KSU BOARD OF ASSESSORS STANDARD OPERATING PROCEDURES HANDBOOK
(APRIL 2014)

KING SAUD UNIVERSITY
QUALITY MANAGEMENT SYSTEM

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THE KSU BOARD OF ASSESSORS

I.   Introduction

The KSU – QMS (King Saud University Quality Management System), introduced in 2009 and implemented in 2013 is the overarching quality assurance management system used across board in the institutional, collegial and programmatic levels to assure quality practices and processes. The fundamental principles of quality practices and its appending Process and Results Criteria are detailed in the KSU – QMS Handbooks 1 and 2 (3rd Edition, April 2012).

A key component for quality assurance is the internal audit and assessment that takes place within the 2 accreditation cycles which can range from 4 to 6 years for each college or programs. To ensure that the quality practices are continuously monitored to bring about continuous improvements, there are at least 2 cycles of the internal audit and assessment (Figure 1). To provide an independent and objective review of the college or program progress in its quality assurance management, KSU has created an institutional level KSU Board of Assessors who is critical to the successful internal audit and assessment of the college or program performance. The KSU Board of Assessors is composed of specially selected experts or experience quality practitioners who are certified through an intensive training program by the Deanship of Quality. The outcome from the internal audit and assessment is the QPAR (Quality Performance Assessment Report) which culminates in a set of recommendations whereby the college or program will develop a developmental action plan which is implemented and monitored for implementation before the next internal audit and assessment cycle.

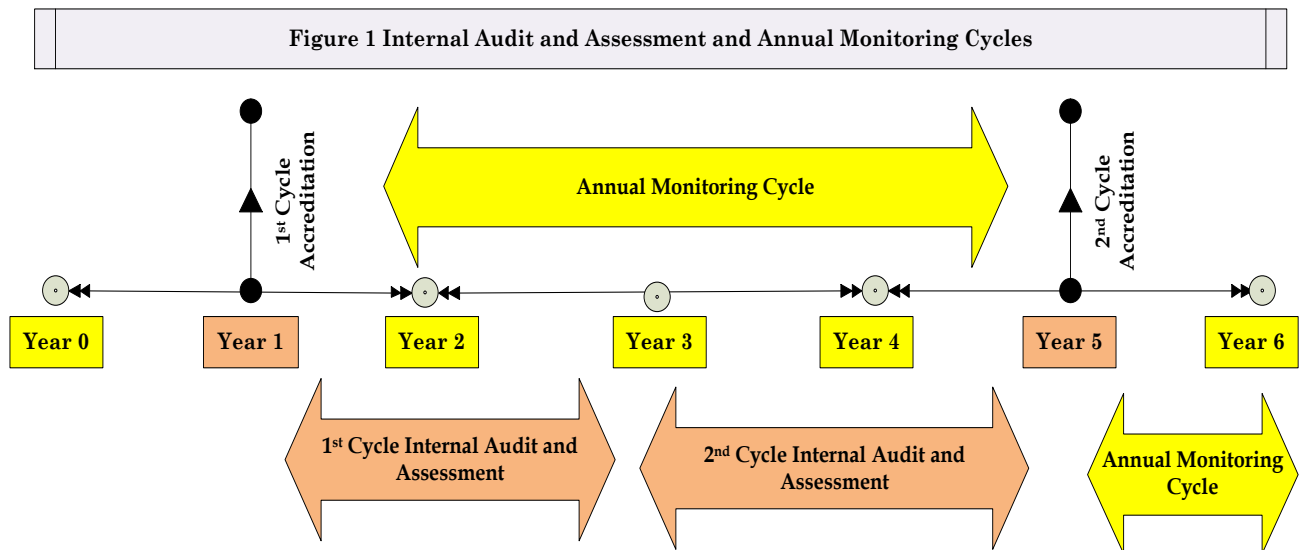Figure 1 Internal Audit and Assessment and Annual Monitoring Cycles

Figure 1: KSU Internal Audit and Assessment and Annual Monitoring Cycles

As such, this handbook which is called the KSU Board of Assessors Standard Operating Procedures Handbook (January 2014) will contain the policies, protocols and procedures which all KSU appointed members of the will abide with. It basically covers the following:

- Roles, responsibilities and duties of the KSU Board of Assessors
- Code of Conduct required of the KSU Board of Assessors

II.   Objectives of KSU Board of Assessors

Based on the holistic approach desired of a successful program, the KSU Board of Assessors is expected to undertake and achieve the following:

- To audit, assess and suggest developments or areas for improvement in terms of the overall quality of the academic program under review.
- To evaluate the program's contexts and contents in line with national and international quality requirements, good practices and to provide comprehensive feedback on various aspects of the reviewed program for continuous improvements.
- To identify the program's strengths and opportunities for improvement related to market demands, curriculum, pedagogy, program administration and the resources used.
- To provide critical judgments and to ensure the objectivity of the program Internal Audit and Assessment process; also to determine the program's performance compared to other programs both nationally and internationally.

III.   Selection of Board Members

Members of the Board of Assessors are selected based on individual merit and demonstrated knowledge and skills of quality management, education management and Program needs. The KSU Board of Assessors seeks to constitute a board of experts capable of evaluating programs, colleges or institution eligible for the assessment and serving as representatives for the KSU Board of Assessors.

Criteria used in the selection of KSU Board of Assessors members include
- Thorough knowledge of the criteria as specified in the KSU – QMS Handbooks 1 and 2 (3rd Edition, April 2012) and evaluation process
- Breadth and depth of experience in quality and accreditation and program management including diversity of experience;
- Leadership and knowledge and skills of educational quality and accreditation requirements, program management, specialized areas, and/or practices.

Based upon the evaluation of their applications and training evaluation, Assessors, on the certification as certified Assessor by the Deanship of Quality through the trainings and recommendation to the Rector for annual appointment, are appointed to the KSU Board of Assessors for one annual cycle by the KSU Rector. Board members may reapply for continued service on a yearly basis, if they wish to serve again.

IV.   Role of the KSU Board of Assessors

The KSU Board of Assessors comprises of education and quality experts and individuals selected from the Colleges on the recommendation of the Colleges or the Deanship of Quality based on the knowledge and expertise demonstrated in the fields of quality and accreditation. As a member of the KSU Board of Assessors, the duties the assessors perform will maintain the foundation for the value and meaning of the Quality Assessment. The importance of the assessor's contribution cannot be overstated. Accordingly, much is expected of the assessor. As a member of the KSU Board of Assessors, one will agree to do the following:

- Serve for one annual cycle: from completion of the Assessor Preparation Course through end of an average 3 assessment cycle for each program.
- Attend a 4 sessions of (3 days - 3 days - 3 days and 1 final day) intensive training course, preceded by approximately 40-60 hours of pre-work.
- Serve as an ambassador of KSU to instill and propagate quality aspirations and practices.
- Acquire knowledge and understanding of the assessor's role in the KSU Board of Assessors.
- Identify and fulfill one's responsibilities as an Assessor.
- Adhere to the requirements of Assessor code of conduct, and Quality Practices and Confidentiality Considerations.
- Meet all requirements associated with a fair and competent evaluation, including adherence to the Criteria for KSU – QMS Performance Excellence, the KSU – QMS Performance Scoring System, and individual and consensus reviews and site visit requirements.
- Maintain thorough documentation and reasonable records, honor time commitments, and adhere to due dates as mapped out by the Deanship of Quality.

V.   Requirements of the KSU Board of Assessors

The basic requirements of the KSU Board of Assessors include:

- o Full understanding of the audit and assessment of the Program as per the KSU – QMS Handbooks 1 and 2 (3rd Edition, April 2012) for audit and assessment.
- o Planning for the assignment of the members' roles as Standard Lead and Backup reviewers, work assignment assessment, time schedule of work deliveries and site visits, keep minutes of the meetings when the team meets for preparation and management to ensure a successful audit and assessment of the Program.
- o Auditing and assessing the Programs performance based on the Program SSR and Performance scoring using the mechanisms in KSU – QMS Handbooks 1 and 2 (3rd Edition, April 2012).
- o Writing up the QPAR that reflects the objective and consensus of the members of the BOA
- o Liaising with the Deanship of Quality for any clarifications of the KSU – QMS, the Board of Assessor roles and responsibilities and the development of the QPAR.

VI.   KSU Board of Assessors as auditors and assessors

The KSU Board of Assessors seeks to provide the fairest, most competent evaluation of each program's internal audit and assessment. Accordingly, board members are assigned program case based on their knowledge and experience, consistent with the requirements to avoid conflicts of interest and to apportion the application load equitably. It is also essential that Assessors adhere to agreed-upon schedules and that their evaluation be completed on schedule. Not adhering to the schedule can significantly hamper the overall assessment process.

Basically, there are 3 main stages of the Internal Audit and Assessment required of the KSU Board of Assessors. The details are explained in Figure 1 to support the overall 3 Stages of the detailed requirements of the assessors:

- • **In Stage 1 – Pre-Audit and Assessment:** The Team Leaders will call for a meeting to assign the tasks and plan for the overall schedule to be agreed upon by all members of the Internal Audit and Assessment team. The main focus in this stage is the Independent Review; board members participate, with their duties as Standard Lead and Back-up Lead requiring a time commitment of typically 35 – 50 hours per program cases. Some Assessors also will be lead or backup team leaders for consensus review and Site Visit Teams.

- **In Stage 2 – Audit and Assessment:** After the Independent Review, the Team Lead will call for a main Consensus Review, whereby the board members have assignments that require a time commitment of 20-27 hours over a period of 2-3 days that result in an Initial Consolidated QPAR (Quality Performance Assessment Report) and identify Site Visits Issues. This Stage includes the Site Visit Review where all board members participate, with their duties requiring a total time commitment of at least 7-10 days.
- **In Stage 3 – Post Audit and Assessment:** Post Site Visit resolutions used to update of Final QPAR. Some board members also prepare final scorebooks, requiring an additional time commitment.

VII. Detailed Responsibilities and Duties of KSU Board of Assessors

The KSU Board of Assessors is specifically required to scrutinise the documents supplied by the program with special emphasis on the following:

- The assessor should read, understand, review and analyze the self-study report (SSR) and any other documentation which are sent in advance or provided on the site for the audit and assessment.
- The assessor should ensure that the currency, relevance, coherence and appropriateness of the curriculum are evaluated to ensure that it meets the requirements of the market and of stakeholders.
- The assessor should comment on and give advice concerning the context, content and structure of course schemes, assessment standards and practices, course preparation and delivery, and teaching and learning pedagogy and methods.
- The assessor should ensure that learning materials, resources and learning outcomes are appropriate to the curriculum and that students are able to achieve standards comparable with the quality standards and benchmarks at national and international levels.
- The assessor should ensure that the aims, purpose, philosophy and objectives of all assessment are understood and appropriate, making sure that assessment processes are fair and are consistent with the University's policies and regulations and are consistent with international practices.
- The assessor should interview the Dean, the Department Chair, program staff and stakeholders to understand the quality management and performance of the program; interviews should also be conducted with students (individually and in groups) regarding their learning experience and their outcomes, accomplishments and achievements.

- The assessor should consider the quality performance indicators related to the program's quality aspirations and measurements when reviewing the program and its courses delivery.
- The assessor should consider and advise on the comparability of standards across the locations where modules and programs are delivered at more than one location.
- The assessor should propose modifications to program(s) and modules, including new modules within existing awards, which should be examined and commented on.
- The assessors must submit a report which summarizes his/her observations relative to the quality and future potential of the program, as well as including other specific reactions to the self-study report or findings from the campus interviews.
- In the case that an assessor finds certain shortcomings in the program, s/he must submit recommendations to overcome these shortcomings or areas for improvement in order to increase the program's quality and stakeholders' satisfaction.

VIII. **Overview of the Internal Audit and Assessment Process**

KSU has developed a system of Internal Audit and Assessment review to confirm the levels of academic standards set and achieved. KSU is responsible for specifying the KSU BOA's role and appointing them. The purpose of Internal Audit and Assessment process is to assist the colleges, programs and the university to assure the quality of academic programs and to learn from this essentially developmental process in order to effect improvement.

The College / Program review is an important part of the comprehensive review process by which the university, the college and its programs to systematically evaluate their educational activities and operations. The integrated nature of the educational process affecting the student experience means that all aspects of a program are best considered at the same time. Program reviews therefore include an entire academic program (degree, diploma or certificate) in the context of its educational philosophies, plans, policies, processes, regulations, overall structure and management, the units, major and minor sequences, academic requirements, accomplishments and achievements and clinical experiences, projects and work experiences that make up the courses in the program entirety. A template for the QPAR (Quality Performance and Assessment Report) is provided for the analysis, evaluation and feedback for follow-up and improvements (Appendix 3).

The major focus of a program review is the manner in which the range of units, courses sequences and requirements and other education, extra-curricular and support activities offered contribute to the program's accomplishment and achievement. The student experience and desired outcomes of the program is central to the program review.

The KSU BOA will review and confirm: 1) that the curricula delivery and the intended learning outcomes (ILO) at the appropriate level are defined and measured appropriately and applied effectively and the assessments effectively assess the range of ILOs including all aspects of knowledge and skills, 2) the NCAAA and the KSU – QMS procedures for assessment and the internal quality assurance of the assessments are appropriate and have been followed and ensure that the final Internal Audit and Assessment results are fairly conducted and justified. As such, the KSU Board of Assessors provide an independent professional opinion on the appropriateness of the program, effective and efficient assessment of the students' performance and the academic standards are accomplished and achieved in the program, and at the College.

The 3 month period of the key actions of the KSU – Board of Assessors is defined in Figure 2 which is self-explanatory.

The detailed for of the work procedures for the KSU – Board of Assessors is defined in Figure 3 and its explanatory notes.

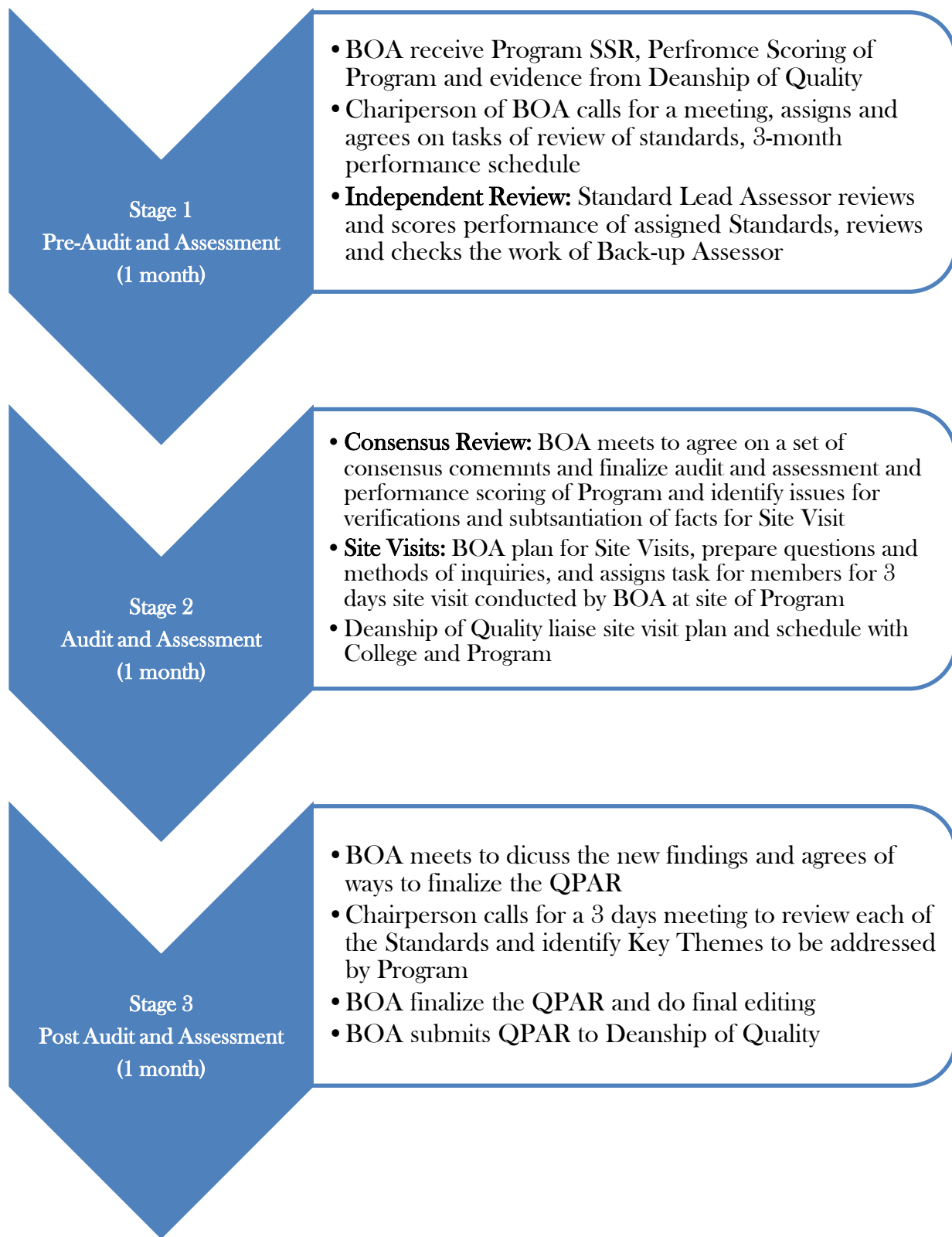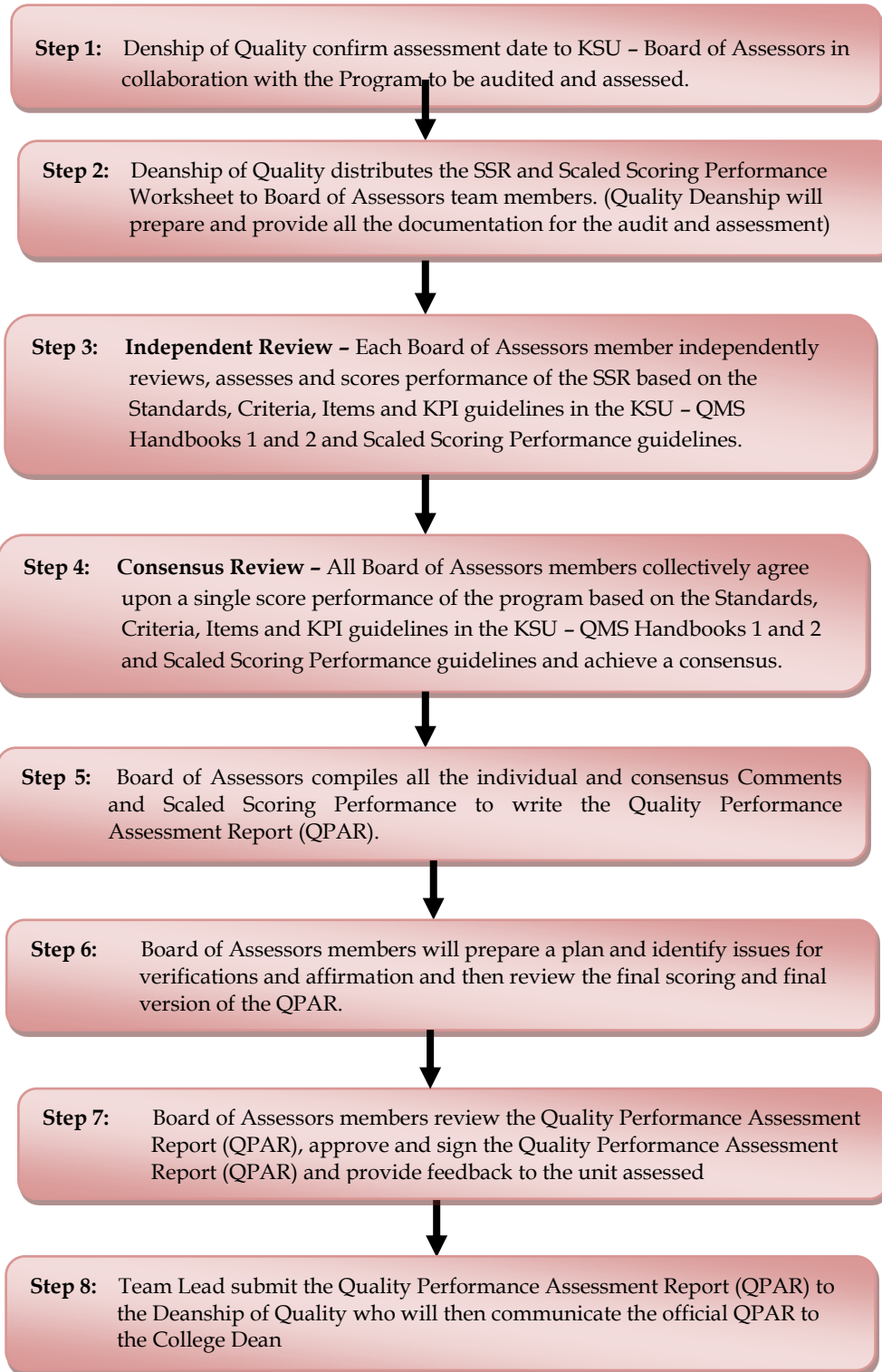A proposed plan and schedule for the Site Visit is shown in Appendix 1.

Stage 1
Pre-Audit and Assessment
(1 month)

- BOA receive Program SSR, Perfromce Scoring of Program and evidence from Deanship of Quality
- Chariperson of BOA calls for a meeting, assigns and agrees on tasks of review of standards, 3-month performance schedule
- **Independent Review:** Standard Lead Assessor reviews and scores performance of assigned Standards, reviews and checks the work of Back-up Assessor

Stage 2
Audit and Assessment
(1 month)

- **Consensus Review:** BOA meets to agree on a set of consensus comemnts and finalize audit and assessment and performance scoring of Program and identify issues for verifications and subtsantiation of facts for Site Visit
- **Site Visits:** BOA plan for Site Visits, prepare questions and methods of inquiries, and assigns task for members for 3 days site visit conducted by BOA at site of Program
- Deanship of Quality liaise site visit plan and schedule with College and Program

Stage 3
Post Audit and Assessment
(1 month)

- BOA meets to dicuss the new findings and agrees of ways to finalize the QPAR
- Chairperson calls for a 3 days meeting to review each of the Standards and identify Key Themes to be addressed by Program
- BOA finalize the QPAR and do final editing
- BOA submits QPAR to Deanship of Quality

Figure 2: Typical 3-months work flow of Board of Assessors

Figure 3: KSU – Internal Audit and Assessment Process Flow by Board of Assessors

Step 1: Denship of Quality confirm assessment date to KSU – Board of Assessors in collaboration with the Program to be audited and assessed.

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Step 2: Deanship of Quality distributes the SSR and Scaled Scoring Performance Worksheet to Board of Assessors team members. (Quality Deanship will prepare and provide all the documentation for the audit and assessment)

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Step 3: Independent Review – Each Board of Assessors member independently reviews, assesses and scores performance of the SSR based on the Standards, Criteria, Items and KPI guidelines in the KSU – QMS Handbooks 1 and 2 and Scaled Scoring Performance guidelines.

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Step 4: Consensus Review – All Board of Assessors members collectively agree upon a single score performance of the program based on the Standards, Criteria, Items and KPI guidelines in the KSU – QMS Handbooks 1 and 2 and Scaled Scoring Performance guidelines and achieve a consensus.

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Step 5: Board of Assessors compiles all the individual and consensus Comments and Scaled Scoring Performance to write the Quality Performance Assessment Report (QPAR).

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Step 6: Board of Assessors members will prepare a plan and identify issues for verifications and affirmation and then review the final scoring and final version of the QPAR.

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Step 7: Board of Assessors members review the Quality Performance Assessment Report (QPAR), approve and sign the Quality Performance Assessment Report (QPAR) and provide feedback to the unit assessed

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Step 8: Team Lead submit the Quality Performance Assessment Report (QPAR) to the Deanship of Quality who will then communicate the official QPAR to the College Dean

KSU Internal Audit and Assessment Process Flow of the Board of Assessors (Figure 3)

Step 1
- The Deanship of Quality will initiate the audit and assessment by calling for a meeting of the members of the Board of Assessors to inform them of the requirements, processes and procedures of the College or Administrative Unit audit and assessment for the academic year by the KSU - BOA.
- The Deanship of Quality will confirm the audit and assessment date with the College or Program concerned.

Step 2
- The Deanship of Quality distributes the SSR of the College or Program, the KSU – QMS Handbooks 1 and 2 and Scaled Scoring Performance Worksheet and all other documents to the Board of Assessors members as prepared and provided by the Quality Deanship for the audit and assessment.

Step 3 (Independent Review)
- Each of the Board of Assessors members will conduct the audit and assessment independently with minimal consultation with the other team members.
- Each of the Board of Assessors members can use the Scaled Scoring Performance Worksheet as the worksheet to arrive at a percentage score for each of the Standard, Criteria, and KPI based on the scoring guidelines and to tabulate the total performance score for that unit.

Step 4 (Consensus Review)
- Once all the Board of Assessors members have completed their independent review in Step 3, the Team Lead will set up a date for the consensus review.
- At the consensus review, all the Board of Assessors members will collectively discuss and agree upon an acceptable score based on the evidence for each Standards, Criteria, and KPI through a consensus. The consensus is imperative to an impartial and fair indicator for each of the Standards, Criteria, Items and KPI as different members can assign different percentage and score depending on his/her perspectives. This is whereby the worksheet Scaled Scoring Performance Worksheet will be a critical support to justify a score.
- Once all the Board of Assessors members have reached a consensus for all the Standards, Criteria, and KPI, the team secretary will prepare the Quality Performance Assessment Report (QPAR) for that College or Administrative Unit.

Step 6
- The Board of Assessors will prepare a Site Visit Plan and schedule and identify Site Visit issues for verifications of strengths and clarifications for opportunities for improvements
- After the site visit, the Board of Assessors will review and finalize the QPAR and Performance Scoring.

Step 7
- The Board of Assessors members will review and approve the Quality Performance Assessment Report (QPAR) by attaching their signature to the Quality Performance Assessment Report (QPAR) signifying responsibility and accountability in the fair, just and impartial audit and assessment of the College or Administrative Unit.
- The signed Quality Performance Assessment Report (QPAR) will be submitted to the Quality Deanship for documentation and provide feedback to the unit assessed.

Step 8

- The Board of Assessors secretary will submit the Quality Performance Assessment Report (QPAR) to Quality Deanship which will then compile and consolidate all the Quality Performance Assessment Reports (QPAR) of all the Colleges and Administrative Units into the KSU Quality Performance Assessment Report (KSU – QPAR) that will be disseminated to the public and reported to higher authorities as the Institution Annual Quality Performance Assessment Report.

IX.   Assessors' Role as Ambassadors of the KSU – QMS

In addition to program case review responsibilities, board members may contribute significantly to the overall quality mission by serving as representatives for the University as ambassadors of quality management and KSU – QMS. As ambassadors of the KSU – QMS, assessors may participate on panels, give presentations, write articles, and distribute materials, and encourage the submission of applications for the Board of Assessors. It is important, however, that presentations reflect knowledge of the current Criteria and the assessment process. To assist Assessors with these activities, educational materials are available upon request from the Board.

As representatives of the KSU Board of Assessors, board members should follow these guidelines:
- Focus on Quality as a program for achieving performance excellence.
- Encourage submission of Assessor applications.
- Use QA-related materials, such as speakers' notes, overheads, publications, handouts, and QA exhibits.
- Distribute copies of Program materials at meetings.
- Uphold the Rules of Conduct and the Code of Ethical Conduct to protect the integrity of the Assessor.
- Communicate any significant issues, controversies, or changes that could impact the Criteria or the KSU – QMS.
- Gather input on needed changes to the Criteria—what works and what does not—and communicate this information to the Deanship of Quality, specifically the Consultant to the KSU – QMS.
- Share suggestions for improvements, new ideas, or developing trends with the Quality development (e.g., by contacting the Deanship of Quality).
- Publish articles about the Program and share reprints with the QA staff.
- Participate in conferences and engagements focused on overall performance improvement

X.   KSU Board of Assessor Code of Conduct

In promoting high standards of service to KSU and the Colleges based on a set of generally accepted set of ethical conduct, members of Board of Assessors pledge to abide by the following Code of Conduct:

a)   Professionalism

Members of the KSU Board of Assessors shall:

- conduct themselves professionally, with truth, accuracy, fairness, respect, and responsibility to the university, colleges, programs and public;
- personally and independently score all assigned case SSR;
- during stages 1 and 2, do not communicate with College / Program, or in any manner seek additional documentation, information, or clarification about the College / Program's organization and performance. This restriction includes Internet searches. At Stage 3, Site Visit Review, the site visit team leader will communicate with the College / Program and do not at anytime (during or after the evaluation cycle) independently give feedback to applicants regarding scoring or overall performance;
- during the consensus and site visit processes, encourage and maintain a professional working environment that promotes respect for the College / Program, their staffs, and all members of the Assessor Team;
- when participating in a site visit, respect the climate, culture, and values of the College / Program being evaluated.

b)   **Confidentiality**

To protect the confidentiality of all information about the College / Program and the College / Program's operation gained through the evaluation process, members of the KSU Board of Assessors shall:
a. not discuss about College / Program information with anyone, including other Assessors, with the exception of designated team members and the Consultant to the KSU – QMS. This includes information contained in the written application as well as any additional information obtained during a site visit;
b. not disclose the names of the College / Program during or after the College / Program review process;
c. not make or retain any copies of College / Program information (members of the KSU Board of Assessors shall return College / Program information upon the completion of assessment process.);
d. not retain any notes, written or electronic, pertaining to the College / Program (members of the KSU Board of Assessors shall destroy all notes upon the completion of assessment process);
e. not make discussion mentioning the College / Program identities on cellular or cordless phones or by voice mail;
f. not adapt and use the College / Program information subsequent to the review process, unless the information is publicly released by the College / Program;
g. safeguard the confidences of all parties involved in the judging or examination of present or former College / Program;
h. protect confidential information and avoid disclosures that may in any way influence the assessment integrity or process, currently or in the future.

### c)	Conflict of Interest

Members of the KSU Board of Assessors shall:

- avoid representing conflicting or competing interests, or placing themselves in such a position where their interest may be in conflict — or appear to be in conflict — with the purposes, administration and integrity of the assessment;
- not serve any private or special interest in their fulfillment of the duties of an assessors, therefore excluding by definition the assessment of any College/Program that employs or has a consulting arrangement in effect or anticipated with them;
- not intentionally communicate false or misleading information that may compromise the integrity of the assessment process or decisions therein;
- never approach the College / Program they have evaluated for their personal gain, including the establishment of an employment or consulting relationship, and, if approached by the College / Program they have evaluated;
- Furthermore, members of Board of Assessors enhance and advance the assessment as it serves to stimulate the College / Program to improve quality, productivity and overall performance;

### d)	Disclosure of Conflict of Interest

Those selected to serve on the KSU Board of Assessors must submit a conflict of interest Statement before the evaluation of assessment. Disclosure needs to take into account conflict of interest to the KSU board members' impartial fulfillment of duties in the assessment. Such information will be used for purposes of KSU board members' assignments in the College / Program review process and will otherwise be kept confidential. The statement must be updated as circumstances change.

### e)	Work Commitment

The KSU – Board of Assessors will conduct the Internal Audit and Assessment with fairness and justice in an unbiased manner to the best of their ability and will use the following mechanisms as part of their work commitment:

- KSU – QMS Handbooks 1 and 2 (April 2012)
- KSU Board of Assessors Standard Operating Procedure Handbook
- QPAR (Quality Performance Assessment Report) (Appendix 5)
- Performance Scoring of KSU – QMS

IMPORTANT NOTE: *All KSU Board of Assessors pledge to abide by this Code of Ethical Conduct and must sign the mandatory Code of Behaviour as stipulated above.*

XI. Organizing for Internal Audit and Assessment

The success of the Internal Audit and Assessment of the College / Program is based on the following factors:

- *Team management* – The team is managed by a senior assessor who is appointed by the University to ensure that the whole Internal Audit and Assessment of the College / Program is done professional guided by the KSU Board of Assessors Standard Operation Procedures Handbook (April 2014) that defines the roles, responsibilities and code of conduct for the assessor.
- *Audit and assessment* – This should be done within the requirements of the KSU – QMS Handbooks 1 and 2 (April 2012) to provide an objective audit and assessment of the performance of the College / team.
- *Team rapport* – The support and rapport of the whole team is very critical to the success of the Internal Audit and Assessment process in an efficient, effective and amicable nature. This includes the mutual respect for other and listens to the opinions of other in a professional manner based on rationale and logical reasoning to arrive at a consensus.

❑ **Role of the Team Lead**

A Team Lead is responsible for leading the team in maintaining KSU standards for Internal Audit and Assessment of the College / Program based on the KSU – QMS. All tasks associated with the quality assurance of an independent and externally assessed College / Program must be carried out within the conditions, timescales and arrangements set by KSU – QMS.

The primary role is to support the team members to ensure that KSU – QMS standards are being consistently applied and maintained to ensure and assure quality management of College / Program.

These activities will be under the direction of the Team Lead and supported by the Deanship of Quality as appropriate. There may be a requirement to undertake duties during weekends and holiday periods in your own time.

The overall assignment of work is as shown in Table 1 below:

Table 1: Proposed assignment of task responsibilities

Team Members	Main Task	Support Task
Team Lead	• Management of the team • Coordination and communication with Deanship	

	of Quality • Finalization of QPAR and Performance Scoring • Evaluate performance of team members • Implement the mechanisms as shown in Figures 2 and 3 • Standard Lead for 1 and 2	
Assessor 1	Standard Lead for Standards 4 and 10	Back-up Lead for Standards 1, 3, 9 and 11
Assessor 2	Standard Lead for Standards 3, 9 and 11	Back-up Lead for Standards 5, 6, 7 and 8
Assessor 3	Standard Lead for Standards 5, 6, 7, and 8	Back-up Lead for Standards 2, 4 and 10

❑ **Outline of duties of Team Lead**

- Support the quality assurance processes in accordance with KSU – QMS policy and specification.
- Lead all activities to ensure they are concluded within agreed time frames and that resources are used effectively and efficiently to achieve best value.
- Provide support to fellow team members prior to and during the internal audit and assessment period.
- Support in the performance assessment and management activity of team members against the KSU – QMS Standards and Key Performance Measures.
- Support Deanship of Quality with continuous improvement developments.
- Team Leaders may be asked to undertake additional activities. These activities could include the following:
  o Prepare performance reports
  o undertake in-service training
  o participate in workshops/seminars/networking events
  o contribute to Understanding Standards programs

❑ **Outline of duties of Standard Lead**

  o Take charge of the Standard as assigned as the key assessor for this standard
  o Support the Team Lead to ensure a successful internal audit and assessment
  o Act as support assessor for other Standards as assigned as Back-Up Lead

APPENDIX 1: SAMPLE OF SITE VISIT SCHEDULE

Schedule	Activities	Venue	Required Presence
DAY 1 08.30 – 09.00	KSU – BOA Panel arrives at the College and meets briefly.		KSU – BOA Panel
09.30 – 10.00	Welcome by Dean Meeting with Dean, Vice Deans of College and Head of Programs, College and Program Quality Committees		Dean, Vice Deans of College and Head of Programs, College and Program Quality Committees
10.30 – 12.00	Overview of Governance and administration of Programs in relation to College with short briefin covering Standards 1, 2 and 3 (Team Lead and all assessors).		Vice Deans and College and Program Quality Committees
12.00 – 13.00	Prayer and Lunch		
13.00 – 14.00	Meetings with Heads of relevant Departments and equivalent for male and female sections.		Head of relevant Departments
14.00 – 15.00	KSU – BOA Panel prepares Day 1 reviews and recommendations		KSU – BOA Panel
DAY 2 09.00 – 12.00	Discussion of Standard 4 and 10 with Program representatives (Assessor 1 and Assessor 3) Discussion of Standards 5, 6, 7, 8 and 9 (Assessor 4 and Team Lead)		Program Quality Committees and Program or Administration representatives
12.00 – 13.00	Prayer and Lunch		
13.00 – 15.00	Interviews with: - Program Faculty Members - Program Students - Program Staffs - Alumni - Employment Market (by telephone) Site Visits to Infrastructure		Program Faculty Members Program Students Program Staffs Alumni Employment Market
15.00 – 17.00	KSU – BOA Panel prepares Day 2 reviews and recommendations		KSU – BOA Panel
DAY 3 09.00 – 10.00	KSU – BOA Panel prepares Oral report on findings of assessment		KSU – BOA Panel
10.00 – 11.30	Briefing to Dean, Vice Deans of College and relevant Head of Programs, College and Program Quality Committees		Dean, Vice Deans of College and relevant Head of Programs, College and Program Quality Committees
11.30 – 12.00	Closing remarks by Dean of College or Representative		Dean or Representative

APPENDIX 2: TEAM LEADER EVALUATION AND REPORT

Internal Audit and Assessment Report
Academic Year: _____

College: _____   **Program:** _____

Period of Review:_____

Overall Comments:

Key Issues faced by team:

Key Areas of Improvements in Internal Audit and Assessment Review Process:

Performance Evaluation of Assessors: ❑ 1 ❑ 2 ❑ 3					
Dimensions	1 ←←←←←-----→→→→→ 5 Very low -------------- Very high				
Submit assigned work on time	□ 1	□ 2	□ 3	□ 4	□ 5
Supportive of the team's performance	□ 1	□ 2	□ 3	□ 4	□ 5
Mutually respect other assessors	□ 1	□ 2	□ 3	□ 4	□ 5
Prepared for discussions	□ 1	□ 2	□ 3	□ 4	□ 5
Constructive contributions	□ 1	□ 2	□ 3	□ 4	□ 5
Adds value to the whole process	□ 1	□ 2	□ 3	□ 4	□ 5
Demonstrates understanding of requirements	□ 1	□ 2	□ 3	□ 4	□ 5
Provides assessment that reflects contents of SSR	□ 1	□ 2	□ 3	□ 4	□ 5
Is a team worker	□ 1	□ 2	□ 3	□ 4	□ 5
Overall, I would like to continue to work with him/her	□ 1	□ 2	□ 3	□ 4	□ 5

Performance Evaluation of Assessors: ❑ 1 ❑ 2 ❑ 3					
Dimensions	1 ←←←←←-----→→→→→ 5 Very low -------------- Very high				
Submit assigned work on time	□ 1	□ 2	□ 3	□ 4	□ 5
Supportive of the team's performance	□ 1	□ 2	□ 3	□ 4	□ 5
Mutually respect other assessors	□ 1	□ 2	□ 3	□ 4	□ 5
Prepared for discussions	□ 1	□ 2	□ 3	□ 4	□ 5
Constructive contributions	□ 1	□ 2	□ 3	□ 4	□ 5
Adds value to the whole process	□ 1	□ 2	□ 3	□ 4	□ 5
Demonstrates understanding of requirements	□ 1	□ 2	□ 3	□ 4	□ 5
Provides assessment that reflects contents of SSR	□ 1	□ 2	□ 3	□ 4	□ 5
Is a team worker	□ 1	□ 2	□ 3	□ 4	□ 5
Overall, I would like to continue to work with him/her	□ 1	□ 2	□ 3	□ 4	□ 5

Performance Evaluation of Assessor: ❑ 1 ❑ 2 ❑ 3					
Dimensions	1 ←←←←←-----→→→→→ 5 Very low -------------- Very high				
Submit assigned work on time	□ 1	□ 2	□ 3	□ 4	□ 5
Supportive of the team's performance	□ 1	□ 2	□ 3	□ 4	□ 5
Mutually respect other assessors	□ 1	□ 2	□ 3	□ 4	□ 5
Prepared for discussions	□ 1	□ 2	□ 3	□ 4	□ 5
Constructive contributions	□ 1	□ 2	□ 3	□ 4	□ 5
Adds value to the whole process	□ 1	□ 2	□ 3	□ 4	□ 5
Demonstrates understanding of requirements	□ 1	□ 2	□ 3	□ 4	□ 5
Provides assessment that reflects contents of SSR	□ 1	□ 2	□ 3	□ 4	□ 5
Is a team worker	□ 1	□ 2	□ 3	□ 4	□ 5
Overall, I would like to continue to work with him/her	□ 1	□ 2	□ 3	□ 4	□ 5

Signed: _____

Date: _____

Note: *All comments and performance review are confidential and should be e-mailed directly to jerry182122@yahoo.com within 1 week of submission of QPAR*

APPENDIX 3: TEAM MEMBER EVALUATION AND REPORT

Internal Audit and Assessment Report
Academic Year: _____

College: _____   Program: _____

Period of Review:_____

Key Areas of Improvements in Internal Audit and Assessment Review Process:

Performance Evaluation of Assessors: ❏ Team Leader ❏ 2 ❏ 3					
Dimensions	1 ←←←←←----→→→→→ 5 Very low --------------- Very high				
Submit assigned work on time	□ 1	□ 2	□ 3	□ 4	□ 5
Supportive of the team's performance	□ 1	□ 2	□ 3	□ 4	□ 5
Mutually respect other assessors	□ 1	□ 2	□ 3	□ 4	□ 5
Prepared for discussions	□ 1	□ 2	□ 3	□ 4	□ 5
Constructive contributions	□ 1	□ 2	□ 3	□ 4	□ 5
Adds value to the whole process	□ 1	□ 2	□ 3	□ 4	□ 5
Demonstrates understanding of requirements	□ 1	□ 2	□ 3	□ 4	□ 5
Provides assessment that reflects contents of SSR	□ 1	□ 2	□ 3	□ 4	□ 5
Is a team worker	□ 1	□ 2	□ 3	□ 4	□ 5
Overall, I would like to continue to work with him/her	□ 1	□ 2	□ 3	□ 4	□ 5

Performance Evaluation of Assessors: ❏ Team Leader ❏ 2 ❏ 3					
Dimensions	1 ←←←←←----→→→→→ 5 Very low --------------- Very high				
Submit assigned work on time	□ 1	□ 2	□ 3	□ 4	□ 5
Supportive of the team's performance	□ 1	□ 2	□ 3	□ 4	□ 5
Mutually respect other assessors	□ 1	□ 2	□ 3	□ 4	□ 5
Prepared for discussions	□ 1	□ 2	□ 3	□ 4	□ 5
Constructive contributions	□ 1	□ 2	□ 3	□ 4	□ 5
Adds value to the whole process	□ 1	□ 2	□ 3	□ 4	□ 5
Demonstrates understanding of requirements	□ 1	□ 2	□ 3	□ 4	□ 5
Provides assessment that reflects contents of SSR	□ 1	□ 2	□ 3	□ 4	□ 5
Is a team worker	□ 1	□ 2	□ 3	□ 4	□ 5
Overall, I would like to continue to work with him/her	□ 1	□ 2	□ 3	□ 4	□ 5

| Performance Evaluation of Assessor:	❑ 1	❑ 2	❑ 3		
Dimensions	1 ←←←←←----→→→→→ 5 Very low -------------- Very high				
Submit assigned work on time	▢ 1	▢ 2	▢ 3	▢ 4	▢ 5
Supportive of the team's performance	▢ 1	▢ 2	▢ 3	▢ 4	▢ 5
Mutually respect other assessors	▢ 1	▢ 2	▢ 3	▢ 4	▢ 5
Prepared for discussions	▢ 1	▢ 2	▢ 3	▢ 4	▢ 5
Constructive contributions	▢ 1	▢ 2	▢ 3	▢ 4	▢ 5
Adds value to the whole process	▢ 1	▢ 2	▢ 3	▢ 4	▢ 5
Demonstrates understanding of requirements	▢ 1	▢ 2	▢ 3	▢ 4	▢ 5
Provides assessment that reflects contents of SSR	▢ 1	▢ 2	▢ 3	▢ 4	▢ 5
Is a team worker	▢ 1	▢ 2	▢ 3	▢ 4	▢ 5
Overall, I would like to continue to work with him/her	▢ 1	▢ 2	▢ 3	▢ 4	▢ 5

Signed: _____

Date: _____

Note: *All comments and performance review are confidential and should be e-mailed directly to* jerry182122@yahoo.com *within 1 week of submission of QPAR*

APPENDIX 4: COMPLIANCE FORM
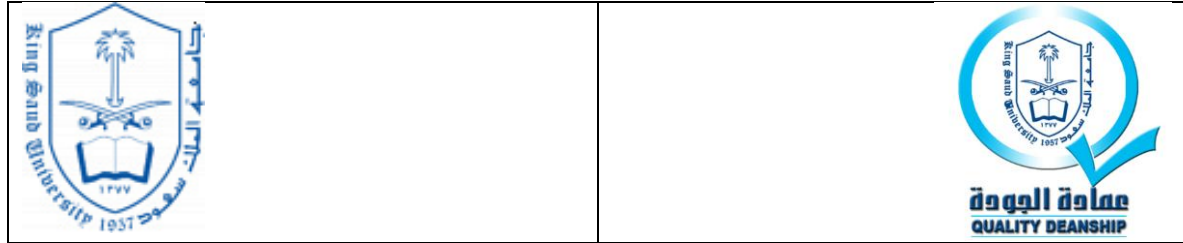
KSU BOARD OF ASSESSORS

COMPLIANCE FORM

I, _____ certify that I will comply with the requirements of the KSU Board of Assessors in the execution of my appointment for the Internal Audit and Assessment of the assigned programs as follows:

A. To conduct the Internal Audit and Assessment based on the KSU – QMS Handbooks 1 and 2 (April 2012); and

B. Comply with KSU Board of Assessors Standard Operating Procedure Handbook (April 20014), especially in the following:

   ✢   Sections III: Role of the KSU Board of Assessors
   ✢   Section IV: Requirements of the KSU Board of Assessors
   ✢   Section X: KSU Board of Assessor Code of Conduct

In compliance of this undertaking, I hereby declare that I will be fully responsible and accountable for any infringement of the requirements as stated above and allow the university to determine any appropriate remedial actions.

Signed: _____

Date: _____

APPENDIX 5: QPAR (QUALITY PERFORMANCE ASSESSMENT REPORT)

Quality Performance Assessment Report (QPAR) by Board of Assessors

Internal Quality Assurance for Academic Year _____

Quality Performance Assessment Report (QPAR) of the Internal Audit and Assessment by the Board of Assessors

of

_____ (Institution/College/Program/Administrative Unit) _____

The (Institution/College/Program/Administrative Unit) was audited and assessed on (date or dates). The internal audit and assessment were conducted by the members of the KSU – IQA Internal Audit and Assessment team appointed by the university as follows:

1. _____ (Chairperson)
2. _____ (Member)
3. _____ (Member)
4. _____ (Member)
5. _____ (Member)
6. _____ (Member)
7. _____ (Secretary)

Part 1:   Report on the audit and assessment processes

"Provide a general description of what and how the audit and assessment were conducted at the Institution/College/Program/Administrative Unit by the IQA - IAAT. This would deal with the strategy and approach that the team use to conduct the audit and assessment of the Institution/ College/ Program/ Administrative Unit concerned"

Part 2: **Overall performance assessment of the Institution/ College/ Program/ Administrative Unit**

Table 2.1: Overall Performance Achievement Scoring for Standards 1 to 11

Scaled Scoring Performance	Weights and Scoring			
Standards	**Weights**	**Consensus Score of Assessed**	**Consensus Score of Assessors**	**Variance Between Assessed and Assessor**
o Standard 1: Mission and Objectives	40			
o Standard 2: Governance and Administration	50			
o Standard 3: Management of Quality Assurance and Improvement	70			
o Standard 4 Learning and Teaching	250			
o Standard 5: Student Administration and Support Services	70			
o Standard 6: Learning Resources	60			
o Standard 7: Facilities and Equipment	60			
o Standard 8: Financial Planning and Management	40			
o Standard 9: Employment Processes	80			
o Standard 10: Research	200			
o Standard 11: Institutional Relationships with the Community	80			
Standards Overall Performance Score	**1000**			

Table 2.2: Performance Achievement Scoring for the Standards, Criteria and KPI

Scaled Scoring Performance	Weights and Scoring			
Standards, Criteria and KPI	**Weights**	**Consensus Score of Assessed**	**Consensus Score of Assessors**	**Variance between Assessed and Assessors**
o *Standard 1: Mission and Objectives*				
1.1 Appropriateness of the Mission	6			
1.2 Usefulness of the Mission Statement	4			
1.3 Development and Review of the Mission	4			
1.4 Use of the Mission Statement	6			
1.5 Relationship Between Mission, Goals and Objectives	10			
1.6 Institution specified KPI	6			
1.7 College or Program Specified KPI	4			
Standard 1 Average Performance Score	**40**			
o *Standard 2: Governance and Administration*				
2.1 Governing Body	5			
2.2 Leadership	5			
2.3 Planning Processes	5			
2.4 Relationship Between Sections for Male and Female Students	4			
2.5 Integrity	4			
2.6 Policies and Regulations	5			
2.7 Organizational Climate	5			

2.8	Associated Centers and Controlled Entities	4			
2.9	Institution specified KPI	9			
2.10	College or Program Specified KPI	4			
	Standard 2 Average Performance Score	**50**			
o	**Standard 3: Management of Quality Assurance and Improvement**				
3.1	Institutional Commitment to Quality Improvement	7			
3.2	Scope of Quality Assurance Processes	7			
3.3	Administration of Quality Assurance Processes	18			
3.4	Use of Indicators and Benchmarks	6			
3.5	Independent Verification of Standards	6			
3.6	Institution specified KPI	18			
3.7	College or Program Specified KPI	8			
	Standard 3 Average Performance Score	**70**			
o	**Standard 4 Learning and Teaching**				
4.1	Oversight of Quality of Learning and Teaching	24			
4.2	Student Learning Outcomes	20			
4.3	Program Development Processes	18			
4.4	Program Evaluation and Review Processes	24			
4.5	Student Assessment	15			
4.6	Educational Assistance for Students	18			
4.7	Quality of Teaching	24			
4.8	Support for Improvements in Quality of Teaching	15			
4.9	Qualifications and Experience of Teaching Staff	15			
4.10	Field Experience Activities	24			
4.11	Partnership Arrangements with Other Institutions	17			
4.12	Institution specified KPI	33			
4.13	College or Program Specified KPI	14			
	Standard 4 Average Performance Score	**250**			
o	**Standard 5: Student Administration and Support Services**				
5.1	Student Admissions	12			
5.2	Student Records	8			
5.3	Student Management	8			
5.4	Planning and Evaluation of Student Services	7			
5.5	Medical and Counseling Services	6			
5.6	Extra Curricular Activities for Students	5			
5.7	Institution specified KPI	12			
5.8	College or Program Specified KPI	12			
	Standard 5 Average Performance Score	**70**			
o	**Standard 6: Learning Resources**				
6.1	Planning and Evaluation	15			
6.2	Organization	8			
6.3	Support for Users	7			
6.4	Resources and Facilities	9			
6.5	Institution specified KPI	12			
6.6	College or Program Specified KPI	9			
	Standard 6 Average Performance Score	**60**			
o	**Standard 7: Facilities and Equipment**				
7.1	Policy and Planning	6			
7.2	Quality of and Adequacy of Facilities	9			
7.3	Management and Administration	8			
7.4	Information Technology	11			
7.5	Student Residences	8			
7.6	Institution specified KPI	12			
7.7	College or Program Specified KPI	6			
	Standard 7 Average Performance Score	**60**			
o	**Standard 8: Financial Planning and Management**				
8.1	Financial Planning and Budgeting	9			

8.2	Financial Management	9		
8.3	Auditing and Risk Management	4		
8.4	Institution specified KPI	12		
8.5	College or Program Specified KPI	6		
	Standard 8 Average Performance Score	**40**		
○	*Standard 9: Employment Processes*			
9.1	Policy and Administration	20		
9.2	Recruitment	18		
9.3	Personal and Career Development	22		
9.4	Discipline, Complaints and Dispute Resolution	10		
9.5	Institution specified KPI	6		
9.6	College or Program Specified KPI	4		
	Standard 9 Average Performance Score	**80**		
○	*Standard 10: Research*			
10.1	Institutional Research Policies	45		
10.2	Faculty and Student Involvement	40		
10.3	Commercialization of Research	15		
10.4	Facilities and Equipment	25		
10.5	Institution specified KPI	45		
10.6	College or Program Specified KPI	30		
	Standard 10 Average Performance Score	**200**		
○	*Standard 11: Institutional Relationships with the Community*	12		
11.1	Institutional Policies on Community Relationship			
11.2	Interactions With the Community	24		
11.3	Institutional Reputation	24		
11.4	Institution specified KPI	16		
11.5	College or Program Specified KPI	4		
	Standard 11 Average Performance Score	**40**		
	Overall Standards Performance Score	**1000**		

This part contains the performance achievement assessment of the operation of the Institution/College/Program/Administrative Unit from the external evaluators' perspectives who are the KSU BOA appointed by the university. The internal audit and assessment is conducted and written based on the Statistics, Information, Documents (SID) and outcomes obtained using the 11 Standards, 58 Criteria and Items and 56 Generic KPI based on the Scaled Performance Scoring System as provided in the KSU – QMS (KSU Quality Management System Handbook – 3rd Edition, May 2012).

This part should summarize the overall performance of the Institution/College/Program/Administrative Unit performance achievement based on the audit and assessment by this group of independent assessors. Table 2.1 should summarize the consensus score of the KSU BOA of overall performance of the Institution/College/Program/Administrative Unit being assessed, to determine any differences in the variance of the assessors and the assessed. Table 2.2 should summarize and to determine any differences in the variance of the assessors and the assessed in the consensus score of the Institution/College/Program/Administrative Unit and the details of the Standards, Criteria and Items of the assessors and assessed. In the descriptive report on the analysis of the performance of the Institution/College/Program/Administrative Unit, the percentage score should emphasize on and be discussed under the following headings:

2.1 DISCUSSION OF THE OVERALL PERFORMANCE:

"This calls for the audit, analysis and assessment of the overall performance based on what and how the Institution/College/Program/Administrative Unit has conducted its activities, and the critical evaluation of its performance based on the expectations and requirements of the KSU – QMS Quality Management System and the Quality Performance Assessment Report (QPAR) of the previous academic year. This should also discuss and analyze the outcome and achievement or performance indicators of the Institution/College/Program/Administrative Unit leading to the definitions of the strengths and opportunities of improvement of the Institution/College/Program/Administrative Unit. Make use of Tables 2.1 and 2.2 to support the discussions of the overall performance of the Institution/College/Program/Administrative Unit being audited and assessed."

"In the discussion of the overall performance achievement of all the standards as a whole in Part 2 and the performance for each standard and criteria, Items and KPI in the later sections in Part 3, the audit and assessment should be based on 2 sets of assessment criteria:

- ***Process – Oriented Values or Process – Based Scoring guidelines**: This looks at the performance of the Inputs and Processes from the **A** (**Approach** – of what and how the standards are addressed through the systems, mechanisms, tools, techniques, frameworks used), **D** (**Deployment** – of what and how the resources are requisitioned, developed and utilized, and its effectiveness and efficiency identified and measured to support the success of the approach used), **L** (**Learning** – what and how the measurements bring about continuous improvements and innovations) and **I** (**Integration** – what and how the approaches across the same standard and across the different standards or areas of performance are aligned or integrated with each other).*
- ***Results – Oriented values or Results – Based guidelines**: This looks at the performance of the Outputs and Outcomes from the **Le** (**Level of Performance** – the degree of achievements over the 6 levels), **T** (**Trend** – preferably 3 years performance trends of the results and evidence of performance), **C** (**Comparison** – the degree whereby the results, its outputs and outcomes are compared within or across comparative or competitive benchmarks performance), and **I** (**Integration** – the degree whereby the results are integrated or aligned within and across the different standards and criteria or areas or performance).*

2.1.1   Overall Annual Performance

"This calls for the discussion of the overall performance of the Institution/College/Program/Administrative Unit being audited and assessed based on all the Standards requirements in terms of the evidence or data used to support the performance of the Institution/College/Program/Administrative Unit. Focus on the overall Standard requirement rather than the individual Criteria or Item Requirement, but use the Criteria and Items requirements to reach an overall conclusion of the performance. Use the Process-Oriented Values and the Results-Oriented Values to come to a summative discussion of the overall performance."

2.1.2   Commendations or Strengths or Achievements

"This calls for the discussion of the identifications of areas that are performed well and can be accorded commendations or represents the strengths or competency of the Institution/College/Program/Administrative Unit based on all the Standards requirements in terms of the evidence or data used to support the achievements of the

Institution/College/Program/Administrative Unit being audited and assessed. Focus on the strengths or commendations using the overall Standard requirement rather than the individual Criteria or Item Requirement, but use the Criteria and Items requirements to reach an overall set of commendations or strengths displayed. Use the Process-Oriented Values and the Results-Oriented Values to come to summative identifications of these commendations or strengths or achievements."

2.1.3 Opportunities for Improvements or Innovations

"This calls for the discussion of the identifications of areas that could have performed better and that merits improvements in the Institution/College/Program/Administrative Unit based on all the Standards requirements in terms of the evidence or data used to need for improvements or innovations of the Institution/College/Program/Administrative Unit. Focus on the areas or opportunities for improvements using the overall Standard requirement rather than the individual Criteria or Item Requirement, but use the Criteria and Items requirements to reach an overall set of opportunities for improvement. Use the Process-Oriented Values and the Results-Oriented Values to come to summative identifications of these areas or opportunities of improvements and innovations"

Part 3: Standards Performance Assessment

This should discuss in-depth the performance evaluation of each of Standards, Criteria, Items and KPI. The performance data should be summarized in a table starting from Table 3.1 to Table 3. 11, 1 table for each of the Standard, Criteria and KPI. In the descriptive report of the analysis of the performance of each of the Standard, Criteria and KPI of the Institution/College/Programs/Administrative Units, the overall performance achievement score should emphasize on the goals set and goals achievement leading to its development and effectiveness, and the performance scoring of each of the criteria and overall performance of the standard. The general requirements for each of the Standard and Criteria are discussed under the following headings:

a. DISCUSSION OF THE PERFORMANCE OUTCOME for Standards 1 to 11:

"This calls for the analysis of each Standard, Criteria, Items and KPI and Benchmark performance based on what and how the Institution/College/Programs or Administrative Unit has conducted its activities in the academic year. The critical evaluation of its performance based on the expectations and requirements of each of the Standard, Criteria, Items and KPI and Benchmark as defined in the KSU – QMS and the QPAR report of the previous academic year. This should also discuss and analyze the performance outcomes and achievements or performance indicators of the Institution/College/Programs or Administrative Unit leading to the definitions of the strengths or opportunities for improvement of the department or College based on the evidence or data set used to support the audit and assessment leading to the overall performance achievement."

b. **DISCUSSION OF COMMENDATIONS OR STRENGTHS for Standards 1 to 11:**

"*Based on the overall performance, the Institution/College/Programs or Administrative Unit should identify areas whereby it had performed well and that represent areas of strengths or competency of the Institution/College/Programs or Administrative Unit. Based on these strengths or competencies, the Institution/College/Programs or Administrative Unit should come up with a set of action plans that further strengthens the position of the Institution/College/Programs or Administrative Unit. These actions plans should be actionable and achievable, and at the same time concrete and feasible for each of the Standard to bring about innovations rather than continuous improvement. The discussion here would be more in-depth, specific and related to each of the Standard, Criteria, Items and KPI requirements.*"

c. **DISCUSSION OF OPORTUNITIES FOR IMPROVEMENT for Standards 1 to 11:**

"*Based on the overall performance, the Institution/College/Programs or Administrative Unit should identify areas or opportunities for improvement or innovations and should come up with a set of recommendations and action plans that are actionable and achievable, and at the same time concrete and feasible for each of the Standard to bring about continuous improvement. The discussion here would be more in-depth, specific and related to each of the Standard, Criteria, Items and KPI requirements.*"

d. **STATISTICS, INFORMATION, DOCUMENTS (SID) evidence supporting performance assessment that might be needed or are missing**

"*Provide recommendations of Statistics, Information, Data-sets or documents which are recommended to be useful to substantiate or support the performance assessment for improvements or the rationale of the consensus scores and to substantiate that the performance outcomes, the strengths and opportunities for improvement are based on verifiable and concrete evidence. Normally, the performance scoring and assessment would merit a range based on the criteria requirements of the Process-Oriented or Results-Oriented Scoring guidelines. The full details of the data and evidence should be found in the Annual Developmental Plan*"

Table 3.1: Performance Assessment of Standard 1

Scaled Scoring Performance	Weights and Scoring						
Standards, Criteria and KPI	Weights	Consensus Score	Goals Set	Goals Achieved	Development	Effectiveness	Overall Performance
o *Standard 1: Mission and Objectives*							
1.1 Appropriateness of the Mission	6						
1.2 Usefulness of the Mission Statement	4						
1.3 Development and Review of the Mission	4						
1.4 Use of the Mission Statement	6						

1.5	Relationship Between Mission, Goals and Objectives	10						
1.6	Institution specified KPI	6						
1.7	College or Program specified KPI	4						
	Standard 1 Average Performance Score	**40**						

a. **Standard 1, Criteria, Items and KPI performance outcome**

"*This calls for the analysis of this Standard, its Criteria, Items and KPI and Benchmark performance based on what and how the Institution/College/Programs or Administrative Unit has conducted its activities in the academic year. The critical evaluation of its performance based on the expectations and requirements of this Standard, its Criteria, Items and KPI and Benchmark as defined in the KSU – QMS and the QPAR report of the previous academic year. This should also discuss and analyze the performance outcomes and achievements or performance indicators of the Institution/College/Programs or Administrative Unit leading to the definitions of the strengths or opportunities for improvement of the department or College based on the evidence or data set used to support the audit and assessment leading to the overall performance achievement of this Standard.*"

b. **Standard 1, Criteria, Items and KPI Commendations or Strengths**

"*Based on the overall performance, the Institution/College/Programs or Administrative Unit should identify areas whereby it had performed well and that represent areas of strengths or competency of the Institution/College/Programs or Administrative Unit. Based on these strengths or competencies, the Institution/College/Programs or Administrative Unit should come up with a set of action plans that further strengthens the position of the Institution/College/Programs or Administrative Unit. These actions plans should be actionable and achievable, and at the same time concrete and feasible for each of the Standard to bring about innovations rather than continuous improvement. The discussion here would be more in-depth, specific and related to the Standard, Criteria, Items and KPI requirements.*"

c. **Standard 1, Criteria, Items and KPI Opportunities for Improvement**

"*Based on the overall performance, the Institution/College/Programs or Administrative Unit should identify areas or opportunities for improvement or innovations and should come up with a set of recommendations and action plans that are actionable and achievable, and at the same time concrete and feasible for each of the Standard to bring about continuous improvement. The discussion here would be more in-depth, specific and related to this Standard, its Criteria, Items and KPI requirements.*"

d. **STATISTICS, INFORMATION, DOCUMENTS (SID) evidence supporting performance assessment that might be needed or are missing**

"*Provide any recommendations on the use of an evidenced – based approach and the use of SID or evidence used to arrive at the overall performance assessment for improvements*"

Table 3.2: Performance Assessment of Standard 2

Scaled Scoring Performance	Weights and Scoring						
Standards, Criteria and KPI	Weights	Consensus Score	Goals Set	Goals Achieved	Development	Effectiveness	Overall Performance
o *Standard 2: Governance and Administration*							
2.1 Governing Body	5						
2.2 Leadership	5						
2.3 Planning Processes	5						
2.4 Relationship Between Sections for Male and Female Students	4						
2.5 Integrity	4						
2.6 Policies and Regulations	5						
2.7 Organizational Climate	5						
2.8 Associated Centers and Controlled Entities	4						
2.9 Institution specified KPI	9						
2.10 College or Program specified KPI	4						
Standard 2 Average Performance Score	**50**						

a. **Standard 2, Criteria, Items and KPI performance outcome**

As above in Standard 1

b. **Standard 2, Criteria, Items and KPI Commendations or Strengths**

As above in Standard 1

c. **Standard 2, Criteria, Items and KPI Opportunities for Improvement**

As above in Standard 1

d. **Standard 2, Criteria, Items and KPI Statistics, Information, Documents (SID) evidence supporting performance assessment that might be needed or are missing**

As above in Standard 1

Table 3.3: Performance Assessment of Standard 3

Scaled Scoring Performance	Weights and Scoring						
Standards, Criteria and KPI	Weights	Consensus Score	Goals Set	Goals Achieved	Development	Effectiveness	Overall Performance
o *Standard 3: Management of Quality Assurance and Improvement*							
3.1 Institutional Commitment to Quality Improvement	7						
3.2 Scope of Quality Assurance Processes	7						
3.3 Administration of Quality Assurance Processes	18						
3.4 Use of Indicators and Benchmarks	6						
3.5 Independent Verification of Standards	6						
3.6 Institution specified KPI	18						
3.7 College or Program specified KPI	8						
Standard 3 Average Performance Score	**70**						

    a. Standard 3, Criteria, Items and KPI performance outcome

    As above in Standard 1

    b. Standard 3, Criteria, Items and KPI Commendations or Strengths

    As above in Standard 1

    c. Standard 3, Criteria, Items and KPI Opportunities for Improvement

    As above in Standard 1

    d. **Standard 3, Criteria, Items and KPI Statistics, Information, Documents (SID) evidence supporting performance assessment that might be needed or are missing**

    As above in Standard 1

Table 3.4: Performance Assessment of Standard 4

Scaled Scoring Performance	Weights and Scoring						
Standards, Criteria and KPI	Weights	Consensus Score	Goals Set	Goals Achieved	Development	Effectiveness	Overall Performance
o *Standard 4 Learning and Teaching*							
4.1 Oversight of Quality of Learning and Teaching	24						
4.2 Student Learning Outcomes	20						

	Weights						
4.3 Program Development Processes	18						
4.4 Program Evaluation and Review Processes	24						
4.5 Student Assessment	15						
4.6 Educational Assistance for Students	18						
4.7 Quality of Teaching	24						
4.8 Support for Improvements in Quality of Teaching	15						
4.9 Qualifications and Experience of Teaching Staff	15						
4.10 Field Experience Activities	24						
4.11 Partnership Arrangements with Other Institutions	17						
4.12 Institution specified KPI	33						
4.13 College or Program specified KPI	14						
Standard 4 Average Performance Score	**250**						

a. **Standard 4, Criteria, Items and KPI performance outcome**

As above in Standard 1

b. **Standard 4, Criteria, Items and KPI Commendations or Strengths**

As above in Standard 1

c. **Standard 4, Criteria, Items and KPI Opportunities for Improvement**

As above in Standard 1

d. **Standard 4, Criteria, Items and KPI Statistics, Information, Documents (SID) evidence supporting performance assessment that might be needed or are missing**

As above in Standard 1

Table 3.5: Performance Assessment of Standard 5

Scaled Scoring Performance	Weights and Scoring						
Standards, Criteria and KPI	Weights	Consensus Score	Goals Set	Goals Achieved	Development	Effectiveness	Overall Performance
o *Standard 5: Student Administration and Support Services*							
5.1 Student Admissions	12						
5.2 Student Records	8						
5.3 Student Management	8						
5.4 Planning and Evaluation of Student Services	7						

5.5	Medical and Counseling Services	6					
5.6	Extra Curricular Activities for Students	5					
5.7	Institution specified KPI	12					
5.8	College or Program specified KPI	12					
	Standard 5 Average Performance Score	**80**					

a. **Standard 5, Criteria, Items and KPI performance outcome**

As above in Standard 1

b. **Standard 5, Criteria, Items and KPI Commendations or Strengths**

As above in Standard 1

c. **Standard 5, Criteria, Items and KPI Opportunities for Improvement**

As above in Standard 1

d. **Standard 5, Criteria, Items and KPI Statistics, Information, Documents (SID) evidence supporting performance assessment that might be needed or are missing**

As above in Standard 1

Table 3.6: Performance Assessment of Standard 6

Scaled Scoring Performance		Weights and Scoring					
	Standards, Criteria and KPI	Weights	Consensus Score	Goals Set	Goals Achieved	Development	Effectiveness	Overall Performance
o	*Standard 6: Learning Resources*						
6.1	Planning and Evaluation	15					
6.2	Organization	8					
6.3	Support for Users	7					
6.4	Resources and Facilities	9					
6.5	Institution specified KPI	12					
6.6	College or Program specified KPI	9					
	Standard 6 Average Performance Score	**60**					

a. **Standard 6, Criteria, Items and KPI performance outcome**

As above in Standard 1

b. Standard 6, Criteria, Items and KPI Commendations or Strengths

As above in Standard 1

c. Standard 6, Criteria, Items and KPI Opportunities for Improvement

As above in Standard 1

d. Standard 6, Criteria, Items and KPI Statistics, Information, Documents (SID) evidence supporting performance assessment that might be needed or are missing

As above in Standard 1

Table 3.7: Performance Assessment of Standard 7

Scaled Scoring Performance	Weights and Scoring						
Standards, Criteria and KPI	Weights	Consensus Score	Goals Set	Goals Achieved	Development	Effectiveness	Overall Performance
o *Standard 7: Facilities and Equipment*							
7.1 Policy and Planning	6						
7.2 Quality of and Adequacy of Facilities	9						
7.3 Management and Administration	8						
7.4 Information Technology	11						
7.5 Student Residences	8						
7.6 Institution specified KPI	12						
7.7 College or Program specified KPI	6						
Standard 7 Average Performance Score	60						

a. Standard 7, Criteria, Items and KPI performance outcome

As above in Standard 1

b. Standard 7, Criteria, Items and KPI Commendations or Strengths

As above in Standard 1

c. **Standard 7, Criteria, Items and KPI Opportunities for Improvement**

As above in Standard 1

d. **Standard 7, Criteria, Items and KPI Statistics, Information, Documents (SID) evidence supporting performance assessment that might be needed or are missing**

As above in Standard 1

Table 3.8: Performance Assessment of Standard 8

Scaled Scoring Performance	Weights and Scoring						
Standards, Criteria and KPI	Weights	Consensus Score	Goals Set	Goals Achieved	Development	Effectiveness	Overall Performance
o *Standard 8: Financial Planning and Management*							
8.1 Financial Planning and Budgeting	9						
8.2 Financial Management	9						
8.3 Auditing and Risk Management	4						
8.4 Institution specified KPI	12						
8.5 College or Program specified KPI	6						
Standard 8 Average Performance Score	**40**						

a. **Standard 8, Criteria, Items and KPI performance outcome**

As above in Standard 1

b. **Standard 8, Criteria, Items and KPI Commendations or Strengths**

As above in Standard 1

c. **Standard 8, Criteria, Items and KPI Opportunities for Improvement**

As above in Standard 1

d. **Standard 8, Criteria, Items and KPI Statistics, Information, Documents (SID) evidence supporting performance assessment that might be needed or are missing**

As above in Standard 1

Table 3.9: Performance Assessment of Standard 9

Scaled Scoring Performance		Weights and Scoring						
Standards, Criteria and KPI	Weights	Consensus Score	Goals Set	Goals Achieved	Development	Effectiveness	Overall Performance
o *Standard 9: Employment Processes*							
9.1 Policy and Administration	20						
9.2 Recruitment	18						
9.3 Personal and Career Development	22						
9.4 Discipline, Complaints and Dispute Resolution	10						
9.5 Institution specified KPI	6						
9.6 College or Program specified KPI	4						
Standard 9 Average Performance Score	**80**						

a. **Standard 9, Criteria, Items and KPI performance outcome**

As above in Standard 1

b. **Standard 9, Criteria, Items and KPI Commendations or Strengths**

As above in Standard 1

c. **Standard 9, Criteria, Items and KPI Opportunities for Improvement**

As above in Standard 1

d. **Standard 9, Criteria, Items and KPI Statistics, Information, Documents (SID) evidence supporting performance assessment**

As above in Standard 1

Table 3.10: Performance Assessment of Standard 10

Scaled Scoring Performance	Weights and Scoring						
Standards, Criteria and KPI	Weights	Consensus Score	Goals Set	Goals Achieved	Development	Effectiveness	Overall Performance
o *Standard 10: Research*							
10.1 Institutional Research Policies	45						
10.2 Faculty and Student Involvement	40						
10.3 Commercialization of Research	15						
10.4 Facilities and Equipment	25						
10.5 Institution specified KPI	45						
10.6 College or Program specified KPI	30						
Standard 10 Average Performance Score	**200**						

    a. **Standard 10, Criteria, Items and KPI performance outcome**

        As above in Standard 1

    b. **Standard 10, Criteria, Items and KPI Commendations or Strengths**

        As above in Standard 1

    c. **Standard 10, Criteria, Items and KPI Opportunities for Improvement**

        As above in Standard 1

    d. **Standard 10, Criteria, Items and KPI Statistics, Information, Documents (SID) evidence supporting performance assessment that might be needed or are missing**

        As above in Standard 1

Table 3.11: Performance Assessment of Standard 11

Scaled Scoring Performance	Weights and Scoring						
Standards, Criteria and KPI	Weights	Consensus Score	Goals Set	Goals Achieved	Development	Effectiveness	Overall Performance
o *Standard 11: Institutional Relationships with the Community*							
11.1 Institutional Policies on Community Relationship	12						

11.2 Interactions With the Community	24						
11.3 Institutional Reputation	24						
11.4 Institution specified KPI	16						
11.5 College or Program specified KPI	4						
Standard 11 Average Performance Score	**80**						

    a. Standard 11, Criteria, Items and KPI performance outcome

As above in Standard 1

    b. Standard 11, Criteria, Items and KPI Commendations or Strengths

As above in Standard 1

    c. Standard 11, Criteria, Items and KPI Opportunities for Improvement

As above in Standard 1

    d. Standard 11, Criteria, Items and KPI Statistics, Information, Documents (SID) evidence supporting performance assessment that might be needed or are missing

As above in Standard 1

Part IV.   **Acknowledgement and Authorized Signatures of both assessors and assessed**

Signed on behalf of Board of Assessor members by:

_____

(Name)

Chairperson of KSU Board of Assessor

Reported by

Acknowledged on behalf of unit audited and assessed by:

_____

(Name)

Dean/Director