



جامعة الأمير محمد بن فهد
PRINCE MOHAMMAD BIN FAHD UNIVERSITY
Deanship of Quality and Accreditation

SELF STUDY REPORT

FOR
INSTITUTIONAL ACCREDITATION

SUBMITTED TO
NATIONAL ASSOCIATION OF ACADEMIC ACCREDITATION AND ASSESSMENT
(NCAAA)





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This self-study was made possible by the profound contribution of all PMU's academic and administrative departments, PMU's faculty, students, constituents and community friends. Thank you!



Message from PMU Rector



PMU quest to achieve quality in every aspect of PMU is unstoppable. Since early stages of framing its existence, the university guiding principles and strategic plan emphasized commitment to achieve academic and institutional quality. Institutional effectiveness is in the heart of PMU daily practices to seek it in every activity. The tools of continuous quality improvement are continuously visited throughout the university daily operation. PMU governance and academic systems were built on North American higher education standards aligned with the most stringent accreditation requirements in the USA, namely, Southern Association of Colleges and Schools (SACS). PMU is indeed a proud Saudi university with global characteristics, standards and specifications. Curriculum and curriculum delivery are live processes and the university has come long ways in mastering the reviews and developments of its operation. In this Self-Study Report, PMU hopes to highlight the journey to brilliance and compliance with NCAAA standards for accreditation. PMU ultimate goal is not accreditation but rather the absolute realization of its goals to achieve total quality in its system. PMU invested mostly in people and the university teams are continuously trained to gain further skills in controlling quality. PMU driving forces are aimed at securing quality in its operation and the university also invested in getting these goals achieved. PMU has gone through couple Self-Study exercises in 2007 and 2009 for the purpose of qualifying for government scholarships and it received outstanding and helpful feedback from NCAAA. As the university approaches this milestone of producing its first NCAAA Self-Study after graduating PMU's first cohort of students in April 2011, PMU is excited to report its stories of success and strength, its diligence to carry on its duties to seek opportunities for improvement and PMU's smart approach to design plans to move these opportunities towards execution.

PMU conducted an external independent opinion exercise where we invited a well-known educator and senior leading member of the University of Colorado in the USA to provide PMU with honest independent opinion about the continuous improvement process and compliance with the 11 standards of NCAAA. We conducted this



exercise with all resources available on campus to produce the most comprehensive external opinion. The outcome of this exercise along with our response is included in this revised SSR and I invite NCAAA teams and reviewers to examine the opinion material and advise PMU on our response to this point.

I invite NCAAA and the external reviewers to explore PMU's unique system of delivering its curriculum, the technology-infused campus, the inherent assessment process to secure its graduates' characteristics, PMU's smart classrooms, student electronic portfolio, its impact on its community and the stories of profound success in partnership with its constituents. Last but not least, I would like to reaffirm PMU's sincere and welcoming spirit to listen to external evaluation and learn more about its journey to the future.

Issa Al Ansari, Ph.D.

Rector, Prince Mohammed Bin Fahd University



Executive Summary

Prince Mohammad Bin Fahd University (PMU) went through two scholarship eligibility self-reviews with NCAAA much before the university became eligible for Institutional Accreditation. The two visits occurred during 2007 and 2009 consecutively. PMU has graduated its first cohort of graduates in April 2011 and this self-study report for institutional accreditation by NCAAA is the university's first report beyond the graduation of its first cohort.



PMU has developed a central management process through the Deanship of Quality and Accreditation to prepare this self-study report. The process of preparing this report is detailed inside this document but it is interesting to emphasize that PMU utilized all the recommended methodologies provided by NCAAA protocol and training workshops to prepare this report. The outcomes summarized in this self study are the culmination of more than two years of compliance cycles of NCAAA instruments executed at all levels within the institution. The self study was overseen by the Deanship of Quality and Accreditation with profound support from PMU leadership at the highest level. PMU academic and administrators were direct promoters and contributors to every step in the process to bring this report to conclusion. The contribution of All PMU staff and faculty are the building blocks of this self-study.

The self-study submitted to NCAAA through this document is accompanied by several binders including the appended material to the body of the self-study with additional binders including the NCAAA Self-Evaluation Scales for Institutional Accreditation. Scales reports are accompanied with relevant Key Performance Indicators following each standard in the scales.

It is important to mention that PMU through its continuous collaboration with its founding partner Texas International Educational Consortium (TIEC) has been continuously reviewed by TIEC and its experts from 32 university members in the USA. This continuous partnership and collaboration with TIEC has given PMU the advantage of having the “independent opinion” and “independent evaluator” feedback available to all its operation and performance on a continuous basis.



PMU system and curriculum design and delivery mechanisms are unique in the Kingdom. This self-study tried to highlight the university's uniqueness and its commitment to excellence at all fronts. Simply put, PMU system, governance, policies, procedures, infrastructure, IT, Learning Management System, and curriculum were designed, resources, staffed and in-place much before the university's first classes were launched in 2006. PMU invites NCAAA and the review team to explore its system design with TIEC available in 30 bound volumes upon visiting the University.

In September 2012, PMU received a helpful visit from NCAAA Liaison Officers Dr. Buthyna Al-Murshid and Dr. Greg Maffet. The visit included a full day thorough meeting with all PMU stake-holders and covered two sessions. The morning session was dedicated to notes and recommendations on PMU SSR for institutional accreditation and the afternoon one was focused on recommendations on PMU programs. The University has taken immediate action by launching a well-structured action plan to fulfill recommendations 1 to 14 of PMU institutional SSR. The work has culminated in this revised SSR and the accompanying appendices. The list of recommendations and action plan details are included in the addendum section at the end of this SSR. These action plans were PMU's tools to achieve this revision of the SSR and to improve the compliance and continuous improvement cycles of the university.

Emad Y. Tanbour, Ph.D.
*Dean of Quality and Accreditation
And A. Professor of Mechanical Engineering
Prince Mohammad Bin Fahd University*





PMU Independent Opinion by Prof. Melvyn C. Branch

Introduction:

PMU endeavors to seek independent evaluation on its continuous improvement processes and accreditation compliance. NCAAA liaison officers assigned to PMU institutional self study review recommended that PMU undergoes an independent opinion visit by an expert in the field of higher education assessment. PMU is pleased to report that it was successful in contracting Professor Melvyn Branch of the University of Colorado in the USA as its independent opinion reviewer. Professor Branch visited PMU during the period of Jan 10 to Jan 18, 2013 to conduct this external revision. The visit schedule included thorough meetings and tours of all aspects of PMU institutional compliance with NCAAA self-evaluation scales. The schedule of his visit was shared with NCAAA ahead of time and PMU followed that schedule precisely. In addition to Professors Branch line-item independent opinion narratives on all 11 standards of the self-evaluation scales for institutional accreditation, Professor Branch provided an overall narrative on his opinion of PMU and its standing towards all 11 standards. His narrative is included after the bio section introducing Professor Branch. The detailed CV of Professor Branch is appended to the end of the SSR.

Bio-bibliography of Professor MELVYN C. BRANCH

Dr. Melvyn C. Branch studied Aerospace/Mechanical Sciences at Princeton University and was awarded the B.S.E. His graduate study was carried out at the University of California, Berkeley, in the Department of Mechanical Engineering, where he received the M.S. and Ph.D. degrees. He was awarded a National Science Foundation Postdoctoral Fellowship to conduct basic combustion studies at the Imperial College of the University of London. He has taught previously at the International College, Beirut, Lebanon, the University of California, and Berkeley and was an invited Visiting Professor at Cairo University, Egypt and Université Catholique de Louvain, Belgium.

Dr Branch is Joseph Negler Professor of Mechanical Engineering at the University of Colorado at Boulder. He has previously served as Associate Dean of Engineering for Research and Administration, Associate Dean of the Graduate School, and Director of the Center for Combustion Research. He teaches graduate and undergraduate courses on combustion fundamentals, fluid mechanics, heat





transfer, applied thermodynamics and fuel technology. His research activity in these areas includes experimental and theoretical studies of combustion generated air pollutants, fuel efficiency, in-situ combustion, metal burning, and aircraft and rocket combustion. His recent consulting activity includes the 3M Company, the Combustion Research Division of Sandia National Laboratories, the Air Pollution Control Division of the State of Colorado and the U.S. Federal Trade Commission. Dr. Branch has served as a member and Chair of the Colorado Air Quality Control Commission, the state agency responsible for promulgating state regulations relating to air quality and as a member of the Research Committee of the Health Effects Institute.

Dr Branch is a member of the Combustion Institute, Tau Beta Pi, Pi Tau Sigma, and a Fellow of the American Society of Mechanical Engineers. He is a past chairman of the Western States Section Combustion Institute. He has been honored with the Society of Automotive Engineers Ralph Teetor Award for engineering educators and the University of Colorado Teacher Recognition Award for outstanding teacher during the year. His research awards include the American Society of Mechanical Engineers Gustus L. Larson Award, the Fulbright Fellowship, the University of Colorado Faculty Fellowship and the Associated Western Universities Faculty Fellowship. He has authored over 80 technical articles and supervised fifteen students to completion of the PhD.



Independent Opinion Narrative for Prince Mohammed Bin Fahd University

By: Melvyn C. Branch
Joseph Negler Professor, Emeritus
University of Colorado
Boulder, Colorado
United States of America

January 17, 2013

This Independent review was requested by the Dean for Quality and Accreditation at Prince Mohammed Bin Fahd University (PMU) and was conducted during the week of January 12-17, 2012. The Deanship for Quality and Accreditation is charged with oversight of the quality assurance program at PMU, with continuous support from the Rector. The reviewer has over 40 years of experience in US research university academic and administrative service and significant knowledge of the school and university environment in Arabian Gulf countries. He is, however, professionally independent from PMU. The review was conducted as part of the PMU preparation to host an external review visit from the National Commission for Academic Accreditation and Assessment (NCAAA) of the Ministry of Higher Education in the KSA.

The review was conducted over a six day period and included day-long presentations and facilities tours of each college in the University. The briefings were conducted by the deans and department chairs and focused on mission and vision, curriculum, teaching and learning, facilities, personnel, strengths and areas of needed improvement. Documents made available included college and department self studies, scope and sequence of courses, course descriptions and course portfolios. There was an opportunity for the reviewer to attend a limited number of capstone design presentations and to meet with available students. In addition, the review included presentations on the preparatory program, the Learning Resource Center, the library and other student and faculty service functions. The observations given below resulted from the review of these presentations and materials and discussions with available academic administrators.

The reviewer was charged with providing Independent Comment on the NCAAA self assessment ratings of standards for Institutional Accreditation at PMU. These



comments are inserted into the Self Evaluation Scales for Higher Education Institutions submitted by PMU. It appears to this reviewer that these documents are so focused on the procedural details of the accreditation process that valuable summative information can be lost. The intention of this narrative is to provide a macroscopic view of the status of PMU programs and its strengths and needs for achieving the long term mission and vision of the University and preserving NCAAA accreditation in the future.

PMU Mission and Vision

It is best to begin any review of PMU by considering the Mission and Vision of the University and its methodology for achieving the Mission and Vision. The University was conceived to deliver a modern, American curriculum based English language education to serve the needs of KSA and the wider community. The mission focuses on developing competencies in knowledge development, critical thinking, innovation, and a commitment to serving the community using modern educational technology and teaching methodologies. These goals are to be accomplished for a student population that is largely Saudi men and women from typical Saudi secondary schools. In order to accommodate the English and mathematics deficiencies of these students resulting from their primarily Arabic language high school instruction, the University has instituted a Preparatory Program and a Core Curriculum that is the basis for the success of the university thus far.

The Preparatory Program provides a one to two year pre-university preparation not only in English language and mathematics skills, but also in the traditions of critical thinking, teamwork, leadership and independent study that are necessary for success in an American curriculum. The Core Curriculum makes up the first two years of the program of study in the University after the Preparatory Program. The Core Curriculum develops early college competency in fundamental subject areas while continuing to emphasize the non-academic attitudes and habits that contribute to academic and professional success.

The achievement of the Mission and Vision has been possible in large part because of the adoption by PMU of a curriculum and management system from a consortium of 32 US universities and because the system was applied diligently. A description of the current status of academic programs and supporting services provides guidance on how the Preparatory Program, Core Curriculum and College program of study are integrated to achieve the PMU Mission and Vision.



All courses at PMU maintain Course Specifications, regular Course Reports and a series of Course Portfolios among other NCAAA compliance instruments. These documents describe the details of the course and sequence of topics, the record of the most recent administrations of the course and samples of student results and grading rubrics. The effectiveness of the curriculum is assessed by an array of annual student surveys taken for at the end of the first year of department study, after the second or third year of study and at graduation. These instruments focus on student perception of the degree to which the curriculum was followed, the accomplishment of learning outcomes and the overall satisfaction with the learning experience.

College of Engineering

The College of Engineering is a clear example of how an excellent academic program can be developed when highly qualified leadership is in place. The College is well organized, has a strong sense of purpose and direction, has dedicated and capable staff and uses available facilities extremely well. Plans developed for expansion of the College are well justified and in line with the future needs of KSA.

The College, like much of PMU, has benefitted from the efforts of the founding fathers of PMU to use the experience of Texas International Education Consortium (TIEC) in setting up the governance, administrative structure and academic program at PMU before opening the campus to students. The scope and sequence of the academic program is well thought out and the teaching program has been implemented in a remarkably short time. The inclusion of laboratory experiences for nearly all upper level courses provides essential hands-on experiences for students.

Entering students to the College of Engineering, like those of other colleges, are mostly Saudi and graduates of Saudi national high schools. These students often enter university with educational deficiencies and lacking in motivation because of poor training in preparation for an American style educational environment. The combination of; preparatory courses, core courses and the intensive hands-on educational experience at PMU have shown that these students can rapidly make-up for their pre-existing deficiencies and graduate with US degree equivalence. This unique characteristic of the PMU educational environment should be cultivated and enhanced, and it can become a model for other universities in KSA.



The College of Engineering has outstanding programs to provide service and outreach to the surrounding community, local industry and KSA. The initiative in the College of Engineering to support an evening program for experienced engineers is an excellent example of the College and PMU commitment to support the surrounding community. These students can be a valuable resource for industry sponsored senior design projects. The Interior Design program has shown that PMU can contribute to providing both education to women students and rewarding and productive careers after graduation. Some of these women come to the College with prior professional experience.

Most faculty in the College of Engineering are involved in scientific research in spite of their high teaching and service loads. In view of the demonstrated success of the educational program in the College, interested faculty could well contribute to research on educational methodology, another important outlet for scholarship. This is an area of research of growing importance in major universities in the US and Europe.

Plans are under development for expansion of programs in the College of Engineering. These include the addition of a program in Chemical Engineering and expansion of the program in Interior Design. The curriculum development for appropriate MS degrees in the College has been completed and approved by the University and has been submitted to the Ministry of Higher Education for final approval. These academic initiatives are in line with the needs of the Eastern Province of KSA and PMU goals.

College of Business and Administration

The College of Business Administration is a valuable resource for the business community of the Eastern Province. The degree programs, developed under the umbrella of the TIEC-PMU collaboration are reasonably well thought out in scope and sequence. There are valuable student internship and project opportunities to enhance professional and leadership development.

A significant challenge is in providing effective leadership at both the College level and Department level. It was observed that the strategic planning process of this College was disjointed and lacked the same purpose and direction observed in the College of Engineering. This contrast is an example of the ability of well qualified leadership to manage a College in a way that meets the strategic goals of PMU. In



response to this challenge PMU has aggressively sought and found new leadership for the College of Business Administration.

Some examples of excellent planning at the Department level are present, however, in the College of Business Administration. The continuous improvement model for assessing achievement of student learning objectives in the Department of Business Administration should serve as a model for the rest of the College. As in the College of Engineering, faculty overload in teaching and service are detrimental to faculty productivity in research and hinder faculty retention.

College of Computer Engineering and Science

The degree programs in the College of Computer Engineering and Science (CCES) has a well defined curriculum that was derived initially from the collaboration with TIEC. The faculty are involved in significant community and industry outreach in accord with the PMU Mission and the NCAAA standards. Opportunities for development of student leadership are in place.

A unique aspect of the administration of NCAAA compliance instruments in CCES is that advanced students are working with CCES faculty and the Deanship of Quality and Accreditation to develop software to automate the data entry and first level data analysis. Once these tools developed, it will be made available to other programs at PMU. Other examples of the use of technology to enhance teaching and learning are provided by smart boards and teaching laboratories. Approximately one quarter of the academic classes in the department have an affiliated laboratory to provide hands on learning.

The College has an impressive variety of opportunities for community interaction and student leadership development. There is an endowed chair from ARAMCO held by one faculty member. The College sponsors an annual research colloquium to promote university-industry relations and provide opportunities for student research presentations. In the female side of the College students have taken the initiative to start professional societies with opportunities for further leadership experiences.

Service and Management Organizations

The service operations of PMU are organized to provide support for the achievement of the University Mission and Vision. The Human Resources Department is



responsible for faculty and staff hiring and for management of employees on campus. The Student Affairs department manages student affairs from application to employment after graduation. There are also departments for financial management, ministry and government relations and for academic and nonacademic facilities.

There are many examples of how these service organizations promote the Mission and Vision. The Information Technology Department maintains existing educational technology and computing resources in support of the University mission to promote utilization of modern technologies in the education process. There is a Learning Resource Center to provide academic skills development, entrepreneurship training, and business and technical training for the surrounding community. Academic departments sponsor professional societies, design competitions, science fairs and scientific meetings. The Student Affairs department is the home for student co-curricular and extracurricular activities, personal and professional counseling, medical services, and the Registrar's Office.

The University has a Vice Rector for Business and Development who is responsible for fostering University efforts to manage revenue generating initiatives, entrepreneurship programs, corporate training programs, continuing education projects, and management of faculty housing. The Public Relations and Media Department promotes the image and accomplishments of PMU to the surrounding community and the region. The Facilities Management and Engineering Department is the largest administrative unit on campus. It provides management of all campus infrastructure and support services including telecommunications, buildings and grounds, construction, transportation, security, janitorial and others.

Summary of Significant Improvement Related Requirements for PMU Accreditation

The Self Study documents prepared in advance of the NCAAA institutional accreditation review contain many suggestions for needed improvements related to advancing excellence at PMU. Based on the present independent review and a consolidation of evidence on the self study, there are several major areas that recur as themes and warrant attention.

1. It is clear to this reviewer that when highly qualified leaders are put in place educational excellence can be achieved at PMU. Every effort must be made to hire and support the best possible academically-trained leaders.



2. Achieving the PMU goal of hiring and retaining the highest possible quality faculty will require a major investment by the university. Teaching staff are the most valuable currency of a vibrant academic community, and hiring and retention in a competitive environment requires competitive hiring offers and attractive working conditions.

3. The background of incoming students to PMU provides both a challenge to teaching staff and an opportunity for a unique contribution of PMU to the KSA. The goal of becoming a model institution for advancing Saudi students, often having English and mathematics deficiencies from high school, to university graduates equivalent to American university graduates has been shown to be possible at PMU. PMU should seek data from its alumni to document the extent to which their graduates are effective in their professional activities.

4. Teaching staff are significantly overloaded in comparison to international norms. In spite of this many have maintained a commendable involvement in scientific and teaching related research and in innovation. Major attention to excessive work load is necessary if PMU is to reach its stated goal of pioneering educational innovation and research, and hiring and retaining the best faculty.

* * *****

END of Professor Melvyn Branch Overall Narrative



Acknowledgement

This self-study report for NCAAA Institutional Accreditation is the outcome of contributions of all stake holders of PMU. The University acknowledges the commitment and contribution of all Academic and Administrative leaders who devoted outstanding time and effort to lead this work. The university's members of quality committees from its staff and faculty in all units within PMU were behind all success stories of getting the tasks completed. The Deanship of Quality and Accreditation (DQA) express deep gratitude to all PMU staff and faculty for their contribution to its continuous improvement processes in all levels. The DQA would like to express our deepest gratitude to the Colleges (*College of Business Administration, College of Engineering, and College of Computer Engineering & Science*), all Academic Departments, and the Administrative Departments (*Budget & Accounting, Engineering & Technical Affairs, Information Technology Department, Human Resources & Government Relations, Student Affairs & Registrar, Business Affairs & Development, Public Relations & Media Department, Learning Resources Center & Library*). DQA also expresses thanks to PMU Senior Management for the profound support and empowerment provided throughout the process to prepare this self-study report. Last but not least, DQA expresses thanks to its staff members who contributed to the production of the final manuscript and the supporting appendices and scales.



Table of Contents

Message from PMU Rector.....	3
Executive Summary	5
PMU Independent Opinion by Prof. Melvyn C. Branch	7
Bio-bibliography of Professor MELVYN C. BRANCH	7
Independent Opinion Narrative for Prince Mohammed Bin Fahd University	9
Acknowledgement.....	16
Table of Contents.....	17
List of Acronyms Used in the Self-Study Report	19
List of Appendices.....	20
A. General Information:.....	22
Preface:	22
B. Institutional Profile:	26
B-1: Brief Summary of PMU History	26
B-2. PMU scale and range of activities:.....	27
B-3. Description of Management and Organizational Structure:.....	28
B-4: PMU Contact Information of Key Individuals.....	32
B-5: PMU Campus Locations, Programs and Student Numbers:	34
B-6: Information about the institution’s accreditation status:.....	40
B-7: PMU Quality Assurance Arrangements and Priorities for development:	44
B-8: Special issues affecting PMU’s operations:	60
B-9: Summary of PMU Strategic Plan:.....	60
B-10: A list of matters that are of particular interest to the institution and on which the institution is seeking comment and advice in the review:.....	61
C. Self-Study Process:.....	63
C-1. Becoming NCAAA Accreditation Eligible:	63
C-2. Periodic Program Self-Study Reports (Academic Units):.....	65
C3. NCAAA 11 Standards, Self-Evaluation Scales and KPI’s (Admin Units):.....	66
D: Context of Self-Study:	72
D-1: Environmental Context:.....	73
D-2: Institutional Context:	75



E. Mission, and Goals and Strategic Objectives for Quality Improvement:	77
E-1: Mission of PMU:.....	77
E-2: Summary of PMU Strategic Plan for Quality Improvement:	78
F. Special Emphasis of This Self Study:	83
G. Progress toward Major Quality Objectives:	86
H. Evaluation in Relation to Quality Standards:	95
H-1.Mission and Objectives:.....	97
H-2.Governance & Administration:	105
H-3.Management of Quality Assurance and Improvement:	117
H-4.Learning and Teaching	123
4.1 Institutional Oversight of Quality of Learning and Teaching:	125
4.2 Student Learning Outcomes:.....	128
4.3 Program Development Processes:.....	144
4.4 Program Evaluation and Review Processes:.....	147
4.5 Student Assessment:	149
4.6 Educational Assistance for Students:	174
4.7 & 4.8 Quality of Teaching and Support for Improvements in Quality of Teaching:.....	179
4.9 Qualifications and Experience of Teaching Staff:	183
4.10 Field Experience Activities:.....	187
4.11 Partnership Arrangements with Other Institutions:	191
H-5.Student Administration and Support Services:.....	269
H-6.Learning Resources.....	287
H-7.Facilities and Equipments.....	323
H-8.Financial Planning & Management	331
H-9.Employment Processes:	345
H-10.Research:	354
H-11.Institutional Relationships with the Community:.....	358
Addendum to Self Study	378



List of Acronyms Used in the Self-Study Report

Acronym	Definition	Acronym	Definition
PMU	Prince Mohammed Bin Fahd University	CCES	College of Computer Engineering & Science
NCAAA	National Commission for Academic Accreditation & Assessment	LRC	Learning Resource Centre
SACS	Southern Association of Colleges & Schools	MoHE	Ministry of Higher Education
TIEC	Texas International Educational Consortium	VRAA	Vice Rector of Academic Affairs
ABET	Accreditation Board for Engineering & Technology	COBA	College of Business & Administration
DQA	Deanship of Quality & Accreditation	SA	Student Affairs
COE	College of Engineering	ELI	English Language Institute
AACSB	The Association to Advance Collegiate Schools of Business	QCI	Quality & Continuous Improvement
CQI	Continuous Quality Improvement	PEO	Program Educational Objectives
CAS	College of Art & Science	KPI	Key Performance Indicators
QPF	Quality Planning Facilitator	NQF	National Qualification Framework
HR	Human Resource	EE	Electrical Engineering
CE	Civil Engineering	ME	Mechanical Engineering
COEN	Computer Engineering	ID	Interior Design
CS	Computer Science	IT	Information technology
Prep	Preparatory Program	CAD	Computer Aided Design
GAAP	General Accepted Accounting Principles	KSA	Kingdom of Saudi Arabia
ETA	Engineering & Technical Affairs	LMS	Learning management System
CAL	Computer Assisted Learning	SSR	Self-Study Report
EMBA	Executive Management of Business Administration	QA/QC	Quality assurance/Quality control
P&P	Policy & Procedure	CL	Campus Life
SAS	Student Academic Support		





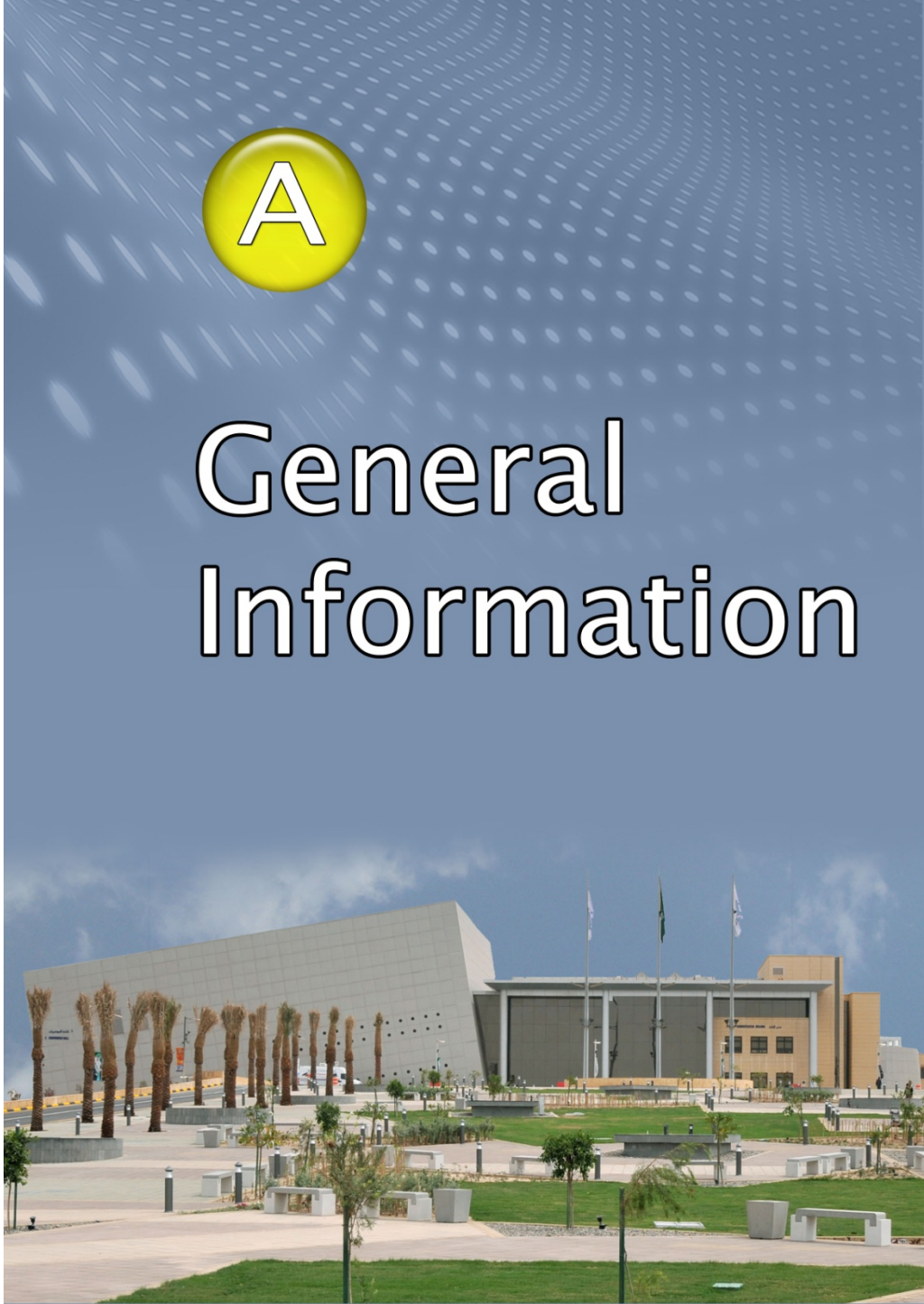
List of Appendices

Appendices	Description
<i>Appendix 1:</i>	University Charter
<i>Appendix 2:</i>	Translation of KSA Higher Education Council/MOHE Letter of Approval for PMU Establishment
<i>Appendix 3:</i>	PMU Guiding Principles and Core Values
<i>Appendix 4:</i>	PMU Student Core Competencies (Learning Distinctions)
<i>Appendix 5:</i>	PMU SYSTEM Design Reports with TIEC
<i>Appendix 6:</i>	PMU Strategic Plan 2007-2011, Strategic Plan 2007-2011 Achievement Reports and Strategic Plan 2012-2016
<i>Appendix 7:</i>	PMU College of Engineering Recent Curriculum Review Documents
<i>Appendix 8:</i>	PMU Board of Trustees
<i>Appendix 9:</i>	PMU University Council
<i>Appendix 10:</i>	PMU Scientific Council
<i>Appendix 11:</i>	PMU Strategic Plan for ABET Accreditation
<i>Appendix 12:</i>	PMU Strategic Plan for NCAAA Accreditation
<i>Appendix 13:</i>	Account of PMU In-house Quality Training Workshops
<i>Appendix 14:</i>	Account of PMU In-house Break-out sessions for Self-Evaluation: Departments and Colleges
<i>Appendix 15:</i>	Account of Sample Documentation and Communications Used in Self-Study Process
<i>Appendix 16:</i>	Periodic Program Self-Studies of PMU Colleges (End of Spring 2011)
<i>Appendix 17:</i>	Faculty Evaluation Surveys
<i>Appendix 18:</i>	Sample of Recent Curriculum Review/Development done during 2009/2010 Academic
<i>Appendix 19:</i>	Qualifications of PMU Faculty
<i>Appendix 20:</i>	Report on PMU Partners across the Globe
<i>Appendix 21:</i>	NCAAA Certification Report, and HR Rubrics
<i>Appendix 22:</i>	(in Arabic) Prince Nayef Chair for Youth Development
<i>Appendix 23:</i>	Annual Research Book 2012
<i>Appendix 24:</i>	SAUDI ARAMCO Endowed Chair in Technology and Information Management
<i>Appendix 25:</i>	English Language Institute (ELI) Report
<i>Appendix 26:</i>	Strategic Plan Entrepreneurship Center 2012-2017, Sample of Entrepreneurship Center Newsletter
<i>Appendix 27:</i>	Report of the PMU Library
<i>Appendix 28:</i>	Information Technology Division Self-Study Report and Supporting Documents (Standard 7 section 4)





General Information



A. General Information:

Name of Institution: Prince Mohammad Bin Fahd University

Date of Report: January 2013

Preface:

PMU is the first private university in the Eastern Province of the Kingdom of Saudi Arabia. PMU started operations with the approval of the Custodian of the Two Holy Mosques for the establishment of the University (Appendix 2) and PMU Charter (Appendix 1). The university is the fulfillment of the vision and initiative of His Royal Highness Prince Mohammad Bin Fahd Bin Abdul-Aziz, the former Governor of KSA Eastern Province. Section B later in this report will brief the history of PMU. PMU's most unique characteristic compared to all Saudi universities is its intrinsic benchmarking of its system, curriculum, defining characteristics and competencies of its graduates and the context in which its feasibility, vision and mission was designed. PMU was framed by local visionaries who partnered with carefully chosen institution building consortium of over 32 USA universities TIEC. More than 62 local and international teams of experts in higher education, curriculum design, program specification, syllabi identification and higher education governance worked for over two years to frame PMU system. This was all completed much before admitting PMU first student. It is this unique starting that makes PMU a university that is intrinsically reviewed, benchmarked and assessed and worthy of accreditation. By including such unique expertise at the framing stage, PMU was well positioned to inherit hundreds of years of experience in higher education in USA while preserving its Saudi identity.

PMU Guiding Principles and Core Values (Appendix 3) stemmed from respecting Islamic Principles while benefiting from international best practices. PMU curriculum delivery system has well defined stations of assessment distributed carefully across the study plan of each program. These assessment stations are designed to monitor and audit the successful fulfillment of the university learning outcomes. The assessment system has three major components that facilitate learning outcome review and the attainment by PMU's student of the university six unique competencies of; 1- Communication 2- Technology 3- Critical thinking & problem solving 4- Professionalism 5- Teamwork and 6- Leadership. PMU graduate profile is



built on these six distinctive competencies (also known as core competencies) (Appendix 4).

PMU academic and governance system jointly designed by PMU founding pioneers and TIEC carefully provides all the tools for success. The university programs were decided based on a thorough feasibility and local market survey that took into account PMU constituents, stakeholders and the overall PMU context. PMU/TIEC system provided well-defined programs' learning outcomes and in alignment with PMU core competencies. The university programs' specifications are provided and its courses' learning outcomes, specifications and syllabi were prepared during the framing phase before launching the university. On the operation and governance side, PMU/TIEC system provided comprehensive details, policies & procedures, guidelines, standards, facilities specifications, IT infrastructure details, laboratories' and classroom technology and equipment specifications, campus life and student services, admission protocols, learning resources and faculty professional development mechanism and many more tools of success. (NCAAA and external reviewers can view the multi-volume PMU/TIEC system upon visiting PMU to explore more information). A list of these multi-volumes is appended (Appendix 5).

PMU strategic plan for 2007-2011 (Appendix 6) was framed with PMU/TIEC system in-mind. The university vision and mission both stemmed from PMU guiding principles. The strategic plan was engineered with continuous improvement as one of strategic goals. The result was a university governance and academic framework that is live and continuously reviewed for opportunities of improvement. A report on the achievements of strategic plan 2007-2011 is provided at the end of Appendix 6. Recently and upon graduating the first cohort on April 2011, the three main PMUs' colleges have undergone a thorough undergraduate curriculum revision internally. TIEC again were invited to consult on PMU internal curriculum review. A team of experts from USA is teaming with PMU and TIEC to complete this revision. This work is due completion within first quarter 2012. It is interesting to mention that the curriculum revision has used NCAAA templates where PMU/TIEC system was translated. Curriculum revision reports for PMU College of Engineering (COE) received outstanding preliminary approval from international experts. COE curriculum revision report is appended (Appendix 7).

PMU Deanship of Quality and Accreditation (DQA) lead PMU-wide compliance with NCAAA standards. The university full cycle of NCAAA reporting and periodic reviews started in spring 2010. As of this December, PMU went through NCAAA compliance reporting in spring 2010, summer 2010, fall 2010/2011, spring 2011 and

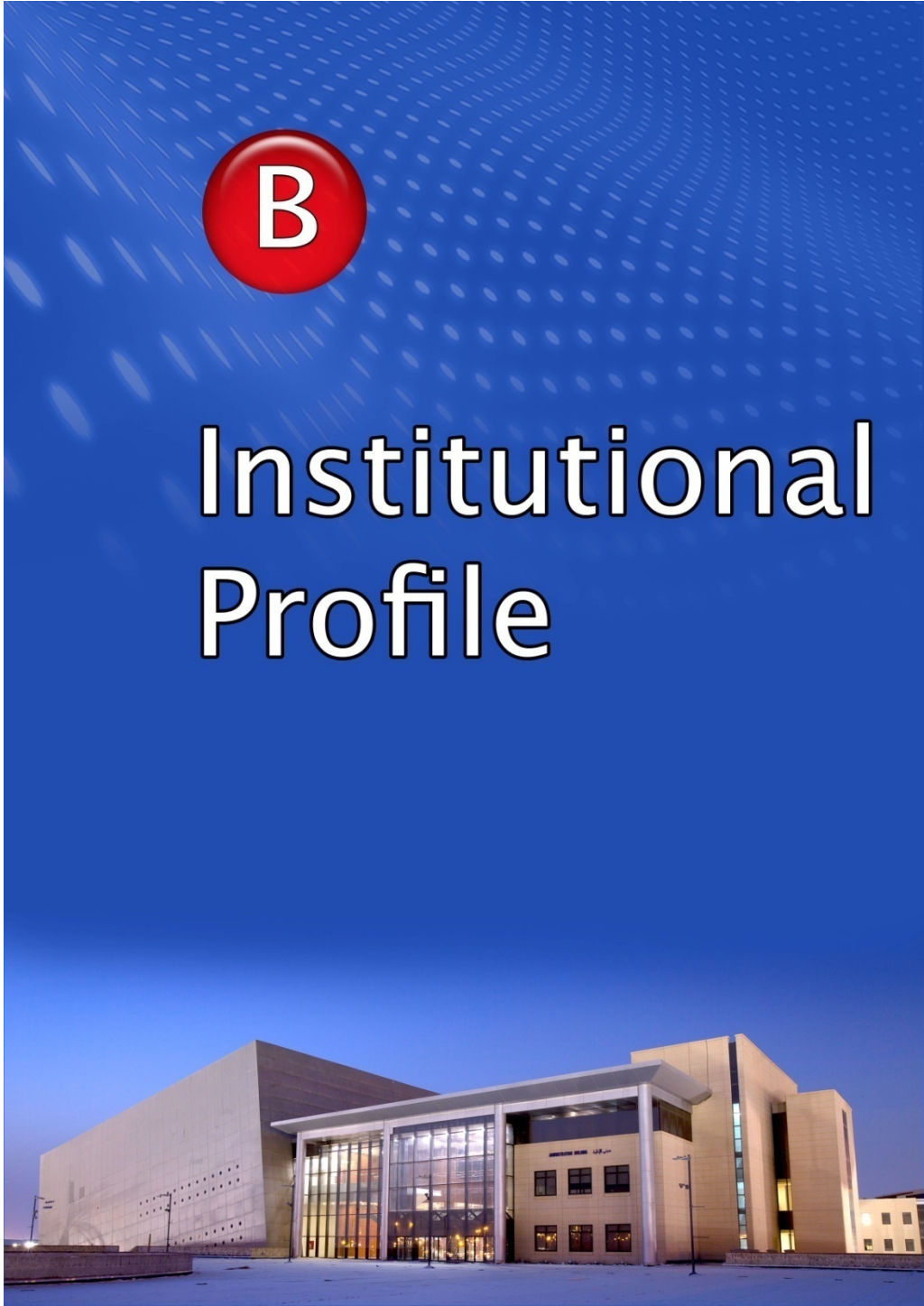


summer 2011. The university is just ready to complete fall 2011 during early spring 2012. This self-study report is built on the cycles of periodic reviews PMU has completed and will continue to produce.





Institutional Profile



B. Institutional Profile:

B-1: Brief Summary of PMU History

Believing that high quality education is the answer to the challenges of the modern workplace, His Royal Highness Prince Mohammed Bin Fahd Bin Abdulaziz, through his vision and initiative in 2002, started the processes that have culminated in the establishment of PMU in the Eastern Province of the KSA.

PMU founding pioneers were local educators from the KSA Eastern Province who worked diligently to set the process to fulfill the vision and initiative of His Royal Highness Prince Mohammad Bin Fahd. The university foundation and philosophy were established and the process to seek international education consultant started. The context of PMU was surveyed utilizing a professional consulting agency that conducted feasibility and need assessment in the region. The outcome of the feasibility and need assessment was reported. This resulted in identifying the most needed academic programs within the context of PMU and its constituents. A three college structure was identified namely, College of Engineering with degree programs in Civil, Electrical and Mechanical Engineering, College of Information Technologies (later named College of Computer Engineering and Science) with programs in Computer engineering, Computer Science and IT and College of Business with programs in Accounting, Finance, Management and Information Systems and Business Administration.

Believing that PMU must become a flagship university in the Gulf region, PMU founding team sat an international bid for educational consultants to compete as a potential partner to establish PMU. After thorough selection process, the highly respected TIEC was commissioned. PMU founding teams supported by local business and community leaders established over 62 sub-teams jointly with TIEC. Those teams became the framers of PMU system. Over the period between 2003 and 2006 when the university was launched, the 62+ teams worked together to define PMU guiding principles, governance, curriculum content, program specifications for the three colleges, administrative guidelines, procedures, processes, IT infrastructure, student support systems and admission, learning resource center, professional development, learning enrichments center, library, and all other aspects of what became PMU system. The architectural philosophy was also identified jointly with the founding teams in coordination with TIEC. The result was an architectural design that facilitates student-centered learning environment. The boundaries between the three colleges were brought down by introducing the leaning corridors that serves as an overlap connection between colleges and



programs. The founding teams also established the Preparatory and Core curriculum, and system that is adequately designed to prepare incoming students to college programs. All courses taken by incoming students are considered non-credit courses according to PMU policy listed at the end of Appendix 5. The Core program serves as a service center to all programs by offering core courses commonly shared by different programs. Upon completion of foundation of PMU system and the maturity of the physical facility and campus construction, another contract was initiated between PMU founding teams and TIEC to manage the startup of the university. This contract was designed to test the system operation performance once put in place. The focus was mainly on operational and institution-wide administrative activities to troubleshoot any problems and to adjust system to unforeseen influences. The outcome of the second contract was worth the investment and TIEC and local founding teams found several areas of operational nature that was in need to be adjusted.

In 2006, the university had in place the physical facility, the licensure from MoHE, the curriculum, the governance, the preparatory program, the core program, faculty and staff adequate to start the launch. PMU founding teams also completed the university first Strategic Plan for the period 2006-2011. The plan among all other key goals and initiatives, it included a strategic goal to achieve quality. Pursuing NCAAA compliance and mapping the university operation to meet NCAAA standards was put as a strategic goal. This self-study report is the outcomes of all action plans and compliance procedures that were realized from executing PMU Strategic Plan of 2006-2011.

With these major formative steps successfully taken, PMU welcomed its first students in 2006 and was inaugurated in 2008 by His Royal Highness late Prince Sultan Bin Abdulaziz. PMU formally graduated its first cohort in April 2011. In order to meet the needs of the regional market and continue to be a leader in regional higher education PMU is in the final stages of the process to develop and design graduate programs in the COE, CAS and the COBA. These programs are being built based on PMU original system design as well as complete compliance to NCAAA and International Accreditation standards.

B-2. PMU scale and range of activities:

PMU context and feasibility stemmed from its foundation process. The university was built to provide unique educational opportunities to local and regional community. Due to its unique startup compared to traditional Saudi universities, the scale of operation was well defined much before the launch of 2006. Although focus is on



undergraduate education in the programs initially defined by PMU feasibility studies, the university system allows responding to emerging market needs for different programs. This has eventually occurred during the first five years (2006 – 2011) and continues to be done. The university interacts continuously with its constituents and responds to scaling its operation to meet the demand of the market in the areas of PMU core competencies. This has already occurred by introducing new degree programs (Examples: CAS and Newly undergoing design of Master Degrees in the COE and the MBA programs in the COBA or by introducing short-term educational and training programs to address local constituents needs (Example: SABIC program for training and qualifying candidates for international scholarship). The university has been expanding the range of operation by providing long-term consulting and expert services to local public sector units in Eastern Province of KSA. These projects increase the impact of experts among faculty and staff of PMU and provide state-of-the-art knowledge and services to the community (Example: Partnership with the Municipality of Eastern Province; about 13 local city municipalities, where PMU is in process to provide training and management of execution of ISO system).

B-3. Description of Management and Organizational Structure:

The management, governance and administration of PMU comply with the regulations of the KSA according to the approval of Kingdom of Saudi Arabia Higher Education Council (Appendix 2). Following are the major administrative offices guiding and overseeing PMU in its drive to be a flagship institution of higher learning in the Eastern Province of KSA. Figure 1 below shows PMU organizational chart.

The Board of Trustees:

In compliance with the regulations, the Board of Trustees represents the legal authority; it supports the university and offers guidance to it. The Board of Trustees also oversees the general management. It has the authority to build, equip and maintain university premises, to make necessary purchases, to employ and terminate services and to determine the salaries of the Rector and all university employees; it formulates rules and regulations needed to operate and run the University. The Board of Trustees also resolves all conflicts arising internally. Appendix 8 provides details on the Board of Trustees functions, meetings and membership as stated in PMU administrative and governance system.



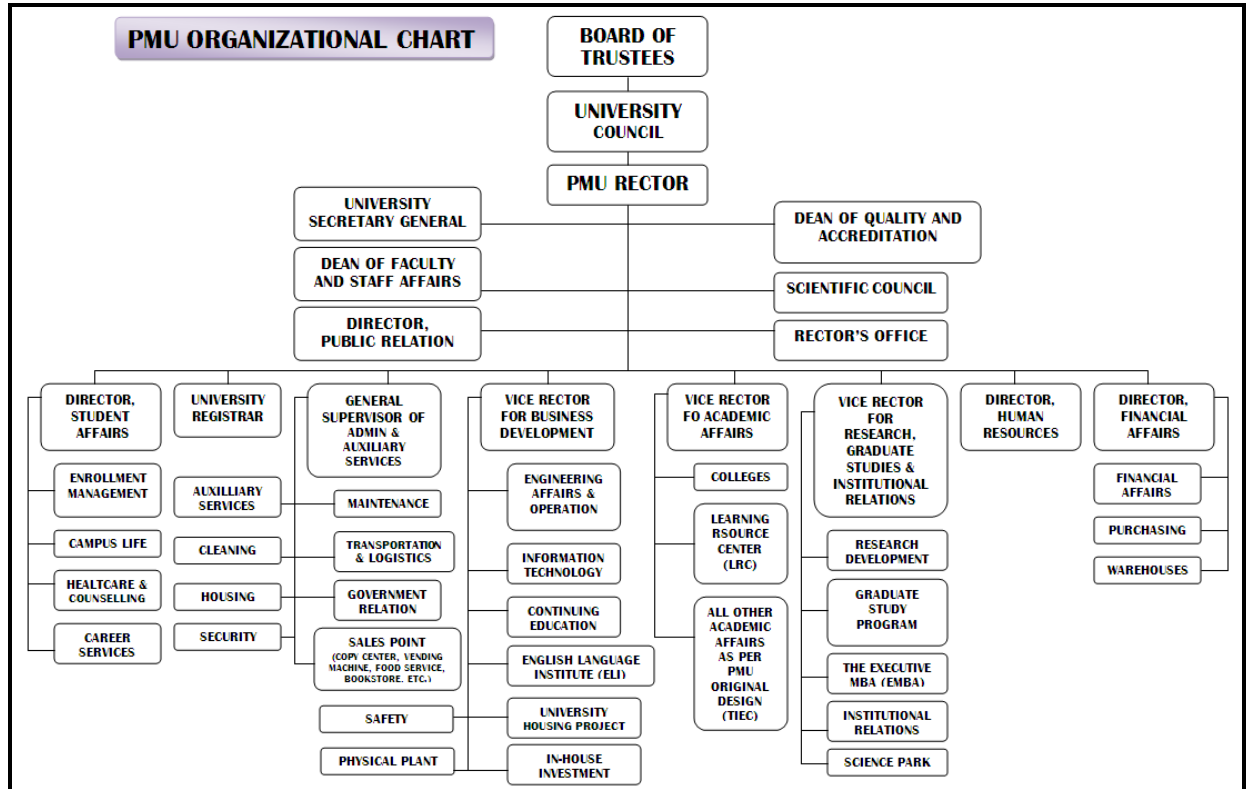


Figure 1: Prince Mohammad Bin Fahd University Organizational Chart

The University Council:

In compliance with regulations and the University Charter, and in compliance with the decisions of the Board of Trustees, the University Council manages the administrative, financial, educational and scientific research issues. It works on guiding strategic planning and policy development, promoting campus-wide academic initiatives and maintaining international standards. Furthermore, it promotes a learning enrichment environment for students. Decisions from different functions within the university are ratified by the University Council before submitting to the Board of Trustees for final ratification. Appendix 9 includes the details of the University Council functions, meetings and membership.

University Rector:

The Office of the Rector of PMU has been held since its inception by Dr. Issa Al Ansari who served as the founding pioneer whom worked towards establishing the university. The Rector manages the academic, administrative and financial affairs of the University; he supervises the application of the University Charter, of the resolutions of the Board of Trustees as well as the decisions of the University



Council. The Rector also oversees the implementation of the University regulations and represents it at other organizations.

Vice Rector of Academic Affairs:

The office of the VRAA reports directly to University Rector and oversees the academic affairs of the three colleges. The Academic Affairs Department is involved in all the university's academic programs, educational opportunities, and research and community service. Figure 2 below shows the organizational chart of the Office of VRAA.

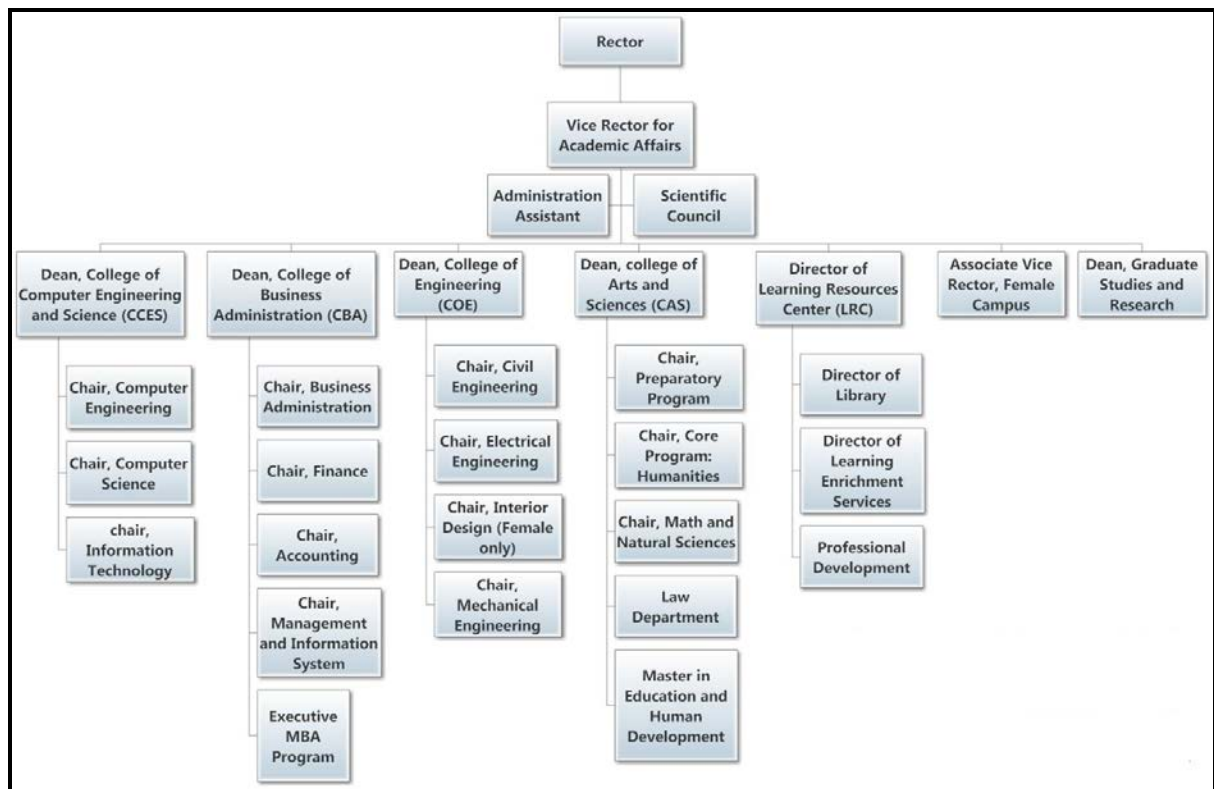


Figure 2: Organizational Chart for the Office of VRAA

The Scientific Council:

The Scientific Council has been established in the University to supervise the academic affairs related to faculty members and to oversee research and publishing activities and promotion policies of faculty. Appendix 10 includes the details of the Scientific Council functions, meetings and membership.

Colleges and Departments:

PMU classes were launched in 2006 with three major degree offering colleges. These were COE, COBA and College of IT (Recently named College of Computer



Engineering and Science). In 2011, a fourth college of Arts and Sciences was approved by MoHE and programs are in the process of review by MoHE. PMU campus consists of distinct and completely separated physical campuses that are mirrored architecturally; one side is the Male Campus and the other is Female Campus. All services and physical facilities that are available on the Male Campus are also available on the Female Campus. The Learning Resources Center (LRC) with the Library building are located in the middle between the two campuses and are also divided into two distinct and completely separated male and female side. Library holdings are also doubled so each side of the campus will have a copy of each reference material. Table 1 below shows the current colleges and departments:

Table 1: PMU Colleges and Academic Departments

College	Department (Degree Program)	Male Campus/Female Campus	Degree offered
College of Engineering	Mechanical Engineering	Male	Bachelor of Science
	Electrical Engineering	Male	Bachelor of Science
	Civil Engineering	Male	Bachelor of Science
	Interior Design	Female	Bachelor of Science
College of Computer Engineering and Science	Computer Engineering	Male and Female	Bachelor of Science
	Computer Science	Male and Female	Bachelor of Science
	Information Technology	Male and Female	Bachelor of Science
College of Business & Administration	Management & Information Systems	Male and Female	Bachelor of Science
	Business Administration	Male and Female	Bachelor of Science
	Accounting	Male and Female	Bachelor of Science
	Finance	Male and Female	Bachelor of Science
	Executive MBA *EMBA)	Male	Master of Bus. Admin.
College of Arts and Sciences*	Law*	Male and Female	Bachelor of Art*
	Education and	Male and	Master of





	Human Development*	Female	Science*
Deanship of Preparatory and Core Programs	Preparatory Program	Male and Female	Non-degree offering
	Core Humanities and Social Sciences	Male and Female	Non-degree offering
	Core Mathematics and Natural Sciences**	Male and Female	Non-degree offering
<p>*College establishment was approved by MoHE but degree offering programs in Law and Education & Human Development are still under revision by MoHE. **Mathematics, Physics, chemistry and Biology</p>			

B-4: PMU Contact Information of Key Individuals

The following Table 2 lists contact information of PMU key personnel.

Table 2: List of Contact Information of Key PMU personnel

Prince Mohammad Bin Fahd University Contacts of Main Personnel			
DIRECTORY : main switch board 966-3-896-4554			
Name (Office)	Extension	Secretary	E-mail(@pmu.edu.sa)
Dr. Issa Al Ansari (PMU Rector)	9399	8522	ialansari
Dr. Yousif Suleiman (Dean, Faculty Affairs)	9262	9340	ysuleiman
Dr. Adel Ahmed Al-Saleh (VR Business Affairs & Development)	9399	8522 9255	aalsaleh
Dr. Nassar Shaikh (VR Academic Affairs)	9300	9335	nshaikh
Dr. Hanadi AbdelSalam (Director, Female Campus)	9234	8820	habdelsalam
Deans			
Dr. Jamal Nayfeh (Dean, College of Engineering)	9781	9315	jnyfeh
Dr. Mohammad Elgeddawy (Dean, Arts and Sciences)	9344	9235	melgeddawy
Dr. Jaafar Al-Ghazo (Dean, College of Computer Engineering & Science)	9267	9731	jghazo
Dr. Emmanuel Okey Ntui (Coordinator, College of Business)	9200	9734	entui
Mr. Omar El-Moussa (Dean, Student Affairs,)	9350	9218	omar





Dr. Desmond Rice (Dean of Prep.)	9320	8842	drice
Dr. Emad Y. Tanbour (Dean of Quality and Accreditation)	9792	9298	etanbour
Chairs			
Dr. Loay Alzubaidi (Computer Science and Computer Engineering)	9753	9731	lalmazubaidi
Dr. Ammar El-Hassan (Information Technology)	9740	9731	aelhassan
Dr. Samer Al-Imamy (MIS)	9775	9734	salimamy
Dr. Emmanuel Okey Ntui (Acting, Finance and Accounting)	9759	9734	dashraf
Dr. Rafat Al - Waked (Mechanical Engineering)	9765	9315	ralwaked
Dr. Nizar Tayem (Electrical Engineering)	8822	9315	ntayem
Dr. Andi Aziz (Civil Engineering)	8528	9315	aasiz
Dr. Emily Jeannine Grantham (Interior Design)	9733	9390	egrantham
Dr. Mohammad Waqar Ashraf (Math & Natural Science)	8841	8874	mashraf
Mr. Ahmed Nurridin (PREP Program)	9328	8874	anuriddin
Mr. Kimanthi Thompson (Coordinator, Business Admin. Dept.)	9773	9734	kthompson
Dr. Ali Al-Ghazo (Male Coordinator, CORE)	8875	9235	aalghazo
Dr. Neva Alexander (Female Coordinator, CORE)	9758	9712	nalexander
Associate Chairs			
Dr. Hanadi AbdelSalam (Core-Math & Sciences)	9234	8820	habdelsalam
Directors			
Mr. Abdulrahman Al-Khalufi (Supervisor General, Public Relations & Media)	9333	8868	arahman
Dr. Desmond Rice (LRC – Professional Development and Computer Assisted Learning)	9320	8842	ricedv
Dr. Jamil Qureshy (Library and Acting Director of LRC)	9336	9216	jqureshy
Mr. Rami Mansour (Budget and Accounting)	9325	8818	rmansour
Leaders of Units			
Dr. Issa Al Ansari (PMU Rector)	9399	9255	ialansari
Engr. Muhammad Ahmad Al-	9730	9241	mayamani





Yamani (Supervisor General Engineering/Tech. Affairs)			
Mr. Mohammad Khalifa Al-Naimi (Auxilliary Services Manager)	8805	8885	malnaimi
Ms. Rania Sinno (Director of Institutional Relation)	9270	9209	rsinno
Mohammad Al Hajry (Executive Manager - Rector's Office)	9257	-----	malhajry
Mr. Mohammad Merza (Head, Security)	8566	-----	ialsahly

B-5: PMU Campus Locations, Programs and Student Numbers:

PMU has one location where degree offering programs are delivered. It is located in the Half-Moon bay area in Al-Khobar (about 29 km south of downtown Al-Khobar) in the Eastern Province of KSA. The modern campus was completed upon the launch of PMU classes in 2006. The building is a stretch of interconnected buildings that constitute the following main sections:

Administration building that houses the Rector's office, Vice Rector for Business and Development office, University Secretary General's office, Human Resources, Deanship of quality and Accreditation, Public Relations, Legal, Document Management, Budget and Finance, Government Relations and Dean of Graduate Studies and Research.

Main Male Campus where the four Colleges (Engineering, Computer Engineering and Science, Business and Arts & Sciences) plus male campus Student Affairs, the PMU Mosque and Preparatory and Core Programs

Main Female Campus that houses the (Interior Design, Business, Computer Engineering and Science), Preparatory and Core Programs and Female Student Affairs

Learning Resources Center which is divided into two distinct parts (male and female) and houses Library (one for male and one for female)

Cafeteria (two separate sides, male and female)

Main Auditorium building that is attached to Admin building and houses the main PMU lobby and conference areas

Sports and Recreation Activities Section (Two separate sections for male and female except the swimming pool has alternating days for male and female)



University Housing (Students, Staff and Faculty) under construction (4 km away from PMU campus) towards Al-Khobar

University Faculty and Staff **current residence** (Two major complexes: Oryx 1 compound owned by PMU and Al-Bilad Compound, rented) both compounds are in Al-Khobar/Dhahran area.

English Language Institute (ELI): A non-degree offering institute managed by PMU and housed within HRH Prince Mohammad Bin Fahd Program for Youth Development building in Dammam.

Table 3 below indicates the size of each major component of PMU campus. Data is shown in square meters and square feet for reference.

Table 3: Area of Major Buildings of PMU Campus

Building	Area (square meter)	Area (square foot)
Admin + Auditorium	15,240	164,042
PMU Mosque	909	9,784
Male Campus	31,003	333,714
Library	4,279	46,059
Female Campus	23,918	257,451
Cafeteria (male and female sections)	5,578	60,041
Sports/Recreation closes areas only	2,407	25,909
Other auxiliary, warehouse, etc.	823	8,859
TOTAL	84,157	905,858

Programs offered at PMU are listed in the previous section and also summarized in Table 1. It is notable to list that PMU has finished designing master degree programs in the following areas and in the process to submit for Ministry of Higher Education for approval:

- Master of Science in Energy Systems (COE)
- Master of Science in Electrical Engineering (COE)
- Master of Science in Mechanical Engineering (COE)
- Master of Science in Education and Human Development (CAS)
- Master of Business Administration (MBA) in 7 concentrations (COBA)



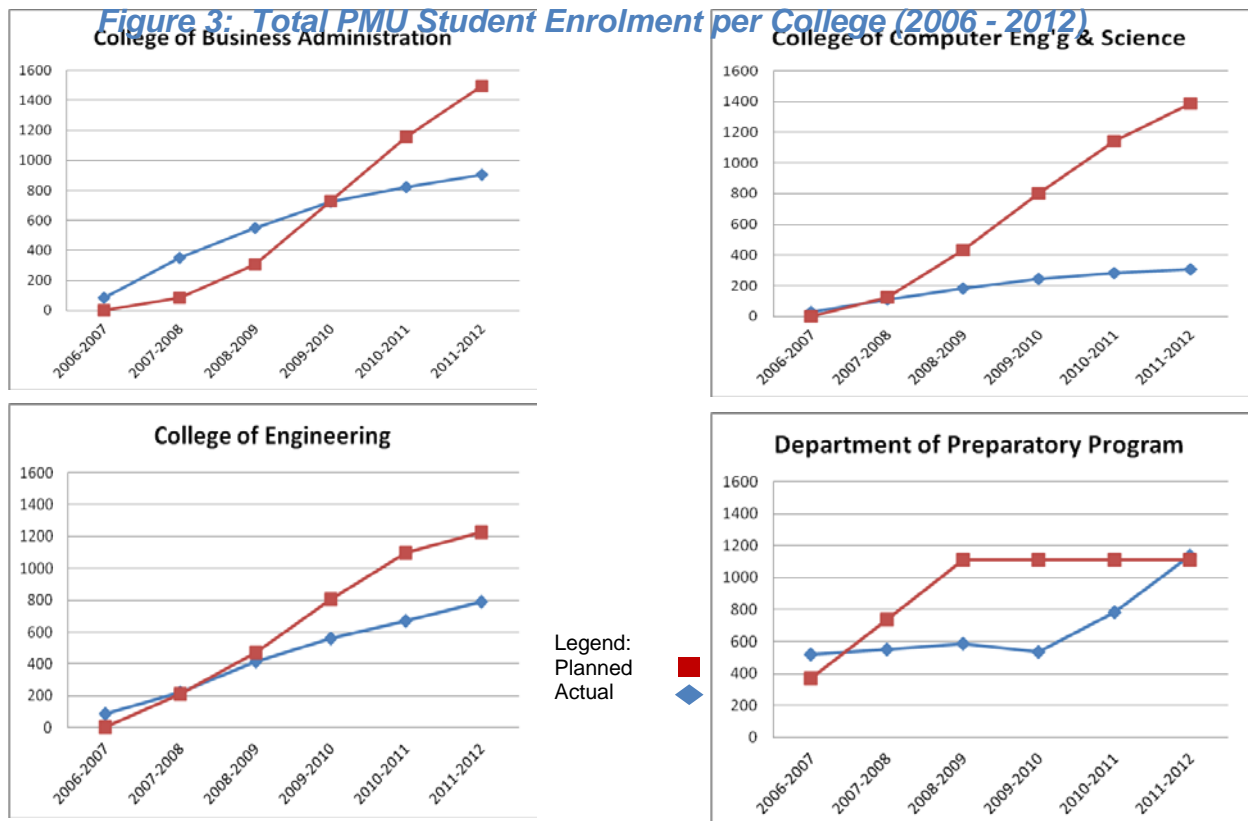
Student enrolment statistics are summarized in Table 4 below. The numbers are total male and female per college.

Table 4: Total PMU Student Enrolment per College (2006 – 2012)

PMU STUDENT ACTUAL ENROLLMENT & IMPLEMENTATION PLAN (PER COLLEGE)							
Majors	Category	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
College of Business Administration (COBA)	Actual	83	350	552	724	820	902
	Planned	0	84	305	730	1155	1496
College of Computer Engineering & Science (CCES)	Actual	27	112	182	245	285	306
	Planned	0	123	430	801	1140	1386
College of Engineering (COE)	Actual	88	223	412	558	670	790
	Planned	0	212	470	806	1095	1230
College of Arts & Sciences (CAS)	Actual	0	0	0	0	0	33
	Planned	0	0	0	0	0	0
Department of Preparatory Program (PREP)	Actual	521	552	589	535	786	1134
	Planned	370	740	1110	1110	1110	1110
TOTAL	Actual	719	1237	1735	2062	2561	3165
	Planned	370	1159	2315	3447	4500	5222



Figure 3 below summarizes trend of PMU student enrollment for the years 2006 to 2012 per college. Academic year 2006-2007 started with total no. of 719 students (in all University wide majors). The number of students increased gradually this year and rapid increase in no. of students after 2006-2007 with a considerable leaps observed every fall semester.



The university enrolment plan is shown in Table 4 above which projects a student population of 5500 (male and female) by year 2013. The trend analysis of Figure 3 indicates that PMU may not hit the target enrolment due to the fact that CAS just got approval and this may add a leap jump in enrolment and change the trend. Furthermore, PMU is in its last stages to design graduate programs in all three original colleges (Engineering, Computer Engineering & Science and Business) and a master in education in the college of arts and sciences which are expected even to grow these trends beyond the planned 5,500 students in year 2013. In response to this potential growth in student enrolment beyond the 2013 plans, PMU is taking proactive measures to expand its physical plant. The campus at the Half-Moon bay is receiving additional 100,000 square meters of land adjacent to the southern border of main campus. This is an additional land that will house future expansion of PMU buildings to satisfy growing size of PMU.



Student/Faculty Data:

PMU has aggressively recruited faculty with background and experience adequate to PMU university system and curriculum. There are persisting challenges in attracting faculty to KSA from abroad due to many reasons that will be discussed later in this report. Despite these challenges, recruitment efforts of PMU succeeded to maintain excellence student/faculty ratio. Figure 4 below summarizes the growth of PMU faculty over the past years since launching its classes.

Part time faculty averaged a very small percentage of faculty population over the years and their percentage is diminishing as PMU builds its critical faculty mass. The data shown in Figures 5 and 6 are only for full time faculty.

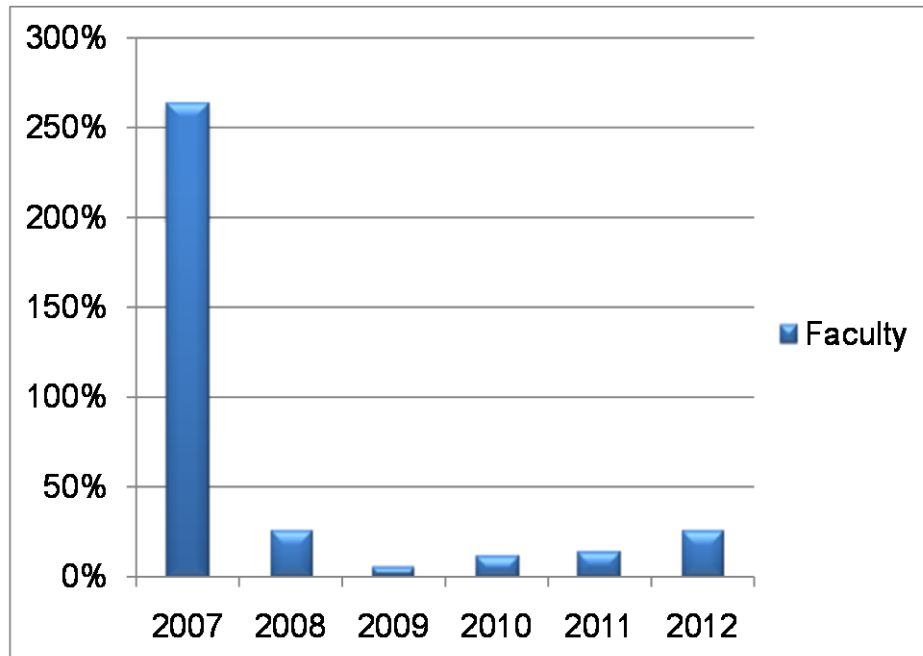


Figure 4: Faculty Growth (2006-2012)



Table 5: Faculty-Student Ratio (2006-2012)

COLLEGE /DEPARTMENT		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
PREPARATORY	NUMBER OF STUDENT	521	552	589	535	786	1134
	NUMBER OF FACULTY	33	60	52	47	51	68
	RATIO	1:16	1:10	1:12	1:12	1:16	1:17
UNDERGRADUATE	NUMBER OF STUDENT	198	685	1146	1527	1775	2031
	NUMBER OF FACULTY	19	57	80	110	120	150
	RATIO	1:11	1:13	1:15	1:12	1:15	1:14

Table 5 and Figure 5 show the PMU **Preparatory Faculty- Student Ratio** for the period between 2006 and 2012. The Academic Year 2006/2007 ratio was (1:16) and in the last year has a ratio of (1:17). The expansion to the enrollment of Preparatory students has exceeded the rate of Faculty Recruitment in the Preparatory program over the years which accounts for the slightly higher student to faculty ratio in 2011-2012.

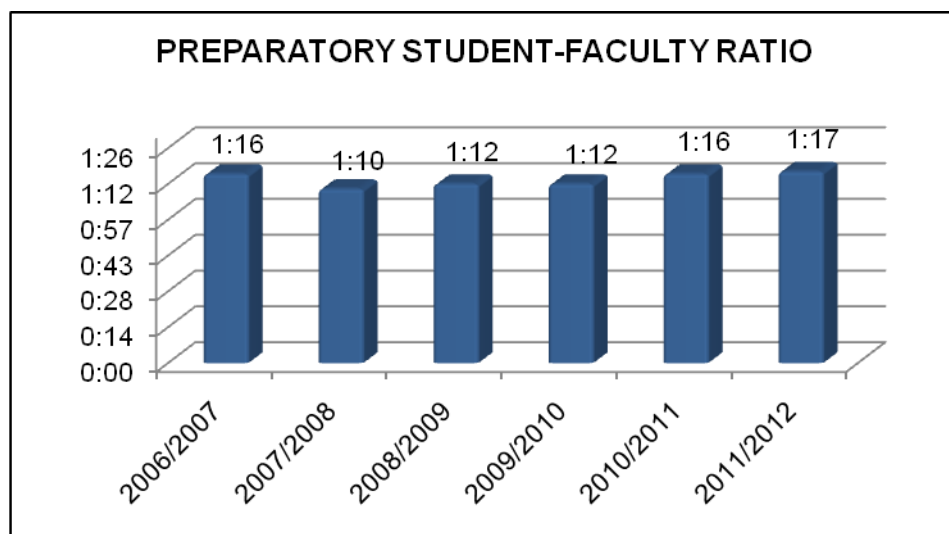


Figure 5: Preparatory Faculty – Student Ratio (2006-2012)



Figure 6 illustrates the PMU **Undergraduate Faculty- Student Ratio** for the period between 2006 and 2012. The data illustrates that the ratio of Undergraduate Faculty to Student has been consistent and stable for the past five years. This demonstrates that the faculty recruitment is growing at the same rate as student recruitment. The average ratio for the past 6 years is (1:13).

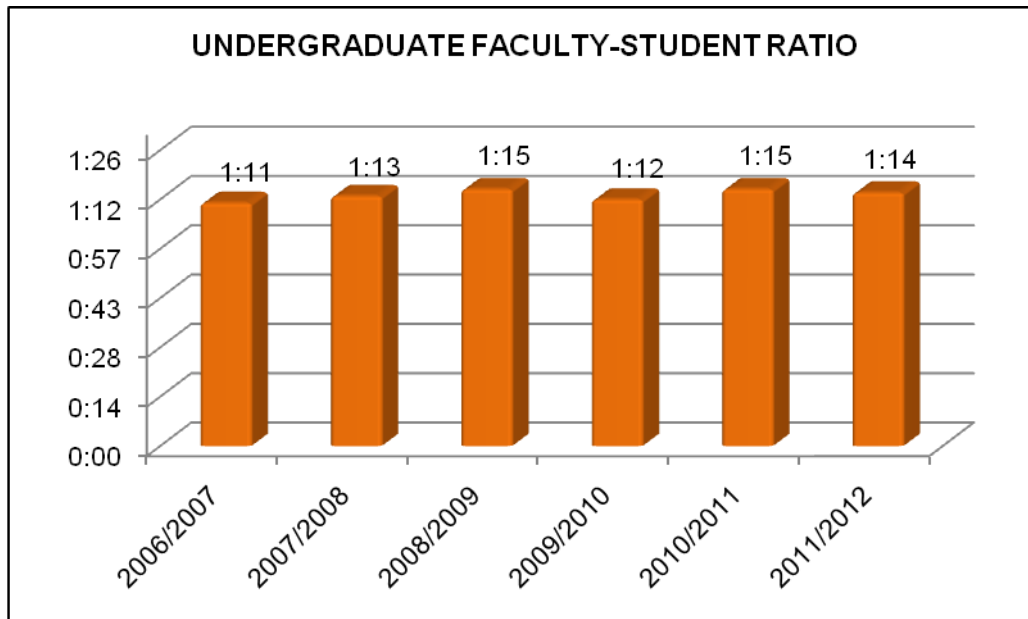


Figure 6: Undergraduate Faculty – Student Ratio (2006-2012)

B-6: Information about the institution’s accreditation status:

(Including the outcomes of any previous institutional reviews, and any conditions that were established)

As indicated in Appendix 2, PMU was granted its initial MoHE licensure in 1427 Hijri (2005). Since its launch, PMU has set in its strategic plans goals and initiatives to achieve institutional excellence and quality. PMU strategic plan 2007-2011 included Goal 10 on quality. The plan detailed initiatives that have been pursued by PMU Quality Center (later developed into a DQA in Sept. 2011). PMU is working to be worthy of accreditation from the following local and international accreditation bodies:

- **NCAAA: Institutional accreditation:**
This Report of Self-Study is PMU application to NCAAA to receive external review team to be considered for institutional accreditation
- **NCAAA: Program Accreditation:**
PMU has complied with NCAAA standards and periodic review system for continuous improvement in all degree offering programs on PMU campus. The compliance started since 2007 preliminary self-review followed by a scholarship



eligibility self-review visit by NCAAA reviewers in 2009 and full compliance cycles of all PMU protocol started Spring 2010. By the conclusion of this fall semester 2012/2013, PMU will conclude three consecutive academic years of NCAAA reporting and periodic review compliance including summer semesters. Two of these three consecutive years is after graduating PMU first cohort of graduates in April 2011.

- Southern Association of Colleges and Schools (SACS):
Institutional Accreditation: PMU has fulfilled the first requirement of participation in the mandatory “Pre-applicant Workshop” in April 2010. PMU is in the process to prepare application for SACS accreditation and had finished developing plans to comply with SACS requirements. Since PMU has complied with NCAAA protocol and has fulfilled eligibility requirements to apply for NCAAA institutional accreditation, PMU investment in continuous improvement will enhance its worthiness to apply for SACS accreditation. SACS has informed PMU that its compliance instruments for NCAAA accreditation are allowed to be used in its planned application for SACS accreditation. SACS was chosen to be PMU international accreditation body due its excellent and proven systems for decades in USA and due to the fact that PMU is a product of joint Saudi-TIEC 32+ member universities in Texas. All Texas Universities are under the SACS accreditation. Majority of PMU partner consortium universities are accredited by SACS. The PMU university system and curriculum stemmed from strong collaboration with TIEC and choosing SACS makes a lot of sense.
- Accreditation Board for Engineering and Technology (ABET):
PMU has two colleges that are ABET compatible: College of Engineering male programs of Civil, Electrical and Mechanical and College of Computer Engineering and Science programs of IT, Computer Sciences and Computer Engineering available for both male and female campuses. All PMU programs were mapped on comparable programs within the 32+ Texas universities within TIEC. As a result, PMU program learning outcomes, syllabi, course learning outcomes, course delivery, assessment, faculty qualifications, textbooks content, course list of topics covered, periodic review system, curriculum updating process, laboratories, computing, library, student support and many other aspects of PMU COE and CCES are designed with ABET compliance in mind. ABET *a-to-k* requirements are emphasized in every program in the colleges that is seeking ABET accreditation. It is a privilege for PMU to have such ABETS compatible system and curriculum that is expected to give it an edge over traditionally build regional universities. PMU pursuit of ABET



accreditation is guided by a well-established and detailed strategic plan that was prepared by ABET experts from USA back in 2009, much before graduating its first cohort in 2011. Appendix 11 includes a copy of PMU strategic Plan for ABET accreditation for the COE. A similar plan was mapped on this plan for the CCES.

In this regard, the following is a summary of major steps PMU has achieved towards NCAAA, ABET, SACS and AACSB (for COBA) compliance:

- The Quality Center was established in 2007 and Director was named.
- NCAAA standards were disseminated through PMU institutional and Academic units. Key personnel in all admin and academic units have been participating in NCAAA compliance procedures such as preparing periodic reports, course reports, KPI's and action plans to sustain continuous improvement
- PMU DQA instituted a recurring training program that targets new comers to PMU on NCAAA and quality procedures. All new faculties joining PMU went through this program which will continue to be offered.
- PMU DQA issued a faculty booklet (one-stop-shop) based on all requirements of academic accreditation from NCAAA. Each faculty and academic leader is given this booklet. DQA will continue to distribute and train faculty on this booklet.
- PMU Quality Committee (Headed by PMU Rector) was established and formulated several times to adapt to the growth of PMU faculty, student enrolment and staff
- In 2009, PMU launched a central, online site that includes all quality-related material, plans, documentation, standards and links to helpful information regarding accreditation.
- PMU executed complete system of NCAAA compliance reporting from all academic departments since spring 2010. The compliance cycle starts each spring and ends by the following fall. PMU has completed the following cycles of compliance:
 - Spring 2010 to Fall 2010/2011 including summer 2010
 - Spring 2011 to Fall 2011/2012 including summer 2011 (Academic compliance reports for fall 2011/2012 are due March 2012)
- PMU completed institution-wide report on self-study according to NCAAA protocol as follows:



- 2007: A preliminary NCAAA self-study report was generated and a visit was conducted by NCAAA to assess PMU students' eligibility to receive government scholarships.
- 2009: A revised NCAAA self-study report was generated and a visit was conducted by NCAAA to assess PMU students' eligibility to receive government scholarships.
- 2011: A thorough NCAAA self-study is under completion with formal input from all admin and academic units of PMU. The self-study of 2011 will be the first self-study after fulfilling the qualifying requirement of graduating the first cohort.
- 2012-2013 a revised SSR has been concluded based on NCAAA 14 recommendations of Sept. 2012
- PMU has launched quality awareness campaign through campus by conducting meetings between DQA personnel and members of each admin and academic departments. Each admin and academic department and college has designated members of quality committees allocated for each unit. A full organizational chart of the DQA is shown below indicating the current PMU quality structure.
- PMU Quality Center developed into DQA in 2011.
- PMU participated in the following activities related to compliance and improvement of quality nationally and internationally:
- PMU faculty members participated in tens of NCAAA training workshops held across the KSA by NCAAA training unit since 2009.
- PMU participated in the First Meeting of vice Rectors of Quality of KSA universities held in Riyadh Feb 2011. PMU presented a lecture on PMU quality arrangements and a conference paper on SACS institutional effectiveness.
- SACS pre-application workshop held in Georgia-USA April 2010.
- ABET pre-application summer meeting, Washington DC, USA, Summer 2011
- PMU was represented in AACSB meeting held spring 2011 by COBA representatives.
- PMU hosted on NCAAA workshop organized by NCAAA and The British Council in 2009.
- PMU DQA reviewed online contents and populated COE department WebPages with ABET compliant material. Aligned COE learning outcomes with ABET a-to-k learning objectives and assisted in reviewing and posting COE faculty profiles online on COE WebPages.



DQA authored a complete e-book for PMU application for SACS that will be populated with content from NCAAA self-review and submitted to SACS as an application late 2013.

B-7: PMU Quality Assurance Arrangements and Priorities for development: Introduction:

Since its inception, PMU founding pioneers have emphasized quality in the fabric of every component of the university system. The commitment to quality was not an add-on arrangement to PMU operation but a fundamental pillar in the design of the university. Not only the unique characteristics of PMU have positioned it to secure a clean slate privilege of the university starting days, but also quality was attached to its individual initiatives and foundation steps. PMU partnership with TIEC and the visionary Saudi pioneers who championed the framing of this institution brought a one-of-a-kind cumulative experience in higher education that mandated quality assurance. PMU selection of academic consultant, its partners in curriculum design, architects, vendors, student-centered university philosophy and more importantly people and faculty are living indicators of “Quality by Design” the university is built on. PMU founding pioneers came to the framing process with decades of higher education experience and a true comprehensive list of “what to avoid” in the design of PMU. Given the thorough experience of founding pioneers in the persisting challenges of mainstream Saudi higher education system, and the difficulty to produce change in traditionally build universities, they managed to take the establishment of PMU as a great opportunity to distinguish PMU from the mainstream. The founding pioneers with the help of an experienced academic partner like TIEC gave PMU a fresh start full of high standards of operation, curriculum harmony, synergy of PMU ancillary departments and an exceptionally compatible university infrastructure.

PMU first Strategic Plan Goal 10 states that: **“Apply quality criteria in all the University functions and procedures and seek accreditation from local and international accreditation bodies.”** This strategic goal was the fundamental driver to all PMU quality arrangements that have been taken since the launch. Additionally, one of PMU Strategic Plan guiding principles states that: “Continuously enhance the quality of faculty, administrators and staff”. The start of such arrangements was the establishment of PMU Quality Center in 2007. The following is a brief summary of arrangements PMU has taken towards Quality Assurance:





1- Establishment of PMU Quality Center:

In 2007, PMU Rector named a very experienced person in quality as its first **Director of Quality Center** who started the nucleus of PMU NCAAA compliance process. The Quality Center was steered by a **PMU-wide Quality Committee** chaired by Dr. Issa Al-Ansari. The fruit of that start was the completion of PMU first “**preliminary report on institutional self-study of 2007**”. That preliminary study provided an excellent “dry-run” exercise to all academic and administrative units within PMU to utilize NCAAA instruments of continuous improvement in quality. (2007 dry-run self-study is available for review upon external reviewers visit and is not attached to this report due to size limitation)

2- PMU Quality Center and Quality Committee “Scholarship Eligibility Report on Institutional Self-Study of 2009”:

PMU continued to utilize NCAAA instruments as its critical mass of faculty was evolving between 2007 and 2009. This continuous effort resulted in PMU first **scholarship eligibility “report on institutional self-study”** which was led by a larger group from PMU faculty and Staff and championed by one of PMU founding fathers (Dr. Mohammad Abdulghani, PhD in electrical Engineering with decades of experience in higher education in the Middle East and Europe) who was acting director of PMU Quality Center. The 2009 scholarship eligibility self-study was used during a visit conducted by NCAAA to PMU campus in 2009. NCAAA at that time was still in its establishment phase of development and a report was sent to PMU based on that visit. It is important to emphasize that PMU has gone through that scholarship eligibility self-study and NCAAA before graduating its first cohort of graduates and before becoming eligible for NCAAA application for institutional accreditation. Several recommendations were sent by NCAAA to PMU after that scholarship eligibility visit and PMU quality arrangements tremendously benefited from them. Mostly, the observation of possible grade inflation in some PMU departments was noticed by NCAAA. Upon that report by NCAAA, PMU took solid steps to improve the system. The VRAA office has communicated the need to train new coming faculty on PMU assessment guidelines as stipulated in PMU course syllabi and specifications. PMU leadership emphasized the need to stick to PMU grade standards during the annual faculty colloquium held the kick-off of each academic year. It is also important to emphasize that



faculty critical mass was still under construction and the period that followed 2008 have witnessed stronger faculty recruitment success stories that improved PMU operation.

3- Strategic Planning For NCAAA Accreditation (2009 and beyond):

With PMU's continued commitment to pursue quality assurance, more expertise in assessment and institutional research were added to its leadership. More experienced faculty members were tapped from USA, European and Australian graduates. The strategic planning for quality assurance implementation utilizing NCAAA protocol and standards which started in 2007 had culminated in 2009 by developing PMU Strategic Plan for NCAAA accreditation (Full version of this plan is included in Appendix 12. With the aim to fulfill PMU vision to become worthy of NCAAA accreditation, the 2009 Strategic Plan for NCAAA accreditation was designed. The plan was divided into two major stages: the stage to become NCAAA accreditation-eligible and the Stage to complete the thorough Self-Study for institutional accreditation and later NCAAA programs accreditation. Figure 7 below shows the two stages and the method PMU has arranged into two major blocks, orange and green for each stage.



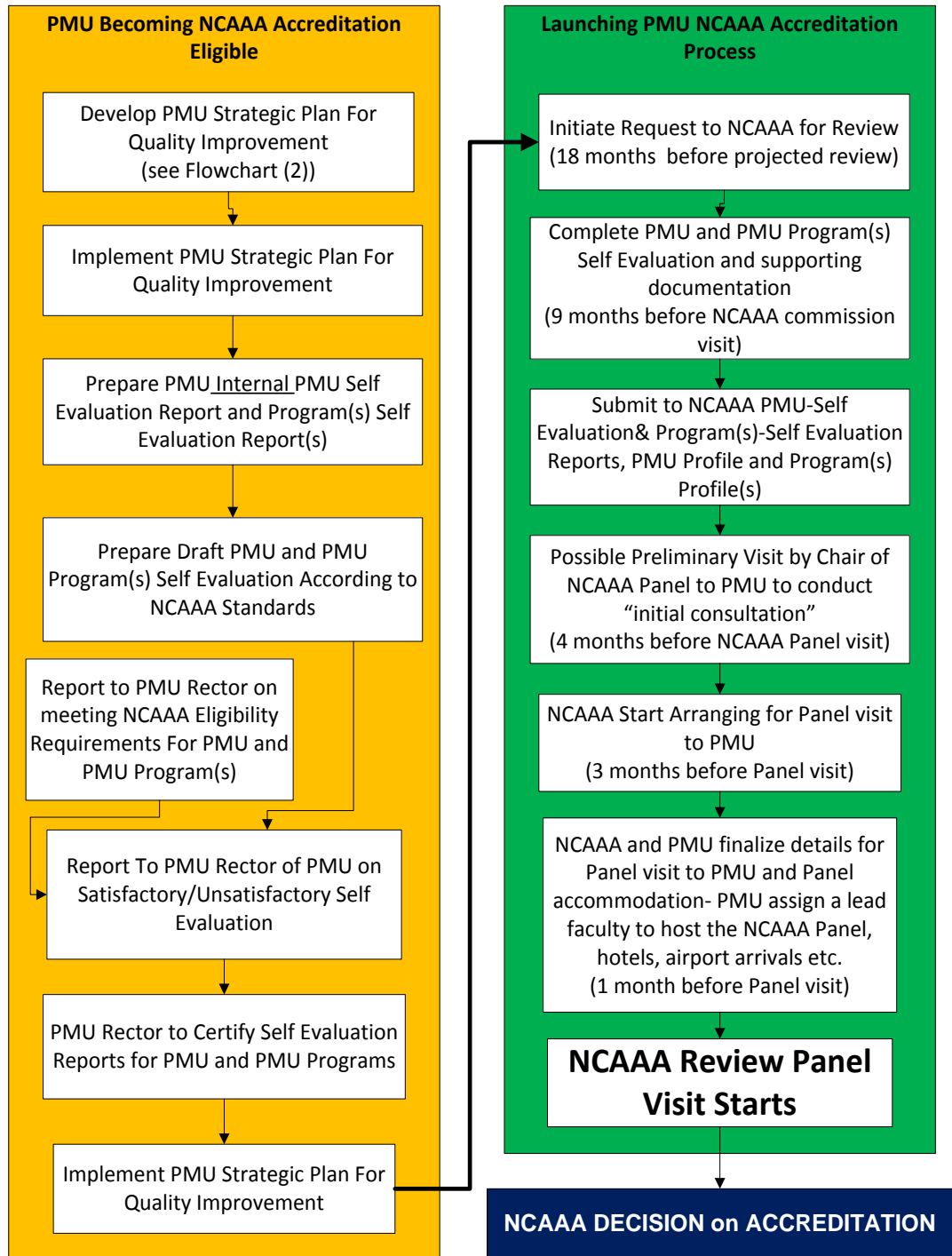


Figure 7: the Two major stages of PMU Strategic Plan for NCAAA Accreditation

Highlights of PMU Strategic Plan for NCAAA Accreditation (2009):

This section is excerpted from the full PMU Strategic Plan for NCAAA Accreditation included in Appendix 12. It should be noted that PMU implementation of these action items was steered by the DQA and under the full support and leadership of



PMU Founding Rector Dr. Issa Al-Ansari who dedicated weekly direct leadership to execute the strategic plan. PMU leadership also provided all the financial support the DQA needed to implement the programs within PMU that facilitated all the actions taken. Also it should be noted that this plan was based on NCAAA 2008 published handbooks and standards. Later in 2010, PMU updated the plan and Appendix 12 indicates revision. The excerpts from the strategic plan are shown below in *Italics*:

Orange Section: *Becoming NCAAA Eligible for Accreditation (Both Institution and Program(s)): This section requires the most efforts and contribution from PMU Administration, Faculty, Colleges Deans and Programs Chairs. Orange section is detailed in the remainder of this strategic plan.*

Green Section: *Once the orange section is completed to an acceptable level, the green section kicks in. The green section is dependent on the fruits of the orange section. This section is administered by PMU Director of Quality Assurance that should report to the Rector of PMU.*

Blue Section: *This is the section that will include NCAAA review period after conducting the Panel visit to PMU and reporting findings. Upon NCAAA decision of approving accreditation for PMU and its Program(s), this is the celebration time on one hand, and on the other hand the beginning of the planning process to maintain accreditation, continue quality improvement and prepare for Reaccreditation in Five years following the approval.*

Summary of Strategic Plan for PMU Quality Improvement:

PMU has established a position of Director of Quality and started building a committee for Quality Improvement. Flowchart below in Figure 8 summarizes a proposed PMU Strategic Plan for Quality Improvement based on the recommendations outlined in NCAAA Handbooks.

The process of planning for quality improvement for PMU:

The main purpose of the following sections was to detail action items and recommended approach to fulfill the ORANGE section of the strategic Plan for NCAAA accreditation (Figure 7): (adopted from 2009 Strategic Plan for NCAAA accreditation)



1. Establish PMU Quality Center*; assign Quality Officer for Each Program (Department):

PMU to establish a fully staffed Quality and Continuous Improvement (QCI) Center (Later kept its designation as PMU Quality Center and recently was upgraded into Deanship of Quality and Accreditation) and assign Quality officers in each Program (Department). QCI should be headed by a full time Director of Quality reporting to PMU Rector and staffed with Admin Office Assistant and a group of Quality Planning Facilitators. A typical Organization Chart for QCI (benchmarking major Midwestern universities in the USA) as shown in Figure 9.

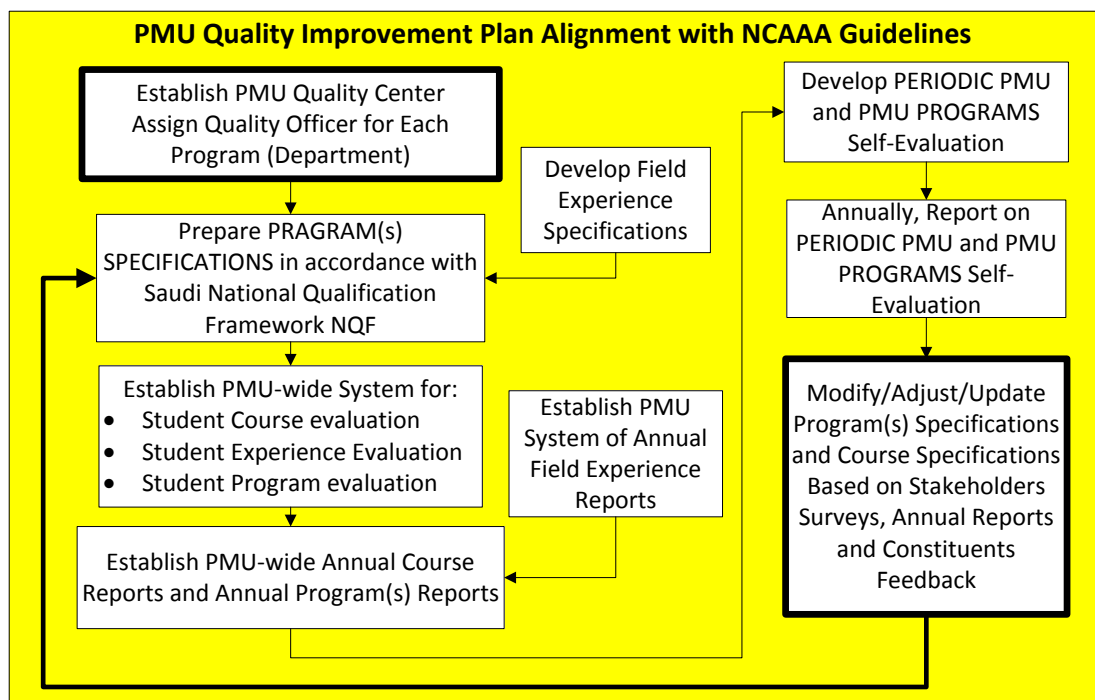


Figure 8: Flowchart Proposed PMU Strategic Plan for Quality improvement

* Recently was upgraded into Deanship of Quality and Accreditation



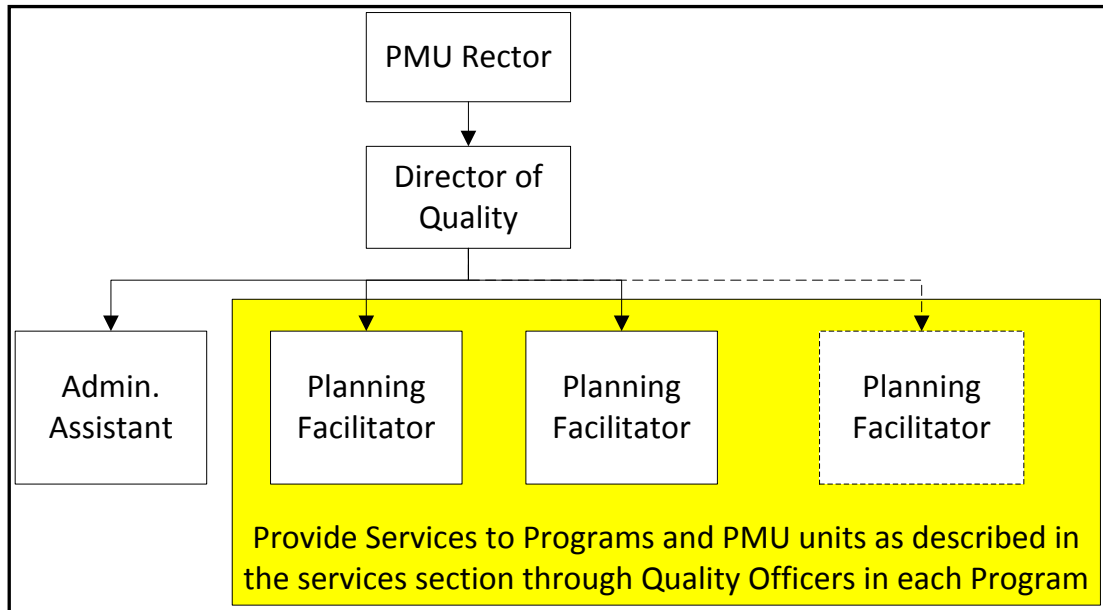


Figure 9: Organization chart for PMU QCI Center

Quality Center Mission:

To be a catalyst for continuously improving quality of Prince Mohammad Bin Fahd University, its operating units and academic programs.

Quality Center Services for PMU Units and Academic Programs:

- *Strategic planning for PMU and its Program(s) Quality Improvement*
- *Process improvement*
- *Project management*

Quality Center Facilitators Services for PMU Units and Programs:

- *Designing and implementing improvement projects*
- *Strategic, long-range planning*
- *Identifying annual goals and action plans*
- *Improving work processes*
- *Identifying and prioritizing learning outcomes*
- *Creating data collection systems to survey curriculum improvement*
- *Strengthening administrative support for departments*
- *Assist Colleges and Programs in establishing assessment system*
- *Manage PMU institutional and program(s) domestic and international accreditation policies and procedures*
- *Assist PMU as a liaison with domestic and international accreditation organizations.*





Director of Quality Skills:

- Strategic planning
- Process improvement
- Transforming curriculum
- Restructuring programs and departments
- Developing effective departments and improving administrative services
- Ability to coordinate collaboration between PMU programs and major Kingdom of Saudi Arabia Corporations

Planning Facilitator Skills:

Ability to help PMU academic and administrative units develop their strategic plans, improve their functions and services, and restructure their organizations - all with the aim of enabling them to carry out their missions effectively and efficiently. Knowledge of Assessment and Accreditation Process is crucial. Formal training and experience in facilitating team projects for quality and continuous improvement is required. This position is usually held by a Ph.D. holder in Educational Administration in major USA schools. For PMU as a starting point, planning facilitators can be tapped from full time faculty members who can go through a set of workshops to be trained as facilitators. Assessment and Accreditation training workshops can also help faculty members implement QCI programs.

NCAAA provides a set of good suggestions for establishing a new quality assurance system for new universities. These suggestions are rewritten below in PMU terms:

Get Central Support. Keep everyone informed

Get a good team to work with (e.g. PMU QCI Director, Facilitators and Program Quality Officers)

Evaluate current PMU situation

Define goals and objective for PMU QCI

Do some research: Benchmark what is out there, Learn what major universities are doing. Check out recourses available from comparable programs

Develop a strategy, tryout ideas, conduct pilots

Extend system





1. Prepare PRAGRAM(s) SPECIFICATIONS in accordance with NQF:

For each of PMU programs, PROGRAM SPECIFICATIONS should be prepared. NCAAA provided guidelines on how to prepare [program specifications](#) in the NCAAA Handbook for Quality Assurance and Accreditation in Saudi Arabia Part 2. NCAAA provides templates to be used in this process. A NCAAA template for preparing program specifications is included in Appendix A (attached to Str. Plan for NCAAA) at the end of this document. Guideline to complete this template for a typical university program is provided in NCAAA Handbook Part 2 pages 51 to 59 of March 2008 Draft.

A derivative of the Program Specifications is the [“Course Specifications”](#). Each PMU Program should develop Course Specifications for each course offered. NCAAA provides templates to be used to prepare [“course specification”](#). NCAAA provides guidelines on using course specifications templates (reference pages 87 to 90) of NCAAA Handbook Part 2, March 2008 Draft.

[Field Experience Specifications](#) is another child of Program Specification. Field Experience specifications should document the intended learning objective of field training course (usually off-campus) and indicate what should be done during the internship/co-op period.

2. Establish PMU-wide Evaluation System:

NCAAA recommend establishing evaluation system for surveying student feedback on:

- Student Course Evaluation: Conducted at the end of a course period
- Student Experience Evaluation: Conducted mid-way through a program graduation path
- Student Program Evaluation: Conducted at time graduating seniors are about to complete their programs
- Student Field Experience Evaluation: Conducted after graduation through reaching out to PMU Alumni or through surveying students' internship and co-op experience.





3. Establish PMU-wide Annual Course Reports and Annual Program(s) Reports and Field Experience Reports.

PMU Programs to develop a reporting system according to NCAAA reporting requirements. Course Reports are prepared each semester they are taught. NCAAA provides template for course report and guidelines to prepare course reports are listed on pages 91 to 100 of NCAAA Handbook Part 2, Draft of March 2008. Appendix G (attached to Str. Plan for NCAAA) lists NCAAA template for course Report

Program Reports are prepared annually as a compilation of course reports. NCAAA provides template for Program Reports and guidelines to complete these reports on pages 60 to 77 of NCAAA Handbook Part 2, Draft of March 2008

Field Experience Reports are prepared annually to document feedback from students during internship or co-op experience. NCAAA provides template for Field Experience Reports on pages 113 to 121 of NCAAA Handbook Part 2, Draft of March 2008.

4. Develop PERIODIC PMU (institutional) and PMU PROGRAMS Self-Study (Evaluation):

Periodic self-evaluation is the last chain in the continuous improvement loop. NCAAA provides guidelines and templates for institution and programs periodic self-study in Handbook, Part 2 Draft of March 2008. Self-study system is based on published NCAAA self-evaluation Scales for Higher Education of June 2009.

5. Report to NCAAA on Institutional (PMU) and Program(s) Periodic Self-Studies:

PMU and PMU programs should establish a system to report periodic self-study outcomes. These reports should act as a research reports for PMU and its programs to assist in closing the continuous improvement loop as shown in Figure 8. NCAAA requires that these reports on periodic self-study to be accompanied by completed evaluation scales as published by NCAAA and any other University Handbooks, Colleges' and Programs' Catalogs and other supporting quality improvement documentation. Guidelines and templates to achieve this reporting requirement are listed in NCAAA Handbook, Part 2 pages 122 to 174. These guidelines cover both PMU and PMU Programs.



6. Modify/Adjust/Update Programs and Courses' Specifications:

PMU should establish a system to harvest the fruits of annual and periodic self-studies for courses, programs and for PMU as an institution. Upon completing periodic self-study reports (in the format of a RESEARCH document with finding, lessons learned, conclusions and RECOMMENDED course of actions), PMU and its Programs should manage a process of updating. Generally, major USA institutions conduct **breakout workshops** (sessions) to revise periodic self-studies for institution and programs. Members of breakout sessions should be the stakeholders:

- Faculty
- Administration
- Students
- External Experts
- Constituents (PMU customers: people, corporations, organizations who receive recruit and interact with PMU graduates)

Breakout sessions should be conducted for programs self-studies outcome and PMU self-studies outcome. NCAAA publishes a flow chart depicting the overall quality improvement planning and review sequence as shown in the Flowchart below (Figure 10).

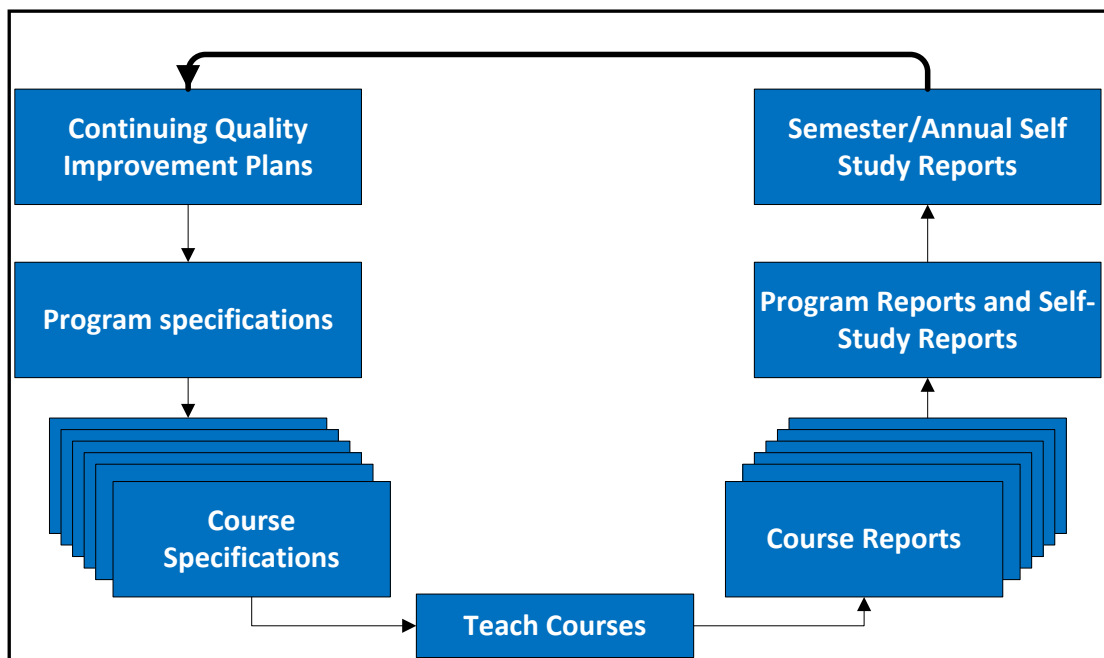


Figure 10: Flowchart of NCAAA Quality Improvement Planning and Review Sequence



1- PMU COE Strategic Plan for ABET:

While PMU Quality Center/Deanship of Quality and Accreditation was leading the implementation of PMU strategic plan for NCAAA accreditation, a Strategic Plan for ABET Accreditation was revised for COE and later will be developed for CCES. The COE Strategic Plan for ABET Accreditation was originally designed by collective efforts of PMU Dean of Quality, then in USA, with Dr. Mohammad Abdulghani, then Director of Quality Center and Dean of COE under the leadership of PMU Rector and PMU Secretary General Dr. Yousif Suleiman (Ph.D. Mechanical Engineering). The team brought USA experience of 9 years beyond Criteria 2000 of ABET. The design of COE strategic plan has been revised and enhanced by current Dean of COE, Professor Jamal Nayfeh. The main theme of PMU COE Strategic Plan for ABET Accreditation is to emphasize the inherent ABET compatibility within PMU System and Curriculum. PMU system design and curriculum content and delivery mechanism along with its assessment process is derived by a compound experience of 32+ universities in Texas, USA where majority of these universities is ABET accredited. A complete record of this plan is provided in Appendix 11. The following is major excerpts for the ABET plan action items included in the plan:

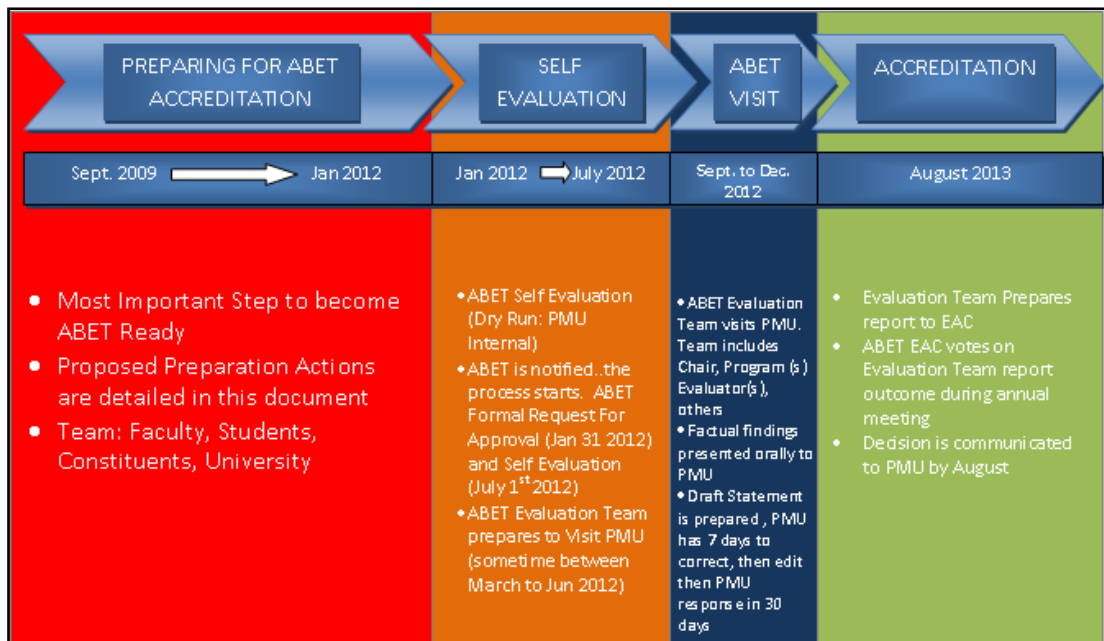


Figure 11: PMU ABET Accreditation Timeline

Action 1 COE should publish individual degree program educational objectives in view of ABET's nine accreditation criteria.



This process can be managed by forming an ABET committee in a typically large COE.

Action 2 Review description for each program core curriculum courses in line with Program's Educational Objectives. This description can be referred to as "bulletin course description". This is usually one or two paragraphs. PMU COE has this already done but revision of certain courses' description is advised to match applicable program objectives once developed. Example, COE GEEN 3311 course description is in need of revision.

Action 3 Develop and publish visual charts of standard four-year Degree Path. PMU has developed "Course Sequence" for each degree program; this action is to translate the course sequence graphically.

Action 4 Develop Detailed Profile for each course that lists (numbered) the following:

The above revised description (Action 3)

The course specific educational objectives Suggested (Departmentally adopted) textbook(s) and any supporting educational materials Link to departmentally designed course syllabus in current and past semesters.

Action 5 (Borrowing from the U. of Iowa) Each Faculty member to document ABET course objectives and assessment of educational outcome and procedures utilized during each semester for each course taught by the Faculty. The documentation can be captured by generating two documents at the end of the semester for each course. The two documents are Course Outcome Worksheet and Course Assessment Summary Report

Action 6 Each Course instructor to prepare and distribute a Course Policy at the first class meeting.

Action 7 Develop a training program for Departmental Faculty to cover the following aspects:

- ABET introduction and value of ABET accreditation to PMU, students and society
- Overall description of ABET accreditation process for PMU





- Define responsibility of Faculty with respect to:
- Continuous improvement: (Staying current in one's field, applying latest methods in teaching courses and revising syllabi frequently and documenting continuous improvement practices)
- ABET preparedness
- Achieving accreditation
- Maintaining accreditation

Action 8 PMU COE to establish living system to survey COE outcomes: This can be accomplished by developing the following surveying methods:

Survey program outcome of 2010 graduating seniors: The survey questionnaire should cover all COE vision statement and COE educational objectives in line with ABET accreditation requirements

Publishing and documenting of subsequent years' survey results

Action 9 Each degree program must develop, document and publish analogous survey systems for individual department graduating seniors in line with its educational objective and program outcomes.

Action 10 Inform, educate and train Students on the procedures used throughout each program to satisfy ABET accreditation criteria.

Action 11 Faculty to conduct End of Semester Course Outcome Survey for each course. Sample of an End of Semester Course Outcome Survey is shown in Appendix 2 (attached to Strategic Plan for NCAAA)

Action 12 Conduct annual (lunch) meetings with each department students and Faculty to review ABET accreditation process and the importance of recording course outcomes and keeping students awareness of the benefits of feedback to COE on a regular course by course basis. Orientation meetings can also be used to bring students' understanding of "Students are a criterion of ABET."

Action 13 COE to establish a system to annually survey outcome from Alumni in subsequent years after graduation. Exit interviews of graduating seniors are a good way to build Alumni database of contact information and collect survey data before departure to workplace.



Sampling of Alumni is ABET acceptable when the number of Alumni becomes big.

Action 14 COE to initiate a Professional Advisory Board for the College of Engineering and a Professional Advisory Board for each degree program within the COE.

Action 15 Establish a career service program within the COE to serve prospective graduating seniors in job placement. Career Service program can also solicit feedback on Alumni outcomes and employers emerging needs where the COE is sending graduates.

Action 16 COE to form an Assessment Committee from at least one faculty member from each degree program. As the COE develop preparation for accreditation, this committee will evolve into COE ASSESSMET Office reporting to Assistant Dean for Institutional Research, Planning, and Assessment. This title is also available at the level of Vice President in large Universities in USA. The use of all PEO's assessment tools discussed in this document can be utilized to device curriculum change and continuous improvement.

Action 17 (Borrowing from Cal Poly) Establish a system of "Student Portfolio" for all COE degree programs. Student Portfolio is a collection of sample work through the 4 years in a typical degree programs.

Action 18 COE is to adopt "rubrics" approach to evaluate outcome of core courses, student oral presentations and capstone design courses.

Action 19 COE faculty to start building "course outcome portfolio folder" (hardcopy or electronic)

Note of the above action items: A closer revision of PMU curriculum and assessment system and ancillary units can demonstrate to the reviewer that many of these action items are inherently implemented in PMU system and a need to produce them in ABET axiom was only needed.

2- Faculty Training and Orientation on NCAAA compliance:

PMU DQA has lead consistent and continuous efforts to train and orient faculty and staff on NCAAA standards. This effort was a regular event that



took place every semester by conducting training workshops for all incoming faculty on PMU compliance and quality assurance arrangements. The workshop is conducted during an evening of Wednesday where most faculties had no classes. Workshops are designed to provide faculty and academic unit leaders with all necessary information needed to get up to speed on PMU Quality Arrangements. Each participant is presented with an NCAAA Faculty booklet which was prepared by the Deanship of Quality and Accreditation from NCAAA published standards. The booklet material is also posted on PMU DQA WebPages under “Accreditation Information”. Appendix 13 is a detailed account of some of PMU training workshops.

3- PMU Break-out Sessions for NCAAA Self Evaluation Scales:

PMU Quality Center developed a system of break-out sessions where each department chair spend a whole-day breakout session with all faculty, staff, invited students and stakeholders to achieve the following:

- Review Program goals, objectives and alignment with PMU vision and mission and learning outcomes.
- Assess the performance of the program utilizing NCAAA self-evaluation scales
- Develop action items to address opportunities for improvement that are time-bound and resource defined
- Develop Key Performance Indicators subcommittees within the department
- Conduct draft program self-study and address Learning & Teaching feedback for PMU-wide report on institutional self-study for NCAAA

Similar Breakout sessions were conducted at the college levels for the three colleges: COE, CCES and COBA.

Each academic unit within PMU provided a comprehensive account of all proceedings of the breakout sessions. Breakout sessions proceedings can be viewed by reviewers upon visit. PMU DQA archives copies of these proceedings and each department hold them as continuous improvement instruments.

Appendix 14 provides sample account of PMU-wide communications regarding these break-out sessions. It is the plan for PMU DQA to continue to lead these breakout sessions and have them done annually.



Last spring 2011 was PMU DQA first season of these breakout sessions. PMU DQA has learned a lot and will capture lessons learned in the coming sessions of spring 2012-2013.

B-8: Special issues affecting PMU's operations:

None

B-9: Summary of PMU Strategic Plan:

PMU Strategic Plan 2007-2011 was the prime mover of the university march towards realizing PMU vision and fulfilling PMU mission. The Rector of the university and the senior management are held accountable to the Board of Trustees to report progress on implementing the plan. Regular Board of Trustees meetings held over the past five years received written reports on the achievement of the initiative designed in this plan. The university is constructing the final few facets of the updated Strategic Plan 2012-2016 as PMU write this report. The Strategic Plans is small but concise document of 15 pages. The word "quality" was mentioned several times throughout the plan with a fully dedicated strategic goal for quality and two dedicated strategic initiatives. The following is a summary listing of Goal 9 component of PMU Strategic Plan 2012-2016 and corresponding initiatives:

Goal 9:

Continue to apply quality criteria in all the University functions and procedures and seek accreditation from local and international accreditation bodies

Initiative 8.1: Pursue NCAAA and ABET Program Accreditation and SACS institutional accreditation.

- Achieve total NCAAA compliance throughout PMU administrative and academic units.
- Pursue NCAAA program accreditation for the College of Engineering, College of Business Administrator and College of Computer Engineering and Computer Science and submit program self reviews upon receiving NCAAA institutional accreditation.
- Bring Mechanical, Electrical and civil Engineering Programs into total ABET compliance by the end of 2012.
- Bring PMU in to total SACS compliance by the end of 2013
- Apply for SACS Accreditation by the end of 2012



- Improve College of Business Administration readiness for AACSB by the end of 2012 and submit assessment report to PMU Senior Management for feasibility of getting AACBS by end of 2012.

Initiative 8.2: Maintain compliance with local and international accreditation agencies by mandating continuous quality improvement throughout PMU using NCAAA, SACS, ABET and AACSB instruments.

- Spread the culture of quality throughout PMU Colleges and Departments by providing related information and training faculty and staff on quality requirements.
- Recruit staff specialized in quality issues and training to help in enhancing quality on the male and female campuses.

The Strategic Plan components related to achieving quality are so clear that implementing them was in-line with universal standards of quality in higher education. PMU is guided by these initiatives and its updated Strategic Plan includes lessons learned from the first five years in operation. Complete Strategic Plan 2012-2016 is provided in Appendix 6.

B-10: A list of matters that are of particular interest to the institution and on which the institution is seeking comment and advice in the review:

PMU seeks feedback and comment from NCAAA review committee on the following matters:

- 4- PMU-TIEC system and curriculum structure
- 5- Faculty/Student ratios
- 6- Projected student enrolment plans
- 7- Master Degree programs in all colleges
- 8- PMU 2012-2016 Strategic Plan
- 9- Learning outcome development for new programs





Self Study Process



C. Self-Study Process:

The Self-Study Process used in this NCAAA Application for Full Accreditation followed progressive steps through several steps. It should be noted that the overall process followed was initially benchmarked against a group of major American universities in the Midwest.

C-1. Becoming NCAAA Accreditation Eligible:

The first phase in this initial NCAAA application process was to become Accreditation Eligible. To accomplish this initial phase the following steps had to be carried out satisfactorily:

First, PMU needed to establish a more fully staffed QCI Center and assign Quality officers in each Program (Department). The PMU Quality Center is now headed by a Director of Quality, reporting directly to the PMU Rector, and staffed with an Admin Office Assistant, and a Quality Coordinator. In addition, each academic program and administrative department now has a Quality Officer assigned to lead each newly instituted quality team or committee. Figure 12 below depicts the organizational chart of PMU DQA.

Second, PMU started implementing the Strategic Plan for NCAAA Accreditation starting spring 2010. The implementation emphasized on training all PMU faculty, academic leaders and administrative staff on NCAAA protocol. NCAAA training workshops was delivered by DQA regularly until all existing and incoming faculty and staff were trained.

Third, DQA with the collaboration of all academic leaders and senior management of PMU instituted total utilization of NCAAA assessment and periodic review instruments. During the early stages 2006 to 2009, PMU had complied partially with utilizing NCAAA instruments due to the fact that PMU was going through transition period of building its critical mass of faculty and staff. By 2009 up-to-date, PMU was positioned properly to mandate total compliance. It took tremendous efforts from all academic and admin units to institute NCAAA instruments into the system.



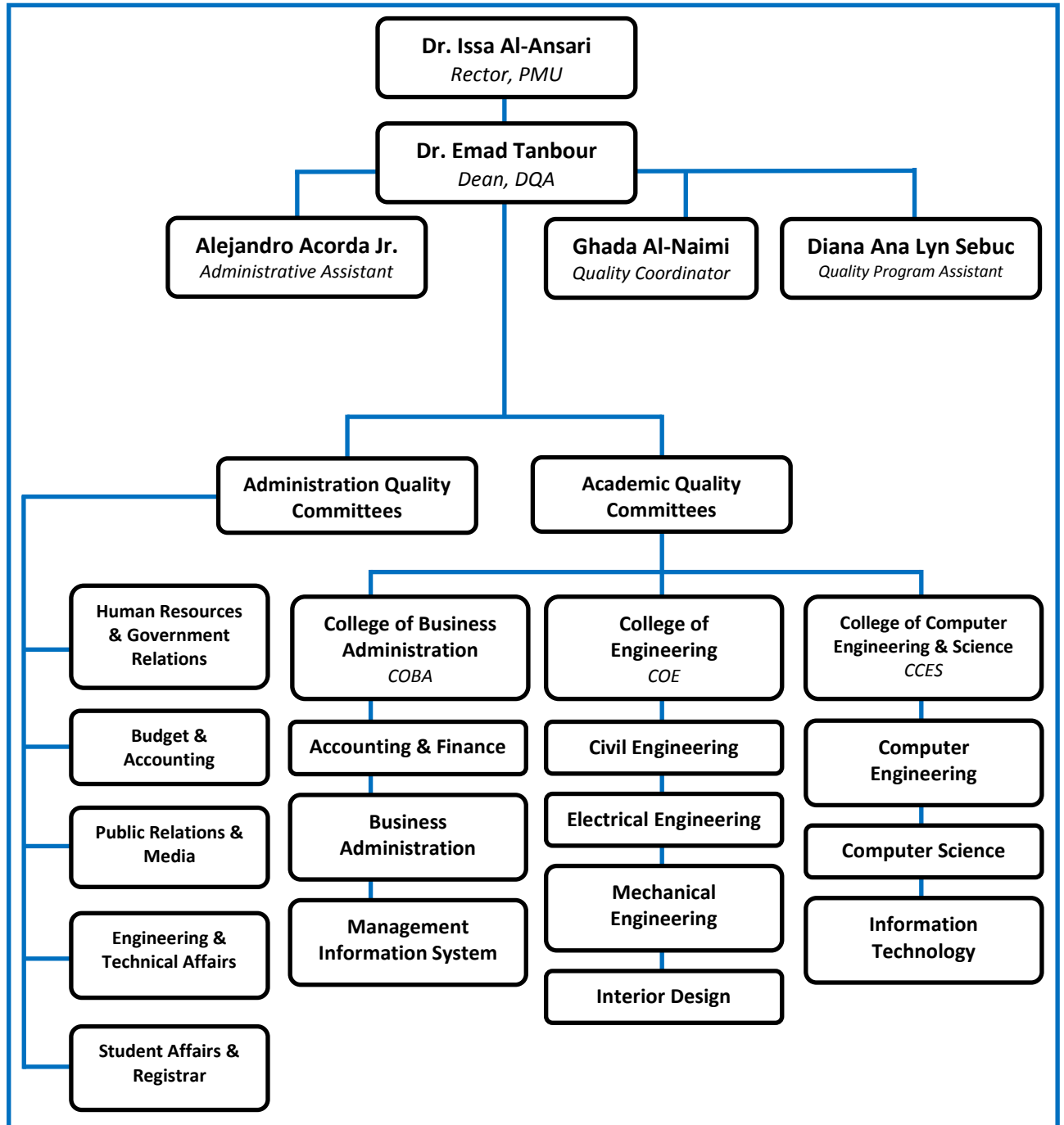


Figure 12: DQA Organizational Chart

It must be emphasized that PMU’s approach to NCAAA compliance was aided by a strong system design start. This is due to PMU’s system and curriculum which was built with all components needed to populate its program specifications, course specifications, learning outcomes and many more compliance requirements. Starting spring 2009, PMU academic units provided 85% to 100% of course reports, course specifications, field experience specs, field experience reports, course and program surveys on a regular basis. The DQA worked closely with all academic and



admin units to schedule deadlines and to propagate NCAAA instruments utilization. Since the NCAAA instruments are prepared with different time scales (some are per semester while others are annually), PMU managed to communicate with all concerned parties to emphasize importance of meeting deadlines and delivering compliance reports on a timely manner. The DQA also facilitated the utilization of NCAAA protocol into departmental reviews for continuous improvement.

C-2. Periodic Program Self-Study Reports (Academic Units):

PMU began with the development of the Periodic Program SSR that funnel information up to the College Self-Study Report. The DQA prepared document packages for each member of the Program Self-Study quality teams, demonstrated the location of NCAAA documents on the DQA webpage, provided a written set of session guidelines, introduced the process to the quality teams at the outset of their work and remained available to monitor progress and assist with any questions of problems that might arise during the meetings. PMU also provided both morning and afternoon light refreshments and catered lunch to the session participants in order to build a sense of community and shared purpose and to help maintain focus and energy during the day long sessions. A gallery of breakout session photographs documents the processes undertaken and can be found on the PMU Quality Center webpage:

http://www.pmu.edu.sa/v4/quality_center/acc_information.asp

The central purpose of the sessions was not to attempt to complete the Program Self-Studies in one sitting; rather, Chairs and internal committees had already completed some aspects of the required work and the Chairs and internal committees were charged to continue the work at hand until completion. The more intrinsic purpose of the breakout sessions was to promote and ensure full engagement and participation across broad spectrum of stakeholders. Breakout sessions aimed to complete as much of the work requiring full faculty or broader input as possible in one venue with all parties and resources present. Thus, the Program Self-Studies function like a funnel to collect input, compress this input, and funnel it up to the next level in the reporting process. These breakout sessions served PMU very well since they have improved team work among quality committees and provided full participation of all faculties in each unit.

The next step in the process then was the College Self-Study breakout sessions which led PMU back to review and revise portions of the continuous improvement cycle advocated by the Quality Center and adopted from NCAAA protocol. In a nutshell, the same process of providing guidelines and support from



the Quality Center was followed in the College sessions as was followed in the Program sessions. These sessions brought together the Dean of the College and the Chairs of the individual programs within the College to review the Program Self-Studies, and the documentation presented as evidence to support the conclusions offered in the Program Reports, in order to craft a comprehensive College Self-Study which in turn would be used to inform certain aspects of the Institutional Self-Study. A secure room was procured to store the accumulated NCAAA documentation and systems for both tracking submitted documents and controlling documents once in hand were instituted.

The concept of Continual Improvement requires that a system to review and revise current practices based on the results and analysis of these results is created. PMU has begun the internal self-review processes required to fulfill the Quality Center's Continuous Improvement flowchart (Figure 10). As noted previously, the breakout session system that PMU benchmarked against is the breakout session system used in major American universities to promote full engagement across the complete range of stakeholders. Thus, periodic breakout sessions involving faculty, administration, students and external advisors is being implemented. These sessions will enhance instruction at PMU by assisting in the revision of Program and Course Specifications. In addition, they provide a model to be used in the overall Institutional Self-Study Process. This review process leaves each college and department with the documents and analysis to continue onto the next round of work in the Continuous Improvement cycle. Each academic unit was now equipped with all self-evaluation scales completed and strengths & opportunities for improvement identified. Each academic unit was able to use that to develop priority action plans to address each opportunity for improvement. The DQA developed 49 Key Performance Indicators (KPI's) to be used by each academic unit to assess quality and performance. These 49 KPI's was developed with the help of NCAAA protocol understanding and the experience of PMU faculty and Quality teams in specific in USA higher education system. Later in the standard section, the outcome of these efforts will be presented.

C3. NCAAA 11 Standards, Self-Evaluation Scales and KPI's (Admin Units):

For Admin Units, the Institutional Self-Study process required different arrangements and processes followed for the academic department and college Self-Studies. On the other hand, due to the intensity of the daily workload for the Administrative departments, day-long breakout sessions were substituted by tightly focused mini-breakout sessions between administrative quality teams and the quality center representative(s). Each quality team met with the quality center at least one



time for the: initial review of the purpose of the Self-Study, review of the supporting documents, review of star rating for self-evaluation scales and webpage materials. In addition, the quality center provided further support via additional meetings to assist in problem resolution, evidence review or to consider where responsibilities and evidence might be cross-referenced. DQA established filing system that contains QC Meeting Minutes that document these types of supportive meetings. These meeting minutes are archived for further improvement to the process in subsequent reviews in the future.

The nature of this more individualized approach to the Self-Study Process required some adjustments on behalf of the quality center in regards to the production and control of the documents as they were prepared by either the particular administrative department or where the quality center took the lead role in the assisting evidence gathering process. In order to view the documents in as much of a review gallery sense as possible, a large bulletin board was placed in the quality center and portions of the Institutional Self-Study were placed for review in the order they would be read by the reviewers. Each narrative section was thus able to be seen with its related documents. The physical presence of the growing document allowed for ease of review and discussion. This visualization of the full report, perhaps most importantly, allowed the overall sense and purpose of the NCAAA Self-Study Process. Once able to be seen in its entirety, the full magnitude of the NCAAA Application process was clarified to the members of the university staff, faculty and administrative team.

All admin units received itemized KPI's carefully tailored by joint efforts of DQA and leaders of each unit. The KPI's were segmented to map the relevant indicators for each admin unit and completely based on NCAAA protocol and 11 Standards. The following is the list of KPI's for all admin units.

A thorough review of the first stage drafted Self-Study was conducted by the DQA with input from PMU administration and staff prior to the completion of the second stage draft document.

The last phase of the Self-Study Process is the Institutional Self-Study production of the complete document. This overall NCAAA application process has been managed by the PMU DQA to produce this and all of the documents currently under review by the NCAAA Review Team. Anchoring the Self-Study Process is the PMU NCAAA Strategic Plan which set out the steps in the processes followed up to this point and described the initial desired Quality Center administrative structure



which was revised; resulting in the current PMU DQA Organization chart shown in Figure 12 earlier in this report.

For further examination of the process used in the self-study, an account some of related documents highlighting the process, the communications, announcement, presentations, meeting minutes etc... , are appended in Appendix 15.

The following list itemizes the PMU KPI's stemmed from NCAAA and expanded to address all aspects of university academic and administrative units. This was requested to be developed from each college and department/unit within PMU:

Standard/Broad Area	Key Performance Indicator
Management of Quality Assurance and Improvement	<ol style="list-style-type: none"> 1. Percentage of courses in which student course evaluation has been completed in the past years. Please show trend over time. 2. Proportion of programs in which there was independent verification within the institution of standards of student achievement during the year. 3. Proportion of programs in which there was independent verification of standards of student achievement by people external to the institution during the year.
Learning and Teaching	<ol style="list-style-type: none"> 4. Students to full time teaching staff ratio in the University 5. PMU overall student rating of their courses. Please show trend over time. Percentage of undergraduate students enrolled in PMU who successfully pass the freshman year 6. Percentage of undergraduate students enrolled in PMU who complete their degree within 4 academic years 7. Percentage of PMU undergraduate students who get employed within 6 months of graduation. Please show trend over time 8. Percentage of PMU undergraduate students who get





	<p>employed in professions closely related to their field of study. Please show trend over time</p> <p>9. Percentage of PMU undergraduate students who secured employment within the first year of graduation. Please show trend over time</p> <p>10. Total number of full time teaching staff in the University</p> <p>11. Percentage of full time faculty in the University with verifiable doctoral degree</p> <p>12. Number of computers accessible by students per student in the University</p> <p>13. Level of success of the University in realizing its learning outcomes and competencies in its graduates.</p>
Student Administration and Support Services	<p>14. Number of students or alumni who were recognized nationally or internationally in the areas of sport, arts, culture, environment, leadership, citizenship or similar fields in the past three years</p> <p>15. Percentage of PMU-wide student retention rate. Please show trend over time</p> <p>16. Proportion of graduate students to all students. Please show trend over time</p> <p>17. Percent of non-Saudi students in the student body. Please show trend over time</p> <p>18. Percentage of PMU-wide student retention and drop-out rate. Please show trend over time</p> <p>19. Survey of student satisfaction and adequacy of counseling services provided over the past 4 years. Please show trend over time</p> <p>20. Number of students participating in campus-life and development projects as a percentage of total student body. Please show trend over time</p>





	<p>21. Survey of employer, community, parents or business community satisfaction of the level of achievement of PMU graduates. Please show trend over time</p>
Learning Resources	<p>22. Number of web services membership/subscriptions as a proportion to all PMU degree offering programs. Please show trend over time</p> <p>23. Number of periodical subscriptions as a proportion to all PMU degree offering programs. Please show trend over time</p> <p>24. Evaluation of library services by PMU students. Please show trend over time</p> <p>25. Number of books held in PMU library as a proportion of the number of PMU students. Please show trend over time</p> <p>26. Data on visits made to the library by students, staff and the public. Please show trend over time</p> <p>27. Total annual expenditure in the library as a proportion to the number of PMU full-time students (SR per student)</p> <p>28. Percentage of teaching staff participating in professional development activities during the past year. Please show trend over time.</p>
Facilities and Equipment	<p>29. Total number of class rooms</p> <p>30. Percentage of smart classrooms</p> <p>31. Annual expenditure on IT per student</p> <p>32. Internet bandwidth per user</p>
Financial Planning and Management	<p>33. Total PMU operating budget expenditure per student</p> <p>34. University revenue generated per full-time faculty (SR per full-time faculty)</p>





	<p>35. Net income of PMU as a percentage of operation budget</p> <p>36. Audits of budget performed internally or by external auditors</p>
Faculty and Staff Employment Processes	<p>37. Percentage of international faculty</p> <p>38. Percentage of international staff</p> <p>39. Ratio of PMU students to PMU non-teaching staff</p> <p>40. Percentage of faculty who left PMU the past due to reasons other than retirement... Please show trend over time</p>
Research	<p>41. Number of refereed publications per full time teaching staff in each year of the past four years</p> <p>42. Number of full time teaching staff in the University with at least one refereed journal publication as a percentage of total full time teaching staff</p> <p>43. SR funds available externally for research and projects per full time teaching staff in the University</p> <p>44. Percentage of full time teaching faculty who received external research/project funds as a proportion to total number of teaching staff in the University</p> <p>45. Number of research projects that was published as patents nationally or internationally per full time teaching staff in the University</p> <p>46. Percentage of faculty members who are active in research and are qualified as thesis advisors for graduate students in the University</p>
Community Service	<p>47. Percentage of full time teaching staff that was active in community service programs.</p> <p>48. Number of continuing education programs offered to community</p> <p>49. Data on PMU image among community, newspapers and other media coverage data, statistics and samples</p>





D

4

Context of Self Study



D: Context of Self-Study:

This section describes both the Environmental and Institutional contexts in which this study was conducted. Important details pertaining to the external environment in which PMU operates are described. In addition, notes is taken of both changes that have occurred or are expected to occur which could affect PMU. Areas to be considered include, but are not limited to: economic or social developments, changes in population or demographics, changes in government policies, developments at other institutions.

Two central documents found in the Exhibits section are the Synopsis of the TIEC Document that benchmarks PMU's administrative processes and academic programs against thirty-two established American universities and the initial Market Study conducted at the first step in the Strategic Plan to create PMU.

D-1: Environmental Context:

PMU system (Jointly developed with Texas International Educational Consortium, TIEC) inherently embeds benchmarking of the PMU curriculum and the system of university governance against over thirty-two (32) established American universities.

Initial market study led to the decision to establish PMU initially with three colleges. A fourth college, CAS, was added at 2011 with programs approved by MoHE.

As PMU adds new programs, external input is solicited prior to submission of documentation to the Ministry of Higher Education. For example:

- Master's Degree in Human Resource Management: Reviewed by King Fahd University of Petroleum and Minerals and Aramco
- College of Computer Engineering and Science curriculum: Reviewed by Aramco.
- Graduate Program in Education: PMU conducted an external survey of local parties showing strong interest in proposed program.

After graduating the first cohort, PMU commissioned TIEC to jointly review all curriculum updates done by PMU colleges during the first five years. Reports were provided to TIEC on all courses added to curriculum and some degree plans updates. TIEC, jointly with PMU faculty and senior managements along with a group of several academic consultants from Texas are conducting this curriculum review.

An increase in Saudi Arabia Government student financial aid has helped increase current enrolment from socio-economic components of local society that could have



been unable to enroll in a private university like PMU. This attracted a segment of new students that has greater incentive to do well in college due to economic reasons.

Due to projected increases in student enrolment, PMU has received approval to increase campus size by 100,000 sq. meters. This expansion will increase the PMU campus from 350,000 sq. meters to 450,000 sq. meters.

- PMU is currently constructing graduate level programs as previously stated in this report.
- Each program is being constructed in strict accordance with NCAAA accreditation requirements.

PMU/TIEC system, curriculum and all PMU establishment documentation are displayed in a large number of bound volumes that are available for reviewers to examine upon visiting PMU.

Brief Information on TIEC

With home offices in Austin, Texas, the Texas International Education Consortium (TIEC) was established in 1985 to meet needs of international students and their sponsors. Today TIEC provides services through both its Institutional Services Programs and its Study and Training Programs. Building upon its early success in offering international sponsored student programs, TIEC expanded its efforts in international education by creating a successful consulting program focusing on the design of new international universities and the curriculum development. TIEC draws from the thirty-two universities of Texas' system's accumulated experience and expertise. This depth and breadth of experience and expertise – drawn from one of the most respected university systems in the world – allows TIEC to benchmark the programs it offers against already successful programs. This benchmarking delivers a degree of administrative and academic consistency and homogeneity to international universities as they begin their work of preparing tomorrow's leaders and innovators.

TIEC and PMU Collaboration

TIEC collaborated with PMU in order to determine the best responses to the initial educational needs of the region to be served by PMU. To accomplish this task, TIEC created a consulting team comprised of sixty-five sub-teams (132 faculty members) from thirty-two universities. These teams addressed



both administrative requirements and the academic requirements for PMU. Areas covered include, but are not limited to Faculty qualifications, academic and administrative departmental structure, curricula, consistency of academic awards with international standards, strategic tasks such as facilities planning and PMU's defining characteristics, policies and procedures and the university IT system.

The design phase covered two years and featured exchange visits. During this time, the TIEC teams considered possible responses to the initial educational needs and then created the TIEC Document in response to these needs. The TIEC document allowed PMU to start its educational processes with mature plans for university governance and its initial academic programs in hand, rather than starting the school and developing these necessities *ad hoc* as is often the case in international education. After the design phase ended, the operational contract covered an additional two years to offer support and guidance as PMU began to teach its first students.

Through this initial investment of both capital and human resources, PMU has provided itself a mature system of both academic and administrative guidelines, policies and procedures that ensure the university has the proper resources to respond to the needs and challenges of both its every day operations and its future growth. The TIEC document benchmarks PMU against some of the best American universities and provides the model that PMU seeks to emulate as it grows into a mature university.

D-2: Institutional Context:

In general, PMU has made steady progress toward full implementation of PMU's initial planning and been fortunate to add as positive developments externally driven graduate programs. These graduate programs will allow PMU to better serve the regional educational needs.

Positive implications for this review include:

- Faculty recruitment and complete staffing of many programs has enhanced both the continuity and comprehensiveness of said programs.
- Retention of key personnel within colleges and administration provides both institutional continuity and PMU familiar personnel who provide a strong foundation for the next stage of development.
- No negative risks hindering the continued development and operation of PMU.

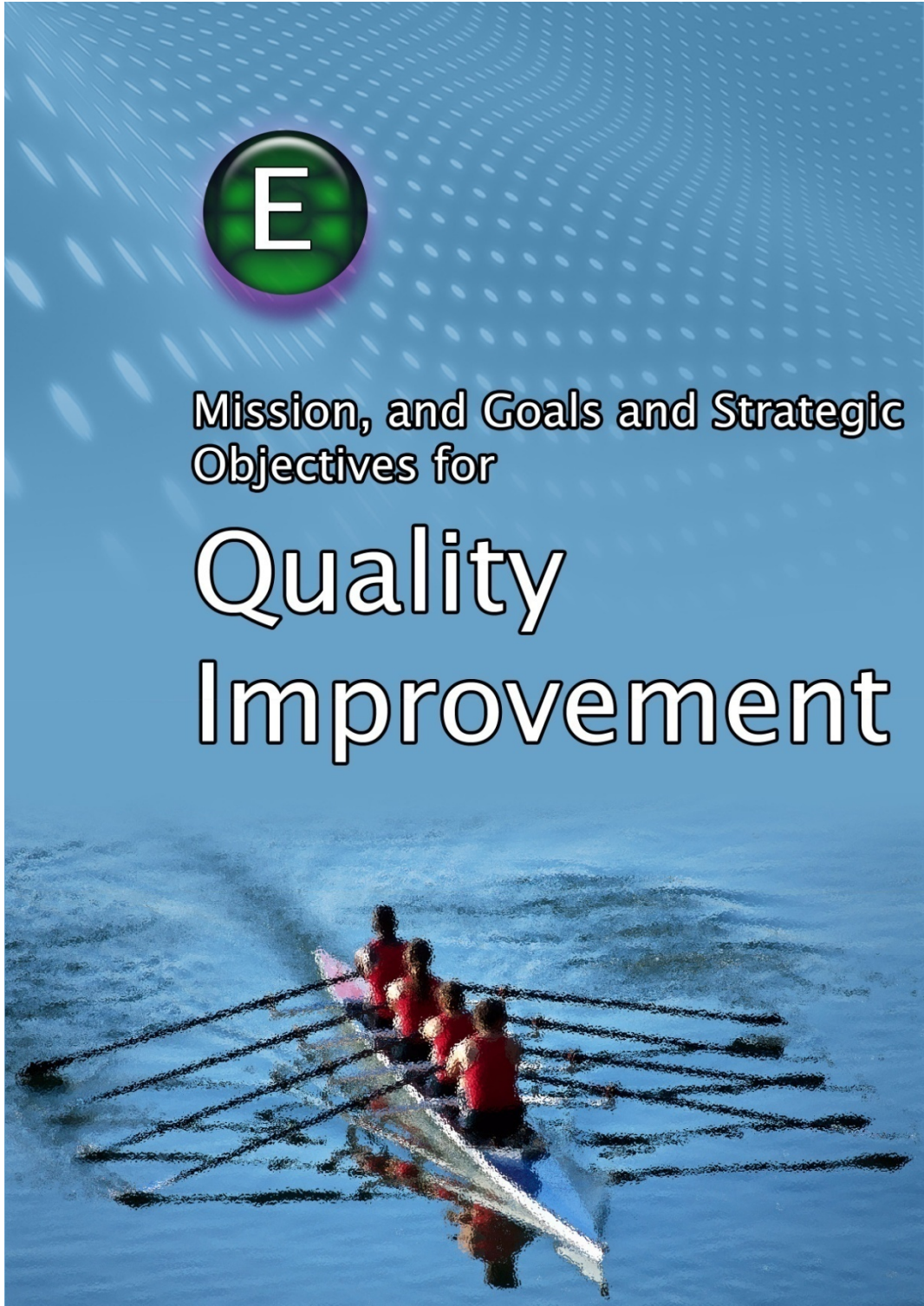




5

Mission, and Goals and Strategic Objectives for

Quality Improvement



E. Mission, and Goals and Strategic Objectives for Quality Improvement:

E-1: Mission of PMU:

PMU Mission and Vision Statements are posted on many locations through campus. Sample layout of these postings is attended to this section below.

The continuing rapid development of Saudi Arabia and the growth of various new sectors of the Kingdom's economy call for a substantial number of graduates capable of leadership in diverse fields such as: business, engineering, information technology, culture, education, community development and public administration. New universities will be among the potential contributors to ensuring that the Kingdom has the necessary personnel and foresight to rise to the challenges ahead. With the needs of a rapidly developing Saudi Arabia in mind, Prince Mohammed University was founded.

Prince Mohammad University's mission is to achieve the following objectives:

- Contribute to advancement of human intelligence and promulgation and development of knowledge.
- Prepare specialized candidates in various fields of human knowledge through utilizing modern technologies in the education process.
- Encourage the graduate to play a pioneering and leading role in the community, by teaching him or her how to take responsibilities and to contribute to the solving of problems through innovative thinking, collective work, reflection and self-development.
- Link academic programs and specializations with actual requirements of the surrounding work environment. This is undertaken by maintaining effective participation and cooperation between the University and local business firms.
- Guide research activities to create solutions for persistent problems in the surrounding communities, through applied research and technical consultation. The importance of performing basic scientific research for enriching human intelligence will be emphasized.
- Provide community service through training and education.



E-2: Summary of PMU Strategic Plan for Quality Improvement:

The PMU Quality Center was first organized in 2006-2007 academic year and took the initial steps in developing an institution wide Quality Assurance program. In 2009 PMU named Dr. Emad Tanbour as Quality Center Director. The Quality Center is the focal point of PMU quality improvement activities. It houses all instruments that are employed by all PMU units to achieve academic and institutional quality standards. PMU Strategic Plan for Quality Improvement is included in Appendix 6 and was detailed in previous sections. As this is PMU's initial application for full accreditation, the majority of goals and objectives are summed in the Strategic Plan to obtain NCAAA Accreditation.

Following is a list of the institution's major goals and strategic objectives for improvement as stated in the *PMU Strategic Plan for NCAAA Accreditation*. KPI's to achieve these goals are detailed in previous sections.

- Establish PMU Quality Center; assign Quality Officer for Each Program/ Department
- Prepare Program(s) Specifications in accordance with NQF
- Establish PMU-wide Student Evaluation System
- Establish PMU-wide Annual Course Reports and Annual Program(s) Reports and Field Experience Reports
- Develop Periodic PMU (institutional) and PMU Programs Self-Study (Evaluation)
- Report to NCAAA on Institutional (PMU) and Program(s) Periodic Self-Studies
Two parts:
 - Modify/Adjust/Update Program and Course Specifications
 - Modify/Adjust/Update Administrative Policies and Procedures
- Receive formal licensure from the Ministry of Higher Education (MoHE)
- Conduct at least three break-out sessions to review as much Evaluation Data available before mid-Spring 2010 and prepare first draft continuous improvement and Program/Course reviews.
- Foster a culture of appreciation of the Assessment and Continuous Assessment process of the academic environment. Train and educate on the value of feedback and continuous revision of Programs, Courses, Mission, Vision and Learning Outcomes of all PMU Administrative Departments and Colleges.
Two parts:





- Ensure that Policies and Procedures for all Colleges and Departments are published and made available to all faculty and staff.
- Ensure that Faculty Handbook (HR) Student Handbook (Registrar's Office) are published and made available to all faculty, staff and students.





جامعة الأمير محمد بن فهد
PRINCE MOHAMMAD BIN FAHD UNIVERSITY
www.pmu.edu.sa

PMU Mission

The University mission is to achieve the following objectives:

- ◆ To contribute to the advancement of human intelligence and promulgation and development of knowledge.
- ◆ To prepare specialized candidates in various fields of human knowledge through utilizing modern technologies in the education process.
- ◆ To transform the graduate to play a pioneering and leading role in the community, enabling him or her to take responsibilities and contribute to solving problems through innovative thinking, collective work, reflection and self-development.
- ◆ To link academic programs and specializations with actual requirements of the surrounding work environment. This will be achieved by maintaining effective participation and cooperation between the University and local business firm.
- ◆ To guide research activities to create solutions for persistent problems in surrounding communities, through applied research and technical consultation.
- ◆ To provide community service through continuous training and education.

Figure 13.1: PMU Mission Statement





جامعة الأمير محمد بن فهد
PRINCE MOHAMMAD BIN FAHD UNIVERSITY
www.pmu.edu.sa

PMU Vision

The vision of founders for the University is to be unique and distinguished higher education institution that participates in:

- ◆ Preparing future leaders in various fields of human knowledge and its application.
- ◆ Enriching and developing intelligence.
- ◆ Exploring innovative methodologies and technologies to achieve its objectives.
- ◆ Breaking the barrier between academic and business society.

Figure 13.2: PMU Vision Statement

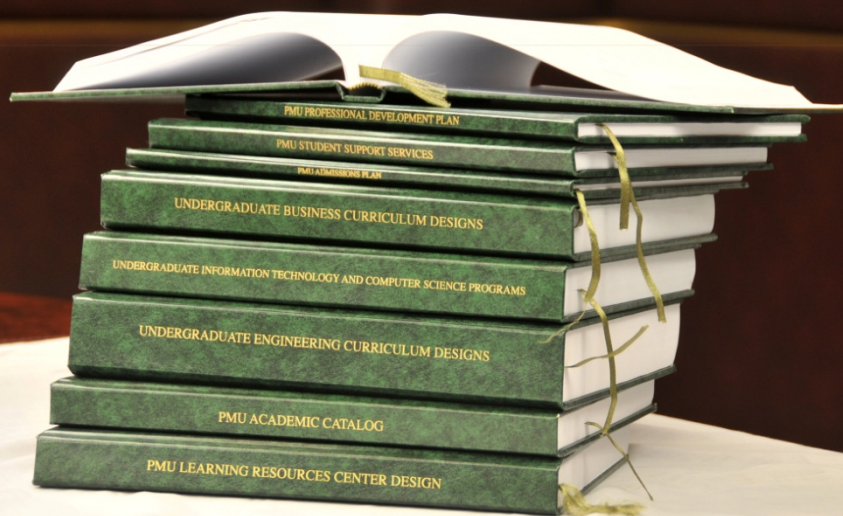




F

6

Special Emphasis of this Study



F. Special Emphasis of This Self Study:

Special emphasis in this study has been given to priorities described below and elaborated upon in the appended Exhibits Section. Four areas of particular interest in this Institutional Self-Study were areas of priority in the original planning for PMU and have continued to be important priorities of PMU's drive toward excellence. Two of the areas in which PMU has been successful in the further development and implementation in these early planning priorities are Strategic Goals 3 and 4 of the *PMU 2007 – 2011 Strategic Plan*:

Goal 3 (2007 – 2011 Strategic Plan): Incorporate electronic and communication technology throughout the university so that teaching, research, outreach activities and student services are current and effective

Goal 4 (2007 – 2011 Strategic Plan): *The University campus acquires and fully supports the utilization of state-of-the-art technological resources, including the technical and administrative staff, equipment and facilities that support research hand scholarship, facilitate innovation in the learning environment and enhance administrative processes.*

Another priority in PMU's original planning is the desire to achieve excellence by thoughtful strategic planning, investment in both human and technological resources and rigorous cycles of Continuous Improvement. Therefore, PMU has also successfully focused in this initial NCAA accreditation process on Strategic Goal 10. The PMU Quality Center, as a strategic unit within **PMU**, provides resources to faculty and staff to align PMU's Teaching Objectives and Learning Outcomes with Quality Assurance criteria. The Quality Center is the focal point of **PMU** quality improvement activities. The Quality Center houses all instruments that are employed by all **PMU** units to achieve academic and institutional quality standards. By emphasizing the role of the Quality Center in this study, PMU acknowledges the necessity to align itself with accepted regional and international benchmarks, key performance indicators and the NCAA National Qualifications Framework.

Goal 10 (2007 – 2011 Strategic Plan): *Apply quality criteria in all the University functions and procedures and seek accreditation from local and international accreditation bodies.*

In order to apply Continuous Improvement to PMU as an institution, PMU is also emphasizing efforts in the area of Strategic Goal 1. As PMU adjusts to the needs of the local and regional population, admissions and student retention are key areas for Continuous Improvement:



Goal 1 (2007 – 2011 Strategic Plan): Increase the number of quality students who will make PMU their first choice and enhance advising programs to increase retention and reduce time to graduate.

With the addition of scholarship and financial aid to PMU prospective students, the quality of students is increasing since many of scholarship recipients are more motivated to do well in college. PMU also conducts regular improvement revision of academic advising for students every semester. The system of academic advising is managed by collective efforts from the Registrar's Office, Student Affairs, and Academic Units and completely overseen by the office of Vice Rector for Academic Affairs (VRAA). PMU has also emphasized in this Self-Study programs such as the multiple Graduate Programs that have been created in direct response to the external environment. For example, the Master's Degree Program in Human Resources, the EMBA Program and the Computer Assisted Learning (CAL program that is under development).

See Appendix 28 for detailed report of PMU's Strategic Plan 2007-2011 Achievements.





7

Progress toward Major Goals



G. Progress toward Major Quality Objectives:

Objective 1: Establish PMU Quality Center and assign a Quality Officer for each Department in each Program:

Result Achieved (Performance in relation to indicators and benchmarks):

The DQA has been strengthened at PMU and is functioning as the locus of Quality Assurance and Quality Improvement activities at PMU. DQA supports both internal (PMU DQA sponsored) NCAAA Workshops) and external (NCAAA sponsored) NCAAA Training Sessions. Quality Officers have been assigned for each department within each College. Training of new and existing faculty in internal, DQA conducted NCAAA Workshop sessions take place on a regular basis.

PMU DQA has established a webpage that provides useful reference material for all faculty and staff about PMU accreditation and quality improvement processes. The website also provides information to the public. The website address is:

http://www.pmu.edu.sa/v4/quality_center/quality_center.asp

Some of the main parts of the DQA WebPages are:

- PMU Strategic and Action Plans for Accreditation
- NCAAA softcopy downloads (All NCAAA 2010 edition)
- Accreditation information of NCAAA, SACS, ABET and AACSB
- Useful links to major accreditation agencies

Comments:

Staffing continues to develop in response to the expansion of PMU programs. A Director, an administrative assistant, a Quality Planning Facilitator (QPF) and Program Quality Officers have been appointed. In addition, Quality Committees in each Academic and Administrative department have been established to work in conjunction with the Program Quality Officers.

The PMU DQA provides mentoring and manages NCAAA compliance activities across PMU. DQA actively promotes with public relations materials, NCAAA information and various activities a culture of appreciation for Quality Assurance and Continuous Improvement.



A list of faculty and staff who have attended external NCAAA Workshops in various locations within the Kingdom can be viewed in the exhibit section.

NCAAA Training Workshops and Self-Study break-out sessions are conducted by the DQA, support is given, documents are collected and the online Webpage is under continual development. Ongoing training of the QPF is expected to occur at NCAAA Workshops.

Objective 2: Prepare NCAAA Specifications in accordance with the National Qualifications Framework:

1. Program Specifications should be prepared for each PMU academic program
2. Each PMU Program should develop Course Specifications for each course offered.
3. Field Experience Specifications should document the intended learning objective of each field training course (usually off-campus) and indicate what should be done during the internship/co-op period

Result Achieved (Performance in relation to indicators and benchmarks):

PMU academic units completed a full cycle (three consecutive semesters Spring 2010 and Fall 2010/2011, 2011/2012) of NCAAA continuous improvement. All departments (Colleges plus Core and Humanities) were requested to executed required NCAAA reporting and review documentation as follows:

1. Program Specifications
2. Course Specifications
3. NCAAA Field experience Reports and NCAAA Field Experience Specifications.

Statistics of completion of the above documentation are continuously updated by the DQA. At the time of the drafting of this report, the DQA has received **95%** of Course Specifications from the four Colleges in addition to the Core and Humanities, and most of Field Experience Reports and Field Experience Specifications.

Objective 3: Establish PMU-wide Evaluation System for surveying student feedback on:

- Student Course Evaluation: Conducted at the end of a course period
- Student Experience Evaluation: Conducted mid-way through a program graduation path



- Student Program Evaluation: Conducted at time graduating seniors are about to complete their programs

Result Achieved (Performance in relation to indicators and benchmarks):

- PMU academic units completed a full cycle (three consecutive semesters Spring 2010 and Fall 2010/2011, 2011/2012) of NCAAA continuous improvement. All departments (Colleges plus Core and Humanities) were requested to executed required NCAAA reporting and review documentation as follows:
 - Student Course Evaluation
 - Student Experience Evaluation
 - Student Program Evaluation
- Student Course Evaluations are completed in 100% of all courses taught at PMU. The Student Evaluation for each course taught by each instructor is available for review. LRC holds data in Excel, Survey Monkey and Annual Report form.
- Student Experience and Student Program Evaluations have been made available to the Deans of each College via placement on Course Evaluation on Blackboard.

Comment:

Student Evaluations play an important role in the PMU plan for quality improvement in that they allow the university to modify/adjust/update program specifications and course specifications based on these important stakeholder evaluations and similar documentation. As a program began to graduate students, PMU is actively engaged in continuing development and implementation to its Student Evaluation reporting system.

Objective 4: Establish PMU-wide Annual Course Reports and Annual Program(s) Reports and Field Experience Reports:

Result Achieved (Performance in relation to indicators and benchmarks):

PMU academic units completed a full cycle (three consecutive semesters Spring 2010 and Fall 2010/2011, 2011/2012) of NCAAA continuous improvement. All departments (Colleges plus Core and Humanities) were requested to execute required NCAAA reporting and review documentation. KPI's from all academic units were satisfied with various levels of comprehensiveness. In the first full cycle of



NCAAA compliance, certain improvements on preparing and satisfying KPI's were recorded by DQA. These observations were then communicated with all stakeholders and the process was improved. The final form of KPI's across the campus has witnessed strong improvement. Communication documentation is provided in Appendix 15.

Comment:

Annual reports play an important role in the PMU plan for quality improvement in that they allow the university to modify/adjust/update program specifications and course specifications based on annual reports and similar documentation.

Objective 5: Develop Report on Program and Report on Institutional Self-Study:

Result Achieved (Performance in relation to indicators and benchmarks):

PMU has completed its first round of Program Self-Studies (programs and Colleges) and the Institutional Self-Study. The Program and College Reports were supported by the DQA via pre-prepared information packets, an introduction to the purpose and methods of the NCAAA Self-Study Reports at the outset of daylong Self-Study breakout sessions. In addition, the DQA continued to provide support as needed and to monitor the progress of each reporting team until completion of the assigned tasks.

Comment:

By employing the breakout session system to bring together the various stakeholders in the Self-Study process, PMU achieved a high rate of buy-in to the process with its faculty. This high degree of buy-in benefits both faculty and the particular program by making all parties aware of the Self-Study Process; of strengths, opportunities for improvements and developments within the Program and College as a whole. By engaging the faculty as a whole in this Self-Study process, PMU stimulates a lively discussion within each College and within PMU regarding the NCAAA requirements for both initial and ongoing accreditation. Another benefit of the breakout session methodology is that PMU's faculty and administrative teams become more aware of and fluent in the specific requirements and terminology that constitute the language of NCAAA. As all PMU administrators, staff and faculty begins to speak one shared language of Quality Assurance and Quality Improvement. This new culture of Compliance and Continuous



Quality Improvement is spreading through PMU's campus and all PMU educational activities.

Objective 6: Establish a system to report Program and Institutional Self-Study outcomes to NCAAA:

Result Achieved (Performance in relation to indicators and benchmarks):

This system is now in place with the formation and staffing of the Deanship of Quality and Accreditation.

Comment:

The DQA acts as a conduit between NCAAA and the academic and administrative branches of PMU. New requirements are disseminated to the affected parties as they become available from NCAAA while reports and outcomes are communicated back to NCAAA as required.

Objective 7:

A. Modify/Adjust/Update Program and Course Specifications:

B. Modify/Adjust/Update Administrative Policies and Procedures:

Result Achieved (Performance in relation to indicators and benchmarks):

This process is fully instituted due to complete initial round of Program and Institutional Self-Studies. The schematic diagram of Continuous Improvement (Figure 10) is already a central aspect of DQA educational procedures.

Objective 8: Receive formal licensure from the Ministry of Higher Education (MoHE):

Result Achieved (Performance in relation to indicators and benchmarks).

Formal preliminary licensure was granted to PMU 11/1427 Hijri. License number: 8165.



License was granted to establish three (3) colleges: (we need to add CAS and the master programs license)

- College of Business Administration (Male and Female)
- College of Information Technology (Male and Female) (To update the name to CCES with the license)
- College of Engineering (Male, with Female Interior Design)

Comment:

Please see Appendix 2.

Objective 9: Conduct at least three break-out sessions to review as much Evaluation Data available before mid-spring 2010 and prepare first draft continuous improvement and program/course reviews:

Result Achieved (Performance in relation to indicators and benchmarks):

This objective was put in place by PMU strategic Plan for NCAAA in August 2009. Upon the subsequent revisions of this plan, the cycle of complete compliance of NCAAA reporting requirements started in spring 2010 and to allow further reporting periods, the break-out sessions were shifted to spring 2011 where at least two consecutive semesters and one summer of reporting was completed. As discussed before, this objective was satisfied and break-out sessions will continue to be held each spring.

Objective 10: Foster a culture of appreciation of the Assessment and Continuous Assessment process of the academic environment. Train and educate on the value of feedback and continuous revision of programs, courses mission, vision and learning outcomes of all PMU Units and Colleges:

Result Achieved (Performance in relation to indicators and benchmarks):

PMU Faculty Training Workshops: PMU has completed faculty training workshops on NCAAA requirements. PMU DQA held eight (8) introductory workshops for all existing and new faculty who joined Fall 2010/2011. In addition, Training was provided to new faculty prior to Spring term. Previous discussion on this topic is comprehensive. More information about this is provided in the Appendix 13.



Comment:

These initial workshops were productive in that they allowed PMU to introduce the NCAAA processes and provide documentation to PMU faculty.

PMU anticipate even better faculty participation and understanding in future workshops now that the university has concluded the initial round of Department and Program Self-Studies and the initial Institutional Self-Study.

These workshops foster both an understanding of and an appreciation for the NCAAA Accreditation processes. In addition, they inculcate PMU and the personnel of PMU with the culture of Quality Assurance and Continuous Improvement necessary for any institution of higher education to first establish itself as an accredited institution and then to build upon this initial success in its drive toward excellence.

As this training process proceeds PMU will be able to draw on a larger and larger population of PMU trained NCAAA trainers to facilitate campus wide understanding and facility with NCAAA processes and requirements. This will ensure Continuous Improvement at all levels of PMU.

Objective 11:

- A. Ensure that Policies and Procedures for all Colleges and Departments are published and made available to all faculty and staff:**
- B. Ensure that Faculty handbook (HR) and Student handbook (Registrar's office) are published and made available to all faculty, staff and students:**

Result Achieved (Performance in relation to indicators and benchmarks):

All Policies, Procedures and required handbooks are available to students, faculty and other interested stakeholders in both hard copy on campus and softcopy at the PMU webpage.

Comment:

PMU supplies not only these essential documents, but a variety of other documents that introduce and explain PMU to its stakeholders and other



interested parties. This process leads to a greater understanding of the procedures to be followed, where and how to access information and also inculcates a shared vision of PMU, its Vision, Mission and the steps to achieve these goals.





Evaluation in Relation to Quality Standards



H. Evaluation in Relation to Quality Standards:

The Following 11 subsections of this chapter H are dedicated to review PMU evaluation in relation to NCAAA 11 Standards:

1. Mission and Objectives
2. Governance and Administration
3. Management of Quality Assurance and Improvement
4. Learning and Teaching
5. Student Administration and Support Services
6. Learning Resources
7. Facilities and Equipment
8. Financial Planning and Management
9. Faculty and Staff Employment Processes
10. Research
11. Institutional Relationships with the Community





H-1

8-1

Mission and Objectives



H-1.Mission and Objectives:

(Overall Rating _****_Stars)

The institution's mission statement must clearly and appropriately define its principal purposes and priorities and be influential in guiding planning and action within the institution.

Development and use of the mission:

The initial feasibility study and subsequent development of the PMU system / TIEC documents allowed PMU to create its original university Mission Statement with an awareness of both regional educational needs and international models. PMU 2007-2011 Strategic Plan brings into focus key aspects of the PMU Mission Statement and thus focuses the university's work and development in concert with the PMU Mission Statement. The PMU Mission Statement is:

- Contribute to advancement of human intelligence and promulgation and development of knowledge.
- Prepare specialized candidates in various fields of human knowledge through utilizing modern technologies in the education process.
- Encourage the graduate to play a pioneering and leading role in the community, by teaching him or her how to take responsibilities and to contribute to the solving of problems through innovative thinking, collective work, reflection and self-development.
- Link academic programs and specializations with actual requirements of the surrounding work environment. This is undertaken by maintaining effective participation and cooperation between the University and local business firms.
- Guide research activities to create solutions for persistent problems in the surrounding communities, through applied research and technical consultation. The importance of performing basic scientific research for enriching human intelligence will be emphasized.
- Provide community service through training and education.



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

Revision of PMU mission and objectives is a living process. PMU completed its updated Strategic Plan for 2012-2016; however, all feedback from present and past self-evaluations and reviews is being taken into account in framing the new plan. An upper administrative team reviews the overall “Mission and Objectives” responses from the Academic Programs, Colleges and Administrative departments’ Self-Study Reports.

Report on subsections of the standard:

1.1- Appropriateness of the Mission

The Mission statement is appropriate in fulfilling community and constituents needs. PMU’s mission is accomplished by its success to generate the graduates who possess the unique characteristics and by serving constituents in local and regional communities.

1.2- Usefulness of the Mission Statement:

Some areas the Mission Statement have been critiqued as being a bit vague or far reaching for PMU young university with no PhD programs as of yet (“*Contribute to advancement of human intelligence and promulgation and development of knowledge*” for example). The initial intent of such far reaching mission is to raise the bar high enough to drive excellence in performance. The result is current intensive efforts which complete the development of graduate programs almost in all PMU academic units as discussed before. Therefore, this initial objective has been reviewed and revised. In an overall PMU Mission Statement is still useful in that PMU became an exemplar Middle East institution of higher learning. By setting key objectives to develop specialized graduates who are capable of pioneering new paths for development and societal harmony via contributing to the solving of problems through innovative thinking, collective work, reflection and self-development the PMU Mission Statement reminds PMU of the human component of what it seeks to accomplish. This focus on the development of rational and reflective and innovative whole individuals guards against merely producing capable professionals and industry capable future employees and managers. This is done by ensuring PMU contribute to the growth of the whole person in



the desire to serve best the individual and the Saudi Arabian society as a whole. Ultimately, this original Mission Statement has allowed PMU to develop a solid, comprehensive Strategic Plan for the university's first five years and next Strategic Plan 2012-2016.

1.3- Development and Review of the Mission:

This Self-Study process has allowed PMU to review the Mission Statement in light of both positive responses to it and responses suggesting a need to revise to address certain needs more concretely. A committee has been formed to review and revise the Mission Statement to reflect PMU's vision of itself in the coming five years.

1.4- Use Made of the Mission Statement:

As noted in the "Usefulness" section, PMU has conscientiously developed the Goals and Objectives identified in the 2007-2011 PMU Strategic Plan to be in concert with the PMU Mission Statement. Therefore, the Statement both guides PMU in its development and provides an anchor point which is useful in maintaining the institutional focus of the university in its first formative years and the next five years.

1.5- Relationship between Mission and Goals and Objectives

For a complete review, the Mission Statement and Strategic Goals and Objectives are presented in Appendix 6. A brief comparison of key points is set-out in this section as follows:

PMU's Strategic Goals as stated in the 2007-2011 Strategic Plan (Appendix 6) were reviewed to better reflect the university Mission Statement. This gave the necessity of the first five years to focus on the initial developmental stages of the university. Strategic Goals 3 and 4 reflect directly the primacy Mission Statement number 2 places on the role modern technology should play in creating "specialized candidates."

Mission 2: To prepare specialized candidates in various fields of human knowledge though utilizing modern technologies in the education process

Goal 3: Incorporate electronic and communication technology throughout the university, so that teaching, research, outreach activities and student services are current and effective.



Goal 4: The University campus acquires and fully supports the utilization of state-of-the-art technological resources, including the technical and administrative staff, equipment and facilities that support research and scholarship, facilitate innovation in the learning environment and enhance administrative processes.

Goal 7 is being carried out across campus, particularly for example with the new National Instruments[®] Center of Excellence in the College of Engineering and thus well reflects points 4 and 5 of the Mission Statement.

Goal 7: Establish and develop a research culture and infrastructure.

Mission 4: To link academic programs and specializations with actual requirements of the surrounding work environment. This will be achieved by maintaining effective participation and cooperation between the university and local business firms.

Mission 5: To guide research activities to create solutions for persistent problems in surrounding communities, through applied research and technical consultation.

Overall Evaluation of Quality of Mission, Goals and Objectives:

Strengths, Opportunities for Improvements and Priorities for Action

Strengths:

- PMU mission was designed with the environmental and institutional context in mind.
- The mission fulfillment is work in progress but overall the university has achieved a great milestone of graduating its first cohort in April 2011 with about 150 graduating seniors in the three colleges. The graduates are now employed mostly and the university is assessing the performance of graduates as surveys of alumni continue. Our second formal cohort is scheduled to graduate during this coming February 2013 under the patronage of HRH Prince Mohammad Bin Fahd Bin Abdulaziz.
- PMU strict adherence to the university system and original curriculum is widely recognized by all stakeholders. Curriculum review process continues to be conducted at all levels to maintain concurrency. The



university continuously adjusted policies and procedures to respond to continuous improvement needs.

- PMU mission and goals achievement review and assessment continued on a regular basis through the years by senior management and all stakeholders of the university. This is evident in the review reports and annual reports provided by various units on goals achievements.
- Early feedback from constituents on the performance of PMU's graduates reflects strong evidence of the attainment of the six PMU distinct graduate core competencies, especially communication (presentation skills), team work, critical thinking and leadership.

Opportunities for Improvements:

- Although PMU growth of student enrolment is marching close to planned numbers, the university will institute more efforts to attract students from outside the eastern province of the Kingdom
- PMU will improve faculty retention rates
- Some key staff lack proper training on doing standard work which is slowing progress in some areas though not strategic, these areas can become bottle necks as the university grows
- Recruitment of faculty and staff needs to be improved to facilitate more close cooperation between the business units and academic leadership of colleges.
- Supply-chain management of university essential supplies in all aspects in the campus needs to be improved. Some old-fashion measures are still being uses for managing supplies and although this worked fine during the first three to four years, it is not going to work as the university marches towards its student enrolment targets
- The university physical plant has certain parts that are still under construction and needs to be finished as scheduled. Some slow progress in auxiliary components of the physical plant is not progressing enough as planned.
- The preparatory program is still facing some shortage in faculty. The faculty available for teaching English tend to change jobs more frequently due to the fact that many prefers to tour the world. This has put some pressure due to high turnover in the prep program and



caused some teaching overload. This problem is widely noticed in all Saudi universities.

Priorities for Action:

- Improve PMU marketing efforts to attract more students from outside Eastern Province of the kingdom. By completing the student housing project on time in the next two years, this will increase the ability of PMU to achieve that. Engineering and Facilities services are the resource to accomplish that. Student affairs and admission office will also improve reach out to prospective students from outside eastern province. This can be achieved by producing more marketing material and advertising the university in national media and the improvement of reaching out to prospective students through social media. Student Affairs and Department of Public affairs should provide progress reports on reach out efforts outcome on annual basis to the Rector's office.
- Faculty retention rate is a chronic problem for all Saudi universities mainly due to continuing need to attract faculty from abroad. For PMU, it is even more challenging due to the fact that PMU is English-only institution. PMU faculty turnover numbers are also affected by prep faculty who tend to like to jump between countries. PMU will increase recruitment of stable prep faculty and college faculty in general by improving incentives to expat faculty to stay on the job. PMU has completed Human Resources process mapping as planned and identify bottle necks and institute better incentives to encourage expat faculty to renew employment contracts. Improving faculty housing conditions and increasing campus life extracurricular activities can also help. By end of fall 2012, PMU HR department will report on the improvement measures to the Rector's office on measures to improve faculty retention rates.
- PMU will improve faculty recruitment process by giving more empowerment to academic leaders on suggesting compensation packages immediately. DQA will observe the progress on this action during the fall 2012 and report findings to the Rector's office
- Training of key staff on standard work is the responsibility of each unit leadership. PMU will conduct skill assessment survey for all administrative staff to identify training needs by end of spring 2012. Upon identifying most needed training, the university must establish



training programs within the professional development unit in the Learning Resource Center no later than fall of 2012. Training should target the top skills identified in the skills assessment survey. Training should continue beyond spring 2013 until critical mass of skilled staff is available in all strategic units.

- Supply-chain management of essential supplies should adopt state-of-the-art practices in comparable institutions. PMU committee to map the process of supply chain will conclude its findings by end of spring 2012. Recommendation by the committee will be adopted immediately after that. Implementation of the recommendation should be assessed by the end of fall 2012 through a survey conducted by the Engineering and Technical Affairs no later than Spring 2013
- All auxiliary construction on campus must be concluded before end of fall 2012. Maintenance of currently rented faculty and staff housing to improve by hiring three more trained technicians for each compound by end of spring 2012.
- Prep program to receive thorough assessment in terms of faculty retention by end of spring 2012 and recommended actions to improve faculty retention and reducing faculty load must be submitted to Rector's office by end of summer 2012.

Combined Assessment Independent Opinion by Prof. Melvyn C. Branch:

The Mission and Vision were well planned in advance of the opening of PMU, stakeholders were and continue to be involved in the process and the Vision and Mission are used to guide strategic planning.

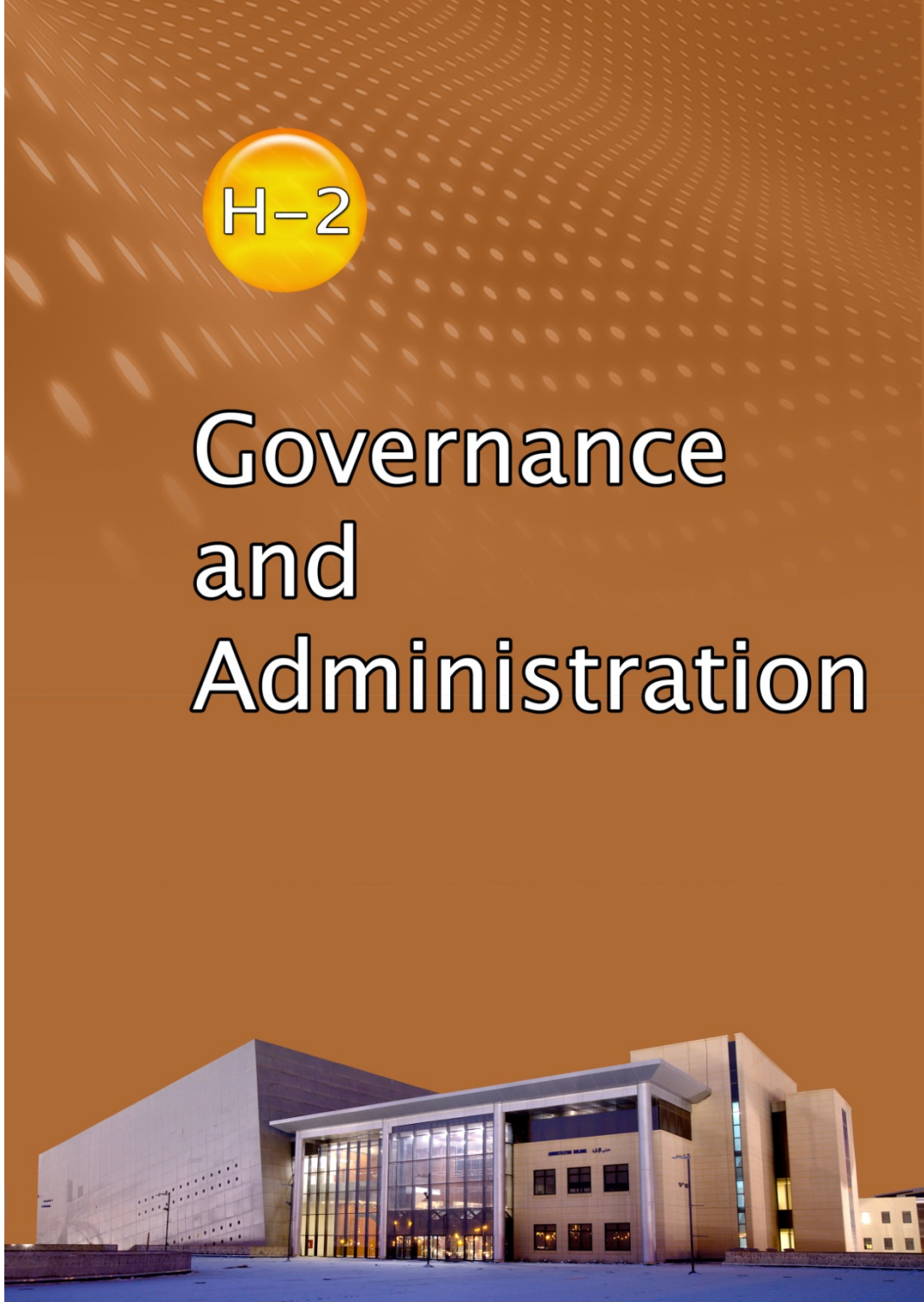




H-2

Governance and Administration

8-2



H-2.Governance & Administration:

(Overall Rating _****_Stars)

The governing body must provide effective leadership in the interests of the institution as a whole and its clients, through policy development and processes for accountability. Senior administrators must lead the activities of the institution effectively within a clearly defined governance structure. If there are separate sections for male and female students resources must be comparable in both sections, there must be effective communication between them, and full involvement in planning and decision making processes Planning and management must occur within a framework of sound policies and regulations that ensure financial and administrative accountability, and provide an appropriate balance between coordinated planning and local initiative.

Over its first five years in operation PMU has steadily expanded its initial administrative team in order to spread responsibilities and decentralize control as qualified personnel join the PMU team and as the faculty and administrative team grows due to increasing student enrollment. Adjustments were made to align PMU with requirements of the MoHE such as the TIEC system allowing for a foreign national VRAA being revised in order to retain that key post for a Saudi national. At this time PMU is seeking to exempt itself from naming Saudi nationals only as Deans in order to retain the current foreign national team of two Deans and three Acting Deans. In order to ascertain the opinions of its faculty and mid-level administrators, PMU conducted a completely confidential self-evaluation of the over-all governance, administration and the daily running of nearly all aspects of PMU during fall term 2010. Subsequently, in the interests of Continual Improvement, PMU has taken the initial steps to respond to the outcomes of this PMU-wide survey which utilized both Scale Rated (1 – 5) responses and completely confidential written responses.

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

The DQA conducted a review of documents describing the PMU Governance and Administrative structures in order to create a working draft report and present the current Organizational Charts depicted in Section 2.1 Governing Body. Once this initial draft report was completed a series of meetings were held for review and elaboration by an administrative team made up of key members of the Dean's Council with the addition of team members for full input and broadened participation



on the writing of this report. Lastly, the complete NCAAA Institutional Self-Study was submitted to the PMU University Council for prior approval before submission to the PMU Board of Trustees for Final Approval.

Report on subsections of the standard:

2.1 Governing Body:

PMU is governed in accordance with the Ministry of Higher Education statues by the PMU Board of Trustees. The specific duties of the board are as follows:

The Board of Trustees represents the legal authority of PMU and offers both their support and guidance. The Board also oversees the general management of PMU. It has the authority to build, equip and maintain university premises, to make necessary purchases, to employ and terminate services and to determine the salaries of the Rector and all university employees; it formulates rules and regulations needed to operate and run the University. The Board of Trustees also resolves any conflicts arising internally.

2.2 Leadership:

PMU leadership comprises four levels before reaching the level of Administrative and Academic Deans and Directors:

University Council:

In compliance with the Board of Trustees, the University Council manages the administrative, financial, educational and scientific research issues. It works on guiding strategic planning and policy development, promoting campus-wide academic initiatives and maintaining international standards. Furthermore, it promotes a learning enrichment environment for students.

University Rector:

The Office of the Rector of PMU has been held since its inception by Dr. Issa Al Ansari. The Rector manages the academic, administrative and financial affairs of the University; he supervises the application of the University [Charter](#), of the resolutions of the Board of Trustees as well as the decisions of the University Council. The Rector also oversees the implementation of the University regulations and represents it at other organizations.

Vice Rector of Academic Affairs:



The office of the Vice Rector of Academic Affairs is held by Dr. Nassar Shaikh. The Academic Affairs Department is involved in all the university's academic programs, educational opportunities, and research and community service.

The Scientific Council:

The Scientific Council has been established in the University to supervise the academic affairs related to faculty members and to oversee research and publishing activities of the university.

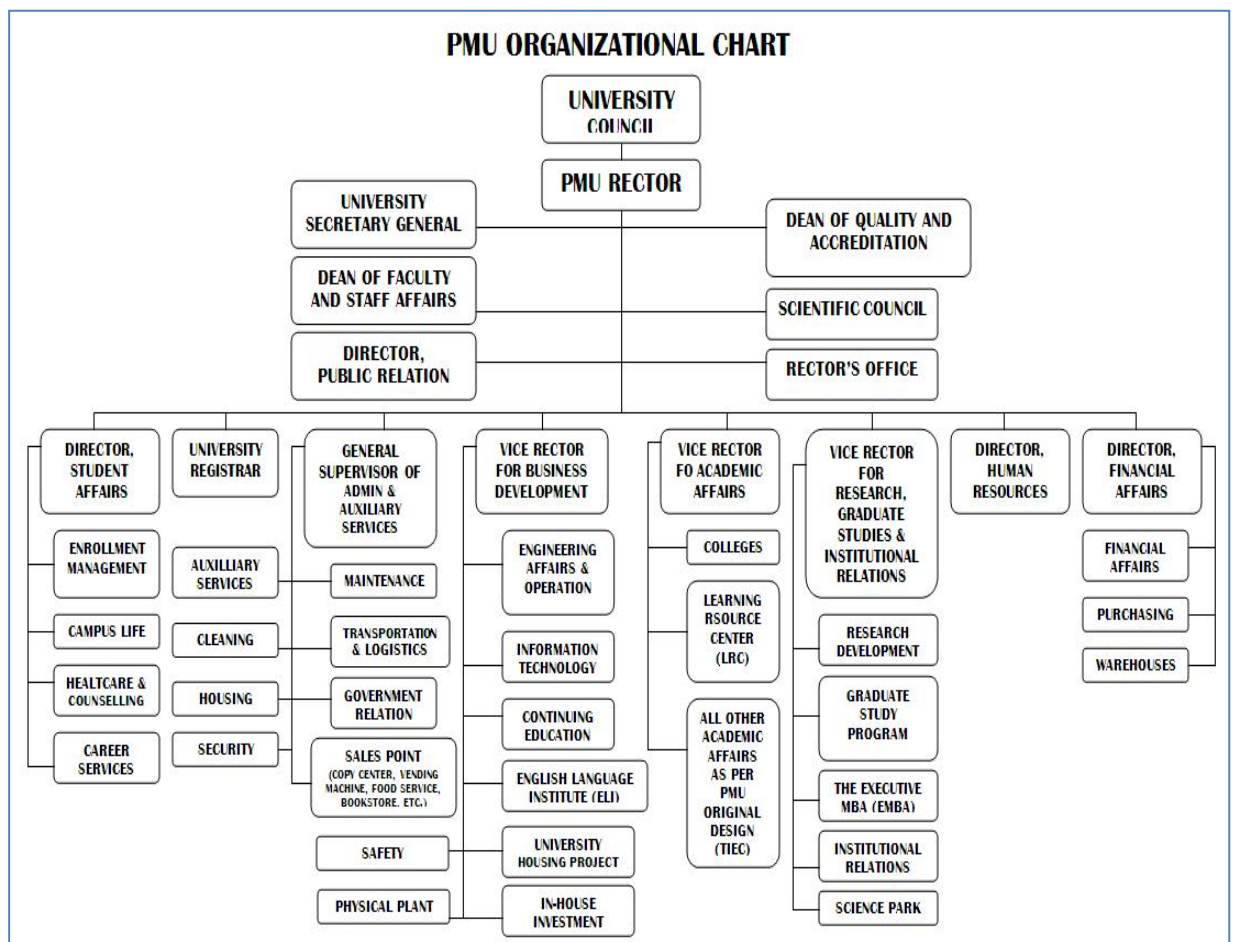


Figure 14: PMU Organizational Chart

2.3 Planning Processes:

PMU planning process occurs on every level with the academic and admin structure. Each unit within the organization is required to participate in the planning process and feed the strategic goals into the overall PMU plans. PMU has a standing Strategic Planning Committee that comprises of leaders and contributors representing a wide spectrum of the university constituents and stakeholders.



PMU Strategic Plan of 2007-2011 was the blue print for all derivative units with the university system. All PMU units started strategic planning right after the overall PMU strategic plan was completed. Goals, objectives and strategic initiatives for all units were derived from the PMU overall Strategic Plans.

PMU strategic Plan 2007-2011 is appended to this self-study report together with the updated Strategic Plan 2012-2016. Other units' strategic plans are also appended within the appended material to this report.

In general, for short term initiatives and projects within each unit, PMU utilizes action plans designed to guide such short term projects. Such action plans are time-bound in which resources and person in charge are detailed. Almost every initiative with PMU has its own champion, team and action plan.

PMU finished developing the final 2012-2016 Strategic Plan (also provided in Appendix 6) and each unit within campus is mapping its strategic plan against PMU previous plan. By following this mapping process, each unit is able to identify how far the objectives were achieved. Reports were fed to PMU 2012-2016 Strategic Plan Committee for consideration into the new plan. Feedback from individual unit strategic goals for the next five years was also considered in the new plan. PMU strategic plan is a culmination of brainstorming efforts and contribution of all stakeholders of the university. PMU Board of Trustees approved the 2012-2016 Strategic Plan during its meeting of December 2012. A document that identifies a plan to set this strategic plan in motion is also provided at the end of Appendix 6.

2.4 Relationship Between Sections for Male and Female Students:

PMU campus structure and layout houses both male and female sections with separation at a centerline. The centerline is located at the Learning Resources Center. Each side of the campus is mirror image of the other and facilities related to male and female campuses are almost replicated on each side. Administratively, both male and female campuses are under one academic leadership represented by the VRAA with Female Associate Vice-Rector reporting to the VRAA. All other academic units, colleges, departments are administered by male leaders on the male side and female leaders on the female side. Each academic unit that is replicated on both sides of campus is led by a chairperson and all report directly to the College Dean. This structure is also followed with the Prep and Core programs. When the program is female only or male only, the chairperson of the program is reporting directly to the Dean of the college.



Administrative departments (Human Resources, IT, Registrar, Student Affairs, Budget & Finance...etc.) and other ancillary and service departments (Engineering, Maintenance, Housing, Safety, Transportation...etc.) are also staffed with female staff on the female side and male staff on the male side. All admin units report to a central PMU admin office which in turn report to PMU Rector.

2.5 Institutional Integrity:

PMU establishes a coherent integrity and code of conduct operation. Since its inception, policies and procedures that regulated code of conduct and are in place. These policies and procedures constitute the foundation of PMU integrity measures. The following are detailed items listed in the PMU Code of Conduct Policy:

Code of Conduct Policy:

Purpose of the Policy

To Communicate PMU guidelines with regards to Code of Conduct and ensure uniform interpretation and application of this policy

Policy Statement:

Employees (and sponsored dependents where applicable) shall conduct themselves in a proper and responsible manner. This conduct will include but not be limited to the following:

- Comply with the laws, customs and traditions of the Kingdom of Saudi Arabia;
- Respect the religious beliefs and practices of the citizens of the Kingdom and members of the PMU community; avoid actions, comments or mannerisms which could be considered as insulting or objectionable;
- Conduct themselves in a manner which will bring credit to PMU and their country of origin;
- Dress in appropriate business attire while working at PMU and use good judgment in selecting wearing apparent in the community at large;
- Adhere to the established rules, regulations and administrative policies and procedures established by the University;
- Receive students with courtesy and offer assistance whenever it is required. It should be noted that meeting students is to be within normal PMU working hours and on the PMU premises;
- Ensure that all working hours are devoted to assigned responsibilities and duties;



- Perform assigned duties in a careful and honest manner, giving the best effort to PMU;
- Refrain from working for, representing, acting on behalf of any outside or competing concern unless authorized in writing by PMU;
- Refrain from disclosure or dissemination of any confidential, proprietary or private information concerning PMU and its business including information regarding employees, students and PMU operations without prior authorization from the Rector of PMU;
- Use PMU resources for PMU business purposes only. Resources may not be used for personal gain and may not be used for personal use except in a manner that is incidental and reasonable in light of the employee's duties.

Furthermore, PMU foundation has set policies for reporting violation of acceptable conduct. The following is a summary of such policy:

Reporting Suspected Violations and Disciplinary Action Policy:

Purpose of the Policy

To Communicate PMU guidelines with regards to Reporting Suspected Violation and Disciplinary Action and ensure uniform interpretation and application of this policy

Policy Statement:

Employees should report any suspected violations to their immediate supervisor or to a higher level of management as appropriate. Reporting such issues is seen as a benefit to PMU and all of its employees since these types of issues reflect poorly on the image and reputation of PMU and its employees. Any such report will be treated confidentially and will be investigated carefully and thoroughly by a designated PMU representative.

Where it is found that an employee has violated the PMU code of conduct or their behavior has been found to be unprofessional, dishonest, inappropriate or unethical, PMU will take appropriate disciplinary action up to and including termination of employment.

2.6 Internal Policies and Regulations:

PMU policies and regulations are established much before the launch of the university. As the university charged forward, committees to review update and set new policies and procedures are enacted. The university has a comprehensive manual of policies and procedures that is accessible by all faculty and staff in all



units. The new policies and updated policies are announced through the university email system and all concerned parties are copied on such announcement.

The Manual of Policies and Procedures is maintained by PMU Human Resources Department and is continuously updated and reviewed by a standing committee for policies and procedures. Such committee is chaired by the University Rector and receives ample leadership support.

Below is a partial list of sample policies and procedures of Human Resources Department:

- Recruitment Policies
- Job Classification Policies
- Allowance and Benefits Policies
- Attendance and Leaves Policies
- Training Annual Evaluation and Development Policies
- Termination of Employment Policies
- Employee Conduct Policies
- Health and Safety Policies
- Informal and Formal Grievance Policies
- Discipline and Dismissal Policies
- Intellectual Property Policies

A copy of all policies and regulations is available for examination by NCAAA upon arrival to the campus.

2.7 Organizational Climate:

PMU maintains a positive organization that cherishes its employee's contribution to the university's stories of success. The university maintains a consistent approach to rewarding achievements by faculty, students and staff. The recognition of achievement is translated into several incentives and instruments. Such recognition always aims at celebrating university's achievements and attainment of PMU goals. The university, at all levels, practice recognition and empowerment of faculty and staff in almost daily occasions. Recognition of skill and identification of talent is a continuous quest of PMU leadership. The promotion and enrolment in committees and contributing entities across all levels within PMU is borderless. Wherever skill or talent is identified, it receives the utmost attention, recognition and utilization. This has allowed all PMU community members to have the opportunity to contribute to



the operation of the university in the areas they like and they know. This has generated a flat organization where talent is the driver for promotion and recognition.

In the area of maintaining positive environment, the university encourages participation in decision making at all levels. Input from experts in the matter is always tapped to enrich decision making and empower staff and faculty to assume ownership of initiatives at hand. A closer look on the construction of a typical university committee or advisory board can give the observer the diversity and breadth of talent and background of the members of such committee or board.

PMU has proven record of promoting career development for faculty and staff at all levels. Since its inception, PMU established a stand-alone professional development department within the Learning Resources Center. The LRC professional development unit is the driver for providing contiguous career development, training and orientation for PMU's staff and faculty on a wide range of subjects. PMU provide strong support to faculty to participate in career and professional development activities on-campus and abroad including conference attendance and workshop participation. The university has well-established and string policy to support faculty participation and publication of scientific and professional proceedings. Appended material under "Standard 6 Learning Resources" has excellent account of PMU professional and career development opportunities available for PMU's faculty and staff and utilized and monitored by the LRC.

2.8 Associated Companies and Controlled Entities (if applicable):

PMU has one entity that is completely controlled by the university. This is the English Language Institute (ELI) that is managed under the continuing education system within PMU. The ELI is located off campus inside the building of Prince Mohammad Bin Fahd Program for Youth Development in the heart of the city of Dammam (about 40 km away from PMU main campus). The ELI provides training on English language for the public in the eastern province of KSA (See Appendix 25).

Overall Evaluation of Quality of Governance and Administration

PMU maintains a satisfactory implementation level of its governance and chartered design. The original design of PMU has been founded on strong basis and broad experiences of a 32+ North American universities. The university system was in place a year before the start of classes and provided outstanding boost to PMU start up and continuing growth. During the initial stages of implementing PMU/TIEC system, the University invested extra resources and money to partner with 64 +



teams from KSA and USA to implement the system. Several issues were identified and the system was updated according to real-life implementation experience. The following is an account of PMU Governance and Administration Strengths, Opportunities for improvement and Priority Actions:

Strengths:

- PMU Governance and Administration system was fully defined and developed before starting the university
- PMU Governance and Administration system went through intensive troubleshooting at the pilot stage of launching the university with assistance from local Saudi team and a team of experts from the system designers (TIEC).
- The university continued operation with two major philosophies in parallel:
 - Maintain strong adherence to the founding principles of PMU and allow the system to go through its course
 - Maintain diligent efforts to upkeep the system implementation and to respond to urgent needs for minor adjustments dictated by two major drivers:
 - The commitment to effectiveness
 - The commitment for continuous improvement at all levels
- PMU governance and administration succeeded in retaining the critical mass of original “founding fathers” of PMU which gave the “continuation of business” of the university a key ingredient for continuity. PMU leadership teams are committed individuals who have been inducted in PMU system and possess unquestionable understanding of the foundation of the university. The leadership teams were enriched by adding more talented individuals in the male and female campuses as PMU marched forward in its journey for the future of this institution. PMU top leadership teams are committed to serving the country with outstanding and unique higher education opportunities for young people of the local and regional surroundings and in the globe. The university has shown sizable impact on PMU local constituents and has built an excellent reputation for taking the initiative on many societal, economic and technical aspects and needs of this region.
- PMU governance and administration system is an outcome of universally proven practices and is not tied nor limited to regional or national practices. This has given the university an edge in operating and governing a diverse cross section of educators and staff from all over the globe.



- PMU had maintained consistent development of governance and policies and procedures to respond to emerging needs to achieve operational excellence.
- PMU equal opportunity practices have made a name in the region. The university provides a welcoming environment to students, contributors, visitors, staff and faculty of all backgrounds making it an example to follow in this regard.
- PMU managed to adapt and adhere to local KSA government regulations and bylaws of higher education the Kingdom while adopting the world-best practices of governance and administration.

Opportunities for Improvement:

- PMU system is constantly introduced to all stakeholders but more efforts are required to induct all faculty and staff into the buy-in crowd
- PMU original design has not been followed in certain areas due to adjustments and adaptation to resource availability. This has generated some deviation from initial design. Although not critical, few original design positions have been on and off due to competitive retention challenges or changes in the PMU priorities (the university competes with the Globe due to its English only language of instruction). Although this is normal in any organization, PMU needs to explore more innovative methods to recruit and retain certain positions. For example, some colleges had be run under “Acting Dean” for more than one year and this had to be improved and permanent deans had to be tapped more quickly.
- PMU dotted line of reporting can intertwine in few cases and more attention to dotted-line reporting cases has to be clarified. Example: Associate Chairs of some academic department in the female campus used to report to the chair in the male counter department. This was found to be ineffective and PMU moved the reporting of female associate chairs directly to the dean of the college. Although this has been cleared, further attention is needed.

Priority of Actions:

- PMU to establish a dedicated body within the university to disseminate and propagate the in-depth understanding of PMU/TIEC system for new comers. This has been identified by senior management and the Rector has issued directive to develop literature, handouts, booklets that summarize certain critical components of the university system to be distributed to new comers. This is achieved within the Fall 2012.



- PMU to address and recruit certain key positions by permanent leaders. Such as replacing or promoting current acting deans position into permanent deans.
- Revise dotted-line of reporting across the university and clarify those incidents that need reconfiguration

Combined Assessment Independent Opinion by Prof. Melvyn C. Branch:

The standard for program management is met. Policies for management of the university are clearly stated and provide for efficient operation and ongoing review.

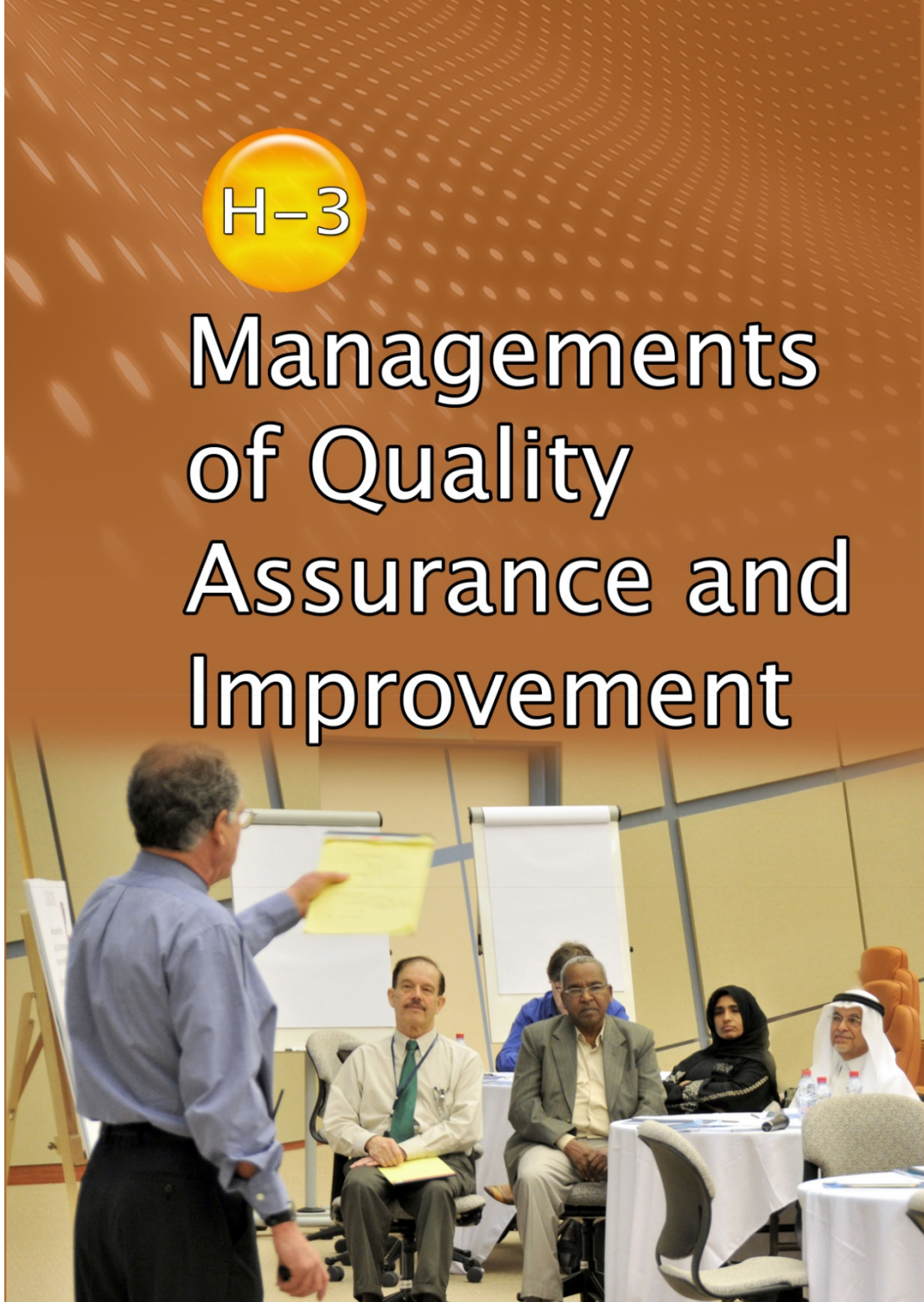




H-3

Managements of Quality Assurance and Improvement

8-3



H-3.Management of Quality Assurance and Improvement:

(Overall Rating ****)

Note: This section is related to section B.7 & section C in part as it pertains to the self-study process. Please refer to these two sections for complete information about management of quality assurance and improvement.

Introduction:

PMU established the Quality Center early during the first two years after launching its classes in 2006. The Quality Center was managed by the Director of quality Center reporting directly to the University Rector. This center continued to operate as the central quality assurance and compliance office in the university until September 2011, when the center was transferred into Deanship of Quality and Accreditation (DQA). A dean of quality and accreditation was named to lead the deanship. The organizational structure of the deanship is reflected in Figure 15 which is repeated below for convenience.



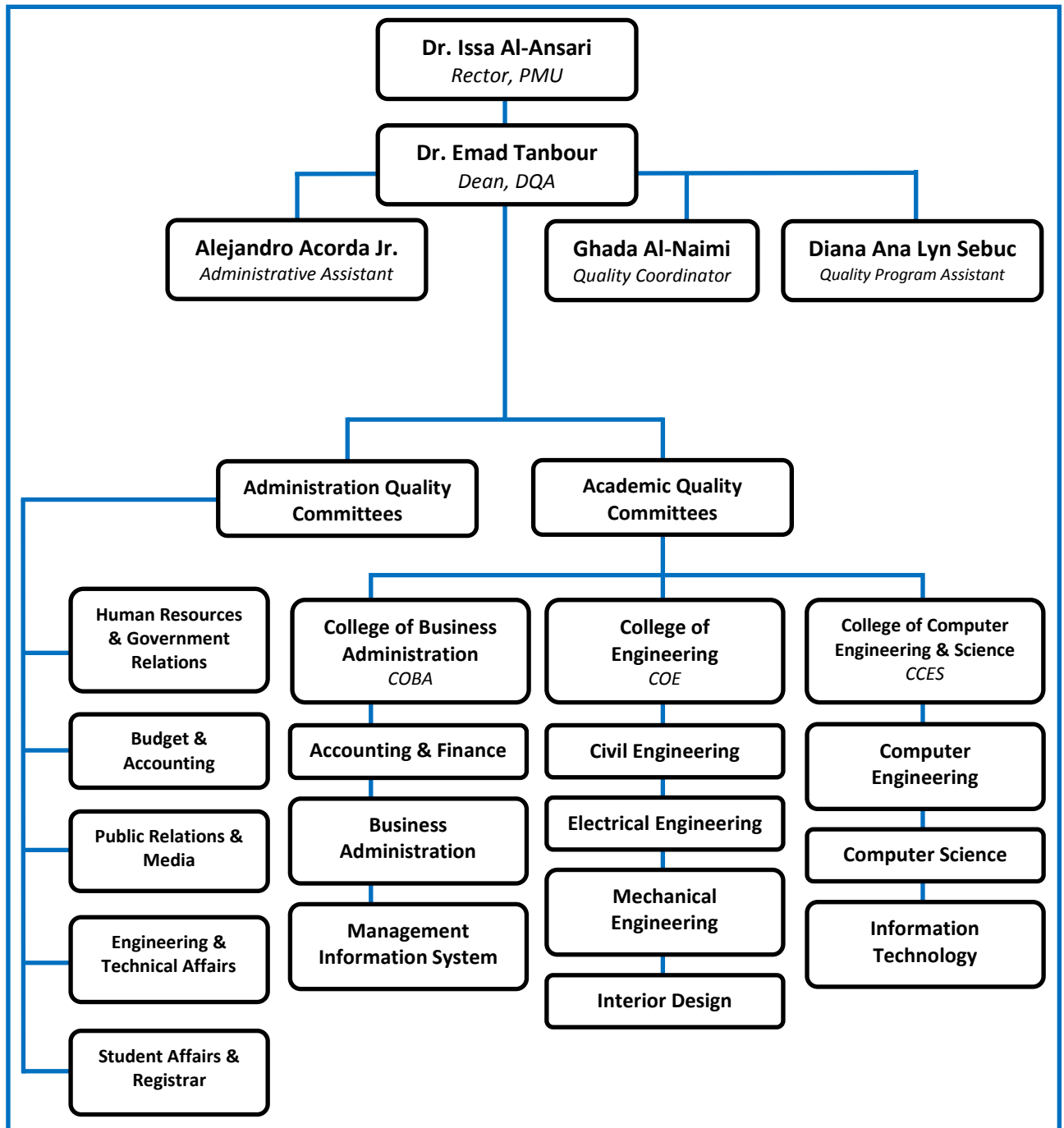


Figure 15: DQA Organizational Chart

Process for Managing Quality:

PMU DQA follows a thorough and well defined quality assurance process. Since PMU ultimate goal is to institute quality and continuous improvement across all PMU functions, PMU strives also to be worthy of accreditation by NCAAA. Therefore,



PMU adopted NCAAA standards for quality in higher education as the choice to drive its quality assurance processes. In order for this goal to be implemented, all NCAAA instruments relevant to PMU's programs and admin units are activated throughout the process.

As it is obvious from the organizational chart of PMU DQA, standing teams to implement quality assurance plans are linked to the organizational structure of PMU DQA. The university senior management represented by PMU Rector and vice Rectors are driving the coherence of this structure. All team members of quality committees across academic and admin units are empowered to work closely with PMU DQA and they all report on a dotted line to the DQA. Academic and admin units' leaders are either members of these teams or providing leadership and support thoroughly.

The following are major processes that are managed by PMU DQA regarding quality assurance and improvement:

- All new coming faculty are trained upon joining PMU on its quality requirements and are given detailed training through workshops on NCAAA standards and instruments
- PMU academic programs work directly with DQA to prepare course reports, course specifications, field experience specifications, field experience reports, periodic program self-studies and students' surveys on a timely manner at the end of each academic semester. Soft and hard copies are housed within academic units and DQA receives copies for revision and institutional research purposes.
- All NCAAA instruments listed in point 2 above are managed by each academic program except for course evaluations which is managed centrally for all PMU programs. The Learning Resource Center (LRC) conducts course evaluation surveys by end of each semester utilizing "COURSEVAL®" software. Reports of course evaluation surveys are generated by LRC and provided to all faculty, program chairs, senior management and DQA. PMU LRC has made excellent efforts in deploying COURSEVAL and progress towards large participation is evident between consecutive semesters. In 2010 overall participation by students was in the mid 30% increasing to mid 50% in 2011 with COE student leading the institution by 76% participation. Recently in the fall of 2012, participation increased to 80% institution-wide marking a great improvement in the validity of these survey outcomes.





- PMU DQA instituted annual events that are called “breakout sessions” that are conducted by academic units and are escalation bottom up to college level and university level. The event is an all-day all stakeholder meeting where self-evaluation takes place. Each stakeholder has a free full day to reflect collectively with all peers within the program on self-evaluation. Consecutive sessions follow this one-day event between quality committee members within the unit and DQA staff to report findings and opportunities for improvement.
- The self-evaluation system and periodic review process is also done for each admin unit. Due to the nature of admin units’ quality aspects, DQA work with each admin unit to launch the periodic self-evaluation process. Each admin unit is tasked with evaluation process of one NCAAA standard among the 11 standards that is related to the admin unit. Similar to academic units, the process is concluded by identifying strengths, opportunities for improvement and priority action plans that are time-bound with proper resources identified.
- DQA work closely with each unit to develop priorities of actions to address each opportunity for improvement
- DQA publishes a university-wide log of all priorities action plans for improvement and send monthly reminders to all units (Academic and Admin) on timelines for each of these action plan. Monthly follow up is conducted with all concerned units to report progress on action plans for improvement
- PMU DQA houses a repository of all relevant NCAAA instruments electronically through an entrant system. All participating parties at all levels are given access to upload reports and NCAAA instruments regularly. Department leaders across campus have access to these entrant folders to manage the continuous improvement process.
- PMU DQA manages the development of self-study for institutional and later for program accreditation. The details of the process to prepare the self-study report for institutional accreditation are itemized in length in section C in this report.
- PMU Rector supervises all continuous improvement processes and provides leadership and empowerment to implement priority action plans for all units. DQA reports on a regular weekly basis to the Rector on all quality improvement actions.
- Curriculum and policies and procedures as well as program specifications are reviewed periodically every 4 to 5 years to address



opportunities for improvement and to assure best practices are adopted. PMU currently conducts all colleges' curriculum review in collaboration with the reputable international academic consultant TIEC which is the founding partner with PMU during its original design.

- PMU DQA continues to disseminate quality awareness across all function of the university by conducting regular training and presentations on quality assurance and continuous improvement practices. DQA continues to publish literature and distribute instruments of continuous improvement across campus. The DQA is the place to go for all PMU quality assurance guidance and the staff along with quality committees in all programs and units assure dedicated efforts to continue a non-stop drives towards quality.

Combined Assessment Independent Opinion by Prof. Melvyn C. Branch:

Management of program quality assurance is well planned and executed. It is expected that quantitative measures of quality achievement will continue to be collected and evaluated in future years.





H-4

Learning and Teaching

8-4



H-4.Learning and Teaching

(Overall Rating ****)

The institution must have an effective system for ensuring that all programs meet high standards of learning and teaching through initial approvals, monitoring of performance, and provision of institution-wide support services. In all programs student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and (for professional programs) requirements for employment or professional practice. Standards of learning must be assessed and verified through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies appropriate for different kinds of learning outcomes, and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys, with feedback used as a basis for plans for improvement.

PMU Learning and Teaching:

Since its launch as a model institution after more than 32+ American universities, PMU has been fully equipped with programs that are well-defined with all learning outcomes. The PMU system was established on a foundation of most current learning versus teaching principles. Since year 2000, the USA model of assessment has been shifted towards learning versus teaching. All programs within PMU are modeled and influenced by the learning versus teaching principles. PMU characterizes itself as a student-learning-centered institution. PMU students receive well-designed learning experiences that are assessed regularly through stages of assessment courses properly distributed across each degree plan. Instruments such as E-portfolio and the six graduate characteristic are fully utilized throughout each degree program. The learning outcomes and topics covered in each component of PMU syllabi are documented and standardized across each curriculum. The faculties are introduced to PMU curriculum, upon joining the university, to assure learning versus teaching principles is adhered to. Majority of PMU faculty are graduates of western institutions who are build on similar outcome-based assessment methodologies. Regardless of the prior training of each faculty member, the well-defined learning outcomes for each program guarantee that all graduates will possess the qualification designed for each degree program. PMU curriculum for all degree programs was approved and licensed by KSA MoHE and is in-line with the NQF. PMU recruits faculty who are mainly graduates of USA. Other faculties are



graduates from UK or Australia. PMU Learning Resources Center LRC as well as student learning support ancillaries is evidence of PMU investment in providing the best-in-class learning experience for its students. In the next components of this standard, detailed presentation will be provided.

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

To prepare this self-study report, PMU DQA lead all information gathering efforts from each academic and admin unit related to NCAAA compliance. The information was collected as hard copies and softcopies are archived on the intranet. All information listed in this self-study section on learning and teaching is excerpted fully or partially from individual academic program self-study or supporting unit self-study and reports. PMU DQA summarizes achievement of each academic unit in relation to learning and teaching in this section. Further details of the learning and teaching standard and accomplishments under this NCAAA standard are available for review by NCAAA upon visiting PMU. In summary, the flow chart below (Figure 16) describes the process used to prepare the report on standard 4 and all other standards follow the same process:



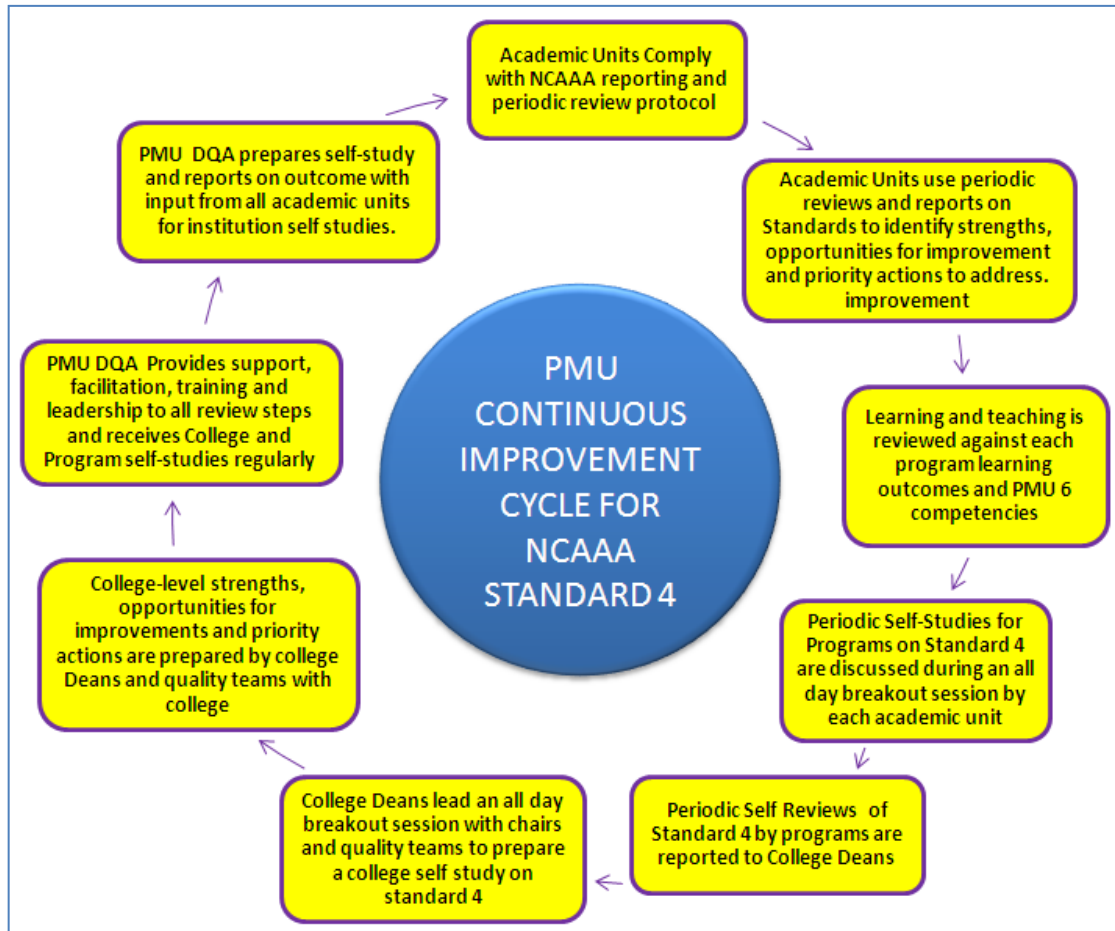


Figure 16: PMU Continuous Cycle for Reporting on Learning and Teaching Standard 4

4.1 Institutional Oversight of Quality of Learning and Teaching:

PMU DQA is the central body within the university that is steering all quality assurance committees and activities. The DQA is headed by the Dean of Quality and Accreditation reporting directly to the Rector of PMU. The Rector is the Chair of PMU-wide quality committee which is the highest committee within PMU campus in charge of reviewing and setting procedures to oversight all quality assurance activities. Furthermore, the Dean of Quality and Accreditation is a member of PMU University Council, which is the highest governing body of the university reporting directly to PMU Board of Trustees headed by His Royal Highness the Governor of the Eastern Province, Prince Mohammad Bin Fahd Bin Abdulaziz.

In specific to this standard 4, All Deans of Colleges are directly contact with the Dean of Quality and Accreditation. Through the College Deans, all reports, NCAAA instruments and periodic reviews are channeled to the DQA, who provides information and support to all faculty and staff on the review process of achieving learning outcomes of each program and each course under each program. Since PMU curriculum and infrastructure is built on **student centered learning and**



teaching environment, the utilization of well defines learning outcomes is a unified approach that governs all syllabi of curriculum delivered in each academic unit. Each course is assessed through a diverse set of exams, home works, projects, presentations and short term assignments. Throughout the program plan, there are well-defined assessment stations where students in each program register for Assessment I, Assessment II and Assessment III classes. In each program these assessment courses act as a station in which students achievements against planned program learning outcomes are tested. Although Assessment I and II are university general and are designed to test achievement of the 6-defining characteristics of PMU graduates, Assessment III acts as a capstone graduation project in which the overall program learning outcomes are utilized.

Each academic units prepares a periodic self-study under which standard 4 specific to the program is reviewed. In Appendix 16, the following samples of periodic self-studies are provided. These periodic self-studies are being updated for the coming cycle and projected NCAAA program accreditation that is anticipated to commence six (6) months after receiving institutional accreditation.

- Periodic Self-Study College of Engineering
- Periodic Self-Study College of Computer Engineering and Sciences
- Periodic Self-Study College of Business Administration

Note: *the above samples of periodic studies reflect original structure that preceded the 14 recommendations received from NCAAA during September 2012. All colleges are updating these self-studies to reflect revised learning outcomes, course specifications, program specifications and other instruments developed using helpful mapping tools and action verbs provided by NCAAA liaison officers.*

Every College within PMU follows NCAAA protocol to conduct self-studies. An elaborate process was established by the COE and is illustrated in Figure 17 below, which other colleges are following the similar process.



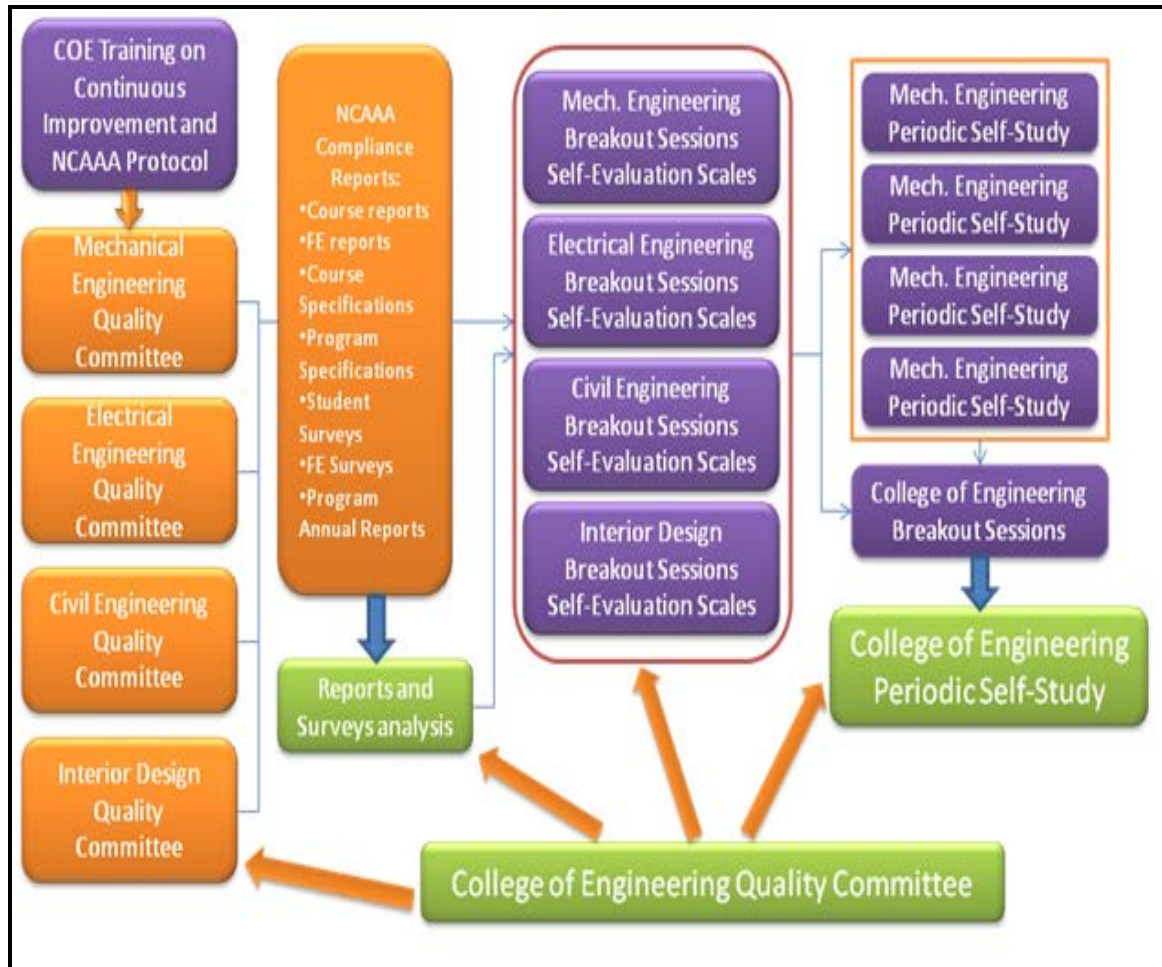


Figure 17: COE Self-Study Process

Independent Opinion by Prof. Melvyn C. Branch:

The institution has strong procedures in place to provide oversight of quality of teaching and learning.



4.2 Student Learning Outcomes:

As stated in different places within this report, PMU unique characteristics of graduates are institution-wide competencies that are charted in the university system. As stated in the university original design, all PMU graduates are expected to possess the following 6 distinct competencies:

Communication: the ability to communicate effectively in both English and Arabic in professional and social situations

Technological Competence: the ability to use modern technologies to acquire information, communicates, solve problems and produce intended results

Critical Thinking & Problem Solving: the ability to reason logically and creatively to make informed and responsible decisions and achieve intended goals

Professional Competence: the ability to perform professional responsibilities effectively in both local and international contexts

Teamwork: the ability to work effectively with others to accomplish tasks and achieve group goals

Leadership: the ability to be informed, effective and responsible leaders in family, community and the Kingdom

For all programs, the program learning outcomes are defined throughout the design of PMU academic units. The following are college-by-college lists of student learning outcomes. These learning outcomes are the basis for individual academic departments' learning outcomes:

4.2.1 College of Business Administration (COBA) Learning Outcomes:

The PMU COBA's intended student learning outcomes are consistent with the National Qualification framework of NCAAA. The COBA emphasizes these outcomes within the four following domains: *Business Knowledge and Analytical Skills, Ethical and Social Justice Perspective, Global Perspective, Communication Skills.*

All PMU undergraduate and graduate programs emphasize the following four main learning goals:

1. Graduates will have the knowledge and the analytical, management, and quantitative skills necessary to contribute to an organization and improve their performance.



2. Graduates will develop an understanding of business that reflects the moral responsibility of management to all relevant stakeholders and the natural environment.
3. Graduates will develop a global and multi-cultural perspective on the business enterprise and acquire the leadership skills necessary to be a successful leader in a global organization.
4. Graduates will be able to communicate effectively in a variety of settings to advance organizational objectives and to meet challenges.

These learning goals are mapped into the PMU COBA Domains of Learning and together they produce the following structured outcomes for all students at PMU's COBA:

Business Knowledge and Analytical Skills

Learning Goal 1: graduates will have the knowledge and the analytical, management, and quantitative skills necessary to contribute to an organization and improve their performance.

Learning Outcomes:

1. PMU students will master the key frameworks, models, and skills that reflect the body of knowledge in their major, and will apply discipline-based habits of analytical thinking to problems and opportunities.
2. PMU students will be skilled in the analysis of both qualitative information and quantitative data. They will be able to frame problems, apply appropriate analytical techniques, and draw valid conclusions and recommendations.

Ethical and Social Justice Perspective

Learning Goal 2: graduates will develop an understanding of business that reflects the moral responsibility of management to all relevant stakeholders and the natural environment.

Learning Outcomes:

1. PMU students will understand the cultural and ethical complexities of conducting business on a global scale and be able to suggest appropriate courses of action.



2. PMU students will understand how to integrate the ideal of “service to others” in their leadership and business practices.
3. PMU students will understand the importance of and techniques for measuring the impact of firms on people and their natural environment.

Global Perspective

Learning Goal 3: graduates will develop a global and multi-cultural perspective on the business enterprise and acquire the leadership skills necessary to be a successful leader in a global organization.

Learning Outcomes:

1. PMU students will learn about the ways national culture, law, and other social structures affect organizations and the ways that organizations affect their host countries.
2. PMU students will develop the skills and perspective needed for effective leadership in a multi-cultural environment.
3. PMU students will learn to apply the analytical content of their major in an international setting.

Communication Skills

Learning Goal 4: graduates will be able to communicate effectively in a variety of settings to advance organizational objectives and to meet challenges.

Learning Outcomes:

1. PMU students will be able to synthesize and summarize information and to professionally communicate their analyses, arguments, and recommendations to a variety of audiences.
2. PMU students will be skilled in written, oral, and visual communication and will be able to effectively choose communication methods that are appropriate to the topic, objective, and setting.

These learning outcomes are translated into a series of individual course learning outcomes. Specific information relating to individual course learning outcomes can be found in the NCAAA approved syllabus for each respective course within its home department.





4.2.2 College of Engineering (COE) Learning Outcomes:

In addition to the six PMU core competencies, the **Department of Interior Design** will satisfy program outcomes specified by the Council for Interior Design Accreditation (CIDA). Interior Design will demonstrate that graduates have achieved the ability to:

1. Recognize the relationship of cultural differences, social and political influences, limited resources, and human behavior with the built environment.
2. Know and apply the design process in the development of interior environments.
3. Employ collaboration and develop leadership skills in the process of designing for the interior built environment.
4. Write, diagram, illustrate, construct, present or otherwise communicate design solutions.
5. Identify the business practices needed for the profession of Interior Design.
6. Describe the stylistic development of interior design components as a reflection of changing influences in the social, cultural, political and technological context along with utilizing historic references in design solutions.
7. Explain and apply the principles and elements of design as well as theories of color and light.
8. Discover the variety of materials and products available for interior environments, know how they are fabricated, installed and maintained, evaluate the products for appropriate performance for a particular use, plan furniture, fixture and equipment layouts and, prepare material, furniture, fixture and equipment specifications.
9. Plan environmental systems and controls that consider adequate indoor air quality, acoustic control, thermal and lighting design.
10. Know, plan and design interior vertical circulation, structural, non-structural, and distribution building systems while evaluating the connection between furniture and all interior building systems.



11. Produce interior environments that demonstrate competency in barrier-free or universal design, understanding of International Green Construction Codes and application of International Building Codes.

Civil Engineering Program Learning Outcomes

1. To develop field experience in the areas related to applied Civil Engineering.
2. To recognize the latest technologies and tools available in industry.
3. To apply theoretical engineering skills gained in academia into real-world engineering problems.
4. To prepare engineering project proposals, practice technical problem solving, and communicate/present engineering project outcomes.
5. To appraise business, financial and economic aspects of field engineering practice.
6. To develop organizational skills, work ethics, team work skills and time management in a field environment.

Electrical Engineering Program Learning Outcomes:

1. To provide an appreciation of the types of work involved with their major before they actually enter the job market;
2. To enable students to learn the technical, leadership and interpersonal skills they will need to succeed in their future careers;
3. To improve ability to make career related decisions;
4. To increase student's professional judgment, sense of professional responsibility and self confidence;
5. To provide specific preparation for employment in a career or field of interest to students;
6. To help students to discover their strengths and overcome their weaknesses;
7. To enable successful transition from college education to work upon graduation;
8. To help students in establishing professional work habits and attitudes;
9. To provide students with a chance to integrate theories learned in class with real life situations; and
10. To increase students employment opportunities at the sponsoring organization

Mechanical engineering Program Learning Outcomes:

1. An ability to apply knowledge of mathematics, science, and Mechanical Engineering



2. An ability to design and conduct experiments, as well as to analyze and interpret data necessary to the field of practice in Mechanical Engineering
3. An ability to design a mechanical system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
4. An ability to function on multidisciplinary engineering teams
5. An ability to identify, formulate, and solve mechanical engineering problems
6. An understanding of professional and ethical responsibility of Mechanical Engineering field practice
7. An ability to communicate effectively
8. The ability to attain broad education necessary to understand the impact of mechanical engineering solutions in a global, economic, environmental, and societal context
9. A recognition of the need for, and an ability to engage in life-long learning
10. A knowledge of contemporary mechanical engineering issues
11. An ability to use the techniques, skills, and modern engineering tools necessary for mechanical engineering practice.

4.2.3 College of Computer engineering and Sciences (CCES) Learning Outcomes:

Computer Engineering Program

1. The ability to apply knowledge of mathematics, science, and engineering.
2. The ability to design and conduct experiments, as well as to analyze and interpret data.
3. The ability to design a system, component, or process to meet desired needs.
4. The ability to function on multi-disciplinary teams.
5. The ability to identify, formulates, and solves engineering problems.
6. An understanding of professional and ethical responsibility.
7. The ability to communicate effectively.
8. The broad education necessary to understand the impact of engineering solutions in a global and societal context.
9. Knowledge of contemporary issues.



10. The ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Information Technology Program

1. Define and demonstrate understanding of the essential mathematics related to IT, and apply this understanding to resolve real business problems.
2. Memorize, reiterate and analyze the historical developments as an underlying context for today's technologies
3. List at least 2 features and 2 applications, of various IT concepts including: Hardware, Software, Applications, OS's, Networks and Communication Systems, Databases, and ERP Systems.
4. Demonstrate reasonable understanding of business functions/processes from an IT perspective
5. Differentiate, select and justify different options of methods, tools, packages & libraries as a solution in a business context and analyze the results
6. Understanding the professional and ethical responsibilities, and the need for quality in both product and process
7. Demonstrate skills and knowledge of latest technologies and make discriminating use of web/eLearning resources to remain abreast of new developments in IT
8. Use appropriate computer-based design support tools to diagram, estimate and budget IT projects and relay this to clients
9. Work effectively in teams and utilize new project management and file/code pool sharing technologies as well as latest communication tools

Computer Science Program

1. An ability to apply knowledge of mathematics, science, and engineering
2. An ability to design and conduct experiments, as well as to analyze and interpret data
3. An ability to design a computing system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
4. An ability to function on multi-disciplinary teams
5. An ability to identify, formulate, and solve computer science problems





6. An ability to communicate effectively
7. The broad education necessary to understand the impact of computer science solutions in a global, economic, environmental, and societal context
8. A recognition of the need for, and an ability to engage in life-long learning
9. Knowledge of contemporary issues
10. An ability to use the techniques, skills, and modern computer science tools necessary for computing practice

Course Evaluation Surveys:

PMU conducts regular end-of-semester course evaluation surveys for each course taught in the colleges and the preparatory and core programs. More recently and for the past two semesters, PMU implemented central Courseval® software managed survey is managed by PMU Learning Resources Center (LRC). The survey has 21 questions as follows:

1. The instructor handed out the course syllabus during the first week of classes.
2. The instructor followed the syllabus.
3. The course goals were clearly stated at the beginning of the semester.
4. The grading system was clear.
5. My instructor helped me when I asked for help.
6. Technology was used effectively to support delivery of the course.
7. The assignments and activities helped me better understand the course material.
8. My instructor cared about my progress in the course and gave me support.
9. I was encouraged to do my best.
10. Projects and tests were graded and returned to me in a timely manner.
11. The course taught me to think and solve problems rather than to just memorize information.
12. The teaching approach in this course has increased my ability to work as a member of a team.
13. The instructor encouraged the class to ask questions and take part in class discussions.
14. Overall, I was satisfied with the delivery of this course.
15. The instructor was available during the posted office hours.
16. The instructor usually started and ended classes on time.
17. The instructor used class time to answer student questions.
18. The instructor was able to transfer knowledge in a clear and orderly manner.
19. The instructor spoke in a way that I could understand.
20. The instructor showed respect for Saudi culture.



21. I would recommend this teacher to another student.

Students in every course offered on campus are surveyed and the answers are on a scale 1 (strongly disagree) to 5 (strongly agree). Figure 18 below shows overall survey results for spring 2009. **More up-to-date survey outcomes are provided at the end of this standard section covering Fall 2012.** Figure 19 shows results of the survey of spring 2009 for question number 21 of the survey: "I would recommend this teacher to another student". **Again up-to-date survey outcomes are included at the end of this standard section covering Fall 2012.**

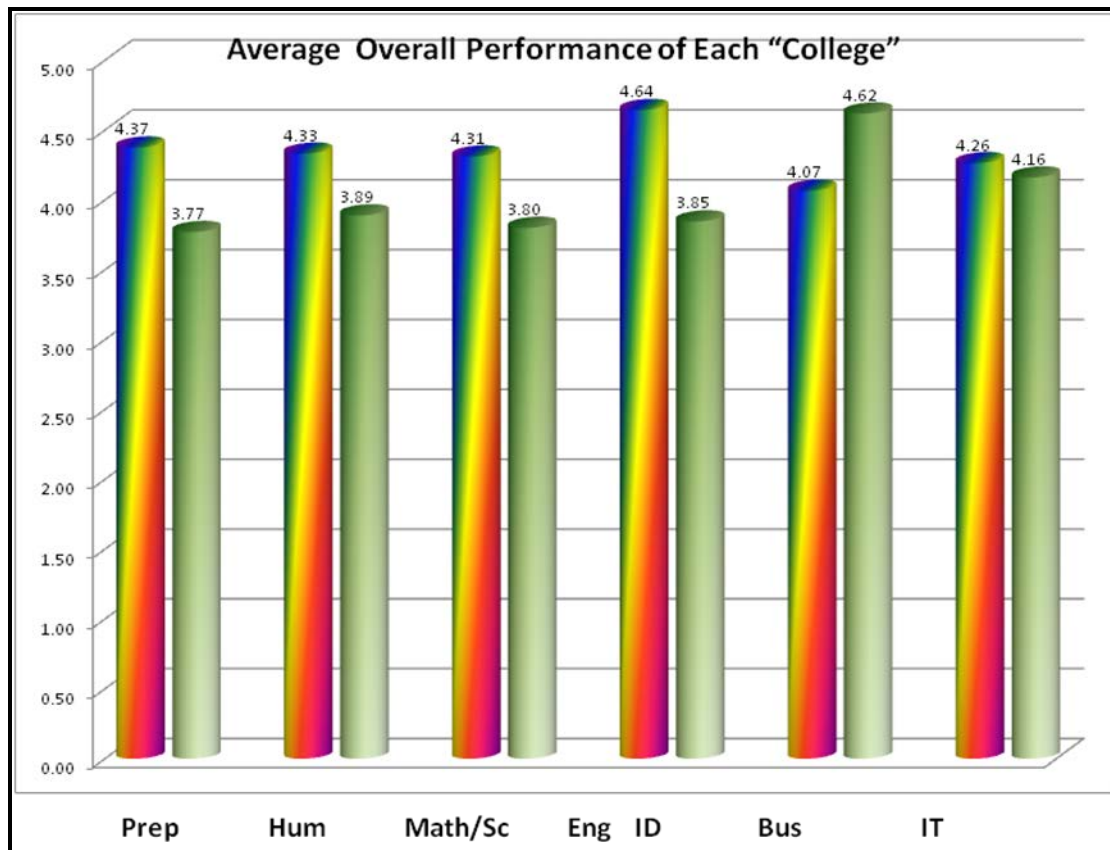


Figure 18: Course Evaluation overall performances for each college (Spring 2009, see appended survey outcomes for Fall 2012 at the end of this standard section)

Key: Prep: Preparatory, Hum: Humanities, ID: Interior Design (female)



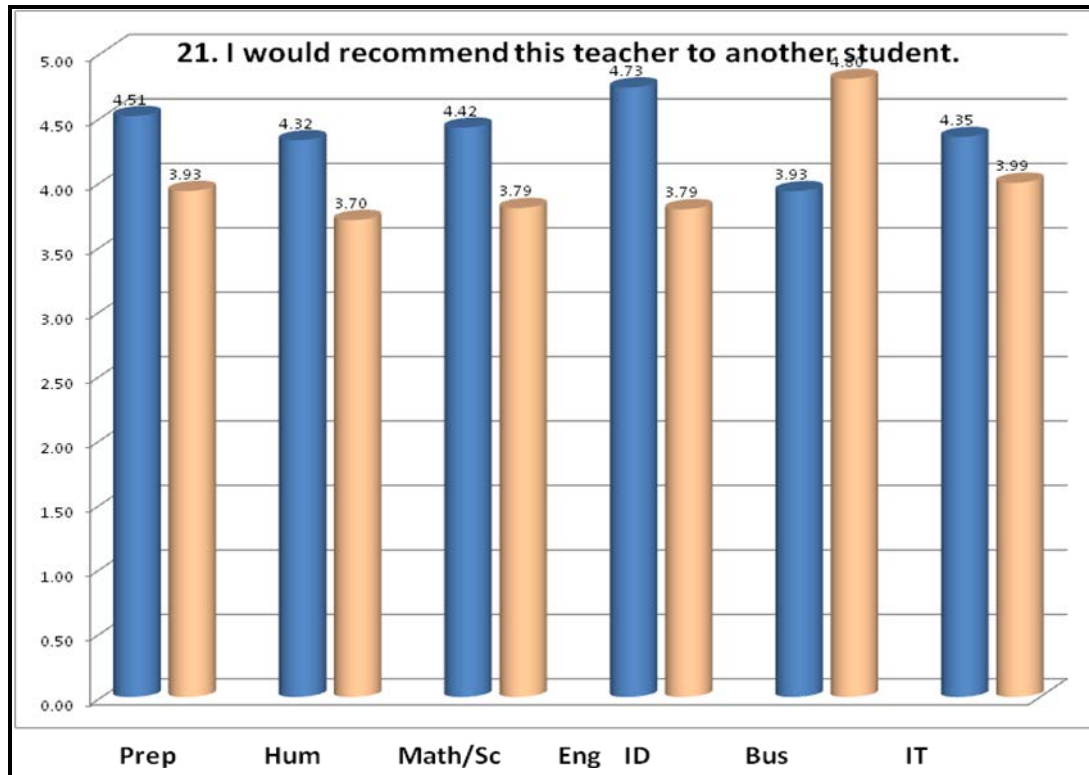


Figure 19: Answers to Question 21 of Course Evaluation for each college (Spring 2009, see appended survey outcomes for Fall 2012 at the end of this standard section)

Prep: Preparatory, Hum: Humanities, ID: Interior Design (female)

More detailed survey statistical analysis is provided in Appendix 17 for spring 2009 and beyond. The LRC distributes survey outcomes to each faculty member and all survey results and statistical analysis are provided to academic units, colleges, senior management of PMU and are utilized to drive planning, periodic program reviews and faculty annual evaluation. Results of the surveys are also published electronically and each faculty and academic leader has access to review and download survey outcomes.

Since the implementation of Courseval®, the participation rate by students was boosted reaching over 50% overall PMU and over 70% in the College of Engineering. Also the number of questions in the survey was increased to 24 questions and the survey was revised as follows:

1. The instructor was well prepared for lectures.
2. The instructor expressed ideas clearly.
3. The instructor seemed to be interested in teaching.
4. Within the time limitations, the instructor covered the course content in sufficient depth.
5. The instructor used an appropriate teaching style for course content.
6. The instructor paced the lessons appropriately.



7. The instructor treated students with respect.
8. The instructor's classroom sessions stimulated my interest in the subject.
9. The instructor presented material appropriate to student knowledge and background.
10. Assistance from the instructor outside of class was readily available.
11. I would recommend this instructor to a fellow student.
12. My instructor was available during listed hours to help me.
13. The course gave me skills that will help me in my career.
14. The textbook was at a level I could understand.
15. This course challenged me intellectually.
16. The time spent in this course was worthwhile.
17. The course syllabus was made available during the first week of classes.
18. Technology was used effectively to support delivery of the course.
19. I understood what was expected of me in this course.
20. The procedure for grading was fair.
21. The assignments were related to the goals of the course.
22. Projects and tests were graded and returned to me in a timely manner.
23. The quizzes, exams and projects concentrated on important aspects of the course.
24. Overall, I was satisfied with the delivery of this course.

Participation rates are monitored by LRC and published daily during the survey period to update all colleges and to encourage competition between colleges. At the end of the survey period, the results of participation rate are published electronically as well. Figure 15 and 16 shows participation rates for spring 2011 and Fall 2011/2012. Outcome of the surveys for spring 2011 is shown in Figure 17 shown for all colleges and departments.



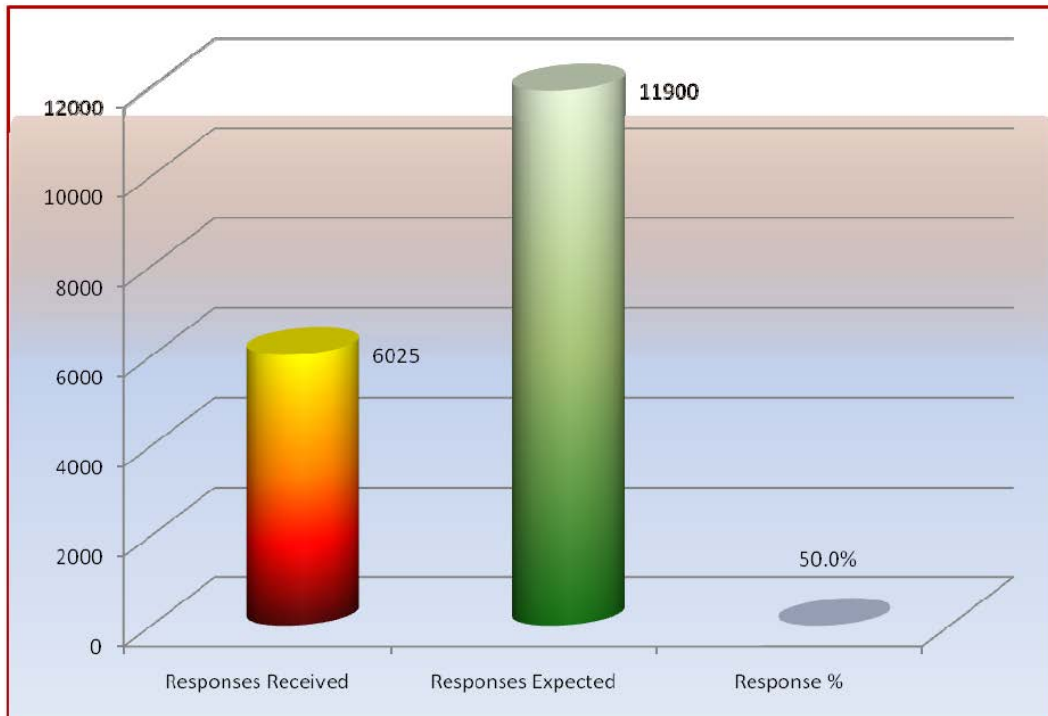


Figure 20: Overall PMU participation rate in the course evaluation survey (Spring 2011, Recent Fall 2012 participation rate increased to 80%)

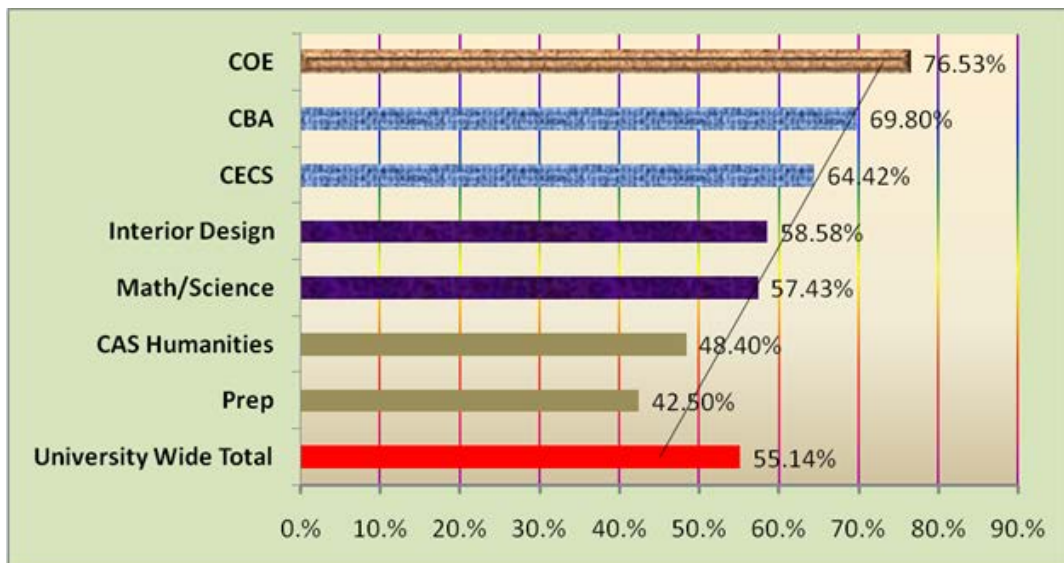


Figure 21: Overall PMU participation rate in the course evaluation survey (Fall 2011-2012)



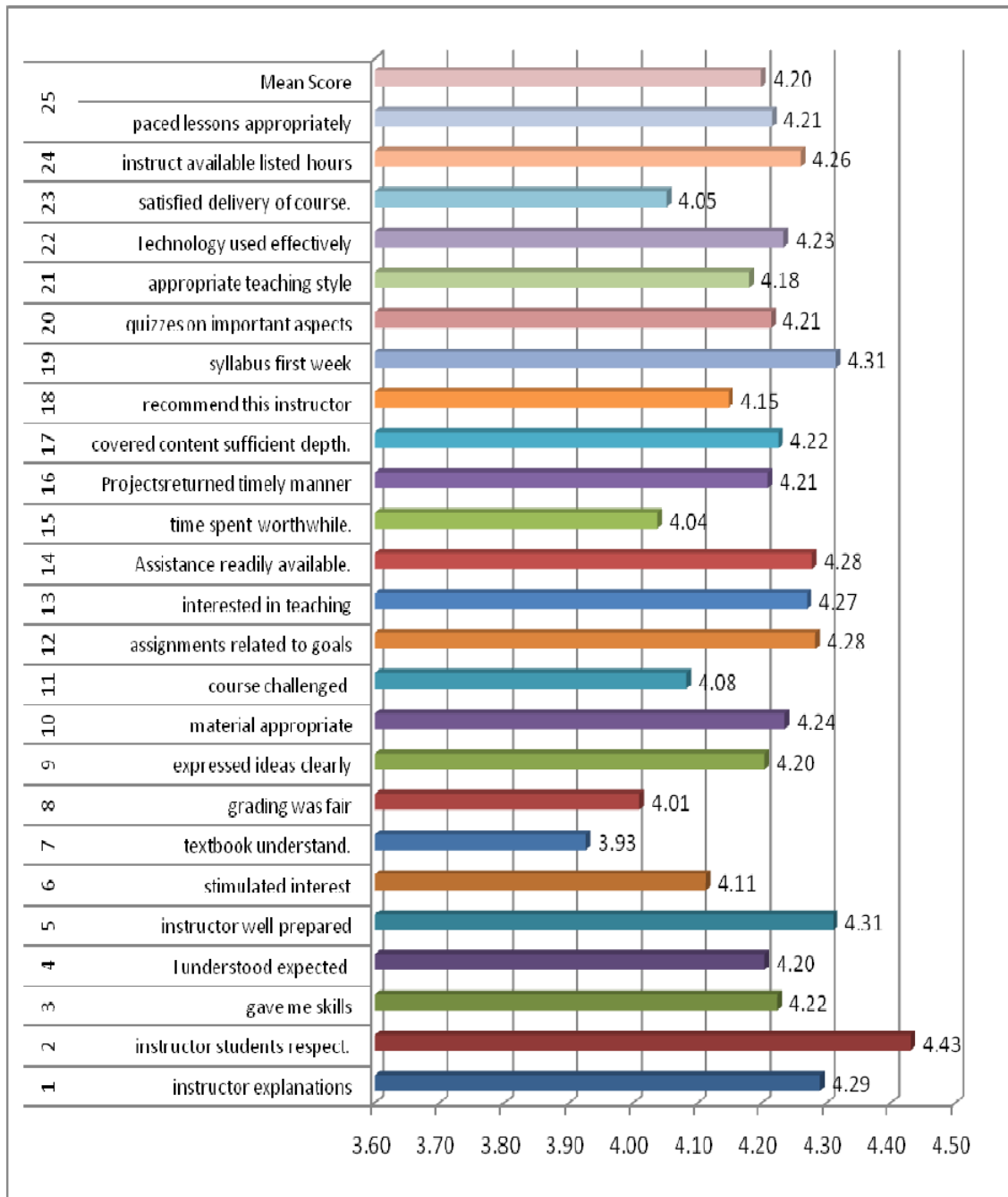


Figure 22: Average Item Analysis of Course Evaluation Survey for All Colleges and Prep and Core (Spring 2011)

PMU as a young institution kept close attention to student performance. PMU university council and all leadership committees receive regular reports for the Registrar's System on student achievement university-wide. Figure 18 below details the percentage of freshmen (male and female) who managed to finish the first year in college (after the prep year if applicable) within one year and moved to second year level. It is obvious that the percentages have improved year by year reaching upper 70% in the academic year 2010/2011. This trend is a good indicator of the



improvement of student learning during this crucial year. Students who pass the freshman year have higher potential to complete the degree program within the allowable time.

NUMBER OF PMU FRESHMEN PASSING WITHIN ONE ACADEMIC YEAR

ACADEMIC YEAR	Number of Students	Total Passing Freshmen	% PASSING	Total Not Passing Freshmen	% NOT PASSING
2006/2007	383	133	34.73%	250	65.27%
2007/2008	600	211	35.17%	389	64.83%
2008/2009	535	177	33.08%	358	66.92%
2009/2010	495	144	29.09%	351	70.91%
2010/2011	495	183	36.97%	312	63.03%
2011/2012*	135	81	60.00%	54	40.00%

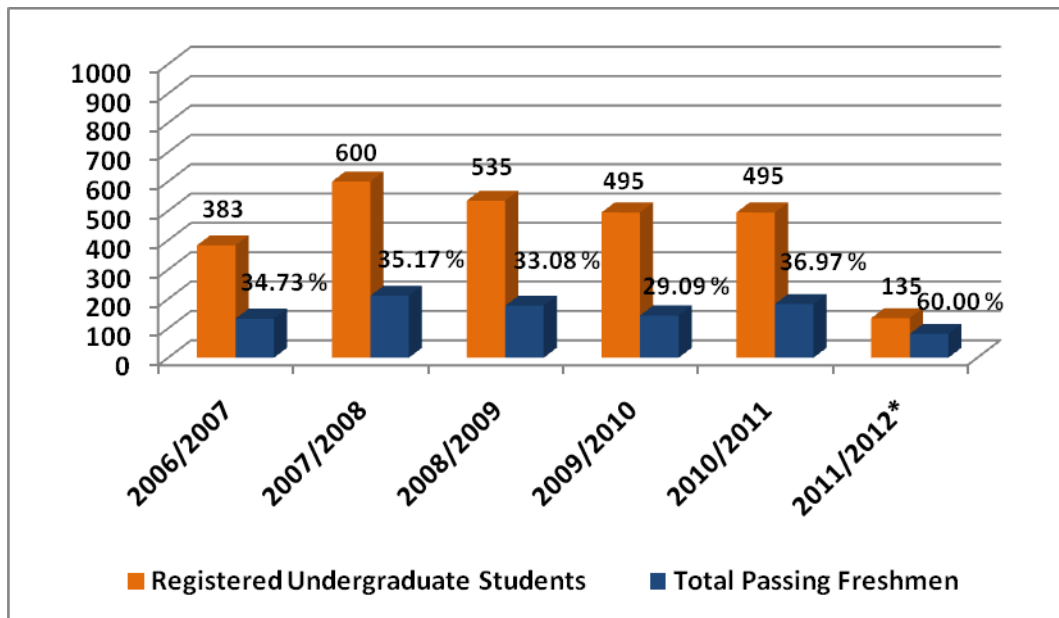


Figure 23: Percentage of all PMU Freshmen who pass in one year



Students who graduated within 4 years and those who graduated within the maximum allowed time are shown in Figure 24. Both genders populations are indicated. The table below identifies the data used to plot Figure 24:

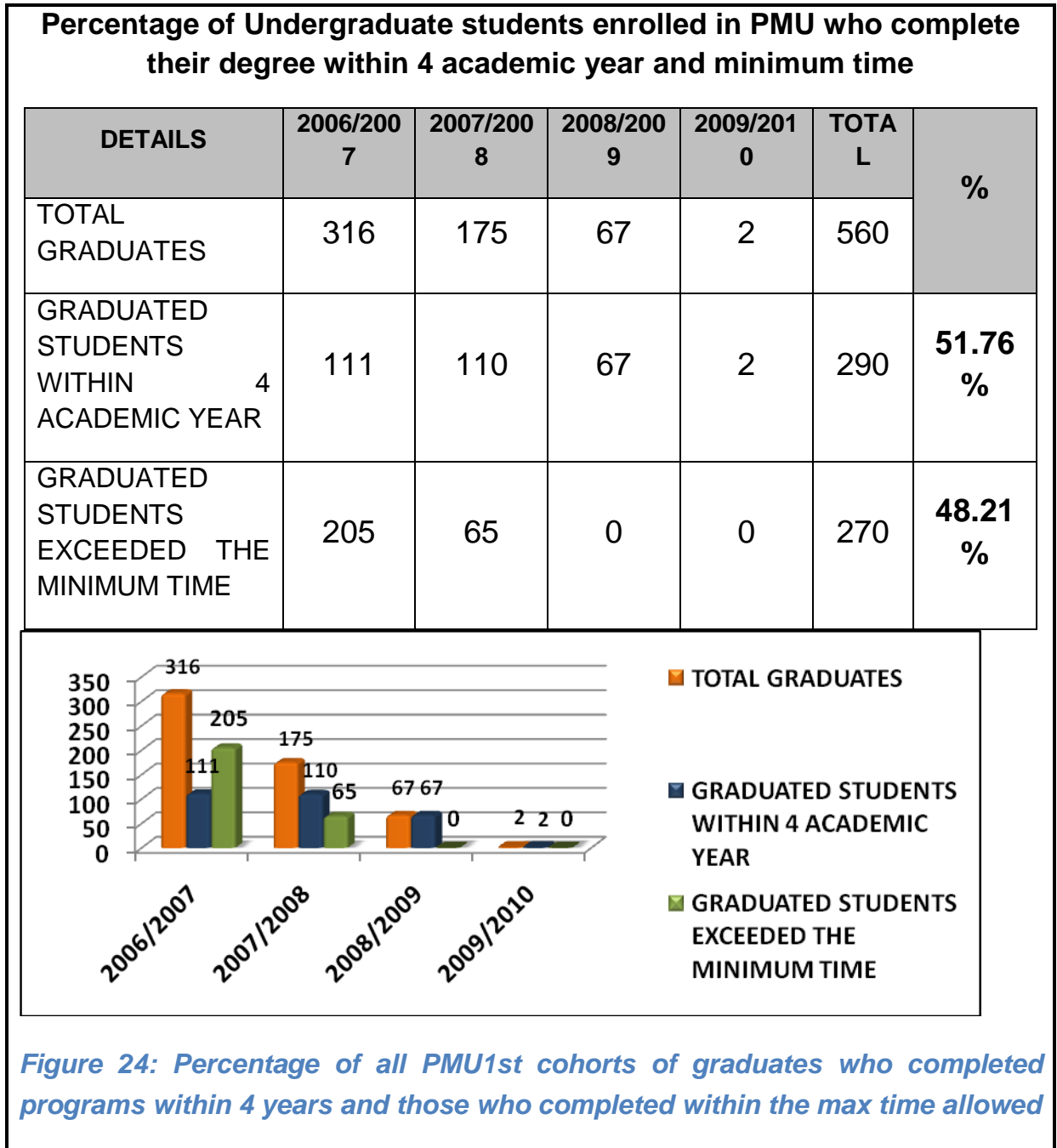


Figure 24 indicates the distribution of All PMU Students Who graduated within 4 years and those who graduated within the maximum time allowed for all degrees.



The chart in Figure 24 above indicates that female students took longer time to finish the programs in general. This finding is being investigated by PMU female division to come up with recommendations to improve this figure. Although the difference in time to finish the program exists between the two genders, it is interesting to mention that almost all graduates of PMU first cohort finished the program within the maximum allowed time. It should be noticed that the chart in Figure 24 is a collection of data on all graduates of PMU.

Independent Opinion by Prof. Melvyn C. Branch:

Evidence from the initial guidance provided by TIEC and subsequent revisions by PMU, and data from surveys suggests that the student learning objectives meet or exceed the National Qualifications Framework. Consistency will be monitored in the educational programs for future students and new degree programs according to policies already in place.



4.3 Program Development Processes:

Upon the launch of PMU in 2006, all degree offering programs were developed through partnership with TIEC as detailed before. These were the programs within the three colleges: Engineering, Computer Engineering & Science and Business. The development process of the programs was extensive and outcome based. PMU original feasibility study identified the need for these programs. Along with the three original colleges, the Prep and the Core programs which are service programs providing English, Math and General Education courses were developed by PMU-TIEC system. The complete system design of PMU is available for inspection by NCAAA upon visiting the university. The system is put in 30 bound volumes covering the entire system design of the university and its curriculum, program specifications and governance.

Recently, the College of Arts and Sciences was approved by MoHE and the program development process followed the original PMU-TIEC methodology. NCAAA protocol is mapped and followed for all new programs developed at PMU. The new College of Arts and Sciences programs were limited to Law and a graduate Program in Education & Human Development. The program development process followed TIEC methodology and templates which are in compliance with NCAAA protocol. The Deanship of Quality and Accreditation in partnership with Academic Affairs and with the support of PMU Rector provides leadership and guidance for all new graduate programs currently under development. The process insures adherence to the requirements of new program development as stated by NCAAA protocol. A list of 10 requirements summarizing the NCAAA protocol requirements is used as a checklist to insure NCAAA compliance. The list was developed by the Deanship of Quality and Accreditation and communicated to all academic units. The list is shown below. It is interesting to mention that the same list can be used for undergraduate programs developed by any academic unit within the university.

Developing Existing Programs:

Existing programs are developed periodically based on periodic reviews. This process is in total compliance with NCAAA where curriculum development and programs/ course specs are updated and driven based on periodic review process. The office of VRAA, who leads the PMU Academic committee, has also developed a formal process for curriculum review and it was recently (2011) approved by the University Rector and issued as a university new policy. The process is benchmarked after the Laws and Regulations of the KSA MoHE. Appendix 18 includes sample of recent curriculum review/development done during 2009/2010 academic year in the three colleges at the time. It was done due to the need to replace 6 credit hours originally designed for Arabic and Islamic studies. The courses designed to replace the 6 hours varied across different programs. Appendix 18 includes the proposal prepared by College of Engineering to replace these 6



hours with two courses: Computer Aided Design (CAD) and Field Experience Course (Internship).

The Process:

In summary, new programs are developed using the following process:

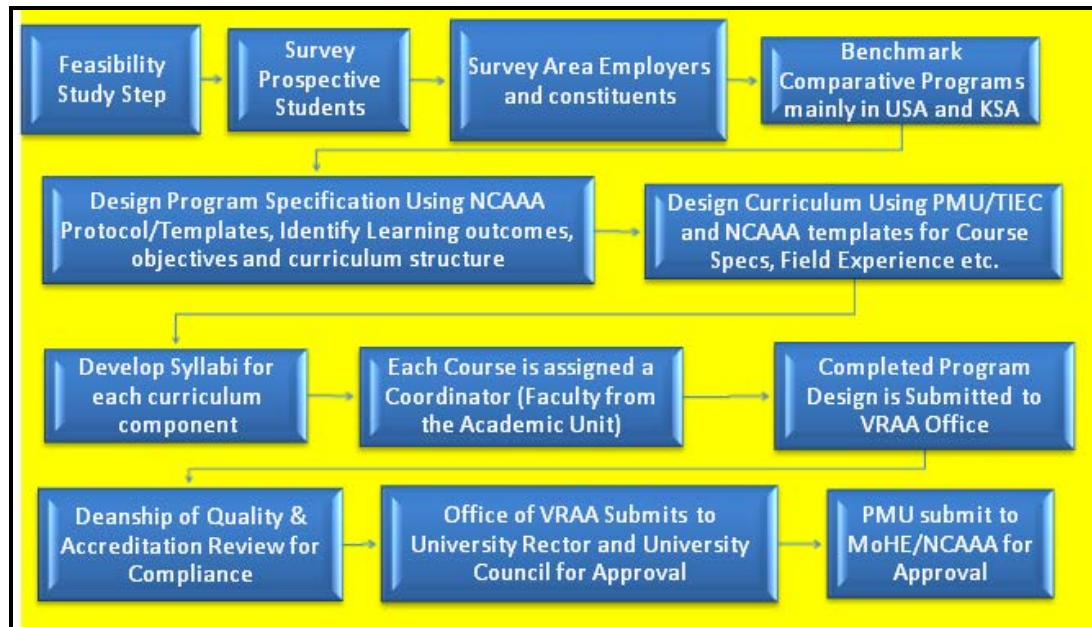


Figure 25: Processes to Develop New Academic Programs

New programs are developed by curriculum committees that are formed in every PMU academic unit. These committees are standing committees and they hold continuous meetings to review curriculum development projects as well as new curriculum building. The College Dean assumes leadership of these committees and participates in the process to steer their proceedings. Examples of the outcome of new programs development that were done in compliance with NCAAA protocol are the Master Degree Programs in the College of Engineering. Appendix 18 includes the details of Master Degrees Programs Developed by the College of Engineering in the following Areas:

1. Master of Science in Electrical Engineering
2. Master of Science in Mechanical engineering
3. Master of Science in Energy Systems
4. This is a new experience for PMU. Although the teams of curriculum development in the colleges are bringing vast experience from developed countries, the process to develop new programs is new for the university since it is a young institution. This process will be subject to continuous improvement and benchmarking best practices and outcomes will continue in all colleges.



Action Items List For PMU New Graduate Programs:

PMU Deanship of Quality and Accreditation has developed a check list of items to be considered for completing a new graduate program development process by each academic unit. This check list became a useful tool for all colleges and was instrumental during the recent works by the Colleges to develop Masters programs. The list was developed from past written communications and guidelines between PMU and MoHE on previously submitted programs for approval. The list is stemming from NCAAA compliance and it is being used since 2010.

ACTION ITEMS FOR ALL GRADUATE DEGREE PROGRAMS:

1. Prepare **Mission Statement** for the program using proper assessment guidelines accepted by an accreditation body such as SACS. (PMU Quality Center can provide material and leadership for this part)
2. Prepare **Vision Statement** for the program using proper assessment guidelines accepted by an accreditation body such as SACS. (PMU Quality Center can provide material and leadership for this part)
3. Prepare **Program Objectives** that are in-line with PMU and your specific College Objectives
4. Prepare **Program Learning Outcomes** aligned with Program Objectives and in-line with your college specific Accreditation body's learning outcomes (For COE and CCES use ABET Learning Outcomes Guidelines, For COBA use AACSB Learning Outcomes Guidelines). (PMU Quality Center can provide material and leadership for this part)
5. Prepare **Program Specifications** According to **NCAAA** System
6. Prepare **Course Specifications** According to **NCAAA** System
7. Prepare **Course Syllabi** with **LEARNING OUTCOMES** aligned with Program Objectives and in-line with your college specific **Accreditation body's learning outcomes** (For COE And CCES use **ABET** Learning Outcomes Guidelines, For COBA use **AACSB** Learning Outcomes Guidelines) (PMU Quality Center can provide material and leadership for this part)
8. Prepare course reporting System
9. Prepare Annual Review System
10. Prepare Annual Program Reporting System



Independent Opinion by Prof. Melvyn C. Branch:

Course Specifications, Program Specifications Course Portfolios, Field Experience Specifications and associated reports along with student advising protocol indicate that courses taught impart the learning outcomes. As new programs are planned and introduced, they must continue to be monitored for consistency with the learning objectives.

4.4 Program Evaluation and Review Processes:

It has been stated in previous sections that the process to evaluate all programs at PMU is in compliance with NCAAA protocol. Each program conducts periodic reporting cycles utilizing NCAAA instruments and templates. The review of periodic evaluations of programs is conducted on the academic unit level by all faculty members with leadership by the unit chairperson. During the past 4 consecutive semesters, PMU academic units conducted 4 cycles of course reports, program reports, field experience reports and all NCAAA surveys needed to complete program reviews. During the spring 2011 semester, all PMU academic programs completed self-study reports and all supporting documentation according to NCAAA protocol. These self-study reports have been reviewed in the following academic year 2012-2013. They are continued review given the feedback from NCAAA recommendations. PMU current self-study for institutional accreditation is expected to be used for a planned review visit during Spring 2013. Beyond the review for institutional accreditation, PMU is planning to submit final draft of the program self-study reports in anticipation for program accreditation after institutional review visit. The outcomes of these cycles of program reviews were fed into the college evaluation and review processes. Colleges also conducted and prepared self-studies in accordance with NCAAA protocol and the outcome is being used as a valuable input to the 2012-2016 university strategic plan.

In general, the process to conduct reviews for programs moves in two directions, one inward towards implementing priority actions identified by the program self-study and outward towards identifying strategic goals that will provide the institutional resources to implement priority actions. The diagram below in figure 26 summarizes the review process utilized by all PMU programs.





Figure 26: Program Evaluations and Review Process

University Strategic Planning Committee is Chaired by the university Rector and Co-Chaired by the University Secretary General. Continuous communication in both ways is conducted between the Strategic Planning Committee and Academic and Admin units' leadership to receive feedback on departmental level strategic goals. Department leaders, working with all staff and faculty, develop strategic goals based on program evaluation and revision and communicate back to PMU Strategic Planning Committee.

Programs External Evaluation:

PMU academic programs have been evaluated by external peers and constituents on as needed-basis but quite regularly given the age of this institution. For example, all existing and new programs that were developed after the launch in 2006 were reviewed by experts from other institutions such as King Fahd University of Petroleum and Minerals (KFUPM), Saudi Aramco and Texas International Education Consortium (TIEC – review 2011). Reports received by external reviewers contain recommendations that were used to improve programs. NCAAA review visitors can examine such reports upon arriving to PMU campus during the visit.

During the month of January 2013, PMU invited a world renowned educator and assessment expert Professor Melvyn C. Branch of University of Colorado. A thorough campus visit and review was conducted by Professor Branch, and the visit was concluded by detailed independent opinion report addressing all NCAAA standards against PMU performance. Details of this exercise are included in the self evaluation scales report provided in the appendix section of this SSR Volumes five (5) and six (6).





Independent Opinion by Prof. Melvyn C. Branch:

The involvement of PMU in the NCAAA accreditation process and the initiatives to seek other outside program accreditation such as SACS and ABET are indicators of the commitment to periodic program review. These efforts need to be well coordinated to avoid redundancy in compliance review documents and program review protocol.

4.5 Student Assessment:

Note: Parts of this section is excerpted from original PMU-TIEC Design documents. PMU-TIEC system is a thirty bound volume documents that are available for review by NCAAA review team upon visiting PMU.

PMU Learning Outcomes:

Students who enroll in university studies often have little experience with inquiry, research, or scholarly discourse. They expect instead that they can satisfy academic requirements simply by restating content provided by their teachers. Thus, many students are poorly prepared to assume the responsibilities associated with university-level scholarship.

Needless to say, subject content is critically important. Facts, concepts, and theoretical structures of mathematics, science, history, communications, and other areas are the building blocks for learning. However, the assumption that students will be well educated by completing an academic program that requires them merely to absorb content produces educational results opposite of those needed for individual and national advancement in a scientific and technological world.

To meet the needs of today's technological world, the best educational institutions now place emphasis on learning outcomes. They concentrate on what students learn rather than what teachers teach. These institutions are developing means to determine that students not only know about their subjects, but that students can use this knowledge effectively in the workplace.

The PMU Undergraduate Curriculum is designed to help students develop intellectual capabilities that will enable them to engage in lifelong learning.

Before PMU students graduate, they are expected to integrate and apply their knowledge and skills to deal with actual situations and challenges. A PMU graduate is expected to be ready for professional responsibilities, able to take initiative, and assume leadership. What is more, a PMU graduate is expected to be prepared to continue to improve his or her competencies in the coming years.





Ensuring and Assessing Outcomes:

The PMU curriculum introduces students to six learning outcomes. Students then will be assessed, both in their major coursework as well as in the assessment courses to determine the extent to which they have achieved success in meeting the outcomes. This independent assessment stresses to students the critical importance of the university learning outcomes to their overall success as students, graduates, and professional practitioners.

Six Distinctive Competencies:

The six designated PMU learning outcomes address what PMU graduates will need to know, and what they must be able to do, in order to be successful in their chosen fields and to contribute to the development of their community and the Kingdom. The six PMU learning outcomes are:

Communication: the ability to communicate effectively in both English and Arabic in professional and social situations.

Technological Competence: the ability to use modern technologies to acquire information, to communicate, solve problems, and produce intended results.

Critical Thinking and Problem Solving: the ability to reason logically and creatively to make informed and responsible decisions and achieve intended goals.

Professional Competence: the ability to perform professional responsibilities effectively in both local and international contexts.

Teamwork: the ability to work effectively with others to accomplish tasks and achieve group goals.

Leadership: the ability to be informed, effective, and responsible leaders in family, community, and the Kingdom.

These six learning outcomes are intended to ensure that PMU students also will possess knowledge and abilities associated with mastery of the theoretical structures and methodologies of academic disciplines and professional competencies. This will further enhance their ability to function effectively as a practitioner and scholar in a selected field.

Importance of Learning Assessment:

PMU assesses students' mastery of the university's designated learning outcomes in order to ensure that students have the ability and skill to use their professional preparation and knowledge effectively.

Such abilities and skills are best developed by practicing learning outcomes with the intention of improving future performance. PMU Faculty do not transmit high level intellectual abilities solely through lectures and assignments. Students are engaged



in activities that allow them to learn from experience. The process of engaging in applied learning, meeting learning expectations, and receiving feedback also gives students the experiences they need to gain new insights, deepen their understanding, and improve ability and skills.

The PMU learning assessment process helps students learn how to use self-reflection and feedback to improve their decisions and actions. This skill is at the heart of the ability to develop higher level intellectual abilities.

PMU Learning Outcomes Process:

The intellectual abilities and skills associated with the university's prescribed learning outcomes are developed across all aspects of the university – the Assessment Capstone Series, University Core Curriculum, College Core Curriculum, and academic majors in the university's colleges.

Principles of Learning and Assessment:

Learning outcomes and their assessment at the PMU are guided by the following principles:

Utilization – Learning techniques and assessments are used frequently.

Engagement – Learning is an active, not a passive, process.

Feedback – Learning incorporates a method of evaluation that effectively communicates techniques for improvement to students.

Repetition – Learning instills PMU values and learning outcomes through regular, repeated functions.

The levels of performance expected are communicated through formal and informal feedback throughout the students' university careers. Emphasis is placed on reinforcing students' strengths and motivating them toward greater achievements. Students are reminded constantly that their intellectual abilities and skills can always be improved.

The Assessment Cycle:

The cycle of assessment at the PMU evaluates the extent to which students achieve prescribed learning outcomes. This cycle is a three step process consisting of two developmental building blocks and a final capstone experience. The first two stages will be designed to enhance the student's ability to succeed in the third. All three assessment steps, however, will measure the students' success in achieving the university's six learning outcomes. (The courses prescribed for this process are described in detail in Section IV., The PMU Assessment Capstone Series available for NCAAA committee to examine upon the visit)





The Role of the University's Colleges:

To ensure that the PMU learning outcomes and assessment process is woven throughout all areas of the university, each college is responsible for implementing and adjusting the assessment criteria. The college will provide direction to ensure the appropriate outcomes and criteria are updated; that appropriate measures are used; that relevant data are collected, analyzed, and interpreted; that performance criteria are established; and that these results are reported and utilized to improve programs. Recently in the College of Engineering, Assessment III (Capstone Graduation Project) was reviewed and completely aligned with each major core competencies. The resulting outcome is noticeable through successful graduation project experiences through the past three semesters. Sample projects from the Mechanical Engineering are posted online and can be viewed through the link:

http://coe.pmu.edu.sa/me%20projects/me_capstone_projects.asp

Developing Competencies in Students:

The development of PMU students also is ongoing throughout their university experience and subsequent professional lives. No two students will develop competencies at the same time or the same rate. However, the PMU learning outcomes and competencies are based in shared behaviors. Among the behaviors that the university fosters and continually assess are the following:

Shared Competencies

1. Continuous self-directed learning
2. Initiative
3. Results and achievement orientation
4. Planning and organizing
5. Teaming and relationship arrangement
6. Quality and continuous improvement
7. Communication
8. Coaching
9. Consulting
10. Critical thinking and problem solving
11. Group facilitation
12. Leadership
13. Persuasion and influence
14. Project management
15. Self-management
16. Visioning
17. Work collaboration



Technology Competencies

Strong proficiency in personal computer use (including word processing, spreadsheets, presentation, database, Internet, and e-mail)

Basic programming and principles of database development and management

Fundamentals of project management

A Tool for Institutional Improvement:

All assessments provide information for improving college programs as well as determining student achievement. The ongoing evaluation itself is important because:

Assessment helps the university establish academic accountability.

Assessment is an integral part of a plan for college improvement.

To achieve these goals, the colleges use both direct and indirect assessment measures. Direct measures will include such instruments as standardized tests and exams. Indirect measures include student surveys that reflect satisfaction with their educational experience and assess their preparation for employment or graduate and professional schools. Both measures supplement each other. PMU conducts course evaluation surveys on a continuous basis each semester as mentioned before.

The learning-outcomes process and its related assessment procedures is published in print and electronic format and made available to students and faculty. Each faculty shares responsibility for assisting students in understanding these processes. PMU colleges and departments post learning outcomes for each program on the university website. Faculty communicate individual course learning outcome through hard copies distributed to class at the beginning of the semester and electronically through posting syllabi on the Learning Management System (PMU uses Blackboard®).

Measuring Degree of Success

A. *Creating and Using Assessment Protocols:*

The following is the framework of PMU process of assessing student learning outcomes. It is based on proven approaches that have been successfully implemented at universities internationally.

1. The Goals of Assessment

Learning assessment is designed to help students achieve two goals:

- To develop the skills of learning on their own.



- To take advantage of the lessons that experience and self-reflection can teach.

Assessment protocols are designed as part of this process. The creation of protocols brings faculty together to discuss and determine their expectations for student performance. In this process, faculty learn from each other about different levels of behavior. Faculties also grow to better understand the student behavior that they observe. Ultimately, students benefit from the protocols, because they understand the expectations that faculty have of them.

2. *A Guide to Learning not Grading*

The original PMU/TIEC design calls to review and revise assessment protocols for the PMU learning environment early in the university's development. It also calls that the expectations presented to students remain in place over time. Students and faculty can become confused and frustrated when performance expectations are changed too often.

PMU/TIEC design stresses the need for everyone to understand that assessment protocols are not a grading system. They are a guide. Assessment protocols are a technique for achieving agreement within the learning community of student performance expectations.

PMU students master the learning criteria in varying degrees. Moreover, each of the assessment courses, including the Assessment Capstone Series, requires different levels of mastery. The one semester course taken in the sophomore year requires less mastery than the two semester course taken in the junior year. And, the three semester hour assessment capstone is most demanding.

3. The Protocol System

The protocols below are examples of factors that PMU faculty might take into consideration as they evaluate students' success in mastering PMU learning outcomes and competencies.

These protocols provide a number of guides for learning assessment.

- Expectation – the desired learning outcome and competency.
- Indicators – behaviors associated with the abilities students are expected to demonstrate.
- Criteria – qualities of student performance.
- Standards – behaviors associated with various levels of performance.



The protocol is applied to PMU Competencies as follows:

COMMUNICATION COMPETENCY

1. Expectation

The student will be able to communicate effectively in both English and Arabic in professional and social situations.

2. Indicators of Success

1. Determines the nature and extent of information needs.
2. Accesses needed information.
3. Critically evaluates the quality of information in relation to need.
4. Prepares effective written and oral communications.
5. Delivers effective oral communication.
6. Adheres to ethical practices in the use and communication of information.

Communication Indicator 1

Determines the nature and extent of information needs

Achievement criteria:

- Scope of content.
- Reliability of content and sources

Standards of Performance		
Beginning	Intermediate	Advanced
Requires extensive assistance to identify an appropriate range of potential reliable content.	With minimal assistance, identifies a comprehensive range of potential reliable content; seeks expert consultation as needed.	Independently identifies an excellent and creative range of potential content; seeks expert consultation for new ideas.

Communication Indicator 2

Accesses needed information.

Achievement criteria:



- Effectiveness and efficiency of access and retrieval strategies.
- Comprehensiveness of information in relation to need.

Standards of Performance		
Beginning	Intermediate	Advanced
Requires extensive assistance to implement information search and retrieval strategies; information obtained is minimal in relation to need.	With minimal assistance, implements appropriate information and retrieval strategies; information obtained is comprehensive in relation to need.	Independently implements skillful, highly effective information search and retrieval strategies; information obtained is comprehensive and creative in relation to need.

Communication Indicator 3

Critically evaluates the quality of information in relation to need.

Achievement criteria:

- Reliability
- Relevance
- Breadth and depth

Standards of Performance		
Beginning	Intermediate	Advanced
Requires extensive assistance to evaluate content and to identify gaps in breadth and depth; is slow to recognize the need for critical evaluation.	With minimal assistance, identifies content appropriate to the need; has little difficulty identifying and overcoming gaps in breadth and depth.	Independently identifies high quality content appropriate to the need; discovers creative and unusual material; easily identifies and overcomes gaps in breadth and depth.





Communication Indicator 4

Prepares effective written and oral communications

Achievement criteria:

- Relevance of communication to purpose.
- Organization of content.
- Quality of communication skills.
- Sensitivity to audience needs and interests.

Standards of Performance		
Beginning	Intermediate	Advanced
Requires extensive assistance to develop a purposeful communication; has difficulty focusing and organizing content; exhibits poor writing skills; exhibits little sensitivity to audience needs and interests; is unable to develop an oral presentation.	With minimal assistance, develops a purposeful communication; achieves good focus and organization of content; exhibits good writing skills; exhibits appropriate sensitivity to audience needs and interests; develops an effective oral presentation.	Independently develops a purposeful communication; achieves excellent focus and organization of content; exhibits excellent writing skills; exhibits high sensitivity to audience needs and interests; develops an excellent oral presentation.

Communication Indicator 5

Delivers an effective oral communication

Achievement criteria:

- Quality of oral communication.
- Effectiveness of presentation strategy.
- Ability to adjust content as needed during delivery.
- Audience reaction.





Standards of Performance		
Beginning	Intermediate	Advanced
Exhibits poor oral communication skills; is unable to present material effectively; does not recognize and adjust to listeners' reactions; gets poor audience reaction.	Exhibits good oral communication skills; delivers an effective presentation; recognizes and adjusts to listener's reactions; gets mostly positive audience reaction.	Exhibits excellent oral communication skills; delivers an excellent presentation; recognizes and adjusts to listener's reactions; develops good rapport with audience; gets enthusiastic and positive audience reaction.

Communication Indicator 6

Adheres to ethical practices in the use and communication of information

Achievement criteria:

- Knowledge of and adherence to ethical practices.

Standards of Performance		
Beginning	Intermediate	Advanced
Is aware of major ethical practice principles related to information use; understands the concept of plagiarism and the importance of acknowledging the work of others.	Explains and consistently applies ethical practice principles in information use.	Consistently applies ethical practice principles in information use; demonstrates a sophisticated understanding of the ethics of using information in a range of contexts.





TECHNOLOGICAL COMPETENCE

1. Expectation

The student will be able to use modern information technologies to acquire information, communicate, solve problems and produce intended results.

2. Indicators of Success

- a. Uses IT tools for productivity, communication, research, problem-solving and decision-making.
- b. Recognizes the implications and ethical issues associated with the widespread use of IT.

Technological Indicator 1

Uses IT tools for productivity, communication, research, problem-solving and decision-making

Achievement criteria:

- Effectiveness and efficiency of IT skills.
- Consistency in performance.
- Range and depth of knowledge.
- Independence in performance.

Standards of Performance		
Beginning	Intermediate	Advanced
With assistance, demonstrates understanding of and utilizes the essential features of information technology tools; with assistance, produces acceptable information technology products.	Produces good information technology products, most of which meet a professional standard; makes informed decisions in the use of information technology tools; utilizes mid-level to advanced features of information technology tools.	Produces excellent information technology products, all of which meet a professional standard; utilizes a wide range and the advanced features of information technology tools.



Technological Indicator 2

Recognizes the implications and ethical issues associated with the widespread use of IT

Achievement criteria:

- Awareness of and critical response to legal and ethical IT issues.
- Awareness of the potential impact of widespread IT use.

Standards of Performance		
Beginning	Intermediate	Advanced
Has a growing awareness about a range of legal and ethical issues associated with the use of information technology use; expresses opinions concerning the impact of these issues on individuals and society; is familiar with ethical principles related to the use of information technology.	Is well informed about a range of legal and ethical issues associated with information technology use; expresses well informed opinions concerning the impact of these issues on individuals and society; is consistently ethical in the use of information technology.	Is well informed about a wide range of ethical issues associated with the use of information technology; publicly advocates well reasoned opinions concerning the impact of these issues on individuals and society; expresses well reasoned opinions about the interrelationships among the social, economic, and political factors that arise from widespread use of information technology.

CRITICAL THINKING AND PROBLEM SOLVING COMPETENCY

1. **Expectation**

The student will be able to reason logically and creatively, make informed and responsible decisions and solve problems.

2. **Indicators of Success**

1. Gathers and processes information for decision making.
2. Develops and reasonably defends arguments, positions and decisions.
3. Clarifies problems and develops effective solutions.
4. Executes plans and evaluates results effectively.



Critical Thinking Indicator 1

Gathers and processes information for decision making.

Achievement criteria:

- Selects information relevant to purpose.
- Accurately interprets information and evidence.
- Identifies salient arguments and different points of view.
- Recognizes assumptions and perspectives.
- Evaluates the logic, validity and relevance of data.

Standards of Performance		
Beginning	Intermediate	Advanced
With assistance, identifies a limited range of information suited to purpose; interprets information accurately but simply; identifies some arguments, assumptions and perspectives; conducts minimal evaluation of material.	Identifies a good range of information suited to purpose; accurately interprets information; identifies salient arguments, assumptions, perspectives and alternative points of view; conducts well reasoned and comprehensive evaluations of material selected for use.	Identifies a comprehensive range of information suited to purpose; relates and synthesizes information from multiple sources; accurately interprets information; recognizes subtle patterns and meanings; draws insightful, logical, and creative conclusions; conducts excellent evaluation of material selected for use.

Critical Thinking Indicator 2

Develops and reasonably defends arguments, positions and decisions.

Achievement criteria:

- Analyzes and evaluates information and alternative points of view.
- Draws well-reasoned conclusions.
- Justifies results by explaining assumptions and reasons for choices.





Standards of Performance		
Beginning	Intermediate	Advanced
With assistance, recognizes the differences and varied perspectives in information sources; draws some reasonable conclusions; provides limited explanation for arguments, positions, and decisions.	Recognizes the differences and varied perspectives in information sources; draws well reasoned conclusions; provides good explanation for arguments, positions, and decisions.	Recognizes the differences and varied perspectives in information sources; is sensitive to implicit assumptions and subtle bias; draws well reasoned, insightful conclusions; provides excellent explanations for arguments, positions, and decisions.

Critical Thinking Indicator 3

Clarifies problems and develops effective solutions.

Achievement criteria:

- Identifies and clearly describes the problem.
- Develops and evaluates suitable alternative solutions.
- Proposes an appropriate solution.

Standards of Performance		
Beginning	Intermediate	Advanced
With assistance, describes a problem; explains what can be done about it; identifies several possible solutions; proposes a solution; inadequately defends the appropriateness of the solution.	Clearly and concisely states a problem; seeks input from others; explains what should be done and why; proposes several suitable solutions; presents logical pros and cons for each; proposes an appropriate solution and offers good reasons for choice.	Clearly and concisely states a problem; seeks input from others; insightfully explains what should be done and why; proposes several appropriate and creative solutions; presents logical pros and cons for each; proposes the most appropriate solution and offers excellent reasons for



		choice.
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Critical Thinking Indicator 4

Executes plans and evaluates results effectively.

Achievement criteria:

- Determines needed resources.*
- Identifies, organizes and schedules critical tasks.
- Follows-through, adapts and persists to problem resolution.
- Evaluates results.

**Resources could include decisions, permissions, people, and material*

Standards of Performance		
Beginning	Intermediate	Advanced
With assistance, identifies most needed resources; organizes and sequences critical tasks; poorly executes some tasks; achieves inadequate results; recognizes and explains some but not all strengths and deficiencies of the intended solution.	Identifies and acquires needed resources; logically sequences critical tasks; adjusts implementation as needed; executes most tasks effectively and on schedule; explains the strengths and deficiencies of the solution; makes suggestions for future improvement and problem prevention.	Identifies and achieves all needed resources; organizes and implements critical tasks very well; makes timely and creative adjustments; provides excellent explanations of the strengths and deficiencies of the solution; makes excellent suggestions for improvement and future problem prevention.

PROFESSIONAL COMPETENCE

1. Expectation

The student will be able to perform professional responsibilities effectively in both local and international contexts.

2. Indicators of Success

1. Maintains a good work ethic.
2. Sustains positive relations with supervisors, co-workers and clients.



3. Performs professional tasks effectively and efficiently in local and international contexts.
4. Improves and increases professional competence over time.
5. Demonstrates integrity and ethical behavior.

Professional Indicator 1

Maintains a good work ethic

Achievement criteria:

- Adheres to rules and procedures.
- Takes responsibility as necessary to produce expected results.

Standards of Performance		
Beginning	Intermediate	Advanced
With guidance, can adhere to rules and procedures; rarely works extra to meet deadlines; sometimes accepts extra work assignments.	Adheres to rules and procedures; works as needed to meet deadlines; volunteers extra work to complete assignments.	Adheres to rules and procedures; completes assignments by or before deadlines; volunteers work that promotes employer's success.

Professional Indicator 2

Sustains positive relations with supervisors, co-workers and clients

Achievement criteria:

- Maintains positive interpersonal relations.
- Supports and promotes employer's vision and goals.





Standards of Performance		
Beginning	Intermediate	Advanced
Has difficulty maintaining positive working relationships; sees job primarily in terms of personal benefits.	Maintains positive working relationships; supports employer's goals; sees job as helping employer meet goals and in terms of personal benefit and professional opportunity.	Maintains excellent working relationships; supports and promotes employer's goals; accepts and volunteers work that promotes employer's success; sees job in terms of personal benefit and future professional opportunity.

Professional Indicator 3

Performs professional tasks effectively and efficiently in local and international contexts

Achievement criteria:

- Quality of professional performance.
- Organizational skills and time management.
- Attention to quality.

Standards of Performance		
Beginning	Intermediate	Advanced
Has difficulty performing at a professional level; is uncomfortable outside a local context; needs to improve time management and organization; rarely recognizes inferior quality.	Consistently performs at a professional level; is increasingly effective in both local and international contexts; organizes and manages time effectively; usually recognizes quality problems and corrects them.	Consistently performs at a high professional level; is very effective in both local and international contexts; organizes and manages time very effectively, produces excellent results; often suggests ways to improve quality.



Professional Indicator 4

Improves and increases professional competence over time.

Achievement criteria:

- Keeps professional knowledge and skills current.
- Maintains an active program of professional development.
- Improves performance through disciplined reflection and self-assessment.

Standards of Performance		
Beginning	Intermediate	Advanced
Knowledge and skills are not always current; needs encouragement to engage in professional development activities; rarely reflects on personal performance to identify ways to improve.	Knowledge and skills are current; maintains a regular professional development program; regularly reflects on personal performance and finds ways to improve performance.	Knowledge and skills are at the leading edge; maintains an aggressive professional development program; frequently reflects on personal performance and regularly improves performance.

Professional Indicator 5

Demonstrates integrity and ethical behavior

Achievement criteria:

- Knowledge of and commitment to practice ethical principles in personal and professional life



Standards of Performance		
Beginning	Intermediate	Advanced
Is honest and behaves with integrity; sometimes is unaware of professional ethical expectations.	Is honest and trustworthy; understands and meets personal and professional ethical expectations; is recognized and respected by others for principled behavior.	Is honest and trustworthy, understands and always meets personal and professional ethical expectations; is recognized and respected by others as a role model for principled behavior; promotes ethical behavior of others.

TEAMWORK COMPETENCY

1. Expectation

The student will be able to work effectively with others to accomplish tasks and achieve group goals.

2. Indicators of Success

1. Cooperates and assumes responsibility for individual contributions and group results.
2. Uses effective interpersonal and group process skills.
3. Facilitates consensus through negotiation and compromise.

Teamwork Indicator 1

Cooperates and assumes responsibility for individual contributions and group results.

Achievement criteria:

- Sensitivity to others' needs interests and concerns.
- Openness to ideas and suggestions.
- Willingness to accept responsibility and take accountability for results.





Standards of Performance		
Beginning	Intermediate	Advanced
May disagree with others' opinions but tolerates their expression; rarely responds to others' ideas and suggestions; seldom produces results.	Listens and responds to others' ideas in a positive and constructive manner; contributes useful ideas and suggestions and makes appropriate adjustments based on feedback; offers to take responsibility; produces good results, willingly accepts accountability for outcome.	Consistently listens and responds to others' ideas in a positive and constructive manner; frequently offers excellent ideas and suggestions and makes appropriate adjustments based on feedback; guides the group toward ideas and suggestions with greatest potential; often takes responsibility; produces excellent results and always accepts accountability for outcome.

Teamwork Indicator 2

Uses effective interpersonal and group process skills

Achievement criteria:

- Understands and accepts the strengths and limitations of group members.
- Makes constructive contributions to group discussions and debates.
- Appropriately responds to others' confusion, anger, and distress.
- Suggests ways to improve the efficiency and effectiveness of the group.





Standards of Performance		
Beginning	Intermediate	Advanced
Has difficulty identifying the potential of group members; rarely makes constructive contributions to discussions or debates; responds poorly to others' frustrations; rarely offers suggestions that could improve group process.	Identifies and acknowledges the potential of each group member; makes constructive contributions to discussions and debates; responds appropriately to others' frustrations; suggests ways to improve group process.	Identifies and publicly praises the contributions and potential of each group member; frequently makes constructive contributions to discussions and debates; empathizes and skillfully supports others through frustrating experiences; takes action that improves group process.

Teamwork Indicator 3

Facilitates consensus through negotiation and compromise

Achievement criteria:

- Offers useful and creative ideas that improve group goals and process.
- Offers and accepts feedback that moves the group toward agreement.
- Promotes modifications or alternatives that foster consensus.
- Acknowledges and supports others' contributions.





Standards of Performance		
Beginning	Intermediate	Advanced
Occasionally suggests ideas that contribute to agreement; has difficulty building forward from others' ideas; offers weak or negative feedback; sometimes acknowledges others' contributions.	Assists the group to focus on the goal; offers good ideas that contribute to agreement and improve group performance; offers and readily accepts constructive feedback; supports alternatives and modifications that foster consensus; usually acknowledges and supports others' contributions.	Assists the group to focus on the goal; offers excellent ideas that contribute to agreement and improve group performance; encourages and easily accepts feedback from others; facilitates group analysis and acceptance of better ideas; summarizes agreements to foster consensus; frequently acknowledges and supports others' contributions.

LEADERSHIP COMPETENCY

1. Expectation

The student will be able to function as an informed, effective and responsible leader in family, community and the nation.

2. Indicators of Success

1. Offers vision and purpose that inspires others' confidence and following.
2. Effectively plans and organizes projects.
3. Effectively delegates responsibility and coordinates group work.
4. Produces quality results.

Leadership Indicator 1

Offers vision and purpose that inspires others' confidence and following

Achievement criteria:

- Communicates visionary and appropriate goals.





Standards of Performance		
Beginning	Intermediate	Advanced
Rarely convinces others to participate in a project he/she proposes; has difficulty sustaining others' commitment and participation over the project's duration.	Convinces others to participate in a project he/she proposes; usually sustains their commitment and participation over the project's duration.	Easily convinces other to participate in a project he/she proposes; sustains their commitment and enthusiastic participation over the project's duration.

Leadership Indicator 2

Effectively plans and organizes projects.

Achievement criteria:

- Determines and sequences tasks required to meet objectives.
- Develops timelines and schedules that satisfy deadlines.
- Acquires needed resources. *

**Resources include policies, agreements permissions, financing, personnel and materials.*

Standards of Performance		
Beginning	Intermediate	Advanced
With assistance, identifies and sequences project tasks; has difficulty plotting realistic timelines; identifies some, but not all required resources.	Identifies and sequences project tasks; plots realistic timelines; identifies and procures all needed resources.	Identifies and sequences project tasks; plots realistic timelines that include contingency strategies; identifies and procures all needed resources.



Leadership Indicator 3

Effectively delegates responsibility and coordinates group work.

Achievement criteria:

- Communicates goals effectively.
- Respect for individual abilities in the delegation of tasks.
- Motivates, sustains morale and positive interpersonal relations.
- Monitors progress and takes corrective action as needed.

Standards of Performance		
Beginning	Intermediate	Advanced
Communicates unclear goals; has difficulty delegating tasks to the most qualified individuals; has difficulty identifying problems and taking corrective action; does not consistently sustain productivity and morale of workers.	Usually communicates clear goals; delegates tasks to the most qualified individuals; resolves conflicts; sometimes prevents problems and takes timely corrective action; sustains worker productivity and morale over time.	Communicates clear goals; delegates tasks to the most qualified workers; prevents most conflicts and resolves them quickly if they arise; prevents most problems and takes timely corrective action; sustains worker productivity and morale over time.

Leadership Indicator 4 Produces quality results

Achievement criteria:

- Motivates and supports quality performance from others.
- Effectively supervises and monitors work.
- Adjusts to context.
- Meets or exceed quality expectations and standards.



Standards of Performance		
Beginning	Intermediate	Advanced
<p>Has difficulty communicating quality expectations; provides erratic supervisory oversight; is uncomfortable outside a local context; produces poor quality results.</p>	<p>Communicates expectations consistent with recognized quality standards; generally provides effective supervisory oversight; regularly monitors output for adherence to quality expectations; takes corrective action as needed; usually produces results that meet quality expectations.</p>	<p>Communicates quality expectations that exceed recognized quality standards; effectively motivates others to better performance; is very effective in both local and international contexts; provides effective and supportive supervisory oversight; closely monitors output and frequently encourages quality improvement; usually produces results that exceed quality expectations.</p>

In conclusion, PMU curriculum structure is embedded with assessment stations design with purpose to evaluate the achievement of competencies at each stage within the degree plan. Assessment I provides assurance competencies of general core program, Assessment II assures the college core outcomes while Assessment III is the final station where capstone graduation projects are designed to assure learning outcomes and competencies are achieved right before going to the job market.

Independent opinion by Prof. Melvyn C. Branch:

PMU has an impressive array of assessment tools to provide annual data on achievement of learning outcomes.



4.6 Educational Assistance for Students:

Beside all educational assistance provided by academic programs, PMU Learning Resource Center is the focal point of this topic. In the following subsections, major educational assistance venues for students are itemized:

Learning Resource Center (LRC)

PMU original design included the establishment of University Learning Resource Center. The LRC is located physically in the center of the two sides of campus. The facilities within the LRC are equally divided where one is completely accessible by male students and the other is completely accessible by female students. The LRC charter and design philosophy is developed in details much before PMU started its first semester back in 2006. The LRC is the house of the following three major divisions:

- Main Library
- Student Learning Enrichment Services
- Professional Development Division

Library: For more information, please visit

<http://lrc.pmu.edu.sa/librarya.asp>

The PMU Libraries encompass more than a traditional library. They offer extensive access to printed material, electronic/digital based information resources. Their design and operations are driven by the mission of the University and the needs of the students, the faculty and the instructional programs. The PMU Libraries are designed to promote undergraduate as well as graduate study and research with materials in English as well as Arabic.

The PMU Libraries consist of the Main Library on the men's campus and the women's Library on the women's campus. The Libraries' collection is evenly divided between the two libraries.

The PMU Libraries Staff is available to provide training to PMU Faculty, Students, and Staff on the use of the Libraries' online public access catalog (OPAC), e-Resources, as well as the print Reference collection. The PMU Libraries are the first institution in the Kingdom of Saudi Arabia to implement Sirsi/Dynix 'Complete Solution'.

Sirsi/Dynix Symphony:

Sirsi/Dynix Symphony blends the best features of Sirsi/Dynix Unicorn and Sirsi/Dynix Horizon 8.0/ Corinthian to offer the most impressive array of library



and consortium management solutions available to the library community. Sirsi/Dynix is the leading American library management system vendor.

RFID System:

A new generation of 3M's most robust and patron oriented RFID solution, known as OneTag® has been integrated into the Sirsi/Dynix Symphony LMS to create one seamless turn-key 'Complete Solution'. 3M is a leading American company. The 'Complete Solution' included OPACs, Self-Check stations, security devices, an automatic book return, and an inventor control system.

E-Resources:

In addition to the Online Library Catalogue, the PMU Library provides on-campus and off-campus online access to all electronic holdings of the library to all students and staff. The following is a list of E-resources currently available for PMU community:

E-books

E-brary:

This database provides online access to the full-text of over 60,000 copyrighted books, reports and maps from leading publishers. PMU subscription consists of more than 33,000 electronic books which cover many different subject areas including: Social Sciences, Law, Medicine, Science, Engineering, Computer Studies, Fine Arts and History.

Safari Technical Books

Safari contains a breadth and depth of technical content for IT, creative, and business professionals. It is a full text database of broad range of technical books covering the areas of applied sciences, computer science, business and management. Currently, the database provides access to full texts of more than 3000 books.

Journals/Databases

EBSCO

Includes:

Academic Search Premier

Is a multi-disciplinary database that provides full text for more than 4,600 journals, including more than 3,900 peer-reviewed titles. PDF back files to 1975 or further are available for well over one hundred



journals, and searchable cited references are provided for more than 1,000 titles.

Computers & Applied Sciences Complete

Provides indexing and abstracts for more than 22,000 academic Journals, professional publications, and other reference sources covering the research and development spectrum of the computing and applied sciences. Full text is also available for more than 1000 periodicals.

ERIC

ERIC, the Education Resource Information Center, contains more than 1.3 million records and links to more than 323,000 full-text documents dating back to 1966.

Library, Information Science & Technology Abstracts.

(LISTA) indexes more than 560 core journals, nearly 50 priority journals, and nearly 125 selective journals; plus books, research reports and proceedings. Subject coverage includes librarianship, classification, cataloging, bibliometrics, online information retrieval, information management and more. Coverage in the database extends back as far as the mid-1960s.

GreenFile:

GreenFile offers well-researched information covering all aspects of human impact to the environment. Its collection of scholarly, government and general-interest titles includes content on global warming, green building, pollution, sustainable agriculture, renewable energy, recycling, and more. The database provides indexing and abstracts for more than 384,000 records, as well as Open Access full text for more than 4,700 records.

ABI/INFORM Global

This is one of the most comprehensive business databases on the market. It includes in-depth coverage for over 3,000 publications, with more than 2,000 available in full text. ABI/INFORM Global offers the latest business and financial information for researchers at all levels. With ABI/INFORM Global, users can find out about business conditions, management techniques, business trends, management practice and theory, corporate strategy and tactics, and competitive landscape.





ACM digital library

The ACM Digital Library (DL) is the most comprehensive collection of full-text articles and bibliographic records in existence today covering the fields of computing and information technology. The full-text database includes the complete collection of ACM's publications, including journals, conference proceedings, magazines, newsletters, and multimedia titles and currently consists of: 300,957 Full-text articles, 2.0+ Million Pages of full-text articles and 20,000+ new full-text articles added each year.

Multi-media Encyclopedia

Encyclopedia Britannica

Merriam-Webster's database contains 225,000 entries, including more than 10,000 new words and definitions.

Other Resources

OCLC's WorldCat

OCLC's WorldCat is a comprehensive database of the collections of libraries around the world. WorldCat allows users to discover books that are not available in their local libraries. WorldCat holds tens of millions of bibliographic records that represent more than one billion items. It encompasses hundreds of languages and all formats, including rapidly growing numbers of electronic resources and digital objects.

Google Translator & Dictionary

This is a free translation service that provides instant translations between 58 different languages. It can translate words, sentences and web pages between any combinations of PMU supported languages.

Student Learning Enrichment Services (LES):

Student learning enrichment services are centralized system of tutoring and mentoring services provided for all PMU students. The main laminations of students who are frequent users of the LES are students of prep and core programs. Most tutoring is in two main topics: ENGLISH and PREP MATH. The LES is staffed with full time tutors and when demand increases, part time tutors are hired to satisfy students tutoring needs.

The LES is also managing "at risk students" who are identified by instructors or counselors are at risk of dropping for the university early on or at risk of failing severely in a typical semester. The system of tutoring students was also augmented through the Student Academic Support Center (SASC) housed at LRC. The SASC is aimed at tutoring and providing help to students who passed prep and may be



core and they still in need of tutoring. The unique thing about SASC is that faculty of PMU colleges are the resources who provide tutoring. Each academic unit provides a faculty member who is available almost majority of day hours to satisfy tutoring needs. Peer tutoring is also provided by advanced students but it is not structured well within the LRC and may need further development down the road.

The following table highlights the level of tutoring support provided to prep students in the past few semesters:

SAMPLE STATISTICS of LRC TUTORING SERVICES			
Individual Tutoring Delivered Through LRC/LES			
Semester	Male	Female	
2 nd sem. 08-09	237	150	
1 st sem. 09-10	515	245	
TOTAL	752	395	= 1147 (total M&F)
Tutoring Delivered Through Learning Centers			
2 nd sem. 09-10 & 1 st sem. 10-11	100 (approx.)	386	= 486 (total M&F)

Given the student population growth of PMU, the above table indicates significant contribution provided by LRC to support students and furnish educational assistance.

Students Affairs Counseling Services:

Division of student affairs provides counseling to students and also career planning and placement services. During the last stages of degree programs, PMU student affairs work with each academic unit to place students in the summer internship to fulfill graduation requirements. Details of Student Affairs contribution to educational assistance of PMU students are available in section H-5 of this self study.

Independent opinion by Prof. Melvyn C. Branch:

PMU has in place many mechanisms for individualized curricular and extracurricular assistance to students in order to accelerate their academic progress. These activities appear to be very important in improving the performance of many students who enter the university in need of academic preparatory assistance.



4.7 & 4.8 Quality of Teaching and Support for Improvements in Quality of Teaching:

The quality of teaching at PMU is of focal importance since it is considered the litmus test to fulfilling the university's mission. PMU founding principles and defining characteristics emphasized since the framing stage the quality of teaching. The university assures quality of teaching through several instruments among which is the NCAAA instruments. The following is a partial list of major instruments the university is utilizing to enhance the quality of teaching:

Native Speakers of English in Prep Program:

Since the main objective of the prep program is to bridge enrolled students' abilities in English and basic math with core level, the university mandates that all Prep Program instructors are "Native speakers of English". Or English is their first language. Since the establishment of PMU, all Prep Program faculties were recruited from USA, Australia or UK. This requirement has been monitored to make sure Pre Program students receive the best English Language training. Also basic math is taught by natives who also improve new coming students from KSA k-12 system to start switching the thinking process of math into English.

Faculty Qualification from Developed Countries:

PMU recruit faculty who are mainly graduates of North America as first priority since its system is mapped against the North American higher education system. Some of the university's faculties are recruited from graduates of Western Europe, Australia. Very few are recruited from graduates of other developed countries such as Japan. This requirement emphasized the coherence of curriculum delivery to its students and made the new coming faculty much more able to integrate faster into the system. The quality of teaching provided to PMU students is evident in the cross section of expertise and qualification of the university's faculty body. CV's of the entire faculty are available for NCAAA committee to examine upon arrival to PMU. Brief bio's of most of PMU faculty are also posted online under each academic unit and can be visited (www.pmu.edu.sa). PMU faculty and staff body is a diverse body with almost 27+ nationalities. PMU drives to utilize its diverse faculty and staff is aimed at enriching the students' exposure to human knowledge on a global scale.

New Faculty are Trained on PMU Quality System:

All newly coming faculties are trained on PMU NCAAA protocol and academic leaders provide continuous mentorship until faculty are familiar with PMU system. As mentioned before, PMU DQA holds regular training workshops for faculty and academic leaders on NCAAA quality assurance instruments. Compliance to NCAAA instruments provided a great assistance to PMU to gather information on quality of teaching and these instruments will continue



to be utilized. Faculty evaluation surveys through Course Evaluation surveys provide excellent feedback on the quality of teaching.

Smart Class Rooms and Technology Enables Class Rooms:

PMU campus is enriched with a good number of smart classrooms. The rooms are equipped with podiums that are completely equipped with technology enablers that can transform the classroom into a well-connected environment. Faculty and students in the smart classroom enjoy the ability to interact, collaborate, present, visualize, conceptualize and share knowledge through a gamut of learning streaming tools. Smart class rooms provide simulcast ability where the proceedings of the class interaction are podcasted live to other smart classrooms within campus with similar fidelity.

In addition to smart classrooms, all PMU classrooms are equipped with Smart Board technology. Student-Faculty interaction is captured simultaneously and streamed to intranet location accessible by faculty and students through Learning Management System (LMS). This classroom environment has proven to improve the quality of teaching due to the ability to document class room proceedings and allow students to compare and contrast notes taken during class with those streamed through the LMS. It also provides visualization capabilities beyond the traditional blackboard or white board. The smart class room facilitates enhanced illustrations and colorful display of information and self-explanatory schematics that are done by faculty with little effort compared to traditional methods. This fact has proven to increase the yield of classroom proceedings and therefore enhancing students' teaching quality. Faculty who are regular users of these technology tools in the class room tend to communicate more in-depth information about the course material and larger yield of knowledge medium than those who use traditional methods.

Learning Corridor:

The PMU architectural setting was discussed before. The learning corridor is one of the design characteristics that define borderless colleges and academic units. Students from all walks and majors have to move through the learning corridor which connects all colleges and academic departments. The students' interaction across majors and colleges provides ample daily opportunities to share knowledge, peer tutor, influence and propagate attitudes that are pouring into the positive direction of learning enrichment. These corridors are strategically positioned on both sides of campus (male and female) where each campus provide meeting stations and sitting areas for students to interact with peers.



Students' E-Portfolio:

During the Prep and Core programs, all PMU students are introduced to the E-Portfolio system. It is a digital collection of all proceedings of learning experience the students are exposed to. The E-Portfolio is a great tool that allows PMU to reflect on curriculum delivery success stories and other opportunities to fine-tune the teaching process. Samples of E-Portfolios can be examined by NCAAA team of reviewers upon arriving PMU.

Course Portfolio:

In addition to all NCAAA instruments of course reports, specifications, programs periodic reviews etc, PMU also utilized course portfolios tool. PMU instructors and professors are encouraged by DQA to build course portfolios for all PMU courses. This is a collection of all streamed material and proceeding during a typical course delivery in a typical semester. Many PMU faculties are producing these course portfolios and work is being done to increase the number of faculty who participate in preparing course portfolios. Account of all PMU course portfolios is available for NCAAA reviewers to examine upon arrival to PMU. Similar to E-Portfolios, course portfolios proved to be a great instrument to induce reflection and revision of teaching quality. It provides a panoramic perspective of the course proceedings and allows teachers to take into account comprehensive outlook and assessment of the quality of curriculum delivery.

Professional Development of Faculty:

PMU LRC is the division responsible for steering all faculty professional development system. PMU LRC provides contiguous support and management of professional development opportunities to all PMU faculties. The university's faculty is also learners and they are provided with continuing education opportunities through online training course system provided at no charge to PMU by generous contribution for Saudi Aramco. The system is called Skillsoft® and all PMU faculty and staff have full access to hundreds of online learning courses. This is expected to provide productivity enhancement tools for PMU faculty and staff in the years to come. LRC professional development also provides workshops, forums and orientation to all faculties on new technologies, tools of the trade and emerging techniques to improve educational experience of PMU students. Once a new technology tools arrive PMU, LRC promptly schedule and deliver training and orientation sessions for all concerned faculty and staff.



Faculty forum is one of the PMU signature programs where faculty can participate in attending presentations that are cross-functional and broad in nature to address emerging issues of importance to all faculties. Account of the professional development activities, participation and statistics is provided in Appendix 19.

State-of-the Art Training Labs:

PMU computational and scientific/engineering labs are equipped with the latest trends in experimental learning. PMU colleges and computer labs house hundreds of computers and technology enablers across wide spectrum of access point. Labs for the College of Engineering are designed according to curriculum development and more labs will be added as programs are introduced. The College of Engineering is the home for National Instruments Center of Excellence, the only center in KSA comparable to those in major USA universities. The center is a cluster of 10 interrelated labs that provide excellent experimental training opportunities for PMU current students in Electrical, Civil and Mechanical Engineering. Core program has scientific labs for physics and chemistry. The access to these labs is not limited to class and course requirements. Students can coordinate with academic advisors and mentors to access these labs and conduct investigations related to their projects. PMU is in the process of increasing computer access on campus by populating the cafeteria and other students gathering sections of campus with tens of computers ready for students to use.

The College of Engineering is acquiring a fully equipped CAD lab that will allow more than forty students to learn and practice on using solid modeling design and simulations of mechanical, electrical and civil engineering applications. Colleges are also acquiring departmental computer rooms for open access.

Blackboard Learning Management System:

Since its launch, PMU invested in the infrastructure of IT and acquired Blackboard® as the choice for learning management system. Blackboard is fully deployed throughout the campus and is the backbone of the university's learning management and curriculum delivery system. Although many of PMU college faculties are heavy users of Blackboard, the use of Blackboard by Core and Prep instructors can increase as this tool is becoming more familiar to the instructors. The utilization of LMS improves student learning quality by giving students remote access from home and around the hour on all course happenings. Recently, PMU is engaged with negotiations with



vendors to upgrade Blackboard to allow further facilities and features of Computer Assisted Learning (CAL).

Assessment Instruments:

All NCAAA assessment instruments are activated throughout PMU system and implements. The outcomes of these instruments feed into curriculum delivery planning, strategic plans for colleges and overall quality direction of PMU. More in-depth account of this topic is provided in previous discussions.

Independent opinion by Prof. Melvyn C. Branch:

Course Specifications include a variety of teaching and learning methodologies intended to develop the many learning outcomes. Monitoring the effectiveness of these strategies in future student cohorts will identify weaknesses and suggest needed changes.

The PMU Learning Resource Center was established to assist with faculty professional development and with added preparatory learning for students.

4.9 Qualifications and Experience of Teaching Staff:

PMU faculty members in the Prep Program were discussed earlier in this section. The faculty in Core and Colleges are recruited with highest qualification applicable to the field of study. PMU was able to attract faculty at the levels of Assistant and Associate professor. More recently faculty members with Full Professor's credentials were also attracted to some of PMU programs.

Although PMU offers competitive compensation and benefit package compared to other public universities in the region, the lack of tenureship in the KSA higher education system for non-Saudi faculty poses a great challenge to retain good faculty. PMU is continually reviewing its faculty retention policies to improve rate and PMU started to see strong trend towards stability (Figure 27below).

Appendix 19 is a full account of most current faculty credentials and curriculum vitae's. A close examination of these curriculum vitae's can give the reviewer a detailed view of the diversity and expertise of the university's faculty population. The following Charts in the figures below summarize some aspects of PMU faculty qualifications.



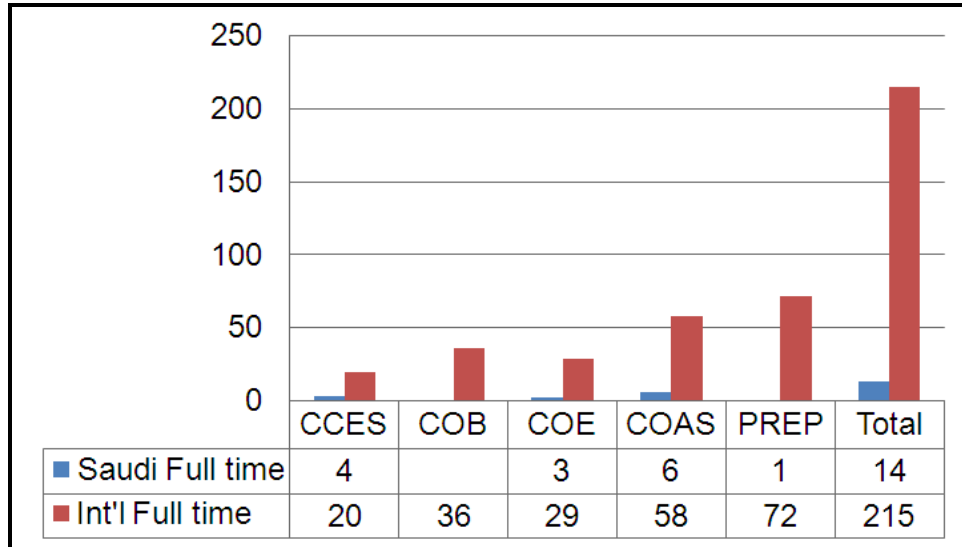


Figure 27 a: Breakdown of PMU Faculty Diversity

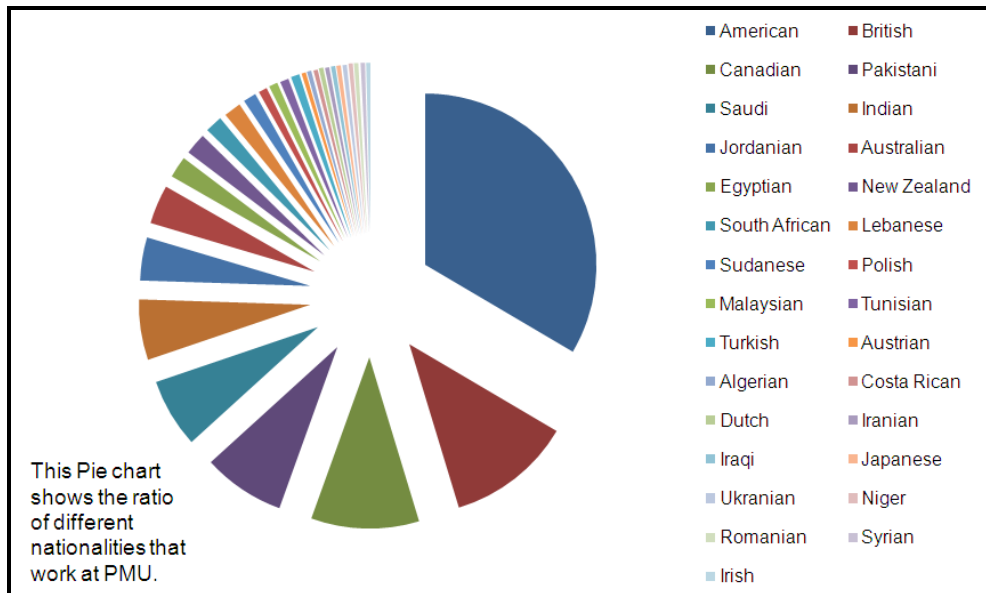


Figure 27 b: Breakdown of PMU Faculty Diversity



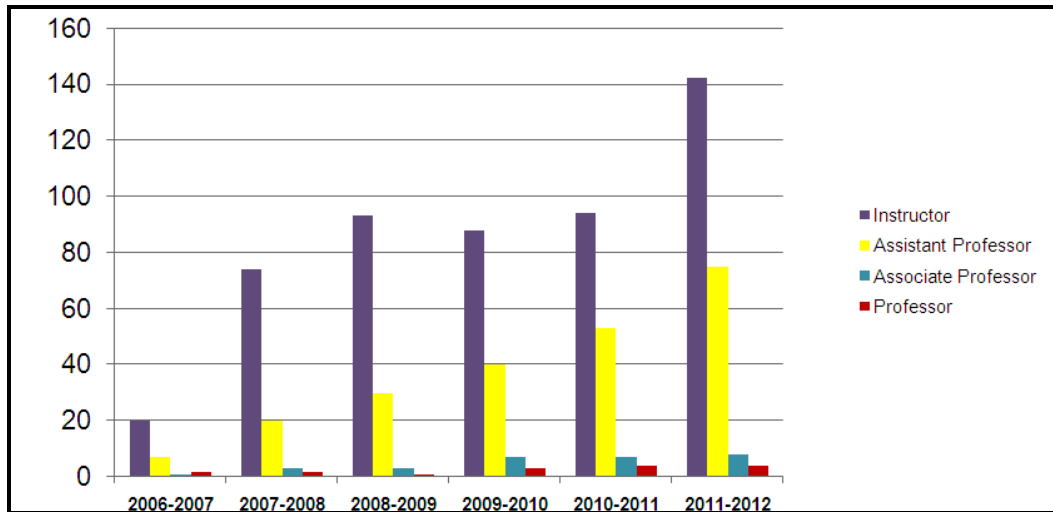


Figure 28: Growth of PMU Faculty Ranking

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Instructor	20	74	93	88	94	142
Assistant Professor	7	20	30	40	53	75
Associate Professor	1	3	3	7	7	8
Professor	2	2	1	3	3	4
Total	30	99	127	138	158	229

Figure 29: Distribution of PMU Faculty Ranking

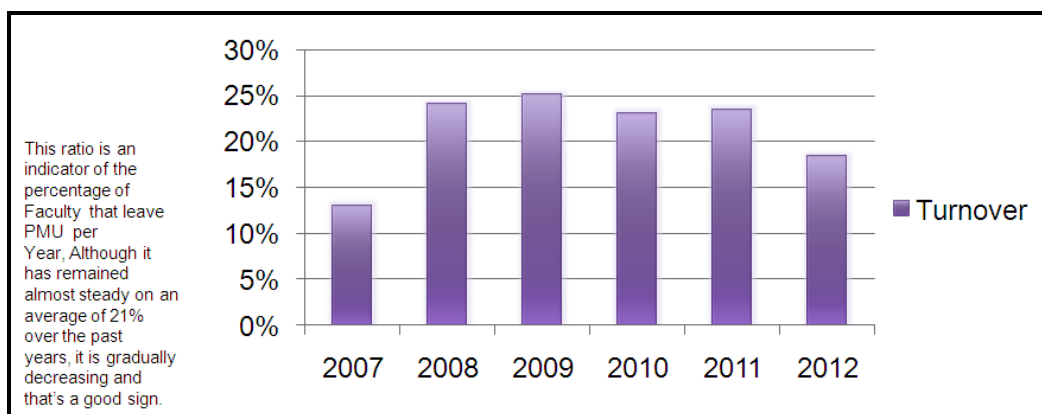


Figure 29: Growth of PMU Faculty Retention Rate (2007-2012)

PMU recruit and try to retain experienced faculty in all academic programs. Although the university is committed to meeting Saudization quota requirement of hiring Saudi citizens as much as possible, PMU is faced with challenges due to shortage in Saudi Faculty candidates who are willing to work for private universities like this. PMU will continue its commitment to



Saudization and will continue to explore innovative ways to enhance its faculty attraction practices.

Endowed Chairs Programs:

PMU is fortunate to be house to four endowed research chairs. One of which has been filled with a world-renowned scholar and the university is actively pursuing candidates to fill the remaining three chairs. The Endowed Chairs are:

1. Prince Sultan Endowed Chair for Energy and Environment
2. Prince Nayef Endowed Chair for Youth Development
3. Saudi Aramco Endowed Chair for Technology and Information Management
4. Saudi Aramco Endowed Chair for Supply Chain Management
5. Crown Prince Salman Bin Abdulaziz Endowed Chair for Information Security

These endowed chairs for research are expected to increase the yield of research at PMU in the years to come. The endowed chairs programs have many benefits to PMU and the community by attracting advanced researchers, scholars and faculty to PMU. The programs are also expected to support constituents of PMU (Such as Saudi Aramco) with research outcomes once these programs mature and start delivering and fulfilling their missions. Further information about these endowed chairs can be examined by NCAAA upon visiting PMU. Appendix 23 includes the Saudi Aramco Endowed Chair for Technology and IT program.

Independent opinion by Prof. Melvyn C. Branch:

The evidence from review of faculty qualifications is that faculty generally have qualifications for their teaching assignments. PMU has a new faculty orientation program. Additional attention is needed to insure that new faculty continue to receive orientation and support.



4.10 Field Experience Activities:

Field experience activities are integral components of PMU curriculum and daily operation. The university revised its curriculum in 2009 to replace 6 credit hours of Arabic and Islamic studies with two courses in each academic program. One of these two courses was the Internship course now offered by all colleges and academic units as a requirement for graduation. Due to PMU context and surrounding industry and businesses, the university is blessed to be in close proximity to the Kingdom's largest employers and corporations. PMU Engineering students pursue internship field training at Saudi Aramco, SABEC's 18 companies, SCECO (Utility Company) and have access for field training in hundreds of mid-sized corporations sprawling around PMU campus. Most of these field experience hubs are within less than 100 km radius of PMU.

The Internship curriculum was designed utilizing the PMU original curriculum and course design methodology. Sample parts of course syllabus of field experience in the Department of Mechanical Engineering (The largest department on campus in terms of student enrolment) are shown below:

Course Title: Internship, Department of Mechanical Engineering – College of Engineering

Course number: MEEN 3301

Semester Credit Hours: 3 (3; 0)

I - Course Overview

This is a senior year course aimed at developing field experience for Mechanical Engineering students. The completion of this course is achieved through internship in industry and other field experience organizations approved by the Mechanical Engineering Department. Students are expected to gain hands-on field experience in applied mechanical engineering, engineering project management/execution and other engineering and business skills.

II - PMU Competencies and Learning Outcomes

This course is aimed at developing students' field experience. The course is structured to help graduating seniors gain practical engineering experience in the real-world environment off campus. Students will practice communication skills, critical thinking and technical problem solving methods to execute engineering projects in an industry setting. Technical project reporting and presentation skills are put to practice through this course.



III - Detailed Course Description

The course covers diverse opportunities for graduating seniors to gain practical field experience in Mechanical Engineering and related areas of expertise. Students seek internship opportunities in industry and organizations approved by the ME Department based on relevance to academic training. Although internships in Mechanical Engineering Design applications are highly desired for this course, it should be opened for other practical experiences in engineering project management, operation, consulting and engineering business skills. Examples of internship opportunities are: Practical engineering experience in power/petrochemical plants, manufacturing (product design or operation), engineering consulting/project management firms and public sector organizations that render engineering practices and services. This course is managed through coordination between the student, an ME faculty member assigned by the Department Chair and an industry supervisor/mentor assigned by the training organization.

V - Required Prerequisites

Senior year standing

VI - Learning Outcomes

- Students are expected to gain field experience in the areas related to applied Mechanical Engineering.
- Students are expected to gain exposure to the latest technologies and tools available in industry.
- Students are expected to learn how to apply theoretical engineering skills gained in academia into real-world engineering problems.
- Students are expected to learn how to prepare engineering project proposals, practice technical problem solving, and communicate/present engineering project outcomes.
- Students are expected to learn business, financial and economic aspects of field engineering practice.
- Students are expected to learn organizational skills, work ethics, team work skills and time management in a field environment.

VII - Assessment Strategy

The course assesses student knowledge and skills through student field experience report, internship supervisor report.

Student's field experience report: Expected to be submitted by students at the conclusion of internship



Internship industry supervisor report: Expected to be submitted by industry internship supervisor/mentor. This is achieved through a standard questionnaire filled out by the industry internship mentor who supervised the student through the period of internship. The standard questionnaire should be prepared by the ME Department.

VIII - Course Format

The is a 3 CH course achieved through internship in industry that spans over one academic semester (fall, spring or summer)

Classroom Hours (0 Hours per week) Class: 3 - Lab: 0
Field Experience hours: 20 hours per week for fall or spring (4 months) internships and 40 hours per week for summer (2 months) internships

PMU also provided other field experience activities and opportunities for students through the degree plan. The following is a list of available opportunities for field experience for its students. PMU continues to explore innovative venues to increase opportunities for its students to gain field experience while studying towards their degree plans.

Field trips: PMU students participate in field trips that are arranged by faculty during the academic semesters to visit and tour places of relevance to the subject of the course at hand. PMU students in the College of Engineering as an example conduct field visits to powers plants, petrochemical plants, manufacturing facilities in the two Dammam Industrial Cities as well as workshops, production units and operation outfits of large oil/gas corporations. During these field trips, students spend typically a full day touring, observing and in some cases doing some hands-on work related to the course taught. Other colleges organize field trips to businesses and other institutions related the major.

Participation in local and regional workshops, conferences and activities related to subject matter studied by PMU students. PMU students (male and female) are participating in regional conferences related to their class term projects, leadership among youth and many other academic and extracurricular gatherings. These participation opportunities are providing excellent impact on PMU students' perspective of real-life situations that they are expected to endure upon joining the job market.

On-Campus work-study opportunities: Although this is a pilot program, but it is gaining momentum. Under this program, students are gainfully employed by different units within PMU campus to do standard work and practice what



they learned into real-life services. Some students from IT department for example are working with PMU admin IT unit as paid trainees. Others are working with academic units as teaching aids and experiencing field experience in academic work.

Specialized Short-Term Training Experiences: These are structured programs offered by companies as grants to PMU students. Colleges are given the chance to identify a group of ten or so students who fit certain interest criteria. The nominated students are then sent abroad for a period of one to two months to practice in an industry related to programs they are pursuing. This program is fairly new to PMU and expects more grants will be provided by companies to provide more training abroad opportunities.

Field Experience during capstone graduation projects: PMU students while conducting capstone graduation project are required to make frequent visits to industry related to the project to gain further practical understanding of these projects. Students also have a chance to partner with colleagues who are full-time employees to conduct projects that are solicited from industry to solve real-life problems.

Independent Opinion by Prof. Melvyn C. Branch:

Field experiences are made available to students in a variety of forms. PMU Colleges have meaningful collaboration with surrounding companies to provide internships and to create employment opportunities for students. Faculties collaborate with research departments off campus and training is provided on campus to local employees.





4.11 Partnership Arrangements with Other Institutions:

Since its existence, PMU is inherently an institution that is partnership-produced. The university founding with a consortium of 32+ USA universities is a strong indicator of PMU partnering and outreach philosophy. PMU's relationship with TIEC is not a short term one. PMU and TIEC continue to enrich and maintain the relationship beyond the establishment of PMU. PMU calls upon TIEC on a regular manner to consult and partner to improve the learning and teaching experience at PMU. PMU-TIEC recently signed a contract upon which both sides will conduct a joint project to review PMU curriculum and address the needs of keeping it up to date. The project is in its final stages and has been concluded during the Spring 2012.

Other partnerships with other institutions are pursued by PMU on a continuous basis. PMU developed a unit in charge of Institutional Relations. The unit manages the partnerships between PMU and other institutions on a variety of initiatives. The following is a brief list of PMU partnerships with other institutions. The list is more comprehensive and only those related to learning and teaching are included:

PMU and KFUPM: Partnership with sister-University King Fahd University of Petroleum and Minerals (KFUPM): This is a very strong partnership that spans over the life of PMU. Since its inception, PMU partnered with KFUPM to enhance its curriculum design. KFUPM teams were contributing members of the initial local teams who worked with PMU-TIEC project to design the university and curriculum. KFUPM experts are frequent contributors to review PMU newly developed programs and they act as external reviewers to all PMU new curriculum.

PMU partnership with Maastricht School of Management (MSM), The Netherlands: This partnership is the driver for PMU existing Executive MBA program since its establishment. Under this partnership, the EMBA program was started and exchange professors from the Netherland visited PMU campus over the duration of the first batch and conducted course delivery.

PMU & UCF-USA: partnership with University of Central Florida, USA: This is a partnership that is in the making and it is aimed at establishing a research collaboration center in the USA specialized in Arab World and Islamic World relationship with the western world.

PMU has already signed a contract with University of Central Florida during 2011-2012. Under this contract UCF will establish Prince Mohammed Bin



Fahd Program for International studies. The program has been launched and activities are expected during the year of 2013.

Perkins College for the Blind: PMU partnership with Perkins College for the Blind, USA: This is a contractual partnership that is under its final stages to be signed. The aim of this partnership is to mirror PMU's experience with TIEC and partner with Perkins to establish Prince Sultan College for the Visually Impaired. This is a college that is under establishment by PMU and seed funding was provided by late Prince Sultan Bin Abdulaziz. The home of the college is in the close proximity to PMU campus. Land has been donated, architectural design has been roughed in and Perkins partnership will drive the execution of this college's plan.

PMPYD: Partnership with Prince Mohammad Bin Fahd Program for Youth Development (PMPYD): The program was in place much before the establishment of PMU. Upon starting PMU, the partnership was in place. Under this partnership, PMU houses the English Language Institute (ELI) inside PMPYD facility in the city of Dammam. The partnership goes beyond the ELI and many of the activities of PMPYD are jointly managed by PMU and PMPYD.

PMU & Saudi Universities: PMU partnered with many Saudi universities and provided training and other services to these institutions in the area of English language as in the case with Al-Imam University. The recent agreement with King Abdullah University of Science and Technology (KAUST) is another example where a group of PMU graduates will be nominated to pursue graduate studies at KAUST and possibly come back and join PMU faculty upon graduation. PMU students will also be visiting KAUST and spend a day to learn more about graduate studies opportunities.

PMU MOU's: PMU have signed numerous MOU's with educational institutions in the USA, Europe and Far East. These MOU's are being reviewed and some of them matured into fruitful partnerships. Other MOU's were broad in range and they are still in place and provide higher potential in the near future for implementation.

For further information, Appendix 20 includes a thorough report on PMU partners across the Globe.





Independent Opinion by Prof. Melvyn C. Branch:

Although PMU is a relatively new university, there are already strong programs in place to provide outreach and service to the surrounding community and memoranda of understanding with international universities and institutions.

Combined Assessment Overall Opinion by Prof. Melvyn C. Branch:

Numerous mechanisms are in place to monitor the attainment of learning outcomes and collaboration with the KSA and international community are in place.





Prince Mohammad Bin Fahd University

Fall 2012 Course Evaluations Report

Preparation Program

Prepared by

Des V. Rice, Ed.D.

Director – Professional Development

About the Document

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- Evaluation of Instructors
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- Average overall scores of each department

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Suggested Use of the Information

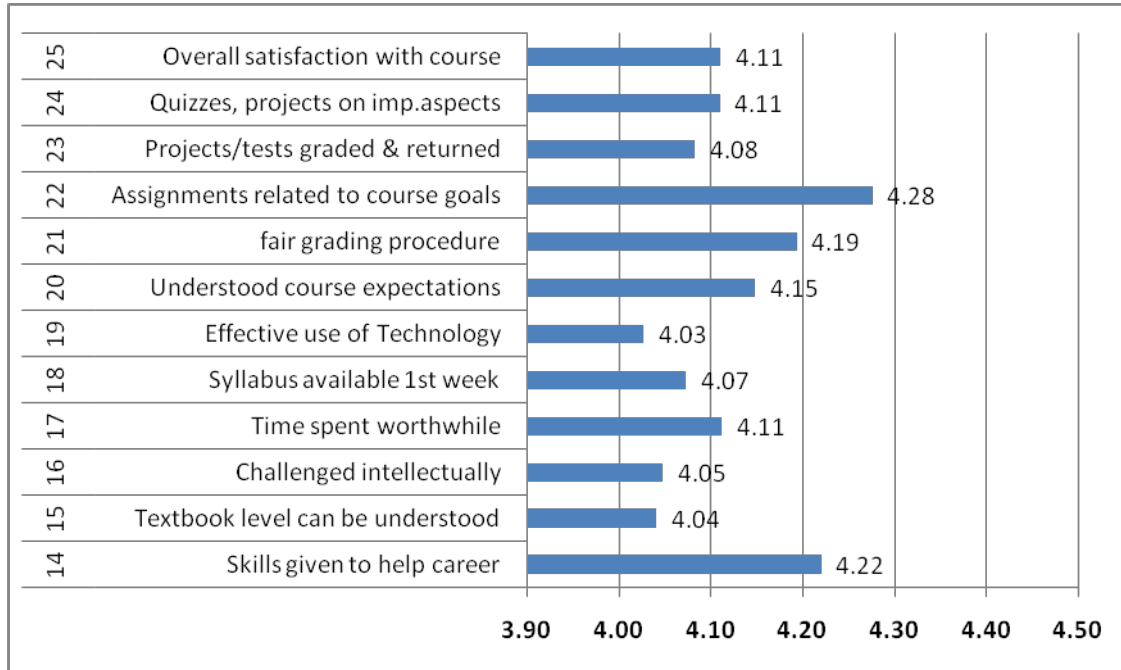
Each college/department should look at the information provided and do an analysis looking for areas of strength and weakness. This should provide a basis for looking for ways of strengthening the program. Go over this with the instructors, and especially provide guidance and suggestions for instructors that appear to be having problems with the students. Some departments and/or instructors consistently get lower scores. Look for ways of addressing this and turning things around. Share some of the findings with the students and let them see that their input is being taken seriously for the improvement of the programs. Accentuate the positive.

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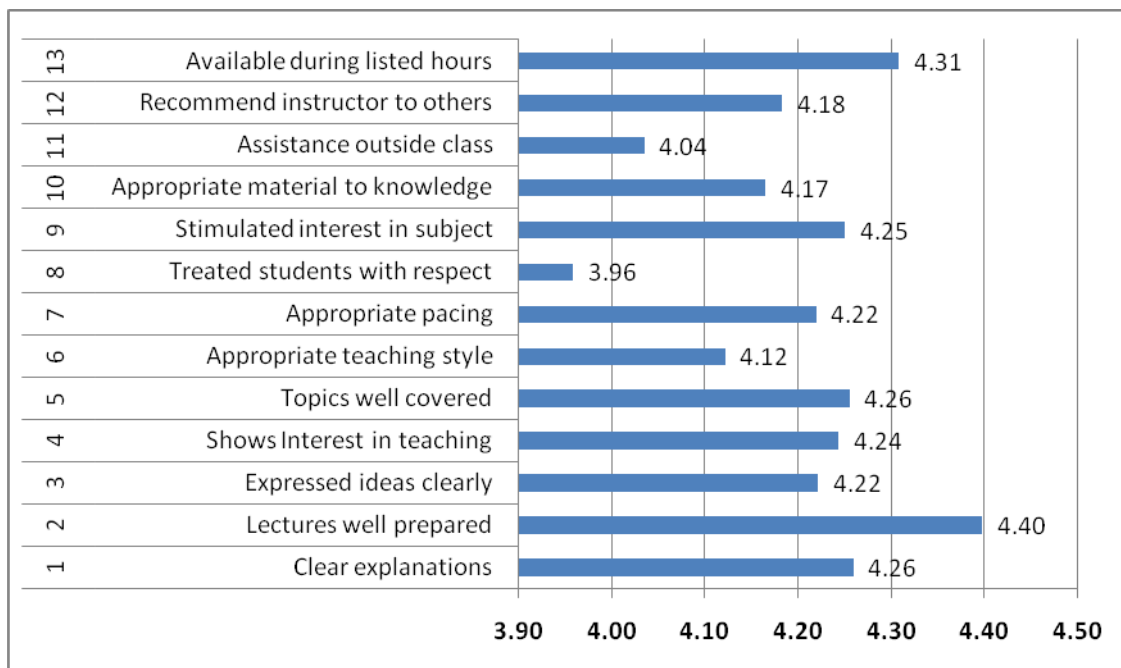
Sub-section -- Communication Skills

The Course --





The Instructors --

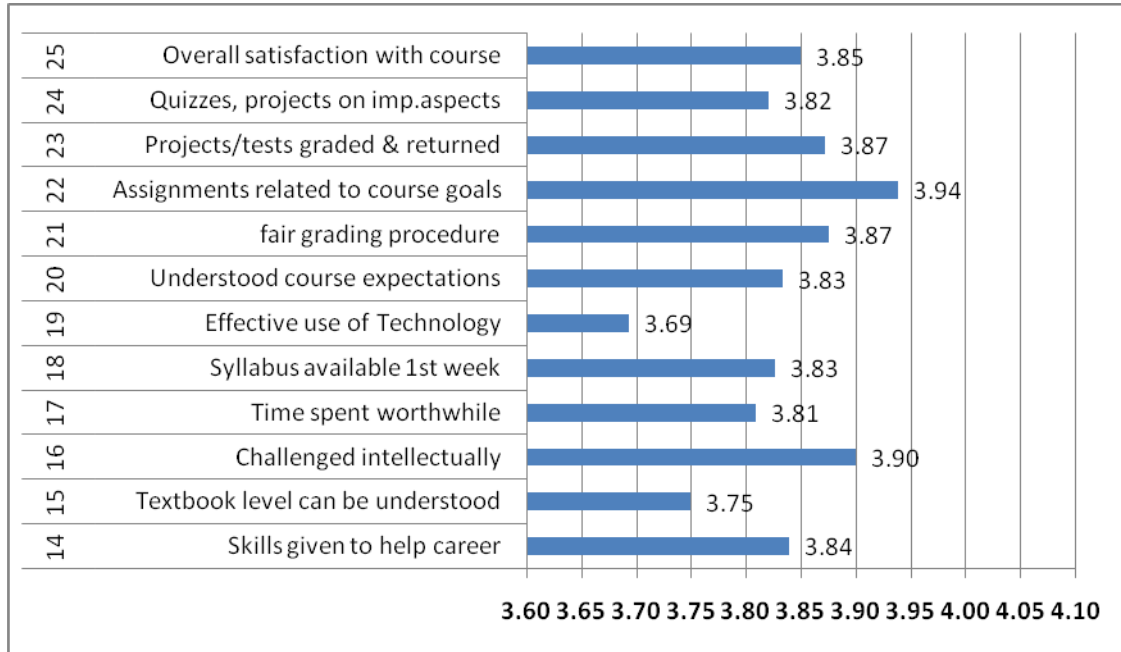


The Mean Score for this subsection is – **4.16**

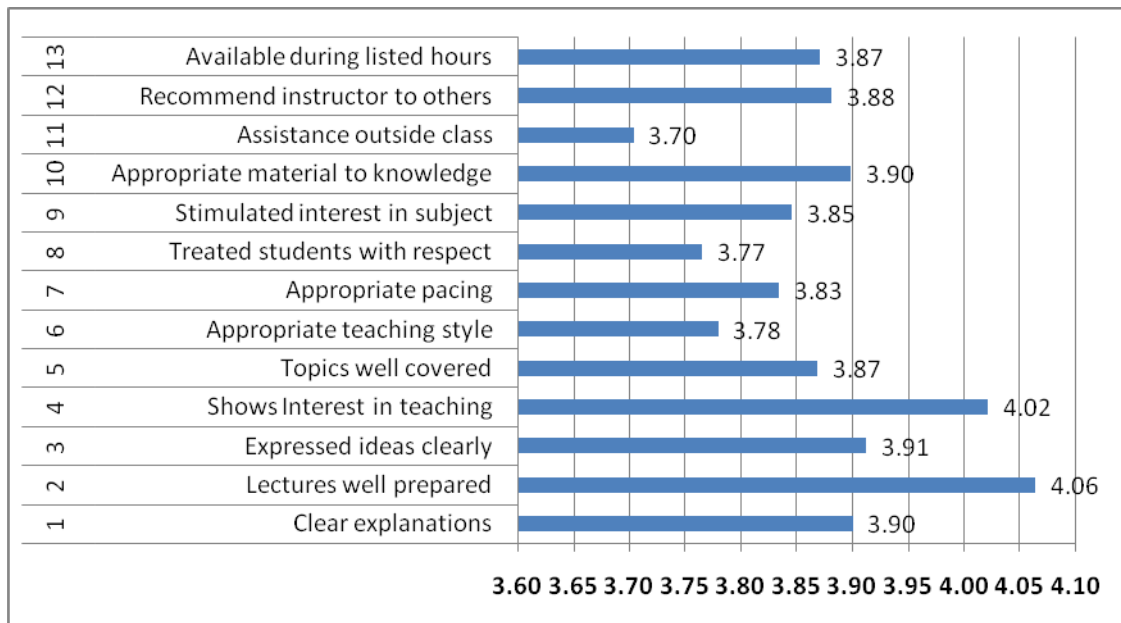
Subsection -- Beginning & Intermediate Enhanced Learning Sessions

The Course --





The Instructors --

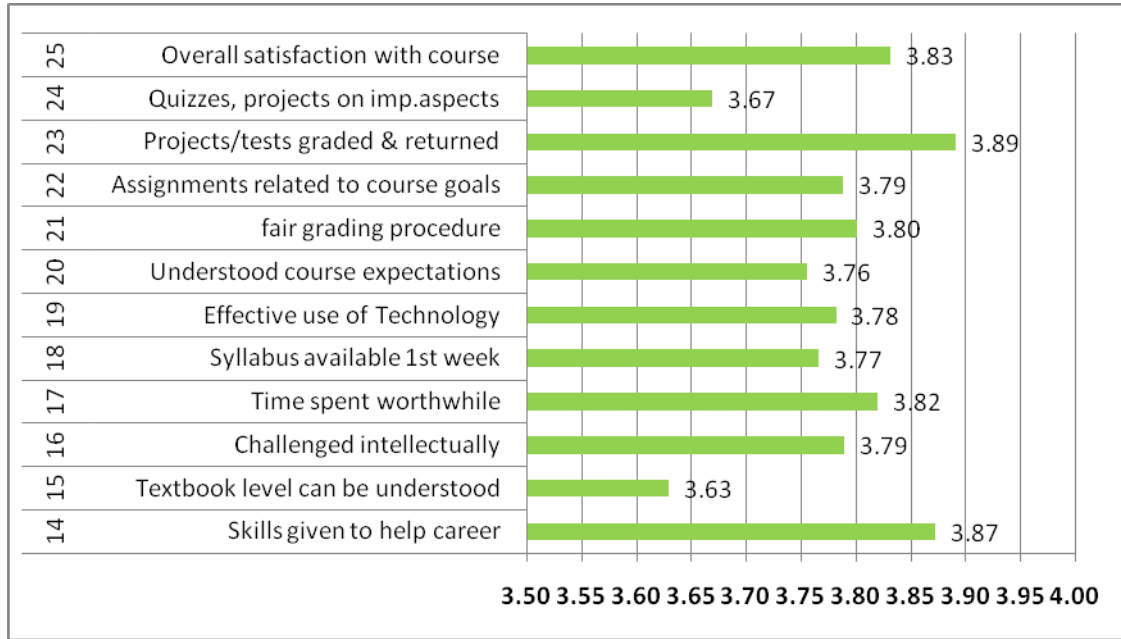


The Mean Score for this subsection is – **3.85**

Subsection - Theories & Applications of Learning

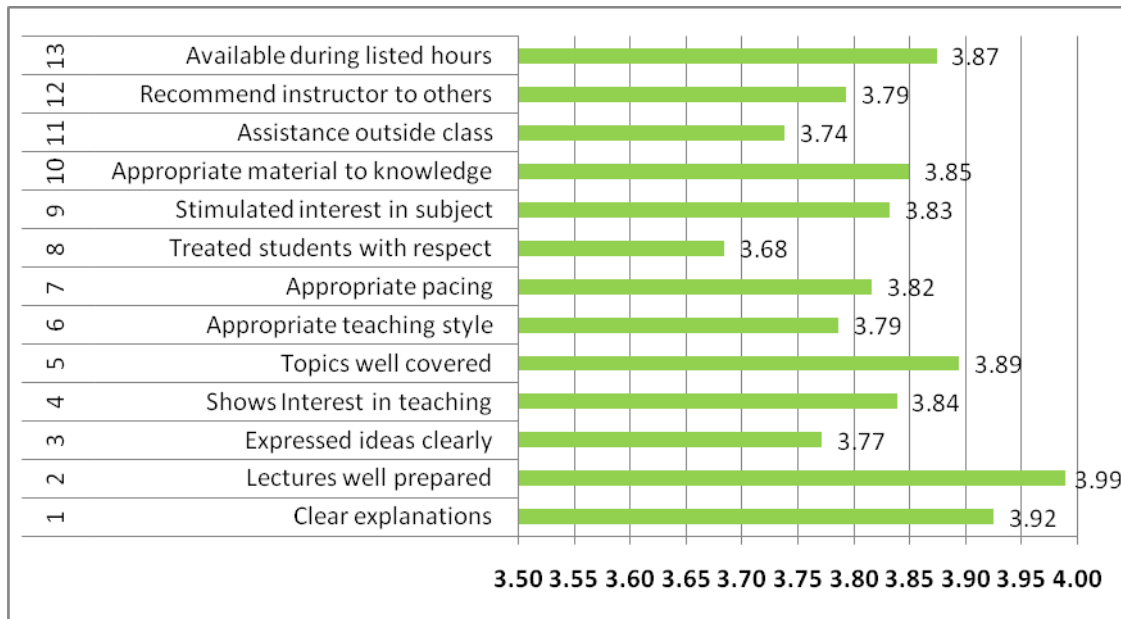
The Course --







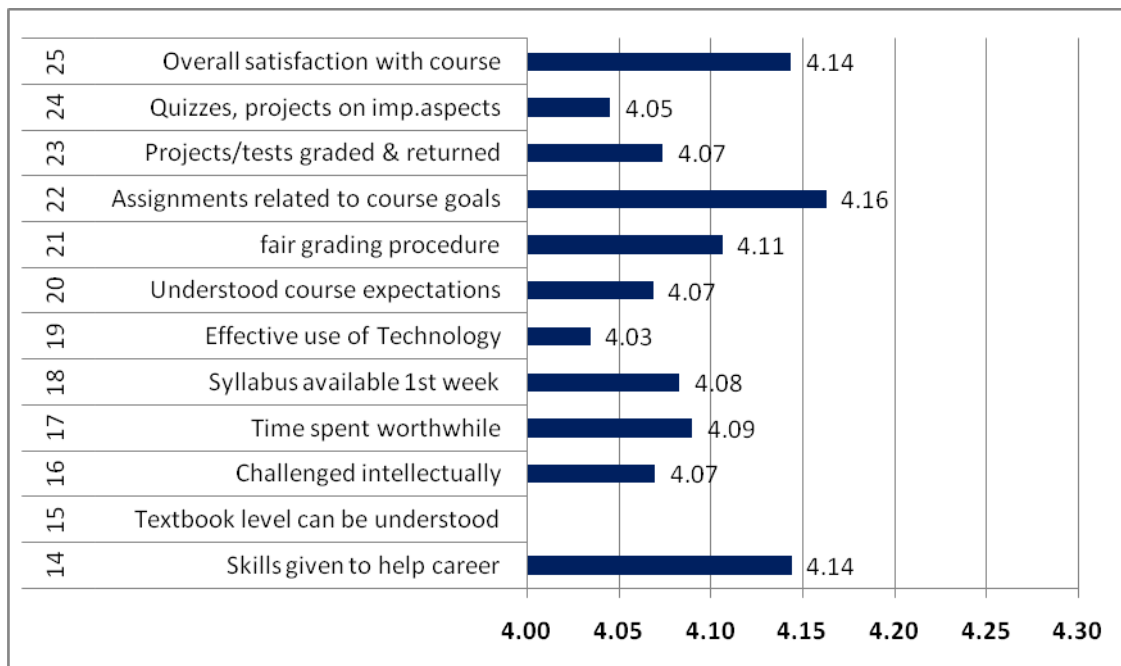
The Instructors --



The Mean Score for this subsection is – **3.81**

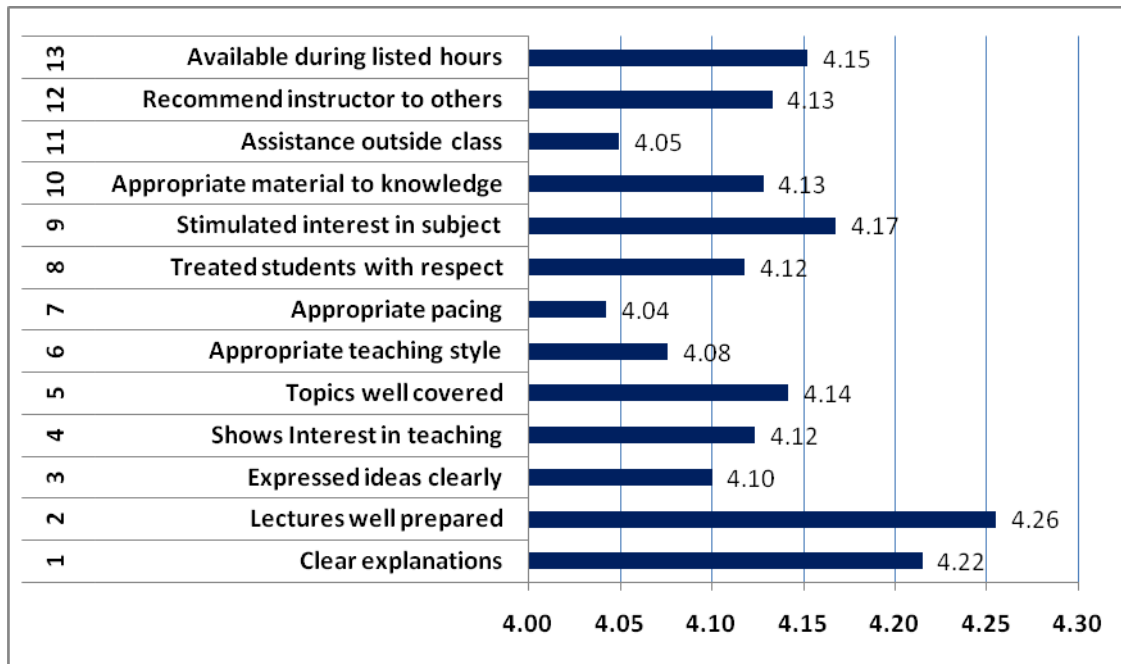
Subsection- TOEFL Preparation

The Course --





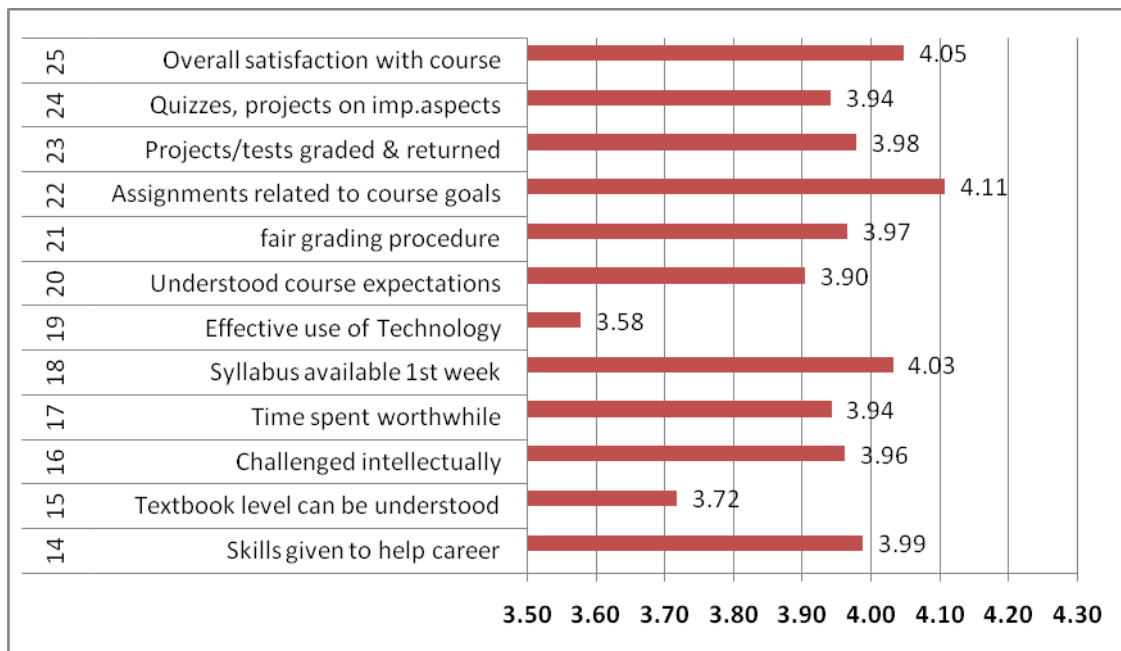
The Instructors --



The Mean Score for this subsection is – **4.11**

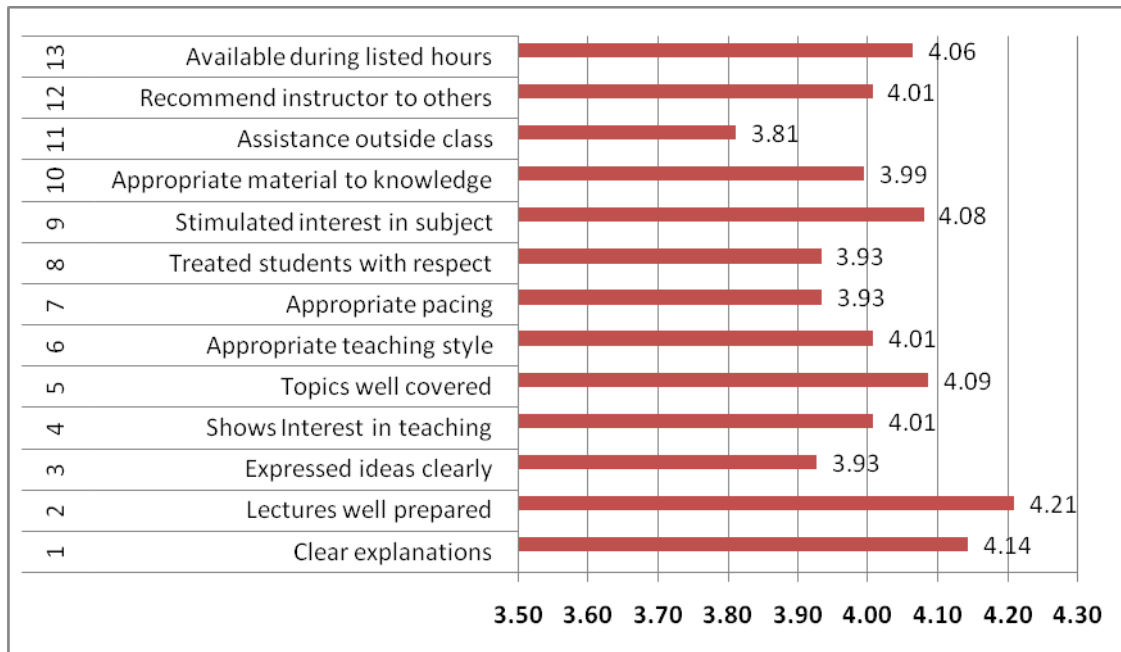
Subsection -- Advance Enhanced Learning

The Course --





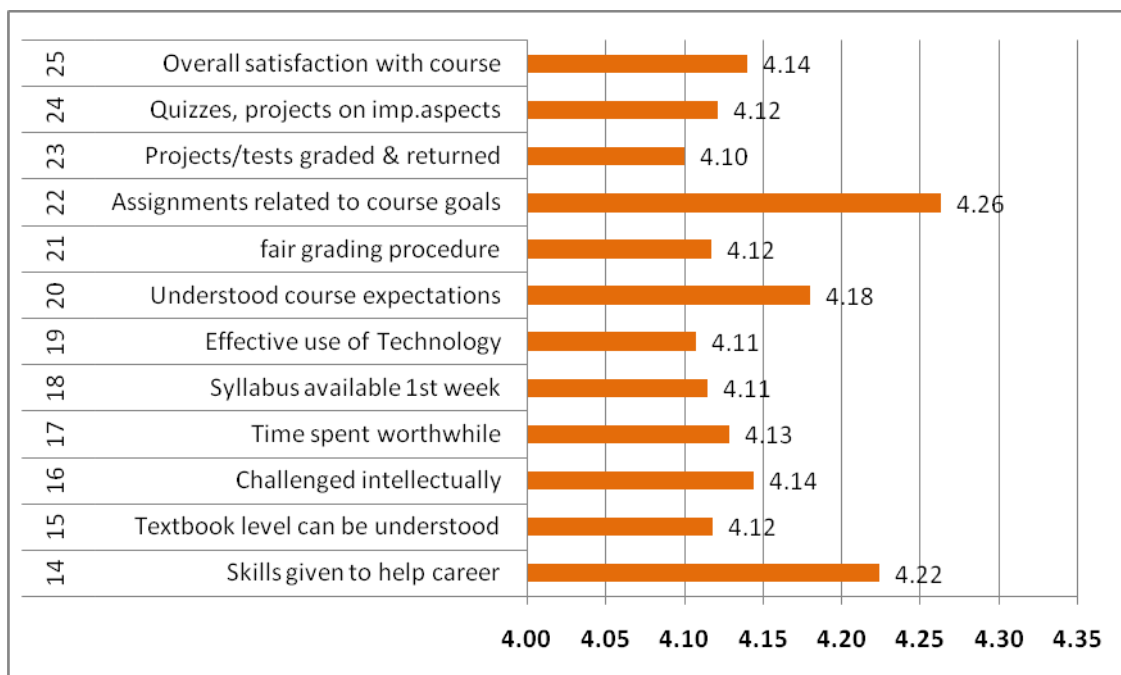
The Instructors --



The Mean Score for this subsection is – **3.97**

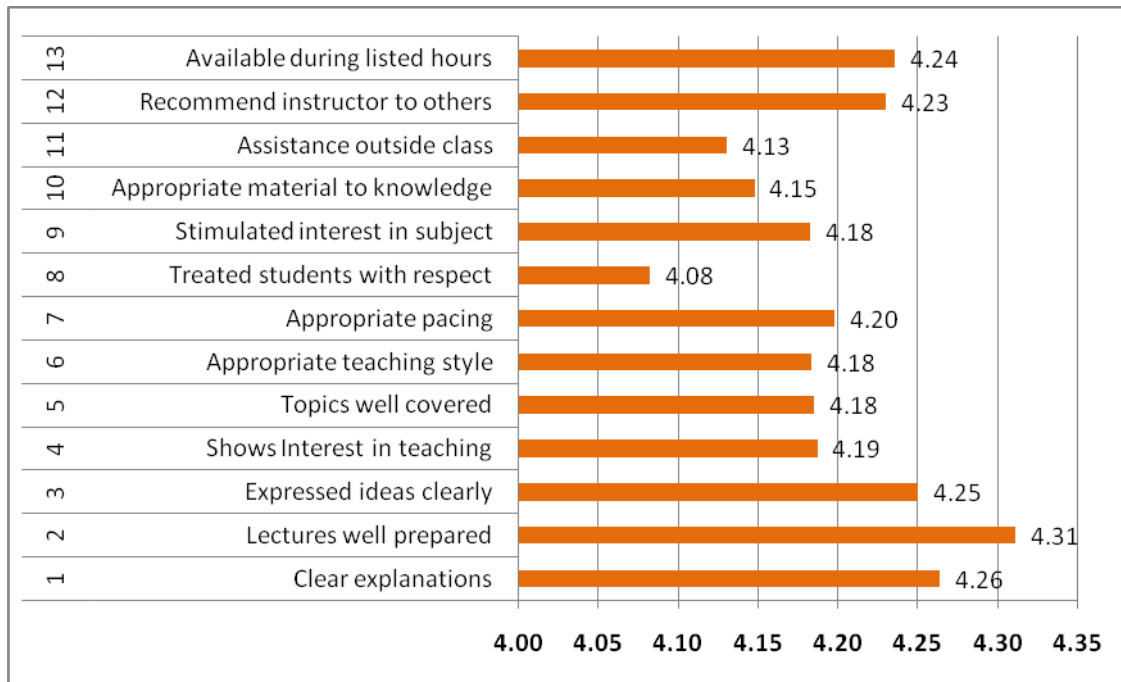
Subsection - Writing Skills

The Course --





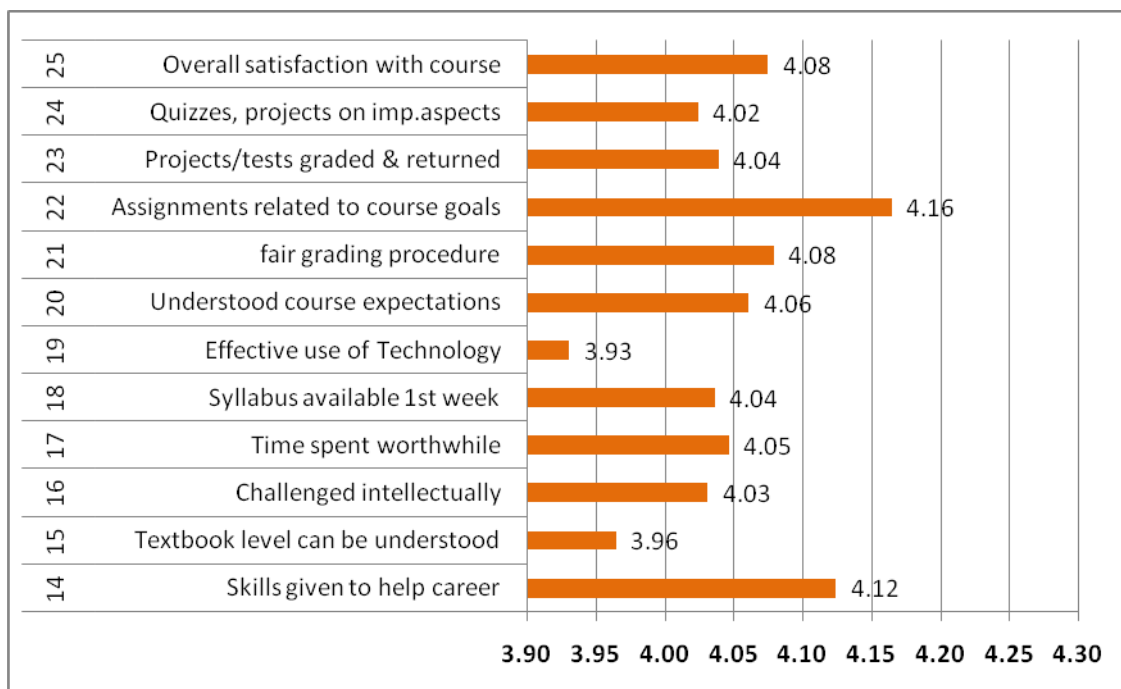
The Instructors --



The Mean Score for this subsection is – **4.17**

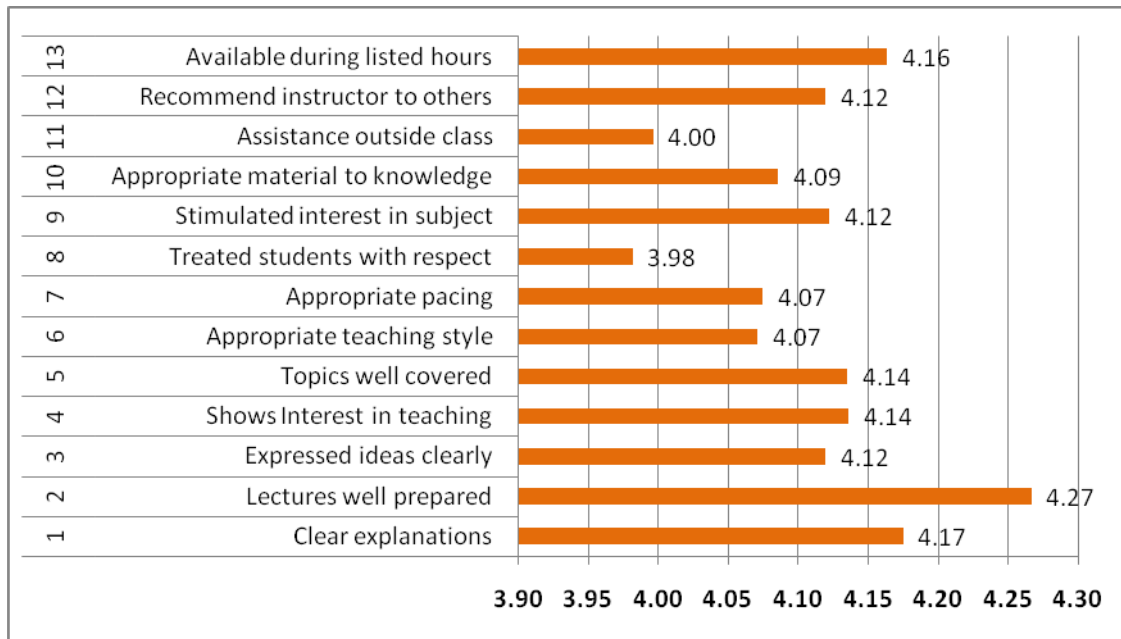
Overall Performance on English Section

The Course --





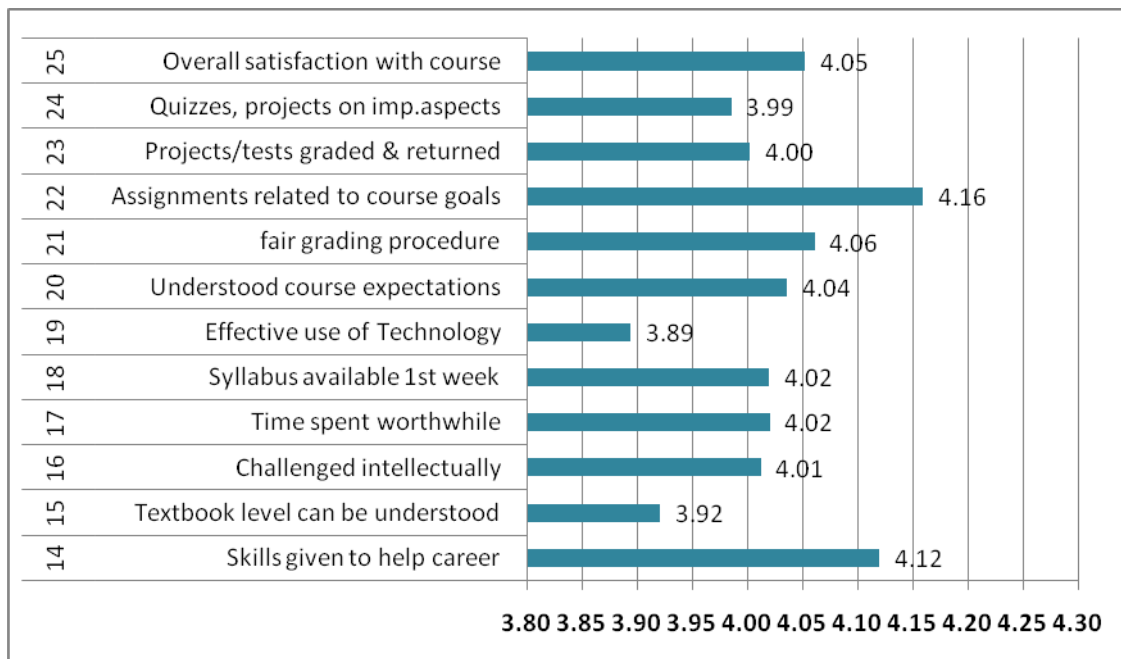
The Instructors --



The Mean Score for this subsection is – **4.08**

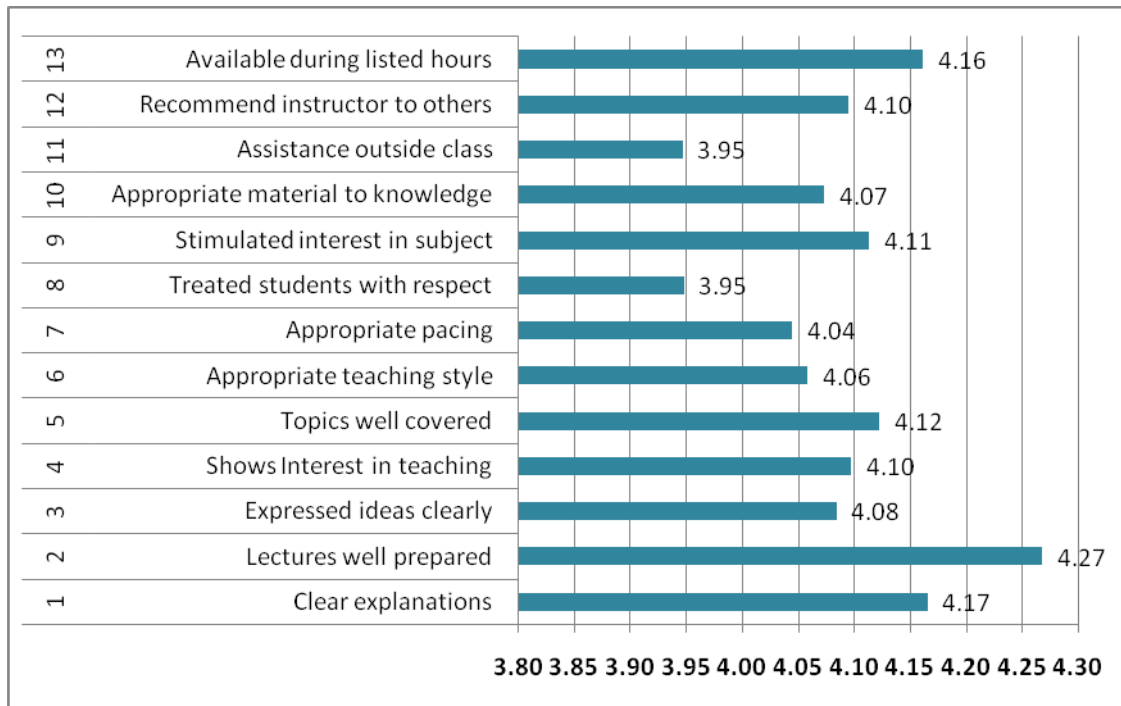
Overall Total and Average for SABIC Courses

The Course --





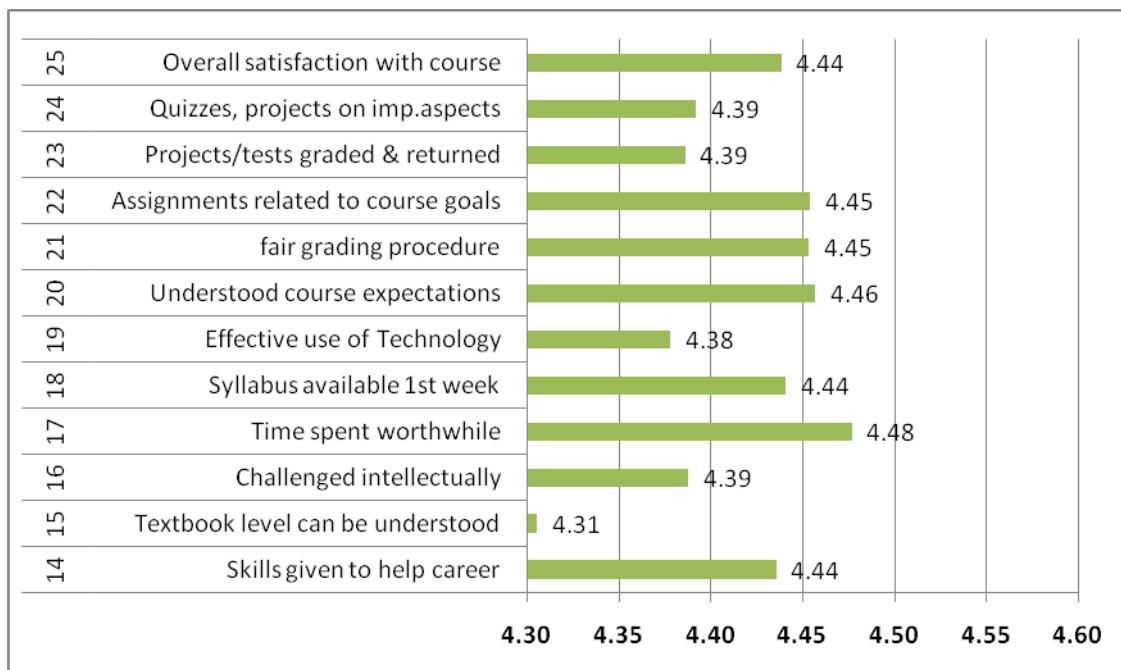
The Instructors --



The The Mean Score for this subsection is – **4.06**

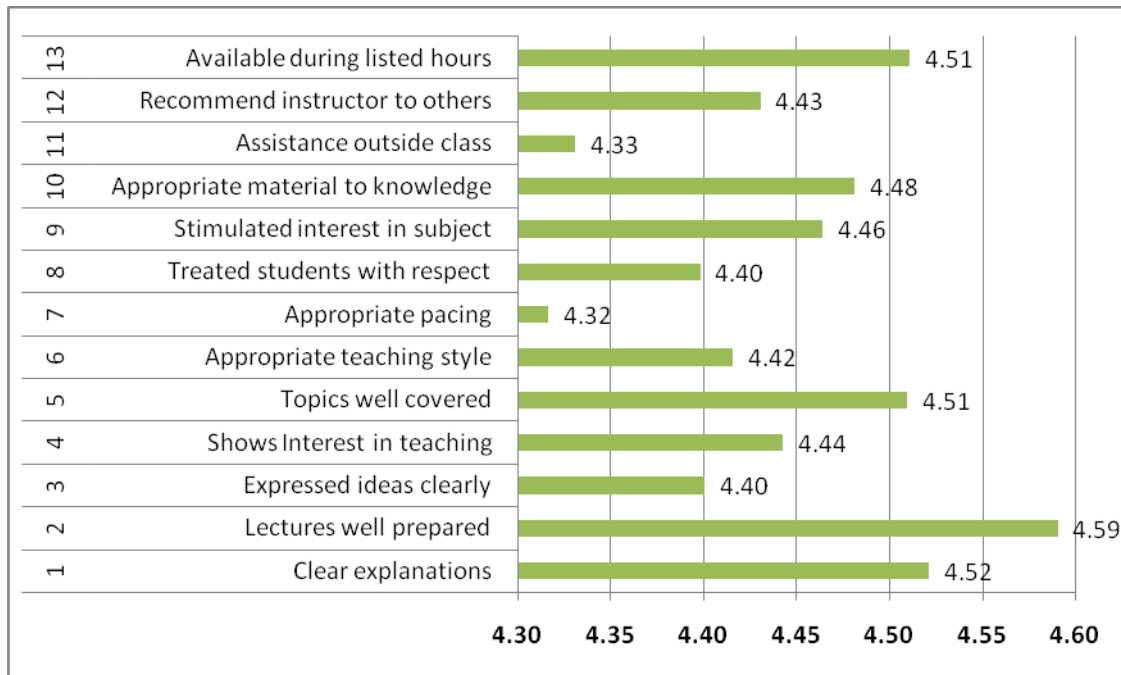
Total and Average for Prep Math Courses

The Course --





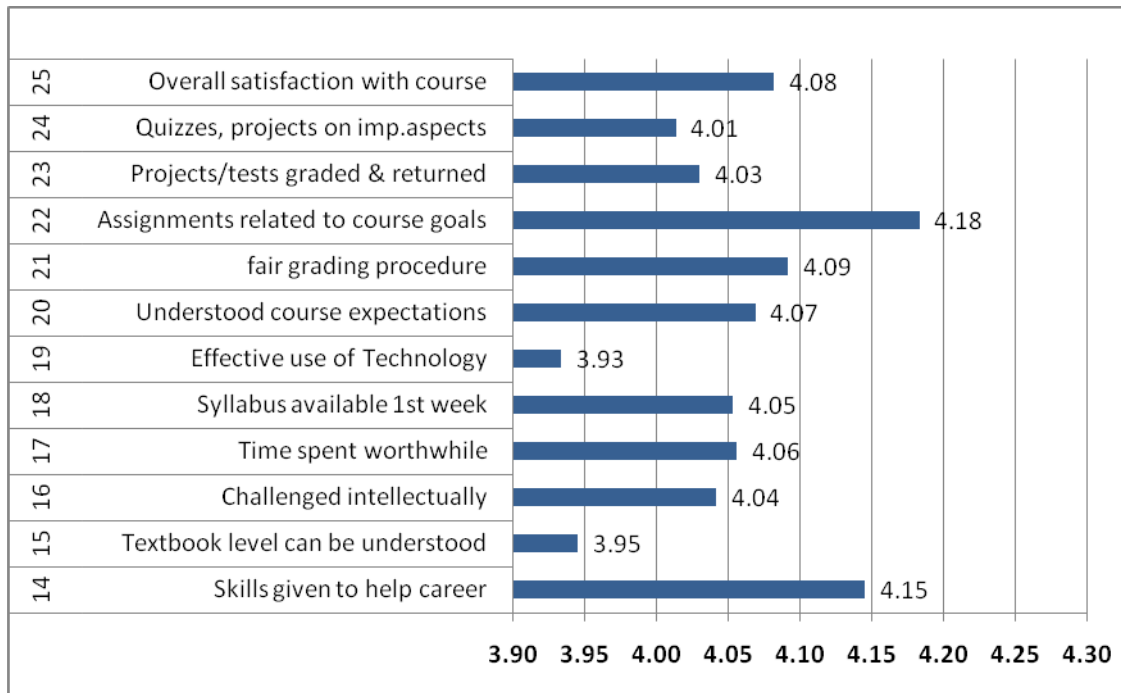
The Instructors --



The Mean Score for this subsection is – **4.43**

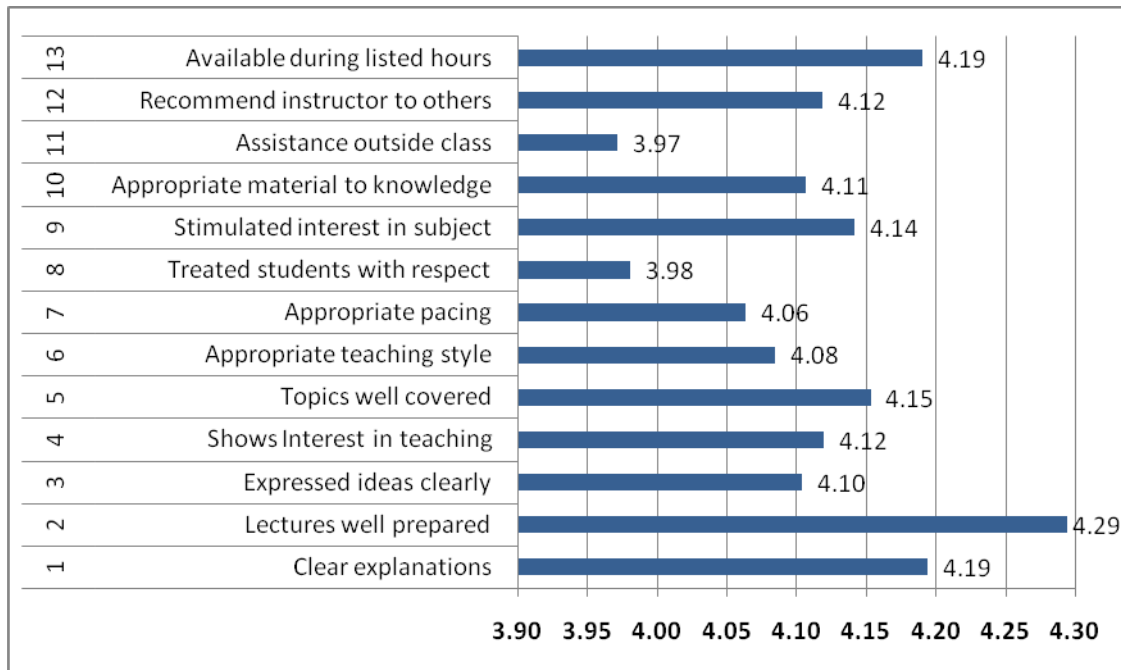
Overall Totals and Averages for All Prep Courses

The Course --



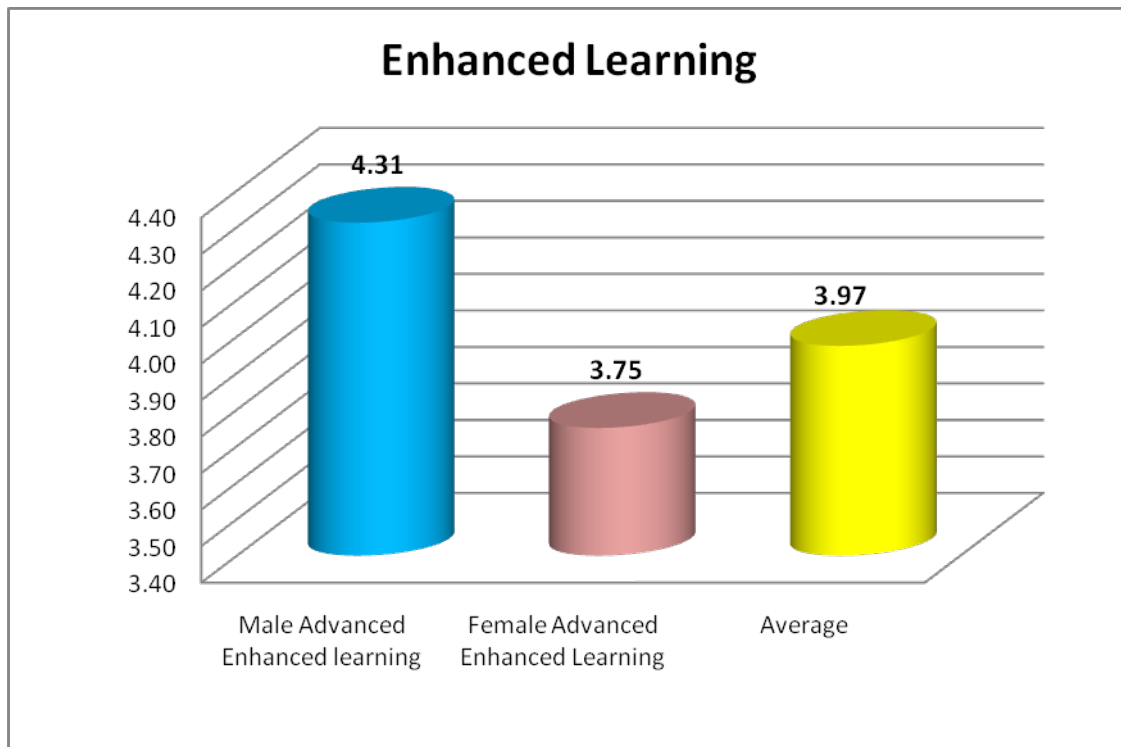


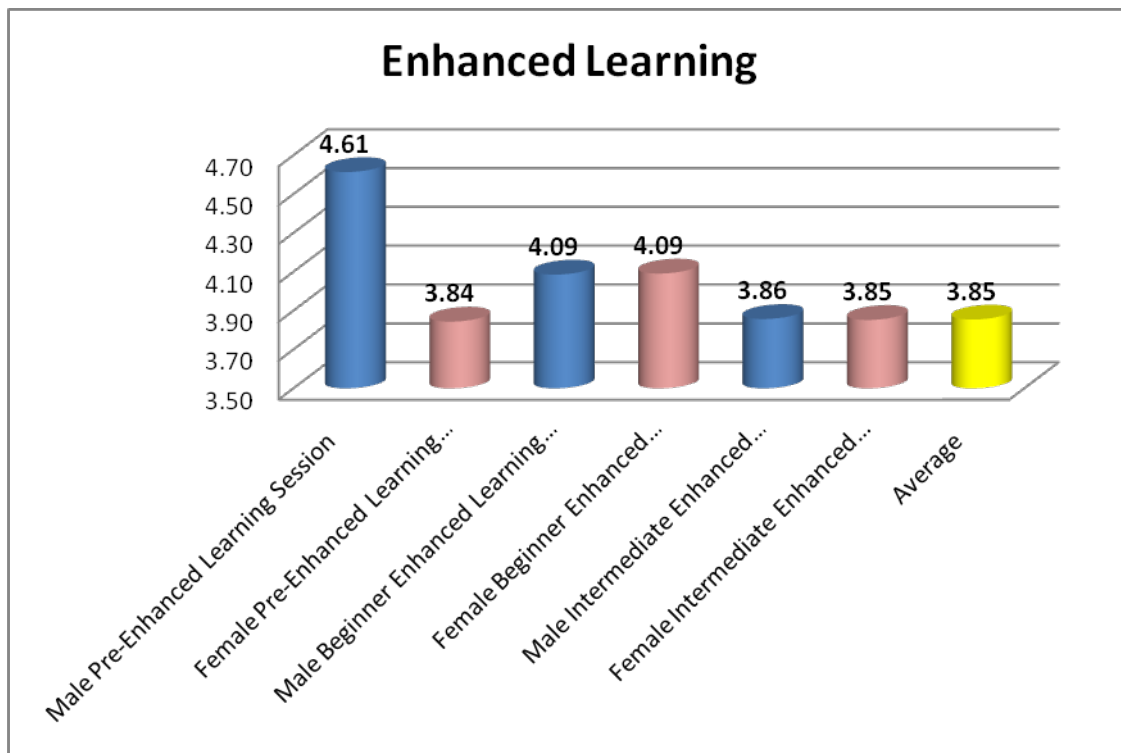
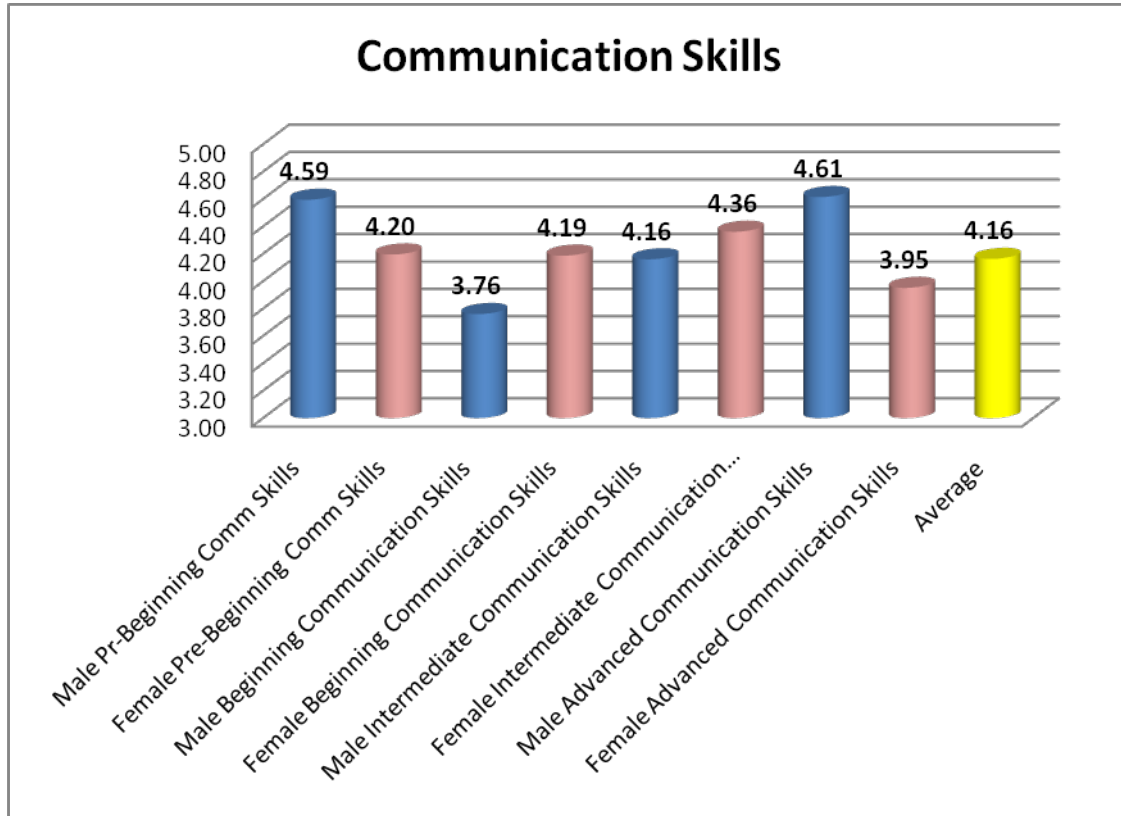
The Instructors --

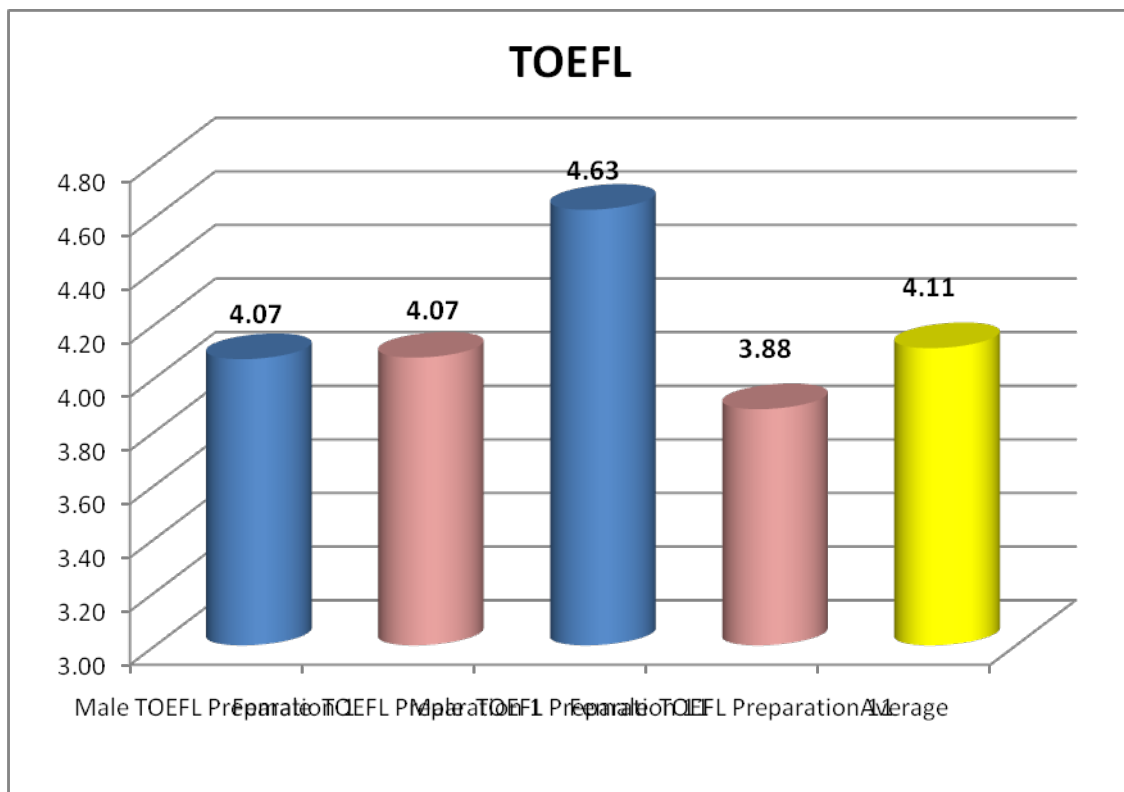
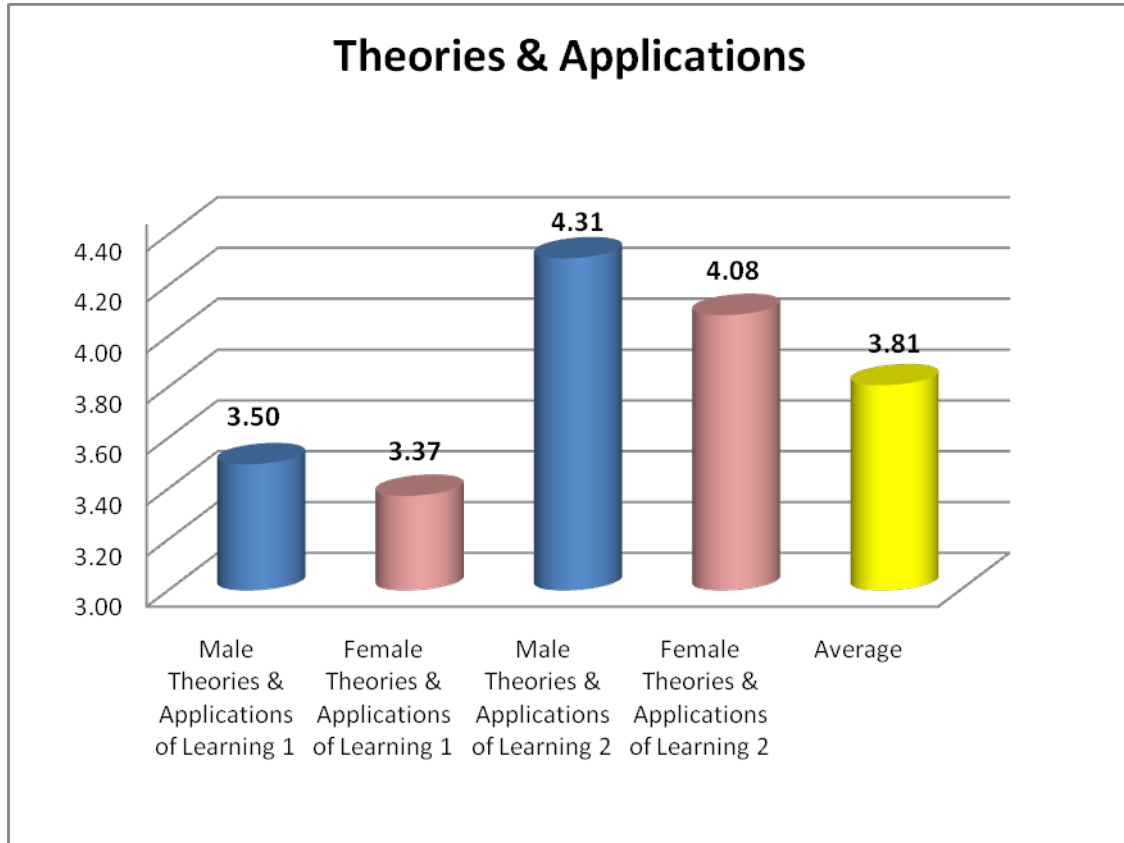


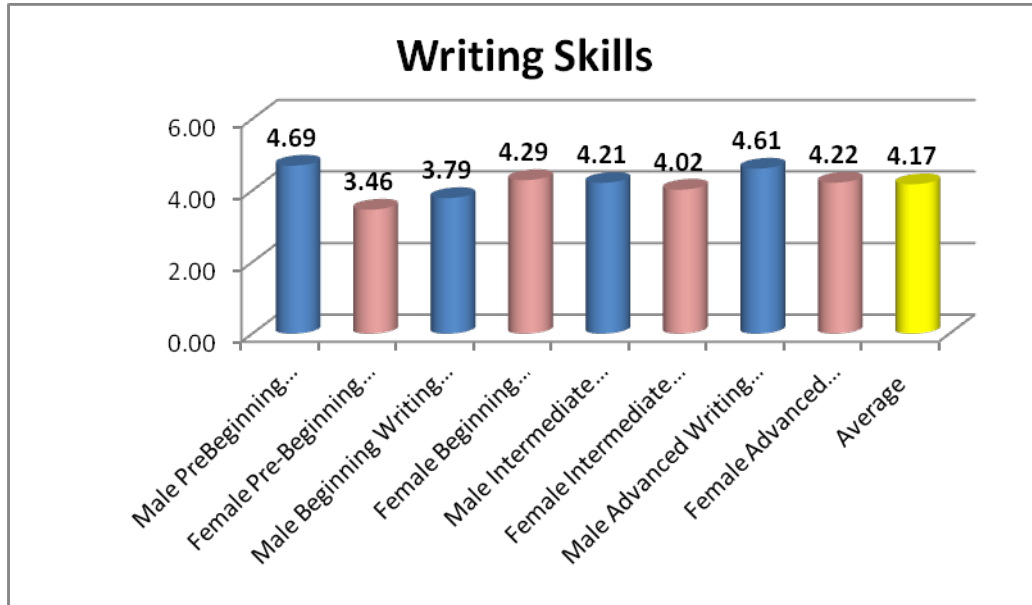
The Mean Score for this subsection is – **4.09**

Comparison of Male and Female Performance in the Preparation Program.

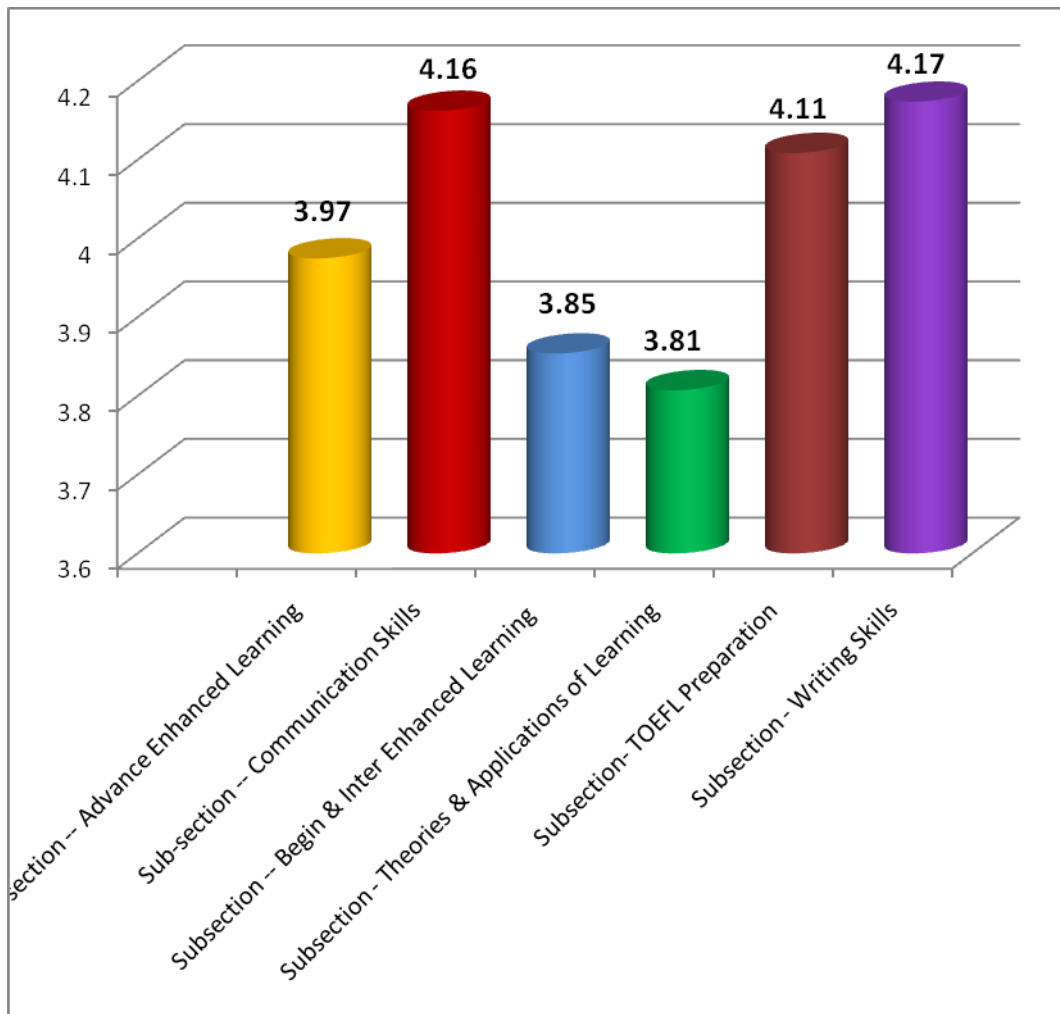




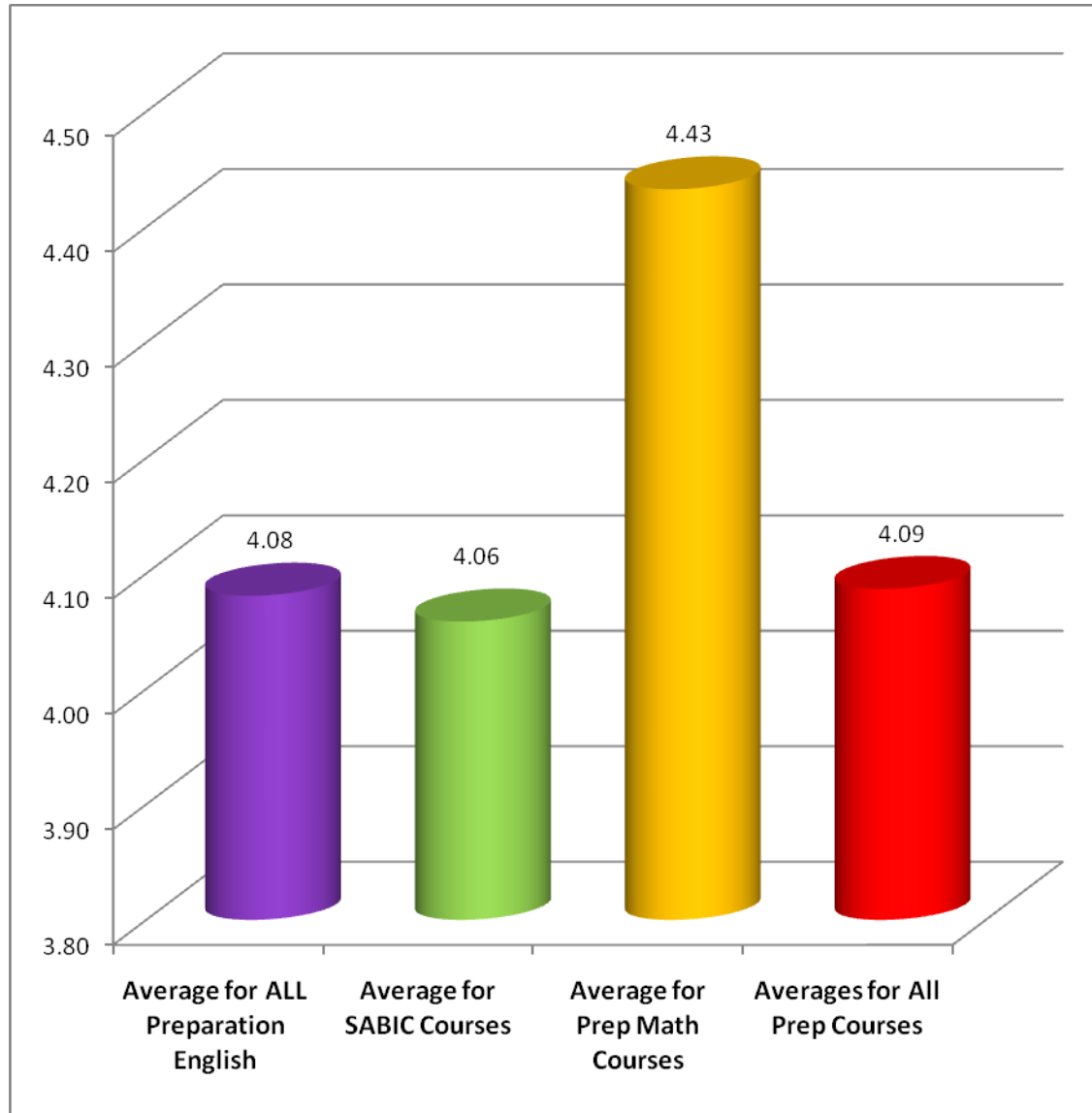




Averages of Sub-Sections



Overall Averages





Prince Mohammad Bin Fahd University

Fall 2012 Course Evaluations Report

College of Arts and Science

Prepared by

Des V. Rice, Ed.D.

Director – Professional Development

About the Document

The fall 2012 evaluations are over and both faculty and administrators are eagerly looking forward to getting the results. The following is a breakdown of the results by department showing –

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College of Arts and Science (Newly established and did not graduate any cohort yet but is included in this section for completion)

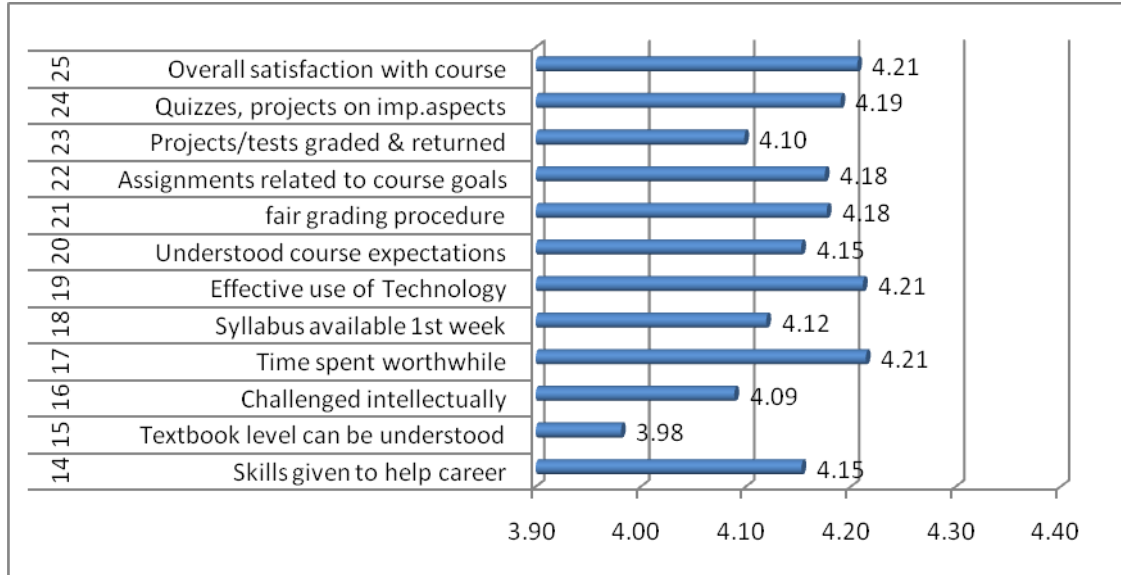
Overall Analysis of Course Evaluations for Fall 2012



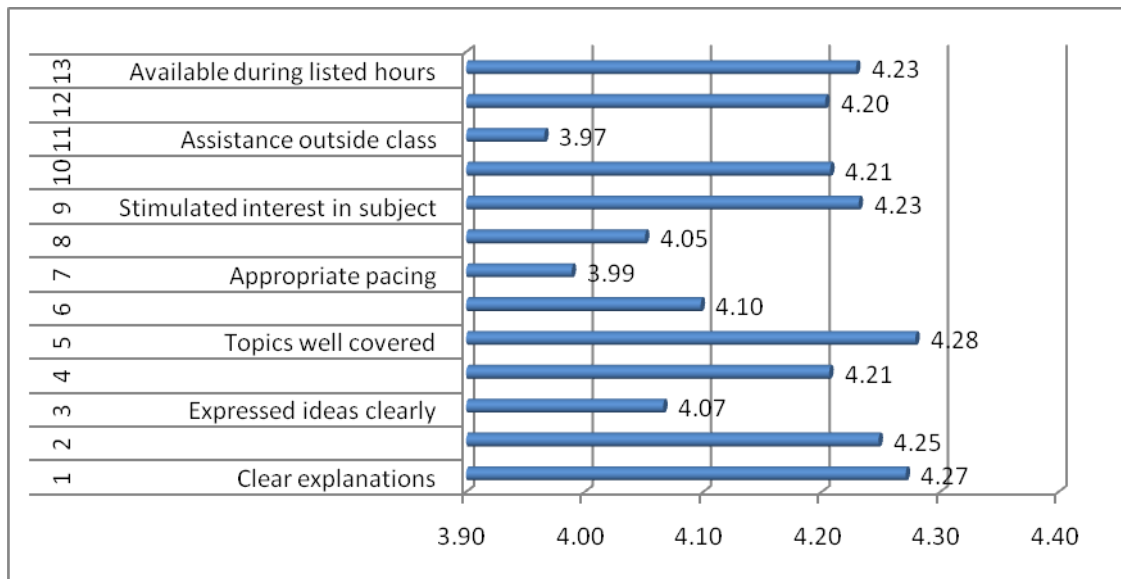


Humanities Department

The Course --



The Instructors –

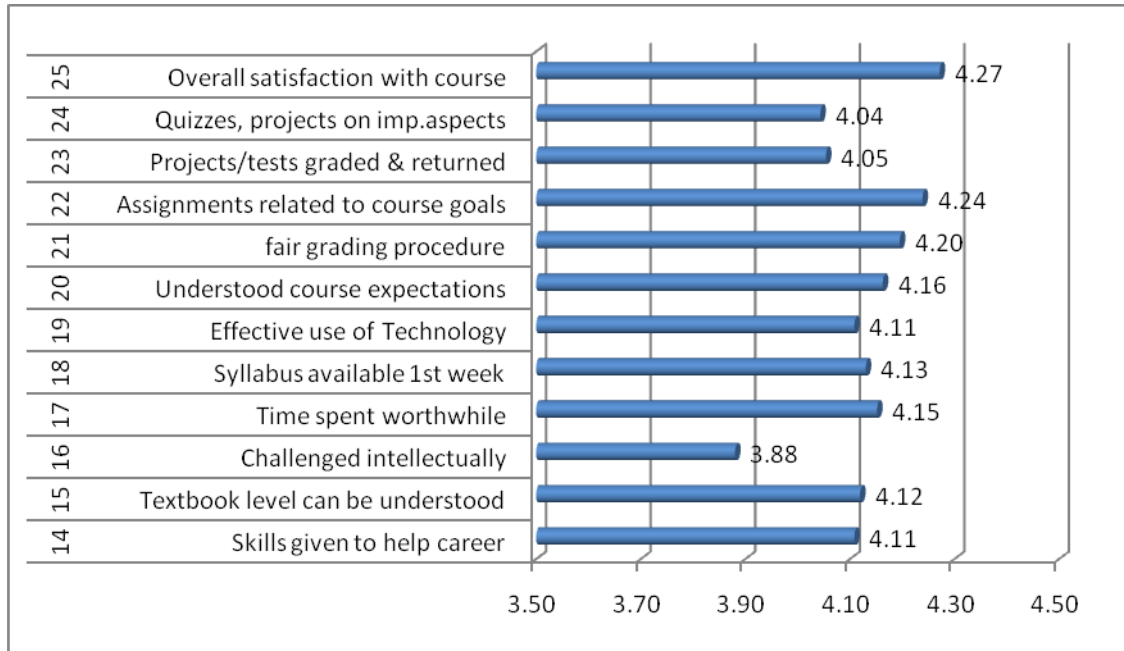


The Mean Score for Humanities Department is **4.15**

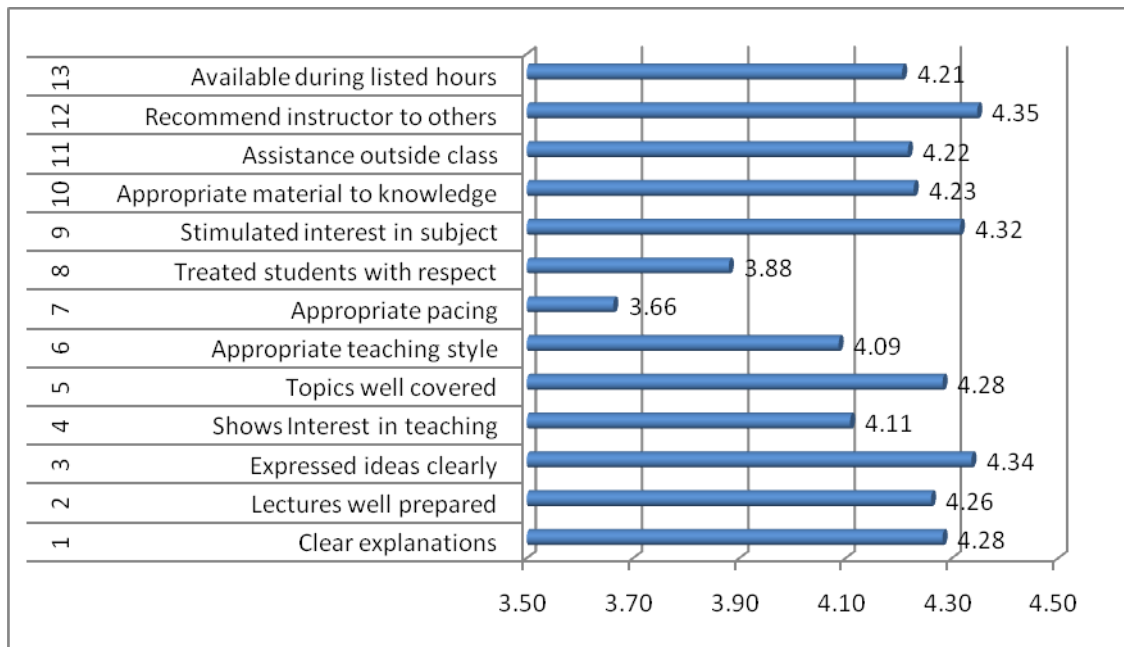


Law Department

The Course --



The Instructors --



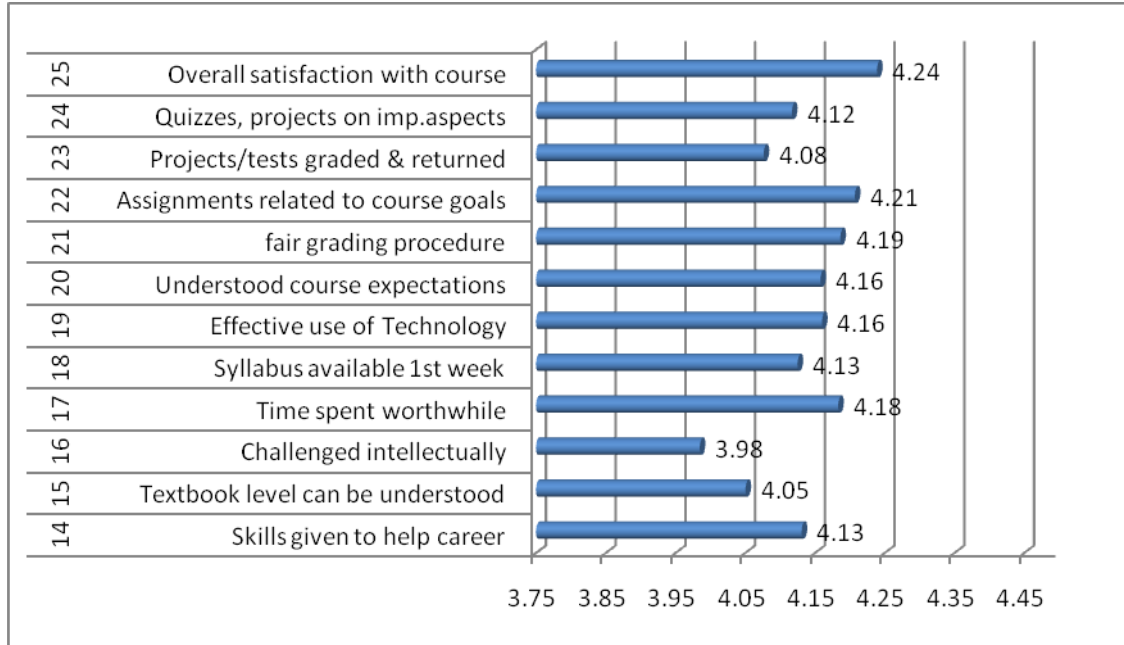
The Mean Score for the Law Department is **4.15**



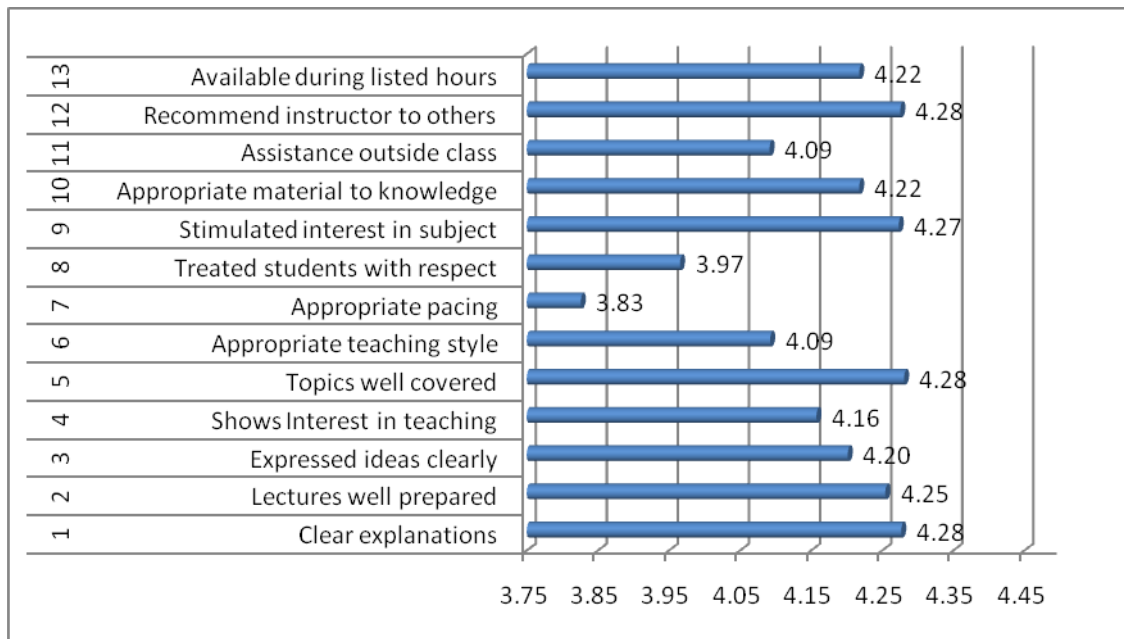


Humanities and Law Departments Combined

The Course --



The Instructors –

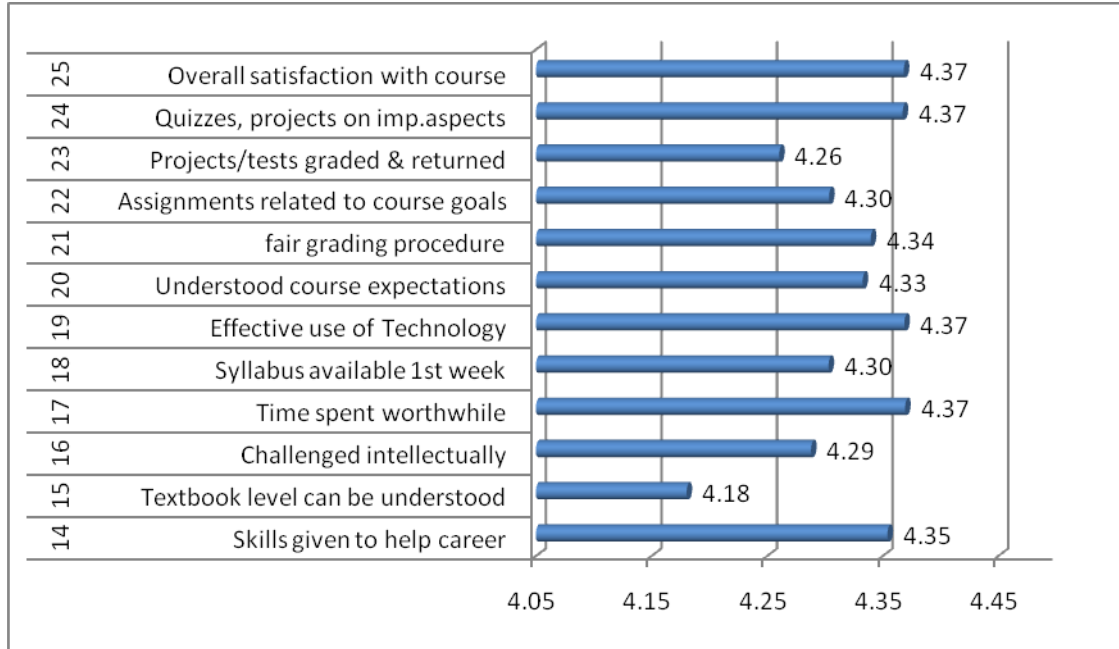


The Mean Score for Electrical Engineering Department is **4.15**

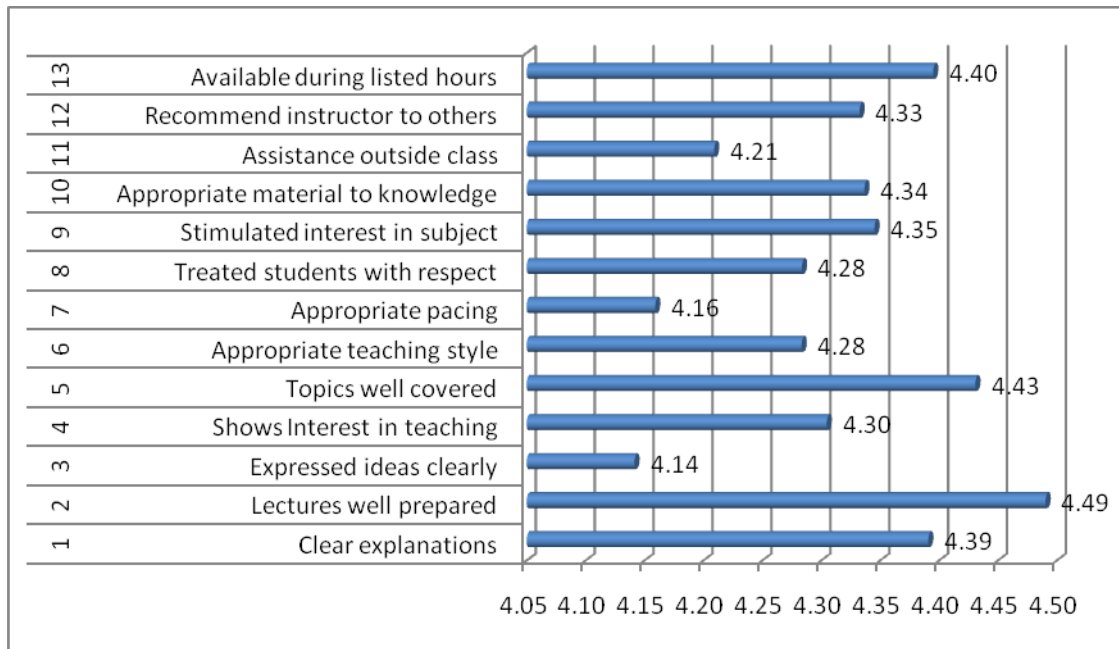


Math and Science Departments Combined

The Course --



The Instructors –



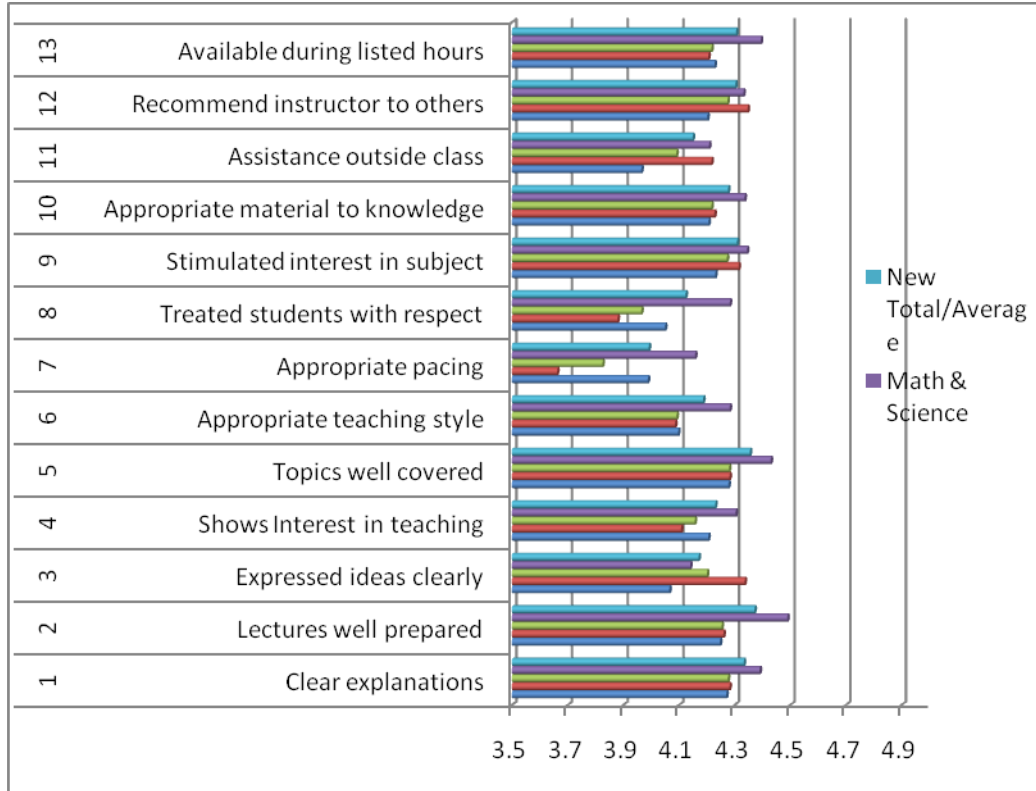
The Mean Score for the Math and Science Department is **4.32**





Comparison of all Departments in the College of Arts and Sciences

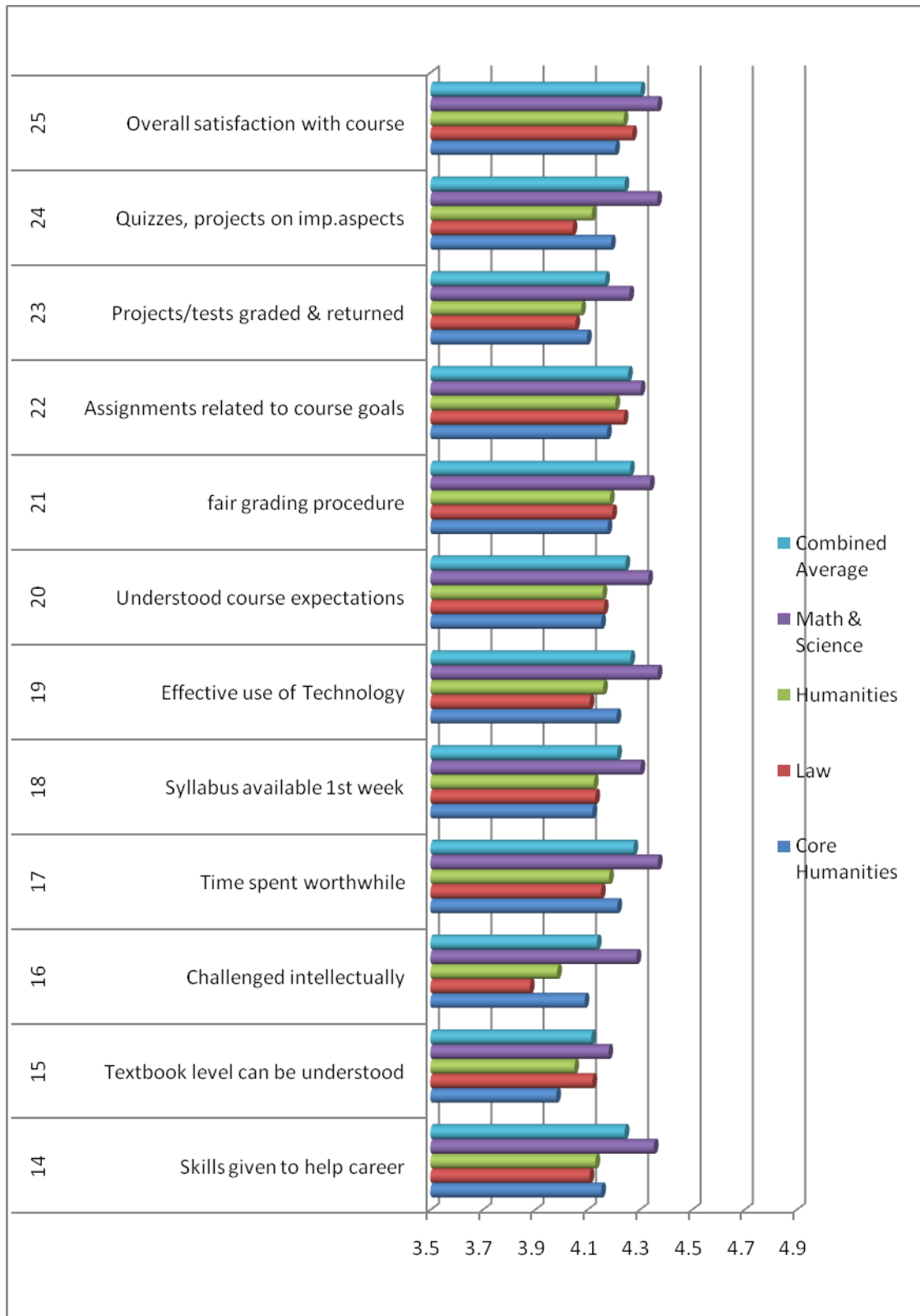
The Instructors –





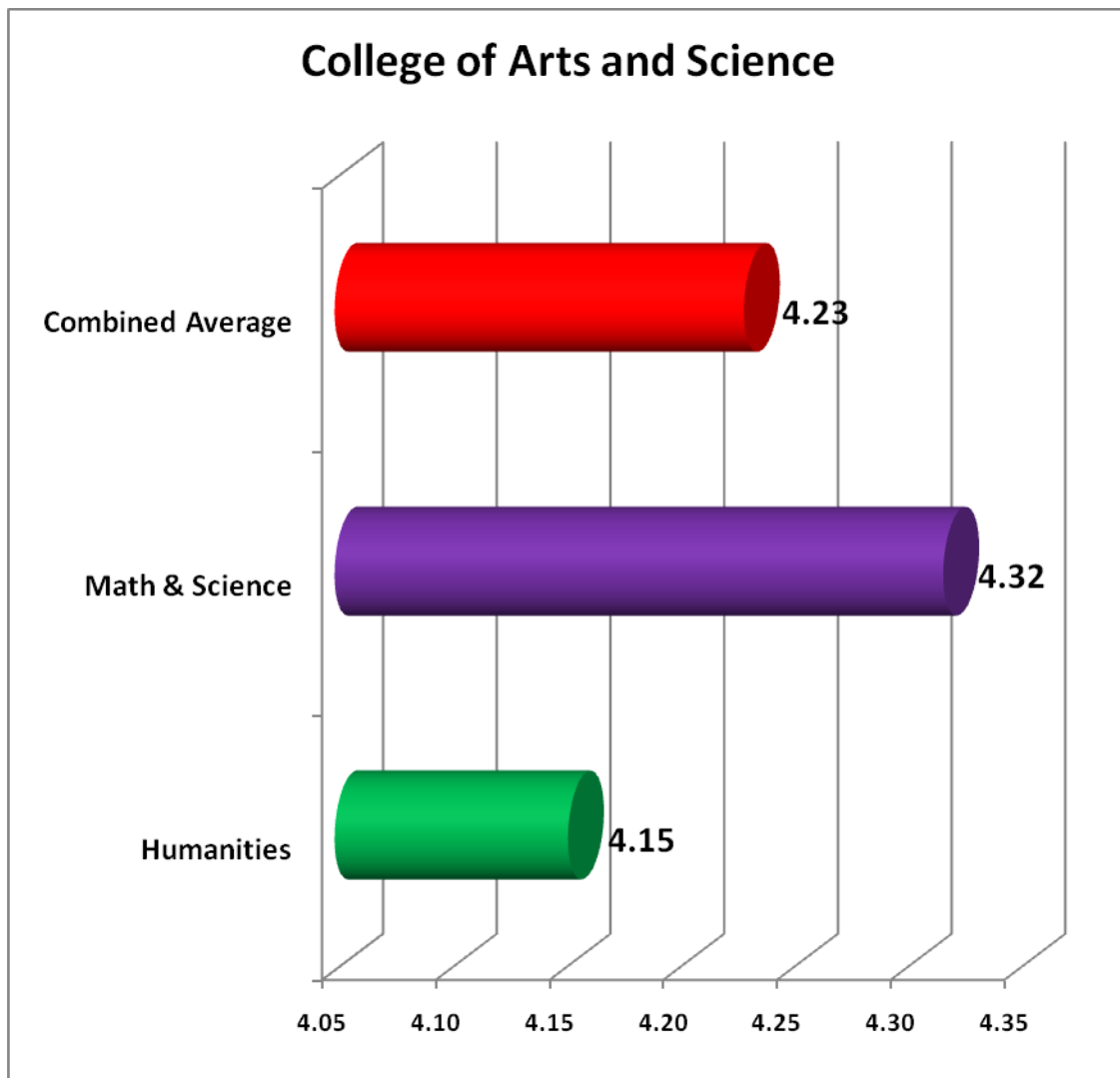
Comparison of all Departments in the College of Arts and Sciences

The Courses –



The Mean Score for the College of Arts and Science is 4.23

Overall Summary of Departments





Prince Mohammad Bin Fahd University

Fall 2012 Course Evaluations Report

College of Arts and Science –
Mathematics and Science Department

Prepared by

Des V. Rice, Ed.D.

Director – Professional Development

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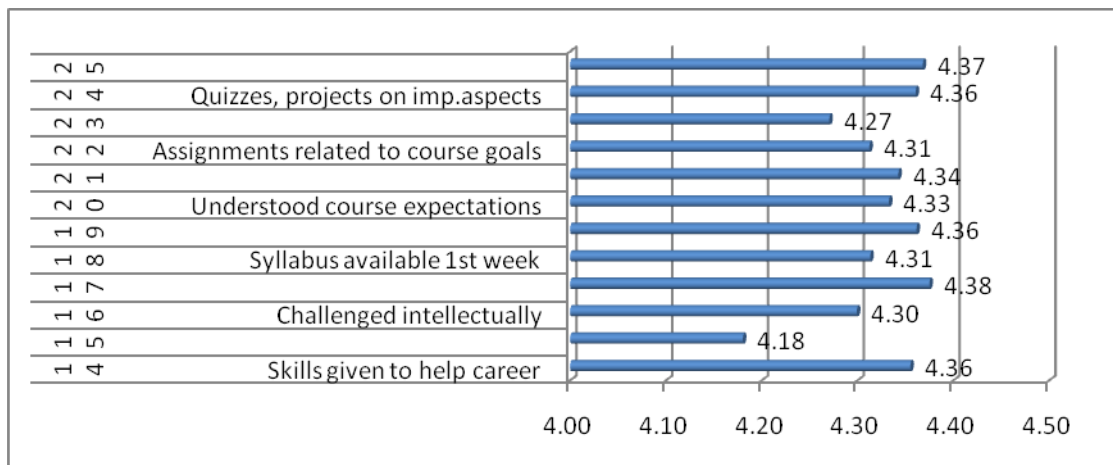
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College of Arts and Science– Mathematics and Science Department

Overall Analysis of Course Evaluations for Fall 2012

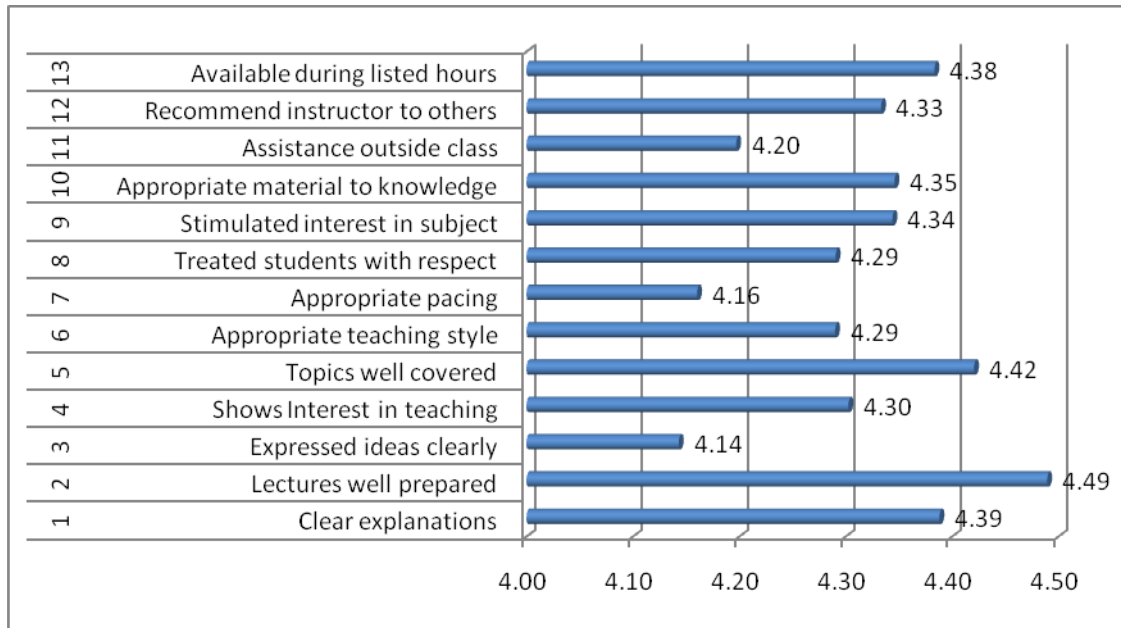
Core Math and Science Courses

The Courses --





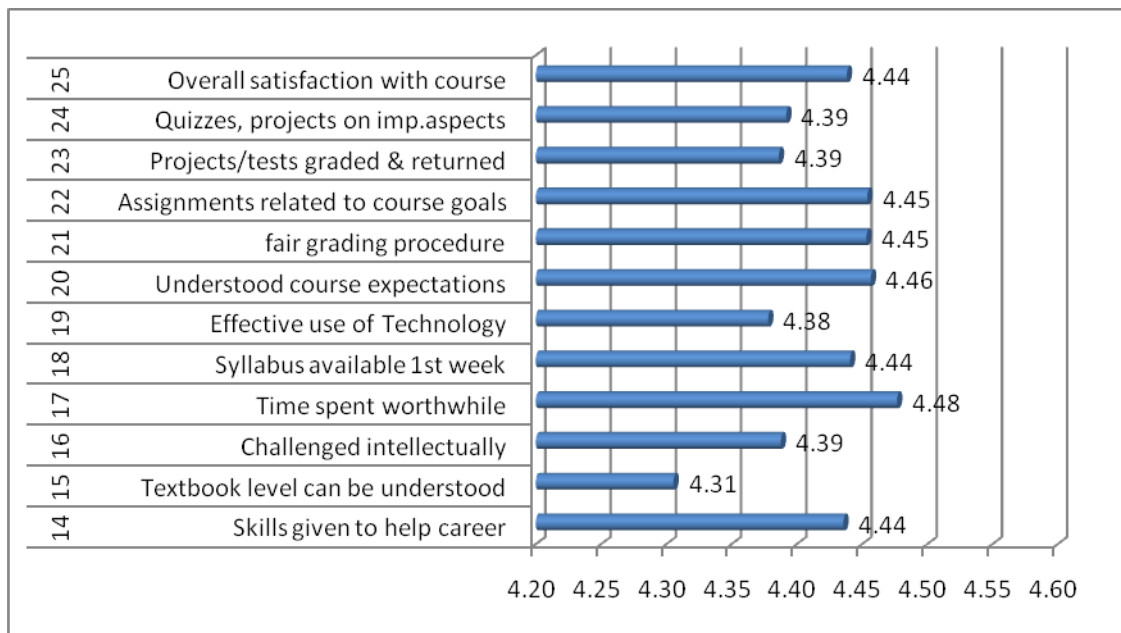
The Instructors –



The Mean Score for Core Courses is – **4.32**

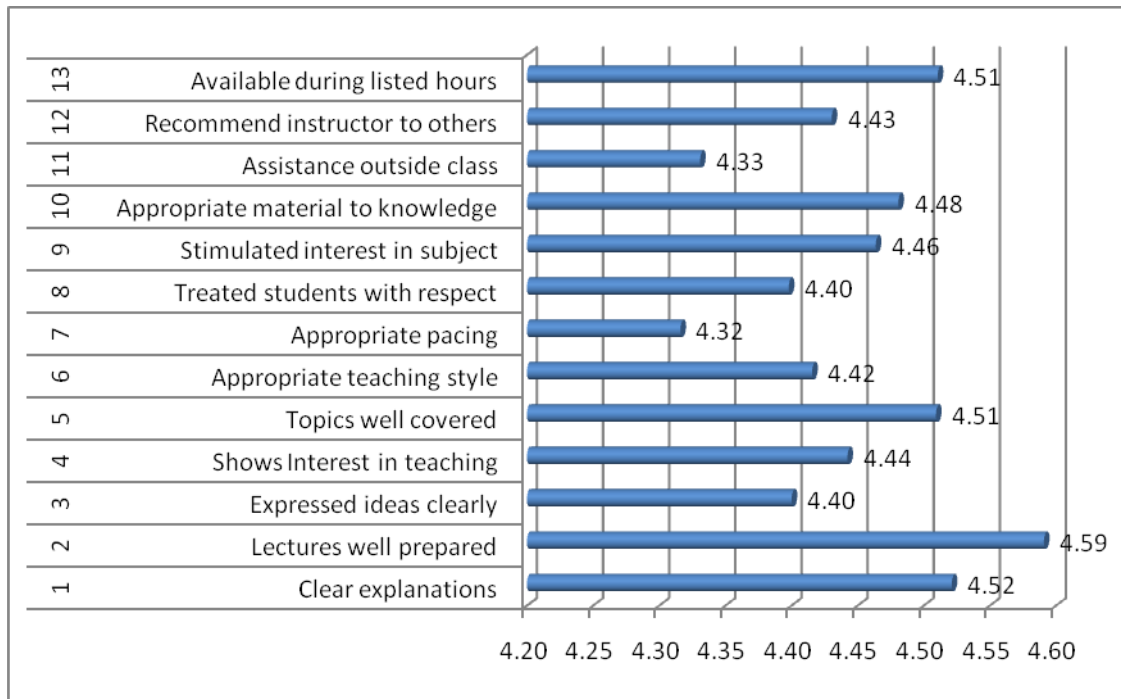
Preparation Program Math Courses

The Courses --





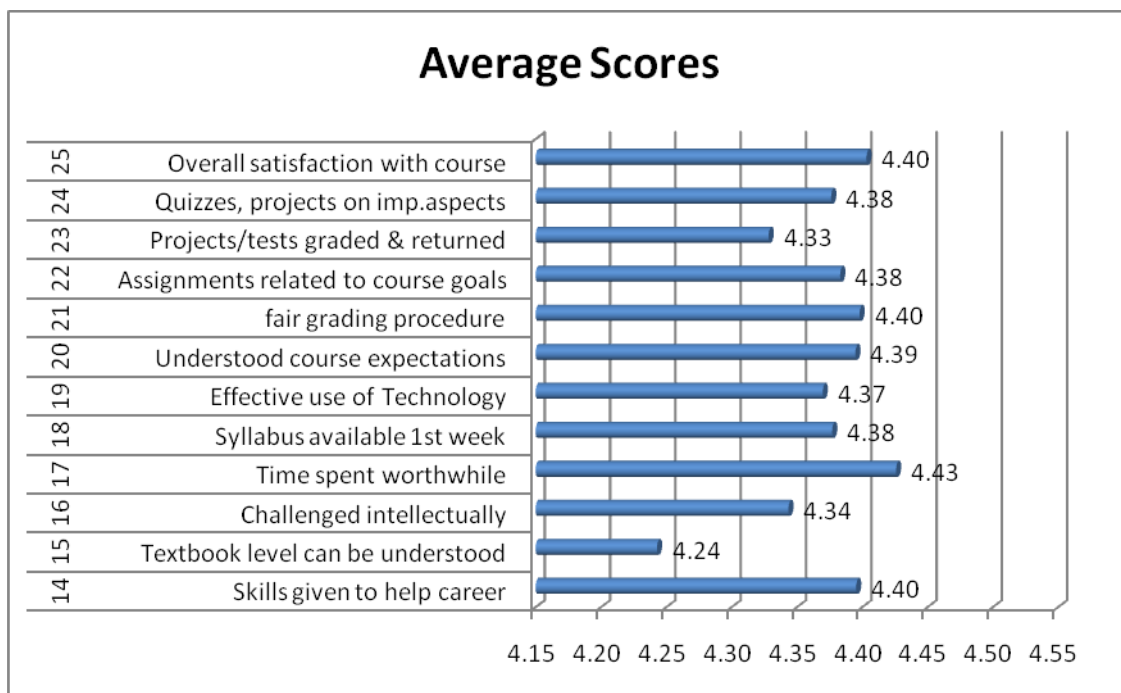
The Instructors –



The Mean Score for Preparation Program Math Courses is – **4.32**

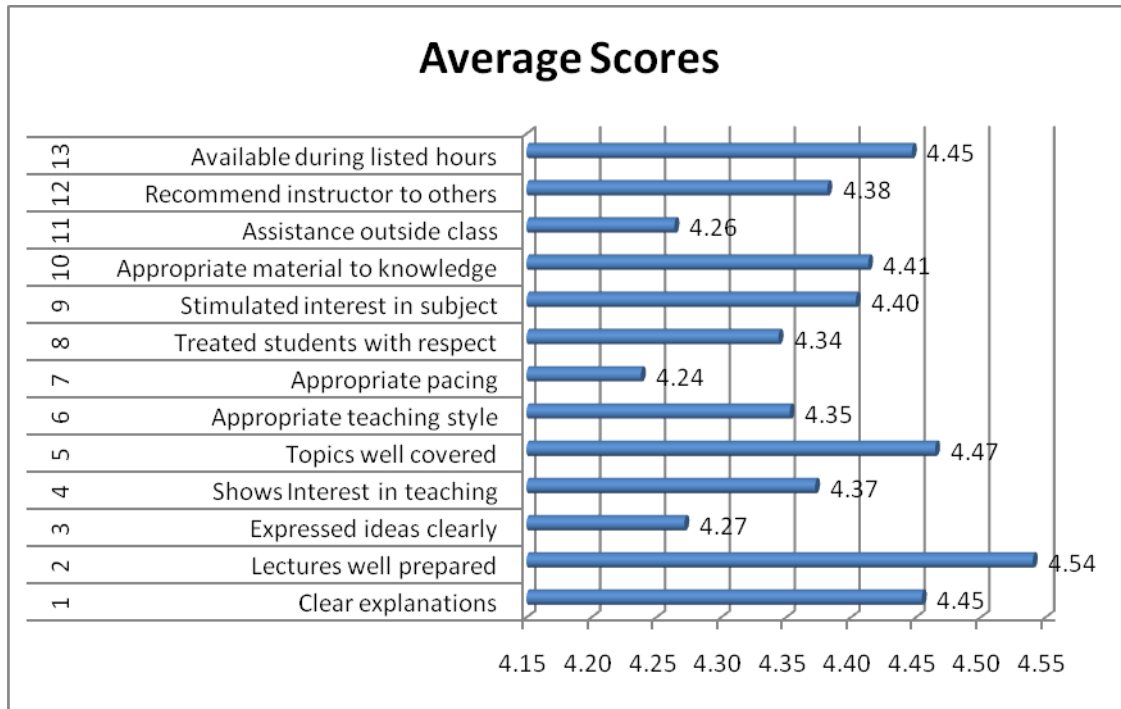
Aggregate Average for Prep and Math Courses

The Courses --





The Instructors –

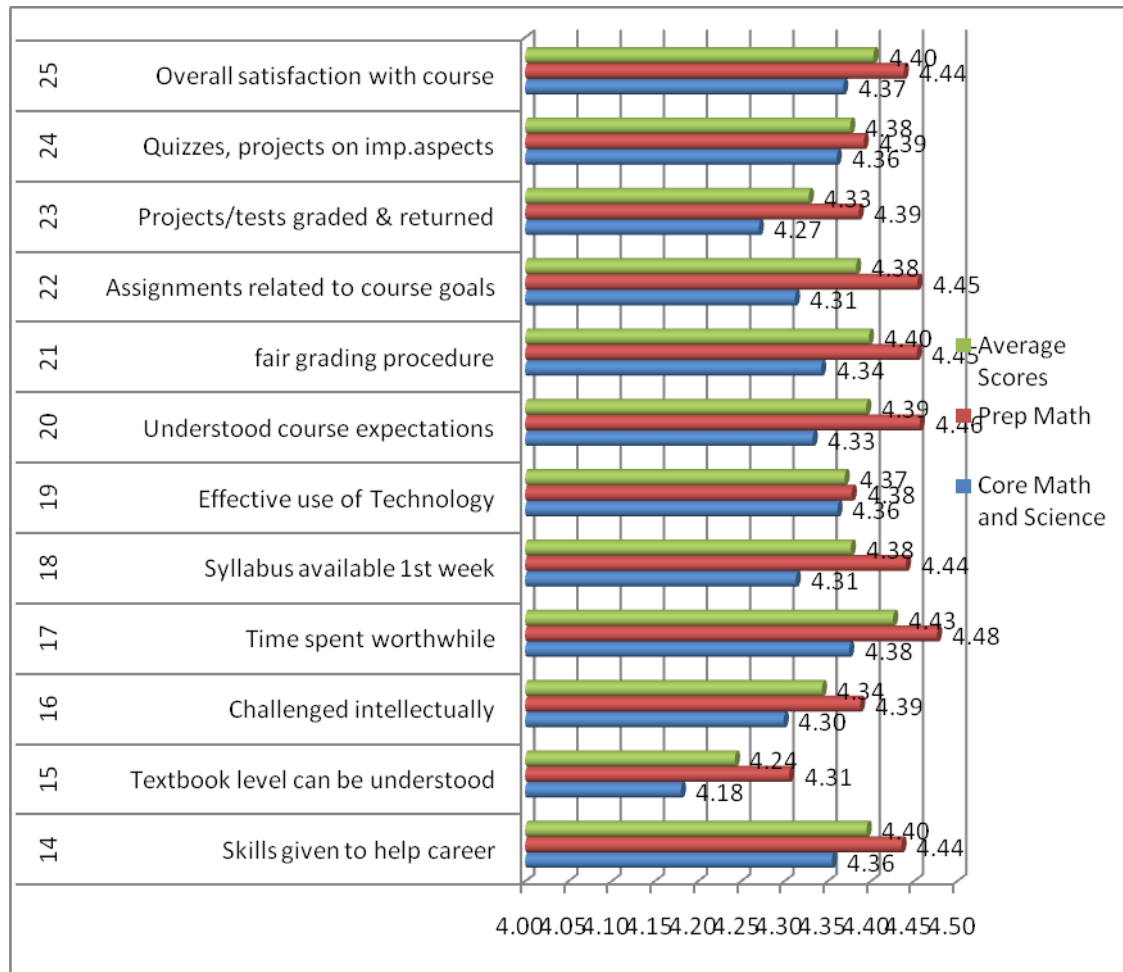


Aggregate Mean Score for all Math and Science Courses is – 4.38



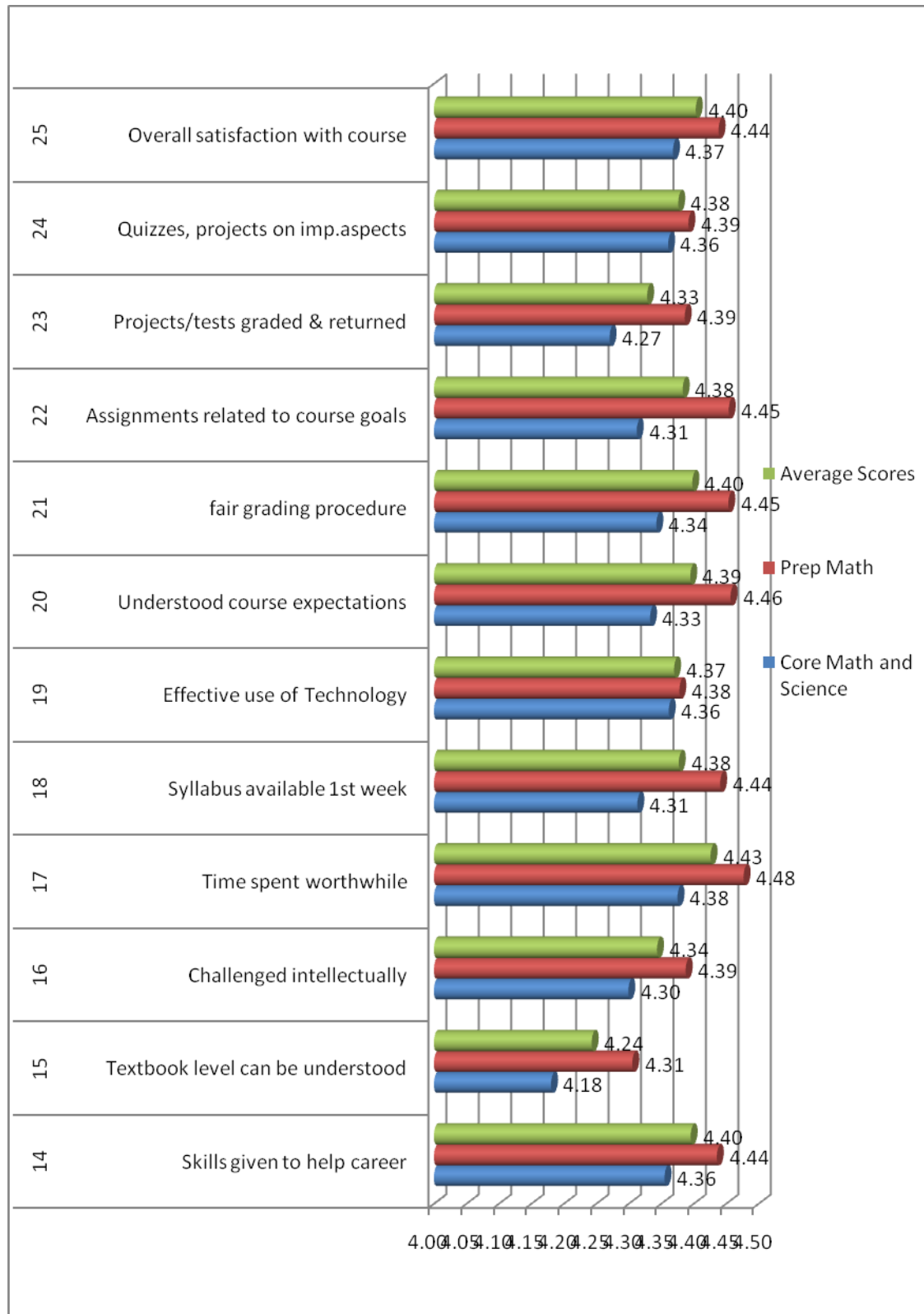


Overall Course Analysis --

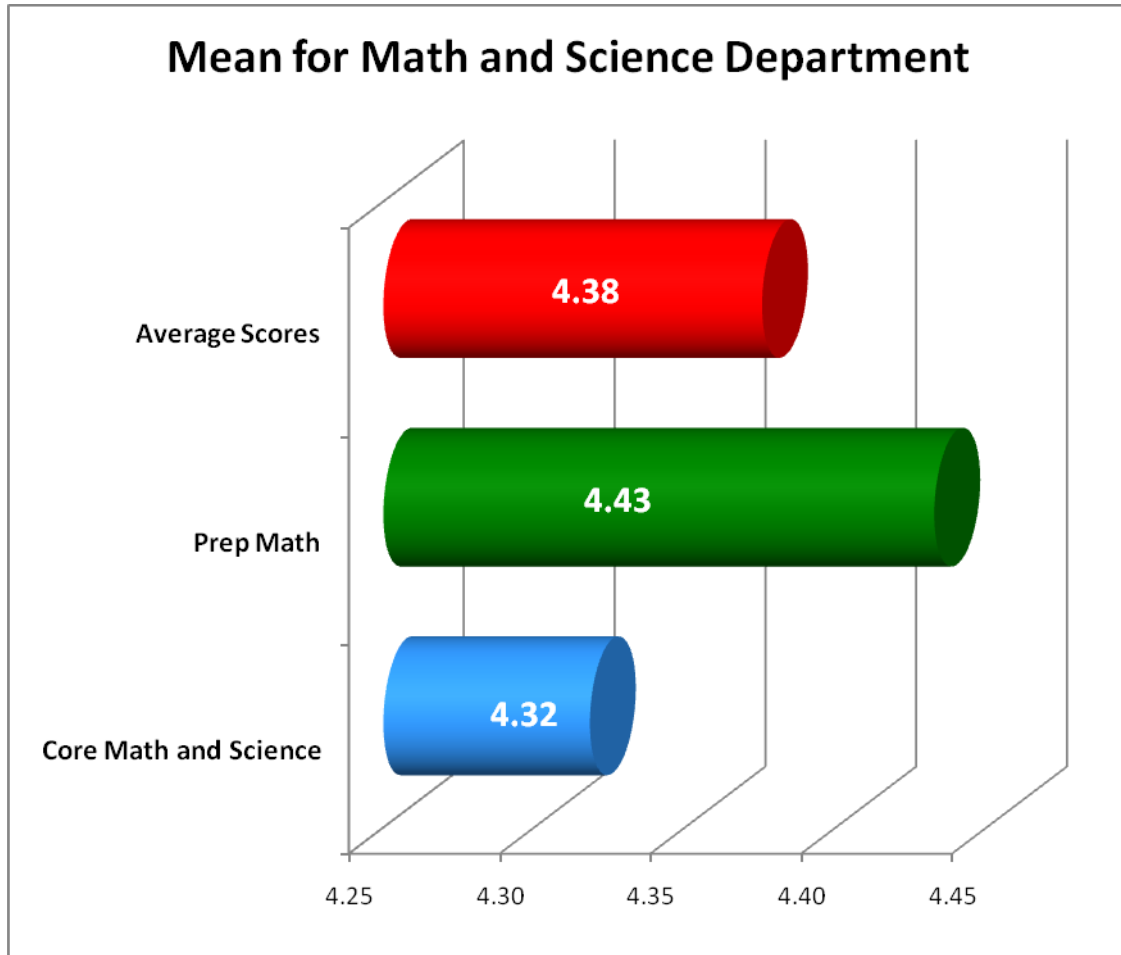




Overall Instructor Analysis



Overall Composite Mean Scores for the Mathematics and Science Department





Prince Mohammad Bin Fahd University

Fall 2012 Course Evaluations Report

College of Engineering

Prepared by

Des V. Rice, Ed.D.

Director – Professional Development

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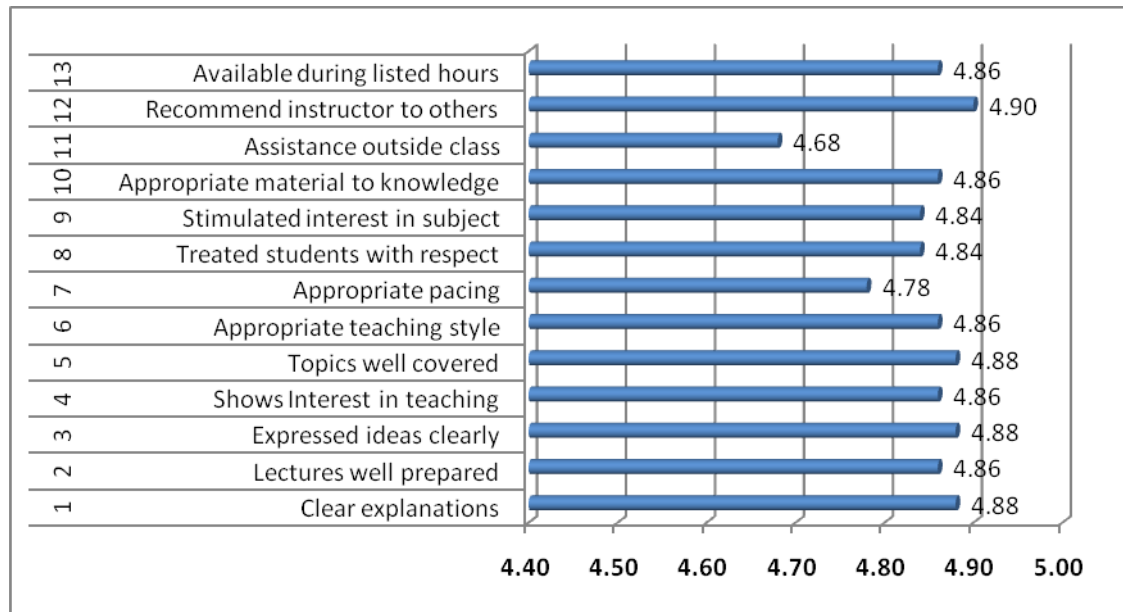


College of Engineering

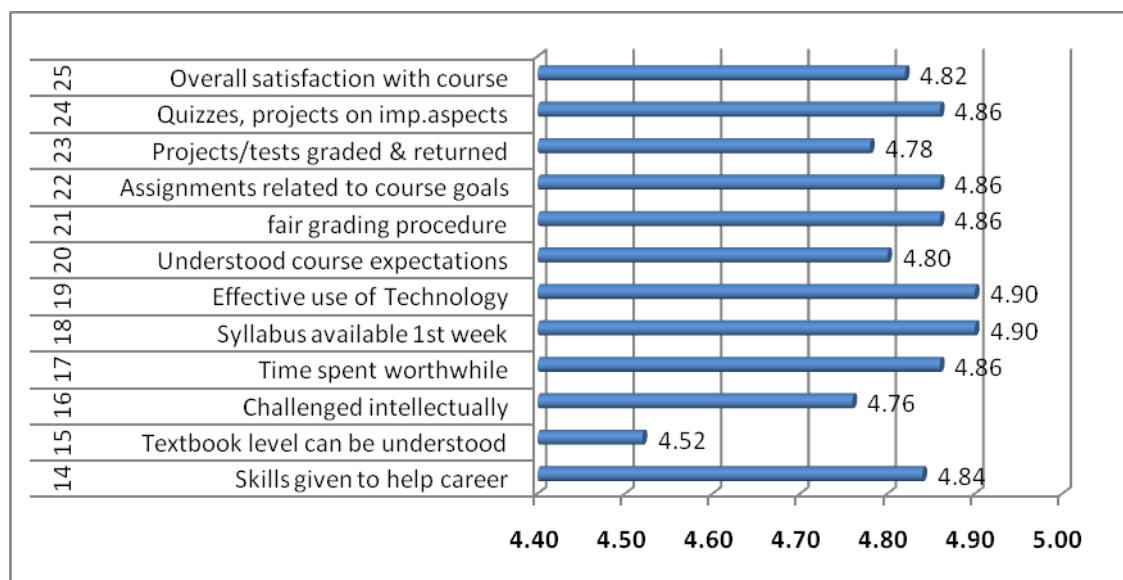
Overall Analysis of Course Evaluations for Fall 2012

Civil Engineering Department

The Instructors --



The Courses --



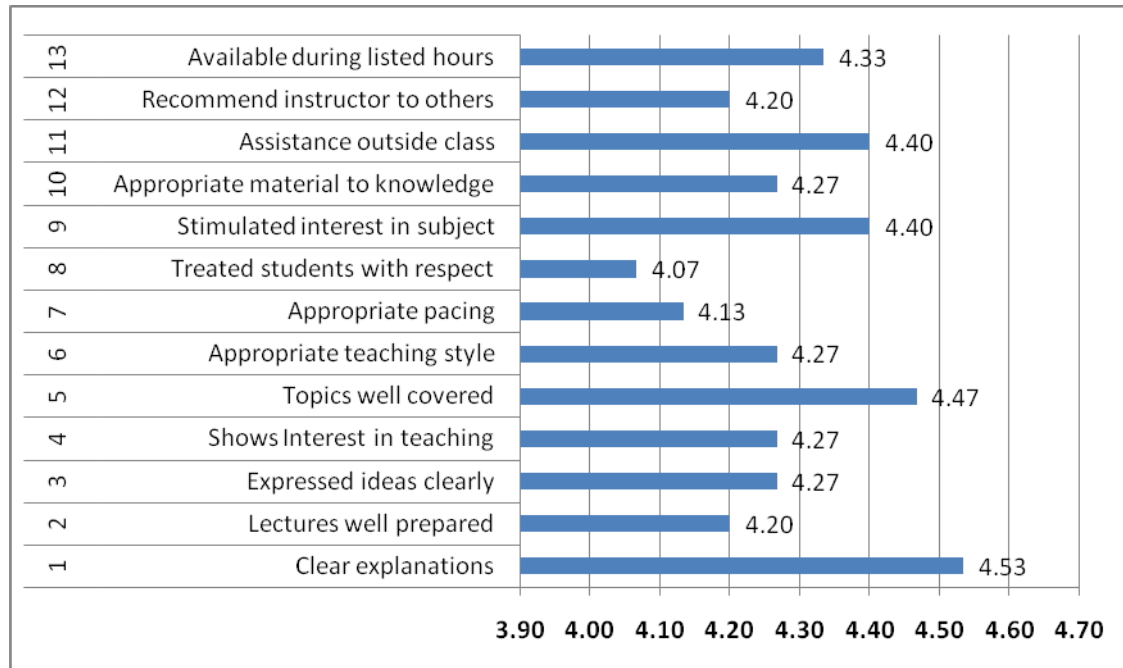
The **Mean Score** for Electrical Engineering is **4.83**



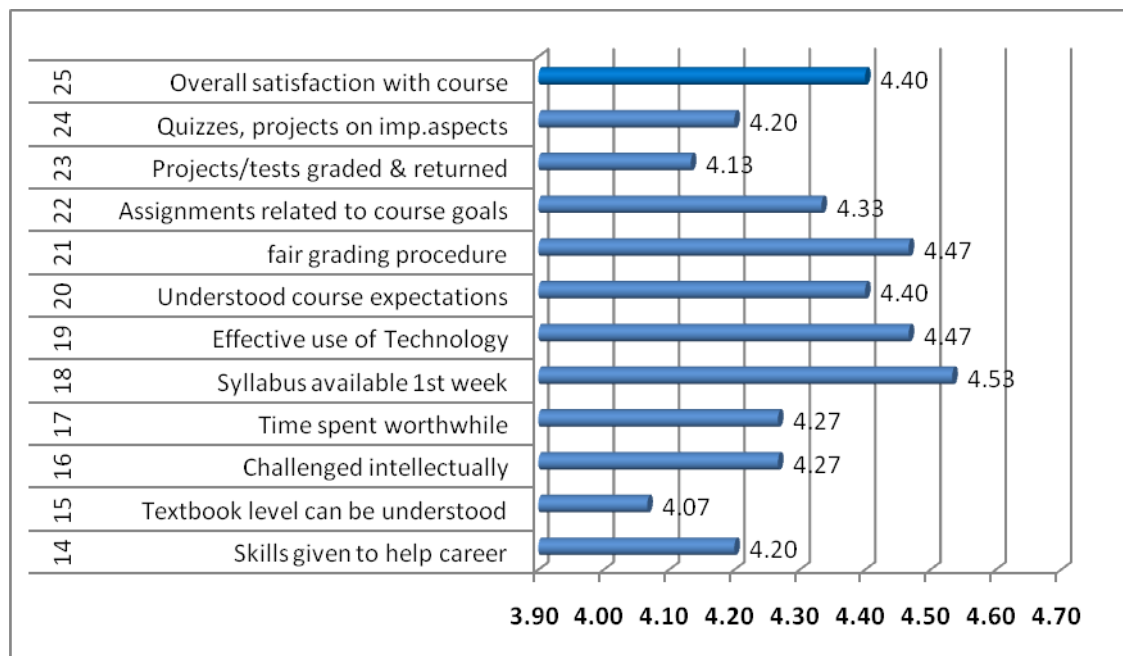


Computer Engineering and Science Special Courses

The Instructors --



The Courses --



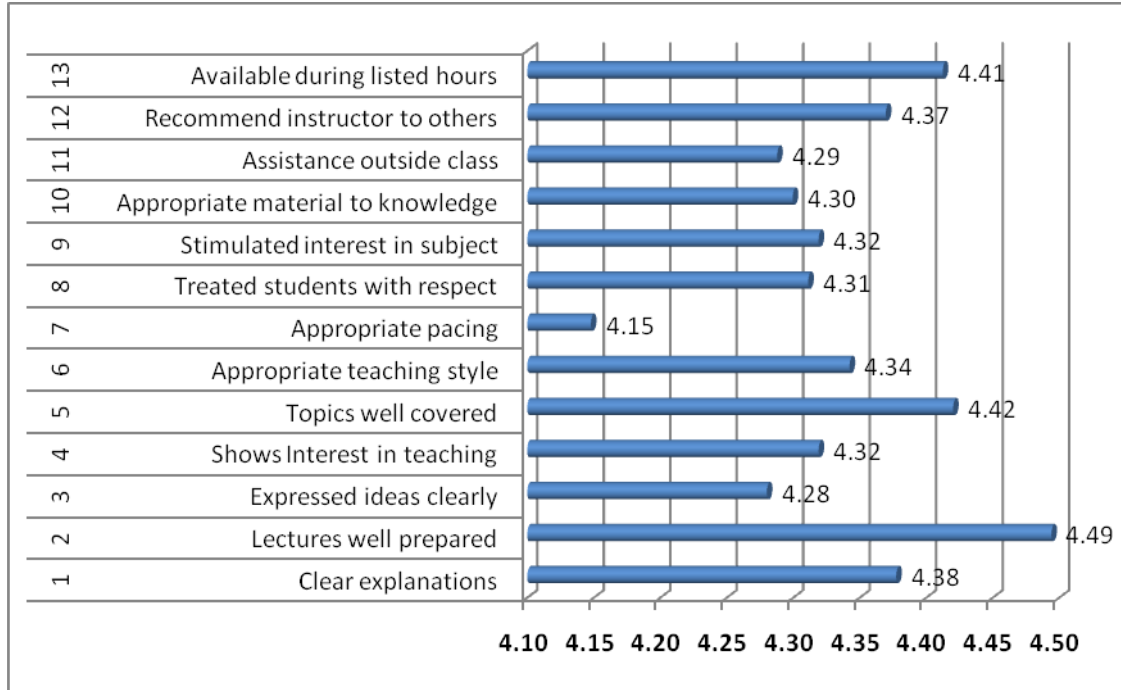
The Mean Score for these courses is **4.30**



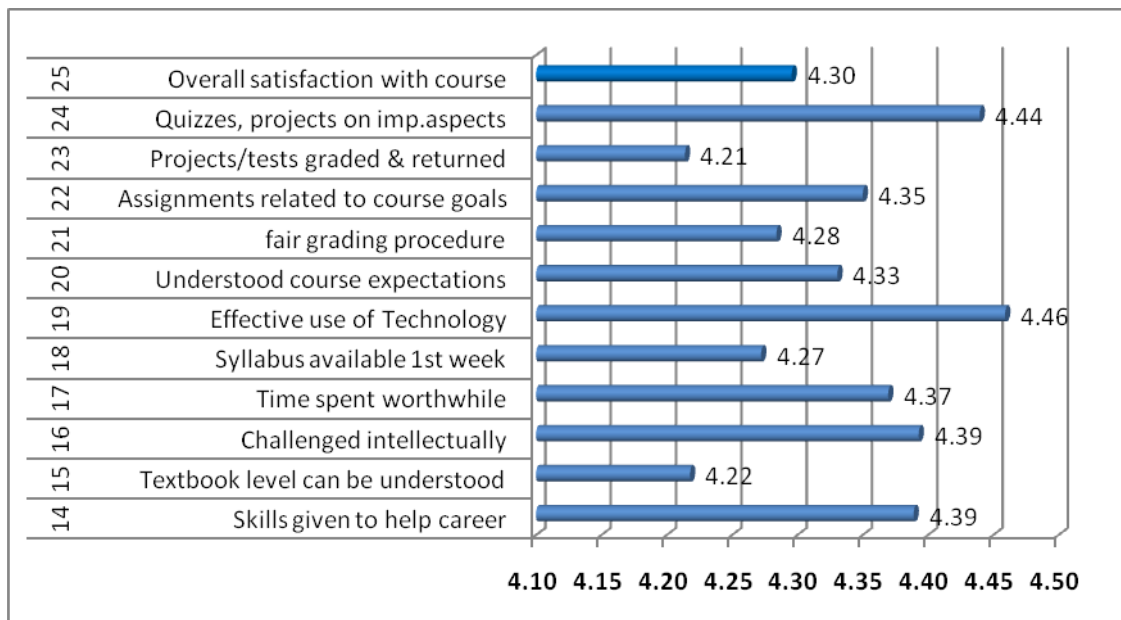


Assessment Course

The Instructors --



The Courses --



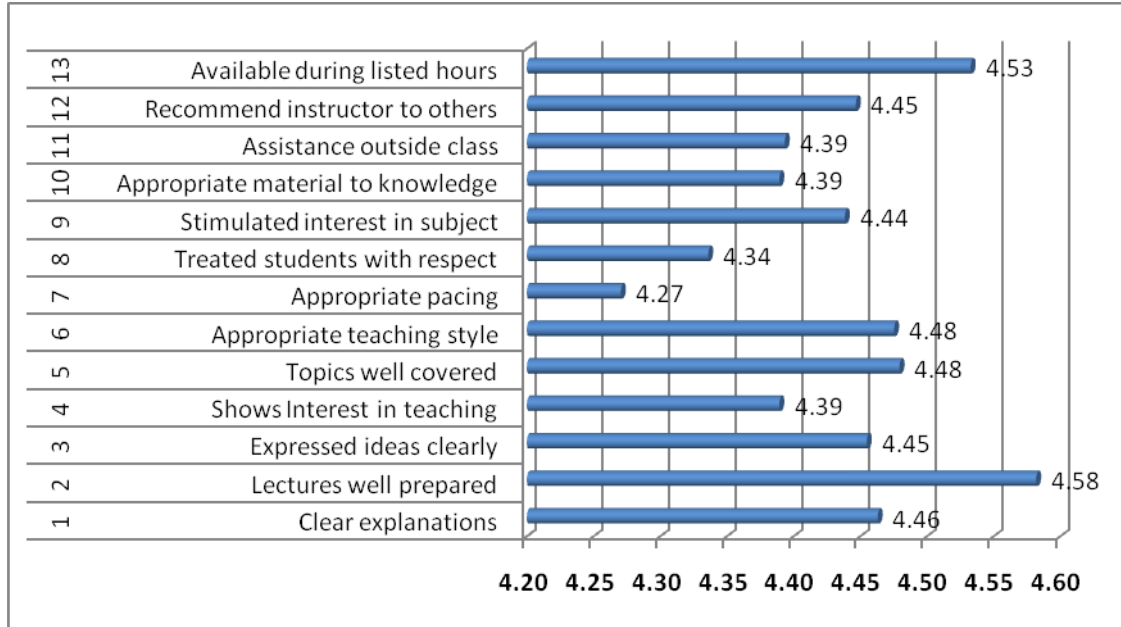
The Mean Score for Assessment Course courses is – **4.34**



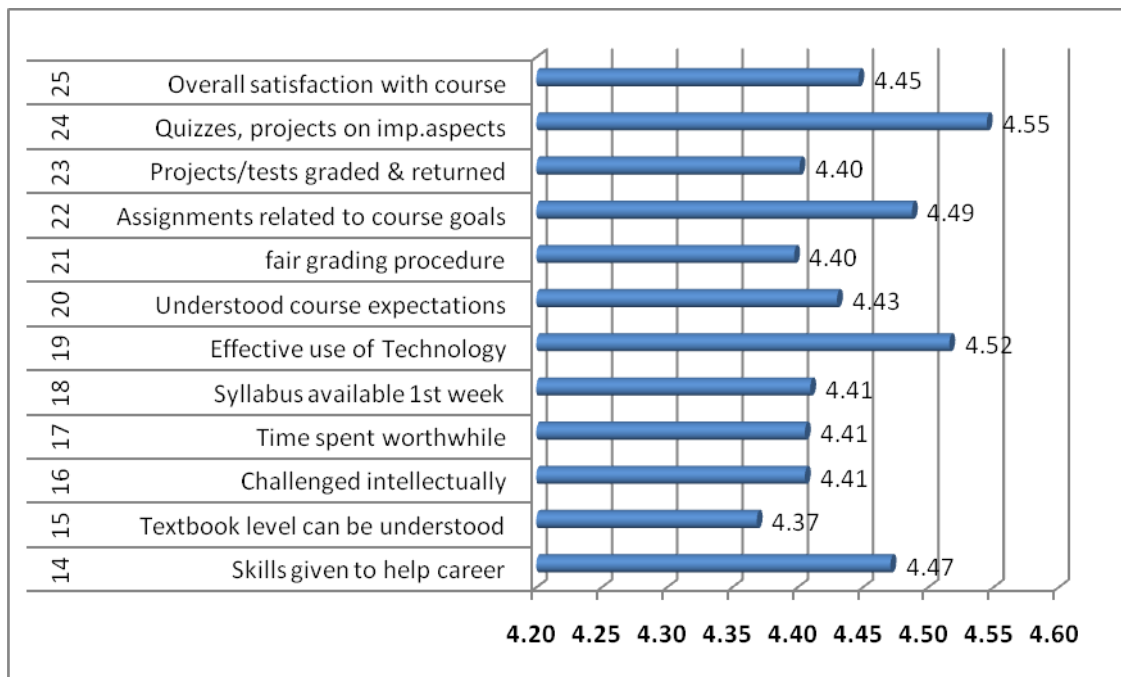


Electrical Engineering Department

The Instructors --



The Courses –



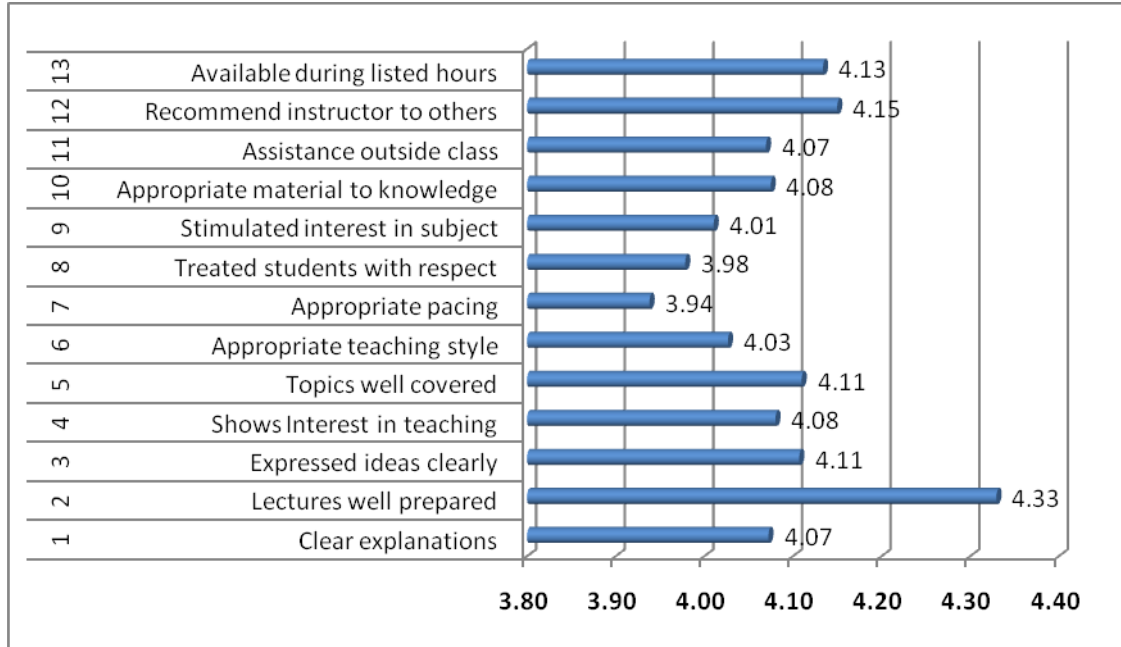
The Mean for Electrical Engineering Department is **4.44**



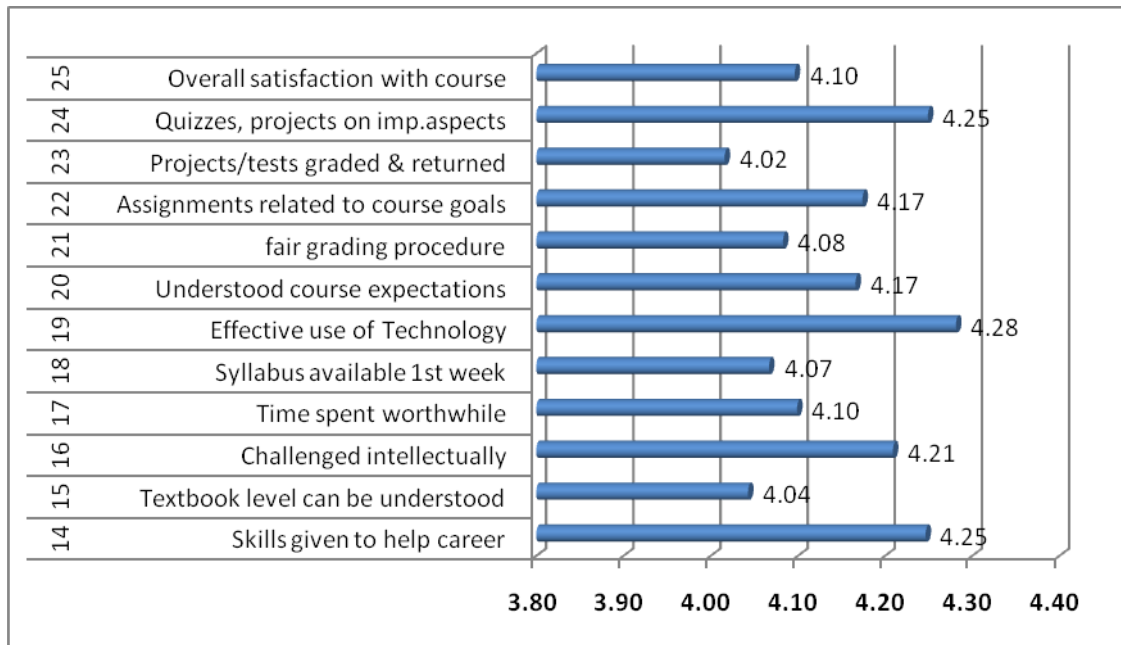


Mechanical Engineering Department

The Instructors --



The Courses --



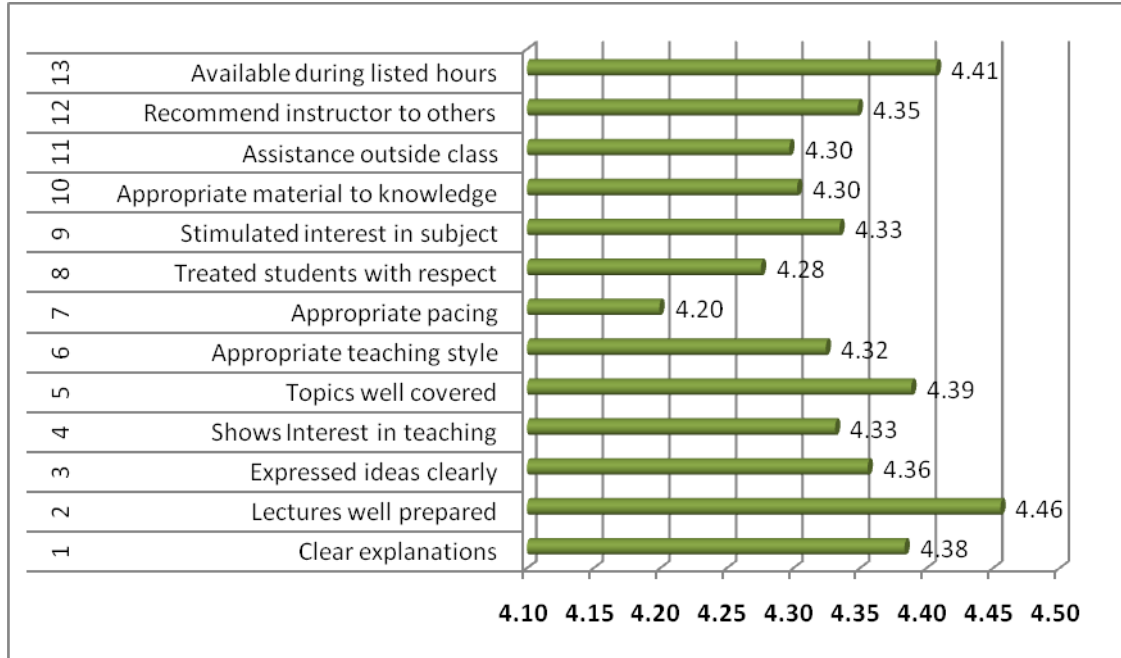
The Mean Score for Electrical Engineering Department is **4.11**



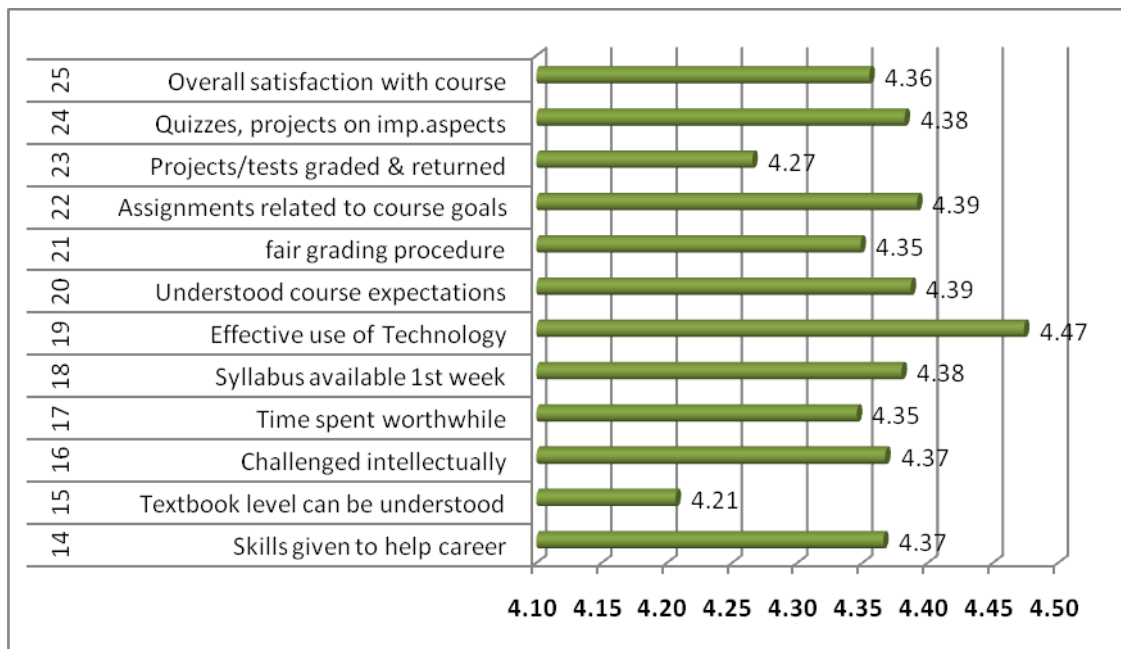


Overall College Aggregate Scores

The Instructors --



The Courses –



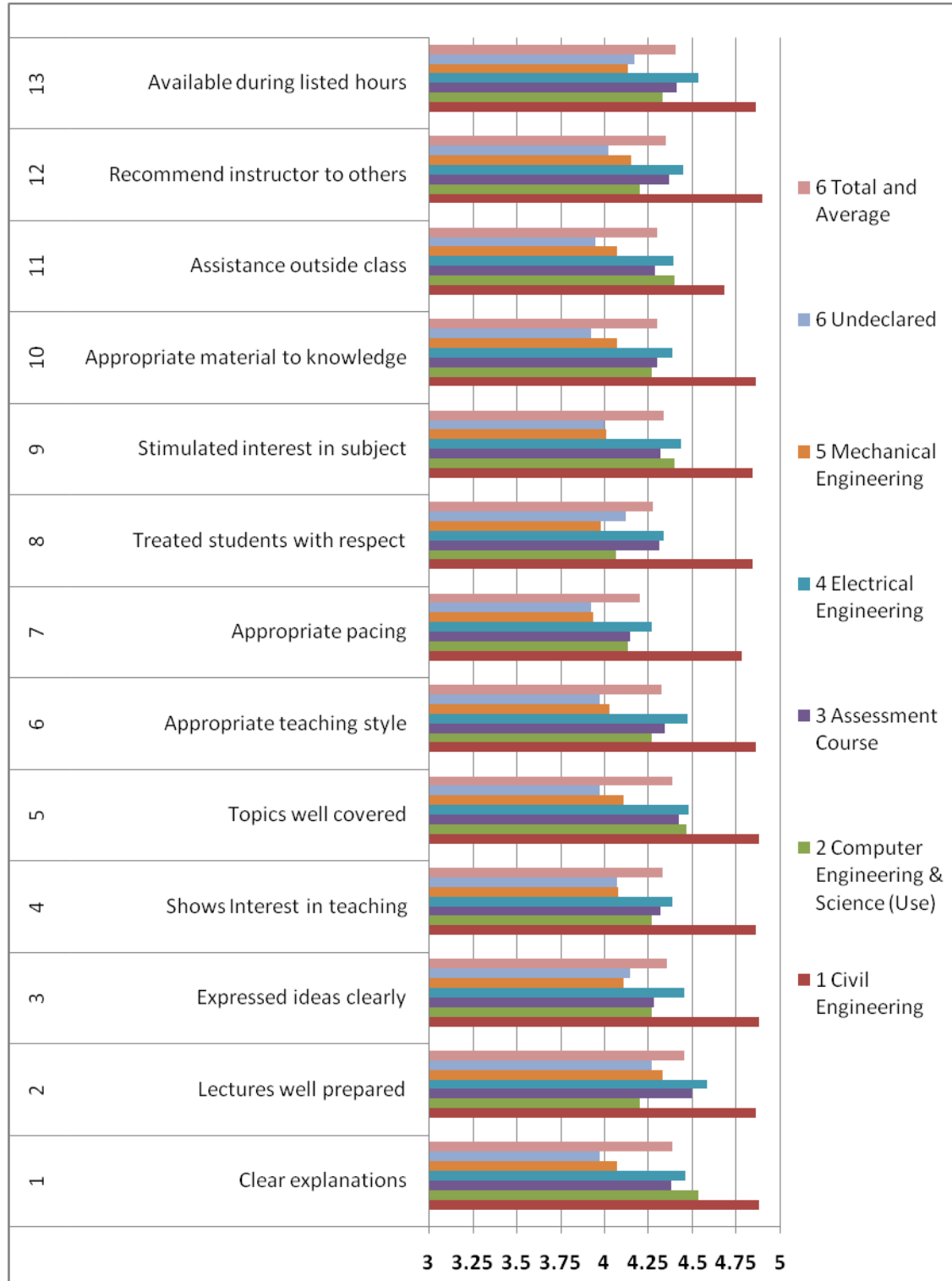
Mean Score for the entire College of Engineering is **4.35**





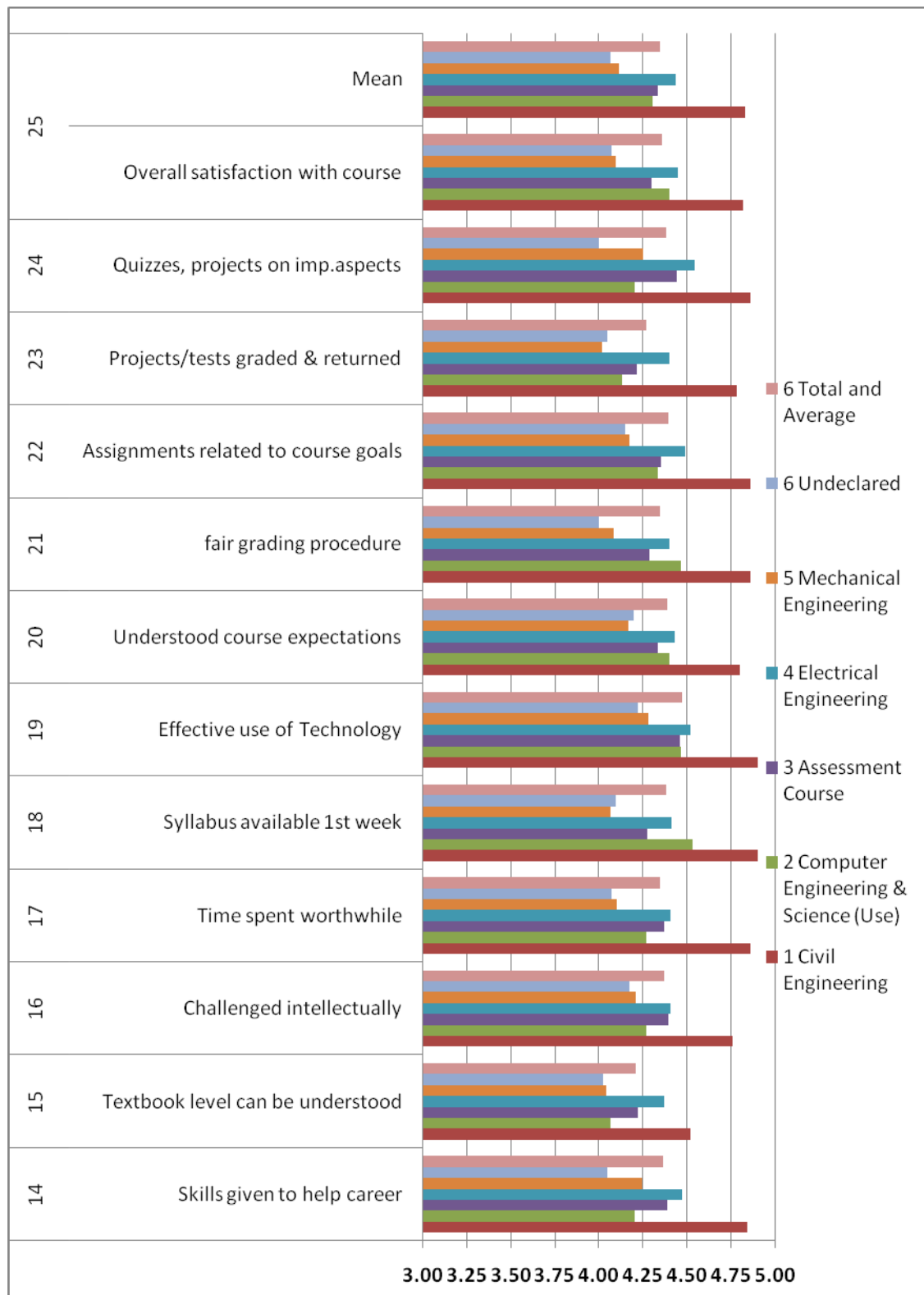
Comparison Performance of all departments

The Instructors --



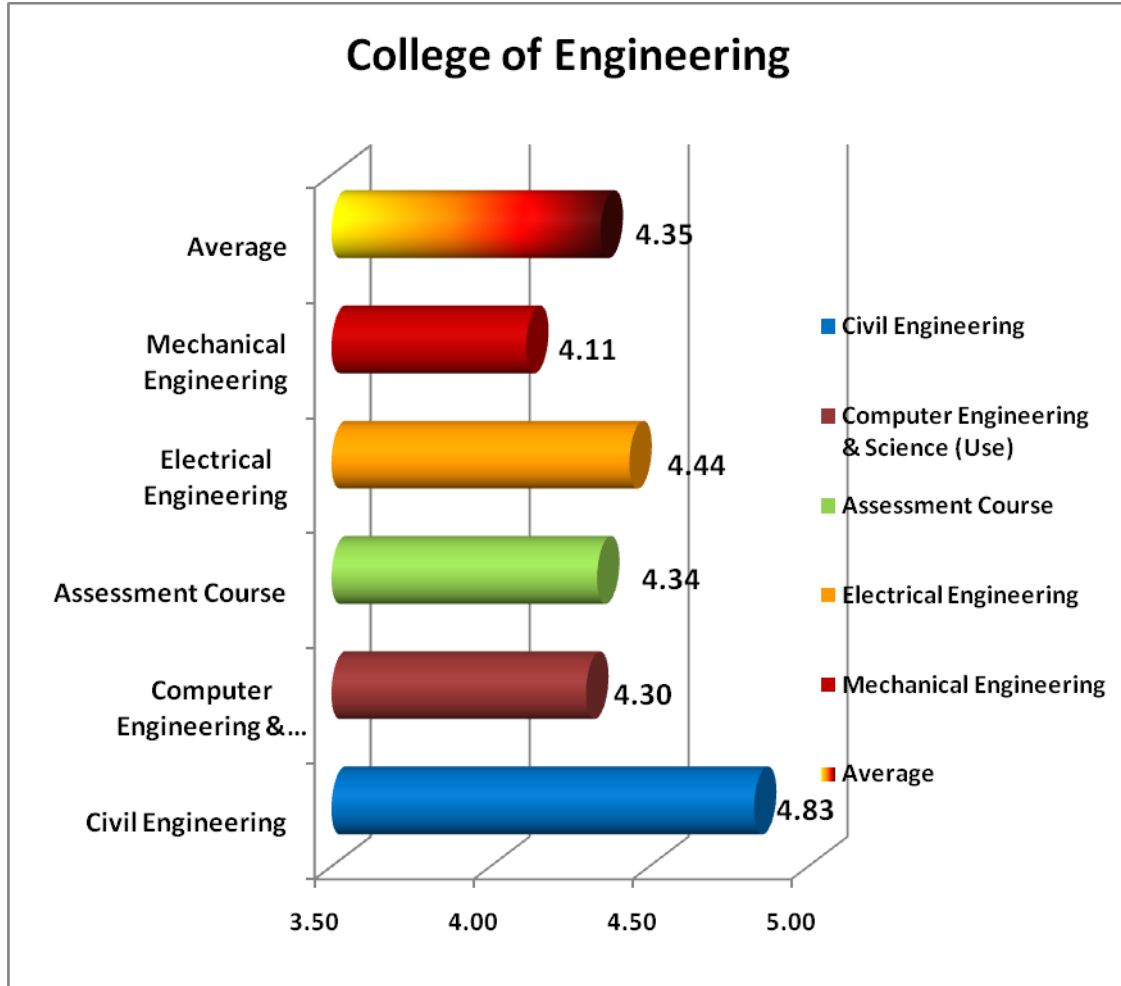


The Courses --





Overall Summary of Departments





Prince Mohammad Bin Fahd University

Fall 2012 Course Evaluations Report

College of Engineering --
Interior Design Department

Prepared by

Des V. Rice, Ed.D.

Director – Professional Development

About the Document

The fall 2012 evaluations are over and both faculty and administrators are eagerly looking forward to getting the results. The following is a breakdown of the results by department showing –





- Evaluation of courses
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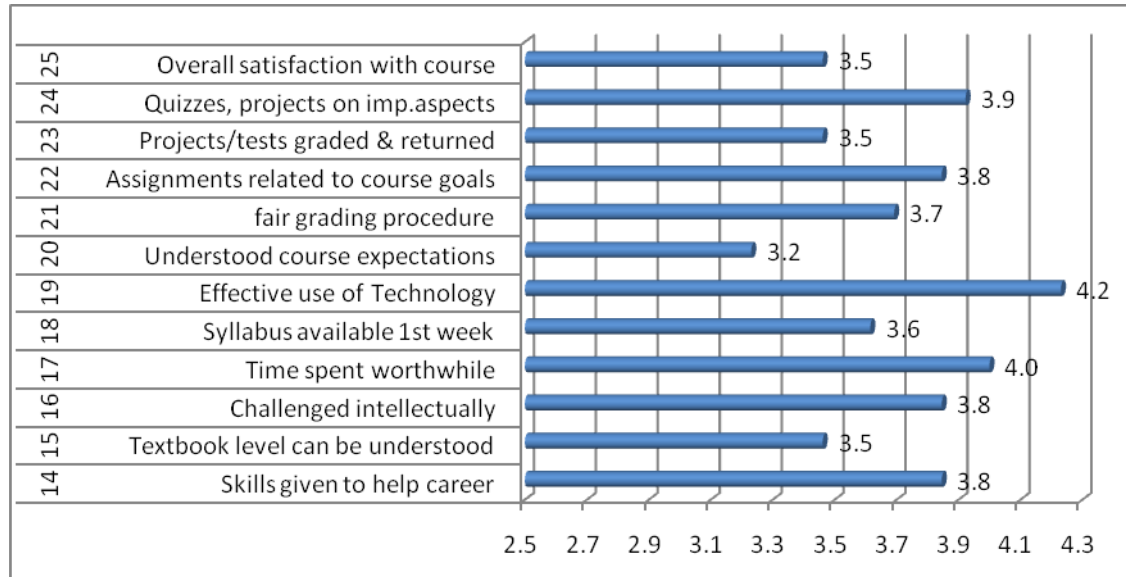


College of Engineering – Interior Design Department

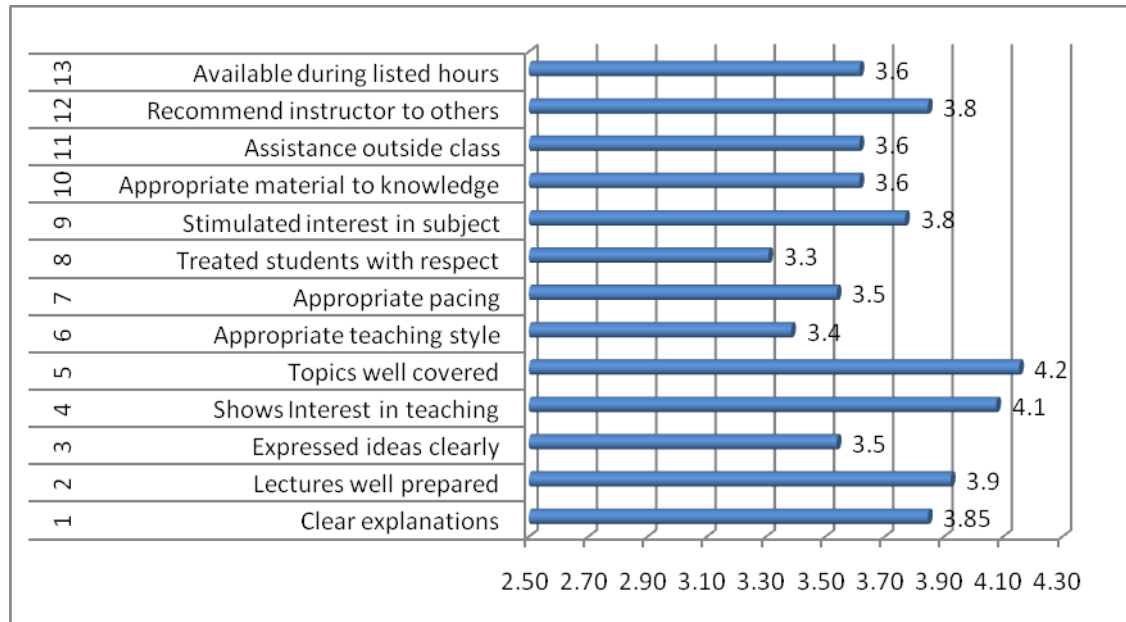
Overall Analysis of Course Evaluations for Fall 2012

IDES Assessment Courses

The Courses --



The Instructors –



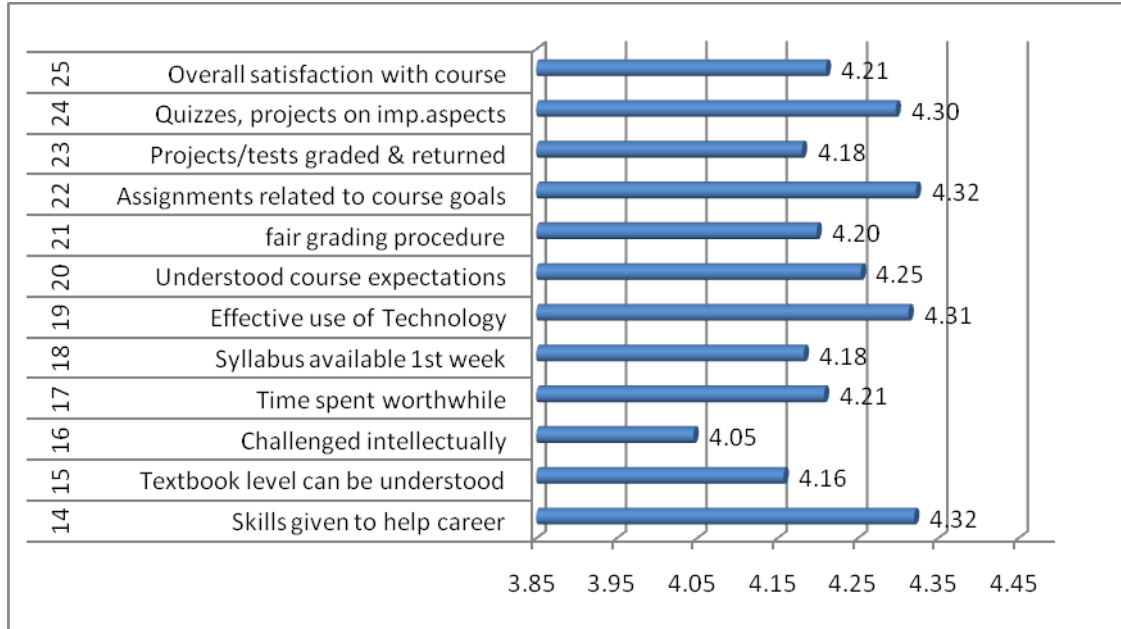
The Mean Score for Assessment Courses is – **4.16**



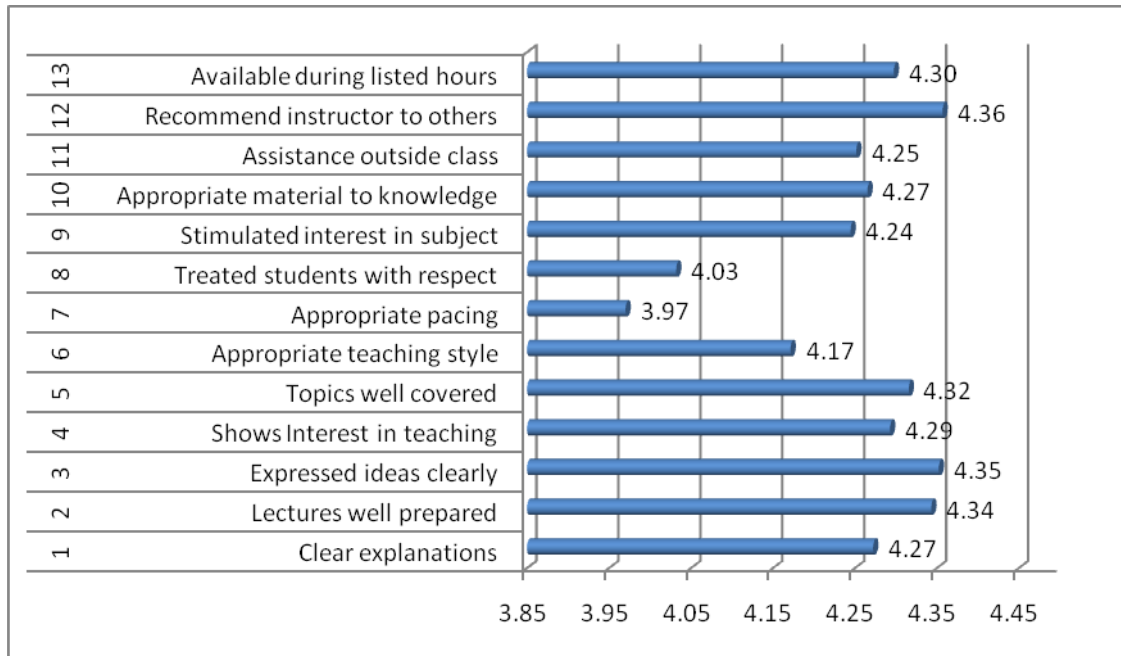


Interior Design Courses

The Courses --



The Instructors –

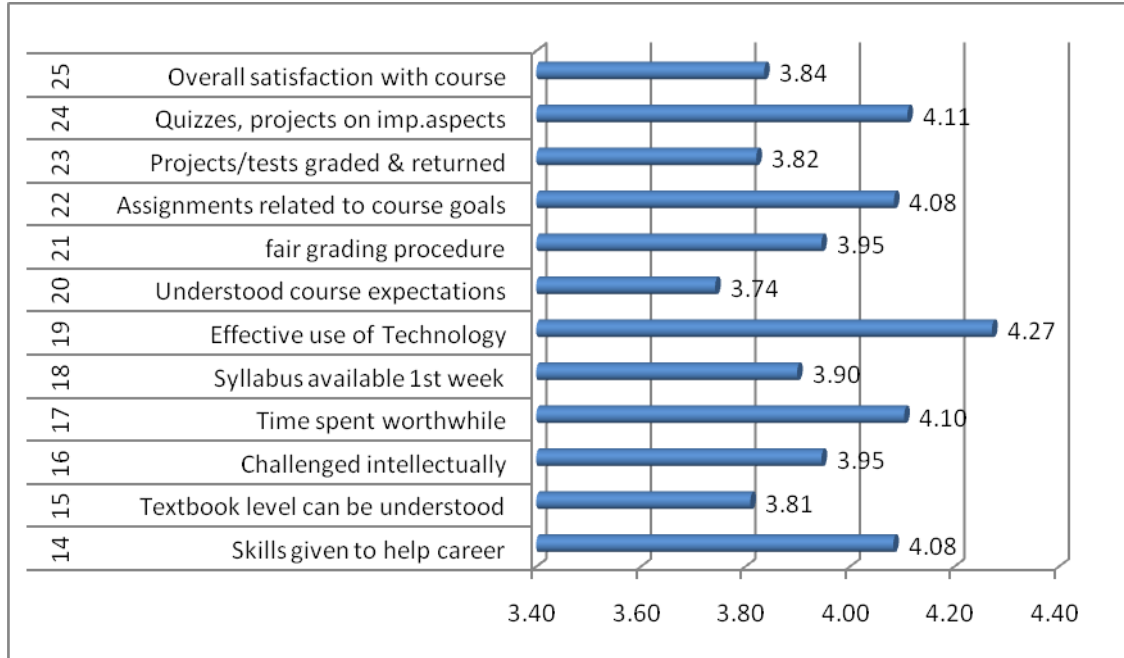


The Mean Score for the Interior Design Courses is – **4.16**

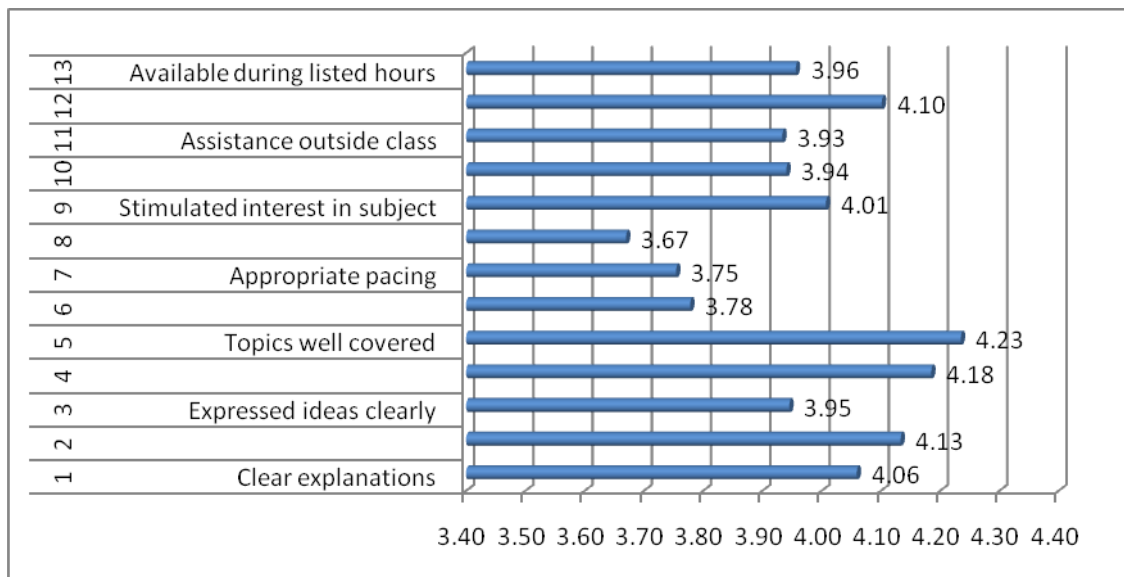


Composite Score

The Courses --



The Instructors –

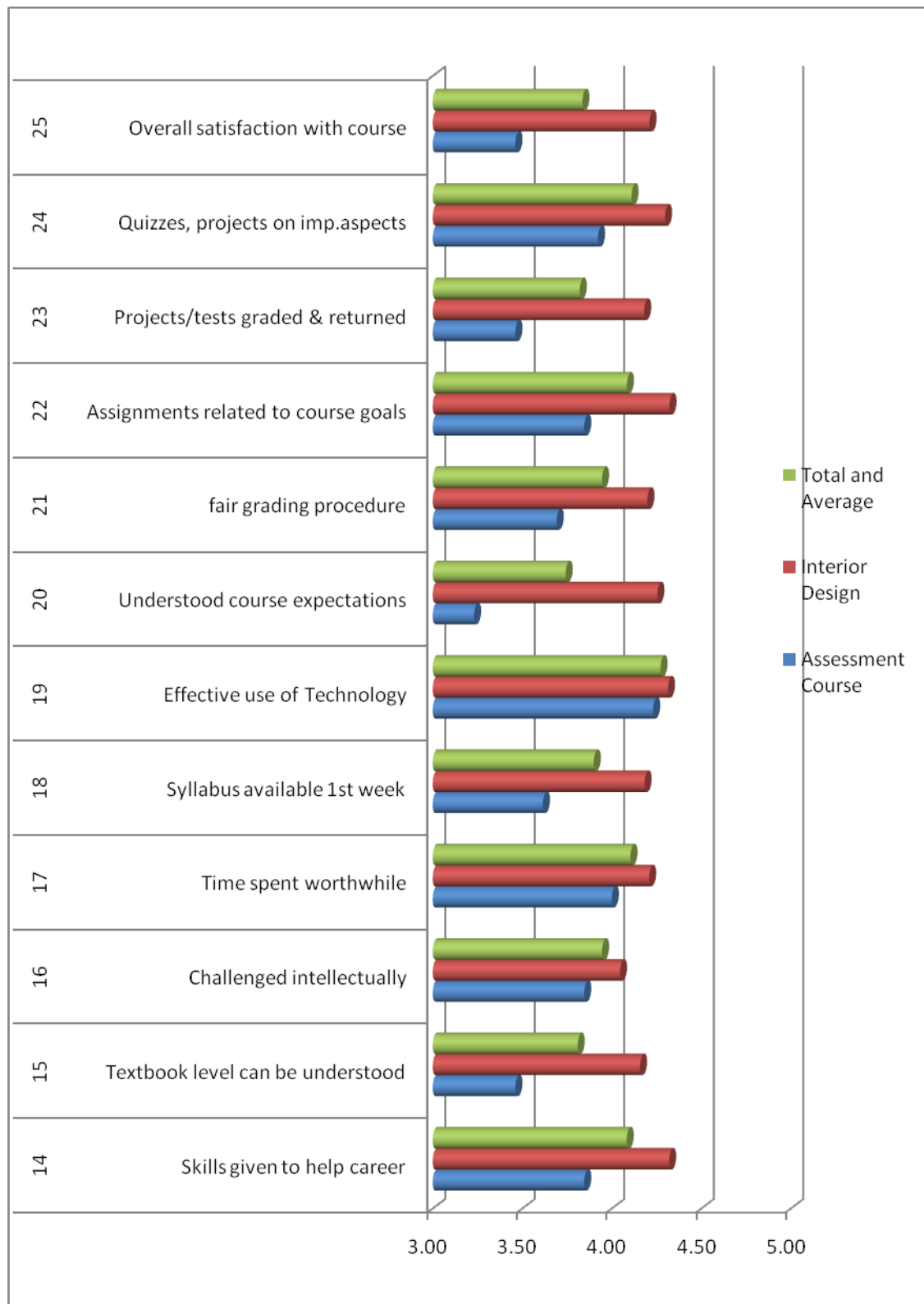


The Mean Composite Score for all Courses is – 4.16



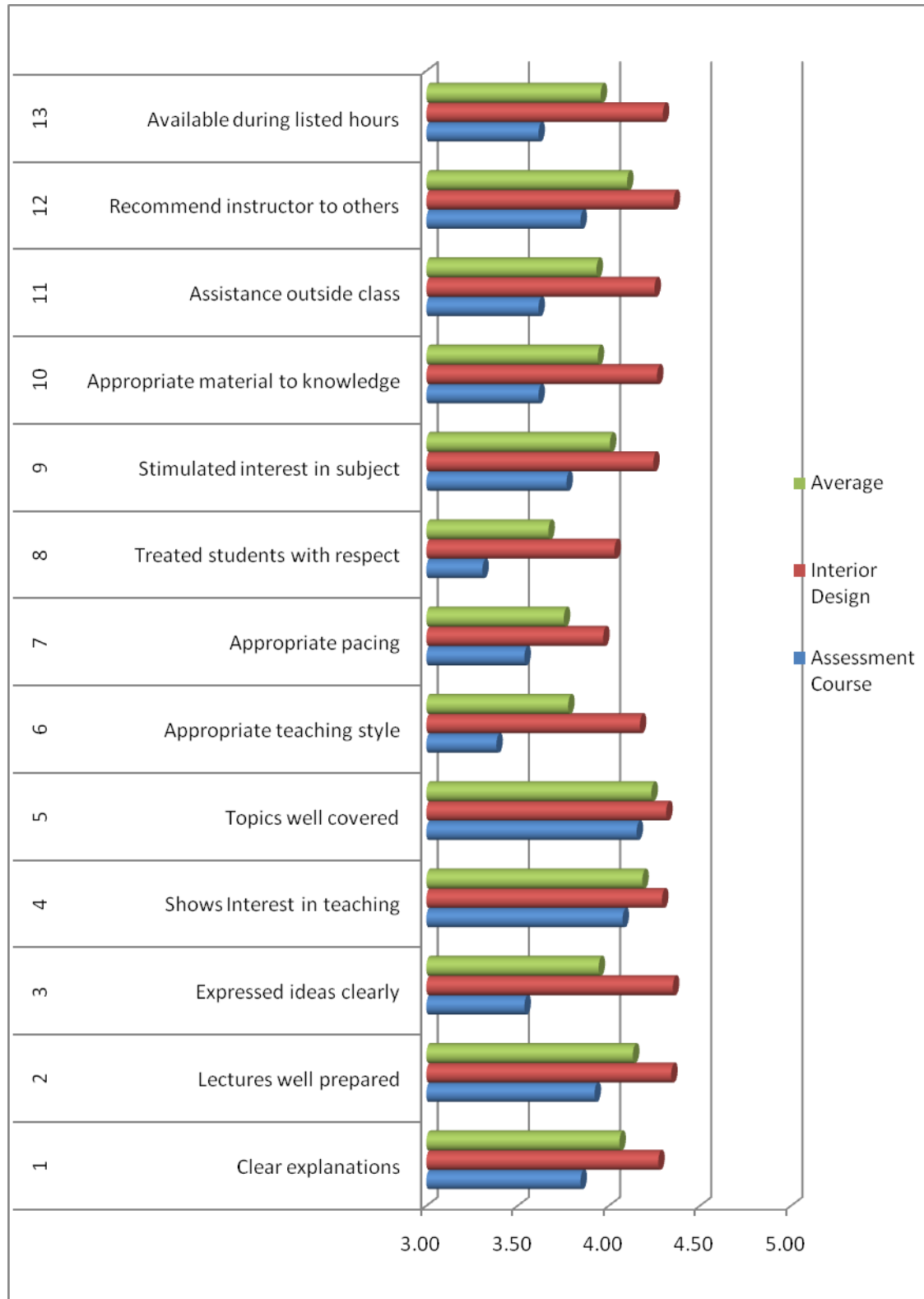


Overall Course Analysis --

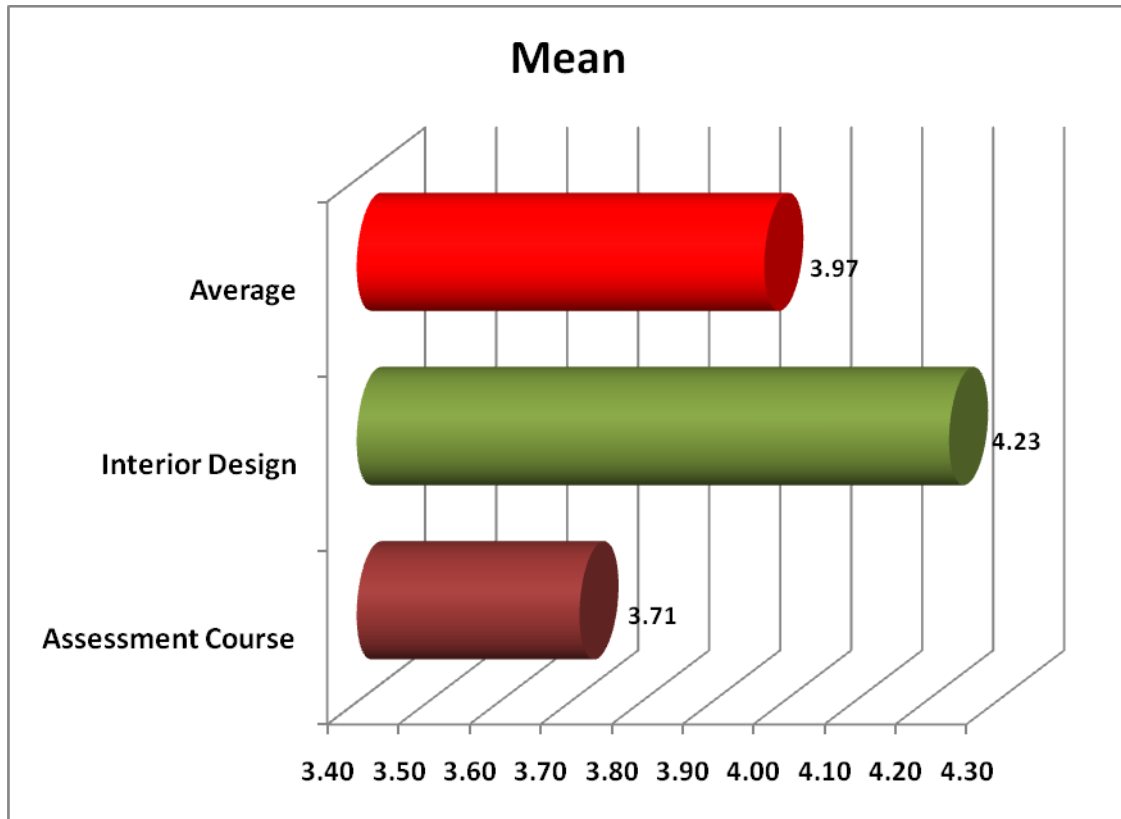




Overall Instructor Analysis --



Overall Composite Mean Scores for Interior Design Department





Prince Mohammad Bin Fahd University

Fall 2012 Course Evaluations Report

College of Business Administration

Prepared by

Des V. Rice, Ed.D.

Director – Professional Development

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- Evaluation of courses





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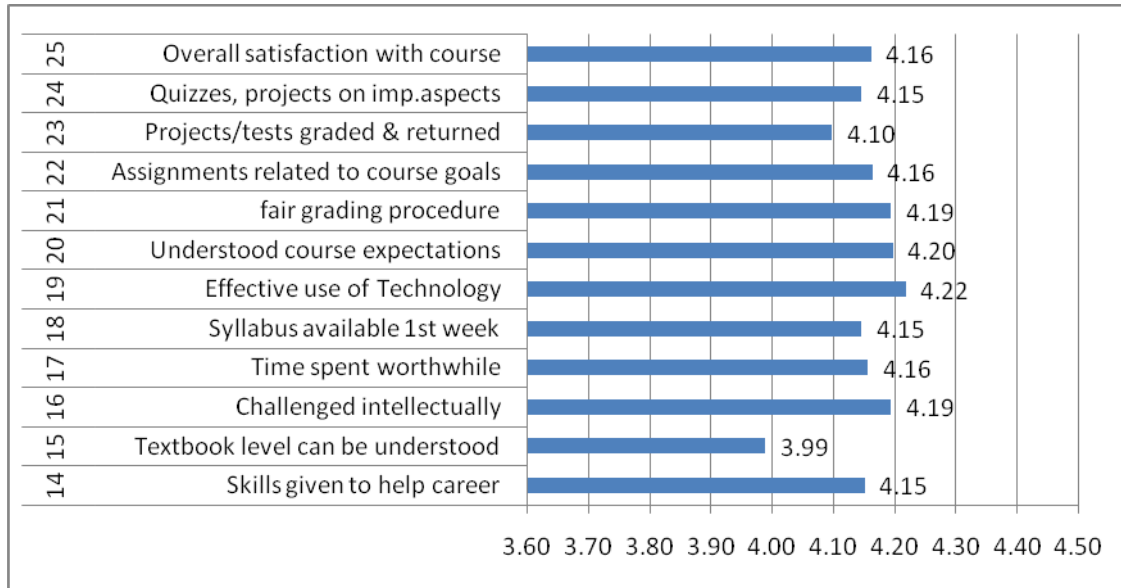


College of Business

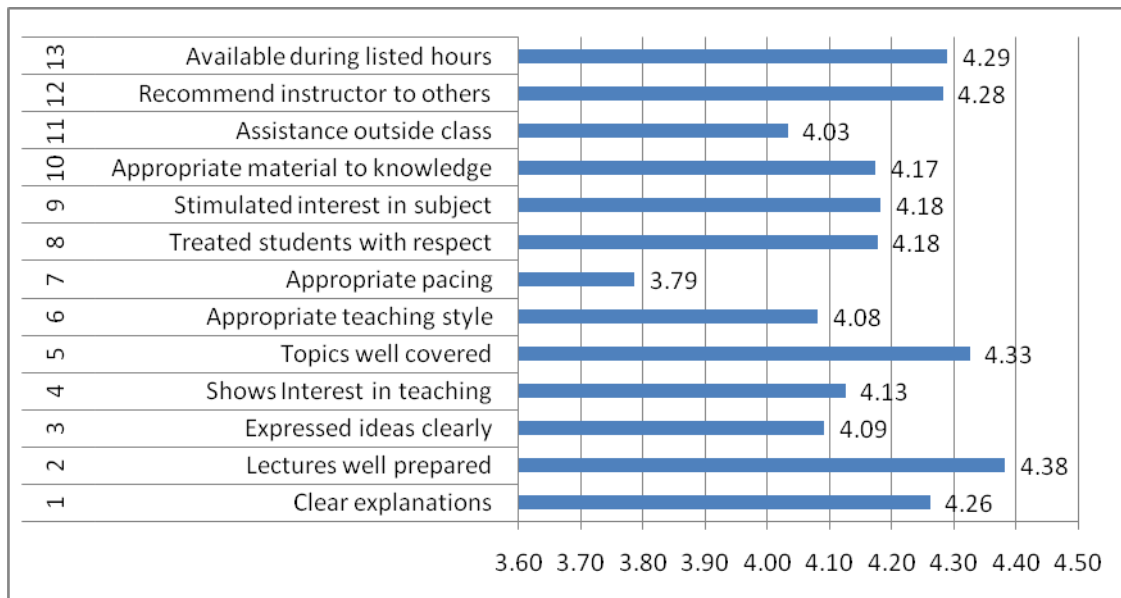
Overall Analysis of Course Evaluations for Fall 2012

Accounting Department

The Course --



The Instructors --



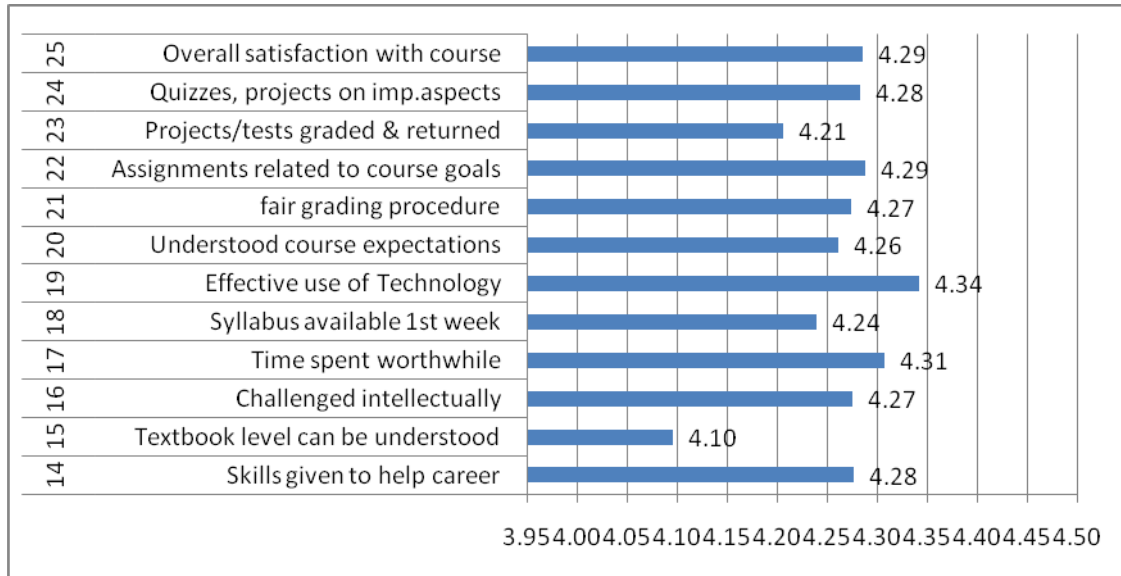
The Mean grade for this department is – **4.16**



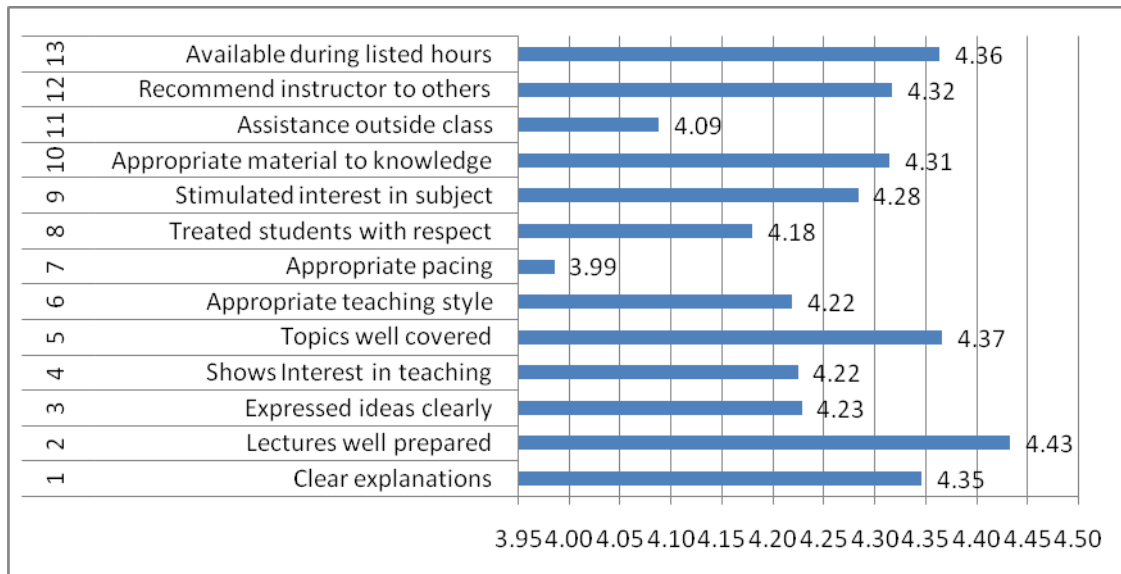


Business Administration Department

The Courses --



The Instructors --



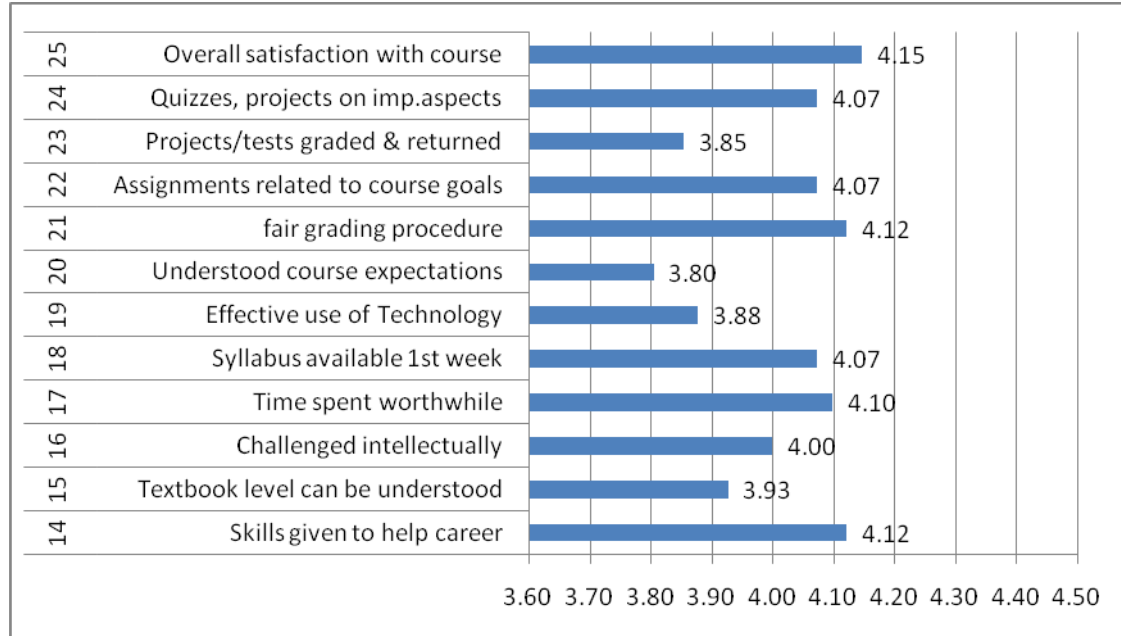
The Mean grade for this department is – **4.26**



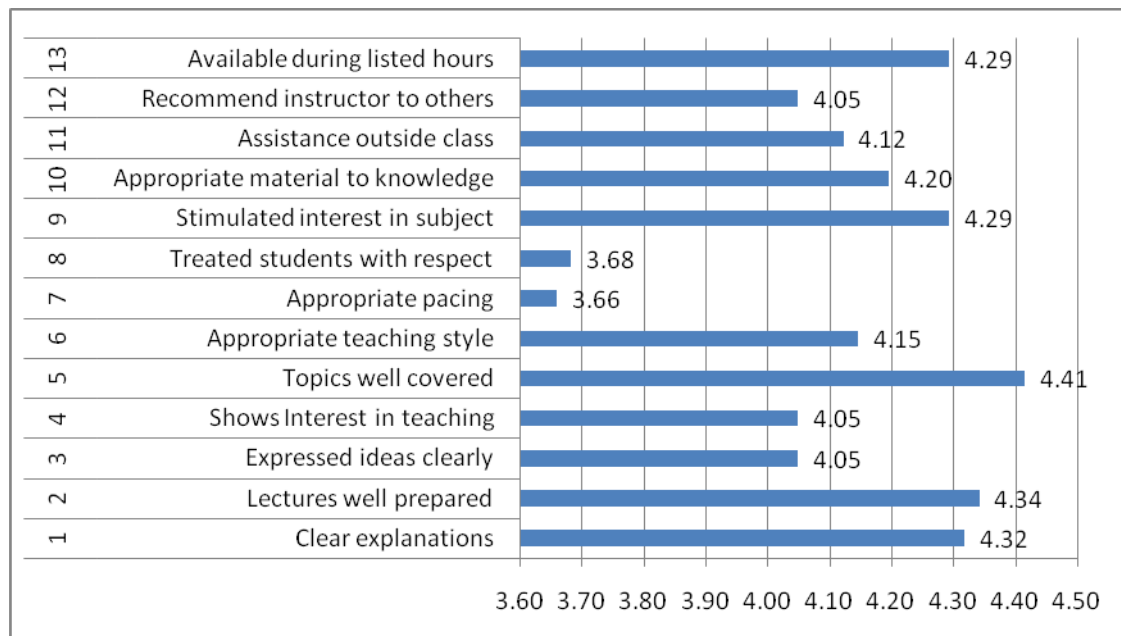


Final Assessment Course

The Course --



The Instructors --



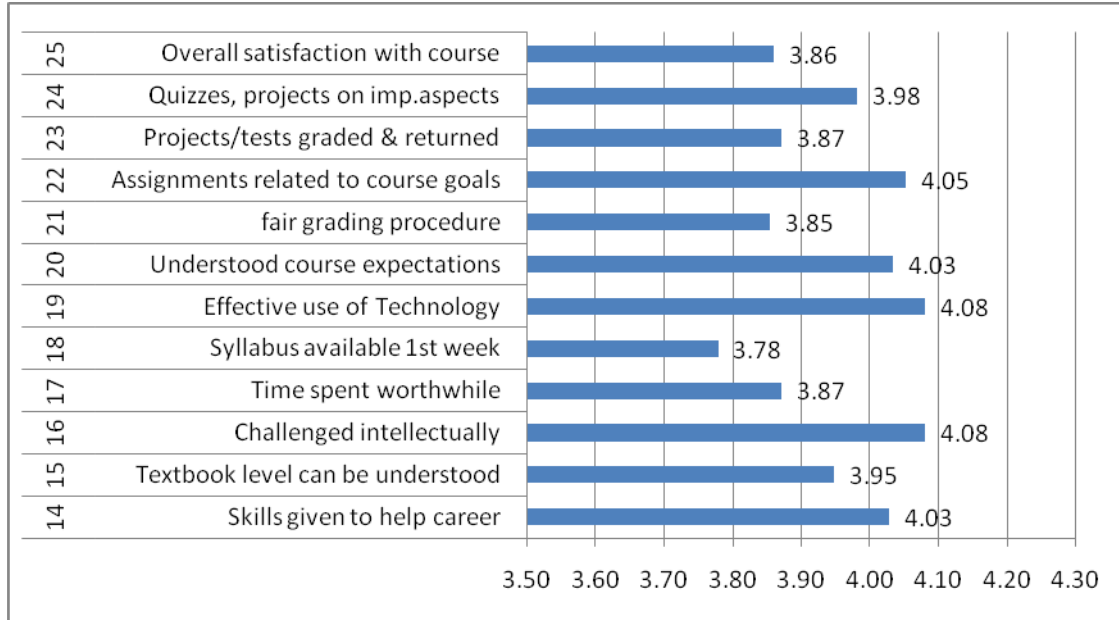
The Mean Score for this department is – **4.07**



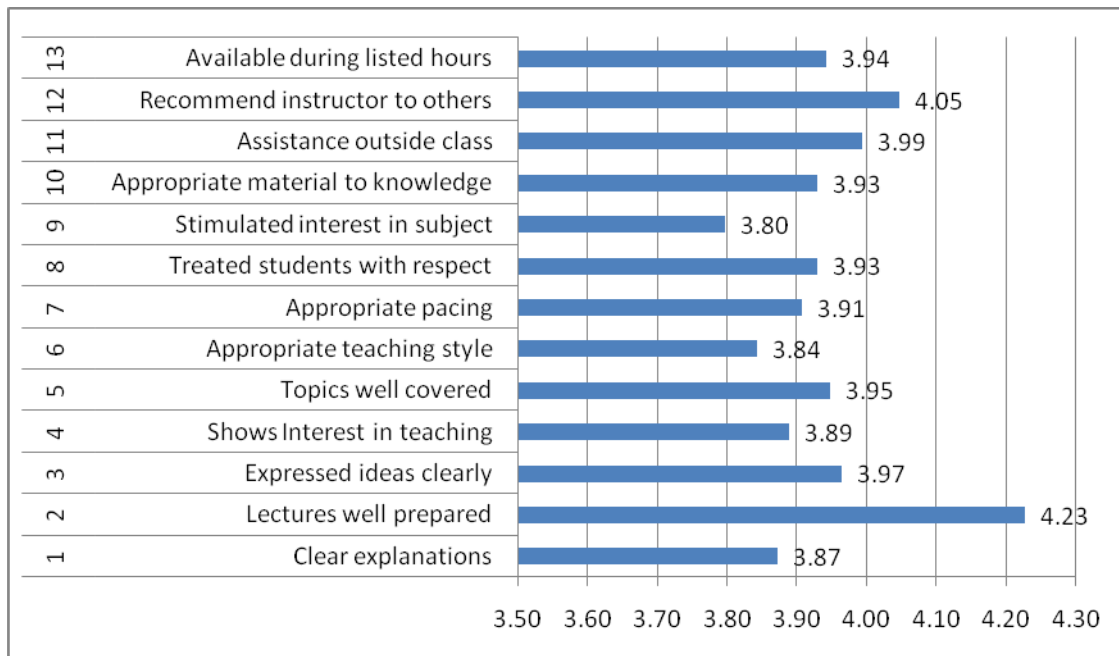


Finance Department

The Courses --



The Instructors --



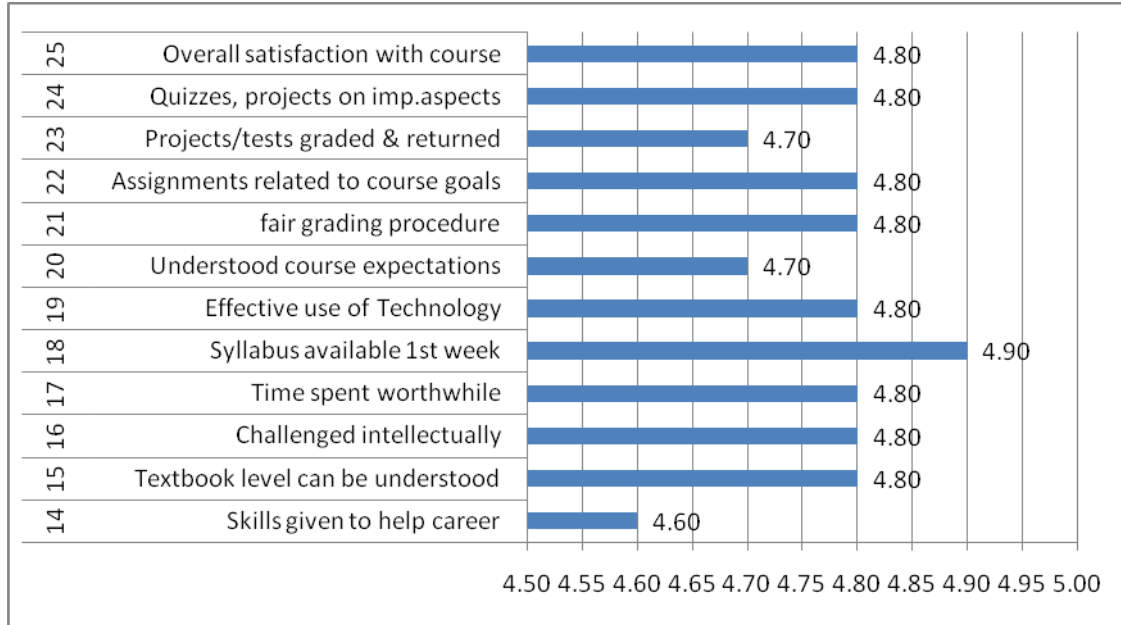
The Mean Score for this department is – **3.95**



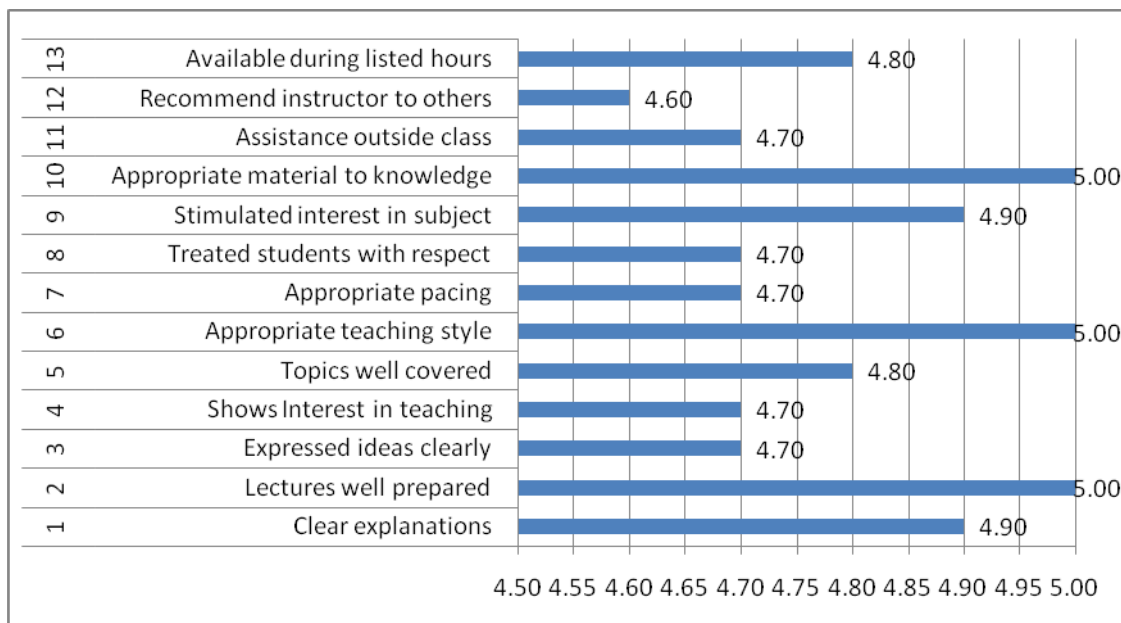


Human Resource Management Department

The Course --



The Instructors --

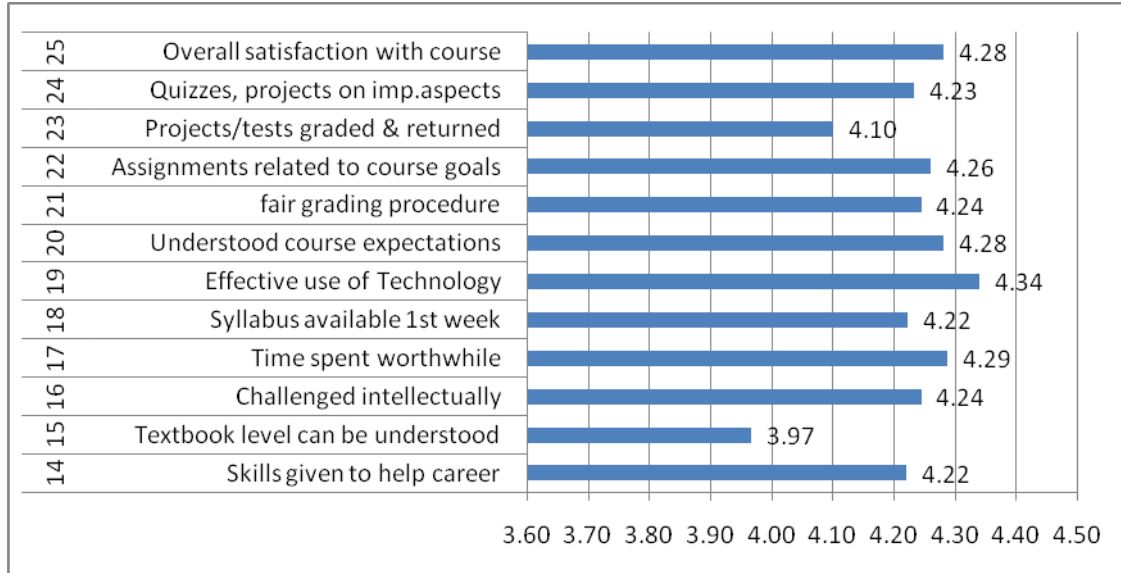


The Mean Score for this department is – **4.79**

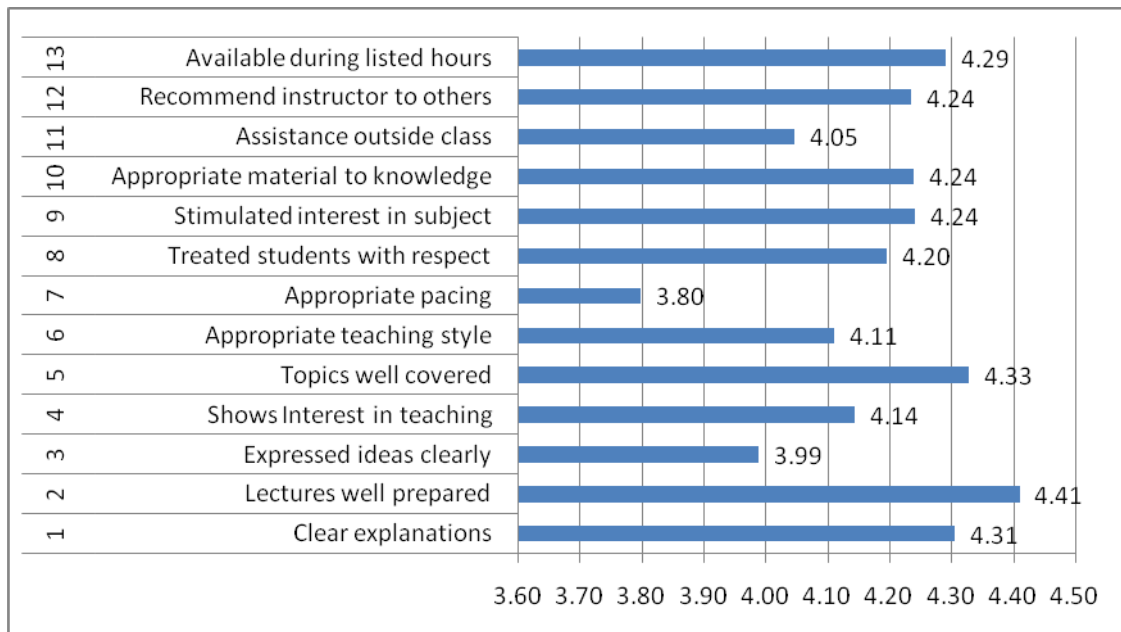


Management Information Systems Department

The Course --



The Instructors --



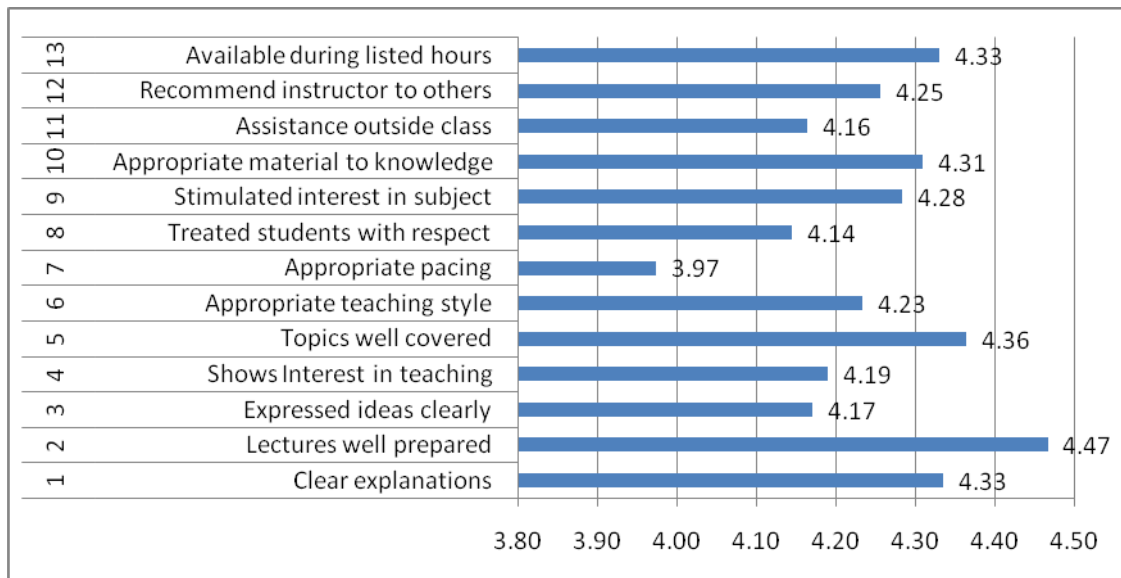
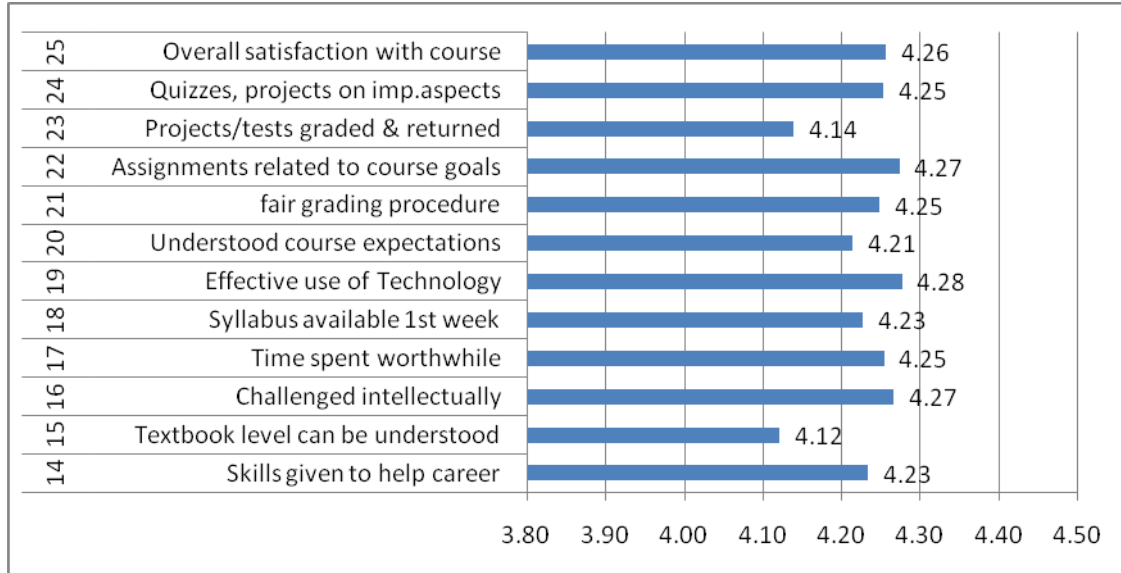
The Mean Score for this department is – **4.20**





Average College Performance

The Courses --



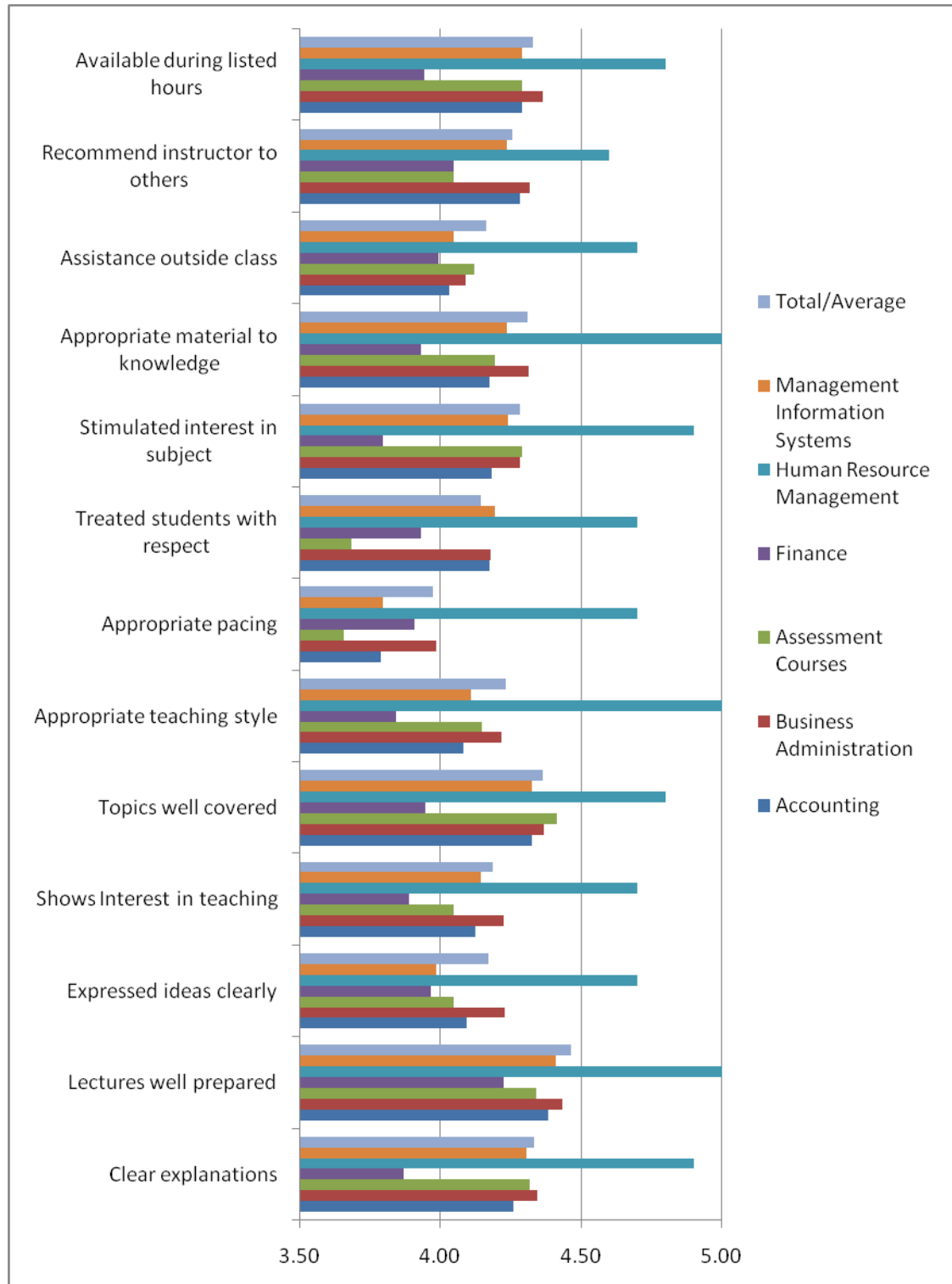
The Mean Score for the entire College of Business is – 4.24





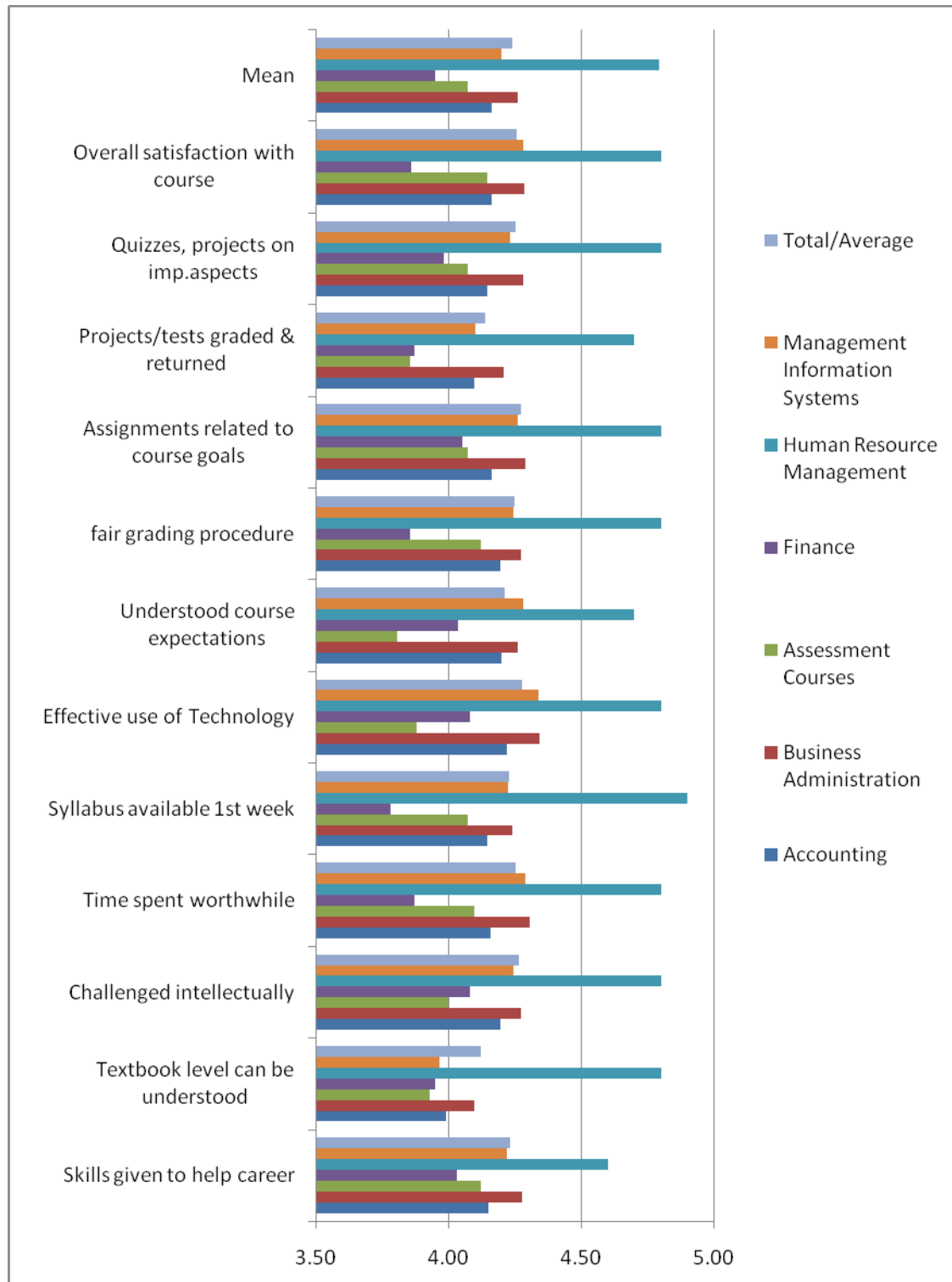
Comparison of Departments in the COB

Instructors In COB



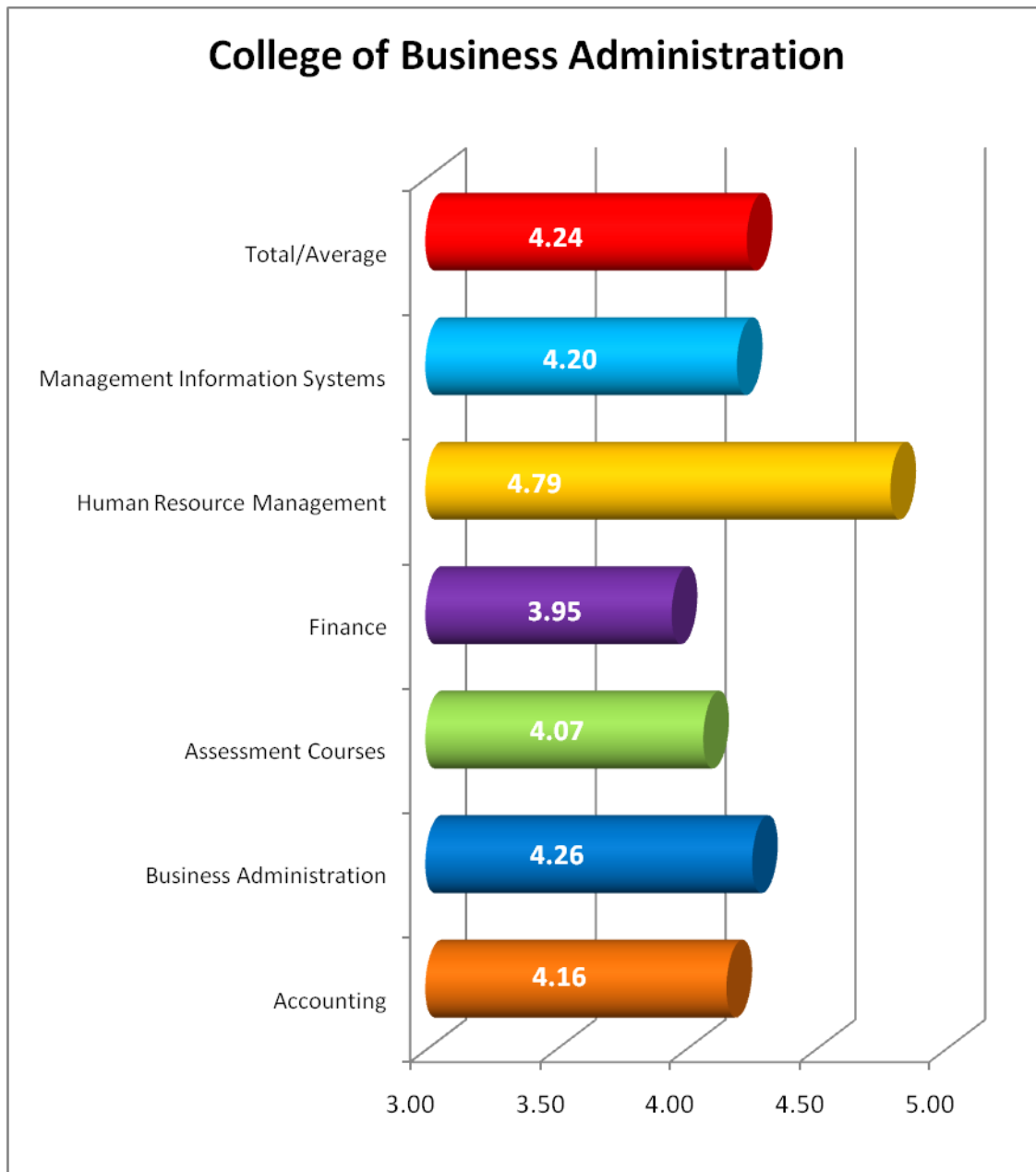


Courses In COB



The Mean Scores for the Entire College of Business is 4.24

Overall Summary of Departments





Prince Mohammad Bin Fahd University

Fall 2012 Course Evaluations Report

College of Computer Engineering
And Science

Prepared by

Des V. Rice, Ed.D.

Director – Professional Development

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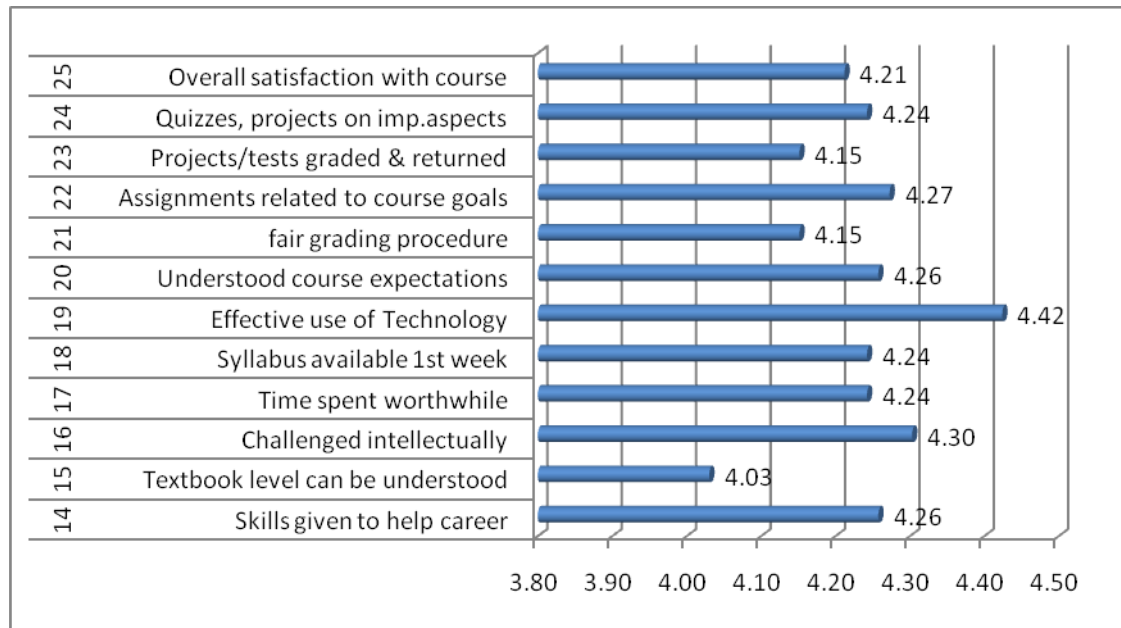


College of Computer Engineering and Science

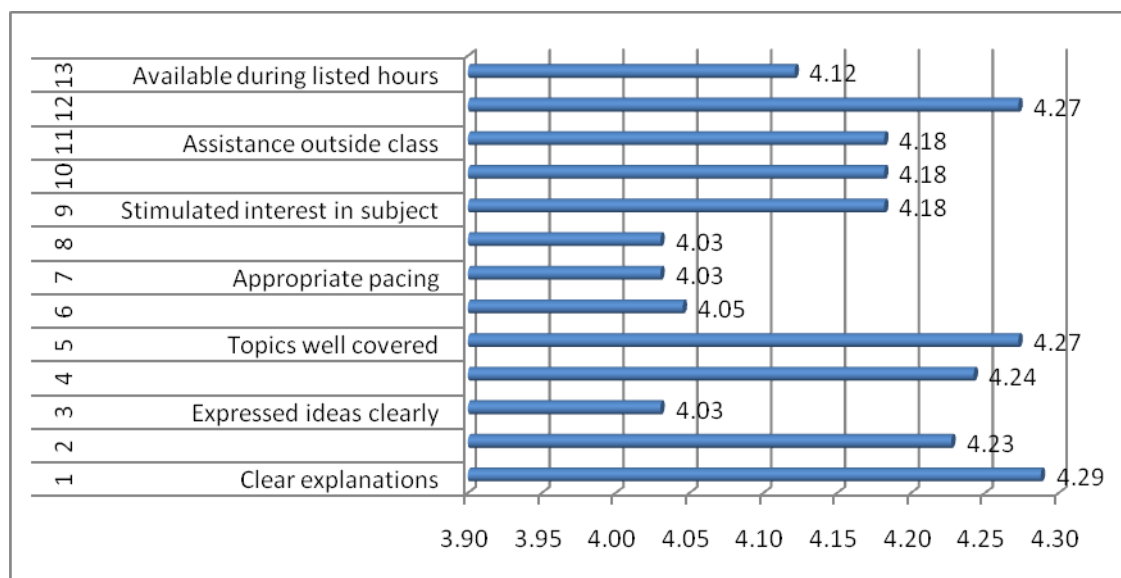
Overall Analysis of Course Evaluations for Fall 2012

Computer Engineering & Science Department

The Course --



The Instructors –



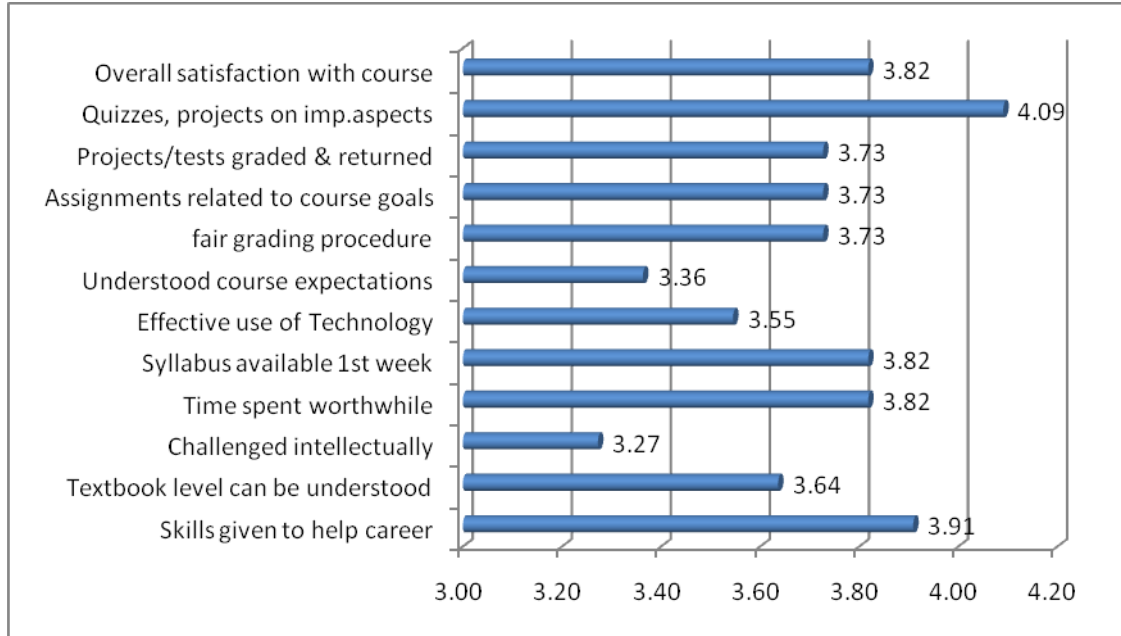
The Mean Score for Computer Engineering and Science Department is **4.20**



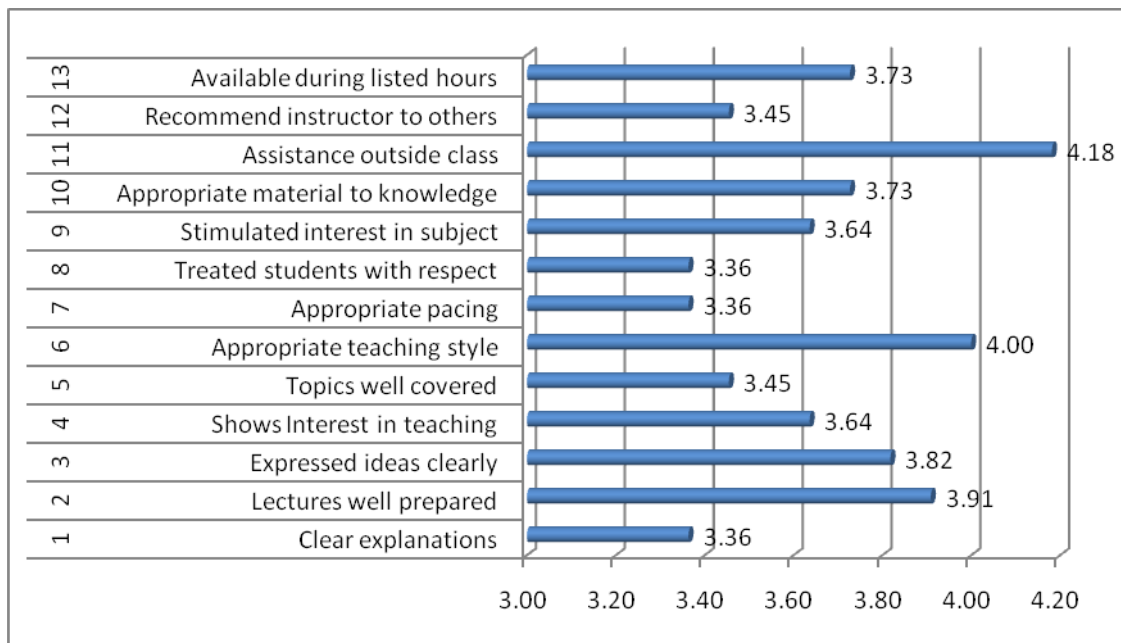


Assessment Courses

The Courses --



The Instructors –

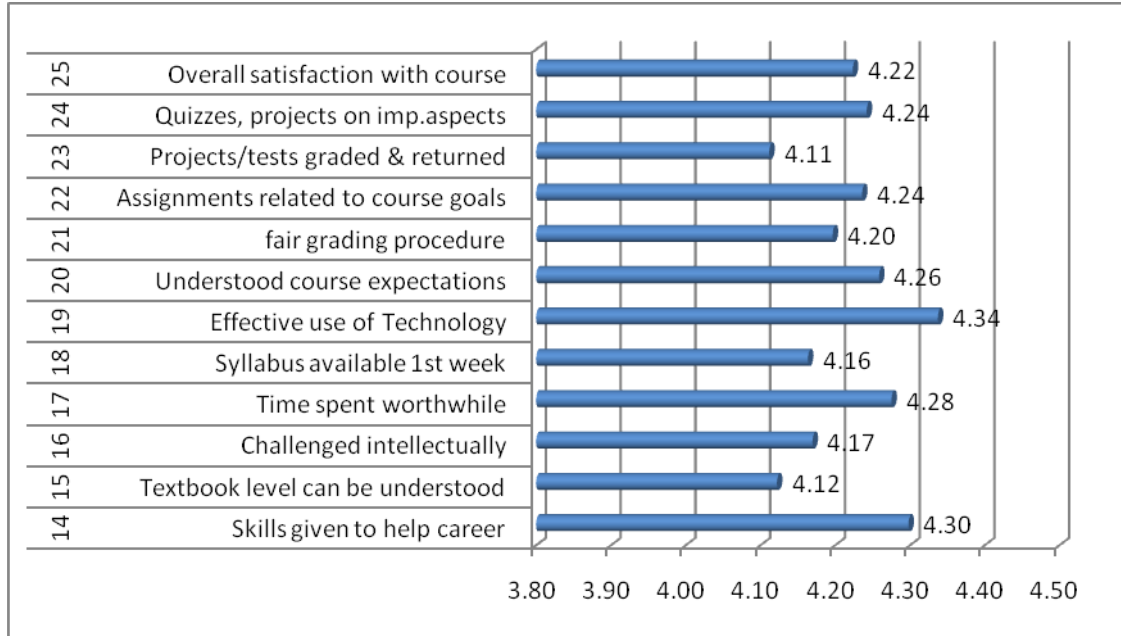


The Mean Score for Assessment Courses is **3.68**

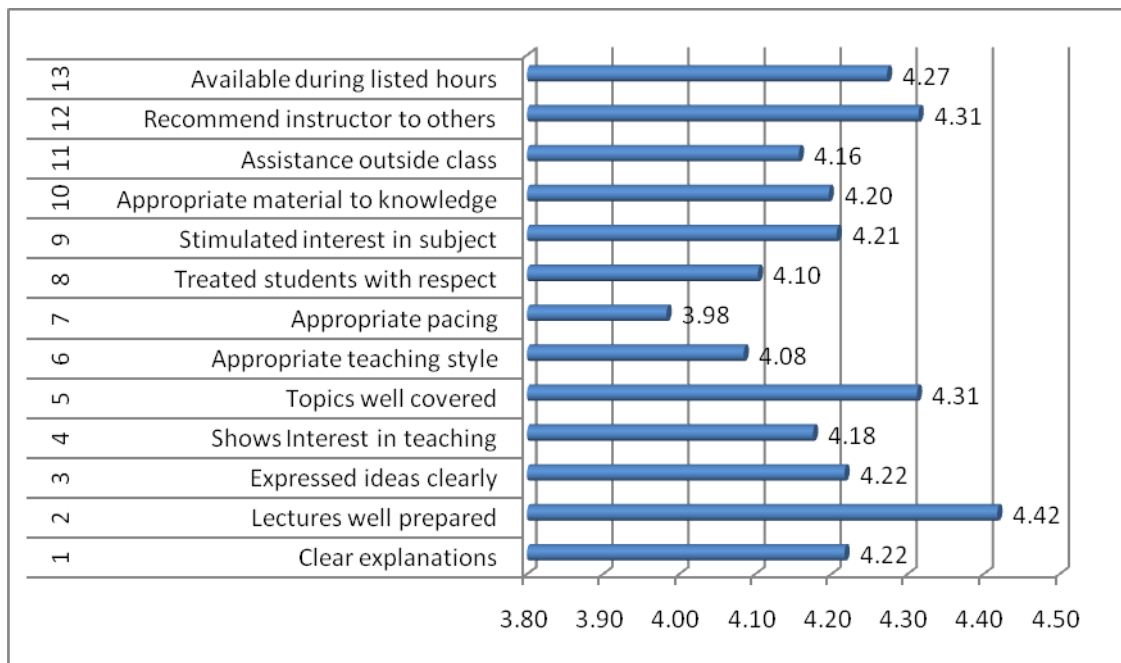


Information Technology Department

The Courses --



The Instructors –

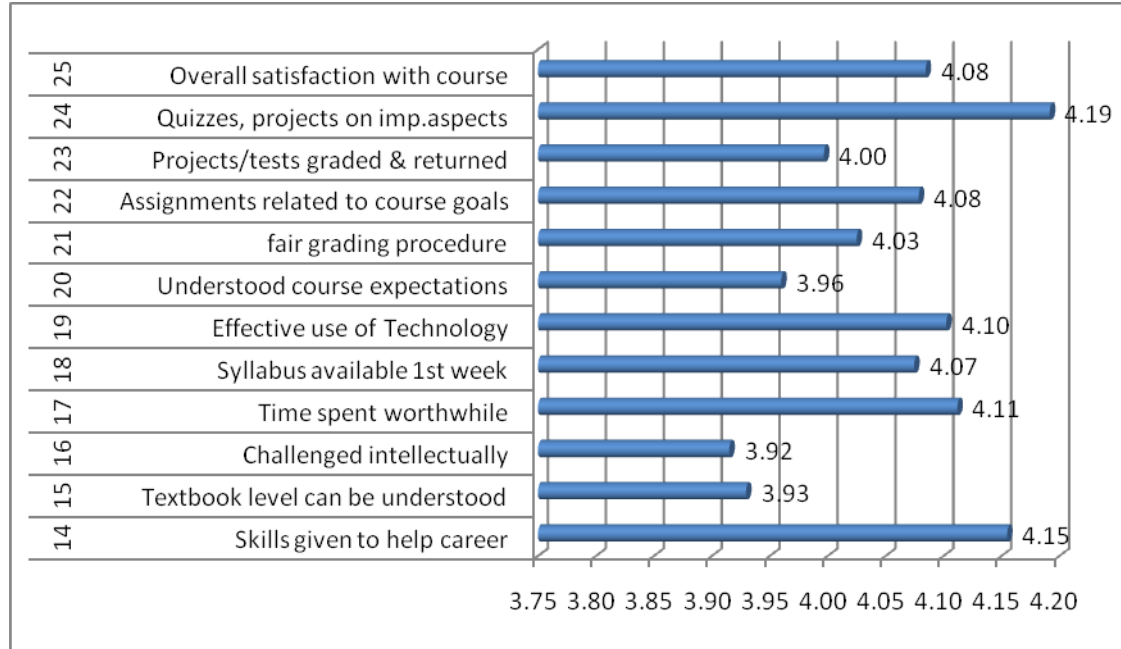


The Mean Score for Information Technology Department is 4.21

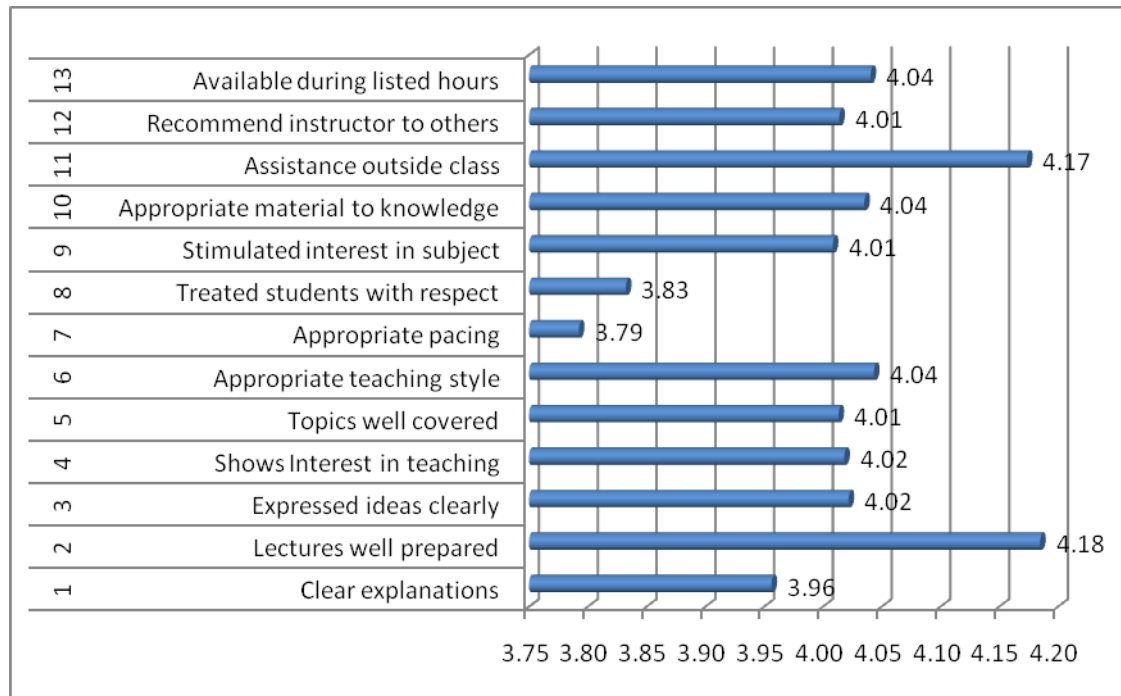


Computer Engineering and Science Composite Scores

The Courses –



The Instructors –

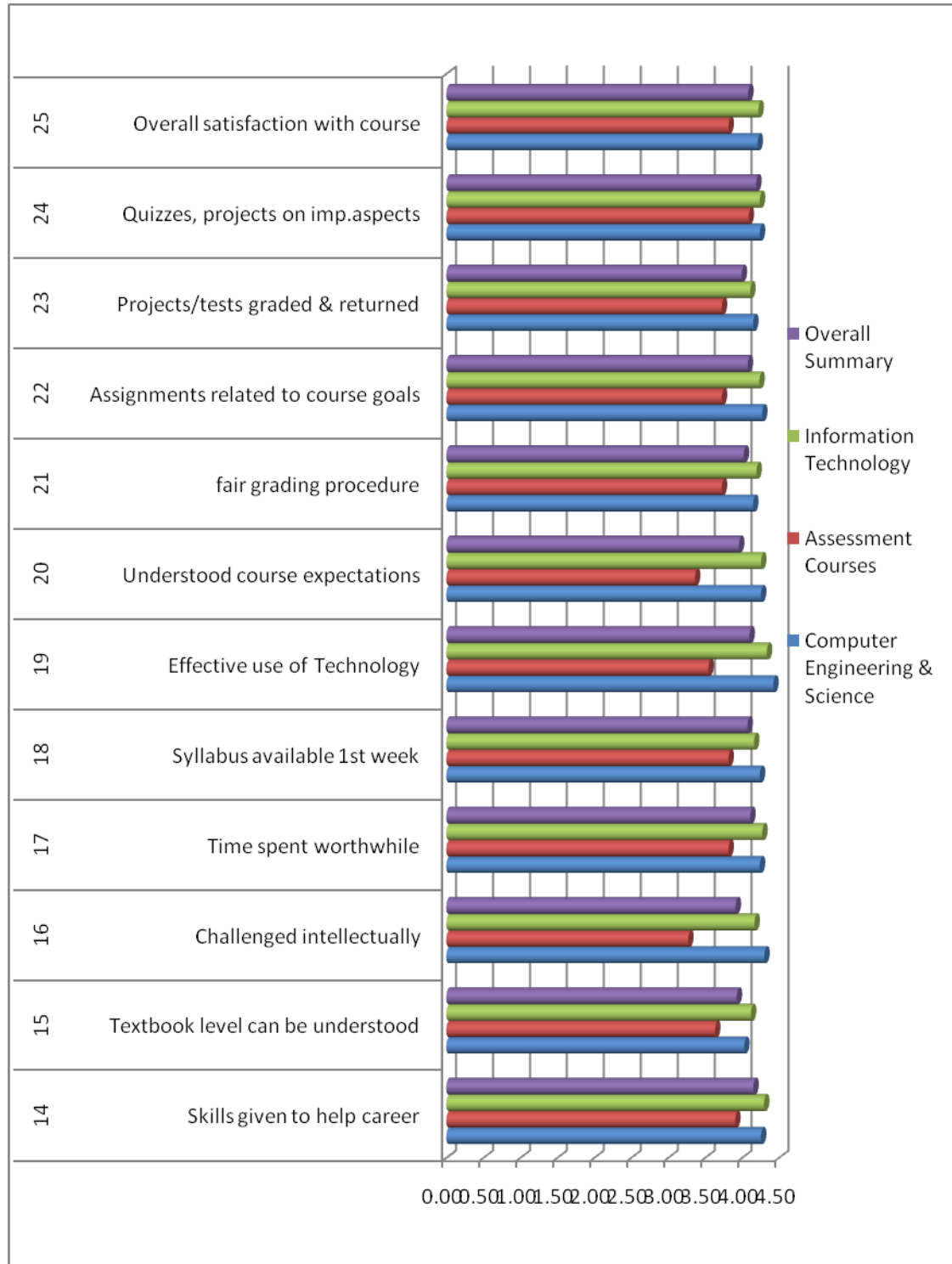


The Mean Score for Computer Engineering and Science Composite is 4.03



Comparative Performance of CCES Departments

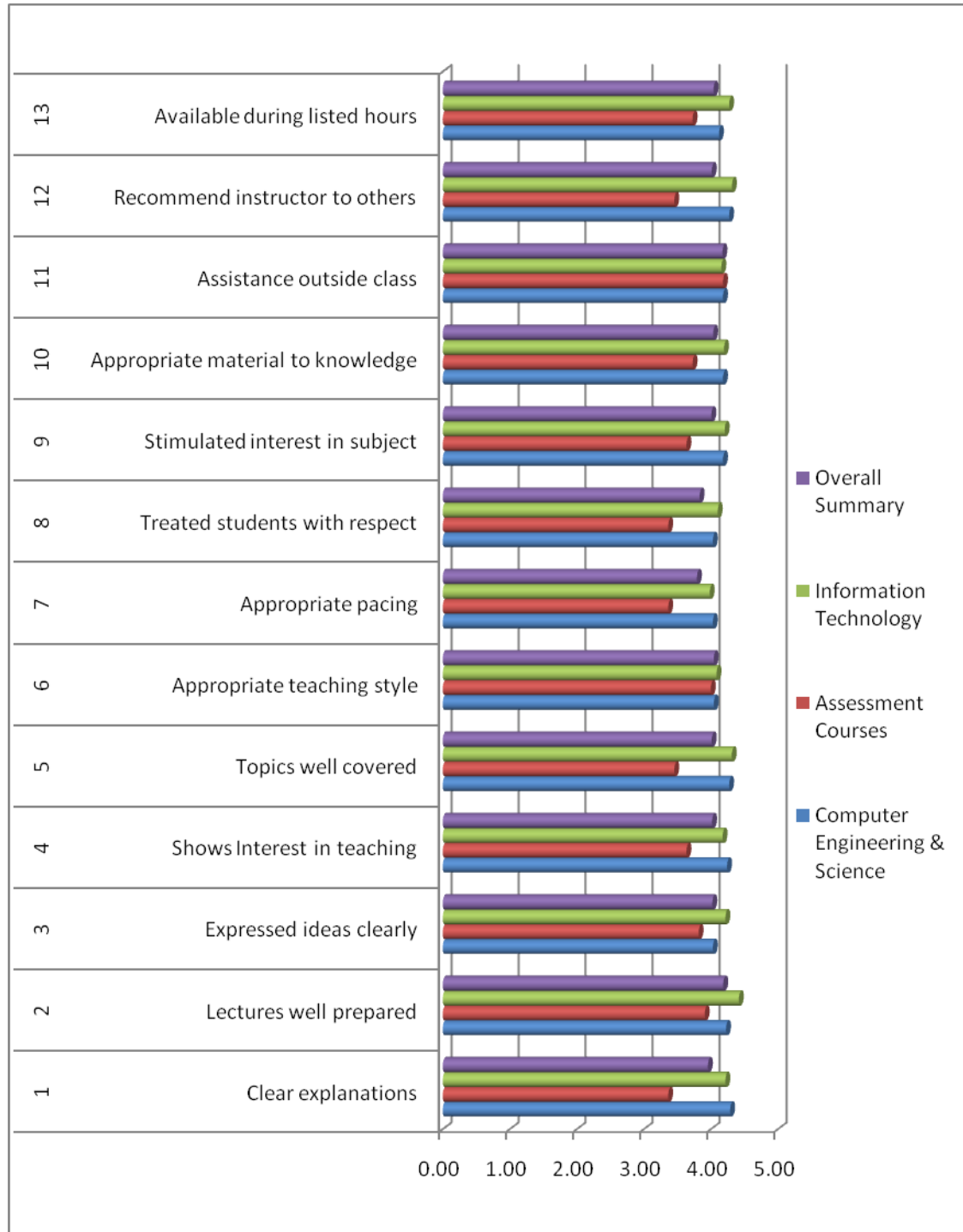
The Courses –



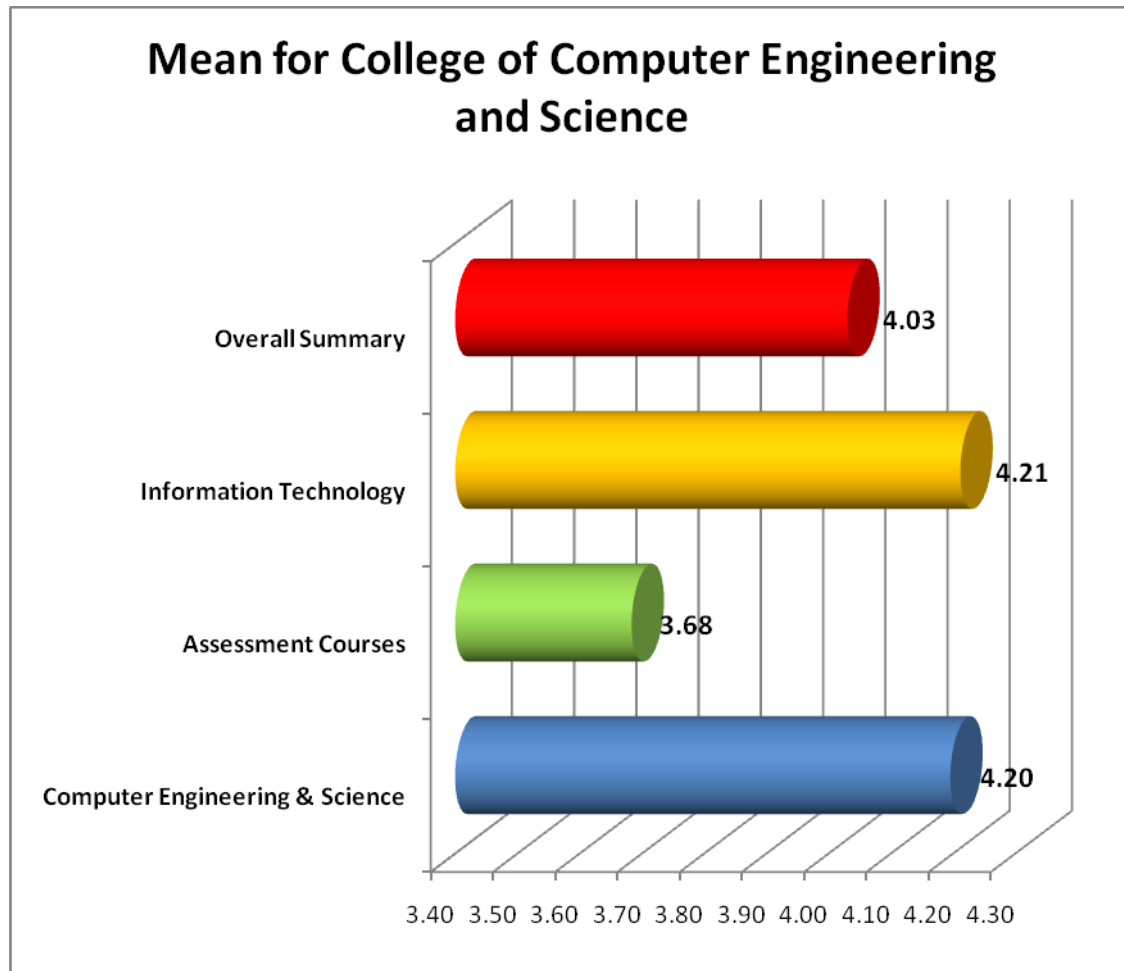


Comparative Performance of CCES Departments

The Instructors –



Overall Summary of Departments





H-5

Student Administration and Support Services

8-5





H-5.Student Administration and Support Services:

Administration of admissions and student record systems must be reliable and responsive, with confidentiality of records maintained in keeping with stated policies. Students' rights and responsibilities must be clearly defined and understood, with transparent and fair procedures available for discipline and appeals. Mechanisms for academic advice, counseling and support services must be accessible and responsive to student needs. Support services for students must go beyond formal academic requirements and include extracurricular provisions for religious, cultural, sporting, and other activities relevant to the needs of the student body.

Division of Student Affairs (SA) Self-Study Report:

Notes:

- *All Star Ratings in this Student Affairs report are out of 5.0. So Star rating of 3.0 is equivalent to *** out of ***** rating*
- *Appendices mentioned in this Student Affairs Report are available for review by NCAAA upon visiting PMU.*
- *Appendices of this standard are attached to the soft copy only.*

Introduction:

The Division of SA has embraced the heart of this obligatory duty to provide a rigorous self-study document. The division is centrally crucial at every level, its services play a key role to support and facilitate the smooth running of the institution.

This evaluation has been a collective conscious effort of self reflection and analysis of the division strengths and priorities. Sustained dialog with all members of the division including all subsidiaries remain consistent to arrive at a comprehensive perspective. This report serves as a credible reference that will help attaining the institutional goals and to create a climate which will illuminate the minds of PMU students and enhance their learning and achievements.

The division currently consists of six key departments that offer support, services and programs to students from admission to graduation and employment.

1. Enrolment / Admission
2. Registration
3. Campus Life



4. Healthcare & Counseling
5. Careers Services and
- *6. Financial Aid

SA Self-Study Process Description

This evaluation was a collective effort undertaken by the 6 departmental teams, with the support of the SA coordinated by a team leader and supervised by the Dean and Director of SA in coordination with the DQA office. All six departmental team within the division would diligently at every stage of this process with their efforts coordinated by the Team Leader. This resulted in a positive communicative relationship and formed a deeper understanding of self analysis in retrospect of the initial expectations as employees at this institution.

Primary steps;

1. Deliberation between the Team Leader and the SA Dean & Director for notification, directions and suggestive input.
2. Departmental meetings coordinated by the Team Leader, to discuss each of the required standards broken down one section at a time.
3. Regular scheduled dialogue with representative departments for analysis on how well they meet the criteria of each standard, (Self appraisal).
4. Liaised with the DQA who provided responsive support throughout the process.
5. Updates based on feedback received from the DQA

The process was comprehensive; this enabled self analysis that has been recognizably more meaningful, especially taking into consideration the following four ideals;

- The Divisions objectives to be clear, pertinent and congruent with the institutions vision & mission.
- The Division appropriates it's methods to ensure development
- The Division collectively demonstrates integrity and transparency in its communication practice
- The Division attains its objectives



Overall this process focused on the effectiveness of student services in direct connection with student needs. An overwhelming sense of insight and heightened familiarity has been achieved and will serve as reference to future evaluations. A wrap-up workshop will follow to mark the changes and the valuable lessons learned and to ensure continuity of the process in the light of the internal changes in the department teams.

This report will cover the departments below under the main components of this standard:

- 5.1 Student Admissions
- 5.2 Student Records
- 5.3 Student Management
- 5.4 Planning and Evaluation of Student Services
- 5.5 Medical and Counseling Services
- 5.6 Extra Curricular Activities for Students

Comment and General Description of Good Practice:

Student administration and support services must be responsive, reliable, secure and accessible to students and faculty. Policies on access to information must be clearly defined and understood, and where necessary explained courteously to enquirers.

The range of services and means of access to them must be clearly described and made widely known. Students and others seeking advice and help must be responded to courteously, immediately, and reliably by teaching and other staff that are familiar with the rules and regulations of the institution. Mistakes in recording should be rare, but if made should be freely acknowledged and corrected without delay.

Administrative services at peak times such as enrolment, examinations, or graduations must be appropriately staffed to meet requirements without delays, using automated processes wherever possible, with capacity for integrated record keeping and statistical analyses, financial management, and on line responses for routine enquiries.



Student ratings of efficiency and responsiveness of services should be used as a major indicator of quality.

The institution must recognize that it has responsibility for provision of a range of services to ensure a safe, healthy and secure environment for students, and that in addition to its educational programs, it should contribute to students' cultural social, moral and physical development.

The range and extent of support services will vary with the mission and the nature of the student population, but details should be carefully planned as an integrated element in the institution's activities, and described in ways that are widely accessible to students. The extent of knowledge about what is available and the quality and responsiveness of service delivery should be considered in the quality evaluation and improvement process.

Evidence and Performance Indicators:

Evidence about the quality of student administration and support services can be obtained from surveys of students about the quality and responsiveness of services provided, usage rates for particular services, response times for communicating decisions on admissions and results and the frequency and results of discipline procedures. Performance indicators can be based directly on this information, but additional evidence in a review might include such things as visits to facilities and discussions with students and staff.

5.1 Student Admissions:

Overall Assessment of this substandard is 3.56.

Comment:

- Registration/Admissions Policies and Procedures are comprehensive and complement the modes of application, Via Web application, Appointments and Walk- in options.
 - Appendix 5.1.1a
 - www.pmu.edu.sa/registration
- Banner, advanced computerized system is highly functional, for all statistical reporting. Options afford streaming to user specifics. Applications are user friendly with security request fields authorized centrally.
 - Regular training sessions scheduled for all staff to improve skill and knowledge of the system in operation to remain ongoing).



- Step by step requirements detailed in the policy and available made in hardcopy. The document is also posted on the website for instant user information.
 - Enrolment Policy Appendix 5.1.3a
- Established policies and procedures provide for a consistent and fair service to all applicants. Conditional acceptance allows for extra flexibility especially for overseas applicants.
 - Enrolment Policy as referenced Appendix 5.1.3a
- The Admissions Policy stipulates all fee procedures. This is strengthened with written terms & conditions that accompany every acceptance letter. Staff provides a verbal face to face explanation during the physical admission process. Followed by signature of the candidate or guardian.
 - Terms & Conditions Appendix 5.1.6a
- The university does not offer a payment deferral option as the long standing regulations regarding fees work very well for the university and provide ample options for our students. This includes for sufficient time span to receive payments and the option of a three tier payment plan for those on a budget or who wish to spread the costs. PMU admission officers thoroughly explain all such procedures as part of the standard admissions process.
- Full collaboration between Admissions and Registrar offices; ensure that staffs are thoroughly familiar with all course details to assist with all possible inquiries from students.
 - Study Plans, Appendix 5.1.8
- A criterion is established for credit transfer students. Procedures are formulated with set guidelines from start to finish. Document criteria comply with the MoHE standards.
 - Credit Transfer Appendices 5.1.9
- Standing Credit transfer committees per college meet, depending on timing of students' applications. Decisions are usually communicated before class commences.
 - Criteria Transfer Criteria Appendix 5.1.10
- There are many opportunities for all to access necessary information pertaining to admissions. Most include fee information. (Appendices 5.1.11) as follows;
 - Newsletter
 - Brochures, flyers,
 - Courses program (refer to website)



- www.pmu.edu.sa/enrolment
- Call Centre 800-123-234
- A structured Orientation program that includes presentation, brochures and tour guide is offered to every new intake prior to the start of the semester. Repeated reference is provided to student through the presence of all academic and non- academic units. The Student Handbook is distributed to all students with a comprehensive brief in English and Arabic is given verbally, particularly the sections on expectations, rights and responsibilities in which it is made clear that students must adhere to campus code, and are encouraged to refer anytime to SA staff for guidance.

Priorities for Improvement:

- The Admissions Managers will revise the online application and guidelines and to include newly required fields in compliance with departmental needs as well as MoHE most recent requirements (Full address, Full HS (high school) address, HS stream, HS codes, and transfer institutions). Effective on new admission season 2013-2014.
- Contact with Banner training provider to provide additional, training customization of the system, and of the reporting tools used. Effective on Fall 2012-2013.
- Provision of a translated document including admissions procedures and requirements to be posted on the website for non English speaking visitors. Effective on new admission season 2013-2014.
- Develop a process of periodical admissions lists to be issued weekly and replace the individual admission process that is currently implemented. Effective new admission season 2013-2014.
- Reassess the fee and refund policy acknowledgement form in a way that ensures the acknowledgement is signed specifically for the fees policy and a separate signature is reserved for the admission offer.
- Comprehensive orientation for all new hired staff

Continuous staff development to be attended every semester, managed by dean and director:

- Admissions Manager to draft staff quality surveys develops a culture of self appraisal to identify areas of potential improvement. Effective on February 2013.
- Provide Credit Transfer Policy to webmaster to be available on PMU website. Effective on new admission season 2013-2014.



- Communication of decisions about credit transfer to be assessed for increased efficiency to meet the goal of always communicate the transfer decisions on time. Changes to be implemented immediately, results monitored and assessed after each semester intake through the credit transfer form cycle.
- Frequently asked questions (FAQ) forum, to be made available online for the admission season 2013-2014.

5.2 Student Records:

Student records must be maintained in a secure and confidential location, with automated processes for generation of statistical data needed by the institution, external reporting requirements, and generation of reports on student progress and achievements. The confidentiality of individual student information should be protected.

Overall Assessment of this substandard is 3.40.

Comment:

- Paramount security is provided to student records. Kardex storage and retrieval system is secure and fire protected. Dedicated records office only accessed via Student Record staff, Dean and Director. A log files in operation to track all users and all retrievals. Mandatory document information is required to make a complete file. Duplicate and full back up system of all files is located electronically off site.
 - Student records Appendix 5.2.1a
 - Sample log file Appendix 5.2.1b
 - Kardex system information Appendix 5.2.1c
- The Registration Policy governs the regulations on retention and disposal of records. Staff strictly follows particulars of the policy (See Appendix 5.2.2a). The student file consists of nine mandatory documents as per previous standard.
 - Registration Policy Appendix 5.2.2a
- The records system is operational through Banner, requests made to Banner Administrator for detailed information, generated within 24 hours. Data analysis, statistics and reports is performed & a report is produced for institutional reference. A reporting tool to view specific data is provided to senior management to monitor data directly through the network. The tool provides preset parameters and is called Executive Reporting Tool (ERT).



- Enrolment statistical report and the use of Banner Appendices 5.2.3a &b.
- Security/privacy measures previously mentioned in standard 5.2.1, and additional measures taken by records officers, manage the security of student files. Specified forms must be filled to have any inquiry investigated. Private information must be authorized by the Dean/Director of SA; authorized access must be dated and signed at the opening and closing of individual records.
 - Inquiry forms (Appendix 5.2.4)
- Student academic standing is available through banner. The Registrar's office frequently imparts requests and information with faculty to monitor student progress. Report on attendance is provided by faculty to the Registrar's office at stipulated times, The Registrars duty to inform students in a timely manner regarding outstanding concerns. Process is efficient and effective.
 - Students progress report & academic performance (Appendix 5.2.5)
- Final grade roster sheet and the Division Calendar prepared in advance regulate the reporting and update of student records. Faculty supply the data to the Registrar's office, which process the information on Banner according to specific timelines, and in-turn the system is automatically updated with the new information, ready for use. Timelines are always adhered to as the importance of this procedure is acknowledged by all.
 - Sample grade roster sheet (Appendix 5.2.6a)
 - Calendar (Appendix 5.2.6b)
- Students are notified of their results in good time through Banner Self Services. Approval will be finalized through the chairs of departments and the University Registrar. All procedures comply with the university and MoHE's regulations.
 - Sample MoHE's regulations (Appendix 5.2.7a)
- The graduation procedures and application package is a reference enclosing guidelines for students and staff to formally validate entitlement for graduation. The procedure is applied in two parts, during the semester and at the end of the semester.
 - Graduation Kit (Appendix 5.2.8)

Priorities for improvement:

- More efficiency required in updating student records. Assign individual registrar with the assistance of a secretary to manage this system with set



targets to be met each month. A systematic approach of immediate and prompt filing of documents to the individual files is required. Therefore, two (2) additional student record staff required to be hired by the Spring of 2013 to facilitate the compliance of this requirement on both campuses.

- Continuous induction workshop provided to newly hired staff and implementation of the “Acknowledgment of the Privacy Policy Form” with all staff.

5.3 Student Management:

Policies and regulations must be established for fair and consistent processes of student management, with effective safeguards for independent consideration of disputes and appeals.

Overall Assessment of this substandard is 2.92.

Comment:

- A detailed orientation program is provided to students prior to start the semester. A fully comprehensive presentation in both Arabic and English is given. Students are informed of their rights and responsibilities. The Student Handbook also available on the website and it provides a clear code of behavior with relative sanctions to be imposed in the incidence of misconduct
 - Orientation Presentation (Appendix?)
 - Student handbook
 - Detailed Policies and Procedures Manual (Appendix?)
- In addition to the measures taken in standard 5.3.1, the Campus Life supervisor will organize a committee to preside over stipulated cases and in president one. The relevant parties are informed and advised at each stage of the investigation. Guidelines allow for modifications to the process and applications of sanctions to a less or more degree. Students have the right to appeal or re-appeal the conditions or decisions of a general appeal to the Rector and to the Vice Rector for grade appeals as described in Policies & Procedures (P&P).
 - Campus Life Policies & Procedures (Appendix 5.3.2)
- As a form of mediation to all incidents, especially with critical female issues, the Division has decided to involve the Counselor(s) to provide objective yet reassuring assistance to secure independent reports with



evidence (if available) from all concerned parties. This is formatted to hard and soft copies stored in a secure designated soft file for future reference. This is presented to the committee who will then request for the presence of individuals to determine the case. A decision for disciplinary action should be reached within 7days.

- Incident report form (Appendix 5.3.3a)
- Sample of hearing minutes
- Sample of decision notification
- Regulated by the department of Campus Life, the Code of Student Conduct and Campus Regulations are published rules and regulations which clarify the academic appeals and the criteria for decisions and remedies. These are widely known within the university and are available on both web site and Student Handbook. For more details on process refer to P&P document.
 - The Code of Student Conduct (Appendix 5.3.4a Student Hand Book)
- Students have the right to fill an application form for grade/ grievance appeal. They are offered the privilege of free advice from the resident counselor(s). The Division realizes its responsibility in assist the students to understand the serious nature of these procedures, not to depend on such actions to attain desired results. The current measure to guard against trivial pursuits is by way of a 500 S.R. fee applicable only to academic grade appeals. This charge is refundable if the appeal is approved.
 - General appeal & Grade appeal forms (Appendix 5.3.5a & b)
- Measures currently in place that protect students from any future reprisals do not go far enough. The Division is developing and encourages the communication with the departments and colleges.
 - Appeals procedures under Campus life (Appendix 5.3.7a)
- The Student Handbook comprehensively covers many forms of academic misconduct and dishonesty. The policies and procedures are explicitly explained with sanctions to be applied relative to the form of misconduct. Aside from the pre-described misconducts, the Division is moderately prepared for unprecedented forms of misconduct. The procedures will be modified to meet the needs of the case. SA considers that one of its main duties to support PMU students and assists them to realize their optimal potential for achieving their best, and with this, students should continually



be reminded of their accountability and responsibilities they have agreed to undertake.

Priorities for improvement:

- To increase student awareness on campus wide affairs, information will permeate the university via various mediums. Campus Life will coordinate a series of campaigns to reinforce awareness among the campus, particularly for the evening students. Applicable on Spring 2014.
- Refinement of procedures is necessary. A new version has been introduced by the Division and it is in the process of approval from PMU Management. This is due for implementation on Spring 2014.
- All members of staff will provide information to continually update Policies & Procedure document.
- Hand book and Policies to be continually updated to meet the increasing and varying forms of misconduct.
- Formalized policies to protect student identity are not advanced and are to be developed for specific sensitive cases.

5.4 Planning and Evaluation of Student Services:

Effective processes must be established for the planning, administrative oversight and evaluation of student services and activities.

Overall Assessment of this substandard is 2.01.

Comment:

- One of the missions of the department is to inspire and encourage students to make the most of the campus facilities. These aspirations echo the mission of the institution who places strong emphasis on leadership and opportunities to aid the core competencies.
- Increasing co / extra-curricular activities are being introduced to meet the demands of the student population.
 - List activities for both male and female (Appendix 5.4.1)
- The Student Council voices student concerns directly to the Division of Student Affairs, to the Vice-Rectors and to the office of the Rector. Annual surveys also help assess the services and needs in order to incorporate improvements geared more specifically.
 - Sample Annual Survey (Appendix 5.4.2)
- The Annual Satisfaction Survey is a major assessment process that evaluates the overall student experience at PMU. It is administered every Spring, close



to the end of the semester, to allow enough time throughout the year for the students. This helps to observe and evaluate the student life conditions at PMU.

- Full Annual Satisfaction survey (Appendix 5.4.4)
- Growing funds are being allocated to the services provided;
 - Smart ID cards with top up subsidy to aid convenience for students
 - Purchased new lockers
- The Student Organization Mandate (SOM) offers a complete system of operations. The SA Division has proven to be a pillar of strength in the assistance and support to the Organization. The SOM, drafted and finalized by the division for the sole purpose to encourage and increase positive campus activities, will be the central hub for student's involvement and participation of campus wide functions. Financial direction and presentation sufficiently meet the required standards.
 - Student Counsel Mandate (Appendix 5.4.6)
- Student publications such as the Desert Voice (male) and the Desert Rose (female) newsletters are standardized, edited and governed by the SA Division's Printed Material and Website Committee (PMWC) and developed by the Readers & Writers Student Club at PMU. The Committee oversees all the division's published materials for quality and editorial format to conform to their bylaws, policies & procedures in coordination with the professional graphic design services available on campus.
 - PMWC Bylaws and Policies (Appendix 5.4.7)

Priorities for improvement:

- To speed up progress committees will be elected to assess the outstanding issues and supply solutions to remedy them. Time is important for the effect, so regular proposals will be made with a time frame set for works to begin process.
- Schedule Student General Assembly once every semester to ensure students express their concerns & suggestions directly. Effective immediately.
- Increase the frequency of targeted surveys monthly.
- Introduce suggestion boxes for students regulated by the Student Council in coordination with the CL team.



- Provide guided options on surveys to afford student choice and empowerment.
- Build clear corrective actions based on the analysis of the Annual Satisfactory Survey.
- Student services staff to be responsible for assessing the required services needed to be proposed in an appropriate time to the departments and management. Provide the students with their needs with accountability to meet the deadlines.
- Allocate budget for Student Services improvement.
- Assign locations for student clubs.
- Increase Student Affairs offices to house additional staff.
- Campus Life team will develop a plan that support student organization roles to facilitate activities and services.
- Allow more autonomy to students who will be obligated to meet these standards.

5.5 Medical and Counseling Services

Medical and counseling services appropriate for the needs of the student population must be provided by individuals fully qualified for their responsibilities, with confidentiality maintained and effective follow up processes used for students in need.

Overall Assessment of this substandard is 2.17.

Comment:

- The provision of qualified medical staff does not meet the institutions requirements. This remains a priority for the division to revise measures that manage this essential service. Due to the limited resources available, it has been proposed that qualified medical practitioners be appointed. Medical facilities are also planned to be offered at the campus housing complex, construction to be completed by 2013.
- Accessibility to free medical service facilities during emergency cases occurrence.
- Student Counselors provide academic counseling and advice to all students equally. The robust monitoring stages in operation provide for an advantageous mechanism to alert signs of students at risk. The monitoring of our students is a collective team effort apportioned by the counselor(s), faculty members, and the Student Academic Support Centre (SASC).



- Procedural steps refer to Appendix 5.5.3a.
- Careers Counsellor(s) offer services to students of all colleges and majors. This includes the following:
 - (Appendix5 5.5.3b)
 - Internship placement
 - Mock interviews, dos and don'ts in an interview (workshops)
 - Workshops to co-ordinate with the Humanities and Business colleges related to professional communication and work ethics and CV clinic.
 - Guest speakers invited to talk about employer expectations
 - Part-time and summer jobs available on campus
- Careers Counsellors are responsible to facilitate senior students with internship experience. Students are successfully placed and the employer's feedback response is substantially positive.
 - (See Appendix 5.5.3c KPIs) on the extent of services provided by the Career Counsellors.
- SA services are designed to provide maximum support for students to achieve their academic goals. Personal and psychological counseling services are available between 8am and 4pm. Walk-in and appointment system are both offered. Services are accessed off campus.
 - Student welfare is sufficiently catered for even with limited facilities
 - See Access section on Services : Healthcare & Counselling Policy
 - Counselling Interview form (Appendix 5.5.4)
- The Counseling Policy is sufficient in its mission for the department. Its regulations incorporate the essential requirements pertaining to confidentiality and privacy of personal issues exchanged. Client information are confidential and required written consent.
 - See section on Counselling Policy (Releasing of information)
- Counselors always encourage clients to return for further engagement and welfare follow up. This has created strong bonds with the students.
 - See Counseling Policy : see section on client evaluation of services

Priorities for improvement:



- Recruitment drives to employ qualified medical practitioner to provide the necessary, essential primary care to all as well as two (2) nurses to cover for evening shifts. Measures to be introduced include
 - An extensive Leadership program
 - A Career services library
 - An Internship orientation program.
- The Code of conduct to be detailed and the new version will be released on 2013.
- Surveys conducted more frequently based on specific services/information or workshops to increase quality of client care and thorough engagement.

5.6 Extra-curricular Activities for Students

Adequate provision must be made for extra curricula activities for students.

Overall Assessment of this substandard is 2.04.

Comment:

- The university offers adequate provision for students to observe their religious beliefs. The Male campus provides the facility of a mosque situated in front of the administration building. The CL Department conducts timely cultural/religious events that provide ample opportunities for participation and observance of these traditions. The Female campus offer a number of prayer rooms on campus and LRC. The Islamic club provides activities for the enhancement of religious and cultural values. The club under the supervision of the Arabic and Islamic studies Department and the CL Department offers programs, campaigns, events and activities that promote values of a religious and cultural nature.
 - Male & female Student clubs: Referred to Appendix 5.6.1a&b
- Student Organizations are managed by the CL. Such involvement is strongly encouraged by the university; this helps to promote a congenial campus atmosphere, supported by the CL Department to reinforce values such as cultural friendship, scholarship, respect, cultural awareness, financial responsibility, development and community service.
 - List of student clubs (Appendix 5.6.1)
 - See Student Organization information pack (Appendix 5.1.6.a) also available on the PMU website



- Facilities for both male & female campus are identical; however the use of these facilities may differ. A constant flow of female students during break and free periods, compared to the males, who could leave the campus during their breaks. Students are amply provided access to all areas of the campus; social areas such as the cafeteria and the coffee shops are often be-frequented by students who like to catch up between classes. Other areas on campus such as the atriums provide seating facilities to aid social interaction of students. Students are often chatting and interacting along the corridors and on green areas internal and external. The institution facilitates events to encourage campus life enrichment. The Student Council assumes the role of network facilitators on campus with the addition of the General Assembly that encourages and facilitates social events that have been very beneficial to student's informal social interaction.
- Physical fitness and personal growth for PMU students are considered essential elements for their benefit of a truly wholesome campus experience. The sports centre provides adequate opportunities for sporting events, in which full participation is always encouraged. Incentives ranging from study aids to published recognition are often used to urge student involvement. Competitive international tournaments are held throughout the year for Karate, soccer and swimming for the skilled elite (Male Campus). The female campus is recently organizing similar sports events and structured class & sessions, to promote physical wellness. Increasing participation is noted among female students. On campus non- competitive activities are available throughout the semester.
 - See Campus Life Policy: Recreational activities & (5.6.4a-e Appendices)
 - Student Organisation (list of policies)
- Student participation of internal activities is regularly documented; announcements are made in advance giving students the opportunity to register early.

Priorities for improvement:

- Reallocate budget for each club and society.
- Revise the campus calendar.
- Innovative planning to utilize space provided more efficiently, especially on the Female Campus. This includes a more systematic use of the cafeteria and the sports complex.
- Parameters to set goals of chosen benchmarks.





- Document benchmarking processes to be used for future tournaments and events.
- Provide awareness to all necessary parties of the process and desired outcome.

Combined Overall Independent Opinion by Prof. Melvyn C. Branch:

The Banner (R) program in Student Affairs has excellent data on students from application to graduation. These data must be made more readily available in a form useful to PMU programs in a timely manner.

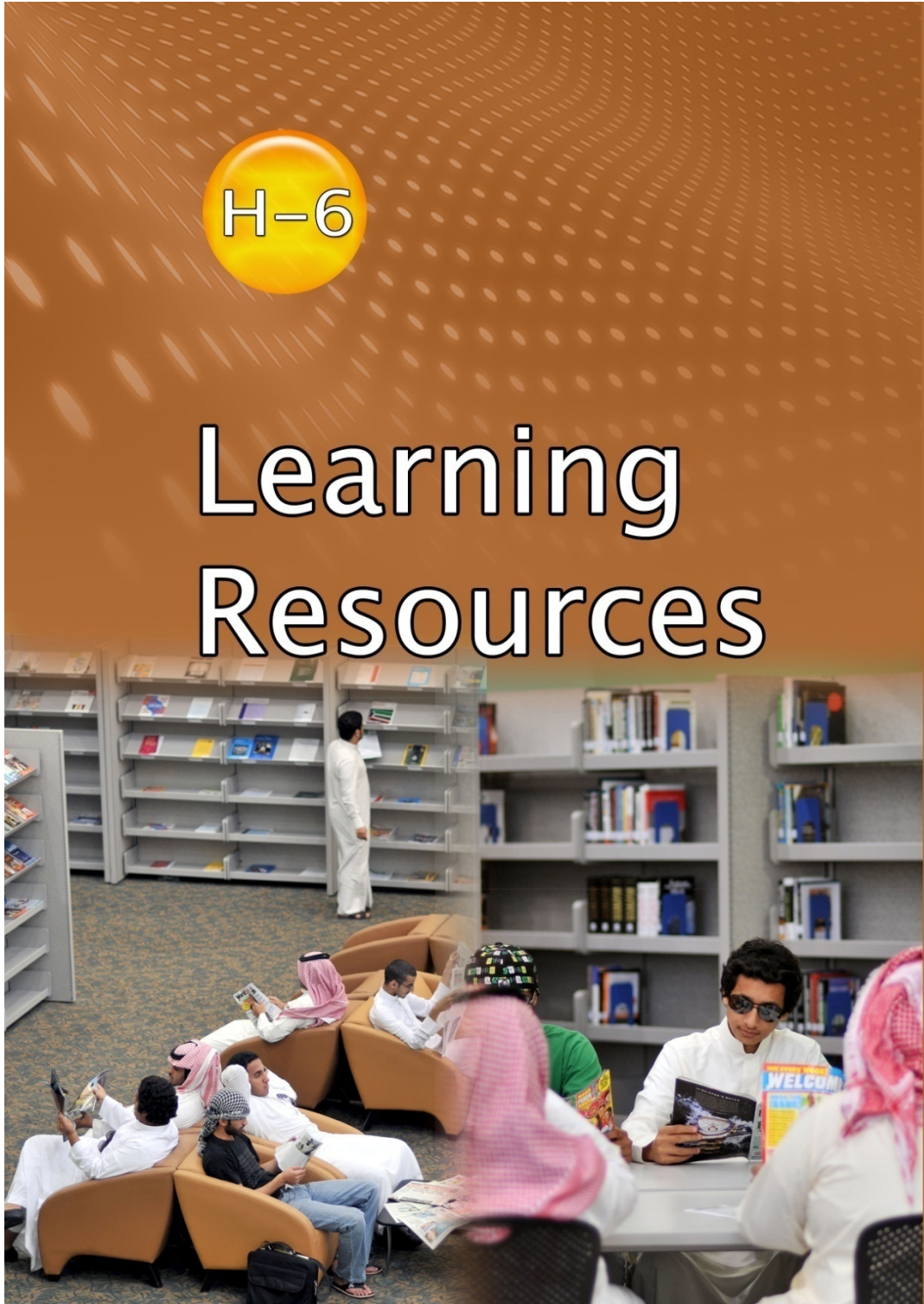




H-6

Learning Resources

8-6





H-6.Learning Resources

Learning resources including libraries and provisions for access to electronic and other reference material must be planned to meet the particular requirements of the institution's programs and provided at an adequate level. Library and associated IT facilities must be accessible at the times required to support independent learning, with assistance provided in finding material required. Facilities must be provided for individual and group study in an environment conducive to effective investigations and research. The services must be evaluated and improved in response to systematic feedback from teaching staff and students.

Comment and General Description of Good Practice

Adequate library and other learning resources and services are essential requirements, and are particularly important in programs designed to develop capacity for independent learning and creative application of ideas. Collections must be up to date and regularly enhanced as new material becomes available, and there must be ready access to information located elsewhere.

Basic collections reflect the requirements of programs offered by the institution, but go well beyond these immediate needs to provide access to research reports, databases and journal and internet publications that capture the latest thinking in related areas of inquiry. In institutions offering postgraduate studies and carrying out or encouraging research these requirements are substantially greater than in those focusing on undergraduate programs.

The role of libraries is changing in keeping with the rapid development of information technology and developments in flexible delivery of courses. Libraries are recognized as being not simply collections of books and periodicals, but gateways to information required for research and investigation in an international context. In an effective learning resource center, information services are given high priority.

New partnerships are evolving between teaching, resource center, and technical and research staff in providing information services to the institutional community. The provision of services is planned cooperatively between program developers, other faculty, and resource center staff, so that the resources and services provided are matched to the requirements for teaching and learning. Proposals for new or substantially modified courses and programs include an independent statement from the library or resource center indicating cost and availability of the information



resources required. Conventional indicators of adequacy involving numbers of books and journals are becoming less important and more attention is being paid to other indicators relating to access to information systems, timeliness in finding material, and success rates in information retrieval.

Adequate resources must be provided for the development and upgrading of equipment, collections and cooperative agreements with other agencies, and the evaluation of these facilities and their progressive improvement is prominent in the self-assessments and reports of institutions and their strategies for quality improvement.

Institutional Setting

Library

Prince Mohammad bin Fahd University Libraries are housed in the Learning Resource Center and consists of the Main Library and the Female Library. The Director of Libraries acts as head of both libraries and is responsible for the organization, planning, and administration of all library services. The Director of Libraries reports to the Vice Rector for Academic Affairs.

The Libraries collections contain more than 13,000 physical volumes, 100 unique serial titles and approximately 800 multimedia titles. In addition, the Library subscribes to e-Brary which provides access to nearly 100,000 electronic books. Through its 9 database subscriptions, the Library has access to more than 9,000 electronic journal titles providing abstracts and full-text access to hundreds of thousands of periodical, newspaper, and government issued articles. The Library is a member of the British Library interlibrary loan service and has informal borrowing arrangements with other libraries in the region.

The University Libraries presently have a seating capacity of 251 including 20 seats available in five (5) group study rooms. There are 52 desktop computers in the University Library. Printing services are not available in either library. All Library facilities offer convenient wireless access. An information literacy classroom is available in the Female Library and provides seating for twenty (20).

The PMU Libraries utilize the Online Computer Library Center (OCLC), an international bibliographic utility containing more than 200 million online bibliographic records, to catalog its library holdings. During AY 2011- 2012, the Library became a contributing member to the Arabic Union Catalog (AUC) which is used for cataloging and classifying all Arabic language holdings.



During AY 2011-2012, PMU Libraries employed 10 full-time staff (including 7 professional librarians). Staff is distributed strategically to support Library opening and closing hours. The Libraries also employed between five (5) and ten (10) part time student assistants during the academic year.

The Main Library is opened for 70 service hours per week. However, due to staff shortages, the Main Library operated 60 hours per week during most of AY 2011-2012. The Female Library maintained 40 service hours per week during the academic year.

The Libraries are actively integrated into the undergraduate curriculum by means of partnerships that recognize the centrality of information resources to the learning experience. All librarians are involved with information literacy to students, faculty, and staff at the classroom or individual level. The Libraries also take an active role in involving faculty with the library selection process for new materials to be added to the collection. Deans are consulted when new academic programs are added to the University curriculum to ensure that information resources are readily available for students enrolling in new academic programs.

PMU Libraries and the Information Technology Department recognize the significance of Web-based information resources and services to off-site members of the PMU community and both are committed to initiatives that support equality of access to information. The Libraries have EZProxy authentication that allows a single sign-in for all valid users of library information, regardless of their location. The EZProxy service is reliable and has significantly simplified the process of accessing electronic resources from an off-campus location. During AY 2011-2012, the Library updated resources on its web page and provided trial access to several electronic databases.

The Libraries do not have an annual operating budget. A fixed or declared amount of financial resources are not granted to the Libraries on an annual basis. Rather, requests for office supplies, furnishings, print and electronic resources, annual subscriptions and memberships are made to the University Finance Office. Quotations are furnished by vendors and a purchase order is created for review by the Library Director with final approval coming from the Vice Rector of Academic Affairs.

The assessment of the Library's services, collections, and staff are based on principles of traditional library measures including descriptive statistics (expenditures, populations served, collection development and circulation) and the



volume of use of services (reference, bibliographic instruction, interlibrary loan). The Library conducts an annual survey of user satisfaction in an effort to measure user perceptions on library facilities, resources, services, and staff. The Library also collects statistics on the usage of electronic books, online reference sources, and e-journals.

Learning Resources Center

The Learning Resource Center is housed on the 2nd floor of the LRC / Library Building. Until recently, it consisted of Academic Advising Services and Learning Enrichment Services. During AY 2011-12, the responsibility of academic advising was given to the individual colleges. The Director of Libraries was made acting head of the Learning Resource Center which now consists of Learning Enrichment Services.

Learning Enrichment Services provides support in the following areas:

- Specialized diagnostics and tutoring in mathematics, reading, and writing
- Co-curriculum support services to help students master proficiencies such as time management, study skills and stress management

There are two academic support centers on the campus that offer tutoring and mentoring services to students:

- Mathematics -- Math Department
- Writing /Reading -- Humanities Department

Key Performance Indicators

Library Strategic Plan

- [Provide] a soft copy of your unit strategic plan.

*Five Year Plan for Academic Year 2008-2009 through Academic Year 2013-2014
(See Appendix 1)*

Key Performance Indicators

Strategic Plan

- Alignment of department strategic plan with PMU Strategic Plan



The Library has been an active participant in strategic planning at Prince Mohammad bin Fahd University both by assisting with the development of the University-wide plan as well as the Library Strategic Plan which identifies strategies and outcomes in 5 distinct areas of library activity: Services, Collections and Access, Library Environment, Human Resources, and Library Processes and Accountability.

Prince Mohammad Bin Fahd University Strategic Plan: 2007-2011 is attached as Appendix 2

PMU Strategic Plan 2007-2011: GOAL 1:

Increase the number of quality students who will make PMU their first choice and enhance advising programs to increase retention and reduce time to graduate.

PMU Strategic Plan 2007-2011: Strategic Initiative 1: Enrollment Management: Initiative 1.2:

Improve recruitment and retention of students through enhancement of academic facilities, instructional technology and all service areas impacting the student experience.

- Ensure that students have access to the full range of resources that they need to succeed.
- Establish student academic support services that will help students overcome their study weaknesses.
- Provide a rich campus life that will complement and enhance student satisfaction.

Library/LRC Action Steps In Support of Goal 1, Strategic Initiative 1: Enrollment Management:

PMU Strategic Initiative 1.2: #2: Ensure that students have access to the full range of resources that they need to succeed.

- The Library provides PMU students with access to books, journals, and electronic databases, and other information resources which enables the process of study, research, and personal enrichment in order to develop innovative and critical thinkers.



- Learning Enrichment Services provides student with tutoring services and co-curricular activities designed to help students succeed in the university environment.

Library Strategic Plan: Goal 2: To enhance the educational experience of faculty and students by providing access to the highest quality information resources.

Performance Outcomes:

- In 2008, the Library began with a core collection of 2,500 volumes. The Library now has close to 13,000 volumes with an additional 500 titles on order.
- The Library subscribes to e-Brary which provides access to nearly 100,000 electronic books. Through its 9 database subscriptions, the Library has access to more than 9,000 electronic journal titles providing abstracts and full-text access to hundreds of thousands of periodical, newspaper, and government issued articles. In keeping with the needs of the curriculum, in-depth coverage is provided for Business, Engineering, and Information Technology.
- The Library currently subscribes to 100 print journals and newspapers.
- The Library provides interlibrary loan borrowing and lending service for journal articles and electronic books.

PMU Strategic Initiative 1.2: #4: Establish academic support services that will help students overcome their study weaknesses.

Performance Outcomes:

- Library reference service is provided onsite, over the telephone, via e-mail and through the Ask-A-Librarian site for students, faculty, and staff.
- Students, faculty, and staff have 24/7 remote access to the Library's electronic collections.
- Information Literacy services are tailored to the specific needs of students, faculty, and staff.
- Instruction for accessing electronic books and journals is provided online at the PMU Library website.
- Study carrels and 5 study rooms are provided.
- Tutoring services are available through Learning Enrichment Services.



- Learning Enrichment Services partners with Student Services and the academic department to identify and assist At-Risk students.

PMU Strategic Plan 2007-2011: GOAL 2:

The University will provide a distinctive, student-centered undergraduate learning experience which will be highly competitive as a result of its intellectual coherence, rigor and engagement of students with faculty in the process of inquiry and discovery.

PMU Strategic Plan 2007-2011: Strategic Initiative 2: Learning Environment:

Ensure that colleges organize and apply resources to address student's needs and achieve excellence in what they do.

- Library holdings are enhanced and tailored to support faculty and student needs.

PMU Library Action Steps in Support of Goal 2, Strategic Initiative 2: Learning Environment:

The undergraduate experience of research (inquiry and discovery) is supported by the Library's resources and services:

PMU Strategic Initiative 2.1: #3: Library holdings are enhanced and tailored to support faculty and student needs.

The Library selects and acquires print, periodical and electronic resources that serve the teaching and research needs of PMU. Librarians work in partnership with faculty, staff and students in the selection of library materials.

Library Strategic Plan: Goal 2: To enhance the educational experience of faculty and students by providing access to the highest quality information resources.

Performance Outcomes:

- In 2008, the Library began with a core collection of 2,500 volumes. The Library now has close to 13,000 volumes with an additional 500 titles on order.
- The Library subscribes to e-Brary which provides access to nearly 100,000 electronic books. Through its 9 database subscriptions, the Library has



access to more than 9,000 electronic journal titles providing abstracts and full-text access to hundreds of thousands of periodical, newspaper, and government issued articles. In keeping with the needs of the curriculum, in-depth coverage is provided for Business, Engineering, and Information Technology.

- The Library provides interlibrary loan borrowing and lending service for journal articles and electronic books.
- The Library provides students with reference services to facilitate access and enhance the use of the Library's resources.

Library Strategic Plan: Goal 1: Establish, maintain, and evaluate user-centered library services for teaching, learning, and research. Strategy 1.2: Expand and develop user-centered reference services to users when and where services are needed.

Performance Outcomes:

- Library reference service is provided onsite, over the telephone, via e-mail and through the Ask-A-Librarian site for students, faculty, and staff.
- Students, faculty, and staff have 24/7 remote access to the Library's electronic collections.
- Information Literacy services are tailored to the specific needs of students, faculty, and staff.
- Instruction for accessing electronic books and journals is provided online at the PMU Library website.
- Library user trends are studied and are noted and applied to the collection development process for reference and circulating materials.
- The Library provides students with Information Literacy instruction to strengthen their ability to find, evaluate, and use information.

Library Strategic Plan: Goal 1: Strategy 1.1: Provide competent, quality, and timely instruction to the University community through a variety of reference and instructional services.

Performance Outcomes:

- Information Literacy services are tailored to the specific needs of students, faculty, and staff.
- Instruction for accessing electronic books and journals is provided online at the PMU Library website.



- Computer instruction is given to students, faculty, and staff when using library computers and the 3M Self-Check machine.

PMU Strategic Plan 2007-2011: GOAL 3:

Incorporate electronic and communication technology throughout the university so that teaching, research, outreach activities and student services are current and effective.

PMU Strategic Plan 2007-2011: Strategic Initiative 3: Technology: The University strives to become an I.T. based university utilizing the latest technologies in all its functions. Hence, the university has to provide technologies that enhance effective links among teaching, research and outreach and that increase quality. Therefore, the University will make significant capital investments to provide for improved facilities and assure the currency of the campus' technological infrastructure and information resources.

- Provide access to the campus network from remote and campus locations and provide widely disbursed on-campus wired or wireless public network access points for the use of those with Laptop computers or similar portable devices.
- Provide information technology and communication infrastructure that supports teaching, learning and administration.

PMU Library Action Steps in Support of Goal 3, Strategic Initiative 3: Technology:

The Library provides print and electronic resources to the PMU community within the framework of a technologically advanced setting.

Performance Outcomes:

- The E-proxy service is used to provide remote access to the Library's electronic book and journal collection.
- The circulation, cataloging, and access of library materials are performed electronically through the latest version of the Sirsi/Dynix Library Management System.
- RFID technology is used to circulate and provide security for library materials.
- WI-FI is present in all Library facilities.
- State of the art computers and software were recently acquired to assist students with portfolio creation and management.



- The Libraries have recently acquired Microsoft Surface computers.
- The PMU supported library web site provides information about the Library and access to electronic collections.

PMU Strategic Plan 2007-2011: GOAL 5:

Provide a stimulating, supportive and safe environment for staff with a commitment to service and an emphasis on continuous improvement.

PMU Strategic Plan 2007-2011: Strategic Initiative 4: Faculty and Staff: The University must foster a workplace that attracts, retains and rewards its productive and creative employees. **Initiative 4.1:** *Recruit, support, develop and retain skilled and committed staff.*

PMU Library Action Steps in Support of Goal 5, Strategic Initiative 4: Faculty and Staff:

The Library recruits qualified staff who possess Masters Degree in Library Science and related Information Science disciplines and who have experience working in academic libraries.

Library Strategic Plan: Goal 4: Enhance the Library employee hiring and training process.

Performance Outcomes:

- The Library currently operates with seven full-time librarian staff (four men and three women).
- The majority of the Library's professional staff holds the Master's degrees in Library Science or related Information Science disciplines. The Library Director holds a Ph.D. in Library Science and one staff member holds an additional Master's Degree.
- Library staff have extensive experience (3 to 20+ years) working in university libraries.
- Professional Library staffs that specialize in specific areas of librarianship have provided training to other library staff as needed.
- Library staff utilizes the Internet and open source software to keep abreast of the latest technological trends in librarianship.



PMU Strategic Plan 2007-2011: Goal 7:

Establish and develop a research culture and infrastructure.

PMU Strategic Plan 2007-2011: Strategic Initiative 6: Research:

As an institution of higher learning and research, it is essential to develop a sustainable and vibrant research community by recruiting the right staff, secur(ing) research grants and provid(ing) research facilities which are appropriate to a leading research university.

PMU Strategic Initiative 6.1: Forge and maintain institutional links and partnership with other research active institutions, regionally, nationally, and internationally to foster research collaboration.

PMU Strategic Initiative 6.2: Develop the research base and infrastructure at the university campus.

- Develop a research support infrastructure including the library IT services.

PMU Library Action Steps in Support of Goal 7, Strategic Initiative 6: Research:

The Library currently subscribes to the British Library Document Supply Center. The British Library currently holds more than 10 million volumes and 170,000 journal titles. PMU has access to these materials through this service. PMU Library has begun other electronic resource initiatives.

Performance Outcomes:

- Access to the holdings of the British Library Document Supply Service provides enormous research potential to PMU students, faculty and staff.
- The Library is in the initial stages of creating an electronic depository of all PMU publications.
- Through the E-Proxy service, students, faculty and staff have remote access to the Library's electronic collection from anywhere in the world.
- In AY 2011-12 the Library provided requested information on the Saudi Digital Library to key PMU administrators.



Key Performance Indicators

Library Strategic Plan

- Report of your unit's implementation of PMU guiding principles, core values, strategic goals and strategic initiatives.

The report on the implementation of **strategic initiatives** can be found in Key Performance Indicator: Alignment of Department Strategic Plan with PMU Strategic Plan.

PMU Strategic Plan 2007-2011

Guiding Principles:

- Encourage students to be lifetime learners
- Continuously enhance the quality of faculty, administrators and staff
- Serve the external constituencies of the university

The concept of life-long learning is recognized by governments, educational institutions, and employers as crucial to developing citizens and worker who participate fully in society. PMU Libraries agrees with and supports the statement issued by the American Library Association: "ALA promotes the creation, maintenance and enhancement of a learning society, encouraging its members to work with all educators, government officials, and organizations in coalitions to initiate and support comprehensive efforts to ensure that schools, public, academic, and special libraries cooperate to provide life-long learning services to all." (See *Appendix 1: University Charter*)

Information literacy classes and individual sessions conducted by the PMU library staff teach users to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information and access the use of information ethically and legally.



PMU Strategic Plan 2007-2011

Core Values:

- Observance of Islamic values in the pursuit of knowledge and its application
- A high degree of standards, ethics and integrity in both academic and professional environments
- Seeking to recruit students, faculty and staff of the highest quality, recognizing that people are our primary resource
- Programs and facilities that foster student development and the continuous improvement of student quality and performance
- Communication of knowledge and learning through an environment in which academic staff teach and engage in dissemination of knowledge to a broader community
- An environment in which academic excellence can be combined with opportunities for personal development, enabling individuals to create their own future

The Library adheres to the **Core Values of the PMU Strategic Plan** in demonstrative and measurable ways:

In AY 2011-12, the Library increased its Arabic/Islamic collection by over 100 volumes. In addition, English language books covering Islamic law, religion, history, finance and ethics were purchased for the collection.

Three Islamic reference sources were purchased for the Library collection:

Gibb, H.A.R. (Ed.). (1954-2002). *Encyclopaedia of Islam* (New ed.) Leiden: Brill.

13 volumes

Joseph, Suad. (Ed.). (2003-2007). *Encyclopedia of women and Islamic culture* Boston: Brill.

6 volumes

Zaheer, Syed Iqbal. (2010). *An educational encyclopedia of Islam* Bangalore: East West Publications.

2 volumes



In AY 2011-12, the Library rewrote its policy manual. The Library Policy Manual is attached as **Appendix 3**.

Specific portions of the document addressing standards, ethics, and integrity include:

Cataloging Policy

Policy Statement:

The collections of the Library will be cataloged using international standards, specifically

Anglo-American Cataloging Rules (AACR2), and Library of Congress Subject Headings (LCSH).

Cataloging Standards:

Purchased and donated materials in all formats will be cataloged using Anglo-American Cataloging Rules (**AACR2**), MARC 21 Format for Bibliographic Data, Library of Congress Subject Headings (LCSH) and Library of Congress Classification (LCC). The Library of Congress Name/Subject Authority File will be used to control names, subject headings, and uniform titles in the PMU Library catalog.

PMU Library Policies (May 29, 2012) page 3, Appendix 3

Computer and Internet Use Policy

Policy Statement

The PMU Library provides computer and internet access in support of research, training and education. While the Library promotes academic freedom and the freedom of expression and creativity, users are expected to maintain the highest level of ethical behavior and avoid activities which are inconsistent with the mission and policies of the University.

PMU Library Policies (May 29, 2012) page 11, Appendix 3



Specific portions of the document addressing programs and facilities that foster student development and the continuous improvement of student quality and performance include:

Information Literacy and Instruction

Policy Statement

The Library provides Information Literacy instruction at a classroom level and also on an individual basis. Librarians will provide a “foundational” level of instruction to every PMU student in the form of a basic orientation to the Library’s resources and services.

The PMU Library will coordinate with faculty to provide “curriculum-tailored” instruction that supports research assignments.

Basic Principles:

1. Library instruction will always be learner-centered, and will focus on the student’s use of library resources.
2. Library instruction will address the specific needs of an assignment.
3. Students will be encouraged to ask questions, and students will be offered follow-up individualized instruction.

PMU Library Policies (May 29, 2012) page 16, Appendix 3

Inter-Library Loan / Document Delivery

Policy Statement

In addition to traditional library services, the Learning Resources Center will provide academic support to students through a myriad of platforms that afford the opportunity to develop strategies and competencies necessary for Academic success. The primary objective is to create an environment that builds self-confidence, and promotes independent self-directed learning.

PMU Library Policies (May 29, 2012) page 18, Appendix 3

Learning Enrichment Services

Policy Statement



In addition to traditional library services, the Learning Resources Center will provide academic support to students through a myriad of platforms that afford the opportunity to develop strategies and competencies necessary for academic success. The primary objective is to create an environment that builds self-confidence, and promotes independent self-directed learning.

Interdepartmental Collaboration:

- There will be collaboration among professional staff, faculty and students to deliver tutoring and other non-academic support services.
- There will be coordination with Learning Enrichment Services and the Professional Development Center to design programs that enhance the effectiveness of faculty and professional staff.

PMU Library Policies (May 29, 2012) page 19, Appendix 3

Student Assistants Policy

Policy Statement

PMU Library gives full support to its student employee by giving them just and equitable benefits and considers them a valuable part of the University's workforce.

Student Assistants in the library receive the experience of working in a real world work environment by providing support to the full-time library staff.

PMU Library Policies (May 29, 2012) pages 33-34, Appendix 3

PMU Strategic Plan 2007-2011

Strategic Goals:

Goal 1:

Increase the number of quality students who will make PMU their first choice and enhance advising programs to increase retention and reduce time to graduate.

Commentary: Learning Enrichment Services provides tutoring services to students having difficulties with reading and writing.

Goal 2:



The University will provide a distinctive, student-centered undergraduate learning experience which will be highly competitive as a result of its intellectual coherence, rigor and engagement of students with faculty in the process of inquiry and discovery.

Commentary: The Library through its information literacy program and its availability of diverse resources plays a vital role in student inquiry and discovery.

Goal 3:

Incorporate electronic and communication technology throughout the university so that teaching, research, outreach activities and student services are current and effective.

Commentary: A central function of the Library is to monitor and provide the latest technology to access and disseminate information.

Goal 4:

The University campus acquires and fully supports the utilization of state-of-the-art technological resources, including the technical and administrative staff, equipment and facilities that support research and scholarship, facilitate innovation in the learning environment and enhance administrative processes.

Commentary: As a facility, the Library's primary purpose is to promote research and scholarship through its technological, electronic, and print resources.

Goal 5:

Provide a stimulating, supportive and safe environment for staff with a commitment to service and an emphasis on continuous improvement.

Commentary: The Library collections and facilities are designed for inquiry, research, and self-improvement for all PMU students, faculty, and staff.

Goal 6:

Enhance the University's reputation and effectiveness.

Commentary: The Library is aware of its key role in enhancing the University's effectiveness through growing print and electronic collections and up to date information technology for access to scholarly information.

Goal 7:



Establish and develop a research culture and infrastructure.

Commentary: The Library recognizes its role in the research culture and [knowledge] infrastructure of the University.

Goal 8:

The University will expand and diversify its sources of revenue to assure its continued growth in the context of its mission and strategic goals.

Commentary: Not applicable to Library's raison d'être.

Goal 9:

Complete the physical environment and infrastructure of the campus.

Commentary: Not applicable to Library's raison d'être.

Goal 10:

Apply quality criteria in all the University functions and procedures and seek accreditation from local and international accreditation bodies.

Commentary: The Library strives to meet the standards and best practices of the American Library Association (ALA), the Association of College & Research Libraries (ACRL) and the National Commission for Academic Accreditation and Assessment (NCAAA).

Key Performance Indicators

Evaluation of Library Collections

SUMMARY

The PMU Libraries monograph collections consisting of the circulating, reference, and Arabic collections contain 12,832 volumes with 780 titles currently on order as of November 2012. The number of volumes as a proportion of the number of full time PMU students is 4.82 volumes per student.

As of June 1, 2012, full time equivalent (FTE) enrollment at PMU was:

Female Students (FTE)	1404
Male Students (FTE)	1256



Total Students 2660

12,832 print volumes in the Library collection = 4.82 volumes

2660 FTE's

The Library submitted its previous NCAAA report on June 22, 2011. At that time, PMU enrollment was 2344 students and the Library had 11,028 volumes in its collections.

Academic Year 2010-11	Academic Year 2011-12	Percentage Increase / Decrease
FTE's : 2334	FTE's: 2660	+ 13.97%
Library Volumes: 11,028	Library Volumes: 12,832	+ 16.36%
Volumes per FTE: 4.71	Volumes per FTE: 4.82	+ 2.34%

The percentage increase of volumes per FTE is marginal indicating that expenditures for print volumes should increase if students are to have access to more print information in the monographic format.

The PMU Library currently subscribes to e-Brary which provides full-text access to nearly 100,000 e-books. The Library subscribes to more than 9,000 electronic titles that provide abstracts or full-text access to hundreds of thousands periodical and newspaper articles and government reports. During AY 2011-12 the Library also provided access to several trial databases, most notably two for the new Law program.

9 electronic membership subscriptions = 3 databases per degree program

3 PMU degree offering programs

In AY 2010-11 the Library subscribed to 132 print periodical titles. In 2011-12 the Library subscribed to 100 print periodical titles. This represents a decrease of 24.2%. This decrease can be attributed to difficulties by regional periodical vendors in acquiring titles, ceased publications and the availability of the periodical title in electronic format.

Strengths of the PMU Library Collection

Since the last NCAAA report, the Library has increased its print volumes by 16.36%. E-book titles have increased 66.6%; growing from 60,000 titles in AY 2010-11 to nearly 100,000 during the AY 2011-12 reporting cycle.



The collection has become more diversified representing more subjects and viewpoints. Library staffs continue to recommend and select titles to fill gaps in the collection.

Opportunities for Improvement:

All libraries including the PMU Library have limitations to shelving space. Library management needs to convince the other academic departments that electronic titles are preferable to print titles for the following reasons:

- Library space considerations
- Electronic sources are continually updated
- Processing and shipping costs are eliminated
- Labor intensive paperwork and order tracking involved with print titles is significantly reduced

Priorities for Action

- Increase electronic holdings
- Increase access to electronic holdings by providing in-house printing and copying services for students, faculty, and staff

Key Performance Indicators

Evaluation of Library Services

Summary

The PMU Library conducted a User Survey from May 9 to June 3, 2012.

The survey was designed to measure user perceptions of library staff, services, facilities and equipment, and access to information resources. The analysis and survey instrument for 2012 follow the charts which compare user perceptions of the Library in academic years 2010-11 and 2011-2012.

There were 266 responses to the survey. 226 or 85% of the respondents were students which represent 8.5% of the total 2260 FTE student enrollment.

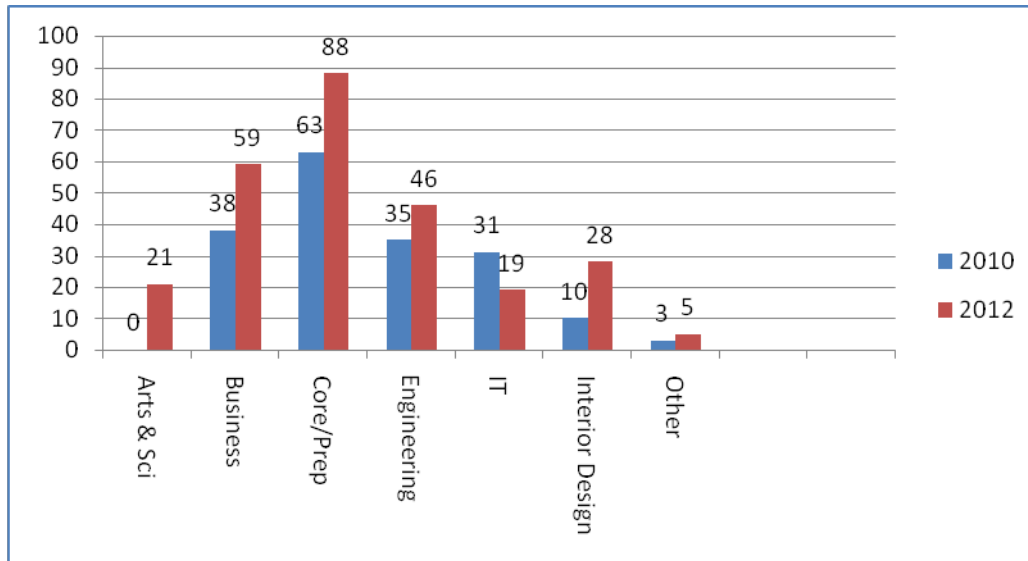


PMU Library Survey

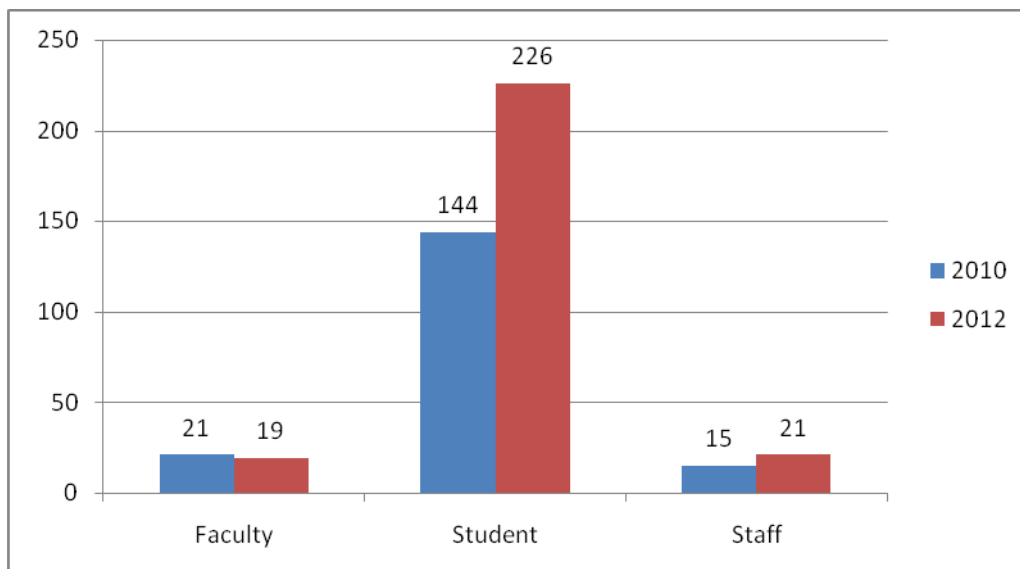
Comparison of 2010 and 2012 Results

General Information

What is your major area of study, teaching, or research?

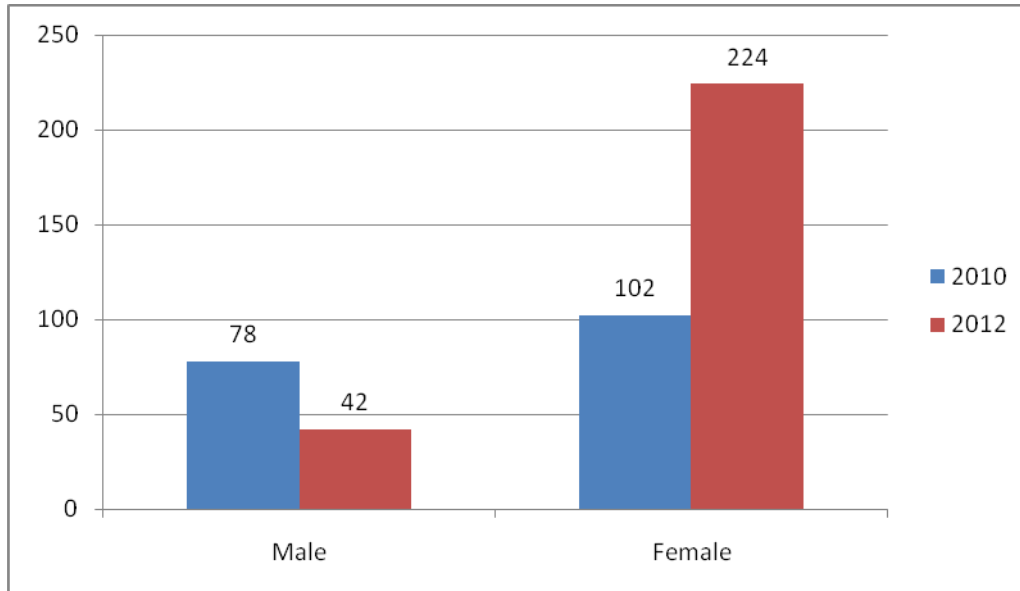


What single category best describes you?

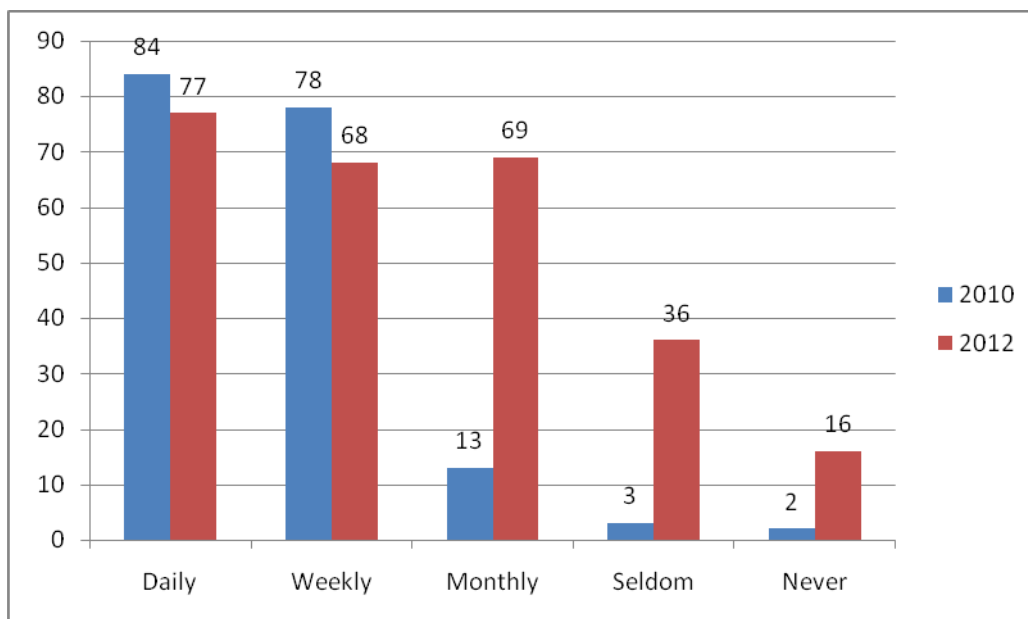




What is your gender?

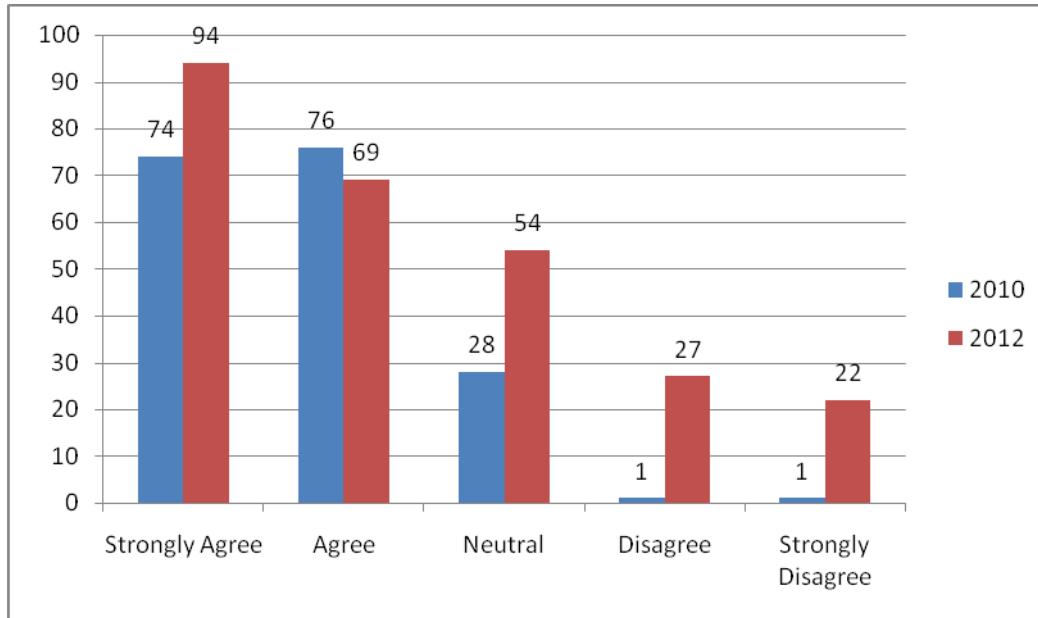


How often do you use the Library?

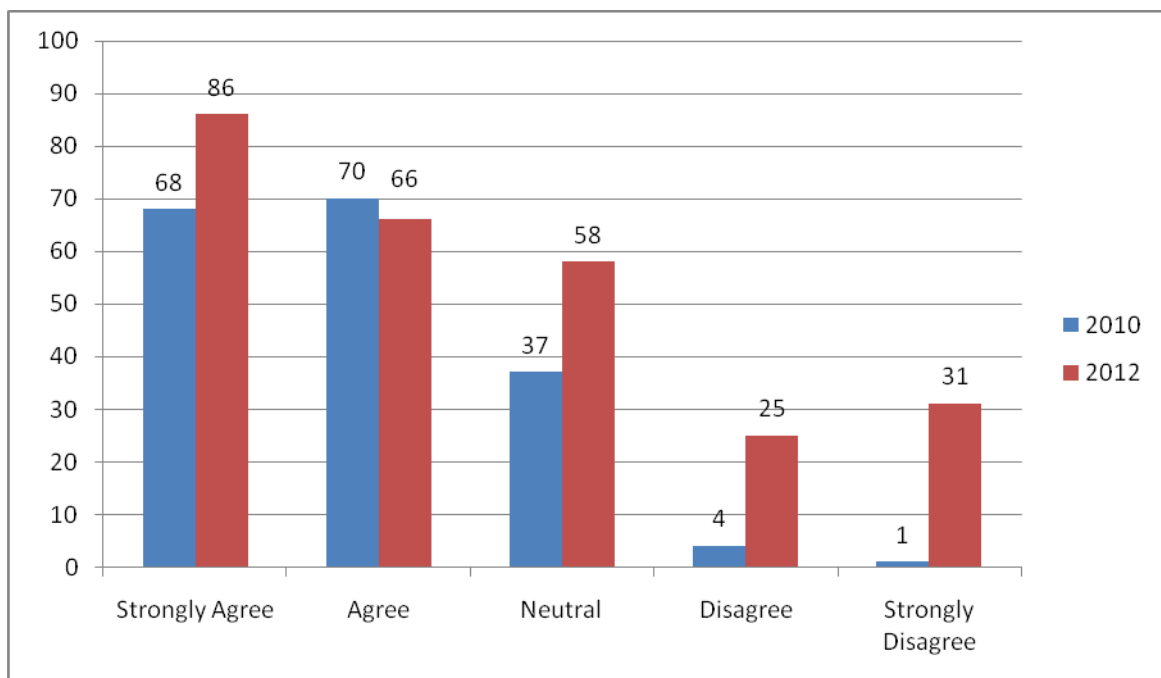


Library Staff

The Library staff is approachable and friendly?

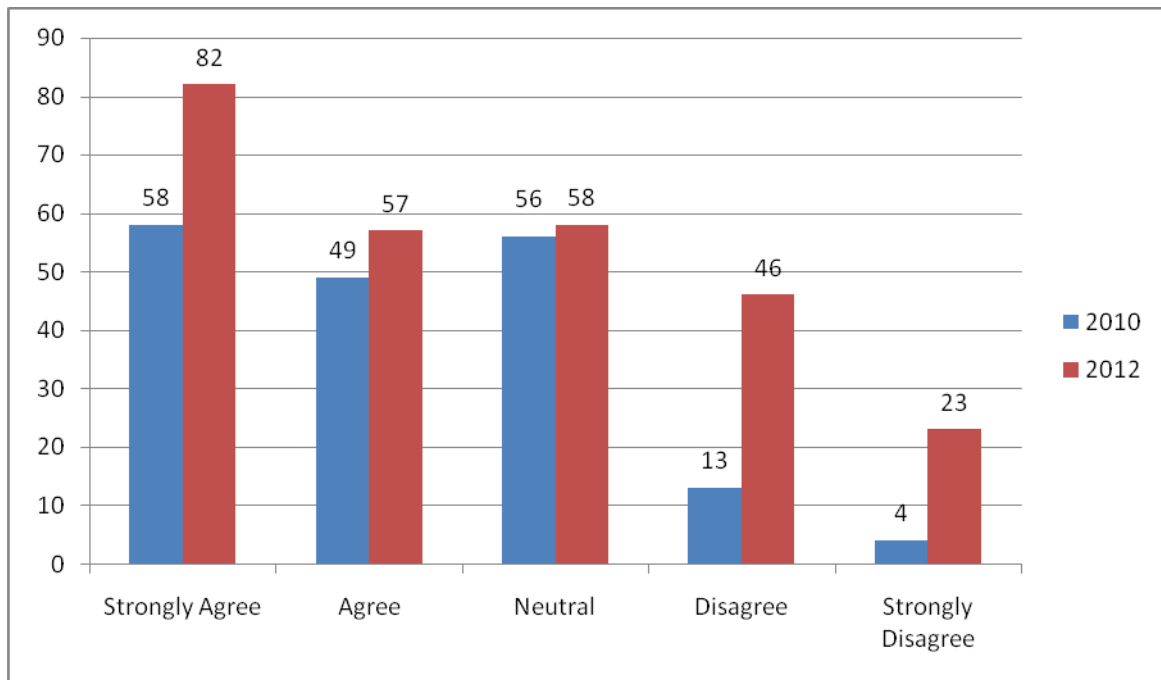


The Library staff is knowledgeable and proficient at finding information?

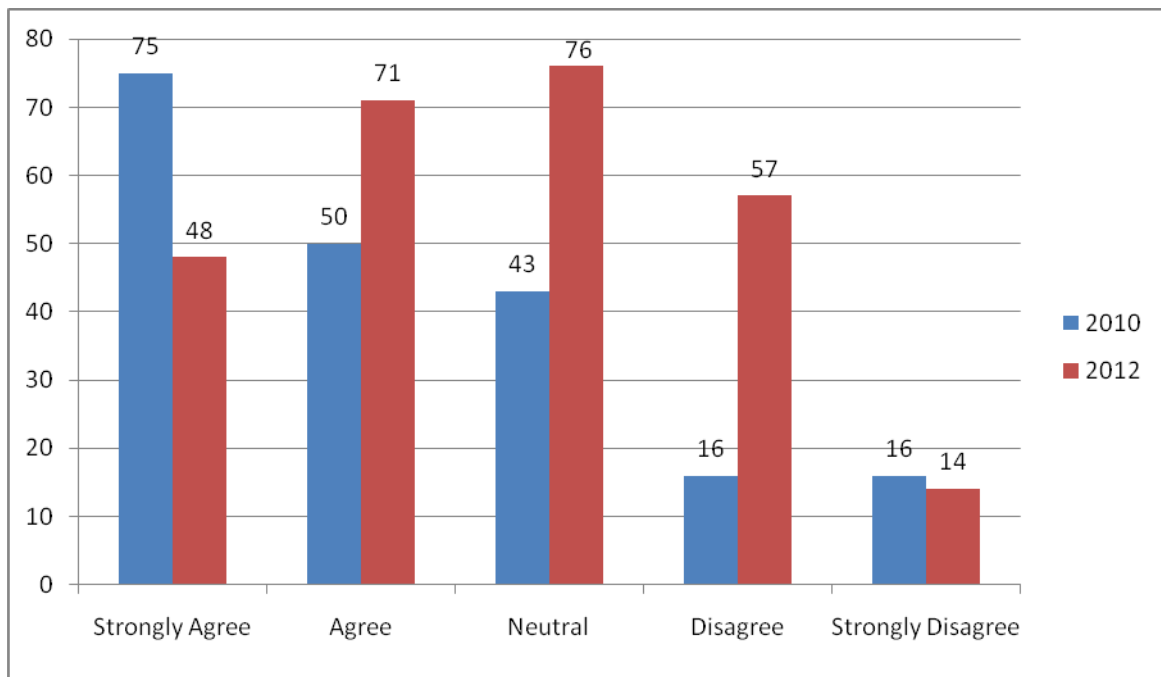




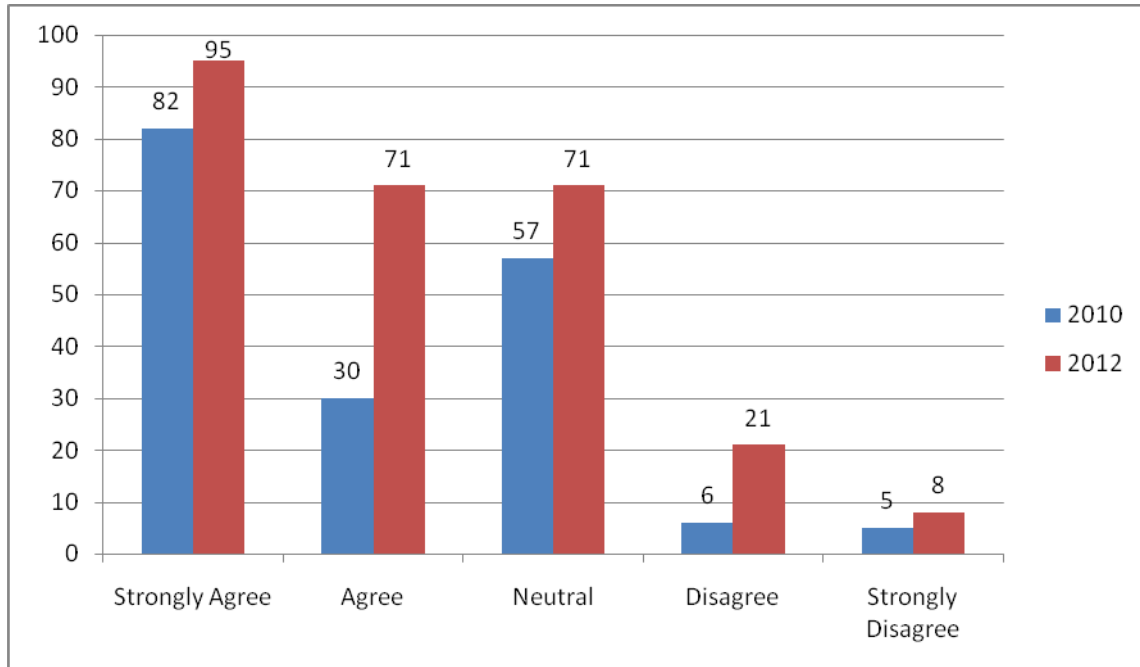
The Library's services generally meet my library/research needs?



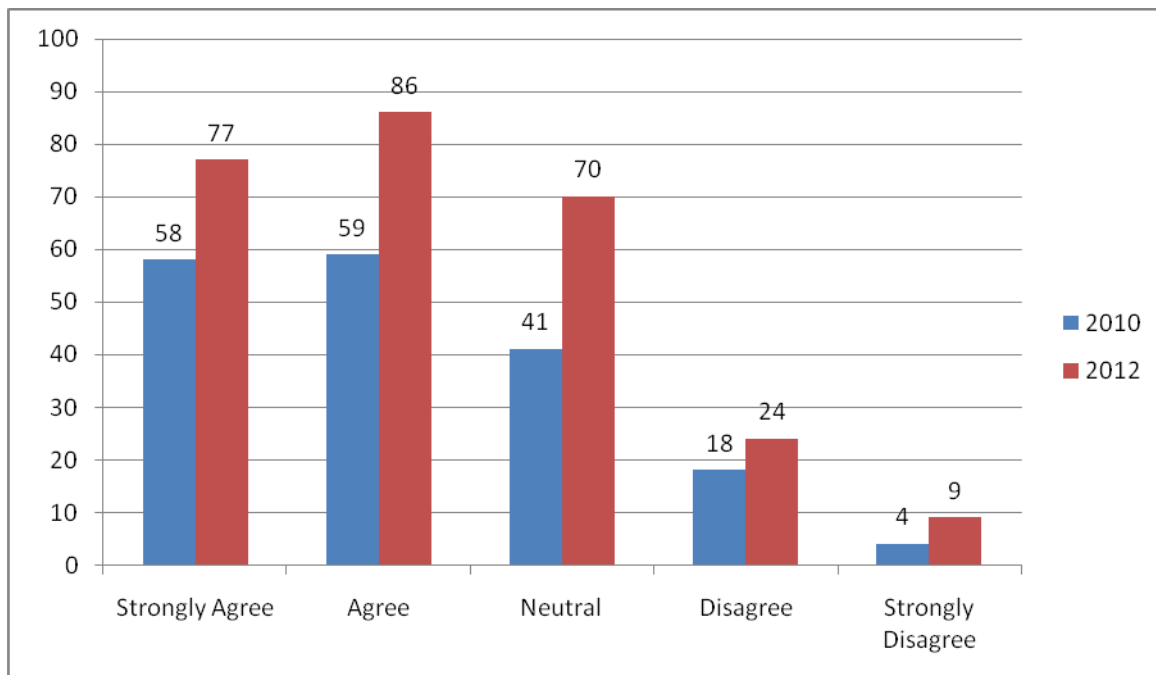
Reference services meet my needs?



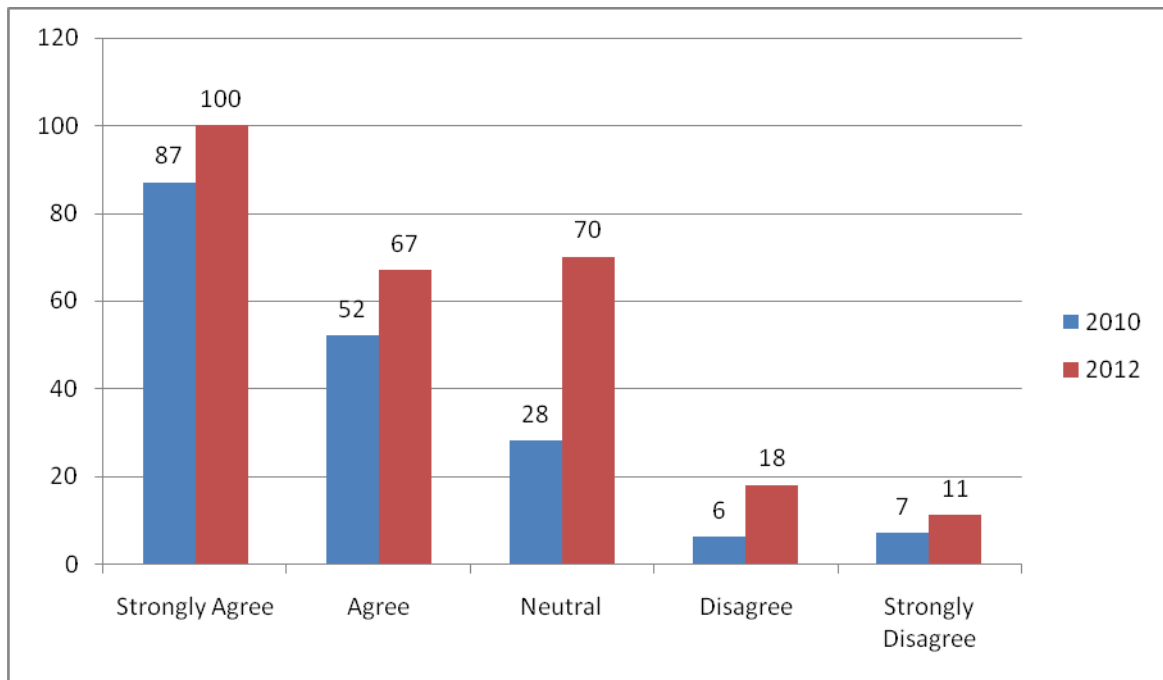
The Library circulation services – OPAC (Online Public Access Catalog) and self-check station meet my needs?



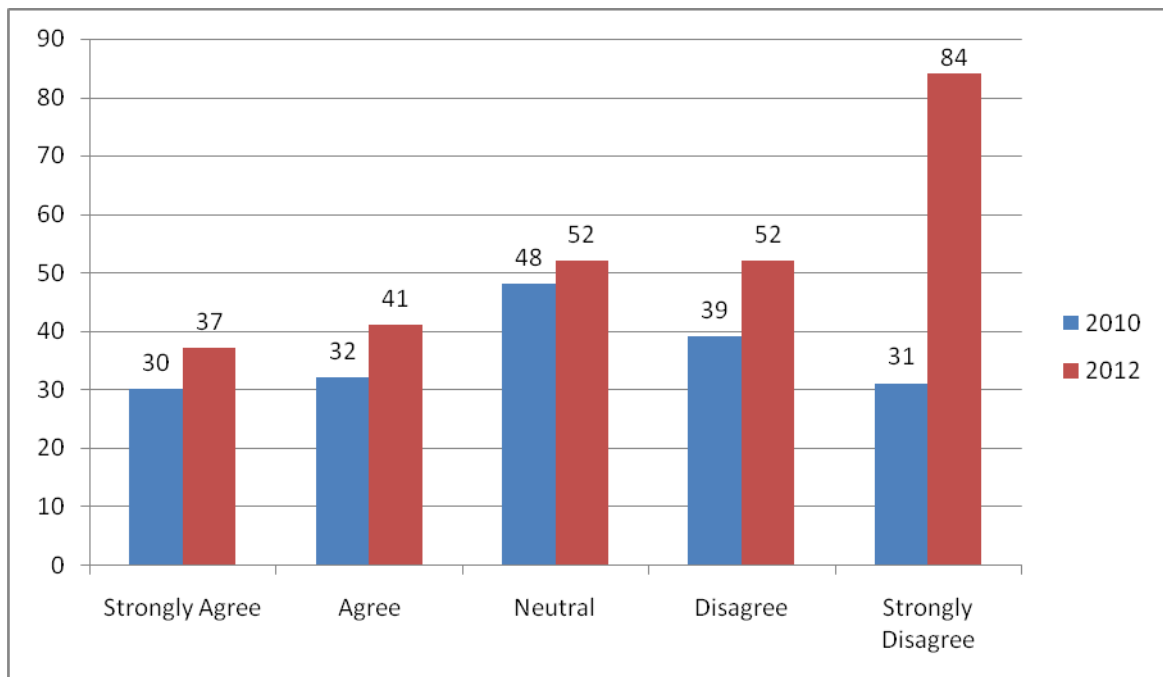
The Library provides adequate training and instruction on e-resources and databases?



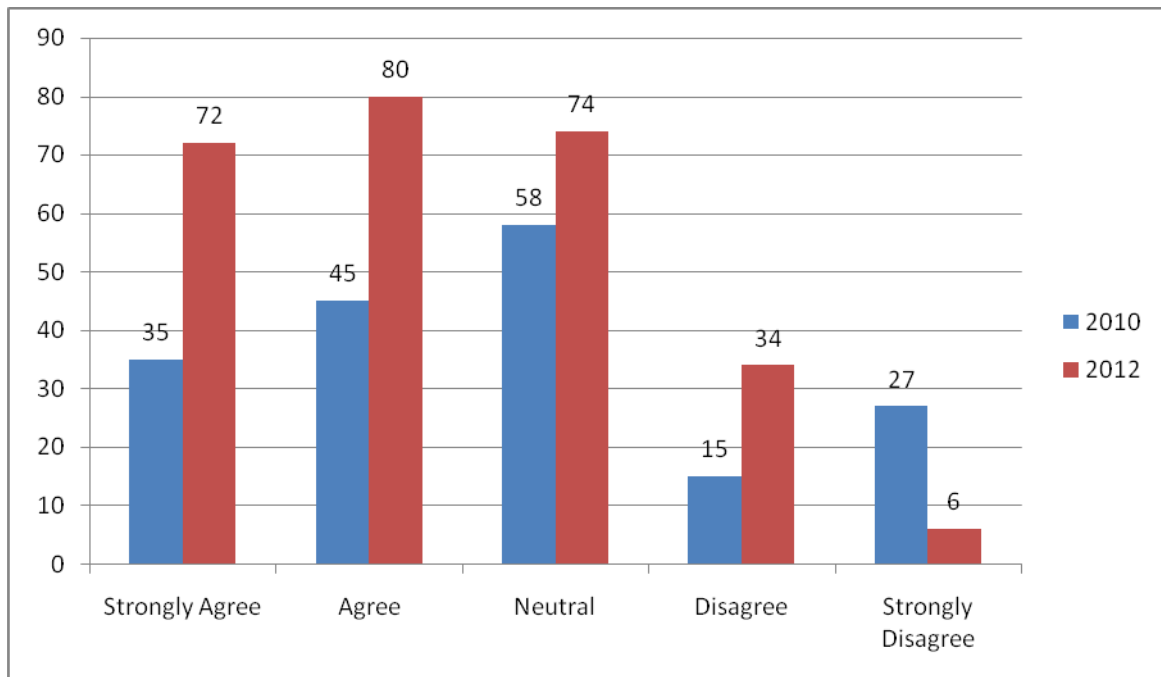
The Library is a good and quiet place to study?



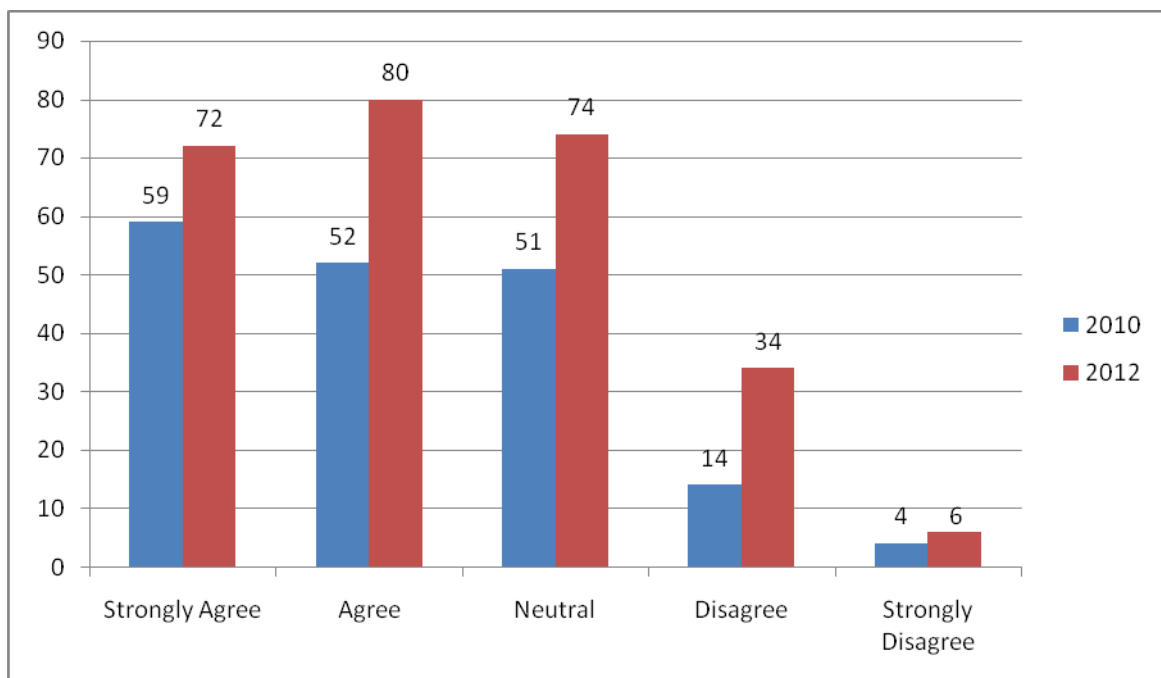
The thin-client workstation (computer) is easy to use and is user friendly.



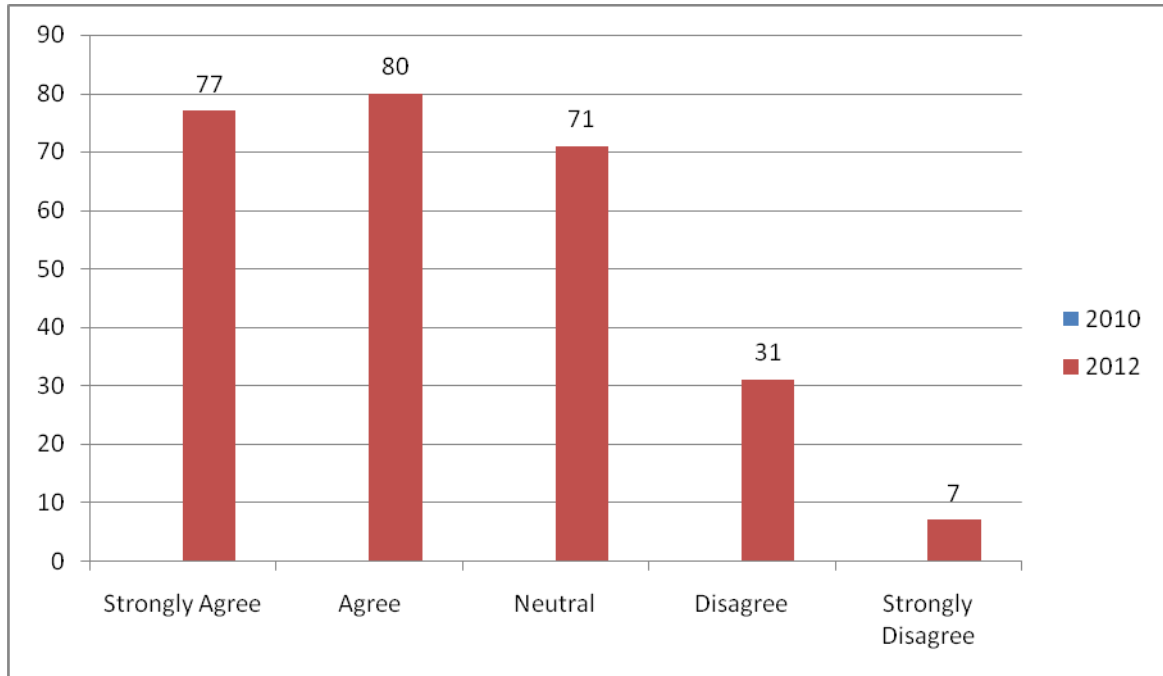
Printed resources in the Library (books, reference materials, periodicals) meet my learning research needs?



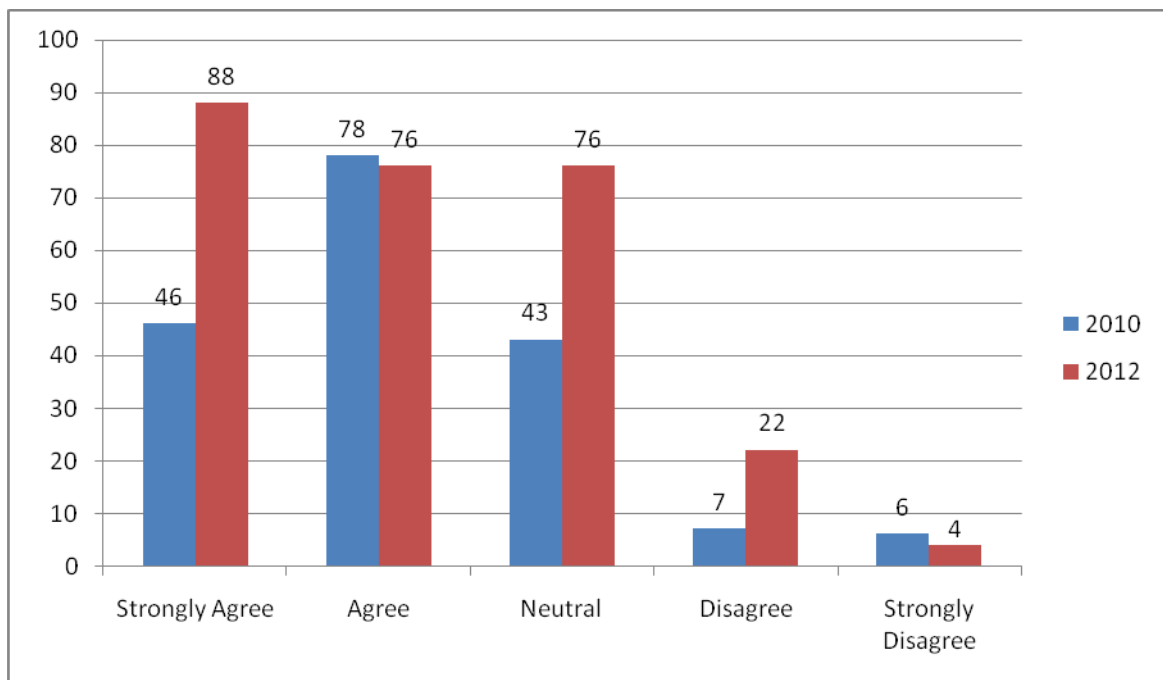
Electronic resources (databases, e-books, e-journals, etc.) meet my learning research needs?



Electronic library resources are easy to access off campus? (This question was not asked in the 2010 Library User Survey)

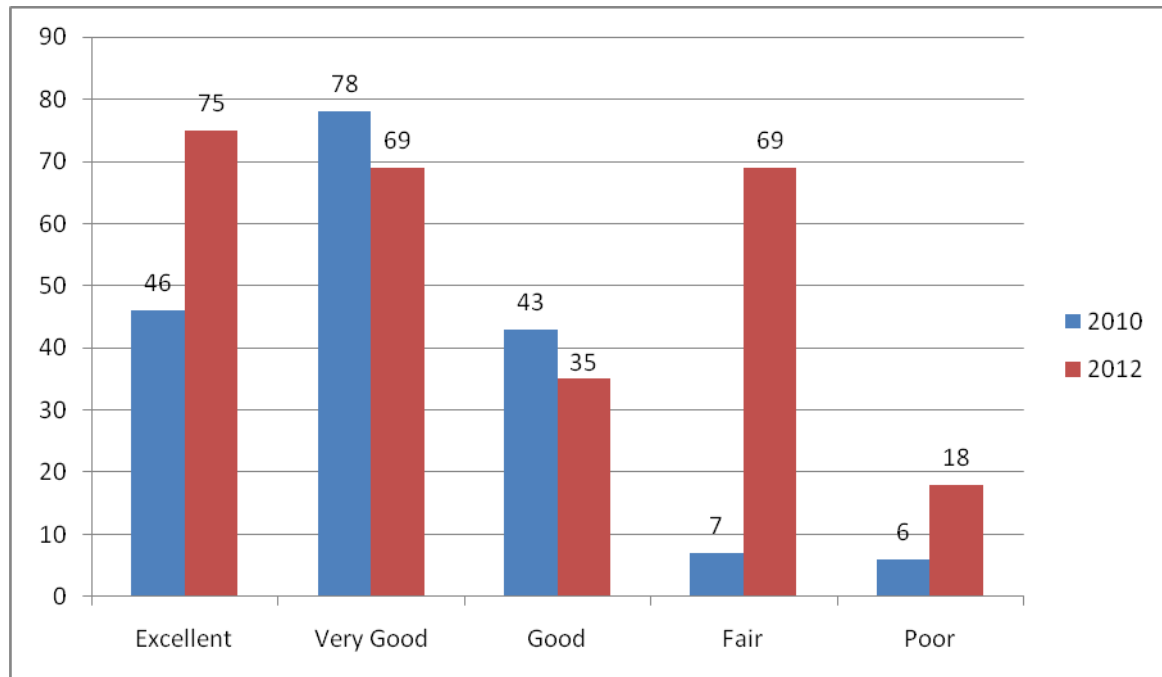


The Library web site is informative, helpful and easy to use.



Overall Assessment

Please rate the overall quality of the Library services and resources.



6.1 Planning and Evaluation

Policies and procedures must be in place to ensure that resource materials and services needed to support student learning are adequate and appropriate for the programs offered at the institution, regularly evaluated, and kept up to date as required: To satisfy this requirement:

6.1.1 Policies guiding the provision of library/resource center services should give special attention to support for the particular educational programs and research requirements of the institution.

LRC Library Policies for Collection Development state: “The Library selects and acquires print, periodical and electronic resources that will serve the research needs of Prince Mohammad Bin Fahd University.”

NOTE: LRC LIBRARY POLICIES (May 29, 2012) are attached as Appendix 3

6.1.2 A learning resource strategy should be developed which is directly linked to strategic priorities for program development, and adjusted as required as new programs are introduced.



The learning resource strategy is linked with the PMU Strategic Plan 2007-2011 as part of PMU Strategic Initiative 1.2: “Ensure that students have full access to the full range of resources that they need to succeed.” The learning resource strategy is also linked to PMU Strategic Initiative 2.1:#3 Library holdings are enhanced and tailored to support faculty and student needs.”

6.1.3 The adequacy of library and learning resource center materials should be monitored continually and formally evaluated at least once every two years.

Library and learning resource materials are monitored continually via the Collection Development, Special Collections, and Weeding policies. A formal evaluation of the collections has not been done.

6.1.4 Evaluation procedures should include user surveys dealing with effectiveness in meeting user needs (considering teaching staff and student satisfaction, extent of usage, consistency with requirements of teaching and learning at the institution, range of services provided, and comparisons with other institutions).

The 2012 PMU Library User Survey asked students, faculty and staff perceptions of library staff, library services, facilities/equipment, and access to information resources. Results of the survey with an analysis and the survey instrument are included in the appendix of this document. A separate benchmark report is also included in this document.

6.1.5 Evaluation processes include analysis of data on usage of resources in relation to teaching and learning requirements for different programs in the institution.

The Library keeps usage statistics of all electronic databases, e-books, and electronic journals. These statistics are included in the Library Usage Statistics section of this document.

6.1.6 Advice should be obtained from teaching staff responsible for courses and programs about requirements to support teaching and learning in sufficient time for appropriate decisions to be made.

The Deans and individual faculty members from the different departments provide input with librarians in making recommendations for purchase of new library resources. The Director of the LRC (A) and Director of Libraries regularly solicits the faculty for library resources recommendations.



6.1.7 Reserve book collections and other reference materials should be regularly reviewed with advice from teaching staff to ensure adequate access to necessary materials for courses on offer at any time.

The policy for review of reserve and reference material is addressed in the Reserves Policy and the Reference Policy of the LRC/Library Policies document.

6.2 Organization

The library or resource center must be managed efficiently to provide required services in a secure environment conducive to learning. To satisfy this requirement:

6.2.1 Library and resource centers and associated facilities and services should be available for extended hours beyond class time to ensure access when required by users.

As of this writing (November 2012), the Main Library is opened from 8:00 AM to 10:00 PM Saturday through Tuesday and opened from 8:00 AM to 6:00 PM on Wednesday. The Female Library is opened from 8:00 AM to 6:00 PM Saturday through Tuesday and from 8:00 AM to 4:00 PM on Wednesday. Both libraries are closed on Thursday and Friday. Students, faculty and staff may use the EZ Proxy server to gain access to all electronic resources at any time. Learning Enrichment Services provides tutoring services in English and writing after regular class hours.

6.2.2 Collections should be arranged [and] catalogued to internationally recognize good library practice.

The Library catalogues materials in all formats using AACR2, MARC 21, LC Subject Headings, and LC Classification. All name, title, and subjects utilized in the online public access catalog are based on acceptable authority headings provided by the Library of Congress. The Library utilizes the cataloging records of OCLC to export bibliographic records into the cataloging module of the library management system. OCLC is an international bibliographic database with more than 200 million bibliographic records.

6.2.3 Agreements should be made for cooperation with other libraries and resource centers for interlibrary loans and sharing of resources and services.

The Library subscribes to the interlibrary loan service of the British Library. In addition, informal interlibrary loan arrangements have been made with two academic libraries in the region.



6.2.4 Reliable systems should be used for recording loans and returns with efficient follow up for overdue material.

The Library uses the circulation module of the Sirsi Dynix library management system to perform and track all circulation functions including check-out, reserves, and maintenance of the patron database. Fines for overdue materials and charges for lost or damaged library materials are calculated in the system.

6.2.5 Heavy-demand and required reading materials should held in a reserve collection.

The policy for heavy-demand and reserve material is addressed in the Reserves Policy section of LRC/Library Policies document.

6.2.6 There should be reliable and sufficient access to online databases and research and journal material relevant to the institutions programs.

All students, faculty and staff have access to all electronic resources through the EZ Proxy server. Access is provided twenty four hours a day, seven days per week.

6.2.7 Rules for behavior within the library should be established and enforced to ensure maintenance of an environment conducive to effective study and student and faculty research.

Issues concerning rules of behavior are addressed in the Computer and Internet Use, LRC / Library Building Use, and Safety and Security section of LRC/Library Policies.

6.2.8 Effective security systems should be used to prevent loss of materials and inappropriate use of the Internet.

Issues concerning computer security and loss prevention of library materials and property are addressed in the Computer and Internet Use, Circulation, LRC / Library Building Use, and Safety and Security section of LRC/Library Policies.

6.3 Supports for Users

Adequate support must be provided to assist students and teaching staff to make effective use of library services and resources. To satisfy this requirement:

6.3.1 Orientation and training programs should be provided for new students and other users to prepare them to access facilities and services.



The Library provides bibliographic instruction or information literacy sessions to classes and provides this service on an individual or group basis. All librarians on staff provide bibliographic instruction to students and faculty. PMU does not require a mandatory library orientation for new students or faculty.

6.3.2 Assistance should be available to help users in conducting searches and locating and using information.

User assistance is provided at the reference/circulation desk. A librarian is on staff for such assistance during all service hours of the Main and Female Library.

6.3.3 A reference service should be available through which in-depth questions are answered by qualified librarians.

User assistance is provided at the reference/circulation desk. A librarian is on staff for such assistance during all service hours of the Main and Female Library.

6.3.4 Electronic and/or automated systems with search facilities should be available to assist in locating resources within the institution and in other collections.

The OPAC (Online Public Access Catalog) is provided via the Library website. Remote access to the OPAC is provided through the EZ Proxy server.

6.3.5 Appropriate procedures should be used to keep users informed of library developments such as acquisition of new materials, training programs, or changes in services or opening hours.

The Library utilizes the library web page, e-mail and newsletters to keep the PMU community informed of new developments. In July 2012, the Library began the planning process aimed toward the goal of creating a presence on Facebook and Twitter.

6.3.6 Printed or electronic guides should be available to help users find materials for popular subject areas, compiling reference lists or using data bases.

The Library has written and distributed a pamphlet An Introduction to the PMU Library that gives basic information on resources and services. To date, the Library has not created any electronic publications to help users find materials in the Library.

6.3.7 Library and resource centers should be staffed by sufficient people qualified and skilled in relevant fields of librarianship and information technology.

Five out of a total of nine Library staff members have a professional library degree.



6.4 Resources and Facilities

Resources and facilities must be adequate for the learning and research requirements of the institution. To satisfy this requirement:

6.4.1 Adequate financial resources must be provided for acquisitions, cataloguing, equipment, and for services and system development.

The Libraries do not have a functional operating budget. A fixed or stated amount of financial resources are not granted to the Libraries on an annual basis. Requests for office supplies, furnishings, print and electronic resources, annual subscriptions and memberships are made to the University Finance Office. Quotations are furnished by vendors and a purchase order is created for review by the Library Director with final approval coming from the Vice Rector of Academic Affairs.

6.4.2 The availability of online access and inter library loan facilities should not be used to reduce commitment to providing adequate physical resources on-site.

The Library continues to request materials in physical formats (i.e.) books, periodicals, reference sources and media. The Library remains committed to these resources as evidenced by its requests and purchasing activity.

6.4.3 Adequate facilities should be provided to house collections in a way that makes them readily accessible.

The LRC/ Library building opened in 2009 and have adequate space for an expanding library collection. There are currently no collections where physical access is restricted to students, faculty or staff.

6.4.4 Up-to-date computer equipment and software should be provided to support electronic access to resources and reference material.

New computers were installed in the Library during the summer of 2012. Computer software is updated by the PMU Information Technology Department.

6.4.5 Copying facilities supported by efficient payment mechanisms for users should be provided. The PMU Library does not have copiers or printers for student use.

6.4.6 Facilities should be made available for using personal laptop computers.

Wi-Fi is provided throughout the LRC / Library facilities.



6.4.7 Books, journals and other materials should be available in Arabic and English (or other languages) as required for programs and research undertaken in the institution.

The Library has a small Arabic monographic collection. In addition, the Library receives donations of Arabic newspapers and periodicals.

6.4.8 Facilities should be provided for both individual and small group study research.

The Library has five group study rooms.

6.4.9 The level of provision of facilities and resources (number of books, seats, group study facilities, etc.) should be benchmarked against good quality similar institutions and be adequate for the size of the institution and the programs offered.

A bench marking report comparing PMU with Prince Sultan University and City University of London is included in this report.

Combined Assessment Independent Opinion by Prof. Melvyn C. Branch:

Learning resources are available and accessible both on the male side and female side of the campus. Subscription to the Saudi Digital Library should be pursued.





H-7

Facilities and Equipments

8-7



H-7. Facilities and Equipments

(Overall Rating _ ** _ Stars)

Facilities must be designed or adapted to meet the particular requirements for teaching and learning in the programs offered by the institution, and offer a safe and healthy environment for high quality education. Use of facilities must be monitored and user surveys used to assist in planning for improvement. Adequate provision must be made for classrooms and laboratories, use of computer technology and research equipment by faculty and student and appropriate provision made for associated services such as food services, extracurricular activities, and where relevant, student accommodation.

Note: Please click on the attached file icons to view this standard:

Folders are:

Standard 7 Part 1: ETA (Engineering and Technical Affairs Department)



Standard 7 ETA Self
Study Part 1.docx

Standard 7 Part 2: Self Evaluation Scales (ITD): Information Technology Department



Standard 7 part 2
Self Eval Scales- ITDt

Standard 7 Part 3: Self Study of ITD



Standard 7 part 3
ITD Specific Self Stud

Note: For Hard Copy: ITD self-study report is provided in Appendix 26

A complete ITD Report is available for NCAAA to review upon visiting PMU



PMU Facilities and Equipments are administered through PMU Engineering and Technical Affairs Department (ETA). The ETA has several divisions that are reporting to the Supervisor General of ETA as follows:

1. Engineering Affairs
 - 1.1 Projects Department
 - 1.2 Operation & Maintenance Department
 - 1.3 Landscape and Pest Control
2. Safety & Security Department
3. QA /QC Department
4. Support and Auxiliary Services
5. IT – Chief Information Office

PMU is a technology-infused university where IT-enabled classrooms, offices, labs and services are equipped with the state-of-the-art equipment. The ETA provides an integrated management services to all above 7 departments. Since PMU is still doing construction (example: student housing, faculty and staff housing), the department is also the home for Project Department. This department is most related to planning since it is in charge of current and future facilities planning activities. The scope of the ETA operation and planning is very broad due to work-in-progress projects that are undergone since the launch of PMU classes in 2006.

PMU ETA department is the owner of facility and equipment planning and the head of the department, Supervisor General of ETA is a member of PMU senior management. PMU Rector directly provides leadership to the operation and construction planning of PMU projects for expansion. The ETA planning activities are aligned with PMU enrolment capacity. Besides running the daily operation, services, maintenance and IT services, ETA department is PMU' driver for acquisition of essential equipments needed to sustain operation. The ETA also provides leadership in planning and acquiring academic computing needs within all programs at PMU. ETA provides services of managing campus-wide academic computing, enterprise IT infrastructure, facility management and upgrade. ETA Supervisor General is also the owner of all processes for quality improvement of campus life and operation.

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



PMU Deanship of Quality and Accreditation (DQA) works closely with ETA department personnel on arranging the information provided in this section of the self-study. The ETA/DQA quality team worked on a regular basis for the past 12 months on executing the self-study portion of standard 7. The DQA/ETA quality team comprised of the following:

1. ETA supervisor General
2. DQA Liaison (Quality Coordinator)
3. Chief Information Officer
4. Manager of Project Department

The DQA Liaison conducted regular (more than twice a week) meetings with the above team members to plan and execute all the needed steps to complete the self study under standard 7. These meetings are documented through meeting minutes account. The process focused on two major areas of ETA activities due to their impact on the quality of operation of the university and due to the fact that these two areas are related to opportunities for improvement as stated in the reports. The two areas are ITD and the ETA-Projects Section. ITD report and self-evaluation scale (section 4) is attached to the self study in section 7.4 below. ETA-Projects Section's self study section is also provided below in this section.

It is important to identify that the ITD, which is a major department within ETA, was thoroughly studied during this period due its sizable impact on every operational and performance aspect of PMU campus.

7.1 Policy and Planning

PMU ETA reports directly to the university Rector and therefore participates in defining planning and strategic objectives of the university. ETA department feeds its strategic objectives to PMU Strategic Planning Committee which is including them into the upcoming PMU Strategic Plan 2012-2016. PMU ETA governed by Human Resources policies and procedures but also has the capacity to develop policies and procedures within ETA that are related to the department operation and performance.

7.2 Quality and Adequacy of Facilities and Equipment

PMU facilities and equipment are adequate for the growth plans put during the framing of the institution. The university was planned and designed during the establishment phase in conjunction with TIEC. The development of PMU facilities and equipment followed the original TIEC design as much as possible, with minor



adjustments to some physical plant aspects that were added to the original design. In general, the following facts detail the quality adequacy of PMU Facilities and Equipments:

- PMU campus layout is a modern and inviting environment built with an architectural philosophy intentionally aiming at enriching learning and teaching.
- The campus architectural philosophy develops the sense of community and shared space across all PMU academic and service units.
- The Campus layout emphasizes the learning corridor where all students from different colleges and programs are interacting with each other due to the lining of the physical structure with the learning corridor.
- All PMU classes are IT-enabled with a good number of smart class rooms and smart board technology
- PMU Learning Management System (Blackboard®), was adopted, installed, commissioned and made readily available to PMU students and faculty much before any classes were launched in 2006
- PMU campus is truly a technology-infused campus with the latest technology enablers available in each point of operation of the university.
- PMU facilities are equipped with excellent quality furniture and institutional equipment from the most durable quality brands to sustain operation and maximize return on investment.
- PMU campus and facility are provided with comfort and air-conditioning system that is adequate and of high quality
- PMU is equipped with emergency power supply that is designed to provide all essential units within campus with needed power in case of outages.
- The university is the home of the largest auditorium in the Eastern Province of the Kingdom with a capacity of over 1497 people.
- PMU faculty and students have access to the latest labs, computing support and equipment needed to fulfill PMU's learning outcomes in each program. Detailed information on these aspects is also provided in standard 4 (Learning and Teaching).
- PMU IT infrastructure investment was roughly 25% of overall campus construction cost. The university continues to invest more into IT infrastructure (hardware, software, connectivity with the outside world and communication).



- PMU ETA provides maintenance and janitorial services to campus facilities and subcontract large equipment maintenance to professional specialized companies.
- The campus's male and female sections are equipped with almost duplicate resources and facilities to assure equal access for both sides of the campus.
- PMU has launched construction of students, faculty and staff housing and grounds are already prepared. A model of this huge housing project is available for display for NCAA team once visiting PMU.

7.3 Management and Administration

PMU facilities and equipment are managed by the Supervisor General of Engineering and Technical Affairs (ETA) who reports directly to the university Rector. The ETA department is managed by a team of experts as follows:

- Supervisor General of ETA
- CIO of ITD
- Manager of Projects Section
- Manager of Academic Computing
- Manager of Engineering Services
- Manager of Safety and Security Department
- Manager of Operation & Maintenance Section
- Manager of Support and Auxiliary Services

The ETA provides transportation services for faculty and students. The transportation department provides bus and car transportation services to all PMU male and female students and faculty to and from the campus to major residential areas surrounding PMU.

7.4 Information Technology

Please click on the icon on the first page of this standard to view the full report of ITD department. Due to its length, only softcopy is provided in this hardcopy version. The comprehensive ITD report is appended in Appendix 28.

7.5 Student Residences

PMU student residence is not completed yet. The construction has started in late 2012. A complete model of the residence which will be for students, staff and faculty



is available for display at PMU campus. The residence is located within 4 km distance from PMU main campus.





Combined Assessment Independent Opinion by Prof. Melvyn C. Branch:

Facilities and infrastructure are either excellent or planned to be upgraded to meet program needs.

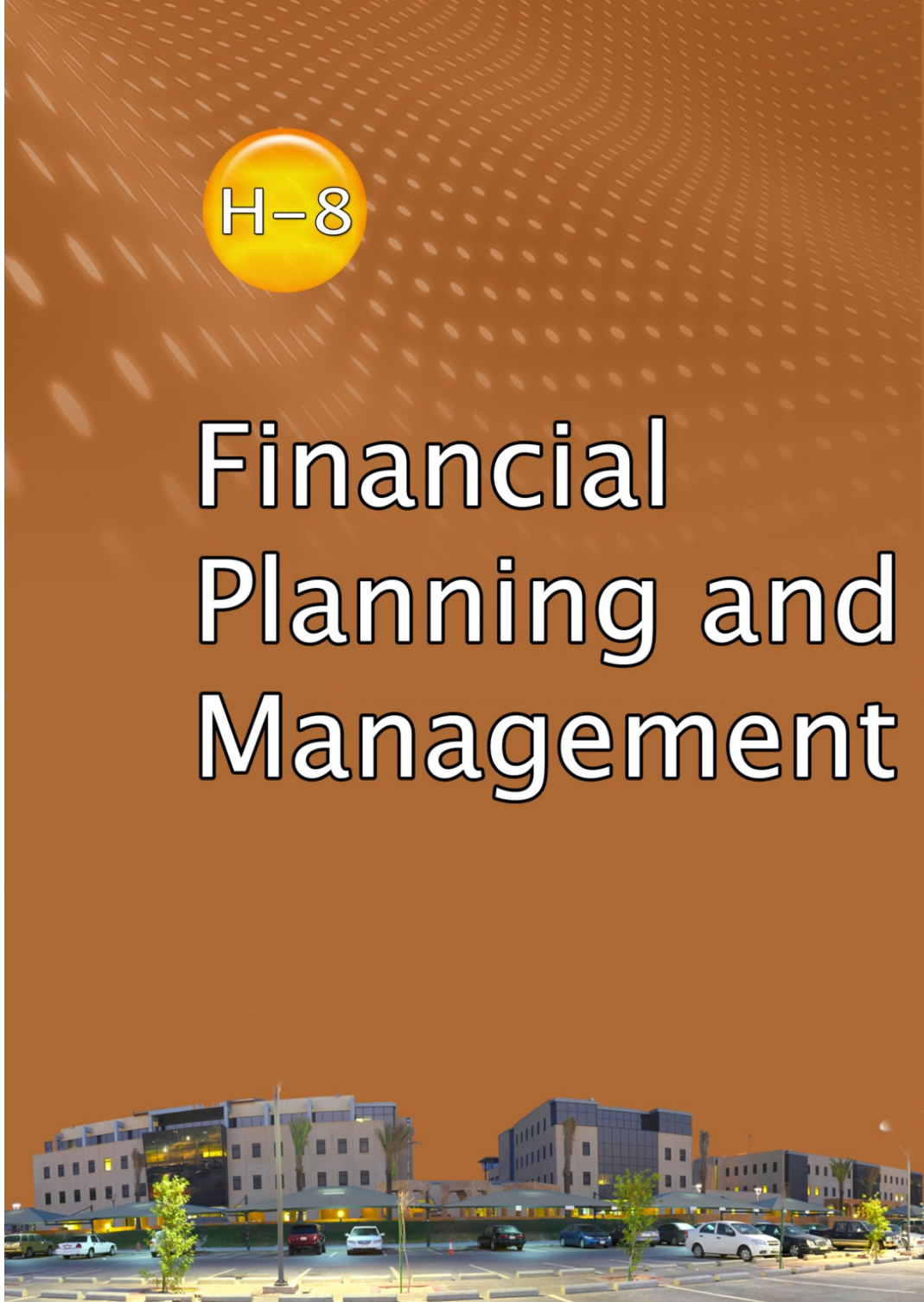




H-8

Financial Planning and Management

8-8



H-8. Financial Planning & Management

Combined Overall Star Rating: 3.42 _***_

Financial Planning and Management, Financial Affairs

Prince Mohammad Bin Fahd University followed the General Accepted Accounting Principles (GAAP).

The budgeting and the financial planning process:

1. Sending a Questionnaire to all Department Heads requesting them for their departmental requirements for the next financial year.
2. After receiving the Department's feedback, start the process of preparing the forecasted budget accordingly.
3. After completing the forecasted budget preparation, it will be presented it to the PMU Board of Trustees for their recommendations and Final Approval.
4. After the Board of Trustees Approval, the budget is divided among departments for the fiscal year.
5. Boodi & Al Omar CPA, are PMU external auditors and they are auditing and reviewing PMU financial transactions, taking the necessary actions to guarantee transparency and making sure that the GAAP are followed. In addition, below is a list of financial reports they are preparing for us:
 - a) Balance Sheet & Income Statement (Annual Basis).
 - b) Balance Sheet & Income Statement (Yearly Quarters).
6. List of Financial reports prepared by the division of Budgeting and accounting:
 - a) Budget Forecast report.
 - b) Actual expenses against the forecasted budget.
 - c) Capital forecast budget.
 - d) Actual capital purchases against the forecasted budget.
 - e) Comparison reports (Appendix has full documentation of selective financial reports)

Appendix # 1 is the Budget Policy, its Questionnaire and other related documents. (Not appended but available for review by NCAAA upon visiting PMU)

Levels of Financial Delegation:

As per PMU's internal policies Level of Financial Delegations are divided between the below:



1. PMU Rector: Full Authority and Main signatory on the Financial Bank Payments.
2. PMU Vice-Rector of Academic Affairs: Attachment # 2 shows the financial Authorities. (not appended but available for review by NCAAA upon visiting PMU)
3. Director of Financial Affairs: Attachment # 3 shows the Financial Authorities. (not appended but available for review by NCAAA upon visiting PMU)

Overall Evaluation of Financial Management and planning processes:

As per the NCAAA questionnaire, PMU Self Evaluation overall rating is 3.42 which indicate a good position and improvement with time.

For example, some of PMU's areas of Strength are:

- Budget Planning and Resource allocations are tools used to achieve PMU Goals.
- Financial Planning and Management has improved its original operations by consistently developing three (3) and five (5) year budgets starting in 2007. Banner utilization will enhance this planning process. Budgets are adjusted from time to time to cover all PMU needs and to make sure that funds reserved are used to the same purpose it were reserved for.
- PMU maintains strong positive cash flow, thus PMU does not require commercial loans

Opportunities for Improvement include the following:

- Colleges and Departments feedback in preparing the University Annual Budget forecast is the most important element to get paralleled accurate Budget Forecast. Therefore, Budgeting and accounting Department prepared a Budget Questionnaire covers all the required expenditures and assets of each college and department.
- Greater implementation of Banner for short and long term budgeting
- Fund reserves within PMU investment account will continue to help PMU avoid borrowing as a strategic financing strategy



8.1 Financial Planning and Budgeting

Financial planning processes must be responsive to institutional goals and priorities maintain viable revenue/expenditure relationships and take full account of long term and short term funding implications.

8.1.1. Budgeting and resource allocation reflect the mission and goals of the institution and strategic planning to achieve those goals.

Strengths:

Budget planning and Recourse allocations are tools used to achieve PMU Goals.

- Budgeting & Accounting Department is preparing an annual Budget forecast based on the institutional goals or strategy planed to the coming year.
- Allocation of resources for training of staff and faculty which then infuses PMU instruction with up-to-date skill-sets
- PMU investments in new technology planned and tracked by this department
- PMU makes strong efforts to partner with quality international partners with budgetary planning from this department
- Bringing Banner System online at this time that controls all expenditures of PMU.

Note: See Appendix 8.1.1- Copy of Annual Budget Forecast per Cost Center, Copy of Total Annual Budget Forecast, Copy of Faculty Conference Attendance Policy and the related per diem policy.

Areas offering opportunities for improvement:

Budget and Finance has not up to this point developed a system whereby it consistently integrates the PMU Strategic Plan's Goals and Objectives into its own operations.

Plan:

Use of Banner System will more closely integrate Budget and Finance with all departments and programs and allow for greater focus on integrating PMU Strategic Goals and Objectives. TIME: Banner is being phased in during Fall 2011 – problems incorporating other PMU departments into Banner while shifting from the old system to Banner make a concrete deadline hard to forecast (Aug 2011 was the initial deadline).



8.1.2. Annual budgets are developed within a framework of long term revenue and expenditure projections that are progressively adjusted in the light of experience.

Strengths:

Financial Planning and Management has improved its original operations by consistently developing three (3) and five (5) year budgets starting in 2007. Banner utilization will enhance this planning process. From the other hand, Budgets are adjusted from time to time to cover all PMU needs and to make sure that funds reserved are used to the same purpose it were reserved for.

Opportunities for improvement:

- Colleges and Departments feedback in preparing the University Annual Budget forecast is the most important element to get paralleled accurate Budget Forecast. Therefore, Budgeting and accounting Department prepared a Budget Questionnaire covers all the required expenditures and assets of each college and department.

Note: See Appendix 8.1.2- Copy of Cash Flow Forecasting Summary from January 1, 2008 to July 31, 2012, Copy of Budget Questionnaires, Copy of guidelines on how the questionnaires will be answered by each department and a copy of a sample letter requesting one department to adjust their budget.

8.1.3. Budget proposals are developed by senior academic and administrative staff in consultation with cost center managers, carefully reviewed, and presented to the governing body for approval.

Strengths:

- To date Financial Planning and Management, based on TIEC policy, has regularly sent budget requests forms to senior academic and administrative staff at the outset of the planning cycle
- Banner has recently been utilized for the delivery of these documents segregated by Academic Program and Administrative Department
- Board of Trustees each year meets to approve budget and review balance sheet
- Banner provides comprehensive End of Year Balance sheet reports



Opportunities for improvement:

- Greater accountability by Academic Programs and Administrative Departments in completing and submitting budget documents
- Dialog between requesting Programs and Departments regarding justifications and attendant negotiations on budget requests

Note: See Appendix 8.1.3- Sample copy of proposed budget from Senior Academic and Administrative Staff and copy of the Final Budget submitted to the Board of Trustees for final approval.

8.1.4. Proposals for new programs or major activities, equipment or facilities are accompanied by business plans that include independently verified cost estimates and cost impacts on other services and activities.

Strengths:

As mentioned in item (8.1.2) Budget and Finance is following Colleges' and Departments' requirements during the budget preparation putting in mind any new programs or major activities so it can be funded by the forecasted budget prepared.

Opportunities for improvement:

Greater incidence of business plans for all new operations under the auspices of PMU, with particular focus on cost impact on other services and activities.

8.1.5. If new ventures are cross-subsidized from existing funding sources the cost sharing strategy is made explicit and intermediate and long term costs and benefits are assessed.

Strengths:

- Banner supports planning and tracking of cross-subsidized funding
- Banner implementation provides procedure to transfer funds from one aspect of the PMU operation to another to support justified budget needs
- Banner requires external approval for End Users to exceed budgeted funds

Opportunities for improvement:

Greater implementation of Banner for short and long term budgeting.



8.1.6. If loans are used, debt and liquidity ratios are monitored and benchmarked against commercial practice and equivalent ratios in other higher education institutions.

Strengths:

- PMU maintains strong positive cash flow, thus PMU does not require commercial loans
- Any loans that must be taken come from the Ministry of Higher Education which charges no interest

8.1.7 Ratios of expenditure on salaries to total expenditure are planned and monitored, with variations for colleges or departments with different cost structures.

Strength:

PMU has historically generated monthly reports regarding expenditures. As a next step, this report can be queried to provide detailed information per each College, Program and Administrative Department

Opportunities for improvement:

- Colleges, Programs and Departments must adhere to submission of budget guidelines and deadlines.
- Process to accommodate late proposals must be instituted if late proposals are still to be accepted.
- Implementation of Banner will facilitate planning and monitoring of ratio of expenditure on salaries to total expenditures.

Note: See Appendix 8.1.7- Copy of Total Salaries for the month against the total expenditures.

8.1.8 Borrowing and other long term financing schemes are used sparingly as a strategic financing strategy to improve capacity rather than to meet unanticipated short term operating costs, with obligations to be met from projected additional revenue, or from known existing revenue sources.

Strength:

PMU is able to rely primarily upon known existing revenue sources, or if need be to borrow from within PMU resources.

Opportunities for improvement:



Fund reserves within PMU investment account will continue to help PMU avoid borrowing as a strategic financing strategy.

8.1.9 Financial planning aims to diversify revenue through a range of activities, which, while consistent with the charter and mission of the institution, reduce its dependence on a single funding source.

Strengths:

- Investment account employed to reduce dependence on a single funding source
- Continuing Education programs can provide additional income – Example: Maher Project and SABIC Project

Opportunities for improvement:

- Continue to develop Continuing Education Programs

Note: See Appendix 8.1.9- Copy of the policy for Continuing Education Project.

8.2 Financial Management

Financial affairs must be effectively managed with a proper balance between local flexibility for cost center managers and institutional accountability and responsibility.

8.2.1 The oversight and management of the institution's budgeting and accounting functions are coordinated by a business or financial officer responsible to a senior manager.

Strength:

- TIEC called for a Director of Budget and Accounting in the University Organization Plans starting in Year Zero, thus PMU has had a manager in charge of this office since PMU began its operations.

Opportunities for improvement:

- A Vice Rector of Finance and Business Affairs has not been appointed as of yet, thus the Director of Budget and Finance answers directly to the Rector.



Note: See Appendix 8.2.1 – Copy of the Financial Affairs Department Organizational Chart.

8.2.2 Sufficient delegations of spending authority is given to managers of organizational units within the institution for effective and efficient administration.

Strength:

- Directors such as the Director of Budget and Accounting, the Supervisor General of Engineering and Technical Affairs and the Vice Rector of the Academic Affairs have a degree of spending authority within prescribed limits.

Opportunities for improvement:

- Implementation of a policy granting spending authority to managers of organizational units within the institution must occur along with a system to audit budgets and expenditures to ensure effective and efficient administration.

Note: See Appendix 8.2.2- Copy Administrative decisions that shows the spending authority of the Vice Rector for Academic Affairs, Supervisor General for Engineering and Technical Affairs, Supervisor General for Administrative Affairs

8.2.3 Financial delegations are clearly specified, and conformity with regulations and reporting requirements confirmed through audit processes

Strengths:

- Current Financial Delegation Policy and Flowchart is being implemented at the time of writing.
- PMU regularly conducts external audits
- Financial Affairs is following GAAP (General Accepted Accounting Principles) to avoid any low level standard.

Note: See Appendix 8.2.3- Copy of the Audited Financial Reports reviewed by the External Auditor.

Opportunities for improvement:

- Necessity to clearly define Financial Delegations and award responsibility
- Establish policy and procedures for conducting regular internal audits



- Cost center managers are involved in the budget planning process, and are held accountable for expenditure within approved budgets

Strengths:

- Accounts Payable Supervisor is replacing the cost center Manager since he is responsible on tracking and controlling departmental budgets in cooperation with the Director of the Financial Affairs.
- Cost Centers are used for all expenditures and tracking of revenue
- Banner supports Cost Center system

Note: Please refer to Appendix 8.2.1 (Financial Affairs Organizational Chart) and sample budget report per cost center generated from the Banner System.

Opportunities for improvement:

- At this time, Cost Center Managers are not in place. This role fulfilled by Director of Budget and Finance and the Supervisor of the Accounts Payable in the University.

8.2.4 The accounting system provides for accurate monitoring of expenditure and commitments against budgets with reports prepared for each cost center and for the institution as a whole at least once every semester.

Strengths:

- Banner can easily identify and monitors if the expenditures are within or exceed the budget defined at the beginning of the year.
- A notification will appear if the transaction entered exceeds the budget.
- Banner can provide reports of expenditures against budget periodically as needed.
- Budgeting Module in Banner is linked to other related Finance modules same as GL, Purchasing, Warehouse and fixed Assets modules. Moreover, no transaction can be made if non-sufficient fund available.

Opportunities for Improvement:

- Some projects approved during the fiscal year were not included in the department budget submitted at the beginning of the year or during budget preparations.



Note: See Appendix 8.2.5- Copy of the Budgeted Income Statement showing the Actual Revenues and Expenditures against the forecasted and the copy of the Banner Finance, Budget Development Training Workbook.

8.2.5 Discrepancies from expenditure estimates are explained and impact on annual budget projections assessed.

Strength:

- Comparative reports between the actual expenses and expenditures against the budget for each year is prepared at the end of the year and presented by the Director for Financial Affairs during the Board of Trustees meeting.

Opportunities for Improvement:

- The comparative report was prepared manually since the start of using Banner System.
- All reports will be generated automatically from Banner.

Note: See Appendix 8.2.6- Copy of the Comparative Reports between the Actual Revenues and Operating expenses against Forecasted.

8.2.6 Accounting systems comply with accepted professional accounting standards and as far as possible attribute total cost to particular activities

Strength:

- Compliance of the current accounting system with the accepted professional accounting standards is checked every year of the External Auditor.
- As mentioned in item (8.2.3) GAAP (General Accepted Accounting Principles) are followed.

Opportunities for Improvement:

- Delayed submission of the audited financial reports by PMU External Auditor.

Note: Please refer to the Appendix 8.2.3 Audited Financial Reports reviewed by the External Auditor.

8.2.7 The accounting and reporting systems ensure that funds provided for particular purposes are used for those purposes.



Strength:

- As mentioned before, Budgets are controlled by banner and if any new projects or programs added to it, an override needs to be done in Banner within the available fund.

Opportunities for Improvement:

- Borrowing of funds from one fund to another fund requires prior approval and can be tracked by Banner. This is to cover the fund shortage on PMU current account resulted by the unexpected project being approved during the year.

8.2.8 Where possibilities of conflict of interest exist, either actual or perceived, the persons concerned declare their interest and refrain from participation in decisions

Strength:

- PMU Financial Affairs are following GAAP (General Accepted Accounting Principles) which prevents any conflict of interest.
- Moreover, PMU is following a very strict procedures in its Purchasing department (attached the Purchasing policies) to avoid such conflicts.
- In keeping with the PMU Core Values, PMU Observes Islamic Values in all financial aspects

Opportunities for improvement:

- PMU is in the process of hiring an internal auditor to monitor all internal transactions including any possibilities or real or perceived conflict of interest.

Note: See Appendix 8.2.9- Copy of Administrative Decision related to procedures when following Purchase Orders, Detailed Policy on Purchasing and sample transactions.

Plan:

- Projected starting date is February, 2012.
- Duties will include a review of all existing policies and formulation of any new required policies to keep PMU in strict compliance with NCAAA requirements and Best Practices

8.2.9 Financial carry-forward provisions are sufficiently flexible to avoid rushed end of year expenditure or disincentives for long term planning



Strengths:

- Standard Operating Procedure at PMU is to fully carry forward funds left-over at the end of the financial year
- Realistic budget forecasting at PMU has been very effective

Opportunity for improvement:

- Budget and Finance will write a policy to address this issue before Spring 2012

8.3 Auditing and Risk Assessment

Risk assessment and auditing processes must provide for effective risk analysis and thorough independent verification of financial processes and reports in keeping with applicable accounting standards.

8.3.1 Planning processes include independently verified risk assessment.

Strengths:

- PMU has a stable income, therefore, it financially considered as stable or liquid.
- The current status of the University was always considered in the planning processes.

Opportunities for improvement:

- Hiring of internal Auditor that will focus on risk assessment since currently the External Auditor only conducts only the audit once a year after the accounting period.

8.3.2 Risk minimization strategies are in place and adequate reserves maintained to meet realistically assessed financial risks

Strengths:

- External Auditor conducted an annual audit of financial statements at which time they review PMU for compliance with the Generally Accepted Accounting Principles that cover risk management.

Opportunity for improvement:

- Hiring of Internal Auditor with sufficient knowledge in risk management.



8.3.3 Internal audit processes operate independently of accounting and business managers, reporting directly to the Rector or Dean or chair of the relevant governing board committee.

Strength:

- The University Secretary General was appointed also as University Auditor.

Opportunity for improvement:

- PMU is in the process of hiring Internal Auditor to ensure compliance with the Generally Accepted Accounting Principles as the University Auditor does not cover the audit of the financial statements.

Plan:

- Projected Starting date is February, 2012

8.3.4 External audits are conducted annually by an independent government agency or a reputable external audit firm that is independent of the institution, financial, or other senior staff in the institution, and members of the governing body

Strengths:

- External Auditor conducted the audit of the financial statements every year to ensure compliance with the Generally Accepted Accounting Principles.

Note: Please refer to Appendix 8.2.3 that serves as evidence for this item, Copy of the Audited Financial Reports.

Combined Assessment Independent Opinion by Prof. Melvyn C. Branch:

Processes for management and auditing of financial affairs are in place. Means must be found to delegate authority to make expenditures against an approved budget in a timely manner.





H-9

Employment Processes

8-9



H-9. Employment Processes:

Overall Rating (3.4 _***_)

Teaching and other staff must have the qualifications and experience for effective exercise of their responsibilities. Professional development strategies must be followed to ensure continuing improvement in the expertise of teaching and other staff. Performance of all teaching and other staff must be periodically evaluated, with outstanding performance recognized and support provided for improvement when required. Effective, fair, and transparent processes must be available for the resolution of conflicts and disputes involving teaching or other staff.

Note: *Teaching staff refers to all staff with responsibility for teaching classes including full and part time staff, faculty, lecturers, and teaching assistants.*

Comments and General Description of Good Practice:

The effectiveness of any institution is highly dependent on the quality and commitment of its teaching and other staff. While this quality is influenced to a considerable extent by the financial resources available to the institution and by the availability of skilled personnel in various areas of specialization, policies and employment practices can make a significant difference and need to be carefully assessed as part of the quality assurance process.

An institution with effective staff employment processes must have a comprehensive set of policies and procedures for recruitment, retention, and staff development, and succession planning for senior positions. It must adopt strategies and establish the conditions necessary to provide satisfying and professionally rewarding careers and recognition of outstanding achievement. Turnover should be monitored and patterns of movement studied as an indicator of staff satisfaction and continuity. Employment policies should be explicitly linked to the institution's mission, and take account of particular circumstances in the environment in which the institution operates.

A desired faculty and staffing profile should be developed that takes account of financial implications, a balance of experience and new perspectives, and the desired mix of ages, gender, qualifications, levels of seniority, and diversity of background. The profile should reflect broader policy initiatives such as that of Saudization.



Mechanisms should be in place for orientation and support for new teaching and other staff to ensure familiarity with policies and regulations and any special processes followed in the institution, understanding of development strategies, and support and encouragement during early stages of employment.

Arrangements for evaluation of the performance of teaching and other, and support for their improvement, should be used throughout the institution and statistical information on participation reported on within the institution.

Effective, transparent, and equitable processes must be in place for resolution of conflicts and disputes that might arise over staffing and employment matters.

Evidence and Performance Indicators:

Evidence about quality of employment processes can be obtained from documents setting out employment and promotion processes and criteria, descriptions of orientation programs for new faculty and staff, and procedures for performance evaluation and support for improvement. Records of assessments of quality of teaching, and staff participation in professional development activities relevant to their employment can provide valuable evidence, particularly when they include ratios of participation and assessments of the value of those activities by the participants. Data on staff turnover in parts of the institution can be used to indicate stability or instability in staffing. Regulations on dispute resolution combined with records of the incidence and outcomes of disputes can provide evidence about the effectiveness of those processes.

Performance indicators almost always include student/teaching staff ratios and proportions of teaching staff with levels of qualifications. However a number of others that can also be readily quantified are important such as participation ratios in professional development and scholarly activities. Some others such as rates of turnover of teaching staff, and incidence of disputes might be selected if there are problems in the institution those needs to be monitored.

9.1 Policy and Administration

The institution must have clearly defined staffing and employment policies. The policies should include a desired staffing profile and other matters including employment and promotion policies and procedures, workloads, performance evaluations, professional development, delegations of responsibilities and procedures for reporting on performance in relation to these matters.



- A desired staffing profile appropriate to the mission and nature of the institution is approved by the governing body. (The profile includes matters such as age structure, gender balance where relevant, classification levels, qualifications, cultural mix and educational background, and objectives for Saudization.)
- A comparison of current teaching and other staff provision with the desired staffing profile is maintained and progress towards that profile is monitored on a continuing basis.
- A comprehensive set of policies and regulations is established and made widely available in an employment handbook or manual. (This should include rights and responsibilities of faculty and staff, recruitment processes, supervision, performance evaluation, promotion, counseling and support processes, professional development, and complaints, discipline and appeal procedures.)
- Effective strategies are used for succession planning for senior positions.
- Teaching loads are established equitably across the institution, taking account of the nature of teaching requirements in different fields of study
- The level of provision of teaching staff in all programs (i.e. the ratio of students per teaching staff member calculated as full time equivalents) is adequate for the programs offered and benchmarked against comparable student/teaching staff ratios at good quality Saudi Arabian and international institutions.
- Promotion policies and processes are clearly documented and fair.
- The exercise of delegations relating to employment processes is monitored and coordinated to ensure equitable treatment across the institution. (These delegations may relate to matters such as junior appointments, promotions, rewards for outstanding performance, and professional development opportunities.)
- Indicators of successful administration of staffing and employment policies are clearly specified and performance compared with successful practice elsewhere.
- The governing board studies annual reports from the person with overall responsibility for employment practices on implementation of policies on staffing and employment practices.

Overall Assessment:

Comments:



- PMU system has very well defined policies and procedures for employment, promotion, workloads, performance evaluation and professional development.
- These policies and procedures were created and approved during the design phase of PMU system and they are based on international practices and standards.

Priorities for Improvement:

- To develop a system whereby succession to senior positions is made clear and does not impose administrative problems. A second line of leaders should always be there ready to take over in case a senior position becomes suddenly vacant.
- A system for recognition and reward of excellent performance to be developed and implemented.

Overall Evaluation of Institutional Employment Processes:

- PMU started its operations in 2006 with all employment processes well decided and defined in a Policies and Procedures Manual for the whole institution.
- These policies and procedures are designed to reflect the accumulated experience of 32 universities in Texas, USA, which make the TIEC Consortium that designed the PMU System and Academic Programs.
- HR started from the early days of operations to put these policies and procedures into practice. As time passes by, certain policies need to be modified and other need to be created to achieve required results with regard to faculty and staff recruitment, management and retention. Feedback from faculty through faculty satisfaction surveys, discussions of employment related issues in University Committees meetings, benchmarking practices in other local and international higher education institutions, can all provide valuable input to enhancing employment processes at PMU.
- Although the evaluation of the current overall employment processes does not achieve the highest rating, yet still it is more than satisfactory with a big room for improvement as explained with each substandard.

9.2 Recruitment

Recruitment processes must be designed to ensure that capable and appropriately qualified teaching and other staff is available for all teaching and administrative



functions, administered fairly, and that new faculty and staff is thoroughly prepared for their responsibilities.

- Recruitment processes are managed to ensure that teaching staff have the specific areas of expertise, and the personal qualities, experience and skill to meet teaching requirements.
- When appointments are to be made through promotion or transfer within the institution rather than by external appointment, the appointments made meet qualifications and skill requirements, and contribute to achievement of the desired staffing profile.
- If a particular appointment can be made either from within or from outside the institution the position is publicly advertised, internal candidates are given adequate opportunity to apply, and judgments made are equitable considering the applicants experience, qualifications, and current levels of performance.
- Candidates for employment are provided with full position descriptions and conditions of employment, together with general information about the institution and its mission and programs. (The information provided should include details of employment expectations, indicators of performance, and processes of performance evaluation.)
- References are checked, and claims of experience and qualifications verified before appointments are made.
- Assessment of qualifications includes verification of the standing and reputation of the institutions from which they were obtained, taking account of recognition of qualifications by the Ministry of Higher Education.
- In professional programs there are sufficient teaching staffs with successful experience in the relevant profession to provide practical advice and guidance to students about work place requirements.
- New teaching staffs are given an effective orientation to ensure familiarity with the institution and its services, programs, and student development strategies, and institutional priorities for development.

Comment:

PMU endeavors to reach qualified faculty and staff that can fill vacant positions from internal (inside the Kingdom) and international sources. PMU publicly advertises its vacant positions and on its website in addition to utilizing international recruitment agencies. In every case the required qualifications and experiences are made very clear and are never compromised.



Priorities for Improvement:

Recruitment procedures to be continually reviewed and enhanced so as to reach and recruit international faculty with qualifications and experiences that perfectly fits the requirements of PMU and at the same time to fulfill faculty diversity on campus.

9.3 Personal and Career Development

Processes for personal and professional development must be fair to all teaching and other staff, designed to encourage and support improvements in performance, and recognize outstanding achievements.

- Criteria for performance evaluation are clearly specified in advance and made known to teaching and other staff.
- Consultations about work performance by supervisors (including heads of department, deans, and administrative supervisors) are confidential and supportive, and occur on a formal basis at least once each year.
- If performance is considered less than satisfactory clear requirements are established for improvement.
- Formal performance assessments of teaching and other staff are kept confidential but are documented and retained. Teaching and other staff have the opportunity to include on file their own comments relating to these assessments, including points of disagreement.
- Outstanding academic or administrative performance at any level of the institution is recognized and rewarded.
- All teaching and other staff should be given appropriate and fair opportunities for personal and career development.
- Junior teaching and other staff with leadership potential are identified and given a range of experiences to prepare them for future career development.
- Promotion criteria include contributions to achievement of the mission of the institution, and in the case of teaching staff include proper recognition of quality of teaching and efforts to improve it, and service to the institution and the community as well as research.
- Assistance is given in arranging professional development activities to improve skills and upgrade qualifications.
- Appropriate professional development activities are provided to assist with new programs or policy initiatives.



- Teaching staff are expected to participate in activities that ensure they keep up to date with developments in their field and the extent to which they do so is monitored.

Comment:

- Processes for personal and career development were considered and addressed in the early stages of PMU System design. As a result PMU system includes a Professional Development Center that is responsible for providing services and support for faculty and staff to develop professionally
- The basis for faculty promotion is the contribution of the faculty in the areas of teaching, Scholarly activity and service. Therefore, outstanding performance is considered as an important factor in promotion.
- For staff there are appraisals of annual performance. These appraisals are discussed with staff and areas for improvement are identified.
- PMU supports the participation of faculty in international and regional
- Conferences which will result in their Career development

Priorities for Improvement:

Procedures are to be developed to identify junior teaching and other staff with leadership potential to give them more attention to develop professionally and assume senior responsibilities in the future.

9.4 Discipline, Complaints and Dispute Resolution:

- Procedures for management of disputes must be efficient and fair to all parties involved
- Procedures for dealing with complaints about or by teaching or other staff, and resolving disputes among them, are clearly specified in policies and regulations.
- The normal initial step in resolving disputes that cannot be settled by those directly involved is through conciliation by a person independent of the issue, with the possibility if required for referral to a committee or senior officer for determination.
- Disciplinary processes for neglect of responsibilities, failure to comply with instructions, or inappropriate behavior, are clearly specified in regulations and consistently followed.
- The regulations provide for rights of appeal against decisions to a person or committee at least one level beyond that at which the dispute occurs.



- Serious disputes are addressed through quasi-judicial processes including provision and verification of evidence and impartial judgments by a person or persons experienced in such procedures.

Comment:

Policies and procedures of PMU include a description of processes for discipline, complaints and dispute resolution. The University endeavors to make these processes known by all its employees and especially policies are developed for their implementation.

Priorities for Improvement:

- Current practices might need to be reviewed so that discipline, complaints and dispute Resolution processes as per PMU system design are carefully followed.
- Both faculty and staff need to be made aware of the processes and administrators are to be strongly encouraged to adhere to them.

Overall Assessment:

Employment processes at PMU have been designed taking into consideration international practices. These processes are very well documented in PMU design reports. However, PMU started operation just over 6 years ago. The implementation of the processes is being continuously enhanced and adjusted to adapt to local rules and regulations and be respectful of local Cultural Constraints.

Note: See Appendix 21 NCAAA Certification report, and HR Rubrics for more detailed analysis of the standard.

Combined Assessment Independent Opinion by Prof. Melvyn C. Branch:

Procedures related to the recruitment, hiring and retention of faculty members are in place. These need to be strengthened to increase the ability of PMU to attract more highly qualified faculty and provide conditions to promote their retention.





H-10

Research



8-10



H-10.Research:

Introduction:

With the exception of the Executive MBA, which is not a research-based graduate program, PMU is still offering undergraduate degree programs only. Recently, PMU has added/or under final stages of approving new masters level programs as follows:

- College of Arts and Sciences: Master Program in Education and Human Development. This is a newly introduced program that just started in the fall of this year 2011/2012. The program will have a research-based thesis option and is expected to initiate a strong research outcome in the area of Education and Human Development. The program context and curriculum development is based on emerging needs within k-12 teachers' population within the eastern province and research projects are expected to treat such needs.
- The College of Engineering Masters Programs (under development and approval process):

Master of Science in energy Systems

Master of Science in Electrical Engineering

Master of Science in Mechanical Engineering

- The College of Business Administration: (under development and approval)
Master of Business Administrations with 7 different concentrations.

Endowed Chairs Program:

As mentioned before, the four endowed chairs at PMU are:

1. **Prince Sultan Endowed Chair for Energy and Environment**
2. **Prince Nayef Endowed Chair for Youth Development**

This is an active endowment and proceedings of the activities of this chair are already coming in. PMU is leading several initiatives to execute the endowment charter, most notably are the following two projects:



Center for Youth Opinion Polling: PMU is working closely with USA-based polling giant Gallup Polls to develop and equip the region's first youth opinion polling center under this endowment. PMU delegation is visiting Washington DC in the coming months to sign an agreement to jointly develop this center in the Eastern Province.

Request for Proposals to Conduct Research in the areas related to Youth in the Kingdom. Advertisement of the RFP has been tendered in the local newspapers and on the Endowment webpage <http://www.nayefchair.org/> . Since this is an endowed chair that is community targeted, all literature that was developed by PMU is available only in Arabic at this time. Visitors to the website above can examine the chair's mission, vision and initiatives. Appendix 22 includes a printout of information in Arabic about this endowment.

**3. Saudi Aramco Endowed Chair for Technology and Information Management:
(currently filled).**

Appendix 24 includes a detailed charter for this endowment.

4. Saudi Aramco Endowed Chair for Supply Chain Management:

PMU is currently active in recruiting candidates for this position.

PMU Faculty Research:

The University attracts scholars from all over the Globe. Since its inception, the faculty who joined the University brought to the academic units their own research interest. PMU fosters a system to encourage faculty to continue their own research and bring more applications of their expertise to the Kingdom emerging needs. Due to the nature of PMU context and proximity to world largest Oil/Gas operations, the College of Engineering faculty is very active in research projects related to topics of interest to the energy sector of economy. The College of Computer Engineering and Science faculty are conducting research in the areas of applied computer science. The College of Business is building its faculty body and is attracting more faculties who will start research as the college builds critical mass of faculty.

The majority of research initiatives conducted by PMU faculty are partially funded by PMU through faculty conference attendance program. Each faculty is entitled to attend more than one research conference to present publications produced by their



research. Journal papers entitle faculty to additional financial support from PMU. Due to the fact that PMU has just reached a reasonable stable and critical mass of its faculty, more research is expected to be produced in the coming two years, especially when the master degree programs start. This will attract graduate students who will serve as research assistants to PMU faculty who are now mainly dedicated to teaching. As PMU overcomes recruitment challenges of faculty and the retention rate stabilizes, the teaching load will be reduced allowing faculty to dedicate more time and resources for research.

In summary, a good percentage of PMU faculties especially in the College of Engineering and College of Computer Engineering and Science are active in research and they are publishing research outcome in prestigious conferences and journals. Appendix 22 is the research book that includes a list of PMU faculty publications that is showing a sizable number of recent publications while faculty is on PMU grounds.

Combined Assessment Independent Opinion by Prof. Melvyn C. Branch:

In view of the teaching load demanded by the teaching and service expectations of the faculty, the level of involvement of teaching staff in research is significant. Teaching and service loads need to be reduced to produce a climate more supportive of research involvement.





H-11

Institutional Relationships with the Community

8-11





H-11. Institutional Relationships with the Community:

Introduction:

PMU is a community based university. The story of the foundation of PMU is an excellent example of business community efforts combined with community leadership of the Eastern Province of the Kingdom. PMU relationship with the community is a full time occupation. PMU was established to serve the local and regional community with world-class education without running the need to travel abroad. PMU prides itself as a Saudi University with Global Characteristics. PMU campus is a daily meeting place for visitors, community members, and constituents who come to the University to seek collaboration, partnerships and knowledge. PMU students, faculty and leadership are active on a daily basis to reach out to the community and to provide leadership, assistance and contribution. The record of delegations that choose PMU as a destination to conduct partnerships, initiatives and collaboration is outstanding. There is almost no single week that PMU does not witness a community outreach activity since its establishment. Local newspapers hardly lack a weekly news maker who is affiliated with PMU community outreach. In the following sections, some of the highlights are briefed regarding PMU community relations.

On-Campus Community Services:

In addition to on-campus programs and activities, PMU also supports numerous on and off-campus programs and activities such as the below:

1. Support for Kingdom of Arabia Association of Language Teachers (KSAALT):

Perhaps the most visible public activity supported by PMU is the Kingdom of Arabia Association of Language Teachers (KSAALT) conferences held at PMU each year. These well attended conferences bring together PMU staff and faculty with educators from within and without the Kingdom for two days of seminars regarding English language instruction primarily and education in general. Samples of these compelling programs can be found in the Exhibits Section. PMU supports KSAALT and these conferences in a variety of ways including through its Public Relations arm and the use of PMU facilities.

2. Community Service – Student Involvement



Students' involvement in the community is an extended learning opportunity we offer to all student body. Students, faculty along with supporting staff devote time and efforts to create and expose students to community volunteer work for educational motive. This happens through planned co-curricular community service programs and activities that are designed to support the development of a student's competencies:

1. The students' leadership skills
2. The students' sense of citizenship and social solidarity
3. The students personal and professional networking opportunities
4. The student knowledge and awareness of immediate community concerns
5. The student interpersonal and social development
6. positive behavior and healthy lifestyle

I. Student Community Service Areas

Student involvement in PMU community service initiatives are targeted in specific areas as follows:

A) In the Area of Health Awareness:

The Wellness Club acts as the general umbrella that coordinates such activities mainly with the Healthcare and Counseling Department within the Division of Student Affairs:

1. Cancer awareness campaigns (National Association for Breast Cancer/ Zahra Association)
2. Lung Disease awareness lectures
3. Heart Disease awareness lectures
4. PMU Wellness Day (Healthy Life awareness campaign in cooperation with Aramco)
5. Diabetes Free tests and awareness campaign
6. Blood Drive (King Fahd Military Hospital)
7. Smoke Free Campus Campaign

B) In the Area of Education:

1. The Annual Science Week is an event that encourages youth passion for science. Age groups are undergraduate students, high school and middle school students.



2. The Open House is an event that opens the university campus to the community every spring allowing visitors to get acquainted with the various learning opportunities available for both genders.
3. The humanities week encouraging arts and literature passion among youth. Age groups are undergraduate, High School, and Middle school students.

C) In the area of Environment Safety Awareness & Protection:

1. Recycling Club and Initiative
2. Beach Cleaning Campaign
3. Safe Driving
4. Planting

D) In the area of Charity & Community Support:

1. Social Club/ Forward a Smile Club
2. Charity Run annual themed event (Needy families, Down Syndrome)
3. Orphans Home
4. Elderly (Visit Homes, Alzheimer awareness)

II. Strengths and Areas for improvement

A) Strengths:

1. Students strong connections with the community and the businesses
2. Strong support of PMU management to student initiatives
3. Faculty student strong partnership

III. Priority Action Plan

Community Service is an essential part of the university mission and development of our student body. It has been discussed and proposed that in order to improve in: Health Awareness; Education; Environment Safety Awareness and Protection; Charity and Community Support that:

1. a dedicated officer or staff be placed in charge of this service with the goal that 100% of the student body engages in a service project each year.
2. as part of their academic evaluation students would participate in a service learning project initiated by the college and supported by Student Affair

The aforementioned priorities could provide support to the overall goal of improving our general ratings for each of the following categories to a minimum of a 3-rating in the next 3 years.

1. Institutional Support to Community Service Student Involvement from .93 to 3.0
2. Faculty Support to student involvement in community service .79 to 3.0



3. Student Support to Community service from 1.28 to 3.0
4. Community Involvement from 1.14 to 3.0

Off-Campus Community Services:

PMU is active in numerous small and large community service programs. The following is some of these major programs:

Prince Mohammad Bin Fahd Youth Development Program (PMPYD):

This program was originally initiated by current Rector Issa Al-Ansari much before the establishment of PMU. The Rector is leading PMU contribution to this program since he is the Head of PMPYD. The program has a state-of-the-art youth education and training facility located in the heart of the City of Dammam. Constructed on the grounds of Dammam neighborhoods, it houses an excellent environment for attracting youth to receive training on English language and several technology skills. PMU faculty and staff have access to this facility and they conduct training offered for area youth. New programs are developed on a need basis and the program provides trainers and a learning environment that is conducive to spark youth innovation and creativity.

Prince Nayef Endowed Chair for Youth Development:

Please refer to this topic under Research section (H-10).

PMU National Instruments Center of Excellence & Lab view Academy:

The recent acquisition of the National Instruments Engineering laboratory equipment provides PMU students and faculty state-of-the-art research laboratories that are unsurpassed in the Middle East. In addition to the quality of teaching, learning and applied research now possible for PMU students and faculty, these new labs will allow PMU to engage with community, industrial and other institutional partners in research projects to address local community and regional needs.

In its drive to achieve excellence PMU has invested heavily in the National Instruments acquisition and has been recognized as a Center of Excellence in Graphical System Design Silver Level. As a Center of Excellence, PMU enriches the on-campus learning and research environment and the research and testing capabilities of PMU. PMU can now, in partnership with a local consortium of small, medium and large local industrial entities team university's students and faculty with the local engineering community to use applied research and development to solve technical problems. These state of the art labs, primarily Electrical and Mechanical



Engineering, map directly to both national (NCAAA) and international (SACS, ABET) accreditation standards. By design, they are utilized during all of the baccalaureate years and will support the newly established Electrical and Mechanical Engineering Master's degree programs. Below is a list of the new Engineering labs under the Center of Excellence:

Electrical/Mechanical Engineering Laboratories

Engineering Building/Lab Extension Building

(First and Second Floors)

Laboratory Name	Location
1. Measurements & Instrumentation:	(F164)
2. Flow and Temperature Lab	
3. Mechatronics: Sensors Lab	(F163)
4. Data Acquisition Lab	(F162)
5. Communication Systems & Signal Processing Lab	(F061)
6. Measurements & Instrumentation:	(S056)
7. Mechanics Lab	(S056)
8. Automatic Control Lab	(S156)
9. Embedded Systems Lab	(S059)
10. Robotics Lab	(S053)
11. Process Control Lab	(S0xx)

Accomplishments (2010 -2012)

In brief, following are the accomplishments of Continuing Education Dept. for 2010 – 2012:

1. **HRDF (MAHER)** – Microsoft Training Program
2. **Introduction of New courses** / teaching methodology at the English Language Institute (ELI)
3. **Pre-Foundation Year** Program for **SABIC**
4. **English Courses for Corporate Sector**
5. **MOU with Knowledge City** to offer online **Management & IT Courses**
6. **Agreement with Ministry of Social Welfare**
7. **Pre-Beginners and Pre-Master Courses**



HRDF (MAHER) – Microsoft Training Program

The Maher 12/12 (Microsoft) program started on April 24th, 2010 with a total of 100 male and female students divided into 3 tracks CIN (20 Male), ERP (40 Male) & SQAT (40 Female). These tracks were further divided into 5 sections consisting of 20 students in each section. Throughout the program, we maintained high quality of teachers and the facilities.

The classes were held in Prince Mohammad Program for Youth & Development (PMPYD) Building, Dammam. All the classes are equipped with Dell Computers (High end configuration), Smart Boards, projectors etc.

Program overview:

The program was designed by Microsoft to address specifically the needs of the Saudi work place and the knowledge and skills of the targeted group of students. The program bridges the knowledge and skills required by the work place in a comprehensive way and in a relatively short period of time. In two academic semesters students covered one of three tracks of IT technology, English for information technology, and employability soft skills as two supporting subject areas.

The three tracks of Microsoft technology covered during the program were:

1. Computer Infrastructure and networking (CIN)
2. Enterprise Resource Planning (ERP)
3. Software quality assurance & testing (SQAT)

All the tracks (CIN, ERP & SQAT) were divided into English, Soft skills and Technical training. English and Soft Skills were taught by Prince Mohammad University's Native English Speaking Faculty and the Technical Training was done by Microsoft Certified Trainers.

The course got completed on January 28th 2011 with a total of 83 students (31 ERP, 14 CIN and 38 SQAT) successfully passing the course. Out of the students, 15 students have already got a job and we are working on organizing a "Job Fair" for the remaining students, in which we will invite companies, who want to offer jobs to these students. Apart from this, we have sent student CVs to various companies.

In this regard, we also had a meeting with the HRDF personnel in Eastern Province to give us support in suitable jobs for the candidates.



The student's feedback survey was done at the end of each course, which was always positive. In brief, it can be concluded that program was successful and students gained the right technical skills for finding a good job.

Introduction of New courses / teaching methodology at the English Language Institute (ELI)

Since its inception in 2007, PMU's English Language Institute (ELI) continues to provide effective; outcomes oriented training for those interested in rapidly improving their English communication skills for either work or personal life.

So far, we were highly dependent on Computer Aided Language Learning (CALL), using "DYNED" Software. Although, we were quite successful in delivering our English Language courses using DYNED, there was a continuous demand from the students / companies for introducing a new curriculum with books.

In 2011, in addition to "DYNED" oriented classes, we have also started with new programs that aim at teaching students English with "New Headway Plus" series from Oxford University Press.

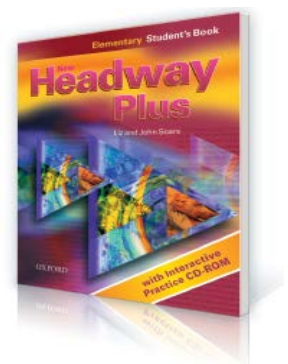
Details of New courses at the ELI

Courses offered at the ELI include the following:

- A five-level general English language course which is ideal for currently employed personnel who need English to advance their careers
- A wide array of English for Specific Purposes courses which can be tailored to meet the needs of specific business organizations and industries
- Preparation for international exams such as TOEFL, IELTS.

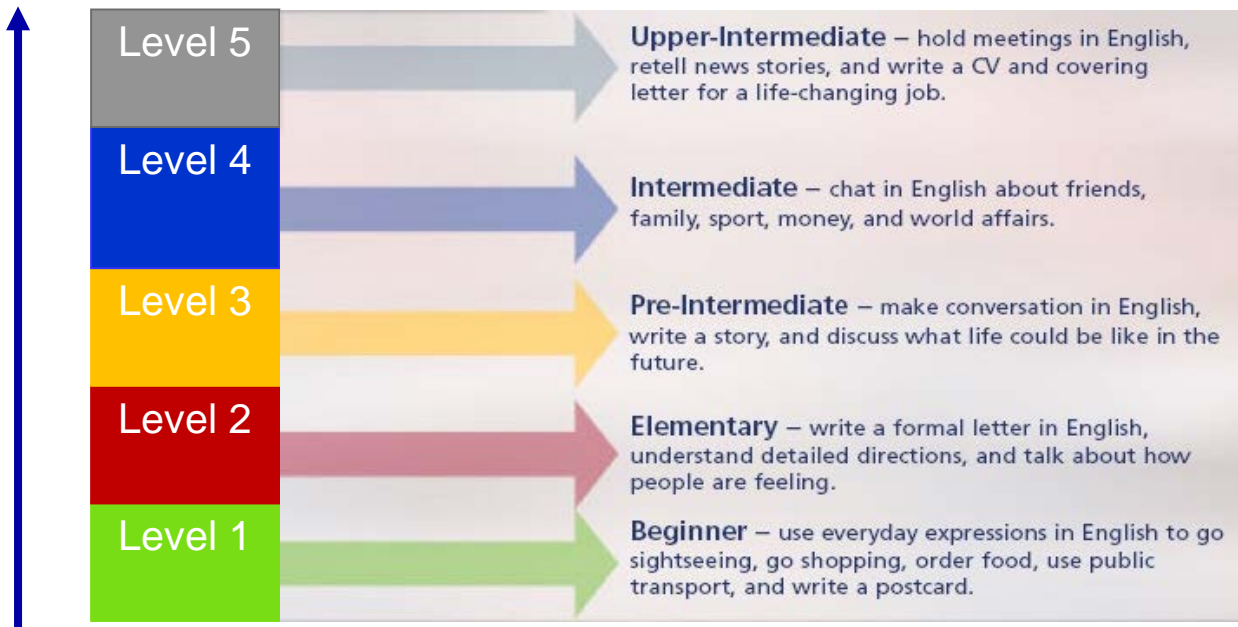
ELI Level and Materials Used

A variety of materials are used in the ELI courses. These materials are comprised of but not limited to, information from the Internet, textbooks, journals, audios, videos, and a textbook series. The textbooks used are "New Headway Plus" series from Oxford University Press.





Levels of English



Program Components

Student Placement Test

- Our Program consists of 5 levels
- To ensure that the candidates are placed at the right level, the Oxford Online Placement Test will be conducted followed by a paragraph writing and an interview
- The Oxford Online Placement Test is designed to measure students' level of English





Oxford Online Placement Test Score	New Headway Plus Level
0 - 20	New Headway Plus Beginner
15 - 40	New Headway Plus Elementary
35 - 50	New Headway Plus Pre-Intermediate
50 - 65	New Headway Plus Intermediate
65 - 80	New Headway Plus Upper - Intermediate

Headway Plus correlations to International Standards and Tests

New Headway Plus

	TOEFL® (Paper)	TOEFL® (iBT)	TOEIC®	IELTS	Oxford Online Placement Test	CEFR
Headway Plus Beginner	0-343	0-18	250-300	0-1.5	0-20	A1 Breakthrough
Headway Plus Elementary	347-393	19-29	300-350	2-2.5	15-35	A2 Waystage
Headway Plus Pre-Intermediate	397-435	29-40	350-400	3-3.5	30-50	B1 Threshold
Headway Plus Intermediate	437-473	41-52	400-500	4 - 4.5	45-65	
Headway Plus Upper-Intermediate	513-547	65-78	500-600	5.5 - 6	60-80	B2 Vantage

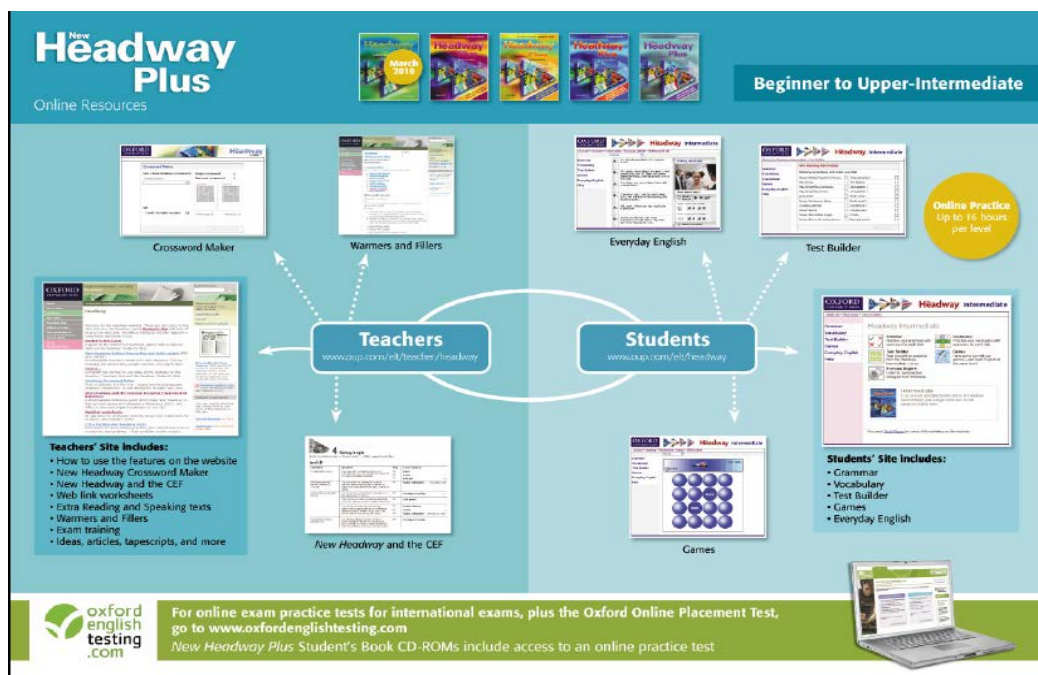
Academic Components New Headway Plus

- A Series from Oxford University Press (OUP)
- The World's most trusted English course
- Well - thought out Plan for success
 - Balance of skills
 - Vocabulary development





- Pronunciation focus
- Solid grammar syllabus
- Lexical approach
- Task-based learning
- Everyday English
- Communicative practice



Learning at the ELI is achieved through a variety of approaches. Learning is interactive and communicative. In fact, it is blended learning. Teaching is supported with multi-media tools, DynEd (a computer assisted language learning program) and Blackboard, the course management system used by leading American universities.

Computer Aided Language Learning (CALL)

Computer Assisted Language Learning (CALL) – Dyned (6 Hours per Week for Beginners & 3 Hours per Week for Intermediate and Advanced Students)

PMU English Lab:

- Improves students listening & speaking skills
- Helps learners focus on meanings and conceptual relationships
- Synchronized with auditory and conceptual input
- Teaches English as a Skill

Pre-Foundation Year Program for SABIC

We started training of 80 students for SABIC's Pre-Foundation Year on Sept. 17th 2011. The aim is to train these students for a successful career at SABIC. After the Pre-Foundation program at PMU, these students will go to the United States of America to pursue their degrees in Engineering, Business etc. This program has been specifically designed keeping in mind the cross culture barriers that students face in the American society and how to overcome them successfully.

Program Objectives

Prince Mohammed Bin Fahd University (PMU) has specially designed this program for SABIC Pre-Foundation Year 2011 students. Following are main objective of the program:

- Equip SABIC Students with a complete set of 8 integrated English language skills (Reading, writing, listening, speaking, researching, computing, viewing and presenting) with a focus on Academic Reading and Writing particularly at level 3 and above.
- Understand and Apply Problem Solving & Thinking Skills to Academic and Real Life Situations
- Prepare the students for understanding and accepting the diversity of the USA with its multicultural makeup



Expected Learning Outcomes

The proposed program aims at achieving measurable and observable learning outcomes. By the end of the Program, Students are expected to:

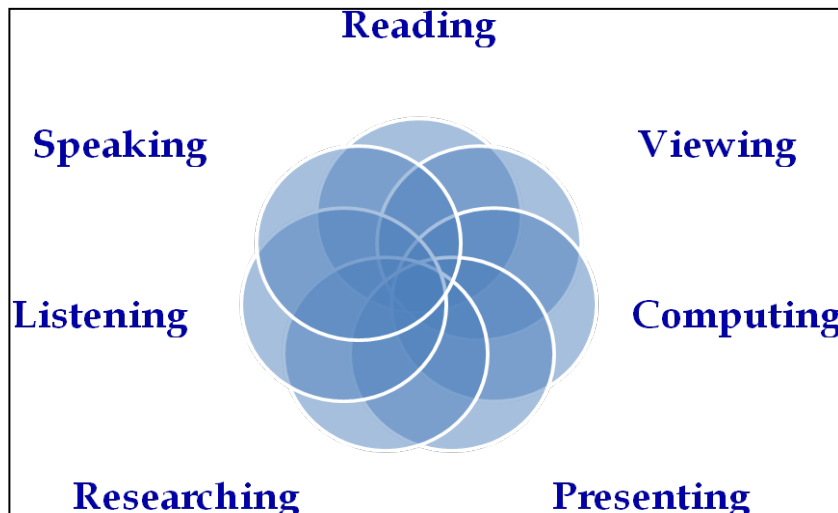
- Demonstrate mastery and understanding of the Skills Acquired
- Reflect upon and judge their own achievement through a given protocol of assessment
- Pass all the End of Program Comprehensive Exams Including English Exist Exam and ICDL International Exam.

Program Components

The pre-foundation program consists of three months of full-time study. The program consists of two components:

ACADEMIC COMPONENT

The Academic component is totally 420 hours, which is



divided weekly as follows:

35 hours per week

35 X 12 weeks

TOTAL 420 Hours

(Including 6 periodical exams & one final comprehensive exam)

CO-CURRICULAR ACTIVITIES

In addition to the 420 hours, we will also organize Co-Curricular activities, which will further expose students to more practical approach towards living in a multicultural society. The Co-Curricular activities will be divided weekly as follows:



5 hours per week

5 X 12 weeks

TOTAL 60 hours

Details of Academic Component

The Academic Component of the program will be held at PMU Campus and will be divided into 35 hours per week (for 12 weeks). Following topics will be covered in the academic component:

- Learning English with the New Headway Plus Series from Oxford University Press (20 hours per/week)
- Learning EAP (English for Academic Purposes) with Q-Skills Series from Oxford University Press (3 hours for Intermediate and Advanced)
- Computer Aided Language Learning (CALL)-DynED (*6 hours per/week for beginners and 3 hours for Intermediate and advanced*)
- Study Skills (3 hours per/week)
- Computer Skills (3 hours per/week)
- Cultural Orientation (3 hours per/week)
- New Headway Plus (20 hours per/week)

Success of the Program

At the end of the program, SABIC was impressed with the improvement in student knowledge and cultural awareness. SABIC has decided to run the program every year.

Another batch of 65 student students completed the program in 2012. These students will now join some of the renowned Universities in the US to continue with their degrees in Engineering, Business Management etc.

English Courses for the Corporate Sector

In its mission for continuously training personnel, PMU's English Language Institute has tied with various corporate to train their Saudi Employees to enhance their English Language skills and thereby improve in their job function.

In October 2012, ELI entered into a contract with MaSa (Marafiq Saur Operations) to train 415 employees over a period of two years. This is in line with MaSa's Saudization plan. Currently, these employees are working with MaSa as contractor



employees. After completing the English courses successfully, they will be offer permanent employment with MaSa.

Other companies that we are currently working are Amiantit, SABIC, SNC Lavalin, IBN Sina and TASNEE to offer similar English Language Courses.

MoU with KnowledgeCity to offer online Management & IT Courses

In October 2011, PMU's Contiuning Education Department partnered with KnowledgeCity, a company based in San Diego, California to offer online courses to the corporate sector.

About KnowledgeCity.com

With the ever-increasing demands of the business world today, employers must continuously ensure that their employees' skill sets are updated and developed to stay ahead of the curve. Statistics show that the most important asset leading businesses have is the quality of their employees; thus, keeping employees trained is the key to a company's success. That is where KnowledgeCity.com comes in. We offer online video training courses to help employees expand their knowledge of Computer Software and professional Business Skills.

With hundreds of topics and counting, KnowledgeCity.com brings your company the most current information in the industry. All of our courses are taught by experienced college professors and certified instructors from the United States, who go through an intensive interviewing and testing process before they are accepted.

We offer a variety of content levels, so that all employees with all degrees of experience and ability will be able to benefit from the training. Depending on the topic, we have a range of beginning to advanced courses available.

You are the expert in your field, and we are the expert in ours. When we partner with you, our goal is to help you reach your goals by equipping you and your employees with the knowledge you need to pursue your work with excellence.

Our main goal is to understand your business and provide educational resources tailored directly to your company's unique set of needs. Whether through a long-term business relationship or a more narrowly defined role over a shorter period of time, we want to provide your organization with a precise set of training tools.



Gaining skills is an ongoing process intended to keep your employees on the cutting edge and to help your company get to where you want it to be. We want to share in that journey with you.

We do not succeed if you do not succeed. Our top priority is the growth of your employees' skills and knowledge. We conduct our business according to strict ethical standards, and we will never compromise the long-term health and vision of your company for momentary gains.

We update our courses monthly with the latest industry information and trends, so you can stay ahead of the competition. With KnowledgeCity.com's all-access subscription, it is easy for employees to expand their skills, get a refresher course, or try out a brand new subject.

Access every course in the training library from anywhere, anytime. Just watch and learn!

Agreement with the Ministry of Social Welfare

In November 2012, PMU's Continuing Education Department along with the College Of Computer Science and Engineering entered into an agreement with the Ministry of Social Welfare to offer a Diploma program in Computer Science to the community in the Eastern Province. The diploma program will be conducted over a period of 5 semesters.

Initially, the program will start with 160 male and female students. As a part of the community service, we will also be offering the diploma program to deaf students. These students will be given courses using qualified instructors along with translators.

Following diplomas will be offered:

1. Diploma in Web Development
2. Diploma in Computer Networking

Diploma in Web Development

- This program introduces the student to web design and development. The program aims at preparing students to dive in for the world of web technologies with a clear focus on design. The clear partitioning of the web content from the presentation and the use of correct XHTML and CSS are emphasized.



- This program ensures that students will acquire the essential skills to plan, design and implement complete websites, regardless of their complexity. For this purpose students will be thoroughly introduced to different tools and technologies including Dreamweaver, Photoshop, CSS, layouts, XHTML and Flash.
- The course can be completed in two years of full time study. During the first year, introductory skills and essential knowledge are covered. The second year covers additional technical skills and knowledge required to fulfill the Associate Degree requirements.
- Career wise, this course ensures that students will have a very successful career in job opportunities in the world of Information Technology. These employment opportunities include web developer, web development manager, web programmer, website manager, webmaster, web administrator or internet developer, etc.

Diploma in Computer Networks

- The Associate Degree in Computer Networks provides the students with the knowledge of Networking. The student who will complete this program will gain knowledge of Networking and use Networking from small to medium organization. The students will learn Computer Programming, PC Maintenance, Computer Networks, Routing, Switching, Linux and Java Programming.
- Students who will complete this Associate Degree will work as Network Administrator within the field of Information Technology.

Pre-Beginners and Pre-Master Courses

PMU started with the Pre-Beginners and Pre-Master Courses in 2012. These courses are targeted for the students who are not quality to join the graduate or undergraduate programs.

Design for Manufacturability in Saudi Arabia:

The capstone graduation project course in the College of Engineering mandates that all design projects adopted in this final assessment stage of the academic program to have two defining requirements among other:

1. Can solve a problem or provide a service for the local and regional community
2. Must be manufacturable in Saudi Arabia



Projects are solicited from the general community and, primarily, from the students research of community needs. Projects are also driven by some part-time students who identify employers' needs to conduct certain engineering and design projects. The outcome of these projects is available for display once NCAAA review team is on campus. Below is a list of sample completed projects by PMU Engineering students:

1. High pressure pump to conserve water
2. Wind turbine designed specifically for Gulf region airspeeds
3. Solar car (First generation)
4. Highway sand removal implement
5. Weather proof and rain sensitive window mechanism
6. Aluminum can recycling machine
7. Date picking elevator
8. Solar car (Second generation)
9. Sluice gate for flood control (for Jeddah Flood control system)
10. Penstock gate for Dammam Port Authority
11. Spiral escalator to save space
12. New concept wheel chair for regional elders (hand ratchet propelled for cleanliness)
13. Measurement of hydrocarbons in the intake of GAS plant in Jubail industrial city
14. Design and prototyping of a fluid mechanics lab testing rig: System to measure water jet impulse
15. Design and Prototyping of a highway bridge for Saudi Arabia.

Research for the Community:

PMU faculty are increasingly engaged in community service focused collaboration and research. There are many initiatives between College of Engineering faculty and area industries such as Aramco and Sabec and surrounding Saudi universities such as KFUPM. The past two years witnessed profound collaboration between the college and these industries and many achievements have been culminated to name a few:

- 1- COE curriculum development for the graduate programs has been thoroughly reviewed by KFUP experts as a means to avoid redundancy and to complement existing programs at KFUPM



- 2- Aramco experts and advanced degree staff were part on several curriculum and initiative reviews to the College. Example, the initiative to establish a College of Engineering Technology under conceptual structure as of now.
- 3- COE researchers such as Professor Murat Cikerge are collaborating with Aramco researchers to study oil-spill disaster response systems for any future oil-spills in water or land. Dean Professor Nayfeh of the COE is also working with Aramco researchers and area businesses to utilize oil-hygroscopic materials developed in the USA to remediate polluted coastal areas affected in the past by oil-spills during the Gulf Wars. This research is essential to serve the eastern province coastal areas and is expected to produce a benchmark in the region on such technologies
- 4- A group of COE researchers are collaborating with KFUPM to develop in-house inspection and repair of gas-turbine hot-gas-path components that are currently outsourced outside the kingdom for the Saudi electricity Company. Such inspection is aimed at cutting the currently high cost of outsourcing which is expected to save hundreds of millions of riyals annually. Savings realized are planned to reduce the consumer cost of utilities across the nation in KSA.
- 5- Another avenue in which PMU addresses problems in the scientific community of peers and in the local community is the work done, for instance, by Dr. Mohammed Ashraf (PhD Chemistry), who regularly publishes on topics of concern to the broader scientific community and the local community such as *honey bees as monitors of the status of the local environment* and of the *levels of toxins found in fish caught in the Arabian Gulf fisheries*. Dr. Ashraf has published, under the auspices of Prince Mohammed University, one scientific reference text, five (5) articles in scientific journals as Service to the Science Community and three (3) newspaper articles as local Community Service. Some articles were written in conjunction with other institutions of higher learning with Dr. Ashraf as the principle researcher.
- 6- CCES researchers and students are developing software to allow handicapped persons to read the Holly Quran utilizing the eye-ball movement. Software and hardware development of such technology has won a grant from the joint research with another Saudi university.



The above are samples of many researches and activities that are aimed at serving the community and helping PMU fulfill its mission as a service organization to the local and regional surroundings.

PMU Center for Entrepreneurship

In Spring 2012, Prince Mohammad Bin Fahd University (PMU) Rector, Dr. Issa H. Al Ansari established the Center for Entrepreneurship at PMU. This initiative represents a major effort to strategically plan for the university's future as a leading and innovative institution responsible for molding Saudi Arabia's future leaders and business owners. The Center aims to encourage and support Entrepreneurship activity within the Kingdom of Saudi Arabia by offering educational programs and supporting initiatives that support the creation and development of new business opportunities. The Center's primary goal is to encourage entrepreneurial thinking and knowledge amongst students, stakeholders and community members by offering a venue where aspiring entrepreneurs can test their entrepreneurial prowess and develop their ideas into real businesses. Additionally, the Entrepreneurship Center provides ongoing business plan development and consulting support to students who both currently own a business or plan to start a business (More details about the strengths and opportunities in Appendix 26 Entrepreneurship Centre Strategic Plan 2012-2017).

Entrepreneurship Center Activities for Fall 2012-20-13 Academic Year:

Spring 2012 Short Public Courses Delivered (Faculty, Staff & Students)

- "Leadership" workshop delivered to PMU faculty & staff during April 2012.
- "Business Plan Development" workshop delivered to PMU students during April 2012.

Spring 2012 Guest Speakers & Other Events

- Entrepreneurship Center sponsored guest speaker event. Guest speaker was US Consulate. Event held April 21st, 2012.
- Technical Entrepreneurship Seminar Co-sponsored w/College of Engineering held April 30th, 2012
- Entrepreneurship Center 2nd Annual Business Plan Competition "Female Campus" held May 14th, 2012



Fall 2012 Short Public Courses Delivered (Faculty, Staff & Students)

- “Business Etiquette & Customer Service” workshop delivered to PMU faculty & staff during September 2012.
- “Leadership & Management” workshop delivered to faculty, staff and students during October 2012.
- “Resume Writing” workshop delivered to students during October 2012.
- “Business Communications” workshop delivered to students during October 2012.
- “Business Marketing” workshop delivered to students during November 2012.
- “Advanced Resume Writing” workshop delivered to students during December 2012.
- “Advanced Business Communications” workshop delivered to faculty and staff during December 2012.

Fall 2012 Guest Speakers & Other Events

- Entrepreneurship Center sponsored mini conference & guest speaker event co-sponsored with College of Engineering. Guest speakers included: US Consulate, Mustang Engineering and Ingress Partners. Event held April 21st, 2012.
- Entrepreneurship Center 3rd Annual Business Plan Competition “Female Campus” held December 29, 2012.

Note: See Appendix 26 for sample of Entrepreneurship Center Newsletter.

Overall Assessment Independent Opinion by Prof. Melvyn C. Branch:

Existing community relationships seem to be strong and varied and are clearly valued by PMU and the community of the Eastern Province.



Addendum to Self Study

1- CV of Professor Branch of The University of Colorado:

Please click on the icon to view the document:



MelvynBranch-LongVita1 (2).doc

2- Action Plans used to address SSR revision in view of the 14 recommendations of NCAAA liaison officers

Please click on the icons to view the documents:



Action Plan for Revising PMU SSR



NCAAA Action Plan Report Card_BUSINE



NCAAA Action Plan Report Card_CCES



NCAAA Action Plan Report Card_COBA



NCAAA Action Plan Report Card_COE



NCAAA Action Plan Report Card_LRC-LIB



NCAAA Action Plan Report Card_Student



NCAAA Action Plan Report Card_STUDEN

3- Summary Report on PMU achievements in response to the NCAAA 14 recommendations regarding the SSR for institutional accreditation.

Please click on the icon to view the document:



Report on NCAAA Recommendations

