing student performance in a way that demonstrates how well they mastered the learning outcomes. Direct assessment of learning outcomes has been applied in 9 programs out of 11 (Other programs will apply direct assessment for their learning outcomes during the current year, 2019/2020). Here we will demonstrate learning outcomes direct assessment process which has been applied in electrical engineering program. The motivations of assessment process are:

- Evaluating the actual performance of students in different learning domains.
- Identifying the weaknesses and strengths points in learning and teaching processes.
- Motivating students to improve their performance.

Direct assessment cycle:

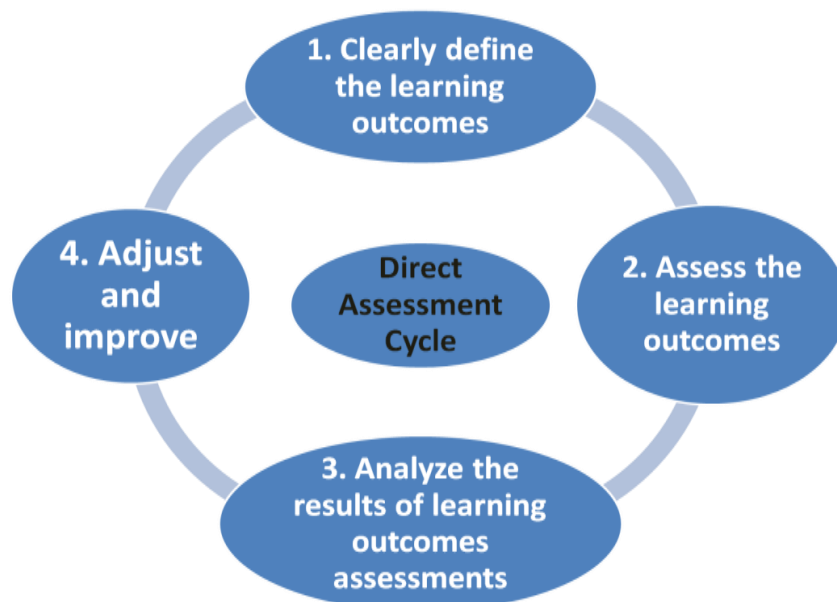


Figure (18): Direct Assessment Cycle

The first step in direct assessment cycle is to clearly define the learning outcomes on both program and course levels as well as using appropriate notations for each learning outcome. PLOs for electrical engineering program have been developed after referring to three sources:

- The first source is NQF which classifies the learning outcomes into five learning domains and clearly defines the areas and levels of each domain which should be covered in the level of bachelor degree.
- The second source is learning outcomes developed by the national center for assessment in higher education (QIYAS) for electrical engineering

- The third source is the standards of professional exams issued by the Saudi council for engineers. The PLOs are listed in table 33 and the relation between each PLO and the three sources are also clarified in the table.

Table (33): The Relation between PLOs and the Four Sources in Electrical Engineering Program

| Learning Domain | PLOs | Reference |
|----------------------|--|--|
| Knowledge (W) | Demonstrate sound knowledge of: | BS1 BS2 GE T1, T2, T3, T4, T5, T9, T10, T11, T12 |
| | W1. mathematics, science and engineering fundamentals relevant to electrical engineering specialization. | EE T1, DEE1, DEE 5 |
| | W2. societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice as well as engineering management principles. | GE T13, EP 2, DEE 9, DEE S1-9 |
| | W3. Energy Conversion including power conversion and electrical machines, basic engineering skills of workshop technologies, laboratory and practical field experience. | DEE S1-7, DEE 7, EE T2, and (12,13) |
| | W4. Energy Transmission including the design and supervise the construction of systems used to generate, transmit, control and use electrical energy and the incorporation of electronic, electrical, and mechanical components and equipment in computer controlled systems. | EE T1 EE T9 |
| Cognitive Skills (G) | W5. Information Processing including the analysis and syntheses of circuit and signal processing systems, the use of appropriate computer digital and analog control techniques. | BS 2 DEE 2 |
| | G1. Identify, formulate, research literature and analyze engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences and engineering sciences. | ED 1 ED 2 DEE 6 |
| | G2. Apply the fundamentals and theories of electrical engineering to solve (with proper notations) and analyze electrical systems of limited size using efficient and effective solutions and analysis methods | DEE 3, DEE S1 3, EE T1, EE T2, EE T3, EE T4, EE T5, EE T6, EE T7 and EE T8 |
| | G3. Create, develop and design solutions to meet defined and specified requirements as well as design conceptual proto-types and laboratory scale electrical component and sub-systems considering technical and non-technical issues. | DEE S1 5 DEE S1 6 |
| | G4. Conduct investigations of complex problems using research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions. | |

| | | |
|---|---|------------------------|
| | G5. Plan and evaluate power systems as well as its optimal configuration and operating schemes to achieve most economical designs while meeting demand growth requirement and other system constrains. | |
| Interpersonal skills and responsibility (I) | I1. Consider ethical values, safety provisions and principles when dealing with high risk and hazardous electricity systems. | DEE 9 |
| | I2. Express and act effectively as an individual and as a member or leader in multidisciplinary teams. | PLOs by NCAAA Aug 2011 |
| | I3. Engage in independent and lifelong learning in the broadest context of technological change | PLOs by NCAAA Aug 2011 |
| Communication, IT, and | C1Perform searches of various sources of information and evaluate consistency, validity and relevance of data. | DEE 4 DEE S1 4 |
| | C2. Communicate effectively in oral and written forms. | AI 3 |

A notation has been assigned for each learning domain; W stands for knowledge, G stands for cognitive; I stands for interpersonal skills and responsibility and C stands for communication, IT and numerical skills.

To clearly specify the relation between different courses and program learning outcomes, some steps have been adopted. First, the EE program has been divided into five domains; each domain consists of a group of courses with common characteristics. These professional components are:

- Domain 1: Mathematics and Basic Science (MBS).
- Domain 2: General Engineering Sciences (GES).
- Domain 3: Core Electrical Engineering (CEE).
- Domain 4: Sub-discipline Electrical Engineering (SEE).

Then program ILOs are mapped to program professional components and PLOs as shown in table 34:

Table (34): Mapping between PLOs and Program Components

| Domain | Knowledge | | | | | Cognitive Skills | | | | Interpersonal skills | | | Communication , IT and numerical Skills | | |
|--------|-----------|----|----|----|----|------------------|----|----|----|----------------------|-----|-----|---|----|----|
| | W1 | W2 | W3 | W4 | W5 | G1 | G2 | G3 | G4 | I1 | I 2 | I 3 | C1 | C2 | C3 |
| MBS | ● | | | | | ● | | | | | | | | | |
| GES | ● | | ● | | | ● | ● | | | | | | | ● | ● |
| CEE | | ● | ● | ● | ● | | ● | ● | | ● | ● | ● | ● | ● | ● |
| SEE | | | | ● | ● | | | ● | ● | ● | ● | ● | ● | ● | ● |

Finally, each course is mapped with PLOs according to its component as shown in electrical engineering program specification (Annex [G4.2.2](#)).

The second step in direct assessment cycle is to assess learning outcomes. In order to develop a reliable and efficient assessment process, appropriate assessment methods and tools which comply with the intended learning outcomes should be applied. In program specifications as well as course specifications, the used assessment methods are clearly specified in front of each PLO and CLO respectively (Annexes [G4.2.2](#) and [G4.2.6](#)).

All programs used different assessments methods such as; written, oral and lab exams, presentations and assignments or any appropriate method that has been approved by the department council.

Student Outcomes distribution table

| Assessment Method | Due Date/ Week# | Active | SOs | | | | | | | | | | | Max | | | |
|-------------------|--------------------|-------------------------------------|----------|-----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|------------|
| | | | W1 | W2 | W3 | W4 | W5 | G1 | G2 | G3 | G4 | G5 | I | | C | | |
| midterm exam 1 | Week 7 | <input checked="" type="checkbox"/> | | 5 | | | | | | | 10 | | | | | | 15 |
| midterm exam 2 | | <input checked="" type="checkbox"/> | | 5 | | | | | | | 10 | | | | | | 15 |
| Mid3 | | <input type="checkbox"/> | | | | | | | | | | | | | | | 0 |
| Quizzes | | <input checked="" type="checkbox"/> | | 5 | | | | | | | 10 | | | | | | 15 |
| Assignment | | <input checked="" type="checkbox"/> | | | | | | | | | 5 | | | | | | 5 |
| Projects | | <input type="checkbox"/> | | | | | | | | | | | | | | | 0 |
| Reports | | <input type="checkbox"/> | | | | | | | | | | | | | | | 0 |
| final exam | | <input checked="" type="checkbox"/> | | 10 | | | | | | | 40 | | | | | | 50 |
| Total | | | 0 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 0 | 0 | 0 | 0 | 0 | 100 |

Figure (19): Sample of Marks Distribution on the Intended Learning Outcomes of a Certain Course

Exam cover sheets and rubrics are used as assessment tools to clarify the relation between questions or assessment criteria and the intended learning outcomes. They also help in obtaining student scores in each intended learning outcome.

| Q# | Max | W1 | W2 | W3 | W4 | W5 | G1 | G2 | G3 | G4 | Total |
|--------------|-----------|----|----|----|----|----|----|----|----|----|-------|
| 1.a | 5 | | | | | | | | | | |
| 1.b | 5 | | | | | | | | | | |
| 1.c | 5 | | | | | | | | | | |
| 2.a | 5 | | | | | | | | | | |
| 2.b | 5 | | | | | | | | | | |
| 2.c | 5 | | | | | | | | | | |
| 3.a | 5 | | | | | | | | | | |
| 3.b | 5 | | | | | | | | | | |
| 4 | 10 | | | | | | | | | | |
| Total | 50 | | | | | | | | | | |

Figure (20): Final Exam Cover Sheet

Practical Exam Rubric

| Criteria | | A (90-100) | B (80-90) | C (70-80) | D (60-70) | F (<60) | Obtained Marks | | | |
|---|--|---------------|--------------|--------------|--------------|------------|----------------|----|----|----|
| | | | | | | | W2 | W5 | W4 | G2 |
| Theoretical background (.....marks) | Memorize the theoretical principals, construction of equipments & devices Explain the physical meaning of used equations | | | | | | | | | |
| | Identify the name of circuits, components & instruments. | | | | | | | | | |
| Setup (.....marks) | Follow the procedures and precautions to setup the experiment appropriately. | | | | | | | | | |
| Results (.....marks) | Use appropriate measuring instruments & measurement techniques to obtain the results. Read, Record & plot results. Compare between results under different operating conditions. | | | | | | | | | |
| Conclusion (.....marks) | Interpretation of obtained results Use the results to calculate parameters | | | | | | | | | |
| Total | 50 | | | | | | | | | |

Figure (21): Practical Exam Rubric Model

Third step: Is collecting results and analysis of assessment processes

Two levels of results will be obtained regarding the achievement rates of PLOs. The first one is the achievement rates of PLOs on course level, whereas the second is the overall achievements of PLOs on program level.

-Courses level:

To evaluate the achievement rate of a certain PLO on course level, the following equation has been used:

$$Ach(PLO)_{ij} = \frac{TSC_{ij}}{TSUM_{ij}}$$

Where TSC_{ij} is the total marks related to PLO number i scored by students in course number j .

Fig 22 shows a sample of reports generated by the direct assessment sheet (DAS) that has been used to calculate the PLOs achievements in each course. DAS has the following advantages:

- It can be used to calculate the achievement of PLOs in each assessment method.
- It makes accumulation for student's marks in all assessment methods based on PLOs, so the student performance in different skills can be evaluated.
- It generates a report with detailed students' marks and calculates their grades automatically.

- It generates a statistical report for the course including grade distributions, CLOs achievement rates as well as achievement of different assessment methods with clear illustrations.

It gives the total score and total sum of each PLO on course level which will be used to calculate the overall achievement of PLO on program level.

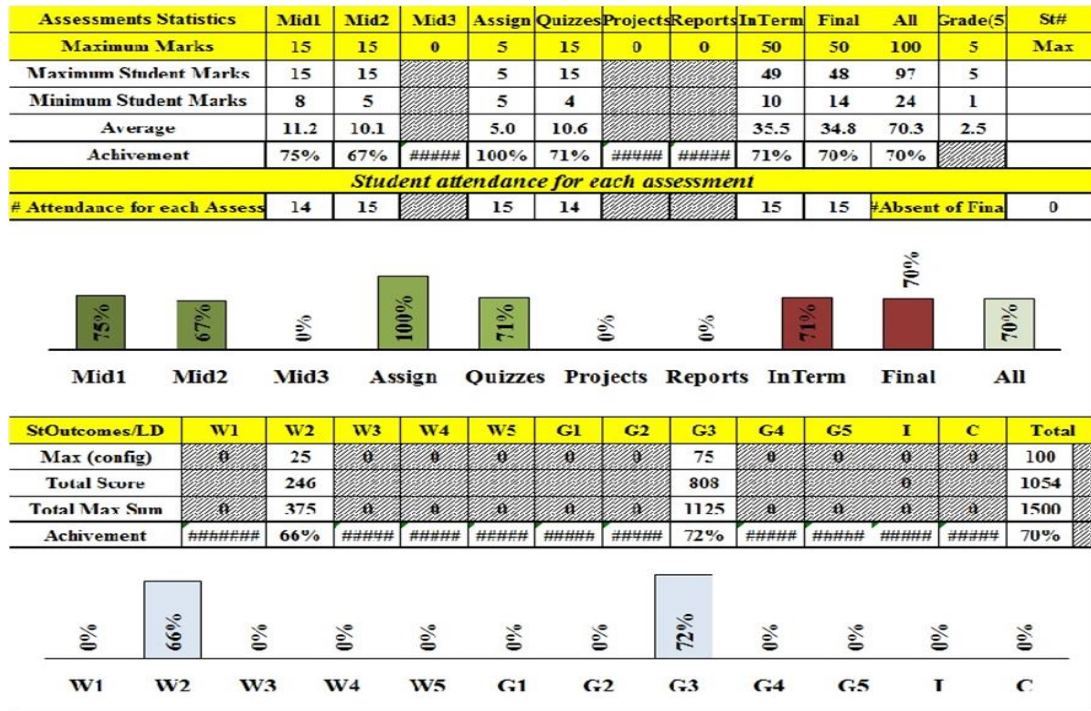


Figure (22): Sample of Direct Assessment Results Generated by DAS

Program level:

To evaluate the achievement rate of a certain PLO on program level, the following equation has been used:

$$Ach(PLO)_i = \frac{\sum_{j=1}^{N_i} TSC_{ij}}{\sum_{j=1}^{N_i} TSUM_{ij}}$$

Where N_i is the number of courses related to the PLO number i .

| | | | | | PLOs/Courses matrix | | | | | | | | | | | | |
|------------------------------------|----------|------------|------------|--|---------------------|-----|-----|-----|---------------|-----|-----|-----|----------|---------------|-----|--|-----|
| Course Title | Level | # students | Instructor | Program Intended Learning Outcomes (PILOs) | | | | | | | | | | | | | |
| | | | | KNOWLEDGE (W) | | | | | COGNITIVE (G) | | | | PERSONAL | COMMUNICATION | | | |
| | | | | W1 | W2 | W3 | W4 | W5 | G1 | G2 | G3 | G4 | I | C | | | |
| | | | | | Wt. | Wt. | Wt. | Wt. | Wt. | Wt. | Wt. | Wt. | Wt. | Wt. | Wt. | | |
| Differential and Integral Calculus | MATH 203 | 4 | 18 | Dr. nasser | 29 | | | | | | 71 | | | | | | |
| General Physics (2) | PHYS 104 | | 25 | Dr. Emad | 15 | 25 | | | | | 20 | 30 | | | | | |
| Basics of Engineering Drawing | GE 104 | | 20 | Dr. Abdullah Edris | 40 | | | 40 | | | 20 | | | | | | |
| Communication Skills for Engineers | ENGL 108 | | 16 | Enng. Jayed | | | | | | | | | | | | | 100 |
| none | | | | | | | | | | | | | | | | | |
| Differential Equations | MATH 204 | 5 | 43 | Dr. abdulkader | 50 | | | | | | 50 | | | | | | |
| Fundamentals of Electric Circuits | EE 201 | | 30 | Dr. Harmal | | 39 | | | | | | | 61 | | | | |
| Engineering Electromagnetics (1) | EE 213 | | 36 | Enng. Jayed | | 44 | | | | | | | 56 | | | | |
| Introduction to Engineering Design | GE 105 | | 26 | Dr. Abdullah Edris | | 27 | 27 | | | | 25 | 21 | | | | | |
| Statics | GE 201 | | 39 | Dr. Abdullah Edris | 44 | 33 | | | | | 23 | | | | | | |
| Computer Programming in "C++" | GE 211 | | | | Dr. Hazem | | | | | | | | | | | | |

Figure (23): Section of PLOs-Courses Matrix

A summary of PLOs overall achievement rates in electrical engineering program for semester 381 and 382 are shown in figure 24.

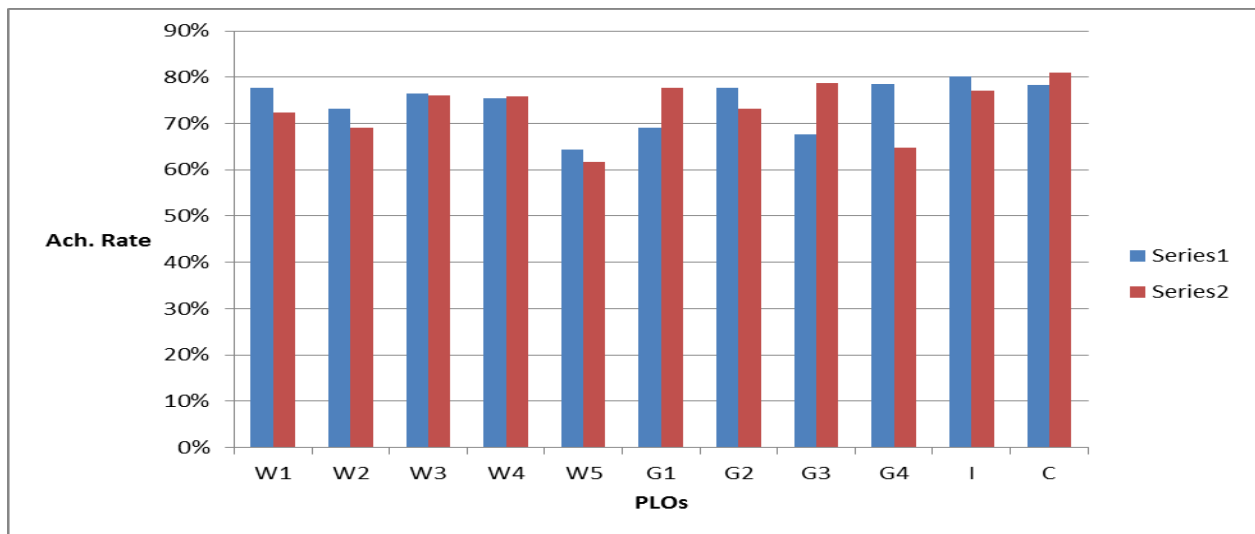


Figure (24): PLOs Achievement Rates for Semester (Series 1; 381 - Series 2; 382)

The fourth step in assessment cycle is improvement and adjustment in the light of obtained assessment results. This step may include:

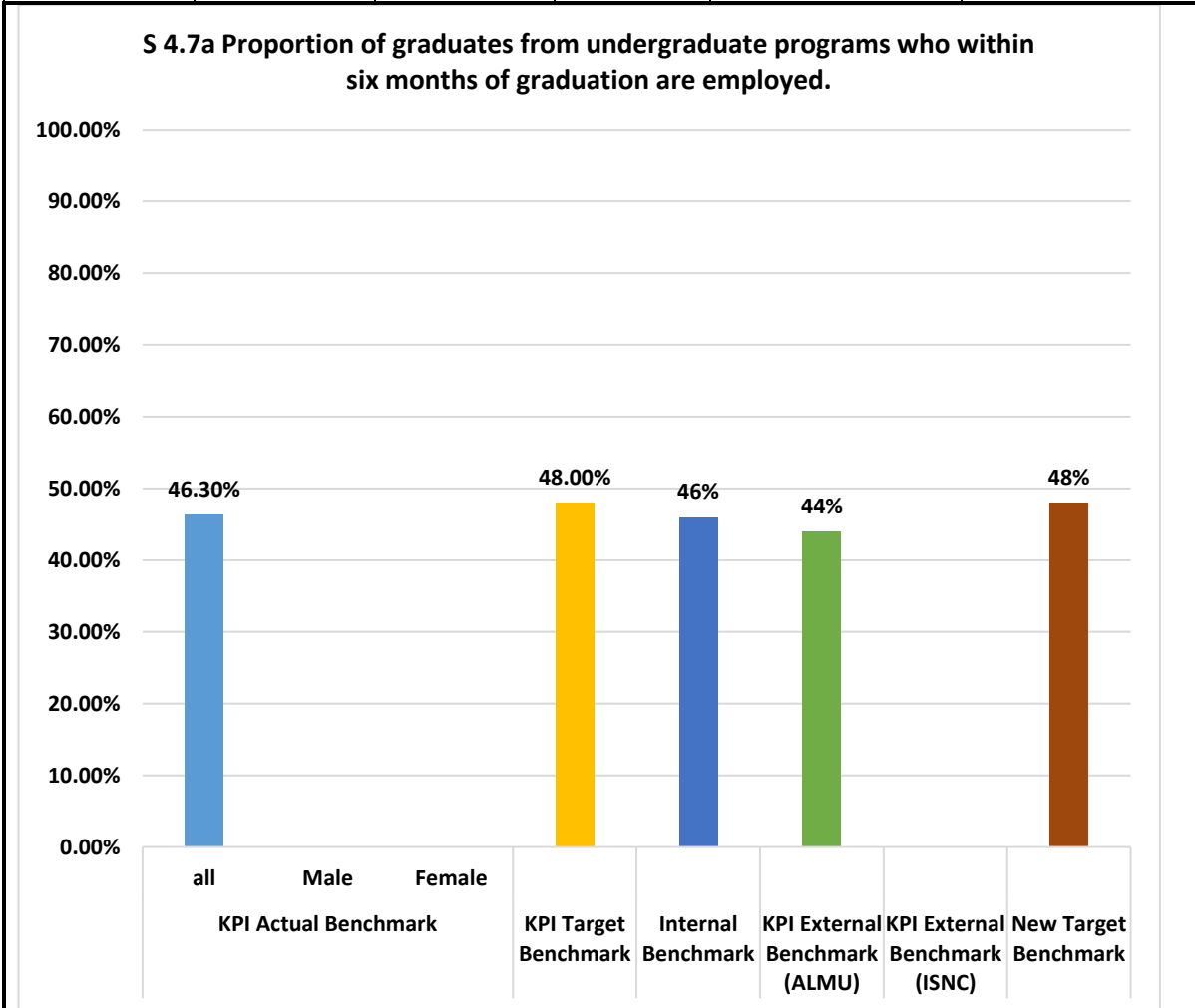
- Modification in teaching strategies.
- Modification in applied assessment methods.
- Readjustment of PLOs marks distribution.

Program learning outcomes direct assessment reports for law and pharmaceutical science have been attached in (annex [G4.2.7](#))

Table (35) KPI: Proportion of graduates from undergraduate programs who within six months of graduation are employed.

NCAAA KPI Reference Number : S4.7a Institutional KPI Reference Number: 11

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|----------------------|----------------------|--------------------|------------------------|--------------------|----------------------|
| | | | ALMU | ISNC | |
| 46.32% | 48% | 46.32% | 44% | Data not available | 48% |



KPI analysis:

Strengths:

1. Actual benchmark value lies above the value of external benchmark.

Recommendation:

1. BPCs need to study the labor market and focus on developing competencies and outcomes that improve the employability of their graduates.
2. Strong contacts should be maintained with graduates to monitor their professional progress.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

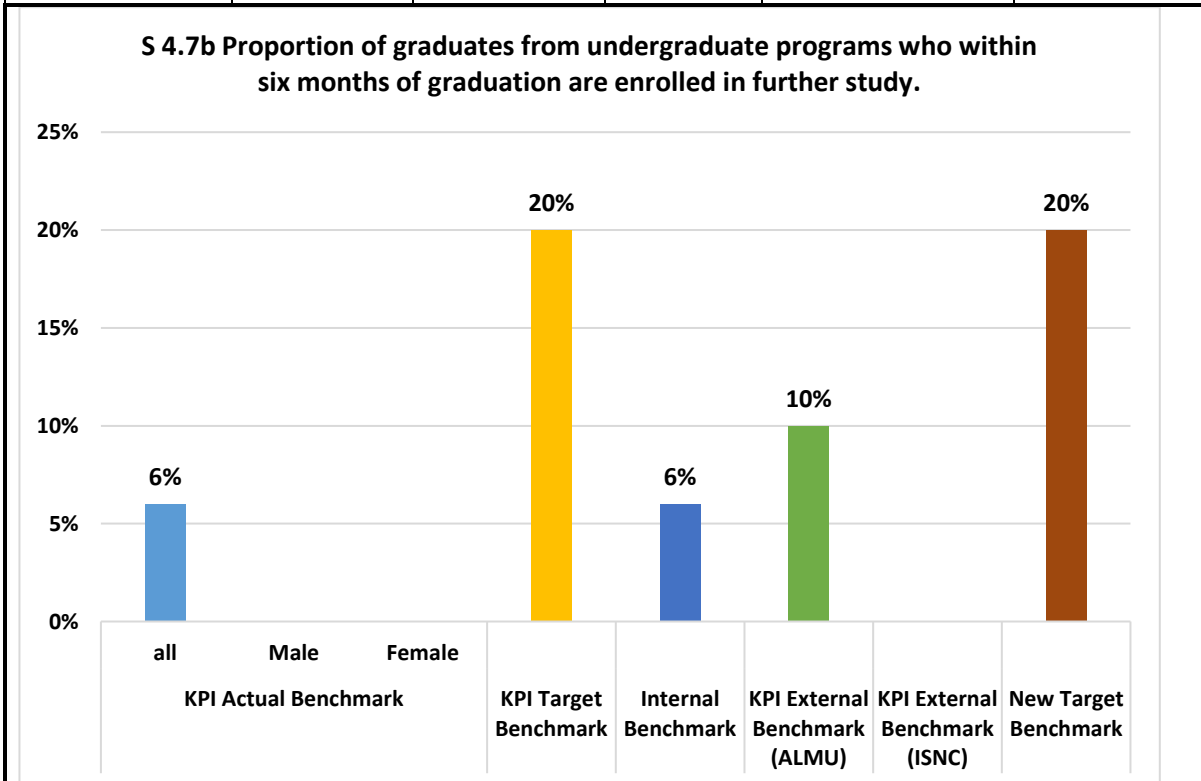
External benchmark providers is:

- ALMAAREFA university (ALMU)

Table (36) KPI: Proportion of graduates from undergraduate programs who within six months of graduation are enrolled in further study.

NCAAA KPI Reference Number: S4.7b Institutional KPI Reference Number: 12

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|----------------------|----------------------|--------------------|------------------------|--------------------|----------------------|
| | | | ALMU | ISNC | |
| 6% | 20% | 6% | 10% | Data not available | 20% |



KPI analysis:

Strengths:

1. An training, internship and alumni unit have been established in each college.

Recommendation:

3. BPCs need to study the labor market and focus on developing competencies and outcomes that improve the employability of their graduates.
4. Strong contacts should be maintained with graduates to monitor their academic progress.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers is:

- ALMAAREFA university (ALMU)

4.3: Program Development Process: (***)

All Programs in different disciplines follow NCAAA templates and guidelines regarding developing learning outcomes, teaching strategies assessment methods. Therefore, all the academic Plans are well delivered and evaluated and set as detailed in program specifications. This should include knowledge and skills to be acquired and added into strategies for teaching and assessment for the progressive development of learning outcomes in all domains which are defined by the NQF. The courses content and teaching strategies are aligned to promote effective teaching and learning processes (Annex [G4.2.2](#)) and (Annex [G4.2.6](#)). Current programs are modified based on periodic reviews which are carried out by the curriculum and programs planning committee in all academic departments. These reviews cover all programs and courses at least once every five years to determine whether they meet the requirements or not and to examine their current suitability to the labor market jobs.

The policy and procedure of updating programs or adding new programs are clearly described in curriculum and study plan manual (Annex [G4.1.2](#), pages 13 and 14). New programs are suggested by college council and the proposed curriculum is presented to higher committee for programs and study plans to be discussed and forwarded to Board of Trustees for final decision (Annex [G4.1.3](#)).

Faculty professional development activities are developed especially in the areas of teaching and learning, however, all assessment and strategic planning methods of the teaching Faculty staff participated and contributed in a series of workshops and assemblies that were delivered by a quality expert. The aim of these workshops and meetings is to train and practice faculty staff on how to improving the abilities of writing program and course specifications and reports using the NCAAA template. The teaching faculty staff who attended workshops shifted their experience to their colleagues through group discussions. Thus, at BPCs all teaching staff necessity to be trained on these extremely important quality aspects (Annex [G4.3.1](#)).

College Advisory Council have been officially formed at BPCs. They add value to programs by presenting the advice of relevant professional practitioners regarding the content and quality. Activating the role of programs advisory Council is considered as one of the priorities for improvement (Annex [G4.3.2](#)).

4.4 Program Evaluation and Review Processes (***)

Program evaluation is an important activity to examine the relevance of programs to the existing environment. It is a mandatory process at BPCs to measure quality aspects of the offered programs and to know whether they meet the needs of the labour market and being implemented to serve the community. Based on what has been stated in the previous section, the process applied to evaluate all academic programs complies with NCAAA protocols. Each program undergoes mandatory periodic reporting cycles using NCAAA templates (Annex [G4.1.8](#))

The review of periodic evaluation of programs is conducted at the department level. All teaching staff along with the head of departments are involved in the review (Annex [G4.4.1](#)). Course and field experience reports are prepared according to the guidelines of NCAAA template which includes direct and indirect assessment results in order to assess the quality of teaching and to be sure that students' achievements met the targeted goals (Annex [G4.1.7](#)) and (Annex [G4.4.2](#)). All courses and programs portfolios are updated regularly (Annex [G4.4.3](#)). All modifications are documented in course and program report in order to clarify the reasons for any changes or improvement actions assigned to courses and programs respectively, these report to be submitted to the top academic consultants of the colleges / programs annually. (Annexes [G4.1.7](#) and [G4.1.8](#))

Records of students' grades in all courses offered in the study plans in all different disciplines are being preserved through an electronic program (e-register) which facilitates retrieval of the required data. These records are included in the key performance indicators (Annex [G4.4.4](#))

Quality and Development centre at BPCs developed performance indicators that include scales of learning outcomes in all programs. These performance indicators are being used to draw comparisons between male and female within the program (Annex [G4.2.7](#)). This promotes all academic programs to formulate their respective learning outcomes and to organize relevant learning resources. Quality and development center will deliver short training courses and workshops at the beginning of the academic year 1440/1441 in order to improve the alignment between learning outcomes and teaching strategies in program and courses specification.

Academic programs at BPCs were reviewed by two internal reviewers (Annex [G4.4.5](#)). They reviewed all program specifications including the learning outcomes and their compatibility with the NQF and NCAAA guidelines for writing program specification template.

Views of students, graduates, employers and faculty members about the quality of programs should be taken into consideration for improvement actions. Beside this, Quality and development center in BPCs have a short term plans to improve, develop, review, and assess the quality of programs through periodic follow-up reports of all programs in order to reach the optimal quality according to NCAAA.

In addition, Quality and development Unit will provide at the beginning of the academic year 1440-1441, workshops and seminars for teaching staffs about how to calculate key performance indicators to assess the academic and non-academic achievement.

4.5: Student Assessment (*)**

Programs offered are designed to help students to develop their intellectual skills and capabilities in a way that enable them to engage in lifelong learning, A series of workshops were held by Quality & Development Centre to provide training for teaching faculty staff on the theoretical and practical aspects of assessing students, modern assessment methods and teaching strategies (Annex [G4.3.1](#)). Moreover, Teaching staffs are required from the beginning of each semester to prepare course plans and course specifications according to the NCAAA template. These templates provide a comprehensive teaching blueprint that includes information about learning outcomes, prerequisites, course description, contents, assignments, textbooks, evaluation procedures, teaching methods, grading standards and faculty's office hours (Annexes [G4.2.6](#) and [G4.5.1](#)).

Several of direct and indirect assessment tools are used to assess students' performance. Compatibility of these tools with its inherent quality to measure the achievement of the relevant learning outcome is ensured, these methods also are used to provide adequate feedback to programs coordinators to identify strengths and weakness in each program, in order to suggest program improvement plan (Annex [G4.5.2](#)). Also teaching staffs in each department and quality and development Units in different colleges at BPCs engage and collaborated with each other in assessment process. Moreover, BPCs adopt some mechanisms to ensure that the assessment of students' works is conducted fairly and objectively, for examples triple exams committee, internal audit, and common correction of

exams, Furthermore, quality and development centre will take in the next academic year 1440-1441 new mechanisms particularly regarding to develop the internal and external measurement for student achievement. (Annex [G4.5.3](#)).

The methods of assessing program learning outcomes at BPCs include:

A-Direct Assessment methods:

First: Students' results in courses of an academic program.

Class room activities such as assignments, reports and projects can be considered strongest assessment mechanism at the courses level (Annex [G4.5.4](#)). A specific cover sheet has been designed to link questions, course learning outcomes and program learning outcomes (Annex [G4.5.5](#)). Therefore all assessment tasks for each course during the semester contribute to the assessment of courses learning outcomes.

Second: Capstone Courses Exams

Passing capstone courses needs a cumulative experience of a number of courses. The average of passing these courses is a direct assessment of program learning outcomes (Annex [G4.5.7](#)).

Third: National Standards Exams

National standards test such as (Examination Board for Health Disciplines) are considered means of assessing graduates' learning outcomes because passing these exams is an indication of the acquisition of the required skills.

B-Indirect Assessment methods:

Indirect assessment methods encompass a number of surveys covering alumni, graduates and employers (Annex [G4.5.8](#)). Also it includes Exit Exams in which a variety of questions are given to assess learning outcomes of graduate students according to the National Framework of Qualifications (NQF). Students' results represent direct assessment of program learning outcomes (Annex [G4.5.6](#)).

Therefore, the assessment results at BPCs guide the curricular and institutional direction, and to ensure the quality of the assessment process, a course portfolio is to be submitted by faculty members at the end of each semester to the quality coordinator in each constituent college. It includes students' grades and samples of direct and indirect assessment tools as well as course report. The course report for each subject includes information about effectiveness of planned strategies, course evaluation, grades distribution and planning for improvement (Annex [G4.4.3](#)). Moreover, BPCs adopt some policies and procedures to include

actions to be taken to deal with situations where standards of students' achievement are inadequate. Also, in each program there is an advisory council (Annex [G4.3.2](#)) which comments on the program's outcomes and assessment methods. Based on these comments learning outcomes and assessment methods are updated.

4.6: Educational Assistance for Students (*)**

The first year in each program prepare students for the advanced courses in the program. BPCs provide students good opportunities to be lifelong learners and groom them for academic success. At the level of programs, BPCs demonstrates a high level of commitment to support and enhance learning through the provision of necessary services. Students' necessary and important information is summarized in handbooks and brochures in hardcopy format (Annex [G4.6.1](#)). Students can acquire these materials free of charge and it is available on the website Moreover, website provides regular information regarding academic programs, the different of disciplines in departments, admission requirements procedures, and the library facilities (Annex [G4.6.2](#)). This information delivers a good comprehensive background of BPCs to fresh students and regular that help them to make informed decisions. Furthermore, the admission and registration office at BPCs facilitates the admission procedures and provides the needed assistance to the existing and prospective students (Annex [G4.6.3](#)).

BPCs routinely organize orientation programs for all fresh students. Its main purpose is to advice students on curriculum and career matters through academic counsellors, advisors and senior students representing different programs ([G4.6.4](#)).

Teaching staffs acting as academic advisors for students to guide students to achieve their academic and career goals furthermore lead them to select appropriate courses and complementary educational experiences, beside this enhance the students' awareness of available educational resources such as internship opportunities, honors, and tutoring programs (Annex [G4.6.5](#)).

Moreover, teaching faculty staff are required to provide four office hours weekly for advising students. Students can ask for additional appointments if the office hours are not sufficient (Annex [G4.6.6](#)). Students' satisfaction about academic counseling is generally assessed through surveys which include some items about assistance given to students (Annex [G4.6.7](#)).

Student Affairs/ support Unit used an electronic system (E-register) to monitor and control the teaching load of faculty staff and the permitted credit hours for students per semester according to the study plan of the relevant programs. Also can be facilitates and arranges the timetable, classrooms and laboratories between departments. Every teaching faculty staff and student had a password protected online account on the academic portal (annex [G4.6.8](#)) In both sections, there is an Academic and social council department which is responsible for implementing students' psychological and academic problems with the help of academic advising committees in colleges and programs. Moreover, the Student Affairs/ support Unit in each constituent college acts as an academic counseling unit, besides this it had direct responsibilities for providing accurate and consistent information to students about the programs requirement, study plans, policies and procedures. Through student affairs/support unit students can file complaints and ask for re-entry and re-correction procedures (Annex [G4.6.9](#)). It also ensures that students have understood the various academic options available and received information they need, likewise monitors student's progress in the academic portfolio, which will comfort in Reduce students' repetition rate.

BPCs offer high quality academic and educational assistances to students in graduate programs according to the provisions of graduate studies regulations. Students can easily access learning resources, containing teaching faculty staff, associate staff, technicians, equipment, instrument, and text books that assist them in achieving the targeted of learning outcomes, Still, more improvement of these resources necessary to be updated, similarly BPCs has a very strong desire to ensure that text books, supporting references with new editions and programs embody quality, in central library there is also a space for students to revise their lessons.

The central library offers a range of education support services such as computers for the use of students, library e-services and automated search service for topics, books and authors. This practice will be analyzed in detail while discussing substandard six relating to learning resources. For students pursuing medical and applied sciences programs, BPCs has developed partnerships with some of the governmental institutions in Qassim area for training of students during studies or after graduation to complete the graduation internship (Annex [G4.6.10](#)).

Subjects taught in first level are considered an introductory level of the programs and they constitute a building block of the programs plans. Besides, the students can enable to improve

their language skills and performances during this terms, therefore they can follow their academic achievements.

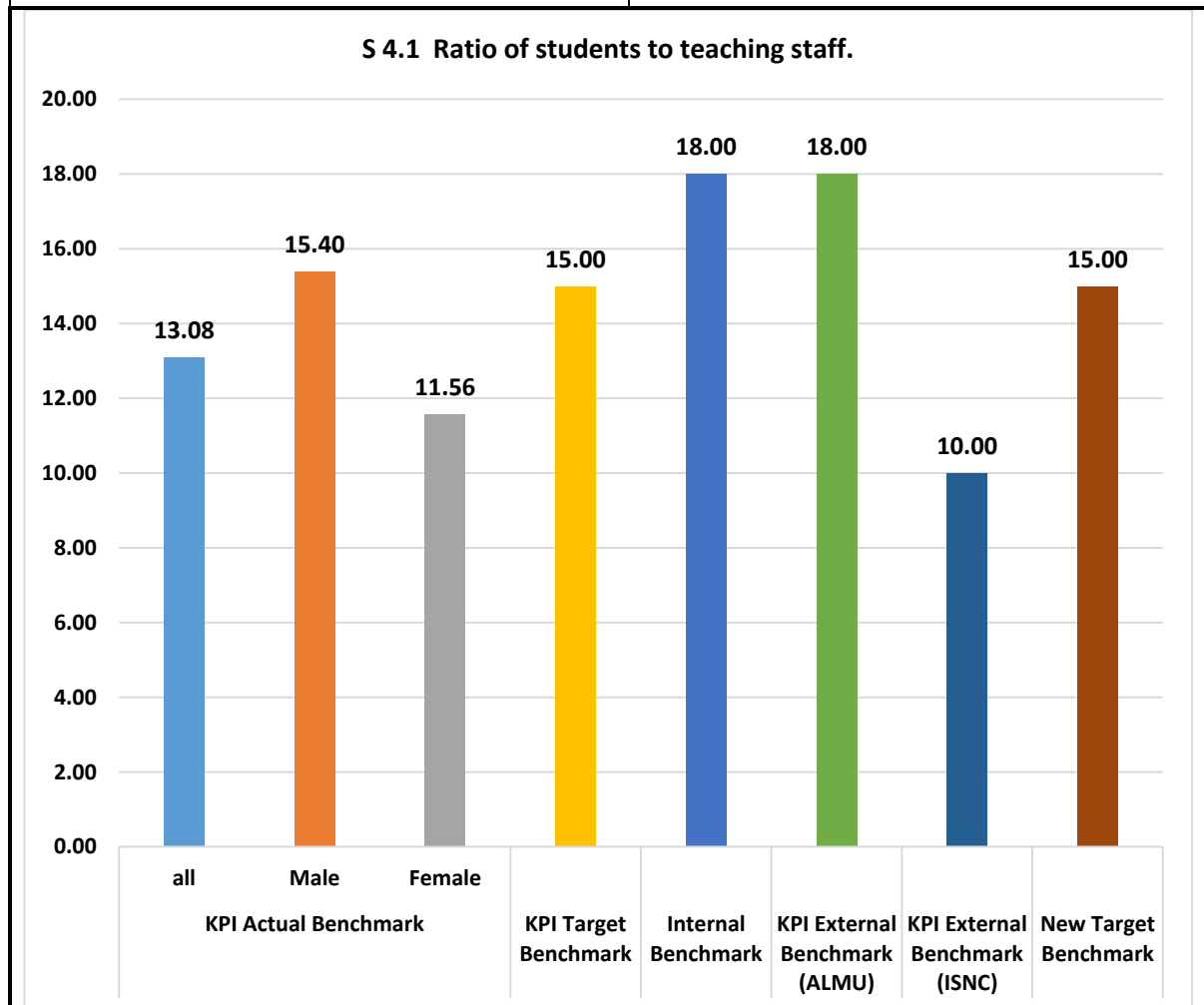
Additionally, Year to year progression rates have been monitored and analyzed to provide assistance to any categories of students who may be exposed an academic difficulty. As a result, a system of alerting academically weak students exists where in the authorized vice deanship of the faculty reviews results immediately after they are released and makes a list of students whose GPA is below 2. Academic warnings are issued to such students ([G4.6.11](#)).

Table (37) KPI: Ratio of students to teaching staff.

NCAAA KPI Reference Number: S4.1

Institutional KPI Reference Number: 6

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 13.8:1 | 15:1 | 18:1 | 18:01 | 10:1 | 15:1 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 15.4:1 | | | 11.56:1 | | |



The actual KPI value have been calculated by:

Dividing number of enrolled students over number of teaching staff for the academic year 2018/2019

KPI analysis:

Strengths:

1. It can be noticed that there is improvement in the overall value of the KPI (23.3%),
2. The ratio is within the values of the national figure.
3. New teaching staff members have been hired, so the overall number have been increased from 157 in 2017/2018 to 177 in 2018/2019.

Recommendations:

1. BPC is encouraged to attract and keep enough number of faculties to provide high quality learning service.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

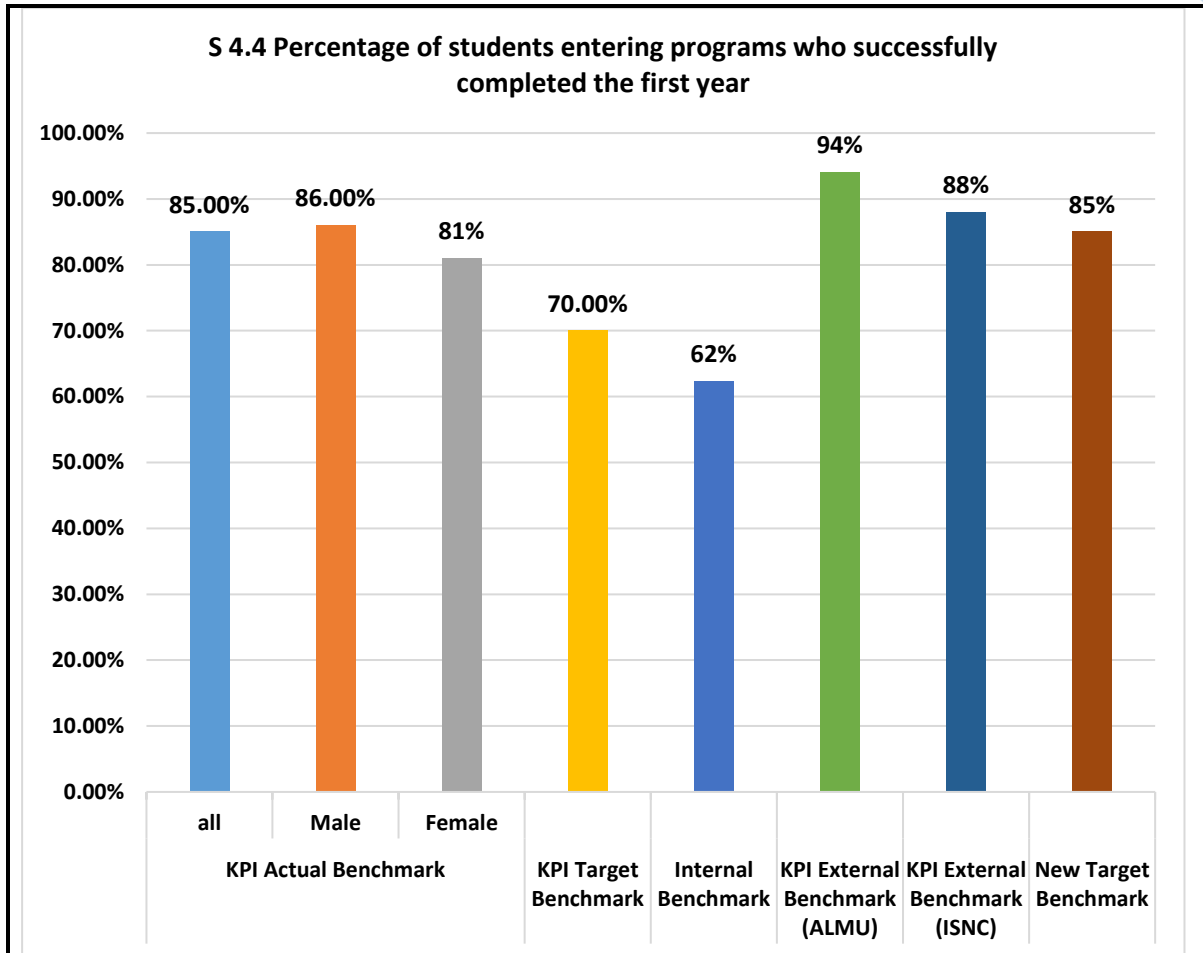
Table (38) KPI: Percentage of students entering programs who successfully completed first year.

NCAAA KPI Reference Number : S4.4 Institutional KPI Reference Number: 9

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|--------|----------------------|
| | | | ALMU | ISNC | |
| 85% | 70% | 62.37% | 94% | 87.92% | 85% |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 86% | | | 81% | | |

The actual KPI value have been calculated by:

Dividing number of students who passed the first year successfully over number of students who enrolled in the first year



KPI analysis:

Strengths:

1. The result shows high retaining for students especially in male section.
2. The KPI actual value has been improved regarding the internal benchmark value.

Recommendations:

1. BPCs is encouraged to verify students achievement levels in first year by independent evaluator.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation.
- Compatibility of infrastructure and facilities required for the programs.
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

Table (39) KPI: Proportion of students entering undergraduate programs who completed those programs in the minimum time.

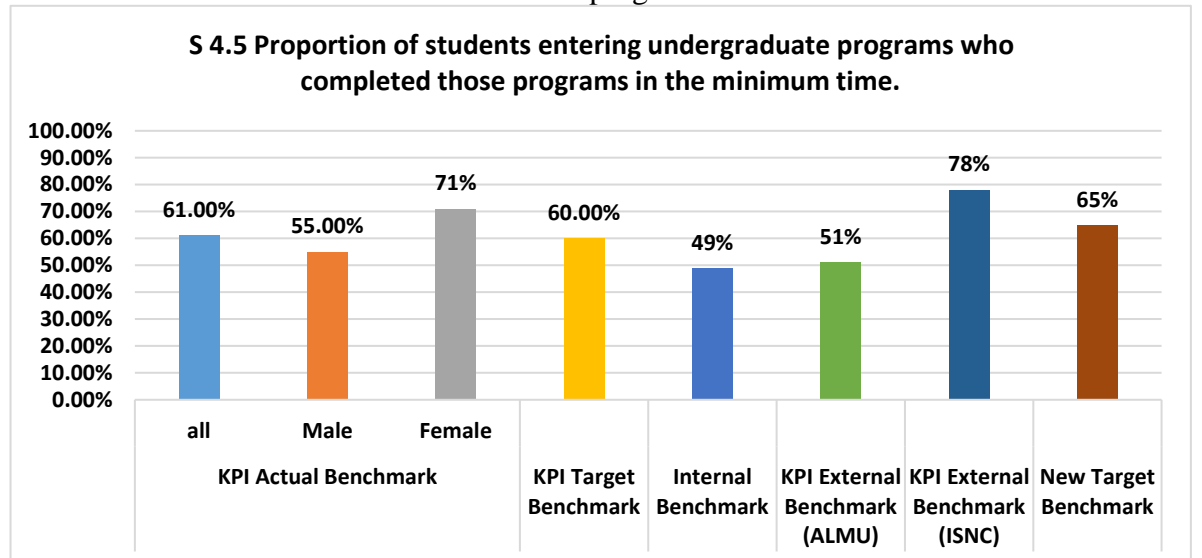
NCAAA KPI Reference Number : S4.5

Institutional KPI Reference Number: 10

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 61% | 60% | 48.97% | 51% | 78% | 65% |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 55% | | | 71% | | |

The actual KPI value have been calculated by:

Dividing number of students who completed program in min time (4, 5 or 6 years) by total number who started the program at the same time.



KPI analysis:

Strengths

1. It can be noticed that the overall completion rate has been significantly improved regarding the internal benchmark value.

Recommendations:

1. There is a significant difference between female and male values which should be analyzed to investigate whether it is due to provided resources in each section or due to female' achievement levels.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

The annual reports of colleges consist of statistical tables for graduates based on which progress and success rates are gauged. However, this practice needs to be replicated for non-graduates (Annex [G4.6.12](#)). Faculty members are appropriately equipped with the knowledge about support services provided to students at the institution, and can direct them to the appropriate sources of getting support when required.

4.7 Quality of Teaching (*)**

Board of trustees in BPCs continuously looking for allocate most of its resources available for monitoring, improving and support the quality education in all programs, which is one of the BPCs General strategic objectives, so that it can assure the competency of its graduates.

Quality& development unite regularly have orientation programs for new faculty members in order to train them to improve their skills of writing course specifications, course reports, learning outcomes, teaching and assessment methods for each domain of learning. In addition to, they participate in the faculty development activities. At programs level, they are exposed to program specifications, program learning outcomes and they also practice to prepare the direct assessment sheet for the course learning outcomes and they are recognizing how indirect assessment of courses running through students' surveys with the program coordinator endorsement which is very important to build up and facilitate the improvement plans for the courses (Annexes [G4.7.1](#) and [G4.7.2](#)).

Course and program learning outcomes are assessed by program coordinator via reviewing learning outcomes, teaching and assessment methods matrix in program and course specifications (Annexes [G4.2.2](#)) and [G4.2.6](#)). In addition to that, independent evaluator made Comprehensive reports parallel with the college advisory' council recommendations, were assumed very important and useful to ensure that teaching and assessment methods are appropriate to the corresponding learning outcomes. Though, there is a need for more improvement in teaching and assessment methods for cognitive, interpersonal and communication skills (Annexes [G4.2.5](#) and [G4.3.2](#)).

BPCs adopts some procedures in order to verify teaching quality by focusing in The consistency of courses contents and students assessment methods employed in courses specifications is monitored by program coordinator through comparing courses study plans, which are given to students every beginning of semester with the list of topics mentioned in courses specifications, Instructors reports any variation from the planned topics or

assessment tasks in course reports and they also write their justifications (Annex [G4.7.3](#)). Moreover, program academic review committee randomly visited some classes to assess the quality of teaching and to monitor the implementation of course plans (Annex [G4.7.4](#)). Courses evaluation survey result analysis for question one and two used as indication whether students have been informed and understand the main the courses objective and course completion requirements as one of good teaching practice. The result of course evaluation survey expose that students are regularly being fully informed at the beginning of the semester about course contents, goals, learning outcomes and scheduled assessment methods (Annex [G4.6.7](#)).

BPCs has established a central library in Building (5) with a modern library resources management program in addition to that found a good continuous monitoring systems (Annex [G4.7.5](#)) a good sufficient number of scientific references and textbooks with last editions, needed and insufficiency of textbooks, references are covered depending on direct recommendations and approved by the programs coordinators. (Annex [G4.7.6](#)) and (Annex [G4.7.7](#)). Students' feedback regarding the availability of text books is considered through surveys ([G4.7.8](#)). In addition to that, BPCs has subscribed to Saudi digital library to ensure easy access to update learning resources for both students and teaching staff ([G4.7.9](#)). Education Resources unit has a clear regulation to review and audit the requirements of references, textbooks, lab /clinical material and prior to procurement certification, all items and tools will be verified and compared with a recommendation in program and course specifications.

Students' attendance requirements, guidelines and regulations have been made clear from the very beginning in students' orientation (Annex [G4.7.10](#)). Moreover, BPCs has setup an effective e-register system which enables course instructors to enter attendance class by class so that academic advisor can monitor attendance for each student (Annex. [G4.7.11](#)). on the 14th week, students whose absented percentage is above 25 % are forwarded to program disciplinary committee which checks students' appeals and excuses.

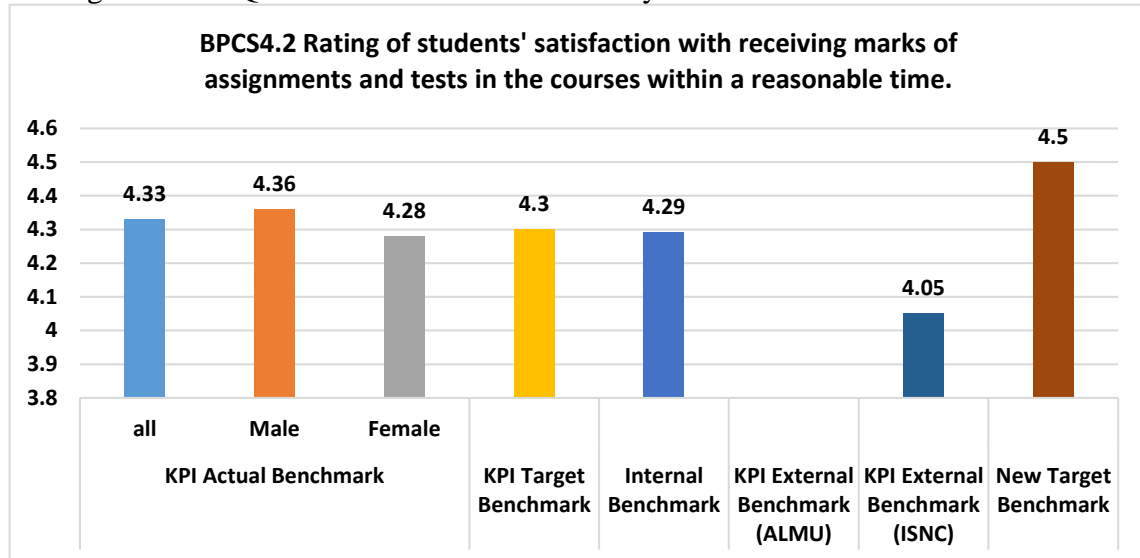
This Disciplinary committee forwards a report to college council to take a decisive decision regarding final list of students who will be denied from entering final exams (Annex [G4.7.12](#)).

Table (40) KPI: Rating of students' satisfaction with receiving marks of assignments and tests in the courses within a reasonable time..

NCAAA KPI Reference Number : BPCS4.2 Additional PI Reference Number: 2

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|-------------------------------|------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 4.33 | 4.3 | 4.29 | Data not available | 4.05 | 4.5 |
| KPI Actual Benchmark (male) | | KPI Actual Benchmark (female) | | | |
| 4.36 | | 4.28 | | | |

The actual KPI value have been calculated by:
Average score of Q 17 in course evaluation survey.



KPI analysis:

Strengths:

1. The obtained results interpret that most of students are highly satisfied with receiving their marks of assignments within reasonable time.

Recommendations:

1. The process of announcing marks to students should be regularly monitored by program coordinators.
2. Feedbacks are to be regularly collected regarding marks announcement procedure.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

Table (41) KPI: Students overall rating on the quality of their courses (Average rating of students on a five point scale on overall evaluation of courses.

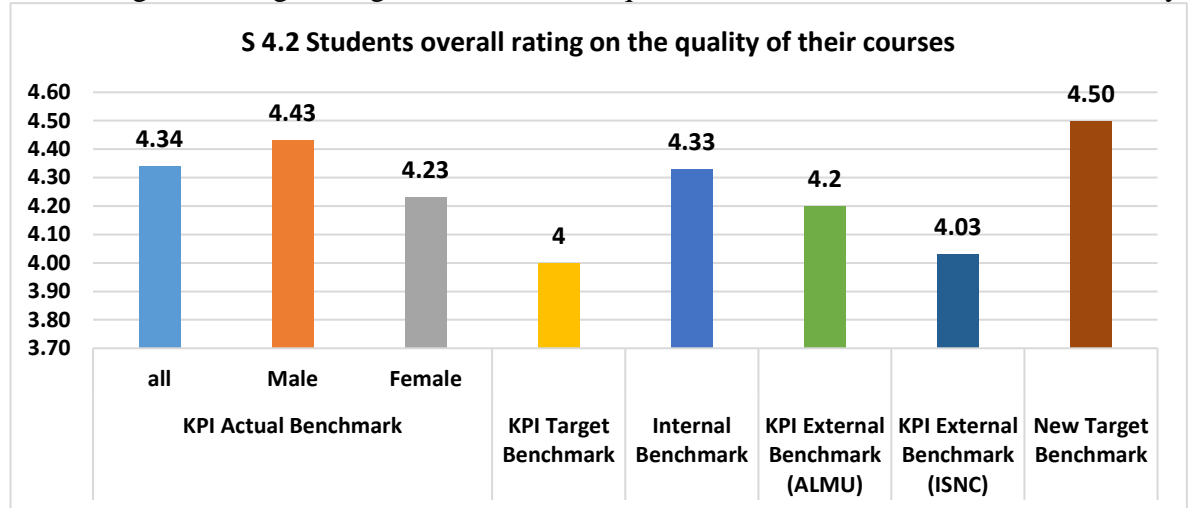
NCAAA KPI Reference Number : S4.2

Institutional KPI Reference Number: 7

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 4.34 | 4 | 4.33 | 4.2 | 4.03 | 4.5 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 4.43 | | | 4.23 | | |

The actual KPI value have been calculated by:

Evaluating the average rating of satisfaction of question no. 24 in course evaluation survey



KPI analysis:

Strengths:

1. The results reflect high level of students' satisfaction regarding their courses quality.
2. Almost equal satisfaction rates in both male and female sections.
3. The actual benchmark value is greater than that for external benchmark.

Recommendations:

1. These results have to be verified by other indicators like students' achievement levels and comparing it with achievement levels for students in other institutions.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

BPCs follows a well-defined system which ensures continuous improvement of course contents, learning outcomes, teaching methods and students assessment tools. Feedback is considered through courses and programs evaluation surveys, programs internal academic review committee reports, courses and programs reports which include an improvement plans and recommendations (Annexes [G4.7.13](#)), [G4.7.14](#)) and [G4.7.15](#)).

BPCs have department of students and alumni affairs to contact and follow up colleges graduates which is ineffective because of the difficulty to contact that large number of all colleges' graduates using classical means like phone calls or hardcopy survey. So, an training, internship and alumni unit has been reformed in each college in order to actively contact their graduates through e-surveys, e-forum, or alumni clubs and prepare database regarding them as it is an important indicator to measure programs and teaching quality (Annex [G4.7.16](#)).

4.8 Supports for Improvements in Quality of Teaching (*)**

Quality and Development Center at BPCs is highly committed to support improvements in the quality of teaching as it recognizes that teaching quality is central to students' achievement of learning outcomes. In addition to organizing and continuing professional development workshops training to maintain and Expand teaching faculty staff capabilities besides this assisting to perform their academic responsibilities properly (Annex [G4.8.1](#)).

Quality and development units in BPCs, working to raise the level of the numbering of workshops into different disciplines through which they aimed to clarify and encourage role of modern technology in the educational process, in addition to increase scientific communication between teaching faculty staff and their students. (Annex [G4.8.2](#)).

All of Professional training courses, workshops and seminars are well structured and planed from the programs and departmental levels, which is sustained and supported strongly by quality and development center at BPCs to, provide teaching faculty staff opportunity to improvement their skills (Annex [G4.8.3](#)) though to familiarize the new and modern teaching and assessment methods (Annex [G4.8.4](#)). However, attendance of conferences and scientific symposia should get more attention.

4.9 Qualifications and Experience of Teaching Staff (*)**

BPCs has made outstanding progress not only increasing the quantity of its staff but also enhancing quality with extreme to attract highly qualified, consistent with the National Qualifications Framework and requirements for employment or professional practice, with a

focus on variety on the cultural and the academic backgrounds of the faculty Members in order to help promote the level of learning outcomes while maintaining the highest standards of quality for the educational process.

The Buraydah colleges have a distinguished and respected teaching faculty staff team, with highly academic qualifications and from different nationalities such as the Arab and Asian countries. However, there is many different specialties in the fields of humanities, law, social sciences, medical, engineering, economic sciences, Islamic studies and natural sciences. (Annex [G4.9.1](#))

BPCs managed to establish a comprehensive set of policies and regulations that are widely available in the form of an employment handbooks and manuals which includes Rights and responsibilities of Saudi nationality or International faculty Staff, recruitment processes, supervision, performance evaluation, promotion, rewards, counseling and support processes, professional development, complaints, discipline and appeal procedure , However institutional commitment to recruit Saudi teaching staff in compliance with the Saudization policy and the availability of Saudi candidates who are willing to work for private sector educational institutions with a good commitment to attract Saudi instructors by offering incentives. (Annex [G4.9.2](#))

As a matter of policy, BPCs has emphasized with a strong strategic plan focused on the importance of the standard of qualifications and experience of teaching faculty staff and Associate members, lecturers, instructors, and teaching assistants, the minimum requirement for an assistant professor is a doctoral degree in relevant field of specialization. 63% of 158 fulltime faculty members are doctorate holders and 37% have masters' degrees. A good number of part time faculty members participate in academic activities into different programs to ensure upgrading of their professional skills (Annex [G4.9.3](#))

BPCs has a clear Basic contractual terms and conditions for raising the rates of efficiency, satisfaction and retention of human resources which includes the strategy of development of the processes of attracting, gathering, selecting and recruiting human resource, while Curriculum vitae give a detailed view of the diversity, credentials, qualifications and expertise of the teaching staff (Annex [G4.9.4](#))

The proportion of teaching staff with verified doctoral qualifications is calculated as performance indicator in the table below in comparison with other institutions.

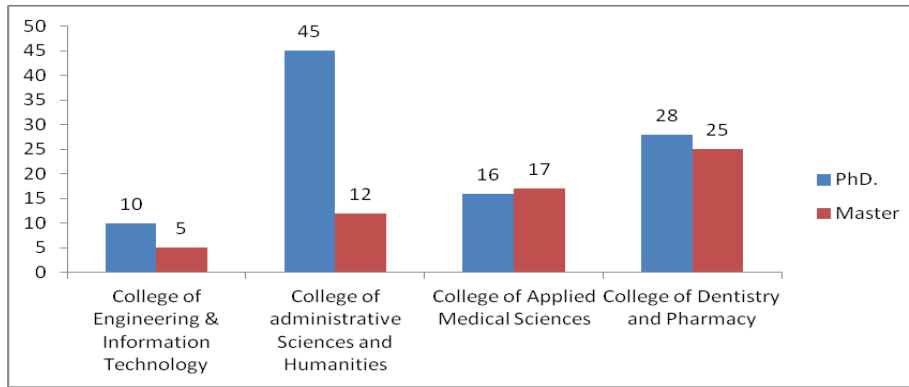


Figure (25): The Proportion of Teaching Staff with Verified Doctoral and Master Degree in BPCs Different Colleges

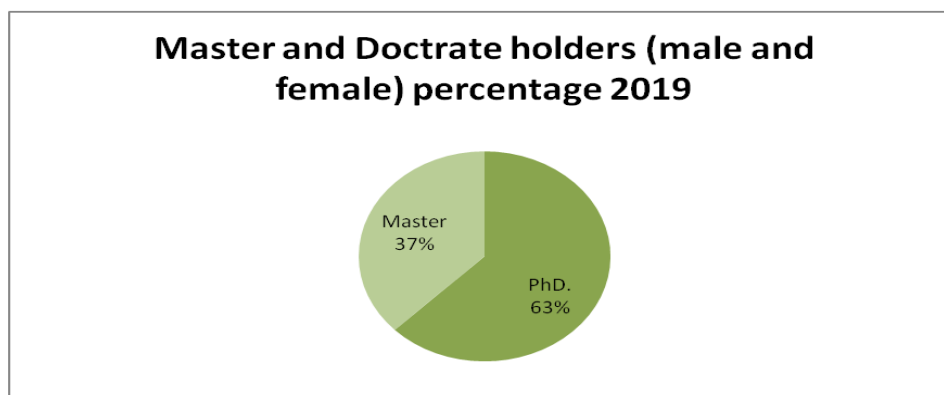


Figure (26): Master and Doctorate Holders in BPCs in 2019

All holders of doctoral qualifications have been appointed at the level of assistant or associate professors. They are distributed across the institution based on their specialities see Figure (25).

Quality and development unites are focusing on the new academic year 1440-1441H to prepare schedule for conduct workshops (by credit hours) to provide teaching staff member the required Skills into how to write and assess PLOs/CLOs joined with the regulations of national qualifications framework.

Table (42) KPI: Proportion of teaching staff with verified doctoral qualifications.

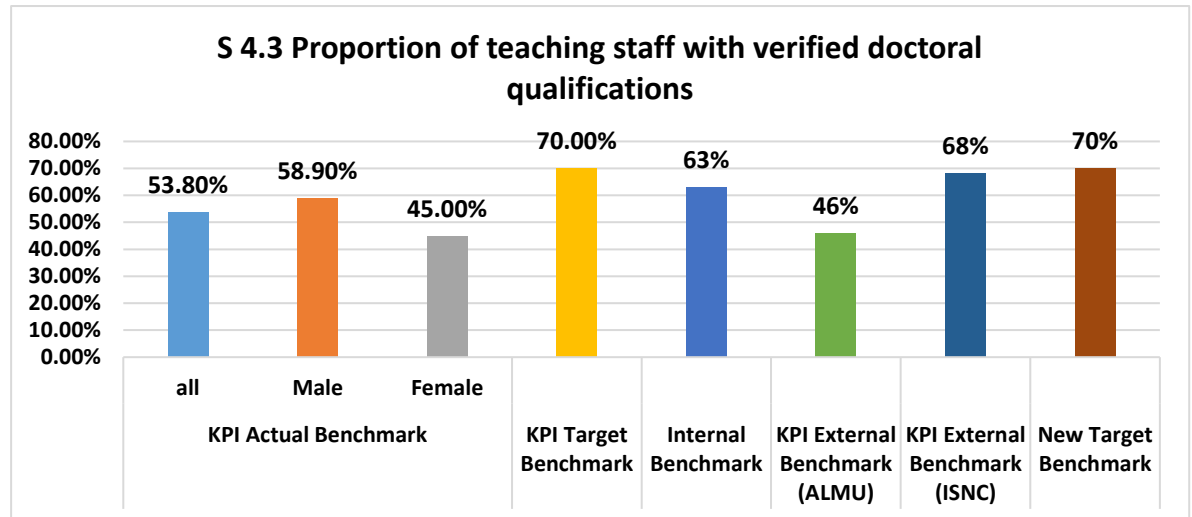
NCAAA KPI Reference Number : S4.3

Institutional KPI Reference Number: 8

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|--------|----------------------|
| | | | ALMU | ISNC | |
| 53.8% | 70% | 63% | 46% | 68.06% | 70% |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 58.9% | | | 45% | | |

The actual KPI value have been calculated by:

Dividing number of teaching staff with verified doctoral qualification by total number of teaching staff.



KPI analysis:

There is a significant degradation (9.2%) in actual KPI value compared with that of previous academic year. This degradation is more severe in female section.

Strengths:

1. The actual KPI value lies above both values of external benchmarks.

Recommendations:

1. BPCs is encouraged to hire new teaching staff with verified PhD qualifications to improve this percentage.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

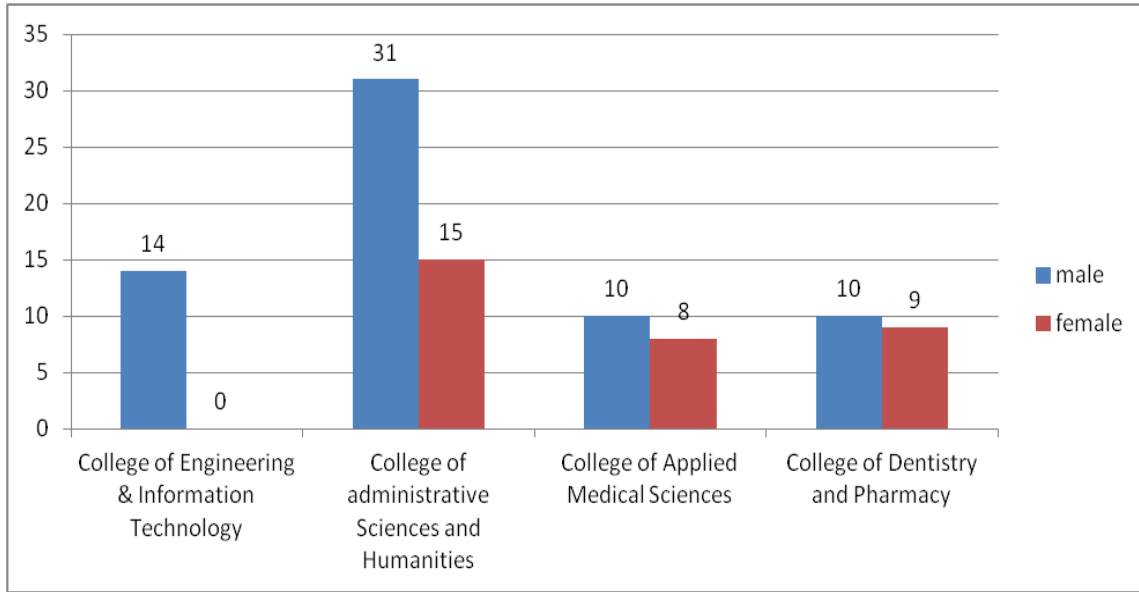


Figure (27): The Proportion of males and females Teaching Staff with Verified Doctoral Degree in BPCs Different Colleges

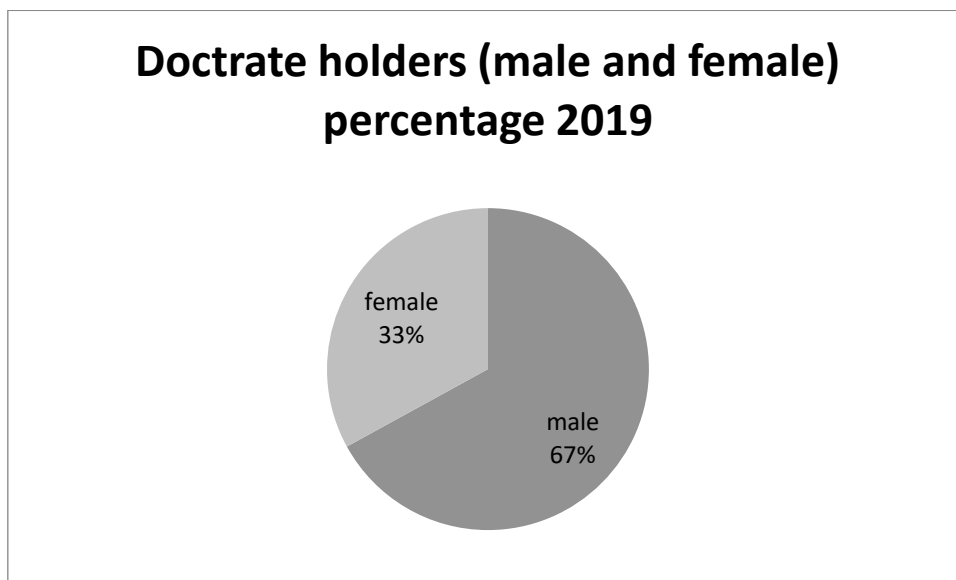


Figure (28): Comparison between Male and Female Doctorate Holders in 2019

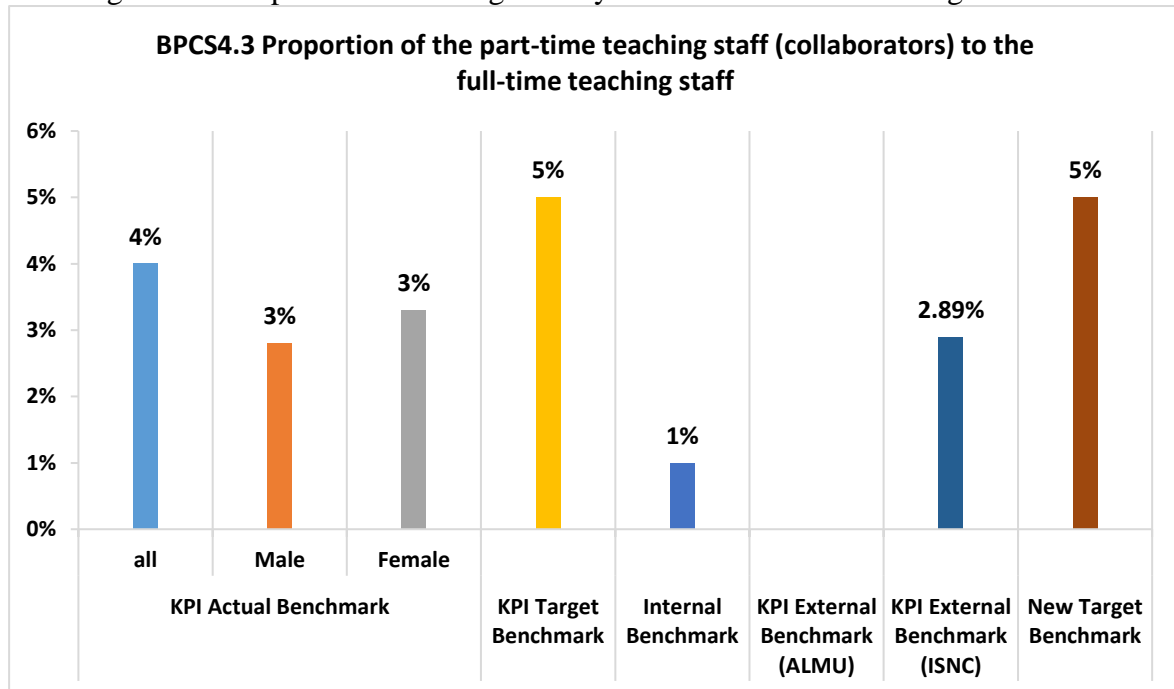
Table (43) KPI: Proportion of the part-time teaching staff (collaborators) to the full-time teaching staff.

NCAAA KPI Reference Number : BPCS4.3 Additional PI Reference Number: 3

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|-------------------------------|------------------------|-------|----------------------|
| | | | ALMU | ISNC | |
| 4% | 5% | 1% | Data not available | 2.89% | 5% |
| KPI Actual Benchmark (male) | | KPI Actual Benchmark (female) | | | |
| 3% | | 3% | | | |

The actual KPI value have been calculated by:

Dividing number of part-time teaching staff by number of overall teaching staff.



KPI analysis:

Strengths:

1. According to the show results, the proportion of collaborators has been increased to 4% (7 out of 178 teaching staff).
2. This percentage is within the national figure value.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

4.10 Field Experience Activities (***)

The main objective of field experience activities is to practice and to develop skills within the legal and ethical scope of professionalism and to provide the standards care for individuals. Field experience curriculum has been designed and seemed to be similar to academic courses, specifications and reports are well prepared following NCAAA guidelines.([G4.10.1](#)) It is offered in every professional program and it was considered one of a graduation requirements , regarding to the Field Experiment Program, BPCs has established several governmental and private agreements such as Qassim Health Affairs to help train BPC students in various health disciplines such as the ongoing agreement with Qassim National Hospital and Al Wafa Hospital, which are renewed annually (Annex [G4.10.3](#))

Field experience locations were selected according to specific criteria which mentioned in Field experience specification and standard which have been approved by college council (Annex [G4.10.5](#))

Training, internship and alumni unit ([G4.10.6](#)) has been established to manage internship activities, some of the constituent colleges and departments, especially the medical professions have appointed training coordinators to follow-up internship students. (Annex [G4.10.4](#) and [G4.10.7](#)). Depending on the type of activities, each program has field experience supervisors present on ground to monitor the quality of skills development, also they are collaborating with those at the field training locations in setting training plans for students, designating tasks, monitoring students' progression, evaluating student's outcomes and achievements, and documenting these activities in the internship logbook (Annex [G4.10.2](#))

Evaluation and assessment of students in field experience locations is done by instructors and a supervisor to cover ILOs using approved form, and the criteria of assessment was mentioned in logbook. (Annex [G4.10.2](#)) therefore the Student must repeat the internship when their assessment is less than 70 %. (Annex [G4.10.2](#))

Field experience risk is managed by preparing students to be familiar with safety and evacuation protocol in a field; also they should be vaccinated against some infectious diseases ([G4.10.8](#))

Over all evaluation of quality of standard 4

Particular strengths:

- Highest governing body of BPCs (Board of Trustees) develops, monitoring and review all educational policies and strategies of the quality of learning standards.
- There is a higher academic committee in the Buraydah Private colleges for depth evaluation and approval of the new program proposals concerning any special requirements applicable to the field of study concerned and requirements for graduates in that field in Saudi Arabia.
- regular contentious an assessment found to clarify the annual reports of all programs by the department / college committees ,This system is well designed by NCAAA and covers all aspects of the program
- A clearly instructions and rules preliminary from the departments and then the Deanship of the Colleges and finally by Deputy General Supervisor of academic affairs to determine the levels of review of KPI and reports on courses and programs.
- The BPCs programs have learning outcomes consistent with the National Qualifications Framework.
- Individual course learning outcomes are put by specialists in each department under supervision from academic expertise.
- A mechanism is available in all academic programs that provide evidence on the appropriateness of learning outcomes, including graduate student surveys and independent evaluator feedback.
- Most of learning outcomes are measured in a variety of valid assessment methods.
- Curriculum development processes are continuously being reformed and discussed on a large scale.
- BPCs have a strategic plan to ensure that faculty members are aware of their ability to use the strategies included in the programs and the courses.
- The reformed curriculums has been bench marked with curricula of elegant universities in addition to taking the outlook from International consultants from different countries of the helped design and evaluate this curriculum
- BPCs provide an integrated system for keeping student records and grade for all academic programs and are included in quality indicators.
- Most programs apply direct assessment of students' achievement in intended learning outcomes and indirect assessments for the program and courses, in order to prepare regular annual report including improvement plans.
- All program keep records for all process of teaching and assessment or modifications in courses or the program itself in course and program portfolio respectively.

- Application of objective assessment tools in programs consistent with learning outcomes.
- The matrices are used for student tests and assignments to ensure that the planned scope of the student learning outcomes areas are addressed.
- Application of rational procedures to ensure that students' performance in assessments is fairly and objectively graded.
- The colleges follow study and examination guidelines and rules manual in which the students right to appeal for re-evaluating his performance in exams.
- Time devoted for students advising are scheduled and clearly announced for students in male and female section.
- The colleges use an e-register system which strictly governs the load of students as per program study plan.
- Students' completion rate in courses and the program as per planned period are reviewed periodically and used in the program and course report as performance indicator.
- Each teaching faculty is responsible for a group of students to follow their academic performance and conduct regular meeting to identify the weaknesses and strength, especially the students with low GPA.
- Teaching faculty follow the stated teaching strategies as per course specification and report any variation if needed in course report.
- Students informed at beginning of the course regarding the contents, learning outcomes, and assessment tools to be used during the course.
- The colleges use effective e-register system enable course instructors to enter attendance of students class by class, and students with absent more than 25% were denied from the course after approval of the college council.
- The teaching staffs are devoted for self-development regarding skills of teaching.
- Qualifications of teaching faculty are in consistence with programs requirements.
- full time teaching faculty represent 99% of the total number which contribute to the availability of teaching staff all the time to fulfill the need of the students.
- All Candidates Certification must be authenticated from the Saudi Cultural Attaché at the country of certificate origin.
- Most of the programs provide will specified field training experience related to the profession, in which the learning outcomes are integrated with programs goals.
- Field experience placement is specified and approved by colleges' council to ensure that it complies with required learning outcomes.

- The students during the field training are assessed by both the college training supervisors and the training site preceptors according to specification of field experience in each program.
- There is regular follow up by the teaching faculty for the students in the training site, to follow up the development of the students skills and to provide the needed corrective actions.

Recommendations for improvement:

- Quality and development center will follow and monitor the actions plan prepared by colleges' Board of Trustee in response to the programs/ departments and college reports and requests for improvements.
- The monitoring and evaluation committee in different college to follow up and prepare plan to evaluate the consistency of learning outcomes and teaching strategies with the profession requirements.
- Higher committee for quality and strategic planning to conduct a comprehensive evaluation for all programs performance, to recommend an actions plan.
- Include the independent evaluator feedback and recommendations regarding the programs performance in the annual programs improvement plan.
- Colleges should providing adequate facility for student study prepared with computers and internet.
- English language course designed for the need of each program has to be included in the new proposed programs, in order to prepare the students with needed terminology. in addition to the languages courses provided by the community service center.
- More training program is needed in the field of application of new technology in teaching.
- The college administration has to implement the available guidelines for nomination of outstanding teaching faculty.
- College administration to implement the guideline for encouraging research contribution of teaching faculty.
- The training and alumni unit in each college has to prepare plan to manage the training site risks and orienting the students about the possible risks and prevention measures.

Priorities for action:

- All programs to include the self-evaluation report in their next year quality action plan as a priority, and that should be regular practice every 3 years.
- The alumni units to include in the annual action plan the follow up the colleges' graduates and employers, to assess their satisfaction regarding consistency of the programs learning outcomes and the professional requirement

- Continuous training faculty members based on need assessment to be planned and implemented regarding use of effective and modern strategies for teaching and assessments on the theory and practice of evaluating students.
- The training internship and alumni unit to conducts regular meeting with students after finishing the training to review the students' reports about learned skills.
- To reform committee academic review committee at the level of college to assess the quality of teaching and to monitor the implementation of course plans.
- The college started process for assessing the needs of all programs from essential text books that recommended in courses specifications.
- The colleges in collaboration with college quality units to organize orientation session for new staff to introduce them to teaching quality requirements, courses content, learning outcomes and teaching method.
- The training internship and alumni unit to conducts regular meeting with students after finishing the training to review the students' reports about learned skills.

Table 44: Standard 4 list of annexes

| No. | Code | Evidence names |
|-----|---------|--|
| 1 | G4.1.1 | Formation of Board of Trustees. |
| 2 | G4.1.2 | Curriculum and study plans manual. |
| 3 | G4.1.3 | Minutes of college council including recommendation of new programs. |
| 4 | G4.1.4 | Minutes of Board of Trustees including approval of new programs. |
| 5 | G4.1.5 | Minutes of department council for approving annual program report. |
| 6 | G4.1.6 | Department council meeting minute for approval of program specification |
| 7 | G4.1.7 | Courses report |
| 8 | G4.1.8 | Annual programs report |
| 9 | G4.1.9 | Delegations and authorities manual. |
| 10 | G4.1.10 | Minutes of quality coordinators Meeting |
| 11 | G4.1.11 | KPIs report including male and female values. |
| 12 | G4.2.1 | National Qualification Framework (NQF) |
| 13 | G4.2.2 | Program specifications |
| 14 | G4.2.3 | Graduates' characteristics |
| 15 | G4.2.4 | Saudi Arabia Qualification Framework (SAQF) |
| 16 | G4.2.5 | Independent evaluator opinions on program learning outcomes |
| 17 | G4.2.6 | Course specifications |
| 18 | G4.2.7 | Direct assessment reports for law and pharmacy program. |
| 19 | G4.3.1 | Workshops reports and attendance sheets. |
| 20 | G4.3.2 | Minutes and recommendations of program advisory Council. |
| 21 | G4.4.1 | Department council minutes for approving APR. |
| 22 | G4.4.2 | Field experience reports |
| 23 | G4.4.3 | Courses portfolios. |
| 24 | G4.4.4 | Samples of student records (enrolment by year 2018) |
| 25 | G4.4.5 | Internal auditing reports |
| 26 | G4.5.1 | Course study plan |
| 27 | G4.5.2 | Samples of improvement plans according to assessment results |
| 28 | G4.5.3 | Samples of triple exams committee, internal audit, and common correction of exams. |
| 29 | G4.5.4 | Samples of assessing quizzes and assignments |
| 30 | G4.5.5 | Samples of final exam cover sheets |
| 31 | G4.5.6 | Samples of Exit exam assessment and its statistics |
| 32 | G4.5.7 | Samples of assessment of Capstone Courses |
| 33 | G4.5.8 | Samples of employers' and graduates' alumni Survey |
| 34 | G4.6.1 | Student Guide |

Continued Table 46: Standard 4 list of annexes

| No. | Code | Evidence names |
|-----|---------|---|
| 35 | G4.6.2 | Samples of BPCs website |
| 36 | G4.6.3 | Admission and registration brochures |
| 37 | G4.6.4 | Student orientation programs |
| 38 | G4.6.5 | Samples of academic counseling lists and reports |
| 39 | G4.6.6 | Teaching staff schedules |
| 40 | G4.6.7 | Course evaluation survey |
| 41 | G4.6.8 | Samples of staff members' page in e-register |
| 42 | G4.6.9 | Samples of students' appeals |
| 43 | G4.6.10 | Contracts of partnership with Qassim University |
| 44 | G4.6.11 | Samples of reports for low-rates students |
| 45 | G4.6.12 | Colleges' annual reports. |
| 46 | G4.7.1 | folder contain attendance lists four course specification workshop+ faculty development activities for last 2 years |
| 47 | G4.7.2 | Orientation program for new teaching faculty (pharmacy sample) |
| 48 | G4.7.3 | 12 sample of courses study plan/policy +courses specification and courses reports |
| 49 | G4.7.4 | Programs internal academic review reports (pharmacy sample) |
| 50 | G4.7.5 | Sierra user manual |
| 51 | G4.7.6 | Request for requested essential text books |
| 52 | G4.7.7 | Lists of text books and references available in library |
| 53 | G4.7.8 | Program evaluation survey analysis (question 8) |
| 54 | G4.7.9 | Saudi digital library subscription |
| 55 | G4.7.10 | Colleges study and examination rule and regulation manual |
| 56 | G4.7.11 | Sample of attendance entry in e-register |
| 57 | G4.7.12 | Sample of students list denied from entering final exam |
| 58 | G4.7.13 | Sample of course reports with improvement plan to adopt new teaching strategies. |
| 59 | G4.7.14 | Sample of course specifications after updating teaching strategies. |
| 60 | G4.7.15 | Sample of program/department council approving courses report including recommendations to improve teaching and assessment methods |
| 61 | G4.7.16 | Samples of (training, internship and alumni unit) reforming decisions. |
| 62 | G4.8.1 | Reports of Quality and teaching strategies workshops |
| 63 | G4.8.2 | A letter from the Deputy General Supervisor for Educational Affairs by adopting the application of EDMODO as e-learning management system at Buraydah colleges. |
| 64 | G4.8.3 | Certificates of attendance of professional courses |
| 65 | G4.8.4 | sample of workshop on teaching and assessment methods |
| 66 | G4.9.1 | List of full time teaching staff names, specialty, ranks and Nationality. the colleges from they come required by ministry |

Continued Table 46: Standard 4 list of annexes

| No. | Code | Evidence names |
|-----|---------|--|
| 67 | G4.9.2 | Institutional regulations for recruitment for Saudi- Non-Saudi staff |
| 68 | G4.9.3 | List of part time teaching staff names, specialty, ranks and Nationality |
| 69 | G4.9.4 | Sample of Curriculum vitae of teaching staff |
| 70 | G4.10.1 | Field experience specifications. |
| 71 | G4.10.2 | Field experience logbook. |
| 72 | G4.10.3 | Field experience agreements |
| 73 | G4.10.4 | Internship's Visits reports. |
| 74 | G4.10.5 | Criteria for field experience Places |
| 75 | G4.10.6 | Decree of head of training, internship and alumni unit |
| 76 | G4.10.7 | Visit Schedules of field experience supervisor |
| 77 | G4.10.8 | Vaccination and medical check-up |

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

Administration of admissions and student record systems must be reliable and responsive, with confidentiality of records maintained in keeping with stated policies. Students' rights and responsibilities must be clearly defined and understood, with transparent and fair procedures available for discipline and appeals. Mechanisms for academic advice, counselling and support services must be accessible and responsive to student needs. Support services for students must go beyond formal academic requirements and include extracurricular provisions for religious, cultural, sporting, and other activities relevant to the needs of the student body.

Introduction:

- BPCs recognizes the importance of administrative and support services that students need. Therefore, support services have been carefully planned as an integrated whole at the delivery end. The administrative unit manages students' admissions and registrations. It has clearly developed admission criteria, eligibility requirements, schedules of application and admission procedures that help in its smooth operation. This Department is the first unit that students come across with.
- The Admission and grants department (ARU), supervised by the general supervisor, is responsible for implementing and following up on the required administrative issues and support services that were developed by the Board of Trustees.
- The ARU ensures efficient provision of services that include different types of programs and courses, the requirements and financial costs of these courses and a number of other types of services. Therefore, this unit plays a key role in supporting and facilitating the smooth running of BPCs. In addition, the ARU has prepared brochures and admission manuals for the students support services and specialties. It uses an electronic system (e-Register) to facilitate the students' admission and registration, and for safekeeping of students' records. The admission criteria have been clearly defined and announced (Annex [G5.1.1](#)). The ARU handles the registration of new students whilst the responsibility for registering existing student has been delegated to the students' affairs units that are supervised by the vice dean in each constituent college. Besides registration, the student affairs /support units of each constituent college provide other support services such as academic counseling and participate in organizing orientation programs for fresh students. The "e-Register" system director in collaboration with the ARU and student affairs/support units carries out monitoring and follow-up of the related operations on a

daily basis. Some of the support services are provided centrally through special units such as the health services and sports programs.

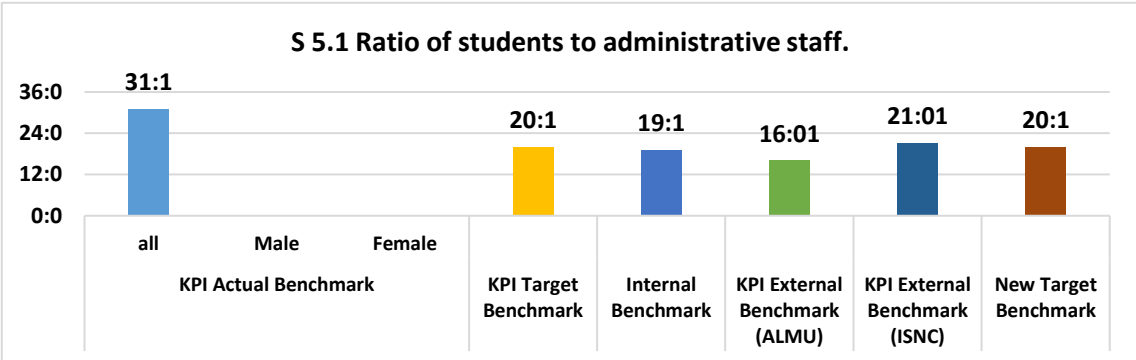
Report on substandard:

(To prepare a report on this standard the steps that have been described in section C. self-study processes in its first stage were followed as mentioned in page no.36).

5.1 Student Admissions (**)**

- The admission and registration procedures are properly documented and strictly followed. Students can easily access online admission application forms through the website ([http:// bpc-portal.com](http://bpc-portal.com)). The admission policy and other relevant information are clearly written and provided to all applicants in hardcopies (Annex [G5.1.1](#)).
- E-Register system used for admission processes is linked to data recording and retrieval systems (For example to fee payment requirements, the issue of student identity cards, program and course registrations, and statistical reporting requirements.) (Annexes [G5.1.2](#) and [G5.1.3](#)).
- The Admission requirements are clearly described, and appropriate for the colleges and its programs and the Admission requirements are consistently and fairly applied (Annexes [G5.1.4](#), [G5.1.5a](#) and [G5.1.5b](#)).
- Complete information about BPC including the range of courses and programs, program requirements, costs, services and other relevant information is publicly available to potential students and families prior to applications for admission (Annexes G5.1.6.a , G5.1.6.b and([G5.1.1](#))).
- The staffs of Admission and grants Unit respond to face queries during the admission process. BPCs provides ample options and sufficient time span to receive payments from the newly enrolled students. Those who are not eligible for the higher education scholarship also benefit from this provision.
- A highly advanced computerized system (e-Register) is used for managing admission and registration procedures. Regular training sessions are scheduled for all staff to improve their skills and knowledge of the system to ensure smooth operation. The admission policy specifies fee procedures. In addition, written materials carrying other relevant conditions and instruction accompany acceptance letters (Annex [G5.1.1](#)).

- BPCs has developed a new student admission folder (Annex [G5.1.7](#)) which provides full information about the cost and payment procedures. The existing regulations regarding fees work very well for the institution and provide ample options for students. At the same time the staffs of the ARU exercise a very high degree of customer care. They have a helpful outlook and are willingly discuss financial issues with students. BPCs, also, provides sufficient time margin to students for making payments. They could also opt for a two-step payment plan that would spread the costs (Annex [G5.1.8](#)).

| Table (45) KPI: Ratio of students to administrative and support service staff. | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------------------|--------------------|---|------|----------------------|----------|-------|-----|------|------|------|--------|------|----------------------|------|--------------------|-------|-------------------------------|-------|-------------------------------|------|----------------------|------|
| NCAA KPI Reference Number: S5.1 | | | Institutional KPI Reference Number: 13 | | | | | | | | | | | | | | | | | | | | |
| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark | | | | | | | | | | | | | | | | | | |
| | | | ALMU | ISCN | | | | | | | | | | | | | | | | | | | |
| 31:1 | 20:1 | 19:1 | 16:01 | 21:1 | 20:1 | | | | | | | | | | | | | | | | | | |
| <p>The actual KPI value have been calculated by: The benchmark value was calculated by dividing the total number of students regular in BPCs / total number of administrative staff members.</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">S 5.1 Ratio of students to administrative staff.</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Ratio</th> </tr> </thead> <tbody> <tr> <td>all</td> <td>31:1</td> </tr> <tr> <td>Male</td> <td>20:1</td> </tr> <tr> <td>Female</td> <td>19:1</td> </tr> <tr> <td>KPI Target Benchmark</td> <td>20:1</td> </tr> <tr> <td>Internal Benchmark</td> <td>16:01</td> </tr> <tr> <td>KPI External Benchmark (ALMU)</td> <td>21:01</td> </tr> <tr> <td>KPI External Benchmark (ISNC)</td> <td>20:1</td> </tr> <tr> <td>New Target Benchmark</td> <td>20:1</td> </tr> </tbody> </table> | | | | | | Category | Ratio | all | 31:1 | Male | 20:1 | Female | 19:1 | KPI Target Benchmark | 20:1 | Internal Benchmark | 16:01 | KPI External Benchmark (ALMU) | 21:01 | KPI External Benchmark (ISNC) | 20:1 | New Target Benchmark | 20:1 |
| Category | Ratio | | | | | | | | | | | | | | | | | | | | | | |
| all | 31:1 | | | | | | | | | | | | | | | | | | | | | | |
| Male | 20:1 | | | | | | | | | | | | | | | | | | | | | | |
| Female | 19:1 | | | | | | | | | | | | | | | | | | | | | | |
| KPI Target Benchmark | 20:1 | | | | | | | | | | | | | | | | | | | | | | |
| Internal Benchmark | 16:01 | | | | | | | | | | | | | | | | | | | | | | |
| KPI External Benchmark (ALMU) | 21:01 | | | | | | | | | | | | | | | | | | | | | | |
| KPI External Benchmark (ISNC) | 20:1 | | | | | | | | | | | | | | | | | | | | | | |
| New Target Benchmark | 20:1 | | | | | | | | | | | | | | | | | | | | | | |
| <p>KPI analysis: Recommendations:</p> <ol style="list-style-type: none"> BPCs is encouraged to hire new administrative staff to improve the actual KPI value compared with both internal and external benchmarks values, this action should take higher priority as the degradation factor is significantly high (38.7%). | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Data for internal benchmark has been obtained for academic year 2017/2018. The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices The internal benchmark values have been provided by Human resource and student admissions units.</p> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The choice of external benchmark was based on the following criteria:</p> <ul style="list-style-type: none"> NCAA accreditation Compatibility of infrastructure and facilities required for the programs Availability of data. <p>The external benchmark values have been calculated by external benchmark providers. External benchmark providers is:</p> <ul style="list-style-type: none"> ALMAAREFA university (ALMU) | | | | | | | | | | | | | | | | | | | | | | | |

- BPCs has developed a new student admission folder (Annex [G5.1.7](#)) which provides full information about the cost and payment procedures. The existing regulations regarding fees work very well for the institution and provide ample options for students. At the same time the staffs of the ARU exercise a very high degree of customer care. They have a helpful outlook and are willingly discuss financial issues with students. BPCs, also, provides sufficient time margin to students for making payments. They could also opt for a two-step payment plan that would spread the costs (Annex [G5.1.8](#)).
- Admission officers thoroughly explain all pertinent procedures to applicants as part of the standard admissions process. Appropriate collaboration between Admissions and Registrar Offices ensures that functionaries are properly aware of all related details thus enabling them to respond to inquiries by student (Annex [G5.1.9a](#)).
- There Student advisors are familiar with details of course requirements available to provide assistance prior to and during the student registration process (Annex [G5.1.9b](#)).
- A criterion has been established for credit transfers. Detailed procedures exist that cover the process from start to finish. Documentation criteria comply with the MOE standards. Standing committees for credit transfers belonging to the constituent colleges meet depending on the timing of students' applications. Decisions are usually communicated before the session commences (Annex [G5.1.10a](#) & [G5.1.10b](#)).
- A structured orientation program that includes presentations, brochures and guided tours is offered to every new intake prior to the start of semester. The Student Handbook is distributed to all students along with a comprehensive briefing in English and Arabic languages. Particular attention is given to the sections on expectations, rights and responsibilities of students and the campus code. Moreover, students are at liberty to contact staff of the student affairs/support for guidance at their own convenience (Annex [G5.1.11](#)).
- In addition, BPCs website and twitter account provide comprehensive information about the institution, its constituent colleges, currently running programs and courses, costs and services that provided to students (Annexes [G5.1.6a](#) & b and [G5.1.1](#)).
- There are rules governing admission with credit for previous studies are clearly specified (Annex [G5.1.7](#) and [G5.1.12](#)).

5.2 Student Records (****)

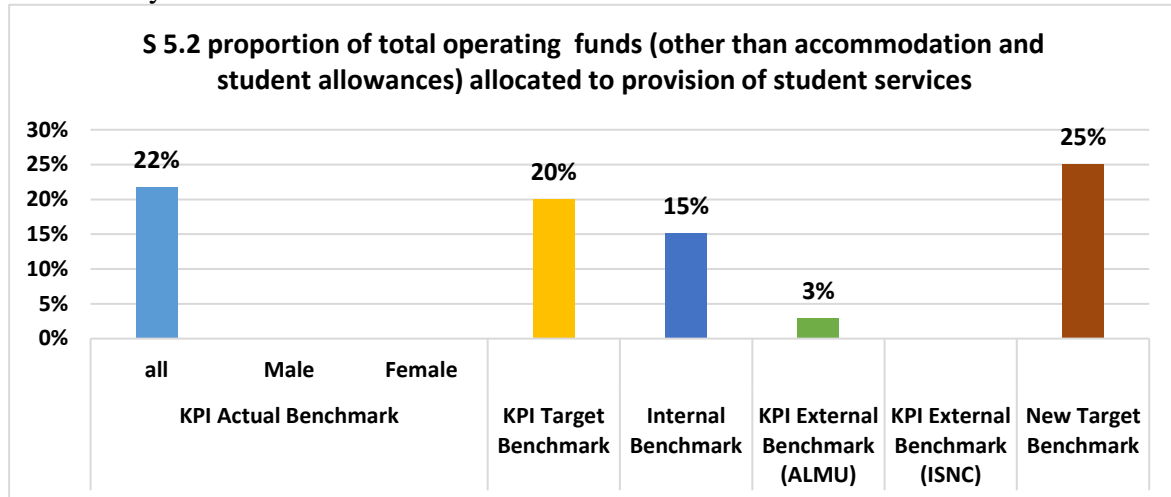
- Security of student records is of paramount importance at BPCs. File cabinets; storage and retrieval system are secure and fire proof. The registration policy governs the retention and disposal of student records. Mandatory document information is required to complete a file. E-register ensures that all files have duplicate copies and are fully backed-up through the electronic system (Annexes [G5.1.3](#), [G5.1.5b](#), [G5.2.1a](#) and [G5.2.1b](#)). Hard copies of these records are stored in the fire protected environment accessed only by staff of the record office (Annex [G5.2.1c](#)). Only the administrator and other authorized persons can access “e-Register” ensuring confidentiality and security of student records.
- Specific forms must be filled out authorized by competent authorities to investigate any inquiry about student records. All authorizations for access must be dated and signed at the opening and closing of individual records (Annexes [G5.2.2](#) and [G5.1.7](#))
- Student academic standing is available through “e-Register”. The “e-Register” manager frequently entertains requests by faculty to monitor students’ progress. Report on attendance is provided by students’ affairs/support units to the vice dean at stipulated times. The students’ affairs/support units inform students in a timely manner regarding any outstanding concerns. The process is quite efficient and effective (Annex [G5.2.3](#)).
- Final grade roster sheet and the division calendar are prepared in advance to regulate the reporting and ensure that student records are kept updated. The information flow follows a systematic pattern. Instructors supply the data to the Registrar’s Office. It processes the information according to specific timelines. The system in turn automatically updates by incorporating new information.
- The results are finalized, officially approved, and communicated to students within times specified in institutional and Ministry regulations (Annexes [G5.2.4a](#) & [G5.2.4b](#))
- Students are notified of their results in good time through the colleges’ website (<http://bpc-portal.com>). The process for approval of results includes chairs of departments and the faculties’ deans. All procedures comply with regulations of the Ministry of Education.
- The graduation procedures, application package and certain other guidelines encompass the conditions required to become entitled for graduation. The procedure is applied twice, during and at the end of the semester (Annex [G5.2.5](#)).

Table (46) KPI: Proportion of total operating funds (other than accommodation and student allowances) allocated to provision of student services.

NCAAA KPI Reference Number: S5.2 Institutional KPI Reference Number: 14

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|----------------------|----------------------|--------------------|------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 22% | 20% | 15.18% | 3% | - | 25% |

The actual KPI value have been calculated by:
Provided by financial administration



KPI analysis:

Strengths:

1. There is an enhancement in KPI actual benchmark compared with internal benchmark value.
2. Actual benchmark value is greater than that of external benchmark, it reflects the BPCs administration keenness to provide high quality students' services.

Recommendations:

1. BPCs is encouraged to investigate the effect of increasing budget dedicated to students' services on students satisfaction levels regarding services provided to them, this may happen through questionnaires.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers is:

- ALMAAREFA university (ALMU)

5.3 Student Management (****)

- BPCs has developed policies and regulations that guarantee fair and consistent processes for managing the students (Annex [G5.3.1](#)).
- A Directory of Professional Ethics responsibilities is approved by the governing body and made available within the institution specifying rights and responsibilities of students (Annexes [G5.3.2a](#) and [G5.3.2b](#)).
- The student handbook is available in both hard and softcopy formats. The website provides clear information about the code of conduct that the Board of Trustees has approved. It also provides detailed information on the consequences of misconduct (Annex [G5.3.1](#)).
- In addition to these measures, an elaborate system of independent committees along with the Legal Department exists that considers and addresses disputes, grievances and appeals of students. Students have the right to demand a review of their grades or another decision affecting them. They just need to fill an application form and submit it to the Vice Dean of the respective constituent college via Students Affairs/support Unit (SAU). The vice deans of the constituent colleges appreciate the importance of properly redressing grievances of students and feel responsible to be as fair with as possible. The current fee for asking a review of a matter related to academics or assessment is 500 S.R. which is refunded if the appeal is upheld (Annex [G5.3.3](#)).
- Moreover, the student handbook comprehensively covers almost all possible forms of academic misconduct and dishonesty. The policies and procedures have been explicitly explained along with sanctions to be applied relative the misconduct (Annexes [G5.3.4](#) and [G5.1.6b](#)).

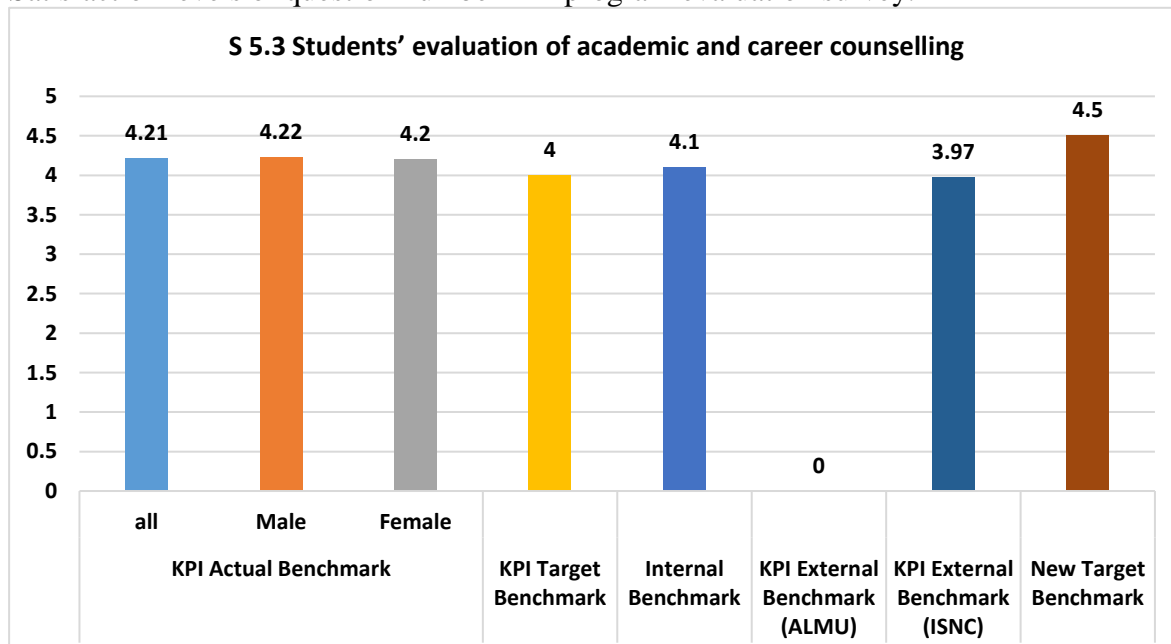
Table (47) KPI: Students' evaluation of academic and career counselling.

NCAAA KPI Reference Number: S5.3 Institutional KPI Reference Number: 15

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 4.21 | 4 | 4.1 | Data not available | 3.97 | 4.5 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 4.22 | | | 4.2 | | |

The actual KPI value have been calculated by:

Satisfaction levels of question number 1 in program evaluation survey.



KPI analysis:

Strengths:

1. The results show almost equal satisfaction levels in both male and female sections.
2. A committee have been formed to support students with low GPA and to seek for ways to improve their performance.

Recommendations:

1. Programs are encouraged to held periodic meetings with students to increase their awareness towards the role of academic counselling.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

5.4 Planning and Evaluation of Student Services (***)

- Student Affairs/support Units of the constituent colleges provide a range of well-resourced services to students in line with their respective mission statements. These services were developed in the strategic plan and are continuously and effectively monitored. As a reflection of BPCs interest in improving students' services, a senior faculty member has been assigned to prepare recommendations for adopting the Ministry of Education regulations and the NCAAA requirements concerning planning and evaluation of students' services (Annex [G5.4.1](#), strategic project (3-3)).
- BPCs provides adequate facilities and financial support for implementing these services. For example, BPCs provides an outdoor spacious stadium for sports, snacks shop, photocopying services, etc. The effectiveness and relevance of these services are monitored through student surveys. Results of the last survey (first and second semester 2018-2019) reflects the extent of students' satisfaction with the services. BPCs is committed to improve these services in response to evaluation and feedback of students. Therefore, improvement actions plans have been prepared and their implementation is underway (Annex [G5.4.2](#)).
- A senior member of teaching staff is assigned responsibility for oversight and development of student services (Annex [G5.4.3](#)).

Table (48) KPI: Ratio of students' satisfaction with support services.

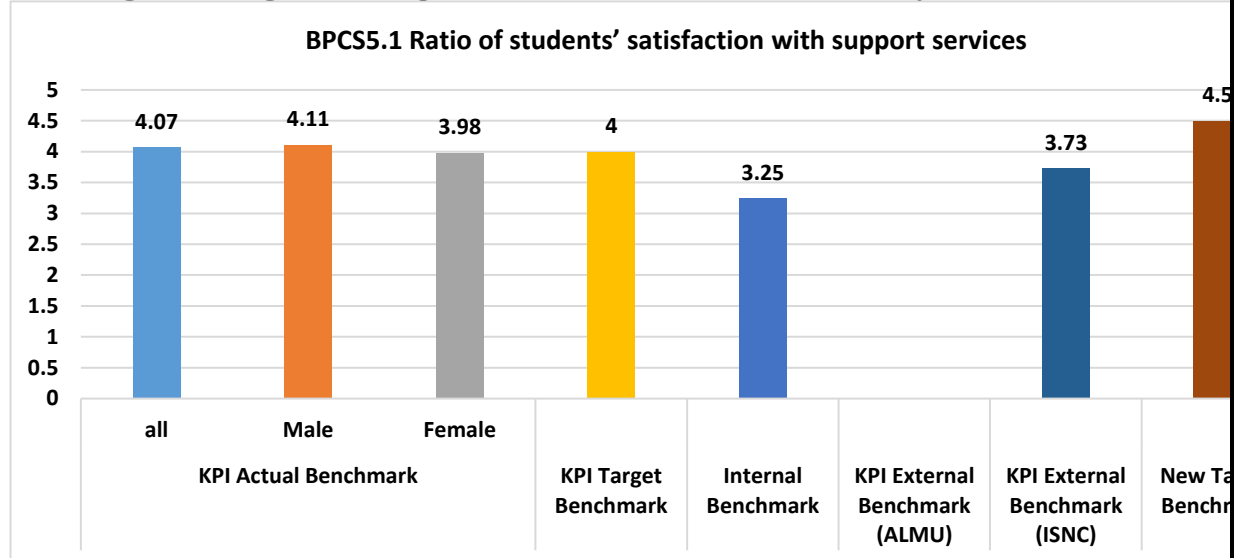
NCAAA KPI Reference Number: BPCS5

Additional PI Reference Number: 5

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 4.07 | 4 | 3.25 | Data not available | 3.73 | 4.5 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 4.11 | | | 3.98 | | |

The actual KPI value have been calculated by:

Obtaining the average score of questions 8, 9 and 10 in students' survey.



KPI analysis:

Strengths:

1. The obtained results show a significant improvement (16.4%) in actual benchmark value which reflects satisfaction of students with provided support services.
2. The increase in students' services budget has been positively reflected on students' satisfaction levels.
3. The value of internal benchmark is greater than that for external benchmark

Recommendations:

1. It can be noticed that there is a remarkable difference in satisfaction rates between male and female sections which should be resolved.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

5.5 Medical and Counseling Services (***)

- BPCs provides free medical services only to emergency cases through a medical unit. For other medical problems ambulance services are provided to shift non-emergency cases to the Central Hospital at Buraydah city with which BPCs has a service-level agreement. However, these medical services require improvements to remain satisfactory. It is, therefore, a priority issue for BPCs to devise a practicable solution that improves the current situation.
- Student medical services are staffed by people with the necessary professional qualifications and Medical services are readily accessible with provision made for emergency assistance when required (Annex [G5.5.1](#))
- Provision is made for academic counselling career planning and employment advice in colleges, departments or other appropriate locations within the colleges (Annex [G5.5.2](#)).
- Adequate protection is provided, and supported by regulation or a code of conduct, to protect the confidentiality of personal issues discussed with teaching or other staff or students (Annex [G5.5.3](#)) Directory of faculty members part confidential student records p. 53 and (Annex [G5.3.2a](#), Directory of Professional Ethics P.13).
- Qualified and professional faculty members offer academic counselling services at the level of academic programs (Annex [G5.5.1](#)). The academic progress of students is closely monitored. Academically weak students, who are risk of failing subjects, are alerted early enough and counselled by professional staff to ensure that they do not find themselves in an awkward situation. Strict confidentiality is maintained in all such deliberations (Annex [G5.5.4](#)). To measure students' satisfaction and ensure students welfare, BPCs carried out a student survey (Annex [G5.5.4](#)) in the first and second semester of 2017-2018. The satisfaction level was 3.25 out 5.

5.6 Extra-Curricular Activities for Students (***)

- BPCs aspires to graduate students who have well-rounded personalities and are academically, cultural and socially balanced. Therefore, students are offered extensive opportunities to participate in extracurricular activities. Students are guided to do out-campus scientific visits to related environments such as schools. Adequate spaces have been earmarked in the main campus for the faculty, staff and, male and female students

to perform prayers during college hours and there a new mosque is being built (Annex [G5.6.1](#)).

- Both male and female campuses have identical cafeterias and related facilities. Students can access them between classes and lectures. Additionally, BPCs has a central football stadium and other outdoor and indoor sports facilities (Annex [G5.6.2a](#) & [G5.6.2b](#)). However, the volume and frequency of cultural and social activities at BPCs should be increased to match the size of the student body.
- Arrangements are made to organize and encourage student participation in cultural activities such as clubs and other fields appropriate to their interests and needs (Annex [G5.6.3](#)).
- Opportunities are provided through appropriate facilities and organizational arrangements for informal social interaction among students (Annex [G5.6.4](#)).
- Students' satisfaction about these services was measured through a survey carried out in the first and second semester of 2017-2018. The statistical results indicate positive perceptions of students with a satisfaction score of 3.25 out of 5.
- Based on the analysis of survey results, BPCs should develop improvement plans to increase options and opportunities for students to participate in extra-curricular activities.

Evidences and key performance indicators

- The body of evidence collected and key performance indicators (KPIs) measured to assess this standard suggest that the NCAAA recommended practices were followed most of the time and satisfactory levels of performance were achieved. Four KPIs were selected to measure the effectiveness of activities and the extent of compliance with the NCAAA recommended practices. Among these KPIs, the mean scores of "students' satisfaction" for academic and career counselling and the quality of the student support services were 4.1 and 3.25, respectively, out of a maximum score of 5. The other two KPI values reveal that:
 - BPCs provided 19.1:1 administrative staff to each student.
 - BPCs spent 15.18% of the annual budget on student services activities in the reporting year.

Overall Evaluation of Quality Standard 5

BPCs automated their systems related to student administration and support services by introducing an electronic system (e-Register). Automation rendered the provision of these services easy for both “providers and recipients”, thus improving the overall efficiency of the service. This system maintains adequate security of students’ records and facilitates generation of reports that help to improve performance. In addition, BPCs has clear regulations to manage activities of students, govern management of personal information and control access to students’ records. The evidence and the KPI data that were collected indicate that generally satisfactory levels were achieved in most of applicable practices for most of the sub-standards.

Particular strengths

- The admission and student registration processes are efficient and simple for students to use.
- Admission requirements are clearly described, and appropriate for the institution and its programs.
- Student fees, if required, are paid at the time of registration unless deferral has been approved in advance.
- Rules governing admission with credit for previous studies are clearly specified.
- Decisions on credit for previous studies are made known to students by qualified faculty or authorized staff before classes commence.
- Complete information about the institution, including the range of courses and programs, program requirements, costs, services and other relevant information is publicly available to potential students and families prior to applications for admission.
- Effective security is provided for student records (Central files containing cumulative records of each student’s enrolment and performance are maintained in a secure area with back up files kept in a different and secure location, in a different building off campus).
- The student record system regularly provides statistical data they require for planning, reporting and quality assurance to departments, colleges, the quality center and senior managers.

- Results are finalized, officially approved, and communicated to students within times specified in institutional and Ministry regulations.
- Eligibility for graduation is formally verified in relation to program and course requirements.
- A code of behavior is approved by the governing body and made widely available within the institution specifying rights and responsibilities of students.
- Regulations specify action to be taken for breaches of student discipline including the responsibilities of relevant officers and committees, and penalties, which may be imposed.
- Disciplinary action is taken promptly, and full documentation including details of evidence is retained in secure institutional records.
- Student medical services are staffed by people with the necessary professional qualifications.
- Opportunities are provided for participation in religious observances consistent with Islamic beliefs and traditions.

Recommendations for improvement

- A comprehensive orientation program should be available for commencing students to ensure thorough understanding of the range of services and facilities available to them, and of their obligations and responsibilities.
- The range of services provided and the resources devoted to them should reflect the mission of the institution and any special requirements of the student population.
- Formal plans should be developed for the provision and improvement of student services and the implementation and effectiveness of those plans is monitored on a regular basis.
- The effectiveness and relevance of services should be regularly monitored through processes which include surveys of student usage and satisfaction. Services should be modified in response to evaluation and feedback.
- Adequate facilities and financial support should be provided for the services that are needed.
- Medical services should be readily accessible with provision made for emergency assistance when required and emergency access must be available)

- Provision should be made for academic counselling and for career planning and employment advice in colleges, departments or other appropriate locations within the institution.
- Personal or psychological counselling services should be available with easy access for students from any part of the institution.
- Adequate protection should be provided, and supported by regulation or a code of conduct, to protect the confidentiality of personal issues discussed with teaching or other staff or students
- Effective mechanisms should be established for follow up to ensure student welfare and to evaluate quality of service.
- Arrangements should be made to organize and encourage student participation in cultural activities such as clubs and societies and in the arts and other fields appropriate to their interests and needs.
- Opportunities should be provided through appropriate facilities and organizational arrangements for informal social interaction among students.
- Participation in sports should be encouraged, both for skilled athletes and for others, and appropriate competitive and non-competitive physical activities in which they can be involved are arranged
- The extent of student participation in extra-curricular activities should be monitored and benchmarked against other comparable institutions, and where necessary strategies developed to improve levels of participation.
- In the Student Support Services a Strategic Goal titled " Enhancing the competitiveness of college graduates in the labor market" was approved in the strategic plan of Buraydah colleges 2018-2023, under this goal Some Strategies and projects were mentioned, such as:
 - Strategy 2-3 Excellence in Student Performance:
 - Strategic Project no. 3-2-1: Improving students' academic performance.
 - Strategic Project no. 3-2-2: Motivating outstanding and creative students.
 - Strategic Project no. 3-2-3: Supporting volunteer work for students.
 - Strategy 3- 3 Excellence in student services:
 - Strategic Project no. 3-3-1: Development of extra-curricular activities.

- Strategic Project no. 3-3-2: Developing counseling services including psychological counseling for student's services.
- Strategic Project no. 3-3-4: Care for students with special needs.
- Strategy 4-3 Excellence in post-graduate services:
 - Strategic Project no. 3-4-1: Participation in Alumni Exhibition (Career Day).

Priorities for improvement:

Adequate facilities and financial support should be provided for the services that are needed (Annex 5.4.5).

- Participation in sports should be encouraged, both for skilled athletes and for others, and appropriate competitive and non-competitive physical activities in which they can be involved are arranged (Annex [5.6.4](#)).
- The extent of student participation in extra-curricular activities should be monitored and benchmarked against other comparable institutions, and where necessary strategies developed to improve levels of participation (Annex 5.6.5).

Table 49: Standard 5 list of annexes

| No. | Codes | Evidence names |
|-----|----------|---|
| 1 | G5.1.1 | Admission procedure |
| 2 | G5.1.2 | Linking the financial system with the academic system |
| 3 | G5.1.3 | Registration system |
| 4 | G5.1.4 | Acceptance criteria |
| 5 | G5.1.5a | Students admission |
| 6 | G5.1.5b | Evaluation of the ministry's committees for admission processes |
| 7 | G5.1.6a | College directory |
| 8 | G5.1.6b | Student guide |
| 9 | G5.1.7 | Admission file |
| 10 | G5.1.8 | Payment receipt |
| 11 | G5.1.9a | Academic counselling |
| 12 | G5.1.9b | Academic counselling committees |
| 13 | G5.1.10a | The portal of the academic system |
| 14 | G5.1.10b | Excepted hours for new students 392 |
| 15 | G5.1.11 | Orientation program |
| 16 | G5.1.12 | Higher education regulations to accept students of equations |
| 17 | G5.2.1a | E-register system contract |
| 18 | G5.2.1b | Keeping students data electronically |
| 19 | G5.2.1c | Keeping students records |
| 20 | G5.2.2 | Content of permanent student records |
| 21 | G5.2.3 | E-register |
| 22 | G5.2.4a | Academic calendar |
| 23 | G5.2.4b | Dates of delivery of certificates of graduates |
| 24 | G5.2.5 | Regulations of study and tests |
| 25 | G5.3.1 | Regulations of student discipline |
| 26 | G5.3.2a | Directory of professional ethics |
| 27 | G5.3.2b | Directory of professional ethics p.13 |
| 28 | G5.3.3 | A sample of requests for re-correction, re-enrollment and alternative tests |
| 29 | G5.3.4 | A sample of decisions to discipline students |
| 30 | G5.4.1 | Executive plan of the strategic plan |
| 31 | G5.4.2 | Strategic plan |
| 32 | G5.4.3 | The decision to assign the director of the affairs of students and alumni |
| 33 | G5.5.1 | Academic counselling and medical services |
| 34 | G5.5.2 | Academic guidance guide and academic guidance regulations |
| 35 | G5.5.3 | Directory of faculty members part confidential student records p. 53 |
| 36 | G5.5.4 | Student opinion about student services |
| 37 | G5.6.1 | Mosque and prayer places |
| 38 | G5.6.2a | Extracurricular activities |
| 39 | G5.6.2b | Guide of extra-curricular activities |
| 40 | G5.6.3 | Students clubs |
| 41 | G5.6.4 | Center of extra-curricular activities |

6. Learning Resources (Overall Rating *** Stars)

Learning resources including libraries and provisions for access to electronic and other reference material must be planned to meet the particular requirements of the institution's programs and provided at an adequate level. Library and associated IT facilities must be accessible at times to support independent learning, with assistance provided in finding material required. Facilities must be provided for individual and group study in an environment conducive to effective investigations and research. The services must be evaluated and improved in response to systematic feedback from teaching staff and students.

Introduction

- Learning resources are considered the mainstay of the learning and teaching processes designed to develop capacity of students for independent learning and application of creative ideas. The library is the main supplier of learning resources that keep students updated by enabling them to access the cutting edge information and resources.
- Therefore, BPCs established two central libraries at the main campus to serve male and female sections. These contain more than 9594 textbooks and reference materials that cover all essential needs of the academic programs on offer at BPCs. The collections and materials have been organized using Dewey decimal classification 21st edition and the Anglo-American Cataloguing Rules. The following table (50) summarizes the classification of books according to specialty as of (1438-1439/2017-2018).

Table (50) :Number of books held in the libraries classified according to fields in the academic year 1438-1439 (2017-2018)

| No. | Specialty | Number of books in male | Number of books in female | Total of books |
|-----|-----------------|-------------------------|---------------------------|----------------|
| 1 | Statistics | 20 | 13 | 33 |
| 2 | Physiotherapy | 20 | 44 | 64 |
| 3 | Law | 211 | 152 | 363 |
| 4 | Dentistry | 121 | 217 | 338 |
| 5 | Pharmacy | 74 | 246 | 320 |
| 6 | Engineering | 270 | 134 | 404 |
| 7 | Translation | 139 | 140 | 279 |
| 8 | Nursing | 140 | 113 | 253 |
| 9 | General Culture | 1840 | 920 | 2760 |
| 10 | Computers | 521 | 49 | 570 |
| 11 | Journals | 74 | 36 | 110 |
| 12 | Mathematics | 67 | 33 | 100 |
| 13 | Medicine | 80 | 40 | 120 |
| 14 | Islamic science | 1478 | 739 | 2217 |

| | | | | |
|--------------|-------------------|-------------|-------------|-------------|
| 15 | Physics | 20 | 11 | 31 |
| 16 | Accountant | 400 | 173 | 573 |
| 17 | Laboratories | 248 | 139 | 387 |
| 18 | General Knowledge | 157 | 78 | 235 |
| 19 | Human resources | 137 | 274 | 411 |
| 20 | Medical records | 20 | 6 | 26 |
| Total | | 6037 | 3557 | 9594 |

- The management of these libraries is conducted through the deputy general supervisor of educational affairs-who is responsible for providing learning resources, whether printed or electronic, as well as the necessary equipment and facilities in both libraries.
- In addition, the central library subscribes to Saudi Digital Library (SDL) which contains more than 310,000 scientific references from more than (300) international publishers that cover all academic disciplines. Thus, the library and information services provide access to a large number of electronic journals such as Science Direct, Jypee Digital, Ebsco Host and Emerald Insight. Students can reach abstracts and full-text articles of thousands of periodicals, newspapers, and government issued documents.
- Currently, the male and female sections of the Central Library can seat 60 students, and have 22 desktops with printing services and the internet access. The Central Library is open daily for 6 hours in the morning (8:00 am-2:00 pm) in both sections and 4 hours in evening (6:00 -10:00 pm) for male section only. Librarians are qualified professionals and are able to help faculty members, students and visitors. Books can be borrowed according to the library regulations.
- The library services and learning resources are assessed and improved periodically through feedback which is collected in a systematic way from students and teaching staff so as to be appropriate to requirement of the program. Table (51); summarizes the colleges' libraries and their various components as of (1438-1439/2017-2018).

Table 51: BPC Infrastructure Components for Libraries until 1438-1439 (2017-2018)

| No. | Name of Library | Number of books and references | Number of copiers | Number of tables | Number of chairs | Number of computers |
|-----|---------------------------|--------------------------------|-------------------|------------------|------------------|---------------------|
| 1 | Library of male section | 6037 | 1 | 9 | 52 | 21 |
| 2 | Library of female section | 3557 | 1 | 9 | 45 | 10 |

The ratio of the number of Tables, chairs, and computers to the number of students whether male or female is very low. This shortage will be resolved after completing the process of constructing the new main library building which is currently in progress. Developing BPCs' main library is one of four strategic projects (Table 54) that were dedicated by BPC' management to improve the learning resources due to their significant impact on learning and teaching.

- In addition to the central library, BPCs provides other learning resources such as computer labs, language laboratories, specialized laboratories, educational tools, electronic databases, as well as wired Internet aiming at achieving quality in the educational system and raising the efficiency of scientific research, in line with the strategic Mission and Objectives of the colleges. Tables (52) and (53) summarize the BPC Infrastructure Components for other learning resources until 1438-1439 (2017-2018) in male and female sections.

Table (52): BPC Infrastructure Components for other learning resources until 1438-1439 (2017-2018) – Male section.

| No | Learning Resource | Number of computers | Number of printers | Number of tables | Number of chairs | Internet Availability |
|----|-------------------|---------------------|--------------------|------------------|------------------|-----------------------|
| 1 | Computer Lab 1 | 15 | 1 | 15 | 15 | Yes |
| 2 | Computer Lab 2 | 36 | 1 | 36 | 36 | Yes |
| 3 | Computer Lab 3 | 21 | 1 | 21 | 21 | Yes |
| 4 | Computer Lab 4 | 31 | 1 | 31 | 31 | Yes |
| 5 | Computer Lab 5 | 11 | 1 | 11 | 11 | Yes |
| 6 | Computer Lab 6 | 10 | 1 | 10 | 10 | Yes |
| 6 | English Lab | 20 | 1 | 20 | 20 | Yes |
| 7 | Network Lab | 15 | 1 | 15 | 15 | Yes |

Table (53); PC Infrastructure Components for other learning resources until 1438-1439 (2017-2018) – Female section.

| No | Learning Resource | Number of computers | Number of printers | Number of tables | Number of chairs | Internet Availability |
|----|-------------------|---------------------|--------------------|------------------|------------------|-----------------------|
| 1 | Computer Lab 1 | 30 | 1 | 31 | 31 | Yes |
| 2 | Computer Lab 2 | 30 | 1 | 31 | 31 | Yes |
| 3 | Computer Lab 3 | 30 | 1 | 31 | 31 | Yes |

- Furthermore, BPCs provides access to a cloud-based learning management system that allows for collaborative learning through content sharing, communication tools,

and classroom management. The use of this system allowed students and teachers reach out to one another and connect by sharing ideas, problems, and helpful tips.

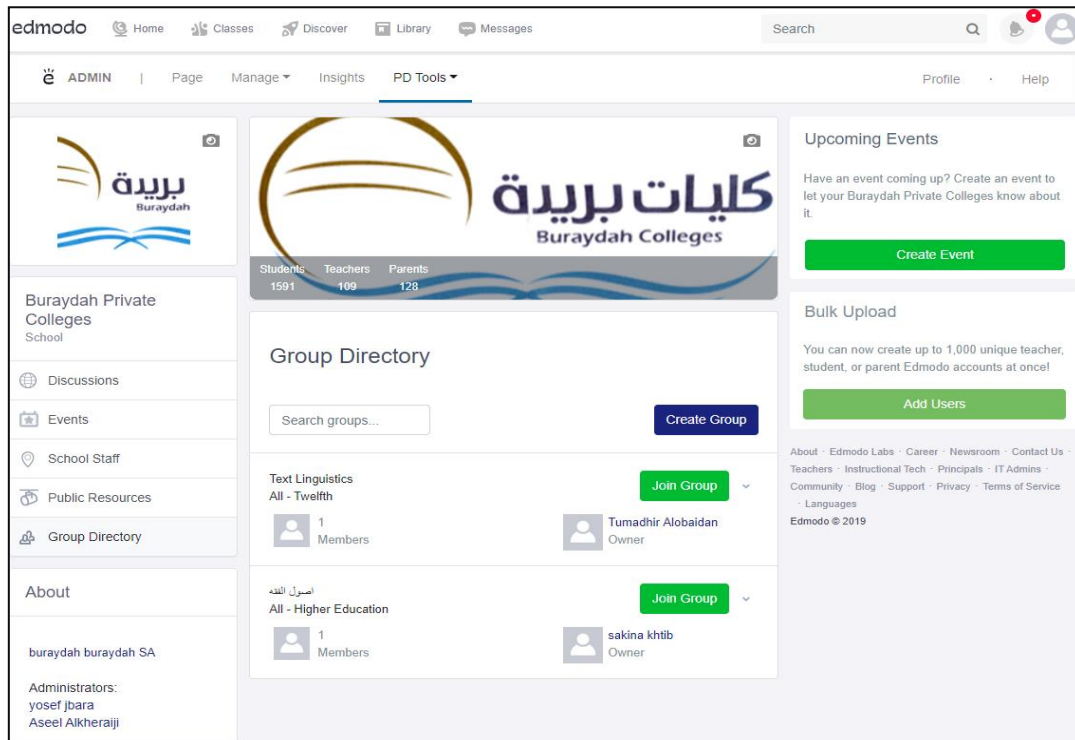


Figure (29): A screen snapshot of the learning management system.

Report on sub-standards

(To prepare a report on this standard the steps that have been described in section C. self-study processes in its first stage were followed as mentioned in page no.36).

6.1 Planning and Evaluation (*)**

- The Central Library has developed special policies and plans procedures to manage and control the usage of learning resources and support services to meet any special requirements of academic programs (Annex [G6.1.1](#)).
- Because of the key role of learning resources in learning and teaching, improving their quality according to the NCAAA standards was taken up as a strategic objective. Accordingly, four strategic projects (Table 56) out of forty were dedicated to the achievement of this objective (Annex [G6.1.2](#)). The year 1439-1440 H was identified as the starting year of the projects and the year 1443-1444 H as the date for the completion of the projects. When needed, it may take more than 3 years. However, BPC started the implementation of these projects during the academic year (1439-1440) in parallel.

Table (54): Strategic projects dedicated to the development of learning resources

| Projects code | Project description | Start year |
|---------------|---|------------|
| 2-2-2 | Developing and diversifying learning resources. | 39/40 |
| 2-2-3 | Preparing and implementing E-learning and distance learning programs. | 39/40 |
| 2-2-4 | Training students to use E-learning | 39/40 |
| 2-2-5 | Developing BPCs main library. | 39/40 |

- Through users' surveys, the adequacy of library and resource center materials will be evaluated every two years to measure their quality and contribution to learning and teaching (Annex G6.1.3).
- By the end of the academic year 38/39 H, the library and information services were evaluated using students and teaching staff surveys (Annexes [G6.1.3a](#) & [G6.1.3b](#)). The questionnaires were used to explore the satisfaction of teaching staff and students about the library, its extent of usage, and its consistency with requirements of teaching and learning at the institution, and diversity of its services provided. The results of the questionnaires show an overall average of 3 out of 5, which indicate that teaching staff and students were generally satisfied. However, the library seeks to increase the level of students and teaching staff satisfaction to 3.5 by the end of 1441 H, which will be comparable to that of other universities. This will be accomplished by encouraging students to use the library and by activating their accounts in the Saudi Digital Library and providing books and references. Furthermore, another questionnaire (Annex [G6.1.3c](#)) was used to explore the view of teaching staff and students on the appropriateness of borrowing system, indexing system, library opening hours and the availability of the different sources of information. Figure (30) shows the results of the questionnaire. The overall finding shows very positive responses from both male and female students and teaching staff.

- Statistics about visitors and book borrowing were analyzed to assess the performance of library in addition to the above-mentioned surveys. The purpose of this exercise was to see actual performance of the library and find out how to support programs by Provision of adequate resources.

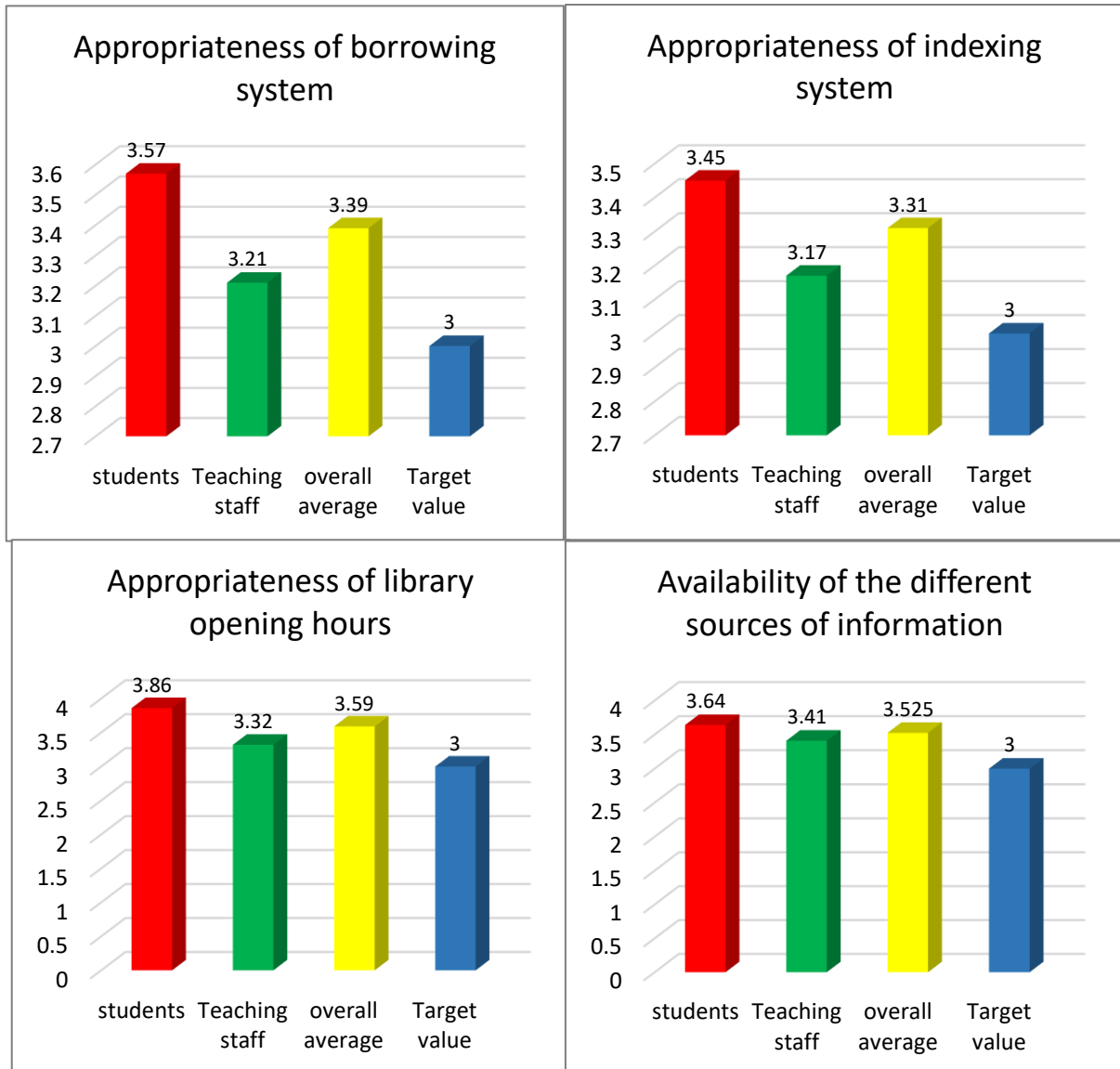


Figure (30): Students and teaching staff satisfaction level about appropriateness of borrowing system, indexing system, library opening hours and the availability of the different sources of information.

Analysis showed that perhaps the learning resources related to administrative and human sciences outnumber others. Therefore, the visits to the library and book borrowing are the highest from the College of Administrative and Human Sciences as shown in Figures (31) and

(32). The improvement action should thus focus on increasing the number of other disciplines to attract students from other colleges as well.

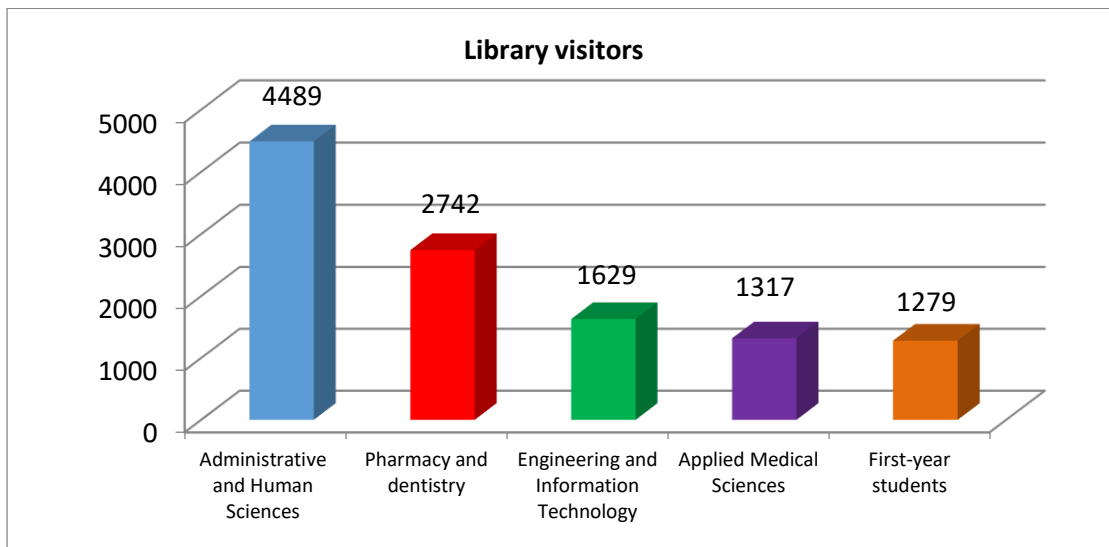


Figure (31): Classification of the library visitors

As shown in the Figure, students and staff of the Administrative and Human Sciences College constitute around 39% of the visitors, which must be taken into account in the development of the library improvement plan.

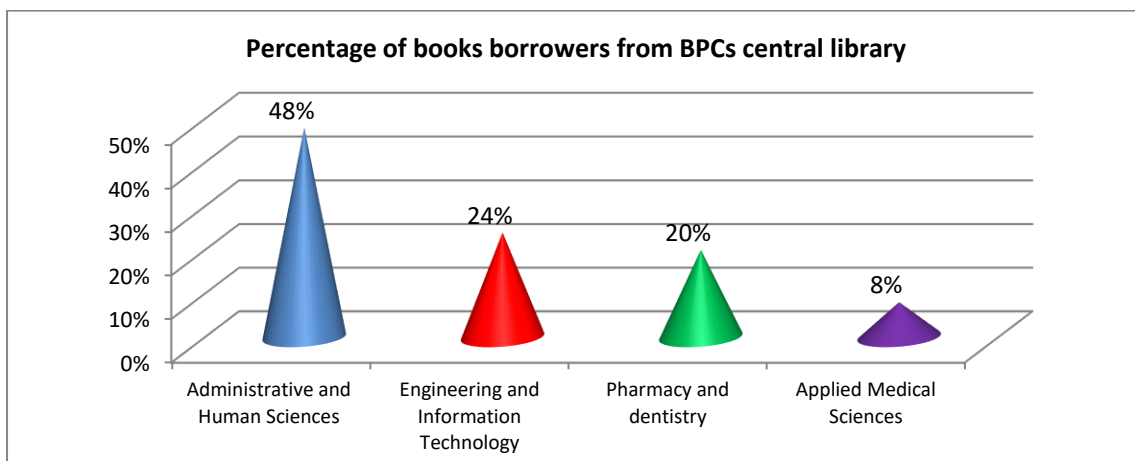


Figure (32): Percentage of books borrowers from BPCs central library

- At the beginning of each academic semester, librarians inform the faculty members about the available learning resources within the library so that they can determine the actual requirements for each program. These reports are discussed in departmental councils, which in turn provide the library with reports about the

required resources commensurate with the nature of the program of study (Annexes [G6.1.4a](#) & [G6.1.4b](#)).

- In addition, librarians regularly review books section, reserved books and other reference materials with advice from teaching staff to ensure the availability of necessary reference materials for courses offered (Annex [G6.1.5](#)).

6.2 Organization (***)

- The Central Library is open throughout the official working hours, where it works from 8:00 am – 2:00 pm in both male and female sections. It reopens again from 6:00 pm – 10:00 pm in male section to serve students and faculty members in the evening
- Book collections and materials have been arranged and classified using the universally recognized Dewey decimal classification 21th edition and the Anglo-American Cataloguing Rules for ease of access (Annex [G6.2.1](#)).
- BPC established an agreement with Qassim University for interlibrary loans and sharing of resources and services. This enables students and teaching staff of either side to borrow books and reference materials required (Annex [G6.2.2a](#)).
- Automated library system (Sierra) was activated within the central Libraries to enable the users to borrow books as well as search for information materials. In addition, the library maintains book borrowing records which include user data, nickname of the book and code, and the duration for which the book was borrowed. These automated and manually tools help to organize book borrowing process and facilitate the follow-up to retrieve borrowed books at the expected time to maintain the quantity of learning sources (Annex [G6.2.2b](#)).
- The library keeps heavy demand and frequently required books and references in a reserved section. This section has been created to overcome access issues related to learning resources that are in high demand and requires immediate improvement action.
- Subscription to the Saudi Digital Library has exponentially increased the access to a wide range of up-to-date learning resources (Annex [G6.2.3](#)). Subscription to Saudi along with the automated library system (Sierra) within the central libraries has made it easy to access the required references and books.

- The visitors of the library expect the library to be a clean, comfortable, and suitable environment for reading, researching and studying to this end, the BPC library have established and enforced rules for behavior within the library to ensure positive environment for study and research for users. Codes of behavior were announced through the official page of the library on the website in addition to billboards inside the library (Annex [G6.2.4](#)).
- The library uses effective security systems such as surveillance cameras to preserve and protect the library's materials, equipment, facilities, and properties. In addition, efficient systems are also employed to prevent inappropriate use of the internet within library. Clear warnings have been posted for this purpose (Annex [G6.2.5](#)).

6.3 Support for Users (***)

- Librarians held training and orientation programs for new students and teaching staff from different academic programs on how to use the library, the best way to take advantage of its contents and how to access the required references easily (Annex [G6.3.1](#)).
- Librarians work extended hours to assist users in searching for information, how to use devices for reaching what they are looking for, and answering their queries. When students' views were surveyed in the student experience questionnaire through the statements: "Library staff help me when I ask for it", their responses were highly positive. When students and teaching staff were asked, in the student/teaching staff survey on library services, if they feel satisfied with the availability of librarian to help them during library open hours, their responses were also highly positive (3.66 for males and 3.64 for females). Concerning indexing and classification method applied, using student survey on library services, most of students and teaching staff agreed that indexing and classification of books and scientific references in the library are done according to a clear system. This indicates that this method helped them easily reach what they are looking for. Figure 30, shows the results of the questionnaire. On the other hand, library brochure, library website, and library user guide provides guidelines for the users on how to use the library (Annexes [G6.3.2a](#) & [G6.3.2b](#) and [G6.3.2c](#)).

- The service for references, although available at the library, it often does not accurately answer inquiries.
- In the library, there are always available automated systems for providing the search services inside and outside the colleges. Sierra electronic library system enables librarians and users to access references and books from other libraries such as the Saudi Digital Library, in case of non-availability of any particular resource in the Central Library. Automated library system (Sierra) was activated within the libraries to assist users locate books and other references (Annex [G6.2.2b](#)).
- Library users are regularly kept informed about new developments such as arrival of new materials, training programs, or changes in services or opening hours through library page on the website (www.bpc-portal.com) (Annex [G6.3.3](#)).
- Library users' guide is present in both hard and soft copy formats to help users to easily access the library database, which reflects the high degree of customer care provided by the library staff (Annexes [G6.3.2c](#) and [G6.3.4](#)).
- The Central Library is supervised by experienced professionals (Annexes [G6.3.5a](#) & [G6.3.5b](#)) who have appropriate qualifications in the field of library and information sciences. However, the need of human resources is one of the main requirement which affects positively the library service. Although they are able to perform their jobs, such as helping library users in book borrowing and returning processes etc., there is a shortage in the number of qualified librarians. The libraries administration seeks to recruit qualified and specialists in this field and offers professional training courses for its staff to qualify them as librarians. On the hand, the e-learning department is supervised by experienced professionals (one for male section and one for female section) who have appropriate qualifications in the field of information technology and E-learning tools (Annexes [G6.3.6a](#) & [G6.3.6b](#)).

6.4 Resources and Facilities (***)

- Financial support is the primary engine for the success of any educational activity and a key factor in the continued delivery of quality services. Therefore, BPCs focused their attention to continuously support the central library in terms of infrastructure, human resources with appropriate qualifications and experience, information technology and subscriptions to other libraries such as Saudi Digital Library to improve services (Annexes [G6.2.3](#), [G6.2.4](#)). BPC always seeks to develop the library system in light of the strategic plan (Annex [G6.4.1](#)). Therefore, the management of BPC started a project decided in the strategic plan under the title “Developing BPC main library” to construct a new building exclusive for library. The year 1439-1440 AH was identified as the starting date of the project and the year 1443-1444 H as the date for the completion of the project.
- The Central Library provides Internet services to help users access information and access learning materials from other sources such as Saudi Digital Library. Simultaneously, acquisition of physical resources is not neglected as more than 11410 textbooks and references and 2026 unique titles are on shelves covering all essential needs of the academic programs. Furthermore, BPC established an agreement with Qassim Government University for interlibrary loans and sharing of resources and services. This enables students and teaching staff of either side to borrow books and reference materials required.
- The library uses adequate facilities, in the form of shelves, to arrange Books and other reference materials, according to the Dewey Decimal Classification System, in a way that makes them easily accessible (Annex [G6.4.2](#)). An improvement plan is being prepared to allocate more space to the library that is commensurate with the future development of library resources.
- The college affords the libraries and other learning resources a number of up to date computer equipment and software to facilitate the access to information and electronic databases (Annexes [G6.4.3a](#) & [G6.4.3b](#)). Table (53) given in the introduction section shows a distribution of such computers to libraries, and Tables (54 and 55) show a distribution of such computers to other learning resources. Currently, the number of computers is not sufficient in the libraries of male and female.

- Free photocopying and printing services are available for users to copy or print the required information. BPCs is cognizant of issues related to copyrights and intellectual property rights. Photocopying service, therefore, ensures that BPCs do not incur any liabilities by avoiding all possible legal infringements. Providing photocopy services in library supported by efficient payment mechanisms is considered one of the priorities for improvements.
- There exists a number of tables that can be used for the use of personal laptop computers (Annex [G6.4.4](#)). However, an improvement plan is being prepared to provide adequate spaces for using personal laptop computers within libraries.
- As mentioned before, BPCs central library's contains more than 9594 textbooks and references divided into Arabic and English editions, in addition to electronic database in different languages to cover the needs of programs offered at BPCs. Table (55) shows the statistics of available books in both libraries (male and female branch) according to specialty as of (1438-1439/2017-2018). Furthermore, Table (55) shows the statistics of ratio of book titles held in the library to the number of students for each program. This number can increase if the contents of the online libraries of which BPCs is a subscriber are taken into consideration. For example, the Saudi Digital Library contains several databases belonging to international libraries and websites that meet the requirements of all specializations in humanities, health, and science. It also includes a large variety of books, periodicals and academic theses. BPCs provides free access to the Saudi Digital Library for all its students and employees, both male and female, through special accounts.

Table (55): Ratio of book titles held in the library to the number of students in the academic year 1438-1439 (2017-2018)

| Program | Male ratio | Female ratio |
|------------------------|-----------------|----------------|
| Accountant | 1.6 : student | N/A |
| English | N/A | 0.99 : student |
| Human resources | 0.73 : student | 0.9 : student |
| Law | 0.48 : student | 1.13 : student |
| Computer Engineering | 10 : student | N/A |
| Computer science | 57 : student | N/A |
| Electrical engineering | 4.2 : student | N/A |
| Dentistry | 1.12 : student | 2.61 : student |
| Pharmacy | 0.99 : student | 0.71 : student |
| Laboratories | 39.7 : student | 138 : student |
| Physiotherapy | 0.19 : student | 0.28 : student |
| Dental hygiene | 48.2 : student | N/A |
| Nursing | 2.37 : student | 0.85 : student |
| Information technology | 15.83 : student | N/A |

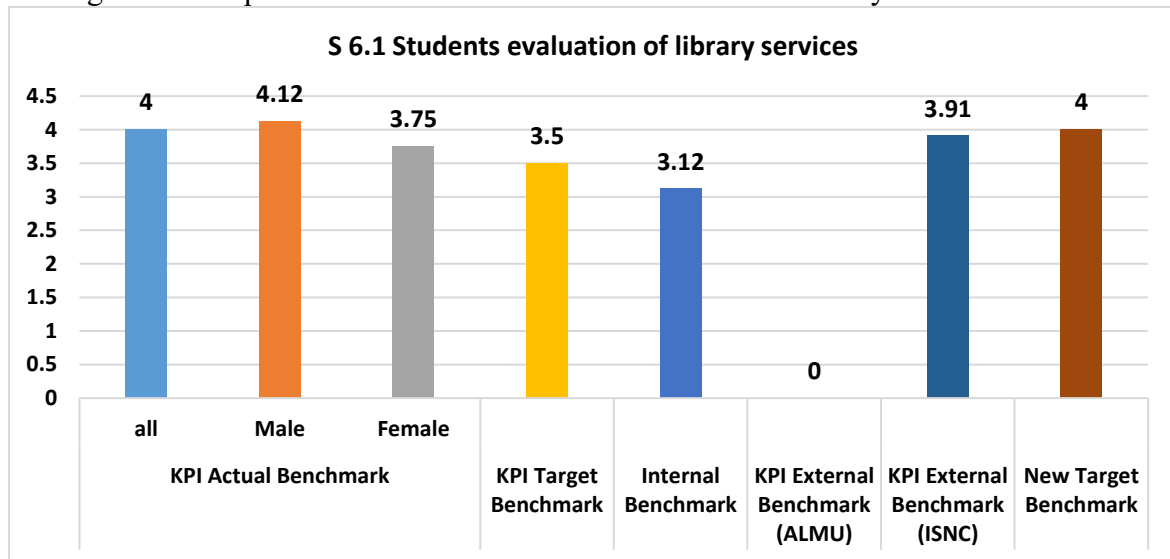
- Regarding providing sufficient facilities for both individual and small group study and research, the central libraries of BPCs lacks enough places for study, conducting individual scientific research or meetings for small groups. This issue will be resolved after completing the process of constructing the new main library building which is currently in progress. Developing BPCs' main library is one of four strategic projects (Table 50) that were dedicated by BPC' management to improve the learning resources due to their significant impact on learning and teaching.
- BPC adopted four key performance indicators (Tables 56, 57, 58 and 59) that were specified by the National Center for Academic Accreditation and evaluation (NCAAA), in addition to special performance indicators. The four KPIs related to the library have been compared with two government universities and two private universities, through data in its SSRI available on the Internet. Currently, work is underway to enter into agreements with comparable educational institutions for the exchange of relevant data for comparison and benchmarks.

Table (56) KPI: Students evaluation of library services.

NCAAA KPI Reference Number : S6.1 Institutional KPI Reference Number: 16

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|--------------------|----------------------|
| | | | ALMU | ISNC | |
| 4 | 3.5 | 3.12 | 3.91 | Data not available | 4 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 4.12 | | | 3.75 | | |

The actual KPI value have been calculated by:
Average score of questions 19 to 23 and 27 to 29 in students' survey



KPI analysis:

Strengths:

1. The comparison between actual benchmark and internal benchmark values reflects a significant improvement (17.6%) in library service especially in male section.
2. Actual benchmark value is approximately to external benchmark value.

Recommendations:

1. Library services still need more improvement to support learning and teaching processes.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

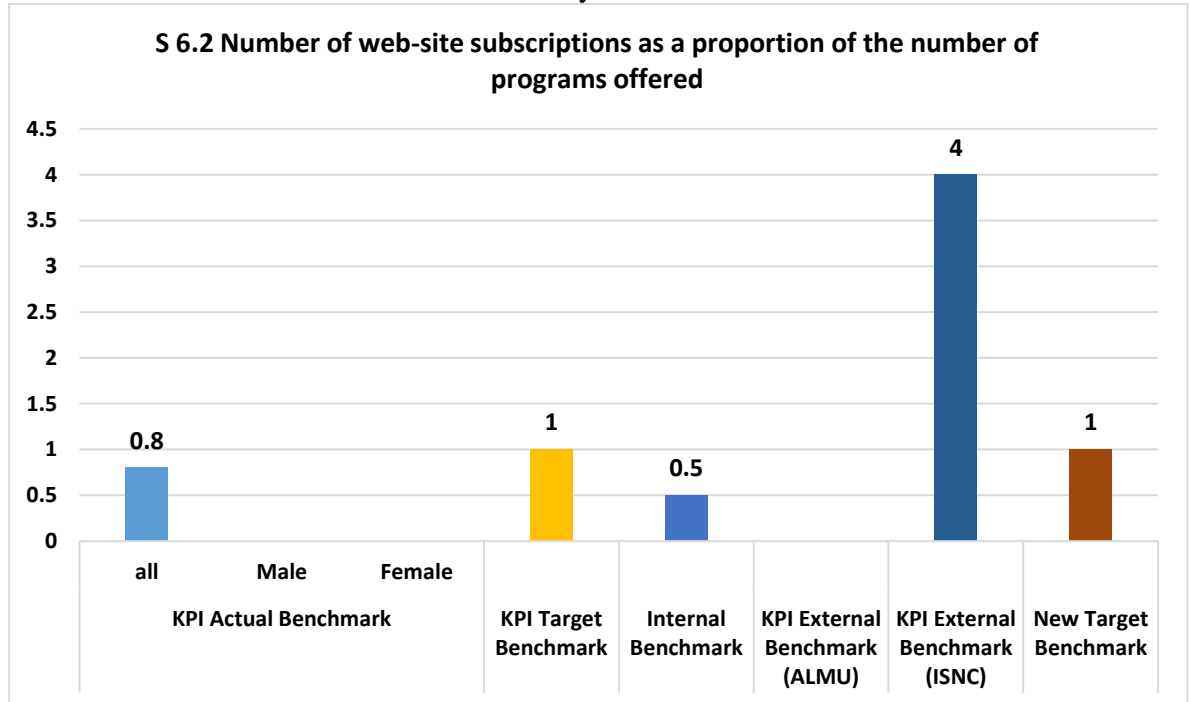
- IBN SINA national college for medical studies (ISNC)

Table (57) KPI: Number of web-site subscriptions as a proportion of the number of programs offered .

NCAAA KPI Reference Number: S6.2 Institutional KPI Reference Number: 17

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|----------------------|----------------------|--------------------|------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 0.8 | 1 | 0.5 | Data not available | 4 | 1 |

The actual KPI value have been calculated by:



KPI analysis:

Strengths:

1. The value for actual benchmark is greater than that of internal benchmark value.

Recommendations:

1. More subscriptions are needed, BPCs is encouraged to increase the number of subscriptions to at least on web-site for each program.
2. Compared with external bench mark value. BPCs is highly encouraged to increase the number of subscriptions and it should be considered as high priority action.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how much is the progress or degradation in relevant practices.

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

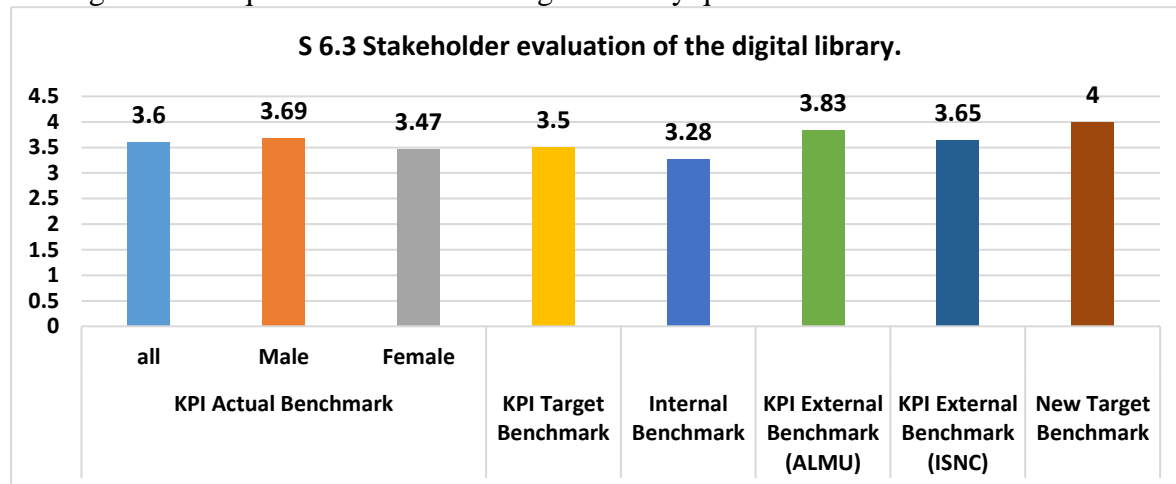
- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

Table (58) KPI: Stakeholder evaluation of the digital library.
NCAAA KPI Reference Number: S6.3 Institutional KPI Reference Number: 18

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 3.6 | 3.5 | 3.28 | 3.6 | 3.65 | 4 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 3.69 | | | 3.47 | | |

The actual KPI value have been calculated by:
 Average score of questions 14 to 22 in digital library questionnaire.



KPI analysis:

Strengths:

1. BPCs has subscribed in Saudi Digital Library (DSL).
2. Actual benchmark value exceeded the target and almost approaches the external benchmark values.

Recommendations:

1. The services provided to students and teaching staff need are to be improved as reflected from shown results.
2. Orientation sessions and workshops may be held by Librarian to increase the awareness of stakeholders about DSL services

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

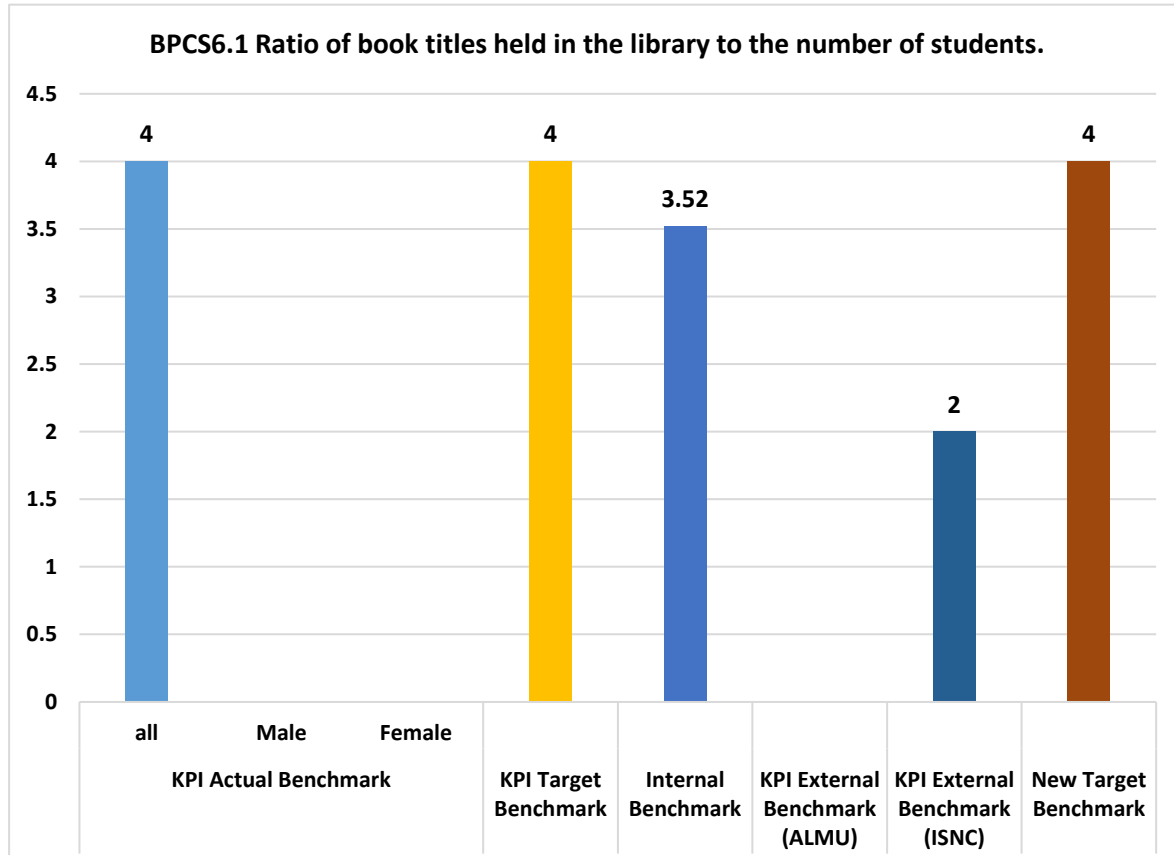
External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

Table (59) KPI: Ratio of book titles held in the library to the number of students.
NCAAA KPI Reference Number: BPCS6.1 Additional PI Reference Number: 6

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|----------------------|----------------------|--------------------|------------------------|-------|----------------------|
| | | | ALMU | ISNC | |
| 4 : 1 | 4 : 1 | 3.52 : 1 | Data not available | 2 : 1 | 4 : 1 |

The actual KPI value have been calculated by:
 Dividing number of book titles by the total number of students, provided by library administration.



KPI analysis:

Strengths:

1. There is enhancement in actual KPI value (12%).
2. According to the obtained data from library there are 4 book titles per each student which is considered to be accepted value.

Recommendations:

1. The actual benchmark value should be broke down in each program and analysed separately.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

- No data available for external benchmark.

Overall Evaluation of Quality standard 6

- The Central Library services are delivered in accordance with the policies that define the requirements of the academic programs as well as several projects in the Strategic Plan aiming to develop the library. Regular consultations are held between the librarians and instructors about the availability of learning resources. Plans are underway to construct a new building for the library and develop its services. The library services are evaluated on a regular basis.
- The Central Library is open throughout the official working hours in both male and female sections. Books and periodicals have been organized using the Dewey decimal classification (21st edition) and the Anglo-American Cataloguing Rules. Automated library system (Sierra), in addition to subscriptions to Saudi Digital Library, facilitates book borrowing from other libraries. Effective security systems are in place to stave off pilferage of resources. Codes of conduct and rules of behavior exist for the library users.
- The Central Library held training workshops for instructors and students on how to use the library. However, in future the library plans to provide an effective orientation program for new staff and students. All services are managed by professional librarians in both male and female sections. They provide support and assistance to users and respond to queries. However, there is a need for at least 4 additional librarians.
- The library receives adequate financial support from the institution. It offers computers and fast Internet. However, the available space for using personal laptop computers, individual study and group discussions is planned to be widened in order to enrich the range of services the library currently provides.
- More library related details from comparable private colleges for external benchmarking are not available and work is underway to solve this issue.

Strengths

- Top management supports the development of learning resources.
- The existence of strategic projects to develop the library in the institutional strategic plan.
- Library page on the official site of BPCs for easy communication with users.

- Service contracts with some of the most prestigious libraries such as Saudi Digital Library.
- The use of sophisticated electronic library system (Sierra) for saving and managing library collections.
- Students and teaching staff are satisfied with library service.
- Good investment in technology

Recommendations for improvement

- Develop a clear lists of library assets every year and linked to the programs requirements
- Regularly reviewing the reserve book and other materials with advice from teaching staff to ensure adequate access to necessary materials for courses offered.
- Establishing agreements with other academic libraries and resource centers for interlibrary loans and sharing of resources and services.
- Allocation of a special section for reserved materials in the library.
- Increasing the number of subscriptions to on-line data-bases, research and journal material relevant to the institutions programs.
- Increasing number of orientation and training courses for new students and library users.
- Improving the reference service to connect library users with the best available library and information resources for their needs.
- Using diverse methods to ensure that all users are kept informed about the library developments such as acquisition of new materials, training programs, or changes in services or opening hours.
- Recruitment of sufficient number of library specialists.
- Increasing the level of financial and technical support that required for the library.
- Providing photocopy services in library supported by efficient payment mechanisms.
- Allocation of adequate places for the use of personal laptop computers.
- Allocation of appropriate and adequate places for individual study, or small group study and research.

Priorities for improvement:

- Establishing agreements with other academic libraries and resource centers for interlibrary loans and sharing of resources and services.
- Allocation of a special section for reserved materials in the library.
- Increasing the number of subscriptions to on-line data-bases, research and journal material relevant to the institutions programs.
- Improving the reference service to connect library users with the best available library and information resources for their needs.
- Using diverse methods to ensure that all users are kept informed about the library developments such as acquisition of new materials, training programs, or changes in services or opening hours.
- Recruitment of sufficient number of library specialists.
- Increasing the level of financial and technical support that required for the library.
- Providing photocopy services in library supported by efficient payment mechanisms (6.4).
- Allocation of adequate places for the use of personal laptop computers.
- Allocation of appropriate and adequate places for individual study, or small group study and research.

Table 60: Standard 6 list of annexes

| No. | Code | Evidence Names |
|-----|---------|--|
| 1 | G6.1.1 | Library general policies document |
| 2 | G6.1.2 | Strategic plan projects |
| 3 | G6.1.3a | Survey used to explore students' satisfaction about the institutional and program activities |
| 4 | G6.1.3b | Survey used to explore students' satisfaction about the availability of library services. |
| 5 | G6.1.3c | Survey used to explore students and teaching staff' satisfaction about the appropriateness of borrowing system, indexing system, library opening hours and the availability of the different sources of information. |
| 6 | G6.1.4a | Correspondences to the management to supply the library with new books and required references. |
| 7 | G6.1.4b | Official paper from the library specialist to the management to supply the library with new books and references. |
| 8 | G6.1.5 | library' stock verification report |
| 9 | G6.2.1 | A photocopy of books classification by section or scientific programs |
| 10 | G6.2.2a | A photocopy of contract between BPCs and Qassim government university |
| 11 | G6.2.2b | A photocopy of digital library system contract (Sierra) |
| 12 | G6.2.3 | Saudi Digital Library subscription contract |
| 13 | G6.2.4 | A document outlining the rules governing the behavior inside the library |
| 14 | G6.2.5 | A document proving prevent users from using the library for wrong purposes. |
| 15 | G6.3.1 | Report of the library activities. |
| 16 | G6.3.2a | Library brochure. |
| 17 | G6.3.2b | Guidelines for the proper use of the library on website page. |
| 18 | G6.3.2c | Library user guide |
| 19 | G6.3.3 | Library website |
| 20 | G6.3.4 | Electronic guides to help users of the library for easy access |
| 21 | G6.3.5a | CV for the male library specialist. |
| 22 | G6.3.5b | CV for the female library specialist. |
| 23 | G6.3.6a | CV for the manager of e-learning system |
| 24 | G6.3.6b | CV for the coordinator of e-learning system (female section) |
| 25 | G6.4.1 | Strategic plan |
| 26 | G6.4.2 | Graph planning of library shows the dimensions and the number of library shelves. |
| 27 | G6.4.3a | Statement of the number of computers available to library users. |
| 28 | G6.4.3b | Image shows the computers available to library users. |
| 29 | G6.4.4 | Image shows the available tables for laptops use |

7. Facilities and Equipment *(Overall Rating *** Stars)*

Facilities must be designed or adapted to meet the particular requirements for teaching and learning in the programs offered by the institution, and offer a safe and healthy environment for high quality education. Use of facilities must be monitored and user surveys used to assist in planning for improvement. Adequate provision must be made for classrooms and laboratories, use of computer technology and research equipment by faculty and student and appropriate provision made for associated services such as food services, extra-curricular activities, and where relevant, student accommodation.

Introduction

In order to provide Innovative environment for students and faculty to promote quality of education and facilities, BPCs recognize the importance of having a good quality facilities and equipment. The facilities and equipment should be assessed on regular basis through consultation with faculty staff and students.

Location:



Figure (33): Illustration Location of BPCs

BPC is located in Buraydah city at Almaleda district and near to Qassim University, prince Naif bin Abdulaziz international airport lies about 10 km from the colleges, Ayoun Aljawa is close city to the colleges at a distance of 22 km.

BPCs infrastructure are characterized by sufficient capacity to serve all educational and administrative activities to meet most of the teaching and learning requirements, where the establishment of a dedicated new building for female students at the beginning of the academic year (2014-2015) and also are now preparing for the establishment of a separate building of the Central Library links between male and female section. We have a plan to

create the central library building (Annex [G7.i.1](#)); Also colleges acquired relatively large piece of land adjacent to the campus for possible future expansion.

The adequacy condition set in the "Executive Rules and Administrative Procedures of private Colleges" have been properly applied to BPCs building and facilities (Annex [G7.i.2](#)) article 4.

A detailed list of buildings and spaces of colleges and this is one of the strategic objectives included in the Strategic Plan (2018-2023), Areas and spaces of Buraydah colleges designed by Aljarbou consulting engineers (Annex [G7.i.5](#)) describes areas of the colleges and courtyards, the conference hall and the stadiums, as well as the areas of the Buraydah Colleges building for female students.

BPC building plan and the development of maintenance for infrastructure and equipment, have strategic objectives on strategic plan (Annex [G7.i.3](#)), and were also as explained earlier in section 6 of the present report and in the "Executive plan of the Strategic Plan" (Annex [G7.i.4](#)), two strategies strategy 6 (Development and maintenance of infrastructure) with sub-items (6-1 and 6-2) totally included four projects.

Information technology has a central role and is well been used, the executive plan (Annex [G7.i.4](#)) included three projects to enhance the use of information technology in all academic and administrative affairs. Existing computer hardware, software and related support services are adequate for the current needs of the faculties.

Planning, management and maintenance of facilities and equipment are primarily the responsibility of:

- Deputy General Supervisor for Executive Affairs.
- Director of Financial and Administrative Affairs.
- Manager of practical applications management.
- Director of Operation and Maintenance Department.

Report on sub standards:

(To prepare a report on this standard the steps that have been described in section C. self-study processes in its first stage were followed as mentioned in page no.36).

7.1 Policy and Planning (**)**

BPCs pay special attention to developing and maintain building, facilities and assets. The college developed and effectively implemented a master plan for development, management of facilities and equipment to meet its needs. This planning had to be carried out in consultation with stakeholders and be responsive to their requirements. Developments and maintenance of facilities, this is achieved through strategic plan.

BPCs have a long-term master plan approved by the governing body that provides for capital for years (2018-2023) (Annex [G7.i.3](#)) pages 73 and 74 (Arabic version) of strategic plane where surveys were done by the central quality team in preparing the strategic plan, proved a great satisfaction on the equipment and facilities owned by BPC, this was approved by 73% of staff and 70 % of student.

The annual budget of Buraydah colleges for facilities and equipment shows that the budget increased by three times the volume of expenditure in 2018 compared to 2017, indicating the amount of interest colleges spend in this aspect (Annex [G7.1.1](#))

The equipment and planning processes include projects and schedules for major equipment acquisitions for servicing and replacement following a planned schedule; this is included in the executive plan for strategic plan (Annex [G7.i.4](#)).

Buraydah Colleges have an organizational structure for procurement (Annex [G7.1.2](#)), Also it is available in English format as an attached file to this report, a quotation for service maintenance contact for dental equipment (Annexes [G7.1.3a](#) and [G7.1.3b](#)) shows maintenance bills for medical equipment, (Annex [G7.1.3c](#)) shows bills for maintenance of dental equipment (Annex [G7.1.3d](#)) shows a follow up report for equipment through colleges and (Annexes [G7.1.3e](#) and [G7.1.3f](#)) Show bills for the purchase of medical equipment for colleges.

Future users of facilities or major equipment are consulted prior to acquisitions or development to ensure that current and anticipated future needs are accurately met, Buraydah colleges have a specialized purchasing and development committee that sends at the beginning of each semester all circulars to all faculties. Then the smaller committees within the faculties receive the requests of the department heads and then return them to the practical applications department to receive the quotations and to submit the applications to the departments as soon as possible.

Procurement Oversight Committee which supervise purchase processes (Annex [G7.1.4a](#) and [G7.1.4b](#)) represents Purchase order form, a facilities and infrastructure committee (Annex [G7.1.4c](#)) shows minutes of meeting at the beginning of each semester held on January 2017, October 2017, January 2018) to study the needs of the faculties for facilities and equipment formed to monitor and follow up purchases.

BPCs have an equipment policy designed to ensure to the greatest feasible extent, compatibility of equipment and systems across the institution, (Annex [G7.1.5a](#)) a committee

was established to examine the purchases of the Faculty of Engineering from India, (Annex [G7.1.5b](#)) an examples of the decisions of the conformity committee at the physiotherapy program which is responsible for reviewing of the new equipment in the program and its compatibility with scientific and practical needs (Annex [G7.1.5c](#)) another example for conformity committees in the dental program (Annex [G7.1.5d](#)) shows a process of non-matching purchases form and how they were corrected. Business plans are prepared prior to major equipment acquisitions, with evaluation of alternatives of leasing or shared use with other agencies (Annex [G7.i.2](#)) shows a study of the economic feasibility of contracting an external installation laboratory in dentistry compared to employing technicians and continuing the work of dental prosthodontics inside the college. The study showed the economic feasibility of contracting with an external installation laboratory without considering the other factors such as transportation costs and time factor, with the availability of another alternative to provide CAD-CAM system which is automated system for dental labs, Proposals for leasing of major facilities and for outsourced building and management of facilities are fully evaluated in the long-term interests of the institution and managed in a way that ensures effective quality control and financial benefits, , a study to rent the dental clinics to private clinics to decrease patient loads upon them (Annex [G7.1.7a](#)). The colleges leased Spaces and empty well prepared cafeteria spaces for specialized food companies; a rental contract of food spaces is clear at (Annex [G7.1.7b](#)).

BPCs own special labs which have all the necessary compartments and equipment which serve the process of scientific research programs, purchase bills ([G7.1.3e](#) and [G7.1.3f](#))

These labs have been allocated for purposes of scientific researches, as follow:

1. Computer labs at the college of dentistry and pharmacy were allocated for oral pathology (DIGI-SCAN) and electronic examinations, this also applicable to other colleges.
- 2- Research lab at pharmacy department including the following (HPTLC linomat 5 with TLC scanner 4 & HPTLC & Spectrophotometer & melting point apparatus-STURT SMPS40.
3. In the pharmacology lab of pharmacy department there is a plan to bring Animal cage with single side track with 12h/temp (ISO CAGE-N-SYSTEM) *NEGATIVE PRESSURE* is under processing for research purposes.
4. Nursing Anne, nursing kid and rescue Anne at research labs of applied medical sciences are equipment for scientific researches.
5. Physiotherapy labs are equipped with Electra hydrotherapy (Chattanooga).

6. Faculty of dentistry has advanced imaging systems with newly constructed preclinical radiation rooms.

7.2. Quality and Adequacy of Facilities and Equipment (*)**

The colleges continually monitor the quality and adequacy of facilities and equipment, the administration realize the importance of adequacy of equipment matching the yearly increase in number of students and the needs to match with the recent technology, putting into consideration the safety as a priority in all stages of development, maintenance also is a basic attention and priority in all stages of development.

Buildings and grounds provide a clean attractive and well maintained physical environment, (Annex [G7.2.1a](#)) Shows There is cleaning contract has been concluded between the colleges and a specialized cleaning company (Dorat Al-Rafaheya) specialized in providing specialized trained workers with disinfecting materials also provides a hygienic environment suitable for each department of the faculties (Annex [G7.2.1a](#)).

In a survey for students a mean of 75% of students thought that Buraydah colleges provided a clean attractive well maintained environment (Annex [G7.i.6](#)).

A contract for the transfer of non-medical waste between Buraydah colleges and the (first services Co.) for cleaning and container insurance, providing the transfer of non-medical waste in a professional manner and to preserve the environment of the faculties to be clean (Annex [G7.2.1b](#)).

The colleges have entered into a contract with (Afamia Est.) for pest control, for the efficient and effective control of all types of insects (cockroaches, ants, rats, mice, flies, and mosquitos), to maintain a healthy clean environment (Annex [G7.2.1c](#)).

Facilities fully meet health and safety requirements, the General Supervisor of colleges requested from the Civil Defense Director to conduct field training for staff and students on the emergency evacuation plan (Annex [G7.2.2a](#)).

There is an agreement with a medical maintenance company, specialized in the processing of radiation rooms to raise the separating walls between x-ray rooms of dental clinic number 1- from 220 cm current elevation to the roof, for more safety standards.

In a survey for students a mean of 73% of students thought that facilities satisfy needs of health and safety.

The colleges signed on January 1st, 2017 a contract from (water and fire Est.) for safety and fire-fighting systems (valid until the 1st of January/2021) (Annex [G7.2.2b](#)) and includes the provision of engineers and technicians competent in the maintenance and periodic detection of fire extinguishing systems, which include the following:

Table (61): Safety equipment's in the college

| Safety equipment | Quantity |
|-------------------------------|----------|
| Smoke detector | 356 |
| Box Fire | 72 |
| Pumps 500 gallons | 2 |
| Triangular 250 gallon | 2 |
| Control panel | 9 |
| fire tap | 10 |
| glass breakers | 97 |
| Bell | 97 |
| Sarnia | 80 |
| Fire-retardant lighting | 165 |
| Smoke-free plate | 81 |
| Lightning blocker | 17 |
| Fire extinguisher 6 kg power | 329 |
| Fire extinguisher 6 kg carbon | 48 |
| Automatic spraying | 238 |

Also, fire alarm systems, auxiliary warning lights, manual call points, audio alarms, power generators, generators, fire alarms, lighting Fans - Air propellers - Lifting fans - Air suction fans - Electric grids - All systems for alarm system, operating requirements and checking the readiness of the items.

The contract also includes engineers and technicians of the institution to do periodic visits to the colleges at the rate of visit every three months and provide periodic maintenance reports in two copies, one for colleges and the other for civil defense, the manual for security and safety procedures in faculties (Annex [G7.2.2c](#))

The colleges purchased six emergency showers and eye washers for the clinics and lab corridors as a safety measures to protect students and faculty staff in case of chemical spill and fired hazards (Annex [G7.2.2d](#)). In addition to that, there is purchasing bills for safe hygiene aids for corridors, labs and clinics (Annexes [G7.2.2e](#) and [G7.2.2f](#)).

Quality evaluation processes include both feedback from principal users about the adequacy, quality of facilities, and mechanisms for considering and responding to their views this was approved by a mean of 69% of surveyed students and a mean of 57% of surveyed staff.

Standards of provision of teaching, laboratory and research facilities are benchmarked against equivalent provisions at other institutions (This includes classroom space, laboratory facilities, equipment, access to computing facilities, associated software, private study facilities, and research equipment), (Annex [G7.2.3](#)) Includes qualitative indicators include minimum standards and specifications to meet college standards.

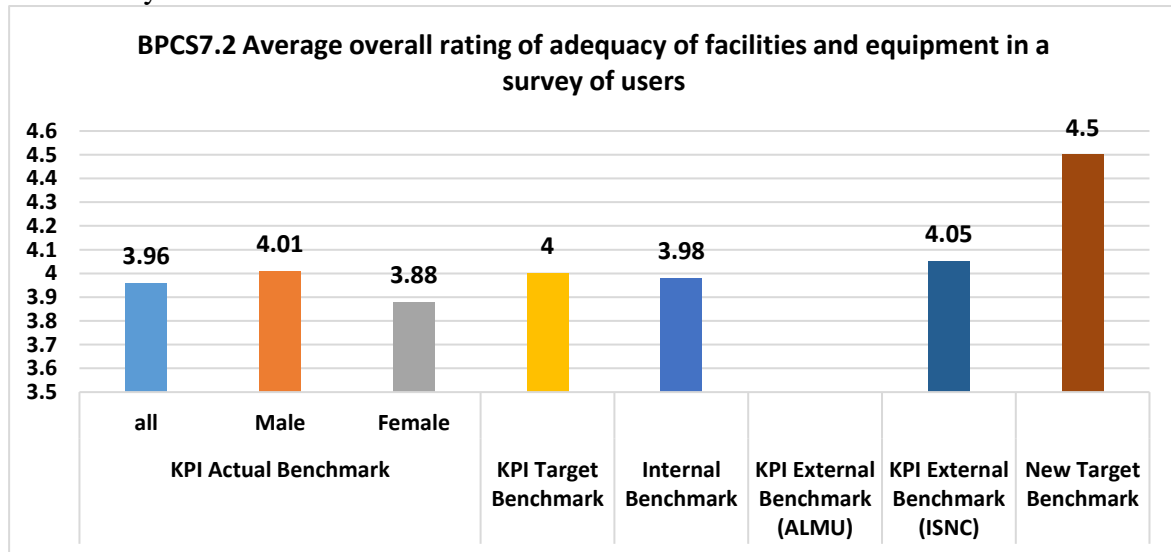
Table (62) KPI: Average overall rating of adequacy of facilities and equipment in a survey of users

NCAAA KPI Reference Number: BPCS7.2 Additional PI Reference Number: 8

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 3.96 | 4 | 3.98 | Data not available | 4.05 | 4.5 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 4.01 | | | 3.88 | | |

The actual KPI value have been calculated by:

Average score of question no. 10 in program evaluation survey and question no. 5 in teaching staff survey



KPI analysis:

Strengths:

1. The result reflects higher satisfaction with facility and equipment in male section.
2. Infrastructure of BPCs has been renewed effectively in the two past years.

Recommendations:

1. There is a remarkable difference between actual benchmark for male and female sections. BPCs is encouraged to fix these difference in order to provide equal resources in both sections.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

Adequate and accessible facilities are available for confidential consultation between teaching staff and students, in a survey to student a mean of 70% thought that there are adequate meeting facilities between staff and students, the academic advising reports are bases of consultation, which contains the academic advising reports recommendations and achievements (Annex [G7.2.4a](#)) and the Academic advising Guide. It contains the academic advising manual for the faculty to clarify their duties towards their students (Annex [G7.2.4b](#)). Appropriate facilities are provided for religious observances, in a survey for students a mean of 75% thought that there are spaces to practice religious rites, the mosque under construction is established at mosque and cafeteria plan (Annex [G7.2.5](#)).

Food service facilities are adequate and appropriate for the needs of staff and students, Cafeteria building plan under construction is shown at building (Annex [G7.2.5](#)), in a survey of students a mean of 56% thought that there are food services facilities, again this point needs improvement and a new cafeteria under construction may raise this percentage. Provision is made for students and staff with physical disabilities, or other special needs, Buraydah colleges pay special attention to those with special needs.

These facilities included:

Parking for people with special needs, graduated entries Ramps, special toilets with special needs equipment

Elevators:

The faculties administration provided 6 elevators distributed as follows:

Table (63): Elevators

| Building Number | Provided Elevators |
|------------------|--------------------|
| Building no. 4 | 1 |
| Building no. 5 | 1 |
| Building no. 6 | 1 |
| Female buildings | 3 |

The colleges signed a contract with (Nakaz Elevators Est.), which includes the installation and maintenance of elevators for the colleges, including a period of guarantee (Annex [G7.2.6a](#)).

The college signed a contract with (Al-Othaim Workshop) to install ladders for handicapped vehicles throughout the faculties (Annex [G7.2.6b](#)).

In a survey for users, 62.4% of students thought that facilities are sufficient for special needs students. Sub item (3-3-4) of the strategic plan included many future projects for students with special needs.

Facilities appropriate for the needs of the students attending the institution are provided for cultural, sporting and other extracurricular activities, Sub item (3-3-1) of the strategic plan the colleges paid a great attention to the extra-curricular activities for the coming years.

The colleges signed a contract with (Naseej Arabian Comp.) which is an advanced system company to update, maintain and support the library system (Annex [G7.2.7a](#)) providing cultural support for staff and students, a scheme to create the central library building is one of the recent improvement plans.

Information of extracurricular activities in female faculties are available at (Annex [G7.2.7b](#)), information of extracurricular activities in male faculties (Annex [G7.2.7c](#)), directory of extracurricular activities (Annex [G7.2.7d](#)) and the renewal of SDL subscription is clear at (Annex [G7.2.7e](#)). Umrah organizing funded entirely by the College Administration to help students practice religious rites is one of the activities of colleges (Annex [G7.2.7f](#)).

Bing pong tables and billiards are available at student clubs within colleges enabling students to practice their hobbies during free time between lectures.

Buraydah colleges have a medical clinic that provides medical services to students and clinic for female students is also available, which are supervised by doctors from the colleges. Medical services are provided during the working hours for medical emergencies, a complete inventory for medical clinic is available at (Annex [G7.2.8](#)).

The sufficiency of facilities for cultural and sport activities is approved by 53% of students in survey for users

. In a survey to students, 60 % of students thought that there are enough medical services for them.

7.3 Management and Administration (***)

The General Administration of Maintenance and Operation aims to provide scientific and healthy environment by operating, maintaining and cleaning services for the colleges.

A detailed budget to the annual expenditure of facilities and equipment is available and attached as an (Annex G7.1.1)

A complete inventory is maintained of equipment owned or controlled by the institution including equipment assigned to individual staff, for teaching and research.

(Annex [G7.3.1a](#)) Includes inventory of the covenant in all faculties units, (Annex [G7.3.1b](#)) Pharmacy Laboratories Database, (Annex [G7.3.1c](#)) Inventory of laboratory equipment of engineering and computer sciences, (Annex [G7.3.1d](#)) Shows inventory of dental clinics and labs, (Annex [G7.3.1e](#)) Represents inventory for pharmaceutical department, (Annex [G7.3.1f](#)), Is an inventory for applied medical sciences.

Services such as cleaning, waste disposal, minor maintenance, safety, and environmental management are efficiently and effectively carried out under the supervision of a senior administrative officer, The decision to assign the maintenance officer, who is responsible for the follow up of simple maintenance and safety is issued by H.R. department (Annex [G7.3.2a](#)), Maintenance reports for utilities and equipment (Annex [G7.3.2b](#)) , maintenance documents for male departments (Annex [G7.3.2c](#))& maintenance documents for female departments (Annex [G7.3.2d](#)).In a survey for students 71% thought that maintenance officer supervises cleaning , maintaining and keeping actions to provide clean environment, also 55% of staff and 69% of students thought that a senior manager is responsible for supervising the cleaners, simple maintenance and safety of environment in the survey included in the strategic plan (Annex [G7.i.3](#))

Provision is made for regular condition assessments, preventative, corrective maintenance, and replacement, regular follow up reports (includes weekly reports) for maintenance of medical and dental equipment, (Annex [G7.3.3a](#)), a quotation for maintenance of dental units by a dental company is shown by (Annex [G7.3.3b](#)).

With the increase number of students and the needs for development, improvement in the line with ministry of educations standards of our labs, clinics and sterilization areas, (Annex [G7.3.3c](#)) shows preventive and corrective action forms.

BPCs paid a great attention to secure facilities through advanced security systems, Buraydah Colleges signed a contract with (Safwa Al Midan Est.) for security escorts to secure (4) trained security personnel at a high level (Annex [G7.3.4a](#)).

A certificate of achievement proving the presence of surveillance cameras for the buildings of the college to be submitted to the civil defense Qassim area (Annex [G7.3.4b](#)) and statement of numbers and types of surveillance cameras in colleges are stated at (Annex [G7.3.4c](#)).

Security cameras have been installed at strategic locations that provide continuous monitoring data. Effective systems are in place to ensure the personal security of staff and students, with appropriate arrangements are in place for the personal security of teaching, support staff and students as well as their personal property.

Effective systems are in place to ensure the personal security of teaching or other staff and students, with appropriate provisions for the security of their personal property, in a survey for students, 63 % thought that effective security systems are effective and provided.

Buraydah colleges signed a contract with a company for disposal of medical waste The contract was signed in January 2018, through which environmental hazards are, eliminated professionally (Annex [G7.3.5](#)).

A request by the General Supervisor of Colleges for the Civil Defense Director to conduct field training for students and students on the emergency evacuation plan is shown at document (Annex [G7.2.2a](#)), The colleges signed a contract on January 1st, 2017 from the company of (Water and Fire Est.) for safety fire-fighting system. The contract is valid until the 1 January/2021 and includes the provision of engineers and technicians competent in the maintenance and periodic detection of fire extinguishing systems (Annex [G7.2.2b](#)), the manual for security and safety procedures in faculties (Annex [G7.2.2c](#)), the colleges purchased six emergency showers and eye washers for the clinics and lab corridors as a safety measures to protect students and faculty staff in case of chemical spill and fired hazards, purchase bills are shown at (Annex [G7.2.2d](#)).

Space utilization is monitored and facilities reallocated in response to changing requirements, a recent example of the use of lecture rooms of the e-register system is clear at (Annex [G7.3.6](#)).

In a survey to students 70 % of them thought that enough lecture rooms and laboratories are available to receive the required scientific needs.

Scheduling of general-purpose facilities is managed through an electronic booking and reservation system, and the extent and efficiency of use is monitored and reported.

The student affairs officer creates an electronic reservation system for the lecture rooms through e-register system during schedules preparation, an example of booking lecture rooms for male and female students with electronic system booking (Annex [G7.3.7](#)).

Arrangements are made for shared use of underutilized facilities with adequate mechanisms for security of equipment, the conference hall (at the vacant times) were reserved by the Umm Al Qura university for Master's thesis for students from Qassim area and the university's associates. The colleges were able to exploit the unused halls in common with other universities (Annex [G7.3.8](#)). The room also has surveillance cameras to protect the hall facilities

7.4. Information Technology (*)**

The use of information technology is the backbone of daily work of BPCs, an efficient E-Register system serves both educational and administrative purpose.

The DIGITAL SCANNING OF SLIDES-VIRTUAL MICROSCOPY (Digi Scan), Had been purchased by the colleges, the program enables Students to learn oral pathology through a computer lab in the dental department (Annex [G7.4.1](#)), The fingerprint of the faculty is centrally connected to the IT center, they can easily fix any problem in the machines and considered to be a ring between follow up department and the end user (faculty).

Information technology has attracted considerable attention in the strategic plan, clearly defined at section 8 of strategic plan which spots on the methods of achieving strategic objectives through the strategy (1-2) which focus on the use of electronic administration in all academic and administrative Transactions with sub items (1-2-1, 1-2-2 and 1-2-3) all focused on upgrading the electronic systems among the colleges.

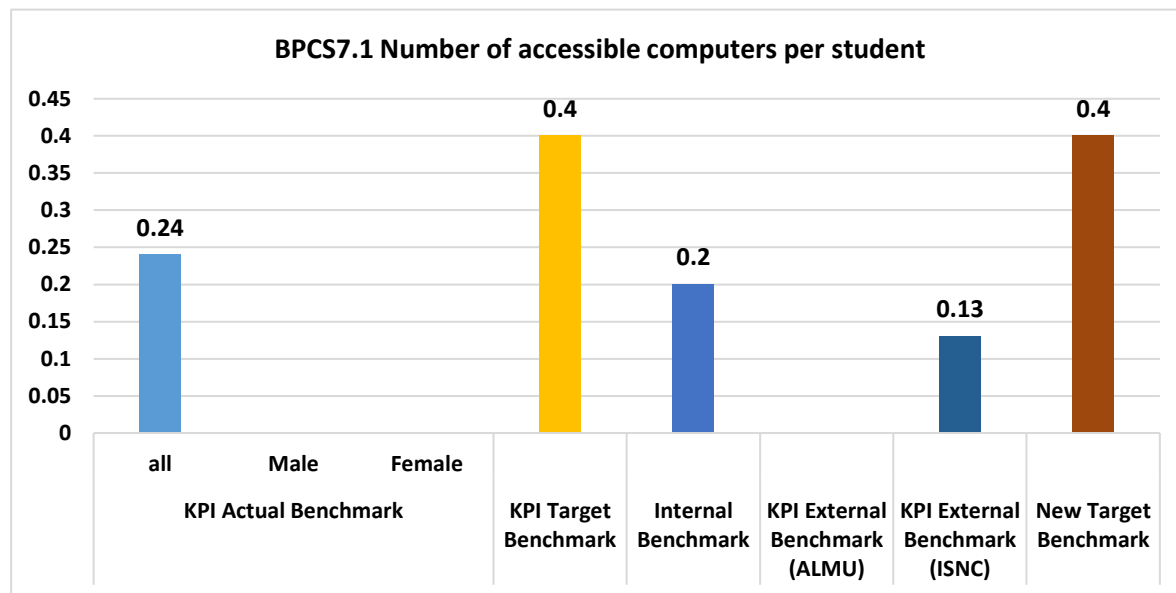
Computing equipment, software, and related support services are adequate for the institutions needs and managed in ways that ensure secure, efficient and effective utilization, a summery for IT infrastructure is shown at (Annex [G7.4.2a](#)), a declaration of laptop for a faculty (Annex [G7.4.2b](#)) and (Annex [G7.4.2c](#)) includes a requisition and agreement of computing equipment for colleges.

Table (64) KPI: Number of accessible computers per student..

NCAAA KPI Reference Number: BPCS7.1 Additional PI Reference Number: 7

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|----------------------|----------------------|--------------------|------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 0.244 | 0.4 | 0.21 | Data not available | 0.13 | 0.4 |

The actual KPI value have been calculated by:
Dividing number of accessible computers by number of students.



KPI analysis:

Strengths:

1. According to the obtained data, there is a slight improvement in the actual KPI value which may happened due to the decrease in number of students from 2864 to 2457 students.

Recommendations:

1. BPCs is encouraged to enhance IT facilities including number of accessible computers.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

- No data available for external benchmark.

The adequacy of provision of computer equipment and support services is regularly assessed (through surveys or other means and comparisons with other institutions).

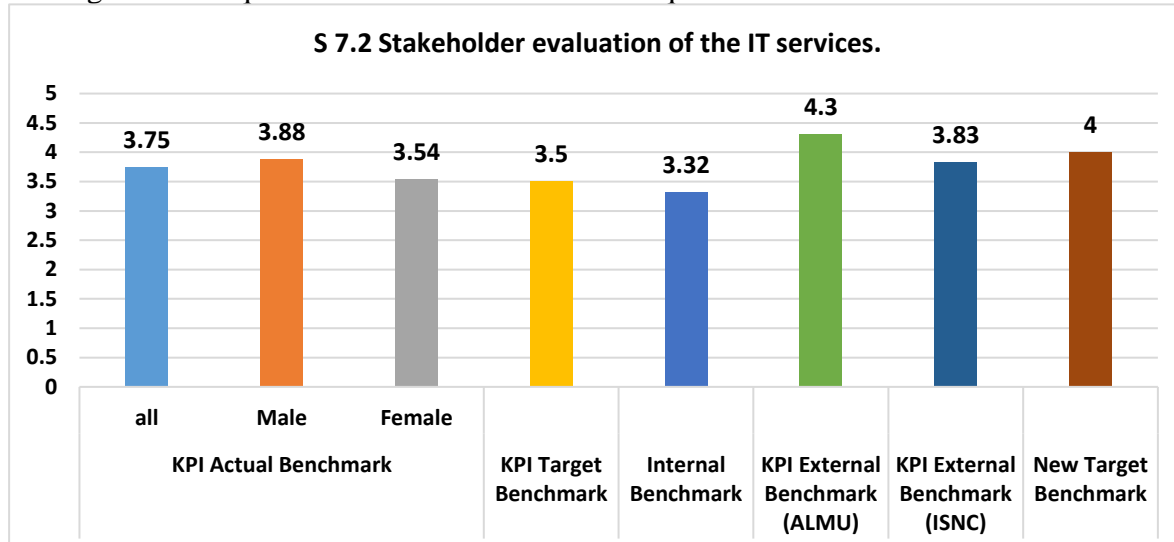
Table (65) KPI: Stakeholder evaluation of the IT services.

NCAAA KPI Reference Number: S7.2 Institutional KPI Reference Number: 20

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 3.75 | 3.5 | 3.32 | 4.8 | 3.83 | 4 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 3.88 | | | 3.54 | | |

The actual KPI value have been calculated by:

Average score of questions 23 to 27 in IT services questionnaire.



KPI analysis:

Strengths:

1. There is an enhancement in actual KPI value compared with the internal benchmark value.
2. The actual benchmark value almost approaches the external benchmark one.

Recommendations:

1. The results shows that provided IT services needs to be improved on both levels of resources human resources for technical support and infra structure.
2. The annual expenditure on IT per students should be increased.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

Technical support is available for staff and students using information and communications technology, (Annex [G7.4.4a](#)) Provides a brief about the IT center and the services provided to both male and female campuses via an expert staff (Annex [G7.4.4b](#)) Is an example for technical support for a faculty and in (Annex [G7.4.4c](#)) the IT provided a detailed explanation to the use of email and how to login to BPC network , 67 % of students thought that the IT technical support is effective and enough when they were survived for satisfaction about IT services.



Figure (34): A picture shows a supportive e-mail from the IT supervisor to faculty staff, to reassure his username and password.

Opportunities are available for teaching staff input into plans for acquisition and replacement of IT equipment, Maintenance Reports Technical support for computers and networks are available (Annexes [G7.4.5a](#)) and (Annex [G7.4.5b](#)) shows that faculty members were consulted before purchasing computing equipment.

An institution-wide acquisitions and replacement policy is established for software and hardware to ensure that systems remain up to date and that compatibility, this is included in the annual budget.

Table (66) KPI: Annual expenditure on IT budget allocated per student.

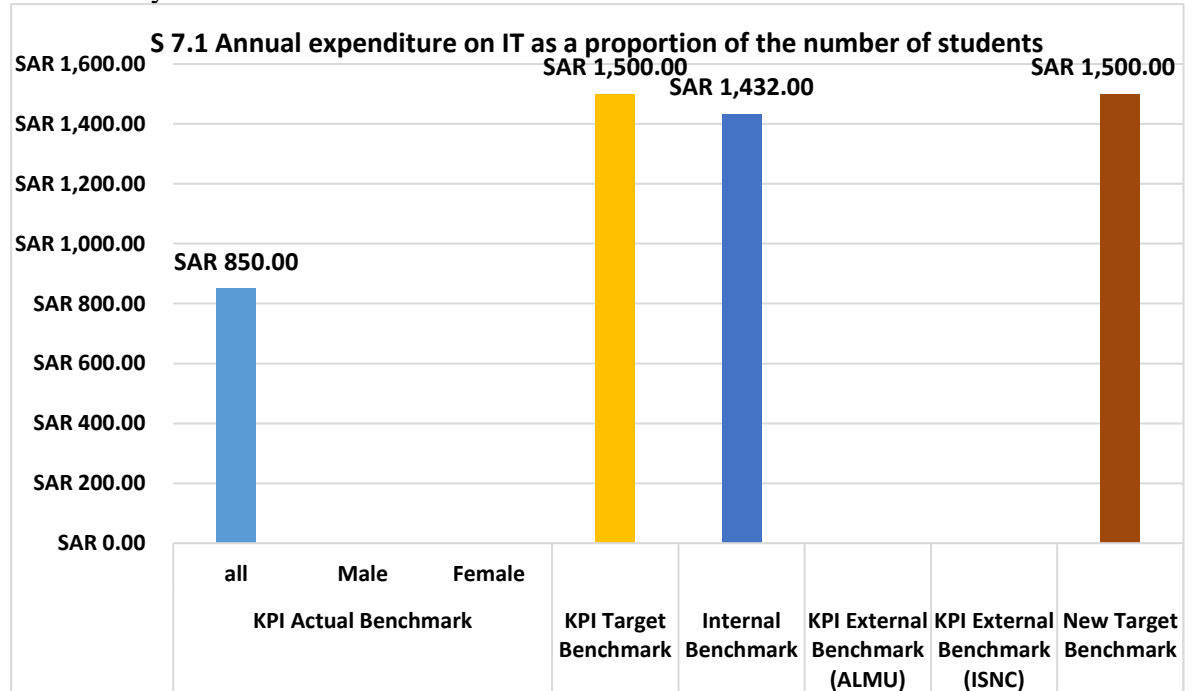
NCAAA KPI Reference Number : S7.1

Institutional KPI Reference Number: 19

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|----------------------|----------------------|--------------------|------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 850 SAR/St. | 1500 SAR/St. | 1432 SAR/St. | Data not available | | 1500 SAR/St. |

The actual KPI value have been calculated by:

Provided by financial administration



KPI analysis:

Recommendations

1. The obtained results show that there is a significant degradation (40.64%) in actual benchmark value compared with the internal benchmark.
2. BPCs is encouraged to assign enough budget to improve IT services quality, the value of target benchmark has been set to 1500 SAR/St.
3. The improvement in this KPI should reflect on stakeholders' satisfaction with IT services S7.2.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

No available data for external benchmarks

Security systems are in place to protect privacy of sensitive personal and institutional information, and to protect against externally introduced viruses.

In 2015 the colleges signed a contract (DB Comp.) to provide colleges with Cyberoam firewall protection system (Annex [G7.4.6a](#)), In the same year and from the same company the colleges also purchased SOFOS endpoint protection advanced (competitive upgrade) (Annex [G7.4.6b](#)), 69% of students thought that proactive programs and measures could protect the computing equipment from external viruses and threads in survey to them.

A code of conduct is established relating to inappropriate use of material on the Internet. Compliance with this code of conduct is checked and instances of inappropriate behavior dealt with appropriate, the established internet usage policy showing unacceptable usage protocol , User compliance and user agreement (Annexes [G7.4.7a](#) and [G7.4.7b](#)) represents Students' disciplinary regulations applicable which is applicable to the college information system, in a survey 70 % of students thought that enough rules and regulations are enough to govern the use of internet network , and punishment rules of misuse .

The internet bandwidth per user is 82 kbps with a total bandwidth of 20 mbps. BPCs have plans to upgrade the total bandwidth to reach a targeted value of 102 kbps per user.

All classes and staff rooms have access to the internet. Wireless internet is also available in the main building.

Training programs are provided for teaching and other staff to ensure effective use of computing equipment and appropriate software for teaching, student assessment, and administration (Annexes [G7.4.8a](#) and [G7.4.8b](#)).

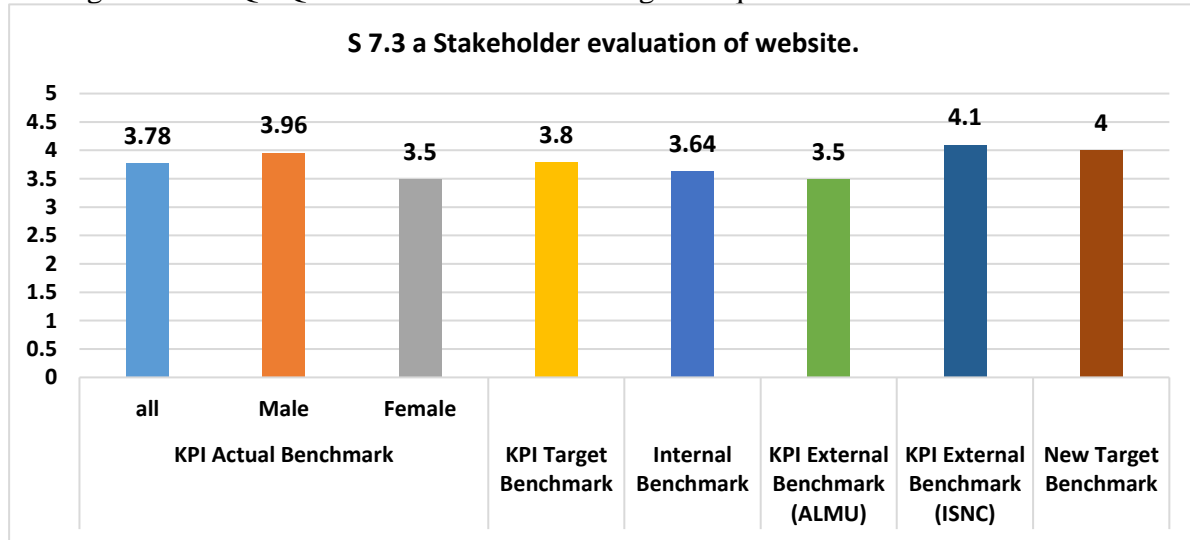
Table (67) KPI: Stakeholder evaluation of website.

NCAAA KPI Reference Number: S7.3a Institutional KPI Reference Number: 21

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 3.78 | 3.8 | 3.64 | 3.5 | 4.1 | 4 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 3.96 | | | 3.5 | | |

The actual KPI value have been calculated by:

Average score of Q7:Q13 in students and teaching staff questionnaires



KPI analysis:

Strengths:

1. The actual benchmark have been slightly improved (3.7%) compared with the internal benchmark value.

Recommendations:

1. The external benchmark comparison reflects that more improvement are necessarily needed.
2. This improvement may include regular update of website and make it more appropriate to be accessed through mobile phones.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

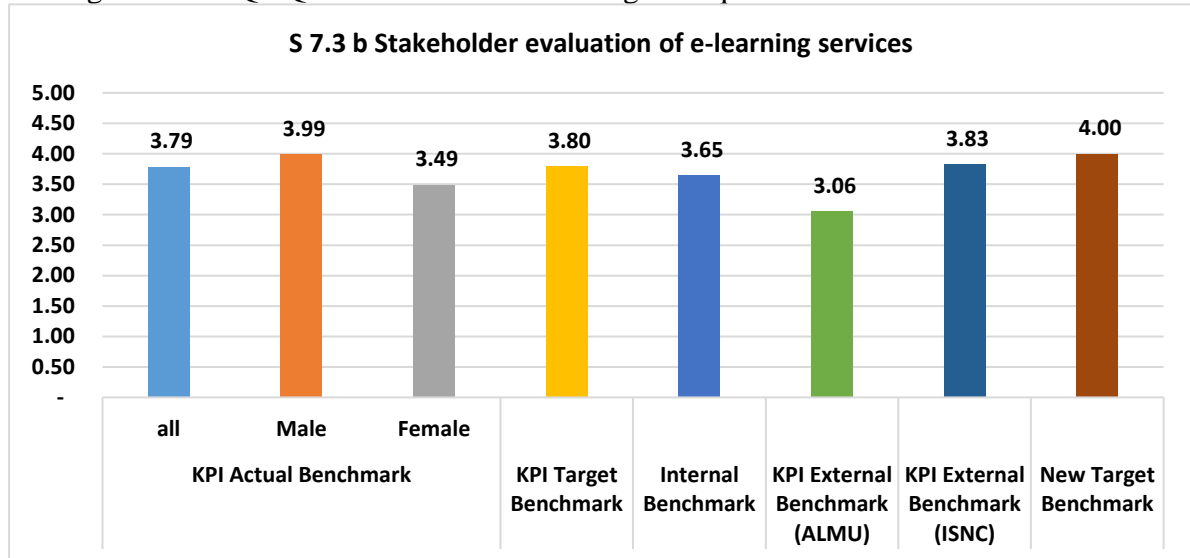
Table (68) KPI: Stakeholder evaluation of e-learning services.

NCAAA KPI Reference Number : S7.3b Institutional KPI Reference Number: 22

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|--------|----------------------|
| | | | (ALMU) | (ISNC) | |
| 3.79 | 3.8 | 3.65 | 3.6 | 3.83 | 4 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 3.99 | | | 3.49 | | |

The actual KPI value have been calculated by:

Average score of Q1:Q6 in students and teaching staff questionnaires



KPI analysis:

Strengths:

1. The actual benchmark have been slightly improved (2.8%) compared with the internal benchmark value.

Recommendations:

1. The obtained results reflects that more efforts are to be exerted in e-learning area, also there is a clear difference between female and male satisfaction levels.
2. More workshops and seminars in e-learning for both teaching staff and students are to be conducted to spread the culture of e-learning.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers is:

- ALMAAREFA university (ALMU)

The colleges have adopted the Edmodo e-learning system, which enables faculty members to download courses, lectures and scientific materials. The questionnaire can also be used for students and faculty members.

<https://beta.edmodo.com/home>

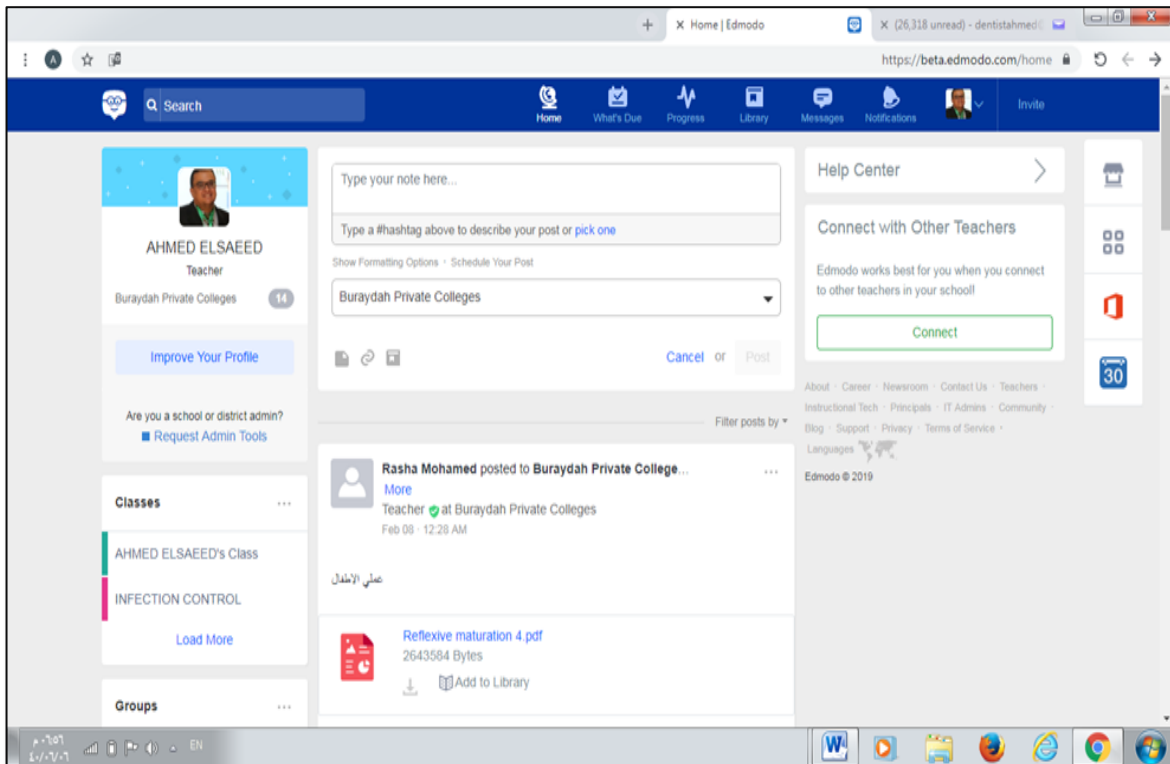


Figure (35): Page of Edmodo e-learning system.

The colleges signed a contract with (Naseej Arabian co.) which is an advanced system company to renew, update, maintain and support the library system Also, (Annex [G7.2.7a](#)), smart boards. Perhaps one of the greatest advantages of Smart Boards is their ability to be interactive:

They are Low Maintenance,

You Have Access to Online Resources,

They are Environmentally Friendly,

Smart Boards Allow for Technology Integration and

Proven Success Rates

The projector devices are used in the explanation and connected to computers, the halls and laboratories are equipped with modern projector equipment.

Effective use is made of information technology for administrative systems, reporting, and communications across the institution. Software systems are coordinated to ensure compatibility where relevant, (Annex [G7.4.9a](#)) is an example of supply request via electronic system with simple explanation of the process of request process, (Annex [G7.4.9b](#)) is another example for correspondence by email.

Internal information systems are partially compatible and integrated with external reporting requirements; there is internal correspondence from BPCs with the external communication that will accelerate the dealing within a short period of time (Annex [G7.4.10](#)).

Overall Evaluation of Quality Standard.

Refer to evidence obtained and *provide a report* based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

- BPCs as a private institution pay a special attention to its buildings, facilities and assets. It has an efficient administrative system to apply specific procedures and implement plans for development and management of facilities and equipment to meet BPCs needs. These plans are usually carried out in consultation with Deans or Vice-Deans and responsive to their colleges' requirements. BPCs campus is designed according to specifications that outline the intended approach to teaching and learning. It also provides flexibility to meet changing technology requirements and emerging policies.
- The college paid a great attention to the adequacy and quality of facilities and equipment, the colleges are attractive environment for students and staff, during construction safety and care of handicapped persons had the great priority and consideration
The prayer areas and food courts are of the new projects which have been already completed, they gave the students, staff and employees a great connection towards each other; improve the Exploitation of leisure time and the practice of religious rites.
- The administration of BPC continuously supervises facilities and equipment, the general supervisor has assigned an official decision to follow up the non-medical maintenance and the management of practical applications department to supervise the maintenance of medical devices, the college had signed a contract for medical wastes disposal.
- The colleges depend on IT technologies at the daily routine work, there is a specialized IT Center which can solve any problem at once, the computers are widely distributed among the colleges, internet services with enough protective software is available, IT Center

provides supportive emails to staff for their usernames and passwords to the electronic system.

Particular for strengths:

- There is satisfaction from students and faculty members about facilities and equipment.
- The existence of an existing strategic plan for the next four years serving facilities and equipment.
- The presence of state-of-the-art equipment in the faculties greatly serves the educational process.
- Care of health and safety makes colleges capable of matching with educational standards.
- The central library under construction is an extension to the available library, having subscription to SDL and Managed by Sierra Software.
- Facilities through academic advisory and other communications rooms make contact between staff and students so easy.
- The sport and fitness were considered and cared, students' club rooms are available and stadium is available and active
- Safety and security are of a great concern, the above mentioned annexes showed a lot of facilities which make colleges safe for students and teaching staff.
- Security also carry the same concern as shown above
- Proper system for distributing lectures through the available lecture rooms, managed by e-register system is effective and easily reachable.

- The colleges purchased a new computers with a recent software to the main administrative offices also new fingerprint systems and smart boards were provided.
- The subscription to SDL and Sierra software were renewed providing electronic library systems.
- There is a highly trained employee to the E-register system who can manage student's schedules and their distributions among lecture rooms

Recommendations for improvement:

- BPCs are encouraged to have more specialized research laboratories and research facilities
- Providing of expert teams and support groups for monitoring, evaluating, following up the facilities and equipment this team is capable of preparing weekly, monthly and yearly reports analysing data preparing statistics and to provide recommendations.
- Preparation and approval of a comprehensive plan for the equipment and its maintenance.
- Taking into consideration during the establishment of facilities and equipment studies to compare the establishment of these equipment and the management and processing by contractors as well as economic and time factor and transport if they will be rented.
- The executive plan included improvement of facilities maintenance (Item 6-2-1) and improvement of equipment maintenance (Item 6-2-2).
- Constructing a Guide boards and colour coded corridors are planned.
- The car parking spaces need re designing to match the increasing number of students.
- The executive plan included plans to improve the educational clinics at the item (6-1-1) and item (6-1-2) included construction of health club.
- Make announcements to nearby universities and colleges to encourage joint use of low-use halls.
- To activate the establishment of clinics and laboratory in the centre of the city and to provide campaigns and publications for the propagation of programs in the means of video and audio advertising.
- Linking the website to external institutions.
- Enabling the students to have more space for sharing their clinical cases on the website.
- Raising internet bandwidth.

Priorities for action:

The executive plan (Annex [G7.i.4](#)) Scheduled a timetable for achievement of the plans and projects of the strategic plans (achievement period between 2018 and 2023) which includes:

- Construction of specialized medical clinics and centers (1-3-3)
- Utilization of facilities and spaces (1-3-4)

- Improvement of central library (2-2-5)
- Care of students with special needs (3-3-4)
- Improvement of Medical and Dental and Medical educational clinics (6-1-1)
- Construction of health club (6-1-2)
- Establishment of educational services administration and e-government (1-2-2)
- Improvement of colleges' website (1-2-2)
- Improvement of IT supportive services (1-2-3)

Table 69: Standard 7 list of annexes

| No. | Codes | Evidence Names |
|-----|---------|--|
| 1 | G7.i.1 | Central library establishment plan. |
| 2 | G7.i.2 | Executive rules for private colleges |
| 3 | G7.i.3 | BPCs Strategic plan |
| 4 | G7.i.4 | BPCs Executive plan |
| 5 | G7.i.5 | Buraydah colleges' buildings plan. |
| 6 | G7.i.6 | Survey for students and faculty member's satisfaction on the efficiency of facilities and equipment. |
| 7 | G7.1.1 | Annual budget of BPCs |
| 8 | G7.1.2 | Organizational structure of procurement management. |
| 9 | G7.1.3a | General service maintenance. |
| 10 | G7.1.3b | Maintenance of medical devices. |
| 11 | G7.1.3c | Maintenance of devices. |
| 12 | G7.1.3d | Maintenance of general appliances. |
| 13 | G7.1.3e | Purchase bills of panorama X-Ray. |
| 14 | G7.1.3f | Purchase bills of Chromatography |
| 15 | G7.1.4a | Decision to form Procurement Committee. |
| 16 | G7.1.4b | Purchase order form. |
| 17 | G7.1.4c | Infrastructure committee minute. |
| 18 | G7.1.5a | Committee to examine purchases. |
| 19 | G7.1.5b | Purchase Matching Report. |
| 20 | G7.1.5c | Acquisitions report of the Faculty of Dentistry. |
| 21 | G7.1.5d | Non matching purchases form. |
| 22 | G7.1.6a | Feasibility study of a fixed installation laboratory. |
| 23 | G7.1.6b | CAD CAM device. |
| 24 | G7.1.7a | Facilities Management Study. |
| 25 | G7.1.7b | Contracts of cafeteria. |
| 26 | G7.2.1a | Holding a cleaning company. |
| 27 | G7.2.1b | Contract for the transfer of non-medical waste. |
| 28 | G7.2.1c | Pest Control Services Contract. |
| 29 | G7.2.2a | Emergency evacuation plan. |
| 30 | G7.2.2b | File for security and safety. |
| 31 | G7.2.2c | Safety and Security Procedures Manual. |
| 32 | G7.2.2d | Emergency shower. |
| 33 | G7.2.2e | Safety tools. |
| 34 | G7.2.2f | First aid purchase bill. |
| 35 | G7.2.3 | Qualitative indicator for private colleges. |
| 36 | G7.2.4a | Academic Guidance Reports. |
| 37 | G7.2.4b | Academic Guidance Guide. |
| 38 | G7.2.5 | A plan for the mosque and cafeteria in the colleges. |

Continued Table 69: Standard 7 list of annexes

| No. | Codes | Evidence Names |
|-----|---------|---|
| 39 | G7.2.6a | Lifts contracts. |
| 40 | G7.2.6b | Disable facilities. |
| 41 | G7.2.7a | Contract of library program. |
| 42 | G7.2.7b | Reports of extra-curricular activities. |
| 43 | G7.2.7c | Letters and reports of extra-curricular activities. |
| 44 | G7.2.7d | Extra- curricular activities reports. |
| 45 | G7.2.7e | Renew digital library subscription. |
| 46 | G7.2.7f | Ritual visit report. |
| 47 | G7.2.8 | Medical clinic. |
| 48 | G7.3.1a | Inventories of all faculties. |
| 49 | G7.3.1b | Pharmacy Laboratories. |
| 50 | G7.3.1c | Computer and Engineering Lab. |
| 51 | G7.3.1d | Dental clinics and labs. |
| 52 | G7.3.1e | Pharmaceutical Laboratories. |
| 53 | G7.3.1f | Medical science lab. |
| 54 | G7.3.2a | Decision to assign the Director of Maintenance and Operation. |
| 55 | G7.3.2b | General Maintenance reports. |
| 56 | G7.3.2c | Maintenance reports – male. |
| 57 | G7.3.2d | Maintenance reports – female. |
| 58 | G7.3.3a | Periodic maintenance reports. |
| 59 | G7.3.3b | Medical maintenance reports. |
| 60 | G7.3.3c | Corrective action form. |
| 61 | G7.3.4a | Contract of security guards. |
| 62 | G7.3.4b | Certificate of completion of installation of cameras. |
| 63 | G7.3.4c | Statement of numbers and types of cameras in colleges. |
| 64 | G7.3.5 | Medical waste disposal contract. |
| 65 | G7.3.6 | Use of classrooms and buildings. |
| 66 | G7.3.7 | Tables for classrooms. |
| 67 | G7.3.8 | Shared use of the halls. |
| 68 | G7.4.1 | Invoice renewal of digit scan software license |
| 69 | G7.4.2a | A summery for IT infrastructure |
| 70 | G7.4.2b | Declaration of laptop for faculty. |
| 71 | G7.4.2c | Computing equipment |
| 72 | G7.4.3 | Computer usage Policy. |

Continued Table 69: Standard 7 list of annexes

| No. | Codes | Evidence Names |
|-----|---------|--|
| 73 | G7.4.4a | Information of IT center. |
| 74 | G7.4.4b | Providing technical support to faculty members. |
| 75 | G7.4.4c | Example of faculty member's email. |
| 76 | G7.4.5a | Maintenance Reports of Technical Support. |
| 77 | G7.4.5b | Purchasing computers in consultation with faculty members. |
| 78 | G7.4.6a | Cyber roam Fire Wall (protection). |
| 79 | G7.4.6b | Sofos (anti-virus - malware). |
| 80 | G7.4.7a | Internet usage policy. |
| 81 | G7.4.7b | Disciplinary Regulation. |
| 82 | G7.4.8a | Study the needs of departments of education programs. |
| 83 | G7.4.8b | Training certificates for employees on e-register |
| 84 | G7.4.9a | Use of IT in purchase orders. |
| 85 | G7.4.9b | Forms of internal correspondence in faculties by e – mail. |
| 86 | G7.4.10 | External correspondence. |

8. Financial Planning and Management *(Overall Rating: **** Stars)*

Financial resources must be adequate for the programs and services offered and efficiently managed in keeping with program requirements and institutional priorities. Effective systems must be used for budgeting and for financial delegations and accountability providing local flexibility, institutional oversight and effective risk management.

Introduction:

- BPCs have adequate financial resources to sustain programs and services that are currently on offer. Their quality is comparable to other regional institutions offering similar programs. Budgetary processes managed for long term planning over at least a three-year period. Effective procedures regulate budgeting, financial delegations and accountability. Procedures have inbuilt flexibility alongside institutional oversight and risk management. The Deputy General Supervisor for Executive Affairs oversees and follows-up the financial affairs at the institutional level. However, two administrations, Financial and Administrative Affairs, and Financial Audit and Risk Management, deal with financial management (Annex [G8.i.1](#)). They manage, coordinate and perform budgeting and accounting functions as follows:

1. The financial affairs unit:

- Managing special incomes, outcomes and daily transactions.
- Preparing journal entries to record the income and outcomes.
- Preparing general ledger and closing entries to close all transactions.
- Reviewing balance for all accounts and then conducting general trial balances.
- Preparing a statement of all types of income.
- Making the general budget or the financial position statement that is divided into assets and liabilities. Financial statements are prepared according to the general accounting standards.
- Preparing a “cash flow” list.

2. Financial statements’ investigation and long term planning committee:

- Reviewing the daily financial transaction and maintain risk assessment and preparing the financial reports, which presented to the General Supervisor who furnishes it to the Board of Trustees for final approval. An external auditor also reviews the final accounts and the financial statements and the Board of Trustees discusses his report.

Other financial reports that are prepared include annual balance sheet, summary of annual final accounts, and monthly chart of operating expenditure. (Annex [G8.i.2](#))

Reports on substandard

(To prepare a report on this standard the steps that have been described in section C. self-study processes in its first stage were followed as mentioned in page no.36).

8.1 Financial Planning and Budgeting (****)

Financial Planning

- Annual budget and resource allocations are aligned with the mission, goals and the strategic objectives of BPCs (Annex [G8.i.2](#)), thus significantly contribute to achieving the strategic goals. The General Supervisor oversees preparation of the annual budget within the framework of long-term revenue and expenditure expectations that the Board of Trustees finally approves. (Annex [G8.1.1](#))
- Proposals for initiating new programs, launching major activities, equipment acquisition and development of facilities are accompanied by business plans that include detailed financial estimates (Annex [G8.i.2](#)). Ratios of expenditure on salaries to the total expenditure are planned and monitored. In 2018, the ratio of operating expenditures was 43.45% (Fig. 36).
- Financial planning aims to diversify sources of income through a range of activities, which reduce dependence on a single source funding (Annexes [G8.1.3a](#), [G8.1.3b](#) and [G8.1.3c](#)). Scholarships by the Ministry of Education represent 38% of BPCs' revenues in 2017. Other sources of income include "Human Resource Development Fund", "Charitable Fund", tuition fees and revenue from other academic services offered by BPCs to the community (Fig. 37 and 38). The strategic plan includes four projects aiming to diversify revenue sources.
- Regard to the current economic status, Colleges have taken several positive steps towards students as follows: (Annex [G8.1.4](#))
 - A special fund has been established as a support from the founders of the faculties to support all students studying on their own account at 50% of the tuition fees.
 - "Tasheel program" has worked as an exclusive step from BPCs to arrange the debts of the students who have financial stumbling without increasing any additional financial burdens on them.

- Partial grants are allocated for some cases as estimated by the Colleges higher Administration.

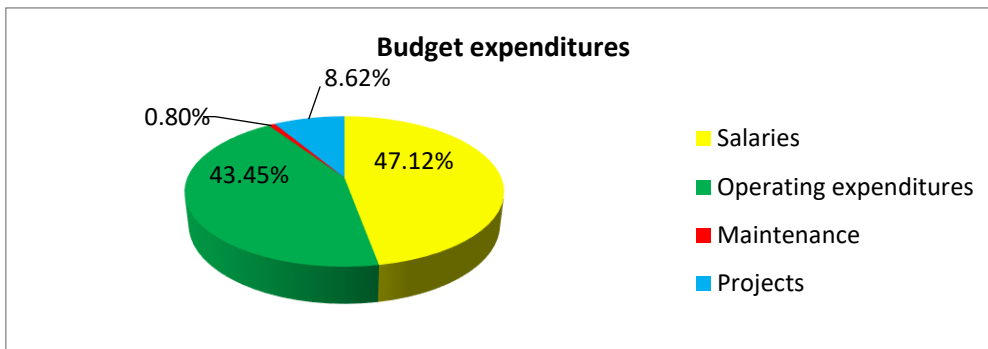


Figure (36): Budget expenditure in 2018

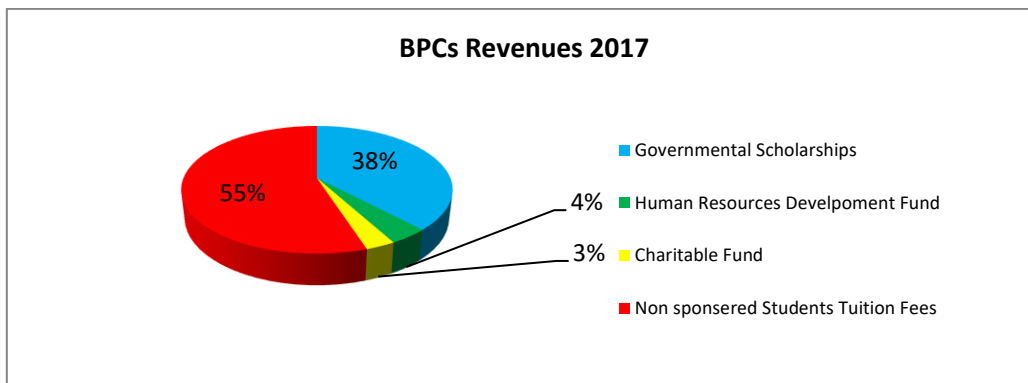


Figure (37): Budget revenues in 2017

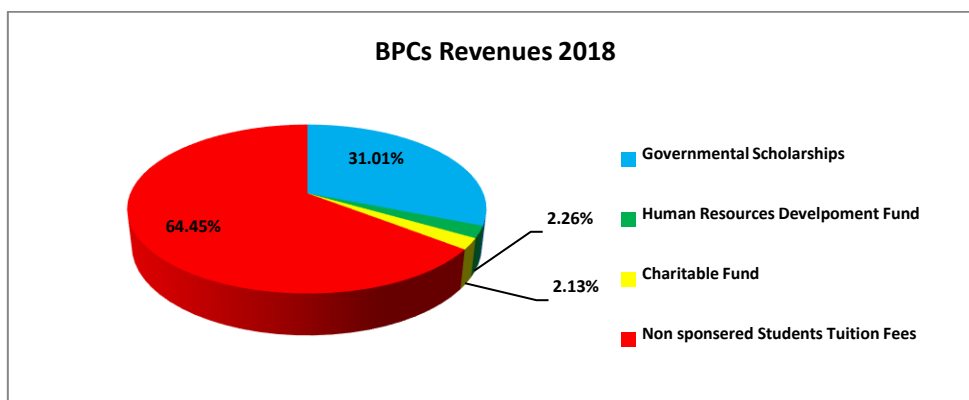


Figure (38): Budget revenues in 2018

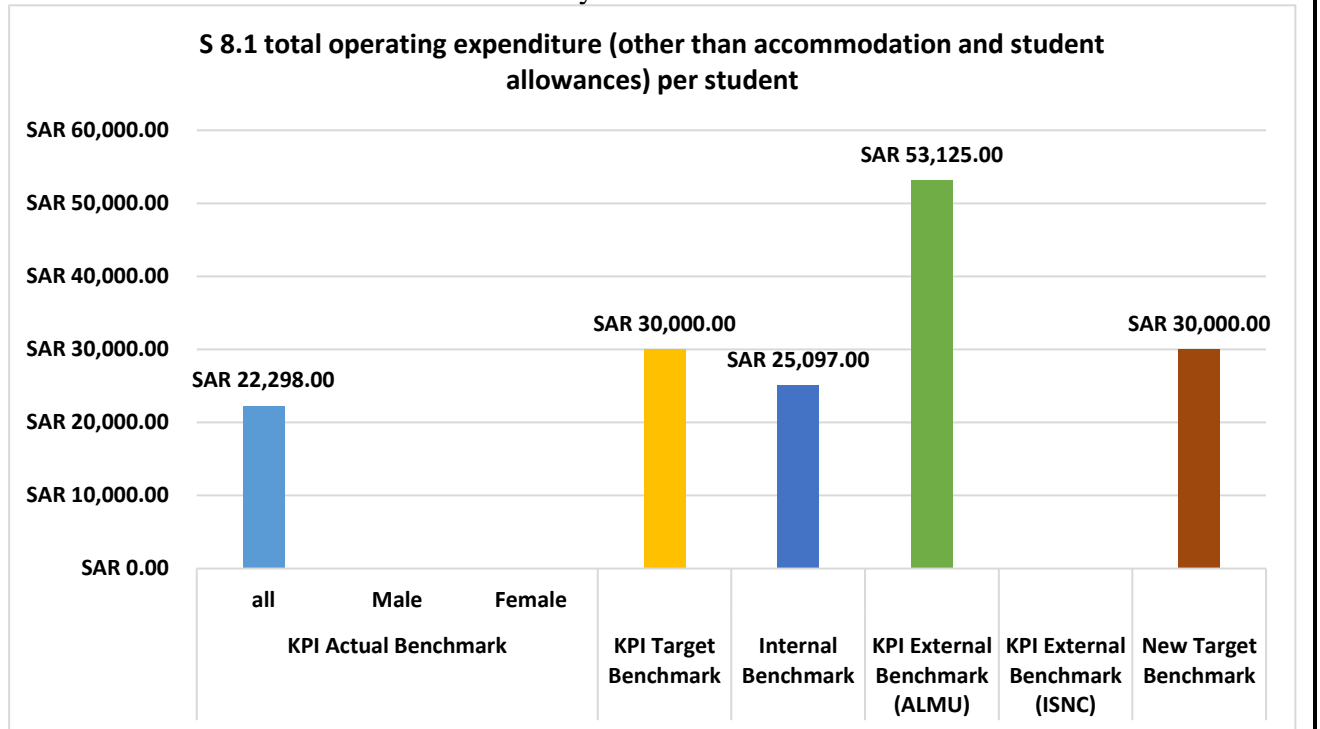
Table (70) KPI: Total operating expenditure (other than accommodation and student allowances) per student.

NCAAA KPI Reference Number : S8.1

Institutional KPI Reference Number: 23

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|----------------------|----------------------|--------------------|------------------------|--------------------|----------------------|
| | | | ALMU | ISNC | |
| 22,298 SAR/St. | 30,000 SAR/St. | 25,097SR/St | 53,125 SAR/St. | Data not available | 30,000 SAR/St. |

The actual KPI value have been calculated by:



KPI analysis:

Recommendations:

1. The obtained results show that actual KPI benchmark value has been decreased by 11% compared with the internal benchmark, which is considered as significant degradation.
2. Compared to the value of external benchmark value for Almaarefa University, BPC is encouraged to increase total operating expenditure per student. A new target benchmark has been set to 30,000 SAR.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers is:

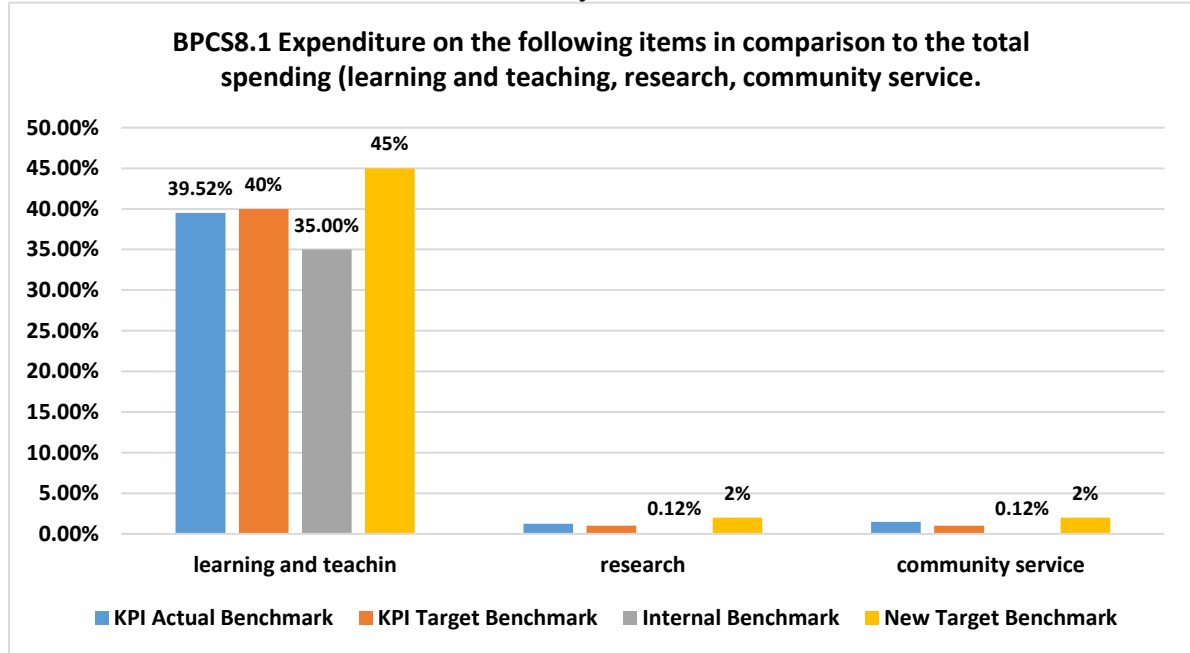
- ALMAAREFA university (ALMU)

Table 71 KPI: Expenditure on the following items in comparison to the total spending (learning and teaching, research, community service.

NCAAA KPI Reference Number : BPCS8.1 Additional PI Reference Number: 9

| | KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | New Target Benchmark |
|-----------------------|----------------------|----------------------|--------------------|----------------------|
| Learning and teaching | 39.52% | 40% | 36.37% | 45% |
| Research | 1.24% | 1% | 0.12% | 2% |
| Community service | 0.47% | 1% | 0.12% | 2% |

The actual KPI value have been calculated by financial administration.



KPI analysis:

Strengths:

1. Regarding learning and teaching, the actual benchmark value 39.52% almost reached the target benchmark 40% so new target benchmark value has been set to 45%.
2. Regarding research, there is a slight improvement in actual benchmark value, the new target benchmark has been set to 2%

Recommendations:

1. Regarding community services, BPCs is encouraged to increase the budget assigned for community services in order to achieve its mission.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

- No available data for external benchmark

8.2 Financial Management (****)

The Financial Administration at BPCs is responsible for the oversight and management of budgeting and accounting functions (Annex [G8.2.1](#)). In fact, this administration is associated with the Deputy General Supervisor for Executive Affairs, who in turn is responsible to the General Supervisor. In other words, financial management at BPCs is not concentrated in an individual but it is a collective responsibility. The following details provide an overview of the financial management at BPCs.

- The General Supervisor has the ultimate authorization in all matters, which are not included in the determined specified responsibilities or Regulations of BPCs or within the purview of the Board of Trustees or Deans (Annex [G8.2.2](#)).
- The Deputy General Supervisor for Executive Affairs is directly responsible for the financial and administrative affairs.
- The authority for granting advances and petty cash expenditure has been delegated to the Deputy General Supervisor for Executive Affairs.
- The authority of issuing bank cheques is granted to the General Supervisor. Nevertheless, these cheques have to be signed by both the General Supervisor and a member of the Board of Trustees. (Annex [G8.2.4](#))
- The Authority of wages direct bank transformation or sanction is granted to the General Supervisor. (Annex [G8.2.3](#))

Meanwhile, for effective administration within BPCs, Deans of the constituent colleges have been delegated the authority to spend on items that are clearly specified in their respective financial delegations. Accounting system complies with accepted professional accounting standards and as far as possible attributes total costs to particular activities. (Annex [G8.2.5](#)) Discrepancies in expenditure estimates are explained and their impact on annual budget projections is assessed by comparing the general budget and the estimated budget (Annex [G8.2.6](#)). The accounting system ensures that funds provided for particular purposes are used for those purposes. Finally, BPCs uses flexible financial carry-forward provisions to avoid the rush of the end of year expenditures (Annexes [G8.2.7a](#), [G8.2.7b](#) and [G8.2.7c](#)).

8.3 Auditing and Risk Assessment (****)

Planning processes include independently verified risk assessment at BPCs. Additionally, risk minimization strategies are in place and adequate reserves are maintained to meet

realistically assessed financial risks. Recently, an administration for financial audit and risk assessment has been established. However, an independent reputable external auditor conducts external audit annually (Annex [G8.3.1](#)). Accounts and budget are audited and a report is submitted to the General Supervisor showing results of auditing exercise. In order to achieve goals of the audit, the auditor examines and verifies the evidence (Annexes [G8.3.2a](#), [G8.3.2b](#) and [G8.3.2c](#)) according to a comprehensive plan which includes the following four stages:

Stage one: Auditing Documents:

This is one of the most important procedures in auditing. The auditor examines the documents that support BPCs' records. At this stage the auditor has to make sure that:

1. Funds and records have the same dates.
2. Documents contain all the required signatures.
3. BPCs are one of the parties in the documents.
4. Regularization of accounts is accurate and valid in the records.
5. Documents are renewed and they do not belong to an earlier period.
6. Documents have been already existed and they are sequential.

Stage two: Auditing:

Reviewing and examining the documents and financial statements, such as financial transactions, postings and calculations related to depreciation of the fixed assets. (Annex [G8.i.2](#))

Stage three: Technical Review:

Technical review means examining books, records and statements technically. The auditor uses his auditing skills and experiences in reading records, statements and data. He also connects them together and tracks unusual accounting issues. If there are any unusual accounting issues, the auditor has to gather evidence to give professional feedback to BPCs.

Stage four: Audit Report:

Audit report summarizes what has been accomplished in the auditing process. The auditor might identify problems and in any case, he would give his technical opinion on causes and implications arising, along with solutions and recommendations. Audit report is a way to connect the auditor with interested parties (Annex [G8.2.5](#)).

Overall evaluation of quality standard 8

Most of standard 8 practices (Financial Planning and Management) are applied at BPCs, either explicitly or implicitly. BPCs have the ability to fund programs and services using their revenues in an efficient and effective manner. The quality of this standard was realistically assessed using self-evaluation scales set by the NCAAA. Serious efforts have been made to form valid and reliable judgments based on the available evidence. The overall evaluation of standard 8 is 4 stars (****). This means that practices are perfectly sufficient, and good quality for this standard is achieved. Since BC is a small institution, the number of personnel working in financial affairs is few. Even though, they do their best to perform all financial tasks according to the accepted professional accounting standards.

Particular strengths:

- Direct supervision of the General Supervisor in preparing the budget and accounting processes.
- Following the professional accounting standards in accounting systems.
- The accounting systems ensure that funds provided for particular purposes are used for those purposes.
- BPCs have adequate financial reserves to meet realistically assessed financial risks.
- An external auditor scrutinizes BPCs' accounts and monitors its financial performance.

Recommendations for improvement:

- Conducting feasibility studies for BPCs' projects.
- Establishing a new mechanism for loans linked with financial resources and liquidity.
- Establishing cost account centers for each constituent college.
- Enhancing the accounting system and periodic report writing.

Priorities for improvement:

- Developing a mechanism for planning BPCs' budget in consultation with senior academic, administrative staff and cost center managers.
- Developing a form for financial disclosure showing sources of income for the individuals concerned who should refrain from participation in relevant decision-making.
- Increasing the spending authority of the unit managers approved by a comprehensive mechanism.

Table 72: Standard 8 list of annexes

| No. | Codes | Evidence Names |
|-----|--|--|
| 1 | G8.i.1 | Approval letters for trusting financials auditor and advise general supervisor |
| 2 | G8.i.2 | A copy of financial statements |
| 3 | G8.1.1 | BPCs Strategic plan |
| 4 | G8.1.3a , G8.1.3b and G8.1.3c | Cooperation contract with MU, rental contract and cooperation with training organizations |
| 5 | G8.1.4 | Letter of students' fees approval. |
| 6 | G8.2.1 | Approval letter for trusting chief accountants |
| 7 | G8.2.2 | Authorities' references |
| 8 | G8.2.3 | Statement of monthly weeks. |
| 9 | G8.2.4 | Copies of cheques |
| 10 | G8.2.5 | Report of auditor |
| 11 | G8.2.6 | Statement of cash flow |
| 12 | G8.2.7a , G8.2.7b and G8.2.7c | Copies of instalments cheques |
| 13 | G8.3.1 | Contract with audit organizations |
| 14 | G8.3.2a , G8.3.2b and G8.3.2c | Copies of some audit processes |

9. Employment Processes (Overall Rating **** Stars)

Teaching and other staff must have the qualifications and experience for effective exercise of their responsibilities and professional development strategies must be followed to ensure continuing improvement in faculty and staff expertise. Performance of all faculty and staff must be evaluated, with outstanding performance recognized and support provided for improvement where required. Effective, fair, and transparent processes must be available for the resolution of conflicts and disputes involving faculty and or staff.

Introduction

The annual plan of BPCs ensures adequate provision of human resources to support academic programs. Outcomes of the employment process depend on discussions between the Board of Trustees, Deans, Vice Deans, Heads of Departments and the Learning and Teaching Committee to meet requirements of the NCAAA standards regarding the employment process and human resource requirements (Annex [G9.i.1](#)). Final results of these discussions determine the actual need for teaching staff according to the number of students (student/instructor ratios) taking into account the Saudization ratios according to the special requirements of the Saudi Labour Office. Deans and Vice Deans play a significant role in this process by studying CVs of the applicants and choosing the best human resource according to the selection criteria. Finally, names of shortlisted candidates are sent to the Deputy General Supervisor for Executive Affairs to begin negotiations (Annex [G9.i.2](#))

Good employment process meets the national requirements with regards to teaching staff ratio with students. This helps to recruit experienced professionals for each program. Before hiring contract is signed, staff members are informed about their rights and duties such as academic and administrative loads, methods of performance evaluation and number of working hours (Annex [G9.i.3](#))

Policies and regulations, which regulate the educational process, were approved and adopted by the Board of Trustees and widely disseminated within the institution. A continuous professional and career development program is in place that strives to update skills and knowledge of BPCs' employees. Moreover, BPCs regularly conducts surveys to evaluate satisfaction of teaching and administrative staff with their working environment. An improvement plan is routinely prepared in the light of results of the satisfaction survey to ensure improvement in the quality of relations between the employees and the employer. As an incentive an outstanding performance award has been introduced. All teaching and administrative staff contended for the award (Annexes [G9.i.4](#) and [G9.i.5](#)).

Report on sub-standards

(To prepare a report on this standard the steps that have been described in section C. self-study processes in its first stage were followed as mentioned in page no.36).

9.1 Policy and Administration (****)

- BPCs have a staffing profile appropriate to the mission and nature of the constituent colleges which the Board of Trustees has approved. It includes matters such as students and teaching staff ratios, qualifications and expertise of instructors and the Saudization ratios according to the special requirements of the Labor Office.
- Considerations on other important matters in code of conduct for employees such as age group distribution, gender balance and also the mix of different cultures should be taken into account in future planning. This aspect will help to recruit faculty members in line with the requirements of the NCAAA (mainly students to teaching staff ratio) (Annexes [G9.1.1](#) and [G9.1.2](#))
- The immediate objective has been to match the current number of faculty and other staff with the desired staffing profile keeping in view recommendations of the Ministry of Education. An inventory of faculty members and their classification by qualifications and gender is prepared annually to assess the actual versus perceived needs and to discuss these needs with senior management (Annexes [G9.1.3](#) and [G9.1.4](#))
- A comprehensive set of policies and regulations has been prepared and widely disseminated in an employment guide that includes rights, responsibilities of the faculty and staff, recruitment processes, supervision aspects, performance evaluation system, promotion rules, counseling and support processes, and professional development activities. The purpose of the guide is to ensure that teaching and administrative staff are fully aware of their rights and duties (Annexes [G9.1.5](#), [G9.1.6](#), [G9.i.1](#) and [G9.i.5](#))
- The 'higher education eligibility rules for private colleges' govern promotion to senior positions. Recruitment for vacant positions follows an impartial process (Annexes [G9.1.9](#) and [G9.1.10](#)).
- A plan was prepared for the preparation of a second row and the establishment of conditions and procedures to ensure the selection of future leaders from within the institution. (Annex [G9.1.11](#))
- Teaching loads are fairly distributed and take into account the nature of teaching requirements of different programs. This contention is supported by teaching staff satisfaction survey about the equitable distribution of workload within departments and the constituent colleges (Annexes [G9.1.12](#) and [G9.i.5](#)).

- BPCs uses ‘the higher education rules for private colleges’ for promotion of teaching staff, which provide a fair process for all decisions related to promotion (Annex [G9.1.10](#) and [G9.i.5](#))
- BPCs recruited from inside and outside the Kingdom, including deans. (Annex [G9.1.7](#))
- Deans have been delegated the authority to reward outstanding performance of faculty members, nominate the most suitable instructors to attend professional development training courses and other career opportunities, as well as appointing junior staff according to the regulations of the Higher Education for Private Colleges (Annex [G9.4.2](#)).
- A circular has been issued by the general supervisor of the colleges to present any decision concerning the issuance of a delegation to the Department of Legal Affairs to ascertain the legal form and the absence of a conflicting mandate and not to exceed the powers. Attached is the circular (Annex [G9.1.8](#)).
- Employment Process within BPCs follows requirements of the Labor Office for Saudization ratios. Therefore, BPCs has identified indicators to measure some important organizational aspects such as students to administrative staff ratio. The actual value of this indicator in the reporting year was 1:19.1 the performance of BPCs against this indicator is quite satisfactory when compared with national averages reflecting the success of employment process policy within the institution.
- By the end of each academic year, Deans prepare a report about the current status of the teaching staff. This report contains statistics about the number of instructors, their classification by scientific degrees, the ratio between male and female sections, their ratio to students, the number of students expected to graduate and the number expected to be enrolled in different programs the following year. These figures are used to project requirements of teaching staff. Similarly, heads of the administrative units report on the required number of administrative staff based on the current Saudization ratios. These reports are presented to the Board of Trustees for discussion and decision-making needed to achieve the vision of BPCs (Annexes [G9.1.10](#), [G9.1.2](#) and [G9.i.2](#))

9.2 Recruitment (****)

- To provide qualified experts appropriate to the nature of the academic program, BPCs follows certain criteria for selecting new staff. These include previous experience, skills, competencies, personal qualities, capabilities, and academic and professional

qualifications. The essential criteria that applicants must fulfil to be eligible for the job is very clearly contained in jobs advertisements (Annexes [G9.2.1](#), [G9.4.3](#) and [G9.2.2](#))

- BPCs take merit into account whilst recruiting new faculty and the allied staff. Care is also taken to assess the potential of prospective employees with respect to their growth at BPCs in terms of their capacity to fill leadership positions in the future as heads of departments etc. (Annex [G9.2.1](#))
- Jobs are advertised inside and outside BPCs through the official website and newspapers to ensure a relatively wider distribution. Advertisements are detailed enough to cover all possible job inquiries (Annex [G9.1.1](#)) with a full description of the job advertised or submitted, with general information about the colleges and their mission, and the academic program for the job. (Annex G.9.2.3)
- Applications received in response to a job advertisement are shortlisted against the stated criteria. The next step is the personal interview where applicants are clearly informed about the job details such as the number of daily working hours, academic and administrative loads, promotion processes and performance assessment methodologies (Annex [G9.2.3](#))
- The need for recruitment against any vacant post is assessed before initiating the recruitment process. Employment procedures are only initiated, if it is accurately established that the vacant post needs an incumbent. Following receipt, all applications are verified to ascertain the validity of qualifications, reputation of issuing institutions and their status with the Ministry of Education in the Kingdom (Annexes [G9.2.4](#) and [G9.2.5](#)).
- Relevant professional experience is considered as an asset and is highly regarded during the selection process. The aim of recruitment is to supply all academic programs with sufficient number of appropriate professionals who could motivate students and guide the learning processes (Annexes [G9.2.1](#) and [G9.2.6](#)).
- Orientation programs for the newly appointed instructors are considered vital elements for the success of any educational institution (Annex [G9.i.6](#)). They give a strategic and operational overview of the institution to new appointees, help them identify the mission and vision, and comprehend their rights and duties. Therefore, it is planned that newly appointed faculty and staff at BPCs will be exposed to orientation programs to help them achieving the above mentioned benefits.

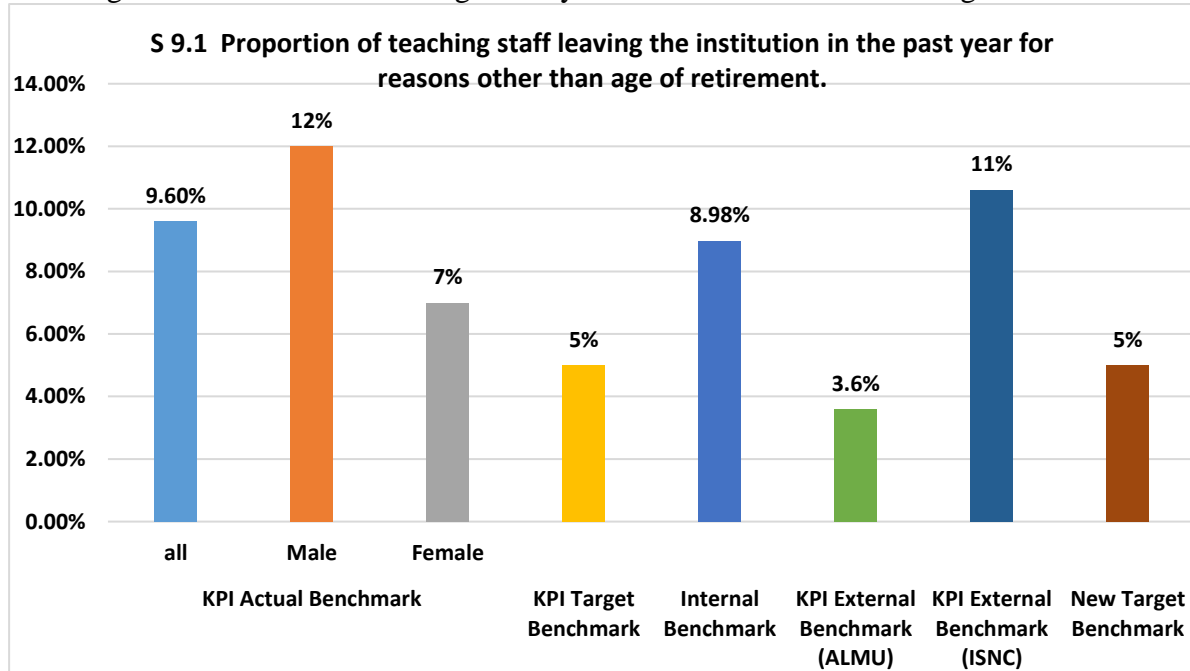
Table (73) KPI: Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.

NCAAA KPI Reference Number: S9.1 Institutional KPI Reference Number: 24

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|--------|----------------------|
| | | | ALMU | ISNC | |
| 9.6% | 5% | 8.98% | 3.6 % | 10.61% | 5% |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 12% | | | 7% | | |

The actual KPI value have been calculated by:

Dividing number of retired teaching staff by the overall number of teaching staff.



KPI analysis:

Strengths:

1. There is a slight enhancement (0.62%) in actual KPI value.
2. Acceptable value of retention rate.

Recommendations:

1. BPCs is encouraged to keep highly qualified and distinct teaching staff.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)

IBN SINA national college for medical studies (ISNC)

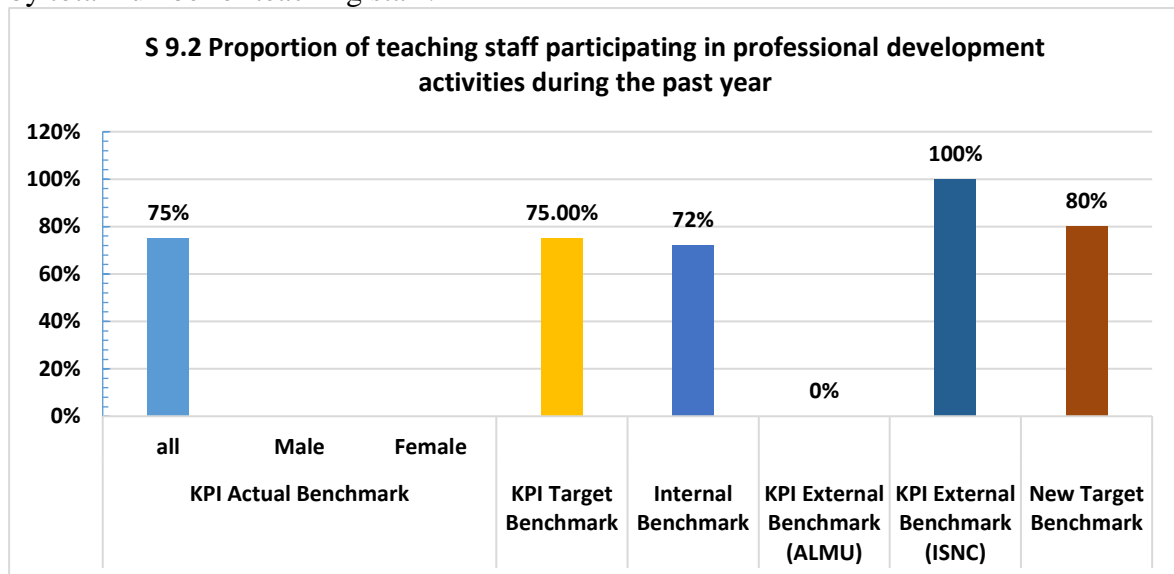
Table (74) KPI: Proportion of teaching staff participating in professional development activities during the past year.

NCAAA KPI Reference Number: S9.2 Institutional KPI Reference Number: 25

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|----------------------|----------------------|--------------------|------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 75% | 75% | 72.07% | Data not available | 100% | 80% |

The actual KPI value have been calculated by:

Dividing number of teaching staff who participated in professional development activities by total number of teaching staff.



KPI analysis:

Strengths:

1. There is an enhancement in actual KPI value compared with the internal benchmark one.

Recommendations:

1. BPCs faculties are encouraged to engage in professional and academic development activities especially outside BPCs.
2. Orientation programs should be held for new teaching staff members.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The data have been collected form professional development activities inside BPCs

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

9.3 Personal and Career Development (***)

- Quality assurance aims to improve performance. Evaluation of performance is crucial to know what improvements are needed and what has been successfully achieved. BPCs have a comprehensive performance evaluation system. It covers all teaching and administrative staff activities. Estimation of KPIs gives an objective view of the performance and indicators provide the supporting evidence. Performance evaluation reports are written, discussed and formalized confidentially. Following completion they are saved in personnel files. Later on teaching and administrative staff will be informed about their reports affording them the opportunity to give and take feedback on their respective performance appraisal reports (Annex [G9.3.1](#))
- By the end of academic year, heads of academic departments assess the performance of faculty members then those reports are presented to Deans and Vice-Deans of the College who are discussing the reports secretly with the heads of departments. Such procedures are followed in the administrative units depending on the administrative sequence. Final outcomes of those discussions are to submit performance evaluation report for each teaching and administrative staff member which saved in the personal file (Annex [G9.3.1](#))
- To create a positive competition between staff, a committee has been formed to choose outstanding performers amongst teaching and administrative staff. It has developed its own regulations and criteria for doing selecting the high achievers (Annexes [G9.3.1](#), [G9.3.2](#) and [G9.3.3](#)).
- A competition was held to select the best faculty member at the college level. A committee was formed for this purpose in each college. Attached are the letters of the competition from the four faculties. The candidates' papers were examined. The most efficient member of each faculty was selected. (Annex [G9.3.3](#) and [G9.3.2](#))
- Teaching and administrative staff are not sufficiently satisfied with the distribution of personal and career development opportunities. A relatively low value of the performance indicator for this practice which is actual 75% indicates that to reach sufficient satisfaction, improvements may include broadcasting information about training opportunities across BPCs, providing sufficient professional development opportunities compared to the number of teaching and administrative staff (Annex G .9.3.5).

- BPCs have a clear performance appraisal tools for assessing performance of staff that are holding leadership positions. In addition to the quantitative methods, BPCs should devise qualitative assessment tools for assessing employees who have the potential to occupy leadership positions in future (Annex [G9.1.11](#)).
- BPCs relies on the list of Ministry of Education for private colleges to develop standards for functional promotions includes several matters, such as efforts to achieve colleges mission, the quality of educational services they provide, the services provided to the surrounding community and their additions in the field of scientific research to be clear rules for upgrades without compliments (Annex [G9.3.1](#)).
- Teaching and administrative staff are exposed to professional and career development activities. They are encouraged to join training events organized by the NCAAA and other reputed institutions. The training courses mainly focus on academic aspects and professional specialization that explain of the value the KPI 25 (75%). The value shows it is required to develop a plan to reach the value new target (80%) (Annex [G9.4.4](#)).
- BPCs respond quite promptly to offer professional development opportunities, especially with any change in major strategies. To prepare employees to face new challenges being the motive for such professional development activities. (Annex [G9.4.5](#))
- Teaching staff regularly participates in various professional development activities such as conferences, workshops and research projects which keep their skills and knowledge up-to-date. However, the documentation for such activities should be the main activity in the improvement plan related to this sub-standard (Annex [G9.3.5](#))

9.4 Discipline, Complaints and Dispute Resolution (**)**

- BPCs have clear policies and procedures to resolve complaints made against teaching and administrative staff or complaints filed by them or a dispute between them. These policies and procedures have helped to reduce the number of complaints (Annex [G9.i.1](#))
- Disputes resolution follows a number of steps when an attempt is made to resolve a problem between the disputants. In case the disputes resolution fails, an impartial arbitrator intervenes to broker resolution. Rarely BPCs has referred complaints to Legal Affairs for taking legal action against disputants (Annex [G9.4.1](#))

- To maintain a congenial educational environment BPCs has developed rules governing disciplinary actions against employees who violate regulations and codes or neglect responsibilities or demonstrate inappropriate behavior. The administration follows up these procedures periodically to ensure their currency (Annex [G9.4.1](#))
- Regulations have been developed that grant all staff the right to appeal against any disciplinary action against them. They can appeal to a person or a committee with administrative level above the level of the person who has issued that decision. Due process is followed in such matters to ensure fair and just handling of disciplinary matters (Annex [G9.i.5](#)).
- In case of serious disputes, which need to be quasi-judicial proceedings, due process is followed based on related policies and procedures, parties involved are given reasonable opportunity to present their case, admissible evidence is presented which is thoroughly examined and verified, and decisions are issued in writing. People adjudicating such matters are experienced in procedural law and departmental issues (Annexes [G9.4.1](#) and [G9.i.5](#))

Overall Evaluation of Quality Standard 9.

Refer to evidence obtained and **provide a report** based on that evidence; including a list of particular strengths, recommendations for improvement, and priorities for action.

- Human resource management plays a key role in the success of educational institutions and employment process is at the heart of human resource management. BPCs, therefore, assign a very high priority to the employment process. Guides have been developed that govern mechanics of this process. These include rights and responsibilities of all staff, appropriate qualifications and experience needed for various posts, methods for assessing performance and rules regulating promotions.
- Vacant positions are advertised inside and outside BPCs to provide fair opportunities to all those who are interested in getting employed as an academic. The Employment Management Department receives CVs and applications, verifies the veracity of claims about qualifications and experience, and shortlists applicants. Interviews are held to choose the most suitable candidate(s). Thus, merit forms the core of the entire employment process. Following acceptance the newly appointed teaching and administrative staff undergo orientation and induction programs.

- Performance evaluation of all teaching and administrative staff is completed in strict confidentiality. Evaluation forms the basis for honoring outstanding performances. Promotions are managed in accordance with the rules of the Ministry of Education for private colleges. BPCs provide opportunities for professional and career development with more attention to increase those opportunities in the future.
- BPCs provide professional and career development opportunities to teaching and administrative staff. The improvement action in this regard focuses on increasing the number and distribution of opportunities relative to staff.
- BPCs have developed a guide that includes all policies and procedures for effective disposal of complaints and resolution of disputes.

Particular for strengths:

- Positive outlook of staff members toward BPCs.
- Regular evaluation of performance of employees and their satisfaction with the assessment procedures.
- Equitable distribution of workload within the departments and the constituent colleges, and teaching staff being satisfied with it.
- High percentage of staff members who hold PhD degrees.
- Students to teaching staff and administrative staff ratios are good and in line with the national standards.
- Small number of complaints by teaching staff and administrative members proportional to overall number of complaints.
- Proportion of staff members who have left the university in the previous year for reasons other than retirement is about 8.98% and is considered as a good ratio.

Recommendations for improvement:

- Develop assessment mechanisms for identifying candidates who could be groomed for leadership positions by using both quantitative and qualitative assessment tools.
- Develop recruitment and hiring procedures including the establishment of a code of conduct for employees, general terms and conditions, and performance evaluation processes
- Support and encourage faculty members to participate in professional development activities

- The Community Service Centre should design training courses for the faculty members and employees focusing on community service.
- Inform the faculty members on the method used for performance evaluation. They should read and sign their evaluation reports.
- Develop policies and mechanisms to resolve disputes in colleges
- Developing orientation programs for new faculty members and employees that includes the distribution of regulations and familiarization tours of the library
- Establishment of training courses for the faculty members and employees by the community service centre under the colleges' supervision and follow-up. The community service should clarify the frequency of courses delivery, beneficiaries and the method of consequence evaluation.

Priorities for action

- Develop assessment mechanisms for identifying candidates who could be groomed for leadership positions by using both quantitative and qualitative assessment tools.
- Develop recruitment and hiring procedures including the establishment of a code of conduct for employees, general terms and conditions, and performance evaluation processes.
- Support and encourage faculty members to participate in professional development activities.
- Inform the faculty members on the method for performance evaluation. They should read and sign their evaluation reports.
- Developing orientation programs for new faculty members and employees that include the distribution of regulations and familiarization tours of the library.

Establishment of training courses for the faculty members and employees by the community service center under the colleges' supervision and follow-up. The community service should clarify the frequency of courses delivery, beneficiaries and the method of consequence evaluation.

Table 75: Standard 9 list of annexes

| No. | Codes | Evidence Names |
|-----|---------|--|
| 1 | G9.i.1 | Staff Regulations |
| 2 | G9.i.2 | A Sample of substitution and need study. |
| 3 | G9.i.3 | Samples of employment contracts. |
| 4 | G9.i.4 | Financial and Administrative Policy Manual. |
| 5 | G9.i.5 | Faculty Member guide. |
| 6 | G9.i.6 | A sample of Orientation program for new teaching faculty (pharmacy sample) |
| 7 | G9.1.1 | Attracting and recruiting adv. |
| 8 | G9.1.2 | Examples of meeting minutes of the Boards of trustees. |
| 9 | G9.1.3 | Comprehensive Quality System at Buraydah Colleges- p262-266 |
| 10 | G9.1.4 | Nitaqat Guide. |
| 11 | G9.1.5 | Professional Ethics guide. |
| 12 | G9.1.6 | Employee`s Guide. |
| 13 | G9.1.7 | A Statement of those who have been recruited to work in colleges |
| 14 | G9.1.8 | A circular issued by the GS to present any decision concerning the issuance of a delegation to Legal Affairs department. |
| 15 | G9.1.9 | BPCs Organizational structure chart |
| 16 | G9.1.10 | Bylaws Private Colleges Executive Rules |
| 17 | G9.1.11 | A plan for the preparation of a second row |
| 18 | G9.1.12 | Employment contract Form. |
| 19 | G9.2.1 | Models of CVs for faculty members. |
| 20 | G9.2.2 | A job statement of a member from his / her country. |
| 21 | G9.2.3 | A form of job offers and advertisements for faculties. |
| 22 | G9.2.4 | Certificates validated. |
| 23 | G9.2.5 | Letters from the Ministry of education regarding the certificates validity for faculty members. |
| 24 | G9.2.6 | Faculty members request by the college |
| 25 | G9.3.1 | Evaluation form of a faculty member. |
| 26 | G9.3.2 | Rules for selecting a distinguished faculty member. |
| 27 | G9.3.3 | The decision to form a committee to examine the files of applicants for the competition distinguished professor. |
| 28 | G9.3.4 | Documents issued by the financial administration to pay bonuses to distinguished members of the teaching staff. |

Continued Table 75: Standard 9 list of annexes

| No. | Codes | Evidence Names |
|-----|--------|---|
| 29 | G9.3.5 | A sample of attendance certificates for courses in NCAAA. |
| 30 | G9.3.6 | A Sample appreciation certificate for members. |
| 31 | G9.3.7 | Training services contract. |
| 32 | G9.4.1 | A sample of notice of disciplinary punishment. |
| 33 | G9.4.2 | Delegation of authority guide |
| 34 | G9.4.3 | Job description guide.page302-306 |
| 35 | G9.4.4 | Sample of Academic Development Achievement Report |
| 36 | G9.4.5 | A Sample of academic development courses Reports |
| 37 | G9.4.6 | Quality Management System handbook (QMS) |

10. Research (Overall Rating *** Stars)

All staff teaching higher education programs must be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Staff teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate facilities and equipment must be available to support the research activities of teaching staff and post graduate students to meet these requirements. In universities and other institutions with research responsibility, teaching staff must be encouraged to pursue research interests and to publish the results of that research. Their research contributions must be recognized and reflected in evaluation and promotion criteria. The research output of the institution must be monitored and benchmarked against that of other similar institutions. Clear and equitable policies must be established for ownership and commercialization of intellectual property.

Introduction

- Research is an important element universities are expected to pursue. It is, therefore, not a matter of choice rather an obligation for them to be involved in research and the delivery of postgraduate professional and research programs. These obligations make the expectations relating to subsections of the standard for research high for universities. On the other hand, and according to NCAAA guidelines in “Quality Assurance Handbook”, college with undergraduate programs (such as BPCs) would be expected to have limited involvement in research. However, their teaching staff would be engage in scholarly activities that keep them up to date with developments in their fields.
- BPCs’ mission is mainly focus on providing higher education that contribute to meet needs of the labor market and achieving in accordance with the national quality standard. Although the strategic plan of BPCs does not include any objective related to scientific research, BPCs has established policies and regulations to provide a framework for research activities within the institution (Annex [G10.i.1](#)). Faculty members in BPCs used to carry out researches based on their experiences and account aiming to promotion to higher faculty positions.
- Proportion of teaching staff with at least one refereed publication during the previous year was 24.2%, while the number of refereed publications per one full-time member of the teaching staff in the previous year was 0.36:1 which is approximately equivalent to “one publication for every three faculty members”.
- Notwithstanding the absence of research in the mission statement and from strategic objectives, BPCs recognizes the importance of research activities and their impact on students, the faculty and the institution. Therefore, some of the actions taken by the

institution to motivate the faculty members to carry out research include the payment of the publication fee and some other incentives.

Report on sub-standards

(To prepare a report on this standard the steps that have been described in section C. self-study processes in its first stage were followed as mentioned in page no.36).

10.1 Institutional Research Policies (***)

- BPCs' mission is mainly focus on providing higher education that contribute to meet needs of the labour market and achieving in accordance with the national quality standard.
- Community partnership, quality education and community service were developed based on the initial feasibility report, environmental analysis studies and stakeholder's opinions.
- Notwithstanding that, BPCs has introduced policies and regulations to develop an institutional framework for research activities. (Annex [G10.i.1](#)).
- BPCs handbook guidelines for scientific research covered encouragement and rewarded for publishing in high impact journals, details about visiting Professors, Promotion of staff members, Partnerships/agreements with national and international institutes. (Annex [G10.i.1](#)).
- It includes establish of research center & established scientific research and postgraduates studies unit in each college to organize the process of research activities (Annex G.10.i.6). BPCs renewing contract for staff members is now conditioned with publishing an article at least (Annex [G10.i.1](#) and [G10.i.5](#))
- What constitutes research has been clearly defined in guidelines for scientific research (Annex [G10.i.1](#)), and this definition is consistent with international standards. From the academic year 2017/2018, BPCs annual reports include a section on 'overall research performance' in addition to maintaining records of research activities of the teaching staff. (Annex [G10.1.1](#)).
- Cooperation with other national and international institutions in all academic fields including scholarly activities is encouraged at the institutional level. For example, BPCs has recently signed an agreement with, Qassim University for such cooperation (Annex [G10.1.2](#)).
- Authorities help members of staff who wish to benefit from the agreements mentioned

above to conduct research project in collaboration cooperation with colleagues from any of the partner universities. (Annex [G10.i.2](#)).

- BPCs established research center to organize the process of research activities that represented in scientific research and postgraduates studies unit in each college (Annex [G10.i.3](#)).
- Scientific research ethics committee has been established to monitor compliance with ethical standards and approve research projects with potential impact on ethical issues (Annexes [G10.i.2](#) and [G10.i.4](#)). Research ethical committee members were selected according to their qualification & experience in scientific research, one of them is lawyer (Annex [G10.i.4](#)).
- A reasonable budget has been provided to enable the teaching staff to realize their scholarly activities., in the academic year 2018, BPCs spent 0.12% of its total expenditure on research activities requirements such as refurbishing and/or acquiring resources for I6
- Laboratories, library and IT. BPCs has a plan to allocate at least 0.5% of its total expenditure on research activities requirements starting with next year 2020.

10.2. Faculty and Student Involvement in Research (***)

- Participation of full time Faculty members in scientific research and scholarly activities is a requirement at Buraydah Private Colleges (BPCs). The expectations for teaching staff involvement in research endeavours have been set in the organization strategy and explained to all staff during orientation meetings and professional development events. For the purpose of the current evaluation, 266 articles were published for the last five years 2014-2018). Despite the fact that BPCs doesn't have priorities for scientific research, the practice remains active through individual staff members' initiatives. (Table 69 and Table 70).
- The annual performance review and evaluation document at BPCs includes a section that requires faculty members to get engaged in research and scholarly activities. In light of that, academic performance and promotion prospects of faculty members are judged by their involvement, engagement and achievements in scientific research studies as indicated in the scientific research guidelines (Annex [G10.i.1](#)). This initiative encouraged participation of faculty members in research accomplishments within

different colleges as well as attendance at workshops, or presenting of scientific papers at local and international conferences. Similarly, staff academic records contain provisions stating that their performance is evaluated based on the level of their involvement in scientific researches activities such as publishing of articles or attendance at scientific conferences or workshops, as stated in (Annex [G10.1.1](#)).

- A criterion has also been set by BPCs to enable senior and experienced faculty members, by providing financial incentives, to support junior lecturers and students of higher degrees in pursuing their research studies. This was outlined in the guidelines and stated in the General Manger declaration. To achieve this point, a strategy is set for selecting the experience faculty members to provide support for junior staff as indicated in (Annexes [G10.i.1](#), and [G10.2.1a](#), [G10.2.1b](#), [G10.2.1c](#) and [G10.2.1d](#)).
- BPCs, has issued a decree to encourage collaboration with other Academic institutions with scholarly activities such as University of Qassim and Majmaah University. As a consequence, faculty members are collaborating with faculty members from other universities on personal and individual level (Annex [G10.2.3](#)).
- The participation of the teaching staff in local and international scientific conferences is low; the process to encourage them needs special attention and improvement ([G10.2.4](#))
- Faculty members are required through BPCs guidelines to include their relevant researches in their courses contents and in their teaching practices, in order to raise students' awareness of contemporary scientific issues and the importance of evidence based practice. This is achieved through seminars and group discussions and evident by students' graduation projects. Undergraduate curricula include courses on scientific research which is taught as introductory courses in some departments with a proposal as an end product.

Table (76): Distribution of refereed publications according to the field (2014-2018)

| No | Field | No. of publications |
|----|--------------------------|---------------------|
| 1 | Pharmacy and Dentistry | 61 |
| 2 | Applied Medical Sciences | 115 |
| 3 | Engineering | 21 |
| 4 | Humanity Sciences | 69 |
| | Total | 266 |

In table, (78), shows variations in the number of refereed published as per specialization. The college of Applied Medical Sciences has the highest contribution of 115/ 43.6%, followed by the faculty of Human Resources, 69/25.9%, and Faculty of Pharmacy and Dentistry: 61/22.9% and then Faculty of Engineering: 21/7.9%.

Table (77): Distribution of publications in refereed journals / year

| Year of publication | No. of publications |
|---------------------|---------------------|
| 2014 | 29 |
| 2015 | 62 |
| 2016 | 58 |
| 2017 | 59 |
| 2018 | 58 |

In table, (79), the distribution of publications in refereed journals per year, revealed that, the highest distribution was in the year 2015: 62/23.3%, 2017: 59/ 22.2%, and 2016 and 2018 shared the value of: 58/ 21.8%.

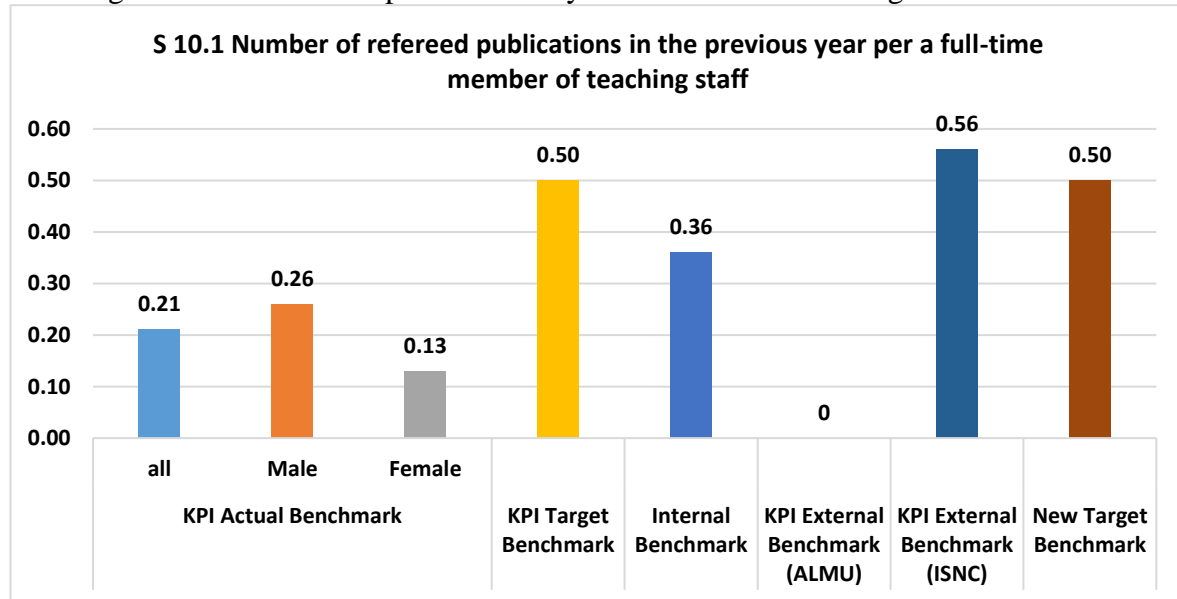
Table (78) KPI: Number of refereed publications in the previous year per a full-time member of teaching staff.

NCAAA KPI Reference Number: S10.1 Institutional KPI Reference Number: 26

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|----------|----------------------|
| | | | ALMU | ISNC | |
| 0.21 : 1 | 0.5 : 1 | 0.36 : 1 | Data not available | 0.56 : 1 | 0.5 : 1 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 0.26 | | | 0.13 | | |

The actual KPI value have been calculated by:

Dividing number of refereed publications by total number of teaching staff



KPI analysis:

Strengths:

1. Scientific research is listed as one of criteria used to evaluate teaching staff performance.

Recommendations:

1. Compared with the external benchmark, the number of publications has to be increased.
2. Teaching staff are to be encouraged to engage in research activities.
3. More funds are to be assigned for research activities.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

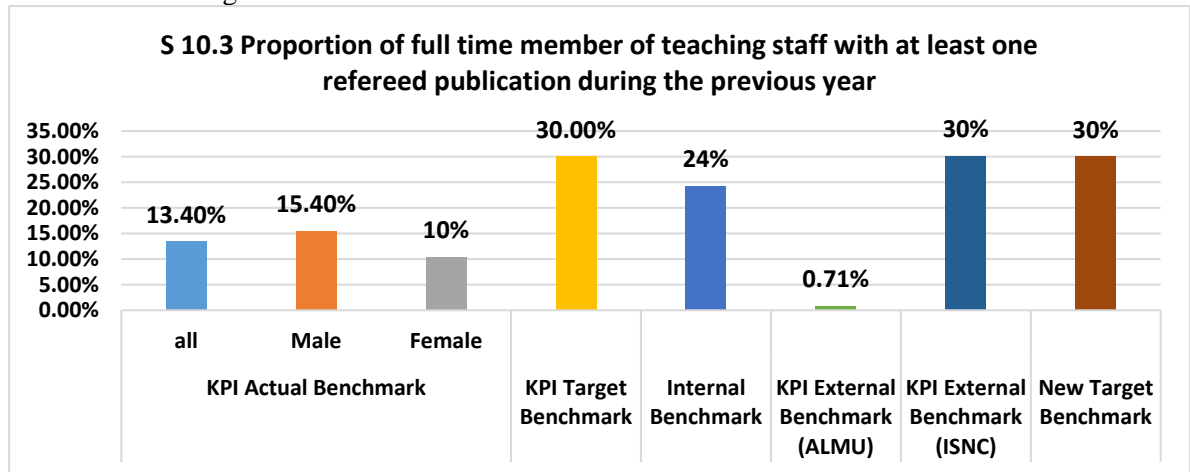
Table (79) KPI: Proportion of full time member of teaching staff with at least one refereed publication during the previous year

NCAAA KPI Reference Number: S10.3 Institutional KPI Reference Number: 27

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|--------|----------------------|
| | | | ALMU | ISNC | |
| 13.40% | 30% | 24.2% | 0.71% | 30.15% | 30% |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 15.40% | | | 10% | | |

The actual KPI value have been calculated by:

Dividing number of teaching staff members who published at least one publication by the total number of teaching staff.



KPI analysis:

Strengths:

1. Teaching staff from both male and female sections participate in scientific research activities.

Recommendations:

1. Compared with internal and external benchmark values (degradation by 10.8%), the proportion of teaching staff who published at least one paper are to be increased.
2. Encouraging procedures need to be activated to encourage teaching staff engaging in research activities.
3. Contracts of teaching staff may include a term that obligates faculties to publish at least one publication per year.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers are:

- ALMAAREFA university (ALMU)
- IBN SINA national college for medical studies (ISNC)

10.3 Commercialization of Research

Not applicable

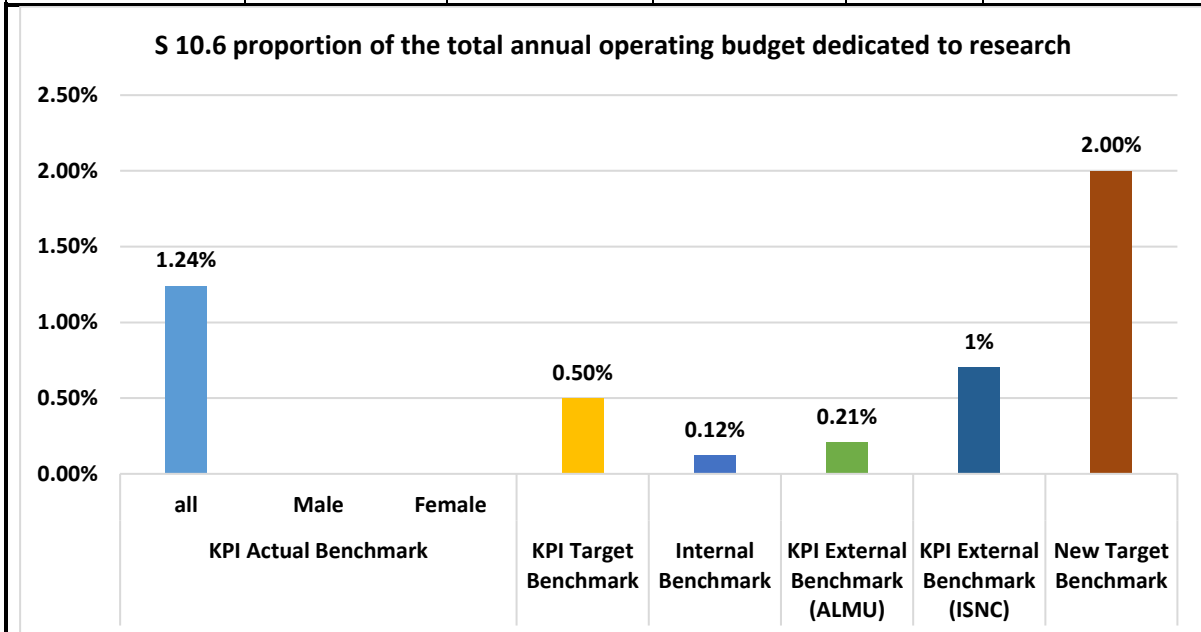
10.4 Facilities and Equipment (***):

- A central research lab has been established to serve the medical field programs. The possibility of establishing an additional research laboratory that serves the engineering field will be considered.
- At BPCs there are sufficient laboratory equipment and tools for students and researchers to conduct practical work. Arrangements are in place for departments to share the use of major equipment and instruments. (Annex [G10.4.1](#)). these laboratories may cover certain types of research, however, unavailability of research consumables and other related materials are an issue that need immediate attention. A budget line should be created for research to offset this issue as part of the improvement plan. It should have sufficient allocation for capital as well as recurring expenses.
- The central library has essential textbooks and references that cover academic programs but may not be adequate to support information needs of research projects. However, as a substitute, the subscription to Saudi Digital Library (SDL) provides researchers access to lots of electronic scientific materials. At the same time, free internet access could be one of the research tools that are available to all faculty members and students. (Annexes [G10.4.2](#)).
- An agreement recently signed with, Qassim University (Annex [G10.1.2](#)), allow BPCs staff to use research facilities and laboratories at QU.
- A procedure is in place for the ownership and responsibility for maintenance of equipment obtained through research grants or other external sources. BPCs research policies clarify this procedure in the research handbook (Annex [G10.i.1](#)).

Table (80) KPI: Proportion of the total, annual operational budget dedicated to research.

NCAAA KPI Reference Number: S10.6 Institutional KPI Reference Number: 28

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|----------------------|----------------------|--------------------|------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 1.24% | 0.5% | 0.12% | 0.21% | 0.7% | 2% |



KPI analysis:

Strengths:

1. There is a slight enhancement (1.12%) in actual KPI value.

Recommendations:

1. Although the annual budget dedicated to research have been increased, BPCs is encouraged to improve research activities to achieve its mission by increasing this budget into 2% of its total annual operating budget.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers is :

- ALMAAREFA university (ALMU)

Overall evaluation of research Performance:

Particular strength

- Research center & scientific research and postgraduates studies units in each college are established.
- Research priorities and ethics character, publication and translation process are identified.
- Subscription to the Saudi Digital Library (SDL) that provides access to updated data for different scientific disciplines.
- Faculty member carry out research as their individual effort and publish them expressing their affiliation to BPCs.
- Seminars and workshops are offered to promote research and scholarly activities.

[\(G10.2.4\)](#)

Recommendation for improvement

- Allocation of a budget line commensurate with the planned research activities for at least 0.5 % of its total expenditure.
- Determination of expectations regarding contributions of the faculty members to research activities within the available resources.

Priorities for action:

- Developing training courses for recently graduated faculty members in conducting scientific research.
- Organize research seminars in each college and set a KPI for the number of research seminars held annually. The seminars should cover issues related to courses subjects and community interests.

Table 81: Standard 10 list of annexes

| No. | Codes | Evidence Names |
|-----|----------|--|
| 1 | G10.i.1 | Guidelines for Scientific Research |
| 2 | G10.i.2 | Scientific research ethics handbook in BPCs |
| 3 | G10.i.3 | Administrative decision assign director of research center |
| 4 | G10.i.4 | Administrative decision No 801/D assign research ethics committee |
| 5 | G10.i.5 | Employment contract form |
| 6 | G10.1.1 | Colleges Annual Report. |
| 7 | G10.1.2 | Agreements with Qassim University |
| 8 | G10.2.1a | Articles published in BPC-Dentistry & Pharmacy |
| 9 | G10.2.1b | Articles published in BPC-Applied Medical sciences |
| 10 | G10.2.1c | Articles published in BPC-Engineering |
| 11 | G10.2.1d | Articles published in BPC Humanity & Administrative |
| 12 | G10.2.3 | A direction letter from GS to encourage participation in external research grants. |
| 13 | G10.2.4 | BPC staff members participation in scientific conferences |
| 14 | G10.4.1 | Number of scientific laboratories and their equipment. |
| 15 | G10.4.2 | Subscription to Saudi Digital Library (SDL) |

11. Institutional Relationships with the Community (Overall Rating ***Stars)

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

Introduction

- The ethos of BPCs is to promote a high quality education, and serve local and regional communities. To achieve excellence in community service the “Community Services and Continuous Education Centre” (CSCEC) was established. It aimed to manage training and advisory services that the institution aspires to provide to community organizations. The Centre relies on the unique competencies and professional expertise of the faculty members to provide a wide range of community services. These include workshops, conferences, short courses, discussions and public meetings, as well as, medical services provided through the faculty of medical applied sciences and the faculty of pharmacy and dental medicine, Additionally, instructors participate in the advisory programs that are offered to schools in the local community.

Report on sub-standards

(To prepare a report on this standard the steps that have been described in section C. self-study processes in its first stage were followed as mentioned in page no.36).

11.1 Institutional Policies on Community Relationships (*)**

- BPC seeks to gain leadership of excellence in higher education in the Kingdom. Community services have been clearly identified as one of the distinct elements in the mission statement. The strategic plan (2018-2023) incorporates three projects regarding the development of community services (Annex G11.1.1). In pursuance of these projects, the Board of Trustees issued a decree that required the development of policies to govern the community services development plan. In these policies the nature of community services, the target community and the execution responsibilities were determined (Annex [G11.1.2](#)).
- The Community Services and Continuous Education Centre (CSCEC) was established to develop relevant policies and execute community-relevant projects.
- The final report of the Centre summarizes these activities (Annex [G11.1.3](#)). Likewise, the main page of CSCEC on the website ([http:// bpc- portal .com](http://bpc-portal.com)) provides information about

community services offered at BPCs and updated news that concerns the community (Annex [G11.1.4](#)). Also, the faculty members receive points in annual performance appraisals for participation in community services (Annex [G11.1.5](#)). This aspect promotes the concept of community services and motivates of the faculty to get involved. The overall evaluation of the practices concerning institutional policies on community relationship scored three stars.

Table (82) KPI: Proportion of full time teaching and other staff actively engaged in community service activities.

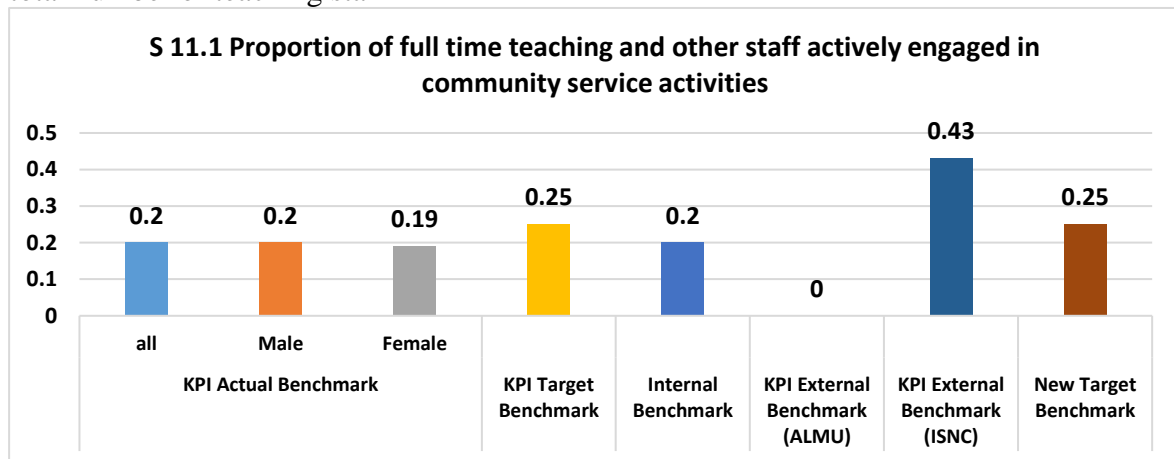
NCAAA KPI Reference Number : S11.1

Institutional KPI Reference Number: 29

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 0.2 | 0.25 | 0.2 | Data not available | 0.43 | 0.25 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 0.2 | | | 0.19 | | |

The actual KPI value have been calculated by:

Dividing number of teaching staff members engaged in community services activities to the total number of teaching staff



KPI analysis:

Recommendations:

1. The community service and continuous center is encouraged to attract more teaching staff members to engage in community service activities.
2. Engaging in community service activities should be stated in promotion criteria for teaching staff members.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges as well as community services center.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

11.2 Interactions with the Community (***)

- The mission statement and institutional policies impress upon the criticality of community services as a strategic ingredient of BPCs' operation. The institution, therefore, expects faculty members, staff and students to render community services according to the scope defined in community services projects. Supporting policies guide these projects, on the one hand, and indicate the institutional commitment, on the other (Annex [G11.1.2](#)).
- BPCs is committed to maintain continuous contact with the alumni. Hence, the establishment of an independent center dedicated to this task. The final report of the Community Services and Continuous Education Centre demonstrates that different departments and programs have carried out a considerable number of activities with the community. These include workshops, lectures, seminars, medical services and educational exhibitions, and testify to the keenness of BPCs to actively interact with the community organizations and associations.
- Moreover, partnerships with the relevant industry are strongly maintained in some cases. BPCs has an agreement with the health authorities in the Qassim region for training of medical college graduates (Annex [G11.2.1](#)).
- The professional programs try to work closely with employers, which is an aspect that needs improvement and must be addressed through improvement plans. The advisory boards in all academic programs include representatives of employers and professional experts (Annex [G11.2.2](#)).
- The Community Service and Continuous Education Centre organized an advisory program for secondary school students at Buraydah City. Elite senior faculty members briefed students about the available programs at BPCs as well as admission criteria, employment options after graduation and possible career pathways. Participation of faculty members in such activities was duly acknowledged in annual performance evaluations (Annex [G11.1.5](#)). Maintaining continued contact with graduates is the cornerstone of BPCs' policies. Following them through their professional lives is a valued activity. Student affairs and training units have been leading this initiative—Recently, the colleges Dean decreed the formation of the training, internship and alumni Unit (Annex [G11.2.4](#)). The main objective of this unit is to gather reliable information (Annex [G11.2.5](#)) about the

alumni, develop and maintain contacts with them to update them about their achievements.

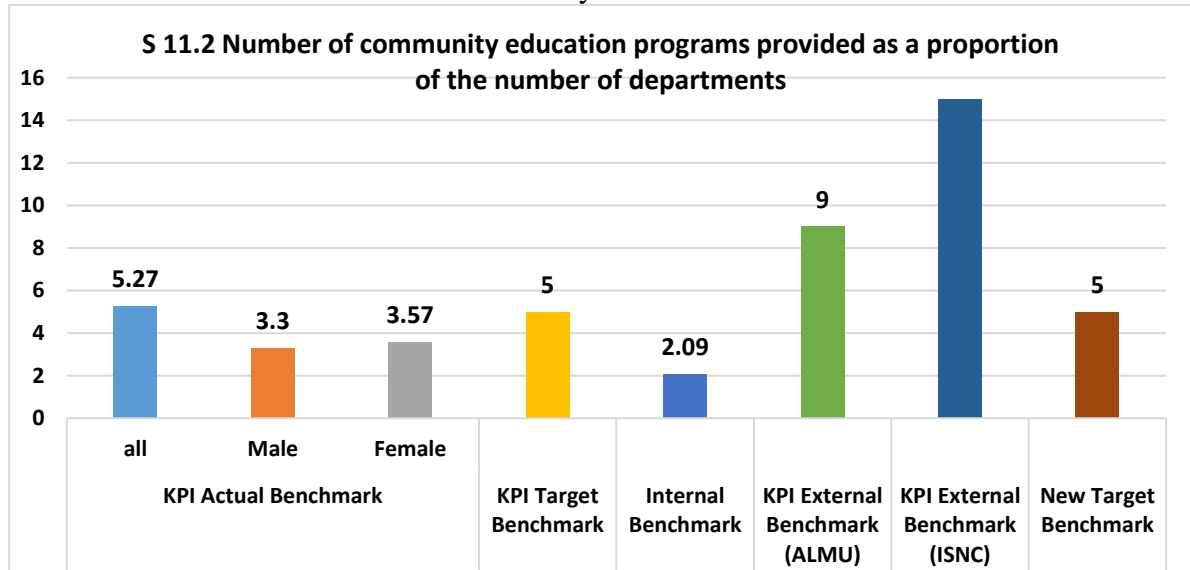
- BPCs has relations with “Human Resource Development Fund” and the “Charitable Fund” to find financial support to students for their tuition fees. Although, BPCs as colleges with undergraduate programs are expected to have limited involvement in research or perhaps none at all according to NCAAA guidelines in “Quality Assurance Handbook”, BPCs encourages faculty members to communicate with community (e.g. King Abdulaziz City for Science and Technology) to have research grants (Annex [G11.2.6](#)).
- Most of the data produced as a result of community services were collected, managed and saved appropriately in hard and soft copies in the CSCEC’s archives, which is used for the preparation of reports (Annex [G11.1.2](#))

Table (83) KPI: Number of community education programs provided as a proportion of the number of departments.

NCAAA KPI Reference Number: S11.2 Institutional KPI Reference Number: 30

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|------|----------------------|
| | | | ALMU | ISNC | |
| 5.27 | 5 | 2.09 | 9 | 15 | 5 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 3.3 | | | 3.57 | | |

The actual KPI value have been calculated by:



KPI analysis:

Strengths:

- 58 activities have been conducted in the academic year 2018/2019 G, 33 activities for male section (10 programs) and 25 activities for female sections (7 programs).
- The actual KPI value is 5.27 which exceeded the target benchmark value.

Recommendations:

- Feedbacks should be collected to investigate the effectiveness of community service activities.
- In order for BPCs to accomplish its mission effectively, more community services programs should be conducted.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark providers is :

- ALMAAREFA university (ALMU)

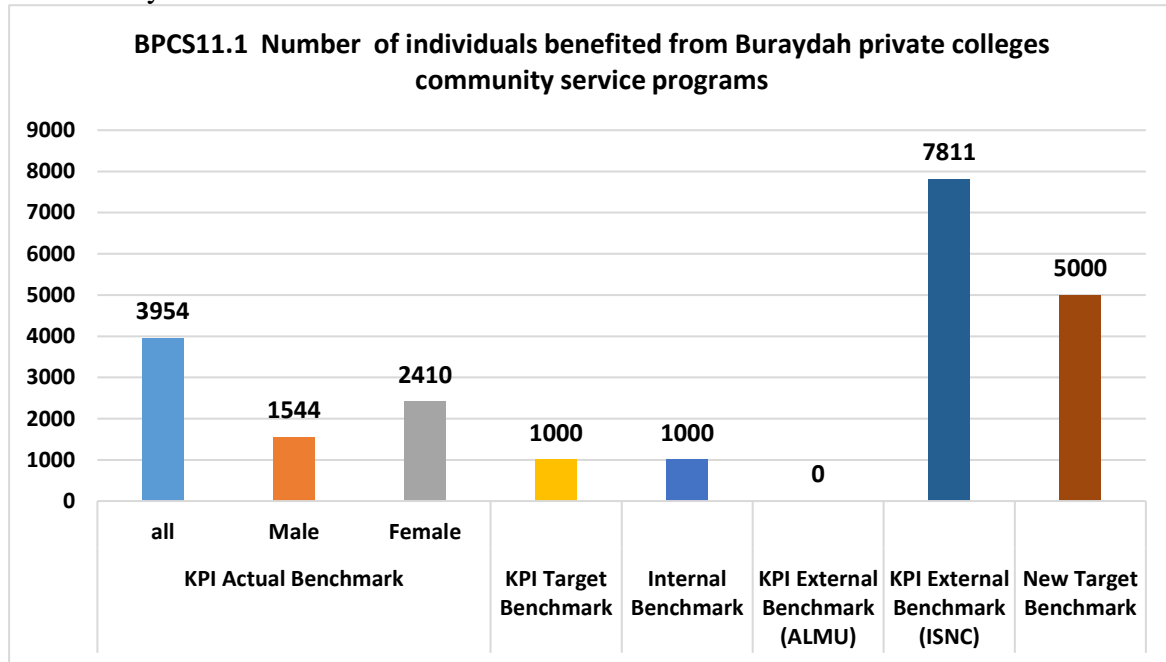
Table (84) KPI: Number of individuals benefited from Buraydah private colleges community service programs.

NCAAA KPI Reference Number: BPCS11.1

Additional PI Reference Number: 10

| KPI Actual Benchmark | KPI Target Benchmark | Internal Benchmark | KPI External Benchmark | | New Target Benchmark |
|-----------------------------|----------------------|--------------------|-------------------------------|-------|----------------------|
| | | | ALMU | ISNC | |
| 3954 | 1000 | 1000 | Data not available | 32917 | 5000 |
| KPI Actual Benchmark (male) | | | KPI Actual Benchmark (female) | | |
| 1544 | | | 2410 | | |

The actual KPI value have been calculated by:
Community service center.



KPI analysis:

Strengths:

1. According to the obtained results, number of community services beneficiaries has been increased significantly.

Recommendations:

1. Compared with external benchmark, BPCs programs are encouraged to provide their community services to more beneficiaries.

Data for internal benchmark has been obtained for academic year 2017/2018.

The internal benchmark has been chosen to compare the actual value for the current academic year with that of the previous one in order to investigate how is the progress or degradation in relevant practices

The internal benchmark values have been provided by quality and development units in colleges.

The choice of external benchmark was based on the following criteria:

- NCAAA accreditation
- Compatibility of infrastructure and facilities required for the programs
- Availability of data.

The external benchmark values have been calculated by external benchmark providers.

External benchmark provider is:

- IBN SINA national college for medical studies (ISNC)

11.3 Institutional Reputation (***)

- BPCs has been actively maintaining contacts with the community by offering a package of activities in order to achieve the mission and objectives, and gain respect amongst private higher education institutions in the Kingdom. Therefore, BPCs has developed a strategic plan to monitor and sustain the services that are provided to the community. Execution of the plan requires monitoring of the community services and the reputation of the institution (Annexes [G11.1.1a](#) and [G11.1.1b](#)).
- BPCs have developed clear guidelines for faculty members on making public comments, especially where there is a link between these comments and the educational issues related to BPCs (Annexes [G11.3.1a](#) and [G11.3.1b](#)).
- The media and public relation office was established to manage the community issues through the media office, which collects information about activities of the constituent colleges that are potentially of interest to the community. It also arranges for publications following institutional guidelines (Annex [G11.3.2](#)).

Overall evaluation of standard 11

- BPCs is dedicated to serve community to attain their mission. Institutional commitment to community service is indicated by the encouragement that instructors, staff and students receive to serve community along with supporting institutional policies. The Community Service and Continuous Education Centre in collaboration with other departments and external parties sponsors diverse services for internal and external communities. The final report of the center summarizes the services provided to the community during the second semester (2013-14). These mainly cover medical services, advisory programs, public lectures and professional training workshops. Whilst there is an active contact with the community, some areas still require further improvement.
- As such BPCs' reputation has been enhanced by the establishment of college advisory council that include local employers and relevant professionals. The evidence proves that practices in this standard are mostly followed with a compliance level of three stars.
- In addition, two key performance indicators were developed to measure and monitor the good practices in this standard. From these KPIs, "number of community education programs provided as a proportion of the number of departments"

▪ **Summary of activities**

| Total Number | Rewards Programs | Sponsorship programs | Education and Training programs | Announcement Programs | Activity Number |
|--------------|------------------|----------------------|---------------------------------|-----------------------|-----------------|
| 33 | 3 | 3 | 9 | 18 | |

Number of participants from teaching staff

| Percentage | Participants | | Total number | |
|------------|--------------|------|--------------|------|
| | female | Male | Female | Male |
| 25 % | 16 | 24 | 60 | 98 |
| | 40 | | 158 | |

Number of participants from students

| Percentage | Participants | | Total number | |
|------------|--------------|------|--------------|------|
| | Female | male | Female | Male |
| 33 % | 225 | 709 | 992 | 1872 |
| | 934 | | 2864 | |

Particular strengths

- There is a clear commitment of institution toward community services as stated in its mission.
- Annual community services reports are regularly prepared.
- A regular contact is maintained between schools and colleges.
- Program advisory boards includes in their formation representatives of local employers and members of professions.
- There is an institutional media office with the responsibility for managing media communications.
- There are guidelines for public comments on community issues which have been stated in the teaching staff member guide.

Recommendations for improvement

- Activating promotion criteria as well as its corresponding benefits.
- The training, internship and alumni unit should develop a strategy to maintain a regular contact with alumni
- A strategy should be developed to configure the community views about the institution.

Priorities for Action:

- Regular update of website with community services activities.

- Staff members should be encouraged to participate in local community services agencies.
- A policy for seeking funding opportunities should be developed.
- A comprehensive strategy for monitoring and improving the reputation of the institution in the local community should be developed.

Table 85: Standard 11 list of annexes

| No. | Codes | Evidence Names |
|-----|----------|---|
| 1 | G11.1.1a | BPCs Strategic plan |
| 2 | G11.1.1b | BPCs executive plan |
| 3 | G11.1.2 | Community services guidelines |
| 4 | G11.1.3 | Community services annual report. |
| 5 | G11.1.4 | BPCs website |
| 6 | G11.1.5 | Teaching staff assessment form |
| 7 | G11.2.1 | Official letter issued for graduates training |
| 8 | G11.2.2 | Advisory boards formation decrees |
| 9 | G11.2.3 | Official letter issued to higher schools |
| 10 | G11.2.4 | Graduates Follow-up Unit establishment decree |
| 11 | G11.2.5 | Graduates Follow-up templet |
| 12 | G11.2.6 | Letter for deans to encourage teaching staff member to get funds for their research projects. |
| 13 | G11.3.1a | Decree of general relations and media department |
| 14 | G11.3.1b | Faculty members Guide |
| 15 | G11.3.2 | Letter from general relations and media department |

H. Independent Evaluations

1. **Describe the process** used to obtain an independent analysis on the self-study. Processes may include a review of documentation by experienced and independent persons familiar with similar institutions and who could comment on specific standards and sub-standards, consultancy advice or a report by a review panel, or analyze the results of an accreditation review by an independent agency. An independent evaluation may be conducted in relation to the total self-study or involve a number of separate comments by different people on different issues.

BPCs believes in the value of having an independent evaluation for continuous improvement of quality and completion of the accreditation processes. The NCAAA recommends that the institution is subjected to an independent review by experts in the field of higher education. Thus, BPCs has been honored to receive the acceptance of a national expert; Dr. Nasser Sarhan, have a rich and vast experience of evaluating institutions and programs according to NCAAA standards as well as standards of many international accreditation bodies.

Dr. Nasser Sarhan, visited BPCs campus and conducted an independent evaluation. Following his review, he provided valuable comments, opinions and recommendations on BPCs' self-study scales for the eleven NCAAA standards for institutional accreditation, self-study report SSR, relevant evidence, KPIs and the related reports. Their visit schedule was full as they had meetings, readings, visits and discussions on issues related to the self-study scales for the eleven NCAAA standards.

2. **Provide a list** of recommendations and other matters raised by independent evaluator(s)

| No. | Recommendation | Relevant standard |
|-----|---|-------------------|
| 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 banners. Workshops and presentations about the Colleges strategic plan and its Mission statement are planned to be held next academic year 1440/1441 H | 1 |
| 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 need 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. | |
| 5 | 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 medical education Programs, community service in the field of healthcare and clarifying the level of the Colleges expectations in research). | |

| | |
|----|---|
| 6 | Although the identity of BPCs is educational (teaching) and not competitive in scientific research, the achievement of the research Standard is a one of the requirement for national 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. |
| 7 | 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. |
| 8 | 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. |
| 9 | BPCs may wish to consider providing one or two examples 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). |
| 10 | The BPCs Strategic Plan achievement report or annual reports is required as evidence. |
| 11 | The Mission statement is used as a basis for establishment of goals and objectives for development of the institution and organizational units within it. |
| 12 | The BPCs is encouraged to provide its implementation plans for its strategic plan including comprehensive analysis about achieving its strategic goals/objectives and initiatives. |
| 13 | 2.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). |
| 14 | The governing body needs to annually review its own effectiveness and develop plans for improvement in the way it operates. |
| 15 | 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 بريدةالوائح بريدةالوائح 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 |
| 16 | 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. |
| 17 | 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. | |
| 18 | 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. | |
| 19 | The BPCs meet high ethical standards of honesty and integrity. | |
| 20 | 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. | |
| 21 | 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. | |
| 22 | 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. | |
| 23 | The institution implemented systems to maintain a positive organizational climate. Nevertheless the use of periodic surveys (39. G2.7.2 Job Satisfaction Survey) to insure regular feedback is somewhat without analysis. | |
| 24 | BPCs is encouraged to establish a systematic approach and consistent evaluation for quality improvement, and to review its QMS " G3.2.3 Quality management system". | 3 |
| 25 | 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 | |
| 26 | 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. | |
| 27 | Creativity and innovation related guidelines need to be defined and communicated clearly. | |
| 28 | 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: | |
| | 1. How the BPCs ensure that its Programs LOs are consistent (covering all the domains) with the NQF or SQF. | |
| 29 | 2. 29Is there any special attribute that a graduate should have (required by the Colleges/Programs)? Are they incorporated as PLOs? | |
| 30 | 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)? | |
| 31 | 4. What external reference points do the Colleges/Programs use to benchmark its Standards of learning? "for example, employers" | |
| 32 | 5. How do the Colleges/Programs monitor, assess and give feedback on Programs and courses specifications? | |

| | | |
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| 33 | 6. Evidence about discussing the questionnaire results and evaluating them during the periodic meetings with Colleges/Programs/Faculty members/Colleges councils. | |
| 34 | 7. Evidence about setting executive plans for improvement and development. | |
| 35 | 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. | |
| 36 | The BPCs is encouraged to establish electronic databases in the Colleges/Programs for easier access and periodically reviewing it to get required statistics accurately. | |
| 37 | <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> <p>➤ Communicating the culture of quality and accreditation in the Colleges/Programs through: For examples:</p> <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. <p>➤ Supervising the development of the academic plans:</p> <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, discussing difficulties and problems that obstruct the learning process and suggesting solutions <p>• Taking part in visits to several local universities to benefit from their experience in accreditation</p> <ul style="list-style-type: none"> • Visiting local/ international Universities. | |
| 38 | 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. | |
| 39 | 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). | |
| 40 | The BPCs is encouraged to provide a plan about the external benchmarking processes according to its Vision and Mission. | |
| 41 | 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. | |

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| 42 | 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. | |
| 43 | A student satisfaction questionnaire has been done to measure the procedures and mechanics of electronic assessment process in order to improve quality. | |
| 44 | The BPCs is encouraged to provide more explanations with evidence about the following. <p>- 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.</p> | 4 |
| 45 | Evidence about PLOs achievements are required by using KPIs and comparison benchmarks with similar Programs locally or externally. | |
| 46 | 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. | |
| 47 | The BPCs is encouraged to establish Medical education units in the two medical education Colleges. | |
| 48 | The BPCs is encouraged to utilize and evaluate KPIs for curricular and non-curricular achievements. | |
| 49 | The BPCs is encouraged to develop a mechanism for internal and external benchmarking of student achievement. | |
| 50 | 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. | |
| 51 | 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). | |
| 52 | 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. | |
| 53 | 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! | |
| 54 | Do the BPCs Programs get involved in the PY Orientation program? | |
| 55 | 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. | |
| 56 | Collaboration with the PY may help monitor the students and see how well PY program is preparing the students. | |
| 57 | Faculty Development Programs over past 3 years, Orientation programs for new faculty and training sessions with the preceptors are needed as evidences (KPIs). | |
| 58 | Course plan and Course description are provided to the students at the beginning of each semester and student Survey show their satisfaction. | |

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| 59 | Textbooks, reference material other required materials (clinical) need to be reviewed according to recommendations highlighted in Programs/Courses reports. | |
| 60 | Examples of changing teaching strategies to see improvement in the PLOs/CLOs achievement are required as evidence. | |
| 61 | 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. | |
| 62 | 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. | |
| 63 | KPI: Ratio of students to faculty results average of the last 3 years is very important evidence. | |
| 64 | 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. | |
| 65 | 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. | |
| 66 | 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. | |
| 67 | The BPCs is encouraged to submit the co-operation and summer training programs for all its academic programs including the assessment methods and its policy to ensure that all the field experience's learning outcomes are assessed. | |
| 68 | Field experience program, Cooperative programs or summer training forms an integral part of all Colleges/Programs (not sure about the Female students in some 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. | |
| 69 | 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. | 5 |
| 70 | The BPCs is encouraged to clearly define the admission criteria for enrolling bridging students. | |
| 71 | Appropriate security is provided for both hard and soft copies of student records. | |
| 72 | 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. | |
| 73 | Student appeal and grievance system needs some improvements specified in detail to students and automated through online system. | |
| 74 | 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)? | |

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| 75 | Effective processes are established for planning administrative oversight and the evaluation of student services and activities. | |
| 76 | The BPCs is encouraged to enhance the mechanisms of student feedback (surveys) to be online to increase reply rate. | |
| 77 | 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. | |
| 78 | Career advising is a critical issue and should be addressed by academic advisors for graduating students and an organized career day. | |
| 79 | 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. | |
| 80 | Library and learning resources are adequate to support student learning for Programs offered by the BPCs. The BPCs is encouraged to response to the mentioned Recommendations for improvement (page 208) with action plans. | 6 |
| 81 | 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. | |
| 82 | The BPCs is encouraged to enhance the online resources and data basis. | |
| 83 | BPCs is encouraged to use the suggested KPIs by NCAAA. | |
| 84 | Resources and facilities are adequate for the learning but not for research requirements. | |
| 85 | 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. | 7 |
| 86 | The BPCs is encouraged to develop a particular survey to get the feedback from facility users. | |
| 87 | The BPCs program of Security and safety maintains the security and safety are adequate. | |
| 88 | The BPCs is encouraged to enhance the students' restaurants and cafeterias. | |
| 89 | BPCs does not have specialized research laboratories or any research facilities. | |
| 90 | 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. | |
| 91 | One of the x ray imaging labs in the Male students clinics needs improvements according to safety requirements. | |
| 92 | The BPCs needs to add more details about the annual expenditure on Clinics, requirements and maintenance budget. | |
| 93 | Computing equipment, software and related services are adequate for the institutions needs and are managed in ways that ensure secure, efficient and effective utilization. | |
| 94 | The BPCs is encouraged to conduct appropriate benchmarking with similar Programs internally and externally to improve the planning and budgeting processes. | 8 |
| 95 | The BPCs is encouraged to establish a long/mid/short term financial plan for all its activities including research, and for its academic Programs. (Planed and approved budget for the medical education Colleges and the teaching Clinics). | |
| 96 | The BPCs is encouraged to give careful attention to the financial affairs and effectively manage them, with a proper balance between local flexibility and | |

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| | institutional accountability and responsibility. The BPCs is suffered from real problems, especially with respect to the balance between Male/Female faculty members between the two campuses in most of its academic Programs, 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. | |
| 97 | It wasn't clear, if BPCs have a Risk Management plan for some of the basic component of its activities such as the teaching Clinics, labs ...etc? If not, are there plans to develop one and is this included in the BPCs next Strategic Plan? | |
| 98 | The BPCs is encouraged to review its risk assessment strategy and mitigation plans. | |
| 99 | The BPCs may wish to consider the following: Develop and implement indicators of successful administration of staffing and employment policies. | 9 |
| 100 | Develop a system to monitor the process of delegations relating to employment processes. | |
| 101 | Develop a monitoring system to compare current teaching and other staff with the required profile. | |
| 102 | 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 weaknesses 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. | |
| 103 | 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). | |
| 104 | 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. | |
| 105 | The development of faculty members and their scientific promotions and the annual awards for best performance are apparently not carried out in the BPCs. | |
| 106 | Procedures for management of disputes are efficient and fair to all employee involved. | |
| 107 | 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. | 10 |
| 108 | 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. | |

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| | <ul style="list-style-type: none"> • A research priorities questionnaire. | |
| 109 | Expectations for teaching staff involvement in research and scholarly activities need to be clearly specified and considered in performance evaluation and promotion criteria. | |
| 110 | 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. | |
| 111 | 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. | |
| 112 | More research funds need to be sought from KACST and other research supporting organizations. | |
| 113 | The BPCs is encouraged to recruit skilled technicians and engineers for research labs. | |
| 114 | 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 equipments lists, publications and research activities. | |
| 115 | The BPCs Mission statement is including community engagement as an integral component. | 11 |
| 116 | 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. | |
| 117 | The BPCs is encouraged to develop a community services/healthcare data base and the BPCs website should be updated to reflect this aspect. | |
| 118 | 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. | |

3. **Provide a response report** on recommendations and other matters raised by independent evaluator (s) (Agree, disagree, further consideration required, action proposed, etc.)

| Stand. | Recommendations | Response | | Action Proposed |
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| | | Agree | Dis-agree | |
| Standard 1 | 1.The Mission statement is appropriate for the institution in the community in which it is operating. BPCs Mission statement appropriateness is being explained to stakeholders by using posters and banners. Workshops and presentations about the Colleges strategic plan and its Mission statement are planned to be held next academic year 1440/1441 H | √ | | Using posters and banners for showing the Colleges mission, vision, and strategic objectives for stakeholders, employees, and students. (Annex G1.1.9 & Annex G1.1.4 & Annex G1.1.1 & Annex G1.1.4 & Annex G1.1.8) Moreover, Workshops and presentations are planned to be held next academic year 1440/1441 H. |
| | 2. BPCs is encouraged to add evidences about consistency/ how the four Colleges /Programs/ Missions Statements/Goals and Objectives are aligned with BPCs level. | √ | | Programs' mission, vision, and strategic objectives have been updated to be in alignment with the institution mission, vision, and goals. (Annex G1.1.1) Explanation of the relevance of the programs' mission to the mission and goals of the institution. |
| | 3.Patient (health) care needs be covered in 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. | | √ | This recommendation is implemented as a sub-goal as follows: (1-3-2 Establishing specialized clinics and medical centers) and it will be updated for the next strategic plan to be covered in the mission statement. |
| | 4.Research: level of expectation need to be covered in BPCs Mission statement or goals. Most of BPCs Programs Missions/Goals via Programs specifications reports | | √ | To cover this area a new sub goal has already been added to the fourth strategic objective in the Colleges' strategic plan (2018 – 2023) for a rewarding system to promote teaching |

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| | indicated the support the academic searches. | | | staff research and creativity (4-2-2 Establishing a strategic planning centre and developing a system for promoting Faculty's scientific research, excellence, innovation and creativity). (Annex G1.1.11 & Annex G1.1.3) |
| | 5.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 medical education Programs, community service in the field of healthcare and clarifying the level of the Colleges expectations in research). | √ | | BPCs is encouraged to update the Colleges' mission statement to guide the planning and decision-making, especially the inclusion of "community service, medical education, and scientific research". |
| | 6.Although the identity of BPCs is educational (teaching) and not competitive in scientific research, the achievement of the research standard is a one of the requirement for national institutional accreditation. The importance of scientific research in 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. | | | Updating the Colleges' goals and projects to include scientific research activation. A new sub goal has been added to the fourth Strategic Goal in the Colleges Strategic Pan 2018-2023 (4-2-2 Establishing a strategic planning centre and developing a system for promoting Faculty's scientific research, excellence, innovation and creativity). (Annex G1.1.3) and it will be updated for the next strategic plan to be covered in the mission statement. |
| | 7.The mission statement was developed through consultative processes and formally adopted in general, but there is no indication | √ | | BPCs is encouraged to publicize its mission more in the health sector. |

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| | that is widely publicized in the health sector. | | | |
| | 8.It wasn't clear what is the process of reviewing and updating 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. | | √ | The resolution of forming the follow- up committee for strategic planning are modified to review the Colleges' vision and mission every two years to adapt to different changes. (Annex G1.i.2 & Annex G1.1.3 & Annex G1.3.1 & Annex G1.5.2a & Annex G1.5.2b) |
| | 9.BPCs may wish to consider providing provide one or two examples 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). | | √ | The following are examples of using mission statement as a basis for strategic planning process: a. The project (6-1-2), in the Colleges Strategic Plan, was the basis for expanding and improving dental clinics in the Dentistry program. b. The project (6-1-1) in the Colleges' strategic plan was the basis of completing and establishing of the Colleges' female campus. SSR also updated with these examples. |
| | 10. BPCs Strategic Plan achievement report or annual reports is required as evidence. | √ | | Achievement reports for the Colleges previous strategic plan (2013-2018) is being drafted and included. Moreover, new responsibilities, for following up and analyzing the implementation of the assigned projects and initiatives of the Colleges Strategic Plan (2018 - 2023), have been added to the resolution of forming the |

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| | | | | Higher Committee of strategic planning. (Annex G1.i.1a & Annex G1.2.6 & Annex G1.4.1 & Annex G1.i.2a). |
| | 11. The Mission is used as a basis for establishment of goals and objectives for development of the institution and organizational units within it. | | √ | <p>3. The following are examples of using mission statement as a basis developing of the Colleges:</p> <p>a. The project (1-1-3), in the Colleges previous strategic plan, constitutes the basis of developing and implementing the Organizational Structure 2016 of the Colleges.</p> <p>b. The project (6-1-1) in the Colleges' previous strategic plan was the basis of establishing the Strategic Planning Unit in 2016. (Annex G1.i.1a Ar. & En.)</p> |
| | 12. BPCs is encouraged to provide its implementation plans for its strategic plan including comprehensive analysis about achieving its strategic goals/objectives and initiatives. | √ | | <p>5. More attention will be paid for upcoming execution stages of the Strategic Plan 2018-2023, by including comprehensive analysis about achieving its strategic goals and initiatives. Additionally, new responsibilities, for following up and analyzing the implementation of the assigned projects and initiatives of the Colleges strategic plan (2018 - 2023), have been added to the resolution of forming the Higher Committee of strategic planning. (Annexes G1.4.1, G1.i.2a and G1.i.1b).</p> |

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| Standard 2 | <p>13. 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).</p> | √ | | <p>- The roles of BPCs' GS, and his three vice GSs has been updated and clearly defined.</p> <p>- The Executive Guide has been translated into English and attached to the Colleges' SSRI.</p> |
| | <p>14. The governing body needs to annually review its own effectiveness and develop plans for improvement in the way it operates.</p> | √ | | <p>- This recommendation will be raised to the Board of Trustees for finding an action plan to review its own effectiveness and develop plans for improvement in the way it operates.</p> |
| | <p>15. 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\لوائح 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</p> | √ | | <p>- Policies, regulations and terms of reference have been assembled in a Comprehensive handbook "Policy Handbook", including an administrative flow chart and job responsibilities and present stakeholders' evaluation of this handbook and attached to the Colleges' SSRI.</p> |

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| | <p>16. 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.</p> | √ | | <p>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 of both short-term and medium-term targets.</p> |
| | <p>17. The strategic plan has been developed and provided 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.</p> | √ | | <p>The strategic plan has been developed and provided 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.</p> |
| | <p>18. 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.</p> | √ | | <p>The Colleges prioritize this point in its administrative and academic procedures to ensure and assure the effective partnership of both sections, male and female, towards adequate, appropriate, fair, and high quality level of educational for both male and female students. That's why some major steps have already been taken and others have been recommended to be taken in near future to ensure</p> |

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| | | | and emphasize more authorities for female campus. |
| 19. BPCs meet high ethical standards of honesty and integrity. | √ | | The Colleges is committed to high values of ethical and professional standards. |
| 20. 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 BoTs and Colleges Council, committees responsible for oversight of and approval of programs or major programs changes, research development, etc.) in English. | | √ | Major policies, regulations, councils and boards memberships and tasks have been translated whether as a brief or full translation to serve as a guide for non-Arabic speakers from stakeholders or reviewers. |
| 21. The NCAAA required a detailed report on the compatibility and consistency between any regulations in 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. | | √ | Almost all of regulations, guides, and bylaws in BPCs have been founded upon and guided by MoE bylaws, recommendations and regulations. This point can be seen as salient and prominent through checking the samples of the Colleges regulations and bylaws in various administrations and divisions. |
| 22. BPCs is encouraged to develop a comprehensive manual for policies and procedures and to undergo an ISO audit in the near future and have such Policies and Procedures Manual ISO certified. | | √ | The Policies, regulations and terms of reference have assembled in a Policy Handbook. Including administrative flow chart and job responsibilities and present stakeholders' evaluation of this handbook and attached to SSRI. |
| 23. The institution implemented systems to maintain a positive | | √ | The results of the questionnaire have been |

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| | organizational climate. Nevertheless, the use of periodic surveys (39. G2.7.2 Job Satisfaction Survey) to insure regular feedback is somewhat without analysis. | | | analyzed and the report has been attached to the SSRI. |
| Standard 3 | 24. BPCs is encouraged to establish a systematic approach and consistent evaluation for quality improvement, and to review its QMS " G3.2.3 Quality management system". | √ | | <p>- QMS of BPCs has been reviewed and updated and attached to SSRI, for the academic years 2018-2019.</p> <p>- Moreover, we are working on a new version that meet most of NCAAA requirements and the recommendations and suggestions of external reviewers for the academic years 2019-2020.</p> |
| | 25. 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 BPCs and its academic Programs | √ | | The job description has been reviewed and updated to clarify how the Colleges deans communicate with the deputy GSs of the educational Affairs and Quality and Development to ensure the quality improvements in BPCs and its academic programs. |
| | 26. 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. | √ | | More KPIs have been added in the Colleges recently updated KPIs report to include more measure the outcomes of teaching, community services and scientific research in light of comprehensive and relevant KPIs. |

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| <p>27. Creativity and innovation related guidelines need to be defined and communicated clearly.</p> | <p>√</p> | <p>- The Colleges values have been disseminated among all stakeholders. Moreover, clear guidelines for defining aspects, domains and descriptions of creativity, innovations and excellence are being prepared.</p> |
| <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). BPCs needs to add more explanations and clarifications with evidences about the following:</p> <p>28. How BPCs ensure that its Programs LOs are consistent (covering all the domains) with the NQF or SQF.</p> | | <p>- All academic programs at BPCs have specific intended learning outcomes (ILOs) (G4.2.2) These outcomes are to be redeveloped to comply with the requirements of Saudi Arabia Qualification Framework (SAQF) (Annex G4.2.4). Independent reviewers' opinions have been examined regarding the consistency of program ILOs with the requirement of NQF and labor market needs especially for programs which gear to a professional practice. P.132</p> <p>- concomitantly, quality and development Unit, has planned to deliver short training courses and workshops to encourage the faculty to measure the mapping of learning outcomes for every courses/programs through tools of blueprinting methods parallel and consistent with the National Qualification Framework. P. 147.</p> <p>- Academic programs at BPCs were reviewed by two expert</p> |

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| | | | reviewers. They reviewed all program specifications including the learning outcomes and their compatibility with the National Qualification Framework. P.148 |
| | 29. Is there any special attribute that a graduate should have (required by the BPCs/Colleges/Programs)? Are they incorporated as PLOs? | | <p>- All academic programs at BPCs have specific intended learning outcomes (ILOs) (G4.2.2) as well as their graduates' characteristics (G4.2.3). These outcomes are checked and updated annually to comply with the requirements of Saudi Qualification Framework (SAQF) P. 132, and meet the changing requirements of labor market.</p> <p>- Furthermore, Views of students, graduates, employers and faculty members about the quality of programs have been considered for improvement actions. P. 148</p> |
| | 30. For the purpose of appropriateness and the achievement of 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)? | | - Indirect assessment methods encompass a number of surveys covering alumni, graduates and employers (G4.5.8). In addition, it includes Exit Exams in which a variety of questions are given to assess |

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| | | | <p>learning outcomes of graduate students according to the National Framework of Qualifications (NQF).</p> <p>- BPCs is following a central model for alumni unit to contact and follow up colleges graduates which is ineffective because of the difficulty to contact that large number of all colleges' graduates using traditional means like phone calls or hardcopy surveys. Then, an alumni unit has been reformed in each college in order to actively contact their graduates through E-surveys, E-forum, or alumni clubs and prepare database regarding them as it is an important indicator to measure programs and teaching quality (G4.7.16). P. 161</p> |
| | <p>31. What external reference points do the Colleges/Programs use to benchmark its Standards of learning? "for example, employers"</p> | | <p>- The Colleges' programs learning outcomes are continuously assessed through a closed loop process (plan- implement-review-improve) to ensure the consistency of learning outcomes with the expectations of employers and NQF requirements and</p> |

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| | | | <p>measure its achievement in a four-year plan, using direct and indirect methods and benchmarks.</p> <p>- Samples of external reference points are employers' questionnaires and focus group results. In addition, a benchmarking has been considered to an equivalent programs in external colleges.</p> |
| | <p>32. How do the Colleges/Programs monitor, assess and give feedback on Programs and Courses specifications?</p> | | <p>- Course and program learning outcomes are assessed by programs' coordinators and teachers of the courses via reviewing learning outcomes, teaching and assessment methods matrix in program and course specifications (G4.2.2) and (G4.2.6). In addition, independent reviewer's made a Comprehensive reports parallel with the programs advisory committees' recommendations, were assumed very important and useful to ensure that teaching and assessment methods are appropriate to the corresponding learning outcomes. (G4.2.5), (G4.3.2). The consistency of courses contents and students' assessment methods employed in courses specifications is monitored by programs coordinators and the course teacher. P. 157</p> <p>- measurement tools of learning outcomes vary to ensure validity and reliability of results, and then build up an appropriate improvement</p> |

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| | | | <p>plans for courses and for the whole program.</p> <p>- The annual review is done at multiple stages, academic departments' councils, quality committees, programs' councils, colleges' quality committees and colleges councils. There is a systematic approach for reviewing, discussing the feedback with teaching staff and other stakeholders.</p> |
| | 33. Evidence about discussing the questionnaire results and evaluating them during the periodic meetings with Colleges/Programs/Faculty members' /Colleges councils. | | <p>Surveys results are discussed at the level of department in the department council to get feedback from the faculty about the salient weaknesses or strengths to be considered in putting improvement plans and action plans. Some meeting minutes reports and survey results analysis have been attached to this report.</p> |
| | 34. Evidence about setting executive plans for improvement and development. | | <p>A committee at each department is assigned for setting up the program report and accordingly suggest an improvement plan based on direct and indirect assessment for PLOs. Samples from departmental improvement plans are attached to this report.</p> |

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| | <p>35. Quality assurance arrangements for 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>There is a unit for statistics and information, under quality and development center, collect all data of KPIs, student's achievement of Programs LOs/CLOs, Surveys statistics and analysis, Research productivity and community / Healthcare services. These suggestions have been taken into consideration to be followed in their future benchmarking and data collection and analysis.</p> |
| | <p>36. 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>-A central data base system was implemented only in the College of Administrative and Human Sciences. The system in the other colleges is under progress.</p> <p>-Furthermore, there is a comprehensive electronic system, E-Register system, that includes students' statistics for academic achievement and progress.</p> |
| | <p>37. 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</p> | | <p>- Orientation meetings among new students are done every year. However, quality issues are not addressed in these meetings. Thus, we plan to address quality issues in the next year meetings.</p> |

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| | <p>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, discussing difficulties and problems that obstruct the learning process and suggesting solutions. • Taking part in visits to several local universities to benefit from their experience in accreditation <ul style="list-style-type: none"> - Visiting local/ international Universities. | | | <ul style="list-style-type: none"> - Quality and development center organized a week of awareness about quality to celebrate World Quality Day in the colleges (Annex A Report on World Quality Day). - Regarding Disseminating the culture of quality among the faculty, students, stakeholders and other staff is partially implemented through a variety of activities, announcements, brochures, meetings, workshops and focus groups. - Students' friends of quality committee will be planned and implemented in the next year. - Regarding the supervision of academic plans, it is partially implemented and it will be updated and improved to include all programs and courses before the beginning of the next academic year. |
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| | | | | - Regarding visiting local and international universities, It will be scheduled and implemented next year 1441/1442 H. |
| | 38. 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. | | | - All colleges/programs BPCs missions/goals have been revised and aligned with colleges' mission and vision. - Furthermore, there is a new KPIs report that will include additional detailed KPIs analysis. |
| | 39. All KPIs analyses in the SSRI 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). | | | The new report of KPIs has been added and this recommendation has been considered in the new report (i.e., KPI values have been divided into male and female values in the KPI report for academic years 2018/2019). |
| | 40. BPCs is encouraged to provide a plan about the external benchmarking processes according to its Vision and Mission. | | | Done in the new report (i.e., external benchmark values from analogous institutions with almost the same scale as BPC have been used in KPIs report for academic year 2018/2019. |
| | 41. 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. | | | Partially done (Indirect assessments carried out from all programs used in depth verification and efficiency of evidence since the end of the first semester of the academic year 1439-1440, under the supervision of |

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| | | | measurement and assessment department). |
| | <p>42. BPCs is encouraged to set mechanisms of reviewing its programs curricula and measuring the achievement of its programs LOs periodically to include the following:</p> <ul style="list-style-type: none"> • Programs LOs are consistent with National Qualification Framework. • Courses assessments are carried out through QA team. | | The Colleges' programs learning outcomes are continuously assessed through a closed loop process (plan- implement-review-improve) to ensure the consistency of learning outcomes with the expectations of employers and NQF requirements and measure its achievement in a four-year plan, using direct and indirect methods and benchmarks. |
| | <p>43. A student satisfaction questionnaire has been done to measure the procedures and mechanics of electronic assessment process in order to improve quality.</p> | | It will be done (All questionnaire will be shifted from hard to electronic assessment process completely and students will be encouraged to participate in the survey). It was addressed in SSR Priorities for improvement page 10 |
| Standard 4 | <p>44. BPCs is encouraged to provide more explanations with evidence about the following.</p> <ul style="list-style-type: none"> - PLOs/CLOs/ Mapping matrixes/ assessment methods/ the alignment between teaching strategies and assessment methods with PLOs supposed to re-examine by external examiner according to NCAAA and NQF requirements. | ✓ | <p>A plan has been developed to review programs and courses specifications for all programs through the following steps:</p> <ol style="list-style-type: none"> 1. Internal review of PLOs, mapping matrix, CLOs and assessment methods to ensure consistency with NQF requirements. 2. The quality teams in programs responded to the internal reviewers' notations. |

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| | | | | All documents have been reviewed by a team of external examiners according to NCAAA and NQF requirements. |
| | 45. Evidence about PLOs achievements are required by using KPIs and comparison benchmarks with similar Programs locally or externally. | ✓ | | <p>Available evidences for PLOs assessment have been added to annex G4.2.9:</p> <ol style="list-style-type: none"> 1. Direct assessment reports for Electrical Engineering and computer engineering programs. 2. Assessment tools (exam cover pages, rubrics and direct assessment sheets (DAS)). |
| | 46. 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. | | | A committee for assessing learning outcomes has been formed in each department to hold the responsibility of assessing and measuring ILOs in the program using direct and indirect measurement tools to ensure validity and liability of results and then develop and improvement plan following a closed loop process (plan – implement - review – improve). |
| | 47. BPCs is encouraged to establish Medical education units in the two medical education Colleges. | | | This recommendation has been put into consideration to be planned and then implemented. |
| | 48. BPCs is encouraged to utilize and evaluate KPIs for curricular and non-curricular achievements. | | | Quality Assurance Unit inspires teaching faculty staff to use and evaluate the key performance indicators for academic and non-academic achievement. |

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| | 49. BPCs is encouraged to develop a mechanism for internal and external benchmarking of student achievement. | | | New mechanisms will be added to develop internal and external benchmarking of student achievement. |
| | 50. 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. | | | Faculty development activities related to assessment of PLOs/CLOs will be added to the Colleges' annual Development Plan. |
| | 51. 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). | | | The analyses of the student progression and completion rate were compared according to KPIs for the last three years) KPI S4.4- KPI S4.5 have been added in SSRI) |
| | 52. 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. 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. | | | Examples of academic guidance for students, quarterly follow-up reports and results of students' surveys on academic guidance have been added in (annex G4.6.5) |

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| | <p>53. 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!</p> | | <ul style="list-style-type: none"> - Generally speaking, the Colleges doesn't apply a common foundation year for the students, but there are some common courses that are considered Colleges requirements or College requirements. - common courses are supervised and monitored through a separated educational unit called "Educational Services Unit" which comes under the deanship of Educational Affairs and chaired by the Deputy general Supervisor for Academic Affairs. - These courses have been selected at the level of the Colleges' and others at the level of each college; to qualify students for university study and specifically for their majors. |
| | <p>54. Do BPCs Programs get involved in the PY Orientation program?</p> | | <ul style="list-style-type: none"> - The colleges have already set some orientation programs at the level of the Colleges and at the level of departments. - Further details have been clarified and updated in SSRI. |
| | <p>55. 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.</p> | | <p>The results and rates of students in English language courses can be considered as an evidence on credit hours of English language in PY are enough for the student to be sufficiently proficient in the English language</p> |

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| | 56. Collaboration with the PY may help monitor the students and see how well PY program is preparing the students. | | | <p>- There is steady and ongoing contact between Educational Services Unit which monitor and deliver the common courses in the Colleges, and all other related departments.</p> <p>- Further details have been clarified in SSRI.</p> |
| | 57. Faculty Development Programs over past 3 years, Orientation programs for new faculty and training sessions with the preceptors are needed as evidences (KPIs). | | | Annex (G4.7.1) has been updated to include Samples of faculty development activity for last 2 years. |
| | 58. Course plan and Course description are provided to the students at the beginning of each semester and student Survey show their satisfaction. But what are the benefits of the student Survey analyses! | | | Evidences regarding orientation session for new staff have been submitted (4.7.2) to measure the quality of this practice and whether students really notified and understand the major the course objective and course completion requirements (first and second questions in survey) |
| | 59. Textbooks, reference material other required materials (clinical) need to be reviewed according to recommendations highlighted in Programs/Courses reports. | | | - To recommend that learning resources unit at the Colleges level is responsible for reviewing the availability of recommended text books and reference on lab/clinic requirements as and plan for actions to fulfill the needs. |
| | 60. Examples of changing teaching strategies to see improvement in the PLOs/CLOs achievement are required as evidence. | | | - 12 sample of CR and CS has been provided as an evidence for including PBL/ cases as teaching method in some courses (effect of this can be checked in section G in CR) |
| | 61. BPCs is encouraged to provide appropriate analysis to explain the | | | Appropriate analysis to explain the workload and |

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| | workload and class enrollment for each Program, and to explain how this issue was addressed at the Programs. | | | class enrollment for each program, and to explain how this issue was addressed at the Programs has been updated in SSR. |
| | 62. 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. | | | <ul style="list-style-type: none"> - This notation has already been considered in the recruitment plan for the next academic year 1441/1442 H. - In addition, it has been considered in preparing program report and program specification. |
| | 63. KPI: Ratio of students to faculty results average of the last 3 years is very important evidence. | | | KPI team included ratio of students to faculty for last 3 years as KPI for this substandard. |
| | 64. 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. | | | <ul style="list-style-type: none"> - It has been updated. - Sample of workshop on teaching and assessment method included as evidence (4.8.4) - List of evidences are updated and included as attachments to SSR. |
| | 65. BPCs recruit's faculty through procedures where degrees of the faculty members are verified, and appropriate faculty is hired, however BPCs is encouraged to update its recruitment and retention plan. | | | - (G4.9.2) Announcement for hiring Saudi teaching staff, Institutional regulations for recruitment for Saudi- Non-Saudi staff, Meeting minutes of Board Trustees for Approval of staff recruiting, and A copy of assigned final personal contract are attached to SSR. |
| | 66. 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. | | | Some workshops have already been done for writing PLOs and CLOs and teaching strategies and assessment methodologies. Though, arranging more workshops |

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| | | | | and lecture, especially for new faculty will be considered for the Colleges' faculty development plan for the academic year 1441-1442 H |
| | 67. BPCs is encouraged to submit the co-operation and summer training programs for all its academic programs including the assessment methods and its policy to ensure that all the field experience's learning outcomes are assessed. | | | Co-operation and summer training programs for all academic programs will be reconsidered. |
| | 68. Field experience program, Cooperative programs or summer training forms an integral part of all Colleges/Programs (not sure about the Female students in some 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. | | | <ul style="list-style-type: none"> - All these courses are considered capstone courses and receive high intention form departments; regarding assessment and monitoring the implementations of their learning outcomes through assigned committees at the level of departments. - The results of the assessment are used for further improvement plans to ensure the effectiveness and efficiency of these courses in their departments. |
| Standard 5 | 69. 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. BPCs website, on the other hand, is comprehensive but needs more frequent updates. | | | Student evaluation of the adequacy of the system will be done through survey in collaboration with BPC Quality Centre. |
| | 70. BPCs is encouraged to clearly define the admission criteria for enrolling bridging students. | | | The admission criteria for enrolling bridging students is already clearly defined and advertised on the BPC website and also on the |

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| | | | Ministry of Education Website. |
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| 71. Student appeal and grievance system needs some improvements specified in detail to students and automated through online system. | | | - Student appeal and grievance system are already specified in detail to students and automated through online system through the electronic gate of e-register. |
| 72. BPCs is encouraged to add more clarification and explanation about the following: 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)? | | | Student progress statistics for quality assurance processes are available through e-register system for all authorized users. College's code of behavior is available on the website of the colleges and also in the paper handbook student guide. http://www.bpc-portal.com/regulations/%D9%84%D8%A7%D8%A6%D8%AD%D8%A9-%D8%AA%D8%A3%D8%AF%D9%8A%D8%A8-%D8%A7%D9%84%D8%B7%D9%84%D8%A8%D8%A9 |
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| 73. BPCs is encouraged to enhance the mechanisms of student feedback (surveys) to be online to increase reply rate. | | | Student feedback (surveys) is already available online through e-register system electronic gate and it will be more activated and enhanced through quality units at each college. |
| 74. Medical and counseling services are appropriate for the needs of the student population. BPCs is encouraged to response to the mentioned Recommendations for | | | An action plan for the mentioned recommendations for improvement has been completed. |

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| | improvement (page 185) with action plans. | | | |
| | 75. Career advising is a critical issue and should be addressed by academic advisors for graduating students and an organized career day. | | | BPC every year participate in the career day and held career advising workshops. SSR has been updated with more evidence |
| | 76. 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. | | | Student participation in extra-curricular activities should be monitored and benchmarked against other comparable institutions through BPC Students and Alumni Affairs administration to measure the adequacy and appropriateness of these activities and improve their quality. |
| Standard 6 | 77. Library and learning resources are adequate to support student learning for Programs offered by the BPCs. BPCs is encouraged to response to the mentioned Recommendations for improvement (page 208) with action plans. | | | In response to the mentioned recommendations for improvement, an action plan is developed and added in SSR page 207. |
| | 78. 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. | | | - Developing special policies and procedures, to ensure that users are provided with the required services in a secure environment conducive to effective study, has been considered to be developed and put into action. |
| | 79. BPCs is encouraged to enhance the online resources and data basis. | | | - Increasing the number of subscriptions to on-line data-bases, research and journal material relevant to the institution's programs has been considered to be developed and put into action. |

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| | 80. BPCs is encouraged to use the suggested KPIs by NCAAA. | | | <ul style="list-style-type: none"> - Stakeholder evaluation of library and media centre was performed and the results are added in SSR. - Stakeholder evaluation of the digital library was performed and the results are added in SSR page 197. |
| | 81. Resources and facilities are adequate for the learning but not for research requirements. | | | Increasing the level of support in terms of infrastructure, information technology and subscriptions to on-line data-bases, research and journal material to satisfy research requirements have been considered to be developed and put into action. |
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| | 82. BPCs is encouraged to develop a particular survey to get the feedback from facility users. | | | - Administering a survey to measure the facility users satisfaction has been considered to be developed and put into action this academic year 1441/1442. |
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| | 83. BPCs is encouraged to enhance the students' restaurants and cafeterias. | | | A new well equipped cafeteria has already been opened to serve the Colleges students. |
| | 84. BPCs does not have specialized research laboratories or any research facilities. | | | BPCs own special labs which have all the necessary compartments and equipment which serve the process of scientific research programs. |
| Standard 7 | 85. External benchmarking with comparable Program is required to improve the quality and adequacy of all activities in this sub-Standard especially regarding planning of | | | - External benchmarking has been obtained from comparable programs (IBN |

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| | measure the quality and adequacy of facilities and equipment, computer labs, research facilities and e-learning services. | | | SINA) concluded the following data: - Adequacy of facilities and equipment (4.12). Computer labs (4.12). - Percentage of research facilities (100%). E-learning services (3.83). |
| | 86. One of the x ray imaging labs in the Male students clinics needs improvements according to safety requirements. | | | There is an agreement with a company, specialized in the processing of radiation rooms to raise the separating walls between x-ray rooms of dental clinic number 1- from 220 cm current elevation to the roof |
| | 87. BPCs needs to add more details about the annual expenditure on Clinics, requirements and maintenance budget. | | | A detailed budget to the annual expenditure of facilities and equipment is available (Annex G7.1.1) attached. |
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| Standard 8 | 88. BPCs is encouraged to conduct appropriate benchmarking with similar Programs internally and externally to improve the planning and budgeting processes. | | | This section has been updated in the Colleges' SSRI based on your recommendations. |
| | 89. 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). | | | - Illustrated as comparison percentage in table No.60 (Actual, target and new target Benchmark). |
| | 90. 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 | | | - BPCs, in its second strategic plan (2018-2023), has allocated sufficient resources for supporting scientific research and developing |

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| | responsibility. BPCs is suffered from real problems, especially with respect to the balance between Male/Female faculty members between the two campuses in most of its academic Programs, 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. | | | medical clinics and laboratories. - BPCs has allocated a huge (enough) budget for new projects such as (new library, development of dental clinics and medical laboratories). |
| | 91. It wasn't clear, if BPCs have a Risk Management plan for some of the basic component of its activities such as the teaching Clinics, labs ...etc? If not, are there plans to develop one and is this included in BPCs next Strategic Plan? | | | - Developing and implementing a solid risk management plan for the College medical units like labs, clinics, etc., have been prioritized I the Colleges second strategic plan 2018-2023. - The Colleges have developed a handbook that define procedures of risk management plans for the Colleges' different facilities. |
| | 92. BPCs is encouraged to review its risk assessment strategy and mitigation plans. | | | In our priorities for improvement we have a review plan for risk assessment strategy and mitigation plans. |
| Standard 9 | BPCs may wish to consider the following: 93. Develop and implement indicators of successful administration of staffing and employment policies. | | | A report was prepared on those recruited from inside and outside the Kingdom, including deans. The report is attached to SSRI. |
| | 94. Develop a system to monitor the process of delegations relating to employment processes. | | | A resolution has been issued by the general supervisor of the faculties to present any decision concerning the |

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| | | | issuance of a delegation to the Department of Legal Affairs to ascertain the legal form and the absence of a conflicting mandate and not to exceed the powers. |
| | 95. Develop a monitoring system to compare current teaching and other staff with the required profile. | | A resolution has been issued by the general supervisor of the faculties to present any decision concerning the issuance of a delegation to the Department of Legal Affairs to ascertain the legal form and the absence of a conflicting mandate and not to exceed the powers. |
| | 96. 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 weaknesses 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. | | This recommendation has been considered in developing the next years' recruitment plan (1441-1442) to enhance the percentage of PhD holders in all departments. |
| | 97. 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). | | - There have been some changes in the report of KPIs and benchmarking in which more relevant data has been added and comparable programs have been selected. |
| | 98. BPCs may wish to consider the following: • Improve the orientation process for BPCs faculty and staff. | | - An action plan has been developed and attached to the SSRI. |

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| | <ul style="list-style-type: none"> • Improve and benchmark the student to faculty ratio by recruiting and hiring adequate number of teaching staff. | | | |
| | <p>99. The development of faculty members and their scientific promotions and the annual awards for best performance are apparently not carried out in the BPCs.</p> | | | <ul style="list-style-type: none"> - A competition was held to select the best faculty member at the college level. A committee was formed for this purpose in each college. Attached are the letters of the competition from the four faculties. The candidates' papers were examined. The most efficient member of each faculty was selected. - Documents issued by the financial administration to pay bonuses to members of the teaching staff on the work of quality and assignments of work. |
| Standard 10 | <p>100. 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.</p> | | | <ul style="list-style-type: none"> - This recommendation has been considered and the Colleges is working now to develop a comprehensive research plan that ensures consistency with industrial and community priorities and follows scientific research ethics |
| | <p>101. BPCs research plan should include the following:</p> <ul style="list-style-type: none"> • Research funds: 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. | | | <ul style="list-style-type: none"> - BPCs research priorities for the next five years have been considered through: <ul style="list-style-type: none"> - Questionnaire research priorities - A research interest survey a. Animal human policy is now inserted in BPCs research guidelines. |

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| <ul style="list-style-type: none"> • 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. | | | <p>b. Criteria for establishing Ethics committee is described in n scientific research guidelines</p> |
| <p>102. Expectations for teaching staff involvement in research and scholarly activities need to be clearly specified and considered in performance evaluation and promotion criteria.</p> <p>103. 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.</p> | | | <p>- BPCs Renewing contract is now conditioned with publishing an article annually at least.</p> <p>- Reducing of teaching load for staff members who are actively involved in research will be considered in the next academic year.</p> <p>- Encouragement & rewards for publishing in high impact journals was mentioned in BPCs research guidelines.</p> |
| <p>104. 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.</p> | | | <p>Correspondence with the NCAAA on the requirements of this sub-Standard and its applicability to the private Institutions is in progress to be done and applied.</p> |
| <p>105. More research funds need to be sought from KACST and other research supporting organizations.</p> | | | <p>This recommendation has been taken into consideration to be announced and activated</p> |
| <p>106. BPCs is encouraged to recruit skilled technicians and engineers for research labs.</p> | | | <p>- Recruiting of skilled technicians for research labs will be considered in the recruitment plan the next year 1441/1442H.</p> |

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| | 107. BPCs needs to encourage faculty researchers to submit research proposals to KACST or any other research centers locally or internationally which will enrich BPCs equipment's lists, publications and research activities. | | | - This recommendation has been taken into consideration to be announced and activated. |
| | | | | |
| | 108. 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. | | | - Services to the community in the form of community-oriented research activities, free-of-charge healthcare/ professional services, workshops, seminars, awareness campaigns, etc. will have more focus in the new plan for community service center for the academic year 1441/1442H |
| | 109. BPCs is encouraged to develop a community services/healthcare data base and BPCs website should be updated to reflect this aspect. | | | - All community services activities will be published and posted on the Colleges website. - A continuous update for the website will be done to reflect the real changes and updates in the Colleges. |
| Standard 11 | 110. 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. | | | Developing a comprehensive plan for improving the institutional image includes enhancing healthcare services. 2. Monitoring the community opinions regarding institution activities through questionnaires and open forums. |

I. Conclusions

1. **List and briefly describe** institutional activities that are particularly successful or that demonstrate high quality.

BPCs has made several achievements since its establishments as part of the continual efforts to fulfill the requirements for the institutional and academic accreditation. The following is outlines of the main high-quality activities practiced by BPCs.

- BPCs has invested heavily in improvement of the educational processes as the students' teaching and learning with high quality is the principal commitment of BPCs. All programs and courses within BPCs are designed according to the NCAAA recommended processes. The learning outcomes and topics covered in each component of BPCs syllabi are documented and standardized across each curriculum. The program learning outcomes and assessment methods are well developed and have been defined with inputs from highly qualified faculty. Both direct and indirect methods are used to assess students' learning achievements. Advanced IT technologies including E-register system are employed to enhance the learning and teaching environment. An effectively functioning quality assurance system is in place that ensures continual improvement in the learning and teaching environment at BPCs.
- Governance and Administration in BPCs has gained a lot of attention and development over the last 2 years. BPCs has been improving their administrative structure and processes. BPC has recognized the importance of strategic planning and made notable achievements in this regard. The mission statement was utilized as a base for the strategic planning and development of six strategic objectives. A 5-year Strategic Plan was prepared using a scientific methodology. Responsibilities of administrators are clearly defined in job descriptions. Spirit of teamwork and cooperation exist among the administrators at all levels. Interactive meaningful communication exists between male and female sections through electronic means. Resources and facilities to meet program requirements have been equally distributed in each section as well as for the BPCs as a whole. Codes of practice for ethical and responsible behaviour has been developed. A manual of internal regulations has been prepared for dealing with major areas of activities within BPCs.
- BPCs has initiated several strategic infrastructure projects in order to achieve its mission as a leading private educational institution in the region. These projects included construction of a special building for female students that is equipped with state-of-art facilities and laboratories. Another achievement in this field is the establishment of an

electronic system for admissions and registration, and electronic storage of students' records. On the other hand BPCs has adopted modern communication technologies and advanced audio-visual facilities in its classrooms and laboratories which meet health and safety requirements. Meanwhile, the establishment of the Quality and Development Center to steer the day to day quality assurance activities represents one of important achievements in BPCs.

- BPCs has Establishment of the Community Service and Continuous Education Centre to support a positive thinking and creative scientific practical work that serves the community. There is cooperation between this center and the departments and programs within BPCs to provide different types of services to the community in their corresponding areas of specialization and expertise. Another achievement in this regard is the establishment of a media office for supervising publications, and working on activities which are of potential interest to the community

2. **List and briefly describe** institutional activities that are less than satisfactory and that need to be improved.

BPCs acknowledges that there are still several areas which still need more attention and further improvements. BPCs has put a comprehensive action plan to rectify unsatisfactory practices and overcome weaknesses where they exist. The following is outline of areas that need improvement. For ease of reference, they are listed according to the associated standards.

- Development of a mechanism that fully integrates the decision making processes and allocation of resources for strategic projects and policies at BPCs.
- Establishment of plans and appropriate mechanisms to periodically review goals and objectives.
- Routinely attaching a copy of job description of each position along with the administrative decision.
- Development of an employee evaluation system based on a comprehensive feedback to employees that contributes to the process of personal and professional development.
- Developing mechanisms for risk assessment, documenting these mechanisms, and training to deal with these risks occurrence.

- Development of annual and long-term budgeting linked with the strategic planning.
- Involvement of officials from both sections of male and female students in all councils and committees at BPCs.
- Establishment of orientation program for new faculty, students and employees including the distribution of regulation lists and familiarization tours to the library, sports facilities and other relevant places
- Integration of the quality system in all institutional planning and evaluation processes.
- Conducting more agreements with other similar universities to exchange important data about peer reviews and benchmarking.
- Development a system for independent verification of student achievements and compare them with similar institutions.
- Support the Quality Centre by recruiting qualified personnel.
- Responding to programs reports through analysis of strengths and weaknesses, and directing departments to address and develop plans to improve upon the weak points.
- Formulating committees to conduct comprehensive program evaluations every five years.
- Demonstrating commitment to the use of matrices and rubrics while grading tests, assignments and projects.
- Activation of the academic counselling regulation list.
- Provision of areas for individual studies in the library.
- Creating dossiers of achievements for each course that are completed during the semester and delivered to the quality committee (with samples of components of the file) and then presenting the proposed improvement plans to Departments Councils for approval, implementation and follow-up.
- Supporting faculty members to participate in scientific conferences and symposia.
- Training for direct assessment enabling instructors to calculate ILOs achievement rates.
- Applying direct assessment of ILOs for all BPCs programs within two years.
- Activation of the academic counselling regulations.
- Organizing training courses for students including career guidance and planning.
- Employment of a psychiatrist.
- Recruitment of sufficient number of library specialists.
- Allocation of specific places for individual study and usage of personal computers.
- Establishment of orientation programs for the new faculty, students and employees that include the distribution of regulations and familiarization tours of the library.
- Increasing the library spaces to enhance its facilities and services to its visitors.

- Preparation and approval of a comprehensive plan for the acquiring equipment and its maintenance.
- Increasing facilities for the disabled in the constituent colleges.
- Establishing a system for relocation of facilities in response to the changing needs including proper utilization of the free space and shared facilities.
- Improving the use of information technology in the management systems.
- Upgrading the total Internet bandwidth to reach a targeted value of 102 kbps per user.
- Developing a mechanism for planning BPCs' budget in consultation with senior academic and administrative staff and cost Centre managers.
- Establishment of a mechanism for loans linked with financial resources and cash.
- Establishment of cost account centers for each constituent college.
- Auditing the financial accounts through a trusted external auditing firm or chartered accountants.
- Develop assessment mechanisms for identifying candidates who could be groomed for leadership positions by using both quantitative and qualitative assessment tools.
- Develop recruitment and hiring procedures including the establishment of a code of conduct for employees, general terms and conditions, and performance evaluation processes
- Support and encourage faculty members to participate in professional development activities.
- The Community Service Centre should design training courses for the faculty members and employees.
- Inform the faculty members on the method for performance evaluation. They should read and sign their evaluation reports
- Establishment of research teams within the constituent colleges and departments.
- Allocation of a budget line commensurate with the planned research activities for at least 1% of its total expenditure.
- Establishment of a "Research Committee" that includes director of the research center and representatives from all academic programs to plan and activate research and scholarly activities.
- Preparation of an annual report on activities of the Community Services Centre and the services provided to the community.
- Reviewing the policy of the Community Service Centre.

- Preparation and implementation of an action plan to increase the training courses that serve the interests and needs of the community.
- Formation of a committee to assess the effectiveness of the activities and services provided to the community through field surveys.

J. Action Recommendations

Action recommendations are based on the recommendations for improvement and other matters identified earlier in the SSRI. Choose major action recommendations and indicate specific actions that are proposed to deal with the most important priorities for action that have been identified. Priorities of greatest urgency should be identified. For each proposed action recommendations there should be a person responsible for the action, a specified timelines, and any necessary resources required.

| No. | Action Recommendations | Person(s) Responsible | Timelines | Resources Required |
|-----|---|--|---------------------------------------|---|
| 1 | Provide annually achieving report of BPCs strategic and implementation plans. | Director of Strategic Planning and Vision Realizing center | 13/5/2020 | BPCs strategic and implementation plans |
| 2 | The governing body needs to annually review its own effectiveness and develop plans for improvement in the way it operates. | Chairman of the Board of trustees | 1st meeting of each year | The annual BPCs Achievement report |
| 3 | BPCs Need to integrate the quality system in all institutional planning and evaluation processes | - Quality and Development center | Continuous | - Quality manual - Trained personnel in quality |
| 4 | Development of systems and procedures for verification of standards or levels of students achievements and compared with similar institutions. | - Quality and Development center - Colleges Quality and Development Units - Programs Directors | Continuous | - Students achievement reports - Similar university students achievements reports - Responsible personnel |
| 5 | Applying direct assessment (DAS) and improve the mechanisms of Indirect assessment (Surveys) of PLOs/CLOs for all BPCs programs within two years. | Colleges and Quality and Development center | Academic years 2019/2020 2020/2021 | - Assessment standards - Qualified personnel |
| 6 | BPCs are need to establish Medical education units in the two medical education Colleges. | Deans of the Colleges | Academic year Of 2020/2021 | professional faculty members |
| 7 | Meticulously following up the progress of students in achieving ILOs. | Head of Departments | Continuous | - Executive personnel |
| 8 | Review the cohort analyses of the student progression and completion rate and the updated Results compare with internal (for the last 3 years) and external benchmarking. | - Programs Coordinators of Students and alumni affair | Academic year Of 2020/2021 | Annual program report E register (students record) |

| No. | Action Recommendations | Person(s) Responsible | Timelines | Resources Required |
|-----|---|--|---------------------------------------|---|
| 9 | Organization of orientation program for new students | <ul style="list-style-type: none"> - Colleges deans and vice deans - Program directors | beginning of the academic year | <ul style="list-style-type: none"> - Student guide - Study plans |
| 10 | Reviewing of Program specifications and reports to full fit the all data and approved by program directors and college dean | <ul style="list-style-type: none"> - Colleges deans and vice deans - Program directors - Quality and development Centre | Academic year 2019/2020 | NCAAA templates for program specifications and reports |
| 11 | The recruitment of PhD holders and qualified experts faculty staff in all BPCs programs | <ul style="list-style-type: none"> - Board of trustees - General Supervisor - Colleges Deans | Academic years 2019/2020 2020/2021 | <ul style="list-style-type: none"> - Colleges financial resources |
| 12 | Conduct Training program for faculty members on Development and assessment of PLOs/CLOs, and teaching strategies and new technologies. | <ul style="list-style-type: none"> - Quality Center | Academic years 2019/2020 | <ul style="list-style-type: none"> - Skill Development plane - Course specifications |
| 13 | Enhancement of student medical services | <ul style="list-style-type: none"> - Deputy General supervisor of educational affair - Deputy General supervisor of executive affair | Academic year 2019-2020 | <ul style="list-style-type: none"> - Qualified medical staff - Financial support |
| 14 | BPCs will develop KPIs to monitor the student performance (or satisfaction) of extra-curricular activities to be benchmarked against other comparable institutions. | <ul style="list-style-type: none"> - Department of student and alumni affairs - Quality and development center | Academic years 2019/2020 2020/2021 | <ul style="list-style-type: none"> - Guide of extra-curricular activities - student activities plan of BPCs - BPCs KPIs LIST |

| No. | Action Recommendations | Person(s) Responsible | Timelines | Resources Required |
|-----|--|---|--------------------------------------|--|
| 15 | Development Library and learning resources. | - General Supervisor - Deputy general supervisor of educational affair | Academic year 2019/2020 2020-2021 | - Financial support |
| 16 | Improvement student services | - General Supervisor - Deputy general supervisor of executive affair | continuous | - Financial support |
| 17 | Establishing research labs to serve the scientific researcher in different program | - Chairman of Board of Trustees - General supervisor | continuous | - Financial support |
| 18 | Establishment of programs external benchmarking with similar institutions locally or internationally at program level | - Colleges Deans - Programs Coordinators | Academic year 2019/2020 | Agreement with similar institution |
| 19 | Development Risk management plan For BPCs | - General Supervisor - Deputy general supervisor of executive affair | Continue | - Risk management plan hand book - Strategic plane |
| 20 | BPCs develop fair criteria for scientific promotion of teaching staff depending on 'the higher education rules for private colleges' | Deputy general supervisor of educational affair Research center | Continue | Higher educational rules for private college BPCs handbooks guideline for scientific research |

| No. | Action Recommendations | Person(s) Responsible | Timelines | Resources Required |
|-----|---|---|-----------|---|
| 22 | Developing a system to motivate faculty members and administrators. It contains excellence award, financial incentives and rewards system. | Deputy general supervisor of educational affair College Dean | Continue | Reward list Institutional regulations for recruitment for Saudi and non-Saudi staff Financial support |
| 23 | Develop and Implement comprehensive research plan to activate research activity and scholarships and ensure the consistency with industrial and community priorities and follows scientific research ethics | Research center Staff members | Continue | Research action plan BPCs research guidelines |
| 24 | BPCs emphasis on research cooperation with research supporting organizations (KACST and other research supporting organizations.) | Research center Staff members | Continue | |
| 25 | Developing a community services plan | Community serves center | Continue | |
| 26 | Update BPCs website | - General Supervisor Deputy general supervisor of executive affair | Continue | |

The following documents should be provided as **ONE** hard copy and also in an electronic format using a USB or CD. This information must be submitted to the NCAAA at least four months prior to the date of the review.

The SSRI should be on A4 paper, unbound, printed on one side, page numbered, and with a table of contents for reference. A list of acronyms used in the report should be included as an attachment.

ATTACHMENTS – IMPORTANT NOTES

Where evidence is provided for each section of the SSRI, such as attachments, it is recommended that these documents be contained in the NCAA portal and hyperlinked to the relevant section in the document.

ENSURE THAT THE ATTACHMENTS PROVIDED ARE RELEVANT AND RELATED TO THE SSRI.

- *Attachments must be current and not less than 2 years old*
- *Use a short descriptive file names to identify the contents of each attachment.*
- *Photos, excessive letters, emails, notes, memos, surveys, and files are not encouraged. These types of documents can be shown when the review team arrives at the institution.*
- *It is important that the following documents are submitted as a minimum with the SSRI.*

ATTACHMENTS

In addition to the SSRI, the following documents should be provided:

- I. Membership and terms of reference for sub-committees and working parties
- II. Reference list of key reports and other documents cited in the report
- III. Glossary of acronyms and abbreviations used in the report
- IV. **Copy of report(s) by independent evaluator**
- V. A copy of the institution's strategic plan.
- VI. A copy of the institution's strategic plan for quality improvement (if not included within the broader institutional strategic plan).
- VII. Current student catalogue, prospectus, bulletin or handbooks; including descriptions of the curriculum, admissions requirements, degree completion requirements, and related information.
- VIII. For large universities, 5 samples of *Program Specifications* and *Annual Program Reports* and for smaller universities all *Program Specifications* and samples of the most recent *Annual Program Reports*.
- IX. For all institutions, 3 samples from each of the 4 levels, course and field experience specifications and reports.

DURING THE REVIEW



The following documents should be available for the review panel during the visit. Members of the panel may ask for some of it to be sent to them in advance.

- I. Faculty handbook or similar document with information about staffing policies, professional development policies and procedures and related information.
- II. Administrative and financial policies manual or similar document; including the institution's by-laws and regulations, roles and responsibilities of administrative and academic officers and

major committees, and an explanation of the institutions governance and administrative structure.

- III. (Quality assurance manual or description of procedures including information about the institution's system of assessing programs and services, the role of the institution's quality center and systems for gathering and analyzing data on quality of performance and planning for improvement.
- IV. Current data on faculty and other teaching staff including tables with numbers by academic rank, by highest qualification, teaching staff/student ratios for each department and college, and for the institution as a whole. For a university information should be provided on research output for each department, college and for the institution as a whole. Current teaching staff CVs should be on file and available (2 page summary including the last 5-year publications).

Authorized Signatures

| | Name | Title | Signature | Date |
|--|------------------------------------|--|--|------|
| Rector or Chair of the Board of Trustees Main Campus | Dr. Abdullah Salah Alshetawy | Chairman of the Board of Trustees |  | |
| Vice Rector for QA | Dr. Salah Ali AlRebish | Deputy General Supervisor for Quality and Development |  | |