

**Quality and Management Guide for Electrical
Engineering Program
College of Engineering - Dawadmi
Shaqra University**

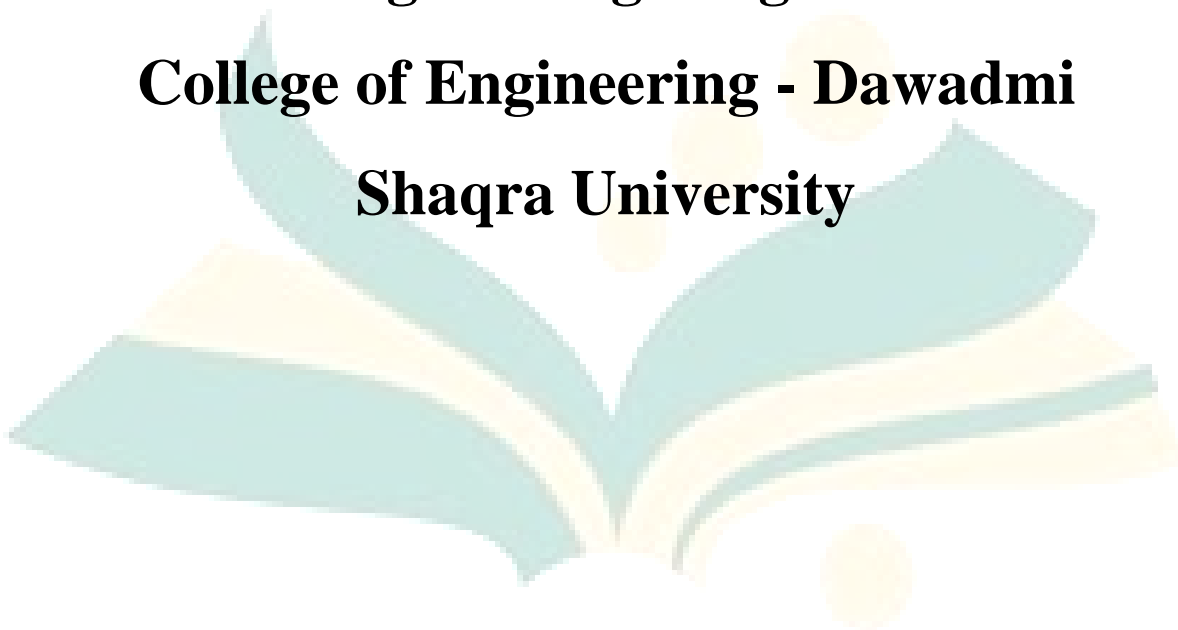


Table of Contents

Topics	P
Introduction	3
Terminology and definitions	4
Vision, mission, goals of the college	11
College organizational structure	13
Brief introduction to the electrical engineering program	15
Vision, mission, goals of the program	17
Program Organizational Structure	18
Program job description	19
Organizational Structure of the Academic Accreditation Committee of the Program	29
Job description for the academic accreditation committee of the program	30
Steps for program academic accreditation	32
Program questionnaire forms	35

1- Introduction

Praise be to God who taught us by the pen and taught man what he did not know, and may God's prayers and peace be upon the most honorable of his prophets and messengers, our Prophet Muhammad, may God bless him and grant him peace, and all his companions:

The College of Engineering is keen to ensure that its outputs are in line with the vision of the Kingdom of Saudi Arabia 2030 to form a basic pillar of the labor market in engineering disciplines, excellence in the scientific field, research and community service to serve the region and the nation. The college currently has three effective academic programs, electrical, mechanical and civil engineering, with a variety of specialized tracks and the college is seeking local and international academic accreditation for each of these programs in different tracks.

The electrical engineering program seeks to achieve excellence and leadership at the level of Saudi and international universities. The program, through a selection of distinguished faculty members and administrative cadres, is keen to provide a high level of quality and distinguished education, and to obtain international academic accreditation from the Accreditation Board for Engineering and Technology ABET - United States of America. The accreditation of ABET is a confirmation that the department applies the quality specifications of education agreed upon by the relevant experts in education to prepare and qualify students.

This guide comes to achieve this goal, as a description of the management and quality system has been developed within the program so that it distributes responsibilities to ensure the quality of the program.

2- Terminology and definitions

•Vision

They are the future ambitions and hopes that cannot be achieved at the present time, and goal that the college runs after a long period of time.

•Message

It is the mission or the general and permanent role that represents the goal, which can be achieved in light of the available resources, methods and means through which the vision can be reached.

•Academic Program

It is a system of study in an academic field that determines the courses that the student studies with credit hours that represent graduation requirements, and that qualifies him/her to obtain a specific academic degree in that field.

• Academic Program Description

It is a form approved by the Education and Training Evaluation Commission that presents the components of the academic program; It includes the basic information of the program (the name of the program, the degree it grants, the department it offers, the college, the institution that grants it, its teaching plan, its paths, and the jobs that can be filled by those who qualify for it), as well as the detailed information of the program in terms of learning outcomes (knowledge, skills, competencies), the number of approved and actual teaching hours necessary to complete the teaching and learning activities, the courses it offers that are related to the learning outcomes, the academic and counseling support activities provided to the students enrolled in it, its operational plan, and its quality management system.

• Academic Program Report

A comprehensive annual report on the progress of the program prepared by the authorized person by the educational institution to administer the program, based on course reports, and is considered a tool for continuous improvement of the program.

●Course Report

It is a summary report prepared by the professor of each course, and it includes what was going on in teaching the course in addition to the students' results, the learning outcomes of the course, the assessment of the quality of the course, the difficulties and challenges faced by the course, and the course development plan, provided that these reports are given to the program coordinator.

● Study plan

It is a set of courses (compulsory, elective and free), which constitute from the total of its units the graduation requirements that the student must pass successfully in order to obtain the degree of the specified specialization.

● Academic year

The academic year consists of two compulsory semesters and an optional summer semester for students who would like to overcome some of the problems of being late in the study plan or finish the program in a shorter time.

●Academic level

It is indicative of the academic stage, according to the approved study plans.

●Course

A subject within the approved study plan in each major (program), and each course has a number, code, name and detailed description of its vocabulary that distinguishes it in terms of content and level from other courses. And a special file kept by the department for the purpose of follow-up, evaluation, and development, and some courses may have previous or simultaneous prerequisites or requirements.

●Objectives of the program

Procedural statements describing the results that are achieved, and the contribution that is made to the expected achievement of the graduate during the years following the year of graduation. It is linked to the educational institution's objectives, core values, and strategic plans.

●**Learning Outcomes:**

The knowledge, values and skills resulting from participating in a specific course or program. The National Commission for Assessment and Accreditation has developed the types of learning outcomes in the fields of learning.

●**Saudi Qualifications Framework**

It is a comprehensive and unified national system for the process of building and developing qualifications that contributes to improving the quality of national qualifications and inhabiting them at levels based on learning outcomes and enabling opportunities for advancement and transition between the education, training and employment sectors in line with the requirements of economic and social development.

●**Saudi Framework Levels**

Graded tracks from 1 to 10, each with a general description of the learning outcomes in terms of the required competencies and cognitive and skill characteristics, and each level has a specific range and depth, describing the cognitive requirements and learning complexities expected of students as they progress in their degrees. The Saudi Qualifications Framework consists of 10 levels that include all stages and sectors Education and training, and for each level, a general description of the learning outcomes explains what the learner is expected to know, understand and be able to do upon completion of the qualification. The levels description can be used as a tool for formulating learning outcomes at different levels from (1) the lowest level of complexity to (10)) the highest level of complexity.

●**Academic Accreditation**

An official certificate granted by a recognized body confirming that the educational program or educational institution meets the required standards.

●**Accreditation of academic programs**

Approving an academic program of study by granting it a certificate showing that it meets the standards required to provide an educational program in this field at the

required level. The accreditation of the programs includes a decision that the quality and the standards applied are appropriate to the degree for which it is qualified to. The evaluation of standards takes into account: The nature of both teaching and learning in various fields of study, in addition to the level of education and its difficulty, and the amount of learning required for the degree, general standards for learning outcomes for programs that qualify for degrees such as: bachelor's, master's, or doctorate have been defined in the National Qualifications Framework and must be met in all programs that grant these degrees, regardless of the type of institution offering the program.

●Quality Assurance

It is the process of finding mechanisms and procedures to be applied at the correct and appropriate time to ensure that the desired quality will be achieved, regardless of how the criteria for this quality are determined.

I also is known as the means to ensure that the academic standards derived from the mission of the concerned authority have been defined and achieved in accordance with the corresponding standards, whether nationally or internationally, and that the quality of learning opportunities, research and community participation are appropriate and meet the expectations of different types of beneficiaries from these bodies.

●Total Quality Management

A philosophical thought that aims to develop the institution's activity using advanced and diversified analytical and statistical methods to obtain the best results and involve all the elements of the system and its management in order to achieve the required quality in institutional work and the satisfaction of the beneficiary.

●Internal quality management system

The system that the institution adopts to continuously improve the level of educational programs and other elements affecting them, and analyze those elements in detail. It also includes accurate identification of quality specifications,

identification of good practices, in addition to identifying obstacles to the learning process, performance follow-up, and proposals for improvement.

- **International Accreditation**

Recognition that an educational institution or its programs have achieved or have reached minimum standards of competence and quality established and predetermined by an accrediting body established in another country.

- **Bench marketing**

Determining a measure of an entity known for its superiority in a particular field that is used as a reference for comparison and to measure the performance of an institution in the same field so that the institution can determine its level of achievement and work to improve its performance.

- **Measurement**

A means of judging something. A criterion is an adjective or a rule that is used as a basis for evaluating, defining, or categorizing something. A criterion is a level of evaluation.

- **Bench marketing of academic standards**

Specific standards or reference points decided by the institution and that are derived from external national or international references and include the minimum skills and knowledge that graduates are supposed to acquire from the program and meet the stated mission of the institution, with which the standards and quality of the program can be compared, and thus represent general expectations about levels of achievement and qualities and the general requirement for a graduate of a specialization.

- **Performance Indicators**

A set of criteria describing the quality of work and on the basis of which performance is evaluated.

●Field visit

The visit carried out by the external auditors to verify the validity of the self-study submitted by the institution requesting accreditation.

●Stakeholders

A group of individuals who have a legitimate interest in the educational activities of the institution in terms of the quality of educational standards, as well as in terms of raising the mechanism of systems and processes established to ensure quality, and for the strategic review process to be effective, it must include groups of main beneficiaries, and depends on the precise identification of the type and scope of groups of beneficiaries and their different interests on the mission of the institution, the scope of its educational activities, and local circumstances.

●The National Commission for Academic Accreditation and Assessment

It is an independent organization that has a public legal personality and aims to ensure the quality of education and its continuous development through a comprehensive evaluation of educational institutions and its programs, that is, it is a body that monitors, follows-up and evaluates the quality of education to determine the level of performance of educational institutions and their programs and their ability to provide educational service in accordance with its declared mission, and it has the authority to grant or withhold accreditation for educational institutions in accordance with its announced standards.

3- Vision, mission, goals of the college

The College of Engineering was established in Dawadmi based on the decision of the Council of Ministers based on the decisions of the Higher Education Council in its forty-eighth session in 1429 AH under the umbrella of King Saud University, and then the college moved to Shaqra University after the decision to establish the

university on Monday 3/9/1430 AH corresponding to 4/8/ 2009 AD. The College of Engineering in Dawadmi contains the following scientific departments:

1. Electrical Engineering Department
2. Civil Engineering Department
3. Mechanical Engineering Department

The College of Engineering received the first batch of its students at the beginning of the academic year 1430 AH, and it is still attracting distinguished students in all the above-mentioned disciplines.

The vision and mission of the College of Engineering have been formulated in line with the college's ambition to achieve the highest levels of excellence in teaching and learning, scientific research, and community service in a way that achieves the current and future requirements of the College of Engineering and Shaqua University and achieves the vision of the Kingdom of Saudi Arabia 2030 AD.

3-1 Vision of the college

Leadership locally and internationally in the fields of engineering education, innovative research and knowledge dissemination.

3-2 Message of the college

Providing competitive engineering educational programs through which the graduate acquires the knowledge, skills, and competencies necessary to keep pace with the continuous development in the engineering field; enriching the scientific research system by finding innovative and sustainable solutions to local and global challenges; strengthening community partnership by building relationships and partnerships to link the college to the reality and issues of society and the surrounding environment.

3-3 Goals of the college

1. Developing the systems and structuring of programs and the college to raise the quality and efficiency of teaching and learning and meet the needs of the labor market.
2. Continuous development of the skills and capabilities of faculty and staff, motivating and retaining them.

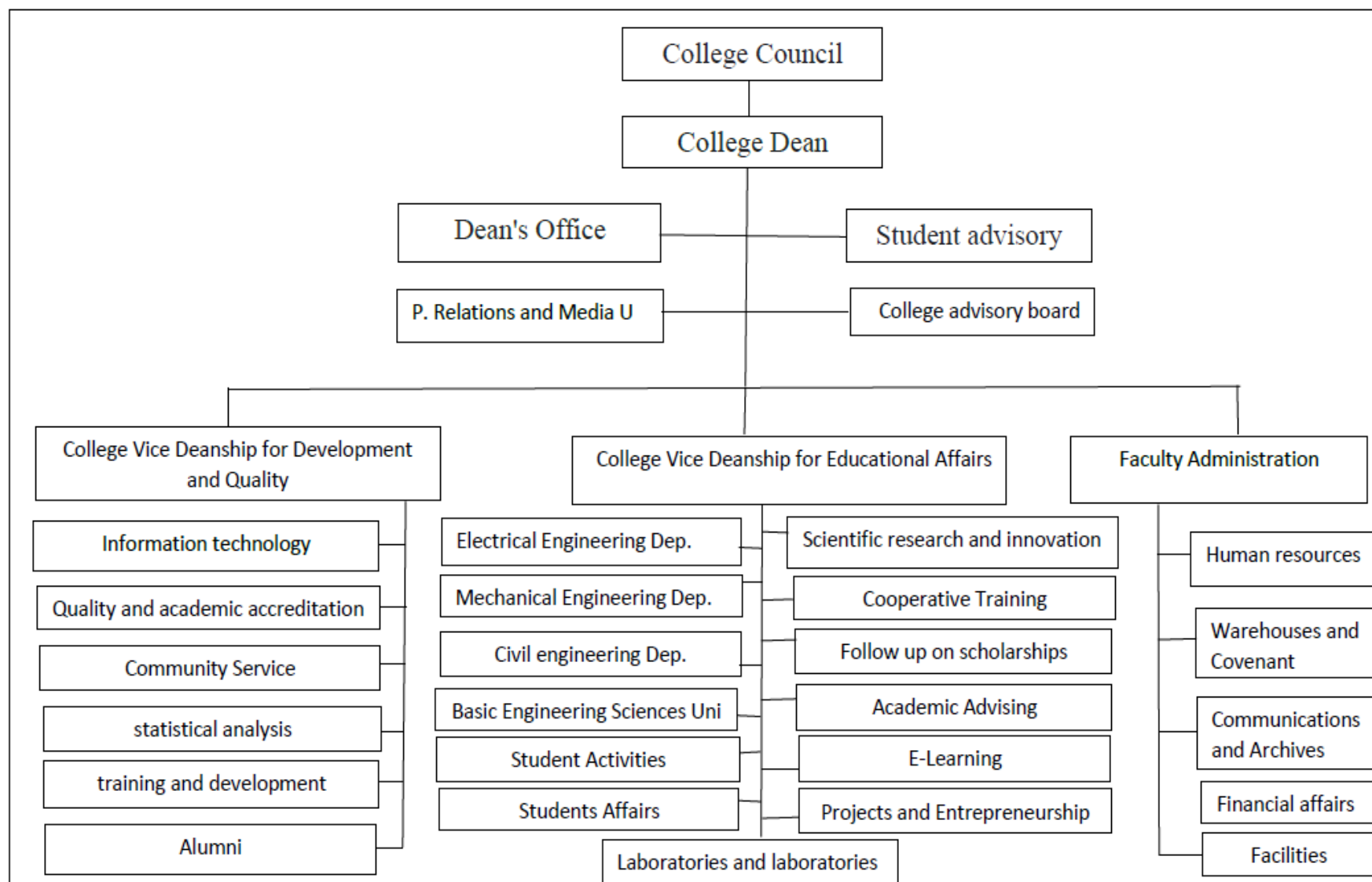
3. Graduation of distinguished students who are equipped with scientific theories, practical and interactive skills, and creative and competitive abilities.
4. Community service and community partnerships with the public and private sectors and linking research topics to community issues.
5. Achieving high levels of comprehensive quality in programs and activities and obtaining local and international academic accreditation.
6. Raising the efficiency of the college and improving the infrastructure and support services.



4- College organizational structure

The organizational structure of the institution is like its skeleton. Whereas the structure of the College of Engineering consists of the departments, agencies, and units that make up the College. The college has been structured in a way that enables it to perform the requirements of international and local accreditation and achieve its goals. The structure clarifies the relationship between different agencies, departments, and units and their respective responsibilities. The most important features of the organizational structure of the College of Engineering are:

1. Determining the relationships and organizational link between individuals, units, agencies and the Deanship in the college.
2. Distribution of tasks, responsibilities and authorities among individuals in the college.
3. The participation of individuals working in the college in the administration.
4. Grouping individuals into units, units in agencies and agencies in the deanship.
5. Existence of units designated to follow up on achieving academic accreditation requirements.
6. Achieving effective internal communication between individuals and setting rules for evaluating the performance of employees.



5- A brief idea about the electrical engineering program

The Department of Electrical Engineering offers a bachelor's program in electrical engineering in several tracks, which seek to:

- Providing the student with extensive knowledge in the field of electrical engineering and its various paths, such as electrical power and communications.
- Providing the student with the necessary practical skills in the fields of engineering, by providing a university atmosphere that helps creativity and leadership and raises the student's communication skills.
- Consolidating the student's values and principles by establishing a close relationship between the academic team and the student and working on presenting topics, for example, to raise awareness of professional ethics.

In addition to, the department seeks to play an important role in the development of the local community through the work of community partnerships and important research studies, and a leading role in achieving the vision of the Kingdom of Saudi Arabia (2030 Vision) through the work of qualitative initiatives to contribute to achieving its goals.

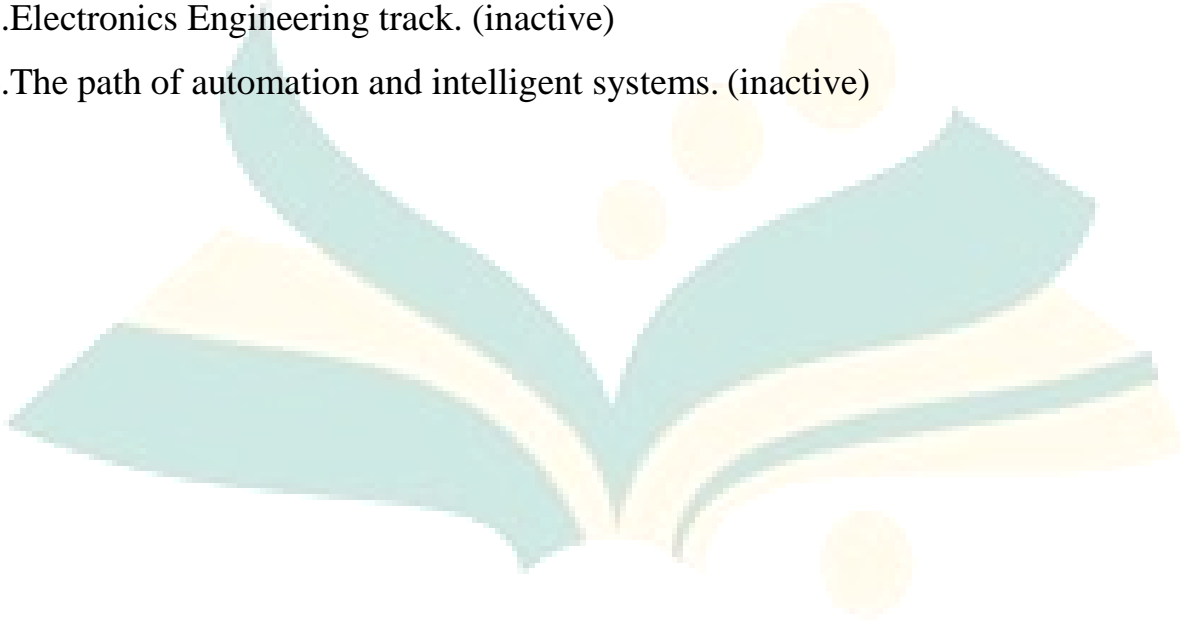
The department seeks to prepare the graduate program to achieve the following educational goals:

1. Apply basic concepts learned from electrical engineering to find innovative solutions to engineering problems in real life.
2. Use numerical, practical and technical skills to analyze, design and implement creative solutions in the field of electrical engineering.
3. Effective communication and teamwork are required for leadership positions, acceptance of others and work in multidisciplinary teams.

4. Mastering lifelong learning skills and awareness of professional engineering ethics that are compatible with environmental factors and community ethics.
5. To be an engineer approved by many engineering organizations, such as the Saudi Council of Engineers.

The department consists of several tracks that the student enrolls in in the last academic year after fulfilling the department's conditions, which are:

1. Electrical Power Engineering track. (effective)
2. Communications Engineering track. (effective)
3. Electronics Engineering track. (inactive)
4. The path of automation and intelligent systems. (inactive)



6. Vision, mission, goals of the program

The vision and mission of the Department of Electrical Engineering have been formulated in line with the department's ambition to achieve the highest levels of excellence in teaching and learning, scientific research, and community service, in order to achieve the current and future requirements of both the College of Engineering and Shaqla University.

:6-1 Vision

Pioneering in the field of electrical engineering and contributing to the dissemination of knowledge and community service.

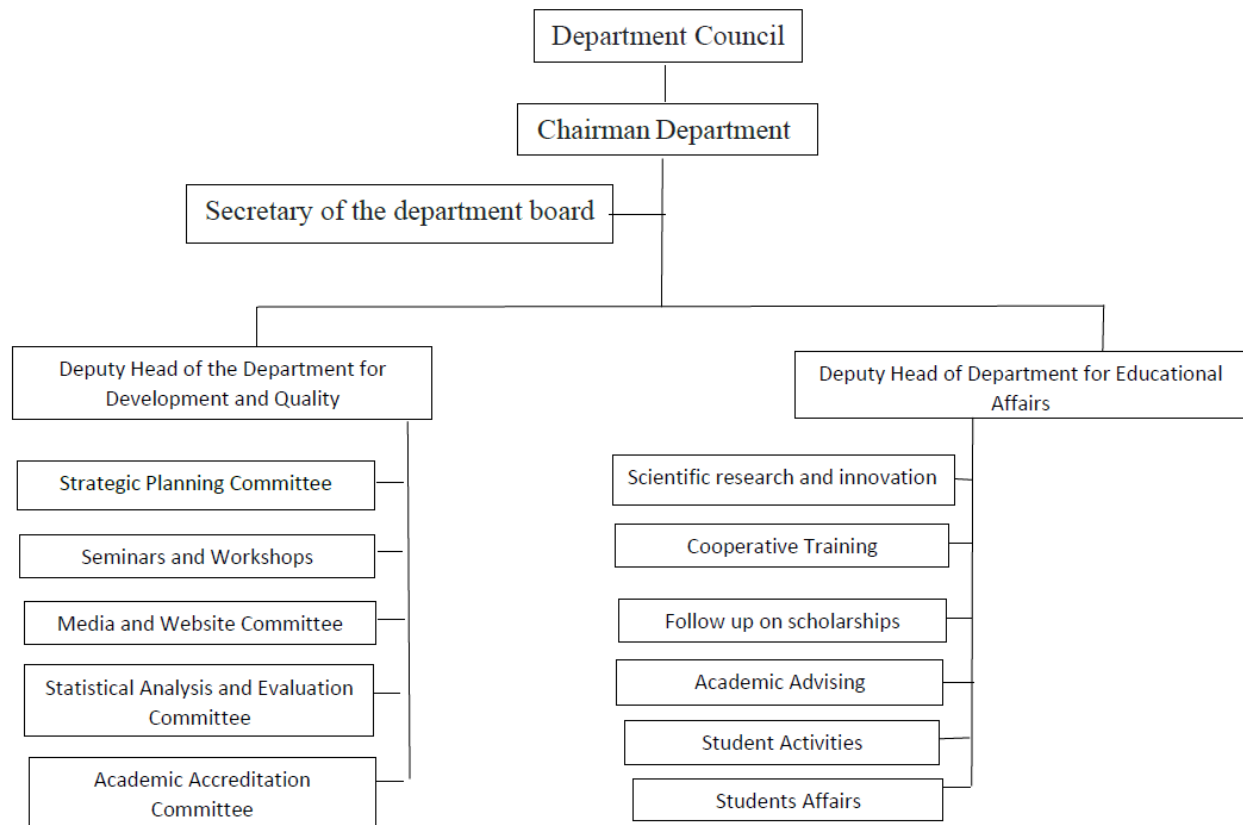
6-2 Message:

Providing distinguished education and scientific research to keep pace with developments in the field of electrical engineering to prepare competitive engineering cadres capable of solving the problems of industry and society.

6-3 Strategic Objectives:

1. Graduation of distinguished students equipped with scientific theories, practical and interactive skills, and creative and competitive abilities in the field of electrical engineering.
2. Developing the electrical engineering program to raise the quality and efficiency of teaching and learning and meet the needs of the labor market.
3. Continuous development of the skills and abilities of faculty members in the electrical engineering program and their motivation.
4. Community service and environmental development and linking research topics to community issues.
5. Spreading the culture of quality in the program and obtaining local and international academic accreditation.

7. Program Organizational Structure



8-1 Duties of the department head

1. Suggesting the distribution of lectures, lessons and other works to the faculty members of the department and then submitting it to the department council.
2. Preparing proposals for assignment to teach from outside the college for the department to be presented to the department council.
3. Follow-up on the implementation of the department and college council decisions and policies, with respect to it.
4. Supervising the department's employees and monitoring their work.
5. Maintaining order within the department and informing the college dean of everything that would prejudice the proper functioning of the department.
6. Preparing a report at the end of each academic year on the department's scientific, administrative and research affairs.
7. Presenting the scientific department council's point of view regarding the issues presented to the faculty council.

-8-2 Duties of the Deputy Head of the Department for Development and Quality

1. Follow up the department's quality decisions with the quality coordinator..1
2. Follow up on the implementation of the requirements of the Deanship of Development and Quality at the university, the Vice Dean for Development and Quality in the college, and the Quality Coordinator at the College.
3. Follow up on the completion of the accreditation standards required for local and international accreditation.
4. Follow up on academic affairs in the department related to faculty members, such as: schedules, office hours, and other related matters.

8-3 Duties of the Deputy Head of the Department for Educational Affairs

1. Preparing study schedules for students - exam schedules for students - accommodating halls - and providing the requirements of the educational process.
2. Follow up on academic advising, registration and acceptance, and solving their obstacles and problems.
3. Follow up on absences and excuses through the educational portal with faculty members.
4. Follow up the implementation of the decisions of the Vice Dean for Educational Affairs.
5. Follow up on student activities and the scientific club in the department.
6. Coordination between the scientific research unit of the college and the department.

8-4 Duties of the Secretary of the Department Council

1. Preparing the topics to be presented to the department council..1
2. Follow up the implementation of department council decisions with faculty members.

8-5 Program Standing Committees

8-5-1 Strategic Planning Committee

The main objective is to propose the department's strategic and operational plan in line with the strategic plan of the college and university in light of the Kingdom's 2030 vision.

Tasks of the Committee

1. Reviewing the strategic plans of the Corporation (Faculty of Engineering - Shaqla University) and identifying its most important goals and initiatives.

2. Formulating the strategic objectives of the program so that they are compatible with the objectives of the college and university.
3. Organizing a meeting with faculty members in the department and employers to discuss the strategic objectives and their suitability for implementation.
4. Formulate practices, initiatives and projects necessary to achieve strategic objectives.
5. Preparing and formulating the necessary performance indicators to measure the extent to which the objectives have been achieved.
6. Preparing an operational plan divided into two semesters, giving practices, initiatives and projects a time plan.
7. Follow up on the implementation of the operational plan and ensure the implementation of all projects and initiatives.

8-5-2 Schedules Committee

The main objective of the Schedules Committee is to organize and supervise the teaching process and ensure its proper functioning, as well as the organization of examinations and the process of evaluating students.

Tasks of the Committee

1. Determining the teaching load for the faculty members in the department.
2. Preparing study schedules for lectures, exercises and laboratories.
3. Distribution of courses to the department's halls.
4. Preparing schedules for the year's work, practical tests and the end of the semester, and specifying the halls that suit the number of students.

8-5-3 Student Activities Committee

1. Urging students to participate in all the activities approved by the university through the Deanship of Student Affairs in order to discover and highlight talents and work to adopt and support them.

2. Coordination between the college and the Deanship of Student Affairs regarding student activities.

Tasks of the Committee

1. Follow up on the schedule of student activities organized by the Deanship of Student Affairs.
2. Announcing the competition date to students at least one week before the competition date.
3. Conducting internal qualifiers in the college before starting to participate in the competition with the faculties of the university.
4. Follow up on all student seminars and courses to announce them to students to participate.

8-5-4 Summer Training Committee

The main objective is to raise the efficiency of the educational process, and according to the regulations for college students, to catch up with the requirements of the labor market and to move seriously towards achieving the strategic vision and objectives of the college, it is necessary to pay attention to field training for students in terms of training places, supervisory staff members, and the continuous follow-up of the committee.

Tasks of the Committee

1. Studying the needs of the labor market by making field visits in order to diversify and multiply the experiences of students.
2. Choosing and nominating places for training students of the Electrical Engineering Department so that they have technical competence in and be a pioneer at the regional and Arab levels.
3. Nomination of students of the Department of Electricity Power for training in the Saudi Cable Company "Al-Fanar."
4. Nominating communications students for training in places such as the Saudi Telecom Company (STC).
5. Make a file for each student in order to follow up on him/her at the place of training and to supervise the implementation of the agreed program at the place of training and to evaluate the students after the end of the training program.
6. Suggesting training time plans.

8-5-5 Statistical Analysis Committee

The main objective of the Statistical Analysis Committee is to create and configure a database and information that is based in its entity on official sources in the Electrical Engineering Department of the College of Engineering and is constantly subject to the process of strengthening and updating.

Tasks of the Committee

1. Data about the faculty members of the Electrical Engineering Department in terms of scientific degree, general and specific specialization, and teaching courses.
2. Statistics of published scientific research and research projects for each faculty member in the department.
3. Collecting data and statistics related to electrical engineering students and working on updating them such as the number of students, specialization and final results.

8-5-6 Student Registration Committee

The main objectives of this committee are to prepare for the preparatory day for new students at the beginning of each academic year in coordination with the Academic Advice Committee for the introduction of the college and the college's bylaws and regulations, to follow up on the progress made, to study and solve problems in the educational process in the classroom, teaching aids and various courses, to follow up on students' attendance and to advice rejected excuses of students, to consider the students' excuses for absence, to consider withdrawing applications and an apology for studying, and to consider transfer requests to and from the college.

Tasks of the Committee

1. Preparing a preparatory day for new students.
2. Follow up the progress of the study process.
3. Follow up on student attendance (to identify banned students. whose absence rate exceeds 25%).
4. Considering students' excuses for absences.
5. Considering requests to withdraw from the courses.

8-5-7 Academic Advising Committee

The main objectives of the committee are to oversee the academic advising process for students, help students understand the curriculum, help students explore career options and academic specialty choices based on their interests,

values, skills and abilities, to help students develop an academic program consistent with their goals and natural strengths and case studies of backward students and develop proposals to improve their academic level.

Tasks of the Committee

1. Announcing the goals and responsibilities of the academic supervisors and students.
2. Compilation of academic guidance reports from all academic supervisors.
3. Verify any deficiency in any report.
4. Giving notes to academic supervisors who have a lack of reports to send them again.
5. Inform the department head about students who need special care in various fields (if any).

8-5-8 Educational Services Committee

The main objective of the committee is to monitor everything related to the educational process services and to communicate with the concerned authorities regarding everything related to the educational process.

Tasks of the Committee

1. Ensure that all devices related to the educational process, such as smart boards, projectors and computers, are ready.
2. Communicate with the concerned authorities when needed to prepare devices.
3. Receiving and handing over the educational covenant to the faculty members and identifying the members' needs.
4. Coordination with the Courses and Workshops Committee to provide the conferences special needs.
5. Follow up the progress of the tests.

8-5-9 Website and Advertising Committee

The main objective of the committee is to develop the college and department website and constantly update the data in order to facilitate browsing in all the contents of the site and obtain information related to the program and the college.

Tasks of the Committee

1. Announcing all college news with complete transparency.
2. Announcing study schedules and examination schedules.
3. Updating the data of the faculty members.
4. Uploading the course content to students before the beginning of any semester.

8-5-10 Examination Committee

The main objective of the committee is to manage the various stages of examinations, determine the examinations of courses and issue instructions in this regard.

Tasks of the Committee

1. Formation of monitoring and supervision committees.
2. Setting test schedules.
3. Preparing the examination halls.
4. Preparing the answer sheets.
5. Recording the deficit in the capabilities and equipment, if any, and preparing the required to improve performance.
6. Reviewing the grading monitoring and correction work.
7. Review samples of students' answers and compare the verbal and practical scores.

8-5-11 Scientific Research Committee

The main objective is to raise the efficiency of the research process for students and faculty members in the department, to encourage innovation and creativity, and to link the research aspect with industry and community service.

Tasks of the Committee

1. Develop a research plan that covers the various disciplines in the department and includes students and faculty members.
2. Follow-up on the implementation of the research plan, which contributes to raising the research classification of the college and university.
3. Encouraging undergraduate students to explore and combine modern research points related to electrical engineering disciplines under the supervision of faculty members in the department.
4. Linking the resulting research to industry and serving the surrounding environment.
5. Actively participate in research competitions and competitions based on creativity and innovation for undergraduate students locally and internationally.
6. Building and following up the necessary preparations for establishing and activating the postgraduate studies in the department.
7. Follow up the research activity of the faculty members in the department.

8-5-11 Laboratory Committee

The main objective of the Laboratories Committee is to supervise the laboratories and ensure that they are ready at the beginning of each semester. Moreover, it made a development plan for the laboratories to ensure that they keep pace with advances in engineering and new technologies.

Tasks of the Committee

1. Studying the department's needs in terms of laboratories, equipment and necessary materials.
2. Inventory of all broken devices in the lab.
3. Ensuring that there is periodic maintenance for laboratories and equipment at the end of each semester.
4. Ensure that all safety and security requirements are in place in the laboratories and follow up on their maintenance.
5. Ensure that there are manuals for the experiments that are conducted in the laboratory.
6. Make a file for each lab that includes a list of all devices and tools.
7. Suggesting development plans for the college labs.

8-5-12 Libraries Committee

The main objective of the Library Committee is to supervise the libraries and ensure that they are ready at the beginning of each semester. Moreover, it made a development plan for the libraries to ensure that they keep pace with advances in engineering and new technologies. The Library Committee advises and makes recommendations on all matters relating to the research functions and general services of libraries. The Library Committee serves as a channel for faculty and student suggestions for improving libraries.

Tasks of the Committee

1. Studying the needs of libraries in terms of books, magazines, periodicals, thesis, and the necessary equipment and materials for them.
2. An inventory of all the old books, magazines, periodicals and thesis in the libraries, in addition to the broken devices.
3. Ensuring that there is periodic maintenance of the libraries and equipment in them at the end of each semester.

4. Ensuring the availability of electronic resources (such as online databases, electronic books and periodicals, ... etc.).
5. Ensuring the availability of all security and safety requirements in the libraries and following up on their maintenance.
6. Make a file for each section of the library that includes a list of all books, magazines, periodicals, thesis and devices.
7. Suggesting development plans for the college libraries.

8-5-13 Training and Development Committee

The main objective of the Training and Development Committee is to develop the skills of faculty members and students through holding workshops, seminars and training courses.

Tasks of the Committee

1. Studying the training needs of faculty members and students.
2. Holding seminars by people who have real experience in the subject under discussion.
3. Organizing seminars by many former graduate students to exchange their experiences and ideas with current university students.
4. Providing orientation sessions about departments to help new students choose their course.
5. Providing workshops on the latest technologies in electrical engineering and new hot research topics.
6. Providing workshops on quality accreditation to guide university staff and faculty members.
7. Participate in organizing an employment forum to help students after graduation and make some contacts with famous companies in various fields.

14-5-8 Academic Accreditation Committee

The Quality and Academic Accreditation Committee is concerned with working to achieve the goals of the college and the department related to preparing and following up the implementation of the necessary plans to ensure quality performance and obtaining local and international academic accreditation at the program level, supporting all other departments of the college to accomplish tasks

related to international and national academic accreditation, and contributing to spreading the culture of academic accreditation in program and college.

Tasks of the Committee

1. Preparing follow-up reports on the progress of the academic program accreditation in terms of technical and financial terms.
2. Preparing and implementing projects related to quality systems and academic accreditation.
3. Building quality management system tools (questionnaires, indicators, benchmarking, etc.) and working on their implementation.
4. Managing the performance appraisal process at the department level and following up the preparation and implementation of improvement plans.
5. Developing mechanisms for motivation and excellence in the application of quality practices and academic accreditation.
6. Preparing specialized assessment cadres according to Shaqla University Quality Management System.
7. Providing technical support, consultancy and training to the various departments of the college in the field of applying quality systems and international and national academic accreditation.

9. Organizational Structure of the Academic Accreditation Committee of the Program

The Department of Electrical Engineering has established an Academic Accreditation Committee in order to improve the educational process in general and direct the program towards obtaining local and international academic accreditation. The program accreditation committee is responsible for preparing various opinion polls, annual program reports, continuous improvement plan, and other documents needed by local and international accreditation committees. The Academic Accreditation Committee is made up of a specific structure consisting of three different subcommittees with specific tasks.

1. Committee for the formulation and measurement of learning outcomes.
2. Academic Accreditation Standards Committee.

3. Internal Audit Committee.

The Chairman of the Academic Accreditation Committee is the Vice-Chairman of the Department Council for Development and Quality.

10. Job description for the academic accreditation committee of the program

10.1 A committee for formulating and evaluating learning outcomes

The objectives of the committee are:

1. Drafting and updating the learning outcomes of the program. It ensures that the learning outcomes of the program are compatible with the mission and objectives of the program and the institution, and are in line with the expectations of the job market after graduation
2. Evaluating the learning outcomes of the program and determining whether the knowledge, skills and values that the student should possess upon graduating from the program have been acquired.
3. Determine the methods and means of evaluation that are most appropriate for each educational output.
4. Obtain accurate, credible and useful information about the student's learning in the program's specialization, and also aims to use this information to improve the program's performance and developing plans for improvement.
5. Evaluation of learning outcomes is a documented way to measure the effectiveness of programs.

Ensure that the expectations of the local community are met..6

10-2 The program's internal audit committee

The committee aims to check and verify the completeness and quality of documents and evidence of meeting quality and accreditation standards:

1. Reviewing the fulfillment of the college program accreditation standards.
2. Reviewing program descriptions/reports/files and their academic courses.

Where the self-evaluation reports are reviewed, in addition to all the supporting documents for the program, in accordance with the standards and controls of the National Commission for Academic Accreditation and Evaluation, program evaluation is carried out according to the program evaluation model in light of the standards of the National Commission for Academic Accreditation and Evaluation, the strengths of the program are also identified, which can be invested and activated in a way that achieves its mission, as well as identifying weaknesses that may affect the efficiency and effectiveness of the program in achieving its message.

10-3 Academic Accreditation Standards Committee

The objectives of the Standards Committee include preparing and updating academic accreditation standards, which the National Center for Academic Accreditation and Assessment has set and developed. These standards include the following:

1. Mission and goals.
2. Program management and quality assurance.
3. Teaching and learning.
4. Students.
5. Teaching staff.
6. Learning resources, facilities and equipment.

11. Steps for program academic accreditation

1- Apply for accreditation

- The program applies for accreditation through communication with the National Center for Academic Accreditation and Assessment.

2- Providing the necessary training and support

- The Training Department undertakes the implementation of the training included in the accreditation contracts.
- The training workshops in the programmatic accreditation contracts are limited to two workshops, each one lasting only one day, and their topics are determined according to the needs of the program.

3- Verify that the program qualifies for accreditation

- The program sends its basic documents to the center, which include: a self-study report, and requirements to qualify for accreditation

Statistical data:

- Program file
- KPIs
- Self-evaluation scales

The results of the three surveys:

- Program evaluation questionnaire
- Course evaluation questionnaire
- A questionnaire to evaluate learning experiences
- Other types of questionnaires such as the graduate survey, and the employer survey.
- The Accreditation Operations Department is responsible for receiving documents, archiving them, and transferring them to the competent representative.
- A consultant is appointed to review the documentation, ensure its completeness, and verify that the program qualifies for accreditation.

4- Determine the date of the visit, and form the review team

- The Coordination Committee for Accreditation Operations selects review teams for programs eligible for accreditation.
- The Auditors Unit is responsible for sending invitations and coordinating with the auditors.
- The Accreditation Operations Unit handles the logistics for the audit.
- The program is visited for preparation and to ensure the readiness to receive the visiting team.

5- Field visit to the institution, and submission of the audit report

- The number of auditors varies from 2-3 depending on the size of the program and branches.
- The number of visiting days is 2-3 days.
- The team leader is fully responsible for the review process, and returns to the accreditation consultant or to the director of the specialized unit when needed.
- The visit team is accompanied by a public relations employee to follow up on the team's logistical matters, and an employee from the Accreditation Operations Department to coordinate and supervise the review process, and to be a link between the team leader and the coordinator from the institution on the one hand, and with the accreditation consultant or director of the specialized unit on the other hand.

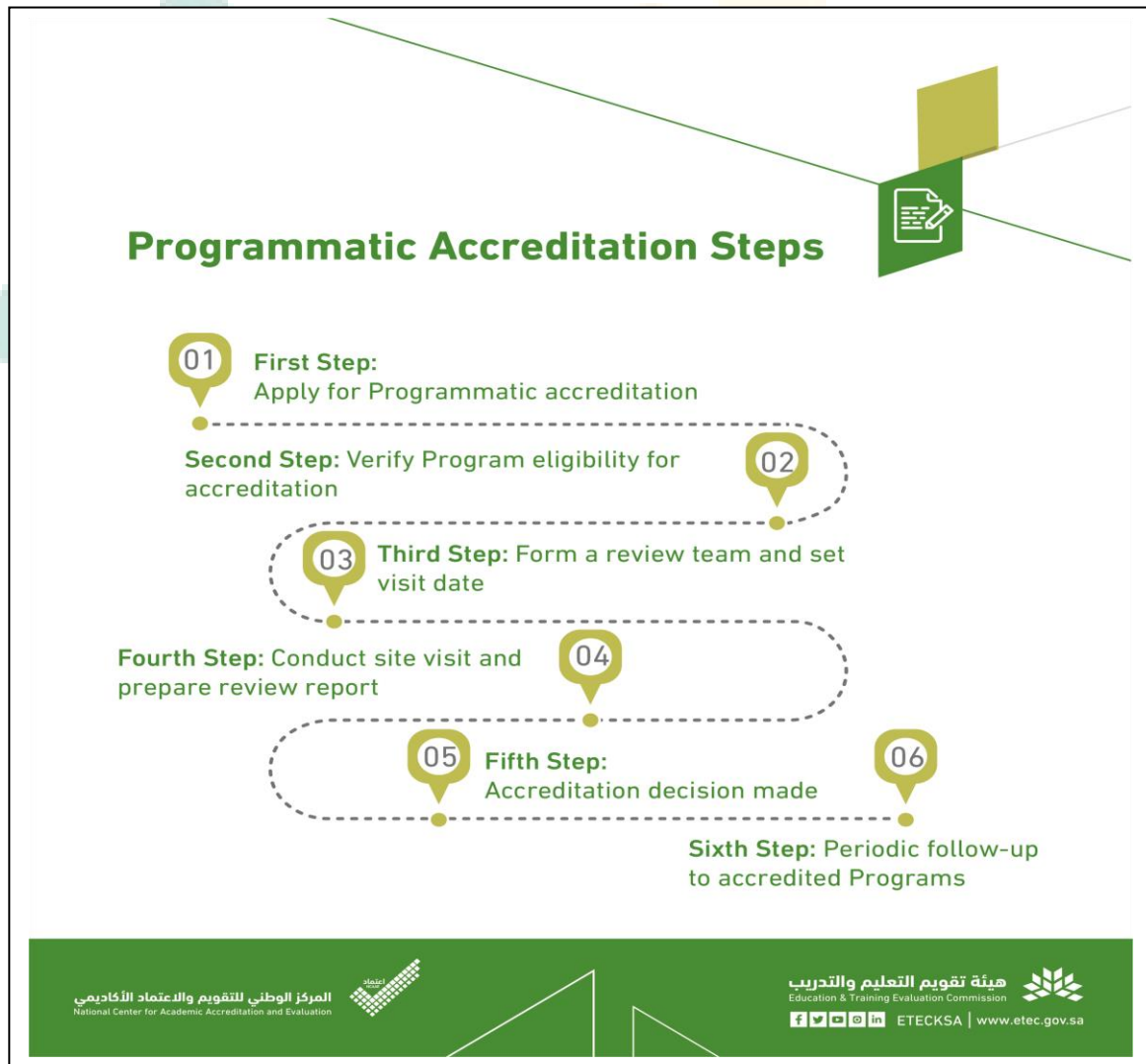
6- The auditors submit their reports to the center, including:

- Full visit report

- Standards Compliance Schedule
- Evaluation Scales: It will be a tool that will enable auditors to quantitatively evaluate each criterion, contribute to making a judgment on the program, and assist in making comparisons, extracting data and various statistical reports.

7- Accreditation decision

- The Advisory Committee for Accreditation reviews auditors' reports to verify their consistency and credibility, and makes recommendations to the Executive Director.
- The director of the center approves the recommendations of the reviewers' team, and the recommendations of the advisory committee, and the status of accreditation is announced.



12. Program questionnaire forms

Vision and Mission Evaluation Survey

We appreciate very much your contribution to fill this form to evaluate the vision and mission of the EE program. Your response is valuable, and it will help us to improve the educational process in the EE program for the current and future students. Please respond by choosing the most appropriate column on a scale from 0 to 4. Your response will be confidential, and you can ignore supplying your name.

A) Introductory

EE Vision

To be a distinguished Electrical Engineering Department that provides quality education, innovative research and robust solutions to industry and local community that meets the Saudi Vision 2030

- **EE Mission**

Prepare graduates for the future professional career and graduate studies by equipping them with the basic sciences, applied sciences, fundamentals of engineering education, and a broad set of skills.

B) Survey

Name (optional)	.....	

	.....	Date: / /

	Items	0	1	2	3	4
	Vision					
1	Is EE program vision carefully language and structurally formatted?					
2	Is the vision realistic and can be applied?					
3	The vision has a predefined time frame					
4	The vision is related to the industry and the local community					
5	Is the EE program vision serve the organization (i.eshaqra university) goals?					
6	The vision aims to make the EE program pioneer in its specializations					
7	Does the vision provide a care for new research directions					
8	Vision drives the decision in EE department					
9	Vision pays great attention to the quality of education					
	Mission					
1	Is EE program mission carefully language and structurally formatted?					
2	Is the mission statement describe the fundamental and unique purpose of the EE program					
3	Is the mission answers the question "How the EE program will achieve the vision?"					
4	The mission describes the fundamental and advanced knowledge and skills that should be provided for the graduates					
5	The mission is closely related to the industry					

6	The mission serves the college and university missions					
7	The mission motivates and inspires employees					
8	Are you know the vision, mission and objectives of the program?					

Comments:

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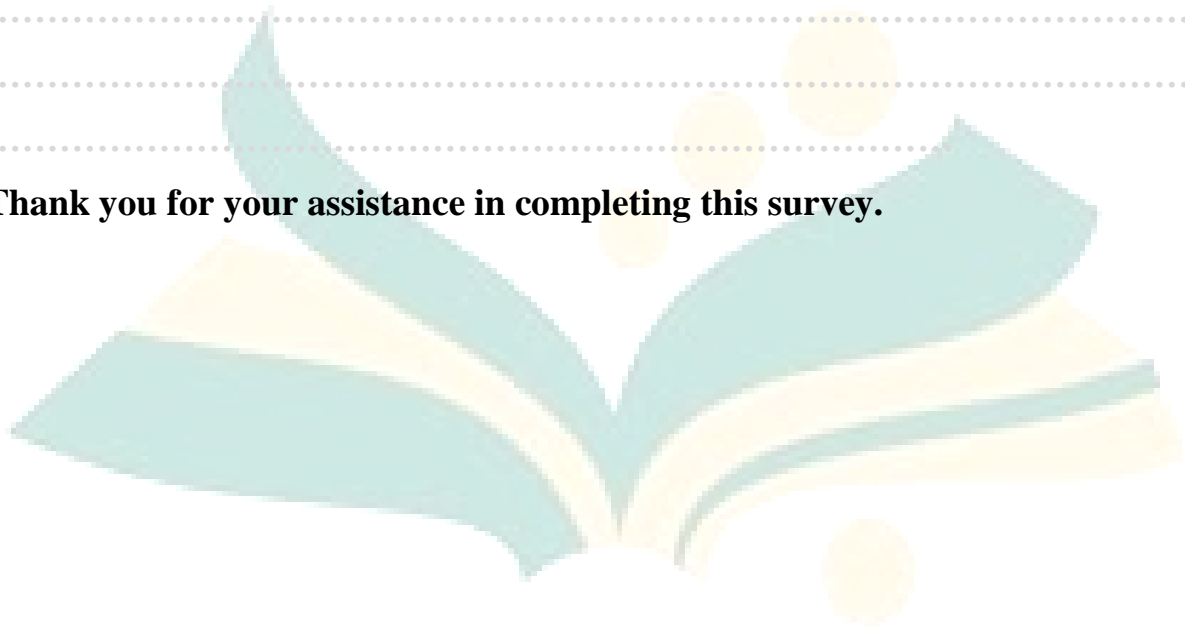
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Thank you for your assistance in completing this survey.



EE program Educational Objectives Survey

We appreciate very much your contribution to fill this form to measure the degree of agreement with PEOs. Your response is valuable, and it will help us to improve the educational process in the EE program for the current and future students. Please respond by choosing the most appropriate column on a scale from 0 to 4. Your response will be confidential, and you can ignore supplying your name.

A) Introductory

- **EE Mission**

Prepare graduates for the future professional career and graduate studies by equipping them with the basic sciences, applied sciences, fundamentals of engineering education, and a broad set of skills.

- **EE Current Program Educational Objectives (PEOs) (2017/2018)**

The graduates of the EE Program:

PEO1: Will have the required knowledge in areas of basic science, and fundamental concepts of engineering for career advancement or/and post-graduate degree.

PEO2: Will have the essential technical skills in analyzing, designing, and solving problems by utilization of various numerical, experimental and computer skills in the field of electrical engineering.

PEO3: Will effectively communicate and work in teams that are required for leadership positions and successful participation in multi-disciplinary teams.

PEO4: Will be interested in lifelong learning skills and awareness of professional engineering ethics that compatible with environmental factors and community ethics.

- **ABET Definition of the PEOs**

PEOs are defined by ABET as “what graduates are expected to attain within a few years after graduation”

<https://www.abet.org/changes-to-the-accreditation-criteria-general-criterion-2-program-educational-objectives/>



B) Survey

Name (optional)	.....	

	.....	Date: / /

	Items	0	1	2	3	4
	PEO# 1					
1	Is PEO1 carefully language formatted?					
2	Is PEO1 aligns with the ABET definitions?					
3	Is PEO1 successfully cover the essential knowledge that is required for practical life or post graduate studies for EE student?					
4	Is PEO1 satisfy the EE program mission?					
	PEO# 2					
1	Is PEO2 carefully language formatted?					
2	Is PEO2 aligns with the ABET definitions					
3	PEO2 covers the analysing skills in solving engineering problems using various engineering tools.					
4	PEO2 indicates that the EE graduate should use effectively numerical and computer skills to design and solve engineering related problems.					
5	Experimental skills are given an interest in PEO2 as an effective tool in solving engineering related issues.					
6	Is PEO2 satisfy the EE program mission?					
	PEO# 3					
1	Is PEO3 carefully language formatted?					

2	Is PEO3 aligns with the ABET definitions					
3	PEO3 target to acquire the EE student with the team working skills that are essential for leadership positions.					
4	The ability to work in multi-disciplinary teams is a key goal for PEO3.					
5	Is PEO3 satisfy the EE program mission?					
	PEO# 4					
1	Is PEO4 carefully language formatted?					
2	Is PEO4 aligns with the ABET definitions					
3	PEO4 covers the awareness in long life learning skills that is essential for practical life.					
4	EE graduate should get the essential professional engineering ethics that compatible with environmental factors and community ethics through achieving PEO4.					
5	Is PEO4 satisfy the EE program mission?					
	General					
1	Can you find a link between the PEOs and the labor market needs for a specific time period?					

Comments:

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Thank you for your assistance in completing this survey.

Course Evaluation Survey

We appreciate very much your contribution to fill this course evaluation form. Your response is valuable, and it will help us to improve the educational process in the EE program for the current and future students. Please respond by choosing the most appropriate column on a scale from 0 to 4. Your response will be confidential, and you can ignore supplying your name.

Name (optional)	.....	
Course title	.....	Code	.....
Level	.....	Date:	..... / ..... /2020

A. Learning Outcomes

The student learning outcomes adopted by the Electrical Engineering program are listed in the following table. Please respond by selecting the appropriate level that you have attained in these student outcomes after completing this course.

The study at the course equipped the students with abilities to:							
ABET	NCAAA	PLOs	0	1	2	3	4
SO1	1.1	Apply knowledge of language, mathematics, science, and engineering.					
SO7	1.2	receive broad education necessary to Acquire knowledge of contemporary and specialized issues related to the electrical engineering via receiving knowledge at different perspectives.					
SO2	2.1	Apply advanced skills, techniques, practices and creativity to design a system, component, or process to meet desired needs.					

SO6	2.2	Practice experimental investigation and/or simulation related to the electrical engineering topics and theories.					
SO1	2.3	Solve engineering problems by evaluating various approaches, and using well-developed cognitive and/or technical skills.					
SO5	3.1	Collaborate in a team whose members together provide leadership to meet objectives.					
SO3	3.2	Communicate effectively and respectfully with a range of audience in social and professional contexts.					
SO4	3.3	Recognize ethical and professional responsibilities in engineering situations.					
SO1	3.4	Develop solutions for complex electrical engineering problems using theoretical principles and/or advanced techniques.					
SO6	3.5	Use engineering judgement to take decisions in unpredictable work or learning contexts based on analyzing and interpreting information.					

0 = Poor, 1= Acceptable, 2 = Good, 3 = Very Good, 4 = Excellent.

B. Course Evaluation

Please respond to the following questions by selecting the response which is most nearly correct.

#	Items	0	1	2	3	4
Course Contents						
1	The students have been provided with the course description at the beginning of the semester					
2	The objectives of the course have been clarified to the students in the first lecture of the course.					
3	The students are aware of the real-life applications of what they have learned in this course.					
4	The students have been encouraged to read from variety of sources that support the course contents					
Course Materials						
1	The scientific materials were prepared well					

2	A variety of teaching strategies have been employed to enhance understanding the presented materials					
3	The course materials have been taught in a good manner					
4	The scientific materials were provided from expert stuff					
5	Clear examples and case studies have been provided to facilitate understanding the materials					
Instructor						
1	The faculty member speaks clearly during the lecture					
2	The faculty member encourages the students to participate during the lecture					
3	The faculty member treats students with respect					
4	The faculty member works to develop students' thinking and creativity skills					
5	The faculty member welcomes student questions					
6	The faculty member is obliged to attend the lectures					
7	The faculty member shall abide by the time specified for the lecture					
8	The faculty member is in his office during the office hours					
Testing and grades						
1	The students have received their grades in various exams in a timely manner					
2	The progress of the students in the course was followed					
3	The students know their scientific mistakes					
4	The students were dealt with a fair manner					
5	The grades are distributed according to the course description in an appropriate manner					
6	The exams questions were given in a clear way					
7	The test questions covered most of the course topics					
8	Teaching strategies were adapted to improve the students' performance					

0 = Strongly Disagree, **1**= Disagree, **2** = No Opinion, **3** = Agree, **4** = Strongly Agree

C. Comments

Please respond to the following questions.

1. What is the most thing you have liked from your studies in this course?

2. What is the most thing you have disliked from your studies in this course?

3. What are your suggestions to improve this course?

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Thank you for your assistance in completing this survey.



Alumni Survey

Alumni Name:	Date:
Major:	.....	Graduation year:	.....
Job Status:	<input type="radio"/> working	<input type="radio"/> Governmental <input type="radio"/> Private	<input type="radio"/> 6 months <input type="radio"/> 6 to 12 months <input type="radio"/> > 12 months
	<input type="radio"/> Not working		
Registered in Post Graduate Studies	<input type="radio"/> Yes <input type="radio"/> No		

A. General Items

	Items	0	1	2	3	4
1	Difficulty of finding a job after graduation.					
2	Benefiting from the courses you have studied in the college in your work.					
3	The availability of modern knowledge in the curriculum.					
4	The relationship between your specialization and your practical work is strongly enough.					
5	There is continuous communication with the college.					
6	You are able to train others on the skills you have learned in the college.					
7	You are satisfied with the quality of the instructors you have dealt with in your college.					
8	You are satisfied with the quality of the teaching strategies you have received in your college.					
9	You are satisfied with the infrastructure in your college					

Please respond to the following questions by selecting the response which is most nearly correct. 0= No Opinion, 1=Poor, 2=Average, 3=Good, 4=Excellent.

B. Program Objectives

	Objectives	0	1	2	3	4
1	The Electrical engineering program provide the students with the Knowledge in areas of basic science, and fundamental concepts of engineering for career advancement or/and post-graduate degree.					
2	The Electrical engineering program provides the students with Technical skills in analyzing, designing, and solving problems by utilization of various numerical and computer skills in the field of electrical engineering.					
3	The Electrical engineering program provides the students with Skills of communication and team-working required for leadership positions and successful participation on multi-disciplinary teams.					
4	The Electrical engineering program provides the students with the importance of lifelong learning and awareness of professional engineering ethics that compatible with environmental factors and community ethics.					

C. Students' Outcomes

During your study at the EE program you were able to:

	Outcomes	0	1	2	3	4
1	Acquire comprehensive knowledge of language, mathematics, and science necessary for advanced understanding of the theories, principles, concepts, axioms and terminology related to the electrical engineering.					
2	Acquire knowledge necessary for specialized understanding and for doing research related to recent developments in the electrical engineering specialization.					
3	Apply complex knowledge, advanced skills and creativity to design a system, component, or process to meet desired needs.					
4	Practice experimental investigation related to the electrical engineering topics and theories using necessary tools, machines, materials, devices and software.					
5	Apply the underlying concepts, principles and theories to solve engineering problems.					

6	Communicate effectively with a range of audience in various ways to demonstrate an understanding of theoretical knowledge, imparting knowledge, specialized skills and complex ideas.					
7	Apply mathematical operations, and use advanced techniques and tools for both solving complex electrical engineering problems, and supporting specialized research and projects.					
8	Function effectively on a team, either as a cooperated member, or as a flexible and effective leader who creates a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.					
9	Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.					
10	Use engineering judgement to take logical decisions in work or learning contexts supported by evidences based on analyzing and interpreting information.					

Employers Survey

البريد الالكتروني: e.mail:.....	قطاع حكومي () قطاع خاص () Privet Co () Public Co ()	اسم الشركة أو المؤسسة: Company or institution name:
المدينة : City:.....	عدد الموظفين من خريجي كلية الهندسة بالدوامي قسم الهندسة الكهربائية: () Number of employees from the College of Engineering graduates in Dawadmi, Electrical Engineering Department: ()	موقع الشركة / المؤسسة على الانترنت: Company/organization website:

What is your evaluation of ... ما هو تقييمك لـ...

	Item	0	1	2	3	4
1	جودة خريجي كلية الهندسة بالدوامي؟ the quality of the graduates of the College of Engineering Al-Dawadmi?					
2	المهارات الأساسية لدي خريجي الكلية؟ the basic skills of the graduates?					
3	توفر المهارات الفنية اللازمة للخريج لأداء العمل؟ the necessary technical skills that the graduate have to perform the work?					
4	مدى قدرة خريجي الكلية على اداء المهام التي يكلفون بها؟ the ability of the graduates to perform their assigned tasks?					
5	مدى توفر المعرفة الحديثة لدى الخريجين لأداء المهام المطلوبة؟ the availability of the modern knowledge at the graduates to perform the required tasks?					
6	قدرة الخريجين على العمل بفعالية في العمل الجماعي؟ the ability of the graduates to function effectively in teamwork?					
7	قدرة الخريجين على أن يكونوا مبدعين في عملهم؟ the ability of the graduates to be creative in his work?					

8	قدرة الخريجين على التغلب على صعوبات العمل? the ability of the graduates to overcome the difficulties of work?					
9	مدى إلتزام الخريجين بأنظمة العمل? compliance of the graduates with labor policies?					
10	مدى انضباط وتقيد الخريجين بأوقات العمل? discipline and adherence of the graduates to the working hours					
11	التزام الخريجين بالمسؤوليات الأخلاقية والمهنية the commitment of the graduates to the ethical and professional responsibilities					
12	قدرة خريجينا على التنافس مع خريجي الجامعات الأخرى? the ability of our graduates to compete with other universities' graduates?					

Exit Survey (Student experience survey)

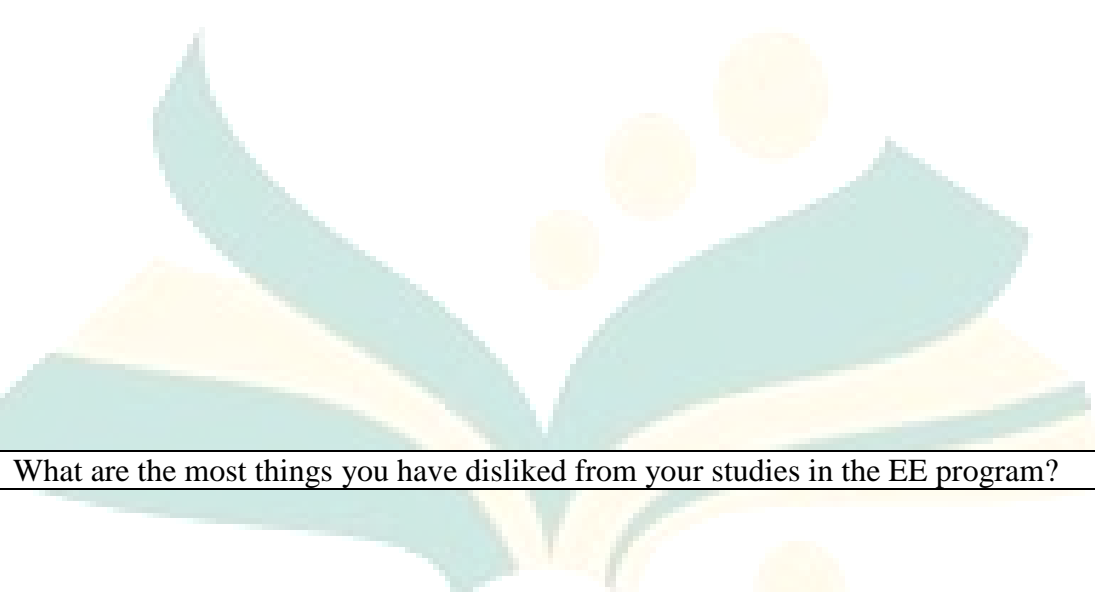

We appreciate very much your contribution to fill this exit survey. Your response is valuable, and it will help us to improve the educational process in the EE program for the current and future students. Please respond by choosing the most appropriate column on a scale from 0 to 4. Your response will be confidential, and you can ignore supplying your name.

Name (optional):	.....	
GPA:	..... / 5	Date:	...../...../2020
Total Academic Years:	.....	

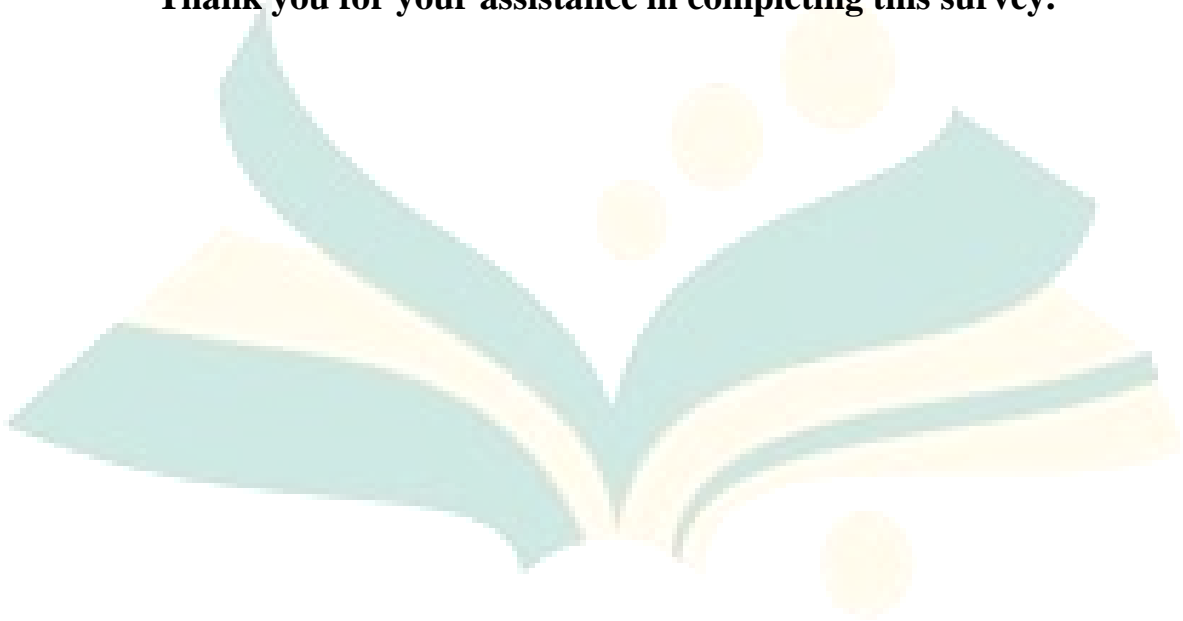
0 = Strongly disagree, 1 = Disagree, 2 = Neutral, 3 = Agree, 4 Strongly agree

Items			0	1	2	3	4
Learning Outcomes							
Upon completing your study in the EE program, you have been equipped with the abilities to							
ABET	NCAAA	PLOs					
SO1	K1	Comprehensive knowledge of language, mathematics, and science necessary for advanced understanding of the theories, principles, concepts, axioms and terminology related to the electrical engineering.					
	S3	Abilities to apply the underlying concepts, principles and theories to solve engineering problems.					
	S5	Abilities to apply mathematical operations, and use advanced techniques and tools for both solving complex electrical engineering problems, and supporting specialized research and projects.					
SO2	S1	Abilities to apply complex knowledge, advanced skills and creativity to design a system, component, or process to meet desired needs.					
SO3	S4	Abilities to communicate effectively with a range of audience in various ways to demonstrate an understanding of theoretical knowledge, imparting knowledge, specialized skills and complex ideas.					

SO4	V2	Abilities to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.					
SO5	V1	Abilities to function effectively on a team, either as a cooperated member, or as a flexible and effective leader who creates a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.					
SO6	S2	Abilities to practice experimental investigation related to the electrical engineering topics and theories using necessary tools, machines, materials, devices and software.					
	V3	Abilities to use engineering judgement to take logical decisions in work or learning contexts supported by evidences based on analyzing and interpreting information.					
SO7	K2	Knowledge necessary for specialized understanding and for doing research related to recent developments in the electrical engineering specialization..					
Advice and Support							
1	It was easy to find information about the college and the EE program before I enrolled at this college for the first time.						
2	When I first started at the college, the orientation program for new students was helpful for me.						
3	There is sufficient opportunity at the college and the EE program to obtain advice on my studies and my future career.						
4	The procedures for enrolling in courses are simple and efficient.						
5	The program administrators adopt the open-door strategy with me.						
Learning resources and facilities							
6	The classrooms (including lecture rooms, laboratories, etc.) are attractive and comfortable.						
7	The student computing facilities are sufficient for my needs						
8	The library staff are helpful to me when I need assistance.						
9	I am satisfied with the quality and extent of materials available for me in the library.						
10	The equipment in laboratories are modern and sufficient.						

11	Adequate facilities are available in the college for workshops, seminars, and celebrations.					
12	Adequate facilities are available for the extracurricular activities in the college.					
Overall evaluation						
13	Overall, I am satisfied with my life as a student at this college and the EE program					
Open-Ended Questions						
14	What are the most things you have liked from your studies in the EE program?					
						
15	What are the most things you have disliked from your studies in the EE program?					
						
16	What are your suggestions to improve the study at the EE program?					

Thank you for your assistance in completing this survey.



POINT SCALE FOR RUBRICS

Good Practice in Provision of Learning Resources, Facilities and Equipment

0	No policies and procedures are in place at this time to satisfy this outcome.
*	Informal policies and procedures have been implemented to satisfy this outcome.
**	Some policies and procedures based on accepted best practices have been implemented to satisfy this outcome.
***	All policies and procedures based on accepted best practices have been implemented to satisfy this outcome.
****	All policies and procedures based on accepted best practices <i>and</i> recognized international standards have been implemented to satisfy this outcome.
*****	All policies and procedures based on accepted best practices and recognized international standards have been implemented to satisfy this outcome. The resources and equipment are an acknowledged leader in the creation of best practices that satisfy this outcome.

No.	Item	Is this true? Y/N/NA	How well is this done? (enter stars)
Planning and Evaluation			
1	Clear policies linked to educational requirements for the programs at the institution are established for the development of library and learning resources and support services.		
2	A learning resource strategy is developed which is directly linked to strategic priorities for program development, and adjusted as required as new programs are introduced.		
3	The adequacy of library and resource center materials is formally evaluated at least biennially.		
4	Evaluation procedures should include user surveys dealing with faculty and student satisfaction, extent of usage, consistency with requirements of teaching and learning at		

	the institution, range of services, and comparisons of provision and user satisfaction with other comparable institutions.		
5	Evaluation processes include analysis of data on usage of resources in relation to teaching and learning requirements for different programs in the institution.		
6	Advice should be obtained from teaching staff responsible for courses and programs about requirements to support teaching and learning in sufficient time for appropriate decisions to be made.		
7	Reserve book collections and other reference materials should be regularly reviewed with advice from teach in staff to ensure adequate access to necessary materials for courses on offer at any time.		
8	Reserve book collections and other reference materials should be regularly reviewed with advice from teach in staff to ensure adequate access to necessary materials for courses on offer at any time.		
Library Resources			
9	Library and resource centers and associated facilities and services should be available for extended hours beyond normal class time to ensure access when required by users.		
10	Collections should be arranged and catalogued according to internationally recognized good library practice.		
11	Agreements should be made for cooperation with other libraries and resource centers for interlibrary loans and sharing of resources and services.		
12	Reliable systems should be used for recording loans and returns, with efficient follow up for overdue material.		
13	Heavy demand and required reading materials should be held in a reserve collection.		

14	There should be reliable and efficient access to online databases and research and journal material relevant to the institution's programs.		
15	Rules for behavior within the library should be established and enforced to ensure maintenance of an environment conducive to effective study and research.		
16	Security systems should be used to prevent loss of materials and inappropriate use of the Internet.		
Support for Users			
17	Orientation and training programs should be provided for new students and other users to prepare them to access facilities and services.		
18	Assistance should be available to help users in conducting searches and locating and using information.		
19	A reference service should be available through which in-depth questions are answered by qualified librarians.		
20	Electronic and/or automated systems with search facilities should be available to assist in locating resources within the institution and in other collections.		
21	Appropriate procedures should be used to keep users informed of library developments such as acquisition of new materials, training programs, or changes in services or opening hours.		
22	Printed or electronic guides should be available to help users find materials for popular subject areas, compiling reference lists or using databases.		
23	Library and resource centers should be staffed by sufficient people qualified and skilled in relevant fields of librarianship and information technology.		
Facilities			

24	Adequate and consistent budget provision is made for acquisitions, cataloguing, equipment, and for services and system development.		
25	The availability of online access and interlibrary facilities should not be used to reduce commitment to providing adequate physical resources on site.		
26	Adequate facilities should be provided to house collections in a way that makes them readily accessible.		
27	Copying facilities supported by efficient payment mechanism for users should be provided.		
28	Up to date computer equipment and software should be provided to support electronic access to resources and reference material.		
29	Facilities should be made available for using personal laptop computers.		
30	Books journals and other materials should be available in Arabic and English as required for programs taught and research undertaken in the institution.		
31	Facilities should be provided for both individual and small group study and research.		
32	The level of provision of facilities and resources should be benchmarked against good quality similar institutions and be adequate for the size on the institution and the programs offered.		
33	Facilities and equipment meet health and safety requirements and make adequate provision, including user training when necessary, for the personal security of faculty, staff and students. Provision is made for students, faculty and staff with physical disabilities or other special needs.		
34	Quality assessment processes include both feedback from principal users about the adequacy and quality of facilities,		

	and mechanisms for considering and responding to their views.		
35	Standards of provision of teaching, laboratory and research facilities are adequate for the needs of the program and benchmarked through comparisons with other comparable institutions. (This includes such things as classroom space, laboratory facilities and equipment, access to computing facilities and associated software, private study facilities, and research equipment.		
36	Adequate facilities are available for confidential consultations between faculty and students)		
37	Provision is made for students, faculty and staff with physical disabilities or other special needs.		
38	A complete inventory is maintained of equipment used in the program that is owned or controlled by the institution including equipment assigned to individual faculty or staff for teaching and research.		
39	Services such as cleaning, waste disposal, minor maintenance, safety, and environmental management are efficiently and effectively carried out.		
40	Provision is made for regular condition assessments, preventative and corrective maintenance, and replacement.		
41	Effective security is provided for specialized facilities and equipment for teaching and research, with responsibility between individual faculty, departments or faculties, or central administration clearly defined.		
42	Effective systems are in place to ensure the personal security of faculty, staff and students, with appropriate provisions for the security of their personal property.		

43	Arrangements are made for shared use of underutilized facilities with adequate mechanisms for security of equipment.		
Policy and Planning			
44	Equipment acquisitions meet program requirements and are also consistent with institutional policies to achieve where possible, compatibility of equipment and software systems across the institution.		
45	Teaching staff are consulted before major equipment acquisitions to ensure that current and anticipated emerging needs are met.		
46	Equipment planning provides for acquisition, servicing and replacement according to a planned schedule.		
Information Technology			
47	Computing equipment and software is available and accessible for faculty, staff and students and the adequacy of this provision is regularly assessed.		
48	Institutional policies governing the use of personal computers by students are complied with.		
49	Technical support is available for faculty and students using computing equipment and software.		
50	Opportunities are available for teaching staff input into plans for acquisition, maintenance and replacement of computer equipment and software for use in the program.		
51	Security systems are in place to protect privacy of personal and sensitive personal and institutional information, and to protect against externally introduced viruses.		
52	Compliance with a code of conduct relating to inappropriate use of material on the internet is checked and instances of inappropriate behavior dealt with appropriately.		
53	Training programs are available for faculty and staff to ensure effective use of computing equipment and appropriate software for teaching, student assessment, and administration.		