Performance

20|20 KSU BOARD OF ASSESSORS: A SYNOPSIS
(2ND EDITION, JUNE 2023)

20|20 KSU-QPMS
KING SAUD UNIVERSITY
QUALITY PERFORMANCE MANAGEMENT SYSTEM

Prof. Mubarak AlKhatnai
Dean, Deanship of Development and Quality

Foreword

The KSU journey and new chapters have been guided by its commitment to continuous improvements, innovations, renewals, and recommitment. They are underpinned by the continued strengthening of its education, social and cultural foundations through its ever-evolving IQA (Internal Quality Assurance) System. We are pleased and proud to say that we have used the KSA Vision 2030, KSU Vision 2030, the ETEC-NCAAA, and national aspirations to strive beyond meeting requirements to excel through Performance Excellence, which has been and will always be the beacon of KSU's "Towards Excellence."

In KSU's ever-evolving IQA (Internal Quality Assurance) System, we are proud to introduce our PIQ (Planning-Information-Quality) Troika pillars. They underscore KSU's holistic approach to "Performance Excellence Management." In these aspects, the IQA journey toward accreditation has been a very challenging but not hopeless nor inhibiting exercise. On the contrary, these "Learning Experiences" have challenged KSU to higher heights on its "Towards Excellence" journey. One is the 20|20 KSU IAA Internal Audit and Assessment System.

Though there are changes in ETEC-NCAA, KSU's IQA System has continuously evolved into the Performance Excellence Framework enshrined in the 20|20 KSU-QPMS (Quality and Performance Management System) Handbooks 1 & 2 (5th Edition, June 2023) and its Programmatic 20|20 KSU-QPMS. The mainstay of the KSU IQA is the 20|20 KSU-IAA, and the BOA (Board of Assessors) synopsized in this small booklet of the rubrics and Performance Excellence approach that KSU has used since 2010. The KSU-BOA members are highly trained in the internationally accepted MBNQA Performance Excellence System and Evaluation and Assessment Framework.

We hope this 20|20 KSU-QPMS BOA Synopsis will provide a snapshot of the KSU Internal Audit and Assessment mechanisms and rubrics for ease of understanding and practice perusals..

Executive Summary

Since 2010, the hallmark of continuous improvements and innovations in KSU has been enshrined in the KSU-QMS Handbooks 1 and 2 (4th Edition, May 2017) and earlier editions to the 2023 20|20 KSU-QPMS (Quality and Performance Management System) (5th Edition, June 2023). The system has weathered KSU's resilience to withstand changes but steadfastly adjusted to the changing environment and requirements. A crucial part of this is the ubiquitous Internal Audit and Assessment by the 20|20 KSU-BOA (Board of Assessors), which plays a central and fundamental role in the progress and performance assessment of KSU programs.

The university-appointed assessors are the stalwart of performance excellence. KSU went beyond regular assessment as its assessors are fully trained and equipped with the performance excellence assessment approach. This synopsis highlights the significant Objectives of the KSU-BOA and how they are selected and trained by an international trainer of the Performance Excellence Model.

It includes the discourse of their roles & responsibilities and code of conduct during the Internal Audit & Assessment of the Programs. It goes deep into their 4-month intensive development of the QPAR (Quality Performance Management Report using the 20|20 KSU Performance Scoring Model. It is executed through their QPAR (Quality Performance Assessment Report), meeting the 4 "A" s of Actionable, Aligned, Accurate, and Appropriate requirements of an internationally practiced Performance Excellence framework that is the basis of the programs' action-oriented developmental planning.

Once again, we thank the KSU community for their continued support and work towards KSU's commitment to going to higher lengths and heights of academic achievement.

Thank you.

<div align="center">

Deanship Of Development and Quality

King Saud University

KSU © 2023

</div>

Table of Contents

20|20 KSU BOARD OF ASSESSORS: A SYNOPSIS

20|20 KSU-QPMS BOA (BOARD OF ASSESSORS)

I.   **Introduction**

The KSU-QMS (King Saud University Quality Management System), introduced in 2009 and implemented from 2013 to the 2023 KSU-QPMS (Quality Performance Management System), is the overarching quality assurance management system used across the Board at the institutional, collegial, and programmatic levels to assure quality practices and processes. The fundamental principles of quality practices and its appending Process and Results Standards are detailed in the KSU-QPMS Handbooks 1 and 2 (5th Edition, June 2023).

A key component for quality assurance is the internal audit and assessment that takes place within the two accreditation cycles, which can range from 4 to 6 years for each college or program. There are at least two internal audit and assessment cycles to ensure that the quality practices are continuously monitored to bring about continuous improvements (Figure 1). To provide an independent and objective review of the college or program's progress in its quality assurance management, KSU has created an institutional-level KSU Board of Assessors, which is critical to the successful internal audit and assessment of the college or program performance. The KSU Board of Assessors comprises specially selected experts or experienced quality practitioners certified through an intensive training program by the DoDQ (Deanship of Development) and quality. The outcome of 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.
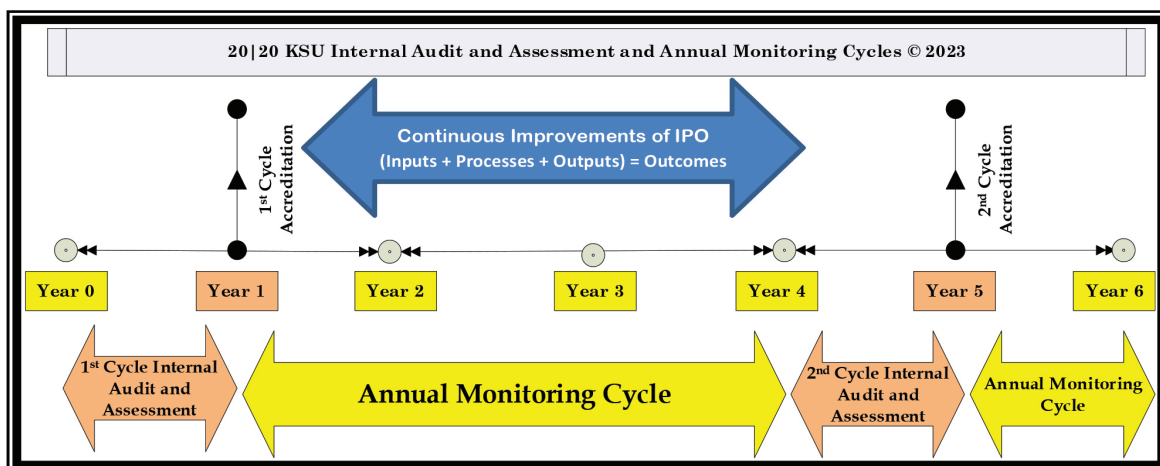

Figure 1: 20|20 KSU Internal Audit and Assessment and Annual Monitoring Cycles

As such, this handbook, the 20|20 KSU-QPMS Board of Assessors Standard Operating Procedures Handbook (2ⁿᵈ Edition, 2023), will contain the policies, protocols, and procedures by which all KSU-appointed members will abide. It covers the following:

- Roles, responsibilities, and duties of the KSU Board of Assessors

- Code of Conduct required by the KSU Board of Assessors

II. Objectives of the KSU Board of Assessors

Based on the holistic approach desired for 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 regarding the overall quality of an academic program under review.

- To evaluate the program's contexts and contents in line with national and international quality requirements and 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 ensure the objectivity of the program's Internal Audit and Assessment process; also to determine the program's performance compared to other programs nationally and internationally.

III. Selection of KSU Board of Assessors

Members of the Board of Assessors are selected based on 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 institutions eligible for the assessment and serving as representatives for the KSU Board of Assessors.

Standards used in the selection of KSU Board of Assessors members include

- Thorough knowledge of the requirements as specified in the KSU-QPMS Handbooks 1 and 2 (5ᵗʰ Edition, June 2023) and evaluation process

- Breadth and depth of experience quality and accreditation and program management, including diversity of experience;

- Leadership, 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 are selected for certification as certified assessors by the Deanship of Development and Quality through the training. They are recommended to the Rector for an annual appointment and are appointed to the KSU Board of Assessors for one annual cycle by the KSU Rector. Board members may reapply for continued service yearly if they wish to serve again.

IV. **Role of the KSU Board of Assessors**

The KSU Board of Assessors comprises education and quality experts and individuals selected from the Colleges on the recommendation of the Colleges or the Deanship of Development and Quality based on the knowledge and expertise demonstrated in 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 the end of an average of three assessment cycles for each program.

- Attend four sessions of (3 - 3 - 3 days and one 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 Assessor Code of Conduct requirements, Quality Practices, and Confidentiality Considerations.

- Meet all fair and competent evaluation requirements, including adherence to the Standards for KSU-QPMS Performance Excellence, the KSU-QPMS Performance Scoring System, individual and consensus reviews, and site visit requirements.

- Maintain thorough documentation and sound records, honor time commitments, and adhere to due dates as mapped out by the Deanship of Development and Quality.

V.   Requirements of the KSU Board of Assessors

The basic requirements of the KSU Board of Assessors include the following:

- o Complete understanding of the KSU-QPMS Handbooks 1 and 2 (5th Edition, June 2023) audit and assessment requirements of programs.

- o Planning for the assignment of the members' roles as Standard Lead and Backup reviewers, work assignment assessment, schedule of work deliveries and site visits, keeping minutes of the meetings when the team meets for preparation and management to ensure a successful audit and assessment of program

- o Auditing and assessing the program's performance based on the Program SSR and Performance scoring using the mechanisms in KSU-QPMS Handbooks 1 and 2 (5th Edition, June 2023).

- o Writing up the QPAR that reflects the objective and consensus of the members of the BOA

- o Liaising with the Deanship of Development and Quality to clarify KSU-QPMS Board of Assessor roles and responsibilities and QPAR development.

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 cases 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.

Three main stages of the Internal Audit and Assessment are 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 Internal Audit and Assessment team members. The main focus in this stage is the Independent Review; board members participate. Their duties as Standard Lead and Backup Lead require a time commitment of typically 35 – 50 hours per program case. Some Assessors also will be lead or backup team leaders for consensus review and Site Visit Teams.

- **In Stage 2 – Audit and Assessment:** The Team Lead will call for a central Consensus Review after the Independent Review. The board members have assignments requiring a time commitment of 20-27 hours over 2-3 days, resulting in an Initial Consolidated QPAR (Quality Performance Assessment Report) and identifying 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 the KSU Board of Assessors

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

- The Assessor should read, understand, review, and analyze the self-study report (SSR) and any other documentation sent in advance or provided on-site for the audit and assessment.

- The Assessor should ensure that the curriculum's currency, relevance, coherence, and appropriateness are evaluated to ensure that it meets the requirements of the market and stakeholders.

- The Assessor should comment on and advise on 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 can achieve standards comparable with the quality standards and benchmarks at national and international levels.

- The Assessor should ensure that all assessments' aims, purpose, philosophy, and objectives are understood and appropriate, ensuring that assessment processes are fair and consistent with the university's policies and regulations and compatible 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 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 the delivery of its courses.

- 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 their observations relative to the quality and future potential of the program and

- If an assessor finds certain shortcomings in the program, s/he must submit recommendations to overcome these shortcomings or areas for improvement to increase the program's Stakeholders' satisfaction.

VIII. Overview of the 20|20 KSU 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 Internal Audit and Assessment process aims.

The College/Program review is integral to the comprehensive review process by which Universitytyty, the college, and its programs 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 simultaneously. Program reviews incorporate the academic program (degree, diploma, or certificate), educational philosophies, plans, policies, processes, regulations, structure and management, units, and primary and minor sequences. It covers academic requirements, accomplishments, achievements, students' experiences, projects, and work experiences in the program. A QPAR (Quality Performance and Assessment Report) template is provided for the analysis, evaluation, and feedback for follow-up and improvements (Appendix 3).

The central focus of a program review is how the range of units, course sequences and requirements, and other education, extra-curricular and support activities contribute to the program's accomplishment and achievement. The program's student experience and desired outcomes are central to the program review.

The KSU BOA reviews and confirms that the curricula delivery and intended learning outcomes (ILO) are defined and measured appropriately and applied effectively. It ensures that the assessments effectively assess all the ILOs meeting the NCAAA and KSU-QPMS assessment procedures and the IQA assessments appropriateness. It ensures that they have been followed and final Internal Audit and Assessment results are conducted relatively and justified. In effect, the KSU Board of Assessors provides an independent professional opinion on the program's appropriateness, effective, and efficient student performance assessment and that academic standards are accomplished and achieved by the program in the college.

The three months of the critical actions of the KSU Board of Assessors are defined in Figure 2, which is self-explanatory.

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

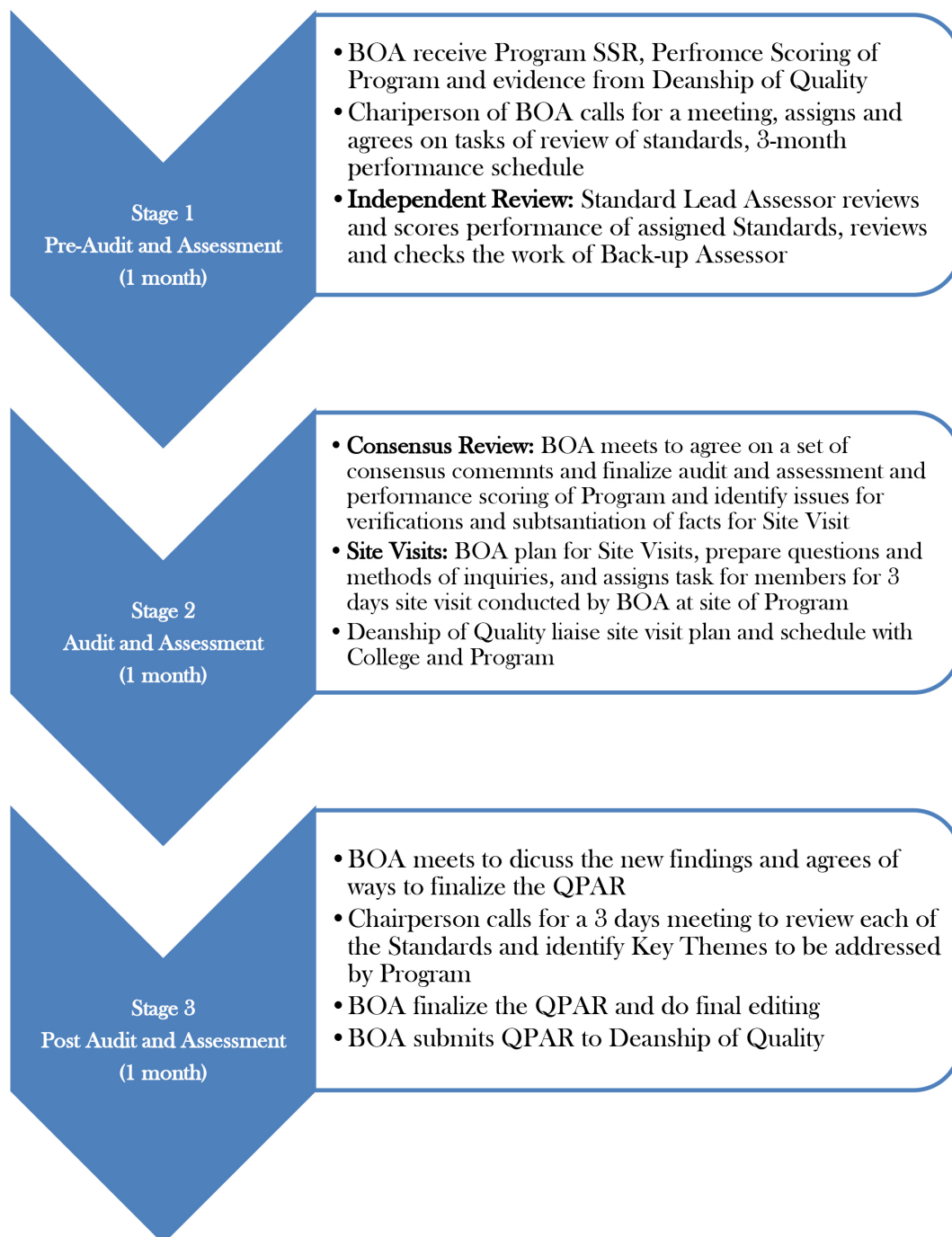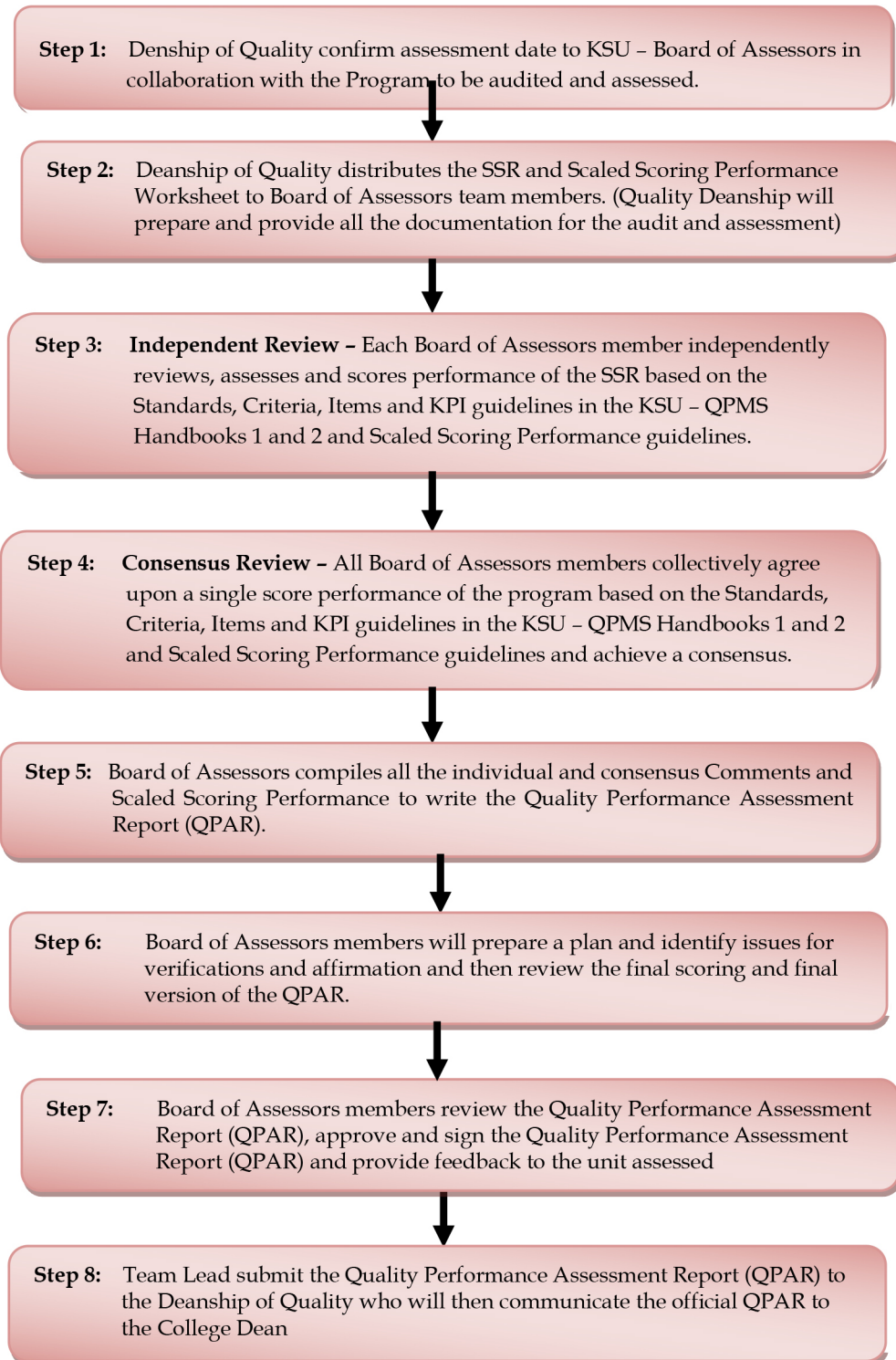A proposed plan and schedule for the Site Visit are shown in Appendix 1.

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-month workflow of the 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.

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)

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 – QPMS Handbooks 1 and 2 and Scaled Scoring Performance guidelines.

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 – QPMS Handbooks 1 and 2 and Scaled Scoring Performance guidelines and achieve a consensus.

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

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.

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

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 Development and 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 Development and Quality will confirm the audit and assessment date with the concerned college or program.

Step 2

- The Deanship of Development and Quality distributes the SSR of the College or Program, the KSU-QPMS Handbooks 1 and 2 and Performance Scoring 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 Board of Assessors member will conduct the audit and assessment independently with minimal consultation with the other team members.

- Each Board of Assessors member can use the Performance Scoring Worksheet as worksheet to arrive at a percentage score for each Standard, Sub-Standard, and KPI based on the scoring guidelines and 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 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 Standard, Criterion, and KPI through a consensus. The consensus is imperative to an impartial and fair indicator for each of the Standards, Standards, Items, and KPIs. Different members can assign different percentages and scores depending on their perspectives. The Performance Scoring Worksheet will be a critical support to justify a score.

- Once all the Board of Assessors members have reached a consensus on all the Standards, Standards, 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 to provide feedback to the unit assessed.

Step 8

❑ The Board of Assessors secretary will submit the Quality Performance Assessment Report (QPAR) to the Quality Deanship. The DoDQ then compiles and consolidates all the Quality Performance Assessment Reports (QPAR) of all the Colleges and Administrative Units into the KSU Quality Performance Assessment Report (KSU – QPAR). They will be disseminated to the public and reported to higher authorities as the Institution's Annual Quality Performance Assessment Report.

IX. **Assessors' Role as Ambassadors of the 20|20 KSU-QPMS**

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-QPMS. As ambassadors of KSU–QPMS, assessors may participate on panels, give presentations, write articles, distribute materials, and encourage the submission of applications for the Board of Assessors. It is essential, however, that representations reflect knowledge of the current Standards and the assessment process., Educational materials are available to assist Assessors with these activities from the Board.

As representatives of the KSU Board of Assessors, board members should follow these guidelines:

• Focus the quality of the program on 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 Standards or the KSU–QPMS.

- Gather Standards needed changes of "what works and what does not" and communicate them to the Deanship of Development and Quality, per the KSU-QPMS.

- Share suggestions for improvements, new ideas, or developing trends with the Quality development (e.g., by contacting the Deanship of Development and 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 a generally accepted set of ethical conduct, members of the 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 universities, colleges, programs, and the public;

- personally and independently score all assigned case SSR;

- during stages 1 and 2, do not communicate with College/Program or 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 College/Program information with anyone, including other Assessors, except for designated team members and the Consultant to the KSU-QPMS. It 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 the assessment process.);

d. not retain any notes, written or electronic, about the College/Program (members of the KSU Board of Assessors shall destroy all notes upon the completion of the 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 after the review process unless the College/Program publicly releases the information;

g. safeguard the confidentiality of all parties involved in the judging or examination of present or former College/Program;

h. protect confidential information and avoid disclosures that may 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 particular interest in their fulfillment of the duties of an assessor, 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 gain, including the establishment of an employment or consulting relationship, and, if approached by the College/Program they have evaluated;

- Furthermore, members of the Board of Assessors enhance and advance the assessment as it serves to stimulate the College/Program to improvQualityty, 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 assessment. The disclosure must consider the conflict of interest to the KSU Board of Assessors' impartial fulfillment of duties in the review. Such information will be used for the KSU Board of Assessors' 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:

- 20|20 KSU-QPMS Handbooks 1 and 2 (5th Edition, June 2023)

- 20|20 KSU Board of Assessors Standard Operating Procedure Handbook (2nd Edition, June 2023)

- 20|20 KSU-QPAR (Quality Performance Assessment Report) (Appendix 5)

- 20|20 KSU-QPMS Performance Scoring

IMPORTANT NOTE: *All KSU Board of Assessors pledge to abide by this Code of Ethical Conduct and must sign the mandatory Code of Behaviour 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* – A senior assessor manages the team the university appoints to ensure that the whole Internal Audit and Assessment of the College/Program are done professionally. They are guided by the 20|20 KSU Board of Assessors Standard Operation Procedures Handbook (2nd Edition, June 2023), which defines the Assessor's roles, responsibilities, and code of conduct.

- *Audit and assessment* – This should be done within the requirements of the 20|20 KSU-QPMS Handbooks 1 and 2 (5th Edition, June 2023) to provide an objective audit and assessment of the performance of the College/team.

- *Team rapport* – The support and camaraderie of the whole team are critical to the success of the Internal Audit and Assessment process in an efficient, effective, and friendly nature. It includes mutual respect for others and listening to the opinions of others professionally 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 – QPMS. 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 20|20 KSU-QPMS Handbooks 1 and 2 (5th Edition, June 2023).

The primary role is to support the team members to ensure that 20|20 KSU-QPMS standards are being consistently applied and maintained to ensure and assure quality management of the College/Program.

These activities will be under the direction of the Team Lead and supported by the Deanship of Development and Quality as appropriate. You may be required to undertake duties during weekends

and holidays 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 the Deanship of Development and Quality - Finalization of QPAR and Performance Scoring - Evaluate the 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	Backup Lead for Standards 1, 3, 9 and 11
Assessor 2	Standard Lead for Standards 3, 9 and 11	Backup Lead for Standards 5, 6, 7 and 8
Assessor 3	Standard Lead for Standards 5, 6, 7, and 8	Backup Lead for Standards 2, 4 and 10

❑ **Outline of duties of Team Lead**

- Support the quality assurance processes per 20|20 KSU-QPMS 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 the best value.

- Support fellow team members before and during the internal audit and assessment period.

- Support in the performance assessment and management activity of team members against the KSU-QPMS Standards and Key Performance Measures.

- Support the Deanship of Development and 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 keAssessoror for thiStandardrd

    o   Support the Team Lead to ensure a successful internal audit and assessment

    o   Act as support assessor for other Standards as assigned as Backup 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 concerning College with short briefings 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 review and recommendations		KSU-BOA Panel
DAY 2 09.00 – 12.00	Discussion of Standards 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 an Oral report on the findings of an 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 the Dean of College or Representative		Dean or Representative

APPENDIX 2: TEAM LEADER EVALUATION AND REPORT

<div align="center">

20|20 KSU Internal Audit and Assessment Report

Academic Year: _____

</div>

College: _____   **Program:** _____

Period of Review:

Overall Comments:

Critical Issues Faced by the Team:

Critical Areas of Improvement in the 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 reviews are confidential and should be e-mailed directly to* DoDQ *within one week of submission of QPAR*

APPENDIX 3: TEAM MEMBER EVALUATION AND REPORT

20|20 KSU Internal Audit and Assessment Report	
Academic Year: _____	
College: _____	**Program:** _____
Period of Review: _____	

Critical Areas of Improvement in the 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 reviews are confidential and should be e-mailed directly to DoDQ within one week of submission of QPAR*

20|20 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 20|20 KSU-QPMS Handbooks 1 and 2 (5th Edition, June 2023); and

B. Comply with the KSU Board of Assessors Standard Operating Procedure Handbook (2nd Edition, June 2023), 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 with this undertaking, I will be fully responsible and accountable for any infringement of the above-mentioned requirements and allow the university to determine any appropriate remedial actions.

Signed: _____

Date: _____

APPENDIX 5: 20|20 KSU-QPAR (QUALITY PERFORMANCE ASSESSMENT REPORT)

20|20 KSU-QPAR (QUALITY PERFORMANCE ASSESSMENT REPORT) BY BOARD OF ASSESSORS

Internal Quality Assurance for Academic Year _____

**20|20 KSU-QPAR (Quality Performance Assessment Report) 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 members of the KSU conducted the internal audit and assessment – IQA Internal Audit and Assessment team appointed by the university are represented by the KSU Board of Assessors as follows:

1. _____ (Chairperson)

2. _____ (Member)

3. _____ (Member)

4. _____ (Member)

5. _____ (Member)

6. _____ (Member)

7. _____ (Secretary)

Part 1: Report on the Internal 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. It would deal with the strategy and approach that the team uses 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 Scoring for Standards 1 to 5 (6 is for PG – Postgraduate)

Performance Scoring	Weights and Scoring = Performance Score			
Standards	Weights (UG)	Weights (PG)	% Score	Performance
o **Standard 1: Program Management & Quality Assurance**	150	150		
o **Standard 2: Teaching and Learning**	400	300		
o **Standard 3: Students**	150	150		
o **Standard 4: Faculty**	150	100		
o **Standard 5: Learning Resources, Facilities & Equipment**	150	100		
o **Standard 6: Research and Projects** (Only for PG)		200		
Standards Overall Performance Score	1000	1000		

Table 2.2: Performance Scoring for the Standards, Sub- Standards, and KPI

Performance Scoring	Weights and Scoring = Performance Score			
Standards, Sub-Standards, and KPI	Weights (UG)	Weights (PG)	% Score	Performance
o **Standard 1: Program Management & Quality Assurance**				
1.1 Program Management	80	80		
1.2 Program Quality Assurance	40	40		
1.3 *Key Performance Indicators*	30	30		
Standard 1 Average Performance Score	**150**	**150**		
o **Standard 2: Teaching and Learning**				
2.1 Learning Outcomes	100	**80**		
2.2 Curriculum	**120**	**60**		
2.3 Quality of Teaching and Students' Assessment	120	**100**		
4.4 *Key Performance Indicators*	60	**60**		
Standard 2 Average Performance Score	**400**	**300**		

o   **Standard 3: Students**

3.1.1 Admission, registration, graduation, transition criteria & requirements approved & disclosed				
3.1.2 Information to students				
3.1.3 Effective academic, professional, psychological, and social guidance and counseling services				
3.1.4 Gifted, creative, talented, & underachieving students' mechanisms				
3.1.5 Effective mechanism to communicate with alumni				
3.1.6 Adequate quality services provision mechanisms & evaluations				

1.1.6 *Key Performance Indicators*

Standard 3 Average Performance Score	150	150		

o   **Standard 4 Faculty**

4.1.1 Adequate number of faculty members at all sites				
4.1.2 Experienced, highly skilled professionals Included				
4.1.3 Academic, research & scientific activities efficiency				
4.1.4 Participate in community partnership activities				
4.1.5 Professional and academic development programs				
4.1.6 Teaching staff assessed with feedback based on criteria				
4.1.7 *Key Performance Indicators*				
Standard 4 Average Performance Score	150	100		

o **Standard 5: Learning Resources, Facilities & Equipment**

5.1.1 Learning sources & services adequacy & appropriate				
5.1.2 Appropriate orientation and technical training, and support for the effective use of resources				
5.1.3 Safety, environmental conservation, and hazardous waste disposal standards are applied efficiently and effectively				
5.1.4 Appropriate technologies, services, and environment for courses offered through distance or e-learning				
5.1.5 Effectiveness & efficiency of learning resources, facilities, and equipment were evaluated & improved				
5.1.6 *Key Performance Indicators*				
Standard 5 Average Performance Score	150	100		

o **Standard 6: Research and Projects**

6.1.1 Research in line with institutional research plan & measures				
6.1.2 Research priorities identified				
6.1.3 Research environment, financial support & equipment				
6.1.4 Research development and dissemination skills mechanisms				
6.1.5 Research fundings mechanisms				
6.1.6 Academic & administrative procedures for research				
6.1.7 Research, thesis & projects policies & procedures				
6.1.8 Research, thesis & projects policies & procedures				
6.1.9 Research, thesis & projects policies & procedures				
6.1.10 Research originality, knowledge enrichment, and research innovation verification				
6.1.11 Research ethics, policies & verification				

1.1.12   *Key Performance Indicators*

Standard 6 Average Performance Score		200		
Overall Standards Performance Score	1000	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 are conducted and written based on the Statistics, Information, Documentary Evidence, and outcomes obtained using the Standards, Sub-Stanards, and Items and 43 Generic KPIs based on the Scaled Performance Scoring System as provided in the KSU-QPMS (KSU Quality Performance Management System Handbook – 5th Edition, June 2023).

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 the 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 resolve 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, Sub-Stanards, 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 and discussed under the following headings:

2.1 DISCUSSION OF THE OVERALL PERFORMANCE:

"It 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. Its performance is critically evaluated based on the expectations and requirements of the KSU- QPMS Quality Management System and the Quality Performance Assessment Report (QPAR) of the previous academic Year. It 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 for improvement of the Institution/College/Program/Administrative Unit. Use 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."

The audit and assessment in Parts 2 & 3 should be based on two sets of assessment Standards:

- *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, and 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 samStandardrd and the different standards or areas of performance are aligned or integrated).*

- *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 six levels), T (Trend – preferably three 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 Standards or areas or performance).*

2.1.1 *Overall Annual Performance*

"It 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 or item requirements. But it uses the Sub-Stanards and Items requirements to reach an overall conclusion of the performance. Use the Process-Oriented and Results-Oriented Values to come to a summative discussion of the overall performance."

2.1.2 *Commendations or Strengths or Achievements*

"It calls for the discussion of the identifications of areas that are performed well and can be accorded commendations. It represents the strengths or competency of the Institution/ College/Program/Administrative Unit based on all the Standards requirements regarding 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 Standards or Item Requirements. Use the Sub-Stanards and Items requirements to reach a broad set of commendations or strengths displayed. Use the Process-Oriented and Results-Oriented Values to identify these commendations, strengths, or achievements."

2.1.3 *Opportunities for Improvements or Innovations*

"It calls for the discussion of identifying areas that could have performed better and merit improvements in the Institution/College/Program/Administrative Unit based on all the Standards requirements. They are in terms of the evidence or data used 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 Standards or Item Requirements. Use the Sub-Standards and Item requirements to reach a comprehensive set of opportunities for improvement. Use the Process-Oriented and Results-Oriented Values to come to summative identifications of these areas or opportunities for improvements and innovations."

Part 3: Standards Performance Assessment

It should discuss in-depth the performance evaluation of each of the Standards, Sub-Standards, Items, and KPIs. The performance data should be summarized in Table 3.1 to Table 3. 11. One table for each Standard, Sub-Stanards, and KPI. In the descriptive report of the performance analysis of each of the Standards, Sub-Standard,s and KPIs of the Institution/ College/Programs/Administrative Units, the overall performance achievement score should emphasize the goals set and achieved, leading to its development and effectiveness. The performance scoring of each of the Standards and the overall performance of the Standard. The general requirements for each of the Standards Standards are discussed under the following headings:

    a.   **DISCUSSION OF THE PERFORMANCE OUTCOME for Standards 1 to 5 or 6 (for Postgraduate Programs):**

"*It calls for the analysis of each Standard, Standards, 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 is based on the expectations and requirements of each Standard, Sub-Standards, Items, and KPI and Benchmark as defined in the KSU – QPMS and the QPAR report of the previous academic report Year. It should also discuss and analyze the performance outcomes, achievements, or indicators of the Institution/College/Programs or Administrative Unit. It leads 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 develop a set of action plans that further strengthen the position of the Institution/College/Programs Administrative Unit. These action plans should be actionable, achievable, concrete, and feasible for each Standard to bring about innovations rather than continuous improvement. The discussion here would be more in-depth, specific, and related to the Standards, Sub-Standards, Items, and KPI requirements.*"

    c.   **DISCUSSION OF OPPORTUNITIES 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. It should develop recommendations and action plans that are actionable, achievable, concrete, and feasible for each Standard to bring about continuous improvement. The discussion here would be more in-depth, specific, and related to the Standard, Sub-Standards, Items, and KPI requirements."

d. STATISTICS, INFORMATION, DOCUMENTARY evidence supporting performance assessment that might be needed or is 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 Standards 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

Performance Scoring		Weights and Scoring = Performance Score			
Standards, Sub-Standards, and KPI	**Weights** (UG)	**Weights** (PG)	**% Score**	Performance
o **Standard 1: Program Management & Quality Assurance**				
1.0.1 Program Management	80	80		
1.0.2 Program Quality Assurance	40	40		
1.0.3 *Key Performance Indicators*	30	30		
Standard 1 Average Performance Score	150	150		

a. Standard 1, Standards, Items, and KPI performance outcome

"*This calls for the analysis of this Standard, its Sub-Standards, 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 is based on the expectations and requirements of this Standard, its Standards, Items, and KPI and Benchmark as defined in the KSU – QPMS and the QPAR report of the previous academic Year. It should also discuss and analyze the performance outcomes, achievements, or indicators of the Institution/College/Programs or Administrative Unit. It leads 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, Standards, 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 develop a set of action plans that further strengthen the position of the Institution/College/Programs Administrative Unit. These action plans should be actionable, achievable, concrete, and feasible for each Standard to bring about innovations rather than continuous improvement. The discussion here would be more in-depth, specific, and related to the Standard, Sub-Standards, Items, and KPI requirements."

c. **Standard 1, Standards, 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. It should develop recommendations and action plans that are actionable, achievable, concrete, and feasible for each Standard to bring about continuous improvement. The discussion here would be more in-depth, specific, and related to this Standard, its Sub0Standards, 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 evidence-based approach. It includes using SID or evidence to arrive at the overall performance assessment for improvements."

Table 3.2: Performance Assessment of Standard 2

Performance Scoring		Weights and Scoring = Performance Score			
Standards, Sub-Standards, and KPI		**Weights** (UG)	**Weights** (PG)	**% Score**	Performance
o **Standard 2: Teaching and Learning**					
2.1 Learning Outcomes		100	**80**		
2.2 Curriculum		**120**	60		
2.3 Quality of Teaching and Students' Assessment		120	**100**		
2.4 *Key Performance Indicators*		60	**60**		
Standard 2 Average Performance Score		400	300		

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

   As above in Standard 1

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

   As above in Standard 1

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

   As above in Standard 1

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

As above in Standard 1

Table 3.3: Performance Assessment of Standard 3

Performance Scoring	Weights and Scoring = Performance Score			
Standards, Sub-Standards, and KPI	**Weights** (UG)	**Weights** (PG)	**% Score**	Performance
o **Standard 3: Students** 3.0.1 Admission, registration, graduation, transition criteria & requirements approved & disclosed				
3.0.2 Information to students				
3.0.3 Effective academic, professional, psychological, and social guidance and counseling services				
3.0.4 Gifted, creative, talented, & underachieving students' mechanisms				
3.0.5 Effective mechanism to communicate with alumni				
3.0.6 Adequate quality services provision mechanisms & evaluations				
3.0.**7** *Key Performance Indicators*				
Standard 3 Average Performance Score	150	150		

a. **Standard 3, Standards, Items, and KPI performance outcome**

As above in Standard 1

b. **Standard 3, Standards, Items, and KPI Commendations or Strengths**

As above in Standard 1

c. **Standard 3, Standards, Items, and KPI Opportunities for Improvement**

As above in Standard 1

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

As above in Standard 1

Table 3.4: Performance Assessment of Standard 4

Performance Scoring		Weights and Scoring = Performance Score		
Standards, Sub-Standards, and KPI	**Weights** (UG)	**Weights** (PG)	% Score	Performance
o **Standard 4 Faculty** 4.0.1 Adequate number of faculty members at all sites				
4.0.2 Experienced, highly skilled professionals Included				
4.0.3 Academic, research & scientific activities efficiency				
4.0.4 Participate in community partnership activities				
4.0.5 Professional and academic development programs				
4.0.6 Teaching staff assessed with feedback based on criteria				
4.0.7 *Key Performance Indicators*				
Standard 4 Average Performance Score	150	100		

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

As above in Standard 1

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

As above in Standard 1

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

As above in Standard 1

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

As above in Standard 1

Table 3.5: Performance Assessment of Standard 5

Performance Scoring		Weights and Scoring = Performance Score		
Standards, Sub-Standards, and KPI	**Weights** (UG)	**Weights** (PG)	% **Score**	Performance
o **Standard 5: Learning Resources, Facilities & Equipment** 5.0.1 Learning sources & services adequacy & appropriate				
5.0.2 Appropriate orientation and technical training, and support for the effective use of resources				
5.0.3 Safety, environmental conservation, and hazardous waste disposal standards are applied efficiently and effectively				
5.0.4 Appropriate technologies, services, and environment for courses offered through distance or e-learning				
5.0.5 Effectiveness & efficiency of learning resources, facilities, and equipment were evaluated & improved				
5.0.6 *Key Performance Indicators*				
Standard 5 Average Performance Score	150	100		

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

As above in Standard 1

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

As above in Standard 1

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

As above in Standard 1

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

As above in Standard 1

Table 3.6: Performance Assessment of Standard 6

Performance Scoring	Weights and Scoring = Performance Score			
Standards, Sub-Standards, and KPI	**Weights** (UG)	**Weights** (PG)	**% Score**	Performance
o **Standard 6: Research and Projects** 6.0.1 Research in line with institutional research plan & measures				
6.0.2 Research priorities identified				
6.0.3 Research environment, financial support & equipment				
6.0.4 Research development and dissemination skills mechanisms				
6.0.5 Research fundings mechanisms				
6.0.6 Academic & administrative procedures for research				
6.0.7 Research, thesis & projects policies & procedures				
6.0.8 Research, thesis & projects policies & procedures				
6.0.9 Research, thesis & projects policies & procedures				
6.0.10 Research originality, knowledge enrichment, and research innovation verification				
6.0.11 Research ethics, policies & verification				
6.0.12 *Key Performance Indicators*				
Standard 6 Average Performance Score		200		

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

As above in Standard 1

b. **Standard 6, Standards, Items, and KPI Commendations or Strengths**

As above in Standard 1

c. **Standard 6, Standards, Items, and KPI Opportunities for Improvement**

As above in Standard 1

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

As above in Standard 1

Part IV.   **Acknowledgment 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