ATTACHMENT 2 (m)

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Self-Study Report for programs
(SSRP)

Bachelor of Science in Zoology

1435-1436 H
2014-2015 G

Kingdom of Saudi Arabia
National Commission for
Academic Accreditation & Assessment

المملكـة العربيـة السعوديـة
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والاعـتـمــاد الأكــاديـمــــي

Introductory Comments

A program self-study is a thorough examination of the quality of a program. The mission and objectives of the program and the extent to which they are being achieved are thoroughly analyzed according to the standards for quality assurance and accreditation defined by the NCAAA.

A Self Study Report for programs (SSRP) should be considered as a research report on the quality of the program. It should include sufficient information to inform a reader who is unfamiliar with the program about the process of investigation and the evidence on which conclusions are based to have reasonable confidence that those conclusions are sound.

Conclusions should be supported by evidence, with verification of analysis and advice from others able to offer informed and independent comments.

This SSRP should include all the necessary information for it to be read as a complete self contained report on the quality of the program.

The main branch/location campus must complete the entire SSRP together with the required information from all branch/location campuses that offer the program.

Each branch/location campus must complete an abridged, short version, of the SSRP; including the *Periodic Program Profile,* Profile sections (A-H) and standards 3, 4, and 11. After analysis and inclusion of required information, the main branch campus will submit the complete SSRP with the abridged versions to NCAAA.

The Self Study Report for programs template is for an Undergraduate Program. For guidance on the completion of this template, please refer to the *Handbook for Quality Assurance and Accreditation* and to the *Guidelines for Using the Template for a Program Self-Study*.

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Abbreviations

PQMS- QMS	Program Quality Management System
AAEC	Alumni Affairs and Employment Committee.
ACR	Academic Accreditation Room.
ASIIN	Accreditation Agency Specialised in Accrediting Degree programs in Engineering, Informatics, the Natural Sciences and Mathematics
CDU	Civilian Defenders unit.
CMSC	College Main Safety Committee.
DAC	Department Advisory Council.
DQC	Development and Quality Committee.
DSC	Department Steering Committee.
EAAC	Evaluation and Academic Accreditation Committee.
FCSMC	Female section.
GPA	Grade Point Average.
GSFMO	The Grain and Flour Mill Organization.
ILOs	Intended Learning outcomes.
IQA	Internal Quality Assurance
KPI	Key Performance Indicators.

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MIS	Management Information System.
NCAAA	National Commission for Academic Accreditation & Assessment.
NQF	National Qualification Framework for Higher Education
NQF	National Qualification Framework.
PAR	Program's Annual Report.
QA	Quality Assurance
QMS	College of Science Quality Management System.
RCU	Red Crescent units.
RTV	Riyadh Techno Valley Project.
SCC	Student Council Committees.
SES	Student Experience Survey.
SFDA	Saudi Food and Drug Administration.
SID	Statistics Information and Documents.
SSR	Self-study report.
VDQD	Vice dean for quality and development.

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A GENERAL INFORMATION

Institution **King Saud University**
Title of College and Department in which the program is offered **College of Science/ the Department of Zoology**
Title of Program **B.Sc. degree in Zoology** (درجة البكالوريوس في علم الحيوان)
Date of Report **14/04/1434 H, 24/02/2013 G**
Name and Contact details for Dean **Prof. Nasser M. Aldaghri** Tel: 00966114675903   Fax: 6479-467 e-mail: ndaghri@ksu.edu.sa website: http://faculty.ksu.edu.sa/5781/default.aspx

Name of Person Responsible for Preparation of Report (Head of Department)
 	
 Department Chairman: Dr. Badr A. Aldhmash
 	
   Tel: 00966114675754   **Fax:** 00966114678514
 	
   e-mail: baldhmash@ksu.edu.sa
 	
   website: http://fac.ksu.edu.sa/baldhmash/home
 	
Name and contact details for person to contact for further information about matters discussed in the report and for arrangements for an external review visit. (if different from above)
 	
Program coordinator: Dr. Ashraf Mohamed Ali Mashaly
 	
   Tel: 0096614673465   **Fax :** 0096614678514
 	
   e-mail: mmashely@ksu.edu.sa
 	
   website: http://fac.ksu.edu.sa/mmashely

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B. GENERAL PROGRAM PROFILE INFORMATION

1. Program title and code **B.Sc. degree in Zoology (ZOO)**
2. Credit hours required for completion of the program **136 hours**
3. Award (s) granted on completion of the program (for community College programs, add degree granting policy) **B.Sc. degree in Zoology**
4. Major tracks or pathways within the program **Only one track (Major Zoology)**

5. Professional occupations (licensed occupations, if any) for which graduates are prepared

- **Administrator, laboratory technician, Research assistant (Ministry of Higher Education)**

- **Teacher, laboratory expert (Ministry of Education)**

- **Technicians in Hospital laboratories and clinics (Ministry of Defence and Aviation, Minist Interior and national Guard)**

- **Technicians in Research Central labs, in Medical analysis Labs, in Health units and in Hosp (Ministry of health)**

- **Researcher in Animal research units and in Fishery wealth (Ministry of Agriculture)**

- **Expert in quality labs (Saudi Standard, Metrology and Quality Organization)Researcher Technician (In the national Commission for Wildlife Conservation and Development and in Abdul-Aziz City for Science and Technology)**

- **Technician in Naive Hospital and Salesman of Scientific preparation**

6. Name of program chair/ coordinator. If a program coordinator or manager has been appointed for the female section as well as the male section, include names of both.

Department Chairman: Dr. Badr A. Aldhmash

   Tel: 0096614675754   **Fax:** 0096614678514

   e-mail: baldhmash@ksu.edu.sa

website: http://fac.ksu.edu.sa/baldhmash/home

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Program coordinator: Dr. Ashraf Mohamed Ali Mashaly

Tel: 0096614673465   **Fax :** 0096614678514

e-mail: mmashely@ksu.edu.sa

website: http://fac.ksu.edu.sa/mmashely

7. Branches/locations of the program. If offered on several campuses or by distance education as well as on-campus, including details.

Main Campus (Dir'iya)

8. Date of approval of program specification within the institution

The program was introduced in 1413-1414 H (1992-1993). Since then, the study plan has been updated several times. The last update was approved in 1430 H (2009 G).

9. Date of approval by the authorized body (Ministry Of Higher Education "MoHE" for private institutions) and Council of Higher Education for public institutions).

The program was introduced and approved in 1402 H.

10. Date of most recent self-study (if any)
2014-2015.

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11. Provide Institutional and Program level administrative flowcharts

Board of the College

Dean of the College

| Head of the public relations unit | Dean's office |

| Students' consulting office | Consulting Council |

| College Journal editor in chief |

| Heads of departments | Male students vice dean | College vice dean for Development and Quality | College vice dean for high studies and research | College vice dean for academic affairs | College vice dean for administrative and financial affairs |

Heads of departments:
- Zoology Department
- Chemistry Department
- Physics and Astronomy Department
- Mathematics Department
- Biochemistry Department
- Botanic and Microbiology Department
- Statistics and operations research
- Geology and Geophysics Department

Male students vice dean:
- Financial and administrative affairs UNIT
- Academic Affairs Unit
- Graduate Studies and Scientific Research Unit
- Development and Quality

College vice dean for Development and Quality:
- Quality Unit
- Development Unit
- E. Learning Unit
- Public Relations and Media Unit
- Information Technology center
- Graduates Unit

College vice dean for high studies and research:
- Graduates Unit
- Scientific Research Unit
- Teaching Assistants and Delegates Unit
- Teaching staff and researchers unit

College vice dean for academic affairs:
- Students' Affairs
- Students' Rights
- Test Unit
- Students' Activities
- Guidance and Counseling

College vice dean for administrative and financial affairs:
- Sports activity unit
- Cultural activity unit
- Secretariat of the board of the College
- Financial affairs unit
- Administrative affairs unit
- Administrative Communications unit
- Storekeeper
- Supporting Services Unit
- College workshops

Note that a number of other documents giving general information about the program should be provided in addition to the program report. See list at the end of this template.

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C. PERIODIC PROGRAM PROFILE TEMPLATE B: COLLEGE DATA

College: _____Science_____ Program: _____Zoology_____

*(On Campus programs, Distance Learning)

No.	Faculty/ Teaching Staff Names			Nationality	Academic Rank	General Specialty	Specific Specialty	Institution Graduated From	Degree	*Study Mode	List Courses Taught This Academic Year	Full or Part Time	
	Name	M	F									F/T	P/T
01	Mohammed S. Al-Khalifa	√		Saudi	Professor	Entomology and Parasitology	Entomology	Wales, UK	PhD	Campus programs	313 Zoo 454 Zoo	√	
02	Mohammed S. AL-Yousif	√		Saudi	Professor	Entomology and Parasitology	Parasitology	Washington, USA	PhD	Campus programs	112 Zoo 213 Zoo	√	
03	Mikky A. Amoudi	√		Saudi	Professor	Entomology and Parasitology	Entomology	Utah State, USA	PhD	Campus programs	301 Zoo	√	
04	Ashraf M. Ahmed	√		Egyptian	Professor	Entomology and Parasitology	Entomology	Keele, Uk	PhD	Campus programs	106 Zoo 103 Zoo 145 Zoo	√	
05	Ashraf M. Mashaly	√		Egyptian	Associate Prof.	Entomology and Parasitology	Entomology	Goettingen, Germany	PhD	Campus programs	106 Zoo 145 Zoo 463 Zoo	√	
06	Saleh A. Al-Quraishy	√		Saudi	Professor	Entomology and Parasitology	Parasitology	KSU	PhD	Campus programs	101 Zoo 112 Zoo	√	

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									213 Zoo		
07	Mohamed A. Dkhil	√		Egyptian	Professor	Entomology and Parasitology	Parasitology	Dusseldorf, Germany	PhD	Campus programs	102 Zoo 145 Zoo	√	
08	Abdel-Azeem S. Abdel-Baki	√		Egyptian	Professor	Entomology and Parasitology	Parasitology	Bani Suef, Egypt	PhD	Campus programs	102 Zoo	√	
09	Mohamed I. Sidiqqui	√		Indian	Assistant Prof.	Entomology and Parasitology	Entomology	Aligarh, India	PhD	Campus programs	145 Zoo	√	
10	Osama B. Muhammad	√		Sudanese	Assistant Prof.	Entomology and Parasitology	Parasitology	UK	PhD	Campus programs	------	√	
11	Fahd A. Al-makhlafy	√		Yemen	Assistant Prof.	Entomology and Parasitology	Entomology	KSA, KSU	PhD	Campus programs	------	√	
12	Moheet A. Seefy	√		Indian	Assistant Prof.	Entomology and Parasitology	Parasitology	India	PhD	Campus programs	------	√	
13	Ali S. Al-Akel	√		Saudi	Professor	Aquatic animals	Behaviour	Manchester, UK	PhD	Campus programs	322 Zoo	√	
14	Hmoud F. Al-Balawi	√		Saudi	Professor	Aquatic animals	Fish Ecolog	Colorado State, USA	PhD	Campus programs	322 Zoo 301 Zoo	√	
15	Elsayed M. Younis	√		Egyptian	Assistant Prof.	Aquatic animals	Eco-physiolo of fish	Tanta, Egypt	PhD	Campus programs	101 Zoo 333 Zoo	√	
16	Zubair A. Ali	√		Indian	Assistant	Aquatic animals	Fish ecolog	Aligarh,	PhD	Campus programs	145 Zoo	√	

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17	Abdul Wahab A. Abdallwarth	√		Egyptian	Assistant Prof.	Aquatic animals	Fish biology	Cairo, Egypt	PhD	Campus programs	145 Zoo	√	
					Prof.			India					
17	Abdul Wahab A. Abdallwarth	√		Egyptian	Assistant Prof.	Aquatic animals	Fish biology	Cairo, Egypt	PhD	Campus programs	145 Zoo	√	
18	Naser A. Al-Asqah	√		Saudi	Professor	Aquatic animals	Fish Ecolog	UK	PhD	Campus programs	------	√	
19	Ibrahim M. Alhazza	√		Saudi	Professor	Physiology and Embryology	Endocrinolog	Manchester, Uk	PhD	Campus programs	331 Z00 431 Zoo	√	
20	Ahmed R. Al -Himaidi	√		Saudi	Professor	Physiology and Embryology	Embryolog	Colorado State, USA	PhD	Campus programs	331 Z00 431 Zoo	√	
21	Othman A. Al-Dokhi	√		i Saud	Professor	Physiology and Embryology	Embryology a Development Biology.	Southampto n	PhD	Campus programs	261 Zoo 326 Zoo 421 Zoo	√	
23	Saleh A. Kandael	√		Egyptian	Associate Prof.	Physiology and Embryology	Physiology	Colorado State, USA	PhD	Campus programs	333 Zoo 332 Zoo 145 Zoo	√	
24	Hamad A. Al-yahia	√		Saudi	Assistant Prof.	Physiology and Embryology	Physiology	UK	PhD	Campus programs	------	√	
25	Husam E. Abd-Rabo	√		Egyptian	Associate Prof.	Physiology and Embryology	Immunolog	Poland	PhD	Campus programs	145 Zoo	√	
26	Saleh Al-Wasel	√		Saudi	Associate Prof.	Physiology and Embryology	Physiology	Manchester, Uk	PhD	Campus programs	106 Zoo 331 Zoo	√	

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										145 Zoo		
27	Ibrahim A. Barakat	√		Egyptian	Assistant Prof.	Physiology and Embryology	Physiology		PhD	Campus programs	145 Zoo	√	
28	Ahmed A. Allam	√		Egyptian	Associate Prof.	Physiology and Embryology	Embryology	Egypt	PhD	Campus programs	------	√	
29	Noory T. Taib	√		Saudi	Professor	Cell biology, Genetcis and Histology	Histology an Histochemisr		PhD	Campus programs	245 Zoo 261 Zoo 441 Zoo	√	
30	Abdulaziz A. Al-Saleh	√		Saudi	Professor	Cell biology, Genetcis and Histology	Cell biology	St. Andrews, UK	PhD	Campus programs	244 Zoo 341 Zoo 351 Zoo	√	
31	Faisal M. Abou-Tarboush	√		Saudi	Professor	Cell biology, Genetcis and Histology	Genetics	Colorado State, USA	PhD	Campus programs	245 Zoo 341 Zoo 351 Zoo 441 Zoo 452 Zoo	√	
32	Khaled M. Alenizy	√		Saudi	Assistant Prof.	Cell biology, Genetcis and Histology	Genetics	KSA, KSU	PhD	Campus programs	------	√	
33	Muhammad Abo Al-Farah	√			Assistant Prof.	Cell biology, Genetcis and Histology	Genetics	India	PhD	Campus programs	------	√	

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34	Abdulaziz A. Al-Khedhairy	√		Saudi	Professor	Cell biology, Genetcis and Histology	Molecular Genetics s	Nottingham, UK	PhD	Campus programs	452 Zoo	√	
35	Mohammed A. Al- wadaan	√		Saudi	Professor	Cell biology, Genetcis and Histology	Cell biology a Genetics	Sheffield, Uk	PhD	Campus programs	245 Zoo	√	
36	Saad H. Alqahtany	√		Saudi	Associate Prof.	Cell biology, Genetcis and Histology	Cell biology a Genetics		PhD	Campus programs	------	√	
37	Badr A. Al-Dahmash	√		Saudi	Associate Prof.	Cell biology, Genetcis and Histology	Zoology	KSA, KSU	PhD	Campus programs	------	√	
38	Saud A. A. Alarifi	√		Saudi	Assistant Prof.	Cell biology, Genetcis and Histology	Cell and molecular biology.	Essex, Uk	PhD	Campus programs	102 Zoo 244 Zoo	√	
39	Omar H. Abd-Elkader	√		Egyptian	Assistant Prof.	Cell biology, Genetcis and Histology	Electron microscopy	Cairo, Egypt	PhD	Campus programs	499 Zoo	√	
40	Mohammed F. Khan	√		Pakistani	Assistant Prof.	Cell biology, Genetcis and Histology	Developmental biology		PhD	Campus programs	145 Zoo	√	
41	Yasser A. Al-Nakady	√		German	Assistant Prof.	Cell biology, Genetcis and Histology	Cell Biology	Germany	PhD	Campus programs	145 Zoo	√	
42	Solaiman Y. Al-Omar	√		Saudi	Assistant Prof.	Cell biology, Genetcis and Histology	Cell Biology	UK	PhD	Campus programs	------	√	

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43	Saleh A. Alfarrag	√		Saudi	Assistant Prof.	Cell biology, Genetcis and Histology	Zoology	KSA, KSU	PhD	Campus programs	------	√	
44	Abd Elhalim B. Harat	√		Tunisian	Assistant Prof.	Cell biology, Genetcis and Histology	Molecular biology	Italy	PhD	Campus programs	------	√	
45	Bahi A. Ali	√		Egyptian	Professor	Cell biology, Genetcis and Histology	Molecular biology	Keel, UK	PhD	Campus programs	------	√	
46	Shahied R. Mahbob	√		Pakistani	Professor	Cell biology, Genetcis and Histology	Cell Biology	Australia	PhD	Campus programs	------	√	
47	Javeed Ahmed	√		Indian	Assistant Prof.	Cell biology, Genetcis and Histology	Bio chemistr	India	PhD	Campus programs	------	√	
48	Maqsod A. Sidiqi	√		Indian	Assistant Prof.	Cell biology, Genetcis and Histology	Bio chemistr	India	PhD	Campus programs	------	√	
49	Shams T. Khan	√		Saudi	Assistant Prof.	Cell biology, Genetcis and Histology	Molecular biology	Jaban	PhD	Campus programs	------	√	
51	Quiser Saquib	√		Indian	Assistant Prof.	Cell biology, Genetcis and Histology	Molecular biology		PhD	Campus programs	------	√	
52	Wael N. Hozen	√		Egyptian	Associate Prof.	Cell biology, Genetcis and Histology	Microbiolog	Cairo, Egypt	PhD	Campus programs	145 Zoo	√	
53	Alsayed Ahmed	√		Egyptian	Assistant Prof.	Cell biology, Genetcis and Histology	Biotechnolog	Germany	PhD	Campus programs	145 Zoo	√	

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54	Awad M. Al-Johany	√		Saudi	Professor	Ecology and pollution	Ecology	Southampton, UK	PhD	Campus programs	324 Zoo	√	
55	Fahad A. Al-Misn	√		Saudi	Professor	Ecology and pollution	Environment Pollution	Manchester, UK	PhD	Campus programs	453 Zoo	√	
56	Mohammed K. AL-Sadoon	√		Saudi	Professor	Ecology and pollution	Herpetology (Ecophysiolo and Toxicolo		PhD	Campus programs	323 Zoo 324 Zoo 353 Zoo	√	
57	Khaled A. S. AL-Rasheid	√		Saudi	Professor	Ecology and pollution	Environment Pollution an Protozoolog	Southampton	PhD	Campus programs	453 Zoo	√	
58	Jamaan S. Ajarem	√		Saudi	Professor	Ecology and pollution	Animal Behaviour	Swansea, Wales, U.K	PhD	Campus programs	451 Zoo	√	
59	Mansour I. Al-Mansour	√		Saudi	Professor	Ecology and pollution	Ecophysiolog		PhD	Campus programs	325 zoo	√	
60	Mohammed A. Al-Dakhil	√		Saudi	Professor	Ecology and pollution	Comparativ Anatomy	Manchester, UK	PhD	Campus programs	101 Zoo	√	
61	Hamed A. Al-Souryhi	√		Egyptian	Professor	Ecology and pollution	Aquatic anim	Southampton, UK	PhD	Campus programs	145 Zoo	√	
62	Ibrahim N. Al-Suwaty	√		Saudi	Professor	Ecology and pollution	Environment Pollution		PhD	Campus programs	------	√	

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63	Muhammad G. Murtada	√		Bengali	Professor	Ecology and pollution	Environment Pollution	Jaban	PhD	Campus programs	------		
66	Muhammad O. Husien	√		Saudi	Professor	Ecology and pollution	Ecology	UK	PhD	Campus programs	------		
67	Abdulaziz Al-Okeli	√		Saudi	Assistant Prof.	Ecology and pollution	Mammolog	Arkansas, USA	PhD	Campus programs	222 Zoo 326 Zoo		
68	Abdullah A. Alqahtany	√		Saudi	Assistant Prof.	Ecology and pollution	Zoology	USA	PhD	Campus programs	------	√	
69	Ali D. Nageem	√		Indian	Assistant Prof.	Ecology and pollution	Toxicology	India	PhD	Campus programs	------	√	
70	Khalid Abdullah Al-Ghanem	√		Saudi	Associate Professor	Aquaculture and Toxicology		KSA, KSU	PhD	Campus programs	145Zoo -103Zoo - 521Zoo - 571Z00 - 374Z00	√	
71	Mekhled Al-Mutar	√		Saudi	Associate Professor	Cell biology	Cell biol	Bangor London	PhD	Campus programs	145Zoo	√	
72	Sawsan A. Hasan		√	Sudanese	Assistant Prof.	Entomology and Parasitology	Zoology	Sudan, Khartoom	PhD	Campus programs	------	√	
73	Manar H. Iffat		√	Egyptian	Associate Prof.	Entomology and Parasitology	Parasitology	Egypt, Ain-Shams	PhD	Campus programs	421 Zoo	√	

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75	Reem A. Al-Agamy		√	Saudi	Assistant Prof.	Entomology and Parasitology	Entomology	KSA, KSU	PhD	Campus programs	------	√	
76	Khadija J. Adham		√	Egyptian	Professor	Physiology and Embryology	Physiology	Alexandria, Egypt	PhD	Campus programs	331 Zoo 333 Zoo	√	
77	Maha H. Daghistani		√	Saudi	Assistant Prof.	Physiology and Embryology	Physiology	Riyadh, Saudi Arabia	PhD	Campus programs	351 Zoo 352 Zoo	√	
78	Nadia A. Al-Essa		√	Saudi	Assistant Prof.	Physiology and Embryology	Reproductive Physiology	Sheffield, UK	PhD	Campus programs	422 Zoo	√	
79	Afraah F. Al-Kharigy		√	Saudi	Assistant Prof.	Physiology and Embryology	Embryology	KSA, KSU	PhD	Campus programs	------	√	
80	Dalia F. Ibrahim		√	Egyptian	Assistant Prof.	Physiology and Embryology	Embryology	Spain	PhD	Campus programs	------	√	
81	Manal H. Farhood		√	Saudi	Assistant Prof.	Physiology and Embryology	Physiology	KSA, KSU	PhD	Campus programs	------	√	
83	Maha H. Al-Sheikh		√	Sudanese	Assistant Prof.	Physiology and Embryology	Embryology	Sudan	PhD	Campus programs	------	√	
84	Promi Verik		√	Indian	Assistant Prof.	Physiology and Embryology	Physiology	India	PhD	Campus programs	322 Zoo	√	
85	Zainab K. Hasan		√	Egyptian	Assistant Prof.	Physiology and Embryology	Biology & Immunology diseases	Egypt, Cairo	PhD	Campus programs	------	√	
87	Sharifa S. Hamed		√	Egyptian	Associate Prof.	Cell biology, Genetcis and Histology	Histology	Egypt, Alexandria	PhD	Campus programs	------	√	

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#	Name			Nationality	Rank	Field	Specialization	University	Degree	Programs	Courses		
88	Entissar Al-Suhabani		√	Saudi	Assistant Prof.	Cell biology, Genetcis and Histology	Cytogenetic	KSA, KSU	PhD	Campus programs	145 Zoo 244 Zoo	√	
89	Amal A. Al Hazaa		√	Saudi	Assistant Prof.	Cell biology, Genetcis and Histology	Cell and molecular biology	Wales Cardiff/UK	PhD	Campus programs	145 Zoo 244 Zoo	√	
90	Tahany Ayad		√	Egyptian	Assistant Prof.	Cell biology, Genetcis and Histology	Tissue and cell	Egypt, Cairo	PhD	Campus programs	313 Zoo	√	
91	Ahoud Z. Al-Omary		√	Saudi	Assistant Prof.	Ecology and pollution	Ecology	KSA	PhD	Campus programs	------	√	
92	Maye A. Al-Abied		√	Sudanese	Assistant Prof.	Ecology and pollution	Ecology	Sudan, Khartoom	PhD	Campus programs	------	√	
93	Rafah Al-Meer		√		Assistant Prof.				PhD	Campus programs		√	
94	Bilal Ahmad Paray	√		Indian	Assistant Professor	Ecology and Biodiversity		Manonmaniam Sundaranar University (MSU), Tamilnadu, India	Ph.D	Campus programs		√	
95	Iftekhar Md Hassan	√		Indian	Assistant professor	Biological Sciences (Endocrinology, Physiology, Cancer Biology, Toxicology, Biochemistry)	Biochemistry (Toxicology, Cancer Biology)	Aligarh Muslim University, Aligarh (India)	PhD	Campus programs	**1.** Zoo-332 practical lab (2 Class: 42881 and 44038) 2. Zoo- 432 practical lab (1 class: 32710)	√	

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| 96 | Ahmed husam mahmod | | | Egyptian | Assistant professor | Cell biology, Genetcis | Genetcis | KSA, KSU | PhD | Campus programs | | √ | |

Number of Graduates in the Most Recent Year

	Undergraduate Students	**Post Graduate Masters Students**	**Post Graduate Ph.D. Students**
Male	4	9	2
Female	0	8	1
Totals	4	17	3

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).

Students	Undergraduate Programs			Postgraduate Programs	
	Four Years	**Five Years**	**Six Years**	**Master**	**Doctor**
Male	100%	--	--	9	2
Female	--	--	--	8	1

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Totals	100%	--	--	17	3

Mode of Instruction – Student Enrolment (excluding preparatory program)

Students	On Campus programs			Distance Education programs		
	Full time	**Part time**	**FTE**	**Full time**	**Part time**	**FTE**
Male	38	--	--	--	--	--
Female	0	--	--	--	--	--
Totals	38	--	--	--	--	--

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).

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	57	--	--	--	--	--
Female	21	--	--	--	--	--
Totals	78	--	--	--	--	--

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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).

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D.   PROGRAM PROFILE DATA

Historical Summary

Provide a brief historical summary of the program including such things as:
- When and why it was introduced
- Student enrollment history
- Relationships with industry or professional advisory groups
- Graduate employment outcomes
- Major program changes.

Include brief comments about what are believed to be the programs main strengths and accomplishments and any significant problems or concerns that are being addressed.

When and why it was introduced

The Department of Zoology is one of the oldest academic Departments at King Saud University. The Department was founded synchronous with the establishment of the College of Science in 1387 H (1957 G), for the preparation of qualified scientific cadres who were and still involved in the revival of this dear and giving homeland, Kingdom of Saudi Arabia. These qualified members contributed in various fields such as general and higher education, agriculture, health and community service through the rehabilitation of undergraduate students of the College of Science the Departments of Zoology, Biochemistry, Botany, Microbiology and Geology; in addition to students from the College of Food and Agricultural Sciences and students in the preparatory phase to Colleges of Health Sciences (Unified program).

By the Grace of God and thanks to whom in charge of the education, King Saud University now witnesses a quantum leap in all scientific and research fields under the auspices of the Custodian of the Two Holy Mosques, May God Protect Him. That is why the Departments of Zoology has developed from a limited figure of faculty, lecturers, technicians, laboratories and equipment, so that now it includes more than 75 faculty members in different disciplines of Zoology who authored and translated numerous books and contributed to the many and varied research work published in the most renowned scientific journals and periodicals. Also, not to mention more than 35 faculty assistants including lecturers, demonstrators, specialists and technicians; in addition to over 40 laboratories including labs equipped to empirical studies at different undergraduate levels and research labs for faculty and graduate studies. The Departments of Zoology started providing Master's degree (M.Sc.) in 1401 H (1981G) and Ph.D. in 1421 H (2000G), granting more than 100 M.Sc. degrees and more than 20 Ph.D. degrees to male and female students.

The Departments of Zoology is served, internally and externally, by self-sponsored scientific units including a central laboratory equipped with high-tech devices serving research groups from different disciplines, units for light microscopic preparations, a unit for modern integrated electron microscopy and a museum featuring models for different animal taxa, receiving museum visitors from students and all categories of the society.

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Student enrolment history

Although there is a heavy demand on the graduates of the Program, most students prefer professional programs such as Medicine, Engineering, computer Science, etc., as their future careers. On the other hand, the majority of graduates prefer employment as school teachers in general education stages and job opportunities in this section become limited. However, the program has a great effort to attract more enrolled students by developing appropriate teaching plans to cope with market requirements.

Relationships with industry or professional advisory groups

Recently, the College of Science and the Department of Zoology have established advisory committees which are a select group of representatives from industry, government agencies, academia, and the profession who advise the College of Science and its Departments on academic issues and on current trends and future directions in Science. The advisory committees are a forum where ideas are exchanged and recommendations are made. They provide direct linkage and communication between the College and the stakeholders.

The advisory committees are expected to:

- Act as an advisory group to each Department, as well as to the College, on specific academic and research issues.

- Act as a link between the College and its industrial and professional partners, providing an opportunity for communication of current and future industry and professional needs to the College.

- Identify actions that the College should take to meet special College-wide or Departmental needs.

- Provide recommendations on initiatives that the College should undertake to continuously improve educational and research programs to meet the needs of the world and the profession.

- Each Department has an advisory committee. Advisory committee consists of individuals from professional practice, and government, and members from academia.

Graduate employment outcomes

The following table demonstrates graduates employment outcomes as obtained through the Vice Dean of Development and quality Graduate Employment Survey, which is available on https://twitter.com/cScience_ksu,   https://www.facebook.com/scScience_ksu, http://Sciences.ksu.edu.sa/home/page/1129.

http://sciences.ksu.edu.sa/ar.

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Employment Rate in 2014	Male (N=9)	Female (N=0)
Employment Rate - 6 months after graduation	9	0
Employment Rate - 2 years after graduation	0	0
Percentage	100%	

Major program changes

By the end of the academic year 1429-1430H (2008-2009 G) the following changes have been made:

1- The study plan has been updated:
   i) Introducing a pool of elective courses.
   ii) Adding some compulsory courses in new technologies.
   iii) The textbooks have been changed or updated.
   iv) Majority of classrooms have been equipped with smart boards.
   v) Gradually switching over to English language in at least 40% of the courses.
2- Number of students in each group is restricted to 25 or less (for services courses)
3- Updating the labs by providing computers.

Main strengths

1. High research activities and scientific publications in local and international scientific journals.

2. Classification of the staff members into specialized scientific groups implementing researches covering different disciplines of zoology.

3. Good relations that prevail among the staff members of the dept., generally.

4. Authoring and translation indifferent disciplines of zoology.

5. Providing courses that serve many students of KSU and other Saudi universities.

6. Managing and operating EM (SEM & TEM) unit which offers high quality services to beneficiaries from inside and outside the University.

7. Operating an integral unit with high qualified equipment for microscopic preparations.

8. The Department has an animal museum which offers its services to big sector of visitors from inside and outside KSU.

9. Registration of the achievements of the Department in the field of genomics in the international bank of genome in the United States.

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10. Contribution of some staff members of the Department to work part time as consultants in some related Governmental Authorizations.

11. The Department supervises and executes four scientific chairs in specialized researches (fetal programming, advanced proteomics and cytomic research, DNA technology and Mammology).

12. The Department contains the center for scientific excellence in biodiversity.

Preparatory or Foundation Program

Do you offer a preparatory program   **Yes**   √   **No**   ☐

If yes, is the preparatory program is offered is it out-sourced?   **Yes**   √   **No**   ☐

If a preparatory or foundation year program is provided prior to entry to this program, are all students required to take that program?   **Yes**   √   **No**   ☐

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If yes, how many Academic credits are granted into the program and included in the * GPA

What is the total number of credits required by the program?	136

NOTE: * Credits granted into the program must be included in the GPA

List the courses that are granted into the program.

Course Code		Course Title	Units
103	ZOO	Principles of Zoology	3 (2+1)
212	ZOO	Parasitology	3 (2+1)
242	ZOO	Cell Biology and Physiology	3 (2+1)
262	ZOO	Microscopic Preparations	2 (1+1)
305	ZOO	Modern Animal Taxonomy	2 (1+1)
311	ZOO	General Entomology	3 (2+1)
317	ZOO	Medical Arthropodology	3 (2+1)
320	ZOO	Ichthyology	2 (1+1)
325	ZOO	Ornithology	2 (1+1)
326	ZOO	Mammalogy	2 (1+1)
327	ZOO	Herpetology	3 (2+1)
332	ZOO	General Physiology	3 (2+1)
342	ZOO	Molecular Biology	2 (1+1)
352	ZOO	Fundamentals of Genetics	2 (1+1)
355	ZOO	Genetics of Wild Animal Species	2 (1+1)
366	ZOO	Fisheries Management	2 (1+1)
373	ZOO	Wilderness Ecology	2 (1+1)
374	ZOO	Aquatic Ecology	2 (1+1)
375	ZOO	Pollution	2 (1+1)
381	ZOO	Aquaculture Economics	2 (1+1)
382	ZOO	Insect Diversity in Saudi Arabia	2 (1+1)
412	ZOO	Parasite Immunology	2 (1+1)
413	ZOO	Insects and Environmental Health	2 (1+1)
420	ZOO	Comparative Vertebrate Anatomy	2 (1+1)
423	ZOO	Fundamentals of Descriptive Embryology	2 (1+1)
424	ZOO	Principles of Experimental Embryology	2 (1+1)
425	ZOO	Economic Fish and Crustaceans	2 (1+1)
432	ZOO	Endocrinology	2 (1+1)
433	ZOO	Immunology	2 (1+1)
434	ZOO	Excretion Physiology Same name as 435	2 (1+1)
435	ZOO	Excretion Physiology	2 (1+1)
436	ZOO	Reproductive Physiology	2 (1+1)
441	ZOO	Histochemistry	2 (1+1)
455	ZOO	Genetic Engineering	2 (1+1)

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456	ZOO	Bioinformatics	2 (1+1)
457	ZOO	Cytogenetics and Cell Culture	2 (1+1)
458	ZOO	Human Genetics	2 (1+1)
461	ZOO	Laboratory Techniques	2 (0+2)
462	ZOO	Experimental Parasitology	2 (1+1)
464	ZOO	Biotechnology	2 (1+1)
465	ZOO	Field Studies	5 (0+5)
466	ZOO	Environmental Industrial Pollution	2 (1+1)
471	ZOO	Animal Behavior	2 (1+1)
480	ZOO	Wildlife Conservation	2 (2+0)
481	ZOO	Venomous Animals	2 (1+1)
482	ZOO	Organ Skills in Chordates	2 (1+1)
498	ZOO	Graduation Project	2 (1+1)

Statistical Summary

NOTE: FOR ALL TABLES IN THIS SECTION A SEPARATE TABLE MUST BE USED FOR EACH BRANCH/LOCATION CAMPUS.

Student Enrollment (**Not including preparatory or foundation programs**)

Students	On Campus programs			eLearning Education programs		
	Full time	Part time	*FTE	Full time	Part time	*FTE
Male	38	--	--	--	--	--
Female	0	--	--	--	--	--
Total	38	--	--	--	--	--

NOTE: To calculate effective full time equivalents (FTE) for part time students assume a notional 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)

Confirmed enrollment at the beginning of the current academic year

Level/Year of Study	Male	Female	Total
First Year	10	0	10
Second Year	14	0	14
Third Year	11	0	11
Fourth Year	3	0	3
Fifth Year (if applicable)	--	--	--
Sixth Year (if applicable)	--	--	--
Total	38	0	38

Faculty: FTE is calculated as 12 credit hours.

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The number should not include research, teaching or laboratory assistants.

No. of Staff	On Campus			eLearning Education		
	Full time	Part time	FTE	Full time	Part time	FTE
Faculty	78	--	--	--	--	--
Teaching staff	15	--	--	--	--	--

NOTE: The number of faculty and teaching academic staff should include:
- Faculty: Assistant, Associate and Full Professors whether involved with teaching, research or both teaching and research.
- Teaching staff: Lectures, Teaching Assistants, Practical Preceptors
- The number should not include Technicians and Laboratory Assistants.

Faculty and Teaching Staff Highest Qualifications

	Ph.D.		Masters		Others		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Male	73	%74.5	4	%4.1	--	--	77	%78.6
Female	21	%21.5	0	%0	--	--	21	%21.5
Total	94	%95.9	4	%4.1	--	--	98	%100

Average Faculty Workload and Class Enrollment

A. Calculate the average number of credit hours taught by the **full-time faculty** for the past year and calculate the average number of students enrolled per class taught.

Full-time Faculty	Average Credit Workload 1st Semester	Average Credit Workload 2nd Semester	Average Class Enrollment 1st Semester	Average Class Enrollment 2nd Semester
Male	7.76	8.5	20	20
Female	--	--	--	--
Total	7.76	8.5	20	20

Provide Analysis – Analyse the entire table and provide detailed class enrollment analysis of the different instructional levels.

Since there is a number of staff members engaged in administrative affairs and consultation outside KSU, the average credit workload seemed around the lower limit of average.

1. Workload Analysis:
By the way, there is no B.Sc. program for female student.
2. Class Enrollment Analysis:
The Department of Zoology offers teaching services for a large sector of unified program, therefore 38

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students looks appropriate.

3. Class Enrollment Level Analysis (Level means post or under graduate levels and year to year levels):

The Department of Zoology has two plans for M.Sc. and another one for Ph.D. with a suitable enrolled number of students proportional to the number and specialization of staff members.

Average Credit Workload – Add the total number of credit hours taught by each individual teaching faculty member, add them all together, and divide by the full-time or part-time number of faculty members.

Average Class Enrolment – Add the total number of students enrolled in all of the classes taught by each individual teaching faculty member and divide the total by the number of classes taught. Add all the totals together and divide by the total number of faculty members.

B. Calculate the average number of credit hours taught by the **part-time faculty** for the past year and calculate the average number of students enrolled per class taught.

Part-time Faculty	Average Credit Workload 1st Semester	Average Credit Workload 2nd Semester	Average Class Enrollment 1st Semester	Average Class Enrollment 2nd Semester
Male	---	---	---	---
Female	---	---	---	---
Total	---	---	---	---

Provide Analysis – Analyse the entire table and provide detailed class enrollment analysis of the different instructional levels.

1. Workload Analysis:

All staff members in the Department of Zoology are full-time participating in teaching process, research implementation and community services.

2. Class Enrolment Analysis:

3. Class Enrolment Level Analysis (Level means post or under graduate levels and year to year levels):

C. Calculate the average number of credit hours taught by the **full-time teaching staff** for the past year and calculate the average number of students enrolled per class taught.

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المملكـة العربيـة السعوديـة
الهيئــة الوطنيــة للتقويـم
والاعـتـمـاد الأكـاديـمـي

Full-time Teaching Staff	**Average Credit Workload 1st Semester**	**Average Credit Workload 2nd Semester**	**Average Class Enrollment 1st Semester**	**Average Class Enrollment 2nd Semester**
Male	8	10	20	20
Female	--	--	--	--
Total	8	10	20	20

Provide Analysis – Analyse the entire table and provide detailed class enrollment analysis of the different instructional levels.

1. Workload Analysis:

Most of zoology courses have practical sessions, however, the number of lecturer and teaching assistants seems little low.

2. Class Enrolment Analysis:

Zoology labs are special enough to accommodate the class enrolment number.

3. Class Enrolment Level Analysis (Level means post or under graduate levels and year to year levels):

For Ph.D. courses, there are no practical sessions, whereas all M.Sc. courses do have.

D.   Calculate the average number of credit hours taught by the **part-time teaching staff** for the past year and calculate the average number of students enrolled per class taught.

Part-time Teaching Staff	**Average Credit Workload 1st Semester**	**Average Credit Workload 2nd Semester**	**Average Class Enrollment 1st Semester**	**Average Class Enrollment 2nd Semester**
Male	--	--	--	--
Female	--	--	--	--
Total	--	--	--	--

Provide Analysis – Analyse the entire table and provide detailed class enrollment analysis of the different instructional levels.

1. Workload Analysis:

There is no part-time teaching staff included in zoology Department.

2. Class Enrolment Analysis:

3. Class Enrolment Level Analysis (Level means post or under graduate levels and year to year levels):

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E Self-Study Process

Provide the following:
- Provide a summary description of the procedures followed and administrative arrangements for the self- study.
- Provide a quality assurance organization flowchart.
- Describe membership and terms of reference for committees and /or working parties.

The aim of the self study process in the Department of Zoology is to fulfil the requirements of the National Commission for Academic Accreditation & Assessment (NCAAA) in order to seek reaccreditation by demonstrating how the Department meets the eleven standards of the NCAAA (See Table B.1.1). It is the intention of the Department to engage in this process of systematic self-examination in order both to progress to the Academic Accreditation and to update its strategic plan, identifying the main areas where improvement is needed. This will thus enable the Department to fulfil the intentions behind the plan and achieve its vision while providing the visiting team with the detailed view of the Department necessary in order to enable them to make their evaluation. This process of self-examination has allowed the Department of Zoology to: review its own history and, to implement College of Science Quality Management System (QMS) (Figure B.1.1) which make the process to involve as many faculty, staff, students, and administrators as possible. This was done to ensure that the self- study was truly a Department initiative, rather than comprising a number of individuals given the task of writing a report.

Table E. 1.1. NACCC Standards

	Standards
1	Mission, goals & objectives
2	Governance & administration
3	Management of quality assurance & improvement
4	Learning & teaching
5	Student administration and support services
6	Learning resources
7	Facilities & equipment
8	Financial planning & management

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9	Employment process
10	Research
11	Institutional relationships with the community

In addition, this self-study intends to trigger thoughtful and creative discussions among colleagues and provide a sound basis for fruitful and constructive dialogue between the Department or program and the administration on the one hand, and between the Department or program and the academic study Plans committee on the other hand. Eventually, the self-study will play a significant role in strategic and long-range planning of the Department of Zoology. Furthermore, in order to make the self-study process widely visible and to demonstrate its importance, six plenary sessions were conducted by the Steering Committee to faculty, students and staff.

Members of the Self-Study Steering Committee, were appointed and chaired by the head of the Department Dr. Badr A. Aldhmashin 1435-1436H. The Steering Committee organized its work into ten committee base on QMS of College of Science, in 1435H, The activities of each committee are sited in QMS. The list of members of the Steering Committee and the ten committees together with their particular responsibilities, are shown in Table B.1.2. The goals of conducting the self study of the Department of Zoology, College of Science, King Saud University were to:

1) Document and appreciate the achievements and contributions of the Department of Zoology.

2) Identify the strengths and the areas that require improvement.

3) Plan for reformative and quality improvement projects.

4) Prepare the Department of Zoology to be ready for national and international accreditation.

The self-study process was conducted with a positive attitude towards the accreditation and with the highest level of integrity, identifying benchmarks and performance standards in order to guide both planning and evaluation, and strengthening the assessment of the educational programs the Department offers.

One of the activities of Steering Committee is to ensure that strong working relationships and effective lines of communication existed between the ten committee and College's leadership. However, the Steering Committee was responsible for leading the whole self-study process

Throughout the academic year 1435-1436H, regular meeting of the steering committee and the coordinators of ten committees were held. Each committee developed a methodology to gather the

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information needed and to report the findings. Methods used to collect data included the review of historical documents and databases, focus groups with students, electronic surveys of faculty, staff, and students, and individual interviews with administrators, faculty, and staff. The ten committees provided periodic reports to the Steering Committee to describe their progress, review their findings, and discuss pertinent issues.

The reports of the ten committees were first submitted and then reviewed by the Steering Committee in 24/ 06 / 1436H. While, based to a large extent on these reports, the Steering Committee drafted, reviewed and refined the actual self-study report by 01 / 11 / 1436H. In 14/11/1436H, the draft report was emailed to all the Department of Zoology, faculty, students and staff and, by 28/ 11/ 1436H, it was published on the Department's web site (http://sciences.ksu.edu.sa/ar/node/107), to allow opportunities for comment. The report was also discussed by faculty groups in the Department and in the College of Science; all comments were reviewed and discussed by the Steering Committee. After this process had been completed, the self-study report was revised and finalized.

Table E. 1.2: List of members of the Steering Committee and the working groups

Members
Dr. Badr A. Aldhmashin
Dr. Reem Al-Ajmi
Dr. Ashraf Mashaly
Prof. Dr. Noory Taher Taib
Prof. Dr. Mohammed Saleh Al-Khalifa
Prof. Dr. Mohammed Saleh Alyousif
Prof. Dr. Hmoud F. A. Al-Balawi
Prof. Dr. Mansour Al-Mansour
Dr. Solaiman Yousif Alomar
Dr. Saleh H. Alwasel
Dr. Wael Hozzein
Dr. Afrah Al-Kheriji

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This report demonstrates the broad involvement of those in and connected with the Department, helping to ensure that the self study report gives a genuine picture of the Department and the way it functions. This process has already lead to positive changes being made in certain areas and is helping in the planning of further advances in the Department of Zoology.

The report offers an analysis of the strengths and resources of this Department while clearly acknowledging that there are areas which require improvement. With this in mind, recommendations are made in the report to enable the Department of Zoology to move forward into the future, understanding its capacity to maintain its areas of excellence and with an awareness of how it can meet new challenges.

The process of preparation of report on Mission and Objectives comprised of the following stages:

1.   Creation of the sub-committees and allocation of tasks of members.

2.   The teams mentioned in Table B. 3. Were met once monthly.

3.   Conducting two distinct information and data from the committees explained before to be used in the self-assessment study pertaining to Mission and Objectives, namely:

   A) Assertions of management perspective and records from previous self-assessment study, which includes:

Review of the Final Report and support documents related to the previous Self-assessment Study conducted in 2011.

Review of updated records and information on recent events, progress made, and current management perspective in relation to Mission and Objectives.

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Figure B.1.1. Quality Management System Committees Structure

```
                    ┌──────────────────────────┐
                    │     The College Dean      │
                    └──────────────────────────┘
                                 │
                    ┌──────────────────────────┐
                    │  The Main Supervisory     │
                    │       committee           │
                    └──────────────────────────┘
                                 │
                    ┌──────────────────────────┐
                    │  Development & Quality    │
                    │      Vicedeanship         │
                    └──────────────────────────┘
                                 │
                    ┌──────────────────────────┐
                    │    The Executive          │
                    │     Committee             │
                    └──────────────────────────┘
                                 │
                    ┌──────────────────────────┐
                    │    Quality Head Unit      │
                    └──────────────────────────┘
                                 │
                    ┌──────────────────────────┐
                    │    The Department         │
                    │      Counsel              │
                    └──────────────────────────┘
                                 │
                    ┌──────────────────────────┐
                    │   Steering Committee      │
                    └──────────────────────────┘
```

Safeties and Securities Committee

Students' Academic Study Plans Committee

E-Learning Committee

Postgraduate Studies and research Committee

Community Services Committee

Alumni Affairs' and Employment Committee

Laboratories, Equipments and Services Committee

Students' Guidance Committee

Development and Quality Committee

Evaluation and Academic Accreditation Committee

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B) Evidence on staff perceptions:

i) Conducting new assertion-type surveys in order to ensure that (or measure the extent to which) statements and views contained in the Department assessment report are shared/supported by various entities representing: Management, Faculty, Students, Technical-Support staff Administration, and Stakeholders.

ii) Target Sample (number of interviewees and survey recipients)

A Committee concerned with Quality Management of the Program consists of the referred groups in table (B 3) under the supervision of a steering Committee. Each committee is responsible for one or more of the eleven quality standards presented in the Report on the periodic Program self-study. Information in this report were formulated depending on annual Program report, course reports, questionnaires (students, graduates and employees), workshops and other official documents and books concerning King Saud University, College of Science and the Department of Zoology. The reports of these committees as well as required collected data have been submitted to the steering committee, which filled in the data and prepared this report. Finally, the report was considered and approved by the Department Council.

A Committee concerned with Quality Management of the Program consists of 10 groups under the supervision of a steering Committee. A schematic Diagram explaining this structure is drawn above. Each committee is responsible for one or more of the eleven quality standards presented in the Report on the periodic Program self study. Information in this report were formulated depending on annual Program report, course reports, questionnaires (students, graduates and employees), workshops and other official documents and books concerning King Saud University, College of Science and the Department of Zoology. The reports of these committees as well as required collected data have been submitted to the steering committee, which filled in the data and prepared this report. Finally, the report was considered and approved by the Department Council.

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1.   The Department steering committee:

Members:

Dr. Badr A. Aldhmash (Chairman of the Department)

Dr. Reem Al-Ajmi (Deputy head of the Department)

Dr. Ashraf Mashaly (Program coordinator)

Dr. Afrah Al-Kheriji (Program coordinator- female section)

Prof. Dr. Noory Taher Taib (Head of community service committee)

Prof. Dr. Mohammed Saleh Al-Khalifa (Head of higher studies committee)

Prof. Dr. Mohammed Saleh Alyousif (Head of students counseling committee)

Prof. Dr. Hmoud F. A. Al-Balawi (Head of Safeties and Securities committee)

Dr. Solaiman Yousif Alomar (Head of laboratories, equipment and services committee)

Dr. Wael Hozzein (Head of E-Learning Committee)

Dr. Saleh H. Alwasel (Head of development and quality committee)

Dr. Solaiman Yousif Alomar (Head of alumni and employment)

Prof. Dr. Masour Al-Mansour (Head of Students' Guidance Committee)

Its tasks are:

1. To supervise the implementation of the action - plan of the Program.

2. To select a consultant, through coordination with the Vice - Deanship for Development and Quality, to help in qualifying the Department for accreditation according to the standards of the accrediting body.

3. To prepare the mission, the vision and the objectives of the Program.

4. To complete all preparations of the Academic Accreditation in the Department according to the standards of the National Commission (NCAAA).

5. To follow up and coordinate with the Vice - Deanship for Development and Quality and to submit reports to it.

6. To prepare the visual display of the Department and the Directory of the Department and the Program.

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2.   Development and Quality Committee: (Standards: 3, 9)

Members:

Dr. Saleh H. Alwasel

Dr. Saleh A. Kandeal

Prof. Dr. Shaheed Mahbob

Dr. Mekhled Al-Motery

Dr. Ahmed Ali Allam

Dr. Ghada Al-beshr

Dr. Abdulaziz Al-Okeli

Dr. Ohoud Dahfer AlAmri

Dr. Sawsan Ali Omer

Its tasks are:

1. To develop, administer and follow up the processes of Quality Control in the Department.
2. To follow up and select the benchmarks of the Department Program.
3. To supervise and follow up the schemes for development and future planning in the Department.
4. To follow up modern trends of teaching means, methodology and techniques.
5. To set training programs in each Department for the development of teaching, research and technical skills.
6. To prepare, distribute and collect questionnaires from Bachelor's Degree students concerning the extent of usefulness attained from the Training Program during study years, the extent of compatibility of the courses with practical life and their suggestions for the maximization of its usefulness. The Committee is to classify and prepare the results statistically.

3.   Assessment and academic accreditation Committee (Standards: 1, 2)

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Members:

Dr. Ashraf Mashaly

Prof. Dr. Awadh M. Al-Johany

Dr. Osama B. Mohammed

Dr. Hosam Ebaid

Dr. Yaser Al-Nakady

Dr. Afrah Al-Kheriji.

Dr. Rafah Al- Meer

Its tasks are:

1. Supervision, follow-up, preparation and collection (program specification, program report, course specification and course report).

2. Overseeing the selection of academic Counsel and follow-up and preparation of self-study report (SSR).

3. Supervise the preparation of a room inside the Department devoted to assessment and academic accreditation and equipped with full program documentation.

4. Submit a periodic report on the degree of completion of requirements for academic accreditation.

5. Supervise the preparation of examination forms and answer models of the program courses.

6. Overseeing the availability of access to education and learning for students, in coordination with the committees concerned in the Department.

4. Alumni Affairs and Employment Committee (Standard: 5)

Members:

Dr. Solaiman Yousif Alomar

Prof. Dr. Mohammed Khaled Al-Sadoon

Dr. Saud A. Alarifi

Dr. Abd El-wahhab A. Abd El-wareth

Prof. Dr. Mikky A. Amoudi

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Dr. Omar Abd El-Kader

Dr. Hamad A. Al-yahia

Dr. Saad H. Al-qahtany

Dr. Entissar Al-Suhabani

Its tasks are:

1. To collect and classify students' personal data in the Department and means of communicating with them (Particularly Bachelor's Degree students).

2. To collect and classify data pertaining to employers and means of communicating with them.

3. To set programs for strengthening the ties between the graduates and employing bodies.

4. To prepare, distribute and collect questionnaires pertaining to the extent of satisfaction of this group with their study program. The committee is to classify and prepare the results statistically upon which it offers advice to the Program.

5. To establish an effective mechanism to make available employment opportunities in their fields of specialization (e.g. Via the convening of employment meetings – Exploration of the employers' views on the levels of the graduates from the College - Exploration of the employers' views on the important courses for the Program and the Department.

6. To activate means of communication with the graduates (e.g. A Students' Association of the Department of…..).

7. To explore the views of the already employed graduates pertaining to their evaluation of the extent of the usefulness of the relevant program and the contents of the courses they studied previously.

5.   Student Guidance Committee (Standard: 4)

Members:

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Prof. Dr. Mansour Al-Mansouir

Dr. El-Sayed M. Younis

Dr. Mohamed A. Dkhil

Dr. Abd Elhalim B. Harat

Dr. Rafah Al- Meer

Dr. Nadia A. Al-Essa

Its tasks are:

a. To spread awareness of the importance of the Academic Accreditation of the Department Program via guidance meetings.

b. To maximize the concept of Academic Guidance and the role of the academic guide in directing the student towards his future educational planning.

c. To prepare, distribute and collect the necessary questionnaires for the Academic Accreditation pertaining to the Academic Guidance. The Committee is to analyze the results upon which it offers advice to the Program.

d. To deepen trust between students and Faculty members.

e. To receive and reply to the students' suggestions and complaints.

f. To acquaint students with the support services and activities offered by the College and the University and to follow up the availability of study books and means of learning.

6.   Community Service Committee (Standards: 8, 11)

Members:

Prof. Dr. Noory Taher Taib

Prof. Dr. Mikky A. Amoudi

Prof .Dr. Abdul-Aziz A. Al-Saleh

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Prof. Dr. Saud A. Alarifi

Prof. Dr. Ibrahim Naser Al-Suwiti

Dr. Omar Abd El-Kader

Dr. Abd El-wahhab A. Abd El-wareth

Dr. Khalid Abdullah Al-Ghanem

Dr. Ebtesam El-Olayan

Its tasks are:

1. To collect and classify the projects executed by the Department and its members and the results of the contributions of these projects to the community service and the Development plans.

2. To encourage and develop the spirit of entrepreneurship in the students to maximize the return of the community service role through seminars and leaflets in coordination with the relevant committees in the Department.

3. To deepen communication between the College and the bodies in charge of the Development plans in the Kingdom of Saudi Arabia.

4. To set practical programs to enhance the relation between the Department and the local society and to pursue its implementation.

7.   Laboratories, Equipment and Services Committee (Standards: 6, 7)

Members:

Dr. Solaiman Yousif Alomar

Dr. Abd El-Azeem Shaban Abd El-Baki

 Dr. Khalid Abdullah Al-Ghanem

Dr. Mekhled Al-Mutar

Dr. Abdulaziz Al-Okeli

Dr. Hosam Ebaid

Dr. Alsayed Ahmed

Dr. Ibrahim A. Barakat

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Mr. Khaled Al-Mohsen

Dr. Maha Hussein Elamin

Dr. Ghada Al-beshr

Dr. Maye A. Al-Abied

Its tasks are:

1. To ensure the availability of all laboratory equipments and students' services specific to the Program.

2. To ensure the availability of maintenance plans for the laboratories, equipments and students' services.

3. To submit a periodic report to the Chairman of the Department at the end of each academic year to perform the required repairs/modifications.

4. To supervise the availability of Security and Safety Procedures in the laboratories and lecture halls before teaching starts and to submit its report to the Chairman of the Department.

5. To spread awareness, prepare and distribute guiding publications to the students concerning Security and Safety Procedures pertaining to different risks (chemical – electrical – radioactive) at the beginning of the academic year.

6. To put up signs for Security and Safety Procedures along with emergency telephone numbers at a prominent place in each laboratory and lecture hall.

8.   The Higher Studies and Research Committee: (Standards: 10)

Members:

Prof. Dr. Mohammed S. Al-Khalifa

Dr. Ahmed A. Allam

Dr. Wael N. Hozen

Dr. Rafah Al- Meer

Dr. Maha H. Daghistani

Dr. Dalia F. Ibrahim

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Dr. Sawsan Ali Omer

Dr. Maha Hussein Elamin

Dr. Nadia A. Al-Essa

Dr. Zainab K. Hasan

Its tasks are:

1. To set a system for the observation, documentation and propagation of scientific research data and the participation in conferences.

2. To establish and update a data base for research papers and projects published by Faculty members in the Department.

3. To urge scientific publication in scientific journals of renowned world classification.

4. To announce a list of the research papers of Faculty members on the Department website and updating it annually.

5. To periodically evaluate the present higher studies courses as mandated by the permanent Committee of the Deputy – Deanship of Higher Studies in the College.

6. To undertake the tasks referred to it by the Committee of Higher Studies and Scientific Research in the College.

7. To register the present research projects and those already finalized in the Department and the announcement of their titles on the Department website and their return on the community service.

8. To list the names of the supervisors of the theses among the Faculty members and their numbers while observing the world ratios in this regard.

9.   The students' Academic Study Plans Committee , (SASPC): (Standards: 4)

Members:

Prof. Dr. Mohammed Saleh Alyousif

Prof. Dr. Mohammed Saleh Al-Khalifa

Prof. Dr. Nasser A. Al-Asgah

Prof. Dr. Jamaan S. Ajarem

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Prof. Dr. Mohammed A. Al-wadaan

Prof. Dr. Ibrahim Naser Al-Suwiti

Dr. El-Sayed M. Younis

Dr. Maha H. Daghistani

Dr. Tahany Ayad

Dr. Nadia A. Al-Essa

Its tasks are:

1. Evaluating and adjusting the students' Academic Study Plans Committee via internal or external bodies to ensure reaching to a unique and to a distinctive academic student study plan, (Collaborated with the Department Steering Committee, (DSC)).

2. Updating, modifying and revising all academic taught and educated courses of the academic study plan to cover all the society demands, and needs, that will be depend on the Program's Annual Report (PAR), and on the Department Advisory Council, (DAC). (Collaborated with the Evaluation and Academic Accreditation Committee, (EAAC), and with the Alumni Affairs and Employment Committee, (AAEC)).

3. Revising and updating the Vision, Mission and Objectives of the program, habitually. In addition, suggesting any modifications to cope Societies alterations, (Collaborated with the Department Steering Committee, (DSC)).

4. Providing and submitting periodical reports on the different study Courses, and on the Scientific Program(s) to the Department Counsel for discussing, authenticating, approving and fixing up all the suggested modification at the end of each semester.

5. Ensuring that all the Academic Study Plan is fulfilling all the requirement of the frame works of NCAAA Qualifications; issued by NCAAA, (collaborated with the Evaluation and Academic Accreditation Committee, (EAAC), and with the Development and Quality Committee, (DQC)).

6. Documenting all phases of the Academic Study Plan's modifications (ASP), in addition archiving all the collected information, and data to be used in study plan's modifications, (collaborated with the Evaluation and Academic Accreditation Committee, (EAAC)).

7. Performing, suggesting, and executing the suggested workshops for the innovative programs in

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the Department.

8. Activating and turning on all combined taught courses for academic level between AlDaraiyah and Malaz center campuses (male /female students) in order to unify exam's questions and creating written Exam's Question Bank.

9. Providing a periodical report at the ceased period of the academic year involving all modifications, and suggested plans have been conducted on academic study plan.

10. Preparing the (SASPC)'s policies, procedures and various forms that are organizing, controlling, updating, and improving the established Academic Study Plan or omitting it. In addition, organizing the carrying out committees' tasks.

11. Reporting to (DSC) by whichever suggestions, or any pioneering intervening sheared programs' along with the others Colleges' Scientific programs.

12. Preparing all (SASPC)'s meeting at the end of each Arabic month and providing each meeting report to the Steering, Committee. In addition, all these reports have to be folded (Filed), according to its serial numbers arrangements in the Department's Academic Accreditation Room (ACR) filling system.

10. The Safeties and Securities Committee (SSC): (Standards: 7)

Members:

Prof. Dr. Hmoud F. A. Al-Balawi

Saud A. A. Alarifi

Ahmed Hossam Mahmoud

Muhammad O. Husien

Mohamed A. Dkhil

Khaled M. Alenizy

Fahd A. Al-makhlafy

Promi Verik

Dr. Sawsan Ali Omer

Its tasks are:

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1. Preparing the (SSC)'s policies, procedures and various forms that are organizing controlling, the in carrying out committees' tasks within the Department.

2. Listing all equipments, instruments,… etc in Labs and estimating its requirements from safety materials, and storing it in the right and safe place within the Labs, and writing down all the necessaries' a periodical and preventive maintenance and material status reports from time to time .

3. Synchronizing in all training workshops and in all Safety related efforts and tasks with the College Main Safety Committee, (CMSC).

4. Ensuring the availability and accessibility of the safety and security procedure as well as the emergency phone numbers' are located in all Laboratories and in all lecturing theaters at the commencement date of the study of each semester.

5. Spreading out awareness of safeties' affairs by preparing and distributing most of publications and leaflets of safeties and securities, that illustrate all prospective risks issued by utilizing radiated, electrical and chemical materials, and listing all Safeties procedures to act with, and to prevent them at the starting date of each semester, and locating them in its proper, right place within the entities.

6. Running all evacuation training sessions, and how to operate and deal with the safety apparatus for all faculties' members, in order to ensure its implementation at the time of hazards and risks, (Collaborated with the Department development and Quality Committee,(DQC)).

7. Pursuing all safeties conditions by applying the following points:

   a) Existing an easy passing and opening procedures safeties' doors.

   b) Ensuring the validity date of the Fires chemical cylinders and roll by referring administration unit at the College, as well as it is located in the right place in every floor within the College's buildings corridors.

   c) Ensuring the operation of water pumps from time to time.

   d) Installing smoke sensors and locating them in very suitable places within the College Buildings.

   e) Ensuring the function of the fire Bills.

   f) Checking all the electrical supplies cables in all Department's division and subdivisions.

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8. Spreading out the safety awareness and sticking to the safety procedures among faculties' members, students, and administration by applying the following:

   a) Ensuring the cleanness of laboratories, and tools clearness.

   b) Listing all risk that might take place in all Laboratories and Lecturing lecture theaters.

   c) Grouping and individual meetings.

   d) Throughout computer's software safety programs.

   e) Throughout leaflets, and flyers.

   f) Inviting professional trainer from Civilian Defenders (CDU), and from the Red Crescent (RCU) units.

9. Running a very special safety computer programs via different TV's screens sets scattered within the College building.

10. Pursuing the planning and executing the following:

    a) Running training sessions in primary cares, and in disastrous events for a few selected faculties' members within the Department.

    b) Running training sessions in how to utilize the chemical fire cylinder for a few selected faculties' members within the Department.

11. Reviewing all feedback information in order to improve all emergencies plans.

    a) Preparing the Committee's (CSC) policies, procedures and various forms that are organizing controlling, in carrying out committees' tasks.

12. Preparing all (SSC)'s meeting reports at the end of each Arabic month, and directed to the Steering, Committee. In addition, all these reports have to be folded (Filed), according to its serial numbers arrangements in the Department's Academic Accreditation Room (ACR) filling system.

11.   The E-Learning Committee: (Standards: 4,6)

Members:

Dr. Wael N. Hozen

Dr. Osama B. Mohammed

Dr.Abdulaziz Al-Okeli

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Dr.Afraah F. Al-Kharigy

Dr. Ghada Al-beshr

Its tasks are:

1. Activating and commencing the digital and e-learning courses technique in all different levels of the Academic studied program. (Collaborated with the Department Steering Committee, (DSC)).

2. Obligatory the Blackboard system to be the tool to convey, and to transmit courses' knowledge electronically to students.

3. Launching all the appropriate and any other courses' fitting techniques that will lead to improve the syllabus, and to implement e-learning as far as it is deemed as an academic study manner of learning.

4. Looking for opportunities and services offered by E-learning Deanship in order to gain advantages that are needed.

5. Finding out, and verifying all the e-learning training needs for Faculties' members to implement e-learning techniques in their lecturing. (Collaborated with the Development and Quality Committee, (DQC)). Providing a periodical report at the ceased period of the academic year involving all modifications, and suggested course to be e-courses, and the utilizing tools in building up e-learning course (e-course).

6. Preparing the (ELC)'s policies, procedures and various forms that are organizing controlling, in carrying out its above tasks.

7. Preparing all (SASPC)'s meeting reports at the end of each Arabic month, and directed to the Department's Steering, Committee (DSC). In addition, all these reports have to be folded (Filed), according to its serial numbers arrangements in the Department's Academic Accreditation Room (ACR) filling system.

Annexes Annex B.1. QMS

Annex B.2. http://sciences.ksu.edu.sa/en

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F   MISSION, GOALS AND OBJECTIVES

1. Mission Statement of the Program (Insert the Mission Statement).

To prepare highly qualified educators and technicians in life Sciences, who can meet and respond to the needs of the employment market, through modern educational, research facilities and professional practice to serve the community.

Use the following table and write clear, measurable goals and objectives of the program and align each one with quality performance indicators and the target benchmark.

NOTE: A SEPARATE TABLE MUST BE USED FOR EACH BRANCH/LOCATION CAMPUS (This tal referring to NCAAA KPIs or the program KPIs).

2. Goals	3. Objectives for each goal	4. Performance Indicators	5. Target Benchmarks
1. Prepare highly qualified educators and technicians using all possible means.	-High quality staff members -Well-equipped labs -Introducing new technologies	-Employment in correct positions -Ability to run and operate highly sophisticated equipment	100%
2. Develop a curriculum that is responsive to the needs of the employment market.	-Revision and renewal of studying plans -Using electronic learning -Smart classrooms	-Higher benefit rate in short time -Advances in scientific disciplines	Desired benchmark or standard of performance, Oregon state University, USA
3. Prepare pure and applied researches and publish them in well known and respected international journals.	-Providing the necessary facilities and equipment -Available required supplies -Well-training on equipment	- Ratio of teaching staff to their research publications in refereed international journal - Number of talks presented in international scientific conferences	90%
4. To be well connected with the community to provide all possible educational programs that can solve problems and increase their awareness.	-Field trips and visits to Saudi labs, factories, farms. -Knowledge of natural needs in Saudi community	-Success in improving the actual status of work position -Participating in technology transfer	80%

Provide a list of the strengths and recommendations for improvement based on an assessment of this data.

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Strengths

1. High research activities and scientific publications in local and international scientific journals.

2. Classification of the staff members into specialized scientific groups implementing researches covering different disciplines of zoology.

3. Authoring and translating in different disciplines of zoology.

4. Providing courses that serve many students from different collage of KSU and other Saudi universities.

5. Managing and operating the central lab unit which offers high quality services to researcher from inside and outside the University.

6. Operating an integral unit with high qualified equipment for microscopic preparations.

7. The Department has an animal museum which offers its services to big sector of visitors from inside and outside KSU.

8. Contribution of some staff members of the Department to work part time as consultants in some related Governmental sectors.

9. The Department supervises and executes four scientific chairs in specialized fields (fetal programming, Bioproducts, DNA technology, Mammals research chair).

Recommendations for improvement

- Setting up a central lab provided with high quality equipment and facilities.
- Increasing the Department budget and allowances.
- Considering incentive for staff members and technicians.
- Increasing the allowances for research groups to encourage staff members to consider more publications.
- Granting the Department more opportunities for employing more demonstrators.
- Making appropriate propaganda in order to increase students enrolment to zoology Department.
- Remodelling and developing study plans either for undergraduate or postgraduate to cope with the advancement and modern techniques in Zoology.

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GOALS refer to the major program aims, ambitions, and purposes (**What** the program is attempting to accomplish?)

OBJECTIVES refer to specific action points the program has in place to achieve each goal (**How** is the program attempting to accomplish the goals).

PERFORMANCE INDICATORS refer to the measurement criteria used to evaluate each objective.

TARGET BENCHMARK refers to the intended or desired outcome that is anticipated when each goal is complete.

SUMMARY ANALYSIS refers to a study comparing all the target benchmarks with the actual outcomes determined by the performance indicators (Examine all the goals together and compare and contrast the expected target results with the actual results provided by the performance indicators.). The summary analysis is an overall assessment of the success that the program in achieving its goals.

2. Program Evaluation in Relation to Goals and Objectives for Development of the Program

NOTE:
I. Reports on these items should be expanded as necessary to include tables, charts or other appropriate forms of evidence, including trends and comparisons with past performance, or with other institutions where relevant.)
II. Information should be provided on performance indicators that relate directly in alignment with the mission, goals and objectives

---

1.State goal/objective
Prepare highly qualified educators and technicians using all possible means.

Target benchmark or standard of performance
- Rating of final year students on the quality of the Program
- Satisfaction of employers about the graduates of the program in a conducted survey.
- Students and teaching staff ratio
- Average teaching load
- Percentage of teaching staff with Ph.D. degree.

Result achieved or actual benchmark

KPI	Result achieved		Comments
	KSU	Cal. Univ.	
Rating of the students on the quality of the Program, in response to the statement: "I am generally satisfied with the level of quality of my educational experience at	90% are generally satisfied	Not available	

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KSU"			
Average teaching load (Teaching hours per week)	8 hours/week	7	Teaching load is medium
Students and teaching staff ratio	M 1.31:1	70: 1	good
Rate of satisfaction of employers about the graduates of the program in a conducted survey, in response to the statement: "By and large we are satisfied with the graduates of the program"	80% of them agree, and 20% are neutral in their opinion.	Not available	
Percentage of teaching staff with Ph.D. degree	100%	Not available	Most of them obtained their degree from American and
Average Class Enrollment	M 73	Not available	

Comments and analysis

All graduates fulfil the requirements for teaching posts in public educational institutions as school teachers. As a technician in Governmental and Private sectors.

2. State goal/objective
Develop a curriculum that is responsive to the needs of the employment market.

Target benchmark or standard of performance
Desired benchmark or standard of performance, Oregon state University, USA

Result achieved or actual benchmark

KPI	Result achieved		Comments
	KSU	Standard of Performance	
Number of service courses taught in the first semester 1435/1436	All required courses	100%	Fulfilled
Number of service courses taught in the second semester 1435/1436	All required courses	100%	Fulfilled

Comments and analysis
1- The contribution of some members of the faculty to work part-time as advisors with some relevant government authorities.

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2- The presence of four Research Chairs of different specialized research areas.

3- The presence of the Scientific Center for Excellence.

4- Presence of large well-organized research groups in different research areas working in collaboration with Nobel Laureates.

3 State goal/objective
Prepare Pure and applied researches and publish them in well known and respected international journals.

Target benchmark or standard of performance
- Ratio of teaching staff to their research publications in refereed international journal
- Number of talks presented in international scientific conferences

Result achieved or actual benchmark

KPI	Result achieved		Comment
	KSU	Cal. Univ.	
Ratio of faculty to their research publications in refereed international journal (ISI)	1: 2.31	Not available	
Number of talks presented in international scientific conferences	14	Not available	
List of international collaborative agreements signed with world authorities in research	6/year	4 external speakers/ week	Poor

Comments and analysis
Staff members have a good relationship with many international scientists (e.g. Nobel laureate, Prof. Günter Blobel (Laboratory of Cell Biology, Howard Hughes Medical Institute, Rockefeller University, New York)) and participated in international conferences (e.g. British Renal Society Integrated Conference, Harrogate International Centre (2006). Harrogate, UK and 29th Göttingen Neurobiology Conference, Göttingen, Germany, 12 - 15. June 2003).

4 State goal/objective
To be well connected with the community to provide all possible educational programs   that can solve problems and increase their awareness.

Target benchmark or standard of performance
- The number of part-time consultants to the total numbers of Faculty members employed by the Department of Zoology
- Number of projects, supporting fund for each project and number of faculty members shared in the project

Result achieved or actual benchmark

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KPI	Result achieved		Comment
	KSU	Cal. Univ.	
The number of part-time consultants to the total numbers of Faculty members employed by the Department of Zoology	1: 1.85	Not available	
Number of projects, supporting fund for each project and number of faculty members shared in the project	23	Not available	

Comments and analysis

1. Organization of public lectures and publishing some articles in newspapers and magazines in Saudi Arabia.

2. Protection of the environment in Saudi Arabia and participation in the protection of animals extinct through counseling, writing books, make TV programs, the membership of environmental protection associations.

3. Cooperation with some satellite channels to oversee the programs.

4. Participating in the creation of the National Museum of Natural History.

5. Consultation of scientific and medical aspects in some ministries and hospitals.

6. Participating in the rehabilitation of students and the Ministry of Education in the junior Olympic competition.

7. Participation in exhibitions and festivals to display the types of animals and to promote a culture of awareness and attention to animals.

8. The Department has a good relation with many local universities (e.g. Hail University), research center like (King Abdulaziz City for Science and Technology. There is also some sort of special connection with the private sector (e.g. Sabic) for supporting many scientific projects financially.

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G. PROGRAM CONTEXT

1. Describe the significant elements in the external environment (including any important recent changes)

The key factors and trends associated with the regional context pertaining to education are summarized as follows:

1) The major issues of increasing *oil depletion* and *high population growth.*

2) *Low Saudi high school outcomes*

3) *Shifting Saudi demographics and job market needs*: In KSA there is a large youth population (over 40% are below the age of 15), with a high youth unemployment rate despite the strong demand for highly-skilled labor (30% of Saudi youth are unemployed).

4) *Increasing support to the Saudi higher education sector*: A substantially larger budget for the educational sector reaching SAR 204 billion in 2013 from SAR 94 billion in 2007. In addition, 2009 has seen the establishment of King Abdullah University of Science and Technology, which is the first Saudi post-graduate University.

5) *Entry of competing outstanding international universities into the region:* Qatar has attracted institutions such as Weill Cornell Medical School, Carnegie Mellon and Georgetown University, Virginia Commonwealth University and the UAE has attracted the London Business School, the Sorbonne, and INSEAD.

6) *Desired shift in the Kingdom towards a knowledge-based economy*: The national leadership has clearly emphasized the importance of creating a competitive knowledge- based economy (e.g., professional knowledge services, healthcare, engineering, education), and has designated Saudi's six economic cities to focus on knowledge industries.

More specific changes and trends related to Science education:

1) The rapid developments and new trends in the field of Science education including Zoology necessitated adoption of new learning methods and compliance with new education standards. Basic and applied Sciences curricula and learning material and methods cannot remain stagnant ignoring these new trends. This has necessitated a significant reform in our curriculum and learning environment to adapt to these

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changes.

2) Until ten years ago, there were only four Science Colleges in Saudi Arabia. In the last ten years, more than 25 new College of Science have set up, mainly governmental but also private. As the first College of Science and a leader of basic Science education in the Gulf region and since many of the deans and faculty of the new emerging College of Science are graduates of this College, there has been a tremendous responsibility felt by the leadership, administration, and staff of this College in maintaining a role model in effective under and postgraduate medical education in addition to the research and community service functions of the institution. The leadership role of the College is a high standard that it is committed to and that will require a continuance quality improvement system of which accreditation is a strong component.

3) The basic Science is the core for the economic development in all fields and improves the life of humankind, so the very important priority for the College of Science is to graduate more scientists and exprtese to serve the community. This is a true challenge since in many occasions this may come on the expense of quality of the graduate. The College has managed over the years to consider quality as the upmost factor and accommodate the increasing numbers of students only after high quality education is secured and guaranteed.

Changes in the Institution Affecting the Program:

Certain important and very positive improvements have taken place at KSU level. Based on the KSU 2030 Vision, KSU is transformed into a world-wide, more compact, more responsive institution, focusing on creative research aspects. This transformation has significant implications. Such a transformation requires new processes and procedures; new organizational systems at human, information and resource levels; and, not least, new mindsets: all of these are beginning to take shape. In June 2009, in order to pursue its desire for excellence, KSU redefined its future strategic direction, resulting in a new 2030 Vision and Mission, and thus new key strategic objectives; these formed an ambitious new Strategic Plan for the University.

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KSU's new vision is: "*To be a world-class University and a leader in building the knowledge-based society".*

KSU's new mission is: "*To provide distinctive education; to produce creative research; to serve and contribute to society by building a knowledge-based economy and community through learning in a creative, thinking environment, with the optimal use of technology; and to create effective local and international partnerships".*

The University implemented the "Preparatory Year Program "in order to enhance the professional skills of students and to make them more competitive in a changing labor market. This Program emphasizes the following skills: the English language, computer and IT, thinking and communication, and entrepreneurship. Moreover, new deanships have been created to pursue and meet the ambitions of the University leadership for quality and continuous improvement. These new deanships are:

- The Deanship of Development
- The Deanship of Quality
- The Deanship of E-learning and Distance Education
- The Deanship of E-Transactions and Communications.
- The Deanship of Skills Development

To improve its academic performance, and the outcomes of its scholarship and research, a number of initiatives have been undertaken by the University. These include:

- The research chairs' Program. This presently involves 123 (Annex D.2.1: King Saud University 2012) committed chairs and several specialized research institutes and centers of excellence.

The International Twinning Program.

- The Nobel Laureates' Program.

An ambitious reward system for excellence which offers awards for academic scholarship and research achievements.

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These initiatives have resulted in KSU significantly improving its international standing. It is currently ahead of all Saudi, Gulf and Arab universities in three major academic rankings: Web metrics, QS Time and Shanghai Jiatong. KSU graduates are currently rated the best in the Kingdom, as well as rating highest among Saudi universities in terms of admission and degree completion at leading international universities through the King Abdullah Scholarship Program. Moreover, KSU graduates, studied abroad to gain Master's and Ph.D. degrees have been commended for excellent performance.

In the drive to enhance and develop the skills and knowledge in society, such graduates are supported at KSU by a Science Park that includes:

- Research Excellence Centers

- The Riyadh Techno Valley Project (RTV)

- Satellite Laboratories

- Technology Incubators

KSU recognizes the importance of Strategic Planning and Management and has already made headway in this area by developing the 2030 KSU Strategic Plan, resulting in the implementation of the University Advisory Council, the Project Management Office and a new, more streamlined organizational structure, as well as developing procedure manuals for all academic units in order to improve the University's administrative processes.

To provide automated performance statistics, and to generate reports, a new administrative system (Madar) has also been implemented to improve and facilitate the exchange of information within the University. Moreover, as a quality assurance measure, all units within the University campus have been encouraged to obtain the ISO 9001. Wide-ranging discussions have taken place at all levels concerning the University's strategic direction and the Rector has issued invitations to all faculty members, students and staff to take part in the current quality improvement process.

KSU has also played a major role in a national higher education initiative that has resulted in the creation (from Colleges originally associated with KSU) of three regional universities (Al-Kharj; Al-Majmaah and Shaqra) in 2009. This has the University to be a leader and more

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focused organization offering more efficient academic programs. In order to place KSU as a leading institution (both regionally and internationally) and to enable it to cope with challenges and competition more effectively, a number of strategic infrastructure programs have also been implemented. A large endowment fund Program has been developed by the University in order to be financially self-sufficient regarding high-investment projects. Quality Management is of central importance to KSU in its drive for excellence. In this regard, the following progress and developments have been made:

- The creation of the KSU Quality Governance Structure.

- The development of the Quality Model for KSU.

- The implementation of the KSU–QMS program.

- The completion of the KSU-KPI project.

- The development of a Management Information System (MIS).

- The launch of the Data Warehouse Project, to encourage active participation.

Other driving source of change affecting the Zoology program comes from the College of Science:

The College of Science aspires to offer excellent and successful programs including Zoology, high quality outcomes, and efficient faculty and administrators so that it will attract dedicated and successful students to join the College. To achieve its ambition as a leading College of Science in the region, a few key initiatives are initiated. Some of these initiatives are:

- **Distinctive faculty:** To keep abreast with the ever-changing needs of the labor market within national and international criteria, the College has embarked on the recruitment of a selective group of faculty members who obtained their academic degrees from high ranking universities in American, European, Asian, and Arab world. They are professional and have a state of art research contributions.

- **Progressive curriculum venture:** The College is currently revising the study plans of all programs in order to design new plans that include new advancements in different fields and cope with the requirements of the local and regional market. The College obtains

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academic accreditation for its programs from authorized international institutions (ASIIN e.V). Development of this Self-Study Report has been a valuable learning experience and a critical step in accomplishing our desired goals and represents the combined efforts of the entire faculty and staff of KSU – College of Science.

Building bridges: The College is building bridges with the local community through offering training and consultative programs to exchange knowledge and meet the requirements of the community. The College facilities and equipment are available to serve the surrounding community.

2. Enrolment Management and Cohort Analysis (complete tables on the following pages)

Cohort Analysis refers to tracking a specific group of students who begin a given year in a program and following them until they graduate (How many students actually start a program and stay in the program until completion).

A **cohort** refers to the total number of students enrolled in the program at the beginning of each academic year, immediately after the preparatory year. No new students may be added or transfer into a given cohort. Any students that withdraw from a cohort may not return or be added again to the cohort.

Cohort Analysis Table 1 provides complete tracking information for the most recent cohort to complete the program, beginning with their first year and tracking them until graduation (students that withdraw are subtracted and no new students are added).

Cohort of the Academic Year tables refer to current cohort tracking that is in progress. A separate cohort tracking table should be provided for each year.

3. Analyze the mission, goals, content, and methods of delivery of the program and describe any implications for changes that may be required in as a result of changes noted under 1 and 2.

- Introducing significant changes of the curriculum.

- Integrating labs in many courses.

- Creating the research chairs and centres of excellence.

- Improving the student's facilities and smart classroom.

- Give opportunity to present staff to attend training sessions on e- learning.

- Appointing new and professional staff members to join the Department.

- Introducing new quality assurance arrangements, which require training for academic and the supporting staff to be familiar with these arrangements.

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NOTE: A SEPARATE TABLE MUST BE USED FOR EACH BRANCH/LOCATION CAMPUS.

Enrollment Management and Cohort Analysis (Table 1)

Student Category	2007-08	2008 -09	2009-10	2010-11	2011- 12	2012-13	2013-14	2014-15
Total cohort enrollment	*PYP	--	59	50	52	44	41	38
Retained till year end	--	--	59	46	48	42	41	38
Withdrawn during the year and re-enrolled the following year	--	--	2	3	6	9		
Withdrawn for good	--	--						
Graduated successfully	--	--	10	17	5	17	9	38
Provide a Cohort Analysis of the Academic Years: 2008 – 2011								

* PYP - Preparatory Year Program

Cohort of the Academic Year: 2010 – 2011 (Table 2)

Semester				First	Second	Summer
Total student enrollment at the beginning of year		PYP				
Progressed through the year						
Withdrawn during the year and re-enrolled the following year				1	1	1
Withdrawn for good						
Graduated successfully				12	0	5
Provide Analysis						

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Cohort of the Academic Year: 2011 – 2012 (Table 3)

Semester				First	Second	Summer
Total student enrollment at the beginning of year			PYP			
progressed through the year						
Withdrawn during the year and re-enrolled the following year				4	1	1
Withdrawn for good						
Graduated successfully				3	1	1
Provide Analysis						

Cohort of the Academic Year: 2012 – 2013 (Table 4)

Semester				First	Second	Summer
Total student enrollment at the beginning of year			PYP			
progressed through the year						
Withdrawn during the year and re-enrolled the following year				4	3	2
Withdrawn for good						
Graduated successfully				6	10	1
Provide Analysis						

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Cohort of the Academic Year: 2013 – 2014 (Table 5)

Semester				First	Second	Summer
Total student enrollment at the beginning of year			PYP			
progressed through the year						
Withdrawn during the year and re-enrolled the following year						
Withdrawn for good						
Graduated successfully				0	2	2

Cohort of the Academic Year: 2014 – 2015 (Table 5)

Semester				First	Second	
Total student enrollment at the beginning of year			PYP			
progressed through the year						
Withdrawn during the year and re-enrolled the following year						
Withdrawn for good						
Graduated successfully				7	2	

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H PROGRAM DEVELOPMENTS

1. <u>Provide a list</u> of changes made in the program in the period since the previous self-study or since the program was introduced. This should include such things as courses added or deleted or significant changes in their content, changes in approaches to teaching or student assessment, or program evaluation processes etc.

By the end of the academic year 1435-1436H (2014-2015 G) the following changes have been made:
 1. The study plan has been updated and developed:
    a) Introducing several elective courses.
    b) Adding one compulsory course.
    c) Some textbooks have been changed or updated.
    d) Majority of classrooms have been equipped with smart boards (PPT).
    e) Gradually switching over to English language as the medium of instruction at least 40% of study plan courses.
 2. Number of students in each group is specified to be no more than 25 students for program students to give better services especially during practical sessions
 3. New teaching staff in recent disciplines of Zoology
 4. Unified exam for all sections in each course (example: Z00-145)
 5. Training course and workshops for the new staff (Deanship of skills development)
 6. The start of teaching according to modern technologies. This includes modernizing teaching classes, and the use of modern technologies.
 7. Increasing the credit hours of the research project from 3 to six hours to enable student to acquire the skills of presentation and communication.
 8. Following up staff files to improve evaluation techniques.
 9. Introducing a learning resources' unit.
 10. Publication of the Dept. Activities on the Dept. site.
 11. Forming a consultative council from specialized private and public sectors.
 12. Spreading Quality culture in the Dept.
 13. Publishing the new works of the Dept. to be seen by all students and visitors.
 14. Transforming courses' description into the National Commission for Academic Evaluation and Accreditation models in addition to course description.
 15. Having a documentary data base in the Determent for staff members activities.

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2. **Comparison of planned and actual enrollments table**.

Year	Planned Enrollment	Actual Enrollment
1435-1436 H / 2014-2015 G	55	38
1434-1435 H / 2013-2014 G	60	41
1433-1434 H / 2012-2013 G	60	44
1432-1433 H / 2011-2012 G	70	52
1431-1432 H / 2010-2011 G	70	50
1430-1431 H / 2009-2010 G	70	59
1429-1430 H / 2008-2009 G	60	70

Provide analysis and an explanation report if there are significant differences between planned and actual numbers.

- This table indicates that the no. of actual enrolments is declining which might be due to the decreased overall no. of students enrolled in College of Science.

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I. Evaluation in Relation to Quality Standards (Refer to *Standards for Quality Assurance and Accreditation of Higher Education programs)*

NOTE FOR SECTION H

Response reports should be provided under each of the quality sub-standards set out in the *Standards for Quality Assurance and Accreditation of Higher Education programs.*

- To ensure a full understanding of the SSRP, explanatory reports are included in order to give background information or explanations of processes relevant to the standard or sub-standard concerned.

- The reports should summarize the process followed in investigating the performance in relation to each standard and sub-standard.
- A vital element of the SSRP is to provide specific data, show trends, support conclusions, and make appropriate comparisons with other programs selected to provide benchmarks for evaluation of performance. This data may include key performance indicators, other statistical information, figures derived from survey results, student results or anything that provides clear evidence about the matter being evaluated. A simple assertion that something is good, or needs improvement, is not sufficient without evidence to back it up.

- Integrated into this SSRP are KPI tables for measurement of quality. Each KPI table is placed at a specific point where quality assurance must be demonstrated. Programs may use NCAAA KPIs or develop their own KPIs to complete them.

    NOTE: programs are required to use 50% or more of the suggested NCAAA KPI's.

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Standard 1. Mission and Objectives (Overall Rating_____4_____ Stars)

The mission of the program must be consistent with that for the institution and apply that mission to the particular goals and requirements of the program concerned. It must clearly and appropriately define the program's principal purposes and priorities and be influential in guiding planning and action.

Provide an explanatory report about the development and use of the mission for each of the following sub-standards:

The Department of Zoology started to define the mission and the objectives of its program in 25 – 2 - 1430 H. The mission of Zoology program was written in coordination with the missions of University and College of Sciences as well. All Departments' academic staffs are consulted during the phase of writing the mission and made aware of the mission statements of the College and University. They show commitment to go with the University and College mission statement. They are encouraged to give their input in implementing mission statement and help in making the mission statement a success. Finally, the mission is submitted to the Department staff council for authorization and approval (**Annex G.1.1**). The mission was also approved by the College Board and by the University Board in his fourth session, year 1433/1434 H (Annex G.1.2). The mission was published on posters, banners, the Department's website, and Department's manual.

1.1 Appropriateness of the Mission

The mission, vision, goals and objectives of the program of Zoology have been designed to work together to define the program's uniqueness.

Vision: Our vision in the Department of Zoology is to be a pioneer of excellence in education, scientific research and community service.

Mission:.To prepare highly qualified educators and technicians in life Sciences, who can meet and respond to the needs of the employment market, through modern educational, research facilities and professional practice to serve the community.

Major Goals/Objectives:

Zoology is central to our understanding of the world. Zoologists seek to discover the fundamental principles that underpin animal life focusing on the diversity, function and structure of animals and thus providing the scientific bases for our knowledge both of the creatures with whom we share this planet and of ourselves.

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This Department strives to create an environment that enables teaching and research to attain high levels of excellence and in which its members can achieve their full potential.

1- Prepare highly qualified educators and technicians using all possible means.

2- Develop a curriculum that is responsive to the needs of the employment market.

3- Prepare pure and applied researches and publish them in well known and respected international periodicals.

4- Connected with the community to provide all possible educational programs   that can solve problems and increase their awareness.

Mission of the College of Science

To offer study programs and developed research projects capable of providing society with knowledge and trained personnel through a stimulating environment for learning, creativity and scientific research with continuing quality to ensure optimal use of technology and general partnership.

Objectives of the College of Science

- OCS.1: Achieving excellence in higher education, scientific research and community service.
- OCS.2: Developing and implement ways to ensure quality performance and output.
- OCS.3: The optimal use of resources and modern technology.
- OCS.4: Providing a stimulating environment administratively and academically.
- OCS.5: Attracting the best faculty members, staff and students.
- OCS.6: Establishing effective partnerships locally and globally.
- OCS.7: Enhancing the scientific culture and its activities, and to consolidate the philosophy of Science.

The mission clearly reflects the Department's goals; all decisions and actions derive from and are informed by the statements therein and, as such, they serve as a clear guide for the Department to become a leading institution. The Mission, by clearly articulating the goals, objectives and vision of the Department of Zoology, emphasizes its commitment to achieve excellence in teaching and

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learning, distinction in research, and to deliver high-quality community services.

The mission and vision is very tightly related to the College of Science mission and vision. Through innovative education, world class research, and community services we can achieve the vision of College of Science by contributing in building the knowledge based economy that our country greatly needs.

When the strategic objectives of the Department of Zoology was mapped against the strategic objectives of College of Science, there was a very significant match (Table G.1.1).

Table: G. 1.1: Mapping of the Department of Zoology and the College of Science Objectives

Objective of The Department of Zoology	Objectives of College of Science						
	Achieve excellence in higher education, scientific research and community service.	Develop and implement ways of ensuring quality performance and output.	The optimum use of resources and modern technology.	Provide a stimulating environment administratively and academically.	Attract the best of faculty members, personnel and students.	Establish effective partnerships locally and globally.	Enhance the Science culture and its activities, and to consolidate the philosophy of Science.
Prepare highly qualified educational and technical staffing.		√	√	√	√		√
Restructure curricula according to the vocational requirements of the labor market.		√					√
Undertake advanced basic and applied research to be published it in notable international	√		√				√

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periodicals.								
Communicate with the society by providing informative programs that contribute to enhancing public awareness and solving inherent society problems.	√							

The mission document also identifies the internal and external communities it serves, together with the outcomes to be achieved, while the Vision can be seen as a roadmap which directs planning. In this way, the Department of Zoology's vision mission, and goals support and are aligned to the core values of the College of Science and of King Saud University. Figure G.1.1.1- G.1.1.5, shows faculty and students response to the statement "there is close link between the Department's mission and its activities". So, although these figures show there is room for improvement, they also demonstrate that the Department's mission and goals are more than just documents. In fact, they are relevant to the day-to-day work of the faculty, and to the programs and courses taught within the Department.

- The vision can be seen as a roadmap which directs planning. In this way, the vision, mission, and goals of the Department of Zoology are aligned to the core values of the College of Science, King Saud University.
- The Department of Zoology is seeking to achieve the values adopted by the King Saud University, as follows:
- **Quality and Excellence**: Pay attention to the application of intellectual standards in teaching and learning, and innovation in pursuit of excellence
- **Leadership and teamwork**: the commitment to work in a team spirit through the promotion of specialized research groups
- **academic freedom**: to promote scientific activities while retaining the distinctive human intellectual creativity and innovation

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- **justice and integrity**: the commitment of all members of the Department of the fidelity, faithfulness and ethics

- **Transparency and accountability**: The Department works through a clear vision to ensure transparency and the right of accountability

- **Continuous learning**: the adoption of continuous learning within the Department and outside to raise the efficiency of the educational process in all its elements

- **Giving and giving**: a commitment to the principle of sincerity, seriousness and dedication to work in education and scientific research.

Table G.1.2: Rating of Staff on their awareness of the mission and objectives.

There is close link between the Department's mission and its activities"	Staff (n = 9)
Strongly agree.	4
Agree.	5
Agree to some extent	-
Disagree	-
Strongly disagree	-
The Mission statement contributes in achieving the Departments objectives"	**Staff (n = 9)**
Strongly agree	5
Agree	4
Agree to some extent	-
Disagree	-
Strongly disagree	-
Mission statements reflected the needs of its community.	**Staff (n = 9)**
Strongly agree	4
Agree	4
Agree to some extent	1

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Disagree	-
Strongly disagree	-
The mission reflects essence of the development of the Department of Zoology.	**Staff (n = 9)**
Strongly agree	4
Agree	4
Agree to some extent	1
Disagree	-
Strongly disagree	-
The mission statement guides decision-making processes and the development of policies in the Program .	**Staff (n = 9)**
Strongly agree	3
Agree	4
Agree to some extent	2
Disagree	-
Strongly disagree	-

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Figure G.1.1.1: Staff member's response to the statement "there is close link between the Department's mission and its activities"

	Strongly Agree	Agree	Agree to some extent	Disagree	Strongly Disagree
■	44%	56%	0%	0%	0%
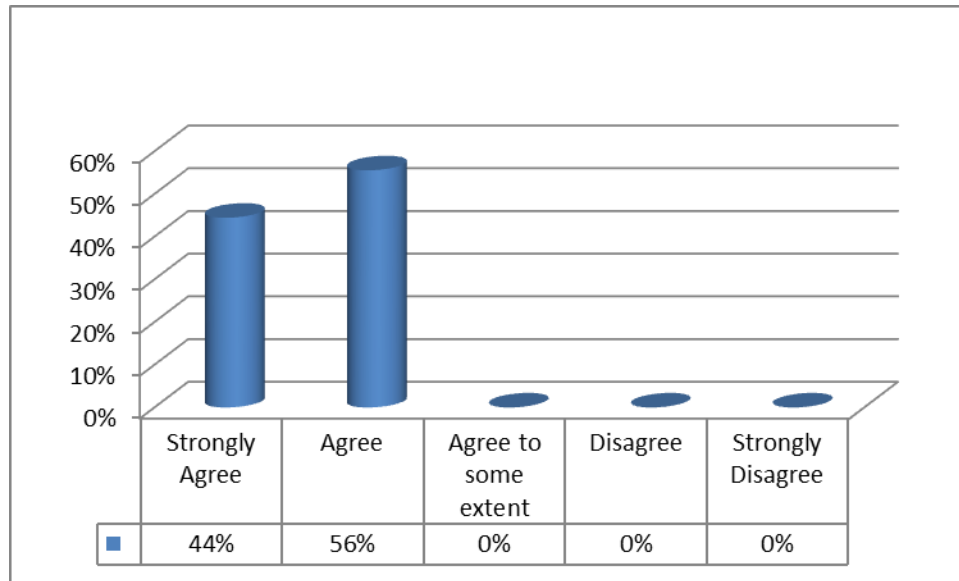
Figure G.1.1.2: Staff member's response to the statement "the Mission statement contributes in achieving the Departments objectives"

	Strongly Agree	Agree	Agree to some extent	Disagree	Strongly Disagree
■	56%	44%	0%	0%	0%

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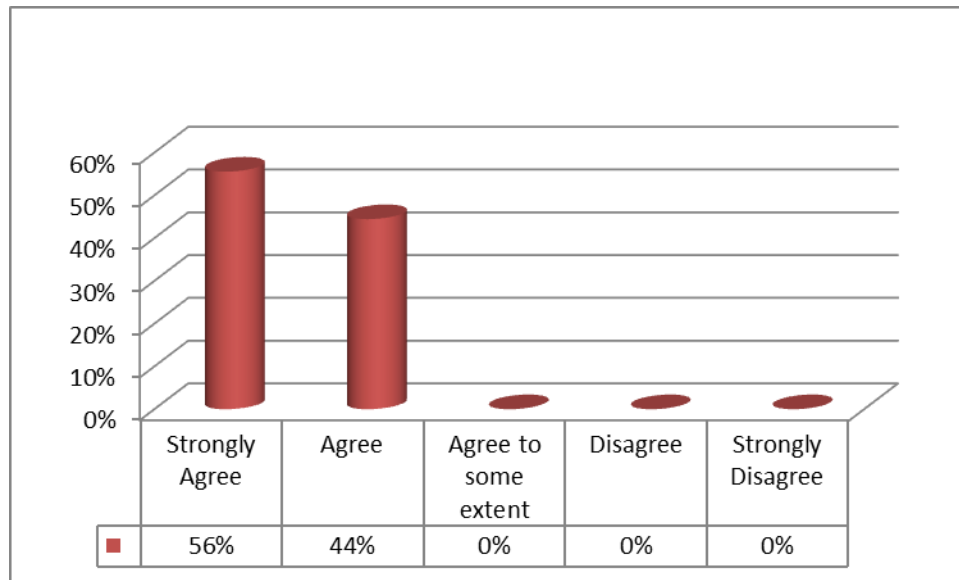
Figure G.1.1.3: Staff member's response to the statement "Mission statements reflected the needs of its community"

	Strongly Agree	Agree	Agree to some extent	Disagree	Strongly Disagree
■	44%	44%	11%	0%	0%
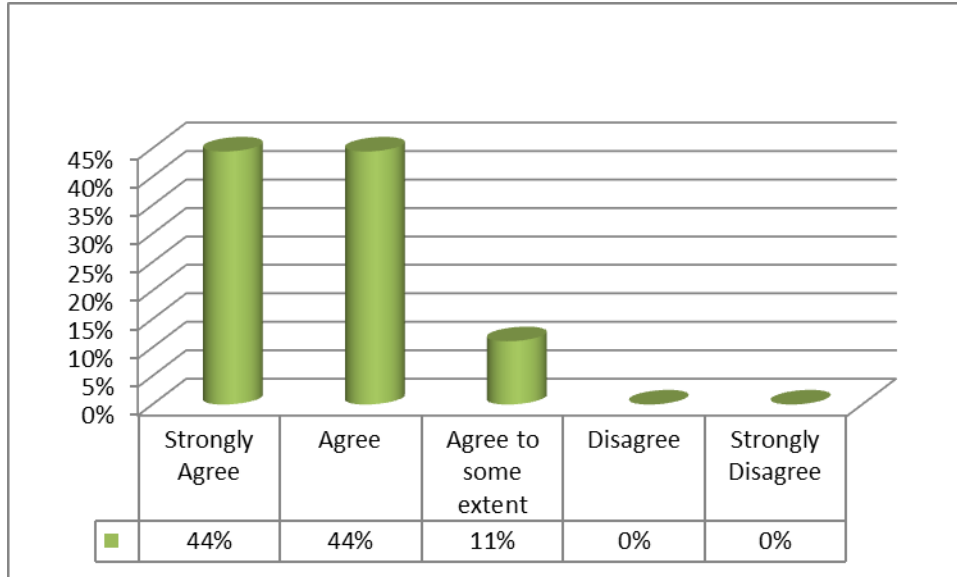
Figure G.1.1.4: Staff member's response to the statement "The mission reflects essence of the development of the Department of Zoology"

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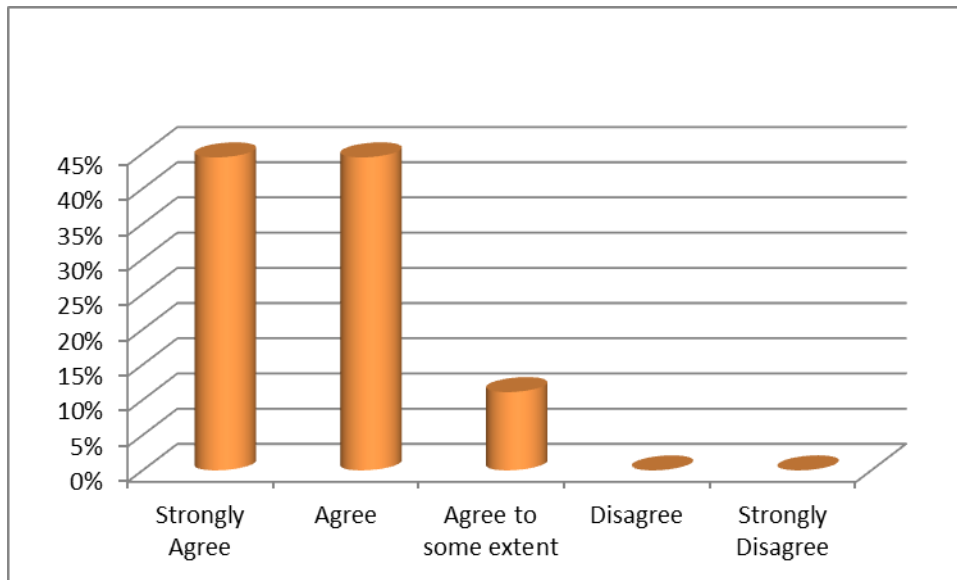
Figure G.1.1.5: Staff member's response to the statement "The mission statement guides decision-making processes and the development of policies in the Program"
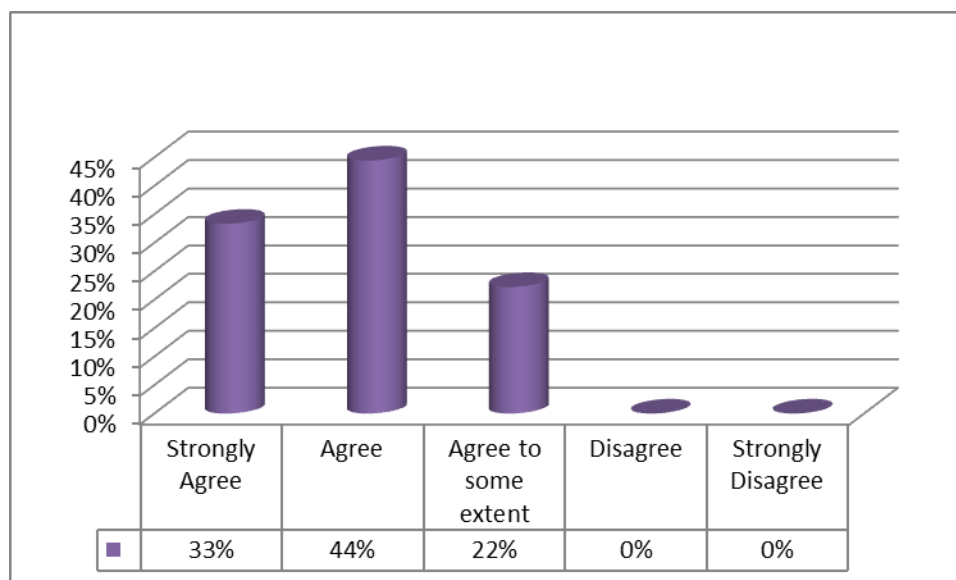
The mission, vision, and values are well communicated and visible in most locations in the Department of Zoology and the College of Science. Multiple open sessions has been organized to familiarize our staff about this mission. It is also clearly posted on the College website. This mission enjoys wide awareness from staff and students as evident by the results of related questionnaires (Table G.1.1.3)

Table G1.1.3: Rating of Staff and Students on their awareness of the mission and objectives

Awareness of the mission and objectives	Staff (n =9)	Students (n=20)
Strongly agree	7	10
Agree	2	2
True to some extent	0	4
Disagree	0	3
Strongly disagree	0	1

1.2 Usefulness of the Mission Statement

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- **The mission reflects the development of the program plans and its orientations,** which is an effective tool to align Department members around a common purpose. The mission statement establishes directions for the participation in providing education, providing community services, and stimulating research process, throughout qualified outputs fulfilling the national qualifications framework for bachelor degree.

- A new study plan was set up considering new courses related to society requirements and employment market. Data related to education and community services are listed in relevant appendices.

- As the mission statement shows, the Department of Zoology prepares students for undergraduate and graduate degrees largely through effective teaching; importantly, students are regarded as partners in the learning process and gain knowledge and expertise in theoretical areas by completing coursework, through which they are also offered opportunities for research. They also experience independent study with the support of faculty, attend formal activities and make presentations. Opportunities for students to develop socially, ethically, spiritually and intellectually are encouraged in the Department of Zoology; the curriculum also stresses ethical issues and promotes both the appreciation of individual differences and the importance of community service on and off campus (Annex G.1.3: the Department of Zoology curriculum).

1.3 **Development and Review of the Mission**

In preparation for the first draft of the mission statement, the steering committee has the responsibility to excite this task based on QMA. Several meetings and discussions were held in the Department to define the mission of the program. The discussions of the proposed form of the Mission statement of the B.Sc. Program have been held in the Departmental Council in 27/11/1430H, where most of the faculty members from males and females are participated in this debate. After the first draft was established, the AAAC committee assigned by the Department distributed it to the Department's staff and received the feedbacks. Later, the feedbacks of statement have been amended to be aligned with the Mission Statement and Strategic Plan of the College. Then, this amended form has been approved by the Departmental Council in 27/11/1430H.

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A survey was conducted in 1433H to gain input on the mission. In total, input was received from more than 23 students and 15 faculty members, and the resulting feedback made clear that the Department's existing mission, vision and objectives' statements remained relevant 56.5% of the students and 93% of the respondents agreed that the mission reflect essence of the Department of Zoology. These figures demonstrate that the Department of Zoology mission and goals are more than just documents. In fact, they are relevant to the daily work of the faculty, and to objectives of the courses taught within the Program.

1.4 <u>Use Made of the Mission</u>

The use made of the mission statement is to determine a scope for the staff members to be aligned around a common purpose, and to specify a strategic plan for the Program. The Mission Statement, together with the Program Objectives, consolidates the Department's Vision to become an educational leader offering excellent services. As pointed out before, the aspects of using the Mission Statement are different, classified in three main areas: education, research and Community service. The Department council issued many decisions supporting the implementation of the College's strategic plan and its initiatives that was initially driven from the mission statement.

For example:
- Updating the study plan
- Introducing a pole of elective courses
- The mission reminds faculty, staff and students of the above three main activities that the Department of Zoology provides. Procedures have been put in place to ensure that more of the Department's communities are aware of its mission, vision and values. For example, the mission statement is prominently displayed in Manual of the Department and on the website (http://sciences.ksu.edu.sa/sites/sciences.ksu.edu.sa/files/imce_images/department_handbook.pdf); it is also displayed in large frames in Department hallways and outside the office of the Department Chair.
- Induction activities for new students begin with an introduction of the mission as a guide to what they can expect from the Department. The mission statement is also introduced to new faculty

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members to be aware of its role in their responsibilities. Furthermore, some changes in the curriculum have been done recently. For example: adding some compulsory course and introducing a pool of elective courses. The Department stressed the importance of integrating education with research and community service.

- In addition, any proposals for new undergraduate or graduate studies or programs undergo an external review process, and all academic, administrative and student support units are reviewed and evaluated by external consultants (Annex G.1.4: External reviewer report). Responding to a survey carried out in 2012 by the Department of Zoology, 77% of respondents agreed that the mission statement guides decision-making processes and the development of policies in the Department (Table G.1.2 and Figure G.1.1.5) (Annex G.1.5: Mission statement Survey).

1.5 Relationship Between Mission, Goals, and Objectives

It is evident that the mission of the program is reflected in the main program objectives:

Zoology is central to our understanding of the world. Zoologists seek to discover the fundamental principles that underpin animal life focusing on the diversity, function and structure of animals and thus providing the scientific bases for our knowledge both of the creatures with whom we share this planet and of ourselves.

This Department strives to create an environment that enables teaching and research to attain high levels of excellence and in which its members can achieve their full potential.

Prepare highly qualified educators and technicians using all possible means.

Develop a curriculum that is responsive to the needs of the employment market.

Prepare pure and applied researches and publish them in well known and respected international journals.

To be well connected with the community to provide all possible educational programs that can solve problems and increase their awareness.

We believe that these objectives are fully consistent with the missions of the King Saud University and of the College of Science, and meet the needs of our core constituents.

The mission of the Department of Zoology, which offers Bachelor's, Master's and doctorate degrees,

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concords with its goals and objectives. It aims to develop students who are socially committed, who take responsibility for their own learning, who appreciate culture, critical thought, communication skills and the use of technology, and who seek their own continuous personal and professional development. Transforming the mission statement into the previous goals has impacted directly on Departmental operations as, through the formal strategic process, planning must align each strategic objective to goals and the goals are, in turn, used to determine which activities should be emphasized (See Table G.1.1). Thus, the Department has been able to promote initiatives, particularly those concerning its funding, which are specifically aligned to its own needs.

Provide a description of the process for investigation and preparation of report on this standard.

The Department's SSR committee started the process by which the mission was created and its relevant documents in details. Action was made to collect the needed documents and data to write down the first draft of the mission.

- The AAAC had conducted several meetings with administrators, stakeholders, students and the Department's staff.
- The first draft of the mission was then written, distributed to all members and feedback was then obtained.
- Finally, the final statement of the mission was written and approved from both the Department's council and the College Board.
- The committee has assured that the mission and vision statements are clearly displayed on posters, banners and the Department's website.
- The AAAC committee ensured that the mission statement is clearly stated in the orientations manuals for all staff, students, and new employees.

Key Performance Indicators:

- The average ratings of faculty and students to the statement " there is close link between the Department's mission and its activities "
- The average ratings of students to the statement "mission statements reflected the needs of its community ".

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- The average ratings of the faculty members to the statement "mission statements guides decision-making processes and development of policies in the Department "

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI: The average ratings of the faculty members to the statement "mission statements guides decision-making processes and development of policies in the Department "	
Target Benchmark	100%
Actual Benchmark	93.33%
Internal Benchmark	96%
External Benchmark	-
New Target Benchmark	

Analysis:
Zoology Department is urging all faculty members to interact with the program's mission and processes of making decision to achieve higher Benchmark. Rapid and smooth communication among faculty members is verified via Department head.

Overall Evaluation of Quality of Mission, Goals and Objectives. 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.

Summary of strengths:

- The mission statement is consistent with Department and College mission statements.

- The goals and objectives of the program are compatible with the mission statement.

- The mission statement is being given wide publicity among staff by circulating it through Departmental handbook and by putting on Departmental website.

- Each staff is encouraged to give his input in implementing mission statement and help in making the mission statement successful as much as possible.

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- The mission has been developed after wide consultation with internal and external stakeholders.

- There is a commitment of the Department to achieve the mission goals.

- The mission has been the basis of a full strategic and operational plan.

Areas requiring improvement

- Undergraduate, graduate students and stakeholders should be involved more in developing and reviewing the mission statement in the future.

- More benchmarking of indicators for the operational plan needs to be done

- Installing a mechanism to measure the performance indicators of the mission to be a guideline for all decisions taken in the Department.

- The participation of KSU's alumni as links with the job market so as to better prepare students for workforce in Zoology fields.

Priorities for action

- Utilization of students and Department alumni in promoting the Department vision and mission.

- Formulating a mechanism by which the Mission and Vision and their related KPI's are measurable guides for all decisions taken in the College.

- Establish a mechanism to report any misbehavior or non-compliance with the mission.

Annexes:

Annex G.1.1: The mission was approved by the Department's council

Annex G.1.2: The College board approved the mission.

Annex G.1.3: The Department of Zoology curriculum

Annex G.1.4: External reviewer report

Annex G.1.5: Mission statement Survey

Annex G.1.6. Vision, mission and objectives for the Department

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Standard 2. Program Administration (Overall Rating_____4_____ Stars)

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

Provide an explanatory report about the development and use of the program administration for each of the following sub-standards

The program administration starts at the level of Board of College which carries the responsibilities, has the legal authority, and includes the heads of departments. The Dean has the responsibility of handling administration cycle inside the College and Departments as shown in the following organizational chart. The covering laws and rules are all stated in the higher education laws manual as seen in Annex G.2.0: Higher Education Manual of laws and rules).

The Department is led by the head of the Department and usually the program is chaired by a well qualified senior member of faculty who usually has a good experience in administration. He is supported by 10 Departmental assigned committees which are dealing with different matters of administration and academic issues as shown in the sketch diagram in Section B. These 10 committees are supervised by the high steering committee.

The assignment of these committees aims to involve all faculty members in running the Department and share them in the decision-making process. These committees are dealing with different matters of administration and academic issues (e.g. teaching load, staff promotion, postgraduate and research Affairs, Society affairs, Laboratories and equipments facilities, Quality Assurance and Accreditation). Different members of the committees look at the matters in their domain and see if the program is working effectively and report the shortcomings and advice on methods of improvement to the staff council. These matters are then looked into and

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appropriate steps taken. Annex G.2.1: QMS, shows the responsibilities of each committee. The head of the Department and Department faculty council report directly to the top-administration of the College (The Dean and his vice-Deans).

Fig. G.2.1 The administration structure inside the College and Departments.
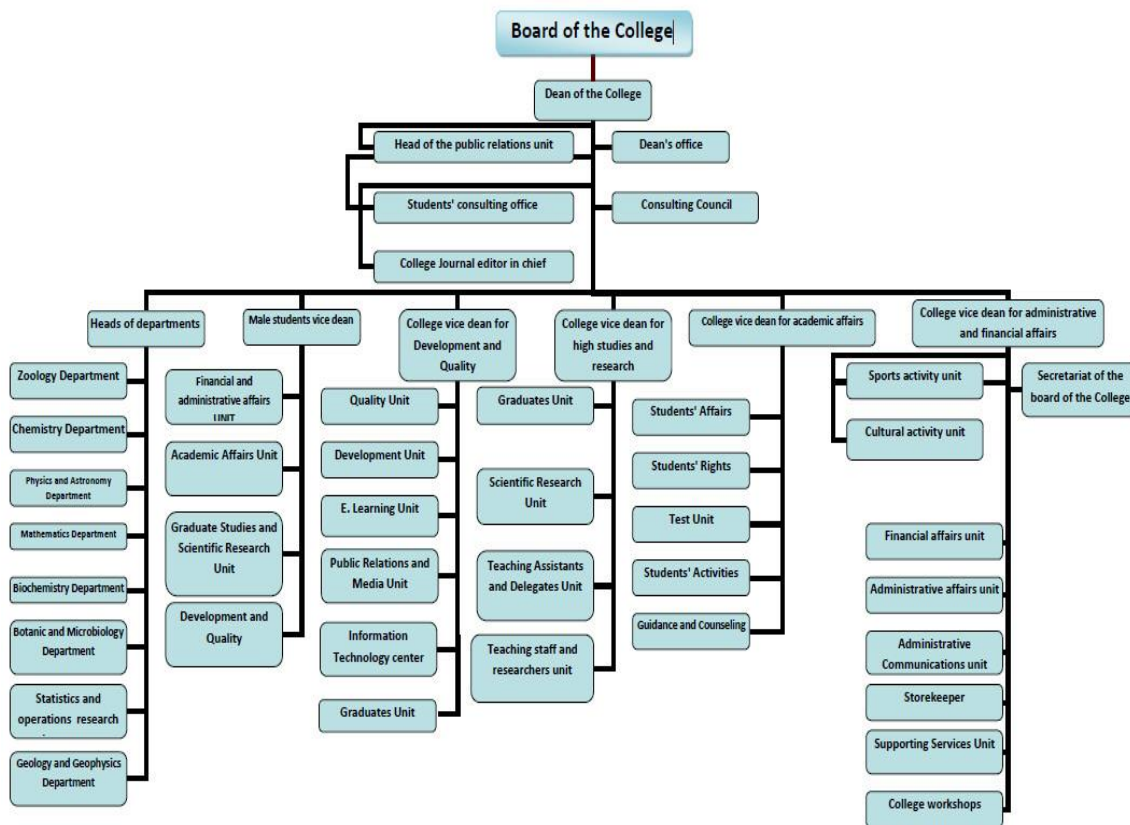
In addition, there is a program coordinator who assigned by the Department council and is responsible to coordinate and facilitate the teaching and learning matters of Zoology program. The standard criteria for choosing the coordinator are based mainly on being an acting staff with good reputation and experience in the quality assurance and accreditation field.

The program coordinator represent the program and the Department in the College QA unit, and he is responsible for coordination between the Department and the QA unit and Faculty

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administration in developing and implementation of quality strategy, follow up how the mission and objective of the program are achieved and supervising the preparation of the annual self evaluation report.

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

- Interviewing samples of faculty members and employees.

- Examining the records and reports for related events and committees, the Colleges Annual Report 1435- 1436H and job descriptions.

- Examining University and College Strategic Plan.

- Examining samples of documents from Departments (committee minutes, decisions, missions and goals, plans, etc.) and data available at the College website.

- Completing self evaluation scales based on results of indicators and information available, and identifying strengths, weaknesses, and priorities for improvement.

- Referring to the report and suggested action plan of the external reviewers, and responding to their recommendations.

- Writing a first draft of SSR

- Discussing the drafted of the SSR in the Department meeting, modifying it as required and approves the last version.

2.1 Leadership

Formal appointment procedures, through nomination, have been initiated by the University Rector for Deans and heads of Department, a procedure to delegate authority at all levels of has been approved, and management responsibilities, which are listed in a detailed guidebook, are clear to all Deans and heads of Department (Annex G.2.1.1: Policy of Deans' and Department chairmen Nomination Committee).

The new appointment policy involves the following: the Head of Statistic is nominated by the Department's Council; acting on the Council's authority, the Head of the Department has responsibility for the educational, financial and administrative activities of the Department and also ensures that the Department's functions take place according to policies and regulations

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established by KSU, College of Science and the Department of Zoology (Annex G.2.1.2: Job descriptions and duties of the Dean, Vice deans and Head of the Department). The Department's needs and concerns are passed on to the Council by the Head while the Chair provides facilitates Program and curriculum planning, as well as monitoring quality.

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

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

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

A survey was conducted in late 09 / 2015 to measure faculty members satisfaction. Results as shown that the majority of faculty members with mean 95 % stated that they can easily reach

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the head of the Department, and believe that the head of the Department is understanding and cooperative. Furthermore, the data analysis showed that most faculty with mean 80% feel that they can easily reach the administration.

Figure G.2.1.1: Staff member's response to the statement "I can easily reach the head of the Department"

	Strongly Agree	Agree	Agree to some extent	Disagree	Strongly Disagree
	89%	11%	0%	0%	0%
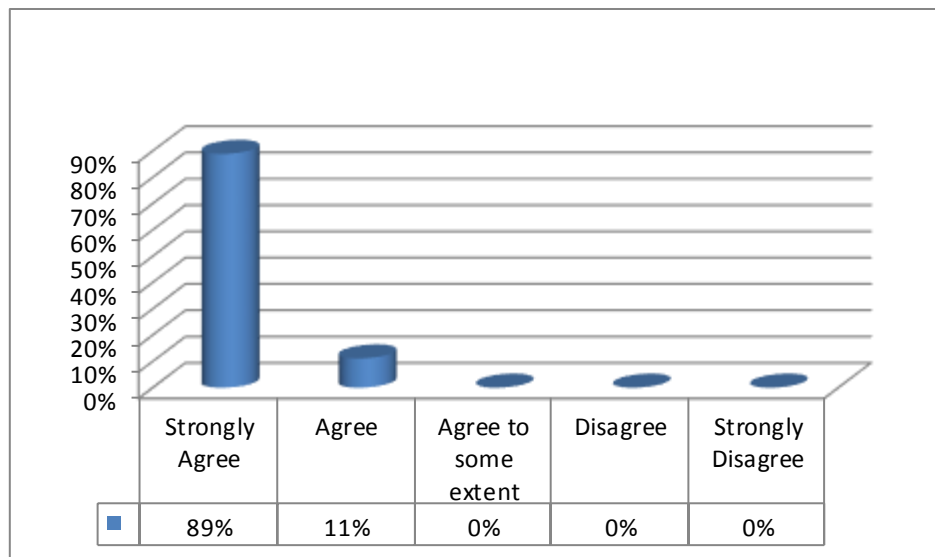
Figure G.2.1.2: Staff member's response to the statement "I can easily reach the program administration"

	Strongly Agree	Agree	Agree to som…	Disagree	Strongly Disa…
	78%	22%	0%	0%	0%

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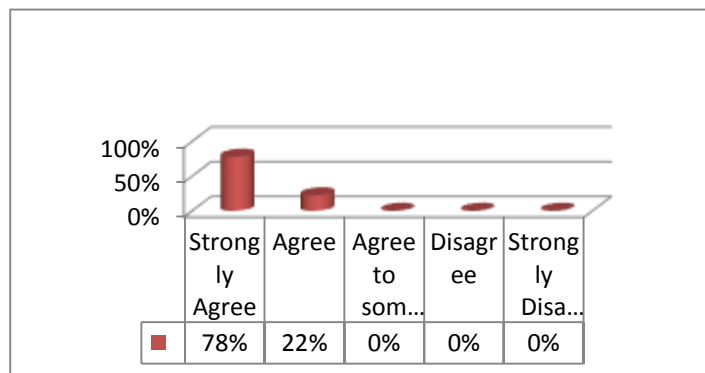
Figure G.2.1.3: Staff member's response to the statement "I believe that the head of the Department is understanding and cooperative"

	Strongly Agree	Agree	Agree to some extent	Disagree	Strongly Disagree
🟩	78%	11%	11%	0%	0%
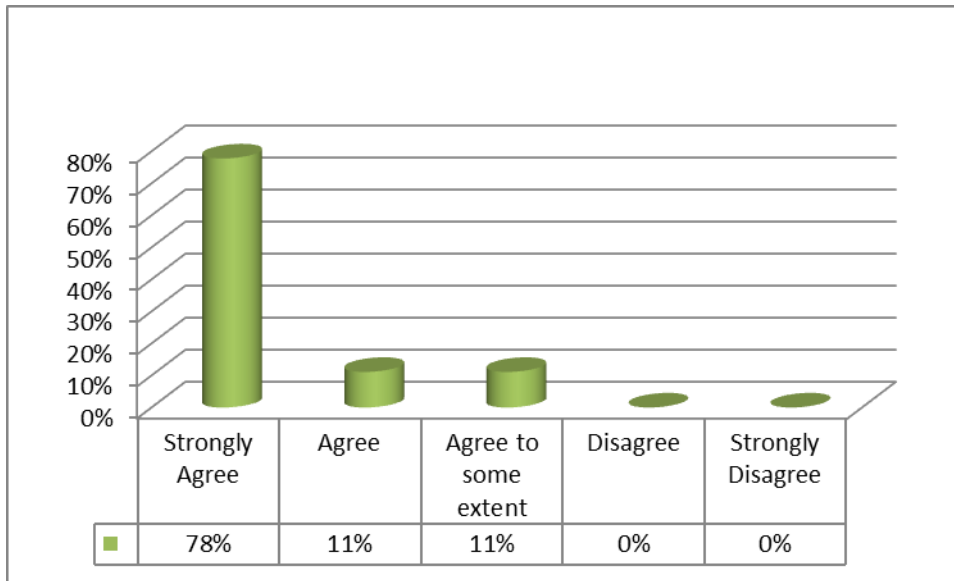
Figure G.2.1.4: Staff member's response to the statement "The program administration is understanding and Cooperative"

	Strongly Agree	Agree	Agree to some extent	Disagree	Strongly Disagree
🟧	89%	11%	0%	0%	0%

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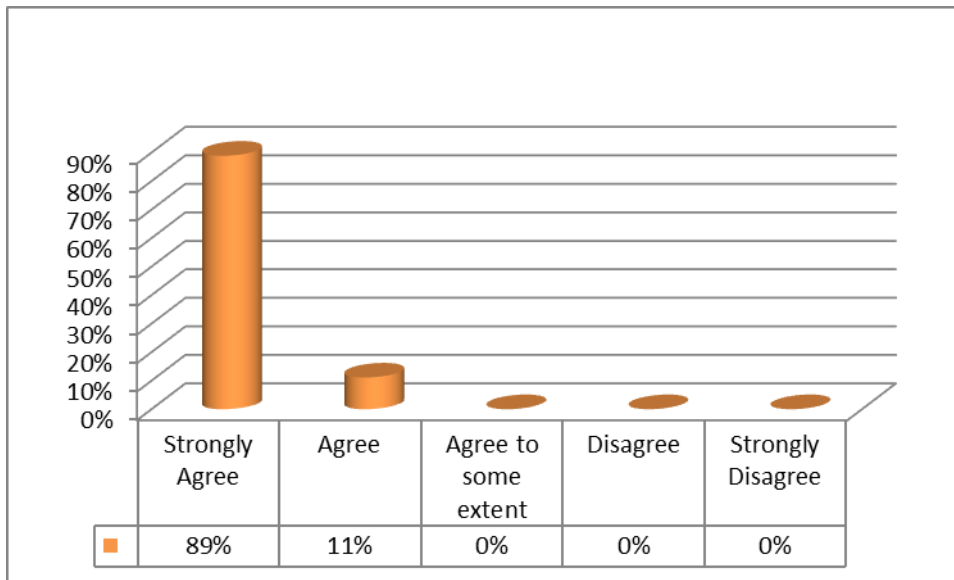
2.2 Planning Processes

The Zoology program is intensively involved in determining and improving the effectiveness of its educational and service efforts at all levels. These efforts begin with an annual planning process, including specific completion deadlines. They also include program-wide and divisional planning goals based on the mission of the program. Both areas of the process informed by a cycle that comprises the identification and filtering of issues, the implementation of changes and the monitoring of their success. The Strategic Plan in the College which is the basis of planning in the all programs has been formulated with the wide consultation and participation of all stakeholders (see Annex G.2.2.1: Strategic Plan of the College). The strategic plan offers a method of prioritizing funding, evaluating progress and improving communication, and this, together with the Department's vision, provides clearly oriented goals. The Strategic Plan, as a five-year overlapping cycle, is a clear and well-focused set of initiatives that are devised to advance the College including all the programs in key areas, serving as a roadmap for Department of Statistic's vision. Based on QMS, the steering committee of the Department's community and each initiative has its own team which is responsible for developing and overseeing progress (Annex G.2.2.2).

The process for the development of initiatives is comprehensive and is similar to the process used to develop the mission, vision and value statements: SWOT analyses, meetings, focus groups and interviews are conducted with students, faculty, staff, administrators, alumni and key figures in public and private organizations so that the developed initiatives are specific, measurable, achievable and move the Department towards fulfilling its goals. The Strategic Planning Committee reviews and revises such initiatives every three years, with the examination of key indicators being examined for 11 programs and benchmarking, which permits the Department of Zoology to assess its own performance compared to similar programs, helping to identify internal strengths and weaknesses and external opportunities and threats.

The Strategic Plan 2011-2015 is formulated in the context of KSU by planning to fulfil the Department's high aims while initiating comprehensive changes in Higher Education and research in order to confront present and future challenges (Annex G.2.2.3; Strategic planning).

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Thus, future goals and targets are identified, and then an action plan is devised to map how these goals and targets can be implemented. The main goals of the Department of Zoology can be summarized as follows:

1- Prepare highly qualified educators and technicians using all possible means.

2- Develop a curriculum that is responsive to the needs of the employment market.

3- Prepare pure and applied researches and publish them in well known and respected international journals.

4- To be well connected with the community to provide all possible educational programs that can solve problems and increase their awareness.

2.3 Relationship Between Sections for Male and Female Students (4 Stars)

At the program level, all our students both male and female sections have the same facilities with no segregation between them. The curriculum, student support services, assessment guidelines, internship training is exactly the same for both genders.

2.4 Integrity

Although, ethical values dealing with matters such as the conduct and reporting on research, performance evaluation, student assessment, committee decision making, and the conduct of administrative and service activities, are applied but the codes of these values need to be written. The integrity of the Department of Statistic is measured by the extent to which it achieves its mission and goals through the academic program, extracurricular activities and conductive environment. Integrity is a central value at the heart of all the activities of the Department of Statistic and its policies and procedures are there to ensure all the Department's practices meet the highest standards of such integrity. This is upheld by being aware of and abiding by the laws and regulations of the Civil Service, and the policies, bylaws and regulations of the Ministry of Higher Education, as well as financial bylaws, student regulations and all other guidelines from governing and regulating bodies (Annex G.2.4.1). This pervading sense of integrity is also safeguarded through follow-up systems and internal financial auditing (Annex G.2.4.2).

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Furthermore, open and honest relationships are maintained with internal and external communities, relationships which are nurtured through clear policies and procedures, regular reporting, and external reviews and audits. Students are provided with a course syllabus that outlines the objectives, outcomes, grading and assessment procedures of their course. The Department also makes sure that its faculty members understand the policies, rules and regulations of their institution, as well as making sure its own mission and goals are known to its communities. Among the strategies to ensure Statistic' communities are aware of its goals are the Department webpage (http://sciences.ksu.edu.sa/ar/node/107), Departmental and College handbooks, and meetings with, faculty members, administrative personnel, students, alumni and the wider community which allow the mission, goals and objectives to be widely disseminated and discussed. The Department responds in a proactive manner to student complaints and student/staff grievances via bylaws concerning students' rights; clear policies and grievance procedures for student are established and complaints are given high priority (Annex G.2.4.3). Moreover, Heads of Department have generic email accounts; these are accessible to students and are used to respond to grievances; periodic meetings are also held between Department heads and students where concerns may be voiced. The Department's Head has a weekly "open-door" session and also holds an open meeting once every semester for all students, faculty members and employees to discuss general issues and to allow attendees to provide ideas and offer constructive input. The climate of the campus is conducive to teaching and learning, while also reflecting the harmonious relationships among faculty, students and administrative staff by providing a safe and comfortable working environment where suggestions are welcomed and participation in decision-making processes is encouraged.

The performance of Statistic's faculty is evaluated annually as discussed in Standard 4. Department Chairs identify staff that is thought to be falling short of expectations and then develop plans in an effort to address such problems. A Student Handbook is given to each student at the start of the year. This explains the rights of students to access academic records, outlines the appeals' procedures regarding certain academic issues, and describes services for students with disabilities; it also includes information on course requirements, credit hours, completion levels and certification (Annex G.2.4.4).

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2.5 Internal Policies and Regulations

KSU has written policies applying to students, faculty members and other employees that are clear and fair; these are detailed and explain the processes for almost all issues and concerns (Annex G.2.5.1: Higher Education Manual). Policies and regulations are regularly updated to reflect KSU's new vision and any policy changes are thoroughly discussed before being approved by the University Council; approved a new Code of Conduct. KSU makes every effort to be clear about what is deemed acceptable behavior for all members of the University community. The policies, which are publicly available, can be accessed online at: (http://www.ksu.edu.sa).

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

Provide a description of the process for investigation and preparation of the report.

Key Performance Indicators (KPI) considered

- Number of professional development activities attended by leadership and management
- The average ratings of staff to the following questions in staff satisfaction survey
    1) The administration is understanding and cooperative.
    2) I can easily reach the administration.

Overall Evaluation of Quality of Mission, Goals and Objectives: 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.

Summary of strengths:

- Decisions concerning the program aspects are first taken in the Department council and documented in the meeting minutes.
- Planning for the delivery of the program at the beginning of every academic year and establishing the required committees.
- Decisions taken by the Department Committees on procedural issues are used as a reference

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for decisions of similar cases in the future.

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

Areas for improvement

- The administrative supporting staff is not enough. The number of the supporting staff should be proportional to the duties of the Department and its size.
- The terms of reference for all committees and administrative staff should be written and clearly specified.

Priorities for action

- Requesting more positions for administrative staff.
- Improve facilities in females section to be in the level of males section.

Annexes:

Annex G.2.0 : Higher Education Manual of laws and rules

Annex G.2.1: QMS

Annex G.2.1.1: Policy of Deans' and Department chairmen Nomination Committee

Annex G.2.1.2: Job descriptions and duties of the Dean, Vice deans and Head of the Department

Annex G.2.2.1: Strategic Plan of the College

Annex G.2.2.2: College of Science Quality Management System

Annex G.2.2.3: College of Science Strategic Plan Committee

Annex G.2.4.1: Higher Education Manual

Annex G.2.4.2: Financial auditing documents

Annex G.2.4.3: Student Rights Bylaws

Annex G.2.4.4: Department Handbook

Annex G.2.5.1: Higher Education Manual

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Standard 3. Management of Program Quality Assurance (Overall Rating_____4_____ Stars)
Teaching and other staff involved in the program must be committed to improving both their own performance and the quality of the program as a whole. Regular evaluations of quality must be undertaken within each course based on valid evidence and appropriate benchmarks, and plans for improvement made and implemented. Central importance must be attached to student learning outcomes with each course contributing to the achievement of overall program objectives.

Provide an explanatory report that describes and analyzes the quality assurance processes used in the program, particularly relating to indicators and benchmarks of performance and verification of standards for each of the following sub-standards.

Both the management and the faculty at King Saud University are wholly committed to quality management and continuous improvement. In 2009 KSU developed its QMS. However, the review panel of the NCAAA recommended the University to simplify and reform the KSU-QMS. In 2012, the King Saud University issued its reformed Quality Management systems (KSU-QMS) (Annexe3.1: KSU-QMS; Part 1 &2). Basically the IQA system of KSU uses the NCAAA as the blueprint to identify the 11 Standards and 58 Criteria as the main standards and criteria. The introduction of the KSU – QMS lays a strong foundation for quality standards with continuous improvements and innovations that are expected to pervade all levels of operations in terms of both changes and culture. This momentum towards high quality standards is only now beginning and will undoubtedly grow through experience. Now, the Deanship of Quality has begun to implement the KSU-QMS on 9 programs of the University including Mathematics and Zoology programs at the College of Science.

Internal Academic Quality management

The Academic Quality Unit under the leadership of the Vice Dean for Quality and Development takes on the implementation of the KSU-QMS and self-study, as part of the requirement of NCAAA. To guarantee smooth operation, the Vice Dean of Quality and development developed elaborate internal mechanisms and systems for each of the standards in the strategic plan. The Quality Unit is responsible for development, monitoring and implementing quality management procedures. The strong drive towards quality management and improvement is fully supported by the leadership. The developed system or what is known the QMS of the College of Science was approved by the board of the College in 20/2/2012; 28/3/1433 H (Annex 3.2: QMS of the College of Science). In this system, the Department's Committees consists of 10 Committees, in addition to the steering Committee. At the College level,

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there are two committees: The College Supervisory Committee and The Execution Committee for supporting and pursuing. This system is normally specifies and defines overall purposes, objectives and procedures established as a target for achievement and which usually describes specific measurable instructions, procedures and outcomes within a specific time.

.

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

The Evaluation and Academic Accreditation Committee in cooperation with Academic Quality Unit reviewed the program report, Departmental course reports with emphasis on methods of continuous quality management. Similarly, the students 'course evaluation surveys were examined. All Quality Management files were assessed (Job descriptions, KPIs and policies and procedures and Quality report). All statistical data relating to the general and specific Key Performance Indicators ―KPI's were identified and reviewed by Vice Dean for Quality and development represented by Academic Quality Unit and the Evaluation and Academic Accreditation Committee of the program. Previous SSR and strategic plans were inspected.

Key Performance Indicators (KPIs) involved:

The following KPIs are used for the purpose of assessing performance, and to verify quality interpretations:

1. The average rating of the final year of graduate students on the quality of the program.
2. Proportion of the courses in which student evaluations were conducted during a year time.
3. Proportion of the course reports conducted within a year time.

3.1 Commitment to Quality Improvement in the Program

The commitment to quality starts at the highest level of the University's leadership, with both the Rector and Vice Rectors being directly involved in quality management. The Rector chairs KSU's Quality Council, which is responsible for policy-making and overseeing the quality assurance system, includes internal and external stakeholders. The Vice Rector for Quality and Development, assisted by the Dean of Quality and by the KSU Quality Committee, is responsible for the operation of the procedures; it also advises on mechanisms, policies and procedures.

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A Board of Assessors, consisting of qualified internal and external members who are appointed on the basis of their knowledge of quality assurance and their disciplinary expertise, is appointed annually by the University; these assessors conduct an annual assessment audit of the Colleges. At this level, the Vice Dean of Development and Quality, assisted by the University Dean of Quality, is primarily responsible for operating the quality assurance systems.

The Department of Zoology itself is strongly committed to quality improvement and this has resulted in an increasing awareness at all levels of the need to document carefully and effectively information regarding both programs and individual efforts. This important documentation process is guided by leadership of the Department of Zoology and Vice Dean of the College of Science for Quality and Development. The Development and Quality Committee" that is supported by a faculty members has been set up within the Department.

The main functions of the Department of Zoology Quality Unit (QU) are as follows:

1. Maintaining the quality ethnicity for faculty members, employees, and for undergraduate and postgraduates students' (This task is in collaboration with the Evaluation and Academic Accreditation Committee).

2. Choosing and updating any possible relevant academic internal or external benchmark for the program.

3. Pursuing and following the state-of-the-art in the methods and the practice in the academic teaching.

4. Pursuing and updating the Department's development and future plans.

5. Determining the program's training requirements for faculty members and technical staff.

6. Distributing, controlling and gathering all the five NCAAA questionnaires, and analysing all data belong to the academic accreditation, in order to measure the training advantages and benefits gained throughout the years of academic study, which will lead to determine the suitability of deliberated course to the real business life, and to point out, to implement, all questionnaire suggestions by analysing its end results.

7. Revising the program objectives, and to measure its accomplishments.

8. Controlling all the instruments' calibration procedures, as well as all Labs' safety requirements, by initiating a calibration; attached to each used instruments, and following its calibration from time

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to time.

9. Submitting a periodical report to the Dean of the College Science at the end of each Arabic month. The report has to involve action plan's percentage in performing all essential accreditation documents.

10. Preparing the program's structure, in addition, preparing its unit's tasks and job descriptions.

11. Putting the Committee's Policy, regulations, and procedures involving all the required forms to be used, in addition, preparing all business maps to ensure quality performance.

Quality improvements and notable achievements are appropriately recognised. Faculty members are closely involved in improvement processes and they participate in a range of activities. For example, training programs regarding quality issues have been provided by the Deanship for Quality, the Deanship of Skills Development and the Academic Quality Unit (Annex G.3.1.1: http://dsd.ksu.edu.sa/Publications) (http://dsd.ksu.edu.sa/ar).

3.2 Scope of Quality Assurance Processes

In terms of its commitment to continual improvement, the Department of Zoology is closely aligned to King Saud University as it aims to better serve its communities and maintain its responsiveness to the needs of the society. KSU developed an integrated Quality Management System (KSU-QMS). This system is in primary stage. Nine programs of the University were chosen to be in the first stage of implementing this system. The criteria for choice of these programs are: (1) obtaining the national accreditation (2) finishing the SSR and submitting the file to Deanship of Quality to submit to NCAAA. Two programs of College of Science are among the programs of the first stage: Mathematics and Zoology programs. The other programs including Biochemistry are in their final stages to submit their documents for accreditation from NCAAA.

Various mechanisms are used to ensure quality is paramount in all areas of the Department. These mechanisms enable and ensure the involvement of learners and other stakeholders in the quality system. Students are encouraged to provide feedback on the quality of teaching and learning provided through surveys. The College of Science QMS is the umbrella for all these mechanisms.

The Department of Zoology's assessment of students begins with the specification of student learning

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outcome objectives. The Department identifies the core knowledge competencies and skills the Department of Zoology graduates should master. These core knowledge outcomes developed in all required courses, and specified the core skill outcomes across the curriculum. This process continues with the development of teaching-and-learning strategies best suited to assist students in attaining the learning outcomes. These strategies are implemented by faculty members in the Department of Zoology courses. Peer visitation of classrooms and feedback to instructors is a vital part of this step. Student outcomes are assessed by individual course grades, and by the student's completion of research project. Information on student assessment is used in the overall program assessment process, alongside with external input from alumni, and employers.

The Department's chair and/or peer evaluators perform classroom observations. Peer evaluation is done by other full-time faculty members. Peer evaluations are submitted to the Department chair. A follow-up session with the Department chair provides an opportunity to discuss observed strengths as well as areas that may need improvement. Evaluation reports are included in professional portfolio and filed in the accreditation Room.

The students are given the opportunity to evaluate all faculty members in every semester of each academic year. Students evaluate the courses and the instructors. Table G.3.2.1. Illustrates the number of courses being evaluated by the Department of Zoology students during the year of 1435-1436H. Areas evaluated are organization and planning; communication; faculty/student interaction; assignments, exams, and grading; supplemental instructional methods; course outcomes; course difficulty, and workload and pace. Results then obtained, and based on data analysis and feedback Several new improvements have already been implemented including:

- Extensive review and reform of the core the Department of Zoology curriculum, with development of new courses required in field training.
- More instructors have incorporated PowerPoint presentations into lecture
- Development the student and research laboratories.

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Table G.3.3.1: Proportion of courses in which student evaluations were conducted in the Department during the year of 1435-1436H

Zoology Department	Number of courses	Number of evaluated courses	Proportion of evaluated courses
First Semester	35	26	74.28%
Second Semester	36	31	86.11%

The graduate students are given the opportunity to evaluate the program as a whole. Figure G.3.3.1 shows the average rating of the final year students on the quality of the program on response to the statement "I am generally satisfied with the level of quality of educational experience in this University"

Figure G.3.3.1: The average rating of students on the quality of the program
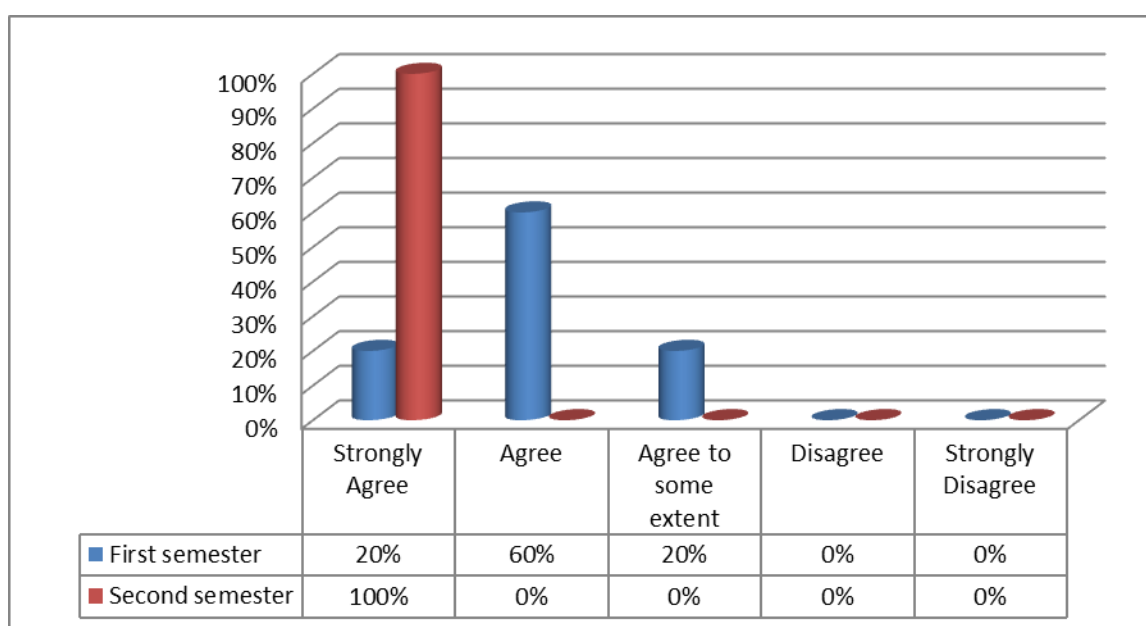
	Strongly Agree	Agree	Agree to some extent	Disagree	Strongly Disagree
First semester	20%	60%	20%	0%	0%
Second semester	100%	0%	0%	0%	0%

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Areas evaluated are organization and planning; communication; faculty/student interaction; assignments, exams, and grading; supplemental instructional methods; course outcomes; course difficulty, and workload and pace. Results then obtained, and based on data analysis and feedback several new improvements have already been implemented including:

- Extensive review and reform of the core Zoology curriculum,
- More instructors have incorporated PowerPoint presentations into lecture courses in order to facilitate students' acquisition of knowledge.
- Introducing a pool of elective courses.
- Adding one compulsory course in computer programming.
- The textbooks have been changed or updated.
- Majority of classrooms have been equipped with smart boards (43 out of 44 in Building 4 in the male section at Deriyah).
- Number of students in each group is specified to be no more than 25 students
  Grade distribution, progression and completion rates are retained in central data base and regularly reviewed and reported in periodic Program annual reports (Annex G 3.2.1 :website of Admissions and registration: (http://dar.ksu.edu.sa/ar).

3.3 Administration of Quality Assurance Processes

The roles and responsibilities of Development and Quality Committee of Zoology program are well defined; the responsibilities include advising the Department's Chair on quality issues (Annex G.3.2: College of Science QMS) which are discussed by the Program Quality committee, approved by the Department Council, and then made operational by the Department's Chair. It should be noted that although the Vice Dean for Quality and Development at the College of Science takes the lead on quality assurance matters put forward by the Program Quality committee.

KSU's own Quality Governance Structure, which is also clearly defined, consists of units, councils and committees; these advise the Rector, Vice Rector for Development and Quality, and the Deanship of Quality on key quality issues and policies (Annex G.3.3.1: Quality Assurance Centers in Post-Secondary Institutions, NCAAA). Quality issues and policies are determined and discussed by KSU's

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Quality Committee, approved by the Quality Council, and made operational by the Deanship of Quality. The lines of authority, and roles and responsibilities, are now much clearer than in the past and the present structures and procedures constitute a single common structure which has helped in driving forward quality improvement through the KSU–QMS. This demonstrates KSU's strong commitment to quality through an on-going and rigorous Program of improvement and innovation.

3.4 Use of Performance Indicators and Benchmarks

The NCAAA's 33 KPIs have been adopted by the Department of Zoology for its quality assessment; evidence of performance quality is also verified by an external review panel (Annex G.3.4.1: External reviewer Reports). Two types of KPI have been identified by the KSU–QMS and plan to be implemented: comparative KPIs, which are a closed and generic set based on the 11 Standards and consisting of 56 KPIs; and benchmarks. These KPIs, which plan to be assessed every year and used on a comparative basis, apply to all the Colleges and their administrative units, are commonly accepted and quantifiable; they are used in most international quality assessments. In the 56 sets of KPIs, which are based on levels of performance, 42 are quantitative and 14 are qualitative (Annex G.3.4.2: KSU-QMS Handbook 2; SID (Statistics, Information and Documents) System [3rd Edition For Practitioners-2012]); they cover all the quantifiable KPIs in each of the Standards. For some KPIs, a qualitative method is used to determine performance levels as some KPIs consider processes, their deployment and the extent to which they address the Standards themselves. Additionally, an open set will be also employed whereby units can define their own KPIs which are relevant to and representative of the unique nature of their own operations. The LeTCI (Level, Trend, Comparison and Integration) performance scale will be used to assess both open and closed sets of KPIs and the assessments are scored using a weighting which is based on a 1000 points total and a rating from 0 to 100%. In this way, a weighted score is arrived at for each item and this summates into an overall score for each criteria.

The SID (Statistics, Information and Documents), permitting an evidence-based approach using data which will be collected, processed and stored in the Information Management System (Annex G.3.4.2:KSU-QMS Handbook 2; SID (Statistics, Information and Documents) System [3rd Edition For

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Practitioners-2012]). This system will be culminated in the E-QMS. This plan aims to consolidate existing practices and facilitate reporting on all the different types of KPI, in different formats, and from all the different units. This applies to the common set of surveys, established through the Vice Rectorships, of students, faculty, graduates and employers which also aimed to produce a set of KPIs that were comparable across all academic programs and administrative units.

3.5 Independent Verification of Evaluations

In 2011, an independent Board of Assessors, from ASIIN, including: Prof. Dr. Susanne Fetzner, University of Münster; Prof. Dr. Christine Vaeßen, Aachen University of Applied Sciences; Prof. Dr. Marina Vogel, Dresden University of Applied Sciences, provided performance assessments and comments (Annex G.3.4.1: External reviewer Reports). The assessment of performance was based on the ASIIN' Standards. Their assessments results help the Department of Zoology in its planning for continuous improvement and innovation.

Evaluation of quality of management of program quality assurance:
Summary

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

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Strengths

1. A commitment to quality improvement is strongly created within all program level that leads up to increase the quality awareness and the understanding the program's documentation needs.

2. Course and programs' reports are regularly submitted.

3. Program courses and staff evaluation surveys are regularly conducted.

4. The quality performance and improvement is checked against the related evidences, and using surveys feedback, and opinion of Stakeholders', graduates", staff member, and employers.

5. Improvement has been noticed and seen via the program courses documentations that are resulted via quality improvements and due to a different monitoring report as considered to quality closing loop cycles.

6. The NCAAA (EQA) is given as continuous improvement. Meanwhile the use of KSU-QMS will give the opportunity to have a continuous improvement as soon as the University Quality Deanship finalizes the KSU-QMS Documentations.

7. Quality improvement plans were synchronized and developed together with KPIs and Benchmarks.

Areas for improvement

1. The Departments' Advisory Council needs to be continuously checked and monitored to achieve its objectives and goals, it was designed for.

2. The main KPIs need to be continuously revised and improved.

3. More additional focusing on benchmarks is needed.

4. The KSU-QMS needs to be verified and finalized, for facilitating its application.

Priorities for action

1. Assigning more staff in quality, and quality improvements.

2. A continuous utilization for the chosen and approved KPIs to measure the regular quality performance processes.

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Annexes:

Annex G.3.1: KSU Quality Management System (QMS)

Annex G.3.2: College of Science- QMS.

Annex G.3.1.1: http://dsd.ksu.edu.sa/ar.

Annex G.3.2.1: website of Admissions and Registration

Annex G.3.3.1: Quality Assurance Centres in Post-Secondary Institutions, NCAAA.

Annex G.3.4.1: External Reviewer Repot.

Annex G.3.4.2: KSU'KPI's - KSU-QMS Handbook 2; SID (Statistics, Information and Documents)

System [3rd Edition for Practitioners-2012].

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI:	
Proportion of the course reports conducted within a year time in which student evaluation inside the program	
Target Benchmark	
Actual Benchmark	1
Internal Benchmark	1
External Benchmark	
New Target Benchmark	
Analysis: The course reports are accurately prepared by each instructor according to the main criteria to reflect the actual status of the students. Hence, student evaluation is considered to improve the quality of teaching and avoid weaknesses.	

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Standard 4. Learning and Teaching. (Overall Rating___4_____ Stars)

Student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and requirements for employment or professional practice. Standards of learning must be assessed and verified through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys with evidence from these sources used as a basis for plans for improvement.

Provide an explanatory report about the organizational framework and process arrangements followed to demonstrate that the sub-standards are met (For example, use information provided in reports of survey summaries, KPIs and benchmarking analysis, indirect and direct learning outcome assessments or in annual program reports).

The KSU Council is the University's most senior academic committee. It discharges its responsibilities for the standards and quality of teaching and research programs primarily through the Deanship of Quality and the Graduate Studies Council, respectively, and remains actively and directly involved in scrutinizing standards and quality. All programs at KSU are approved in details by Curriculum and Academic programs Committee at the Vice Rectorate for Educational and Academic Affairs. Proposals are accompanied by a statement from an external assessor commenting on the aims and rationale, content, learning outcomes and assessment arrangements.

The periodic review of subjects is conducted by a panel comprising both internal and external members. The panel includes at least one external assessor for each subject under review. Responsibility for managing the quality of learning opportunities is assumed by different bodies within KSU. The KSU Council as a governing body is responsible for reviewing and regulating of learning and teaching aspects within the University.

The Deanship of Quality and Development is accountable to KSU Council through the Rector who presides over the KSU Quality Council for the review of performance and allocation of resources to deliver KSU educational policies and strategies.

The Vice Rector for Educational and Academic Affairs is accountable to the Council for the development, monitoring and review of education policies and strategies, and for the institutional management of the quality of learning opportunities.

At the Department level

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The vision of the Department of Zoology is derived from the mission of the College and the University which is clearly committed to excellence in terms of both learning and teaching. The Department itself has faculty members who are both skilled and committed to offering high-quality education; they are selected on the basis of the University's mission and are clearly informed of their role in achieving this mission. The performance of faculty members, as well as students' readiness to interact with them, is monitored and evaluated; the extent to which faculty improve their students' academic levels and motivate them to learn is also scrutinised. Moreover, in DALL, policies and procedures for the review, modification, evaluation and approval of the curriculum are in place.

Process arrangements included the following steps:

1. Four committees of the quality management System of the College of Science involved in this standard (Annex 4.1: Quality Management System of the College of Science). These committees are "Evaluation and Academic Accreditation"; "Development and Quality"; "Students′ Guidance" and "Students' Academic Study Plans". Committees. Each committee is responsible about one or more of the sub-standards of this standard.

2. Departmental, College and institutional information was gathered by these committees via surveys, interviews, statistical data, reports and a variety of other sources. The sub-committee's tasks were as follows to:

   a) Identify relevant information within the learning and teaching context.

   b) Gather and interpret these data in order to demonstrate the progress that was being made in terms of the achievement of the University's goals and to meet NCAAA requirements.

   c) Identify KPIs (Key Performance Indicators) for learning and teaching.

   d) Complete self-evaluation scales for learning and teaching.

   e) Submit the Department of Zoology final report regarding learning and teaching.

Key Performance Indicators:

1. Students overall rating on the quality of their courses
2. Graduates' overall rating about the quality of teaching and learning process "I'm satisfied with the level of quality of my educational experience at the University"
3. Employer overall rating about the graduates "I'm satisfied with the graduates of the program"
4. Students satisfaction rates about the reformed curriculum "I am satisfied with the current curriculum"
5. Faculty satisfaction rates about the reformed curriculum.
   a. "I am satisfied with the current curriculum".

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b. "I support changing the curriculum and the teaching methods".

6. Students Evaluation of Zoology program ""I'm satisfied with the level of quality of educational experience in this University ".

7. Proportion of graduates from undergraduate program who within six months of graduation are (mean average and level accomplished)

      a. Employed.

      b. Enrolled for further study.

      c. Not seeking employment or further study.

8. Students satisfaction rate about academic support.

9. Percentage of student entering programs who successfully complete first year.

10. Proportion of students entering undergraduate programs who complete those programs in minimum time.

11. Proportion of courses in which student evaluations were conducted in the Department during the year of 1435-14336H.

12. Percentage of full time faculty members holding Doctoral degrees or equivalent in proportion to the total number of full time faculty members.

13. Proportion of faculty members holding academic titles of teaching assistant, instructor, assistant professor, associate professor, and professor.

14. Proportion of full time students in proportion of full time faculty members (mean average and level accomplished.

Provide a description of the quality assurance response processes used to verify the organizational framework and processes for learning and teaching are valid (For example if steps were taken to check the standards of student achievement against appropriate external benchmarks, what was done, and what conclusions were reached?).

At the University

The Deans Board consists of the Deans of all Colleges at KSU and is accountable to the Vice Rector for Educational and Academic Affairs for the implementation of specific educational policies and strategies, and for the central processes that underpin the institutional management of the quality of learning opportunities. The Board oversees management of quality assurance activities in the Colleges, and advises on institutional quality management. The individual Colleges are directly responsible for the quality of learning opportunities available to their students, supported and advised by the Deanship of Skills Development and overseen by the Deans Board in accordance with the KSU quality management.

KSU believes that responsibility for quality management and enhancement should rest as closely as possible on faculty members who deliver learning and teaching activities to students. Thus, the primary responsibility rests

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within the Colleges and academic Departments acting within a framework monitored by each College Curriculum Committee. As part of annual planning, SSR is required for all programs to review performance and summarize plans in key areas of academic activity, measured against the key objectives of the KSU Education Strategy. The SSR provides evidence of institutional constraints or concerns. An analysis of programs performance is prepared by the Departments and Colleges, highlighting generic issues or examples of good practice to be overseen by the Deanship of Quality.

KSU has identified several weakness points in its systems of program review described above. These include a lack of thorough trend analysis, inconsistency in the standard of reports and the analysis of data between programs, and a lack of proper scrutiny of the process and its outcomes. In response, KSU has adopted an annual monitoring policy of program review which will feed into an Internal Audit and Assessment Performance Report to be assessed by a University-appointed Board of Assessors. The intention is to provide a mechanism for institutional oversight of the quality of learning and teaching across KSU (see Annex G.4.26-KSU-SSR).

At the College Level

The College Board is the apex body to ensure improvement in quality of learning and teaching at the College level. The board accomplishes this task through the College Dean who delegates this task to the Vice Deans including the Vice Dean for Quality and Development who supervises the organization and collation of surveys to obtain feedback from the stakeholders. The surveys include aspects of quality of learning and teaching, skills and capabilities and synchronization of the academic activities with the quality of patient care services. The Vice Dean for Quality and Development analyses the surveys and provides feedback to the Vice Deans for Academic Affairs, Female Affairs, Post-graduate Affairs and Administrative Affairs. The analysis reports are accompanied with the SWOT analysis and recommendations for further improvement.

In 2011, the College Advisory Board has been established (Annex G. 4.27). The members of the Advisory Board represent the stakeholders at the Kingdom of Saudi Arabia. The Board members meet periodically to review and discuss major issues related to the strategic plan of the College and the implementation of its elements.

The faculty members at the Zoology program also participate in various activities concerning learning and teaching. This involvement provides the faculty members with an opportunity to have a clear understanding of the standards and processes which should reflect on commitment to the quality in teaching. In addition, workshops have been provided to all faculty members to familiarize them with accreditation and quality

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assurance measures. Furthermore, surveys of stakeholders are conducted to develop a feedback mechanism to use in quality assurance measures at the Zoology program. Following surveys have been developed and employed to obtain feedback from the stakeholders to assess their needs and satisfaction level for further improvement.

- Faculty Survey
- Students Experience Survey
- Program Evaluation Survey
- Course Evaluation Survey
- Employee Survey
- Employers Survey

Some of these surveys are available online through the Zoology program website where the stakeholders are encouraged to give their input. These are then used to adopt corrective and preventive quality measures in all disciplines of the Zoology program. Performance of the Zoology program staff is regularly monitored and annual reports are prepared. The Zoology program has a number of initiatives to recognize achievements and reward distinguished performance. For example, there is the Dean's list for distinguished academic achievement and Student of the year award for students, excellence in teaching award and Golden Quill Award for distinguished faculty with significant research output. All these awards encourage both students and faculty to indulge in more hard work and to yield excellent results in learning and teaching.

Institutional Oversight of Quality of Learning and Teaching

The KSU Council is the University's most senior academic committee. It discharges its responsibilities for the standards and quality of teaching and research programs primarily through the Deanship of Quality and the Graduate Studies Council, respectively, and remains actively and directly involved in scrutinizing standards and quality. All programs at KSU are approved in details by Curriculum and Academic programs Committee at the Vice Rectorate for Educational and Academic Affairs. Proposals are accompanied by a statement from an external assessor commenting on the aims and rationale, content, learning outcomes and assessment arrangements.

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Responsibility for managing the quality of learning opportunities is assumed by different bodies within KSU. The KSU Council as a governing body is responsible for reviewing and regulating of learning and teaching aspects within the University.

The Deanship of Quality and Development is accountable to KSU Council through the Rector who presides over the KSU Quality Council for the review of performance and allocation of resources to deliver KSU educational policies and strategies.

The Vice Rector for Educational and Academic Affairs is accountable to the Council for the development, monitoring and review of education policies and strategies, and for the institutional management of the quality of learning opportunities.

Overview of the Implementation of Quality Assurance at KSU and Colleges

A. Strengths

1. Strong base of teaching faculty with strong educational background and qualifications.
2. Admission of distinguished students.
3. Good overall reputation of the Department of Zoology graduates at the regional level, both professionally and socially.
4. High-standard education and training for students.
5. Enthusiasm of KSU and the Department of Zoology leadership for advancement and development.
6. New administrative organization and arrangements with establishment of policies and procedures, responsibilities, and standardized working forms (ISO).
7. Increasing financial allocations from KSU to the Department of Zoology.
8. Achievements in community service and excellence of students in that realm.

B. Weaknesses

1. Centralized and lengthy procedures for financial support and developmental projects by KSU authority.
2. Lack of parity in some aspects between male and females campuses of the Department of

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Zoology.

3. Lack of independent Human Resources Management.

C. Opportunities

1. Political stability at KSA promoting growth and development.

2. Breadth of prospect for financial resources

3. Pursuit of KSU towards quality, development and excellence.

4. Promotion and support of quality scientific research by KSU.

5. Superior ranking of KSU at international standards and classifications.

D. Threats

1. Lack of financial independence of the Department of Zoology and the complexity of financial system at KSU.

2. Difficulties on hiring supporting staff.

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Subsection 4.1 Student Learning Outcomes (Overall Rating_____3_____ Stars)

Describe the processes used for ensuring the appropriateness and adequacy of intended student learning outcomes from the program.   Include action taken to ensure consistency of the intended student learning outcomes with professional or occupational employment requirements as indicated by expert advice or requirements of professional bodies or relevant accrediting agencies with the National Qualifications Framework. (Note that evidence on the standards of student achievement of these intended learning outcomes should be considered in sub-standard 4.4 below)

The National Commission for Academic Accreditation & Assessment (NCAAA) identifies SLOs in five domains of learning (Knowledge, Cognitive Skills, Interpersonal skills & responsibility, Analytic & Communication skills and Psychomotor Skills). The National Qualification Framework (NQF) stipulates that graduates at higher educational institutions in the KSA are expected to demonstrate a range of attributes such as:

1) Taking initiative in identifying and resolving problems and issues both at the individual and group levels, exercising leadership in pursuit of innovative and practical solutions

2) Applying the theoretical insights and methods of inquiry from their field of study in considering issues and problems in other contexts

3) Recognizing the provisional nature of knowledge in their field, and take this into account in investigating and proposing solutions to academic or professional issues. Student learning outcomes are clearly specified, consistent with the National Qualifications Framework and requirements for professional practice.

Since some of the learning outcomes are not entirely dependent on the programs, and given the relatively poor outcome from Saudi high school system, KSU has initiated in 2007 the Preparatory Year (Prep Year) program that aims at:

- Instilling in students the principles of self-discipline, commitment and responsibility;
- Enhancing students' self-confidence, leadership skills and initiative;
- Developing students' skills in English, Information Technology, and Zoology, as well as communication, learning, thinking, and research skills;
- Encouraging innovation, creativity and self-development;
- Preparing students to excel academically and to maximize their involvement in University life;

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- Improving students' learning achievements to enable them to compete for quality jobs;

- Acclimatizing students to the global knowledge environment and to the benefits of e- learning; and Improving students' health awareness and physical fitness.

At the level of the Zoology Department:

In developing the Zoology students outcomes the National Qualification Framework (NQF) of the National Commission for Academic Accreditation and Assessment (NCAAA), is used to identify learning outcomes of the Zoology students.

Use the below table to *provide all the program learning outcomes* required for graduation with the appropriate assessment methods and teaching strategies in alignment. Use the learning outcomes in the NQF domains of learning, assessment methods, and teaching strategies identified in the Program Specifications. If there are no learning outcomes required for the psychomotor domain then omit the fifth learning domain.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge**		
1.1	Identify the concepts and basic knowledge of specialization and its relationship to other disciplines.	Lecture	Written exams
1.2	Knowledge of theories and scientific facts in the sections of Zoology and interrelations among organisms and their biosphere.	Support readings	Practical exams
1.3	Learn laboratory bio-techniques and applications.	group discussions	Evaluating individual and group tasks
1.4	Knowledge of the concepts of laboratory management, organization and evaluation.	writing reports - preparing research papers	Evaluating presentations and talks.
1.5	Knowledge of management and concepts of bio-systems, organization and evaluation.	Conducting individual tasks - practical training	
1.6	Knowledge of policy and legislation of animal Science and ethics.	field training – Talks	
2.0	**Cognitive Skills**		
2.1	The ability to discover and identify, analyze and evaluate various scientific problems and suggesting solutions.	Testing and training process	Assessment of scientific experiments
2.2	Knowledge of the methods of scientific research and the ability to design and evaluation of scientific research.	field studies - a group discussion	evaluating individual and group tasks
2.3	Knowledge of the methods and procedures of	- how to resolve	Witten exams

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	research and information retrieval and the ability to build and design research strategies.		the problem	
2.4	The ability to select and evaluate different sources of information.		Individual and group tasks	
3.0	**Interpersonal Skills and Responsibility**			
3.1	Work in groups		Working in groups	Direct observation
3.2	acting as coordinator between members of the team		Attend workshops and seminars	Periodic reports on student
3.3	working as team leader		Self-learning	Independent evaluation
3.4	present scientific problems such as environmental pollution		Power point presentations	Assessment of group projects
3.5	interact and deal with the various academic, student activities		Performing field trips for specimen collection	Assessment of projects conducted individually
4.0	**Communication, Information Technology, Numerical**			
4.1	Computer use		Lectures	Theoretical and practical tests
4.2	Entry and use of databases		Use labs	Evaluation reports, presentations and tasks
4.3	Access and use information networks		Preparation and presenting tasks	Activities
4.4	Use of audiovisual		Writing reports and research papers	
4.5	Learn the principles of statistics		Class activities.	Estimating the laboratory written reports
4.6	Verbal communication		Lab work.	Laboratory written reports evaluation
4.7	Written communication		Writing reports.	Evaluation of class activities and assignments
4.8	Electronic communication		Promoting students to submit activities, homework and writing reports	Evaluating the laboratory written reports.
5.0	**Psychomotor (if applicable)**			
	None		None	None

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Describe the general performance of the program learning outcomes; including external KPIs with benchmarks and analysis assessments from students and employer surveys and a summary of the direct assessment of student learning achievements (How well are the students learning?).

Student Course Evaluation Survey:

This normally carried out at the end of each semester. It aims to measure satisfaction and performance with teaching from the students' perspective. All courses, taught in the first and second semesters in 1435-1436H, are evaluated electronically through the University edugate system. Each instructor can access the results of these surveys for his courses via the University website. On the other hand, the Department of Zoology conducted a survey among a sample of the courses taught in the two semesters of 1435-1436H (Annex G4.1.2: Student course evaluation).
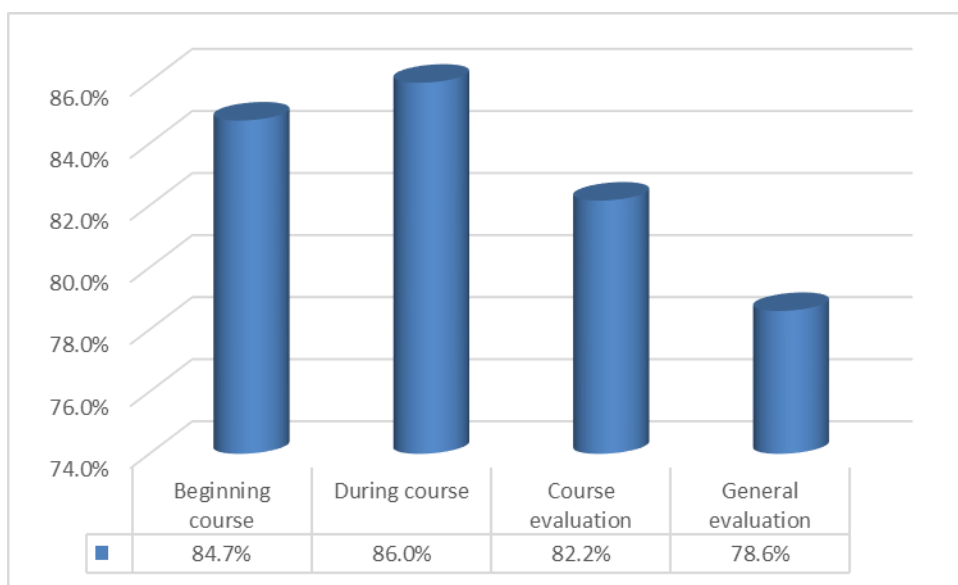
Figures G.4.1.1: Students overall rating on the quality of their courses

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Alumni survey: This survey is designed specifically for graduate students in order to measure how far they felt they had achieved the set outcomes of their programs. Such surveys have an important role to play in assessing the outcomes and in monitoring the quality and effectiveness of Zoology program. A survey among alumni in 1435 H, Figure G.4.1.2, which was covered 9 graduates who were graduated between 1434-1435 H, showed that 35% of the participants felt that they had acquired, during their studies, good core knowledge and skills which had served them well when searching for employment (Annex G4.1.3: Alumni survey).
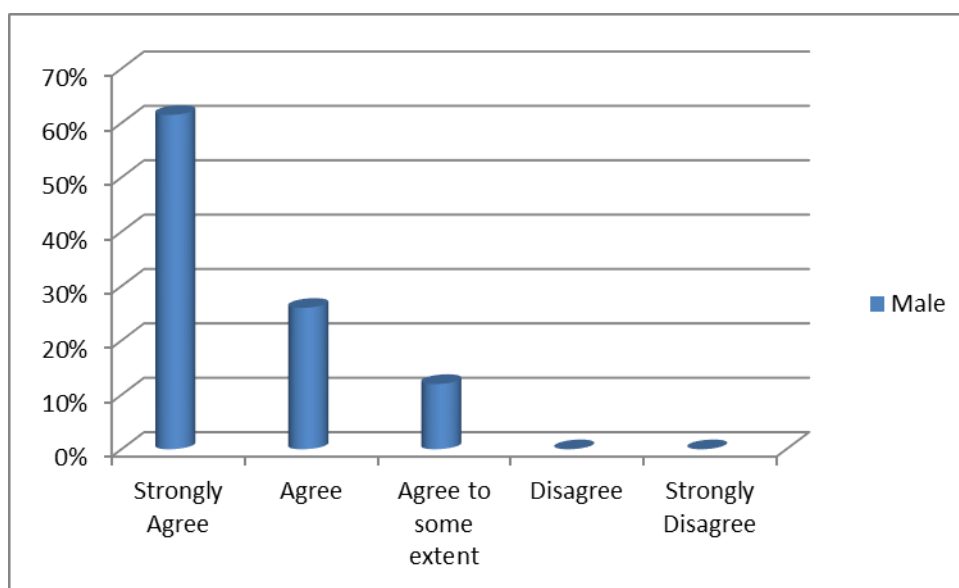
Figure G.4.1.2 Final year students opinions on the quality of teaching and learning process at the Program of Zoology.

The Employer Survey: This survey was conducted on the academic year 1434/1435 H and includes 5 public and private organizations throughout the KSA (Annex G4.1.4). The aim was to measure their overall satisfaction toward the graduates of the Zoology program with respect to program outcomes and program educational objectives. Results as described in Figure G.4.1.3 - G.4.1.8 indicate that 80% of the respondents are satisfied with the level of the program's graduates.

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	Yes	Rather	No
■	80%	20%	0%
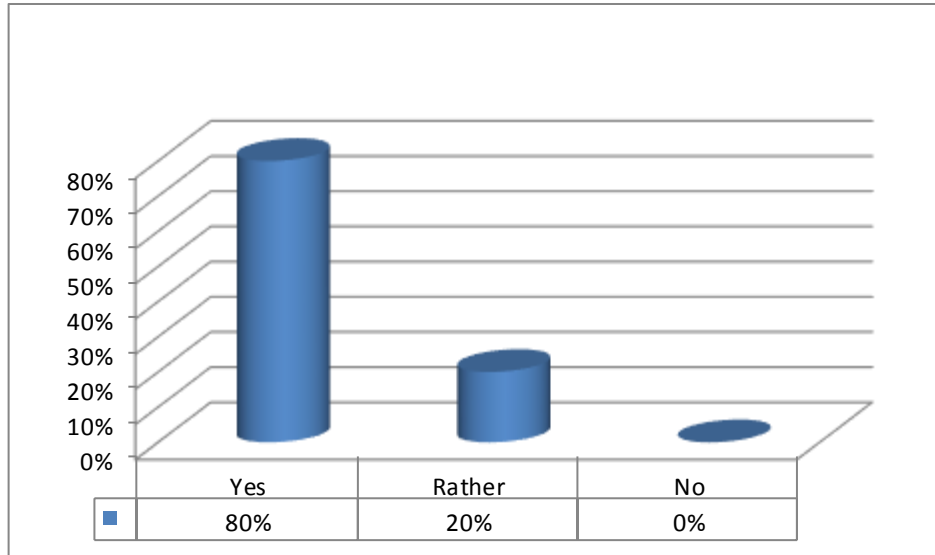
Figure G.4.1.3 Employer opinions about the graduates of Zoology program

	Yes	Rather	No
■	80%	20%	0%
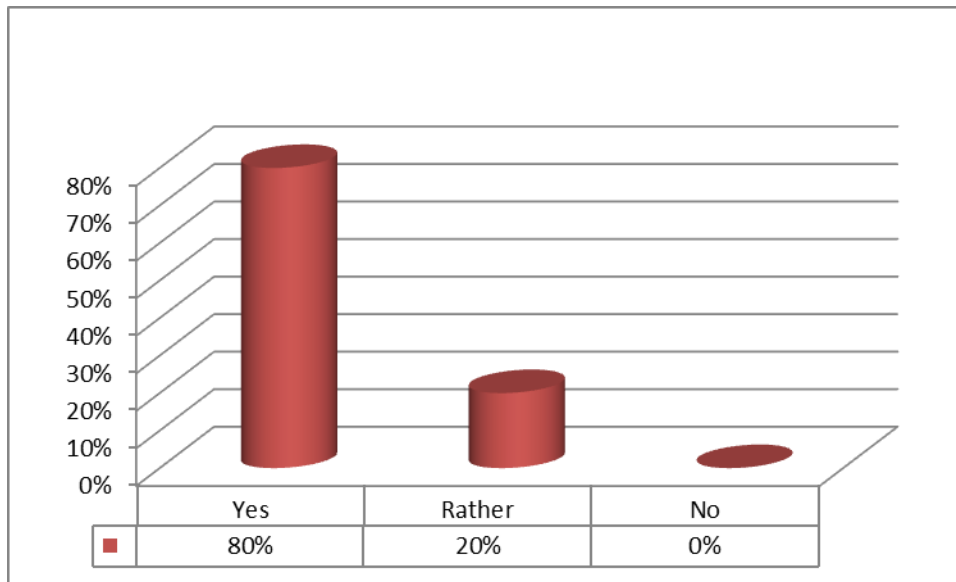
Figure G.4.1.4: Have you been to benefit from the graduates experience?

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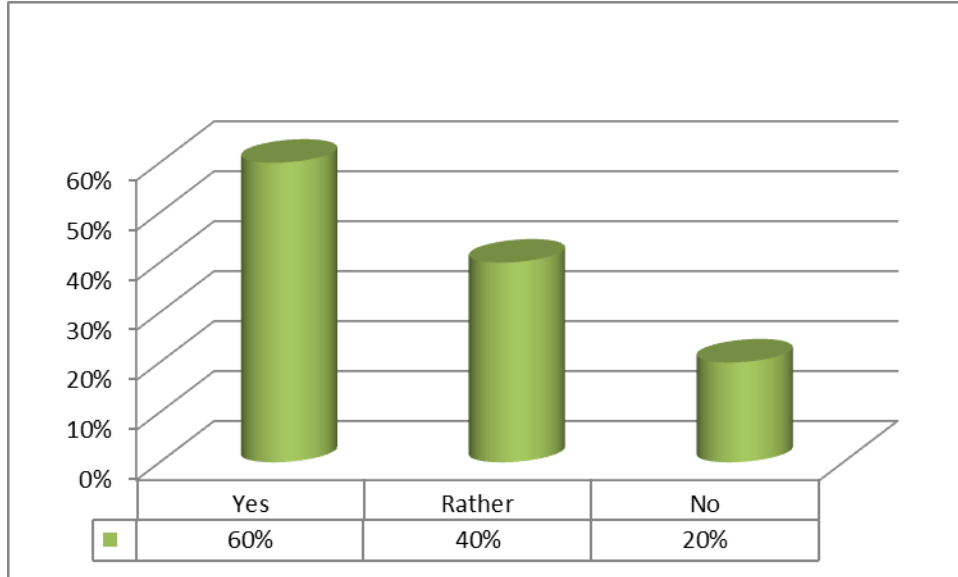
Figure G.4.1.5: Did you graduate applied what he had learned in his field?

	Yes	Rather	No
■	60%	40%	20%
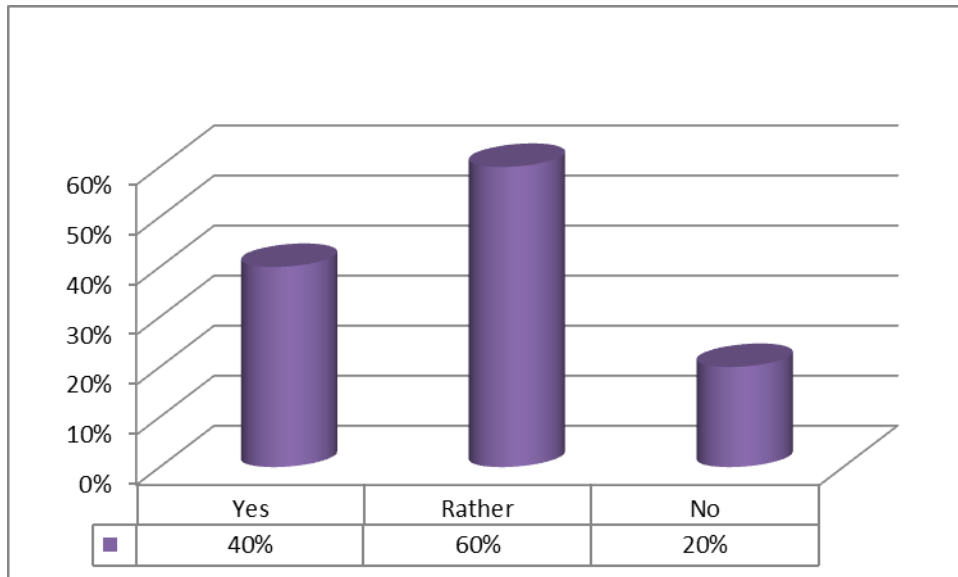
Figure G.4.1.6: Is there a difference in level between the old and current graduates?

	Yes	Rather	No
■	40%	60%	20%

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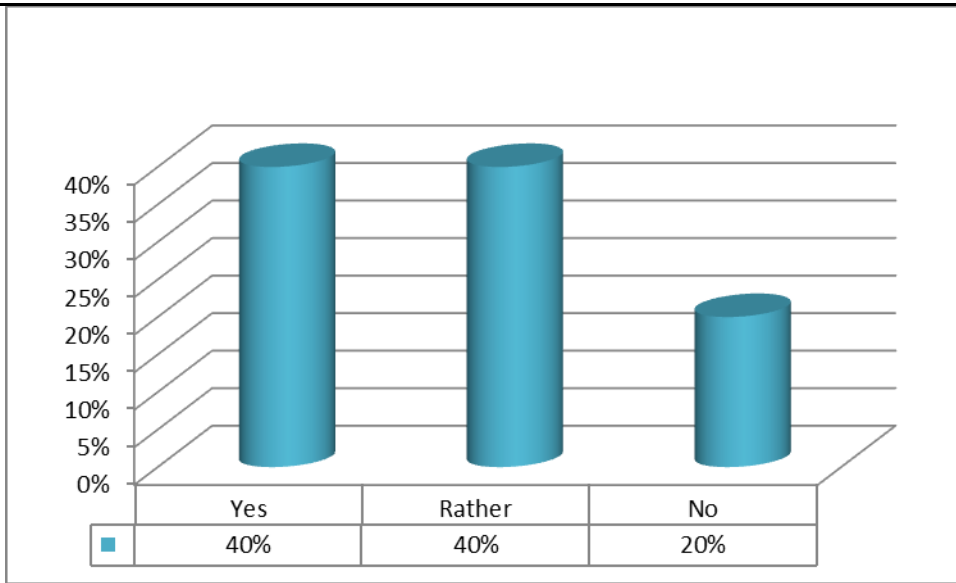
Figure G.4.1.7: Is there a difference in level between the graduates of KSU and other universities?
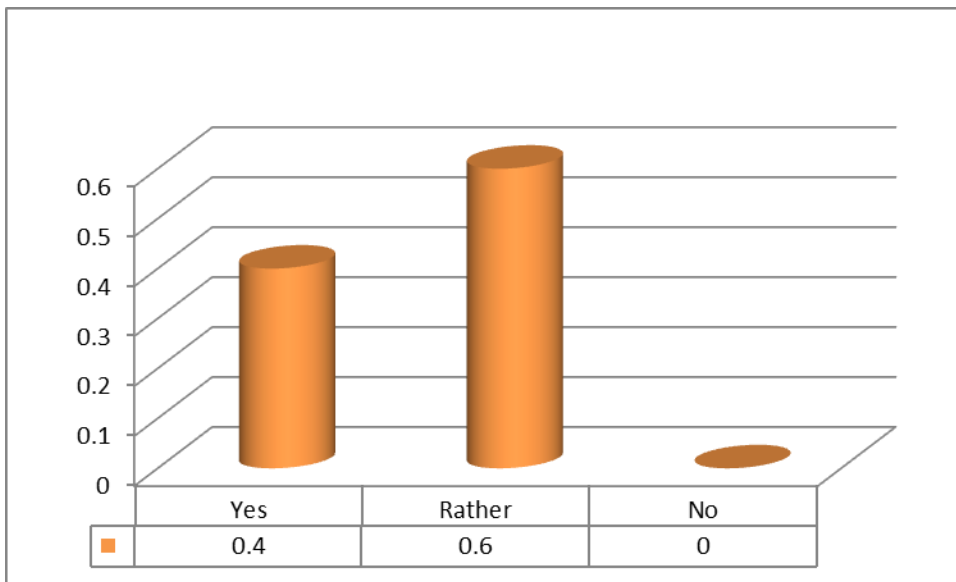
Figure G.4.1.8: Have you noticed the presence of acquired skills to graduates from KSU?

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The College of Science firmly acknowledges the importance of using teaching methods and practices which will allow students to develop their reasoning skills and so it has called upon all academic Departments to use methods that will encourage students to expand their knowledge and then to apply what they have learned in a logical but questioning manner. Students therefore must be seen as partners in the processes of learning and teaching; they must take on the role of the instructor at times and must learn how to search for information, make decisions regarding how this information can be sued, and reconstruct results accordingly. Thus, the role of faculty is not to cram students' heads with information, but to teach students how to search for information, follow up their progress, and help them to organize their own thinking.

The Zoology program includes a course that attempt to improve the critical thinking skills of research students in such a way that enables them to project what they have studied in theory in order to promote scientific criticism in research. This course is 498 Zoo (Research Project) (Annex G4.1.5). Each student chooses a faculty member to supervise his project and they meet regularly 3 hours per week to discuss the student performance in his project. At the end of the semester the student has to present and defend his project before an examining committee of faculty members assigned by the Department for this purpose, to evaluate his project. This has a significant effect on students' communications skills, this also proved to be most effective in motivating students to take part in discussion, in enhancing the development of thinking skills, and in raising awareness of the importance of technology in teaching.

 On the other hand, a self-learning room is available at the Department. The students are encouraged to visit this room and make use of the teaching facilities available in this room.

Describe the program learning outcome assessment system (What is it?); including the results and analysis for the last four years, a description of the leaders, faculty, committees and responsibilities and the names people who serve on each committee.

The overall learning outcome is measured based on the continual student's assessment; quizzes, tutorial participation, and presentations delivery, active participation during classes, small group discussions midterm exams and final exams. Although all courses have goals and

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objectives included in block manuals, the achievement of these goals is assessed through a vigorous evaluation process. To ensure that we are teaching the appropriate knowledge, skills, and attitudes. The following are currently being applied and there are some in the process of implementation:

1) Individual course objectives and intended learning outcomes are defined for all courses and are made known to all students.

2) During course design, different assessment method/s suitable for intended learning outcome of the course are specified.

3) Adequate training is in place for all staff involved in assessment to improve their skills and attitudes towards excellence in the assessment system.

4) The Department has formed a special committee (development and quality committee) for program evaluation.

5) Evaluation and Academic Accreditation committee ensures that continuous quality management processes are followed. This includes examining course specifications for intended learning outcomes and assessment methods. In addition, course reports are overseen; student surveys are conducted to reflect on the individual courses, program as a whole, and staff. Survey results are reported to the academic Departments and if actions are taken accordingly they are reported back to the Evaluation and Academic Accreditation committee. Furthermore, student results are monitored and reported.

The College also arranges evaluation by the internal and external experts who conduct audits of all vital processes including learning and teaching, and formulate their recommendations to address these standards. The Self-Assessment Process is a permanent feature which informs Zoology program about the baseline status and future needs for further improvement. All stakeholders participate in the assessment process. Their observations about strengths, weaknesses, opportunities and threats are prioritized, listed and sent back for consultation to reach an agreement. SWOT analyses based on surveys conducted recently are reproduced here. (Annex G. 4.2.8).

A description of the leaders, faculty, committees and responsibilities and the names people who serve on each committee take responsibility of the program learning outcome assessment. This

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process went through three phases, as follows:

First: The Planning Phase which identifies:

1. The Program's mission.

2. The Program's goals.

3. Students' learning outcomes.

4. Linking learning outcomes with courses.

5. Evidence of how far the learning outcomes are achieved (identifying performance indicators).

6. Methods and procedures of evaluating students' learning outcomes.

Second: The Implementation Phase which includes:

Developing an implementation plan comprising:

1. Preparation of the assessment tools (instruments).

2. Implementation of assessment tools.

3. Identification of data and information collection strategies.

4. Analysis and summarization of the assessment information.

Third: The Development and Quality Assurance Phase.

Identification of the methodology of utilizing the assessment information to improve the students' learning standards.

Procedures:

Responsibilities are assigned to the following concerned constituents:

Committee of programs Study Plans (At College Level) to:

1. Set the mechanisms to approve programs Study Plans.

2. Define the standards for preparing programs.

3. Define the standards for reviewing programs and study plans.

4. Support all the activities of assessment the students' learning outcomes.

Committee of Program study Plan at Zoology Department to:

1. Select a Department's coordinator to undertake the various assessment activities and coordinate work.

2. Develop an assessment plan that deals with goals, outcomes, tools and methods of

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assessment along with the system's implementation schedule.

3. Implement the system.

4. Provide feedback to stakeholders about the assessment activities and outcomes.

5. Provide an annual report to both the College management and the Vice Dean of Quality and Development.

Describe the process and steps utilized for the complete assessment for all program learning outcomes (How does the system or process work?).

1. Mapping Learning Outcomes with Courses:

This means mapping the program's goals and learning outcomes to the courses that constitute the program's study plan so as to make the learning process more effective. The Department of Zoology prepares a matrix that links learning outcomes with each course in order to identify the program's present goals that have been achieved before identifying the methods of assessing the student's learning outcomes. This setting process includes linking the curriculum with its goals and learning outcomes.

2. Performance Indicators

It is the setting up of the performance criteria which the program could measure in percentages or arithmetic means or any other quantitative figures that would indicate the level of success.

The System's Methodologies and Procedures.

The system applies systematic and orderly methods and procedures to measure how far the Learning outcomes have been effectively and successfully achieved.

Such data also includes identifying the parties involved in data information collection, analysis and results recording. It also includes identifying the responsible individual for the dissemination of results. It is suggested to use two assessment measures for each learning outcome, one of which must be a direct measure. It is also recommended to use assessment measures that may measure more than one learning outcome.

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The Assessment Tools: (Two Types) :

Direct	Indirect
Oral Tests	Number of hours that students spend in learning and classroom participation.
Classroom Discussions	Student survey to exploring the opinions of the students currently enrolled in the program.
Student Presentations	Faculty survey to explore the opinions of the academic staff.
Field Training	Employer survey to explore the opinions of the various employers; both during the training period and employment.
Graduation Projects	Students' graduation rates / grades.
Course Portfolio (Student's achievement file)	Alumni survey to explore the opinions of the program's previous graduates.
Final Exam	
Practical Test	

List the strengths and recommendations for improvement of the learning outcome assessment (Based on the student performance results, how can the program improve?) (See *Annual Program Reports* for detailed data).

Student grades provide an excellent and unbiased measure of satisfaction of SLOs. Various components of course grades should be taken into consideration in this process, including grades of homework assignments, class projects, midterm exams, quizzes, and final exams. Analysing student grades in each course can give insight into the degree of achievement of SLOs, and reveal any actions needed for course improvement or adjustment (Table 4.1.2).

Table 4.1.2. Student's grades for all taught courses in the academic year 1435/1436H.

Course Code	Students` Grade Distribution (First term 2014 – 2015)									Withdrawn/ Denied entry
	A+	A	B+	B	C+	C	D+	D	F	
103 Zoo	2	3	11	4	13	14	19	33	20	39
145 Zoo	7	1	6	4	9	8	4	4	13	15

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212 Zoo	1	0	0	0	0	1	0	3	0	0
242 Zoo	1	1	1	1	0	0	0	0	0	0
245 Zoo	0	0	0	0	2	1	1	1	2	2
262 Zoo	2	2	3	1	4	1	0	0	0	0
305 Zoo	0	0	0	3	1	4	2	1	0	1
311 Zoo	0	0	0	0	0	1	1	0	0	1
317 Zoo	0	1	0	0	1	0	1	0	0	1
320 Zoo	2	0	3	3	1	1	1	0	0	1
325 Zoo	0	2	4	1	0	0	0	0	1	1
326 Zoo	0	4	0	0	0	0	0	0	0	0
327 Zoo	0	0	0	4	1	0	2	0	0	2
332 Zoo	0	0	1	1	5	2	4	2	6	1
342 Zoo	0	1	0	1	0	2	0	0	1	1
352 Zoo	0	0	0	1	3	0	0	2	2	3
366 Zoo	0	0	0	0	1	1	0	0	0	0
373 Zoo	0	0	1	1	2	1	1	0	0	0
374 Zoo	0	0	2	0	1	0	0	0	0	0
375 Zoo	0	1	0	0	0	1	0	0	0	2
420 Zoo	0	0	0	2	1	0	0	0	1	0
423 Zoo	1	1	0	2	0	1	2	0	0	0
424 Zoo	0	0	0	1	0	0	0	0	0	1
425 Zoo	0	0	1	0	0	0	0	0	0	1
432 Zoo	2	0	0	1	0	1	0	1	1	0
433 Zoo	0	0	0	1	1	0	1	1	0	0
441 Zoo	0	0	1	0	0	0	0	0	0	1
457 Zoo	0	0	0	0	0	0	0	0	0	1
461 Zoo	3	0	0	0	0	0	0	0	1	0
462 Zoo	0	0	1	2	0	0	0	0	0	0

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471 Zoo	1	1	1	2	0	0	0	0	0	0
480 Zoo	0	0	0	1	0	0	0	0	0	0
481 Zoo	0	0	0	1	1	0	0	0	0	0
497 Zoo	0	0	1	2	0	0	0	0	1	0
498 Zoo	1	0	0	1	0	0	0	0	1	1

Course Code	Students` Grade Distribution (Second term 2014-2015)									Withdrawn Denied entry
	A+	A	B+	B	C+	C	D+	D	F	
103 Zoo	1	1	3	7	9	8	13	24	13	21
145 Zoo	5	16	19	22	31	29	22	17	23	11
212 Zoo	0	0	0	0	1	1	3	4	0	1
242 Zoo	0	1	0	1	0	1	1	3	1	1
245 Zoo	0	1	0	0	0	0	0	1	0	0
262 Zoo	0	0	0	0	0	1	0	2	0	1
305 Zoo	1	0	0	1	0	0	0	1	0	0
311 Zoo	0	0	1	1	2	3	0	1	0	0
317 Zoo	0	0	0	0	0	0	0	0	1	0
320 Zoo	0	1	0	1	0	0	0	0	1	0
325 Zoo	0	0	1	3	1	0	0	1	0	0
326 Zoo	0	1	1	3	1	1	0	0	0	0
327 Zoo	2	0	1	0	0	0	0	1	1	0
332 Zoo	1	0	2	3	2	5	3	5	10	8
342 Zoo	0	0	0	0	1	3	0	1	2	0
352 Zoo	1	2	1	0	0	3	4	2	2	1
366 Zoo	0	0	0	1	1	0	0	0	0	0
373 Zoo	1	0	2	2	1	1	0	0	0	0

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374 Zoo	0	3	5	2	0	0	0	0	0	0
375 Zoo	0	0	0	0	0	1	0	0	0	2
420 Zoo	4	1	1	3	0	1	0	0	0	1
423 Zoo	0	0	0	0	0	0	0	1	0	0
424 Zoo	0	0	1	1	2	2	0	0	1	0
425 Zoo	1	0	0	2	1	1	0	0	0	0
432 Zoo	0	0	0	0	0	0	0	0	0	1
433 Zoo	0	1	0	0	0	1	0	0	0	0
434 Zoo	0	0	0	0	0	1	0	0	0	0
441 Zoo	0	1	0	1	0	0	0	0	0	1
457 Zoo	0	0	0	0	1	1	0	1	0	1
461 Zoo	3	1	0	1	0	0	0	0	1	0
462 Zoo	0	0	0	0	0	0	0	0	0	1
464 Zoo	0	0	0	1	1	1	1	0	0	0
471 Zoo	0	1	1	0	0	0	0	0	0	0
480 Zoo	0	3	0	2	0	0	0	1	1	0
497 Zoo	0	1	2	0	0	0	0	0	0	1
498 Zoo	0	2	0	1	0	1	0	0	0	2

Evaluation of intended student learning outcomes. Refer to evidence about the appropriateness and adequacy of the intended learning outcomes for students in this program and *provide a report* including a list of strengths, recommendations for improvement, and priorities for action.

Strengths:

1. The courses specification has been reviewed and the intended learning outcomes for each course are clearly specified.

2. The intended learning outcomes of all courses are aligned with those of the program.

3. The intended learning outcomes are continuously evaluated by different methods during all the period of study.

Areas for further improvement

1. Enhancing students IT skills in the domain of Zoology

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2. Improving students English language skills.

Priorities for action

1. Using IT applications in Zoology courses whenever possible.

2. Using English language as a medium of instruction in more courses.

3. Activating the advisory board

Annexes:

Annex G4.1.1: learning outcomes for the graduates of the Zoology program

Annex G4.1.2: Student course evaluation surveys

Annex G4.1.3: Alumni survey

Annex G4.1.4. Employers' survey

Annex G4.1.5: Course 498 Zoo (Research Project)

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Subsection 4.2 Program Development Processes (Overall Rating _____3_____ Stars)

Describe the processes followed for developing the program and implementing changes that might be needed.

At the University level:

There is a well-developed process for new program development and for major changes to existing programs. The KSU Council and administration are committed to maintaining the

University's position at the forefront of higher education in educational programs that meet the needs of the community. For new program proposals, the faculty member should first ascertain the need and viability of the new program through consultation with colleagues and the administration. After review, all such proposals approved by the Curriculum Committee are then presented to the faculty for approval at a regular monthly Department meeting. Moreover, the Curriculum Committee and the academic Departments periodically review academic programs and courses offered at the College to determine whether they meet KSU's requirements, and examine their current suitability to the job market. All programs are reviewed, and, if necessary, revised at least once every five years. KSU program approval procedures were developed to provide a rational and effective method of program development, examination, and approval (Figure G.4.2.1). These procedures provide mechanisms for ensuring that consistent and coordinated decisions are made concerning program development and resource allocations. The process usually begins at the College/Department level, and then involves all relevant parties at the school/College, campus level, ending up with curriculum and academic programs committee at the Vice Rector for Academic Affairs office. The committee is comprised of faculty from across campus. The primary focus is to ensure that curricular development and changes are aligned with institutional and individual Department goals and procedures. Other objectives are:

- Discussing the academic plans received from Colleges and making the necessary recommendations.
- Proposing programs and curricula for new Colleges.

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Figure G.4.2.1: The New Academic programs Approval Process at KSU

Figure G.4.2.1: The New Academic programs Approval Process at KSU
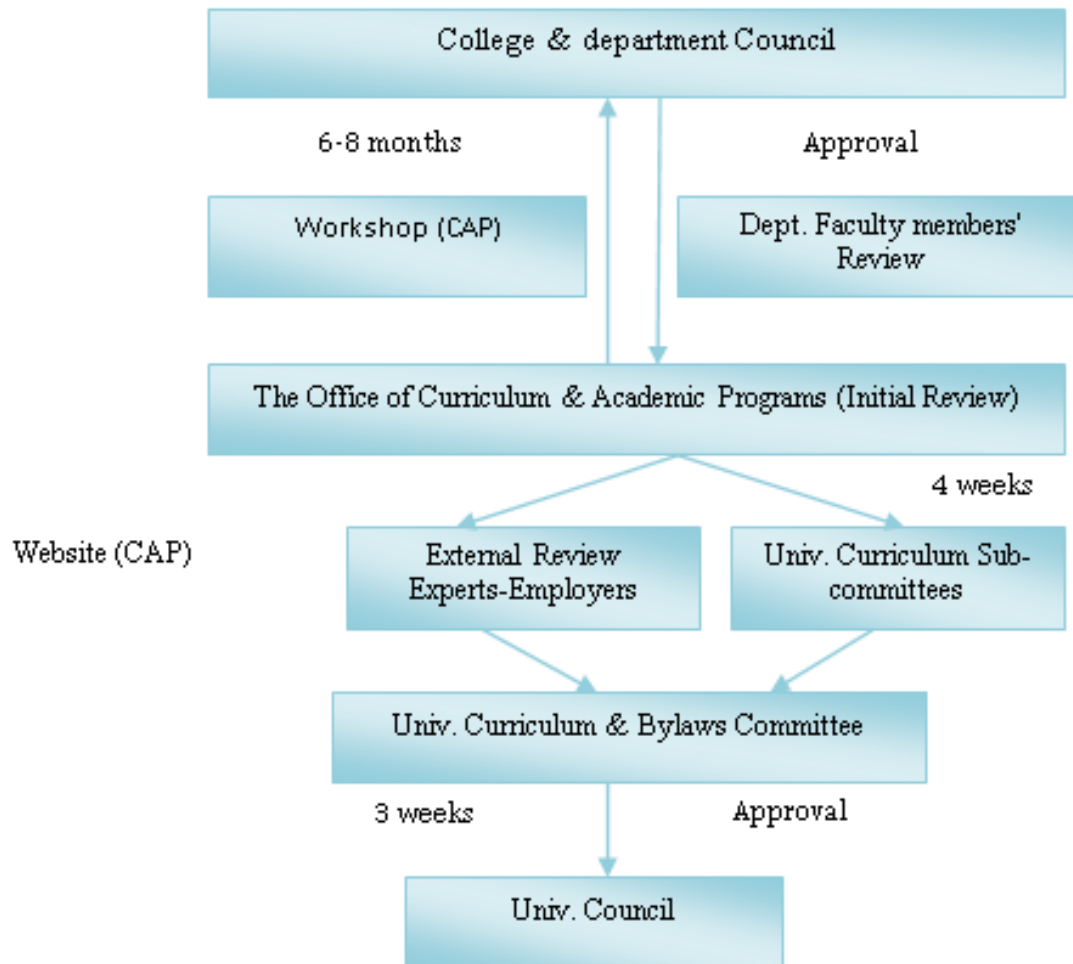
- Providing opinion and advice on what would raise the academic units performance at KSU, as well as any other tasks referred to the committee in this The next stage involves the University review, culminating with the University Council, which reviews programs based on a number of factors including Mission, needs, duplication. A proposed program should be described in a detailed document that explains the rationale for developing the program, its need, curriculum and requirements for admission and graduation, identify faculty and other program resources, and provide information about opportunities for graduates. Additionally, the advisory committees which

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have been established recently at the Vice Rectorate for Academic Affairs play an integral role in reviewing academic curricula and programs at KSU, ascertaining coherence and alignment of Colleges' curricula and programs with KSU's Mission, and suggesting any improvements or developments in academic programs. The timelines for program development at KSU vary depending upon a variety of factors. Generally, the approval process can be accomplished within six to eight months.

- Although this process by the University is comprehensive and assures adequate review of all new and reformed programs and curricula, it is too long and cumbersome. More flexibility needed to be seen in this regards. However, the University has been extremely supportive of all initiatives suggested by the College including the last significant curriculum reform that has taken place in the last two months

At the College level

At the College level the Vice Dean's office revises the study plan to assure that it fits the total number of credit hours required for graduation and that the credit hours are properly distributed over the 8 levels (semesters). Next, it is approved in the College Council. Then the Vice Dean forwards it to office of the Vice Rector for academic affairs to be revised and approved by the permanent committee for educational system and academic study plans.

At the Department level:

The Study Plan Committee in the Department reviews the study plan from time to time (basically every 5 years). The recommendations of the committee, which takes in consideration the comments of the students and the employers as well as those of the teaching staff, are discussed in the Departmental Council to formulate and approve any changes in the study plan, then a recommendation with the proposed changes is forwarded to the Vice dean of academic affairs to complete the approval procedures in the College and then in the University. The current study plan (G 4.2.1) was preliminary approved and implemented in 1431/1432H (Annex 4.2.1. the developed study Plan). It is finally approved in by University council in its session in 30 /2/1434H; 12/1/2013G (Annex G4.2.2: University Mission NO. 1121. It is benchmarked against the Departments of Zoology in the University

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of Oregon at USA. http://zoology.Science.oregonstate.edu (Annex G4.2.3) the report of the reviewing committee).

A survey was conducted among the Zoology program students on their opinions of the reformed curriculum. Students were asked of their satisfaction of the new curriculum as strongly agree, agree, true sometimes, disagree and strongly disagree for each of the block. Each response was rated as; 5=strongly agree, 4=agree, 3=true sometimes, 2=disagree and 1=strongly disagree. The average satisfaction scores were summarized into an overall satisfaction score according to NCAAA stars system.

Another survey was conduct on the faculty on their opinions of the reformed curriculum. Faculty were asked of their satisfaction of the new curriculum and on changing the curriculum and the teaching methods as strongly agree, agree, true sometimes, disagree and strongly disagree for each of the block. Each response was rated as; 5 =strongly agree, 4=agree, 3=true sometimes, 2=disagree and 1=strongly disagree. The average satisfaction scores were summarized into an overall satisfaction score according to NCAAA stars system. (Table G.4.1) shows overall satisfaction of the new curriculum was 3.5 (4 stars).

Table G.4.1: Students satisfaction rates about the reformed curriculum

N=5	Strongly agree	Agree	True sometimes	Disagree	Strongly Disagree	NCAAA stars
I am satisfied with the current curriculum	1	3	1	0	0	****

In terms of teaching faculty satisfaction the survey revealed the following results:

Table G.4.2: Faculty satisfaction rates about the reformed curriculum

N=16	Strongly agree	Agree	True sometimes	Disagree	Strongly Disagree	NCAAA stars
I am satisfied with the current curriculum	14	2	0	0	0	****
I support changing the teaching methods	15	1	0	0	0	****

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Evaluation of program development processes. Refer to evidence and <u>provide a report</u> including a list of strengths, recommendations for improvement, and priorities for action.

Strengths

- The new curriculum has been developed after extensive research and extensive discussion, both internally and externally.

- The new curriculum has been benchmarked against curricula at well-established universities both regionally and internationally.

- International consultants participated in the design and development of the new curriculum.

- The Department of Zoology has incorporated more interdisciplinary courses in order to strengthen and broaden its Program.

Areas requiring improvement

Processes and procedures concerning the development of programs should be communicated to all faculty members at The Department of Zoology.

Priorities for Action

Develop a plan to educate all faculty members at The Department of Zoology on the processes and procedures concerned with Program development.

Annexes

Annex G 4.2.1: Developed Study Plan

Annex G 4.2.2: University Mission No. 1121

Annex G 4.2.3: Report of the reviewing committee of the developed study Plan.

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Subsection 4.3 Program Evaluation and Review Processes (Overall Rating _____4_____ Stars)

Describe the processes followed for program evaluation and review.

The primary objective of the College of Science review process is to assess the quality of its programs. The program reviews are intended to improve academic programs and to demonstrate accountability to prospective students and community. The review process is designed to ensure objective and constructive assessments of the Department, and to meet the following additional objectives to:

- Foster academic excellence.
- Determine how to raise the quality of the program.
- Provide guidance for faculty and administrative decisions in support of continual future improvement.
- Improve education delivery methods, declare program strengths, and ensure the rigor of documentation.
- Monitor the extent to which, students are meeting learning outcomes.
- Ensure that resources are being allocated and used appropriately.
- Assist in future planning by clarifying academic objectives and the service provided to students.

All academic programs offered within the KSU would be subjected to a comprehensive program review through a regular five years continuous program review cycle to identify program strengths and weaknesses and to identify areas for improvement. Hence, the Department of Zoology follows KSU programs evaluations policy and procedures. It's evaluation process aim to demonstrate how far it has achieved its objectives, using the results of such review to improve its Program. For example, the need to improve students' communication skills has been identified from surveys and meetings between students and faculty; this has now become one of the Department of Zoology current objectives. Thus, students are now required to carry out oral and written presentations; they are also taught to think for themselves, and examine and solve problems, instead of being exposed to the Zoology teaching and examination of factual knowledge. This is also aimed to develop their desire to embark on life-long learning. All students at the College of Science are required to undertake a "Preparatory Year" in order to develop these skills. Evaluation in the Department of Zoology is currently carried out internally and

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scheduling are reviewed by academic Plan Committee; this committee is responsible for organizing faculty and student surveys, analyzing the resulting data, and suggesting recommendations. Further feedback is sought and received using a variety of means. These include carrying out an Annual Program Review, a Program Evaluation Survey, a Course Evaluation Survey, Alumni Survey, Employer Survey and a Student Experience Survey (SES).

Annual Program Report which is purposefully designed by NCAAA in order to cover all aspects of the Program (Annex G4.3.1). The report, once completed, is discussed at a meeting of the Departmental Council; priorities for action are then devised and implemented.

Figure G.4.3.1: the Department of Zoology' Program 5 Years Review plan
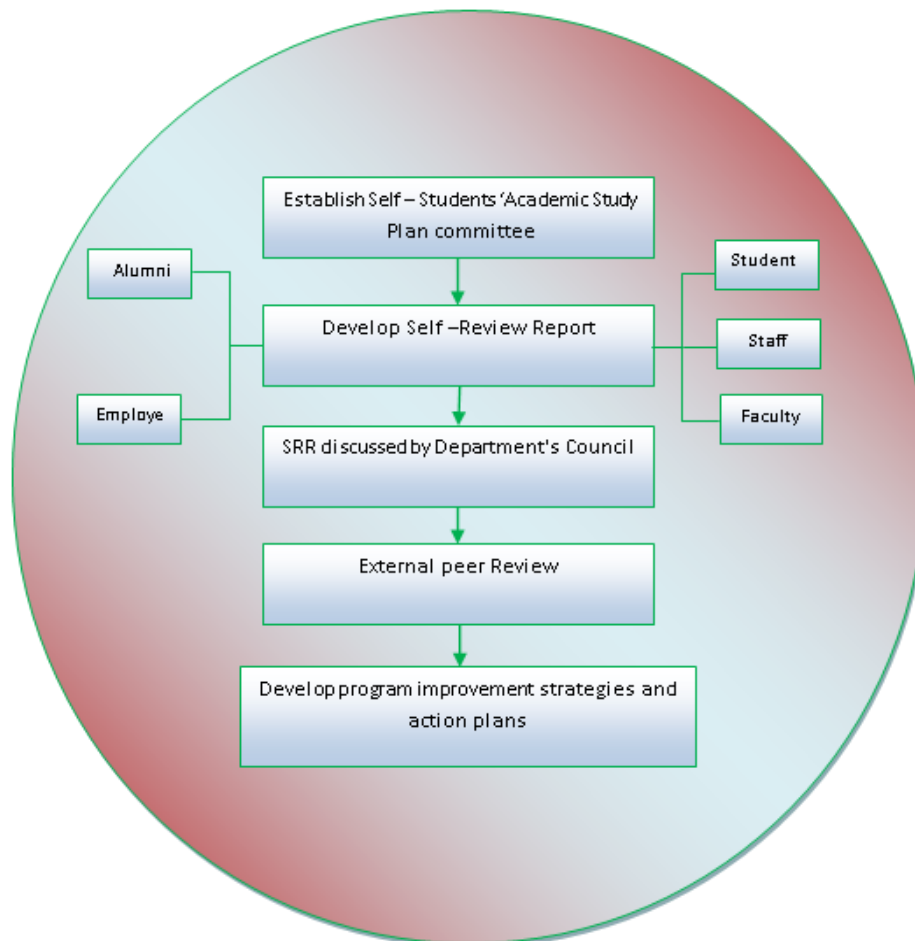
On the other hand, the program evaluation survey among the final year students which was conducted in

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1435/1436 H shows that the majority are satisfied about the quality of the program on response to the statement "I am generally satisfied with the level of quality of educational experience in this University" as seen in Figure G.4.3.2).

Figure G.4.3.2: The average rating of the final year students on the quality of the Zoology program
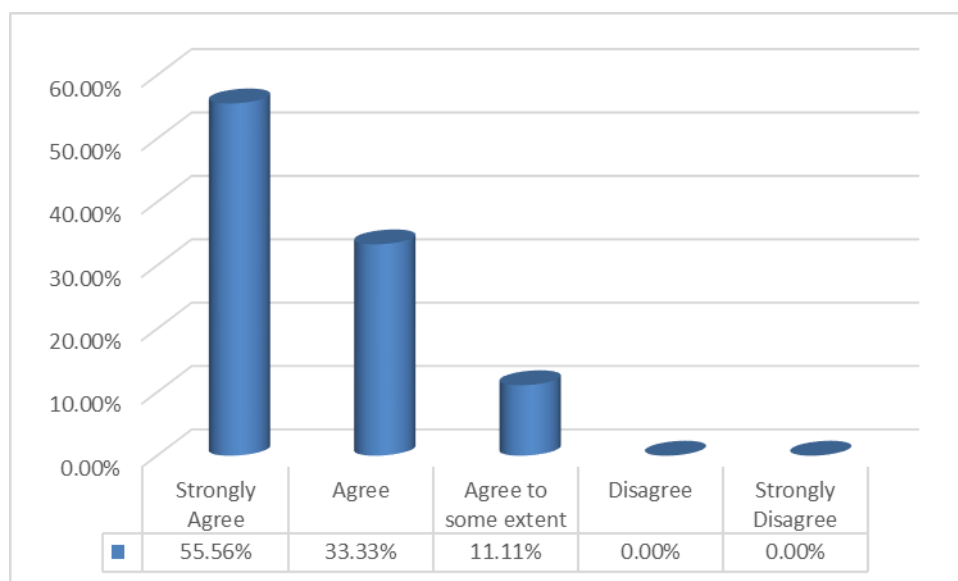
	Strongly Agree	Agree	Agree to some extent	Disagree	Strongly Disagree
■	55.56%	33.33%	11.11%	0.00%	0.00%

Furthermore, review of course reports which also designed by NCAAA to cover all aspects of a course (Annex G4.3.2). All the reports are studied by the Assessment and accreditation committee.

Table G.4.3.1: Proportion of graduates from undergraduate program who within six months of graduation are: (a) employed (b) enrolled in further study (c) not seeking employment or further study

Zoology program (Male)	Number of Graduates	Proportion of employed	Proportion of enrolled in Further study	Proportion of not seeking employment or further study
1435/34	9	9	0	0
1434/33	17	17	0	0
1433/32	5	5	0	0
1432/31	17	17	0	0

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Furthermore, review of course reports which also designed by NCAAA to cover all aspects of a course (Annex G4.4.3.2). All the reports are studied by the Assessment and accreditation committee

At the time being the College of Science is working on constructing a database for the graduates of the College to make communications with them to obtain their feedback about their studies in the programs of the College (Annex G4.3.3 link). In this regard the College prepared a survey form which will be placed online to obtain the graduates feedback (Annex G.4.3.4 survey from).

The Department of Zoology believes that the input from advisory boards is an invaluable tool to assist with continuous quality improvement. The Department prides itself on the support received from advisory board members. Meetings should convene at least once a year to discuss the trends in education, research and employment. The advisory board includes key figures from public and private organization. The main purpose of an advisory board is to assure excellence in the programs offered by The Department of Zoology. To achieve this purpose, the Board assumes to be actively and continually involved in all aspects of the Zoology program. The outcomes that the Advisory board is expected to focus on the following to:

1. Validate the Department's mission, vision and position on a continual basis,

2. Review programs of study and recommend improvements that better prepare graduates to meet their career goals and the workforce needs of employers,

3. Evaluate educational facilities and recommend improvements which enhance faculty facilitation of student learning,

4. Assess faculty competence and recommend ways to improve their technical currency and professional growth.

5. Assist in the identification of employment opportunities for the Department graduates.

Evaluation of program evaluation and review processes. Refer to evidence and *provide a report* including a list of strengths, areas recommendations for improvement, and priorities for action.

Strengths

- The Department of Zoology has program evaluation processes and procedures.

- The Department of Zoology involves external consultants in the program evaluation process.

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Areas requiring improvement

- Continuous monitoring should be carried out to ensure that the Department of Zoology is clearly aligned with its mission.

Priorities for action

- A system should be developed to allow the Department of Zoology to be monitored continuously in order to ensure its development is clearly aligned with its mission.

Annexes:

Annex G4.3.1: Annual Program Report

Annex G4.3.2: Course reports

Annex G4.3.3: Link of the College of Science graduates database

Annex G4.3.4: College survey form to obtain the graduates feedback

List the conclusions that were reached about the quality of the program as a result of using the program evaluation and review processes. Reference should be made to data on indicators and survey results as appropriate.

- Reviewing the evaluation by enrolled students for curriculum and academic program.
- Reviewing the evaluation by graduating students for curriculum and academic program.
- Reviewing employer's evaluation of the performance of graduates.
- Internal Audit (self-evaluation) - An external audit for courses and program.
- Encouraging faculty members for training courses and workshops to provide them with the necessary teaching skills (defined learning theories and strategies for teaching and learning).
- Comments and views of faculty members.

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Subsection 4.4 Student Assessment (Overall Rating __4_____Stars)

Describe the strategies for student assessment in the program and the processes used to verify standards of student achievement.

To excel in the seeking, application and exchange of knowledge, it is vital to improve student learning through effective assessment. Thus, the purpose of assessment at the Department of Zoology is, firstly, to ensure that KSU is meeting its goals and objectives in terms of teaching and learning and, secondly, to improve the quality of future teaching and learning. Faculty members at the Department of Zoology assume responsibility for formative and summative evaluation with the goal of enhancing each student's chance of success in program accomplishment. Faculty members therefore use a range of assessment measures including quizzes, assignments, projects, student portfolios, and mid-term and final examinations in order to obtain a clear picture of what students have learned; utilizing this variety of methods also avoids the potential weaknesses of applying a single form of assessment. These results are analyzed and an on-going process of improvement implemented in terms of learning outcomes (Annex G.4.4.1). A re-engineering of learning outcome evaluation processes is also in place at the Department of Zoology which incorporates all the required learning outcomes and graduate competencies. Thus, the nature of student assessment is changing in the Department as this re-engineering extends to all course descriptions. Such assessment is paramount for the success of the Department.

At the undergraduate level, multiple assessment methods including direct and indirect assessments methods are used to measure students' achievement. Direct assessment includes tests and examinations, portfolio evaluation and post-test evaluation. In tests and examinations approaches, which are used by most faculty members at the Department of Zoology in association with cognitive goals in order to review student achievement with regard to a general body of knowledge associated with the program. It intends to measure whether students have gained a definite process- and content-related knowledge (Annex G.4.4.2). While, in portfolio evaluation, faculty member collect student work and the student's progress and achievement in his/her course. The portfolio may includes research papers, reports, multiple choices or essay examinations, essays, exercises, case studies, and quizzes. This information may be gathered from in-class or as out-of-class assignments (Annex G.4.4.3). A new assessment

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methods used by faculty members is post-test evaluation in which he/she developed tests and/or examinations and administered it at the end of academic programs. These test results enable faculty to determining where skills and knowledge deficiencies exist and most frequently develop (Annex G.4.4.4).

Indirect assessments methods, on the other hand, includes students', Alumni and employer surveys (see sub-section 4.1 for more detail).

Though, there are various assessment activities occurring on the program, but there are not yet overall formal, systematic plans of student learning assessment. The Department of Zoology students experience different types of student learning assessment on an individual course basis; however, there are no corresponding processes to ensure that assessment results are regularly used for improvement or for accountability.

Theoretical and practical courses are assessed differently but all assessment takes place within the framework of the University's regulations: (**students must attain 60% for practical of the course and activities and 40% in final exams. 60% includes 30% for practical part and 30% for for two mid-term exams, 15% each**) while field training courses are evaluated appropriately according to report forms designed by the Department concerned (Annex G.4.4.5). Indirect assessment, through surveys and interviews, for example, asks students to reflect on their own learning in and outside the classroom.

The assessment outcomes noted above are discussed in detail using the following specifications:

Course syllabi (Annex G.4.4.6).

Course report samples for each courses taught at The Department of Zoology (Annex G.4.4.7).

Students are required to achieve a minimum Grade Point Average (GPA) of 2.0 at each level in each course (out of a possible 5.0); if they fail to achieve this level, they do not pass and must report the course. The GPA is determined by dividing the total number of points from all the courses the student has attended by the number of units in the student's schedule. The Department of Zoology has recently begun to check faculty's marking by allowing external reviewers to assess random samples of student work. Further to evaluate students' learning and experiences, programs gather data by conducting a

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course evaluation survey, alumni surveys and a student experience survey. A student's GPA is determined by dividing the cumulative point value of all courses attempted by the number of units in the student's semester schedule. The cumulative grade point average is explained in Table G.4.4.1and Table G.4.4.2, as follows:

Table G.4.4.1: Cumulative Grade Point Average

GPA	Grade
Greater than 4.50	Excellent
3.75 - 4.50	Very Good
2.75 - 3.75	Good
2.00 - 2.75	Pass
Less than 2.00	Fail

Table G.4.4.2: Grading System

Grade	Numerical	Average Point
A+	95-100	5.0
A	90-less than 95	4.75
B+	85-less than 90	4.5
B	80-less than 85	4.0
C+	75-less than 80	3.5
C	70-less than 75	3.0
D+	65-less than 70	2.5
D	60-less than 65	2.0
F	Below 60	1.0

All the Department of Zoology faculty members submit a course syllabus at the beginning of each semester. This consists of: the course's learning objectives; a description of the course content, assignments, textbooks and reading lists; evaluation procedures and grading standards; the teaching methods that will be used; and the faculty's office hours (Annex G.4.4.8). This information is kept in the

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faculty member's course file but is also given to students. At the end of each semester, all teaching staff submits copies of their tests and examinations to chairs of Department, together with a course report which includes details of the course, with all entries having been up-dated. This report includes relevant documents such as the course outline, and samples of examination papers, assignments and/or term papers (Annex G.4.4.9).

Evaluation of student assessment processes. Refer to evidence about effectiveness of student assessment processes. *Provide an evaluation report* of the processes followed for this sub-standard; include evidence about the standards of student learning outcomes achieved in comparison with appropriate benchmarks. The report on this sub-standard should include a list of strengths, recommendations for improvement, and priorities for action.

Strengths

The Department of Zoology has various assessments methods to measure students' learning achievements.

Areas requiring improvement

The Department of Zoology faculty members should provide students with instant feedback on their learning achievements.

Students progress should be monitored, and their learning outcomes should be measured continuously.

Priorities for action

The Department of Zoology has to develop comprehensive and consistent assessment methodology to monitor student progress and learning outcomes adequately.

Provide instant feedback for students on their learning achievements.

Develop a plan to train faculty members in the latest methodologies of establishing both direct and indirect measures of student learning assessment.

Annexes:

Annex G4.4.1: Re-engineering of learning outcome evaluation processes.
Annex G4.4.2: Samples of exam papers (Course files)
Annex G4.4.3: Exam Rules and Regulations at KSU
Annex G4.4.4: Samples of assessment methods
Annex G4.4.5: Report forms.
Annex G4.4.6: Course syllabi.
Annex G4.4.7: Course reports.
Annex G4.4.8: Schedules of faculty office hours
Annex G4.4.9: Course files

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Subsection 4.5 Educational Assistance for Students   (Overall Rating ___4_____ Stars)

Provide a summary report of what assistance is provided in relation to the matters listed in this sub-standard (e.g. orientation programs, office hours, identification and assistance for students in need, referrals to support services etc.).

At the University level:

KSU has an obvious commitment to provide services necessary to support and enhance learning and to provide students with opportunities for academic success. The policies, requirements, procedures and options available in KSU programs are summarized in a Department undergraduate handbook that is made available to all students in all programs. Both hard and soft copies are accessible through KSU's website:

(http://www.ksu.edu.sa/sites/KSUArabic/Mngmnt/RectorAndDeputies/SDF/Departments/Pages/i

sm.aspx). Admission requirements and procedures are summarized in the general undergraduate catalogue of the University and through the comprehensive KSU's admissions website (http://dar.ksu.edu.sa/en/e-admission). Students admitted at the University are advised on curriculum matters through orientation programs, which are conducted once at the beginning of the year/semester. In the orientation programs, representatives from each College introduce their curriculum and career opportunities. In addition, students enrolling at the University are advised on curricula and career matters through the following channels:

•   Student Council Committees (SCC), which consists of students representing various Colleges

•   Academic Mentors At the University level, the Deanship of Student Affairs has established students counseling and guidance units in order to:

1) Help students understand the dimensions of the situation (the problem) and that is half of the solution.

2) Help students recognize their potentialities and abilities, as well as environmental resources around them and try to exploit them.

3) Solve the problems of academic achievement.

4)   Solve   mental   and   social   problems   that   may   impede   academic   achievement. (http://www.ksu.edu.sa/sites/KSUArabic/Deanships/StudentsDeanships/Students_S/Pages/defaul t.aspx)

 Furthermore, the Deanship of Student Affairs, in coordination with Colleges and Departments,

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implements a comprehensive and diverse program of extracurricular activities, such as sports, community services and training courses in various areas.

Other important students 'services include:

1) Educational Services Office: aimed to help students to improve their writing.

2) Student Employment Office: aimed to provide jobs for students on campus.

3) Psychological Counselling and Social Development Office: aimed to provide students with psychological and social counselling in terms of diagnosis and treatment.

King Salman Central Library provides services and materials to all students who enrol in on- campus courses or who register for thesis or dissertation research hours. The library has thousands of printed and digital materials that support students 'learning in various subjects. Additionally, the library has a subscription to a wide range of remotely-accessible databases, e- journals, and e-books. Most of the databases are indexes to scholarly literature and provide citations and abstracts for journals based on input subject parameters. A lot of the databases contain full-text information. In other words, they contain the entire text of an article or an image of each page of the article. Moreover, the library subscribed to a large number of scholarly e-journals which can be accessed through the libraries website at http://ksu.edu.sa/sites/KSUArabic/Deanships/library/Pages/default.aspx.

At the College level:

In addition to services being provided by the University the following are also available at the College level:

- **Academic guidance committee:** There is a dedicated committee to give students support both on academic and personal level. This committee has clear policies and regulations. This committee is a standing committee of the College that reports to the vice dean for academic affairs. Students are represented in the committee through two members (representatives from the student's council). Two academic staff members (male and female) are given the responsibility for each academic phase on part-time bases. Although these staff members do their best there is lack of enough supporting administrative staff. The College has social supervisor for this matter.

- **Student affairs office:** This office is responsible for all academic student support services. It is located in a strategic place in the College and all information required by students is available there. The office is appropriately staffed.

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- **Orientation:** Overall, students get enough orientation at the beginning of the year and semester. All information and material required by students are available on the College website. In addition, booklets are available with all regulations and policies.

- **Communication:** Students'team leaders are in direct and continued communication with the Vice Dean for Academic Affairs. They have an active website through which all their announcements are posted.

- **Office Hours:** Each teaching staff is required to submit his office hours at the beginning of each academic year and post it on his website and office door. Compliance with these office hours is monitored by the AQU.

☐ **Career counselling:** A special seminar is arranged for final year students to orient them on the issue of choosing their specialty.

The following table shows the results of graduates satisfaction survey related to this substandard

Table G4.5.1: Students satisfaction rate about academic support:

Questions	(n=9)					
	Strongly Agree	**Agree**	**True Sometimes**	**Disagree**	**Strongly Disagree**	**NCAAA Stars**
I got enough orientation before each semester	7	2	0	0	0	3.5 (***)
I got adequate help when there was a problem	6	3	0	0	0	3.4 (***)
I received appropriate Academic guidance when I needed it	8	0	1	0	0	3.3 (***)

At the Department Level:

Although, a number of methods and indicators to identify the best means to assess an applicant's potential for success have been discussed and studied by the Department's leadership. However, the Department of Zoology plan to establish policies and procedures regarding the review of student academic performance in order to inform students beforehand of the requirements for satisfactory academic progression, and of the consequences when academic performance standards are not met. In most cases, failure to maintain good academic performance will result in action being taken by the

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Deanship of Admission and Registration.

Table G.4.5.2: Proportion of students entering program who successfully complete first year

Year	Started first year in the program	Completed successfully first year
1435/1436	12	12
1434/1435	7	6
1433/1434	14	13

Figure G.4.5.1: Proportion of students entering program who successfully complete first year
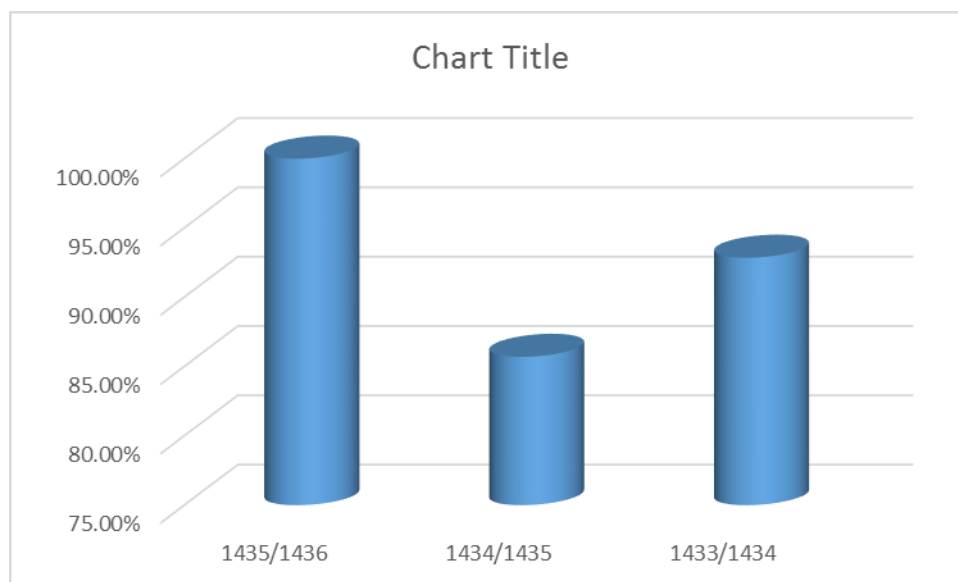
Table G.4.5.3: Proportion of students entering program who complete this program in minimum time

Academic Year	Number of Students Commenced the Program 4 Years Previously	Number of Students completed the Program in minimum time	Completion Rate
1432/1433H	10	4	40%
1431/1432H	17	8	47%
1430/1431H	18	9	50%

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Figure G.4.5.2: Proportion of students entering program who complete this program in minimum time
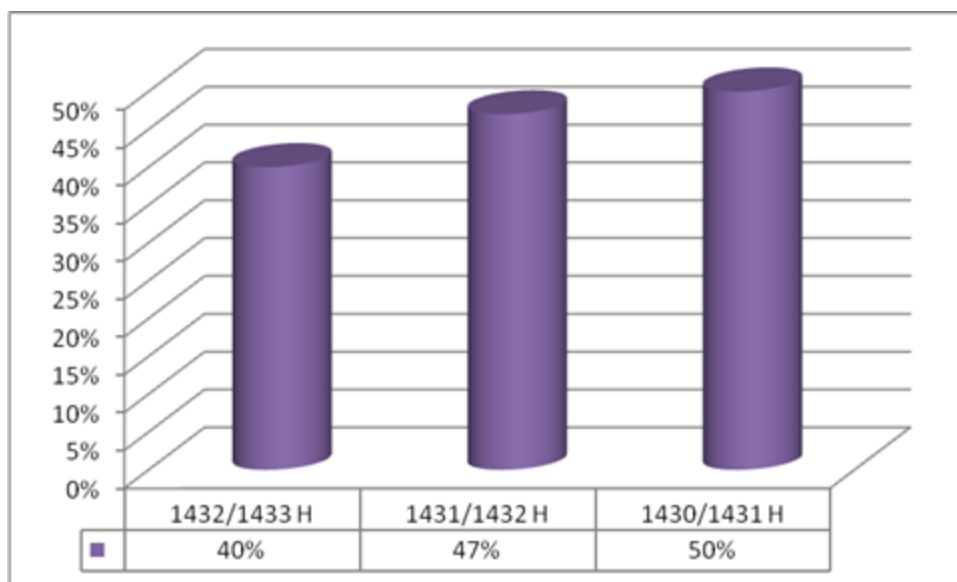
In an effort to increase students' success, the Department of Zoology, plans to develop an early intervention program which will be designed to assist faculty in identifying and improving the performance of students who are at risk of failing, dropping a course, or withdrawing from program. Faculty, through regular contact with students, is the first to see the effects of these problems, which manifest themselves through low test and quiz scores, failure to turn in assignments, poor class attendance, and poor class participation among other things. The early intervention program is activated when an instructor identifies and refers a student who is experiencing academic difficulties and/or attendance issues, which the instructor has been unable to resolve. The program coordinator receives the student referral from the instructor and then contacts the student to help him or her to identify feasible solutions or refers them to necessary resources such as Intervening Program (Annex G4.5.1)

Since the beginning of the Academic year 1431/1432H, 2010/2011, All newly admitted students spend their first academic year in the Preparatory Year Program. (http://ksu.edu.sa/sites/py/ar/about/Pages/pystudyplans.aspx). The major objectives of this program are to:

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a) improve the students' English proficiency ;

b) review and reinforce the students' knowledge of statistical and analytical techniques;

c) Instilling in students the principles of self-discipline, commitment and responsibility;

d) develop University study skills needed by the students;

e) enhance students' self-confidence, leadership skills and initiative;

f) Encourage innovation, creativity and self-development;

g) prepare students to excel academically and to maximize their involvement in University life;

h) improve students' learning achievements to enable them to compete for quality jobs;

i) acclimatize students to the global knowledge environment and to the benefits of e-learning;

j) Improve students' health awareness and physical fitness.

The Department of Zoology provides access for both students and faculty members to a variety of resources to support teaching and learning. These include computer laboratory, advising center, learning resources, Internet connection, and wireless capabilities.

Provide an evaluation report of processes for educational assistance for students. Refer to evidence about the appropriateness and effectiveness of processes for assistance of students in this program (e.g. Is the assistance what is needed for these students, is it actually provided as planned, and how is it evaluated by students?). The report should include a list of strengths, recommendations for improvement, and priorities for action.

Strengths

1) Orientation programs for new students are in place.

2) Academic Guidance Committee is established and activated.

3) Students are represented in the academic guidance committee

4) Two academic advisors are present for each phase.

5) Academic advisory office hours are practiced.

6) Career choice seminars are offered.

Areas Requiring Improvements

Academic guidance needs improvement in terms of full time trained administrative staff.

Priorities for Action Improvement:

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1) Improve students' supporting services (this has been identified as one of the strategic plan priorities).

2) Develop more effective mechanisms to deal with students with sub-satisfactory performance (a new policy should be developed).

Annexes

Annex G4.5.1: Intervening Program

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Subsection 4.6 Quality of Teaching (Overall Rating _____4_____ Stars)

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

All newly appointed faculty members involved in learning and teaching delivery should attend initial professional development programs, which ensure that they are appropriately prepared for their defined roles in learning and teaching and research degree supervision, and can demonstrate that they have met the relevant level (as determined by the nature and extent of the learning and teaching responsibilities) (Annex G4.6.1.1: Risalat Al-Jameah No. 1147; date 10/11/2013; 7/1/1435).

The College of Science Strategic Plan (Annex G4.6.2.1: Strategic plan of the College of Science) sets forth the goals and aspirations of the College system. Learning and teaching strategies developed from the strategic goals in the strategic plan of the College includes:

1- Achieving excellence in higher education, academic research and community service.
2- Providing a stimulating environment administratively and academically.
3- Attracting the best faculty members and students.

The College strategic aims concerning learning and teaching are to:

1- provide a stimulating educational environment;
2- attract and support outstanding students from Saudi Arabia and overseas;
3- develop knowledge and skills which are relevant to all stages of each student's career and which equip students to continue to learn throughout life;
4- Produce graduates who are the future leaders in their field.

These aims are firmly grounded in an institution where:

1. Students and staff are of the highest calibre and from a diversity of backgrounds;
2. Facilities, including library, IT and laboratory provision, are excellent;
3. Student retention and standards of achievement are expected to remain outstanding;
4. Teaching is informed by research and carried out predominantly by those engaged in research at the highest levels;
5. The supervision element of undergraduate teaching is central;
6. Students are, in the main, full-time, there is no other modes of study allowed;
7. Support provided by both the Colleges and the University is an integral part of the student experience;

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Strategies of teaching are a section (**Teaching strategies to be used to develop these skills**) of the course specification of all courses which is one of the duties of "The Evaluation and Academic Accreditation Committee (EAAC)" (Annex 4.6.2.2: template of course specification). The Evaluation and Academic Accreditation Committee (EAAC) is one of 10 committees of Quality management system of College of Science. One of the tasks of this committee is "Preparing and revising reports of Program's Description, course specification, and Courses Reports that are assembled from College members, and running its electronic saving, and then sorting them in their specific files in the program's academic room (PAR) (Annex 4.6.2.3: Quality Management System of College of Science).

Teaching strategies that aim to improve students' thinking include cooperative learning and seminars; these use brainstorming which encourages students to express but also to question opinions, to consider critically unusual or contradictory opinions, and to develop their ability to solve problems creatively; students are also given the opportunity to participate in contests and competitions. Other strategies include carrying out research, participating in Program instruction, summarizing and paragraph- and commentary-writing, participating in a variety of activities and exercises, discovering inductively, giving presentations, and role-playing.

Faculty members in College of Science have to fill in course specification forms that identify in detail course goals, content, intended learning outcomes, course resource materials to be used, and methods of assessment (Annex 4.6.3.1: Sample of course specification). The learning outcomes should match the Saudi Arabia Qualification Framework (Annex G4.6.3.2: NQF). At the College of Science, content is usually determined by individual faculty members and/or faculty committees at the Departmental level, and proposed changes are then forwarded to a College-level curriculum committee.

Vice Dean for development and quality has implemented certain quality assurance mechanisms to improve the quality of teaching, including:

- One workshop offering guidelines for writing course specifications and another one workshop focusing on writing course reports

- A set of Key Performance Indicators are used to monitor teaching effectiveness.

- A mechanism has been established to allow students to evaluate courses, programs and faculty.

All courses include assessment and testing to ensure that students meet the necessary standards to attain success on courses that are appropriate for them; the course catalogue (Annex 4.6.3.3: Copy of the course catalogue) and class schedules include clear descriptions of assessment processes.

At the Department of Zoology the content of the courses are specified, the academic instructor will be responsible for the delivery methods used; this person must also provide students with a

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syllabus at the beginning of the course and give an overview in the first lecturer on the objectives of the course, Intended learning outcomes, content, teaching and learning methods, student assessment methods. The course specification is raised on LMS (Learning Management System). NCAAA course specification forms are completed by faculty members; these forms give, in detail, the following information: content and goals of the course, intended learning outcomes, resource materials that will be used, and the methods of assessment (Annex G4. 6.4.1). At the end of the course, faculty members must also complete a course report and should be submitted to the Program's coordinator. This report is used when reviewing the Program (Annex G4.6.4.2).

Course coordinators held a meeting with the faculty deliver the course before the starting of the semester and set and make a distribution for the course content through the term weeks. In the first two weeks of each semester the Department follows the attendance of the faculty to ensure that the conduct of the courses is consistent with the outline provided.

The traditional classroom setting is the backbone of the College of Science education. It strives to improve, expand, and upgrade the technology used to support student learning technology as it continues to become more central to education, the College is equipped with smart board technology, computer labs, and Internet wireless connection.

Every year, the Deanship of Student Affairs addresses the Colleges to provide the Deanship with a list with the new textbooks in the field of study of the academic programs run in the Colleges. The new books edited by the faculty are sold at the "Book Centre" around the year, on the campus. The faculty also advises the students to search in the internet for the latest development in the field of study. They can also provide them with some relevant Links and handouts.

The course specification includes recommended books and periodicals & website. The faculty upload some materials on his homepage, some use the LMS to supply students with handout for the course (Annex 4.6.7.1. https://lms.ksu.edu.sa/webapps/login/). Now, the University adopted transfer the courses to E-books. The Deanship of Electronic Learning and Distance Education held number of workshops at the College of the University concerning uploading courses in Backboard (Annex 4.6.7.2: the poster of the workshops).

The bylaw of study and tests for undergraduate and operational rules adopted at King Saud University, issued in 1433 H, includes the attendance requirements of the students under the section "Attendance and apologize for the study" under the Item 9. This is distributed to the new admitted students (Annex 4.6.8.1: Bylaw of study and tests for undergraduate and operational rules adopted). The faculty members recorded the attendance each lecture (Annex 4.6.8.2. form of attendance recording) and the rules imposed on the students do not fulfil the requirements.

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The College of Science Departments have used classroom observations by peers to evaluate teaching effectiveness. The quality of full-time faculty is continuously monitored. Likewise, at the end of the course, faculty members have to complete a course report which is submitted to the program coordinator. This should be attached to the course specification, included in a subject portfolio, and used for consideration in the review of the program. Vice Dean for Development and Quality has implemented certain quality assurance mechanisms to improve the quality of teaching, including:

1. One workshop offering guidelines for writing course specifications and another one focusing on writing course reports

2. A set of Key Performance Indicators are used to monitor teaching effectiveness.

3. A mechanism has been established to allow students to evaluate courses, programs and faculty.

Table *G 4.6.9.1. The number of courses taught, number of courses evaluated by students and percentage of evaluate courses. (1)*

Zoology Department	Number of courses	Number of evaluated courses	Proportion of evaluated courses
First Semester	35	26	74.28%
Second Semester	36	31	86.11%

The Department of Zoology and KSU as an institution greatly value highly effective teaching, so the Deanship of Quality established the annual Teaching Excellence Award in 2007 which is aimed at encouraging faculty members to improve, and to promote good and effective practice in teaching. The award is made at the Department, College and University level and candidates must meet specific criteria in order to be eligible (Annex G4.6.9.1).

The faculty members at the Department of Zoology maintain teaching portfolio and develop strategies for improvement of their own teaching and keep a portfolio of evidence of evaluations and strategies for improvement. The portfolio contains course specification and reports, faculty teaching philosophy, faculty C.V, copy of students' course grades, quizzes, sample of students' achievements; exam papers (Annex G4.6.10.1). In addition, the students must evaluate their courses (Table G 4.6.2).

A survey was conducted in 2015 that involved all faculty members (males & females) about their opinion regarding statements about **Quality of Teaching**. The results were as follows:

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Figure G.4.6.1: Quality of Teaching Surveys (1)
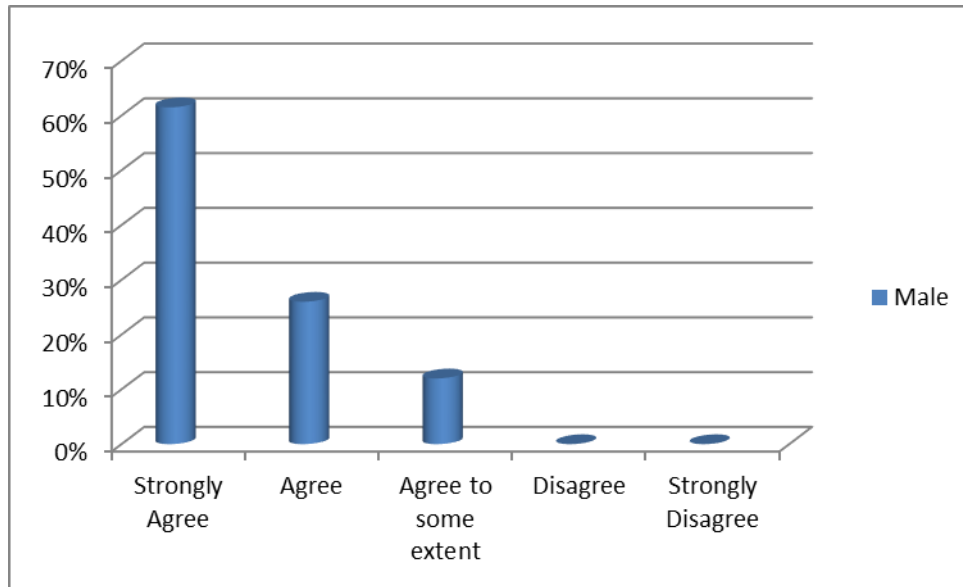
The Department is in the process of creating a plan to keep track of students' performances in all courses and relate that to the students of all GPA and carry out semester to semester comparison to assess areas of strengths and weaknesses of the program and to assess the fairness of the reported grade. The Department has started using this procedure since the year 2009-2010 and up till now.

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI:	
Target Benchmark	
Actual Benchmark	
Internal Benchmark	
External Benchmark	

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New Target Benchmark	
Analysis:	

Evaluation of quality of teaching. Refer to evidence about teaching quality and <u>provide a report</u> including a list of strengths, recommendations for improvement, and priorities for action. The report should include a summary of data from student surveys used for course and overall program evaluations, with information provided about sample size and response rates on those surveys. Comparative data from other similar surveys should be included.

Strengths

- The Department of Zoology has implemented certain quality assurance mechanisms to improve the quality of teaching.

- The quality of full-time faculty is continuously monitored.

- The classrooms observations/evaluations are carried out regularly by the College administration.

Areas requiring improvement

New full-time faculty members need more training courses in teaching strategies and assessment methods.

Teaching improvement needs to be monitored periodically.

Priorities for action

The Department of Zoology should encourage its new faculty members to join more training courses in teaching strategies.

The Department of Zoology should develop adequate mechanisms to monitor teaching improvement.

 Annexes:

Annex G4.4.6.1: Course specification
Annex G4.4.6.2: Course report
Annex G4.4.6.3: Course Portfolios
Annex G4.4.6.4: Annual Teaching Excellence Award
Annex G4.4.6.5: Members of staff awarded Teaching Excellence Award
Annex G4.4.6.6: Zoo498 (Research Project)

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Subsection 4.7 Support for Improvements in Quality of Teaching (Overall Rating ___4____ Stars)

Provide a report that describes the strategies for the improvement of teaching. Include a table showing staff participation in training and/or other activities designed for the improvement of teaching and other related professional development activities. The description should include processes used for investigating and dealing with situations where evidence suggests there may be problems in teaching quality, and arrangements for recognizing outstanding teaching performance.

At the University level:

In 2007 KSU established the Deanship of Skills Development (DSD), which has adopted the concepts and practices of on-going self-development for the professional skills of the faculty, lecturers, teaching assistants, the academic and administrative leaders, and other employees, and the development of the students' skills in order to improve the quality of KSU's outcome in a way that contributes to the provision of a suitable environment and ease of achieving academic development.

Faculty development activities are designed on the basis of the priorities of the University system, the KSU 2030 Strategic Plan, and the specific needs of the faculty. The activities of the Faculty Development Plan, under the responsibility of the DSD, were in the areas of:

1) Personal, technical and professional skills of the faculty and other KSU staff.
2) Academic teaching and research skills.
3) Leadership and administrative skills of all staff.
4) Active interconnection and communication skills of all KSU staff.
5) Critical and creative thinking skills.
6) Students' self-learning and on-going education skills.
7) in order to ensure the quality of learning and teaching, KSU has in place a range of quality assurance mechanisms:

All newly appointed faculty members involved in learning and teaching delivery should attend initial professional development programs, which ensure that they are appropriately prepared for their defined roles in learning and teaching and research degree supervision, and can demonstrate that they have met the relevant level (as determined by the nature and extent of the learning and teaching responsibilities). The DSD training courses aim at developing personal skills for faculty, administrators, staff, and students both male and female. Table G.4.7.1 shows the total number of faculty members attending

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training courses organized by DSD in .1430-1431H. of this number, 927 faculty members are trained. The number of faculty members trained from College of Science is 84. (Annex G4.7.1: Third annual report of Deanship of Skills development).

Table G.4.7.1: Total number of faculty members attending training courses organized by DSD.

Male	Female	Total
17	12	29

The DSD offers a host of resources on a wide range of topics which are more fully described on the DSD's website:

http://ksu.edu.sa/sites/KSUArabic/Deanships/DeanshipOfSkilsDevelopment/Pages/default.aspx.

  Another initiative in supporting quality of teaching at the KSU is the establishment of the Deanship of E-learning and Distance Education. KSU views e-learning as a promising vehicle to achieve learning objectives effectively. Thus, it established the Deanship of E-learning and Distance Education which aims at:

1) Supporting the development of University courses in electronic form.

2) Providing faculty members with advice and technical support for the development of educational sites.

3) Providing an environment to stimulate electronic communication between faculty members and students.

4) Developing faculty members skills to enable them to convert their courses into e-courses.

5) Providing the appropriate environment and training to enable faculty members to carry

out their tasks related to students' evaluation and monitoring and deal effectively with the

Learning Management System (LMS) at the University.

6) Creating incentives for faculty members who show excellence in e-learning application in the learning and teaching process.

7) Promoting the culture of e-learning at KSU.

Effective teaching is highly valued within KSU. The University recognized outstanding teaching through an award. In 2007, the Deanship of Quality established the Teaching Excellence Award. The

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award aim at acknowledging and encouraging excellence in teaching while providing an opportunity for faculty members to augment their careers and share their good practice with others. Furthermore, a key focus of the award is to identify and reward teaching practices that are student-focused and committed to promoting effective learning. It is an annual award at three levels: Department level, College level, and University level. The candidate faculty must meet specific and precise criteria in order to be eligible for candidacy (Annex G4.7.2). KSU constantly provides support to allow the award winners to continue developing their teaching practice in ways that support and enhance their own professional development and the learning opportunities available to their students.

Teaching award at the Department of Zoology. has specific criteria based on excellence in teaching, teaching load, inserting information related to courses in instructor′s website.

In addition, at the beginning of the each academic year, the top ten teachers based on students evaluations and the top ten researchers based on ISI publications receive an appreciation letter and certificate from the Dean (Process to handle problem teaching situation, evaluation of arrangement for supporting improvements).

Evaluation of arrangements for supporting improvements in quality of teaching. Refer to evidence about the effectiveness of strategies used and provide a report including a list of strengths, recommendations for improvement, and priorities for action. This evidence could include matters, such as, trend data and analysis from student course evaluations and survey responses from staff participating in programs offered.

Strengths

1) A dedicated active faculty development deanship in the University.

2) A dedicated faculty development unit at the College.

3) Teaching excellence award is in place.

Area of Improvement

- The Department needs to encourage faculty members to participate more in programs organized by the DSD.

- The Department should provide greater assistance in terms of the skills' development requirements of its faculty.

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Priorities of Action

- Analyze the skills' development needs of faculty members.

Annexes

Annex G4.7.1: Third annual report of Deanship of Skills development

Annex G4.7.2: Teaching Excellence Award criteria

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Subsection 4.8 Qualifications and Experience of Teaching Staff (Overall Rating ___4___ Stars)
Provide an analysis report on the qualifications and experience of teaching staff relating to program requirements (Refer to the *Periodic Program Profile Template B*).

At the University level:

KSU is committed to hiring and keeping effective and qualified faculty. Qualifications for hiring faculty at different faculty ranks are explicitly stated in the *Higher Education Manual*. In this manual, faculty members are classified into five categories/ranks: teaching assistants, lecturers, assistant professors, associate professors and professors. As shown in, KSU has over 5,000 full- time faculty members, 65% of whom are Saudis.

Several packages of incentives are set for distinguished faculty members in teaching. For instance, Saudi faculty members who teach their full load will receive an additional 25% salary compensation. Currently, the University is in the midst of a developmental phase, which will help host international workshops on campus. Speakers for these workshops are outstanding international professors and scholars from all over the world. Faculty members have prior information of these workshops and are encouraged to attend.

Every KSU faculty member is entitled to attend national and international conferences, symposia, workshops, and both specialized and general training courses. Faculty members are given financial support for transportation, conference/workshop registration fees and living allowance for the event duration. The member can simply fill an electronic form (KSU website) for conference attendance, which is then approved by the Vice Rector for Graduate Studies and Research, and finally by the Minster of Higher Education. This process takes about 1-2 weeks. This indicates that KSU encourages faculty to actively engage in a variety of professional workshops, meetings, and conferences world-wide, which will enhance their teaching and research capabilities.

KSU faculty members are eligible for one semester sabbatical leave every three years or one year every five years. The procedure for applying for sabbatical leave involves written requests that go through the Department chair and up through the dean's office. Requests are granted based on a prior sabbatical application, sabbatical plans and timelines as well as availability of faculty for courses to be fully covered. Faculty members should complete at least one piece of research during their sabbatical leave.

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Applications for sabbatical leave (research plan and its budget) should be submitted to the Department 4-6 months prior to the end of the academic year for approval by Department, College Council, and then by the scientific council at the Vice Rectorate for Graduate Studies and Research. In 2008, KSU introduced the Nobel Laureates Program. The most important national and strategic aspirations of the Program are:

1) Projecting the international and pioneering role of the Kingdom of Saudi Arabia in encouraging scholars and researchers as a gesture of appreciation for the efforts they devote for the well-being of humanity.

2) Driving the process of research and development forward in the Kingdom through hosting internationally renowned scholars.

3) Disseminating the culture of scientific innovation, research and development among all social strata, that can be done through public lectures and press coverage of Nobel

Laureates 'activities.

4) Activating the national role of the University in such a way that the Kingdom of Saudi Arabia is brought to the fore and made to perform a prominent role in innovation and creativity, the finality of this activation being to help build a Saudi Science- and knowledge-based economy.

5) Reinforcing the research and consultancy potentials of the University with reputable international expertise in order to support the national developmental programs and build a global stature for the University.

6) Inspiring faculty members, researchers and students to be creative and distinctive so that a better knowledge community is created.

7) Initiating a distinctive pioneering avant-garde from male and female students through meeting Nobel laureates and benefiting from their unique experiences.

Another developmental program at KSU is known as Attracting Outstanding Faculty and Researchers Program. The objectives of this Program include:

1) Promoting the educational process by benefiting from the expertise of distinguished faculties;

2) Fulfilling international leadership by relying on top-quality researchers to serve the scientific operation;

3) Helping the growth of a distinguished generation of researchers and postgraduate students in various

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disciplines to serve the nation.

4) Encouraging the University's affiliates to create excellence by introducing them to exemplary scientific excellence.

This program has attracted 306 highly skilled professional faculty members who work in

collaboration with KSU's faculty in research and teaching. Furthermore, the Allied Program (*Haleef*), which is part of a responsibility sharing strategy, aims at bridging the relationship between the KSU and the business community in order to achieve the University's desire for societal partnership and transfer to a knowledge- based economy.

At Department level

It is worth mentioning that all the instructors in the Department are full time instructors and have a minimum of Ph.D. degree in Zoology from reputable universities worldwide. Moreover about 80% of the teaching staff has more than 5 years of teaching experience and they are also involved in research activities. The following table shows the numbers and academic degree of the manpower in the Department as in 2011-2012:

No. of students	93	----	93	86	-----	86	38	----	38
No. of faculty	70	-----	90	66	-----	66	57	----	57
Ratio	1.33:1	-----	1.33:1	1.31:1	-----	1.31:1	1:1.5	----	1:1.5

The following table shows the number of courses and groups of each course taught in the last 3 academic years for B.Sc. students:

Table (G.4.8.2) The number of courses and groups of each course taught in the last 3 academic years for B.Sc. students

KPIs	Academic year		

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	1430/1431 H			1431/1432 H			1432/1433H		
	1st semester	2nd semester	Total	1st semester	2nd semester	Total	1st semester	2nd semester	Total
No. of courses	34	35	69	41	40	81	50	53	103
No. of groups (Male)	104	153	257	100	159	259	127	173	300
No. of groups (Female)	0	0	0	0	0	0	0	0	0
Total No. of groups	104	153	257	100	159	259	127	173	300

Table (G.4.8.3): Faculty to student ratio in the last 3 academic years

KPIs	Academic year								
	1430/1431 H			1431/1432 H			1432/1433H		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
No. of students	93	----	93	86	-----	86	38	----	38
No. of faculty	70	-----	90	66	-----	66	57	----	57
Ratio	1.33:1	-----	1.33:1	1.31:1	-----	1.31:1	1:1.5	----	1:1.5

A table listing the teaching staff and their highest academic qualifications is presented at the end of this report (Appendix C).

The Department of Zoology rigorously follows KSU's guidelines and procedures to evaluate the performance of faculty (Annex G4.8.1: : guidelines and procedures to evaluate the performance of faculty) and all personnel undergo regular evaluation using written criteria; this process is intended to

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encourage improvement and is seen by the Department as an important part of a faculty member's annual performance evaluation but also for the purpose of promotion and/or tenure which now places ever greater emphasis on teaching as a criterion for success. Thus, the Department has implemented a more rigorous teaching evaluation process; this includes reviews being carried out by students, faculty peers and the chair of the Department.

Annual Faculty Performance Evaluation

All the Department of Zoology' faculty members are evaluated on their previous year's performance with the performance criteria on which they are judged being clearly specified; these criteria have recently been published on the website of the Deanship of Faculty and Staff Affairs. A standard form is used for performance evaluation; this is familiar to all staff and is usually completed annually by the Department chair. The process is confidential but faculty members have the right to see their report and to complain formally if they are not satisfied. The review (and any relevant attachments) are sent to the Deanship of Faculty and Staff Affairs (Annex G4.8.2: Annual Faculty Performance Evaluation).

Course Evaluation Survey (CES)

Course Evaluation Surveys (CES), developed by the Deanship of Quality, are completed online by students at the end of each semester and before obtaining their courses grades. Once the evaluation timeframe comes to a close, results can be accessed electronically so faculty are able to view feedback regarding their course in a timely manner; this allows them to make modifications to their course before it begins again (Annex G4.8.3).

Peer Evaluation of Classroom Teaching

Peer review is an entirely voluntary process for evaluating teaching at the Department of Zoology. This process is to be revised in order to develop a more comprehensive system in order to improve the validity and reliability of the evaluation, to ensure consistency and flexibility, to highlight strengths in teaching, and to reflect the specific characteristics and values of the Department (Annex G4.8.4: Peer Evaluation of Classroom Teaching).

Evaluation of qualifications and experience of teaching staff. Refer to evidence and ***provide a report*** including a list of strengths, recommendations for improvement, and priorities for action.

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Strengths

Highly qualified trained faculty members graduated in superior global universities.

Recent increase in faculty income by possible legal means.

Reasonable faculty services.

Ample opportunity for education and attendance of scientific conferences and meetings.

Areas for further improvement

There is a shortage of the faculty members in the female section, especially in certain fields.

Priorities for action

Recruit more female faculty members.

Annexes

Annex G4.8.1: KSU guidelines and procedures to evaluate the performance of faculty
Annex G4.8.2: Annual Faculty Performance Evaluation
Annex G4.8.3: Deanship of Quality online course evaluation surveys
Annex G4.8.4: Peer to Peer observations form

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI: Proportion of full time students in proportion of full time faculty members (mean average and level accomplished	
Target Benchmark	
Actual Benchmark	1.31:1
Internal Benchmark	48:1
External Benchmark	-----
New Target Benchmark	
Analysis: The ratio for Zoology program looks so small due to the limited number of enrolled students in relation to the number of teaching staff. However, when considering the services courses given to students outside the program, the ratio would be comparable to that of mathematics program.	

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Subsection 4.9 Field Experience Activities (if used in the program) (Overall Rating___4___ Stars)

Describe the processes for planning field experience activities and planning for improvement.

Zoology program is committed to connect with the community in formal and informal ways that include a broad spectrum of internships and public service activities. In Zoology program, field experience activity and/or internship are one of the most valuable components of its program. This course is normally offered off campus in an industrial or professional setting and supervised at least in part by individuals outside the institution (Annex G.4.9.1: Field Training Course specification). Most of it offers students the opportunity to participate in an activity designed to integrate traditional classroom learning with academically related, real world, practical work experience.

The purpose of the Academic Field Experience is to reinforce and link the traditional academic curriculum with real world, practical applications. The student and faculty advisor are responsible for selecting potential field practicum sites. Once the field practice location has been selected, a field preceptor, who should be experienced information professional, will be identified. There is no formal process for selecting and approving preceptors. The student's academic advisor makes an assessment of the appropriateness of the preceptor and the site for the field experience. However, the plan for field learning activities will be developed by the three parties: student, preceptor and advisor. There is a new course added to the study plan to enable students gaining practical skills (Annex G.4.9.2: Course specification):. This plan will identify student field practicum outcome objectives, activities, and specify the deadlines for the completion of projects (Annex G.4.9.3: Examples of Field Experience Training Plan). It also outlines the student relation with other members of the selected field site practicum. Every faculty assigned to supervise students in a field experience course should complete a field experience specification form at the beginning of the semester (Annex G.4.9.4: Field experience specification form). The course specification form contains general information about the course, its objectives, intended learning outcomes, methods of assessment, planning and preparation, students' assessment, and course evaluation. In addition, the student should at the end of the field experience course complete a field experience report (Annex G.4.9.5: Field experience Report), which is expected to highlight what has been achieved and what improvement is

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needed.

The supervisor of the field experience in academic programs normally collaborates with the supervisor of the field location to set student training plan, designate appropriate tasks for field experience, monitor students progression, and evaluate the overall student scheme. Faculty members in charge of field experience courses always provide students with thorough information about the field experience course and any additional resources that are needed at the beginning of the course. The faculty advisor has responsibility for assessing the student's performance with input from the preceptor. The assessment includes reviewing the student's evaluation of field experience, the preceptor's evaluation of student's performance, and the student's summary report. The summary report is required of all students, and should include:

• Description of activities performed during the field practicum, noting any deviations from what has been outlined.

• The extent to which the field experience met the educational objectives of the students.

• Pros and cons of the experience.

Furthermore, each student will:

• Meet with the site supervisor to review his/her evaluation.

• Meet with the faculty supervisor to review the paper and the overall experience.

• Complete and turn in a site assessment form to the fieldwork coordinator.

This substandard consider the field Trip (454 Zoo) and the Research Project (498 Zoo) courses, that are concerned with essentials skills as Research skill, Teamwork skills, inter-personal Relation skills, Leadership skills, statistical analysis skills, Experimental design, scientific essay writing skills, Presentation communication skills, and other knowledge & skills that help graduates to conduct community & other organizations. Teaching strategies & Assessment strategies of the ILOs in there courses are also considered

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Provide an evaluation report of field experience activities including evaluation of processes for planning and managing them. Refer to evidence and provide a report including a list of strengths, recommendations for improvement, and priorities for action.

Strengths:

- During summer session, students get aquatinted with wildlife, animal fauna, aquatic biology and relevant information via field studies, following getting a suitable background in the field for at least 30 days (454 Zoo).

- During first and second semesters students of certain courses allowed to spend 3 days in wildlife as field trips to study the animals in their natural habitats (321, 323 Zoo).

-

Areas requiring improvement:

- Some courses need more field trips.

Priorities for action:

- More emphasis should be focused on practical part of the courses that serve the labor market.

Annexes

Annex G.4.9.1: Field Training Course specification

Annex G.4.9.2: Course specification

Annex G.4.9.3: Examples of Field Experience Training Plan

Annex G.4.9.4: Field experience specification form

Annex G.4.9.5: Field experience Report

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Subsection 4.10 Partnership Arrangements With Other Institutions (it these exist) (Overall Rating_____4____ Stars)

If partnerships have been established with other institutions to assist with the planning and or delivery of the program, ***describe what is done*** through those partnerships and explain what has been done to evaluate the effectiveness of those activities.

The Department is actively collaborating with several well-known universities and research centers worldwide to improve its research capabilities, staff and postgraduate student exchange. This will be reflected on directing courses towards the applied aspects related to society.

Entomological group has collaboration with Professor Guenter Blobel (USA) (Nobel Laureate in Zoology 1999), Professor Eric Morgan (UK), Dr. Paul Fletcher (USA) and Reinhold Hustert (Germany) through the Nobel project (Annex G4.10). (Whereas the faculty members of the Department to implementation number of Projects cooperation with Nobel Laureates).

Centre of Excellence in Biodiversity research has cooperation with many Professors around the world. Professor Alan Warren UK, Professor Weibo Song (China), Professor Klaus Hausmann (Germany), Professor Norbert Wilbert (Germany), Professor Fathy Abdel-Ghaffar (Egypt), Professor Heinz Rennenberg (Germany), Professor Rainer Hedrich (Germany), Professor Erwin Neher (Germany), Professor John Mundy (Denmark) and Professor Edward Farmer (Switzerland).

Research Chair for fetal programming in relation to diseases has a good relation with some professors in Manchester University (UK).

Chair of Bio-products Research has a good relation with some professors in Saarbroken University (GER) (Table G.4.10).

Evaluation of partnership arrangements (if any). Refer to evidence and ***provide a report*** including a list of strengths, recommendations for improvement, and priorities for action.

<u>Strengths:</u>
Through the research chairs in the Department there is some sort of good contact with relevant institutions to exchange ideas and be aware about latest researches in specified areas.
Some research and postgraduate students from other universities and gov. authorities given access to prepare and examine their specimens in the dept. units (E.M. unit)
A good relation with other universities and institutions.

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Areas requiring improvement:

Coordination and organization with the international institution according to priorities and recruitments' of the program.

The advising and counseling program at KSU needs more development to be more efficient in supporting students' academic experience.

Priorities for action:

The contact with international institutions should be intensified through scientific channels.

Establishing an appropriate mechanism for programs development through institutional studies.

Monitoring students' progress and measuring their learning outcomes according to the appropriate standards.

Annexes:

Annex G4.10: Collaboration between international institutions

Table (G.4.10)

Partiner	Institution / Country	Title of the Scientific activity	INVESTIGATOR
Prof. Reinhold hustert	Goetingen University, Germany	Entomology	Dr. Ashraf Mashaly
Prof. Eric Morgan	Keele University, UK	Entomology	Dr. Ashraf Mashaly
Prof. Guenter Blobel	USA	Physiology	Prof. Ibrahim Al-Hazaa
Dr. Paul Fletcher	USA	Entomology	Prof. Mohamed Al-Khalifa
Prof. Alan Warren	UK	Endocrynology	Dr. Saleh Al-Wasel
Prof. Weibo Song	China	Embriology	Prof. Ahmed Al-hemidi
Prof. Klaus Hausmann	Germany	Paracytology	Prof. Khaled Al-Rashid
Prof. Norbert Wilbert	Germany	Paracytology	Prof. Khaled Al-Rashid
Prof. Fathy Abdel-Ghaffar	Egypt	Paracytology	Prof. Khaled Al-Rashid
Prof. Heinz Rennenberg	Germany	Parasitology	Prof. Khaled Al-Rashid
Prof. Rainer Hedrich	Germany	Parasitology	Prof. Khaled Al-Rashid
Prof. Erwin Neher	Germany	Parasitology	Prof. Khaled Al-Rashid
Prof. John Mundy	Denmark	Parasitology	Prof. Khaled Al-Rashid
Prof. Edward Farmer	Switzerland	Parasitology	Prof. Khaled Al-Rashid

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Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI:	
Target Benchmark	
Actual Benchmark	
Internal Benchmark	
External Benchmark	
New Target Benchmark	
Analysis:	

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Standard 5. Student Administration and Support Services (Overall Rating____4____ Stars)

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

Much of the responsibility for this standard may be institutional rather than program administration. However, the program is responsible to assessing the quality of this standard.   In this standard analysis should be made not only on what is done within the Department or program, but also on how the services provided elsewhere in the institution affect the quality of the program and the learning outcomes of students.

Provide an explanatory report about the student administration arrangements and support services for each of the following sub-standards:

The College of Science deems the administration and support services for students to be of major importance. The administration and support services for students are supervised and managed by the Vice Rector of Education and Academic Affairs. Two supportive Deanships are responsible for developing, monitoring, implementing, and following up on the required responsibilities and services. These two Deanships are: the Deanship of Admissions & Registration, and the Deanship of Student Affairs, The Deanship of Admissions and Registration is responsible for student admissions, which are handled through the electronic Edugate and E-register systems. The Deanship of Student Affairs is responsible for all student activities and services, such as academic and social counselling, health services, housing, sports, cultural activities, training, transportation, student rights, and all other services. The Deanships delegate these responsibilities to the Colleges through the Vice Dean for Academic Affairs. The responsibilities and regulations at these Deanships are written and approved by various authorities, including the Council of Higher Education, University Council. Some of these services and regulations are approved internally by the Rector, Vice Rector, or the related Dean.

Key performance indicators (KPIs)

1) Ratio of students to administrative staff.

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2) The average rating by students to the question: *Course registration is organized and easy*

3) The average rating on the adequacy of academic and career counseling from answering the question *I received appropriate Academic guidance when I needed it* in graduate evaluation survey.

4) The average rating by students to the question: *Students supporting services are adequate* in the graduate evaluation survey.

5.1 Student Admissions

The admission process provides students with access to the University but also ensures that all learners are given every opportunity to succeed in their studies, enabling them to attain their personal objectives. Entrance requirements are determined at three levels: the University, the College and the Department. The admission procedure is carried out electronically via the Deanship of Admissions and Registration's website (http://dar.ksu.edu.sa/ar/e_admission) and the College of Science and the Department of Zoology' websites (http://sciences.ksu.edu.sa/ar), (http://Sciences.ksu.edu.sa/zoology) All admission information and policies are described clearly and accurately on these websites and in the Department's manuals and student handbooks (Annex G.5.1.1). The following information is available on the websites mentioned above: admission requirements; requirements and responsibilities for enrolled students; degree, certificate, graduation and transfer requirements; suspension, probation, dismissal and re-admission policies; and policies regarding the collection and retention of student academic records and data. Department staff members collaborate on the production of materials, publications and website information in order to ensure that such information is both accurate and consistent, as well as being accessible to faculty, and to both prospective and enrolled students. Information is also available in the University's, Colleges' and Departments' catalogues and brochures, guidebooks for undergraduate and graduate students (Annex G.5.1.2) and the KSU Bulletin (Annex G.5.1.3). A number of Departments contribute to the production of the various handbooks which are revised and published annually (in order to reflect changes) and distributed to new students. These contain information on procedures; rights, responsibilities, requirements and academic regulations; degree courses; and student services and activities.

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Staff in the admissions office has embarked on work to renew completely outreach materials; a new process for producing information pamphlets and brochures, admission materials and applications is also underway while registration materials and information are included in procedures' manuals and publications for the use of both students and staff.

Although the Department reviews and updates its requirements for both new and enrolled students on an annual basis as part of its drive to improve performance and to ensure that all learners are given every opportunity to be successful in their studies, most students are admitted into the Department centrally by King Saud University. This is done largely to increase the number of students who wish to pursue higher education at KSU, in line with the Government's initiative to offer study at Higher Education level to all, but this may, in the long term, affect the Department of Zoology' efforts to assess and improve its own performance. By October 2010, however, all students who wish to undertake undergraduate study in the Department must enroll for a 'Preparatory Year', designed to develop students' skills.

The applications for admission are considered by the Deanship of Admissions and Registration Affairs (DAR) according to the following conditions:

1. The student must hold the General Secondary Certificate (i.e. a High School Diploma) (or equivalent) from inside or outside the Kingdom of Saudi Arabia.

2. This certificate (or equivalent), mentioned above, must not be more than five years old.

3. The student must be able demonstrate good behavior and conduct.

4. The student must pass the examination or interview held by the Senate.

5. The student must be medically fit.

6. The student must obtain his/her employer's approval if he/she works in the public or private sector.

7. The student must meet any conditions assigned by the Senate at the time of registration.

8. The student should not have previously been expelled from any University for disciplinary or academic reasons.

9. Any student who already holds a Bachelor's degree (or equivalent) will not be admitted to study for another such degree. However, exceptions may be allowed by the Senate.

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Procedures governing the application are as follows:

1. The students must carry out any necessary tests held by the National Centre for Measurement and Assessment. The student should also read the admission conditions; these can be viewed via the University's electronic gate or on the website of the Deanship of Admission and Registration: http://dar.ksu.edu.sa

2. The application form must then be filled in with the necessary data and the desired courses of study via the e-admission website within the allotted period of time.

3. After the admission period, students are admitted on the basis of meeting (or not meeting) all the admission requirements.

4. Selection is made on the basis of meeting the set conditions in terms of scores (i.e. those from the general secondary certificate examination; admission exams, if available; and tests of general potential).

5. After evaluation, successful students are informed via e-mail and mobile phone message (SMS) and receive information concerning the College and subject(s) for which they have been selected (Annex G.5.1.4: New Student Guide Regulations, Instructions, Activities and Services).

A student may submit a request not to continue a semester without being considered a failure. In such a case, he/she must offer an acceptable reason, at least five weeks before the final examination, to the Department's Chair. The Department of Zoology students, who study under an academic year system, can also request not to continue but must offer their reason at least eight weeks prior to the start of the final examinations while those studying for short sessions must make their request before at least one third of the session period. The Rector may make exceptions in terms of these periods and a grade of (W) is then recorded for the student. Students should not request to defer more than two consecutive or three non-consecutive semesters while Department students (subject to the academic year system) cannot request deferral for two consecutive years, neither can the total number of deferred years exceed two non-consecutive years throughout the student's course of study. Again, the Rector of the University may make exceptions.

A student is entitled to apply to postpone his/her course of study before the end of the first week if an acceptable reason is given to the Head of the Department and with the provision that the

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postponement does not exceed two consecutive semesters or three non-consecutive semesters. (Again, for Department students, the postponement cannot cover two consecutive years.) Furthermore, the postponement cannot exceed two non-consecutive years otherwise, the student's records are closed. The Senate of the University may make an exception and the period of postponement is then not counted as part of the period required to fulfil the graduation requirements.

Absence is calculated from the first day of the academic year. Students must attend lectures and practical lessons as he/she will not be allowed to sit final exams if his/her attendance is less than 75% during the semester and any student who does not sit the examination as a result of absence fails the subject. Students receive a warning if their cumulative attendance average falls below 2.00; if three consecutive warnings are received, the student is dismissed from the University (Annex G.5.1.5).

Withdrawal from the University has the following implications:

1. Scholarships cease until he/she registers for another semester.

2. The student must move out of student housing and can no longer use the library and other campus facilities.

Students are dismissed from their course of study in the following cases:

1. If three warnings are received because the cumulative average for attendance falls below 2.00. They may be given fourth chance, if they manage to increase their GPA.

2. If a student still fails to fulfill the graduation requirements during an ensuing period of up to half the total time allotted for graduation or up to half the duration of the Program. The Department Council and College Board can make an exception in order to allow students to fulfil their graduation requirements giving them (as a maximum) a period not exceeding twice the original amount of time for graduation under those conditions described in the rules.

Using technological admission and registration systems has simplified the management of student records. The Department of Zoology uses KSU's electronic service, *E-Register* (On Demand University System)

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(http://eregapp.ksu.edu.sa:7778/forms/frmservlet?config=eregister), to allow students to register and to manage their records; in fact all University students' records are managed electronically. Both faculty members and students are permitted access to *E-Register,* which is highly confidential; user names and protected passwords are employed, and the Department of Zoology students' records are maintained in a secure location with automated processes. The *E-Register,* on request, provides students with information concerning their Program, the courses of study they have completed with the grades they have attained, and the period of enrolment. E-registration has been very important in streamlining the following:

- All updated information regarding admissions, and the University's regulations concerning admission and registration are accessible to all the students in the same form and format; this offers ready access and makes the information easy to understand.

- The updated (and therefore accurate) information is available to all without discrimination in terms of gender, race or capability.

- The information is communicated in the same way; this avoids any distortion as a result of human failures and ensures that all students are treated equitably.

- The same information (that is both accurate and current) is available to potential and current students, as well as the general public, in domain that can be accessed anywhere and at any time.

A new academic project (*Edugate*) (https://edugate.ksu.edu.sa/ksu/init) and the electronic gate of this academic system (E-Register) were recently launched by the Deanship of Admissions and Registration. (E-Register) allows students to register for and cancel courses, modify their schedule, confirm any registrations and print out relevant schedules. In a survey conducted on the first semester 1435H, students at the Department of Zoology students as shown in Figure G.5.1.1 indicated that course registration procedures are simple and efficient with mean 3.13. However, Figure G.5.1.2 shows that students were less satisfied with the statement: Before I enroll in KSU, it was easy to find information about the University and its available programs with mean 3.7.

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Figure G.5.1.1: Students response to the statement: course registration procedures are simple and efficient

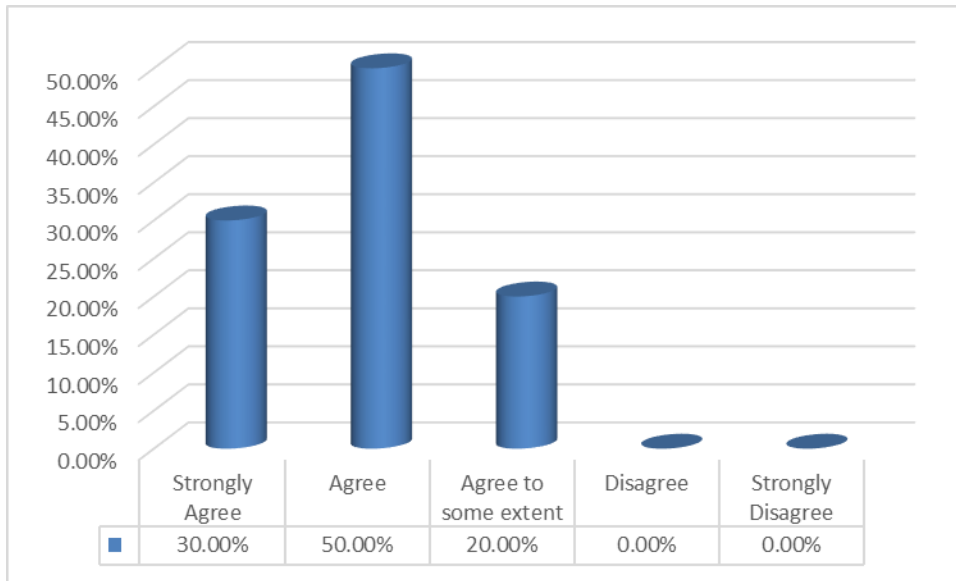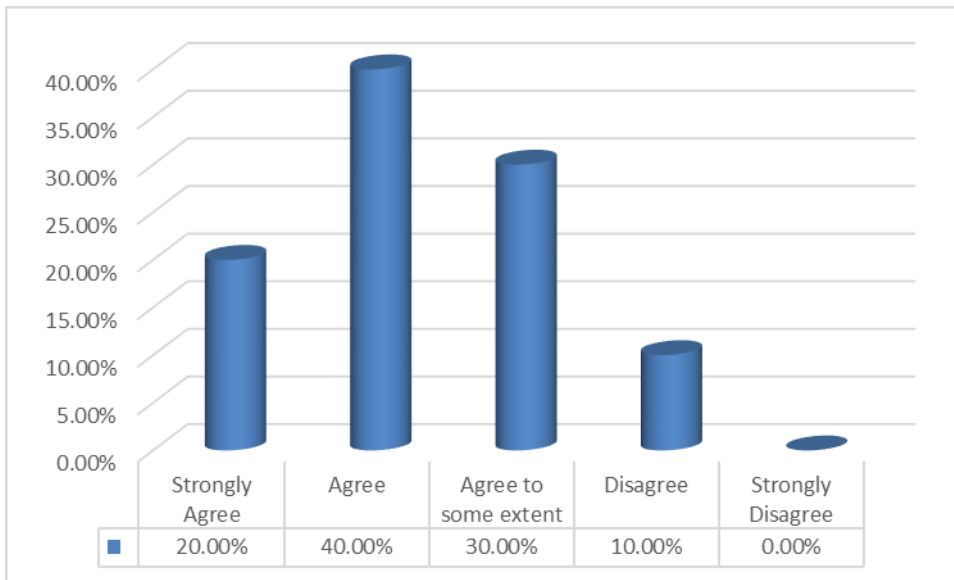|	Strongly Agree	Agree	Agree to some extent	Disagree	Strongly Disagree
■	30.00%	50.00%	20.00%	0.00%	0.00%

Figure G.5.1.2: Students response to the statement: Before I enroll in KSU, it was easy to find information about the University and its available programs

	Strongly Agree	Agree	Agree to some extent	Disagree	Strongly Disagree
■	20.00%	40.00%	30.00%	10.00%	0.00%

5.2 Student Records

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The Department of Zoology students academic record maintains complete and accurate records of all students enrolled from the time of registration to withdrawal or graduation. These records form a part of the well-organized system of student accounting, which is accessible and reflects the current status of all students. Such records conform to KSU rule and regulation for privacy.

The Department of Zoology' student academic records are comprehensive, accurate and secure while such records at KSU are maintained in a central secure location and protected behind firewalls; records are backed up daily and stored securely off site. Automated processes are used to generate any data required by the KSU or College of Science, for external reporting, and for the production of reports on student progress and achievements. Access to the education records of a student who is or has been in attendance in the Department of Zoology is granted to the student.

Any software and hardware required to enhance monitoring and increase security have been added as necessary. The Vice Rector for Academic and Educational Affairs is the guardian of student data whiles the Dean of Admission and Registration deanship fulfils a similar role student records; all requests for access require their approval (Annex G.5.2.1). Sensitive records, such as test scores, are kept in locked filing cabinets or electronically on a firewall-protected server; these are retained as per KSU regulations. Procedures to remove access to records when employees change jobs or leave KSU are in place.

5.3 Student Management

A document is issued to all students informing them of their rights and responsibilities. A Department, consisting of a permanent committee and branch committees throughout the various Colleges, has been established specifically to defend and support the legal rights of students; a higher-level committee also investigates and makes decisions on students' complaints. If a student wishes to make a complaint, this must be communicated to the Committee for Student Rights Protection Branch in his/her respective College. Complaints may also be pursued through the Permanent Committee for Student Rights Protection; this is situated in Building #17 on Floor #4 in the University Centre (Annex G.5.3.1). Relevant policies and procedures are approved by the University Council and are widely available. This system is designed to lessen the chances of minor complaints becoming major problems; it

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also ensures procedural consistency and to encourages good practice for both students and faculty.

The Department treats all complaints seriously and responds quickly and fairly to student complaints and is committed to treating all students in an unbiased and respectful manner. In this regard, the College of Science implemented the Student Rights Protection Unit to implement fair and consistent processes for student management and to ensure that no punitive actions or discrimination follow any expression of dissatisfaction or grievance. It also advises students in the event of complaints and explains how the policy works. Disciplinary and appeals processes are consistent with the mission and values, both of which promote high-quality education, of the Department and the College.

The Department believes strongly in the importance of extra activities as a basic component of the curriculum in its widest form so useful motivational programs are offered which help to enhance both the personalities and abilities of students, encouraging them to be inventive and creative, and preparing them to be responsible and useful members of society.

The College of Science encourages student clubs (http://enews.ksu.edu.sa/tag/student-clubs/) as a way of promoting extra activities and has emphasised the importance of this by supporting the establishment of a unit for students' activities. This unit aims to:

1. Promote a sense of creativity and imagination of students.
2. Cultivate invention and encourage individuality.
3. Make accessible the latest scientific knowledge.
4. Simplify scientific knowledge in an applied manner and promote scientific imagination.
5. Develop students' life skills.

The unit's activities are College-wide and include:

1. Organizing gatherings to strengthen relationships among faculty and students, spreading the sense of collaboration so that experience, skills and knowledge can be exchanged.
2. Organizing both long and short trips in order to strengthen ties, develop leadership skills, and to familiarize students with their own nation by introducing them to the cultural and architectural achievements in parts of the Kingdom.
3. Organizing visits, that may be scientific, social or recreational, which aim to familiarize

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students with both government and private institutions, improve their communication skills, and to make links between theory and the application of knowledge.

4. Creating student forums which are intended to strengthen ties and cooperation among students and College employees, as well as developing leadership skills and promoting a sense of enthusiastic competition. The forums also aim to encourage a sense of self-dependence and responsibility in students as well as providing recreation and entertainment, thus enriching student life.

5. Organizing exhibitions which accord with the needs of University students. These exhibitions attempt to form a link between the University and society while enriching the experience of visitors. Topics range from art exhibitions of drawings, and paintings to didactic exhibitions (e.g. traffic safety, anti-drug campaigns, etc.).

6. Running awareness weeks which promote interaction between the University and the community. These weeks encourage students to give something back to society while making the external community aware of life inside the University campus.

7. Organizing cultural contests, such as research competitions, which aim to encourage a spirit of competition while developing students' skills.

8. Encouraging participation in the media, including TV and the press.

9. Running lectures and seminars.

10. All these activities take place outside of classes and are organized by the Unit of Students Activities, supervised by a faculty member. A special budget has been made available for these activities so that they can be properly set up and well organized. The Unit also runs sporting and social activities, contests, exhibitions, trips, lectures, and seminars (Annex G.5.3.2).

5.4 Student Advising and Counselling Services

The student advisement process is perceived as an area of strength for Arabic Language and Literature Program. Many students as in Figure G.5.4., indicated it as strength in their survey, though, some students also mentioned it as a weakness, indicating that there is perhaps an uneven quality to the advising process across the program. However, each student at the Department of

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Zoology is assigned a faculty advisor at the time of his initial enrolment. The faculty advisor is a faculty member in the academic Department or the College in which the student is enrolled. The faculty advisor is available to solve any problem that might arise during the student program. The University considers student advising by faculty as an important teaching-related activity. The faculty advisor is expected to advise students in planning their academic programs during early registration, and throughout their academic year. The faculty advisor has the following main roles:

1. Advice and help students in their registration.
2. Provide students with clear guidance in dropping and adding courses and in improving their academic performance.
3. Ensure that the students understand the academic regulations and follow their academic programs in a sequential order.
4. Follow-up students' academic progress, especially those at risk.

Figure G.5.4.1: *Students response to the statement: I received a suitable academic and career advice and guidance during my study in the Program*

	Strongly Agree	Agree	Agree to some extent	Disagree	Strongly Disagree
■	77.78%	22.22%	0.00%	0.00%	0.00%

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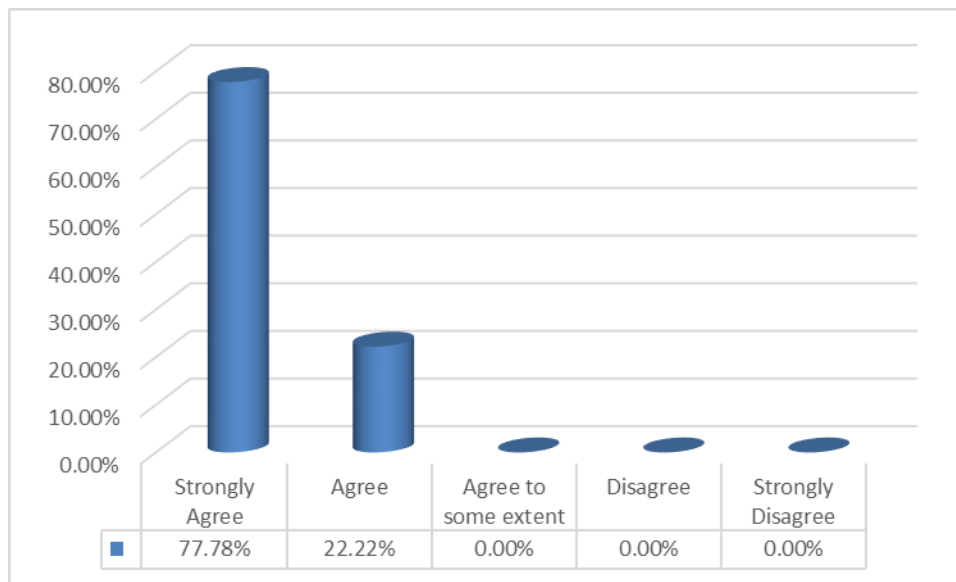
Figure G.5.4.2: *Students response to the statement: the academic staff was available to provide me with advice and guidance when I need*

	Strongly Agree	Agree	Agree to some extent	Disagree	Strongly Disagree
■	88.89%	0.00%	11.11%	0.00%	0.00%
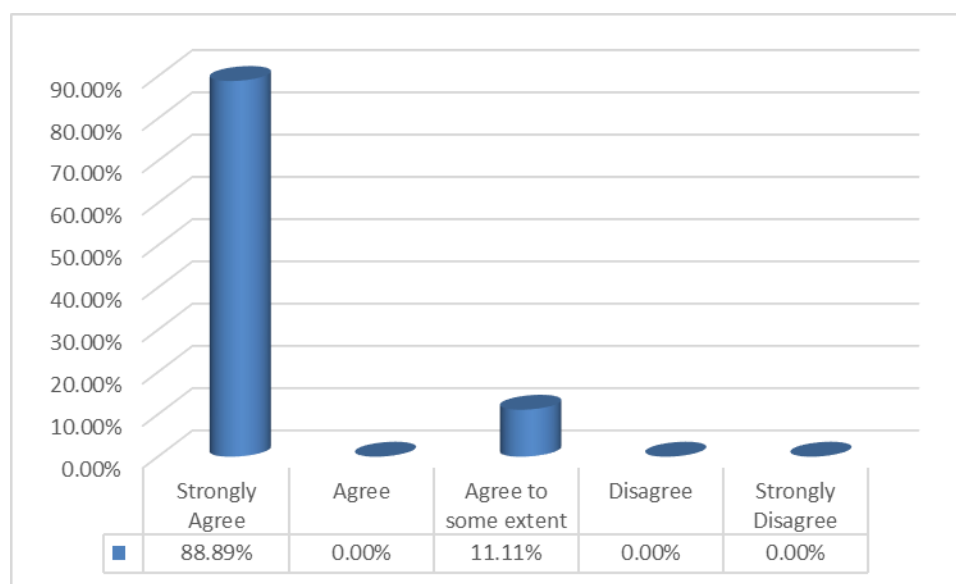
In the Department of Zoology there is an academic guidance unit which aims to:

1. Provide accurate and up-to-date information.
2. Clarify the requirements, policies and procedures of the programs being offered.
3. Approve students' programs of study and assist them in identifying appropriate resources.
4. Facilitate relationships between the student and others within the University who may also be able provide relevant assistance.
5. Advise on and help in realizing educational and career options.
6. Uphold the standards of the University.

On the other hand, at the University level there is a Counselling Unit level and several service offices attached to it (Annex G5.4.1). These offices are as follows:

1. The Educational Services Office: this office aims to assist students to improve their writing.
2. The Student Employment Office: which aims to provide jobs for on-campus students?
3. The Psychological Counseling and Social Development Office: this office, as its name makes clear, provides students with psychological and social counseling in terms of diagnosis and

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treatment (Annex G5.4.2).

Academic Advising is a collaborative process involving a student and an academic advisor in which the advisor offers help to an individual to promote his/her success at the University. It is expected that advisors will make themselves available to students throughout the semester; they must be able to motivate students; be knowledgeable about KSU's requirements and campus resources; and have a genuine interest in the welfare of students outside the classroom. It is assumed that students will: seek out advice if they need it; attend advisory sessions to review their progress and make informed choices for registering on courses; monitor their achievements; be actively engaged in academic areas; comply with deadlines; and take advantage of the resources available to them on campus.

The Advising unit develops and evaluates its programs by following the clear procedures noted below in order to meet the needs of students:

Consulting Advising about the programs offered and how to improve them.

Consulting students by distributing questionnaires to obtain opinions regarding the usefulness of these programs.

Consulting those in charge of the College about the academic counseling unit's programs.

Conducting both periodic and special (i.e. non-periodic) meetings with students.

Analysing the opinions expressed.

Presenting and discussing the results of such analysis at the unit's council meeting.

Modifying the programs according to the findings of the analysis

The Deanship of Student Affairs has also established counselling and guidance units for students at a University level: see: (http://sa.ksu.edu.sa/ar/ccg) in order to:

1. Help students to understand their problems difficulties.

2. Help students to recognize their own abilities and potential.

3. Assist students to understand what resources are available to them and how to make best use of these.

4. Solve problems regarding academic achievement.

5. Solve psychological and/or social problems that might hinder academic achievement.

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The Zoology Department is aware of the importance of academic advising to retention and student success. The Department plans to take an initiative to improve the advising process, moving from a centralized advising system to decentralized program-based system. This plan will be designed to make the advisement meeting between faculty member and students more focus on assisting individual students in developing suitable and individualized approaches to academic progress that take into consideration individual traits and special circumstances. Furthermore, the plan will have the following encompass the following strategies:

Increased numbers and length of meeting between students and their advisors per semester.

Provide faculty members with formal advisement training within Department.

Providing students with remedial coursework.

Locating students to advisors based on the importance of their specific course of study.

Developing an advising handbook.

Describe the processes used to evaluate performance in relation to this standard.

Note: Since this process is almost entirely carried out by the University, we will refer to the University SSR. According to University SSR, three teams were formed to address this standard. The first team was devoted to the males' centre and was formed of four members. The second team was responsible for the Al Dariya female centre and consisted of three members. The third team also consisted of three members and was responsible for the Oleisha female centre. The final outcome was a consensus of the results from all the centers. A cross-sectional survey was implemented, in which two questionnaires were developed and used in all three centers; the first measured staff responses and the second measured students 'responses to the items included in Standard 5. In addition, structured interviews were conducted with the heads of both the Student Affairs Deanship and the Deanship of Admission and Registration at the University, which added value to the analytical process.

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Table H.5.1.1: Surveys Response Rates at all three Centers.

Students	Distributed questionnaire	Returned questionnaire	Valid questionnaire	% (valid/Distributed)
	2900	2414	2379	82%
Staff (Deanship of Admission and Registration)	237	123	117	49%
Staff (Deanship of Student Affairs)	280	209	201	72%

*Scale description

1= not available, 2= available but not used, 3= available and used to some extent 4=available and used most of the time, 5= available and always used.

At College level, multiple meetings were conducted with the Vice dean for academic affairs and the chairmen of academic guidance committees. Furthermore, one member of the accreditation committee is also a member of the academic guidance committees. Surveys addressing student administration and support services issues were conducted for students, and staff (Figure G 5.1).

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI: Ratio of students to administrative staff.	
Target Benchmark	
Actual Benchmark	17:1
Internal Benchmark	27:1
External Benchmark	
New Target Benchmark	
Analysis: The actual Benchmark of this ratio seems not that much due to the limited enrolled students to the program.	

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Evaluation of student administration arrangements and support services for students in the program. Refer to evidence about the standard and sub-standards within it and ***provide a report*** including a list of strengths, recommendations for improvement, and priorities for action.

Summary

The Department of Zoology uses the University's central admission system in the form of *Eduqate* and *E-Register*. This ensures strict adherence to standard operating procedures that are clearly documented and applicable to all students so that the same information, admission and acceptance criteria, withdrawal policies, student records' management, and grievance/appeal systems are applicable and therefore fair to all. Student records are secure and there are clear rules safeguarding the privacy of information; these rules ensure that access to student records is strictly controlled. Wide and varied opportunities exist for students to participate in religious, cultural, sporting and physical activities.

Strength

- Students at the Department of Zoology are provided with adequate student's support services.

- The Department of Zoology has in place well-established policies and procedures for students' admission, registration, withdraw, transfer, protecting privacy of information controlling access to student records, and eligibility for graduation

- Students right at the Department of Zoology are protected by rules and regulations.

- Students at the Department of Zoology are provided with adequate extra curricula activities.

- A robust Program of academic consultation and counseling is offered from the day a student joins the program to his/her graduation, as the College and Department believes strongly that effective guidance will result in improved progress and performance for the student; good relationship between the student and faculty also supports the learning attainments and achievements of students.

Areas for improvement

- The Department of Zoology should periodically examine and adjust its admissions policy for continuous improvement.

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- The Department of Zoology should regularly monitored effectiveness and relevance of services through surveys of student usage and satisfaction; and services should be modified in response to evaluation and feedback.

-

Priorities for action

- Examine and adjust the Department of Zoology admissions policy for continuous improvement.

- Monitor effectiveness and relevance of services through surveys of student usage and satisfaction; and modified service in response to evaluation and feedback.

- The Department of Zoology should establish policies and procedures regarding the review of student academic performance**.**

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

Annexes:

Annex G5.1.1: Department's Catalogues and Handbooks

Annex G5.1.2: Guidebooks for Undergraduate and Graduate Students

Annex G5.1.3: KSU Bulletin

Annex G5.1.4: New Student Guide Regulations, Instructions, Activities and Services

Annex G5.2.1: Students' record security

Annex G5.3.1: Students' Rights Bylaws

Annex G5.3.2: College of Science Extra-curricular Activities

Annex G5.4.1: The Advising Unit

Annex G5.4.2: The Service Office

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6. **Learning Resources (Overall Rating_____4_____ Stars)**

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

Provide an explanatory report about processes for provision of learning resources for the program, including opportunities provided for teaching staff or program administrators to arrange for necessary resources to be made available, information about services provided and times available, equivalence of provisions for different sections, etc. Complete this section using the following sub-standards:

Learning Resources (LR) is considered to be the backbone for supporting teaching and learning processes. This report attempts to assess the quality of learning resources available for the faculty and students of the College of Science. The report will not simply focus on the provision of available library collections and services, but it will also focus on the electronic learning services, as well as the University and College portal on the Internet.

The College has access to a wide range of learning resources including King Salman Central library and other KSU Libraries, College portal, web based learning resources, black board, and e-journals. College portal provides vast amounts of information in the form of College policies, faculty web- pages, links to important web-sites, and announcements about a variety of events. In collaboration with Deanship of e-learning and Distance Education the latter is setting up the infrastructure for e-learning, building lines of communication between faculty and students, providing emails for each student and member of staff and faculty, as well as creating a message centre. In addition, the University has cooperated with other partners to provide sources of knowledge for its students such as; access to digital libraries and the National Centre for E-Learning.

The College provides computer labs to facilitate students using and accessing internet and other learning recourses, besides teaching purposes, furthermore, the College is completely covered with wireless internet access. Students of the College of Science buy lecture notes and books from

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student services at the College.

6.1 **Planning and Evaluation**

Learning resources on the Web and the E-learning section are managed mainly by policies and procedures that give special attention to the particular requirements of academic Departments and research units. The faculty raises their courses on their homepage on the College Website. They also provide advice on materials required to support teaching and learning (Annex G6.1.1. Website of the College of Science: http://faculty.ksu.edu.sa/3822/default.aspx). As part of the Questionnaire for faculty's assessment for College Readiness for the first semester for academic year 1435/1436H 81.25 % of faculty raise their courses on website (Figure 6.1.1.1) (Annex G6.1.2, Analysis data of Readiness questionnaire). They refer to the materials required to support teaching and learning in the first class every semester on their homepage link to the website of the College. 62.5% of faculty review learning resources of their courses, before the starting of the semester (Figure 6.1.1.2).

Figure G.6.1.1: Rate of Faculty raising their courses on the College website (n=16).

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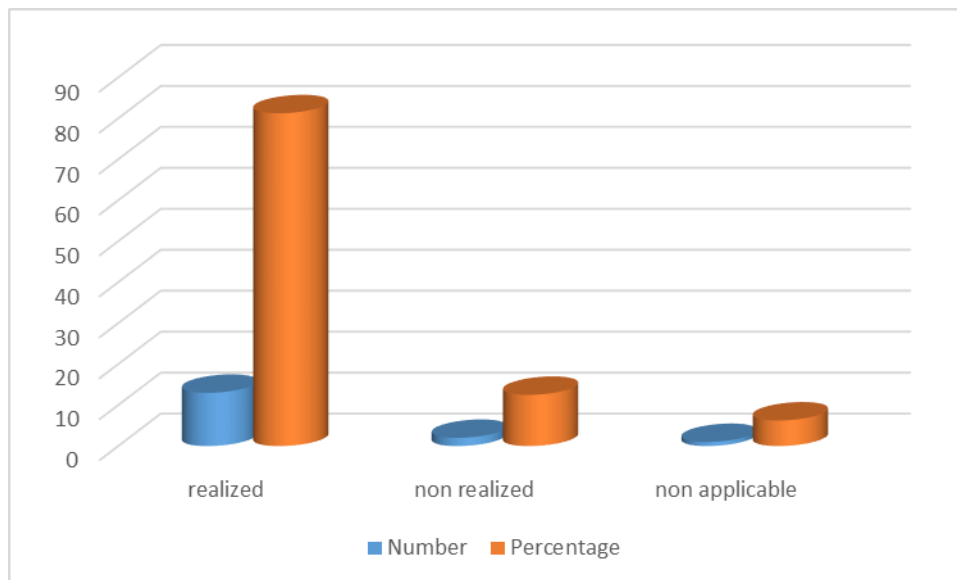
Figure G.6.1.1.2. Percentage of Faculty review learning resources of their courses (n=16)
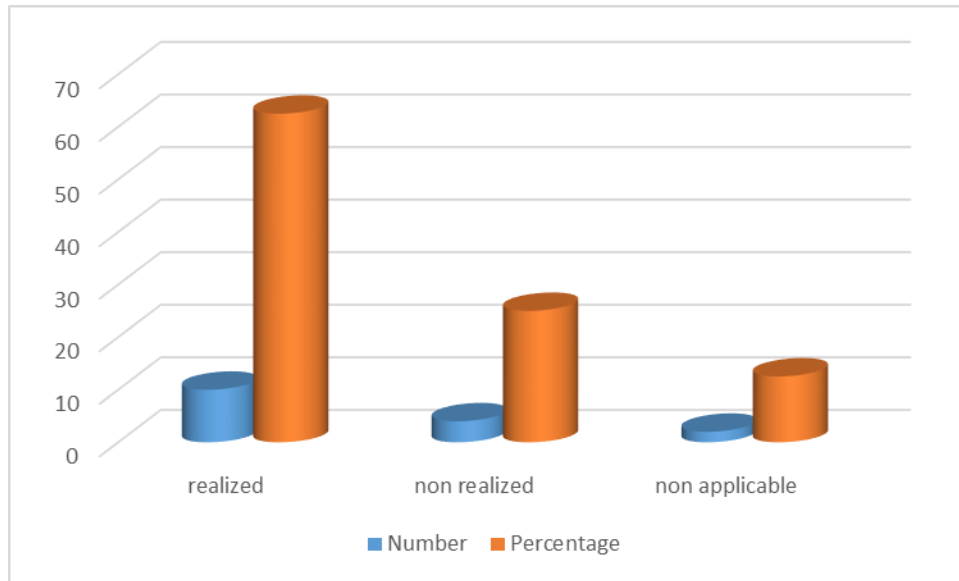
As part of the questionnaire for student's assessment for College Readiness for the first semester for academic year 1435/1436H, the result of the satisfaction rate about the adequacy of library support is shown on

Figure G.6.2.1. Students satisfaction rate about adequacy of library facilities (n=9)

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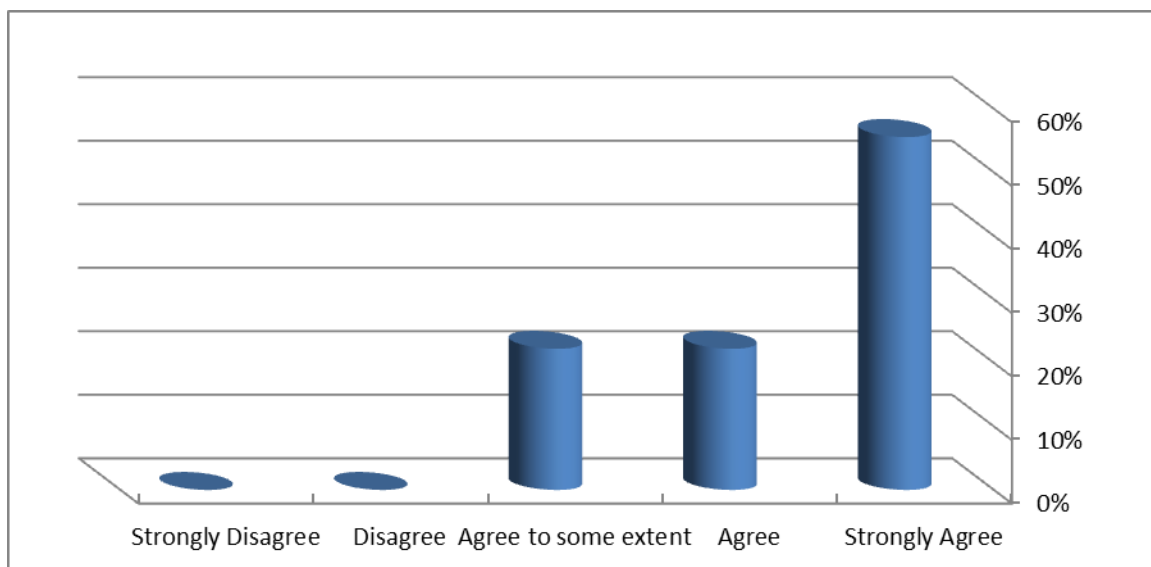
Figure: G.6.1.2.1. 58.7% percent of students shared in the questionnaire are satisfied with the adequacy of resources and services and consistence with the requirements for teaching and learning. 90.7% of faculty assured that the learning resources required for their courses are present in the libraries of KSU (Figure 6.1.2.2.).

Figure 6.1.2.2. Percentage of faculty assured that the learning resources required for their courses are present in the libraries of KSU (n=16)
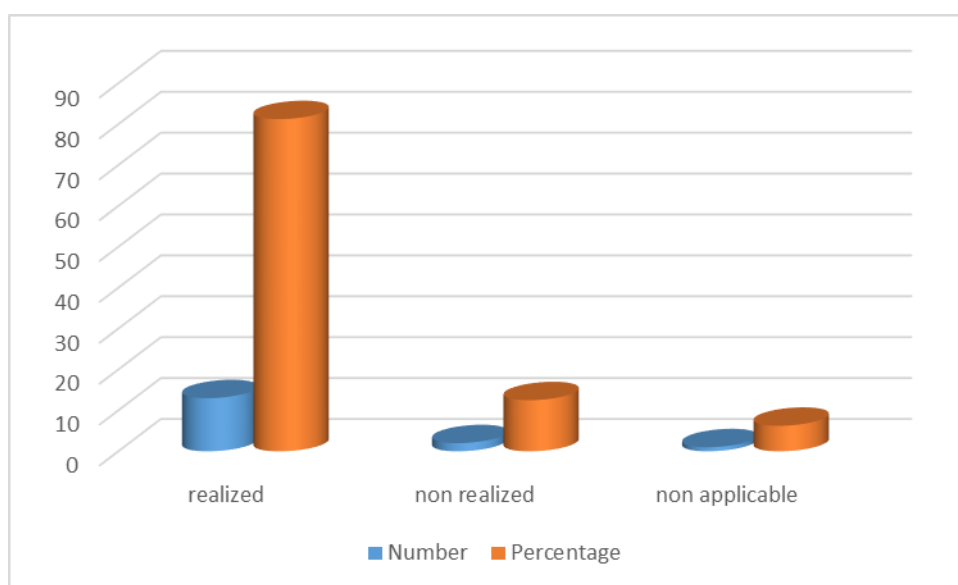
Data on the extent of usage of learning resources for the program are used in evaluations of learning and teaching in the program through the response to the statements:

- The learning resources of this course were available whenever I need it.

- I am satisfied with the quality and the amount of educational material available in library

- The library is open at appropriate times

- Everything presented in this course was new and useful, (readable texts, summaries, references, etc).

- There was an effective use of technology to support education in this course

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Figure 6.1.2.3 Students response to the statement: "Learning resources of this course were available whenever I need it" in course evaluation survey (n=108).
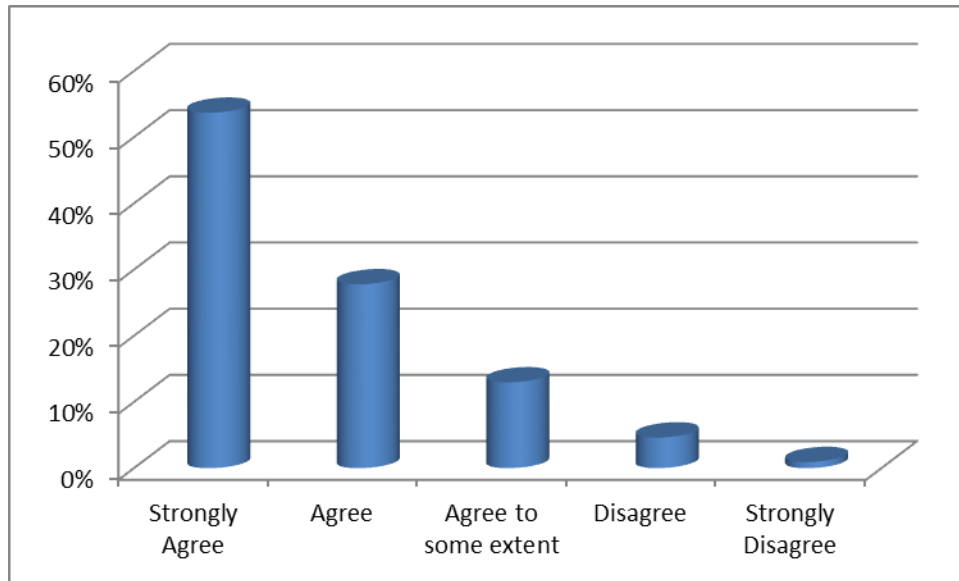
Figure 6.1.2.4 Students response to the statement: "I am satisfied with the quality and the amount of educational material available in library"(n=10)

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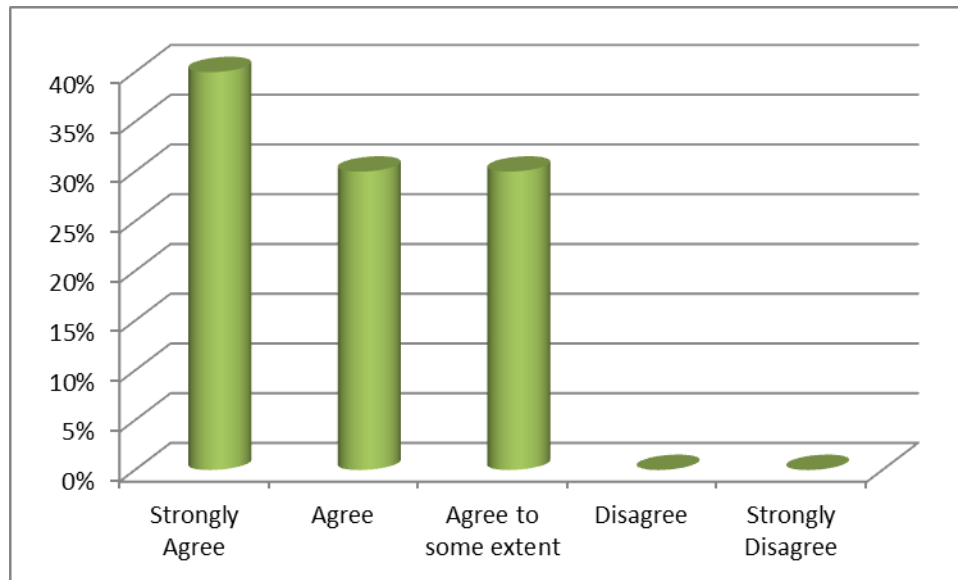
Figure 6.1.2.5 Students response to the statement: "The library is open at appropriate times"
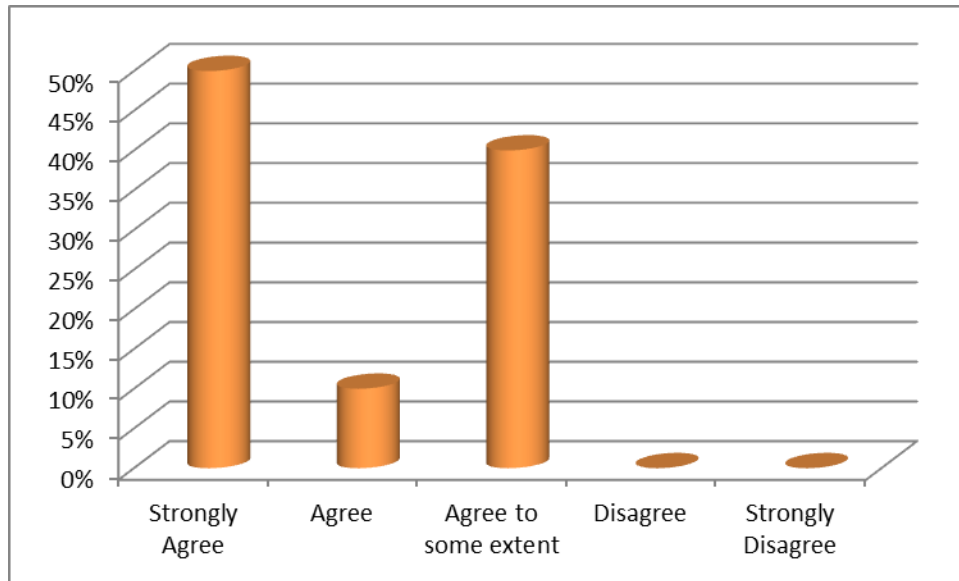
Figure 6.1.2.6 Students response to the statement: "Everything presented in this course was new and useful, (readable texts, summaries, references, etc)" in course evaluation (n=108).

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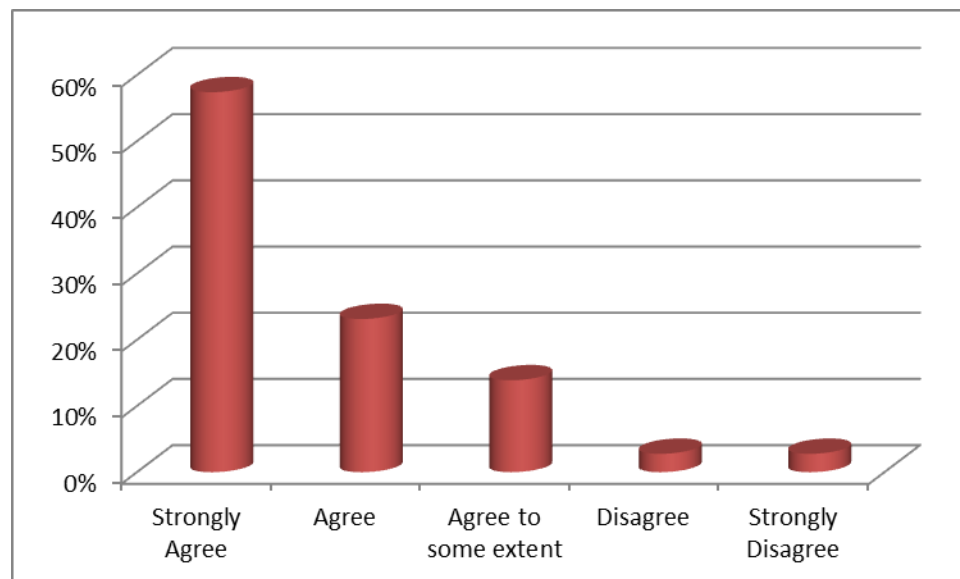
Figure G.6.1.2.7 Students response to the statement: "There was an effective use of technology to support education in this course" in course evaluation (n=108).
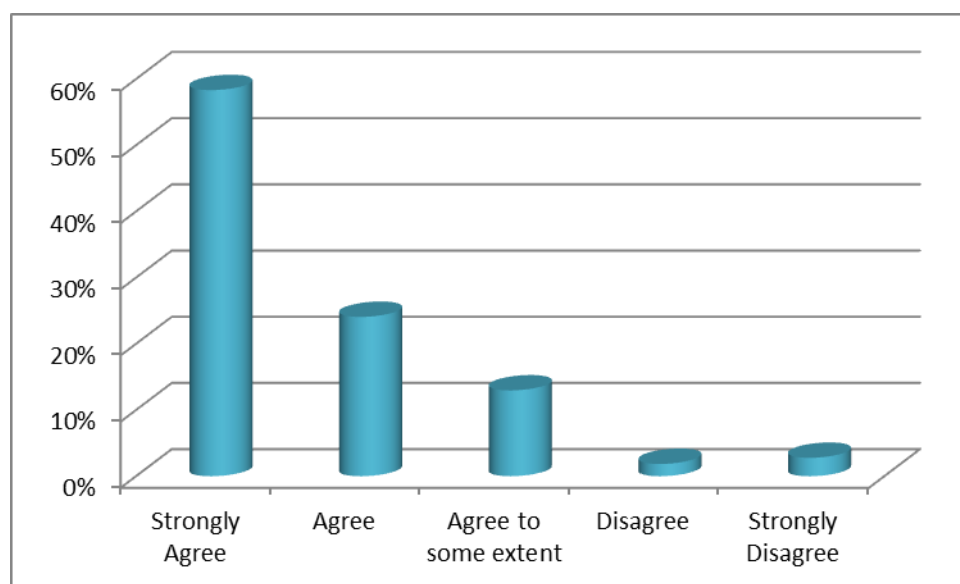
Faculty members are asked to specify the resources needed for teaching and research. They submit it to the Head of the Department who in turn submit it to the Deanship of Libraries. In addition, the University bookstore, which sells books with low costs, asks the Department yearly to submit the books and the number of copies needed for the students.

The reserve collection (on the first floor in the Central Library) offers access for short loan periods to materials, such as textbooks and recommended reading that are in great demand.

6.2 Organization

Realizing the fact that students need extended hours for reading and research, the University library have extended its daily opening periods which is currently from 8:00 am to 12:00 pm daily from Sunday to Thursday. On Friday, it is opening from 2 pm to 12 pm (Annex G6.2 Annual report of libraries Deanship).

Library collections and materials are acquired on a regular basis based on submitted requests from various academic Departments which take into account the teaching and learning needs.

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These are catalogued and referenced in internationally agreed upon coding systems. A separate College digital library project is being finalized which provide access to books and manuscripts.

There are clear guidelines governing the borrowing of materials as well as the imposition of fines for late returns. The maximum number of books a faculty member can borrow at a time is 30, whereas a student can borrow 20 books. All books are magnetized and bar-coded to ensure secure systems for loaning. Libraries stock several copies of books to ensure at least one copy is always on-hand for visitors, and materials in great demand are not loaned out for long periods of time. The University library has clearly displayed its codes of conduct for the users, and students are satisfied at the facilities accorded to them.

On the other hand, newly integrated automated library software has been acquired for on campus and off campus searches (Unicorn), and access has been provided to universally-known online databases. Moreover, KSU Web portal and E-learning services are available 24/7 to students and faculty, providing up-to-the-minute access to University activities and course material (Annex G6.2 Annual report of libraries Deanship).

6.3 Support for Users

The new Information Literacy Program aims at instructing library users on how to make use of the wide range of different learning resources available. The library orientation is being implemented in the reformed program curriculum and each student is required to undergo orientation to the available learning resources including the library (Annex G6.2 Annual report of libraries Deanship).

Qualified librarian is available to help users and answer their questions. Furthermore electronic system is being developed to assist users to search and allocate library collections.

There is a Department for reference services. This Department introduces services to the beneficiaries, such as direct and indirect reference services and guidance through phone e-mail fax. Facilitate the use of the library through the guidance to the appropriate paper references and the way how to use it. It also helps users to identify reference materials through research in automated system. Held training courses for new students on how to use the library and the automated system in the library (Annex G6.2 Annual report of libraries Deanship). The

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distribution of reference services in 1435/1436H is shown in Figure 6.3.3.1.

Figure G.6.3.3.1. Distribution of reference services in 1435/1436H
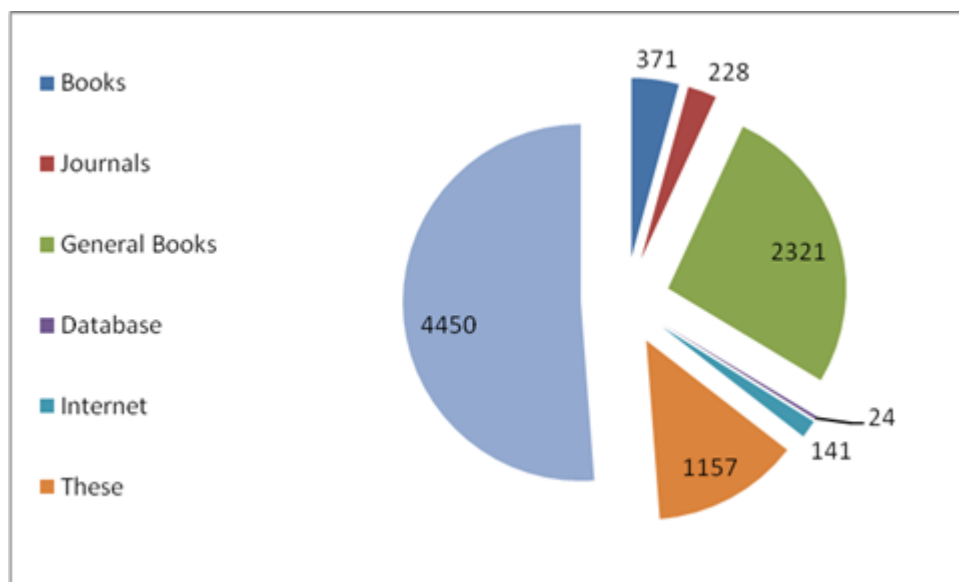
At the first floor of King Salman Central Library, there is an automated system. This system is well equipped with 150 new brand computers. It was established to facilitate the research process in the automated library system and guide the beneficiaries to the best way to use this automated system. In 1435/1436H, the beneficiaries from this system are 10000 beneficiary (Annex G6.2 Annual report of libraries Deanship, 1435/1436H).

The Deanship of E-learning and Distance Education is undertaking a project that aims to provide KSU students and faculty with access to approximately 96,7870 titles located in 2346223 folders and materials of different information resources (Figure 6.3.5.1) (Annex G6.2 Annual report of libraries Deanship, 1435/1436H).

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Figure G.6.3.5.1. Number of titles and folders of natural and applied Sciences materials in the library in 1435/1436H.
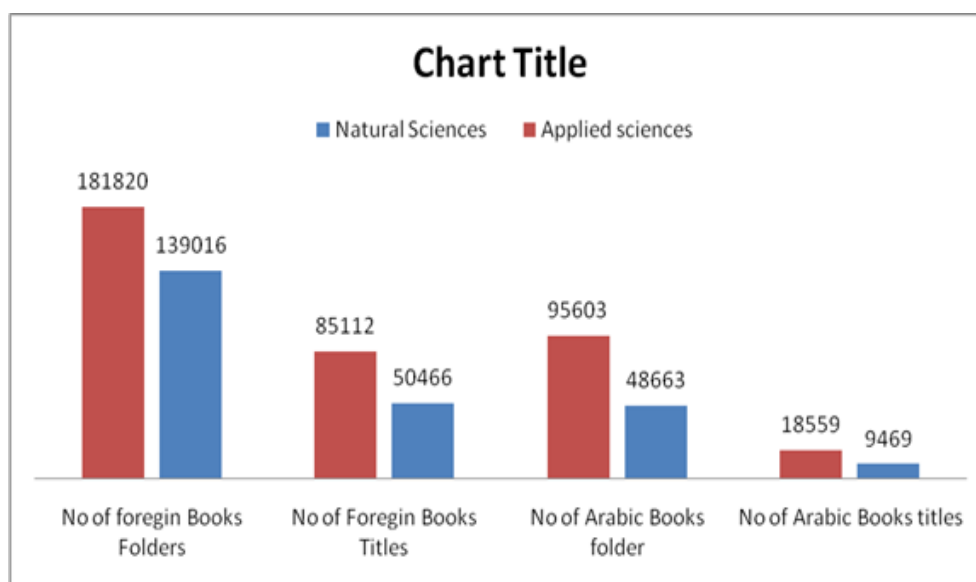
The portal of the Library of Deanship on the website of the University contains detailed information on the deanship in general and "King Salman Central Library" in particular. It is also provides information on the other libraries of King Saud University. On the site, there are number of interested links. These links are:

1) Link to the digital library which includes the summaries and book covers of 800 published books by KSU

2) Link to the database on the internet including Bibliography, abstracts and full texts. Breaking news updated on the regular basis

3) Link to some Saud Arabian, Arabic and international libraries

4) Link to search the available index on the direct lines of KSU libraries "OPAC"

5) Link to the service: Order Book" or "Suggest a Book 'which is available to all faculty members to order a book does not present in the library to be included in the library.

http://digitallibrary.ksu.edu.sa

http://catalog.library.ksu.edu.sa./ubtbin/cgisirsi/x/0/0/49

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http://catalog.library.ksu.edu.sa/

http://www.ksu.edu.sa/sites/KSUArabic/deanships/library/pages/database2.aspx

6.4 Resources and Facilities

KSU Libraries have library automated system "Unicorn". They subscribe in 49 databases for abstracts (10 databases) and full text (39 databases). Some of these databases have more than 3600 titles. They also subscribe in "Baker & Taylor", "Dip", "Ulrich" databases. These databases published the titles of new books and journals, helping Researchers and Department of the technical measures in the deanship in the selection of appropriate books and periodicals. The link of the digital library enables the beneficiaries to upload the full text of the Journals and papers published by KSU. King Salman Library stores 24355 theses in the form of Microfilms (246), Microfiches (2915) and CDs (360). The number of microfilms and Microfiches in the library are 35810. There are 18491 multimedia including: video tapes, 16 mm and 8 mm films, fixed films, cassettes, CDs, DVDs, colored slides, rolled Microfilm, and rolled Audio. The Library holds 84845 manuscripts. Some of them are original, some other are digital and photocopied. It also has rare Arabic and foreign publications. It also hold 905 maps (Annex G6.2 Annual report of libraries Deanship, 1435/1436H).

In 1435/1436H, the library deanship through the Department of IT service provide and installed 25 printers, 165 computer all in one, 165 computers Dell, 284 computers HP Comaq, 29 DTK devices and 120 card protection. In maintenance services, they respond to and carried out 800 maintenance requests (Annex G6.2 Annual report of libraries Deanship, 1435/1436H). In the first floor of King Salman central library, 150 computers for automated library system, to meet beneficiaries' requirements.

The library contains many information resources to meet programs requirements of the College of Science. In addition to books and Journals, it includes official publications, rare manuscripts, theses, Thumbnail Films, Newspaper and press information, multimedia, maps (Annex G6.2 Annual report of libraries Deanship, 1435/1436H). Figure 6.4.3 shows numbers of some library collections of the Central Library at KSU.

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Figure G.6.4.1: Number of some library collection at King Salman Central Library,
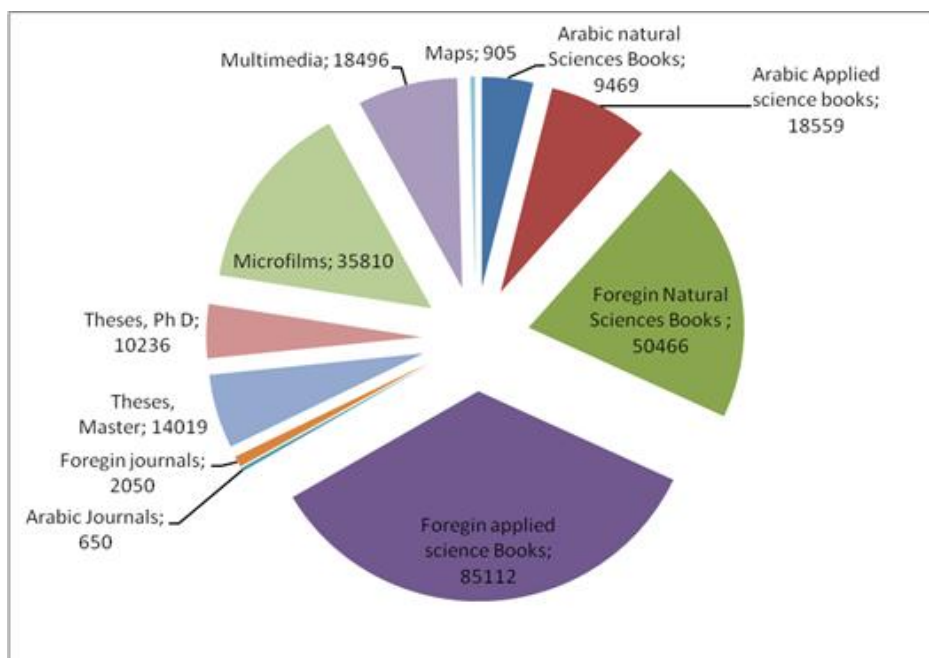
As part of the Questionnaire for faculty's assessment for College Readiness for the first semester for academic year 1435/1436H, 81.4 % of faculty found that learning resources for their courses are available in the libraries.

As part of the questionnaire for student's assessment for College Readiness for the first semester for academic year 1435/1436H, the result of the satisfaction rate about the adequacy of library support was 58.7%. This percentage needs to be deeply studied to find the reasons lay behind this unexpected rate.

There are helpdesks on all floors of the Central Library while the key information desks are situated on the ground floor; these offer help with quick enquiries or more substantial assistance to individual staff and students in terms of information and/or research. Research consultations or tutorials regarding specific resources can be organized by appointment while research assistance is available through the web (http://www.questionpoint.org/crs/servlet/org.oclc.admin.BuildForm), by e-mail and by telephone; IT help and advice is also available at the helpdesks in partnership with Information Technology Services. Students of the Zoology program in experience survey revealed as

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described in Figure G.6.3.1 that 88% of students felt that library staff assists them when they needs.

Figure G.6.4.2: Students response to the statement: " Library Staff assists me when I need"
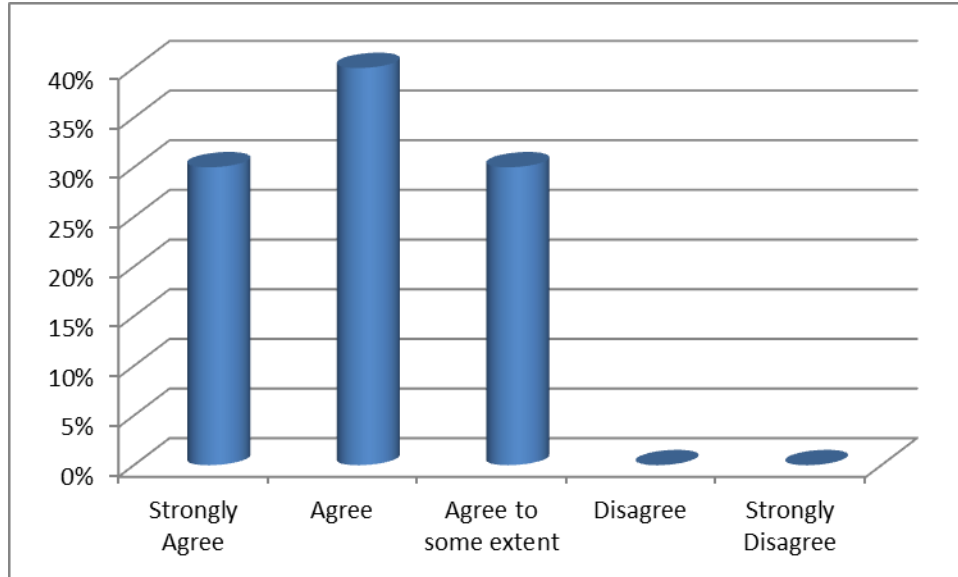
Figure 6.4.3 Faculty response to the statement: "I am satisfied with the quality and the amount of educational material available in library

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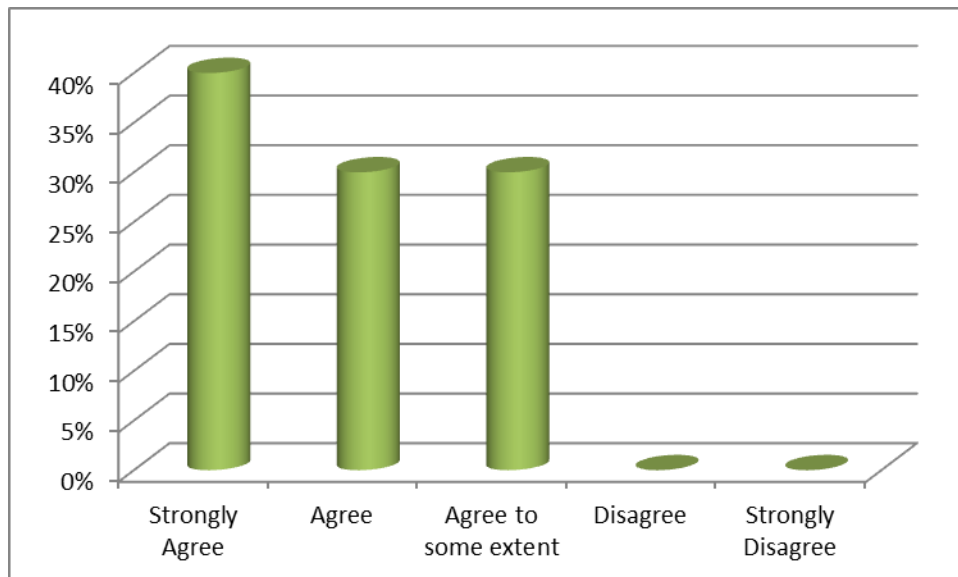
Describe the processes followed to investigate this standard and summarize the evidence obtained.

Data has been obtained through documents review and personal interviews with the Head of the Information Technology Department. Review the annual report of Library Deanship Report, 1435/1436H. The team members also revised the course evaluation, readiness of the College and student's surveys results. Review the sites of the King Salman Library, College of Science, Digital Library.

Key Performance Indicators (KPIs)

- The average rating by the students on response to the statement "The learning resources for the course are available" in course evaluation survey.
- The average rating by the graduates on response to the statement "Learning resources were up to date and useful" in graduate evaluation survey.
- The average rating by the students on response to the statement "The learning resources were available appropriate" in course evaluation survey.
- The average rating by graduates on response to the statement "The library facilities were useful and available" in graduate evaluation surveys.
- The average rating by staff on response to the statement "I found that the learning resources for me".
- Courses are available in the libraries "in staff assessment of the College Readiness for the first semester 1436H".

KPI:	
The average rating by the students to the question: Learning resources of the course were available, in course evaluation survey	
Target Benchmark	
Actual Benchmark	3.6
Internal Benchmark	4.35
External Benchmark	

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New Target Benchmark	
Analysis: Staff members in the program are doing their best to provide learning resources as much as they can in easier and applicable manner.	

Evaluation of learning resources for students in the program. Refer to evidence about the standard and sub-standards within it and *provide a report* including a list of strengths, recommendations for improvement, and priorities for action.

Summary

Learning resources at College of Science, and consequently at the Department of Zoology, have now acquired high standards in supporting learning and research. The College of Science website is updated regularly with information on activities and programs provided to students and faculty, and, increasingly, the E-learning environment has become the norm at the College to access learning resources. This assessment relies on several factors as mentioned in the data-gathering section. Even though the results of this assessment indicate that satisfactory levels of quality have been achieved, learning resources at College of Science are going through major development as many projects are continually being initiated.

Strengths

1) KSU library has access to a wide range of learning resources.

2) Strong and full support from top management.

3) Adequate budget allocation to learning resources.

4) Establishment of the Deanship of E-learning and Distance Education.

5) Establishment of the web-portal and extended usage of the portal as a learning resource for students.

6) Initiation of several developmental projects within the library.

7) Renewal of facilities including provision of a large number of computer terminals within the library. In addition, there has been an increase of the number of books and journals.

8) Extension of library opening hours according to utilization, as well as provision of online

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catalogues and digital libraries.

Areas requiring improvement

Utilization of the library's automation system to its full potential, especially its interaction with users (i.e. request for new purchase, holding a borrowed book).

Priorities for action

Enhance utilization of E-learning system.

Annexes

Annex G6.1.1: Website of the College of Science

Annex G6.1.2, Analysis data of Readiness questionnaire

Annex G6.2: Annual report of Libraries Deanship

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Standard 7. Facilities and Equipment (Overall Rating___3____ Stars)

Adequate facilities and equipment must be available for the teaching and learning requirements of the program. Use of facilities and equipment should be monitored and regular assessments of adequacy made through consultations with teaching and other staff and students.

Much of the responsibility for this standard may be institutional rather than program administration. However, the program is responsible for assessing the quality of this standard. In this standard analysis should be made on matters that impact on the quality of delivery of the program. These matters would include, for example, adequacy of classrooms and laboratory facilities, availability and maintenance of equipment, appropriateness for the program of scheduling arrangements, and availability, maintenance, and technical support for IT equipment in meeting program needs.

Provide an explanatory report about arrangements for provision of facilities and equipment for the following sub-standards:

Facilities at the College of Science including the Department of Zoology include sufficient space and state-of-the-art technology which allow faculty to deliver effective and efficient learning and high quality research-centered teaching through a variety of instructional methods and approaches in a conducive learning environment, while good use of these facilities and equipment enable students to take responsibility for their own learning. The use of these facilities and equipment are assessed regularly in terms of their suitability for all stakeholders, i.e. students, faculty and staff.

KSU has attempted to introduce policies so that the planning, acquisition and maintenance of all its Colleges' facilities and equipment are efficient and useful. Thus, clearly organized processes exist for the acquisition of facilities which includes tendering processes, procedures for procurement and invoicing systems to log and track inventories. There is also a documented system throughout the University for the maintenance and repair of facilities, as well as a well-defined system for planning and budgeting, involving certain academic and administrative units in KSU. In addition there are six workshops responsible for the maintenance and repair of facilities including research equipment.

Key performance indicators

1-Percentage of faculty assured that the assigned classrooms and laboratories were ready in the College's Readiness survey

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2-The average rating by the students in graduate evaluation survey on response to the statement:

"The classroom facilities (for lectures and labs) are good enough **"**

Number of accessible computer terminals per students.

Internet bandwidth per user.

7.1 Policy and Planning

Accurate and systematic planning to provide, maintain and replace facilities and equipment is a part of the University's five-year plan which, once produced, is required to be monitored annually. This is, in turn, linked to the Kingdom's five-year development plan. KSU's five-year plan covers all the projects for facilities, equipment and services needed. Every year the University submits requests consistent with this plan for the annual budget, although unforeseen changes may be taken into consideration. If the proposed budget is accepted, KSU can implement its planned projects. If not, projects are shelved until the following year (which is noted in Objective 6 and its five initiatives in KSU's 2030 Strategic Plan (Annex G.7.1.1).

Clear rules and regulations, as part of the government's procedures of procurement control the acquisition of new equipment. However, for particularly urgent needs and perhaps for specific short-term projects, the standard may be altered with justification although, in practice, such occasions are rarities and are likely to occur less frequently in the future because of KSU's efforts to plan effectively. Furthermore, the Department of Zoology, in line with all Departments in the Faculty of Science, is required to submit an account of its needs in terms of facilities and equipment for the following academic year. The account is reviewed, approved, and submitted to the University for final approval.

One of the main goals of the Faculty of Science Strategic Plan is to keep up-to-date of technological developments as technology is vital in today's higher learning since it supports effective teaching (Annex G.7.1.2). KSU ensures that suitable technology is incorporated into many aspects of teaching for the majority of its faculty members and has made strenuous efforts to provide technology and support for its effective.

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The Faculty of Science has committed resources to instructional technology equipment and teaching tools in response to the information needs of its students and, as part of its mission, KSU provides and supports technologies to offer the best learning environment through the provision of secure and reliable information and educational services.

As a commitment to the utilization of technology in teaching and learning, there is a plan to increase the use of the Blackboard software to use as a virtual classroom shell. This will permit handouts and grades to be posted, will offer links to important websites, and will improve communication with students. Currently more than 10 of the Department members have been trained to use this technology and other training courses have been scheduled. A faculty coordinator, responsible for designing and scheduling training and for providing support for faculty in the online environment, has been appointed. In terms of registration, class size, evaluation, etc. the plan will follow guidelines established by the Deanship of E-learning and Distance Education.

7.2 Quality and Adequacy of Facilities and Equipment

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

Table G.7.1: Classrooms and labs in the Department of Zoology

Student	Classrooms	Number of labs		Computer laboratories	Video conference rooms	Self-learning rooms
		Undergraduate	Research			
Male section	7*	15	23	2	2	1
Female section	1**	4	7	0	4	1

* All of them are equipped with smart boards.

** All of them are equipped with smart boards.

Besides that, each faculty member has a special office equipped with a PC with required software.

Recently, small classrooms were added and supplied with the latest equipment. As seen from

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the table above 98% of the classrooms in the males section and 47% in the female section is equipped with smart boards. Faculty members are trained by Deanship of E-learning and Distance Education on smart boards. Underutilized computers labs were restructured and rearranged for better utilization by staff and students. King Salman Central Library is being renovated and extended working hours have been approved for library and study areas.

The entrances of the College's buildings are reconstructed to consider the needs of persons with physical disabilities or other special needs. Figure G7.7.2.1 shows the overall evaluation of the final year students to the quality and adequacy of the classrooms facilities (Annex G7.2.1).

Figures G.7.7.2.1: Final year students overall rating on the quality of classrooms facilities (n=10)
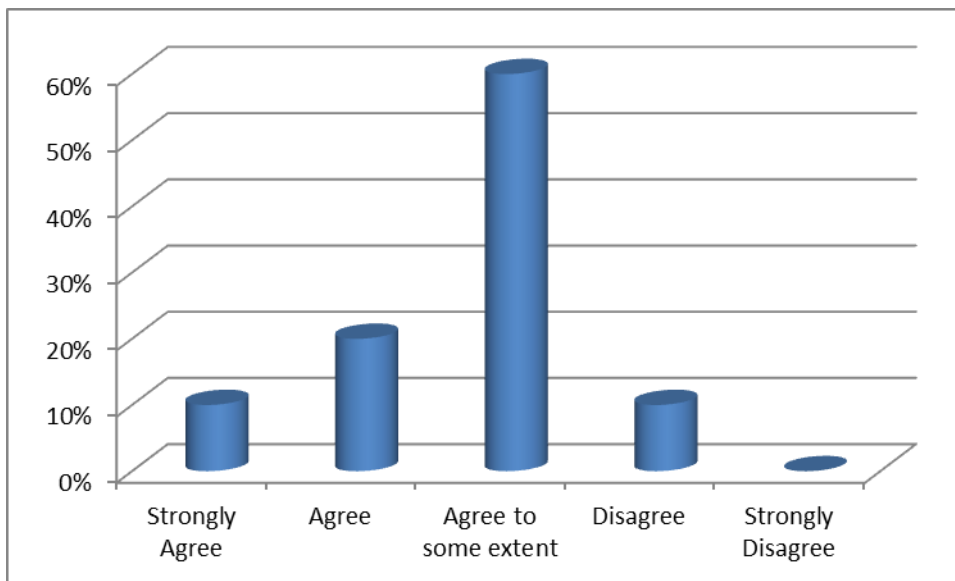
The Department of Zoology established its first Learning Resource Centre in 1431 H, with the College of Science providing the technology and support for its effective use. This Centre has 20 PCs, which considered to be insufficient to meets the Department students needs. However, the Department on the other hand, has 1 computer labs are provided for its students. They are equipped with up-to-date technology and multiple software packages, both specialised and the more general and popular, for the use of both students and faculty.

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Table G.7.4.2: Internet bandwidth per user

Number of Students	Number of computers	Number of accessible computers per students
62	20	1/3

All students are able to access PCs, Library and Information Resources, software applications, the Internet, on-line resources, e-mail, and printing resources. Staff offer open access to computer labs from at least 8:00 a.m. to 4:00 p.m on Sundays to Thursdays, to help students log onto the student network; they also answer questions relating to use of the resources. Two general purpose teaching labs are shared while special purpose labs are designated to accommodate individual disciplines. The Department has 7 smart classrooms which contain E-learning equipment such as a smart board, E-podium, projector, Internet connectivity, and full wireless network.

As part of the Questionnaire for faculty's assessment for the College Readiness for the first semester of the academic year 1435/1436H, 90% of the faculty assured that the classrooms and laboratories they use were ready.

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Figure G.7.4.1: Faculty members view on the availability of equipment and facilities at the Department of Zoology.
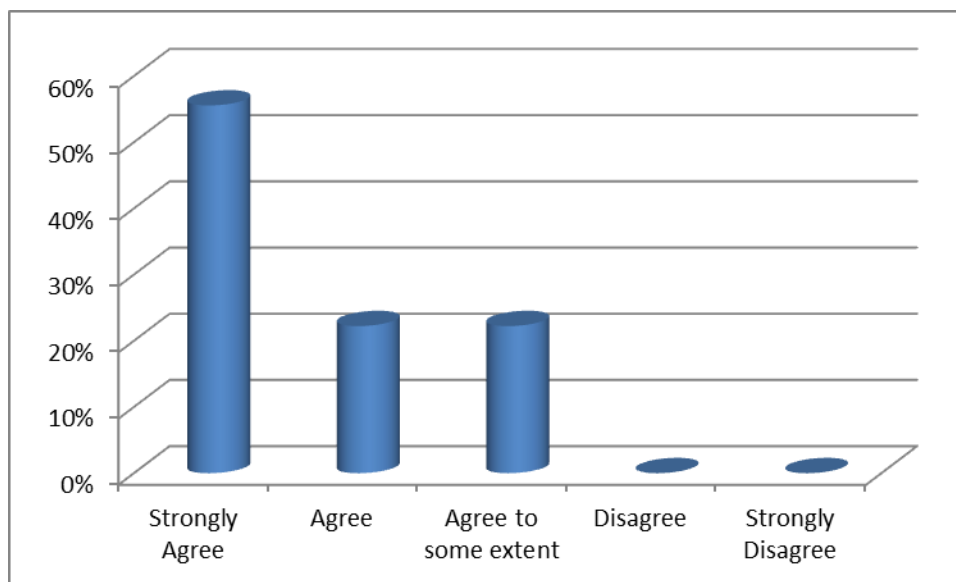
Faculty members (i.e. all fulltime employees) in the Department have office computers running standard productivity software, such as up-to-date windows versions, Microsoft Office, Image programs; they also provide e-mail, file and print facilities; virus protection and back-up support; and web services. Dell, Hp computers with dual core CPU and two Gigabytes of memory are currently standard in the Department, the standard printer for offices is the HP LaserJet and the desktop platform is Windows XP Professional. In 1436 a survey was carried out in order to measure faculty members' satisfaction on the adequacy of equipments and facilities. More than half of the respondents as revealed in Figure G.7.4.1 with mean 87.6 % stated that they have adequate facilities in their offices.

Safety requirements

- The Department of Safety and Security in the University provides security systems and guards to secure the facilities, Cameras are available thought the facilities with 24 hours monitoring
- Fire evacuation policy and fire drills are practiced in all laboratories,
- First aid kits are available in all laboratories
- Laboratories are equipped with personal protective equipment according to the needs in every laboratory such as coats, masks, safety goggles, safety gloves, earmuffs, and helmets.

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- Also**,** the College has emergency plans, safety signs, emergency exit signs and laboratory safety manuals (Annex G7.2.2)**.**

7.3 Management and Administration of Facilities and Equipment

All equipment in the Department as well as those with the faculty members are recorded in lists in the main store in the University.

The maintenance of these equipment is available through the main workshop in the University as well as through the workshop in the College. Equipments which are out of service can be replaced according to the University regulations. Security systems are in available to protect privacy of sensitive personal and institutional information against electronic threats.

Also, the security of the equipment is monitored electronically as well as through the security men available 24 hours on all exit gates in the buildings of the College.

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

7.4 Information Technology (IT)

The IT Department was an area of improvement in the past so it is one of the priorities of the strategic plan. Working in accordance with the Strategic Plan, significant additions and enhancements were successfully implemented like:

1) E-register and Edugate (the new academic systems)

2) Madar, a new administrative system

3) Installed the latest hardware

4) Network infrastructure

5) Internet bandwidth expanded and services upgraded

6) An upgrade to smart classrooms throughout the University

7) The Learning Management System (LMS) and E-learning portal Each student is provided with a laptop computer and a College wide wireless internet service is provided. Technical Support is provided around the clock.

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Table G.7.5.1 The number of accessible computer terminal per students.

Number of Students	Number of computers	Number of accessible computers per student
86	48	56%

Security systems are in place to protect privacy of sensitive personal and institutional information and to protect against externally introduced viruses. Recently, a code of conduct was established relating to inappropriate use of material on the internet (Annex G7.5 Code of conduct for internet use). Compliance with this code of conduct is checked and instances of unsuitable behavior are dealt with appropriately.

The Department acquires and runs its own public-access computers and keeps a complete record of all equipment, while University-wide information kiosks are managed by both the E-learning & Distance Education and E-transactions & Communications Deanships

Describe the processes used to evaluate the quality of provision of facilities and equipment for the program.

The members of the Assessment and Accreditation Committee, e-learning Committee, and Safety Committee were responsible for the evaluation and preparation of the report on this standard. They started their task by examining;

- Policies and procedures of deanship of E-learning and IT Department.
- Documents of Laboratories, Equipment & Services Committee, Student Guidance committee, Safety Committee, and e-learning committee.
- The center of IT, e-learning unit, computer labs, and other facilities.

Then, the members of these committees fill the self evaluation scales of standard 7 as well as reporting on possible actions to improve the quality of facilities and equipments.

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other

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benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI: Number of accessible computer terminals per student	
Target Benchmark	
Actual Benchmark	0.56
Internal Benchmark	0.37
External Benchmark	
New Target Benchmark	
Analysis: Since the Department of Zoology is equipped with two main teaching Digital labs provided with computers, each student has the opportunity to get access to the computer separately.	

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

Strengths

1- Central Library rich with references,

2- Computer labs are equipped with computers and software open from 8 am to 3 pm on all working days.

3- Classrooms equipped with both blackboards and smart boards.

4- Existence of a Self- learning room in the main campus in Deriya.

5- Existence of Video conference rooms in both male and female sections.

6- Existence of a reading room equipped with some references and text books to serve the teaching staff.

7- Existence of information security systems against electronic threats.

Areas for improvement

1- Recruiting qualified supporting staff.

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2- Introduce safety facilities to labs and lecture rooms.

Priorities for action

- Update the software and computers in the computer labs.

- Provide more electronic learning resources.

Annexes

Annex G7.2.1: Zoology final year students' survey

Annex G7.2.2: College of Science safety manuals

Annex G7. 5: Code of conduct for internet use

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Standard 8. Financial Planning and Management (Overall Rating____3____ Stars)
Financial resources must be sufficient for the effective delivery of the program. Program requirements must be made known sufficiently far in advance to be considered in institutional budgeting. Budgetary processes should allow for long term planning over at least a three year period. Sufficient flexibility must be provided for effective management and responses to unexpected events and this flexibility must be combined with appropriate accountability and reporting mechanisms.

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

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

To ensure its financial and accounting processes are properly controlled, KSU employs recognized governmental and financial accounting policies and procedures. These processes involve:

- Financial planning and budgeting which are strictly monitored and followed-up;
- Recognised procedures for expenditure: e.g. a tracking system for invoices and billing;
- A strict accounting system which covers salaries/wages, allowances, operational expenditure, maintenance contracts, cleaning and security guards, and projects.

As a result of these processes, the University has achieved sound financial management and practices, both internally and externally.

The planning, auditing, budgeting and management of finances in KSU and in the College of Science follows the rules set by the government via the Ministry of Education and the Ministry of Finance. All financial systems and procedures are overseen by the University Council which is ultimately responsible for the University's financial affairs; in fact, the Financial Directorate, the Budget and Follow up Directorate, and the Procurement and Storage Directorate, all of which report directly to the Vice Rector, run the University's financial affairs on a day-to-day basis while financial planning comes under the remit of the Developmental Planning Directorate which reports directly to the Vice Rector for Development and Quality.

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8.1 Financial Planning and Budgeting

The budget allocated by the government is the largest share of KSU's income although the University has also attempted to seek out other sources of funding in order to help with its long-term financial plans, as contained in its new Strategic Plan. Thus, it is working to develop strategies to diversify its sources of revenue in order to reduce its dependence on the government as a single source of funding. For example, KSU's Property Management, established in July 1996, supports the acquisition, sale and/or lease, investment and management of the University's property (including real estate) while the Higher Education Fund, established in 2000, aims to diversify sources of funding to enable Saudi universities better to invest their capital, derive optimum benefit from the revenue accrued from the services they provide, rationalize and manage their funds, and develop contributions made by the private sector for scholarship programs and the creation of centers within the universities. This Standard (8) offers greater detail in terms of research grants, contracted income, and the academic services provided by KSU to external parties.

The Executive Rules for Financial Affairs (Annex G8.1.1) dated 27/6/1416H. Article 2 of Chapter one stated that the University revenues consist of the following:

1) State allocated budget.

2) Funds from individuals in the form of donations, and endowments.

3) Revenues from the University owned property.

4) Research grants, contract income and other academic services rendered by the University to other parties.

   As can be seen, the major part of each College's budget is contained within the University's budget as an aggregate in Sections 1, 3 and 4. However, KSU is embarking on initiatives to allow each College greater financial independence and more autonomous decision-making in terms of non-budget expenses for development and operations. The University's budget system clearly must follow government guidelines which do not allow budgets to be allocated directly to individual Colleges and Departments. Nonetheless, it is possible, by restructuring of the existing budgeting system at KSU, to allow Colleges and

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Departments to prepare their own budgets in line with their own needs and goals.

Preparation of the University draft budget is a financial plan including estimations of required expenses and requirements of financial resources for the operation of all the University units and Departments. A letter from the Ministry of Finance includes the date set for the submission of the University draft budget for the next year to the Ministry (Annex G8.1.2). In the light of that the General Directorate for Planning, Budget, and Follow-up prepare the proposed budget for the next fiscal year. They are guided by the University's five-year operation plan, which is prepared by the Development and Planning Directorate, based on their consultations with the University's organizational units. The approved plan is announced by the Ministry of Economy and Planning.

The preparation of the budget involves the following steps:

1. Consultation with organizational units. These include (but are not limited to): KSU's Vice-rectors, University hospitals, the Department for General Projects, the Finance Department, the Department of General Procurements, the Deanship of Faculty and Personnel Affairs, and the Deanship of Admission and Registration. This consultation aims to define the University's requirements and complete the official forms required by the Ministry of Finance (Annex G8.1.3: The official forms required by the Ministry of Finance); the process also ensures that the funds provided for the following year's programs and services are adequate.

2. The budget is then prepared. During this process, the Rector and Vice-rector are consulted frequently for guidance. The draft budget, together with a brief memorandum, is then submitted to the University Council for approval.

3. Once the Council approves the budget proposal, it is submitted to the Ministry of Finance; (copies are also sent to the Ministry of the Civil Service and the Ministry of Economy and Planning). A date is then set to discuss the draft proposal when any supporting data must be prepared and produced by the Directorate.

4. Once the University budget is approved, it is announced and circulated.

The funds allocated to Section One (salaries, allowances and wages) and to Section Three (programs and contracts of maintenance, cleaning and security) are administered and

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audited centrally at Al-Deriyah campus; budgets allocated to projects (Section Four) are also centrally managed at Al-Deriyah but, if an urgent need arises, funds may be provided directly to an organizational unit. Operating expenses (Section Two) covering, for example, laboratory equipment and chemicals, office furniture, teaching materials, raw materials for maintenance, spare parts, repair projects and building rehabilitation plans, are allocated based on the requirements of individual units. In such cases, a project or Program proposal must be submitted to explain the cost and the reason for the expenditure whereupon the Department of Financial Affairs considers the cost-benefit and cost-effectiveness of the proposal. Carrying out a cost-benefit analysis covers all goods or services over a set value to ensure that resources are allocated efficiently.

The University may not borrow funds in order to meet unforeseen costs which can, at times, impose certain constraints. Furthermore, funds allocated for a particular purpose must be used for that purpose alone and the University's accountants must verify that this is the case. If any transfer of allocated funds is required, then this must be executed in line with previously agreed regulations and must also have the agreement of the Ministry of Finance.

Thus, the College of Science (which includes the Department of Zoology) operates financially under the umbrella of KSU which, as mentioned above, follows recognized accounting practices to record and communicate its financial affairs; all accounting and reporting is carried out by KSU's finance office while the KSU - College of Science finance team manages the day-to-day affairs of the institution that do not exceed SR 50,000 annually.

8.2 Financial Management

In Articles # 9, 10 and 11 of the statutes which govern financial affairs in universities, the regulations concerning financial delegation are specified. Some of the Vice-rector's powers regarding the supervision of all financial affairs and the application of all the governmental accounting procedures and financial transactions are delegated to the General Manager of Finance Department. This includes the delegation of authority. The Finance Department itself

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manages the University's independent accounts, which include funds regarding endowments, research chairs…etc). For the rules and procedures laid down for spending from independent accounts and the mechanisms for payment (Annex G8.2.1).

The Accounting Division of the Financial Directorate must ensure that funds provided for a particular purpose are used solely for that purpose; the Division also verifies that this has occurred. A quarterly report is submitted by the Finance Directorate concerning expenditure and commitments which outlines differences between projected and actual expenditure; individual reports are prepared for each organizational unit as well as for the University as a whole. The Executive Rules for Financial Affairs (Article # 30) make clear that the University Council must, based on nominations from the Rector, appoint a financial accountant whose main duty is to review and submit a quarterly report concerning the University's accounts to the Rector; an annual report regarding the financial position of the University must also be submitted by the accountant within a period of two months after the end of the financial year. Article # 38 states that universities' accounting systems must comply with the budgeting and accounting regulations laid down in the statutes; they must include all the requirements for internal control; and must provide both the governing body and relevant authorities with required reports; this ensures that the University's accounting systems comply with recognized professional accounting procedures.

Individual Departments are not directly involved in the budgeting process but contribute to it by submitting their planned activities to the General Directorate for inclusion in the planning, budgeting and follow-up processes. The Department report directly to the Finance Directorate to ensure that any expenditure falls within the funds that are allocated to them. The University is presently considering the idea of creating costs centers; in such a system, Departments would have a greater contribution to make to the formulation of budgets and to the monitoring of expenditure. If a possible conflict of interest exists (whether this is either actual or perceived), the person must declare his/her interest and must not then participate in any decisions in this area; all decisions must serve the public interest.

College of Science and the University as a whole use up-to-date information technology and the latest software to record and manage their financial resources while College of Science's

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financial records are maintained in both College of Science and KSU, with the College providing all the information necessary to KSU. The College's transactions, including faculty and staff salaries, are approved, processed and recorded by the University and all related documents, as mentioned above, are kept in College of Science while the originals are sent to KSU. The usual required reports are available but KSU and College of Science have also evolved computer-generated reports from these systems to enable the financial position to be reviewed and to meet the information needs of the administration.

College of Science itself is financially stable, with all of its funding requirements (in terms of both its programs and administration) being met by KSU; College of Science operates within the scope of its strategic plan. College of Science's administration reviews both its short-term and long-term needs in order to prepare an annual budget that is submitted to KSU for approval. As part of this process, heads of Department provide details of their present programs, together with new proposals and other needs, which are then reflected in the budget. However, if spending exceeds the budgeted limits, KSU has the power to enhance the limit if acceptable justification is provided. KSU has instituted clearly defined accounts, processes and procedures for handling, utilizing and recording this funding. Once approved, the allocated resources are used under the supervision of the College's governing body. In terms of fiscal control, the College closely follows generally accepted accounting practices and the directives of its own governing body, as well as the policies and procedures approved by KSU, the Ministry of Education, and the Ministry of Finance; treasury and accounting responsibilities are properly segregated and other checks to maintain fiscal discipline are also in place. All expenses are regularly audited by College of Science's internal auditor while both internal and external auditors audit all of KSU's accounts.

The College's Dean is able to approve all transactions, records of which are kept electronically and in hard copy, whether these originate in the College itself or are processed in KSU. The College's finance team handles only petty cash items as no receipts for tuition or other treasury items are dealt with in College of Science, and other major transactions are handled via KSU's bank accounts. In dealing with the smaller transactions that are its responsibility, College of Science follows KSU's instructions and guidelines. The personnel in College of Science's

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Financial Affairs team, who have accounting qualifications, training and adequate experience to perform their duties very efficiently, are responsible for record-keeping and the auditing of all the College's financial records. The team maintains electronic records and printouts securely in their offices. Most of the records and transactions are managed by KSU's finance office.

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

The members of the Evaluation and Academic Accreditation Committee and the Alumni Affairs and Employment Committee participated in the evaluation of this standard, they:
 1) Identify and list the evidences necessary for the compilation of the standard.
2) Review some official documents related to financial planning and management.
3) Interview the dean, vice deans and head of the Department.

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

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

    The General Directorate for Planning, Budget, and Follow-up prepares the proposed budget for the next fiscal year. The main task of the Accounting Division at the Financial Directorate is to ensure that funds provided for particular purposes are used for the same purposes and verify that this has occurred. The Finance Directorate submits a quarterly report on expenditure and commitments against budgets with reports prepared for each organizational unit and for the University as a whole.

    The University monitors liquidity ratios continuously through the allocation book kept by its Finance Directorate and considers variations between Colleges and Departments of different

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cost structures in terms of their allocations (salaries, wages, and allowances). The University financial affairs are subject to internal auditing through the auditing division of the Finance Directorate and external auditing processes through the Ministry of Finance and General Auditing Bureau of Saudi Arabia.

At the College level, most of the funding comes directly from the University through various sources. All salaries are paid directly to staff. For all IT related services and equipment this is either funded from the IT deanship at the University. For all e-learning material it is funded through the learning deanship. Similarly, most faculty development activities are funded through the deanship of faculty development. Other daily expenses are covered by the University through a special budget.

The individual Departments are managed in a manner similar to the arrangement for the College.

Strengths

1) King Saud University is getting great deal of support from the government, which allows for getting a comparative advantage compared with other universities.

2) The ability to generate income from non-governmental sources by establishing development programs, such as research chairs, endowments, donations, and financed research and projects.

3) The University financial affairs executive rules are comprehensive and written in clear and practical terms. The University financial affairs organizational structure ensures a clear division of work.

4) The University financial planning process is aligned with its Mission and goals and is guided by the University's operation plan.

5) The University employs an efficient internal and external auditing process which ensures good control and monitoring of the financial affairs.

Areas Requiring Improvement

1) The Department of Zoology does not have financial autonomy to cover its day-to-day operational expenses.

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Consistent with KSU's modern approach to strategic development and planning, the University should undertake restructuring of its financial planning and management system in order to delegate some level of financial autonomy to the Colleges through, for example, the provision of annual operational expenses budgets for them.

2) The financial affairs should embark on formal cost-benefit and cost-effectiveness analyses for proposed projects and programs.

3) The financial planning processes should include independently verified risk assessment.

4) Establishing a financial benchmarking process at College level in addition to that of the University.

Priorities for action

KSU should delegate some level of financial autonomy to the Department of Zoology in order to cover its annual operational expenses

1) Restructuring of KSU's financial planning and management system in order to delegate some level of financial autonomy to the College through the provision of its annual operational expenses budgets.

2) Embark on formal cost-benefit and cost-effectiveness analyses for proposed projects and programs.

3) The financial planning processes should include independently verified risk assessment.

Annexes

Annex G8.1.1: Executive Rules for Financial Affairs

Annex G8.1.2: A letter from the Ministry of Finance includes the date set for the submission of the University draft budget for the next year to the Ministry

Annex G8.1.3: The official forms required by the Ministry of Finance

Annex G8.2.1: Rules and procedures laid down for spending from independent accounts and the Mechanisms for payment.

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Standard 9. Employment Processes (Overall Rating____3____ Stars)

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

Much of the responsibility for this standard may be institutional rather than program administration. However, the program is responsible to assessing the quality of this standard. In this standard analysis should be made on employment matters that affect the quality of the program. These matters include the appointment of appropriately qualified faculty, their participation in relevant professional development and scholarly activities, and their preparation for participation in the program.

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

In line with the 2030 Strategic Plan; notably Objective 2, the University's approach to human resource policy and management has undergone significant change in the last few years. The majority of faculty and staff employment processes are centrally managed by the Deanship of Faculty and Personnel Affairs, which is located at the main campus in Riyadh. However the rest of the process is managed by Colleges and Departments. The Department of Zoology has made considerable progress in terms of improving the quality of its workforce by providing personal and professional development opportunities through workshops offered regularly by the Deanship of Skills Development; faculty members are also encouraged to attend international conferences and/or training abroad. KSU as a whole has progressed in rewarding outstanding academic and administrative performance by introducing and publicly announcing outstanding performance awards.

Key performance indicators

- Proportion of faculty members leaving the Department in the past year for reasons other than age retirement.

- Proportion of faculty members participating in professional development activities during the past year.

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9.1 Recruitment

KSU has clear formal recruitment processes. These processes deal with the employment of Saudi, non-Saudi and non-academic staff. On the University website the detailed processes of recruitment are announced.

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

Positions are publicly advertised at local newspapers, and the University website. Some professional recruitment services have also been used. The advertisements include job title and means to apply. Detailed description of the job, selection criteria, indicators of performance, and processes of performance evaluations are not consistently included in the advertisements. However, they can be looked up in the regulations of the Ministry of Education or the regulations of the Ministry of Civil Service on the University website. Moreover, the University has established several programs and units to recruit distinguished professors and scholars, including Nobel Prize laureates. The University is strict about verifying the standing and reputation of the institutions from which degrees were obtained. The process undoubtedly includes considering if the institution is recognized by the Ministry of Education.

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

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to new faculty members (Annex G9.1.1: New Faculty Orientation Program) and at College level orientation process is been revisited. It is important to note that the University makes explicit descriptions of all jobs and related responsibilities, duties and authority for each post and level, and that there are guidebooks available that specify these responsibilities.

Although there has been considerable progress in the ability of the University and College to hire distinguished staff, there are still major difficulties in hiring skilled supporting staff.

In 1435/1436H the number of full-time faculty members at the Department of Zoology was 78. However, as pointed out in Table G.9.1.1 two of them left the Department in the past year for reasons other than age retirement.

Table G.9.1.1: Proportion of faculty member leaving the Department in the past year for reasons other than age retirement

Number faculty of members as in 1435/1436H	Number of leaving	Proportion of faculty member leaving the Department
78	0	0%

9.2 Personal and Career Development

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

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specialist field and sustain a satisfactory level of performance. An orientation and induction Program for new faculty members has been provided in KSU by the Deanship of Skills Development established in 1428H at the start of each academic year. This Deanship also monitors participation in skills development activities and faculty are expected to attend a minimum of two workshops each academic year; in fact, a new regulation, announced by the Rector, states that those who fail to meet this requirement may not be eligible to receive the teaching allowance. In contrast, those attending more than two workshops are given the opportunity to be nominated for other special workshops or conferences. Feedback has been sought via surveys regarding the timing of these activities in order to increase participation. The Deanship of Skills Development provides activities covering a wide range of skills: for example, workshops designed to enhance the personal, technical and professional skills of both faculty and staff. Although these workshops are evaluated by participants, no feedback from the Deanship of Skills Development regarding the impact of these activities on the performance of staff and faculty is currently available. In 1435/1436H the total number of faculty members who participated in skills development programs were 84 including male and female (Annex G9.2.1: third Annual Report of Deanship of Skills Development).

Performance criteria for evaluation at KSU are clearly specified; these have recently been published on the website of the Deanship of Faculty and Personnel Affairs and a standard form for performance evaluation is used; this form is familiar to all teaching and other staff and is usually completed confidentially by the Department chair once a year (Annex G9.2.2). The evaluation criteria used for faculty members' accord greater weight to research than to

Other important faculty roles. In the Department of Zoology, if an employee's performance is judged unsatisfactory, he/she is given the opportunity to improve his performance based on the weakness(es) noted out on the evaluation form. Although the evaluation is not usually discussed with employees, faculty members have the right to see their evaluation report and the administration emphasizes that all evaluation reports must now be signed by the employee before the report is submitted to the Deanship; staff have the right to make a formal complaint if they are not satisfied.

   KSU has recently adopted a policy to reward outstanding academic and administrative performance with such recognition of merit being announced on the University's website and in KSU's newspaper;

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the criteria for choosing winners are clearly documented on the website of the Deanship of Quality (http://ksu.edu.sa/Deanships/Quality/Pages/default.aspx) and Deanship of Faculty and Personnel Affairs (http://ksu.edu.sa/Deanships/Facultyrelations/Pages/default.aspx).

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

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

The members of Development and Quality Committee and Assessment and Accreditation Committee were involved in evaluating this standard. In order to achieve their goal they did the following:

- Reviewed the University SSR on this standard
- Reviewed all employment policies and procedures
- Reviewed all the faculty staff statistics from the College
- Reviewed all the documents of the faculty improvement unit
- Discussed with the Vice Dean all the issues and difficulties concerning the employment process of distinguished faculty.

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

Summary of strengths

1) There is a well-developed employment process.

2) Credentialing of all employees is checked and verified.

3) The College has been able to attract distinguished staff with high international calibre.

4) Faculty members at the Department of Zoology participated in skills development programs.

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Areas for further improvement

1. Suitable arrangements should be made to conduct interviews of all applicants.

2. Faculty and staff should be informed formally (in writing) of what is expected from them and how exactly this will affect their evaluation.

3. Confidential consultations are needed on regular basis (at least once a year) to discuss work performance and the means to attain expectations.

4. Faculty and staff evaluations should be detailed and reflect reality.

5. Evaluations should be routinely accessible to all faculty and staff.

6. The most prominent challenging currently facing recruitment at the Department of Zoology is appointing suitably qualified and skilled female faculty members.

7. The Department of Zoology realized the lower participation of faculty members in skills development programs.

Priorities for action

- Suitable arrangements should be made to conduct interviews of all applicants

- The Department of Zoology should has a systematic plan to involve all faculty members and supporting staff in skills development programs.

Annexes

Annex G9.1.1: New Faculty Orientation Program

Annex G9.2.1: third Annual Report of Deanship of Skills Development

Annex G9.2.2: Performance evaluation form

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Standard 10. Research (Overall Rating____4____ Stars)

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

Expectations for research vary according to the mission of the institution and the level of the program (e.g. College or University, undergraduate or postgraduate program). In this standard an analysis should be made on the extent and quality of research activities of faculty teaching in the program, and on how their research and other current research in the field is reflected in teaching.

Provide an explanatory report about nature and extent of research activities associated with the program or carried out by staff teaching in it for the following sub-standards:

The Mission of the College of Science stands on three pillars; Education, Research and Community Service. Research as one of the main pillars of the mission of College of Science has reflected in at least four of the strategic priorities from the College namely:

Strategic priority 1: To Achieve Excellence in Higher Education, Scientific Research and Community Service.

Strategic priority 3: The Optimal Use of Resources and Modern Technology

Strategic priority 6: To Establish Effective Partnerships Locally and Globally.

Research reputation of the College:

The College has a very well know reputation in the field of basic and applied scientific research. Among our staff there are number of internationally known and heavily cited scientists. According to Top Academia Website (Annex G.10.1. The report of the First Day for Excellence-1435/1436H) the College of Science published 1465 papers in ISI publications, contributing about 45% of all scientific contributions from the KSU University thereby ranking it the highest over the last three years.

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Research Chairs Program:

The College of Science has established 20 research chairs (Table G.10.1). These chairs are funded mostly by the private sector and managed by faculty from the College Departments. Most chairs have many National and International collaborations with distinguished scientist and institutions. The chairs are followed and supervised by King Saud University. The College has assigned an administrative location for running the activities of the chairs and extending the necessary administrative support.

Table G. 10.1: List of research chairs (Annex G.10.2. King Saud University 2015) :

No.	Research Chair
1	Abdul Rahman Al-Jeraisy chair for DNA research.
2	Chair of Bioproducts
3	Fetal programming of disease research chair....
4	Chair of Mammology

Zoology program chairs:

    A. Abdel Rahman AlJeraisy Research Chair for DNA.

Goals:

1. To Support research in the field of DNA for the detection of genetic genotypes of the various organisms, human and non-human pathogens, toxic, harmful, dangerous and economically important.
2. To develop techniques for examination and analysis of DNA.
3. To develop and increased opportunities for patent filing and commercialization.
4. To support postgraduate studies and specialized training.
5. To provide consulting and technical services for public and private sectors.

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B. Chair of Bio-products

Goals:

- Development of a laboratory room to clear and analyze natural and synthetic chemical compounds.

- Discovery and development of natural substances derived from living organisms like bacteria, fungi, plants and others for the purpose of discovery of new types of growth inhibitors that can be developed to resist the growth and treatment of various types of cancer cells.

- Discovery and development of novel molecules to serve as targets of new pharmaceutical drugs and then create a dynamic innovative ways of clearing the discovery of new types of drugs.

- Discovery of new types of antibiotics.

- Establishing a base for synthetic compounds (small molecules libraries) to be used to study the mechanisms of cellular systems.

C. Research Chair for fetal programming.

Goals:

- Support and execution of research in the areas of embryonic programming of chronic diseases with the health and economic value.

- Conduct research to highlight the role of dietary patterns of pregnant mother in the Saudi community in the programming and the emergence of diseases such as high blood pressure and other chronic diseases in future generations. Then draw the proper nutrition strategies for pregnant women in order to reduce the spread of these diseases.

- To benefit from medical databases to re-categorize and analyze the statistics for the service of scientific research at the national level.

- In collaboration with health authorities, educational and informative agencies, contribute to educate the Saudi family in general and pregnant women in particular with the negative effects of unbalanced nutrition on the health of children.

- Collaboration with international research points to the transfer of expertise and improve the quality of national research.

- Establishment of an advanced unit for the production of animal models with special emulate

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physiological conditions found in some patients with high blood pressure in the Saudi society for more scientific experiments.

- Provide advice and recommendations to the health sector and to help drawing national health strategies.

- Support for postgraduate courses and specialized training.

- ………..

Research Laboratories:

In each Departments of College of Science, there are research laboratories that are fully equipped with the latest and most sophisticated equipments, and staffed with experienced staff and technicians to accomplish the mission of the Department in research (Table G.10.2). These Research Laboratories are open and collaborative labs that encourage and facilitate research collaboration with College staff, national and international scientists.

Table G. 10.2: List of research laboratories in the Department of Zoology (Annex G.10.3. The annual Report of College of Science, 1435/1436H):

Prof. name	Laboratory
Dr. Saleh A. Al-Quraishy	Parasitology
Prof .Dr. Mohammed Saleh Al-Khalifa	Entomology
Prof. Dr. Mohammed Saleh Al-Yousif	Parasitology
Prof. Dr. Faisal Abou Tarboush	Genetics
Dr. Soliman Yousif Al-Omar	Molecular Biology
Dr. Abdul-Aziz Al-Agaili	Mamology
Prof. Dr. Abdul-Aziz A. Al-Khedhairy	Genetics
Prof. Dr. Mohammed Khaled Al-Sadoon	Reptiles
Prof. Dr. Mansour I. Al-Mansour	Ornithology
Prof. Dr. Awad M. Al-Johany	Endocrinology
Porf. Dr. Mohamed Ahmed Al-Dakhil	Mamology
Porf. Dr. Ibrahim M. Al-Hazaa	Endocrinology
Dr. Saleh H. Al-Wasel	Physiology
Prof. Dr. Othman Abdullah Al-Dokhi	Embryology
Prof. Dr. Khaled A. S. Al-Rashid	Parasitology
Prof. Dr. Nasser A. Al-Asgah	Aquatic Animals
Prof. Dr. Jamaan S. Ajarem	Animal Behavior

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Prof. Dr. Mohamed A. Al-Wadaan	Cell Biology
Prof. Dr. Ibrahim Naser Al-Suwiti	Pollution Ecology
Porf. Dr. Ahmed R. Al-Himaidi	Embryology
Porf. Dr. Abdull Aziz A. Al-Saleh	Histochemistry
Dr. Saud Al-Arifi	Cell Biology

Research Centers

1. Center of Excellence in Biodiversity and Ecology

This center is fulfilling the commitment of Saudi Arabia towards "Biodiversity treaty in the united nation conference in Brazil, 1992". Study of biodiversity reflects the extent of the kingdom interest in its natural resources and heritage, which is considered as a crucial portion of the national wealth. There is no doubt that setting up a specialized program for obtaining M.Sc. in biodiversity scopes is a consistent matter Saudi Arabia is raising to cope with the international interest concerned with the contemporary environmental issues. The program objectives could be summarized as follows: preparation of the scientific researchers qualified with proficiencies and experiences in the field of biodiversity to conserve the natural resources and the bio-civilized heritage; contribution in implementing studies and researches pertaining to wildlife and natural resources to identify the Kingdom wildlife species storage, hence to accomplish better utilization; parallelism of the current events and scientific interests in the biotic components of the environmental issues, facing their problems, hopefully for insuring better life; contribution in accomplishment of national policies aiming at protecting live organisms, performing studies and taking care of the environmental issues in the purpose of finding the appropriate solutions at local and international levels (Annex G.10.5. College Website: http://Sciences.ksu.edu.sa/).

Other important Research Activities:

✓ Professor Blobel., a Nobel Laureate in …cell biology…Specialization. in 1998 Year, is contracted with by King Saud University to work as a part time professor as Name Research Chair to supervise cell biology Research Centre.

✓ Professor …Watson…., a Nobel Laureate in Genetics Specialization. in 1958 Year, is contracted

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with by King Saud University to work as a part time professor as Name Research Chair to supervise DNA Research Centre (Annex G.10.6.).

✓ Memorandum of understanding has been signed between Bioproducts research chair and Prof. Wicsohon an international figure in the field, is a part time professor in theResearch Chair to supervise Research Chair activities (Annex G10.7).

✓ The College has signed a number of international collaborative agreements with world authorities in research (Table G.10.3.).

Table G. 10.3: List of international collaborative agreements signed with world authorities in research ((Annex G.10.1. The report of the First Day for Excellence- 1435/1436H).

Year	2012	2013	2014	2015
No. of Projects	13	10	15	17

10.1 Teaching Staff and Student Involvement in Research

At the University Level: the regulations of KSU governing the promotion of faculty members (Annex G.10.1.1) emphasise on involvement of full time faculty in research activity and considers the promotion criteria through the academic levels being based on research publications presented by the candidate. Moreover, the annual academic evaluation score for the faculty depends on the degree of involvement of the faculty member in research.

At the College of Science level: Most academic staff is graduated from world top universities Researchers are familiar with research methodology and techniques. In 2014 full-time faculty of this College published 1465 manuscripts in ISI indexed journals. The ratio of ISI publication per fulltime (398 staff) is 3.68 (Table 10.1.1.1).

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Figure 10.1.1.1.Ratio of publications for each faculty member in each Department of College of Science in 2015.
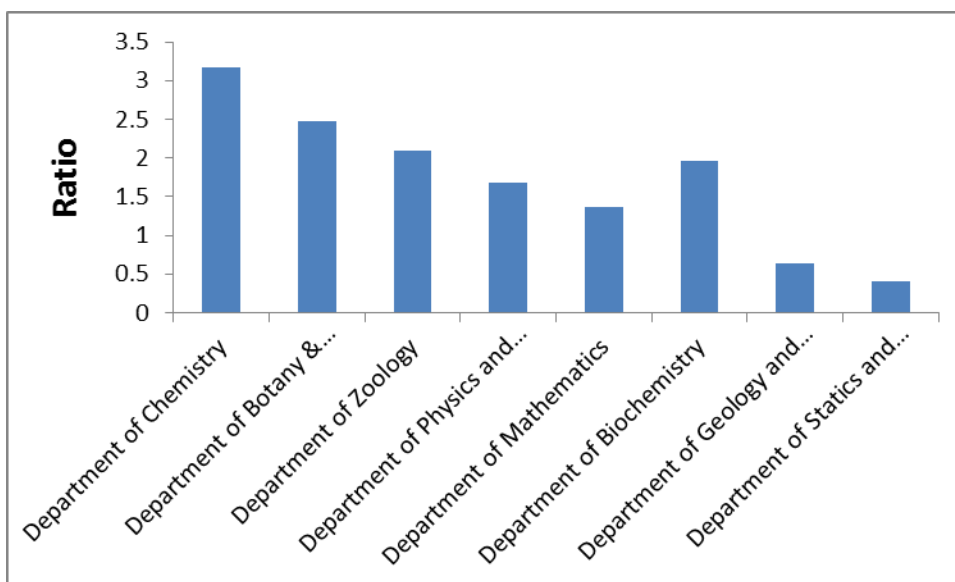
The faculty of College of Science attended local, national and international conferences with financial support from the University after the approval of the Department and College. These conferences covered all the field of basic Science (Table 10.1.1.2). The data extracted from the annual report of College of Science, 1435/1436H [**Annex G.10.3**] during the past year per full time member of teaching staff

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Figure 10.1.1.2 Number of papers or reports presented at academic conferences during the past year per full time member of teaching staff 1435/1436H.
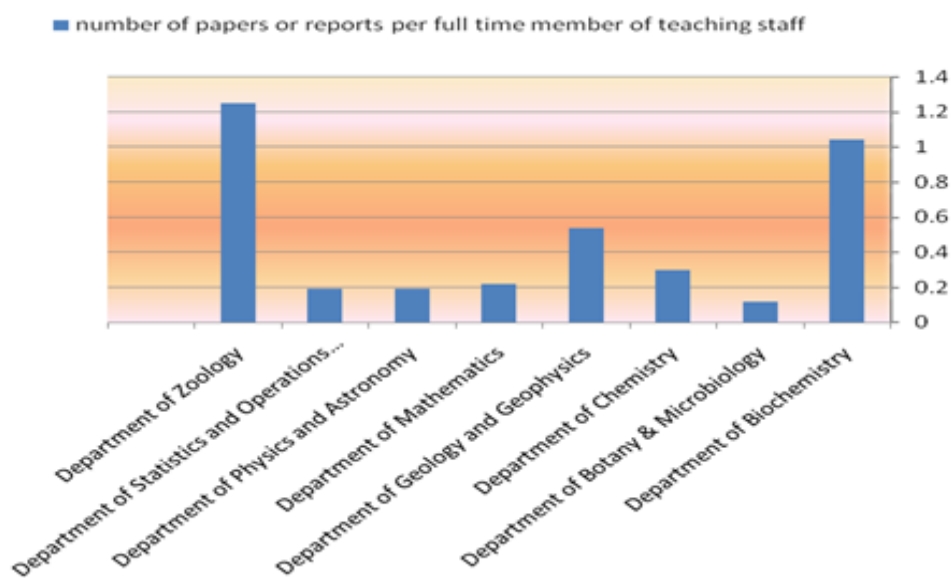
Table 10.1.1.2 Number of papers or reports presented at academic conferences in 1435/1436H.

Year	Number faculty of members	Number of papers at external conferences	Number of papers at internal conferences
2015	78	32	44
2014	78	31	40
2013	76	29	43

Details of the patterns of publications in terms of departments, high impact journals, citations and other parameters have been publically published for the first time in 2012. As shown in Table 10.1.1.2., the number of publication in impacted journals in the period from 2013 to 2015 escalated more than fourteen fold (Annex G.10.4. The report of the first day for research excellence, 1435-1436H).

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Table 10.1.1.3. Trends on Number of ISI Original Publications by the Departments of College of Science in the period from 2012 to 2015.

	2015	2014	2013	2012
	Total Articles			
College of Science	**320**	**1255**	**1154**	**1264**
The Department of Biochemistry	**16**	**108**	**98**	101
The Department of Botany & Microbiology	**43**	**196**	**239**	235
The Department of Chemistry	**111**	**344**	**308**	322
The Department of Geology and Geophysics	**14**	**32**	**37**	26
The Department of Mathematics	**21**	**112**	**118**	161
The Department of Physics and Astronomy	**39**	**162**	**126**	144
The Department of Statistics and Operations Research	**3**	**31**	**18**	14
The Department of Zoology	**47**	**226**	**180**	**186**

Figure 10.1.1.3. Trends of ISI Original Publications by the departments of College of Science in the period from 2012 to 2015.

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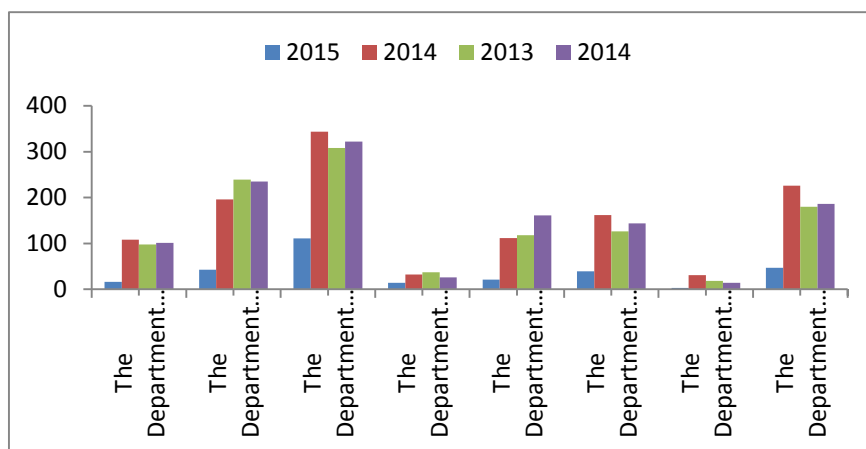
Figure 10.1.1.4. Trends of ISI Original Publications by the Department of Zoology in the period from 2012 to 2015.
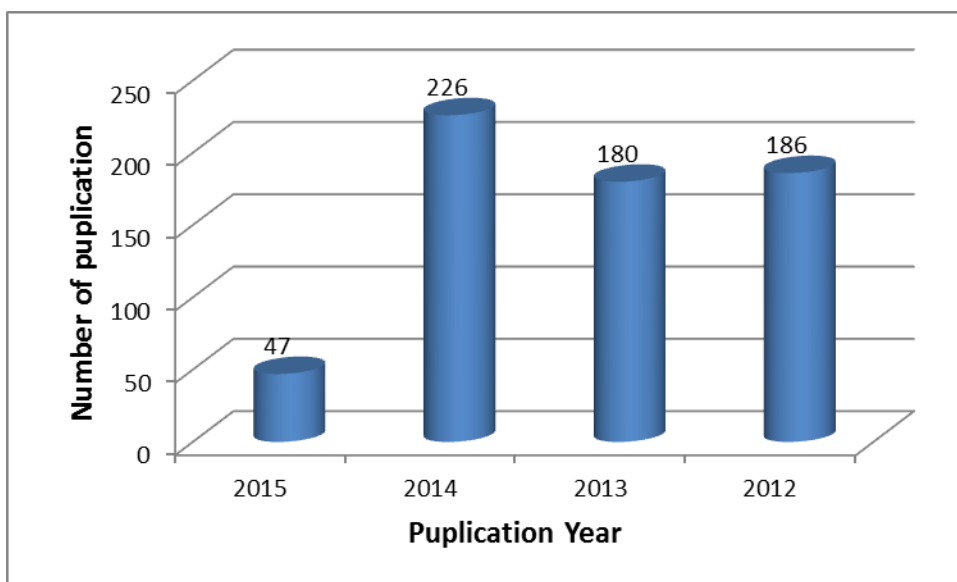
The top researchers (one from each Department) in the College are identified by number of publications and by accumulative impact factor yearly. The top researchers are recognized and the Dean's award for outstanding performance in research is awarded to them in an annual celebration of the College (Table G.**10.1.1.4**). The College recognizes that the number of manuscripts published is yet far below its expectations. Although it is below exceptions, this number has been consistently rising over the last five years as shown in Figure 10.1.1.3.

Table G.10.1.1.4. The name of the researchers of the College of Science who won the excellence award at the level of the Departments.

The Department	Winner
The Department of Zoology	Prof. Dr. Khaled Al-Rashid

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In 1432H, the Faculty of Science and its researchers has great share of the University Awards for excellence in scientific publications (Annex G.10.4.). The College gets the First place in the scientific productivity in KSU. At the Departments level, the Department of chemistry won the first place and the Department of Zoology came the third. At the level of distinguished researchers, six of the researchers out of teen were from the College of Science. The first three positions, the fifth, the seventh and the tenth were for researchers from the College of Science. For the research Excellence of postgraduate students, a graduate from the Department of Chemistry won an award. The petrochemical research chair won the award of "Best research chair" and Abdul Rahman Al-Jeraisy chair for DNA research won the award of "Efficiency and performance". In addition, two of the distinguished researchers of College of Science were honored for their publications in Science and Nature Journals. Moreover, the College achieved the position of fifty eight in "Times Ranking, QS" in Biological Science (Annex G.10.4.).

At the level of the University, KSU has in place awards and incentives allocated for distinguished research and high-quality international publications by faculty members across the University. A document on Guidelines Governing Distinguished Research and Publication Quality Awards (Annex G.10.1.2.) which outlines the developed policies and guidelines governing the application and implementation of these awards is attached.

KSU encourages and supports the junior faculty members to establish and develop their research programs. - Ra'id Program‖ is one of the initiative programs supported by Deanship of Scientific Research that aims to generously support the junior faculty members to carry out high-quality research projects evaluated and reviewed by national and international peer review (Annex G.10.1.3 http://daem.harf.biz/News/Lists/List/DispForm.aspx?ID=10). During the fiscal year 2008-2009, "Ra'id Program" supported 15 projects (4 of them are for females) with an estimated budget of SR 4256385. College of Science wins two of them. Synergistically, the Deanship of Skills Development has set up several programs to improve research skills of junior faculty members such as proposal preparation, answer the call for proposals, quality paper writings, SPSS (Statistical Package) and critical thinking (Annex G.10.1.4 Deanship of Scientific Research report, 1435-1436H). The Regulations of Deanship of Scientific Research

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article (3) states that the priority of the Deanship is to stimulate faculty members to conduct original research and to find ways or channels to encourage individuals and institutions to support and fund their research projects (Annex G.10.1.5. Regulations of Scientific Research- http://dsrs.ksu.edu.sa/regulations) on Unified Regulation of Scientific Research, article 33 http://dsrs.ksu.edu.sa/regulations

At KSU level: University has recently introduced opportunities for undergraduates to be involved in real research and scholarship alongside their tutors (University Funded Senior Projects Program; Projects funded by National Program for Applied Research; KACST's funded Projects; The First Scientific Conference for Higher Education Students that was held in 1435/1436H (Annex G.10.1.6 http://ksu.edu.sa/Students/Female%20Students/AlmalazCenter/Pages/2010-10-24-01.aspx and Annex G.10.1.7 http://faculty.ksu.edu.sa/emanazmi/Pages/aspx). KSU launched the Distinguished Graduate Students Program for attracting the distinguished international students to participate in research. It is called - Prince Sultan Bin Abdul-Aziz International Program for Distinguished Research Scholarships and aims, during a period of five years, to strengthen the relationship of 30% of its faculty members with the best scientists in their fields of competence through joint research with them. The number of international postgraduate students enrolled for the **Distinguished Graduate Students Program is 281**. The Deanship of Scientific Research supports the research projects stemming from the theses of postgraduate students and encourages them to participate in joint research projects and the funding priority is given to support such joint research.

At the College level: The College offered MSc and PhD programs in some specialization and MSc only in some other (Table **10.1.4.1**).

Postgraduate students in various programs are involved in the research. Center of excellence in biodiversity and ecology offered a specialized program for obtaining M.Sc. in biodiversity. This copes with the international interest concerned with the contemporary environmental issues. (College Website:

http://ksu.edu.sa/sites/KSUArabic/Mngmnt/RectorAndDeputies/UDB/programs/excellence1/Pag

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es/CEBR.aspx). Deanship of Science research through the research center in the College of Science funded eight research projects for the postgraduate students, see Table G.10.2.4. In addition, the center of Excellence in Biotechnology Research (CEBR) funded research projects for graduate students in all areas of Biotechnology (website of CEBR; http://coebio.ksu.edu.sa/index.php/en).

Table 10.1.4.1. Degrees awarded by the Departments of College of Science

The Department	MSc		PhD	
	Boys	**Girls**	**Boys**	**Girls**
Statistics and Operations Research	✓	✓	✓	✓
Geology and Geophysics	✓	×	×	×
Mathematics	✓	✓	✓	✓
Zoology	✓	✓	✓	✓
Physics and Astronomy	✓	✓	✓	✓
Chemistry	✓	✓	✓	✓
Biochemistry	✓	✓	×	×
Botany & Microbiology	✓	✓	✓	✓

Moreover, King Abdul-Aziz City for Science and technology (KACAST) supported 29 research projects for graduate students, see Table G.10.2.4. Postgraduate students are encouraged to present in scientific meetings and are provided with the appropriate funds to present and attend scientific meetings (Annex G.10.1.8 Regulations for University Scientific

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Research, Article 2). The number of graduate students enrolled in Distinguished Graduate Students Program is 60.

KSU has established Intellectual Property Rights Program whose main responsibility is to protect the intellectual property of KSU staff including students. The participation of research students in joint research projects is acknowledged and the publications indicate joint authorship (Annex G.10.1.9 http://ipr.ksu.edu.sa/- and Annex G.10.1.10 IPTL_Regulation).

The University also established the "Attracting Nobel Laureates Program" to discuss synergies and areas of joint research (Annex G.10.1.11 http://nl.ksu.edu.sa/ar). The goal is to build distinguished scientific role models for faculty members, researchers, and students to inspire creativity and excellence among them. Within this program, 26 scientists agreed to visit the University. By 2012, 17 Nobel Laureate scientists had already visited the University through this program.

KSU encourages its teaching staff to include information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field. It should be firmly emphasized that, at King Saud University, research and teaching and learning are integrated activities that are inextricably linked and mutually dependent. Teaching at KSU is research-led and most senior researchers are actively engaged in presenting their latest findings to undergraduates as well as to postgraduates. Moreover, the University has recently introduced opportunities for undergraduates to be involved in real research and scholarship alongside their tutors (University Funded Senior Projects Program; Projects funded by National Program for Applied Research; KACST's funded Projects; The First Scientific Conference for Higher Education Students that was held in 1431/1432H (Annex. G.10.1.6 http://ksu.edu.sa/Students/Female%20Students/AlmalazCenter/Pages/2010-10-24-01.aspx and Annex G.10.1.7 http://faculty.ksu.edu.sa/emanazmi/Pages/aspx). Moreover, KSU has set up two excellence and distinction prize systems in the academic and research performance, (Annex G.10.1.2) for the list of male and female winners of Excellence Prize in teaching and the list of winners of distinguished research and high-quality international publications by

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faculty members across the University. (Annex G. 10.1.12

http://pubaward.ksu.edu.sa/en/node/32; Website of Committee research excellence and quality publication).

10.2 Research Facilities and Equipment

Basic research in the College is conducted in the labs in the different Departments (See Department's manuals).

Table 10.2.1 Research Labs

The Department	Research Labs
Zoology	Central Lab. Includes: Microscopic preparations Unit Equipments unit Tissue culture unit Optical Microscope imaging Unit The transmission electron microscope unit The scanning electron microscope unit Digital lab

Some researches in the Department of Biochemistry and the Department of zoology are done after proper approval from Research Ethics Committee. The College of Science Research Center has recently updated the central lab. which will ease the work of researchers by providing them the most expensive and advanced research equipments that opened not only new learning opportunities for the research staff but has also contributed in serving both the faculty staff members and the postgraduate students inside and outside of the College. The center has also recently proposed to **improve units that would help overcome the difficulties faced by the members, which include units for statistics and data entry and language corrections** (Annex G.10.2.1:.http://rccs.ksu.edu.sa/eng/about-en). The Staff have access to the facilities of Biotechnology center (G.10.4. http://coebio.ksu.edu.sa/). Moreover, the College of Science hosts King Abdullah Institute for Nanotechnology which has four laboratories (Materials and manufacturing nanoscale devices; Study and measurement of nanoscale materials; Nano-bio and Simulation and design). These labs are equipped with basic and highly sophisticated equipments, and

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are available to the staff members of College of Science (Annex G10.2.2: http://nano.ksu.edu.sa/ar/kain-labs).

Security policy and arrangements are carried out in coordination with the Department of security and safety of the University. In order to accomplish these objectives, the following safety measures are usually taken in all facilities: 1) **Security:** the Department of Safety and Security provides security systems and guards to secure the facilities, Cameras are available thought the facilities with 24 hours monitoring, 2) **Fire Safety**: Fire evacuation policy and fire drills are practiced in all laboratories, 3) **First Aid**: First aid kits are available in all laboratories, 4) **Personal Protective Equipment**: Laboratories are equipped with personal protective equipment according to the needs in every laboratory such as coats, masks, safety goggles, safety gloves, earmuffs, and helmets, and 5) **Others**: The College also has emergency plans, safety signs, emergency exit signs and laboratory safety manuals (Annex G.10.2.3). Finally, safety aspects are taken into consideration when purchasing new machinery and equipment.

Table G.10.2.4. Sources for research funding and approximate funding for 1435/1436 in million Riyals

Sources	Funding in Riyals	No of project Funded	Date
Ra'ad Project	160000	2	1435/1436H
King Abdul-Aziz City for Science and Technology (KACST): Twenty Nine Annual Grant Program	2038950	2	1435/1461H
The fourteen small grant program	550000	4	

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All equipments are regularly maintained through a very detailed system supervised by the College represented by scientific workshops (Annex G.10.5.The website of the College of Science: http://Sciences.ksu.edu.sa/home/page/150). These workshops are Carpentry workshop, mechanics workshop, electronics workshop, glass shop, blacksmith shop, plastic workshop. The electronics workshop is concerned with the maintenance of all electronic devices. The form for service request is Annex G10.2.4.

In general, funding for research is achieved in the College through one of the resources presented in Table G.10.2.4

Table G.10.2.5. Sources for research funding and approximate funding for 1435/1436

Funding source	Faculty	Field	Project Title
VPP-02 Sientific groubs KSU	Mohamed Dkhil Saleh Al-Quraishy Mahmoud Metwaly	Parasitology	Renal tissue damage due to *Eimeria coecicola* infection in Rabbits. African
VPP-02 Sientific groubs	Mohamed Dkhil Saleh Al-Quraishy	Parasitology	Effects of the electromagnetic radiation on oocysts of *Eimeria papillata* infecting mice. African
VPP-02 Sientific groubs	Mohamed Dkhil Saleh Al-Quraishy	Physiology	Studies on the effect of pomegranate (*Punica granatum*) juice and peel in adult male rats
Excellence center	Mohamed Dkhil Saleh Al-Quraishy	Parasitology	Testosterone response of hepatic gene expression in female 2 mice having acquired testosterone-unresponsive immunity to *Plasmodium chabaudi* malaria.
VPP-02 Sientific	Mohamed Dkhil Saleh Al-Quraishy	Parasitology	Lead acetate-induced renal cytotoxicity in rats

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groubs KSU			and protection by flaxseed oil.
Scientific Affair	Fahd A. Al-mekhlafy Ashraf Mashaly Mohammed Al-Wadaan	Entomology	Cryomazine concentration and host type effects on the biology of the southern cowpeaweevil Callosobruchus maculatus F
Scientific Affair	Fahd A. Al-mekhlafy Ashraf Mashaly Mohammed Al-Wadaan	Entomology	Overlap effects of cyromazine concentration, treatment method and rearing temperature on the Southern
Scientific Affair	Ashraf Mashaly	Entomology	Evaluation of Selected Plant Extracts against the carpet beetle*Attagenus fasciatus* (Thunberg) (Coeloptera: Dermestidae
Research Chairs program	Mohammed Al-Wadaan	Microbiology	Utility and importance of walnut, Juglans regia Linn
KSU	A. A. Al-Khedhairy, Maqsod A. Sidiqi Quiser Saquib Jawid masarat	Toxicology	Preferential binding of insecticide phorate with sub-domain IIA of human serum albumin induces protein damage and its toxicological *significance,*
KSU	A. A. Al-Khedhairy, Maqsod A. Sidiqi Jawid masarat	Cell and molecular biology	Protective potential of 17β-estradiol against co-exposure of 4-hydroxynonenal and 6-hydroxydopamine in PC12 cells
KSU	A. A. Al-Khedhairy, Faisal Abou-Tarboush	Toxicology	Effect of Trans-resveratrol on Rotenone Induced Cytotoxicity in Human Breast Adenocarcinoma Cells.

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KSU	Maqsod A. Sidiqi Jawid masarat S. Alarifi	Molecular biology	Characterization of Sunn hemp begomovirus and its geographical origin based on in-silico structural and functional analysis of recombinant coat protein.	
KSU	P. Giesy, J. Musarrat,	Toxicology	Genotoxicity of several polybrominated diphenyl ethers (PBDEs) and hydroxylated PBDEs, and their mechanisms of toxicity	
KSU	Samy Yehya Morsi M. Ahmad, El-Sayed Salama,	Molecular biology	Production of salinity tolerant Nile tiapia, Oreochromis niloticus through traditional and moder breeding methods: II. Application of genetically modified breeding by introducing foreign DNA into fish gonads	
KSU	A. A. Al-Khedhairy, B.R. Singh, S. Alarifi, J. Musarrat	Molecular biology	Isolation and characterization of butachlor catabolizing bacterial strain *Stenotrophomonas acidaminiphila* JS-1 from soil and assessment of its biodegradation potential	
KSU	Jawid Musarat	Molecular biology	Virulence and Pathogenicity of Fungal Pathogens with Special Reference to Candida albicans: In book entitled "Combating Fungal Infections	
Spain	Dalia F. Ibrahim	Molecular	Expression of P53	

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		biology	during apoptosis induced by D-galactosamine and the protective role of PGE1 in cultured rat hepatocytes.
Sabic	Samir Bashandy Ibrahim M. Alhazza	Physiology	Hepatoprotective and hypolipidemic effects of Spirulina platensis in rats administered mercuric chloride
KSU	Faisal Abou-Tarboush	Toxicology	Development Toxicity of Orally Administered Sildenafil Citrate (Viagra) in SWR/J Mice.
KSU	Faisal Abou-Tarboush Gamal Badr	Toxicology	Thymoquinone decreases F –actin polymerization and the proliferation of human multiple myeloma cells by suppressing STAT3 phosphorylation and Bc12/Bc1-XL expression.
Excellence center	Khaled AL-Rasheid	Ecology pollution	Comparison of the tick repellent efficacy of chemical and biological products originating from Europe and the USA.
Excellence center	Khaled AL-Rasheid	Ecology pollution	An approach to analyzing spatial patterns of planktonic ciliate communities for monitoring water quality in Jiaozhou Bay, northern China.
Excellence center	Khaled AL-Rasheid	Ecology pollution	Phylogenetic relationships within the genus Aspidisca (Protozoa, Ciliophora, Euplotida) revealed by

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				ITS1-5.8S-ITS2 region sequences.
	Excellence center	Khaled AL-Rasheid	Ecology pollution	Spatial variation in taxonomic distinctness of ciliated protozoan communities at genus-level resolution and relationships to marine water quality in Jiaozhou Bay, northern China.
	Excellence center	Khaled AL-Rasheid	Ecology pollution	Two novel marine *Frontonia* species, *Frontonia mengi* spec. nov. and *Frontonia magna* spec. nov. (Protozoa; Ciliophora), with notes on their phylogeny based on small-subunit rRNA gene sequence data. UK.
	Excellence center	Khaled AL-Rasheid	Ecology pollution	Comparison of the tick repellent efficacy of chemical and biological products originating from Europe and the USA.
	Excellence center	Khaled AL-Rasheid	Ecology pollution	Efficacy of deltamethrin (Butox® 7.5 pour on) against nymphs and adults of ticks (*Ixodes ricinus*, *Rhipicephalus sanguineus*) in treated hair of cattle and sheep.
	Excellence center	Khaled AL-Rasheid	Ecology pollution	The effects of different plant extracts on intestinal cestodes and on trematodes.
	Excellence center	Khaled AL-Rasheid Saleh A. Al-Quraishy	Ecology pollution	Addition of a combination of onion (*Allium cepa*) and coconut (*Cocos*

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			nucifera) to food of sheep stops gastrointestinal helminthic infections.
Excellence center	Khaled AL-Rasheid	Ecology pollution	The effects of different plant extracts on nematodes. *Parasitology*
Excellence center	Khaled AL-Rasheid	Ecology pollution	Use of RAPD to detect DNA damage induced by nitrofurazone in marine ciliate, *Euplotes vannus* (Protozoa, Ciliophora).
Sientific groubs	Wael N. Hozen	Molecular biology	*Streptomyces sannurensis* sp. nov., a new alkaliphilic member of the genus *Streptomyces* isolated from Wadi Sannur in Egypt

In spite of all the above, research infrastructure needs more improvement in the College especially in terms of supporting staff. Faculty and researchers in general complain of lack of research assistants, enough lab space, and biostatistics experts, and clear research policies. For the above reasons, the College has secured a fund to update reform and introduce new disciplines such as biological laboratory, and provide researchers and professional technicians to central lab. The College provides a new extension to the central lab. The new equipment and facility have been approved and is under construction and is expected to be fully operational. It will contain a large amount of laboratory space for all basic Science specialties with updated equipment. It also contains ample office space, a full biostatistics support Department, and large research assistance IT Department will be on the top priorities. Jobs for researchers, research assistants, and lab technologists have been secured.

Describe the processes used to evaluate performance in relation to this standard:

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1. Review Periodic program self-Study for the academic programs of College of Science (Annex G.10.8)..

2. Review the overall KSU Strategic Plan "Developing a High Impact Strategic Plan for 2028" (Annex G.10.9).

3. Review the strategic plan for the College of Science (Annex G.10.10).

4. Review the annual reports of the Deanship of Research and Deanship of Graduate Studies for 2010 ((Annex G.10.11).

5. Review the report generated by the external review by AXIIN in 2011 (Annex G.10.12).

6. Review the report of the College of Science for 1435/1436H.

7. Review the report of the Vice Dean for Development & Quality of College of Science for 2015(Annex G.10.13).

8. Review all available documents regarding the research activities of Centers of Research Excellence, Research Chairs, International Twinning Program, and Research Center (Annex G.10.14).

9. Review the IRB policies and procedures (Annex G.10.15).

Key Performance Indicators considered:

1) Number of publications in reviewed journals in the previous year per full time member of teaching staff.

2) Number of papers or reports presented at academic conferences during the past year per full time member of teaching staff

3) Research income from external sources in the past year as a proportion of the number of full time teaching staff members.

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI:
Number of publications in reviewed journals in the previous year per full time member of teaching staff.

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Target Benchmark	
Actual Benchmark	2.31
Internal Benchmark	1.85
External Benchmark	
New Target Benchmark	

Analysis:
Since the number of teaching staff in the Department of Zoology is considered adequate, the moderate teaching load provides the chance for implementing and publishing research work, especially via research groups.

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

Provide a report about the standard and sub-standards within it. Tables should be provided indicating the amount of research activity and other participation in scholarly activity and comparisons with appropriate benchmarks. The report should include a list of strengths, recommendations for improvement, and priorities for action.

Strengths

1) The College has outstanding researchers who have a lot of training and experience in basic as well as applied Science research.

2) The College has a well established research labs and a well structured and developed institutional review board/independent ethics committee.

3) The College is able to attract external funding from private sector and from King Abdul- Aziz City for Science and Technology.

4) The College has excellent national and international connections with important research

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agencies and centers.

5) The presence of Biotechnology center and King Abdullah Institute for Nanotechnology Research with outstanding researchers, good infrastructure, highly sophisticated equipments expands the activity of College to new advanced horizon.

Areas for improvement

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

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

3. Overall, research must be further encouraged and enhanced as the number of ISI publications from the College doesn't match its great potential.

4. Establishment a postgraduate research day where all postgraduate students are encouraged to present either oral or poster presentations.

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

6. Establishment statistics and data entry, and language corrections units that would help lighten the difficulties faced by the members of the academe in the scientific research

7. Established policies to make clear the ownership and responsibility for maintenance of equipment obtained through faculty research grants, commissioned research or other external sources.

Priorities of action

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

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

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

4) The research supporting infrastructure needs more improvement. This is mainly needed in the

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supporting staff, lab space, and electronic database systems.

Annexes

Annex G.10.1. The report of the First Day for Excellence- 1432/1433H

Annex G.10.2. King Saud University 2012

Annex G.10.3. The annual Report of College of Science, 1432/1433H

Annex G.10.4. Website of Biotechnology Center. http://coebio.ksu.edu.sa/index.php/ar/research-units).

Annex G.10.5. College Website: http://Sciences.ksu.edu.sa/

Annex G.10.6. List of Nobel laureates

Annex G10.7. Memorandum of understanding signed between the College and professor for part time work in KUS.

Annex G.10.8. Periodic program self-Study for the academic programs of College of Science.

Annex G.10.9. KSU Strategic Plan "Developing a High Impact Strategic Plan for 2028").

Annex G.10.10.Strategic plan for the College of Science.

Annex. G.10.11. The annual reports of the Deanship of Research and Deanship of Graduate Studies for 2010.

Annex G.10.12. Reports generated by the external review by AXIIN in 2011.

Annex G.10.13. Report of the Vice Dean for Development & Quality of College of Science for 2011.

Annex G.10.14. All available documents regarding the research activities of Centers of Research Excellence, Research Chairs, International Twinning Program, and Research Center.

Annex G.10.15. IRB policies and procedures.

Annex   G.10.1.1 The regulations of KSU governing the promotion of faculty members

Annex G.10.1.2 Guidelines Governing Distinguished Research and Publication Quality Awards

Annex G.10.1.3 http://daem.harf.biz/News/Lists/List/DispForm.aspx?ID=10

Annex G.10.1.4 Deanship of Scientific Research report, 1430-1431H/2010G

Annex G.10.1.5 Regulations of Scientific Research- http://dsrs.ksu.edu.sa/regulations

Annex. G.10.1.6 First Scientific Conference for Higher Education Students

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http://ksu.edu.sa/Students/Female%20Students/AlmalazCenter/Pages/2010-10-24-01.aspx

Annex G.10.1.7 First Scientific Conference for Higher Education Students,

http://faculty.ksu.edu.sa/emanazmi/Pages/aspx).

Annex G.10.1.8 Regulations for University Scientific Research, Article 2

Annex G.10.1.9 Website of Intellectual property regulations, http://ipr.ksu.edu.sa/-

Annex G.10.1.10 Website of Intellectual property regulations IPTL_Regulation.

Annex G.10.1.11 Attracting Nobel Laureates Program, http://nl.ksu.edu.sa/ar).

Annex G. 10.1.12 List of distinguished research and high-quality international publications by faculty members across the University, Website of Committee research excellence and quality publication: http://pubaward.ksu.edu.sa/en/node/32;.

Annex G.10.1.13 Academic and research performance report

Annex G. 10.2.1 The website of The College of Science Research Center, http://rccs.ksu.edu.sa/ar

Annex G.10.2.2 The website of King Abdullah Institute for Nanotechnology, http://nano.ksu.edu.sa/ar

Annex G.10.2.3 Laboratory safety manuals

Annex G10.2.4 The form for service request

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Program Research Information Table
(For all individual branch/location campuses)
Complete the *Program Research Information Table* for each branch/location campus that offers the specific program. FTE (full-time equivalent) is calculated as 12 credit hours and should not include research, teaching or laboratory assistants.

Program Branch/Location Campus (City)	Annual Research Budget Total Amount	Annual Research Budget Actual Expenditure	Publications Per FTE Faculty Member Per Year (male)	Publications Per FTE Faculty Member Per Year (female)	Research Conference Presentations Per FTE Faculty Per Year (male)	Research Conference Presentations Per FET Faculty Per Year (female)	Describe Research Activity (past 2 years)
Main Campus	Research budget of the Department of Zoology is part of the budget of the research Center of the College of Science.	--	195/70=2.79	--	71/70=1.01	--	
Branch/Location 1	--	--	--	--	--	--	
Program Totals	--	--	2.79	--	1.01	--	

1. Attach the research approval flowchart
2. Attach the program research strategic plan
3. Attach the research policy manual

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Standard 11. Relationships with the Community (Overall Rating____4____ Stars)

Significant and appropriate contributions must be made to the community in which the institution is established drawing on the knowledge and experience of staff and the needs of the community for that expertise. Community contributions should include both activities initiated and carried out by individuals and more formal programs of assistance arranged by the institution or by program administrators. Activities should be documented and made known in the institution and the community and staff contributions appropriately recognized within the institution.

Provide an explanatory report about community activities carried out in connection with the program for the following sub-standards.

At the College level

The mission of College of Science emphasizes its role in community service as one of its three major tasks beside teaching and research. College of Science serves the community through different channels at the levels of the Departments, research chairs, Central laboratories, computer labs, Museums, herbarium, Planetarium, and individual staff members. The community services provided by the College include information technology services, consultancies, conferences and workshops, short courses and providing programs in different specializations that benefit both public and private organizations. Public meetings, discussions, workshops, symposia, newspaper articles and TV and Radio programs administered and/or delivered by College faculty members provide valuable information to the community, thus updating it with the latest news and developments in different areas and specializations. In addition, College faculty members serve as part-time consultants in ministries, and public and private organizations. The geographic location of College of Science, in the large city of Riyadh and in the center of the Kingdom of Saudi Arabia, increases demands on its services to the community.

At the Department level

The mission of the Department of Zoology emphasizes its role in community service as one of its three major tasks beside teaching and research. The Department of Zoology serves the community through different channels, research chairs, Central laboratories, Museum, and individual staff

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members. The community services provided by the Department include information technology services, consultancies, conferences and workshops, short courses and providing programs in different specializations that benefit both public and private organizations. Public meetings, discussions, workshops, symposia, newspaper articles and TV and Radio programs administered and/or delivered by Department faculty members provide valuable information to the community, thus updating it with the latest news and developments in different areas and specializations. In addition, the Department faculty members serve as part-time consultants in ministries, and public and private organizations.

11.1 Policies on Community Relationships
11.1.1 The service commitment of College

The Department of Zoology vision, mission, and aims include the following statements regarding the relationships with the Community:

1. Vision: The Department of Zoology is to be a pioneer of excellence in education, scientific research and community service. (Annex H.11.1.13 Department website: http://sciences.ksu.edu.sa/en/node/541).

2. Mission: To prepare highly qualified educators and technicians in life Sciences, who can meet and respond to the needs of the employment market, through modern educational, research facilities and professional practice to serve the community. (Annex H.11.1.13 Department website: http://sciences.ksu.edu.sa/en/node/537).

3. **V**alues: Department committed to lifelong learning inside and outside the Department community, enhancing continued intellectual growth and welfare of the society (Annex H.11.1.8 Annual Report of the Department of Zoology 1435/1436 H).

3. **Aims** (Annex H.11.1.13 Department website: http://sciences.ksu.edu.sa/en/node/535)**:**
1. Prepare highly qualified educators and technicians using all possible means.

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2. Develop a curriculum that is responsive to the needs of the employment market.

3. Prepare pure and applied researches and publish them in well-known and respected international journals.

4. To be well connected with the community to provide all possible educational programs   that can solve problems and increase their awareness.

The Strategic Plan of the Department of Zoology is committed to community Service (See, Strategic Objects 1, 5, 7 (Annex H.11.1.7 The strategic plan for the Department of Zoology - 1432-1436H/2011-2015G).

The following can be concluded:

1. The mission of the Department of Zoology has been relevant to the community within which it operates, and includes a commitment to contribute to them

2. the Department of Zoology has policies on the role of service development, and these policies have been supported in decisions made by senior administrators

11.1.2. The contributions to the community made by staff teaching in the program are recorded and reported upon on an annual basis.

Zoology Department interacts with the community through the different facilities that provide a wide spectrum of community services. Such activities include part-time consulting and second tasks by faculty members, training programs, Research center, Research chairs, community service committees and activities, Advisory board, symposia, seminars and workshops (Annual Report of the Department of Zoology 1435/1436 H).

The Department of Zoology faculty members participate in community service as part-time consultants and seconded. Table H.11.2.1 shows the number of part-time consultants to the total number of faculty members employed by KSU for the academic year 1435-1436 H while Table H.11.2.2 The number of seconded faculty members for the same period. This data is presented in Figures H.11.2.1 and H.11.2.2

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Table H.11.2.1 The number of part-time consultants to the total numbers of Faculty members employed by the Department of Zoology for academic year 1435 /1436 H.

The Department	Total number of staff	No. of part-time consultants	Percentage
Zoology	78	7	8.97

Figure H.11.2.1 Histograms representing the number of part-time consultants to the total numbers of Faculty members employed by College of Science for academic year 1435/1436H.
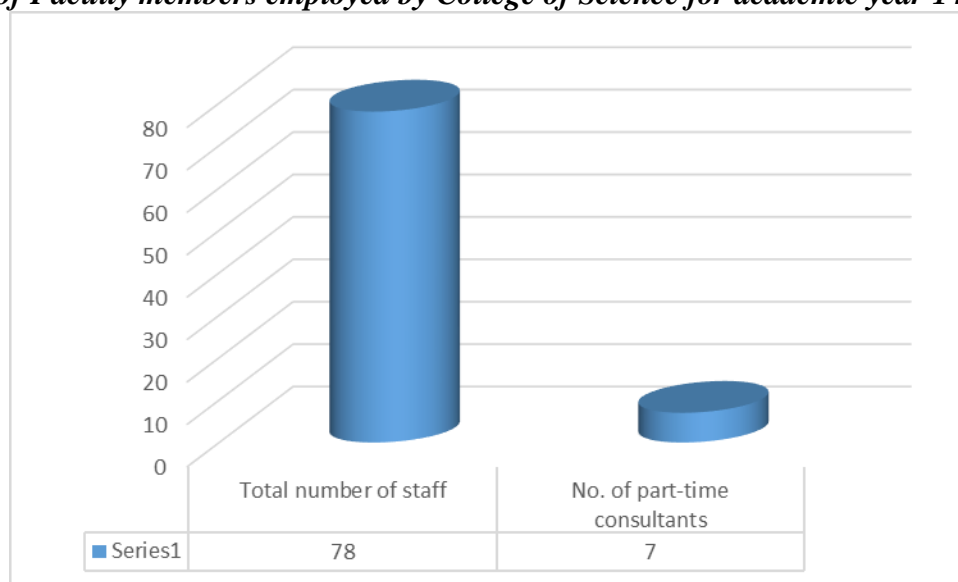
Table H.11.2.2 The number of seconded faculty members for the academic year 1435/1436 H.

The Department	**Total number of staff**	**No. seconded faculty members**	**Percentage**
Zoology	78	0	0

Figure H.11.2.2 Histograms representing the total number of faculty members, the number of seconded faculty members and the percentage for the academic year 1435/1436 H.

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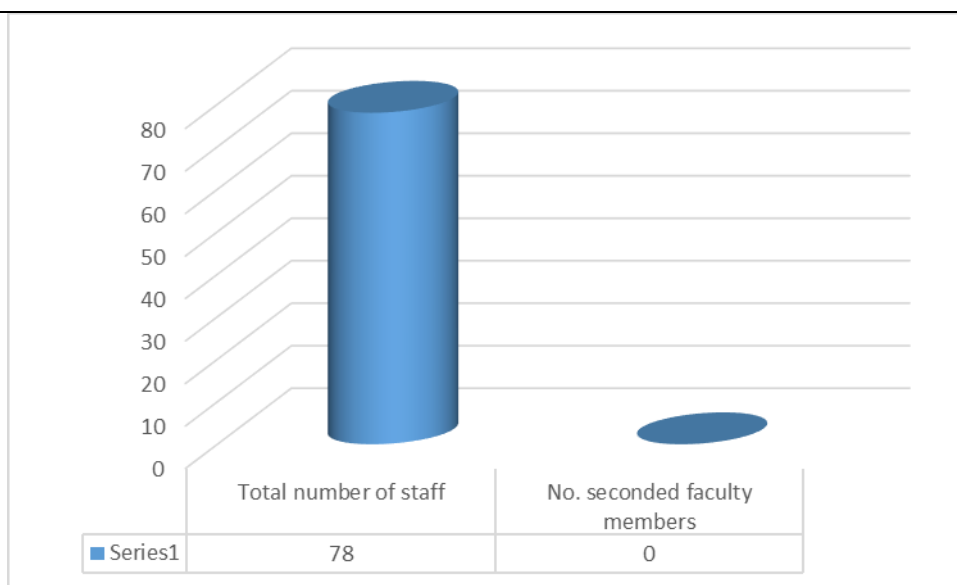
Many organizations within the community benefit from the Department of Zoology part-time consultants. These include, Ministry of higher Education, King Abdullah Institute for Research and consulting studies, King Abdullah foundation for Giftedness and Creativity, National commission of Wild life. In 1435/1436 H, two staff members signed contracts with part time consultants.

Table H.11.2.3 The distribution of part time contracts.

No.	Consultants	Organization/Ministry
1	Dr. Abd El-Aziz Al-Oqaili	Consultant to the National Commission for Wildlife Conservation
2	Dr. Othman Al–Dokhi	A member of the Committee on the Admission of outstanding scholarship program Custodian of the Two Holy Mosques
3	Dr. Ahmed Al–Himidi	Master Program Coordinator for the Female students of the Hail University
4	Mohammed A. Al– wadaan	Ministry of education
5	Abdullah A. Alqahtany	Ministry of education
6	Mansour I. Al–Mansour	Dean of the Faculty of Science in Aldawadmi

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7	Abdulaziz A. Al-Khedhairy	Dean of the Community College

Research Center has been established at College of Science to achieve excellence in research and development, and to enrich the knowledge base in the Kingdom. Support researchers from faculty members and graduate students.

Explore new horizons in scientific research and produce important scientific contributions to the community. Offer research services to the faculty members, postgraduates, and community.

The research center supported number of projects in the Department of Zoology in 1435/1436H, with budget of 200000 riyals (http://rccs.ksu.edu.sa/ar/node/29).

Table H.11.2.4 Number of projects, supporting fund for each project and number of faculty members shared in the project in 1435/1436H.

Department	No of projects	No. of Shared faculty Members	Budget
Zoology	6	10	200000

Special community service committee has been established as a part of Quality management System of the Department of Zoology (Annex H. 11.1.14) to provide services in the area of expertise of its faculty members. Table H.11.2.5 in Annex H.11.1.15 lists the kind of services offered by community unit in the Department. In Table H.11.2.5 proportion of Full time faculty members actively engaged in community service activities.

The beneficiary organizations include the Ministry of Higher Education, Research Chairs, King Abdul Aziz City for Science and Technology; Saudi Arabia National Commission for Wildlife Conservation and Development; King Faisal Specialist Hospital and Research Centre (KFSH & RC); British Council; SABIC Company.

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

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Table 11.1.1: Proportion of Full time faculty members actively engaged in community service activities in the Department of Zoology

The Department	Number of the Department members engaged in community service activities	Number of the Department Staff	Proportion of the Department staff engaged in community service activities
Zoology	22	78	28.2

Figure G.11.1.2: Proportion of Full time faculty members actively engaged in community service activities in the Department of Zoology
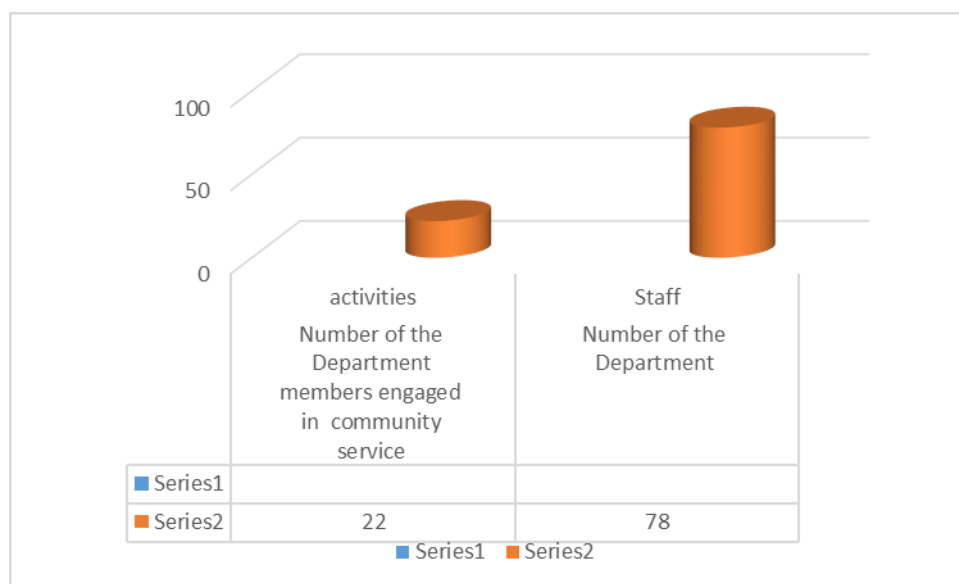
Table G.11.1.3: Proportion of Full time faculty members actively engaged in community service activities

Beneficiary	Name	Service

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	Om Alqura University, Sudan University of Science and technology, College of Health Sciences, Jeddah	Prof. Mohammed S. Al-Khalifa	Scientific evaluation of a book entitled "Parasitic Arthropods and its relations to Human". Um Alqura University. Evaluation of the proposal for promoting a staff to Professor from the Sudan University of Science and Technology, Sudan. Evaluation of a research project on the effect of pesticidal effects of some local medicinal plants as biological control agents against *Aedes aegypti* mosquitoes genotypes.
	University of Hail	Prof. Awad Al-Johany	Director of Graduate Studies at the College of Science, University of Hail. Supervising 4 postgraduate students, Hail University. External Examiner for an MSc Thesis.
	The Department of Zoology	Prof. Abdulaziz Al-Khudairy	Workshop in PCR Technology
	The Department of Zoology	Prof Mohammed Al-Wadaan	Two lectures delivered by visiting Foreign staff for the Chair of Biological Products;
	King Saud University, Translation Centre, Office of the Director	Prof Saleh A. Kandeel	Referee to evaluate the translation entitled "Injury pediatric Endocrinology and Diabetes"

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University of Khartoum, King Saud University	Dr Osama B. Mohammed	External examiner for an MSc Thesis, University of Khartoum. Internal Examiner for an MSc Thesis. College of Science, King Saud University.
Naif Arab University for Security Sciences	Dr Omar H. Abdelgadir	Delivering lectures on the use of electron microscopy in forensic medicine and other applications.

Translated two books:

Table (11.1.4

Translator	Title	Publisher	Year of Publishing
Prof. Muhammad Al Khalifa Dr. Saleh Kandel	Equine Exercise Physiology	KSU	2010
Dr. Ashraf Mashaly	Insect Biotechnology	KSU	2012

Table (11.1.5) list of training session.

Title of training session/workshop	Beneficiary	No. of trainees	No. of training days	Trainer name
Workshop of preparation and qualification for the students who participate in the Saudi delegation to the International Science Olympiad competition for juniors	Ministry of Education	7	7	Dr. El-Sayed M. Younis
Workshop of extract DNA from different tissues for the secondary school students in Riyadh	Ministry of Education	20	5	Dr. Maha Daghestani

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Workshop of the causes of allergy and asthma for the secondary school students in Riyadh	Ministry of Education	20	5	Dr. Maha Daghestani
Workshop of the scanning electron microscope for the secondary school students in Riyadh	Ministry of Education	17	3	Dr. Maha Daghestani
Sessions on the reproductive system and techniques of assisted reproduction and external fertilization technique	Ministry of Education	20	1	Dr. Ahmed R. Al-Himaidi
Sessions on fundamentals of molecular biology and technology	KSU	16	5	Dr. Maha Daghestani
Workshop of extract DNA from different tissues	Education model schools in Riyadh	30	2	Dr. Abdul-Aziz Al-Khedairy
Workshop of molecular biology technique	KSU		2	Dr. Maha Daghestani
Workshop of processing tissue and tissue culture	KSU	48	5	Dr. Faisal Abou-Tarboush
Sessions on DNA, RNA, and PCR technology and its uses	KSU	20	5	Dr. Abdul-Aziz Al-Khedairy
Workshop: "immunological techniques"	KSU	35	2	Dr. Gamal Badr

11.1.3 Promotion criteria and faculty assessments include contributions made to the community

The promotion criteria of Department state that the contributions to the community should

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constitute 15% of all requirements (University website - Scientific Council – Regulations and laws- "The rules governing the promotion of Saud and non Saud faculty (Annex H.1.5). (http://sc.ksu.edu.sa/node/37).

11.1.4 Departmental or program initiatives in working with the community should be coordinated with responsible units in the institution to avoid duplication and possible confusion

Community service committee has been established to provide services in the area of expertise of its faculty members. In addition, special activities and events are organized by this unit.

11.2 Interactions with the Community (Report description should include reference to interactions with the community by faculty) (3 stars)

11.2.1 Staffs are encouraged to participate in forums in which significant community issues are discussed.

'The annual faculty members' evaluation form allocates points for their participation in community service through their publications. This item needs more improvement by placing award for distinguishing in community services, funded faculty members to participate in forums discuss significant community issue, and funded projects and research directed to community issue.

11.2.2. Local employers and members of professions associated with the program are invited to join appropriate advisory committees.

Advisory boards have been formed. These boards are designed to render advice to Department chairs on any matter affecting the Department. Some members of the board are members of the College Alumni or have otherwise demonstrated an interest in serving both the College and the community in which the member resides. At the beginning of the academic year, the advisory board of the College of Science and the advisory Boards of the Department of Zoology are formed

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and approved by College Council and Director of the University (Annex H.11.2.1 Copy of the approved Document of the Board of the advisory Committee of the College of Science). The Board includes members of the College Alumni; representative for both the undergraduate and graduate students.

11.2.3. Contacts are established with schools in the region offering assistance and support in areas of specialization, providing information about the program and subsequent career opportunities for graduates, and arranging enrichment activities for students at the schools.
(If a section within the institution has responsibility for coordinating these relationships these contacts are arranged in consultation with that section.)

The Department of Zoology made enrichment activities for students at the local schools. For example, Zoology Museum visiting by different Schools see "the annual Report of Zoology Museum, 1435/1436H"

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

The College Board approved the establishment of alumni unit in its meeting No.14, 1435/1436H. The unit commenced its activity by building a data base for alumni. Departments announces for the jobs for assistant lecturer and jobs in industries on the College website.

Alumni unit has been formed at College and Department levels to keep track of the alumni and their contributions to the community. Alumni unit in the Department holds "career Day" in the day of establishing and inaugurating the Department of Zoology, 21/4., This year the fifth career day will be held in its annual time. In this day, the College of Science represented by the Vice Dean for Development & quality invites the local public and private industries, institutions, civil society organizations and ministries, students, graduates and their family, to gave the stakeholders chance to know the knowledge, skills graduates acquired during their study, and to the students chance to

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be in contact face to face with their employers. Each year, many graduates succeed to get a job in "Career Day". (Annex H.11.2.2, and the website of College of Science-http://sciences.ksu.edu.sa/ar).

11.2.6. Opportunities are taken in cooperation with institutional management to seek funding support from individuals and organizations in the community for research and other developments associated with the program.

The Department of Zoology seek funding support from individuals and organization for research and other activities. Many organizations fund many research programs in the Department (Annex H.11.2.3). Both the Funding organizations, Departments and Staff benefit from this cooperation. The organizations funded research in 1431/1432h through research chairs are cited in Table H.11.2.6.1. In addition, some organizations funded research projects to investigate scientific problems benefits the organization, Department and staff. These organizations are King Abdul Aziz City for Science and Technology; Saudi Arabia National Commission for Wildlife Conservation and Development; King Faisal Specialist Hospital and Research Centre (KFSH & RC); British Council; SABIC Company. On the other hand many organizations act as sponsors for other activities run in the Department. Between these activities are Career Day (Annex H.11.1.9 Annual Report for Vice Dean For Development & Quality- 1435/1436h), workshops and conferences. The individuals and organizations funded research in the Departments of College of Science:

Research chairs and research initiatives have strong scientific relationships with community. Research chairs are approved based on a detailed community needs assessment at the level of the University. All research chairs have significant community based work that includes patient education, community wellness programs, and other community activities.

Table H.11.2.6.1 Research Chairs in the Department of Zoology

No.	Research Chair

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1	Abdul Rahman Al-Jeraisy chair for DNA research.
2	Fetal programming of disease research chair....
3	Bioproducts Chair
4	Mammology Chair

Describe the processes used to evaluate performance in relation to this standard and summarize the evidence obtained.

In developing the assessment of this Standard, the following materials have been reviewed (Annex H.11.1.1):

1. The report of the NCAAA (Standards for Quality Assurance and Accreditation of Higher Education Institutions), June 2009. (Annex H.11.1.1)

2. The report of NCAAA (Self Evaluation Scales for Higher Education programs), Revised June 2009. (Annex H.11.1.2)

3. QMS Workbook (KSU – Quality Management System Workbook, 1st Edition June 2009) (Annex H.11.1.3).

4. King Saud University 2015. (Annex H.11.1.4)

5. The rules governing the promotion of Saud and non Saud faculty (Annex H.11.1.5)

6. The College and the University websites. (Annex H.11.1.6)

7. Strategic plan of College of Science 1432-1436H; (Annex H.11.1.7)

8. The Annual Report of the College of Science 1431/1432 H; 2011-2012G. (Annex H.11.1.8)

9. The annual report of Vice Dean for Development & quality. (Annex H.11.1.9)

10. Revision Reports of AXIIN.e.V. (Annex H.11.1.10)

11. The annual faculty members' evaluation form (Annex H.11.1.11)

12. A questionnaire was distributed to employers of College alumni (questionnaire #..... in

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Annex H.11.1.12) to assess the reputation of the Department in the community.

Key Performance Indicators considered

1. Proportion of full time teaching and other staff actively engaged in community service activities

2. Number of community education programs provided as a proportion of the number of

Departments

3. Number of seconded faculty members of the Department of Zoology

Choose **ONE OR MORE** KPIs that best supports that the program meets this standard. Each KPI should use a separate KPI table. Insert the KPI in the table below, add the actual KPI benchmark with the other benchmarks, and provide an analytical interpretation that describes the outcome (most benchmarks are numerical and others may be descriptions that verify quality using a rubric).

KPI: Proportion of full time teaching and other staff actively engaged in community service activities	
Target Benchmark	
Actual Benchmark	0.1
Internal Benchmark	0.38
External Benchmark	
New Target Benchmark	
Analysis: The program urges all staff and teaching members to be activity involved in community services through all available communication channels, and trying to find solutins for problems via research recommendations and strong relationships with decision-makers.	

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Evaluation of the extent and quality of community activities associated with the program and of staff teaching in it. ***Provide a report*** about the standard and sub-standards within it including tables showing the extent of community activities and a list of strengths, recommendations for improvement, and priorities for action

Strengths

1. the Department of Zoology established new facilities such as alumni unit and research chairs that help to strengthen the relationship with the community, allow for obtaining direct feedback for the services provided, and enable members of the community to participate in improving educational and community services provided by the University.

2. The Department assessment and promotion criteria include a weight for participation in community service.

3. Community organizations whose confidence in the performance of the Department of Zoology asks the Department to provide them with appropriate solutions to their problems through supporting the research on these problems.

4. The Department of Zoology organize regular symposia to which they invite representatives of various community institutions and allow them to present themselves and invite voluntary work (Career Day).

5. The Department of Zoology is heading towards effective community partnership which leads to knowledge economy. This is achieved through different channels: Research Chairs Program.

6. In a questionnaire that investigated employers' opinion about Department graduates, which included several personal and professional traits of the graduates, the average response for all traits was …… (i.e. very good). In addition, the respondents estimated their willingness to recruit Department graduates. (i.e. good)

7. Community representatives to identify the areas of Department contribution are being contacted (done through Advisory Board).

8. A system to keep a track the Alumni and their contributions to the community has been developed (done through Alumni unit).

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Areas Requiring Improvement

1. A system to identify the employment needs of the community must be developed (must be done through Alumni unit).

2. A system to credit the staff or the students involved in community services must be developed (e.g. letter of appreciation or monitory benefit or others). A faculty member's participation in community service is not counted as part of their workload.

3. Staffs should be encouraged to participate in forums in which significant community issues are discussed (giving them time for serving the community as part of their job, making Invitations (announcement) to staff and students to contribute to community services).

4. the Department of Zoology should have community service unit

5. The Department should strongly supports the activities of all community services programs and services, which shows clearly in its mission, vision and objectives.

6. Community Service Committees should be implemented and activated to enhance community services provided by the Department and keeping records of these services.

7. The community service provided by community service units in the Department should be publicized or announced to target beneficiaries and documented.

8. The annual report of the Department must be prepared with more details about the activities conducted by community service units in comparison to previous years.

9. Absence of real partnership, coordination and cooperation between males and females centers in community service activities.

10. The Department policy concerning community service should be defined and published on the web.

11. A section should be established to coordinate the relationships between the Department and schools.

12. The Department website should shed light on the actual community contributions.

13. Although there is a lot of interaction between the Department and the community, yet many

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activities are neither properly documented nor accessible.

14. Not all students' projects are based on an analysis of the community needs.

Priorities for Action

1. The annual report of the Department should be prepared in a timely fashion so that their information is made available to the teams preparing the SSR.

2. The Department members need to be further encouraged to provide community services through an increase of the bonus level allocated for community service activities.

3. Informative campaigns should be prepared to announce and publicize the different types of services provided to the community.

4. The Department should have a mechanism for obtaining evidence of placement of graduates in employment in the job market or in further education.

5. Community service units should have clear strategies, work plans and rules that provide the methodologies they follow in providing services.

6. Rules and mechanisms should be established to encourage participation of male and female centers in joint community service activities and projects.

Annexes

Annex H.11.1.1 The report of the NCAAA (Standards for Quality Assurance and Accreditation of Higher Education Institutions), June 2009.
Annex H.11.1.2 The report of NCAAA (Self Evaluation Scales for Higher Education programs), Revised June 2009.
Annex H.11.1.3 QMS Workbook (KSU – Quality Management System Workbook, 1st Edition June 2009).
Annex H.11.1.4 King Saud University 2012
Annex H.11.1.5 The rules governing the promotion of Saud and non Saud faculty
Annex H.11.1.6 College website: http://sciences.ksu.edu.sa/en).
Annex H.11.1.7 The strategic plan for the College of Science- 1432-1436H/2011-2015G.
Annex H.11.1.8 Annual Report of College of Science 1431/1432h).
Annex. H.11.1.9 Annual report of Vice Dean for Development & Quality, 1433/1434 H"..
Annex H.11.1.10 Revision Reports of AXIIN.e.V

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Annex H.11.1.11 The annual faculty members' evaluation form
Annex H.11.1.12 Employers questionnaire
Annex H.11.1.13 The Department website: http://sciences.ksu.edu.sa/en/node/199
Annex H. 11.1.14 Quality management System of Faculty of Science
Annex H.11.2.3 lists the kind of services offered by each community unit in the Departments of College of Science.
Annex H.11.2.1 Copy of the approved Document of the Board of the advisory Committee of the College of Science
Annex H.11.2.2 Documents of Career Days and the website of College of Science- http://sciences.ksu.edu.sa/ar).
Annex 11.2.3
http://ksu.edu.sa/sites/KSUArabic/Mngmnt/pcommitees/permanentResearchDeputy/CooperationInternational/Pages/ScientismSociety.aspx).

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J. Review of Courses

1. **Describe the processes** followed in reviewing courses (e.g. Surveys of graduates, faculty, or members of the profession, analysis of student course evaluations, review of course and program reports, interviews with faculty, comparison with similar programs elsewhere, consultancy advice, etc.).

All courses have course specifications formulated in NACCC template. Course specifications document includes: general information about the course, the course content, general and specific objectives, methods of teaching and assessment, learning resources, facilities required and finally evaluation and improvement processes. These documents are written by the course coordinator after consultation of all faculties sharing in this course. The course coordinators are trained by Vice Dean of development and quality represented by the quality unit. The course specifications are posted on the website to be available for the students and distributed to all people involved in teaching the course.

At the end of the course student surveys (overall course satisfaction and specific faculty evaluations) are carried out by the students. Policies and procedures for Students evaluation for the courses and staff members were developed. (Annex H.2). The response is voluntary. All results are analyzed by the Department (The evaluation and academic accreditation committee). Results of students evaluation of faculty are include among their annual performance report.

At the end of the course, the course coordinators prepare the course report that contains: general information about the course, the course delivery, effectiveness of planned teaching strategies for intended learning outcomes, students result, any difficulties in resources availability or administration issues, course evaluation and finally planning for improvement of the course. Each course organizer has been trained to fill this report. All course reports are received and analyzed by the evaluation and academic accreditation committee. A copy also is sent to the student's Academic Study Plans committee and the Vice Dean for Academic Affairs.

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The course reports are discussed in the council of the Department meeting and comments sent to the evaluation and academic accreditation committee for any changes or improvements in the course based on the course report. Any major changes in the course must be reflected in the course specifications again.

All assessment methods are monitored by the Academic Accreditation Committee in the Department. Surveys and course evaluation statistics for 2015: Percentage of course specifications prepared = (2014/2015) 100. %

Percentage of course reports received = 80 % (2014/2015) course evaluation surveys, staff satisfaction survey, intern satisfaction survey, program evaluation survey and employment satisfaction survey were conducted.

Annex H.1: Policies and procedures for Students evaluation for the courses and academic staff members

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2. Course Evaluations

Provide a list report on the strengths and recommendations for improvement in courses and any other conclusions from the processes described directly above.

Overall, courses were well perceived. Overall, student's satisfaction with courses was 3.4 (3 stars)

Table H.1: Summary of overall students' satisfaction rate in all courses

Courses	Mark/ 5	NCAAA stars
2012	4	****
2013	3.76	****
2014	4.1	****
2015	4.3	****

Figure H.1: Students overall rating on the quality of their courses in the academic year 1435/1436H.

	2015	2014	2013	2012
■	4.0	3.9	4.3	4.1

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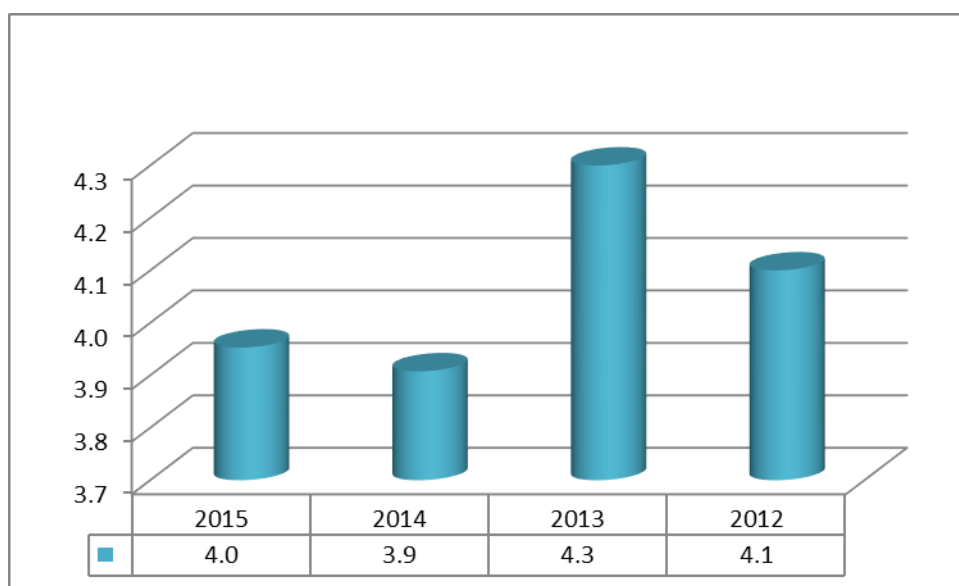
Summary report on strengths and weaknesses in courses in general

Information extracted from the questionnaire response of students (available in the accreditation room).

Students commended on:

- Faculty members provide students with course syllabi in the beginning of each courses.
- Faculty members explained course objectives clearly.
- Faculty members treat students with respect.
- Faculty members prepared his course well.
- Faculty members are highly qualified.
- Faculty members appreciate student's involvement in class discussions.
- Faculty members provide students with instant feedback.

The students appraise:

- Students' academic progression is not comprehensively monitored by all faculty members at the Department of Zoology.
- Exams' questions some time do not cover all course topics
- The quantity of information is too much according to the time assigned
- Punctuality of some staff
- Rearrangement of lectures

3. Changes in Course Requirements

Provide a brief description and reasons for any changes recommended in course requirements as a result of this self study. e.g.

New elective course have been added to the study plan as Zoo 366, Zoo436, Zoo456, Zoo457 and Zoo462.

Reviewing and changing some of the course contents to be compatible with the

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orientation year program and introducing new elective courses (see the updated program plan).

Table H.2: Summary of overall students' satisfaction rate in a sample of courses.

Response to the statement: "I am generally satisfied with the quality of this course"

Semester	Year	Course	Strongly agree	Agree	True to some extent	Disagree	Strongly disagree	Overall Rating /5	n=
First semester	2012	103Zoo	11	51	20	6	0	3.76	88
Second semester	2012	103Zoo	14	24	12	0	0	4.04	50
First semester	2013	103Zoo	3	7	7	1	1	3.5	19
Second semester	2013	103Zoo	2	3	2	2	1	3.3	10
First semester	2014	103Zoo	3	7	7	1	1	3.5	19
Second semester	2014	103Zoo	2	3	2	2	1	3.3	10
First semester	2012	145Zoo	8	13	1	0	0	4.32	22
Second semester	2012	145Zoo	32	34	29	21	12	3.41	128
First semester	2013	145Zoo	1	0	0	1	0	3.5	2
Second semester	2013	145Zoo	15	12	3	1	0	4.3	31

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First semester	2014	145Zoo	1	0	0	1	0	3.5	2
Second semester	2014	145Zoo	15	12	3	1	0	4.3	31
First semester	2012	332Zoo	1	3	0	0	0	4.25	4
Second semester	2012	332Zoo	0	0	0	3	0	2	3
First semester	2013	332Zoo	0	0	0	0	1	1	1
Second semester	2013	332Zoo	2	1	0	1	0	4	4
First semester	2014	332Zoo	0	0	0	0	1	1	1
Second semester	2014	332Zoo	2	1	0	1	0	4	3

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K Independent Evaluations

1. <u>Describe the process</u> used to obtain independent analysis on the quality of the program and the reliability and validity of analyses carried out in the report. Processes may include a review of documentation by an experienced and independent person familiar with similar programs at other institutions and who could comment on relative standards, consultancy advice or a report by a review panel, or even the results of an accreditation review by an independent agency. An independent evaluation may be conducted in relation to the total self-study, or involve a number of separate comments by different people on different issues.

The Department council has looked into the proposal suggested by the evaluation and academic accreditation committee to consult specialized experts in the Zoology who have experience in quality and its applications. The Council has recommended nominating a specialist in the Zoology;

The following professor

Table (K.1)

Name of External Examiner	Ismail M. Al-Sharkawi
Present Post	Academic Accreditation Consultant, Faculty of Marine Sciences, King Abdul Aziz University, Jeddah, KSA
Home Institution of the External Examiner	Professor of Animal physiology, Faculty of Science , Tanta University, Tanta, Egypt
Primary email address	alsharkawi_im@yahoo.com
Programme examined	B. Sc. Zoology
Academic Period of Report	Sep 2014 – Aug 2015
Date of Report Submission	Aug 26, 2015

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Documents that the team was acquainted with:

- Guidebook to B.S. program courses

- Program Specification

- The Department Guidebook of the Department and its programs

- A list of graduates and miscellaneous statistics

- Samples of course specifications

- Samples of student's course evaluation forms

- Samples of the questionnaire of students' opinions about faculty members

- A list of the Department of Zoology faculty members and relevant information, including date of birth, specific specialization, University the faculty member graduated from, country in which the faculty member graduated, year of graduation, date of appointment, and nationality

- Samples of course specifications, relevant exams, and CVs of certain faculty members

- Documents demonstrating vision, mission, goals, values.

- Documents about students' opinion Evaluation of what faculty members present to them

- Visiting a number of University and College teaching and support services

2. Summary of matters raised by independent evaluator(s). ***Provide a response report*** to each of the recommendations provided by the independent evaluators

- Reformulate course description and the learning outcomes.

- Intensify program curricula and emphasize on graduation project to be oriented to practical skills and the experience needed,

- Enhance the competitiveness, and scientific/research aspects for "bachelors" projects to meet the international one.

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- Enhance the international opportunities for the under graduate student to continue their postgraduate studies abroad.

- Initiate an inter-disciplinary bachelor degree programs.

- Enhance and augmenting the English language skills in the curriculum to compete internationally.

- Implement the Diploma Supplement to provide a positive impact on program graduates and help in raising the international awareness of the actual level program, especially in graduate project.

- Increase students communication by implementing oral presentation and oral examination as outlined in program educational objectives.

- Increase staff publication and research opportunities.

3. **Provide an analysis report** on matters raised by independent evaluator(s) (Agree, disagree, further consideration required, action proposed, etc.).

- The Department worked towards the execution of the team's requirements in accordance with the following procedures:

- All courses description have been revised and rewritten as well as its ILO,s have been modified.

- Program has started to put more emphasize of graduation project in terms of credit hours and in training required to developing the skills and thesis writing to meet elements of graduation project, data analyses, oral presentations and writing assignments, etc.

- Scientific program already started in utilizing and furnishing their labs with necessary devices and instrumentation that are needed especially for all graduation project modules.

- The College already granted 60 students (males and females) to proceeds their post graduation students in USA, Canada, and Australia universities.

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- Scientific program has taken action towards commencing oral presentation in the most modules, especially for students' graduation course project, and presented in the presence of an academic arbitrators' committee from the same major.

- The yearly Distinction day of academic research has been initiated by College administrators to support staff of teaching by/how grasping scientific research applications (Annex G.I.1).

Annexes

Evaluation report of ASIIN

Attach or hyperlink the independent evaluation report and CVs

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L Conclusions

1) **List and briefly describe** aspects of the program that are particularly successful or that demonstrate high quality.

Clearly stated mission statement directed the planning process for the program development and it is consistent with the mission statement of the institution.

Significant achievements have been made by the Department of Zoology as part of its continual strives toward academic excellence. The following are highlights of some notable achievements by the Department of Zoology, which are listed here briefly as part of the concluding remarks.

1. The Department of Zoology has been investing heavily in the students' teaching and learning improvement as well as in the performance assessment and follow-up programs. This has enabled Department to attain notable achievements including

   a) Enhanced learning environments, using advanced IT technologies, via the online E-register, Edugate as well as eLearning and distance education,

   b) Introduction of external examiners and program reviewers

   c) Implementation of a program for systematic academic review procedure,

   d) Vigorous initiatives to move toward outcome-based learning and performance assessment,

   e) Enrollment development of the Department of Zoology faculty members in the newly established programs via the Deanship of Skills Development,

   f) Formation of Department advisory boards, and

   g) Design and implementation of continual evaluation and assessment surveys in a number of (student, teacher, alumni, employer), etc.

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2. The Department of Zoology has embarked on several vigorous initiatives to improve its academic performance, scholarship and research outcomes. Examples of such initiatives include

   a) The three research Chairs and Center of Excellence in research in biological diversity

   b) Inviting Nobel scientists through the Nobel Laureates' program, or through the three research Chairs

   c) Gaining awards by number of Departments faculty members through an ambitious excellence rewarding system, which includes various awards on academic scholarship and research achievements (Documents as evidences).

3. Some impacts such as the Zoology graduates are currently rated the best across the Kingdom. Furthermore, Zoology graduates constitute the highest rate among Saudi universities in regard to both admission and degree completion at international leading universities at part of the King Abdullah Scholarship Program. The Zoology graduates studying abroad for Master and Ph.D. degrees have been noted for their outstanding performance and competitive status. Many of these graduates are returning to constitute a highly skilful workforce at the University.

2) **List and briefly describe** aspects of the program that are less than satisfactory and that need to be improved.

The Department acknowledges that there are still several areas, within its mandate and domain of operations, which need to be improved further. In this regard, the Department of Zoology intends to explore all windows of opportunities – and use all available means - in order to bridge existing gaps and correct dissatisfactory performance areas wherever

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they exist. The following is a brief outline of the areas that need further improvement. They are ordered, for ease of reference, according to the associated standards:

- Presence of a few numbers of demonstrators and technicians.

- The central lab at the Department of Zoology needs to be provided with modern equipment and well- -qualified technicians.

- Some of the materials needed for student labs are sometimes difficult to get. The College tries its best to solve this problem.

- Comparisons with the benchmark.

A better utilization of the existing Department's vast data and statistics is needed with more focus on analyzing such information for the purpose of continuous improvements.

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M. Action Proposals

Action proposal should be based on the matters identified in sections F, G, H, and I and indicate recommendations for improvement proposed to deal with the most important priorities for action identified in those sections.

1. **Changes in Course Requirements (if any)**

   List and briefly state reasons for any changes recommended in course requirements, e.g.

   - Required courses made optional or elective courses made compulsory;
   - Changes in pre-requisites or co-requisites
   - Changes in the allocation of responsibility for learning outcomes as shown in the course planning matrix.

2. **Action Recommendations**.
   Recommendations for improvement are made for action to be taken to overcome problems or weaknesses identified. The actions recommended should be expressed in specific, measurable for terms for assessment, rather than as general statements. Each action recommendation should indicate who should be responsible for the action, timelines, and any necessary resources.

   Action Recommendation 1

   Updating the study plan to be compatible with the preparatory year program.

   Person (s) responsible

   1- Head of the Department of Zoology.

   2- Study plan committee

   Timelines (For total initiative and for major stages of development)

   • Within one year

   Resources Required

   1- Financial and Governmental Aid

   2- Increasing number of jobs available.

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Action Recommendation 2.

Recruitment of high qualified technical supporting staff as well as research assistants

Person(s) responsible

1- Head of the Department.

2- Dean of the College.

3- University employment office.

4- Research centers.

Timelines

• Within one year

Resources Required

Encouraging undergraduate and graduate students to pursue a career in academics

Continue for further action recommendations.

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K2 Program KPI and Assessment

KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
1	The average ratings of the faculty members to the statement "mission statements guides decision-making processes and development of policies in the Department "		93.33%	96%			
2	Proportion of the course reports conducted within a year time in which student evaluation inside the program		1	1			
3	Proportion of the course reports conducted within a year time in which student evaluation inside the program	QMS-KSU-Level 6: 0.8-1.00	1	1	-	QMS-KSU-Level 6: 0.80-1.00	Proportion of the course reports conducted within a year time in which student evaluation inside the program
4	Proportion of full time students in proportion of full time faculty members (mean average and level accomplished		1.31:1	48:1			

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5	Ratio of students to administrative staff.		17:1	27:1			
6	The average rating by the students to the question: Learning resources of the course were available, in course evaluation survey		3.6	4.35			
7	Number of accessible computer terminals per student		0.56	0.37			
8	Number of publications in reviewed journals in the previous year per full time member of teaching staff.		2.31	1.85			
9	Proportion of full time teaching and other staff actively engaged in community service activities		0.1	0.38			

Analysis of KPIs and Benchmarks:
In general, the actual Benchmarks of the program seem reasonable within the available facilities and qualifications of the man-power, even though, the program is struggling and exploiting all feasible means to improve KPIs.

NOTE   The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.

KPI refers to the key performance indicators the program used in the SSR and approved by the institution (if applicable at this time). This includes both the NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA suggested KPIs and all others).
Target Benchmark refers to the anticipated or desired outcome (goal or aim) for each KPI.
Actual Benchmark refers to the actual outcome determined when the KPI is measured or calculated.
Internal Benchmarks refer to comparable benchmarks (actual benchmarks) from inside the program (like data results from previous years or data results from other Departments within the same College).
External Benchmarks refer to comparable benchmarks (actual benchmarks) from similar programs that are outside the program (like from similar programs that are national or international).

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KPI Analysis refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.
New Target Benchmark refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis.

Student Learning Outcome Assessment
Use the rating scale with 5 reflecting the higher value and 1 the lowest value

	Learning Domains for Learning Outcomes Rating Scale	**1**	**2**	**3**	**4**	**5**
1.0	Knowledge Content – Assessment					
	Do the knowledge content requirements align with the requirements normally expected by a professional society or employers?				√	
2.0	Cognitive Skills – Assessment					
	Do the cognitive skill requirements align with the requirements normally expected by a professional society or employers?			√		
3.0	Interpersonal Skills and Responsibility – Assessment					
	Do the interpersonal skills and responsibility requirements align with the requirements normally expected by a professional society or employers?				√	
4.0	Communication, Information Technology, Numerical -- Assessment					
	Do the communication, information technology, and numerical requirements align with the requirements normally expected by a professional society or employers?				√	
5.0	Psychomotor Skills -- Assessment					
	Do the psychomotor skills requirements align with the requirements normally expected by a professional society or employers?		√			
	Total Scores		2	3	12	

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	Composite Score				
	Analysis of Student Learning Outcomes (Provide strengths and recommendations for improvement): **Strengths:** - The majority of course contents is covering the important and significant topics related to the course title. - Students response is highly appreciated in terms of attendance, participation and communication. - There is a strong connection between the practical portion and the theoretical lectures to integrate the most beneficial outcome. **Recommendations for improvement:** - Training student for giving presentations prepared by PPT. - To enhance language ability by referring to textbooks. - To encourage both students and staff members to communicate through all available possible means.				

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ADDITIONAL DETAILS AND IMPORTANT NOTES

The following documents should be provided as **ONE** hard copy and also in an electronic format using a USB or CD. This information must be submitted to the NCAAA at least four months prior to the date of the review.

The SSRP should be on A4 paper, unbound, printed on one side, page numbered, and with a table of contents for reference. A list of acronyms used in the report should be included as an attachment.

ATTACHMENTS – IMPORTANT NOTES
Where evidence is provided for each section of the SSRP, such as attachments, it is recommended that these documents be contained in the NCAAA portal and hyperlinked to the relevant section in the document.

ENSURE THAT THE ATTACHMENTS PROVIDED ARE RELEVANT AND RELATED TO THE SSRP.

- *Attachments must be current and not less than 2 years old*

- *Use a short descriptive file names to identify the contents of each attachment.*

- *Photos, excessive letters, emails, notes, memos, surveys etc and numbers of files are not encouraged. These types of documents can be shown when the review team arrives at the institution.*

It is important that the following documents are submitted as a minimum with the SSRP.

I. **Completed** *Self-Evaluation Scales* **template for programs.** The completed scales should include star ratings, independent comments, and indications of priorities for improvement as requested in the document, and should be accompanied by a description of the processes used in investigating and making evaluations.
II. *Program Specifications*
III. *Annual Program Report* – provide two reports for the last two years
IV. A brief summary of the outcomes of **previous accreditation processes or Mach Review** (if any) including program accreditations and any special issues or recommendations emerging from them.
V. A copy of the program description from the **bulletin** or **handbook,** including descriptions of courses, program requirements and regulations.
VI. Three samples of *Course Specifications* for each level; three for each year or twelve altogether.
VII. A completed *Periodic Program Profile*.

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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.

VIII.   All *Course Specifications*, *Field Experience Specifications*, *Annual Course Reports* and *Annual Program Reports*.

IX.   Faculty handbook or similar document with information about faculty and staffing policies, professional development policies and procedures and related information.

X.   CVs for faculty and staff teaching in the program and a listing of courses for which they are responsible.

XI.   Copies of survey responses from students and other sources of information about quality such as employers, other faculty, etc.

XII.   Statistical data summarizing responses to these surveys for several years to indicate trends in evaluations.

XIII.   Statistical data on employment of graduates from the program.

XIV.   Representative samples of student work and assessments of that work.

If the program is one that is offered by a private institution and that has provisional accreditation a supplementary report should be attached listing requirements of the Ministry or other organization to which it is responsible for special accreditation, and providing details of the extent to which those requirements have been met.

Authorized Signatures

Dean / Program Chair	Name	Title	Signature	Date
Program Dean or Chair of the Board of Trustees Main Campus				
Vice Rector				