



Self-Study Report for the Program

(Bachelor)

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.*

Title: *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

Self-study Report preparation guidelines:	3
Executive summary:	4
1. Program Profile	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 Preparatory or Foundation Program (if any).....	5
1.6 Major Tracks/Pathways (if any).....	5
1.7 Intermediate Exit Points/Awarded Degree (if any).....	5
1.8 Branches Offering the Program.....	5
1.9 Program Statistical Data	6
2. Program Self-study	9
2.1 Benchmarking partners and selection criteria/reasons.....	9
2.2 Summary of KPIs and Benchmarks.....	9
3. Evaluation in Relation to Quality Standards	10
Standard 1. Program Management and Quality Assurance	10
Standard 2. Teaching and Learning.....	12
Standard 3. Students	15
Standard 4. Faculty.....	17
Standard 5. Learning Resources, Facilities, and Equipment	19
4. Independent Evaluations (Optional)	21
5. Action Recommendations	21
6. Attachments	21





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 or 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 on 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 result of the evaluation 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	

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 Preparatory or Foundation Program (if any)

A summary description of preparatory or foundation programs (if any) including (its management, relationship with academic program learning outcomes, and how many academic credits are granted into the program and included in the GPA).

1.6 Major Tracks/Pathways (if any)

Major Tracks/Pathways	Credit Hours (For each track)
1.	
2.	

1.7 Intermediate Exit Points/Awarded Degree (if any)

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

1.8 Branches Offering the Program

-
-





1.9 Program Statistical Data

1.9.1 Students Enrolment

Number of Students		Two Years Ago	Last Year	Current Year	Expected Next Year
Proposed Number of Enrolled Students	Male				
	Female				
	Total				
Total number of Enrolled Students	Male				
	Female				
	Total				
Number of International Students Enrolled	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 campus and each branch.

1.9.2 Classification of Students Based on Mode of Study (For Current year)

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

1.9.3 Graduation Rate

Graduates	Three Years Ago	Two Years Ago	Last Year
Number of Graduates			
Diploma/ Associate Diploma (Exit Point)			
Bachelor			
Total			
Graduates' Employment			
Number of Employed Graduates			





Ratio of Employed to Total Graduates

1.9.4 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									
No. of Other Teaching Staff	Lecturer									
	Teaching Assistant									
	Demonstrator									
	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).

1.9.5 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						

1.9.6 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 and external)

No.	Benchmarking partners	Selection criteria/reasons
1		
2		
...		

2.2 Summary of KPIs and Benchmarks

A list of the KPIs that are used (including NCAAA required KPIs).

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

Important Note:

Provide description and analysis for each KPI under the related Standard with a trend.





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 a quality assurance system that achieve continuous development of program performance in a framework of integrity, transparency, fairness and within a supportive organizational climate.

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



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

* 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 contained in the Program Report for the last two years in addition to discussing the program's performance on each criterion).

1.1 Program Management

1.2 Program Quality Assurance

Overall Evaluation for Quality of the Standard:

Strengths:

-

Areas and priorities for Improvement:

-

Action recommendations:

-





Standard 2. Teaching and Learning

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

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



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



Levels of Evaluation	Elements of Evaluation	NA	Not Satisfactory		Satisfactory	
			Non-Compliance	Minimal Compliance	Substantial Compliance	Full Compliance
			1	2	3	4
	that the work and assignments of students are their own. *					
Overall Evaluation of the Standard						
Total Sum of Evaluation of Criteria (Total Sum of Points)						
Number of Applicable Criteria						
Average Evaluation of the Standard						
Overall Quality Rating of the Standard						

* 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 contained in the Program Report for the last two years in addition to discussing the program's performance on each criterion).

2-1 Learning Outcomes

2-2 Curriculum

2-3 Quality of Teaching and Students' Assessment

Overall Evaluation for Quality of the Standard:

Strengths:

-

Areas and priorities for Improvement:

-

Action recommendations:

-





Standard 3. Students

The criteria and requirements for student admissions in the program must be clear and publicly disclosed and must be applied fairly. The information about the program and the requirements for completion of the study must be available, and students must be informed about their rights and duties. The program must provide effective guidance and counseling services, and extracurricular and enriching activities to 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		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 basic information to students, such as study requirements, services, and financial fees (if any), through various means.						
3-0-3	Students are provided with effective academic, professional, psychological, and social guidance, and counseling services through qualified and sufficient staff.*						
3-0-4	Mechanisms are applied to identify gifted, creative, talented, and underachieving students in the program, and appropriate programs are available to care for, motivate, and support each group of them.						
3-0-5	Students in the program are offered extracurricular activities in variety of fields to develop their abilities and skills, and the program takes appropriate actions to support and motivate their participation.						
3-0-6	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 provides updated and comprehensive databases about them.						
3-0-7	Effective mechanisms are applied to evaluate the adequacy and quality of services provided to students and measure their satisfaction with them; and the results are used for improvement.*						
Overall Evaluation of the Standard							
Total Sum of Evaluation of Criteria (Total Sum of Points)							
Number of Applicable Criteria							
Average Evaluation of the Standard							



Levels of Evaluation Elements of Evaluation	NA	Not Satisfactory		Satisfactory	
		Non-Compliance	Minimal Compliance	Substantial Compliance	Full Compliance
		1	2	3	4
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 contained in the Program Report for the last two years in addition to discussing the program's performance on each criterion).

Overall Evaluation for 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 in improving the program and institutional performance. Teaching staff performance must be evaluated according to specific criteria, and the results of these evaluations must be used for development.

Levels of Evaluation Elements of Evaluation		NA	Not Satisfactory		Satisfactory	
			Non-Compliance	Minimal Compliance	Substantial Compliance	Full Compliance
			1	2	3	4
4-0-1	The program has an adequate number of faculty members at all sites where it is offered and appropriate verification mechanisms are applied.*					
4-0-2	The teaching and adjunct staff in the professional programs include some experienced and highly skilled professionals in the field of the program.					
4-0-3	The teaching staff participate in academic, research, and scientific production activities efficiently and regularly, and their participation in these activities is considered one of the criteria for their evaluation and promotion.					
4-0-4	Teaching staff participate in community partnership activities; and their participation in these activities is considered as one of the criteria for their evaluation and promotion.					
4-0-5	Teaching staff participate in professional and academic development programs in accordance with a plan that meets their needs and contributes to the development of their performance.					
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 in improving the performance.					

Overall Evaluation of the Standard

Total Sum of Evaluation of Criteria (Total Sum of Points)	
Number of Applicable Criteria	
Average Evaluation of the Standard	
Overall Quality Rating of the Standard	

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

* 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 for 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.

