

The National Commission for Academic Accreditation & Assessment

REPORT ON PERIODIC PROGRAM SELF STUDY

A self study is a thorough examination of a program by those involved in its delivery, with verification of analysis and conclusions, and advice from others able to offer informed and independent comment. It should be assumed that the reader will have access to the program specification, the program description in the bulletin or handbook and the latest annual program report. Consequently descriptive information can be kept to the minimum necessary to make the report understandable as a separate document.

Evaluations should be made in relation to:

- the *Quality Standards for Post Secondary Institutions* that are applicable to the delivery of programs (in particular the standards for learning and teaching);
- expectations for learning outcomes in the domains of learning and at the required for the qualification to be awarded as set out in the *National Qualifications Framework*; and
- consistency with theory and research and the requirements for employment and professional practice in the field of study concerned.

Important considerations in quality assurance are responsiveness to feedback and planning for improvement. Consequently descriptive comments should include reference to matters that had been identified in annual reports as requiring improvement and the effectiveness of responses to those concerns.

June 2007

Template for Report on Periodic Program Self-Study

For guidance on the completion of this template, please refer to Sections 2.8, 2.9, and 2.10 of *Handbook 2 Internal Quality Assurance Arrangements and to the Guidelines for Using the Template for a Periodic Program Self-Study*.

Institution King Saud University
College/ Department College of Architecture and Planning – Department of Arch. & Building Science

A. General Information

1. Program title and code Department of Architecture and Building Science.
2. Credit hours 160 hours
3. Award (s) granted on completion of the program Bachelor of Architecture and Building Science.
4. Major tracks/pathways within the program Architectural Design
5. Professional occupations for which graduates are prepared in the program Architect
6. Name of program coordinator/manager. Dr. Osamah Mohammed N. Al- Gohari
7. Name and position of person responsible for leadership/management of the self study. Dr. Abdulrhman Abdullah Al - Tassan
8. Location of program if not on main campus On Main Campus
9. Date of approval of program specification within the institution 2005 - 2006
10. Date of most recent self-study (if any) Rabi I 1429A.H - March 2008
11. Date of report 14 / 4 / 1429 – 20 /4 / 2008

B. Self-Study Process

Provide a summary description of procedures followed and administrative arrangements for the self- study. Include an organization chart. Membership and terms of reference for committees and /or working parties should be attached.

Summary

Based on the Vice President for Studies, Development and Follow up's decision, a committee for academic accreditation and assessment was formed from the following members:

- 1- Dr. Abdulrahman Abdullah Al- Tassan**
- 2- Dr. Osamah Mohammed N. Al-gohari**
- 3- Dr. Namir Ismail Heikal**
- 4- Dr. Yousef Mohammed Fadan (convener)**

The committee mission was to prepare a periodic program evaluation report for the Department of Architecture and Building Science. For this purpose the committee held a number of meetings, the first three of which were set to study the draft report of the quality standards for post secondary education issued by the National Commission for Academic Accreditation and Assessment Administration. Also the committee reviewed reports of previous committees regarding the development of architecture academic plans. A joint meeting with the senior administration: the Head of Department, the Dean and his two deputies, the Director of the Research Center and the Director of the Financial and Administrative Affairs, was held to evaluate and assess the working environment in the college. The outcome of these meeting was present to the members of the departmental board in three consecutive meetings. Then a work plan according to the items (element) of periodic program evaluation was set.

The committee had full support and co-operation from all staff of the college and department. Because of this support, the committee was able to determine the qualities the department possesses and so identifying the points of strength and weaknesses and produced its final recommendations. The most important things to be drawn from these recommendations is the belief of the department in the process of evaluation and its efforts to find the proper mechanism to ensure its effectiveness and continuity, as well as to develop implementation polices for documentation of information and data necessary for the process of evaluation. The main aim of this is to raise quality of the strategic plan directed to architectural education and its resources from the highest levels to the level of appointing the technical and clerical staff. Finally, the report stresses the importance of participation in community service in terms of research and professional practice by its staff, as well as communication with similar departments nation-wide and internationally.

Methodology:

The methodology adopted by the Department of Architecture and Building Science accreditation committee can be summarized in the following points:

First: Study to gain an understanding of the periodic program evaluation concept and the tasks required for the committee to accomplish.

For this purpose the committee studied the following documents:

- 1- The booklet of the procedures of evaluation and academic accreditation issued by the Administration of Evaluation and Academic Accreditation, a department of the Deanship of Studies, Development and Follow Up at King Saud University.**

- 2- All the attachments in English concerning the proposal to establish a quality assurance system for education.
- 3- Committee reports (including self-evaluation and assessment reports) previously prepared by the department and college to study the development of an academic plan for the Department of Architecture and Building Science.
- 4- Pamphlets and booklets of foreign organizations of accreditation of architecture education programs such as NAAB of USA and RIBA of Britain and the International Union of Architects (UIA).

Second: Setting of work plan, formation of sub-committees and definition of tasks.

The committee depended on the second and third items of the “evaluation and academic accreditation procedures” to set its work plan. Accordingly the committee prepared a table which showed who on the team was responsible to accomplish the task, its duration and the final submission date.

Third: Communication and interaction between the committee and teaching staff.

Two methods of communication and interaction between the committee and teaching staff were adopted as follows:

- 1- Use of digital communication technology: the e-mail service was used for communication between the committee and teaching staff. All information, instruction, unified CVs form, course description forms and periodic- evaluation forms were sent by e-mail to all members of staff. Such electronic service saves time and helps to speed the task.
- 2- Scheduled systematic meetings were held: the committee held intensive consecutive meetings to study and follow up the discussion of important issues concerning the subject of periodic program evaluation. The committee held a joint meeting with the senior administrators of the college to discuss those topics and facilities which are common between the various departments, such as laboratories, workshops, the research center and the reading room, in addition to safety precautions which are part of the periodic program report. The committee held a lengthy working meeting to finalize filling the periodic- evaluation forms and enter all the required data.

Fourth: Department endorsement of the committee's work on periodic program report.

The committee is keeping the departmental board well informed about all the activities and results of the meetings, and the problems facing its work. This was done through three consecutive department board meetings. At these meetings important issues concerning the periodic program evaluation forms were discussed, and working groups were formed to follow up the work.

Fifth: Data collection and preparation for final presentation.

The required data were collected and analyzed for use in the final presentation in accordance with the content and format set out by the Administration of Evaluation and Academic Accreditation. By doing so the work of the committee was accomplished and the periodic program evaluation report was submitted to the Department of Architecture and Building Science according to plan and the timetable set for this job.

Work Plan for Periodic program evaluation by Department of Architecture & Building Science

	Element of the periodic evaluation report	Tasks for work teams (sub-committees)	Output format	Time Schedule
1.	Clarify the mission, vision and objectives for Dept. of Architecture and Building Science program	Review and improve the mission, vision and objectives	Report	3 weeks
2.	Detailed course specification for each course in study plan.	Create detailed file for each course according to academic accreditation format.	Report	4 weeks
3.	CVs for all Faculty, Teaching Assistants and Technicians	Review and complete all missing CVs for faculty.	CVs	3 weeks
4.	Assessment of quality of education output and research by Faculty and students. Assessment of work environment.	Evaluation the quality of the research, evaluation of students work standards and evaluation of work environment.	Report	3 weeks
5.	Compile description of technical and support facilities, such as labs, workshops, computer and other facilities.	Prepare file on available and not available technical facilities and equipments in the Dept..	Report	3 weeks
6.	Compile a comprehensive guide (bulletin on the department).	Recheck & update the Dept. Map according to the committee of academic accreditation.	Dept. bulletin	5weeks
7.	Create a webpage for the college and dept. in both Arabic & English.	The webpage should contain full and update information.	Website	7 weeks
8.	Laboratories: provision of safety and fire extinguishing equipments and maintenance plan.	Evaluation of the service & the security in the lab.	Report	3 weeks
9.	Fill-in form for quality standards criteria of education.	Collecting all the output to make the final copy of the report.	Quality standards format	7 weeks
10.	Compile report on periodic program evaluation for the department.	Communicate with the people in and outside the Kingdom.	Periodic program report.	8 weeks
11.	Liaise with international academic accreditation bodies.	Arrangement programs for international Academic Accreditation visits.	Data Base + schedule of lecture courses & visits	5 weeks
12.	Arrangements for acquiring academic accreditation.		Time schedule & venues	

C. Mission and Goals of the Program

Introduction

The Department of Architecture and Building Sciences was established within the College of Engineering at King Saud University in the year 1387H (1967G). It was the first architecture department in the Kingdom of Saudi Arabia and the Arabian Gulf Area. With the establishment of the College of Architecture and Planning in the year 1404H (1984G), the department expanded to include building sciences and technology, and was more able to deal with the needs of the job market. The department offers a Bachelor Degree, a Master Degree and a PhD Degree in Architecture and Building Sciences.

There are in the department over 45 faculty members (Professors, Associate Professors and Assistant Professors) who are holders of PhD degrees in architecture from prestigious universities. They all participated in securing several research projects and grants to the department in particular, and to the college in general. Quite a number of them were delegated to governmental and private institutions to assist in the development of the nation and society.

Vision

The Department of Architecture and Building Science should be the reference for implementation of contemporary methods of architectural education, professional practice and research for community service. As a pioneer of architectural education in the Kingdom and the region, the Department of Architecture and Building Science adopts an educational strategy based on the following:

- Keeping abreast advances in the age of information and knowledge. This is achieved through introduction and use of computer technology in the educational process, and training students and staff to use such technology.
- Keep abreast of advances in the field of building technology. This is made through the maintaining the relation between academic qualification of the graduate and the advancements in the building industry.
- Maintaining the values of Saudi culture and community traditions through preserving the natural environment and architectural heritage. This is achieved by student gaining skills of analysis, and deduction of the needs of Saudi community.

Mission:

Being a distinguished architectural school of thought respecting the values and principles of Islam, the department is seeking the leadership role in the field of architectural education in the region. The department seeks to provide the appropriate environment for learning and research, as well as advanced resources to serve the community and promote indigenous contemporary architecture.

Objectives:

First: General objectives:

- **Strengthen and preserve Islamic values and the ethics of architectural profession within the students.**
- **Help promote the standard of Saudi built-environment.**
- **Provide students with high levels of knowledge and professional skills in all areas of architecture and building science.**
- **Link architectural education and scientific research to professional practice and building industry sectors.**

Second: Academic plan objectives:

A. Graduate qualified architects, both professionally and academically, who possess the following skills and abilities:

- **Creativity: in research, programming, design, and skill in contemporary architectural and urban expression.**
- **Originality: in preserving the cultural and architectural heritage and the local natural environment.**
- **Adaptability and development: the ability to be abreast the developments in this age of information and the adaptive use of the new technology.**
- **Leadership: excel in decision making during the various stages of design and the management and supervision of construction and urban projects, and the ability to resolve contemporary professional issues.**

B. Undertake research and studies in the field of development of architecture, building industry and urban environment.

C. Offer professional architectural services to the various institutions of society.

The department has adopted the three concepts recommended by the committee, which will eventually promote implementation of the plan and raise the standard of its graduates. These are:

First: Flexibility in the educational system: This is important to cope with fast advancements in this age of information and communication, as well as future technologies.

Second: Emphasis on concept of quality assurance and excellence in learning, and ensure a balance between quality and quantity in architectural education.

Third: Develop ingenuity and creativity in education through emphasizing positive concepts of education and positive response to contents of courses.

3. Performance Indicators (List any indicators and benchmarks that have been selected to provide evidence of achievement of goals/objectives)

First : Design courses

- **The results of final juries in all design courses**
- **The results of final jury of the graduation projects**
- **Comments and observations of invited external examiners**
- **Reports and evaluation of faculty members assigned by department head for each design course.**
- **Comments and remarks are discussed in departmental council –meeting**

Second: theoretical courses

- **the results of final exams**
- **mid –term exams**
- **term papers**
- **students presentations**

D. Program Context

<p>1. Significant Changes in the External Environment</p> <p>Summarize any significant changes in the external environment affecting the delivery of the program or the skills required for graduates in the period since the last periodic self study or since the program was introduced. (For example: local national or international economic developments, significant recent research in the field, technological changes affecting skill requirements, employment demand, government policies on higher education or on matters affecting the fields for which students are being prepared, national or international developments in professional practice in the field.)</p> <p>Major changes are:-</p> <p>1 – introduction of University preparatory year to the Architectural program. (2007)</p> <p>2 – Moving to new building (summer of 2007)</p> <p>3 – the introduction of quality assurance and accreditation requirements.</p> <p>4 – Consideration of the U.I.A charter.</p>
<p>2. Changes in the Institution Affecting the Program.</p> <p>1 – introduction of University preparatory year to the Architectural program. (2007)</p> <p>Summarize any significant changes within the institution affecting the delivery of the program.</p> <p>The introduction of University preparatory year.</p>
<p>3. Note any implications for changes that may be required in the mission and goals, content, or methods of delivery of the program as a result of changes noted under 1 and 2.</p> <p>The need for program adjustment or the development of a new academic program.</p>

E. Program Developments

<p>1. Summary of changes made in the program in the period since the previous self-study or since the program was introduced. This should include such things as courses added or deleted or significant changes in their content, changes in approaches to teaching or student assessment, or program evaluation processes etc.</p>
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- **The reduction of the total credit hours from 185 to 160 hours and the total contact hours from 300 – 250 hours.**
- **The introduction of tow shared academic yours with the department of Urban planning.**
- **The introduction of five (5) optional specialization instead of tow specializations**

2. Statistical summary (Provide figures beginning with the current year and for the previous four years)

Year	Students Commencing	Total Enrolments	Students Completing	Apparent Completion Rate *
1428	115	495	-	-
1427	146	501	~ 84	77 %
1426	115	473	~ 94	65 %
1425	123	583	~ 74	83 %
1424	115	585	~ 67	50 %

* Apparent completion rate is the number of students completing the program as a percentage of the number in that student cohort commencing the program --3---years previously.

3. Year to year progression rates. (Latest year)

Proportion of students who commenced each year level in the previous year who passed and continued to a higher year level the current year.

Commenced in Year 3 and continued to commence in Year 4	<input type="text"/>	%
Commenced in Year 4 and continued to commence in Year 5	<input type="text"/>	%
Commenced in Year - and continued to commence in Year -	<input type="text"/>	%

Comment on trends in year to year progression rates (i.e. Increasing, decreasing, likely reasons for change (if any), significance of trends)

4 . Comparison of planned and actual enrolments. (For a new program that has provisional accreditation and is seeking full accreditation)

Year	Planned Enrolments	Actual Enrolments
1428	-	-
1427	-	-
1426	-	115
1425	-	123
1424	-	115

Comment and explanation if there are significant differences between planned and actual numbers.

Two third of total college enrollments

E. Program Evaluation

1. Evaluation in Relation to Goals and Objectives for Development of the Program(See item C 3 above)

i) (State goal/objective)

Creativity in research, programming, design and skill in contemporary architectural and urban expression.

Desired benchmark or standard of performance

Course distribution (design courses represent 30 % of the program curriculum)

Design juries at the end of each semester.

Employment rate.

Result Achieved

Average grades

Low in architectural design employment.

Comment

Despite high course distribution (30 %) low employment in architecture design (creativity)..

Goal not yet achieved and need to improve the program out –come.

(ii) (State goal/objective)

Originality: in preserving the cultural and architectural heritage and the local natural environment.

Desired benchmark or standard of performance

Design juries

Course distribution (courses in preservation and cultural heritage represent 10 % of course distribution.

Employment rate: rare

Result Achieved

Average grade

Comment

Goal not achieved. Need to be improved.

(iii) (State goal/objective)

Adaptability and development : the ability to be abreast the development in this age of information and the adaptive use of the new technology.

Desired benchmark or standard of performance:

juries, course distribution , employment satisfaction.

Result Achieved

Goal is achieved

Graduates of architectural program have a good quality of adaptability in carrying on different tasks

or use new technology.

Comment

- **Graduates are able to use new technology and media in presentation technique**
- **The curriculum contains 12 % of courses related to this goals.**
- **The graduate can be employed in various fields related to architecture.**
- **The need to keep-up the achieved standard.**

(iv) (State goal/objective)

Leadership :

Leadership: excel in decision making during the various stages of design and the management and supervision of construction and urban projects. And the ability to resolve contemporary professional issues.

Desired benchmark or standard of performance

- employment rate..**
- **course distribution**
- **thesis research**

Result Achieved

- **Employment satisfaction.**
- **Graduate proved to be able to manage any professional work.**
- **80 % of leadership positions in architectural project management are occupied by program – graduates.**
- **7 % 10 % of courses cover this area.**
- **60 % of thesis research topics are related to project and construction management.**

Comment

The goal is achieved and to keep- up this standard.

(v) (goal/objective)

Offer professional architectural services to the various institutions of the society.

Desired benchmark or standard of performance

Employment rate

Result Achieved

All program graduates are employed

Comment

Goal is achieved and to keep-up the standard.

2. Effectiveness of Program Improvement Initiatives

List matters identified in recent annual program reports as priorities for improvement, either as sub-scales of the Quality Standards for Postsecondary Institutions identified for annual monitoring, or in action plans. For each matter listed provide a brief report on results achieved.

- **Program development.**

- **Support and development for design studios, labs, model workshops.**
- **Expand the use of computer aided design and drafting**
- **Expand services offered to the community with emphasis to architectural consultation.**

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

Brief descriptive reports (normally ½ to 1 page in length) should be given under each of the following sections relating to standards set out in the *Standards for Quality Assurance and Accreditation of Higher Education Programs*. The reports should summarize the process followed in investigating performance in relation to each standard, and refer to areas of strength and weakness as indicated by the rating scales. Reference should also be made when appropriate to other evidence such as performance indicators and surveys of students, graduates and employers. If quantitative data is available it should be included or provided in attachments and referred to in the text. If priorities for improvement have been determined or initiatives already undertaken these should be noted and any initial results reported.

If there are significant differences between analyses or evaluations of delivery of the program in different locations (eg. on a women’s campus or on a campus in a different location these should be noted and comments made about reasons for the differences and any response that should be made.

Attach completed rating scales from the *Self Evaluation Scales for Higher Education Programs*.

1. Mission and Objectives (Overall Rating_****_ Stars)
<p>Description of process for investigation and preparation of report on this standard.</p> <ul style="list-style-type: none"> - Revision and investigation of K.S.U Mission and Objectives. - Revision and investigation of College of Arch. & Planning mission and Objectives. - A committee report on investigation of the actual need for the provision of architects in the Kingdome of Saudi Arabia. - Investigative discussions in Departmental Council Meeting. - <p>Summary comment indicating particular strengths, areas requiring improvement, and priorities for action</p> <ul style="list-style-type: none"> - The Mission and Objectives are valid and very ambitious . - The need for program curricula to be more related to the mission and objectives stated. - Encourage the culture of strategic planning. - Continuous review for both mission , objectives and community participation.

2. Governance and Administration (Overall Rating_***_ Stars)
<p>Description of process for investigation and preparation of report on this standard.</p> <p>It has been investigated that the administrative activities occur with a framework of Saudi regulations stated in the Ministry of Higher Education official Documents.</p> <p>•</p> <p>Summary comment indicating particular strengths, areas requiring improvement, and priorities for action</p>

Priorities for improvement :

- **Reduction of centralization in delegation of authorities to departmental board to promote flexibility.**
- **Widen the scope of the culture of strategic planning of the department and its authority in decision making.**
- **Participation of staff and students in the formation of the program.**
- **Improvement of communication process.**
- **Adopt consultation, increase participation and continuous review.**

3. Management of Quality Assurance and Improvement (over all rating ** stare)

Describe and comment on the quality assurance processes used in the program, particularly relating to indicators and benchmarks of performance and verification of standards.

The program is in the process of establishing quality assurance procedure.

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

For faculty evaluation : Questionnaires filled by students and by chairman observations.

For students evaluation : they are evaluated by the results to their course works.

(Students are evaluated in relation of their results in design juries , exams, presentations and research work).

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

Priorities for improvements:

1 – Apply quality assurance processes.

2 – adopt continuous comprehensive evaluation to assess administration quality assurance process and graduates.

3 - Encourage innovation, appreciation of achievement and evaluation.

4 – ensure the use of indicators and benchmarks for comparison.

5 – study through surveys graduates and employers opinions on graduates performance.

6 – Improve academic environment.

4. Learning and Teaching. (over all rating *** stars)

The standard for learning and teaching is the most important consideration in a program self-study. Completed rating scales from the *Self Evaluation Scales for Higher Education Programs* should be attached, and comments made on each subsection citing indicators used as evidence of performance and priorities and strategies for improvement. Reference should be made to the results of processes followed. For example if steps were taken to check the standards of student achievement against appropriate external benchmarks, what was done? and what conclusions were reached? Information provided in reports of surveys or special investigations or in annual program reports need not be repeated. However significant conclusions should be noted and reports referred to and attached.

1. Subsection 4.1 Student Learning Outcomes (Overall Rating_*_ Stars)**

Describe the process used to identify intended student learning outcomes, and the procedure used to evaluate the quality of outcomes achieved.

The process used : by reviewing students final results, mid term exams, term papers, students presentations and juries.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action.

Priorities for improvement:

- 1- Encourage innovation, appreciation of achievement.**
- 2- Adopt continuous comprehensive evaluation.**
- 3 – Apply selective measurements for students admission.**

2. Subsection 4.2 Program Development Processes **(Overall Rating *_ Stars)**

Describe the process used for program planning , and the procedure used for evaluating the effectiveness of those processes.

Program development and review process occur due to major decisions taken by university administration or by the ministry of higher education.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action.

Establishing strategic plan for program development process.

3. Subsection 4.3 Program Evaluation and Review Processes **(Overall Rating __*__ Stars)**

Describe the processes used for evaluation and review of the program and the mechanism used in this self study to evaluate the quality of those processes.

The department had no strategic plan to program evaluation

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

Priorities for improvement :

- 1 – the need for strategic plan for program evaluation and revision process.**
- 2 - Invite distinguished professionals, academicians and graduates to participate in the development of academic plan.**
- 3- Improve and upgrade academic plan every 5-years.**

4. Subsection 4.4 Student Assessment **(Overall Rating *_(Stars)**

Describe the strategies used for assessment of student achievement and for verifying the standards achieved by them.

Students achievements is assess through exam- results.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action in dealing with student assessment processes

The need for plan to assess students achievements.

5. Subsection 4.5 Educational Assistance for Students **(Overall Rating __****__(Stars)**

Describe the major processes for providing educational assistance for students and the process used in this self study to evaluate their effectiveness.

- **all faculty members allocate office hours for students assistance.**
- **All courses have course specification on college web-site.**
- **Most courses (design courses in particular) have teaching assistances.**

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action in providing educational assistance for students..

The need for more educational facilities for students educational assistance.

6. Subsection 4.6 Quality of Teaching (Overall Rating __**** (Stars)

Describe the processes used to plan for the use of appropriate teaching strategies to develop learning in the program and to evaluate the effectiveness of those processes.

This section should include a table indicating the proportion of faculty whose teaching is regularly assessed in student surveys, and a comment on the effectiveness of teaching strategies used across courses to develop the range of learning outcomes in different domains. A summary of data from student evaluations of teaching should be attached.

Through students questioners and chairman observation.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action in planning and monitoring the effectiveness of teaching in the program.

Priorities for improvement_

- 1- Activate the role of block options in the academic plan.**
- 2- Continuous revision of the academic plan to introduce appropriate adjustment and improvements.**

7. Subsection 4.7 Support for Improvements in Quality of Teaching (Overall Rating *_ (Stars)

Include a table summarizing faculty participation in training and/or other activities designed for the improvement of teaching.

Recently the university is offering optional training program for the improvement of quality of teaching .

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

- **The need for on job training program to improve quality of teaching.**
- The need for teaching self-evaluation strategy.**
- **The need to facilitate special assistance to faculty members when facing difficulties in relation to teaching quality.**

8. Subsection 4.8 Qualifications and Experience of Faculty (Overall Rating_****_ Stars)

Provide a summary comment on the adequacy and appropriateness of faculty qualifications and experience in the program.

(A table should be provided listing faculty teaching in the program, their highest academic qualification, and a tick beside their name if the courses they teach are within the field of their advanced study)

Review attached faculty CV's

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

Priorities for improvement:

- 1- Encourage teaching staff to practice to gain technical and new skills in the profession.**
- 2- Attract distinguished professionals to teach in the department.**

9. Subsection 4.9 Field Experience Activities (if relevant) (Overall Rating **__**__ Stars**)
 Summarize arrangements for planning and evaluating the effectiveness of field experience activities in the program, and the procedure used in this self study for evaluating the effectiveness of those arrangements.

Through annual report of the college.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

Priorities for improvement:

- _1- Preplanning for field work activities.**
- 2- Encourage participation in the field work activities.**
- 3- More accurate evaluation for the field work activities and develop it in accordance with the evaluation.**

10. Subsection 4.10 Partnership Arrangements with Other Institutions (if relevant)
 (Overall Rating *** Stars**)

Briefly describe the nature and purpose of any partnership arrangements with other institutions in the delivery of the program and the procedure used in this self study to evaluate the effectiveness of those arrangements.

The department is still in the process of establishing regional and international partnership

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

- Encouraging both academic contact and exchange of teaching staff and students between similar academic departments.**
- Recently two delegations visited a number of similar architectural school in Asia, Australia , Europe and U.k.**

5. Student Administration and Support Services (Refer to Standard 5 in the *Self Evaluation Scales for Higher Education Programs*. (Overall Rating **__****__ Stars**)

Describe the process used in this self study for evaluating the quality of student administration and support services for the program.

Revision of documents such as admission rules and regulations . students registration process reports and degree requirements. Academic advisors for new comers as well other enrolled students

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

For particular strength to develop more effective rules and process governing student admission and registration.

Priorities for Improvement:

- 1- Increase media of advertisement to provide full information for new students and their families**
 - 2- Improve type of documents given to students introducing the department programs and activities.**
 - 3- Increase student awareness regarding their rights and appeal against subsequent punitive action**
 - 4- Regular monitoring of students opinions through surveys to evaluate their satisfaction towards department services.**
 - 5- Ask student opinions to evaluate quality of medical services.**
 - 6- Ask student opinions to improve levels of participations in extra-curricular activities.**
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6. Learning Resources (Refer to Standard 6 in the *Self Evaluation Scales for Higher Education Program* . (Overall Rating **__**__** Stars)

Information should be provided on the appropriateness and adequacy of learning resource provisions for the program, and the opportunities provided for faculty or program administrators to arrange for necessary resources to be made available. Describe the process used in this self study for evaluating the quality of learning resources for the program.

Observations made by committee assigned to investigate the provision of learning resources

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

Priorities for improvement :

The need to improve performance level of the college library, including references, recording systems, lending and other associated facilities.

7. Facilities and Equipment (Refer to Standard 7 in the *Self Evaluation Scales for Higher Education Programs* . (Overall Rating **__****__** Stars)

Describe the process used in this self study for evaluating the quality of facilities and equipment for the program.

Since the college moved to it's new building . the college administration is in the process of purchasing new equipment furniture

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

Priorities for Improvement :

- 1- The need for independent decision making in relation to facilities and equipment.**
- 2- Introduce more advanced administrative systems for managing the department resources and spaces.**
- 3- Raise efficiency of the labs and workshops..**
- 4- More attention should be given to students and staff with physical disabilities or other special needs.**

8. Financial Planning and Management (Refer to Standard 8 in the *Self Evaluation Scales for Higher Education Programs* . (Overall Rating **__0__** Stars)

Describe the process used in this self study for evaluating the quality of financial planning and management for the program.

Comment _

_Financial Planning and budgeting is the responsibility of the senior administration of the University.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

The need for independent budget planning.

9. Faculty and Staff Employment Processes (Refer standard 9 in the *Self Evaluation Scales for Higher Education Programs*. . (Overall Rating _**_ Stars)**

Describe the processes used for faculty and staff employment for the program and the procedures used in this self study for evaluating their effectiveness.

From report submitted by faculty recruitment committee.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

Comment **1- Provide clear strategy for employment process.**

2- Set a defined criteria for staff evaluation and assessment mechanism.

Priorities for Improvement_1- Modifications of policies to permit Saudi nationals staff to practice to gain experience as in other countries.

2- Organize professional activities to ensure that staff keep up to date with new developments in the field.

3- Improve qualities of regulations for rights and responsibilities.

10. Research (Refer to subsection 10.2 (Refer to Standard 6 in the *Self Evaluation Scales for Higher Education Programs*. (*over all rating ** stars*)**

Expectations for research will vary according to the nature and mission of the institution and the level of the program (eg. college or university, undergraduate or postgraduate program). In this section comment should be made on the extent and quality of research activities of faculty teaching in the program, and on how their research and other current research in the field is reflected in teaching.

Summarize the extent and nature of research activity of faculty in the program or otherwise associated with the program (for example through relevant research centers) and describe the process used in this self study for evaluating the extent and quality of that research.

All research papers are published in refered journals

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

Priorities for Improvement:

1- Develop research plans and their evaluation mechanisms.

2- Provide the mechanisms for the cooperation with the local industry and other research centres.

3- Support junior staff to develop their research programs and encourage joint research programs

4- Activate the investment and marketing processes to develop the department research plans.

5- Set out a comprehensive plans for the development of labs, equipment, library and the supporting data base systems for research activities.

11. Institutional Relationships with the Community (Refer to the *Self Evaluation Scales for Higher Education Programs*. . (Overall Rating _***_ Stars)

Describe community related activities associated with the program and the procedures used in this self study to evaluate its quality and effectiveness.

The department provide community services through many means such as consultations ,public awareness, lectures, ets.

Summary comment indicating particular strengths, areas requiring improvement, and priorities for action

Priorities for Improvement__1- Keep informed with the market needs through regular contract and relations with the employers and industrial sector

2- Design a comprehensive strategy evaluation and mechanism for improving the department reputation.

F Review of Courses

1. Describe processes followed in reviewing courses. (Eg. Surveys of graduates, faculty, or members of the profession, analysis of student course evaluations, review of course and program reports, interviews with faculty, comparison with similar programs elsewhere, consultancy advice, etc.)

2. Course Evaluations

Summary reports should be provided on each course including at least the following matters:

- Quality of teaching as reflected in student evaluations and other evidence of learning achieved;
- Appropriateness of course content for the objectives of the program;
- Appropriateness of teaching strategies used for the content of the course and the domains of learning to be developed in the program;
- Responsiveness of course planning and delivery to feedback from annual course evaluations;
- Recommendations for changes relating to these or other matters arising from the review of the course.

3. Changes in Course Requirements

Provide a brief description and reasons for any changes recommended in course requirements as a result of this self study. e.g.

- Courses no longer needed;
- New courses required;
- Courses merged together or subdivided;
- Required courses made optional or elective courses made compulsory;
- Changes in pre-requisites or co-requisites

G Independent Evaluations

1. Describe the process used to obtain independent comment on the quality of the program and the reliability and validity of analyses carried out in the report. Processes may include a review of documentation by an experienced and independent person familiar with similar programs at other institutions and who could comment on relative standards, consultancy advice or a report by a review panel, or even the results of an accreditation review by an independent agency. An independent evaluation may be conducted in relation to the total self-study, or involve a number of separate comments by different people on different issues.
2. Summary of matters raised by independent evaluator(s)
3. Comment on matters raised by independent evaluator(s) (Agree, disagree, further consideration required, etc.)

H Conclusions and Recommendations

1. List and briefly describe aspects of the program that are particularly successful or that demonstrate high quality.

The Department Characteristics and Areas of Distinction:

The Department of Architecture and Building Sciences was the first college in the Arabian Peninsula and the Gulf Region. Its graduates represent the leading generation of architects and planners who participated in establishing schools and colleges of architecture in the Kingdom of Saudi Arabia and are now undertaking top positions in their fields at both government and private sectors. The department also established the first Saudi professional society in this field, the Saudi Society for Urban Science, "Umran", which is still based in the department premises.

Points of Strength:

- 1- **The education environment and the facilities in the new college building, such as students working stations in the studios, laboratories, workshops, reading rooms and research centre, generally satisfy the specification requirements of the academic accreditation organizations in the United States of America.**
- 2- **The number of teaching staff and their ratio to students, as well as the scope of their specialization, is excellent compared to that in similar departments. In recent years a tangible improvement in the number of students admitted coupled with the growth in**

the number teaching staff maintained the staff/ student ratio at 1:12 to 1:14. This is good compared to International standards. Moreover, the teaching staff are characterized by diversity in specialization, professional and cultural backgrounds.

The department provides a number of programs for community service. The department was the founder of the Saudi Society for Urban Science and, in addition, supports the Saudi Engineers Authority. Moreover, a number of its senior faculty members are delegated or seconded to leading government and private institutions, and participate in the development of the nation and society. For instance: Dr. Khalid Abdullah Megrn Al-Saud, Vice-Minister of Instructions and Education, Dr. Saleh Ali Al-Hazloul Under-Secretary of Ministry of Municipal and Rural Affairs, Dr. Ahmed Saleh Al-Yamani, Chancellor of Prince Sultan University, Dr. Mohamed Saeed Alghamdi, Dean of King Abdullah for Research and Consultation studies and Dr. Abdulrahman Al-Harkan Dean for Admission and Registration. Also the department played a pronounced role in the design and setup of exhibitions at various levels at the University. The department held a number of seminars, workshops and symposiums, with the staff playing active role in refereeing papers, and as jurors of the architectural competitions as part of the symposiums

2. List and briefly describe aspects of the program that are less than satisfactory and that need to be improved.

Points of Weakness:

Findings from a recent periodic program evaluation survey indicate the following:

- 1- The Department of Architecture and Building Science Lacks variation in academic programs needed by the market such as Architectural Engineering and Interior Design.**
- 2- There is a weak connection between the academic program, graduates and practical training on one hand and the requirement of professional practice at the national and international levels on the other.**
- 3- Lack of qualified supporting staff, i.e. research assistants and lab technicians. Recent statistic shows that the ratio of supporting staff to student is 1:55 which does not meet the International standards.**
- 4- Small number of professionals and experts from both public and private sectors contribute in the teaching process. This does not meet with the objectives of linking architectural education to the professional practice to produce qualified graduates capable of dealing with the needs of the market.**
- 5- The scientific material in the form of books and publications in the reading room, and equipment and other facilities in labs and workshops is not enough or sometimes not available to meet the needs of the education program and students studies.**
- 6- Lack of specialized training sessions and courses for teaching staff to help improver their teaching performance.**
- 7- Centralization of administrative and financial planning hinders the department policies and strategies to develop and upgrade itself.**

3. Recommendations for an action plan to generate further improvements or overcome problems or weaknesses identified. For each action proposed recommendations should be made on who should be responsible for the action, timelines specified, and any necessary resources specified.

Action Recommendation 1

1- To insure the continuation of the periodic program evaluation process to face future developments it is suggested to form a permanent periodic program evaluation committee for follow-up and taking appropriate decisions on behalf of the department.

Person (s) responsible

- **Deputy Dean for academic affairs.**
- **Chairman of architectural program>**
- **Two faculty members..**
- **Departmental council.**

Timelines (For total initiative and for major stages of development)

**The program is in the process of establishing a plan for continues and comprehensive evaluation and development.
Major evaluation will be after five years starting from applying new program.**

Resources Required

**Provide well equipped space for academic accreditation unit.
Establishing a data base to document all the activities of the program.**

Action Recommendation 2.....

2- Setting out of policy for documentation of information and updating data to serve the process of evaluation and modernization.

Person(s) responsible

- **Deputy Dean for academic affairs.**
- **Chairman of architectural program>**
- **Two faculty members..**
- **Departmental council.**

Timelines (For total initiative and for major stages of development)

**The program is in the process of establishing a plan for continues and comprehensive evaluation and development.
Major evaluation will be after five years starting from applying new program.**

Resources Required

**Provide well equipped space for academic accreditation unit.
Establishing a data base to document all the activities of the program.**

Action Recommendation 3.....

3- Setting out of strategic plan to upgrade the educational resources in the program.
Person(s) responsible Specialized committees from departmental council members
Timelines (For total initiative and for major stages of development) Will be decided in the strategic plan for the evaluation and development of the program.
Resources Required Provide well equipped space for academic accreditation unit. Establishing a data base to document all the activities of the program.

Continue for further action recommendations if required.

- 4- Adopt a plan allowing the department to appoint qualified supporting staff, both technical and administrative.**
- 5- Consolidate the cooperation and community participation programs for developing the policies and methodologies of education in the department.**
- 6- Promote the professional performance of teaching staff by providing avenues for professional practice to acquire technical skills.**
- 7- Link the scientific research policies with the requirements of the community.**
- 8- Communicate with similar departments, both within and outside the Kingdom, in the field of scientific research and support the idea of 'local research'.**

Attachments

The following documents should be attached:

Program description from bulletin or handbook
Program Specification

The following documents should be available for reference if required

Course specifications and reports
Completed self evaluation scales from the Self Evaluation Scales for Higher Education Programs. (Include on CD) (Note—If the program is offered for different campuses or sections scales should be available for reference if required for each campus or section
Program description and course descriptions from bulletin or handbook
List of faculty teaching in the program indicating qualifications and teaching responsibilities.

Summary research report (Required for universities and institutions with research responsibilities)

Most recent annual program report

Summary of responses to surveys of graduates and or employers of graduates

Copy of report(s) by independent evaluator(s)

Institutional profile section of institutional self study report

Copy of faculty and institutional handbook or calendar