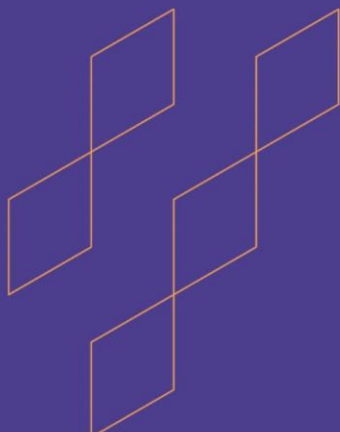




# Self-Study Report for Program

— (Postgraduate)

**Institution:** Enter Institution Name.

**College:** Enter College Name.

**Department:** Enter Department Name.

**Program:** Enter Program Name.

**Report Date:** Pick Report Date

**Contact Information:**

**Name:** Click or tap here to enter text.

**Position:** Click or tap here to enter text.

**Email:** Click or tap here to enter text.

**Mobile:** Click or tap here to enter text.

## Table of Contents

|                                                                                 |    |
|---------------------------------------------------------------------------------|----|
| <b>Self-Study Report Preparation Guidelines:</b>                                | 3  |
| <b>Executive summary:</b>                                                       | 4  |
| <b>1. Program Profile</b>                                                       | 5  |
| 1.1 Program Mission                                                             | 5  |
| 1.2 Program Goals                                                               | 5  |
| 1.3 A List of the Program Achievements, Awards, and Significant Accomplishments | 5  |
| 1.4 Total Credit Hours:                                                         | 5  |
| 1.5 Major Tracks/Pathways (if any)                                              | 5  |
| 1.6 Intermediate Exit Points/Awarded Degree (if any)                            | 5  |
| 1.7 Branches Offering the Program                                               | 5  |
| 1.8 Program Statistical Data                                                    | 6  |
| <b>2. Program Self-Study</b>                                                    | 8  |
| 2.1 Benchmarking partners and selection criteria/reasons (internal/external)    | 8  |
| 2.2 Summary of KPIs and Benchmarks                                              | 8  |
| <b>3. Evaluation in Relation to Quality Standards</b>                           | 9  |
| Standard 1. Program Management and Quality Assurance                            | 9  |
| Standard 2. Teaching and Learning                                               | 12 |
| Standard 3. Students                                                            | 16 |
| Standard 4. Faculty                                                             | 18 |
| Standard 5. Learning Resources, Facilities, and Equipment                       | 20 |
| Standard 6. Research and Projects                                               | 22 |
| <b>4. Independent Evaluations (Optional)</b>                                    | 25 |
| <b>5. Action Recommendations</b>                                                | 25 |
| <b>6. Attachments</b>                                                           | 25 |

### Self-Study Report Preparation Guidelines:

The report aims primarily to support the development of the program's performance. In order to achieve this purpose, the following points should be taken into account:

- The accuracy and credibility of the data and information are maintained throughout the report.
- Evaluation results of the indicators are provided with supporting evidence.
- Informal, vague, exaggerated, or subjective expressions are avoided, as well as those that are generally unnecessary or incorrect.
- Only relevant evidence and data that lead to informed conclusions are presented.
- Evaluation results are correlated with improvement priorities.
- Elaboration on general description should be avoided. The focus should be directed to the main aspects.
- All evidence and proofs on which the self-study was based should be attached and uploaded to the Academic Accreditation Portal on the NCAAA-ETEC website.
- Do not attach files (photos, messages, emails, notes, questionnaires, memos) to the self-study report. These may be made available for consultation during the Program's Review Visit.

## Executive summary:

This should include the overall evaluation result of each Standard, the most visible strengths, and the most significant improvements at the program level, along with the operational recommendations.

## Overall Evaluation in Relation to Quality Standards:

| No. | Standard                                      | Overall Evaluation |
|-----|-----------------------------------------------|--------------------|
| 1.  | Program Management and Quality Assurance      |                    |
| 2.  | Teaching and Learning                         |                    |
| 3.  | Students                                      |                    |
| 4.  | Teaching Staff                                |                    |
| 5.  | Learning Resources, Facilities, and Equipment |                    |
| 6.  | Research and Projects                         |                    |

## Strengths:

- .....

## Areas and Priorities for Improvement:

- .....

## Action recommendations:

- .....

## 1. Program Profile

### 1.1 Program Mission

### 1.2 Program Goals

### 1.3 A List of the Program Achievements, Awards, and Significant Accomplishments

1.4 Total Credit Hours: ( ..... )

### 1.5 Major Tracks/Pathways (if any)

| Major Tracks/Pathways | Credit Hours<br>(For each track) |
|-----------------------|----------------------------------|
| 1.                    |                                  |
| 2.                    |                                  |

### 1.6 Intermediate Exit Points/Awarded Degree (if any)

| Intermediate Exit Points/Awarded Degree | Credit Hours |
|-----------------------------------------|--------------|
| 3.                                      |              |
| 4.                                      |              |

### 1.7 Branches Offering the Program

- .....
- .....

## 1.8 Program Statistical Data

### 1.8.1 Students Enrolment

| Number of Students                        |        | Two Years Ago<br>(Indicate Year) | Last Year<br>(Indicate Year) | Current Year<br>(Indicate Year) | Expected Next Year<br>(Indicate Year) |
|-------------------------------------------|--------|----------------------------------|------------------------------|---------------------------------|---------------------------------------|
| Proposed Number of Enrolled Students      | Male   |                                  |                              |                                 |                                       |
|                                           | Female |                                  |                              |                                 |                                       |
|                                           | Total  |                                  |                              |                                 |                                       |
| Total number of Enrolled Students         | Male   |                                  |                              |                                 |                                       |
|                                           | Female |                                  |                              |                                 |                                       |
|                                           | Total  |                                  |                              |                                 |                                       |
| Number of Enrolled International Students | Male   |                                  |                              |                                 |                                       |
|                                           | Female |                                  |                              |                                 |                                       |
|                                           | Total  |                                  |                              |                                 |                                       |
| Average Class Size                        | Male   |                                  |                              |                                 |                                       |
|                                           | Female |                                  |                              |                                 |                                       |
|                                           | Total  |                                  |                              |                                 |                                       |
| Ratio of Students to Teaching Staff       | Male   |                                  |                              |                                 |                                       |
|                                           | Female |                                  |                              |                                 |                                       |
|                                           | Total  |                                  |                              |                                 |                                       |

\*Insert a separate table for the main location and for each branch.

### 1.8.2 Classification of Students Based on Mode of Study (For Current Year)

| Classification |                    | Number of Students |        |       |           |        |       | Total |
|----------------|--------------------|--------------------|--------|-------|-----------|--------|-------|-------|
|                |                    | Saudi              |        |       | Non-Saudi |        |       |       |
|                |                    | Male               | Female | Total | Male      | Female | Total |       |
| Mode of Study  | On Campus          |                    |        |       |           |        |       |       |
|                | Distance Education |                    |        |       |           |        |       |       |

### 1.8.3 Graduation Rate

| Graduates                            |  | Three Years Ago<br>(Indicate Year) | Two Years Ago<br>(Indicate Year) | Last Year |
|--------------------------------------|--|------------------------------------|----------------------------------|-----------|
| Number of Graduates                  |  |                                    |                                  |           |
| Male                                 |  |                                    |                                  |           |
| Female                               |  |                                    |                                  |           |
| Total                                |  |                                    |                                  |           |
| Graduates' Employment                |  |                                    |                                  |           |
| Number of Employed Graduates         |  |                                    |                                  |           |
| Ratio of Employed to Total Graduates |  |                                    |                                  |           |

#### 1.8.4 Number of Teaching Staff

| Teaching Staff       |                 | Saudi |        |       | Non-Saudi |        |       | Average Teaching Load For All Teaching Staff |        |       |
|----------------------|-----------------|-------|--------|-------|-----------|--------|-------|----------------------------------------------|--------|-------|
|                      |                 | Male  | Female | Total | Male      | Female | Total | Male                                         | Female | Total |
| No. of Ph.D. Holders | Professor       |       |        |       |           |        |       |                                              |        |       |
|                      | Associate Prof. |       |        |       |           |        |       |                                              |        |       |
|                      | Assistant Prof. |       |        |       |           |        |       |                                              |        |       |
|                      | Total           |       |        |       |           |        |       |                                              |        |       |

\*Insert a separate table for the main campus and each branch.

\*\*Attach a detailed list for teaching staff including the following (name, gender, nationality, degree, mode of study (on-campus, distance education), academic rank, general and specific specialty, institution graduated from, and list of current courses taught in the current academic year).

\*\*\* Attach detailed CVs in English for all teaching staff

#### 1.8.5 Classification of Teaching Staff According to Mode of Study

| Teaching Staff | On-Campus |           |                            | Distance Education |           |                            |
|----------------|-----------|-----------|----------------------------|--------------------|-----------|----------------------------|
|                | Full-time | Part-time |                            | Full-time          | Part-time |                            |
|                |           | Number    | FTE (full-time equivalent) |                    | Number    | FTE (full-time equivalent) |
| Male           |           |           |                            |                    |           |                            |
| Female         |           |           |                            |                    |           |                            |
| Total          |           |           |                            |                    |           |                            |

#### 1.8.6 Overall Assessment of Program Statistical Data:

##### Strengths:

- .....

##### Areas and Priorities for Improvement:

- .....

##### Action recommendations:

- .....

## 2. Program Self-Study

### 2.1 Benchmarking partners and selection criteria/reasons (internal/external)

| No. | Benchmarking partners | Selection criteria/reasons |
|-----|-----------------------|----------------------------|
|     |                       |                            |
|     |                       |                            |
|     |                       |                            |

### 2.2 Summary of KPIs and Benchmarks

List the KPIs used (including NCAAA required KPIs).

| KPI No. | KPI | KPI Results |                  |                    |                    |
|---------|-----|-------------|------------------|--------------------|--------------------|
|         |     | Actual      | Target Benchmark | Internal Benchmark | External Benchmark |
|         |     |             |                  |                    |                    |
|         |     |             |                  |                    |                    |
|         |     |             |                  |                    |                    |
|         |     |             |                  |                    |                    |
|         |     |             |                  |                    |                    |
|         |     |             |                  |                    |                    |

#### Important Note:

- Describe and analyze each KPI under the related Standard with a trend.
- Attach or link to the KPI document for the last 3 years prior to the visit.

### 3. Evaluation in Relation to Quality Standards

#### Standard 1. Program Management and Quality Assurance

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

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



| Levels of Evaluation<br>Elements of Evaluation               |                                                                                                                                                                                      | NA | Not Satisfactory |                    | Satisfactory           |                 |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------|--------------------|------------------------|-----------------|
|                                                              |                                                                                                                                                                                      |    | Non-Compliance   | Minimal Compliance | Substantial Compliance | Full Compliance |
|                                                              |                                                                                                                                                                                      |    | 1                | 2                  | 3                      | 4               |
|                                                              | <b>academic, research, administrative, and service fields and activities. *</b>                                                                                                      |    |                  |                    |                        |                 |
| 1-1-9                                                        | The program management applies the systems, regulations, and procedures the institution/college approves, including those related to grievances, complaints, and disciplinary cases. |    |                  |                    |                        |                 |
| 1-2                                                          | <b>Program Quality Assurance</b>                                                                                                                                                     |    |                  |                    |                        |                 |
| 1-2-1                                                        | The program management implements an effective quality assurance and management system that is consistent with the institution's quality system.                                     |    |                  |                    |                        |                 |
| 1-2-2                                                        | <b>The program analyzes the key performance indicators and the evaluation data annually and its results to be used in planning, development, and decision-making processes. *</b>    |    |                  |                    |                        |                 |
| 1-2-3                                                        | The program conducts a periodic, comprehensive evaluation, prepares improvement plans, and follows up on its implementation.                                                         |    |                  |                    |                        |                 |
| <b>Overall Evaluation of the Standard</b>                    |                                                                                                                                                                                      |    |                  |                    |                        |                 |
| Total Sum of Evaluation of Criteria<br>(Total Sum of Points) |                                                                                                                                                                                      |    |                  |                    |                        |                 |
| Number of Applicable Criteria                                |                                                                                                                                                                                      |    |                  |                    |                        |                 |
| Average Evaluation of the Standard                           |                                                                                                                                                                                      |    |                  |                    |                        |                 |
| Overall Quality Rating of the Standard                       |                                                                                                                                                                                      |    |                  |                    |                        |                 |

\* Essential Criteria

## Comments on Results:

Provide an analytical and evaluation report in this section about the results of each Standard based on required data, evidence, and related KPIs. (Please link the analysis with the PLOs assessment enclosed in the Program Report for the last two years and discuss the program's performance on each criterion).

### 1.1 Program Management

### 1.2 Program Quality Assurance





### Overall Evaluation of Quality of the Standard:

#### Strengths:

- .....

#### Areas and Priorities for Improvement:

- .....

#### Action recommendations:

- .....



## Standard 2. Teaching and Learning

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

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



| Levels of Evaluation | Elements of Evaluation                                                                                                                                                                                                                                                                                                                | NA | Not Satisfactory |                    | Satisfactory           |                 |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------|--------------------|------------------------|-----------------|
|                      |                                                                                                                                                                                                                                                                                                                                       |    | Non-Compliance   | Minimal Compliance | Substantial Compliance | Full Compliance |
|                      |                                                                                                                                                                                                                                                                                                                                       |    | 1                | 2                  | 3                      | 4               |
| 2-2-3                | The learning outcomes in the courses are aligned with the program learning outcomes (e.g., Matrix for aligning the learning outcomes of the courses with program learning outcomes).                                                                                                                                                  |    |                  |                    |                        |                 |
| 2-2-4                | <b>The program ensures a unified application of its study plan and the program and the course specifications offered at more than one location (sections of male and female students). *</b>                                                                                                                                          |    |                  |                    |                        |                 |
| 2-3                  | Quality of Teaching and Students' Assessment                                                                                                                                                                                                                                                                                          |    |                  |                    |                        |                 |
| 2-3-1                | <b>The program monitors the commitment of the teaching staff to the learning and teaching strategies and assessment methods included in the program and course specifications by specific mechanisms. *</b>                                                                                                                           |    |                  |                    |                        |                 |
| 2-3-2                | The program's teaching and learning strategies and assessment methods vary based on its nature and level and should be aligned with the program's learning outcomes.                                                                                                                                                                  |    |                  |                    |                        |                 |
| 2-3-3                | The required training is provided for the teaching staff on learning and teaching strategies and assessment methods identified in the program and course specifications, along with the effective use of modern and advanced technology; their use is monitored.                                                                      |    |                  |                    |                        |                 |
| 2-3-4                | At the beginning of each course, students are provided with comprehensive information about the course, including learning outcomes, teaching and learning strategies, and assessment methods and dates, as well as what is expected from them during the study of the course and feedback on their performance is provided for them. |    |                  |                    |                        |                 |
| 2-3-5                | The program applies mechanisms to support and motivate excellence in teaching and encourages creativity and innovation of the teaching staff.                                                                                                                                                                                         |    |                  |                    |                        |                 |
| 2-3-6                | The program implements clear and publicized procedures to verify the quality                                                                                                                                                                                                                                                          |    |                  |                    |                        |                 |





| Levels of Evaluation<br>Elements of Evaluation               |                                                                                                                                                                     | NA | Not Satisfactory |                    | Satisfactory           |                 |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------|--------------------|------------------------|-----------------|
|                                                              |                                                                                                                                                                     |    | Non-Compliance   | Minimal Compliance | Substantial Compliance | Full Compliance |
|                                                              |                                                                                                                                                                     |    | 1                | 2                  | 3                      | 4               |
|                                                              | and validity of the assessment methods and ensure the students' achievement levels.                                                                                 |    |                  |                    |                        |                 |
| 2-3-7                                                        | <b>Effective procedures are used to control academic integrity at the program level to ensure that the works and assignments of students are of their output. *</b> |    |                  |                    |                        |                 |
| Overall Evaluation of the Standard                           |                                                                                                                                                                     |    |                  |                    |                        |                 |
| Total Sum of Evaluation of Criteria<br>(Total Sum of Points) |                                                                                                                                                                     |    |                  |                    |                        |                 |
| Number of Applicable Criteria                                |                                                                                                                                                                     |    |                  |                    |                        |                 |
| Average Evaluation of the Standard                           |                                                                                                                                                                     |    |                  |                    |                        |                 |
| Overall Quality Rating of the Standard                       |                                                                                                                                                                     |    |                  |                    |                        |                 |

\* Essential Criteria

### Comments on Results:

Provide an analytical and evaluation report in this section about the results of each Standard based on required data, evidence, and related KPIs. (Please link the analysis with the PLOs assessment enclosed in the Program Report for the last two years and discuss the program's performance on each criterion).

### 2-1 Learning Outcomes

### 2-2 Curriculum

### 2-3 Quality of Teaching and Students' Assessment

### Overall Evaluation of Quality of the Standard:

#### Strengths:





- .....

**Areas and Priorities for Improvement:**

- .....

**Action recommendations:**

- .....



### Standard 3. Students

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

| Levels of Evaluation<br>Elements of Evaluation               |                                                                                                                                                                                                                                                                                                        | NA | Not Satisfactory |                    | Satisfactory           |                 |
|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------|--------------------|------------------------|-----------------|
|                                                              |                                                                                                                                                                                                                                                                                                        |    | Non-Compliance   | Minimal Compliance | Substantial Compliance | Full Compliance |
|                                                              |                                                                                                                                                                                                                                                                                                        |    | 1                | 2                  | 3                      | 4               |
| 3-0-1                                                        | The program applies approved and disclosed criteria and requirements for the admission, registration, and graduation of students, the transition to another program, and the equivalent of what students have previously learned, commensurate with the nature of the program, and are applied fairly. |    |                  |                    |                        |                 |
| 3-0-2                                                        | The program provides essential information to students, such as study requirements, services, and financial fees (if any), through various means.                                                                                                                                                      |    |                  |                    |                        |                 |
| 3-0-3                                                        | <b>Students are provided with effective academic, professional, psychological, and social guidance and counseling services through qualified and sufficient staff. *</b>                                                                                                                               |    |                  |                    |                        |                 |
| 3-0-4                                                        | Mechanisms are applied to identify gifted, creative, talented, and underachieving students in the program, and appropriate programs are available to care for, motivate, and support each group of them.                                                                                               |    |                  |                    |                        |                 |
| 3-0-5                                                        | The program implements an effective mechanism to communicate with its alumni and involve them in its events and activities, explore their views, and benefit from their expertise and support; and also provides updated and comprehensive databases about them.                                       |    |                  |                    |                        |                 |
| 3-0-6                                                        | <b>Effective mechanisms are applied to evaluate the adequacy and quality of services provided to students and measure their satisfaction with them, and the results are used for improvement. *</b>                                                                                                    |    |                  |                    |                        |                 |
| Overall Evaluation of the Standard                           |                                                                                                                                                                                                                                                                                                        |    |                  |                    |                        |                 |
| Total Sum of Evaluation of Criteria<br>(Total Sum of Points) |                                                                                                                                                                                                                                                                                                        |    |                  |                    |                        |                 |
| Number of Applicable Criteria                                |                                                                                                                                                                                                                                                                                                        |    |                  |                    |                        |                 |



| Levels of Evaluation<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br>< |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

\* Essential Criteria

### Comments on Results:

Provide an analytical and evaluation report in this section about the results of each Standard based on required data, evidence, and related KPIs. (Please link the analysis with the PLOs assessment enclosed in the Program Report for the last two years and discuss the program's performance on each criterion).

### Overall Evaluation of Quality of the Standard:

#### Strengths:

- .....

#### Areas and Priorities for Improvement:

- .....

#### Action recommendations:

- .....



## Standard 4. Faculty

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

| Levels of Evaluation<br>Elements of Evaluation |                                                                                                                                                                                                                                    | NA | Not Satisfactory |                    | Satisfactory           |                 |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------|--------------------|------------------------|-----------------|
|                                                |                                                                                                                                                                                                                                    |    | Non-Compliance   | Minimal Compliance | Substantial Compliance | Full Compliance |
|                                                |                                                                                                                                                                                                                                    |    | 1                | 2                  | 3                      | 4               |
| 4-0-1                                          | <b>The program has adequate faculty members at all campuses where it is offered, and appropriate verification mechanisms are applied. *</b>                                                                                        |    |                  |                    |                        |                 |
| 4-0-2                                          | The teaching and adjunct staff in the professional programs include some experienced and highly skilled professionals in the program field.                                                                                        |    |                  |                    |                        |                 |
| 4-0-3                                          | The teaching staff participates in academic, research, and scientific production activities efficiently and regularly, and their participation in these activities is considered one of the criteria for evaluation and promotion. |    |                  |                    |                        |                 |
| 4-0-4                                          | Teaching staff participate in community partnership activities, and their participation in these activities is considered one of the criteria for evaluation and promotion.                                                        |    |                  |                    |                        |                 |
| 4-0-5                                          | The teaching staff participate in professional and academic development programs per a plan that meets their needs and contributes to their performance development.                                                               |    |                  |                    |                        |                 |
| 4-0-6                                          | The performance of the teaching staff is regularly assessed according to specific and published criteria; feedback is provided to them, and the results are used to improve the performance.                                       |    |                  |                    |                        |                 |

### Overall Evaluation of the Standard

|                                                              |  |
|--------------------------------------------------------------|--|
| Total Sum of Evaluation of Criteria<br>(Total Sum of Points) |  |
| Number of Applicable Criteria                                |  |
| Average Evaluation of the Standard                           |  |
| <b>Overall Quality Rating of the Standard</b>                |  |

\* Essential Criteria





### Comments on Results:

Provide an analytical and evaluation report in this section about the results of each Standard based on required data, evidence, and related KPIs.

### Overall Evaluation of Quality of the Standard:

#### Strengths:

- .....

#### Areas and Priorities for Improvement:

- .....

#### Action recommendations:

- .....



## Standard 5. Learning Resources, Facilities, and Equipment

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

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

\* Essential Criteria

## Comments on Results:

Provide an analytical and evaluation report in this section about the results of each Standard based on required data, evidence, and related KPIs.



### Overall Evaluation of Quality of the Standard:

#### Strengths:

- .....

#### Areas and Priorities for Improvement:

- .....

#### Action recommendations:

- .....



## Standard 6. Research and Projects

The program is committed to playing a prominent role in implementing the Institutional Plan for Research following and developing its research activity. The program must have an academic and logistical environment supportive of research, develop research skills for its employees, and assess their commitment to ethical principles of scientific research. The program must implement mechanisms to evaluate, develop, and improve these activities.

| Levels of Evaluation | Elements of Evaluation                                                                                                                                                                                         | NA | Not Satisfactory |                    | Satisfactory           |                 |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------|--------------------|------------------------|-----------------|
|                      |                                                                                                                                                                                                                |    | Non-Compliance   | Minimal Compliance | Substantial Compliance | Full Compliance |
|                      |                                                                                                                                                                                                                |    | 1                | 2                  | 3                      | 4               |
| 6-0-1                | The program follows the rates of its research activity in line with its role in the institutional research plan according to clear and specific performance indicators and works to develop its performance. * |    |                  |                    |                        |                 |
| 6-0-2                | The program identifies research priorities in line with the institution's mission, national trends, and development plans.                                                                                     |    |                  |                    |                        |                 |
| 6-0-3                | A supportive and encouraging environment, financial support, and equipment for research activities are available in the program.                                                                               |    |                  |                    |                        |                 |
| 6-0-4                | The program applies various mechanisms for developing its employees' research and dissemination skills, exchanges experiences and research results, and develops and improves such mechanisms.                 |    |                  |                    |                        |                 |
| 6-0-5                | The program applies various mechanisms to generate funding for research activities from donors and investment entities.                                                                                        |    |                  |                    |                        |                 |
| 6-0-6                | Specific academic and administrative procedures for approving scientific thesis and research projects are applied in the program within an appropriate time frame.                                             |    |                  |                    |                        |                 |
| 6-0-7                | The program has clear, publicized, and available instructions and guidelines for preparing and evaluating research, thesis, and projects.                                                                      |    |                  |                    |                        |                 |
| 6-0-8                | The program applies specific mechanisms to monitor the efficiency of academic supervision of thesis, research, and projects, and such mechanisms are evaluated and developed.                                  |    |                  |                    |                        |                 |
| 6-0-9                | The program monitors the fairness, objectivity, and credibility of research evaluation and discussion of scientific thesis and their approval.                                                                 |    |                  |                    |                        |                 |



| Levels of Evaluation<br>Elements of Evaluation               |                                                                                                                                                                                              | NA | Not Satisfactory |                    | Satisfactory           |                 |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------|--------------------|------------------------|-----------------|
|                                                              |                                                                                                                                                                                              |    | Non-Compliance   | Minimal Compliance | Substantial Compliance | Full Compliance |
|                                                              |                                                                                                                                                                                              |    | 1                | 2                  | 3                      | 4               |
| 6-0-10                                                       | The program verifies the originality of research, knowledge enrichment, and innovation in its research activities in accordance with the level of qualification and international standards. |    |                  |                    |                        |                 |
| 6-0-11                                                       | The program implements clear policies of ethics and regulations of research and verifies researchers' commitment to them according to appropriate mechanisms and develops them. *            |    |                  |                    |                        |                 |
| Overall Evaluation of the Standard                           |                                                                                                                                                                                              |    |                  |                    |                        |                 |
| Total Sum of Evaluation of Criteria<br>(Total Sum of Points) |                                                                                                                                                                                              |    |                  |                    |                        |                 |
| Number of Applicable Criteria                                |                                                                                                                                                                                              |    |                  |                    |                        |                 |
| Average Evaluation of the Standard                           |                                                                                                                                                                                              |    |                  |                    |                        |                 |
| Overall Quality Rating of the Standard                       |                                                                                                                                                                                              |    |                  |                    |                        |                 |

\* Essential Criteria

### Comments on Results:

Provide an analytical and evaluation report in this section about the results of each Standard based on required data, evidence, and related KPIs.

### Overall Evaluation of Quality of the Standard:

#### Strengths:

- .....

#### Areas and Priorities for Improvement:

- .....

#### Action recommendations:

- .....





## 4. Independent Evaluations (Optional)

4.1 Describe the process used to obtain an independent opinion on the self-evaluation

4.2 List the recommendations and other matters raised by the independent evaluator(s)

4.3 Provide a response report on recommendations and other matters raised by the independent evaluator(s)

Attach the report(s) by independent evaluator(s).

## 5. Action Recommendations

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

| No. | Action Recommendations | Person(s)/units Responsible | Timelines | Resources Required |
|-----|------------------------|-----------------------------|-----------|--------------------|
|     |                        |                             |           |                    |
|     |                        |                             |           |                    |
|     |                        |                             |           |                    |
|     |                        |                             |           |                    |

## 6. Attachments

1. Report(s) by independent evaluator(s) on the program self-evaluation (if any)
2. Other attachments that are attentively relevant to the SSRP.
3. No Attachment should be duplicated when cited more than once.

