

Committee for the Development, Evaluation, and Accreditation of Academic Programs

3_Review Report_of SESs in the SRRP_ Bachelor Degree_ Program Title:

First: Program Profile

#	Section	Rating out of 4	Recommendations
1.	Program Profile		
2.	Program Goals		
3.	A List of the Program Achievements, Awards, and Significant Accomplishments		
4.	Total Credit Hours		
5.	Preparatory or Foundation Program (if any)		
6.	Major Tracks/Pathways (if any)		
7.	Graduation Rate		
8.	Number of Teaching Staff		
9.	Overall Assessment of Program Statistical Data: Strengths		
10.	Overall Assessment of Program Statistical Data: Areas and priorities for improvement		
11.	Overall Assessment of Program Statistical Data: Action recommendations		

Second: Program Self-Study Report

#	Section	Rating out of 4	Recommendations
1.	Benchmarking partners and selection criteria/reasons (internal and external)		
2.	Summary of KPIs and Benchmarks		

Committee for the Development, Evaluation, and Accreditation of Academic Programs

3_Review Report_of SESs in the SRRP_Bachelor Degree_Program Title:

Third: Evaluation in Relation to Quality Standards by the Internal Reviewer

Standard 1. Program Management and Quality Assurance

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

Levels of Evaluation Elements of Evaluation		NA	Not Satisfactory		Satisfactory	
			Non-Compliance	Minimal Compliance	Substantial Compliance	Full Compliance
			1	2	3	4
1-1	Program Management					
1-1-1	The program's mission and goals are consistent with the mission of the institution/college and guide all its operations and activities.					
1-1-2	The program has a sufficient number of qualified staff to perform its administrative, professional, and technical tasks, and they have defined tasks and authorities. *					
1-1-3	The program provides an organizational climate and a supportive academic environment.					
1-1-4	The program management monitors the achievement of its goals, and actions are taken for improvement.					
1-1-5	The program management applies mechanisms ensuring integrity, fairness, and equality in all its academic and administrative practices, and between the male and female student sections and branches (if any).					
1-1-6	The program builds on the views of professionals and experts in the program specialization, contributing to its evaluation, development, and performance improvement.					
1-1-7	The program management provides reliable and publicly disclosed information to the community about the program description, performance, and achievements that suit the needs of the stakeholders.					
1-1-8	The program management is committed to activating the values of scientific integrity, intellectual property rights, rules of ethical practices, and proper conduct in all academic, research, administrative, and service fields and activities. *					
1-1-9	The program management applies the systems, regulations, and procedures the institution/college approves, including grievances, complaints, and disciplinary cases.					
1-2	Program Quality Assurance					

Important Recommendation: To obtain full and unconditional accreditation, the program should achieve a rating of 3 out of 4 in all core criteria, particularly those within Standard Two. In addition, the program is required to achieve an overall average rating for each standard of no less than 3 out of 4.

Committee for the Development, Evaluation, and Accreditation of Academic Programs

3_Review Report_of SESs in the SRRP_Bachelor Degree_Program Title:

Levels of Evaluation Elements of Evaluation		NA	Not Satisfactory		Satisfactory	
			Non-Compliance	Minimal Compliance	Substantial Compliance	Full Compliance
			1	2	3	4
1-2-1	The program management implements an effective quality assurance and management system that is consistent with the institution's quality system.					
1-2-2	The program analyzes the key performance indicators and the evaluation data annually, and results are used in planning, development, and decision-making processes. *					
1-2-3	The program conducts a periodic comprehensive evaluation, prepares improvement plans, and follows up on its implementation.					
Overall Evaluation of the Standard						
Total Sum of Evaluation of Criteria (Total Sum of Points)						
Number of Applicable Criteria						
Average Evaluation of the Standard						
Overall Quality Rating of the Standard (mathematically rounded)						

* Essential Criteria

Standard 1. Program Management and Quality Assurance

Major compliance areas:

1.
2.
3.
4.

Major Recommendations for Improvement:

1.
2.
3.
4.

Important Recommendation: To obtain full and unconditional accreditation, the program should achieve a rating of 3 out of 4 in all core criteria, particularly those within Standard Two. In addition, the program is required to achieve an overall average rating for each standard of no less than 3 out of 4.

Committee for the Development, Evaluation, and Accreditation of Academic Programs

3_Review Report_of SESs in the SRRP_Bachelor Degree_Program Title:

Standard 2. Teaching and Learning

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

Levels of Evaluation Elements of Evaluation		NA	Not Satisfactory		Satisfactory	
			Non-Compliance	Minimal Compliance	Substantial Compliance	Full Compliance
			1	2	3	4
2-1	Learning Outcomes					
2-1-1	The program identifies its intended learning outcomes that are consistent with its mission and aligned with the specialized academic standards and the graduate attributes at the institutional level; they are approved, publicly disclosed, and periodically reviewed.					
2-1-2	The learning outcomes are consistent with the requirements of the National Qualifications Framework, academic standards, and labor market needs. *					
2-1-3	The program identifies the learning outcomes for the different tracks (if any).					
2-1-4	The program applies appropriate mechanisms and tools for measuring the learning outcomes and verifying their achievement according to specific performance levels and assessment plans. *					
2-1-5	The program implements a clear and approved teaching, learning, and evaluation strategy that articulates its educational philosophy and ensures that the program's intended learning outcomes are achieved.					
2-2	Curriculum					
2-2-1	The curriculum design considers fulfilling the program goals and learning outcomes and the educational, scientific, technical, and professional developments in the field of specialization, and it is periodically reviewed. *					
2-2-2	The study plan ensures the balance between the general and specialty requirements and between theoretical and applied aspects, and it considers the courses' sequencing and integration. *					

Important Recommendation: To obtain full and unconditional accreditation, the program should achieve a rating of 3 out of 4 in all core criteria, particularly those within Standard Two. In addition, the program is required to achieve an overall average rating for each standard of no less than 3 out of 4.

Committee for the Development, Evaluation, and Accreditation of Academic Programs

3_Review Report_of SESs in the SRRP_Bachelor Degree_Program Title:

Levels of Evaluation	Elements of Evaluation	NA	Not Satisfactory		Satisfactory	
			Non-Compliance	Minimal Compliance	Substantial Compliance	Full Compliance
			1	2	3	4
2-2-3	The construction of the program study plan considers identifying exit-point requirements (if any) per international practices and similar programs.					
2-2-4	The learning outcomes in the courses are aligned with the program learning outcomes (e.g., Matrix for aligning the learning outcomes of the courses with program learning outcomes).					
2-2-5	The program's teaching and learning strategies and assessment methods vary according to its nature and level and are aligned with its learning outcomes.					
2-2-6	The program verifies the effectiveness of field training and the quality of its supervision and follows up on the commitment of its operators to their mandated tasks according to specific mechanisms.					
2-2-7	The program ensures a unified application of its study plan as well as the program and the course specifications offered at more than one site (sections of male and female students and different branches).*					
2-3	Quality of Teaching and Students' Assessment					
2-3-1	The program monitors the commitment of the teaching staff to the learning and teaching strategies and assessment methods included in the program and course specifications through specific mechanisms. *					
2-3-2	The required training is provided for the teaching staff on learning and teaching strategies and assessment methods identified in the program and course specifications, along with the effective use of modern and advanced technology, and their use is monitored.					
2-3-3	At the beginning of each course, students are provided with comprehensive information about the course, including learning outcomes, teaching and learning strategies, and assessment methods and dates, as well as what is expected from them during the study of the course and feedback on their performance is provided for them.					
2-3-4	The program applies mechanisms to support and motivate excellence in teaching and encourages creativity and innovation of the teaching staff.					
2-3-5	The program implements clear and publicized procedures to verify the quality and validity of the assessment methods and ensure the level of students' achievement.					

Important Recommendation: To obtain full and unconditional accreditation, the program should achieve a rating of 3 out of 4 in all core criteria, particularly those within Standard Two. In addition, the program is required to achieve an overall average rating for each standard of no less than 3 out of 4.

Committee for the Development, Evaluation, and Accreditation of Academic Programs

3_Review Report_of SESs in the SRRP_ Bachelor Degree_Program Title:

Levels of Evaluation Elements of Evaluation		NA	Not Satisfactory		Satisfactory	
			Non-Compliance	Minimal Compliance	Substantial Compliance	Full Compliance
			1	2	3	4
2-3-6	Effective procedures are used to control academic integrity at the program level to verify that the work and assignments of students are their own. *					
Overall Evaluation of the Standard						
Total Sum of Evaluation of Criteria (Total Sum of Points)						
Number of Applicable Criteria						
Average Evaluation of the Standard						
Overall Quality Rating of the Standard (mathematically rounded)						

* Essential Criteria

Major compliance areas:

1.
2.
3.
4.

Major Recommendations for Improvement:

1.
2.
3.
4.

Important Recommendation: To obtain full and unconditional accreditation, the program should achieve a rating of 3 out of 4 in all core criteria, particularly those within Standard Two. In addition, the program is required to achieve an overall average rating for each standard of no less than 3 out of 4.

Committee for the Development, Evaluation, and Accreditation of Academic Programs

3_Review Report_of SESs in the SRRP_Bachelor Degree_Program Title:

Standard 3. Students

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

Levels of Evaluation Elements of Evaluation		NA	Not Satisfactory		Satisfactory	
			Non-Compliance	Minimal Compliance	Substantial Compliance	Full Compliance
			1	2	3	4
3-0-1	The program applies approved and disclosed criteria and requirements for the admission, registration, and graduation of students, the transition to another program, and the equivalent of what students have previously learned, commensurate with the nature of the program, and are applied fairly.					
3-0-2	The program provides essential information to students, such as study requirements, services, and financial fees (if any), through various means.					
3-0-3	Students are provided with effective academic, professional, psychological, and social guidance and counseling services through qualified and sufficient staff. *					
3-0-4	Mechanisms are applied to identify gifted, creative, talented, and underachieving students in the program, and appropriate programs are available to care for, motivate, and support each group.					
3-0-5	Students in the program are offered extracurricular activities in various fields to develop their abilities and skills, and the program takes appropriate actions to support and motivate their participation.					
3-0-6	The program effectively communicates with alumni, involves them in its events and activities, explores their views and benefits from their expertise and support, and provides updated and comprehensive databases about them.					
3-0-7	Effective mechanisms are applied to evaluate the adequacy and quality of services provided to students and measure their satisfaction with them, and the results are used for improvement. *					
Overall Evaluation of the Standard						
Total Sum of Evaluation of Criteria (Total Sum of Points)						

Important Recommendation: To obtain full and unconditional accreditation, the program should achieve a rating of 3 out of 4 in all core criteria, particularly those within Standard Two. In addition, the program is required to achieve an overall average rating for each standard of no less than 3 out of 4.

Committee for the Development, Evaluation, and Accreditation of Academic Programs

3_Review Report_of SESs in the SRRP_ Bachelor Degree_Program Title:

Levels of Evaluation <

* Essential Criteria

Major compliance areas:

1.
2.
3.
4.

Major Recommendations for Improvement:

1.
2.
3.
4.

Important Recommendation: To obtain full and unconditional accreditation, the program should achieve a rating of 3 out of 4 in all core criteria, particularly those within Standard Two. In addition, the program is required to achieve an overall average rating for each standard of no less than 3 out of 4.

Committee for the Development, Evaluation, and Accreditation of Academic Programs

3_Review Report_of SEs in the SRRP_Bachelor Degree_Program Title:

Standard 4. Faculty

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

Levels of Evaluation Elements of Evaluation		NA	Not Satisfactory		Satisfactory	
			Non-Compliance	Minimal Compliance	Substantial Compliance	Full Compliance
			1	2	3	4
4-0-1	The program has an adequate number of faculty members at all sites where it is offered, and appropriate verification mechanisms are applied. *					
4-0-2	The teaching and adjunct staff in the professional programs include some experienced and highly skilled professionals in the program field.					
4-0-3	The teaching staff participate in academic, research, and scientific output activities efficiently and regularly, which is considered one of the criteria for their evaluation and promotion.					
4-0-4	Teaching staff participate in community partnership activities; their participation in these activities is considered one of the criteria for their evaluation and promotion.					
4-0-5	Teaching staff participate in professional and academic development programs per a plan that meets their needs and contributes to their performance development.					
4-0-6	The performance of the teaching staff is regularly assessed according to specific and published criteria; feedback is provided to them, and the results are used to improve the performance.					
Overall Evaluation of the Standard						
Total Sum of Evaluation of Criteria (Total Sum of Points)						
Number of Applicable Criteria						
Average Evaluation of the Standard						
Overall Quality Rating of the Standard (mathematically rounded)						

* Essential Criteria

Important Recommendation: To obtain full and unconditional accreditation, the program should achieve a rating of 3 out of 4 in all core criteria, particularly those within Standard Two. In addition, the program is required to achieve an overall average rating for each standard of no less than 3 out of 4.

Committee for the Development, Evaluation, and Accreditation of Academic Programs

3_Review Report_of SESs in the SRRP_Bachelor Degree_Program Title:

Major compliance areas:

1.
2.
3.
4.

Major Recommendations for Improvement:

1.
2.
3.
4.

Important Recommendation: To obtain full and unconditional accreditation, the program should achieve a rating of 3 out of 4 in all core criteria, particularly those within Standard Two. In addition, the program is required to achieve an overall average rating for each standard of no less than 3 out of 4.

Committee for the Development, Evaluation, and Accreditation of Academic Programs

3_Review Report_of SESs in the SRRP_Bachelor Degree_Program Title:

Standard 5. Learning Resources, Facilities, and Equipment

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

Levels of Evaluation Elements of Evaluation		NA	Not Satisfactory		Satisfactory	
			Non-Compliance	Minimal Compliance	Substantial Compliance	Full Compliance
			1	2	3	4
5-0-1	The program ensures the adequacy and appropriateness of learning sources and services provided in accordance with its needs and student numbers and updates them periodically.					
5-0-2	The program's teaching staff, students, and employees have the appropriate orientation, technical training, and support for the effective use of resources and means of learning.					
5-0-3	Safety, environmental conservation, and hazardous waste disposal standards are applied efficiently and effectively, and all public and occupational health and safety requirements are made available in facilities, equipment, and educational and research activities. *					
5-0-4	The program has the appropriate technologies, services, and environment for courses offered through distance or e-learning according to their own specific standards.					
5-0-5	The program evaluates the effectiveness and efficiency of all types of learning resources, facilities, and equipment; the results are used for improvement.					
Overall Evaluation of the Standard						
Total Sum of Evaluation of Criteria (Total Sum of Points)						
Number of Applicable Criteria						
Average Evaluation of the Standard						
Overall Quality Rating of the Standard (mathematically rounded)						

* Essential Criteria

Important Recommendation: To obtain full and unconditional accreditation, the program should achieve a rating of 3 out of 4 in all core criteria, particularly those within Standard Two. In addition, the program is required to achieve an overall average rating for each standard of no less than 3 out of 4.

Committee for the Development, Evaluation, and Accreditation of Academic Programs

3_Review Report_of SESs in the SRRP_Bachelor Degree_Program Title:

Major compliance areas:

1.
2.
3.
4.

Major Recommendations for Improvement:

1.
2.
3.
4.

Important Recommendation: To obtain full and unconditional accreditation, the program should achieve a rating of 3 out of 4 in all core criteria, particularly those within Standard Two. In addition, the program is required to achieve an overall average rating for each standard of no less than 3 out of 4.

Committee for the Development, Evaluation, and Accreditation of Academic Programs

3_Review Report_of SESs in the SRRP_Bachelor Degree_Program Title:

Fourth: Action Recommendations

Action recommendations should be based on the priorities for improvement and other matters identified in the SSRP.

#	Section	Rating out of 4	Recommendations
1.	Development of action plans to address each development recommendation stated in the program profile and in the concluding section of the report for each standard.		
2.	Assignment of implementation responsibility for each development recommendation by clearly identifying the responsible individual(s) or unit(s).		
3.	Defining the implementation timeline for each development recommendation by specifying the start and end dates (from—to).		
4.	Identifying the required resources necessary to implement each development recommendation, including human, financial, and technical resources.		
5.	Submitting an achievement report for each development recommendation, documenting the actions taken, outcomes achieved, and supporting evidence.		

Important Recommendation: To obtain full and unconditional accreditation, the program should achieve a rating of 3 out of 4 in all core criteria, particularly those within Standard Two. In addition, the program is required to achieve an overall average rating for each standard of no less than 3 out of 4.

Committee for the Development, Evaluation, and Accreditation of Academic Programs

3_Review Report_of SESs in the SRRP_Bachelor Degree_Program Title:

Fifth: Internal Review Team Recommendation Regarding the University's Signing of an Accreditation Contract for the Academic Program

A) Recommendation that the University sign an accreditation contract for the academic program.

☐

B) Recommendation that the University not sign an accreditation contract for the academic program.

☐

Reasons:

1.
2.
3.
4.

Signatures of the Internal Review Team Members

Position	Name	Signature	Date
Internal Reviewer			
Review Supervisor			

Important Recommendation: To obtain full and unconditional accreditation, the program should achieve a rating of 3 out of 4 in all core criteria, particularly those within Standard Two. In addition, the program is required to achieve an overall average rating for each standard of no less than 3 out of 4.